

# Project Evaluation Report

<b>Report title:</b>	External Evaluation of Aarambha Project Endline Evaluation Report Cohort 1
<b>Evaluator:</b>	Foundation for Development Management
<b>GEC Project:</b>	Aarambha People in Need (PIN)
<b>Country</b>	Nepal
<b>GEC window</b>	LNGB
<b>Evaluation point:</b>	Endline Cohort 1
<b>Report date:</b>	July 2021

## Notes:

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# External Evaluation of Aarambha Project

## Endline evaluation report Cohort 1



*MOOS girls studying in CLC  
(Photo courtesy: Ashika Sharma)*



Foundation for Development Management

July 2021

## **ACKNOWLEDGEMENTS**

I wish to express my sincere gratitude to the Aarambha project team from People in Need (PIN) Nepal for their support from the preparatory stages of the evaluation. Additionally, I also wish to express my gratitude to Girls Education Challenge (GEC) and Mehroz Alvi for the continued support and assistance right from the planning stage. The support of the project's implementing partner as well People in Need (PIN)'s district team and partner organization has been very valuable in conducting the end-line evaluation.

The evaluation would not have been possible without the rigorous effort put in by the study team. I thank the enumerators as well as FDM's researchers Ashika Sharma, Neha Uprety and Kalieli Nyaichai for their hard work. I would also like to thank Rabina Dhakal for coordinating the project.

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

A handwritten signature in black ink, appearing to read "Sigdel", with a horizontal line underneath.

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**Foundation for Development Management (FDM)**

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## Executive summary

### Background

Aarambha project is being implemented in Bara and Rautahat districts of Province-2 of Nepal by People-in-Need (PIN) Nepal. The project is funded by the UK Foreign, Commonwealth & Development office (FCDO) under the flagship Girls' Education Challenge (GEC) programme's Leave No Girls Behind (LNGB) window. The project aims to mitigate the risks of early marriage, pregnancy, and childbirth among young girls, uplift their social status and help them lead healthy, safe, and educated lives. PIN Nepal aims to work with 8,500 married out-of-school adolescent girls as the direct beneficiaries. The other indirect beneficiaries include 17,000 family members of the direct beneficiaries identified, 4,000 in-school girls, 4,000 in-school boys, 400 newly elected local government officials, and community/ religious leaders. The project aims to roll out its interventions in four cohorts throughout its life-cycle of five years from 2019 to 2024 and 4 Cohorts. Cohort 1 includes 1,709 girls.

### Project interventions

The project primarily aims to improve the literacy and numeracy skills of the identified 1,709 girls from Cohort 1. Various activities, as outlined below, were implemented by the project to achieve the expected outcomes.

- Provide literacy and numeracy skills to girls through the establishment of community learning centers (CLC). CLCs also provided skills related to the pre-identified enablers of learning empowerment: Financial Literacy, Adolescent Sexual and Reproductive Health (ASRH), and Self Efficacy. The CLCs were established within the community where girls lived, with the view to addressing their barriers to education.
- Engage parents through interactive programs and workshops focused on increasing parental support in girls' learning by addressing the barriers related to girls' excessive engagement in household chores.
- Involve and engage community leaders and local government to raise awareness on delayed child marriage and the importance of girls' education, eventually sustaining the activities and achievements.
- The project trained the formal school teachers in gender-responsive pedagogical approaches. Apart from this intervention, the project also aimed to conduct gender-transformative workshops with in-school and out-of-school girls and boys. However, the project could not carry out these activities, given the wake of the COVID-19 pandemic and subsequent closure of the schools.
- In response to the pandemic, the project switched the physical classes run in CLCs to a phone-based distance teaching and learning approach, where girls were provided mentoring support through the phone. In addition to this, radio programs were designed and aired through local radio stations on delayed child marriage and the importance of education.
- The project also provided Psycho-Social Support (PSS) to girls during the pandemic

## Methodology

Foundation for Development Management (FDM), a private monitoring and evaluation (M&E) consulting firm, was contracted by PIN to conduct the evaluations of the Aarambha project. The evaluation for this project undertook a quasi-experimental approach, with a stepped-wedge randomised trial that involved sequential crossover of groups from comparison to intervention conditions. The project followed this design for interventions with Cohort 1 of beneficiaries. The project tracked Married Out of School (M-OOS) adolescent girls in treatment and comparison groups across each evaluation point – baseline, and end-line for the first year of its intervention. A mixed approach of data collection, comprising quantitative and qualitative data collection methods was used for the end-line evaluation. The same sample of 400 girls was carried over from baseline to the end-line. Learning tests and girls surveys were carried out with all 400 girls in both the intervention and comparison groups. The evaluation could not track the entire sample of 400 girls as many of them had dropped out from the project due to COVID-19. At the same time, some of the girls were not present at home during the entire data collection period resulting in attrition of 34 percent in total. To compensate for the attrition, the evaluation team undertook a one-to-one replacement approach. Apart from quantitative data, qualitative data collection comprised of Focus Group Discussion (FGD) and Key Informant Interview (KII) with various stakeholders in the intervention group.

## Characteristics and Barriers

There was no significant change in the ethnic representation of the sample from baseline. Most of the girls from both the intervention and comparison groups belonged to Muslim ethnicity. However, slight changes were observed in the overall ethnic composition of the sample. For instance, the percentage of Muslim girls increased in the end-line (67.7%) compared to baseline (63.3%). Similarly in the comparison group, the representation of Muslim girls increased from 39.5 percent at baseline to 41.8 percent during end-line. This slight difference in the sample composition can be attributed to the replacement strategy undertaken to account for attrition<sup>1</sup>.

In terms of livelihood, the end-line study found that most girls' households rely on agriculture as their primary source of income. The percentage of families dependent on daily wage labour has decreased somewhat from 30.6 percent at baseline to 27.85 percent during the end-line. In return, economic reliance on foreign employment was found to have slightly increased from 3.35 percent at baseline to 3.65 percent during the end-line in both intervention and comparison groups.

With regards to barriers related to poverty, there has been an increase in the number of households unable to meet basic needs across both intervention and comparison groups. For instance, for the age group 10-14, the percentage of household reporting they are unable to meet the basic needs increased from 35.9 percent at the baseline to 37.8 percent during the end-line. Likewise, among the age group 15-19, the percentage hike for the same barrier was from 27.6 percent at the baseline to 31.1 percent in the end-line

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<sup>1</sup> Details on replacement strategy and limitations are presented in Annex 2.

for the intervention groups The overall change observed between baseline, and end-line data was statistically significant.

Likewise, in the comparison group, households unable to meet their basic needs went up from 22.2 percent (baseline) to 37.5% (end-line) in age group 10-14; and 29.8percent (baseline) to 37.8 percent (end-line) in the age group 15-19. Similarly, the baseline figure of 7.7 percent of the households who had gone to sleep hungry many days in a year increased to 10.8 percent in the endline, in the comparison sample representing the age group 10-14. The value for the same characteristic soared from 8.1 percent to 11.3 percent in the intervention group's age group 15-19. These changes in household characteristics can be attributed to the economic impact of COVID-19 on household income.

The percentage of households reporting that they find it unsafe for their girls to travel to school has also increased from baseline to end-line. For instance, in the age group 10-14, it has gone up from 2.6 percent in the baseline to 24.3 percent in the end-line. Likewise, for the age group 15-19, it has jumped from 7.1 percent in the baseline to 18.2 percent in the end-line. As we explored the reason behind this trend about girls' 'unsafe travel to school', parents whom we interacted with said they fear Unsafe to travel to school as reported by parents was due to perceived fear that their daughters might elope with boys on their way to school if they are allowed to travel to school alone.

Out of all the barriers identified during baseline, only 'household chores' were significantly affecting girls' learning and transition at the end-line. What's even more alarming about this barrier is that as many girls have normalized their excessive engagement in household chores, they don't recognize this as a problem at all. Instead, they believe that it is okay to be engaged in household chores as long as they are able to steal some time from their day for project activities. Meanwhile, the end-line evaluation observed an improvement in the gap earlier identified regarding limited parental support in girls' formal schooling.

## Learning Outcome

End-line evaluation of Aarambha showed an encouraging result in terms of girls' learning outcomes. Girls' learning was measured using the Early Grade Reading Assessment (EGRA) tool for literacy and the Early Grade Mathematics Assessment (EGMA) tool for numeracy. In the intervention group, girls' mean EGRA and EGMA scores increased by 28.1 percent and 35.5 percent, respectively. In the comparison group, the percentage increase was only 12.3 percent for EGRA and 14.9 percent for EGMA, a difference twice as low as compared against the scores of intervention girls. This difference-in-difference analysis observed between the intervention and comparison groups is statistically significant. Despite an overall learning improvement, the study highlighted some outstanding gaps that still prevail among girls regarding their literacy and numeracy skills. For instance, many girls were unable to identify words, and fully comprehend the given reading passage. Similarly, many girls did not demonstrate satisfactory performance in numeracy tests in addition, subtraction, multiplication and division.

Nonetheless, the improvement in girls' literacy and numeracy scores can be attributed to the CLC classes run by the project in their respective areas The particular intervention was widely appreciated, by several stakeholders, as it took the learning opportunity for girls at their doorsteps, challenging the barriers related to restrictions of girls' mobility stemming from the gender-biased socio-cultural norms and tradition.

Meanwhile, the study explored the reason behind the learning improvement observed among comparison girls. As per the findings, the comparison girls, most of whom are Muslims, are also engaged in Madrassa classes at local mosques, which have now incorporated Nepali, Mathematics, and English in their curriculum.

## **Transition Outcome**

There was an increment in the percentage of intervention girls who reported that they are currently studying in CLC, (80.6% in the baseline to 83.6% in the end-line, a statistically significant difference). Similarly, the percentage of girls reporting that they are 'currently employed' at the time of data collection went up by 1.7% from baseline to end-line. Other than this, the end-line evaluation did not show an encouraging result in terms of the transition outcomes. The project had envisioned enrolling younger girls in formal schools and engaging older girls in different forms of vocation. However, by the time EE collected the data, the girls had not transitioned into either of these pathways. . Nevertheless, almost all of the girls had made their life plans and were ready to transition. As the formal schools were closed due to COVID-19 pandemic, even the girls who wanted to enroll in formal schooling could not do so. The project could not complete its targeted activities for the transition outcome-providing vocational training and distributing the cash grant due to COVID-19. Since the vocational training was not completed in time, the girls, who would have otherwise started their vocation after being skilled and getting the seed money from the project, did not demonstrate any successful transition.

## **Sustainability Outcome**

The end-line sustainability score of the project is 31.25 percent, an increase of over 20 percent from the baseline. Although the end-line sustainability score is below the projected target, the community level sustainability indicators have gone up significantly. The percentage of parents who felt that it is harmful for a girl to get married below the legal age went up from 26 percent in the baseline to 45.5 percent in the end-line. Likewise, other indicators related to parental support in M-OOS girls' life plans has also increased since baseline. Parental engagement activities conducted by the project attributes to the increased community level sustainability indicators.

On the contrary, since most of the project activities were hampered by COVID-19 this year, the school-level and system-level sustainability indicators could not realize their full potential. Nevertheless, qualitative consultations and secondary data review showed an encouraging commitment the local government to sustain the project activities. Someof the municipalities have even provided a written commitment to continuing the CLCs in the future, even after project phase-out.

## **Intermediate Outcomes**

Apart from learning, transition and sustainability, several other intermediate outcomes acted as enablers to girls learning and transition outcomes. Attendance, household decision-making, life skills, and parental attitude were the learning outcome enablers assessed during the end-line. At 82.56 percent, the evaluation observed an improvement in girls' attendance in the CLCs. PIN had fed the attendance data to EE. It

included the attendance of DTL classes where PIN had recorded the girls' attendance in DTL/ call. The involvement of change champion has played a significant role in making girls regularly attend the CLC classes. Moreover, girls also got support from parents to regularly attend the DTL classes.

Household decision-making was examined with qualitative methods in the end-. Since the indicator was reported to be overestimated during the baseline, it was mutually agreed between external evaluators and fund manager to assess this indicator qualitatively in all future evaluations.. The findings suggested that even though girls have become more confident in putting their voices forward, they still lag when making significant decisions like enrolling in school or starting their own business. The project has been able to boost girls' confidence to an extent but not to the level that fully allows them to enjoy decision- making. Limitations in girls' decision-making ability result from the existing social norms in the project areas where only older household members are involved in the significant decision-making roles.

Regarding life skills, the knowledge regarding family planning and contraception has increased among all girls, irrespective of their ethnicity and age. The study observed a positive shift in girls' attitude towards family planning and contraception. The practice of contraception increased from 10 percent in the baseline to 36.4 percent in the end-line. Similarly, the attitude towards and practice of using contraception among Muslim girls has also improved since baseline. The change in knowledge, attitude, and practice among the M-OOS, girls including Muslim girls can be attributed to the ASRH/ FP classes delivered in the CLCs. Besides, other non-project exposures to PSAs and awareness contents available in the media have also contributed to bringing about this shift of ASRH/ FP attitude and practice. The study observed a similar improvement among the girls of the comparison group as well.

Likewise, end-line also observed an increase in girls' self-efficacy score. Nevertheless, pressing patriarchal gaps related to girls' limited role in decision-making and freedom of mobility still prevail. While it is true that the girls have become more confident, the gender-based patriarchal social norms of the society do not allow them to exercise their self-esteem in the household and communities fully.

The parental attitude has improved in the end-line for both intervention and comparison groups. The parents are increasingly supportive of girls' education and their life goals. Their knowledge and attitude regarding delayed marriage have increased positively. The parental engagement activities run by the project were able to create a supportive environment for girls, especially with regards to learning, either through CLCs or through the distance teaching and learning methods adopted during the pandemic. Meanwhile, the improved parental attitudes in comparison group was caused by the parental engagement programs conducted by local government.

## **Impact of COVID 19**

The DTL activities conducted by the project during COVID-ensued lockdown included self-learning and phone-based mentoring/ coaching. Almost all of the girls (99%) reported attending such classes. The girls stated that they were satisfied with the DTL support as these classes were helpful to retain the learning achievements made through CLCs. Despite girls' positive view of the DTL, the facilitators of the learning center indicated that it could have been more effective if they had a proper mechanism to monitor girls'

learning through DTL. Meanwhile, girls also reported that they got necessary support from parents during home-based learning.

## **Conclusion and recommendations**

The end-line evaluation has come up with a few recommendations for the project to consider for upcoming intervention engagements with Cohort 2. In light of the findings of this evaluation, it has been suggested that the project should focus on CLC classes as this was the most effective intervention. Further, to increase the effectiveness of the learning outcomes, the project is advised to design the curriculum such that the girls with different learning needs are addressed accordingly by the curriculum. In addition to the DTL approach taken in response to the COVID-19 pandemic, it has been suggested to consider one-to-one coaching through home visits if similar situation arises in the future. Similarly, the project needs to speed up the activities in Cohort 2 so that girls can transition on time. Since the project is still working in the areas near Cohort 1, during upcoming interventions, the project is also advised to implement some activities focused on sustaining this phase's achievements. In addition to these, considering the barriers that the girls are facing, especially the household chores, project is advised to intensify its parental engagement activities to support girls in household chores and provide more time for their learning.

## 1 Background to the Project

### 1.1 Project context

Province 2, one of the seven provinces of Nepal, is home to a mix of different ethnic groups – most notably Madhesis, a category of Hindu ethnic and linguistic groups historically distinct from the Gangetic plain and Pahadis from Nepal’s hill region. Maithili and Bhojpuri are the most spoken languages in this region, with some other ethnic minorities speaking their dialect such as Bajjika, Tharu, and Urdu in some parts. The area has the highest rates of illiteracy (41%) in the country, with the highest proportion of females who have never attended school (58.7% of females compared to 32% of males). Adolescent girls in the region face several barriers on the individual, community, and systemic levels in their access to education stemming from their low social status, which lowers their agency, access to information and services, and self-value. The Nepal Demographic and Health Survey (NDHS) 2016 showed that the province’s net attendance ratio for female adolescents in secondary level is the lowest of all provinces (42%), due to high school dropout rates. Consequently, these lead to lower levels of numeracy and literacy among adolescent girls.

Child marriage in Nepal is considered a void marriage, which is a criminal offense punishable under the National Penal Code, 2017. The legal age of marriage is 20 years for both of the parties to the marriage. There is a provision of imprisonment up to three years and a fine of up to thirty thousand rupees for the persons committing the offense relating to child marriage. Similarly, the marriage concluded without the consent of the persons getting married is also regarded as a void marriage. If anyone ends or causes to end a marriage without the permission of the concerned parties getting married, the person is liable to sentence of imprisonment and fine. The low reporting of child marriage cases is not new to the areas where these practices exist in the form of commonly accepted custom and culture.

Despite the existing legal framework, marriage before 20 years is much prevalent in Province 2. Early marriage is one of the significant factors leading to higher dropout rates among adolescent girls in the province. The NDHS 2016 survey also showed that the adolescent marriage rate in Province 2 is 23%, while 18% of girls aged 15-19 had already begun childbearing, both being the highest of all provinces. In Nepal, early marriage/pregnancies were found to have the highest percentage linkage (32%) to early dropout among girls aged (12-17). Early marriage is, therefore, closely matched and linked to the rates of early dropout, low attendance, and illiteracy for girls. The M-OOS adolescent girls in the region also have a significant age difference between their spouses, which lowers their bargaining power with their husbands, in-laws, and acts as a barrier to their fulfillment of life plans and education. In fact, 42.2% of girls in Terai between the age of 15-19 have husbands who are five or more years older than them. This is the second-highest among all the sub-regions.

Rautahat and Bara districts are two of the least performing districts within Province 2 in terms of development indicators, especially relating to girls’ education and life outcomes. For instance, both districts are ranked at the bottom (red-zones) in the Equity Index 2018. The Equity Index uses core dimensions of inequity and ranks the districts based on three educational outcomes: access, participation, and learning. Bara, which has some of its municipalities bordered with India in the South, presents unique socio-economic and cultural practices. For instance, cross-border marriages are quite prevalent in Devtal Rural



Municipality, which borders India, especially among Dom and Muslim communities. The findings from the formative research conducted by PIN Nepal in 2019 also strongly highlighted the social acceptance of early marriages and other harmful social practices, such as the dowry system in these districts contributing to early dropouts of adolescents from schools. Furthermore, the presence of law enforcement agencies was low, and almost zero action was taken towards controlling such acts in research areas. In this regard, PIN has envisioned enrolling girls into formal school or transitioning them to safe employment. The project carefully considers the significant issues identified during context and marginalization analyses while planning and implementing its interventions.

## 1.2 Target Beneficiary Group

The project's direct beneficiaries include married out-of-school adolescent (10-19 years) girls of Province 2. Based on the project's marginalization framework, the following inclusion criteria were used to select the primary beneficiaries:

- Age: 10-19 years
- Marital Status: married or in a union or is waiting for “Gauna” ceremony
- School Status: out-of-school girls who have never attended school, out-of-school girls who have attended schools but have dropped out
- Residence: living in the project target area

*In some communities in the terai region of Nepal, marriages happen in two stages, a formal marriage ceremony first, followed some years later by a ceremony called a gauna. Gauna takes place mostly after bride reaches her puberty. The bride only after gauna goes to live with her husband and in-laws, and the marriage is consummated only after the ceremony.*

The number of targeted primary beneficiaries of Aarambha is further outlined in table 1.

With regards to Cohort 1, the initial identification of primary beneficiaries was conducted through communication with schools, Female Community Health Volunteers, health posts, and local authorities. Further identification and verification were conducted by the External Evaluator on the household level during the pre-baseline. And later, the beneficiaries identified during the pre-baseline were enrolled in the Community Learning Centres (CLCs) by the project team, during which further verification of the eligibility was done. Because of the specific beneficiary criteria, the project will enroll new beneficiaries for each cohort two months prior to working with that given cohort (it is impossible to establish with any certainty in advance who from a given Municipality will be married and out of school in the following years). For this reason, towards the end of each cohort, the beneficiary identification and recruitment process for the next year will be carried out.

## 1.3 Theory of Change

The project's theory of change is based on addressing the foundational barrier that has caused these girls to drop out and marry early: the low social status and value of girls in Nepal. The following figure summarizes project's theory of change.

**Table 1: Project's Theory of Change**

Impact: Improved life chances of married out of school (M-OOS) adolescent girls in Central Terai			
<b>Outcome</b>	(O 1) Improved <b>learning</b> outcomes for M-OOS adolescent girls	(O 2) Increased <b>transition</b> into formal education, informal literacy or vocational trainings according to M-OOS girls' life plans	(O 3) Communities', schools' and authorities' gender equitable attitudes <b>sustain</b> improved life chances for M-OOS adolescent girls and prevent early marriage
<b>Risks &amp; Assumptions</b>	<ul style="list-style-type: none"> <li>- Community Learning Centers or other units are available</li> <li>- Education Review Office is open to collaboration on formal certification</li> <li>- Families will accept M-OOS participation, including those with high domestic labour burden and unsupportive of and perceiving low value girls' education</li> <li>- Adaptations for M-OOS with learning disabilities are feasible within the VfM considerations</li> </ul>	<ul style="list-style-type: none"> <li>i) Formative research (completed)</li> <li>ii) Identification and training of female community mentors (not completed)</li> <li>iii) Curriculum development (completed)</li> <li>iv) Life skill workshops, coaching and life planning sessions (moved to remote phone-based sessions)</li> <li>v) Cash Assistance for peer-selected trainings &amp; projects that address health, safety and livelihood needs (not completed)</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of available trainers for girls' and boys' workshops who meet the criteria are available</li> <li>- No political interference in the school-based project activities.</li> <li>- Collaboration between schools and relevant authorities is functional.</li> </ul>
<b>Int. Outcome</b>	(IO 1) M-OOS adolescent girls' improved attendance in literacy & numeracy courses	(IO 2) M-OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	(IO 3) Schools have created enabling environments for students to learn and supportive of M-OOS girls' life plans
<b>Output</b>	1) Improved access to numeracy & literacy courses for M-OOS adolescent girls	2) Access to life skill trainings, coaching sessions, cash assistance, and peer support networks	3) Access to safe and enabling learning environments in schools for students and M-OOS girls whose life plan is to re-enroll
			4) Change Champions promote girls' education, delayed age of marriage, and M-OOS girls' life plans

Activities	<ul style="list-style-type: none"> <li>i) Identification and training of female trainers (completed)</li> <li>ii) Curriculum development (completed)</li> <li>iii) Engagement with participants' families (moved to remote phone-based consultations and counselling)</li> <li>iv) Literacy and numeracy courses (moved to remote phone-based sessions)</li> <li>v) Catch up classes (moved to remote phone-based sessions)</li> </ul>	<ul style="list-style-type: none"> <li>i) Formative research (completed)</li> <li>ii) Identification and training of female community mentors (not completed)</li> <li>iii) Curriculum development (completed)</li> <li>iv) Life skill workshops, coaching and life planning sessions (moved to remote phone-based sessions)</li> <li>v) Cash Assistance for peer-selected trainings &amp; projects that address health, safety and livelihood needs (not completed)</li> </ul>	<ul style="list-style-type: none"> <li>i) Training of mentors to lead workshops (not completed)</li> <li>ii) Her Turn - gender transformative workshops with in and out of school girls (not fully completed)</li> <li>iii) His Chance - gender transformative workshops with in and out of school boys (not fully completed)</li> <li>iv) Gender-responsive pedagogical trainings for teachers to create safe learning environments (moved to remote phone-based sessions)</li> </ul>	<ul style="list-style-type: none"> <li>i) Gender transformative workshops for M-OOS girls' families delivered by community and religious leaders (not fully completed)</li> <li>ii) Cash grants for M-OOS girls' family members to pursue life plans (not completed)</li> <li>iii) Trainings for local government officials. (completed)</li> <li>iv) Gender transformative community events led by Gender Change Champions (adapted into radio programs and PSAs in MTRP)</li> </ul>
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Barriers	<p><b>Individual level:</b></p> <ul style="list-style-type: none"> <li>- Early marriage, pregnancy and childbirth. (IO2)</li> <li>- Limited access to literacy, numeracy or transitional programs. (IO1)</li> <li>- Social isolation, lack of peer support network. (IO2)</li> <li>- Limited access to family planning; motherhood, early pregnancy and childbirth related health problems. (IO2)</li> <li>- Limited life skills: low levels of self-esteem, agency, confidence, and ability to negotiate important life decisions. (IO2)</li> <li>- Vulnerability to or experience of SGBV. (IO2)</li> <li>- Power dynamics in household - burden of household chores, age difference between spouses, intra household bargaining power. (IO2)</li> <li>- Ethnic and caste status.</li> <li>- Low Nepali language competency (school medium language). (IO1)</li> </ul>	<p><b>Community, School and System Level:</b></p> <ul style="list-style-type: none"> <li>- Low social status of daughters-in-law: unpaid work, lack of decision making power. (IO4)</li> <li>- Harmful social norms and practices: mobility restrictions, menstrual restrictions, demands to bear children, early marriage. (IO4)</li> <li>- Lack of gender responsive, safe, and enabling schools environments: lack of sufficient &amp; adequate WASH facilities, gender sensitized teachers, prevalence of corporal punishment, bullying of married girls, education in minority mother tongues, lack of teachers from ethnic and caste minority backgrounds. (IO3)</li> <li>- Poor implementation of policies, strategies and programs preventing married adolescents from dropping out and encouraging M-OOS to reenroll. (IO3, IO4)</li> <li>- Lack of services available to M-OOS adolescent girls. (IO1, IO2, IO3, IO4)</li> <li>- Poverty within the community that prevents families' investment in educational opportunities for their children. (IO2, IO4)</li> </ul>
<p>Low social status of M-OOS adolescent girls that leads to low agency, low self-esteem, and limited access to information</p>		

Through Output 1, the intervention will ensure girls have access to, and are therefore able to attend, literacy and numeracy courses that will improve their learning outcomes, and that they have acquired at least one additional grade-equivalency of literacy and numeracy skills. The literacy and numeracy courses will provide a minimum of 250 hours of learning per student and will include basic level formalized classes, the use of letter and number-based early writing materials and gradual introduction of more adaptive, negotiated content. Courses will incorporate competency and task-based content designed according to the particular health and safety needs of M-OOS adolescent girls (e.g. maternal nutrition). The literacy

course will use culturally sensitive and contextualized adaptive learning approaches in the Freiran-Stuart tradition with a particular emphasis on interactive student-centered teaching practices, and gender-responsive pedagogies.

Within Output 2, the intervention will allow girls to acquire the additional skills needed to develop personal agency and pursue their life plans. Life skills trainings will be based on PIN’s gender transformative workshops and improve girls’ non-cognitive skills such as negotiation skills, self-esteem, problem solving, and communication. These sessions will also provide critical cognitive skills for M-OOS adolescent girls that will enable them to navigate health and safety related issues: nutrition, sexual and reproductive health and rights (SRHR), menstrual hygiene management (MHM), infant care, and GBV related knowledge: legal provisions, prevention, response, and resources. Life plans are pragmatic and realistic blueprints for girls to pursue formal and informal educational opportunities and careers according to their specific individual capacities, interests, and barriers. These life plans will be developed through coaching session with community mentors to directly identify how girls will transition into these fields considering the existing opportunities provided through the project (reenrollment) and outside of the project (informal and vocational trainings).

Schools, teachers, and student bodies will become enabling environments for M-OOS adolescent girls whose life plans include transitioning into formal education (Output 3). Teachers will be capacitated to use gender-responsive teaching styles and non-violent class management methods. Students will undergo gender transformative workshops that enable the reporting of violence and harassment within schools and create supportive student-led peer networks. School Support Groups will be formed at schools who will work together with school management committees to ensure the schools have functional mechanisms and systems that promote gender equality. Such engagements will encourage students and OOS adolescents to continue their educations and avoid early marriage by having the skills to negotiate important life decisions. It will also promote the sustainability of M-OOS adolescents’ life plans to transition back into formal education. PIN’s existing work with schools in Nepal has produced evidence that this output has directly led to the reenrolment of out-of-school girls and boys into formal education.

Change Champions from the community will be engaged to challenge harmful social norms that affect M-OOS adolescent girls and create conducive environment within which they can pursue their life plans (Output 4). The project’s work with M-OOS adolescent girls’ families, government officials, community decision makers, and women-led community networks will ensure that the wider social context will enable M-OOS adolescent girls to pursue their informal and formal education aspirations after the conclusion of the project. The Intermediate Outcomes 3 and 4 will also help ensure bi-causal linkages between early marriage and early dropping out are broken – helping future girls and boys from the community continue their education.

**Table 2: Summary of direct beneficiaries<sup>2</sup>**

Direct beneficiary numbers	Total figures
Total number of girls reached in Cohort 1	1709

<sup>2</sup> EEs comments on the beneficiary numbers reached are in Annex 7.

Total number of girls expected to reach by end of project	8500
<b>Education level</b>	<b>Proportion of total direct beneficiaries in Cohort 1 (%)</b>
Never been to school	53%
Been to school but dropped out.	47%
<b>Age banding (The age bandings used is appropriate to the ToC)</b>	<b>Proportion of total direct beneficiaries in Cohort 1 (%)</b>
10 to 14	6%
15 to 19	94%

Source: Project Monitoring data

**Table 3: Level of schooling before dropping out**

Level of schooling before dropping out	Proportion of Cohort 1 direct beneficiaries (%)	Data source
Never been to school	53%	Project's CLC enrolment data
Grade 1	1%	
Grade 2	7%	
Grade 3	6%	
Grade 4	8%	
Grade 5	11%	
Grade 6	3%	
Grade 7	2%	
Grade 8	5%	
Grade 9	2%	
Grade 10	2%	
Note: As per the pre-baseline report for Cohort 1, the average duration of time M-OOS adolescent girls dropped out is four years.		

Source: Project Monitoring data

**Table 4: Intervention pathway**

pathway	Which girls follow this pathway?	Number of girls following this pathway for Cohort 1	Time duration of the	Number of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
Literacy and	Younger (10-15) married OOS adolescents	162	10 months	4	Level 0-1 of functional literacy and	Improved functional literacy and numeracy by	Formal school reenrolment to the grade corresponding to

pathway	Which girls follow this pathway?	Number of girls following this pathway for Cohort 1	Time duration of the	Number of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
Numeracy classes  Life skills courses	without children				numeracy defined by the project	one grade/level, the highest being Level 3.	their literacy/numeracy post participation Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000 (less than or equal to 14 years) and Labor Law (above 14 years)
	Younger (10-15) married OOS adolescents who are mothers	10					Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000
	Older (16-19) married OOS adolescents without children	850					Formal school reenrolment to the grade corresponding to their literacy level post
	Older (16-19) married OOS adolescents with children	687					Informal literacy enrolment, informal vocational training Safe employment, as allowed by the

pathway	Which girls follow this pathway?	Number of girls following this pathway for Cohort 1	Time duration of the	Number of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
							Child Labor Prohibition and Regulation Act 2000

Source: Project MEAL Framework

**Table 5: Indirect beneficiary groups**

Group	Interventions received	Total number reached for Cohort 1
Other OOS girls aged 10-19 (Output 3)	Gender transformative workshops	0
OOS boys aged 10-19 (Output 3)	Gender transformative workshops	0
In-school girls (Output 3)	Gender transformative workshops	129
In-school boys (Output 3)	Gender transformative workshops	84
Families (Output 4)	Gender transformative workshops, events led by Change Champions	1557
Community gatekeepers (Output 4)	Gender transformative workshops, events led by Change Champions	50
Women-led community networks and other active literate women from the community (Output 1, 2 and 3)	Literacy and numeracy training, Life skills training to work with adolescent girls	83
Young male community members (Output 3)	Life skills training to work with adolescent boys	0
Teachers (Output 3)	Gender responsive pedagogical training	35
Government authorities (Output 4)	Gender transformative workshops	86
Community members (Output 4)	Community orientation at CLC level, events led by Change Champions	747

Source: Project monitoring data



## 1.4 Key evaluation question and role of end-line

### 1.4.1 Evaluation purpose(s) and evaluation questions

The project's theory of change is based on addressing the foundational barrier that has caused girls to drop out and marry early. In this regard, the project worked primarily with Married, Out-Of-School (M-OOS) adolescent girls between the age group 10-19 years from Bara and Rautahat district of province 2, along with other key stakeholders like the girls' families, community groups, religious leaders, schools and government officials. Through its interventions of empowerment and advocacy, the project aims at addressing the underlying barrier that prevents girls from leading healthy, safe, and educated lives: their low social status. Outcome and output level indicators have been developed to measure the progress of the intervention as shown by the ToC above.

For each cohort, FDM, as an external evaluator is conducting baseline and end-line evaluation to inform project on what worked well and what needed changes. For Cohort 1, end-line evaluation was conducted in December 2020 to answer the following evaluation questions

- *Effectiveness* – How effective the project was in developing married out of school adolescent girls' literacy and numeracy? How effective the project was in developing married out of school adolescent girls' cognitive and non-cognitive life skills?
- *Impact* – How, if at all, do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision making and agency? How and why was this impact achieved? Were there different impacts for different sub-groups?
- *Impact* – How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the married, out of school adolescent girls to pursue their life plans? How, if at all, did the project succeed in mitigating the harmful effects of child marriage (e.g. delayed age of first birth, intention to get pregnant, etc.)? How and why were these impacts achieved? Were there different impacts for different sub-groups?
- *Influences*- What were the key contextual challenges faced by the project to implement designed interventions? What were the positive and negative influences for the project?
- *Unintended consequences*- Did the project have any unintended consequences, besides the intended outcomes? Were they positive or negative? What were the effects of such unintended consequences on the intended outcomes?

**Table 6: Evaluation questions and summary of quantitative and qualitative data/analysis required to answer question**

Evaluation question	Qual data/analysis required to answer question	Quant data/analysis required to answer question
How effective the project was in developing married out of school adolescent girls' literacy and numeracy? How effective the project was in	FGD with M-OOS girls	Score from EGRA and EGMA test established the baseline for literacy and numeracy score.

Evaluation question	Qual data/analysis required to answer question	Quant data/analysis required to answer question
developing married out of school adolescent girls' cognitive and non-cognitive life skills?		
How, if at all, do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision making and agency? How and why was this impact achieved? Were there different impacts for different sub-groups?	FGD with M-OOS girls and parents to explore reasons and barrier to transition.	Proportion of girls engaged in different activities in the past year and in the present (Girls and Household survey)
How effective the project was in developing married out of school adolescent girls' cognitive and non-cognitive life skills?	FGD with M-OOS girls to explore knowledge attitude, and practice in terms of Financial literacy, Family planning and self-efficacy	Life skill index which includes knowledge attitude and practice relating to financial literacy, family planning, and self-efficacy (Girls Survey).
How, if at all, do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision making and agency?	FGD with M-OOS girls, parents KII with change champions to understand the general practice of household decision making.	Household decision making index
How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the married, out of school adolescent girls to pursue their life plans?	KII with Teachers, head teachers	Aggregated score for Gender sensitive teacher tool, Score card and approach classroom observation
What is the community doing and how is it engaged to challenge harmful social norms that affect M-OOS adolescent girls and create conducive environments within which they can pursue life plans	KII with government officials, head teacher, parents, and change champions/ religious or community leaders to understand general, present and past trend of the society relating to marriage, and education. Activities being conducted as a part of the campaigns to make community people aware about the issue of early marriage.	N/A

## 1.4.2 Overall evaluation design

The evaluation undertook a quasi-experimental approach, with stepped-wedge design, a randomized trial that involved sequential crossover of groups from comparison to intervention conditions. The changes in the comparison group (non-intervention group) provided a counterfactual scenario to the project's interventions. The key approach to demonstrating causality in the project was the 'Difference-in-Differences' approach. This approach measured the effect of the intervention as the change in the outcome observed for a group of beneficiaries before and after the intervention against the change observed for a comparison group of comparable non-beneficiaries.

For the end-line, FDM used both quantitative and qualitative methods to gather data and pieces of evidence for the end-line evaluation. While quantitative tools provided a numerical measurement of the assessments, the qualitative tools validated and contextualized quantitative findings. A sequencing approach was carried out to inform the areas of inquiry for the quantitative data collection. This allowed for the comprehensive contextual analysis of the factors that affected the trends as shown by the quantitative data. For quantitative data collection household and girls survey was conducted with M-OOS girls and their parents. EGRA/EGMA tools were used to measure the learning of the girls. A joint sampling approach was used where the household of the randomly selected M-OOS girls was visited for collecting the household information. Girls and households selected in the baseline were followed in the end-line for comparing the results of the girls from baseline to end-line. The end-line data collection was undertaken in December 2020 and January 2021. The first wave of COVID-19 pandemic had started to slow down and the government had lifted all the restrictions including lockdown during the data collection period. There were no cases in the community where data collection was done. Hence, there was no significant impact on data collection due to COVID-19 in the end-line. However, necessary precautionary measures were taken by all enumerators, monitors, and researchers in the field to prevent the further spread of the disease.

## 2 Context, Educational Marginalization and Intersection between Barriers and Characteristics

This section presents the changes in the key characteristics and barriers in the end-line since baseline. The barriers were identified in the baseline based on the theory of change of the project.

### 2.1 Impact of COVID-19

Nepal was hit by COVID-19 in March 2020. The government imposed a nationwide lockdown as soon as the first case was reported. This had a considerable impact on PIN's project area and thus has affected the findings on outcomes and intermediate outcomes presented in this report. All CLCs had to close, following the government instructions as a preventative and control measure. The impact of COVID has been observed in almost all of the outcomes including the characteristics and barriers which has been discussed in the related sections above. While M-OOS girls who were previously overburdened by the household chores reported an increase in the burden during the lockdown and pandemic. Families had an economic impact as 64.5% of the respondent reported their decreased ability to earn household income. Families also reported that it caused unsafe for girls to travel to school. This had an impact on learning outcomes as girls had a gap in learning. Likewise, the project itself was unable to complete various

interventions timely, for instance, life skills training and cash grant support which had a significant impact on the transition outcome. Similarly, due to the closure of schools, school-level intervention was halted and data collection from school was also affected. So, there had been an impact on the intermediate outcome as well as sustainability outcome. In this regard, the outcome that has been discussed would have been better if there was no COVID-19 pandemic for Cohort 1. However, since, the project is still working in the same area in Cohort 1, the project can continue supporting Cohort 1 in whatsoever way possible.

## 2.2 Changes in barriers and characteristics since baseline for key subgroups

### A. Characteristics

Characteristics that were defined during baseline were taken as reference for analysis and comparison in the end-line too. The major characteristics that were taken into consideration were 'ethnicity', 'source of income', 'language spoken at home', 'girls with children', 'household head with limited education', 'household having more than 5 members', 'household not having land for themselves', 'roof made of hay', 'unable to meet basic needs', 'gone hungry to sleep many days in the past year'.

Table 7 below presents the change in the characteristics of the total sampled girls. The ethnic distribution shows that most of the girls belong to the Muslim group in the end-line which was also the case in the baseline. However, the percentages of girls representing Muslim girls have gone up in end-line (67.7%) as compared to baseline as (63.3%). This change observed was because a majority of girls who had been replaced because of dropout belonged to the Muslim community. Muslim ethnicity was followed by terai/Madhese Dalit and then terai/Madhese others group. The distribution of Muslim ethnicity was similar across both the age group 10-14 and 15-19 and also in the comparison group.

The major source of income was agriculture for both the 10-14 and 15-19 age groups in the baseline which is still pertinent. Major changes seen in the source of income that changed from baseline was wage labor which has decreased in both the groups and foreign employment which has increased in both groups from baseline to end line. The changes in the sources of income were mainly due to COVID-19 which had hit the poorest the hardest among all. Many waged laborers had no work to do this year owing to the closure of many businesses and other works. People also lost jobs they were engaged in. While many migrant workers, specially from India, had returned to Nepal when the pandemic was at its peak, it reversed once there was a decline in the cases. In addition to those who had returned home during the pandemic, those who lost their jobs also switched to foreign employment for their economy once the COVID cases started declining. This is the reason for the increase in the household whose major source of income was foreign employment as it has increased from 1.3% to 5.4% in the age group 10-14 while 1.9% to 5.4% in the 15-19 age group in the intervention group. Likewise, in the comparison group, it was 1.3% for the 15-19 group in the baseline which increased to 7.6% for the same group in the end-line

Slight changes have been noted in the household characteristics for the sub-group of both intervention and comparison groups. For instance, those households whose household head had limited education has increased from 85.9% to 89.2% in the 10-14 age group and from 78% to 88.9% in the 15-19 age group for the intervention group. The education status reported here is the education status of respondents but not

the household head. As, in the end-line, 20.5% of the respondents were other members of the family who were the close relative of the girls and not the household head, this caused the difference in the reported education level between baseline and end-line.

The characteristics related to poverty were also compared against the results from baseline. There has been an increase in the number of households who were unable to meet basic needs across all the subgroups in both the intervention and comparison groups. For instance, for the age group 10-14, there were 35.9% households who were unable to meet basic needs which increased to 37.8%, and for the age group 15-19, there were 27.6% in the baseline who were unable to meet basic needs which increased to 31.1% in the end-line. When tested statistically, the increase in this indicator from baseline to end-line for all girls in the sample was significant<sup>3</sup>. Similarly, there were 7.7% of the households who had gone hungry to sleep many days a year in 10-14 age which went up to 10.8% in the end-line. Likewise, the same characteristics went up from 8.1% to 11.3% in the age group 15-19. The major reason for the change was reported to be the overall impact on the economy by COVID-19 this year. As 64.5% of the respondents in the group and 72.8% in the comparison group indicated that their ability to earn money has been affected by the pandemic. This finding is also supported by the qualitative discussion where many respondents expressed how it had been difficult for them to manage their income and expenses during the pandemic. Many had lost jobs, the agricultural products they produced had not got a proper market, the daily wage workers as discussed above were left without work which led them deficient of money to meet their daily expenses.

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*My son lost his job and returned from India who was the only bread winner in the whole family. It made us quite difficult to manage the expenses in the later months until he went back for work. We could not even meet basic needs for few months when he was here with us.*  
*-a father-in-law from Ratuahat*

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**Table 7: Girls' characteristics**

Characteristics	Intervention				Comparison			
	10-14		15-19		10-14		15-19	
	BL (n=78)	EL (n=37)	BL (n=322)	EL (n=363)	BL (n=18)	EL (n=16)	BL (n=322)	EL (n=363)
<b>Ethnicity</b>								
Terai/Madheshi Brahmin or chhetri	-	-	2.2%	1.4%	11.1%	-	3.1%	0.5%
Terai/Madheshi dalit	6.4%	-	22%	20.7%	27.8%	6.3%	25.9%	25.8%
Terai/Madheshi janajati	2.6%	-	11.8%	14.9%	-	-	15.2%	8.6%
Terai/Madheshi others	5.1%	2.7%	23.3%	18.7%	5.6%	6.3%	17.0%	25.3%
Muslim	85.9%	97.3%	40.7%	44.1%	55.6%	87.5%	38.7%	39.8%

<sup>3</sup> Since the sample for age-group 10-14 was small, no statistical test was carried out between the sub-groups.

Characteristics	Intervention				Comparison			
<b>Source of household income</b>								
Agriculture	55.1%	59.5%	57.1%	53.4%	44.4%	56.3%	62.0%	43.5%
Livestock rearing	-	13.5%	1.9%	6.6%	-	6.3%	3.1%	5.2%
Job/Services	1.3%	-	.9%	1.7%	-	-	.8%	3.1%
Business	-	2.7%	7.8%	4.7%	-	12.5%	3.4%	8.3%
Wage Labor	42.3%	18.9%	30.4%	25.3%	55.6%	25%	29.3%	32.3%
Foreign employment	1.3%	5.4%	1.9%	5.4%	-	-	1.3%	7.6%
<b>Language</b>								
Bhojpuri	33.3%	48.6%	56.8%	50.4%	50.0%	62.5%	64.9%	49.5%
Bajika	66.7%	51.4%	43.2%	49.6%	50.0%	37.5%	35.1%	50.5%
<b>Household characteristics</b>								
Girls with children	3.8%	0%	50.9%	58.4%	5.6%	6.3%	50.3%	63.5%
Head of household has no/ limited education	85.9%	89.2%	78.0%	84.6%	88.9%	100%	76.4%	83.1%
Households having 5 or more than 5 members	100%	97.3%	97.5%	92.3%	94.4%	93.8%	96.3%	93.0%
Poverty								
Household not having land for themselves	14.1%	5.4%	7.5%	12.4%	22.2%	6.3%	7.6%	11.5%
Roof made of hay	7.7%	10.8%	11.2%	11.6%	11.1%	0%	6.8%	6.0%
Unable to meet basic needs	35.9%	37.8%	27.6%	31.1%	22.2%	37.5%	29.8%	37.8%
Gone hungry to sleep many days in the past year	7.7%	10.8%	8.1%	11.3%	5.6%	12.5%	7.6%	11.7%

Source: Girls and HH Survey

### Characteristics of replaced girls

Table 8 presents the characteristics of replaced girls. Since there was attrition of the sampled girls from the baseline, a one-to-one replacement was done for each lost girl<sup>4</sup>. The characteristics of the replaced

<sup>4</sup> While replacing girls, the characteristics were matched as far as possible however there were instances when girls representing same ethnicity could not be contacted and therefore, they were replaced with another ethnicity. They mostly belonged to Muslim ethnicity.

girls have been presented following the cross-sectional analysis. However, the characteristic distribution of replaced girls is similar to the total sample. Replaced sample girls also comprise the Muslim girls as the majority of the sample in both intervention (41.9%) and comparison group (34.6%). This was followed by Terai/Madhesi Dalit, comprising 23.9% in the intervention group and 27.7% in the comparison group.

The major source of income for the household of the replaced sample girls was agriculture followed by wage labor in both the intervention and comparison group. More than half (55.6%) of the households had agriculture as major source of income in the intervention group followed by 21.4% of the households having wage labor as their major source of income. In the comparison group, agriculture and wage labor have an equal share (37.7%) when coming to the source of income for the household.

More than half of the girls had children in both the intervention and comparison groups. Girls having children represented 53% and 52.2% of the resampled girls in the intervention and comparison group respectively. The majority of the household heads had limited education in both groups. Households not having land for themselves were 9.4% in the intervention group while 13.2% in the comparison group. Similarly, there were 11.1% of households with a roof made of hay in the intervention as compared to 3.1% in the comparison group. While there were 25.6% of households unable to meet basic needs in the intervention sample, 42.1% of the sampled household in the comparison group were unable to meet basic needs. Likewise, 11.1% in the intervention and 10.1% in the comparison group had gone hungry to sleep many days in the past year.

**Table 8: Characteristics of girls (replaced sample)**

Characteristics	Intervention (n=117)	Comparison (n=159)
Terai/Madhesi Brahmin or chhetri	1.7%	.6%
Terai/Madhesi dalit	23.9%	27.7%
Terai/Madhesi janajati	14.5%	10.7%
Terai/Madhesi others	17.1%	26.4%
Muslim	41.9%	34.6%
Hill Brahmin/Chhetri	.9%	-
<b>Source of income</b>		
Agriculture	55.6%	37.7%
Livestock rearing	7.7%	6.3%
Job/Services	1.7%	3.8%
Business	5.1%	6.9%
Wage Labor	21.4%	37.7%
Foreign employment	8.5%	7.5%
<b>Language</b>		
Bhojpuri	56.4%	48.4%
Bajika	43.6%	51.6%
Girls with children	53.0%	52.2%
Head of household has no/ limited education	79.5%	79.9%
Households having 5 or more than 5 members	88.9%	95.0%



Characteristics	Intervention	Comparison
<b>Poverty</b>		
Household not having land for themselves	9.4%	13.2%
Roof made of hay	11.1%	3.1%
Unable to meet basic needs	25.6%	42.1%
Gone hungry to sleep many days in the past year	11.1%	10.1%

Source: Girls and Household Survey

Since there were no significant differences in the characteristics of replaced girls to that of the tracked girls from baseline, EE considered the total sample as the base for further analysis in this report.

## B. Barriers

The barriers identified during baseline were 'fairly unsafe or very unsafe to travel to school', 'doesn't get support to participate in training (support in life plan)', 'doesn't get support to initiate business (support in life plan)', 'doesn't get support to join school/formal class (support in life plan)' and 'has to perform household chores most of the day'. Analysis considering the same barriers identified during baseline has been presented in this section to compare the changes that might have occurred in due course of time. The findings have been presented in Table 9 below.

Even though many barriers were identified during baseline, only household chores came up strongly as the barrier for the M-OOS girls for their learning. This is still pertinent, as household chores from both the quantitative data and qualitative consultations have emerged in the end-line as well. Another barrier that has emerged as a potential barrier in the end-line was 'fairly unsafe or very unsafe to travel to school' which has gone up considerably high for both the age group. For the age group 10-14, it has gone up from 2.6% in the baseline to 24.3% in the end-line and for the age group 15-19, it has jumped from 7.1% in the baseline to 18.2% in the end-line. Qualitative consultation with the parents revealed that they feel insecure to send girls alone to school as they are teased by boys on their way to school. They were also concerned if girls will elope with any boy if they are sent alone to school. In addition to this, the reason that they felt more unsafe for girls to travel to school this year because of the risk of getting infected by COVID-19.

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*I did not want to put the health of my daughter in risk by sending her outside of home during such a pandemic situation. However, when the cases started declining, we felt little safe for sending her to school.*

*-a mother from Bara*

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The gap identified by EE concerning parental support to join the formal school in the baseline has been closed for the age group 10-14 in the end-line. The same barrier has gone down slightly from 2.8% to 2.5% for the age group 15-19 in the intervention group. Conversely, this barrier has gone up for the comparison group across both age groups. The progress in the willingness of parents to support M-OOS adolescent girls in their life plan has been commendable since baseline in the intervention group. This is attributable to the parental engagement program run by the project.

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*I am happy for my daughter-in-law. She can now read the messages written in hoarding board. She even reads the headlines of the newspaper and tries to read the entire news, even though that is a tough thing to do for her. I will send her to school as soon as the schools reopen so that she will be able to read newspaper by herself one day.*  
*-a mother-in-law from Rautahat*

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Household chores, the most prominent barrier as identified by the EE in the baseline has unfortunately not gone down. While slight improvement in the age group 10-14 is noted, there has been an increased chore burden in the 15-19 age group in the intervention group. Whilst household chore has always remained high for M-OOS girls, the increased chore burden in the end-line is attributable to the fact that the girls' burden to household chore had significantly increased during COVID-19 pandemic. As reported by the girls, there was an increase in the burden by 14.8% in the intervention group during the pandemic. Qualitative findings also support this assertion as girls from all of the municipalities reported increased household chores after their family members returned home.

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*They believe it is unnecessary for the girls to get educated because at the end of the day they will have to do the household chores. So, they think there is no point in getting the girls educated*  
*-CLC facilitator from Rautahat*

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*Some of the girls are overburdened with the household chores. They feel certain kind of pressure and are not able to concentrate on the classes as they are thinking about the work they have to attend to when they get home.*  
*-CLC facilitator from Bara*

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**Table 9: Potential barriers to learning and transition by age group**

	Intervention				Comparison			
	10-14		15-19		10-14		15-19	
	BL (n=78)	EL (n=37)	BL (n=322)	EL (n=363)	BL (n=78)	EL (n=37)	BL (n=322)	EL (n=363)
<b>Restricted Mobility</b>								
Fairly unsafe or very unsafe to travel to school	2.6%	24.3%	7.1%	18.2%	5.6%	6.3%	6.5%	10.2%
Doesn't get support to participate in training (support in life plan)	0%	0%	0.6%	0.8%	0%	12.5%	0.5%	12.2%
Doesn't get support to initiate business (support in life plan)	10.3%	8.1%	2.8%	5.0%	5.6%	12.5%	5.5%	16.9%
Doesn't get support to join school/formal class (support in life plan)	12.8%	0%	2.8%	2.5%	5.6%	12.5%	8.1%	7.0%
<b>Household chores</b>								
Has to perform household chores most of the day	74.4%	56.8%	56.2%	60.3%	44.4%	37.5%	54.2%	29.4%

Source: Girls and Household Survey

Barriers, when disaggregated by ethnicity (divided into Muslim girls and non-Muslim girls) indicated a similar trend as discussed above. Both for Muslim girls and non-Muslim girls, the barriers changed in a similar pattern. Only the degree by which it changed was slightly different across the different groups. To give an example, the mobility barrier defined as fairly unsafe or very unsafe to travel to school increased for both the Muslim and non-Muslim girls. Even though the parental attitude towards supporting girls in their life plans (joining formal schools, participating in training and starting their own business) has changed considerably from baseline to end-line<sup>5</sup>, the practice was the other way around. They had a fear of sending girls to the formal school. The qualitative discussion done with the parents of both the ethnicity revealed that among various other reasons, this year, they had a fear of getting infected by Coronavirus if girls are sent to school. This made them feel unsafe to travel to formal school. Moreover, a very interesting fact emerged during qualitative discussion that; it is parental fear rather than a safety issue that has come up as a barrier for girls to get enrolled into the formal school. Parents discussed that they feel insecure that the girl may elope with the other boys and that the girls are teased by boys on their way to school if they are sent alone to school or work. This very reason made them feel unsafe to travel. This fear among parent has come as a strong social belief which is prevalent across all communities regardless of their socio-demographic or socio-economic background. In this context, the idea of setting CLCs in their community where parents can even accompany girls to the CLCs, acted as a strong intervention to break this very barrier to enrolling girls in school. Hence, the project has been able to bridge the gap and provide literacy opportunity to girls despite of the deeply rooted social belief of insecurity.

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*Parents also fear that their daughters will fall in love and opt for love marriage if they send them off to school*

*-a Municipal officer from Bara*

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For both Muslim girls and non-Muslim girls, there has been a decrease in the barrier of not getting support to join formal schools. There was a decrease by 4% (7.1% to 3.1%) in the Muslim girls while 1% (2.5% to 1.5%) in non-Muslim girls in the category of not getting support to join the formal school. This is again a very positive impact the project has left for Muslim girls. The girls who were barely allowed to step out of their community now get support to join the formal school. However, in the Muslim community, parents still think that it is risky to send girls to school with co-education. They prefer Madrassa.

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*I have heard that Nepali, Maths and English has been added in the curriculum of Madrassa recently. If that is the case, I will send my daughter-in-law to Madrasa. If not, I might send her to the school where only girls get enrolled and not boys. I don't like co-education system.*

*-a father-in-law from Bara*

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Regarding household chores, while there was a slight decrease in the household chores for Muslim girls (65% in the baseline to 62.8%) in the end-line, it has gone up by 3.4% (54% in the baseline to 57.4% in the end-line) for non-Muslim girls in the intervention group. The findings suggest that the burden of household chores was more for the intervention group from the Muslim girls as compared to their comparison counterparts. Since no qualitative consultation was done in the comparison group, the EE is unable to explain the findings from the comparison group. However, the improvement in the comparison

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<sup>5</sup> The detailed findings are presented below in sustainability outcome section where there are the relevant indicators around parental attitude.

group could be because of the radio discussion program aired from different radio stations. As the radio discussion included a discussion between change champions and community leaders in topics related to girl's education and social norms, this might have acted on the families of comparison group too for supporting girls in household chores and send the girls to Madrassa.

**Table 10: Potential barriers to learning and transition by ethnicity**

	Intervention				Comparison			
	Muslim		Non-Muslim		Muslim		Non-Muslim	
	BL (n=198)	EL (n=196)	BL (n=202)	EL (n=204)	BL (n=158)	EL (n=167)	BL (n=242)	EL (n=233)
<b>Restricted Mobility</b>								
Fairly unsafe or very unsafe to travel to school	4.5%	17.3%	7.9%	20.1%	10.1%	11.4%	4.1%	9.0%
Doesn't get support to participate in training (support in life plan)	0%	1.0%	1%	0.5%	0%	12%	0.8%	12.4%
Doesn't get support to initiate business (support in life plan)	6.1%	7.1%	2.5%	3.4%	6.9%	12%	4.5%	20.2%
Doesn't get support to join school/formal class (support in life plan)	7.1%	3.1%	2.5%	1.5%	9.5%	6%	7.1%	8.2%
<b>Household chores</b>								
Has to perform household chores most of the day	65.7%	62.8%	54%	57.4%	35.4%	24.6%	65.7%	33.5%

Source: Girls and Household Survey

Besides the barriers mentioned above which predominantly came from the quantitative analysis, there were other barriers that the EE has come across in the end-line through qualitative consultations. One of the barriers for girls being dropped out from school was the child marriage prevalent in the Terai community. The practice of early marriage is due to the dowry system that is widespread in the Terai community. In the Terai region, there are social norms that educating a girl to a higher level will pose an increased economic burden as they have to offer a hefty dowry while matching the groom for the bride. This is true for all, irrespective of the economic status one holds. So, to avoid presenting more dowry, parents tend to stop girls from going to school and marry them off as early as they can. Considering this, EE recommends project work on this hidden agenda behind drop out of girls from school.

As discussed in the above section, there was an unprecedented barrier that came across during the end-line was the pandemic of COVID-19. The pandemic caused the country to go into lockdown which caused the closure of schools and even CLCs. Even though the project was able to bridge the gap through DTL, the outcome of the project would have gone to another level, especially for the transition outcome.

The barriers for replaced sample girls are presented in Table 11 below. As depicted by the table and as discussed above, there was a higher number of girls for whom, mobility restriction emerged as a barrier.

20.5% in the intervention sample and 7.5% in the comparison sample reported this as a barrier among replaced girls. There were few girls in the intervention sample who did not get support in their life plans pertaining to participating in training (0.9%), initiate business (1.7%), and join the formal class (2.6%) while the percentage of girls falling in this category was higher in the comparison group. This again validates the conclusion mentioned above about the positive impact brought about by the project in the intervention group. The burden of household chores came up as an important barrier for the resampled girls too as 67.5% of the girls had to perform household chores most of the day in the intervention group as compared to 32.7% girls in the comparison group.

**Table 11: Barriers for replaced sample girls**

	Intervention	Comparison
<b>Restricted Mobility</b>		
Fairly unsafe or very unsafe to travel to school	20.5%	7.5%
Doesn't get support to participate in training (support in life plan)	0.9%	12.6%
Doesn't get support to initiate business (support in life plan)	1.7%	17.0%
Doesn't get support to join school/formal class (support in life plan)	2.6%	6.9%
<b>Household chores</b>		
Has to perform household chores most of the day	67.5%	32.7%

Source: *Girls and Household Survey*

### 2.3 Appropriateness of Project Activities to the Key Barriers and Characteristics

Aarambha has identified various barriers in their ToC which have been discussed in the section above. However, based on the findings presented above, most of the barriers identified by the project do not prevail among the sampled girls. For instance, none of the girls were restricted by parents in participating in the training even in the baseline. Although fairly safe or very unsafe to travel to school came up as an emerging barrier in the end-line through quantitative survey, as reported during qualitative consultation, it was due to COVID-19 which was beyond the control of the project. Regarding the safety issue of girls' travelling to school, as mentioned above, project was able to bridge the gap by setting up CLCs in the same community where the girls resided which made them easy to access education. In this regard, the CLCs classes run by the project are quite appropriate and is advisable for continuation for Cohort 2 also. Moreover, even during the COVID-19 pandemic, the project conducted DTL classes which were perceived to be very effective by girls. Hence, even DTL practices are advisable if such a situation arises again in the future.

As demonstrated by the table above and the findings presented in the IOs section below, the parents' changed attitude and their willingness to support the M-OOS girls in their life plans has been a notable change that the project has brought about. Therefore, the activities surrounding parental engagement are

found to be effective and are highly recommended for even focused and extensive implementation at the field level. Moreover, since there is still a gap in the support provided for starting a business or work for the M-OOS girls because of the trust issues associated with girls' mobility, EE recommends intensifying the level of engagement with the parents.

The barrier that was pertinent in the end-line was the burden of household chores among the girls. This has remained unchanged if not increased since the baseline. As reported by the girls in the intervention group, 60% of them spend most of their times doing household chores. The quantitative data and qualitative findings both have suggested that girls are overburdened by the household chores causing them to drop out of school as well as frequent absenteeism in the CLCs. Parental engagement has also not been sufficient to change this barrier for girls. Hence, the EE suggests on continuing the activities for upcoming cohorts as well. Radio programs were found to be effective in changing the parental attitude regarding girls' education, hence, the EE recommends in continuing such programs not only as a response to the COVID-19 pandemic but also during the pre/post COVID period.

Another barrier pertinent in the end-line was poverty. While there is not much intervention that project directly works to reduce the poverty of the community they are working with, the vocational training, project aims to provide and the cash grant to start safe employment by the girls themselves might help girls and their families to uplift their economy. Hence activities around supporting safe employment is appropriate for the project and it is advisable that the project continues such support in the upcoming cohort as well.

### **Project's response**

Majority of the activities are still relevant and appropriate, in addressing the barriers with certain sub-groups. To ensure that project addresses barrier related to girls increased household chores and parent's safety concern with travelling to school, project is planning to increase one-on-one door to door family engagement, as well and community mobilization (both physically and distantly during lockdown situation).

Even though some barriers were not observed in sampled girls, most of these barriers has not changed. In fact, these barriers have increased in some cases mainly due to COVID-19 pandemic, and its impact at HH level (economy, livelihood, increased HH chores, safety concern while travelling out of home). However, with program intervention, some barriers have certainly reduced such as family support, participating in CLCs, training or starting a business or other livelihood activity.

The changes in context has an impact on barriers or sub groups. For instance, COVID-19 pandemic has certainly impacted all girls irrespective of their sub group such as increased HH chores.

All the components under Theory of Change remains still relevant. However, with contextual changes and End-line finding adjustment, project is planning to update program adaptation which shall be discussed/finalized during upcoming review and adaptation meeting.

## 2.4 Intersection between barriers and characteristics

In this section, the relationship between the key characteristics of girls and the barriers identified as discussed in the section above has been presented. Since 'high burden of household chores and poor household were identified as two key barriers, only these two have been cross-tabulated with key characteristics. Even though restricted mobility was identified as key barrier identified in the quantitative survey, it did not come up strongly from qualitative data, therefore it has not been cross-tabulated with the characteristics in this section.

### A. Household chores

As presented in Table 12, there is a direct relationship between the number of household members present in the family and the household chores that a girl has to perform. This means the household chore increases for those girls whose households consist of more than 5 members. However, in the end-line, interestingly, household burden chore increased for those girls as well where there were less than 5 members in the household. The reason might be because of COVID 19 when all members remained at home increasing the workload to M-OOS girls. Yet the relationship when tested statistically was not significant.

Household chores did not have a relationship with the girls having children or not having children in the end-line for the intervention group. This suggested that household chores were equal for all girls. Having children did not make any difference in the burden of the household chores among M-OOS girls. This finding is supported by the fact that grandmothers usually look after their grandchildren as depicted by the quantitative survey where 55.3% of the girls in the intervention group and 51.3% of the girls in the comparison group reported that either their mother or mother-in-law look after the children in the household. For the comparison group, however, there was a direct relationship where girls having children had more burden of household chores as compared with the girls without children. This is because of the parental engagement activities run by the project in the intervention group.

A slight difference was noted in the household chores among those families who owned their own land and those who did not own land. The cross-tabulation result showed that M-OOS girls who belonged to the household not owning land for themselves had to work more in the household as compared to those who had their own land. However, this relationship was not significant when tested statistically.

There was an inverse relationship between two major poverty characteristics; 'unable to meet basic needs' and 'gone to sleep hungry'. Girls who were unable to meet basic needs had less household chore burden as compared to those who were able to meet basic needs. The result in the end-line has reversed to that of baseline in the intervention group. However, the result was not significant when tested statistically.

**Table 12: Intersection between characteristics and household chores**

Characteristics	Intervention		Comparison	
	BL	EL	BL	EL
<i>More members in the household</i>				



more than 5 members in the household	60.2%	60.6%	53%	29.8%
less than 5 members in the household	37.5%	51.7%	73.30%	28.6%
<i>M-OOS girls with children</i>				
Girls with children	58.90%	60.4%	58.00%	30.6%
Girls without children	53.20%	59.6%	54.60%	28.4%
<i>Family illiteracy</i>				
HH head illiterate	61.6%	60.9%	56.50%	29.9%
HH head literate	52.4%	55.0%	44.60%	29.2%
<i>No land ownership</i>				
HH does not own land	77.1%	63.8%	72.70%	53.3%
HH owns land	58.1%	59.5%	52%	26.8%
<i>House made up of hay</i>				
Roof made of hay	64.30%	47.8%	64.30%	26.1%
Roof made of others	59.20%	61.6%	53.00%	30%
<i>Gone to bed without food</i>				
Gone to sleep hungry	87.50%	53.3%	86.70%	42.6%
Not gone to sleep hungry	57.30%	60.8%	51.10%	28%
<i>Unable to meet basic need</i>				
Unable to meet basic need	75.20%	50.4%	65.30%	38.4%
Able to meet basic need	53.40%	64.5%	48.90%	24.5%

Source: *Girls and Household Survey*

Quantitative and qualitative data collected by EE showed that M-OOS girls are overly burdened with the household chores they have to perform regardless of the characteristics they pose. Neither the ethnicity of the girls nor the economic status determined the intensity of household chores the girls need to perform. Consolidating all the findings and interpretation, EE recommends project to consider household chores as the most significant barrier and hence, intervene in some intensified activities for the beneficiaries.

## **B. Poverty**

The relationship between poverty as a barrier and other characteristics of the M-OOS girls has been presented in the table below. As indicated by Table 13, there was no relationship of poverty with the number of household members in the family in the end-line. An inverse relationship between girls having children and poverty was noted which means girls having children were less poor than the girls not having children.

Those houses where the household head was illiterate represented the poor household, and those where the household head had some degree of education were comparatively less poor. This reflects that the household where the household head is educated must have secured some sort of employment or earns from business as compared to the household with limited education.

There was a direct relation of poverty with the type of dwelling the girls lived in. Those girls whose roof was made out of hay (symbolizing poverty) were poorer than those who did not have the hay roof. This was true for most of the sampled girls from both the intervention and comparison groups. This looks like an obvious finding as poor households tend to go for the dwelling with minimal expenses as they cannot afford concrete houses which require hefty money to complete construction.

**Table 13: Intersection between characteristics and poor household**

Characteristics	Intervention		Comparison	
	BL	EL	BL	EL
<i>More members in the household</i>				
more than 5 members in the household	38%	35.8%	35.1%	71.4%
less than 5 members in the household	25%	34.5%	33.3%	37.6%
<i>M-OOS girls with children</i>				
Girls with children	38.9%	31.6%	34.2%	37.6%
Girls without children	31.8%	40.4%	41.5%	43.9%
<i>Family illiteracy</i>				
HH head illiterate	39.6%	36.8%	38.0%	41.2%
HH head literate	30.5%	30.0%	25.0%	33.8%
<i>House made up of hay</i>				
Roof made of hay	50%	43.5%	75%	82.6%
Roof made of others	36.3%	34.7%	32%	37.4%

Source: Girls and Household Survey

### 3 Key Outcome Findings

This section presents the findings on learning outcomes, transition outcomes, and sustainability outcomes with a comparison with the findings of baseline.

#### 3.1 Learning Outcome

Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools were used to measure the literacy and numeracy scores of the sampled girls, respectively, as in baseline. The

tools were piloted and calibrated during the baseline of Cohort 1 and a different version but with the same difficulty level of each sub-task was used for testing the improvement in the literacy and numeracy of sampled girls in the end-line. The findings of the test done in end-line with comparison to baseline have been presented below.

### 3.1.1 Literacy scores

#### A. Overall findings

The mean score achieved by girls from the EGRA test from both the intervention and comparison group is presented in Table 14 below. The table shows that the mean score obtained by the intervention group is twice as much as their comparison counterparts. While the intervention group obtained 86.98 mean score with a standard deviation of 61.10 in the EGRA test, their comparison counterparts obtained 42.23 mean score. The table also presents the score achieved by those girls who are recontacted<sup>6</sup>. The mean score (90.82) obtained by recontacted girls in the intervention group was slightly more than that of total girls with a standard deviation of 64.16. The difference observed between the intervention and comparison group was statistically significant at  $p < 0.01$ . This shows that the higher score obtained by intervention group is not by chance but statistically true.

**Table 14: Overall literacy results**

Learning domain	Intervention (n=400)	Recontacted (n=283)	Comparison (n=400)	Recontacted (n=241)	Standard Deviation in the Intervention group (Total)	Standard Deviation in the Intervention group (recontacted)
Mean EGRA score	86.98	90.82	42.23	43.81	61.10	64.16

Source: EGRA/EGMA test

Table 15 presents the changes in the mean EGRA score since baseline. As compared to 27.27 mean EGRA score in baseline, the girls in the intervention group scored 86.98. While in the comparison group, the end-line score reached 42.23 as compared to 29.48 in the baseline. The changes detected in the intervention group are higher than the changes observed in the comparison group highlighting the positive impact driven by the project aimed at improving the literacy of target girls. Nevertheless, the increase in the score in comparison is also noteworthy. The reason behind the improvement in the comparison group was that the replaced girls in the comparison group had attended Madrassa (as Muslim girls represented a higher proportion of replaced girls) classes where Nepali, English, and Maths was added recently in the curriculum. Due to this, girls from the comparison group also had an opportunity to learn other than what was offered in Madrassa. In addition, the radio program concerning the importance of girl's education aired from different radio stations might had some impact on those families for creating a conducive environment for girls' learning. Moreover, during the data collection for baseline Cohort 2, it was explored that the

<sup>6</sup> Recontacted girls are the same girls who were contacted in baseline

municipality offices had run some interaction sessions with parents on the importance of education which motivated the parents to send girls to Madrassa and learn.

**Table 15: Literacy scores across Baseline to End-line**

Learning domain	Intervention (n=400)		Comparison (n=400)	
	BL	EL	BL	EL
Mean EGRA score	27.27	86.98	29.48	42.23

Source: EGRA/EGMA test

The result is further verified by the DiD estimation presented in Table 16. The difference-in-difference estimation provides the total difference in the score which is obtained by intervention and comparison group from baseline to end-line. This means the beta value represents the difference in score improvement intervention to that of comparison.

**Table 16: Literacy results Baseline to End-line**

Result	Details (difference-in-difference)	Comments
<b>Literacy Baseline - End-line</b>	Beta = 45.90 p-value = 0.00	Beta=Total difference in score Hence, Beta 45.90

Source: EGRA/EGMA test

The increased score in literacy is attributable mainly to the girls' enrollment into the CLC classes run by the project. CLC classes have been found to be highly effective in terms of improving the literacy of the girls who had either dropped out from school or never been to school. PIN primarily worked with all the M-OOS adolescent girls identified during the pre-baseline for bringing the girls to the education stream through working on a number of barriers to learning. One of the barriers identified in the projects theory of change and during baseline, was the restriction to travel for girls, though this barrier did not emerge significantly across all the characteristics. This barrier was true for all girls irrespective of age group and ethnicity. During the qualitative consultations, the restriction to mobility was further verified, mostly among the Muslim girls. PIN's ToC addressed well this barrier by establishing the CLC classes in the same community where girls lived. This motivated the insecure parents to send girls to the classes as the girls attended classes in front of them and therefore, they could easily monitor each activity of the girls. Since PIN provided learning services at the doorsteps, the family members of almost all of M-OOS girls readily send them to the classes.

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*I am thankful to the project that they started the CLC classes near my house and convinced my parents to send me to school. I am happy that I am able to continue my learning through these classes now.*  
-a M-OOS girl from Rautahat who had dropped out from school

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*Initially, at least one family member used to accompany girls to the CLC classes. But later they were allowed to come to classes by themselves.*  
-a CLC facilitator from Bara

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Nevertheless, despite the fact that the project was able to close the gap concerning restricted mobility, there are instances where girls are not allowed to travel out of their village either for training or school or employment, or any other reasons. Considering this, challenges remain for the sustainability of learning as no parents are open to send their girls far away for higher studies or continue learning. It is hence worth noting that the project creates some mechanism by which girls will be able to learn further in their community or work more extensively in changing the social norms of insecurity among parents.

Considering the attrition rate, the EE further analyzed the learning data to see if there exist any differences in the learning scores between the tracked and replaced girls. The results are shown in Table 17 below. The tracked girls from baseline to end-line achieved an increase in score from 28.81 in the baseline to 90.82 in the end-line for the intervention group which is a jump of mean score of 62.01. Likewise, in the comparison group, the tracked girls had an increase in EGRA score from 24.09 in the baseline to 43.81 in the end-line. The difference in the mean score was thus 19.72. Though the increase in score is noted for both intervention and comparison groups, the score achieved by girls in the intervention group was much higher than those of the comparison group. When tested statistically, the difference was significant. EE has thus concluded that the change in characteristics, especially, ethnicity of replaced girls had caused a difference in the literacy score.

**Table 17: Overall literacy scores for recontacted, replaced girls and lost girls from baseline**

Learning domain	Intervention				Comparison			
	EL score of Recontacted (n=283)	BL score of recontacted girls (n=241)	EL score of Replaced girls (n=117)	BL score of lost girls (n=117)	EL score of Recontacted (n=241)	BL score of recontacted girls (n=241)	EL score of Replaced girls (n=159)	BL score of lost girls (n=159)
Mean EGRA score	90.82	28.81	77.73	23.56	43.81	24.09	39.84	37.65

Likewise, since there was a change in ethnic characteristics of girls due to replacement both in intervention and comparison groups, EE considered looking at the differences in the score that might have occurred due to the change among the girls who were tracked from baseline. It was noted from Table 18 that the difference in the baseline and end-line literacy score among Muslim girls was higher than that of non-Muslim girls for the intervention group. Likewise, the difference observed in the comparison group was also higher for Muslim girls than non-Muslim girls. The reason for Muslim girls attaining better scores than non-Muslim girls is because of the Muslim girls' engagement in Madrassa where they learn both Nepali and English languages. When tested statistically, however, the relation was not significant.

**Table 18: Literacy score of tracked girls according to ethnicity**

Learning domain	Intervention						Comparison					
	Muslim (n=147)			Non-Muslim (136)			Muslim (n=135)			Non-Muslim (n=129)		
	BL	EL	Diff	BL	EL	Diff	BL	EL	Diff	BL	EL	Diff
Mean EGRA score	10.5%	45.4%	35.0%	14.1%	36.4%	22.3%	7.8%	25.5%	17.7%	13.2%	25.3%	12.2%

## **B. Sub task analysis**

EGRA tool comprised of total 6 sub-tasks. The score obtained in each sub-task is presented below.

Sub-task 1 (Listening comprehension): This sub-task contained a comprehension passage. Enumerators read the passage for the girls. The girls were required to listen to the passage. As soon as the enumerators finished reading the passage, five questions based on the passage were asked to the girls. Score one was provided for each correct answer. The total score for this sub-task was 5.

Sub-task 2 (Letter identification): In this sub-task, there were hundred Nepali letters representing the simple letters from the Nepali alphabet list. The girls were required to identify the letters and spell them out loud to the enumerators in one minute. For each letter identified correctly, girls obtained a score of 1 which made the total score for this sub-task to be 100.

Sub-task 3 (Symbol identification): This sub-task contained hundred Nepali alphabets associated with symbols. As in sub-task 2, girls were expected to identify the symbols associated with the letters. Based on the correct symbol identified, a score was provided for each symbol. A total of 100 scores was allotted to this sub-task.

Sub-task 4 (Word identification): In this sub-task, the girls required to identify correctly 50 simple words commonly used in the project areas. The score was provided on the basis of total words correctly identified in a minute. The total score for this sub-task was 50.

Sub-task 5 (Reading comprehension): This was considered to be the most complex sub-task out of all in the EGRA test. It contained a passage that the girls needed to read. Based on the understanding of the passage, the girls were then required to answer five questions based on the same passage. The questions were asked by enumerators. A score of 1 was provided against each right answer the girl provided to the enumerators. In addition to that, this sub-task measured the total number of words read out correctly in a minute (word per minute). The total score for this sub-task was 5 whereas the maximum word per minute for this sub-task was 95.

The figures in Table 19 indicated that there was an increase in the score percentage across all subtasks from baseline to end-line. The table clearly shows improvement in the literacy scores in both the intervention and comparison groups. While a sharp and almost equal increase in sub-task one has been seen in both the intervention and comparison group, the increase in other sub-tasks is observed more in the intervention group than in the comparison group. For instance, there was a jump of 52% and 46% in sub-task one in the intervention and the comparison group respectively. In the second and fourth sub-task, the intervention group improved score by almost 24% while the improvement in the comparison group was by almost 5%. The lowest improvement observed was in sub-task 3 where the increase in score was by almost 20% in the intervention and 3% in the comparison group. Finally, girls also did better in the reading comprehension in the intervention group as shown by the figures in the table where they jumped up by 27.95% from the baseline value. The results indicated that as soon as the girls were enrolled into the CLCs they were effortlessly able to master the listening comprehension skills. While learning letters and words became slightly difficult for them, yet it improved in the end-line as compared to baseline.

**Table 19: Literacy score sub-task averages across Baseline and End-line**

Sub-task	Intervention (n=400)		Difference from baseline to end-line	Comparison (n=400)		Difference from baseline to end-line
	Baseline	End-line		Baseline	End-line	
Sub-task 1	24.45%	76.45%	52.00%	22.80%	68.75%	45.95%
Sub-task 2	11.30%	35.22%	23.92%	12.44%	17.37%	4.93%
Sub-task 3	8.59%	28.17%	19.58%	9.47%	12.20%	2.73%
Sub-task 4	11.48%	35.92%	24.44%	11.75%	16.46%	4.71%
Sub-task 5	8.45%	36.40%	27.95%	11.25%	19.90%	8.65%

Source: EGRA/EGMA test

The disaggregation of each sub-task on the basis of the sub-groups identified in the baseline is presented in Annex 3.

### C. Skills gap analysis

As per the LNGB MEL guidance, the skills have been divided into four categories. The division of such categories has been done based on the percentage score the girls achieve. For instance, the girls scoring 0 percent are categorized as non-learner. Those scoring 1%-40% are categorized as emergent learners. Girls scoring 41%-80% were categorized as established learners and those scoring above 81% were categorized as proficient learners. The overall analysis shows that the foundational skills gap increases as girls progress to the higher level of the sub-tasks owing to the increased difficulty level as the sub-task progresses. Moreover, most of the girls fall into the category of emergent learner across all sub-tasks, unlike baseline where most of the girls were in the non-learner's category. While in the comparison group, it was found that there are still a majority of girls representing the non-learners' category. In this regard, the project has been successful in bridging the skills gap. However, not many of the girls have been able to reach the proficient level. This might be caused by the fact that the older girls were not much interested in learning, rather, they were interested in the vocational training they would get after their learning classes were over. In fact, during qualitative consultations, girls expressed that the real motivation for them to enroll in CLC was to get training in skills like tailoring and embroidery. While the CLCs are found to be effective in improving overall learning, considering the fact that not many girls have been able to reach the proficient level, EE recommends conducting literacy classes according to the level of the girls instead of applying the blanket approach of intervention of the same curriculum for all girls. For instance, girls who are in the non-learner category can have a simpler curriculum while those who are in the emergent or established learner category can have a little complex curriculum so that they can reach the proficient level category. Yet, project need to consider the resources they have for dividing girls into different classes.

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*Initially, they had said that they will teach us only for 6 months and after that, they will provide us tailoring training. I enrolled in the classes to get the training but not to learn Nepali and Maths.*

*-a M-OOS girl from Bara*

---

Foundational skills gap for each sub task has been presented below.

For sub-task 1, there has been improvement in the level of learning as depicted by Table 20. While the majority of girls in the intervention group were in non-learner level at baseline (57.8%) only 3.5 girls were at this level in the end-line. Similarly, the girls representing the proficient learner group has increased five-



fold from 10.5% in the baseline to 51.5% in the end-line. This provides a picture of improvement in the foundational literacy of M-OOS girls in the intervention cohort. However, still 3.5% of the girls are in the non-learner's category. Clearly, there seems a shift of half of the girls from the non-learner category to higher level of learning. The change observed in this sub-task is attributable to the CLC classes run by the project.

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*“Although their progress is slow, they are learning. They can read out notices and understand bills. They have acquired basic literacy skills from the classes”*  
- a CLC facilitator from Bara

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Table 21 shows the foundational skill analysis for sub-task 2. As shown by the table, clear improvement has been seen in the non-learner category and established learner category. The percentage of girls in the non-learner category dropped from 37.3% in the baseline to 6.8% in the end-line. While in the established learner category, there was a jump from 4.8% to 32% which is an encouraging result. However, there was not much improvement in the proficient learner category in this sub-task. The percentage of girls representing emergent learner remained the same across baseline and end-line.

**Table 20: Literacy Zero scores (by sub-task 1) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 1 (listening comprehension)</b>				
Non-learner 0%	57.8%	3.5%	60.0%	1.0%
Emergent learner 1%-40%	20.0%	18.5%	17.0%	28.8%
Established learner 41%-80%	11.8%	26.5%	18.3%	38.5%
Proficient learner 81%-100%	10.5%	51.5%	4.8%	31.8%

Source: EGRA/EGMA test

**Table 21: Literacy Zero scores (by sub-task 2) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 2 (letter identification)</b>				
Non-learner 0%	37.3%	6.8%	55.3%	32.3%
Emergent learner 1%-40%	56.0%	56.0%	34.3%	54.5%
Established learner 41%-80%	4.8%	32.0%	7.5%	10.3%
Proficient learner 81%-100%	2.0%	5.3%	3.0%	3.0%

Source: EGRA/EGMA test

For sub-task 3, it is shown by the table that the girls in the non-learner category have fallen down by almost one-third from baseline (62.8% in baseline to 21.5% in end-line). One-fifth of the girls are still non-learner meaning, they are unable to identify the words. The majority of girls in this sub-task are at the emergent learner level while only 5.3% are a proficient learner. As shown by Table 23 below, the majority of the girls were in the non-learner category in the baseline who have now jumped to the emergent learner category in the end-line. It is also observed that there was 21% and 5% increment in the percentage of girls representing the established learner and proficient learner category.

**Table 22: Literacy Zero scores (by sub-task 3) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 3 (symbol identification)</b>				
Non-learner 0%	62.8%	21.5%	68.0%	50.0%
Emergent learner 1%-40%	31.3%	54.3%	24.5%	42.5%
Established learner 41%-80%	3.5%	19.0%	5.3%	4.5%
Proficient learner 81%-100%	2.5%	5.3%	2.3%	3.0%

Source: EGRA/EGMA test

**Table 23: Literacy Zero scores (by sub-task 4) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 4 (word identification)</b>				
Non-learner 0%	61.0%	18.3%	68.5%	51.3%
Emergent learner 1%-40%	29.5%	44.8%	21.0%	34.0%
Established learner 41%-80%	7.3%	30.0%	7.8%	10.8%
Proficient learner 81%-100%	2.3%	7.0%	2.8%	4.0%

Source: EGRA/EGMA test

Since sub-task 5 was the most difficult sub-task among others, the percentage of non-learner in this sub-task is higher than any other sub-task. While there was a good shift in established learner category (2.8% in the baseline to 22.0% in the end-line), only little improvement was seen in the proficient learner category. The results in the comparison group showed little improvement as compared to the intervention group as majority of the girls are still in the non-learner category. For sub-task 5, the reading fluency part, it was found that almost a third of the girls are non-learner. While majority of the girls represented the emergent learner category, only 8.5% of the girls represented proficient learner category in the intervention group. In the comparison group however, 67.3% of the girls are in non-learner category followed by 18.8% girls in emergent learner category as depicted by Table 25.

**Table 24: Literacy Zero scores (by sub-task 5) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 5 (reading comprehension)</b>				
Non-learner 0%	78.0%	29.5%	77.8%	65.5%
Emergent learner 1%-40%	17.8%	41.8%	14.5%	17.3%
Established learner 41%-80%	2.8%	22.0%	3.5%	10.5%
Proficient learner 81%-100%	1.5%	6.8%	4.3%	6.8%

Source: EGRA/EGMA test

**Table 25: Literacy Zero scores (reading fluency) across Baseline and End-line**

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 5 (reading fluency)</b>				

Literacy	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
Non-learner 0%	74.8%	31.5%	77.0%	67.3%
Emergent learner 1%-40%	20.8%	45.8%	14.8%	18.8%
Established learner 41%-80%	2.8%	14.3%	6.0%	6.3%
Proficient learner 81%-100%	1.8%	8.5%	2.3%	7.8%

Source: EGRA/EGMA test

As discussed above, most of the girls are in the emergent learner category. Even though not many girls have reached proficient learner or established learner category, it should be noted that crossing the non-learner level in itself a quite a big achievement, especially for those girls who have never been to school. Qualitative discussion with the CLC facilitator indicated that girls have been able to identify letters and words and read sentences. Yet, when it comes to reading passages or stories, they are left behind.

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*Although they identify letters/words, they however cannot read long passages or an entire book*

*-a CLC facilitator from Bara*

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#### **D. Functional literacy**

For LNGB projects like Aarambha, the fund manager recommended measuring the functional literacy of girls and not exactly the 0.2SD for literacy. Hence, EE used the functional literacy defined by the project for learning levels as a basis for measuring the changes from baseline to end-line. The end-line evaluation showed that the project has been able to achieve beyond its target of reaching girls in level 3 of functional literacy. Table 26 below shows that at the baseline only 12% of the girls were at level 3 of functional literacy based on which, the project targeted of reaching 37% girls at this level, while at the end-line an encouraging 52% of girls reached level 3 of functional literacy as defined by the project.

**Table 26: Functional literacy achieved by girls in the intervention group**

Literacy	Baseline Value	End-line Target	End-line Value
<b>Level 3</b>	12%	37%	52%
<b>Level 2</b>	8%	22%	14%
<b>Level 1</b>	12%	21%	13%
<b>Level 0</b>	67%	20%	21%

Source: EGRA/EGMA test

The functional literacy levels have been calculated based on the project's functional literacy and numeracy categories as shown in Table 27 below:

**Table 27: Functional literacy defined by the project**

Sub-tasks	Level Categories- Functional Literacy			
	Level 3	Level 2	Level 1	Level 0
1- Listening Comprehension	% of <b>correct</b> answers= 5 (100%)	% of correct answers= 3 (60%)	% of correct answers= 2 (40%)	% of <b>correct</b> answers <= 1 (<=20%)

2- Symbol Identification: Letter Sounds	% of <b>correct</b> letter sound identified in a minute is >20%	% of correct letter sound identified in a minute is 20%	% of correct letter sound identified in a minute is <=10%	% of correct letter sound identified in a minute is 0%
3- Symbol Identification: Letter Clusters	% of <b>correct</b> letter cluster identified in a minute is >20%	% of correct letter cluster identified in a minute is 20%	% of correct letter cluster identified in a minute is <=10%	% of correct letter cluster identified in a minute is 0%
4- Familiar Words Reading	% of <b>correct</b> words identified in a minute is >20%	% of correct words identified in a minute is 20%	% of correct words identified in a minute is 15%	% of correct words identified in a minute is <=10%
5- Comprehension (question answer total = 5)	% of <b>correct</b> answers (5) = 100%	% of correct answers (3) = 60%	% of correct answers (2) 40%	% of <b>correct</b> answers is (<=1) <=20%
6- Oral reading and fluency (WPM)	% of <b>correct</b> words identified in a minute is >20%	% of correct words identified in a minute is 20%	% of correct words identified in a minute is 15%	% of correct words identified in a minute is <=10%

### E. Oral Reading Comprehension and fluency-further analysis

A further analysis of oral reading comprehension and fluency was done to examine the level of M-OOS girls in terms of reading a passage. Looking at the comprehension part of sub-task 5, it was found that a majority of the girls (35.3%) achieved 40% in comprehension task in the intervention group while for the comparison group, majority (65.5%) of the girls were still not getting any score. The percentage increase of girls scoring five out of five was 5.3% in the intervention group and 2.5% in the comparison group.

**Table 28: EGRA Sub-task 5 percentage of girls with total correct answers**

Group	Intervention		Comparison	
	Baseline (%) (n=400)	End-line (%) (n=400)	Baseline (%) (n=400)	End-line (%) (n=400)
0	78.0%	29.5%	77.8%	65.5%
20%	10.0%	6.5%	5.8%	3.8%
40%	7.8%	35.3%	8.8%	13.5%
60%	1.8%	16.8%	2.3%	7.0%
80%	1.0%	5.3%	1.3%	3.5%
100%	1.5%	6.8%	4.3%	6.8%

The analysis based on the word-per minute count of the same sub task, also referred as oral reading fluency, shown by Table 29 indicated that there was an increase of 23% of the girls achieving >40wpm from baseline to end-line in the intervention group while there was an increase of 8% of the girls achieving >40wpm in the comparison group.

**Table 29: EGRA Sub-task 5 word per minute analysis**

Group	Intervention		Comparison	
	Baseline (%) (n=400)	End-line (%) (n=400)	Baseline (%) (n=400)	End-line (%) (n=400)
0 WPM	73.8%	28.8%	76.3%	65.3%
1-20 WPM	15.3%	25.3%	5.8%	8.8%
21-40 WPM	5.8%	18.0%	9.5%	9.5%
>40WPM	5.3%	28.0%	8.5%	16.5%

From the literacy score analysis from various methods, it was demonstrated that the treatment did demonstrable learning gains above comparison group. In addition, extra 25% of the girls met the minimum reading proficiency level, despite adverse time and conditions. However more time and learning support is needed, to enable other girls who are ‘emerging’ to achieve this level.

### 3.1.2 Numeracy scores

#### A. Overall findings

Table 30 provides the overall numeracy results of the end-line and Table 31 provides the change in mean scores from baseline to end-line while Table 32 presents the total change in the numeracy scores from baseline to end-line. As depicted by Table 30, the mean score in EGMA was 39.19 with a standard deviation of 18.19 in the intervention group and a mean score of 24.47 in the comparison group. While comparing the scores between the intervention and comparison group, the scores obtained by intervention group were more than that of the comparison group. For the recontacted girls, the score achieved by girls in the intervention group was 39.37 with a standard deviation of 18.19 as compared to a mean score of 25.11 in the comparison group. The difference observed in the mean score between intervention and comparison group was statistically significant at  $p < 0.01$ .

The numeracy score for the intervention group has increased three-fold from baseline to end-line, where it was 13.17 in the baseline, it jumped to 39.19 in the end-line. Whereas in the comparison group, the mean score was 14.48 in the baseline which reached 24.47 in the end-line. Though there was an improvement in the mean score in the comparison group, the improvement in the intervention group outweighed the comparison group. This is verified by the difference-in-difference analysis of numeracy score as depicted by Table 32 which provides an understanding of how there has been improvement in the numeracy score between the groups from baseline to end-line. While the change in score from baseline to end-line has been seen in both the intervention and comparison group, the difference in the change between intervention and comparison is worth noting. The beta value of 15.6 indicates positive growth in the intervention group as compared to the comparison group.

**Table 30: Overall numeracy results**

Learning domain	Intervention (n=400)	Recontacted (n=)	Comparison (n=400)	Recontacted (n=)	Standard Deviation in the	Standard Deviation in the Intervention

					Intervention group (Total)	group (recontacted)
Mean EGMA score	39.19	39.37	24.47	25.11	18.73	18.19

Source: EGRA/EGMA test

**Table 31: Numeracy scores across Baseline to End-line**

Learning domain	Intervention (n=400)		Comparison (n=400)	
	BL	EL	BL	EL
Mean EGMA score	13.17	39.19	14.48	24.47

Source: Girls Survey

**Table 32: Numeracy results Baseline to End-line**

Result	Details (difference in difference)	Comments
<b>Numeracy Baseline - End-line</b>	Beta = 15.6 p-value = 0.00	Beta=Total difference in score Hence, Beta 15.6=

Source: EGRA/EGMA test

As explained above in the literacy section, the change in numeracy score is also due to the CLC classes conducted by PIN. Apart from the CLC classes, the project was able to work on the social norms prevailing within the society and family members. There has been improvement in not only attitude but also the willingness of parents to support the learning and transition of girls. The attitude of parents has been changed as a result of the project's engagement with the parents in one way or the other. Parents were found to be well prepared for the support they need to provide to the girls for learning or transition outcomes envisioned by the project. The fact that parents supported the girls during DTL classes by providing cell phones (83%), keeping track of girls' learning records (11.3%), and helping girls in the household chores (5.7%) illustrates their willingness to support girls in their learning by sending girls to the learning classes like CLC. Likewise, in the qualitative discussion, parents from both the district affirmed that they have taken the learning of girls positively and are happy with the progress made by girls. However, parents are more inclined towards the vocational skills they get more than the learning. They believe that married girls have a greater responsibility for taking care of the family so, the importance of economic upliftment outweighs the importance of education for them. The reason behind this is also because most of the girls represented older age group who do not prefer going to school to continue their learning.

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*It's good that my daughter-in-law can read and do some mathematics of the household expenses we do. But I would rather want her to learn tailoring so that she could be of some help for the family financially.*  
-a father-in-law from Bara

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The numeracy score was compared for the tracked girls from baseline and for those girls who were lost from baseline to see any differences caused by the attrition of girls. Table 33 below shows that the differences in the score of girls recontacted from baseline to end-line (25.9) were almost equal to the differences of scores achieved by replaced girls in the end-line to the girls lost in baseline (26.31) in the comparison group. The result was statistically not significant. Likewise, the difference in the baseline and

end-line score of recontacted girls from baseline to end-line (12.54) in the comparison group was double as much as the difference in the score achieved by the lost girls in baseline to that of replaced girls in end-line. This fact caused in an increment of the overall score in comparison girls.

**Table 33: Overall numeracy scores for recontacted, replaced girls and lost girls from baseline**

Learning domain	Intervention				Comparison			
	EL score of Recontacted (n=283)	BL score of recontacted girls (n=241)	EL score of Replaced girls (n=117)	BL score of Lost girls (n=117)	EL score of Recontacted (n=241)	BL score of recontacted girls (n=241)	EL score of Replaced girls (n=159)	BL score of Lost girls (n=159)
Mean EGMA score	39.37	13.47	38.75	12.44	25.11	12.54	23.50	17.42

The difference in numeracy score was also checked against the ethnicity of tracked girls to see the changes in score caused by differences in the ethnic characteristics of girls from baseline to end-line. It was noted from Table 34 that the difference in the baseline and end-line literacy score among Muslim girls was slightly higher than that of non-Muslim girls for the intervention group. However, the difference observed in the comparison group was higher for Muslim girls than non-Muslim girls. The reason for Muslim girls attaining better score than non-Muslim girls especially in the comparison group is because the increase in Muslim girls was higher in the comparison group as compared to the intervention group. The difference was however not significant when tested statistically.

**Table 34: Numeracy score of tracked girls according to ethnicity**

Learning domain	Intervention						Comparison					
	Muslim (n=147)			Non-Muslim (136)			Muslim (n=135)			Non-Muslim (n=129)		
	BL	EL	Diff	BL	EL	Diff	BL	EL	Diff	BL	EL	Diff
Mean EGMA score	15.6%	51.5%	35.8%	20.5%	54.8%	34.4%	11.1%	35.5%	24.3%	21.6%	34.4%	12.8%

### **B. Sub task analysis**

EGMA tool consisted of 6 sub-tasks altogether which are described below.

**Sub-task 1 (Number identification):** This sub-task had 20 two-digit numbers. The M-OOS girls were required to identify those numbers. The girls were scored based on the correct numbers they identified in a minute. The total score for this sub-task was 20.

**Sub-task 2 (Larger number identification):** In this sub-task, there were ten questions. There were two numbers in each question where M-OOS girls were required to find out the larger number. The score was provided against each right answer the M-OOS girls gave. The total score for this sub-task was 10.



Sub-task 3 (Missing number identification): There were ten questions in this section. In each question, there were three numbers spanned by equal intervals. The girls were required to fill in the missing fourth number. The total score for this sub-task was 10.

Sub-task 4 (Addition and subtraction): There were ten addition and ten subtraction questions in the section from the logic of simple to complex within one and two digits. The girls were scored by the number of correct answers they provided. The total score for this sub-task was 20.

Sub-task 5 (Division and multiplication): This sub-task had multiplication and division questions. Altogether 10 questions (five multiplication questions and five division questions) were included in this sub-task. A score was given on the basis of the total correct answers given by the girls. The total score for this task was 10

Sub-task 6 (Word problem): The last sub-task included six of the word problems assessing students' ability to solve the problems through proper interpretation and planning. The word problem had a mix of addition, subtraction, multiplication, and division questions. The score was given on the basis of the total correct answers given by the girls. The total score for this sub-task was 6.

From Table 35 below, it can be noted that there has been a steady increase in the scores in the intervention group across all the sub-tasks. In sub-task one two and three, the increase in the score was by around 40% in the intervention while by around 16% in the comparison group. In sub-task 4, there was an increase in score from 12.26% in the baseline to 32.54% in the end-line in the intervention group while 16.48% in the baseline to 21.41% in the end-line in the comparison group. While there was an increment of 34% in sub-task 5 the score went up by 37% in sub-task 6 in the intervention group. The comparison group was also doing good in terms of sub-task 6 where there was an increment by 25% in the baseline score.

**Table 35: Numeracy score sub-task averages across Baseline and End-line**

Sub-task	Intervention (n=400)		Difference from baseline to end-line	Comparison (n=400)		Difference from baseline to end-line
	Baseline	End-line		Baseline	End-line	
Sub-task 1	24.38%	65.05%	40.67%	23.69%	39.29%	15.60%
Sub-task 2	21.88%	63.15%	41.27%	20.58%	36.30%	15.72%
Sub-task 3	13.63%	53.20%	39.57%	15.48%	31.90%	16.42%
Sub-task 4	12.26%	32.54%	20.28%	16.48%	21.41%	4.93%
Sub-task 5	6.63%	40.65%	34.02%	10.90%	22.55%	11.65%
Sub-task 6	26.75%	63.75%	37.00%	28.79%	54.13%	25.34%

Source: EGRA/EGMA test

### C. Skills gap analysis

As discussed above in the skills gap analysis section of literacy, the foundational skills for numeracy have been also been categorized as non-learner, emergent learner, established learner, and proficient learner. Girls have improved from baseline to end-line. Unlike in the EGRA test, there isn't any clear trend on the improvement of girls. For some sub-tasks, they have mastered the skills, for instance, in sub-task 3 and sub-task 6, the majority of girls are in the proficient learner category. While in other sub-tasks they are at

established learners' category (sub-task 1 and 2). For sub-task 5, most of the girls are in the non-learners' category. This might be because sub-task 5 was the most difficult sub-task having multiplication and division questions in it.

The foundational skills gap analysis for sub-task 1 of the EGMA test illustrates that there has been an increase in the established learner and proficient learners' categories as compared to baseline. The percentage of girls who were non-learner has significantly decreased from 35% in the baseline to 8% in the end-line. Similarly, the increase was thrice as much as baseline value in the established learner and proficient learner category in the intervention group (from 11.50% to 39% in established learner and from 9.3% to 32.8% in proficient learner category). While this was not the case in the comparison group. There was a slight decrease in the non-learner percentage and a slight improvement in another category. The change seen in the intervention group is attributable to Aarambha's numeracy classes. As this was the simplest task among others, the girls improved quite a lot in this sub-task.

**Table 36: Numeracy Zero scores (by sub-task 1) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Sub-task 1 (number identification)</b>				
Non-learner 0%	35.00%	8.0%	43.3%	23.8%
Emergent learner 1%-40%	44.30%	20.3%	33.5%	36.0%
Established learner 41%-80%	11.50%	39.0%	12.8%	20.8%
Proficient learner 81%-100%	9.30%	32.8%	10.5%	19.5%

Source: EGMA/EGMA test

For sub-task 2, most of the girls (43.3%) are in the established learner category in the end-line while most of them were in the non-learner (48.3%) category in the baseline. This is quite a good shift of learners caused by the numeracy classes they enrolled in.

**Table 37: Numeracy Zero scores (by sub-task 2) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Sub-task 2 (larger number identification)</b>				
Non-learner 0%	48.30%	8.5%	57.8%	32.5%
Emergent learner 1%-40%	31.30%	32.3%	22.0%	28.3%
Established learner 41%-80%	13.80%	43.3%	10.0%	25.8%
Proficient learner 81%-100%	6.80%	16.0%	10.3%	13.5%

Source: EGMA/EGMA test

From Table 38, it can be noted that there has been a stark increase in the percentage of girls belonging to the proficient learners group. While only 1.5% of girls were in this group in the baseline, 40.5% of girls are in this category in the end-line. Comparing this with the comparison group, one-third of the girls represented each of the non-learners and emergent learners' categories.

**Table 38 : Numeracy Zero scores (by sub-task 3) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Sub-task 3 (missing number identification)</b>				
Non-learner 0%	56.30%	4.8%	63.5%	33.5%
Emergent learner 1%-40%	33.80%	22.3%	22.8%	33.0%
Established learner 41%-80%	8.50%	32.5%	8.0%	27.0%
Proficient learner 81%-100%	1.50%	40.5%	5.8%	6.5%

Source: EGRA/EGMA test

Sub-task 4 had addition and multiplication questions. The majority of the girls are in the emergent learners' category. Only 1.3% of the girls were in the proficient learners' category. Table 39 notes that there was a significant shift of the girls from the non-learners' category to the emergent learners' category.

**Table 39: Numeracy Zero scores (by sub-task 4) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Sub-task 4 (addition and subtraction)</b>				
Non-learner 0%	57.50%	11.8%	50.8%	32.0%
Emergent learner 1%-40%	33.80%	60.5%	35.3%	53.8%
Established learner 41%-80%	8.00%	26.5%	12.8%	14.0%
Proficient learner 81%-100%	0.80%	1.3%	1.3%	0.3%

Source: EGRA/EGMA test

The distribution of girls across the four skills categories for sub-task 5 indicates that girls representing established learners and proficient learners have drastically improved as progressing from baseline to end-line. However, there has not much improvement in the non-learner's category. The reason for less improvement in this sub-task as compared to others might be because this sub-task was the hardest sub-task among others in the numeracy test.

**Table 40: Numeracy Zero scores (by sub-task 5) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Sub-task 5 (multiplication and division)</b>				
Non-learner 0%	78.80%	36.3%	78.8%	55.5%
Emergent learner 1%-40%	17.00%	17.0%	10.8%	21.5%
Established learner 41%-80%	2.50%	27.5%	6.3%	13.0%
Proficient learner 81%-100%	1.80%	19.3%	4.3%	10.0%

Source: EGRA/EGMA test

For sub-task 6, the majority of girls are in the proficient learner category followed by established learners representing 35% of the girls. This sub-task was comparatively easy as the girls could understand the question and relate the situation to their real-life setting to calculate.

**Table 41: Numeracy Zero scores (by sub-task 6) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Intervention (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Sub-task 6 (word problem)</b>				
Non-learner 0%	41.80%	3.0%	44.8%	7.8%
Emergent learner 1%-40%	32.50%	22.0%	22.3%	26.5%
Established learner 41%-80%	17.30%	35.0%	20.0%	41.8%
Proficient learner 81%-100%	8.50%	40.0%	13.0%	24.0%

Source: EGRA/EGMA test

The improvement in learning of the girls who are out of school is commendable even though most of the girls have only reached the emergent learner category. For the girls themselves, it is a big achievement. Those who were unable to identify letters have now been able to read passages and write their names and some sentences. Given the number of responsibilities they have to perform, they are overburdened at home, and taking time for learning was a big deal for them. In addition to this, some of the M-OOS girls have children to look after. Their attention is divided to perform multiple tasks which is why they cannot go back home and allocate proper time for revisions. This makes it all the more difficult for them to retain what they have learned in the CLC classes<sup>7</sup>.

#### **D. Functional numeracy**

Same as in literacy, EE calculated the functional numeracy for girls tested through the EGMA test. The end-line evaluation showed that the project has been able to achieve beyond its target of reaching girls in level 3 of functional numeracy. Table 42 below shows that at the baseline 20% of the girls were at level 3 of functional numeracy based on which, the project targeted of reaching 36% girls at this level, while at the end-line an encouraging 75% of girls reached level 3 of functional numeracy as defined by the project.

**Table 42: Functional numeracy achieved by girls in the intervention group**

Literacy	Baseline Value	End-line Target	End-line Value
<b>Level 3</b>	20%	36%	75%
<b>Level 2</b>	13%	26%	16%
<b>Level 1</b>	14%	24%	4%
<b>Level 0</b>	53%	14%	7%

Source: EGRA/EGMA test

The functional literacy levels have been calculated based on the project's functional literacy and numeracy categories as shown in Table 43 below:

**Table 43: Functional numeracy defined by the project**

Tests

<sup>7</sup> Even though the sub-task analysis of skills gap showed that many girls were in non-learners category, only few girls represented the non-learners category when skills gap analysis was done based on total score.

	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 0</b>
1- Identifying the Numbers	% of <b>correct</b> numbers identified in a minute is >20%	% of correct numbers identified in a minute is 20%	% of correct numbers identified in a minute is <=10%	% of correct numbers identified in a minute is 0%
2- Identifying the Largest Number	% of <b>correct</b> answers given is >20%	% of correct answers given is 20%	% of correct answers given is <=10%	% of correct answers given is 0%
3- Find the Missing Number	% of <b>correct</b> answers given is >40%	% of correct answers given is 40%	% of correct answers given is 20%	% of correct answers given is 0%
4- Addition and Subtraction	% of <b>correct</b> answers given is >40%	% of correct answers given is 40%	% of correct answers given is 20%	% of correct answers given is 0%
5- Multiplication and Division	% of <b>correct</b> answers given is >40%	% of correct answers given is 40%	% of correct answers given is 20%	% of correct answers given is 0%
6- Word Problems	% of <b>correct</b> answers given is >40%	% of correct answers given is 40%	% of correct answers given is 20%	% of correct answers given is 0%

Apart from the regular CLC classes held for the M-OOS girls, the project was also able to bridge the gap of learning during the lockdown imposed due to the COVID-19 pandemic. Distance teaching and learning activities were designed for the girls which included phone-based support and monitoring for learning and radio programs. As depicted by the data, of the total sample girls, 99% of them had participated in the DTL activities during lockdown which included self-learning and phone-based mentoring/coaching. The 4 girls who did not participate indicated time shortage as the main reason. Among those who participated, 97.6% reported being satisfied with the DTL and 92.4% found it quite useful. Likewise, 93.4% of the girls reported that they believe that the DTL classes helped them a lot in their learning during the lockdown. Qualitative consultation with girls also supported this finding. Girls indicated that for them, getting even small support in learning through the phone made it easier for them to understand words and numbers. Although DTL classes were reported to be effective for girls, there were few challenges faced by the girls. When asked about what were the challenges, they faced during the DTL classes, mostly issues related to cell phones, either their unavailability or network issues was reported to be the pertinent issue. Besides that some 20.6% and 14.8% of the girls also reported that they found it difficult to understand the concepts through phone and difficult to understand the instruction respectively to be other main challenges. All the CLC facilitators shared a similar view. They shared that if there was an appropriate mechanism in place through which they could monitor the learning of girls properly, the DTL classes would have been more effective.

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*I could continue my learning even during lockdown. I could even manage time to attend phone-based classes while looking after my children. If there were no phone-based support, I am sure I would have easily forgotten the thing I had learned before*  
 -a M-OOS adolescent girl from Bara

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Although DTL classes conducted by the project through mobile phones is a fairly new concept and is acknowledged to be effective by the girls, their parents, and CLC facilitators, considering the challenges shared by girls, EE recommends that some other means of engaging girls for DTL like one-to-one coaching, home visits should be considered if a similar situation arises in the future.

### 3.1.3 Sub group analysis

This section of the report presents the learning of M-OOS girls representing a different category. As discussed above, the overall literacy score has increased irrespective of the groups. Looking at Table 44, it can be inferred that the girls from the younger age group scored more than the girls from the older age group. Most girls (76.9%) of the girls from 10-14 had joined CLC within a year they had dropped out as compared to the 15–19-year girls where the majority (64%) had dropped out from school some five years ago. For the ethnic distribution, Muslim girls had scored higher than non-Muslim girls in the end-line. Muslim girls might have scored higher because they had attended Madrasa classes even if they had never been to school or dropped out from formal school.

**Table 44: Literacy score aggregate averages across Baseline and End-line**

Cohort at baseline (end-line in brackets)		Intervention (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
10-14 (11-15)	Never been to school	3.80%	50.78%	2.67%	20.38%
	Dropped out	13.34 %	36.97%	13.64%	19.05%
15-19 (16-20)	Never been to school	5.89%	39.87%	2.83%	23.65%
	Dropped out	19.54%	38.77%	22.02%	26.81%
Muslim		10.72%	42.82%	14.71%	25.03%
Non-Muslim		12.8%	36.97%	18.65%	22.58%
Overall		11.78%	39.84%	12.76%	25.09%

Source: EGRA/EGMA test

Looking at the numeracy aggregate scores across different sub-groups, the data reflected that girls from the age group 10-14 scored higher than girls from the age group 15-19. The reason partly is as explained above and partly because the older girls had less interest in learning as emerged from the qualitative findings discussed above. For the ethnic distribution, non-Muslim girls were getting a slightly better scores than the Muslim girls which is in contrast to the findings in literacy score where Muslim girls were getting better results.

**Table 45: Numeracy score aggregate averages across Baseline and End-line**

Cohort at baseline (end-line in brackets)		Intervention (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
10-14 (11-15)	Never been to school	8.87%	60.41%	3.48%	39.80%
	Dropped out	21.47%	85.83%	8.97%	27.40%
15-19 (16-20)	Never been to school	10.79%	52.29%	5.40%	32.42%
	Dropped out	25.99%	54.09%	32.80%	36.95%
Muslim		15.7%	50.92%	12.2%	35.80%
Non-Muslim		19.5%	55.87%	21.7%	34.09%
Overall		17.59%	53.06%	19.32%	34.26%

Source: EGRA/EGMA test

In the end-line, there were 9 (2.3%) girls with overall disability in the intervention group. The average score disaggregated based on disability status has been presented in the table below. No girls reported having severe difficulty in the domain of seeing, hearing, walking, self-care, communication, learning, remembering, and concentrating. For the domain of accepting change, comparison of behavior, and making friends, there were 10 girls. The literacy score of those girls was 8.22% in the baseline which has gone up by 25.34% in the end-line. While for the numeracy score, the girls of this group made progress of 32.02%. Likewise, there were 3 girls who reported having anxiety and depression. The literacy score for these girls has also increased considerably. As the figures in the table below indicated that the literacy score increased by 37.13% reaching from 2.11% in the baseline to 39.42% in the end-line and the numeracy score increased to 43.54% in the end-line from 6.59% in the baseline.

**Table 46: Learning scores by disability status**

Characteristics	Average literacy score (aggregate)		Average numeracy score (aggregate)	
	BL	EL	BL	EL
<b>All girls</b>				
<b>Disability subgroups: (compulsory)</b>				
Seeing	0.70%	-	10.76%	-
Hearing	0.08%	-	11.66%	-
Walking	13.0%	-	14.51%	-
Self-care	0.66%	-	12.22%	-
Communication	11.0%	-	9.94%	-
Learning, Remembering and Concentrating	10.0%	-	15.59%	-
Accepting Change, Comparison Behaviour and Making Friends	8.22%	37.56%	13.47%	45.5%
Mental Health (Anxiety and Depression)	2.11%	39.42%	6.59%	43.54%

Source: EGRA/EGMA test

Looking at the disaggregation of literacy and numeracy scores by ethnicity, there is not a stark difference in the score across the ethnic background of the M-OOS girls. Girls from all ethnic groups were progressing in both literacy and numeracy scores without particular differentiation among the groups. While the social structure has left Muslim girls behind in many sectors, the fact that they attend Madrassa classes in their community led the M-OOS girls from the Muslim communities to progress equally if not more than other girls. The statistical test for the difference in mean of literacy and numeracy between the ethnic group showed that the differences in EGRA score were significant across the group while EGMA was not.

**Table 47: Learning scores by ethnicities in Intervention group**

Ethnicity	Average EGRA scores		Average EGMA scores	
	BL	EL	BL	EL



Terai/Madhesi brahmin and Chhetri	17.59%	42.23%	17.85%	59.56%
Terai/Madhesi Dalit	10.96%	35.26%	15.92%	51.82%
Terai/Madhesi Janajati	12.60%	38.22%	26.29%	60.38%
Terai/Madhesi others	14.28%	37.46%	19.52%	55.81%
Muslim	10.72%	42.82%	15.68%	50.51%

Source: EGRA/EGMA test

Since household chore was one of the major barriers to learning, the learning score has been disaggregated to see how this barrier has affected learning. Table 48 presents the change in average literacy and numeracy scores since baseline among groups who have a higher burden of household chores. Analysis of household chores is based on the data self-reported by the girls and it has been divided into two main categories. Those who spend a half a day or a whole day in household chores have been categorized into “spending most of the time in household chores” while those who spend an hour to 4 hours a day in household chores have been categorized as “spending few hours in household chores”. It can be noted that learning scores have been notably increased as compared to baseline for all girls whether they spend most of the time in HH chores or few hours a day. However, comparing between the groups, it is clearly seen that the increase in score for girls with comparatively lesser household chore burden was more than for those girls who have higher household chore burden. The qualitative data that the external evaluators collected supports the findings. CLC facilitators from both the districts highlighted the burden of household chores as a significant barrier for girls to attend CLC classes. Nevertheless, girls do not take the chores as a burden. They take the chores as their responsibility and express that they are always able to manage their responsibility to be engaged in learning activities. However, they have acknowledged that the time they get after finishing all household chores is not sufficient for them to revise the learnings from CLC.

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*I have allocated a fixed time for the CLC. When I am not in CLC, I am mostly busy with my household works. I don't get to revise the lessons at home. Good on my memory that I can retain the learning from CLC else my effort of attending CLC would have gone in vain.*

*-a M-OOS girls from Rautahat*

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**Table 48: Time spent on household chores and learning scores for Intervention group**

Time spent on household chores	Average EGRA scores		Difference since baseline	Average EGMA scores		Difference since baseleine
	BL	EL		BL	EL	
Spending most of the time in HH chores	15.13%	40.68%	25.55%	18.42%	47.26%	28.84%
Spending few hours, a day in HH chores	6.81%	37.37%	30.56%	16.33%	55.01%	38.68%

Source: EGRA/EGMA test

Poverty was another barrier as discussed in the section above. Both the learning scores have however increased from baseline to end-line regardless of whatever poverty characteristics the girls' household possessed. The reason behind this is the fact that girls did not have to spend anything for joining the CLC classes. The project was able to bring all the girls together in CLC irrespective of their economic status bridging the gap between the classes of the economy. In an interview with the community leader of Rautahat District, it was explored that it had been quite difficult in the beginning to convince community people, especially of lower economic class as they feared they would have to pay for sending girls to CLCs. However, later they were convinced and sent their girls to CLCs.

**Table 49: Household characteristics and learning scores for Intervention group**

Household characteristic	Average EGRA scores		Difference since baseline	Average EGMA scores		Difference since baseline
	BL	EL		BL	EL	
Unable to meet basic needs without charity	16.31%	34.50%	18.19%	12.48%	45.53%	33.05%
Able to meet basic needs	17.02%	42.70%	25.68%	10.48%	60.77%	50.29%
Able to meet basic needs with some non-essential goods	21.55%	41.93%	20.38%	14.95%	52.06%	37.11%
Able to purchase most non-essential goods	0.00%	34.57%	34.57%	0.00%	39.64%	39.64%
Plenty of disposable income	16.80%	46.13%	29.33%	3.91%	39.10%	35.19%

Source: EGRA/EGMA test

## 4 Transition Outcome

The transition pathways as envisioned by the project at the project development phase were mostly enrollment into the school for younger M-OOS girls while enrollment into informal classes and safe employment for older M-OOS adolescent girls. A detailed transition pathway is presented in the table below.

**Table 50: Transition pathways defined by the project**

Primary Beneficiary sub-group	Successful transition outcome enabled by activities for girls in this sub-group	Unsuccessful transition outcome
Younger (10-15) married OOS adolescents without children who have dropped out of school less than a year ago	Formal school reenrolment to the grade corresponding to their literacy level post participation Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000 (less than or equal to 14 years) and Labor Law (above 14 years)	Unsafe employment, no transition
Younger married OOS adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000	Unsafe employment, no transition
Older (16-19) married OOS adolescents without children	Formal school reenrolment to the grade corresponding to their literacy level post participation,	No transition, unsafe employment

Primary Beneficiary sub-group	Successful transition outcome enabled by activities for girls in this sub-group	Unsuccessful transition outcome
	informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	
Older married OOS adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	No transition, unsafe employment
Married OOS adolescents who still live in their natal family waiting for Gauna ceremony	Formal school reenrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training. Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000 (less than or equal to 14 years) and Labor Law (above 14 years)	No transition, unsafe employment

Source: Project Meal framework

At the end-line too, the same pathways defined at baseline were used for measurement of transition outcome. However, given the pandemic situation, no clear transition of girls was seen during the data collection period. Since the project was unable to complete its life-skills training because of the lock down imposed by the government as a measure to prevent and control the transmission of COVID-19, which was a base for transition into safe employment, many girls were unable to transition despite the fact they had already made their life plans. Hence, the findings discussed here will not be able to rightly measure the changes in the transition outcome since baseline.

Table 51 shows that two-third of the girls of age group 10-14 had never been to school in both the intervention and comparison group while one-third of them had been to school but dropped out in the baseline. While in the older age group, 15-19, the girls those were never been to school and dropped out share almost equal weightage, meaning that there were almost 50% of girls who had never been to school and another half girl who dropped out from school. This has not changed in the end-line too. The quantitative study further showed that none of the girls are currently enrolled in the formal school in either of the intervention or comparison group which was again the same situation as in baseline. However, during the qualitative inquiry a few girls shared that they have enrolled in the formal school in the intervention group. Only few girls reported having currently employed in both the intervention and comparison groups.

**Table 51: Transition status based on age group (in percentage)**

Status	Intervention				Comparison			
	Baseline		End-line		Baseline		End-line	
	10-14	15-19	10-14	15-19	10-14	15-19	10-14	15-19
Never been to school	60.3 %	49.4%	62.2%	43.8%	61.1%	38.9	62.5%	47.7%
Been to school, but dropped out	39.7%	50.6%	37.8%	56.2%	38.9%	46.9	37.5%	52.3%
Currently enrolled in formal school	0%	0%	0%	0%	0%	0%	0%	0%

Currently employed	0%	0%	2.7%	4.4%	0%	0%	0%	1%
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Source: Girls Survey

Looking at the transition status of Muslim M-OOS girls, data suggested that the percentage of Muslim girls who had never been to school was higher than those who dropped out from school in both the intervention and comparison groups. Among 196 Muslim girls, 58.7% had never been to school whereas 41.3% had dropped out from school in the intervention group and 59.9% of Muslim girls had never been to school while 40.1% had dropped out of school in the comparison group. For the non-Muslim girls, however, it was slightly different. As depicted by Table 52, there was a higher percentage of girls who dropped out of school as compared to those who had never been to school among non-Muslim girls in the sample. This could be the reason for girls from non-Muslim ethnicity scoring higher in literacy tests.

**Table 52: Status of transition based on Muslim ethnicity**

					Comparison			
	Muslim		Non-Muslim		Muslim		Non-Muslim	
	BL (n=198)	EL (n=196)	BL (n=202)	EL (n=204)	BL (n=158)	EL (n=167)	BL (n=242)	EL (n=233)
Never been to school	68.7%	58.7%	34.7%	32.8%	62%	59.9%	38%	39.9%
Been to school, but dropped out	31.3%	41.3%	65.3%	67.2%	38%	40.1%	62%	60.1%
Currently enrolled in formal school	0%	0%	0%	0%	0%	0%	0%	0%
Currently employed	0%	6.1%	0%	2.5%	0%	0.6%	0%	1.3%

Source: Girls Survey

Quantitative data further suggests that none of the girls are currently enrolled in formal school at the time of data collection. At this point of time, this seems to be an obvious finding as due to the COVID-19 pandemic this year, schools were shut down. Few schools had just started opening amid the pandemic; however, the out-of-school girls were not yet ready to go to school. The qualitative consultation with the girls however provided a different picture. There were hardly a few girls who wanted to enroll back to school. For the rest of the other girls, their primary interest was getting vocational training they were supposed to receive as a part of project intervention. Nevertheless, almost all of the girls were interested in either tailoring or embroidery. For some girls, the motivation to attend CLC classes was that they would receive training later on. They had nothing to do with the learning.

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*My family members informed me that there is a project which enrolls girls like me in school and then after few months they will teach embroidery which I am interested in, I would not have joined if it was only literacy class.*

- A M-OOS girl from Bara

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Several reasons emerged during the qualitative discussion as to why they preferred tailoring training over other transition pathways. For all of the girls, it was the only thing they could do while staying at home. There was a travel restriction from parents/in-laws for the girls to travel outside their village for taking training or doing earning works. Another reason was that they did not like to re-enroll in the school because they feel uncomfortable studying with the girls/boys of the younger age group. Similarly, it was more likely

that the parents would support the M-OOS girls in her life plan if she chooses tailoring and embroidery rather than just learning which would earn them nothing. This was because tailoring and embroidery work could be done at home and the M-OOS girls did not have to go out of the house. Moreover, if the girls learned tailoring, it meant that they will have extra saving that they would have otherwise spent in giving someone else to sew their clothes. Also, tailoring and embroidery are culturally accepted female domains of profession that a M-OOS girl can adopt. Some girls did not see any scope in any pathways other than tailoring and embroidery.

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*In our community, girls do not go to the beauty parlor. Since we can do tailoring at home itself, we prefer tailoring and family will also support that*  
*-a parent from Rautahat*

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Interestingly, this was widely accepted by the community including girls and even the CLC facilitators. The case was no different for boys. Even boys dropped out of school so that they could earn for their families. One of the major barriers for boys/girls in choosing their desired pathways was poverty and lack of education. It is quite a dilemma for the girls/boys in this community as they do not get jobs because of lack of education and they end up dropping out of schools mid-way since they require jobs. This finding was further supported by CLC facilitators.

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*Most of the girls usually choose to work as their transition pathway after the completion of their CLC classes. The boys in the community don't really attain higher education because they eventually end up working as daily wage labor*  
*- a CLC facilitator from Bara*

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When asked what girls are doing at the moment, 68% of the girls reported that they are going to school and 11.3% of the girls said that they are involved in training. When asked what it meant to go to school during qualitative consultation, they said they called CLC as their school and they take training in the CLCs. Another 4.3% of girls reported that they are involved in non-formal education which was confirmed to be CLC classes later on during the qualitative discussion. This meant, there were in total 83.6% of girls who are enrolled in CLCs at the moment. At the baseline, 80.6% of the girls had reported that they are enrolled in the CLCs. The change detected was significant even though the increase in the percentage seemed to be small. In this regard, the project was successful in retaining returning the girls to CLC as one of the important transition outcomes.

In addition to assessing the transition outcome at the end-line of Cohort 1, the external evaluator sought the information from M-OOS girls in qualitative consultation as in where they would find themselves in 5 years from now, all the M-OOS girls unarguably said that they would like to do tailoring or earn some money so that they could fulfill the desires of their children. Only a handful of girls wanted to achieve higher degrees or enroll back in school. While only 4.5% of the girls in the intervention group reported staying at home, 28.3% of the girls in comparison indicated they are doing nothing but staying at home. This can be attributed to the project being able to pull girls in the intervention group to the CLCs who would otherwise have stayed at home doing nothing. Interestingly, half of the girls (50.5%) in the comparison group indicated that they are involved in non-formal education. Though the EE was not able to explore what it meant to be engaged in non-formal education, they might have referred to have enrolled in Madrassa which might be the reason for the improved score in the comparison group too.

While some girls in the baseline expressed that they feel “embarrassed” to go to school, this is not the case in end-line. They are more open and do not feel embarrassed. They rather said that their priority is not learning further at this point of time. Even though the motive for enrolling in CLC was merely being able to sign the document for the girls and their parents during baseline consultation, it is “being able to read” and understand the messages that are publicly disseminated. This change is attributed to the exposure to CLCs and other activities carried out by the project.

#### 4.1 Sub-group analysis of the transition outcome

The sub-group analysis of the transition outcome has been presented in Table 53. As shown by the table, and as discussed earlier, Muslim girls representing the never been to school group were higher than being dropped out of school in the intervention group. In terms of girls with children, a greater number of girls had dropped out of school. It could be inferred that one of the reasons for girls dropping out of school is having children at an early age. More than half of the girls whose head of household had no/limited education had dropped out of school. It can be inferred from the table that there was not much difference in the status of being dropped out or never been to school by their household characteristics.

**Table 53: Sub-group analysis of transition outcome**

Characteristics	Comparison			
	Never been to school (n=182)	Dropped out (n=218)	Never been to school (n=193)	Dropped out (n=207)
<b>Ethnicity</b>				
Terai/Madheshi Brahmin or chhetri	20.0%	80.0%	50.0%	50.0%
Terai/Madheshi dalit	37.3%	62.7%	51.0%	49.0%
Terai/Madheshi janajati	25.9%	74.1%	21.2%	78.8%
Terai/Madheshi others	34.8%	65.2%	34.7%	65.3%
Muslim	58.7%	41.3%	59.9%	40.1%
Pahad Dalit	-	-	-	-
<b>Source of household income</b>				
Agriculture	44.0%	56.0%	50.0%	50.0%
Livestock rearing	58.6%	41.4%	33.3%	66.7%
Job/Services	33.3%	66.7%	33.3%	66.7%
Business	50.0%	50.0%	29.4%	70.6%
Wage Labor	42.4%	57.6%	54.7%	45.3%
Foreign employment	53.1%	46.9%	48.3%	51.7%
<b>Language</b>				
Bhojpuri	46.8%	53.2%	47.0%	53.0%
Bajika	44.2%	55.8%	49.5%	50.5%
<b>Household characteristics</b>				
Girls with children	40.6%	59.4%	44.5%	55.5%
Head of household has no/ limited education	48.5%	51.5%	50.1%	49.9%
Households having 5 or more than 5 members	46.9%	53.1%	47.0%	53.0%
<b>Poverty</b>				

Characteristics	Comparison			
	Never been to school (n=182)	Dropped out (n=218)	Never been to school (n=193)	Dropped out (n=207)
Household not having land for themselves	48.9%	51.1%	53.3%	46.7%
Roof made of hay	43.5%	56.5%	69.6%	30.4%
Unable to meet basic needs	51.2%	48.8%	51.0%	49.0%
Gone hungry to sleep many days in the past year	48.9%	51.1%	55.3%	44.7%

Source: Girls Survey

Though the end-line evaluation could not capture a real picture of transition for Cohort 1, assumptions can be made that most of the girls will transition to life skills rather than enroll back to school. At this point of time, it can be said that none of the girls have transitioned. However, the qualitative discussion with the M-OOS girls, their parents, and the CLC facilitator clearly indicates that all girls are eager to transition to life skills, mostly tailoring and embroidery.

Transition to school pathway is less likely to be achieved for cohort one. As there was a lower representation of the younger age group in the beneficiaries list, whose pathway was to enroll back to school, this pathway was less likely to be followed. Based on the findings from Cohort 1, PIN needs to accelerate its intervention and provide life-skills training as soon as their learning classes are over so that the real transition could be measured by external evaluators for Cohort 2.

## 5 Sustainability Outcome

The project intends to sustain its outcomes across community, school, and system as guided by the LNGB MEL guidance. To measure the outcome level sustainability of the project, indicators were defined in the logical framework which included the three levels: community, school, and system. Community-level indicators included *the percentage of key family members (Husbands, parents/in-laws) of M-OOS adolescent girls who demonstrate their support in their life plan* and *the percentage of community members who feel it is harmful for a girl to get married below the legal age*. Both of the indicators were measured through the quantitative survey as well as through qualitative inquiry. School-level indicators included *Gender-sensitive school sustainability index* and *percentage of school support committees scoring acceptable or above in sustainability assessment*. At baseline, both the indicators were measured using observation tools. Owing to the incomplete delivery of school, both the indicators were dropped at the end-line. Hence, the overall sustainability score presented below should be considered as a caveat. System-level indicators included *percentage of government officials who can demonstrate their support to delayed marriage and alternative roles of girls* and *Local government incorporating some or all components of Aarambha project into the local plan*. Both the system level indicators were measured through qualitative consultation as in baseline. Furthermore, the project provided data that was used for measuring the system level indicators.

Based on the findings from the quantitative surveys, qualitative discussions, and secondary data review, scores for each indicator have been provided. The score was provided on a scale of 0-4 based on the following scorecard. The scores for the sustainability indicators have been presented in Table 55.



**Table 54: Scorecard for sustainability**

Score	Rating
0	Negligible
1	Latent
2	Emerging
3	Becoming established
4	Established

**Table 55: Sustainability indicators at end-line**

	Community	School	System
Baseline: Overall Sustainability Score (0-4, average of the three level scores)	2		
End-line Sustainability Target (0-4)	3		
Indicator 1: % key family members (Husband, parents/in-laws) of M-OOS girls who demonstrate their support to their life plan	Data from quant survey revealed that 97.8% of the family members said they would allow their daughters-in-law to join formal school, 99.3% would allow to join trainings and 94.8% would allow them to work. This is quite encouraging findings as compared to baseline where a little more than half of the parents had agreed on providing necessary support in their life plans. In the qualitative discussion also, they confirmed that they are quite positive about the life-plans made by the M-OOS girls, however, they did not welcome the ideas of sending M-OOS girls far away from house to work or to take training. Furthermore, 60% of the girls reported that they spend most of the times in household chores. This has increased to 74.8% during the pandemic. In the qualitative consultation, both the girls and their parent agreed that the burden of household chores has not decreased over time, the girls would finish HH chores before attending the CLC or DTL classes.		

Indicator 2: % of community members who feel it is harmful for a girl to get married below the legal age	45.5% of the family members agreed that it is harmful for a girl to get married below the legal age while 77.3% of the family members agreed that it is harmful for girls to be married before the age of 15 years. Furthermore, the internal monitoring data from PIN indicated that 79% of the girls had delayed the Gauna ceremony in a year. Even though the quantitative data indicated that parents' attitude regarding early marriage is positive, it was not reflected into practice during the qualitative inquiry.		
End-line Sustainability Score (0-4)	A score of 2 out of 4 has been given considering the increased parental support to M-OOS girls in their life plans and increased positive attitude regarding child marriage.		
Indicator 1: Gender sensitive school sustainability index		No assessment was done during the end-line due to the closure of schools.	
Indicator 2: % of school support committees scoring acceptable or above in sustainability assessment		No assessment was done during the end-line due to the closure of schools.	
End-line Sustainability Score (0-4)		0	
Indicator 3: % of government officials who can demonstrate their support to delayed marriage and alternative roles of girls			The KII with municipal officials at all the municipality indicated that they have been actively engaged in the "beti bachao, beti padhao" campaign. In addition to that, they have also been engaged in campaigns against child marriage. However, the engagement of government officials was not necessarily due to project but due to their own government led campaigns.

Indicator 3.2: Local government incorporating some or all components of Aarambha project into local plan.			During the qualitative consultation with municipal officials, they appreciated the literacy classes run by the project and the interaction program with the parents. They are positive about mainstreaming the activities into their regular plan, with some of the municipalities providing written commitment for continuing CLC on their own, however, this year, due to pandemic, their entire priority was driven towards reviving from the economic loss they got due to the pandemic and not any other activities could be prioritized.
End-line score (0-4)			1
Overall sustainability Score (0-4, average of the three level scores)	2.5		

**Table 56: Summary of sustainability indicators' scoring**

	Community	School	System
Indicator 1	2	-	1
Indicator 2	2	-	0
End-line score (Total)	4	-	1
Overall sustainability score (0-4, average of the two-level scores)	2	-	0.5

Out of a total score of 16, the project achieved 5 (31.25%) in the end-line. In the baseline, the score achieved by the project in sustainability outcome was 2 out of 20 (10%). Considering the score itself, the project has shown some level of improvement in the sustainability outcome. However, the improvement should not only be considered through the lens of scores. While the quantitative data showed an encouraging improvement in parental support in girls' life plans, the minimal engagement of other household members in supporting girls in household chores resonates with the fact that their practice is different from their attitude. Similarly, for the system level, even though there was an encouraging commitment from local government for sustaining the activities of the project, their priority has not been exactly the improvement in learning of the M-OOS girls at the present context.

## 5.1 Community level

There have been substantial changes in the attitude of family members pertaining to the girl's education. While they took CLCs as a means for girls to be able to write their names in the baseline, they perceived learning as an ability to read and understand the meaning and be able to do required administrative works. In this regard, the project has been successful in attaining its community-level sustainability. Parents from the FGD done in both the districts mentioned that they have realized that it is important for girls to get educated rather than marrying them off at early age. Also, the internal monitoring data received from PIN indicated that of the total girls who had not done Gauna ceremony during enrolment more than a year back, 79% of them were still waiting for their Gauna ceremony; which reflects a change in behavior of parents or the resistance of the girls themselves to marry early. Besides, parents/other family members were highly positive about CLC and DTL classes. They provided necessary support to girls to attend the classes either by providing phones to them or by helping them with household chores. This has been taken as a significant change in the project context by the community leaders as they mentioned that sending girls to CLC alone in itself is a change that should be considered positive.

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*The community where newly married are not allowed to step out without her family member accompanying her has now started sending them to CLCs for learning.  
-a community leader from Rautahat*

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Despite all the improvements noted, there still prevails early marriage in project areas. The reason partly was highlighted to be ignorance of community people during the qualitative consultation with the community leaders. They mentioned, marriage is a constitution everyone follows, and the faster their children get married; their responsibility reduces and they do not have to hold on to the burden. In a discussion with parents from both the districts, most of the parents were positive about the life skills training that girl would receive after the CLC classes were over. They mentioned that there is no point in educating married girls unless they are guaranteed a job after finishing their learning. They reiterated that the married girls above 15 should be engaged in some sort of employment rather than going to school along with younger kids. This was further supported by an assertion from a municipal officer from Bara who mentioned that the parents are concerned about economic upliftment rather than educational attainment.

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*Instead of going back to school, learning new skills, opening small shops, standing on their own feet financially has become their primary goal in life”  
-a Municipal officer from Bara*

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It should be noted that the community is emerging in terms of sustainability. Some findings suggested that the attitude has been changed and community people have started replicating their knowledge into practice for supporting girls' learning in whatever ways they can. However, the change is not universally accepted among all the targeted stakeholders, especially the parents who represent the older age group. Hence, the EE sees the opportunity of engaging more community people in interaction and changing their behavior in terms of learning. Moreover, the project needs to mobilize more change champions as they are the ones whom the community people trust and listen to.

## **5.2 School level**

As discussed earlier, no school-level indicators were measured in the end-line. There were two major reasons for this. First, PIN was unable to complete school intervention on time. Second, schools were shut

down for almost a year due to the COVID-19 pandemic. Since few younger girls during qualitative consultations showed interest in enrolling back to school, school-level intervention should also be considered for Cohort 1.

### 5.3 System level

The government officials of both the project districts are highly positive towards the projects' approach of improving M-OOS girls' learning. They have found the CLCs being highly effective in improving the learning of M-OOS girls.

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*"I went to observe one of the CLC classes and I noticed that the students are interested to resume their education, the project has re-opened the dreams of the girls to continue their education.  
-a Municipal officer from Rautahat*

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They are against early marriage and have been actively engaged in campaigns against the early marriage "Beti bachao beti padao" campaign itself. The qualitative discussion with municipal education officials presented their affirmation in leaving no girl in the community without education. External evaluators also did some secondary data review from the documents received from PIN which showed considerable coordination maintained at the municipalities from the project side in terms of informing about the program and presenting their report to the municipality.

As discussed earlier, municipal officials from the project districts expressed that they are highly committed to the sustainability of the project. Some of the wards provided written commitments about continuing CLC classes by mobilizing their internal fund in the future. When the situation was conducive, they even provided support to the project through monitoring visits to CLCs and engaging in different community activities for motivating families to send girls to school. Even during the pandemic when the project was conducting DTL classes for girls, they provided regular support through zoom meetings. One of the municipal officials from Rautahat mentioned *"I have attended several meetings for coordination with Aarambha project through zoom when the country went into lockdown where we discussed on how the learning activities for the girls could be continued"*.

However, despite the encouraging commitments coming up from the government officials, improving the learning outcomes of girls was not in priority for them this year. Due to the loss caused by the pandemic the input of the government had been towards economic upliftment, infrastructure development for health, control, and prevention of the spread of coronavirus, among others. Even though they were highly positive about creating gender-responsive schools, providing teaching quality training to teachers, this was overshadowed by the priorities created by the pandemic.

Apart from the difficulty measuring the sustainability outcome due to COVID-19 municipalities had to deal with, external evaluators have noted that it is too early for the project to measure the sustainability outcome. Since the project is still working in other municipalities of same district, the project ought to take an opportunity of continuing its system level sustainability activities in Cohort1 too.

## Project's Response

Changes are required at all levels of sustainability (school, community and system). Due to COVID-19 pandemic and delay in contracting of second downstream partners, project was not able to complete all planned tasks and meet the pre-set targets at all three levels. However, to overcome these barriers as well as to support the girls and community beyond project scope and period, project is planning to form “Girls and Inclusive Education Network” at school, community, municipal, provincial and federal level. Together with other GEC-LNGB stakeholder, this network will align with Nepal government’s aim to strengthen girls’ education, women empowerment and access to services in Nepal. These networks will broadly mobilize community people, young girls and boys, family members, teachers, local government, leaders and education stakeholders in the municipality to advocate for girl’s education while addressing the key barriers (like child marriage, violence), allocation of resources, and increase access to local services.

## 6 Key Intermediate Outcome Findings

The project has identified a number of enabling factors for improving the learning and transition of girls and sustainability of the project activities in its ToC. Such enablers are the key steps that contribute towards attaining the intended outcomes. Such enablers are spelled out as intermediate outcomes in the logical framework. The key intermediate outcomes of the projects are M-OOS girls’ improved attendance in ALP, M-OOS girls have acquired cognitive and non-cognitive skills to develop and pursue life plans, Schools have created enabling and supportive environments for M-OOS girls’ learning, and Communities and authorities foster positive social norms that encourage delayed marriage and realisation of M-OOS girls’ life plans. Each of these intermediate outcomes has been measured in the end-line using mixed method approach which has been discussed in the section below.

### 6.1 Attendance

#### 6.1.1 Intermediate Outcome Indicator 1.1: M-OOS adolescent girls’ improved attendance

The project has identified the regular attendance of M-OOS girls in the CLC classes to be one of the most important enabling factors for improved learning and transition. It was agreed with the project and fund manager that external evaluators will be using the monitoring data provided by the project for analyzing the findings pertaining to this indicator. The finding for attendance is not only for the sampled girls but for all girls who enrolled in CLCs as the data provided by the project only included aggregated attendance records of each CLC and not the individual girls.

Table 57 presents the overall attendance status of the M-OOS girls at baseline and end-line.

**Table 57: Intermediate outcome (1.1) indicators as per the logframe**

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
Married out of school (M-OOS) adolescent girls'	% of M-OOS adolescent girls who have attended 85% or	41.68%	80%	23.59%	No

improved attendance	more literacy and numeracy sessions				
Main qualitative findings					
<p>Initially when the project had just started, girls were mostly absent in the CLCs. It had been so hard for the social mobilizers and CLC facilitator to convince girls and bring them to the CLCs. With progression on CLC classes, girls started coming to CLC classes regularly.</p> <p>In the month of November, there was a stark decrease in the attendance rate of the M-OOS girls in CLCs. However, when the country was hit hard by the pandemic and country went into the lockdown, CLCs had to shut down. Nevertheless, project started the DTL classes for girls and provided support through DTL.</p>					

As discussed above, the EE analysed the attendance rate from PIN’s internal monitoring data. PIN had provided the attendance records of girls from the month of the beginning of the project to the month when DTL classes were conducted. The overall attendance rate for the entire period of CLC was noted to be 82.56%. The overall attendance of girls in end-line has increased by 20% from 62.88% at baseline. However, looking at the indicator, *% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions*, the result is not encouraging. Out of the total girls enrolled in CLC, only 23.59% had attended 85% or more literacy and numeracy sessions. This is way too behind the target of 80% set at baseline. Analyzing in more detail the attendance data, it was found that attendance above 85% of classes started declining after October 2019. The possible reason is that the girls get extremely busy during festival season and have to spend most of the time on household chores rather than going to CLC classes. If not, married girls visit their maternal house for the festival and do not come back for a longer period of time. In addition to that, this is the season when the major crop is harvested and plantation is done. M-OOS girls need to support their families in crop harvesting process as well which caused them to be absent from classes.

Engagement of M-OOS girls in household chores including looking after their children, inability to make a decision by themselves, engagement in economic activities is considered to be the possible reasons for absenteeism in CLCs. As discussed above, the burden of household chores has made girls be absent from the classes very often. Likewise, even though the girls have started putting their voices in front of their family they have not been completely confident enough to be able to decide on whether or not to go to school. If any elder member in her family asks her to stay at home for whatever reason, she needs to follow their instruction. Hence, this was another main reason for the absenteeism in the CLCs.

Qualitative consultation with the CLC facilitator indicated irregularity of the M-OOS girls in CLC classes. M-OOS girls indicated that the household chores they have to perform pose a significant barrier for attending CLC even though they enjoyed attending the classes. Apart from the household chores, the institution ‘marriage’ is itself a barrier for girls to attend classes. A CLC facilitator from Bara asserted *“Married women in our community are not even allowed to leave their homes, so it a big deal for them to be able to attend the CLC classes”*. CLC facilitator from Rautahat added, *“we had to re-enforce girls and their household members so many times for making sure that they attend the classes regularly”*.

Nevertheless, in the latter days, through the continuous household visits and other project interventions, there was an improvement in the attendance rate of the M-OOS girls. In addition to project intervention,



another important factor as shared by the municipal officers that helped improve attendance was the “Beti bachao beti padaho” campaign.

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*“I do not know about the direct impact on learning, but through this campaign we have been able to increase attendance and reduce the drop-out rate of the adolescent girls.*

*-a Municipal officer from Rautahat*

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As mentioned earlier, the primary interest of the girls was getting vocational training from CLCs. Since the project had planned for those training in the latter half of the year, most of the girls waited for the training to start and regularly attended the CLC classes.

Since the attendance represented the whole population of the M-OOS girls and not only the sampled girls, and that the data was not disaggregated by each girl, it was difficult for external evaluators to see the relation of the regular attendance to learning or transition outcome. However, it can be inferred that the improved regularity in CLC classes leads to longer exposure to which ultimately leads to improved learning.

While the aggregate attendance of M-OOS girls was encouraging (82.56%) at the end-line compared to 62.88% in baseline, the indicator itself seems to be underachieved. Hence, it would be better to measure the aggregated attendance rather than measuring 85% or above attendance for each girl.

## **6.2 M-OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plan**

The cognitive and non-cognitive skills have been identified as an important enabler for improved learning and transition outcomes by the project. Under this domain, household decision-making and life skills have been recognized as the capacity and/or skills that M-OOS girls acquire after their enrollment in CLC and engagement in life skills training. Hence, indicators have been presented for household decision-making and life skills separately in this section.

### **6.2.1 Intermediate Outcome Indicator 2.1: Household Decision-Making index score**

As agreed with the FM and the project, the end-line evaluation did not collect quantitative data around this indicator. There was an over-estimation of the household decision-making index due to the self-reported bias by the participants while taking interviews during baseline. Therefore, it was decided that the household decision-making capacity of the M-OOS girls will be captured through qualitative consultations.

The assertion made by girls informed the external evaluators that there has been improvement in the confidence of girls to have their say in many household decisions they make. They have now been able to open up and have their say in front of their parents and in-laws.

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*“She used to feel shy in front of us She now can express herself clearly. She can put her words in front of us.”*

*-a mother-in-law from Rautahat.*

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After getting the ASRH training from CLC, M-OOS girls have been able to communicate with their partners in matters relating to family planning and contraception. The girls who use to cover their faces when talking about sexual and reproductive health have now been able to discuss and decide mutually with their husband and mother-in-law on choosing the contraception.

The improved decision-making capacity of the M-OOS girls leads to better planning of their life-plans. M-OOS girls had dreams of starting some business on their own even though they were mostly tailoring and embroidery. As observed by the researchers also, the girls who hardly gave answers to the questions asked during qualitative consultation in the baseline could share their experiences pretty well during the end-line. This provided an impression that girls are able to express their feeling with their family members too.

However, their say remains in small purchases the household makes and small decisions. When it comes to big decisions, family members do not hear their voices. The girls still seek permission from their guardians for coming out of the house. Even though they are capable of deciding on matters related to family planning and contraception, their desire for learning and making life plans, their decision is not decisive. The parents have the final say on every decision M-OOS girls make and she is bound to follow the instructions. This is generally because of the social norms prevalent within the community which does not give autonomy to girls for any of the major components within the family. Also, it is usually a joint decision of the family members in most family matters. The individual decision doesn't exist for most of the cases in this community.

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*I need to ask permission to meet my friends. If my family members do not allow me, I do not go.*  
*- A M-OOS girl from Rautahat*

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Further consultation on this matter reflected that it is not always about the girl's ability of decision-making rather control of deep-rooted social structure, social dynamics, and culture is influencing and shaping their decision-making power. The decision related to important matters is handled by the elder people of the house. Even boys are not included in such decisions. While some girls also indicated that the decision-making power increases as they are upgraded in the family means that when they give birth to children, they are considered matured, and then their voices are heard. Moreover, there were still some instances where the M-OOS girls had to simply follow the instruction of their in-laws even in the matter related to reproduction.

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*I have a child and I don't want to have another child, however, my mother-in-law wants another grand-child, so I am getting pregnant to fulfill her wish.*  
*-a M-OOS girl from Bara*

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## **6.2.2 Intermediate Outcome Indicator 2.2: Life Skills Index**

At baseline, the life skill index had three major domains, attitude, knowledge, and practice. These three domains were based on the project's intervention, which included financial literacy, family planning, and self-efficacy. However, in the end-line, since life skills training was not completed, a composite life skills index could not be generated. By the time of data collection, only around 40% of life skills sessions had been completed through distance phone-based sessions, which only focused on simpler curriculum components that could be delivered through phones. As the end-line quantitative data collection was being

done, the project was only in the second week of delivery distance life skill sessions. Hence the findings presented in this section will only cover the domains of knowledge, attitude, and practice around family planning and the Girls' self-efficacy.

### A. Family Planning:

Quantitative data showed that knowledge of all 100% of M-OOS girls from intervention as well as comparison groups across both the age groups was below 50% in the baseline which has now declined to 54.1% in the end-line for the age group 10-14 and to 36.4% for the age group 15-19. None of the M-OOS girls fell in the category of 'having 70% or more' knowledge in the baseline. Coming to the end-line, there were half of the girls who fell into the category of 'having 70% or more' knowledge in the age group 10-14 while 63.6% in the age group 15-19. Regarding attitude, a positive change has been noted from baseline where those who fell into the category of more than 70% increased from 44.9% in the baseline to 62.2% in the end-line for the 10-14 age group and 24.5% to 54.8% for the age group 15-19.

**Table 58: Family planning across different age groups (in percentage) for intervention group**

Family planning and contraception	10-14				15-19			
	Knowledge		Attitude		Knowledge		Attitude	
	BL	EL	BL	EL	BL	EL	BL	EL
Less than 50%	100%	54.1%	21.8%	2.7%	100%	36.4%	38.5%	3.3%
50-70%	0%	0%	33.3%	35.1%	0%	0%	37.0%	41.9%
More than 70%	0%	45.9%	44.9%	62.2%	0%	63.6%	24.5%	54.8%

Source: Girls Survey

**Table 59: Family planning across different age groups (in percentage) for comparison group**

Family planning and contraception	10-14				15-19			
	Knowledge		Attitude		Knowledge		Attitude	
	BL	EL	BL	EL	BL	EL	BL	EL
Less than 50%	100%	62.5%	33.3%	43.8%	100%	47.4%	36.4%	50.5%
50-70%	0%	0%	55.6%	56.3%	0%	0%	52.1%	49.2%
More than 70%	0%	37.5%	11.1%	0%	0%	52.6%	11.5%	0.3%

Source: Girls Survey

The practice of using contraception has gone up in both the intervention and comparison groups. While 10% of the girls were using contraception in the baseline, 36.4% were using contraception in the end-line among the girls in the intervention group. Likewise, in the baseline, 4.3% of the comparison girls were using contraception which jumped up to 16.4% in the end-line. It is clearly depicted that the practice of using contraception in the intervention group is more than twice as much as in the comparison group.

Overall, it can be inferred that, in all three domains of family planning concerning knowledge, attitude, and practice, the changes in the intervention group were more than those in the comparison group. This change is attributable to the ASRH classes conducted as one of the parts of life skills training in the CLCs.

The qualitative consultation with girls indicated that there was a significant change in the knowledge level of the M-OOS girls in matters related to family planning and contraception. Qualitative findings further suggested that, at the beginning of the CLC classes, girls were extremely shy and were not comfortable at all in discussing the matters related to family planning and contraception. Later, as the classes on ASRH proceeded, girls slowly started to open up. This is in itself a positive change that CLCs brought among girls. The ASRH training provided to girls also made them confident in discussing the matters with husbands and family members. Girls stated that there were instances when they discussed what contraception to use with husband and mother-in-law which was far beyond their thinking in the past. They tried convincing husbands and mothers-in-law in the method of their choice and sometimes even succeeded.

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*I wanted to use 'IUCD' so that I could avoid pregnancy for longer period of time. I discussed this with my husband and mother-in-law. They were convinced and I am on IUCD now.*

*-a M-OOS girl from Bara*

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The views of most of the girls from Muslim communities, who consider family planning as a sin and the practice that goes against their god's will, also has started changing. Girls from the Muslim communities also had a positive attitude towards using contraception. The practice among Muslim girls had also increased as depicted by data. 4.5% of girls in the intervention group were using contraception in the baseline while 34.4% were using contraception in the end-line. The changes in knowledge and practice among the M-OOS girls including the Muslim girls are attributable to the ASRH/FP classes conducted in the CLCs. This reflects that the CLC classes certainly provide an array of understanding ASRH/FP at some new level. The role of CLC facilitator was found to be very important in terms of changing the knowledge and attitude of the M-OOS girls. It was the facilitator who made them comfortable on discussion related to ASRH/FP. Participants have asserted the friendliness of the CLC facilitator when it came to teaching about family planning.

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*Ma'am told us to be frank and made us easy for understanding about contraception.*

*-a M-OOS girls from Rautahat*

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In the baseline, the knowledge among those who did not have children was low as concluded from the qualitative discussion. But now in the end-line, there is no such difference between the girls having children and those not having children. In the past, those who did not have children had a perception that contraception should not be used by newly married or they won't be able to conceive. However, this perception has completely changed in the end-line. Now everyone is clear about when and who should use contraception.

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*I know what should be done after 5 years, 3months, and the daily pills to take and I usually take Norplant*

*-M-OOS girl from Bara*

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## B. General Self Efficacy:

The self-efficacy tool used in the baseline was found to be difficult to administer among girls as some of the statements were very complicated for the girls to understand. As a result, most of the M-OOS girls replied positively without comprehending the statements correctly. Hence, in the end-line, the tool was modified to make it more user-friendly. It was used to gauge M-OOS girls' self-belief that they are confident enough to make good decisions. The tool contained statements around self-decision making on life plans, convincing family members, and tackling problems. Hence, the data presented here, especially the comparison from baseline to end-line, should be taken with a caveat.

As shown in Table 60, overall self-efficacy has improved from baseline to end-line. It can be inferred that girls have become more confident than in the baseline for both the age group as compared to baseline. There was a 10% increment in the category more than 70% in the age group 10-14 and around 16% increment in the age group 15-19.

**Table 60: General Self-Efficacy classification across different age groups (in percentage)**

GSE mean percentage	Intervention				Comparison			
	10-14		15-19		10-14		15-19	
	BL	EL	BL	EL	BL	EL	BL	EL
Less than 50%	3.8%	0.0%	9.3%	0.3%	11.1%	0	16%	20.8%
50-70%	55.1%	48.6%	43.8%	36.2%	55.6%	56.3%	41.1%	48.5%
More than 70%	41.0%	51.4%	46.9%	63.5%	33.3%	43.8%	42.9%	30.7%

Source: Girls Survey

Moreover, the disaggregated data between Muslim and Non-Muslim girls also showed a similar trend. The self-efficacy for both of the ethnicity has gone up. Interestingly, there has not been any difference between the Muslim and non-Muslim girls unlike in baseline where non-Muslim girls had better self-efficacy than the Muslim girls.

**Table 61: General self -efficacy score of M-OOS Muslim girls (in percentage)**

GSE mean percentage	Intervention				Comparison			
	Muslim		Non-Muslim		Muslim		Non-Muslim	
	BL	EL	BL	EL	BL	EL	BL	EL
Less than 50%	7.6%	0.0%	8.9%	0.5%	13.3%	0.6%	17.4%	20.9%
50-70%	49.5%	45.4%	42.6%	45.2%	58.9%	65.9%	30.6%	49.5%
More than 70%	42.9%	54.6%	48.5%	54.3%	27.8%	33.5%	52.1%	29.6%

Source: Girls Survey

When seen from the qualitative lens, it was found that the confidence level of girls has gone up. Discussion with almost all of the stakeholders has revealed that girls have become quite confident in putting their thought among family members. In matters related to their learning, life plans, and even family planning, they have their say in the family. The girls who could not even speak in front of in-laws have now started

to convince them for letting them go to study and start their business. However, the social norms, as discussed above still prevails which does not let them fully use their confidence and self-esteem. The respect of the decision of elder people in the household makes them stop doing what they want to do.

### **6.3 Schools have created enabling and supportive environments for M-OOS girls' learning**

In the end-line of Cohort 1, the indicator around the school were all dropped. As discussed earlier, there were two major reasons behind this. First, the school-related interventions could not be completed due to PIN's internal programmatic late-do. Second, COVID caused all schools to shut down which made it difficult for the project to conduct school-level activities.

#### **6.3.1 Intermediate Outcome Indicator 3.1: Gender-sensitive teacher tool**

This indicator was dropped in the end-line because of the closure of the school caused by the COVID-19 pandemic. In the baseline, this indicator value was 2.2 (44%). Even though the value had been overachieved in the baseline as depicted by the observation tool used, the qualitative findings did not suggest that teachers were gender sensitive at school. There was a lot of room for improvement in this part. However, given the situation which was out of control of the project, all the planned interventions could not be completed. And the limitation for the EE was that they could not collect data due to the school shut down during the end-line. In light of this finding, EE suggests intervening the school activities early for upcoming cohorts. In addition, EE recommends revising the target in the logical framework for upcoming cohorts.

#### **6.3.2 Key Intermediate Outcome 3.1 Attitude Change Index for in-school adolescents**

As discussed above, this indicator was also not measured during the end-line. PIN was supposed to provide data around this as in baseline, but due to school closure, PIN was also unable to collect information covering this indicator. In the baseline, the attitude change index was overachieved. The score achieved in the baseline was 85.61% which was 10% more than the target of 75%. For this indicator also, even though the attitude of in-school boys and girls was high, the practice did not reflect it. However, they had shown willingness to support the out-of-school girls in their learning and life plans. Based on this finding from baseline, EE suggests that the project continues its activities for in-school girls and boys.

## 6.4 Communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girls' life plans

### 6.4.1 Intermediate Outcome Indicator 4.1: Communities foster positive social norms

Project theory of change states positive social norms as an important enabler to the learning and transition of the M-OOS girls. In the context of terai, it is the attitude of the families that bounds girls from attending school. There are instances where parents including all the family members think it normal for a married adolescent girl to drop out of school or never attend school. Overall attitude change index was calculated by aggregating scores against the 11-attitude related statement around child marriage, social norms, and M-OOS girl's education. The baseline value for the attitude change index was 2.35 which has increased by 10% in the end-line. In this regard, the project has been successful in fostering positive social norms among the community people.

**Table 62: Intermediate outcome indicator 4.1 as per log frame**

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
Communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girls' life plans	% of M-OOS adolescent girls' families with changed attitude <sup>8</sup>	2.35	+10% of baseline =2.58	2.62	Y
<b>Main qualitative findings</b>					
Qualitative finding: Parents are against child marriage however, the social norms that are deep-rooted, that girls with higher education pose a higher burden of dowry to parents makes parents marrying their daughters off early. As compared to baseline, parents are highly positive about girls' learning and starting skill-based vocation. They are ready to provide support for training and purchasing necessary materials. Yet, they are reluctant to send their daughters/daughters-in-law far from the village unless some family members or friends accompany them. This shows complex societal norms that need tailored intervention to break the chain so that girls do not need to drop out early from school for the sake of dowry.					

From Table 63 and Table 64 which shows the attitude change of parents across different age group and ethnicity from baseline to end-line, it can be noted that a substantial number of parents reported of having a positive attitude towards delayed marriage and girls' education. Therefore, the changes in the end-line are negligible, yet positive. The change was positive irrespective of the age group and the ethnic background they came from. Apart from positive change in the intervention group, it can also be noted that the positive attitude for comparison parents has also gone up. This could be because of the interventions

<sup>8</sup> Even though the indicator is in terms of percentage, an index for the attitude change was calculated which has been presented in the table



which were out of control of the project like “Beti padhao, beti bachao” campaign of the government. Moreover, the radio programs conducted by the project were aired from the radio stations which covered the whole district and were not bound to the intervention municipalities only.

**Table 63: Attitude change of parents (in percentage)**

Category	Intervention				Comparison			
	10-14		15-19		10-14		15-19	
	BL	EL	BL	EL	BL	EL	BL	EL
Negative attitude	5.1%	2.7%	2.5%	3.0%	11.1%	6.3%	5.0%	1.6%
Neutral	2.6%	0%	3.7%	3.3%	11.1%	0%	4.5%	2.1%
Positive attitude	92.3%	97.3%	93.8%	93.7%	77.8%	93.8%	90.5%	96.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Girls Survey

**Table 64: Attitude change of parents of M-OOS Muslim girls (in percentage)**

Category	Intervention				Comparison			
	Muslim		Non-Muslim		Muslim		Non-Muslim	
	BL	EL	BL	EL	BL	EL	BL	EL
Negative attitude	3.5%	1.5%	2.5%	4.4%	5.1%	2.4%	5.4%	1.3%
Neutral	4.0%	4.1%	3.0%	2.0%	6.3%	1.8%	3.7%	2.1%
Positive attitude	92.4%	94.4%	94.6%	93.6%	88.6%	95.8%	90.9%	96.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: Girls Survey

However, even though the attitude of the community members was found highly positive in terms of attitude towards delayed marriage and M-OOS adolescent girls learning from quantitative data, qualitative findings had others things to present. Despite the fact that 94.4% of the parents strongly agreed that girls should not be married before the age of 20, it is still not reflected in the behavior. Early marriage is still prevalent in the community. In qualitative discussion with parents, a clear correlation between early marriage and school drop-out was explored. Parents explained that they did not want their girls to study higher as girls with higher education would need boys with the same or upper level of education for marriage which meant more dowry need to be presented. Hence, they go through a double burden of expenses. First, it would cost them to educate the girls and second, they have to pay a hefty dowry latter during marrying girls off. This finding came out as a theme in most of the consultations with the stakeholders like CLC facilitator, Municipal officers and parents themselves.

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*Parents prefer dropping girls out from schools and marrying off their girls early so that they can reduce the burden of dowry as higher education corresponds increased dowry*  
*-a Municipal officer from Bara*

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*With a common perception that educated girls require to pay more dowry to educated boys, parents marry off their daughters at an early age. It doesn't matter if you are educated. The practice of providing dowry exists in upper class families as well. More education means more dowry.*

*-a CLC facilitator from Rautahat*

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*This concept of child marriage has definitely changed in today's age but parents still take girls as a burden. They are other utensils of other people's household; hence we cannot keep girls for too long in the house. The early girls get married the less dowry has to be given*

*-a Change champion Rautahat*

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Moreover, in practice, looking at the data provided by PIN showed that 21% of the girls waiting for Gauna married in Cohort 1. In addition to that, the quantitative data showed that 22.8% of the HH head and 29.8% of the girls in the intervention group confirmed that there was Gauna ceremonies happening even during the lockdown. With regards to the family members' attitude towards M-OOS girls' ability to learn and use skills, they were highly positive and strongly agreed that the girls are equally capable as boys. They were strongly supportive of providing necessary for girls to either to learn or to start safe employment. Nevertheless, there was another social norm, the insecurity that families have around girls misusing the freedom they get from family members and elope with someone which would affect their pride.

Since the social norms surrounding early marriage and discontinuation of girls' education are deep-rooted, the project intervention in Cohort 1 was insufficient to change the norms at the behavior level. However, there was an unforeseen obstacle that came across which caused the project to halt many activities that would focus on changing social norms. EE, therefore recommends having focused intervention to change the predisposing factor of "more education means more dowry" present in society which leads to early marriage and thereby increasing the dropout rates in schools. Tailored intervention for breaking the chain where dowry emerged as a deep-rooted cause of drop out of school children and early marriage.

#### **6.4.2 M-OOS adolescent girls' families who use the cash grants to support their life plans**

M-OOS adolescent girls, as envisioned by the project would transition by either enrolling back to school or by choosing to start safe employment. In either of the cases, the project would support the M-OOS girls to achieve their aspirations by providing material and non-material support. Those girls who wish to enroll in school would get necessary materials to continue their studies and retain in schools to complete their study. For those girls who would rather choose to start safe employment, the project planned to provide necessary training and also provide cash grants to the families to support girls for self-initiated business/employment/work. During baseline, this indicator was not checked hence the value was 0 for this indicator. In the end-line, it was measured through both the quantitative and qualitative tools. Despite the fact that many girls have already made life plans, they are still waiting for the project to provide them necessary training to execute the plans they have made. No girls had received the cash grant by the time EE was collecting data in the project area for end-line data collection. Hence, proper measurement around this indicator could not be done.

**Table 65: Use of cash grant by families to support their life plans**

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
Communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girls' life plans	% of M-OOS adolescent girls' families who use the cash grants to support their life plans	0	+10%	0	N
Main qualitative findings					
<p>Qualitative finding:</p> <p>Girls were excited to transition to safe employment and get the necessary support from the project. They were expecting that project would provide the training needed for starting tailoring, material support, and the cash grant that would help them start the business/work on their own.</p> <p>Family members expressed that they are willing to use the cash grant they get from the project for supporting girls to establish their vocation.</p>					

Yet, EE collected some quantitative data around support in the life plan. The fact that 94.8% of the parents reported they will support the M-OOS girls if they wish to work shows a high level of commitment towards supporting M-OOS girls' aspirations. EE also collected a few qualitative information from the parents of the M-OOS girls around this indicator. Parents were asked about how they would wish to use the cash grant provided by the project. Almost all of the parents were positive regarding the use of the cash grant. They affirmed that they will help their daughter/daughter-in-law start her business by helping her purchase necessary materials. Since most of the parents wanted the girls to start tailoring or embroidery, they expressed that they would buy sewing machines or materials for embroidery.

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*Once I get the cash grant from the project, I will readily go to the market to buy sewing machine for my daughter-in-law. She can then stitch clothes for the whole family.  
-A father-in-law from Rautahat*

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The findings are further supported by the CLC facilitators and community leaders. They indicated that families of the M-OOS girls are affirmative in terms of girls starting their own business. In fact, for some of the families, the motivation of joining CLC was the life-skills training and cash grant.

Even though the commitment they showed for supporting the girls in her life plans was encouraging, still, they were not very positive about sending girls far away for employment or whatsoever.

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*In this community, even if the girls get educated to higher level, they are not sent out for employment, it's the duty of boys to earn for the family. It will take a long time to change this practice prevailing in the society as the change process is slow.  
-a change champion from Bara*

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Parents wanted the girls to remain at home and work so that they can always keep an eye on her. On the contrary to their commitment to supporting M-OOS girls in her life plans, there was hidden agenda behind

letting M-OOS girls do the tailoring work. Parents revealed that they actually want the M-OOS girls to sew clothes so that they could save the money they would spend on stitching their clothes. In this regard, it can be inferred that, while the interaction and engagement of parents in various activities has changed their knowledge and attitude somehow, the hidden perception and behavior remain the same. Moreover, the project has not been able to open a wider view on other possible vocational works that M-OOS girls could follow where parents could also provide the necessary support. The life plans merely represented a symbolic representation of girls' capacity to decide rather than making them able to step out of home and uplift their economy. This way, the girls are left behind while the project moves forward. Hence, EE recommends the project to explore and put forth different skills-based vocations that girls can actually follow and show them the wider horizon. Furthermore, for the next cohort, it would be better if the activities planned are completed on time so that the transition could be measured properly.

## 7 Other findings

In the end-line, EE collected other information which did not directly reflect the log-frame indicator. The data was collected around covid response and other MTRP activities. This section provides an overview of such findings.

### A. Child Safeguarding

Child safeguarding is one of the major components PIN incorporates in its project. At all levels, child safeguarding has been ensured to maintain the minimum standards set by GEC. One of the components of child safeguarding is complaint reporting mechanism that has been addressed by the project in its intervention with girls. In the end-line, EE collected data on the knowledge of the M-OOS girls about where to report in case of any staff misconduct or concern. The findings suggest that the majority (44.5%) of the M-OOS girls reported that they can report to police in case of any misconduct followed by community groups (23.1%) and local government offices (19.8%)

Reporting agencies	Frequency	Percentage
Police	377	44.5%
Local government office (eg-ward office, palika office, etc.)	168	19.8%
Community groups	196	23.1%
Project staffs	68	8.0%
Toll free number of Aarambha	35	4.1%
Don't know	3	0.4%
Total	847	100.0%

Source: Girls Survey

### B. Radio programs

A radio program on pregnancy, protection from violence, and health-related messages were aired from Sanskar FM, Bara and Rautahat FM, Rauthat. When asked the M-OOS girls whether they were aware of this program, half of the girls reported that they were aware of the radio program. Among those who were

aware, 96% of them had heard the messages on the radio. Except few (1%) all did understand the messages well and 98.4% of those who understood the messages reported the messages to be useful. It can be inferred that the messages aired from the radio have been relevant and contextual to the girls which is why they could understand the messages and found them useful.

**Table 66: Findings on radio program on pregnancy and protection from violence**

Responses	Aware of the program (n=400)	Heard messages aired (n=202)	Understood the messages (n=194)	Found messages to be useful (n=192)
Yes	50.5	96.0	99.0	98.4
No	49.5	4.0	1.0	1.6
Total	100.0	100.0	100.0	100.0

Source: Girls Survey

Similarly, a radio discussion program was aired with the change champion and local leaders on girl's education and social norms. The evaluation found that among total respondents, only 28.3% were aware of the program. Among those who were aware, a majority (90.3%) had heard the messages. Almost all of those who heard the messages had understood the messages. Seven out of 10 people had been able to use the information in daily life.

**Table 67: Findings on radio discussion program**

Responses	Aware of the program (n=400)	Heard messages aired (n=113)	Understood the messages (n=102)	Used the information in daily life (n=100)
Yes	28.3	90.3	98.0	69.9
No	71.7	9.7	2.0	30.1
Total	100.0	100.0	100.0	100.0

Source: Girls Survey

### Project Checks on Intermediate Outcomes

- All IO indicators are measured and analysed along with data in the logframe section of Annex 5.
- Disaggregated data for all three different level of indicators are defined in the logframe section of Annex 5.
- Analysis of quantitative and qualitative data is carried out in the report and in the logframe section of Annex 5.
- Expected IO results and their contribution to the corresponding higher-level results, i.e. Outcomes are presented in the report, including in the logframe section of Annex 5.

## 8 Conclusion and Recommendation

### 8.1 Conclusion

The end-line evaluation followed a panel approach where the same girls sampled in the baseline of Cohort 1 of Aarambha project were followed up in the end-line evaluation. Since there was an attrition rate of 34% (29% in the intervention and 36% in the comparison group), an additional 276 (117 in the intervention group and 159 in the comparison group) were included in the survey to make up for the attrition. The characteristics and barriers for the replaced girls were compared against the total sample. Since there was no significant difference observed in the characteristics and barriers of replaced girls, the total sample was taken into consideration for analysis.

#### Learning

The learning outcomes of girls in the end-line showed significant improvements as compared to the literacy and numeracy of girls at the baseline. For instance, the mean literacy score of girls has increased from 27.27 at baseline to 86.98 at the end-line. Likewise, the numeracy score has increased from 13.17 at baseline to 39.19 at the end-line. The literacy and numeracy also improved in the comparison group however, the improvement was significantly higher in the intervention group when tested statistically. In the end-line, unlike baseline, the Muslim girls had performed equally better in terms of literacy and numeracy. In the baseline, girls who represented Muslim ethnicity came from Madrassa where no Nepali or Maths were included in the curriculum. However, in the end-line, Nepali Maths and English were included in the curriculum itself, hence allowing girls to replicate the learning from their Madrassa classes. Even though the learning of girls had improved, they still lacked certain skills like reading small passages in EGRA while subtraction and division in EGMA. As most of the girls attending CLCs had either never been to school or dropped out from school early, the sub-task whose difficulty level was easily tackled by the girls while it was difficult for them to complete the task when the difficulty level progressed to a higher level.

#### Transition

Even though the project had envisioned enrolling most girls in the school, the girls' choice was otherwise. Most of the girls wanted to get vocational training, specially tailoring so that they could sew clothes for the whole household member by themselves thereby saving the money they would otherwise have to pay for tailors. Only a handful of M-OOS girls from the age group 10-14 waiting for Gauna, during the qualitative discussion said that they would re-join schools. For many M-OOS girls, getting enrolled back to school was a matter of embarrassment as they said they would not fit in the group of younger girls going to school. Even though successful transition yet to be achieved by the project, all the girls have already made plans for transition and are eager to implement their plan as soon as they receive the vocational training.

#### Sustainability

In terms of sustainability, since school-level intervention were affected by the COVID-19 for Cohort 1, only the community-level and system-level sustainability indicators were measured during the end-line. The

score achieved by the project in the sustainability scorecard was below the target set at baseline. While the quantitative findings suggested that the community stakeholders' attitude has changed considerably from baseline to end-line, it was not reflected in practice. Similarly, for the system level, even though there was an encouraging commitment from the local government for sustaining the activities of the project, their priority was not the learning of girls. Nevertheless, there were instances where ward-level commitments arose in continuing the CLC even after the project phases out.

### Intermediate outcomes

There were four intermediate outcomes (IO) which were the steps towards achieving the three outcomes stated above. The first IO was improved attendance of M-OOS girls in CLCs. During the baseline, attendance of the first month of the CLC classes was taken into account for analysis. While for the end-line, attendance of all girls throughout the CLC classes intervention was analysed. The aggregate attendance rate was encouraging. However, the indicator itself did not improve from baseline to end-line as the indicator took into account those girls who attended more than 85% of the classes. The second IO was M-OOS adolescent girls have achieved cognitive and non-cognitive skills to develop and pursue life plans. There were two main indicators under this IO. The household decision-making index was the first one that was highly reported in the baseline which is why it was measured qualitatively in the end-line. End-line evaluation suggested that girls have become able to have their say in the household, however, their voices are not heard when it came to making major decisions in the household. The second indicator life skills index, in the end-line, was not calculated as index as one of the major components of the life skills, financial literacy, was not completed in the CLCs. Two of the three components were therefore analyzed separately in the end-line. Findings suggested that there was an increase in the knowledge in family planning and contraception-related matters among the M-OOS girls. The fact that more than half of the girls knew about the components of family planning is in itself encouraging. Similarly, a majority of girls had positive attitude and there was an increase in practice in using contraceptive devices for limiting and controlling births. Likewise, the girls' self-efficacy score was calculated. It showed that the self-efficacy has increased from baseline to end-line. However, the qualitative data conversely depicted that even though the confidence of girls has been build up during end-line, they are unable to exercise because of the norms within the household and society.

The third IO, Schools have created enabling supportive environment was not measured during the end-line as discussed above.

IO4, Communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girls' life plans has improved in the end-line as compared to the baseline. The project has been able to meet the target set at baseline. Parents were found to be highly positive in terms of delayed marriage. More than 90% of the parents also revealed that they are willing to support their M-OOS adolescent girls in either joining formal schools or taking vocational training or starting their own business. However, when discussed during qualitative consultations, it was found that there were still many cases of child marriage. In this regard, the parental engagement activities need to be scaled up by the project. Another indicator under IO4 was *M-OOS adolescent girls' families who use the cash grants to support their life plans*. This indicator could not be measured as the project had not yet distributed the cash grants to the M-OOS adolescent girls. However, when discussed during qualitative inquiries, parents and girls were eager to get the grants so that they could use the cash grant in starting their own business.



## 8.2 Recommendations

### Learning

- The improvement in learning was mainly attributable to the girls' engagement in CLC classes run by the project. Girls have asserted that the teaching method adopted and the approach of conducting CLC in their community enabled them to attend classes regularly and learn better. Hence, EE recommends that such classes need to be more intensively conducted in the project areas.
- Even though girls reported the DTL approach followed by the project during the pandemic was effective, qualitative findings suggested few areas of improvement. Hence, EE recommends that some other means of engaging girls for DTL like one-to-one coaching, home visits should be considered if a similar situation arises in the future.
- Despite a significant improvement in girls' literacy and numeracy performance, girls were still found to be facing a lot of difficulties in reading words (sub-task 4) and reading passages (sub-task 5) in EGRA and addition, subtraction, multiplication, and division in EGMA. In the light of this finding, EE suggests introducing a specific teaching-learning approach to enhance such abilities.
- Findings suggested that not many girls have reached the proficient level in skills gap analysis. Even though most of the girls had never been to school, there were some girls who had dropped out of school and were already in the established and proficient learner categories. Hence, it is worth considering dividing the CLCs among girls with a similar level of learning at baseline for Cohort 2 so that they can have focused learning intervention and therefore, those girls who are at emergent and established learner category could be upgraded to proficient learner category.
- Even though most of the girls achieved a high score in learning, none of them had reported being enrolled in the formal school. Since there was a significant proportion of young girls (aged 10-14) in the sample, the project should consider conducting motivational sessions to encourage girls to choose learning as their life plans.
- Since the motivation for joining CLC classes was girls' expectations of getting vocational training and not exactly learning itself, the project should aim to divide the girls into different categories and conduct classes accordingly. For instance, girls who are more interested in vocational training could directly get training and not be engaged in longer CLC classes.

### Transition

- Most of the girls were interested in tailoring and embroidery as major vocation they would like to follow as their transition pathways. As suggested by the qualitative findings, this was the female domain of skill and a widely accepted profession by society. EE, therefore recommends showing a wider horizon of skills that girls could get into so that they can actually transition in the way the project has envisioned.
- As suggested by the findings, even though girls were ready to transition, they had not developed adequate skills to execute their plan. Since EE was not able to measure this outcome correctly on account of the untimely delivery of the planned training, it is recommended that for the future cohorts, project plans to deliver the planned activities in a timely manner.

- As transition outcome for Cohort 1 girls could not be measure at the time of end-line evaluation, EE suggests the project in tracking a sample for transition outcome at the end of Cohort 2.

## Sustainability

- The end-line evaluation gathered the evidence of the increased attitude of the community in delayed marriage and increased willingness of parents to support the M-OOS girls' aspirations. This was mostly due to the parental engagement activities conducted by the project. However, since attitude were not truly reflected into practice as suggested by qualitative findings, EE suggests on continuing the parental engagement activities for upcoming cohorts as well. Radio programs were found to be effective in changing the attitude parents regarding girls' education, hence, EE recommends continuing such programs not only as a response to the COVID-19 pandemic but also during the pre/post COVID period.
- Since school-level sustainability outcomes could not be measured, EE suggests intervening the school activities early for upcoming cohorts. In addition, EE recommends revising the target in the logical framework for upcoming cohorts.
- Sustainability indicator 3.1, % of government officials who can demonstrate their support to delayed marriage and alternative roles of girls was difficult to measure quantitatively as there were no such records maintained at Municipality level which EE could have access to. Hence, it is recommended to revise the indicator or capture it qualitatively.
- For some of the sustainability indicators like "Local government incorporating some or all components of Aarambha project into the local plan", need a long-term and intensive intervention with the focused engagement of the local government. Hence EE recommends continuing activities for system-level in all cohorts even if other interventions are completed. Else, it is also advisable to measure such indicators at the final evaluation to measure a long-term impact.

## Intermediate outcomes

- The indicator % of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions seemed inappropriate. The aggregate attendance rate was high as compared to the attendance against this indicator. Hence, EE recommends revising this indicator.
- Since absenteeism was mostly seen during the festival season and during the harvesting season, the project needs to plan for alternative ways to engage girls during such seasons as attendance is the key for learning for the girls.
- Since one of the barriers to continuing education was early marriage lead by the dowry system, EE recommends having tailored intervention for breaking the chain. Community engagement programs need to be strengthened in the project areas for changing the attitude regarding the dowry system.
- Household chores were the most significant barriers and girls get less to no support from male household members in the household chores she has to perform. Gender-sensitive activities and sustainable parental engagement activities should be planned in future cohorts.
- The parental attitude was reported to be high through quantitative data, however, this was not the case from qualitative findings. Qualitative consultations depicted that when it came to

practice, the parents did exactly the opposite of their attitude. Hence, EE recommends measuring the attitude change qualitatively from the next evaluation point.

- Since only a few girls mentioned using toll-free number of Aarambha for reporting any safeguarding issues, and there were few girls in the sample who did not at all where to report for any safeguarding issues EE recommends further training the girls and sharing information about reporting any abusive incidents.

## 9 Annexes

## 9.1 Annex 1: Project Design and Interventions

The table below provides an overview of project design and interventions comprising of details of project interventions, intermediate outcomes and outcomes start and end dates of activities and the target beneficiary groups. The details have been provided by the project for completing this table.

### *Project design and intervention (Cohort 1)*

Activity	What output will the intervention contribute to?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?	Start to end date of activity	Target beneficiaries (and numbers)	Remarks
Literacy and Numeracy course delivered through trained facilitator in 'normal' CLC setting	Output 1	% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions	Project identified 82 local facilitators and trained them twice during basic and refresher training to deliver literacy and numeracy courses including Life Skill sessions. All targeted CLCs were well set up in four local level and project successfully covered target beneficiaries. Similarly, for project sustainability, one-day community orientation for 83 CLCs were completed and 83 CLC management committee was formed consisting 9 members in each CLCs. Such committee was formed to mobilize community and to make them accountable in day-to-day operation of CLCs and project assignment with their meaningful leadership and participation. CLC management committee focus on girl's retention, minimize drop out, play bridging role in mitigating harmful practices, which would otherwise create barriers for project beneficiary and community. The committees played crucial role	Aug 2019 to March 2020 (normal CLC setting)  April 2020 onward DTL setting	Project direct beneficiaries (married girls of age 10-19 years) = 1709  Family members of the girls= 1709	Literacy and numeracy courses pivoted to distance teaching and learning (DTL) in the Medium Term Response Period (MTRP) from April 2020 onward  By March 2020, 75% of the activity (in terms of completion of curriculum) was completed.

			ensuring learning progress, transition and project sustainability.			
Distance Teaching learning via phone and in small group settings for the continuation of literacy and numeracy	Output 1	% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions	This approach provided a platform to think alternative mechanism for continuation of teaching learning in the immediate COVID-19 context. With well-designed curriculum, its adaptation with micro session plan and continuation of capacity strengthening of staffs made this intervention to implement successfully as of which project successfully able to complete literacy and numeracy courses and have enrolled 12 girls in schools. Also, implementing such an approach was a lesson for us to think of alternative during emergency situation and consequently, project have also trained new facilitators in such approaches creating human resources in the local communities.	22 June to 31 December 2020	Project direct beneficiaries (married girls of age 10-19 years) = 1709	Of the total girls enrolled in Cohort 1 (1709) in the CLCs, 12 girls were re-enrolled in formal schools.  This DTL only started during the MTRP period, after COVID19.
Life skill courses through distance teaching learning approach	Output 2	Household Decision-Making Index Score  Life Skills Index Score (%)	This utilized a similar approach as DTL, to continue life skill sessions with support of micro session and more focused is ensured on capacity building of facilitators and key staffs to deliver more effectively. Learning achievement with the support of specific questions as per lessons is developed to track girls' learnings after each completion of lesson as a result, project have completed and delivered life skill courses as planned. Similarly, have developed life plan of all the participated beneficiary and now project is planning for transition into light TVET/vocational and school	18 October to 30 December, 2020 (DTL setting applied during MTRP)	Project direct beneficiaries (married girls of age 10-19 years) = 1709	By March 2020 (cut-off of pre-COVID time), there was 0% progress in this activity. (Source: PIN LNGB Year 2 report)

			mainstreaming. In the same way, 12 girls are supported by limited stationaries and were mainstreamed in formal education.			
Gender-responsive pedagogical trainings for teachers to create safe learning environments	Output 3	Average score in the "gender-sensitive teacher tool"	Two days teachers training on gender transformative pedagogical teaching and government developed alternative education approach was conducted with four schools of Rautahat and three schools of Bara. During this workshop, each school have drafted and shared six-month action plan in line with government six-month education interim plan for the implementation of learning facilitation guidelines incorporating GESI. Project is having meeting and supporting respective schools for implementation of interim plan and providing technical support to mainstream GESI in school governance.	22 – 25 September, 2020	School teachers and representatives = 35 # of schools= 7	By March 2020 (cut-off of pre-COVID time), there was 0% progress in this activity. (Source: PIN LNGB Year 2 report)
Radio Broadcasting  (PSA and issue-based dialogue)	Output 4	Attitude change index score (%)	Project have regularly planned and disseminated PSA in several thematic areas as per status and situation of beneficiary including local context. Similarly, weekly issue-based talk show and dialogue is planned on different thematic areas related to girl's education, status and planning of local level for out of school children, status of health system and facilities in the Palika's, effect of COVID-19 in education sector and respectively. Such approaches during radio program encourages these community actors to be accountable, and this has facilitated their	September 2020 and ongoing	Direct beneficiaries (girls and their families) =1952	This was a new added activity during the MTR period



			engagement in the project for broader advocacy and support. Project have planned to handover all the materials to local level and stakeholder, which can be used as resource materials as most of them is produced in local languages.			
Gender responsive workshops for M-OOS girls' families	Output 4	Attitude change index score (%)	Gender transformative workshops with community and religious leaders including local government officials completed. 50 Change Champions (CC) are self-nominated for this year. These CC includes religious leaders, community people and rural municipal representatives. CC signed the Change Champion Charter and have developed ten-month action plan. Their charter commitment and action plan include advocacy on and promotion of girl's education, discourage child marriage and addressing harmful gender and social norms that hinders adolescent girls' access and retention to school and education and other life opportunities. Similarly. Change Champions led gender transformative workshops girls' family members to discuss and facilitate M-OOS girls' access and retention to CLCs, create enabling leaning environment and to accelerate their learning progress. These interventions played crucial roles in retaining girls in CLCs and mitigating harmful social norms.	Aug-Oct 2019	Local community leaders= 60  Family members of the girls= 1709	By March 2020 (cut-off of pre-COVID time), there was 92% progress in this activity.  (Source: PIN LNGB Year 2 report)

<p>Girls Education workshop with local level elected representatives, officials and respective stakeholders</p>	<p>Output 4</p>	<p>% of government officials who can demonstrate their support to delayed marriage and alternative roles for girls</p>	<p>Workshop with local government official on girl's education, local level roles on planning and promotion of girl's education is completed in 4 events in Bara and Rautahat district. Key discussion was strengthening the capacity and knowledge on provision of Education Right in Constitution, National Education Act 2076 relating them in Provincial government Girls Education campaign, update on role of Three tiers of Government in Education in Nepal. Provide awareness/update on "Beti Bachau, Beti Padhau" Campaign in respective districts, similarly sharing on ongoing activities in respective Local Level on Girl's Education and Plan for coming F.Y. 2076/77 including integration of Aarambha project in local level planning for current and coming fiscal year. This intervention observed as most added value to the project as it provided platform to advocate for Girls and importance of Girls education. As of which we have accomplished joint field visit, handed over cohort 1 learnings including completed CLCs to local level and similarly all the resources which project have developed during cohort 1 phases.</p>	<p>December 2019</p>	<p>Local stakeholder and government representatives= 100</p>	<p>By March 2020 (cut-off of pre-COVID time), there was 143% progress in this activity. (Source: PIN LNGB Year 2 report)</p>
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## **9.2 Annex 2: End-line evaluation approach and methodology**

### **Evaluation methodology**

End-line evaluation adopted a mixed method comprising of quantitative and qualitative data collection technique. A quasi-experimental design was used to compare the change in control group which could be used as a counter-factual scenario to the project intervention in the treatment group.

The respondents of the end-line evaluation included a sample of the project's primary beneficiaries MOOS adolescent girls who were re-tracked using contact details and address recorded earlier. Similarly, the respondents also included a sample of the project's secondary beneficiaries, namely, the parents, local government officials and community leaders for the qualitative discussion.

### **Gender Equality and Social Inclusion (GESI) standards**

During the enumerators training prior to data collection, the whole evaluation team was oriented on the topic by PIN staff. Gender sensitivity was taken into consideration while developing all the tools including quantitative survey questionnaire and qualitative guidelines. EE ensured that the tools were designed in close collaboration with project GESI team and so that the tool don't contain sensitive words and critical terminologies. Moreover, the trainer from project provided guidance on the conducting interview and entire study in line with the project's GESI standards. Also, the sample for end-line survey also ensured the representativeness of girls from all ethnicity and age.

### **Ethical considerations**

*Child protection:* The project team provided orientation on the Child Safeguarding to the team of EE before end-line data collection during the enumerators training. The team of the EE including the enumerators had to read and understand the child safeguarding policy and agree to it by signing it. The EE as well as enumerators were strictly oriented about the fact that any instances of violation of Child Protection policies and if any member of the team is found guilty of child abuse, immediate action would be taken which can be as severe as the termination of the contract.

*Written Consent:* Written consent was taken by enumerators before beginning surveys. Written consent from girls and parents were taken prior to commencing the interview. Verbal consent was taken prior to qualitative consultations. Respondents were thoroughly explained about the research objectives, and confidentiality. No audio-visual recording was performed. Respondents were made aware about the usage of their anonymized data for the purpose of report writing and that the data will be stored for future research purposes. *Anonymity:* None of the identities of the respondent's indicative of personal details have been included in this report. Also, it was ensured that the data are coded in such a manner that no personal details or identifier remain in the data set too.

*Respondents' right to reject:* As per the research ethics, respondents always had right to reject to take part in the survey or refrain from answering any questions. It was made sure that enumerators do not force respondent in answering any questions that they don't feel comfortable with.

Enumerators/ researchers' safety: The safety of enumerators and researchers was the responsibility of FDM. Therefore, everyone involved in the research team was insured by FDM. Apart from that, in order to ensure safety during data collection, enumerators were mobilized in groups and clusters and were supervised by the monitors. Coordination within the project team also added value in ensuring the safety of the research team.

Do no harm: Researchers and enumerators followed the principle of do no harm during the data collection duration. None of the respondents faced any risk. FDM oriented field enumerators and researchers to make them aware regarding do not harm policy and not expose people to any unnecessary and/or potential risk.

Sensitivity: Since most of the tools had to be administered with the MOOS girls, enumerators were asked to be as sensitive as possible while surveying. Use of sensitive words were avoided and only female enumerators were allowed to take interviews with the girls.

### End-line data collection process

*Pre data collection:* Following the sampled girls from baseline, the end-line data collection took place in the project intervention and control municipalities of cohort 1. The treatment municipalities were Devtal Rural Mucinicplaity and Subarna Rural Municipality of Bara district and Durgavagawati Rural Municipality and Yamunamai Rural Municipality of Rautahat district. While the control municipalities were Aadarshakotwal Municipality and Katahariya Municipality of Bara and Rautahat districts respectively.

*Sampling framework:* Following the cohort tracking system adopted for quasi-experimental design, the same girls interviewed in baseline of cohort 1 were tracked for interview in the end-line. The household of the tracked girls were approached for household survey. However, in due course of time some of the girls sampled could not be tracked because of either drop out from CLC or because of the absence of girls during the days of data collection in field. A one-to-one replacement strategy was used so as to achieve the planned sample for end-line. While replacing a girl in the sample, girls best matching the demographic characteristics with the lost girl was selected from the same CLC or geographical area. Table below presents the sample tracked and attrition in the end-line.

**Table 2.1: End-line learning sample and attrition**

Cohort group		End-line sample (treatment)	Recontacted (treatment)	Attrition (treatment)	End-line sample (comparison)	Recontacted (comparison)	Attrition (comparison)
10-14	Never been to school	23	18	5	10	4	6
	Drop out	14	12	2	6	4	2
15-19	Never been to school	159	115	44	183	109	74
	Drop out	204	138	66	201	124	77
Muslim		196	147	49	167	112	55
Non-Muslim		204	136	68	233	129	104

There was no change in the plan for quantitative sample which is why the sampling framework from baseline was adapted to use in end-line too.

Purposive sampling technique was used for the qualitative part of the end-line study. The area within the project intervention was chosen purposively and the respondents for the FGDs and KII were selected randomly from the group mentioned below. Considering incomplete project activities in school<sup>9</sup>, FDM had to drop the FGDs with in-school girls and boys and KII with school teachers. The FGD participants included MOOS adolescent girls and their parents representing different social disaggregation – ethnicities, gender, location, etc. Each FGD had five to seven respondents considering the COVID-19 prevention strategy. KII were done with community leaders (change champions), government officials, CLC facilitator and project staff.

**Table 2.2: End-line qualitative sample**

Respondent group	Number of FGDs	Number of KIIs
MOOS adolescent girls	8	-
Parents of the MOOS adolescent girls	4	-
CLC Facilitator	-	4
Community leaders	-	4
Municipal education official	-	4
Project staff	-	2

### **Tools used for end-line**

In the end-line, following tools were used with some revision and/or adaptation from baseline.

#### **Quantitative Tools**

##### **Girls' Survey Questionnaire**

Girls survey questionnaire was used as a primary data collection tool among girls attending CLC classes and with the girls from control. All the girls sampled in baseline were tracked and administered the girls survey questionnaire. Baseline survey format was adapted and some revisions were made to address the changes in the logical framework. The major changes in the tools were change in the girl's self-efficacy

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<sup>9</sup> Owing to the partner termination who was supposed to carry out the activities in the middle of cohort1, PIN was unable to timely deliver the school activities. In addition to that, due to covid, schools were shut down which is why the project activities were hampered

tool which was reported to be having high self-reported bias in the baseline. Similarly, questions measuring the household decision making index were also omitted. Some of the questions measuring the life skills index were also removed as the intervention were not completed in the project areas due to COVID-19. The tools followed the standard guideline provided in GEC survey questionnaire with girls in addition to the Washington Disability and child functioning questions.

### **Household Survey Questionnaire**

Household survey questionnaire was administered with the parents/guardians of the sampled girls. As in baseline, first girls were tracked through CLCs, then their household was visited and any of their parents who was present and agreed for interview was approached for the HH survey. HH survey questionnaire was also adapted from baseline with few adaptations as per the updated logical framework such that the indicators and interventions to be measured were properly addressed. The questionnaire developed for end-line followed the GEC guideline as in baseline.

### **Learning tools: EGRA and EGMA tools**

Learning of the girls in end-line was measured using the EGRA and EGMA tests. The tools were administered with all sampled girls including the comparison cohort. Different set of EGRA and EGMA tools with same level of difficulty were designed during baseline through piloting and calibration. Two sets of EGRA and EGMA tools were designed such that the score gotten through the tests could be tested and compared through both the evaluation points. The tools that were designed during baseline was adapted with no change in any of the subtasks, hence the results of each subtasks are comparable with the baseline.

### **Secondary Data**

For measuring some of the indicators, data provided by projects were used for analysis. For instance, attendance data of girls were collected and compiled by project and shared with EE for further analysis as per the indicator. Similarly, sustainability data was also fed by the project for analysis.

### **Qualitative Tools**

As in baseline, qualitative data collection followed the sequential method such that the qualitative tools were designed based on the findings of the preliminary analysis of the quantitative survey. After the completion of quantitative data collection, preliminary findings were aggregated and the major areas of inquiry were determined for the discussion during qualitative consultations. This helped external evaluators in exploring further the reasons for the gaps identified from the quantitative data. Moreover, the sequential method allowed the evaluators to streamline the qualitative tools such that unnecessary and self-explanatory questions could easily be avoided while developing the tools. Researchers also noted specific observation and impressions of the respondents to validate and triangulate the recordings made during the discussion. Given below are the tools used for qualitative data collection:

## **FGDs**

FGDs guidelines were developed based on the preliminary findings of the quantitative survey. Some of the inquiries also included the information on few indicators which were not collected through the quantitative survey. Few questions were adapted from the baseline FGD guideline however, the adaptive logical framework for the end-line was also referred for the completeness of the tools developed. FGDs were basically conducted with the following respondents from the treatment cohort:

- MOOS adolescent girls
- Parents of the MOOS adolescent girls

Total eight FGDs with MOOS adolescent girls and four with parents of the MOOS adolescent girls were conducted during end-line in project areas disaggregated by following criteria: ethnicity, age group and locality. FGDs were used to explore the in-depth causal factors that were attributable to the change in the indicators through project intervention. Moreover, FGDs provided a basis for validating and triangulating the findings that were generated from the quantitative surveys.

Although the qualitative sampling procedure is usually purposive, the external evaluator ensured the representativeness of the samples covered for qualitative inquiry. Therefore, while choosing the areas for discussion, all of the treatment municipalities were covered. Ethnic diversity was addressed by including the girls representing Muslim communities also. The participant for FGD with girls were randomly selected from the list of beneficiaries in coordination with the local partners. Similarly, staff from the partner organization supported in selecting the parents of MOOS adolescent girls by locating the household who have been the beneficiaries of the project.

## **KIIs**

As mentioned above, KII guidelines were also developed based on the preliminary findings from the quantitative survey. KIIs were conducted with CLC facilitators, community leaders, government representatives and project staff. As in FGDs, KIIs were also adapted from baseline with some changes based on the adapted logical framework. The respondents for the KIIs sample were the following:

- CLC facilitator
- Community leaders (change champions)
- Municipal education official
- Project staff

## **Enumerator's recruitment and training**

FDM hired a total of 20 enumerators locally, 10 in each district locally. In addition, two monitors were hired to supervise these enumerators. Previously hired enumerators for baseline were also contacted for the end-line and few replacements of the old enumerators were done through rigorous selection process. The selection criteria for new enumerators were that they should be local, have education of at least 12<sup>th</sup> grade level and previous experience in conducting the survey. Priority was given to those having experience in mobile-based data collection. After the selection of enumerators, two of the trainers from FDM conducted a three-day training to the enumerators in each district separately to ensure the quality of data collected.

The training was conducted in the last week of November 2020. In addition to the tools, the enumerators were also trained on child protection protocols, gender sensitivity and ethical standards to be maintained during the data collection. A pre-testing of the questionnaire was carried out on the last of the training. Each enumerator conducted at least two surveys in a real field setting. A feedback session was conducted after the pre-testing in the field was over. Few changes in the questionnaire were made based on the feedback from the enumerator for instance, skip logic errors, flow of the questions, translation issues. The confusions in the questionnaire among the enumerators were also discussed and cleared in the feedback session. Following the feedback session, a detailed field plan was made and enumerators were deployed to the field the next day. The training content and schedule is shown in the table below:

**Table 2.3: Enumerators' training schedule**

<b>Day 1</b>	Introduction to the project Objectives of the end-line survey Orientation on child safeguarding and GESI FDM enumerators guidelines Overview of the household and girls survey
<b>Day 2</b>	Overview of Washington group questions Introduction of Learning tests (EGRA/EGMA) Administration of Learning tests Mock survey between participants Training on how to administer the surveys using the tablet
<b>Day 3</b>	Pretesting of tools in the real field Feedback from the pretesting Final question and answer Team formation and allocation of cluster to each team/field mobilization plan

The qualitative data collection was conducted by FDM researchers who had been deployed from the office in Kathmandu. Those researchers who are well experienced in conducting FGDs and KIIs and taking notes and transcribing were involved in the qualitative inquiry. A total of 3 researchers conducted the required number of qualitative data collection. The researchers had at ample experience in conducting FGDs and KIIs for various development projects pertaining to thematic areas such as education. Since the researchers had been involved in the qualitative tool design process from the very beginning, an extensive training was not required for them. However, the Project Coordinator did conduct a brief orientation before the field visit to ensure that key areas were adequately covered during qualitative tool administration.

### **During data collection**

With the guidance from Fund Manager, external evaluator undertook the sequential process for data collection so as to capture the rich information. The quantitative data collection was started in the last week of November. Enumerators took three weeks to completed the data collection in both treatment and control cohorts. As soon as the data collection was over, a preliminary analysis of the quantitative data was done. The gaps were identified following a preliminary analysis of the quantitative data, research team identified



what areas and factors to probe during qualitative consultations with different stakeholders. This provided an opportunity to explore deeper into the context as preliminary findings significantly informed the entire research exercise by identifying evident incomplete areas that needed further inquiry. Qualitative data collection was conducted in the third week of January 2021.

The monitors in each team ensured that quality of the data collected. The monitor was responsible to lead the enumerators during cases of difficulty or confusions that arose during data-collection. In addition, monitor ensured that the data collected in the tablet were uploaded to the server in daily basis. Monitor was also responsible for communicating the field update with the project coordinator on the daily basis. A team in Kathmandu continuously monitored the uploaded data in the real time basis and provided feedback in any errors that were observed in the data. Any emerging mistakes were sorted through telephone conversation with the monitors and enumerators.

In order to ensure that all the child safeguarding policies and ethical protocol were followed in the field, all enumerators were provided training on child safeguarding policies and ethical guidelines to be followed in the field as discussed above. In addition, monitors guided enumerators to approach girls for interview only after the approval from their parents. A written consent from the girls and household was taken before each interview was conducted. In addition, each of the respondents were made aware about the data protection and confidentiality of their information verbally. For the safety of enumerators, researchers and monitors mobilized in the field for data collection, FDM provided an insurance package. In addition, local authorities were made aware of the data collection formally through FDM and the team worked in close coordination with the local partner for smooth data collection in the field.

PIN had provided the list of the tracked girls. This list was taken as a basis for tracking the sampled girls. The first point of contact for enumerators was the CLC and the facilitator of CLC. The list of the girls was verified from the CLC attendance sheet and then the girls from the sample were tracked. For some of the girls who were not present in the CLC on the day of data collection, enumerators had to visit their household for tracking them. Some of the girls had dropped out from CLC and some were out of their locality for some reasons in the entire data collection period. Wherever possible the enumerators planned for re-visit to the girl's house for interview if they had the information that the girls or household would be back after certain days. However, after three consecutive attempts of reaching the sampled girls, if the enumerators were unsuccessful in finding the girls, a replacement strategy was used. While replacing the girls, consideration was taken to match the demographic characteristics including the CLC itself. Stratified random sampling technique was used to select the girls for the purpose of replacement.

For the qualitative samples, as discussed above, the respondents were selected randomly from the purposively selected area. With the help from the project staff, researchers from FDM randomly selected girls from the list of beneficiaries for FGD. Parents were also contacted randomly from those who represented the beneficiaries of the project.

The final sample sizes for each of the instruments (quantitative and qualitative) are presented below:

**Table:2.4 Sample sizes against the indicators**

<b>Tool (used for which outcome and IO indicator)</b>	<b>Beneficiary group</b>	<b>Sample size agreed in MEL framework for treatment and (control group)</b>	<b>Actual sample size (treatment and control group)</b>	<b>Major changes to the tools</b>
EGRA and EGMA used for learning outcome	MOOS adolescent girls	<b>Baseline samples:</b> 400 T 400 C  <b>End-line samples:</b> 400 T 400 C	400 T [284 BL + 116 replaced at EL]  400 T [244 BL + 156 replaced at EL]	<b>Changes in the tools:</b> All the learning tools were piloted and calibrated prior to baseline, a separate piloting of learning tests prior to end-line evaluation data collection was not conducted.
Girls survey	MOOS adolescent girls	<b>Baseline samples:</b> 400 T 400 C  <b>End-line samples:</b> 400 T 400 C	400 T [284 BL + 116 replaced at EL]  400 T [244 BL + 156 replaced at EL]	<b>Changes in the tools:</b> Since the project had adapted logical framework based on the findings from baseline and in response to COVID-19, some changes were made the survey tool for end-line. For example, questions around distance teaching learning and its effectiveness were added in the end-line questionnaire
Household survey	MOOS adolescent girls' parents/houshoelds (HH)	<b>Baseline samples:</b> 400 T 400 C  <b>End-line samples:</b> 400 T 400 C	400 T [284 BL + 116 replaced at EL]  400 T [244 BL + 156 replaced at EL]	<b>Changes in the tools:</b> Few changes in the HH survey tools were made owing to the changes in the logical framework indicators as with the girls' survey.
Attendance records	CLC attendance records	All community learning centers	All community learning centers	N/A
FGDs	MOOS adolescent girls MOOS adolescent girls' household/parents	N/A	MOOS adolescent girls-8 HH/parents-4	N/A
KIIs	CLC facilitator Municipal chair Community leaders Project staff	N/A	CLC Facilitator-4 Municipal official-4 Community leaders-4 Project staff-2	N/A

### Post data collection

The quantitative data received from mobile platform was taken utmost care to prevent the unforeseen loss of data during any cleaning and analysis process. Therefore, password protected soft copies were saved in multiple computers of FDM's office. It was shared only between the core evaluation team members.

The data cleaning process followed a process of sorting variables according by treatment and control, ordering same as baseline for comparison, checking for consistency and so on. Data was also checked for the representativeness of the sample on the basis of ethnicity, school status, age and project areas. Frequency distribution was checked for each variable for identifying any missing data and inconsistency, which was subjected to update by recontacting the enumerators wherever possible. Data was also checked

for any duplication which could easily be spotted through the unique id provided to each girl/household. While cleaning, it was ensured that the codes used in end-line matches exactly with the baseline codes such that it becomes easy to compare the findings. Lastly the frequency distribution was run again to see if all the inconsistencies and missing information was fixed and any outliers have been removed.

While one team was cleaning the data, another research team was simultaneously collecting qualitative data at the field. While conducting the interviews the researchers recorded the entire interview so that it could be used for producing verbatims, transcripts and field notes. Recordings were only done when all the participants provided consent to do so. The field teams were writing field notes, transcribing the interviews and producing verbatim (of some of the consultations they did). The FDM researchers ensured that the qualitative data were also representative of various attributes that were looked at through quantitative data. The recordings were duly saved in FDM computer as a data protection strategy. The transcripts of the qualitative consultations were established on a thematic basis summarizing the major findings on the basis of the headings used in qualitative checklist. Wherever relevant, direct quotes from respondents were written along such headings.

After first round of cleaning of quantitative data and completion of the transcription of qualitative data, the evaluation team performed data analysis. The data analysis for both the quantitative and qualitative component is outlined as below:

### **Quantitative analysis**

The cleaned data was exported to IBM SPSS 23 for analysis. The cleaned data was checked for normality test using box plot and normal curve for all of the continuous variables so that any existing outliers could be detected. The normal distribution and skewness of data was used as a basis for deciding on the parametric and non-parametric tests done. Descriptive analysis was done for most of the variables including frequency distribution and various measures of central tendency and dispersion of variation. In addition, following tests were used during analysis to establish the relationship and test the significance:

- Independent/two sample t-test
- Paired sample t-test
- One-Way Anova
- Correlation
- Linear regression
- Chi-square test

In addition to the above-mentioned analysis, difference in difference (DiD) analysis was calculated using the linear regression model with dummy variables for literacy and numeracy scores. Wherever the inferential analysis was used, a p value less than 0.05 was considered as an acceptable level for determining statistical significance of the data, as suggested by the fund manager. It was ensured that all the analysis resulted on the findings that were comparable with the baseline findings.

### **Qualitative analysis**

Once the verbatim and transcripts were prepared, further analysis of qualitative data was done. Following steps were used for qualitative data analysis:

**Data coding:** The transcripts of the qualitative discussion were coded for further analysis. The coding involved identification of key terms and grouping the responses. Descriptive coding was used for the study. This was especially important as it was pivotal in enabling the research team to efficiently pull out and refer back to data throughout report preparation. As the qualitative research was conducted under sequential mixed method design and was primarily intended to provide causal inference and explanation to finding from quantitative data descriptive coding was done.

**Theme generation/ Final coding:** In this step, the data with preliminary coding were further grouped into themes through the process of “focused coding” - combining smaller, related coded data into one category, subdividing more common coded data into sub categories or eliminate themes/categories that became outliers. The thematic coding was done during a two days’ workshop at FDM among the three research team members. Matrices were used for grouping of the coded data into themes which were identified based upon the log-frame indicator, evaluation questions, midline report template, and preliminary findings from quantitative data. Furthermore, aids flow charts and mind maps were also used to facilitate the workshop. This process also enabled the systematic organization of information from qualitative consultations and in determining trends among groups and contexts. An interrater agreement of 80% or above was sought for validation.

**Data Interpretation:** This step involved analysis of the data which were coded and categorized into themes and drawing conclusion. The interpretation i.e., analysis and conclusion of the data focused on explaining trends and findings casual interference to the quantitative data. This step also included presentation of opposing views, use of quotes and sought to establish inter thematic validation and relation of data.

After the analysis was completed following the above-mentioned methods, the findings were interpreted and consolidated into a report. It was ensured that the interpretation and presentation of finding was comparable with the baseline findings. The findings were presented following guideline provided by fund manager and also segregated based on the different sub groups identified during analysis. The following sub-groups have been identified through baseline and end-line:

- MOOS adolescent girls of age 10-14 who have never been to school
- MOOS adolescent girls of age 10-14 who have dropped out from school
- MOOS adolescent girls of age 15-19 who have never been to school
- MOOS adolescent girls of age 15-19 who have dropped out from school
- MOOS adolescent girls with different ethnic background representing minority (Muslim)

### Challenges in end-line data collection and limitations of the evaluation design

*Table 2.5: Challenges in end-line data collection*

Challenges	Mitigation Measure
Enumerators facing difficulty in operating the mobile-based data collection tools	The enumerators were acquainted with the techniques required to operate the tablets and fill survey forms. This session was used to train the enumerators on skip logic, difference between string entry, numeric values entry and multiple-choice questions among others.

	<p>Likewise, the enumerators were also trained on how to submit the survey forms, switch between girls and household surveys, and open a new form. All these skills were also practiced practically in mock sessions and during the pretesting in the field</p>
<p>Difference in enumerators' understanding of questions resulting in irregularities in response</p>	<p>In order to make sure that enumerators are all on the same page in terms of understanding the questions, all sets of tools were separately discussed, question-by-question during enumerators training. The enumerators were first given printed copies of questionnaire and only when everyone was well versed with the questions and their purposes, they were given tablets. The enumerators were again made to fill out all the questions on the tablet. Any confusions flagged up during these sessions were discussed and sorted out in the group itself. Moreover, a mock-session was run among the enumerators themselves to make sure that everyone understood the questions in the same and uniform manner. Apart from that, on the last day of the training, the enumerators were engaged in a pretesting in the nearby community. Any confusions that arose during the pretesting were also discussed within the team. Throughout the data collection process, monitors from the FDM, including the research coordinator, were available to answer any concerns raised by enumerators in data collection process.</p>
<p>Challenges during data cleaning due to irregular spellings, errors for string-entry responses</p>	<p>A number of questions in the survey forms, including unique ID, name of the village, municipality, among others, required string entry. This left a room for error as enumerators would not be typing uniform spellings for the name of the village, municipality, duplication of unique IDs, etc. During data cleaning process, FDM researchers made a conscious effort to identify these errors and correct them. As this challenge was prior foreseen, at least a week of time for data cleaning was stipulated in the research timeline.</p>
<p>Challenges faced in qualitative data collection due to language barrier</p>	<p>A local translator was hired to ensure that girls freely express their experiences and views. The local translator was former quantitative enumerator, therefore she had quite a good information on the project however, she was further oriented about the process and questions to make sure that the questions are translated as it is.</p>
<p>Challenge in collecting data in control group as they complained of not having benefit of providing the information</p>	<p>Enumerators were trained not to raise any expectations while collecting information, therefore they were bound to be neutral in the matters relating to benefit that community would get. However, the girls and parents were convinced by informing that the information they provide will help in planning further for the project and policies which would ultimately benefit them and community in the long run.</p>

## Limitations

Although the methodology for end-line study was well defined, EE have identified few limitations which might have affected the robustness and/or reliability and/or validity of the findings. Therefore, following limitation of the study needs to be considered for the findings presented in this report.

The sample size for the age group 10-14 was very less despite the fact that the evaluation team captured all the girls who were in this age group. Hence, while comparing the results between different age groups, the sample covered in each group needs to be well considered.

Since this was a cohort tracking of girls from the baseline, there were cases when few respondents could hardly be tracked. This led to higher attrition in both treatment and the comparison group. However, the loss to follow up was anticipated during baseline itself and therefore the attrition rate was topped up in the total sample so as to adjust for the attrition. Moreover, replacement strategy was used whereby the lost samples were replaced by another respondent by best matching the basic characteristics of the sampled girl. Sub group analysis of the basic characteristics were done with comparison of the replaced girls with those who dropped out was done. This helped the evaluation team to understand how the attrition would have resulted in any significant difference in the findings. The analysis has been presented in the findings section of the main report.

There was some sort of self-reported bias in some of the data in which might have over-estimated the results. This was out of control of EE as studies like this involves opinions and behaviours of human which can hardly be verified independently. Furthermore, research ethics directs enumerators for respecting the views of respondents leading to taking the information at face values.

Due to the pandemic, many activities could not be carried out by project itself resulting in dropping of few indicators that were to be measured and compared with the baseline results. Hence for the cohort 1, few outcomes could not be assessed. Nevertheless, this was out of control of even project and unavoidable consequence.

For sustainability outcome indicator (% of government officials who can demonstrate their support to delayed marriage and alternative roles for girls) and IO1 (% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions), EE had to rely on the data provided by the project which may potentially be poised of biased information. EE did not have any means that could help verify those data.

### **Representativeness of the learning samples, attrition and matching of intervention and comparison groups (where learning test data has been collected):**

#### **Sample size**

The sample size for end-line was based on the MEL framework and the same sample as followed in the baseline. While constructing the sample size in baseline, the criterion was set such that the sample size calculated was representative of the population. Sample size was calculated based on GEC evaluation guideline, which suggested using minimum standards ( $p=0.58$ ,  $p_a=0.50$ , Power=80%, Confidence interval= 95%, Margin of error = 0.05, Test=2-sided test). Stat.ubc.ca website suggested by FM was used to calculate the total sample. In order to ensure the representation from different sub-groups and location,

50% of the CLCs were covered during the baseline and since the same girls were tracked in end-line, the end-line sample in itself is representative.

However, there was some level of attrition in both the treatment and control cohort (29.25% and 39.75%) respectively. The sample size calculated in baseline had taken into account the possibility of attrition and therefore 30% of the sample was added to the final sample so that the sample is still representative. Moreover, one-to-one replacement strategy was adopted so that the planned sample size could be reached. While replacing the girls who were lost to follow up careful consideration was made on matching with the original girl's characteristics. For instance, if a girl is lost to follow up from 10-14 age group and specific ethnicity then the girl of same age group and ethnicity was replaced. For this particular age group since the beneficiaries were low compared to the older age-group, the girl from older age group had to be replaced, however, as far as possible, girl of age 15 year was considered for replacement.

The table below shows the planned sample and the attrition in both the control and treatment group.

**Table 2.6 Planned sample and recontacted girls**

End-line sample (treatment)	Recontacted (treatment)	End-line sample (comparison)	Recontacted (comparison)
400	283	400	241

**Table 2.7 Attrition of the samples**

Groups	Attrition
<b>MOOS girls samples (girls and household)</b>	The overall attrition of the girls from baseline to end-line was 34% Not considering the replacement sample, following attrition was recorded: 29% in Treatment & 39% in Control

As discussed above, there was attrition of sampled girls from baseline. Several factors have resulted in attrition of sample girls during the end-line evaluation. Some of the reasons are discussed as below:

- Some of the girls who were waiting for Gauna had married and therefore migrated to different place resulting in drop out from CLC which is why it had been difficult for enumerators to track the girls. As per the data provided by the project, 21% of the girls who were waiting for Gauna in the intervention municipalities had their Gauna done during the project intervention.
- Some girls had gone out of district and did not return back until the last day of data collection, hence enumerators had to replace such girls with the new one.

### Sample distribution

The sample distribution according to different characteristics are presented in the tables below:

**Table 2.8: Evaluation sample breakdown (by region)**

	Intervention (recontacted)	Total girls	Comparison(recontacted)	
Sample breakdown (Girls)				



Region A % sample in A (n)	47.7% (135)	50% (200)	51.0% (123)	50% (200)
Region B % sample in B (n)	52.3% (148)	50% (200)	49.0% (118)	50% (200)
Girls sample size	283	400	241	400
<b>Sample breakdown (Boys)</b>				
Region A % sample in A (n)	NA		NA	
Region B % sample in B (n)	NA		NA	
Region C % sample in C (n)	NA		NA	
Boys sample size	NA		NA	

**Table 2.9: Evaluation sample breakdown (by grade)**

	Intervention (recontacted)	Comparison (recontacted)
<b>Sample breakdown (Girls)</b>		
Grade A % in grade A (n)	NA	NA
Grade B % in grade B (n)	NA	NA
Grade C % in grade C (n)	NA	NA
OOS girls % (n)	NA	NA
Girls (sample size)	NA	NA
<b>Sample breakdown (Boys)</b>		
Grade A % in grade A (n)	NA	NA
Grade B % in grade B (n)	NA	NA
Grade C % in grade C (n)	NA	NA
OOS boys % (n)	NA	NA
Boys (sample size)	NA	NA

**Table 2.10: Evaluation sample breakdown (by age)**

	Intervention (recontacted)	Intervention (Total Sample)	Comparison(recontacted)	Comparison (Total Sample)
<b>Sample breakdown (Girls)</b>				
Aged 6-8 (% aged 6-8)	NA	NA	NA	NA
Aged 9-11 (% aged 9-11)	1 (0.4%)	1 (0.3)	2 (0.9%)	2 (0.5%)
Aged 12-13 (% aged 12-13)	15 (5.3%)	18 (4.5%)	3 (1.2%)	7 (1.8%)
Aged 14-15 (% aged 14-15)	30 (10.6%)	38 (9.5%)	15 (5.2%)	28 (7.1%)
Aged 16-17 (%aged 16-17)	56 (19.7%)	82 (21%)	27 (12.9%)	59 (14.8%)
Aged 18-19 (%aged 18-19)	118 (41.69%)	146 (37%)	133 (55.2%)	180 (45%)
Aged 20+ (% aged 20 and over)	63 (22.2%)	115 (29%)	57 (23.7%)	124 (31%)
Girls (sample size)	283	400	241	400
<b>Sample breakdown (Boys)</b>				
Aged 6-8 (% aged 6-8)	NA		NA	
Aged 9-11 (% aged 9-11)	NA		NA	
Aged 12-13 (% aged 12-13)	NA		NA	
Aged 14-15 (% aged 14-15)	NA		NA	
Aged 16-17 (%aged 16-17)	NA		NA	
Aged 18-19 (%aged 18-19)	NA		NA	
Boys (sample size)	NA		NA	
Aged 20+ (% aged 20 and over)	NA		NA	



**Table 2.11: Evaluation sample breakdown (by disability)**

Sample breakdown (Girls)			Intervention (recontacted) % (283)	Intervention (Total Sample)	Comparison (recontacted) % (241)	Comparison (Total Sample)
<b>Girls with disability (% overall)</b>						
<b>WG Child functioning questions</b>	<b>Child functioning</b>	<b>Domain of functioning</b>	<i>Provide data per domain of difficulty and in addition if using child functioning set also present data by each question</i>			
Difficulty seeing	Seeing		0%	0%	0.4% (1)	0.3% (1)
Difficulty hearing	Hearing		0%	0%	0%	0%
Difficulty walking or climbing steps	Walking		0%	0%	0%	3.3% (13)
Difficulty with self-care	Cognitive		0%	0%	0%	0%
Difficulty with communication			0%	0%	0%	0%
Difficulty learning			0%	0%	0%	0.3%(1)
Difficulty remembering			0%	0%	0%	0.5% (2)
Difficulty concentrating			0%	0%	0%	0%
Difficulty accepting change			1.1% (3)	0.8% (3)	0%	0%
Difficulty in behaviour			0.7% (2)	0.5%(2)	0%	0%
Difficulty making friends			0.7% (2)	1.3% (5)	1.7% (4)	2.5%(10)
Anxiety (feeling anxious)		Psycho-social		0.4% (1)	0.5% (2)	0%
Depression (feeling depressed)			0.4% (1)	0.3% (1)	0%	0%
Multiple impairments			1.1% (3)		0%	

**Note: The approach adopted by the GEC is that a child identified as having a disability is one who is recorded as having a lot of difficulty or cannot do at all in one or more domain. This applies to both the Washington Group Short Set of Questions and the Child Functioning Set of questions.**

**Table 2.12: Evaluation sample breakdown (by disability severity) – Intervention group**

Sample breakdown (Girls)			Some Difficulty % (n)	A lot of difficulty % (n)	Cannot do at all % (n)
			<i>Provide data per domain of difficulty and in addition if using child functioning set also present data by each question</i>		
<b>WG Child functioning questions</b>	<b>Child functioning</b>	<b>Domain of functioning</b>			
Difficulty seeing	Seeing		0%	0%	0%
Difficulty hearing	Hearing		0%	0%	0%

Difficulty walking or climbing steps	Walking	18.02% (51)	0%	0%
Difficulty with self-care	Cognitive	0.7% (2)	0%	0%
Difficulty with communication		2% (6)	0%	0%
Difficulty learning		5.7% (16)	0%	0%
Difficulty remembering		7.4% (21)	0%	0%
Difficulty concentrating		2.5% (7)	0%	0%
Difficulty accepting change		9.2% (26)	0%	0%
Difficulty in behaviour		8.5% (24)	0%	0%
Difficulty making friends		6.7% (19)	0%	0%
			Monthly	Weekly
Anxiety (feeling anxious)	Psycho-social	1.1% (3)	0%	0.4% (1)
Depression (feeling depressed)		1.1% (3)	0.4% (1)	0% (1)
Multiple impairments		1.1% (3)	0%	0%

### Contamination and compliance

There was no evidence of contamination of samples from the project's own interventions having spill-over effects in control cohort on their learning outcomes. However, the reason for increased learning scores was due to some other external project and regular government interventions running in the control community. In addition, girls from Muslim community had enrolled in Madarsa (community Muslim school) which has recently added English, Maths and Nepali curriculum in addition to their regular courses. The higher score in comparison group is therefore attributable to the effective Madarsa classes. Since the sample of Muslim girls is higher in comparison group, Moreover, some of the project interventions like radio programs could not be limited to the treatment community which might have had effect on the learning of the control sample.

Other than the assumption presented above, there is no clear evidence of how and to what extent the Aarambha's interventions affected learning and other outcomes of control girls. The major data source for the control cohort was the girls survey including the learning tests and household survey which is why it became difficult for EE to provide a clear explanation on the relationship of learning outcomes with the control group. However, the evaluation team explored this further during the data collection for baseline of cohort 02. The reason for why girls from control municipalities scored high was explored through qualitative consultation during the qualitative consultations carried out for cohort 02.

### 9.3 Annex 3: Learning Outcome Data Tables

In the end-line of cohort 1, the girls who were sampled in the baseline were tracked for comparison. Those girls representing age-group 10-19 in the baseline reached to 11-20 in the end-line.

**Table 4.68: Tracked Cohort grades and ages (cohort 1)**

Beneficiary grades & ages		
	Baseline	End-line
Grade	NA	NA
Age	10-19	11-20

#### Learning data tables:

The overall literacy score has increased irrespective of the groups. Looking at table 4.2 Table 44, it can be inferred that girls from the younger age group scored more than the girls from older age group. Most girls (76.9%) of the girls from 10-14 had joined CLC within a year they had dropped out as compared to the 15–19-year girls where majority (64%) had dropped out from school some five years ago. For the ethnic distribution, Muslim girls had scored higher than non-Muslim girls in the end-line. Muslim girls might have scored higher because they had attended Madrasa classes even if they had never been to school or dropped out from formal school.

**Table 4.2: Literacy score aggregate averages across Baseline and End-line**

Cohort at baseline (end-line brackets)		Treatment (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
10-14 (11-15)	Never been to school	3.80%	50.78%	2.67%	20.38%
	Dropped out	13.34 %	36.97%	13.64%	19.05%
15-19 (16-20)	Never been to school	5.89%	39.87%	2.83%	23.65%
	Dropped out	19.54%	38.77%	22.02%	26.81%
Muslim		10.72%	42.82%	14.71%	25.03%
Non-Muslim		12.8%	36.97%	18.65%	22.58%
<b>Overall</b>		11.78%	39.84%	12.76%	25.09%

Source: EGRA test

## Literacy score across baseline and end-line

**Table 4.3: Literacy score subtask averages across Baseline and End-line**

Cohort at baseline (End-line in brackets)		Treatment (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
<b>EGRA Subtask 1 (listening comprehension)</b>					
10-14 (11-15)	Never been to school	11.91%	86.08%	14.55%	74%
	Dropped out	38.06%	64.28%	28.57%	66.66%
15-19 (16-20)	Never been to school	18.24%	77.61%	14.18. %	68.74%
	Dropped out	31.53%	75.29%	30.64%	68.55%
Muslim		26.56%	76.32%	15.7%	70.53%
Non-Muslim		22.4%	76.56%	27.4%	26.86%
<b>EGRA Subtask 2 (letter identification)</b>					
10-14 (11-15)	Never been to school	2.15%	49.69%	1.45%	12.1%
	Dropped out	9.71%	33.28%	10.57%	15.83%
15-19 (16-20)	Never been to school	3.56%	35.15%	1.21%	15.89%
	Dropped out	21.80%	33.76%	22.9%	19.01%
Muslim		26.56%	38.80%	15.7%	17.31%
Non-Muslim		22.4%	31.77%	27.4%	23.30%
<b>EGRA Subtask 3 (word identification)</b>					
10-14 (11-15)	Never been to school	1.72%	42.52%	0.0%	7.8%
	Dropped out	8.32%	25.42%	10.43%	4.16%
15-19 (16-20)	Never been to school	3.34%	28.13%	0.43%	10.79%
	Dropped out	15.74%	26.76%	17.92%	13.94%
Muslim		7.3%	32.92%	5.6%	11.85%
Non-Muslim		9.9%	23.59%	11.9%	21.87%
<b>EGRA Subtask 4 (symbol identification)</b>					
	Never been to school	3.79%	49.30%	0%	8.6%

10-14 (11-15)	Dropped out	9.74%	36.14%	11.14%	16.33%
15-19 (16-20)	Never been to school	4.63%	36.21%	0.78%	14.84%
	Dropped out	20.70%	34.15%	22.7%	18.32%
Muslim		10.5%	41.13%	7.2%	15.86%
Non-Muslim		12.4%	30.90%	14.6%	26.01%
<b>EGRA Subtask 5 (reading comprehension)</b>					
10-14 (11-15)	Never been to school	2.55%	42.60%	0%	12.0%
	Dropped out	10.32%	32.85%	11.43%	6.66%
15-19 (16-20)	Never been to school	3.02%	35.97%	0.22%	16.93%
	Dropped out	15.09%	36.27%	21.58%	23.38%
Muslim		6.6%	37.65%	5.6%	19.40%
Non-Muslim		10.2%	35.19%	14.9%	31.81%

Source: EGRA test

### Skills gap analysis

As per the LNGB MEL guidance, the skills have been divided into four categories. The division of such categories have been done based on the percentage score the girls achieve. For instance, the girls scoring 0 percent are categorized as non-learner. Those scoring 1%-40% are categorized as emergent learners. Girls scoring 41%-80% were categorized as established learner and those scoring above 81% were categorized as proficient learner. The overall analysis shows that the foundational skills gap increases as girls progress to the higher level of the sub-tasks owing to the increased difficulty level as the sub-task progresses. Moreover, most of the girls fall into the category of emergent learner across all sub-tasks unlike baseline where most of the girls were in the non-learner's category. While in the comparison group, it was found that there are still majority of girls representing the non-learners' category. In this regard, project has been successful in bridging the skills gap. However, not much of the girls have been able to reach to the proficient level.

For sub-task 1, there has been improvement in the level of learning as depicted by Table 4.4. While the majority of girls in the Intervention group were in non-learner level at baseline (57.8%) only 3.5 girls were at this level in the end-line. Similarly, the girls representing proficient learner group has increased five-fold from 10.5% in the baseline to 51.5% in the end-line. This provides a picture of improvement in the foundational literacy of MOOS girls in intervention cohort. However, still 3.5% girls are in the non-learner's category. Clearly, there seems a shift of half of the girls from non-learner category to higher level of learning.

For sub-task 2, clear improvement has been seen in non-learner category and established learner category. Percentage of girls in non-learner category dropped from 37.3% in the baseline to 6.8% in the end-line. While in the established learner category, there was a jump from 4.8% to 32% which is an encouraging result. However, there was not much improvement in the proficient learner category in this sub-task. The percentage of girls representing emergent learner remained same across baseline and end-line.

For sub-task 3, it is shown by the table that the girls in non-learner category have fallen down by almost one third from baseline (62.8% in baseline to 21.5% in end-line). One fifth of the girls are still non-learner meaning, they are unable to identify the words. Majority of girls in this sub-task are at emergent learner level while only 5.3% are proficient learner. Majority of the girls were in non-learner category in the baseline who have now jumped to the emergent learner category in the end-line. It is also observed that there was 21% and 5% increment in the percentage of girls representing established learner and proficient learner category.

Since sub-task 5 was the most difficult sub-task among others, the percentage of non-learner in this sub-task is higher than any other sub-task. While there was a good shift in established learner category (2.8% in the baseline to 22.0% in the end-line), only little improvement was seen in the proficient learner category. The results in the comparison group showed little improvement as compared to the intervention group as majority of the girls are still in the non-learner category. For sub-task 5, the reading fluency part, it was found that almost a third of the girls are non-learner. While majority of the girls represented the emergent learner category, only 8.5% of the girls represented proficient learner category in the Intervention group. In the comparison group however, 67.3% of the girls are in non-learner category followed by 18.8% girls in emergent learner category.

**Table 4.4: Literacy Zero scores (by subtask) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Treatment (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGRA Subtask 1 (listening comprehension)</b>				
Non-learner 0%	57.8%	3.5%	60.0%	1.0%
Emergent learner 1%-40%	20.0%	18.5%	17.0%	28.8%
Established learner 41%-80%	11.8%	26.5%	18.3%	38.5%
Proficient learner 81%-100%	10.5%	51.5%	4.8%	31.8%
<b>EGRA Subtask 2 (letter identification)</b>				
Non-learner 0%	37.3%	6.8%	55.3%	32.3%
Emergent learner 1%-40%	56.0%	56.0%	34.3%	54.5%
Established learner 41%-80%	4.8%	32.0%	7.5%	10.3%

Proficient learner 81%-100%	2.0%	5.3%	3.0%	3.0%
<b>EGRA Subtask 3 (word identification)</b>				
Non-learner 0%	62.8%	21.5%	68.0%	50.0%
Emergent learner 1%-40%	31.3%	54.3%	24.5%	42.5%
Established learner 41%-80%	3.5%	19.0%	5.3%	4.5%
Proficient learner 81%-100%	2.5%	5.3%	2.3%	3.0%
<b>EGRA Subtask 4 (symbol identification)</b>				
Non-learner 0%	61.0%	18.3%	68.5%	51.3%
Emergent learner 1%-40%	29.5%	44.8%	21.0%	34.0%
Established learner 41%-80%	7.3%	30.0%	7.8%	10.8%
Proficient learner 81%-100%	2.3%	7.0%	2.8%	4.0%
<b>EGRA Subtask 5 (reading comprehension)</b>				
Non-learner 0%	78.0%	29.5%	77.8%	65.5%
Emergent learner 1%-40%	17.8%	41.8%	14.5%	17.3%
Established learner 41%-80%	2.8%	22.0%	3.5%	10.5%
Proficient learner 81%-100%	1.5%	6.8%	4.3%	6.8%
<b>EGRA Subtask 5 (reading fluency)</b>				
Non-learner 0%	74.8%	31.5%	77.0%	67.3%
Emergent learner 1%-40%	20.8%	45.8%	14.8%	18.8%
Established learner 41%-80%	2.8%	14.3%	6.0%	6.3%
Proficient learner 81%-100%	1.8%	8.5%	2.3%	7.8%

Source: EGRA test

Table 15.4.5 presents the changes in the mean EGRA score since baseline. As compared to 27.27 mean EGRA score in baseline, the girls in the Intervention group scored 86.98. While in the comparison group, the end-line score reached 42.23 as compared to 29.48 in the baseline. The changes detected in intervention group is quite higher than the changes observed in the comparison group highlighting the positive impact driven by project aimed at improving the literacy of target girls. Nevertheless, the increase in the score in comparison is also noteworthy. The reason behind improvement in the comparison group was the engagement of girls in Madrassa classes where Nepali, English and Maths has been added

recently in the curriculum. In addition, the radio program concerning importance of girl's education aired from different radio station might have had some impact to those families for creating conducive environment for girls' learning.

**Table 4.5: Literacy results Baseline to End-line**

Result	Details	Comments
Literacy Midline - End-line	Beta = 45.90 p-value = 0.00	Beta=Total difference in score Hence, Beta 0.94=18% of 260

Looking at the numeracy aggregate scores across different sub-groups, the data reflected that girls from age 10-14 scored higher than girls from age group 15-19. The reason partly is as explained above and partly because the older girls had less interest in learning as emerged from the qualitative findings discussed above. For the ethnic distribution, non-Muslim girls were getting slightly better score than the Muslim girls which is contrast to the findings in literacy score where Muslim girls were getting better results.

**Table 4.6: Numeracy score aggregate averages across Baseline and End-line**

Cohort at baseline (end-line in brackets)		Treatment (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
10-14 (11-15)	Never been to school	8.87%	60.41%	3.48%	39.80%
	Dropped out	21.47%	85.83%	8.97%	27.40%
15-19 (16-20)	Never been to school	10.79%	52.29%	5.40%	32.42%
	Dropped out	25.99%	54.09%	32.80%	36.95%
Muslim		15.7%	50.92%	12.2%	35.80%
Non-Muslim		19.5%	55.87%	21.7%	34.09%
<b>Overall</b>		17.59%	53.06%	19.32%	34.26%

Source: EGMA test

From Table 4.7 below, it can be noted that there has been a steady increase in the scores in the intervention group across all the sub-tasks. In sub-task one two and three, the increase in the score was by around 40% in the intervention while by around 16% in the comparison group. In sub-task 4, there was an increase in score from 12.26% in the baseline to 32.54% in the end-line in intervention group while 16.48% in the baseline to 21.41% in the end-line in the comparison group. While there was an increment by 34% in the sub-task 5 the core went up by 37% in sub-task 6 in the intervention group. Comparison group was also doing good in terms of sub-task 6 where there was an increment by 25% in the baseline score.



**Table 4.7: Numeracy score subtask averages across Baseline and End-line**

Cohort at baseline (end-line in brackets)		Treatment (n=400)		Comparison (n=400)	
		Baseline	End-line	Baseline	End-line
<b>EGMA Subtask 1 (number identification)</b>					
10-14 (11-15)	Never been to school	15%	84.13%	4.9%	44.5%
	Dropped out	30%	53.92%	15%	23.33%
15-19 (16-20)	Never been to school	13.62%	65.34%	5.41%	37.40%
	Dropped out	35.55%	63.52%	41.16%	41.21%
Muslim		21.79%	67.14%	13.7%	41.70%
Non-Muslim		26.9%	63.13	30.2%	37.55%
<b>EGMA Subtask 2 (larger number identification)</b>					
10-14 (11-15)	Never been to school	13.40%	74.78	3.64%	38.0%
	Dropped out	24.52%	55.71%	5.71%	26.66%
15-19 (16-20)	Never been to school	13.40%	62.13%	4.74%	34.64%
	Dropped out	32.09%	63.38%	35.96%	38.01%
Muslim		20.64%	62.90%	11.3%	37.72%
Non-Muslim		23.1%	63.62%	26.5%	35.27%
<b>EGMA Subtask 3 (missing number identification)</b>					
10-14 (11-15)	Never been to school	4.47%	57.82%	0%	36.0%
	Dropped out	18.71%	47.14%	4.29%	26.66%
15-19 (16-20)	Never been to school	21.2%	54.40%	2.6%	29.18%
	Dropped out	7.48%	56.37%	28.52%	37.71%
Muslim		12.7%	51.58%	9.7%	34.01%
Non-Muslim		14.4%	58.97%	19.2%	33.30%
<b>EGRA Subtask 4 (addition and subtraction)</b>					
10-14 (11-15)	Never been to school	4.47%	34.13%	4.09%	25.0%
	Dropped out	17.10%	31.07%	10.71%	16.66%

15-19 (16-20)	Never been to school	6.64%	31.25%	1.50%	20.10%
	Dropped out	19.08%	33.45%	26.95%	22.56%
Muslim		11.3%	30.28%	12.3%	21.85%
Non-Muslim		13.2%	34.70	19.2%	21.09%
<b>EGMA Subtask 5 (multiplication and division)</b>					
10-14 (11-15)	Never been to school	1.28%	47.82%	4.55%	27.0%
	Dropped out	8.39%	32.14%	1.43%	18.33%
15-19 (16-20)	Never been to school	2.70%	38.05%	5.58%	20.38%
	Dropped out	11.66%	42.45%	19.85%	24.92%
Muslim		4.6%	34.64%	5.7%	23.65%
Non-Muslim		8.6%	46.42	14.2%	22.18%
<b>EGMA Subtask 6 (word problem)</b>					
10-14 (11-15)	Never been to school	30.11%	63.76%	4.55%	68.33%
	Dropped out	15.96%	54.76%	16.67%	52.77%
15-19 (16-20)	Never been to school	36.30%	62.57%	13.12%	52.82%
	Dropped out	19.50%	65.35%	44.33%	57.29%
Muslim		22.89%	59.92%	20.46%	55.88%
Non-Muslim		30.52%	68.38%	34.22%	55.15%

Source: EGMA test

### Skills gap analysis

The foundational skills gap analysis for sub-task 1 of EGMA test illustrates that there has been an increase in the established learner and proficient learners' categories as compared to baseline. The percentage of girls who were non-learner has significantly decreased from 35% in the baseline to 8% in the end-line. Similarly, the increase was thrice as much as baseline value in the established learner and proficient learner category in the Intervention group (from 11.50% to 39% in established learner and from 9.3% to 32.8% in proficient learner category). While this was not the case in comparison group. There was slight decrease in the non-learner percentage and slight improvement in another category.

For sub-task 2, most of the girls (43.3%) are in established learner category in the end-line while most of them were in non-learner (48.3%) category in the baseline. This is quite a good shift of learners caused by the numeracy classes they enrolled in.

From Table 4.8, it can be noted that there has been a stark increase in the percentage of girls belonging to the proficient learners group. While only 1.5% girls were in this group in the baseline, 40.5% girls are in this category in the end-line. Comparing this with the comparison group, one third of the girls represented each of the non-leaners and emergent learners' category.

Sub-task 4 had addition and multiplication questions. Majority of the girls are at emergent learners' category. Only 1.3% of the girls were at proficient learners' category. There was a significant shift of the girls from non-learners' category to emergent learners' category.

The distribution of girls across the four skills categories for sub-task 5 indicates that girls representing established learners and proficient learners has drastically improved as progressing from baseline to end-line. However, there has not much improvement in the non-learner's category.

For sub-task 6, majority of girls are at proficient learner category followed by established learner representing 35% of the girls. This sub-task was comparatively easy as the girls could understand the question and relate the situation to their real-life setting to calculate.

**Table 4.8: Numeracy Zero scores (by subtask) across Baseline and End-line**

Cohort at baseline (end-line in brackets)	Treatment (n=400)		Comparison (n=400)	
	Baseline	End-line	Baseline	End-line
<b>EGMA Subtask 1 (number identification)</b>				
Non-learner 0%	35.00%	8.0%	43.3%	23.8%
Emergent learner 1%-40%	44.30%	20.3%	33.5%	36.0%
Established learner 41%-80%	11.50%	39.0%	12.8%	20.8%
Proficient learner 81%-100%	9.30%	32.8%	10.5%	19.5%
<b>EGMA Subtask 2 (larger number identification)</b>				
Non-learner 0%	48.30%	8.5%	57.8%	32.5%
Emergent learner 1%-40%	31.30%	32.3%	22.0%	28.3%
Established learner 41%-80%	13.80%	43.3%	10.0%	25.8%
Proficient learner 81%-100%	6.80%	16.0%	10.3%	13.5%
<b>EGMA Subtask 3 (missing number identification)</b>				

Non-learner 0%	56.30%	4.8%	63.5%	33.5%
Emergent learner 1%-40%	33.80%	22.3%	22.8%	33.0%
Established learner 41%-80%	8.50%	32.5%	8.0%	27.0%
Proficient learner 81%-100%	1.50%	40.5%	5.8%	6.5%
<b>EGRA Subtask 4 (addition and subtraction)</b>				
Non-learner 0%	57.50%	11.8%	50.8%	32.0%
Emergent learner 1%-40%	33.80%	60.5%	35.3%	53.8%
Established learner 41%-80%	8.00%	26.5%	12.8%	14.0%
Proficient learner 81%-100%	0.80%	1.3%	1.3%	0.3%
<b>EGMA Subtask 5 (multiplication and division)</b>				
Non-learner 0%	78.80%	36.3%	78.8%	55.5%
Emergent learner 1%-40%	17.00%	17.0%	10.8%	21.5%
Established learner 41%-80%	2.50%	27.5%	6.3%	13.0%
Proficient learner 81%-100%	1.80%	19.3%	4.3%	10.0%
<b>EGMA Subtask 6 (word problem)</b>				
Non-learner 0%	41.80%	3.0%	44.8%	7.8%
Emergent learner 1%-40%	32.50%	22.0%	22.3%	26.5%
Established learner 41%-80%	17.30%	35.0%	20.0%	41.8%
Proficient learner 81%-100%	8.50%	40.0%	13.0%	24.0%

Source: EGMA test

Numeracy score for the Intervention group has increased three-fold from baseline to end-line, where it was 13.17 in the baseline, it jumped to 39.19 in the end-line. Whereas in the comparison group, the mean score was 14.48 in the baseline which reached to 24.47 in the end-line. Though there was improvement in the mean score in comparison group, the improvement in intervention group outweighed the comparison group. This is verified by the difference-in-difference analysis of numeracy score as depicted by 4.9 which provides understanding on how there has been improvement in the numeracy score between the groups from baseline to end-line. While the change in score from baseline to end-line has been seen in both the intervention and comparison group, the difference of the change between intervention and comparison is worth noting. The beta value of 15.6 indicates positive growth in Intervention group as compared to the comparison group.

Table 4.9: Numeracy results Baseline to End-line

Result	Details	Comments
Literacy Midline - End-line	Beta = 15.6 p-value = 0.00	Beta=Total difference in score Hence, Beta 15.6=20.52% of 76 (total score)

Table 4.10: Learning outcome score averages (by disability status, subgroup, barrier and school status) across baseline and midline/end-line

	Literacy aggregate score (average)		Numeracy aggregate score (average)	
	Baseline	Midline/end-line	Baseline	Midline/end-line
<b>Disability status</b>				
Girls with at least one disability				
Difficulty seeing	0.70%	-	10.76%	-
Difficulty hearing	0.08%	-	11.66%	-
Difficulty walking or climbing steps	13.0%	-	14.51%	-
Difficulty with self-care	0.66%	-	12.22%	-
Difficulty with communication	11.0%	-	9.94%	-
Difficulty learning	9.42%	-	11.20%	-
Difficulty remembering	0.33%	-	7.85%	-
Difficulty concentrating	11.88%	-	24.38%	-
Difficulty accepting change	7.08%	35.00%	18.06%	53.21%
Difficulty in behaviour	15.83%	38.58%	15.0%	45.56%
Difficulty making friends	1.75%	39.10%	7.36%	58.0%
Anxiety (feeling anxious)	4.02%	38.67%	7.90%	45.56%
<b>Subgroup</b>				
10-14 age group	7.59%	45.56%	13.87%	54.79%
15-19 age group	12.80%	39.26%	18.48%	52.88%
Muslim	10.72%	42.82%	15.68%	50.51%
Non-Muslim	12.82%	36.98%	19.45%	55.51%
<b>Barrier</b>				
Household chores	15.13%	40.68%	18.42%	47.26%
<b>Schooling status at baseline</b>				
Never been to school	5.41%	41.25%	10.35%	52.92%
Dropped out: before Grade 1	3.64%	37.74%	11.48%	43.13%
Dropped out: completed Grade 1	14.32%	38.76%	19.28%	56.87%
Dropped out: completed Grade 2	15.02%	35.44%	21.44%	51.59%
Dropped out: completed Grade 3	19.77%	39.25%	20.46%	44.84%
Dropped out: completed Grade 4	13.45%	36.87%	25.95%	51.33%
Dropped out: completed Grade 5	16.40%	39.33%	21.70%	57.51%
Dropped out: completed < Grade 6	29.74%	43.57%	39.34%	56.82%

## 9.4 Annex 4: Characteristics and Barriers

Characteristics that were defined during baseline was taken as reference for analysis and comparison in the end-line too. The major characteristics that were taken into consideration were 'ethnicity', 'source of income', 'language spoken at home', 'girls with children', 'household head with limited education', 'household having more than 5 members', 'household not having land for themselves', 'roof made of hay', 'unable to meet basic needs', 'gone hungry to sleep many days in the past year'.

Table 5.1 and Table 5.2 below presents the change in the characteristics of the total sampled girls. The ethnic distribution shows that most of the girls belong to Muslim group in the end-line which was also the case in baseline. However, the percentages of girls representing Muslim girls have gone up in aend-line (67.7%) as compared to baseline as (63.3%). This change observed was because majority of the replaced girls belonged to Muslim community. Muslim ethnicity was followed by terai/Madhesi dalit and then terai/Madhesi others group. The distribution of Muslim ethnicity was similar across both the age group 10-14 and 15-19 and also in the comparison group.

The major source of income was agriculture for both the 10-14 and 15-19 age group in the baseline which is still pertinent. Major changes seen in the source of income that changed from baseline was wage labor which has decreased in both the groups and foreign employment which has increased in both groups from baseline to end line.

Slight changes have been noted in the household characteristics for the sub-group of both intervention and comparison group. For instance, those household whose household head had limited education has increased from 85.9% to 89.2% in the 10-14 age group and from 78% to 88.9% in the 15-19 age group for the intervention group.

The characteristics related to poverty were also compared against the results from baseline. There has been increase in the number of households who were unable to meet basic needs across all the sub groups in both the intervention and comparison group. For instance, for the age group 10-14, there were 35.9% household who were unable to meet basic needs which increased to 37.8% and for 15-19 age group, there were 27.6% in the baseline who were unable to meet basic needs which increased to 31.1% in the end-line. Similarly, there were 7.7% household who had gone hungry to sleep many days a year in 10-14 age which went up to 10.8% in the end-line. Likewise, the same characteristics went up from 8.1% to 11.3% in the age group 15-19.

**Table 5.1: Girls' characteristics (10-14)**

	Intervention		Comparison		Source (Household /Girls School survey variable name)
<b>Sample breakdown (Girls)</b>					
	Baseline (n=400)	End-line (n=400)	Baseline (n=400)	End-line (n=400)	
<b>Ethnicity</b>					<b>Girls Survey (Intro_8)</b>

Terai/Madheshi Brahmin or chhetri	-	-	11.1%	-	
Terai/Madheshi dalit	6.4%	-	27.8%	6.3%	
Terai/Madheshi janajati	2.6%	-	-	-	
Terai/Madheshi others	5.1%	2.7%	5.6%	6.3%	
Muslim	85.9%	97.3%	55.6%	87.5%	
Pahad Dalit	-	-	-	-	
<b>Source of household income</b>					<b>HH Survey (HH_12b)</b>
Agriculture	55.1%	59.5%	44.4%	56.3%	
Livestock rearing	-	13.5%	-	6.3%	
Job/Services	1.3%	-	-	-	
Business	-	2.7%	-	12.5%	
Wage Labor	42.3%	18.9%	55.6%	25%	
Foreign employment	1.3%	5.4%	-	-	
<b>Language</b>					<b>Girls Survey (Intro_7)</b>
Bhojpuri	33.3%	48.6%	50.0%	62.5%	
Bajika	66.7%	51.4%	50.0%	37.5%	
<b>Household characteristics</b>					
Girls with children	3.8%	0%	5.6%	6.3%	Girls Survey (Intro_5b)
Head of household has no/limited education	85.9%	89.2%	88.9%	100%	HH Survey (HH_13)
Households having 5 or more than 5 members	100%	97.3%	94.4%	93.8%	HH Survey (HH_7)
<b>Poverty</b>					
Household not having land for themselves	14.1%	5.4%	22.2%	6.3%	HH Survey (ECON_13)
Roof made of hay	7.7%	10.8%	11.1%	0%	HH Survey (ECON_3)
Unable to meet basic needs	35.9%	37.8%	22.2%	37.5%	HH Survey (ECON_10)
Gone hungry to sleep many days in the past year	7.7%	10.8%	5.6%	12.5%	HH Survey (econ_12)

**Table 5.2: Girls' characteristics (15-19)**

	Intervention (n=400)		Comparison (n=400)		Source (Household /Girls School survey variable name)
Sample breakdown (Girls)					
	Baseline (n=322)	End-line (n=363)	Baseline (n=382)	End-line (n=384)	
<b>Ethnicity</b>					
Terai/Madheshi Brahmin or chhetri	2.2%	1.4%	3.1%	0.5%	<b>Girls Survey (Intro_8)</b>
Terai/Madheshi dalit	22%	20.7%	25.9%	25.8%	
Terai/Madheshi janajati	11.8%	14.9%	15.2%	8.6%	
Terai/Madheshi others	23.3%	18.7%	17.0%	25.3%	
Muslim	40.7%	44.1%	38.7%	39.8%	
Pahad Dalit	-	-	-	-	
<b>Source of household income</b>					
Agriculture	57.1%	53.4%	62.0%	43.5%	<b>HH Survey (HH_12b)</b>
Livestock rearing	1.9%	6.6%	3.1%	5.2%	
Job/Services	.9%	1.7%	.8%	3.1%	
Business	7.8%	4.7%	3.4%	8.3%	
Wage Labor	30.4%	25.3%	29.3%	32.3%	
Foreign employment	1.9%	5.4%	1.3%	7.6%	

<b>Language</b>					<b>Girls Survey (Intro_7)</b>
Bhojpuri	56.8%	50.4%	64.9%	49.5%	
Bajika	43.2%	49.6%	35.1%	50.5%	
<b>Household characteristics</b>					
Girls with children	50.9%	58.4%	50.3%	63.5%	Girls Survey (Intro_5b)
Head of household has no/ limited education	78.0%	84.6%	76.4%	83.1%	HH Survey (HH_13)
Households having 5 or more than 5 members	97.5%	92.3%	96.3%	93.0%	HH Survey (HH_7)
<b>Poverty</b>					
Household not having land for themselves	7.5%	12.4%	7.6%	11.5%	HH Survey (ECON_13)
Roof made of hay	11.2%	11.6%	6.8%	6.0%	HH Survey (ECON_3)
Unable to meet basic needs	27.6%	31.1%	29.8%	37.8%	HH Survey (ECON_10)
Gone hungry to sleep many days in the past year	8.1%	11.3%	7.6%	11.7%	HH Survey (econ_12)

### **Barriers**

The barriers identified during baseline were 'fairly unsafe or very unsafe to travel to school', 'doesn't get support to participate in training (support in life plan)', 'doesn't get support to initiate business (support in life plan)', 'doesn't get support to join school/formal class (support in life plan)' and 'has to perform household chores most of the day'. Analysis considering the same barriers identified during baseline has been presented in this section so as to compare the changes that might have occurred in due course of time. The findings have been presented in Table 5.3 and Table 5.4 Table 9 below.

Even though many barriers were identified during baseline, only household chores came up strongly as the barrier for the MOOS girls for their learning. This is still pertinent, as household chore from both the quantitative data and qualitative consultations have emerged in the end-line as well. Another barrier that has emerged as potential barrier in the end-line was 'fairly unsafe or very unsafe to travel to school' which has gone up considerably high for both the age group. For the age group 10-14 it has gone up from 2.6% in the baseline to 24.3% in the end-line and for the age group 15-19, it has jumped from 7.1% in the baseline to 18.2% in the end-line.

The gap identified by EE in relation to parental support to join formal school in the baseline has been closed for the age group 10-14 in the end-line. The same barrier has gone down slightly from 2.8% to 2.5% for the age group 15-19 in the intervention group. Conversely, this barrier has gone up for the comparison group across both the age groups. The progress in willingness of parents to support MOOS adolescent girls in their life plan has been commendable since baseline in the intervention group.

Household chore, the most prominent barrier as identified by the EE in the baseline has unfortunately not gone down. While slight improvement in the age group 10-14 is noted, there has been an increased chore burden in the 15-19 age group in the intervention group.

**Table 5.3: Potential barriers to learning and transition (10-14)**



	Intervention		Comparison		Source (Household /Girls School survey variable name)
	Baseline (n=78)	End-line (n=37)	Baseline (n=18)	End-line (n=16)	
<b>Restricted Mobility</b>					
Fairly unsafe or very unsafe to travel to school	2.6%	24.3%	5.6%	6.3%	HH Survey (HH_16)
Doesn't get support to participate in training (support in life plan)	0%	0%	0%	12.5%	HH Survey (LP_7)
Doesn't get support to initiate business (support in life plan)	10.3%	8.1%	5.6%	12.5%	HH Survey (LP_8)
Doesn't get support to join school/formal class (support in life plan)	12.8%	0%	5.6%	12.5%	HH Survey (LP_9)
<b>Household chores</b>					
Has to perform household chores most of the day	74.4%	56.8%	44.4%	37.5%	Girls Survey (GH_3)

**Table 5.4: Potential barriers to learning and transition (15-19)**

	Intervention		Comparison		Source (Household /Girls School survey variable name)
	Baseline (n=322)	End-line (n=363)	Baseline (n=382)	End-line (n=384)	
<b>Restricted Mobility</b>					
Fairly unsafe or very unsafe to travel to school	7.1%	18.2%	6.5%	10.2%	HH Survey (HH_16)
Doesn't get support to participate in training (support in life plan)	0.6%	0.8%	0.5%	12.2%	HH Survey (LP_7)
Doesn't get support to initiate business (support in life plan)	2.8%	5.0%	5.5%	16.9%	HH Survey (LP_8)
Doesn't get support to join school/formal class (support in life plan)	2.8%	2.5%	8.1%	7.0%	HH Survey (LP_9)
<b>Household chores</b>					
Has to perform household chores most of the day	56.2%	60.3%	54.2%	29.4%	Girls Survey (GH_3)

Barriers, when disaggregated by ethnicity (divided into Muslim girls and non-Muslim girls) indicated a similar trend as discussed above. Both for Muslim girls and non-Muslim girls, the barriers changed in a similar pattern. Only the degree by which it changed was slightly different across the different group. To give an example, the mobility barrier defined as fairly unsafe or very unsafe to travel to school increased for both the Muslim and non-Muslim girls.

For both Muslim girls and non-Muslim girls, there has been a decrease in the barrier of not getting support to join formal schools. There was a decrease by 4% (7.1% to 3.1%) in the Muslim girls while 1% (2.5% to 1.5%) in non-Muslim girls in the category of not getting support to join formal school.

Regarding household chores, while there was slight decrease in the household chores for Muslim girls (65% in the baseline to 62.8%) in the end-line, it has gone up by 3.4% (54% in the baseline to 57.4% in the end-line) for non-Muslim girls in the intervention group. The findings suggest that the burden of household chores was more for the intervention group from the Muslim girls as compared to their comparison counterparts.

**Table 5.5: Potential barriers to learning and transition (Muslim Girls)**

	Intervention		Comparison		Source (Household /Girls School survey variable name)
	Baseline (n=198)	End-line (n=196)	Baseline (n=158)	End-line (n=167)	
<b>Restricted Mobility</b>					
Fairly unsafe or very unsafe to travel to school	4.5%	17.3%	10.1%	11.4%	HH Survey (HH_16)
Doesn't get support to participate in training (support in life plan)	0%	1.0%	0%	12%	HH Survey (LP_7)
Doesn't get support to initiate business (support in life plan)	6.1%	7.1%	6.9%	12%	HH Survey (LP_8)
Doesn't get support to join school/formal class (support in life plan)	7.1%	3.1%	9.5%	6%	HH Survey (LP_9)
<b>Household chores</b>					
Has to perform household chores most of the day	65.7%	62.8%	35.4%	24.6%	Girls Survey (GH_3)

**Table 5.6: Potential barriers to learning and transition (Non-Muslim Girls)**

	Intervention		Comparison		Source (Household /Girls School survey variable name)
	Baseline (n=202)	End-line (n=204)	Baseline (n=242)	End-line (n=233)	
<b>Restricted Mobility</b>					
Fairly unsafe or very unsafe to travel to school	7.9%	20.1%	4.1%	9.0%	HH Survey (HH_16)
Doesn't get support to participate in training (support in life plan)	1%	0.5%	0.8%	12.4%	HH Survey (LP_7)
Doesn't get support to initiate business (support in life plan)	2.5%	3.4%	4.5%	20.2%	HH Survey (LP_8)
Doesn't get support to join school/formal class (support in life plan)	2.5%	1.5%	7.1%	8.2%	HH Survey (LP_9)
<b>Household chores</b>					
Has to perform household chores most of the day	54%	57.4%	65.7%	33.5%	Girls Survey (GH_3)

## Key subgroups by learning scores:

Mean EGRA and EGMA scores by key characteristics has been presented in Table 5.7 below.

**Table 5.7: Key subgroups by average learning scores in intervention group**

Key characteristics	Average EGRA scores	Average EGMA scores
Girls with children (n=212)	37.4%	55.75%
Head of household has no/ limited education (n=340)	39.90%	53.14%
Households having 5 or more than 5 members (371)	39.97%	53.50%
Household not having land for themselves (n=47)	37.4%	49.2%
Roof made of hay (n=46)	33.64%	41.61%
Unable to meet basic needs (n=127)	34.50%	43.55%
Gone hungry to sleep many days in the past year (n=45)	29.51%	40.47%
Poor household (n=143)	35.47%	46.01%
Has to perform household chores most of the day (n=240)	40.91%	54.64%
Fairly unsafe or very unsafe to travel to school (n=75)	47.79%	63.64%

Table 5.8 and Table 5.9 below present the foundational skills gap between different characteristics in the intervention group. The tables show that for both literacy and numeracy, majority of the girls are in emergent learner group followed by established learner group. Few girls have been able to reach the proficient learner category.

**Table 5.8: key sub-groups by literacy zero scores in intervention group**

Key characteristics	Non-learner 0%	Emergent learner 1%-40%	Established learner 41%-80%	Proficient learner 81%-100%
Girls with children (n=212)	3.8%	45.8%	47.6%	2.8%
Head of household has no/ limited education (n=340)	1.8%	45.9%	46.5%	5.9%
Households having 5 or more than 5 members (371)	1.9%	45.0%	47.2%	5.9%
Household not having land for themselves (n=47)	4.3%	53.2%	31.9%	10.6%
Roof made of hay (n=46)	6.5%	52.2%	32.6%	8.7%
Unable to meet basic needs (n=127)	4.7%	57.5%	28.3%	9.4%
Gone hungry to sleep many days in the past year (n=45)	6.7%	62.2%	28.9%	2.2%

Poor household (n=143)	4.2%	55.9%	30.8%	9.1%
Has to perform household chores most of the day (n=240)	3.3%	40.4%	50.8%	5.4%
Fairly unsafe or very unsafe to travel to school (n=75)	0.0%	26.7%	69.3%	4.0%

**Table 5.9: key sub-groups by numeracy zero scores in intervention group**

Key characteristics	Non-learner 0%	Emergent learner 1%-40%	Established learner 41%-80%	Proficient learner 81%-100%
Girls with children (n-212)	1.4%	28.3%	47.2%	23.1%
Head of household has no/limited education (n=340)	.9%	32.6%	46.8%	19.7%
Households having 5 or more than 5 members (371)	1.1%	31.0%	48.8%	19.1%
Household not having land for themselves (n=47)	2.1%	36.2%	44.7%	17.0%
Roof made of hay (n=46)	6.5%	47.8%	32.6%	13.0%
Unable to meet basic needs (n-127)	1.6%	48.0%	38.6%	11.8%
Gone hungry to sleep many days in the past year (n=45)	2.2%	55.6%	33.3%	8.9%
Poor household (n=143)	1.4%	43.4%	42.0%	13.3%
Has to perform household chores most of the day (n=240)	1.5%	31.3%	48.3%	19.0%
Fairly unsafe or very unsafe to travel to school (n=75)	0.0%	10.7%	65.3%	24.0%

### Analysis of difference in learning scores between recontacted and resampled girls.

Table 5.10 below shows the difference in mean EGRA and EGMA scores achieved by recontacted girls and resampled girls in the intervention group. The mean difference in the EGRA score was 13.09 between the groups which is statistically significant at  $p=0.05$ . This means the score achieved by recontacted girls is higher than the resampled girls and the difference is significant. For the EGMA score, the mean difference between the groups is 0.62 and is not significant when tested statistically.

**Table 5.10: Difference in the literacy and numeracy scores between recontacted and replaced girls (intervention sample)**

Literacy and Numeracy	Replaced (n=117)	Recontacted (n=283)	Mean difference	p-value
Mean EGRA score	90.82	77.73	13.09	0.05

Mean EGMA Score	39.37	38.75	0.62	0.76
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Table 5.11 below shows the difference in mean EGRA and EGMA scores achieved by recontacted girls and resampled girls in the comparison group. The mean difference in the EGRA score was 3.97 between the groups while the mean difference in EGMA score between the groups is 1.60. The difference in EGRA and EGMA score between the groups is not significant when tested statistically.

*Table:5.11: Difference in the literacy and numeracy scores between recontacted and replaced girls (comparison sample)*

Literacy and Numeracy	Replaced (n=117)	Recontacted (n=283)	Mean difference	p-value
Mean EGRA score	39.84	43.81	3.97	0.49
Mean EGMA Score	23.50	25.10	1.60	0.43

## 9.5 Annex 5: Project Log frame

Outcome statements		Indicators	BL value		EL target		EL achievement		Remarks
Outcomes	Outcome 1: Learning	<b>*Original GEC-T Indicators</b>	N/A		0.2 SD gain in literacy		N/A		*These indicators were included in the original proposal, as indicated by the then MEL Guidance. But later, the FM encouraged the projects to use their own ambition concerning functional literacy/numeracy to suit their LNGB context. Baseline also recommended to use better scoring to reflect the actual scenario.
		% of M-OOS adolescent girls who gain 0.2 standard deviations in literacy per year							
		% of M-OOS adolescent girls who gain 0.2 standard deviations in numeracy per year	N/A		0.2 SD gain in numeracy		N/A		
		<b>**Revised LNGB specific Indicators</b>	Level 3	12%	Level 3	37%	Level 3	52%	
		% of M-OOS adolescent girls with annual increase in the level of functional literacy defined by the project	Level 2	8%	Level 2	22%	Level 2	14%	
			Level 1	12%	Level 1	21%	Level 1	13%	
			Level 0	67%	Level 0	20%	Level 0	21%	
			% of M-OOS adolescent girls with annual increase in the level of functional numeracy defined by the project	Level 3	20%	Level 3	36%	Level 3	75%
		Level 2		13%	Level 2	26%	Level 2	16%	
		Level 1		14%	Level 1	24%	Level 1	4%	
	Level 0	53%		Level 0	14%	Level 0	7%		
Outcome 2: Transition	% of M-OOS adolescent girls who successfully transition	NA		40%		Qualitative findings suggested that most of the girls were keen to start their own vocation as soon as they receive relevant training		Quantitatively, EE could not measure the exact indicator as no girls had transitioned by the time the data was collected	

	<b>Outcome 3: Sustainability</b>	% of key family members (husbands, parents, and parents-in-law of married girls) who demonstrate their support to M-OOS girls in their life plans	58.8% of the parents stated that they would allow their daughters work,	+10%	94.8% of the parents stated that they would allow their daughters work	
			56% stated they would let them join formal education,		97.8% stated they would let them join formal education	
			56% stated they would let them join formal education		99.3% stated they would let them to take trainings	
		Indicator 2- "% of community members who feel it is harmful for a girl to get married below the legal age	26%	+10%	45.50%	
		Gender-sensitive School Sustainability Index (%)	N/A	30%	N/A	Not measured during EL, because the project interventions around these indicators could not be implemented due to COVID-19.
		% of School Support Committees scoring acceptable or above on sustainability assessment	N/A	30%	N/A	
% of government officials who can demonstrate their support to delayed marriage and alternative roles for girls	N/A	30%	Government officials have been engaged in "beti padhao beti bachao" campaign and other campaign against child marriage	No quantitative data was collected for this indicator		

		Local government incorporating some or all components of Our Turn project into the local plan	N/A	Actual	Local government provided written commitment on continuing classes like CLCs by mobilizing their internal budget	
<b>Intermediate Outcomes</b>	(IO 1) Married out of school (M-OOS) adolescent girls' improved attendance in literacy & numeracy courses	% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions	62.88%	70%	23.6%	
	(IO 2) M-OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	Household Decision-Making Index Score	44%	50%	Girls are not yet capable to make bigger decision on their own	Household decision making is measured qualitatively in the EL
		Life Skills Index Score (%)	Composite indicator:	60%	Knowledge and practice on family planning and contraception has increased among all girls.	Life skills index is not calculated. For ASRH, findings reported as knowledge, attitude and practice of family planning and contraception. GSE findings reported in categorical values. Financial literacy was not completed due to COVID-19
			Life Skills Index Score= 40.7%		Girls have become more confident as compared to baseline however they have not yet become capable to fully exercise their power in the household	
	(IO 3) Schools have created enabling and supportive environments for M-OOS girls' learning	Average score in the "gender-sensitive teacher tool"	44%	50%	N/A	Not measured during EL, because the project interventions around these indicators could not be implemented due to COVID-19.
					N/A	
		Attitude Change Index (%) for in-school adolescents	85.61%	86%	N/A	
(IO 4) Communities and authorities foster	Attitude change index score (%)	2.35%	+10% of 2.35%	2.6%		



	positive social norms that encourage delayed marriage and realisation of M-OOS girls' life plans	% of M-OOS adolescent girls' families who use the cash grants to support their life plans	NA	Actual	None of the families have received cash grant however they are willing to support MOOS girls' life plans and use the cash grant to support achieve their aspirations	Could not be measured as project had not distributed the cash grant at the time of end-line data collection
Safeguarding		% of primary beneficiaries who can identify where to report any safeguarding concerns	NA	Actual	99.60%	
		Project's score in the safeguarding score matrix			PIN will report	

Output Statements	Indicators	Cohort 1 Target (updated during baseline RAM, Jan 2020)	Cohort 1 Achievement
OUTPUT 1	Output Indicator 1.1	1700	1709
Improved access to numeracy & literacy courses for M-OOS adolescent girls	# of M-OOS adolescent girls who have been enrolled in literacy and numeracy courses		
	Output Indicator 1.2	83	83
	# of facilitators who complete the literacy and numeracy training		
	Output Indicator 1.3	1	1

	Literacy and numeracy training curriculum developed		
OUTPUT 2	Output Indicator 2.1		
Access to life skill trainings, coaching sessions, cash assistance, and peer support networks	# of M-OOS adolescent girls who complete life skills sessions (attendance above 85% sessions)	1190	1190
	Output Indicator 2.2		
	# of mentors who complete training to work with M-OOS adolescent girls	25	79
	Output Indicator 2.3		
	% of M-OOS adolescent girls involved in selecting projects that address their needs	1105	1135
OUTPUT 3	Output Indicator 3.1		
Access to safe and enabling learning environments in schools for students and M-OOS girls whose life plan is to re-enroll	# of adolescents (in and out of school) who complete gender transformative workshops (attendance in over 85% sessions)	1280	213
	Output Indicator 3.2		
	# of school staffs who complete gender responsive pedagogical teacher trainings	60	35

	Output Indicator 3.3		
	# of School Support Committees formed	4	0
OUTPUT 4	Output Indicator 4.1		
Change Champions promote girls' education, delayed age of marriage, and M-OOS girls' life plans	# of local government officials and community leaders who develop action plans and sign the Change Champions Charter after the training/session	80	50
	Output Indicator 4.2		
	Cash Grants Manual developed	1	1
	Output Indicator 4.3		
	# of M-OOS adolescent girls' families who received cash grants to pursue life plans and transition into formal or non-formal education, safe employment or vocational training	1700	12
	Output Indicator 4.4		
# of M-OOS adolescent girls' family members who complete gender transformative interactive program led by Change Champions	1700	1521	

## 9.6 Annex 6: Beneficiaries tables

The project's direct beneficiaries include married out-of-school adolescent (10-19 years) girls of Province 2. Based on the project's marginalization framework, the following inclusion criteria were used to select the primary beneficiaries:

- Age: 10-19 years
- Marital Status: married or in a union or is waiting for "Gauna" ceremony
- School Status: out-of-school girls who have never attended school, out-of-school girls who have attended schools but have dropped out
- Residence: living in the project target area

In some communities in the terai region of Nepal, marriages happen in two stages, a formal marriage ceremony first, followed some years later by a ceremony called a *gauna*. *Gauna* takes place mostly after bride reaches her puberty. The bride only after *gauna* goes to live with her husband and in-laws, and the marriage is consummated only after the ceremony.

The number of targeted primary beneficiaries of Aarambha is further outlined in table 1.

With regards to Cohort 1, the initial identification of primary beneficiaries was conducted through communication with schools, Female Community Health Volunteers, health posts, and local authorities. Further identification and verification were conducted by the External Evaluator on the household level during pre-baseline. And later, the beneficiaries identified during pre-baseline were enrolled in the Community Learning Centres (CLCs) by the project team, during which further verification of the eligibility was done. Because of the specific beneficiary criteria, the project will enroll new beneficiaries for each cohort two months prior to working with that given cohort (it is impossible to establish with any certainty in advance who from a given Municipality will be married and out of school in the following years). For this reason, towards the end of each cohort, beneficiary identification and recruitment process for the next year will be carried out.

Table 7.1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted between baseline and end-line	Comment
<b>Direct beneficiaries of Cohort 1 include married out of school adolescent girls</b>	Overall target is 8500 Girls	1709 <sup>10</sup> girls in cohort 1	Project will reach the overall target in 4 Cohorts. Each Cohort will have baseline and end-line so no midline between the project.

Table 7.2: Other beneficiaries (Total over lifetime of the project)

Beneficiary type	Number	Comments
<b>Learning beneficiaries (boys)</b> – as above, but specifically counting boys who will get the	NA	

<sup>10</sup> The quarterly report includes attendance details of these 1709 girls in each quarter. But the overall reach for Cohort 1 is 1709 girls who were enrolled in the CLCs at the start.

same exposure and therefore be expected to also achieve learning gains, if applicable.		
<b>Broader student beneficiaries (boys)</b> – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	4000 boys	200 of these boys would also be those out of school
<b>Broader student beneficiaries (girls)</b> – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	4000 girls	200 of these girls would also be those out of school
<b>Teacher beneficiaries</b> – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	400 teachers	
<b>Broader community beneficiaries (adults)</b> – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	8500 Family members 280 Community gatekeepers 1134 Women-led community networks and other active literate women from the community 400 Young male community members 300 Government authorities and 700 Community members	

Table 7.3: Target groups - by school

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at end-line
<b>School Age</b>			
Lower primary	NA	NA	
Upper primary	NA	NA	
Lower secondary	NA	NA	
Upper secondary	NA	NA	
<b>Total:</b>			

Table 7.4: Target groups - by age

Age Groups	Project definition of target group	Number targeted through project interventions	Sample size of target group at end-line

	(Tick where appropriate)		
Aged 6-8 (% aged 6-8)	NA	NA	NA
Aged 9-11 (% aged 9-11)	√	8 (This # do not include age 9)	1
Aged 12-13 (% aged 12-13)	√	55	18
Aged 14-15 (% aged 14-15)	√	108	38
Aged 16-17 (%aged 16-17)	√	465	82
Aged 18-19 (%aged 18-19)	√	1073	261
Aged 20+ (% aged 20 and over)	NA	NA	NA
<b>Total:</b>		<b>1709</b>	

Table 7.5: Target groups - by sub group

<b>Social Groups</b>	<b>Project definition of target group (Tick where appropriate)</b>	<b>Number targeted through project interventions</b>	<b>Sample size of target group at end-line</b>
Disabled girls (please disaggregate by domain of difficulty)	√	42 (This # was identified through the administration of Washington Group/UNICEF Child Functioning Module)	
Seeing		4	0
Hearing		2	0
Walking		2	0
Self-care		1	0
Communication		4	0
Learning		5	0
Remembering		3	0
Concentrating		3	0
Accepting Change		5	3
Controlling Behaviour		3	2
Making Friends		9	5
Anxiety		15	2
Depression		15	1
Orphaned girls	NA	NA	NA
Pastoralist girls	NA	NA	NA

<b>Social Groups</b>	<b>Project definition of target group</b> (Tick where appropriate)	<b>Number targeted through project interventions</b>	<b>Sample size of target group at end-line</b>
Child labourers	NA	NA	NA
Poor girls	NA	NA	NA
Other (please describe)	NA	NA	NA
<b>Total:</b>		42* *some girls have multiple form of functional limitations	24

Table 7.6: Target groups - by school status

<b>Educational sub-groups</b>	<b>Project definition of target group</b> (Tick where appropriate)	<b>Number targeted through project interventions</b>	<b>Sample size of target group at end-line</b>
Out-of-school girls: have never attended school	√	906	182
Out-of-school girls: have attended school, but dropped out	√	803	218
Girls in-school	NA	NA	NA
<b>Total:</b>		1709	

### Comments on program beneficiaries' number

During the end-line data collection, since all of the CLCs were already closed, FDM was not able to visit CLCs and verify the number of girls enrolled in CLCs. Neither was FDM able to visit school for observation. Hence, EE is not able to comment on the accuracy of the number of beneficiaries presented by the project above. Nevertheless, presented below is the picture of how project reached the direct beneficiaries.

### Data collected for direct beneficiaries

The project is primarily working with Married Out of School (M-OOS) girls (with or without children) between 10 to 19 years of age. These girls have either dropped out of school or have never been to school.

Initially, the project had envisioned identifying 1700 M-OOS girls from two rural municipalities, each of Bara and Rautahat districts, which would constitute an equal proportion of girls between the age group 10-14 and 15-19. However, due to inadequate beneficiaries in the initially proposed municipalities, one rural and one urban municipality, each in Bara and Rautahat respectively, was added. This led to a total number of beneficiaries to be 1709 who enrolled in CLCs by the end of September 2019. All girls were completed the bridge classes and also majority of them were engaged in DTL activities as well.

The project had an assumption of identifying an equal number of MOOS girls that fall into the project sub-groups. This was because there were lesser number of girls aged 10-14 who were married.

For the identification of the beneficiaries, FDM conducted a pre-baseline survey in April 2019 that gathered general demographic information, including the age of the M-OOS girls. The challenges faced during pre-baseline was identifying girls who fall in the age category of 10-19 as most of the girls and their households did not know the actual age of the MOOS girls. However, different probing techniques were used to find out the age of the girls and get their further information into the data collection process. Since FDM collected pre-baseline data for PIN for the identification of the girls, the possibility of girls counting as beneficiaries, who did not fall into the beneficiary's category, was minimized. Furthermore, after PIN received the beneficiaries' details from FDM, several rounds of verification on the beneficiaries was conducted by PIN. When PIN team verified the data, they found that age for many M-OOS girls were wrongly entered. Local partners from PIN corrected the mistakes, removed girls who did not meet the criteria and added more girls who met the requirements. Hence, the project reasonably identified and recruited the girls who met age disaggregation criteria.

The project aims to reach to 8500 M-OOS adolescent girls by the end of the project in a duration of 4 years; which makes up reaching to 2125 girls each year. In year I, the total M-OOS adolescent girls enrolled are 1709. The rest of the target will be reached by including the deficit number of year 1 (i.e.416) in the next Cohort.

The sample 400 girls from each treatment and comparison groups were calculated thereafter where the sample represented at least 50% of the learning centres. Furthermore, to calculate the sample for each of the sub-groups as defined by the project the sample for each sub-group was drawn from total number of beneficiaries and was divided proportionately among each subgroup. The subgroups are as follows:

- M-OOS adolescent girls who have never been to school of age 10-14
- M-OOS adolescent girl who have never been to school of age 15-19
- M-OOS adolescent girls who dropped out from certain grade of age 10-14
- M-OOS adolescent girls who dropped out from certain grade of age 15-19
- This ensured that the sample was representative and reliable for the analysis