

Project Evaluation Report

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Notes:

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



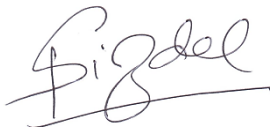
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ABBREVIATIONS

ALP	Adult Literacy Program
ASRH	Adolescent Sexual and Reproductive Health
ASER	Annual Status of Education Report
BL	Baseline
CLC	Community Learning Centers
DTL	Distance Teaching Learning
EE	External Evaluator
EFA	Education for All
EL	Endline
EMIS	Education Management Information System
FCDO	Foreign, Commonwealth and Development office
FCHV	Female Community Health Volunteer
FDM	Foundation for Development Management
FGD	Focus Group Discussion
FP	Family Planning
GBV	Gender Based Violence
GEC	Girls Education Challenge
GESI	Gender equity and Social Inclusion
GWD	Girls with Disability
HH	Household
IO	Intermediate Outcome
KII	Key Informant Interview
LNGB	Leave No Girl Behind
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
M/OOS	Married/Out of School
NDHS	Nepal Demographic and Health Survey
OOS	Out of School
PIN	People in Need
PSA	Public Service Announcement
PSS	Psychosocial Support
SGBV	Sexual and Gender Based Violence
SIP	School Improvement Plan
SMC	School Management Committee
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UK	United Kingdom
WASH	Water Sanitation and Hygiene

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. The Cohort II includes 2,484 girls.

Project Interventions

The project primarily aims to improve literacy and numeracy skills of the enrolled 2,484 girls from Cohort 2. Outlined below are various activities 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 address 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 ensuring sustainability of 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 spread 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 longitudinal design where the participants contacted in the baseline were tracked for inclusion in the endline. The project tracked the Married/Out of School (M/OOS) adolescent girls in the intervention area across each evaluation point – baseline, and end-line for the second 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 the intervention area. 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 47 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

The endline evaluation noted a slight change in the basic characteristics of the girls from baseline to endline. For instance, the proportion of married girls has declined from 18.3% in the baseline to 2.3% in the endline. Consequently, there was a decline in percentage of girls with children. The reason for this was the drop out of girls (from both the project and sample). The overall representation of the ethnic group has not much changed from baseline to the endline. Girls from Terai/Madhesi Dalit hold the highest proportion in the sample both in the baseline and the endline followed by Terai/Madhesi others. The major source of income for the household of sampled girls remains unchanged from the baseline to the endline as agriculture served as the dominant source of household income. Similarly, not many differences were observed in the poverty indicators from baseline to endline.

Additionally, the barriers that the girls have been facing have not changed substantially in the endline. It was noted that parental fear regarding safety issue leading to restriction in mobility, engagement in household chores and poverty are the barriers that are pertinent among the sampled girls. The barriers for the sampled girls of Cohort II are similar to those of Cohort I.

Key outcome findings

Learning Outcome

The learning of sampled girls were measured by using ASER tool which included functional literacy and numeracy skills. The endline evaluation noted a significant improvement in the literacy of sampled girls. The project's contribution for girls' learning improvement in Nepali is worth noting as the proportion of girls in non-learner's category declined significantly from 52.25% in the baseline to 21.3% in the endline. There were only 3.75% of girls who had reached the proficiency level in the baseline while there were 9.8% of girls at the same level in the endline. Compared to the project's target of reaching 50% of the girls in the established learners' category, the evaluation noted that only 23.3% of the girls had reached this category. The learning outcomes in English literacy is slightly poor as compared to Nepali. The data demonstrates that still a higher majority of girls are at non-learners' category. While the proportion of girls falling into this category has decreased from 71.25% in the baseline to 65% in the mid-line, only 2.5% girls have reached the proficient learners category. Likewise, a considerable improvement has been noticed in the numeracy skills of the sampled girls. The endline

evaluation noted a sharp decline of 45% (point percentage) in the percentage of girls in the non-learners' category from 75.5% in the baseline to 30.8% in the endline. Similarly, a vertical increase in the emergent learners' category has been noted from only 21.5% in the baseline to 61% in the endline. The evaluation noted that 1354 girls gained learning improvement compared to 869 targeted girls signifying overachievement of the target set at baseline. The contribution of project in bringing the out-of-school girls to community learning centers and making them able to scale up their learning scores is therefore commendable.

Transition Outcome

The endline evaluation has observed positive impact in terms of transition outcome. It was observed that majority of the sampled girls have enrolled back to school. Among total sampled girls, 69.8% have transitioned to school signifying a huge achievement of the project in being successful to bring such a large number of girls to school. Moreover, looking at the project monitoring data, it was noted that the project overachieved the target where 1905 girls had successful transition as compared to 994 targeted girls. However, it was also noted that 22.3% of the sampled girls reported of doing nothing at the time of data collection from external evaluation. The reason is because the project was yet to provide technical and vocational training to the girls who wanted to start their own business as one of the transition pathways envisioned by the project.

Sustainability Outcome

The sustainability score achieved by the project in endline is twice as much in baseline (16.67% vs 30%). While the score shows improvement over the course of time, it should be noted that the figure in the endline is almost half the target set by the project at baseline. Despite remarkable improvement in the learning and transition outcome, the project had a lot of room for improvement in its sustainability outcome. Even though the project had worked on most of the barriers that the girls were facing and successfully enrolled a significant proportion of girls in school, retention of the girls was a big challenge for the project. The community level sustainability indicators have improved from baseline to endline however, the travel restriction still remains a barrier for girls. The project was unable to complete its school level activities due to the impact of COVID-19 hence, only limited progress has been noted in the school level sustainability indicators too. The evaluation also warranted a need for intensive engagement of local government as no evidence of incorporation of project activities have been noted in the local government.

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 endline. The evaluation observed improvement in girls' attendance in the CLCs where the findings exceeded the projects target. While the project had targeted 70% of girls would attend 70% or more of the classes, the data provided by PIN showed that 79.83% of the girls attended the targeted number of days at CLCs. Support from households in attending the CLC classes had contributed to this change. The engagement of change champion played an important role in changing the attitude of parents for providing support to girls to attend CLCs by assisting them in their household chores.

A slight improvement has also been observed in terms of the girls' household decision making index. The index stood at 42.7% in the endline marking an improvement by a 5% increase from baseline. However, the project has not been able to meet its target in the household decision making index score. Even though, the project has been able to build some confidence among girls, in the project

area, the major decision is taken by the eldest member of the family. As a result, the girls' power over major decision like joining schools or getting married have been minimal as noted by the endline evaluation.

The study observed a positive shift in girls' life skills as measured by financial literacy, and knowledge, attitude and practice regarding family planning indexes. The financial literacy score in the endline reached 75% from the baseline value of 67.5%. Likewise, the family planning index score increased from 7.91% in the baseline to 9.1% in the endline. The change in knowledge, attitude, and practice among the sampled girls including Muslim girls could be due to the financial literacy and 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.

Likewise, another indicator of life skills among girls i.e., the girls' social skills, has slightly improved since the baseline. It was noted that the average score in self-efficacy changed from 30.3% to 41.5% in the endline. It was evident from the qualitative discussion that the confidence of the girls had improved as compared to the baseline. The girls were able to share the issues related to ASRH with parents and researchers which was not the case in baseline. However, pressing patriarchal gap related to girls' limited role in decision-making and freedom of mobility still prevails.

The parental attitude has improved in the endline in the project area. Their knowledge and attitude toward supporting girls' education has positively increased. This change was due to the parental participation in various engagement activities run by the project to create supportive and enabling environment for the girls. In this regard, the project has been successful in fostering positive social norms among the community people.

The project had envisioned supporting the girls by providing cash/kind support to start their own business. At the time of data collection, only 15% of the girls' household reported receiving such grants. This was because the project had not yet completed the Technical and Vocational Education and Training (TVET) and started distributing the support. Almost all of those who received support reported to have used the grant for buying essential school materials required for girls.

Conclusion and Recommendation

The endline evaluation witnessed a positive improvement in terms of girls' learning and transition outcome as compared to the baseline. Only a slight improvement in the sustainability outcome was noted, thus the evaluation found potential for future improvement. Positive improvement has also been noted in most of the intermediate outcomes with room for improvement in few areas. Based on the findings, the endline evaluation has put forward some recommendations for the project to incorporate in future programmatic improvement. Considering the findings, it has been suggested that the length of the bridge class should be increased so that the project can ensure promotion of the enrolled girls to higher grades. With regards to the barriers that the girls are facing, external evaluators recommend including some livelihood related intervention to overcome poverty related barriers. Considering the barrier in restriction of mobility, small-scale business has been suggested to be conducted in groups. Considering the sustainability, if the project aspires confidence building and subsequent decision making power among all the girls, EE recommends engaging the girls more intensively throughout the project period and not only for a few months. In addition to this, considering household chores as a barrier for girls, EE suggests engaging the parents more in parental engagement activities.

BACKGROUND TO THE PROJECT

Introduction

Social progress is unattainable without emphasis on education. Envisioning a better future in education, the constitution of the country ensures for provision of education to all. In this context, development has been made with time in education sector where several initiatives such as School Sector Reform Plan, School Sector Development Plan, and Education For all (EFA) have largely contributed to increasing enrolment and enhancing the quality of education. Article 30(2) in the Constitution gives citizens the right to acquire free and compulsory education up to grade 8 and free school education up to grade 12¹.

Despite such existing national level legal frameworks, marriage before 20² years continues to strike as one of the major impediments in the development of the country. Early marriage remains as one of the prominent factors leading to higher dropout rates among adolescent girls. The presence of gender inequality and orthodox practices has derailed the education status of the country and as a result girls have lower levels of numeracy and literacy. The Nepal Demographic and Health Survey (NDHS) 2016 survey also showed that the adolescent marriage rate in Province 2 of Nepal is 23%, and 18% of girls aged 15-19 had already begun childbearing, both being the highest of all provinces. Similarly, it also showed that the province's net attendance ratio for adolescent girls in secondary level is the lowest of all provinces (42%)³, due to high school dropout rates. Consequently, these lead to lower levels of numeracy and literacy among adolescent girls.

Province 2, one of the seven provinces of Nepal, is a niche to people coming from mixed ethnic groups, notably Madhesis, a category of Hindu ethnic and linguistic groups historically distinct from the Gangetic plain and Pahadis from Nepal's hill region. The area has the highest rates of illiteracy (41%) in the country, with the highest proportion of girls and women who have never attended school (58.7% of women as compared to 32% of men). The province thereby presents a dismal situation till date. In addition, early marriage & pregnancies contribute to the early dropout among girls aged 12-17 years. In province 2, Rautahat and Bara are two prominent districts, ranked at the bottom (red zones) in the Equity Index 2018. Both are situated in the south-eastern region of Nepal. These are the two least performing districts within Province 2 in terms of development indicators, especially relating to girls' education and life outcomes.

Here, early marriage is one of the leading causes for the rate of incessant dropouts, low attendance, and illiteracy. Moreover, the M/OOS adolescent girls of these areas have a significant age gap with their spouses and in-laws, which lowers their bargaining power, and this pretense serves as a barrier in fulfilling their education. Moreover, the adolescent girls are found to confront several obstacles on the individual, community, and systemic levels because of their low social status, which lowers their agency; access to education, information, and services; and self-value.

This contested situation depicts that despite the efforts of national and international organizations in ensuring equal education for all, the results are dismal. There is still a lag in educational achievements across such communities, ethnic groups, and administrative boundaries. Moreover, the findings from the erstwhile research conducted by PIN Nepal in 2019 also strongly highlighted similar hindrances

¹ The federal government should let local governments take care of education, Retrieved from <https://tkpo.st/2kN8krk>

² UNFPA. Policy Brief 2016. Ending Impunity for Child Marriage in Nepal. Retrieved from https://nepal.unfpa.org/sites/default/files/pub-df/Ending%20Impunity%20for%20Child%20marriage%28final%29_25Nov16.pdf

³ Ministry of Health, 2016. Nepal Demographic and Health Survey. Retrieved from <https://www.dhsprogram.com/pubs/pdf/fr336/fr336.pdf>

such as early marriages and other harmful social practices, to be contributing to early dropouts of adolescents from schools. Furthermore, research findings also stated that the presence of law enforcement agencies was weak with a lackadaisical approach in addressing the severity of the situation. In this regard, PIN has envisioned enrolling girls into formal school or transitioning them to safe employment through the implementation of Aarambha Project. Aarambha Project is funded by the UK AID flagship Girls' Education Challenge (GEC) program's Leave No Girls Behind (LNGB) window. The project aims to mitigate the risk of early marriage among Out-of-School (OOS), adolescent girls, to uplift their social status and help them lead healthy, safe, and educated lives. The project carefully considers the significant issues identified during context and marginalization analyses while planning and implementing its interventions.

Target beneficiary group

The project's direct beneficiaries include out-of-school (OOS) 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: 2484 OOS adolescent girls
- Age: 10-14 years: 1937 OOS adolescent girls
- Age: 15-19 years: 547 OOS adolescent girls who are married or promised to be married
- Marital Status: married (538) and unmarried (1916) or in a union or is waiting for "Gauna" ceremony, or promised to be married (27) and divorced (3)
- School Status: out-of-school girls who have never attended school (1517) and out-of-school girls who have attended schools but have dropped out at Grade 7 or below (967)
- Residence: living in the project target area for that specific Cohort (All 2484 girls)

With regards to Cohort II, the initial identification of primary beneficiaries was conducted through communication with schools, Female Community Health Volunteers (FCHVs), health posts, and local authorities including local and ward level representatives and officials. Further identification and verification were conducted by the People in Need on the household level during the pre-baseline. The beneficiaries identified during the pre-baseline were enrolled in the Community Learning Centers (CLCs) by the project team, during which further verification of the eligibility was done.

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 the project's theory of change.

Table 1: Theory of Change

Impact: Improved life chances of married out of school (M/OOS) adolescent girls in Central Terai				
Outcome	(O 1) Improved learning outcomes for M/OOS adolescent girls	(O 2) Increased transition into formal education, informal literacy, or vocational training according to M/OOS girls' life plans	O 3) Communities', schools' and authorities' gender-equitable attitudes sustain improved life chances for M/OOS adolescent girls and prevent early marriage	
Risks & Assumptions	<p>Community Learning Centers or other units are available</p> <ul style="list-style-type: none"> - Education Review Office is open to collaboration on formal certification - Families will accept M/OOS participation, including those with high domestic labor burden and unsupportive of and perceiving low-value girls' education - Adaptations for M/OOS with learning disabilities are feasible within the value for money (VfM) considerations 	<ul style="list-style-type: none"> - SRHR services are available and accessible for M/OOS girls. - Local trainers from women-led community networks are available and willing to participate in the programs. - Backlash against improved negotiation skills can be mitigated (Output iv) 	<ul style="list-style-type: none"> - Lack of available trainers for girls' and boys' workshops who meet the criteria are available - No political interference in the school-based project activities. - Collaboration between schools and relevant authorities is functional. 	<p>The local government is functional and staffed.</p> <ul style="list-style-type: none"> - Authorities are open to the inclusion of M/OOS girls in service provision. - Collaboration between schools and relevant authorities is functional. - Community members willing to become Gender Change Champions. - Change Champions recognize unique needs of various sub-groups (girls living in poverty, girls with disability (GWD)s, Sexual and Gender Based Violence (SGBV) survivors, etc.)
Int. Outcome	(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	IO 4) Communities and authorities foster positive social norms that encourage delayed marriage and realization of M/OOS girls' life plans
Output	1) Improved access to numeracy & literacy courses for M/OOS adolescent girls	2) Access to life skill training, 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	(IO 4) Communities and authorities foster positive social norms that encourage delayed marriage and realization of M/OOS girls' life plans
Activities	<ul style="list-style-type: none"> i) Identification and training of female trainers ii) Curriculum development iii) Engagement with participants' families iv) Literacy and numeracy courses v) Catch up classes 	<ul style="list-style-type: none"> i) Formative research ii) Identification and training of female community mentors iii) Curriculum development iv) Life skill workshops, coaching, and life planning sessions v) Cash Assistance for peer-selected training & projects 	<ul style="list-style-type: none">) Training of mentors to lead workshops ii) Her Turn - gender-transformative workshops within and out of school girls iii) His Chance - gender-transformative workshops within and out of schoolboys 	<ul style="list-style-type: none"> i) Gender transformative workshops for M/OOS girls' families delivered by community and religious leaders ii) Cash grants for M/OOS girls' family members to pursue life plans iii) Training for local government officials. iv) Gender transformative community events led by Gender Change Champions

		that address health, safety, and livelihood needs	iv) Gender-responsive pedagogical training for teachers to create safe learning environments	
Barriers	<p>Individual-level:</p> <ul style="list-style-type: none"> - Early marriage, pregnancy, and childbirth. (IO2) - Limited access to literacy, numeracy, or transitional programs. (IO1) - Social isolation, lack of peer support network. (IO2) - Limited access to family planning; motherhood, early pregnancy, and childbirth-related health problems. (IO2) - Limited life skills: low levels of self-esteem, agency, confidence, and ability to negotiate important life decisions. (IO2) - Vulnerability to or experience of SGBV. (IO2) - Power dynamics in the household - the burden of household chores, the age difference between spouses, intrahousehold bargaining power. (IO2) - Ethnic and caste status. - Low Nepali language competency (school medium language). (IO1) 		<p>Community, School, and System Level:</p> <ul style="list-style-type: none"> - Low social status of daughters-in-law: unpaid work, lack of decision-making power. (IO4) Risks & Assumptions - Harmful social norms and practices: mobility restrictions, menstrual restrictions, demands to bear children, early marriage. (IO4) - Lack of gender-responsive, safe, and enabling schools' environments: lack of sufficient & adequate WASH facilities, gender sensitized teachers, the prevalence of corporal punishment, bullying of married girls, education in minority mother tongues, lack of teachers from ethnic and caste minority backgrounds. (IO3) - Poor implementation of policies, strategies, and programs preventing married adolescents from dropping out and encouraging M/OOS to reenroll. (IO3, IO4) - Lack of services available to M/OOS adolescent girls. (IO1, IO2, IO3, IO4) - Poverty within the community prevents families' investment in educational opportunities for their children. (IO2, IO4) 	
Low social status of M/OOS adolescent girls leads to a low agency, low self-esteem, and limited access to information				

Through Output 1, the intervention aimed to ensure that girls will have access in attending, literacy and numeracy courses that will improve their learning outcomes. The literacy course inculcated 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 intended to allow girls to acquire the additional skills needed to develop personal agency and pursue their life plans. Life skills sessions were administered which was based on gender transformative approach as moduled by PIN and emphasis was given to improve girls' non-cognitive skills such as negotiation skills, self-esteem, problem-solving, reasoning, decision making, and communication. These sessions imparted critical cognitive skills for OOS adolescent girls that enabled them to identify health and safety-related issues. The intervention desired that after the enrolment, the OOS girls were able to make life plans to pursue either formal or informal educational opportunities or careers. These life plans were developed through the coaching session with community mentors. The life plans basically included ways and procedures to help girls identify how they will transition and where they would transition- either to school through re-enrolment or choose vocational training.

Under output 3, schools, teachers, and student bodies supported in creating enabling environments for OOS adolescent girls whose life plans include transitioning into formal education. The project provided teachers with Gender Transformative Workshops to create school as a safe space with

gender-responsive pedagogies, school management and action plans. Similarly, students underwent gender-transformative workshops that enabled them to report about violence and harassment within schools and create supportive student-led peer networks. PIN's existing work with schools in Nepal has produced evidence that this output has directly led to the enrolment of out-of-school girls and boys into formal education.

Within output 4, change champions from the community were mobilized to challenge harmful social and gender norms that affect OOS adolescent girls in creating a promising and encouraging environment. Furthermore, the project worked with OOS adolescent girls' families, government officials, community decision-makers focused on change in the social context to enable OOS adolescent girls to pursue their life plans.

Table 2: Summary of direct beneficiaries

Direct beneficiary numbers	Total figures Cohort I Baseline 2020	Cohort II Baseline 2021	Total aggregate value of Cohort I and II
Total number of girls targeted in cohort 2	1709	2125	4193 (1709+2484)
The total number of girls is expected to reach by end of the project	8500	8500	8500
Education level	The proportion of total direct beneficiaries		
Never been to school	53%	61%	58% (C1-903, C2-1517)
Been to school but dropped out.	47%	39%	42% (C1-806, C2-967)
Age banding (The age bandings used is appropriate to the ToC)	The proportion of total direct beneficiaries		
10 to 14	6%	78%	49 % (C1-109 C2-1937)
15 to 19	94%	22%	51 % (C1-1600, C2-547)

Table 3: Level of schooling before dropping out

Level of schooling before dropping out	The proportion of cohort I direct beneficiaries (%)	Proportion of cohort II direct beneficiaries (%)	Data source
Never been to school	53%	61%	Project's CLC enrolment data
Grade 1	1%	9%	
Grade 2	7%	23%	
Grade 3	6%	23%	
Grade 4	8%	16%	
Grade 5	11%	16%	
Grade 6	3%	6%	
Grade 7	2%	5%	
Grade 8	5%	NA	
Grade 9	2%	NA	
Grade 10	2%	NA	

	Note: As per the pre-baseline report for cohort II, the average duration of time OOS adolescent girls dropped out is four years.
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Table 4: Intervention pathway

Pathway	Which girls follow this pathway?	Number of girls following this pathway for Cohort II	Time duration of the intervention	Number of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
Literacy and Numeracy classes Life skills courses	Younger (10-15) married OOS adolescents without children	20	10 months	4	Level 0-1 of functional literacy and numeracy defined by the project	Improved functional literacy and numeracy by one grade/level, the highest being Level 3.	Formal school re-enrolment to the grade corresponding to 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	1					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	236					Formal school re-enrolment to the grade corresponding to their literacy level post
	Older (16-19) married OOS	312					Informal literacy enrolment, informal

Pathway	Which girls follow this pathway?	Number of girls following this pathway for Cohort II	Time duration of the intervention	Number of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
	adolescents with children						vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000

Table 5: Indirect beneficiary groups

Group	Interventions received	Total number reached for Cohort II
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	0
In-school boys (Output 3)	Gender transformative workshops	0
Families (Output 4)	Gender transformative workshops, events led by Change Champions	2381
Community gatekeepers (Output 4)	Gender transformative workshops, events led by Change Champions	96
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	122
Young male community members (Output 3)	Life skills training to work with adolescent boys	0
Teachers (Output 3)	Gender responsive pedagogical training	116
Government authorities (Output 4)	Gender transformative workshops	96
Community members (Output 4)	Community orientation at CLC level, events led by Change Champions and radio PSA/program	6000

Source: Project monitoring data

ENDLINE EVALUATION APPROACH AND METHODOLOGY

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 endline evaluation to inform project on what worked well and what needed changes. For Cohort 1, endline evaluation was conducted in December 2020 to answer the following evaluation questions

1. *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?
2. *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?
3. *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?
4. *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?
5. *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?

Considering the disruption caused by the Covid-19 pandemic in the project activities, following were the questions finalized by the EE in the endline evaluation:

- Was Aarambha project successfully designed and implemented? How flexible was Aarambha project to respond to the COVID-19? How did the project adapt according to the pandemic context and how effective is the adaptations?
- What changes did the Aarambha funding have on the learning and transition of M/OOS girls since baseline? What new challenges to learning and transition of girls have emerged due to the COVID-19?
- How sustainable were the activities implemented by the Aarambha and was the program successful in leveraging additional interest and investment? In the 'new normal (COVID and Post COVID)' context, how did the project engage stakeholders in ownership and sustaining the project activities implemented by Aarambha project?

- What were the unintended outcomes of the project, if any?
- What works to facilitate the transition of M/OOS girls through skill development interventions and increase their employability?
- What programmatic changes are required for improved project implementation in upcoming cohorts

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 was the project 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?	FGD with M/OOS girls	Score from ASER
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	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	N/A

Evaluation question	Qual data/analysis required to answer question	Quant data/analysis required to answer question
within which they can pursue life plans	campaigns to make community people aware about the issue of early marriage.	

Overall evaluation design

The Arambha Cohort-II end line evaluation implemented pre-post research design like baseline evaluation to measure changes that are contributed by the project interventions. Longitudinal mixed methods approach was carried out where both quantitative and qualitative methods of data collection was adopted and later permitted to be triangulated. Quantitative data provided the numerical result of the intervention, whereas the qualitative information explored, validated and augmented the quantitative findings. The evaluation was guided by simultaneous approach where the qualitative and quantitative data are collected during the same timeframe but independently, unlike baseline evaluation where sequential approach was carried out. Since the evaluation carried out data collection simultaneously, FDM made sure to select different individuals for both quantitative and qualitative data collection to avoid the potential bias that could introduced through data collection.

The respondents for the end line evaluation included project's primary beneficiaries who were unmarried and married OOS adolescent girls between the ages of 10-19 years. Along with these primary beneficiaries, such as parents of the OOS girls, CLC facilitator, change champions, school head teacher/teacher, and government officials were other key stakeholders who were consulted during qualitative data collection. As the project is working with girls in a single cohort, the same groups of girls who were studied in baseline evaluation were tracked for the end line evaluation.

A detailed methodology of the endline evaluation has been presented in Annex 2.

CONTEXT, EDUCATIONAL MARGINALIZATION, AND THE INTERSECTION BETWEEN BARRIERS AND CHARACTERISTICS

The below section discusses about the characteristics of the sampled population that was identified during endline and has been compared against the baseline. The characteristics have been defined on the premises of the study area and provided context of girls across different subgroups. The major characteristics that have been taken for both the endline as well as baseline study are: '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'.

Characteristics

Slight changes have been observed in the basic characteristics of the girls from baseline to endline. For instance, the proportion of married girls has declined from 18.3% in the baseline to 2.3% in the endline. The reason for this was the drop out of girls (from both the project and sample). Only a few of the married girls remained in the sample and most of the married girls who were lost in the follow up from sample were replaced by the unmarried girls. In the sample, the percentage of married girls waiting for Gauna were 3% in the baseline which has decreased to 1.80% in the endline signifying that some of the girls must have married during the period and some were replaced in the sample. Since the proportion of married girls declined, the girls with children also declined in the sample from 13.5% in the baseline to 1.50% in the endline. All these characteristics indicate that the married girls, the girls waiting for Gauna and the girls with children are at a higher risk of dropping out of the project. Hence, project needs to adopt strategies to retain these girls from dropping out of the project. More detail on this has been discussed in the barriers section below.

The girls aged 10-14 were 63% in the baseline while the girls representing the same age group were 71.3% in the endline. The girls representing the age group 15-19 were 28.70% in the baseline while 37% in the endline. The girls from Muslim community were 25.75% in the baseline while 27.3% in the endline. These minor changes in the age distribution and ethnic representation have been caused by the replacement of the lost girls.

Table 7: Basic characteristics of girls.

Characteristic/Barrier	The proportion of baseline sample (%)	Endline
Married	18.3%	2.3%
Married but waiting for Gauna	3%	1.80%
Girls with children	13.5%	1.50%
girls aged 10-14	63%	71.3%
girls aged 15-19	37%	28.70%
Muslim girls	25.75%	27.3%
Never been to school	52.50%	41%
Dropped out	47.5%	59%

Ethnicity

The overall representation of the ethnic group has not much changed from baseline to the endline. The table below shows that the girls from Terai/Madhesi Dalit hold the highest proportion in the sample both in the baseline and the endline with 35.3% in baseline to 36.5% in the endline followed by Terai/Madhesi others with 27.5% in the baseline to 34.0% in the endline. The major change observed was in the representation Terai/Madhesi Janajati whose proportion in the sample declined from 11.5% in the baseline to 2.3% in the endline. The changes in the ethnic representation are accounted by the replacement of the sample for those girls who were lost from baseline to endline.

Table 8: Ethnic representaiton of the sample girls

Characteristics	Overall		Sub-groups			
			10-14		15-19	
	BL(n=400)	EL(n=400)	BL(n=252)	EL(n=285)	BL (n=148)	EL(n=115)
Terai/Madhesi Dalit	35.3%	36.5%	34.9%	38.2%	35.8%	32.2%
Terai/Madhesi Janajati	11.5%	2.3%	9.5%	1.8%	14.9%	3.5%
Terai/Madhesi others	27.5%	34.0%	33.7%	33.0%	16.9%	36.5%
Muslim	25.8%	27.3%	21.8%	27.0%	25.8%	27.8%

Language:

In case of the language spoken, it was discovered that while in the baseline, only 50% of the girls were found to be speaking Bhojpuri, it has now reached to 73.8% in the end line. Meanwhile, the number of girls speaking Bajika declined in the end line at 26.3% only. Nevertheless, it still can't be ignored that in the project area both the languages are widely used and the girls have been found to be using both the language interchangeably. Hence, the change between these two languages does not matter. The main point here remains the concern that none of the girls reported Nepali to be their commonly spoken language which signifies that the girls are still not using Nepali language as a means of communication. This fact might lead to the girls' facing problems in their CLC classes understanding the language where the language of instruction is mainly Nepali. This might be the reason that the CLC facilitators had to use local language to make the girls understand the content of the curriculum.

Table 9: Language spoken by girls

Characteristics	Overall		Sub-group					
			10-14		15-19		Muslim	Non-Muslim
	BL(n=400)	EL(n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	EL (n=109)	EL (n=291)
Bhojpuri	50%	73.8%	45.6%	69.1%	57.4%	85.2%	72.5%	74.2%
Bajika	50%	26.3%	54.4%	30.9%	42.6%	14.8%	27.5%	25.8%

Household Income

Talking about the major source of household income, the major source remains unchanged from the baseline to the endline. Agriculture serves as the dominant source of income for the HH of sampled girls where 52.2% of the girls' household rely on agriculture for their income in the endline as compared to 62.5% in the baseline. This was followed by reliance on daily wages, with 33.2% in the baseline and 34.3% in the endline. Looking at the sub-group analysis, it is evident from Table 10 that there is not much difference in the sample representation in any sources of income by age group and ethnicity. The findings indicate that in the project area, most of the people follow similar kind of profession irrespective of their age or ethnic differences.

Table 10: Major source of household income

Characteristics	Overall		Sub-group					
			10-14	10-14	15-19	15-19	Muslim	Non-Muslim
	BL(n=400)	EL(n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	EL (n=109)	EL (n=291)
Agriculture	62.5%	52.2%	63.1%	50.3%	61.5%	56.9%	53.9%	51.5%
Livestock rearing	1%	4.0%	0.8%	4.2%	1.4%	3.6%	0.6%	5.3%
Job/Services	0.3%	0.3%	0.4%	0.5%	0	0.0%	0.0%	0.5%
Business	-	4.3%	-	3.7%	-	6.0%	6.6%	3.5%
Daily Wage	33.2%	34.3%	32.9%	35.6%	33.8%	31.1%	30.5%	35.8%
Foreign employment	3%	4.8%	2.8%	5.8%	3.4%	2.4%	8.4%	3.5%

Household and Girls Characteristics:

The table below shows different household characteristics which were defined in the baseline for the sampled girls. It is evident from Table 11 that there has been a sharp decline in the sample of girls with children from 13.5% in the baseline to 1.5% in the endline. As explained above, the replacement has caused this change in the sample. The households whose household head had no/limited education remained almost similar during the intervention period with 93.3% in the baseline and 89.5% in the endline. Since there is higher representation of the household head in the category of illiterate/below primary level of education, it can be implied that the undereducation of the household head might have caused these girls to remain out of school. Alongside, since this region largely comprised the same ethnic groups in the sample, it was noticed that there wasn't much difference in the size of the families. For instance, the households having 5 or more members in the family were 95.3% in the baseline compared to 93.3% in the endline. Having a larger family could have several implications like poverty leading to inability to afford for girls' education or increased HH chore burden leading to drop-outs from school or frequent absenteeism in the school.

Table 11: Girls and household characteristics

Characteristics	Overall		Sub-group					
			10-14		15-19		Muslims	Non-Muslims
	BL(n=400)	EL(n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	EL (n=109)	EL (n=291)
Girls with children	13.5%	1.5%	0	0.0%	36.49%	5.2%	1.8%	1.4%
Head of the household has no/ limited education	93.3%	89.5%	92.5%	90.9%	94.6%	86.1%	87.2%	90.4%
Households having 5 or more members	95.3%	93.3%	94.8%	93.7%	95.9%	92.2%	94.5%	92.8%

Poverty and poor household

The household questionnaire contained different variables which were aggregated together to calculate the household poverty. Table 12 presents the summary of the change in representation of sample in terms of poverty indicators. Similar to other characteristics, not many differences were observed in the poverty indicators from baseline to endline except for HH who reported to have gone hungry to sleep often many days in the past year from 72.3% in the baseline to 62.8% in the endline. While the exact reason could not be explored because of the nature of the study, it could be reasoned that the long period of lockdown imposed during the first wave of the pandemic lead many people to being unemployed as compared to the second wave when the lockdown was lifted early and people could earn for their family. It is also evident from the table that most of the household belong to poor household. The differences in the poverty indicator among Muslim and non-Muslim community gives an indication that HH of girls representing non-Muslim community are relatively poorer than the Muslim community. However, when tested statistically, the difference remains insignificant.

The overall poverty characteristic portrays that the girls come from marginalized, economically poor background. As a result, this might have significant implication in the girls being OOS. A more detailed analysis of poverty has been presented in the barriers section below.

Table 12: Household poverty

Characteristics	Overall		Sub-group					
			10-14		15-19		Muslims	Non- Muslims
	BL (n=400)	EL (n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	EL (n=109)	EL (n=291)
Household not having land for themselves	41%	40.8%	43.7%	46.3%	36.5%	27.0%	31.2%	44.3%
Roof made of hay	33.3%	39.8%	38.5%	46.0%	24.3%	24.3%	27.5%	44.3%

Unable to meet basic needs	53%	49.5%	54.4%	56.8%	50.7%	31.3%	38.5%	53.6%
Gone hungry to sleep many days in the past year	72.3%	62.8%	73%	62.5%	70.9%	63.5%	53.2%	66.3%
HH with not having enough cash income	51.9%	47.8%	48.4%	48.4%	59.5%	46.1%	36.7%	51.9%

Barriers

The project, in its theory of change had outlined barriers to girls' learning and transition based on their experience of working with adolescent girls. The prominent barriers identified in the 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' by the project. In addition to those identified in the baseline, project had outlined social isolation, lack of peer support network, limited access to literacy and numeracy, limited access to family planning, early marriage, limited life skills- low levels of self-esteem, and vulnerability to or experience of GBV as other barriers to learning for the OOS girls. Apart from the barriers outlined by the project and those identified in the baseline, the endline evaluation showed 'Safety issue', 'Unsupportive parents', 'Household chores' and 'Poor household' as key barriers to OOS girls' learning and transition. The analysis has been outperformed considering the same for the endline and it has been presented in this section to compare the changes that might have occurred in due course of time along with the endline.

Safety issue and restriction in mobility:

In the project area, all the stakeholders consulted unanimously highlighted the fact that the girls were restricted to travel to a different locality from their home community alone. If she must go somewhere for study or for any sort of work, she has to be accompanied by one of the family members. It was evident from the discussion that there had been past events related to eve teasing to and from school, unaccompanied girls eloping and news of girls being raped when travelling alone. Due to these negative occurrences in the neighbourhood, the parents restricted the mobility of the girls. The issue was not only limited to safety of the girls, but also the fear of tainting the reputation of the family if similar news was to be associated with their own girls. Hence, the parents are not willing to send their daughters to school if the school lies in far proximity. The endline evaluation showed that 47.8% of the parents felt that it was unsafe to travel to and from school which is slightly less than that the baseline value of 51.8%. The evaluation did not notice significant difference in the safety concern across different age group or ethnicity when tested statistically. However, from the qualitative lens, the researchers perceived that the restriction in mobility was slightly more evident among the girls representing Muslim community compared to girls from other ethnic backgrounds.

Restriction in mobility is pertinent in the project area since Cohort I and it still remains as a barrier for both learning and transition outcome. Since this issue is deeply rooted, it is less likely that the project will be able to change this barrier. However, the project can work at the system level and advocate for arranging transportation facility for the girls enrolling in public schools to make their travel safer and address the barrier pertaining to restriction in mobility. Additionally, encouraging the mobility of

girls in groups might help address this barrier unless the attitude of the whole community changes. For instance, girls of same age group could be encouraged to go the same school and travel in groups. As for older groups, the project could create groups based small entrepreneurship where girls can work in the same business.

Table 13: Parents reporting unsafe to travel to and from school

Safety issue	Overall		Age group				Ethnicity			
			10-14		15-19		Muslim		Non-Muslim	
	BL (400)	EL (n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	BL (n=103)	EL (n=109)	BL (n=297)	EL (n=291)
Fairly unsafe to travel	51.8%	47.8%	49.2%	48.1%	56.1%	47.0%	61.2%	44.0%	48.5%	49.1%

Unsupportive Parents

Unsupportive parents were another barrier identified by the project in its ToC and EE in the baseline. As per the baseline, four questions were analyzed to measure this as a barrier, i.e., ‘does not get support to join school/formal class (support in life plan)’, ‘does not get support to participate in training (support in life plan)’, and ‘does not get support to initiate business (support in life plan)’. Overall, there was a significant change in the percentage of parents providing support to girls to join the formal school. In the baseline, the data showed that 48.8% of parents were unsupportive towards the girls to join formal school which drastically reduced to 0.3% in the endline. This can be linked to the parental engagement activities run by the project which contributed to this change among the parents.

In terms of support to participate in training (support in life plan), the parental attitude was pretty good in the baseline where only 0.5% of them were unsupportive which has changed to 0.8% coming to the endline. It is evident from the qualitative findings too, that the parents of those girls who wanted to start their own profession (older girls) were keen in seeing their girls being skilled in some vocation so that they can earn some money for themselves, and their family members later rather than just learning to read or write.

On the other hand, for the case of those girls who didn’t get any support in terms of initiating business stood at a figure of 0.3% in the end line compared to 75.0% in the baseline. The data shows that parents reported to be supportive towards girls if they want to initiate any small-scale business with the help of the project.

However, during qualitative consultation with parents, EE have discovered that parents were a bit apprehensive about sending their daughter to schools. This was because parents did not want their daughters out of house for long hours. In addition, parents feared that if girls go to school or start their business, they might not do household chores or take care of their family. It is important to note the aforementioned barrier about security concerns had played a vital role in shaping their practice about not supporting girls in their aspirations. Moreover, it was also evident from the different qualitative consultations that the parents are relying fully on the externally funded project for sustaining the life-plans of the girls. This is especially evident from parents’ perspective where they

stated that they will help girls with the HH chores if the project provides all other necessary support for the initiation of business.

I am ready to support my girl with her tailoring job. But I am unable to provide her the necessary equipment or financial support if she wants to expand the business. It's okay for her to work on the business that Aasman Nepal helps her to start with.
A father from Rautahat

Table 14: Parents reporting supportive behavior in girls' life-plans

Unsupportive parents	Overall		Age group				Ethnicity			
			10-14		15-19		Muslim		Non-Muslim	
	BL (400)	EL (n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	BL (n=103)	EL (n=109)	BL (n=297)	EL (n=291)
Doesn't get support to join formal school (support life plan)	48.8%	0.3%	50.4%	0.4%	45.9%	0.0%	49.5%	0.9%	48.5%	0.0%
Doesn't get support to participate in training (support in life plan)	0.5%	0.8%	0.8%	1.1%	0.0%	0.0%	1.0%	0.9%	0.3%	0.7%
Does not get support to initiate business (support in life plan)	75.8%	0.3%	75.0%	0.4%	77.0%	0.0%	72.8%	0.0%	76.8%	0.3%
Does not get to support bridge course	-	0.5%	-	0.71%	-	0.0%	-	0.0%	-	0.7%

Household chores

High burden of household chores has been identified as one of the most common barriers in the project's ToC. This very barrier has been pertinent in both Cohort I and Cohort II baseline. All stakeholders have unanimously agreed that girls tend to quit schooling because of the high volume of household chores that they have to perform in their respective households. Even if they are allowed to attend school, there is the accustomed culture that they have to prioritize taking care of the household chores first and then go to school. While EE strongly recognized that HH chores have affected the schooling of girls, it is just a normal routine for girls in the intervention area. Neither the girls nor the parents consider it as a barrier. The girls are happy to finish their HH chores before their

studies. They manage time for assignment even after finishing the HH chores and never complain about it. Thanks to the management of CLC timing which allowed girls to complete their duty at home and yet attend classes. However, despite their perception of HH chores as a normal duty, EE have identified it as a major barrier as the girls prioritize HH chores to school, tend to skip classes during crop harvesting season and get less time in their home to practice the sums taught class. It is also evident from the data that still 58.3% of the girls are engaged in household chores for most of their day-time at home which was reported to be 73.3% in the baseline.

I finish all of my work at home before I go to school. I make time to do my homework at night when I finish my evening duties.
A girl from Maulapur RM

While household chores have been a prominent barrier for girls, it does not appear to be of concern to boys. This clearly shows gender disparity in the household division of labor and implies that boys are at less risk of dropping out or remaining absent in the school.

I haven't seen my brother doing any household chore. He instead roams around village with other boys of his age. None of the boys in our community have to perform HH chores as we do.
A girl from Maulapur RM

Table 15: Engagement in household chores

Household chores	Overall		Age-group				Ethnicity			
			10-14		15-19		Muslim		Non-Muslim	
	BL (400)	EI (n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	BL (n=103)	EL (n=109)	BL (n=297)	EL (n=291)
Has to perform household chores most of the day	73.3%	58.3%	79%	59.3%	63.5%	55.7%	67%	55.0%	75.4%	59.5%

Early marriage, pregnancy, and childbirth. (IO2)

The project, in its ToC, has identified early marriage, pregnancy, and childbirth as one of the barriers to education. This holds true for the endline of Cohort II as in Cohort I. EE have noticed that once the girls are married off, there is a high chance that they drop out of school either because they migrate to another village, or their in-laws do not allow them to continue their education. The custom of early marriage has been deeply rooted in the community. There is tendency of parents to marry their girls off early so that they have less burden of dowry. Once the girls are married, the ultimate decision about any small or big matters concerning their lives rest on the hand of their in-laws. Hence, they are expected to give birth as soon as possible and not allowed to use any contraceptive devices. Eventually, they become pregnant and have to take care of their child which limits their time to go to school or study at home. The tendency of girls to drop out from school is also evident from endline

evaluation which noted that out of 13.5% girls with children in the baseline, 12% of the girls had dropped out by endline. While childbirth was one reason to drop out of school, the high volume of HH chores that the married girls have to perform as compared to unmarried girls also causes them to skip classes or drop out of school.

I know that my in-laws will not allow me to continue my study.

Hence, my study will come to an end once I will get married.

A girl from Maulapur RM

Similarly, the discussion with married girls also unveiled that they do not really feel comfortable studying together with younger girls who are not married. This is one of the important areas where EE thinks that the project should work on. As compared to Cohort I, where all the girls were married, Cohort II girls were mostly unmarried. Only a small proportion of the girls were married. Conducting s CLC classes together for married and unmarried girls could actually cause the married girls to feel more uncomfortable eventually leading them to dropping out. Hence, EE recommends separately conducting CLC classes for married girls in future cohorts.

One of the major outcomes of the project is delayed marriage, for which, the project is working with different stakeholders ranging from local government, change champion, school teachers, parents and so on. However, since the practice is deeply rooted in the society, the project needs to intensify its efforts on this area. It is clearly evident that despite governments' long-term investment in the Beti Bachao-Beti Padho campaign, there has not been any substantial change in this area. EE suggests involving multiple sectors for bringing this malpractice to an end or at least reducing it in the intervention areas.

As soon as I complete my 10th grade or even before that, my parents will marry me off and I am well aware that I won't be able to say no to their decision. Hence, I will have to leave school and get married.

A girl from Rautahat

Furthermore, the findings suggest that early marriage is caused by many factors including marriages that are self-initiated by the girls themselves. The findings suggest that, for many girls, deciding about getting married would help them get rid of problems associated with marital expenses that their parents must bear. For others, it's the influence of media like the impression from movies, songs, and social media. While for some others, they look for financial security by getting married with boys who are working and earning money for their family. Whatever be the reason, the girls do not see and think about the negative implication of early marriage like dropping out of school. Therefore, EE recommends on designing the activities that helps in changing the attitude of girls regarding early marriage. Until and unless both the parents and children are convinced on the negative aspects of child marriage, it is difficult to stop this culture entirely.

Limited access to family planning; motherhood, early pregnancy, and childbirth-related health problems. (102)

As discussed above, early marriage among the targeted girls led to early pregnancy and childbirth which eventually led to childbirth-related health problems. With the issue of early marriage still intact,

the accessibility of family planning has added an extra barrier for the girls. It has been evident from evaluation of Cohort I that the girls of the project area have limited access to information along with the no or limited access to family planning devices. Not only the contraception but the concept of family planning is far beyond the knowledge of these girls. While there has been an improvement in the knowledge and positive attitude towards family planning among the girls in the endline, it still remains one of the barriers for their learning. The findings have been explained in more detail in the IO section below, and it is evident that girls are not allowed to decide about the number of children they want to have, the timing and spacing of pregnancy, and the use of contraception. With no self-decision-making power, they are forced to have children early and hence drop out from school. Therefore, EE agrees to the ToC and confirms that this barrier still holds true for the girls in the intervention area.

Limited life skills: low levels of self-esteem, agency, confidence, and ability to negotiate important life decisions

The project had identified limited life skill (low self-esteem, confidence, and ability to negotiate important life decisions) as a barrier in the ToC and this was also validated by different evaluations that EE conducted in the project area in different cohorts including the baseline evaluation of Cohort II. It is evident that girls possess low self-efficacy as still 51.9% of the girls fell under the category of having 'less than 50% self-efficacy'. This implies that still more than half of the girls do not possess the ability and confidence to negotiate important life decisions, both small decisions like meeting relatives or big decisions like getting married. The difference in the end line is that they are able to express their feelings unlike before. Hence, this barrier still holds true for the girls. EE have realized that this is again constructed by various social norms like the power relations and household dynamics which are accepted by the community members. It is something that cannot be changed overnight and warrants a long term and strategic intervention. Therefore, to meet the project outcomes, EE recommends on engaging these girls more intensively throughout the project period and not only for a few months.

I am able to say what I feel now but I am not confident enough to convince them of my decision. Eventually, my decision is unaddressed, and I have to simply follow what my father says.

A girl from Bara

Vulnerability to or experience of SGBV

While the quantitative and qualitative data did not indicate any issues related to SGBV in both the evaluations, EE perceived this as a barrier in an indirect way in the endline. However, as discussed earlier, girls are vulnerable and prone to sexual exploitation as the security concerns and mobility restrictions stemmed from the past incidences of violence in the neighborhood. This signifies that even if the girls themselves had not experienced SGBV, they are fearful of experiencing the same. Hence, EE apprehend this as a barrier and recommends in continuing activities around this in upcoming cohorts.

Low Nepali language competency (school medium language). (IO1)

Low Nepali language competency was identified as one of the barriers by the project. In the project area, although 100% of girls spoke in their primary language, they were able to understand Nepali but could not read or write. Since all the girls in the CLC have shown interest in learning Nepali, girls were

eager to learn more. Moreover, the project's intervention to teach Nepali in CLC as it is the language of instruction in the school is relevant for overcoming language incompetency.

Low social status of daughters-in-law: unpaid work, lack of decision-making power. (IO4)

Low social status of daughters-in-law was identified as one of the major barriers by the project in its ToC. While the project is working with unmarried girls too, the EE clearly noticed that the ToC needs to be updated based on the findings from baseline of Cohort II and this evaluation too. However, the barrier itself holds true for not only the married girls but also for the unmarried girls. This is because the unmarried girls also do not possess a high status in the family or community. They neither have proper decision-making capacity nor the power to do so. The household decision making index presented below in IO section indicates that only 44.3% of the girls reported to have good decision-making power. The qualitative discussion with girls and parents revealed that girls do not have authority to make big decisions within the family. They are considered immature to make such decisions. And not only the daughters or daughters-in-law, but the status also remains same for their mothers/mothers-in-law as the ultimate decision-making power rests on the eldest male member of the family. With the authority in the hands of the eldest member who are most likely to be uneducated, the chances of girls married off early instead of joining school was high. Hence, the project still needs to work more intensively in this area in upcoming cohorts to overcome this barrier for the girls.

Lack of gender-responsive, safe, and enabling schools' environments

The endline evaluation has noted that the schools where the girls have enrolled still needs improvement in terms of a gender-responsive, safe, and enabling environment. The result described in IO section below showed that there is still lack of sufficient & adequate Water, Sanitation and Hygiene (WASH) facilities which might lead to absenteeism of girls during their menstruation. Similarly, it was also found some of the girls did not feel comfortable going to school as they are teased (mostly in case of married girls) because of their appearance. Hence the project also needs to engage in-school boys and girls through workshops/training.

I am not as beautiful as other girls in the school. I was often teased by boys because of my physical appearance. I feel good staying at home than being bullied in the school. So, I decided to drop out from school.

A girl from Rautahat

Poor implementation of policies, strategies, and programs preventing married adolescents from dropping out and encouraging M/OOS to reenroll

The schools of the intervention areas have been found to lack effective School Improvement Plan (SIP). The SIP has been found to have been formulated for the sake of the formal budget release process. The head teachers and municipality officers consulted clearly stated that due to the lack of technical skills as well as the financial resources, they have not been able to formulate an effective SIP. Eventually, the plan and program in school shows a huge gap in terms of inclusion and retention in school or bringing back students who have dropped out from school. The municipality officer also highlighted that because of the insufficient numbers of teachers as compared to the students, the schools in the project area are unable to provide quality education. That is one of the reasons behind

students dropping out from the school. Teaching quality is one of the major areas that project can work on so that they can attract girls to the school and help in retaining them.

Teacher allocation is not adequate as compared to the numbers of the students in the school. A single teacher has been teaching more than 200 students which is resulting in poor quality of education amongst the students.

A municipality officer from Rautahat

In addition to this, the local government are not very hopeful in enrolling girls back to school through their Beti Bachao-Beti Padaho campaign. This campaign in itself is very ambitious with limited funding from the government. Hence, the local government could not implement it in a wider level. Moreover, more focus was driven towards addressing the transportation problem of girls who are going to school by providing cycle to them rather than encouraging the OOS girls to enroll back to school. The limited funding, they had could not reach to addressing the transportation barriers faced by the OOS girls. The local government were found relying in external projects which work intensively among OOS girls. Some of the municipality officers said that since a lot of projects have been working in their area, when one completes, another one will start and take care of the OOS girls. So, the government does not need to bother about these girls. This kind of perception raises a serious question on the sustainability of the project. Too much reliance on external donors will not provide full benefit to the outcome of the project.

During Nagar Sabha, Aasman had told us about incorporating their project areas in our regular budget. But we have not thought about this. After the GATE project, Arambha was conducted and again Nirantar Sikshya is about start in our municipality. However, we need to think and make plans for the sustainability of the project in the future.

A municipality officer from Bara

Poverty within the community prevents families' investment in educational opportunities for their children

Poverty has been defined in this evaluation by combining a few of the major poverty variables that the EE had collected. It is based on the variables like household who are unable to meet their basic need, have poor income, roof of house made of hay, and have to sleep hungry most of the days. The weightage that these individual variables carry has been presented previously in the characteristics section. In this section, the variables have been combined to identify the household as poor/non-poor household which will be the basis for further analysis of the barriers among the targeted girls.

Poverty has been identified as one of the major barriers for the girls' school status by the project in its ToC. EE has verified this in each evaluation point to be relevant. Like previous cohort and evaluation points, poverty is yet a major barrier for the targeted girls. In the baseline, it was discovered that 73.3% of the girls' household were poor while in the endline, 72.8% of the household are poor signifying no change in the poverty status of the household that the girls belong to.

Table 16: Poor household

Poor household	Overall		Age-group				Ethnicity			
			10-14		15-19		Muslim		Non-Muslim	
	BL (400)	EI (n=400)	BL (n=252)	EL (n=285)	BL (n=148)	EL (n=115)	BL (n=103)	EL (n=109)	BL (n=297)	EL (n=291)
Poor household	73.3%	72.8%	73.8%	78.2%	72.3%	59.1%	63.1%	56.9%	76.8%	78.7%

There are multifaceted layers of implication of the poverty status of the household to girls' education. The first and direct relation is that the parents are unable to afford for girls' education. While the primary education is free, the associated cost makes the parents choose to not send their girls to school. They prefer sending boys to school because they think that they will get income returns from boys in the future while girls will go to in-laws' house, so they feel no point in spending money on girls' education. Moreover, they feel a double burden when it comes to educating girls. First, they don't have enough money to afford for girls' education. Second, they have to present a hefty dowry if the girls are more educated. Other in-direct implication includes increased HH chores among girls as their parents need to go for wage labor and they have to look after younger siblings. Similarly, poverty leads to early marriage and early pregnancy eventually causing to drop out of school which has previously been discussed. Hence, the project should also consider including some livelihood related intervention to overcome this barrier if their scope of work allows them to do so.

Lack of motivation among girls to study

Apart from the barriers that were identified by the project in its ToC, a new barrier was identified by EE in the endline evaluation of Cohort II. Most of the girls consulted unanimously shared that they were not motivated to go to school. While this feeling that they had, might have stemmed from various other factors related to HH or school (pull and push factors), the low level of motivation among girls had a great impact on the drop out from school or never attending the school.

I am not interested to go to school. I like staying at home and helping my parents with the household chores. I don't like being in school.

A girl from Rautahat

Parents have also asserted with what girls said during the qualitative consultation. Some of them even highlighted that they have never asked their girls to drop out of school, especially the mothers, who do not want their girls to suffer the way they did due to lack of education. Hence, they try to put on less pressure of HH chores on girls so that their daughters could continue their study.

I wanted my daughter to continue her study and become independent. I never asked her to drop out from school. But I don't know why she never wanted to go to school. When in school, she used to come after the break and never attended the second half of the class.

A mother from Bara

The researchers also had the impression from their overall observation and discussion with different stakeholders. Having different kinds of aforementioned barriers, girls are de-motivated to go to school which have caused them either drop out of school or never attend the school. There might be various other barriers described above, that led girls to be de-motivated to go to school. For instance, household chores, and bullying married or older girls in school might have led to develop this feeling among the girls.

School in far distance

School being far has been identified as an additional barrier in accessing education for the girls. It has been discussed multiple times by different stakeholders as one of the major reasons for school drop outs or not joining the school.

The school where the girls were enrolled now is far from the community they live. The school is in Benauli. I feared that girls might not be able to continue school due to its distance. I do hope their parents would understand them and allow them to continue the school.

A CLC facilitator from Bara

Intersection between barriers and characteristics

This section provides a cross-tabulation of the characteristics and significant key barriers mentioned in the previous section. Barriers such as ‘safety issues’, ‘high burden of household chores, and ‘poor household’ were identified as three key barriers to girls learning. Therefore, only these three barriers were cross tabulated with key characteristics.

Safety issues

The safety issue was identified as one of the key barriers for OOS girls’ learning as discussed above. Table 17 presents the safety issue as a barrier among the girls with different characteristics such as household members having equal and more than 5 members in the household, girls with children, household head with no education, poverty characteristics. The analysis showed that the safety concern was almost similar across the girls with different characteristics except for those households who had gone to sleep hungry many days in the past year. Statistical analysis showed that except for this particular characteristic, none of the other characteristic had significant relationship with the safety issue. This implied that irrespective of the household characteristics all parents had safety concerns of their daughters/daughters-in-law.

Table 17: Key barriers to education by characteristic subgroups for safety issue

Characteristics	BL	EL
Fairly unsafe or very unsafe to travel to school	BL	EL
More members in the household		
Equal and more than 5 members in the household	50.0%	47.2%
less than 5 members in the household	52.1%	55.6%
Girls with children		
Girls with children	57.4%	33.3%

Girls without children	50.9%	48.0%
Family illiteracy		
HH head illiterate	51.2%	46.9%
HH head literate	59.3%	54.8%
No land ownership		
HH does not own land	49.4%	49.1%
HH owns land	53.4%	46.8%
House-made up of hay		
Roof made by mud/thatch/plastics	43.0%	49.1%
Roof made of others	54.4%	46.9%
Gone to bed without food		
Gone to sleep hungry	49.1%	52.2%*
Not gone to sleep hungry	58.6%	40.3%
Unable to meet the basic need		
Unable to meet the basic need	50.0%	51.5%
Able to meet the basic need	53.7%	44.1%

Household chores

As discussed earlier, household chores have been identified as a major barrier in girls' education. This section highlights the relationship of girls' characteristics with this particular barrier. It seeks to draw an analysis whether the household chore is significant for particular girls and not the others. Table 18 below shows that the girls having a smaller number of family members had to perform higher HH chores which is an interesting finding. While it is perceived that more family members meant more work, this could also be interpreted that work might have been divided between HH members. However, when tested statistically, the difference was insignificant implying that there is similar HH chores for all girls irrespective of the size of the family. Girls with children had to dedicate more time in HH chores as compared to girls without children. However, the statistical relation was insignificant due to the small sample size. The only significant difference observed in this barrier was between the HH who had gone hungry for many days versus those who had not. The finding suggested that girls from those households who had to skip their meals had to devote a higher amount of time to household chores. The qualitative finding also generated similar findings. Since both parents of the girls living in a poor household often went out to work, these girls had to perform all the household chores by themselves.

Table 18: Key barriers to education by characteristic subgroups for household chores

Characteristics	BL	EL
<i>Girls spent most of their time in HH chores</i>		
<i>More members in the household</i>		
Equal and more than 5 members in the household	72.30%	57.1%
less than 5 members in the household	77.90%	74.1%
<i>Girls with children</i>		

Girls with children	66.70%	66.7%
Girls without children	74.30%	58.1%
<i>Family illiteracy</i>		
HH head illiterate	74.3%	58.7%
HH head literate	59.3%	54.8%
<i>No land ownership</i>		
HH does not own land	79.90%*	60.1%
HH owns land	68.60%*	57.0%
<i>House made up of hay</i>		
Roof made by hay	89.2%*	61.0%
Roof made of others	68.4%*	56.4%
<i>Gone to bed without food</i>		
Gone to sleep hungry	70.9%	65.3%*
Not gone to sleep hungry	79.3%	46.3%
<i>Unable to meet basic need</i>		
Unable to meet basic need	76.9%	58.1%
Able to meet basic needs	69.1%	58.4%

Poor household

The relationship of poor household to the characteristics such as ‘more than 5 members in the household, ‘Girls with children, and ‘head of the household had little to no education’ was not statistically significant. This suggests that poverty was a significant barrier to all the girls irrespective of their household characteristics. The qualitative discussion has also validated the quantitative findings that poverty is a major barrier for the girls in the region that the project is working on irrespective of their household characteristics.

Table 19: Key barriers to education by characteristic subgroups for poor household

Characteristics	BL	EL
<i>More members in the household</i>		
Equal and more than 5 members in the household	73.5%*	72.1%
less than 5 members in the household	72.1%*	81.5%
<i>Girls with children</i>		
Girls with children	79.60%*	66.7%
Girls without children	72.30%*	72.8%
<i>Family illiteracy</i>		
HH head illiterate	73.50%*	73.2%
HH head literate	70.40%*	69.0%

EE performed an analysis to see if there was any significant difference in the characteristics and barriers of girls who were topped up during endline as a replacement of the lost girls from baseline. While replacing a new girl for the lost girl, as explained in the methodology section, a one-to-one

replacement strategy was followed where the characteristics of the girls were best matched to avoid the bias caused by lost sample. Hence, there was no statistically significant difference between the lost girls and top up girls. Hence, all the analysis conducted in the report includes the whole sample of 400 girls including the top up sample.

In addition to this, a further analysis of the lost girls was done to check if they were the most marginalized girls, the result showed no significant difference in terms of their marginalization as measured by their ethnicity and poor household status⁴.

Box 2: Project's contribution

The project should respond to the External Evaluator's comments on the above questions. In particular the project should respond to:

- Whether activities are still appropriate for subgroups and barriers;
- External Evaluator analysis of whether barriers have changed for key subgroups;
- Whether contextual changes have an impact on barriers or subgroup;
- Whether the project plans to review their Theory of Change in light of these findings.

The project has been reviewing and updating the Theory of Change in each Cohort since its inception. For example, ToC was reviewed during Cohort 2 and 3 in line with the previous baseline and endline findings and evolution of emerging context. So, the project will again review and update the TOC based on this evaluation findings and the observed change context for the Cohort 4 intervention.

⁴ Refer annex 3 for detailed tables of the analysis conducted

LEARNING OUTCOMES

The primary outcome of the project, as defined in its ToC, is to improve the learning of the M/OOS girls. To achieve this target, the project enrolled the marginalized M/OOS girls to the CLC. The learning classes were conducted in the CLC for the enrolled girls for about 8 months. In response to the pandemic, when the schools were shut down, project conducted Distance Teaching and Learning (DTL) sessions through mobile phones for continuing their learning process. The learning curriculum were designed to meet the basic functional literacy and numeracy level of the project beneficiary girls.

Following the longitudinal design, the girls contacted for measuring the learning during baseline were recontacted during endline to assess the changes in the learning they had acquired so far. ASER test was used to measure the literacy and the numeracy of the sampled girls. A total of 400 girls were assessed for both the literacy and numeracy levels.

Literacy

The project, in its curriculum had included Nepali and English as the literacy course for the M/OOS girls. The findings of the literacy test and the change across baseline to endline has been presented in Table 20 below.

The learning tests indicated that the project has been able to improve girls' learning from baseline status. In Nepali, while there were 52.25% non-learners in the baseline, it has declined to 21.3% in the endline. There were only 3.75% of girls who had reached the proficiency level in the baseline while there were 9.8% of girls at the same level in the endline. The project had targeted to upgrade 50% of the girls to established learner's category, however, the data depicted that the project has failed to meet the target set at baseline. The challenges to learning were exacerbated by the pandemic for the beneficiary girls of the Cohort II. Before the courses in curriculum were completed, the country went into a complete shut down and thus the project had to switch to the DTL mode like in Cohort I. Later when lockdown was lifted, the restriction in mobility were still imposed and hence face-to-face classes were shut for almost 3 months. However, the DTL in Cohort II was not as effective as in Cohort I and girls reported of not understanding the concept taught through DTL. Given that the girls were OOS and there was a huge impact in their learning due to COVID-19, it must be noted that the target set was too ambitious. Nevertheless, EE disregards the target and affirms that, since the proportion of girls in non-learner's category declined significantly, the project's contribution for girls' learning improvement is worth noting.

Looking at the learning scores in English, the data demonstrates that still a higher majority of girls are at non-learners' category. While the proportion of girls falling into this category has decreased from 71.25% in the baseline to 65% in the mid-line, only 2.5% girls have reached the proficient learners category. The project had targeted to achieve 60% girls in emergent learners' category at the endline however, only 31.5% of the girls reached the emergent learner category with a jump of only 3% from the baseline. Therefore, the findings suggest that the girls are weak in English literacy course. However, it must be noted here that the first language for all of the girls in the project area is Bajjika/Bhojpuri. Nepali language, which is the language of instruction in all schools in the project area is the second language and English happens to be the third language for them to learn. Hence, when girls are still learning Nepali as a second language, improving in English language is challenging for them.

Table 20: Overall proficiency level of girls in literacy

Literacy	Non-Learner		Emergent Learner		Established Learner		Proficient Learner	
	BL	EL	BL	EL	BL	EL	BL	EL
Nepali	52.25% (209)	21.3% (85)	41.50% (166)	45.8% (183)	2.5% (10)	23.3% (93)	3.75% (15)	9.8% (39)
English	71.25% (285)	65% (260)	28.25% (113)	31.5% (126)	0.5% (2)	1.0% (4)	(0)	2.5% (10)

Talking about the newly added indicators, the evaluation noted that 30.95% of the girls emerged out of non-learners' category in Nepali. The difference was statistically significant ($p=0.04$). The achievement is as much as the project had targeted. Similarly, in English, compared to the targeted 30% of girls, only 6.25% of the girls emerged from non-learners' category at the endline. When tested statistically, the difference was not significant ($p=0.3$).

As for another indicator, number of girls reaching the benchmark, it was noted that 9.8% of the girls reached the benchmark in Nepali which is higher than the targeted 5% of the girls. However, in English, only 2.5% of the girls reached the benchmark. In this regard, the project has been able to meet the target in Nepali learning benchmark but not in English.

Literacy Nepali

The sub-group analysis of learning achievement in Nepali presented in Table 21 depicts that the girls who have dropped out of school from age group 10-14 achieved higher score than those girls who had never been to school for the same age group. The statistical test shows that the relationship is significant signifying that the proficiency in Nepali literacy is dependent on the school status for the age group 10-14. Similarly, for the age group 15-19, in most of the cases, the girls who dropped out from school scored higher than those who had never been to school except for established learner category where girls who had never been to school scored higher than those who had dropped out. The relationship however was not significant when tested statistically. The overall results also show that the change in proficiency level of girls had improved from baseline to endline.

Table 21: Girls' proficiency level in Nepali

Age Group	Sub Group	Non-Learner		Emergent Learner		Established Learner		Proficient Learner	
		BL	EL	BL	EL	BL	EL	BL	EL
10-14 (n=252)	Never been to school	57.1% (76)	28.4% (40)	38.3% (51)	38.3% (54)	0.8% (1)	28.4% (40)	3.8% (5)	5.0% (7)
	Drop out	45.4% (54)	18.8% (27)	45.4% (54)	47.9% (69)	4.2% (5)	18.8% (27)	5.0% (6)	14.6% (21)

15-19 (n=148)	Never been to school	62.3% (48)	17.4% (4)	32.5% (25)	47.8% (11)	5.2% (4)	30.4% (7)	(0)	4.3% (1)
	Drop out	43.7% (31)	15.2% (14)	50.7% (36)	53.3% (49)	(0)	20.7% (19)	5.61% (4)	10.9% (10)
Ethnicity									
(n=400)	Muslim	42.7% (44)	15.6% (17)	46.6% (48)	54.1% (59)	4.9% (5)	21.1% (23)	5.8% (6)	9.2% (10)
	Non-Muslim	55.6% (165)	23.4% (68)	39.7% (118)	42.6% (124)	1.7% (5)	24.1% (70)	3.0% (9)	10.0% (29)

Likewise, it is evident from the table that the proficiency of girls, when disaggregated based on their ethnic status, has improved from baseline to endline. However, no significant difference was noted between the ethnicity and proficiency level meaning that irrespective of their ethnic representation, the girls were improving in their Nepali proficiency. It is clearly demonstrated through the data presented above. For instance, while there were more non-Muslim girls in the non-learner's category than Muslim girls, the girls reaching proficiency level belonged to the non-Muslim girls than Muslim girls. Comparatively there were less non-learners and more emergent learners in Muslim community as compared to non-Muslim girls because the Muslim girls were found to have attended Madrassa classes in addition to the CLC classes which might have enhanced their learning.

Literacy English

The proficiency category achieved by the girls in English showed that a few of the girls have advanced to the proficiency level. The sub-group analysis based on age group showed that for both the age groups (10-14), the girls who had dropped out of school were scoring higher than the girls who had never been to school. The reason is obvious as the dropped-out girls felt easy to catch up the learning and improve faster as they had some level of learning previously as compared to those girls who had never been to school. The relationship was significant in the younger age-group while not in the older sub-group signifying that the school status did not have an effect in learning for the older girls. It can be argued that for the older girls, it had been a few years since they had dropped out of school and were married which might have impacted their learning. The sub-group analysis based on ethnicity shows that the Muslim girls' improvement in learning from baseline to endline was better than the non-Muslim girls. However, the relationship was insignificant when tested statistically implying that the difference in ethnicity did not have an effect in girls' learning in English.

Table 22: Literacy proficiency level of English

Age Group	Sub Group	Non- Learner		Emergent-Learner		Established - Learner		Proficient - Learner	
		BL	EL	BL	EL	BL	EL	BL	EL
10-14 (n=252)	Never been to school	74.4% (99)	80.1% (113)	25.6% (34)	14.9% (21)	(0)	2.1% (3)	(0)	2.8% (4)
	Drop out	68.1% (81)	58.3% (84)	31.1% (37)	40.3% (58)	(0)	0.0% (0)	0.8% (1)	1.4% (2)

15-19 (n=148)	Never been to school	77.9% (60)	60.9% (14)	22.1% (17)	34.8% (8)	(0)	0.0% (0)	(0)	4.3% (1)
	Drop out	63.4% (45)	53.3% (49)	35.2% (25)	42.4% (39)	(0)	1.1% (1)	1.4% (1)	3.3% (3)
Ethnicity									
(n=400)	Muslim	61.2% (63)	54.1% (59)	37.9% (39)	42.2% (46)	(0)	0.9% (1)	1% (1)	2.8% (3)
	Non-Muslim	74.7% (222)	69.1% (201)	24.9% (74)	27.5% (80)	(0)	1.0% (3)	0.3% (1)	2.4% (7)

Even though the project was not able to meet the target in the endline, it should be noted that the project has been able to decrease the percentage of girls falling into the category of non-learners. The achievement had been noted as significant for the girls by all the consulted stakeholders. It was evident from the discussion with the parents that had also noticed that the girls who were unable to identify letters before enrolling into the CLC have now been able to read short passages. They thanked the project for bringing this change in the girls.

My daughter reads the letters and saves the mobile numbers for me. She has been able to do this only after she enrolled into the CLC.

A father from Bara

Other than the girls themselves and their parents, the CLC facilitators have also noticed changes in the girls. They highlighted that except for a few girls, most of them have improved largely in terms of literacy. They mentioned that the girls who couldn't identify the letters before enrolling in school were able to read short stories in textbooks at the end of the CLC classes. However, this was not true for all the girls that enrolled in the CLC classes. There were some girls who could hardly read the words accurately. For a few other girls, it was difficult for them to identify the letters as well.

Beside these stakeholders directly in touch with the project, the Municipality officers from the project areas also agreed that there had noticed some positive changes in the community. The municipality officers confirmed that the changes in learning level of girls was due to the contribution of the project. One of the Municipality opined the fact that the project had successfully brought back the girls to formal schools in itself was proof that the girls' learning had improved. He further elaborated that the girls were able to pass the test the school took before enrolling them to the school implying that the girls' learning must have significantly improved to be able to pass the test.

I am thankful to Aasman Nepal for bringing such a change in the literacy level of the OOS girls and bringing them to school. Despite our efforts, we had been unable to bring back the girls who dropped-out of the school. A

Municipality officer from Rautahat

Numeracy

The overall achievement of the girls in numeracy is presented in Table 23. It is demonstrated from the table that from the baseline of 75.5% of the girls in the non-learner category, it had decreased to 30.8% in the endline. Similarly, the percentage of girls in emergent learner category was 21.5% in the baseline which reached to 61% in the endline. Likewise, the girls in established learner category have increased from 2.5% in the baseline to 5.8% in the endline. While only 0.5% of the girls were in proficient learners' category in the baseline, there were 2.5% of the girls in the endline. In this regard, it must be noted that the contribution made by the project helped girls improve in learning math too. The project had been able to drop the percentage of non-learners by almost 45%-point difference, and exceed its target of having 60% of the girls in the emergent learner category.

Table 23: Overall proficiency level of girls in numeracy

Numeracy	Non- Learner		Emergent Learner		Established Learner		Proficient Learner	
	BL	EL	BL	EL	BL	EL	BL	EL
Mathematics	75.5% (302)	30.8%	21.5% (86)	61%	2.5% (10)	5.8%	0.5% (2)	2.5%

The evaluation also noted that the project has been able to achieve the target of percentage of girls emerging out of non-learners' category in numeracy where 44.7% of the girls have emerged from non-learners' category from baseline to endline. The difference was statistically significant when tested statistically ($p=0.04$). Likewise, the girls reaching the learning benchmark in numeracy was noted to be 2.5% ($p=0.04$) which is less than the targeted 5%. In this regard, it can be concluded that the project has been able to improve girls learning to some extent however the girls are yet to gain the desired proficiency.

From the qualitative discussion it was found that the girls have learnt a few skills in math like addition and subtraction along with recognizing 1-digit, 2-digit, and 3-digit numbers. They were able to do simple calculation of the monthly expenses at their homes. The girls happily shared that they could do addition and subtraction, multiplication, and division which had made them calculation easier every time they went shopping. The basic understanding of mathematical sums had made them confident enough to bargain with the shopkeepers. The numeracy skills that the girls acquired was highlighted more than the literacy skills as the girls could actually apply the mathematical skills gained through the CLC classes in their daily lives. For instance, they can now read the electricity bills and help their fathers in doing simple financial calculations in day to day lives.

The most important thing I learnt was to read the electricity bill. After I learnt this, we never seek our neighbor's help in finding out how much we need to pay.

A girl from Bara

The sub-group analysis of Math depicted that across both the age-groups, the learning improvement was noted more in the girls who dropped out of school as compared to the girls who had never been to school. However, the statistical test did not show significance in the difference between these two groups. In relation to ethnicity, Muslim girls improved in Math as compared to non-Muslim girls,

and the difference was found to be statistically significant. The reason was that the Muslim girls were attending Madrassa in addition to the CLC classes which might have enhanced their learning.

Table 24: Proficiency level of girls in mathematics

Age Group	Sub Group	Non-Learner		Emergent-Learner		Established - Learner		Proficient - Learner	
		BL	EL	BL	EL	BL	EL	BL	EL
10-14	Never been to school	36.1% (48)	41.8% (59)	63.2% (84)	52.5% (74)	0.8% (1)	4.3% (6)	0%	1.4% (2)
	Drop out	33.6% (40)	29.2% (42)	58.8% (70)	63.2% (91)	5.9% (7)	6.3% (9)	1.7% (2)	1.4% (2)
15-19	Never been to school	44.2% (34)	30.4% (7)	55.8% (43)	69.6% (16)	(0)	0.0%	(0)	0.0% (0)
	Drop out	38.8% (24)	16.3% (15)	63.4% (45)	68.5% (63)	2.8% (2)	8.7% (8)	(0)	6.5% (6)
Ethnicity									
(n=400)	Muslim	35.9% (37)	21.1% (23)	59.7% (61)	72.5% (70)	3.9% (4)	4.6% (5)	0.5% (1)	1.8% (2)
	Non-Muslim	36.7% (109)	34.4% (100)	60.5% (181)	56.7% (165)	2.5% (6)	6.2% (18)	0.5% (1)	2.7% (8)

Reflection of learning

The findings from the endline evaluation of Cohort II showed a positive picture in terms of learning of the girls both in literacy and numeracy. The total number of girls who had achieved learning level⁵ was 1364 as compared to target 869 girls. However, the improvement in learning of girls did not meet the target set by the project, unlike Cohort I where the project had been able to exceed the target set at baseline. One of the reasons could be that the CLC classes for Cohort I was comparatively longer than that of Cohort II. Due to the COVID-19 pandemic, the classes were badly affected. While Cohort I girls had faced the same problem, they had already attended 8 months of physical classes before the lockdown was imposed. In addition, the project had promptly acted in starting DTL which was found effective in Cohort I. While in Cohort II, the situation was different as the girls only had classes for 8 months including 3-month DTL which was not as effective as Cohort I.

The CLC classes of Cohort II were badly impacted by the pandemic of Covid-19. In case of teaching and learning, the contact of girls could not be properly traced which resulted in ineffectiveness in DTL.

A project staff

⁵ Learning level was calculated as the total number of girls who emerged out of non-learners' status plus the total number girls who reached the benchmark.

The girls from Cohort II did not seem to like DTL. The quantitative findings suggested that only 51% of the girls had participated in the DTL through phone. However, when asked during the FGD, the girls shared that they did not enjoy being on the phone and following the instruction of teachers virtually. It was perceived that they did not understand the content of the book.

I used to say 'Yes, I understand' even though I did not understand the lesson taught through the means of DTL.
A girl from Kathariya

Not only girls, but the CLC facilitator also agreed on the fact that the DTL classes in Cohort II were not effective. While they had perceived that the girls were getting support from them through DTL, they realized it only later when all the girls returned to the CLC after the lockdown was lifted. They found that the girls had not understand most of the content and therefore they had to repeat those courses. Another reason as highlighted by the CLC facilitator was that they had limited time to monitor the girls in terms of girls' learning levels. On one hand, the short duration of CLC did not let girls practice much in the class while on the other hand, they could not practice at home too. This finding contradicts the finding from Cohort I. In Cohort I the DTL was found to be highly effective. One of the reasons could be because most of the course content had been completed by the time the lockdown was imposed and DTL was only meant for revision and monitoring/follow-up in Cohort I. While for Cohort II, most of the course content were taught through DTL.

I had to repeat all the courses that we had taught through DTL. None of the girls had understood the curriculum at all.
A CLC facilitator from Rautahat

One of the findings that the endline evaluation of Cohort II found was those girls were motivated to go to CLC because they could make new friends and enjoy learning from each another. The girls who were previously in CLC opined that during the lockdown period, DTL was conducted which limited their meeting with their friends. The girls did not get a chance to interact with friends which they would have done if they were in CLC. They valued the interaction with friends to be effective in helping with their learning. These findings suggest that PIN can start peer-learning approach as most of the girls have said that when they missed a class, they asked their friends about the course.

The girls have acknowledged the effectiveness of the bridge class that the project had been running for them. Some girls shared that they had inferiority complex when they transitioned to the formal school as they did not know about many other subjects that were taught in school like science, environmental science, social science, etc. They were compared to the in-school girls and boys and hence did not feel good about staying in class. In this regard, the bridge classes run by the projects had proved to be really helpful in improving their confidence to ask teachers in case of any misunderstanding they had, unlike before. They got good psychological support when they attended the bridge class. Apart from that, they also gained knowledge in other subjects where they previously felt a gap. They also reported getting additional learning support which motivated them to remain in the class. However, the duration of the bridge class was shorter. Hence EE recommends in increasing the support for longer duration if the project aims to retain these girls in the school.

TRANSITION OUTCOMES

The project had envisioned the girls to transition to two major pathways at the time of project development phase. For the younger girls aged 10-14 and who attended bridge class, the transition pathway was enrollment into formal school. Similarly, for the older girls aged 15-19 attending bridge classes, the transition pathways were either enrollment to formal school or if any girls failed to do so, transition to TVET. In this regard, most of the transition pathways taken into consideration at endline are the same ones that were used to measure transition outcomes at the baseline. A detailed transition pathway is presented in the table below.

Both the qualitative, as well as quantitative tools, were used to explore these pathways. While the household and girls survey done with parents of transition cohort girls generated information on the status of transition rates, the qualitative consultations explored the enablers and barriers to transition.

Transition pathways

Table 25: Transition pathway defined by the project

Primary Beneficiary sub-group	Possible transition pathway	Aim for girls' transition
Younger (10-14) unmarried OOS adolescents who have dropped out of school less than a year ago	Formal school re-enrolment 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)	Enrols into formal school, or starts safe employment or engages in TVETs as per their life plans
Younger (10-14) 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	Enrols into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
Older (15-19) married OOS adolescents without children	Formal school re-enrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	Enrols into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
Older (15-19) married OOS adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	Enrols into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
Married OOS adolescents who still live in their natal family waiting for the Gauna ceremony	Formal school re-enrolment to the grade corresponding to their literacy level post	Enrols into informal literacy classes, or starts safe employment

Primary Beneficiary sub-group	Possible transition pathway	Aim for girls' transition
	<p>participation, informal literacy enrolment, informal vocational training.</p> <p>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)</p>	or engages in TVETs as per their life plans

Transition rate at endline

Table 26: Transition rate observed at endline

CTransition status	Transition pathways	10-14	15-19	Overall
Successful transition	Enrolled in formal school	77.5%	50.4%	69.8%
	Engaged in vocational training	3.2%	5.2%	3.8%
Unsuccessful transition	Is doing nothing	17.2%	36.5%	22.3%

Table 26 above shows the transition rate of girls measured at endline. It was observed that among the girls aged 10-14, 80.7% had successful transition among which, 77.5% had enrolled to formal school and 3.2% stated taking TVET training. Beside such an encouraging enrolment rate, still 17.2% of the girls reported of staying idle. This could mean that the girls are waiting for the project to provide them training and not necessarily have an unsuccessful transition. Similarly, for the age group 15-19, the data revealed that 50.4% of them had enrolled in formal school while 5.2% were engaged in TVET. More than one third of the girls of this age group were staying idle at home. While the EE collected data for endline, project was yet to start the vocational training, therefore, the girls might have reported staying idle mistranslating into implying an unsuccessful transition. However, as stated above, the interpretation of this data should be taken with caution as the girls were yet to receive the training. Overall, it can be reflected from the data that project has overachieved its target by 33%-point difference (40% target vs 73.6% achievement).

I had written my DIL's name in CLC myself so that she can study and learn skills. I insisted her to go to school but she rejected due to her physical appearance. In future if she wishes to establish her own business, I would definitely support her like I am doing now.

A mother-in-law from Rautahat

The monitoring data provided by the project showed a different picture. Out of total 2484 beneficiary girls 57.6% of girls enrolled in school, i.e., 1431 girls out of enrolled back to school while 19.08% of the girls (474 girls) were involved in vocational training. Hence the transition rate was at 76.69% endline for cohort II.

Just as in Cohort I, most of the girls of Cohort II also wanted to start tailoring as their business. They wanted to start tailoring so that they can sew clothes for themselves and family members. Few other girls were interested in embroidery and beautician training. However, no matter whatever training they take, they are less likely to go far away and start business on their own. The travel restrictions from parents might cause the girl to remain at home and confine the use of skills they gain from the TVET within their household only. Neither the girls nor the parents have clearly seen the prospect of using their skills for a greater impact at which they could actually earn money. The lack of market is another issue which might discourage girls to produce materials. In this regard, the project can initiate few strategic interventions like starting a group business involving like-minded girls. For instance, a group of 3-4 girls can start a common business which might play a synergistic role. Similarly, when girls work in a group, it is likely that the restriction from parents would be lifted. Another area where the project could work is collaborating with public and private sector for market linkages and bridging the gap between the products and market access.

For those girls who have transitioned to school, EE has uncovered several challenges to retain them in school. The first challenge that the EE discovered was that the girls have been enrolled in the class which they might find difficult to adjust in terms of learning. For instance, in CLC they were taught basic Nepali, Math, English and some courses related to health and life skills. However, once they were enrolled into formal school, the girls were also taught other subjects like Science and Social Studies. The girls shared that they found this subject really difficult to follow. While the project has conducted bridge classes for these girls, it was also revealed that the duration of the bridge classes was insufficient. Hence, EE suggests in increasing the length of the bridge class to at least 6 months so that it will be supportive to the girls. In addition to that, it would be beneficial to the girls if project could provide tutorial support to girls for subjects like science which is not only based on the language but also contains vast technicalities. This would build girls' confidence and decrease the chance of being drop out of the school.

Another challenge is that the recently enrolled girls do not feel comfortable being in class. Some of the girls shared that they had a tag of Aasman girls meaning that the girls came from the project. This issue might lead to dropping out of girls from the school. One of the reasons behind this might be because the project has not yet completed the workshop with the in-school boys and girls which is expected to change the attitude of in-school boys and girls and create conducive environment for the enrolled girls.

During the consultation with different stakeholders, it was mentioned many times that the girls felt comfortable sharing their learning with friends and therefore they felt the physical classes to be far more effective. In the light of this finding, EE suggest in adopting peer-learning approach for these girls. Apart from the bridge classes, if the project is able to provide peer support to girls, then it would enhance the girls' learning.

SUSTAINABILITY OUTCOMES

Through the community, school level and system level interventions, the project expected to embed sustainability in of all the outcomes it had anticipated. The indicators determined in the log frame came under community, school and system level.

Community level indicators for sustainability were: i) *percentage of key family members (Husband, parents/in-laws) of M/OOS girls who demonstrate their support to their life plan* and ii) *percentage of community members who feel it is harmful to a girl to get married below the legal age*. The data for community level indicators were fed from the quantitative HH survey and by discussion with the parents and girls themselves.

Even though the pandemic had laid a challenge to the project for its school level intervention, considering the initiation of some level of training in selected schools during lockdown and immediately after lockdown, EE measured the sustainability outcome indicators for school level. Its two of the indicators; i) *Gender-sensitive school sustainability index* and ii), *percentage of school support committees scoring acceptable or above in sustainability assessment* were measured using barefoot assessment to observe classroom activities of teachers, observe the overall infrastructure of school (well-managed latrines, sanitary pad disposal, and complaint boxes among others) and conduct scorecard assessment with the headteachers. Along with the quantitative data, qualitative consultations with teachers, head teachers and municipality officials were done to triangulate and validate the findings.

System-level indicator captured two indicators i) *percentage of government officials who can demonstrate their support to delayed marriage and alternative roles of girls* and ii) *Local government incorporating some or all components of the Aarambha project into the local plan*. Both the system level indicators were measured through qualitative consultation.

The scorecard based on the guidelines provide by the FM as presented in Table 27 has been used to provide the score on each of the sustainability indicators. The score provided against each of the sustainability indicators is presented in Table 28.

Table 27: Scorecard for Sustainability

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

Table 28: Sustainability Indicators

Indicator	Community Level	Score at Endline
The community-level indicator: Key family members (Husband, parents/in-laws) of M/OOS girls	The community-level indicator was measured at three levels: Support to join formal school: 55.6% of the family members had said they would allow their daughters-in-law to join formal school in the baseline which has increased to 80.3% in the endline	EE provides a score of 2 since the quantitative indicators are high in the endline. However,

who demonstrate their support to their life plan	<p>Support to join training: 86.8% of parents reported that they would allow M/OOS girls for joining the training in the baseline which has increased to 99.3% in the endline</p> <p>Support to work: 62.3% of parents had said that they would allow them to work, 80.3% of the parents reported the same in endline</p> <p>Although the quantitative finding paints a positive picture regarding parental support, the qualitative finding suggested that parents are not restrictive if the girls have to go far away from home for school or training.</p>	some restrictions are still prevalent in terms of letting girls go far away for training or business.
Community Level Indicator II: Indicator 2: % of community members who feel it is harmful to a girl to get married below the legal age	<p>The perception that girls under 15 should be married: 4.8%</p> <p>The perception that girls between 16-18 must be married: 36%</p>	Only few of the parents think that girls should not be married early as shown by the quantitative data, however, there is still the practice of child marriage. Hence, EE provides a score of 2
Total Community level sustainability Score (0-4)	2	
School Level Sustainability Indicators		
School Level Indicator I: Gender-sensitive school sustainability index	One third of the schools visited scored acceptable in the Gender-sensitive school sustainability index. The overall score was 33.3%.	Since some schools demonstrated gender supportive environment, EE provides a score of 2
School Level Indicator 2: % of school support committees scoring acceptable or above in sustainability assessment	None of the schools visited could provide the evidence of SIP when the researchers visited the school. Therefore, a proper assessment of SIP could not be carried out.	A score of 0 is provided for this indicator.
Total in School Level Sustainability Score (0-4)	0.5	
System-Level Sustainability Indicator		
Indicator 3: % of government officials who can demonstrate their support to delayed marriage and alternative roles of girls	The Beti Bachao-Beti Padhao campaign is in place in both the district. The local government of both the district have prioritized delayed marriage through different intervention, however, no specific activities was demonstrated by the local government	Considering that the local government have started campaign, a score of 2 is provided.

Indicator 3.2: Local government incorporating some or all components of the Aarambha project into the local plan.	It was revealed from the qualitative discussion that the priority of the local government has been investing in tangible developmental work rather than spending money in long-term goals. While the local government have acknowledged the work of the project, they have not yet incorporated any of the components of Aarambha project into local plan.	A score of 0 is provided for this indicator as no progress has been made.
Total system-level sustainability score (0-4)	0.5	
Total sustainability Score (0-4, average of the three-level scores)		

The scores provided above are based on the EE's judgement based on the quantitative data collected and information drawn from the qualitative consultation during the endline evaluation. A summary of the score has been presented in the table below.

Table 29: Summary of sustainability indicators' scoring

Indicators	Community Level	School Level	System Level
Indicator 1	2	2	2
Indicator 2	2	0	0
Average score out of 4	2	1	1

In the baseline, the project scored 16.67% in the sustainability assessment. In the endline, this value has increased to 30% which is almost half the target set by the project at baseline. EE had perceived that despite having a wonderful achievement in learning, the project had a lot of room for improvement in its sustainability in Cohort I too. However, the project does not seem to have improved its sustainability indicator in Cohort II also. Even though the project had worked on most of the barriers that the girls were facing and successfully enrolled a significant proportion of girls to the school, it is a real challenge for the project to retain those girls in school. Hence, based on the findings, EE strongly recommends that the project needs to focus more on sustainability part.

Community level

Findings from the quantitative survey showed that 80.3% of the family members reported that they would allow their daughters/daughters-in-law to join formal school. Similarly, 99.3% of parents reported that they would allow M/OOS girls to join the training. Likewise, 80.3% of the parents reported that they would allow their daughters/daughters-in-law to work. In relation to the quantitative findings, the project has been able to meet its target of 70.6% parents support girls to join formal school and 77.5% parents support girls to start work. EE has mentioned this as a limitation that sometimes the self-reported attitude related indicators might be overestimated, therefore, the values here should be taken as a clause and other qualitative findings need to be looked at for triangulation of the findings.

It was found that 63.9% of the girls had enrolled back to school. It has been discussed above that the decision of sending girls to school is made by the eldest member of the family. Hence, it is self-

explanatory here that the parents have become supportive in terms of girls joining formal school. Although the quantitative finding paints a positive picture regarding parental support in terms of joining formal school, the qualitative finding suggested that parents are restrictive if the girls have to go far away from home for school. They will allow girls to go to school as long as the school is in close proximity so that the girls do not have to travel very far. This signifies those parents will not let girls complete their education if the school for higher education lies far away from home. Similarly, the parents will allow the girls to work from home such as tailoring or embroidery but won't allow them to travel far for starting their business. This means that parents are positive about girls starting their small business but not at the cost of leaving their houses. Nevertheless, the change in attitude regarding at least letting them go to school or start a safe profession in itself is a huge change that EE have noticed in the intervention area.

I want my daughter to start her tailoring business at home. I can help her with buying materials from the market. I will not let her travel to buy things for her. I can't take that risk.
A father from Rautahat

Even though the knowledge regarding age of marriage is high among the parents, the culture of child marriage in the intervention area still prevails. There were several reasons for marrying the girls off early as mentioned in the barriers section above. This was similar across both the districts.

Based on these findings, it should be noted that the community is emerging in terms of community level sustainability. With the changed attitude, parents have started supporting girls in their life-plans however, this is not universal across all the intervention areas of the project. In the light of the findings, EE suggests in engaging the parents more in its parental engagement activities.

School level

To overcome the barrier of enrolling into school, PIN designed an intervention for creating an enabling environment for girls in schools. Activities like establishing committees such as SMC, PTA, and Gender focal points among others, that will have a defined role to ensure gender sensitivity have been designed to address the barrier and make the schools welcoming for the M/OOS girls. In addition to this, project aimed to train schools on preparing SIP and ensuring that the component of Gender Equality and Social Inclusion (GESI) is incorporated in the SIP. However, due to the COVID-19 pandemic, the project was not able to complete its activity. EE had visited schools from both Bara and Rautahat for measuring two of the school level sustainability indicators.

Gender sensitive sustainability index

The gender sensitive assessment was carried out in six schools combining Bara and Rautahat. The analysis from the school observation showed that only one third of the schools visited scored acceptable in the Gender-sensitive school sustainability index. The project had not set any targets but wanted to measure the actual situation at the endline. From the general observation of the schools, it was found that most of the schools had separate latrines for girls and boys with some of them requiring maintenance. There were proper facility of drinking water and was accessible for all the students. In regard to the availability of sanitary pads, though the data suggested that most of the schools had the provision of sanitary pads to girls, none of the schools had the provision of proper disposal mechanism of those sanitary pads. This could provide room for improvement to the schools.

In terms of including girls in extracurricular activities, the data signifies that all the observed schools in both Bara and Rautahat, include girls to take part in extracurricular activities like sports, debate, and quiz contest among others. However, when the researchers talked with girl students, they expressed that they were more interested in debate, quiz contest and only few had shown interest in sports.

Schools in both Bara and Rautahat had a helper who supported in every school activity. Nevertheless, they were not separately appointed as a security guard unlike in private schools. It was found that, none of the schools had words or pictures relating to gender stereotype written on walls or toilets, signifying that all the schools did try to create a safer place to enroll both girls and boys. In terms of the suggestion box, half of the schools visited during field visit had the facility of suggestion box where all the students could put their feedbacks and complaints while the other half had no such facility. This implies that there is a need of awareness regarding the importance and necessity of such suggestion box to schools.

The data suggested that, amid the schools, only few had SIP, however, they had not clearly answered regarding whether they are GESI-sensitive or not. When asked regarding the workshop of SIP, only principal of a school had participated in a two-day workshop. He added that he later shared the learnings with other teachers regarding SIP. Those schools who had SIP were however reluctant to show the SIP which brings in doubt regarding presence and implementing SIP to improve the schools. Similarly, when asked about the practicality of SIP, they expressed that those plans addressed in SIP were somewhat unpractical as different factors could play a role in achieving those plans. Factors like finance, coordination with School Management Committee (SMC), staffs, infrastructures etc., had a huge role in following SIP.

In terms of GESI Gap Assessment, none of the schools had conducted such assessment in school. There were no separate committee to address GESI issues in school. However, all of the school had appointed a female teacher as a GESI focal teacher and they would organize meetings with all teachers and head teacher, if any GESI regarding issues occurred in school. When asked regarding the schools' ability to improve and maintain gender sensitive school environment, only few had expressed that they were somehow capable, however there is a need of some level of external support to strengthen their ability. On the other hand, in terms of conducting meetings, only few schools had meetings monthly with staff and parents, regarding school management and their students' performance.

Sustainability assessment

Half of the visited schools had optimistically responded regarding the availability of SIP. However, they were unable to provide the copy of SIP. Similarly, regarding five-year strategic plan and yearly action for the year 2077- 2078, some of the school had made it. However, they could not provide this either. This could signify that those visited schools had a poor document management and security. This implies that this area needs to be improved. Likewise, for those schools who had not prepared SIP, five-year strategic plan and yearly action for the year 2077- 2078, they need a proper guidance on preparing those and disseminate its importance. One of the reasons behind these findings could be because the project had not been able to complete school level activities due to the frequent closures of school caused by lockdown and travel restriction because of the pandemic.

Regarding Education Management Information System (EMIS), the data suggested that half of the schools had done proper data entry of school into EMIS. The other half who still had not connected with EMIS were primary and lower secondary school.

With the reference to workshop for SIP and action plan, most of them had not received as such. Only few had been part of it and according to them, they had shared their learnings to teachers. Those who prepared the action plan for the school, the priority action areas were increment in numbers of teachers; infrastructures like desk, bench, chairs; introduction of disabled friendly infrastructures; improved hygiene and cleanliness; and enhanced GESI factor. According to the information provided, those concerns could be achieved slowly by the end of the project.

We realize that SIP is the backbone for development of school. However, due to the lack of financial as well as technical skills, we are unable to develop an effective SIP and implement it properly in our school.

A teacher from Rautahat

In the same way, most of the lower and primary schools had no complaint response mechanism, which suggested a room for improvement. Those schools who had such mechanism, most of them were easily accessible to students as well teachers. However, they were placed in such a way that students with disability could not access it. According to principal, the complaint box was opened twice or thrice in a month in the presence of all the teachers and head teacher. There was no involvement of separate committee to discuss the complaints, however, all the teachers and head teacher arranged meeting in order to discuss it. There was no provision to reporting and responding mechanism to parents, as per the information. According to the principal, complaints were mostly regarding excessive homework, teachers' teaching methods, and lack of specific infrastructures.

In terms of teacher capacity, all of them answered that they were highly in need of such capacity enhancement training or workshop. Some of them had been part of such trainings or workshop however due to the frequent change of teachers, their learnings were limited to few teachers.

Findings suggested that the project is at the latent phase of sustainability assessment of school level. Even though the project had no control over the closure of schools caused by the pandemic, it should be noted that the project should have anticipated the onset of second wave of the pandemic early and planned to conduct the school level activities soon in the intervention area. The preparation of school for girls does not only affect the enrollment of girls but also largely affects the retention of the girls and sustainability of the project. Hence, EE strongly recommends conducting school activities keeping them at most priority.

Sustainability of System-level

The findings from the qualitative discussion with the municipality officers from both districts suggested that they are highly positive about the change brought by the project. The local government has highly acknowledged the project activities and applauded the project for being able to enroll a large number of girls into the school who had been OOS for a long duration of period. They also appreciated the way the project had worked on different barriers pertaining to girls' education.

In terms of the sustainability indicators, the local government from both the districts have been running the Beti Bachao-Beti Padho campaign since a few years now. However, the campaign has not been successful in delaying the marriage of girls. The consulted government officials could not demonstrate specific activities in this regard. However, they mentioned that they have tried to create awareness among the general community about the legal provisions about child marriage.

It was revealed that the municipalities have by themselves initiated some motivational packages in schools so that they can attract girls to the school. For instance, some municipalities have announced scholarship packages for marginalized girls while others have offered mid-day lunch. However, these kinds of motivational initiations have not been enough to pull girls to the school.

After the campaign of enrolment and awareness programs, the enrolment rate of students specifically girls increased. Parents have become positive about educating their girl child and giving equal opportunities to their girl child. While parents and in-laws are still skeptical to send their daughter-in-law to school due to their predefined roles.

A Municipality officer from Rautahat

All the consulted officers from Municipality were aware of the CLC classes run by the project. However, they were not aware of what activities the project wanted them to incorporate in local plans. It was revealed from the qualitative discussion that the priority of the local government has been investing in tangible developmental works rather than spending money in long-term goals. While the local government have acknowledged the work of the project, they have not yet incorporated any of the components of Aarambha project into local plan.

It has been challenging for us to ask local government to incorporate our plans in their action plans. Their priority often lies in short term tangible development rather than long term investment in education.

A Project staff

Based on the findings, the project is at the latent phase of system level sustainability. Government official are themselves expecting some other project to run once Aarambha phases out. There is a huge gap in terms of system level sustainability. For sustainability, project needs to work more closely with government. Only expecting local government to include Aarambha's activities in their plan is not sufficient for system level sustainability. The project needs to create a sense of ownership at the local level for sustainability of the project.

Project Response

Table 30: Changes needed for sustainability

Questions to answer	Community	School	System	Family/ household	Girl
Change: What change should happen by the end of the implementation period	Community supporting to address GBV and early marriage including sending out of school children to formal education.	Development of school implementation plan incorporating gender sensitivity approach in line with inclusive education.	Local Level ownership for Girls and Inclusive Education network, allocation of resource for inclusive education and promotion of girls education	Parents and household supporting girls for continuation of education, early marriage cases minimization including GBV. Supporting girls for higher education.	Enrolment and retention in formal education along with livelihood and business set-up.

KEY INTERMEDIATE OUTCOMES 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 adult literacy program; M/OOS girls acquiring cognitive and non-cognitive skills to develop and pursue life plans; schools creating enabling and supportive environments for M/OOS girls' learning; and communities and authorities fostering positive social norms that encourage delayed marriage and realization of M/OOS girls' life plans. Each of these intermediate outcomes have been measured in the endline using mixed method approach which has been discussed in the section below.

IO 1: Out of school adolescent girls' improved attendance in literacy and numeracy courses

IO Indicator 1.1: Percentage of OOS adolescent girls who have attended 70% or more literacy and numeracy sessions

Regular attendance in the CLC classroom is imperative to improved learning of the girls enrolled. Hence, project had been continuously working with the enrolled girls through different means like motivation from CLC facilitator to the girls directly on the importance of regular attendance and mobilization of the change champion to work with parents. The parental engagement activities also focused on this particular enabling factor for girls' improved learning. As agreed in the MEL framework, the data for attendance was provided by the project. The attendance data included the attendance record of all the girls enrolled in CLC from the month of December to July 2021 (8 months of CLC intervention). EE analyzed the data received from the project and have presented the findings in the table below.

Table 31: Attendance of M/OOS adolescent girls

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
Out of school (M/OOS) adolescent girls' improved attendance	percentage of OOS adolescent girls who have attended 70% or more literacy and numeracy sessions	65.9%	70%	79.83%	Y
Main qualitative findings					
The girls generally enjoyed going to the CLC and their parents also supported them to attend as many classes as possible. However, during festivals and harvesting season, they had to miss the classes. It was also revealed from the discussion that CLC classes were only for 3-4 hours a day while if they are enrolled in school, they will have to spend more hours at school. This fact should be taken into consideration by the project as it could be possible reason to make the girls drop out from the school.					

Table 31 shows that the girls who attended 70% or more of the literacy and numeracy sessions increased from 65.9% at the baseline to 79.83% in the endline. It must be noted here that during baseline, the project had already conducted classes for 3 months and hence the baseline value covers the attendance date of first 3 months of the intervention. The trend of attendance was similar across all months. There was no sharp decrease or increase in the attendance rate of the girls. The average attendance rate was 81.24% which also showed that girls had attended most of the classes during the CLC intervention. The result is also consistent with the findings from Cohort I where the average attendance rate was 82.56%. The endline evaluation could not disaggregate the data

between different sub-groups as the data provided by the project contained attendance of the whole cohort and not just the sampled girls.

The qualitative findings also support the quantitative findings. Parents were found to be highly supportive about girls' education which is why they always encouraged their daughters and daughters-in-law to go to the CLC. They supported the girls in HH chores so that they were not forced to miss the school days. This can be due to the projects' strategic thinking on mobilizing change champion, who did door-to-door visit so that they could convince the parents to send their girls to the CLC regularly. The change-champions belonged to the same community and the parents seemed to trust them, hence, the idea of engaging them actually turned out to be an important model of intervention. EE, during different consultation therefore felt that their engagement in the project should be more intensified, provided with clear roles and their activities monitored. This will not only help in improving the attendance rate but also convince and motivate parents in different social norms that are acting as barrier for girls' learning.

I know each and every household of this community and also all the parents of the enrolled girls. Whenever I found any girls being irregular in school, I used to visit her house and talk with parents about the problems they were facing and convince them to send the girls to CLC.

A Change champion from Rautahat

Despite having a very encouraging figure of attendance and exceeding the target set at baseline, the endline evaluation also noted that girls still faced difficulty in regularly attending the classes. One of the major challenges was that the girls had to finish the HH chores before going to school which sometimes caused them to skip the classes, especially during the crop harvesting season where they had to take care of the household chores while their parents worked all day in the field.

During the harvesting season, my parents are in the field from early morning to late evening. I have to take care of all HH chores and look after my younger brother. I prepare food and take food to the field. There is no way that I can go to school during those days.

A girl from Rautahat

Secondly, some of the girls also tend to skip the classes when they got their period. Even though the project had provisioned sanitary pad in the CLC class and appropriate toilet facilities, girls felt uncomfortable coming to the class during their period.

Considering the challenges that girls faced in regular attendance in CLC classes, the project needs to consider about the attendance in school. In a visit to one of the schools of the project area where girls had enrolled, it was noted that out of 70 plus girls enrolled, only 7 of them were present on that day. Upon discussion with the school teachers, it was unveiled that it was the crop harvesting season and most of the girls stayed at home to help their parents for the work either by accompanying them to the field or by taking care of other HH chores so that the parents could go to the field without any worry of the house. This evidence signifies the fact that the project is likely to

face the problem of high absenteeism among the girls enrolled back to formal school. Similarly, most of the schools did not have proper toilet facilities and even in those schools where there was a toilet, no proper water facilities were found. This might affect the regularity of girls during their period. Although the municipalities have started supplying sanitary pads to schools, there is no proper mechanism to ensure its accessibility to all girls in need as there was no regularity of the supply in an adequate amount. This implies that the project needs to design its intervention in such a way that there is regular monitoring of the girls regarding their regular attendance.

Palika has provided sanitary pads to the school, and the girls get it from the focal teacher when they are in need of it.
A municipality officer from Rautahat

IO 2: OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans

IO Indicator 2.1: Household Decision-Making Index Score

The cohort of girls that the project is working with belong to the most marginalized groups. The social construct of the community they live in is such that most of the harmful practices have been a social norm for the community and is widely accepted by the community members. For instance, the girls are forced to marry early before the legal age and they have no say at all on this matter. They are not even asked if they are ready to marry. Such a practice is still prevalent and widely accepted in their community. This very norm exists in decision making about girls' education including sending her to formal school and profession she would choose, if any. This was identified as one of the barriers by the project itself in its ToC, which was validated by the findings from Cohort I and Cohort II baseline. To address this barrier, the project is working with girls to improve their decision-making agency through the provision of different sessions in the learning centers. To measure girls' decision-making capacity, EE had used a set of questions and calculated an aggregated score called household decision-making index score which has also been used in the endline to see the changes in girls' decision-making ability. Along with the quantitative data, EE also discussed with the beneficiary girls to dig deeper into the status.

Table 32: Household decision-making index

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	Household Decision-Making Index Score	37.3%	+10% (i.e., 47.3%)	44.3%	No
Main qualitative findings					
Consultations with different stakeholders indicated that the household decision making authority rests on the eldest male member of the family. The girls are thought unmatured for making decisions no matter what level of schooling they achieve. They are overpowered by the senior members. The intervention from the project has led the girls to be confident in expressing their opinion, however, not confident enough to make major decisions in the family. When it comes to the major decision making like joining schools or getting married, they are not even consulted and have no say in the final decision made by their parents.					

The endline evaluation showed slight improvement in the index itself as the girls' household decision making index reached 42.7% in the endline from 37.3% in the baseline making an improvement by

a 5% point increase. However, the target set by the project was not met. There are various reasons for this which has been discussed below.

During the qualitative discussion with different stakeholders, including girls themselves informed the EE that the decision-making power strongly lies in the eldest member of the family. The girls are not allowed to make decision on any matter relating to themselves or any other household matters. Even their mothers/mothers-in-laws must ask their mother-in-law or eldest member of the family when major decision has to be made. In case of major financial decision to be made, the decisive power rests on the male member of the family. EE concluded that this fact has been widely accepted by all the community members and they take it as a normal understanding that it is okay for the female members not to be included in the decision-making process. EE reflected that the prevailing norm in the society is not letting female members decide on the major HH matters. The discussion led to the findings that the male members don't authorize female members in HH decision because their position in the community will fall down if the authority is provided to the females. It's regarded as a shameful action in front of the community members.

If we give them freedom and authority to take decisions, our prestige will go down in the society.

A father from Bara

After the girls enrolled into the CLCs and got trained in ASRH and self-esteem, they have developed confidence in expressing their opinion in front of the family members. The girls who could barely talk in the household have been able share their feelings and voice their argument with elder members of the family. Researchers also observed that the girls had showed an improved confidence level in opening up in front of the strangers too as compared to the baseline. Due to the ASRH sessions conducted by the project, the girls could also openly share about how they are practicing the use of contraception.

However, when it comes to the decision about using the contraception, the girls could barely take the decision alone. It was mostly the mother-in-law who decided on the timing of contraception that her daughter-in-law could actually start. The married girls were not allowed to used contraception unless they deliver at least one child to the family. After the first child is born, the girls are allowed to use the contraception, that too in close guidance with the mother-in-law.

From the project perspective, the household decision-making capacity of girls was also important such that the girls would then be able to make life-plans on their own and decide on the transition pathways they are expected to undertake after the CLC sessions are over. However, the endline evaluation painted a faint picture in their decision-making power which meant that the ultimate decision whether to follow learning path or the TVET path was conditioned on the household head or the eldest male member of the family.

When the CLC classes were completed and we were asked to make our life-plans, I had to consult my father about what I am supposed to do because he would not agree in the decision I make.

A girl from Maulapur

Overall, EE gained an impression that, despite girls' improved agency on expression their views in small household matters like small purchases, they are not allowed to make their own decision even about their own health. The findings are consistent with that of Cohort I.

Girls need to be financially independent to decide independently. However, it still is not the case for girls in the community.

A Project staff

IO Indicator 2.2: Percentage of targeted unmarried girls who are married or in a union during the project phase

Child marriage is highly prevalent in the project area. It is one of the major reasons for dropouts in school in the project area. The project aimed to delay child marriage through different interventions like enrolling girls to school, providing training, creating awareness among parents, working with local government, teachers, and community leaders. This indicator was added from baseline of Cohort I which intends to measure whether the project is able to delay the marriage of the girls who were waiting for Gauna or were unmarried in the baseline for a year.

Table 33: Girls who are unmarried during the project phase

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	percentage of targeted unmarried girls who are married or in a union during the project phase	77.1% unmarried 1% married but waiting for Gauna	Maintain the percentage at the baseline level	75.8% unmarried 0.9% married but waiting for Gauna	N
Main qualitative findings					
The qualitative discussion led to the conclusion that, even if the parents are aware of the legal age of marriage, in practice, child marriage is still prevalent in the society. Marrying girls early lets parents present less dowry to the groom's family and also makes them feel secure.					

It was decided that the quantitative data for this indicator would be collected by the project since it is difficult for the EE to follow each girl from the CLC. The data provided by the project showed that in the baseline, there were 77.1% of the girls who were unmarried and 1% of the girls were waiting for Gauna. The target for the project was to maintain the same percentage of girls who are unmarried and who are waiting for Gauna that means the project aimed to delay the marriage of these girls by a year and expected the retain girls in the CLC. The quantitative data provided by the project shows that there was a slight decline in the percentage of the girls who were waiting for Gauna in the endline. While the project aimed to delay marriage of the 1% (25 girls), 3 of them got married by the endline. Similarly, out of total girls enrolled in CLC, there were 75.8% of the girls who were unmarried by endline which declined in point percentage by 1.3%. The result therefore explains that despite the project's efforts to delay the time of marriage for the targeted girls, a few girls were married off.

This is also evident from the qualitative data which was collected by EE. The researchers were informed from the discussion that even though the parents are aware of the legal age of marriage,

and they opined that they will marry their daughters only after she completed her schooling, in practice, it is actually not seen to be true. In practice, the parents marry their child off really early so that they don't have to offer a hefty dowry. Girls too are mentally prepared to be married early or at most, after they pass grade 10. They do not foresee themselves completing higher education. In this context, it is hard to predict if the girls are still unmarried. In fact, marriage could be one of the factors for the high dropout of girls from the project in Cohort II.

I think child marriage has been reduced. Those girls who enrolled in CLC and their parents were aware of early marriage. Because of this, it has brought a small change in guardians' and girls' perceptions on early marriage.

A municipality officer from Bara

Even though the data shows that the project was unable to meet the target, it is worth noting here that there were majority of the enrolled girls who were still unmarried. Since the area where the project is working has highest rate of child marriage, it should be acknowledged that the project has been able to hold off the marriage of many girls. As mentioned above different activities conducted by the project have contributed in delaying marriage of these girls.

IO Indicator 2.3: Financial Literacy Index Score (%)

The project aimed to impart knowledge about basic financing to the girls enrolled in CLCs. The girls were expected to know the basic concept of saving, loan, and financial institutions so that they could use this knowledge in future when they start handling cash. In the previous cohorts and even in the baseline of this cohort, it was measured as a unit of life skills index as agreed in the MEL framework. However, starting from the endline evaluation of Cohort II, EE in consultation with FM and the project team have agreed to measure the three components of the life skills separately. Financial literacy is one of those. A set of knowledge, attitude and skills related questions were asked to the girls in the girl's survey questionnaire. Different variables were aggregated to get a score. It was found from the evaluation that the project was unable to meet the target by just a minimal point percentage. While the project had targeted this score to reach 75% from the baseline value of 67.5%, the score in the endline reached 74.6% which is 0.4% less than the target. The score has been affected by the practice related indicators which could not be measured properly at the endline as the girls were yet to get cash grants from the project and start their business to perform financial transaction. Hence, the inability of the project to meet the target should be taken with caution.

Table 34: Financial literacy score

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	Financial Literacy Index Score (%)	67.5%	75%	74.6%	N
Main qualitative findings					
The girls unanimously shared that their knowledge regarding financial matters have increased after they attended different financial literacy sessions. They could say where they could save money if they earn in the future and that they can take loans if needed to grow their business. They also know the importance of saving family income and how the income could be wisely utilized for family well-being. However, the increase in knowledge level does not correspond to the practices. None of the girls consulted have approached banks or any financial institutions for any financial transactions.					

The qualitative discussion also signified that the girls have now become knowledgeable on the concepts of saving. They also shared that while they were unaware the loan can be taken for starting a business if one wants in the baseline, they now know at least that this provision is in place and they can take loan if they want. However, when asked if they have the practice of saving or taking loan, none of the girls shared they have done so. None of the girls had opened bank account in small bank or cooperatives. However, some of the married girls shared that they were members of some women’s group where they had this custom of monthly saving.

IO Indicator 2.4: Family Planning Index Score (%)

The curriculum of CLC also covers ASRH issues. The project aimed to improve knowledge of the girls regarding safe menstrual hygiene, the right age of marrying and bearing children, knowledge on family planning and contraception, and so on. Since the girls are at a high risk of getting pregnant early and frequently which is considered as one of the major barriers in girls learning, the project aimed at raising awareness, creating positive attitude towards family planning and actually using the contraceptive devices for limiting and spacing pregnancy. EE used a set of different questions on ASRH to measure the difference in the knowledge, attitude, and practice among the girls from baseline to endline. Aggregating a number of questions, family planning index score was calculated. In the baseline, the family planning index score was 7.91% which has increased to 9.1%. The increment observed is quite small. However, it should be noted that the representation of married girls in endline evaluation was low which has impacted the score. Therefore, the score should not be taken as the only judgement measure for this indicator.

Table 35: Family planning index score

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	Family Planning Index Score (%)	7.91%	30%	9.1%	N
Main qualitative findings					
The girls are open on the ASRH issues which is a major change that was noticed. Many girls also shared that they have discussed with their siblings (female) and mothers about the learnings that they had gained in the CLC. Most of the girls have become aware of safe menstrual health practices. However, the decision about using contraception or planning for children is not in their hands. They do not have access to contraceptive devices and are not allowed to use contraceptive devices without getting the consent from their mother-in-law or husband.					

The discussion with girls has revealed that they have been able to discuss about their sexual and reproductive health with their sisters and mothers or mothers-in-law. They also shared that they express their views on the appropriate age of bearing child. However, when it comes to the decision making as mentioned above, they have no control over it.

The CLC facilitator and mothers also opined that the girls have become more comfortable in sharing the ASRH related matters among the family members and friends as compared to the beginning when they had not enrolled in the CLCs. In this regard, the project has done notable job in changing the behavior of the targeted girls.

One day my daughter came and asked about my practice during menstruation. She shared with me about the hygienic practices that needs to be followed. I want to thank her teacher for teaching her such things.

A mother from Bara

IO Indicator 2.5: Social Skill Index Score (%)

The project has targeted to improve the social skills of the girls. For this, the project conducted different self-efficacy related sessions in the CLC classes. Through these sessions, the girls are taught to speak in front of the group and put forth their opinions. This enables their confidence and makes them able to express their views in the matters related to their life plans in front of their parents. The aim of the self-efficacy sessions is to make the girls able to deal with any problematic situation that might arise. It enables them to confidently handle the difficult situation when required. It also enables them to make their own decisions regarding their life plans and confidently convince their parents in the decision they have chosen. The social skill of girls is measured through a set of questions in the girls' survey questionnaire which addresses the aforementioned skills. In the baseline, when measured through those questions, the average score in self-efficacy was 30.3% among the sampled girls which has increased to 41.5% in the endline, while the project had targeted 50% in the endline.

Table 36: Social skills index score

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plans	Social Skill Index Score	Self-efficacy: 30.3%	50%	41.5%	N
Main qualitative findings					
The discussion with different stakeholders highlighted that the girls have become confident to an extent as compared to the baseline. They are more open and have become capable of expressing their opinion about their life plans. However, they have not been confident enough to convince their parents about their actual desires or make their life plans on their own. The girls' opinion is heard in the family but not addressed in the extent that it affects the major decision making in the family.					

Looking at the score itself, the project has failed to achieve its target. However, the increment from baseline to endline is worth noting. Since the intervention was for 8 months only including all of the literacy, numeracy, and life-skills sessions, the change in itself should be taken as an achievement for the project. The qualitative discussion also shows that the confidence of the girls has improved as compared to the baseline. They can now express their opinion in front of their parents. They can talk in groups as evident from the researchers' observation too. The girls who could barely talk about the ASRH related matters in the baseline were openly sharing about menstrual practices during the qualitative discussion. It was also revealed by parents that their daughters speak up when they are making decision in the household, however, they do not hear what their daughters say. They think that the girls are not mature enough to make "correct" decisions and therefore, they make the girls' decision by themselves. The CLC facilitators have seen changes among these girls in the endline as compared to the baseline. They shared it had been really difficult for them to interact in the beginning, especially in sensitive matters like menstruation and family planning. However, gradually they started being comfortable and started asking questions too.

They have been able to communicate with others people and are now able to make friends easily.

A CLC facilitator from Rautahat

However, it should also be noted that girls are not yet confident enough to convince their parents in their major life decisions such as joining schools or starting business or getting married. Hence,

even if they are open and put their voices forward, the ultimate decision rests in the elder male member of the family, and therefore they are always at a risk of getting married or dropping out of schools. It is therefore advisable to the project that it needs to intensively work with these girls and show them how girls in other areas of the country are doing. The project can also think of using female influencers, if possible, from their own community who can act as a role model for these girls.

IO 3: Schools have created enabling and supportive environments for OOS girls' learning

IO Indicator 3.1: Average score in the "gender-sensitive teacher tool"

The project has envisioned transitioning of the M/OOS girls to be enrolled in formal school. In its ToC, the project has identified lack of gender-responsive, safe, and enabling schools' environments as one of the major barriers for the M/OOS girls to enroll into the formal school and retain them until they reach higher grade. EE, as explained in the barriers section verify that this barrier holds true for the endline too. In such a given situation, it is a challenge for the project to bring back girls and retain them in school. To address this barrier, the project is working in schools where the girls are expected to enroll back once the CLC classes are over. The project is providing training for the teachers on gender-sensitivity. The teachers are expected to address the issue caused by gender-based discrimination and create supportive environment for girls so that they can continue their learning.

The endline evaluation conducted classroom observation in 8 schools of two districts. The observation tool comprised of general observation to measure the teaching methodology the teacher had adopted and how the gender issues have been addressed in the classroom. A set of 5 criteria were set specifically for measuring the gender sensitive teacher. It was found from the observation that the teachers of the observe class were gender sensitive. Teacher from all the observed classes played equal attention to both boy and girl students. They did not overpower students while teaching. They were equal attention to all the students regardless of their gender. They behaved equally with all the students. Similarly, boys also did not overpower girl students. It was found that teachers did not use any offensive language towards students regardless of their gender or ethnic differences. The findings signify that the teachers are trying to create a safe and supportive classroom environment for all the students. Thanks to the gender sensitive teacher training provided by the project.

We have policies which states that the facilities within the school amenities for example separate toilets for boys and girls, and availability of sanitary pads are lies in our policies. But alas, we lack resources to manage those things.
A teacher from Rautahat

This indicator was not measured in the baseline as the project was yet to select the schools for intervention at the time of baseline. The project had targeted that the average score for this indicator would be 55% in the endline. In this regard, the project has overachieved the target in the endline reaching at 96%. However, the score should be taken as caution here as the teachers might have showed gender-friendly behavior to the school in the presence of the researcher. This is the limitation of the observation tool as researchers had to let the teachers know about the observation which is why they might have showed positive behavior in the class. Nevertheless, this is just an assumption of the researchers, and the teachers could actually have behaved in similar manner

everyday too. Since there was a disruption of classes many times this year due to the pandemic, the teachers and head teachers were not able to talk about the real picture of the school.

Table 37: Gender-sensitive teacher tool

IO	IO indicator	BL	EL Target	EL	Target achieved? (Y/N)
Schools have created enabling and supportive environments for OOS girls' learning	Average score in the "gender-sensitive teacher tool"	0	55%	96%	Y
Main qualitative findings					
It was revealed from the discussion with teachers from the school that the plan and policies pertaining to school improvement are gender inclusive and have emphasized in creating learning environment for both boys and girls. However, due to limited resources these policies have been barely implemented. With the help of the project, the teachers from selected schools have received teachers training and have started applying behavior in the class.					

The qualitative discussion informed the EE that some teachers from a few schools had received gender-sensitive teacher training from the project. The discussion led to the conclusion that teachers and school management are quite receptive about enrolling the OOS girls who were supported by the project by providing literacy and numeracy classes through CLCs. All the teachers consulted unanimously acknowledged the contribution made by the project in bringing back the previously dropped girls to the CLC classes. They were also willing to create conducive environment for retaining those girls in the school through the support from the project by creating enabling environment for the M/OOS girls. The teachers opined in putting efforts in educating girls which would ultimately help in diminishing many of the malpractices present in the society including child marriage. Therefore, they welcomed the idea of getting trained in GESI and forming a committee in school and then addressing the issues that is causing girls' retention problem in the school.

We know that a GESI committee needs to be formed to address the issues related to inclusion, however, due to the lack of proper training in this area, we feel lack of technical capacity to exactly deal with the issues.

A teacher from Rautahat

IO Indicator 3.2: Attitude Change Index (%) for in-school adolescents

PIN aims to improve the knowledge, attitude, and behavior of in-school adolescents to create a supportive environment for OOS girls' learning when they enroll in formal schooling. The project was supposed to provide the data to EE for analysis for this particular indicator. However, EE was informed that the project had not been able to complete the intervention in school and also could not collect data due to closure of schools for a longer period of time.

IO 4: Communities and authorities foster positive social norms that encourage delayed marriage and realization of OOS girls' life plans

IO Indicator 4.1: Attitude change index score (%)

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 restricts 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 0 as none of the parents had shown positive attitude towards delaying the marriage of their daughter. The endline value of this indicator has been derived to be 37%. In this regard, the project has been successful in fostering positive social norms among the community people. Further analysis of the quantitative data showed that 95% of the parents accepted that girls should not be married before the age of 20. Which depicts that they know that early/child marriage is not acceptable to them.

Table 38: M/OOS girls' families with changed attitude

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	0%	40%	37%	No
Main qualitative findings					
<p>Qualitative finding:</p> <p>Parents are against child marriage. However, social norms are deep-rooted, such as girls with higher education pose a higher burden of dowry to parents leading them to marrying off their daughters early.</p> <p>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.</p>					

Community champions did door to door visit to convince parents and girls in cases of need. And that was influencing on the decision-making ability of parents' perception.

A CLC facilitator from Maulapur RM

Even though the results from the quantitative survey are encouraging, the qualitative findings led EE to deny the fact that parents are willing to delay the marriage of their girls early. They actually think that as soon as the girls reach their first menstruation, they should be married. They think that

the girls don't need to be educated for higher degrees since they will grow up, go to in-laws' house and perform the basic HH chores. Girls have also accepted this fact and are ready to accept the decision made by parents as this has been the norm of the society for long. The municipality officers have also validated the findings and shared that despite the efforts of the government to reduce child marriage through campaigns like Beti Padhao Beti Bachao, there has been minimal changes seen in the community. Parents are still marrying their girls early due to various factors like dowry and security reasons like eloping. One of the municipality officers from Rautahat district even shared,

Due to fear of legal consequences of child marriage, there is also tendency to arrange child marriage in India.

A municipality officer from Rautahat

IO Indicator 4.2: % of targeted family members who have supportive behaviors towards girls' education and employment

The project aimed to engage family members so that the project would be able to create supportive environment towards girls if they want to continue their study or start employment. In the baseline, it was found that parents were not moderately supportive towards the life-plans of the girls. The parents supporting the M/OOS girls to join formal school increased from 55.6% in the baseline to 80.3% in the endline signifying that the supportive attitude of parents for letting girls join formal classes have been improved. Similarly, in terms of support to work, in the baseline, 62.3% of the parents were found to be supportive which has also increased to 80.3% in the endline. The data depicted that the project has been able to meet the target set at baseline for this particular indicator. Thanks to the parental engagement activities and the mobilization of change champion who continuously engaged with the parents and helped in changing the attitude of the parents towards girls' education and work.

Table 39: Family members demonstrating supportive behaviors

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 targeted family members who have supportive behaviors towards girls' education and employment	Support to join formal school: 55.6% Support to work: 62.3%	+15% of baseline (i.e., Support to join formal school: 70.6% Support to work: 77.3%)	Support to join formal school: 80.3% Support to work: 80.3%	Yes
Main qualitative findings					
The attitude of parents was high in terms of supporting girls in joining formal school or to join any work. Some parents also shared that they have well understood the importance of education and that educating girls will pay off them later in future as it would be the means of independence to girls and means of income to girls' families. However, when they were asked if they will allow girls to travel far away other than their close vicinity, they were reluctant to send the girls. This showed that despite having a positive attitude towards supporting girls, when it came to practice, they did have some excuses like the safety issue of girls and their perception about girls eloping if sent alone either to school or work. Even for the training, they would not allow girls to go far away.					

In terms of the change in attitude of parents regarding girls' education, there was mixed responses from different stakeholders. Some of the parents feel that it is equally important for girls to be educated as boys while other parents think that there is no use of educating girls as eventually, they have to go to their in-laws' house and help with the HH chores. While some other parents and specially the mothers think that girls, if educated can work in future and earn money making them independent. They actually want their girls to be more empowered and don't want them to be like themselves. Similarly, change champions and municipality officers both agreed that the change is slowly happening in their locality as parents have started valuing girls' education and prospect of earning later in their life.

Parents have started to send their daughters to school with expectation of her economic independency and assumption that she will get a better partner if she gets educated.
A municipality officer from Rautahat

Even though the quantitative data showed that the parents are highly supportive towards M/OOS girls' education and employment, qualitative findings indicate a different picture. The parents do indicate that they want to support girls in their education. However, the household chores need to be taken care of before going to school. They also agreed on supporting girls' employment or small-scale business, however, the training has to be in their close vicinity and the girls can start tailoring/embroidery work while staying at home. This restrictive behavior of parents stemmed from the safety issue that happened in the past. Moreover, the parent still feel that the girls will ultimately help their in-laws in household works. There is no need of making them skilled as they have not seen the future prospect of using skills and earning from that.

The overestimation of the parental attitude could be because of the self-reported bias which could not be controlled by the quantitative tool used for the household survey. This has been the case since the baseline evaluation of Cohort I of Aarambha project. Hence EE has been suggesting continuously on measuring this indicator qualitatively.

IO Indicator 4.3: % of OOS adolescent girls' families who use the cash grants to support their life plans

The project aims to provide financial support to the girls to achieve their aspirations. The main objective of providing such support was to mitigate the barriers of enrolling to formal school caused by poverty among those girls who planned to enroll back to school. Also, cash support was provided to the families of those girls who took vocational training and wanted to initiate small entrepreneurship or business. Even though the indicator "percentage of M/OOS adolescent girls' families who use the cash grants to support their life plans" seems to measure the use of "cash grant", EE have collected the information regarding non-cash support too. The data depicted that 15% of the families had received the grant (cash and non-cash). The percentage of families receiving the grant seemed low because during the data collection of endline, project was yet to start the vocational training to those who wanted to initiate. Among those who reported receiving the grant, 96.6% reported to have used the cash grant in enrolling girls to the school or start their business by buying materials that would support their life plans. Looking at the percentage of the families actually using the grant from the initial 15% of those receiving the grant, it can be anticipated that the families are likely to use the grant the way project has expected them to use and not misusing

it. Most of the parents hoped for their daughters/daughters-in-law to start tailoring, bangles making, embroidery or beauty parlor as a vocation as project is providing training for this vocation.

Table 40: Families who use the cash grants to support the girls' 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	40%	96.6%	Y
Main qualitative findings					
<p>Girls who choose TVET were waiting for the project to provide them training. They were not aware of how the project was going to support in terms of the grant. They expected the project to provide sewing machine so that they can start sewing clothes for themselves and their family members. They are not quite sure if they will be able to start their business from the support.</p> <p>Parents consulted were supportive in terms of purchasing required materials so that the girls can start their small business.</p>					

The qualitative findings suggest that the girls and their families are eagerly waiting for the vocational training from the project and get the grant support to start their profession as soon as possible. However, project is still working with the girls from Cohort I on providing training and necessary materials for the girls. Since the girls who are staying at home waiting for the training are currently at a risk of getting married, EE strongly suggests carrying out vocational training as soon as the CLC classes are over for the upcoming cohorts so that the girls become engaged either in learning or in some sort of business and decrease the risk of getting married. This is specially valid for the older girls who deny to enroll back to school and are at higher risk of getting married because of their age.

Project Checks on Intermediate Outcomes

Ensure that the IO analysis reflects the links between different levels in the logframe and informs the validity of the Theory of Change. This includes checking whether they have:

IO analysis reflects the links between different levels of results and indicators in the logframe and informs the validity of the ToC. It has also highlighted in the area where project might need to revise the indicators and TOC for the upcoming cohort. As per the IO findings, the project will consider to align the ToC with the future interventions. The findings have highlighted both the qualitative and quantitative data for analysis and reporting and disaggregated data are provided as relevant.

- Measured and analysed all IO indicators presented in logframe;
- Disaggregated the data according to the logframe;
- Used both the qualitative and quantitative analysis stated in the logframe;
- Related the IO analysis to the analysis of Outcomes.

CONCLUSION

The end-line evaluation followed a longitudinal design where the same girls sampled in the baseline of Cohort II of Aarambha project were followed up in the endline evaluation too. Since there was an attrition rate of 47%, an additional 187 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 outcome

The literacy of girls in Nepali has improve from baseline to endline as the percentage of girls in non-learner's category declined significantly from 52.25% in the baseline to 21.3% in the endline. There were only 3.75% of girls who had reached the proficiency level in the baseline while there were 9.8% of girls at the same level in the endline.

In terms of English literacy, it was found that still a higher majority of girls are at non-learners' category. While the proportion of girls falling into this category has decreased from 71.25% in the baseline to 65% in the mid-line, only 2.5% girls have reached the proficient learners category.

Similarly, the numeracy skills of girls have also improved as compared to baseline. It was found that the percentage of girls in non-learners' category has decreased to 30.8% in the endline from 75.5% in the baseline to. While a steep increase in the emergent learners' category have been noted from only 21.5% in the baseline to 61% in the endline.

Transition outcome

It was found that, overall, 69.8% of the sampled girls have transitioned to school signifying a huge achievement of the project in being successful to bring such a large number of girls to school. However, it was also noted that 22.3% of the sampled girls reported of doing nothing at the time of data collection. The reason for that is because the project was yet to provide technical and vocational training to the girls who wanted to start their own business as one of the transition pathways envisioned by the project.

Sustainability outcome

The sustainability score reached 30% in the endline from the baseline value of 16.67%. Despite remarkable improvement in the learning and transition outcome, the project had a lot of room for improvement in its sustainability outcome. The community level sustainability indicators have improved from baseline to endline. The parents have shown positive attitude towards girls' education and child marriage. However, still the travel restriction remains as a barrier for girls. The project was unable to complete its school level activities due to the consequences led by the pandemic hence, not much progress has been noted in the school level sustainability indicators too. It was noticed that the local government were supporting the Beti Bachao Beti Padhao Campaign to end child marriage, however, the intensity of the program was not to the level to bring the changes in the community and the projects' effort was not found to be intensive in this area.

Intermediate Outcomes

Regarding attendance, the data provided by PIN showed that 79.83% of the girls had attended the targeted number of days at CLCs. The household decision-making index was calculated to be 42.7% in the endline making an improvement by a 5%-point increase from baseline. The qualitative

discussion however revealed that the major decision in the household is made by the eldest member of the family and girls have limited say over the major matters of the household.

In terms of life skills, the financial literacy, and knowledge, attitude and practice regarding family planning indexes and girls' self-efficacy all seem to have improved from baseline. The financial literacy score in the endline reached 75% from the baseline value of 67.5%. Likewise, the family planning index score increased from 7.91% in the baseline to 9.1% in the endline. The average score in self-efficacy changed from 30.3% in baseline to 41.5% in the endline.

Project had envisioned supporting the girls by providing cash/kind support to start their own business. At the time of data collection, only 15% of the girls' household reported receiving such grants. This was because the project had not yet completed the TVET training and started distributing the support. Almost all of those who received support reported to have used the grant for buying essential school materials required for girls.

RECOMMENDATION

Design

- The project needs to revise its ToC. Since the project has included unmarried girls since Cohort II, the ToC needs to be revised considering this change.
- Need to revise a few indicators. For instance, the data for system level sustainability indicators have been difficult for both the project and EE to capture, hence, these indicators can be changed to reflect the actual project intervention.
- Inclusion of the sustainability indicators on the Girls' Inclusive Education Network (GIEN) would make easier for measuring the sustainability outcome.

Barriers

- The characteristics and barrier section indicated that the married girls, the girls waiting for Gauna and the girls with children are at higher risk of dropping out of the project. Hence, the project needs to adopt strategies to retain these girls from being dropped out along with other girls. Project could run separate classes for these girls.
- As a part of inspiration to the girls and their parents, the project could adopt the concept of big-sisters from other LNGB projects. The big-sisters are the girls from the same community who have completed higher education and are tutors to the OOS girls. These girls could act as role model for girls and parents so that they girls can look up to them and get driven towards getting similar achievement.
- To address the barrier of restriction in mobility, formation of groups of homogenous girls and working in groups could be a better strategy rather than working with individual girls.
- Since poverty has many implications in girls' education, the project should also consider including some livelihood related intervention to overcome this barrier, if their scope of work allows them to do so.

Learning

- It was found that the length of CLC class was not sufficient for CLC facilitators to provide mentorship to girls. Hence, if possible, CLC classes needs to be run for a longer duration from the upcoming cohort.
- The DTL modality needs to be changed. It was found that the girls did not enjoy the DTL nor was it effective, therefore, EE suggests an alternative for consideration like small group teaching and peer-to-peer approach in case similar situation arises in future

- Girls have found the interaction with friends to be effective in helping with their learning. Hence, peer-to-peer learning should be incorporate along with CLC classes.
- The length of bridge class needs to be increased. It is suggested that project should run bridge classes for 6 months instead of 3 months. It should also ensure that the enrolled girls are promoted to higher classes. In addition to this, since the girls found other subjects difficult, it would be beneficial to the girls if the project could manage tutorial support for subjects like science.

Transition

- For those girls who have transitioned to school, the project needs to work on strategies to retain those girls in school. Continuation of bridge class until the girls are promoted at least until grade one is recommended. This will build the girls' confidence to be promoted and increase the likelihood of their retention in school.
- Considering the barrier in restriction of mobility, the small-scale business needs to be done in groups. This will help in addressing the barrier and also motivate girls to continue the work as it is likely that they will work if they are with friends rather than working individually.
- Since the market access was one of the concerns raised by beneficiaries, the project needs to collaborate with public and private sectors including micro finance institutions for the marketing of the products that are produced by the girls.

Sustainability

- Child marriage has been deeply rooted which has affected the girls' education in the project area. It is clearly evident that despite the governments' long-term investment in the Beti Bachao-Beti Padho campaign, there has not been any substantial change in this area. EE suggests involving multiple sectors and advocating for properly executing this campaign which might help in sustainability of the project. Moreover, use of social media campaigns would help in mass coverage of the message disseminated.
- Along with the other efforts of project for changing the attitude of parents, EE recommends using media campaigns like radio programs and messaging through social medias as well. This recommend also stems from Cohort I where radio program was found highly effective during the lockdown period.
- Self-initiated marriage by the girls themselves is also one of the contributing factors for child marriage. Therefore, EE recommends designing activities that will help in changing the attitude of girls regarding early marriage. Creating awareness from health perspective and not only criminalizing this could make girls realize the harmful effects and stop this practice.

Intermediate Outcomes

- If the project aspires to see all the girls develop enough confidence to be able to make their own decisions by themselves, EE recommends on engaging these girls in more intensively throughout the project period and not only for a few months.
- Along with gender-sensitive teachers, teaching quality is one of the major areas that the project can work on so that they can attract girls to schools and help in retaining them.
- Based on these findings, it should be noted that the community is emerging in terms of community level sustainability. With change in their attitude, parents have started supporting girls in their life-plans. However, this is not universal across all the intervention areas of the project. In the light of these findings, EE suggests in engaging the parents more in its parental engagement activities.

ANNEXES

Annex 1: Project Design and Intervention

The Theory of Change (ToC) has been presented in page number 3 and 4 which is followed by the detailed description of Theory of Change (ToC) page 4 and 5 of this report. Along with the description of the ToC, EE has commented on the barriers identified by the project in its ToC. This has been presented on pages 16 to 29.

Annex 2: Endline Evaluation Approach and Methodology

2.1 Evaluation purposes and Evaluation Question

The theory of change of Arambha Project is grounded on those barriers that positioned girls to drop out from school, never allowed to go to school and their early marriages. Considering this, the project mainly aims to work with primary beneficiaries of 10-14 married and unmarried OOS adolescent girls and 15-19 married adolescent OOS girls from Bara and Rautahat district of Province 2. Along with these beneficiaries, the project also worked with girls' families, community/religious leaders, schools' head teacher/teacher and government officials as other key stakeholders. The project intervention of advocacy and literacy classes aims to address the underlying barriers that prevent girls from leading healthy, safe and educated lives. The overall purpose of the evaluation therefore is to gauge the assertions, and progress of the intervention by measuring the outcome, and output level indicators developed by the project. The specific purposes of the end line evaluation are outlined below.

- Identify and assess the barriers faced by the unmarried and married OOS adolescent girls for learning and transition
- Test the assertions made by the Theory of Change of the project and generate necessary evidences to inform the improvements in project design

The MEL framework has outlined a set of evaluation questions relevant to the overall evaluation design. Therefore, the following questions listed below guided the Cohort II End line evaluation.

Evaluation questions and summary and tools used to measure the questions

Evaluation question	Indicator and Index	Tools
Was Aarambha project successfully designed and implemented? How flexible was Aarambha project to respond to the COVID-19? How did the project adapt according to the pandemic context and how effective is the adaptations?	Overall project implementation work frame	Qualitative consultation girls, parents and all the other key stakeholders including project staff
What changes did the Aarambha funding have on the learning and transition of M/OOS girls since baseline? What new challenges to learning and transition of girls have emerged due to the COVID-19?	Girls' literacy and numeracy proficiency level Successful transition into formal school and uptaking vocational skills	ASER Tool Girls and Household survey Qualitative consultation with OOS girls, parents and CLC Facilitator
How sustainable were the activities implemented by the Aarambha and was the program successful in leveraging additional interest and investment? In the 'new normal (COVID and Post COVID)' context, how the project engaged stakeholders in ownership and sustaining the project activities implemented by Aarambha project?	Community members who feel it is harmful for a girl to get married below the legal age M/OOS girls waiting for Gauna ceremony Gender-sensitivity school sustainability index Local government incorporating Arambha project components such as gender-inclusive education planning, enabling learning environment for the girls, action against child marriage, GBV etc. into education plan	Qualitative consultation with change champion, government officials, school head teacher/teacher

What were the unintended outcomes of the project, if any?	NA	Qualitative consultation with OOS girls, parents, change champions, school head teacher/teacher, project staff
What works to facilitate the transition of M/OOS girls through skill development interventions and increase their employability?	Out of school (OOS) adolescent girls who successfully transition, disaggregated by pathways.	Quantitative data not collected in the endline due to delay in project activity Qualitative consultation with girls, parents and change champion,
What programmatic changes are required for improved project implementation in upcoming cohorts?	NA	Qualitative consultation with government officials, head teacher, parents, and change champions.

2.2 Evaluation Methodology

Overall Evaluation Design

The Arambha Cohort-II end line evaluation implemented pre-post research design like baseline evaluation to measure changes that are contributed by the project interventions. Longitudinal mixed methods approach was carried out where both quantitative and qualitative methods of data collection was adopted where later permitted to triangulate the data. Quantitative data provided the numerical result of the intervention, whereas the qualitative information explored, validated and augmented the quantitative findings. The evaluation was guided by simultaneous approach where the qualitative and quantitative data are collected during the same timeframe but independently, unlike baseline evaluation where sequential approach was carried out. Since, the evaluation carried out data collection simultaneously, FDM made sure to select different individuals for both quantitative and qualitative data collection to avoid the potential bias that could introduced through data collection.

The respondents for the end line evaluation included project's primary beneficiaries who were unmarried and married Out of School (OOS) adolescent girls between the ages of 10-19 years. Along with these primary beneficiaries, such as parents of the OOS girls, CLC facilitator, change champions, school head teacher/teacher, and government officials were other key stakeholders that were consulted during qualitative data collection. As the project is working with girls in a single cohort, the same groups of girls which were studied in baseline evaluation were tracked for the end line evaluation.

Adoption of Gender Equality and Social Inclusion minimum standards into the evaluation

Gender Equality and Social Inclusion was guaranteed throughout the end line evaluation process. It was ensured from the initial phase of questionnaire/tools development to data collection and to the final stages of data analysis. The quantitative survey questionnaires and qualitative guidelines were developed vigilantly to avoid cultural and gender insensitivity. FDM ensured that the tools and guidelines were designed in close consultation with the project GESI team and also ensured the language of tools were gender and culturally sensitive. Similarly the evaluation team also made

certain regarding the sample selection to include representations from all the ethnicity, and age of the respected project intervention areas.

Since longitudinal evaluation modality of LNGB suggested keeping the track of identifiable personal demographic information of marginalized girls, it is significant to make them comfortable during the survey and to avoid skepticism amid their parents. Therefore, FDM recruited local female enumerators to ease the circumstances and were well acquainted with the community's cultural context. In addition to this, few queries in the survey regarding Adolescent Sexual Reproductive Health (ASRH) and Washington Group Module were sensitive to talk about, hence, the assigned local female enumerators would comfort the survey process. Additionally, the local field enumerators were all trained on rapport building with the interviewee along with the way of approaching questions using sensitive and delicate measures such as use of proper language with respect. Similarly, FDM ensured qualitative researchers to be well aware on GESI issues and were trained accordingly.

In regards to data analysis, the data was disaggregated by ethnicity, age and school going status wherever required to ensure that the differences in the social background were reflected to inform the project adjustments.

Adoption of COVID protocol

The onset of COVID-19 has shaken the entire world and similarly, it has affected the Arambha project as well. Hence, it was pre-requisite to take precaution and follow the COVID protocol during the enumerators training and field visit. FDM ensured that both quantitative enumerators and qualitative researchers follow the COVID protocol so that the interviewee and the community would not get affected from it.

In this regard, during the local enumerators training, trainers and enumerators were requested to wear mask and maintained physical distance. FDM provided hand sanitizers and plenty numbers of masks to each enumerator so that they could use during training days and data collection. They were also asked to follow the proper physical distance during the survey. Likewise, the qualitative researchers were asked to do the same during qualitative consultations.

2.3 Baseline Evaluation Data Collection Process

2.3.1 Pre Data Collection

The end line data collection was carried out in four project intervention areas of Bara and Rautahat districts of Province 2. The project intervention areas of Bara were Adarsha Kotwal Rural Municipality and Pachrauta Municipality, whereas in Rautahat district, Katahariya and Maulapur Municipalities were the intervention areas of the Arambha project.

Sampling framework

Following the cohort tracking system adopted for this evaluation, the same girls interviewed in baseline of cohort II were tracked for interview for the end line evaluation. Similarly, those tracked girls' household were approached for household survey. Nonetheless, it was found that some of the sampled girls were either dropped out or absence at the time of quantitative data collection. Therefore, those girls were replaced from one-to-one replacement strategy to achieve the planned sample for end line evaluation. The replacement was carried out on the basis of the girls' best matching demographic characteristics such as age, religion, geographical area and ethnicity and along CLC classes.

Table below presents the sample tracked and attrition in the end line.

Table 41: Sample tracked and attrition in the endline

Cohort group		End line	Attrition	End line	Attrition
		Bara		Rautahat	
10-14	Never been to school	37	19	104	41
	Drop out	76	28	68	40
15-19	Never been to school	13	4	10	4
	Drop out	74	48	18	3
Muslim		64	39	45	24
Non-Muslim		136	60	155	64

Quantitative sample framework

With regards to quantitative sample framework, nothing new has been adapted in the plan for quantitative sample. Therefore, the sampling framework from baseline was adapted to use in end line evaluation as well.

Qualitative sampling framework

Purposive sampling technique was carried out for the end line evaluation like baseline. The methods used for data collection were focus group discussions (FGDs) and key informant interviews (KIIs). The total number of 22 KIIs and 12 FGDs were conducted with direct and indirect beneficiaries.

OOS married and unmarried girls aged 10-19, along with girls' parents, were consulted for the focus group discussion. The FGD participants were representing different social disaggregation-ethnicities, gender, location, etc. Each FGDs had five to seven participants considering the COVID-19 prevention strategy. On the other hand, KII were done with community leaders (change champions), CLC facilitator, government officials, school head teacher/teacher and project staff.

The table below illustrates sample sizes for the qualitative tools used at end line evaluation:

Table 42: Sample sizes and key stakeholders for qualitative tools

Respondent group	Number of FGDs	Number of KIIs
OOS adolescent girls	8	-
Parents of the M/OOS adolescent girls	4	-
CLC Facilitator	-	4
Community leaders (Change Champion)	-	4
Municipal education official	-	4
Project staff	-	2
School head teacher	-	8

Designing quantitative and qualitative tool

The quantitative and qualitative tools were developed by EE following the LNGB guidelines. Later the tools were reviewed by the project team and FM and rectified accordingly for its finalization.

In reference to quantitative tools, it included girls and household survey questionnaires. Girl's survey was the primary data collection tool among girls attending CLC classes. Likewise, household survey was administered with girls' parents or guardians. Similar approach to other evaluation, initially girls were tracked through CLC, and only then their household were visited. Both girls' and household survey was adapted from baseline. Only few questions in girls' and household survey regarding school enrolment were added and modified since in this cohort some girls had successfully re-enrol to the school.

Similarly as the major part of quantitative survey, learning and numeracy assessment was administered using Annual Status of Education Report (ASER⁶) like baseline evaluation. It was administered to check the learning and numeracy status of girls who attended CLC.

On the other hand, qualitative tools or checklist were developed to conduct Key Informant Interviews (KII) and Focus Group Discussions (FGDs) with the key stakeholders as mentioned above in Table 2. It was designed based on the logical framework and indicators of the projects.

Enumerators, monitors and researchers

Enumerators, monitors and researchers were the prominent individuals of the evaluation. Enumerators were dedicated for the quantitative data collection whereas researchers were for qualitative consultations. Particularly for this end line evaluation, FDM assigned 12 local enumerators in each project districts, where equal numbers of male and female enumerators were deployed, which provided a total number of 24 enumerators. Those local enumerators had been involved in Arambha project from the beginning and well acquainted with the questions, format and context of the survey. Since they were local enumerator they had a local language competency and familiar with socio-cultural context of the sampled Terai district which made the data collection effective and efficient.

Similarly, FDM also recruited one field monitor for each district based on their past experience of data management and coordination in the field. These field monitors were assigned with the primary responsibility of ensuring the quality of data collected by the enumerators as well as to ensure that the enumerators followed the research ethics. Field monitors were available at the field throughout the data collection and directly reported to the project coordinator.

In regards to the qualitative data collection, researches from FDM who had prior experience of working in GEC and LNGB project were deployed. A team of two researchers from FDM were

⁶ ASER tool was developed by ASER Nepal, a member of People's Action for Learning Network (PAL), a global network which is a partnership of countries working across three continents to assess basic reading and math competencies. The tool has been piloted numerous times before standardizing it by ASER Nepal. It is standardized for measuring the proficiency of students up to grade level 3 according to the curriculum of Nepal government. <https://palnetwork.org/aser-nepal/>

assigned in each district. These researchers were well acquainted with conducting FGDs and KIs and taking in-depth notes and transcribing. Since, FGDs were also conducted with parents and girls, it was important to conduct in local language. Specifically for this reason, FDM also hired a translator for each district, who can well translate the FGDs and convey the exact in-depth information. The translators were provided with proper information about the Arambha project so that translator could decode the questions of the researcher and answers of the participants.

Training

Before data collection, those selected enumerators and monitors were provided with an intensive two-day training with one day pre-testing in each district to share the purpose of the end line evaluation and to make them acquainted with household, girls’ survey and ASER. The event provided comprehensive understanding on all the questions and also familiarized them with the use of mobile platform for collecting data. The training additionally acquainted the enumerators with child safeguarding policies and the basic etiquettes to be maintained during the data collection. The training covered the following areas:

Day I	The training commenced with proper introduction of Arambha Project and discussion on the training agenda. The introduction included the information regarding the activities of the project, along with ‘do no harm’ and ‘child safeguarding policy’ to monitors and enumerators. Thereafter, enumerators and monitors were trained on the basic use of tablet which was the medium of data collection. All the questions pertaining to household survey and girls’ survey were explained thoroughly one by one to enumerators. At the end, a mock interview was conducted to familiarize the enumerators with the question.
Day II	On the second day, the training were dedicated for ASER and other document like SIP. Here, female enumerators were trained for ASER whereas male enumerators were for SIP to administer with head teacher. After completing all the questions, the enumerators were divided in a group of two for the mock session. The mock session had supported them to clear the confusion and queries regarding questionnaire. The session also included things like fieldwork planning, going through the filled-up questionnaire, data quality, reporting, and uploading the data.
Day III	A pre-testing was conducted in the nearby village of Bara and Rautahat district. A team comprising of twelve enumerators, and one monitor in each of the two districts were deployed for the pilot test. In the field, enumerators interviewed at least two individuals each. The feedback session from the pilot test was held at the respective location. In the pilot test, most of the errors in the android questionnaire were addressed and rectified later before the commencement of the actual end line fieldwork. This exercise helped the participants to become familiar with the questions and identify the field level challenges. After the pre-testing, the roles and responsibilities of enumerators, and monitors were discussed.

Regarding, qualitative consultations, prior to the field mobilization, the project coordinator provided a day orientation to the researchers from FDM on the project objectives, log frame, qualitative tools thoroughly. It was ensured that the researchers grasp the main idea of each question to gather in-depth information. In addition to this, these researchers were also oriented on collecting sensitive information from the girls. 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.

2.3.2 During Data Collection

Quantitative Data Collection

End line quantitative data collection started on 8th December, 2021 in both project districts i.e. Bara and Rautahat. The data collection took 10 days in each district. Enumerators were provided with tablet with installed ODK so that they could fill up the survey. On the other hand, monitors were assigned to ensure the data quality. They were responsible to lead enumerators during the times of difficulty or confusion that arose during the data collection process. Along with it, the monitors also ensured whether collected data were uploaded to the server correctly and communicated the field update with the project coordinator on a daily basis. FDM team in Kathmandu rigorously monitored those delivered and uploaded data so that if any errors were occurred, it could be sorted right at that moment.

In terms of sample list, monitors were provided with the final 200 sample list of girls based on the district they were assigned. The sample list included information regarding name of CLC, and respondents' demographic information. Along with it, monitors were provided with Master List of overall sample of the Cohort II so that those girls who dropped out or were absent at the data collection time could be replaced. While replacing the girls, it was ensured that the demographic characteristics including the CLC itself matched. Stratified random sampling technique was used to select the girls for the purpose of replacement.

On the other hand, the child safeguarding policies and ethical protocol were followed in the field. All enumerators and monitors were provided training on child safeguarding policies and ethical guidelines. A written consent from the girls and household were taken before each interview. 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, FDM provided an insurance package. In addition to this, local authorities were formally informed about data collection prior to its commencement. FDM and the team worked in close coordination with the local partner for smooth data collection in the field.

Qualitative Data Collection

Unlike baseline evaluation, the end line evaluation adopted concurrent mixed method where both quantitative and qualitative data collection were carried out simultaneously. Hence, both Focus Group Discussion and Key Informant Interviews were carried out with the relevant stakeholders in two districts simultaneously with the quantitative survey.

All the interviews and discussions were electronically recorded by the researchers with the consent from the respondents. Every qualitative consultation was initiated with general talks and rapport building. Questions pertaining to the projects and intervention were only asked when the stakeholders felt comfortable sharing their opinions.

Since there were two teams deployed in different districts simultaneously, general trend, experience, and information were shared between researchers at the end of each day of data collection. This supported getting a generalized and differences in view from both the districts to triangulate the gathered information. This further provided an opportunity to prioritize and probe when required. After the qualitative exercises concluded in the two districts, an extensive debriefing session was held among all the field researchers who shared and discussed their experience, findings and observations during the qualitative consultations.

Quality Assurance

Appropriate measures were taken to ensure the quality of the study in each step of the data collection. Before the actual fieldwork was conducted, FDM team with close consultation with PIN team and FM, went through revisions on the format and the contents of the survey questionnaire as well as qualitative checklist to eliminate ambiguities, language complexity and complicated skip patterns. In addition to this, mature and experienced researchers and enumerators who had the contextual understanding of the study, were selected for the project.

Training was pre-requisite for the quality control process. Therefore, both training and orientation for enumerators and researchers were provided with intensive information and discussion regarding the questions, options, skip patterns and other details. Along with this, enumerators were trained with mock interviews which provided them an opportunity to excel interviewing the respondents. Moreover, detailed field plan was placed with a total of 24 enumerators and two monitors. Field plan was devised to meet planned as well as unforeseen challenges and thereby to ensure the smooth operation of day-to-day field activities. Monitors also helped in assuring quality of the interview. They supported in assessing the performance of the enumerators and executing the overall task of the field. Similarly, spot-checks were done by monitor to ensure that correct respondents were selected for interview, and the selection process were also correct. Additionally, back-end check was continuously being performed by core FDM team in Kathmandu to find the missing data and errors.

2.3.3 Post Data Collection

Data Cleaning and Storage

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 related with Arambha project.

During the data collection process FDM team in Kathmandu checked the database regularly and if needed the team detected the errors and inconsistencies in a data set and administered conditional cleaning. Various errors in the data that would come during the fieldwork occurred due to the negligence of the enumerators rather than due to the limitations of the software. It is difficult to rectify such errors just by looking at the data. Thus, if the person in charge of data monitoring at FDM had doubts in the data sent in by enumerators, he/she contacted the concerned enumerator to identify the issue and rectify the error. Thus, at the time the fieldwork was going on, one person from FDM was constantly monitoring the data in the server.

The data cleaning process followed a process of sorting variables and checking for consistency. Data was also checked for the representativeness of the sample based on 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 contacting the enumerators wherever possible. For instance, in this survey the actual sample size was 400. For every question after considering the filters, the base was 400. In case of extreme outliers, FDM checked how this has come about and whether or not such a response is justified. For example, the actual age of the respondent, and the age when the respondent got married was sometimes recorded too high than the current age. Cases such as these were informed to the concerned enumerators. Then the suitable course of action for dealing with such discrepancies was adopted. 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 matched exactly with the code of the master list.

Once all the correction was entered into Excel, data were exported into SPSS. All the values were then properly labelled. A double entry mechanism was maintained to establish a backup database if the working file or sheet gets deleted or data is lost. To mitigate the risks of data loss, a master database was maintained in more than two computers and external storage devices.

Regarding qualitative research team, while conducting the interviews the researchers recorded the entire interview so that it could be used for producing transcripts and field notes. Recordings were only done when all the participants provided consent to do so. 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 based on the headings/themes used in qualitative checklist. Wherever relevant, direct quotes from respondents were jotted down as it would accentuate the findings.

Data Analysis

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 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 were independent/two sample t-test, paired sample t-test, one-way Anova, correlation, and chi-square test.

Qualitative Analysis

Quantitative analysis was carried out deductively aiming to achieve the objectives of the project. Those recorded interviews and discussion were transcribed into English. The in-depth notes were written by the researchers. This included summary of each question, analysis and direct quotes. In addition to this, further analysis of qualitative data was carried out by the project coordinator. To disaggregate the steps of qualitative analysis, following steps were carried out:

Data Coding: The data coding involves identification of the terms and grouping the responses. Therefore, descriptive coding was carried out with the transcripts of the qualitative discussion. This was vital for efficiently used those data for the report writing.

Theme generation: This step included putting the data coding into themes through the process of “focused coding” - combining smaller, related coded data into one category, subdividing more common coded data into subcategories or eliminate themes/categories that became outliers. The thematic coding was done during a day workshop at FDM among the four 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, and preliminary findings from quantitative data. This process also enabled the systematic organization of information from qualitative consultations and in determining trends among groups and contexts.

Data Interpretation: Those coded data and themes were later interpreted and used for 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. The findings were presented following guideline provided by fund manager and also segregated based on the different subgroups identified during analysis.

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

Challenges	Mitigation Measure
Parents of some of the girls kept interrupting the interview during girls’ survey as well as during the focus group discussion with girls	The monitors and enumerators had to reiterate the things written in the consent form few times and explain with clarity the purpose of the survey and discussion and time and again request them to leave the survey and discussion. Social mobilizers were informed by the field staff about the situation to protect it from escalating any further.
Longitudinal evaluation modality of GEC implied keeping record of identifiable personal information like name, phone number and address. Collecting these sorts of personal information from the girls made some parents skeptical and sometimes they asked questions on how this information would later be used.	To mitigate this issue, FDM team did not directly ask their phone numbers of the girls but instead asked for their husband’s or parents’ number so that girls did not get into trouble for sharing phone number.
Challenges during data cleaning due to irregular spellings, same unique ID code, errors for string-entry responses	Several 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 postulated in the research timeline.
Language barrier during qualitative consultation	Interpreter with local language competency was hired for easy communication between researcher and the participants. The interpreter was well informed about the background of the project and its activities, as well as the checklists so that the essence of the question or answer would not be lost in translation.
Some of the M/OOS girls were not able to talk or express their opinion freely.	Prior to asking checklist questions, researchers started with informal conversation a bit longer than usual and then only proceeded with the questions so that they would converse with researchers comfortably and soundly. A fair amount of time was invested in rapport building and probing.

Limitation

Along with the challenges mentioned above, there were few limitations, which might have affected the robustness or reliability of the evaluation design. Therefore, quantitative and qualitative results reported herein should be considered in the light of some limitations which is given below:

- Sensitive information such as information on Adolescent Sexual Reproductive Health (ASRH) were the most difficult to administer, mainly due to religious and cultural factors. Therefore, the qualitative team tried to conduct the discussion in separate spot, away from their mothers-in-law, family and other community members so that they would open up and feel free to share their ASRH information.
- The sample size for the age group 15-19 were very less even though 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 in this end line evaluation. This led to higher attrition. However, the loss to follow up was anticipated during baseline itself and therefore the attrition rate was topped up in the total sample 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. Subgroup 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 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. However, to minimize such biasness, the team tried to tally and backed the qualitative information with the quantitative data. Along with it, the team made sure that those asked questions were not the leading questions.

Representativeness of the samples

Similar to the baseline evaluation, the sample selected for the end line evaluation was also fully representative. Representativeness of sampling was ensured considering the project's marginalization framework, the following inclusion criteria was used to select the primary beneficiaries:

- Beneficiaries were between the age of 10-19 years
- Beneficiaries were unmarried, married or waiting for Gauna
- Beneficiaries were either out-of-school girls who had never attended school or out-of-school girls who had attended some level of schooling but were currently dropped out.
- Girls who resided in the project intervention area.
- Residence: living in project target area

During the evaluation, it was ensured that beneficiaries met all the above-mentioned criteria, regardless of their disability status, literacy levels, caste/ethnicity, or any other socio-economic and

cultural factors. In regard to baseline, the sample size was constructed by setting the criterion as 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 was representative.

However, there was some level of attrition in both project area district. Out of 187 sample, Bara had 99 and Rautahat had 88 samples who were replaced. One-to-one replacement strategy was adopted so that the planned sample size (which was 400 in total) could be achieved as explained above in sampling framework section. For instance, if a girl from 10-14 were to be replaced, the girl of same age group, ethnicity and CLC was replaced. However, if the girl from the age group 15-19 were to be replaced, since it was difficult to replace this age group because of less number of girls of this age group in this end line evaluation, the girl age of 14 and 15 were considered for the replacement. Moreover, their ethnicity, religion, location and CLC were matched.

The table below shows the planned sample and the re-contacted in the endline evaluation:

Table 43: Planned sample and re-contacted girls

Cohort Group	Baseline Sample	Endline Sample (Total)	Endline Sample re-contacted	Endline Attrition (%)
400	400	400	213	46.8%

Table 44: Attrition of the samples

Groups	Attrition
M/OOS girls samples (girls and household)	<p>The overall attrition of the girls from baseline to end line was 46.8%</p> <p>Not considering the replacement sample, following attrition was recorded:</p> <p>Bara 49.5% out of 200 sample</p> <p>Rautahat 44% out of 200 sample</p>

As mentioned above, there was attrition of sampled girls from baseline. Several factors have resulted in attrition of sample girls during the endline 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, 4 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 until the last day of data collection, hence enumerators had to replace such girls with the new one.
- Gauna and other reason as of visiting and leaving the district, had result in dropped out from CLC classes and brought attrition. The percentage of the girls who had dropped out of the project from baseline to endline is 4%.

Sample Distribution

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

Evaluation sample breakdown district

	Baseline	Endline
Sample breakdown (Girls)		
Bara	50% (200)	50% (200)
Rautahat	50% (200)	50% (200)
Girls sample size	100% (400)	100% (400)

Source: Girl's survey n= 400

Evaluation sample breakdown (by age)

	Baseline	Endline
Sample breakdown (Girls)		
Aged 6-8 (% aged 6-8)	NA	NA
Aged 9-11 (% aged 9-11)	14.3% (57)	16.8% (67)
Aged 12-13 (% aged 12-13)	28.3% (114)	28.5% (114)
Aged 14-15 (% aged 14-15)	31.8% (127)	38.8% (155)
Aged 16-17 (%aged 16-17)	9.6% (38)	12.0% (48)
Aged 18-19 (%aged 18-19)	16% (64)	4.0% (16)
Aged 20+ (% aged 20 and over)	-	-
Girls (sample size)	100% (400)	100% (400)
Sample breakdown (Boys)		
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

Sample breakdown by intervention pathways

	Baseline		Endline
Sample breakdown (Girls)			
Girls within age group (10-14) who will enrolled into formal education after CLC	63% (252)	Girls within age group (10-14) who enrolled into formal education after CLC	55.3% (221)
Girls within age group (15-19) who will either enroll into formal education or skill development training and employment	37% (148)	Girls within age group (15-19) who either enroll into formal education or skill development training and employment	16% (64)
Girls sample size	100% (400)	Girls sample size	71% (285)

Evaluation sample breakdown (by disability)

Sample breakdown (Girls)				Baseline	Endline	
WG Child functioning questions				Domain of functioning		
Difficulty seeing	Seeing			2.5% (10)		
Difficulty hearing	Hearing			2 % (8)		
Difficulty walking or climbing steps	Walking			2% (8)		
Difficulty with self-care	Cognitive			0.25% (1)		
Difficulty with communication				3.75% (15)		
Difficulty learning				12% (48)		
Difficulty remembering				11.50% (46)		
Difficulty concentrating				10.25% (41)		
Difficulty accepting change				10.50% (42)		
Difficulty in behaviour				14.25% (57)		
Difficulty making friends				15.25% (61)		
Anxiety (feeling anxious)		Psycho-social			2% (8)	
Depression (feeling depressed)					2.5% (10)	

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.

Annex 3: Characteristics and Barriers

The details characteristics and barriers have been presented in the body of this report on pages 20-36.

The additional analysis to compare the characteristics and barriers of the replaced girls and top girls was done. It was found that there was some differences in the characteristics and barriers of the girls, however, the difference noted was not statistically significant as shown by table 3.1.

Table 3.1: characteristics of lost girls and top up girls

Characteristics	Top up girls	Replaced girls	p-value
Ethnicity			
Terai/Madheshi Brahmin and Chhetri	.5	1.0	0.41
Terai/Madheshi Dalit	30.5	29.5	
Terai/Madheshi Janajati	13.4	12.0	
Terai/Madheshi others	21.9	32.5	
Muslim	33.7	25.0	
Language spoken at home			
Bhojpuri	78.6	77.5%	0.72
Bajika	21.4	22.5%	
Poverty and poor household			
Household not having land for themselves	36.4	34.5	0.09
Roof made of hay	41.2	38.7	
Unable to meet basic needs	36.4	38.9	
Gone hungry to sleep many days in the past year	5.3	5.1	
HH with not having enough cash income	3.7	3.9	

Annex 4: Learning outcome data tables

The tables from Annexes are included in the main body. Please refer to the following tables corresponding to the tables in annexes.

Table number in Annex	Table number in main body
4.1	NA
4.2	NA
4.3	Table 20
4.4	NA
4.5	NA
4.6	Table 23
4.7	Table 20
4.8	Error! Reference source not found.

Annex 5: Log frame and Medium-Term Response Plan Output Monitoring Framework

Attached Separately

Annex 6: Beneficiaries Tables

Table 6.1: Direct beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
[Cohort 2]	2484	0	2484	316	242	558	64	146	210	1613	768	2381	146	262	408

Table 6.2: Indirect beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
[Cohort 2]	1049	1050	2099	42	66	108	65	160	225	506	1978	2484	NA	NA	Approx . 5000

Table 6.3: Direct beneficiaries by intervention/activity

	Intervention/activity				
	CLC	Bridge Course	DTL	TVET	Life Skill
[Cohort 2 – girls]	2484	1431	2332	1995	2432
[Cohort 2 – boys]	NA	NA	NA	NA	NA

Table 7.1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted between baseline and endline	Total number of girls targeted between baseline and endline	Comment
Direct beneficiaries of Cohort 2 include married/out of school adolescent girls	Overall target is 8500 Girls	2125	2484	Project will reach the overall target in 4 Cohorts. Each Cohort will have baseline and endline so no midline between the project.

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

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	NA	
Broader student beneficiaries (boys) – 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
Broader student beneficiaries (girls) – 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
Teacher beneficiaries – 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	
Broader community beneficiaries (adults) – 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	
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Table 7.3: Target groups - by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Aged 6-8 (% aged 6-8)	NA	NA	NA
Aged 9-11 (% aged 9-11)	√	361 (This # do not include age 9)	67
Aged 12-13 (% aged 12-13)	√	593	114
Aged 14-15 (% aged 14-15)	√	723	155
Aged 16-17 (%aged 16-17)	√	122	48
Aged 18-19 (%aged 18-19)	√	326	16
Aged 20+ (% aged 20 and over)	NA	NA	-
Total:		2125	400

Table 7.4: Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Disabled girls (please disaggregate by domain of difficulty)	<input checked="" type="checkbox"/>	68 (This # was identified through the administration of Washington Group/UNICEF Child Functioning Module)	
Seeing		17	3
Hearing		9	1
Walking		13	0
Self-care		21	0
Communication		14	1
Learning		13	1
Remembering		12	3
Concentrating		9	1
Accepting Change		6	1
Controlling Behaviour		4	1
Making Friends		18	1
Anxiety		42	6
Depression		37	4
Orphaned girls	NA	NA	NA
Pastoralist girls	NA	NA	NA
Child labourers	NA	NA	NA
Poor girls	NA	NA	NA
Other (please describe)	NA	NA	NA
Total:		68* *some girls have multiple form of functional limitations	

Table 7.5: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Out-of-school girls: have never attended school	√	1298	182
Out-of-school girls: have attended school, but dropped out	√	827	218
Girls in-school	NA	NA	NA
Total:		2125	

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.

After the intervention in CLC started, the project has been continuously collecting data on the number of beneficiaries by mobilizing their field staff. The social mobilizers (field staff) have been updating the number of beneficiaries through one-to-one approach and have been updating the number in their database system. EE, in endline evaluation has experienced attrition of 47% in its sample. The sample girls visited in the endline were the same sample of girls who were contacted in the baseline. Since the enrolled girls were OOS girls, EE had anticipated this previously and therefore, had added a 30% attrition rate. Since it was impossible for EE to track the girls who had dropped out of the project, EE had to rely on the list provided by the project for reaching the sampled girls. Hence the approach adopted by project on updating the beneficiaries' number is reliable and EE authenticates the accuracy of the data provided by the project as described below.

Data collected for direct beneficiaries

For Aarambha, eligible girls originally included married out of school adolescent girls between the age 10 to 19 years, who had either never been to school or had dropped out in Grade 10 or below. The project used these criteria as eligibility for the girls in Cohort-1. One of the main challenges and risks that the project anticipated with this use of definition was the possible hiding of younger married girls or those at risk of early marriage. Hence, from its learning with the first Cohort, the project expanded the original eligibility criteria and included unmarried younger girls (10-14 years) who are at risk of early marriage and educational marginalization in the working communities.

As such, the eligible girls in Cohort-2 are both married girls (in case of girls aged 10-19 years) and unmarried girls or those at risk of marriage (in case of girls aged 10-14 years), who have either never been to school or have dropped out in Grade 7 or below. The project had envisioned identifying 2484 M-OOS girls from four municipalities, each of Bara and Rautahat districts, which would constitute of girls between the age group 10-14 and 15-19. Total number of beneficiaries was 2484 who enrolled in CLCs by the end of November 2020. In this Cohort, the girls waiting for Gauna are also included as eligible, as summarized below:

- 10-14 years out of school adolescent girls who are at risk of early marriage
- 10-14 years out of school adolescent girls who are married
- 10-14 years M-OOS adolescent girls with children
- 10-14 years M-OOS adolescent girls without children
- 15-19 years M-OOS adolescent with children
- 15-19 years M-OOS adolescent girls without children
- 10-19 M-OOS adolescent girls, waiting for Gauna ceremony

Annex 7: External Evaluators Inception Report

The inception report has been attached separately.

Annex 8: Quantitative and qualitative data collection tools used for endline

The list of tools used for endline evaluation are:

1. HH Survey questionnaire
2. Girls Survey questionnaire
3. Learning Tools (ASER Tool)
4. Focus Group Discussion guidelines
5. Key Informant Interview guidelines
6. School Improvement Plan assessment checklist
7. Classroom observation checklist
8. Barefoot assessment checklist

The tools have been attached separately.

Annex 9: Qualitative transcripts

The transcripts have been uploaded to the UK Data Archive

Annex 10: Quantitative datasets, codebooks and programs

The quantitative datasets along with codebook has been uploaded to the UK data archive.

Annex 11: Quantitative sampling framework

The sampling framework used in baseline was used for endline as well. This has been separately attached.

Annex 12: External Evaluator declaration

Attached separately

Annex 13: Project Management Response

What is the project's response to the key findings in the report? Make sure to refer to main conclusions

Project has found key findings effective and hence has already incorporated suggested findings in program planning and implementation during cohort 3. Level of learning in English and Maths is challenging though showing sound improvement that suggests more time allocation and support is required. School enrolment achievement is seen as significant and regarding other girls, project has already completed and provided TVET/livelihood support, and currently girls have started small-scale business. Project faced challenges at this time as of COVID that resulted to hold most of community and school level intervention, which ultimately challenged to achieve sound sustainability score. However, project has already started and completed these initiatives and is hopeful to have a positive impact in terms of sustainability.

What is the project’s response to the conclusions and recommendations in the report?

Project responses to the conclusions and recommendation described the given table:

Recommendation/Comments	Responses
<p>Design</p> <p>The project needs to revise its ToC. Since the project has included unmarried girls since Cohort II, the ToC needs to be revised considering this change.</p> <p>Need to revise a few indicators. For instance, the data for system level sustainability indicators have been difficult for both the project and EE to capture, hence, these indicators can be changed to reflect the actual project intervention.</p> <p>Inclusion of the sustainability indicators on the Girls’ Inclusive Education Network (GIEN) would make easier for measuring the sustainability outcome.</p>	<p>The project has already revised ToC before commencing Cohort III based on learnings and findings from Cohort II. TOC has also incorporated new pathways for girls transitioning including safe employment. In addition, new assumptions and risks, including that of COVID, have been identified and added in the TOC.</p> <p>Project logframe was also revised. Indicators, baseline and targets were revised and customized for Cohort III. Several indicators which were process-oriented and not SMART were removed and a couple of new relevant indicators were added. As suggested, GIEN-related indicators were added both in the Output and Outcome level.</p>
<p>Barriers</p> <p>The characteristics and barrier section indicated that the married girls, the girls waiting for Gauna and the girls with children are at higher risk of dropping out of the project. Hence, the project needs to adopt strategies to retain these girls from being dropped out along with other girls. Project could run separate classes for these girls.</p> <p>As a part of inspiration to the girls and their parents, the project could adopt the concept of big-sisters from other LNGB projects. The big-sisters are the girls from the same community who have completed higher education and are tutors to the OOS girls. These girls could act as role model for girls and parents so that they girls can look up to them and get driven towards getting similar achievement.</p> <p>To address the barrier of restriction in mobility, formation of groups of homogenous girls and working in groups could be a better strategy rather than working with individual girls.</p> <p>Since poverty has many implications in girls’ education, the project should also consider including some livelihood related intervention to overcome this barrier, if their scope of work allows them to do so.</p>	<p>Project has planned and already started to map out respective girls who are at risk of drop out. Additional time allocation, special focus to low performing girls, Change Champion mobilization and focused household level visit including retention strategy will be developed for girls in learning centre and in school. Additionally, local Supervisor will be enrolled who will actively support girls and in regard to mobility, project will adopt suggested recommendation. In the same way, girls’ life plan will be developed and based on that, girls of age 15 to 19 years will be supported via livelihood intervention as advised.</p>
<p>Learning</p> <p>It was found that the length of CLC class was not sufficient for CLC facilitators to provide mentorship to girls. Hence, if possible, CLC classes needs to be run for a longer duration from the upcoming cohort.</p> <p>The DTL modality needs to be changed. It was found that the girls did not enjoy the DTL nor was it effective, therefore, EE suggests an alternative for consideration</p>	<p>CLC class running time will be of 3 hours and curriculum delivery period is planned to extend up to 10 months in coming cohort.</p> <p>At the time of COVID, DTL was means to track girls, minimize chances of drop out, disseminate needful messages and at least to continue learning for girls having access. However, suggested advice is adopted and initiated centres further in small group settings to bridge learning gaps. Additionally,</p>

<p>like small group teaching and peer-to-peer approach in case similar situation arises in future</p> <p>Girls have found the interaction with friends to be effective in helping with their learning. Hence, peer-to-peer learning should be incorporated along with CLC classes.</p> <p>The length of bridge class needs to be increased. It is suggested that project should run bridge classes for 6 months instead of 3 months. It should also ensure that the enrolled girls are promoted to higher classes. In addition to this, since the girls found other subjects difficult, it would be beneficial to the girls if the project could manage tutorial support for subjects like science.</p>	<p>project is planning to provide radio in each centre and in case any such disaster occurs, learning content via radio will be developed.</p> <p>Bridge class length is increased as per suggestion for up to 5 months and to track girls, supervisors will be recruited who will work closely with schools and girls/parents.</p>
<p>Transition</p> <p>For those girls who have transitioned to school, the project needs to work on strategies to retain those girls in school. Continuation of bridge class until the girls are promoted at least until grade one is recommended. This will build the girls' confidence to be promoted and increase the likelihood of their retention in school.</p> <p>Considering the barrier in restriction of mobility, the small-scale business needs to be done in groups. This will help in addressing the barrier and also motivate girls to continue the work as it is likely that they will work if they are with friends rather than working individually.</p> <p>Since the market access was one of the concerns raised by beneficiaries, the project needs to collaborate with public and private sectors including micro finance institutions for the marketing of the products that are produced by the girls.</p>	<p>Project will develop retention strategy, timeline of bridging classes will be increased including dedicated technical staffs will be recruited who will track and work closely with school/girls/parents.</p> <p>As per life plan and business plan, project will ensure and support girls to scale of business. Additionally, market assessment will be carried out and linkage with micro finance will be ensured.</p>
<p>Sustainability</p> <p>Child marriage has been deeply rooted which has affected the girls' education in the project area. It is clearly evident that despite the government's long-term investment in the Beti Bachao-Beti Padho campaign, there has not been any substantial change in this area. EE suggests involving multiple sectors and advocating for properly executing this campaign which might help in sustainability of the project.</p> <p>Along with the other efforts of project for changing the attitude of parents, EE recommends using media campaigns like radio programs and messaging through social media as well. This recommendation also stems from Cohort I where radio program was found highly effective during the lockdown period.</p> <p>Self-initiated marriage by the girls themselves is also one of the contributing factors for child marriage. Therefore, EE recommends designing activities that will help in changing the attitude of girls regarding early marriage. Creating awareness from health perspective</p>	<p>Project will develop short and longer terms child marriage action plan and will define specific initiatives, also will work closely with Judicial Committee of local level to address such situations jointly.</p> <p>Radio program is planned and the recommendation will be incorporated including focused household visit.</p>

and not only criminalizing this could make girls realize the harmful effects and stop this practice.	
<p>Intermediate Outcomes</p> <p>If the project aspires to see all the girls develop enough confidence to be able to make their own decisions by themselves, EE recommends on engaging these girls in more intensively throughout the project period and not only for a few months.</p> <p>Along with gender-sensitive teachers, teaching quality is one of the major areas that the project can work on so that they can attract girls to schools and help in retaining them.</p> <p>Based on these findings, it should be noted that the community is emerging in terms of community level sustainability. With change in their attitude, parents have started supporting girls in their life-plans. However, this is not universal across all the intervention areas of the project. In the light of these findings, EE suggests engaging the parents more in its parental engagement activities.</p>	<p>Project will engage girls in several community-level and exposure events and similarly has planned to work and support during transitional phase of school enrolment/continuation and business set up and scale-up. Also, project has planned and started gender sensitive initiatives in school and in community level based on the recommendation. Regards to parental engagement, CLC level management committee will be formed and mobilized more frequently under the leadership of parents.</p>

What changes to the log frame will be proposed to DFID and the Fund Manager?

As mentioned above in the management response, we have already updated the logframe, including indicators, baseline and targets for Cohort III. We have added a few new indicators around Girls and Inclusive Education Network as we have planned GIEN-related activities. In addition, we have removed a few indicators in cohort III which are not quite relevant and are difficult to measure results. Going forward, we propose that Fund Manager would consider ensuring logframe is realistic and relevant focusing on the quality of logframe and indicators than number of indicators because we had several process-level indicators than results-oriented indicators in Cohort I and II.