Project Evaluation Report

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Notes:

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

Girls' Education Challenge

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Marginalised No More (MnM)

Cohort II: Baseline Survey

External Evaluator

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

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Abbreviation

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

1. Executive summary

Background

Marginalised No More (MNM) is a three-year (2019-2022) Girls Education Challenge initiative funded by Foreign, Commonwealth and Development Office (FCDO) through the Leave No Girl Behind (LNGB) funding window. MNM is implemented by Street Child of Nepal (SCoN) with implementing partners AASAMAN Nepal, Group of Helping Hands (SAHAS) and Janaki Women's Awareness Society (JWAS).

The project works with Musahar girls aged 10 to 18 in five districts (Mahottari, Dhanusha, Siraha, Saptari and Sunsari) of Province 1 and Province 2 to successfully transition them into formal education and sustained income generation. The project's Theory of Change (TOC) emphasises learning, transition and sustainability outcomes for Musahar girls, captured in the Intermediate Outcomes (IO) to cover attendance (IO1), teacher training (IO2), financial literacy for girls (IO3), increased agency and autonomy of girls (IO4) and stakeholder engagement for collaboration (IO5). As outlined in the TOC, these will be achieved through four key interventions. Responding to learning and best practices during COVID-19 in the previous cohort, project design now entails:

- a 4-month Accelerated Learning Programme (ALP), delivered through either teaching at the right level (TaRL) or distance teaching and learning (DTL), to rapidly achieve foundational literacy and numeracy for progression for all girls;
- a School Transition Programme (STP) to facilitate enrolment into government schools to continue with higher education for girls aged 10-14;
- an Employment transition Programme (EMPTP) to achieve employment or self-employment for girls aged 15 and over;
- a 4-months Life Skills Protection Circle (LSPC), delivered in-person or through distance teaching and learning (DTL); and
- coordination with the government to create more opportunities for collaboration on education efforts for marginalised girls.

Approach

A sequential mixed-methods and longitudinal study design is used for the MNM project evaluation. The evaluation utilised data from learning assessments, a package of quantitative and qualitative instruments, and existing project monitoring tools. The variety of tools, respondents and methods of data collection allow data to be triangulated and linked across evaluation questions and indicators.

The baseline evaluation was conducted with 406 Musahar girls and their Primary Caregivers in 5 districts (Sunsari, Saptari, Siraha, Mahottari and Dhanusha) of Province 1 and 2, the project's target districts. There were also 20 Focus Group Discussions (FGDs) conducted with Musahar girls and their Primary Caregivers, 15 Key Informant Interviews (KIIs) with local leaders, head teachers/ school teacher, School Management Committees (SMC), Rural/Municipality representatives and Educational Coordinators to collect qualitative data to validate key indicators and triangulate with quantitative data .

Educational marginalisation, barriers and project analysis

All the Musahar girls participating in the survey of cohort 2 were found their mother tongue spoke was Maithili. 63.3% of respondents surveyed were between 10-14 years old and 6.7% of them had been married. Among those married, 37% had given birth to at least one child.

The majority of girls (87.7%) reported that their mother was their primary caregiver and 24.6% of them reported that their mother was the household head. The majority of the primary caregivers (90.9%) and household heads (83.7%) in the survey were found to have never been to school. The majority of the family (80%) and primary caregivers' (83.3%) main income source was daily wage labour. More than half of the family house roofs were made from tin/iron sheets (55.9%) and did not have toilet facilities (61.6%), highlighting their socio-economic deprivation. Furthermore, 95% used hand boring as a source of drinking water.

Learning

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy levels of the girls. The majority of the girls were found to be at beginner level in both literacy (nepali-79.3% and english-90.4%) and numeracy (75.4%), meaning that they could not recognise a single letter or number. 0% girls were able to complete the final subtask for language/literacy at baseline. 2% girls were able to complete final subtask for number recognition (3 digit), while 0% girls were able to complete final subtask for maths (division).

Girls participating in the FGDs also shared their experience that most of the girls from the Musahar community are at beginner level and cannot recognize a single letter or number because they had never gone to, or had dropped out of, school. Findings from this ASER testing demonstrated that there was no substantial pattern of difference between the literacy levels of girls regardless of age, marital status and motherhood.

Girls' understanding, attitudes and practice towards adolescent and sexual health[1], family planning[2], menstruation[3], child[4] and civic rights[5], protection issues[6] (gender based

[1] *Knowledge and attitude- 99% and practice-75%*

[2] *Knowledge-74%, attitude- 100% and practice-29.6%*

[3] *Knowledge-25.6%, attitude- 44.6% (high level) and practice-44.1%*

violence, discrimination and child protection) and self-efficacy[7] was notably poor at baseline, while their self-esteem and self-confidence (34.2%) were relatively higher.

Transition

Most of the girls in cohort 2 (65.3%) attended some level of schooling but had since dropped out. When asked reasons for dropout, 58.9% of girls "needed to work, earn money or help out at home", and 41.9% "were not interested to go to school" and 33.6% "did not have enough money to pay for school". Significantly, only 0.2% of the girls had participated in any form of non-formal education such as literacy class.

Only 1.5% of girls reported that they had been involved in trainings such as vocational or skills training. Furthermore, only 4.9% of the girls were found to be employed, most commonly in informal services, while 15.5% of girls were found to be engaged in self-employment/income-generating activities.

Sustainability outcomes

Findings for community, school, and system indicators were drawn primarily from qualitative data and some from quantitative data. The overall score on the sustainability scorecard was 0 out of 4.00.[8]

Almost all of the girls (96%), who had birth certificates, had used it for informal and non-formal school enrollment. Only 2 girls surveyed had citizenship, however, they had not used their citizenship till date in their life. Nearly half of the respondents (42.1%) were found to have low levels of parental support in transitioning into education, training, and employment.

Intermediate outcome findings

Learning centers had not yet begun project activities during quantitative data collection; therefore, attendance data reflects this as zero. Practical skills with finance-related issues were found to be at an intermediary status (53.7%), with a good level of knowledge (57.7%) and very positive attitude (43.6%). Majority of the unmarried girls (91.4%) revealed that they will have no participation in the decision of when they get married and to whom. Amongst girls without children, 40.7% of them stated that couples need to decide to have a baby together. Almost all the girls (96.3%) had their birth certificate while almost none of the girls (97.9%) owned legitimate citizenship cards. Finally, the majority of the girls were found completely not confident on the process of and services for vital registration.

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[4] Knowledge-96.6%, attitude- 42.1% (high level) and practice-32.3%
[5] Knowledge-85.5%, attitude- 69.7% and practice-98.3%
[6] Knowledge-87.9%, attitude- 50.7%(medium level) and practice-56.7%
[7] Low self-efficacy-45.6%
[8] As Cohort 2 is carried out in different geographic areas to Cohort 1, the baseline covers areas where the project has not worked previously. Therefore, during data collection, none of the interventions under the sustainable indicators had been conducted.

Project appropriateness

Baseline findings for Cohort 2 indicate that Musahar girls have faced barriers in continuously accessing education which results in their low level of literacy; their primary caregivers also recorded high level of illiteracy. In addition, they are seeking income-generating activities to support education for their daughters. A low level of knowledge and understanding was found around key issues relating to their education, health and hygiene. Considering key findings, MNM's approach in addressing challenges faced by Musahar girls through ALP and STP (to overcome exclusion from education), EMPTP (to overcome extreme poverty) and LSPC (to encourage self-sufficiency) is considered responsive and holistic, demonstrating the project's appropriateness for the Mushahar girls. However, for effectiveness, the project must (i) establish a trusted relationship with each working community to ensure engagement throughout all phases of the project (poverty and pre-existing marginalization could cause disengagement); (ii) introduce a comprehensive strategy to maintain attendance of girls (given history of drop out amongst girls); and (iii) carry out strong advocacy with local and regional governments to achieve the sustainability at community, school and system level.

2. Project Background

2.1 Socio-Cultural, Geographic and Economic Marginalisation

Musahar girls age 10 to 18, based in new geographic settlements selected for Cohort 2, participated in this survey. In a nation ranked 142 out of 189 countries in HDI terms, the target districts of Dhanusha, Mahottari, Siraha, Saptari and Sunsari are ranked amongst the lowest, at 0.431, 0.388, 0.408, 0.437 and 0.496 respectively, and include two of the ten least educated districts (NPC 2017).

The target region is susceptible to political unrest, with political resistance against the ruling coalition led by the Madheshi Liberation Front (MLF) resulting in frequent strikes and riots (Bhattachan 2006); proximity to Indian border exacerbates these political tensions. In addition, the project districts are located along the Kamala and Koshi river basins that are amongst those most exposed to climate disaster risk. In a nation that ranks 4th globally for climate change vulnerability [ADRRC 2016], annual monsoons cause catastrophic flooding, damaging Musahar lives and livelihoods, forcing them from their homes each year with little means to rebuild or increase resilience to disaster due to the landless status.

The concentration of Musahars in this region further disadvantages them through dramatic regional disparities. A national average of 65.9% for the literacy rate of lower caste communities drops to 52.4% in hill regions and drops lower to 34.5% in the Terai, where this project is based. A national average of 41.7% for primary completion drops to 24.7% in hill regions and to an alarming 11.8% in the Terai (CBS 2011).

Musahars suffer extreme exclusion from education and employment due to their untouchable status. Despite the abolishment of untouchability in the Government of Nepal Constitution in 1963, and again in 1990, the practice of untouchability prevails all over the country; Musahars continue to be considered as untouched even amongst the untouchables, the lowest of the lower (Action Aid 2012, CBS 2001). Musahar communities are therefore often on the peripheries, in remote, hard to reach areas, isolated from other communities and unable to access water sources; sanitation and hygiene services; or health, education and transport services (Giri 2012).

Musahars are entirely landless (99.4%); most remain trapped in debt bondage, with generations of Musahars born into a tradition of bonded labour that persists despite its criminalization in 2002 (CBS 2011, Giri 2012, UNFCO 2013). Though the Government of Nepal initiated rehabilitation programs for former bonded labourers, studies show that a blanket ban of bonded labour has resulted in a failure to find less exploitative alternatives (Giri 2012). The Musahars are one of many marginalised groups forced back into the

physical and psychosocial risks of debt bondage, in the absence of interventions that address exploitative modes of production and poverty (Dhakal 2007, Giri 2012). Over 80% of Musahar lack voter identification, restricting their political participation and erasing any incentive for politicians or policymakers to address their needs (Street Child 2016).

Musahar girls, struck thrice by caste, class, and gender discrimination, bear the brunt of this oppression. Girls are often forced into early marriage, engaged in domestic work and wage labour, and led into bonded labour to support families to pay off impossibly large debts; Almost all Musahar (100%) are in debt with average interest rates of 40% (Street Child 2017).

Disproportionate Impact on Musahar Girls: Gender Analysis

The project's gender analysis is significantly underpinned by (i) the 18-month research and consultations involving the Musahar community from July 2016 to Jan 2018; (ii) a separate project Street Child is currently implementing within the same community, albeit with an older age group; and (iii) trends from the community mappings thus far. It is important to note that the gender analysis is being carried out on an ongoing basis and will remain active in its compilation and guidance as the project moves forward.

There are four central project designs that have stemmed from the key findings of the analysis and are reflected in the theory of change:

- First, 82% parents felt unable to shoulder the opportunity costs of schooling. Musahar girls, in addition to running the household, bear a disproportionate share of the burden of labour compared to boys. Consequently, 65% parents preferred their girls to stay at home and work. [Addressed through IO1 and O1]

- Second, while Musahar girls attending school pose a higher opportunity cost for the parents, boys still bear many labour-related burdens. Keeping this in mind, the project has included capacity for boys to attend Life Skills Support Circles, along with the girls. [Addressed through IO 4 and O4]

- Third, 78 % of parents feared for their daughters' safety and security, a significant deterrent for parents sending girls to school. In response, the project has established learning centers within their villages to promote locality of learning and training opportunities through the use of community spaces. Inclusive education/classroom training/orientation for school management committee representatives as well as teachers is also incorporated into programme design. [Addressed through IO2 and O2].

- Fourth, it was reported that a significant number of Musahar girls are married by age 15, and among these, most were likely to have two to five children by age 18. As this adds severe limitations to the girls' mobility, these girls will be prioritised for the provision of cash grants and transition into enterprise establishments, rather than employment that requires added mobility. [Addressed through IO3 and O3]

Selection of Direct beneficiaries

The project's primary target groups were categories as 10-18 age groups of Musahar girls who had never been to school (61.3%) or had dropped out from school (38.7%). The Musahar girls were further classified into priority sub groups as (i) married girls; (ii) mothers; and (iii) girls with disabilities.

In order to identify the most marginalised within the target group of Musahar girls aged 10-19 , Street Child prepared, in cooperation with the local government, a list of all known existing Musahar settlements in the three target districts, which was then verified using official Central Bureau of Statistics data. Next, Musahar leaders in each community helped us triangulate this information. A social mapping and a resource mapping were then conducted. Lastly, to determine the number of indirect project participants, the verified settlement list was used to conduct household surveys to generate information across areas including education, livelihood, disability, etc. Following data collection, young mothers, married girls and girls with disabilities were identified as the main priority subgroups among the beneficiaries, recognising the additional unique barriers they endure. This identification system is believed to have been successful in enrolling the most under-reached population.

Disability Inclusion

Among this highly marginalized group are the most disenfranchised – disabled Musahar girls. Disability is thought to affect 15% of the Nepali population, with a disproportionate number of poor people affected, but it is poorly recognised at governmental, institutional, and community levels. Studies show that most disabled people are unidentified and unsupported due to the significant stigma surrounding the issue, creating a considerable challenge in measuring and acknowledging disability among the population. Among Musahars, the challenges experienced due to disability, combined with systematic and comprehensive discrimination and marginalization, leave those affected with limited life opportunities. It is clear that there is a dire need for an intervention for the Musahar, with a specific focus on disability inclusion.

The project faced several challenges in working with girls with disabilities in the previous cohort. Therefore, for Cohort 2, the project is focused on making the intervention more equitable through a disability-specific strand delivered through partner JWAS. This includes organising disability assessment camps across all 5 working districts, to identify direct and indirect project participants with physical disabilities and the specific type of support needed. The project's monitoring and evaluation processes will continue to collect disaggregated data for all key sub groups – married girls, young mothers and girls with disabilities. This will consistently help in tailoring activities to meet the changing needs of most vulnerable girls on the programme.

2.2 Target beneficiaries group and target numbers

The project is primarily working with out of school Musahar girls' aged 10-18. However, the Life Skills Protection Circles will also be extended to Musahar boys of the same age group (Table 1).

Table 1: Summary of direct beneficiaries

Direct beneficiary numbers	**Total figures**
Total number of girls reached in cohort 2	2478
Total number of girls expected to reach by end of project	7500
Education level	Proportion of total direct beneficiaries (%)
Never been to school	1519
Been to school but dropped out.	959
Age banding (The age bandings used should be appropriate to the ToC)	Proportion of total direct beneficiaries (%)
10 to 14	1442
15 to 18	1036

Table 2: Proposed intervention pathways

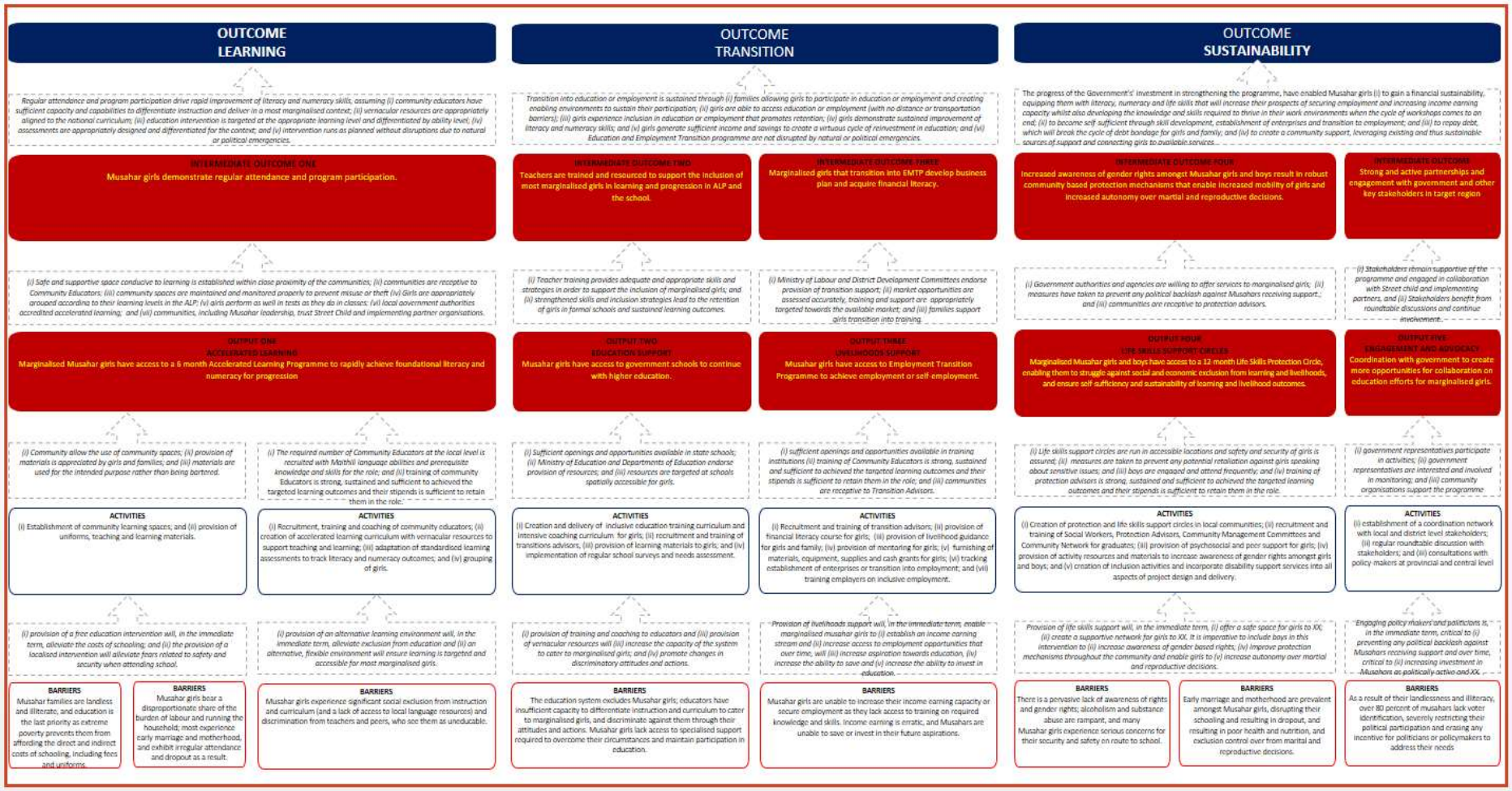
	Intervention pathway		
	Learning Intervention	Livelihood intervention	Life skill intervention
Which girls follow this pathway?	10-14	15-18	15-18
How many girls follow this pathway for cohort II?	1442	1036	2478
How long will the interventions last?	4 ALP+2 Homework Club months	3 months	4 Life Skills + 2 Financial Literacy months
How many cohorts are there?	3	3	3
What literacy and numeracy levels are the girls starting at?	**1. Literacy** **1.1 Nepali** Beginner-73% Letter-21% Words-5% Sentence- 1% Story/ Comprehension-0% **1.2 English** Beginner- 76.4% Letter-16.7% Sentence-6.8% Story/Comprehension-0.1% **2. Numeracy** Beginner-58% 1-digit No.-33% 2-digit No.-7% 3-digit No.-2% Addition-8% Subtraction-3% Multipication-0% Division-0%	NA	NA

What does success look like for learning?	**1. Literacy** **1.1 Nepali** Beginner-9% Letter-26% Words- 24% Sentence-34% Story/Comprehension- 7% **1.2 English** Beginner-10% Letter-50% Words-25% Sentence-15% **2. Numeracy** Beginner-4% 1-digit No.-25% 2-digit No.-53% 3-digit No.-18% Addition-77% Subtraction-70% Multipication-20% Division-10%	NA	NA
What does success look like for Transition?	70% of girls (10-14 yrs) transition in minimum grade three level of formal school	63% girls (15 to 18 yrs) will transition into vocational training and self-employment	70.0% of girls life skill score

Table 3: Indirect beneficiary groups

Group	**Interventions received**	**Total number reached for cohort 2**
Boys	Life skills training	1060 approx
Community Educators and Advisors and Social Workers	Technical training as well as ongoing coaching and support	78
Community members: Parents and other family members, community representatives and religious leaders	Orientation and induction for community mobilization Counseling for livelihood	973 CMC members and 26,720 community members
Schools: Head teachers, Teachers, Primary Coordinators, Gender Focal Person	Teacher training on conducive and inclusive training	290 (Head teacher, Gender Focal Person) from 145 Schools identified for transition
Stakeholders from relevant CSOs and government representatives. (This includes Palika Chairperson, service providers, Girls' Education Officer, etc)	Round table meeting (evidence-based results sharing and advocacy focused)	Once every quarter = 50 stakeholders

2.3 Project TOC and Assumptions[9]



[9] *Assumption that the value of the program is perceived as > the opportunity cost of participation has been challenged due to COVID-19. Girls and their families face extreme economic hardship so participation in programme may not be perceived as a worthwhile investment. Girls and families might choose regular labour/agriculture work or early marriage instead.*

The project's theory of change is grounded in the assumption that learning, livelihoods and life skills are linked, following a logic acquired from the previous research and work with the Mushahar community. In the first instance, whilst learning is foundational for livelihoods, the lack of livelihoods opportunities creates a lack of incentive to participate in education. In the second instance, both learning and life skills are significant foundations for securing livelihood opportunities, and learning should involve the acquisition of life skills; however, life skills are also required to address social and economic exclusion from learning and livelihoods, trapping girls in a vicious cycle of exclusion.

The logic of the model is based on following assumptions too:

- The acquisition of foundational literacy and numeracy skills is in itself critical to changing lives as the ability to access, analyze and act upon information has a dramatic impact on social, economic and political participation;
- Lack of engagement in education is not an irrational or uninformed decision, but rather one that is informed by its perceived lack of value; increasing engagement in education therefore requires ensuring its inclusiveness and usefulness in linking learning to earning;
- Though there are other interventions in place, in particular through government priorities and policies, these often require a foundational level of capabilities to access; increasing supply requires intensive, targeted and tailored approaches that can be scaled;
- Everyone is aspirational; however, it is often the case that girls have not had the capital or opportunities to strengthen these aspirations.
- The role of our interventions is to enable access, analysis and action upon information and evidence and never to indoctrinate or validate certain choices over others;
- Coping strategies such as early marriage or early motherhood are a result of socioeconomic constraints; as socioeconomic circumstances are improved, it drives cultural consensus and shifts these strategies. Our role is not to evangelize against specific strategies, but rather to enable access to information and encourage analysis of this information in ways that are culturally and contextually sensitive.

3. Baseline Evaluation Approach and Methodology

3.1 Key evaluation questions and role of the baseline

The MNM project identified the aims of impact assessment in response to the research questions for the Girls Education Challenge, were as follows –

A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities?

B. What worked in how the project facilitated learning amongst most marginalized girls?

C. What worked in how the project facilitated the transition of most marginalized girls into education or income earning opportunities?

D. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

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

A. What impact did the project have on the transition of most marginalized girls into education or income earning opportunities?

- A.a. To what extent was the design and delivery of the project relevant and responsive to the needs of the target groups?
- A.b. To what extent was the design and delivery of the project relevant to the National Strategy and in what ways did it contribute to the strategy?
- A.c. To what extent did the project demonstrate principles of economy, effectiveness, efficiency, and equity in its use of resources?

B. What worked in how the project facilitated learning amongst most marginalized girls?

- B.a. How and why have the reading and arithmetic levels of participating girls improved through the intervention?
- B.b. To what extent has reading and arithmetic levels improved within the given six-month timeframe?
- B.c. How and why has progress in reading and arithmetic levels improved across cohort cycles?
- B.d. To what extent is increased attendance correlated with improvements in reading and arithmetic (and vice versa)?
- B.e. To what extent is increased retention correlated with improvements in reading and arithmetic (and vice versa)?
- B.f. To what extent has the intervention addressed attitudinal, environmental

and institutional barriers to learning for girls with disabilities?

C. What worked in how the project facilitated the transition of most marginalised girls into education or income earning opportunities?

C.a. To what extent has the project facilitated the transition of participating girls into education?

C.b. How has the transition intervention led to increased inclusion in state schools?

C.c. How has the transition intervention led to increased enrolment, attendance and retention of participating girls (including girls with disabilities) in state schools?

C.d. How has the protection intervention provided life skills to support enrolment, attendance and retention of participating girls in state schools?

D. To what extent has the project facilitated the transition of participating girls into income earning?

D.a. How has the transition intervention led to increased income earning opportunities for participating girls (including girls with disabilities)?

D.b. How has the transition intervention led to increased enrolment, attendance, and retention of participating girls (including girls with disabilities) in training?

D.c. How has the transition intervention led to the establishment of income earning enterprises? To what extent are these enterprises sustainable?

D.d. How has the protection program provided life skills to support income earning, savings, and self-sufficiency?

E. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

E.a. To what extent has the project led to increased inclusion of most marginalised girls in state schools?

E.b. To what extent has the project led to increased inclusion of most marginalised girls in income earning opportunities?

E.c. To what extent has the project led to increased investments in education at the community level?

E.d. To what extent has the project led to increased investments in education at the institutional level?

F. How effective and efficient was the approach to lesson learning?

F.a. How effective and efficient were the learning and responsive mechanisms and how was evidence used to inform adaptations to project planning and implementation?

F.b. How inclusive were the learning and responsive mechanisms and how were all participants engaged in the process?

F.c. To what extent did impact assessment adhere to the principles and approaches set out in the monitoring and impact assessment framework?

3.1.1 Outcome and intermediate outcomes

The project has 3 outcomes and 5 Intermediate Outcomes (IOs) which are as bellow:

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

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

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

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

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

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

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

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

3.2 Overall evaluation design

A sequential mixed-method and longitudinal design was applied to conduct the evaluation of MNM project. Both quantitative and qualitative tools were used to capture the information. To measure learning, girls will be evaluated at three different points (i) prior to beginning ALP; (ii) Post-ALP; and (iii) in schools using their peers for comparison, for those that transition into formal education.

The baseline evaluation design follows to the current logframe and monitoring, evaluation and learning (MEL) framework. The evaluation design considers gender, disability and other social differences and inequalities. The Gender Equality and Social Inclusion (GESI) standards were maintained from tools designing to data collection.

GESI was mainstreamed throughout the evaluation design to adhere to GESI minimum standards at all times, reflected through an approach which demonstrated the EE and the project's commitment to adopting more transformative approaches to GESI at all stages; including (i) tools development; (ii) tools piloting; (iii) tools delivery; (iv) staff recruitment and training; and (v) data collection and reporting.

This was achieved through (i) input from GESI lead on the EE team during development, finalisation and delivery of all monitoring tools; (ii) specialist support to SC's M&E team from SC's Child Protection and Gender Specialist with extensive experience in inclusive programming; (iii) integration of GESI approach in all training activities for staff across the consortium; and (iv) sufficient feedback mechanisms for the communities to flag concerns about perceived GESI absent, exploitative and unresponsive activities in a timely manner.

The gender and disability friendly with no harm prospective was applied throughout the process of research. Additionally, the female enumerators were recruited and trained (by NIDR and SCoN) on gender and social inclusion and child protection issues for data collection.

3.3 Evaluation Ethics

The evaluation ethics were maintained throughout the process of data collection which are below:

(i) The team provided accurate information regarding the scope and intent of the project in local language prior to acquiring participant consent and assent;
(ii) The tools were adapted for language and context;
(iii) There were no intrusive questions or participation coercion used the in evaluation;
(iv) The evaluation team was trained in evaluation ethics before they were sent out to the field;
(v) The evaluation activities prioritised child protection and safeguarding at all levels;
(vi) In addition, any data collected was stored and disseminated in adherence to NIDR Data Protection Policy, with upmost integrity; and
(vii) The research team respected all socio-cultural norms of the Musahar community throughout the data collection process.
(viii) The research team was trained to follow COVID-19 protocol as per government of Nepal guideline to ensure no harm and minimized COVID-19 risk to communities during field work.

3.4 Quantitative Evaluation Methodology

3.4.1 Quantitative evaluation tool

The quantitate survey tools were designed by NIDR by adapting the survey framework provided by GEC. Many of the questions in the framework that were deemed unnecessary were removed while others, which required contextualization were contextualized. The survey framework provided by GEC was very short; questions were added to the survey to capture information related to Indicators and outcomes. The quantitative tools comprised of the following:

- Learning tools – Annual Status of Education Report (ASER) for girls
- Girls survey for girls'
- Primary care giver survey for girls primary care giver
- Teaching at the Right Level [TaRL] Skills Test for Community Educators

3.4.1.1 Learning tools - Annual Status of Education Report (ASER)

Annual Status of Education Report (ASER) testing tools was used to for learning tests, detail is given in learning tests section 3.4.8.

3.4.1.2 Primary care giver survey

The primary care giver survey for girls' parents collected basic information, household information, information pertaining to the household economy, girls' status, including whether they had been working, training or studying in the previous and current year and awareness level of the parents regarding girls' education. Furthermore, parental support regarding education, training and employment were also assessed.

3.4.1.3 Girls survey

Many of the questions in the primary care giver survey were repeated in the girls' survey to verify the authenticity of the responses provided by parents through the girls and vice versa. Moreover, it also collected information on the girls' decision making skills, life skills, self – esteem, financial literacy (knowledge, attitude and practice) and child function (whether they had any disability).

3.4.1.4 Teaching at the Right Level (TaRL) Skills Test for Community Educators (CE)

Community educators demonstrated the skills to deliver Teaching at the Right Level (TaRL) with ALP was assessed by testing them on the six basic elements that are at the core of the TaRL approach:

i. Assessment
ii. Goals setting
iii. Grouping
iv. Activities combination
v. Learning resource development
vi. Tracking progress

Table 4: Quantitative evaluation tools

Tool name	Relevant indicator(s)	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was tool shared with the FM?	Was FM feedback provided?
ASER tool	% of girls reaching level X in ASER literacy test % of girls reaching level X in ASER numeracy test	ASER Nepal	Yes (Done in 1st cohort)	No major issues	Yes	Yes (In 1st cohort)
Primary Caregiver	% of girls who successfully transition (disaggregated into education, vocational training and self-employment)	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
Life skill survey	Average life skills score	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
Girls Survey	Average financial literacy score of girls % of marginalised girls that develop business plans % of girls involved in marital and reproductive decision-making. % of girls having birth certificate and citizenship cards % of girls who are at least somewhat confident to travel to necessary locations	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
TaRL	# of community educators demonstrating skills to deliver Teaching at the Right Level (TaRL)in ALP	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes

3.4.2 Enumerator selection and orientation

A total of 14 local female enumerators, who were fluent in Maithali language, were recruited for data collection through a vacancy announcement in national daily Newspaper/ NIDR website and social media.

A two-day (18-19th December 2020) orientation and training was conducted for enumerators on data collection tools and techniques, tablet-based data collection, quality control, research ethics and rapport building. In addition, the enumerators were trained on taking consent, maintaining data confidentiality, adherence to child protection and safeguarding policy and COVID 19 protocol as per government of Nepal guideline.

3.4.3 Quantitative data collection

The real time tablet-based 'KOBO Toolbox' application was used for data collection. This method of data collection ensured accurate and timely data collection for data analysis. .

The KOBO Toolbox has been selected for the following features –

- Open Source: Free for use and fully transparent
- Scalable: Ease of use on multiple devices and ability to aggregate results
- Remote Administration: Automated synchronization of results
- Robustness: Ability to operate with limited internet infrastructure

The quantitative data collection was conducted from 20th December2020 to 15th January 2021 in all the five intervention districts. The field supervisors were responsible for supervision and monitoring the enumerators' during the data collection period.

3.4.4 Quantitative data cleaning and storage

After the completion of data collection, raw data was cleaned in excel and then exported into the Statistical Package for the Social Sciences (SPSS) software program to undergo a further cleaning process, including analysis of outliers, missing data, or other anomalies, to identify any remaining errors. All changes to the raw data, through cleaning and analysis, were recorded in a platform, which created new cleaned datasets, leaving the raw data intact and ensuring a replicable process.

3.4.5 Quantitative data analysis

Statistical Package for the Social Sciences [SPSS] software was used to analyse data on the basis of outcome and intermediate outcome indicators.

3.4.6 Learning tests

Annual Status of Education Report (ASER) testing tool was adopted to assess learning levels. It has also drawn from testing approaches used by ASER in India, ASER in Pakistan,

and Uwezo (conducted in three East African countries). ASER Nepal tests are pegged to the Nepali national curriculum at the Standard 2 and 3 levels and contexualised especially for Province 2 by ASER Nepal and Street Child. In practice, following steps were been conducted:

- For literacy (i) girls were asked to choose 5 letters and recognise at least 4 correctly; (ii) girls were asked to choose 5 words and recognise at least 4 correctly; and (iii) girls were asked to read four sentences and are allowed up to 3 mistakes for paragraph; and (iv) girls were asked to read a short story and are allowed up to 3 mistakes [speed, comprehension and pronunciation are considered].
- For numeracy (i) girls were asked to choose 6 one-digit numbers and get at least 5 correct; (ii) girls were asked to choose 6 two-digit numbers and get at least 5 correct; and (iii) girls are asked to choose 6 three-digit numbers and get at least 5 correct.
- For operations (i) girls were asked to perform two addition and subtraction sums and they are required to conduct both correctly to pass; (ii) girls were asked to perform two multiplication and division sums and they are required to conduct both correctly to pass. Girls are encouraged to attempt all four operations of appropriate digits [1,2 or 3].

3.4.7 Quantitative sample selection

3.4.7.1 Quantitative sample sizes

The sample size was calculated for learning and transition using STATA software on the basis of the GEC MEL guidelines keeping following parameters..

Table 5: Sample size calculation

Parameter	Value
Variable	Binary
Pa	0.58
P0	0.50
Confidence level	95%
Power (β)	80%
Sample Size	312
Attrition buffer	30%
Final Sample Size with 30% attrition	406

In summary, it has calculated different sample sizes using different parameters to achieve the desired proficiency level. Then, 406 were finalized as the sample size for the baseline study due to constraint of time and resources. The sample for the baseline survey was calculated based on the following criteria suggested by GEC in the MEL guideline:

Table 6: Criteria for sample size calculation

Parameter	Value	Logic
Variable	Binary	As per MEL guideline, the proportion of girls who achieved above a desired proficiency (i.e. % of girls who

		achieve grade 3 level). Therefore, we selected a binary variable
Pa	0.58	We estimate 58% of the sample will achieve the desired proficiency levels
P0	0.50	We require the estimate to be 50% at the given confidence and power value
Clustering corrections	NA	We will take samples from over 50% of the clusters. Thus, clustering corrections is not needed.
ICC (Inter-class correlation – parameter needed for clustering correction)	NA	We will take samples from over 50% of the clusters. Therefore ICC is not necessary to be calculated
Confidence level	95%	This is standard good practice recommended by the FM.
Power (β)	80%	This is standard good practice recommended by the FM.
Attrition buffer	30%	This is standard good practice recommended by the FM.

The STATA software was used to calculate sample size for the baseline study as per MEL guidelines and based on the above parameters; the estimated sample size was 406.

Significant test for estimated sample size

We used Z-test for testing significant of estimated sample size,

Ho: p = p0 versus Ha: p ≠ pa

Here, it was postulated that 58 % percent of the population will have achieved a given proficiency level

Where,

P0 = 0.50 (it was required the estimate to be above 50% at the given confidence and power value)

Pa = 0.58 (it was estimated 58 % of the sample that can achieve the desired proficiency levels)

Then,

Q= 0.42, which is 1-Pa

$Z= (p-Pa)/\sqrt{PQ/n}$

$= 0.5-0.58/\sqrt{0.58*0.42/406}$

=-2.9

|Z| =2.9

Critical value: The tabulated value of Z at 5% level of significance for two-tailed test is 1.96

Decision: Since calculated value of |Z| greater than the tabulated value of Zα, null hypothesis was rejected hence alternative hypothesis accepted. Therefore, we concluded

that the estimated sample size found significant to achieve desired proficiency level by 58%.

The total population of Musahar girls for baseline study is 2500 for cohort 2. A representative sample size for 2500 girls at 95% confidence level and +/- 5% margin of error produced a sample of 312 girls. A 30% attrition rate is added to this sample to make the representation the sample during midline and end-line studies. The resulting final sample size and sub-group are presented below:

Table 7: Quantitative sample sizes

Tool name	**Sample size agreed in MEL framework**	**Actual sample size**	**Remarks on why anticipated and actual sample sizes are different**
ASER learning assessment	406	406	NA
Girls survey	406	406	NA
Primary Care Giver survey	406	406	NA

Table 8: sample size with subgroups

Cohorts	Population	Subgroups	Sample size	Proportion of sample size as per age group	Subgroup Sample Size
Cohort II	2500 girls	10-14 age group=1500 15-19 age group=1000	406	10-14 age group=60% 15-19 age group=40%	10-14 age group=244 15-19 age group=162

3.4.7.2 Representative of the sample

As mentioned in section 4.1. (sample size calculation), the calculated sample was significantly tested where sample size was found significant at 5% level of significance. The total sample size was then divided into two subgroups by age group, i.e. 10-14 year (63.3%) and 15-18 year (36.7%).

As mentioned in the sampling framework, since the project used a random stratified sampling approach. Sample was stratified to reflect the two main intervention groups [girls aged 10-14 and girls aged 15-18], rather than the statistically insignificant sub-groups. As per our current sample size, out of the 406 girls for each cohort [as mentioned in the table above], 63.3% aged 10-14 strata and 36.7% aged 15-18 strata to reflect the overall project target for girls in those age groups [1500 girls aged 10-14 and 1000 girls aged 15-18 for Cohort 2].

Table 9: Sample breakdown by intervention pathways

Intervention pathway	Sample proportion of intervention group (%)
Education transition intervention (girls aged 10-14 year)	63.3%
Employment transition intervention (girls aged 15-18 year)	36.7%
Source: N = 406	Girls survey database

3.4.7.3 Sampling Frame

Sampling frame was designed for the five districts (Sunsari, Saptari, Dhanusha, Siraha and Mahotari) that the project operates in. Out of 129 total clusters, 60% (i.e 77 clusters) were selected by using a Random Sampling (Random table) method. Following this, samples of 406 Musahar girls were selected from the total 77-cluster population by using Probability Proportional to Size (PPS) method. Similarly, the total number girls aged 10-14 selected for samples are 53% whereas the girls between 15-18 age groups are 47%. (A detailed sampling frame is attached in annex 1).

Table 10: Sample breakdown by regions

Region	Sample proportion of intervention group (%)
Sunsari	27.3%
Saptari	39.4%
Dhanusha	8.4%
Siraha	13.5%
Mahottari	11.3%
Source: N = 406	Girls survey database

Table 11: Sample breakdown by age

Age (adapt as required)	**Sample proportion of intervention group (%)**
Aged 10 (%)	14
Aged 11 (%)	13.5
Aged 12 (%)	14.3
Aged 13 (%)	13.5
Aged 14 (%)	7.9
Aged 15 (%)	13.1
Aged 16 (%)	11.8
Aged 17 (%)	8.1
Aged 18 (%)	3.7
Source: N = 406	Girls survey database

A set of disability questions were administered from the Washington Group on Child Functioning to capture the information of persons with disabilities during the baseline and it was found that none of the girls were found to have visual, audio or physical disabilities.

Table 12: Sample breakdown by disability

Domain of difficulty	Sample proportion of intervention group (%)	Guidance – record as true if they meet the criteria below
Seeing	0.0%	If CF1=1 AND (CF2=3 OR CF2=4) **OR** If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.0%	If CF4=1 AND (CF5=3 OR CF5=4) **OR** If CF4=2 AND (CF6=3 OR CF6=4)
Walking	0.0%	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) **OR** If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	0.0%	CF14=3 OR CF14=4
Communication	0.0%	CF15=3 OR CF15=4 **OR** CF16=3 OR CF16=4
Learning	0.0%	CF17=3 OR CF17=4
Remembering	0.0%	CF18=3 OR CF18=4
Concentrating	0.0%	CF19=3 OR CF19=4
Accepting Change	0.0%	CF20=3 OR CF20=4
Controlling Behaviour	0.0%	CF21=3 OR CF21=4
Making Friends	0.0%	CF22=3 OR CF22=4
Anxiety	0.0%	CF23=1
Depression	0.0%	CF24=1
Girls with disabilities overall	0.0%	
Source: N = 406	**Girls survey database**	

3.4.8 Challenges in baseline data collection and limitations of the evaluation design

During the baseline data collection and analysis, we have faced several key challenges which are as follows:

Challenge	Mitigation strategy
During the baseline data collection, around 20% of the girls (out of 406) had to be replaced due to their unavailability.	A 30% attrition rate was considered during the sample size calculation, therefore the replacement of 20% of the girls did not affect the findings, and it is still statistically significant for baseline evaluation. To maintain the required samples, we replaced the unavailable girls with same age, marital status and cluster of samples.
Some Musahar girls and their caregivers were not available during data collection time due to their daily wage work, their trip to the forest to collect firewood, to collect grass for their cattle.	To collect their data, field researchers re-visited during early or late hours, instead of during the day which is when the data was typically collected.
GPS location of beneficiary households could not be captured in many places.	In this case, we did not make it mandatory to take the GPS location.
Winter season affected data collection time as the weather some days was less favourable for field visits.	We had planned measures in advance for data collection taking precaution from cold, as well as factored in additional days in case of loss of days due to severe weather.
COVID-19 pandemic and related mobility restrictions as well as uncertain health and safety conditions affected data collection.	In this case, enumerator used personnel protective equipment like mask, sanitizers and gloves during the data collection in order to ensure safety for themselves as well as for the respondents. Situation in the target areas were closely monitored for mitigation against any disruption to mobility of data collection team.

3.4.9 Cohort tracking and next evaluation point

Cohort tracking resulted in the following:

- Clear and consistent creation of a unique identification number for each individual sampled;
- Clear and consistent recording of names, ages and genders with verifications for accuracy; and
- Clear and consistent recording of addresses and numbers to ensure establishment of contact at subsequent stages of impact assessment.

Girls need to participate in the intervention for a minimum of six months (that is, the length of the learning intervention and a minimum length of the transition intervention) in order to be considered for inclusion in the cohort sample. The girls will also have to demonstrate a minimum attendance of at least 70% in order to be resampled for learning following baseline. This is the minimum requirement for a girl to be considered to have complete the ALP, however it is not necessary for them to have actually completed the entire programme to be resampled for transition. All three cohorts will need to be evaluated for learning, transition, and life skills. The two main intervention groups [girls aged 10-14 and girls aged 15-18] were evaluated for learning, life skills, and livelihood [as appropriate] at baseline. For those transitioning into schools, evaluation will be carried out using a comparison group from within the schools they enroll into until the project concludes.

In this regard, girls trangistion will need to have been assessed at the various evaluation points regardless of their transition pathways. The evaluation points are given below:

		Sep – Oct 2019	Feb-April 2021	Aug-Oct 2021	Feb 2022
Cohort	**Groups included**	**Evaluation point 1**	**Evaluation point 2**	**Evaluation point 3**	**Evaluation point 4**
1	Girls aged 10-14	Girls evaluated for learning and life skills		Girls evaluated for learning and transition, impact of intensive education course and intermediate outcomes	
	Girls aged 15-18	Girls evaluated for learning, life skills and livelihood		Girls evaluated for learning and transition, impact of financial literacy course and intermediate outcomes	
2	Girls aged 10-14	NA	Girls evaluated for learning and life skills		Girls evaluated for learning and transition, impact of intensive education course, intermediate outcomes and outcomes
	Girls aged 15-18	NA	Girls evaluated for learning, life skills and livelihood		Girls evaluated for learning, and transition, impact of financial literacy course, intermediate outcomes and outcomes

3	Girls aged 10-14	NA	NA	Girls evaluated for learning and life skills	Girls evaluated for learning and transition, impact of intensive education course, intermediate outcomes and outcomes
	Girls aged 15-18	NA	NA	Girls evaluated for learning, life skills and livelihood	Girls evaluated for learning, and transition, impact of financial literacy course, intermediate outcomes and outcomes

3.5 Qualitative Evaluation Methodology

3.5.1 Qualitative data collection tools

Table 13: Matrix of qualitative tools

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was FM feedback provided?
FGD	Project and EE	Yes	NA	Yes
KII	Project and EE	Yes	NA	Yes

The qualitative methods (FGDs and KIIs) were conducted to investigate sensitive topics and to explore the scope of issues affecting the Musahar girls and their communities. These methods were helpful in capturing the broad picture of experiences, knowledge, understandings, and multiple realities from stakeholder's perspectives. Semi-structured guidelines were developed for probing asking sub-questions to get information that supports the validation and anticipate the root causes and effects of findings from quantitative survey.

3.5.2 Sample selection and sample sizes for qualitative study

After analysis of the quantitative data, the qualitative data was collected from 16th to 25th February 2021 to generate deeper information, triangulate and rational of quantitative findings. A judgmental strategy determined the sample size of qualitative studies and a purposive sampling process was applied to gather information using Focused Group Discussion (FGD) and Key Informants Interview (KII) methods. The sample size was therefore flexibly regulated and data collected stopped when data saturation was felt. The sample of participants was representative, although not statistically, using a judgmental sampling process.

The insights generated from qualitative work were captured avoiding poor screening and recruiting of participants mitigating against biased samples.

Table 14: Qualitative sample sizes

Tool (used for which outcome and IO indicator)	Sub group	Sample size agreed in MEL framework	Actual sample size	Remarks on why there are major differences between anticipated and actual sample sizes (if applicable)
FGD with girls	Aged 10-19	10 FGDs (6-10 respondents in each FGD)	10 FGDs with 80 participants	NA
FGD with Parents	NA	10 FGDs (6-10 respondents per FGDs)	10 FGDs with 77 participants	NA
KII with community leaders	NA	5	5	NA
KII with school head teachers	NA	5	5	NA
KII with local government officials and elected representatives	NA	5	5	NA

Note: Participants were selected by using non-probability sampling techniques.

3.5.3 Qualitative field researchers

The qualitative field research team was comprised of eight experienced researchers who had more than 3 years qualitative research experience and skills including administering FGDs and KIIs with adolescents on sexual health/adolescent, family planning, menstruation, child right, civic sense, gender-based violence and discrimination and child protection, They were fluent in both Maithali and Nepali language. The team leader and research officer were also involved in the qualitative data collection process.

Before training commenced, NIDR had assigned the qualitative researchers to their expected roles and ensured capacity to maintain professional conduct during data collection. Then, the baseline qualitative researcher training was conducted, which NIDR facilitated with support from Street Child from 14th to 15th February 2021 in Siraha. Training sessions covered the objectives of the qualitative component of the baseline study, child protection and safeguarding policies and qualitative research practices. It also included an overview and practice of each FGD and KII tool. Field researchers were trained on facilitation and note-taking to enable them to rotate roles during the data collection.

The qualitative researchers were divided in two teams of four working across the different districts in pairs comprised of one moderator and one note taker. The researchers were engaged in all stages of the research process including (i) tool development; (ii) tool finalization; (iii) data collection; (iv) transcription; (v) data coding; and (vi) data analysis.

After the quantitative data analysis, the qualitative data collection was conducted from 25th February to 2nd March 2021. There were two teams across the five districts in pairs, comprised of one moderator and one note taker. FGD questions were asked with primary care givers survey and girls survey in Maithali language, while KII questions were asked with community, leader, and government in Nepali language.

All FGDs and KIIs were recorded and field notes and reflections were applied during the activities. Researchers were requested to complete an expanded notes template in Microsoft Word in English for each FGD and KII, in which findings, direct quotes and reflections were described and supplemented by the available audio-recordings. NIDR reviewed documents daily for completeness and outstanding questions, concerns or clarifications. The recordings were transcribed in Nepali and translated in English for the report.

3.5.4 Qualitative data handling and analysis

Qualitative researchers recorded raw data of focus groups, interviews, and observations manually in paper. The note takers had taken field notes of FGDs and KIIs conducted. This included key points, quotes and themes that emerged for each question, non -verbal activity or body language, as well as any big ideas, thoughts or take-always from the note-taker. Then, thematic outlines were developed against research questions/ outcomes/ intermediate indicators for sequential analysis alongside quantitative analysis. A coding and analysis process was carried by using ATLAST ti. 9 (trial version) and NVIvo-12 Mac software. The findings are articulated and presented thematically after the quant data.

3.5.5 Challenges in baseline qualitative data collection, handling, analysis, and limitations of the qualitative aspects of the evaluation design

Challenge	Mitigation strategy
Municipal or school representatives were unaware of project interventions.	While conducting KIIs with head teachers and Municipal officials, we found that they were unaware about project intervention. We coordinated with them, introduced the project intervention, and then collected the qualitative information. In this case, the general overview was collected rather than specific ideas in line with project intervention.
Due to low level of understanding amongst many caregivers, the FGDs with them took significantly longer.	The research provided several examples, and repeated questions as many times as needed in local language without showing any irritation or tiredness to get required response as per FGD and KIIs questions.
COVID-19 pandemic and related uncertain health and safety conditions affected data collection.	The researchers remained very careful and took all precautions needed to ensure their own safety and the safety of the respondents.

4. Key Characteristic, Subgroups and Barriers of Baseline Samples

Under this section, the characteristics of the Mushar girls and their subgroups is analysed on the basis of barriers for learning and transition that the girls were found to face. This section also covers the intersection between the main barriers and the girls' characteristics to determine to what extent the MNM project activities are appropriate.

4.1 Educational Marginalization

4.1.1 Characteristics of the Girls

In line with the GEC-T's objective of understanding and addressing educational marginalization of girls in terms of sub-groups, this section discusses the characteristics of the sample population along with the key barriers they faced.

An intersection of the key characteristics and barriers has also been provided to show how girls with certain characteristics are more educationally marginalized than others. The intersection helps not only understand education marginalization but also provides inputs for the project on how it can tailor its intervention differently for different sub-groups.

The characteristics presented below are suggested by GEC-T in the baseline report template. In addition, some other characteristics, which are not suggested in the template, have also been presented.

4.1.1.1 Religion, Caste and Language

Table 15: Religion, Caste and Language of the Sample Girls

Characteristic	Number	Percent
Religion		
Hindu	406	100.0
Caste		
Musahar	406	100.0
Language		
Maithili	406	100.0

Based on the distribution of households by religion, caste and language, the entire sample girls were Hindus Musahar who speaks Maithili.

Table 16: Age group, marital and pregnancy status of the sample girls

Characteristics of the girls	Number	Percentage
Age group		
10-14 years old	257	63.3
15-18 years old	149	36.7
Marital status		
Married	27	6.7

Unmarried	379	93.3
Mother		
Yes	10	37.0
No	17	63.0

As mentioned in section III, the sample used for the baseline survey was 406 Musahar girls. This was further disaggregated into age group, marital status, and motherhood.

Nearly two-third of the respondents (63.3%) in the survey belonged to 10-14 age group with 36.7% aged 15-18 years old, the greatest number of which (14.3%) were 12 years old and least number of which were 18 years old (3.7%).

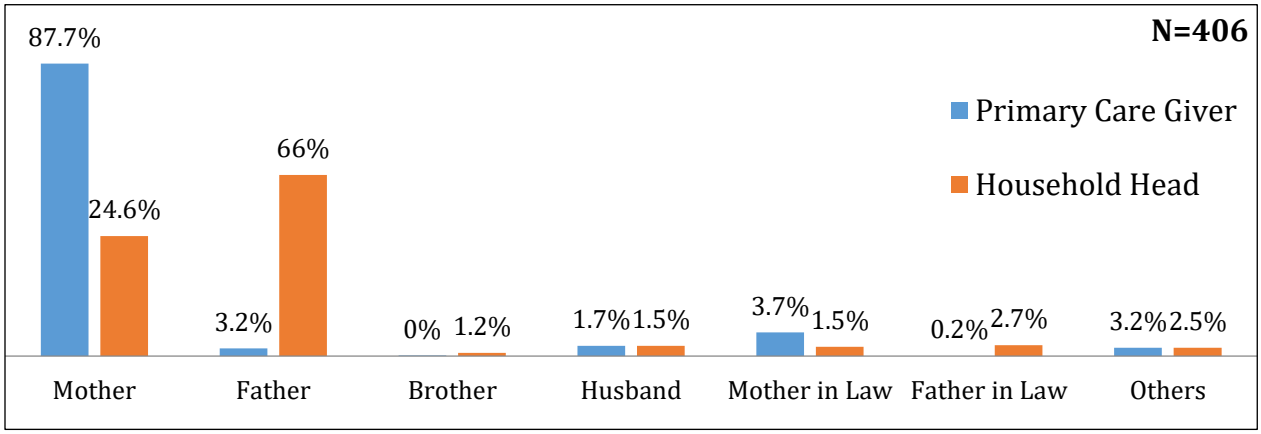
The majority of the girls (93.3%) were unmarried with a (6.7%) minority who were married, among whom 37% were mothers.

Table 17: Distribution of respondents by age at marriage and birth to first child

Age	Marriage (%)	Birth to first child (%)
10	3.7	-
11	-	-
12	3.7	-
13	11.1	-
14	14.8	-
15	33.3	30.0
16	25.9	50.0
17	7.4	20.0
18	-	-

Among those married, 33.3% were married at the age of 15 and 25.9% were married when they were 16. Furthermore, among those married, half gave birth to their first child at the age of 16.

Figure 1: Primary caregiver and household head of the girls



In the girl's survey, 87.7% reported that their mothers were the primary caregivers; 24.6% reported that mothers were the household head and 66% revealed that fathers were household head.

4.1.1.2 Educational Qualification of the Primary Care Giver and Household Head

Table 18: Educational qualifications of the primary caregiver and household head

Educational Qualification	PCG		Household head	
	N	%	N	%
Never been to school	369	90.9	340	83.7
Attended some years of primary school	25	6.2	28	6.9
Completed Grade 5	9	2.2	24	5.9
Completed Grade 6	-	-	-	-
Completed Grade 8	2	0.5	9	2.2
Completed Grade 10	-	-	4	1.0
Don't know	1	0.2	1	0.2

The majority of primary caregivers (90.9%) and household heads (83.7%) surveyed had never been to school, while 6.2% of primary caregivers and 6.9% of household heads attended some years of primary school but had not completed it.

4.1.1.3 Family Size, Occupation and Income Source

Table 19: Main income of family and occupation of PCG

Type of employment	Main income source				Occupation of PCG	
	Before COVID-19		After COVID-19			
	N	%	N	%	N	%
Agriculture	15	3.7	18	4.4	27	6.7
Daily Wage Labour	326	80.3	329	81.0	338	83.3
Business	1	0.2	2	0.5	-	-
India based seasonal employment	27	6.7	14	3.4	7	1.7
Foreign employment	30	7.4	18	4.4	15	3.7
Livestock rearing	2	0.5	4	1.0	9	2.2
Job/Services	5	1.2	4	1.0	4	1.0
Others	0	0	17	4.2	6	1.5

80.3% and 81.0% of the families rely on daily wage labour as their main income source before and during COVID-19 respectively, followed by foreign employment for 7.4% of the families before COVID-19 and both Agriculture and Foreign Employment for 4.4% of the families during COVID-19. The average annual income of families was NRs. 75,000.00 with a NRs. 960,000.00 maximum and NRs.0.00 minimum before COVID-19. The average annual

income of families was NRs. 30,000.00 with a NRs. 900,000.00 maximum and NRs.0.00 minimum during COVID-19 (Further detail is given in annex I).

Regarding employment status of primary caregivers, the majority (83.3%) were engaged in daily wage labour with 6.7% were engaged in agriculture.

25.1% of the household had 6 family members, living and eating their meals together in a single dwelling and 46.3% of household had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. 65.3% have at least one woman and the average family size was 6 with a maximum of 20 family members and minimum of 2. (Further detail is given in Annex II)

97% of the households had children aged between 10 and 18 years old, within which 65.1% had at least one girl and 42.7% had at least one boy.

Table 20: Number of children age from 10-18 years of old in the household

Having children aged from 10 to 18 in the household		
Having children	Number of Households	Percent
Yes	393	96.8
No	13	3.2
Number of girls (aged 10-18) in the household (excluding sampled girl)		
Number of Girls	Number of Households	Percent
0	7	1.8
1	256	65.1
2	106	27.0
3	21	5.2
4	3	0.7
Number of boys (aged 10-18) in the household		
Number of Boys	Number of Households	Percent
0	176	44.8
1	168	42.7
2	47	12.0
3	2	0.5

4.1.1.4 Household facilities

Within the survey, more than half of respondents (55.9%) revealed that their house roof was made from tin/zinc sheets with a further 26.1% made up from thatch. (Further detail in Annex I)

More than half of respondents (61.6%) didn't have toilet facilities, instead using plots (87.1%), river (6.8%), forest (3.2%) and roads (2.8%) for defecation. Of the 38.4% who have toilet facilities in their home 44.2% are semi-temporary, 32.1% are permanent, and 23.7 are temporary. (Further detail in Annex I)

Regarding water facilities, almost all respondents (95.1%) rely on hand boring as their only source of drinking water with only 0.7% having access to tapped drinking water. However, 72.7% of the respondents explained that they had never gone without clean drinking water for home use. (Further detail in Annex I)

Regarding medical services, 23.4% respondents said that they had to go away for more than ten days to seek medical services at one point. Likewise, 1.2% of them reported that their family members had to go away from home when they needed to seek medical services.

75.4% reveled that their household were in debt. Likewise, 70.2% of the household did not have any savings. (See detail in Annex I)

Table 21: Girls have some difficulty to perform tasks

Some Difficulty to Perform Tasks	**Number**	**Percent**
Self-Care difficulties	1	0.2
Concentrating on an activity that you enjoy doing	15	3.7
Difficulties in learning things	33	8.1
Remembering things	32	7.9
Concentrating on an activity	59	14.5
Accepting changes in her routine	51	12.6
Controlling behavior	33	8.1
Making friends	23	5.7

In the baseline survey, no girls were found with difficulties in seeing, hearing or walking. Similarly, none of the girls wore eyeglasses or used hearing aids and none used any equipment for walking.

When surveyed about difficulties performing tasks, a significant number of girls answered affirmatively with only a small minority (5.7%) having difficulties making friends. 14.5% of girls had some difficulties of concentrating on activities that they enjoy doing, controlling behavior (8.1%), accepting changes in her routine (12.6%) and remembering things (7.9%), while 14.5% reported having some difficulties on concentrating activities.

4.1.2 Barriers

Table 22: Barriers

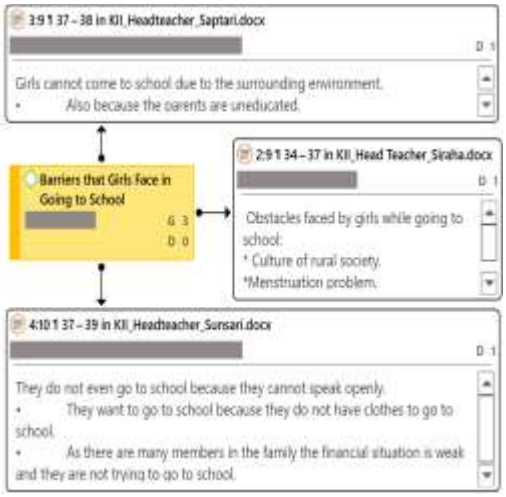
Barriers	Before COVID-19		During/After COVID-19	
	Number	Percent	Number	Percent
Household/Community-level Barriers				
Has to perform household chores (cooking and cleaning)	381	93.8	380	93.6
Has to perform Agricultural work (e.g. guarding livestock, planting, watering or harvesting crops)	231	56.9	238	58.6
Has to taking care of elderly/younger members in the family	234	57.6	236	58.1
Has to fetch water	171	42.1	174	42.9
Whole day for doing household activities	32	7.9	33	8.1
Half day for doing household activities	135	33.3	126	31.0
Quarter day for doing household activities	188	46.3	188	46.3
Educational barriers				
Parents don't believe girls have a right to education	28	6.9	-	-
Parents don't want to support girls education	174	42.9	-	-
Parents who never been to school (PCG)	369	90.9		
Economic Barriers				
Family have food sufficiency for nine months	137	33.7	162	39.9
Gone without cash income for more than ten days	262	64.5	-	-
Wage labour as main family income source	326	80.0	329	81.0
Does not have any land	272	67.0	-	-

The baseline evaluation indicated that many of the conventional barriers were present for significant numbers of girls. In the household, 93.8% of girls needed to perform chores before COVID-19 pandemic, whereas 93.6% of them had to perform them during/after COVID-19 pandemic. 56.9% and 58.6% girls have to perform agricultural work before and during COVID-19 respectively; 57.6% had to take care of the elderly before COVID-19 while 58.1% during COVID-19; 42.1% had to fetch water before COVID-19 while 42.9% during

COVID-19; 46.3% spent a quarter of the day doing household activities before COVID-19 while 31% spent half their day on it during COVID-19.

42.9% of the parents didn't want to support their daughter's education and 6.9% of parents don't believe girls have the right to education. These are recognized as some of the key challenges for the project to address.

Figure 2: Barrier-Quotation Tree



In addition to parents not believing girls have a right to education and them not wanting to support girls education, other educational barriers were problems in affording school materials (copy, pen and school dress etc.), socio-cultural issues (due to generational marginalisation, Musahar girls traditionally do not attend or stay in school long-term), challenges around managing menstruation and girls' shyness (girls cannot speak openly) in the schools, as indicated by the qualitative study.

Economic conditions proved a significant barrier for girl's education. At the family level, the largest source of income 80% and 81% was daily wage labour before and during COVID-19 respectively. 33.7% and 39.9% of families only have food sufficient for nine months before and during COVID-19 respectively. Likewise, 64.5% had gone without cash income for more than ten days and 67% of families do not own any land. A community leader reported that the Mushar families do not have their own land. (Details in Annex II: Quotation tree)

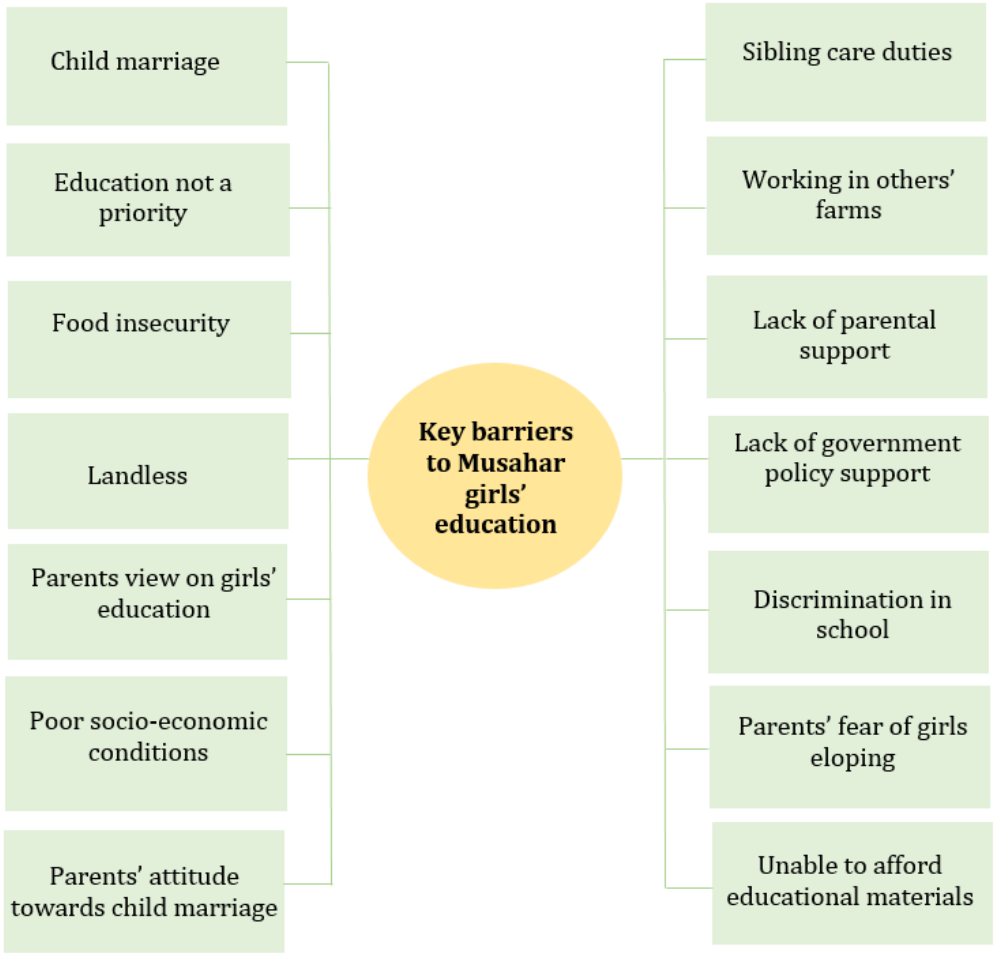
"First thing is that Musahar people are not allowed to build houses near other non-Musahar people. That's why they live nearby the river, forest or village. As they don't have their own land, they neither build the house nor the toilets nor taps. If they had land, then everything would be safe. If they had their own land, then could do agriculture and their poverty would be reduced. Additionally, Musahar families are not able to guarantee two meals a day, so they work daily and earn a living through wage labour. Due to such condition, they have been unable to move forward and they only think about "how to fulfil their basic needs like food". That is why, most of the family and their children are illiterate."- **KII with Community Leader**

"The parents have narrow thoughts towards girl's education. After marriage, the girls have to go to husband's house because of which parents don't intend to support daughters in their education. In a society where even a man is not able to get employed what can girls do with that education is another thought that comes in parents mind? In addition, the thinking is that girls being educated means they will elope or marry on their own without

thinking about family prestige. This also acts as a main constraint for girl's education." **(FGD with Fathers)**

"Government should be responsible for providing land to Musahar Families as soon as possible and stakeholders should advocate on land issues of Musahar communities".- **KII with Community Leader** (Details in Annex II)

Figure 3: Barriers: Mind mapping results of FGD with girls and parents



4.2 Intersection between key characteristics of subgroups and barriers

The intersections between characteristic of subgroups (10-14 and 15-18 age groups, married girls, girls having child, father headed HH, mother headed HHs and brother headed households) and barriers like household activities (household chores, taking care of elder/younger member, fetching water and agriculture work) and school costs are presented in Table 21 and 22. Amongst girls in the 10-14 age group, over half reported having a child and father as household head as a barrier.

Table 21: Key barriers to education by characteristic subgroups

Barrier	10-14 Year of old	15-18 Year of old	Married	Girls having Child	Father headed HH	Mother headed HH	Brother headed HH
Household level Barriers							
Household chores	60.9% of girls who reported household chores as a barrier were in the 10-14 year of old subgroup	39.1% of girls who reported household chores as a barrier were in the 15-18 year of old subgroup	7.1% of girls who reported household chores as a barrier were in the married subgroup	37.0% of girls who reported household chores as a barrier were in the girls who have child subgroup	65.1% of girls who reported household chores as a barrier were in the father headed HH subgroup	25.2% of girls who reported household chores as a barrier were in the mother headed HH subgroup	1.3% of girls who reported household chores as a barrier were in the brother headed HH subgroup
Taking care of elderly/younger members	62.8% of girls who reported taking care of elderly/younger members as a barrier were in the 10-14 year of old subgroup	37.2% of girls who reported taking care of elderly/younger members as a barrier were in the 15-18 year of old subgroup	3.8% of girls who reported taking care of elderly/younger members as a barrier were in the married subgroup	44.4% of girls who reported taking care of elderly/younger members as a barrier were in the girls who have child subgroup	65.0% of girls who reported taking care of elderly/younger members as a barrier were in the father headed HH subgroup	28.2% of girls who reported taking care of elderly/younger members as a barrier.	0.9% of girls who reported taking care of elderly/younger members as a barrier
Fetching water	63.7% of girls who reported fetching water as a barrier were in the 10-14 year of old subgroup	36.3% of girls who reported fetching water as a barrier were in the 15-18 year of old subgroup	5.3% of girls who reported fetching water as a barrier were in the married subgroup	44.4% of girls who reported fetching water as a barrier were in the girls who have child subgroup	66.7% of girls who reported fetching water as a barrier were in the father headed HH subgroup	24.0% of girls who reported fetching water as a barrier	1.8% of girls who reported fetching water as a barrier
Economic barriers							
Agricultural work	55.0% of girls who reported agricultural work as a barrier were in the 10-14 year of old subgroup	45.0% of girls who reported agricultural work as a barrier were in the 15-18 year of old subgroup	7.8% of girls who reported agricultural work as a barrier were in the married subgroup	44.4% of girls who reported agricultural work as a barrier were in the girls who have child subgroup	63.6% of girls who reported agricultural work as a barrier .	26.4% of girls who reported agricultural work as a barrier	1.3% of girls who reported agricultural work as a barrier
Involved in household activities more than quarter of day	60.7% of girls who revealed that they involved in household activities more than quarter of day were in the 10-14 year of old subgroup	39.3% of girls who revealed that they involved in household activities more than quarter of day were in the 15-18 year of old subgroup	7.3% of girls who revealed that they involved in household activities more than quarter of day were in the married subgroup	38.5% of girls who revealed that they involved in household activities more than quarter of day were in the girls who have child subgroup	62.9% of girls who revealed that they involved in household activities more than quarter of day	27.0% of girls who revealed that they involved in household activities more than quarter	1.7% of girls who revealed that they involved in household activities more than quarter of day

School level barriers							
School barriers/cost	62.6% of girls who revealed school cost as a barrier were in the 10-14 year of old subgroup	37.8% of girls who revealed school cost as a barrier were in the 15-18 year of old subgroup	5.6% of girls who revealed school cost as a barrier were in the married subgroup	40.0% of girls who revealed school cost as a barrier were in the girls who have child subgroup	66.7% of girls who revealed school cost as a barrier in the father headed HHs.	22.2% of girls who revealed school cost as a barrier in the mother headed HHs.	1.1% of girls who revealed school cost as a barrier were in the brother headed HHs

Table 22: Key barriers to education by characteristic subgroups (characteristic as independent variable)

Barrier	10-14 Year of old	15-18 Year of old	Married	Girls having Child	Father headed HH	Mother headed HH	Brother headed HH
Household level Barriers							
Household chores	90.3% of 10-14 year girls reported household chores as barrier	100.0% of 15-18 year girls reported household chores as barrier	100.0% of married girls reported household chores as barrier	100.0% of girls having child reported household chores as barrier	92.5% of girls who have father as HH reported household chores as barrier	96.0% of girls who have mother headed HH reported household chores as barrier	100.0% of girls who have brother headed HH reported household chores as barrier
Taking care of elderly/younger members	57.2% of 10-14 year girls reported taking care of elderly/younger members as barrier	58.4% of 15-18 year girls reported taking care of elderly/younger members as barrier	33.3% of married girls reported taking care of elderly/younger members as barrier	40.0% of girls having child reported taking care of elderly/younger members as barrier	56.7% of girls who have father headed HH reported taking care of elderly/younger members as barrier	66.0% of girls who have mother headed HHs reported taking care of elderly/younger members as barrier	40..0% of girls who have brother as HH reported taking care of elderly/younger members as barrier
Fetching water	42.4% of 10-14 year girls reported fetching water as barrier	41.6% of 15-18 year girls reported fetching water as barrier	33.3% of married girls reported fetching water as barrier	40.0% of girls having child reported fetching water as barrier	42.5% of girls who have father as HH reported fetching water as barrier	41.0% of girls who have mother headed HH reported fetching water as barrier	60.0% of girls who have brother as HH reported fetching water as barrier
Economic Barriers							
Agricultural work	49.4% of 10-14 year girls reported agricultural work as barrier	69.8% of 15-18 year girls reported agricultural work as barrier	66.7% of married girls reported agricultural work as barrier	80.0% of girls having child reported agricultural work as barrier	54.9% of girls who have father headed HH reported agricultural work as barrier	83.3% of girls who have mother house hold head reported agricultural work as barrier	60.0% of girls who have brother as HH reported agricultural work as barrier

Involved in household activities more than quarter of day	42.0% of 10-14 year girls revealed that they involved in household activities more than quarter of day	47.0% of 15-18 year girls revealed that they involved in household activities more than quarter of day	48.1% of married girls revealed that they involved in household activities more than quarter of day	50.0% of girls having child revealed that they involved in household activities more than quarter of day	41.8% of girls who have father headed HH revealed that they involved in household activities more than quarter of day	48.0% of girls who have mother headed HH revealed that they involved in household activities more than quarter of day	66.0% of girls who have brother headed HH revealed that they involved in household activities more than quarter of day
School level barriers							
School Cost (school materials, dress)	33.1% of 10-14 year of old girls revealed school cost as barrier	35.4% of 15-18 year of old girls revealed school cost as barrier	45.5% of married girls revealed school cost as barrier	100% of girls having child revealed school cost as barrier	34.3% of girls who have father headed HH revealed school cost as barrier	28.6% of girls who have mother headed HH revealed school cost as barrier	20.0% of girls who have brother headed HH revealed school cost as barrier

4.3 Appropriateness of project activities to the characteristic subgroups and barriers identified

1. Are there any additional characteristics subgroups revealed through the baseline data collection that may be at risk of educational marginalisation that are not considered in project intervention planning?

Marginalised No More (MNM) project interventions are a direct response towards making a significant contribution Musahar girls' education and employment. The project provides learning, livelihood, and life skills interventions to support 7,500 Musahar girls for transition into education and employment, which are appropriate in the current scenario. Likewise, project has considered sub-groups as Musahar girls' population by their age groups: girls in age group of 10-14 years and 15-18 years. In this context, the baseline data collection also captures data for the same subgroups that were outlined in the theory of change, log framework and project planning. It did not reveal any more subgroups that are at risk of educational marginalisation. Detail of selection and prioritization criteria are as below:

Main sub-groups	Selection Criteria	Prioritisation Criteria
Girls aged 10-14	-Musahar -Out of School	-Girls with disabilities - Child mothers - Child married girls
Girls aged 15-18	-Musahar -Out of School	-Girls with disabilities -Child mothers - Child married girls

2. Do the most prevalent barriers identified by the analysis conducted by the EE correspond with the project's ToC? Or are there any additional barriers to learning or transition that were not considered in project intervention planning?

Most of the barriers identified in the ToC are also found in the baseline evaluation. However, the school barriers such as prevalence of discrimination from teachers and peers, school safety and Bullying) were not validated by the valuation findings.

As per the baseline evaluation, most of the barriers - home/community level (household chores, taking care of elderly/younger members in the family, fetching water, agricultural work, involved in household activities during the day and school cost), Economic (family have food sufficiency for nine months only, gone without cash income for more than ten days, wage labour as main family income source and being landless) and parental support are prevalent across all sub-groups. Therefore, the project design and the activities need to be based on these barriers, which as per the MNM ToC, the project does address in a robust manner.

3. Do the project interventions address the key barriers for the key characteristic subgroups?

The project interventions appear to address key barriers for key characteristic subgroups, which are describe as below:

School cost: Project intervention like establishment of community learning spaces; provision of uniforms and teaching learning material; and flexible timing and support circles appears to address school cost barrier. Study further explores school fees and fees that would be levied on girls seeking to transition back into the formal school system.

Economic condition: Project intervention like assessment and analysis of employment market, provision of materials, equipment, supplies and cash grants in-kind for girls, matching participants to enterprise opportunities; tracking and supporting establishment of enterprises, and support to establish savings groups and linkage with cooperates appears to address to improvement in their immediate and long-term economic condition.

Parental support: Parental engagement in and support for girls' education should be a focus. To improve the girls' current situation, project must engage and involve parents to improve their knowledge, attitude and behavior towards girls education. The project has an opportunity to do this through their information/life skills circles, which currently mainly focuses on girls and boys.

4. Do the assumptions in the Theory of Change hold true?

Similar to the baseline findings of Cohort 1, this evaluation results indicate that majority of the key assumptions regarding barriers within the project's Theory of Change hold true, including (i) extreme poverty prevents Musaahr girls from affording the direct and indirect costs of schooling: (ii) Musahar girls bear disproportionate share of the burden of labour and running the household; (iii) Musahar girls lack access to specialized support and little government support required to overcome their circumstances and maintain participation in education; (iv) Musahar girls are unable to increase their income earning capacity of secure employment as they lack access to training on required knowledge and skills; and (v) there is a pervasive lack of awareness of rights and gender rights. One of the key themes that has emerged during this evaluation, which was not as significant in the first baseline, is the lack of familial support to girls in pursuing education. Although the project has considered this in making linkages to poor economic conditions, points around elopement, girls moving away to live with their husband's families, etc. have come out more strongly. Therefore, the project will need to address such concerns and work to increase support from family towards girls' participation in education.

In light of these, the project does not anticipate significant changes or adaptations to established approaches to its learning interventions. Key transition pathways also will remained unchanged for the two sub-groups. As a significant number of girls are recorded as having household chores and agricultural work as barriers to education, the project's retention strategy will strongly factor this in.

5. Outcome Findings

5.1 Learning Outcome

All participating girls are expected to acquire foundational reading and arithmetical skills by the time they graduate from the ALP, which is defined in this project as the ability to read and comprehend 'Stories' and/or 'Paragraphs', and conduct four mathematical operations (addition, subtraction, multiplication and division) with two-digit numbers. These learning levels are based on the Teaching at the Right Level (TaRL) methodology, which is used as the main pedagogical approach by the project. Girls aged 10-14 will receive intensive coaching for three months as part of the School Transition Programme to assist them in achieving Grade 3 level competencies (outside of just foundational literacy and numeracy), in line with the national curriculum. Older girls, aged 15-18, will be enrolled into a financial literacy course under the Livelihood Support Programme.

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy of girls within the sample respectively. The ASER testing tools are pegged to the literacy and numeracy skills at the Grade 3 level as per the national curriculum, keeping in mind transition 10-14 year-old girls into formal schooling. These assessments were structured around sub-tasks, which were aimed to categorize participants into beginner, word, letter, sentence and story levels for literacy and beginner, 1 digit, 2 digit, 3 digit and subtraction for numeracy.

Table 23: Foundational literacy gaps (adapt subtasks list to test)

Categories	**Nepali**		**English**	
	N	**%**	**N**	**%**
Beginner	322	79.3	367	90.4
Letter	59	14.5	32	7.9
Word	17	4.2	7	1.7
Sentence	8	2.0	0	0.0
Story	0	0.0	0	0.0
Total	**406**	**100**	**406**	**100**

In the assessment, the majority of the girls were assessed at beginner level in Nepali (79.3%) and English (90.4%). Furthermore, 14.5% of the girls were assessed at letter level in Nepali and 7.9% at letter level in English test. 0% girls were able to complete the final subtask for language/literacy at baseline.

All the head teachers, community leaders, educational coordinators and representative of local government also agreed with the finding of survey that most of the Musahar girls had

low level of literacy as well as numeracy. They also added reasons for low level of literacy in following ways:

- ***Illiteracy****: Parents from Mushar communities have low level of literacy themselves that is why parents cannot guide their children and Mushar girls cannot concentrate on studies. Due to illiteracy, most of their parents focus on household chores and field based work rather than their studies.*
- ***Education as low priority:*** *In Mushar communities, parents, as well as their children cannot afford to invest in education due to other more critical and existential concerns such as guaranteeing food.*
- ***Low interest in Education:*** *Most of the head teacher, leaders, and educational coordinators reported that most of the girls were not interested towards their education. Mostly girls were focused on vocational training and employment*
- ***School policies "No fail policies":*** *Head teacher explained that, "school rules dictate that no student will be failed until grade three, but after this most students do fail exams due to their careless and irregularity in the classes, as a result, as most Musahar girls have have low level of literacy, they drop-out of school at the beginner level".*
- ***Enough time to study:*** *Almost all the educational coordinators reported the reason of low level of literacy as, "most of the girls do not have an opportunity to read in their house after school. They are forced to do household chores and other activities that is why their literacy stays low".*
- ***Parents did not allow girls to attend school:*** *Almost all the educational coordinators and local government representatives reported that a key reason for low literacy of girls was their parents because their parents did not allowed them to go to school regularly. They forced their children to take up jobs to earn money, forced them to go forest to collect firewood, to do household chores and field work.*
- ***Lack of coordination between school administration and parents****: Head teacher from a school in Saptari district believed that literacy was low because coordination between school administration and parents is poor. School administration do not communicate the literacy status of the girls to their parents, which is why parents are unaware of their children's educational level. As a result, they do not give in time support and priority to their children which is damaing. The head teacher added that parents only come to know about their children's learning status after they drop out from school or fail in the exam.*

Another head teacher from Siraha reported that, "most of the Musahar girls did not attend school regularly. Due to irregularity in school, they missed their classes and they were also unable to complete their homework on time. Due to this, Mushar community girls had low level of literacy as well as numeracy."

Figure 4: Reasons of poor level of literacy and numeracy by local government representative- Quotation tree

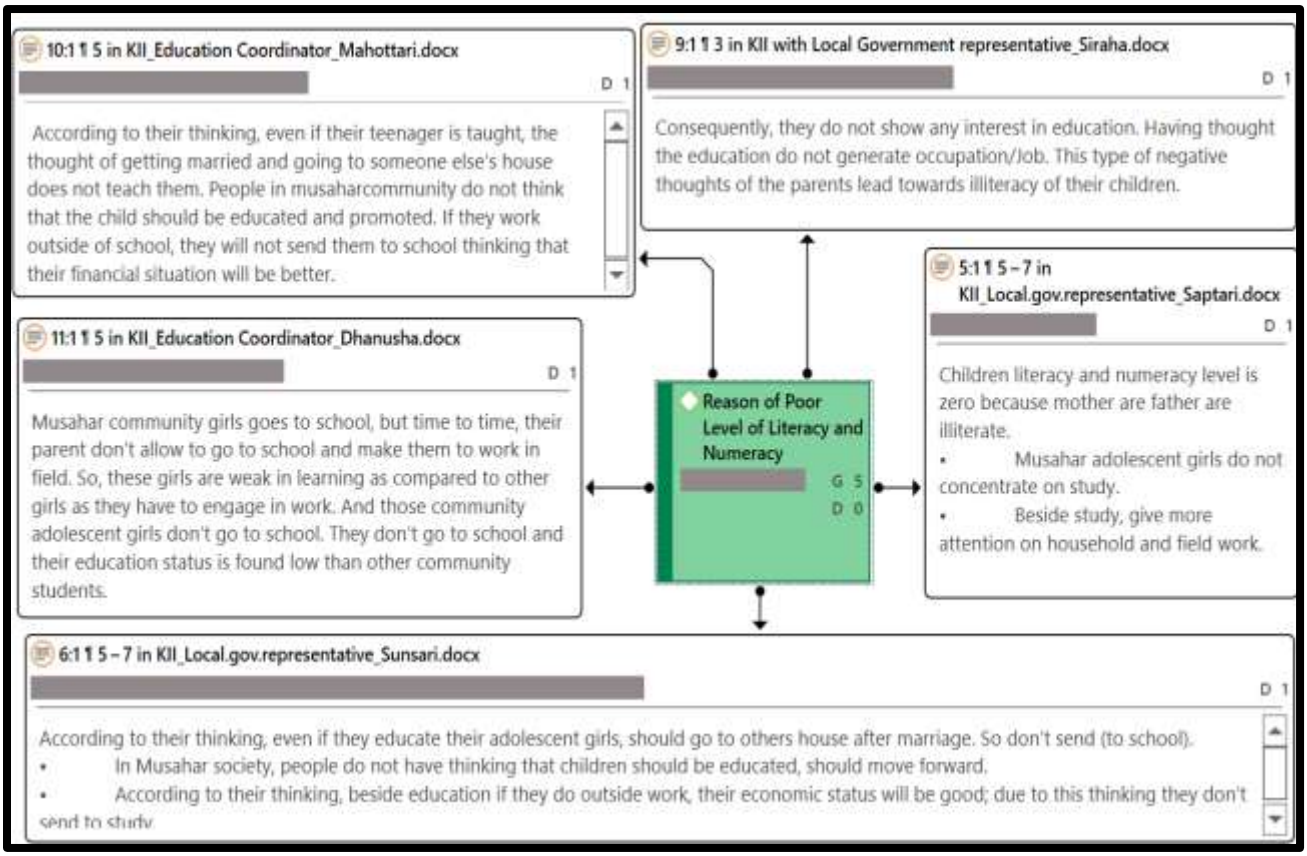


Table 24: Foundational numeracy skills (adapt subtasks list to test)

Categories	Number	Percent
Beginner	306	75.4
1 Digit No.[10]	57	14.0
2 Digit No.[11]	33	8.1
3 Digit[12]	8	2.0
Subtraction	2	0.5
Division	0	0.0
Total	**406**	**100**

75.4% of the respondents assessed were at beginner level in both numeracy and literacy, followed by 14.0% at 1 digit. 2% girls were able to complete final subtask for number recognition (3 digit), while 0% girls were able to complete final subtask for maths (division).

[10] *1 Digit No: 0-9*
[11] *2 Digit No: 10-99*
[12] *3 Digit No: 100-999*

Almost all girl participants (10-18 years) of FGDs, had shared that they have to earn money, take care of siblings, and help in home for households chores. Also, girls cannot go to school as other community girls bully them. Additionally, they argued that school do not provide education materials, teachers humiliated them when they couldn't do their homework and parents could not support them in their studies. These were the main reasons for them being at beginner level.

The project has targeted Musahar girls aged 10 to 18, recognising that girls within this age group experience different challenges that exclude them from education (as validated by the evaluation). Further, early marriage and motherhood are prevalent, with girls marrying from when they are 13 or 14, and most bearing children soon after (Giri 2012). In a separate research conducted by Street Child from 2016 to 2018, 45% of Musahar parents mentioned that as married girls move into their husband's homes in neighbouring villages, there is little point in enrolling them in education that would be disrupted or lead to dropout. The research illustrates that older girls, generally married or planning marriage, preferred to earn an income to support their families, and stated that the role of a good daughter-in-law would be to provide for her entire family (Street Child 2017).

Therefore, the project has determined two main sub-groups with younger girls (aged 10-14 transitioning into formal education) and older girls transitioning into financial literacy before setting up an income earning enterprise; all girls (aged 10-18) receive the same learning intervention, according to the learning level.

Table 25: Literacy level of the girls by subgroup

Subgroup	Beginner	Letter	Word	Sentence
Nepali Test				
10-14 Years	81.3	13.6	3.5	1.6
15-18 Years	75.8	16.1	5.4	2.7
English Test				
10-14 Years	91.1	7.4	1.6	-
15-18 Years	89.3	8.7	2.0	-
Numeracy Test				
	Beginner	**1 Digit No.**	**2 Digit No.**	**3 Digit No.**	**Subtraction**
10-14 Years	79.8	12.5	6.2	1.2	0.4
15-18 Years	67.8	16.8	11.4	3.4	0.7

Comparing literacy levels of girls by age in Nepali, girls' aged 10-14 were assessed at beginner level marginally higher (81.3%) than those 15-18 years old (75.8%). Likewise, in English, girls aged 10-14 was assessed at beginner level marginally higher (91.1%) than

those aged 15-18 (89.3%). In numeracy, 79.8% of girls aged 10-14 were assessed at beginner level than those aged 15-18 (67.8%). Finally, only 0.7% of girls 15-18 were assessed at the highest level of subtraction (0.7%) and merely 0.4% of girls aged 10-14.

Table 26: Literacy assessment of the girls who felt very anxious, nervous or worried

Felt Very Anxious, Nervous or Worried	Beginner	Letter	Word	Sentence
Nepali Test				
A Few Times a Year	75.0	16.8	5.9	2.3
Never	84.4	11.8	2.2	1.6
English Test				
A Few Times a Year	89.5	8.2	2.3	0.0
Never	91.4	7.5	1.1	0

Comparison of girls who felt anxiety, nervousness, or worries illustrates improved assessment in both Nepali and English for those who never felt these negative feelings.

For girls who felt very anxious, nervous, or worried a few times a year, 75.0% of them were in beginner level in Nepali test with a slightly higher number at letter level (16.8%) and small numbers at word (5.9%) and sentence (2.3%) level.

In English, a similar pattern can be seen, 89.5% of girls were in beginner level where 8.2% were in letter level.

Table 27: Numeracy assessment of the girls who felt very anxious, nervous or worried

Felt Very Anxious, Nervous or Worried	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
A Few Times a Year	74.1	11.8	10.5%	3.2	0.5
Never	76.9	16.7	5.4%	0.5	0.5

In numeracy, among those girls who felt very anxious, nervous or worried a few times a year, 74.1% were assessed at beginner level and 11.8% were at 1 digit level. Finally, for those that never experience any type of anxiety, nervousness or worry 76% were at beginner level and 16.7% at 1 digit level.

Table 28: Literacy assessment of the girls who had difficulty on making friend

Difficulty Making Friend	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	78.6	14.9	4.4	2.1
Some Difficulty	91.3	8.7	0.0	0.0
English Test				
No Difficulty	90.1	8.1	1.8	0.0
Some Difficulty	95.7	4.3	0.0	0.0

Comparing girls who had some difficulty and no difficulty in making friends, those girls who had difficulty in making friends were assessed at beginner level in Nepali much less (78.6%) than those who had some difficulty (91.3%). Furthermore, 14.9% who had no difficult making friends tested at letter level in Nepali compared to 8.7% of those who had some difficulty.

In English the difference was much less pronounced as those girls who had some difficulty in making friends were assessed marginally more often at beginner level (95.7%) than those who had no difficulty (90.1%).

Table 29: Numeracy assessment of the girls who had difficulty on making friend

Difficulty making friend	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	74.2	14.6	8.6	2.1	0.5
Some Difficulty	95.7	4.3	0.0	7.7	0.0

Regarding numeracy, girls who had some difficulty in making friends were assessed at beginner level significantly more (95.7.2%) than those who had no difficulty (74.2%).

Table 30: Literacy assessment of the girls who had difficulty on remembering things

Remembering Things	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	79.9	13.9	4.3	1.9
Some Difficulty	71.9	21.9	3.1	3.1
English test				
No Difficulty	90.4	8.6	1.1	0.0
Some Difficulty	90.6	0.0	9.4	0.0

Comparing memory levels of girls, 71.9% had some difficulty remembering things were assessed at beginner level in Nepali compared to 79.9% of those who had no difficulty. In the other hand, 21.9% who had some difficulty and 13.9% who had no difficulty measured at letter level. In English, 90% of both girls who had some difficulty and no difficulty were assessed at beginner level.

Table 31: Numeracy assessment of the girls who had difficulty on remembering things

Remembering Things	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	75.1	14.4	2.1	7.8	0.5
Some Difficulty	78.1	9.4	0.0	12.5	0.0

In numeracy, 78.1% of girls who had some difficulty in remembering things were assessed at beginner level and 9.4% at 1 digit level whereas 75.1% and 14.4% of girls who had no any difficulty remembering things at beginner level and 1 digit level respectively.

As assumed in the theory of change, the baseline survey findings revealed that the majority of the girls have very low level of literacy and numeracy with most not being able to recognise a single letter or number. Comparing with age, marital status and motherhood, the survey found no significant difference between these sub-groups. This indicates that there is a room for improvement before the next evaluation point.

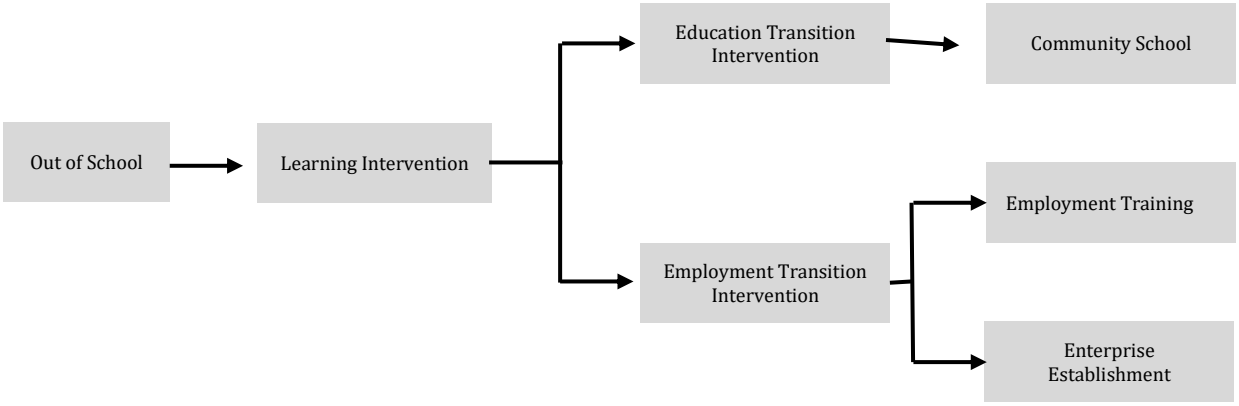
A four-month learning intervention, tailored to the need of the girls and delivered according to girls' learning levels can improve their literacy and numeracy. However, the COVID-19 pandemic and the associated challenges, including difficulty for the project in accessing communities for activities, is going to be a major barrier for continuing teaching and learning. The distance teaching and learning (DTL) approach employed by the project with girls in the previous cohort can be effective in address these challenges.

It is also imperative to support school administrators and teachers in acquisitioning of skills to assure inclusion, to create a conducive learning environment for girls most marginalized.

5.2 Transition Outcome

Transition in the GEC is best understood in terms of the pathways that girls follow. These pathways consist of various interventions through which girls acquire the knowledge and skills to transition into education or employment. Qualitative and quantitative research was used to understand and map these pathways. Household surveys with parents of girls generated information on the status of transition rates and focus groups, interviews and observations explored potential enablers and barriers to transition.

Figure 5: Transition Pathways



The project has classified transition into groups; successful and unsuccessful transition:

Table 32 Transition Points

Transition Points			
	Baseline point	**Successful transition at Midline or End-line**	**Not classified as a transition**
Primary School	Registered in ALP classes run in nearby community spaces	● Enrolment in Primary School at Grade 3. ● Successive class with conditions (married, working, moved to different school, etc)	● Dropout due to different conditions (marriage, migration) ● Moved to NFE (vocational, training, employment)
Satellite Training	Registered in ALP classes run in the nearby community spaces	● Linked with employer for employment ● Established an income generating/enterprises after completion of ALP	● Transitioned to schools ● Dropout the ALP classes and not completed the course. ● Dropout due to migration or marriage and left the village.

The transition pathways were contextual and appropriate for Mushahar girls however, there needs to be close, technical support for girls during the set up phase in order to ensure autonomy, stability and sustainability of their small enterprises.

Table 33: Transition pathways summary

Intervention pathway tracked for transition	Please describe the possible transition pathways for this group	Aim for girls transition for next evaluation point	Aim for girls transition level by the time project stops working with cohort
Transition group A (girls age 10-14 at end ALP class)	(Re) enroll in school in at least Grade 3 Return to current situation but with essential life skill for better quality of life	Enroll into formal school If above fails, uses life skills gained through the project to improved quality of life	Enroll into formal school or continues to be in school and progressing through the relevant grades
Transition group A (girls age 15-18 at end ALP class)	Enroll in vocational training. Enterprise transition through skill based training and financial literacy classes	Completion of financial literacy class and skill based trainings will be as per approved business plan	Girls will establish enterprises Girls will engage in self-employment Girls will generate product and start incomes for their livelihood

- **Pathway analysis**

The transition pathway analysis is based on the age groups during the baseline evaluation and presented in Table 6.17 The baseline was conducted 6 months prior to girls anticipated transitioning.

MNM project targets for 60% of the total girls to transition into formal schooling at the end of the ALP classes. However, 53% out of the total did not want to (re)enroll into formal school in the survey (detailing in annex II). Likewise, most of the girls who participated in FDG also expressed similar views towards their future planning. Their parents also revealed their view in the FGD that they were more interested towards vocational training and employment. Community leaders also reported that most of the Musahar girls were interested in jobs due to the poor household conditions, resulting in low interest towards education. This result clearly indicates that the MNM project should prioritise efforts in motivating and incentivizing girls for education transition.

The project may not currently need any significant changes to the finalized pathways for girls, meaning that the project can continue its approach of guiding girls aged 10-14 towards higher education, and girls aged 15-18 towards income generation, following completion of ALP and Life Skills.

At baseline, girls were asked about their intentions to complete ALP and their hopes for themselves after ALP. Girls in FGD expressed their views that they were very excited to participate and complete ALP classes. After completion of the ALP classes, most of them were interested in income generating enterprises or employment activities.

However, in light of challenges emerging due to COVID-19, the project must (i) carefully consider the timeline of school transition activities, given schools are unlikely to open regularly due to effect of COVID-19 (a high possibility of a second COVID-19 wave in Nepal); (ii) adopt measures to maintain girls' learning levels in lieu of transition into schools; (iii) consider alternative ways to carry out financial literacy training as well as to conduct vocational skill training to complete transition to livelihood, as this might be more urgent now as Musahar communities have experienced economic shocks due to COVID-19 pandemic (lockdown) in Nepal ; and (iv) overall interest in project might be negatively impacted due to the lockdown and economic needs of communities so more effort is needed to ensure girls complete transition into schooling instead of engagement in informal or formal economic activities. Finally, protection issues aggravated by COVID-19 and confinement need to be prioritized and addressed by the project for successful transition.

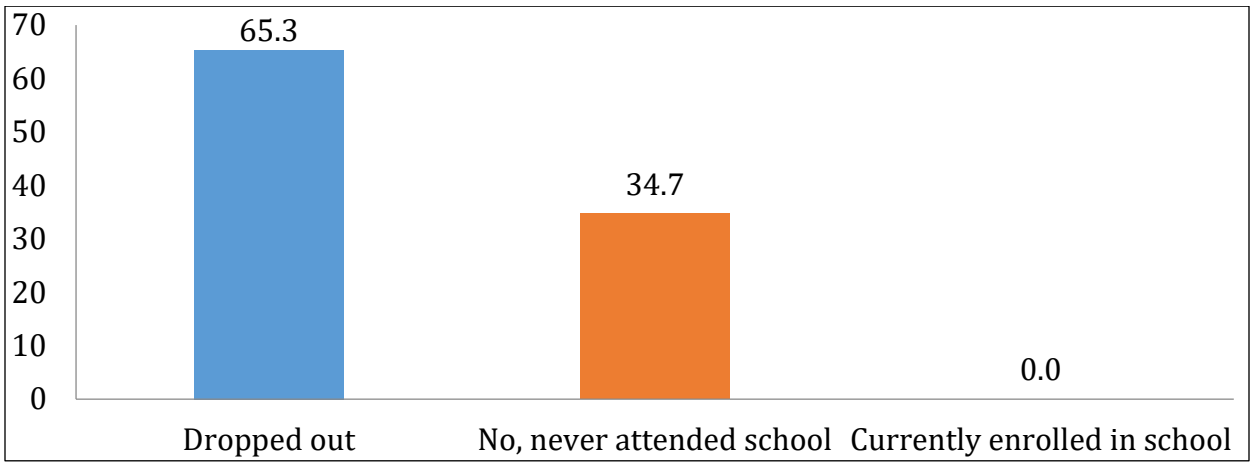
5.2.1 Education Transition

Musahar girls aged 10-14 successfully completing 4 months ALP will be directed into the Education Transition Programme (EDUTP) which will support their transition into formal education and thereby ensure the continuation of their learning. The aim of educational transition is to prepare girls thoroughly, enroll them appropriately, and support them consistently.

Preparation for the girl's entry into the EDUTP will be rigorous. Foundational literacy and numeracy skills established through the ALP will be developed further and supplemented by coaching sessions conducted during the initial three months of their transition into school to bridge the learning gap and provide tailored support to arising academic needs.

School transition counseling will then develop participant understanding of the EDUTP; gather informed consent, assent, and disclaimers; and provide parents with tools and strategies to support the transition of their daughter into school. Finally, school mapping, school and teacher needs assessment and inclusive and conducive classroom training will gather data on school practices, resources and infrastructure and prepare schools and their staff appropriately in response.

Figure 6: Educational status of the girls



In the baseline survey, 34.7% of the respondents revealed that their girls had never been to formal school, 65.3% reported that their girls had been but had since dropped out. One fourth (24.9%) of the parents reported that their girls dropped out from formal school past year and 5 years ago while 14.0% reported their girls had dropped out 3 years ago (Annex II).

Furthermore, when asked, parents stated that the top three reasons that girls were not going to formal school were; "girls need to work, earn money or help out at home", "there is not enough money to pay for school" and "girls are not interested in going to school".

*"Most of the parents go for daily wages and elder girls have to look after younger siblings, so they do not come to school regularly. Due to irregularity in classes, they miss chapters and the girls cannot learn effectively. Their performance becomes low compared to other students and they also fail in exam and feel shy to study with their junior friends due to being of older age. As a result they drop out from school and start working on daily basis"- **KII with Head Teacher, Saptari***

80% of the parents explained that girls needed to work, earn money or help out at home. Furthermore, 61.4% said that there was not enough money to pay for their schooling and 26.4% said that girls were not interested in going to school.

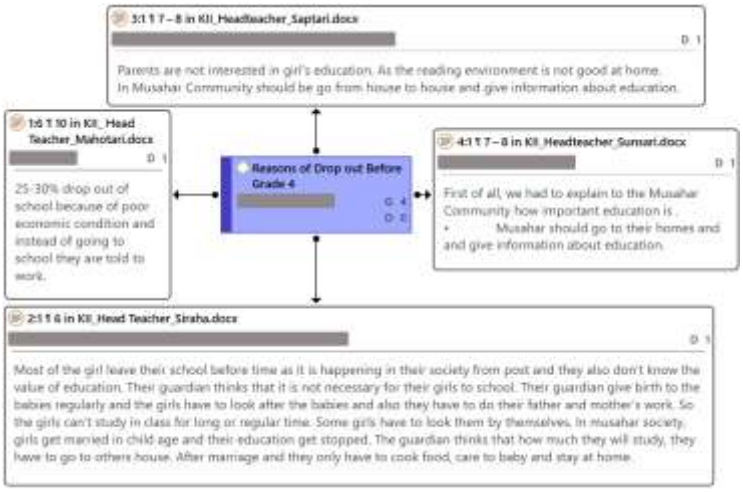
"Good economic status, support from school, change in the teachers' behaviour and awareness of importance of education among parents. They also stressed, if education materials are arranged by government, girls are free from household works then girls can continue their education ". -FGD with Parents

In Musahar communities, parents give birth to babies regularly. The girls have to look after their younger brother/sister and also they have to support their parents with household chores and other work. So the girls can't go to school regularly as a result they have to drop-out from school in their early age.

- KII with community leader

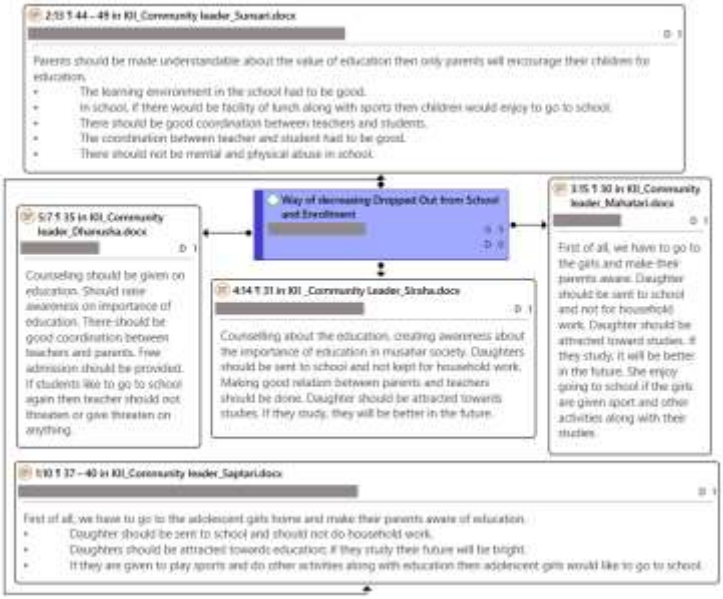
Similarly, when asked the reasons for dropout, parents provided the same top three causes. 58.9% revealed that girls needed to work, earn money or help out at home, 41.9% said that girls were not interested in going to school and 33.6% of revealed that there was insufficient money to pay for their schooling". Similar to parents' survey, head teacher, community leader and local level government (including educational coordinators) also expressed views similar to that noted in the quantitative survey. Most of the head teachers reported that most of girls drop-out from school due to their low economic condition; due to low economic condition most of girls either have to be engaged in job or have to take on household chores or have to look after their younger brother or sister. (Details in Figure - Reasons of drop out-Quotation tree)

Figure 7: Reasons of Drop-out by Head Teacher-Quotation tree



Head teacher from Siraha expressed the view that most of the Musahar parents do not know the value of education. Parents also think that a girl is born to go to others house after marriage, so there are no benefits in teaching their daughter. Instead, parents prefer that girls learn practical skills related to caring for babies, household chores, farm related activities, how to run and care for families, etc.

Figure 8: Way of decreasing dropped out-Quotation tree



Most of the community leaders suggested the following ways to decrease drop-out from school and enrol/re-enrolled in formal school:

- Parents to be made aware about possible linkages of education with better life opportunities
- Send daughter to school regularly and allowing enough time at home for studies
- Not having them engaged in household chores for too many hours

- Equally engaging girls in both extra-curriculum activities
- Improving the learning environment in the school for Musahar girls
- Close coordination with teachers, students and their parents regarding education of the girls
- Counselling to girls about the potential linkage of education with better life opportunities

Table 34: Reasons for never attending and dropping out from formal school

Reasons	**Never attended formal school**	**Dropped out from school**
There is not enough money to pay for school	61.4%	33.6%
Needs to work, earn money or help out at home	80.0%	58.9%
Unsafe to travel to/from school	8.6%	4.9%
Unsafe to be in school	4.3%	1.1%
School is too far away	15.7%	11.7%
Have to go to school alone	10.0%	15.8%
Transport services are inadequate	.7%	.8%
Teachers do not know how to teach	5.7%	13.2%
Teachers mistreat at school		4.2%
(Name of girl) refused entry into the school	5.7%	4.9%
Have a health condition that prevents me from going to school		1.1%
Too old to attend school	4.3%	5.3%
Not mature enough to attend school	4.3%	4.2%
Completed enough schooling	1.4%	2.6%
Married/about to get married	5.0%	3.0%
Have a child/is about to have a child	1.4%	.4%
Not interested in going to school	26.4%	41.9%
Schooling not important	5.0%	10.6%
School does not help (name) in finding a good job	2.1%	3.0%
Mistreated/bullied by other pupils	1.4%	2.3%
The teacher uses corporal punishment in school		2.6%
Caste based discrimination	2.1%	2.6%
COVID-19 and its impact	3.6%	19.2%
Others	1.4%	3.8%

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

The reasons were explored on drop out of girls. Major findings were similar to those aforementioned: early marriage, poor economic condition and need to take up wage labour.

Musahar girls are usually older than other girls in the schools, due to them joining school later, and so they face bullying by other students. Schoolteachers also misbehave with Musahar girls due to them being Musahars. Other reasons include parents thinking that young girls will elope after going to school, no real job opportunities after study, prevalence of early marriage and no money for education because of ongoing struggle for food. These were the main themes noted in FGD with fathers. However, mothers argued in the FGD that teachers misbehaving with girls in school is a major reason which results in girls' lack of interest in studying which then leads to them dropping out from school.

"Most of the Musahar girls drop out in grade 2 to 3 because they have to look after their sibling as their parents give birth to a child nearly every year, as well as parents doing their daily work to fuilfil their basic needs".- ***SMC with Chairperson, Mahottari***

Community leader of Dhanusha expresses views regarding drop out and never attending schools:

Parents*: Parents are not conscious towards their children's education because they are busy in doing daily work to fulfill the basic needs of the family. Parents don't see whether their children have done homework or not and they also do not force their children to go to school. Parents also engage their children in doing household chores, giving this more priority than education. As a result, their daughters have never gone to school or drop out at an early age.*

Students: *Musahar girls go to school after the age of 5 that is why they feel shy to go to school and need to study with small age group students. Those girls who go to school don't do their homework in time and get punishment. As a result girls drop-out from school in their early age as schooling is an unpleasant experience for them.*

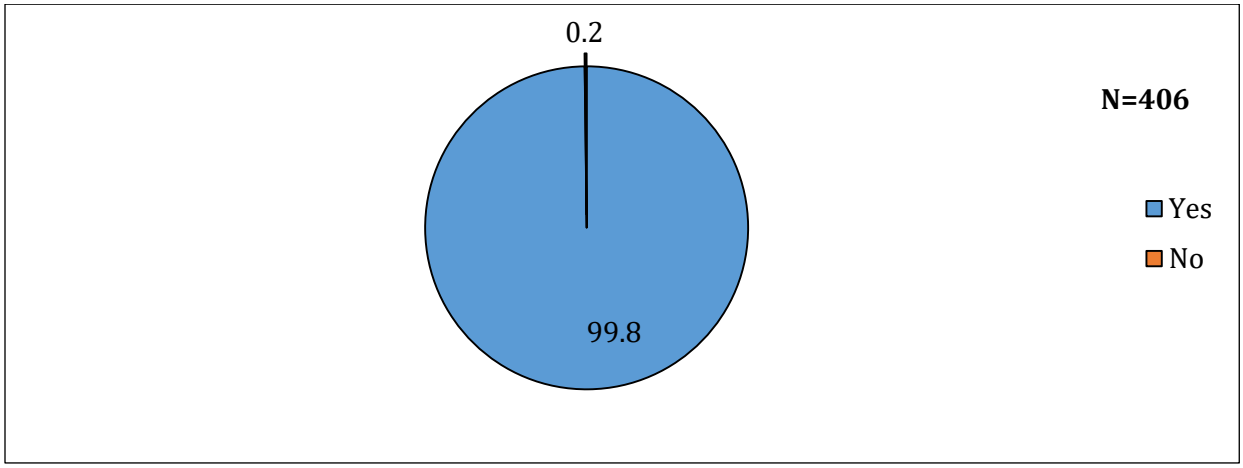
School: *The location of school is very far from Musahar communities. Girls have to walk at least half an hour from their community. Additionally, corporal punishment from teacher is also another reason of dropout reported by community leader: "In school, teachers give homework but adolescent girls don't understand things taught in school and they don't do homework and they go to school in fear of punishment from teacher".*

The cost of schooling is one of the fundamental causes for dropout of Musahar children from schools. Although the government of Nepal provides free education the indirect costs such as uniform, education materials, transportation, exam fees and many others still have to be paid by parents. For those whose primary concern is to feed their family, education can never be the priority (Cowley, 2016).

5.2.1.1 Non-Formal Education

In direct response to educational exclusion resulting from in and out-of-school factors the MNM project provides a 4-month accelerated learning intervention which provides a free, immediate and intensive education to improve the foundational literacy and numeracy skills for 7,500 girls across five districts

Figure 9: Girls participated in non-formal education

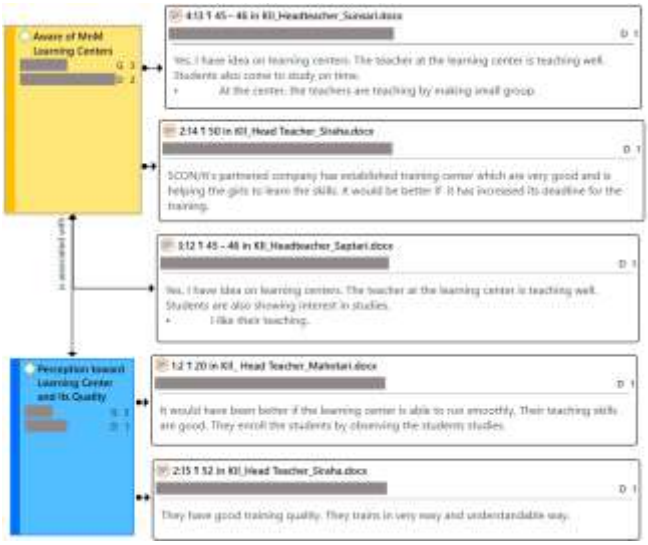


According to the baseline survey, 99.8% of parents revealed that their daughter(s) had not participated in any type of informal education, with only 0.2% receiving outreach school program currently. Additionally, the baseline survey also found that none of the girls had ever attended any audio or phone learning classes. (Annex II)

Learning Centers

Community leaders reported that, before starting ALP classes, all adolescent girls from the Musahar community were divided into different groups and participated in discussing the importance of education. The community leaders supported the facilitation of discussions about ALP classes with the parents; emphasizing their importance and the need for participation of girls from the Musahar community. Similar to community leaders, most of the head teachers also shared similar information regarding ALP classes. They also added that Street Child in partnership with implementing organizations [Aasaman Nepal, Group of Helping Hands (SAHAS) and Janaki Women's Awareness Society (JWAS)] was implementing Marginalized No More (MNM) project in their community focusing on Musahar girls' education.

Figure 10: Learning centers-Quotation tree



Community leader and head teacher in the survey conveyed their message that the MNM project had just initiated their programme in the district through establishing learning center/ALP center in the community. Community leader also revealed that the community

are reacting to the opportunity of participation in learning center very positively. They noted that girls were more interested in going to the learning centre than attending schools. They explained ALP classes in following ways: (Detail in Figure)

- ALP classes were more effective in educating girls than formal schools because they provide the necessary learning environment to girls even after they marry or cross school age.
- The teacher regularly teaches the girls and they also come on time.
- Currently, every girl who has never been to school or dropped out is regularly attending ALP classes.
- The teaching method is also good in learning center because the teacher teaches the students through interactive, participatory methods such as demonstration, discussion, playing games, etc.
- Girls get opportunity to learn in community.

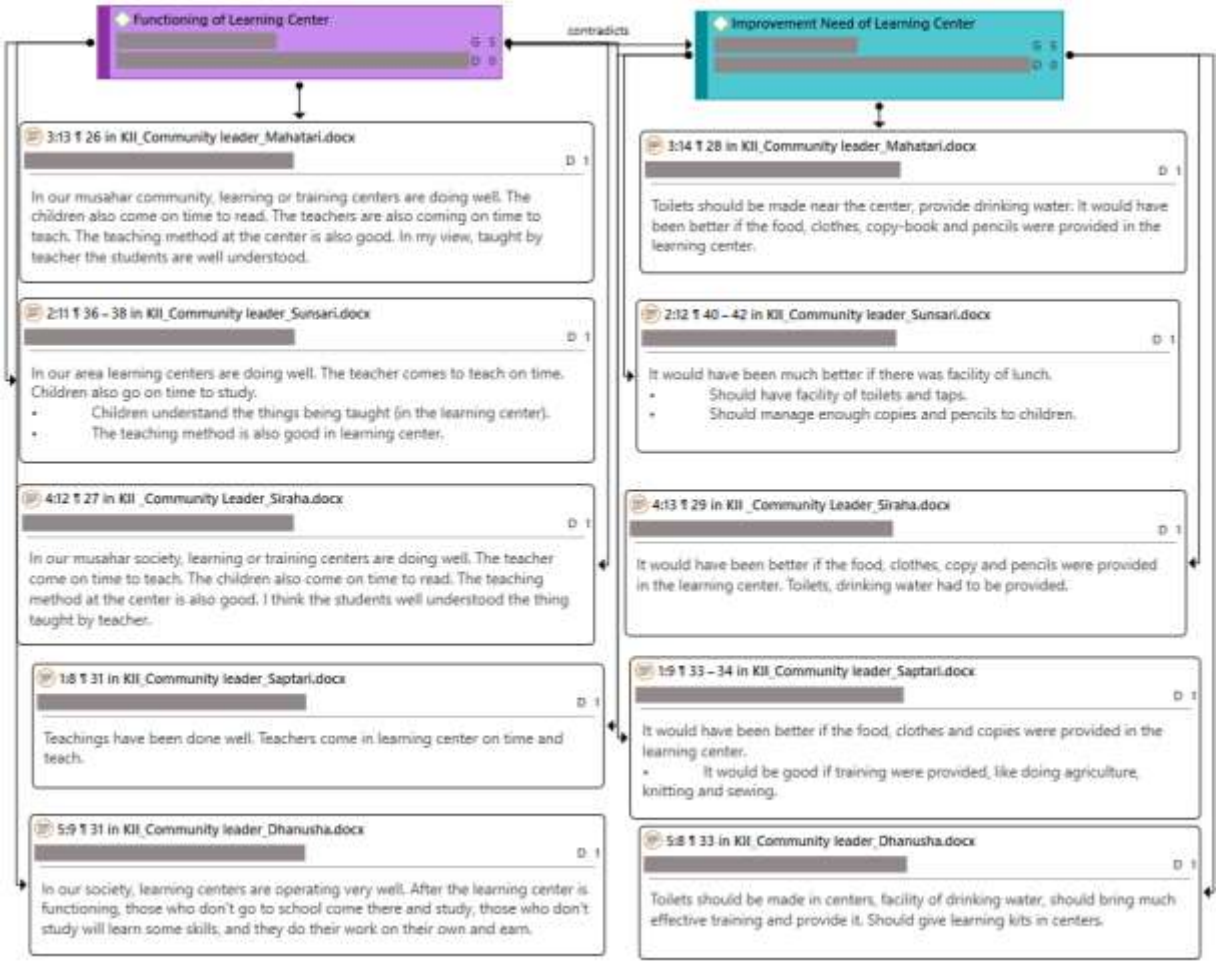
A community leader from Dhanusha district very excitedly explained that, "those who have difficulties in joining school after a certain age can learn easily in ALP classes". This community leader explained to parents "[your] daughter's age doesn't matter for her study but it does matter if someone deceives or cheats your daughter because she is illiterate."

Problem for Education Transition

"There may be a problem for ALP classes to admit girls in grade 3 at community schools because they provide content equivalent to Grade 2. Furthermore, girls who have dropped out may also find it difficult to enroll in upper classes because they are required to submit certificates and an EMIS number. The project therefore needs policy level consultation to settle these issues".- ***KII With Head teacher, Siraha***

Some girls reported that it is unsafe to go to school due to them being far from home, which demotivates girls. Caste discrimination is prevalent also in school, teacher's discriminate against the girls and do not give priority to Musahar girls. Similarly, parents are not aware of value of education, want children to get involved in household chores and support them in income generating activities, practice of early marriage; discrimination between son and daughter further causes girls to not attend school. ***FGD with Girls***

Figure 11: Thoughts of community leader on improving the learning center



To improve the learning center, most of the community leader provided their thoughts that toilet, drinking water facilities, lunch facilities, and learning material need to be provided in the learning center.

Table 35: Things that need to be improved in learning center as noted by community leaders

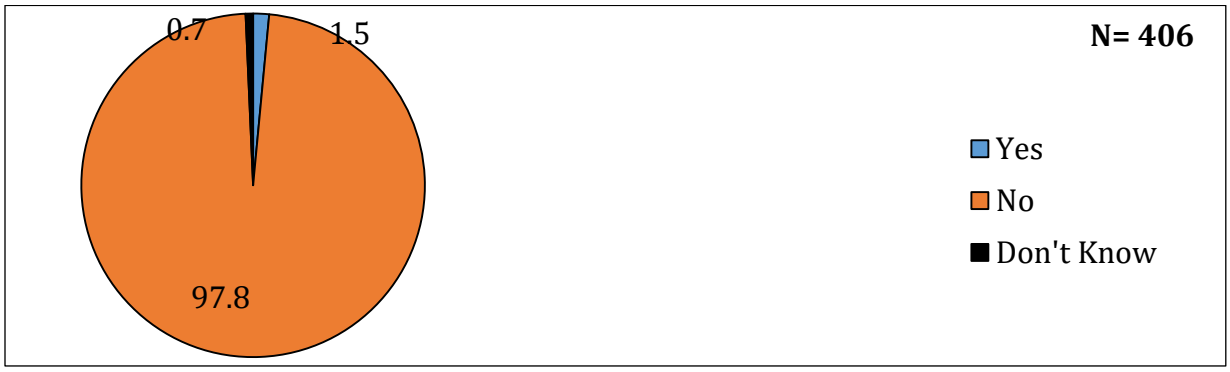
District	**Facilities needed to be provided in the ALP classes**
Saptari	Food, clothes and learning materials
Sunsari	Toilet and taps water, lunch facilities, copies, pencils and other learning materials
Mahottori	Drinking water facilities, food, clothes, copy-book and pencils
Siraha	Toilets, drinking water, food, clothes, copy and pencils
Dhanusha	Toilets, drinking water and learning kits

"In our community, the learning centers are doing good. Musahar girls come in the learning center regularly. After initiation of the learning center, Musahar girls have gained begter

knowledge than at school. Their learning attitudes were also found to be more positive. Additionally, I also visited the learning centers time to time and observed this first hand." – **KII with Education Coordinator, Dhanusha**

5.2.2 Training

Figure 12: Distribution of respondents by training status of girls



Majority of the parents (97.8%) surveyed during the baseline revealed that their daughters were not involved in any type of skill training, only 1.5% revealed that the girls were involved in vocational/skill training.

Table 36: Type of training involved by girls

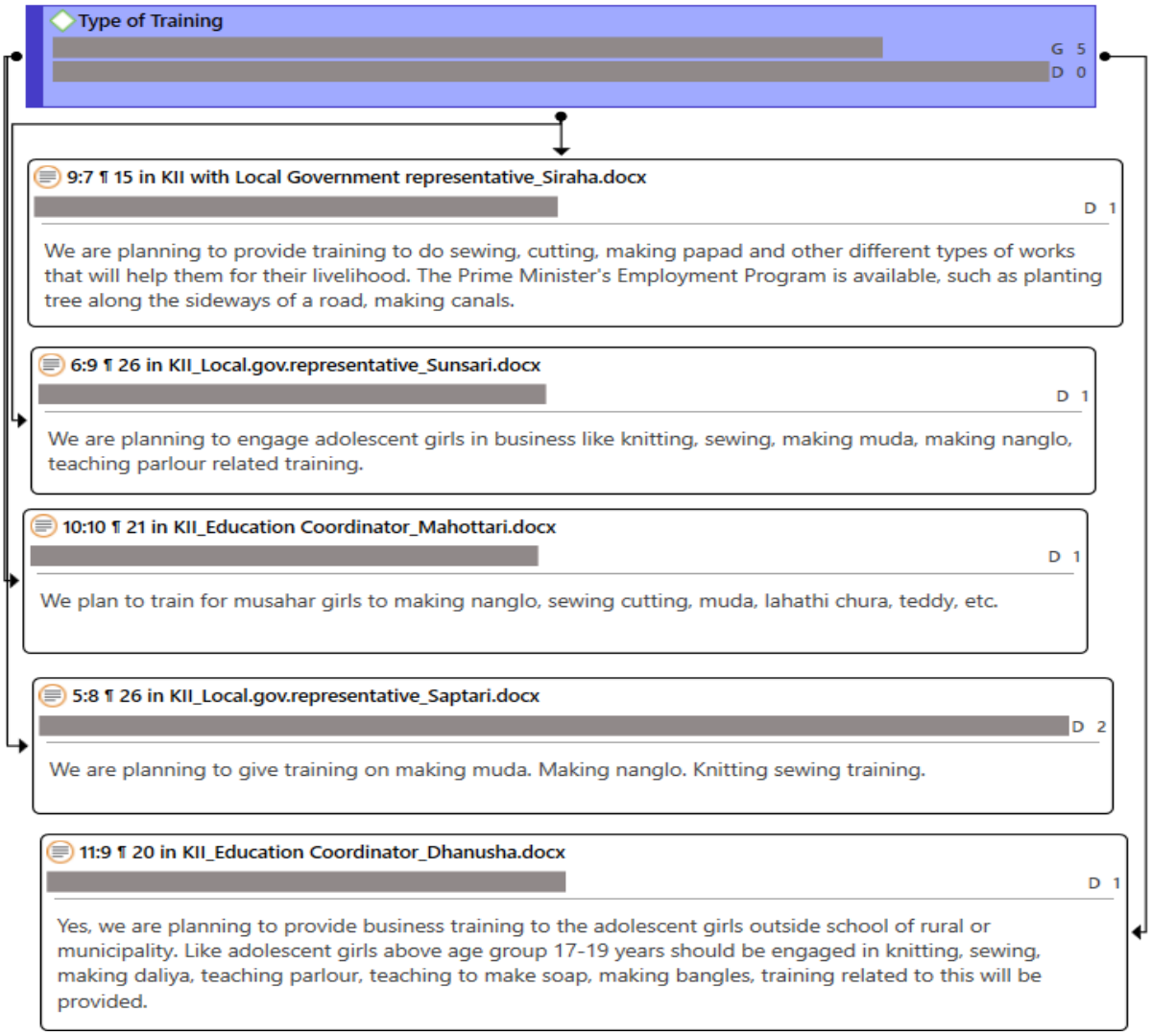
Type of Training	Frequency
Vocational/Skill	4
None	2
Total	**6**

All the local government representatives express their views that they are planning to conduct training in their communities in this fiscal year. Most of them had planned sewing clothes, knitting, beauty parlous, soap making, cutting etc. for vocational training in their communities from the Nepal Government budget. Detail is given in Table no 37 and Figure 13

Table 37: Type of planned training by local government

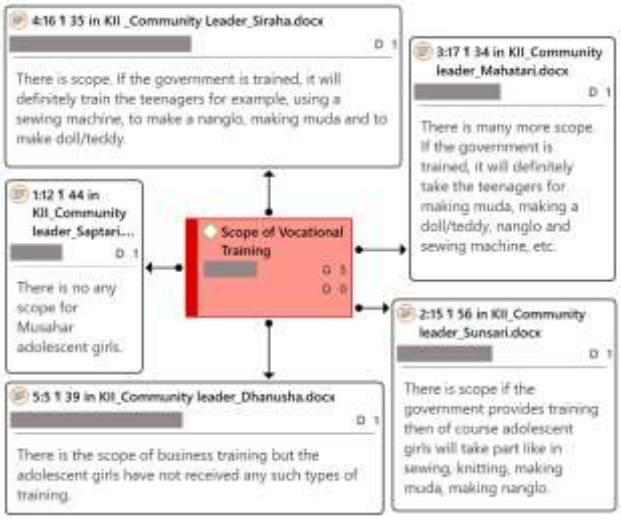
Name of District	Name of common
Saptari	Muda, making nanglo, knitting sewing training
Sunsari	Knitting, sewing, making muda, making nanglo, beauty parlous
Siraha	Sewing, cutting, making papad
Mahottari	Nanglo, muda, lahathi, bangles, teddy, sewing cutting, etc.
Dhanusha	Knitting, sewing, making daliya, beauty parlous, soap making, making bangles

Figure 13: Planned training by local government by representative of local government- Quotation tree



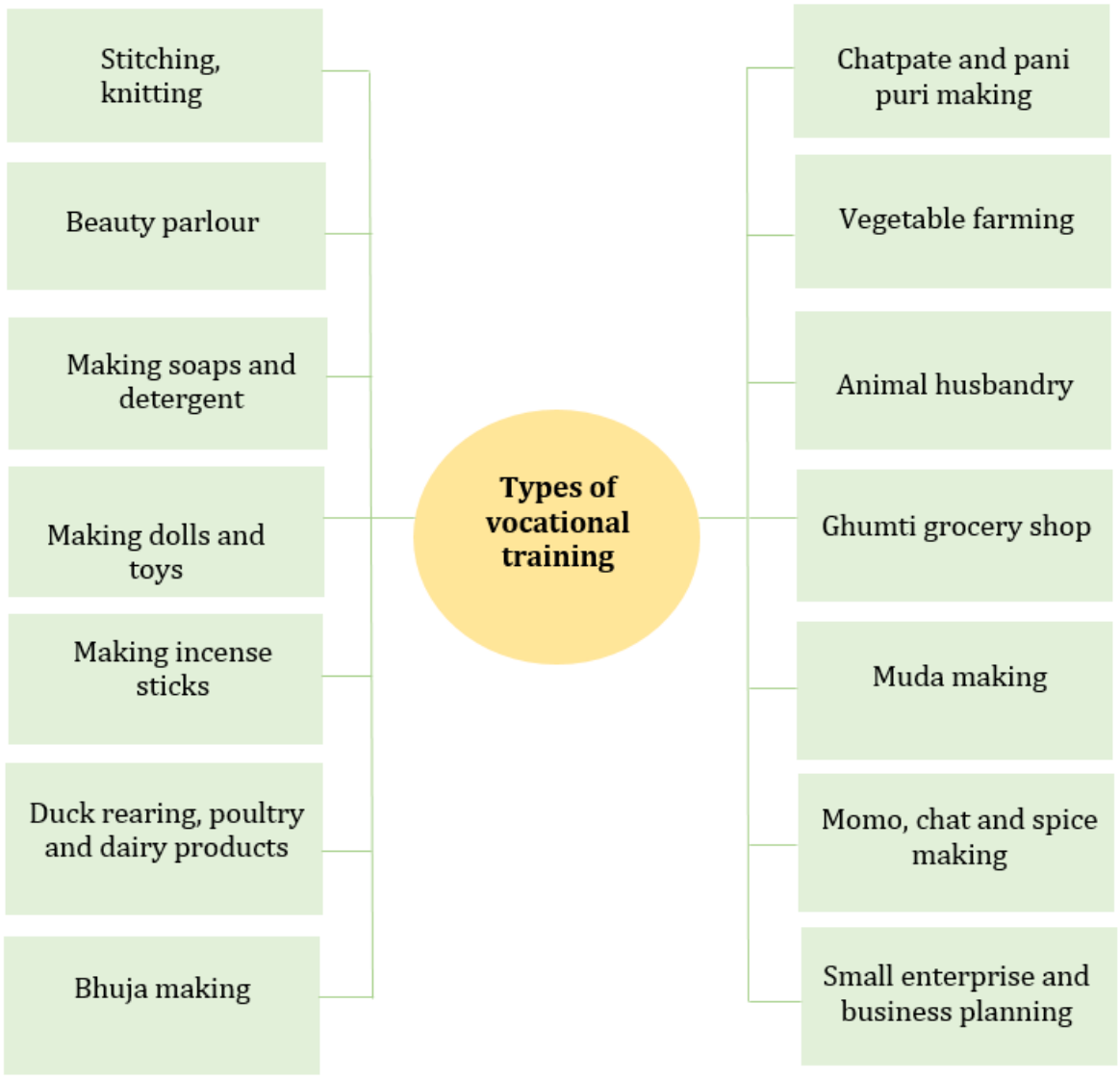
In contrast to representative of local government, the community leaders reported that they had not heard about any type of training programme to be conducted in their communities. No such type of training were held in their communities in the previous year either. In addition, they said that, if the vocational training will be provided to Musahar girls, they will definitely participate in the training and there is huge scope of training in Musahar communites especially for out of school girls. Communities will support such type of training.

Figure 14: Scope of vocational training- Quotation tree



In the FGD most of the parents and girls were interested in stitching knitting, beauty parlour, making soaps, making toys and dolls. (Details are given in Figure 15: Quotation Tree)

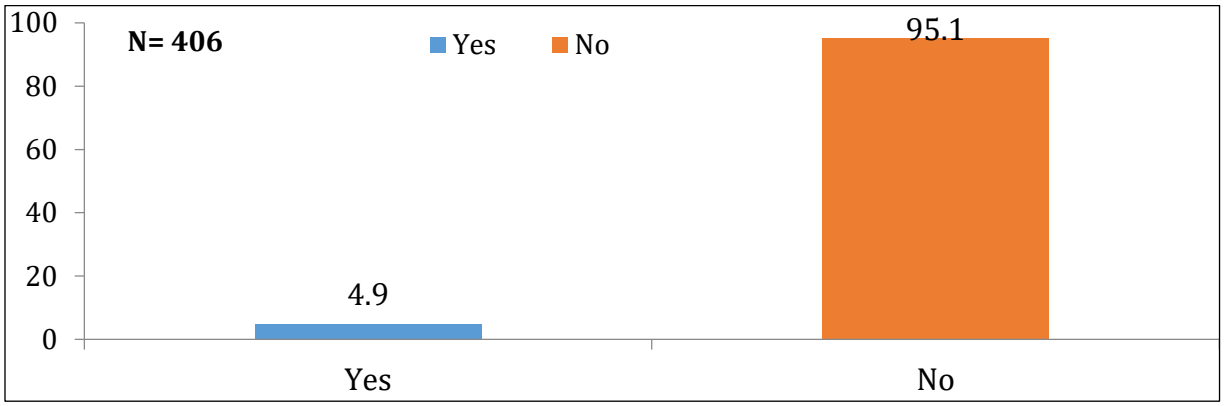
Figure 15: Types of vocational trainings that girls and parents are interested in



5.2.3 Employment transition

Musahar girls aged 15-18 successfully completing 4 months ALP will be directed into the Employment Transition Programme (EMPTP) which will support their transition into enterprise or employment through financial literacy classes followed by livelihood skills training. The aim of employment transition is to prepare girls thoroughly, train them appropriately and support them consistently.

Figure 16: Distribution of respondents by employment status of girls



Almost all the parents (95.1%) revealed that their daughters were not engaged in any type of employment. Within the 4.9% of girls employed, more than three-fifth (65.0%) were engaged in informal employment service.

Most of the representatives of the Rural/Municipality and leader express their view that, "in the present scenario there is no strategic plan and programme of Rural/Municipality to provide an employment opportunity to the Musahar girls who are out of school".

The majority of the parents (80.0%) said that their daughters were involved in seasonal employment with only 45.0% of the parents describing them as very safe. More than half (55%) of parents felt that their daughters were paid fairly in their jobs, with only 7.4% of girls and 20% of parents stating that this income was regular. 25% of the parents did not know if their girls had cash in hand. Further, most of the parents (80%) felt that the girls' job did not pay sufficiently to cover girls' basic needs. In addition, 80 percent of them were available to work additional hours.

Table 38: Type of self/employment

Nature of Self/Employment	Number	Percent
Employment		
Employment in household's income generating activities	1	0.2
Formal paid employment	5	25.0
Informal employment	13	65.0
Self-Employment	1	5.0
Total	**20**	**100.0**

Self-employment		
Yes	63	15.5
Agriculture Related	63	100

Similarly, 15.5% of the respondents revealed that their girls were engaged in self-employment/income generating activity like agriculture related.

Likewise, among self-employed girls mostly engaged in agriculture, almost all of them were part time. Further, almost all of the self-employed girls (93.7) did not have cash in hand but 57.1 percent of the girl's self-employment/income generating activities making profile.

Figure 17: Type of employment-Quotation tree

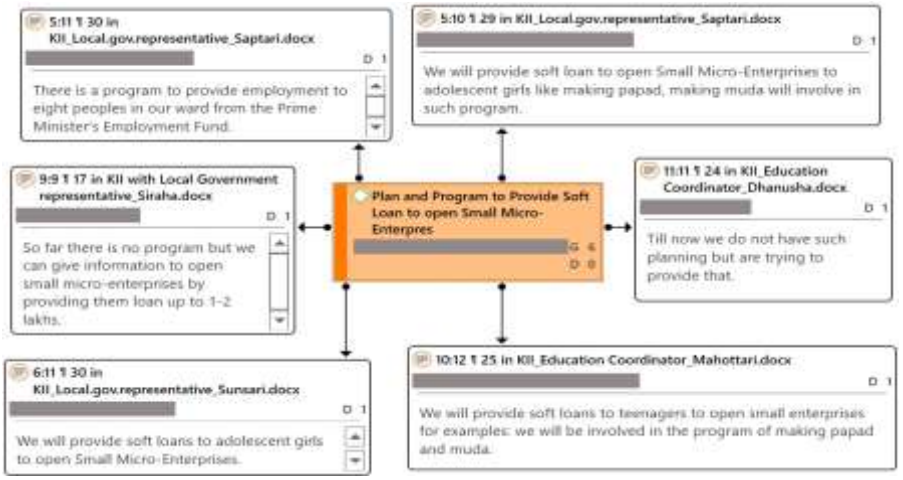
In the survey community leaders, educational coordinators and local government representatives argue that grocery stores, cosmetic shop, stationery shop, parlor, making canals, goat husbandry etc. small entrepreneurship can be established and there will be high possibility of profit in this sector.

Table 39: Possible availability of the self-employment in local community

Name of District	Possibilities of Self-Employment (FGD)	
	Local Government Representative	Community Leader
Dhanusha	Grocery stores, fancy shop, stationery shop are available in our local market.	Parlour, goat rearing, and grocery shops.
Siraha	Planting tree along the sideways of a road, making canals.	Grocery shop, fancy stores, parlor and goat husbandry
Mahottari, Saptari & Sunsari	there is no self-employment in our local market	Mahatari- Grocery stores, fancy shops and parlor, teaching

Local Government representative from Siraha district reported that now that their municipality had the Prime Minister's employment programme, they are planning to create jobs like planting tree along the sideways of a road and making canals for those unemployed.

Figure 18: Plan and program of providing soft loan



During discussions and interviews with local government representative from Sunsari, Saptari, Siraha, Dhanusha and Mahottari, it was clear that they were more concerned about providing soft loan to establish small scale enterprises so that community members can improve their life style. Except Dhanusha, all other district municipal representative reported that they had planned to provide soft loan to establish small scale enterprises in their budget. Local government representative communicatd that that they had separate soft loan up to 1-2 lakhs.

"Due to poor economic condition, most parents are more interested for their daughters to join employment (daily wages) or business related task so that they can earn money which will easy for survival of daily life".- **KII with Community leader**

5.3 Sustainability outcome

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

Table 40: Sustainability score card

Indicator	Sustainability measures
Community level	
Indicator 1.1: Girls with birth certificate and citizenship card using health, education and employment services	Among 231 girls who had utilized their birth certificate, 96.1% had utilized for education service and 10.4% had utilized for health service. Regarding the citizenship utilization, none of the girls had utilized their card in health and employment services (Detail is given in Table 40&41)
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	49.5% of the parents reported that they have interest to support their daughter's desired transition pathway (education, training and employment)
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	During the baseline evaluation, none of the ALP classrooms had been established
Indicator 1.4: Protection circles continued with the support of the Alumini association which is established during the project period.	Protection circles did not exist in any of the project implementing site during the time of the baseline evaluation
Baseline Sustainability Score	**1**
School level	
Indicator 2.1: Schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.	Based on the KII information and observation of SIP, none of the schools have any provision of marginalised girls in SIP
Baseline Sustainability Score (0-4)	**0**
System	
Indicator 3.1: Local governments adopt TaRL as one their key pedagogical approaches in formal or non-formal education.	None of the local governments have yet agreed to adopt TaRL as pedagogical approach in formal or non-formal education
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	NA

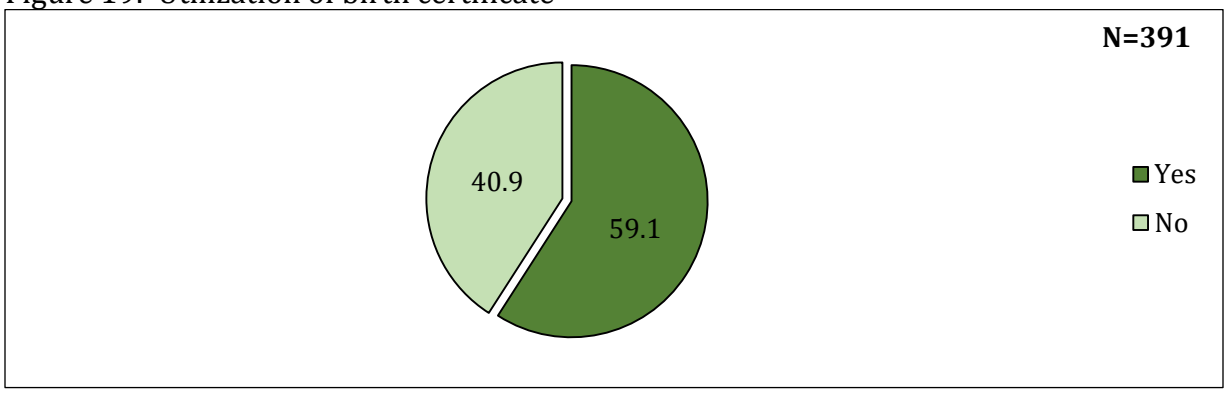
Baseline Sustainability Score	**0**
Overall Sustainability Score (0-4, average of the three level scores)	**0**

Table 41: Changes needed for sustainability

Questions to answer	Community	School	System
Change: what change should happen by the end of the implementation period	2% of girls using health service 100% of girls using education services XX% of girls using employment services 80% of parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment) 40% of ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community 150 number of protection circles continued with the support of the Alumini association	Number of school provision of inclusion of the most marginalized girls in SIP	1. Number of Local governments adopting TaRL as pedagogical approach in formal or non-formal education 2. Number of new Ward / Palika level interventions linked to education of Musahar girls.
Activities: What activities are aimed at this change?	-Community mobilization -Formation and capacity building of Community Management Committees -Establishment of alumni groups by girls following graduation from programme	-Teacher and school administration training and engagement throughout project	-Regular sharing of learning results -Local government engagement through classroom visits and direct or indirect support to the programme for ownership and buy in
Stakeholders: Who are the relevant stakeholders?	Girls, Boys, Protection Advisors Community Protection Committees	Head teachers, teachers, SMC, PTA, educational coordinator	Government and Community Organisation Representatives
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	-absence of appropriate support packages meeting their socio-economic needs -lack of access to services and provision available for self-sufficiency -economic deprivation -cooperation and buy in from community -political unrest or environment related displacement	-lack of engagement from school administration -lack of incentive for schools to actively participate	-Acceptance of programme and activities by local government -change in priorities of local government due to changing social context (COVID-19 for example)

Sustainability findings were presented for community, school, and system indicators. These scores/values were drawn from qualitative and quantitative field data collection. The overall score on the sustainability scorecard ranged from 0 (not at all) to 4.00 (four or more interventions)

Figure 19: Utilization of birth certificate



Among 391 girls who had their birth certificate, 59.1% respondents had utilized their birth certificate to enroll formal and non-formal school (96.1%), immunization service (10.4%), life and health insurance (5.2%) and open bank account (2.6%).

Table 42: Utilization of birth certificate

Utilization of birth certificate (N=231)	Responses	Percent
Formal and Non-formal School enrollment	222	96.1
Immunization Service	24	10.4
Life and health insurance	12	5.2
To open bank account	6	2.6
Other	4	1.7

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

Citizenship	Number
Citizenship	2
Utilization	0

Table 43: Citizenship of the respondents

When surveyed only 2 girls had citizenship, amongst them none of girl had used their citizenship card.

*"In Musahar society, most of eligible adolescent girls do not know what citizenship is and what its use is. Those that do know what citizenship is, don't see any use of it for them in their current lives. Parents also are averse to securing citizenships for girls as they will eventually get married and move away. It is therefore considered better to get a citizenship through ones husband. Those that do want citizenship cards are hesitant as they get married very young (legal age of marriage is 20). Some of parents and girls who are interested to make their citizenship did go to relevant offices, but said that the staff misbehaved with them, also forcing them to visit the offices 4-5 times for minor work that can be completed in a single visit. As a result, they lost their interest and do not want a citizenship anymore. "**–KII with Education Coordinator, Dhanusha***

Indicator 1.2: % of parents/ guardians reporting interest to support their girl's desired transition pathway (education, training and employment)

Table 44: Parents interest on transition pathway score

Level	Knowledge score	Attitude score	Practice score
Low	0 – 4	4-7	0
Medium	5 – 7	8-10	1
High	8 – 10	11 - 13	2
Very High	11 - 12	14 - 16	3

Table 45: Level of Parental/Guardian interest on transition pathway

Level	Knowledge		Attitude		Practice	
	N	%	N	%	N	%
Low	30	7.4	36	8.9	171	42.1
Medium	186	45.8	83	20.4	195	48.0
High	117	28.8	158	38.9	16	3.9
Extremely high	73	18.8	129	31.8	24	5.9

Parents/guardians' interest to support their girl's transition pathway into education, training, and employment were assessed using a rubric method. Rubric methods were used to assess parents and guardian's knowledge, attitudes and practices using 4 different questions. At the end of each question, a score of 0 to 3 was given and an aggregate score was calculated to determine their level. Detailed tables providing keys for scoring can be seen table 42

18.8% were found to have extremely high and 45.8% had medium level of knowledge regarding parental support. Likewise, 38.9% were found to have favourable attitude. However, nearly half of the respondents (42.1%) were found to have low level of practice regarding parental/guardian interest to support their girl's transitions pathway into education, training, and employment.

*"Parents are more interested in their daughters doing work in other field for employment or taking up business than sending them to school. Because they are poor and their survival is based on their daily wages, importance of education is low. "- **KII with Community Leader, Siraha***

*"We frequently motivate our daughter by saying that at least you can write your name and address if you go to school. Sometimes, we gave her 5-10 rupees to convince her to go to school". **FGD with Parents, Mahottari District***

In discussion with community leaders, it was found that most parents from the Musahar community do not have a keen interest in girl's education but do have a very positive attitude towards girl's participation in income generation and vocational training activities.

"In Musahar Community, girls are not allowed to study because it is their culture not to educate girls. So, parents are not supportive to award this opportunity to their daughter." **– KII with Local Government, Saptari**

Educational coordinators of Mahottari reported "Municipality is supporting girls' education by providing various facilities like scholarship, bicycle, dresses and day lunch program".

Community leader of Sunsari expressed their view that "we are also the parents of girls, we are helping our daughters to study. We send our daughter on time to the learning center. After coming from learning center we ask them to read at home."

Figure 19: Parents support towards girls education by local government-Quotation tree

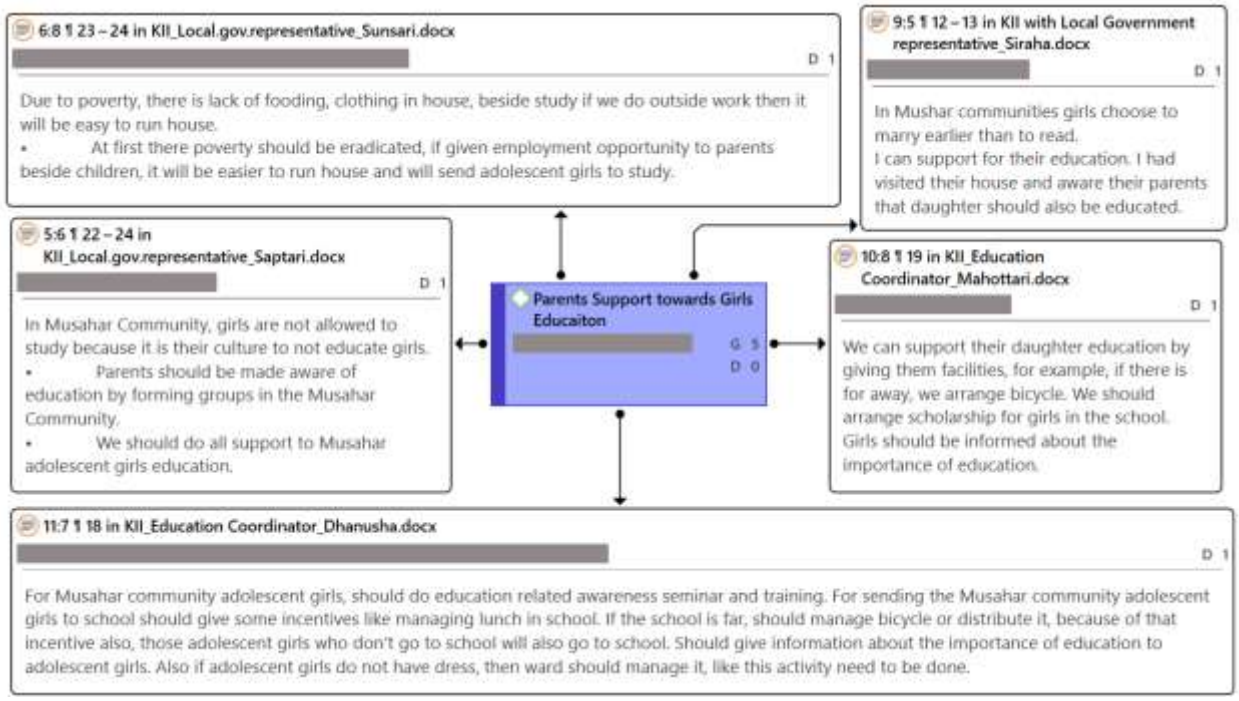


Table 46: Parental attitude towards girls education and investment

Attitude	Yes		No		Don't Know	
Girls have a Right to Education	377	92.9	28	6.9	1	0.2
Children with Disability have a Right to Education	354	87.2	28	6.9	24	5.9

In regards to the parental attitude towards education, majority of the parents (92.9%) believed that girls have a right to education while slightly less (87.2%) carried the same feeling towards children with disabilities.

Table 47: Parental attitude towards investment on girls education

Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Even when funds are limited it is worth investing in girls education	3.2	8.9	10.3	59.6	18.0
A girl is just as likely as a boy to meaningfully use her education	3.0	10.1	21.9	49.8	15.3

Even when funds are limited it is worth investing in girls skills development	2.5	5.4	30.5	47.8	13.8
A girl is just as likely as a boy to use her skills effectively for business or employment as a boy	3.4	6.2	34.2	41.4	14.8

When parents were asked attitudinal questions in the survey, more than half (59.6%) agreed to the statement that even when funds are limited it is worth investing in girls education while 10.3 % neither agreed nor disagreed.

Similarly, 49.8% parents also agreed that a girl is just as likely as a boy to meaningfully use her education. In addition, even when funds are limited more than two-fifths of parents (47.8%) agreed and 13.8 % strongly agreed that it is worth investing in girls' skills development. Moreover, more than two-fifths (41.4%) of parents agreed that a girl is just as likely as a boy to use her skills effectively for business or employment.

Statements	Yes		No	
	N	%	N	%
The child may be physically harmed or teased at school or on the way to/from school	151	37.2	255	62.8
The child may physically harm or tease other children at school	170	41.9	236	58.1
The child needs to work for earn	213	52.5	193	47.5
The child needs to help at home	225	55.4	181	44.6
The child is married/getting married	198	48.8	208	51.2
The child is too old to attend school	187	46.1	219	53.9
The child has physical or learning needs that the school cannot meet	181	44.6	225	55.4
Education is too costly	203	50.0	203	50.0
The child is a mother	181	44.6	225	55.4

Table 48: Parental attitude

The parents were given varying scenarios in statements and asked if they thought it was acceptable or unacceptable for a child to attend school in such situations. 58.1% said that it was not acceptable to attend school if the child might be physically harmed or teased at school or the child might physically harm or tease other children at school.[13]

[13] The project believes it is reasonable that parents are not willing to send children to school if they are not considered safe. This finding is also consistent with previous research conducted by Street Child which showed that children being subjected to abuse, discrimination and other types of harm were reasons for drop outs. Therefore, the project addresses this through its school transition intervention which includes working directly with schoolteachers and school administration to create more inclusive and conducive learning environment in schools. In addition, the disability strand involves further assistance to schools in establishing more accommodating school spaces for CWD.

Similarly, 47.5% thought that it was unacceptable for a child to not attend school because they had to work and earn money, 50% thought it was unacceptable because education was too costly and 44.6% said it was unacceptable because the child needed to help at home. Finally, 55.4% of parents thought it was not acceptable for a child not to attend school because they were a mother, and 51.2% thought it was unacceptable to not attend school because they were married or getting married.

A leader from Mahottari district concluded that, "A single educated girl can educate their whole family and a self-motivated parent will never stop their children from attending school."

46.1% did however think that it was acceptable to not attend school because the child was too old and 44.6% thought that it was acceptable if the child had physical or learning needs that the school could not meet.

Blame Game

Most of the community leaders expressed the view that blame is simply passed between parents, schools and government for the condition of girls' education. Teachers argue that they are teaching students as instructed and blame government policy and programmes. Government representatives blame schoolteachers and parents, arguing that they are delivering multiple programmes for girl's education. Parents argue that there are many good reasons for not sending their daughters to school. None of them are willing to take responsibility towards girl's education.

Indicator 2.1: % of schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.

Strategy adapted by school to enroll, re-enroll and retain girls in school

According to the head teacher, most of the schools have not adopted any specific strategy to enroll, re-enroll or retain the Musahar girls' at school who suffer from financial problems in their SIP. Additionally, head teacher added their views that to enroll, re-enroll or retain the Musahar girls in school, they need an incentive programme but they did not have any specific budget. If they conduct such incentive programme they can enroll, re-enroll and retain girls in school.

To re/enroll and retain girls in school head teacher from different district suggest the following strategies and actions which school should adopt:

Head teacher form Siraha suggest to communicate the messaging around enrollment and re-enrollment in school in such a way that "schools conduct re-admission program time to time focusing on Musahar girls. School teachers need to counsel guardians for admission to school and their involvement in education of their girls should be increased." The head teacher from

Siraha added that, "school should reward those girls who regularly go to school, either annually or bi-annually".

Head teacher from Saptari and Sunsari said that other ways to enroll, re-enroll and retain girls in school is "schools providing free school dress, bags, books, copies, pen/pencils and other necessary reading materials". Head teacher from Saptari also told us, "If we have regular contact with parents and students from the initial period, we can reduce drop-out rates and could enroll all of the girls who were out of school."

"Increasing parental awareness around the importance of education will increase the enrolment and retention of children in school. So awareness raising programmes at the household and community level should be conducted regularly."

"To retain in the school, schools should conduct awareness raising programmes on child marriage and child labour in the community with teachers, community leaders and other stakeholders".

***Musahar community leaders** from different communities have provided suggestions for interventions at the household, school, and municipal levels to increase enrolment and reduce dropout of girls from school:*

Household

Parents play a primary role in creating enabling learning environment for their daughter in their home. Parents should provide enough time for girls to study at home with close observation and support. School aged girls should be made free from family problems and household chores.

School

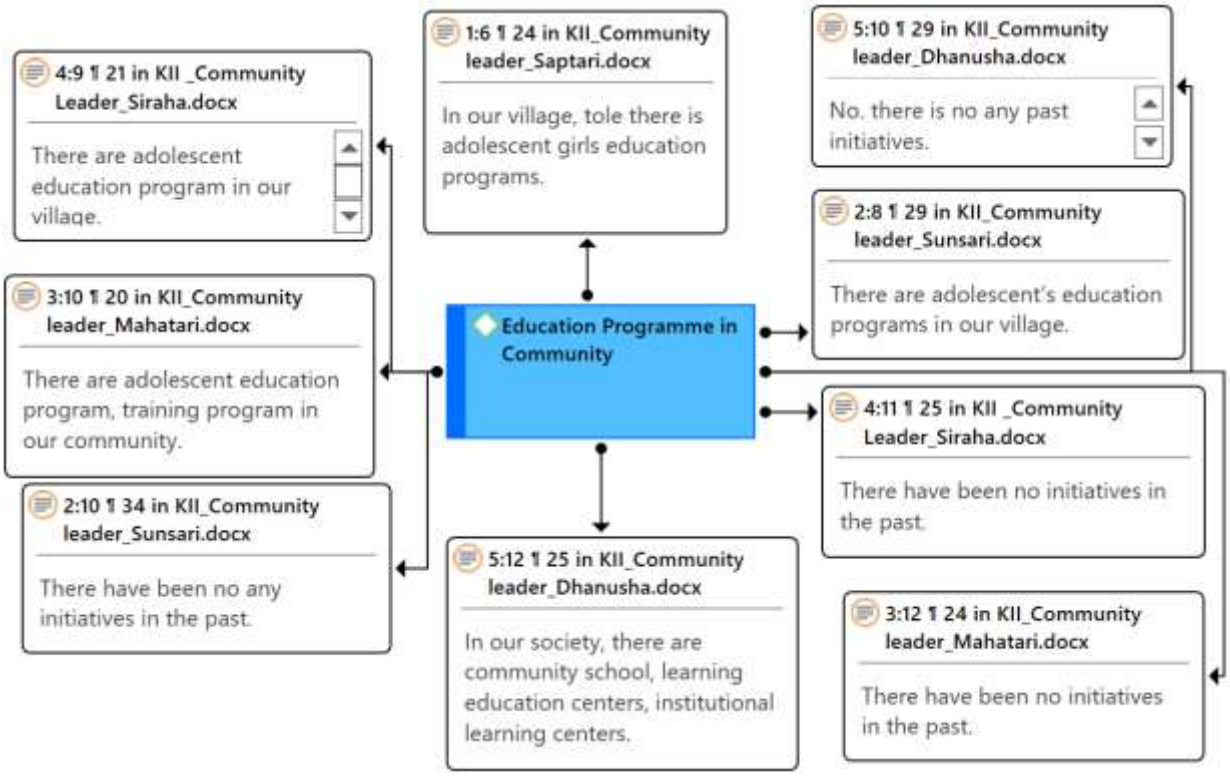
School should include special provision in School SIP for Musahar girls to enroll, re-enroll and to be retained in school. In school SIP, a special quota system should be included for Musahar girls and other marginalized groups. The School Management Committee of public schools should be made responsible for monitoring the school dropout rate of girls from the Musahar community and for identifying the barriers to their education. Committees should also be responsible for conducting awareness raising programmes on the importance of girl's education to girls, parents and the community.

Municipal

Education coordinators should monitor the school records regularly specially focusing on Musahar girls and other marginalized girls. Education coordinators should convey their message and schools should prioritise Musahar and marginalised girls during admission. Local governments should take the initiative to provide scholarships, food and employment opportunities after study as incentives. Politicians need to advocate strongly for consistent education of Musahar girls.

Indicator 3.2: No. of new Ward/ Palika level interventions linked to education of Musahar girls.

Figure 20: Educational programme in community



All the community leaders expresses their views that before implementing MNM project, none of the educational programmes were implemented in their society. In addition, educational coordinators and municipal representative also reported that none of the community focused programmes in their municipality so far had specifically targeted Musahars.
Community Leaders from all the districts expressed that many girls are still not in school, have irregular attendance and often drop out despite government policies, plans, and campaigns regularly delivered to encourage enrolment. Schoolteachers said that there were gaps in the policies and programmes delivered by the government: "In order to become educated girls have to face various economic and cultural challenges, which are not addressed by policies."
Head Teacher from Mahottari district expressed their views that, "the government has formulated various plans and policies for enrolling children in schools and also has launched an admission campaign yearly. By conducting campaign every year, those who had never attended schools or had dropped out will get an opportunity to re/enroll in the school. During this, teachers and school authorities also visit communities to raise awareness through home to home visits."

Reflection

The values of sustainable indicators were found zero through reviewing the project documents and interviewing with the Street Child staff and Municipal officials during the

qualitative data collection. None of the interventions under the sustainable indicators were conducted in the field during the baseline data collection.

After reviewing all the statements of head teachers, we can conclude that it will be easy for Street Child team to coordinate more closely with schools because they were found to have deep interest in reaching Musahar and other marginalised communities.

To sustain the intervention modality of MNM, Street Child and their partner organisations should, as much as possible, align their programme with government educational strategy, plan and programme. Every year, government conducts "admission/enrollment programme", while conducting such program, Street Child and their partners should leverage such opportunities to support programme activities. Government representatives like educational coordinator and other officials were unaware of MNM project and its modality. To address this, the project needs to conduct coordination meeting with government authorities.

The school level sustainable indicators may be disturbed/delayed due to COVID-19 and its impact is likely to be felt for a long time on the schools, as well as in the perception of girls and their parents. Therefore, it is advisable to revisit the school level indicators. Similarly, ALP and life skill classes might be interrupted due to COVID-19, farming and floods in the June-July months. The livelihood activities under EMPTP may remain unaffected by this as this is several months away according to the timeline.

5.4 Key intermediate outcome findings

This section presents the intermediate outcome level findings which were drawn from baseline study.

I.O. 1: Attendance

I.O. 2: Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.

I.O. 3: Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.

I.O. 4: Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

I.O. 5: Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

I.O. 6: Strong and active partnerships and engagement with government and other key stakeholders in target region

5.4.1 Intermediate outcome 1

Attendance is the first intermediate outcome that was specifically measured from sites of learning, and a prerequisite to school transition of marginalized girls.

Table 49: IO1 Attendance indicator

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	Attendance rates of marginalized girls in classes and project intervention.	Project attendance ALP observation	NA at baseline	0%	75%	Yes

The majority of learning centers had not yet begun interventions at project sites at the time of quantitative data collection for baseline study. Therefore, all indicators related to attendance (IO 1) are set zero in the baseline findings.

5.4.2 Intermediate outcome 2

Table 50: IO2 Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in school teacher's inclusion of marginalized children.	Classroom observation & FGD	NA at baseline	0%		Yes
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP.	Community Educator Survey Classroom observation	External evaluator	Average value of CEs teaching quality based on: i) Assessment- 64.7% ii) Goals setting- 35.3% iii) Grouping- 93.1% iv)Activities combination- 64.85% v) Learning resources development- 88.45% vi) Tracking progress- 73.5% Overall CEs teaching quality: 69.98%		Yes
	% of girls reporting conducive class	Classroom observation &	NA at baseline	0%		Yes

	environment.	FGD				

5.4.2.1 Community educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP

Street Child has identified Teaching at the Right Level (TaRL) as its pedagogical approach for the Learning intervention. Teaching at the Right Level is an approach developed by Pratham, an NGO operating in India and working with over 8 million children on the acquisition of foundational literacy and numeracy skills.

Community educators demonstrating the skills to deliver Teaching at the Right Level (TaRL) in ALP was assessed by testing on the six basic elements that are at the core of TaRL approach:

i. Assessment
ii. Goals setting
iii. Grouping
iv. Activities combination
v. Learning resource development
vi. Tracking progress

Table 51: Assessment of teacher quality based on (i) assessment and (ii) goal setting

Teacher Quality	Frequency	Percent
Assessment		
Highest level for reading in terms of data recording	14	82.4
Lowest level for number recognition in terms of data recording	8	47.1
Marking level when a student makes three mistakes when reading a story	12	70.6
Number of addition and subtraction questions do the students need to answer correctly	10	58.8
Goal Setting		
Learning levels should students' progress into within one month of teaching and learning ideally	5	29.4
ALP learning goals base	7	41.2

Assessment is the first of the six basic elements at the core of TaRL approach. In assessment, 17 CEs were asked four different basic questions. When surveyed, almost half of the CEs answered correctly when asked four different basic questions on assessment. 82.4% answered correctly when asked "What is the highest level for reading in terms of data recording". 47.1% answered correctly when asked, "What is the lowest level for number recognition in terms of data recording". 70.6% answered correctly when asked, "If a student makes three mistakes when reading a story, what reading level will you mark them as". 58.8% answered correctly when asked "Within operations, how many addition

and subtraction questions do the students need to answer correctly to be marked as 'can do'".

Goal setting is the second basic element at the core of TaRL approach. In goal setting, CEs were asked two basic questions. 35.3% answered questions on goal setting correctly. 29.4% answered correctly when asked "How many learning levels should student's progress into within one month of teaching and learning ideally". Marginally better, when asked "What would you base your over ALP learning goals on", 41.2% answered correctly.

Table 52: Assessment of teacher quality based on (iii) grouping

Teacher Quality	Frequency	Percent
Groups for literacy that students can be divided	17	100
Groups for numeracy that students can be divided	16	97.0
Base the changes in grouping on	14	82.4

Grouping is the third basic element that is at the core of TaRL approach. In grouping, CEs were asked three different basic questions. When surveyed, nearly all CEs answered questions on grouping correctly. 100% answered correctly when asked "what groups for literacy that students can be divided into". Similarly, 97% answered correctly when asked "what groups for numeracy that students can be divided into". Finally, we asked "What would you base the changes in grouping on82.4% of CEs answered correctly.

Table 53: Assessment of ALP teacher quality based on (iv) activities combination

Teaching Quality	Percent
Learning activities in literacy that cannot conduct together in the same session	70.6
Learning activities in numeracy that cannot conduct together in the same session	52.9
Three activities for literacy that would use for whole class as well as individual learning groups	67.3
Three activities for numeracy that would use for whole class as well as individual learning groups	68.6

Activity combination is the fourth basic element at the core of TaRL approach. In activity combination, CEs were asked four different basic questions. When we asked, "what learning activities in literacy cannot be conducted together in the same session" 70.6% of CEs answered correctly. Similarly, 52.9% of CEs answered correctly when asked, "what learning activities in numeracy cannot be conducted together in the same session". 67.3% answered correctly when asked "three activities for literacy that would use for whole class as well as individual learning groups" and 68.4% answered correctly when asked "three activities for numeracy that would use for whole class as well as individual learning groups".

Table 54: Assessment of teacher quality based on (v) learning resource development and (vi) tracking progress

Teaching Quality	Frequency	Percent
Learning Resource Development		
Responsible for preparing learning resource materials in the ALP class	13	76.9
Core principles need to follow for preparing learning resources	17	100.0
Tracking Progress		
Need to perform learning tests for students in your class	13	76.5
Share progress track records with your student	10	58.8
Three key reasons for tracking student progress	13	100.0
Seek support from to address TaRL-related challenges	10	58.8

Learning resource development is the fifth basic element at the core of TaRL approach. In this, CEs were asked two different basic questions. 76.9% answered correctly when asked who was "responsible for preparing learning resource materials in the ALP class" and 100.0% answered correctly when asked what "core principles [they] need to follow for preparing learning resources".

Tracking progress is the final basic elements at the core of TaRL approach. In tracking progress, four basic questions were asked to CEs. When surveyed, 76.5% answered correctly when asked "How often do you need to perform learning tests for students in your class". 58.8% answered correctly when asked "How do you share progress track records with your students?" and 100% answered correctly when we asked them to provide "three key reasons for tracking student progress". Finally, when asked where to "seek support from to address TaRL-related challenges" 58.8% answered correctly.

Reflections

The first 4 months are crucial for the project. Within this period, the project has the learning intervention where Teaching at the Right Level (TaRL) as the pedagogical approach will be implemented. During this period, Community Educators (CEs) have an important role because they will be facilitating teaching and learning. So, all the CEs need to have adequate skill on TaRL. The baseline evaluation findings regarding CEs skills on TaRL found that they need to improve adequate skills. 30% of CEs need to be trained them in TaRL curriculum as soon as possible. Otherwise, It may be challenging to achieve targets for ALP. The project should focus on training community educators in differentiated approaches to ensure that all beneficiaries progress according to their specific needs and skill levels with modern technology as well as modern pedagogical approach.

5.4.3 Intermediate Outcome 3 Marginalized girls those transition into EMTP develop business plan and acquire financial literacy

Table 55: IO3 Marginalised girls that transition into EMTP develop business plan and acquire financial literacy

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	PCG survey	External Evaluator	Knowledge-84.6% Attitude-62.4% Practice-30.9%	Knowledge-90% Attitude-25% Practice-65%	Yes
	% of marginalised girls that develop business plans.	Project document review (business plan developed by girls)	NA at baseline	0%	80%	Yes

Financial Literacy

At the beginning of the Employment Transition Programme (EMPTP), Musahar girls aged 15-18 will be provided financial literacy classes. Classes will be delivered at the outset of the Livelihood Support Programme (LSP), educating girls on (i) income and expenditure, (ii) entrepreneurship, (iii) saving and credit, (iv) business planning, (v) insurance, (vi) cooperatives and (vii) LSP models over a 45-day course.

To track the girl's awareness and understanding of the content, we have used rubric assessment tools. For assessment, 4 different questions in knowledge, 3 questions in attitude and 2 different questions in practice were used to score girl's financial literacy. In aggregation, we have categorised these into four different levels (low, medium, high and extremely high, table 56).

Table 56: Financial literacy score of girls

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

Table 57: Financial literacy level

Financial literacy level	Low	Medium	High	Extremely High

Knowledge	6.0	9.4	57.7	26.8
Attitude	3.4	34.2	43.6	18.8
Practice	15.4	53.7	4.7	26.2

The baseline evaluation indicates that 57.7% were found to have a high level of knowledge regarding financial literacy, 43.6% were found to have favourable attitude towards financial literacy and 53.7% were found to have medium level of practical financial skills.

Furthermore, this survey found that a combined 84.6% had a high or extremely high level of knowledge in financial literacy, while 30.9% were found to have extremely high practical skills.

Reflection

In the project, Musahar girls' aged 15-18 will be provided with financial literacy classes. To set up baseline value, we only administered financial literacy questions for those aged 15 and above, for this baseline survey.

Some of the girls were engaged in employment and so were more familiar with finance related activities like saving and expenditure. In line with this scenario, the baseline evaluation concludes that girls have higher level of knowledge regarding financial literacy but the attitude and practical skills were found to be at a lower level. These results clearly indicate that the MNM project should focus on improving girls' attitudes together with their knowledge and then should focus on practical skills. Currently, the project have useful sessions like income and expenditure; entrepreneurship; saving and credit; business planning; insurance and cooperatives. In the same intervention, project need to focus in improving girls attitude regarding all the dimension of the intervention.

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

Table 58: IO4 Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Marginalised girls and boys report increase in mobility and autonomy over marital,	% of girls involved in marital and reproductive decision making.	Girls survey	External evaluator	**Marital decision making** Un-married-0% Married-4.2% **Reproductive Decision Making**	Marital decision Making Un-married-50% Married-40% Reproductive	Yes

protection and reproductive decisions for girls.				Who don't have baby- 40.7% Who have baby- 80.0%	Decision Making Who don't have baby-96% Who have baby-75%	
	% of girls and boys having birth certificate and citizenship cards.	Girls survey & FGD		Birth certificate- 95.6% Citizenship-1.5%	97% 5%	Yes
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Girls survey & FGD		Education-33% Employment-28.1% Vital Registration-8.6% Health Facilities-35.7% Market-48.0% Overall confident -31.12%	Education75%% Employment-65% Vital Registration-35% Health Facilities-62% Market- 68% Overall confident-61%	Yes

Table 59: Knowledge on Marital Age

Appropriate Age for Marriage	Girls		Boys	
	N	%	N	%
Below 20 years	121	29.8	59	14.5
20 and above	228	56.2	290	71.4
Don't Know/Can't say	57	14.0	57	14.0

When surveyed, 56.2% thought that the appropriate age for marriage for girls was 20 years or above while even more boys (71.4%) thought the same. 29.8% of the girls thought that the appropriate age was below 20 years while 14.0% did not know.

Table 60: Marital decision making

Decision making	Un-married		Married	
	N	%	N	%
My parents only	220	57.6	12	44.4
Joint decision by myself and parents	30	7.9	1	3.7
My parents and other elders in the family	129	33.8	10	37.0
Myself only	-	-	1	3.7
Other	3	0.8	3	11.0
Total	**379**	**100.0**	**27**	**100.0**

When surveyed, 57.6% of unmarried girls and 44.4% of married girls confirmed that parents are the only people who decide when they get married and to whom. Other answers were contrasted between unmarried and married girls as 7.9% of unmarried girls expected marriage to be a joint decision between themselves and their parents compared to 3.7% of married girls who had experienced this.

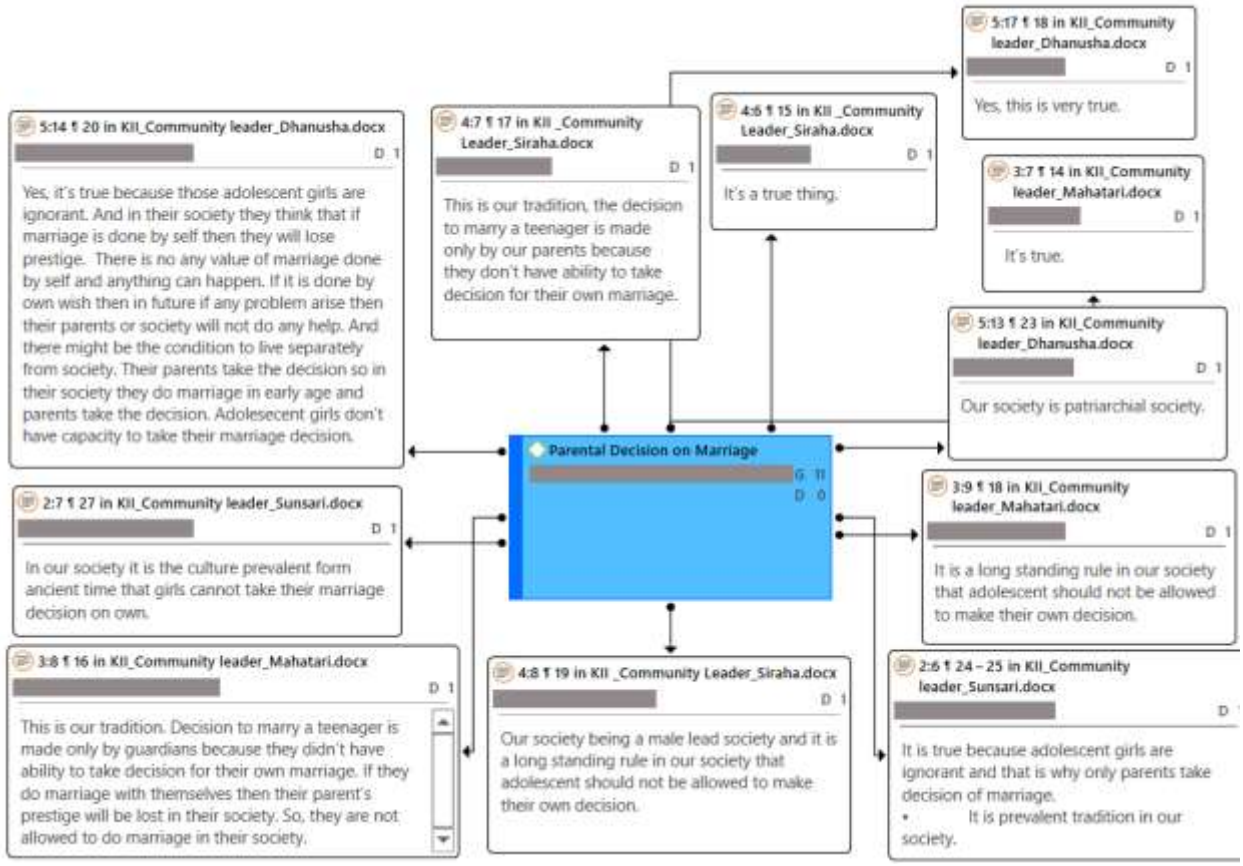
Similar to girls' survey finding, community leaders also concluded their views that marital decision should be taken by their parents. They also added that it was tradition that parents made marital decision and their daughter or son follow the decision. If they get married themselves without approval of their parents, then their parent's prestige will be lost in their society. Also, they are not allowed to get married within in their own settlement.

"Adolescent girls don't have the capacity to take marital decision. Parents always think positively towards their children and they know what is right and what is wrong in their girl's life. So, marital decisions should be taken by the parents." Community Leader, Siraha and Dhanusha

Our society being a male-led society, has a long standing rule that adolescents should not be allowed to make their own decisions.- Community Leader, Siraha

"Society start to raise question to the parent after the age of 12, 'why you do not get your matured daughter married?' and start gossiping that their daughter may have an affair with someone or that the parents maynot afford the cost of marriage". FGD with Girls

Figure 21: Parental decision on marriage by community leader-Quotation tree



Similar to these findings, during the FDG, parents reflected:

-"Our society and traditional practice will not consider decision taken by girls to be right because we give birth and bring them up and so we must take responsibility. Therefore, we have the right to make decisions about their marriage. However, at the same time we are illiterate and we do not know much about whether it is right or wrong to take decision of our daughters' marriage without their engagement in the decision."

-"Our daughters' marriage is our duty and we parents can take very right decision as our practice is for girls to get married at an early age. We don't feel like asking girls about this because they do not have much understanding about marriage and are not able to take decisions."

-"If parents get their adolescent girls married in that same settlement, it is seen as a damage to the parent's prestige. Sue to this, we do not ask to girls for their decision and girls cannot have good judgement about life partner in this early age."

-"In our society, caste system is still prevalent. Therefore, the parents marry their girls to boys from the same caste. If there is marriage with other castes then it will be a loss of prestige for parents. They will not be able to show their face in the society and will have to face insults."

-"The girls also agree with their parents' views, as there is a practice of early marriage in Musahar community. Thus, the parents think that she cannot make the right decision. Girls feel shy while asking about it and society also do not like to ask girls about their marriage. As a result, parents are the only ones engaged in these decisions. If parents have decided the girls' marriage, then they will be responsible for girls having marital troubles or problems at in-laws home husband home. This means girls can get support from the parents."- FGD with girls (10-18 years)

Table 61: Reproductive decision making

Decision making	Married who don't have baby		Married who have baby	
	N	%	N	%
Husband	3	11.1	2	20
Couple together	11	40.7	6	80
Mother/Father in law	1	3.7	-	-
Don't know	2	7.4		
Total	**17**	**100.0**	**10**	**100.0**

When surveyed, 40.7% of married girls who did not have a baby reported that reproductive decisions should be taken together with their husband compared to 80.5% reported by married girls who have a baby.

Table 62: Birth certificate and citizenship cards of the girls

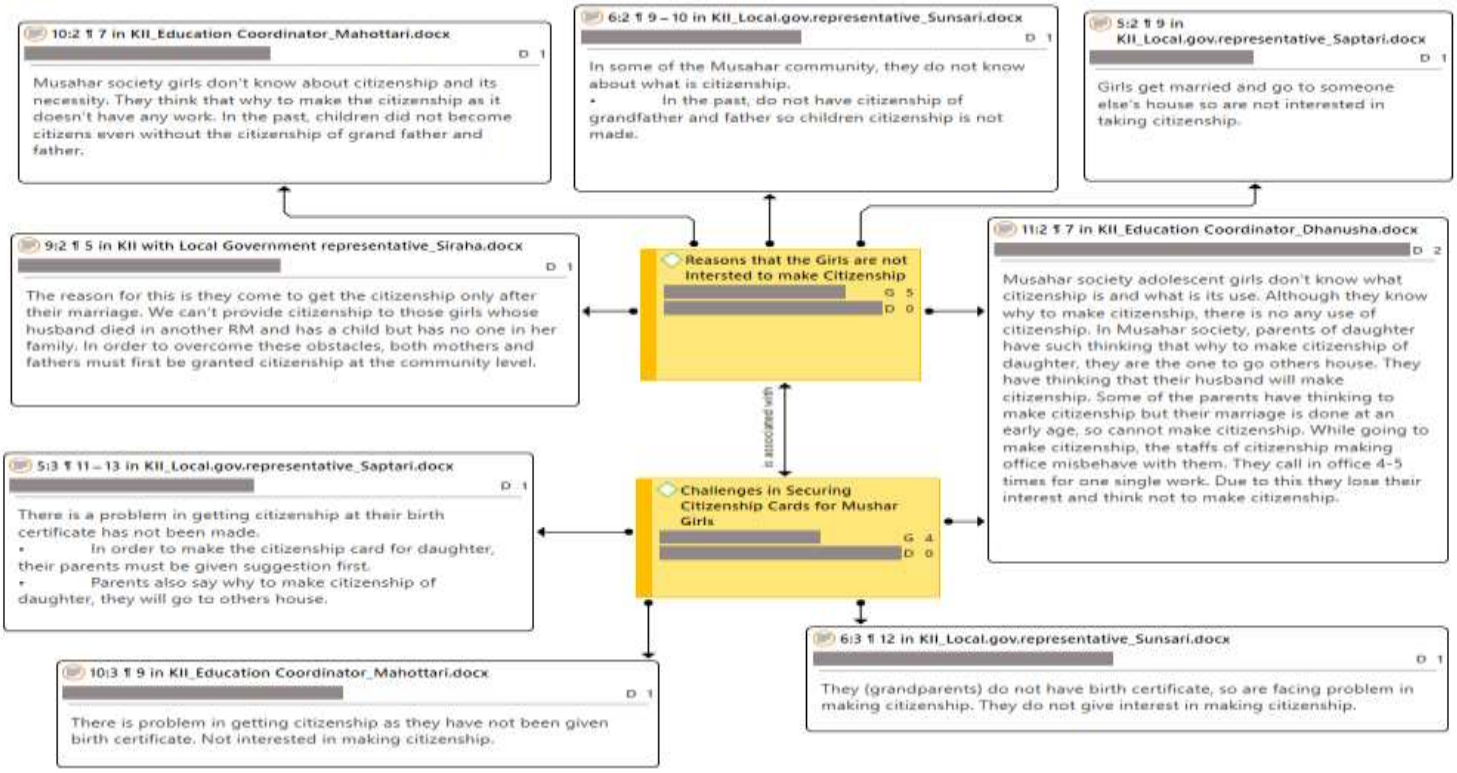
Certificate/Card	Birth Certificate		Citizenship Card	
	N	%	N	%
Yes	391	96.3	2	2.08
No	15	3.7	94	97.9
Total	**406**	**100.0**	**96**	**100**

Note: 310 of girls were not applicable to make citizenship card

When surveyed, 96.3% of girls had a birth certificate compared to only 1.5% having a citizenship card. However, representatives from the rural municipality and education coordinators argued that this finding couldn't be true. They clarified that many fathers do not have citizenship cards, and without these birth certificates cannot be obtained. They concluded that this is a longstanding issue in the Musahar community.

If however girls who claimed to have a birth certificate were to be believed, only two who were eligible to get a citizenship card had done so.

Figure 22: Reasons and challenges in securing citizenship card



When interviewed, representatives from rural municipalities and community leader also agreed that most eligible girls who were above 16 did not have a citizenship card. The main reasons were as follows:

1. Lack of awareness about the importance and uses of citizenship cards among the community, parents and girls. In Musahar society, parents have such thinking that why to make citizenship of daughter, they are the one to go others house.

***2. Parents don't have citizenship card:** Almost all the participants reported that in most of the Musahar communities did not have their citizenship. Without citizenship of parents it is not possible to make the citizenship of the daughter so girls didn't get their citizenship and their parents are also not interested to secure their daughters' citizenship.*

3. No interest in making citizenship

***4. Myths of making girls citizenship after their marriage**: All the municipal representative and community leaders reported that in Musahar families did not get their daughters' citizenship before marriage. Additionally they added their views: "girls make their citizenship card after their marriage, the whole responsibility of making citizenship is her husband's or in-laws". They think citizenship is to be made by her husband that is made after marriage.*

***5. Process of making Citizenships**: Community leader expressed the view that the process of getting a citizenship card is very difficult and irritating. Firstly, they have to collect evidence and signatures of 5-7 neighborhoods that themselves have citizenship cards. Then they have to go a Ward office for a recommendation. Following this, they have to go to district the Administrative Office. Throughout this process they have invest a significant amount of money. The whole process is so expensive, time consuming and complicated that parents simply decide not to go through it for their daughters.*

***6. Duration of making citizenships**: Community leader reported that, "to make citizenship they had to spend up to a month. Firstly, they have to go to ward office then CDO office. In CDO office, they kept their work pending for some days to month. As a result they refuse to make citizenship and come to their home without getting citizenship.*

***7. Early marriage**: In Musahar society, girls marry at an early age. So they don't make citizenship because of fear of prosecution for early marriage.*

8. Had to change their caste in citizenship after marriage: Municipal representative *explained that girls did not get citizenship cards before marriage as they will be taking their husband's surname after marriage.*

To overcome challenges and issues of citizenship, community leader, educational coordinator and municipal representative give following suggestions: (Details in Figure 22)

***Raising the awareness**: Musahar community, parents as well their girls should be made aware of importance of citizenship card.*

***Parents should make their citizenship:** All participants argue that firstly parents should make their citizenship card. In the Musahar community, they have reached 60 years but do not have citizenship. To overcome the issues of eligible girls citizenship their parents should make their citizenship card.*

***Campaign**: Government should conduct birth certificate and citizenship making campaign targeting Musahar communities*

***Musahar should be priority**: Most of KII participants convey their message that the Musahar community should be the priority in making citizenship card because they are the dark areas of not making citizenship card.*

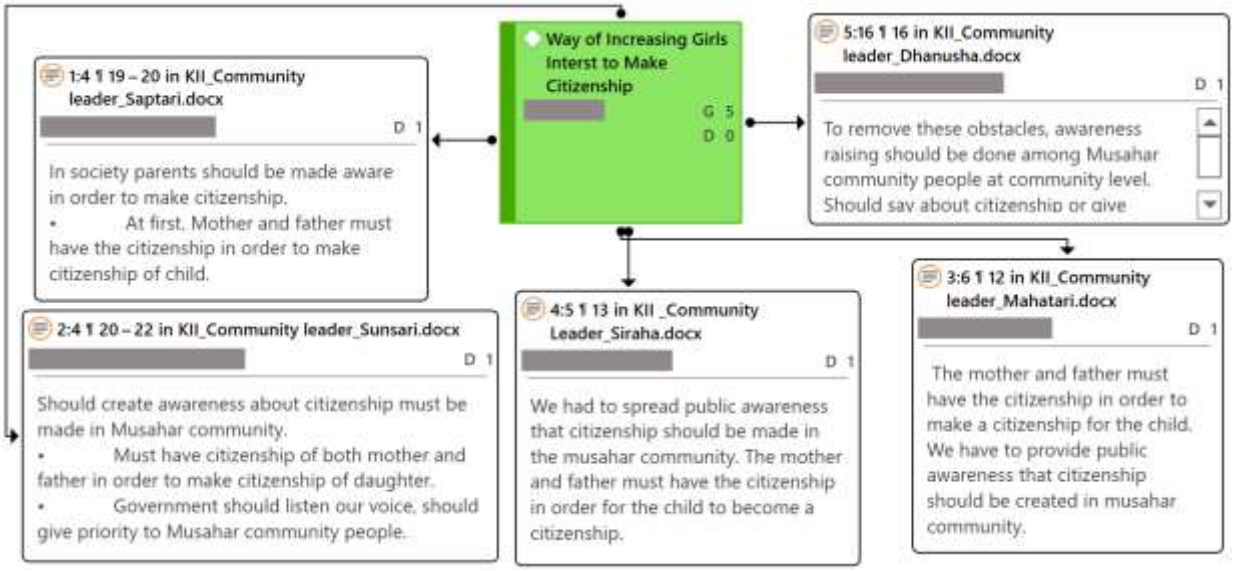
"While going to make citizenship, CDO office staffs should give priority to that community people and make citizenship".-KII

***Listen the voice of Musahar communities**: Government should listen our voice, should give priority to Musahar community people*

***Not lingering the work:** To avoid the citizenship, most of the interviewing participants expressed views that concerned authority and officials should not prolong their work. They should review all the necessary documents and they should avoid the perception that*

"Musahars are from an Indian community and that they are immigrants from other countries".

Figure 23: Way of increasing girls' interest to make citizenship card by community leader-Quotation tree



% of girls and boys who are at least somewhat confident to travel to all vital registration services

Table 63: Confidence level of the girls to travel to different services

Confidence Level	Services									
	Education		Employment		Market		Vital Registration		Health Facilities	
	N	%	N	%	N	%	N	%	N	%
Completely confident	102	25.1	97	23.9	160	39.4	32	7.9	86	21.2
Fairly confident	32	7.9	17	4.2	35	8.6	3	0.7	6	1.5
Neutral	92	22.7	78	19.2	70	17.2	86	21.2	83	20.4
Not very confident	111	27.3	127	31.3	75	18.5	114	28.1	111	27.3
Completely Unconfident	69	17.0	87	21.4	66	16.3	171	42.1	120	29.6

Girls were surveyed to rate their confidence in going to different services such as education, employment, market, and vital registration and health facilities. The majority of the girls were found to be not very confident regarding travel to education (27.3%), employment (31.3%). In vital registration, however the majority of girls (42.1%) were found to be completely unconfident, with only 7.9% completely confident. Most of the girls were (39.4%) were found to be completely confident while receiving the market service while majority of them (29.6%) were found to be completely unconfident while receiving the health facilities.

Reflection

The finding regarding citizenship shows that the project needs to rethink whether the intervention can be achieved the expected result within the project duration.

Regarding the birth certificate, the result is satisfactory because almost all girls have birth certificates. However, representatives from the rural municipality and education coordinators argued that this finding couldn't be true. They added that many fathers do not have citizenship cards, and without these birth certificates cannot be obtained. Furthermore, they argued that this is a longstanding issue in the Musahar community.

Regarding the marital and reproductive decision-making, the result shows that there is huge room to improve in next evaluation point. To improve the current scenario, the project needs to target behavioral changes related to marital and reproductive decision-making. Along with the girls, project need to develop interventions focusing their parents participation because without parents support such decision-making cannot be improved.

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

Table 64: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of actions agreed by government officials and community organisations on improved education policy for marginalised children in participating Ward and Palikas.	Observation (Project document review)	External evaluator	0%	60 Palika (local government)	Yes

5.5 Life Skills

The MNM project is grounded in the assumption that learning and life skills are significant foundations for securing livelihood opportunities, and that learning should involve the acquisition of life skills. Life skills aims to address social and economic issues encountered in learning and livelihoods, which trap girls in a vicious cycle of exclusion.

To encourage self-sufficiency, offering a safe space with a social worker and peer support to enable girls and boys to discuss gender-associated challenges and increase confidence in accessing services and social networks, a six-month Life Skills Protection Circles (LSPC) will be provided in parallel and compliment to ALP classes.

In the survey, four different topics [like comprehensive sexual education (sexual health/ adolescence, family planning, menstruation), child rights and civic sense, protection (gender based violence and discrimination, child protection) and self-efficacy] were used to determine girl's baseline life skill level (extremely high, high, medium and low).

5.5.1 Self-Efficacy

The General Self Efficacy (GSE) test was used to assess the self-efficacy of the sample girls. GSE tests are usually administered to assess a general sense of perceived self-efficacy with the aim of understanding the respondents' ability to cope with daily hassles as well as adaptation after experiencing stressful life events.

Table 65: GSE scores and level of self-efficacy

GSE score	Level of self-efficacy
0 – 10	low self-efficacy
11 – 20	Medium self-efficacy
21-30	High self-efficacy
31-40	Very high self-efficacy

As per the standard procedure, 10 statements were read out to the girls and they were asked to express their level of agreement or disagreement to the statements. Each response was given a score - 1 mark for not true at all, 2 for not true, 3 for true and 4 for very true. The total score thus ranges between 10 and 40 for each girl, with a higher score indicating higher self-efficacy. Although the standard procedure does not have any guideline on categorizing the respondents on the basis of the scores, for the purpose of this study, the girls were categorized in the following way for a better understanding:

Table 66: Self-efficacy level of girls

Level of Self-efficacy	Number	Percent
Low Self-efficacy	185	45.6
Medium Self-efficacy	82	20.2
High Self-efficacy	87	21.4
Very High Self-efficacy	52	12.8

Total	406	100.0

According to GSE test result shows that the girls had low self-efficacy. 45.6% had low self-efficacy. Likewise, 21.4% were found to have a high level of self-efficacy and 12.8% of girls had very high self-efficacy level.

Table 65: Self-efficacy level of the girls by age category

Age Category	Low Self-efficacy	Medium Self-efficacy	High Self-efficacy	Very High Self-efficacy
10-14 Year of Old	52.9	21.0	16.3	9.7
15-18 Year of Old	32.9	18.8	30.2	18.1

Disaggregated by age, findings showed that 52.9% of girls aged 10-14 were found to have low self-efficacy compared to 32.9% of girls aged age 15-18. Similarly, with very high self-efficacy, there were only 9.7% of girls aged 10-14 compared to 18.1% of girls aged 15-18.

Furthermore, an average of the GSE mean scores was calculated and analyzed with age group. The mean self-efficacy was 15.3 with standard deviation 12.335. In term of age group, 15-18 years of old appeared to have the highest GES mean score than 10-14 year of old.
This concludes that there is highly significant different the age group and self-efficacy which means higher the age higher the self-efficacy level.

Table 66: Mean self-efficacy of the girls by age category

Age Group	Mean	SD	SE	Sig
10-14 Year of old	13.171	12.337	0.770	0.000
15-18 Year of old	18.973	11.474	0.940	
Total	15.300	12.335	0.612	

The girls agreed that they have low self-efficacy score because the girls do not get to be involved in any meaningful programme in society and not encouraged to speak openly or confidently by their parent. Girls are illiterate and feel shy to speak. Teachers don't treat them equal to other non-Musahar students and don't give feedback in classroom. This decreases their self-confidence. Girls are not allowed to go out from the house, not allowed to participate in social activities. ***-FGD_Girls (10-18)***

5.5.2 Comprehensive Sexual Education

In comprehensive sexual education adolescent and sexual health, family planning and menstruation related issues for girls were assessed. Rubric methods were used to assess their knowledge, attitudes, and practices. Detail information in provided in the table below.

Table 67: Comprehensive sexual education scores and level

	Adolescent and sexual health			Menstruation			Family Planning		
	K	A	P	K	A	P	K	A	P
Low	0-4	0-3	0-3	0- 3	0 - 4	0- 2	0 - 3	0	0 - 3
Medium	5-7	4 - 5	4 - 5	4- 5	5- 7	3- 4	4 - 5	1	4 - 5
High	8 - 10	6 - 7	6 - 7	6- 7	8- 10	5	6 - 7	2	6 - 7
Extremely High	11 - 12	8 - 9	8 - 9	8- 9	11-12	6	8 - 9	3	8 - 9

Almost all the girls (99.0%) in the study were found to have low levels of knowledge and attitude regarding adolescent and sexual health respectively, while 75.6% were found to have low level of practice in adolescent and sexual health.

Regarding Family planning, 74.6% had a low level of knowledge and 51.9% had a medium level in practice.

In menstruation, more than half of the respondents (53.4%) had extremely high level of knowledge, but only 44.6% and 34.7% were found to have high levels of attitude and practice respectively.

Similar to survey findings, most girls participating in FGDs also agreed that Musahar girls have low level of practical behavior when it comes to menstruation hygiene management (MHM). They thought that a reason for low levels of practical behavior in MHM could be poor economic conditions which meant that they could not afford to buy sanitary pads and felt shy in asking for money from their fathers. Furthermore, girls revealed that they did not know how to use sanitary pads and some of them feel odd and uncomfortable when they do. Most girls also expressed that they feel shy to wash and dry the clothes during menstruation in the sun light in front of others. Likewise, most of the girls expressed that they have low confidence and feel shy discussing menstruation hygiene and menstruation related issues even with their friends and mothers. Furthermore, the girls added that there was negative thinking towards menstruation, considering it as a bad thing and sinful. The mothers also do not share information about it with their girls and feel shy while talking about it. Similarly, in school, teachers do not cover this topic. These facts show that MHM practice and knowledge is low.

5.5.3 Child Rights and Civic Sense

In child rights and civic sense, rubric methods were used to assess their knowledge, attitude, and practices. Detailed information is provided in the table below.

Table 68: Child right and civic sense score and level

Index	Civic Sense			Child Right		
	K	A	P	K	A	P
Low	0-2	0-2	0-3	0 – 2	0-2	0
Medium	3-4	3-4	4 -5	3-4	3-4	1

High	5	5	6-7	5	5	2
Extremely High	6	6	8 -9	6	6	3

In civic sense, the majority of girls were found to have a low level of knowledge (85.5%), attitude (69.7%) and practice (98.3%). Similarly, in child rights, the majority of girls (96.6%) had a low level of knowledge however they have medium high level of attitude (42.1%) and medium level in practice (38.7%).

5.5.4 Protection

In protection; gender based violence, discrimination and child protection related issues were assessed through a survey of girls. Rubric methods were used to assess their knowledge, attitude, and practice. Detail information is provided in the table below.

Table 69: Protection score and level

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

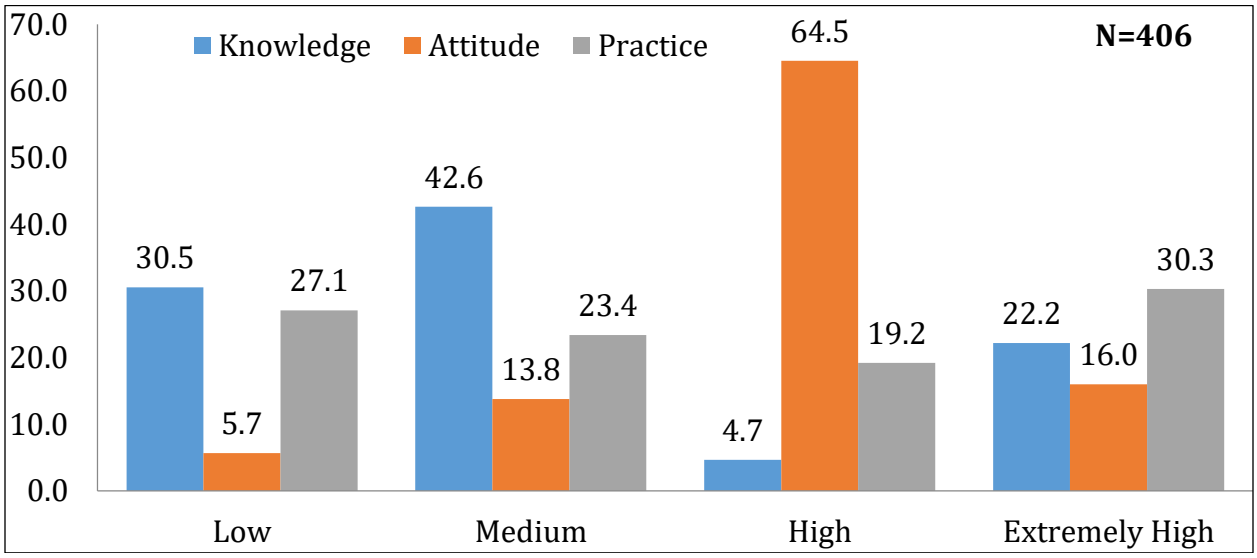
When surveyed, the majority of girls were found to have a low level of knowledge (87.9%) and practice (56.7%) in protection, but a medium level in attitude (50.7%)

Girls participating in the FGDs agreed that girls do not have subjective knowledge in protection issues such as gender based violence, discrimination and child protection but that most have experienced child labour, child marriage and gender discrimination. Girls said that the awareness of gender based violence, equal learning opportunities for both girls and boys, sensitive subjects such as gender-based violence, discrimination, child protection etc, should be taught in school and parents should also be made aware about these subject matters.

5.5.5 COVID-19

On 11th March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. The COVID-19 pandemic has since severely disrupted the day to day life of the Musahars and the project operations. As a result, in the Cohort II baseline survey, girls were assessed on knowledge, attitude and practical related questions in the survey. In the survey, 2 different questions in knowledge and attitude and 3 questions in practical skill related questions regarding COVID-19 where Rubric methods were used to assess their knowledge, attitudes, and practices.

Figure 24: COVID-19 Knowledge, attitude and practice level



In the survey, attitude and practical skill related COVID-19 was found higher level than knowledge. 64.5% were found to have positive attitude towards COVID-19 whereas 19.2% and 30.3% had high and extremely high level of practical skill. However, 30.5% had low level of knowledge and 22.2% had extremely high level of knowledge.

Table 70: Life skill level

Life Skills	Knowledge (%)				Attitude (%)				Practice (%)			
	Extremely High	High	Medium	Low	Extremely High	High	Medium	Low	Extremely High	High	Medium	Low
Sexual Health /Adolescence	0.2	0.2	1.0	98.5	-	0.2	1.0	98.8	0.2	-	24.1	75.6
Family Planning	13.3	12.1	-	74.6	-	-	-	100	14.8	3.7	51.9	29.6
Menstruation	53.4	17.2	3.7	25.6	30.8	44.6	24.4	0.2	-	34.7	21.2	44.1
Civic Sense	-	3.0	11.6	85.5	2.2	1.7	26.4	69.7	-	1.5	0.2	98.3
Child Right	-	-	3.4	96.6	37.7	42.1	8.9	11.3	29.1	-	38.7	32.3
Protection	2.5	2.2	7.4	87.9	26.6	13.1	50.7	9.6	7.6	10.1	25.6	56.7

Girls' knowledge, attitudes, and practices/behaviors in issues of adolescent and sexual health, family planning, menstruation, child right, civic sense and protection issues and self-efficacy were remarkably low at baseline, demonstrating there is sufficient room for growth before the next evaluation point. The project may consider tailoring the curriculum to ensure that they gain critical knowledge, attitudes and practices in these issues. Equally, the project should design parental involvement and parent's awareness intervention to improve the life skill of the girls.

6. Conclusion and Recommendation

6.1 Conclusion

406 Musahar girls participated in the survey. 63.3% in the survey belonged to 10-14 age group and rest of them were aged 15-18 years old. Only 6.7% of the girls were married, among whom 37% were mothers.

Regarding the family size, 25.1% of the household had 6 family members, living and eating their meals together in a single dwelling.

80.3% rely on daily wage labour as their main income source before COVID-19 whereas 81% rely on daily wage labour during COVID-19.

Learning Outcomes

Within this study, the majority of the girls were found to be at beginner level in literacy (79.3% in Nepali and 90.4% in English) and numeracy (75.4%) when assessed, meaning that they could not recognize a single letter and number. Disaggregated data demonstrated that there was no substantial difference in girl's scores dependent on age, marital and motherhood status.

Comparing girls scores by age, 10-14 year olds were 5.4%, 1.8% and 12.0% more likely to be at beginner level in Nepali, English and Maths respectively than girls aged 15-18.

Life Skill

The knowledge, attitudes and practices/ behaviour of girls in adolescent and sexual health, family planning, menstruation, child right, civic sense and protection issues (gender based violence, discrimination and child protection) and self-esteem and self-confidence were remarkably low at baseline.

When surveyed, 45.6% were found to have low self-efficacy where 34.2% were found to have a high and very high level of self-efficacy, with considerably more girls aged 10-14 (52.9%) were found to have low self-efficacy than girls aged 15-18 (23.9%).

Almost all the girls (99%) were found to have a low level of knowledge and attitude regarding adolescent and sexual health while a significant majority. 75.6% were found to have a low level of practice. Nearly three-fourth of the sampled girls (73.6%) had a low level of knowledge and 29.6% of those married had a low level of practice in family planning.

Transition outcomes

Most of the girls in MNM Cohort 2 (65.3%) had attended some level of school but had since dropped out, with 24.9% dropping out in the last 5 years. The top three causes of dropout identified within the survey were (i) the need to generate income; (ii) a lack of interest; and

(iii) a lack of finance to cover educational costs. 34.7% of girls surveyed had never been to a formal school. Correspondingly, the same three causes were given as the reasons that girls had never been to formal school. Only 0.2% of girls had participated in non-formal education such as outreach school program.

Community leaders, rural municipal representatives and educational coordinator when interviewed, and Musahar girls and parents when participating in FGDs, reported that the MNM project had just initiated ALP classes. Almost all expressed the opinion that ALP classes are being received very positively and were more effective than public schools in providing the required learning environment for girls to learn in an accelerated period.

A mere 1.5% of girls surveyed reported that they had been involved in any training such as vocational or skills training. Municipal representatives reported that before the MNM project no trainings of any type had been conducted for out of school or dropout girls, and that none were planned in the near future. Almost all girls (95.1%) were found not to have engaged in any type of employment, whereas 65% were almost uniformly engaged in informal employment. Of the 15.5% of girls engaged in self-employment, activities were agriculture related (100% among self-employment girls).

Sustainability outcomes

Sustainability findings at baseline – presented at community, school and system levels – were drawn primarily from qualitative data and then from quantitative data. The overall score on the sustainability scorecard was 0 out of 4.00.

Almost all of the 96.3% of girls who had birth certificates had used to enrolled in formal and non- formal school, however none of the girls had used their citizenship card.

42.1% of parents were found to give low level of parental support to girls transitioning into education, training, and employment, although nearly half of the parents have high and very high level of awareness and 70.7% of them have high and very high attitude regarding transitioning into education, training, and employment. In discussion with community leaders, it was found that most Musahar parents do not have a keen interest towards girl's education, but majority of them are positive towards participation of girls in income generation and skill training activities.

Intermediate Outcome Findings

Intermediate outcome findings at baseline provide substantial data that can be used formatively in MNM intervention design. In this baseline survey, learning centers had not yet begun interventions at the time of quantitative data collection and therefore all IO1 indicators are set at zero for baseline.

When surveyed, 64.7% of Community Educators (CEs) answered correctly in their assessments while 35.3% of them answered correctly in goal setting and nearly all (93.1%)

answered correctly in grouping. In activity combination, learning resource development and tracking progress, 6.4.85%, 88.45% and 73.5% of CEs answered correctly on average respectively. Overall, 69.9% of CEs were found to have high level of teaching quality skill based on TaRL assessment.

Among girls, 57.6% of unmarried girls and 44.4% of married girls revealed that only their parents decided when and whom they got married to. In reproductive decision making 40.7% of girls who were not mothers thought a couple should decide together but 80% of girls who were mothers had shared in this decision with their partner.

With regards to birth certificates, almost all girls (96.3%) had their birth certificate but the municipal representatives directly contradicted the claims of so many girls having one. They clarified that this was impossible because the majority of their fathers did not have the citizenship cards required in the process.

Gender equality

Regarding the project intervention, Street Child is ensuring that GESI is mainstreamed throughout the project design and that all project activities adhere to GESI minimum standards at all times, reflected through a monitoring framework which demonstrates the project's commitment to adopting more transformative approaches to GESI at all stages. The MEL design had ensured Do No Harm and inclusivity in terms of gender, ethnicity, and disability.

In life skill intervention, project has developed of a comprehensive curriculum consisting of; menstrual hygiene, family planning, assistance in registering for birth certificates and citizenships, gender-based violence and existing gender stereotypes within their communities which seeks to address daily challenges Musahars face. All information regarding to the project beneficiaries had maintained confidential and treated as one of the safeguarding priorities.

Theory of Change

Assumptions in the theory of change (ToC) regarding barrier, activities, assumption, outputs, and intermediate outcomes appear to hold true. In ToC, project has assumed following barriers:

- Musahar families are landless and illiterate, and education is the last priority as extreme poverty prevents them from affording the direct and indirect costs of schooling, including fees and uniforms.
- Musahar girls experience significant social exclusion from instruction and curriculum (and a lack of access to local language resources) and discrimination from teachers and peers, who see them as uneducable.
- The education system excludes Musahar girls; educators have insufficient capacity to differentiate instruction and curriculum to cater to marginalised girls, and discriminate against them through their attitudes and actions. Musahar girls lack

access to specialised support required to overcome their circumstances and maintain participation in education.

- Musahar girls are unable to increase their income earning capacity or secure employment as they lack access to training on required knowledge and skills. Income earning is erratic, and Musahars are unable to save or invest in their future aspirations.
- There is a pervasive lack of awareness of rights and gender rights; alcoholism and substance abuse are rampant, and many Musahar girls experience serious concerns for their security and safety en route to school.
- Early marriage and motherhood are prevalent amongst Musahar girls, disrupting their schooling and resulting in dropout, and resulting in poor health and nutrition, and exclusion control over from marital and reproductive decisions.

To overcome such barriers, the project targets Musahar exclusion from education and employment through a set of interrelated interventions which direct response to exclusion from education due to out of school, a 4 month Accelerated Learning Program (ALP) provides a free, immediate and intensive intervention to improve literacy and numeracy skills for 7,500 girls. This can address exclusion from education, and address the lack of aspiration towards education through demonstrating that education leads to further opportunities.

Recognising that Musahar girls are facing different challenges under different circumstances, the project offers an Education Transition Program (EDUTP) and an Employment Transition Program (EMTP).

Street Child has core competency on behaviour change and capacity building which reflects in Theory of Change, and are crucial to challenge the multiple discriminations endured by Musahar girls.

The elements of the Theory of Change together (i) increase the capacity of community educators, recruited and trained from local communities, contribute a critical mass of capacity to work with marginalised Musahar girls in the region; and (ii) increase the capacity of government representatives and community organisations. The latter will include additional training and coaching on (i) child protection; (ii) gender responsive programming; (iii) participatory monitoring and evaluation tools; and (iv) developing evidence base to advocate for further action from national and regional governments.

Risk assumption

The study concludes the following as key risks which need to be mitigated:

Risks	**Proposed Actions**
Lack of parental support in Girls education	Project needs to prioritise efforts to bring about behavioral and attitudinal changes amongst parents and guardians.
Lack of coordination with local government and schools	Project should rigorously coordinate with local government and schools. They should be orientated regarding project-related activities and align with their activities where possible. At least bi-monthly coordination meeting should be run where the project team shares their progress so far and future plans.
Enrolling girls that do not meet selection criteria	The project should closely monitor selection criteria during enrollment and should train their staff regarding selection criteria. This can be difficult due to girls not always owning birth certificates, making it challenging to determine their age.
CEs do not seem confident enough to deliver Teaching at the Right Level (TaRL) Skills	Project needs to train their CEs and monitor and supervise frequently to boost their TaRL teaching and learning skills.

6.2 Recommendation

The rationales' for recommendations are based on findings are given as bellow:

S.N.	Recommendation	Rationale	RAG Rating
	Monitoring, evaluation and learning of the project		
1.	Operational definition and strategy of project intervention could be needed for intermediate outcome 4 and all to make clear understanding from central and field level staffs. The school support programme/ interventions need to add in project MEAL.	To, achieve intermediate outcome 4 the project has "Average score in school teacher's inclusion of marginalised children" and "% of girls reporting conducive class environment" indicators. To ensure understanding of these indicators, the operational definition and strategy of implementation is needed. In addition to this, the school support programme/ interventions are missed in project MEAL.	
2.	Audio or phone learning classes should not be option of Learning centres (**Outcome 1**)	In the scenarios of COVID-19 pandemic, the project has proposed the audio or phone learning classes than learning from learning centers (physically). In Nepal, published and unpublished study concluded that distance or audio, phone, or online learning is ineffective. The project needs to re-think their strategy. The project should run learning center maintain physical distance or shift wise classes in the present scenarios.	
3.	Parent focused interventions to be needed to aware their girls education and employment. **)utcome 3.2)**	In the survey, nearly half of the parents (42.9%) did not want to support their daughters' education. Most of the project indicators are directly and indirectly related with parents, without parental support it is impossible to achieve most of the indicators. In this scenario, project need to think and develop intervention related to parents.	
4.	nployment transition programme need to be specific and operational plan **)utcome 2)**	After reviewing the project documents, a lack of operational plan was noted (in which job they have to engage, how they engage and where to engage and who are the potential agencies and people to support employment transition programme, curriculum of vocational training and skill testing etc) regarding employment transition, which is needed immediately after completing after 4-month ALP classes. Otherwise, there will be confusion amongst girls and may delay the required achievement.	
5.	The project should develop a basic vocational training curriculum and provide CTEVT skill test certificates to girls after training **(Outcome 2)**	The majority of the girls and their parents were found interested in vocational trainings, employment, and self-employment opportunities when surveyed. Before transition, the project needs to identify beneficiary interests in various vocational trainings and plan accordingly. The project needs to develop a basic vocational training curriculum and provide CTEVT affiliated/approved skill test certificates to girls after training in order to support girls in finding employment or to become self-employed by starting their own business.	

6.	equently monitoring and supervision needed for ALP classes (particularly attendance, learning achievement and drop-out) even girls parents how they perceiving their girls education and transition. **O. 1)**	As we are aware, the Musahar girls and their families are socially, educationally, and economically vulnerable and marginalised. Therefore, they are often forced into early marriage, engaged in domestic work and wage labour, and may be engaged in bonded labour to support families to pay off incredibly large debts. This will affect the project interventions. Also, individual girls' tracking and recording progress in terms of their educational learning is required and needs to be communicated to their parents for encouragement.	
	Design		
7.	ıe capacity of community educators needs to be enhanced in terms of modern technology and pedagogy and they need to boost their skills time-to-time. 0.2)	The literacy and numeracy levels of project beneficiaries are initially very low (at beginner level). Learning centers will be serving learners across a wide age range of age group (10-18 years old). Most beneficiaries have dropped out from school within the last 5 years and 1 in every 4 girls has never gone to school, it will be a challenge for these girls to get similar learning achievement because of each girl has unique, specific need and skills. In this scenario, the community educators (CEs) need to equip their skills to teach in modern pedagogy. TaRL is an apt pedagogy for this group of girls. However, some CEs need to refresh their skills and knowledge of TaRL as indicated by the assessment.	
8	Operational definition needs to be developed to achieve the life skill target especially practice/behaviour. (**Outcome 1.3**)	In the baseline survey, the majority of the girls were found to have low life skill in all components; therefore the project may need to reconsider their target related to life skill components related their practice/behaviors considering the COVID-19 situation and project period because the behaviors cannot be changed with in the short period.	
9.	In Life Skills Component (LSC) the project, need to address, vital registration services issues can interact with girls and representative local level government. **(Outcome 1.3)**	In baseline survey, the majority of the girls were completely unconfident in going for vital registration services due to their lack of legal knowledge and legal barriers (for instance, regarding child marriage that they could not make marriage certificate), therefore the MNM project may need to consider and address these issues within its Life Skills Component (LSC) intervention and can interact with girls and representative of local government.	
10.	The MNM projects need to change the indictors related to birth certificate and citizenship cards and its utilization (**Outcome 3 and IO 4.2**)	After reviewing the project document, it was found that the indicators for Outcome 3 and IO 4.2 are directly related laws of government and these issues are prevalent from several years in Nepal. The project can increase knowledge and attitude and skill regarding to birth certificate and citizenship card but the project may not be able to directly support them to make their citizenship card as parents are required to have their Nepali citizenship card for their children to receive one. In these indicators, project need to develop their operational plan to achieve the indicators or need to change their indicators.	

Sustainability			
11.	Representatives of Ward and Palika levels need to be informed and engaged with project intervention from the beginning. **(Outcome 3)**	Initial findings on systems-level sustainability indicated that the project might face challenges in adopting TaRL as one of their key pedagogical approaches for informal or non-formal education. Almost all of the Palika representatives when interviewed expressed their lack of knowledge of TaRL and the MNM project and its interventions. The qualitative data indicates that it will be challenging to meet the indicator "No. of new (non-participating) Ward/ Palika level interventions linked to education of Musahar girls".	
12.	ıe MNM projects need to develop coordination and collaboration mechanism early with schools to facilitate the transition of beneficiaries into formal education and the development of comprehensive SIPs. **)utcome 3)**	It was found, in qualitative study that none of the schools were aware about the MNM project and has developed SIPs targeting marginalized/Musahar students/girls. Thus, MNM Project needs to engage and inform targeted schools from the beginning when girls are being enrolled.	
Evaluation questions			
13.	At this evaluation point, baseline values for the next evaluation points are established. However, the evaluation questions below are proposed in MEL framework and work for next evaluation point: A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities? B. What worked in how the project facilitated learning amongst most marginalized girls? C. What worked in how the project facilitated the transition of most marginalized girls into education or income earning opportunities? D. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?		