Project Evaluation Report

Report title:	External Evaluation of Aarambha Project, Cohort III Baseline Evaluation Report
Evaluator:	Foundation for Development Management
GEC Project:	Aarambha PIN
Country	Nepal
GEC window	Leave No Girl Behind
Evaluation point:	Baseline
Report date:	March 2022

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 program 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.

Girls' Education Challenge

UKaid from the British people

Foundation for Development Management

BASELINE EVALUATION OF AARAMBHA PROJECT COHORT-III

MARCH, 2022

UKaid from the British people

PEOPLE IN NEED CZECH REPUBLIC

Acknowledgments

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

The evaluation would not have been possible without the rigorous effort put in by the study team. I thank the enumerators as well as FDM's researchers Deepa Shrestha, Aashna Sharma and Ranjana Phuyal for their hard work. I would also like to thank Ms. Roopa Silwal for coordinating the project.

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

Dr. Shailendra Sigdel

Professional lead / Team Leader (External Evaluation of Aarambha Project) Foundation for Development Management (FDM)

Table of Content

List of Figures and Tables

Abbreviations

ASRH: Adult Sexual Reproductive Health

CLC: Community Learning Centre

CEHRD: Centre for Education and Human Resource Development

EE: External Evaluator

FCHV: Female Community Health Volunteers

FGD: Focus Group Discussion

FDM: Foundation for Development Management

FM: Fund Manager

GEC: Girls Education Challenge

GESI: Gender Equality and Social Inclusion

KII: Key Informant Interview

LoI: Language of Instruction

LNGB: Leave No Girl Behind

MoEST: Ministry of Education, Science, and Technology

OOS: Out-of-School

PIN: People in Need

SDG: Sustainable Development Goal

SSRP: School Sector Reform Plan

ToC: Theory of Change

Executive Summary

Background

Aarambha Project is funded by the UK AID flagship Girls' Education Challenge (GEC) program's Leave No Girls Behind (LNGB) window. The 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 works in two districts of Province-2, namely Bara and Rautahat. Over four years, PIN will work with four cohorts and aims to reach 8,500 young married and unmarried OOS girls, 17,000 of their family members, 4,000 in-school girls and 4,000 in-school boys, 400 elected local government officials, and community/religious leaders. The implementation capacity of the project is to work directly with approximately 2125 girls each year (i.e., evaluation for each year will have approximately 2125 MOOS girls). In the third cohort, there are 2528 girls as direct beneficiaries. In line with the main objective, the project is implementing Community Learning Center (CLC) classes targeting the marginalized OOS girls, to enhance their learning proficiency, eventually preparing their transition into formal schooling or into livelihood generation skills. Apart from the learning intervention, the project also is teaching girls life skills that include financial literacy, social skill, and family planning, training school teachers to create a safe learning environment, organizing gender-transformative workshops with in-school adolescents, and training MOOS girls' families and the local government officials.

Methodology

The Aarambha Project Cohort III evaluation adopted a pre-post research design to measure changes that can attribute to the project interventions. The evaluation was guided by the longitudinal mixed-method approach, comprised of quantitative and qualitative data collection techniques. The quantitative survey comprised of the household survey with parents of the girls (400 sampled households) and the girls' survey including the ASER tool conducted with 400 sampled OOS girls and Washington Group of Questions on child functioning with the parents. The qualitative data collection comprised of Focus Group Discussion (FGD) and Key Informant Interview (KII) with various stakeholders along with observation.

During Cohort III baseline evaluation, there was no major threat of COVID-19 as infection rates were decreasing. However, despite minimized threat, all the researchers and enumerators who went to the field for data collection followed full precautionary measures such as wearing a mask and using sanitizers. All the researchers and enumerators were insured against Covid-19.

Learning

Girl's proficiency in literacy and numeracy were measured using the ASER[1] tool. OOS girls were categorized based on proficiency level they demonstrated using the learning test. The learning test was conducted across

[1] 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/ http://www.arcanalysis.com.np

three subjects: English, Nepali, and Mathematics. The analysis of Nepali language proficiency categorized 34.0% of girls as "'non-learners,' 53.8% of girls as 'emergent learners,' 6.5% of girls as 'established learners' and 5.8% of girls as 'proficient learners.' By the end of the cohort, the project aims not to have any 'non learners' and reduce the 'emergent learners' to 50%, whereas increasing the number of 'established learners' to 30% and 'proficient learners' to 20%. Similarly, analysis of English language proficiency deemed 55.8% of girls as 'non-learners,' 41.8% girls as 'emergent learners,' '1.0% of girls as 'established learners,' and 1.5% of girls as 'proficiency learners.' In terms of proficiency in English language, the project aspires to increase the 'proficient learners' to 5%, 'established learners' to 25% while reducing the 'emergent learners' to 70% and 'non-learners' to zero. OOS girls perceived the English literacy test to be relatively more difficult as compared to the Nepali test because girls' exposure to the English language was low.

With regards to numeracy skills, only 19.5% of the girls were considered as 'non-learners,' 73.5% girls were 'emergent learners, 5.5% girls were 'established learners', and 1.5% of girls 'proficient learners.' as for math, the project strives to reduce the 'non learners' to zero, 'emergent learners' to 40% while increasing the 'established learners' to 50% and 'proficient learners' to 10%.Qualitative findings also showed that girls like Math and Nepali over English, because the girls could easily practice these subjects among themselves and at home while English was, is new and unknown to parents and mates to learn and practice.

Transition

Transition in LNBG is best understood in terms of the pathways that OOS girls follow. By the end of the CLC classes, while OOS girls interested in learning get enrolled into formal schooling, other girls who do not demonstrate an interest in learning will be directed towards acquiring vocational skills for income opportunities in the future. While the baseline value of transition is zero as the girls are yet to transition, the project aspires to meet the target of 65% by the end of this cohort. Of this, the school level transition target is set for 55% whereas 40% for TVET sector transition and ultimately 5%.

Qualitative consultations with girls showed that girls aged between 10-14 years of age showed interest in enrolling in formal schools. These girls had dropped out of school primarily because the schools they initially went did not offer secondary education and nor could their parents afford to continue their schooling. But now since they are studying in the CLC, they were hopeful that they would get the opportunity to go to school.

Girls aged between 15-19 years were not keen on going back to school as the girls themselves and their parents considered them to be too old to go to school. Rather, they showed interest in joining vocational classes. Also, the girls from this age group were mostly married and had greater responsibility for taking care of their children and family. Therefore, girls considered schooling an added burden to the existing responsibilities.

Barriers in learning and transition

In the baseline evaluation, the most protruding barrier for OOS girls was the prevalence of harmful social practices against women that makes security concern among the parents the key barrier to learning, access to information and services, and lowers their self-worth. Along with this, other barriers to OOS girls' learning and transition, as identified during the baseline evaluation were, parental attitude, household chores, household poverty, dowry, and gender disparity.

Quantitative data shows that only 4.3% of the parents feel that it is unsafe to travel to and from school. Nevertheless, during the qualitative discussions with the parents, it was known that all parents felt it was unsafe for the girls to travel beyond the neighborhood, therefore, restricted girls from going to schools that

were located in other locality. In terms of household poverty, 43.8% of the households were deemed poor and could not afford to send their daughters to school. Qualitative findings, however, demonstrates that parents were partial towards sons over daughter such that they preferred investing only in their sons' education. Similarly, 71.3% of the parents appeared positive towards girls joining formal school or join trainings for skills development. Among these parents, 97% of the parents claimed that would support the girls in ways that would enable either learning at school or skill acquisition. Qualitative consultations showed a stark difference in parental attitude towards girls' learning and engagement in income generation activities. It revealed that parents still view girls' education as not important since they expect girls will engage only in household chores after getting married. Regarding engagement in household chores, 28.5% of the girls had to engage in the household to an extent that it affected their learning. The study showed that due to household poverty, girls were required to take over the chores as other members of the family go to work to earn a livelihood.

Dowry was another impediment identified which had been hindering girls' access to education, leading to early marriage. Qualitative consultations with various stakeholders led to a conclusion that parents refrained from investing in the girl's education to avoid making a double investment: education as well as dowry. Likewise, gender disparity among sons and daughters was another underlying obstacle for girls' education. Parents were known to hold onto the conventional belief of the son being the support in their old age and that investing in girls' education would not benefit their family even though they might bring some benefits to the in-law's family, girls are not given equal opportunities as their male siblings.

Intermediate Outcomes

To tackle the problems prevailing in the community for girls, the project has engaged change champions from the community, government officials, community decision-makers, and social mobilizers, which help to create a conducive environment for girls' learning and transition. The project's key intermediate outcomes also focus on increasing girls' cognitive and non-cognitive skills by building their decision-making capacity, increasing their life skills, changing parental attitudes, and creating a safe school environment for girls who transition to formal schools.

In this regard, the evaluation assessed the OOS girls' decision-making capacity. 72.2% of the girls were found to have 'Low household decision-making capacity.' This finding resonates with the qualitative findings which showed that the ultimate decision-making authority rested on the male member of the household such as the father, father-in-law/husband who took decisions on financial matters while the oldest female members took decisions within the household matters.

Similarly, the life skill index had three major domains -- attitude, knowledge, and practice. These three domains were based on the project's intervention that included financial literacy, family planning, and girls' social skills. The overall financial literacy index generated a value of 47.7%. The quantitative data showed fairly high knowledge regarding financial terms but was poor in practice. Qualitative findings established that girls did not have any substantive knowledge about financial literacy mostly because they did not have access to finance. Few girls aged 15-19 were given some amount by mothers and at times by their husbands. For OOS girls, the idea of earning money, saving, or borrowing is an unknown concept, simply because they have never done it nor have their parents discussed the idea with them.

The overall life skill index for family planning was only 17.9%, indicating poor knowledge, attitude, and practice of family planning. One of the prime reasons behind such a low score is because it is either their in-laws or husband who takes decisions related to it on behalf of the girls. During the consultation, mothers mentioned that girls should refrain from using any contraceptive devices unless they give birth within a year

of the Gauna ceremony. Even after that, using contraceptives is a family decision where the in-laws decide on the type of contraceptive used by the daughter-in-law.

With regards to social skills, the overall social index score was 36.3% suggesting that girls lacked self-confidence. The qualitative finding revealed that girls heavily relied on their parents or the parents-in-law for all their life decisions. The fact that girls could barely share their views or thoughts with their household members pointed towards their frail self-confidence.

Sustainability

Sustainability is essential to the program for it to achieve its set objectives. The sustainability of the project is measured at three levels i.e., at the community level, school level, and lastly, at the system level. From the baseline findings, sustainability efforts by the program are yet to start at the community level, school level as well as a system level.

During baseline evaluation, it was found that a minimal level of engagement had started at the community level with awareness activities, while activities at school and the system levels are yet to start.

Based on quantitative data and qualitative consultations, it can be concluded that the girls demonstrated immense learning potential and the parents also appeared to be supportive and portray array of positive attitude towards girls' education and life plans, nevertheless girls are held from probable opportunities because of the deeply rooted conventional social norms and gendered role division still evident in the project intervention areas. Also, the girls have limited access to resources in terms of learning materials and mobility. The study also indicated that girls still lack decision-making ability which has a direct implication on their prospects along with their self-esteem as well as their ability to sustain in the arena of earning a sustainable livelihood.

Based on the conclusions, the EE has made some recommendations. First, considering the limited resources girls have, establishing a newspaper corner/mini-library with books on English and Nepali in each CLC center so that girls have more materials to read and practice learning. Second, in terms of transition, while some girls transition into formal schools other opt for vocational skills. Prior to enrolling the girls into formal schools, the project needs to ass the school in terms of the school's willingness to accommodate the girls into class with other students who come to school regularly. Along with this, assessment of the availability of other resources must also be done; for instance, extra remuneration for the teachers to assist the girls, proper toilet facility (separate for boys and girls), availability of sanitary pad and its proper disposal too.

Similarly, for the girls opting for vocational skills, the project can develop pathways for the girls to get linked with established enterprises rather than hoping the girls to start their own. EE feels that is it best that the project connects the girls to enterprises where they can readily implement their skills while still working from home. Likewise, the transition outcome can add a new indicator that captures the percentage of girls who have successfully started making a livelihood.

Third, with regards to the perceived poverty among parents that are holding them from investing in their daughter's education, the project could initiate some livelihood generation activities targeting unskilled households than individual members to ensure a constant flow of income such as recycling goods, driving, construction skills, packaging, knitting, embroidery or handicrafts that will fetch them some market value.

BACKGROUND TO THE PROJECT

Project context

The Constitution of Nepal (2015) presented a unique opportunity for educational development with the decentralization of education policy formation. The Constitution has ensured compulsory and free basic education for all. To fulfill the constitutional aspiration, the Ministry of Education, Science and Technology (MoEST) and Center for Education and Human Resource Development (CEHRD) at the federal level are responsible for strategizing the education plan to achieve quality education and the fourth component of Sustainable Development Goal (SDG)- ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Subsequently, the MoEST developed School Sector Development Plan (2016-2023) to address the educational barriers and create opportunities for quality education. Seven provincial and 753 local governments, under the federal system, are localizing the education programs and executing them to meet local, national, and international education goals. In light of this decentralized system, Nepal has made impressive gains in improving access and equity in education in recent years, as demonstrated by the achievement of gender parity in basic and secondary education including the increase of Dalit students' enrollment in schools. [2]

Similarly, the government launched National Education Policy (2019) to make the education system and policy compatible with the federal structure. The provision has ensured the right to basic education, compulsory and free education up to the basic level, free education up to the secondary level, free access to higher education for the disabled and economically backward people, education in mother tongues, and the right to open schools and other educational institutions, among others.[3] In addition to the latest revised education policy, there have been several other plans and policies, such as the Education for All (2001-2015), SSRP (2009-2015), Food for Education (2017-2021) among others were formulated with a vision of developing a robust education system. Following the increment in access to education, Nepal commenced its journey for Sustainable Development Goals in 2015: for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Despite myriad efforts from a national and international organization that complements the government policies in upholding the educational rights of children, girls from several communities still lag in terms of education access and achievements. Such is the scenario in two districts: Bara and Rautahat of Madhesh Pradesh, where the educational gaps are sharply protruding[4]. Bara and Rautahat districts are situated in the southeastern region of Nepal. The two districts are home to the majority of Madhesis- a category of Hindu ethnic and linguistic groups and, also includes Pahadis from Nepal's hill region. Bhojpuri is widely spoken in Bara and Bajika remains the most spoken language in the Rautahat district. Since some of the regions share a border with India, cross-border marriages are quite prevalent in some of the municipalities of project intervention.

According to The Equity Index 2018, Rautahat and Bara districts are ranked in the bottom (red-zones) as two of the least performing districts within Madhesh Province in terms of development indicators, especially relating to girls' education and life outcomes. Adolescent girls in the region face several barriers on the individual, community, and systemic levels in terms of their access to education stemming from their low

[2] Global Partnership for Education https://www.globalpartnership.org/where-we-work/nepal
[3] National Education Policy, 2019 MoEST
[4] All Children in School: A Global Initiative on Out of -School Children' Retrieved from: https://www.unicef.org/nepal/sites/unicef.org.nepal/files/2018-07/All%20children%20in%20school-report%202016.pdf

social status, which lowers their agency, access to information and services, and self-value. The region accounts for the highest rate of illiteracy i.e. (41%) in the country, followed by the highest proportion of females who have never attended school (58.7% of females compared to 32% of males). Due to high school dropout rates, the Nepal Demographic and Health Survey (NDHS) 2016 exhibited that the province's net attendance ratio for female adolescents at the secondary level is the lowest of all provinces (42%)[5]. The presence of gender inequality and orthodox practices has derailed the education status of this region and led to lower levels of numeracy and literacy among adolescent girls. In these districts, early marriage of girls is still practiced despite the parents being aware of the legal age of getting married in 20 years only[6]. As a result, young girls are getting married at a young age and dropping out of school.

Early marriage is one of the significant factors leading to higher dropout rates among adolescent girls in the province. The NDHS 2016 survey also showed that the adolescent marriage rate in Madhesh Province is 23%, and 18% of girls aged 15-19 had already begun childbearing, both being the highest of all provinces. In Nepal, early marriage/pregnancies were found to have the highest percentage linkage (32%) to early dropout among girls aged (12-17). The Out of School adolescent girls (OOS) in the region also have a notable age difference between their spouses, which lowers their bargaining power with their husbands, in-laws, and acts as a barrier to their fulfilment of life plans and education.

Nevertheless, owing to the persisting situations, the findings from the formative research conducted by People in Need (PIN) Nepal in 2019 also strongly highlighted the social acceptance of early marriages and other harmful social practices, such as the dowry system in these districts contributing to early dropouts of adolescents from schools. In this regard, the project has planned its activities of creating awareness among parents and community members, transitioning them either enrolling girls into formal school, vocational training, or to safe employment.

Target Beneficiary Group

The project's direct beneficiaries include out-of-school (OOS) adolescent (10-19 years) girls of Madhesh Province. Based on the project's Monitoring, Evaluation, and Learning (MEL) framework, the following inclusion criteria were used to select the primary beneficiaries:

TABLE 1: BENEFICIARY TABLE

Criteria	Number of girls selected	
Age		
Age: 10-19 years	2528 OOS adolescent girls	100%
Age: 10-14 years	1694 OOS adolescent girls	67%
Age: 15-19 years	834 OOS adolescent girls	33%

[5] Ministry of Health ,2016. Nepal Demographic and Health Survey. Retrieved from https://www.dhsprogram.com/pubs/pdf/fr336/fr336.pdf

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

Marital Status		
Married	728 OOS adolescent girls	28.8%
Unmarried	1645 OOS adolescent girls	65.1%
In union/waiting for Gauna/promised to be married	151 OOS adolescent girls	6.0%
Widowed	1 OOS adolescent girl	0.04%
Divorced/ Separated	3 OOS adolescent girls	0.11%
School Status		
Never been to school	1248 OOS adolescent girls	49.4%
Dropped out at grade 7 or below	1280	50.6%

With regards to Cohort III, 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 PIN on the household level during the pre-baseline assessment. 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 barriers that have caused these girls to never attend school, early and/or forced marriage leading to school dropout. The following figure summarizes the project's theory of change.

TABLE 2: THEORY OF CHANGE

Impact: Improved life chances of married and/or out of school (M/OOS) adolescent girls in Central Tarai			
Outcome	(O 1) Improved **learning** outcomes for M/OOS adolescent girls	(O 2) Increased **transition** into formal education, informal literacy, vocational training, and safe employment according to M/OOS girls' life plans	O 3) Communities', schools' and authorities' gender-equitable attitudes and practices **sustain** improved life chances for M/OOS adolescent girls and prevent early marriage

Risks & Assumptions	Community Learning Centers or other units are available - 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 -COVID-19 affects the smooth implementation of teaching and learning activities, including girls' wellbeing issues	- 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 - Sustained girls' transition	- Lack of available trainers for girls' and boys' workshops who meet the criteria are available - No political interference in the school-based project activities. -Smooth functioning of girls' education network at school/community level -Girls' retention in formal education	The local government is functional and staffed. - 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, GWDs, 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 be 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	4) Change Champions promote girls' education, delayed age of marriage, and M/OOS girls' life plans
Activities	100) Identification and training of female trainers ii) Curriculum development iii) Engagement with participants' families iv) Literacy and numeracy courses (physical and remote) v) Catch up classes vi) Project work exposure visit	100) Formative research ii) Identification and training of female community mentors iii) Curriculum development, evaluation and adaptation iv) Life skill workshops, coaching, and life planning sessions v) Cash grant	) Training of mentors to lead workshops ii) Gender transformative workshops within and out of school girls iii) Gender transformative workshops within and out of school boys iv) Gender-responsive pedagogical training for teachers to	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) Girls' education workshop with local government officials and local representatives. iv) Gender transformative community events led by

		assistance for transitioning as per their life plans vi) Project work exposure visit	create safe learning environments v) Formation and mobilization of school/community groups at local and Palika level (girls and inclusive education network) vi) Curriculum development, evaluation, and adaptation	Gender Change Champions v) Community engagement through radio/FM program (regular broadcast, speakers, etc.) vi) Intervention against child marriage and other protection issues vii) Formation and mobilization of girls and inclusive education network at province and federal level.
	Individual-level: - 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, caste, and socio-demographic status. - Low Nepali language competency (school medium language). (IO1)		**Community, School, and System Level:** - Low social status of daughters-in-law: unpaid work, lack of decision-making power. (IO4) - Harmful social and gender norms and practices: mobility restrictions, dowry, early marriage, 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 low self-esteem, and limited access to information				

Through Output 1, the intervention will ensure girls have access to and are therefore able to attend, literacy and numeracy courses that will improve their learning outcomes. The literacy course will use culturally sensitive and contextualized adaptive learning approaches in the Freiran-Stuart tradition with a particular emphasis on interactive student-centered teaching practices, and gender-responsive pedagogies.

Within Output 2, the intervention will allow girls to acquire the additional skills needed to develop confidence and pursue their life plans. Life skills sessions will be based on PIN's gender transformative approach and improve girls' non-cognitive skills such as negotiation skills, self-esteem, problem-solving, reasoning, decision making, and communication. These sessions will also provide critical cognitive skills for OOS adolescent girls that will enable them to navigate health and safety-related issues. OOS adolescent girls will also make life plans to pursue either formal or informal educational opportunities and careers. These life plans will be developed through the coaching session with community mentors to directly identify how girls will transition either to school through re-enrolment or choose vocational training.

Within output 3, schools, teachers, and student bodies will create enabling environments for OOS adolescent girls whose life plans include transitioning into formal education. Teachers will be capacitated to use gender-responsive teaching styles and non-violent class management methods. Students will undergo gender-transformative workshops that enable the reporting of violence and harassment within schools and create supportive student-led peer networks. PIN's existing work with schools in Nepal has produced evidence that this output has directly led to the enrolment and retention of out-of-school girls and boys into formal education.

Within output 4, change champions from the community will be engaged to challenge harmful social norms that affect OOS adolescent girls and create a conducive environment. Furthermore, the project's work with OOS adolescent girls' families, government officials, community decision-makers will focus on change in the social context to enable OOS adolescent girls to pursue their life plans. The Intermediate Outcomes 3 and 4 will also help ensure bi-causal linkages between early marriage and early dropping out are broken – helping future girls and boys from the community continue their education.

TABLE 3: SUMMARY OF DIRECT BENEFICIARIES

Direct beneficiary numbers	**Total figures Cohort I Baseline 2020**	**Cohort II Baseline 2021**	Cohort III Baseline 2022
Total number of girls targeted by cohort	1709	2125	2528
The total number of girls is expected to reach by end of the project	8500		
Education level	**Proportion of total direct beneficiaries**		
Never been to school	53%	61%	49%
Been to school but dropped out.	47%	39%	51%
Age banding (The age bandings used is appropriate to the ToC)	**Proportion of total direct beneficiaries**		

10 to 14	6%	78%	67.01 %
15 to 19	94%	22%	32.9%

TABLE 4: LEVEL OF SCHOOLING BEFORE DROPPING OUT

Level of schooling before dropping out	Proportion of cohort I direct beneficiaries (%)	Proportion of cohort II direct beneficiaries (%)	Proportion of cohort III direct beneficiaries (%)	Data source
Never been to school	53%	61%	49.4%	Project's CLC enrolment data
Nursery	NA	NA	1.4%	
Grade 1	1%	9%	4.9%	
Grade 2	7%	23%	8.9%	
Grade 3	6%	23%	9.1%	
Grade 4	8%	16%	7.2%	
Grade 5	11%	16%	9.3%	
Grade 6	3%	6%	4.3%	
Grade 7	2%	5%	5.4%	
Grade 8	5%	NA	NA	
Grade 9	2%	NA	NA	
Grade 10	2%	NA	NA	
		Note: As per the pre-baseline report for cohort 3 the average duration of time OOS adolescent girls dropped out is 2 years.		

TABLE 5: PATHWAY

Pathway	Which girls follow this pathway?	No. of girls following this pathway for cohort 3	Duration of CLC	No. of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
Literacy and Numeracy classes	Younger (10-14) married OOS adolescents without children	14	Nov 2021 – July 2022	III	Level 0	N/A	Formal school re-enrollment to the grade corresponding to their literacy/numeracy post participation Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000 (less

Pathway	Which girls follow this pathway?	No. of girls following this pathway for cohort 3	Duration of CLC	No. of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
Life skills courses							than or equal to 14 years) and Labor Law (above 14 years)
	Younger (10-14) married OOS adolescents who are mothers	2					Informal and formal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000
	Older (15-19) married OOS adolescents without children	331					Formal school re-enrollment to the grade corresponding to their literacy level post, vocational training, safe employment as allowed by the Child labour Prohibition and Regulation Act 2000
	Older (15-19) married OOS adolescents who are mothers	381	Nov 2021 – July 2022	III	Level 0	N/A	Formal school re-enrollment in appropriate grade or Informal vocational training safe employment as allowed by the Child labour Prohibition and Regulation Act 2000
	Unmarried girls 10-14	1678	Nov 2021 – July 2022	III	Level 0	N/A	Enroll in Formal school
	Married girls 10-14 years	16	Nov 2021 – July 2022	III	Level 0	N/A	Enroll in Formal school
	Unmarried girls 15-19 years	118	Nov 2021 – July 2022	III	Level 0	N/A	Enroll in Formal school or vocational training
	Married girls 15-19 years (Including widow, separated /divorced)	712+4=716	Nov 2021 – July 2022	III	Level 0	N/A	Enroll in Formal school or vocational training

Pathway	Which girls follow this pathway?	No. of girls following this pathway for cohort 3	Duration of CLC	No. of cohorts	Status of literacy and numeracy levels girls are starting at	Success for girls	Success for transition
	Girls with Disability 10-14 years	55	Nov 2021 – July 2022	III	Level 0	N/A	Enroll in Formal school
	Girls with Disability 15-19 years	18	Nov 2021 – July 2022	III	Level 0	N/A	Formal school enrollment or vocational training

TABLE 6: INDIRECT BENEFICIARY GROUPS

Group	Training and Activities planned	Total number targeted for cohort III
Other OOS girls aged 10-19 (Output 3)	Gender transformative workshops	50
OOS boys aged 10-19 (Output 3)	Gender transformative workshops	50
In-school girls (Output 3)	Gender transformative workshops	1067
In-school boys (Output 3)	Gender transformative workshops	1067
Families (Output 4)	Gender transformative workshops, events led by Change Champions	2300
Community gatekeepers (Output 4)	Gender transformative workshops, events led by Change Champions	100
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	284
Young male community members (Output 3)	Life skills training to work with adolescent boys	100
Teachers (Output 3)	Gender-responsive pedagogical training	100
Government authorities (Output 4)	Gender transformative workshops	100
Community members (Output 4)	Community orientation at CLC level, events led by Change Champions	1067

Key Evaluation Questions

Evaluation questions and summary of quantitative and qualitative data/analysis

Evaluation question	Qual data/analysis required to answer question	Quant data/analysis required to answer question
How effective was the project in developing OOS adolescent girls' literacy and numeracy?	FGD with OOS adolescent girls	Proficiency level generated from ASER tool established since the baseline.
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 OOS adolescent girls and parents to explore reasons and barriers to transition.	The proportion of girls engaged in different activities in the past year and the present (Girls and Household survey)
How effective was the project in developing OOS girls' cognitive and non-cognitive skills?	FGD with OOS adolescent 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 social skill (Girls Survey)	Survey with OOS adolescent girls to get scores on 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 social skill (Girls Survey)
How, if at all, do literacy, numeracy, cognitive, and non-cognitive life skills translate into household decision-making and agency?	Decision-making and agency? FGD with OOS girls, parents KII with change champions to understand the general practice of household decision making.	Household survey
How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the married, OOS adolescent girls to pursue their life plans?	KII with Teachers, headteachers	The aggregated score for gender-sensitive teacher tool, scorecard, and approach classroom observation
What is the community doing and how is it engaged to challenge harmful social norms that affect OOS adolescent girls and create conducive environments within which they can pursue life plans?	KII with government officials, headteachers, parents, and change champions/ religious or community leaders to understand the general, present, and past trends of the society relating to marriage, and education. Activities being conducted as a part of the campaigns to make community people aware of the issue of early marriage	N/A
How is the community addressing the impacts of climate change and what DRR plans do they have to mitigate its impact?	FGD with parents	Household survey

BASELINE EVALUATION APPROACH AND METHODOLOGY

Evaluation purpose and evaluation questions

The project's theory of change is based on addressing the foundation barriers that caused girls to drop out of school, prevent them from ever going to school, and early marriages. In light of this, the project has been working primarily with the married and unmarried OOS adolescent girls between the age of 10-19 years from Bara and Rautahat districts of Madhesh Province, along with other key stakeholders such as the girls' families, community/religious leaders and local level governments. Through its interventions of literacy classes and advocacy, the project aims to address the underlying barriers that prevent girls from leading healthy, safe, and educated lives. Hence, the objective of conducting the baseline evaluation is therefore to gauge the assertions, and the progress of the intervention by measuring the outcomes, and output level indicators developed by the project. The specific objectives of the baseline evaluation are stated below:

a. Generate the baseline value for the indicators to establish a target for the project and allow comparisons in the subsequent evaluation points.
b. Identify and assess the barriers faced by the married and unmarried adolescent OOS girls for learning and transition
c. Examine the assertions made by the ToC of the project and generate necessary evidence to inform the further improvement of the project design.

The MEL framework has outlined a set of evaluation questions relevant to the overall evaluation design. While the subsequent evaluation points are aimed at assessing the relevance, effectiveness, efficiency, impact, and sustainability of the project, the current evaluation point seeks to establish the baseline values, which will further set the targets of assessment among the aforementioned factors. Moreover, the following questions listed below guided the baseline evaluation.

Evaluation questions and tools used are as stated in the table below:

Evaluation question	Indicator and Index	Tools
• What is the situation of learning of girls at the baseline?	• Girls' proficiency level in numeracy and literacy	• ASER Tool
• What is the baseline transition status of girls?	• The proportion of girls engaged in different activities previous year and in the present to explore reasons and barriers to transition	• Girls and Household survey • Qualitative consultation with OOS adolescent girls and parents
• How effective was the project in developing adolescent girls' cognitive and non-cognitive life skills?	• Life skill index which includes knowledge attitude and practice relating to financial literacy, family planning, and self-efficacy	• Girls Survey • Qualitative consultation with OOS adolescent girls

• How do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision-making and agency?	• Household decision making index	• Girls Survey • Qualitative consultation with OOS adolescent girls, parents, change champions
• How did the project succeed in creating enabling learning environments in schools, families, and communities, for OOS adolescent girls to pursue their life plans?	• The aggregated score for Gender-sensitive teacher tool, Scorecard, and approach classroom observation	• Quantitative data was collected via a Gender-sensitive tool while the barefoot assessment wasn't conducted as the schools were closed • Qualitative consultation with headteachers
• How has the perception of the community changed and how is it engaged to challenge harmful social norms that affect OOS adolescent girls and create conducive environments within which they can pursue life plans?	• Activities are being conducted as a part of the campaigns to make community people aware of the issue of early marriage.	• Qualitative consultation with DEO, headteacher, parents, and change champions.
• What is the current safeguarding mechanism existing in the community and the perception of the people regarding reporting the case which the girls can use to report the cases of violence?	• Learning in the CLC	• Quantitative and qualitative data on existing mechanism of safeguarding and the perception of girls and families regarding reporting it.
• How effective has GIEN been in enhancing girls' education status in the community?	•	• Not assessed as the GIEN was just in the preliminary phase.
• How successful has the project been in disseminating knowledge on climate change and ways of reducing its impact on the lives of people?	•	• The household survey and qualitative consultations with the parents.

EVALUATION METHODOLOGY

Overall evaluation design

The Aarambha Cohort III baseline evaluation is a convergent mixed-method study. It adopted a pre-test-post-test research design to measure changes that can attribute to the project intervention until the endline and in the subsequent phases too. The evaluation for cohort III baseline study was guided by the longitudinal mixed-method approach, comprising of quantitative and qualitative data collection techniques. While quantitative data provided a numerical measurement of the assessments, the qualitative information validated and contextualized quantitative findings. In the baseline, the data were collected simultaneously similar to the process adopted in the endline of Cohort 2. The areas of inquiry were based on the preliminary discussion among the project and the evaluators.

The respondents for the baseline evaluation included the project's primary beneficiaries who were OOS adolescent girls between the age of 10-19 years of age. Apart from the primary beneficiaries, there were secondary beneficiaries such as parents of the OOS adolescent girls, project staff, change champions, headteachers, CLC facilitators, and government officials for qualitative discussion.

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

Gender Equality and Social Inclusion (GESI) was ensured throughout the evaluation process. Firstly, the data collection tools were designed cautiously to avoid cultural and gender insensitivity. The tools were also reviewed by the project before moving to the field. The evaluation team ensured representativeness in terms of ethnicity, and age while selecting the sample. As the sample was calculated to be representative of the actual target population, girls across different age groups and ethnicity were represented in the sample.

Longitudinal evaluation modality of LNGB implied keeping a record of identifiable personal information like name, phone number, and address of marginalized girls. This meant that only female enumerators would be appropriate to collect such information to avoid skepticism among parents. Thus, understanding the cultural sensitivity, FDM recruited local female enumerators who were well acquainted with the context and the environment of the community. These enumerators also spoke the local language which meant that they could communicate with clarity with the respondents and their parents. In addition to this, the girls' survey comprised of questions on sensitive topics, for instance, questions on Adolescent Sexual Reproductive Health (ASHR), which the girls would not have been comfortable answering to, hiring female enumerators eased the interview process. As some of the questions such as ASRH, Washington Group Module in the survey were sensitive to administer; FDM trained all the field enumerators on rapport building, on how to approach questions using sensitive measures such as proper language and approach, following GESI-inclusion protocol to avoid trauma or shame while administrating these types of questions. The same training modality was applied for researchers conducting qualitative interviews with girls and their parents.

Lastly, for analysis, the data was disaggregated by ethnicity wherever required to ensure that the differences in the social background were reflected to inform the project adjustments.

Baseline data collection process

Data collection

The baseline data collection took place in four municipalities of Bara and Rautahat district. In Bara assessment was done in Baragadhi Rural Municipality and Karaiyamai Municipality while in Rautahat, the assessment was done in Rajpur Municipality and Madhavnarayan Municipality.

Sampling Framework

The girls for the baseline evaluation were identified and sampled from the list provided by the project while girls who could not be located were replaced from the master list provided by the project. The sampling unit for the quantitative study was district; data were taken such that each district represented 50% of the total needed sample. The sampling was done in such a way that it covered 50% of the CLCs. Henceforth, the sampling was done at the municipality level where a proportionate number of data was taken to ensure an equal number of samples from both districts. The age of the girls was also taken into consideration before generating the final sample list.

Quantitative sample size determination

The sample for baseline evaluation was calculated based on the sampling framework. On the basis of sampling frame, sample size was calculated based on the GEC evaluation guideline, that is, using minimum standards (p0=0.58, pa=0.50, Power=80%, Power=80%, Confidence interval= 95%, Margin of error = 0.05, Test=2-sided test).

As the sample was finalized, stratified random sampling was done to select the targeted OOS adolescent girls to draw out individuals for baseline evaluation from the sampling framework. The sample for each sub-group was drawn out from the total number of beneficiaries and was divided proportionately among each sub-group, that is, OOS girls of the age of 10-14 and 15-19. Additionally, since the project has also envisioned learning outcomes as one of the transitions pathways for OOS girls, and as the project has not yet defined the proportion of girls who will transition, the sample size for transition was the same as the learning sample. The sample selected for the evaluation was fully representative. Representativeness of sampling was ensured considering the project's marginalization framework, following inclusion criteria to select the primary beneficiaries.

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

TABLE 7: SAMPLE SIZE AGAINST THE INDICATORS

Tools	Beneficiary group	Sample size agreed in MEL framework	Actual sample size	Major changes to the tools
ASER	OOS adolescent girls	Baseline Sample: 400	400	All the learning tools were calibrated during the baseline evaluation of CII
Girls' survey	OOS adolescent girls	Baseline sample 400	400	Since the project had adapted a logical framework based on the findings from the baseline of cohort-I few new questions about child safeguarding were added.

Household survey	OOS adolescent girls' parents	Baseline samples: 400	400	HH survey tools were made owing to the changes in the logical framework indicators as with the girls' survey. A component of climate change was added to the baseline.
FGDs	OOS adolescent girls and parents	N/A	OOS adolescent girls-8 HH/parents-4	N/A
KIIs	CLC facilitator Municipal chair Community leaders Project staff GIEN Headteacher	N/A	CLC Facilitator-4 Municipal official-4 Community leaders/change champions-4 Project staff-2 GIEN-2 Headteacher -4	GIEN was added since it was established and in the process of operation from the third cohort.

Sample for benchmarking

Benchmarking was conducted as part of the quantitative data collection to generate information on the school girl's literacy and numeracy level to set a target for the project beneficiaries. Benchmarking was conducted at four schools of the same municipalities of both the districts where girls are likely to enroll on the completion of the CLC classes. Schools were randomly selected based on the locality, that is, two schools from each Municipality were selected. A total of 80 students (20% of the total sample size) were taken and proportionately divided across grades 1-4 for the ASER assessment.

Qualitative sampling framework and sample size determination

In the baseline evaluation, CLCs from each district were randomly selected as per convenience. From among all the CLCs, two CLSs, from each district were selected representing each municipality of intervention. Likewise, a purposive sampling method was adopted to identify respondents in the communities to yield rich information on the status of girls' education, early marriage, and other underlying contexts. Purposive sampling was used to ensure representativeness in the qualitative discussions and to conduct qualitative consultations in a limited time. The methods used for data collection were focus group discussions (FGDs) and Key-Informant Interviews (KII). A total of 12 FGDs and 18 KIIs were conducted with direct and indirect beneficiaries.

OOS adolescent girls aged 10-14 and 15-19, along with the CLC facilitator, parents, change champions, and municipality education officers were consulted for qualitative discussion. To triangulate the information,

parents and community leaders from a different location other than the sampled location were informally consulted along with the headteachers. Primarily, sex, age, and ethnicity were the factors that determined the participation of the stakeholders in the qualitative discussions. Respondents for the interviews were selected keeping in mind they represented different ethnic and age groups.

TABLE 8: SAMPLE SIZE FOR THE QUALITATIVE TOOLS USED AT THE BASELINE EVALUATION

Respondent group	Number of FGDs	Number of KIIs
OOS adolescent girls	8	-
Parents of the OOS married adolescent girls	4	-
SEN members	-	**2**
CLC Facilitator	-	4
Community leaders	-	4
Municipal education official	-	4
Project staff	-	2
School headteacher		4
Total	12	18

Designing quantitative and qualitative tool

The external evaluators designed both the quantitative and qualitative tools as per the LNGB guideline. The tools were jointly finalized by the EE, PIN, and FM before implementing it.

In regards to quantitative tool, it included girls and household survey questionnaire. Girls' survey was the primary data collection tool among girls attending CLC classes. The tools were designed with reference to the tools from cohorts I and II, complying with the indicators stated in the log frame. Similarly, the household survey questionnaire was administered to the parents/guardians of the sampled girls. As in every evaluation point, girls were traced through the CLCs, and then their households were visited. Parents who were part of the survey were either mothers or fathers, whoever was present and agreed to the interview was approached for the HH survey. The HH survey questionnaire was also adapted from cohort 2 to suit the needs of baseline evaluation of cohort 3. In addition, an abbreviated version of the Washington Group of Questions on disability was included as part of the household survey, unlike the previous assessment where it was included in the girl's survey.

As a part of the quantitative survey, learning and numeracy assessment was administered using the Annual Status of Education Report (ASER)[7] tool, similar to cohort II. It was jointly agreed by EE, PIN, and FM during

[7] 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/

the second cohort on using ASER for assessing the proficiency of students up to grade 3 according to the curriculum of the Nepal government.

In regards to qualitative tools, checklists were developed to conduct Focus Group Discussion (FGD) and Key Informant Interview (KII) with the stakeholders. The qualitative checklists were designed based on the logical framework and indicators of the projects.

Likewise, the qualitative data collection was conducted simultaneously with the quantitative data collection. Based on previous evaluations, EE along with PIN and FM agreed to conduct both data collections simultaneously as the girls the characteristics of the baseline girls were homogenous.

Enumerators, monitors, and researchers

FDM has a large pool of enumerators from which the enumerators were recruited for this survey. Priority was given to those who had been involved in the Aarambha project in cohort I and cohort II as the enumerators were familiar with the questions, format, and context of the survey. The key qualification sought in the enumerators was language competency as they needed to be able to converse in the local language often spoken in the sampled areas. for the baseline evaluation, 24 enumerators (12 male and 12 female) were deployed for data collection.

Moreover, FDM also recruited a field monitor for each district based on their 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 ensuring 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.

While the enumerators collected quantitative data, the qualitative data was collected by the researchers from FDM. Two researchers were deployed in each district. Researchers from FDM who had prior experience working in the GEC and LNGB project were selected for this assignment. The researchers were experienced in conducting FGDs and KIIs along with taking notes and transcribing the information collected in the field. The recording and notes of the consultations which were in the Nepali language were translated, transcribed, and summarized in the English language for the analysis.

Training

During the endline data collection of Cohort-II, 24 enumerators had been trained in three days of training on conducting girl's survey, household survey, and ASER test. As the same pool of enumerators was used for the baseline, only a single day of refresher training was organized for the baseline data collection of Cohort III. During the refresher training, the enumerators were orientated about the changes brought in the girls' survey, household survey, and Washing Group of Questions on Child Functioning. They practiced the entire set of data collection using the revised tool among themselves before moving out to the field. Moreover, the training also familiarized the enumerators with child safeguarding policies/protocols, and basic research etiquettes to be maintained during data collection.

During the refresher training held on the 27th December 2021, after a brief introduction about the project and the objective behind conducting the baseline study, both sets of questionnaires, including the ASER tool and WGQ was discussed with all the enumerators. All questions were thoroughly discussed; including the loops and the probable answers. Later, the enumerators were separated into groups two groups: male and female. While the female enumerators practiced the girls' survey and the ASER test, the male enumerators practiced the household survey and the Washington Group of Questions on Child Functioning. A mock

session was conducted to ensure that the enumerators grasped the information accurately. Moreover, in the latter half of the day, the enumerators practiced the data collection using the ODK system in the tablets among themselves. The monitors were also oriented on their roles and responsibilities over the data collection duration.

In regards to qualitative consultation, before the field mobilization, the project coordinator provided a day orientation to the researcher on the project objectives, log frame, and what the designed checklist aimed to achieve through qualitative consultation. It was ensured that the researchers understood the objective of each of the questions. In addition to this, researchers were also oriented on how to collect sensitive information from the girls.

Data collection process

Quantitative data collection

Baseline data collection commenced on 28th December 2021 in Bara and Rautahat. The data collection was done in 10 days. The data was collected via a tablet provided by FDM where the Open Data Kit (ODK) software was installed. In addition to that, enumerators with a smartphone were asked to install the ODK system in their mobile phones in case of any issues with the tablet. A monitor was assigned for each district, who administered the enumerators at the field. The monitors maintained a chain of communication between the enumerators and the project coordinator and the team at the office who had been monitoring the data received at the server continuously on a real-time basis and provided feedback accordingly. Additionally, monitors were responsible for the planning of the field data collection, assigning enumerators the sample they are required to collect, coordinating with the project staff and local authorities in the area of data collection. Also, the monitors ensured that the data collected in the tablets were uploaded to the server at the end of each day as well as give an update. Any emerging errors were sorted through a telephone conversation with the monitor and the enumerators.

To ensure that all the child safeguarding policies and ethical protocols were followed in the field, all enumerators were trained and informed on child safeguarding policies and ethical guidelines. Written consent from the girls and household was taken before each interview was conducted. Each of the respondents was made aware of the data protection and confidentiality of their information verbally. For the safety of the enumerators, researchers, and monitors, FDM provided an insurance package. In addition to this, local authorities were formally informed about data collection before its commencement to avoid any misunderstanding during data collection. FDM and the team worked in close coordination with the local partner for smooth data collection in the field.

A sampling list that included names of all girls, their respective CLC group, age, and ethnicity were provided to all the enumerators and monitors. The first point of contact for enumerators was CLC and CLC facilitators. The list of the girls was also verified from the CLC attendance sheet before conducting the survey. For the girls who were not present at the CLC on the day of data collection, enumerators visited their households to track them. When the same girls could not be met, enumerators planned to re-visit their respective houses for the survey. If the enumerators were unsuccessful even at the third attempt to get hold of the girls, a replacement strategy was used. While replacing the girls, it was ensured that the demographic characteristics including the CLC itself matched. A stratified random sampling technique was used to select the girls for replacement.

Qualitative data collection

In the baseline, the qualitative data were collected simultaneously with quantitative data. The checklist was designed with reference to the baseline of cohort I and cohort II and the recommendations made in these points of evaluation. The qualitative checklist was prepared by FDM initially in the English language. The team leader approved the final version of the checklist before heading to the fields for data collection. Both FGDs and KII were carried out with relevant stakeholders in two districts simultaneously by FDM researchers.

All the interviews and discussions were electronically recorded by the researchers with the consent of the respondents. Every qualitative consultation was initiated with general talks and rapport building. Questions on the projects and intervention were only asked when the stakeholders felt comfortable sharing their opinions. A translator was used at instances where the respondents could not speak in the Nepali language.

At the end of each day, the researchers shared the general trend, experience, happening of the field site to the project coordinator. This helped to get a generalized and differences in view the differences between two districts as well as to triangulate the information gathered. The researcher's reflection during the qualitative consultations was also recorded. Once the consultation for both the districts was completed, an extensive debriefing session was held among all the field researchers who shared and discussed their experience, findings, and observation during the qualitative exercises.

Quality Assurance

Appropriate measures were taken to ensure the quality of the study in each step of the data collection. Before the fieldwork, the FDM team worked extensively with the PIN team and FM to revise the format and the content of the survey questionnaires and qualitative checklist to eliminate ambiguities, language complexity, and complicated skip patterns. In addition, mature and experienced researchers and enumerators who had a contextual understanding of the study were selected for the project.

Fieldwork training was an essential part of the quality control process. The training focused on an in-depth discussion of the questionnaire to familiarize the enumerators with the questions, options, skip patterns, and other details. Besides, the enumerators conducted mock interviews to train themselves on how to conduct interviews. Furthermore, a detailed field plan was placed with a total of 24 enumerators and two monitors.

A field plan was devised to meet planned as well as unforeseen challenges and thereby ensure the smooth operation of day-to-day field activities. Monitors were an essential part of the FDM team that helped further to ensure data quality. The monitors ensured data quality by assessing the performance of the enumerators. Monitors checked whether or not the enumerators were executing the tasks they were expected to perform. The following section elaborates on some important checks the monitors conducted to ensure the smooth functioning of the fieldwork. Spot-checks were done by the monitors to ensure that correct respondent were selected for the interview, and the selection process was also correct. Additionally, a back-end check was continuously being performed by the core FDM team in Kathmandu to find the missing data and errors.

Post data collection

Data cleaning and storage

The quantitative data received from the online 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 by the statistician, research coordinator, IT expert, and team leader.

The android software, ODK, itself allowed for range-checks. During the data collection process, the FDM team in Kathmandu regularly checked and cleaned the database for complete blank entries and conditional field cleaning. Various errors in the data that would come during the fieldwork could come about due to the negligence or ignorance of the enumerators and sometimes due to errors in the device. Therefore, the IT expert who was vigilant of the data informed the project coordinator of any anomalies in the data received in the server. Following that, the researcher coordinator communicated with the field monitors as well as the enumerators to inquire about the glitches and re-do the survey to rectify the error if needed.

Upon the completion of data collection, the statistician commenced the data cleaning process where they sorted the variables as well as checked for inconsistency. Data were checked for the representativeness of the sample based on ethnicity, religion, age, and project areas. frequency distribution was checked for each variable for identifying any missing data and inconsistency. For example, in the baseline evaluation, the sample size was 400. Hence, for every question filtered, the base was 400. In the case of outliers, the research team assesses the situation to see if it is justified. For instance, the actual age of the respondents and the age when the respondent got married were sometimes recorded too high than the current age. Such cases were informed to the concerned enumerators and appropriate action to ensure accurate information are taken.

Data are also checked for 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 the baseline matched that provided in the master list. Once cleaned, the data was exported to SPSS from the Excel sheet. In the SPSS, all the values were then labeled properly. 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.

While the statistician was dealing with the quantitative data, researchers were simultaneously transcribing the qualitative data. Audio records collected with the consent of the respondents were used to generate transcribed documents. The recordings were also duly saved in the FDM computer as a data protection strategy.

Data analysis

Quantitative analysis

The cleaned data was exported to IBM SPSS 23 for analysis. The cleaned data were checked for normality tests using box plots and normal curves for all of the continuous variables of that any existing outliers could be detected. The normal distribution and skewness of data were 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. Moreover, tests used during analysis to establish relationships and test the significance were independent/ two-sample t-test, paired sample t-test, one-way ANOVA, correlation, and chi-square test.

Qualitative analysis

Once the transcripts were prepared, further analysis of the data was done via NVIVO. The following steps were taken for data analysis:

a. **Theme generation**: a deductive approach to theme generation was adopted, which was primarily guided by the log-frame indicators, evaluation questions as well as the analysis done in preceding cohorts. The major themes identified as 'learning', 'transition', and 'sustainability'. Sub-themes were further developed based on the intermediate outcomes. This process enabled the systematic organization of information from qualitative consultations and in determining trends among groups and contexts. An inter-rater agreement of 80% or above was sought for validation.

b. **Data coding**: with pre-developed themes, the transcripts were coded for further analysis. The transcripts were studied thoroughly assigning codes as per the identified themes. As the qualitative research was conducted under convergent mixed method design, the information was intended to provide casual inference and explanation to finding from quantitative data.

c. **Data interpretation**: coded and thematized data were analyzed for the conclusion. The interpretation focused on explaining trends and finding casual interference of the quantitative data. This step also included the presentation of opposing views, use of quotes and sought to establish inter thematic validation and relation of data.

After the completion of the aforementioned steps, the findings were interpreted and consolidated into the report while substantiating the quantitative information. The findings were presented following the guideline provided by the fund manager and also segregated based on different themes and subgroups identified during analysis.

Challenges and Mitigation measures

Language barrier during qualitative consultations	An interpreter with local language competency was hired for easy communication between the researcher and the participants. The interpreter was trained on the types of questions so that the essence of the question or answer would not be lost in translation.
Most of the OOS girls, especially married girls were too shy to talk or could not express their opinions. A considerable amount of time was spent on rapport building.	Before proceeding with the checklist questions, researchers started with informal conversation a bit longer than usual and then only proceeded with the questions.
Getting hold of the social mobilizer was difficult due to their working habits: starting at late hours, taking a day off on bad weather day	Constant phone calls were made by the researchers to inform them about the schedule and requirements. Help from the implementing partners was also taken.

Limitations

Apart from the challenges mentioned above, there were a few limitations that 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 of the limitations stated below:

- Sensitive information such as information on Adolescent Sexual Reproductive Health (ASRH) was most difficult to administer, partly because the conversation on this issue was still unsayable for most girls due to their social, religious, and cultural factors. As a result, the enumerators, as well as the researchers, had to probe the questions multiple times and in multiple ways. –
- The presence of self-reported bias in some of the questions may have resulted in the over-estimated result. This is beyond the control of evaluators since it involves opinions and behaviors of people which can hardly be verified independently. Therefore, questions were asked in the simplest language.
- The occurrence of nonresponse bias is common during qualitative consultations where the girls have to talk to the researchers. Under such circumstances, an ice breaker activity or informal talk with the girls before starting the consultation reduced nonresponse biases.
- Sustainability at the school level could not be gauged since school-level activities were yet to start.

Representativeness of the samples

The sample selected for the evaluation was fully representative. Representativeness of sampling was ensured considering the project's marginalization framework. Following inclusion criteria were 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 been to school or girls who had dropped out at some level of school
- Marginalized girls from the project intervention area

It was ensured that all beneficiaries met the aforementioned criteria to partake in the project activities, irrespective of their disability status, caste/ethnicity, literacy status, religion, or any other social, economic, and cultural factors. Once the sample size was calculated, systematic random sampling was done to select the targeted OOS adolescent girls from the master list. The statistician made a deliberate attempt to ensure the representativeness of the sample which is reflected in the tables in the next sections. By intervention pathways, the project intervenes in the two broad age groups of 10-14 and 15-19. The girls within the age group 10-14 will be enrolled in formal education after CLC class. Girls within the age group 15-19 will either enroll in formal education or participate in the skill development training and then get into employment.

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

This section discusses the characteristics of the sampled population, along with the key barriers identified during baseline, which supports the educational marginalization of married and unmarried out-of-school girls across different sub-groups.

Characteristics

The following section discusses the characteristics of the sampled girls and the household which soared as prominent determinant factors in influencing girls' education. 'Ethnicity,' 'language,' 'household income,' 'poverty,' and 'household features' are the protruding characteristics identified in the baseline evaluation.

Ethnicity

The table presented below reflects the characteristics of the out-of-school (OOS) girls who were part of the baseline evaluation across four municipalities of the two districts. Most of the sampled girls were from the Terai Madhesi Dalit community (38.5%) and the Muslim community (33.5%) followed by other ethnic groups such as the Terai Madhesi others (15%), Terai Madhesi Janajati (10.8%), and Terai Madhesi Brahmin and Chettri. Of the total sampled girls, maximum number of Muslim girls (88.5%) were from Rajpur Municipality and maximum number of non-Muslim girls (96.5%) were from Baragadhi Rural Municipality. The other two project areas had a mixed representation without any distinct ethnic representation.

The statistical relationship between ethnicity and the age of girls is not a significant factor in posing a challenge to girls' education. However, this contrasts with the findings and observation of the researchers doing qualitative consultations. For instance, stark differences were observed in the attitudes of mothers from the Dalit community and Muslim community during focus group discussions in Rautahat. While talking to mothers from the Muslim community they showed reluctance to send their daughter to study beyond the schooling level, that is beyond secondary or higher secondary level. Their daughters getting a job or moving from beyond their neighborhood even for educational purposes is simply out of question because within their ethnic community, the role of the female is limited simply to the domestic chore. Not a single participant of the FGD showed a willingness to send their daughter-in-law to school because she has to be limited within the household. On the other hand, mothers belonging to the Dalit community were relatively more proactive in terms of giving girls access to opportunities than the preceding group of mothers. The mothers were willing to send the girls to school, higher study if possible, and even send the daughters to work.

> *"We would rather marry an educated girl to our son than take dowry because an educated girl can earn money and bring it to our household." – Mother, Dalit Community*

TABLE 9: CHARACTERISTIC OF SAMPLE GIRLS SOURCE

Age group of girls			
Ethnicity	10-14 years N=258	15-19 years N= 142	Total
Terai/Madheshi Brahmin or Chhetri	1.6%	3.5%	2.3%
Terai/Madheshi Dalit	38.0%	39.4%	38.5%
Terai/Madheshi Janajati	9.3%	13.4%	10.8%
Terai/Madheshi others	15.1%	14.8%	15.0%
Muslim	36.0%	28.9%	33.5%
Total	100.0%	100.0%	100.0%

Language

The primary language of all the girls in the baseline evaluation was either Bhojpuri or Bajika. From the sampled girls, 65.5% of the girls spoke Bhojpuri whereas 34.5% of girls spoke the Bajika language. Bhojpuri is highly spoken by girls of both age groups belonging to a non-Muslim ethnic community which is 78.2% whereas Bajika is a popular language among the Muslim community spoken by 59.7% of the total 134 Muslim girls, as stated in table 8. Language appears as a significant barrier to girls' education across both ethnicities primarily because the competence to understand Nepali language (verbal and written) is extremely poor among these girls. This was validated during the researcher's observation of the CLC classes where the facilitators were teaching in their local language instead of Nepali, even when Nepali was one of the subjects being taught along with English and Math. All the four CLC facilitators consulted stated that they taught all three subjects in the local language before explaining them in Nepali and English. The situation gets even more challenging for girls who transition to formal schools since the textbooks are in Nepali and English and never in their local language.

TABLE 10: ANALYSIS OF PRIMARY LANGUAGE ACROSS ETHNICITY

	Age of girls		Religion		Total
	10-14 years (n=258)	15-19 years (n=142)	Muslim (n=134)	Non-Muslim (n=266)	N=400
Bhojpuri	60.5%	74.6%	40.3%	78.2%	65.5%
Bajika	39.5%	25.4%	59.7%	21.8%	34.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Household survey, Baseline

Household Income

The respondents of the household survey were given multiple options to identify the sources of income of their household. The table 8 show that foreign employment is the major source of income (71.3%) of the total households sampled across both ethnic groups. The researchers deduce that the statistic is high because often in the rural parts of Nepal migrant workers and foreign employment workers are synonymously used. From the qualitative consultations with girls, it was known that while some of the married girls' husbands were in India most of them were in Kathmandu working as a seamster. It was less likely for men with limited literacy and technical skill to migrate beyond India for employment based on the existing practice of boys leaving home for economic opportunities once they reach the age of 15 years and above.

Source of income	Age of the girls		Ethnicity		Total N=400
	10-14 years	15-19 years	Muslim	Non-Muslim	

	(n=258)	(n=142)	(n=134)	(n=266)	
Agriculture	51.2%	66.2%	49.3%	60.2%	56.5%
Livestock rearing	17.8%	18.3%	23.1%	15.4%	18.0%
Job/Services	0.8%	2.8%	1.5%	1.5%	1.5%
Wage Labor	10.1%	5.6%	11.2%	7.1%	8.5%
Foreign employment	74.4%	65.5%	65.7%	74.1%	71.3%
Total	8.9%	10.6%	21.6%	3.4%	9.5%
Total number [8]	163.2%	169.0%	172.4%	161.7%	165.3%

Agriculture is another major source of income in the households of all the sampled girls and across both ethnic communities. 56.5% of the total surveyed households rely on agriculture for income. 60.2% of the identified non-Muslim households rely on agriculture whereas 49.3% of the Muslim household rely on agriculture for income.

TABLE 11: SOURCE OF INCOME OF HOUSEHOLDS

SOURCE: HOUSEHOLD SURVEY

Besides the major sources of income, households relied on rearing livestock (18%) and working as wage laborers (8.5%) to meet ends. It was learned during the qualitative consultations that since most of the households have landholdings of certain size, people in the neighborhood go to other's fields as laborers too.

> *"During plantation season and in harvesting time, we go as labors to others field. We work the entire day for Rs. 250. If we need additional help, we hire in the similar manner"- Mother, Rajpur Municipality*

As for men, they leave home in the morning in search of any available labor work. Additionally, besides the girls who are obliged to help their parents in the field, even the boys who go to school are expected to help their parents in agricultural activities once they reach the age of 12 or 13 years. Rather than hiring paid labor, families prefer using the helping hands available at home.

Moreover, statistical analysis has shown that there is a significant relationship between household income and ethnicity. Simply put, without sufficient income, families have to carefully manage their household expenditure to meet the physiological needs, such as garnering sufficient food for all family members, proper clothing, and shelter whereas health and education are placed as secondary needs. Still more, when there is a choice of sending children to school, boys are prioritized over girls. Based on qualitative discussion with the parents, teachers, and the municipality education officer, it can be easily inferred that people still hold onto the belief that investing in sons' education is more advantageous than daughters. Conventional thoughts such as the men being the breadwinner of the family, sons taking care of their parents in old age, and the fact that girls will take care of their husband's household and not their own parents' holds strong was evident across the mothers participating in the FGD in both districts. Still more, parents appear reluctant to invest in a girl's education because they are compelled to spend in large amounts for the daughter's dowry.

[8] This is a multiple response question. Therefore, the total percentage will exceed 100%

Therefore, from the parent's perspective, it is a well-calculated practice as it would obviate double investment in girls.

The disparity between boys and girls is widely evident among parents of both districts in the way parents talk about the reason behind not sending girls to school while. A mother, whose daughter was in the CLC in Rajpur Municipality sent her son to a boarding school but had never sent her daughter even to a public school. When asked why the mother stated:

> *"Our son goes to the boarding school. The bus comes to pick him up every day. He will study and work to make money later and look after us. Even if I send the daughters to school, she will go to her husband's house after marriage, work inside the house only. So, there is no point educating her."*

Household characteristics

TABLE 12: HOUSEHOLD CHARACTERISTICS

	Age group of girls		Religion		Total (N=400)
	10-14 years (n=258)	15-19 years (n=142)	Muslim (n=134)	Non-Muslim (n=266)	
Girls with children	0.0%	43.7%	0.0%	24.1%	16.0%
Head of household has no/ limited education	95.7%	90.8%	96.3%	92.9%	94.0%
Households having 5 or more than 5 members	95.3%	90.8%	94.8%	93.2%	93.8%

Source: Household survey

Table 12 describes the educational status of the household head, with 94% of the total sampled parents with limited or no educational qualification. In terms of the relationship between the educational qualification of the household head and age of the girls, it is significant, but insignificant with ethnicity. In a similar manner, assessing the number of girls having children, of the 142 sampled girls of age 15-19 years, 43.7% of the girls had children. From statistical analysis, it was known that having children is a significant factor in deterring educational opportunities for girls. During the consultation with girls, it was found that married girls have less time at home to do the assignment or revise lessons taught in the class because of a load of household chores. Having a child is an added responsibility to the girl making it more difficult to manage her time for studies. In most cases, the husband is away for work, either in Kathmandu or in India to help her look after the children. The girls are compelled to have children within a year of her Gauna. If she fails, she becomes the subject of numerous judgments. For example, a married girl in Baragadhi Rural municipality shared with the researcher that,

"My in-laws and my husband keep pressurizing me to conceive soon. This adds to a load of responsibility which is already high; I have to do the household chores, there are cattle at home and I cannot do well in the CLC class either."

With such expectations looming around the married girls, the girls have little hope of excelling in their studies. Still more, the number of births increases with the expectation of having a boy child. Table 10 shows disaggregated data of girls with children, most of whom are living in their in-laws' houses since Gauna. The number of births per girl has ranged from one to four. With multiple responsibilities at home and fewer people to share the load, girls find it very difficult to continue their studies. This is common across both ethnicities.

TABLE 13: STATUS OF GIRLS WITH CHILDREN | SOURCE: GIRLS' SURVEY

Number of children	Marital Status			Total
	Married (living in in-law's house)	Married (waiting for Gauna)	Separated	
1	40	0	1	41
2	19	0	0	19
3	2	0	0	2
4	2	0	0	2
Total	63	0	1	64

Source: Girls' Survey

Likewise, 93.8% of the total household surveyed had 5 or more members. Statistical analysis establishes the number of household members being an insignificant factor in determining a girl's education. The matter lies in the choice parents make; while the boys have the option to go to a private school, it took an ample amount of effort to convince parents even to send their daughters to the CLC. Also, with a greater number of people at home, the responsibility of the household chores is shared by many and not just the girls and her mother. Moreover, it is difficult to convince them to send their daughters-in-law to CLC, at the least, since most in-laws felt it was worthless sending the daughter-in-law to study.

Poverty

TABLE 14: CHARACTERISTIC OF THE HOUSEHOLD

Characteristics	Age		Ethnicity		Total
	10-14 years n=258	15-19 years n=142	Muslim n=134	Non-Muslim n=266	N=400

Roof made by mud/thatch/plastics	54.3%	46.5%	58.2%	48.1%	51.5%
Gone hungry to sleep many days in the past year	13.6%	16.9%	17.9%	13.2%	14.8%
Unable to meet basic need	27.5%	13.4%	40.3%	13.5%	22.5%
HH not having enough cash income	42.6%	35.9%	56.0%	32.3%	40.3%
Household not having land for themselves	20.9%	18.3%	17.2%	21.4%	20.0%

Source: Household Survey

Table 14 states the basis of poverty analysis which is characterized by the type of roof the household has if the household members had gone hungry over the last year and if the household members can meet their basic needs. It also shows characteristics of whether the household has enough cash income and if it has its land. From the table above, it can be stated that 51.5% of the sampled households have roofs made of mud/thatch/plastic. Moreover, it can be seen that while 54.3% of the 258 girls of 10-14 years still lived in a house with either mud/thatched roof or those covered with plastic, only 46.5% of 142 girls aged 15-19 years lived in houses with rood made of mud/thatch/plastic. Such old and traditional housing were still found in Muslim community where 58.2% of the 134 houses had a roof made of mud, were thatched, or covered with plastic. Only 48.1% of the non-Muslim community had such residence. Qualitative findings showed that houses owned by Muslim and non-Muslim families were relatively different even though the quantitative figures show a small gap.

In terms of households not having lands to themselves,20.0% of the sampled household do not have their landholdings. Moreover, only 20.9% of the 258 girls (10-14years) and 18.3% of 142 (15-19 years) families did not have land to themselves. In reference to ethnicity, 17.2% of 134 Muslim households do not have land to themselves whereas 21.4% of 266 non-Muslim ethnicities do not have it. Referring to table 11, agriculture is the second most common source of income for all the households, where the non-Muslim community had a higher percentage of people engaged in agriculture for income than Muslims. Contrary to that, non-Muslim households also have a higher percentage of people without landholdings, needing them to rely on other sources of income.

Likewise, 22.5 % of the total households surveyed do not have enough cash income. The disaggregated data shows that 27.5% of 258 girls' families (10-14 years) are short of cash income compared to the 13.4% of 142 girls; (15-19 years) families. Assessment across the ethnicities portrays that 56 % of the 134 Muslim households have inadequate cash income as compared to 32.3% of the 266 non-Muslim households. While the shortage of cash income does not have a significant relationship with the across the age of the girls, the statistical relationship of the shortage of cash across the ethnicity is a significant factor. Without sufficient flow of cash, families do face challenges even to meet their basic needs. Nevertheless, based on the qualitative consultations with parents, headteacher, and education officer it can be reasoned that people of the intervention area aren't absolutely poor, rather they are relatively poor only. The headteacher, who was recently appointed as the education officer in Rautahat too states that people are no longer poor like they used to be a decade ago. With increased access to the market and an increasing trend of going on foreign employment, people have risen above the previous situation. According to the officer,

"People may not have the cash to spend immediately, but they have enough asset, such as land, crops, cattle which can be easily sold in the market for money"- Education officer, Rautahat

Hence, it can yet again be deduced that it is a matter of choice as to how the parents are willing to utilize their assets. In most cases, parents liquidate their assets only at the times of giving dowry in their daughter's marriage and not ever for her education. Parents are obliged to give dowry due to the embedded fear of their daughters being tortured at the husband's place for not bringing any dowry. Parents across all the four municipalities and both ethnicities agreed to the fact that despite its difficult for the parents to gather funds to give dowry, they are obliged to do. This cultural con social practice is still deeply rooted and people have easily normalized it too. So, when it is their turn to receive it, they don't deny it either.

"When we go through so much trouble to give dowry to our daughter, why can't we receive it? But yes, when we give, we give in large amount whereas we can accept less amount of dowry too." Mother, Madhavnarayan Municipality

On the contrary, girls from the FGD in Bara stated that they would have preferred their parents investing in their education than saving for their dowry as it would make them capable to take care of them in their old age.

Furthermore, along with income, respondents were asked if they had gone to sleep with an empty stomach in the past year. 14.8% of the household respondents had undergone this situation. Of the 258 girls of age 10-14 years, 13.6% had this experience compared to the 16.9% of the 142 girls of age 15-19 years. Hunger was more imminent among the Muslim households where 17.9% of the 134 people had gone to sleep without any food. Also, 13.5% of 266 non-Muslim households have gone to sleep hungry on multiple instances in the past.

People could have gone to sleep hungry on instances of flooding, which is very common in that area. The intervention areas are likely to receive flooding for almost three months each year. The house is submerged in the floodwater and so is the kitchen, preventing people to cook anything. People take shelter on the roof of the concrete houses in the neighborhood.

Correspondingly, respondents were inquired about their ability to meet their basic needs. Of the total respondents, only 22.5% of the households were unable to meet their basic needs. This occurrence is more in the Muslim households where 40.3% of the 134 were unable to meet their basic physiological needs, namely food, shelter, clothing among others compared to 13.5% of the 266 non-Muslim households. The researcher's observation of people in both districts was that even a slipper/shoes were a luxury item; people didn't wear them in the neighborhood and only wore it if they had to travel a long distance or a formal setting like ward office, school, or the CLC class. Similarly, families of 27.5% of the 258 girls of age 10-14 years were unable to meet the basic needs compared to 13.4% of 142 girls of age 15-19 years.

Likewise, 22.5 % of the total households surveyed do not have enough cash income. The disaggregated data shows that 27.5% of 258 girls' families (10-14 years) are short of cash income compared to the 13.4% of 142 girls; (15-19 years) families. Assessment across the ethnicities portrays that 56 % of the 134 Muslim

households have inadequate cash income as compared to 32.3% of the 266 non-Muslim households. The relationship between the shortage of cash income and age is statistically insignificant whereas the relationship between the shortage of cash of income and ethnicity is statistically significant.

The inability of the families to meet the basic need is a significant factor in determining the girl's access to education. Without fulfilling the basic physiological needs, sending any of the children, whether boy or a girl to school is a secondary concern. Families often face this situation when the number of dependent members is higher than those contributing to make an earning.

SUMMARY OF GIRLS' CHARACTERISTICS

The summary of main characteristics groups identified in the baseline is outlined below:

Characteristic/Barriers	Proportion of baseline sample (%)
Single orphans	N/A
Double orphans	N/A
Living without both parents	NA
Living in a female-headed household	47.3
Married	30%
Married but waiting for Gauna	10%
Mother under 18 (n=64)	16%
Mother under 16	0.00%
Difficult to afford for the girl to go to school	25.25%
Household doesn't own land for themselves	20.00%
Material of the roof (hay)	51.50%
Household unable to meet basic needs	22.50%
Gone to sleep hungry for many days in the past year	14.8%
Language different from mother tongue	100%
Girl doesn't speak Lol	NA
HH has no education	94.00%
Primary caregiver has no education	NA
Didn't get support to stay in education and do well (%)	NA
***Sufficient time to study:* High chore burden (Performed HH chores the whole day %)**	28.80%
Girls aged 10-14	64.50%
Girls aged 15-19	35.50%
Muslim girls	33.50%
Never been to school	51.20%
Dropped out	48.80%
Foreign Employment	71.3%
Agriculture	56.5%

The table above summarizes the significant factors in determining the girl's education among the surveyed sample. These subgroups are the basis for outcome and output level analysis throughout the report.

Two distinct age groups of the girls, 10-14 years and 15-19 years are the major characteristics of the subgroups. Apart from this, Muslim ethnicity was also identified as an additional subgroup of the girls as the Muslim community is recognized as a separate ethnic group. They are among the minority ethnic groups of Nepal which are often marginalized and are in dire need of upliftment.

School-going status, that is, 'never been to school or dropped-out of school' are other identified subgroups. Girls who had never been to school or dropped out at some levels were taken as subgroups due to their high representation in the sample. These girls were taken to analyze the difference in the literary and numeracy skills of the girls from two different groups via the ASER tool.

In terms of language, 100% of the sample spoke a language other than Nepali. Therefore, language was considered as a significant subgroup as it appeared to be a major barrier in girls' education. this was substantiated during the qualitative consultations as well where a translator was needed to deliver the questions. The CLC facilitator was also reported to have taught in their local language to explain the content before referring to the textbooks.

Characteristics like 'household not having land', 'materials made out of hay', 'household unable to meet basic need' and 'gone hungry to sleep' were all clubbed as 'poor household' and it was also be analyzed as a barrier in the report. Characteristics like 'girls with children,' 'foreign employment,' and 'agriculture' as a primary occupation,' and 'parents with no education, 'girls living without both parents' were initially considered to be potential subgroups. However, these were not taken to be the major subgroups despite having high representation in the sample because they did not generate any significant result when cross-tabulated with different barriers.

BARRIERS AND INTERSECTION BETWEEN KEY CHARACTERISTICS

The Theory of Change (ToC) outlined barriers to girls learning and transition based on their experience of working with adolescent girls. The barriers identified by the project were 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. Apart from the barriers outlined by the project, the baseline evaluation showed 'Parental attitude', 'Household chores', 'safety concerns' and 'Poor household' as key barriers to OOS girls' learning and transition.

Poor Household

In this baseline evaluation, the poor household was identified as a key barrier for OOS girls' education. With reference to figures in table 15, poverty of the household was shown statistically significant across the ethnicity of the respondents. That is, girls from Muslim households have relatively more difficulty in accessing education than a girl from non-Muslim households.

TABLE 15: POVERTY ACROSS HOUSEHOLDS

	Age group		Ethnicity		Total N=400
Poor Household	10-14 years n= 258	15-19 years n= 142	Muslim n= 134	Non-Muslim n= 266	
	47.3%	37.3%	53.7%	38.7%	43.8%

Source: Household survey

Moreover, the poverty of the household was analyzed across other characteristics such as' households having more than 5 members', 'girls with children', 'education status of HH head' and 'roof type of the household'. Of all these characteristics, besides the number of members of the household, all other characteristics had a significant relation with poor households. This implies that the poverty of the household directly impacts all these factors.

In addition, households having 'girls with children' showed a significant relationship with poor households implying that OOS girls from poor households have children sooner than non-poor households. Figures show that in poor households, 29.7% of the girls had children while 46.4% of the girls did not have children.

Based on qualitative consultations, it can be inferred that Gauna is relatively delayed in a non-poor household than poor households. From the discussion with parents, it was known that even though it seems like parents are complying with the legal age of marriage before the Gauna ceremony takes place, in reality, the time between marriage and Gauna is the time for parents to gather funds for the dowry. The parents are compelled to give Rs. 500,000 cash at the time of the wedding and more dowry at the time of Gauna. Hence, a poor household will certainly need more time to gather the fund than a non-poor household in absence of any form of tangible assets. Consequently, with delayed Gauna, fewer girls from poor households are likely to have children than their counterparts from non-poor households who can readily sell their assets at times of need. Also, with adequate landholding, men are engaged in the field, and children are considered as additional helping hands, leading to more girls from non-poor households having children.

TABLE 16: BARRIERS TO EDUCATION BY CHARACTERISTICS SUBGROUPS FOR POOR HOUSEHOLD

Characteristics		
		Poor HH
Girls with children	Yes	29.7%
	No	46.4%
HH head education	Head of the household has no/ limited education	45.7%
	HH head having higher education/Literate	12.5%
Households having 5 or more than 5 members	Family member 5 or more	42.7%
	Family member less than 5	60.0%
Roof made by mud/thatch/plastics	Roof made by mud/thatch/plastics	69.4%
	Roof made by other	16.5%

Source: Household and Girls' Survey

With reference to table 14, it can be seen that Muslim households are relatively poorer than non-Muslim households. However, non-poor households have a higher number of illiterate household heads than poor households. While 45.7% of the household heads have limited or no education while 12.5% of the household heads from poor families had higher education. Quantitative data shows that 93.8% of the household heads are male and the mean age of the household heads was 41.8 years. With consideration to the gender discrimination practice, it is normal for the male members to have received primary education and higher education in some families even in the poor household head since men had to bear the financial responsibilities.

Moreover, 3.7% of Muslim household heads have higher education compared to a 7.1% of non-Muslim household heads, indicating that poverty among the Muslim household restricted them from acquiring education. Quantitative data shows that in the baseline evaluation, 53.7% of the Muslims have been deemed as poor compared to 38.7% of non-Muslims considered as poor.

Poverty and the education status of the household heads have a statically significant relationship. That is, a household from a poor house is likely to have fewer educational opportunities than from a non-poor house. Correspondingly, girls from poor households are likely to lack access to educational opportunities and even resources such as family planning. The likeliness of the girls to escape the vicious circle of poverty is extremely low when the family does not have access to necessary resources.

Similarly, the material of the roof is also a significant barrier to a girl's education because a proper shelter is one of the basic physiological needs of a human[9]. In absence of fulfillment of basic physiological needs such as food, clothing, shelter, and sleep, it is unlikely that the person can advance to fulfilling other needs, such as education. The engagement of girls in household chores is yet another barrier for learning as established by the baseline evaluation. From table 16, it can be seen that 28.5% of the total sampled girls are engaged in household chores. The engagement of older girls aged 15-19 years in household chores is fairly more than the younger ones and more at Muslim households than in non-Muslim households. Engagement in the household chores has a statistically significant relationship with the age of the girls and their ethnicity. This depicts that younger girl have fewer household chores than older girls. This was substantiated during the qualitative consultations too where the mother stated that young girls have the liberty to play and even go to school and Madrasa in the case of Muslim families. As the girl gets older, more restrictions are placed

[9] Maslow's Hierarchy of Needs

and more responsibilities are given. While the young girls engage in minor activities like sweeping and giving water to the cattle, older girls shoulder the overall household responsibility; cleaning, cooking, washing clothes, feeding the cattle, caring for the older and younger family members.

TABLE 17: ENGAGEMENT IN HOUSEHOLD CHORES

	Age group		Ethnicity		
Engagement in household chores[10]	10-14 years n= 258	15-19 years n= 142	Muslim n= 134	Non-Muslim n= 266	Total N=400
	23.3%	38.0%	36.6%	24.4%	28.5%

Source: Girls' Survey

The load of the household chores on girls appears more among Muslim families than in non-Muslim households essentially because the Muslim households rely on rearing livestock even as a source of income (table 11). Muslims were often known as rearing cattle, mostly goats, because they need to sacrifice the animals during the Dhul Hijjah[11] as shared by the CLC facilitator in Rautahat.

TABLE 18: ANALYSIS OF HOUSEHOLD CHARACTERISTICS WITH THE ENGAGEMENT OF GIRLS IN HOUSEHOLD CHORES

Household characteristics		Has to perform household chores most of the day	Spending a few hours, a day in HH chores
Girls with children	Yes	37.5%	62.5%
	No	26.8%	73.2%
HH head education	Head of the household has no/ limited education	29.0%	71.0%
	HH head having higher education/Literate	20.8%	79.2%
Households having 5 or more than 5 members	Family member 5 or more	27.7%	72.3%
	Family member less than 5	40.0%	60.0%
Roof made by mud/thatch/plastics	Roof made by mud/thatch/plastics	34.0%	66.0%
	Roof made by other	22.7%	77.3%
Gone hungry to sleep many days in the past year	Gone hungry to sleep many days in the past year	42.4%	57.6%
	Not gone to sleep hungry	26.1%	73.9%
Unable to meet basic needs	Unable to meet the basic need	38.9%	61.1%
	Able to meet the basic need	25.5%	74.5%
Cash income among households	Poor	36.0%	64.0%
	Not Poor	23.4%	76.6%

[10] Engagement of the household were determined by the duration the girls spend on doing household chores. The duration was assessed as spending 'whole day,' 'half day,' 'quarter day/few hours,' and 'an hour or less.'

[11] During the Islamic month of Dhul Hijjah, Muslims around the world slaughter an animal – a goat, sheep, cow or camel – to reflect the Prophet Ibrahim's willingness to sacrifice his son Ismail, for the sake of God

Household not having land for themselves	Household not having land for themselves	21.3%	78.8%
	Have some land	30.3%	69.7%

Source: Household and Girl's Survey

The relation of OOS girls' household chores with characteristics such as 'girls with children/girls without children, 'HH head illiterate/HH head literate 'more than 5 members in the household/less than 5 members in the household', and 'household having some land/ household not having some land' were non-significant. This suggests that household chores are not similar across all girls irrespective of the different characteristics of their household.

Characteristics like 'roof made by mud/thatch/plastic' and 'roof made by others' did have a significant relationship with the household chores. Table 18 shows that 34 % of girls whose houses had a roof made of mud/thatch/plastic had to perform household chores most of the day and 66 % of girls spent only a few hours in it. On the other hand, only 22.7% of the girls with roofs made of other material engaged in long hours of household chores, and 77.3% of the girls spent only a few hours. These figures indicate that fewer girls in economically well-off situations were obliged to work for longer hours. Data showed that 66.7% of the girls aged 15-19 years were engaged in household chores for the whole day. Households with wage labor as the source of income had 71.2% of the girls engaging in household chores the whole day. In the absence of the parents who are engaged in agricultural work, grazing cattle, or working as a laborer, the girls have to shoulder the entire responsibility of the household. From table 11, it can be seen that 56.5% of the households rely on agriculture, 18% on livestock rearing and 8.5% of the household rely on wage labor as their source of income.

In addition, characteristics such as 'gone to sleep hungry many days in the past year', unable to meet the basic needs/' and 'household with enough cash income' all have a statistically significant relationship with household chores. All these circumstances characterize a poor household and girls from poorer households have longer engagement in the household than non-poor families as shown in the table above. 42.4% of the girls from families who had gone to sleep on an empty stomach were engaged in household chores most time of the day. As stated above, in absence of parents who are out trying to earn money, girls have to take upon the responsibility. At times, girls join the parents in work; agricultural works, especially during plantation and harvesting season, tailoring work at home beside the regular household chores as revealed by the girls during qualitative consultations.

Parental attitudes

The parental attitude was another barrier identified during the baseline evaluation. While the quantitative data portray parental attitudes as being positive and in support of girls' education and life plans, the qualitative findings show otherwise. In the survey as well as the group discussions, parents were asked whether they would support their daughters in going to school, participating in training, and initiating business. According to table 19, only 4.5% of the total sampled parents accounted for not supporting girls to join a formal school, 3.5% of parents accounted for not letting girls join the training and 6.3% of the parents accounted for not supporting girls to initiate business.

Disaggregation based on age showed that, for the age group 10-14 years, only 4.3% of girls are not shown support by the parents to join the formal school, 3.1% of parents said they would not support the girls participating in training and 5.4% of the parents would not support the daughters to initiate business. In terms of the girls from the 15-19 years group, the scales of the parents not supporting them were slightly higher than in the previous group. 4.9% of the parents would not support girls joining the formal school, 4.2% parents would not support the girls in participating in training and 7.7% of the parents said they would

not support the girls to initiate a business. The age-wise disaggregation and unsupportive parents have a statistically insignificant relation.

TABLE 19: ANALYSIS OF PARENTAL SUPPORT ACROSS AGE AND ETHNICITY

Barriers	Category					
	The age group of girls		Muslim		Total	N=400
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)		
Doesn't get support to join school/formal	4.3%	4.9%	3.7%	4.9%	4.5%	18
Doesn't get support to participate in training	3.1%	4.2%	3.0%	3.8%	3.5%	14
Doesn't get support to initiate business	5.4%	7.7%	3.7%	7.5%	6.3%	25

Source: household survey

Furthermore, disaggregation based on ethnicity showed that non-Muslim parents (4.9%) were slightly more unsupportive than Muslim parents (3.7%) in terms of sending girls to formal schools. In regards to allowing girls to join the training, 3.8% of parents of Muslim girls and 3.5% of parents of non-Muslim girls said they would not support the girls. And, 7.5% of parents of Muslim girls and 6.3% of non-Muslim girls did not want to support girls to initiate business. The relation between ethnicity and unsupportive parents was statistically non-significant.

In contrast to the quantitative findings, qualitative findings present a stark difference in the attitude of parents. Across both districts, consultation with parents showed that parents were not eager to send their daughters to school. Mothers clearly stated that there was no point in sending the girl to school when she gets older. Instead, they said that she should learn household chores and prepare to go to her husband's house. Mothers were willing to send girls only when they are young, less than 12 years when they can't help with the household chores and spend time either playing or going to school/Madrasa. Moreover, parents were willing to send the girls to training which happened in their locality. Even then, one member of the family has to come to see her off and receive her at the end of the day. If the training is happening in another town, all mothers believed that girls cannot travel alone; either she has to travel in a group of girls or has to be accompanied throughout the time by someone from the family.

In terms of parents supporting the girls to initiate business, most of the parents in both districts said that they would support the girls to initiate the business. During the consultation with the project staff, it was verified that parents are willing to engage girls in activities that involved income generation even though they are reluctant to send them to study as long as the project invests into the business. Nevertheless, it contradicts with the attitude of the parents who are keen to keep daughter and daughters-in-law within the periphery of the project due to security concerns.

TABLE 20: PARENTAL SUPPORT ACROSS AGE AND ETHNICITY

Parental Support	Age group of girls		Muslim		Total (N=400)	
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Highly unsupportive (.>0.70)	2.3%	1.4%	1.5%	2.3%	2.0%	8
Moderate unsupportive (0.51 to 0.69)	0.4%	2.1%	0.0%	1.5%	1.0%	4
Least unsupportive (>0.5)	97.3%	96.5%	98.5%	96.2%	97.0%	388
Total	100.0%	100.0%	100.0%	100.0%	100.0%	400

Source: Household survey

Table 20 states the range of parental support calculated through quantitative study across questions about girls' education and life plans. Parents are categorized as highly unsupportive if the aggregate score of their unwillingness to support a girl's education and life plans is 70% and more. Similarly, they are categorized as moderately supportive parents when the aggregate score of their willingness to support a girl's educational and other life plans ranges between 51% to 69%. And finally, if the scores of unwillingness towards a girl's life plan are less than 50%, then the parents are categorized as highly supportive parents. 97% of the total sampled parents appear highly supportive contrary to the qualitative findings as discussed above. 97.3% of parents are supportive in the 10-14 years groups compared to 96.5% of parents in the 15-19 years group. Similarly, 98.5% of Muslim parents appear supportive of their daughter's education and life plan compared to 96.2% of non-Muslim supportive parents. This implies that parents are highly supportive of their daughter's education and life plans.

TABLE 21: PARENTAL ATTITUDE ACROSS AGE AND ETHNICITY

Parental Attitude	Age group of girls		Muslim		Total (N=400)	
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Positive Attitude (above 70%)	73.6%	66.9%	70.9%	71.4%	71.3%	285
Neutral (51-69%)	24.8%	31.7%	28.4%	26.7%	27.3%	109
Negative Attitude (up to 50%)	1.6%	1.4%	0.7%	1.9%	1.5%	6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	400

Source: Household Survey

Table 21 portrays the parental attitude assessed across the questions related to girls' education and their life plans. Parents are categorized as having a positive attitude if the score of their perception on a girl's education and life skills exceeded 70%. Likewise, if the score ranged between 51% to 69%, the parents are deemed as being neutral. However, if the scores of parental attitudes on girls' education and life skills are less than or equal to 50%, they are considered as having a negative attitude. From the table above, it can be seen that 71.3% of the total sampled parents show a positive attitude towards girls acquiring education and pursuing a life plan whereas 26.7% appear neutral. That is, parents have no thoughts regarding girl acquiring education and their life plans.

From the qualitative discussion across both districts, parents were perceived as being negative towards girls' education. As discussed above, parents did not foresee the advantages of educating their daughters; they perceived themselves as poor who cannot afford to send girls even to public school even when the son is going to the private school. It was common among all households that they did not want to invest in a girl's education; rather they would save the money for her dowry. However, this contrasts with the 96.5% of the sampled parents who said that they would educate their daughter despite the hardship at home because parents do not want their daughters to be illiterate like them and cannot identify any letters or numbers.

Still more, 98.3% of the sampled parents said they would send their girls to acquire technical skills and learn about business. This finding aligns with the findings from the qualitative consultations too which revealed that parents in both districts were more eager to send their girls to learn a technical skill such as tailoring over going to school as long as the training was conducted within the vicinity itself.

Safety Concerns and restriction on mobility

With regards to safety concerns among parents to send girls beyond the household or their community, only 4.3% of the total sampled parents stated that it was fairly unsafe or very unsafe for the girls to travel to school. When asked during the qualitative consultations about the distance the girls have to travel to reach school, it ranged between 10 to 30 minutes. In addition, it was common among parents that they feared the unforeseen circumstances that might arise once the girl leaves her locality for example the girls might elope or get physically assaulted; hence apprehensive to send the girls beyond the communal periphery. Due to such incidents which have occurred in the neighborhood in the past, they don't send the girls to school. The relationship between age and parental concern over sending girls to school is statistically non-significant.

> *"We know everyone here in the community and know that daughter will be safe here, but we cannot say what goes in the mind of people out of this community. We do not know them then so we do not trust them."- Mother, Bara*

TABLE 22: SAFETY CONCERNS ACROSS AGE AND ETHNICITY

Barriers	Category					
	Age group of girls		Muslim		Total	N
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)		
Fairly unsafe or very unsafe to travel to school	3.5%	5.6%	5.2%	3.8%	4.3%	17

Source: Household Survey

Despite that, only 3.5% of parents of girls aged 10-14 years feel it is unsafe to travel to school, and 5.6% of parents of girls aged 15-19 years feel so. This implies that parents of older girls are more concerned about the safety of their girls than the younger ones. Similarly, 5.2% of Muslim parents feel that it's fairly unsafe or very unsafe for the girls to travel to school compared to only 3.8% of non-Muslim parents. The relation

between the barrier and the ethnicity is statistically non-significant. Even though the data shows very low figures of parental concern over the girls' safety while traveling to school, findings from the qualitative consultations differ. All mothers from both ethnicities expressed concern about the girl eloping if she is sent to school once she is 14 or 15 years of age. Though the incident had not occurred within their households, they had been hearing about it hence wary of the surrounding locality. Parents across both districts said family prestige matters a lot hence to avoid daughters and daughter-in-law from interacting or getting in contact with other men they prefer restricting the girls to the house. during the consultation with OOS girls, it was learned that even while coming to the CLC, someone from the house came to see off and receive them at the end of the class. This was validated by the CLC facilitators across all the centers visited during baseline evaluation. Moreover, the CLC facilitator in Bara shared that, even if their daughters or daughter-in-law gets educated, the family wouldn't be much happy about it because they are more concerned about the girl members of the families stepping out of the homes, rather than being appreciative about the fact that they will earn money in the future due to educational qualification.

Other barriers

Besides the barriers stated in the preceding section, which were generated in most parts by quantitative findings. Some of the other barriers such as 'dowry' and 'gender disparity was noted during qualitative consultation which have been briefly touched in the sections above too.

Dowry

Dowry was one of the implicit yet important factors impeding girls' access to education and leading to early marriages. Qualitative consultation with various stakeholders led to the conclusion that the practice of giving and taking dowry was extremely common in the project intervention areas. Consultations with parents revealed they 'felt pressurized yet compelled' to give dowry. Parents revealed that the younger the daughters were married, the lesser the dowry they had to give to the groom's side. Parents thus see early marriage as a strategy for economic survival which subsequently deprived the girl of proper education. In addition, mothers talked about how the society they live in will start seeking flaws in the girl if she doesn't get married early.

During the field visit, it was noted that while in the Muslim community, the marriage takes place at a younger age and the Gauna ceremony happens later, in the Dalit community the parents were marrying off the girls at a relatively later age. Even then, the girls aren't sent to school because of the expense needed in the future. Qualitative consultations with the parents and informal discussions with the social mobilizers revealed that the communal bond among the Muslim community is much stronger than in other ethnicities that they cannot go beyond the traditional practice alone; cannot initiate the change.

"The parents are guided by the thought that they should give dowry to their daughter whether they study or not. So, to skip double expenses, majority of parents does not send their daughters to the school" – Project staff, Bara

---

When parents were asked if they knew about the legal age of marriage, everyone stated that it was 20 years in both districts. Nevertheless, they were marrying off their daughters early bending the rules. A change champion in Rautahat district, who was also a Mullah, revealed that it often happened that the wedding of

young girls took place in the Masjid in the presence of the girl's father and the groom's family. When the girl is too young, she isn't brought to the wedding, and her father informs her later about her marriage with some man.

Gender disparity

Gender discrimination is another impeding factor that limits girls' access to education. During qualitative consultations with various stakeholders, gender discrimination was observed across several aspects: education, decision making, mobility, household chores, and economic independence. Discussion with parents over the education of their children revealed that they were particularly partial to boys over girls. While boys went to school, girls stayed home and shared the responsibility of the household chores of their mothers. At times, boys are even sent to private schools. When asked about such disparity, parents thought that boys need education because of the responsibility of taking care of the household and them when old falls on the shoulder of sons. For that, the boys need to uptake a good job. As for girls, parents stated that it doesn't matter whether she is educated or not because ultimately, she has to do the household chore, take care of her in-laws once married. Regarding this practice, the project staff of Rautahat was of the opinion that, "while the parents know that they should not discriminate between boys and girls, they do not bring change in their practice and attitude."

The education officer in Bara stated that compared to a decade ago, the enrollment of girls has remarkably increased; almost to the 70:30 ratio. However, not all girls enrolled to continue their education. The Headteacher in Rautahat shared similar figures. In addition, he remarked girls as 'seasonal students' who eventually drop out. According to the Head Teacher, since girls are engaged in household chores and agricultural fields more than boys, girls often remain absent during plantation and harvesting time, or whenever any work comes up at home. There were instances during the discussion with girls where it was known that boys were going to private school whereas girls were not even given the option to go to public school.

> *"The family members and guardians do not give girls an opportunity for the study. Traditional beliefs, discrimination between a girl child and boy child, the distance between the school and community's negativity towards girls' education, etc are the major barriers for girl's education in the community which is as similar as previous two cohorts." – project staff*

From among the sampled households, 98% of parents state that their sons 'help' in performing the household chores such as cooking, cleaning the house, taking care of the elderly, collecting words, and fetching water. However, this contrasts with the findings of the qualitative discussion where the mothers refute the involvement of boys in households in both districts. According to the participants of the group discussion, boys don't do household chores primarily because they are male and it is against the customary practice for a male to engage in household chores such as cooking and cleaning. Men are considered the income generators of the family. And secondly, since the boys accompany their fathers in agricultural activities when not going to school or work, thus refrain from doing anything within the house.

Similarly, when asked about the involvement of girls in the household chores, 27.8% of parents said that girls spend half of their day on household chores whereas 56.5% of the parents stated that girls spent at least a few hours on work at home. When the researchers inquired with the girls how they spend a day during qualitative consultations, except some of the girls who were 10 or 11 years, all other girls across all 8 CLCs

visited during baseline evaluation stated that they did household chores before coming to the CLC and on returning also they resumed the same. Only when all the household chores are done at night, do they get time to study.

One of the girls from CLC in Bara summarized her daily routine as being engaged in household chores before coming to the CLC and even after returning from the class until evening. Only then does she have time for her studies. She complained that while she has to work continuously, her brother goes to school, comes home, plays, and enjoys his free time. He has the liberty to go around while she does not. She was stating the situation all the girls go through.

Based on the consultations with the headteachers, parents, and project staff, it could be inferred that the social system has always been fairer for boys where the boys usually go to the schools for pursuing their education but they are also seldom free from their responsibilities. The male figure in the families have usually the pressure to earn as soon as they can or help their father to work in their land if they have any in cultivation and harvesting. These days there has been a surge in the trend for boys leaving mostly to the neighboring countries in search of employment. In all this, girls remain engaged in household chores and do not have the opportunity to study because their education is not considered useful by their parents.

In terms of mobility, boys certainly have more liberty to travel in and around the town depending on their own decision. It was commonly agreed by all parents in both districts that they don't worry much when the boy travels alone or even if he doesn't come home till late. One of the change champions in Rautahat stated that parents worry even if the girl is out for a couple of hours with her friends, primarily due to safety concerns and also because of the fear of society questioning her character. Hence, their parents strictly limit her mobility. If she needs anything, the parents will get it from the market or will accompany her to get it, but never let her travel alone. This was also confirmed by the girls and their mothers during the discussion.

Likewise, when parents were asked if they were willing to send the girls to a different town to join vocational training, they refused to send the girls alone. Either someone from the family has to accompany or the girls have to travel in groups. This was again due to the safety concerns of the parents. In comparison to the daughters, the daughter-in-law faced more mobility restrictions.

Correspondence of sample characteristics with a total population

The key characteristics used by the project to map the beneficiaries were married and out-of-school girls of age ranging between 10-14 years and 15-19 years from a marginalized community. The sample selected from these groups was divided proportionately across both districts and CLCs. Hence, the data collected by the evaluator naturally corresponds to the total population.

Correspondence of the barriers with the theory of change (ToC)

As stated in the previous section, 'household chores', 'poor household', 'parental attitude' and 'safety concern' were identified as the key barriers to married and out-of-school girls. It is important to note that while barriers relating to 'safety issues', 'poor household', and 'household chores' have been fairly straightforward to evidence by findings, barriers relating to attitudes and behaviors, such as 'dowry' and 'gender discrimination' were harder to capture, hence, these barriers may be more extensive than reported. PIN in its TOC had also identified some barriers that affected OOS girls' learning and transition. The barrier mentioned in the TOC that did not come up strongly and those barriers which were in line with the project's intervention are explained in detail below:

Social isolation, lack of peer support network

Social isolation and lack of peer support networks did not come up as a barrier during qualitative or quantitative data collection. This was because none of the girls reported that they lacked any kind of support from their friends or other members of the community. Therefore, FDM suggests removing this as one of the barriers to girls' education.

Limited access to literacy, numeracy, or transitional programs

The project identified limited access to literacy, numeracy, or transitional programs as barriers for OOS girls. However, FDM findings suggested that limited access to literacy numeracy or transitional program was the result of poverty, household chores, gender discrimination, and safety issues which have already been identified as key barriers to girls' learning. FDM, therefore, suggests identifying it as OOS girls' characteristics rather than a barrier.

Low Nepali language competency

Low Nepali language competency was identified as one of the barriers by the project. In the project area, 100% of girls spoke in their primary language; among them, 53.8 % of girls of the sampled household did not understand the Nepali language at all whereas 40.8% had a very little understanding of the language. With limited understanding of the language, the girls were not able to read or write. Since all the girls in the CLC have shown interest in learning Nepali so that they would be able to read instructions and write their names, girls are 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.

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

Access to family planning was identified as one of the barriers by PIN. This barrier, therefore, is relevant for the project. Questions related to family planning were part of the life skill indicators, which indicated that the majority of the girls lacked knowledge about family planning. As stated above, 64.5 % of the total sampled

girls are 10-14 years old while only 35.5% are of 15-19 years. Of these 35.5% girls, 20% are married and 9.5% are married but waiting for the Gauna ceremony. Therefore, it is likely that not many young girls would know about family planning and contraceptive devices. During the discussion, both parents and girls were asked if they were aware of the legal age of marriage, and 100% percent of respondents stated that it was 20 years. Regardless of that, parents from the Dalit community in Rautahat did hold back from saying that if they find a suitable groom, they would not hesitate to marry off their daughters even if she is just 14 years old. It may be implied that parents feel the pressure to marry their daughters as early as possible due to societal pressure, poverty (the need to shed off the responsibility of marriage of daughters), and at times even the age of girls. there were instances during the consultation with the parents where they labeled girls as "a person born to be sacrificed," implying that she has to sacrifice her wants and desire for the honor of her family. To add, change champions reiterated the fact that, especially fathers are in hurry to marry off the girl because he wants to pull his hands off the responsibility of the girl and also it means one less mouth to feed.

Quantitative findings show that among the sampled household, 27.5% of the families had conducted Gauna ceremonies for their daughters before they turned 20, despite the stated legal age. Furthermore, when asked if they were aware of any marriages/Gauna of girls younger than 20 years in their community over the last year, 50% of the sampled responded said there have been such cases.

In the same manner, mothers were also asked about their knowledge of family planning and contraceptives. Qualitative findings suggest that mothers were well aware of family planning and some had been using contraceptives too. For instance, some of the mothers consulted in Rautahat districts shared with the researchers that some of them had undergone laparoscopy, though simply termed it as 'operation' while others had been taking injections. When asked if they teach their daughters or daughter-in-law regarding family planning measures, mothers informed that girls need not know about it before giving birth to the first child, which is expected within a year of the Gauna ceremony or until a son is born. Once a son is born, then the daughter-in-law is free to use any form of contraceptive after discussing it with the family, that includes the husband and the in-laws.

Similarly, consultation with CLC facilitators from the Muslim community in both districts revealed that women are too reluctant to go to the hospitals or health posts to seek family planning services. Also, the traditional belief within their community has a stronghold that individuals cannot reject. Any family going against their tradition will be shunned from the community. This indicates that parents face considerable pressure from extended families and community members to marry off their daughters early. Since child marriage is still practiced in the project intervention area, the project has already started an immediate and long-term intervention against child marriage such as airing public service announcements through microphones placed in temples, door-to-door campaigns, and street drama among others that engage families, change champions and even local government.

The findings indicate that the social norms supporting early marriage were still strong among the communities and to change this would be a major challenge for the project team. The project's intervention on creating awareness among community members, parents seems to inform them well, but more intervention is needed to bring that knowledge into practice. It is suggested that along with awareness and advocacy in delaying the marriage of a girl, a comprehensive intervention is needed to engage parents and daughters together in income generation activity along with literacy class which would lure the family members to continue engaging in income generation, promote the benefits of delayed marriage and interaction of girls with women who have accomplished wonders academically or professionally despite

getting married at a later age to motivate to challenge their parents' decision of early marriage and not passively accept parental decisions as their fate.

Early marriage, pregnancy, and childbirth

Early marriage, pregnancy, and childbirth were other barriers identified by the project in the TOC. This has been seen as a barrier 43.7% of 142 girls aged 15-19 years have at least a child. The project had also identified girls between the age group of (10-19) who are married, pregnant, and those who are mothers as primary beneficiaries. Although the quantitative findings suggest that parents are aware of the legal age of marriage, the trend of marrying early was still prevalent in society. Girls reported that they are not allowed to opt for any family planning measures until the birth of a son. Project through its intervention aims to reduce child marriage by raising awareness through change champions, and government officials. It has to be acknowledged that the fact of traditional norms and practice of marrying off girls early and the need for a son cannot be changed by a few months' interventions. Therefore, the researchers suggest that the project includes religious leaders and intellectual leaders from among the community along with parents and husbands to bring about a change.

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

Limited life skill (low self-esteem, confidence, and ability to negotiate) was identified as a barrier by the project and this barrier is relevant for the project. Data depicted that majority of the OOS girls fell under the category of having 'less than 50% self-efficacy' (47.3%). This indicates that the majority of the girls did not have the ability and the confidence to stand up for themselves or solve their life problems. During qualitative consultation, most of the girls said they were able to take a minor decision like what to wear or to eat. Other than that, it was their parents' decision which they followed without question. The given barrier is relevant for the project, and the project should plan its intervention in such a way that it focuses on building confidence, and ways of meeting future aspirations.

Vulnerability to or experience of GBV

The project had identified vulnerability to or experience of GBV as one of the barriers. When inquired about whether incidents of being physically harmed should be reported to people outside the home, 60% of the total parents said it should be along with 89.5% of the total sampled girls. In terms of ranking the first three-point of contact to report the incident, both parents and girls ranked parents, police, and CLC facilitators as the point of contact. It was known at the CLC that girls are taught to report via toll-free numbers if they are reluctant to approach any of the listed people.

No such evidence was found during both qualitative and quantitative data collection.

Nevertheless, one of the prime reasons behind parents not sending girls to school is due to security concerns; from the fear that any mishap may occur with the girls while on the way to school or while coming back. Therefore, it is suggested that the project designs interventions that support girls to report cases of violence as well as initiate with the local authorities- ward office, police, and municipality to prevent such incidents as well as to build confidence in the parents and girls to report in case of any mishaps.

KEY OUTCOME FINDINGS

This section presents the findings on three major outcomes: learning, transition, and sustainability.

Overview

The core aim of the project is to through its intervention enroll girls back to the school or successfully uptake a vocational skill to be able to generate livelihood. The nine-month CLC operated by the project aims to increase the proficiency level of girls so that by the end of the CLC class, girls can develop a life plan and opt for one. The girls can either transition into formal schools or opt for vocational training. The placement of the girls who want to enroll in school into specific classes will be decided by the school management based on the assessment conducted by the school.

During the baseline evaluation, OOS girls were in the starting of the third month of attending CLC classes. External evaluators conducted learning tests with all 400 girls for deriving the baseline learning levels. ASER tool was used to capture girls' literacy and numeracy proficiency levels. EE followed the exact guideline developed by ASER Nepal for testing literacy and numeracy.

Table 23:Summary of Literacy and Numeracy test

Subject	Task I	Task II	Task III	Task IV	Task V
Nepali and English	Letter identification (contains 10 letters)	Word identification (contains 10 words)	Reading Sentence (contains 4 sentences)	Reading story (contains a story that is composed by the combination of words used in subtask 3)	Story comprehension (contains 2 questions related to the story)
Mathematics	Recognize 1-digit number (contains 10 of the 1-digit numbers	Recognize 2-digits number (contains 10 of the 2-digits numbers)	Recognize 3-digits number (contains 10 of the 3-digits numbers)	Subtraction (Contains 4 subtraction question of 2-digits number that needs borrowing	Division (Contains 2 problems of 3-digits numbers divided by – digit number with reminder)

According to the ASER guideline, girls did not need to attempt all the subtasks; both literacy and numeracy assessments were administered in a manner similar to adaptive testing: the assessment began at task 'three', and then proceeded either up to task 'four' or down to task 'two', depending on whether the girl completed task 'three' to a satisfactory standard. This administration method meant that each girl completed only two or three tasks per domain. For instance, girls were first asked to read out a sentence. If girls could correctly read out the sentence, they proceeded to read the story. If they could easily read the story without mistakes, they advanced to comprehension level. However, if girls could not read the sentence itself, they regressed to word identification, and those who could not even identify words reverted to letter identification. Similarly, for numeracy, first girls were asked to identify three-digit numbers, if they could identify three-

digit numbers, they proceeded to subtraction and division thereafter. However, if the girls were stuck at identifying three-digit numbers themselves, they reverted to identifying double-digit numbers. If they even failed to identify a double-digit number, they reverted to identifying a single-digit number.

OOS girls' proficiency level would then be classified as Non-learner, Emergent learner, Established learner, and Proficient learner. OOS girls were categorized on the proficiency level that they achieved during the learning test. Proficiency level was determined based on the sub-tasks that the student passed. The proficiency level was set in a manner that those who could not identify anything were classified as 'non-learners.' Those who could identify letters and words were categorized as 'Emergent learners.' Those who could read out sentences and stories correctly were categorized as 'Established learners', and lastly those who reached comprehension level, and answered the questions correctly were categorized as 'Proficient learners. For instance, if a girl completed reading a story and progressed to comprehension level, but if she could not answer the comprehension question, she would be categorized as 'Established Learner', and not 'Proficient Learner'. To measure the overall achievement level, the completion of the final subtask was taken as a benchmark. In the case where no girls have completed the final subtask, the second last subtask has been taken as a benchmark.

Learning Outcome: Literacy and Numeracy Skills

Literacy Nepali

The overall Nepali literacy proficiency showed that 53.8% of girls as 'emergent learners', 34% as 'non-learners', 6.5% as 'established learners', and 5.8% as 'proficient' learners of the Nepali language. This means that only 5.8% of the girls reached the benchmark of reading comprehension which is the last subtask.

TABLE 24: PROFICIENCY OF GIRLS IN NEPALI LEARNING

Subject		Status of learning				
		Non-learner	Emergent	Established	Proficient	Total
Nepali	N	136	215	26	23	400
	%	34.0%	53.8%	6.5%	5.8%	100.0%

Source: Girls' Survey

As discussed in previous sections, Nepali is not the primary language of all the sampled girls. They have difficulty comprehending the language, especially for the girls who are learning for the first time. Nevertheless, qualitative consultation with CLC facilitators and the girls revealed that girls liked the Nepali subject over all three because they could relate to it easier than the other two subjects. The facilitator initially explains the content in their local language and next in Nepali. This was practiced across all the CLCs visited during the evaluation.

TABLE 25: LITERACY PROFICIENCY LEVEL OF NEPALI SUBJECT

Nepali Learner							
		School status	Non-Learner	Emergent	Established Learner	Proficient	Total
Age group	10-14 year	Dropout	26.5%	59.0%	9.4%	5.1%	100.0%
		Never been to school	39.7%	51.1%	4.3%	5.0%	100.0%
	15-19 year	Dropout	33.3%	51.3%	6.4%	9.0%	100.0%
		Never been to school	35.9%	53.1%	6.3%	4.7%	100.0%

Caste	Muslim		22.4%	59.7%	9.7%	8.2%	100.0%
	Non-Muslim		39.8%	50.8%	4.9%	4.5%	100.0%
	Total		34.0%	53.8%	6.5%	5.8%	100.0%

Source: Girls' Survey

Table 25 shows the detailed breakdown of OOS girls by their characteristic sub-groups were 59% of girls between the age group 10-14 years who had dropped out of school at a certain level were 'emergent learners, which is the highest across both age and subgroups. These girls were able to read the letters and words only. 9.4% of girls of the same age and sub-group were 'established learners' and only 5.1% of the girls were 'proficient' learners. In the same category, 26.5% of the girls were, however, 'non-learners', implying they were unable even to identify the letters.

As for the girls who had never been to school in the age group of 10-14 years, the majority of the girls, 51.1% were 'emergent learners', 4.3% were 'established learners', and 5% were 'proficient' learners. This category had more 'non-learners', that is, 39.7 % which is highest across all sub-groups and both age categories. The difference in percentage between girls' school status with the learning proficiency level in Nepali learning showed a statistically significant relationship for the subgroup (10-14 years). This implies that more girls who have dropped out of school have been deemed as having better proficiency levels than girls who had never been to school. For the girls who had dropped out, the CLC classes allowed them to recall the basic concepts of learning, hence helping in perform better.

In terms of the age group 15-19 years, of the girls who had dropped out of school, 51.3% of the girls were deemed as 'emergent learners,' which is almost similar to the level of the girls who had never been to school from age group of 10-14 years and 33.3% girls as 'non-learners.' In the same category, 9 % girls were recognized as 'proficient learners' which is the highest across all girls and 6.4% as 'established learners.' similarly, among the girls who had never been to school, 53.1% of the girls were 'emergent learners' and 35.9% of the girls as 'non-learners'.

Based on the data, it can be deduced that irrespective of the school status of the girls, the percentage of 'emergent learners' and 'non-learners' across both age groups was approximately in the same range. For the new learners, the CLC was able to disseminate the skill well in just two months and as for the dropouts, it was a good opportunity to recall what they had studied back at school.

In regards to ethnicity, there were more 'non-learners' in a non-Muslim group than in a Muslim group. That is, while 39.8% of the non-Muslims emerged as 'non-learners' only 22.4% of the Muslims were in that category. Correspondingly, 59.7% of the Muslim girls are 'emergent learners' 9.7% as 'established learners', and 8.2% as 'proficient learners.' 50.8% of non-Muslim girls were 'emergent learners', 4.9% 'established learners', and 4.5% 'proficient learners.' The difference between the learning proficiency, where the Muslim girls are seen performing better can be deemed as the support of Madrasa education for the Muslim girls, which is absent among non-Muslim girls. The relationship between the school status of girls with the Nepali learning outcome showed a non-significant relationship across ethnicity.

Literacy English

In comparison to Nepali subject, CLC girls perceived English as difficult. While the Nepali language is often heard, English is completely unknown to them since the exposure to the English language was also limited. Even the facilitator isn't confident in teaching the English language because of her lack of experience in teaching the subject. Hence, girls find it more challenging when the instructor isn't able to deliver well. Since the English language is incomprehensible to the girls, the facilitator even has to teach English in their local

language so that girls can grasp the concept. All in all, 55.8% of the sampled girls were 'non-learners,' that is, these girls were not even able to identify letters whereas 41.8% girls were 'emergent learners', implying that these categories of girls were able to read the words. Stillmore, 1 % of girls were 'established learners' as they were able to read the story and 1.5% of girls were considered as 'proficient learners' of English since they were able to answer two questions related to the comprehension.

TABLE 26: PROFICIENCY LEVEL OF GIRLS IN ENGLISH

Subject	Status of learning					
		Non-learner	Emergent	Established	Proficient	Total
English	N	223	167	4	6	400
	%	55.8%	41.8%	1.0%	1.5%	100.0%

Source: Girls' Survey

Table 27 illustrates the disaggregated data of the proficiency level of girls in English across age and ethnicity. for the girls between the age group 10-14 years, who had dropped out of school, 49.6% of the girls were emergent learners and 48.7% of girls were non-learners. Only 1.7% of girls from this category were 'proficient learners' and there were no established learners here. Similarly, among the girls who had never been to school, 60.3% of the girls were 'non-learners' and 36.9% of the girls were 'emergent learners' whereas 1.4% of the girls were both 'established learners' and 'proficient learners.

TABLE 27:PROFICIENCY LEVEL IN ENGLISH

English Learner							
		School status	Non-Learner	Emergent	Established Learner	Proficient	Total
Age group	10-14 year	Dropout	48.7%	49.6%	0.0%	1.7%	100.0%
		Never been to school	60.3%	36.9%	1.4%	1.4%	100.0%
	15-19 year	Dropout	51.3%	46.2%	1.3%	1.3%	100.0%
		Never been to school	64.1%	32.8%	1.6%	1.6%	100.0%
Caste	Muslim		41.0%	54.5%	1.5%	3.0%	100.0%
	Non-Muslim		63.2%	35.3%	0.8%	0.8%	100.0%
	Total		55.8%	41.8%	1.0%	1.5%	100.0%

Source: Girls' Survey

In terms of the girls in the 15-19 years group, among the girls who had dropped out of school, 51.3% of the girls were 'non-learners', 46.2% were 'emergent learners', and 1.3% girls were 'established learners' and 'proficient learners. likewise, among the girls who had never been to school, 64.1% of the girls were 'non-learners', 32.8% of the girls were 'emergent learners' and 1.6% of the girls were 'established learners' and 'proficient learners. from the data, it can be inferred that for both of the sub-groups based on age, girls who were school dropouts were relatively better than those girls who had never been to school.

Target Setting

Benchmarking was conducted as part of quantitative data collection to gather information on the literacy level of girls of the relatively same age as that of the CLC girls, but currently at school to set a target that the beneficiaries are expected to attain.

Benchmarking was conducted at schools where the CLC girls are likely to enroll after completion of the CLC. Schools were purposively selected based on feasibility. A total of 80 students (20% of the total sample size) from grades 1-4 for this purpose.

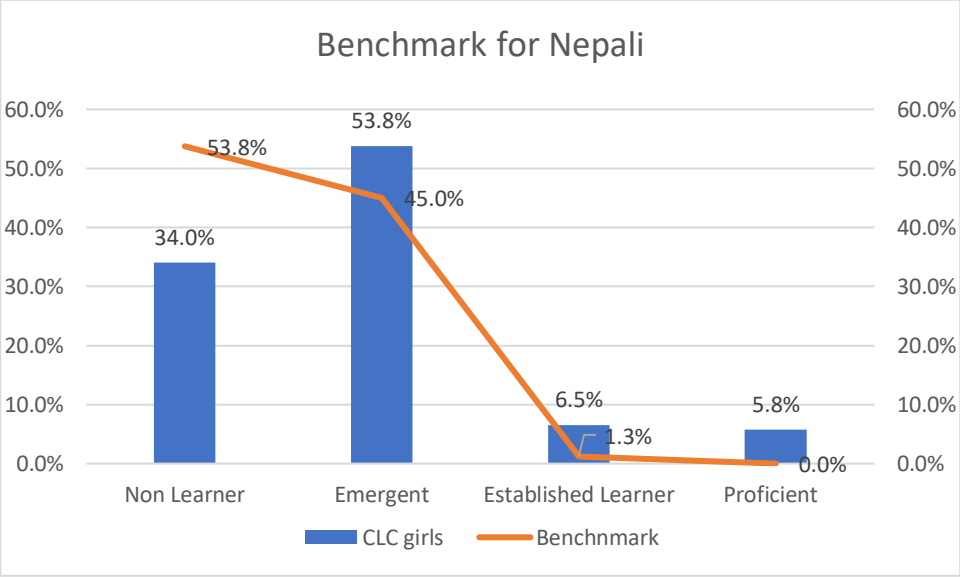


Figure 1 shows the comparison of the proficiency level of girls from CLC and schools in the Nepali language. As per the figure, girls from CLC are seen better than those at school. Only 34% of the girls at CLC are 'non-learners' compared to 53.8% of the girls going to school. Similarly, 53.8% of the CLC girl are 'emergent learners' in contrast to 45% of school-going girls.

FIGURE 1:PROFICIENCY LEVEL OF CLC GIRLS AND SCHOOL-GOING CHILDREN

Stillmore, 6.5% of CLC girls are 'established learners' as to just 1.3% of school girls. Lastly, 5.8% of CLC girls are 'proficient learners' in Nepali subjects opposing to no proficient learners from school. The EE believes that a lower level of proficiency among schools has resulted because of a prolonged closure of schools due to the pandemic. Without continuous input and practice via online medium or revision at home, girls were unable to summon things taught at school[12]. As for the girls at CLC, they had been learning continuously for two months by the time of proficiency assessment. Hence, girls at CLC performed better than those who go to school.

TABLE 28: PROFICIENCY LEVEL OF NEPALI LEARNERS DISAGGREGATED PER GRADE

Grade	Nepali Learner					
	Non-Learner (n=43)	Emergent (n=36)	Established Learner (n=1)	Proficient (n=0)	Total (n=80)	N
1	44.2%	2.8%	0.0%	0.0%	25.0%	20
2	27.9%	22.2%	0.0%	0.0%	25.0%	20
3	16.3%	36.1%	0.0%	0.0%	25.0%	20
4	11.6%	38.9%	100.0%	0.0%	25.0%	20
Total	100.0%	100.0%	100.0%	0.0%	100.0%	80

Source: Girls' Survey

Table 28 illustrates the proficiency of girls at school across each grade. In grade one, a plurality of girls (44.2%) were non-learners, which alludes to those girls being unable even to identify the letters. Only 2.8% of the girls were 'emergent learners' implying they were able to read words. No girls from grade one was

[12] Impact of COVID-19 on the Education Sector in Nepal: Challenges and Coping Strategies. Retrieved from: https://files.eric.ed.gov/fulltext/ED609894.pdf

established, learners nor proficient learners. From grade two, 27.9% of girls were 'non-learners' and 22.2% of girls were 'emergent learners.' there weren't any girls who were considered as established learners nor proficient learners. In grade three, 16.3% of the girls were 'non-learners' and 36.1% girls were 'emergent learners.' There were no girls as emergent learners and proficient learners in grade 3 either. Lastly, in grade 4, 11.6% of girls were 'non-learners,' 38.9% of girls were 'emergent learners,' 100 % (N=1) 'established learner' and no proficient learners.

Similarly, the proficiency level of schoolgirls in English was also assessed. Figure 2 illustrates the comparison of proficiency level in English of schoolgirls and CLC girls. As per the figure, CLC girls performed better in English than schoolgirls in Nepali subjects. However, the proficiency level in English subjects is lower than in Nepali. As discussed above, English is perceived as a more difficult subject than other subjects.

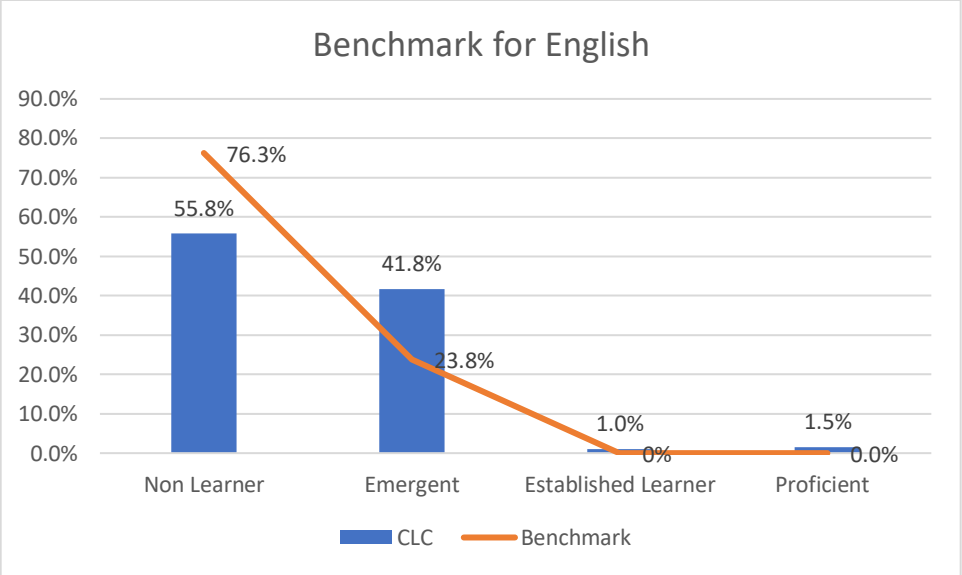


FIGURE 2: COMPARISON OF PROFICIENCY LEVEL OF SCHOOLS GIRLS WITH CLC GIRLS

Moreover, only 55.8% of the CLC girls are 'non-learners' opposed to 76.3% of schoolgirls who were 'non-learners,' 41.8% CLC girls were 'emergent learners' whereas only 23.8% of schoolgirls were 'emergent learners,' 1% CLC girls were 'established learners' along with 1.5 % 'proficient learners.' Not a single school girl reached either of these levels. As stated above, EE believes that longer durations without learning among school girls resulted in lower proficiency levels compared to CLC girls who are regularly learning at the CLC. Also, the regularity and accountability of school teachers towards the students are low and so are the resources which could aid in better learning among students[13]. In contrast to the CLC setting, where the local facilitators are accountable, regular, and have ample resources to teach students resulting in better performance of the girls. It has been known that "local facilitators can enhance foundational literacy and numeracy skills for children who have never been to school or those who have dropped out without completing basic education. The power of local facilitators lies in their ability to communicate and use mother tongue with learners and establish a solid foundation for literacy[14]."

TABLE 29: PROFICIENCY LEVEL OF GIRLS IN ENGLISH AS PER GRADE

Grade	English Learning					
	Non-Learner (n=61)	Emergent (n=19)	Established Learner (n=0)	Proficient (n=0)	Total	
1	32.8%	0.0%	0.0%	0.0%	25.0%	20
2	29.5%	10.5%	0.0%	0.0%	25.0%	20
3	23.0%	31.6%	0.0%	0.0%	25.0%	20

[13] Quality in Education; retrieved from https://kathmandupost.com/miscellaneous/2018/06/23/quality-in-education
[14] Impact of COVID-19 on the Education Sectors in Nepal: Challenge and Coping Strategies. Retrieved from: https://files.eric.ed.gov/fulltext/ED609894.pdf

4	14.8%	57.9%	0.0%	0.0%	25.0%	20
Total	100.0%	100.0%	0.0%	0.0%	100.0%	80

Source: Girls' Survey

Table 29 demonstrates disaggregated data of proficiency level of school girls as per grade. From the table above it can be noted that in grade one, 32.8% of the girls were 'non-learners.' Similarly in grade two, 29.5% of the girls were 'non-learners' and 10.5% of girls were 'emergent learners.' In grade three, 23% of the girls were 'non-learners' and 31.6% were 'emergent learners.' And in grade four, 14.8% of girls were 'non-learners' and 57.9% were 'emergent learners.' The proficiency level of all girls in English was limited to just these two levels. None of the sampled girls from grades one to four were above the level of 'emergent learners.'

Numeracy Overview

The numeracy proficiency level of OOS girls was measured in the same way, as it was measured for literacy. For numeracy, first, girls were asked to identify a three-digit number, if they could identify the three-digit number, they proceeded to subtraction and division thereafter. However, if the girls were stuck at identifying the three-digit number itself, they reverted to identifying the double-digit number. If they even failed to identify the double-digit number, they reverted to identifying single-digit numbers.

Numeracy Outcome

In regards to numeracy skills of girls, 19.5% of the total sampled girls were stated as 'non-learners,' 73.5% girls were 'emergent learners,' 5.5% girls were 'established learners' and 1.5% girls were 'proficient learners.' This indicates that most of the girls were just able to identify up to three-digit numbers whereas only a few girls were able to complete the task of division making them proficient learners. A comparison between tables 23, 26, and 30 shows that girls were relatively better in Math compared to Nepali and English. The reason for this was girls already knew simple concepts of math such as counting and addition from home; times when they accompany their mothers to market and also while playing as shared by CLC girls during the qualitative discussion with the researchers.

TABLE 30: PROFICIENCY LEVEL OF GIRLS IN MATH

Subject		Status of learning				
		Non-learner	Emergent	Established	Proficient	Total
Mathematics	N	78	294	22	6	400
	%	19.5%	73.5%	5.5%	1.5%	100.0%

Source: Girls' Survey

Table 30 demonstrates the disaggregated data on the proficiency level of girls in Math. In the age group of 10-14 years, among school dropout girls, 13.7% girls were 'non-learners,' 76.9% girls were 'emergent learners,' 7.7% 'established learner' and 1.7% girls were 'proficient learners.' correspondingly, in the same age group among girls who had never been to school, 18.4% girls were 'non-learners,' 79.4% girls were 'emergent learners,' 0.7% were 'established learners' and 1.4% were 'proficient learners.' The relationship between school status and the learning outcome of girls of age group 10-14 years is statistically non-significant. As known from qualitative consultations, girls aged 10-14 years are not engaged in household chores as much as the girls from the older group hence they have more time to revise the lesson resulting in better performance.

TABLE 31: DISAGGREGATED DATA ON PROFICIENCY LEVEL AS PER AGE AND ETHNICITY

			Math Learner				
		School Status	Non-Learner	Emergent	Established Learner	Proficient	Total
Age group	10-14 year	Dropout	13.7%	76.9%	7.7%	1.7%	100.0%
		Never been to school	18.4%	79.4%	0.7%	1.4%	100.0%
	15-19 year	Dropout	23.1%	62.8%	11.5%	2.6%	100.0%
		Never been to school	28.1%	67.2%	4.7%	0.0%	100.0%
Caste	Muslim		11.9%	80.6%	6.0%	1.5%	100.0%
	Non-Muslim		23.3%	69.9%	5.3%	1.5%	100.0%
	Total		19.5%	73.5%	5.5%	1.5%	100.0%

Source: Girls' Survey

Likewise, in the age group of 15-19 years, among girls who have dropped out of school, 23.1% of the girls were 'non-learners,' 62.8% of the girls were 'emergent learners,'11.5 % girls were 'established learners' and 2.6% girls were 'proficient learners.' In the same manner, among the girls who had never been to school, 28.1% of the girls were 'non-learners,' 67.2% girls were 'emergent learners,' 4.7% girls were 'established learners,' but there were no proficient learners in this group. The relationship between school status and the learning outcome of girls of age group 15-19 years is statistically significant. For the girls aged 15-19, engagement in household chores gives them less time to revise leading to lower performance.

Among the two-age group of girls, younger girls of age 10-14 years have shown better proficiency level than the older group of 15-19 years. nevertheless, the performance of girls who have never been to school and the girls who had dropped out approximately the same.

Regarding ethnicity, only 11.9% of the Muslim girls were placed as 'non-learners' compared to 23.3% of non-Muslim girls. similarly, while 80.6% of Muslim girls were 'emergent learners', only 69.9% of the non-Muslim girls were in that category. 6 % of the Muslim girls were deemed as 'established learners,' as to 5.3 % non-Muslim girls. Lastly, 1.5% of Muslim and non-Muslim girls were recognized as 'proficient learners.' all in all, Muslim girls have better proficiency levels as compared to non-Muslim girls. The relationship between school status and the learning outcome of girls and ethnicity is statistically significant

Target Setting

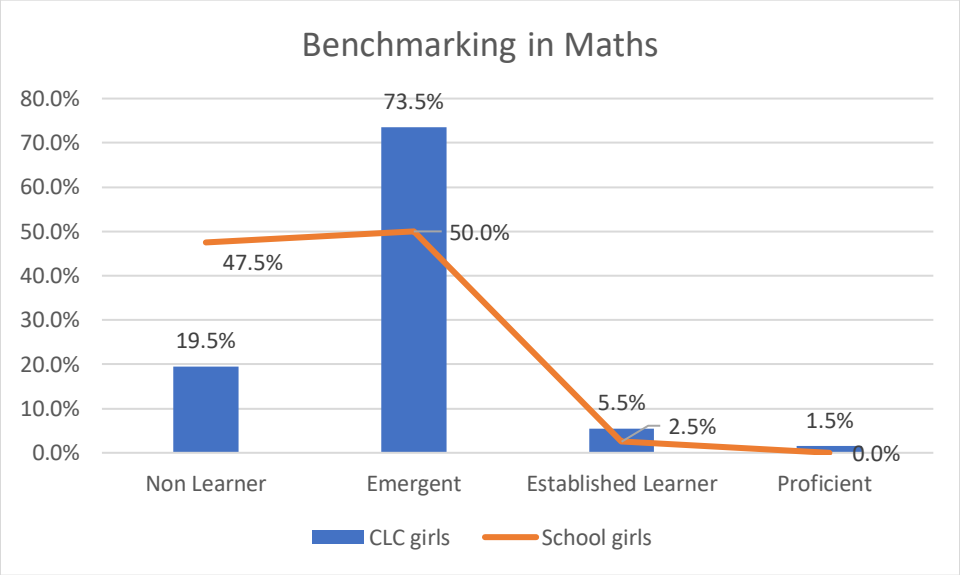


FIGURE 3: COMPARISON OF THE PROFICIENCY LEVEL OF SCHOOLGIRLS AND CLC GIRLS IN MATH

Figure 3 shows the comparison of the proficiency level of schoolgirls and CLC girls in Math. According to the figure, CLC girls have a lower rate (19.5%) of 'non-learners' compared to a high rate (47.5%) of 'non-learner' from school girls. similarly, 73.5% of the CLC girls have been identified as 'emergent learners' compared to 50.0% of schoolgirls of the same category. While 2.5% of school-going were 'established learners,' 5 % of the CLC girls were 'emergent learners.' And lastly, while there are no proficient learners among school girls, 1.5% of the CLC girls were deemed as 'proficient learners.'

TABLE 32: PROFICIENCY LEVEL IN MATH DISAGGREGATED BASED ON GRADES

Grade	Math Learner					
	Non-Learner(n=38)	Emergent(n=40)	Established Learner (n=2)	Proficient (n=0)	Total (n=80)	
1	44.7%	7.5%	0.0%	0.0%	25.0%	20
2	28.9%	20.0%	50.0%	0.0%	25.0%	20
3	21.1%	30.0%	0.0%	0.0%	25.0%	20
4	5.3%	42.5%	50.0%	0.0%	25.0%	20
Total	100.0%	100.0%	100.0%	0.0%	100.0%	80

Source: Girls' Survey

Disaggregated data on the proficiency of school girls as per grade showed that grade one had the maximum non-learners while grade four had the least. In grade one, 44.7% of the girls were 'non-learners,' and 7.5% were 'emergent learners.' In grade two, 28.9% of the girls were 'non-learners,' 20 % were 'emergent learners' and 50% of them were 'established learners.' in grade three, 21.1% were 'non-learners,' and 30% were 'emergent learners.' there were no girls who were established learners or proficient learners in grade three. In grade four, only 5.3% were 'non-learners,' 42.5% girls were 'emergent learners' and 50% were 'established learners.'. No girls were placed at the proficient level.

Barrier analysis for learning and numeracy

This section presents the proficiency level of girls based on characteristics and obstacles associated with the lowest levels of learning. Although gender discrimination and safety issues were some of the foremost barriers identified in the characteristics and barrier chapter, no relationship could be established when it was cross-tabulated between the learning proficiency. Hence, the analysis for safety issues on learning outcomes has not been included in this section, only the analysis of 'Household chores' and 'Poor household' have been done, as these barriers showed a significant relationship with the learning outcome.

Impact of household chores on learning outcome

In this study, the involvement of girls in household chores was identified as one of the impediments of girls' learning and also in their performance. Table 34 illustrates the proficiency level of girls who spend most of the time of the day doing household chores. According to the table below, in Nepali studies, 36.9% of the girls were 'non-learner' and 49.1 % of the girls were 'emergent learners.' Despite having to work most of the time, 6.1% of girls were 'established learners' and 7.9% of girls were proficient learners in Nepali subject. Likewise, among the girls who performed household chores only a few hours, 32.9% of the girls were 'non-learners," 55.6% of the girls were 'emergent learners,' 6.6% girls were 'established learners' and 4.9% girls were 'proficient learners.' These figures show that girls whose involvement in household chores is more have a lower proficiency level in Nepali. Nevertheless, there are more 'proficient learners' among the girls who are engaged in household chores most of the day than girls doing less household work. With reference to table 24, it can be stated that the figures are higher in this category because this group comprises of girls aged 15-19 years who had dropped out of school.

Analysis of the proficiency trend in English subject shows that there are maximum girls, that is, 58.8% girls in the 'non-learner' category as girls perceive English to be the most difficult subject as discussed in sections above. This is the highest score across all three subjects as demonstrated in the table below. Moreover, among the girls engaged in household chores most of the day, 36.8% of the girls were 'emergent learners,' 1.8% girls were 'established learners' and 2.6% of the girls were proficient learners. Similarly, among the girls performing household chores for a few hours a day, 54.5% of girls were 'non-learners,' 43.7% of girls were 'emergent learners,' 0.7% of girls were 'established learners' and 1.7% of girls were 'proficient learners.' Comparing the proficiency level of girls whose level of engagement in the household chores differed, it can be observed that girls with lower engagement had relatively fewer 'non-learners' and more 'emergent learners' than the other group of girls. Nevertheless, girls with more engagement in household chores had more 'established leaners' as well as 'proficient learners.' With reference to table 27, it can be stated that this category of girls comprises 15-19 years old girls who had dropped out of school, hence giving them an advantage over the rest of the girls who had never been to school.

TABLE 33: IMPACT OF HOUSEHOLD CHORES ON THE PROFICIENCY LEVEL

Nepali					
Key characteristics	Non-Learner (n=136)	Emergent Learner (n=215)	Established Learner (n=26)	Proficient Learner (n=23)	Total (N=400)
Has to perform household chores most of the day (n=114)	36.9%	49.1%	6.1%	7.9%	100.0%

Has to perform household chores few hours a day (n=286)	32.9%	55.6%	6.6%	4.9%	100.0%
English					
Key characteristics	Non-Learner (n=223)	Emergent Learner (n=167)	Established Learner (n=4)	Proficient Learner (n=6)	
Has to perform household chores most of the day (n=114)	58.8%	36.8%	1.8%	2.6%	100.0%
Has to perform household chores few hours a day (n=286)	54.5%	43.7%	0.7%	1.1%	100.0%
Mathematics					
Key characteristics	Non-Learner (n=78)	Emergent Learner (n=294)	Established Learner (n=22)	Proficient Learner (n=6)	
Has to perform household chores most of the day (n=114)	20.3%	73.8%	5.4%	0.5%	100.0%
Has to perform household chores few hours a day (n=286)	19.3%	73.4%	5.6%	1.7%	100.0%

Source: Girls' Survey

Moreover, in mathematics, the least number of girls, 20.3% of the girls were 'non-learners' and maximum girls, 73.8% were recognized as 'emergent learners' from among the girls who were engaged in the household chores. The figures drop remarkably as the level increases with just 5.4% girls as 'established learners' and 0.5% were 'proficient learners.' Correspondingly, among the girls who had to perform household chores for a few hours a day, only 19.3% of the girls were 'non-learners,' 73.4% of girls were 'emergent learners' 5.6% of girls were 'established learners' and only 1.7% of girls were 'proficient learners.' Comparison between the two groups, there is not much difference in the proficiency level.

The household chores undertaken by girls at their homes seem to impact the education of the girls as they do not have a conducive learning environment at home. Since early morning, girls are obligated to engage in household chores such as cleaning, preparing and cooking, doing the dishes, feeding cattle. During the consultation with girls, it was known that they complete some level of work before coming to the CLC and

finish the remaining on returning home, which leaves very little time to study. According to the girls, the only time they have for studying is in the evening after dinner since mother takes over from that time onwards.

Impact of poverty on the proficiency level

Table 34 is the analysis of the proficiency level of girls across poor households. According to the table below, in Nepali, 38.3% of the girls from the poor household were 'non-learners,' followed by 51.4% as 'emergent learners.' There were 6.9% 'established learners' and 3.4 % 'proficient learners.' From the non-poor households, 30.7% of the girls were deemed as 'non-learners,' 55.5% of girls were 'emergent learners' 6.2% of girls were 6.2% 'established learner' and 7.6% were 'proficient learners.' There are no stark differences between the proficiency level of girls coming from poor or non-poor households. The relationship between poor household proficiency in Nepali is statistically non-significant. Nepali, though not their primary language is commonly spoken and often heard. Therefore, girls do not face many challenges in terms of learning despite their household status.

In addition, analysis of proficiency in English of girls from poor households showed that 62.3% of the girls from the poor household were 'non-learners,' 34.3% were 'emergent learners,' 1.7%% of the girls were 'established learners' and 1.7% of the girls from the poor household were 'proficient learners.' Similarly, 50.7% of the girls were deemed as 'non-learners,' 47.6% of the girls were 'emergent learners,' 0.4% girls were 'established learners' and 1.3% girls were 'proficient learners.' The statistical relationship between household poverty and proficiency in English is statistically significant. English as a foreign language requires more effort to learn than the Nepali language. With the girls of a poor household being engaged in household chores most of the time, they have little time to practice learning. Also, a poor household is bereft of electronic gadgets such as TV, radio, and internet allowing them an opportunity to learn further as compared to a non-poor household which had fairly better access.

Similarly for mathematics, among the girls coming from a poor household, 18.9 % were 'non-learners,' 78.2% were 'emergent learners,' 2.9% were 'established learners' and there were no proficient learners. In addition, among the girls from a non-poor household, 20% of girls were 'non-learners,' 69.8% of girls were 'emergent learners,'7.5% of girls were 'established learners' and 2.7% girls were 'proficient learners.' Little difference has been noted in the proficiency level of girls from poor households and non-poor households, where girls from non-poor households appear to be performing better. Despite this, the statistical relationship between household poverty and proficiency in Math is statistically significant.

TABLE 34: IMPACT OF POVERTY ON THE PROFICIENCY LEVEL

Nepali					
Key characteristics	Non-Learner (n=136)	Emergent Learner (n=215)	Established Learner (n=26)	Proficient Learner (n=23)	Total (N=400)
Poor household (n=175)	38.3%	51.4%	6.9%	3.4%	100.0%
Non-Poor household	30.7%	55.5%	6.2%	7.6%	100.0

(n=225)					
English					
Key characteristics	Non-Learner (n=223)	Emergent Learner (n=167)	Established Learner (n=4)	Proficient Learner (n=6)	
Poor household (n=175)	62.3%	34.3%	1.7%	1.7%	100.0%
Non-Poor household (n=225)	50.7%	47.6%	0.4%	1.3%	100.0%
Mathematics					
Key characteristics	Non-Learner (n=78)	Emergent Learner (n=294)	Established Learner (n=22)	Proficient Learner (n=6)	
Poor household (n=175)	18.9%	78.2%	2.9%	0.0%	100.0%
Non-Poor household (n=225)	20.0%	69.8%	7.5%	2.7%	100.0%

Source: Girls' Survey

Qualitative findings contradict this finding such that the girls from poor households were normally weaker in studies since their parents do not follow up in their studies nor do they get an appropriate environment at home to study. Headteacher in Rautahat pointed out that when the parents are illiterate themselves, they do not show concern nor monitor her education level. Moreover, another Headteacher noted that girls from poor households are not motivated to study hard because they are unaware of the infinite possibilities, they can do in the future based on their education. During the consultation, he even requested the researchers to go to the class and speak to the girls to motivate them to study so that they can become like the researchers too!

Functional limitation analysis for learning outcome

TABLE 35: IMPACT OF FUNCTIONAL LIMITATION ON THE LEARNING PROFICIENCY LEVEL

Girls with functional limitations (n=75)	Nepali Learner (Row %)				
	Non-Learner (n=136)	Emergent (215)	Established (26)	Proficient (23)	Total (400)
	46.7%	41.3%	8.0%	4.0%	100%
	English Learner (Row %)				
	Non-Learner (223)	Emergent (167)	Established Learner (4)	Proficient (6)	Total (400)
	64.0%	33.3%	1.3%	1.3%	100%
	Math Learner (Row %)				

	Non-Learner (78)	Emergent (294)	Established Learner (22)	Proficient (6)	Total (400)
	23.1%	18.0%	13.6%	16.7%	100%

Source: Girls' Survey

Among all the sampled girls, there were 75 girls with some form of functional limitation[15] across the domain of disability (seeing, hearing, walking, self-care, communication, learning and remembering, behavior change, and mental health).

According to table 35, of the total girls, 46.7% of the girls with functional limitation were categorized as 'non-learners' for Nepali subject, which was followed by 41.3% of 'emergent learners,' 8.0 % of 'established learners' and 4.0% of girls as 'proficient learners.'

For English subject, 64.0% of the girls with at least one or more than one functional limitation fell under 'non- learner,' while 33.3% girls were categorized as 'emergent learners.' Likewise, 1.3 % of the girls were 'established learners' and 1.3% of them were 'proficient learners' for English subject.

Similarly for mathematics, 23.1% of the girls with functional limitations were placed as 'non-learners,' followed by 18% as 'emergent learners,' 13.6% of the girls as 'established learners', and 16.7% of them as 'proficient learners.'

Based on the data, it can be inferred that girls with functional limitations performed relatively equally across all three subjects, with only a slight difference in the proficiency level. The statistical relationship of functional limitation with proficiency level is non-significant too.

[15] The Child Functioning Module was deigned to better identify children with disability. It assesses difficulties in the following domain: vision, hearing, mobility, communication/comprehension, behavior and learning and self-care, remembering, focusing attention, coping with change, relationships and emotions the purpose is to identify the subpopulation of children who are at greater risk than other children of the same age of experiencing limited participation in an unaccommodating environment.
https://www.washingtongroup-disability.com/question-sets/wgunicef-child-functioning-module-cfm/

TRANSITION OUTCOME

Transition in LNGB is best understood in terms of the pathways that, OOS girls follow. These pathways map different points to which the girls could move over time during the duration of the project. Approximately nine-month CLC classes run by the project is aims to increase the literacy and numeracy skill level of girls so that, by the end of the class, OOS girls enroll in formal schooling. The girls who do not follow the learning track of intervention after CLC classes will be eligible for acquiring vocational skills.

Both the qualitative, as well as quantitative tools, were used to explore these pathways. While the household and girls survey with parents of transition cohort girls generated information on the status of transition rates, the qualitative consultations explored the enablers and barriers to transition A detailed transition pathway is presented in the table below.

TABLE 36:TRANSITION PATHWAY DEFINED BY THE PROJECT

Primary Beneficiary sub-group	Possible transition pathway	Aim for girl's transition
Younger (10-14) OOS unmarried 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)	Enroll in formal school, starts safe employment, or engages in TVETs as per their life plans
Younger (10-14) OOS married adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000	Enrolls into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
Older (15-19) OOS married 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	Enrolls into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
Older (15-19) OOS married adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	Enrolls into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans
OOS married 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 participation, informal literacy enrolment, informal vocational training.	Enrolls into informal literacy classes, starts safe employment, or engages in TVETs as per their life plans

	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)	

To get a better perspective into the lives of the girls from within the intervention areas, girls were asked what they are currently involved in. Multiple responses were received from the girls. Of the total sampled girls, 95.5% of the girls stated that they were going to the CLC, of which 54% of the girls said they were just at home and engaged in household chores followed by 15% of the girls who said they were looking after a newborn while 10.3%% of them were going to Madrasa. Of these total girls, just 0.8%of the girls were engaged in training, most common being tailoring training, as well as in some form of employment.

TABLE 37:TRANSITION BASED ON AGE AND ETHNICITY

Current engagement	Category				Total (n=400)	
	Age group of girls		Muslim			
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Staying at home and doing HH chores	51.9%	57.7%	51.5%	56.0%	54.0%	218
Engaged in employment	0.8%	0.7%	0.0%	1.1%	0.8%	3
Engaged in training	0.4%	1.4%	0.7%	0.8%	0.8%	3
Going to Madrasa	14.0%	3.5%	29.1%	0.0%	10.3%	39
Looking after new born	10.1%	23.9%	4.5%	20.3%	15.0%	60
Going to CLC	97.3%	92.3%	97.8%	94.4%	95.5%	382
Total[16]	174.4%	179.6%	183.6%	172.6%	176.3%	400

Source: Girls' Survey

Table 37 shows the disaggregated data on the engagement of girls during the time of baseline evaluation as per age and ethnicity. According to the table, 97.3% of the girls aged between 10-14 years were currently going to CLC classes while 92.3% of the girls aged 15 to 19 years were coming to CLCs. Similarly, 51.9% of the girls aged 10-14 years stated that they were simply staying at home during the time of baseline evaluation as to 57.7% of the girls aged 15-19 years who had a similar response. Other than that, 14% of the girls aged 10-14 years were going to Madrasa compared to only 3.5% of the girls aged 15-19 years going to Madrasa. Likewise, among the girls who responded that they were looking after a newborn, 10.1% of the girls were of age group 10-14 years and 23.9% of the girls were aged between 15-19 years.

In terms of ethnicity, 97.8% of Muslim girls were going to the CLC classes along with 94.4% of non-Muslim girls. As for attending Madrasa, 29.1% of Muslim girls were going to the Madrasa too. Similarly, 51.5 % of Muslim girls said they were simply at home as to 56% of non-Muslims who were simply at home. In terms

[16] This is a multiple response questions, therefore the total percentage will exceed 100%.

of looking after a newborn, only 4.5% of Muslim girls stated they were engaged in this activity compared to 20.3% of non-Muslim girls who were looking after the newborn.

It is important to note that the response given by girls do not denote that the girls were engaged in a single activity exclusively. It is a mere indication of what the girls did throughout the day. For instance, all the sampled girls were those attending the CLC. In addition to attending the CLC, girls were engaged in either of the other activities, like going to Madrasa, or taking care of newborns among others.

The quantitative figures were verified during qualitative consultations with the girls and mothers in both districts. The girls shared with the researchers how they spent their days: if the girls are young, that is, less than 14 years, the girls attend Madrasa classes from 8 o'clock for about two hours, comes home engages in minor activities like sweeping the floor or washing few dishes, has lunch and comes to the CLC. Upon returning from the CLC, she has the liberty to play or look after a younger sibling. The older girls, they engage in plenty of work such as cleaning, cooking, looking after the animals before coming to the CLC, and upon returning from the class also engage in similar activities until dinner is done. Girls with children have an added responsibility to the list of household chores she engages in. Married girls who are yet to have Gauna even spend time knitting sheets to take her husband's house after the Gauna ceremony.

Moreover, it was known that as the girls grow older (age and physical development progresses) parents stop sending them even to the Madrasa, merely out of security concerns. It was apparent from the discussion with the girls that as they grow older, they tend to lose interest in studies and were rather attracted towards getting married as most girls of her age in the community are getting married and having children. The girls are too shy to start learning at an older age.

The transition pathways for respondents of different sub-groups were different. While some wanted to re-enroll in school, others wanted to join the vocational class. Qualitative findings showed, the girls who belonged to the age-group 10-14 aspired to enroll in school, while those who belonged to age group 15-19 OOS girls were not keen on re-enrolment, rather, they wanted to join the vocational class as they were too shy to go back to school in junior class.

Qualitative discussions with girls revealed that younger girls aged 10-14 are motivated to enroll in formal school upon the completion of CLC irrespective of their former schooling status. When asked about the reason behind never joining a school or dropping out most girls said their parents cannot afford to send them to school. however, with the CLC education, they are hoping to continue schooling. In both districts, girls unanimously said they joined the CLC because they wanted to learn basic things like reading and writing their names. With new things to learn each day, the girls appeared enthusiastic to continue learning too. Facilitators have remarked on the sharpness of the girls and enthusiasm shown by them to learn quickly as quite laudable too.

"If I want to study further in my life then why wouldn't I study? I would study and I have that belief in me to study further too."- CLC girl, Bara

---

Nevertheless, during the consultation, some of the girls disclosed that despite their longing to continue learning, they will be allowed to do so only if their parents allow it. The decision of the girls to continue schooling rests on the parents and this was valid across both districts. Correspondingly, most of the girls with whom the researchers talked during their visit wanted to study beyond grade 10 too, but were aware

this would not be possible as they would have to travel to a different town where higher education is offered. Commuting from a distant place alone each day was not acceptable to the parents.

Besides the distance, parents themselves are reluctant to send the girls to school because they do not have birth certificates. According to the Education officer of Bara, "due to not having a birth certificate of children, majority of the parents are reluctant to enroll children to school." Without proper documentation, it is unlikely the girls will be admitted into the school. Parents are either ignorant of the importance of the need for a birth certificate or do not feel the importance of getting a birth certificate from girls.

Girls between 15-19 years of age showed little interest in studies and were more inclined towards learning vocational skills. The foremost reason behind this is that girls in this age group are mostly married girls, and some even have children. Qualitative findings suggest that once the girls are married, it is unlikely that they will be allowed to go to school by their in-laws. FGD with married girls unveiled that school is just an added burden to the girls who are already weighed by the responsibility of household chores because going to school meant investing more time and energy. Studying is even more tiresome to the girls with children; so it is a matter of choice for them- give attention to the children, do the household chores, or study.

"I will not study further but would be happy to learn tailoring and stitching. As I have children, I need to give them time and attention." CLC girl, Bara

---

Contrary to this, girls in Rautahat stated that their mother/mother-in-law helped them with the chores since joining the CLC classes. In Rautahat, a maximum number of girls said that their mother stepped in to let her go to the class on time and even upon returning home, gave her some time to study and do homework. This assertion of the girls was verified by the mothers too, who, despite being assertive about maintaining mobility restrictions, encouraged girls to do well in the CLC as they didn't want the girls to be illiterate like them.

Moreover, married girls often find it challenging to leave home, even if it means going to a nearby market. During the discussion, it was known that parents, as well as in-laws, do not prefer the daughter/daughter-in-law interacting with any male once married, therefore bound her within the household premise. This was common across both districts too.

"I do not even go to the nearby market alone as I am not allowed to leave home without a guardian. Even though my Gauna is yet to happen, I have to inform my in-laws about me leaving home and also tell them with whom I am going if I am going to other places than the market."- CLC girl, Rautahat

---

In addition, older girls preferred vocational training over literacy and numeracy skills, because they deemed that to be more of use to them than education. Girls aged between 15-19 years said that they wanted to learn tailoring once the CLCs because they can do stitching work without leaving the house once the household chores are done. This was prevalent among Muslim girls in both districts. They said that if they learn tailoring, they would stitch clothes for the family which would decrease their household expenses. Some of the sampled families were already doing tailoring work; the husbands often worked as seamsters from home or in Kathmandu. With sufficient skills, the girls hope to join the husband and work together.

When the girls were asked about their future aspirations, except a handful of girls from all the girls consulted in both districts, they did not have any future aims. In fact, they were unaware of the availability of the choice they could do in the future besides enrolling in school or up taking tailoring work. When the project staff was inquired about the limited options girls are given, they claimed that despite doing a market survey to explore the existing opportunities the girls could transition into, the girls do not opt for any other available options besides tailoring. In the previous cohort, we were told, few girls had opted to take beautician training.

Based on the qualitative consultations with girls and parents, it can be inferred that even though the girl aspires to choose a certain pathway for themselves, the ultimate decision is that of their parents and in-laws/husband in the case of married girls. Given the conservative mindset of the parents, the proposed pathway for girls, that is, transitioning into formal school and up taking a vocational skill to become financially independent appears challenging. Project staff of Bara states that "life plan is all about earning money, so parents readily support girls them as long as the project is assisting in the start-ups. But when it is about investing from their own assets, they always step back and do not support the girls." It can rightly be asserted that the high dependence of a parent on the project (not just this, but multiple projects operating in Province 2) makes them unwilling to invest in girls' future. In Madhesh Province 7175 NGOs are operating, making it the second-biggest hub for development activities[17], the most prominent being the "Beti Padhau Beti Bachau" program, which has cultivated a culture of reliance upon project welfare that some parents are reluctant to initiate activities on their own and seek support from the development projects.

Moreover, parents considered themselves "poor" to send the girls to school and considered CLC education sufficient as she would be able to read and write the basic things. But at the same time parents also hoped that the girls would acquire vocational work such as tailoring was an acceptable profession for the females in the community, parents did not disapprove of this pathway. Parents were, in fact, hopeful that vocational training such as tailoring would develop girls' skills which would help her in the future. Some parents revealed vocational training to be the motivation for sending their daughters/daughter-in-law to CLC. This was because if girls had a certain kind of skill, it would act as a selling point to negotiate on the dowry amount. As stated earlier, parents preferred working/educated daughter-in-law because she would bring home income for a longer duration than getting lump sum dowry one time.

All in all, with the end of the CLC, girls will be expected to choose a pathway: either enroll in formal schools or choose a vocational skill to initiate a business. Other than the added knowledge and skill at the girl's end, all other barriers such as repressive and gender discriminating parental attitude, deeply rooted cultural practices, looming security concerns of sending to a distant school to continue learning, perceived poverty of the family that makes them reluctant to educate the girls or invest in the girl's business, absence of vital registration documents like a birth certificate or citizenship certificate will continue to pose a challenge even after the transition of the girls. Over the nine months duration, it is suggested that the project amplifies the awareness activities at the community, school, and the system level to ensure that girls have a successful transition duration.

Household characteristics analysis of the transition outcome

The household characteristics analysis of the transition outcome is shown in table 38 illustrates that 42.1% of the Terai Madhesi Dalits girls had dropped out while 35.1% of the girls had never been to school. Similarly, 22.6% of Terai Madhesi other girls had dropped out of school, and only 7.8% of the girls had never been to

[17] Social Welfare Council, 2076; Retrieved from: https://www.swc.org.np/sites/default/files/downloads/NGOs-Provincewise-Chart.pdf

school. There is a significant difference in the number of girls who had dropped out and those who had never been to school. 13.8% of Terai Madhesi Janajati girls had dropped out of school and 7.8% of the girls had never been to school. Only 2.1% of the Terai Madhesi Brahmin/Chhetri girls have dropped out of school and 2.4% of girls had never been to school. Among all the non-Muslim ethnic groups, this group had the least number of girls who dropped out and or had not been to school. Comparatively, 19.5% of the Muslim girls had dropped out of school, but 46.8% of the Muslim girls had never been to school. This is the highest figure across all the ethnic groups, implying that Muslim girls face more challenges in accessing school education.

TABLE 38:TRANSITION BASED ON HOUSEHOLD CHARACTERISTICS

Characteristics	Dropped out (n=195)	Never been to school (n=205)	Total	
			%	N
Ethnicity				
Terai/Madheshi Brahmin or Chhetri	2.1%	2.4%	2.3%	9
Terai/Madheshi Dalit	42.1%	35.1%	38.5%	154
Terai/Madheshi Janajati	13.8%	7.8%	10.8%	43
Terai/Madheshi others	22.6%	7.8%	15.0%	60
Muslim	19.5%	46.8%	33.5%	134
Total	100.0%	100.0%	100.0%	400
Source of household income				
Agriculture	64.6%	48.8%	56.5%	226
Livestock rearing	15.9%	20.0%	18.0%	72
Job/Services	2.6%	0.5%	1.5%	6
Business	10.3%	6.8%	8.5%	34
Wage Labor	69.7%	72.7%	71.3%	285
Foreign employment/Remittance	7.7%	11.2%	9.5%	38
Total	170.8%	160.0%	165.3%	400
Language				
Bhojpuri	78.5%	53.2%	65.5%	262
Bajika	21.5%	46.8%	34.5%	138
Household characteristics				
Girls with children	19.0%	13.2%	16.0%	64
Head of household has no/ limited education	91.3%	96.6%	94.0%	376
Households having 5 or more than 5 members	93.3%	94.1%	93.8%	375
Poverty				
Household not having land for themselves	16.9%	22.9%	20.0%	80

Roof made of hay	48.2%	54.6%	51.5%	206
Unable to meet basic needs	13.8%	30.7%	22.5%	90
HH having no cash income	34.4%	45.9%	40.3%	161
Gone hungry to sleep many days in the past year	14.9%	14.6%	14.8%	59

Analysis across the household income reveals that while 69.7% of girls whose families relied on wage labor as the source of income dropped out of school whereas 72.7% of the girls with wage labor as income source never went to school. Likewise, 64.6% of the girls who relied on agriculture for income dropped out of school while 48.8% of the girls never went to school. And, 15.9% of the girls who had livestock rearing as the source of income dropped out of school and 20% of those girls never went to school. This denotes that girl from households without a definite source income face more challenges in schooling as seen in those families relying on wage labor. Similarly, increased engagement of girls into agricultural activities is likely to result in discontinuation of the schooling as seen among the girls who had dropped out of school.

In regards to language, 78.5% of the girls whose primary language was Bhojpuri dropped out while 53.2% of girls never went to school. In the same way, only 21.5% of the girls' whose primary language was Bajika dropped out of school while 46.8% of the girls never made it to school. This indicates that familiarity with the Nepali language is more among Bajika speakers than among Bhojpuri.

In terms of the household characteristics, only 19% of the girls with children dropped out and 13.2% of the young mothers never went to school. On the contrary, 91.3% of girls whose household head had no or limited education dropped out and 96.6% of the girls whose household head had no or limited education had never been to school. Correspondingly, 93.3% of the girls who had 5 or more than 5 members in the household dropped out and 94.1% of such girls had never been to school. Based on these data it can be inferred that illiteracy among the household heads often results in ignorance on the importance of education, especially for girls. With many household members and limited sources of income, families often struggle to meet the necessities. Under such circumstances, education for girls is considered an expensive expenditure. Thus, girls fail to continue schooling from primary grades or continue schooling at all. Lastly, for girls with children, it is an added burden to go to school while doing the household chores and looking after the children. Also, it was known through the consultations with headteachers that girls often shy away from coming to school once married and after having children.

In the context of poverty, 48.2% of girls who lived in a house with a hay roof dropped out and 54.6% of girls living under similar conditions never went to school. 34.4% of the girls whose household did not have sufficient cash income dropped out and 45.9% of girls from a similar situation had never been to school. 14.9% of girls who had gone hungry to sleep many days in the past had also dropped out along with 14.6% of girls who never went to school. Lastly, 13.8% of girls whose families were unable to meet their basic needs had to drop out of school while 30.7% of the girls never got the opportunity to go to school. As discussed in the earlier sections, a primary concern of the families is to meet physiological needs such as clothing and food. Education is considered a secondary or even tertiary need as the families struggle to maintain a decent living. While parents engage in income generation activities, girls are obliged to fill in for the parents at home and uptake the household chores, hence giving girls less time and opportunity to study.

Reflection of transition outcome

Based on the findings discussed above, the EE foresees a few challenges in sustainably supporting the transition of the girls. The CLC class is expected to operate approximately for nine months, which both the parents and the girls deem insufficient. The classes are operated only for 3-4 hours and the girls have to learn all the things required to enroll in school within this period. Most of the girls are still in the 'non-learners' and 'emergent-learners' phase in terms of literacy proficiency and English was perceived as the most difficult subject. Therefore, girls are likely to need more input to advance the proficiency level as per project targets, not just in English, but also Nepali and Math even though they weren't projected to be as difficult as English.

In terms of transition into school, the project has already identified a number of schools where the girls are likely to enroll upon completion of the CLC if they wish to continue learning. However, based on the field experience of the researchers, the availability of resource- physical resources as well as sufficient human resources that will be able to cater to the needs of these transitioned girls, were not assessed adequately. For instance, one of the probable schools lacked toilets; there weren't any toilets in the school at all. It would be difficult for any students and not just the transitioning girls without a toilet at school. While talking to the headteacher about the girls who will be transitioning after the CLC class and the school's plans to accommodate the girls, the headteachers simply stated that they can place those girls separately in a different class and assign a teacher. The headteachers acknowledge the fact that keeping the girls along with other students would not discourage the girls more than encouraging because the students would not be of the same caliber. It is suggested that the project become vigilant about the actual capacity of the girls before placing her in any higher grades just because she no longer fits in junior class as per her age.

The barrier section in the report highlighted the social norms around sending girls to school which involved factors like negative parental attitude towards education, fear of violence, household chores among many others. In this context, the project would require continuous engagement with parents to ensure that girls are sent to school. One of the primary reasons for school drop-out is because the schools were located too far. Hence, it would be a good idea if the project could lobby with the local government to provide some kind of transportation facility to these girls to assure parents of the safety of girls, and so that lesser time is consumed in commuting. The transition of girls to schools seems unlikely without a change in parental attitude.

In regards to skill and employment, the girls have only expressed interest in tailoring and embroidery. All of the beneficiary girls taking tailoring training would imply more "supply" than "demand" in the market which is already small in size. Parents are reluctant to send the girls too far from home to acquire skills or jobs. The project must map the local market well while providing training to ensure that the training is effective and adds value to the livelihood of girls. The project is currently working with an adolescent group of girls among which most girls are unmarried. Given the context of the intervention area, there is a high chance that some of these girls might be married and move to another village and discontinue school or skill training. Although the project has activities around creating awareness among parents, it might be difficult to eliminate the deep-rooted practice of early marriage. Hence, the project needs to consider these possible actions while designing the interventions for a sustainable transition.

SUSTAINABILITY OUTCOME

The sustainability of the project is measured at three levels i.e., at the community level, school level, and lastly, at the system level. The overall sustainability level score in the baseline was 2 out of 10. The endline target for sustainability indicators is 50%.

Community-level indicators included the percentage of key family members (Husband, parents/in-laws) of OOS adolescent girls who demonstrated their support in their life plan and the percentage of community members who feel it is harmful to a girl to get married below the legal age. The activities of the project were to create awareness among family members regarding a delay in marriage, and support girls by helping in household chores, and also in their transition pathway. Both of the indicators were measured through the quantitative survey as well as through qualitative consultation. The baseline data showed that the project was yet to conduct its community-level activities.

In regards to school level sustainability indicator, it aims to measure gender-sensitive school sustainability index, and the percentage of Girls Inclusive Education Network scoring acceptable or above in sustainability assessment. All the activities are focused on the school level. For this, the project had to identify schools where the OOS girls are likely to be transitioned, and then a gender-transformative workshop would be conducted with the teachers as well as students to create a conducive environment for OOS girls. To measure a sustainable change at the school level, the external evaluator used 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. Furthermore, the external evaluator also conducted KIIs with headteachers, the school management committee, and the parents' teachers' association. However, since the project's intervention was yet to start, not all stakeholders were consulted with; only KII with the headteachers were conducted along with the classroom observation.

System-level indicator captured a percentage of government officials who can demonstrate their support to delayed marriage and alternative roles of girls and Local government incorporating some or all components of the Aarambha project into the local plan. Both the system level indicators were measured through qualitative consultation. The finding showed that the project has been coordinating with the local government to implement its planned activities at some level.

All three sustainability indicators were measured based on the scorecard approach whereby each achieved target was scored on the scale of 0- 4. The fully achieved target was scored 4, and the unachieved target was scored 0. Once the total score was generated, it was divided by 10 (score 2 for each indicator) to generate the baseline value.

TABLE 39:SCORE CARD FOR SUSTAINABILITY

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

Indicator	Community Level
The community-level indicator I: Key family members (Husband, parents/in-laws) of OOS girls who demonstrate their support to their life plan	**The community-level indicator was measured at three levels:** a. Support to join formal school: 95.5% of the family members said they would allow their daughters-in-law to join formal school b. Support to join training: 96.5%% parents would allow joining a training c. Support to work: 93.8% of parents would allow them to work. Although the quantitative finding paints a positive picture regarding parental support, the qualitative finding suggested that parents portray repressive attitudes towards the girl and are not open to the idea of girls going to schools, or joining the training. A score of 2 out of 4 is given for this indicator because parental support is still lacking.
Community Level Indicator II: Indicator 2: % of community members who feel it is harmful to a girl to get married below the legal age	**Perception that girls should not be married before 20 years**: 76.5% of the parents were of the view that girls should not get married before 20 years. The quantitative data shows that parents are against child marriage, but qualitative findings reveal that parents would not hesitate to marry off the girls if a good match is found even while the girl is still a child. But it was known that Gauna ceremonies have been delayed despite early marriage. The perception of parents towards early marriage is still conservative hence, the score for this indicator is given 2 out of 4.
Total Community level sustainability Score (0-4)	2
School Level Sustainability Indicator	
School Level Indicator I: Gender-sensitive school sustainability index	Based on the gender-sensitive school sustainability index, schools under assessment lacked GESI documents. The schools did not have appropriate toilet facilities, no regular meetings with parents, and no mention of GESI in SIP. A score of 0 is given out of 2 because the schools failed to produce evidence of implementing GESI standards at school
School Level Indicator 2: % of school support committee scoring acceptable or above in sustainability assessment	Based on SIP assessment and consultation with headteachers, schools lacked SMC/PTA. In some schools, it wasn't formed while in others it was dormant. A score of 0 out of 2 is given because SMC/PTA was absent/inactive in the schools.
Total sustainability at School Level	0
System-level sustainability indicator	

Indicator 3: % of Girls Inclusive Education Network scoring acceptable or above through self-assessment tool	No assessment was done during the baseline due to the delay in the formation hence the score 0 out of 2.
Total sustainability at the Network level	0
Total sustainability Score (0-4, average of the three-level scores)	2

The three sustainability components i.e Community, School, and System have two indicators each which have already been discussed in detail above. The summary of the scores for each of the indicators is given in the table below.

TABLE 40: SUMMARY OF SUSTAINABILITY INDICATORS SCORING

	Community Level	School Level	Network-level
Indicator 1	1	0	0
Indicator 2	1	0	NA
Total score out of 4	2	0	0

In the baseline, the score achieved by the project in sustainability outcome was 2 out of 10, which is 0.2% in the baseline.

Sustainability at Community Level: Community-level activities were designed to ensure the ownership and continuation of the project activities once the project phases out. The objective of this indicator is to sensitize the importance of girls' education while creating awareness among community members on the issues of early marriages, its negative consequences for the child and family, and to increase the support of parents towards girls' life plans. This indicator plays a vital role in changing the environment for girls given that girls in the intervention areas still live in a community where traditional cultural and social norms are deeply rooted. Internalized social norms and culture play a part in influencing the girl's movement because some of the cultural beliefs do not support the idea of women going out of their homes to fend for their families or training/education. This is viewed as a man's role, and women who do not adhere to this are ostracized in the community.

Plenty of interventions are taking place to combat child marriage practice from the government level and by the project too. Education officers from both districts claim that the practice of child marriage has been reduced too, but not completely stopped. Parents marry off their children while keeping the authorities in shadow. For instance, a Mualabi (Islamic priest) in Rautahat, who was also a change champion recalled that in the Muslim community *Nikah (*Islamic wedding) takes place in the Masjid only in the presence of the Mualabi, the groom, and a couple of families and the bride's father, who later informs the rest of the family. The Gauna ceremony then takes place when she is of the legal age. As for non-Muslim families, parents are willing to marry off their child if they find a 'good' groom even before reaching the legal age. These incidents were common in both districts.

Such deep-rooted values are difficult to be changed or altered by conducting a one-off activity. Therefore, a series of door-to-door campaigns, along with awareness campaigns be conducted regularly is highly recommended. Also, religious leaders and influencing personals should be convinced about the change and through them, the community can be changed too. With continuous interventions via a different medium, the attitude of the community members can be altered to an extent, even if not completely by the end of the project period.

Sustainability at School Level: Transition into formal school is one of the pathways for the girls to opt after the completion of CLC classes. For the girls to successfully transition into the school, a conducive learning environment needs to be created so that these girls can be retained. For this, PIN designed an intervention for creating an enabling environment for girls in schools. This will be done through establishing committees like SMC, PTA, and Gender focal points among others, who will have a defined role to ensure gender sensitivity. In addition, schools will also conduct a gender gap assessment and make a report to identify the issues. Schools will be trained on making SIP and ensuring GESI is incorporated in the SIP. At the time of baseline evaluation, the project had just identified the school, so these activities are yet to be conducted at school.

In cohort 3, the CLC is expected to operate for nine months. Hence, it is likely that the project will be able to accomplish this anticipated training. With the current perception of parents over girls' education and political division among them, mobilizing the SMC/PTA for the welfare of the school appears to be challenging. Therefore, it is suggested that the project lobbies with the school and the local government to ensure that the SMC/PTA are revived and brought to function to ensure the sustainability of project interventions at the school level.

Sustainability at the System-level: The objective of this indicator is to form a girls' education network where the marginalized girls are empowered to lobby the local authorities, continue influencing policies, promote girls' rights to education, protection, and safeguarding, and have contributed to reducing gender-based violence, raising awareness at the community to eliminate harmful social norms like early child marriage and gender-based discriminations ultimately empowering marginalized girls' to continue their education and learning.

The GIEN will support the governments and schools to promote gender equality through harmonizing governmental and non-governmental efforts made in the past and present in education; mainstreaming Gender and Inclusion policies, while developing capacity on complaint response mechanism (CRM). Similarly, the GIEN will be mobilized to raise parental and community awareness to support girls' education, eliminating harmful social norms and practices, safer learning environment at school, disasters, climate change, and their mitigations and youth and women's contribution to girls' education. Moreover, GIEN will play an active role to strengthen the engagement of young girls in climate change resilience from strengthening awareness on climate risks and drivers (ensuring peer support and positive action to address the psycho-social impacts of a changing climate on children) to promoting action and engagement with schools and local government planning about climate resilience. GIEN will also inform relief and response processes in close collaboration with local governments. All in all, the GIEN will create an enabling environment for girls to take leading roles in the community in promoting awareness regarding the importance of girls' education, climate change mitigation, resilience, and better livelihood through extending networks with other like-minded CSOs and government.

The project was in the preliminary phase of network formation, hence not assessed in the baseline. However, regarding the girls' education network-initiated through other LNGB/GEC projects, the possibility of the network thriving even after the project phases out is extremely low. In absence of any responsible local institution which will act as a guardian to the network, the GIEN is likely to get dormant over time, especially with constantly changing local government officials. Hence, it is suggested that along with strengthening the network, the project identifies a local institution that is willing to take responsibility for the network. For instance, the development of Public-Private Partnership (PPP). Here, private institutes refer to institutions like local NGOs and schools that could establish a common fund and a revolving management system so that it falls on everyone's responsibility to sustain the GIEN.

KEY INTERMEDIATE OUTCOME FINDINGS

The project has identified key intermediate outcomes in its ToC to capture improved learning and transition of girls, and sustainability of the project activities. Such key outcomes are OOS girls' improved attendance, OOS girls increased cognitive and non-cognitive skills, the school's initiative to create environments for OOS girls' learning and communities, and authorities' positive social norms that encourage delayed marriage and realization of OOS girls' life plans. Each of these intermediate outcomes has been measured using a mixed-method approach which has been discussed in the section below.

Attendance

Intermediate Outcome Indicator 1.1: OOS adolescent girls who have attended literacy and numeracy sessions

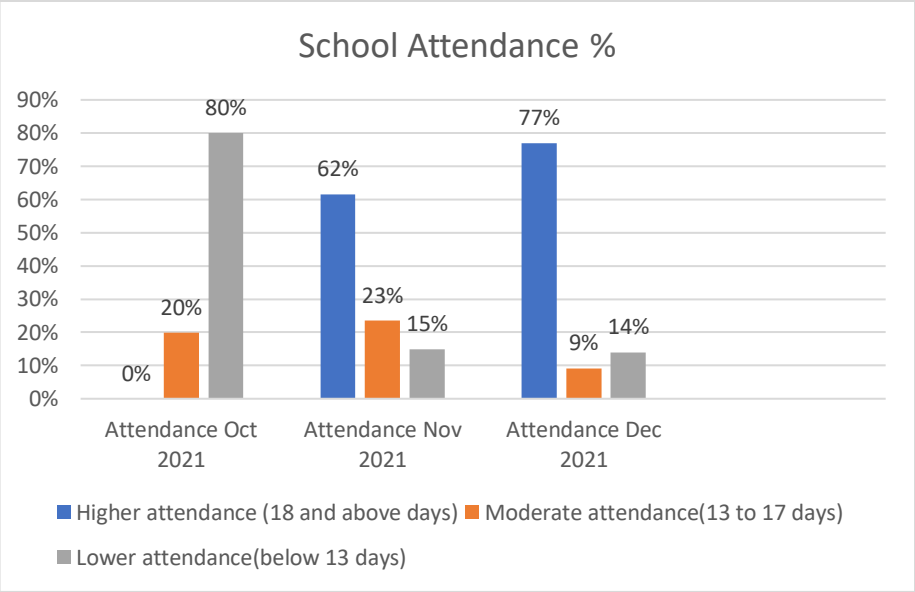
Girls' attendance was tracked to capture OOS girls' learning status. The CLC of cohort 3 started in October 2021. At the time of baseline, the classes had been operating for three months already. Therefore, the data from the time of commencement of classes till the baseline will be assessed. An aggregated attendance record of each CLC was provided by the project team for analysis which included the attendance record of all the girls from cohort 3.

TABLE 41: INTERMEDIATE OUTCOME: ATTENDANCE

IO	IO indicator	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
out of school (Married adolescent girls' improved attendance	% Of OOS adolescent girls who have attended 70% or more literacy and numeracy sessions	PIN	82%	83%	Y
Main qualitative finding	Girls are regular to the CLC classes despite a load of household chores for it is an opportunity for the girls to escape the household chores, meet friends, express themselves freely, and even share grievances with the CLC facilitators along with learning to read and write.				

The overall attendance rate for three months was 82%. Assessing the data on monthly basis, the attendance rates were categorized as high, moderate, and low attendance. For the attendance to be considered to be high, the attendance rate of the girls should be 18 days and more. Similarly, for a moderate rate, the attendance rate has to be between 13 to 17 days and to be considered a low rate, the attendance rate has to be lower than 13 days.

In October, there were no girls whose attendance rate was higher than 18 days. In November, 62% of the girls had a high attendance rate and in December 77% of the girls had a high attendance rate. In October, 20% of girls had moderate attendance and 80% of the girls had a lower attendance rate while in November only 15% of girls had such a low rate of attendance as to 14% of the girls with low attendance rate in December. Attendance was the lowest in October because it was the peak harvesting time and the girls had to support parents at the field also in December the temperature dropped significantly making it difficult for the girls to attend in absence of warm clothes.



Regular attendance is imperative for better learning and performance but the fact that OOS girls still are expected to perform household chores, and they have a greater responsibility of taking care of the family than self-improvement, increases the chance of absenteeism which directly affects their learning.

FIGURE 4: AVERAGE DAYS OF ATTENDANCE

Qualitative consultation with girls revealed that girls in both districts enjoyed coming to the CLC classes because there they get a break from the household chores, talk to other girls, express their grievances with the CLC facilitators along with learning to read and write. In Rautahat, the mother participating in the FGD stated that since they cannot afford to send the girls to school, they are happy to send her to the CLC class. Therefore, share a load of some of the household chores so that she can go to the CLC class and be literate unlike those who are illiterate. Girls must attend all the classes for better learning. If girls do not meet their learning target, it would be challenging for the project to enroll them in formal education. Therefore, it is suggested that the project focus more on direct consultation with parents to encourage girls to attend CLC classes regularly, even if it means increasing the interest in coming to the class with added stationery support than what is already given.

OOS adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plan

This domain captures girls' ability on making decisions and, girls' knowledge, attitude, and practice pertaining to different agencies like financial literacy, family planning, and self-efficacy.

Intermediate Outcome Indicator 2.1: Household Decision-Making

Household decision-making indicators generated information on OOS girls' decision-making capacity. These indicators were captured via quantitative and qualitative consultations alike.

TABLE 42: INTERMEDIATE OUTCOME: HOUSEHOLD DECISION MAKING INDEX

IO indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?

Household decision making index	Quantitative and Qualitative	FDM	27.7%	50%	Y
Qualitative finding	The girls demonstrated poor decision-making ability; they were not included in any decision-making at home nor were the girls given any space to make space for themselves. The girls do not see the need to make decisions for themselves either.				

When the girls were asked about who decides on how their income is spent, only 5.7 % of the 391 girls said they decide about how it is spent, followed by 20% of the girls stating that their in-laws decide where the money is spent and 5% of the husbands decided how the girl's earning is spent. Correspondingly, 65% of the girls said their parents take the decision. At the same time, the parents were also inquired if the girls decide on their own as to how her income is spent, to which 20% of the parents said they didn't let her decide as to 27.3% of the sampled parents reported that the girls took the decision themselves.

Qualitative consultation with girls and parents contradicts the quantitative findings. While the qualitative findings reveal that since girls do not have the liberty to work, they cannot have an income of their own. Except for the girls whose families had tailoring work where the girls assisted their father in minor stitching work, all girls participating in the FGD in both districts were not economically engaged. Moreover, when the parents were asked the same, they said that girls do not leave home unless accompanied by household members. Hence, getting a job was simply impractical.

Furthermore, married girls were asked about the decision on using contraceptive devices. Of the 35 girls using contraceptives, only 5.7% of girls stated that they decided it themselves, followed by 20% of the girls who reported that it was their husband who decided. Moreover, 74.3% of the girls said that both the husband and the wife (girls) decide it together. This was validated during the qualitative discussion with married girls in Bara, who said that they could decide it together with the husband, once she gives birth to a child. Contrary to this, parents had a different view in terms of using the contraceptive by the daughter/daughter-in-law. Mothers in the Rautahat district said that it was the 'guardian's decision for the daughter-in-law to use the contraceptive device.' This indicates that girls could not make an autonomous decision regarding controlling birth, rather it was a family decision that was levied upon her. Moreover, as stated in the report, earlier, girls cannot opt for contraceptives unless she gives birth to their first child. The pressures of having a son are always constant on the girls. For instance, when the girls were asked if they could go out with friends, the girls unanimously replied that they could not go out unless their parents/in-laws permit it. Mothers told the researchers that it was the 'guardian,' that is, the father who takes all the necessary decisions at home and seldom mothers. The restricted freedom of movement indicates patriarchy in the forms of decision-making, and dominance over girls. Such constraints limit girls' access to productive resources like information, and education which is a necessity for empowerment.

Likewise, during qualitative consultation with girls, it was revealed that household decisions were often made by the eldest male member of the family. In general, older household members dominated household decisions as they acted as supervisors for their age and knowledge. For instance, the decision of the girl's marriage and her education is often taken by the father or father-in-law.

Although major decisions like overall household management were done by male members, women, especially mothers-in-law made decisions relating to domestic work. Older women (especially mothers-in-law) dominated younger female household members. For example, a daughter-in-law was likely to have considerably limited autonomy in the family. This was verified by one of the MOS girls in Bara, who said that

her mother-in-law decides about the things to be cooked and would not allow her to make food of her preference.

The qualitative finding suggested that age and family structure were strongly associated with the decision-making autonomy of women. Older women were more likely to have better decision-making autonomy than a newly married daughter-in-law. The daughter-in-law has less decision-making power in the household and is expected to perform only household duties under the supervision of her mother-in-law who is the primary decision-maker. One of the mothers in Rautahat revealed that even she has to ask her mother-in-law to take decisions, therefore she cannot allow her daughter-in-law to make any.

Furthermore, qualitative findings disclosed that girls had to perform a greater part of domestic work, and were intensely involved with the maintenance of the household. The deep-rooted social norm that defined the role of a girl as someone who does household chores underpin and reinforces the multiple deprivations that many girls experience. For instance, OOS girls' parents in Bara opined that the role of the girls was to obey what parents asked them to without any question because what elders decided was always correct. Similarly, parents in Rautahat shared the same thought. They believed that asking daughters or daughter-in-law for advice would not add value as they are too young to think correctly.

It can be aptly stated that without the ability or the space to take decisions, girls are missing the probable opportunities that they were likely to get had they been able to take self-decision. From the baseline evaluation it is evident that girls' actions are a mere reflection of the decision taken by parents; whether they can come to the class, amount of time spent on household chores, age of marriage, marriage with the person they like, mobility and even communication with outsiders. Girls could only decide as to what to wear and eat. Other than that, their decisions were not respected by the parents resulting in low self-esteem and the confidence to make appropriate decisions in life. Inability to make a decision is also likely to impact their regularity to class as the parents decide when they need an additional helping hand at home to do the chores.

Intermediate Outcome Indicator 2.2: Targeted unmarried girls who are married or in a union during the project phase

This intermediate outcome aims to epitomize the number of unmarried girls who get married or are in a union but waiting for the Gauna ceremony. With this, the project strives to reduce the number of early marriages.

TABLE 43:INTERMEDIATE OUTCOME: UNMARRIED GIRLS AND GIRLS IN UNION

IO indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
% Of targeted girls who are married or in a union during the project phase	Quantitative survey Qualitative consultation with OOS girls	FDM collected qualitative data PIN collected quantitative data	65.07% unmarried girls 28.80% married girls	Actual	Y

			5.97% married but waiting for Gauna ceremony		
Qualitative finding	The parents and the girls are aware of the legal age of marriage. Despite that, parents are willing to marry off the girls early due to poverty, social and cultural practice, and the fear that girls will elope if unmarried for long.				

Baseline evaluation data showed that 65.07% of the girls from baseline were unmarried, 28.80% girls married and only 5.97% of the girls were married but waiting for the Gauna ceremony. As discussed above, qualitative findings show that even when parents are aware of the legal age of marriage, the practice of marrying after the legal age was minimum due to intersecting factors like beliefs, social norms, and economic factors. Qualitative findings generated the most common reasons behind early marriage as 'appropriate age of marriage for girls, poverty, tradition, and societal pressure.

Parents were known to perceive early marriage as a remedy to ease off the poor financial status at home and to keeps girls away from vile people. Often, fathers were known to see girls as a burdened responsibility and wanted to marry them as early as possible to get rid of that responsibility. Nevertheless, during the conversation with mothers in both districts, it seemed that an inherent motive behind early marriages was that parents strived to give their daughters better life than under the care of a better household with a sound financial situation than their own. Once married, parents have one less mouth to feed.

Similarly, traditional belief and partly family honor was another major cause leading to early marriage. Education officers and headteachers of both districts emphasized that early marriages were considered to be a tradition within the areas of intervention. Nevertheless, legal restriction on the age to get married has changed the way marriages are taking place, that is, the girl gets married early and the Gauna ceremony takes place much later. This was commonly practiced among the Muslim families, whereas among the non-Dalit families, girls were sent off on the same day of marriage. Moreover, parents are marrying off their girls early in the fear that the girls will elope, bringing shame to the family. Mothers participating in the FGD could give reference to girls from their neighborhood who had eloped when she was given the liberty to move about freely, bringing shame to the family. Hence, family honor worked as a push factor towards early marriage too.

Based on the analysis of the findings, it can be stated that despite the awareness among those parents and girl on the negative impact of early marriage, parents are bound to marry off girls early due to looming social and cultural pressures, poverty, and the lurking fear of the girls eloping humiliating the family. The finding indicated that social practices supporting early marriage were still strong among communities and to change this would be a major challenge for the project. As suggested by the change champion in the Rautahat district, to bring about a change in the early marriage trend, the project should team up with the religious leaders and local intellectuals who can easily influence the people as they are respectable figures among the community members. Therefore, along with direct intervention with the parents, it would be best to influence the belief system through such influential figures from within the community.

Intermediate Outcome Indicator 2.3. Life Skills Index

The life skill index measured a girl's knowledge, attitude, and practice (KAP) about family planning, financial literacy, and general self-efficacy. Life skill tools were developed with reference to cohort-I and cohort-II. Since the curriculum of the cohort-III was similar to the preceding cohorts, the same tool was adapted.

The analysis for the Life skill index was done separately based on three different domains i.e., financial literacy, family planning, and general self-efficacy. To generate the indicator value, all the responses were firstly computed and recorded to calculate a total percentage score. This percentage score was divided into three categories, as 'more than 70%', '50-70%', and 'less than 50'. To calculate the indicator value, girls whose scores were' more than 70%' were deemed as girls having good KAP concerning each of the domains.

TABLE 44: INTERMEDIATE OUTCOME: LIFE SKILL INDEX

IO indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
Life Skills Index Score (%)	Quantitative survey Qualitative consultation with M/OOS girls	FDM collected qualitative data	Financial literacy: 47.7% Family planning: 17.9% Self-efficacy: 36.3%	Financial literacy: 70% Family planning: 50% Self-efficacy: 65%	Y
Qualitative finding	Girls have limited access to money as they cannot leave home as per their will to buy things they want. Even the little money they get from their mothers, girls spend it on eating street foods or buying cosmetic items from the mobile vendors that go around in the town. They do not have the practice of saving nor do they have sufficient knowledge regarding banking systems. In terms of family planning, girls have little or no access to the planning devices nor can they make the decisions about using one. Girls are only allowed to use a family planning device once she gives birth to a child, more preferably a son. Girls demonstrated low confidence as observed by the researchers. They were too shy and it was deemed that girls rely on their parents to decide for them too. The girls were habituated to it.				

Financial literacy

The baseline survey assessed the OOS girl's knowledge, attitude, and practice of financial literacy through a set of questions on financial planning, more specifically about banking, saving, and borrowing. The overall financial literacy index generated a value of 47.7% implying that KAP on financial literacy among the girls is low.

TABLE 45: KAP ON FINANCIAL LITERACY DISAGGREGATED BASED ON AGE AND ETHNICITY

		Age group of girls		Muslim		Total (N=400)	
		10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Financial Knowledge	Good (More than 70 %)	73.3%	90.8%	79.9%	79.3%	79.5%	318
	Moderate (51-70%)	0.0%	0.0%	0.0%	0.0%	0.0%	0
	Poor (Up to 50%)	26.7%	9.2%	20.1%	20.7%	20.5%	82
Financial Practice	Good (More than 70 %)	0.4%	5.6%	0.7%	3.0%	2.3%	9
	Moderate (51-70%)	0.0%	0.0%	0.0%	0.0%	0.0%	0
	Poor (Up to 50%)	99.6%	94.4%	99.3%	97.0%	97.8%	391
Financial Attitude	Good (More than 70 %)	55.4%	72.5%	67.2%	58.6%	61.5%	246
	Moderate (51-70%)	17.4%	14.8%	13.4%	18.0%	16.5%	66
	Poor (Up to 50%)	27.1%	12.7%	19.4%	23.3%	22.0%	88

Source: Girl's Survey

Moreover, table 43 illustrates the disaggregated data on financial literacy among girls across ages and ethnicity. among the girls aged between 10-14 years, 73.3% of the girls had 'good' financial knowledge, 0.4% of the girls showed 'good' financial practice and 55.4% of the girls portrayed 'good' financial attitude. Under this age group, 26.7% of the girls had 'poor' financial knowledge, 99.6% of girls had 'poor' financial practice and 21.1% of girls showed 'poor' financial attitude.

Among the girls aged 15-19 years, 90.8% of girls showed 'good' financial knowledge, 5.6% showed 'good' financial practice, and 72.5% of girls had a 'good' financial attitude. Moreover, 20.1% of girls had 'poor' financial knowledge, 94.4% girls had 'poor' financial practice and 12.7% girls had 'poor' financial attitude.

Comparatively, girls aged 15-19 years had better KAP than girls aged between 10-14 years.

Similarly, analyzing KAP across ethnicity, financial knowledge among 79.9% Muslim girls was 'good', and 20.1% Muslim girls had 'poor' financial knowledge. Moreover, only 3% of Muslim girls had 'good' financial practice as to 97% of girls who had 'poor' financial practice. 58.6% of Muslim girls had a 'good' financial attitude as to 23.3% of the girls with a 'poor' financial attitude.

Correspondingly,79.3% of non-Muslim girls had 'good' financial knowledge as 20.7% with 'poor' knowledge followed by 2.3% girls who had 'good' financial practice compared to 97.8% girls with 'poor' financial knowledge. Lastly, 61.5% of girls had 'good' financial attitudes as to 22% girls with 'poor' financial attitudes.

All in all, non-Muslim girls had better KAP than Muslim girls.

Qualitative findings also showed that older girls had fairly better access to money than the younger ones. consultation with girls and mothers showed that, upon asking for money, girls do receive some amount. Mothers validated this saying they give the girls money from whatever they have since the girls cannot ask for money with fathers. The girls buy things from the mobile vendor who sells items like comb, ribbon, hair clips, etc on the cart. Among the married girls, the girls occasionally receive money from their husbands too. As for the younger girls, they stated that they had little money such as Rs.10 or 20, and had to ask parents to buy it if they need anything. This was valid for girls in both districts. Moreover, it was known that girls did not demonstrate any substantial knowledge about the basics of financial literacy, such as saving (only

4.8% of girls had savings). Among parents, only those who had members as foreign migrant workers had banking knowledge and saving practices.

"When we barely have enough money to spend on the necessities, why do we need to know about savings and banks!" – parents, Rautahat

Furthermore, when girls were asked if they knew where people saved money, utmost girls said either 'at home' or they didn't know. Stillmore, when asked how would they use the money given by parents, girls unanimously said they would eat street foods or buy some cosmetic items., bangles, and so on.

It was evident from the consultations that household heads, mostly men, were in charge of dealing with financial matters that women and girls are often unaware of the financial matters. Consequently, girls accept that men should be the breadwinners of the family, that men should be in charge of earning, and that women cannot substitute it.

Family Planning:

The family planning index had questions surrounding girls' knowledge, attitude, and practice on basic family planning processes like gaps between children, use of contraception, access to contraception among others. The overall life skill index for family planning was only 17.9% indicating that girls' knowledge, attitude, and practice on issues related to family planning is poor. One of the major reasons for this poor score is that girls do not have access to them easily and are restricted by the in-laws/husband to use them before giving birth to a son.

TABLE 46: FAMILY PLANNING INDEX ACROSS AGE AND ETHNICITY

		10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	Total %	N
FP Knowledge	Good (More than 70 %)	12.8%	52.1%	16.4%	32.0%	26.8%	107
	Moderate (51-70%)	1.6%	1.4%	0.7%	1.9%	1.5%	6
	Poor (Up to 50%)	85.7%	46.5%	82.8%	66.2%	71.8%	287
FP Practice	Good (More than 70 %)	0.0%	23.2%	0.0%	12.4%	8.3%	33
	Moderate (51-70%)	0.8%	4.2%	0.0%	3.0%	2.0%	8
	Poor (Up to 50%)	99.2%	72.5%	100.0%	84.6%	89.8%	359
FP Attitude	Good (More than 70 %)	17.4%	21.1%	22.4%	16.9%	18.8%	75
	Moderate (51-70%)	36.8%	47.2%	40.3%	40.6%	40.5%	162
	Poor (Up to 50%)	45.7%	31.7%	37.3%	42.5%	40.8%	163

Source: Girls' Survey

Data disaggregated based on age showed that for girls aged (10-14), 85.7% were under the category of having less than 50% knowledge, and only 12.8% of the girls were under the category of having more than 70% knowledge on family planning. For the same age group, 99.2% of girls had the practice of less than 50%. While 0.8% practiced it moderately. These data indicate that girls' knowledge, as well as practice on family

planning, was low. In terms of attitude on family planning, 45.7% had poor attitudes, that is, these girls deem family planning methods as negative. Likewise, 36.8% of girls show moderate attitude, that is, they neither view it positively nor negatively and only 17.4% of the girls have a 'good' attitude towards family planning. Similarly, for the age group (15-19), 52.1% of girls had more than 70% knowledge of family planning, but 72.5% of the girls had 'poor' family planning practices. And, 47.2% of the girls in this age group viewed family planning moderately.

The reason for relatively high knowledge and practice of the girls aged (15-19) about family planning as compared to girls of age (10-14) could be because girls of age (15-19) were already married and most of them even had children.

In regards to the ethnicity of the girls, 82.8% of the Muslim girls had 'poor' knowledge on family planning and 100% of girls practiced family planning poorly. Only 40.3% of the girls had moderate views on family planning. comparatively, only 66.2% of the non-Muslim girls had 'poor' knowledge of family planning and 84.6% of the girls practiced poorly.

Furthermore, when inquired if the girls have heard about family planning at all, 71.5% of girls denied having any information on the subject while the remaining 28.5% were aware of the subject matter as well as contraceptives. Qualitative discussions suggest that girls show less knowledge, attitude, and practice of family planning because it is either their in-laws or husband who takes decisions related to it as per qualitative findings. Mothers mentioned that girls should refrain from using any contraceptive devices unless they give birth within a year of the Gauna ceremony. Even after that, using contraceptives is a family decision where the in-laws decide on the type of contraceptive used by the daughter-in-law. While certain restrictions are placed on daughters-in-law, mothers were found using contraceptives. The number of mothers opting for contraceptives was the most in the Dalit community in Rautahat of all the consulting areas. They had undergone 'operation' to limit birth. However, few mothers from the Muslim community claimed that using contraceptives to limit birth was against their religion, hence discouraging using contraceptives at all.

Social Skill index

The social skill tool was designed to gauge OOS girls' self-belief to successfully navigate a difficult situation, and make good decisions. The tool contained statements around self-decision-making on life plans, convincing family members, and tackling problems. Adhering to the data collected by EE on social skills, the overall social index score was 36.3 %. This indicates that girls lacked the self-confidence to make decisions or to be able to influence their parents, husband, and in-laws to comply with their decisions.

TABLE 47: SOCIAL SKILL INDEX DISAGGREGATED BASED ON AGE AND ETHNICITY

		The age group of girls		Muslim		Total (N=400)	
		10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Self-Efficacy Index	More than 70 %	30.6%	46.5%	29.9%	39.5%	36.3%	145
	51-70%	17.1%	15.5%	11.2%	19.2%	16.5%	66
	Up to 50%	52.3%	38.0%	59.0%	41.4%	47.3%	189

Source: Household survey

Assessing the level of self-efficacy across ages shows that girls aged 10-14 years have lower self-efficacy than girls aged 15-19 years. Among the 10-14 years girls, only 30.6% had a self-efficacy score of more than 70% compared to 46.5% of the girls in the age group 15-19 years. similarly, 17.1% of girls in the 10-14 years group averaged between 51-70% as to 15.5% in the latter age group. Lastly, while 52.3% of the girls aged 10-14 years scored less than 50, only 38% of the girls aged 15-19 years were in this category.

Across the ethnicity, non-Muslim girls demonstrated greater self-efficacy than Muslim girls. That is, 39.5% of non-Muslim scored more than 70% in the index as to 29.9% Muslim girls, 19.2% non-Muslim girls were placed between 51-70% as to 11.2% Muslim girls. Lastly, 59% of Muslims scored up to 50% as to 41.4% of non-Muslim girls.

When girls were asked what they would do in a situation where they would want to take part in training, but would not be allowed by their family members. Most of the girls opined that they would not explicitly share their interests. Even if they had to, it would be to the mother only. If the parents would allow, they would join, otherwise, they would not. same conditions applied to their plans too; if the parents allowed them to continue schooling or uptake training, they would. Otherwise, they would be staying at home. When asked why girls replied that they did not dare to question their parents/in-laws' decision. The fact that girls could barely share their views or thoughts with their household members points towards frail self-confidence. It can be stated that, in terms of deciding for girls, the power is simply transferred from the father to the girl's husband and her in-laws. The girls do not have enough confidence to refute their decisions.

To sum up, girls have demonstrated low self-efficacy in both quantitative and qualitative findings. Due to the repressive attitude of the parents and the practice of the older male dominating the females within the family, the decision taken by the guardian the guardians regarding the girls without consulting them has been normalized and no one seems to view it as problematic either. Rather, girls are habituated to this practice because they are not given the space to express themselves. To increase the self-efficacy of the girls, it is suggested that the project organize an interaction program between CLC girls and girls of similar age but from different settings so they can learn by observing and working on their confidence.

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

In the baseline, the indicator around schools was not collected since the project was yet to start the intervention and had only identified the probable schools where the girls are likely to enroll.

Intermediate Outcome Indicator 3.1: Gender Sensitive teacher tool

TABLE 48:GENDER-SENSITIVE TEACHER TOOL

IO Indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
The average score in the '" gender-sensitive teacher tool"	Gender-sensitive teacher tool Barefoot analysis (Classroom observation) KIIs with headteachers	FDM	0 (no progress)	Actual	Y

Major qualitative finding	The school lacked basic infrastructures like separate toilets for girls and boys, even the present ones were unusable, schools did not have the continuous provision of giving sanitary pads to girls nor proper disposing mechanism. Headteachers were unaware of GESI Gap Assessment, hence not part of the SIP.

Key Intermediate Outcome 3.1 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. However, data for this indicator was not collected due to the project's delay in school-level intervention. Hence, the value of this indicator is 0.

TABLE 49: ATTITUDE CHANGE INDEX SCORE

IO	IO Indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
Schools having created enabling and supportive environments for OOS girls' learning	Attitude change index score (%)	In school boys and girls survey FGD with in-school girls and boys	Quantitative: PIN Qualitative: FDM	0	Actual	Y
Qualitative finding	NA					

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

Intermediate Outcome Indicator 4.1: family members who have supportive behaviors towards girls' education and employment

By the end of the project, the project aims to foster positive social norms among parents and community members to encourage delayed marriage and allow OOS girls to pursue their life plans. Overall attitude change index was calculated by aggregating scores on attitude-related statements around child marriage, social norms, and OOS girls' education. The overall indicator value for the indicator is 95.3%, implying that parents showed a high level of interest in delaying child marriage while supporting her in the life plans.

TABLE 50:SUPPORTVE BEHAVIOR TOWARDS GIRLS' EDUCATION AND LIFE PLANS

IO	IO Indicator	Sampling and measuring techniques used	Who collected the data?	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?

Communities and authorities foster positive social norms that encourage delayed marriage and realization of M/OOS girl's life plan	% of OOS adolescent girls' families with a changed attitude	Girls' and HH survey FGDs, KIIs with girls, parents, government officials	FDM	95.3%	96%	Y
Major qualitative finding	Parents are unlikely to allow girls to leave home to go to work. But, at the same time, parents were willing to allow girls to acquire skills like tailoring so that they can save the expenditure at home given the project bears all the expenses of going to the training as well as buying the sewing machine.					

Table 51 illustrates the disaggregated data on the parental attitude which has been categorized as showing 'positive attitude,' being 'neutral' and portraying 'negative attitude.' From the table, it can be stated that 71.3% of the sampled parents showed a 'positive attitude' towards delaying child marriage as well as supporting the girls to achieve their life plans. Similarly, 27.3% of parents were neutral towards the issues while only 1.5% of parents appeared negative, implying that they had no intentions of delaying early marriage and supporting girls achieve their life plans.

TABLE 51: DISAGGREGATED DATA ON PARENTAL ATTITUDE ACROSS AGE AND ETHNICITY

Parental Attitude	Age group of girls		Muslim		Total (N=400)	
	10-14 year (n=258)	15-19 year (n=142)	Muslim (n=134)	Non-Muslim (n=266)	%	N
Positive Attitude (above 70%)	73.6%	66.9%	70.9%	71.4%	71.3%	285
Neutral (51-70%)	24.8%	31.7%	28.4%	26.7%	27.3%	109
Negative Attitude (up to 50%)	1.6%	1.4%	0.7%	1.9%	1.5%	6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	400

Source: Household Survey

Among the girls aged between 10-14 years, 73.6% of parents portrayed 'positive attitude', 24.8% of parents were neutral while a low proportion of parents, 1.6% of the parents showed 'negative attitude.' Similarly, among the girls aged 15-19 years, 66.9% of the parents were deemed to have a 'positive attitude,' 31.7% parents were 'neutral' and only 1.4% of the parents appeared to have a 'negative attitude.' Figures show that there is not much difference in the attitude of parents across the age groups.

In terms of ethnicity, while 71.4% of non-Muslim parents appeared to have a 'positive attitude,' 70.9% of the Muslim parents portrayed this attitude. Likewise, 28.4% of the Muslim parents were neutral compared to 26.7% of the non-Muslim parents. lastly, while 1.9% of the non-Muslim parents had a 'negative attitude,' towards early marriage and supporting life plans, only 0.7% of the Muslim parents stated their negative attitude. Comparatively, there isn't much difference in how parents perceive early marriage and supporting life plans of girls in both ethnicities.

However, the qualitative findings contradict these quantitative findings. In both districts, parents weren't as willing to support girls' education and their life plans as the data portrays. Parents were still bound by the

traditional belief that girls should be limited within the household only. Therefore, parents did not hesitate to marry off their girls early. Nevertheless, parents are now conducting the Gauna ceremony of the girls once she is older. In terms of sending girls to school, parents believed that it does not matter whether the girls are educated or not since they will be bound within the household chores once married. Moreover, all parents showed security concerns over sending girls to school once she is 14/15 years old. The parents were willing to send the girls to primary school which was available in the nearest vicinity. That is all the education the girls can acquire since for higher classes the girls have to travel further and the parents aren't willing to take the risk.

Apart from this, researchers observed discriminatory attitudes among the parents. Families preferred sons over daughters and men still bore the economic responsibilities of the family. As stated by the headteachers and education officers from both districts, people in the intervention areas were still bound by traditional thoughts and are biased too. while the sons are sent to private school, girls hardly make it to the public school. The headteacher in the Rautahat district commented on the irregularity of the girls to school due to her engagement in household chores, while the male sibling from the same family is regular. Likewise, project staff of both districts remarked about these evident biases of parents. according to the project staff, it is still difficult to convince parents to invest in girls' education, but they are willing to send the girls to study as long as the project supports and not beyond that. Regarding investing, parents are reluctant because they refrain from making double investments in girls. They are aware of the large amount of money needed for her marriage and start saving early.

The project has mainstreamed intervention against child marriage and associated harmful norms/practices with the engagement of local government, change champion, and one-on-one family engagement activities. Additionally, the life skill curriculum includes sessions around these issues for the girls.

In terms of supporting girls in their life plan, qualitative findings also showed that parents were willing to send the girls to training as long as the training is conducted in their neighborhood so that one member of the family can always monitor the girls. if the training were to take place in other towns, the parents stated that as long as someone from the family can accompany the girl, or if the girls are going in groups, they will not permit the girls to travel to participate in that training. Correspondingly, when the parents were asked if they would invest in the business plans of the girls, all parents participating in the FGD from both districts unanimously said they would support financially as well as help the girls in the household chores so that girls can invest more time on it. However, the project staff in Bara refutes this stating that parents were willing to support the girl as long as the project is investing; when it comes to investing their money, parents step back.

Despite the positive attitude shown by parents in terms of their willingness to support the girls and their life skill plan, it is unlikely that the girls can succeed in achieving their targets. The negative impact of the traditional socio-cultural beliefs, conventional gendered role division, and poverty will hinder the girls from achieving the targets as anticipated by the project. Though the project has intervention at the community level, it will be challenging for the project to bring the positive attitude portrayed by the parents into practice. A rigorous awareness campaign on the positive aspects of educating girls and organizing life interaction sessions with girls who have academically as well as professionally excelled and through influential figures in the community is suggested. In addition, it is also suggested that the project instigate livelihood activities that involved not just the girls but also household members, more preferably in pairs like mother-daughter, mother-in-law, and daughter-in-law so that parents can also engage in livelihood generation and grant more space for the girls to grow.

OOS adolescent girls' families who use the cash grants to support their life plans

OOS adolescent girls, as envisioned by the project would transition by either enrolling back to school or by choosing to start safe employment. In either of the cases, the project would support the OOS girls to achieve their aspirations by providing them with non-cash materials. Those girls who wish to enroll in school would get the necessary materials to continue their studies or establish an enterprise to generate livelihood independently. Since girls during baseline had not yet transitioned, the value was 0 for this indicator.

Nevertheless, the qualitative findings show that parents were willing to support the girls in cash support or in terms of managing household chores so that girls can invest more time towards their business. However, this contradicts with the information shared by project staff who stated that even though parent appears in position at this point of time when it comes to investing from their asset, they step back and expect the project to do the entire investment. As for the girl, most of them were expecting to learn tailoring and few of them showed interest in learning beautician training.

TABLE 52: CASH GRANT SUPPORT

IO	IO Indicator	Baseline value	EL target	Will the IO indicator be used for the next evaluation point (Y/N)?
Communities and authorities foster positive social norms that encourage delayed marriage and realization of OOS girl's life plan	% Of OOS adolescent girls' families who use the cash grants to support their life plans	0	65%	Y
Major qualitative findings	Though the parents stated that they would support the girls in cash and by helping in the household chores so that she can initiate her own business, the project staff revealed that unless the project is investing, the parents are unlikely to help the girls with cash support.			

OTHER FINDINGS

This section includes information on child safeguarding, family members' knowledge on climate change, and disaster risk reduction and preparedness. This information collected is not explicitly linked with the indicators, but these topics capture a general view of girls which would contribute to achieving the larger goal envisioned by the project.

OOS girls who can identify where to report any safeguarding concerns

The primary beneficiaries of the project are marginalized out-of-school adolescent girls aged between 10-19 years living in a relatively insecure community. The project interventions are designed to raise awareness regarding not just only family planning and early marriages, but gender-based violence too. During the baseline evaluation, it was known that the project had placed loud-speakers in the premise of temples that plays awareness-raising information on gender-based violence and early marriage. They have also partnered with local radio stations that air such information. Moreover, they have a mobile miking system that goes from town to town playing the information on these issues.

During the consultation with the girls at CLC, the girls informed they learned about the importance of reporting the cases of gender-based violence to the concerned person. when asked if they should report the cases of any form of violence inflicted upon them, 89.5% of the girls stated that it should be reported, 2.5% of them said it should not be reported and 8% of the girls were not sure about what should be done. Furthermore, the girls were asked about the places or people they could report the case, to which most of the girls said parents, police, and CLC facilitators, as stated in the table below.

TABLE 53: RANKED PREFERENCE OF GIRLS TO REPORT

Reporting agency	Rank 1	Rank 2	Rank 3
Police	64.5%	10.0%	17.3%
Local government officials	1.5%	30.3%	10.3%
Parents	21.3%	31.0%	27.8%
Teachers	0.3%	0.8%	5.3%
CLC facilitators	5.8%	16.3%	24.3%
Change champions	0.0%	0.5%	0.5%
Project staff	0.3%	3.3%	5.0%
Toll free number of Aarambha	0.3%	0.5%	1.3%
Don't know	6.3%	7.5%	8.5%
Total	100.0%	100.0%	100.0%

Source: Girl's Survey

During the qualitative consultations with girls, only girls from two CLCs in Rautahat stated that there is the Aarambha toll-free number where they can report the cases of violence. Other girls, when asked where they can report, they simply stated police, parents, or CLC facilitator. CLC facilitator of Rautahat district further stated that girls preferably use the toll-free number besides telling their parents because they cannot go to the police station to report the incident since they have to interact with men. And also, because the policemen are mostly local people who will report it back to their parents and the girls are likely to get beaten for this.

Correspondingly, similar questions were asked to the parents too. Data shows that 60% of the sampled parents said that any form of violence inflicted upon girls should be reported to people other than parents. accordingly, when inquired about the reporting agencies, the top three pick of the parents were, police, parents, and CLC facilitator in the same order. However, qualitative findings revealed that parents prefer the girls telling it to parents only. The reasons cited by parents participating in the consultations were that primarily it would humiliate the family. Mothers stated that community members will look down on the family if such information is shared with outsiders. Secondly, questions will be raised on the girl's character which will make it hard for her to get married in the future. Also, the girls and their families will be the subject of judgment across the town. Therefore, parents thought it would be best to conceal such information within the four walls.

Climate change, disaster risk reduction, and preparedness

One of the new components in the third cohort is the activities to raise awareness on climate change, disaster risk reduction, and the preparedness to combat it. Parents were consulted regarding their knowledge on the subject matter and their practice.

Of the total sampled household, 64.5% of them reported they were aware of what climate change was. When probed further and asked the reason behind climate changes, utmost respondents cited it was God's will, that is, 25.3% of the respondent thought that it was caused because of some sinful act. 21.4% of them said it was because of increased use of plastic, followed by 18.9% of them saying it was because of building

more concrete houses, 18.3% said it was caused by burning such as burning woods for cooking, burning waste/agricultural products. Only 16.1% of them said it was because of increased deforestation.

Similarly, respondents were also asked if they were aware of the impact of climate change on our day-to-day life, to which 24.1% of the respondents said it reduced their agricultural yields, 21.6% said the temperature fluctuation causing some days to be too cold while other too hot and 20.4% said it led to a drought. Likewise, 17.2% stated that it caused epidemics and 16.6% of the respondents said it caused disasters such as flood, fire, and erosion.

In addition, people were also asked about ways of reducing the impact of climate change, to which 27.2% of the respondent said afforestation, 22.2% believed that worshiping god would ease the situation, 19.3% stated reduced usage of plastic would reduce the impact of climate change, 17.4% reported that using alternative means of energy can reduce the impact while 13.9% said reducing the usage of firewood could reduce the impact of climate change.

These responses imply that people do not have distinct knowledge regarding climate change, though they could make inferences based on their own experience. From the qualitative consultations, it was known that people did not have accurate information on climate change except that it caused an annual flood during which they had to take refuge in the neighbor's house since their own houses are submerged in the flood. They revealed that during those times, they simply survive on water and beaten-rice.

TABLE 54: PERCEPTION ON CLIMATE CHANGE

Cause of climate change			Impacts of climate change			Ways to minimize the impact		
Response	Percentage	N	Response	Percentage	N			
God's will	25.3%	205	Too hot or cold weather	21.6%	179	Worship more to please God	22.2%	177
Burning (woods for cooking, burning waste/agricultural products)	18.3%	148	Drought	20.4%	169	Using alternatives means of energy	17.4%	139
Building more concrete houses	18.9%	153	Reduced agricultural yields	24.1%	200	Planting more trees	27.2%	217
Use of plastics	21.4%	173	Disasters (flood, erosion, fire)	16.6%	138	Reducing plastic usage	19.3%	154
Clearing of forest areas	16.1%	130	Epidemics	17.2%	143	Reduced use of firewood	13.9%	111
Total	100.0%	258	Others (specify)	0.0%	0	Others	0.0%	0
			Total	100.0%	258	Total	100.0%	258

Source: Household survey

Furthermore, it was inquired among the respondents if they had faced any form of natural or human-induced disaster in the last five years to which 68.3% of them said they had. The most common form of disaster stated was flooding (33%) followed by the earthquake (21.6%) and fire (19%). Landslide (14%) and lightning (12.4%) were also reported among the disaster the respondents faced. These disasters had a direct implication on the lives of people; 25.2% of the people lost their lives during the disaster, 24.2% of the

respondents lost their property. Among others, 14.1% lost their jobs, 13.8% of the people were displaced from their homes, 11.7% had physical injuries or even deformities and 11% of the people said disaster led to epidemics.

At times of disasters, people primarily turned to their neighbors for help as shown by the data. 29.5% of the people stated that they would turn to their neighbors for immediate help, 26.4% said they would turn to police and 22.8% said the local government office. Other than that, 12.9% said they would turn to local institutes and 8.3% said they would as the Red Cross or other I/NGO for immediate assistance. From the qualitative consultations, it was revealed that other than the neighbors and after some days the police and local government, immediate assistance was always taken from the neighbor as stated by all the participants of the FGD in both districts.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on quantitative data and qualitative consultations, it can be concluded that even though the parents appeared to be supportive and portray positive attitude towards girls' education and life plans, girls are held from probable opportunities because of the deeply rooted conventional social norms and gendered role division still evident in the project intervention areas. The study demonstrated that girls still lack decision-making ability which has a direct implication on their prospects along with their self-esteem.

Learning

Literacy and numeracy of girls were measured using the ASER tool which classified girls into four different categories – "non-learner", "emergent-learner", "established-learner" and "proficient learner". The majority of girls who appeared on the learning tests were deemed as "non-learners (36.4%)", and 'emergent learners (56.1%)' while there are very few established learners and proficient learners. Girls' learning proficiency remained similar among girls who have never been to school and those who attended school for a certain period and dropped out. This shows that the girls' school status (either dropped out or never been to school) does not have any effect on their learning. By the endline evaluation, the project targets to increase the level of proficiency at least one step above than the baseline for every girl. Girls deemed English subjects as the most difficult among the three subjects among all three subjects. The project should revise the modality of classes, at least for English subjects where the girls have the opportunity to learn through audio-video medium along with textbooks.

Transition

Transition pathways map different tracks that the girls might undertake throughout the project implementation period. The project aims to enroll girls interested in studies into formal schooling, and those who do not follow the learning track to vocational skills. As per the findings of this evaluation, transition pathways for respondents of different sub-groups were different. While some of the girls wanted to re-enroll in school, others wanted to join vocational training. Qualitative findings showed, the girls who belonged to the age-group 10-14 aspired to enroll in school, while those who belonged to the age group 15-19 were not keen on re-enrolment, rather, they wanted to join vocational classes. Hence, the project should introduce more vocational opportunities to the girls besides tailoring and establishing a network with employers (such as industries or fair-trade organization which employs home-based workers) where the girls can utilize their skills and earn a livelihood rather than establishing their own.

Sustainability

The sustainability of the project focused on community, school, and the functioning of the Girls and Inclusive Education Network (GIEN). The community-level indicator focused on changing people's attitudes on child marriage. While the quantitative data paints a positive picture showing a changed attitude of parents towards early marriage, education, and even in terms of supporting life plans. However, qualitative findings show the contrary; it shows that even though parents have relatively changed in terms of delaying marriage, they still are not positive in terms of supporting girls in acquiring education beyond primary school and employment. PIN can, therefore, conduct a door-to-door awareness program or design a new intervention altogether that will precisely impact on attitude change of the community.

The school-level sustainability indicator to create a gender-sensitive learning environment by formulating a supporting committee was absent as the project is yet to start interventions at schools. Given the availability

of resources and infrastructure at school, it is less likely that the schools where girls are likely to transition into will be able to create a conducive learning environment for the transitioned girls as anticipated by the project. This warrants immediate project attention to assess the school resources and also to start school-level activities soon.

In terms of sustainability of the GIEN, it is also in the preliminary phase and no activities were done at the time of baseline evaluation.

Intermediate Outcomes

The first intermediate outcome of the project is related to the regularity of the girls to CLC. For better learning outcomes, it is expected that girls regularly attend the CLC classes. However, amidst harvesting season, festivals, and household chores girls are not able to attend the CLC classes. Under such circumstances, the change champions should seek ways to influence the parents to support the girls to attend classes regularly and refrain from being absent due to the responsivities given at home.

The second IO which relates to the ability and engagement of girls in the household decision making found that girls had very little to make and to contribute to the decision made at home, even if it concerns her. For example, even to make small purchases for herself, she needs to seek permission from her parents or to go out with friends. Once married, she has to comply with the decisions made by the in-laws and husband even on minute things like what is to be cooked for lunch or dinner. While the male member of the house makes all financial decisions, the female does it within the household matters. And depending on the hierarchy of relationships, where the girls are always at the lowest position compelling her to follow the decisions taken by others without anyone consulting her.

The third Outcome on life skill index measured girls' attitude, knowledge, and practice about financial literacy, family planning, and social skill.

With regards to financial literacy, the overall literacy index showed the financial literacy level of girls to be 47.75%. By the endline, the project aspires to reach 70%. The quantitative figures show that the girls have a fair level of financial literacy, though not all girls have much access to money, therefore no savings. Qualitative findings showed that not many girls were familiar with banking systems and terminologies. However, girls who had family members on foreign employment knew they received the money at the bank. Other than that, they had no knowledge related to finances as it was always the male members who handled it.

The family planning index had questions surrounding girls' knowledge, attitude, and practice on basic family planning processes like gaps between children, use of contraception, access to contraception among others. The overall life skill index for family planning was only 17.9% indicating that girls' knowledge, attitude, and practice of family planning is fairly poor. One of the major reasons behind it was the access to family planning devices and the decision to use them, which was mostly done by others. The endline target set by the project is 50%.

The social skill tool was designed to gauge OOS girls' self-belief to successfully navigate a difficult situation, and make good decisions. The overall social index score was just 36.3% implying that girls have low self-esteem and low confidence. Qualitative consultations with girls showed that girls have such low self-esteem is because they do not feel capable of doing anything more than a household chore. In addition, since all decision was placed on the girls without consulting, they depend on others for everything. By the endline evaluation, the project aims to reach the target of 65% self-efficient girls.

The fourth intermediate outcome aims to foster positive social norms among parents and community members to encourage delayed marriage and allow OOS girls to pursue their life plans. Quantitative data portrayed exceptionally positive parents who were willing to delay the marriages of girls as well as support them in their education and life plans. On the contrary, qualitative data revealed that parents are willing to and still are marrying off their daughters early under the social pressure, poverty, cultural norms, and the fear that the girls will elope humiliating the family.

All in all, the baseline evaluation shows that girls are full of potential to do well in their studies given sufficient support at the learning institutions and home. Despite the amount of work at home, girls are eager to continue their studies. nevertheless, learning at CLC for just nine months may not be sufficient for the girl to transition into schools at higher grades, especially in English and Nepali subjects.

Stillmore, for the girls who are looking forward to uptake a vocational skill, more options need to be introduced to them, other than tailoring and embroidery works. Girls are likely to choose these options only because this work can be done at home without traveling and at a low cost too. Therefore, the project needs to explore more vocational skills that can be done by home-based workers and connect them with some industries.

The parents are aware of the implication of early marriage and the need to educate girls as well. However, due to societal pressure, they are unable to bring that knowledge into practice. Therefore, the project needs to plan interventions that encourage parents to initiate the change process going beyond the conventional and rigid gendered role division.

The project can, however, actively engage with parents and schools to foster attitude change. In other words, it is only with the engagement with parents and community members the project can yield more tangible results as compared to its engagement with OOS girls. To begin with, the project's engagement with parents in the form of dialogues and awareness activities to help them realize the importance of delayed marriage is very relevant and is also of urgent requirement. The changed attitude of parents will automatically increase girls' freedom to be involved in other activities.

Recommendation

The girls show immense potential to do well in literacy and numeracy skills. From the baseline evaluation, it was seen that girls deem English and Nepali subjects more difficult than Math. Since both of these subjects relates to mastering language skill, it is suggested that the project conduct audio-video sessions in the CLC classes where the girls can learn by seeing and hearing along with their textbooks.

- In regards to the CLC classroom setting, researchers observed that the classroom was in quite a poor condition; small classroom space, insufficient light, and ventilation. Often, the classrooms did not have a drinking water facility or toilet. Therefore, it is suggested project keeps in consideration while seeking space for the CLC classroom and making the appropriate arrangements.
- Establishment of a newspaper corner/mini-library with books on English and Nepali so that girls can practice reading.
- At the time of baseline evaluation, while all girls are encouraged to transition into school, the project needs to assess the school in terms of the school's willingness to accommodate the girls into class with other students who come to school regularly. It was known through the headteachers that they are likely to place the girls in a separate class and assign teachers for them as they are likely to feel incompetent as compared to other students. Hence, the project needs to be cautious of this too. Along with this, assessment of the availability of other resources must also be done; for instance, extra

remuneration for the teachers to assist the girls, proper toilet facility (separate for boys and girls), sanitary pad available for girls at the least.

- Similarly, for the girls opting for vocational skills, the project can develop pathways for the girls to get linked with established enterprises rather than hoping the girls to start their own. From the baseline evaluation, it is evident that parents are unlikely to invest in their daughter's business and it is unlikely for the girls to be able to continue their livelihood generation independently. Therefore, EE feels that is it best that the project connects the girls to enterprises where they can readily implement their skills while still working from home. Likewise, the transition outcome can add a new indicator that captures the percentage of girls who have successfully started making a livelihood.
- Moreover, the security concerns of the parents were identified as one of the barriers for girls to go to school or participate in the training. Parents are reluctant to send girls to school stating that it is far from their neighborhood. EE believes that the project lobbies with the school and local government to initiate higher education facilities in the same school where the girls are coming to receive primary school. This could increase the retention rate of the girls too.

  With regards to the safety concerns of sending girls to training, EE suggests that the project modify the modality of the training to make it more inclusive such that the training takes place in pairs: mother-daughter or MIL-DIL pair. Since one of the guardians is with the girls all the time, it is likely to increase the participation of the girls in the training as well as higher chances of them implementing it too.

- With regards to household decision making, the capacity of girls to make decisions for themselves is non-existent which stems from gendered power imbalances within households. This deep-rooted social norm can only be tackled through intensive training to household members of the OOS girls on discriminatory social norms and attitudes. Therefore, PIN is suggested to work closely with the household members for an extended period. Only a few awareness campaigns might not be effective for behavioral improvement.

- With regards to the perceived poverty among parents that are holding them to invest in their daughter's education, the project could initiate some livelihood generation activities targeting unskilled households than individual members to ensure a constant flow of income such as recycling goods, driving, construction skills, packaging, knitting, embroidery or handicrafts that will fetch them some market value.

LESSONS LEARNT

Based on the experience of baseline evaluation of Cohort III and previous cohorts, EE drew the following lessons:

- One of the major lessons learned is that the duration of the CLC classes is short. While the girls get the opportunity to garner basic literacy and numeracy skills, 8 months of classes are still short, especially for those girls aspiring to continue learning at school, where they have to study multiple subjects and the dexterity demand is also relatively high.
- Based on the previous cohorts and interaction with the headteachers and project staff, EE learned that while the CLC focuses on basic literacy and numeracy skills, it often lacks sufficient learning materials. The project focuses on adopting multiple teaching and learning materials but has overlooked the need of the girls to practice those learning too. For instance, if the project could establish a newspaper stand or a mini library with some books in Nepali and English, the girls need not look for materials to practice more.

- While the project activities are designed on increasing the proficiency level in literacy and numeracy skills of OOS girls, little work has been done to retain the girls who transition into the school. Therefore, more activities need to be designed at the school level along with the community level to prevent girls from dropping out.
- A learning and sharing event among the facilitators every quarter would allow the facilitators to learn and adopt the best practices from their fellow facilitators.
- A separate evaluation for the girls after the transition is needed since we are not aware of the status of the girls once they transition. More specifically, little is known about the effectiveness of the vocational classes and the success rate after transition as this aspect has never been covered during the cohort evaluations.
- A major factor determining the sustainability of the project activities is the engagement of household members in livelihood generation activities. Without a regular flow of income, it is unlikely that the girls can continue practicing the learnings acquired via project nor will the families have a valid reason to girls an opportunity to go beyond their custom and norms.

ANNEX 2: LOG-FRAME

Total number of learning beneficiaries of cohort 3: 2528

ANNEX 3: COHORT APPROACH EVALUATION

Project Response:

Project has commissioned third party external evaluator namely Foundation for Development Management (FDM) to conduct outcome and intermediate outcome level evaluations, including baseline and endline for each cohort and the project cycle evaluation after the completion of the project. Hence, key learning, transition and sustainability outcomes will be monitored and evaluated by the FDM in close consultation and guidance of the project.

ANNEX 4: BENEFICIARIES TABLE (SAMPLE DATA)

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

- Age: 10-19 years
- Age: 10-14 years: Married and Unmarried OOS adolescent girls
- Age: 15-19 years: Married OOS adolescent girls
- Marital Status: married and unmarried or in a union or is waiting for "Gauna" ceremony
- School Status: out-of-school girls who have never attended school, out-of-school girls who have attended schools but have dropped out
- Residence: living in the project target area

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

This section illustrated the characteristics subgroups and barriers of the sampled population.

Characteristic/Barrier	Proportion of baseline sample (%)
Single orphans	N/A
Double orphans	N/A
Living without both parents	N/A
Living in female headed household	47%
Married	30%
Mother under 18	16%
Mother under 16	0.0%
Difficult to afford for girl to go to school	25.25%
Household doesn't own land for themselves	20.0%
Material of the roof (material to be defined by evaluator)	51.50%
Household unable to meet basic needs	22.50%
Gone to sleep hungry for many days in past year	14.8%
Lol different from mother tongue	100%
Girl doesn't speak Lol	N/A

HoH has no education	94%
Primary caregiver has no education	N/A
Didn't get support to stay in education and do well (%)	N/A
Sufficient time to study: High chore burden (evaluator to specify threshold, %)	28.80%
Source: Household Survey and Girls' Survey N = 400	

Comments on program

a. *Data collected from direct beneficiaries*

The project is primarily working with Unmarried and married Out of School (OOS) girls (with or without children) between 10 to 19 years of age. These girls have either dropped out of school or have never been to school. Initially, the project had envisioned identifying 2125 (OOS) girls (2528 girls in C3) from two rural municipalities, each from Bara and Rautahat districts, which would constitute 60% and 40% of girls between the age group 10-14 and 15-19 respectively. The assumption of the project to enrol 60% of the girl of age 10-14 years, and the remaining 40% of the beneficiary target for the 15-19 age group was to increase the interest of girls in mainstream education.

b. *Reliability of proposed number of beneficiaries*

The project aims to reach 8500 M-OOS adolescent girls by the end of the project in 4 years; which makes up reaching approximately 2125 girls each year. This is an education project and the key objective of this non-formal education is to mainstream these girls and groups into formal education. Thus, in a transition phase, the project aims to transit more than 60% of girls in formal education in line with their learning achievement and specific ages. The initial identification of the beneficiaries was done through a pre-baseline survey after which the re-verification was done by the project team which allowed confirmation that each beneficiary met the selection criteria. The sample of 400 girls was calculated thereafter where the sample represented at least 50% of the learning centres. Furthermore, to calculate the sample for each of the sub-groups as defined by the project the sample for each sub-group was drawn from a total number of beneficiaries and was divided proportionately among each subgroup. The subgroups are as follows:

- OOS adolescent girls who are married /unmarried and have never been to the school of age 10-14
- OOS adolescent girls who are married and have never been to the school of age 15-19
- OOS adolescent girls who are married /unmarried and dropped out from certain grade of age 10-14
- OOS adolescent girls are married who dropped out from certain grade of age 15-19

This ensured that the sample was representative and reliable for the analysis.

c. *Accurate age of beneficiaries, and challenges encountered when capturing the age of the beneficiaries*

Recording girls' age is difficult during enrolment because many girls did not know their age. Even most of the parents of these OOS girls did not know the exact age. This was because parents did not keep track of the age when the girls were born. When respondents could not mention their age or when the age specified by the respondent appeared skeptical, enumerators asked parents their year of marriage and after how long they gave birth to their first child. The difference between the current year and the year of the first child was the correct age of the OOS girl. Moreover, in most cases, parents who could not tell the age could tell the year of birth from which actual age was derived.

ANNEX 5: BENEFICIARIES TABLE (PROJECT MAPPING DATA)

TABLE 55: DIRECT BENEFICIARIES BY AGE

Age (adapt as required)	Proportion of cohort 3 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Aged <10	NA	Cohort 3 Master list
Aged 10	9%	
Aged 11	9%	
Aged 12	12%	
Aged 13	13%	
Aged 14	24%	
Aged 15	3%	
Aged 16	3%	
Aged 17	5%	
Aged 18	8%	
Aged 19	14%	
Aged 20 +	NA	
Unknown	NA	
N =2529		

TABLE 56: TARGET GROUPS-BY OUT OF SCHOOL STATUS

Status	Proportion of cohort 3 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
E.g. Never been to formal school	**49%**	**Cohort 3 Master list**
E.g. Been to formal school, but dropped out	**51%**	**Cohort 3 Master list**
E.g. Enrolled in formal school	**NA**	
N = 2529		

TABLE 57: DIRECT BENEFICIARIES BY DROP OUT GRADE

Level of schooling before dropping out (adapt wording as required)	Proportion of cohort 3 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Nursery/K.G./Kindergarten	3%	Cohort 3 Master list
Never been to school	51%	
Grade 1	10%	
Grade 2	18%	
Grade 3	18%	
Grade 4	14%	
Grade 5	18%	
Grade 6	9%	
Grade 7	11%	
N = 2529		

TABLE 58: OTHER SELECTION CRITERIA

Selection criteria	Proportion of cohort 3 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Divorced/Separated	0.1%	Cohort 3 Master List
Married	28.8%	
Married and waiting for Gauna	6%	
Unmarried	65%	
Widowed	0%	
N = 2529		

TABLE 59: OTHER BENEFICIARIES

Beneficiary type	Total project number for cohort 3	Total number by the end of the project.	Comments	Data source – Project monitoring data, data from sample

				used in external evaluation or assumption?
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.	1067 Boys	4000 Boys		
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.	1067 Girls	4000 Girls		
Teacher / tutors beneficiaries – number of teachers/tutors 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.	100 teachers	4000 teachers		
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging	2529 family members 100 Chane Champions	8500 Family members 280 Community gatekeepers		

/dialogues, community advocacy, economic empowerment interventions, etc.	285 omen-led community networks and other active literate women from the community 100 young male community members 100 community members	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		

ANNEX 5: MEL FRAMEWORK

Our Turn - Accelerating Life Skills, Literacy and Numeracy of Married Adolescent Girls

Monitoring, Evaluation, Learning (MEL) Framework

Implementing agencies:

People in Need (PIN) Nepal

Aarambha

Aasaman Nepal

External Evaluator:

Foundation for Development Management Pvt. Ltd.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ACRONYMS

DFID	Department for International Development
PIN	People in Need
MEL	Monitoring, Evaluation and Learning
MEAL	Monitoring, Evaluation, Accountability and Learning
GEC	Girls' Education Challenge
GECT	Girls' Education Challenge- Transition
LNGB	Leave No Girl Behind
M-OOS	Married Out of School
OOS	Out of School
NDHS	Nepal Demographic and Health Survey
SGBV	Sexual Gender Based Violence
SRHR	Sexual and Reproductive Health and Rights
FM	Fund Manager
SMC	Senior MEAL Coordinator
CPFP	Child Protection Focal Person
EE	External Evaluator
FDM	Foundation for Development Management
RP	Responsible Person
GESI	Gender Equality and Social Inclusion
T&L	Teaching and Learning
PSEA	Policy on Sexual Exploitation and Abuse
ITT	Indicator Tracking Table
WG-CF	Washington Group- Child Functioning Questions
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
KII	Key Informant Interview
ODK	Open Data Kit

1. INTRODUCTION

Funded by the DFID's Girls' Education Challenge, People in Need (PIN) Nepal will implement a five years project, "Our Turn" in Bara and Rautahat (other districts TBD) districts of Province 2. The project will work primarily with married, out-of-school (M-OOS) adolescent girls from the province, 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. Over the course of five years, PIN will work with 8,500 M-OOS adolescent girls, 17,000 of their families' members, 4,000 in-school girls and 4,000 in-school boys, 400 newly elected local government officials and community/religious leaders.

1.1. The Context

Province 2, one of the seven provinces of Nepal, is a home to a mix of different ethnic groups – most notably *Madhesis*, a category of Hindu ethnic and linguistic groups historically different from the Gangetic plain and *Pahadis* from Nepal's hill region. *Maithili* and *Bhojpuri* are the most spoken languages in this region, with a number of other ethnic minorities speaking their own dialect such as *Bajjika*, *Tharu* and *Urdu* in some parts. The region has the highest rates of illiteracy (41%)[18] in the country, with the highest proportion of females who have never attended school (58.7% of females compared to 32% of males)[19]. Adolescent girls in the region face a number of barriers on individual, community, and systemic levels in their access to education stemming from their low social status, which lowers their agency, access to information and services, and self-value. The recent Nepal Demographic and Health Survey (NDHS) 2016 showed that the province's net attendance ratio for female adolescents in secondary level is the lowest of all provinces (42%), resulting due to high school dropouts rates. Consequently, these lead to lower levels of numeracy and literacy among adolescent girls.

Early marriage is a significant factor leading to the higher dropouts among adolescent girls in the Province. The NDHS 2016 survey also showed that the adolescent marriage rate in Province 2 is 23% while 18% of girls aged 15-19 had already begun childbearing, both being the highest of all provinces. In Nepal, early marriage/pregnancies were found to have the highest percentage linkage (32%) to early drop out among girls aged 12-17[20]. Early marriage is therefore, closely matched and linked to the rates of early dropout, low attendance, and illiteracy for girls. The M-OOS adolescent girls in the region also have significant age difference between them and their spouses, which lowers their bargaining power with their husbands, in-laws, and acts as a barrier to their fulfilment of life plans and education. The percentage of girls aged 15-19 whose husbands are five or more years older than them in central terai is the second highest of all sub-regions at 42.2%[21].

Rautahat and Bara districts are two of the least performing districts within Province 2, in terms of development indicators especially relating to girls' education and life outcomes. For instance, both districts are ranked in the bottom (red-zones) in the Equity Index 2018. The Equity Index uses core dimensions of inequity and ranks the districts based on three educational outcomes-access, participation and learning. Bara, which has some of its municipalities bordered with India in the South, presents with unique socio-economic and cultural practices. For instance, cross-border marriages are quite prevalent in Devtal Rural Municipality which borders India, especially among Dom and Muslim communities. The findings from the formative research conducted by PIN Nepal in 2019 also strongly highlighted the social acceptance of early marriages and other harmful social practices, such as dowry

[18] Nepal Demographic and Health Survey (NDHS) Report 2016, Ministry of Health and Population, Government of Nepal.

[19] Nepal Living Standards Survey 2010/11. Statistical Report Volume One, 2011, Central Bureau Of Statistics, National Planning Commission Secretariat, Government of Nepal

[20] Economic Impacts of Child Marriage: Global Synthesis Report, 2017, World Bank and International Center for Research on Women

[21] Nepal Living Standards Survey 2010/11. Statistical Report Volume One, 2011, Central Bureau Of Statistics, National Planning Commission Secretariat, Government of Nepal.

system in these districts contributing early drop outs of adolescents from schools. Furthermore, the presence of law enforcement agencies was low and almost zero action were taken towards controlling such acts in research areas. The project thus, carefully considers the major issues identified during context and marginalization analyses while planning and implementing its interventions.

Overview of the Project's Beneficiaries and Activities:

1.2. Direct Beneficiaries

The project's primary beneficiaries include married out-of-school adolescent (10-19 years) girls of Province 2. The key sub-groups are highlighted in the table below.

TABLE 60: SUB-GROUPS OF DIRECT BENEFICIARIES OF OUR TURN PROJECT

Primary Beneficiary sub-group	Specific activity (ies) proposed for this sub-group	Learning outcome(s) (literacy, numeracy and other skills) expected	Transition outcome enabled by these activities for girls in this sub-group
Younger (10-14) married OOS adolescents without children who have dropped out of school less than a year ago	Literacy and numeracy course, life skills course,	Improved reading and writing skills by one grade. Life skills and peer network developed with in school adolescents to encourage married OOS adolescents to reenrol.	Formal school reenrolment to the grade corresponding to their literacy level post participation
Younger (10-14) married OOS adolescents who are mothers	Literacy and numeracy course, life skills course.	Improved reading and writing skills by one grade. Life skills and peer network developed to allow for enrolment further in non-formal literacy course or vocational training. Improved intra household bargaining power to negotiate adequate pregnancy spacing and other important life decisions.	Informal literacy enrolment, informal vocational training
Older (15-19) married OOS adolescents without children	Literacy and numeracy course, life skills course	Improved additional reading and writing skills by one grade. Life skills and peer network developed with in school adolescents to encourage married OOS adolescents to reenrol.	Formal school reenrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000
Older married OOS adolescents who are mothers	Literacy and numeracy	Improved reading and writing skills by one grade. Life skills and peer network developed to allow for enrolment	Informal literacy enrolment, informal vocational training

Primary Beneficiary sub-group	Specific activity (ies) proposed for this sub-group	Learning outcome(s) (literacy, numeracy and other skills) expected	Transition outcome enabled by these activities for girls in this sub-group
	course, life skills course.	further in non-formal literacy course or vocational training. Improved intra household bargaining power to negotiate adequate pregnancy spacing and other important life decisions.	Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000
Married OOS adolescents who still live in their natal family waiting for Gauna ceremony	Literacy and numeracy course, life skills course.	Improved reading and writing skills by one grade. Life skills and peer network developed to allow for reenrolment or enrolment further in non-formal literacy course or vocational training. Improved intra household bargaining power to negotiate adequate pregnancy spacing and other important life decisions.	Formal school reenrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training. Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000, depending on age (threshold is 14 years)

The grade into which the beneficiaries re-enrol into formal education will depend on their literacy levels at the baseline and after their participation in the activities. The project estimates the girls' current functional literacy and numeracy grade level to be at 0-3, and expects them to reach to 1-4 at the end of the intervention. To be able to enrol into government/public schools at grade 1, which is the starting grade in these schools, there are no restrictions in terms of literacy requirement. However, the girls should have corresponding levels literacy and numeracy in order to be enrolled into higher grades. The project expects younger adolescents who do not have children to transition into re-enrolment in formal education system.

With regards to the older girls or girls who are already mothers, the project does not find it realistic to assume that they will re-enrol in formal education at high rates. This is due to their heavy burden of household chores, the age differences between them and other students at the primary level, which is assumed a pull factor, and social norms surrounding older married adolescents' participation in formal education. The project addresses social norms within IO 3 and 4, however does not assume feasible to transform them fully for older girls. The project envisions other transition outcomes for these girls, as per the table above. Another factor affecting the transition into formal education for both younger and older M-OOS adolescent girls is the fact that for many of them Nepali – the language of instruction in formal education system – is not their mother tongue (*Bhojpuri* and *Bajjika* in Bara and Rautahat respectively). The project will thus use Nepali language, as the primary language of instruction. However, the local female facilitators who will take literacy, numeracy and life skills classes will have expertise in the local language (as they will come from the local community). As such, there will be the use of both Nepali as well as local language (Bajjika in Rautahat and Bhojpuri in Bara) during classes. All the learning tests and teaching-learning tools will be in Nepali. The main rationale behind this is- first, Nepali is the official language used in the formal education system. It is essential that the girls must be able to read and write in Nepali in order to reenrol and/or access other government services, which are provided in Nepali. Second, although the girls understand local

language in its spoken form, this does not necessarily mean they can read and write in their local language. Project consulted with its downstream partners and community stakeholders in order to come to this understanding. Thirdly, using only local languages in the learning centres would mean further restricting the girls to their own home/family spaces where they speak their language, and limiting their linguistic capacity to communicate with wider communities.

1.3. Indirect Beneficiaries

Our Turn will also work with other key stakeholders during the project duration, as described in the table below

TABLE 61: SUB-GROUPS OF INDIRECT BENEFICIARIES OF OUR TURN PROJECT

Indirect beneficiary category	Brief description, including proposed activity (ies)	Total number of indirect beneficiaries
Other OOS girls aged 10-19 (Output 3)	Out of school adolescent girls, aged 10-19 who are not married will attend workshops for girls and supported in reenrollment.	200
OOS boys aged 10-19 (Output 3)	Out of school adolescent boys, aged 10-19 who are not married will attend workshops for boys and supported in reenrollment.	200
In-school girls (Output 3)	In-school adolescent girls aged 12-16 will attend in-school workshops for girls.	3800
In-school boys (Output 3)	In-school adolescent boys aged 12-16 will attend in-school workshops for boys.	3800
Families (Output 4)	In-laws, husbands and family members of the direct beneficiaries will attend gender transformative workshops delivered by community and religious leaders, and use cash grants together with M-OOS adolescent girls to pursue life plans.	8500
Community gatekeepers (Output 4)	Community leaders and religious leaders will become Change Champions and participate in ensuring social norms pertaining to adolescent girls are negotiated with cultural sensitivity.	280
Women-led community networks and other active literate women from the community (Output 1, 2 and 3)	FCHVs, Mothers' Group members, GBV Watch group members and other active literate women will be trained to lead literacy and numeracy trainings, life skills workshops, and coaching and life-planning sessions. They will be capacitated to access local government funding that should be allocated to women and children's needs.	1134
Young male community members (Output 3)	Male community youth will lead gender-transformative workshops for in and out of school adolescent boys and engage in self-reflection on their own opportunities as allies.	400
Teachers (Output 3)	School teachers will be trained on gender-responsive pedagogy, learn nonviolent classroom management techniques and be facilitated in developing relevant codes of conduct.	400
Government authorities (Output 4)	Education Officers, Women and Children Officers, etc. will learn relevant policies pertaining to M-OOS adolescent girls' barriers to education and will be capacitated to address their needs.	300

Indirect beneficiary category	Brief description, including proposed activity (ies)	Total number of indirect beneficiaries
Community members (Output 4)	Wider community members will participate in community events and learn benefits of prolonging girls' education and delaying age of marriage.	700

1.4. Theory of Change

Our Turn'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.

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

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

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

Change Champions from the community will be engaged to challenge harmful social norms that affect M-OOS adolescent girls and create conducive environments within which they can pursue their life plans (Output 4). The project's work with M-OOS adolescent girls' families, government officials, community decision makers, and women-led community networks will ensure that the wider social context will enable M-OOS adolescent girls to pursue their informal and formal education aspirations

after the conclusion of the intervention. The Intermediate Outcomes 3 and 4 will also help ensure that the bi-causal linkages between early marriage and early dropping out are broken – helping future girls and boys from the community continue their educations.

1.5. Overarching Principles and Aims of MEL Framework

This MEL Framework aims at providing a comprehensive, practical and clear guidance to the project team, implementing partners, External Evaluator, Evaluation Steering Committee and the Fund Manager (FM) on the overall monitoring, evaluation and learning approach of the project. The framework is, further guided by the following key principles:

- The MEL system should be an integral part of the project management cycle, continuously providing robust and timely information/evidences for adaptive program management and learning.
- The MEL framework should clearly explain how the project regularly monitors its activities, the resources and the results; and how this translates into generating evidences, especially about working with M-OOS adolescent girls.
- The Framework should provide an overview of how the mechanisms for ensuring data quality and ethical standards are incorporated within the project's broader MEL system.
- The Framework should comprehensively describe how the project's outcomes, lessons learned, good practices and challenges faced are shared with and disseminated to the wide range of stakeholders.
- The Framework should consider the dynamic nature of MEL practices, clearly highlighting the iterations of monitoring, evaluation and learning approaches throughout the project cycle.

2. ETHICS

2.1 Individual lead on ethics

The Senior MEAL Coordinator (MC), Ms. Devika Rai, will be responsible for MEL related to the project, especially in terms of ensuring that the MEL is delivered within PIN's and the GEC's ethical standards and protocols. The MC will also oversee the design of internal MEL. The External Evaluator will also play a significant role in ensuring ethical norms during the project's MEL deliveries, particularly during data collection and conducting evaluations. The Designated Safeguarding Officer and Child Protection Focal Person (CPFP) will ensure that the processes and tools used in the evaluation comply with Safeguarding minimum standards.

2.2. Ethical issues identified

Married out of school adolescent girls are a highly marginalized group facing a variety of vulnerabilities. Therefore, consideration of ethical issues concerning protection and participation is of utter significance in order for the project to ensure the protection of the rights of beneficiaries and their meaningful participation in all MEL processes. The following are identified challenges and some of the measures PIN will employ to mitigate them.

Selection and design of data collection methods and tools

For meaningful participation of all beneficiaries, the tools development process will ensure that they are: gender sensitive, culturally sensitive, and age appropriate. All tools will use respectful language that does not discriminate or perpetuate unequal power relations and that takes into account literacy levels of participants. Where necessary, the tools will be adapted to allow inclusion of participants with disabilities.

In the tools content, special attention will be given to sensitive topics that some tools will cover, such as Sexual and Reproductive Health and Rights (SRHR) or potentially violence. Some of the life skills curriculum will cover safety (legal provisions related to various forms of sexual gender based violence, prevention and response mechanisms). The enumerators will be trained on the overall child rights

issues their guiding principles, and also on Washington group questions. The enumerators will be trained, prepared and equipped to respond and document a situation of a beneficiary disclosing violence or showing signs of mental distress. The enumerators will use referral sheets and follow the protocol, which will specify timeframe, roles, and responsibilities in the referral process. They will be trained on use of consent form while participating children in research and interview process. The Child Protection Focal Point will lead on collecting data of such instances and following-up after referrals. The ethical research guideline will guide the MEAL and research activities ensuring that the rights of the beneficiaries are protected. The enumerators will be trained on the use of ethical guideline while collecting data, interviewing and consulting with children for the evaluation of the project.

Decision on data collection methodology and type of data to be collected will be made considering needs for measurement of results, learning and considering research value: the validity of the study, and the importance of the research topic.

The project will implement a mix of stepped wedge and cross over design, wherein, the control group of first year will cross over to intervention conditions in the second year, and new control group will be identified for second year. Endline for control group will serve as baseline for the given group before crossing over to intervention conditions. This system will repeat in year 3 and 4. There will not be control group established for the year 5. This approach addresses the ethical concern of withholding the treatment from some participations.

Community leaders and other local authorities will be engaged in planning to ensure their support of the monitoring and evaluation design and activities. Findings from formative research will also help make decisions on making data collection methods and tools more suited to the socio-cultural context of beneficiaries and the community.

Recruitment and training

PIN and external evaluator (EE) will not hire enumerators aged below 18. To be culturally and gender sensitive, PIN and the EE will hire female enumerators with local language competency. During recruitment, both PIN and the external evaluator will follow the GECT and LNGB Guidance Note Steps for a Safe Recruitment, and ensure that meets minimum GEC standards. During recruitment, candidates' expertise and competency in the areas of safeguarding when working with children and vulnerable adults will be carefully assessed and verified through reference checks. Whenever possible, police checks and reference checks will also be conducted. Following appointments, the enumerators will be trained in protocols related to safeguarding and Code of Conduct including child rights issues in general.

To ensure ethical research process, the enumerators will be further trained in the principles of ethical research. The enumerators will be trained to be neutral, patient, to clarify terminology, and to facilitate participation from all. The training will cover and emphasize:

- Informed consent
- Privacy and confidentiality
- Do No Harm
- Whistleblowing
- Case handling and risk management
- Child Protection and Safeguarding of vulnerable adults including people with disability
- Cultural and gender sensitivity
- Protocol to follow in case someone discloses violence
- Recognition of signs of mental or emotional distress and related protocol
- Facilitator skills
- Washington Group- Child Functioning Questions

The enumerators will be trained on the part of maintaining confidentiality when girls reveal their violence related stories or where they are facing it within their family. In the cases of family involvement as a perpetrator, the enumerators will be oriented on how to take additional precaution as a part of protecting survivors' interest. They will be also trained on the reporting channels of PIN to report such cases. The case will be referred to the relevant service providers upon the survivor's consent. Designated Safeguarding Officer will lead these whole processes in accordance to the Case Handling Framework. Throughout the process, the best interest of child and do no harm policies will be adhered and will be at utmost priority.

All enumerators will be made aware of any known risks of taking part in the data collection process, and will be trained on the protocols in place to ensure their safety.

Data collection

While designing the data collection process, special importance will be given to respecting participants' time commitments and potential risks. In particular, the following issues will be considered: would participation interfere with other commitments, is the data collection location sufficiently private, safe, conveniently located, accessible, will participation create any additional burden or distress for the participants. The enumerators will ensure the environment where the data is collected is comfortable, and M-OOS adolescent girls feel like they can freely express themselves, without being judged, and like their opinions are encouraged and valued. Special attention will be given to the power dynamics during FGDs, IDIs and KIIs. For example, attention will be given to age, gender and ethnic background of enumerators keeping in mind the context of the project areas. The enumerators will be trained to mitigate against power differences – for example paying attention to the seating arrangement, their language, their body language, etc.

To include diverse perspectives, the data will be collected from beneficiaries from groups of various age, caste, ethnicity, literacy level, location, disaggregation on married with and without children, etc. In addition, sub-groups as per the table 1 (Section 1). To ensure meaningful participation of beneficiaries who are already mothers, the data collection process will account for their unique needs – when appropriate, the MEL team will provide childcare services to allow the participants focusing on their participation.

The EE and PIN will remain sensitive towards the respondents and their situation throughout the survey. The questionnaires will not contain insensitive questions that might affect the participants in a hurtful manner. The researchers will also be aware and careful while collecting data from respondents living in family disputes or violent conditions.

Communication and feedback mechanisms, such as debriefings with the data collectors, will be put in place to immediately flag areas where study procedures may inadvertently exacerbate local tensions or conflict or cause distress in participants. Use of ethical protocols will be regularly reviewed during data collection to identify any further risks or concerns that are emerging and any additional protocols are required.

Confidentiality will be ensured at all times. There are certain exceptions to this rule when it comes to the protection of survivors of violence and abuse. Designated Safeguarding Officer will apply these exceptions on the case-by-case basis. Followings are the exceptions to the rule of confidentiality, which are clearly stated in the Case Handling Framework:

- When a survivor might try to hurt herself or himself
- When there is a risk that the survivor might hurt others
- When a child is in danger

- When national or international laws or policies require mandatory reporting (for example because of sexual exploitation and abuse by humanitarian workers) – this will be assessed with primary concern of survivor's consent and Do No Harm principle.

Gaining and maintaining consent

The enumerators will also be trained in informed consent (from adult participants and parents or guardians of children) and assent (from children) – what it means, how to obtain and maintain it. They will create an environment in which survey participants can make informed choice to participate or refuse to participate in data collection. The participants will also have the right to participate but refuse recording of an FGD or KII. Two researchers will be involved in conducting the interviews. While one will ask questions, the other will take note. Note taking will be mandatory irrespective of the audio being recorded.

The participants will be provided with the following information as minimum:

- The purpose of the evaluation
- The funder of the evaluation
- Contact information for the evaluation team
- Why the individual has been selected for participation
- What participation in the evaluation will entail
- Any risks or benefits of participating in the evaluation
- Provisions for privacy, confidentiality and anonymity and any limitations
- Future use of information given
- Right not to participate and to withdraw at any point

For underage participants, consent from guardians will also be sought. Some families might expect some form of support in exchange for participation, while others might be concerned about participants' safety. These concerns and risks will be mitigated by training the enumerators to negotiate approval without incentives and gender composition of the research teams (adolescent girls will only speak with female enumerators).

Informed consent will be age appropriate and sought in Nepali language.

Assent from children will be sought; in cases where the parent or guardian gives consent, but the child declines to participate, the views of the child will be respected. Enumerators will be trained to recognize cases where the child gives assent under pressure from her/his parents or guardians.

One of the major limitations of longitudinal survey is that the same household will be followed until the end of the project, which might bring the risk of household being hesitant to disclose their personal information. To mitigate this risk, respondents will clearly be communicated in the very beginning of the survey regarding the frequency of the surveys that they will have to participate in. Moreover, consent from the respondent will be taken for every evaluation point. Consent will include information such as the total time for the survey, and objective of the survey. It will be clearly communicated with the respondents that their responses will not be disclosed, and they will have the right to leave the interview at any point of time.

For pre-testing purpose, a verbal consent will be taken from the respondent. It will be further clarified that respondents will not get any kind of benefits for administering the questions as these are just for testing purpose.

Data analysis, storage and reporting

Both the external evaluation team, partners' teams and PIN MEAL team will sign and adhere to Information Sharing & Data Confidentiality Agreement.

The project will also develop Data Protection Policy that will specify different types of data sources the project will use, means of data collection, storage, access and sharing protocols through pre-defined users' access hierarchy. The project staff will not be authorized to share any specific details related to individual beneficiaries, households, any personal details, demographic information or any other details, to unauthorized persons or third parties.

The project will use Kobo platform as a database for storing program related data. Any other lists with sensitive or classified data will be stored safely at PIN's encrypted cloud platform "SharePoint". Current or old versions of data files saved outside Kobo and SharePoint will be stored on password-protected computers assigned to each Responsible Person (RP) by PIN, and will be subject to the Data Sharing & Confidentiality Agreement. Sensitive data will be kept confidential. The preferred research design is stepped-wedge, meaning that contact information will be collected from participants, in order to enable re-contacting them for endlines. A unique ID will be assigned to each participant and their personal data (name, address, photo or any other form of identity) will be separated from their answers before analysis. Access to data stored in both Kobo and SharePoint will be restricted to designated RPs. Dissemination of the official data will also be restricted to designated RPs only.

On the EE's side, personal data will be stored only as long as it is necessary for research purposes, and will delete it as soon as it has served its purpose. The EE shall commit to storing all the collected information inside a locked cabinet. The soft data will be stored in a web-based folder with secured access/passwords given to only a few key authorized research team members. After completion of the study, the folder will be removed and will not be accessible.

The attendance records and other physical documents containing personal information will be systematically filed in the locked locker in the Community Learning Centers. After completion of each cohort, these records will be brought to the PIN field office for the purpose of archiving and storage. The designated field officers and MEAL officers will be assigned to oversee the process of archiving and protection of these records.

Data shared with DFID, the Fund Manager, or any other agencies, institutions or organizations (whether governmental or non-governmental) or communities will be anonymized at all times.

2.3. Ethical protocols

The following table highlights the ethical protocols for key MEAL aspects of the project-

TABLE 62: ETHICAL PROTOCOLS FOR MEL

Aspect of MEL	Ethical protocols developed
Your overall MEL approach, including your evaluation design (including any use of control or comparison groups), your overall monitoring system and your approach to learning.	PIN's MEAL Guidelines, including the following modules: • GESI sensitive M&E Good research practices • Data management and data protection (incl. consent from adults and parents of participating children, assent from participating children, storage, etc.) • Participatory M&E • Beneficiary feedback and complaints response PIN's Safeguarding framework: • PIN's Code of Conduct • Anticorruption Policy • Conflict of Interest Policy

	• Child Protection Policy • Safety and Security Policy • Complaints Response Mechanism Policy • Whistleblowing Policy • Protection from Sexual Exploitation and Abuse Policy (PSEA) • Safeguarding Policy • PIN's Media Policy
Quantitative and qualitative data collection methods and tools	Will be guided by ethical research guidelines including all PIN's safeguarding policy frameworks
Quantitative and qualitative sampling approaches	Ethical research guidelines
Quantitative and qualitative data collection process, including your approach to seeking consent/assent	Ethical research guidelines PIN Media Policy
Recruitment, training and supervision of MEL personnel	GEC steps for safe recruitment guidelines PIN's safeguarding policies
Data recording, storage, analysis and reporting	PIN Data management and data protection
Other (please specify) Use of data during and after completion of the MEAL activities or project	PIN CP and safeguarding policies Ethical Research Guideline PIN Media Policy

2.4. Child safeguarding (Safeguarding of children and vulnerable adults)

PIN is a member of the Core Humanitarian Standard (CHS) Alliance, a signatory of different UN (UN Global Compact) and donor instruments and commitments, and an active member of different NGO networks, including Alliance 2015, VOICE and BOND.

PIN's Safeguarding framework includes:

- PIN's Code of Conduct
- Conflict of Interest Policy
- Child Protection Policy
- Safety and Security Policy
- Complaints Response Mechanism Policy
- Whistleblowing Policy
- Protection from Sexual Exploitation and Abuse Policy (PSEA)
- Safeguarding Policy
- Case Handling Framework

Of the above-mentioned safeguarding policies, the Complaints and Response Mechanism and Case Handling Framework are country level documents.

Staff commitment: all staff are committed to PIN's policies and the Code of Conduct, which are a part of all employment contracts. Staff must sign to confirm their understanding and responsibility and complete compulsory e-learning and face-to-face induction trainings on these policies. Safeguarding monitoring checklist will be used to oversee the implementation status of PIN policies. This process will be carried out every year. Other stakeholders – including partners, suppliers in direct contact with beneficiaries, including External Evaluators, and other PIN associates to the extent relevant – must confirm that they adhere to PIN's Code of Conduct and other key policies. PIN will monitor the implementation of existing organizational policies of partners', contractors or suppliers by using

safeguarding monitoring checklist too. This will be done annually. PIN's key policies also apply outside of office hours.

Safe recruitment: Staff members working with children are required to sign a declaration that they have never been charged with child exploitation offences. They are also vetted and references are required.

Safeguard of staffs dealing with traumatic cases: The psychological support and counselling will be provided to the concerned staffs dealing with the cases related to violence, abuse and harassment through in-house phsycologist. Regarding safeguarding and wellbeing of partners' staffs and enumerators hired by external evaluators, this will be presented as one of the safeguarding agenda with the partners and the external evaluator respectively. The agenda will be followed up on regular basis to ensure the safeguarding of their staffs are incorporated within the policy and mechanism, and are monitored regularly.

Beneficiary engagement: All the beneficiaries must know through appropriate channels what kind of services they can expect from the project, and be afforded the right and responsibility to report any concerns and abuse through the reporting channels (Feedback and complaint response mechanism).

Standard Operating Procedures on support for survivors and alleged perpetrators: In safeguarding and child protection cases, PIN strives to support survivors as well as alleged perpetrators. The "presumption of innocence" principle must be followed, while maintaining the highest standards of impartial, transparent and professional investigation procedures and ensuring the protection of survivors as well as witnesses.

PIN Nepal has recently recruited Ms. Lalita Shakya, a lawyer with rich experience working in the field of child rights, child protection and human rights, to fill the roles of Child Protection Focal Person and Designated Safeguarding Officer. She will provide technical backstopping to the process of ensuring that children are protected throughout the project and the monitoring and evaluation activities.

3. MONITORING

3.1 Outputs Monitoring

TABLE 63: OUTPUTS FOR MEASUREMENT

Output indicator	Level at which monitoring activity will take place	What will be the key area(s) of focus for the monitoring?	Tool and mode of data collection	Rationale	Frequency of data collection
Output 1.1 # of M-OOS adolescent girls who have been enrolled in literacy and numeracy courses	Community Learning Centres	Activity completion and quality of activity implementation	- Attendance sheets - Project monitoring field visit reports (spot checks)	- The attendance sheets will have the record of and therefore keep track of each M-OOS adolescent girls enrolled in the learning courses - Spot checks will verify the consistency between reported and physical attendance.	- Monthly for each cohort
Output 1.2 # of literacy and numeracy trainers who complete the training	Training Centre	Activity completion and quality of activity implementation	- Training of trainers attendance sheets - Classroom observations	- Attendance sheets will keep the record of each ToT trainees - Classroom observations will help ensure if the lessons are delivered in accordance with the lesson plans, good practices, child centered and gender responsive methodology	Annually
Output 1.3 Literacy and numeracy training curriculum developed	Relevant government authority	Activity completion	Curriculum approval / endorsement letter from relevant authority	Approval and endorsement from the NFEC will ensure support from stakeholders and community in the use of curriculum	Once, in the first year of the project
Output 2.1 # of M-OOS adolescent girls who complete life skills sessions (attendance above 85% sessions)	Community Learning Centres	Activity completion and quality of activity implementation	-Attendance sheets - Spot checks - KII with M-OOS adolescent girls	Along with the attendance record from learning centres, the perspectives of the M-OOS adolescent girls on these sessions will shed light on the quality of teaching methodology as well as the learning.	Monthly with each cohort
Output 2.2 # of course mentors who complete training to work with M-OOS adolescent girls	Training Centre	Activity completion and quality of implementation	- Mentors' training attendance sheets - Coaching sessions' reports - Spot checks	- Session reports will help shed light on the delivery of the lessons in accordance with the lesson plans - Spot checks will ensure the consistency between reported and physical attendance.	Annually

Output indicator	Level at which monitoring activity will take place	What will be the key area(s) of focus for the monitoring?	Tool and mode of data collection	Rationale	Frequency of data collection
Output 2.3 % of M-OOS adolescent girls involved in selecting projects that address their needs	Community Learning Centres	Activity completion and quality of activity implementation	- Self completion surveys - Spot checks	Self completion survey will allow for the girls to report about their selected projects	Annually, at the end of each cohort
Output 3.1 # of adolescents (in and out of school girls and boys) who complete gender transformative workshops (attendance in over 85% sessions)	Schools	Activity completion and quality of activity implementation	- Workshops' attendance sheets - Interviews with participants - Spot checks	Along with the attendance record from learning centres, the perspectives of the participants on these sessions will shed light on the quality of teaching methodology as well as the learning.	Ongoing, after each workshops
Output 3.2 # of school staffs who complete gender responsive pedagogical teacher trainings	Schools	Activity completion and quality of activity implementation	- Teacher training attendance sheets - Interviews with participants	Attendance sheets will keep the record of each teachers trained, whereas interviews with participants will help explore their experiences/perspectives with regards to the training	Ongoing, after each workshops
Output 3.3 # of School Support Committees formed	Schools	Activity completion and quality of activity implementation	- Committee formation certificate - Meeting minutes	The committee formation certificate and meeting minutes will provide authentic information about the number as well as dynamics of such committees in schools. Meeting minutes will provide information about the action points agreed by the committees.	Annually, after the completion of gender transformative workshops at schools
Output 4.1 # of local government officials and community leaders who develop	Training Centre	Activity completion and quality of activity	- Program reports - Signed Change Champions Charter	Multiple sources will triangulate the information	Ongoing, after each workshops

Output indicator	Level at which monitoring activity will take place	What will be the key area(s) of focus for the monitoring?	Tool and mode of data collection	Rationale	Frequency of data collection
action plans and sign the Change Champions Charter after the training/session		implementation	- Self completion surveys of local government officials		
Output 4.2 Cash grants manual developed	PIN	Activity completion	- Cash grants manual endorsement from PIN HQ		One time, at the start of the intervention
Output 4.3 # of M-OOS adolescent girls' families who received cash grants to pursue life plans and transition into formal or non-formal educational or vocational training	Household	Activity completion and quality of activity implementation	- Household survey - Cash grants receipt - KIIs with the families	Multiple sources will triangulate the information	Semi-annually, after the distribution of cash grants to first cohort
Output 4.4 # of M-OOS adolescent girls' family members who participate in gender transformative workshops (attendance in over 85% workshop)	Training Centre	Activity completion and quality of activity implementation	- Workshop attendance lists - Spot checks	Multiple sources will triangulate the information	Ongoing, after each workshops

3.2. Adaptive management

The project will use several mechanisms to ensure its adaptive management allows for flexible and responsive decision-making based on continuous emerging learning and evidence. The project will regularly evaluate what has been learned in the monitoring process and adjust the modality and actions on that basis. Using adaptive management process, the project will address any unintended consequences of the project that can either advance or hamper its impacts in its complex implementation environment and identify and manage risks before they arise.

There will be several crucial points when data analysis will strongly inform modality and related decision making – formative research and data collection points. Both these will help identify challenges and risks that will be addressed before and during implementation. Adaptive management will however not be limited to the analysis of the formative research and baseline data. It will be employed over the course of the project and use monitoring data to adjust actions and activities.

The adaptive management mechanisms will include:

- PIN internal collaboration: PIN Nepal LNGB and PIN Ethiopia LNGB teams will establish regular communication system allowing both teams to share project learning. The Nepal team will also systematically coordinate with PIN HQ Compliance unit and MEAL Unit to ensure high safeguarding and MEAL standards, and to share field experience from LNGB implementation that can be used to further improve PIN's central policies and practice.
- PIN Nepal coordination and collaboration: PIN Nepal team will conduct regular monitoring data analysis, including safeguarding audit, GESI Assessment Tool and Teaching & Learning tools, and joint sessions with PIN program staff, PIN MEAL team, and partners' teams to assess learnings and adapt the way forward. The project will promote open channels of communication in the process, both top down and bottom up, to ensure that no important information is omitted in the decision making process. Both implementation partners will be involved in these analyses. Special attention will be given to preventing working in silos, where different intermediate outcomes are managed separately and partners lack understanding of each other's work. This approach will allow for comprehensive analysis and data cross checks informing the decisions.
- Beneficiaries' feedback collection: Feedback will not be collected only at the end of work with each cohort, but throughout this work. This will allow beneficiaries to be involved in the risk and opportunities identification and management, and their voices to influence decision-making process and project management. The feedback sessions will include Focus Group Discussions and Key Informant Interviews with the M-OOS adolescent girls, trainers, families, and social mobilizers. During the process of feedback collection, confidentiality of M-OOS adolescent girls, and other children will be taken into consideration. Project team, ensuring the utmost safeguarding and do no harm measures are in place, will conduct these.
- Formative assessments: Literacy and numeracy trainers will conduct formative assessments and similar tools will be developed for assessing life skills courses and coaching sessions. The data collected will help evaluate participants' progress, identify gaps, and identify mitigation strategies jointly with the project team.
- GEC partners' coordination: Considering that all LNGB projects will be implemented in the same Province of Nepal, the project recognizes the importance of coordination and mutual learning with the other projects. The project will plan regular coordination sessions with other GEC projects, which will include lessons learned exchange sessions. The outcomes of these will also factor into project management and provincial and central level decision making.
- External collaboration: PIN will collaborate and coordinate with line ministries in both provincial and national level, Nepal Police (Women and Children Service Directorate), Child Helpline 1098, respective municipalities or village bodies, District Education Coordination Committee, School Management Committees, Parent-Teacher Associations, Female Community Health Volunteers, child clubs or adolescent network groups if any and other local stakeholders. Local stakeholders will be involved in planning for implementation and M&E activities and findings will be shared and discussed with them in order to identify appropriate modification activities and opportunities for scale up of best practice.

- Technical Evidence Base: All data will be systematically collected, recorded and analyzed to allow for timely tracking of changes (or lack of the same) and adaptations. Project progress will be tracked in Indicator Tracking Table (ITT) an project findings or recommendations from various monitoring activities or discussions with stakeholders or beneficiaries will be logged in Program Feedback Tracker. Both tools will serve as basis for quarterly program review.
- Theories of change: Causal links in program's ToC will be tested in data from monitoring and evaluations and results will be used to adapt the modality and revisions of the ToC. They will also be shared in working groups, with donor and international professional community (for example with the 3ie).
- M&E for Learning: This MEL Framework will inform monitoring and evaluation activities. Emphasis will be put on validity, reliability and usefulness of data. PIN HQ MEAL Unit will conduct data quality assessments at least once per year. M&E data, Complaint Response Mechanism data and other program feedback will be analyzed to identify trends and patterns.
- Pause & Reflect: Learning workshops will be organized with external evaluator and key stakeholders to reflect on findings and recommendations after each major evaluation point. Community outreach sessions will also be organized for beneficiaries to ensure that they are briefed on main findings, have chance to validate them, and have say in action planning. All recommendations will be logged into the program feedback tracker with clear action to be taken and responsibilities agreed.
- Adaptive Management: Action agreed in program feedback trackers will be incorporated in program workplan. Findings or recommendations that require change at systemic or organizational policy level will be followed up through regular reports to PIN HQ (Country reports, Regional reviews).

3.3. Gender equality and social inclusion

A Gender Equality and Social Inclusion (GESI) self-assessment tool will be used by the project for GESI monitoring. The tool will measure project's outputs and activities in respect to participants' gender, disability, caste / ethnicity, language, location, and intersections of these factors. The tool will be applied jointly with project's downstream partners in a participatory process and where necessary, will establish feasible deadlines to address any areas that are not gender sensitive or transformative. The Senior MEAL Coordinator and the Child Protection Focal Point will lead on the process, in close collaboration with the project's management from PIN and downstream partners. The GESI Advisor at PIN HQ will constantly provide feedback and necessary support to the team to be able to effectively monitor GESI, including disability inclusion, in the project.

The initial data will be gathered at the project enrolment phase where participants' details will be recorded in the database and protected as detailed in the section "Data analysis, storage and reporting" above. The Washington Group- Child Functioning (WG-CF) questions will be used to identify M-OOS adolescent girls with disability and the analyses will be done both in terms of prevalence and in terms of severity of disability. The WG-CF questions will be used in all relevant evaluation points. Over the course of the work with each cohort, this initial data will be supplemented by additional information from the field, such as participants' dropout rates, attendance rates, literacy and numeracy formative assessment results, and such. Such data will also have disaggregation based on key marginalization variables like gender, disability, ethnicity, etc. and as per the sub-groups of table 1 (Section 1). As part of internal MEAL system, the data collected will be analysed and reviewed on periodic basis depending on the nature of the data (for example, learning and drop-outs data analysed and reviewed monthly) so as to provide timely programmatic information. Should any concerns be identified in the process – such as disproportionately high dropout rates of girls from a particular minority group – the project will address these in a timely manner, using mechanisms of adaptive management described above.

3.4. Informing intermediate outcomes and outcomes progress

The table above (table 4) shows the snapshot of project monitoring activities in terms of its outputs, directly derived from its logical framework. Besides these, the project's robust internal monitoring system will also collect other data essential to inform the immediate outcomes and track the project's progress towards achieving the outcomes. The objective of establishing such an internal monitoring system is also to supplement for adaptive management, through timely identification of intervention gaps, risks and lessons learned. GESI monitoring is an essential part of this system. For indicators like M-OOS adolescent girls' learning, dropouts and transition, the data will have disaggregation based on the universal characteristics (such as age, gender, disability and ethnicity) and contextual characteristics (such as caste, geography, language, etc.), reflecting the sub-groups of primary beneficiaries indicated in Table 1. The disaggregation may also be applied to other indicators, for example, while collecting information on the participation dynamics of community groups in the project. Such an analysis will significantly help track the project with reference to the GEC's GESI continuum. The categories of data disaggregation has also been outlined separately within the logical framework.

The frequency of monitoring and data collection will vary, depending on the nature of intervention and target beneficiaries. However, such data collected will be analysed and reviewed on periodic basis (for example, learning and drop-outs data analysed and reviewed monthly) to provide timely information for programmatic adaptation.

To track the project's progress towards its outcomes, an Indicator Tracking Table (ITT) will be used, both in the field and at central office.

The two implementing partners, their MEAL staff in particular, will have key responsibilities in supporting PIN MEAL team to operationalize the internal monitoring system at the field level. The field MEAL staff will collect, compile and report program-monitoring data through standard templates and in pre-agreed frequencies. The table below outlines the project is internal monitoring in some key aspects.

TABLE 64: INTERNAL MONITORING AND EVALUATION

What?	Which level?	How?	Frequency
M-OOS adolescent girls' learning	Community Learning Centres	Quantitative- learning tests, life skills surveys, attendance lists, formative assessments Qualitative- KIIs with M-OOS adolescent girls and facilitators	Monthly, simultaneous with the learning interventions
M-OOS adolescent girls' dropout	Community Learning Centres	Quantitative- attendance sheets, spot checks Qualitative- KIIs with M-OOS adolescent girls, facilitators/trainers	Monthly, simultaneous with the learning interventions
Catch-up classes	Community Learning Centres	Quantitative- attendance sheets, spot checks Qualitative- KIIs with M-OOS adolescent girls, facilitators/trainers	Monthly, simultaneous with the learning interventions
Effectiveness of teaching/facilitation	Community Learning Centres	Observations, KIIs with M-OOS adolescent girls	Monthly, simultaneous with the learning interventions

What?	Which level?	How?	Frequency
M-OOS adolescent girls' transition	Household	Qualitative- KIIs with M-OOS adolescent girls and their family members Quantitative – surveys with former project graduates	Quarterly, after the intervention period ends for 1st cohort Annually
Use of the provided cash-based assistance	Household	Cash receipts, record registers, HH survey, KII with family members, M-OOS adolescent girls	Semi-annually, after the distribution of cash assistance to first cohort
Track of events in the municipality/province pertaining to sustainability (for example- tracking the works done by Change Champions)	Community, school, system	Qualitative- KIIs with key members of the community, school, system Quantitative – surveys with stakeholders	Semi-annually, after the intervention period ends for 1st cohort
Risks/Safeguarding issues	Community Learning Centers	KIIs with M-OOS adolescent girls	Monthly
Participation during community group events (dynamics)	Community-level	Attendance lists, Observation	Quarterly

3.5. Safeguarding

During the inception period of the project, monitoring of safeguarding policies will be conducted through organizational self-audit led by PIN's most experienced Safeguarding expert, a member of the HQ Compliance Department, in order to find out whether there are necessary policies are in place and those policies address all the key protection related provisions. These self-audits will cover policy status of both HQ and country program. Similarly, child safeguarding self-audit will be conducted in every two years by PIN (Country Team, with support and approval from HQ) to monitor its compliance with safeguarding policies. Safeguarding self-audit will be done by PIN country program and HQ will review the process and provide their feedback. For the monitoring of downstream partners, PIN will conduct safeguarding audit and frequent monitoring visits to ensure that they have all required policies in place before implementation of the program.

The Monitoring, Evaluation, Accountability and Learning (MEAL) Unit will monitor the implementation of safeguarding policies of HQ and Country Programs by its respective units. The mechanism established by Complaint Response Mechanism and Whistleblowing Policy will be used to oversee the implementation status of both PIN and its downstream partners. MEAL and safeguarding teams will conduct regular spot checks at country office, field office and offices of partners. The downstream partners will be monitored in terms of implementation of safeguarding policies and mechanism through Safeguarding Checklist at least once a year. Additionally, through reports submitted by downstream partners, the compliance towards their own policies will be checked and evaluated.

Safeguarding will be an essential part of performance appraisals of PIN staff. Moreover, every year PIN e-learning courses on safeguarding and code of conduct will be assigned to all PIN staffs and Human Resource department will check the e-learning database regularly of who completed the courses and

will inform DSO. DSO and line manager will monitor, on quarterly basis, the staffs who have direct and unsupervised contact with the children and adults at risk.

4. KEY EVALUATION QUESTIONS

The focus of the evaluations will be at Intermediate Outcomes and Outcomes level, and thus look at the causal links at the higher level, within the project's Theory of Change. Sections 4.1 and 4.2 outline the key evaluation questions for the project. In the baseline study, benchmark data of indicators framed around the key evaluation questions will be collected for measuring the progress made by the project at different stages.

LNGB programme-wide evaluation questions:

- What *impact* did the GEC funding have on the transition of highly marginalised girls into education/learning/training or work opportunities?
- *What works* to facilitate transition of highly marginalised girls into education/training/employment and to increase learning?
- How *sustainable* were the activities funded by the GEC and was the programme successful in leveraging additional interest, investment, and policy change?
- How *successfully* did LNGB projects reduce barriers to full participation in education or vocational education for highly marginalised girls?

Our Turn project evaluation questions:

- *Effectiveness* – How effective the project was in developing married out of school adolescent girls' literacy and numeracy? How effective the project was in developing married out of school adolescent girls' cognitive and non-cognitive life skills?
- *Effectiveness* – How effective the project is in terms of Value for Money (economy, efficiency, effectiveness) in reaching its goals?
- *Impact* – How, if at all, do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision making and agency? How and why was this impact achieved? Were there different impacts for different sub-groups?
- *Impact* – How, if at all, did the project succeed in creating enabling learning environments in schools, families, and communities, for the married, out of school adolescent girls to pursue their life plans? How, if at all, did the project succeed in mitigating the harmful effects of child marriage (e.g. delayed age of first birth, intention to get pregnant, etc.)? How and why were these impact achieved? Were there different impacts for different sub-groups?

- *Influences*- What were the key contextual challenges faced by the project to implement designed interventions? What were the positive and negative influences for the project?

- *Unintended consequences*- Did the project have any unintended consequences, besides the intended outcomes? Were they positive or negative? What were the effects of such unintended consequences on the intended outcomes?

Besides the LNGB programme-wide evaluation questions (LNGB MEAL guidance, p29), the project evaluation will seek to improve our understanding of how effectively the approach focusing on improving girls' literacy, numeracy and critical life skills affects the family life. Through working with both married adolescent girls and their husbands, the project aims at changing attitudes and family dynamics of these couples. Through gender, transformative approach the project aims to achieve more gender equitable relations within families while increasing married adolescents' agency and skills including literacy and numeracy, access to knowledge and self-value. Therefore, we are interested in the effect of treatments on intra-household bargaining power girls should improve, resulting into a meaningful participation in the household decision-making.

5. EVALUATION DESIGN

5.1. Research design

The evaluation will undertake a quasi-experimental approach, with Stepped-wedge randomised trial that involves sequential crossover of groups from control to intervention conditions. The change happening in the control group (non-intervention group) will provide the counterfactual scenario to the project's interventions. The key approach to demonstrating causality in the project will be the 'Difference-in-Differences' approach. This approach will measure the effect of the intervention as the change in the outcome observed for a group of beneficiaries before and after the intervention against the change observed for a comparison group of comparable non-beneficiaries.

The implementation capacity of project is to work directly with approximate 1700 girls each year. In order to establish treatment and control conditions for each cohort (one new cohort of 1700 girls each year), we propose to roll out intervention in Year 1 in two municipalities (for 1700 girls) while identifying 1700 girls from another two or three municipalities (similar in characteristics) as control group. This approach will reduce the risk of contamination. In case of Rautahat and Bara, not all the areas of the district will be covered while selecting additional municipalities. Some of the areas are near to hill and taking those areas will not match the intervention cohort.

In Year 2, the control group will cross over to intervention conditions, and 1700 girls in a further two municipalities will be selected as *control* group. Baseline and endline/outcome data will be collected from each intervention and control group for each time. Endline for control group will serve as baseline for the given group before crossing over to intervention conditions. This system will repeat in year 3 and 4. There will not be control group established for the year 5 (for ethical reasons, given the risk of backlash if they do not eventually receive the intervention). A final evaluation will be conducted after the end of Year 4 and will draw samples from all cohorts to allow for longitudinal assessment of the early cohorts.

While the duration of the literacy, numeracy and life skills courses will be the same for each cohort (one year), the girls will continue to receive support in the form of mentoring and coaching for their life plans. This means that, while each participant will receive the same standard training, earlier cohorts will have longer access to this type of follow-up support. This will be taken into account during the evaluation, allowing us to analyze the effects of such support.

Depending on the feasibility, we are also considering a second approach in year 3 of implementation. There will be an introduction of two treatment types for one cohort in order to test effectiveness of two different modalities, analyzing difference in differences between the treatment dimensions:

- Treatment type 1: full intervention (literacy, numeracy, life skills improving agency)
- Treatment type 2: limited intervention (only literacy and numeracy trainings, no life skills - rollout of the life skills activities would be staggered**)**
- Control: no intervention

We would seek to improve our understanding of how effectively the approach focusing on improving girls' literacy, numeracy and critical life skills affects the family life. We are interested in the effect of treatments on girls' agency and especially on intra-household bargaining power, girls should improve (also see Research questions section below). For ethical reasons, the girls belonging to Treatment type 2 would receive the life skills trainings after the endline data has been collected (so as not to deprive them of this opportunity). Implementation of this approach will however depend on the feasibility and further discussion with the FM, the project team and the external evaluator.

Cross-sectional design would be used for data collection; sampling allowing for measurement of ATE (average treatment effect), ITT (intention to treat effect), TOT (treatment on treated) and LATE (local average treatment effect - population near girls). However, the analysis using abovementioned tests will be done on need basis. Stratified random sampling from the sampling frame will represent all the areas of intervention. Same sample size for transition and learning will be used. Mix of quantitative and qualitative methods would be employed in the study. Qualitative methods will be used for formative research, to inform appropriate design of quantitative tools and to validate and contextualize quantitative findings. FDM will follow sequencing method for data collection. The qualitative data will be collected only after preliminary quantitative data analysis is completed. There will be sufficient gap between completion of quantitative data collection and commencement of qualitative data collection to allow for proper designing of qualitative data tools.

Integration of outcomes and intermediate outcomes: The research on outcomes and intermediate outcomes will be integrated in a consistent and structured manner to enable cross-referencing of results. A successful integration of outcomes and intermediate outcomes will be based on the combination of data sources and methodologies providing complementary information on performance as well as a wide range of contextual information. The data will be managed in such a way that results can be cross-referenced, most commonly by using unique community and school identifiers. In other words, when impact on one of the outcome is observed for girls in a given community, we would be able to link this with impact on the other outcomes and intermediate outcomes. This implies that sampling strategies will be integrated across the outcomes and intermediate outcomes.

5.2. Measuring outcomes

TABLE 65: OUTCOMES FOR MEASUREMENT

Outcome	Indicators	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
Learning Outcome (applies to all beneficiaries)	**Literacy** % of M-OOS adolescent girls who gain 0.2 standard deviations in literacy per year	Community Learning Centres	EGRA	The EGRA and EGMA tests are standard tools for measuring learning outcomes for GEC-LNGB. Formative assessments help identify problems during the learning process, allowing time to address them	Baseline Endline
	Numeracy % of M-OOS adolescent girls who gain 0.2 standard deviations in numeracy per year	Community Learning Centres	EGMA		Baseline Endline
Transition	% of M-OOS adolescent girls who successfully transition	Household	Household surveys, KIIs with M-OOS adolescent girls, FGDs with M-OOS adolescent girls and transition service providers	M-OOS adolescent girls' family members may have much information related to their transition, which is then triangulated by conducting interviews with M-OOS adolescent girls and service providers as well.	Baseline Endline
Intermediate Outcome 1:	% of M-OOS adolescent girls who have attended 85% or more literacy and numeracy sessions	Community Learning Centres	Attendance lists - Spot checks FGD with M-OOS adolescent girls	Attendance list and spot checks will help crosscheck the written vs physical attendance. FGD will help explore reasons for absence or enabling factors for attendance.	Baseline Endline
Intermediate Outcome 2:	Household Decision-Making Index Score	Household	Household surveys, KIIs with M-OOS adolescent girls	This will measure the outcome pertaining to life skills related learning interventions. KIIs and FGDs over the course of work with a cohort will help identify successful strategies, as well as gaps and concerns allowing time to mitigate them.	Baseline Endline

Outcome	Indicators	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
	Life Skills Index (%)	Household	Household surveys, KIIs with M-OOS adolescent girls	This consists of an index of questions pertaining to key life skills, provided during life skills courses	Baseline Endline
Intermediate Outcome 3:	Average score in the "gender-sensitive teacher tool"	School	Classroom observation - KIIs with teachers - FGD and KIIs with students	Observations will directly measure intended activity against the checklist. This can be further explored using qualitative methods like FGDs with both teachers and learners to triangulate, as well as to understand approaches to make the teaching better.	Baseline Endline
	% of students who demonstrate X equity in the Gender Equitable Men Scale	School	- Survey among boy and girl students - FGDs with M-OOS adolescent girls	In-school boys and girls surveys pertaining to gender equity. The FGDs with students will triangulate the findings.	Baseline Endline
Intermediate Outcome 4:	Attitude Change Index Score (%)	Household	Stakeholder interviews, household survey	This indicator measures the attitude change of key stakeholders, which will provide an indication towards sustainability	Baseline Endline
	% of M-OOS adolescent girls' families who use the cash grants to support their life plans	Household	Household survey, KIIs with M-OOS adolescent girls	This will help to understand if the families and girls actually spend the cash grants in support of life plans	Baseline Endline

The formative research has informed the core design of intervention and assessment for targeted beneficiaries, through an in-depth social inclusion analysis, and analyses of other key barriers and risk factors in the project location such as diversity in language, geographical areas, disability, etc. For example- in terms of language of instruction (using a mixed language, a local language and Nepali, etc. Although the project does not primarily target girls with disability, the married out of school adolescent girls may include some girls with disability as well. However, there is already a strong indication from the formative research that the girls with some form of disability are either not married or only get married at older age. This means the married girls who are living with disability may not be part of our primary beneficiaries due to age limitations. Nevertheless, the beneficiary identification conducted at the inception phase will also collect data on the disability status of the project's primary beneficiaries. After having the comprehensive profile of its beneficiaries, the project team will consult with the FM, Senior Disability Advisor and Senior Education Advisor, on how to make the learning interventions and EGMA/EGRA tests disability-inclusive.

Through a robust internal monitoring system, the girls who drop out from the courses will be tracked to explore reasons for dropping out. Where possible, the barriers identified will be addressed to encourage the re-enrolment into the intervention and prevent further dropouts. The catch up classes are targeted for the girls who drop out and wants to re-enrol, such they catch up to the existing learning levels of the other girls in the classes. The attendance of such catch up classes will also be incorporated while calculating the attendance rates.

In order for the dropped-out girl to be considered for sampling, she must have attended at least 60% of the total classes.

Similarly, the learning outcomes will be measured within a month while the transition outcomes will be measured after three months of completion of the interventions. This time will allow the girls to actually go into transition as per their life plans by utilizing the cash grants provided to their families.

5.3. Sustainability

Table 66: Sustainability outcome for measurement

Sustainability Level	Indicators	Where will measure-ment take place?	What source of measurement/ verification will you use?	Rationale	Frequency of data collection
	Indicator 1- % of husbands of M-OOS adolescent girls substantially participating in at least 5 out of 10 selected household chores	Household	- Household surveys, KIIs with M-OOS adolescent girls	The tool will help measure how much household support is being provided by husband by sharing chores.	Baseline Endline
	Indicator 2: % of key family members (husbands, and parents-in-law of married girls) who demonstrate their support for their wives, daughters, or daughters-in-law going back to school or participating in informal education, training or employment	Household	Household survey, Stakeholders' interviews	The family members' change in attitude but also actions in supporting M-OOS adolescent girls' transition is crucial for sustainability.	Baseline Endline
	Indicator 3: % of change champions who demonstrate examples/cases of advocacy efforts to promote delayed marriage and/or girls' education	Community	Survey with group members, KIIs with Change Champions, internal monitoring reports, event reports	Multiple sources for triangulation of data.	Baseline Endline
	Indicator 1: % of schools that have functional systems and mechanisms pertaining to child marriage and gender sensitive school environment	School	School staff training reports, surveys, field visits in schools, KIIs with school staff, School Management	It is important that schools not only adopt the mechanism but also have them functional. This indicator will triangulate the functionality information from multiple methods.	Baseline Endline

Sustainability Level	Indicators	Where will measure-ment take place?	What source of measurement/ verification will you use?	Rationale	Frequency of data collection
School			Committees, girl and boy students		
	Indicator 2: % of school teachers who can give an example of how they are promoting positive social norms.	School	KIIs with school teachers	The examples (e.g. stories, practical measures) will measure their attitude but also their willingness to act. The KIIs will be able to explore more in-depth understanding of how/where/to what extent they were engaged in promotion of positive social norms.	Baseline Endline
	Indicator 3: % of schools that have functional School Support Committee	School	Meeting minutes, reports of the committee, event reports	This indicator will triangulate the functionality information from multiple methods.	Baseline Endline
System	**Indicator 1:** % of government officials who have made public declarations against child marriage and in support of alternative roles for girls	Local government, Community, District, Province	KII with key community members, KIIs with members of local government, news reports, media stories,	The public declarations will measure their attitude but also their willingness to act. The KIIs and media stories will be able to explore more in-depth understanding of how/where/to what extent they were engaged in promotion of positive social norms.	Baseline Endline
	Indicator 2: Government's endorsement of the curriculum contextualized to include M-OOS adolescent girls' needs	Local government	Government officials' trainings reports, surveys, KIIs with LG officials	This will measure the attitude and commitment of local government to continue working for girls' education even after the project life.	Baseline Endline
	Indicator 3: # of learning and sharing events between government officials, project team and other key community stakeholders regarding girls education and/or early marriage	Community	Events reports, attendance records, photos	This will measure the engagements of GEC projects with key stakeholders through sharing events, for sustainability.	Baseline Endline

6. QUANTITATIVE SAMPLING FRAMEWORK

Specific sampling framework and approach will be discussed and finalized with the EE, after the pre-baseline has been concluded.

For Pre-baseline:

Pre-baseline will be carried out to identify the beneficiary for the project (M-OOS adolescent girls). To identify 8500 M-OOS adolescent girls, a door- to-door census will be done in both the districts. Since the project is based on stepped wedge design over the 5 years of implementation period, the control group in first year will cross over to be the treatment group in the second year. New cohort needs to be identified for control for second year. The process will be followed for next 3 years to identify new control cohort each year for comparison. The process will lead to have 5 new cohorts of M-OOS adolescent girls in total. This means, FDM needs to identify 3400 M-OOS adolescent girls that will be divided to control and treatment group with the allocation ratio of 1:1 (1700 in each cohort) in the first year. Following year, PIN will identify next cohort of controls (1700 M-OOS adolescent girls) and will continue to do it until year 4. For the 5th year though, PIN will not have to do the pre-baseline, as the control group in 4th year will be the treatment group and there will not be any control group for the final year. The following table clarifies this explanation:

Year 1		Year 2		Year 3		Year 4		Year 5	Total
Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	
a	b	b	c	c	d	d	e	e	
1700	1700		1700		1700		1700		8500

For Baseline:

After having the sampling frame, sample size will be calculated based on the GEC guideline for sample size calculation (see section sample size for details about sample size). Once the sample size is calculated, stratified random sampling will be done to select the target M-OOS adolescent girls to draw out individuals for baseline from the sampling frame. During stratification, the proportionate inclusion of sub groups will be taken into account. The sample for treatment cohort will be representative of the project intervention while control samples will be best matched to the treatment samples for comparison. The household of the randomly selected target M-OOS girls will be visited for collecting the household information.

For Endline:

Since this is the panel survey, same cohort of group selected randomly in baseline will be tracked for the endline survey. Same sample will be used for transition and learning.

6.1. Target groups

Target Group- Primary beneficiaries: Considering the project's marginalization framework, the following inclusion criteria will be used to select the primary beneficiaries:

- Age: 10-19 years
- Marital Status: married or in union
- School Status: out-of-school girls who have never attended school, out-of-school girls who have attended schools but have dropped out
- Residence: living in project target area

If the number of primary beneficiaries in the selected municipalities in any given year of the project does not exceed the project's capacity of 1700, all beneficiaries who meet these criteria will be invited to enrol in the project, regardless of their disability status, literacy levels, caste/ethnicity, or any other socio-economic and cultural factors, as well as literacy level. If however, there are more number of M-OOS adolescent girls in the selected municipalities in the first year, they will still be enrolled in the first year, and there will be a reduced number of beneficiaries in the following year to accommodate the total capacity (that is 8500 by the end of five year). For example, if the M-OOS girls in first year is 2000, there will be 1400 girls enrolled in the following year and so on. These numbers will be adjusted after every pre-baseline results during which actual number of beneficiaries will be counted in the project areas.

All enrolled beneficiaries will participate in the literacy and numeracy courses, life skills courses, and coaching sessions. Each girl will participate in 250 hours of learning (literacy and numeracy) classes. Furthermore, tailored life skills courses will be given to these M-OOS adolescent girls in integration with the literacy and numeracy courses. The entire learning and life skills intervention will be for ten months. A separate curriculum on literacy and numeracy as well as life skills is being developed by PIN, with support from education specialist.

The initial identification of the beneficiaries from a given municipality will be conducted through communication with schools, Female Community Health Volunteers, health posts, and local authorities. The verification will be conducted on household level, which will allow for confirmation that each beneficiary meets the selection criteria. Because of the specific beneficiary criteria, the project will enrol new beneficiaries for each cohort during two months prior to working with that given cohort (it is impossible to establish with any certainty in advance who from a given Municipality will be married and out of school in the following years). For this reason, towards the end of each cohort, beneficiary identification and recruitment process for the next year will be carried out.

Target Group-In-school boys/girls: The in-school boys and girls who will receive school-targeted interventions from the project, such as gender transformative workshops, will belong to the age group of 10-19 years, and as such come from both primary and secondary level schools of target areas. The primary focus will be to include in-school boys/girls who belong to marginalized communities, for example Dalits and Muslims.

Target Group-Teachers, family members, members of the communities, locally elected government officials: As part of its holistic intervention approach, the project will closely work with the school teachers, family members of primary beneficiaries and influential members of the communities such as religious leaders. The project will also include the members of the newly elected local government bodies in its trainings and workshops, especially designed for this group of stakeholders to engage them as change champions in other school and community based interventions.

The project will apply a set of marginalization criteria to further select the secondary beneficiaries (school students, out of school girls who are not married, teachers, etc.)m. For each potential beneficiary, a simple marginalization scorecard will be created, assigning points for each of the criteria they fulfil. Certain criteria will carry more weight than others and this will be reflected in the scorecard. The marginalization criteria are:

- Caste - Beneficiaries belonging to "low caste" group (e.g. Dom/Dalit) affected by various forms of caste discrimination, including in access to formal education system and other services
- Ethnicity - Beneficiaries belonging to ethnic minority group (e.g. Muslim community) affected by various forms of ethnic discrimination, including in access to formal education system and other services
- Economic status - Beneficiaries belonging to family with low economic status
- Disability status - Beneficiaries with disability

- Linguistic minorities – Beneficiaries whose mother tongue is different from Nepali, which would have affected their learning in the formal education system.

6.2. Control groups / Counterfactual scenario

As mentioned in the MEL framework, the study will adopt a stepped-wedge approach where control cohort will crossover to become treatment cohort for another year. This will continue for the period of five years, however, there will be no control cohort for year five. This is because the project will end in the fifth year due to which control would not be given the chance to crossover into treatment. This approach will allow the project to identify its impact by measuring changes in control and treatment cohorts throughout the project duration. Control municipalities will be selected based on the following procedures to ensure a balance with the treatment groups: Purposely selecting control municipalities with similar characteristics to treatment, majorly socio-economic characteristics, ethnic composition, educational performance and access to services and infrastructure. Beneficiaries for control will be identified each year before the baseline is conducted. In year I, beneficiary identification, also called pre-baseline will be conducted by EE with participation of PIN MEAL staff (This is to ensure that all methods and approaches are thoroughly understood by PIN team). In following years, PIN MEAL staff under guidance from the EE team leader will conduct the pre-baseline. The beneficiaries i.e. M-OOS adolescent girls to be included in the control cohort will be randomly selected. Attrition could be a significant issue in such design as some girls identified to be in control groups may not be re-contactable or may choose not to participate in the survey. Therefore, there is a need to track the M-OOS cautiously in both control and treatment groups. In case of any attrition, a substitute girl will be used to replace the original girl, best matching their characteristics.

In each year, the control group and the treatment group will be in different municipalities. At this time, no similar education intervention have been identified for the same target groups, in the target districts, nor there do any plan for such interventions in the near future. The Program Manager will seek throughout the project to remain updated of plans of government or NGOs for any such interventions. Should such a situation occur, the PIN team and EE would obtain all necessary information in order to account for it in the research conclusions.

6.3. Cohort tracking

Married out of school adolescent girls selected for interventions as well as the control samples selected to establish counterfactuals would be tracked through all subsequent points of evaluation. In order to ensure that the girls can be tracked, a comprehensive dataset of all the baseline samples will be created by the EE using girls' personal details including address and phone numbers of parents and the GPS coordinates (taking into account all the data management and protection protocols described under Section 2 – **Ethics**).

Comparisons across cohort samples will explore differences between control and treatment girls as well as changes/ progress in the knowledge, attitude, behavior and practice of intervention girls themselves from one evaluation point to another. Both control as well as treatment cohorts across learning and transition will be analyzed for core outcomes—learning and transition, and sustainability—as well as the given four intermediate outcomes.

Where the same girls cannot be recontacted for the endline, a replacement strategy has been developed (outlined below – Section 6.3.3).

6.3.1. Learning cohort

In alignment with the GEC strategy, the program will track cohorts of M-OOS adolescent girls in treatment and control groups across each evaluation points of data collection – baseline, and endline each year. For the baseline, all the girls in the sample will be included in the learning cohort.

The control counterparts for the learning cohort will be selected from the control group using a random stratified sampling approach. The EGRA and EGMA will be the primary tools to measure the girls' learning in terms of literacy and numeracy. As part of the monitoring process, detailed information will also be collected from selected girls through qualitative tools, such as interviews with students, interviews with households, interviews with teachers, and reviews of school records.

For Year 1, an estimated attrition rate of 30% will be included in the calculations for the sample size. This percentage was suggested by the EE, based on prior experience in similar evaluations. For following years, the evaluation team will take into account attrition rate of Year 1 and adjust accordingly (keeping the FM informed).

6.3.2. Transition cohort

The project will also track M-OOS adolescent girls who have transitioned through key stages of education, training or safe employment. The transition cohort will also comprise of learning cohort. As suggested by the GEC guidelines, the transition cohort will be tracked at the household level. They will be tracked using the same master sheet maintained by the project, which will include their unique ID, address, contact and GPS coordinates.

Transition in the GEC is best understood in terms of the pathways that girls follow. These pathways map the enrolment trajectories that girls could move to over time in the project. Both the qualitative as well as quantitative tools will be used to explore these pathways. While the household survey with parents of transition cohort girls will generate information on the status of transition rates, the qualitative research will try and understanding the enablers and barriers to transition, especially those specific to girls.

Questionnaires for the transition outcome will be applied in households (= sampling points for transition outcomes). The evaluation team will seek to contact the same girls who make up the learning cohort sample, including those who may have dropped out of the classes. This should allow for comparison between the transition pathways of M-OOS adolescent girls who have graduated the classes and those who have not, as well as between girls with various levels of attendance in classes.

The key principle will be to collect information about enrollment (defined as where the girl spends most of her day; e.g. in formal school, non-formal or vocational training, in employment or out-of-school/unpaid household labor) at baseline and endline.

TABLE 67 TRANSITION PATHWAYS

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

Primary Beneficiary sub-group	Successful transition outcome enabled by these activities for girls in this sub-group	Unsuccessful transition outcome
Younger married OOS adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000	Unsafe employment, no transition
Older (16-19) married OOS adolescents without children	Formal school reenrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	No transition, unsafe employment
Older married OOS adolescents who are mothers	Informal literacy enrolment, informal vocational training Safe employment, as allowed by the Labor Law 2017	No transition, unsafe employment
Married OOS adolescents who still live in their natal family waiting for Gauna ceremony	Formal school reenrolment to the grade corresponding to their literacy level post participation, informal literacy enrolment, informal vocational training. Safe employment, as allowed by the Child Labor Prohibition and Regulation Act 2000 (less than or equal to 14 years) and Labor Law (above 14 years)	No transition, unsafe employment

While the project assumes the transition pathways for sub-groups above are accurate, the exact transition pathways will be identified during the development of life plans by M-OOS adolescent girls and will reflect their individual interests, abilities, contexts, learnings, and skills. The transition pathways – formal education, safe employment, informal education, or vocational courses – will be mainly in Nepali language

6.3.3. Replacement strategy

As PIN aims at working with and for a very specific group of population -- married out-of-school adolescent girls -- it is understood that the evaluation team will face a certain degree of attrition as the project continues. Keeping this in mind, the project will have an inflated sample size in both control and treatment cohorts. Each M-OOS girl who is 'lost' during any point of evaluation will be replaced by another girl who closely matches the demographics of the lost girl, as well as mirroring her level of exposure to the project intervention. For data management and analysis purposes, the project will collect information on attrition rates, measuring how many individuals have been re-contacted successfully, how many have been lost from the previous evaluation, and how many have been substituted into the sample

6.3.4. Power calculations and sample sizes

Learning:

Sample size will be calculated for every evaluation point of each year (equivalent to baseline and end line survey of each year). The list of identified cohort of treatment and control will be our sampling frame where in the sample will represent at least 50% of the learning centers.

Since the project is aiming for either achieving literacy level up to grade level three or not achieving the literacy level as expected (binary variable), the sample size calculation will be based on the proportion of the beneficiaries who would achieve a functional level of literacy (p0) against the minimum proportion above which project thinks girls might reach (pa). Hence, the following parameters will be taken into consideration for calculating the total sample size required for evaluation.

p0=0.58
pa=0.50
Power=80%
Test=2 sided test
Confidence interval= 95%
Margin of error = 0.05

As per the guidance from FM, stat.ubc.ca (link) website was used to calculate the total sample. The total sample size with p0 value 0.58, pa 0.50, 80% power at 95% confidence level is 302. Adding a further attrition buffer of 30%, the final sample size will be 395 for each cohort (treatment and control). Hence, 400 girls from each of the cohort will be selected as sample covering at least 50% of the CLCs so that clustering need not to be applied for sample size calculation.

Furthermore, to calculate the sample for each of the sub-groups as defined by the project the sample for each sub-group will be drawn from total number of beneficiaries and will be divided proportionately among each subgroups. The sub-groups are as follows:

a) M-OOS adolescent girls who have never been to school of age 10-14
b) M-OOS adolescent girl who have never been to school of age 15-19
c) M-OOS adolescent girls who dropped out from certain grade of age 10-14
d) M-OOS adolescent girls who dropped out from certain grade of age 15-19

As M-OOS adolescent girls aged 10-14 are only 3.9% of total identified beneficiaries, all of the girls of this particular age group will be included in the sample. Rest of the girls aged 15-19 will be proportionately divided into subgroups based on the aforementioned stratification criteria. On this basis, the actual sample size per strata will be as presented in the table below:

	Age 10-14		Age 15-19	
	Never been to school	**Dropped out**	**Never been to school**	**Dropped out**
Treatment	57	30	156	157
Control	11	11	159	219

Transition:

Our-Turn project has envisioned learning outcome as one of the transitions among many other pathways that girls might choose. As the project has not defined the proportion of girls who will transition; the same sample size for transition will be the same as the learning sample.

6.3.5. Benchmarking

Benchmarking will be done to collect information on girl's literacy level so as to set target that the beneficiaries are expected to attain. EGRA-EGMA score results of the girls will be taken from all four grades (1-4) as the project intends to reach 1-4 grade level at the end of its intervention. M-OOS adolescent girls should have, at the end of the course, upgraded reading and mathematics skills by one

grade level irrespective of their age or dropped out grade. For instance, if a girl attains grade level 1 in her baseline, she will be expected to reach grade 2 level (one grade up; maximum being grade 4 level) by the end of the intervention.

Benchmarking will be conducted during the baseline data collection in the schools the girls are expected to enrol. This would mean that the baseline learning sample will include not only beneficiaries, but also a set of 'one-off' sampled individuals where results from their learning tests are taken solely for the purposes of establishing a benchmark target. A total of 80 students, 20 from each class (20% of the total sample size) will be taken, and they will be proportionately divided across grade 1-4 for this purpose.

7. QUALITATIVE SAMPLING

Focus group discussion (FGD), Key Informant Interview (KII), and Case stories will be used as a part of qualitative data collection. The tools for qualitative data collection will be framed in such a way that it covers gauges in parts into all three outcomes of the project – learning, transition and sustainability.

FGDS will be conducted with a wide range of homogeneous participants divided along different socio-cultural groups, including dalits, marginalized, men, women, and youth representing different age groups among others. It is very useful for investigating belief structures and for understanding the symbolic basis of attitudes and nuances between different population segments. FGD participants will be purposively selected in order to access the views of specific homogeneous segments of the population. Among the strengths of focus groups as a research method is that the group discussion format allows access to the ways in which knowledge and opinions are formed and expressed in social contexts. The method provides detailed information — sometimes called "thick description" — about non-obvious beliefs and opinions, and about the background of attitudinal judgments, which will be crucial to infer trends of change in people's perception. FGD checklist, with participatory exercises such as sketching the roadmap of change, will be prepared by FDM in close coordination with project team of PIN.

Key Informant Interviews (KII) will contribute in recording perception, opinion and suggestions of specific stakeholder representatives. Semi-structured interview will probe mainly into different factors of project intervention, any possible changes in behaviours, attitudes and actions of people and their level of knowledge and awareness regarding the project interventions and their benefits. KIIs will also provide an opportunity for in-depth exploration of the context, which will eventually enhance the understanding of the context of PIN interventions. Key informants for this study will be representatives from government, community elders/ leaders, outliers spotted during FGDs, project staff, among other community-level stakeholders. Interview schedule (semi-structured checklist) will be developed by FDM in close coordination with PIN project team.

Case stories are representative narratives about specific individuals, observation or phenomena that will depict situational factors pertaining to the perception of community people about education and livelihood of married out of school girls. A number of representative stories that corroborate the findings will be presented in the study report.

TABLE 68: QUALITATIVE SAMPLING[22]

Qualitative method of data collection	Sampling approach e.g. purposeful, snowballing etc. and brief justification for it	Sub groups intended to participate (e.g. mothers, female teachers, married girls etc.)	Intended sample sizes and brief rationale for these. Sample sizes should be broken down by sub-group and location, where appropriate	Limitations of the sampling approach and potential bias
Focus Group Discussions	Snowballing	M-OOS adolescent girls 10-19.	16 FGDs for each evaluation point. 8 FGDs per cohort	
FGD	Snowballing	Parents-in law	8 FGDs for each evaluation point	Mothers-in-law and fathers-in-law separately
FGD	Snowballing	Boys	4 FGDs for each evaluation point	
FGD	Purposeful	Women-led community groups	4 FGDs per evaluation point	
Key Informant Interviews	Purposeful	District Education Officer/ Education officer at municipality / government officials	4 individuals	
KII	Purposeful	Teacher/Head teacher	4 individuals per evaluation point	
KII	Purposeful	Community/religious leaders	4 individuals per evaluation point	
KII	Purposeful	Officials of community health centers	4 individuals per evaluation point	

The FGD with the girls will be divided into sub groups of

M-OOS adolescent girl of age 10-14 without children; b) M-OOS adolescent girl of age 10-14- with children; c) M-OOS adolescent girl of age 15-19 without children; d) M-OOS adolescent girl of age 15-19 with children.

8. BASELINE STUDY

Formative research was conducted in January 2019 in order to support the intervention design and approach. This research has assess specific risks pertaining to M-OOS adolescent girls and identified culturally appropriate strategies that minimize the risk of backlash. It also ensured that target girls' and their families' were heard at this stage of the project and can be incorporated into planning the interventions; their feedback will be sought throughout the interventions implementation and revised upon each cohort. The formative research will support in the design and delivery of community and

[22] The allocated number of KIIs and FGDs to be conducted might change depending on the priliiminary findings of the quantitative data.

family engagement activities as well inform the lesson plans for conducting literacy, numeracy and life skills sessions.

The next step in the inception period will be a pre-baseline study, carried out for preliminary screening of married out of school adolescent girls. The EE will coordinate with the project team, District Coordination Committees (DCC) of the given two districts, municipal authorities and district-based network of organizations working in adolescent girls or child marriage, among others, to select the target municipalities for project intervention. Following the selection, a door-to-door census will be conducted in those municipalities, which will be further followed by selection of specific intervention communities. After conducting a door-to-door census, the EE will generate a database of potential beneficiaries (married out of school girls) for whom the project interventions will be targeted. Pre-baseline phase will be conducted online using tablets for data collection.

Since it is impossible to identify who will get married or drop out of school before year 2, 3 or 4, the beneficiary identification process will be carried out each year before the start of the cohort. PIN will carry out the prebaseline for year 2, 3 and 4.

Apart from the screening of married out of school adolescent girls, the EE will also conduct several stakeholder workshops in coordination with PIN's local partners in the given districts as well as in Kathmandu with the project team to touch down upon different national and local level situational factors that may directly or indirectly affect project's interventions. Series of stakeholder workshops will contribute in problem and objective analysis within the domains of the project's working principles and criteria. Following objective analysis, a results chain outlining inputs, outputs, (intermediate) outcomes and impact will be developed.

Stratified random sampling approach will be used to select the sample for the study.

9. EVALUATION GOVERNANCE

9.1. Evaluation steering group

The project will organize an Evaluation Steering Group that might include participants from the District Education Office, a given Rural Municipality; PIN's and Downstream Partners' MEAL teams' representatives and senior project management. The final composition of the Evaluation Steering Group will be introduced after the appointment of the external evaluator. The Evaluation Steering Group will meet twice a year, and the main responsibility of the group will be to oversee the process and results of evaluations being carried out for the LNGB project. The evaluation of safeguarding related issues will be covered by 'annual safeguarding audit' and 'child safeguarding audit' (every two years). Since the project intervention will be done in different municipalities in each year, the representatives from these municipalities will be added in the group and those of previous municipalities replaced.

The project plans to collaborate with other GEC partners to exchange evaluation related lessons learned and good practices.

TABLE 69: COMPOSITION OF EVALUATION STEERING GROUP

S.No.	Name	Organization	Position	Role in the group
1	Rajendran Paarthesarathy	People in Need Nepal	Country Director	Chairperson
2	TBC	Representative of Rural Municipality	TBC	Member

3	TBC	District Education Office	TBC	Member
4	Bharat Shrestha	People in Need Nepal	Program Manager- LNGB	Member
5	Devika Rai	People in Need Nepal	Sr. MEAL Coordinator	Member
6	Lalita Shakya	People in Need Nepal	Child Protection Focal Person	Member
7	Shailendra Sigdel	Foundation for Development Management	Evaluation Team leader	Member
8	TBC	Hamro Palo	Project Manager/MEAL Focal Person	Member
9	TBC	Aasaman Nepal	Project Manager/MEAL Focal Person	Member
10	TBC	VSO Nepal	Project Manager/MEAL Focal Person	Member
11	TBC	StreetChild Nepal	Project Manager/MEAL Focal Person	Member
12	Jayne Hawtharne	FM	Portfolio Manager	Member
13	TBC	Representative of schools	Focal person	Member

9.2. External evaluator

The external evaluator, identified through a competitive bidding process, is Foundation for Development Management (FDM) Pvt. Ltd., a Nepal-based organization with extensive experience in evaluating GEC I and other similar girls' education projects. FDM will lead the process of measuring the three (3) project outcomes in Learning, Transition and Sustainability and 4 intermediate outcomes on attendance, quality of teaching, life-skills and economic empowerment. All outcome and intermediate outcome indicators will be measured at baseline, and endline phases of the project using a mixed-methods approach and using a quasi-experimental study design. A cohort of treatment girls will be tracked over time for the matched treatment and control schools to measure the outcome and intermediate indicators. The EE is responsible to ensure the protection, responsible handling and management of data, following PIN's data protection policy. They are also expected to provide the raw dataset to PIN along with their analyses and reports of respective evaluation points. The EE has their own Child Protection Policy and DO NO Harm Policy in place. The Child Protection Policy covers behavior protocols for their staffs while dealing with the children. Similarly, they shall abide by PIN's key safeguarding policies and will be monitored annually using Safeguarding Checklist (Section 2.4).

The external evaluator is expected to deliver the followings-

- Pre-baseline/Inception Report
- Baseline Report
- Final Report of Evaluation Point 2
- Final report of Evaluation Point 3 Endline report

9.3. Data validation

To ensure impartiality and independence of project evaluations, the external evaluator (EE) was hired for the duration of the project through an exhaustive international open tender process. The EE will autonomously lead the process of measuring and evaluating the three (3) project outcomes in Learning, Transition and Sustainability and 4 intermediate outcomes on attendance, quality of teaching, life-skills and economic empowerment. The Senior MEAL Coordinator will work in close coordination with EE to ensure that they receive all the relevant project documents required to deliver their tasks, and provide support with regards to review of data collection tools and reports. The EE will have a clear strategy on data validation and quality assurance, built as part of their overall research approach.

The project team will particularly give attention to-

- Enumerator training, including Code of Conduct
- Pre-testing and piloting the data collection tools
- Electronic data collection with daily uploads of collected data that allows real-time data checks, checks of data collection time, position etc.
- Field monitoring during data collection to monitor the process of data collection
- Established feedback loops with beneficiaries and local authorities
- Agreed and described analytical process
- Access to raw data sets provided by EE (independent data quality check by PIN data analyst, for example cross-checking and triangulating it with some of the data that the project will collect internally and regularly)
- Maintaining clear description and records on lineage - the history of the data source, processing, cleaning etc.
- Validation workshops organized for key stakeholders and community/respondents representatives

10. DATA QUALITY ASSURANCE

Brief outline of the quality assurance plan:

As mentioned in the GEC guideline, FDM will follow sequencing method for data collection where only after a round of basic quantitative data analysis is completed, FDM will conduct qualitative data. The qualitative aspect of the study will be based on Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). The checklist for qualitative survey will be formulated keeping in mind the indicators. The checklist will try to explore the "why" dimensions and in this way complement the "what" of the survey questionnaire. Checklists of the FGDs and KIIs will first be formulated in English with PIN's inputs. Questions will be created with a view to fulfil the objectives of the project. FGDs and KIIs will be held with the stakeholders of two districts.

These FGDs and KIIs will help FDM assess the socio-economic situation of the people and to identify the interests, concerns, and expectations of key stakeholders and their issues of contestations with other actors. Questions will be created with a view to fulfil the objectives of the project. Attention will be paid to measure the indicators.

Team for qualitative methods

There will be a team of two-four researchers to conduct the FGDs and KIIs. Assisting the teams in the field will be a local resource person (one per district) who will help identify the key stakeholders of each district. Once FGDs and KIIs are completed, the recorded FGDs and KIIs will be sent to FDM office where the transcribers-cum-translators will begin working on it immediately.

- Research team leader and coordinator will closely work on the designing and finalization of checklists for interview tools and community mapping exercises.
- Research team leader will pay scheduled visits in the fieldwork with researchers during data collection for monitoring and quality check.
- Research coordinator will also be involved in the fieldwork with research supervisors.

- The researchers and enumerators will be properly oriented on conducting the mixed-method primary research before the start of the field visits. They will also be well informed about the research ethics.
- Local enumerators with good knowledge of local language will be given priority during the selection of the enumerators.
- The data will be cleaned and edited before any analysis.
- Researchers will take field notes daily and prepare FGD/KII notes.
- The field researchers will also be asked to record their observations and reflections during data collection.
- All the interviews will be recorded in order to prevent data loss.
- EE will have a balanced team in order to ensure gender coverage.
- Supervisors and enumerators will be kept in continuous communication loop with coordinator. Coordinator will also remain in constant touch with relevant officials at PIN

10.1. Training

The project core team will orient the external evaluator upon their selection. The orientation shall focus on acquainting the evaluation team with the project as well as clearly stating their scope of work in the evaluation, PIN Safeguarding and other key policies on child protection. Since external evaluators who are acquainted with EGRA/EGMA tests will be selected, there will be no need to provide them a detailed training on conducting EGRA/EGMA tests. All members of the external evaluation team will be provided with child safeguarding training and it will be ensured that they pay proper attention to ethical aspects of working with children, including informed consent, anonymity and confidentiality and data protection.

The external evaluator will further be required to train all the enumerators in the field before commencing the evaluation. It will be communicated with the external evaluator that all enumerators who will be a part of the evaluation should not be associated with the project in any way and should have minimum qualifications (at least having passed higher secondary level and from a research background as far as possible) to undertake the evaluation. Before the enumerators are deployed in the field, they will be provided an intensive training with the core researchers from FDM being the main trainers. This training will incorporate sessions on safeguarding and child protection facilitated by the safeguarding focal person. The enumerators will be oriented especially on how to proceed if the respondent opens up about the cases of violence, including what safeguarding protocols to follow for their own safeguarding and for that of the respondents. Once briefed on the questionnaires, the field team will also be instructed on how to clarify a question and how to encourage respondents if they are confused or hesitant to answer. Furthermore, enumerators will also be trained on the use of Washington Group Questions. Training of enumerators will be done following PIN internal guidance and use of Quality Improvement & Verification Checklist (QIVC) for individual interviews during pre-testing. The agenda related to developing procedures to safeguard enumerators or staffs hired by External Evaluators will be recommended to them.

A special training on using the mobile technology for the interview will be conducted. In the training session, the field team will learn how to use a mobile set to administer the questionnaire and record geographic coordinates of the households surveyed. During the training, several rounds of mock interview of the surveys will be conducted amongst themselves using the mobile technology, which will enhance their familiarity with the survey questionnaire as well as the mobile technology, and build up their confidence. Following the training, the external evaluator shall be required to undertake a pilot study to acquaint the enumerators with the evaluation tools. Furthermore, all the output level tools and data collection requirements of the project will be discussed in detail. This will control any inconsistency in data collection process and quality largely.

10.2. Piloting

After the finalization of data collection tools, a team of enumerators, evaluation staff and field officers will be trained on various aspects of data collection, project's ethical and child safeguarding principles, particularly relating to the MEL work. One-day mock session will be conducted during the enumerators' training. The enumerators themselves will administer the mock session, so that they can identify errors or glitches in the tablet or in the question itself. This will give an opportunity to make prompt changes.

After the training ends, the enumerators will then move to the field for actual pre-testing of these tools and approaches. The pre-testing will be done in a community with similar characteristics as that of project location and beneficiaries. Considering the distinctive political and socio-cultural features of Province 2, pre-testing will ideally take place in Province 2, but in other locations/districts where the intervention is not targeted. Field Officers and project's MEAL team will accompany the enumerators during this process to provide necessary support and guidance. Approximately each enumerators will administer at least four interviews for testing the questionnaire. Any irregularities or errors in the questionnaire will be marked, which will eventually be corrected before moving to the field districts.

Pre-testing will provide opportunity to make changes in the data collection tools and approaches, so that they become more robust during actual data collection process. After each day of pre-testing, the team will sit together in a facilitated meeting to share their experiences regarding the use of tools and the approach and provide feedback on how to improve the data collection process. The External Evaluator will incorporate the feedback in revising the tools and approach. In addition, on the first day of the actual fieldwork, researchers from FDM along with the field monitor will monitor how enumerators administer the survey. A feedback session will be conducted at the end of the day to discuss problems/confusion if any.

10.3. Data cleaning, editing and translation

For the household survey, pre-coded structured questionnaire will be used as interview tool. PIN and FDM team will formulate them jointly. The questionnaires will be formulated first in English language. Once the questionnaire has been thoroughly worked upon by PIN and FDM team, it will be translated into Nepali language. Back translation of the questionnaire will also be done. The Nepali version will be used for administering the interview schedule in the field. Questions will be formulated with a view to fulfil the objectives of the survey. For the survey questionnaires, a mobile data collection platform will be used. FDM proposes to use Open Data Kit (ODK) for the survey. This system will not only administer the questionnaire electronically through face-to-face interviews in the field but will also record the geographic coordinates of all the sample households' location. This platform will also allow the completed questionnaire to be sent to the central server instantaneously, and thereby assist in real-time monitoring of the fieldwork.

Once the enumerators complete filling up each questionnaire in the field using the mobile technology, they will review them in the mobile set thoroughly to ensure that they are appropriately filled up. Then, they will send them via internet to the central server, which will be accessible to FDM. The fieldwork will thus be monitored from Kathmandu as well (i.e., besides the monitors who will be monitoring the work in the field).

Once data begins coming into the central server, FDM will start the data cleaning process for checking for inconsistencies and other invalidities (such as extreme cases etc.). In the meantime, the category called 'other' responses or responses of open-ended questions (which will not have been pre-coded at the outset) will be coded into the dataset. These processes will continue throughout the survey period. The External Evaluator will also provide clean datasheet of the raw data collected from the field to PIN Nepal project team, which is also one of the EE's main deliverables. The MEAL team and Information Manager of the organization will have critical and thorough look at the dataset. Where

possible, the analyses performed will be duplicated to ensure that the resulting output match the one being done by the evaluator. Any sensitive data, for example related to SGBV, will not be directly linked to the respondent to protect their anonymity. Unique IDs will be provided to the beneficiaries/respondents to anonymise the personal information. The file will be secured and password protected, with access to only relevant personnel.

Data obtained from the surveys will be processed and analysed using both software SPSS and MS Excel. After the completion of the data cleaning process, the data will be imported in the SPSS software where further management, analysis and presentation in a tabular form will be performed. Interpretation of quantitative data will be used to substantiate the findings of qualitative consultations, and vice-versa. The external evaluator will follow sequential method as per GEC guideline to collect qualitative data.

Qualitative data will be collected only after preliminary quantitative analysis is completed. Once the data collection is complete, debriefing session will be organized. Debriefing and reflection will be done by researchers on different levels. Preliminary de-briefing will be held among the researchers on a regular basis while on field, the basic interpretation and findings from which will be shared with project officials of respective two districts upon the completion of fieldwork. Apart from that, a separate consultation will be held with enumerators involved in the study to record their perception about PIN's implementation, their observation and any unique event/ phenomenon that they might have come across during data collection. Upon the completion of field level data collection, research coordinator will facilitate an in-depth two-day debriefing session with the researchers and the evaluation expert from FDM. This will contribute in the analysis of qualitative information based on observation and experience of researchers. Findings from FGDs and KIIs will also be discussed and synthesized in the debriefing session

FDM proposes a grounded theory approach to analyse the data gathered through FGDs, KIIs, and case stories. This includes theme-based theory generation and interpretation of phenomenon backed by findings, examples and justifications.

All of the qualitative data collected from different data sources will be synthesized to prepare the report. The textual data will be analysed using thematic analysis, a method used for identifying, analysing, and reporting patterns within the data. Thematic analysis involves identifying important issues and quotes from the collected data. Such issues will be put into matrices based on key themes (components and OECD-DAC criteria). Those matrices will be further consolidated to provide further insights on relationship between various issues and concepts brought forth in the study.

The frequency of the themes and the patterns for each category will then be coded for the next step of data analysis. The patterns will be identified in relation to inter group comparisons. In addition, all the team members will read the transcribed data. It will be followed by in-depth discussions to describe and clarify the themes and patterns, and to reach an inter-rated agreement rate of at least 90%. The interpretation of qualitative findings will be backed by survey results, and vice versa. Narrative passages will be used to interpret and determine the meaning of themes and patterns.

Data will be disaggregated along the project areas, gender, ethnicity and other relevant attributes, such as to enrich the depth of analysis and interpretation of findings

11. RISKS AND RISK MANAGEMENT

TABLE 70: RISKS AND MITIGATIONS

Risks	Probability of risk occurring over the course of the project	Potential impact on project's success	Proposed actions to mitigate risks that have both significant probability and impact/importance
Political instability, political influences, expectations from political figures	medium	medium	Monitoring of the political situation. Diplomatic relations with political bodies.
Low availability of political stakeholders to participate in qualitative data collection due to federalism process	medium	medium	Monitoring of the situation, relationship building with political stakeholders.
Natural disaster	medium	high	Weather monitoring.
Street harassment of research participants fuelled by harmful social norms surrounding their mobility.	medium	high	Briefing of participants' families, community leaders, religious leaders, etc. on the scope and purpose of the research and gaining their support. Formative research to assess specific risks that pertain to M-OOS adolescent girls and to identify culturally appropriate strategies that minimise the risk of backlash. Community engagement and participatory approach from the inception and over the course of the project. Strong engagement with religious and community leaders to identify culturally sensitive strategies and to prevent backlash within the communities. Child friendly Complaint Response Mechanism.
Harassment of enumerators	low	high	Community engagement and participatory approach from the inception and over the course of the project. Strong engagement with religious and community leaders to identify culturally sensitive strategies and to prevent backlash within the communities.
Harassment of participants by the enumerators	low	high	Hiring female enumerators.
Seeking parental / guardians' consent for the participation in project activities including data collection for research activities	medium	medium	Field coordinator will assist in overall induction of the project at community level and during project implementation phase as required Local interpreters will be responsible to convince parents/guardians by elaborating about objectives of the research/project in order to gain parental/guardians' consent for participating in research activities

Risks	Probability of risk occurring over the course of the project	Potential impact on project's success	Proposed actions to mitigate risks that have both significant probability and impact/importance
Low availability of female enumerators with local languages' competencies	high	high	Most field officers will be female and belong to Province 2, who can help mitigate this challenge by supporting during data collection process. Local partner Aasman Nepal's well established presence in the project area will help find appropriate enumerators.
Low capacity of enumerators to report disclosures of violence experienced by participants	low	high	Robust training of the enumerators covering ethical challenges, referrals, reporting, confidentiality. Regular check-ins with the Child Protection Focal Point.
Disclosure of experience of violence by participants	medium	high	Mapping of service providers, training enumerators in referrals (confidentiality, privacy, non-judgement, do no harm). Regular check-ups of the enumerators with Child Protection Focal Point. Child Protection Focal Point to lead on referrals and follow-ups.
Inability to track participants due to migration, limited mobile coverage, etc.	medium	medium	Ongoing monitoring, using peer support networks to help tracking, design of different snowball sampling and tracing strategies. Besides, establishing a tracking system by using household/family information along with beneficiaries'.
Time constraints of M-OOS adolescent girls to participate in the research	high	high	Data collection location sufficiently private, safe, conveniently located, accessible. Consideration of the additional burden for participants. Formative research has suggested the engagements with mothers-in-law can considerably help allocate time for these girls.
Lengthy negotiations with guardians to allow participation of M-OOS adolescent girls	low	medium	Including local program staff as a medium of communication from the initial phase to build trust. Continuous engagements with M-OOS adolescent girls' families, particularly mothers-in laws, as suggested by the formative research. Including community leaders and local authorities as change champions to encourage family members to allow participation in the program.
Enrolment of wrong beneficiaries	low	high	PIN MEAL team and the external evaluator will work in close collaboration to ensure that the sampled beneficiaries indeed meet the inclusion criteria. Cross-verification of beneficiaries' characteristics from different sources

Risks	Probability of risk occurring over the course of the project	Potential impact on project's success	Proposed actions to mitigate risks that have both significant probability and impact/importance
Data protection	low	high	Signing of and adherence to Information Sharing & Data Confidentiality Agreement. The project will also develop Data Integrity Policy.
Difficulties of using learning tests for married adolescent girls who have never been to school or have dropped out of school much sooner	medium	medium	Adapt the learning tools with regard to beneficiaries and their context, including language in case of beneficiaries from linguistic minorities. Conduct feasibility assessments through consultations and feeding the inputs during tools adaptation
More eligible M-OOS adolescent girls in the project areas than targeted	low	medium	The project will enrol all identified M-OOS girls in the given year and accommodate the total project capacity (8500) in following years.
Contamination (other similar projects may be running in target areas)	medium	medium	Extensive stakeholder mapping exercises will be conducted at municipality level including relevant stakeholders to analyse the degree of contamination and robust evaluation validity measures will be taken.
Delays in timelines	medium	medium	Some internal processes within PIN mission's compliance could result in delays, as could external processes e.g. with the authorities or the FM, or natural disasters, political instability resulting in insecurities, community mobilization etc. To prevent such delays, compliance team and other stakeholders will be given prior information to prioritize certain tasks; the project team will closely monitor the security situation. Besides, community engagements have already been started through the support of implementing partners to avoid the delays. The seasonal hurdles such as monsoon, festival season, etc. may also significantly impact on the timelines.

12. LEARNING

12.1 Learning strategy

As part of MEL strategy, lesson learning and sharing will be an ongoing process to inform project design, implementation plans and interventions. With support from Fund Manager, there will be a strong focus on learning. A dedicated learning function and mechanism will be developed to deliver GEC-LNGB program learning for Our Turn. Initially during the inception period in year one, the learning from formative research and pre-baseline assessments will be accommodated to make the intervention design as per the need of local context, and beneficiary group. Formal and informal interactions with Nepal's GEC-T and LNGB project teams will be an indispensable part of the learning, especially during inception phase. Moreover, these inception period findings, results from external evaluation in each evaluation points and learnings during the implementation process with each cohort group will be shared with donors, stakeholders and government entities both at local, provincial and national level, in various approaches as explained in section 12.2 below.

People in Need (PIN) plans to participate and contribute in the following learning clusters:

- Learning Cluster 1: Teaching, learning and assessment
- Learning Cluster 3: Non-cognitive skills
- Learning Cluster 4: Social norms

These learning clusters will be organized and delivered by the FM in the country. Program Manager and MEAL team will be responsible for coordinating and delivery the learning strategy at the project level. Comprehensive data, both quantitative and qualitative, during the process and result of monitoring and evaluation will inform and contribute to shared learning and discussion on the mechanisms by which each outcomes on numeracy, literacy and life skills are improved and inter-related, and the interventions to assess the changes in these core areas throughout the project period.

The evidences of monitoring and evaluation will be analysed regularly: monthly, quarterly, semi-annually and during each evaluation points. Monitoring process will be documented with key learnings, for timely mediation and alteration on project implementation.

Findings from external evaluation will be a key in learning process, where data from all evaluation points will be communicated and disseminated to explain and inform the barriers and effective & efficient intervention models for the benefits of out-of-school adolescents girl's education and life-skill initiatives in province-2, and to re-evaluate approaches to address harmful social norms and engaging local community and the government.

In addition, PIN will coordinate and collaborate with other GEC-LNGB consortium partners VSO and Street Child in Nepal to share each-other's learning, and best practices and for joint effort to inform the provincial and national government, for the better educational environment and opportunities for these marginalized girls and their improved life-outcomes.

12.2. Stakeholder engagement, dissemination and influencing

Stakeholders from all level and structures, including but not limited to beneficiaries, their families, communities, local & provincial government, donors and other relevant local/national stakeholder will be an

integral part, during planning, implementation and evaluation process of the learning cycle. These stakeholders will be consulted, at all stages of the project, to generate information, inform design, monitor progress and validate evaluation findings and recommendations. This will enable community ownership, whilst providing first hand beneficiary perspective and will hopefully serve as a positive change agent for disseminating findings and ultimately make a lasting change in the community for the girls that project envisions to support. The approaches to engage them will include community consultation sessions, focus group discussions, interviews, workshops with the community, family members, schools and local authorities, periodic review, sharing and validation meeting, periodic round-table discussion, conference at local/province level. Furthermore, learning sharing with stakeholders will be done through digital and printed materials such as newsletters, photo/success-story, case studies, and digital videography. The detail plans to engage stakeholder and disseminate information with the preferred means, timing and protocols presented in below table:

TABLE 71: STAKEHOLDER ENGAGEMENT

Stakeholders	Means of communication	Times/ frequency	Protocols
Province and national level: Federal government, Ministry of Education, Department of non-formal education, Social Welfare Council, teachers association	Meetings, email, printed letters, workshops, phone calls	During inception period, and monitoring and evaluation of project design and activity	Social Welfare Council provides/approves project agreement document Ministry of Education (MoE) and its non-formal education department approves curriculums, and conduct meeting for central project agreement committee (CPAC)
Local and district level: education office, administration office, coordination committee, women and children office, rural/municipality office	Meetings, email, printed letters, workshops, phone calls	In all steps of project planning, implementation, monitoring and evaluation; with special engagement during the inception period of the project	Local and district government provides approval letter and sign pre-consensus letter for agreement, conduct meeting for district project agreement committee (DPAC)
Community structures: mothers group, religious/community leaders, ward-level local government, community volunteers, youth clubs, family members of beneficiary girls,	Meeting, workshops, community engagement activities	Termly review and sharing meeting and community engagement activity	Identify all key local stakeholders/authorities and influencing personalities in the community and introduce project to them initially

local development committees			
School structure: school management committee (SMC), parents teachers association (PTA), teachers union, student clubs/groups	Meeting, face-to-face interaction, School workshops (for girls/boys and teachers), training, school activity and phone calls	Termly meeting with SMCs, PTAs, timely face-to-face feedback and sharing sessions with teachers and students Monthly visits to schools during her turn/his chance workshops	Introduction of the project to schools through local government and leaders via letters and approved memorandum of understanding (MoU)
Funding structures: Nepal government, UK government, DFID, PwC and other consortium partners of GEC-LNGB	Emails, meetings, workshops/conferences, project's printed/digital deliverables (newsletter, update, reports)	Throughout project life cycles, especially during inception period, after each evaluation points	

13. MEL WORK PLAN

13.1. Timetable

Key MEAL Activities	Timeline
Recruitment of External Evaluator	March 2019
Inception meeting and work plan review	March 2019
Definition of primary research instruments and development	March-April 2019
Finalize and submit evaluation quantitative and qualitative tools to FM	April 2019 (quantitative tools), May 2019 (qualitative tools)
Final inception report and work plan submitted to PIN	April 2019
Develop and carry out training workshop for enumerators and field supervisors	May 2019
Testing and piloting data collection tools	May 2019
Collect benchmarking data and baseline data	May-June 2019
First draft of baseline report and clean datasets	July 2019
Final Baseline Study Report + clean datasets submitted to PIN and the FM (First Evaluation Point)	July 2019

Second Evaluation Point	February/March/ 2020 (Learning) June/July 2020 (Transition)
Third Evaluation Point	January 2022 (Learning) April/May 2022 (Transition)
Fourth Evaluation Point	March/April 2023
Final Endline Study Report submitted to the FM	January 2024

The baseline data collection widow between May 2019-June 2019 may be affected by the pre-monsoon and monsoon season. However, the potential political issues in Province 2 causing security constraints are somewhat less predictable, but necessary to take into account. The security situation of target areas will be closely monitored by the project so that any major risks can be identified as soon as possible and the work schedule adjusted accordingly.

13.2. Responsibilities

The Senior MEAL Coordinator will lead the monitoring activities of Our Turn, and be responsible for tracking and updating the MEAL plan and processes. PIN's HQ MEAL team will continuously support the country mission to carry out the key MEAL activities outlined in the Framework. The Program Manager will essentially lead the implementation of various project interventions, management and reporting. He/she will also supervise the MEAL work and provide support, whenever/wherever required. The Technical Advisor will oversee the whole project, including its MEAL activities, and provide continuous support to achieve the project goals.

The two MEAL officers, stationed in the field office will oversee routine data collection from field staff, share that with the Senior MEAL Coordinator, and as well as with the field team. The data collected from the field will be centralized in a central database system, with support from the PIN Nepal's Information Manager to conduct data analyses as required by the project to support adaptive management. The Evaluation Officer, representing the Fund Manager, will offer the technical support and guidance, whenever needed by the project. This will also include enhancing the capacity of the organization in performing MEAL related tasks, reviewing the reports/documents and providing necessary feedback. The FM will further support to fulfil the MEAL responsibilities by signing off significant MEAL documents and reports of the project, including this MEL Framework.

The dedicated MEAL staffs of two implementing partners, Aasaman Nepal and Hamro Palo, will support PIN MEAL team in the operationalization of the project's MEL framework. From routine data collection and reporting in the agreed tools and frequencies to ensuring compliance in the field settings, the implementing partners will be play significant roles in delivery of MEAL activities of the project. The External Evaluator (EE) has the key responsibility of conducting baseline assessments, midline study and endline study in order to evaluate the outcome-level achievements of the project regarding M-OOS adolescent girls' learning, transition and sustainability. The EE will also review the project's Theory of Change, MEL Strategy and Log framework and help finalize the MEL Framework. Through their evaluation work, the EE is also responsible to provide insights and necessary feedback for adaptive management.

ANNEX 6: INCEPTION REPORT

Baseline Evaluation of Aarambha

Project Cohort-III

Inception Report

Foundation for Development Management

Introduction

The Aarambha project is being implemented in Nepal by People in Need (PIN) with the support of FCDO's Girl's Education Challenge Leave No Girl Behind Window (GEC-LNGB). The project aims at addressing the underlying barriers that prevent girls from leading healthy, safe, and educated lives: their low social status. The project works primarily with married and unmarried out-of-school (M-OOS) adolescent girls aged 10-19 years from the Bara and Rautahat district along with other key stakeholders like the girls' families, community groups, religious leaders, schools, and government officials. Over four years, PIN will work with four cohorts and will aim to reach 8500 young married and unmarried OOS girls., 17,00 of their family members, 4,000 in-school girls and 4,000 in-school boys, 400 local government officials, and community /religious leaders. With the implementation capacity of the project, it will work directly with approximately 2125 Married and Unmarried Out-Of-School (OOS) girls each year.

The project intervention areas will change with each subsequent cohort. The project has already completed its interventions in Cohort I & II municipalities. This evaluation is for Cohort III which is currently being implemented in two municipalities of Bara and Rautahat district. In the third cohort, the project interventions are being implemented in Madhavnarayan Municipality and Rajpur Municipality of Bara and Karaiyamai and Baragadhi Municipality of Rautahat district. Like as cohort II, the project intervention is being implemented amongst married and unmarried girls of aged 10-19 in cohort III.

Methodology

FDM will adopt a longitudinal mixed-method approach, consisting of quantitative and qualitative data collection simultaneously for the baseline evaluation of Cohort – III of the Aarambha project. The project will track Married and unmarried Out -Of- School (M-OOS) adolescent girls, in the intervention areas in each evaluation phase of data collection Furthermore, the project will track girls based on two intervention pathways i.e. Learning and Transition. The key approach to demonstrating changes in the outcome in the project will be pre-test and post-participation approach. This will measure the effect of the intervention on group of beneficiaries before and after the intervention. Benchmarking will be conducted during the baseline data collection in the schools the girls are expected to enroll. This would mean that the baseline learning sample will include not only beneficiaries, but also a set of 'one-off' sampled individuals where results from their learning tests are taken solely for the purposes of establishing a benchmark target for endline. In addition to this, the baseline evaluation will set target for transition and sustainability outcomes and intermediate outcomes included in the log-frame.

Evaluation Questions

For baseline evaluation of Cohort III, the external evaluation will be seeking answers for the following evaluation questions:

- *Effectiveness* – How effective the project will be in developing the literacy and numeracy skills of the M/OOS girls? How effective will the project be in developing cognitive and non-cognitive skills of the M/OOS girls?

- *Impact* – How, if at all, do literacy, numeracy, cognitive and non-cognitive life skills translate into household decision making and agency? How and why will this impact be achieved? What will be the different impacts for different sub-groups? How, if at all, will 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, will 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 will these impacts achieved? What will be the different impacts for different sub-groups?

- *Influences*- What will be the key contextual challenges faced by the project to implement designed interventions? What will be the positive and negative influences on the project?

- *Unintended consequences*- What will be the project's unintended consequences, besides the intended outcomes? What kind of consequences would there be either positive or negative? What will be the effects of such unintended consequences on the intended outcomes? What will be the impact of the COVID-19 pandemic on the outcomes and intermediate outcomes of the project? How will the project/ target beneficiaries cope with the problems faced during the COVID?

- *Sustainability* – What will be the role of the community and how can they be engaged to challenge harmful social norms that affect M/OOS adolescent girls and create conducive environments within which they can pursue life plans. What will be the role of the local government and other stakeholders to sustain the activities carried out by the project?

- *Value for Money*- What does the project need to be vigilant about in order to reap the utmost value of money during the third cohort?

Data collection approach

The evaluation adopts a convergent parallel mixed-method approach comprising of both quantitative and qualitative methods for data collection. For baseline, the quantitative survey will comprise of the household survey with parents of the girls (400 sampled households) and the girls' survey including the Annual Status of Education Report (ASER) tool conducted with 400 sampled M/OOS girls. The sampled girls and the household of the same girls will be visited in the endline following the joint sampling approach. Similarly, the qualitative tool will comprise of Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) and observation with various stakeholders concerning girls' education at household and community level as well as observation at the school.

Quantitative data collection approach

Quantitative data collection will be done via Open Data Kit (ODK). The enumerator will use a tablet with an ODK application installed that will contain the structured questionnaire for the survey. Additionally, a hard copy of the questionnaire and backup chargers will be provided to the survey team in case of emergency use. Moreover, FDM will hire experienced enumerators and monitors from both of the districts to ensure quality data collection. 24 enumerators (12 males and 12 females) will be recruited for of the baseline evaluation. The enumerators will be trained over a single- day training where the enumerators will get the opportunity to recall the learning from the endline evaluation of Cohort 2, which took place a fortnight ago only. During the training, the enumerators will learn about the girls' survey, and the household survey. After a guided refresher training, the enumerators will learn about the ASER tool as well as the Washington Group of Questions on Child Functioning and the SIP checklist and classroom observation. Later, the female enumerators will practice among themselves the Girls' Survey and ASER tool; whereas the male enumerators will practice the SIP checklist and classroom observation checklist and the household survey.

Quantitative Sample

The sampling in the baseline of cohort – III will follow the following procedure.

M/OOS girls will be sampled based on the sampling list provided by PIN. The sampling list encompasses all the crucial details of the girls from all the CLC: the names of the CLC, names of the girls, their age, marital status, ethnicity, religion, address, contact details among others. After having the sampling frame, sample size will be calculated as per GEC evaluation guideline, which suggested using minimum standards (p0=0.58, pa=0.50, Power=80%, Power=80%, Confidence interval= 95%, Margin of error = 0.05, Test=2-sided test). FDM will further add an attrition buffer of 30% and will generate a final sample size of 395 for each cohort (treatment and comparison). Hence, 400 girls from each of the groups will be selected as samples covering at least 50% of the CLCs so that clustering need not be applied for sample size calculation. Furthermore, to calculate the sample for each of the sub-groups as defined by the project the sample for each sub-group will be drawn from the total number of beneficiaries and will be divided proportionately among each subgroup. The sub-groups are as follows:

- Younger (10-14) married OOS adolescent girls without children who have dropped out of school
- Younger (10-14) married OOS adolescent girls who are mothers
- Older (15-19) married OOS adolescent girls without children
- Older (15-19) married OOS adolescent girls who are mothers
- Married OOS adolescent girls who are waiting for Gauna ceremony
- Young (10-14) OOS adolescent girls who have never been to school
- Older (15-19) OOS adolescent girls who have never been to school
- Young (10-14) OOS adolescent girls who have dropped out of school
- Older (10-15) OOS adolescent girls who have dropped out of school

Hence the sample size will be 800, (400 girls + 400 households)

Quantitative Data Analysis

Quantitative data analysis will be conducted in two stages. First, the preliminary data analysis will be conducted immediately after the completion of quantitative data collection which will be followed by data cleaning. After data cleaning, descriptive data analysis will be conducted.

Data collection tools[23]

The evaluation will use the following tools.

- Household survey questionnaire
- Girls survey questionnaire
- ASER test
- SIP observation checklist
- Classroom observation checklist
- Barefoot assessment
- Gender sensitivity assessment checklist

23 Tools are attached separately in Annex …

Qualitative data collection approach

The baseline study will adopt a convergent parallel mixed method where the qualitative checklists will be developed to validate the findings from the quantitative data collection. The qualitative check list will be prepared by FDM based on baseline findings and log frame. Checklists will be finalized after consultation with the project team and FM. All the interviews and discussions will be electronically recorded by the researchers with the consent from the respondents.

Qualitative Sample

Purposive sampling will be used for selecting the stakeholders for qualitative interviews. The methods used for data collection will be focus group discussions (FGDs) and key-informant interviews (KIIs). In each phase a total of 12 FGDs and 18 KIIs will be conducted with direct and indirect beneficiaries (6 FGDs and 9 KIIs from each of the two districts). M-OOS aged 10-14 and 15-19, along with CLC facilitators, parents, change champions, municipal education officials, project staff, and school head-teacher will be consulted during the evaluation. At the end of the field work, the researchers will cross validate the finding from field with the project staffs on the basis of which a report will be generated.

Qualitative Data Analysis1

All the interviews and group discussions will be recorded electronically with respondents' consent which will be transcribed and translated into the English language. Additionally, the qualitative field researchers will also prepare field notes with their reflections based on the recording and their observations. A one-day extensive debriefing session will be held among all the field researchers where all the questions will be discussed comprehensively and the findings, observations, and researchers' reflections will be recorded. For the qualitative analysis, the research coordinator will refer to the transcripts, analysis notes from the debriefing session, and the field notes prepared by the field researchers. FDM will adopt thematic analysis approach to analyze the qualitative data.

Quality Assurance

Appropriate measures will be taken to ensure the quality of the study in each step in both quantitative and qualitative data collection. FDM team in close consultation with the PIN team and FM will go through revisions on the format and the contents of the questionnaire to eliminate ambiguities, language complexity, and complicated skip patterns. To ensure the best quality of data and to solve the problems that may arises during data collection, FDM will hire monitors who meet minimum education qualifications, who have local language proficiency, and the contextual understanding of the study. Furthermore, monitors will check whether or not the enumerators will execute the tasks they are expected to perform. Intensive fieldwork training will be conducted to ensure quality. The training will be focused on an in-depth discussion of the questionnaire to familiarize the enumerators with the questions, options, skip patterns, and other details. Furthermore, a field plan will be revised to meet planned as well as unforeseen challenges and thereby ensure the smooth operation of day-to-day field activities.

Ethical Consideration

Ethical standards will be ensured throughout the process; from planning to data collection, data analysis, storage, report writing, and dissemination. FDM ensures that every assignment undertaken meets the highest level of quality and ethical standards. The team members of the assignment will maintain moral and ethical standards practiced within Nepalese socio-cultural contexts. Ethical consideration will be ensured during the time of designing the questionnaire. FDM will make sure that the designed questions will not affect the confidentiality of the sampled population. FDM will hire enumerators who are above 18 years of age for the purpose of data collection. Furthermore, to maintain cultural and gender sensitivity, FDM will recruit female enumerators to conduct girl's survey and male enumerators to conduct household survey having

competency of local language and contextual knowledge. In addition to this, all the respondents will participate only after filling out the informed consent form. Lastly, the evaluation team will adhere to the child protection and safeguarding policies prescribed by PIN while implementing the field plan.

Covid 19 protocol

FDM will make sure that the research team comply with following guidelines issued by WHO during field level data collection:

- Use of sanitizers, masks and gloves
- Enumerators will be provided with sanitizers and masks to use during data collection process.
- Self- Quarantine after the completion of field visit.
- Mass gathering and crowded public places will be avoided.
- Researchers will be properly orientation.
- Data collection will be stopped immediately if any staff/representative shows symptoms of Covid
- The interviews will be carried out in open spaces

Deliverables

- Quantitative questionnaire and Qualitative checklist
- First draft of the report incorporating both qualitative and quantitative data
- Final report
- Annexes including questionnaire, checklist, and labeled data
- Final presentation

Activity Timeline

S.No.	Key Activities	Months/Weeks															
		December				January				February				March			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1.	Preliminary meetings and discussions																
2.	Finalizing the tools																
3.	Sampling and tools designing in ODK																
4.	Training Enumerators, monitors and qualitative researchers																
5.	Quantitative and quantitative data collection																
6.	Data analysis, translation and coding																
7.	Report writing and revision																

8.	Final Report and Presentation																

Annex 7: Data Collection Tools Used for Baseline

Our turn Accelerating life skills, literacy and numeracy of married and married out of school adolescent girls (Aarambha)

Base-line 2021: Cohort III

Girls Survey

1. Background

S.N.	Questions	Response Category	Code	Remarks
101	District of interview	**1.** Bara **2.** Rautahat		
102	Municipality	1. Baragadhi RM 2. Karaiyamai M 3. Madhavnarayan M 4. Rajpur M		
103	Ward no.	……		
104	Tole	……..		
105	Unique Girl ID number	……		
106	Enumerator's name	……..		

2. Introduction

S. N	Questions	Response Category	Code	Remarks
201	Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting baseline evaluation of Aarambha Project being implemented in your community by Aasaman Nepal. I would like to ask for your permission to interview you on behalf of program aiming to improve girl's education in lots of countries around the world. We would like to ask you some questions about you, any education programs you are a part of and how you feel about education. We would also like you to take a	**1.** yes **2.** No		**If 1, go to 203**

	short numeracy and literacy test. If you chose to take part, the results will not be shared with anyone. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. Is that acceptable and do you agree to take part in our research to help improve girl's education. And even if you decide not to be part in this survey, that will not affect your participation in the project. Do you consent to participate in this survey? Do you consent to participate in this survey?			
202	Reason to refuse participation	1. Busy with work 2. Not able to give interview (illness/health reasons) 3. Not interested to talk 4. Could not speak in the language common with the interviewer 5. Instruction of HH head not to participate 6. Other specify		
203	Name of the respondent	…….		
204	Could you please provide your contact number?	……..		
205	How old are you?	1. ……		**Limit to 10-19**
205_a	Have you had your period?	1. Yes 2. No		
206	What is your marital status?	1. Unmarried 2. Married (living with in-laws/husband) 3. Married (waiting for Gauna) 4. Separated/divorced 5. Widowed		**If 1, go to 301**
207	At what age did you get married?	1. ……. 2. Don't know		
		1.		
209	How often does your husband stay at home?	2. Always 3. Visits once in few months		

		4. He visits once in a year 5. He visits less than once in two years		
210	Are you currently pregnant?	1. Yes 2. No		
211	Do you already have children?	1. Yes 2. No		**If 2, go to 213**
212	(If mothers),How many children do you have?	……..		

3. Girl and household related questions

Now, I would like to ask you about you and your household. Please stop me whenever you have confusions.

S. N	Questions	Response Categories	Code	Remarks
301	Have you ever been to school?	1. Yes, but dropped out 2. Yes, but irregular 3. No		If 1, go to 302 If 3, go to 305
302	(if yes and dropped out) At what level did you drop out from?	1. Kindergarten 2. Class 1 3. Class 2 4. Class 3 5. Class 4 6. Class 5 7. Class 6 8. Class 7 9. Class 8 10. Class 9 11. Class 10 12. Above class 10		
303	How long has it been since you dropped out of school?	1. This year 2. One year ago 3. Two years ago 4. Three years ago 5. Four years ago 6. Five or more years ago 7. Don't know/can't say		
304	Why did you drop out of school? (multiple response)	1. Married 2. Not allowed by parents 3. Not allowed by in-laws/husband 4. not enough money to pay at school 5. need to work at home or engage in income generation 6. unsafe to travel to and from school 7. feel unsafe at school		

		8. school is too far away 9. have to go to school alone 10. transport services are inadequate 11. Teachers don't teach properly 12. Teachers mistreat at school 13. Bullied by peers 14. Peer pressure 15. I was denied admission 16. Have a health condition that prevents me from going to school (e.g. disability) 17. Too old to attend school 18. Married and waiting for Gauna 19. Have a child/is going to conceive 20. Schooling doesn't help in finding a job 21. Others (specify)		
305	Why didn't you ever attend school?	1. Married 2. Not allowed by parents 3. Not allowed by in-laws/husband 4. not enough money to pay at school 5. need to work at home or engage in income generation 6. unsafe to travel to and from school 7. feel unsafe at school 8. school is too far away 9. have to go to school alone 10. transport services are inadequate 11. Teachers don't teach properly 12. Teachers mistreat at school 13. Bullied by peers 14. Peer pressure 15. I was denied admission 16. Have a health condition that prevents me from going to school (e.g. disability) 17. Too old to attend school 18. Married and waiting for Gauna 19. Have a child/is going to conceive		

		20. Schooling doesn't help in finding a job 21. Others (specify)		
Domestic Roles and Responsibilities of Girls				
306	What type of activities are you involved at home? (Multiple responses)	1. cleaning/washing clothes 2. Taking care of elderly or other members of the family 3. Taking care of children 4. Agricultural and livestock rearing 5. Fetching water 6. Preparing food 7. Cooking 8. Others		Make sure to read all the options
307	How much time do you spend doing all of the things mentioned above?	1. Less than 1 hour 2. 1 -2 hour 3. 2-4 hours 4. 4-6 hours 5. More than 6 hours		Enumerators are to ask the amount of time for each and write a cumulative time
308	Are you involved in any form of paid work?	1. Yes 2. No		
309	What type of paid work are you involved in?	1. Formal paid employment 2. Informal employment 3. Self-employment 4. Employment in household's income generating activities 5. Others (specify)		
310	To what extent, do you think your working condition is safe? (Keep in mind the working hours, location, physical setups, legal aspect)	1. Very safe 2. Somewhat safe 3. Unsafe 4. Extremely unsafe 5. Don't know		
311	How often are you paid for your work?	1. At the end of each month 2. Once in couple of months 3. Couple of times in a year 4. Only when I ask for it 5. Never		
312	How is your income spent? (Multiple responses)	1. Have to give my earnings to my parents 2. Have to give my earing to in-laws 3. Have to give it to husband 4. Have to spend it over household expenditure 5. I can use it for personal expenses		

		6. Save 7. Others (specify)		
313	Does the paid amount sufficiently cover your expenses?	1. Yes 2. No 3. Don't know		
314	Who decides how your income is spent?	1. I decide it myself 2. In-laws 3. Parents 4. Husband 5. I consult with friends/relatives		

4. Transition Questions

S. N	Questions	Response Categories	Code	Remarks
401	what are you doing in the current time? (multiple response)	1. Staying at home 2. Engaged in employment 3. Engaged in training 4. Going to Madrasa only 5. Looking after new born 6. Going to CLC 7. others (specify)		If 7, go to 403
402	What were you doing at this time last year? (multiple response)	1. Going to school 8. 2. Staying at home 9. Engaged in employment 10. Engaged in training 11. Going to Madrasa only 12. Looking after new born 13. Going to CLC others (specify)		
403	After the completion of the CLC classes, what do you wish to do?	1. Stay at home 2. Go to school 3. Take vocational training to become self employed 4. Move to a different town/city 5. Get married 6. Have children 7. No plans as of yet 8. Others (specify)		

6.Financial literacy (knowledge and practice)

S.N.	Questions	Response Categories	Code	Remarks
601	How many financial terms are you familiar with? (Multiple responses)	1. Bank loan 2. Savings account 3. Cooperative Loan		

	READ ALL OPTIONS	4. Interest 5. Debt 6. Insurance 7. Shares 8. Don't know/Can't say		
602	Do you save money?	1. Yes 2. No		
603	Do you have a single saving account?	1. Yes 2. No		
604	Who supported you to open the account? (Multiple response)	1. No one 2. Friend 3. Parents 4. In-laws 5. Husband 6. Project staff 7. Others (specify		Read all the options
605	Where do you think people save their money? (Multiple responses)	1. Bank 2. Cooperative 3. Home 4. Give it to someone to keep 5. Others specify 6. Don't know/Can't say		
606	Why do you think people should save money?	1. To use during emergency 2. To get more interest from bank 3. To pay loan 4. For retirement 5. For education 6. For dowry 7. Others specify 8. Don't know/Can't say		
607	Why do you think people might need loan? (Multiple choice)	1. To use during emergency 2. To get more interest from bank 3. To pay loan 4. For retirement 5. For education 6. For dowry 7. To start a business 8. Others specify Don't know/Can't say		

7.Financial Literacy (attitude)

S.N.	Questions	Response Categories	Code	Remarks
701	To what extent do you think girls should have the liberty to spend money independently?	1. Strongly agree 2. Agree 3. Neutral		

		4. Disagree 5. Strongly disagree		
702	To what extent do you believe that girls should be part of the household budget planning?	1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree		
703	What are you most likely to spend the money on if you had to?	1. Own education 2. Buy personal items like bangles, clothes, makeup 3. Eat street foods/snacks 4. Spend it on household 5. Children's education		

9. Family planning (knowledge)

S.N.	Questions	Response Categories	Code	Remarks
801	At what age do you think is the right age for girls to get married?	.....		
802	At what age should the girls get pregnant so that both mother and baby are healthy?	.....		
803	Have you heard about family planning?	1. Yes 2. No		**If no,** go to 805
804	If yes, what does family planning mean to you?	1. Deciding when to have a child 2. Deciding on how many children to have 3. Using contraception to avoid pregnancy 4. Maintaining birth spacing 5. Avoiding unwanted pregnancy 3. Others (specify)		
805	Do you know how much gap between two pregnancies is recommended? (Pregnancy spacing)	More than two years More than three years 2 to 5 yrs Less than 2 yr More than 5 yrs		
806	Have you heard about contraception?	1. Yes 2. No 1.		**If no, go to 1004**
807	What are the methods of contraception that you know?	1. Female sterilization 2. Male sterilization 3. IUCD		

		4. Injectables 5. Implants 6. Pill 7. Condom. 8. Others specify		
808	What are the benefits of using contraception?	1. Limiting children 2. Spacing between two children 3. Healthy mother and child 4. Prevents from sexually transmitted diseases 5. All of the above 6. Don't know Others specify		
809	Where do you think one can get the family planning services from?	1. Government hospital 2. Health post/sub-health post PHC outreach clinic. 3. Other public facilities 4. Private Hospitals 5. Private clinics 6. FCHVs 7. Other NGOs/INGOs outlets 1. Don't know		
810	Have you ever used any contraception? (ASK ONLY IF THE GIRL IS MARRIED)	1. Yes 1. No		
811	Which one did you use?	1. Female sterilization 2. Male sterilization 3. IUCD 4. Injectables 5. Implants 6. Pill 7. Condom. 8. Don't know 1. Others specify		
812	What are the critical points of hand washing?	1. Before and after eating 2.. Before feeding children 3.After going to the toilet 4.Before preparing food 5. After touching wastage or garbage 6. After washing children feaces/ toilet 7. Don't know /Can't say		
813	What are the ways of doing self-care during menstruation? (multiple response)	1. Yes 2. No		
		3.		

814	Have you heard the radio program on promoting girls' education and well-being?	1. Yes 2. No 3. Don't know		

9.Family Planning and contraception (practice)

S.N.	Questions	Response categories	Code	Remarks
901	Are you currently living with your husband/partner?	2. Yes **3.** No		
902	Are you or your partner using any method to delay or avoid getting pregnant?	1. Yes 3. No		
		2.		
904	Who decides on matters related to (whether to use, what and when to use) the contraception?	1. I decide myself 2. My husband decide 3. We both decide jointly		
905	What measures do you follow during your menstruation? (multiple response)	1. Use of Sanitary pad/cloth 2.Change pad /cloth every 6 hours 3.If using cloth wash it and dry it in the sun 4. Don't know/Can't say		

1. Family planning and contraception (attitude)

S.N.	Questions	Response Categories	Code	Remarks
1001	To what extent do you agree that contraception should be used?	1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree		
1003	To what extent do you agree that only women should be using the contraceptive device?	1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree		
1004	To what extent do you agree that it is important to maintain hygiene during menstruation?	1.Strongly agree 2.Agree 3.Neutral 4.Disagre 5.Strongly disagree		
1005	To what extent do you believe that menstruation is not a shameful thing and should not be hidden?	1.Strongly agree 2.Agree 3.Neutral 4.Disagree 5.Strongly disagree		

1006	To what extent do you believe that girls should refrain from going to school or work during menstruation?	1.Strongly agree 2.Agree 3.Neutral 4.Disagree 5.Strongly disagree		

2. Self-efficacy

S.N.	Questions	Response Categories	Code	Remarks
1101	To what extent are you confident that you can convince your parents/in-laws/husband if you want to join school or start a new business?	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		
1102	To what extent are you confident that you can take a stand for yourself even if parents/in-laws/husband opposes the decision	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		
1103	To what extent are you confident about making decision as to where to spend the cash grant?	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		
1104	To what extent are you confident to tackle down any problems that you are likely to encounter while choosing a life plan? *Probe: problem like lack of support from family, unexpected pregnancy, bad mouthing from neighbors*	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		
1105	To what extent are you confident to report any misconduct happening to you at home, school or community?	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		
1106	To what extent are you confident that you can convince your husband to use contraception?	1. Not confident at all 2. Slightly confident 3. Moderately confident 4. Highly confident		**DO NOT ASK THIS TO UNMARRIED GIRLS**

3. Safeguarding

S.N.	Questions	Response Categories	Code	Remarks

1201	Have you ever been abused/ faced violence/misconduct?	1. Yes 2. No **3.** Don't want to tell		**If no, go to 1204**
1202	What form of abuse did you face? (Multiple response)	1. Physical 2. Verbal 3. Emotional 4. Mental		
1202	Where did you face such abuse/violence?	1. At home 2. At school 3. At public place 4. Others (specify)		
1203	Did you report it to anyone?	1. Yes 2. No 3. Can't say		
1204	Should any form of misconduct or violence be reported or not?	2. Yes 3. No 4. Don't know		**If no, then go to1206**
1205	Why do you think should the cases of abuse/violence be reported? (Multiple responses)	1. To bring the perpetrator to justice 2. To encourage other girls to report too 3. To raise awareness against gender-based violence 4. To gather multiple supports for the victim 5. Others (specify)		
1206	Why do you think the cases of abuse/violence should not be reported? (Multiple responses)	1. It will bring shame to family 2. It will raise question on the character of the girl 3. Subject of judgment in the community 4. Fear of being punished further 5. Plea of the victims goes unheard 6. Others		
1207	Where do you think should cases of abuse and violence be reported? RANK in order of preference	1. Police 2. Local government officials 3. Parents 4. Teachers 5. CLC facilitators 6. Change champions 7. Project staff 8. Toll free number of Aarambha 9. Don't know		

4. Girls Inclusive Education Network

S.N.	**Questions**	**Response Categories**	**Code**	**Remarks**

1301	Do you know about the Girl's Inclusive Education Network (GIEN)?	1. Yes 2. No 3. I don't know		
1302	Are you part of any GIEN?	2. Yes 3. No		
1303	How often do you participate in the network activities?	1. Never 2. Sometimes 3. Regularly 4. Once in a month		
1304	Are you actively engaged in the network?	1. Yes 2. No		
1305	Is the network helping you in your education/learning?	1. Yes 2. No 3. Don't know		

Our Turn-Accelerating life skills, literacy and numeracy of married and unmarried out of school adolescent girls (Aarambha)

Baseline -Cohort III

Household Survey

1. BACKGROUND

S.N.	Questions	Response Categories	Remarks
101	District of interview	1. Bara 2. Rautahat	
102	Municipality	1. Baragadhi RM 2. Karaiyamai M 3. Madhavnarayan M 4. Rajpur M	
103	Ward number	……	
104	Tole	……	
105	Unique girl ID number		
106	Name of the girl whose household is visited		
107	Enumerator's name	……..	

2. INTRODUCTION

S.N	Questions	Response Categories	Remarks
201	Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting baseline evaluation of	1. Yes 2. No	If yes, go to next section. If no, go to 202

	Aarambha Project being implemented in your community by People in Need and Aasaman Nepal and SODCC. We will ask you about your household and girls' education. We would also like to ask …… (girls' name) some questions about your household and a few questions about her education. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study, we will ensure that it is not possible to identify you as the person who has provided these answers. Your participation is completely voluntary and there are no right and wrong answers to the question we ask. This survey will pose no harm to you or the girl while conducting interview. And even if you decide not to be part in this survey, that will not affect your participation in the project. Do you consent to participate in this survey?		
202	Reason for refusal/non-interview at this visit	1. No interview- No one at home 2. No interview- No adult at home 3. No interview- Adults request reschedule 4. No interview- Respondents could not speak any language in common with the interviewer 5. No-interview- Other reason 6. Refusal- Adults not able to interview (illness/infirmity) 7. Refusal- Adults say reschedule is not possible 8. Refusal- Direct refusal 9. Refusal- Other reasons	

3. HOUSEHOLD COMPOSITION

S.N.	Questions	Response Categories	Code	Remarks
301	What is your name?	…….		
302	Could you please provide your phone number?	……		
303	How old are you?	……..		
304	Gender of the respondent	1. Male 2. Female 3. Prefer to self-describe 4. Prefers not to say		Enumerator to observe and write
305	What is your caste/ethnicity?	1.Pahad Brahmin/Chhetri 2.Pahad Dalit 3.Pahad Janajati 4.Pahad Others 5.Terai Muslim 6.Terai/ Madhesi Dalit 7.Terai/Madhesi Janajati Terai/Madhesi Others		
306	What is your religion?	1. Hindu 2. Islamic 3. Christian 4. Buddhist 5. Others (specify)		
307	What is the highest school grade that you have completed?	1. Never been to school 2. Attended some years of primary school 3. Completed Grade 5 4. Completed Grade 8 5. Completed Grade 10 6. Completed Grade 12 7. Completed Higher education 8. Don't know		
308	Are you the head of the household?	1. Yes 2. No		
309	If no, what is the name of the household head?	…….		
309_a	What is the gender of the household head?	1. Male 2. Female 3. Others		
310	How many members are there in the household?	----------		
311	What is the major source of income for the family?	1. Agriculture 2. Livestock rearing 3. Job/Services 4. Business		

		5. Wage Labor 6. Foreign employment/Remittance 7. Others specify		
312	Does (name of the girl) live here with you?	1. Yes 2. No		
313	What is your relationship with (name of the girl)?	1. Girl)'s mother 2. (Girl)'s father 3. (Girl)'s brother 4. (Girl)'s sister 5. (Girl)'s husband 6. (Girl)'s mother-in-law 7. (Girl)'s father-in-law 8. (Girl)'s other female relative (aunt/ grandmother) 9. (Girl)'s other male relative (uncle/ grandfather) 10. Not a relative 10.		
314	How far is the closest primary school that local girls can go to?	1. 0-15 minutes (0-1KM) 2. 16-30 minutes (2-3KM) 3. 31-60 minutes (4-5 KM) 4. 1-2 hours)5-6 KM) 5. 2-3 hours (6-7 KM) 6. 3 hours and above (7 and above) 7. Don't know		
315	How far is the closest secondary school that local girls can go to?	1. 0-15 minutes (0-1KM) 2. 16-30 minutes (2-3KM) 3. 31-60 minutes (4-5 KM) 4. 1-2 hours)5-6 KM) 5. 2-3 hours (6-7 KM) 6. 3 hours and above (7 and above)		
316	Is it safe for girls to travel to and back from school	1. Yes 2. No		
317	If yes, how safe or unsafe is it for girls (married) to travel to schools in this area?	3. Very safe 4. Fairly safe 5. Fairly unsafe 6. Very unsafe 8. Don't know		
318	What makes the journey difficult or unsafe?	1. Long distance 2. Traffic 3. Poor roads 4. Adverse weather condition 5. Environmental disruptions (e.g., flood, landslides, fires) 6. Wild animals 7. Harassment by other children		

		8. Harassment by adults 9. Kidnappings 10. Bullying 11. Conflict, violence, open fighting 12. Other specify		
319	What is the main language girl 3speaking at home?	1. Nepali 2. Awadhi 3. Bhojpuri 4. Maithili 5. Bajika 6. Other		
320	Can the girl understand Nepali language?	1. Yes, very well 2. Yes, a little 3. No 4. Don't know/ can't say		
321	Can girl speak Nepali language?	1. Yes, very well 2. Yes, a little 3. No 4. Don't know		
322	Can you speak Nepali language?	1. Yes, very well 2. Yes, a little 3. No 4. Don't know		Ask only if respondent is not speaking in Nepali

4.HOUSEHOLD RELATED QUESTIONS

S.N.	Questions	Response Categories	Code	Remarks
401	In what type of dwelling does the household live?	1. Modern concrete house 2. Traditional house/hut 3. Informal structure 4. Tent 5. Single room in a larger dwelling structure or backyard 6. Other		Observe and write
402	What is the main construction material of outside walls?	1. Bamboo/leaves 2. Unbaked bricks 3. Wood 4. Mud-bonded bricks/stones 5. No outside walls 6. Cement-bonded bricks/stones 7. Other material 8. Don't know		Observe and write
403	What is the material of the roof of the house?	1. Mud 2. Thatch 3. Wood		

		4. Tin/Iron sheets 5. Cement/concrete 6. Roofing tiles 7. Cardboard 8. Tarp/Plastic 9. Other		
404	Does your household have electricity connection?	1. Yes 2. No		
405	What type of stove does your household mainly use for cooking?	1. Open fireplace 2. Mud 3. Kerosene stove or other 4. Gas stove 5. Smokeless oven		
406	What type of toilet is used by your household?	1. None 2. Household non-flush 3. Communal latrine 4. Household flush		
407	How many telephones sets/cordless/mobile does your household own?	1. None 2. One 3. Two or more		
408	Does your household own, sharecrop-in, or mortgage-in any agricultural land? If yes, is any of it irrigated?	1. Yes, but none irrigated 2. Yes, and some irrigated 3. No		
409	Do you have television at home?	1. Yes 2. No		
410	Do you have radio at home?	1. Yes 2. No		
411	Have you heard the informative jingles through radio on girl's education?	1. Yes 2. No 3. I don't remember		
412	Please tell me which of the following phrases best suits your household situation	1. Unable to meet the needs without charity 2. Able to meet basic needs 3. Able to meet basic needs with some non-essential goods 4. Able to purchase most non-essential goods 5. Plenty of disposable income 6. Refusal 7. Don't know		
ECON_12 Over the past twelve months, how many days, if ever, have you or anyone in your family experienced the following				
413	Gone to sleep at night feeling hungry?	1. Never 2. Just one or two days 3. Many days (more than ten) 4. Most days/Always 5. Refusal		

		6. Don't know		
414	Gone without enough clean water for home use?	1. Never 2. Just one or two days 3. Many days (more than ten) 4. Most days/Always 5. Refusal 6. Don't know		
415	Gone without medicines or medical treatment?	1. Never 2. Just one or two days 3. Many days (more than ten) 4. Most days/Always 5. Refusal 6. Don't know		
416	Gone without cash income?	1. Never 2. Just one or two days 3. Many days (more than ten) 4. Most days/Always 5. Refusal 6. Don't know		
417	Does your household own any land either alone or jointly with someone else?	1. Alone only 2. Jointly only 3. Both alone and jointly 4. Does not own any land 5. Refusal 6. Don't know		

5 GIRLS' SITUATION

S.N.	Questions	Response Categories	Code	Remarks
501	Why is the (GIRL) not enrolled in school or dropped out from school?	1. There is not enough money to pay for school. 2. (Girl) needs to work, earn money or help at home. 3. (Girl) is married 4. It is unsafe for (Girl) to travel to/from school. 5. It is unsafe for (Girl) to be in school. 6. School is too far away 7. No one is available to travel with (Girl) to/from school 8. Transport services are inadequate 9. Teachers do not know how to teach a child like (name) 10. Child says teachers mistreat her at school		

		11. (Name) was refused entry into the school 12. The school does not have a program that meets (name)'s learning needs 13. (Name) has a health condition that prevents (him/her) from going to school (eg disability) 14. (Name) is too old to attend school 15. (Name) is not mature enough to attend school 16. (Name) has completed enough schooling 17. (Name) has a child or is about to have a child 18. (Name) is not interested in going to school 19. Schooling not important for (name) 20. School does not help (name) in finding a good job 21. (Name) says they are mistreated/bullied by other pupils 22. More education means more dowry/tilak amount 23. Due to COVID-19 24. Others specify		
502	Has the girl been involved in any of the following trainings in the past? (Multiple Choice)	1. Financial literacy 2. Business skill 3. Adolescent sexual and reproductive health 4. Community learning center 5. None 6. Other (specify)		
503	Do you feel that these trainings have boosted the confidence of girls?	1. Yes 2. No 3. Don't know/Can't say		
504	Does [girl] makes her own decisions about whether to save her income or spend it on the things she needs?	1. Yes 2. No 3. Don't know/Can't say		
505	Does [Girl] spend time caring for younger or older family members?	1.Yes 2. No 3.Don't know		
506	Does [Girl] spend time doing household activities (cooking or cleaning)?	1. Yes 2. No 3. Don't know		

507	Who washes clothes and cleans in the household? (Multiple responses)	1. Girl herself 2. (Girl)'s mother 3. (Girl)'s father 4. (Girl)'s brother 5. (Girl)'s sister 6. (Girl)'s husband 7. (Girl)'s mother-in-law 8. (Girl)'s father-in-law 9. (Girl)'s other female relative (aunt/ grandmother) 10. (Girl)'s other male relative (uncle/ grandfather) 11. Other, non-relative 12. Not applicable 13. Don't know		
508	*Who in your household usually prepares food? (Multiple responses)*	1. Girl herself 2. Girl's mother 3. Girl's father 4. Girl's brother 5. Girl's sister 6. Girl's husband 7. Girl's mother-in-law 8. Girl's father-in-law 9. Girl's other female relative (aunt/ grandmother) 10. Girl's other male relative (uncle/ grandfather) 11. Other, non-relative 12. Not applicable 13. Don't know		
509	Does [Girl] help with a family business or work outside the home (non-agricultural)?	1. Yes 2. No 3. Don't know		
510	How much time does [Girl] typically spend on a normal day on doing all household chores?	1. more than 6 hours a day 2. 4 to 6 hours a day 3. 2 to 4 hours a day 4. 1 to 2 hours a day 5. Don't know		Average amount of time
511	Do household chores stop you from being able to enroll [Girl] in school/education?	1. Yes, not enrolled mainly because of this 2. Yes, partly the reason 3. No, not the reason for her not being enrolled 4. Don't know		
512	Do sons in the family also help in the performing the household chores like cooking, cleaning the house, taking care of elderly, fetching water, collecting woods etc.?	1. Yes 2. No		

514	(If yes) Which household chores do boys support in?	1. Taking care of older or younger family members 2. Cooking and cleaning 3. Fetching water 4. Agricultural work (guarding livestock, planting, watering or harvesting crops) 5. Non-agricultural family business (shop, tailoring) 6. Others		

6 PARENTAL AND HUSBAND ATTITUDE

S.N.	Questions	Response Questions	Code	Remarks
601	Would you send your daughter / daughter-in-law to school even when funds in your household limited?	1. Yes 2. No		
602	Do you think it is worth investing in your daughter/daughter-in-law's's education by sending her school, to learn business skill, technical skill along with your son?	1. Yes 2. No		
603	Do you think your daughter will be able to use her education in practice as like the other boys in the community?	1. Yes 2. No		
604	Were the awareness activities like the public service announcements/informative jingles, posters, door-to-door activity able to change your perspective on girl's education?	1. Yes 2. No 3. Don't know		
605	Do you think girls should get married be before she turns 20?	1. Yes 2. No 3. Don't know		If no, 607
606	Why should the girl get married before she turns 20?	1. It is customary to be married at this age 2. To avoid judgement if people 3. Less dowry expenses 4. Easier to find suitable groom 5. Others (specify)		
607	Why shouldn't the girl get married before she turns 20?	1. It is illegal to get married before 20 yrs 2. Girls do not undergo physical growth until 20		

		3. She should decide when to get married once in adulthood 4. She should continue her higher education 5. Others (specify)		
608	Has there been cases of Gauna or marriage of any girls from your household before she turned 20yrs?	1. Yes 2. No		If no, go to 610
609	How many girls?	……..		
610	Has there been cases of Gauna or marriage of girls younger than 20 yrs in the community in the last one year?	1. Yes 2. No 3. Don't know		
		1.		
612	Do you think that girls should report any incidents of being physically harmed to people outside of home?	1. Yes 2. No 3. Don't know		If no, go to 610
613	To whom do you think should the cases of physical violence be reported? RANK in order of preference	1. Parents 2. Friends 3. Teachers 4. CLC facilitators 5. Project staff 6. Police 7. Ward office 8. Others (specify)		
614	Why do you think the cases of physical violence against girls should not be reported outside of home?	1. It brings shame to the family 2. It will be difficult to marry off the girl 3. More demand of dowry 4. Victimized more 5. Others (specify)		

7 HOUSEHOLD KNOWLEDGE (CLIMATE CHANGE AND DRR)

S.N.	Questions	Response Categories	Code	Remark
701	Have you heard about climate change?	1. Yes 2. No		If no, then go to …
702	What do you think leads to climate change? (Multiple responses)	1. God's will 2. Buring (woods for cooking, burning waste, agricultural products) 3. Building more concrete houses 4. Clearing of forest areas 5. Use of plastic 6. Others (specify)		

703	Are you aware of the impact of climate change?	1. Yes 2. No 3. Don't know		
704	What can be done to reduce the impact of climate change?	1. Worship more to please God 2. Using alternatives means of energy 3. Planting more trees 4. Reducing plastic usage 5. Reduced use of fire woods 6. Others		
705	Did you face any major natural/human induced disaster in last five years? Probe: earthquake, flooding, fire, landslide, lightning	1. Yes 2. No 3. Don't know		
706	What type of disaster did you face?	1. Flood 2. Earthquake 3. Fire 4. Landslide 5. Lightning 6. Others (specify)		
707	What might be the impact of disaster on people? (Multiple responses)	1. Loss of life 2. Loss of property 3. Displacement of people 4. Epidemic 5. Injuries/deformities 6. Others (specify)		
708	In your opinion, which section of the population requires immediate rescue after disaster?	1. Senior citizen 2. Women and children 3. Person with disabilities 4. Lactating mothers 5. Pregnant women 6. Single women headed household 7. Low-income household 8. Others (specify)		
709	Is preparedness before the disaster period necessary at household level?	1. Yes 2. No 3. Don't know		
710	Is preparedness before the disaster period necessary at community level?	1. Yes 2. No 3. Don't know		
711	Do you know whom to ask for immediate assistance during disaster? (Multiple responses)	1. Local organization/ community volunteers 2. NGO/INGO/Red cross 3. Local government office 4. Police 5. Neighbors 6. Others (specify)		

712	What should be done to make community safe and resilient from the impact of disaster? (Multiple response)	1. Enforcement of building code to make the building safe from disaster 2. Elevated house to prevent submerging 3. Preservation of open space 4. Provision of comprehensive mock/simulation drills to prepare for disaster 5. Disaster management plan 6. Formation of community response team on first aid, search and rescue 7. Pre-preparedness 8. Awareness 9. Others (specify)		

8 LIFE PLAN

S.N.	Questions	Response Categories	Code	Remarks
801	To what extent will you or your family members provide necessary support if your daughter/ daughter in-law wishes to join Formal school?	1. Strongly Supportive 2. Supportive 3. Neither supportive/unsupportive 4. Not supportive 5. Not supportive at all		
802	To what extent will you or your family members provide necessary support if your daughter/ daughter in-law wishes to join Bridge courses?	1. Strongly Supportive 2. Supportive 3. Neither supportive/unsupportive 4. Not supportive 5. Not supportive at all		
803	To what extent will you or your family members provide necessary support if your daughter/ daughter in-law wishes to join other trainings for skill development?	1. Strongly Supportive 2. Supportive 3. Neither supportive/unsupportive 4. Not supportive 5. Not supportive at all		
804	To what extent will you or your family members provide necessary support if your daughter/daughter in-law wishes to work?	1. Strongly Supportive 2. Supportive 3. Neither supportive/unsupportive 4. Not supportive 5. Not supportive at all		

9.Child functioning

S.N.	Question	Response categories	Code	Remarks
I would like to ask you some questions about difficulties you may have.				

901	Does she have difficulty seeing, even if wearing glasses?	1. Yes 2. No		If no, go to 1403
902	Does she have difficulty hearing, even if using a hearing aid(s)?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all 5. Don't know		
903	Does she have difficulty walking or climbing steps?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all 5. Don't know		
904	Does she have difficulty remembering or concentrating?	1. Yes 2. No		If no, go to 1406
905	Does she have difficulty with self-care, such as washing all over or dressing?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all 5. Don't know		
906	Using her usual language, does she have difficulty communicating, for example understanding or being understood?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all Don't know		

Thank you for the time!

3. Qualitative Checklist

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

FGD WITH PARENTS/HUSBAND

Project

- Have you heard of the Aarambha project operated by Aashman Nepal? Do you know anything about this program?

Probe: effectiveness, assistance to girls' education, vocational training

Learning

- Your daughter has been going to the CLC classes. How long has she been going to the CLC classes? What is your motivation behind sending your daughter/daughter-in-law to school?
- What do you think she learns in those classes? Does she come home and discuss what she learned in those classes?
- What is your perception of the CLC classes? Is it only you in the neighbourhood who is sending your daughter/DIL to the CLC classes?
- One of the issue is Parents are reluctant to send DIL in CLC. Why do you think this happens in your community?
- Are both daughter and DIL treated equally and sent to the CLC classes? If no, why DIL is treated differently than daughters?
- Do you think taking classes in the Madrasa only is sufficient for girls? [Ask in case of Muslim] If yes, why?
- Even when you say Madrasa education is essential and sufficient, why are you sending your daughter/DIL to study in the CLC?
- Are you aware of the number of issues addressed in CLC class? If so, what do you think about the sufficiency of class?
- Is it unsafe for girls to travel to school? Why is it so? What makes the journey from home to school unsafe for girls? What is your suggestion to make girl journey safe to school?
- In your views, what will motivate girls to attend the school?

Transition

- Do you think your daughter/DIL will complete the CLC course? How do you ensure that she is regular to the class and will ensure that she completes it?

- What kind of support do you and the other household members provide at home so that she can continue her learning?
- How is the girl managing the household chores and CLC simultaneously?
- Will you support your daughter/DIL if she wishes to continue learning at a school or uptake a vocation skill to start her own business? What will be the key challenges in supporting a girl back to school or starting her own business?
- Other than increasing her knowledge, do you think the CLC classes have benefitted the girls in any way? (Probe: confidence) How are you able to say that? Any examples?
- Do you have any suggestions to make CLC class more effective?

IO 2: M/OOS **adolescent girls have acquired cognitive and non-cognitive skills to develop and pursue life plan**

Financial literacy

- When you receive any kind of cash from selling vegetables/grains or from remittance, where do you keep it? Do you know about the banking system? If yes, how did you learn about the banking system?
- Would you allow your daughter/DIL to go to banks or cooperatives to deposit/collect money sent by her husband? [if the husband is away on foreign employment] Why? /Why not?
- Are the girls capable of opening a bank account themselves? (Probe: distance, availability of money, skill)
- Do you give girls money for their personal use? What do they mostly use it for? Who decides on whether the girls get money or not and how they should spend it?

Family planning

- Do you know what family planning is? Are you aware of any methods of doing family planning?
- Have you ever used any means of family planning? Have you discussed the means of family planning with your daughter/DIL? Would you encourage them to uptake one?
- What are your perceptions of using contraception?
- Do you think a girl should use contraceptives? Why? Why not?
- Who decides whether to use a contraceptive or not? [Probe: in-law, husband or the girl]

Self-efficacy

- If a girl wants to go to the market for a small purchase, or if the girl wants to visit a friend/CLC/school, do you think they can communicate her wishes to parents/In-laws/husband?
  Is she free to travel without anyone accompanying her?
  If she cannot communicate her wishes/needs freely, why do you think she hesitates?

- Other than the household members, do you think girls face the same level of communication and negotiation challenge with others too?
  Probe: restriction from the household to communicate with others, girls lack the skill, their opinions are least valued.

IO 4: **communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girl's life plans**

- What kind of HH chores do girls have to do? Are boys given the same amount of responsibility? In your opinion, should the girls and boys be treated equally? (Explore how HH chores are different across Muslim and Hindu Community)
- If your son and daughter want to stay away from home and study, would you send both of them? Please explain.
- What is the difference between a daughter and DIL? Do you think it is important to send daughter/DIL to school? Please explain.
- What will be the advantage of sending girls to school regularly and completing their school level education?
- What is the appropriate age for girls to get married? What will happen if she passes that age of getting married? what is the current practice in your community? (Probe: age of getting married, dowry system, Gauna)
- How does poverty lead to the early marriage of girls? Why do people from poor households marry off their daughters at a young age? How do they manage the marriage expenses?
- Also, how are dowry and early marriage related? What do you think about the practice of giving/taking dowry?
- In addition to dowry, what are other factors that lead to early marriage?

- In your opinion, what is the right age of girls to conduct Gauna? Can't girls directly marry when they are old and independent? What are the factors that contribute to Gauna-related decisions?

Who takes the final decision on Gauna-related issues? Can the girls have a say in this? Who all sits and plans the Gauna?

- Do you think the girls should be allowed to continue education even after marriage? Why do you think so? What is the overall perception of the community in regards to this? Has this changed in recent years? (Have your thoughts changed?)
- Who takes life decisions for girls (daughter/DIL) at home? [ask only if the respondent isn't the one taking decisions- do you influence the decision in any way?]
- Have you heard the radio program and PSAs creating awareness or disseminating information about importance of educating girls? What do you think about such awareness programs? Have you listened to any of such program lately? If not, why? (*have you heard social messages at community places like temples?)*

Safeguarding

- How often do you hear cases of gender-based violence in the community? Do people report the cases to the concerned authority or simply discuss them among the family members? [or choose to stay mum about it] If people aren't reporting, what could be the barriers to not reporting the incidents?
- Would you support your family members or anyone from the neighborhood, if they are willing to report to the authority? Why? Why not?
- Do you know where the incidents should be reported to and from where appropriate help can be received?
- Do you think the girls are safe in the community while commuting from home to school and back?
- Do you think incidents of GVB, especially unmarried girls should not be disclosed? Why? Why not?

Climate change/DRR

- Have you heard about climate change? Do you know what it is and how it impacts us? Can you name some of the causes behind it?
- Have you experienced major disaster in the last 5-10 years? How prone is this community to flood?
- How do you individually and the community deal with such situation? Are there any pre-preparedness to deal with the impact of disaster? What kind?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

FGD with GIRLS

Learning

- What are your overall perception of CLC?
- How is your CLC going? Do you enjoy coming to the CLC classes? Do you attend CLC classes regularly?
- Do you face any difficulties while coming to CLC classes? What kind? How do you overcome those challenges?
- What is the best thing about the CLC class? And the worst?
- How are the facilitators?
- In the CLC class, which subject do you find the most difficult and easy? Why?
- Why is it difficult to read English words over letters?
- What were you doing before joining the CLC classes? Where did you learn about this class and what motivated you to join this class?
- Besides the CLC, are you part of any other learning centers that is helping you with education?

Transition

- What will you do after the CLC class ends? (Continue education, explore employment options, migrate to city)
- What are your future plans? How do you plan to achieve them?

Decision Making

- Who makes the household decision in your family?
- If you have to make a decision like "going out for training, schools or visit friends/go to the market" whom do you ask? Why do you have to take permission? Probe through examples (If you want to go out to play, but your parents do not allow, what would you do in such a situation)?
- If your family decides on your marriage, do you think you will be able to change that decision? Would you need anyone's help in that or can you do it by yourself?
- Can you share with us any other instances where you were able to take a stand and make your own decision?
- In what kind of situation would your guardian or other family member not let you make your own decision or not accept your decision?

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

Financial literacy

- Do you access to money? On an average, in a month how much money do you get from home? If yes, do you save it or spend all of it?
    - If spend, where do you mostly spend the money?
    - If save, where do you save it?
- In your community, do you know where do people save their money? Do you know what banks and cooperatives? Has you family saved or taken loan from any of these institutions?
- Do girls of your age open a saving account? Who makes the decision regarding how your money is spent?

Family Planning

- Have you heard about family planning? what are your thoughts on it? Should the concept of family planning be taught or is it something to be hidden? What about menstruation?
- Where did you learn about family planning? Do you discuss these concepts and ideas with your mother, sister, sister-in-law or other female members of the family? Did they teach you any of it?
- What are the positive and negative impacts of using contraception?
- **Is** it possible for you to consider family planning method? What do you think are the barriers for girls to use it?
- **Do** you think the girls should solely decide on opting for family planning or should it be discussed with the family members first?

Self-Efficacy

- **Past** studies have shown that girls are unable to convince their parents if they want to rejoin school, or be self- employed. Why do you think this happens?
- If the same situation arises, will you be able to convince your parents/in-law to allow you to continue going to school or take some vocational trainings to start your own business?
- Do you think you will be able to convince your parents to delay your marriage? Why? Why not?

Safeguarding

- How often do you hear cases of gender-based violence in the community? Do people report the cases to the concerned authority or simply discuss them among the family members? [or choose to stay mum about it] If people aren't reporting, what could be the barriers to not reporting the incidents?
- Do you think that if ever you had to report a case, then would your family members or anyone from the neighborhood, will be willing to support your decision to report to the authority? Why? Why not?
- Do you know where the incidents should be reported to and from where appropriate help can be received?
- Do you think the girls are safe in the community while commuting from home to school and back?
- Do you think incidents of GBV, especially unmarried girls should not be disclosed? Why? Why not?

IO 4: Communities and authorities foster positive social norms that encourage delayed marriage and realization of M-OOS girl's life plan

Familial Attitude

- What all work do you have to do at home before coming to and after returning from the CLC classes? Does your brother also do the same amount of work as you (and your sister-in-law)?
- Do the boys in the family go to the same school as you go to or a different school? a boarding school?
- Do you see discrimination among boys and girls while sending school? Please explain.
- Why do you think girls of your age get married as young as 15-16 years?
- What are the negative consequences of marrying early? Is marriage one of the causes of drop out among girls? what are the others?
- Do the decisions made by parents from Muslim community differ from the rest?

GIEN (if the girls are part of the GIEN network)

- What is the current situation of girl's education in your areas – for out of school and in school girls? What are the major issues/problems? Is it different for boys?
- What kinds of networks/ initiatives are taken to promote girl's education in your areas? What is your perception on overall contribution of such network/initiatives to promote girl's education?
- Can you give us an idea of what the GIEN is?
- What are your views on importance of GIEN in promoting girl's education?

Project:

Once the CLC classes completes, you will have the option to either continue learning at a formal school or uptake a vocational skill. For those girls who wish to uptake vocational skill classes and build on it, what type of trainings would you prefer?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

CLC Facilitator

- Can you introduce yourself: how long have you worked as the facilitator? Did you get any preparatory trainings to work as the facilitator? If yes, how long was it?
- How many girls are there? On an average, how much do these girls travel to attend the CLC classes? What is the duration of the class?
- How were you chosen as a CLC facilitator? What is your motivation to become a facilitator? What is the most challenging part of being a facilitator?
- Which subjects do students find the most difficult: math, English and Nepali? Why is it so? Which part of that students mostly struggle with? Is anything being done to mitigate those challenges?
- **W**hy is it that students are often able to identify letters but aren't able to identify words both in Nepali and English?
- What additional activities will help in improving their identifying skills?
- Are there any difference between the girls of 10-14 group and 15-19 group? Which group is better in learning? How?

- As a CLC facilitator, do you see any kind of difference in learning for Muslim girls? (Girls who have attended Madrasa have additional input in learning Vs non-Muslim girls)
- How do you ensure that the CLC classes have a supportive and learning environment for the girls?
- How serious and committed are the girls in the CLC class? (Probe: regularity, eagerness to learn, willingness to put extra effort to learn something new).
- Do you think the girls have to face many challenges in order to come to CLC classes?
- How have the parents perceived this class? Has the class been effective in generating some changes?
- Based on your experience of working as facilitator, what could be done differently to increasing the learning experience of girls?
- How do girls perceive the lessons related to family planning and ASRH? Are they comfortable taking it? Are you comfortable giving the class?
- Has the classes on ASRH and family planning brought any change among the girls?

Safe guarding

- How often do you hear cases of gender-based violence in the community? Do people report the cases to the concerned authority or simply discuss them among the family members? [or choose to stay mum about it] If people aren't reporting, what could be the barriers to not reporting the incidents?
- Do you think that if any of the girls from CLC had to report a case, then would you support her decision to report to the authority? Why? Why not?
- Do you know where the incidents should be reported to and from where appropriate help can be received? Have you discussed with the girls during the CLC class?
- Do you think the girls are safe in the community while commuting from home to school and back?
- Do you think incidents of GBV, especially unmarried girls should not be disclosed? Why? Why not?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

MUNICIPAL EDUCATION OFFICER

- What is the current situation of girl's education in your areas – for married and out of school girls? What are the major issues/problems? Is it different for boys? (Attendance, dropout, retention)
- Discuss the barriers for girls in the municipality to go to schools and get access to education. (Probe: caste, class, religion, education of parents, community specific barrier). Which specific communities are more affected by these barriers?
- In your opinion, how do parents perceive their children's education in Bara/Rauthat? Do you think the perspective has changed in recent years? To what extent and why?
- Discuss plans and policies of Government' that encourages school enrolment. (Probe: Why have these programs not been able to reach to all children, what can be done further)
- Do you feel the education plans and policies are gender inclusive in nature? Are they able to create learning environment for boys and girls equally?
- Despite Government efforts why are many girls still out of school?
- What is the status of gender-based violence in the district? does this directly or indirectly hamper girls' education status?
- Child marriage is still prevalent in your district? What are some of the barriers the government faces when trying to address this issue?
- What is the status of coordination with the school here in the district? Does the government check the SIP of schools? What is the type of support Palika is providing the schools in terms of developing SIP?

- Has EMIS (Education Management Information System) been implemented in all school? How often does the Palika do monitoring of these systems to ensure that all students are included in the system?

GIEN

- What are your views on importance of GIEN in promoting girl's education? What should be kept in mind do operationalize these networks effectively/efficiently?
- These networks are primarily focused on working towards improving the status of girls' education, decreasing gender-based violence, functionalizing CRM. Can you give us an idea on where your palika's schools stand in terms of girls' education, GBV and CRM? What changes have taken place in these areas in recent years?
- Have you been properly briefed about the activities of GIEN? Have you participated in the formation of these networks?
- What is the coordination mechanism between GIEN and Palikas? Probe:
    - Activities that are carried out together
    - Interval of such activities
    - Support provided by palika etc.
- Palika level GIEN have also been formed in your district. How does GIEN coordinate with the Palika for its activities?
- Do you foresee any coordination challenges between palikas and GIEN? Please explain.
- Are the works of the GIEN in line with the palika's education policies? If not, what additional areas do these networks need to cover?
- Do you feel the GIEN have the capacity to undertake the stipulated roles and responsibilities? Probe:
    - What capacity they have?
    - What capacity they do not have

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

COMMUNITY LEADER/CHANGE CHAMPION

- Describe your role as Change Champion? How did you convince girls' parents to enrol them in CLC?
- Was it difficult or easy to convince their parents? Did you face any challenges? If yes, what kinds?
- What are your key achievements as a community leader/change champions?

Learning

- What is the general trend of education of MOOS girls in this area? (Probe: dropout, attendance, etc.) Have you observed any changes since Aarambha project started?
- Is the trend different for boys? How so?
- What do you see as the main barriers to girls' education?
- Is this trend different for different ethnicities? How so?
- What is the value of educating girls, in your opinion? Up to what level do you think girls should study?
- What about boys? Do you think it is necessary to educate boys?

Transition

- What might be the reason for girls not attending school or higher number of girls dropping out of school? Are the reasons same across all ethnicities?
- Is safety concern still one of the major reasons for not sending girls to school? What was the situation like two years?
- Why are people still marrying off their daughters before the legal age?
- Do you think boys have greater responsibility than girls to earn money in the future (and to support their families?)? Why? How do you think this is changing/will change in future?

- What is the trend of choosing a pathway (life plans) for boys and girls in this area? Have you seen any changes in the trend now ?(Probe: any changes occurred after girls joined CLC classes?)

Attitude

- Can you tell us what is the normal trend of parents/in-laws supporting MOOS girls in achieving their learning ambition or work/business plans? Has there been any changes in this trend?
- The project data shows that child marriage is very high in your district. Despite calls to end child marriage, why does this practice still prevail?
- As a change champion, how have you so far contributed to decrease early marriage? What do you think about the engagement program with family and communities? How can you say the engagement program was effective?

Decision Making

- What is the status of girls in terms of decision making? How can you say that a girl can independently make her own decisions without any interference? How is it different for boys?
- What do you think are the reasons and consequences of child marriage? What is its status in your community? What can be done to combat it?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

KII with HEAD TEACHER

- In your community, how willing are people to spend in education of girls? Does the willingness differ in different communities?
- What are your views on early marriage? What is the view in the community? Why?
- There are some OOS girls who had never been to school or have dropped out. They are currently supported by the project who are attending the classes to improve their literacy and numeracy. These girls are expected to enroll into school at suitable grades in next academic session. How can the school accommodate these girls into formal education?
- How would you rate the capacity of the school to address the learning needs of these girls?
- What importance does SIP hold in development of your school? How can it be made more effective? (Probe: Participation, resource allocation) Is SIP participatory? How do you ensure it is participatory?
- SIP in many schools have plans related to child protection, gender and social inclusion. What is the status of implementation of such plans? How can it be more effectively implemented? What are some of the challenges to mainstream gender and social inclusion?
- Have teachers attended any trainings on gender sensitivity?" If yes, what is their feedback on the relevancy of the training?
- How are the arrangements in terms of their gender sensitivity? Are they gender sensitive?
- What are the facilities, if any, available for girls to enable them to attend school regular during menstruation? How effective are these provisions?
- What affects the capacity of schools to look out for such support (resources and services available) for the effective implementation of SIP?
- What are the support available for maintaining and improving SIP? (Probe: municipality, organizations, community members)
- Has the school been able to get available support? How valuable has it been? Has there been any gaps in the support? Please explain.
- As a teacher, do you feel that teachers have adequately adopted gender sensitive and disability sensitive teaching learning practices in school?
- Do all the children of school catchment area come to attend the school?
  If no, who are out of school? boys? girls? Children from certain caste/ethnic groups?
  What are the reasons for them to remain out of school?

- Why do parents condemn girls to go to school after marriage? What is being done to bring about changes in parents' perception?
- Let us talk about the training and their relevance.
  a. What types of trainings have the children been involved in?
  b. Has the behaviour and attitude of children changed after such training? (Attitude on menstruation, bullying, perception on early marriage. (Probe for examples)
- Is the school conducting regular meeting with parents, students and community members to exchange information on importance of girls' education? How has it helped? Give examples. Has anyone helped you to form GESI Gap Assessment Report? What is the goal of GESI- Gap Assessment?

GIEN

- What is the current situation of girl's education in your areas – for out of school and in school girls? What are the major issues/problems? Is it different for boys?
- What is the current status of CRM in your community?
- In your opinion, what are the key barriers to the promotion of girls' education and their empowerment?
- What is the relevance of the GIEN in your school/palika? How do you expect these networks to make a difference, especially for girl's continuous education & learning (in and out of schools)?
- As a member of the GIEN, how do you plan to mobilize the GIEN to address the existing needs/challenges of the school?
- What is the coordination mechanism between GIENs and Palikas? Probe:
    - Activities that are carried out together
    - Interval of such activities
- Do you feel GIEN have the capacity to undertake the stipulated roles and responsibilities? Probe:
    - What capacity do you feel they have?
    - What capacity do you feel they don't have?
    - One of the core functions of the GIENs is the functionalization of the CRM. What should the GIENs do to effectively functionalize the CRMs?
- What is the current funding mechanism to carry out the activities of the GIEN? Will the palika be able to provide financial and human resource on a long term basis to these networks?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

KII with Project Staff

Learning

- Can you introduce yourself and tell us about the current status of education of boys and girls in the community?
- In this context, what do you think about the project intervention and how do you think project will address the existing barriers? Any examples with reference to previous two cohorts.
- What is being done differently in comparison to previous cohorts to generate positive impact and reduce negative practices like child marriage, early pregnancy, school dropouts etc?
- How challenging was it bring the girls till the CLC class? How challenging do you think it will be to retain them till the end of the classes?

Transition

- Looking at the general pattern in community, what sort of transition pathway are the girls likely to take?

- In a community where girls are married at an early age, do you think parents would allow girls to purse their life plans? Is the project planning any intervention specifically to change the attitude of the parents?
- Besides the list of trainings offered by the project, do you think girls in this community would prefer other forms of life skill trainings? If yes what kinds?
- How is the project planning to manage the M-OOS girls who will opt for transition pathway other than schooling (as training from the first cohort is still running, for C-2 its hasn't started at all). Will the resources be sufficient?
- Based on your experience, will there any differences between the pathways opted by Muslim and Non-Muslim girls? Are you expecting similar situation in C3 too?

Decision making

- What is the trend of decision making in the community? (Probe: How do households make decisions even on small matter, either jointly/ independently). With the project intervention for the next 9 months, what sort of change do you envision?
- Do girls have the authority to make decisions independently? What about boys? Do you think this be influenced in the coming days with the project intervention?
- On what basis is the project giving the planned vocational trainings? Did you have a pilot study to learn about the preferences of the girls or are you simply following the trend?

Coordination with the government

- What is the coordination with the local government like? Has the project been able to establish a partnership with the local government in addressing the issues of girls' education and early marriage?
- How receptive do you find the government officials were? Is the project successful in creating change champions? Do you think their work are effective? How can you say so?

- Have you coordinated with the local government/school of enrollment in terms of ensuring that the girls who transition from the project are included in the EMIS?

- Has there been any different approach in this cohort as compared to the previous two cohorts? Do you think whether the new approach will bring better results?

Coordination with the schools

- On what basis does the project select school for girls to transition once the CLC classes ends?
- Does the project ensure availability of adequate resource at the school before initiating the transfer of girls into those schools? Our previous studies have shown that teachers were reluctant to admit girls as they do not have sufficient infrastructure.
- Is the project still responsible for girls once they transition into formal education or uptake vocation training?
- How does the project ensure that the girls are benefitting from all the government scheme like scholarship that others students?
- How do you plan to maintain transparency on the cash fund given to the girl after transitioning into schools?

Informed Consent

Namaste! My name is _____ and I work for Foundation for Development Management, a research organization based in Kathmandu. We are conducting a baseline evaluation of the Aarambha Project being implemented in your community by Aasman Nepal and SODCC (partner organization) which intends to inform any changes in the girls learning since the baseline. We will ask you about your household and a few questions about girls' education.

Your participation in this evaluation is entirely voluntary. Whether or not you decide to participate and what you tell us will not affect your relationship with …….. (partner organization) any current or future support or services you receive. This survey will pose no harm to you or the girl while conducting the interview. We are interviewing parents, girls, school teachers, change champions, and government officials who have been the part of Aarambha project.

We will record your answers to use them in our research but we will not mention you by name or share your details with anybody outside of our team. When we publish the data and results from this study (in report format), we will ensure that it is not possible to identify you as the person who has provided these answers. Your information will be stored safely. You can stop anytime you like or you may choose not to answer any question you would not like to answer. Please feel free to stop me anywhere and ask any questions you have. Are you ready to participate in this interview?

GIEN coordinators/mobilizers

Situational analysis of GIEN

- At what stage is the GIEN currently? Probe:
    - When they will begin their work
    - What activities are planned etc.
- Can you tell us about the process of GIEN formation? Probe:
    - Were they formed in participation of the right holders?
    - Do these organizations have adequate representation of women?
    - Do these organizations have adequate representation of marginalized group members?
- What sort of capacity building activities have been designed for the GIEN ? In your opinion, how helpful will these capacity building initiatives be?
- The scope of work for GIEN is very wide. What sort of work do you think will be relatively easy to carry out and which ones might encounter challenges? Probe:
    - Advocacy?
    - Mainstreaming?
    - Awareness raising?
    - Safeguarding/protection?
- Many of the network members are already engaged in their respective professions/position. How do you plan to operationalize GIEN? Probe:
    - What challenges do you think you will face in operationalizing GIEN

Coordination with other authorities

- What is the coordination mechanism between GIEN and schools? Probe:
    - Activities that are carried out together
    - Interval of such activities
    - Support provided by school etc.
- What is the coordination mechanism between GIEN and Palikas? Probe:
    - Activities that are carried out together
    - Interval of such activities
    - Support provided by palika etc.
- How supportive are the local authorities and schools? What is the level of ownership (regarding GIEN) amongst them?

Resources

- What is the current funding mechanism to carry out the activities of the GIEN?

  Probe:

  - Is it feasible to undertake the activities within the current budget?
  - Is the current funding options (membership, deusi bhailo etc.) enough?
- What is the possibility of getting financial support from the palikas, school and CBOs for the operation of the GIEN? What about mobilizing community resources to manage such activities, and or linking with available government's social protection scheme and allocations?
- If the project was to phase out, would the networks be able to sustain themselves? If so, how? If not why? Any suggestions for sustainability?

Expected impact

- What are the general practices, beliefs and norms that might affect the work or intended impact of GIEN? How can these challenges be mitigated? Are there strategies already in place?
- In your opinion, will the community perceive the work of GIEN positively?

  What sort of impact is expected on a short term and a long term from GIEN in your palika?

ANNEX 9: LEARNING TEST PILOT AND CALIBRATION

INTRODUCTION

Foundation for Development Management (FDM) has been evaluating the Our Turn project implemented by People in Need (PIN) in the Bara and Rautahat district of Nepal. Our Turn project is one of the Girls' Education Challenge (GEC)- Leave No Girl Behind (LNGB) projects which aims at improving the learning outcome of the most marginalized girls, especially the married out of school (MOOS) adolescent girls. This project has literacy and numeracy as the major components of interventions. In this regard, FDM had used Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) as the tools to measure the literacy and numeracy of the MOOS girls for the baseline and end-line evaluation of cohort 1 for the project. Based on the experience of those evaluations, FDM and PIN jointly agreed on dropping the EGRA and EGMA tool for measuring learning for the upcoming evaluation points. The main reason for making this decision was because the tool itself was intended to measure the learning outcome of in-school children which could not rightly measure the learning outcome of project beneficiaries. In this regard, FDM and PIN decided to use a new tool named Annual Status of Education Report (ASER).

ASER tool was developed by ASER Nepal, a member of People's Action for Learning Network (PAL), a global network that 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 the Nepal government. However, FDM carried out piloting of the tool to assess the relevancy of the tool in the context of the project beneficiaries. This report covers the methods and analysis of the piloting of ASER tools.

METHODOLOGY

Designing of Tools

As mentioned above, the ASER tool is a standard tool designed by ASER Nepal. Since this tool has been recognized as a national level standard tool and has been used by various other agencies in Nepal including a few government agencies, FDM adopted the tool in its original format.

There are 4 sets of tools with the same level of difficulty in each set. Each set consists of a total of 5 subtasks of each of Nepali, English, and Math subjects. The subtasks' description is briefly presented in the table below:

TABLE 72: SUBTASKS OF LITERACY AND NUMERACY TEST

	Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5
Nepali and English	Letter identification (contains 10 letters)	Word identification (contains 10 words)	Reading Sentence (contains 4 sentences)	Reading story (contains a story that is composed by the combination of	Story comprehension (contains 2 questions related to the story)

				words used in subtask 3)	
Mathematics	Recognize 1-digit number (contains 10 of the 1-digit numbers)	Recognize 2-digits number (contains 10 of the 2-digits numbers)	Recognize 3-digits number (contains 10 of the 3-digits numbers)	Subtraction (Contains 4 subtraction questions of 2-digits number that needs borrowing)	Division (Contains 2 problems of 3-digits numbers divided by - digit number with reminder)

FDM followed the proper guidelines for testing developed by ASER Nepal. According to the guideline, the students do not need to attempt all the subtasks. For instance, the test for Nepali and English started with sub-task 3 and if the student passes this sub-task, it proceeds to a higher sub-task while if they are not able to pass sub-task 3, then they step back to lower subtasks. The proficiency level is determined based on the sub-task which the student passes, no score is provided.

Sample size

FDM piloted the ASER tool in the Bara district of Province 2. A total of 85 school-going children from the randomly selected household of Suwarna Rural Municipality were administered the ASER tool. Because of the closure of schools, the household survey strategy was adopted to take the test among school-going children of grades 1-3. Bara is one of the implementation districts of the Our-Turn project was chosen as the pilot study district so that the applicability of the tools could be well tested. The sample of the pilot test is presented in Table 73: Sample test-takers .

TABLE 73: SAMPLE TEST-TAKERS

Grade	No of girls taking the test
1	28
2	27
3	30
Total	85

Enumerator Training

FDM hired the enumerators for piloting the learning tool based on their experience in conducting ASER. Those enumerators who were well experienced in taking the test by using the EGRA/EGMA tool were considered for conducting the pilot study. A total of two enumerators were recruited for data collection. The hired enumerators were the residents of the Bara district.

A one-day orientation session was provided to enumerators for conducting the ASER test. Enumerators were trained on the tools themselves, the guidelines to be followed to administer the tools, and recording their proficiency. They were well oriented in the proficiency framework of the ASER tool. Additionally, they were trained in taking the test from ODK. Few mock tests were done during the training as a part of the practice session. Enumerators were deployed in the field for commencing data collection immediately after the training was completed following the COVID-19 safety measures. Data collection was done from 31st December 2020 to 3rd January 2021.

Data analysis

Data was extracted from ODK in Excel format. A preliminary cleaning was done in excel and analysis was done using the pivot table function of excel. Basic frequency and cross tab analysis were performed to obtain the required distribution of proficiency among the test takers. The result of the analysis is presented in the findings section below

FINDINGS

The results for each test are presented based on the highest achievement level of the student only. For instance, a student who can comprehend a story is counted in the comprehension level and not in the previous level of proficiency, or a student who can divide is only counted in division level and not in the lower level than division. Hence, the percentage in any level is not the cumulative percent of all the consecutive levels.

Proficiency of Nepali literacy test

The proficiency of the students was recorded based on their performance of each sub-task. Table 74 shows that one-third (33%) of the students acquired the proficiency of comprehension level. Another 26% of the students achieved sentence-level proficiency. Among total test-takers, 19% were at letters level proficiency whereas an almost equal proportion of girls (18%) were a beginner. Very few (5%) were at word level proficiency and none were at story level proficiency. It can be inferred that the students who can read the story are also able to comprehend it.

TABLE 74: PROFICIENCY IN NEPALI LITERACY

Performance Level	Frequency	Percentage
Beginner	15	18%
Recognizes letters	16	19%
Reads words	4	5%
Reads sentence	22	26%
Reads story	0	0%
Comprehends story	28	33%

When disaggregated across the grade in which the student is currently studying, it was found that as the grade increases, the proficiency level increases. As depicted by Table 75, while 54% of the grade 1 students were beginners none of the students of grades 2 and 3 were at beginner level. Similarly, 32% of the grade 1 students were at letter level proficiency while only 26% of grade 2 and none of grade 3 students were at the same level of proficiency. More than half of the grade 2 students (52%) and one in five (20%) of the grade 3 students were at sentence level proficiency. The majority of the grade 3 students were at the comprehension level of Nepali Literacy Proficiency.

TABLE 75: GRADE WISE DISAGGREGATION OF NEPALI LITERACY PROFICIENCY

Grade	Beginner	Recognizes letters	Reads words	Reads sentence	Reads story	Comprehends story
1	15 54%)	9 (32%)	2 (7%)	2 (7%)	0%	0%
2	0%	7 (26%)	2 (7%)	14 (52%)	0%	4 (15%)

3	0%	0%	0%	6 (20%)	0%	24 (80%)

Proficiency of English literacy test

English literacy test was perceived harder by the students as compared to the Nepali test. The students felt intimidated by the administration of the English literacy test. The reason for this might be because the main language of instruction for all the subjects is Nepali in schools except for the English subject itself. Finding suggests that the majority of the students (44%) were able to recognize letters and 24% were at beginner level. One in 10 students could read the words while 15% could read the sentences. Only 7% of the students were able to comprehend the story and none were at story level proficiency. The findings suggest that the vast majority of students were below sentence level proficiency in English literacy tests.

TABLE 76: PROFICIENCY OF ENGLISH LITERACY TEST

Performance Level	Frequency	Percentage
Beginner	20	24%
Recognizes letters	37	44%
Reads words	9	11%
Reads sentence	13	15%
Reads story	0	0%
Comprehends story	6	7%

Further analysis of data based on the grade of the students showed that students performed better as they progressed towards the higher grade. About two-thirds of the students (64%) of grade 1 were just beginners and 32% recognized letters, only 4% of the students were at sentence level proficiency. The majority of the students (81%) of grade 2 were at letter level proficiency. One-third of the grade 3 students were at sentence level proficiency while 23% and 20% of them were at word level and letter level proficiency respectively.

TABLE 77: GRADE WISE DISAGGREGATION OF ENGLISH LITERACY TEST

Grade	Beginner	Recognizes letters	Reads words	Reads sentence	Reads story	Comprehends story
1	18 (64%)	9 (32%)	0%	1 (4%)	0%	0%
2	0%	22 (81%)	2 (7%)	2 (7%)	0%	1 (4%)
3	2 (7%)	6 (20%)	7 (23%)	10 (33%)	0%	5 (17%)

Proficiency of numeracy test

Findings from the numeracy test are presented in Table 78. It is depicted that 24% of the students were at 2-digit numbers level and 22% were still a beginner. While 21% of the students were at division level, the majority were under the level of recognizing 3-digits numbers.

TABLE 78: PROFICIENCY FOR NUMERACY TEST

Performance Level	Frequency	Percentage
Beginner	19	22%
Recognizes 1-digit numbers	14	16%
Recognizes 2-digits numbers	20	24%
Recognizes 3-digits numbers	13	15%
Can do subtraction (2 digits with borrowing)	1	1%
Can divide (3 digits by 1 digit with reminder)	18	21%

In the numeracy test also, the performance of students improved as they progressed through grades 1 to 3. It was found that the majority of students (57%) of grade 1 were at beginner level while 53% of the students of grade 3 were at the division level and 52% of the students of grade 2 were at recognizing 2-digits number level.

TABLE 79: GRADE WISE DISAGGREGATION OF NUMERACY TEST

Grade	Beginner	Recognizes 1-digit numbers	Recognizes 2-digits numbers	Recognizes 3-digits numbers	Can do subtraction (2 digits with borrowing)	Can divide (3 digits by 1 digit with reminder)
1	16 (57%)	7 (25%)	4 (14%)	0%	0%	4 (4%)
2	2 (7%)	7 (26%)	14 (52%)	3 (11%)	0%	1 (4%)
3	1 (3%)	0%	2 (7)%	10 (33%)	1 (3%)	16 (53%)

CONCLUSION

ASER tool was simple and easy to administer. Since only proficiency level was to be measured and no score needed to be provided, it was easy to record the proficiency level of the student. For all the literacy and numeracy tests, students achieved higher proficiency as they progressed through the upper grade. However, there was still the majority of students in grade one who was just at beginner level. It might be obvious findings as they are the newly enrolled students and school has not been regular this year due to the pandemic. For subtask 4, i.e., reading a story for Nepali and English literacy and subtraction for a numeracy test, there were few students at this level of proficiency. This might be because of the limitation of sample size.

RECOMMENDATION

- FDM did not find any specific issues in any subtask during piloting. Hence, FDM recommends using the tool as it is for Our Turn Project of PIN.

- All four sets of the ASER tool are at the same difficulty level hence anyone can be randomly picked for baseline and the other for the end line.

Since the proficiency of Nepali, English, and Math were at a different level for the in-school girls of grades 1-4, FDM suggests PIN to consider these findings in determining the learning target for out-of-school girls for each of the subjects. However, findings from the learning outcome of the endline could also be considered for setting the learning target.

ANNEX 10: SAMPLING FRAMEWORK

With reference to the MEL, the girls for the baseline evaluation were identified and listed with the help of the master list provided by the project. The primary sampling unit for the quantitative study was the district. Equal proposition of sample was taken from each district. Moreover, once the sample for the districts were decided, then the actual number were taken as per the municipality while adhering to the master list. In addition, as the project broadly worked with two intervention subgroups based on age, the beneficiary list of girls attending CLC class were divided into two age groups of 10- 14 and 15-19 thereafter, the sample for each of the sub-groups was drawn from a total number of beneficiaries and was divided proportionately among each subgroup.

The sample for baseline evaluation was calculated based on the sampling framework. After having the sampling frame, sample size was calculated based on GEC evaluation guideline, which suggested using minimum standards (p0=0.58, pa=0.50, Power=80%, 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. Adding a further attrition buffer of 30%, the final sample size was 395, rounding off to 400. Hence, 400 girls were selected as samples covering at least 50% of the CLCs so clustering need not be applied for sample size calculation.

Once the sample size was calculated, stratified random sampling was done to select the targeted OOS adolescent girls to draw out individuals for a baseline from the sampling frame. The sample for each sub-group was drawn from a total number of beneficiaries and was divided proportionately among each subgroup i.e OOS girls of age 10-14 and 15-19. Additionally, the project has also envisioned learning outcomes as one of the transitions pathways for OOS girls; since the project has not yet defined the proportion of girls who will transition, the sample size for transition was the same as the learning sample. The sample selected for the evaluation was fully representative. Representativeness of sampling was ensured considering the project's marginalization framework, following inclusion criteria to select the primary beneficiaries.

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

TABLE 1: SAMPLE SIZES AGAINST THE INDICATORS

Tools	Beneficiary group	Sample size agreed in MEL framework	Actual sample size	Major changes to the tools
ASER	OOS adolescent girls	Baseline samples: 400	400	All the learning tools were piloted and calibrated before baseline data collection
Girls' survey	OOS adolescent girls	Baseline samples: 400	400	Since the project had adapted a logical framework based on the findings from the baseline of cohort-II few new

				questions about child safeguarding were added.
Household survey	OOS adolescent girls' parents	Baseline samples: 400	400	HH survey tools were made owing to the changes in the logical framework indicators as with the girls' survey.
Attendance records	CLC attendance records	All community learning centers	All community learning centers	N/A
FGDs	OOS adolescent girls and parents	N/A	OOS adolescent girls-8 HH/parents-4	N/A
KIIs	CLC facilitator Municipal chair Community leaders Project staff	N/A	CLC Facilitator-4 Municipal official-4 Community leaders/change champions-4 Project staff-2 GIEN-2 Headteacher -4	The Girls Inclusive Education Network is a new component added in Cohort III.

Sample for benchmarking

Benchmarking was conducted as a part of quantitative data collection to collect information on in-school girls' literacy levels to set the target for the project beneficiaries. Benchmarking was conducted in some of the schools where OOS girls are expected to enrol. Schools were selected purposively based on feasibility. A total of 80 students (20% of the total sample size) was taken and proportionately divided across grades 1-4 for this purpose.

ANNEX 11: EXTERNAL EVALUATOR DECLARATION

Name of project: *Aarambha Project Baseline Cohort III*

Name of External evaluator and contact information:

Foundation for Development Management
Level II, JDA Complex (adjoining China Town building, China Town Rd)
Kathmandu 44600
Nepal
info@fdm.com.np, infooffdm@gamil.com

Names of all members of the evaluation team: Roopa Silwal, Kaleli Nyaichai, Deepa Shrestha, Aashna Sharma and Ranjana Phuyal.

I, Shailendra Sigdel, certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently by the EE.
- All data analysis was conducted independently by the EE and provides a fair and consistent representation of progress (Initials: SS).
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: SS).
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by FDM (Initials SS).
- All child protection protocols and guidelines have been followed ((initials: SS).
- Data has been anonymized, treated confidentially, and stored safely, in line with the GEC data protection and ethics protocols (Initials: SS).

Dr. Shailendra Sigdel
Professional Lead
Foundation for Development Management Pvt. Ltd.

3/2/2022

ANNEX 12: USEFUL RESOURCES

Some secondary resources were referred to during the process of writing the baseline report of Cohort III in order to substantiate the trend of the data. Some of the referred documents are as follows:

1. ASER tool was developed by ASER Nepal, a member of People's Action for Learning Network (PAL), a global network that 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 the Nepal government. https://palnetwork.org/aser-nepal/ http://www.arcanalysis.com.np
2. Global Partnership for Education https://www.globalpartnership.org/where-we-work/nepal
3. National Education Policy, 2019 MoEST
4. All Children in School: A Global Initiative on Out of -School Children' Retrieved from: https://www.unicef.org/nepal/sites/unicef.org.nepal/files/2018-07/All%20children%20in%20school-report%202016.pdf
5. Ministry of Health ,2016. Nepal Demographic and Health Survey. Retrieved from https://www.dhsprogram.com/pubs/pdf/fr336/fr336.pdf
6. UNFPA. Policy Brief 2016. Ending Impunity for Child Marriage in Nepal. Retrieved from https://nepal.unfpa.org/sites/default/files/pub-pdf/Ending%20Impunity%20for%20Child%20marriage%28final%29_25Nov16.pdf
7. Impact of COVID-19 on the Education Sector in Nepal: Challenges and Coping Strategies. Retrieved from: https://files.eric.ed.gov/fulltext/ED609894.pdf
8. Quality in Education; retrieved from https://kathmandupost.com/miscellaneous/2018/06/23/quality-in-education
9. Impact of COVID-19 on the Education Sectors in Nepal: Challenge and Coping Strategies. Retrieved from: https://files.eric.ed.gov/fulltext/ED609894.pdf
10. https://www.washingtongroup-disability.com/question-sets/wgunicef-child-functioning-module-cfm/
11. Social Welfare Council, 2076; Retrieved from: https://www.swc.org.np/sites/default/files/downloads/NGOs-Provincewise-Chart.pdf

ANNEX 13: PROJECT MANAGEMENT RESPONSE

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

Baseline findings have described and justified integrating lessons learned, challenges, conclusion, and recommendations. Project has conducted a pre-test all the girls and has found similar challenges in terms of learning and further has assessed learning achievement levels each month which showed as relevant as described in the baseline report. Additionally, in terms of transition and sustainability, the project has planned to adopt the recommendation regarding girls' transition, basically in the areas of TVET, that requires more focused life plan beyond tailoring. In regards to sustainability, Project initiated Girls and Inclusive Education Network (GIEN) and further has planned to activate and mobilize these committees in the areas of girls' education, early marriage, income generation and others. Also based on suggestions, project has initiated in-school intervention to create enabling environment in school and further has also planned to support in development of School Improvement Plan. In addition, specific household level intervention is required as rightly suggested to address girls' issues in terms of retention in the learning centre and in school, low performing girls in education and support required from parents

2. What is the project's response to the conclusions and recommendations in the report?

Based on findings, conclusion, and recommendations, the project has made short term and longer term plan to incorporate the recommendations and currently has developed adaptation plan as well which will further support to define focused intervention. In terms of learning, transition and sustainability, project has made certain adaptations like, running learning centres up to 9 months (timeline increased), low performing girls to be prioritized and additional time is allocated along with learning centers will be equipped with teaching-learning materials that can support to strengthen literacy and numeracy skills, market assessment and life plan development to choose appropriate plans in terms of TVET (15-19 years age group) which is more linked to local context and support in income generation and further bridging courses is planned for girls enrolment in schools (10 to 14 years of age group) to support in terms of retention in school. Additionally, capacity of Girls and Inclusive Education network will be strengthened to support in addressing girl's education initiatives along with GBV, child protection, gender-sensitive schools and to liaise to improve system-level by engaging with school, community, and local governance. Based on findings, the gender transformative approach will be targeted for school girls, boys, teachers, parents, and stakeholders including stakeholders from local government for their engagement towards girls' education. Additionally, local government elected representatives and officials will be well oriented via a workshop, joint monitoring, review workshop, and report sharing mechanism to ensure their participation and ownership of the intervention. Further, the project will liaise with them during the local level planning process to incorporate such practices in their local level plan.

3. **Does the external** evaluator's conclusion of the projects' approach to addressing gender inequalities across activities correspond to the projects' ambitions and objectives?
4.

Project has developed GEDSI framework and defined each intervention to address gender inequalities. Going with the conclusions, engagement of parents, family members, community people is a must to

change people's attitudes to address and support girls' education, GBV and others. Similarly, community-level indicator focused on changing people's attitude is found negative toward delay in marriage and to support girls in their life plans along with enabling gender-sensitive environment in schools. Considering these learnings, the project has defined specific community-level engagement and prepared for school-level gender-transformative intervention to address these barriers.

5. **What is the project's response to any GESI risks identified by the evaluator?**

The findings have well-reflected GESI risk basically in the areas of School Improvement Plan with no GESI component, teachers not well oriented / trained in GESI sensitive teaching learning pedagogy, lack of toiles and others facilities. Further, enabling a gender-sensitive teaching-learning environment in schools might further lead to girls dropping out even after they are enrolled, change in people's attitude towards girls and their transitional pathways along with existing deep-rooted social norms/child marriage were some of project learnings. Further, the project has taken this consideration effectively and has planned to increase the timeline of learning centers, small group teaching-learning for low performing and having low attendance, Girls and Inclusive Education network in school and local government formed and mobilized to address GESI and girls' education issues addressing social norms and further have provided and strengthened school in terms of gender sensitive teaching learning. Additionally, gender transformative workshop with teachers, girls and boys is planned to address GESI issues and further development of School Improvement Plan (SIP) incorporating GESI measures is in plan.

6. **What changes to the log-frame will be proposed to DFID and the fund manager?**

Project has introduced new sustainability indicators to reflect changes brought by the operationalization of the Girls and Inclusive Education Network (GIEN). Project has added sustainability indicators for the outcome and output to this effect. Likewise, outcome indicator for the transition has been proposed to disaggregate by transition pathways that include girls transitioning into formal and informal education, vocational or life skills and safe employment. Project has also removed some of the indicators in the log-frame which are no longer relevant and SMART for the Cohort 3 interventions. Also, the project will ensure log-frame indicators will be fully measured, reflected upon for better learning, accountability, and measuring effectiveness and efficiency of project interventions and results.

7. **What are the project's reflections on the ambition of the project?**

As the project works with out-of-school adolescent girls from 10 to 19 years of age group with different learning levels and characteristics, we have defined two specific pathways: for 10-14 years girls-school enrolment and for 15-19 years age group TVET and business development. Additionally, project has also defined the ambitions as per these findings and the project logframe has also been updated to reflect the project ambition in the changed context which is expected to contribute to sustainability of the project interventions