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NEPAL ADOLESCENT GIRLS' EMPOWERMENT ASSESSMENT

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ACRONYMS AND ABBREVIATIONS

AGF	Adolescent Girls' Focus
ASRH	Adolescent Sexual and Reproductive Health
CAC	Community Action Center
CBO	Community-based Organization
CDO	Chief District Officer
CEFM	Child, Early, and Forced Marriage
CLC	Community Learning Center
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
DDC	District Development Committee
DEO	District Education Office
DFID	Department for International Development (UK)
DPHO	District Public Health Office
E/C/R	Ethnicity, Caste, Religion
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GBV	Gender-based violence
GEWE	Gender Equality and Women's Empowerment
GEMS	Gender Equity Movement in Schools
GGRI	Global Girls Research Initiative
GoN	Government of Nepal
INGO	International Non-Governmental Organization
IP	Implementing Partner
JTA	Junior Technical Assistant
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex
MEC	Minimum Enabling Condition (MEC)
NGO	Non-governmental Organization
ODF	Open Defecation-free
PTA	Parent-Teacher Association
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
STI	Sexually Transmitted Infection
UN	United Nations
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USG	United States Government
VDC	Village Development Committee
WASH	Water, Sanitation, and Hygiene
WCF	Ward Citizen Forum

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I. EXECUTIVE SUMMARY

ASSESSMENT PURPOSE

The goal of the assessment is to identify opportunities for the U.S. Embassy to invest in and develop strategic partnerships to improve adolescents' lives, particularly emphasizing girls' empowerment, focusing on their access to quality education. The assessment's dual objectives are to:

1. Assess the barriers to and opportunities for adolescent girls' and boys' access to secondary school education, health, and safety.
2. Map current donor and civil society interventions targeting 10-19-year-old girls and affecting their access to and completion of secondary school education, and provide recommendations for interventions to support the US Global Strategy to Empower Adolescent Girls, including a set of 3-6 districts where interventions could be most impactful.

ASSESSMENT BACKGROUND

To support the US Global Strategy to Empower Adolescent Girls, the U.S. Embassy in Kathmandu undertook this assessment to inform U.S. Government agencies in Nepal about key populations, geographic areas, and types of interventions where additional investments and interventions to empower adolescent girls are likely to make the most impact and correspond with stakeholders' priorities.

ASSESSMENT QUESTIONS AND METHODOLOGY

The scope of work (SoW) provided thirty-five research questions to guide development of the assessment, covering the following focal issues: demographics of girls' education, early marriage, and violence against women; main barriers to completing secondary school, including drug use; gender norms and discrimination; child, early, and forced marriage (CEFM); adolescent sexual and reproductive health (ASRH) services and information; gender-based violence (GBV) and safety; migration; opportunities, aspirations, and role models; media as a source of information; and local stakeholder, non-governmental organization, and government roles in supporting girls' educations.

The assessment design included: consultations in Kathmandu with I/NGO and Government of Nepal representatives; a literature review; analysis of demographic data; and interviews, focus group discussions (FGDs), and a brief adolescent survey of FGD participants. Fieldwork was conducted in a rural, urban, and semi-rural VDC in each of six selected districts: Baitadi, Kapilvastu, Nuwakot, Saptari, Sindhupalchowk, and Surkhet. Stakeholder groups included district officials and NGOs, school and other local officials, teachers, community leaders, parents, and girls and boys ages 10-19. In all, 334 interviews with adults and 56 focus groups with 414 in-school and out-of-school adolescents were conducted.

FINDINGS

Demographic Findings and Background

Education

To assist with selecting districts for fieldwork, the assessment's scope of work called for determining which 15 of Nepal's 75 districts have the lowest education outcomes. Given that many indicators are used to measure and track education outcomes, developing an overall assessment involved constructing composite education scores to show how districts rank against each in six categories: net enrollment rates, attendance rates, repetition rates, dropout rates, average marks in final examinations, and literacy rates. No single district had the best or worst ranking on all 23 indicators. At the same time, most of the 15 lowest-scoring districts had particularly low rankings with respect to net enrollment rates for primary school (grades 1-5) and lower secondary school (grades 6-8), as well as for attendance rates at all four age levels. Among the 15 lowest ranking districts, five are in the Mountains, three in the Hills, and seven in the Terai. Out of this, three districts; Kapilvastu, Sindhupalchowk, and Saptari are fieldwork districts. Among the three other fieldwork districts, Nuwakot (30) and Baitadi (41) rank in the middle, and Surkhet (49) ranks in the top quintile.

For the purposes of this assessment, education outcomes among ethnic/caste groups were also measured comparatively. Among the larger groups, the Musahar (Madhesi Dalit), Dusadh/ Pasawan/ Pasi (Madhesi Dalit), and Bin (Madhesi Other Caste) had the lowest average rankings for both girls and boys.

Child early and forced marriage (CEFM)

The proportion of married adolescents has declined steadily from 1981 through the 2011 Nepal census, but nevertheless remains very high; in 2014, 25% of adolescent girls aged 15-19 were married. Geographic variation is substantial. Urban women 15-19 were about half as likely as their rural counterparts to be married, while the Mid-Western Mountain region had the largest proportion of married 15-19 year old girls (36%), followed closely by the Mid-Western Hills (35%), Central Terai (33%), and Mid-Western Terai (32%). Among the fieldwork districts, Baitadi, Kapilvastu, and Saptari are among the 15 districts in Nepal with the highest proportion of adult females who got married between the ages of 10-14, with Baitadi and Kapilvastu being among only seven of Nepal's 75 districts where more than 20% of adult women were child brides.

The 2011 census indicates that marriage among 10-18-year-old girls and boys was most common among the five broad ethnic/caste categories: Madhesi Other Castes with literacy under 66% (10.2%); Madhesi Dalits (10.2%); Muslims (9.8%); Hill Dalits (7.8%); and Madhesi Other Caste with literacy 66% or more (7.7%). Despite ethnic/caste differences in the prevalence of early marriage, the Girls Not Brides 2014 survey of young married women (<=24 years) found insubstantial differences between Dalit and non-Dalit girls under 18 in terms of the type of marriage they had: arranged marriage was most common (59% of Dalits and 63% of non-Dalits), followed by elopement (32% and 29%), and forced marriages (9% and 8%).

Violence against women

The 2011 Demographic and Health Survey found that almost 10% of 15-19-year-old women had experienced physical violence since age 15, and 6% reported experiencing it often or sometimes. Among the same age group, among young women who had had sexual intercourse, 29% said that their

first experience was against their will. Like early marriage, prevalence of violence varies across ethnic/caste groups. The Nepal Social Inclusion Survey found that Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological, physical, and sexual spousal violence, while Madhesi Dalit and Newar women reported experiencing the highest proportion of physical violence in their communities.

Fieldwork Findings

Barriers to completing secondary school

Dropout in secondary school peaks in grades 8 and 10 for both girls and boys. Lack of money for school-related expenses, along with stress from parents' economic or alcohol-related problems are the most salient drivers of secondary school dropout common to both girls and boys. However, the contrast between the other major difficulties that adolescent girls and boys face staying in school and doing well underscores that, in Nepal, education is a "gender issue."

- The most serious barriers girls face are heavy burdens of household chores, arranged marriage and elopement, menstruation, and parents' unequal treatment of daughters compared to sons and failure to value their educations.
- In contrast, boys often do poorly and drop out because of drug or alcohol use and because of the pressures and responsibilities involved in having to contribute to their families' economic well-being, either by earning money in Nepal or by migrating for a job.
- In school, poor infrastructure, classroom crowding, teacher absence, and generally low quality teaching inhibit both girls' and boys' success. However, girls and boys have dramatically different experiences with respect to teacher treatment. Teachers often give less help to struggling girls, disregard or ridicule them in class, and sexually harass and abuse them. Boys are more likely to face beatings and other corporal punishment, although girls reported being beaten as well.

Addressing these gender-specific barriers requires gender-sensitive, gender-targeted programs. In other words, empowering adolescent girls to stay in school and do well should be supported through a focus addressing arranged marriage, menstruation, and social norms devaluing girls' education.

Gender norms in families and parents' roles

Both boys and girls spoke repeatedly about "*discrimination between sons and daughters*," especially with respect to family investment in sons' educations and not daughters', requirements on girls to forego school for household work, and limitations on girls' mobility -- all of which pose direct barriers to girls' schooling. This phrase came up again among both adolescents and adult stakeholders with respect to GBV and safety issues, indicating that, for many, gender discrimination in families is so unfair that it is termed "violence." This finding, combined with parents' own reports of their expectations of daughters and sons, underscores that any efforts to support girls' improved educational attainment must engage parents, both by reinforcing the value of girls' education to their futures and by directly addressing discriminatory gender norms.

Child, early, and forced marriage (CEFM)

The overwhelming majority of stakeholders in all fieldwork districts reported that early marriage 14-18-year-old girls remains a problem in their areas, both because of marriages arranged by parents and because of adolescents' decisions to elope for "love marriages." Adult stakeholders noted that girls who

get married while in grades 7-8 are likely to drop out of school, while girls who delay marriage until grades 10-11 are more likely to obtain their SLC and may continue to 12th grade.

Fieldwork findings support other research indicating that parents remain the primary decision-makers with respect to their children's marriages. Many girls reported that parents force uncooperative girls to marry, and they generally feel they have no family or community support to oppose determined parents. Boys also reported feeling strong parental pressure, especially in Kapilvastu and Saptari, but also acknowledged that parents generally consider boys' input and do not act against their will. Adolescents mainly discussed elopement as a possible preemptive response to an unwanted arranged marriage, rather than as "love marriage." The overwhelming majority of girls and boys in the FGDs agreed that education before marriage gives girls a better life. This contradiction between adolescents' attitudes and behavior merits further research as a step to devising effective campaigns against elopement.

The main barriers to enforcing laws against CEFM are gender norms driving acceptance and expectations of early marriage, which lead to low reporting, political protection, and little punishment as a deterrent. Elopement poses particular challenges, first because laws are aimed at parents as decision-makers, not at adolescents, and second because a law enforcement approach is unlikely to be effective against adolescents.

Adolescent sexual and reproductive health (ASRH)

The vast majority of adolescent and adult stakeholders agreed that most adolescents have at least some access to sexual and reproductive health services, including contraception, help with menstruation, and basic obstetric and gynecological care. VDC health posts, hospitals, and district health centers are their most important sources of services, although about one-quarter of FGDs and interviewees said NGOs provide ASRH services. NGOs are also an important source of ASRH information for adolescents, following media and FCHVs as the most common sources of information for both adolescents and parents.

Girls' shyness, shame, and fear of judgment, along with lack of information and knowledge about ASRH services and the need for them, were the most commonly cited barriers to adolescents using ASRH services. These barriers underpin girls' and other stakeholders' recommendations: raising awareness about the services available, educating parents so they can provide information and support, and ensuring more women health staff and more privacy in service provision. Girls also strongly recommended providing private, clean toilets for girls and boys, sanitary pads and appropriate disposal facilities, pain medication, and menstruation education to combat stigma. These findings indicate a relatively uncommon situation, one where straightforward provision of materials, infrastructure, and information as primary inputs seems likely to be successful in supporting stakeholders' objectives and creating change.

Gender-based violence (GBV) and safety

Fieldwork supports existing evidence that girls face violence and the threat of violence in all areas of their lives, and they are keenly aware of the gender injustice that underpins it. At home, girls face domestic violence, child abuse, and rape. On the way to school, girls face harassment and sexual assault, as well as gossip and "backbiting" accusations against their characters based on their mobility through public space. In school, girls face sexual harassment from boys and sexual humiliation and abuse by teachers, as well as "punishment" meant to enforce rigid gender norms. Boys are among the principal perpetrators of sexual harassment and violence against girls, but they also face violence: at home, from

potentially abusive family, in school, from teachers using corporal punishment, and from other boys bullying them.

Adolescents mainly rely on family members, police, teachers, peers, and NGO/CBOs for help addressing gender-based violence. Teachers and NGO/CBOs, along with media, are the most common sources adolescents use to learn about GBV and would likely be effective means of communicating new information to them.

Migration

Fieldwork findings show that remittance can contribute to parents' increased investment in adolescents' educations. However, stakeholders also overwhelmingly reported negative perceptions of migration's effects. A parent's migration means less effective parental engagement with children, heavier burdens of household labor on girls, and heavier community and farm labor burdens on boys. The ubiquity of migration as a source of income for young people puts pressure on boys, and sometimes girls, to leave school themselves and migrate to earn income. Tellingly, although about half of boys' FGDs consider migration as a viable opportunity, for the most part, migration is not among boys' aspirations. These findings paint a picture of families under economic duress and both girls and boys taking on adult roles as a method of coping. No single program can mitigate the impact of migration as a broad economic phenomenon; however, aligning school-based education to opportunities for young people to generate income in Nepal is likely to generate support from adolescents and parents alike.

Opportunities, role models, and aspirations

Across all districts, there was an overall sense among stakeholders that adolescent girls' and boys' opportunities are few, would not provide a decent income, and are dependent on the financial support that a family is willing or able to give to support a girl in starting a business or pursuing additional training or education. The most commonly cited opportunity for girls, both with and without an SLC was vocational training, especially in sewing, knitting, weaving, and beautician skills. Substantial minorities cited starting a business with those skills or opening a small shop, non-formal education, and agricultural work as other possibilities. For girls who obtain an SLC, further education and/or getting a job, including a professional job, are also seen as viable options under some circumstances.

There is a strong tension between the reality of these very limited opportunities and the majority of adolescents' aspirations, which include completing secondary school: more than four-fifths of girls and boys in the FGDs agreed that completing their SLC will help them have a better future and do the work they want to do. Among school-going girls and boys, an overwhelming majority aspire to a career, with teaching and becoming a nurse or doctor topping the list for both boys and girls and corresponding to the professionals that they cited as role models. These findings strongly suggest that improvements in adolescent educational attainment will be achieved through a combination of mentoring, exposure to a wider variety of opportunities and role models, and concrete assistance with the barriers they face to schooling.

Adolescents' priorities

Half of the girls' focus groups said they would prioritize ending discriminations between sons and daughters, and about a third of girls' and boys' groups combined said they would end arranged marriage, ethnic/ caste/ religious discrimination, and/or problems with menstruation and lack of water and proper sanitation and privacy in school toilets. Interventions to empower adolescents in relation to girls' education should take these recommendations into account.

Schools' and local stakeholders' roles

Discussion with the stakeholders most likely to impact adolescents' lives highlighted their work to support young people, the difficulties they face, and recommendations to overcome these difficulties.

- Teachers' and school heads' main message was that, despite their efforts to talk to parents about children's attendance, they perceived parents to be often disengaged and unresponsive, citing reasons such as parents being too busy and because they do not understand the value of education, especially for girls.
- VDC officials and WCF members described institutional and individual efforts to combat child marriage, including refusing to register them, organizing meetings, and talking directly with parents. Very few described collaborations with district officials or NGOs.
- Health post officials emphasized that, although they do serve adolescents, their programs are not tailored to them. A combination of budget cuts to ASRH programs in schools, parents' lack of support for ASRH education, and stigma and fear among adolescents regarding sexual and reproductive health issues create additional barriers.
- Among CBOs, child clubs and social mobilizers focus more on early marriage and education than other types of CBOs, while FCHVs and mothers' groups focus the most on menstruation.

The most common relevant school- and community-based activities described are those that engage parents, provide scholarships and loans, raise awareness about CEFM, and address menstruation and WASH difficulties in schools. However, few programs described are explicitly girl-centered. Additionally, mentoring, skills building, and vocational training were notable gaps. There is also a disjuncture between local stakeholders' recommendations and what may be realistic to accomplish via a programmatic approach; the majority of stakeholders emphasized the need for more scholarships funding and fixing myriad issues with the education system, generally, in addition to the need to strengthen parental engagement.

District government and NGOs' roles

District officials highlighted four general types of government programs they think are effective: government scholarships; awareness campaigns against child marriage, dowry, gender-based violence, and discrimination; support for child clubs and child-friendly governance; and gender equality policies, including the requirements for female teachers, gender focal teachers, and gender focal points in the districts. Among other recommendations, they suggested increasing coordination among stakeholders at different levels and more training for adolescents related to income generation, jobs, and technical skills. These parallel recommendations from NGOs based in Kathmandu.

RECOMMENDATIONS

Recommendations below build on stakeholders' recommendations and priorities, especially those of adolescents. They also take into account intersection with good practices reviewed and alignment with the *School Sector Development Plan 2016-2023* and the *National Strategy to End Child Marriage in Nepal*. Overall, consideration should be given to programs and policies that privilege Madhesi Dalit and Madhesi Other Caste groups, who have lower education outcomes and experience higher prevalence of early marriage and violence against women than other ethnic/caste groups.

Education policy

- Separate toilets and water in schools. Support full implementation of policies to create “gender sensitive learning environments” that include the Minimum Enabling Condition (MEC) of separate girls’ and boys’ toilets plus water in secondary schools.
- Gender focal point networks. Ensure district and school-based social support structures for gender equity at both basic and secondary school levels, especially “strengthening the national gender education and gender focal point network to address gender-based violence in schools.”
- Female teachers. Improve compliance with reservation quotas for female teachers and teachers from underrepresented ethnic groups, recognizing that female teachers are most underrepresented at the secondary level,¹ and understanding that these teachers are most likely both to serve as resources for students experiencing violence in school and to serve as professional role models for girls. Build opportunities for skills training for these groups to ensure they can provide quality education and improve their own career opportunities.
- Teacher training. Ensure training opportunities for all teachers, especially female teachers, including the knowledge and skills to deal with the issues of gender-based violence at schools.
- National vocational education policy. Ensure that the Ministry of Education’s technical vocational curricula for the secondary level (classes 9 to 12) and National Vocational Qualifications Framework to accredit institutions that deliver vocational education emphasizes market-driven training opportunities and expands beyond sewing and knitting for girls.

Child, early, and forced marriage (CEFM) and discriminatory gender norms

- Strengthen child clubs. Increase and strengthen child clubs and both girls’ and boys’ participation, recognizing that child clubs both lead activities to raise community awareness about the detriments of early marriage and motivate adolescents to stay in school and avoid elopement by creating safe spaces for girls and boys to exercise leadership and interact with peer networks.
- Scale-up existing community efforts. Build on existing community-based efforts among Ward Citizen Forums, social mobilizers, and local officials to campaign against child marriage and dowry-based violence by facilitating better coordination and networking with district government and NGOs and supporting the use of existing platforms, such as the Child Friendly Local Governance framework and “Child Marriage Free VDC” achievement goals. These efforts should continue to engage both men and women and to encourage men -- as fathers and community leaders -- to speak out against CEFM.
- Engage mothers, fathers, and guardians. Support activities to communicate with parents regarding the value of girls’ education and its connection to girls’ potentials for income generation and better futures. Emphasize the need to share household chores equitably between daughters and sons, so that daughters can have adequate time to study and participate in child clubs and other enriching activities. Given the stress most parents face and their limited time, consider media communication or door-to-door campaigns, rather than activities that rely on parents traveling to schools or other locations.

Menstruation and adolescent sexual and reproductive health (ASRH)

- Minimize the stress of menstruation for girls in schools. This recommendation generated consensus from all categories of stakeholder, at all levels, and addresses one of the most significant barriers to girls staying in school and learning. In addition to providing separate, clean

toilets for girls and boys, schools should ensure that toilets have appropriate menstrual pad disposal facilities. Girls should be provided with easy, discreet access to pads in schools and taught how to make pads for regular use. Pain medication should be regularly available to girls in schools and at health facilities to manage cramps. Community organizations and health posts should conduct menstruation education as part of overall education about puberty and ASRH to combat stigma and discrimination. The Child Health Division of the Department of Health has a committee on menstrual health management that could support coordination.

- Raise awareness about existing ASRH services and the need for them. This was a priority for at least half of the adolescents' groups, and all stakeholders cited lack of awareness about available services and why they are important as a substantial barrier to adolescents using services. Media, FCHVs, and NGOs, along with school and teachers, especially health teachers and female teachers, are vital sources of information for adolescents.
- Tailor programs to meet adolescents' needs. Existing family planning and other sexual and reproductive health programs and services should be revamped to meet adolescents' needs, which include learning about puberty and basic reproductive health, in addition to contraception.
- Support hiring and retention of more women health staff. This recommendation will enable unmarried and married adolescents, as well as older women to feel more comfortable accessing all kinds of health services. Men health professionals should also be trained to address young women's needs appropriately.
- Develop and enforce stricter guidelines regarding physical privacy and promotion of confidentiality measures among health service providers. This is also a priority for adolescents.

Gender-based violence (GBV) and safety

- Prevent and respond to harassment, abuse, assault in schools. Respond to adolescents' recommendations to focus on preventing and responding to GBV, specifically teachers employing abusive behaviors. This would include formalizing school and community-based resources for students experiencing abuse in school and on the way to school and disciplinary measures against teachers employing abusive behaviors. NGOs currently focused primarily on other aspects of GBV that do not focus on adolescents could be encouraged to do so.

Opportunities and workforce development

- Increase visibility of diverse role models and scale-up mentoring programs. Although few district or local-level stakeholders spoke about mentorship and role models, NGOs at the national level strongly support this recommendation, and mentoring is a documented good practice with a variety of programmatic models. Adolescents' aspirations are limited by their role models, who are largely people in their communities. Thus, sponsored interaction between local or district-based role models and adolescent girls, boys, and parents is most likely to resonate with them, and a broader range of potential role models is likely to broaden aspirations.
- Match vocational and skills-based education to adolescents' aspirations. Although a large-scale expansion of vocational education and skills training at the secondary school level and for out-of-school adolescents may not be feasible, expanding technical, agricultural, and health-related training and exposure to such careers might be. For girls, whose aspirations do not match with the available training in tailoring and beautician skills, this is critically important.

II. ASSESSMENT PURPOSE

The goal of the assessment is to identify opportunities for the U.S. Embassy to invest in and develop strategic partnerships to improve adolescents' lives, particularly emphasizing girls' empowerment, focusing on their access to quality education. The assessment's dual objectives are to:

1. Assess the barriers to and opportunities for adolescent girls' and boys' access to secondary school education, health, and safety.
2. Map current donor and civil society interventions targeting 10-19-year-old girls and affecting their access to and completion of secondary school education, and provide recommendations for interventions to support the US Global Strategy to Empower Adolescent Girls, including a set of 3-6 districts where interventions could be most impactful.

III. ASSESSMENT BACKGROUND

To support the US Global Strategy to Empower Adolescent Girls, the U.S. Embassy in Kathmandu undertook this assessment to inform U.S. Government agencies in Nepal about key populations, geographic areas, and types of interventions where additional investments and interventions to empower adolescent girls are likely to make the most impact and correspond with stakeholders' priorities. The U.S. Embassy seeks to engage the full range of U.S. government agencies in Nepal to leverage their resources and expertise to empower adolescent girls throughout the country, and particularly through diplomacy, public engagement, and programmatic interventions.

In operationalizing the U.S. Global Strategy to Empower Adolescent Girls, the U.S. government has the unique opportunity to work across agencies and with an array of external partners to better focus programs and advocate for stronger laws and policies to ensure that adolescent girls stay in school and are empowered to succeed later in life. Programs and activities align with the "whole-of-girl" approach and address the range of challenges girls face throughout adolescence, including early marriage and pregnancy, lack of access to reproductive health care, stigma and lack of facilities related to menstruation, gender-based violence (GBV), and discriminatory social norms. Cutting across traditionally separate areas of development, the programs build on the U.S. government's strategic priorities to promote resilient, democratic societies in the areas of greatest need and where potential impact is largest. In particular, the programs contribute to the March 2016 United States Global Strategy to Empower Adolescent Girls, as well as the U.S. Strategy to Prevent and Respond to Gender-based Violence Globally and the USAID Vision for Action to End Child Marriage and Meet the Needs of Married Children.

Nepal is an appropriate country to operationalize the U.S. Global Strategy to Empower Adolescent Girls, in large part because, in addition to being limited by the institutional shortcomings remaining in the public education system, girls' educations are limited by gender norms that undervalue their educations and discriminate against them in myriad ways. Nepal ranked 123 out of 144 countries in terms of gender equality in educational attainment in the 2015 World Economic Forum's Gender Gap Index.^[2] On average, at the secondary school level, girls accounted for 57% of the out-of-school population in 2014.^[3] For 10-16 year olds, being married is the strongest single factor increasing the likelihood that an adolescent will not attend school,^[4] and married girls in Nepal are 14 times more likely to be out of school than their unmarried peers.^[5] Although the legal age of marriage in Nepal is 20, it has one of the

highest rates of CEFM in the world. In 2014, 37% of young women aged 20-24 had been married before age 18, and 25% of 15-19 year-old girls were already married.^[6] Other factors strongly associated with being out-of-school are being from the poorest wealth quintiles, being disabled, being from a disadvantaged caste, and being from the Central or Western Development Regions of Nepal.^[7] The aftermath of the earthquakes on April 25 and May 12, 2015 – displacement, ongoing reconstruction, and reduced access to resources in many districts – have heightened concerns about women and girls' security and reduced both girls' and boys' abilities access to education.

Addressing these challenges, the U.S. Embassy in Nepal prioritizes the empowerment of women and girls in its integrated country strategy, and U.S. government agencies maintain a variety of programs and relationships to support this objective. For example, USAID/Nepal has a full-time Gender Equality and Social Inclusion Advisor and maintains strong partnerships with the Government of Nepal's (GoN) Ministry of Education, Ministry of Health, and Ministry of Women, Children and Social Welfare. The Peace Corps, which led the way globally for Adolescent Girls Focus Country efforts, operates Girls Leading Our World (GLOW) and Boys Reaching Out, Boys Respecting Others (BRO) camps that address gender and caste, as well as nutrition and other issues. The Department of Justice operates ICITAP, the International Criminal Investigative Training Assistance Program, which trains law enforcement and supports investigation of trafficking in persons (TIP) crimes. The Department of State engages diplomatically to advance gender equality and empower women and girls. Its Public Affairs Section runs academic and professional exchanges, youth outreach, and public diplomacy programs focused on encouraging women and girls' education, especially science, technology, engineering, and math (STEM) education and higher education, including Education USA and Fulbright. Outside of the GoN and the USG, there is strong support for girls' education within Nepal's civil society and a range of foreign missions, bilateral donors and international organizations.

IV. RESEARCH QUESTIONS AND METHODOLOGY

A. RESEARCH QUESTIONS

The scope of work (SoW) provided thirty-five research questions to guide development of the assessment, including the more specific interview and focus group questions. These research questions are summarized below; the full text of each research question can be found in *Annex 8: Assessment Design*. Interview and focus group guides can be found in *Annex 7: Data Collection Instruments*.

Demographic questions

Seven questions guided selection of districts for fieldwork and provide context for the assessment's findings by asking about:

Assessment Focal Issues

- Demographics
- Main barriers to completing secondary school
- Gender norms and discrimination
- Child, early, and forced marriage (CEFM)
- Adolescent sexual and reproductive health
- Gender-based violence (GBV) and safety
- Migration
- Drug use
- Opportunities, aspirations, and role models
- Media as a source of information
- Local stakeholder, non-governmental organization, and government roles

- Grades with the highest dropout rates.
- 15 districts with the lowest education outcomes for girls
- 15 ethnic/caste groups with the lowest education outcomes for girls and boys and districts of concentration
- Proportion of students with disabilities in the identified districts
- Districts with the highest prevalence of CEFM
- Ethnic/caste groups with highest CEFM and GBV prevalence

Issue questions

Eighteen research questions address the intersecting issues that affect girls' and boys' abilities to complete secondary school and their prospects for securing livelihoods.

- **Barriers to education.** Three questions address the most salient barriers to girls' and boys' schooling, how they relate to gender norms, and how they intersect with school and local governance challenges. Questions about drug use and its impact on education were added following the fieldwork pilot, given the focus of some Department of Justice work.

- **CEFM.** Four questions guided identification of patterns of early marriage and pregnancy and their relation to school dropout, as well as the drivers of early marriage and the barriers to implementing Nepal's laws against it, which are described in *Findings - CEFM*.
- **Adolescent sexual and reproductive health (ASRH).** Five questions address what services are available and where, barriers to access and participation, sources of information, and questions adolescents have.
- **GBV and safety questions.** Three questions address the forms of violence experienced by girls and boys, the resources they have for assistance, and their sources of information.
- **Migration.** Questions about migration were added following the fieldwork pilot, given the large proportion of adolescents' and their parents who migrate in Nepal and the importance of remittance to families.
- **Opportunities, role models, and aspirations.** Two questions address adolescents' opportunities, aspirations, and role models.
- **Media.** One question addresses adolescents' use of media as a source of information.

Intervention mapping and partnership questions

Ten questions address existing activities and programs related to the above issues, challenges for implementation, how stakeholders coordinate with each other, and recommendations or opportunities for collaboration and program expansion.

B. THEORY OF CHANGE

The assessment design and its broad range of questions are grounded in a “whole-of-girl” approach, based on evidence that no single area of intervention can be a “magic wand” to improve girls’ educational outcomes. The most successful approaches are comprehensive and multi-sectoral and engage the full range of stakeholders at all levels – schools, parents, communities, all levels of government, policymakers and policy implementers, and girls and boys.

The assessment design is based on the assumptions that, over time, a combination of project interventions and sustained policy and programmatic interventions by the GoN and civil society groups in target districts can:

- Reduce the institutional barriers within schools to girls and boys completing secondary school education and create an enabling environment for girls’ secondary education, in particular.
- Change gender norms to increase the value that families, communities, and relevant non-state institutions place on girls and girls’ successful completion of formal education.

The assessment’s overarching goal – to identify opportunities to invest in and develop strategic partnerships to empower adolescents, particularly girls, focusing on their access to quality education -- is grounded in the assumption that relatively small, strategic investments across a range of sectors can act as “accelerators” to existing efforts by giving them the means to improve sustainability or to add additional components that have been successful elsewhere. The innovation of this intervention is breaking down development silos to work on health, education, child protection, rule of law, and more simultaneously with the end goal of empowering girls.

The research design assumes that change is non-linear and multi-causal. Just as higher levels of girls’ secondary school education can contribute to achievement of other indicators of girls’ empowerment and progress toward gender equality, the multi-causal, multi-faceted aspects of gender inequality and gender-based disempowerment impede progress toward improved education outcomes. Specifically, any program interventions should be implemented as part of an explicit strategy linking higher levels of education and increased secondary school completion among girls and boys to progress toward indicators of gender equality and girls’ empowerment, such as:

- Lower rates of child marriage and experiences of GBV
- Job readiness as a path to economic empowerment
- Self-confidence in independent and cooperative decision-making.

C. METHODOLOGY

A more detailed description of the assessment’s methodology can be found in *Annex 1: Detailed Methodology and Data Limitations*.

Assessment design process

The assessment design and interview guides drew on a review of literature related to the assessment’s main issue areas in Nepal, as well as review of select program evaluations and lessons learned from adolescent girls’ empowerment efforts in other countries. *Annex 2: Annotated Bibliography of Girls’ Empowerment and Education Resources in Nepal* provides brief summaries of documents from the Nepal-

focused literature review. *Annex 3: Annotated Bibliography of Lessons Learned Empowering Girls around the World* is an annotated bibliography of lessons learned empowering girls around the world.

The design also draws on meetings carried out December 12-16, 2016 by a delegation that included the team leader, staff from CAMRIS International, and representatives from the U.S. Embassy, USAID/Nepal, USAID/Washington's Gender and Development Office, and the Department of State/Office of Global Women's Issues. The delegation sought input from GoN and NGO stakeholders based in Kathmandu, as well as staff of USAID offices and other Embassy sections and USG agencies in Nepal, including the Department of Defense, Department of Justice's ICITAP, and Peace Corps. A complete list of interviews with organizational representatives is in *Annex 5: Contact List of NGO and CBO Interviewees*.

Interviews in Kathmandu

Consultations and interviews in Kathmandu with representatives of central-level GoN agencies, NGOs, donors, and development partners provided a basis for understanding the context in which GoN policies and programs for adolescent girls' empowerment operate. They also provided the basis for mapping programs and projects that seek adolescent girls' empowerment in various ways and an opportunity to understand both the challenges they face and "what works." *Annex 4: Nepal Intervention Mapping* contains descriptions of programs and projects discussed.

Fieldwork sampling strategy

Field research involved a purposive, non-probability sampling strategy in several stages, with the overall objectives of centering research on districts across Nepal with poor outcomes for girls and selecting a diverse, broadly representative group of individuals within those districts.

Geographic Distribution of 6 Fieldwork Districts

District	Development Region	Eco Zone
Baitadi	Far-Western	Hills
Kapilvastu	Western	Terai
Nuwakot	Central	Hills
Saptari	Eastern	Terai
Sindhupalchowk	Central	Mountains
Surkhet	Mid-Western	Hills

Selection of 6 districts: Baitadi, Kapilvastu, Nuwakot, Saptari, Sindhupalchowk, and Surkhet. Selection factors included the following:

- Quantitative ranking based on an index score combining:
 - Averaged rankings on selected female education outcomes using the "District Education Ranking Index" developed for the assessment (33.3%)
 - % of married female population married between ages 10-14 (33.3%) and % of married female population married before age 10 (33.3%)
- Concentrations of disadvantaged ethnic/caste/religious groups
- High rates of domestic violence and trafficking
- Geographic distribution of districts across Nepal's development regions and inclusion of earthquake-affected districts (Nuwakot and Sindhupalchowk)
- Existence of USG-supported programs and programs responding to and preventing GBV.

More information about the quantitative ranking and the demographic data on which the sampling drew can be found in this report *Part V: Demographic Findings and Background*.

Selection of 18 Village Development Committees (VDCs) and secondary school communities. In each district, research was conducted in the district capital, a semi-urban location, and a logistically feasible rural location. As a group, VDCs were selected to ensure the inclusion of diverse ethnic, caste, and religious groups, with emphasis on disadvantaged ethnic/caste groups. Only VDCs with known civil society organizations (CSOs) and/or exposure to GoN or donor programs were selected.

Selection of adult stakeholders for interviews. In each community/VDC, field teams were required to conduct a minimum number of interviews with people from a common list of stakeholder categories; however, within the sampling criteria, and considering overall diversity of respondents within a district, they had latitude to select specific individuals.

Selection of adolescents for FGDs. Focus group participants were selected to create 56 girls-only and boys-only groups in age-specific categories of either 10-14 or 15-19 year old,

Stakeholders groups interviewed	Total
District officials	34
District I/NGOs and USG IPs	63
School and other local officials	70
Teachers	49
CBO and other community leaders	80
Parents (mothers and fathers)	38
FGDs In-School Girls	23
FGDs Out-of-school girls	17
FGDs In-School Boys	16
Total	390

Focus Group Participants			
	# of FGDs	# of girls/ boys	Average age
Girls	40	288	15.4
In-school	23	177	14.4
10-14	12	97	13.0
15-19	11	80	16.2
Out-of-School	17	111	16.8
10-14	2	13	13.8
15-19	15	98	17.2
Boys In-school	16	126	14.9
10-14	6	47	12.7
15-19	10	79	16.2
Total	56	414	15.2

with a target size of 8-10 individuals in a group. Emphasizing girls, the sampling plan called for about three times as many girls' FGDs as boys' FGDs, and although it included both in-school and out-of-school girls, it did not include out-of-school boys. School-going adolescents all attended public, government schools, with the exception of one FGD that took place in a Kapilvastu madrasa.^[8] Each FGD intentionally included girls or boys of different ethnic/caste/religious identifications, so that the assessment would include diverse perspectives. However, no focus groups captured and *isolated* the opinions of specific ethnic, caste, or religious groups (except the FGD with girls in a Kapilvastu madrasa).

Fieldwork data collection

Fieldwork goals. The long list of barriers to adolescent girls' empowerment and girls' and boys' completion of secondary school in Nepal are well-documented and borne out by USG experience in Nepal. The goal of the fieldwork was to identify common priorities for change among stakeholders and any significant differences across districts and among categories of stakeholders, so that stakeholders' priorities formed the foundation of recommendations.

Interview and FGD guides. All interviews and FGDs, except the Kathmandu-based interviews, used structured, open-ended interview guides tailored to eight categories of stakeholder: GoN and

Kathmandu-based organizations, district officials, district I/NGOs and USG implementing partners, school and other local officials, teachers, community leaders, parents, and adolescents. Some questions like the question about the two-to-three main barriers to girls staying in school were asked of *all* stakeholders, while others like those about school-based activities were only asked of selected categories of stakeholders.

FGD participant gender perceptions and demographic survey. At the end of each open-ended FGD, facilitators read statements to participants about specific gender norms and gender-related beliefs, and each girl or boy had the opportunity to agree or disagree by holding up a “smiling face” or a “frowning face.” Field teams also collected standard demographic information about each participant. While the results of group discussion can only be meaningfully summarized by group for each of the 56 focus groups, the gender perceptions survey data set allows analysis based on all 414 FGD participants’ potential responses.

Fieldwork process. Following a three-day pilot of interview and FGD guides in Dhading district, research tools were revised, and questions about drug use and migration were added based on feedback from embassy and USAID staff. Three mixed-gender, multilingual field teams, each consisting of a field team leader and three field staff, then conducted fieldwork in two districts each. Interviews took place in Nepali, English, Awadhi, and Maithali. Informed consent was obtained in all cases, and every effort was made to ensure privacy, especially during FGDs. With permission, interviews and FGDs were audio recorded, and notes were taken as backup.

Data analysis

Following the main fieldwork, the field teams came together during a two-day sense-making workshop to identify the most outstanding aspects of the research. That data formed the basis of 665 codes (possible categories of responses to questions) in 11 categories that corresponded to the main categories of research questions (listed above). All audio recordings or notes were transcribed and translated from Nepali, Awadhi, or Maithali into English to be coded. Following the first round of data coding, in some cases, data was re-coded or disaggregated into additional (sub)categories. For example, “discrimination between daughters and sons” emerged as an unanticipated category of “violence” facing adolescents and had been initially coded “other.” If an interviewee or focus group gave more than one response to a given question, then each type of response was coded; therefore, because multiple responses were allowed to all questions, the total of the percentages for any given question often sums to more than 100%.

The final step in data analysis involved summarizing and comparing data -- both quantitatively and qualitatively -- firstly to identify and rank priorities among the largest numbers of stakeholders and secondly to identify any marked differences among districts and between adolescents’ and adults’ responses. For the purposes of quantifying and summarizing responses, focus group discussions and interviews were each counted as one response, although an opinion or response to a question from a focus group generally represented more than one person, and interviews generally only involved one-two people. Because of the small sample size within any one district and in some stakeholder groups, differences among them were only considered meaningful when they were unmistakably substantial and supported by qualitative data analysis.

D. LIMITATIONS

Some limitations were built into the assessment design, and some resulted from data collection issues.

- The assessment scope of work did not allow for specific inclusion of girls and boys with disabilities or deliberate inclusion of self-identified LGBTQI youth. Similarly, it did not include never-schooled girls, who are among the most marginalized girls in Nepal.
- Facilitators encouraged all participants to give their opinions in response to each question and sometimes prompted for dissenting opinions or additional perspectives. However, sometimes many individuals gave opinions, and sometimes only a few did, especially when there was general agreement with a previous speaker. Thus, although FGD transcripts identify the range of responses to a given question and allow the identification of individual speakers, they are not a valid, systematic way of assessing differences among the opinions of specific types of individuals within a given focus group. To understand differences between the perspectives and experiences of Dalits and Brahmins, for example, the assessment would have needed to carry out FDGs of Dalit-only groups and Brahmin-only groups and then compare findings.
- The fieldwork data from the six sampled districts supports findings from research in other districts in Nepal. However, although sampling drew from diverse stakeholders, it was neither proportional to population, nor free from methodological bias involved in choosing interviewees based on availability and via recommendations from other stakeholders, so, statistically, the quantitative findings ranking priorities relate only to those participating in the research and cannot be generalized to all similar stakeholders in the district or in Nepal.
- Identifying out-of-school girls to include in group discussions was challenging, as they are dispersed within any given VDC level. Three of the FGDs with 15-19-year-old out-of-school girls included 4 or fewer girls: FGDs in Nuwakot in Balkumari and Thansen VDCs and one in Maina Kaderi VDC in Saptari.
- Lack of privacy inhibited some girls from speaking openly; sometimes parents and/or teachers tried to watch FGDs from windows or even stayed in the room.
- Unplanned variation in interview methods resulted in some interviews/FGDs with the following scenarios: incorrect interview guide used for the category of stakeholder, especially for district NGOs; not following interview guides closely, especially by failing to ask some questions; poor follow-up after unclear responses; and leading questions or interviewers offering opinions before participants' responses. Despite these issues, the large number of interviews was designed, in part, to mitigate such bias, and agreement among large numbers of stakeholders on many questions indicates the strategy was successful.

V. DEMOGRAPHIC FINDINGS AND BACKGROUND

A. STRUCTURE OF THE FINDINGS

Each subsection below covers one of the demographic questions included in the assessment design in three broad areas:

1. Education
 - a. District education ranking index composition
 - b. Districts with the lowest average secondary school rankings for girls
 - c. Education rankings in the fieldwork districts
 - d. Ethnic/ caste groups with the lowest average education rankings and their districts of concentration
2. Child and early marriage
 - a. Legal history and definitions of child and early marriage
 - b. National trends in early marriage
 - c. Districts and regions with the highest prevalence of child and early marriage
 - d. Ethnic/caste groups with the lowest mean age of marriage and their districts of concentration
3. Violence against women
 - a. Ethnic/caste groups with highest incidences of violence against women and their districts of concentration

Explanatory notes are included as footnotes, while references are included as endnotes.

B. EDUCATION

The same section in *Annex 1: Detailed Methodology and Findings* contains additional tables detailing what is described in the text below. A map of Nepal highlighting the fieldwork districts, along with other districts, and designating Nepal's five regions – Far Western, Mid-Western, Western, Central, and Eastern – is at the end of this section.

In Nepal, students begin primary school at age 5 and secondary school at age 10, which includes students ages 10-16+. At the time of the assessment, December 2016 – August 2017, secondary school consisted of three levels:

1. lower secondary school, which includes grades 6-8 (ages 10-12);
2. secondary school, which includes grades 9-10 (ages 13-14); and
3. upper secondary school, which includes grades 11-12 (ages 15-16).

The *School Sector Development Plan 2016-2023* calls for restructuring to a system with basic education from grades 1-8 and secondary education from grades 9-12.^[9]

District education ranking index

To assist with selecting districts for fieldwork, the assessment's scope of work called for determining which 15 of Nepal's 75 districts have the lowest education outcomes. Given that many indicators are used to measure and track education outcomes, developing an overall assessment involved constructing composite education scores to show how districts rank against each other. Specifically, the "District Education Ranking Index" creates a score for each district by averaging its rankings¹ with respect to each of 23 equally weighted indicators of girls' education outcomes in government schools in six categories:^[10]

1. Net enrollment rates for girls at 4 grade levels: grades 1-5 (primary), 6-8 (lower secondary), 9-10 (secondary), and 11-12 (upper secondary)^[11]
2. Attendance rates for girls at 4 age levels: ages 5-9, 10-12, 13-14, and 15-16^[12]
3. Repetition rates at 6 grade levels: grades 5, 6, 7, 8, 9, and 10^[13]
4. Dropout rates at 6 grade levels: grades 5, 6, 7, 8, 9, and 10^[14]
5. Average marks in final examinations of 5 subjects in grades 6-8 and grades 9-10^[15]
6. Literacy rates for the total population aged 5 and above.^[16]

Girls' education outcomes were chosen given the assessment's focus on adolescent girls' empowerment, and education indicators were weighted equally, given the absence of a policy-driven reason to focus on a particular category of indicator or age/ grade of secondary school.

Districts with the lowest average secondary school education rankings for girls

Using the index described, Nepal's 75 districts score between 19-61 (rather than 1-75), with the 15 highest-ranking districts scoring between 46-61 and the 15 lowest-ranking districts scoring between 19-29. Many districts share the same composite ranking (with rounding), and no single district has the best or worst ranking on all 23 indicators. In any given district, there is often substantial variation in its ranking from indicator to indicator.

At the same time, most of the 15 lowest-scoring districts had particularly low rankings with respect to net enrollment rates for primary school (grades 1-5) and lower secondary school (grades 6-8), as well as for attendance rates at all four age levels. Those districts are listed in the table below and are located across Nepal, with five in the Mountains, three in the Hills, and seven in the Terai. Kapilvastu, Sindhupalchowk, and Saptari are fieldwork districts. Among the three other here fieldwork districts, Nuwakot (30) and Baitadi (41) rank in the middle, and Surkhet (49) ranks in the top quintile.

The table also shows the proportion of marginalized caste groups and students with disabilities in the districts 15 lowest education index rankings.

- The proportion of Janajati student enrollment varies from 1% to 2% in Accham, Bajhang, and Jumla to over 50% in Ghorka and Sindhupalchowk, which also have the highest proportion of disadvantaged Janajatis enrolled (5%).
- The proportion of Dalit students enrolled among the 15 districts ranges from 12% in Parsa to 31% in Accham and Saptari.

¹ Rankings, rather than specific indicators, are averaged for two reasons: first, because indicators use different units of measurement that cannot be averaged without standardizing them; and second, because the purpose of the index is to understand districts' relative performance, rather than their absolute performance.

- The proportion of students with disabilities in these districts ranges from 0% in Jumla and Parsa to 6% in Humla.

15 Districts with Lowest Average Education Rankings for Girls							
Measured by net school enrollments, grade level attainment, grade repetition, dropout rates, average grades in final examinations, and literacy levels for females							
Rank	District	Ecozone	District Education Ranking Index	Percent of total school enrollment			
				Janajati	Dalit	Disadvantaged Janajati	Students with disabilities
1	Jumla	Mountain	18.8	2%	18%	0%	0%
2	Bajhang	Mountain	19.1	1%	18%	0%	3%
3	Kapilvastu*	Terai	20.4	29%	13%	0%	1%
4	Rolpa	Hill	21.2	42%	18%	0%	1%
5	Sarlahi	Terai	22.2	23%	27%	2%	1%
6	Bara	Terai	23.5	31%	17%	3%	1%
7	Siraha	Terai	23.9	13%	27%	4%	1%
8	Sindhupalchowk*	Mountain	24.9	58%	9%	5%	1%
9	Humla	Mountain	25.0	21%	18%	0%	6%
10	Rautahat	Terai	25.0	23%	24%	1%	1%
11	Parsa	Terai	25.4	15%	12%	0%	0%
12	Achham	Hill	26.4	2%	31%	0%	3%
13	Saptari*	Terai	26.6	21%	31%	4%	1%
14	Dolpa	Mountain	27.4	26%	14%	1%	4%
15	Gorkha	Hill	28.7	52%	19%	5%	1%

* AGF fieldwork districts; green highlighting indicates more than 25% of government school enrollment

Education rankings in the fieldwork districts

Annex 1: Detailed Methodology and Findings includes a table showing the rankings for fieldwork districts with respect to both the “District Education Ranking Index” and each of the 23 indicators. The bullets below describe the lowest and the highest ranking of the fieldwork districts with respect to each category of indicator.

Net enrollment rates

- Kapilvastu ranks among the 15 districts with the lowest net enrollment rates for girls at all levels other than secondary grades 9-10. For primary grades 1-5 and lower secondary grades 6-8, it is among the five lowest.
- Saptari ranks among the lowest 15 at two levels: primary school enrollment grades 1-5 and secondary grades 9-10.
- In all districts other than Kapilvastu, girls' enrollment rankings deteriorate with respect to grades 9-10, and then improve with respect to grades 11-12.

Attendance rates

- Kapilvastu and Saptari both rank among the 15 districts with the lowest attendance rates for all ages of girls, from ages 5-9 (primary school) to ages 15-16 (upper secondary school) and are, in fact, among the 10 worst.
- Baitadi is 15th at the primary school (ages 5-9) level.
- Girls' attendance rate rankings between lower secondary and secondary school are relatively stable.

Repetition rates

- As a group, with the exception of Surkhet, each of the 5 fieldwork districts ranks among the 15 worst performing districts with respect to girls' grade repetition in at least one secondary school grade.
 - *In grade 6*, Nuwakot has the highest repetition rate of any district, followed by Sindhupalchowk (10th) and Saptari (14th).
 - *In both grades 7 and 8*, Kapilvastu, Sindhupalchowk, and Saptari all rank among the 15 districts with the highest repetition rates.
 - *In grade 9*, Kapilvastu continues with high repetition rates, ranking 5th and Nuwakot ranks 13th.
 - *In grade 10*, Sindhupalchowk and Baitadi rank 14th and 11th respectively.

Dropout rates

- Kapilvastu and Sindhupalchowk are among the 15 districts with the highest dropout rates at least one grade level. For Kapilvastu, it is grade 7 and grade 10, for Sindhupalchowk, it is grade 6 and grade 8.

Average marks in final examinations

- Nuwakot ranks 2nd for lowest average marks in final exams in lower secondary school (grades 6-8).
- Saptari ranks 13th for lowest average marks in final exams in secondary grades 9-10.

Ethnic/caste groups with the lowest average education rankings and their districts of concentration**Ethnic/caste groups**

For the purposes of this assessment, education outcomes among ethnic/caste groups were also measured comparatively, using the average of national rankings for six indicators of education outcomes among 98 groups,² in categories for which disaggregated data was readily available in the *Nepal Social Inclusion Survey (2012)* and the *Population Monograph of Nepal (2014)*:

- I. Net enrollment rates for ages 6-16_[17]

² The 2011 census and the *Population Monograph* include 35 other groups: mostly groups with populations under 20,000 (and as low as a few hundred), plus the Kulung people, and Dalit, Terai, and other "Others." Groups with populations under 20,000 with very low education outcomes include Bhote, Chidimar, Dhandi, Dhankar/ Kharikar, Dhunia, Dolpo, Dom, Halkhor, Kisan, Koche, Kori, Lhopa, Natuwa, Nurang, Pattharkatta/ Kushwadiya, Raute, Sarbaria.

2. Grade of attainment at 4 levels: no grade, grades 1-5, grades 6-10, and grades 11+^[18]
3. Literacy rates: total population aged 5 and above^[19]

Among the larger groups, the Musahar (Madhesi Dalit), Dusadh/ Pasawan/ Pasi (Madhesi Dalit), and Bin (Madhesi Other Caste) have the lowest average rankings for both girls and boys. This section in *Annex I: Detailed Methodology and Findings* contains a table listing the 15 ethnic/caste groups with the lowest rankings, listing rankings for girls' and boys' outcomes separately.

Districts of concentration

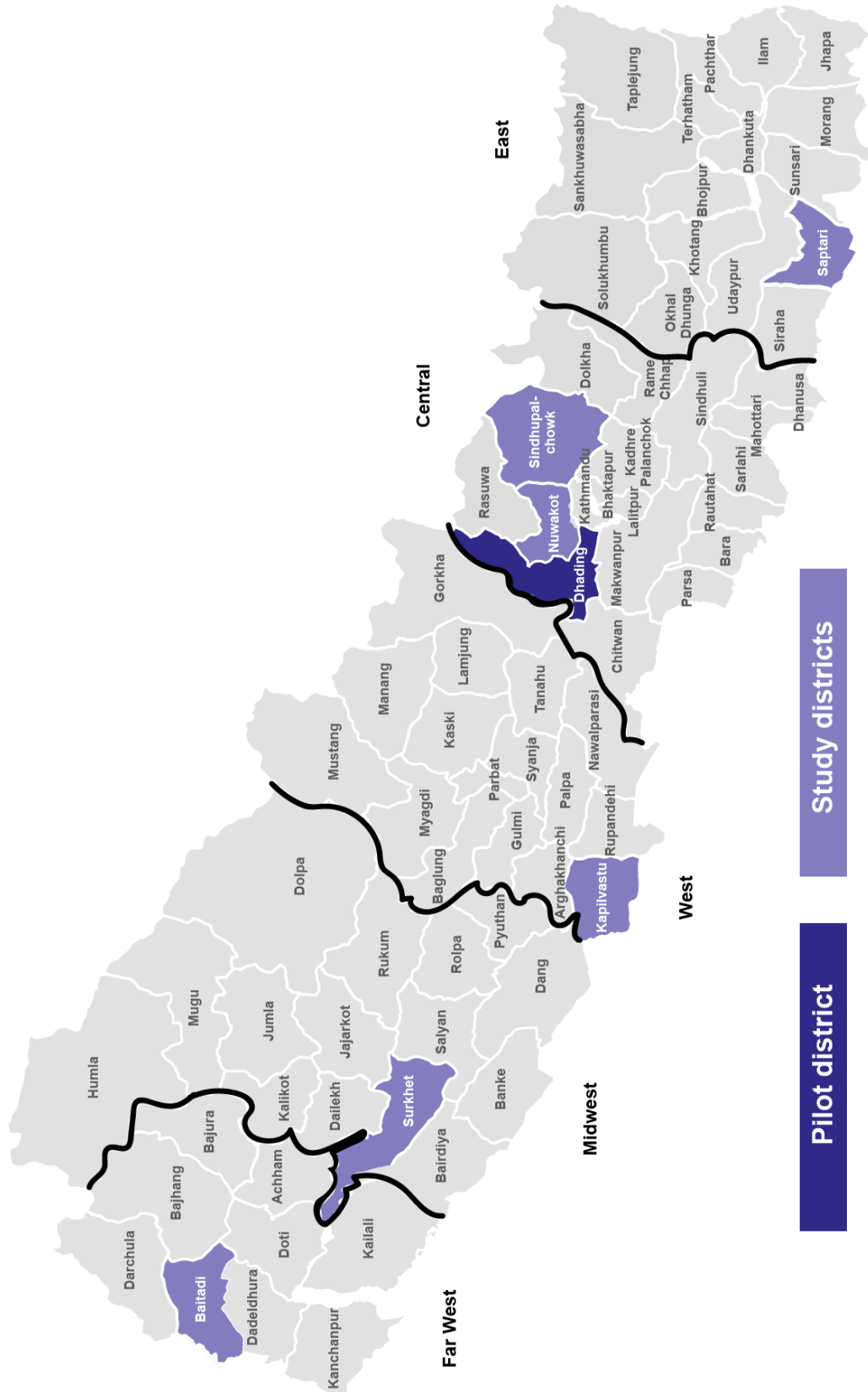
Among the 15 districts with the lowest average education rankings, the districts in the Terai namely Bara, Kapilvastu, Parsa, Rautahat, Saptari, Sarlahi, Siraha had large populations from many of the ethnic /caste groups identified above. Among the fieldwork districts, Kapilvastu and Saptari had significant numbers of the following groups with particularly low education achievement:

- Kapilvastu: Badhaee, Chamar/ Harijan/ Ram, Dusadh/ Pasawan/ Pasi, Musalman
- Saptari: Bantar/ Sardar, Chamar/ Harijan/ Ram, Dusadh/ Pasawan/ Pasi, Khatwe, Mallaha, Musahar, Musalman, Tatma/ Tatwa

All of the fieldwork districts had substantial numbers of Kami.

Study Districts

Nepal Adolescent Girls' Empowerment Formative Assessment



Study districts

Pilot district

C. CHILD AND EARLY MARRIAGE

Legal history and definitions of child and early marriage

Since the introduction of the *Muluki Ain* (General Code) in 1963, child marriage has been outlawed in Nepal.^[20] The 11th Amendment of the Civil Code in 2002 set 20 as the minimum legal age for marriage without parental consent for both men and women and 18 as the minimum legal age with parental consent.^[21] In 2006, an amendment was made to the “Marriage Registration Act, 2023” specifying that boys and girls under the age of 20 cannot register for marriage,^[22] and Nepal now has one of the highest legal age requirements for marriage in the world.^[23] Prior to 2002, the legal age of marriage was 16 years for girls and 18 years for boys with parental consent and 18 years for girls and 20 years for boys without parental consent.^[24] Depending on the age of the child, the punishment for early marriage can be a fine from 1,000 to 10,000 rupees (9.65 to 96.50 USD) and from 6 months to up to three years in prison.^[25] Dowry practices are also illegal in Nepal, with fines of up to 10,000 rupees (96.50 USD) and prison sentences up to three years.^[26]

Factors including international pressure to end child marriage practices influenced the Government of Nepal to develop a national strategy in 2014.^[27] Although delayed by the 2015 earthquake, the Government of Nepal committed to end child marriage practices by 2030 in response to the UN’s Sustainable Development Goals (SDGs).

Under the current law, “child marriage” is defined as marriage before age 18,^[28] while “early marriage” is a non-legal term that encompasses marriage under the legal age of 20. Popularly, both terms are used, and the fieldwork findings described in the next sections provide data related to stakeholders’ perceptions of marriage with both labels. Similarly, “arranged marriage” and “elopement” are non-legal terms used in Nepal to differentiate who makes the decision about the marriage: parents and other adults, in the case of arranged marriage, and adolescents, in the case of elopement.

National trends in early marriage

The Population Monograph of Nepal, Volume I shows the proportion of the population in various age bands that was married at the time of the census. Comparison of data from the 1981, 1991, 2001, and 2011 censuses shows that proportion of married adolescents has been declining steadily, but nevertheless remains very high, particularly for females. At the time of the 2011 census, 23% of adolescent girls aged 15-19 married,^[29] and the proportion at the time of the 2014 MICS data remained about the same.^[30]

The 2011 census data shows that the *median* age of marriage varies between 17-19 for females and 20-22 for males.^[31] Ghimire and Samuels (2014) indicate that the *mean* or average age of marriage nationally is between 14-18,^[32] which was validated by stakeholders’ perceptions of average ages of marriage at the time of fieldwork.

Percentage of national population at ages 10-4 and 15-19 that was married					
	Current Age	1981 census	1991 census	2001 census	2011 census
Females	10-14	13.4%	7.2%	1.7%	1.1%
	15-19	50.1%	45.5%	33.3%	23.1%
Males	10-14	14.0%	4.1%	0.8%	0.5%
	15-19	25.1%	19.1%	11.7%	7.1%

Districts and regions with the highest prevalence of child and early marriage

Data sources

There are two national sources of data regarding child and early marriage in Nepal: the *Nepal Multiple Indicator Cluster Survey 2014* (MICS) and the 2011 *National Population Census* and the resulting population monographs. The GoN does not collect data on early marriage at the district level on an ongoing basis.

Regional variation in early marriage

The 2014 *Multiple Indicator Cluster Survey* (MICS) shows data by region on the proportion of adolescent girls aged 15-19 that were currently married, as well as the proportions of women aged 15-49 who were married before the ages of 15 and 18. Nationally, the percentage of 15-19 year old who were married was 25%, but, like the census, the MICS also shows significant variation in early marriage by region and by rural/urban locations.

- The Mid-Western Mountains had the largest proportion of adolescent girls aged 15-19 who were married (36%), as well as the largest proportion of women aged 15-49 who had been married before age 15 (28%) and age 18 (68%). The three other regions where approximately a third or more of girls 15-19 were married are the Mid-Western Hills (35.2%) and Terai (32.4%) and the Central Terai (33.4%). All of these regions are associated with dowry, trafficking, and other gender-based norms and practices that support early marriage.^[33]
- The Central Hills had the smallest proportion of adolescent girls aged 15-19 who were married (12%), and the Eastern Hills had the smallest proportions of women aged 15-49 who had been married before age 15 (5%) and before age 18 (30%).
- On average, urban women 15-19 were about half as likely as their rural counterparts to be married: 14% vs. 27%.

% of adolescent girls aged 15-19 that were married in 2014	
Nationally	24.5
Eastern Mountains	22.7
Eastern Hills	26.5
Eastern Terai	23.2
Central Mountains	17.6
Central Hills	12.4
Central Terai	33.4
Western Mountains	(*)
Western Hills	17.9
Western Terai	22.4
Mid-Western Mountains	36.1
Mid-Western Hills	35.2
Mid-Western Terai	32.4
Far Western Mountains	20.0
Far Western Hills	23.9
Far Western Terai	24.0
Data from the 2014 Multiple Indicator Cluster Survey, Table CP.7, page 191. Green highlighting indicates regions where 1/3 or more girls (15-19) old were married.	

District variation in early marriage

The *Population Monograph of Nepal, Volume II* provides data by district from the 2011 census on the proportion of the entire married population over age 10, both females and males who got married prior to age 10 and between ages 10 and 14. For example, the data includes both people in their 60s who got married at age 14, as well as people who were 16 at the time of the census who got married at age 14. This illuminates two related aspects of early marriage in each district: first, where early marriage is currently likely to be practiced, and second, where there is a history of norms supporting early marriage, such that parents and other adult actors in adolescents' lives who were married early may be willing to plan or support their children's early marriages. For this reason, and because the data is

available by district, census data was used to create the index of averaged education and early marriage rankings used to select fieldwork districts.

- Nationally, the proportion of the female population that married prior to age 10 ranged from 0.1% to 3.6%, with three districts above 3%: Arghakhanchi, Gorkha, and Gulmi.
- The proportion of the female population that married between ages 10-14 ranged from 2.0% to 23.8%, with seven districts above 20%: Baitadi, Bara, Dadelhdhura, Dhanusha, Doti, Kapilvastu, and Parsa.
- Among males, the proportion that married prior to age 10 ranged from 0.0% to 0.9%.
- The proportion of males that married between ages 10-14 ranged from 0.8% to 10.9% in Kapilvastu, which was the only district over 10%.

A table in this section of *Annex 1: Detailed Methodology and Findings* lists the 15 districts with the highest percentages of the female and male population over age 10 that married either prior to age 10 or between ages 10-14.

Among the fieldwork districts:

- Baitadi, Kapilvastu, Saptari, and Nuwakot are among the 15 districts with the highest proportion of females married before age 10.
- Baitadi, Kapilvastu, and Saptari are also among the 15 districts with the highest proportion of females married between ages 10-14, with Kapilvastu ranking 2nd highest in the country, at 23%.
- Kapilvastu, Saptari, Nuwakot, and Sindhupalchowk are among the 15 districts with the highest proportion of males married both before age 10 and between ages 10-14.

Ethnic/caste groups with the lowest mean age of marriage and their districts of concentration

Broad social categories

The 2011 census indicates that marriage among 10-18 year-old girls and boys was most common among the five broad ethnic/caste categories (as well as “other” groups): Madhesi Other Castes with literacy under 66% (10.2%); Madhesi Dalits (10.2%); Muslims (9.8%); Hill Dalits (7.8%); and Madhesi Other Caste with literacy 66% or more (7.7%).^[34]

Religious beliefs, especially among Hindu and Muslim populations (less so in Christian and Buddhist communities), contribute to societal and familial pressures to marry young.^[35] Findings across the literature suggest that poverty creates pressures that, in combination with ethnic, cultural, and religious traditions, promote child and early marriage practices.^[36] Specifically, the Nepal Social Inclusion Survey 2012 indicates that women across castes from the Madhesi (Terai) group were least likely of all those surveyed to be included in the decision-making or consulted in their own marriage process.

Ethnic/caste groups

The 2011 census also provides population data on the mean age at first marriage, disaggregated by caste/ethnicity group, based on each group's population aged 10 and older.^[37] While that data does not show current practices among a given group, it does show a group's historic patterns and enable comparison among groups. Among all ethnic/caste groups, mean age at marriage for females ranged from 13.8 to 24.2 years. For males, it ranged from 16.1 to 26.2 years. Many of the groups with the

lowest mean ages of marriage had very small populations of fewer than 20,000 people.³ Considering only the groups with national populations over 20,000 people:

- Three groups had the lowest mean age of marriage among both females and males:
 - Chamar/ Harijan/ Ram (15.9 females/18.2 males),
 - Kahar (15.7 females/17.8 males), and
 - Lodh (15.6 females/17.4 males)
- Among the groups with the 15 lowest ages among females, the mean age of marriage ranged from 15.6 among the Lodh people to 16.4 among the Musahar people.
- Among the groups with the 15 lowest ages among males, the mean age of marriage ranged from 17.4 among the Lodh people to 19 among the Kewat, Kumhar, and Lohar people.

A table in this section of *Annex 1: Detailed Methodology and Findings* lists the 15 ethnic/caste groups with populations over 20,000 that have the lowest mean ages of marriage among both females and males.

Districts of concentration

Among the 15 districts identified above with the highest proportions of the population married at age 14 or less, several had large populations from many of the ethnic/caste groups identified in this section. In particular, three of the fieldwork districts had significant numbers of the following group(s):

- Baitadi: Lohar
- Kapilvastu: Chamar/ Harijan/ Ram, Dhobi, Dusadh/ Pas/ Pasi, Gaderi/ Bhedhar, Kajar, Kewat, Kurmi
- Saptari: Chamar/ Harijan/ Ram, Dhanuk, Dusadh/ Pas/ Pasi, Hajam/ Thakur, Khatwe, Mallah, Musahar, Tatma/ Tatwa

A table in this section of *Annex 1: Detailed Methodology and Findings* lists the population and districts of concentration among the 15 ethnic/ caste groups with the lowest mean age of marriage among females.

D. VIOLENCE AGAINST WOMEN (VAW)

Ethnic/caste groups with highest incidences of violence against women and their districts of concentration

Violence against women, at home and in women's communities remains prevalent in Nepal. The *Nepal Social Inclusion Survey 2012* documents the percentage of married women ages 16 and above^[38] who reported experiencing psychological, physical, and sexual violence committed by their husbands, other family members, and others in the village, disaggregated by 95 ethnic/caste groups. Although there is no perfect correlation, many women who experienced high rates of one kind of abuse committed by one kind of perpetrator also experience other kinds committed by a range of perpetrators.

³ Groups with populations under 20,000 that have very low mean ages at first marriage include Amat, Bote, Chidimar, Dhandi, Dhankar/Kharikar, Dhunia, Dom, Gaine, Halkhor, Kori, Kusunda, Mali, Natuwa, Rajbhar, Raute, Sarbaria.

Range of % reporting physical violence

- Committed by husbands: % ranged from less than 1% to 52%, with such violence being greatest among the Musahar (51%) and Khatwe (45%) people, as well as two among very small groups, the Dom (52%) and Pattharkatta/ Kuswadiya (47%).
- Committed by family members (other than spouse): % ranged from 0% to 20%, with the highest percentages among the Dhanuk (15%) and the Khatwe (20%)
- Committed by others in their village: % ranged from 0% to 12.8% among the Musahar and 15.3% among the Khatwe people.

A table in this section of *Annex 1: Detailed Methodology and Findings* shows the percentage of women who reported experiencing violence committed by their husbands and others in the village among the 20 ethnic/ caste groups with the largest proportion of women experiencing physical violence committed by husbands.⁴

Highest proportions of reported violence among 11 broad social categories [39]

- Spousal violence
 - Newar women reported experiencing the highest levels of psychological spousal violence (60%).
 - Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological, physical, and sexual spousal violence, with the Kewat, Musahar, Dusadh/ Paswan/ Pasi, and Khatwe groups being among the ten groups with the highest proportions of all three.⁵
 - Kuswadiya women, a Terai Janajati people, are also among the top ten groups having reported experiencing all three forms of spousal violence.
- Violence committed by other family members
 - Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological and physical violence, along with Hill Dalit women, who reported experiencing a high proportion of psychological violence, and Muslim women, who reported a high proportion of physical violence.
 - Sexual violence committed by non-spouse family members was reported at less than 1% among all ethnic/caste categories.
- Community violence against women
 - Madhesi Dalits (21%), Hill Dalits (13%) and Newar women (13%, likely marginalized sub-castes) reported experiencing the highest proportions of psychological violence in their communities.
 - Madhesi Dalit (6%) and Newar (5%) women reported experiencing the highest proportion of physical violence in their communities.
 - Madhesi Brahmin/Chhetri women (2%) reported experiencing the highest proportion of sexual violence in their communities.

⁴ Groups with total populations under 20,000 are omitted from the table. They are Bote, Darai, Dom, Halkhor, Munda, Pattharkatta/Kuswadiya.

⁵ This differs from the 2011 National Demographic Health Survey, which showed that Muslim women were the largest proportion of women reporting physical and sexual spousal violence.

Districts of concentration

Three of the fieldwork districts had significant numbers of ethnic/caste groups with high proportions of women reporting physical spousal violence and other kinds of violence against women:

- Baitadi: Lohar
- Kapilvastu: Badhai, Bhediyar/ Gaderi, Dusadh/ Paswan/ Pasi, Kahar, Kewat, Kurmi, Yadav
- Saptari: Bantar, Dhanuk, Dusadh/ Paswan/ Pasi, Khatwe, Mallah, Musahar, Yadav

A table in this section in *Annex 1: Detailed Methodology and Findings* lists the populations and districts of concentration among the 20 ethnic/caste groups with the largest proportions of women reporting

VI. FIELDWORK FINDINGS

A. STRUCTURE OF THE FIELDWORK FINDINGS

Each section below addresses fieldwork findings related to one of the assessment's focal issues.⁶ Charts provide an overview of the range of responses that interview and FGD participants (as a whole) gave to given interview questions, and text summarizes the most salient findings and the issues and perceptions that the largest proportions of stakeholders mentioned in their responses to questions. Italicized quotations exemplify the issues and were chosen to highlight the voices of different categories of stakeholders, although particular emphasis was given to adolescents' voices.

Because questions were open-ended, interview/FGD participants used their own terms to describe issues; this is the language used in the report. For example, although the U.S. government refers to "child, early, and forced marriage" (CEFM), no participants used the term "forced marriage," and "child marriage" was also not a common term; instead, they referred variously to "arranged marriage," "early marriage," and "elopement."

Similarly, stakeholders interviewed may have expressed perceptions that do not reflect findings from other research, and, though there was generally congruence among the views of different categories of stakeholders interviewed, in a few instances, adolescents' perspectives differed from those of adult stakeholders. Identifying stakeholders' perceptions in the selected VDCs and districts – accurate or not – and any differences among them was a main goal of the fieldwork and is a strength of the assessment, because it contributes to the possibility of policy and project/program development that meets stakeholders "where they are."

When the number of respondents citing any given issue was large enough, and there were substantial district-specific or location-based differences among them, that is noted. However, interviews and FGDs did not include enough members of any one ethnic or caste group to enable researchers to draw conclusions from the fieldwork about any specific ethnic/caste group's perceptions. Further, although researchers asked stakeholders explicitly about their perceptions of ethnic, caste, and religious differences with respect to many issues, stakeholders provided quite general information. Where relevant, fieldwork is contextualized with reference to data from other research, with emphasis on ethnic, caste, and religious differences and differences among different regions in Nepal.

Readers with a more in-depth interest in any given subject are likely to have their questions answered in *Annex 1: Detailed Methodology and Findings*. Annex 1 covers the same information in this report, in the same order; however, it also includes charts and tables showing the full range of stakeholder responses for each question, with explanatory text, as well as additional illustrative quotations from interviews and FGDs.

⁶ If a finding relates to several research issues, the report discusses it with respect to the context in which interviewees discussed it. For example, although stakeholders identified heavy burdens of housework as one of the most salient barriers to girls staying in school and doing well, they did not elaborate on housework as an example of "discrimination between sons and daughters" until facilitators specifically asked about gender norms in families.

B. MAIN BARRIERS TO COMPLETING SECONDARY SCHOOL

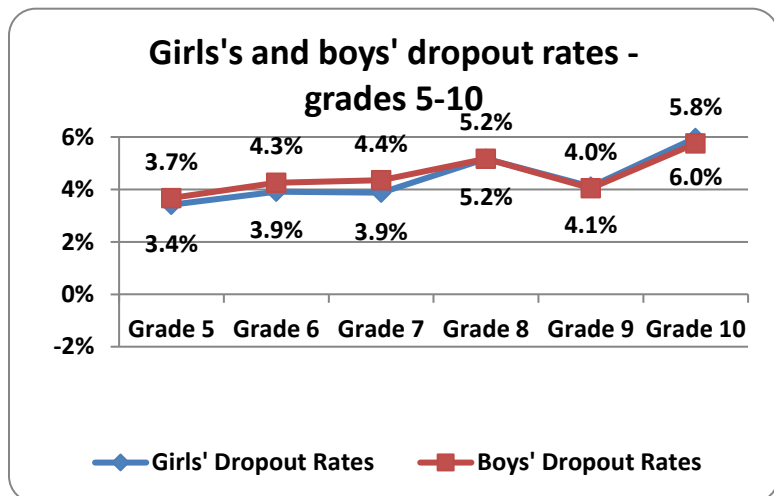
The fieldwork findings in this section allow readers to understand how stakeholders in the six fieldwork districts prioritize the myriad barriers that adolescents face in completing secondary school, as well as the range of the difficulties they witness and experience.⁷ Barriers were discussed in three categories: difficulties attending and staying in school; doing well in school; and most important reasons for dropping out of school.

This section does not address *all* challenges that adolescents face, particularly if interview/FGD participants themselves did not raise them as “main” or “most important” with respect to girls’ and boys’ difficulties staying in school and doing well. Specific barriers -- gender norms in families, child and early marriage, access to adolescent sexual and reproductive health services and information, gender-based violence and safety, migration, and opportunities and aspirations -- are each discussed separately in more detail in subsequent sections, and stakeholders were asked pointed questions about them.

National context

Most common grades of school dropout

Girls and boys follow similar trends in dropout rates, with dropout peaking in grade 8, at 5.2% for both girls and boys, and again, slightly higher at grade 10, with 6% for girls and 5.8% for boys.^[40] Dropout data for a given grade level does not take into account girls’ and boys’ who are never-schooled or who have already left the education system.



Drivers of non-attendance and dropout

The Nepal country study of the Global Initiative on Out-of-School Children found that, for adolescents 10-16 years old, the factors increasing the likelihood of being out-of-school “are being married, being poor, being disabled, being from a low caste, and coming from the Central or Western Development Regions of Nepal.”^[41] In particular, married girls in Nepal are 14 times more likely to be out of school compared to their unmarried peers.^[42]

Among individual girls and boys (ages 5-24) considering why they left school, the 2011 *Nepal Living Standards Survey* found that the most common responses were: poor academic progress (25%); “had to help at home” (22%); marriage (17%); parents did not support schooling (7%); inability to afford school expenses (6%); and needing to work or have a job (5%).^[43] Similarly, the 2014 *Adolescent Development*

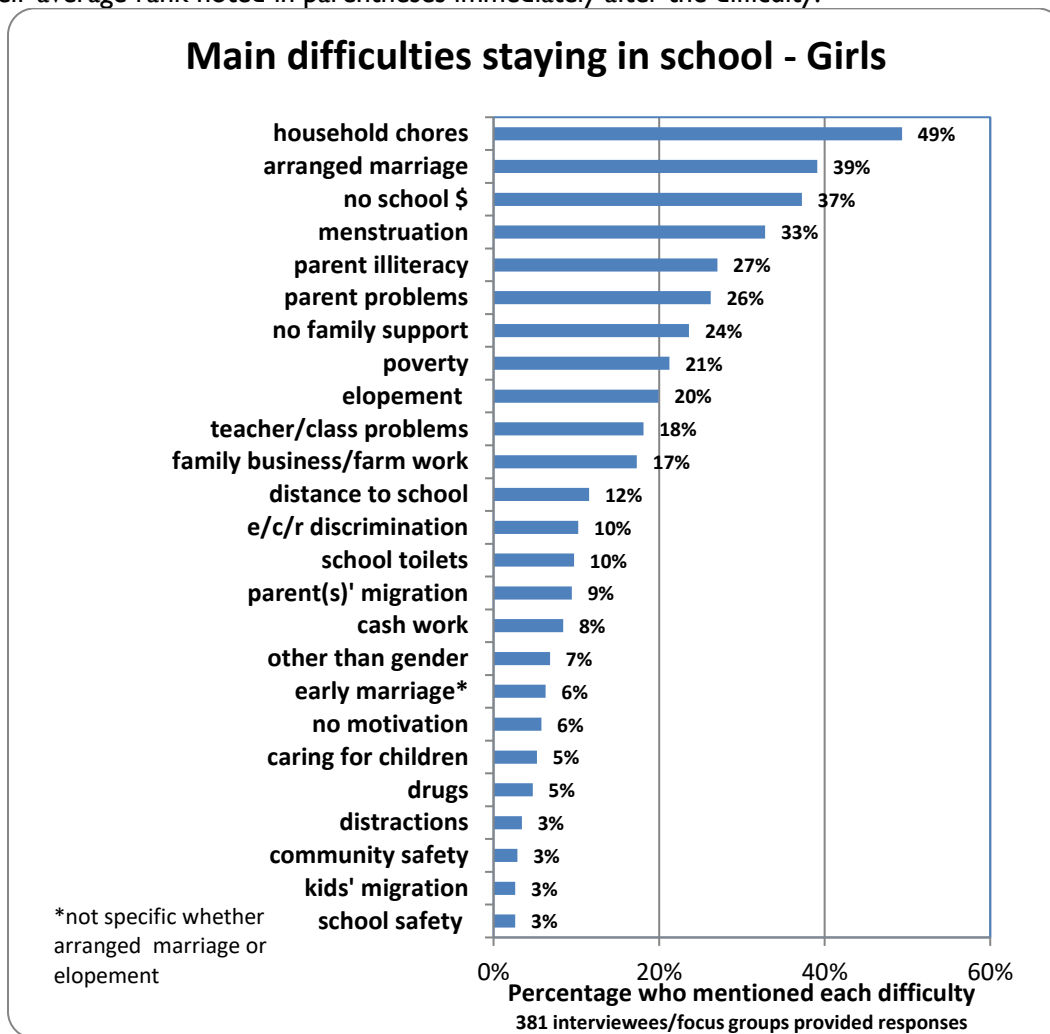
⁷ All interview/FGD participants were asked what they thought were the 2-3 main difficulties that girls face staying in school and doing well in school, as well what they thought were the main difficulties that boys face staying in school and doing well. Teachers and adolescents in FGDs were also asked to describe the most important reasons that girls and boys have for dropping out of school. It’s important to keep in mind that a difficulty staying in school is not necessarily a hard reason for dropping out of school.

and Participation (ADAP) Baseline Study of 10-19 year olds in the Terai and Mid- and Far Western Hills and Mountains found that the burden of household chores was the most commonly cited reason for not attending school (43%), followed by lack of interest (36%), financial constraints (25%), parents' disapproval (24%), marriage (12%) and school distance (3%).^[44]

Although the fieldwork findings confirm these findings – interviews/FGDs identified all of the same issues as barriers to completing secondary school, assessment participants' emphases varied. The assessment findings also differentiate between difficulties for girls and difficulties for boys and provide evidence of the substantial gender differences in the intensity with which girls and boys experience a given barrier.

Girls' difficulties staying in school: stakeholders' perceptions

The chart below shows the full range of difficulties that interview/FGD participants perceived to be the “main” difficulties for girls staying in school, along with the proportion of all interviewees/FGDs that cited it. Those difficulties cited by the largest proportions of stakeholders are briefly described below, with their average rank noted in parentheses immediately after the difficulty.



Household chores (1st). Half of all respondents (49%) cited the time poverty caused by household chores and the common expectation that girls' principal responsibility should be household chores as among the most serious difficulties that girls face staying in school. This is four times as many as cited household chores as a main difficulty for boys (12%). This finding is consistent with findings from both surveys cited above, and there were no meaningful differences across fieldwork districts.

Arranged marriage (2nd), elopement (9th), and early marriage (18th)

Arranged marriage was the second most cited (39%) barrier to girls staying in school. Combined with respondents who cited elopement (20%) and early marriage (6%), stakeholders make clear that early marriage, chosen either by parents or by adolescents themselves, continues to be a gender-specific barrier to girls staying in school. In contrast, for boys, early marriage is a far less salient problem; only 10% or fewer respondents cited arranged marriage, elopement, or early marriage as significant barriers to boys staying in school and doing well.

District-specific analysis of stakeholders' perceptions of arranged marriage as a primary difficulty for girls staying in school reflects the fact that child marriage in Nepal is most common in the Terai, Central Terai, Mid-Western Mountains, and Mid-Western Hill regions.^[45] Within-district proportions of respondents citing it as a difficulty were largest in Kapilvastu (60%), a Terai district, and Surkhet (58%), a Mid-Western district, and it was also among the top 2 difficulties cited in each fieldwork district.

No money for school-related expenses and supplies (3rd). With respect to difficulties for girls, lack of money for school fees, tuition, uniforms, and school supplies ranked among the top five difficulties within all six fieldwork districts. On average, it emerged as the third most salient problem for both girls and boys staying in school, although substantially more stakeholders (37%) emphasized school-related expenses as a challenge for girls than the proportion (25%) that emphasized it as a challenge for boys. This gap is directly related to parents' lack of support for girls' education, discussed below.

“[E]ducation after grade six is not free; parents have to pay the school fees. As they can't even afford to buy school books and stationery items, how can they pay the school fees? They don't send their children to study due to lack of money.” ^[46]

(Local Official, Kapilvastu)

Menstruation (4th)

All categories of stakeholders spoke about the challenges that menstruation poses to girls' abilities to attend school regularly, and one-third (33%) of interviews/FGDs cited it as one of the main barriers that girls face. With respect to relative importance within districts, there were no substantial differences; menstruation ranked among the top two or three difficulties cited among stakeholders in Baitadi, Nuwakot, Saptari, and Sindhupalchowk, and it ranked 6th in Surkhet and 9th in Kapilvastu. During FGDs, 34% of individual girls (296) and 58% (96) of individual boys agreed that girls miss school because of menstruation.

During more in-depth conversation about menstruation and school attendance, nearly every girl described high levels of stress, social anxiety, and health problems with her menstruation. They reported that, at home, menstruating girls are often treated as “untouchable” by being shunned and prohibited from participating in family life, which prevents them from being able to study without disruption. They also stressed that many girls do not go to school while they have their periods, both to prevent public embarrassment and because they often do not feel well enough to walk sometimes long distances to school without pads or pain medicine. The girls who do attend school when menstruating reported that they are often teased and excluded from classroom participation, and some

teachers beat, punish, and shame them. Many of the schools' infrastructures have inadequate sanitation and do not provide pads, clean toilets, private and sex-segregated toilets, or means for the girls to wash themselves or dispose of their used pads.

"It is uneasy. We feel weak. We are afraid of overflow, what others see. There is no place for pad disposal. Sometimes it happens in school, and asking for pad with sir and miss is difficult.... There is separate toilet for boys and girls, but it's not good. There is no water. We cannot go when we want. It used to be locked, but there is no lock system, and a friend has to guard while we go to toilet. Whatever, we need two people to go to toilet....They say the vegetables are rotten if we touch them during those days. We are not allowed to go to prayer room. We feel like 'Why did they behave that way?' It gives tension and we do not want to study."^[47]

(FGD In-school Girls 15-19, Sindhupalchowk)

".... We are already in pain because of that condition, and if sir [a male teacher] beats us, it hurts more. It bleeds more.... We need to take permission from teachers and go home. Sir would not let us go, saying we are telling lies."^[48]

(FGD In-school Girls 10-14, Sindhupalchowk)

"The main problem that teenage girls have to face in school today is the one during their periods. For example, if a girl, ninth grader, walks two hours uphill to school and gets her period on the third hour of the school, it might be difficult to tell her problem to the male teacher. The teacher does not send her out if she wants to go. Also, other kids might laugh at the girls, or tease them even in small matters. And due to these reasons, she avoids her school on the next day. Firstly, this affects the continuity of her education. And the other thing is, the negative behavior of teachers towards them has created problems in certain cases, though this is not the case all the time."

(NGO, Nuwakot)

Issues with parents and home life (5th, 6th, 7th)

Among all stakeholders interviewed, issues with parents and home life are the fifth, sixth, and seventh most salient difficulties that girls face staying in school, and about one-quarter of stakeholders cited each of the difficulties below.

- **Parents' Illiteracy (5th).** Stakeholders linked parents' illiteracy to their overall lack of belief in the value of education. They emphasized that girls whose parents are illiterate face a greater likelihood than their brothers of not being able to attend school regularly or do well.
- **Parents' burdens (6th).** Burdens like alcoholism, being unemployed, and being the sole adult in the house spill over to how parents treat girls. Parents may scold girls more harshly, and both girls and boys cited alcoholism as a cause of abusive behavior. Parents' increased burdens or incapacity also often force girls to take on more household responsibilities.
- **Lack of family support for education (7th).** All categories of stakeholders emphasized that girls commonly have parents and in-laws who do not support their studies or who deny them permission to attend school all together. In contrast, only 11% of stakeholders cited lack of family support as a major barrier for boys. Girls emphasized again and again that parents' failure to support or encourage them to go to school and study is one of the major ways that parents discriminate between daughters and sons.

“The main problem is that most of classes of people in the society discriminate against daughters.... For example, they admit their son to boarding schools, make them clean, put money in their pockets, buy new bags, and proudly send them.... They send their daughters to... government school. They don't care much about their exercise books and books; parents rather give their daughters exercise books already used by their sons.... Maybe it is because of our patriarchal society and they think their son will support them in future, whereas daughters are thought to go to other family after marriage, or it is also due to family problems.”

(Local Official, Surkhet)

District-specific analysis shows that respondents in Kapilvastu cited parents' illiteracy (45%) and lack of family support (38%) in substantially higher proportion than stakeholders did in the other fieldwork districts. Compared to other districts, these difficulties also ranked higher in Kapilvastu, relative to perceptions of other difficulties for girls; parents' illiteracy ranked 3rd and lack of family support ranked 4th.

Poverty (8th). Poverty was the difficulty cited by the eighth largest proportion of stakeholders, on average. In Surkhet, it was the third most cited difficulty, a higher ranking than in any other district.

Teacher and classroom-related problems (10th)

Although teacher and classroom problems were the tenth most salient barrier cited with respect to girls' difficulties staying in school, they were the third most salient barrier cited with respect to girls doing well in school, and they were the fifth most commonly cited barrier to boys staying in school and doing well.

Both girls and boys face problems common in schools across Nepal: irregular teacher attendance, unqualified teachers and low quality teaching, classroom crowding, and poor infrastructure.^[49]

“In every school, the student-to-teacher ratio is not good, as there are not sufficient teachers. In the Terai region, there is a quota for one teacher for every 40-50 students. Students are crammed in just one classroom. Teachers' voices struggle to reach students sitting in the last benches. This has also badly affected adolescents' education.”^[50]

(Local Official, Kapilvastu)

Indeed, all categories of stakeholders seem to understand the issues with school governance as reasonably gender inclusive in the harm they cause. When asked if “teachers favor girls more than boys,” only 17% of girls and 15% of boys (15%) among the 392 individual adolescents in the FGDs agreed.

At the same time, when it came to describing school-based difficulties with attending school, stakeholders emphasized inappropriate or abusive behavior from teachers over other problems, and girls and boys reported encountering substantially different kinds of ill-treatment. The particular emphasis that stakeholders in this assessment, especially adolescents, placed on teacher ill-treatment stands out as a distinct finding.

While boys, especially those with alcohol or drug habits, reported being beaten by teachers and suffering general neglect, girls reported facing a wider range of gender-specific discrimination. Girls in all districts gave numerous examples of teachers neglecting or mistreating girls if they were not up to an academic standard, shaming them if they were menstruating, sexually harassing them, mocking them for getting married early, and starting or perpetuating rumors and “backbiting” or gossiping about the girls for their behavior, both real and alleged.

“If somebody knew that we had been on a date with somebody, they might gossip or make rumors about it and tell sir. Sirs joke about it in front of people. Some teachers used to gossip/backbite about us among teachers, saying ‘This girl is like this and that.’ They even used to use our names for giving examples of wrong deeds.... [One teacher] found out that some had been on dates, so he came to the class and wrote the names of the girls in the board.”^[51]
(FGD In-school Girls 10-14, Nuwakot)

“[Girl 8] ...Sir used to humiliate us only. He even used to call us, naming us ‘Jhadi’ [bushes]. [ALL, adding to the same issue] He is the one. He says very humiliating things to us. He looks at our palm, and in the way of palm reading, he says ‘You have 13 boys, she has 3’.... He said, ‘You run after boys.’” [Interviewer] Don’t you complain about these things? [Girls 3 and 4]. “Teachers are themselves like that. To whom should we complain? If we think of going against it, friends would not agree to it, and we alone cannot dare doing anything.”^[52]
(FGD In-school Girls 10-14, Nuwakot)

“If any boy is better in studies than us, then the teacher focuses more on him, not on us.... There is one girl in our class.... And the teacher should also try to teach her, because she doesn’t know how to read. Instead, they say like, ‘You can’t study. You should stay home to work. You should get married.’ They will tell your parents to get you married.... She wants to study, but she can’t, and she also can’t talk to anyone about this.... I share these things with friends, and they tell me to complain to teachers, but it feels so difficult to say such things. I don’t like discriminating behavior of sir among smart and dull students.”^[53]
(FGD In-school Girls 15-19, Nuwakot)

In addition to the kinds of examples cited above, teachers discriminating against girls from particular castes came up in FGDs with out-of-school girls from Sindhupalchowk and Surkhet.

Ethnic, caste, and religious differences

The overwhelming majority (91%) of respondents agreed that girls from different ethnic, caste, and religious groups vary in terms of which difficulties with schooling are the most important. Across all districts, stakeholders most frequently mentioned Dalit girls as the group facing the most difficulties staying in school, though they also mentioned Madhesi, Tamangs (in Nuwakot and Sindhupalchowk), Chhetris, and Brahmins. At the same time, many interviewees emphasized that poverty is more of a challenge to girls’ abilities to stay in school than caste or ethnic discrimination and that families of all ethnicities, castes, and religions with less income and economic security are less likely to send girls to school.

During more in-depth discussion, girls in the FGDs explained that they perceived dropout as more common among lower castes largely because they believe that girls from those castes are more likely to be married at younger ages.

“In every caste, girls drop out of school after marriage, but in the Madhesi caste, more girls dropped out of school than from other castes, because the Madhesi community has early-child marriage customs.... In lower castes, due to lack of money for expenses, parents don’t send daughters to school for further education, and they decide to marry their daughters soon.... In our Muslim communities, there is no problem. In our community, a daughter gets married after 20 years old. Now, my sister who is getting married is 22 years old.”^[54]

(FGD In-school Girls 10-14, Kapilvastu)

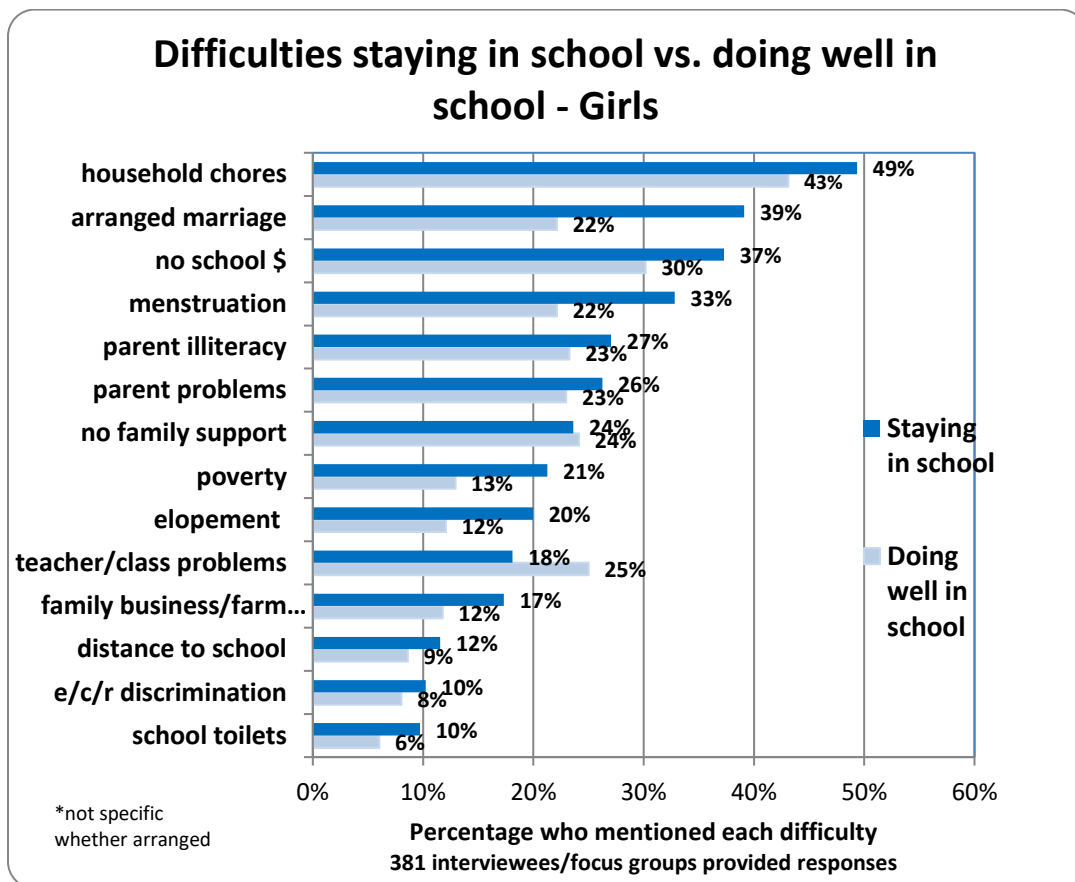
The Muslim girls interviewed in Kapilvastu emphasized that neither early marriage nor school dropout are substantial problems among the other Muslim girls they know.

“They are going to school and madrasa also. My sisters went to madrasa for study, and my sister and I are studying in school. School and madrasa both are very important for us.”^[55]

(FGD In-school Girls 10-14, Kapilvastu)

Girls' difficulties doing well in school: stakeholders' perceptions

Perceptions of the range of difficulties that girls face doing well in school are the same as those that make it difficult for them to stay in school. However, problems with teachers and classes took on somewhat more importance with respect to other difficulties, and arranged marriage decreased substantially in importance as a barrier to doing well in school, largely because, as other research evidences, married girls tend to drop out. The chart below shows how stakeholders' perceptions of the salience of various difficulties shifted when considered in relation to doing well in school vs. staying in school.

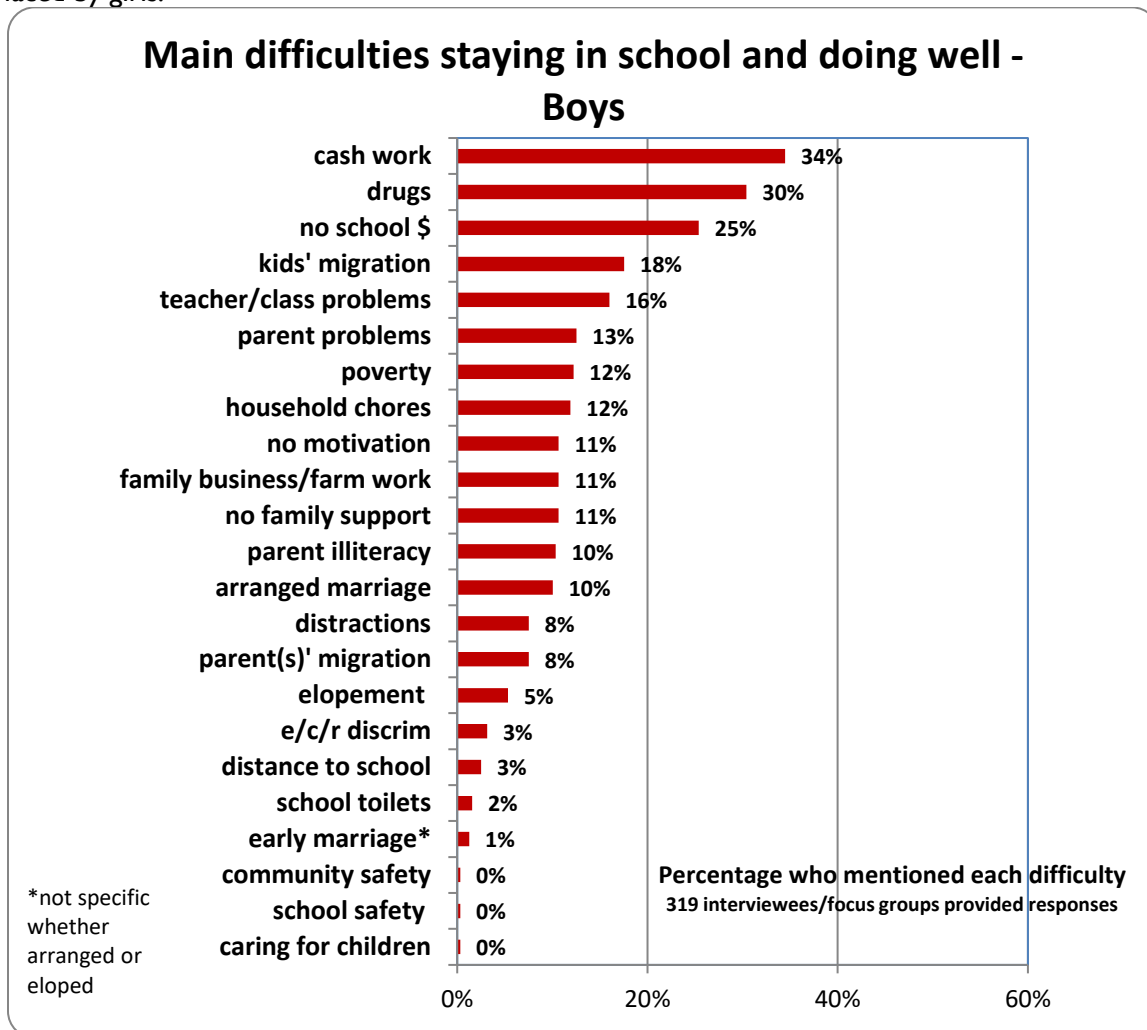


Boys' difficulties staying in school and doing well: stakeholders' perceptions

Stakeholders' perceptions of the main difficulties that boys face staying in school and doing well⁸ are presented in the chart below. The top five were:

1. Having to work to earn money
2. Drugs or alcohol
3. No money for school-related expenses and supplies
4. Migrating for work outside Nepal
5. Teacher or class-related problems

The contrast between stakeholders' discussions of the difficulties that girls and boys face underscores that, in Nepal, education is a "gender issue." Only two of the most commonly cited difficulties that boys face with schooling—no money for school-related expenses and teacher and class-related problems—explicitly overlap with the five most cited difficulties that girls face. In Nepal, the expectation of income generation and alcohol and drug use appear to be burdens largely falling on adolescent boys, while the burden of household chores, menstruation, and arranged marriage are barriers to education largely faced by girls.



⁸ While interviewees were asked separate questions about girls' difficulties staying in school and doing well, the question about boys combining difficulties staying in school and doing well.

Having to work to earn money (1st). One-third of stakeholders (34%) emphasized that boys have difficulties in school primarily because they forgo classes to have a paying job, either because their families pressure them or because boys want money for their own needs and habits. In stark contrast, only 8% of stakeholders cited needing to hold a paying job or working for money as a difficulty for girls staying in school, and only 3% cited it as a difficulty for girls doing well in school.

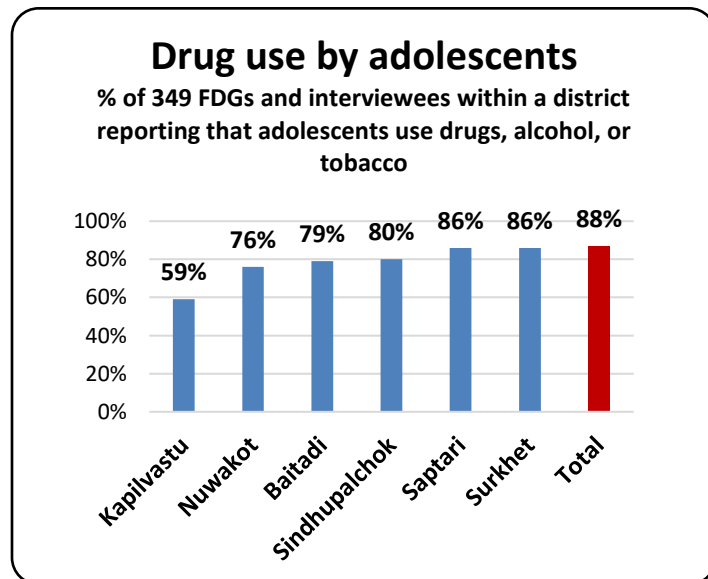
“If there is not enough support from family after they have grown, they focus on earning money. There are such kinds of things. Relatives who go to India to earn money intimidate them, after they see them financially better off. They think that education will not lead them to anything, and they think that they have to earn money. This kind of thinking and perspective has been developed in them. This is the main reason for adolescent boys to drop out of school.”
(Local Health Official, Surkhet)

“Boys have to face challenges in terms of financial matters. At the age of 13-14 years, adolescent boys tend to become a financial medium for his family.” [56]
(NGO, Sindhupalchowk)

Drug use (2nd)

Boys' drug use was the second most commonly cited (30%) barrier to their staying in school and doing well. Stakeholders overwhelmingly agreed that boys are far more heavily involved with drugs and alcohol than girls are; drug use barely registered as a difficulty for girls, either with respect to staying in school or to doing well.⁹

Kapilvastu stands out, with only 59% of respondents noting adolescent drug use in their community, compared to 76% to 86% in the other districts. Among those who said drugs are a problem, almost two-thirds said that boys use tobacco (65%) and alcohol (62%). One-quarter (24%) reported that adolescents use marijuana, and 17% spoke about other “soft” drugs, such as gutka, attar, betel nut, and bhang. About a quarter (28%) reported that adolescents use hard drugs such as *Charas/ Hashish* and heroin.



⁹ Among the handful of FDGs or interviews in which respondents said that girls also use drugs, there seemed to be general consensus that they are mostly from urban areas around the district capitals. For example, in a focus group with out-of-school girls in Sindhupalchowk, girls agreed that, when girls use “drugs,” it’s mostly alcohol, and they may start drinking only after they get married, because their husband drinks. They also agreed that only wealthier girls, with freedom of mobility, might use syringes and beads. (FGD_SHK_15-19 Out of school Girls_29.01.17)

During detailed questioning about the effect of drug use on boys' education, FGD and interview participants said that drug use causes boys to have poor concentration, irregular attendance, dropout, and family and health problems.

"They don't go to school and stray away on the way. Family members think they went to study, but they actually go and steal rice, wheat, and get into addiction. If somebody has sent money from abroad, they break the safe and steal money. Such activities have negatively affected studies of the adolescents. Some parents try to make their children understand, but they don't listen." [57]

(FCHV, Saptari)

"When they get addicted, they drop out for sure. That is because there is the fear that they will get beating from the teacher.... When they go to school, other boys and girls laugh at them, and the teacher beats them up and asks where they have been. The teacher also doesn't talk to them or show them other possible alternatives and encourage them. Instead, they are given physical torture in school. The torture develops hatred inside them. They feel disgust towards the teacher. Then they stray further away from the school." [58]

(NGO, Nuwakot)

Having no money for school-related expenses and supplies (3rd). Twenty-five percent of stakeholders cited lack of money for school-related expenses as a main barrier to boys' education. It is the third most salient issue for both boys and girls.

Migration (4th). Boys' migration for work is also a substantial barrier to their continued education. Although it barely came up in relation to girls' difficulties, migration for work in neighboring and Gulf countries was cited by 18% of interviewees as a difficulty for boys.

"As for the adolescents' inability to pass the SLC exams due to financial constraints, they drop out of school while still in 10th grade and, inspired by their friends and neighbors, they leave for places such as Delhi, Bombay, and Punjab." [59]

(Local Official, Saptari)

Migration is discussed in greater detail in *Section G: Migration*, below.

Teacher- or class-related problems (5th). Problems with teachers and classes were cited by 16% of stakeholders as barriers to boys staying in school and doing well, and they are the fifth most cited difficulty for boys, compared to the third most cited difficulty with respect to girls doing well in school. This suggests that, although girls and boys both face significant problems with the quality of teaching and teacher treatment, it may be a more serious problem for girls. Related to problems in class, some stakeholders said that boys have a difficult time concentrating on studies and attending school regularly because they are more distracted than girls with things outside of the classroom, like love affairs or electronics. Distraction is of medium salience for boys, and, with respect to doing well, for girls.

Girls' and boys' main reasons for missing school and dropping out: adolescents' perceptions

While all stakeholders were asked about the difficulties girls and boys face staying in school and doing well, adolescents were asked to discuss the specific combination of factors precipitating dropout in more depth. The chart below compares the reasons that girls and boys gave.

Girls' dropout. Girls explained that, as they fall behind on their schoolwork because of lack of family support and heavy burdens of household chores, they cannot catch up and are more likely to fail their exams. When they fail their exams or fall too far behind to take them, eventually either the girls give up or their parents decide that it is no longer worthwhile to invest in their educations. In particular, girls reported that girls with difficult home lives -- e.g., alcoholic parents, many siblings, uncaring or abusive stepfathers, and poverty -- struggle to attend school because of additional stress and responsibilities at home, on top of the heavy burden of housework that girls face generally. The girls also stressed that lack of money and large families put pressure on parents to get daughters out of the house by arranging their marriages at young ages, which simultaneously also forces girls to drop out.

“Some leave school because of early marriage. Some are poor and cannot afford pen and dress. Houses with many daughters marry daughters more often at an early age.” [60]

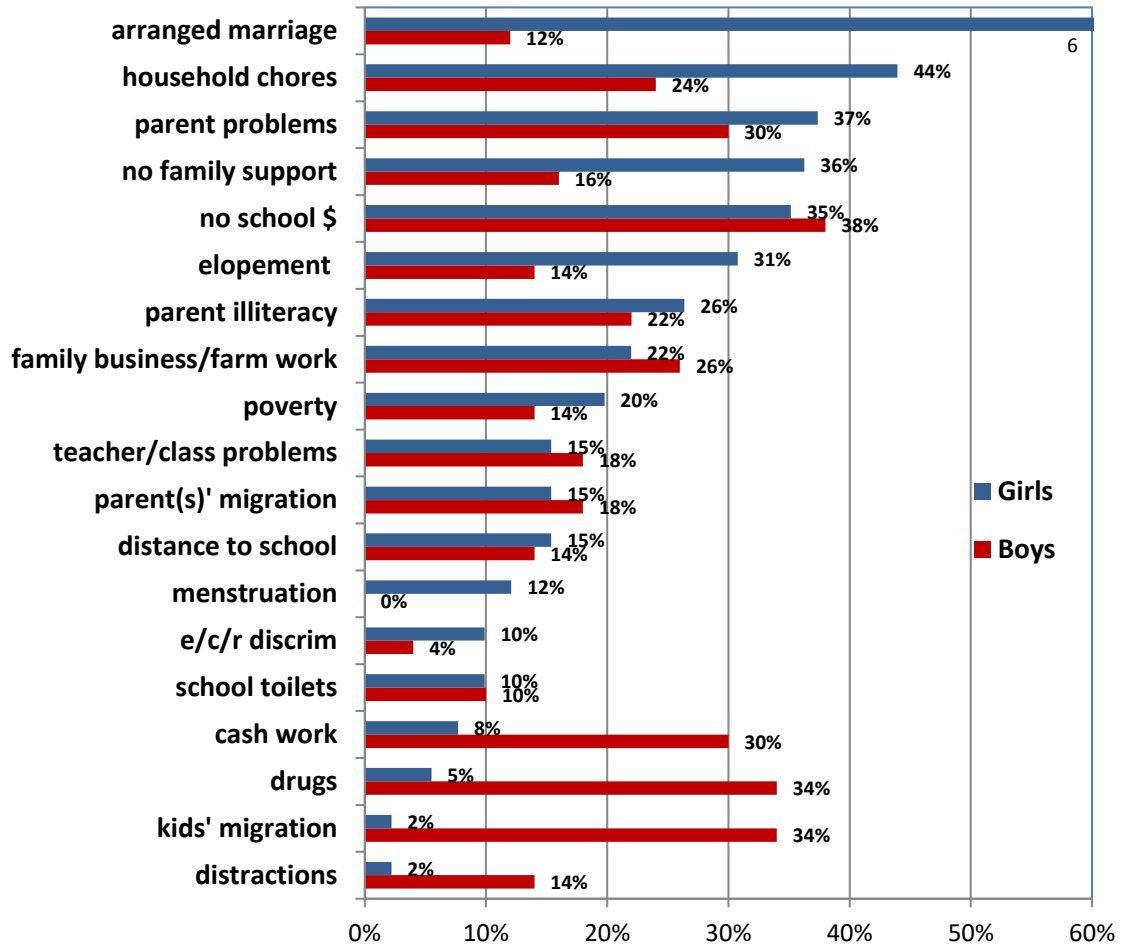
(FGD In-school Girls 15-19, Saptari)

Boys' dropout. Boys explained that boys drop out of secondary school before passing their SLC exams mostly because of the pressures and responsibilities involved in having to contribute economically to their families' well-being. Lack of money for school expenses also contributes heavily to boys' reasons for dropping out of school and is related to the overall economic stress that boys suffer. Boys said that they miss school more during the harvest season or when their parents need help with economic income. Boys also reported missing school if their father has left to go and work and the mother is home alone with the family.

“[When] adult males are absent from the village, adolescent boys have to support villagers in carrying patients and pregnant women to health post, attending death rites, and helping to organize ceremonies, and they keep busy in farming and harvesting seasons.” [61]

(FGD In-school Boys 15-19, Nuwakot)

Reasons for dropping out - Girls and Boys



Percentage who mentioned each reason

All focus groups (40 girls, 16 boys) were asked directly. Some other stakeholders mentioned reasons for dropping out in response to different questions.

C. GENDER NORMS IN FAMILIES AND PARENTS' ROLES

Discrimination between sons and daughters: adolescents' beliefs and perceptions

“They treat us differently than boys. They expect boys to study hard and do well in studies, whereas they do not want us to study and wish us to work. They say sons look after parents, and daughters go to somebody else’s home. It feels bad when they do such behavior.... The parents do not see or value however much she earns. If boys earn, they will say ‘my son earned.’ They say, ‘a daughter’s earning is nothing, but the earning of a son is our wealth.’”^[62]
(FGD Out-of-school Girls 15-19, Sindhupalchowk)

“[T]here is no trend to give birth to fewer children. They [parents] still have conventional thinking and believe that having more children helps with income generation activities of the household. Along with this, they still have more love for sons. Even if there are 3-4 daughters, a single son is more loved, while the daughters are shown less care from what I observe.”^[63]
(Local Official, Kapilvastu)

FGDs with girls and boys specifically probed gender norms in their families and their impact on adolescents' education. In addition to participating in open-ended discussion, FGD participants were read statements about specific gender norms and gender-related beliefs, and each individual had the opportunity to agree or disagree by holding up a “smiling face” or a “frowning face.” Taken as a whole, the findings suggest that the majority of both girls and boys disagree with discriminating against daughters in favor of sons' educations. However, boys, especially older boys, agreed with such discrimination in far higher proportion than girls, and they are less aware of it. Older girls are more aware of gender discrimination within their families, and they agree with it less than younger girls do.

- Older girls 15-19 were radically less likely than boys the same age to perceive that household chores are shared equally between girls and boys (24% vs. 67%).
- Older boys 15-19 were more than twice as likely as girls the same age to agree that girls should prioritize household work over school work (24% vs. 11%).
- More than half (54%) of older boys 15-19, believed their families should prioritize a son's education over a daughter's if there are limited family resources, almost four times the proportion of girls the same age (14%).

Both boys and girls spoke repeatedly about “discrimination between sons and daughters,” and this phrase came up again in relation to questions about gender-based violence and safety issues, indicating that some adolescents feel that gender discrimination in their families is so unfair as to be “violence.” Overall, there was consensus among both girls and boys about two main issues.

Parents privileging sons' educations and reluctance to support options for girls other than marriage

- School quality. Parents are willing to pay to send sons to institutional/private schools, but send daughters to community/government schools, which adolescents perceived to be poor quality.
- Money and supplies. Sons are provided with pocket money, *tiffin* (lunch boxes), and stationery/school supplies, but daughters often are not.
- Household chores. Daughters are more burdened with household chores and have less time for studies than sons.

Other kinds of gender discrimination in families posing indirect barriers to girls' education

- **Girls' mobility.** Once daughters reach puberty, parents restrict their movement, reasoning that they are grown up and might elope or fall prey to violence or bad influences, although sons are allowed to “roam here and there.”

“They will say, ‘Daughters should not walk like men; they should hold their heads down while walking. Daughters should not talk loudly; they should talk softly.’”^[64]

(FGD In-school Girls 10-14, Sindhupalchowk)

“Sons can go anywhere, but daughters are not allowed. They don't say anything to sons, no matter where he goes, but if a daughter is late, they scold.... They are afraid that daughters will make them ashamed, so they advise us about those things.”^[65]

(FGD In-school Girls 15-19, Sindhupalchowk)

- **Resources and care.** Daughters sometimes get less food and access to health care than sons.

“They save for sons, but for daughters, it doesn't matter whether she eats or not.... And also they will say, ‘You can't do anything.’ How could she do anything if not given the chance to go outside of the house? They take their sons to the hospital if he has minor cough too, but for daughters, in same case, they say like, ‘It is just a minor cough.’”^[66]

(FGD Out-of-school Girls 15-19, Nuwakot)

- **Menstruation.** Girls believe that parents don't understand menstrual problems and reported that parents are reluctant to spend money on sanitary pads.

“If I say, ‘I am not feeling well. I have abdominal pain,’ parents may say that I am making excuses. Our fathers, brothers do not know how we feel then.... They humiliate girls, saying, ‘You are a daughter. Where can you go? Whom can you tell?’ Thinking this, they think that they can do whatever, say whatever to daughters.”^[67]

(FGD In-school Girls 15-19, Nuwakot)

Parents' assignment of non-school responsibilities

Fieldwork involved interviews with at least one female parent and one male parent in all six districts and 18 localities covered, with a total of 38 parents interviewed¹⁰. All of them were asked about their daughters' and sons' main responsibilities outside of school, largely confirming what girls and boys said during FGDs regarding gender role differences, but without the same perceptions that the differences are unfair.

Daughters. Household chores for girls include grazing livestock, housework, taking care of siblings, cooking and cleaning, support in the field, washing clothes, cutting grass, etc. Outside their homes, girls are expected to assist their parents in their jobs and in the community. A few parents from Sindhupalchowk said that daughters might also be expected to migrate to India to earn money or to work locally as helpers in hotels or offices. After menstruation, girls are considered grown up, and parents become more cautious regarding their safety, restricting their movement.

¹⁰ Parents interviewed were not the parents of the adolescents taking part in the assessment's focus groups.

Sons. Parents described work for boys such as cutting grass, grazing livestock, collecting wood, ploughing fields, agriculture work, and supporting mothers in household chores. Beyond their household responsibilities, many boys might be involved in wage labor, migrate to earn money, work in grill factories, assist parents in their work, work in the community, or work locally as helpers in hotels or offices. After puberty, parents expect boys to be more responsible, with expectations including concentrating more on their studies; assuming more household responsibilities; helping parents with business, work or migrating; and getting married. A substantial minority of the parents lamented that older sons no longer listen to them and “go around everywhere.”^[68]

Parents' opinions about educating daughters

- Of the 38 parents interviewed, half mentioned that lacking money for school necessities was an issue, a finding consistent across all 6 districts.
- Of the 18 parents who spoke directly about how they value their daughters' education, the majority said that an investment in a daughter's education was just as worthwhile as investment in a son's education. Only one parent interviewed said that she does not support daughters receiving the same education as a son.

“I have been giving time to both son and daughter to study. A daughter should work a little more at home than a son. But also, a daughter should be advised and encouraged to study. Although [we are] making her work at home, she shouldn't be busy at household work all day long.”^[69]

(Male Parent, Saptari)

- A substantial number of parents emphasized that passing the SLC is an important milestone and critical to their daughters' futures, both to getting a job and to getting married well.

“If daughters are illiterate, others look down upon them. Today, everyone looks down on me with disdain because I am not educated.... Even if you are illiterate, don't let your child have that fate. You should educate them properly so that no one can look down upon them in the future.”^[70]

(Female Parent, Nuwakot)

“If daughters complete SLC, they get married to a good groom. They will have an opportunity to study further and will have an opportunity to get a job.”^[71]

(Male Parent, Saptari)

Parents' recommendations

Researchers asked all parents for their ideas about how parents could enable daughters to succeed with their educations and for recommendations about how to make it easier for parents to support their daughters. Twenty-three gave answers, and more than half recommended providing financial support to parents to pay for children's school expenses. Other recommendations included encouraging parents to value girls' education more; opposing child marriage; providing adult literacy classes, so "we might be aware too,"^[72] and improving school and teacher quality, including by educating students with the skills for and awareness of careers like engineering and medicine.

A father against child marriage

"So far, I have worked hard for my kids' study, especially my daughter. One thing that I did hard work on is child marriage, a prevalent culture of this area. At 14, 15, 16, 17, getting married has been a huge problem.... After turning 17, what my daughter said was, 'Daddy, I will get married only after getting a job'.... After that what I felt was, I could save her from this type of social environment.... I'm also involved in political parties, and during different child marriage related programs, I used to participate. And on personal level, it has been about 2-3 years since I stopped going to child marriages.... Instead, I've been trying to teach people."

Male Parent, Surkhet

(KII_SUR_Maintada_ParentsMan_NeRaMaBi_10.02.17)

D. EARLY MARRIAGE AND ADOLESCENT PREGNANCY

National context

Child and early marriage

The districts and regions where early marriage is most common and the ethnic/caste groups most likely to practice it are covered in more detail in *Part V: Demographic Findings and Background*, with extensive tables in *Annex 1: Detailed Methodology and Findings*. As a re-cap:

- In 2014, 25% of 15-19 year old were married, and early marriage was most common in the Mid-Western Mountains, Mid-Western Hills, Mid-Western Terai, and Central Terai (33.4%).^[73]
- In 2011, marriage among 10-18 year-old girls and boys was most common among Madhesi Other Caste literacy under 66% (10.2%), Madhesi Dalit (10.2%), Muslim (9.8%), Hill Dalit (7.8%), and Madhesi Other Caste literacy 66% or more (7.7%).^[74]

The Girls Not Brides 2014 survey of young married women (<=24 years) found that, among girls under 18, 59% of Dalits and 63% of non-Dalits had agreed to arranged marriages, 32% and 29% had eloped, and 9% and 8% had been forced into marriages. Among married women ages 18-24, the proportion of arranged marriage with consent stayed about the same, but the proportion of elopement went up to about 38% for both Dalit and non-Dalits, and the proportion of forced marriages went down to 2% or less.^[75]

Adolescent sexual activity, pregnancy, and childbearing

In Nepal, among young women, sexual intercourse and pregnancy take place almost wholly within marital unions; in 2011, only 1% of never-married young women aged 15-24 had ever had intercourse. In contrast, among never-married men the same age, 22% had had sexual intercourse, an increase from

17% in 2006.^[76] Because early marriage remains common, adolescent childbearing remains common, although the proportion of adolescent girls who bear children in Nepal is decreasing.^[77] In 2014, 14% of adolescent girls aged 15-19 had begun childbearing; 10% had given birth, and 3% were pregnant with their first child.^[78]

- Fertility was 2.4 times higher in rural areas than urban areas among 15-19 year old.^[79]
- The regions with the highest proportions of 15-19 year old who had begun childbearing were the Mid-Western Mountains (20%), the Central Terai (18%), the Mid-Western Terai (17%) and the Mid-Western Hills (17%). (There were insufficient cases in the Western Mountains to judge.)^[80]

Transnationally, there is a strong positive correlation between higher “formal education attainment among girls and healthier sexual and reproductive behaviors, including contraceptive use.”^[81] In Nepal, early childbearing decreases sharply when women’s education levels rise.^[82] Women who have secondary education are 50% less likely than women with no education to begin their childbearing before age 20, and the odds are 90% lower for women with an SLC and above.^[83]

Adult stakeholders’ perceptions of the prevalence of early marriage

The research design did not involve statistical data collection on the prevalence of early marriage and pregnancy in the fieldwork districts. However, interviews captured adult stakeholders’ perceptions about early marriage in their respective districts, communities, and schools¹¹. As a whole, the data described below indicates that, although district-level stakeholders overwhelmingly agreed that early marriage is prevalent in their districts, perceptions of its prevalence vary substantially by school and community and even within a given school or community.

District officials reported that there is no systematic record keeping of early marriage and pregnancy. Correspondingly, from the district to the school level, respondents’ descriptions of the extent of early marriage varied from fairly general characterizations, like “reduced” or “a common problem,” to specific statements, like that of a headmaster in Baitadi: “Out of 1,000 students, approximately 15-20 girls and 15-20 boys elope or get married each year.”^[84] A district official in Surkhet summarized the situation:

“We are not in the condition to give exact statistics of child marriage. Even though we don’t have the official statistics, it is said that Surkhet district is one of the top 10 districts where child marriages take place.”^[85]

(District Official, Surkhet)

For this reason, researchers limited classification of interviewees’ descriptions of the frequency of early marriage to two categories: reports that early marriage seldom or never happens and reports that it happens occasionally, commonly, or often. Tables detailing responses among each category of stakeholder are in *Annex 1: Detailed Methodology and Findings*.

Variation at the community level. Except in Surkhet, local officials, CBOs, and other community leaders were split within districts in their perceptions of how often early marriage occurs.

- In Surkhet, 95% of respondents agreed that early marriage occurs commonly or occasionally in their communities: Maintada, Bidhyapur, and Birendranagar.
- In Baitadi and Kapilvastu, respondents in each VDC were split among those who see early marriage as occasional or common and those who reported that it seldom or rarely happens.

¹¹ There were between 9 and 27 people per district in each stakeholder category.

Those who reported that it is rarely a problem were Ward Citizen Forum members, VDC staff of some kind, and a member of a CAC.

- In Nuwakot, Saptari, and Sindhupalchowk, perceptions also varied within a single VDC or municipality, but there is no immediately discernible pattern to which kind of stakeholder gave which response.

Variation within schools. Except in Nuwakot, SMC members', school heads', and teachers' perceptions of the prevalence of CEFM in their schools varied within districts and within almost all VDCs.

- In Nuwakot, school-based interviewees almost all agreed that early marriage is uncommon.
- In the other districts, although many interviewees in a given district reported that early marriage is occasional or common, a substantial proportion reported that early marriage seldom or never occurs. As with community-level respondents, at the school level there were distinct perceptions, not only within a given district, but also within a given VDC.
- There is no clear explanation of why teachers, school heads, and SMC members associated with the same school would have dramatically different perceptions of how often early marriage happens among students in their schools.

Ethnic, caste, and religious differences. Some district officials and NGOs, local officials, teachers, and CBOs reported child and early marriage as more common among Dalits, Brahmins, Chhetris, and Tamangs (in Nuwakot and Sindhupalchowk), and some emphasized that poverty is a stronger correlate of early marriage than ethnicity or caste.

“Yes, religion has also made an impact. In our Hindu religion, especially among Brahmins and Chhetris, marrying off young girls prior to their first menstruation cycle is considered ideal.” [86]
(PTA, Baitadi)

“There are more child marriages in social groups where there is poverty. Actually, there is no specific caste. Mostly it is due to poverty, peers' decisions, and family's lack of monitoring.” [87]
(District Official, Surkhet)

Elopement vs. arranged marriage. A substantial group of adults said that elopement, young people marrying on their own without their parents' permission is an “increasing” problem that has become as significant as arranged early marriages driven by parents' own interests. As indicated by the quotation below, not all interviewees found elopement problematic, but researchers did not probe for details about this issue.

“[Early marriage is] much reduced compared to earlier times. Before, parents forced children, but today children marry out of their own interests, elope with husbands met on Facebook, or desire to have new experiences or go to a new place.” [88]
(NGO, Nuwakot)

There was no discussion among district and community-level stakeholders about ethnic/ caste differences among girls and boys who elope and those who have arranged or forced marriages. However, one donor agency staff person explained that elopement has been commonly practiced among Janajati communities as an accepted tradition, and she distinguished this tradition from elopement among Hindu caste adolescents, who more commonly elope when they disagree with a potential arranged marriage or when their parents refuse permission for a “love match.” [89] With respect to Dalits, the

Girls Not Brides research found that Dalits and non-Dalit adolescents have similar proportions of elopement, arranged marriages, and forced marriage. [90]

Frequency of adolescent pregnancy. Among the 65 interviews/FGDs during which adolescent pregnancy was discussed, participants were split in their perceptions of its prevalence in their respective districts and communities; 58% reported that early pregnancy happens at least occasionally, and 42% across all districts but Surkhet said that adolescent pregnancy seldom or never occurs.

Adolescents' perceptions of parents' and children's roles in deciding about marriage

Parents are the main deciders. FGD participants were asked, "Who decides at what age you should get married?" In Kapilvastu and Saptari, fieldwork districts in the Terai, girls and boys were also asked who decides about the age of *gauna*, the consummation of a marriage, when a young bride moves from her natal home to her husband's home. Participants overwhelmingly identified parents as the decision-makers in both girls' and boys' marriages, although some said that adolescents, other family members, and neighbors also have some influence in marriage/ *gauna* decisions. This is consistent with the Girls Not Brides research, which found that fathers were by far the most influential actors in deciding about young women's marriages, with a higher proportion of Dalit women under 18 saying so than non-Dalit (63% vs. 54%). [91]

Adolescents' perceptions of parents valuing girls' marriage over education. Each individual FGD participant was also asked to agree or disagree with the statement, "Parents could plan marriage before a girl finishes her education."

- While most girls and boys did not believe that girls (on average) are in danger of being married before finishing their education, it was still perceived as a significant risk by 39% of the girls and 25% of the boys in the FGDs.
- Older girls, who are generally burdened with increasing household responsibilities and restrictions, felt parental pressure to marry more acutely than do younger girls; 45% of girls 15-19 agreed, compared to 30% of 10-14-year-olds.
- Older boys were more aware of the risks to girls; 33% of older boys 15-19 agreed with the statement, compared to only 17% of younger boys 10-14.

Few options for girls who disagree with parents; slightly more options for boys

Though "forced marriage" was not a term stakeholders used, many girls described examples of girls getting beaten and emotionally blackmailed by parents questioning their morality or even threatening to kill themselves if the girls did not agree to a proposed marriage arrangement.

"My mother threatened me with committing suicide if I did not agree to get married. I tried to convince her, saying that I would get married at the age of 24-25. Now I need to learn some skills so that I could be self-reliant, otherwise I will have to depend upon others to get my medicine too. She is yet not convinced." [92]

(FGD Out-of-school Girls 15-19, Sindhupalchowk)

Only a handful of girls' groups said that girls could seek help to change their parents' minds, and the general perception among the girls was that neighbors and community members were of no support.

“If girls go against parents’ decision on marriage, they will not get support from family and community. Instead they will blame us. They make us feel guilty for letting down parents’ prestige. Girls will be called ‘shameless’ for disobeying parents.”^[93]

(FGD In-school Girls 10-14, Saptari)

To circumvent an arranged marriage, a small number of groups said that girls might elope, and a few gave examples of girls committing suicide to avoid an unwanted arranged marriage, a response not noted during the literature review. Others mentioned that forced marriages might end in divorce.

Comparatively, boys reported having a slightly easier time. Although parents and guardians are still the main decision-makers regarding their marriages, boys said that parents generally ask boys for their input and do not go against them if they disagree. For example, boys can often ask to see the proposed bride before marriage. However, circumstances differ according to location, and boys in Kapilvastu and Saptari districts reported being under more pressure and having fewer options.

“If girls don't agree, they are beaten. We are also forced to marry, as they say the wife will help in the household chores and ‘We can see the faces of our grandchildren.”^[94]

(FGD In-school Boys 10-14, Saptari)

“As parents decide about marriage, we cannot say no, because it’s culture. If we say ‘no,’ then parents say do ‘whatever’ or leave the house, and then we have no place to go.”^[95]

(FGD In-school Boys 15-19, Kapilvastu)

Among boys’ groups, few discussed seeking help to oppose their parents, and those who did were divided; some boys said they might get support from community members, while others said they would not.

Factors driving elopement

During discussions about marriage decision-making, very few adolescents described decision-making leading to elopement except in terms of it being a possible response to an unwanted arranged marriage. The Girls Not Brides research provides a more robust picture of the drivers of elopement among girls under age 18.^[96]

- Almost twice as many non-Dalit girls (28%) as Dalit girls (15%) reported that they eloped in response to marriage being arranged with someone unwanted.
- The most salient driver of elopement among Dalit (69%) and non-Dalit (74%) girls was a strong desire to marry a particular boy.
- The two groups also reported in similar proportion with respect to boys’ strong desire for a particular girl (under 20%), peer pressure or social pressure within the community (under 20%), and a desire to save marriage expenses (under 10%).

Adolescents’ views on early marriage

The ubiquity of elopement is in tension with the fieldwork findings that the overwhelming majority of individual girls and boys in the FGDs both agree that girls who are educated before marriage will have better lives and disagree that early marriage for girls is a path to success. This suggests that, given

options, both girls and boys would support girls' completion of secondary school prior to marriage, including by delaying their own elopements.

Adolescents' views on early marriage				
Individual FGD participants who agreed with the statements below				
	A girl's life is secured if she gets married at an early age		A girl who is educated before getting married will have a better life	
	% responding yes	total # responding	% responding yes	total # responding
Girls	6%	296	86%	298
10-14	0%	111	86%	111
15-19	9%	185	87%	187
Boys	11%	95	97%	95
10-14	4%	47	94%	47
15-19	17%	48	100%	48
All		391		393

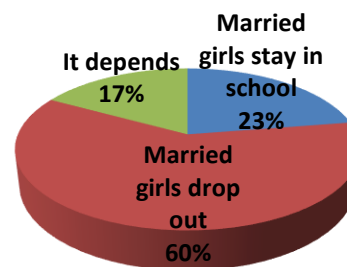
Links between early marriage, pregnancy, and school dropout

The majority (60%) of stakeholders said that most married girls drop out of school, and 17% said that it depends on circumstances. Six intersecting factors emerged from the interviews with adults as critical to whether or not married girls drop out.

- 1. Grade at the time of marriage.** Girls who get married while studying in grades 7-8 generally drop out, while those getting married in grades 10-11 are more likely to obtain their SLC and may continue to 12th grade, in part because they have already demonstrated their promise as students.
- 2. School support to take exams without attending classes.** Once girls are close to passing their SLC exam, they may be able to graduate by coming to school only to sit for their examinations.
- 3. Elopement vs. arranged marriage.** Girls who elope are less likely to continue their schooling, because they are less likely to maintain family support.

Do girls who get married mostly drop out or stay in school?

% of 311 interviewees and FGDs responding



"If it was a proper arranged marriage, they would have definitely continued their education. Well, I have seen such situation but, if it is an eloped marriage, they don't continue their education....30%...are continuing but 70% don't continue." [97]

(WCF, Sindhupalchowk)

4. **Pressure to work for money and at home.** Married girls from poor economic backgrounds drop out more often due to pressures of housework and the need to contribute to their family's income.
5. **Education level of a girl's family.** Married girls with parents or in-laws who are educated are more likely to continue their schooling.

It depends on the family; if the family is educated they send to school, but those uneducated will say, 'There is no need to study after marriage.' [98]

(FGD In-school Girls 15-19, Sindhupalchowk)

6. **In-laws as gatekeepers.** In-laws' support and positive mindset towards girls' education is a critical enabling factor, but lack of support means a newly married girl will drop out.

"They are married off with a false promise of letting them study further, but once they get married, they have household responsibilities as a daughter-in-law. It is not as easy as living in [husband's parents'] home.... Almost all household works fall under the responsibility of daughter-in-law, therefore they do not come to school, even if they are asked to go to school. The society also criticizes those in-laws who send their daughter-in-law to school... therefore girls who go to school are rare." [99]

(FGD In-school Girls 15-19, Baitadi)

Pregnancy and dropout

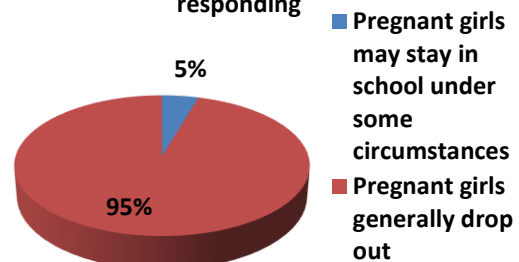
About half of the interviews and FGDs (155) also commented on the effects of pregnancy on girls' school attendance and dropout, with the vast majority (95%) reporting that pregnancy and childbirth, like marriage, also precipitate girls' dropout. Some stakeholders indicated that girls drop out as soon as they begin "showing," while others indicated that some girls continue attending school until delivery:

"They will come until 4-5 months [of pregnancy], then after that, due to shame, they don't come, and...no one comes carrying their baby." [100]

(FGD In-school Girls 15-19, Nuwakot)

Do pregnant girls stay in school or drop out?

% of 154 interviewees and FGDs responding



One female community health volunteer (FCHV) in Sindhupalchowk noted that, even when girls have support from in-laws and parents to go to school immediately after childbirth, while they are still nursing, teasing and bullying usually discourages them, and they drop out anyway.[101]

Two factors emerged to enable girls to stay in school while pregnant and immediately after childbirth and to return to school after a period of absence:

1. Having a baby as an older adolescent and being close to the SLC or finishing grade 12;
2. Support from husband and family.

Barriers to implementing the law against early marriage

All stakeholders except parents and adolescents were asked about barriers to implementing the law against early marriage.

Gender norms

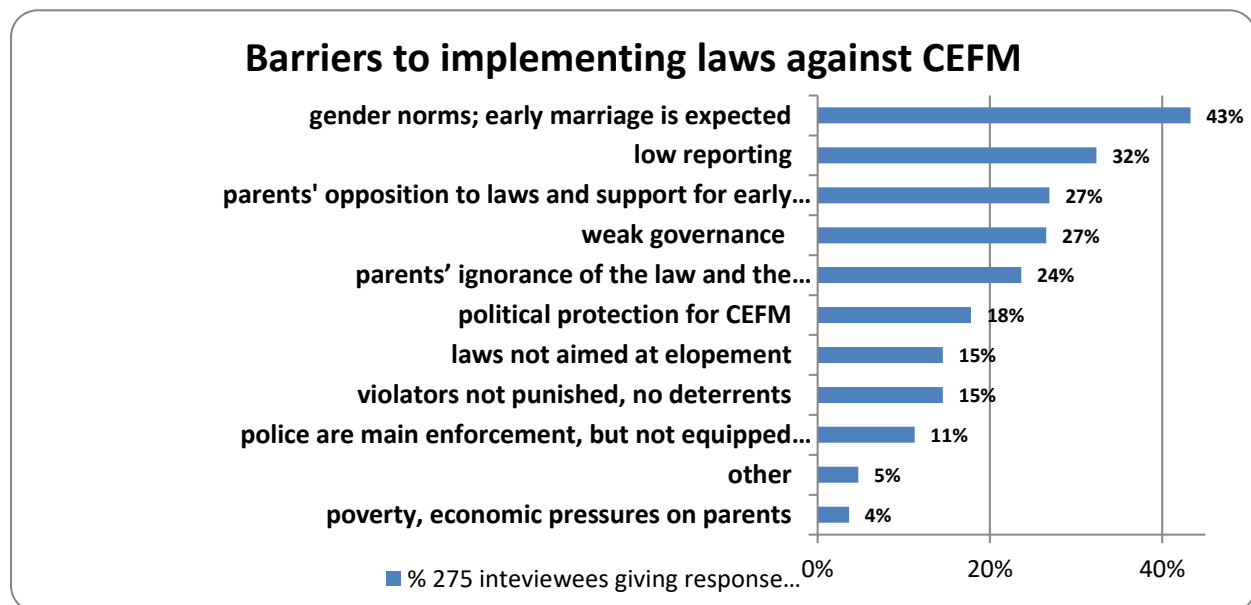
The largest group cited gender norms -- including a culture in which early marriage is expected -- as the most significant hurdles to overcome, and those norms underpin the more specific barriers that stakeholders cited, which are illustrated below using quotations.

"It is the deep-rooted traditional thinking that, if they marry girl child at a very early age, they will be blessed."^[102]

(SMC, Baitadi)

"Due to the reason of social ills and tradition, child marriage happens. When girls get older, they will not find boys. Also, the society people talk negatively [about unmarried girls]; that's why early marriage is done."^[103]

(Mothers Group, Saptari)



Low reporting

"First, they stay in very remote villages, and the police and laws don't reach there. Despite that, if a case is filed, where is the person who filed the case supposed to hide? If a girl files a case against her husband, where is she supposed to return from the police station?They take police complaints as a huge issue.... So, these cases don't come to the attention of the jurisdiction. There is no easy way out."^[104]

(NGO, Nuwakot)

Parents' opposition to laws and support for early marriage. One CBO leader who advocates against child marriage described being accused of interference by other parents and being heckled and abused:

"Parents tell me that they are getting their own daughter married, and that the girl is not my daughter. Parents also tell me that their children will do as they wish....People tell me that I know too much. They get drunk and abuse us."

(CBO, Sindhupalchowk)

Parents concern for being negatively judged or for having their daughters negatively judged often underlies their support for early marriage.

"Parents think that their daughters will elope, so before that kind of incident happens, they marry their daughters off."^[105]

(Social Mobilizer, Saptari)

Weak governance

"Government itself is weak. It is not able to formulate strong plans and policies. I am unaware of other barriers."^[106]

(SMC, Baitadi)

"... policies and law are among the best in the world, but the government bodies are silent and neglect enforcement of laws. All government institutions like police, court, DDC, are waiting for the other organization to take action. They try to put the responsibility to other departments and units. There is a lack of effective coordination and communication, which is an obstacle to enforce laws."^[107]

(NGO, Nuwakot)

Parents' ignorance of the law and the consequences of early marriage

"No matter how many laws you make, parents don't know about it. It is because the law has not been implemented at the local level. They will know only if someone is charged for violating that law....How can it reach the students and parents? We must look at this too. On top of that, not everyone is literate. Then how will you make illiterate people understand about such laws?"^[108]

(NGO, Baitadi)

Political protection for CEFM

"The political parties are also engaged in hiding and covering up such cases."^[109]

(SMC, Surkhet)

Laws not aimed at elopement

Stakeholders reported that existing laws are not designed to address elopement, because it is unrealistic to punish adolescents with fines and jail time, and parents will not report their children.

“But we cannot take actions, because, although the parents do not want to get them married, the daughter elopes anyway and gets married. Such is the case, and after they have fallen in love, there are no such actions that are helpful. All we can do is just exile them from the family, but cases of punishment do not exist.” [110]

(Local Official, Nuwakot)

“... The parents decide to let the boy and girl get married, because they cannot live without each other. The law is still there, but the parents will not file a case against their own son and daughter. They are scared that if they try to stop it lawfully, their son or daughter might commit suicide.... [With] this kind of problem, laws are not applicable and are not implemented.” [111]

(CBO, Nuwakot)

E. ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH (ASRH) SERVICES AND INFORMATION

Transnationally, there is a strong positive correlation between higher “formal education attainment among girls and healthier sexual and reproductive behaviors, including contraceptive use.” [112] In Nepal, understanding the availability of adolescent sexual and reproductive health (ASRH) services and their use by adolescents is important because of the direct links between early marriage, pregnancy, and girls dropping out of secondary school.

National context

Use of modern contraception. In 2014, only 17% of married adolescent girls aged 15-19 were using modern contraceptive methods; though the proportion rose to 28% among married women aged 20-24.

- There were no substantial differences between women in rural and urban areas [113]. In comparison, in 2011, 51% of urban men ages 15-24 reported using a condom during their last sexual intercourse, compared to 33.7% of rural men. [114]
- Among women aged 15-49, the prevalence of modern contraceptive use was lowest in the Eastern (39%), Western (40%), and Far Western (42%) Hills, followed by the Eastern Mountains (45%), and the Central (46%) and Western (45%) Terai. It was highest in the Western Mountains (64%) and the Far Western Terai (62%). [115]
- Use of specific methods varied with level of education; however, overall women with higher education were less likely to use contraception. [116]

Knowledge of HIV/AIDS. In 2014, the proportion of women ages 15-19 with “comprehensive knowledge” about HIV transmission was 38%. [117]

- Nationally, among women 15-49, there was a substantial gap between rural and urban women; only 23% of rural women had comprehensive knowledge compared to 41% of urban women. [118]
- The regions with the lowest proportions of knowledgeable women were the Mid-Western Mountains (6%), Mid-Western Hills (15%), Western Mountains (16%), and Eastern Mountains (17%). In comparison, the Central Hills had by far the highest proportion of knowledgeable women (42%). [119]

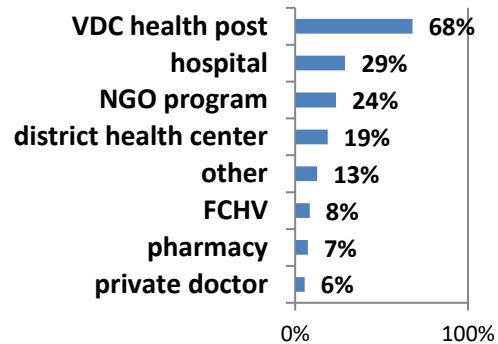
Availability of ASRH services and programs

Almost three-quarters (70%) of FGDs and interviewees responding said that adolescent girls and boys have access to ASRH services, and 20% gave a qualified response, indicating that services exist, but adolescents may feel there are substantial barriers to using them. Indeed, among adolescents alone, only 48 of 56 focus groups agreed that they have meaningful access to ASRH services. There were no meaningful differences among districts, and stakeholders did not comment on differences among ethnic/caste groups.

The locations stakeholders cited are in the chart to right. The “other” locations (13%) cited included:

- Schools and school curriculum (11) and a “school health facility” (1)
- Family planning centers and a family planning hotline (5)
- Birthing centers (2)

Places where sexual and reproductive health services are available to adolescents

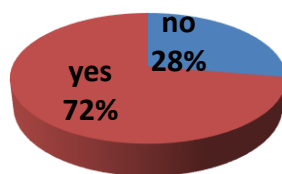


■ % of 377 FGDs and interviews giving at least one response

Types of ASRH services available

Have you or any other girls or boys that you know used ASRH services?

% of 47 FGDs giving a response



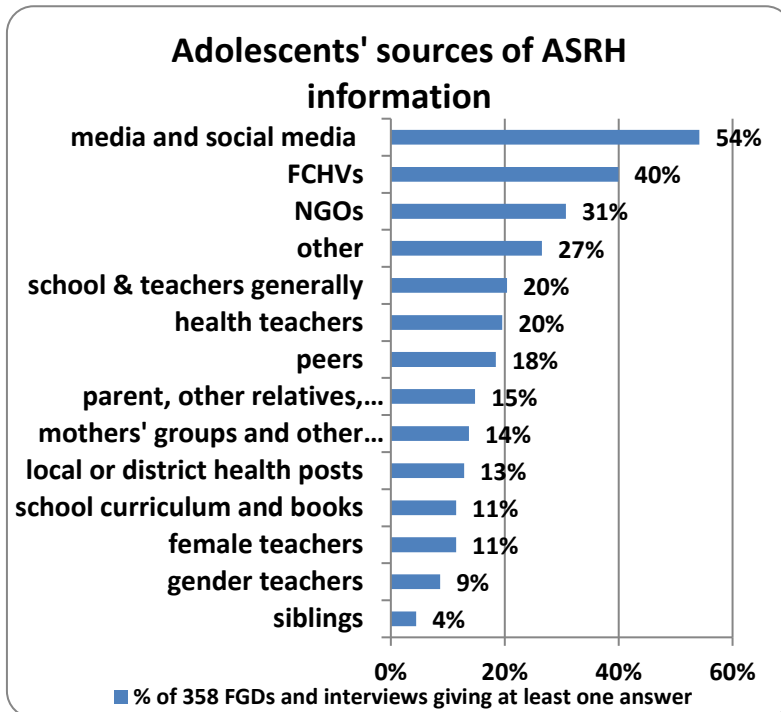
Stakeholders cited contraception (37%), help with menstruation issues (26%) and counseling (11%), obstetric care (11%), and other gynecological care (11%) as the main services available. “Other” services identified were health camps, information on vitamins and nutrition, GBV orientation, and tetanus vaccinations. A child club member in Saptari specifically mentioned the Red Cross and SABAL NEPAL as providing education about child marriage, multiple sexual partners, and puberty.^[120]

Barriers to use of ASRH services

Of the 47 focus groups where there was a clear discussion about use of ASRH services, almost three-quarters (72%) included girls or boys who had either used ASRH services themselves or agreed that they knew someone who had.

Nevertheless, about half of the girls groups (21 of 40) and half of the boys groups (9 of 16) commented about barriers to using services, along with 12 of 38 parents and 59 other stakeholders. Over half (56%) of those FGDs and interviews cited girls' shyness, shame, embarrassment, and fear of judgment as barriers to their use of ASRH services. The second most common barrier reported was lack of information and knowledge about ASRH services and what benefits they would provide (34%). Lack of female healthcare workers, distance and location of services, lack of services, and lack of confidentiality and adolescents' mistrust of the services were all reasons cited by small proportions of stakeholders (6-8% each).

Adolescents' and parents' sources of information about ASRH



Parents' sources of information about ASRH. Parents reported learning from Female Community Health Volunteers (FCHVs), media/social media, and "other" sources such as community members, word of mouth, health workers, and health center. One mother specifically asked for information about contraception and was not aware of available services.^[121] This underscores how important it is to include parents in any ASRH activities and programs. If they are not knowledgeable, it is less likely that they will be able to support their daughters and sons to learn or to provide accurate information if asked.

Stakeholders' recommendations to encourage and support use of existing ASRH services

About half or more each of FGDs, parents, CBOs and community leaders, school and other local officials, NGOs, and district officials provided recommendations for ways that teachers, parents, CBOs, or other stakeholders could encourage and support more girls and boys to use existing ASRH services. The most common recommendations can be grouped into eight categories, listed below in order of their salience to the adolescent focus groups expressing opinions.

1. Raising awareness among adolescents about ASRH and the services available via campaigns and community-based methods was the highest priority for all stakeholder groups except parents, who spoke more about school-based education.
2. Educating parents so they can provide info/support and accompaniment was also part of all stakeholder groups' recommendations.
3. Minimizing menstruation difficulties by providing pads and girl-friendly toilets. A small number of adults in each stakeholder group recommended private, girl-friendly toilets and either providing sanitary pads or teaching girls to make them.^[122] During discussion specifically about menstruation, girls offered similar recommendations, in addition to recommending sanitary pad disposal facilities placed to enable girls to use them without embarrassment, providing pain

medicine for cramps (“stomach aches”), and efforts to combat the stigma surrounding menstruation, which prevents girls from participating in normal school life and home life.

4. Ensuring more women doctors and health staff; ensure privacy. 34% of girls' FGDs and 20% of adults giving recommendations emphasized the importance of having more women staff in health centers and providing services in spaces with adequate privacy.
5. FCHVs providing information tailored to adolescents came up largely among adolescents, and barely registered as a recommendation among adult stakeholders.
6. Providing more information at school, in classes, and via teachers. Among the girls FGDs, 24% raised the issue of learning more about ASRH in school from books and their teachers. Among parents, it was an even higher priority (43%); they emphasized schools' responsibilities to teach their children about ASRH.
7. Providing gender-sensitive counseling/training to adolescents came up among a small number of parents, community leaders, and NGOs, although not among adolescents.
8. Other recommendations include enforcing confidentiality among health service providers, providing more accessible services, and district officials recommending supporting girls to overcome shyness through creating female friendly environments.

F. GENDER-BASED VIOLENCE AND SAFETY

During discussion of the main barriers to girls' and boys' educations, gender-based violence only came up with respect to teacher mistreatment of both girls and boys. Similarly, lack of safety in communities and at school were each mentioned explicitly in only 3% each of all 381 interviews and FGDs.

Nevertheless, gender-based violence is a common experience for adolescent girls in Nepal.¹²

- The 2011 Demographic and Health Survey found that almost 10% of 15-19 year old women had experienced physical violence since age 15, and 6% reported experiencing it often or sometimes.^[123]
- Among the same age group, among young women who had had sexual intercourse, 29% said that their first experience was against their will. ^[124]

It is also highly correlated with education; among all women surveyed by the DHS (aged 15-49), experience of physical violence decreased from 33% among women with no formal education to 9% percent among women who had their SLC.^[125]

The section below addresses the following:

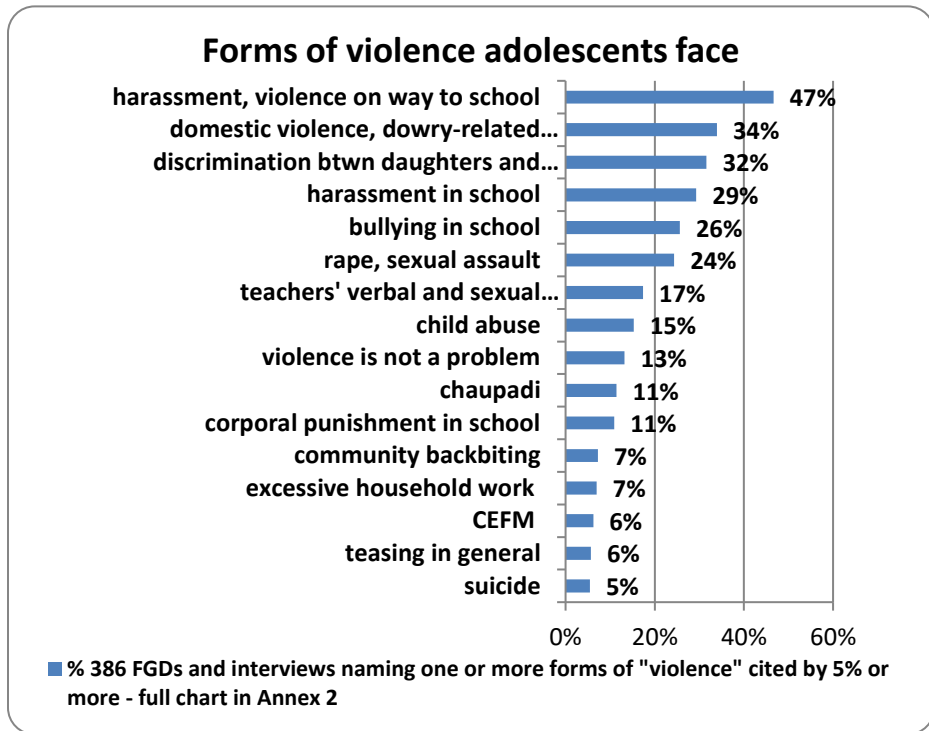
- The forms of violence that adolescents face
- Adolescents' perceptions of girls' safety and beliefs about violence
- Resources girls and boys have to address GBV and safety issues and

¹² The ethnic/caste groups with highest incidences of violence against women and their districts of concentration are covered in more detail in *Part V: Demographic Findings and Background*, with extensive tables in *Annex 1: Detailed Methodology and Findings*. As a re-cap, Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological, physical, and sexual spousal violence. Madhesi Dalit (6%) and Newar (5%) women reported experiencing the highest proportion of physical violence in their communities. (Data regarding spousal and community violence is from the Nepal Social Inclusion Survey 2012, p 142-148.)

- Adolescents' sources of information about GBV

Forms of violence adolescents face

All stakeholder categories were asked about the main kinds of violence that adolescent girls and boys face. Fieldwork supports existing evidence that girls face violence and the threat of violence in all areas of their lives, and they are keenly aware of the systemic gender injustice that underpins it. Boys also face violence at home, from abusive parents, and in school from teachers who use corporal punishment and other boys who bully them, and they are among the principal perpetrators of sexual harassment and violence against girls.



Domestic violence, child abuse, and "scolding." Domestic violence was cited by a third (34%) of FGDs and interviews. This category describes physical and verbal abuse from husbands and/or in-laws and can overlap with child abuse, which was specifically cited by 15% of stakeholders, along with 3% who mentioned "scolding." Twelve of people mentioning domestic violence from Kapilvastu, Saptari, and Surkhet specifically addressed dowry-related violence.

"... A husband may beat her, saying that things are not done right. If we speak to others on phone, and also when we speak to members of our family. Mothers also show similar problems, and beat them for things like going around roaming with friends and not going to school. Also when we do not do work."^[126]

(FGD Out-of-school Girls 15-19, Sindhupalchowk)

"Those fathers who come home drunk and start beating their wives. When a son stands up for his mother, a son gets beaten."^[127]

(Community Leader, Surkhet)

"In home, adolescent girls are beaten by their parents, required to do more household works. Moreover, they are not allowed to study, and their textbooks are burnt. Adolescent boys do not face violence at home."^[128]

(Child Club, Saptari)

Discrimination between sons and daughters and excessive household work. About one-third (32%) of FGDs and women and men leaders at the district and community levels reported “discrimination between sons and daughters” as a form of violence, and many connected gender discriminations at home with the discrimination and violence that girls face in the rest of their lives. Another 7% described household workloads and “mental pressure”^[129] of being kept inside to do the work as a “violence” that prevents girls from doing homework and sometimes from going to school or going out.

Harassment and violence on the way to school. Almost half of FGDs and interviewees (47%) reported that girls routinely face harassment and assault on the way to school, including “teasing” by boys and adult men, community “backbiting,” verbal and physical harassment, and sexual violence and assault, described on a continuum of degree and frequency. The “backbiting” (gossiping) described is an example of how harassment, threats, and violence against young women often result in community members blaming these young women for the boys’ and men’s behavior and seeking to limit girls’ mobility and behavior to “protect” them, rather than addressing the male behavior that endangers them. The farther girls have to travel to get from their homes to school, the more they risk being subject to violence, and the more likely it is that their families will deny their support to continued schooling as the girls mature physically and are seen as more vulnerable.

“...The people in the community backbite them...by telling very rubbish words, like ‘they are walking alone, so they might get pregnant before marriage by some guys.’” ^[130]
(SMC, Nuwakot)

“Because of alcohol consumption, the men misbehave outside, where the girls are walking their own way; such abuse leads to the concept that the girls are already grown-up and so, should be married away.” ^[131]
(Local Official, Baitadi)

“On the roads, be it the drunkards or the boys, they tease adolescent girls when they see one passing by. They even try to rape her if they find her in an isolated place. They tug at a girl and they even shove her. They try to grab her.” ^[132]
(Local Official, Nuwakot)

Bullying and harassment. Younger boys, “weaker” boys, and boys from indigenous or Dalit communities suffer bullying, including physical violence, from older boys and boys from dominant groups. Both girls and boys may be subject to what one official called, “caste-based torture by girls/boys.”^[133] For girls, “bullying” is often indistinguishable from boys “teasing” and sexually harassing girls.

[Girl 7] “...If we happen to go outside of the classroom, boys write inappropriate words in our copy books.” [Girls 1 and 9] “They pressure us and demand that we ‘fall in love with them.’” [Girl 3] “Boys ask for money from us.” [Girl 1] “Boys pressurize us to marry them.... They say that if we don’t listen to them, they will kidnap us.... If we complain about teasing to teachers, they beat us.” ^[134]
(FGD In-school Girls 10-14, Surkhet)

Sexual humiliation and abuse by teachers. Girls and boys both reported witnessing and experiencing sexual harassment and abuse from teachers, although teachers appear to target girls more than boys. In all, 17% of FGDs and interviewees reported that teachers verbally and sexually harass students. Other

examples of teacher harassment were described above, with respect to “Teacher or class-related problems” in Section B: Main Barriers to Completing Secondary School.

“Sometimes it happens in school. Teachers touch bodies.... If a teacher has to punish the students, he should use sticks. He shouldn't rub cheeks and things like that. Some teachers behave like that.” [135]

(FGD In-school Boys 15-19, Kapilvastu)

Corporal punishment. The FGDs and interviewees paint a picture of teachers commonly using corporal punishment both to enforce their own version of school “rules” and simply as an unvarnished form of abuse. Teachers tend to beat boys as a form of punishment for not “studying well,” which is culturally perceived as their masculine responsibility. For girls, however, violent teachers use corporal punishment to enforce restrictive gender norms that are wholly unrelated to classroom performance.

“I had a friend. She was beaten by a teacher with a pipe for putting on eyeliner, so she said, ‘If he is to teach me, I’ll not go to school,’ and she left school.” [136]

(FGD Out-of-school Girls 15-19, Sindhupalchowk)

Rape and sexual assault. One-quarter (24%) of FGDs and interviewees cited rape and sexual assault as a common form of violence against girls, separate from, although connected to, harassment on the way to school, domestic violence and child abuse, and sexual abuse by teachers in school. Girls are at high risk for rape and sexual assault by adolescent boys, family members and relatives, community members, and school staff, and gave disturbing examples.

[Girl 6] “In our school too, one of the security guards did something wrong to one of the students.... He had sexually abused her. He tried to rape her. He had taken all the clothes off, but then the canteen staff saw that, and he was handed to police. When things like this happen, we [girls] get the wrong reputation at the school too. [Girl 5] One of my cousin sisters, when she was in school, one of the boys pulled her trousers off and then got the organs in contact. The teacher then punished that person.” [137]

(FGD In-school Girls 15-19, Sindhupalchowk)

[Girl 7] “They even chase us while going to river for bathing. We feel unsafe going to river for bathing. While going to forest to collect grass and wood, then the armies try to rape us.” [Girl 1] “There are drunk and intoxicated people of marijuana around the forest at that time; they try to rape those women.” [138]

(FGD Out-of-school Girls 15-19, Nuwakot)

“At one time, a 7-year old girl was raped by a 24-year old boy... in 2014. The girl was a Dalit and the boy was non-Dalit. At that moment, the local leaders were actually trying to close the case locally only, but we had our Samwad Kendra [Dialogue Center] there, and the victim had come to our organization. She shared her problem with the female facilitator... about what the boy did to her. Then she directly contacted our office and informed us. We used all our strength to put the guilty in jail....[and the girl] received some compensation from the boy's family.” [139]

(CBO, Kapilvastu)

Chhaupadi and menstruation-related discrimination. Respondents from each fieldwork district cited *chhaupadi*, having to stay in a specific, separate structure during menstruation as a form of GBV that adolescent girls face. However, the proportion of respondents from Baitadi citing it was twice as high as in any other of the fieldwork districts: 29% (18 of 62) compared to 13% in Nuwakot (8/60), 10% in Surkhet (8/79), 9% in Sindhupalchowk (6/65), 5% in Saptari (3/64), and just 2% in Kapilvastu (1/56). This fits with national findings that 15% of women in the Far Western Hills and Mountains are subject to *chhaupadi*, the second highest regional proportion, after women from the Mid-Western Mountains, 71% of whom reported being subject to *chhaupadi*.^[140]

Adolescents' perceptions of girls' safety and beliefs about violence

Overall, findings indicate that although adolescents overwhelmingly oppose domestic violence, a majority of girls and younger boys accept corporal punishment in school, and girls and boys have divergent perceptions about girls' safety and boys' treatment of girls.

Disapproval of domestic violence. The overwhelming majority (88%) of individual girls and boys disagreed that “*Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.*”

Girls feeling safe at home. An overwhelming majority (84%) of individual girls and boys in the FGDs agreed that “*most girls*” in their communities “*feel safe at home,*” despite evidence from the MICS and DHS that domestic violence and sexual abuse are relatively commonly perpetrated against adolescent girls.

Girls' need for male protection outside their homes. Despite the violence and harassment that girls face outside their homes, the majority of all individual girls (72%) and boys aged 15-19 (83%) disagreed that girls need male “*protection.*” In sharp contrast, only 28% of boys 10-14 disagreed.

Boys' treatment of girls in school. Although boys in the FGDs are aware of the kinds of violence that girls face, during group discussion, all seven of the boys' groups discussing boys' behavior toward girls in school agreed with some version of “*Boys do not misbehave with girls*”^[141] or “*We treat our female friends equally.*”^[142] In contrast, girls' groups have mixed experiences. While 20% (12 of 29) of the groups said that boys behave “*very nicely*”^[143] with girls, about the same number (13 of 29) said that boys misbehave, tease, and/or bully them. Four groups said that it depends on the boys; although some boys harass them, some boys act like brothers toward them.^[144]

Girls feeling safe at school. Boys, especially older boys, overestimate girls' feelings of safety at school. Among individual FGD participants, only half (52%) of girls agreed that “*Most girls in your community feel safe at school.*” In contrast, 66% of younger boys and 100% of older boys agreed, although older girls reported facing more, not less, violence in school than boys.

Bullying of girls vs. boys. The vast majority of girls and boys (89%) disagreed that girls face as much yelling, hitting, and bullying at school as boys do. This corroborates the gender differences in the violence at school described by all stakeholders as a group; boys tend to face beatings and non-sexual bullying in contrast to girls, who are at greater risk of sexual harassment.

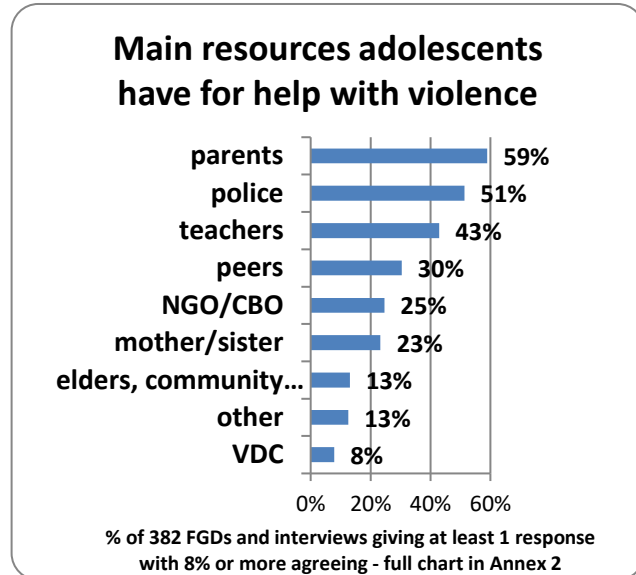
Teachers' right to physically punish boys and girls. The majority of girls (63%) and younger boys (74%) agreed that teachers have the right to punish them; however, only 19% of older boys agreed. These findings indicate that, although it is illegal, corporal punishment continues to be acceptable to a majority of adolescents. At the same time, it makes sense that older boys overwhelmingly disagree with

corporal punishment, because older boys, especially those who use drugs, are more likely to be beaten by teachers than girls or younger boys.

Resources girls and boys have to address GBV and safety issues

All types of adults in a community, other than religious leaders, were cited in at least a few interviews or FGDs as potential resources for adolescents seeking to address the kinds of violence described above that adolescents might experience.

- Family members, including parents, mothers and sisters, and siblings were the most common resource cited.
- Police were the next most salient resource; adolescents reported willingness to go to the police more often in relation to stranger violence and as a last resort in other cases.
- Teachers (43%) and heads of school (5%) are also common resources, especially for violence and abuse in school.
- Peers were mentioned by 21 of the 56 FGDs and 30% of the FGDs and interviewees combined, although peers are only a starting place for adolescents facing violence. All but one person who mentioned peers as a resource for young people suffering abuse also spoke about other sources of help.
- Among the 25% that reported CBOs and NGOs as resources, child clubs, mother's groups, and women's groups were by far the most commonly cited.



Gender differences. The most common distinctions reported between boys and girls were that a girl will more likely speak only to her mother, while boys can approach both their mothers and their fathers. In addition, respondents stated that a boy will more likely go directly to the police, while a girl goes to her parents or mother first and then might go to the police. Lastly, girls are likely to be quiet and not speak up about violence, while boys have more confidence and ability to report a problem.

“As far as the girls are concerned, they suppress their problems because they fear that people will talk bad about them if they come to know. So, girls are not found reporting much of their problems anywhere. Boys feel a bit more confident than girls. People in the community also pressurize girls to settle the case quietly. So, they are not confident in sharing their problems to others.”^[145]

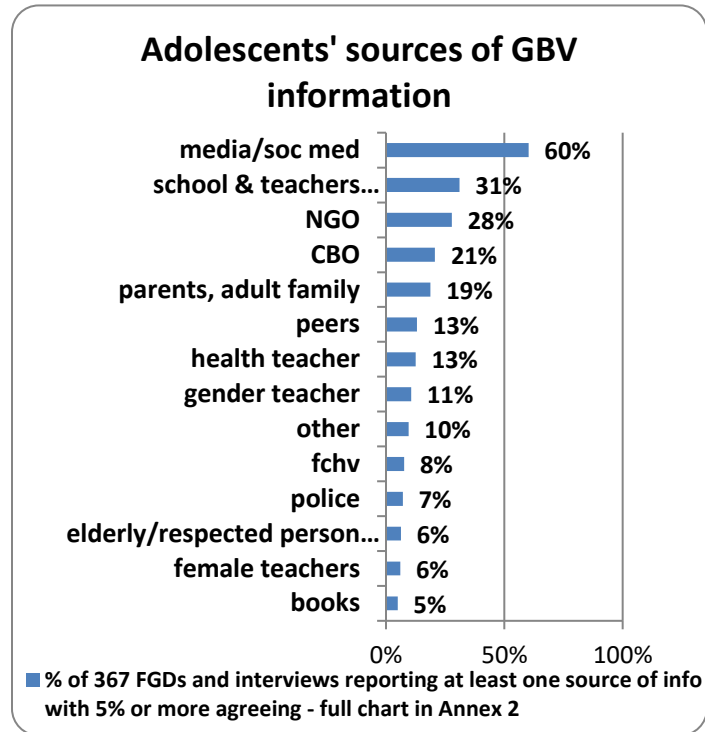
(CBO, Sindhupalchowk)

Peer advice about dealing with violence and harassment. During the FGDs, adolescent boys and girls were asked what advice they would give to a friend experiencing abuse or harassment at home, on the way to school, or in school. Opinions about violence at home contrast sharply with opinions about violence in the community and in school. If a friend is suffering violence at home, some adolescents said that their peers should tolerate it, if they can, and listen to their parents or in-laws to avoid further

abuse, suggesting that they feel there are no other viable alternatives. Conversely, most girls and boys said that a friend should not tolerate abuse at school or in public and should first talk to community members and the abuser to resolve the issue and, if that doesn't work, go to the police. In cases related to assault and harassment in the community, most groups said that reporting the violence to the police or NGOs is the best option. For cases at school, FGD participants primarily identified teachers, principals, and parents as their go-to resources.

Adolescents' sources of information about GBV issues and services

Parents and police are less important as sources of information about than they are as support for adolescents who need help. As information sources, media and social media rise to the top of the list. Schools, NGOs, and CBOs are also important. For example, 72% of the FGDs discussing the issue included girls or boys who had participated in a CBO or NGO program about forms of violence, harassment, and other safety issue, mostly in the form of street dramas and "awareness" programs.



G. MIGRATION

As described briefly above in *Section B: Main Barriers to Completing Secondary School*, a substantial proportion of stakeholders cited pressure on boys to migrate as a significant challenge to their staying in school. Similarly, one or more parents' absence from home for migration puts stress on both girls and boys that can translate into more school absence and less time to study well.

Migration of a family member and its impact on children -- in particular their education -- is a growing issue in Nepal. The 2011 Census Survey data show that 25% of Nepalese households had at least one family member absent from home or living outside the country. Largely because of male members' migration, female-headed households reached 26% in 2011.^[146]

Of the total absentee population, 12.4% was female, nearly half (45%) was between ages 15-24, and 6% was age 14 or less. When girls migrate, they are migrating at disproportionately young ages compared to boys; females aged 14 and under are a greater proportion of female migrants (15%) than boys 14 and under are as a proportion of all male migrants (5%).^[147]

Migration by Age at Departure and Sex, 2011 Census						
Age at time of migration	Both sexes		Females		Males	
	% of all migrants	# absent/migrated	% of all female migrants	# absent/migrated	% of all male migrants	# absent/migrated
All ages	100.0%	1,921,494	100.0%	237,400	100.0%	1,684,029
00 – 14	6.3%	121,148	15.3%	36,246	5.0%	84,897
15 – 24	45.1%	867,496	44.1%	104,704	45.3%	762,772

Source: Khatiwada, Padma Prasad (2014). "International Migration and Citizenship in Nepal." Chapter 9 in GoN (2014), Population Monograph of Nepal: Volume I (Population Characteristics), Kathmandu, Nepal: Central Bureau of Statistics, p 226.

India is the most common destination for migrants from Nepal, with 38% of Nepalese migrants living there in 2011. The same proportion (38%) had traveled to Gulf countries; 13% had traveled to ASEAN countries like Malaysia; and 11% had traveled to other countries. Among females 14 and under, 80% had gone to India, and 20% had gone to other countries, compared to 89% and 11% of boys the same age going to India and other countries, respectively. Among 15-24 year olds, the gender gap shifts, with a higher proportion of females (47%) going to India, compared to 41% among boys.^[148]

Positive effects

Stakeholders reported that remittance sent by family members has also contributed to families improved financial condition overall, which, in turn, has improved their reputations and increased their access to consumables such as food and clothes. On average, about two-thirds of focus groups and interviewees reported that remittances from family members who have migrated can contribute to parents' increased investment in adolescent girls' and boys' education and enables families to purchase stationery, books, school tiffin, and uniforms and to pay tuition for good private schools. The largest proportion was in Saptari (86%), compared to Kapilvastu (59%) and Nuwakot (60%) with the lowest proportions.

Negative effects

Almost three-quarters (73%) of FGDs and interviewees reported that migration has negative effects that combine to increase the likelihood that adolescents, especially girls, will drop out of school. These include the following:

- Parents who migrate are less engaged with their children.
- Parents remaining in Nepal have more burdens running the household and also have less time to engage with their children in ways that support their educations.
- Mothers are less able to discipline their children in the absence of fathers.
- Girls are expected to do more household work in the absence of parents.
- Boys, and to a lesser extent, girls are pressured to migrate to earn money.

- Boys and girls have more access to mobile phones, which are purchased to keep in touch with family members outside of Nepal. Some stakeholders believe mobile phone use drives elopement and see it as a misuse of the money parents earned.

Adolescents in the FGDs emphasized that migration of a family member can also damage children's overall health and well-being. For example, one group of girls from Kapilvastu stressed that they feel lonely and have to shoulder more responsibilities when a parent migrates,^[149] and a group of boys in Baitadi said that “Girls whose family members have migrated stress about family finances and are more likely to get into playing cards, drinking alcohol and smoking cigarettes and weed.”^[150]

H. OPPORTUNITIES, ROLE MODELS, AND ASPIRATIONS

Opportunities for girls who have dropped out of school

Across all districts, vocational training was the most cited option for girls who have dropped out of school, followed by starting a business, non-formal education, and agricultural work. At the same time, there was an overall sense among the respondents that workforce opportunities are few, would not provide a decent income, and often depend largely on the kind of financial support that a family can or will give to support a girl in starting a business or pursuing additional training. A substantial proportion (17%) of respondents said that there are virtually no opportunities for girls without their SLC, and that even vocational training would be out-of-reach.

Vocational training. Among the 66% of FGDs and interviewees who spoke about vocational training, over half listed what one headmaster in Baitadi termed “*simple training*”^[151]—sewing, knitting, stitching, cutting, weaving, or tailoring. Training in skills related to beauty parlor and beautician work were also commonly cited.

Starting a business. 37% of FGDs and interviewees said that starting a business could be an option to pursue, including starting a specialty farm or opening a small retail or convenience shop, beauty parlor, or tailoring business. Despite acknowledging the possibility that girls could start small businesses, many respondents also stipulated that girls are likely to do so only if they had financial support, mostly from family members or organizations.

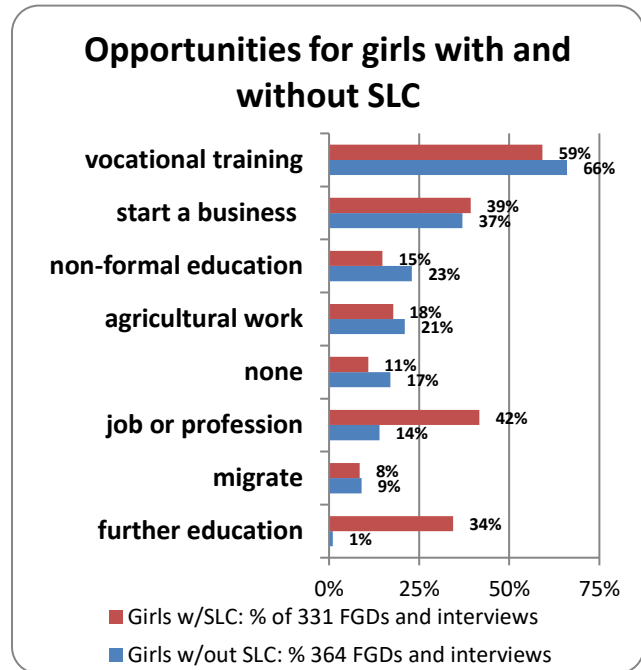
“Businesses need money. It is not everyone that can afford to [start a business], some can, and some cannot. If they are able to manage money, they can start general stores....If she has taken any training, she could do business as per the training, like a tailoring shop or cosmetic shop. But all of these need money, and very few are able to manage....The parents cannot afford it, even if they want to.”^[152]

(FGD Out-of-school Girls 15-19, Nuwakot)

Non-formal education. One-quarter (25%) of FGDs and interviewees mentioned “non-formal education,” including the possibility of adult literacy learning. Access to education for people outside of the traditional school and grade system is limited, and officials in Sindhupalchowk and Surkhet commented that there used to be programs and opportunities, but there aren't any more.

“Sindhupalchowk has been announced as the most literate district in Nepal. So there is no such provision [of non-formal education] now... However, some organizations are running these programs as alternative education. [For example], the Women Self-reliant Center is conducting such programs. Till last year in this Melamchi VDC, we conducted programs in two communities with the help of two assistants. They used to set up a mobile education program twice a week alternatively in different communities where they educated the children who dropped out from the schools. It was referred as alternative education. Those who have competency for third grade, they would get enrolled in that level... [but] it is not available now.”¹

(CBO, Sindhupalchowk)



Agricultural work. One-fifth of FGDs and interviewees (21%) responding spoke about agricultural work, which included mentions of mushroom, vegetable, and dairy farming. Goat, cow, and poultry rearing were also mentioned frequently by respondents, especially female students.

Getting a job or entering a profession vs. no opportunities. Respondents were about as likely to report that girls who have dropped out of school can find a job (14%) as they were to report that there are no opportunities (17%) for these girls.

- If respondents mentioned that girls could find a job, they often stipulated that the jobs are “low salary”^[153] or “difficult to find.”
- Both female and male students appeared more optimistic than the adult stakeholders about their futures if they ended their schooling early; of the 62 respondents who reported that there were “no opportunities” (17%), only four of them were adolescent groups.
- Stakeholders in urban areas were also more optimistic about opportunities for girls without their SLC than stakeholders in rural and semi-urban areas; in urban areas, only 10% of FGDs and interviewees thought that these girls would not find any opportunity, compared to 21% and 25% in rural and semi-urban areas, respectively.

Opportunities for girls who have completed their SLC

Stakeholders perceived two dramatic differences in opportunities for girls who have obtained their SLC compared to girls who have dropped out of school:

- Opportunities for further education, which would otherwise be completely closed (34%)
- Increased opportunities for getting a job or starting a profession (42%)

Perceptions of the kinds of jobs open to girls with an SLC are different as well. Although a considerable number of stakeholders mentioned jobs similar to those they consider options for girls without an SLC, i.e., tailoring, stitching, sewing, knitting, and working in a beauty salon, a considerable number also

mentioned professions that require higher education, such as teaching, nursing, engineering, sales (especially in mobile shops), and work with NGOs. At the same time, 11% of stakeholders (3 adolescent groups and 33 adults from all six districts) continue to believe that, even with an SLC, girls have no opportunities.

Opportunities for boys who drop out

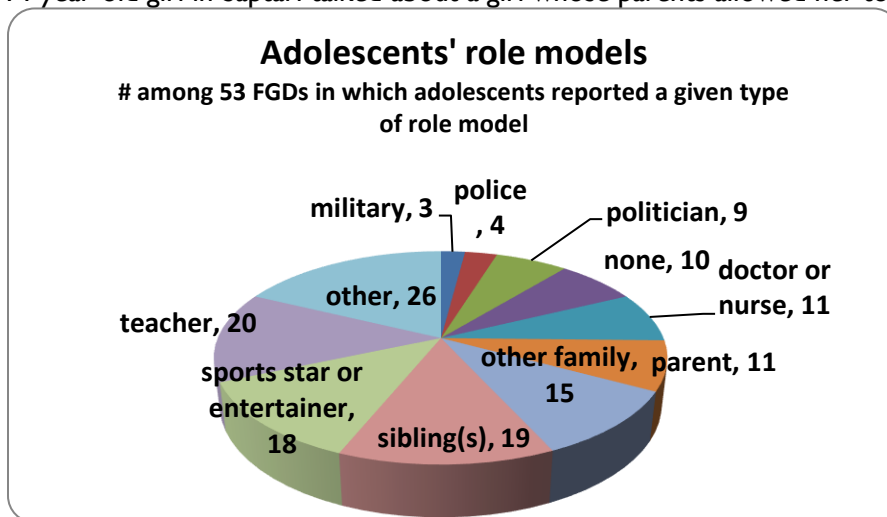
Eight of the 14 FGDs with in-school boys that discussed opportunities for boys who drop out of school said that vocational training and starting businesses are possible opportunities for boys without their SLC. Seven groups mentioned migration as an option, and six cited professions related to agriculture or animal rearing. Jobs available were often characterized by manual labor and include construction and carpentry. Driving and transporting goods were also seen as options.

Adolescents' perceptions about how SLC completion affects their opportunities

More than four-fifths (83%) of individual girls and boys in the FGDs agreed that completing their SLC will help them have a better future by doing the work they want to do. However, although younger and older girls and older boys agreed in about equal proportions, younger boys seem less convinced about the value of an SLC, with only 64% agreeing it will improve their futures. Girls appear more optimistic than boys about the possibilities for doing "the work I want to do" even without an SLC, agreeing with the statement an average of 55% compared to boys' average of 33%. This may be because, as so many stakeholders believed, girls' options and aspirations are limited no matter what they do, making the SLC seem less important.

Adolescents' role models

Over one-third of the FGDs discussed siblings, parents, or other family members as role models, often naming people whom they perceive as having quality jobs, including nurses, engineers, teachers, politicians, and staff in community organizations. Entertainers and sports stars were also popular role models; for example, several girls cited Priyanka Karki, a Nepalese actress and singer, and a few boys cited international soccer players. A few talked about local people whom they admire. For example, a 14-year-old girl in Saptari talked about a girl whose parents allowed her to study and get a job without



getting married at a young age.^[154] Multiple adolescents answered that the interviewer him/herself was a role model, with one student saying, "I want to be like you and express my feelings and talk openly."^[155]

In contrast, adolescents in 10 focus groups said that they have no role models. A 17-year-old rural girl said, "I do not have any role model, but want to be one to

others."^[156] Among 31 FGDs discussing whether participants know successful secondary school graduates, adolescents in 13 groups could not recall knowing any.

Adolescents' aspirations

When questioned about what they aspire to do after passing their SLC, adolescents in one-quarter of the FGDs expressed a desire to continue their education. Starting a business came up in seven of the FGDs, as did working or getting a job in general. Others were more focused on becoming teachers, nurses or doctors, engineers, police officers, social workers, hotel managers or cooks, or joining the military or government service. Migrating for a job came up as an aspiration in only 3 of the 42 FGDs that discussed aspirations. Eight of the FGDs included young people who said they have “no idea” what their aspirations are: five out-of-school girls, two in-school girls, and one boys' group. In another, a girl observed, “Many are unable to do what they want due to uneducated father and mother and due to poverty.”^[157]

Adolescents' aspirational occupations			
# of individual FGD participants giving an occupation among 38 FGDs			
Occupations	Girls	Boys	Total
Health professional	68	20	88
Teacher	58	23	81
Engineer/Overseer	15	24	39
Professional	14	1	15
Sewing, knitting, beautician	9	0	9
Army	7	12	19
Entertainment/Sports	7	4	11
Police	7	3	10
Work abroad	2	2	4
Agriculture	2	1	3
Other	2	1	3
Business	1	6	7
Transportation	0	7	7
Total	192	104	296

In addition to discussing aspirations during the focus groups, each individual school-going girl and boy had the chance to report her or his aspirations for an “imaginary life.” Those data largely validate the range of career aspirations that the girls and boys described during group discussion, but show gender differences more clearly.

- Becoming a health professional or a teacher remained the most commonly cited professional aspirations among both girls and boys, but higher proportions of girls (35% and 30%, respectively) aspired to these professions than boys (19% and 22%).
- Among the 81 adolescents who wanted to be teachers, the largest proportions were in Saptari (25%) and Nuwakot (29%), followed by Kapilvastu (21%), Sindhupalchowk (17%), Surkhet (15%), and Baitadi (12%).¹³
- Although a higher proportion of boys want to be engineers or overseers, some girls also aspire to engineering.
- The army and police were equally popular among girls (4% each). Among boys, the army was substantially more popular than the police (3%).

¹³ Caution should be used in drawing inferences from such a small, unrepresentative sample size. Rather, this district breakdown is more accurately used as the basis for further research.

- Only boys aspired to work in the transportation sector, and only girls aspired to vocations of sewing, knitting, or working as a beautician.

Sources of information about scholarships

The overwhelming majority (83%) of adolescents and local stakeholders indicated that they are aware of scholarships, mostly citing the scholarships provided by the GoN for girls, Dalits, and other marginalized ethnic and caste groups. About one-third (31%) said that they had accessed information about scholarships through the Department Education Office (DEO), followed by 24% who had heard about different types of scholarships directly from scholarship providers and 19% who had heard about opportunities from NGOs or CBOs.

I. ADOLESCENTS' PRIORITIES FOR CHANGE

Among the 56 FGDs, 49 considered the problems that they had discussed in relation to staying in school and doing well and answered the question, *"If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?"*

"Discrimination between son and daughter"; excessive household chores. Twenty-one girls' groups and one boys' group (10-14-year-olds in Surkhet) said they would eliminate discrimination between sons and daughters.

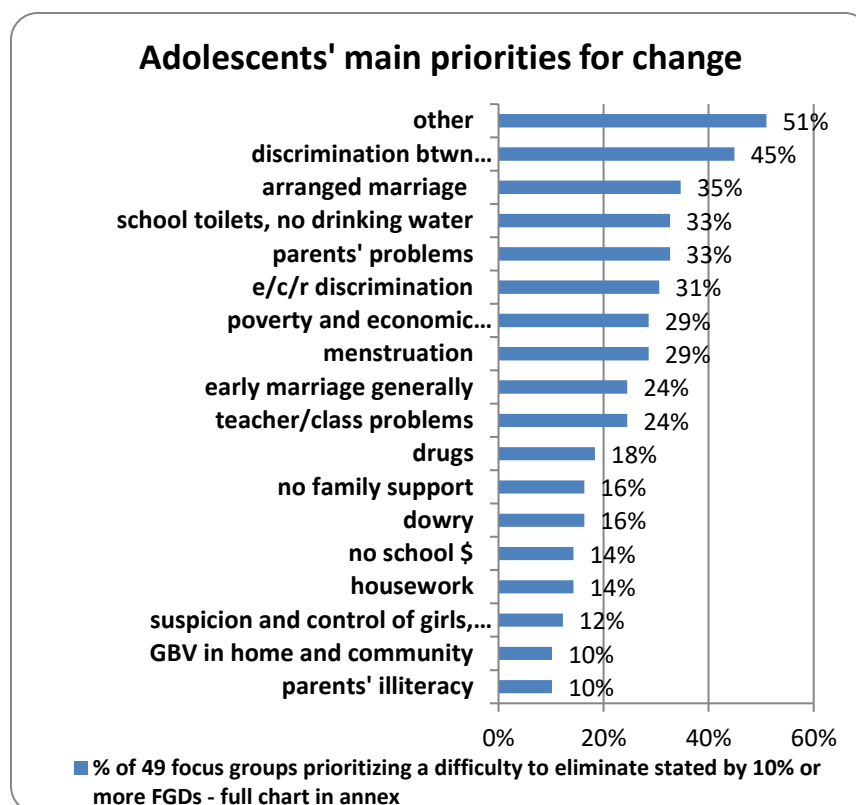
Arranged and early marriage, dowry. Although no groups cited elopement as a priority to eliminate, overall arranged marriage was the second most common response, with 35% of groups citing it, and 24% of groups citing early marriage in general. Eliminating dowry was a specific priority among girls and boys in Baitadi and Saptari.

Ethnic, caste, and religious discrimination. About one-third of girl's groups (12 of 37) and a quarter of boys groups (3 of 12) said that they would like to end ethnic, caste, and religious discrimination in their communities. For example, a group of out-of-school girls speaking about violence said that members of the Dalit caste were often discriminated against and that *"Superior groups discriminate against inferior communities and groups."*^[158]

Menstruation and school toilets. Almost one-third of the focus groups (29%) included girls who prioritized problems with menstruation, while both girls and boys groups (33%) prioritized eliminating problems with lack of water and proper sanitation and privacy in school toilets.

Teacher and class problems. This category includes both problems with poor quality teaching and lack of teacher attendance and girls prioritizing elimination of teacher harassment and abuse.

"Other" These include priorities for change mentioned by fewer than five FGDs: boys' harassment and teasing, having to work in a family business or farm, pressure to migrate and work for money, poor school infrastructure, suicide, and lack of opportunity.



J. SCHOOLS AND LOCAL STAKEHOLDERS' ROLES

This section focuses on three categories of local stakeholders and the roles they play in supporting adolescents, especially adolescent girls, to stay in school and do well:

- Teachers in government schools
- School and other local officials, including school heads of government schools, members of School Management Committees (SMCs), VDC staff, members of Ward Citizen Forums (WCFs), and health post officials
- CBO representatives and other community leaders, including FCHVs, members of PTAs, child clubs, and mother's groups.

Teachers' interaction with adolescents and parents

In addition to teaching their main subject areas, about one-third (16) of the teachers interviewed, both women and men referred to supporting students in other ways, including talking about menstruation and early marriage and providing help with homework outside of class. About half (22) speak with students' parents at least occasionally or several times in a month, generally about student attendance and performance, but only a small number reported speaking specifically about girls'/daughters' attendance and enabling daughters to go to school during menstruation. The teachers who described less frequent interaction with parents emphasized that few parents come to meetings when called, that parents are not actively engaged in their children's education, and that meetings might happen only when there are problems or "by chance."

Teachers' recommendations. More than half (31) gave some kind of recommendation for improving communication between teachers and parents. The more specific recommendations for activities include the following:

- Door-to-door campaigns with teachers telling parents about the importance of girls' education, women's rights, and menstruation
- Telling parents that education will enable their children to have better-paying jobs
- Educating parents so that they allow students to learn about ASRH in school
- Helping students to feel comfortable sharing problems with teachers and/or parents so they can have adult support to "continue to learn"
- Inviting parents to extracurricular activities and structuring bi-monthly or monthly communication with parents

School and other local officials' interaction with adolescents and parents

School heads. Principals mostly spoke about their interaction with adolescents in general ways, focusing on "counseling" or "discipline." Although about half of those interviewed (8) meet or speak at least occasionally with parents, most school heads, like teachers, emphasized that parents are often unresponsive to schools' communication and that speaking to a parent doesn't always make a difference in parents' ability or willingness to support and engage in their children's education.

SMC members. About one-third (5 of 14) SMC members interviewed reported interacting with adolescents at least occasionally to give advice about problems going to school, but few reported interacting with parents beyond those on the SMC.

VDC officials vary in their focus on adolescents. Several specifically mentioned working against child marriage by refusing to register child marriages or holding VDC-sponsored meetings against child marriage, and several mentioned supporting child clubs and child rights.

WCF members. Almost all (12 of 15) described some interaction with adolescents, with most reporting that they discuss the importance of "studying well," attending school regularly, and healthy habits, such as not smoking or using drugs and not getting involved in "immoral" activities. When they speak with parents, it's largely to discuss early marriage, elopement, and the importance of education.

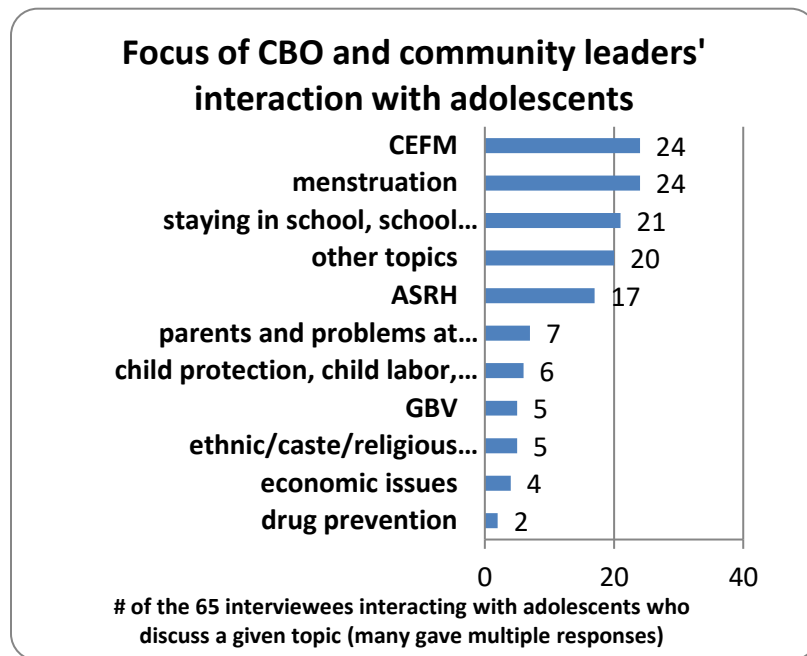
Health post officials confirmed that some young people seek them out for advice about menstruation, family planning, and other sexual and reproductive health issues. However, several also said that they don't have services especially for adolescents and that, among girls, only married girls seek them out and that women are often hesitant to share problems. A combination of government budget cuts to ASRH programs in schools, parents' lack of support for ASRH education, and stigma and fear among adolescents regarding sexual and reproductive health issues create additional barriers.

Coordination among school and local officials, NGOs, CBOs, and district officials

School heads, SMC members, and other local officials were asked about whether and how they coordinate with other local officials, CBOs, I/NGOs, and district officials to reduce the problems adolescents face with schooling. Only health officials reported coordinating both at the local level, with schools and VDCs, and at the district level, with district health offices and NGOs like the Women's Network, Antarnirman Samaj NGO for HIV/AIDS,^[159] and Save the Children.^[160]

CBOs and community leaders' interaction with adolescents and parents

Roughly two-thirds of the 80 community leaders interviewed interact with adolescents of all ages at least a few times per month. Discussions revolve around 10 issues, which are summarized in the chart below. The “other” category includes personal hygiene and cleanliness, income generation, earthquake safety, human trafficking awareness, and scholarship acquisition. On average, child clubs and social mobilizers are more often focused on early marriage and education than other types of CBOs, while FCHVs and mothers' groups focus on menstruation more than any other type of CBO.



About half (48%) of the CBO and other community leaders interviewed also interact with parents at least a few times a month through their organizations and as well-known individuals. Many stressed that their successful interactions with parents consist of discussions geared both toward realizing their daughters' potentials to complete school and toward making sure that parents know the value of education for children's futures, in general. Interviews provide evidence that CBOs can be parents' sources of information for topics such as CEFM, hygiene, normalizing menstruation, creating a productive home environment,^[161] domestic violence,^[162] vaccinations and health programs, and opportunities for their children to participate in child clubs and other CBOs.^[163] A small number of community leaders said that they also talk about economic issues, ethnic/caste/religious issues and discrimination, and drugs.

School-based activities to help girls and boys stay in secondary school and do well

Fewer than half (44%) of the 119 local officials, school heads, and teachers interviewed described programs and activities in schools to address the difficulties that prevent girls and boys from attending school regularly and doing well. Among those who did, four main patterns emerged:

1. Gender equality and girls are not a salient focus in the activities of schools in which the assessment's fieldwork was conducted. Only five of the interviewees talked about the importance of having female teachers

Providing Sanitary Pads to School Girls

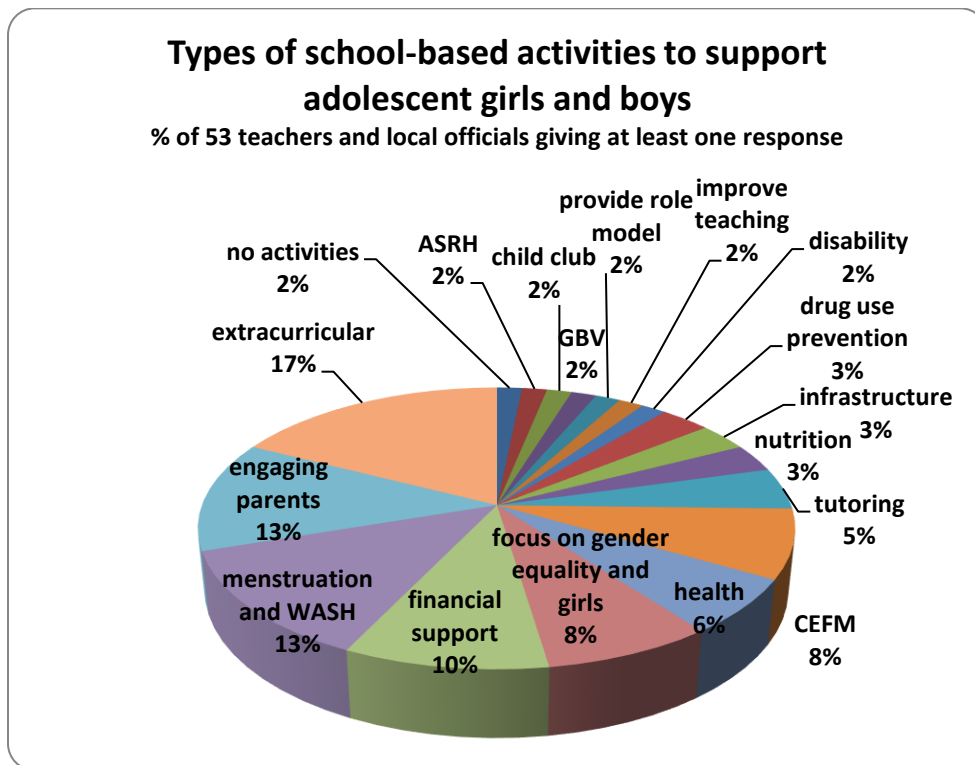
“Our program is still running, and it has made it easier for the girls, especially for those whose homes are far away. Earlier... girls had to leave their class or be gone for whole day if they had their periods in school, but now we provide them the pads in the school, because of which they don't have to miss their classes... We also conduct awareness programs in school with information that menstruation is a natural process, and we should help and support our friends during their menstruation, because there are some boys who don't understand and tease girls.”

(CBO, Sindhupalchowk)

KII_SHK_NP_NawalpurMavi_MHMC.washclubpresident_3.02.17

or gender focal point teachers^[164] or being “gender friendly,”^[165] working against discrimination,^[166] or “empowerment training for girls.”^[167] None of the extracurricular activities mentioned are directed at girls or for the discussion of gender issues, with the exception of one school that ensures that boys and girls perform cultural activities together “to reinforce feelings of equality.” Schools reach out to parents about the importance of education generally, and individual students’ performance specifically, but none of the teachers and officials interviewed described specific school activities to talk with parents about girls’ education and the barriers facing girls.

2. Addressing menstruation via distribution of pads and educating girls about menstruation goes hand in hand with WASH (water, sanitation, and hygiene) activities, including creating “girl-friendly” toilets, separate toilets for girls and boys, and installing water access points in schools near toilets. Those interviewed are well aware that lack of adequate WASH infrastructure is a substantial part of the difficulties girls face with menstruation.
3. Awareness programs about CEFM are the most common school-based activity related to gender norms, along with those addressing menstruation and WASH.
4. Mentoring, skills building, and vocational training to strengthen adolescents’ chances of earning income and having self-confidence were not mentioned by any interviewees with respect to school-based activities.



Community-based activities to help girls and boys stay in secondary school and do well

Most local stakeholders described some kind of ongoing or recent community-based activity to address barriers to girls' education, although many did not seem wholly relevant, gender-sensitive, or sustainable. The four most common categories of activities were:

1. Scholarships and loan funds: all districts except Kapilvastu¹⁴
2. Awareness-raising about CEFM: all districts except Nuwakot
3. Menstruation support and WASH in schools: all districts except Kapilvastu
4. Engaging parents: at least one VDC in each district

Respondents in Saptari were the only ones to describe programs for girls' empowerment and against GBV, and no stakeholders described programs to engage men and boys in addressing GBV. Other activities that people mentioned, such as those to combat dropout and drug use, are either past activities, the activity of a single person, or activities that stakeholders themselves described as “not very successful so far,” [168] so they are not appropriate to scale up.

Recommendations for strengthening existing school- and community-based programs

About half of the community and school-level stakeholders gave recommendations for activities to strengthen, with most fitting into one of three categories:

1. Engaging parents
2. More funding for schools and scholarships
3. Addressing structural problems with the education system

Smaller numbers of people recommended addressing menstruation and WASH, CEFM, ASRH, skills and mentoring, tutoring, nutrition and meal provision, and hostels for girls. Given the breadth of existing concerns and interests, these findings, like the findings about existing activities in schools and communities, suggest that getting key categories of stakeholders to focus on concrete, scalable strategies and activities to reduce some of the specific difficulties that girls face may be challenging.

A Mother Fighting for Education and Women's and Dalits' Rights

“I could have worked more for women's rights if I had some level of education. Even though I could not study, I got trainings from Aadhar Shila, which touched my heart. I understood that one should not discriminate between son and daughter and send both to school.... When I joined the women's group, an official told me that I should not lag behind because I am a Dalit.... So we Dalit need to fight for our rights.... Dalit families are unable to feed themselves, therefore they cannot send their children to school.... [But] if I was so upset about not getting to study, my children will also be sad and upset if they are unable to study.... I talk to other women and tell them that we faced so many troubles because we were unable to study. Therefore, we need to educate our children so that they can have a future.... We bought notebooks and pens to motivate them.”

(Women's Group Member, Nuwakot)

KII_NWKT_Bidur_FemaleGroup_11.02.17

K. DISTRICT GOVERNMENT AND NGOS' ROLES

¹⁴ Some stakeholders who mentioned scholarships and loan funds did mention government scholarships for girls, but seemed to see these as administered by the VDC rather than by an individual school.

Effective government programs to support girls' education

District officials and district-level NGOs were both asked to describe effective national or district government program and policies to improve conditions for girls to stay in school and complete their secondary school educations. They most commonly mentioned the following four types of government programs and policies that they thought were effective, in order of salience:

- **Government scholarships.** Scholarships under the School Sector Development Plan to support girls, particularly those from marginalized communities, to go to school.
- **“Awareness campaigns.”** Campaigns on issues related to child marriage, gender-based violence, dowry practice, and discrimination were often mentioned, but not necessarily explained in further detail. One DEO official in Sindhupalchowk mentioned campaigns through Nepal Television that he found noteworthy.^[169]
- **Provision/support of child clubs and child forums and inclusion of adolescents into government committees.** This practice, according to a DEO official in Baitadi, helped to make youth “capable” and reduce discrimination.^[170]
- **Gender focal persons and gender-equity policies within the government.** These were discussed by some respondents, including one at the DEO in Baitadi who “looked after issues of gender-based violence.”^[171] Others were pleased that the government had stipulated that a portion of teachers at schools had to be female.^[172]

In addition, two district officials (in Saptari and Baitadi) mentioned the program, “Police my Friend” as having successfully helped instill trust among adolescents in the police. An official in Saptari was particularly impressed with the government’s Border Area Development Program, which focused on a variety of issues including agriculture, education, social infrastructure, and skills development.^[173] A Baitadi official described their efforts to make the entire district literate by 2017. He described the implementation of rules they were using that “make schools and teachers accountable and even punishable” [i.e., blocking salaries or annual school grants].^[174]

Many district officials, however, focused on effective I/NGO programs in their regions, rather than government programs.^[175] An official in Nuwakot simply said, “That type of effective program is not in operation,” without providing further details.^[176]

Barriers to implementing government programs and policies to support girls' education

Often coupled with NGOs and district officials’ discussion of “effective government programs” was the caveat that such programs did not go far enough, or that good policies were not necessarily implemented effectively. For example, one woman in Kapilvastu said that the government provides scholarships, but students are still unable to afford school supplies.^[177] A DEO official in Saptari stated that, although the provision of free education was in the law, it is “not implemented.”^[178] For policies regarding female-friendly environments, one DHO official in Surkhet said, “The policies are good but not universally practiced.”^[179] Another Surkhet official said, “In Nepal, there are more slogans rather than implementation.”^[180]

District officials and NGOs cited the following barriers to effective implementation of government programs and policies to support girls.

Parents and traditional social beliefs. Frustration with parents and their lack of awareness, education, and motivation when it comes to their daughters’ schooling was common in all districts.

Poverty. Officials often referred to issues like a lack of suitable study conditions and their perception that education is simply not a priority among poor families and communities.

Issues related to local political systems or politicians. Perspectives that politicians are corrupt, inept, and simply do not care about education issues were common, as was the observation that politicians are often involved in early marriage and block the law's implementation.

Lack of coordination with madrasas. In Kapilvastu, one official explained: “We have been unable to bring Muslim girls to general schools.... We have not been able to reach these schools, nor do we have any monitoring mechanism or access.... The coordination can be carried out only until the primary level.” [181]

District officials' recommendations

District officials also provided recommendations or wish lists drawn from their experiences and good practices.

- More and more effective coordination among different stakeholders, especially DEOs, religious institutions, child clubs, parents, SMCs, VDCs, the DPHO and WDO
- Better trained and effective teachers
- Greater investment in infrastructure in school, health, and community buildings
- More training for adolescents related to income generation, jobs, and technical skills
- Subsidies to parents to enable girls' education

Effective I/NGO programs

Representatives from I/NGOs and district officials were asked about the programs, projects, and organizations that they found particularly effective and they described six main categories, as well as cross-cutting programs.

School-based and education programs

- Multiple people in Surkhet mentioned the effectiveness of USAID's Early Grade Reading Program, a project focused on improving Nepali language literacy for younger students.
- In Nuwakot, the Transcultural Psychosocial Organization addresses dropout via a school-based program,[182] and in Sindhupalchowk, the Community Development Environment Conservation Forum were able to bring students back to school who had left because of the earthquake.[183]
- I/NGO representatives reported that scholarship schemes, vocational skills training, and entrepreneurial training[184] were good practices to support adolescent girls in communities.

Child, early, and forced marriage

- Respondents in Baitadi, Saptari, and especially Surkhet talked about efforts to raise awareness about the negative impact of early marriage and change social norms supporting it, including radio and newspaper programs,[185] campaigns geared toward parents,[186] and awareness raising through women's group meetings arranged by the District Health Office).[187]
- I/NGOs, like the Red Cross and Global Action Nepal, in Saptari and Surkhet, conduct “street dramas” (pieces of entertainment acted out on the street to audience members and passersby) that were found to reach community members.[188]
- The country director for READ Nepal discussed effective activities that they implement to

combat CEFM, which include street dramas and a “Save the Date” campaign to empower youth role models to influence and provide information to their peers about CEFM.^[189]

- In Baitadi, a Local Development Officer gave an example of local government holding I/NGOs accountable: When organizations come in to do CEFM programming, the government makes data collection for CEFM issues mandatory.^[190]

Girl-centered programs. Peer groups, village girl groups, adolescent girls' clubs, and empowerment programs were mentioned as effective with adolescent girls in places like Nuwakot, Saptari, and Sindhupalchowk.^[191]

Adolescent Sexual and Reproductive Health

- Officials from all districts cited programs addressing ASRH access, including the Lumbini Integrated Development Organization, which implements family planning activities for the Muslim community in Kapilvastu, and the Red Cross's programs on HIV and STD awareness, contraception, menstruation, and family planning in Saptari.^[192]
- Given adolescents' reliance on traditional and social media for ASRH information, the Health Communication Capacity Collaborative (HC3) is launching a mobile application that will serve as a helpline and support mechanism for adolescent questions and issues surrounding ASRH.^[193]

Menstruation

- Stakeholders in almost all districts cited sanitary pad distribution, pad-making trainings, and hygiene programs as simple and effective.
- A UNFPA representative in Baitadi listed a 3-day menstrual hygiene training on how to make sanitary pads locally across 13 VDCs as the most effective menstruation-related activity.^[194]
- The Chief of Party of the Social Empowerment and Building Accessibility Centre (SEBAC), an NGO, reported that the organization's activities supporting menstrual hygiene management (MHM) have been particularly effective when they encourage VDC-level stakeholders and local religious leaders to become proponents of MHM, and this coordination has helped to smooth the construction of health and toilet facilities. SEBAC also provides teacher training and “train the trainer” workshops for local officials to highlight the importance of menstrual hygiene management.^[195]

Child-friendly governance and inclusion of adolescents in decision-making and governance processes.

- In Surkhet, I/NGO stakeholders mentioned a District Child Welfare Committee,^[196] child networks,^[197] child-friendly spaces and girl-friendly focal persons in the District Education Committee,^[198] and youth groups and a dialogue center that is doing particularly well by making “participants reflect and realize.”^[199]
- In Saptari, multiple organizations mentioned Save the Children's support of child clubs and their trainings and materials for children development. A respondent from Save the Saptari, a Saptari-based NGO, said that, because of child clubs, children are now being represented and listened to by institutions like the SMCs and PTAs.
- Two INGOs based in Kathmandu emphasized facilitating and strengthening SMCs, child clubs, and organizations inclusive of both parents and adolescents.^[200] In an interview with the co-founder of Room to Read, he discussed the importance and effectiveness of meeting regularly with SMCs and advocating that parents of current students join them and plan an active role.^[201]

Multi-issue programs. Particular programs and organizations were mentioned more often than others. For example, USAID's Suaahara program on health and nutrition was mentioned as an effective program for multiple issues, including water and sanitation and health and nutrition. The UDAAN project by CARE Nepal provides year-long "catch-up" programs for adolescent girls in Nepal who have dropped out of school in Kapilvastu, so they can successfully rejoin the education system. Save the Saptari is very active across development issues in Saptari and was mentioned frequently by stakeholders.

Barriers to implementing I/NGO programs

Barriers faced by I/NGOs are similar to those discussed by district officials:

- Issues related to political systems and politicians, including politicians putting personal agendas before community needs and the politicization of SMCs and SMC elections^[202]
- Local traditions and religion that don't support girls' education and equality^[203]
- Lack of stakeholder interest and motivation
- Growing trend of elopement^[204]
- Institutional challenges with teachers
 - high prevalence of teachers' absenteeism^[205]
 - lack of sufficiently skilled teachers^[206]
 - high staff turnover at schools makes NGO trainings less effective^[207]

District I/NGOs' recommendations

District-level I/NGO respondents recommended scaling up or strengthening four kinds of program areas.

1. Vocational, job training, and income generation. Such programs for girls especially were a priority among multiple stakeholders across districts.
2. "Awareness programs." Programs targeting parents as well as adolescents in areas like gender stereotypes and norms, CEFM, ASRH, and cultural and traditional practices that negatively affect girls were recommended by a variety of organizations.
3. UDAAN. In Kapilvastu, stakeholders like the president of the Siddhartha Social Development Center and a representative from CARE Nepal would like to see the UDAAN program increase its scale.
4. Migration-linked school dropout program. The Safer Migration Project representative in Saptari said that they would like to create a long-term dropout program.^[208]

L. MEDIA AS A SOURCE OF INFORMATION

Field research assessed use of media as an information source by asking both adolescents and adult stakeholders about their perceptions of adolescents' sources of information regarding GBV and ASRH. These findings are complemented by an online interview conducted with a BBC Media Action staff person about the findings from the organization's forthcoming 2016 Global Grant Governance Survey in Nepal.^[209] The survey covered 25 districts with a substantial sample of 16-19-year-olds and provides information about media access and which media provide respondents' main sources of information.

Adolescents' access to media: gender gaps in access to internet and newspaper

BBC Media Action found that the overwhelming majority of 16-19-year-old girls and boys has access to radio, mobile phones, and television. However, there are substantial gender gaps between girls' and boys' access to both internet and newspaper. Although fewer than half (45%) of girls 16-19 can access internet, more than two-thirds (69%) of boys the same age reported having access to internet. With respect to newspaper access, 58% of girls reported having access, compared to 73% of boys.

Adolescents' use of media as a source of information

1. Radio/FM (89%)
2. Television (66%)
3. Magazines and newspapers (36%)
4. Internet (generally) (32%)
5. Facebook (19%)
6. Posters/pamphlets (17%)
7. Mobile phones (15%)

Among the 56 FGDs, 84% reported seeking information about GBV, ASRH, or both via the media, with radio being most commonly cited source among both girls and boys in all areas. Some respondents said that radio and TV programs like "Samakon" and "Sathi Sanga Manka Kura" ("Chatting with a Best Friend"), produced by UNICEF to enable teens to ask questions and talk about their challenges, provide information to both adolescents and adults.

Complementary sources of information. In rural populations, where people have limited access to media, awareness campaigns can play an important complementary role in terms of access to information. Many respondents described awareness campaigns in communities that combine street drama, posters and pamphlets, and interactions through clubs like child, youth, and mothers' clubs.

Mobile phones and elopement. BBC Media Action's findings in their upcoming governance survey in Nepal reinforce the assessment's fieldwork findings and underscore that mobile phones are not as significant a source of information for adolescents as adults believe them to be. Because mobile phones have become so popular among adolescents at the same time that underage elopement appears to be a growing trend, throughout the interviews parents, teachers, and community leaders blamed mobile phones not only for elopement, but also for other bad habits like drug use and distraction in school.

"Facebook and mobile phones can lead to elopement. A recent case was of two girls (ages 15 and 17) running away to elope after talking with boys over social media and phone. Some students are distracted in class and from their studies by mobile phones and social media" [210]

(Head Teacher, Nuwakot)

Gender gaps. Among FGD participants, a higher proportion of boys than girls emphasized that they use internet to get information, and BBC Media Action found that 36% of boys 16-19 use internet for information compared to 24% of girls. This mirrors the gaps between girls and boys in the access to internet; you can't use what you can't access.

In-school girls vs. out-of-school girls. Among girls who had dropped out of school, access to information and media was very limited, with some of the girls unable to think of responses to related focus group discussion questions.

Rural school girls vs. urban school girls. Among FGD participants, school-going girls were more informed and knowledgeable about media in urban areas compared to girls in the rural areas, and they also had access to a wider range of information sources.

Rural internet vs. urban internet. Urban FGD and interview participants reported urban adolescents using internet as a source of information more commonly than semi-urban and rural participants. Similarly, BBC Media Action found that 44% of urban youth use internet as a source of information compared to only 26% of rural youth.

Ethnic, caste, and religious differences. The BBC Media Action findings show that, on average, Muslim, Madhesi, and Dalit 16-19-year-old youth do not use media as an information source as much as their Janajati, Chhetri, and Brahmin peers do.

VII. RECOMMENDATIONS

The limited recommendations below build on stakeholders' recommendations and priorities, especially those of adolescents. They also take into account intersection with good practices reviewed in Annex 4 and alignment with the *School Sector Development Plan 2016-2023* and the *National Strategy to End Child Marriage in Nepal*. Finally, they take into consideration that the goal of the assessment is not to identify whole new areas of programming for the US government to support, but rather to identify the kinds of existing programs that can be strategically expanded or leveraged in alignment with GoN priorities. Further consideration would need to be given to cost effectiveness and other aspects of investment that were outside of the scope of this assessment.

Education policy

- Separate toilets and water in schools. Support full implementation of policies to create “gender sensitive learning environments” that include the Minimum Enabling Condition (MEC) of separate girls' and boys' toilets plus water in secondary schools.^[211]
- Gender focal point networks. Ensure district and school-based social support structures for gender equity at both basic and secondary school levels, especially “strengthening the national gender education and gender focal point network to address gender-based violence in schools.”^[212]
- Female teachers. Improve compliance with reservation quotas for female teachers and teachers from underrepresented ethnic groups, recognizing that female teachers are most underrepresented at the secondary level,^[213] and understanding that these teachers are most likely both to serve as resources for students experiencing violence in school and to serve as professional role models for girls. Build opportunities for skills training for these groups to ensure they can provide quality education and improve their own career opportunities.
- Teacher training. Ensure training opportunities for all teachers, especially female teachers,^[214] including the knowledge and skills to deal with the issues of gender-based violence at schools.
- National vocational education policy. Ensure that the Ministry of Education's technical vocational curricula for the secondary level (classes 9 to 12) and National Vocational Qualifications Framework to accredit institutions that deliver vocational education^[215] emphasizes market-driven training opportunities and expands beyond sewing and knitting for girls.

Child, early, and forced marriage (CEFM) and discriminatory gender norms

- Strengthen child clubs. Increase and strengthen child clubs and both girls' and boys' participation, recognizing that child clubs both lead activities to raise community awareness about the detriments of early marriage and motivate adolescents to stay in school and avoid elopement by creating safe spaces for girls and boys to exercise leadership and interact with peer networks.^[216]
- Scale-up existing community efforts. Build on existing community-based efforts among Ward Citizen Forums, social mobilizers, and local officials to campaign against child marriage and dowry-based violence by facilitating better coordination and networking with district government and NGOs and supporting the use of existing platforms, such as the Child Friendly

Local Governance framework and “Child Marriage Free VDC” achievement goals.^[217] These efforts should continue to engage both men and women and to encourage men as fathers and community leaders to speak out against CEFM.

- Engage mothers, fathers, and guardians. Support activities to communicate with parents regarding the value of girls' education and its connection to girls' potentials for income generation and better futures. Emphasize the need to share household chores equitably between daughters and sons, so that daughters can have adequate time to study and participate in child clubs and other enriching activities. Given the stress most parents face and their limited time, consider media communication or door-to-door campaigns, rather than activities that rely on parents traveling to schools or other locations.

Menstruation and adolescent sexual and reproductive health (ASRH)

- Minimize the stress of menstruation for girls in schools. This recommendation generated consensus from all categories of stakeholder, at all levels, and addresses one of the most significant barriers to girls staying in school and learning. In addition to providing separate, clean toilets for girls and boys, schools should ensure that toilets have appropriate menstrual pad disposal facilities. Girls should be provided with easy, discreet access to pads in schools and taught how to make pads for regular use. Pain medication should be regularly available to girls in schools and at health facilities to manage cramps. Community organizations and health posts should conduct menstruation education as part of overall education about puberty and ASRH to combat stigma and discrimination. The Child Health Division of the Department of Health has a committee on menstrual health management that could support coordination.
- Raise awareness about existing ASRH services and the need for them. This was a priority for at least half of the adolescents' groups, and all stakeholders cited lack of awareness about available services and why they are important as a substantial barrier to adolescents using services. Media, FCHVs, and NGOs, along with school and teachers, especially health teachers and female teachers, are vital sources of information for adolescents.
- Tailor programs to meet adolescents' needs. Existing family planning and other sexual and reproductive health programs and services should be revamped to meet adolescents' needs, which include learning about puberty and basic reproductive health, in addition to contraception.
 - Adolescents recommended that FCHVs provide information tailored to adolescents, especially about menstruation.
 - Local health officials could augment existing government initiatives, such as adolescent-friendly health corners with location- and population-specific information and services to respond to adolescent queries more effectively.
 - Budgets for health post staff to conduct programs in schools and with mothers' groups about ASRH needs should be maintained or increased. This is especially a priority for parents.
- Support hiring and retention of more women health staff. This recommendation will enable unmarried and married adolescents, as well as older women to feel more comfortable accessing all kinds of health services. Men health professionals should also be trained to address young women's needs appropriately.
- Develop and enforce stricter guidelines regarding physical privacy and promotion of confidentiality measures among health service providers. This is also a priority for adolescents.

Gender-based violence (GBV) and safety

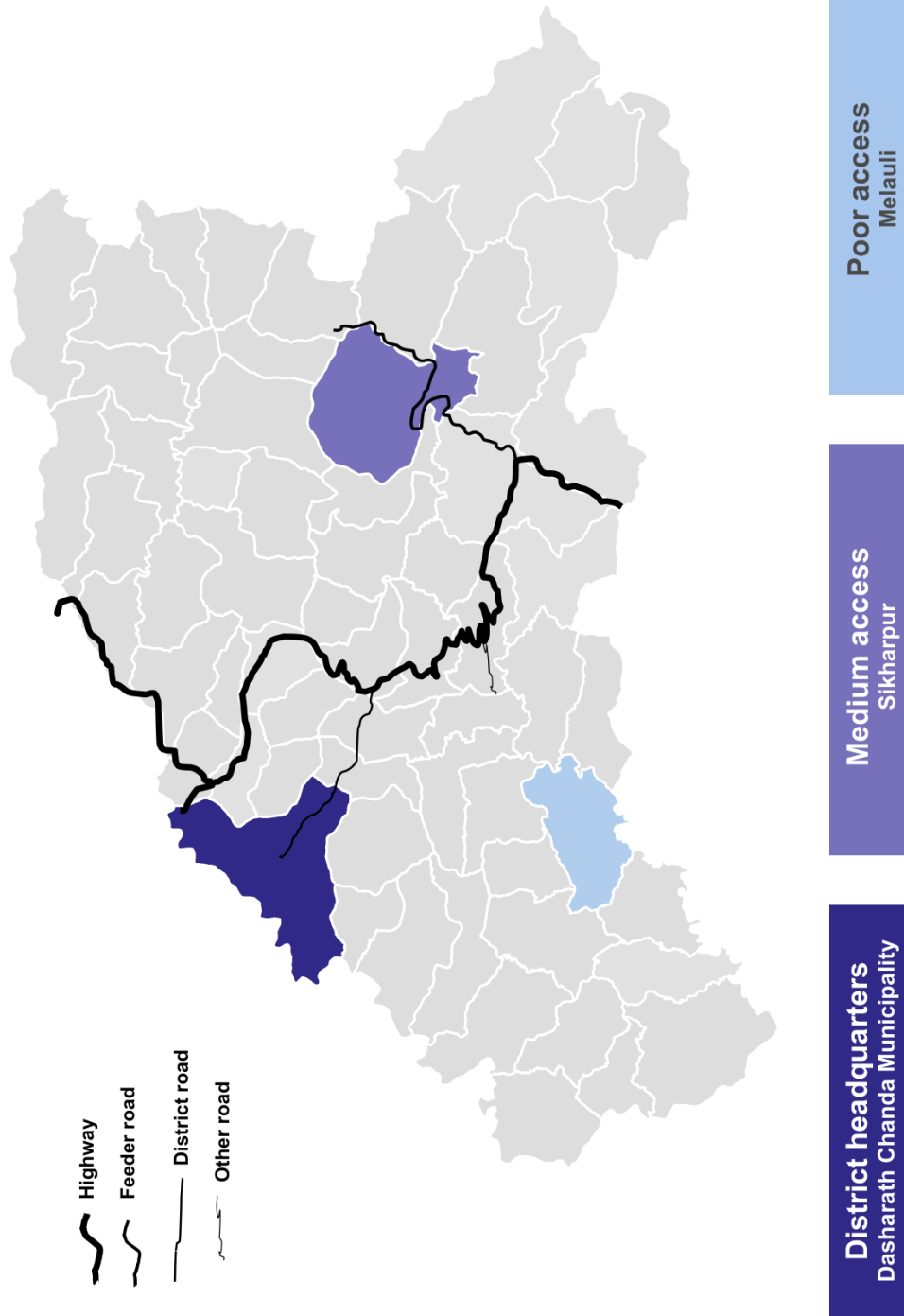
- Prevent and respond to harassment, abuse, assault in schools. Respond to adolescents' recommendations to focus on preventing and responding to GBV, specifically teachers employing abusive behaviors. This would include formalizing school and community-based resources for students experiencing abuse in school and on the way to school and disciplinary measures against teachers employing abusive behaviors. NGOs currently focused primarily on other aspects of GBV that do not focus on adolescents could be encouraged to do so.

Opportunities and workforce development

- Increase visibility of diverse role models and scale-up mentoring programs. Although few district or local-level stakeholders spoke about mentorship and role models, NGOs at the national level strongly support this recommendation, and mentoring is a documented good practice with a variety of programmatic models. Adolescents' aspirations are limited by their role models, who are largely people in their communities. Thus, sponsored interaction between local or district-based role models and adolescent girls, boys, and parents is most likely to resonate with them, and a broader range of potential role models is likely to broaden aspirations.
- Match vocational and skills-based education to adolescents' aspirations. Although a large-scale expansion of vocational education and skills training at the secondary school level and for out-of-school adolescents may not be feasible, expanding technical, agricultural, and health-related training and exposure to such careers might be. For girls, whose aspirations do not match with the available training in tailoring and beautician skills, this is critically important.

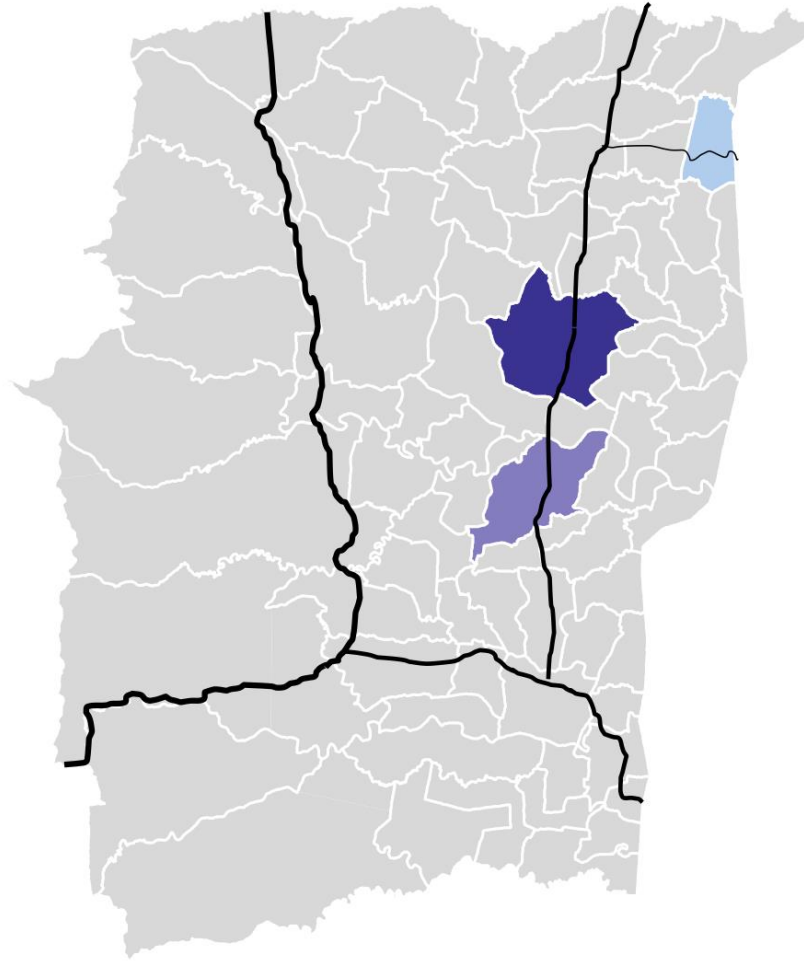
VIII. MAPS OF FIELDWORK DISTRICTS

Baitadi District Nepal Adolescent Girls' Empowerment Formative Assessment



Kapilvastu District

Nepal Adolescent Girls' Empowerment Formative Assessment



Highway
Feeder road
Other road

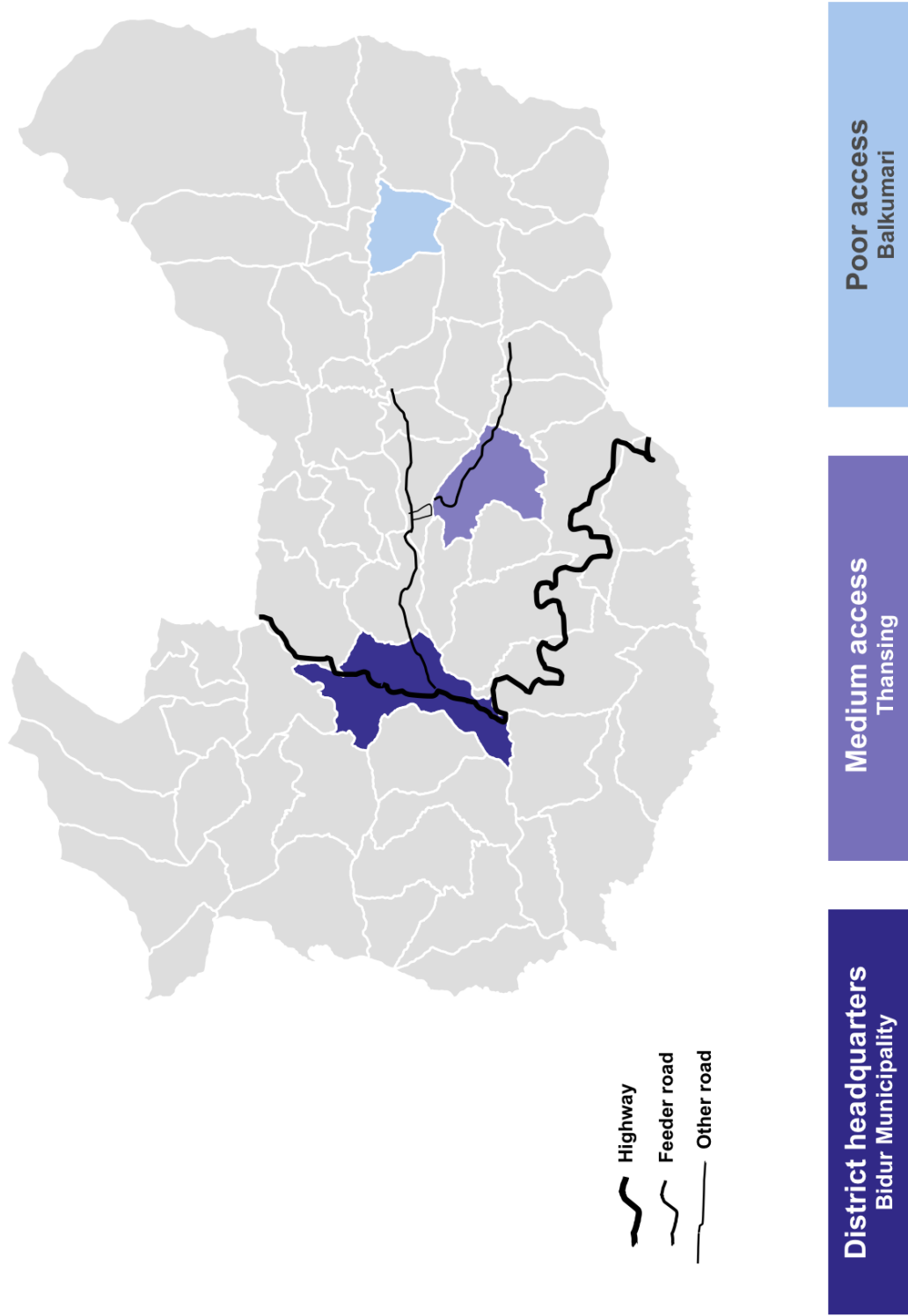
District headquarters
Kapilbstu Municipality

Medium access
Maharajganj

Poor access
Bijuwa

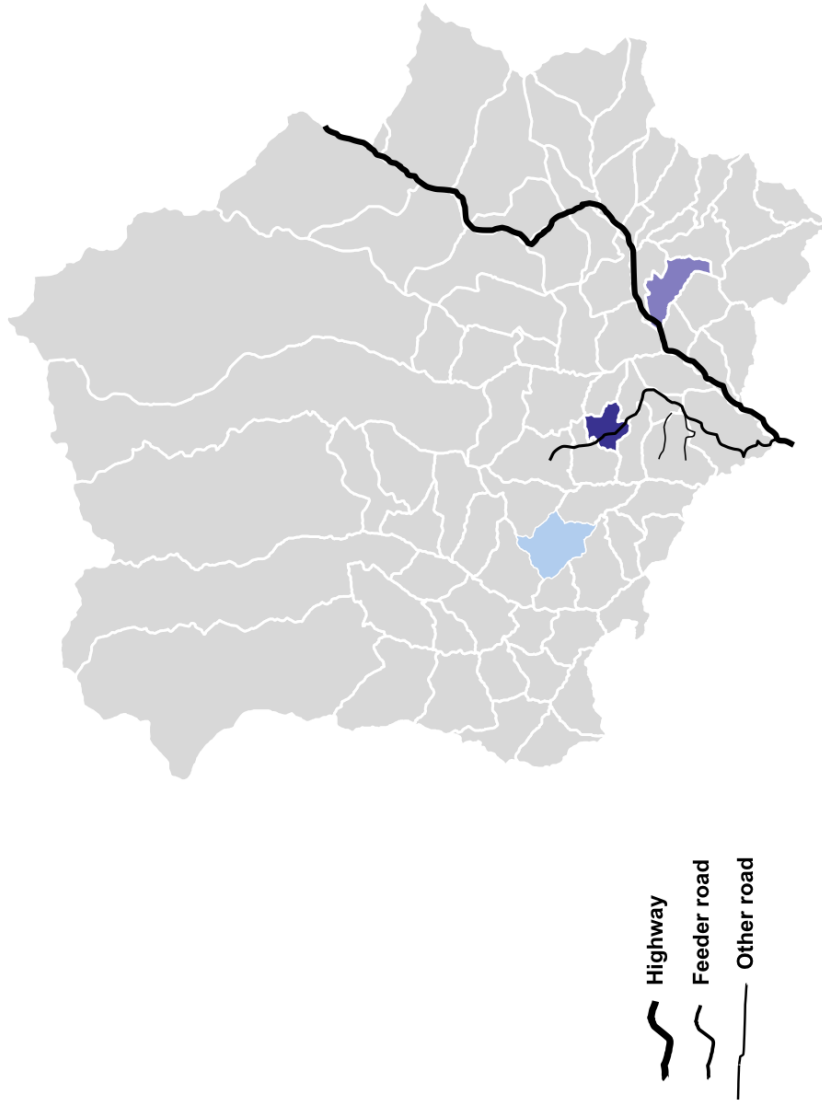
Nuwakot District

Nepal Adolescent Girls' Empowerment Formative Assessment



Sindhupalchowk District

Nepal Adolescent Girls' Empowerment Formative Assessment



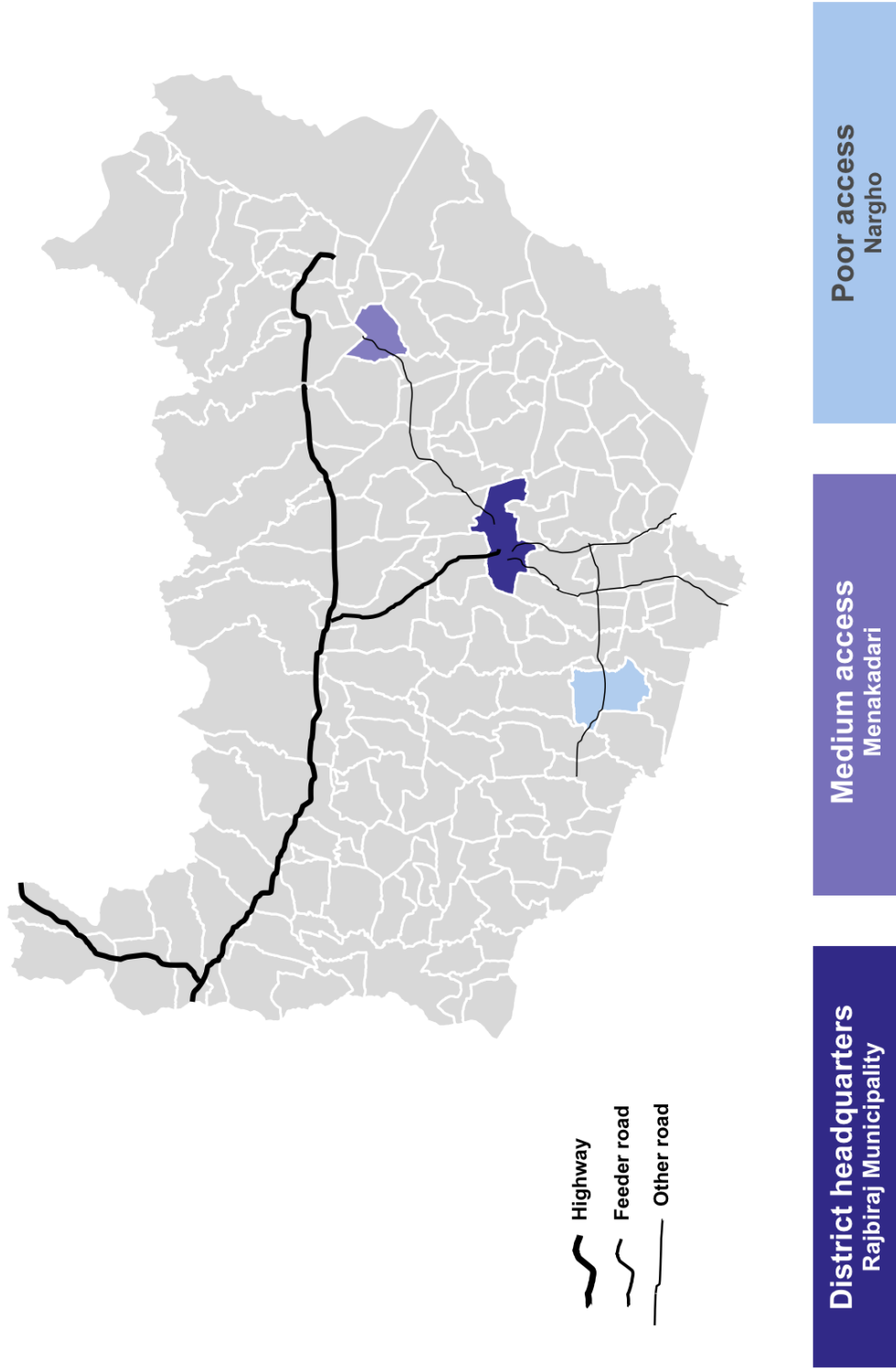
District headquarters
Chautara

Medium access
Thumpakhar

Poor access
Nawalpur

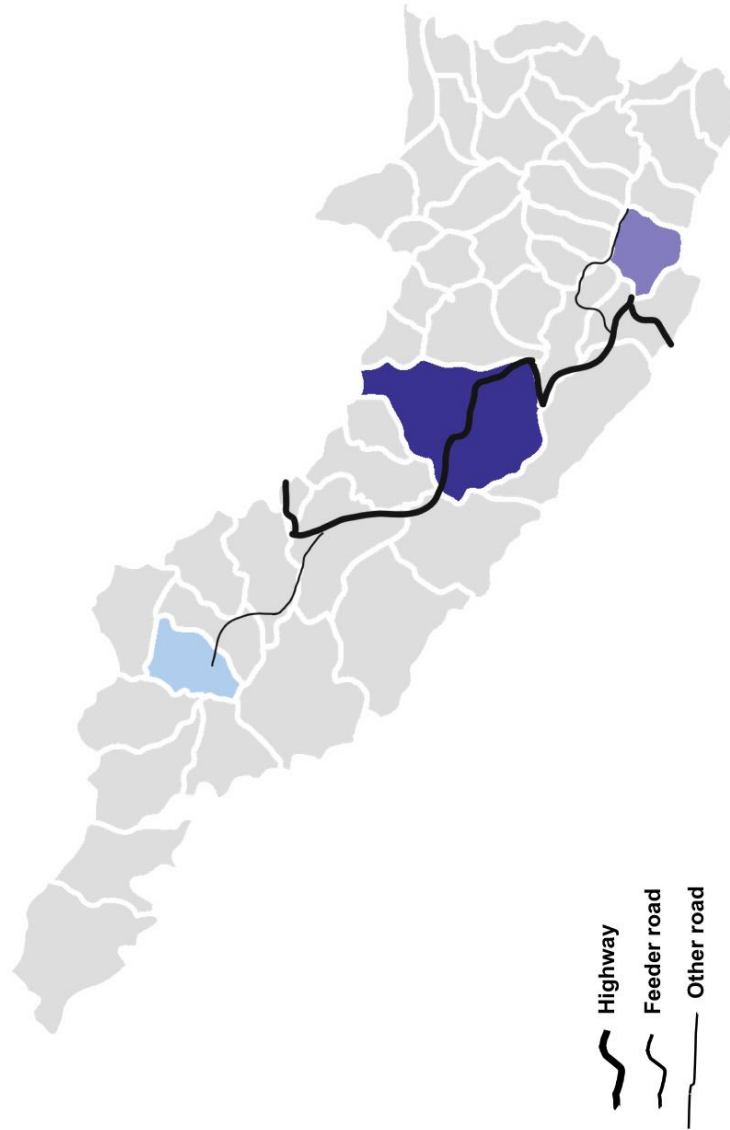
Saptari District

Nepal Adolescent Girls' Empowerment Formative Assessment



Surkhet District

Nepal Adolescent Girls' Empowerment Formative Assessment



District headquarters
Birendranagar Municipality

Medium access
Maintara

Poor access
Vidyapur

IX. ENDNOTES

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USAID
FROM THE AMERICAN PEOPLE

ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 1: DETAILED FINDINGS AND METHODOLOGY

August 2017

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by CAMRIS International.

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ANNEX 1: DETAILED METHODOLOGY AND DATA LIMITATIONS

The methodology for the assessment involved an initial literature review to guide assessment design and qualitative and quantitative analysis of data collected via interviews with adult stakeholders and focus group discussions with adolescents. Qualitative analysis involved summarizing the range of barriers to girls and boys staying in secondary school and doing well, with attention to detail and variance, and identifying quotations from interview and FGD transcripts that exemplify stakeholders' experiences, perspectives, and priorities. Quantitative analysis involved aggregating coded responses to individual questions in interviews and FGDs and using descriptive statistics to identify the most salient categories of response and broad differences among responses of different types of stakeholders.

ASSESSMENT DESIGN PROCESS

The assessment design and interview guides drew on a review of literature related to the assessment's main issue areas in Nepal, as well as review of select program evaluations and lessons learned from adolescent girls' empowerment efforts in other countries. *Annex 2: Annotated Bibliography of Girls' Empowerment and Education Resources in Nepal* provides brief summaries of documents from the Nepal-focused literature review. *Annex 3: Annotated Bibliography of Lessons Learned Empowering Girls around the World* is an annotated bibliography of lessons learned empowering girls around the world.

The design also draws on meetings carried out December 12-16, 2016 by a delegation that included the team leader, staff from CAMRIS International, and representatives from the US Embassy, USAID/Nepal, USAID/GEWE, and the Department of State/Office of Global Women's Issues. The delegation sought input from GoN and NGO stakeholders based in Kathmandu, as well as staff of USAID offices and other USG agencies in Nepal, including the Department of Justice's ICITAP and Peace Corps. A complete list of interviews with organizational representatives is in *Annex 5: Contact List of NGO and CBO Interviewees*.

During the design phase, both Government of Nepal and development partners emphasized the importance of aligning any USG government investments in empowering adolescent girls with existing GoN strategies and coordinating with existing multi-stakeholder and inter-ministerial working groups. US government stakeholders affirmed the importance of considering multiple pathways to adolescent girls' empowerment and addressing linkages between schooling and opportunities for income generation and decent work. They also affirmed the importance of communicating more about the ways the USG already seeks to empower adolescent girls in Nepal and doing more to integrate a focus on adolescent girls and boys in existing USG programs. All USG stakeholders affirmed their commitment to pursuing opportunities for empowering adolescent girls via continued interagency and interoffice collaboration.

DATA COLLECTION

Government and organizational consultations in Kathmandu

Consultations and interviews in Kathmandu with representatives of central-level GoN agencies, NGOs, donors, and development partners provided a basis for understanding the context in which GoN policies and programs for adolescent girls' empowerment operate. They also provided the basis for mapping programs and projects that seek adolescent girls' empowerment in various ways and an opportunity to understand both the challenges they face and "what works." *Annex 4: Nepal Intervention Mapping* contains descriptions of programs and projects discussed. The five categories of organizational stakeholders are listed below, with examples of each, and a complete list of interviews with organizational representatives is in Annex 7: Contact List of NGO and CBO Interviewees.

GoN central-level agencies: the Ministry of Women, Children, and Social Protection; the Ministry of Education; the Office of the President; the Ministry of Health; and the Ministry of Federal Affairs and Local Development.

USG implementing partners: Karkhana, Microsoft Innovation Center, Education USA, Fulbright, UNICEF, and Restless Development.

Donors and development partners: education working group members, including the EU, UNICEF, ADB, World Bank, JICA, Save the Children, and World Education; GESI working group members, including the Swiss Development Cooperation, Mercy Corps, and VSO International; UNESCO.

NGOs and donors with girl-centered programs in Nepal: Room to Read, the Girls Not Brides Network, CARE International, Women LEAD, the Asia Foundation, the Center for Legal Research and Resource Development (CeLRRd), the Rural Health and Education Service Trust (RHEST), and Plan International Nepal.

Media and media development organizations: BBC Media Action, Search for Common Ground, individual journalists

Fieldwork sampling strategy

Field research involved a purposive, non-probability sampling strategy in several stages, with the overall objectives of centering research on districts across Nepal with poor outcomes for girls and selecting a diverse, broadly representative group of individuals within those districts.

SELECTION OF 6 DISTRICTS: Baitadi, Kapilvastu, Nuwakot, Saptari, Sindhupalchowk, and Surkhet. Selection factors included the following:

- Quantitative ranking based on an index score combining:
 - Averaged rankings on selected female education outcomes using the "District Education Ranking Index" developed for the assessment (33.3%)
 - % of married female population married between ages 10-14 (33.3%) and % of married female population married before age 10 (33.3%)
- Concentrations of disadvantaged ethnic/caste/religious groups
- High rates of domestic violence and trafficking
- Geographic distribution of districts across Nepal's development regions and inclusion of earthquake-affected districts (Nuwakot and Sindhupalchowk)

- Existence of USG-supported programs and programs responding to and preventing GBV.

More information about the quantitative ranking and the demographic data on which the sampling drew can be found in this report *Part V: Demographic Findings and Background*.

Next, based on recommendations from CAMRIS, USAID/Nepal narrowed the list of 15 districts to six districts plus the pilot district. Selection criteria for this second stage of sampling included the geographic distribution of districts, inclusion of earthquake-affected districts, and existence of programs preventing and responding to GBV, I/NGOS, and USG-supported programs that could be scaled-up or strengthened in some way.

- Baitadi, Kapilvastu, Nuwakot, Saptari, and Sindhupalchowk all fall among the lowest ranking districts with respect to a combined index of low educational outcomes and high populations of females married as children.
- Surkhet serves as a comparison district. Although it ranks higher on the index than the other districts with respect to educational outcomes and proportion of female population married as children, it has relatively high incidence of human trafficking and was chosen to cover areas with significant USG programs like the Peace Corps and the American Corner. Its selection also allowed the opportunity to compare the issues faced by girls in a “higher achieving” district with girls in the “low achieving” districts.

SELECTION OF 18 VILLAGE DEVELOPMENT COMMITTEES (VDCS) AND SECONDARY SCHOOL COMMUNITIES.

In each district, research was conducted in the district capital, a semi-urban location, and a logistically feasible rural location. As a group, VDCs were selected to ensure the inclusion of diverse ethnic, caste, and religious groups, with emphasis on disadvantaged ethnic/caste groups. Only VDCs with known civil society organizations (CSOs) and/or exposure to GoN or donor programs were selected. Only VDCs with a secondary school were considered, and, within each district, at least one VDC needed to have an upper secondary school with grades.

SELECTION OF ADULT STAKEHOLDERS FOR INTERVIEWS.

In each community/VDC, field teams were required to conduct a minimum number of interviews with people from a common list of stakeholder categories; however, within the sampling criteria, and considering overall diversity of respondents within a district, they had latitude to select specific individuals.

Stakeholders groups interviewed	Total
District officials	34
District I/NGOs and USG IPs	63
School and other local officials	70
Teachers	49
CBO and other community leaders	80
Parents (mothers and fathers)	38
FGDs In-School Girls	23
FGDs Out-of-school girls	17
FGDs In-School Boys	16
Total	390

Each field team was required to interview people from a set list of stakeholder categories at the district and community level, but they had latitude to select individual stakeholders within the sampling criteria and with respect to overall diversity within a district. For example, although an interview with the gender focal teacher was required (if a school had one), field staff could interview other individual teachers based on availability, as long as they selected at least one woman and one man teacher and included both a social science or humanities teacher and a math or science teacher.

At the district level, the sampling strategy called for interviewing stakeholders from the following types of organizations and government agencies:

- District Development Committee (DDC)
- District Education Office
- District Health Office
- District Women and Children Office, including the Child Protection Office
- Women and Children Service Centers (WCSC) of the Nepal Police
- 3-6 district NGOs, including anti-GBV NGOs, Dalit Welfare Organization, youth forums, etc.
- USG implementing partners

At the community level, the sampling strategy called for the following:

- Local officials including at least one each of the following: VDC office, VDC health post, Ward Citizen Forum (WCFs), school management committees (SMCs)
- Heads of schools
- 2-4 teachers:
 - Gender focal teacher, if such a person has been appointed
 - At least one male teacher and one female teacher
 - At least one social science teacher and one science or math teacher
- Community leaders, including at least one each of the following: FCHV, PTA member (woman with longest experience, if available), mothers' club, youth club/child club, community learning center (CLC) staff, Citizen Awareness Center (CAC) members, social mobilizers
- 2-4 parents:
 - One mother and one father in separate households
 - Not parents of students in FGDs
 - Caste/ethnic/class diversity within each district
 - Identified via social mobilizers and CBO contacts and by girls and boys, following focus groups

SELECTION OF ADOLESCENTS FOR FGDS. Focus group participants were selected to create 56 girls-only and boys-only groups in age-specific categories of either 10-14 or 15-19 year olds, with a target size of 8-10 individuals in a group. Emphasizing girls, the sampling plan called for about three times as many girls' FGDs as boys' FGDs, and although it

Focus Group Participants			
	# of FGDs	# of girls/ boys	Average age
Girls	40	288	15.4
In-school	23	177	14.4
10-14	12	97	13.0
15-19	11	80	16.2
Out-of-School	17	111	16.8
10-14	2	13	13.8
15-19	15	98	17.2
Boys In-school	16	126	14.9
10-14	6	47	12.7
15-19	10	79	16.2
Total	56	414	15.2

included both in-school and out-of-school girls, it did not include out-of-school boys. School-going adolescents all attended public, government schools, with the exception of one FGD that took place in a Kapilvastu madrasa.¹ Each FGD intentionally included girls or boys of different ethnic/caste/religious identifications, so that the assessment would include diverse perspectives. However, no focus groups captured and *isolated* the opinions of specific ethnic, caste, or religious groups (except the FGD with girls in a Kapilvastu madrasa).

In-school girls and boys were selected after discussing selection criteria with the school principal. No adolescents were asked to skip regular classes to participate in the research, so FGDs were generally limited to those students who could participate before or after classes or

during lunch or "tiffin time." Out-of-school girls were identified by NGOs and CBOs, by teachers, and by health post staff. In general, 8-10 adolescents participated in each group, although groups with out-of-school girls tended to be smaller, because identifying and arranging for out-of-school girls to meet in one location tended to be difficult given their locations in homes across the VDC and their workloads.

Fieldwork data collection

FIELDWORK GOALS. The long list of barriers to adolescent girls' empowerment and girls' and boys' completion of secondary school in Nepal are well-documented and borne out by USG experience in Nepal. The goal of the fieldwork was to identify common priorities for change among stakeholders and any significant differences across districts and among categories of stakeholders, so that stakeholders' priorities formed the foundation of recommendations.

INTERVIEW AND FGD GUIDES. All interviews and FGDs, except the Kathmandu-based interviews, used structured, open-ended interview guides tailored to eight categories of stakeholder: GoN and Kathmandu-based organizations, district officials, district I/NGOs and USG implementing partners, school and other local officials, teachers, community leaders, parents, and adolescents. Some questions -- like the question about the two-to-three main barriers to girls staying in school -- were asked of *all* stakeholders, while others -- like those about school-based activities -- were only asked of selected categories of stakeholders.

FGD PARTICIPANT GENDER PERCEPTIONS AND DEMOGRAPHIC SURVEY. At the end of each open-ended FGD, facilitators read statements to participants

about specific gender norms and gender-related beliefs, and each girl or boy had the opportunity to agree or disagree by holding up a “smiling face” or a “frowning face.” Field teams also collected standard demographic information about each participant. While the results of group discussion can only be meaningfully summarized *by group* for each of the 56 focus groups, the gender perceptions survey data set allows analysis based on all 414 FGD participants’ potential responses.

FIELDWORK PROCESS. Following a three-day pilot of interview and FGD guides in Dhading district, research tools were revised, and questions about drug use and migration were added based on feedback from embassy and USAID staff. Three mixed-gender, multilingual field teams, each consisting of a field team leader and three field staff, then conducted fieldwork in two districts each. Interviews took place in Nepali, English, Awadhi, and Maithali. Informed consent was obtained in all cases, and every effort was made to ensure privacy, especially during FGDs. With permission, interviews and FGDs were audio recorded, and notes were taken as backup.

Data analysis

Following the main fieldwork, the field teams came together during a two-day sense-making workshop to identify the most outstanding aspects of the research. That data formed the basis of 665 codes (possible categories of responses to questions) in 11 categories that corresponded to the main categories of research questions (listed above). All audio recordings or notes were transcribed and translated from Nepali, Awadhi, or Maithali into English to be coded. Following the first round of data coding, in some cases, data was re-coded or disaggregated into additional (sub)categories. For example, “discrimination between daughters and sons” emerged as an unanticipated category of “violence” facing adolescents and had been initially coded “other.” If an interviewee or focus group gave more than one response to a given question, then each type of response was coded; therefore, because multiple responses were allowed to all questions, the total of the percentages for any given question often sums to more than 100%.

The final step in data analysis involved summarizing and comparing data -- both quantitatively and qualitatively – firstly to identify and rank priorities among the largest numbers of stakeholders and secondly to identify any marked differences among districts and between adolescents’ and adults’ responses. For the purposes of quantifying and summarizing responses, focus group discussions and interviews were each counted as one response, although an opinion or response to a question from a focus group generally represented more than one person, and interviews generally only involved one-two people. For example, in response to the question about the forms of violence that adolescents face, if three adolescents said “discrimination between sons and daughters” and two said “household labor for girls” and five said “teasing by boys,” then each of those three types of responses counted only once in the column for each response type category. Practically speaking, that means that, for questions asked of both adolescents and adults, adolescents’ views are somewhat underrepresented by the descriptive statistics combining adults’ and adolescents’ viewpoints. In this report, when used to describe numbers of stakeholders responding to a question, “stakeholders” generally means a combination of focus groups and individual interviewees.

Because of the small sample size within any one district and in some stakeholder groups, differences among them were only considered meaningful when they were unmistakably substantial and supported by qualitative data analysis.

GENERALIZABILITY OF THE ASSESSMENT

Several factors limit the generalizability of this research beyond the categories of stakeholders and districts in which the research was undertaken.

- We did not undertake sampling that is proportionate or representative of a national, regional, VDC, school, or ethnic/caste population. Instead, the sampling strategy focused on including various categories of stakeholders, such as adolescent girls and boys, parents, and teachers and understanding their perspectives within their districts and within the contexts of rural, semi-urban, and urban VDCs.
- We did not draw samples of any stakeholder category either randomly or systematically from a “sampling frame,” or list of all possible members of a given category (such as a list of students or teachers in a school). Instead, we chose samples of convenience, as described in the Methodology section.
- The samples of individuals/groups interviewed in each district are too small to make fine generalizations among districts about a particular type of response to a particular question. Although the # of interviews in each district ranged from 55 to 79, within each district, the number of interviews citing *chhaupadi* as a type of gender-based violence, for example, only ranged from 1-18. From a common sense perspective, it is not reasonable to draw conclusions about an entire district or region based such small numbers on the responses.

So, what do the quantitative descriptions mean? What we can do is the following:

- Quantitative summaries of interview and FGD responses allow readers to have an easy visual and verbal way to absorb the combined data. They can accurately be used to understand the relative importance stakeholders as a group place on a given response to a question. For responses with the largest numbers of stakeholders,
- Identify the range of issues and their relative importance among stakeholders with respect to any given question. This information would allow, for example, further research using a sample survey to ask closed-ended questions probing these issues to explore statistical differences among
- When numbers giving a response are relatively large, identify broad differences among categories of stakeholders interviewed (for example, stakeholders interviewed in different districts or parents and adolescents interviewed), without generalizing those differences to all members of those categories (for example all people in the districts or all adolescents and parents in Nepal).

DATA LIMITATIONS

Some limitations were built into the assessment design, and some resulted from data collection issues.

- The assessment scope of work did not allow for specific inclusion of girls and boys with disabilities or deliberate inclusion of self-identified LGBTQI youth. Similarly, it did not include never-schooled girls, who are among the most marginalized girls in Nepal.
- The fieldwork data validates the literature based on research in other districts in Nepal. However, caution should be exercised in generalizing fieldwork findings to other districts and school communities. Although sampling drew from diverse stakeholders, it was

neither proportional to population nor free from methodological bias involved in choosing interviewees based on availability and via recommendations from other stakeholders.

- Facilitators encouraged all participants to give their opinions in response to each question and sometimes prompted for dissenting opinions or additional perspectives, but sometimes many individuals gave opinions, sometimes only a few did, especially when they agreed with a previous speaker. Thus, although FGD transcripts identify the range of responses to a given question and allow the identification of individual speakers, they are not a valid, systematic way of assessing differences among the opinions of specific types of individuals within a given focus group. To understand differences between the perspectives and experiences of Dalits and Brahmins, for example, the assessment would have needed to carry out FDGs of Dalit-only groups and Brahmin-only groups and then compare findings.
- Identifying out-of-school girls to include in group discussions was challenging, as they are scattered at the VDC level, so not all out-of-school groups included the target number of 8-10 girls.
- Lack of privacy inhibited some girls from speaking openly; sometimes parents and/or teachers tried to watch FDGs from windows or even stay in the room.
- Unplanned variation in interview methods resulted in some interviews/FDGs with the following problems: incorrect interview guide used for the category of stakeholder, especially for district NGOs; not following interview guides closely, especially by failing to ask some questions; poor follow-up after unclear responses; and leading questions or interviewers offering opinions before participants' responses. Despite these problems, the large number of interviews was designed, in part, to mitigate such bias, and consensus among stakeholders on many questions indicates the strategy was successful.

EDUCATION IS A GENDER ISSUE: ADOLESCENT GIRLS FOCUS COUNTRY NEPAL FORMATIVE ASSESSMENT

ANNEX 2: DETAILED FIELDWORK FINDINGS

DRAFT

Project Number:

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DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

AGF	Adolescent Girls' Focus
ASRH	Adolescent Sexual and Reproductive Health
CAC	Community Action Center
CBO	Community-based Organization
CDO	Chief District Officer
CEFM	Child, Early, and Forced Marriage
CLC	Community Learning Center
DDC	District Development Committee
DEO	District Education Office
DPHO	District Public Health Office
E/C/R	Ethnicity, Caste, Religion
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
GBV	Gender-based violence
GoN	Government of Nepal
INGO	International Non-governmental Organization
IP	Implementing Partner
JTA	Junior Technical Assistant
NGO	Non-governmental Organization
ODF	Open Defecation-free
PTA	Parent-Teacher Association
SLC	School Leaving Certificate
SMC	School Management Committee
STI	Sexually Transmitted Infection
UN	United Nations
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USG	United States Government
VDC	Village Development Committee
WASH	Water, Sanitation, and Hygiene
WCF	Ward Citizen Forum

I. DEMOGRAPHIC FINDINGS AND BACKGROUND

DISTRICT EDUCATION RANKING INDEX

In Nepal, students begin primary school at age 5 and secondary school at age 10, which includes students ages 10-16+. At the time of the assessment, December 2016 – August 2017, secondary school consisted of three levels:

1. lower secondary school, which includes grades 6-8 (ages 10-12)
2. secondary school, which includes grades 9-10 (ages 13-14), and
3. upper secondary school, which includes grades 11-12 (ages 15-16).

The *School Sector Development Plan 2016-2023* calls for restructuring to a system with basic education from grades 1-8 and secondary education from grades 9-12.²

To assist with selecting districts for fieldwork, the assessment's scope of work called for determining which 15 of Nepal's 75 districts have the lowest education outcomes. Given that many indicators are used to measure and track education outcomes, developing an overall assessment involved constructing composite education scores to show how districts rank against each other. Specifically, the "District Education Ranking Index" creates a score for each district by averaging its rankings¹ with respect to each of 23 *equally weighted indicators of girls' education outcomes* in government schools in six categories:³

1. Net enrollment rates for girls at 4 grade levels: grades 1-5 (primary), 6-8 (lower secondary), 9-10 (secondary), and 11-12 (upper secondary)⁴
2. Attendance rates for girls at 4 age levels: ages 5-9, 10-12, 13-14, and 15-16⁵
3. Repetition rates at 6 grade levels: grades 5, 6, 7, 8, 9, and 10⁶
4. Dropout rates at 6 grade levels: grades 5, 6, 7, 8, 9, and 10⁷
5. Average marks in final examinations of 5 subjects in grades 6-8 and grades 9-10⁸
6. Literacy rates for the total population aged 5 and above.⁹

Girls' education outcomes were chosen given the assessment's focus on adolescent girls' empowerment, and education indicators were weighted equally, given the absence of a policy-driven reason to focus on a particular category of indicator or age/grade of secondary school

15 DISTRICTS WITH THE LOWEST AVERAGE EDUCATION RANKINGS FOR GIRLS

Using the index described, Nepal's 75 districts score between 19-61 (rather than 1-75), with the

¹ Rankings, rather than specific indicators, are averaged for two reasons: first, because indicators use different units of measurement that cannot be averaged without standardizing them; and second, because the purpose of the index is to understand districts' relative performance, rather than their absolute performance.

15 highest-ranking districts scoring between 46-61 and the 15 lowest-ranking districts scoring between 19-29. Many districts share the same composite ranking (with rounding), and no single district has the best or worst ranking on all 23 indicators. In any given district, there is often substantial variation in its ranking from indicator to indicator.

At the same time, most of the 15 lowest-scoring districts had particularly low rankings with respect to net enrollment rates for primary school (grades 1-5) and lower secondary school (grades 6-8), as well as for attendance rates at all four age levels. Those districts are listed in the table below and are located across Nepal, with five in the Mountains, three in the Hills, and seven in the Terai. Kapilvastu, Sindhupalchowk, and Saptari are fieldwork districts. Among the three other here fieldwork districts, Nuwakot (30) and Baitadi (41) rank in the middle, and Surkhet (49) ranks in the top quintile.

Those districts are listed in the table below and are located across Nepal, with five in the Mountains, three in the Hills, and seven in the Terai. Kapilvastu, Sindhupalchowk, and Saptari are fieldwork districts, while among the three other here fieldwork districts, Nuwakot (30) and Baitadi (41) rank in the middle, and Surkhet (49) ranks in the top quintile.

The table also shows the proportion of marginalized caste groups and students with disabilities in the districts' 15 lowest education index rankings.

- The proportion of Janajati student enrollment varies from 1% to 2% in Accham, Bajhang, and Jumla to over 50% in Ghorka and Sindhupalchowk, which also have the highest proportion of disadvantaged Janajatis enrolled (5%).
- The proportion of Dalit students enrolled among the 15 districts ranges from 12% in Parsa to 31% in Accham and Saptari.
- The proportion of students with disabilities in these districts ranges from 0% in Jumla and Parsa to 6% in Humla.

15 Districts with Lowest Average Education Rankings for Girls

Measured by net school enrollments, grade level attainment, grade repetition, dropout rates, average grades in final examinations, and literacy levels for females

Rank	District	Ecozone	District Education Outcome Index	Percent of total school enrollment			
				Janajati	Dalit	Disadv. Janajati	Students with disabilities
1	Jumla	Mountain	18.8	2%	18%	0%	0%
2	Bajhang	Mountain	19.1	1%	18%	0%	3%
3	Kapilvastu*	Terai	20.4	29%	13%	0%	1%
4	Rolpa	Hill	21.2	42%	18%	0%	1%
5	Sarlahi	Terai	22.2	23%	27%	2%	1%
6	Bara	Terai	23.5	31%	17%	3%	1%
7	Siraha	Terai	23.9	13%	27%	4%	1%
8	Sindhupalchowk*	Mountain	24.9	58%	9%	5%	1%
9	Humla	Mountain	25.0	21%	18%	0%	6%
10	Rautahat	Terai	25.0	23%	24%	1%	1%
11	Parsa	Terai	25.4	15%	12%	0%	0%
12	Achham	Hill	26.4	2%	31%	0%	3%
13	Saptari**	Terai	26.6	21%	31%	4%	1%
14	Dolpa	Mountain	27.4	26%	14%	1%	4%
15	Gorkha	Hill	28.7	52%	19%	5%	1%

* AGF fieldwork districts; green highlighting indicates more than 25% or more of government school enrollment

EDUCATION RANKINGS IN THE FIELDWORK DISTRICTS

The table below shows the rankings for fieldwork districts with respect to both the “District Education Ranking Index” and each of the 23 indicators. The bullets below describe the lowest and the highest ranking of the fieldwork districts with respect to each category of indicator.

Net enrollment rates

- Kapilvastu ranks among the 15 districts with the lowest net enrollment rates for girls at all levels other than secondary grades 9-10. For primary grades 1-5 and lower secondary grades 6-8, it is among the five lowest.
- Saptari ranks among the lowest 15 at two levels: primary school enrollment grades 1-5 and secondary grades 9-10.
- In all districts other than Kapilvastu, girls’ enrollment rankings deteriorate with respect to grades 9-10, and then improve with respect to grades 11-12.

Attendance rates

- Kapilvastu and Saptari both rank among the 15 districts with the lowest attendance rates for all ages of girls, from ages 5-9 (primary school) to ages 15-16 (upper secondary school) and are, in fact, among the 10 worst.
- Baitadi is 15th at the primary school (ages 5-9) level.
- Girls' attendance rate rankings between lower secondary and secondary school are relatively stable.

Repetition rates

- As a group, with the exception of Surkhet, each of the 5 fieldwork districts ranks among the 15 worst performing districts with respect to girls' grade repetition in at least one secondary school grade.
 - o In grade 6, Nuwakot has the highest repetition rate of any district, followed by Sindhupalchowk (10th) and Saptari (14th).
 - o In both grades 7 and 8, Kapilvastu, Sindhupalchowk, and Saptari all rank among the 15 districts with the highest repetition rates.
 - o In grade 9, Kapilvastu continues with high repetition rates, ranking 5th and Nuwakot ranks 13th.
 - o In grade 10, Sindhupalchowk and Baitadi rank 14th and 11th respectively.

Dropout rates

- Kapilvastu and Sindhupalchowk are among the 15 districts with the highest dropout rates at least one grade level. For Kapilvastu, it is grade 7 and grade 10, for Sindhupalchowk, it is grade 6 and grade 8.

Average marks in final examinations

- Nuwakot ranks 2nd for lowest average marks in final exams in lower secondary school (grades 6-8).
- Saptari ranks 13th for lowest average marks in final exams in secondary grades 9-10.

**Fieldwork District Rankings for: Education and Child Marriage Index;
District Education Rank Index; and Individual Education Indicators**

District	Kapilvastu	Sindhupal- chowk	Saptari	Nuwakot	Baitadi	Surkhet
Average ranking of 1) averaged education rankings; 2) child marriage rates aged <10 rates; 3) child marriage rates aged 10-14. Each weighted equally.	9	23	17	20	18	49
Average all education ranks	20	25	27	30	41	49
Net Enrollment Rates						
primary (grades 1-5)	5	26	9	25	63	43
lower secondary (grades 6-8)	4	29	33	68	35	42
secondary (grades 9-10)	32	17	15	43	21	27
higher secondary (grades 11-12)	13	31	21	46	47	37
Attendance rates						
primary (ages 5-9)	10	34	6	46	15	57
lower secondary (ages 10-12)	9	25	8	22	38	54
secondary (ages 13-14)	4	23	10	22	37	59
higher secondary (ages 15-16)	2	26	9	37	42	38
Repetition rates						
primary, grade 5	61	37	59	16	74	34
lower secondary, grade 6	17	10	14	1	75	64
lower secondary, grade 7	10	7	15	27	61	38
lower secondary, grade 8	4	2	13	43	30	69
secondary, grade 9	5	32	25	13	36	60
secondary, grade 10	31	14	59	54	11	56
Dropout rates						
primary, grade 5	54	27	63	45	19	72
lower secondary, grade 6	55	12	35	33	39	45
lower secondary, grade 7	7	25	29	30	22	56
lower secondary, grade 8	68	11	23	18	34	66
secondary, grade 9	18	35	73	46	58	28
secondary, grade 10	5	35	32	12	29	54
Average marks in 5 subjects of final exams						
lower secondary (grades 6-8)	18	74	34	2	68	28
secondary (grades 9-10)	21	17	13	69	71	35

ETHNIC/CASTE GROUPS WITH THE LOWEST AVERAGE EDUCATION RANKINGS AND DISTRICTS OF CONCENTRATION

For the purposes of this assessment, education outcomes among ethnic/caste groups were measured comparatively, using the average of national rankings for six indicators of education outcomes, among 98 groups², in categories for which disaggregated data was readily available in the *Nepal Social Inclusion Survey* (2012) and the *Population Monograph of Nepal* (2014):

1. Net enrollment rates for ages 6-16¹⁰
2. Grade of attainment at 4 levels: no grade, grades 1-5, grades 6-10, and grades 11+¹¹
3. Literacy rates: total population aged 5 and above¹²

Among the larger groups, the Musahar (Madhesi Dalit), Dusadh/Pasawan/Pasi (Madhesi Dalit), and Bin (Madhesi Other Caste) have the lowest average rankings for both girls and boys. This section in Annex 1: Detailed Methodology and Findings contains a table listing the 15 ethnic/caste groups with the lowest rankings, listing rankings for girls' and boys' outcomes separately.

15 Caste/Ethnic Groups with Lowest Average Education Ranking for Girls and Boys			
Averaged rankings of school enrollments, grade level attainment, and literacy levels (shows only groups with populations of 20,000 or greater)			
Girls		Boys	
Caste/Ethnicity (Social Group)	C/E Education Outcome Index	Caste/Ethnicity (Social Group)	C/E Education Outcome Index
Badhaee (Madhesi Other Caste)	24.8	Bantar/Sardar (Madhesi Dalit)	15.8
Bantar/Sardar (Madhesi Dalit)	26.5	Bin (Madhesi Other Caste)	9.8
Bin (Madhesi Other Caste)	7.8	Chamar/Harijan/Ram (Madhesi Dalit)	20.8
Chepang/Praja (Hill Janjati)	14.8	Chepang/Praja (Hill Janjati)	11.2
Dusadh/Pasawan/Pasi (Madhesi Dalit)	5.2	Dusadh/Pasawan/Pasi (Madhesi Dalit)	8.5
Kahar (Madhesi Other Caste)	15.7	Kahar (Madhesi Other Caste)	18.3
Khatwe (Madhesi Dalit)	27.5	Kami (Hill Dalit)	30.0
Kumhar (Madhesi Other Caste)	27.2	Khatwe (Madhesi Dalit)	31.0
Lodh (Madhesi Other Caste)	13.8	Lodh (Madhesi Other Caste)	18.3
Mallaha (Madhesi Other Caste)	8.8	Mallaha (Madhesi Other Caste)	32.3
Musahar (Madhesi Dalit)	2.2	Musahar (Madhesi Dalit)	4.3

² The 2011 census and the *Population Monograph* include 35 other groups: mostly groups with populations under 20,000 (and as low as a few hundred), plus the Kulung people, and Dalit, Terai, and other "Others." Groups with populations under 20,000 with very low education outcomes include Bhote, Chidimar, Dhandi, Dhankar/Kharikar, Dhunia, Dolpo, Dom, Halkhor, Kisan, Koche, Kori, Lhopa, Natuwa, Nurang, Pattharkatta/Kushwadiya, Raute, Sarbaria.

Musalman (Muslim)	20.8
Nuniya (Madhesi Other Caste)	15.5
Tatma/Tatwa (Madhesi Dalit)	28.3
Thami (Hill Janjati)	31.7

Musalman (Muslim)	17.2
Nuniya (Madhesi Other Caste)	17.7
Satar/Santhal (Tarai Janjati)	19.8
Thami (Hill Janjati)	23.5

Among the 15 districts with the lowest average education rankings, the districts in the Terai (Bara, Kapilvastu, Parsa, Rautahat, Saptari, Sarlahi, Siraha) had large populations from many of the ethnic/caste groups identified above. Among the fieldwork districts, Kapilvastu and Saptari had significant numbers of the following groups with particularly low education achievement:

- Kapilvastu: Badhaee, Chamar/Harijan/Ram, Dusadh/Pasawan/Pasi, Kahar, Musalman
- Saptari: Bantar/Sardar, Chamar/Harijan/Ram, Dusadh/Pasawan/Pasi, Khatwe, Mallaha, Musahar, Musalman, Tatma/Tatwa

All of the fieldwork districts had substantial numbers of Kami.

**Population and Location of Caste/Ethnic Groups
with Lowest Educational Achievement**

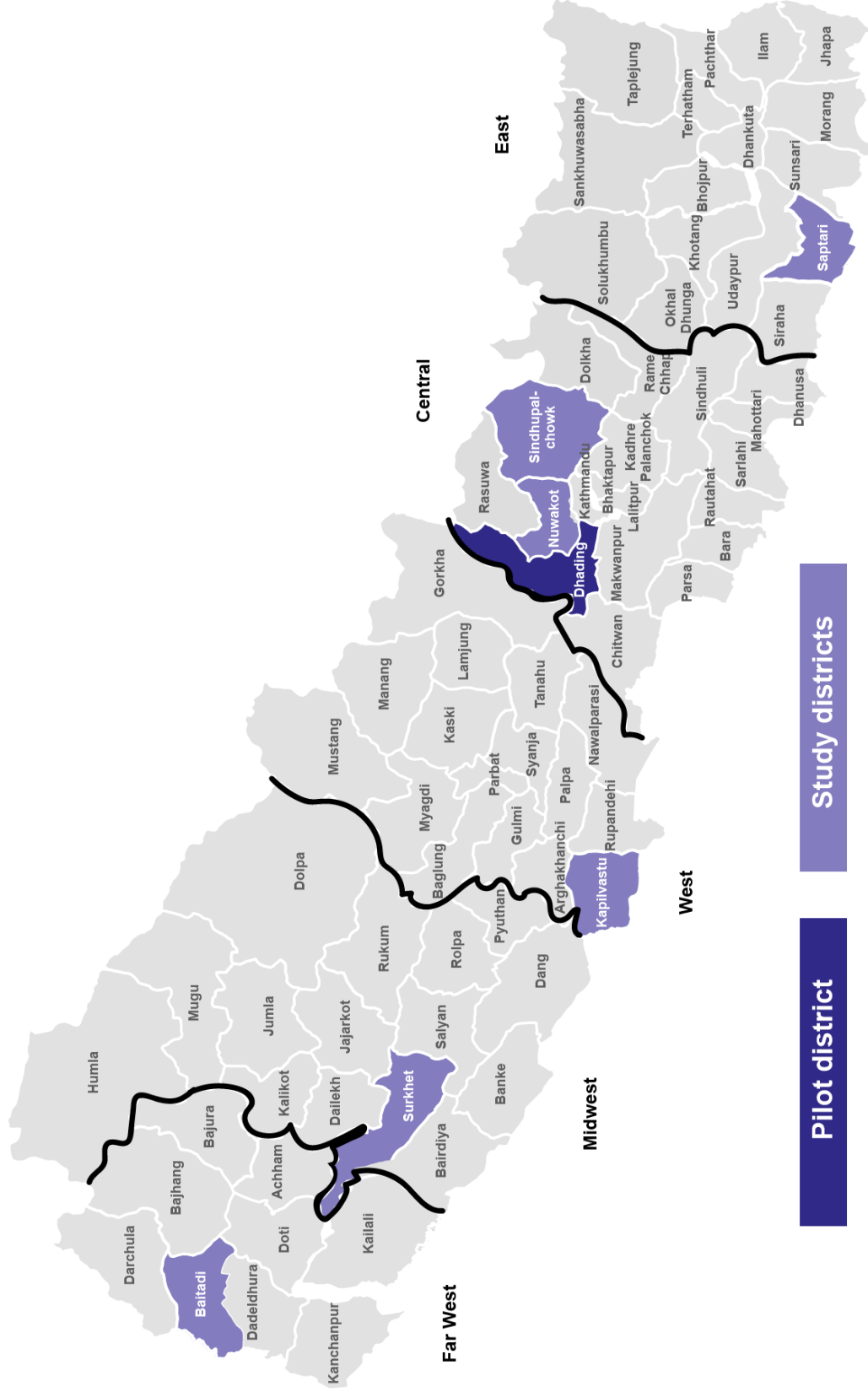
Measured by literacy levels, school enrollments, and grade level attainment
(groups with populations of 20,000 or greater)

Caste/Ethnicity	Total Population	Districts with greatest concentration
Badhaee	28,147	Kapilvastu* , Siraha
Bantar/Sardar	54,580	Morang Saptari* Sunsari
Bin	74,764	Bara Dhanusa Mahottari Parsa Rautahat Sarlahi
Chamar/Harijan/Ram	334,893	Banke Bara Dhanusa Kapilvastu* Mahottari Nawalparasi Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha Sunsari
Chepang/Praja	67,869	Chitawan Dhading Makwanpur
Dusadh/Pasawan/Pasi	207,835	Bara Dhanusa Kapilvastu* Mahottari Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha
Kahar	52,570	Kapilvastu* Rupandehi
Kami	1,257,508	46 districts with more than 9,000 Kami
Khatwe	100,489	Dhanusa Mahottari Saptari* Siraha
Kumhar	61,579	Bara Rautahat Sarlahi
Lodh	32,174	Rupandehi
Mallaha	172,122	Bara Dhanusa Mahottari Morang Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha
Musahar	233,563	Bara Dhanusa Mahottari Morang Parsa Saptari* Sarlahi Siraha Sunsari
Musalman	1,161,726	Banke Bara Bardiya Dhanusa Jhapa Kapilvastu* Kathmandu Mahottari Morang Nawalparasi Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha Sunsari
Nuniya	69,870	Bara Mahottari Parsa Rautahat Sarlahi
Satar/Santhal	51,173	Jhapa Morang
Tatma/Tatwa	98,863	Dhanusa Mahottari Rautahat Saptari* Siraha
Thami	28,125	Dolakha

* AGF fieldwork districts

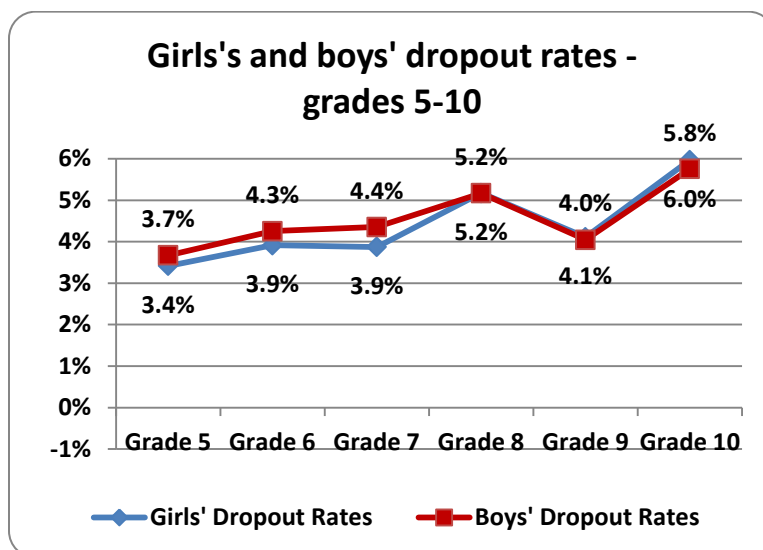
Study Districts

Nepal Adolescent Girls' Empowerment Formative Assessment



MOST COMMON GRADES OF DROP OUT

Girls and boys follow similar trends in dropout rates, with dropout peaking in grade 8, at 5.2% for both girls and boys, and again, slightly higher at grade 10, with 6% for girls and 5.8% for boys.¹³



CHILD AND EARLY MARRIAGE

The Population Monograph of Nepal, Volume I shows the proportion of the population in various age bands who were married at the time of the census. Comparison of data from the 1981, 1991, 2001, and 2011 censuses shows that proportion of married adolescents has been declining steadily, but nevertheless remains very high, particularly for females, with almost 25% of adolescent girls aged 15-19 married at the time of the 2011 census.¹⁴

Percentage of national population at ages 10-4 and 15-19 that was married					
	Current Age	1981 census	1991 census	2001 census	2011 census
Females	10-14	13.4%	7.2%	1.7%	1.1%
	15-19	50.1%	45.5%	33.3%	23.1%
Males	10-14	14.0%	4.1%	0.8%	0.5%
	15-19	25.1%	19.1%	11.7%	7.1%

Data on the above basis disaggregated by district are not available. However, data by district do show the distribution of the married population by age at first marriage.¹⁵ Thus, the "Below 10 years" and "10-14" age bands contain people of all ages who were married as young children. While these data do not enable a determination of what current trends in age at

marriage are, they do provide a way to differentiate among districts and determine which districts have a historic pattern of early marriage.

Female percentages by district for marriage prior to age 10 range from 0.1% to 3.6%, with three districts above 3% (Arghakhanchi, Gorkha, Gulmi) and, for marriage between ages 10 and 14, from 2.0% to 23.8%, with seven districts above 20% (Baitadi, Bara, Dadeldhura, Dhanusha, Doti, Kapilvastu, Parsa).

Percentages for males range from 0.0% to 0.9% for marriage prior to age 10, and for marriage between ages 10 and 14, range from 0.8% to 10.9% in Kapilvastu (the only district over 10%).

Among the fieldwork districts, Baitadi, Kapilvastu, Nuwakot, and Saptari fall among the 15 districts with the highest percentage of females married before age 10. Baitadi, Kapilvastu, and Saptari remain in the top 15 for females married between ages 10-14, with Kapilvastu ranking second highest in the country at 23%. Kapilvastu and Saptari are also among the 15 districts with the highest proportion of males married before age 10 and between ages 10-14, as are Sindhupalchowk and Nuwakot.

15 Districts with Highest Percentages of Population over Age 10 that Married prior to Age 10 and at 10-14 (listed in alphabetical order)							
Female		Female		Male		Male	
District	under age 10	District	ages 10-14	District	under age 10	District	ages 10-14
Arghakhanchi	3.6%	Arghakhanchi	19.7%	Dhading	0.7%	Bajhang	6.3%
Baitadi*	2.7%	Baitadi*	20.1%	Gorkha	0.9%	Banke	5.7%
Chitwan	2.6%	Banke	19.1%	Jhapa	0.6%	Bara	5.5%
Dadeldhura	2.6%	Bara	22.7%	Kapilvastu*	0.8%	Dailekh	5.2%
Dhading	2.6%	Dadeldhura	23.8%	Kavrepalanchok	0.9%	Dhading	5.3%
Gorkha	3.4%	Dhanusha	20.6%	Khotang	0.8%	Dhanusha	6.6%
Gulmi	3.0%	Doti	20.4%	Nuwakot	0.7%	Kapilvastu*	10.9%
Kanchanpur	2.1%	Kanchanpur	19.1%	Panchthar	0.8%	Kavrepalanchok	6.2%
Kapilvastu*	2.9%	Kapilvastu*	23.0%	Rasuwa	0.6%	Nuwakot	6.0%
Kavrepalanchok	2.5%	Mahottari	19.7%	Rupandehi	0.7%	Parsa	5.5%
Nuwakot	2.4%	Parsa	20.3%	Saptari*	0.9%	Rautahat	6.2%
Parbat	2.3%	Rautahat	19.9%	Sindhupalchowk*	0.8%	Rupandehi	8.6%
Rasuwa	2.3%	Rupandehi	19.2%	Taplejung	0.6%	Saptari*	7.7%
Rupandehi	2.8%	Saptari*	18.6%	Terhathum	0.8%	Sindhupalchowk*	6.0%
Saptari*	2.5%	Siraha	18.5%	Udayapur	0.6%	Siraha	5.9%

* AGF fieldwork districts

Ethnic groups/castes with the lowest mean age of marriage

Marital status of girls and boys aged 10-18 by caste/ethnicity

Caste/ Ethnicity Categories	% within group ever married
Madhesi Other Caste – B (Literacy < 66%)	10.2
Madhesi Dalit	10.2
Muslim	9.8
Other not defined above	7.9
Hill Dalit	7.8
Madhesi Other Caste – A (Literacy >= 66%)	7.7
Foreigner	5.9
Mountain/Hill Janajati-B (Literacy <66%)	5.6
Terai Janajati	5.2
Mountain/Hill Janajati-A (Literacy >= 66%)	5.1
Hill Chhetri	4.5
Others	4.4
Madhesi Brahmin/Chhetri	3.7
Newar	2.6
Hill Brahmin	2.4
Average	5.7

Source: *Population Monograph of Nepal, Vol II, Social Demography*, Table 8.12: Marital Status of children aged 10-18 by children's caste/ethnicity (grouped), 2011

The 2011 census also provides population data on the mean age at first marriage, disaggregated by caste/ethnicity group and based on each group's population aged 10 and older.¹⁶ While the data does not show current practices among a given group, it does show a group's historic patterns and enable comparison among groups.

Among all ethnic/caste groups, mean age at marriage for females ranged from 13.8 to 24.2 years. For males, it ranged from 16.1 to 26.2 years. Many of the groups with the lowest mean ages of marriage had very small populations of fewer than 20,000 people.³ Considering only the groups with national populations over 20,000 people:

- Three groups had the lowest mean age of marriage among both females and males:
 - Chamar/Harijan/Ram (15.9 females/18.2 males),
 - Kahar (15.7 females/17.8 males), and
 - Lodh (15.6 females/17.4 males)
- The 15 groups with the lowest mean age of marriage among females ranged from 15.6 among the Lodh people to 16.4 among the Musahar people.

³ Groups with populations under 20,000 that have very low mean ages at first marriage include Amat, Bote, Chidimar, Dhandi, Dhankar/Kharikar, Dhunia, Dom, Gaine, Halkhor, Kori, Kusunda, Mali, Natuwa, Rajbhar, Raute, Sarbaria.

- The 15 groups with the lowest mean age of marriage among males ranged from 17.4 among the Lodh people to 19 among the Kewat, Kumhar, and Lohar people.

15 Ethnic/caste groups with lowest mean age at marriage (groups with populations of 20,000 or greater) (listed in alphabetical order)			
Girls		Boys	
Caste/Ethnicity	Age	Caste/Ethnicity	Age
Bin (Madhesi Other Caste)	16.1	Bin (Madhesi Other Caste)	18.5
Chamar/Harijan/Ram (Madhesi Dalit)	15.9	Chamar/Harijan/Ram (Madhesi Dalit)	18.2
Dhanuk (Tarai Janjati)	16.3	Dhobi (Madhesi Dalit)	18.5
Dhobi (Madhesi Dalit)	16.1	Dusadh/Pasawan/Pasi (Madhesi Dalit)	18.4
Dusadh/Pasawan/Pasi (Madhesi Dalit)	16.0	Gaderi/Bhedhar (Madhesi Other Caste)	18.9
Gaderi/Bhedhar (Madhesi Other Caste)	16.3	Kahar (Madhesi Other Caste)	17.8
Hajam/Thakur (Madhesi Other Caste)	16.3	Kewat (Madhesi Other Caste)	19.0
Kahar (Madhesi Other Caste)	15.7	Khatwe (Madhesi Dalit)	18.5
Kewat (Madhesi Other Caste)	16.2	Kumhar (Madhesi Other Caste)	19.0
Khatwe (Madhesi Dalit)	16.1	Kurmi (Madhesi Other Caste)	18.6
Kurmi (Madhesi Other Caste)	16.2	Lodh (Madhesi Other Caste)	17.4
Lodh (Madhesi Other Caste)	15.6	Lohar (Madhesi Other Caste)	19.0
Lohar (Madhesi Other Caste)	16.3	Mallaha (Madhesi Other Caste)	18.9
Musahar (Madhesi Dalit)	16.4	Musahar (Madhesi Dalit)	18.9
Tatma/Tatwa (Madhesi Dalit)	16.1	Tatma/Tatwa (Madhesi Dalit)	18.7

Green highlighting indicates lowest mean age of marriage among districts listed

Among the 15 districts identified above with the highest proportions of the population married at age 14 or less, several had large populations from many of the ethnic/caste groups identified here. In particular, three of the fieldwork districts had significant numbers of the following group(s):

- Baitadi: Lohar
- Kapilvastu: Chamar/Harijan/Ram, Dhobi, Dusadh/Pas/Pasi, Gaderi/Bhedhar, Kajar, Kewat, Kurmi
- Saptari: Chamar/Harijan/Ram, Dhanuk, Dusadh/Pas/Pasi, Hajam/Thakur, Khatwe, Mallah, Musahar, Tatma/Tatwa

Population and Districts of Concentration 15 Ethnic/Caste Groups with Lowest Mean Age at Marriage among Females (groups with populations of 20,000 or greater) (listed in alphabetical order)		
Caste/Ethnicity	Total Population	Districts with greatest concentration

Bin	74,764	Bara, Dhanusa, Mahottari, Parsa, Rautahat, Sarlahi
Chamar/H/Ram	334,893	Banke, Bara, Dhanusa, Kapilvastu* , Mahottari, Nawalparasi, Parsa, Rautahat, Rupandehi, Saptari* , Sarlahi, Siraha, Sunsari
Dhanuk	218,528	Bara, Dhanusa, Mahottari, Morang, Parsa, Saptari* , Sarlahi, Siraha, Sunsari
Dhobi	108,148	Kapilvastu* , Rautahat, Rupandehi, Sarlahi
Dusadh/Pas/Pasi	207,835	Bara, Dhanusa, Kapilvastu* , Mahottari, Parsa, Rautahat, Rupandehi, Saptari* , Sarlahi, Siraha
Gaderi/Bhedhar	25,976	Dhanusa, Kapilvastu* , Rupandehi
Hajam/Thakur	116,218	Dhanusa, Rautahat, Saptari* , Sarlahi
Kahar	52,570	Kapilvastu* , Rupandehi
Kewat	152,902	Dhanusa, Kapilvastu* , Morang, Nawalparasi, Rupandehi, Siraha
Khatwe	100,489	Dhanusa, Mahottari, Saptari* , Siraha
Kumhar	61,579	Bara, Dhanusa, Rautahat, Sarlahi
Kurmi	229,881	Banke, Bara, Dhanusa, Kapilvastu* , Parsa, Rautahat, Rupandehi, Sarlahi
Lodh	32,174	Rupandehi
Lohar	100,054	Baitadi* , Rautahat, Sarlahi
Mallaha	172,122	Bara, Morang, Parsa, Rautahat, Rupandehi, Saptari* , Sarlahi, Siraha
Musahar	233,563	Bara, Dhanusa, Mahottari, Morang, Parsa, Saptari* , Sarlahi, Siraha, Sunsari
Tatma/Tatwa	104,089	Dhanusa, Mahottari, Rautahat, Saptari* , Siraha
* AGF fieldwork districts		

GENDER-BASED VIOLENCE

Currently in Nepal, there is no systematic data collection on the assessment question, “Which ethnic groups/castes have the highest incidences of school and community-related gender-based violence?” However, the *Nepal Social Inclusion Survey 2012* documents the percentage of married women ages 16 and above¹⁷ who reported experiencing psychological, physical, and sexual violence committed by their husbands, other family members, and others in the village, disaggregated by 95 ethnic/caste groups.¹⁸ Although there is no perfect correlation, many women who experience high rates of one kind of abuse committed by one kind of perpetrator also experience other kinds committed by a range of perpetrators.

Physical violence: range of % reporting among specific groups

- Committed by husbands: % reporting ranged from less than 1% to 52%, with such violence being greatest among the Musahar (51%) and Khatwe (45%) people, as well as two among very small groups, the Dom (52%) and Pattharkatta/Kuswadiya (47%).
- Committed by family members (other than spouse): % reporting ranged from 0% to 20%, with the highest percentages among the Dhanuk (15%) and the Khatwe (20%)
- Committed by others in their village: % reporting ranged from 0% to 12.8% among the Musahar and 15.3% among the Khatwe people.

Highest proportions of reported violence among 11 broad social categories¹⁹

- Spousal violence
 - Newar women reported experiencing the highest levels of psychological spousal violence (60%).
 - Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological, physical, and sexual spousal violence, with the Kewat, Musahar, Dusadh/Paswan/Pasi, and Khatwe groups being among the ten groups with the highest proportions of all three.⁴
 - Kuswadiya women, a Terai Janajati people, are also among the top ten groups having reported experiencing all three forms of spousal violence.
- Violence committed by other family members
 - Madhesi Dalit and Madhesi Other Caste women reported experiencing the highest proportions of psychological and physical violence, along with Hill Dalit women, who reported experiencing a high proportion of psychological violence, and Muslim women, who reported a high proportion of physical violence.
 - Sexual violence committed by non-spouse family members was reported at less than 1% among all ethnic/caste categories.
- Community violence against women
 - Madhesi Dalits (21%), Hill Dalits (13%) and Newar women (13%, likely marginalized sub-castes) reported experiencing the highest proportions of psychological violence in their communities.
 - Madhesi Dalit (6%) and Newar (5%) women reported experiencing the highest proportion of physical violence in their communities.
 - As a category, Madhesi Brahmin/Chhetri women (2%) reported experiencing the highest proportion of sexual violence in their communities.

The table below shows the percentage of women experiencing violence committed by their husbands and others in the village among the 20 ethnic/caste groups with the largest proportion of women experiencing physical violence committed by husbands.⁵

<p>Percentage of married women reporting violence 20 ethnic/caste groups with largest proportion of women reporting physical violence by husbands²⁰ (groups with populations of 20,000 or greater, percentage of married women age 16 and older) (listed in alphabetical order)</p>	
	<p>Percentage of women who experienced violence committed by:</p>

⁴ This differs from the 2011 National Demographic Health Survey, which showed that Muslim women were the largest proportion of women reporting physical and sexual spousal violence.

⁵ Groups with total populations under 20,000 are omitted from the table. They are Bote, Darai, Dom, Halkhor, Munda, Pattharkatta/Kuswadiya.

Caste/Ethnicity	Husband			Others in village		
	Psychological	Physical	Sexual	Psychological	Physical	Sexual
Badhai	65	25.9	34.0	19.1	0.0	0.0
Badi	49	27.0	12.1	12.0	3.5	1.4
Bantar	44	21.9	4.0	16.6	8.0	0.0
Bhediyar/Gaderi	39	26.4	18.9	16.9	2.7	0.0
Bing/Bida	72	31.8	2.0	18.2	2.0	3.4
Dhanuk	54	41.5	19.7	18.4	8.6	4.6
Dusadh/Paswan/Pasi	60	36.4	36.4	20.5	2.7	4.0
Jhangad	66	38.9	20.8	30.9	4.0	0.0
Kahar	55	40.9	33.6	4.7	0.7	0.0
Kanu	46	24.0	8.0	4.0	0.7	1.3
Kewat	77	34.9	14.8	7.4	1.3	1.3
Khatwe	63	44.7	23.3	30.7	15.3	7.3
Kurmi	60	27.1	12.5	11.1	2.1	0.0
Limbu	52	21.7	6.3	18.2	1.4	0.7
Lodha	45	22.0	6.7	0.7	0.0	0.0
Lohar	42	21.2	4.0	14.6	2.7	1.3
Mallah	51	21.7	7.2	12.5	0.7	0.7
Musahar	76	51.4	18.9	41.9	12.8	0.7
Santhal/Satar	48	33.8	11.9	7.3	3.3	0.7
Yadav	54	26.9	8.1	10.1	1.3	1.3

Bright green shading indicates groups reporting among the ten highest proportions of spousal abuse *in all three categories*. Light green shading indicates groups with the ten highest proportion of reported community-based violence against women *in two or more categories*.

Three of the fieldwork districts had significant numbers of ethnic/caste groups with high proportions of women reporting physical spousal violence and other kinds of violence against women:

- Baitadi: Lohar
- Kapilvastu: Badhai, Bhediyar/Gaderi, Dusadh/Paswan/Pasi, Kahar, Kewat, Kurmi, Yadav
- Saptari: Bantar, Dhanuk, Dusadh/Paswan/Pasi, Khatwe, Mallah, Musahar, Yadav

Population and districts of concentration 20 ethnic/caste groups with largest proportion of women reporting physical violence by husbands (groups with populations of 20,000 or greater) (listed in alphabetical order)		
Caste/Ethnicity	Total Population	Districts with greatest concentration
Badhai	28,147	Kapilvastu*, Siraha

Badi	36,207	all districts
Bantar	54,580	Morang Saptari* Sunsari
Bhediyar/Gaderi	25,976	Dhanusa, Kapilvastu* , Rupandehi
Bing/Bida	74,764	Bara Dhanusa Mahottari Parsa Rautahat Sarlahi
Dhanuk	218,528	Bara, Dhanusa, Mahottari, Morang, Parsa, Saptari* , Sarlahi, Siraha, Sunsari
Dusadh/Paswan/Pasi	207,835	Bara Dhanusa Kapilvastu* Mahottari Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha
Jhagad	37,099	Sunsari
Kahar	52,570	Kapilvastu* Rupandehi
Kanu	124,411	Bara, Parsa, Rautahat, Sarlahi
Kewat	152,902	Dhanusa, Kapilvastu* , Morang, Nawalparasi, Rupandehi, Siraha
Khatwe	100,489	Dhanusa Mahottari Saptari* Siraha
Kurmi	229,881	Banke, Bara, Dhanusa, Kapilvastu* , Parsa, Rautahat, Rupandehi, Sarlahi
Limbu	384,630	Dhankuta, Ilam, Jhapa, Kathmandu, Morang, Panchthar, Sunsari, Taplejung, Terhathum
Lodha	32,174	Rupandehi
Lohar	100,054	Baitadi* , Rautahat, Sarlahi
Mallah	172,122	Bara Morang Parsa Rautahat Rupandehi Saptari* Sarlahi Siraha
Musahar	233,563	Bara Dhanusa Mahottari Morang Parsa Saptari* Sarlahi Siraha Sunsari
Santhal/Satar	51,173	Jhapa, Morang
Yadav	1,052,117	Banke, Bara, Dhanusa, Kapilvastu* , Mahottari, Morang, Nawalparasi, Parsa, Rautahat, Rupandehi, Saptari* , Sarlahi, Siraha, Sunsari
* AGF fieldwork districts		

II. STAKEHOLDERS INTERVIEWED

Adolescent Girls' Focus (AGF) fieldwork was conducted in six of Nepal's 75 districts, in a rural, semi-urban, and urban VDC in each district, for a total of 18 communities. Data was collected from different stakeholders affected by or contributing to adolescent girls' education. Below are tables and charts that break down the following information about the stakeholders interviewed:

1. Number of interviews/focus groups conducted by interview type and district
2. Number of interviews conducted by interview type and VDC accessibility: rural, semi-urban, urban
3. Summary of girls and boys focus groups by district
4. Gender, age range, and school status of FGD participants
5. Gender and marital status of FGD participants
6. Subjects taught by 49 teachers interviewed
7. Grades taught by 49 teachers interviewed
8. Roles and focus of CBOs interviewed

Number of Interviews Conducted by District and Interview Type							
Type of Interview	Baitadi	Kapilvastu	Nuwakot	Saptari	Sindhu-palchowk	Surkhet	Total
District officials	5	6	6	6	5	6	34
1. District I/NGOs and USG IPs	6	7	12	6	10	22	63
2. School and other local officials	10	10	12	10	13	15	70
3. Teachers	8	8	7	11	6	9	49
4. CBOs and community leaders	18	9	10	15	15	13	80
5. Parents	6	6	6	6	8	6	38
6. FGD Girls 10-14	2	2	2	2	2	2	12
7. FGD Girls 15-19	3	2	2	2	2	1	12
8. FGD Out-of-school Girls	1	3	3	3	3	3	16
9. FGD Boys 10-14	1	1	1	1	1	1	6
10. FGD Boys 15-19	2	2	1	2	1	2	10
Total	62	56	62	64	66	80	390

Almost twice as many interviews were conducted with district I/NGOs and USG implementing partners in Surkhet because of the disproportionately high number of USG partners there compared to other districts. Those include Peace Corps and an American Corner. Field teams followed sampling guidelines and met minimum criteria and numbers of interviewees for FGDs and all categories of local stakeholders.

Number of Interviews Conducted by Interview Type and VDC Accessibility				
Type of Interview	Rural	Semi-urban	Urban	Total
District officials	1	0	33	34
District I/NGOs and USG IPs	4	3	56	63
School and other local officials	25	28	17	70
Teachers	16	17	16	49
CBOs and other community leaders	32	27	21	80
Parents	13	13	12	38
FGD Girls 10-14	1	5	6	12
FGD Girls 15-19	7	3	2	12
FGD Out-of-school girls	5	6	5	16
FGD Boys 10-14	2	3	1	6
FGD Boys 15-19	5	2	3	10
Total	111	107	172	390

The higher number of stakeholders in urban areas includes 33 district officials and 56 district I/NGOs or USG implementing partners and a lower number of school and local officials than in other districts.

Summary of Girls' and Boys' Focus Groups by District							
Type of Interview	Baitadi	Kapilvastu	Nuwakot	Saptari	Sindhu-palchowk	Surkhet	Total
Girls	6	7	7	7	7	6	40
Boys	3	3	2	3	2	3	16
FGDs	9	10	9	10	9	9	56

Fifty-six FGDs were conducted with groups of girls and boys between the ages of 10-19, generally divided into two groups: very young adolescents ages 10-14 and older adolescents 15-19. The two tables below show the makeup of adolescents who participated.

Gender, Age Range, and School Status of FGD Participants	# Participating in FGDs	Average Age
All Girls	304	15.4
In School	193	14.6
10-14	97	13.0
15-19	96	16.2
Out of School	111	16.8
10-14	15	13.9
15-19	96	17.3
All Boys	110	14.7
In School	110	14.7
10-14	47	12.7
15-19	63	16.2
Grand Total	414	15.2

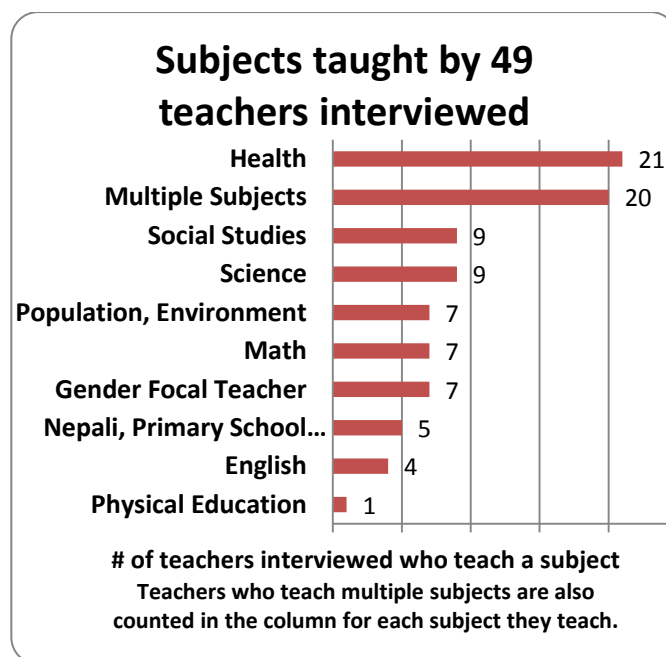
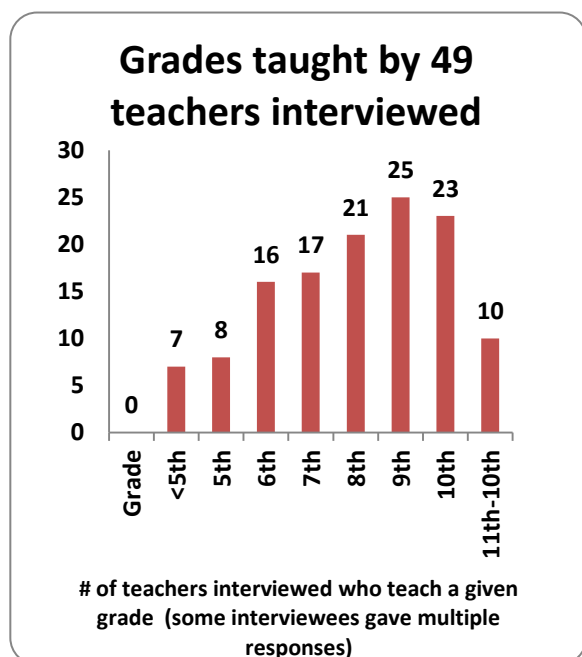
The average of age of out-of-school girls participating in FGDs was somewhat older than the average age of in-school girls. The average age of in-school girls and in-school boys was about the same.

Gender and Marital Status of FGD Participants	# Participating in FGDs	Average Age
Girls	304	15.4
In School	193	14.6
Married	9	18.6
Unmarried	184	14.4
Out of School	111	16.8
Married	32	18.4
Married /w Gauna	1	19.0
Married /wo Gauna	2	16.5
Unmarried	75	16.1
Separated	1	20.0
Boys	110	14.7
In School	110	14.7
Married /w Gauna	1	18.0
Married /wo Gauna	1	18.0
Unmarried	108	14.7
Grand Total	414	15.2

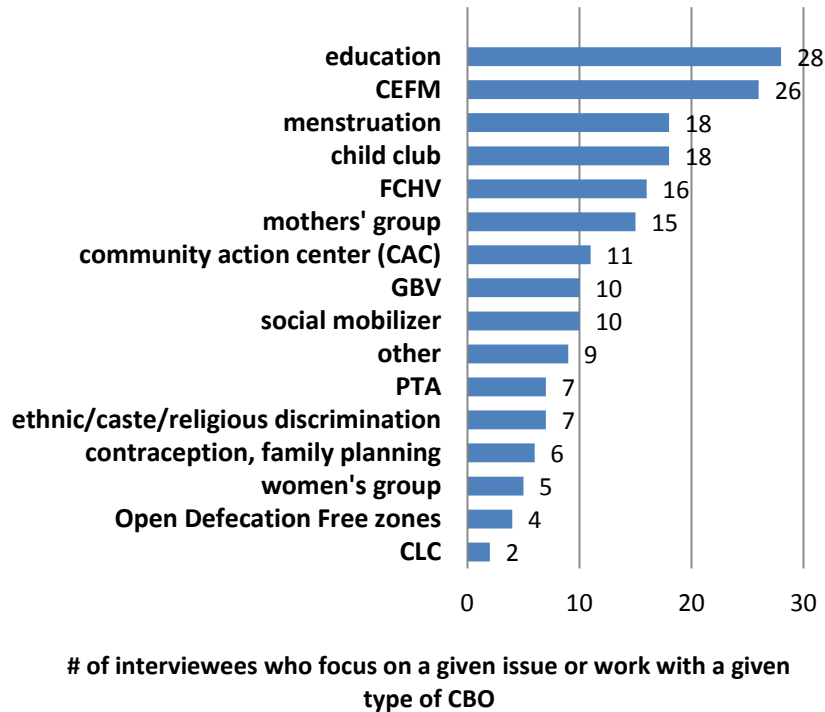
Although over a quarter of out-of-school girls were married, the overwhelming majority of school-going adolescents in the FGDs were unmarried.

Among teachers, health teachers were the single largest group of teachers interviewed. Although field team sought to interview each school's gender focal teacher, most school did not have one.

Only 10 "plus 2" teachers were interviewed. Field teams interviewed 54 lower secondary school teachers (grades 6-8) and 48 upper secondary school teachers (grades 9-10).

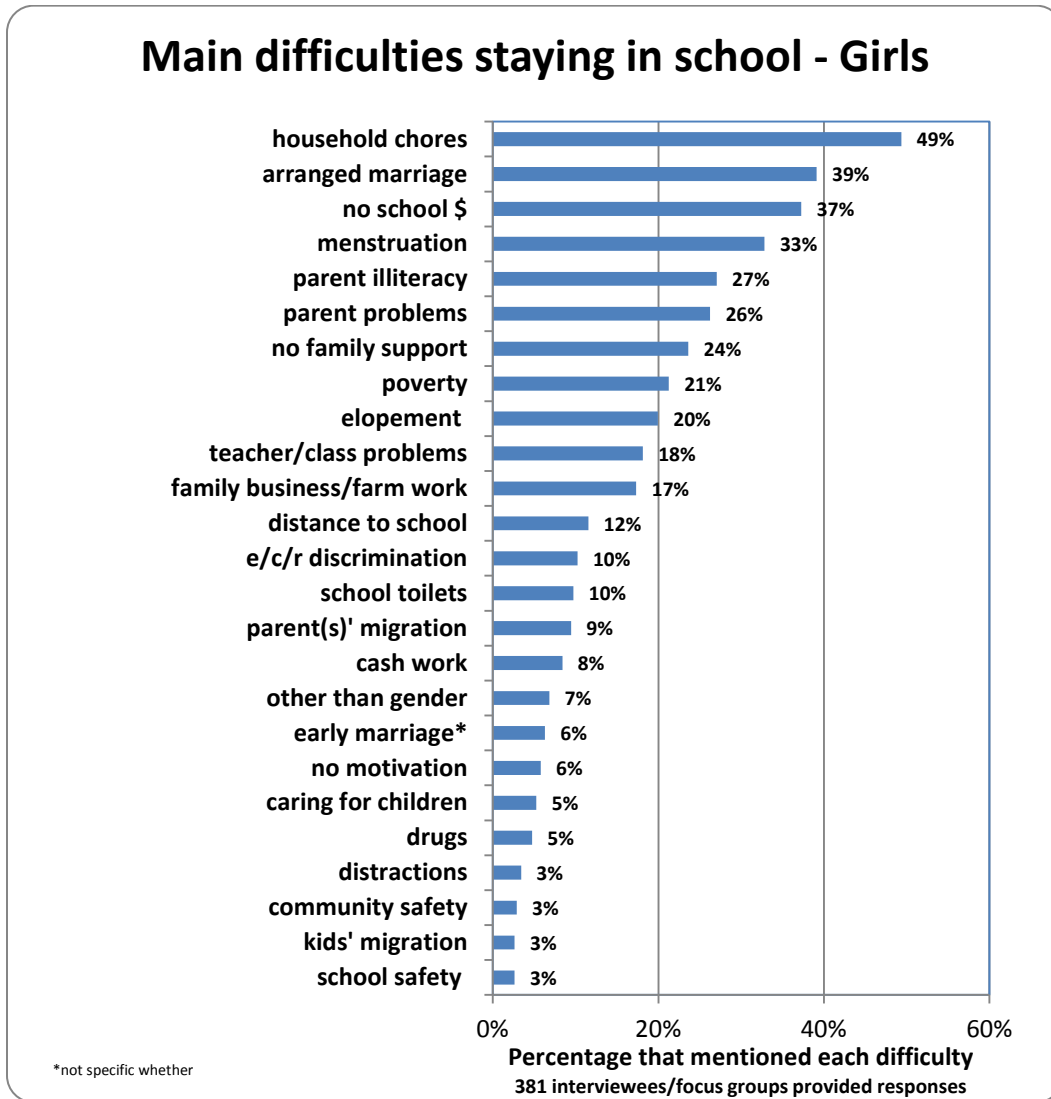


Roles and Focus of 80 CBOs and Community Leaders Interviewed



Interviews with community-based organization (CBO) representatives and community leaders included meetings with child club leaders, mothers' group members, female community health volunteers (FCHV), Community Action Centers (CACs), social mobilizers, PTA members, women's group members, and two staff people at a Community Learning Center (CLC). The chart above indicates that, among these groups, education, child marriage (CEFM), and menstruation are the most common focus areas. As discussed below, early marriage and menstruation are two of the main barriers to girls staying in school and doing well, discussed below, so this community profile indicates a foundation for partnerships with local organizations.

III. BARRIERS TO COMPLETING SECONDARY SCHOOL

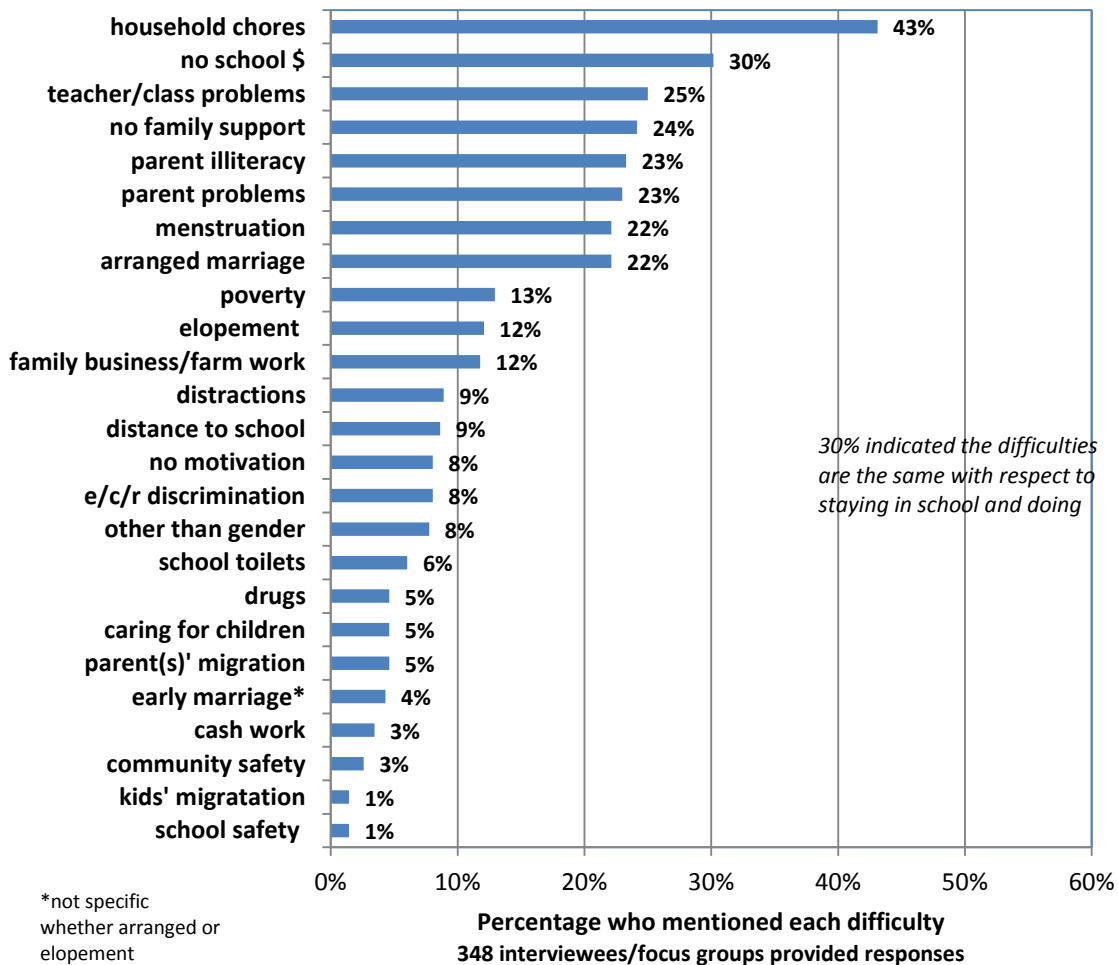


Adolescents' perceptions of teachers favoring boys over girls

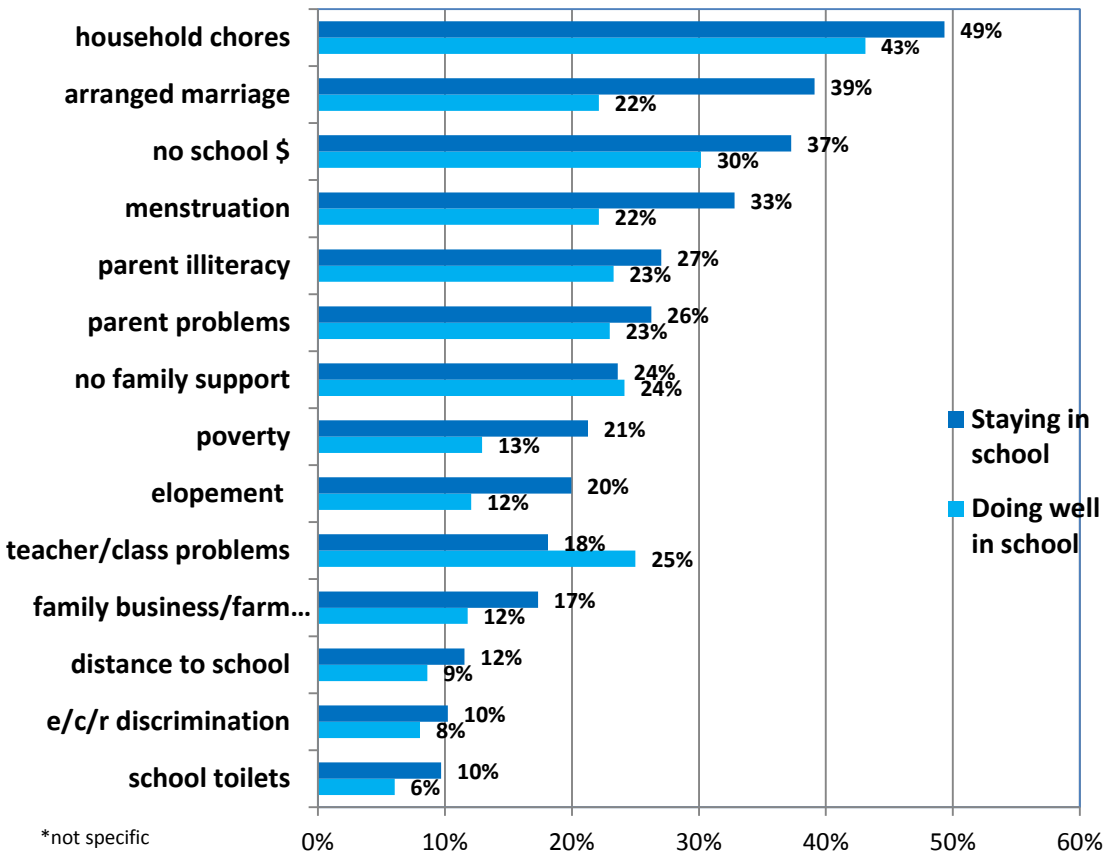
(individual FGD participants who agreed with the statement below)

Teachers favor boys more than girls.		
	% responding yes	total # responding
Girls	17%	297
10-14	17%	111
15-19	17%	186
Boys	15%	95
10-14	9%	47
15-19	21%	48
All		392

Main difficulties doing well in school - Girls



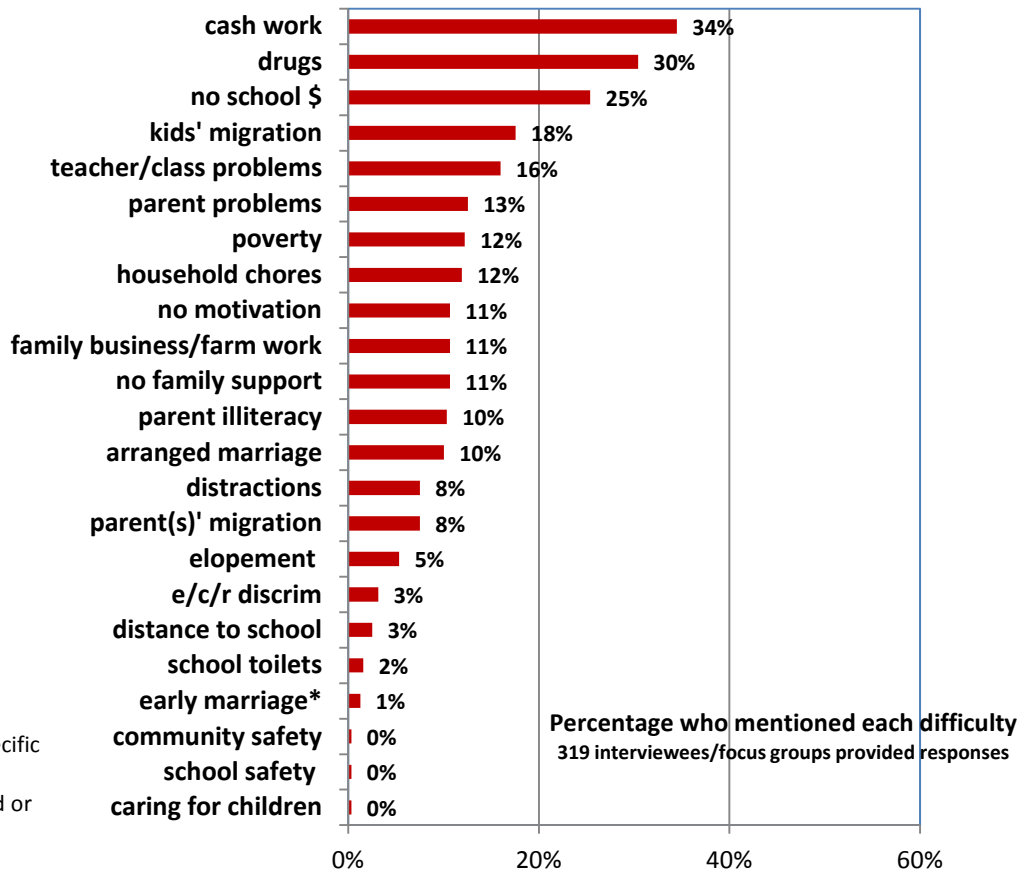
Difficulties staying in school vs. doing well in school - Girls



*not specific whether arranged or elopement

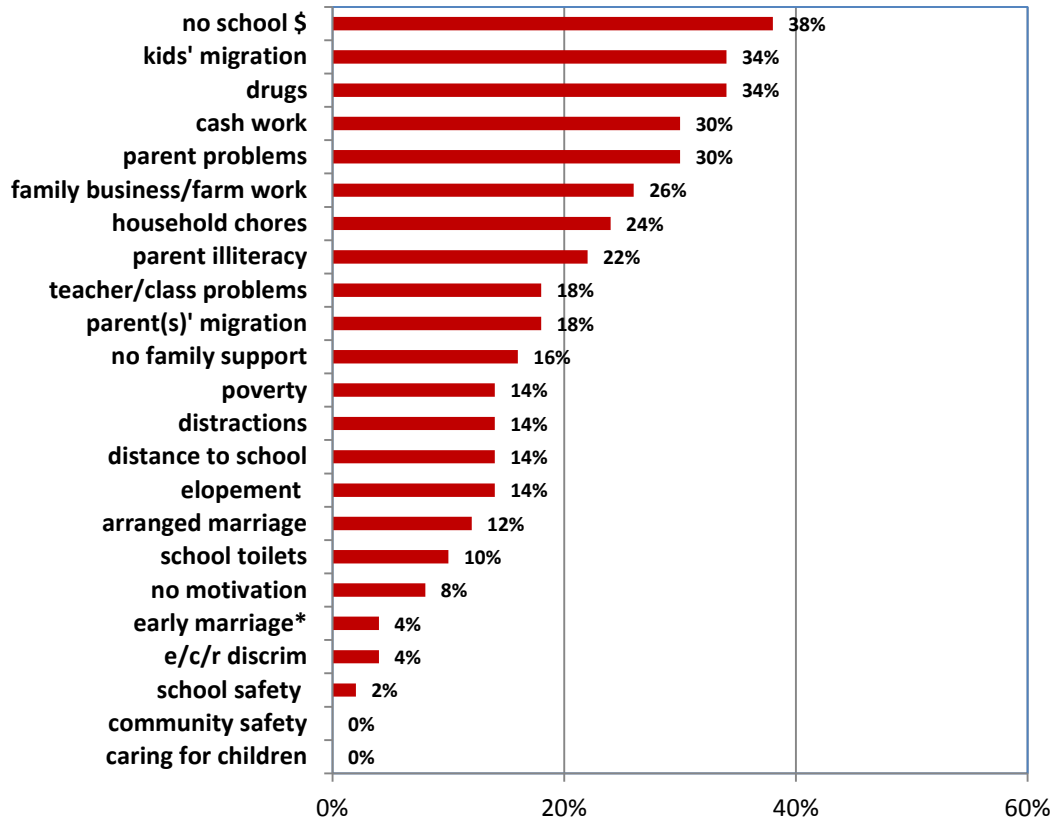
Percentage who mentioned each difficulty
381 interviewees/focus groups provided responses

Main difficulties staying in school and doing well - Boys



*not specific whether arranged or eloped

Reasons for dropping out - Boys

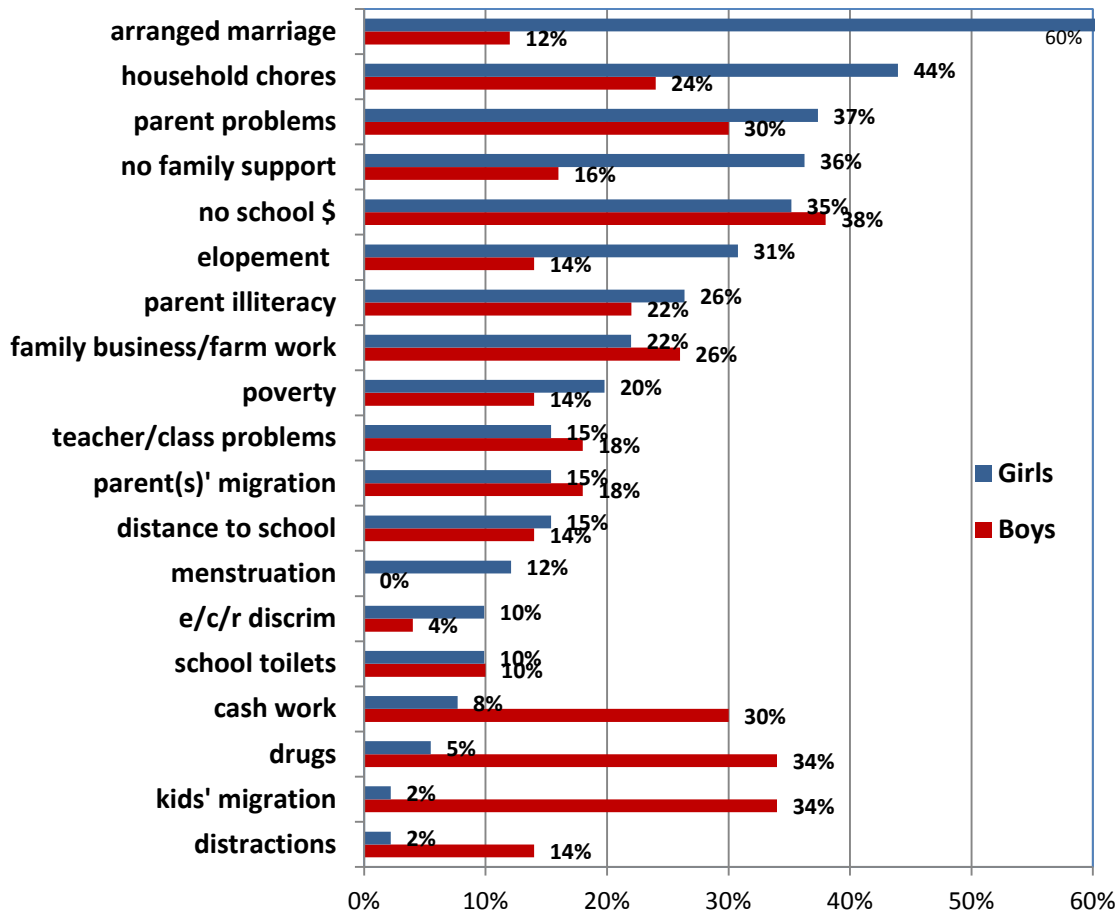


Percentage who mentioned each reason

All boys' focus groups (16) were asked directly. Some other stakeholders mentioned reasons for dropping out in response to different questions.

*not specific

Reasons for dropping out - Girls and Boys



Percentage who mentioned each reason

All focus groups (40 girls, 16 boys) were asked directly. Some other stakeholders mentioned reasons for dropping out in response to different questions.

Adolescents' perceptions of menstruation as a reason for missing school

(individual FGD participants who agreed with the statement below)

	Adolescent girls miss classes at school during their menstrual days.	
	% responding yes	total # responding
Girls	34%	296
10-14	32%	111
15-19	36%	185
Boys	58%	96
10-14	62%	47
15-19	55%	49
All		392

DRUG USE

Prevalence of drug use in fieldwork communities

All FGD and interview participants, except district officials and district I/NGOs, were asked if there are any boys and girls who use drugs in their community. An overwhelming proportion (88%) indicated that at least a few adolescents in their community use some kind of drug, alcohol, or tobacco. However, Kapilvastu stands out, with only 59% of respondents noting adolescent drug use in their community, compared to 76% to 86% in the other districts. A few participants claimed that drug use was not a problem in their community, but noted that it is a problem in other communities.

When they were probed further, among those who said drugs are a problem, almost two-thirds said that adolescents use tobacco (65%) and alcohol (62%). One-quarter (24%) reported that adolescents use marijuana, and 17% spoke about other “soft” drugs, such as gutka, attar, betel nut, and bhang. About a quarter (28%) reported that adolescents use hard drugs such as *Charas/Hashish* and heroin.

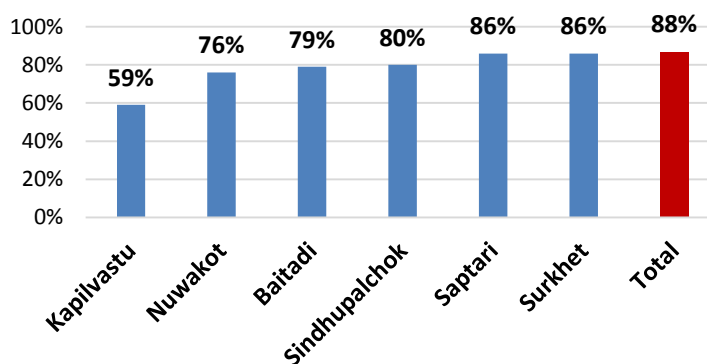
Common age of initiation of drug use: 14-18

Among those focus groups and interviewees reporting some drug use among adolescents, 232 spoke about the common ages at which they begin using drugs, focusing on boys. Although only 5% reported that some boys begin using drugs before the age of 10, 15% reported that boys may begin using drugs between 10 and 11 years old, and about 29% reported that boys start using drugs between 12 and 13 years old. Over half of focus groups and interviewees put the age of initiation of drug use between 15 and 18 (55% to 61%), and a substantial proportion (44%) said that boys may start using drugs as early as age 14.

Gender differences

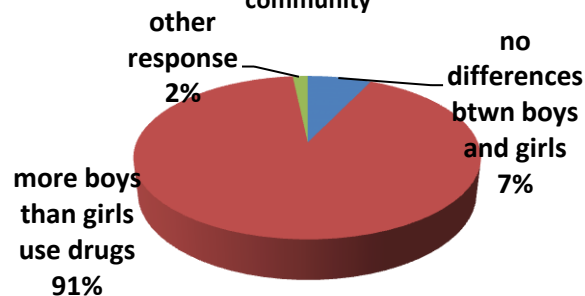
Gender differences in adolescent drug use came up in about three-quarters (78%) of the 306 FGDs and interviews indicating that there is drug use in their community. These focus groups and

Drug use by adolescents
% of 349 FGDs and interviewees within a district reporting that adolescents use drugs, alcohol, or tobacco



Gender differences in adolescent drug use

% of 239 FGDs and interviewees who discussed gender differences and agree drug use is a problem in their community



interview participants overwhelmingly (91%) agreed that more boys use drugs than girls. Of the 9% of FGDs or interviews in which respondents said that girls also use drugs, or gave a complex “other” response to the question, there seemed to be general consensus that girls who use drugs are mostly from urban areas or the district capitals. For example, in a focus group with out-of-school girls in Sindhupalchowk, girls disagreed about whether both girls and boys use drugs or if it's mostly boys. However, they did agree that, when girls use "drugs," it's mostly alcohol, and they may start drinking only after they get married, because their husband drinks. They also agreed that only wealthier girls, with freedom of mobility, might use syringes and beads.²¹ The participants who reported that both boys and girls use drugs were from all fieldwork districts except Baitadi.

IV. GENDER NORMS IN FAMILIES AND PARENTS' ROLES

ADOLESCENTS' BELIEFS ABOUT GENDER DISCRIMINATION WITH HOUSEHOLD WORK AND VALUING GIRLS' EDUCATION

In addition to participating in open-ended discussion, FGD participants were read statements about specific gender norms and gender-related beliefs, and each individual had the opportunity to agree or disagree by holding up a “smiling face” or a “frowning face.” A researcher recorded each individual’s response, and a total of 414 responses were collected in all. The tables below summarize some of the results.

Taken as a whole, the findings suggest that the majority of both girls and boys disagree with discrimination against daughters’ educations in favor of sons’. However, they also suggest that both older and younger boys agree with discriminatory gender norms more than girls do, and that they are less aware of them. These gaps increase with age. Older girls are more aware of gender discrimination within their families than younger girls are, and they agree with it less, while older boys agree with discriminatory gender norms far more than younger boys do, and even more than girls the same age.

Sharing and prioritizing household chores over studying

- Girls were only half as likely as boys to agree that household chores are shared equally between daughters and sons (33% vs. 67%). The gender gap widens when considering older youth; older girls 15-19 were tremendously less likely than boys the same age to perceive that household chores are shared equally between girls and boys (24% vs. 67%).
- Younger girls were more likely than older girls to agree that household tasks are shared with boys; almost half of girls 10-14 (48%) agreed compared to only 24% of girls 15-19. This is likely because more of them are pre-pubescent and not yet subject to the expectations that parents have of “grown” children.
- The majority of girls and boys disagree that girls should prioritize household chores over studies.
- However, boys become significantly more discriminatory as they age; 24% of boys 15-19 agreed with girls prioritizing housework over schoolwork, compared to only 6% of boys

10-14. The gap between girls' beliefs and boys' beliefs also widens with age; boys 15-19 were more than twice as likely as girls the same age to agree that girls should prioritize household work over school work (24% vs. 11%).

Sharing and prioritizing household chores over studying (individual FGD participants who agreed with the statements below)				
	“In our family, household tasks are shared equally by boys/sons and girls/daughters.”		“It is more important for a girl to help at home and learn household activities than to study.”	
	% agreed	total #	% agreed	total #
Girls	33%	304	14%	297
10-14	48%	112	19%	111
15-19	24%	192	11%	186
Boys	67%	110	16%	96
10-14	68%	47	6%	47
15-19	67%	63	24%	49

Favoring sons' educations over daughters'

- Significantly higher proportions of girls than boys agreed that there is family discrimination in favor of boys' education. An average of 68% of girls 10-19 agreed that boys are given more study time than girls, but only 41% of boys 10-19 agreed that is the case in their families.
- More than half (54%) of older boys 15-19 believed their families should prioritize a son's education over a daughter's if there are limited family resources— almost four times the proportion of girls the same age (14%). The gender gap persists among younger adolescents 10-14, but it is smaller, with only 30% of boys agreeing compared to 23% of girls.
- Older girls are more committed to fairness in girls' education; only 13% of girls 15-19 agree with prioritizing sons' education over daughters', compared to 23% of girls 10-14.

Favoring sons' educations over daughters' (individual FGD participants who agreed with the statements below)				
	"In our family, boys/sons are given more time for study than girls/daughters."		"If a family can afford for one child to go to school, it should be a boy/son."	
	% agreed	total #	% agreed	total #
Girls	68%	304	17%	298
10-14	66%	112	23%	111
15-19	69%	192	14%	187
Boys	41%	110	42%	95
10-14	36%	47	30%	47
15-19	45%	63	54%	48

V. CHILD, EARLY, AND FORCED MARRIAGE

PATTERNS OF EARLY MARRIAGE AND PREGNANCY

Frequency of early marriage

District officials, district I/NGOs, CBOs and other community leaders, school and local officials, and teachers were all asked about the frequency of CEFM in their respective areas of knowledge: districts, communities, and schools. Of the total 295 respondents who responded to the question, 91% (268) reported it was a problem in their areas.

*"[CEFM is] much reduced compared to earlier times. Before, parents forced children, but today children marry out of own interests, elope with husbands met on Facebook, or desire to have new experiences or go to a new place."*²²
(NGO, Nuwakot)

Echoing the findings from discussion of barriers to girls and boys secondary school educations, a substantial group emphasized that elopement—young people marrying on their own without their parents' permission—is an "increasing" problem that is as significant as the continuing problems of arranged early marriages driven by parents' own interests.

As expected, field staff found that there is no widespread, systematic record keeping to ground people's perceptions. Respondents' statements varied from fairly general characterizations, like "reduced" or "a common problem," to specific, like the statement from a headmaster in Baitadi: "Out of 1,000 students, approximately 15-20 girls and 15-20 boys elope or get married each year."²³ A district official in Surkhet summarized the situation:

*"We are not in the condition to give exact statistics of child marriage. Even though we don't have the official statistics, it is said that Surkhet district is one of the top 10 districts where child marriages take place. Official statistics is one part/aspect, but looking at it generally, Surkhet district has more cases of child marriage."*²⁴

(District Official, Surkhet)

For this reason, researchers limited classification of interviewees' responses to questions about the frequency of CEFM to only two categories:

1. People who reported that early marriage happens seldom or never in their areas, and
2. People who reported that early marriage happens from occasionally to commonly or that it is prevalent.

For the purposes of the assessment, early marriage includes the categories of "arranged marriage" and "elopement" among any adolescents under the legal age of 20 in Nepal.

% of District Officials or District NGO Staff Interviewed Who Reported that CEFM is Prevalent in their District		
	Total responding	Prevalent, common, occasional
Baitadi	9	100%
Kapilvastu	12	92%
Nuwakot	15	87%
Saptari	10	80%
Sindhupalchowk	10	90%
Surkhet	27	100%

At the district level.

District officials and district I/NGOs largely agreed that CEFM is prevalent in their districts. For example, the district health officer in Kapilvastu reported, "[CEFМ is most prevalent] *in the Terai community among financially poor Dalit families.*"²⁵

At the community level.

Except in Surkhet, local officials, CBOs, and other community leaders were split within districts in their perceptions of how often early marriage occurs.

- In Surkhet, 95% of respondents agreed that early marriage occurs commonly or occasionally in their communities:

% of Local Officials, CBOs, and Other Community Leaders Interviewed Who Reported Frequency of CEFM in their Community			
	Total responding	Prevalent, common, occasional	Seldom or never
Baitadi	22	77%	23%
Kapilvastu	14	71%	29%
Nuwakot	15	47%	53%
Saptari	15	67%	33%
Sindhupalchowk	19	53%	47%
Surkhet	21	95%	5%

Maintada, Bidhyapur, and Birendranagar.

- In Baitadi and Kapilvastu, respondents in each VDC were split among those who see early marriage as occasional or common and those who reported that it seldom or rarely happens. Those who reported that it is rarely a problem were Ward Citizen Forum members, VDC staff of some kind, and a member of a CAC.
- In Nuwakot, Saptari, and Sindhupalchowk, perceptions also varied within a single VDC or municipality, but there is no immediately discernible pattern to which kind of stakeholder gave which response.

Although it is important to be cautious interpreting a small number of perception-based findings, these findings do suggest that, in at least five of the fieldwork districts, the prevalence of early marriage varies school by school, community by community.

In schools.

Except in Nuwakot, SMC members', school heads', and teachers' perceptions of the prevalence of CEFM in their schools varied within districts and within almost all VDCs.

- In Nuwakot, school-based interviewees almost all agreed that early marriage is uncommon.
- In the other districts, although many interviewees in a given district reported that early marriage is occasional or common, a substantial proportion reported that early marriage seldom or never occurs. As with community-level respondents, at the school level there were distinct perceptions, not only within a given district, but also within a given VDC.
- There is no clear explanation of why teachers, school heads, and SMC members associated with the same school would have dramatically different perceptions of how often early marriage happens among students in their schools.

% of SMC Members, School Heads, and Teachers Interviewed Who Reported Frequency of CEFM in their School			
	Total responding	Prevalent, common, occasional	Seldom or never
Baitadi	13	54%	46%
Kapilvastu	11	55%	45%
Nuwakot	12	17%	83%
Saptari	16	63%	38%
Sindhupalchowk	10	60%	40%
Surkhet	17	71%	29%

Ethnic, caste, and religious differences

District officials and NGOs, local officials, teachers, and CBOs reported early marriage as more common among Dalit, Brahmins, Chhetris, and Tamangs. Even within the Dalit castes, prevalence was identified as higher among some more marginalized groups such as Mandal, Dhanuk, Khatway, Khanga, Dom, Chamar, Musahar, Dhobi, Damai, Sarki, Tamata, etc.

Perceptions of Age at the Time of Marriage in 6 AGF Fieldwork Districts	
Ages of marriage for girls	% of 279 respondents noting a given age
12	11%
13	22%
14	41%
15	55%
16	58%
17	51%

Common age at the time of marriage: 14-18

18

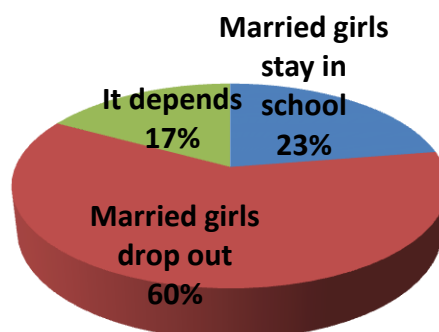
48%

All interviewees were asked at what age girls most commonly marry. Data from 279 interviews and FGDs indicate that people generally perceive ages 14-18 as the most common ages at which girls marry, although a substantial proportion of interviews and FGDs also said that girls marry as young as 12-13. There were no salient district-wise differences in people's perceptions of the age of marriage for girls. In other words, for each age mentioned, from 12-18, there are respondents from all districts who said that girls marry at that age in their district or community.

IMPACT OF MARRIAGE AND PREGNANCY ON GIRLS' ABILITIES TO STAY IN SCHOOL

Do girls who get married while still in school mostly drop out or stay in school?

% of 311 interviewees and FGDs responding



% of 133 Interviews and FGDs Reporting Common Age of Dropout for Married Girls

<10	2%
10	6%
11	5%
12	11%
13	29%
14	50%
15	59%
16	59%
17	56%

Common age of dropout for married girls: 14-18

18

56%

Marriage-related dropout generally occurs between ages 14-18, according to the 133 focus groups and interviews that specifically addressed the issue. Unsurprisingly, this corresponds to the same ages at which respondents as a group say that girls get married in their districts and communities. Basically, this data reinforces that early marriage and school dropout go hand in hand.

“Adolescents who get married at the age of 15-16 years are not able to take responsibility for themselves. After delivering a child, a girl is told that she is a mother now and is supposed to care for her child. This is a reason they leave school.”²⁶

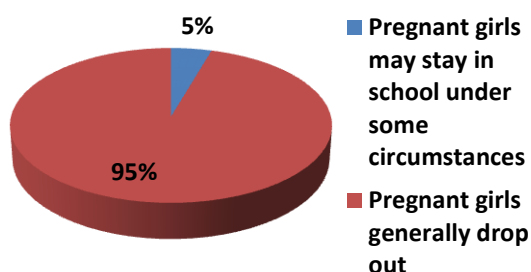
(WCF, Sindhupalchowk)

“Girls leave at intermediate level [after +2]. Education does not guarantee job opportunities.”²⁷

(CAC, Baitadi)

Do pregnant girls stay in school or drop out?

% of 154 interviewees and FGDs responding



Although it did not come up as a direct question, at least one boys' FGD group, in Kapilvastu, noted that a girl's pregnancy also means that her husband drops out of school.²⁸

There were mixed responses regarding the exact timing of girls' pregnancy-related dropout. Some stakeholders indicated that girls drop out as soon as they begin "showing," while others indicated that some girls continue attending school until delivery. *“They come during pregnancy but leave after childbirth.”²⁹* A FCHV in Sindhupalchowk noted that, even when girls try to go to school immediately after childbirth, while they are nursing their infant, teasing and bullying usually discourage them and they drop out anyway.³⁰

PARENTS' AND CHILDRENS' ROLES IN DECIDING ABOUT MARRIAGE

Adolescents' perceptions of parents valuing girls' marriage over education

(individual FGD participants who agreed with the statement below)

	Parents could plan marriage before a girl finishes her education.	
	% responding yes	total # responding
Girls	39%	297
10-14	30%	111

15-19	45%	186
Boys	25%	95
10-14	17%	47
15-19	33%	48
All		392

Each individual FGD participant was also asked to agree or disagree with the statement, “Parents can plan marriage before a girl finishes her education,” and only 39% of the girls and 25% of the boys in the

FGDs agreed. Despite the bleak picture this research paints about early marriage, this particular finding suggests that a substantial proportion of girls and boys feel confident that most girls are *not* in danger of parents planning their marriage prior to their completing their education, whatever “finishing education” might mean. That said, older girls, who are generally burdened with increasing responsibilities and restrictions, also feel parental pressure to marry more acutely than do younger girls; 45% of girls 15-19 agreed, compared to 30% of 10-14-year-olds. Older boys are also more aware that girls may be married before finishing their educations; 33% of older boys 15-19 agreed with the statement, compared to only 17% of younger boys 10-14.

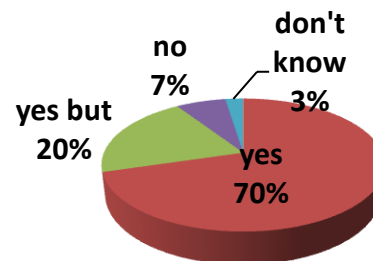
Adolescents’ views on early marriage				
individual FGD participants who agreed with the statements below				
	A girl’s life is secured if she gets married at an early age.		A girl who is educated before getting married will have a better life.	
	% responding yes	total # responding	% responding yes	total # responding
Girls	6%	296	86%	298
10-14	0%	111	86%	111
15-19	9%	185	87%	187
Boys	11%	95	97%	95
10-14	4%	47	94%	47
15-19	17%	48	100%	48
All		391		393

VI. REPRODUCTIVE HEALTH

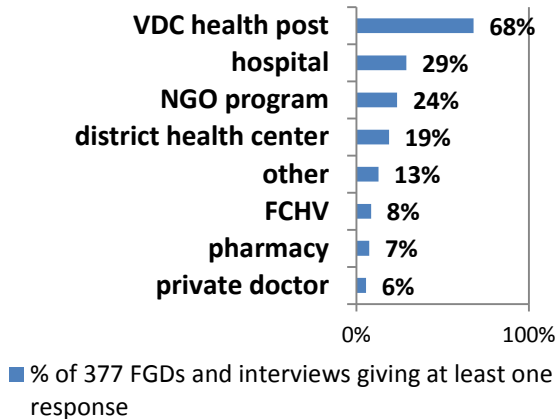
AVAILABILITY OF ASRH SERVICES AND PROGRAMS

Do adolescents have access to reproductive and sexual health services?

% 368 FGDs and interviews giving a response



Places where sexual and reproductive health services are available to adolescents



The 48 “other” responses included the following:

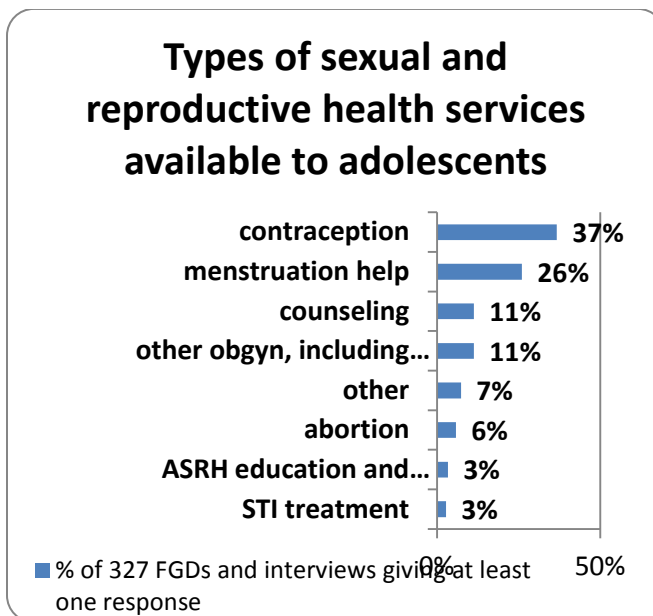
- Schools and school curriculum (11) and a “school health facility” (1)
- Family planning centers and a family planning hotline (5)
- Birthing centers (2)

Primary health care centers in nearby VDCs, India, a women’s cooperative, and health camps were mentioned by one or two people each. A local official in Kapilvastu described a “network” established by the Local Development Authority that enables adolescents to discuss health topics and to have access to sanitary pads at school, but he also expressed concern that the program may not continue, and there is nothing to guarantee its sustainability.³¹

Types of ASRH services available

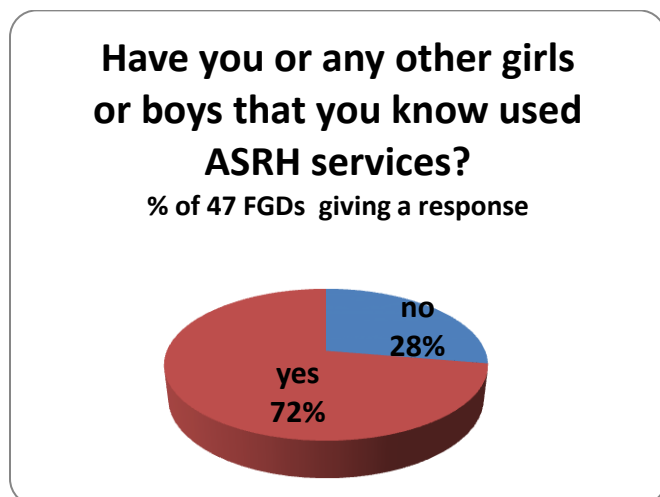
All respondents were asked about the kind of ASRH services available for adolescent girls and boys. Out of 327 responses from FGDs and interviews, 37% cited contraception, 26% identified help with menstruation issues, and 11% each said that counseling and other kinds of gynecological and obstetric care are available. “Other” services identified were health camps,

information on vitamins and nutrition, GBV orientation, and tetanus vaccinations. A child club member in Saptari specifically mentioned the Red Cross and SABAL NEPAL as providing education about child marriage, multiple sexual partners, and puberty.³²



ADOLESCENTS' USE OF ASRH SERVICES

Of the 47 focus groups where there was a clear discussion about use of ASRH, almost three-quarters (72%) included girls or boys who agreed that they knew someone who had accessed some kind of sexual and reproductive health service or had done so themselves.



Barriers to use of ASRH

Among the 101 focus groups and interviews in which participants described the barriers to adolescents using sexual and reproductive health services, about half of the girls groups (21 of

40) and half of the boys groups (9 of 16) commented, along with 12 of 38 parents and various other stakeholders.

Shyness, shame, and embarrassment

Shyness, shame, embarrassment, and fear of judgment among girls are the most salient barriers, with over half (56%) of focus groups and interviews citing them. The second most salient barrier stakeholders reported is lack of information and knowledge about ASRH services and the need for them (34%).

“They cannot come for fear of backbiting by other people, and [they] also fear it will hamper the prestige of their parents.”³³

(FGD out-of-school girls 15-19, Baitadi)

“Adolescent girls are not aware about the advantages and disadvantages of SRH health services. They also do not use them because they feel shy.”³⁴

(CAC, Baitadi)

ASRH services not needed

A smaller proportion of stakeholder groups said that most adolescents don't need sexual and reproductive health services anyway.

Two parents, a girls' 10-14 group, and a boys 15-19 group reported that there is no need for children or people who have not had intercourse to use such services.³⁵ Three focus groups agreed that ASRH are only for married people (a girls and a boys group at the same school in Saptari and a boys 10-14 group in Baitadi).³⁶

“We have never used SRH and family planning services, because we are not married, and it is not necessary for us.”³⁷

(FGD In-school Boys 10-14, Baitadi)

Problematic service delivery and location

Issues with how services are offered are also barriers. These include:

- Lack of female health workers and reluctance of girls to be examined by male service providers
- Long distances to service
- Lack of easily accessible services in some locations
- Lack of confidentiality of services and adolescents' mistrust of the services

“There is lack of female health workers, and they do not go to male health workers with their concerns.”³⁸

(Mothers Group, Baitadi)

“[Girls] cannot share their problem with a male doctor. Nurses may not keep the information confidential.”³⁹

(FGD In-school Girls 15-19, Baitadi)

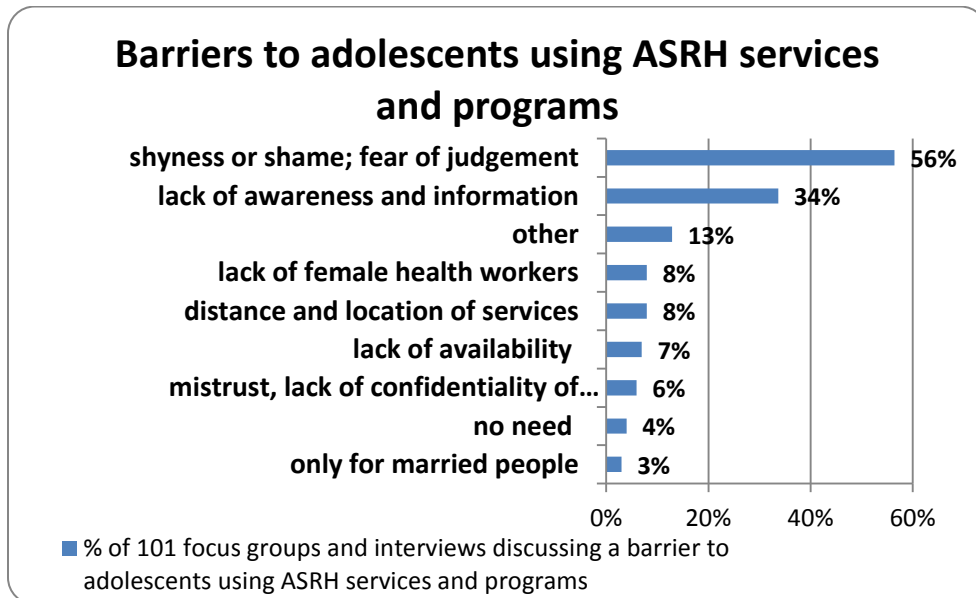
“Adolescents live in difficult terrain and the health posts are far from their homes; they are also not aware of the services available.”⁴⁰

(DEO, Sindhupalchowk)

*"We need to walk 2 hours to avail services."*⁴¹
(FGD Out-of-school Girls, Saptari)

Other problems

Responses in the "other" category include a few people who said, essentially, "*What barriers? No barriers here!*" One person each said that "*Boys don't go, but girls go,*"⁴² teachers won't discuss ASRH, and parents' lack of awareness is the main barrier. An SMC member in Baitadi reported that some girls believe using Depo provera (a contraceptive shot) will cause them to suffer from dizziness and heavy bleeding, and they fear side effects (which is a reasonable concern).



RECOMMENDATIONS TO ENCOURAGE AND SUPPORT USE OF EXISTING ASRH SERVICES

About half or more each of FGDs, parents, CBOs and community leaders, school and other local officials, NGOs, and district officials provided recommendations for ways that teachers, parents, CBOs, or other stakeholders could encourage and support more girls and boys to use existing ASRH services. Only one teacher provided a recommendation: to maintain adolescents' confidentiality.

Shared priorities among stakeholders

Raising awareness about ASRH and services available

Raising awareness about ASRH and the services available in general, via awareness campaigns and other means, was the highest priority for all stakeholder groups except parents, who spoke more about school-based education. Recommendations were often quite general and stopped at "*We should know what services are available*"⁴³ or "*Information programs are*

necessary.”⁴⁴ However, a few people recommended using radio, and an out-of-school girls group in Nuwakot recommended using drama shows in villages.⁴⁵

“Uneducated boys and girl need to be made aware by campaign.”⁴⁶

(FGD In-school Girls 15-19, Sindhupalchowk)

“More targeted programs required for adolescents to educate on ASRH.... Awareness programs for parents and community people are necessary.”⁴⁷

(FGD Out-of-school Girls 15-19, Surkhet)

“Our society has girls very embarrassed and even boys as well. So teachers need to raise awareness, and even political parties could disseminate information. Then their confidence would increase.”⁴⁸

(Male Parent, Baitadi)

Parents providing information, support, and accompaniment

Parent engagement was part of all stakeholder groups’ recommendations, and adolescents and parents, as a group, gave it roughly equal emphasis compared to their other recommendations.

“Parents need to be literate and should let us go without having doubts; Better if mothers take us.”⁴⁹

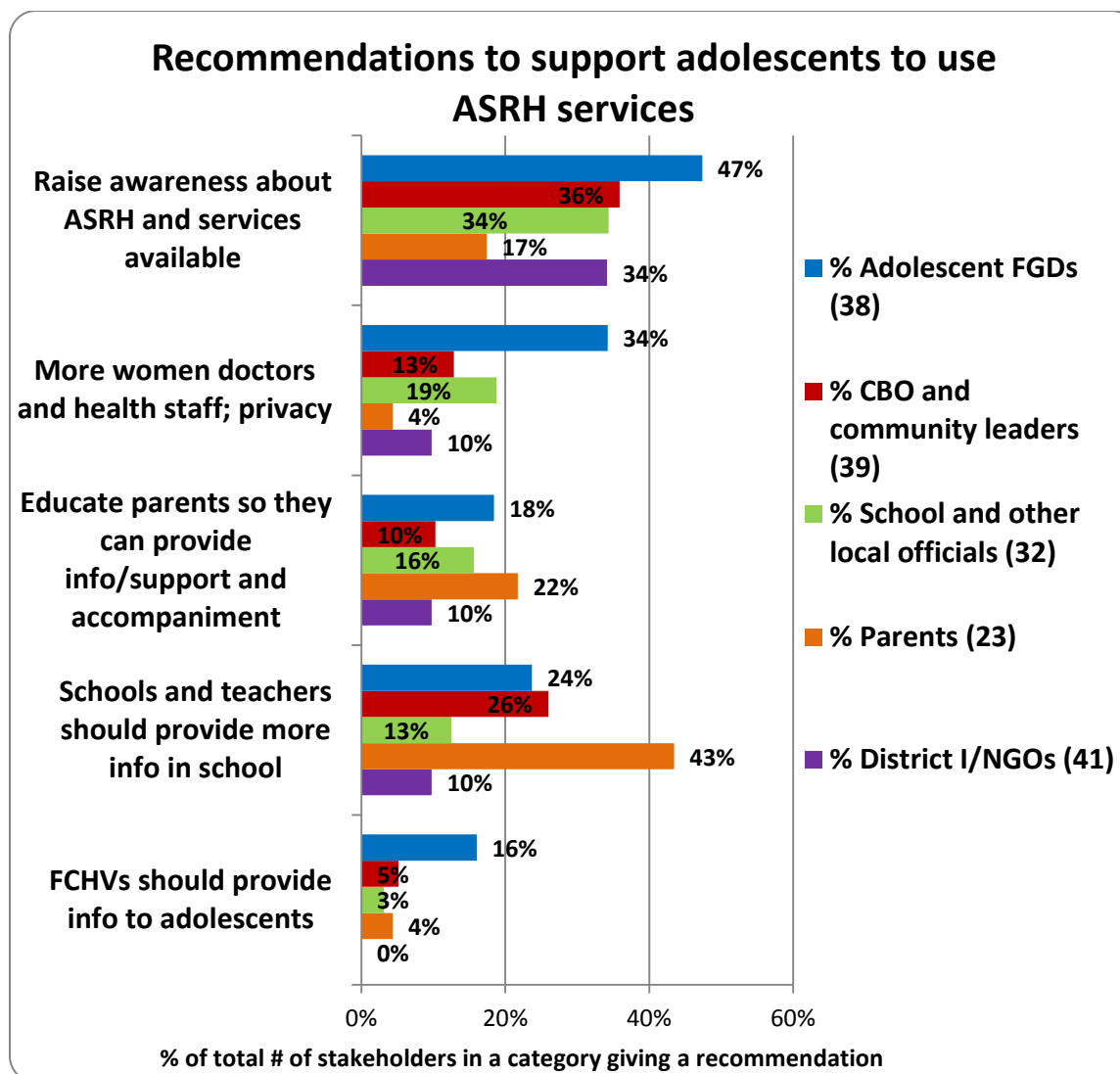
(FGD In-school Girls 10-14, Saptari)

“Their parents too should share information related to sexual and reproductive health with their daughters.”⁵⁰

(Female Parent, Surkhet)

Gaps between adolescents’ priorities and other stakeholders’ priorities

As is clear from the chart below, adult stakeholders’ priorities did not always match those of adolescents, despite all groups providing a similar range of recommendations.



More women doctors and health staff

Most strikingly, 13 of the 38 FGDs (34%) giving recommendations were girls groups emphasizing the importance of having more women staff in health centers and providing services in spaces with adequate privacy; however, only 13% of CBO and other community leaders and 19% of school and other local officials giving recommendations advised the same. Only one (male) parent brought up the issue.⁵¹

“There should be a separate room and a female doctor in health posts and hospitals. School teachers, FCHVs, and other health post staff should also provide information.”⁵²
(FGD In-school Girls 15-19, Baitadi)

“Parents need to be more aware on the issue. There should be female service providers, and more information is required. FCHV and doctors should also provide information.”⁵³
(FGD In-school Girls 15-19, Kapilvastu)

“[There is] no privacy in the health post. Girls feel uncomfortable to take services from male services providers. In the VDCs where we work, we have trained the

*health post staff and have tried to make it adolescent friendly. But in other VDCs the situation is different.*⁵⁴

(NGO, Kapilvastu)

FCHVs providing information tailored to adolescents

Similarly, 6 of 38 (16%) recommended that FCHVs provide sexual and reproductive health information to adolescents, especially girls, but this barely registered as a recommendation among adult stakeholders.

*“If such services are provided by FCHVs, more girls would go get them. If female volunteers from outside the community come and explain about such services, more girls would go get them.”*⁵⁵

(FGD Out-of-school Girls 10-14, Baitadi)

*“Make adolescents aware about the benefits of using such services. FCHVs should talk to girls on that issue, so they can use the services. There should also be male counselors/health workers.”*⁵⁶

(FGD In-school Boys 15-19, Saptari)

More ASRH information in school—adolescents vs. parents

Among the FGDs, 8 of 38 (24%) raised the issue of learning more about ASRH in school from books and their teachers. However, this appeared to be a much higher priority among parents, 43% of whom emphasized the responsibility of schools to teach their children about sexual and reproductive health. Among the suggestions mentioned were the need for teachers to teach ASRH openly, clearly, and in a simple manner and separating students and teachers according to gender for better understanding and to avoid embarrassment among students.

*“While teaching, the teacher should teach properly. In our health book, it is not understood properly. Before, one Sir used to explain to us properly, now our current Sir just gives lectures.”*⁵⁷

(FGD In-school Girls 10-14, Nuwakot)

*“In order to encourage the adolescent girls to use existing sexual and reproductive health services, they should be taught about the same in schools. Likewise, they should be provided with necessary training on ASRH. Their parents too should share information related to sexual and reproductive health with their daughters.”*⁵⁸

(Female Parent, Surkhet)

*“First of all, parents, especially a mother, should be aware of it. Female teachers should teach about these things so that it will be easy for [adolescents] to use it.”*⁵⁹

(Male Parent, Surkhet)

*“Teachers should teach students in such a way that it will be easy for them to understand. Girls and boys should be kept separately and taught about sexual and reproductive health by a female and male teacher, respectively.”*⁶⁰

(Female Parent, Saptari)

More ASRH information in school—school and other local officials vs. parents

Surprisingly, school and other local officials interviewed placed far less emphasis on ASRH education in schools (16%, or 3) than they did on general awareness raising in the community (28%, or 9). One NGO staff person noted that many teachers are uncomfortable and choose to avoid teaching ASRH in class if they can.

“There is one unit about reproductive health in Environment, Health, and Population. But teachers ask students to study the unit themselves. [Interviewer: Why do they do that?] Teachers don’t want to share those things. There is a chapter in Environment, Health and Population subject about male and female reproductive organs and about menstruation. They don’t even teach a single period on the topic.”⁶¹

(NGO, Sindhupalchowk)

“We still have those teachers who have conservative mindset, who still feel that it would be immoral to teach such things; that is why they don’t freely teach these issues in the class.”⁶²

(Head of School, Sindhupalchowk)

This apparent gap between parents’ desires and officials’ priorities would need to be explored further, along with teachers’ views, before embarking on any school-based ASRH programs.

Gender-sensitive counseling, training for adolescents. Although a small number of parents, community leaders, and NGOs mentioned gender-appropriate counseling and training for adolescents as an important part of ASRH services to augment, no adolescents did.

Minimizing menstruation difficulties. A small number of adults in each stakeholder group recommended girl-friendly toilets and providing sanitary pads or teaching girls to make them.⁶³ However, although girls emphasized menstruation difficulties during earlier parts of their discussions with researchers, they did not discuss them in the context of “sexual and reproductive health.”

Supporting girls to overcome shyness and “girl friendly” vs. raising awareness. “Overcoming shyness” and “girl-friendly” or “female-friendly” environments were phrases used almost exclusively by district officials. Despite girls emphasizing shyness and shame as major barriers to accessing ASRH services, supporting them to overcome shyness or changing norms did not come up as a specific recommendation among the focus groups. Instead, girls articulated their priorities as “more information” and “education is necessary.”

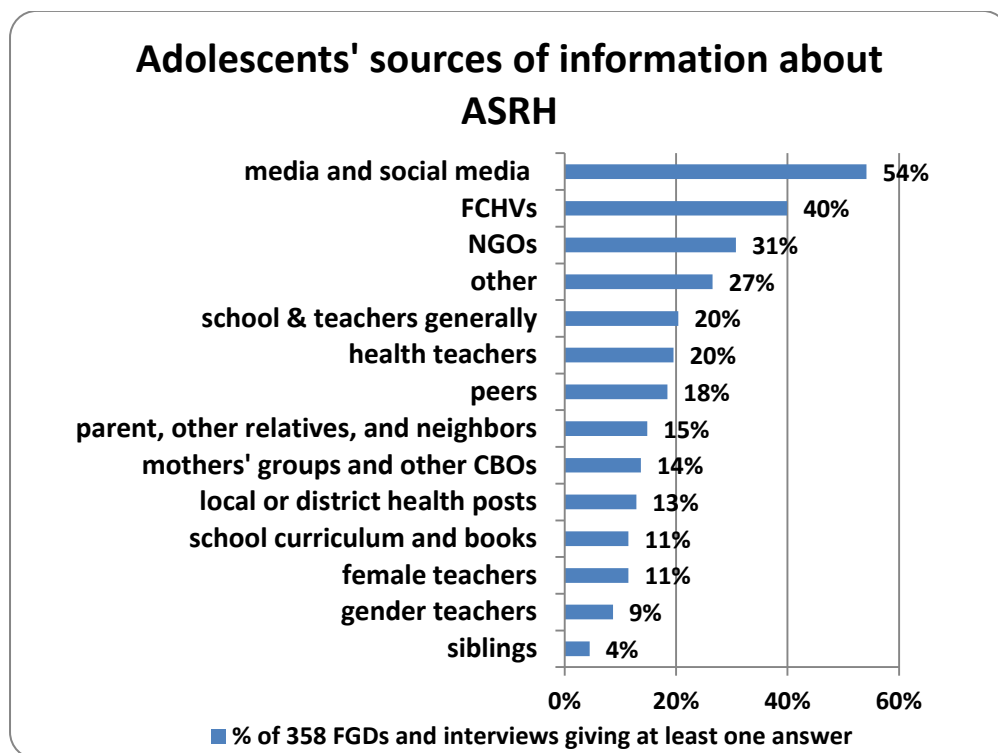
ADOLESCENTS’ QUESTIONS AND SOURCES OF INFORMATION ABOUT ASRH

FGD participants’ questions about ASRH

Participants from three FGDs in Baitadi not only spoke about the sources of information that they use, but also about the kinds of questions that they have regarding ASRH. Out-of-school girls 10-14 and 15-19 in Baitadi wanted to know more about the appropriate age to get married, information on birth spacing, what happens when one becomes pregnant, and different family planning measures.⁶⁴ In-school boys 15-19 said they would be interested in learning more about STIs and their remedies, “nightfall,” and masturbation.⁶⁵

Sources of information about ASRH

Among the focus groups and interviews, 358 discussed the major sources of information that adolescent girls and boys use to learn about ASRH.



Social media and traditional media (54%). About half reported relying on social media and traditional media, like radio and television, including radio program “Manko Chautari,” FM radio in Baitadi, and Khulduli.com in Nuwakot.

FCHVs (40%). FCHVs operate in most communities and are thus accessible even to rural adolescents. Adolescents’ recommendations, described above, show that, if FCHVs focused more specifically on young people’s needs, more might rely on them for information.

NGOs and UN agencies (31%). About one-third reported that adolescents rely on NGOs such as Awaaz, CWIN, FPAN, Good Weave International, KIRDAC, KOREG, Mahila Atma Nirvarta Kendra, Marie Stopes International, Oxfam, Red Cross and Junior Red Cross, Rupantaran, Saathi Sanstha, Save the Children, Suahaara, Tuki, UNFPA, UNICEF, and WAM.⁶⁶

Schools, teachers (20%), and school curriculum and text books (10%). As an institution, schools are a fundamentally important source of sexual and reproductive health information for adolescents. One-fifth of FGDs and interviewees said that schools and teachers, in general, are important, and the same proportion specifically mentioned health teachers. School curriculum and text books, female teachers, and gender teachers or focal points were cited by an average of 10% each as vital sources of ASRH information. Although there is some overlap among these categories, focus groups and interviewees did cite them independently, and they don’t always overlap, which is evidence that each of these components of the school system are important on their own.

Peers (18%); parents, adult relatives, and neighbors (15%); and siblings (4%).

Mothers groups and other CBOs (14%). These may include child clubs, women's networks, and *Kishori Sambad Kendra* (Adolescent Girls Dialogue Center) running in Surkhet and Kapilvastu.

Local and district health posts (13%). The gap between the 68% of FGDs and interviewees reporting that VDC health posts are a main place that adolescents can seek sexual and reproductive health services and the 13% reporting health posts as a source of ASRH information underscores that they are often the only resource available, but not always a very good one.

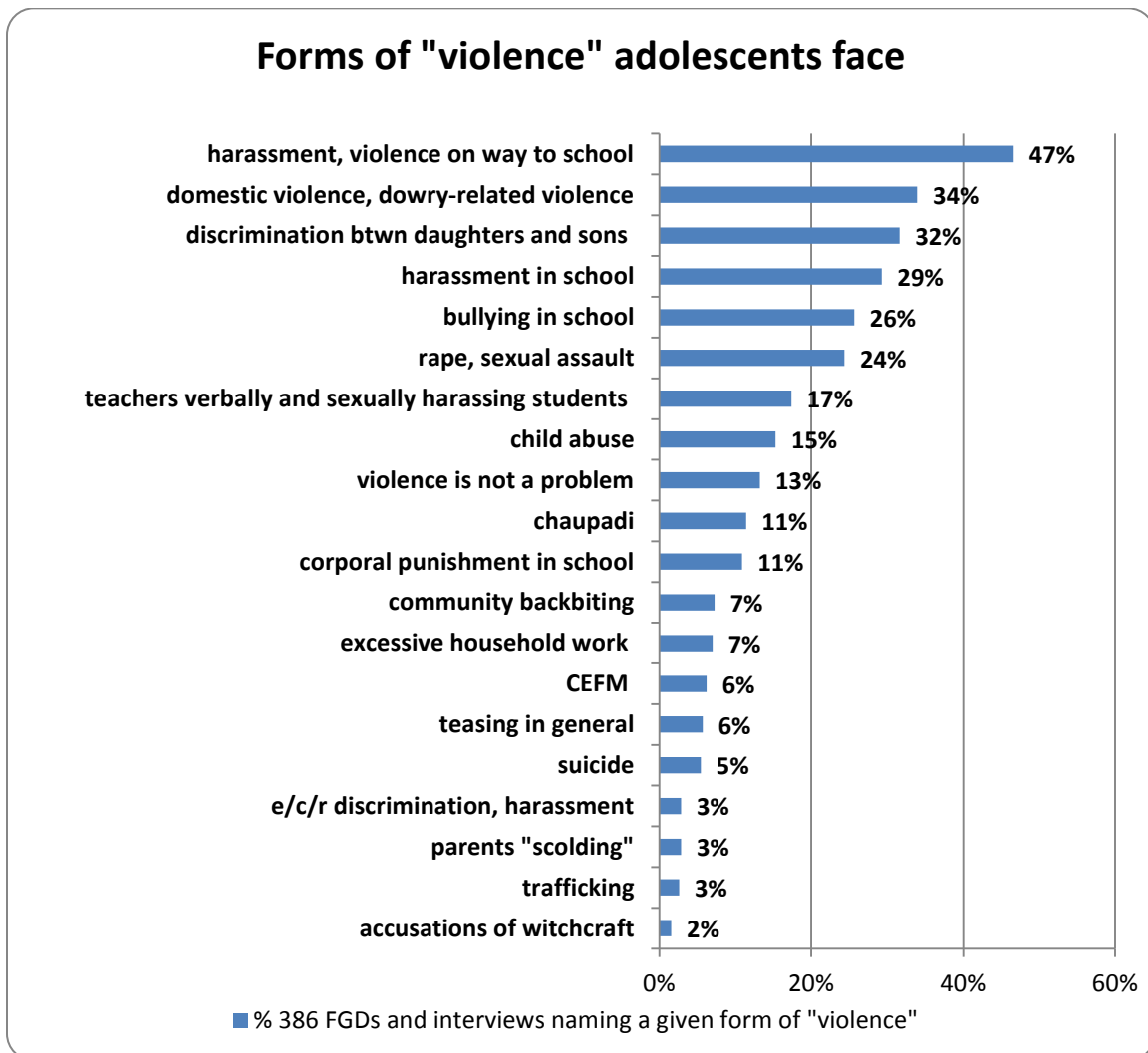
Other responses (27%). These include 31 people who said "books" without specifying text books or other kinds of books, as well as DHOs, the Women's Development Offices, nurses and hospital staff, *Maulana*, street dramas, political parties, public hearings, interaction and discussions at community level, Child Welfare Committees, CACs, and village elders. One male parent in Sindhupalchowk, Nawalpur, emphasized that, "*Females near town might get such information, but it is too hard to get information in villages.*"⁶⁷

VII. GENDER-BASED VIOLENCE AND SAFETY

FORMS OF VIOLENCE ADOLESCENTS FACE

All stakeholder categories were asked about the main kinds of violence -- at home, on the way to school, in school, and in the community -- that adolescent girls and boys face, and virtually all (386) responded. The findings show both that girls, and sometimes boys, commonly face violence and the threat of violence in all areas of their lives, and they are keenly aware that systemic gender injustice underpins that violence.

The survey of individual FGD participants also addressed girls' and boys' perceptions of violence and their attitudes about its acceptability.



ADOLESCENTS' PERCEPTIONS OF GIRLS' SAFETY AND BELIEFS ABOUT VIOLENCE

Overall, findings indicate that although adolescents overwhelmingly oppose domestic violence, a majority of girls and younger boys accept corporal punishment in school, and girls and boys have divergent perceptions about girls' safety and boys' treatment of girls.

Adolescents' attitudes and perceptions of domestic violence and safety at home

Disapproval of domestic violence. The overwhelming majority (88%) of individual girls and boys disagreed that “*Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.*”

Girls feeling safe at home. Despite widespread exposure to domestic violence, another overwhelming majority (84%) of the girls and boys in the FGDs agreed that “*most girls*” in their communities “*feel safe at home.*” They were not asked to compare girls' feelings of safety at home with their feelings of safety on the way to school or in school.

Adolescents' attitudes about domestic violence and safety at home				
(individual FGD participants who agreed with the statements below)				
	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together		Most girls in your community feel safe at home	
	% responding no	total # responding	% responding yes	total # responding
Girls	86%	296	81%	298
10-14	88%	111	84%	111
15-19	85%	185	79%	187
Boys	94%	95	95%	95
10-14	89%	47	91%	47
15-19	98%	48	98%	48

Adolescents' perceptions of girls' need for male protection outside their homes

In spite of the violence and threat of violence that girls face outside their homes, almost three-quarters (72%) of all individual girls polled during the FGDs disagreed that male “protection” is necessary. Older girls 15-19 agreed with the need for male protection slightly more than younger girls did—30% vs. 25%—likely because they are more likely to be seen as “fair game” by men and boys, so their sense of safety decreases, and their perceived need for protection increases.

Adolescents' perceptions of girls' need for male protection outside their homes (individual FGD participants who agreed with the statement below)		
Adolescent girls must always take along a male companion for protection		
	% responding yes	total # responding
Girls	28%	296
10-14	25%	111
15-19	30%	185
Boys	44%	95
10-14	72%	47
15-19	17%	48

In sharp contrast, 72% of younger boys 10-14 reported believing that girls *do* need male protection when leaving their houses: the mirror opposite of what girls said. The findings are even more striking when considering older boys' responses; a smaller proportion of boys 15-19 agreed that adolescent girls need male protection outside than either younger boys or girls of any age. One possible explanation could be that older boys are beginning to perceive their female peers as strong and capable, unlike younger boys who might have less exposure to girls who challenge stereotypes reinforced within homes about girls needing protection. At the same time, older boys' perspective is more positive than older girls, because they don't directly experience all the harassment, threats, and other violence that girls suffer, and girls are unlikely to confide in them.

Adolescents' feelings of safety and beliefs about violence in school

Adolescents' Perceptions about Safety and Violence at School (individual FGD participants who agreed with the statements below)						
	Girls, like boys, face yelling, hitting and bullying at school.		Most girls in your community feel safe at school		Teachers have a right to physically punish boys and girls at school.	
	% responding yes	total # responding	% responding yes	total # responding	% responding yes	total # responding
Girls	13%	290	52%	294	63%	296
10-14	13%	111	50%	111	59%	111
15-19	13%	179	54%	183	65%	185
Boys	5%	95	83%	95	46%	95
10-14	2%	47	66%	47	74%	47
15-19	8%	48	100%	48	19%	48

Boys' treatment of girls in school. Although boys in the FGDs are aware of the kinds of violence that girls face, during group discussion, all seven of the boys' groups discussing boys' behavior toward girls in school agreed with some version of "*Boys do not misbehave with girls*"⁶⁸ or "*We treat our female friends equally.*"⁶⁹ In contrast, girls' groups have mixed experiences. About two-fifths (12 of 29) of the groups said that boys behave "*very nicely*"⁷⁰ with girls, but about the same number (13 of 29) said that boys misbehave, tease, and/or bully them, and 4 said that, although some boys harass them, "*Some treat us like brothers.*"⁷¹

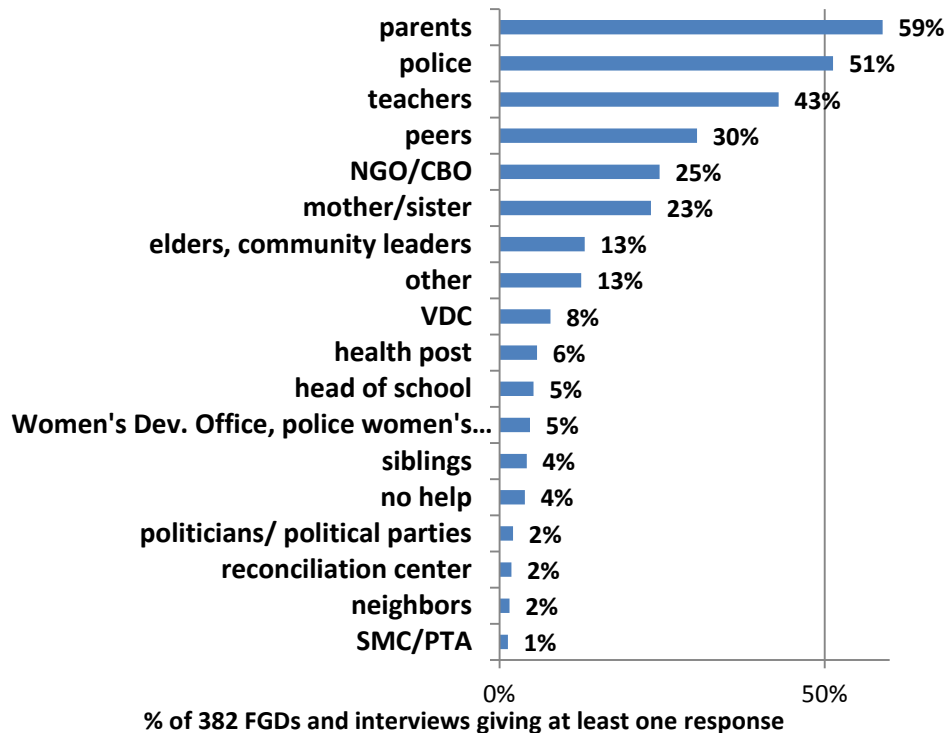
Girls feeling safe at school. The gap between girls' and boys' perceptions is more apparent in the findings from asking each individual FGD participant about experiences with violence and their acceptance of such violence. Boys, especially older boys, overestimate girls' feelings of safety at school. Only half (52%) of girls agreed that "*Most girls in your community feel safe at school.*" In contrast, 66% of younger boys and 100% of older boys agreed, although girls face more, not less, violence in school than boys.

Bullying of girls vs. boys. The vast majority of girls and boys (89%) disagreed that girls face as much yelling, hitting, and bullying at school as boys do. This corroborates the differences in the kinds of violence at school that FGDs and interviews described: boys tend to face beatings and non-sexual bullying in contrast to girls, who face far more sexual harassment. At the same time, among the small proportion of FGD participants who did agree that girls also face yelling and hitting, both younger and older girls agreed in higher proportion (13%) than boys (5%).

Teachers' right to physically punish boys and girls. Researchers also asked individual participants whether "*teachers have a right to physically punish boys and girls at school.*" The majority of girls (63%) and younger boys (74%) agreed that teachers have the right to punish them; only older boys agreed in the minority (19%). Like the interview evidence, these findings indicate that corporal punishment, although illegal, continues to be normative and acceptable to a substantial majority of adolescents. Given that older boys are more likely to be harshly beaten by teachers, especially those with drug problems, it makes sense that they overwhelmingly disagree that physical punishment is "a right" teachers should be able to exercise.

RESOURCES GIRLS AND BOYS HAVE TO ADDRESS GBV AND SAFETY ISSUES

Resources adolescents have for help with violence



All interviewees and FGDs were asked about whom adolescents can talk to or go to for help if they are abused, physically or verbally; treated badly; or discriminated against, and virtually all (382) responded. In one way or another, all types of adults in a community were cited as potential resources, with the exception of religious leaders. Family members are by far the most common resource for adolescents facing harassment and violence: 59% of FGDs and interviewees cited parents as a resource; 23% cited mothers and sisters, specifically; and 4% cited siblings. Police (51%) are the next most salient resource; adolescents reported willingness to go to the police more often in relation to stranger violence and as a last resort in other cases. Teachers (43%) and heads of school (5%) are also common resources, especially for violence and abuse in school. A small proportion (13%) cited elders and community leaders.

"If adolescent girls are abused physically and verbally or treated badly and with discrimination, then they have to tell it to their family, especially their mother, and after that should inform police. Adolescent boys do not face any kind of violence, but if they do, then they should inform the police."⁷²

(Female Parent, Baitadi)

Twenty-one of the 56 FGDs, and 30% of the FGDs and interviewees combined, mentioned peers. At the same time, peers are generally only a starting place for adolescents facing violence; all but one of the interviewees and FGDs who mentioned peers as a resource also spoke about other sources of help to deal with violence and abuse.

Among the 25% that reported CBOs and NGOs as resources, child clubs, mothers groups, and women's groups were by far the most common CBO resources cited. Maiti Nepal was

mentioned four times by name, along with Save the Children, Shreejansheel, Care, Awaaz, and Rakshak Samuha, which were mentioned once or twice. As might be expected given the resources available in Surkhet relative to other fieldwork districts, 40% of those mentioning NGOs/CBOs as a resource for adolescents facing violence come from that district.

Other individuals and places reported include the VDC (8%), health posts (5%), and the Women Development Office and police women's cell (5%). No help (4%) was also an explicit response.

Gender differences

As part of this question, interviewees (except FGDs) were asked to discuss the differences in where boys and girls seek help. Of the 282 respondents, 37% mentioned that the sources were similar, while 29% mentioned that adolescents generally speak to someone of the same gender.

*"The male problems go through the male channel, while the female problems go through the female channel."*⁷³

(NGO, Baitadi)

The most common distinctions reported between boys and girls were that a girl will more likely speak only to her mother, while boys can approach both their mothers and their fathers. In addition, respondents stated that a boy will more likely go directly to the police, while a girl goes to her parents or mother first and then might go to the police. Lastly, girls are likely to be quiet and not speak up about violence, while boys have more confidence and ability to report a problem.

*"As far as the girls are concerned, they suppress their problems because they fear that people will talk bad about them if they come to know. So, girls are not found reporting much of their problems anywhere. Boys feel a bit more confident than girls. People in the community also pressurize girls to settle the case quietly. So, they are not confident in sharing their problems to others."*⁷⁴

(CBO, Sindhupalchowk)

SOURCES OF INFORMATION ABOUT GBV

All respondents were asked about the sources via which adolescents receive information about gender-based violence, and 367 FGDs and interviewees responded. Sources can be categorized into six groups, listed below. While parents and police were reported as important supportive resources for adolescents, they are not as salient as sources of information.

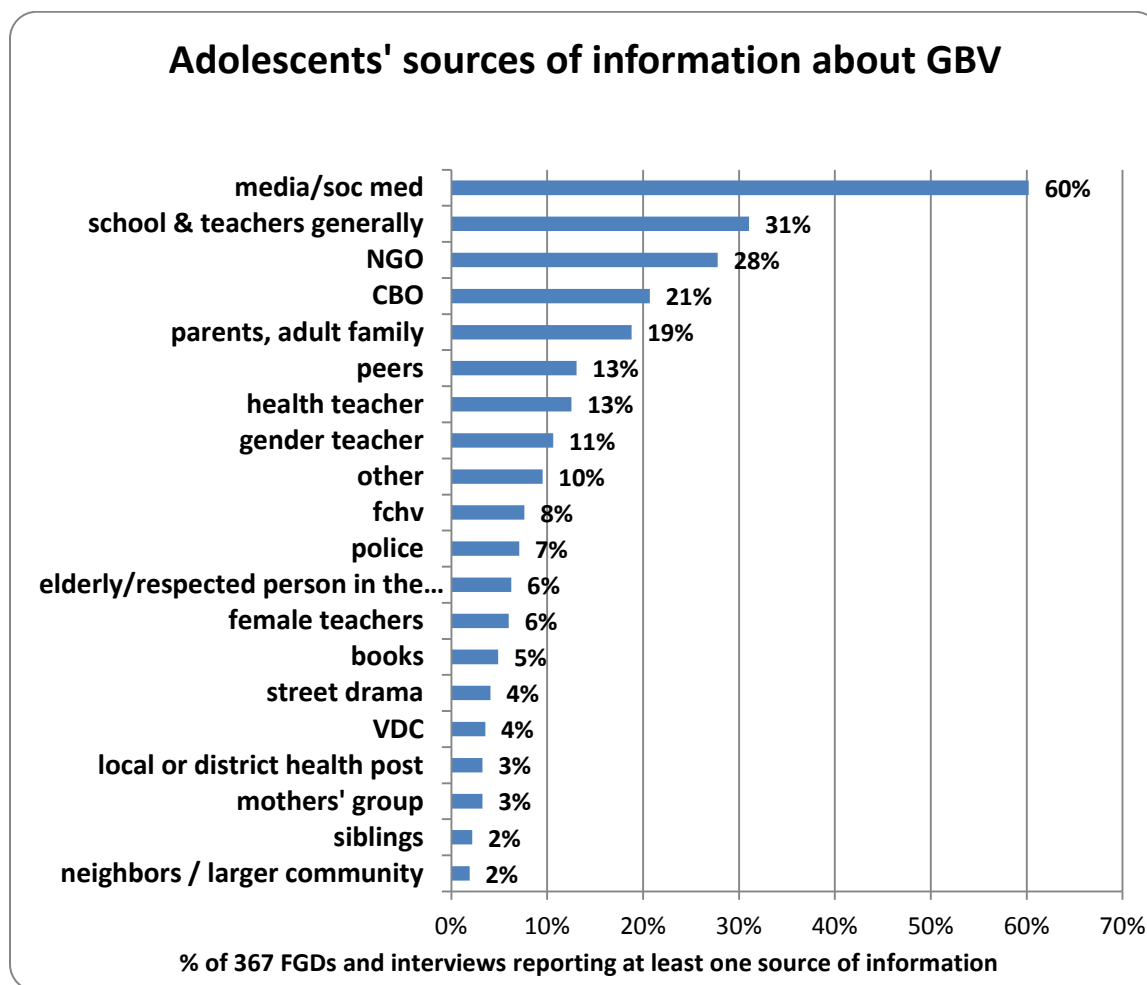
1. Media and social media (60%) were reported by the largest proportion of FGDs and interviewees. This category includes radio, TV, newspapers, internet, and Facebook.

*We had seen a drama on violence against women. We understood that women should not tolerate bad behavior of male. If we keep tolerating they can do more fierce violence.*⁷⁵

(FGD Out-of-school Girls 15-19, Sindhupalchowk)

2. Schools and teachers (31%), generally, were the next most common response, and a quarter combined reported that health teachers (13%) and gender focal teachers (11%) are important sources of information. While "female teachers" certainly overlap with "gender teachers" in terms of school staffing, 6% of FGDs and interviewees reported "female teachers" as a distinct source of information.

3. NGOs (28%) and CBOs (21%), including child clubs and women’s groups, were also commonly reported sources of information, mostly because of the awareness programs and trainings they provide. Mothers’ groups were cited by 3% as a separate category.
4. Parents and adult family members (19%) were reported as sources of information, but seem to serve more as resources for assistance and as warnings about the dangers of GBV than as people with whom adolescents can ask questions and discuss GBV broadly.
5. Peers (13%), like parents, were more commonly cited as sources of assistance than as sources of information.
6. Other sources of information reported include FCHVs (8%) police (7%), elderly and respected community members (6%), books (5%) and street dramas (4%), and government and community offices like the VDC (4%) and local or district health post (3%).

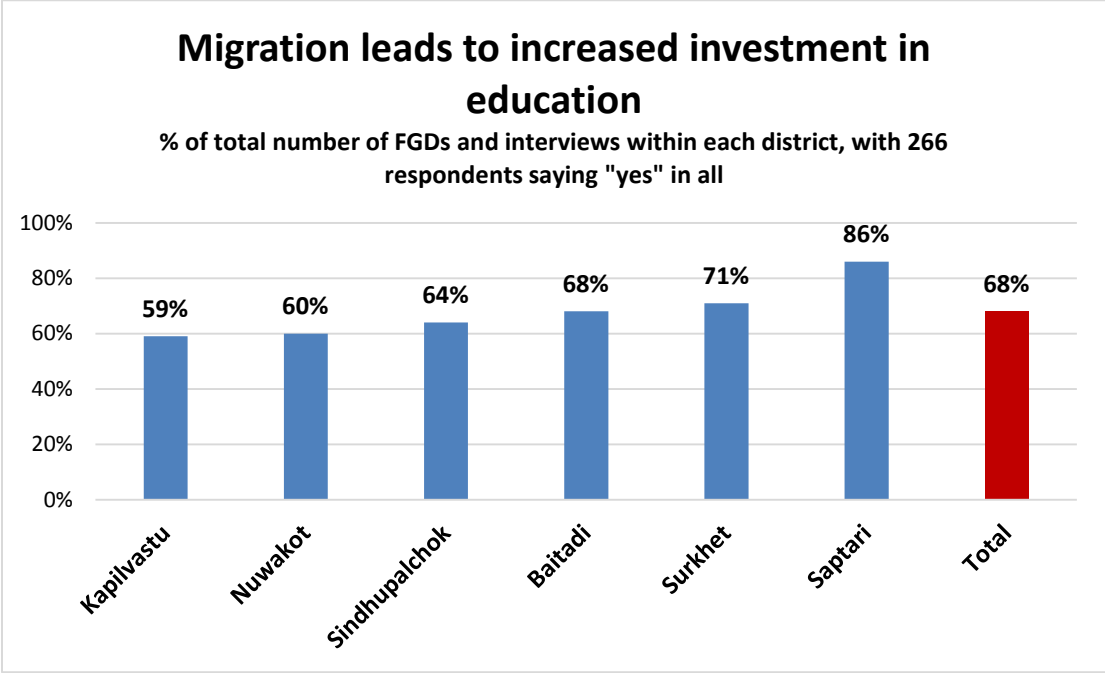


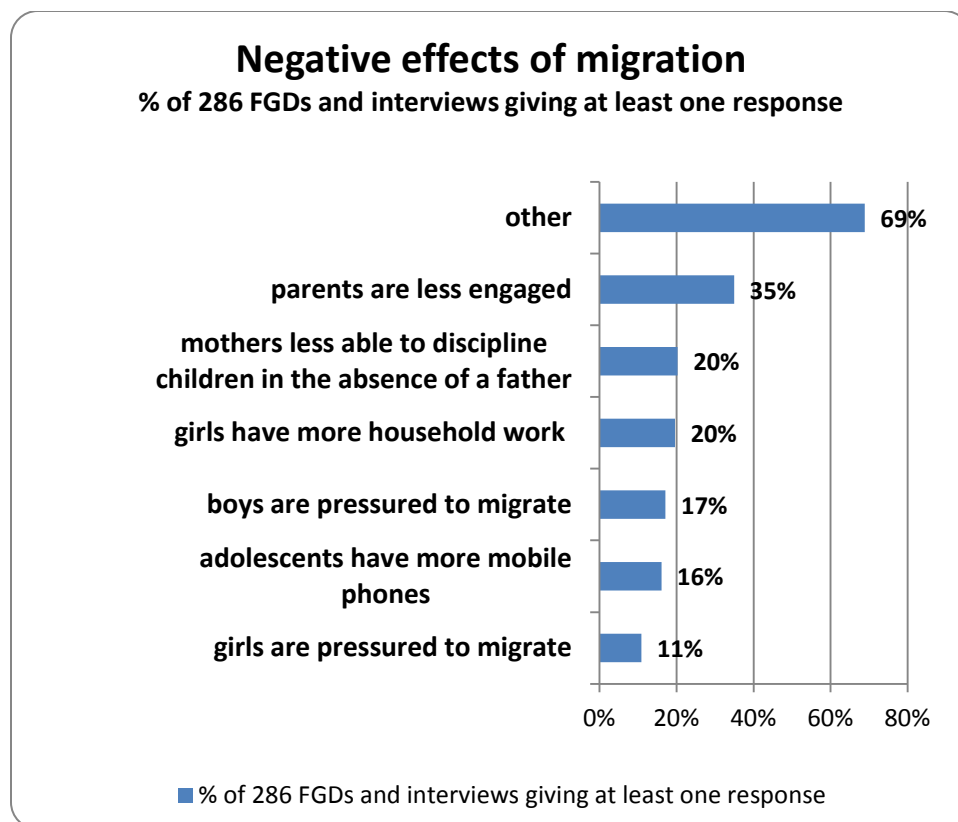
Participation in anti-GBV and safety programs

Girls and boys in the FGDs were also asked whether or not they had participated in a CBO or NGO program about forms of violence, harassment, and other safety issues. Of the 47 of the 56 FGDs that responded to this question, participants in 72% (34) had participated in a program.

Most of the programs described were in the form of street dramas and “awareness” programs about GBV, gender discrimination, child marriage, and trafficking.

VIII. MIGRATION





Adolescents in the FGDs emphasized that migration of a family member negatively affects not only children’s education, but also their health and well-being. One group of girls from Kapilvastu stressed that they felt lonely and have to shoulder more responsibilities.⁷⁶ Another group of boys in Baitadi said:

“Girls whose family members have migrated are less likely to study effectively because of 1) stress about money and family finances, 2) playing cards and drinking alcohol, smoking cigarettes, weed, etc., and 3) extra burden of household work.”⁷⁷

(FGD In-school Boys 10-14, Baitadi)

Girls across districts and study areas reported that many girls drop out when their parents migrate abroad for jobs.

“When a father is abroad, adolescent girls have to work a lot at home. They do not get to go to school. There is no one at home to teach them or help with their studies.”⁷⁸

(FGD In-school Girls 15-19, Baitadi)

“There is less guidance of parents which disturbs in their education. Migration of parents may affect children's education. Children may be spoiled and they spend frivolously.”⁷⁹

(FGD In-school Girls 15-19, Nuwakot)

The findings from FGDs and interviews also suggest that migration of a family member has negative consequences on boys’ education.

*"When a father migrates, then the household burden is on sons, which hampers their education"*⁸⁰

(FGD In-school Boys 15-19, Kapilvastu)

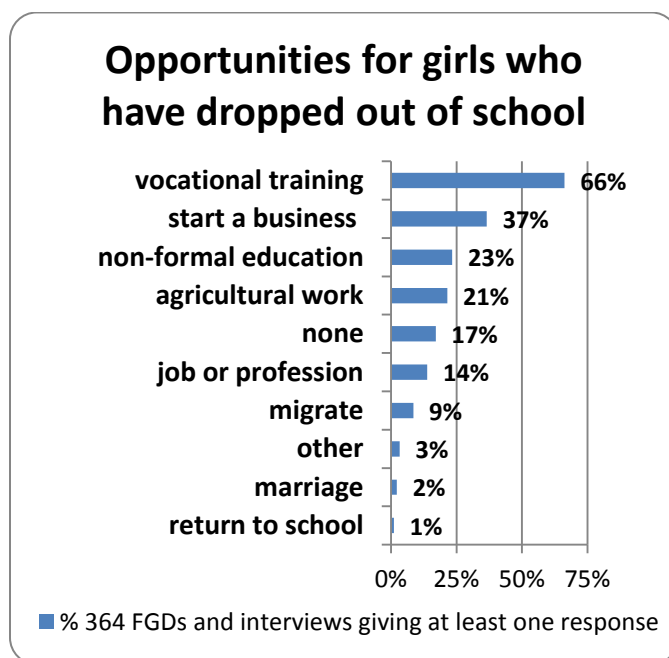
*"About negative effect, those who dropped out of school may be influenced to go abroad if one of their family members is abroad. They might think that they will earn something if they can join their brother or father in Dubai or Qatar. They might be influenced in such manner."*⁸¹

(NGO, Sindhupalchowk)

IX. OPPORTUNITIES, ROLE MODELS, AND ASPIRATIONS

OPPORTUNITIES FOR GIRLS WHO DROP OUT OF SCHOOL

All stakeholders were questioned about the opportunities perceived to be available to girls who discontinue their schooling before obtaining an SLC. Across urban, semi-urban, and rural populations, vocational training was the most cited option for girls who have dropped out, followed by starting a business, options for non-formal education, and agricultural work.

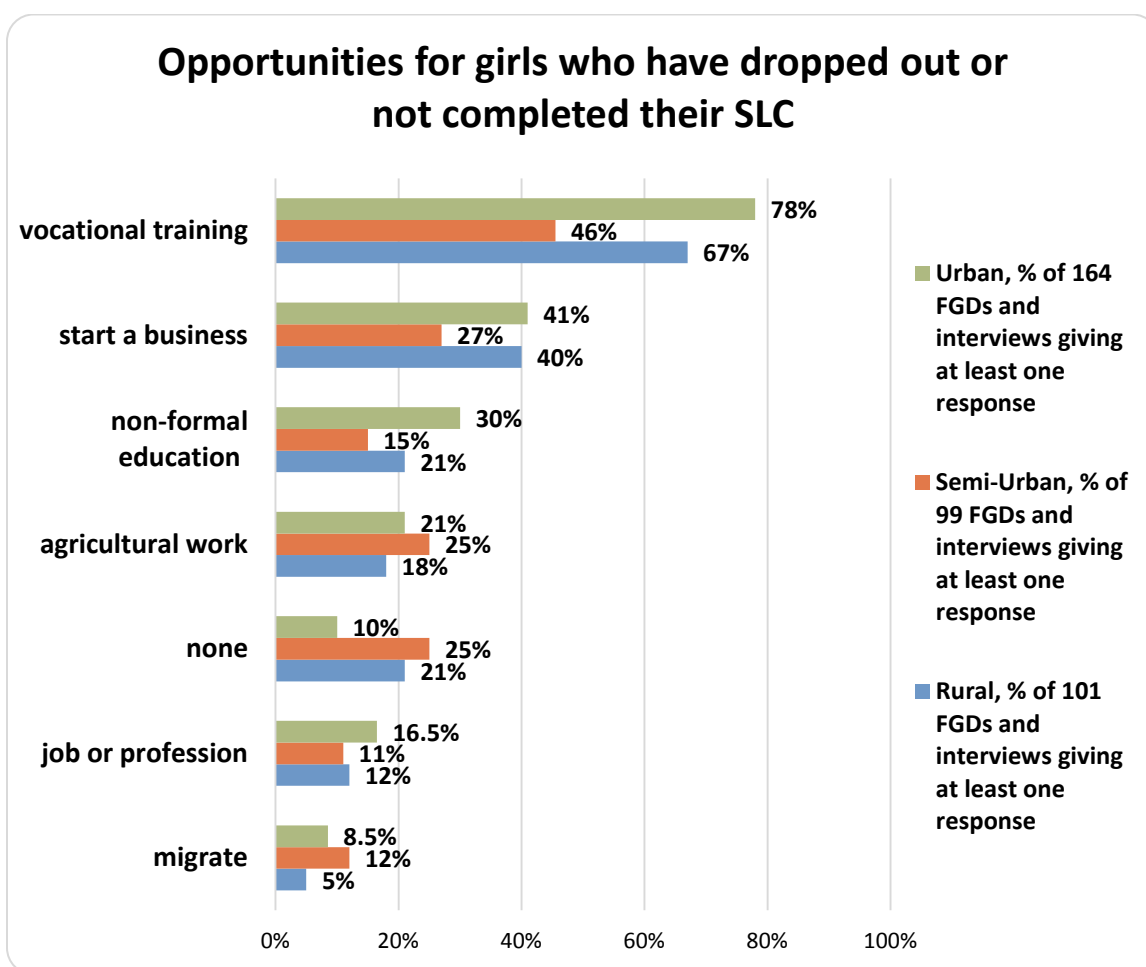


Differences among rural, semi-urban, and urban stakeholders' responses

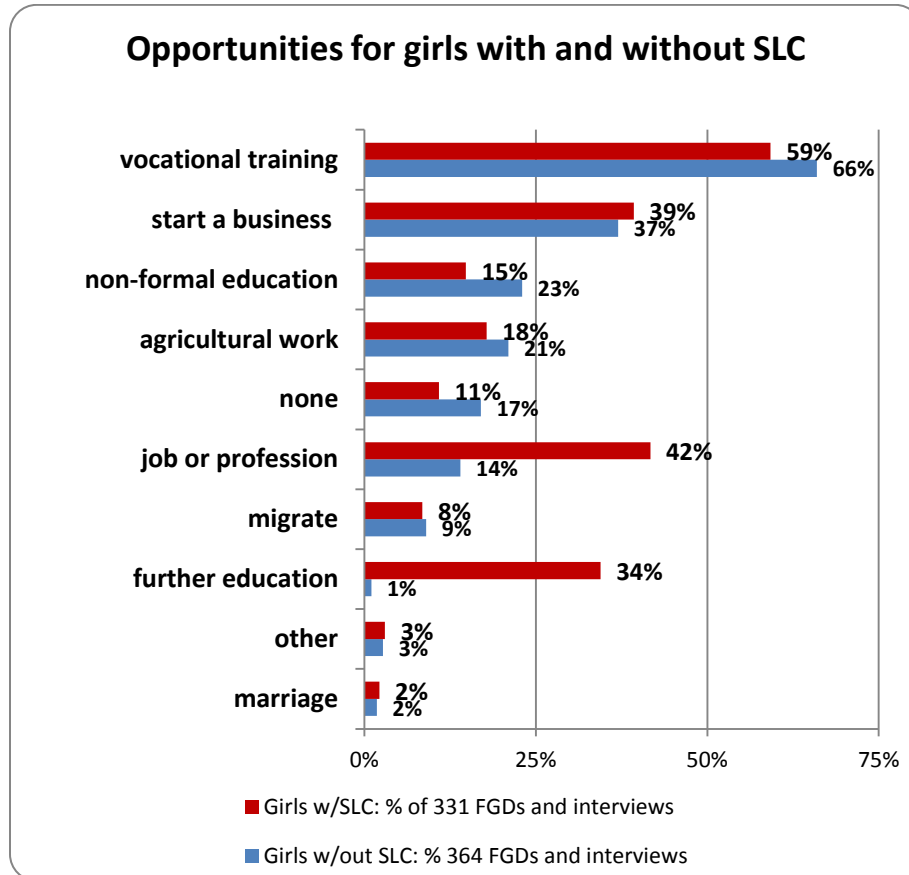
Of the 364 FGDs and interviews discussing opportunities for girls without an SLC, 101 were from rural areas, 99 were from semi-urban areas, and 164 were from urban areas, and those included district officials and district I/NGO representatives. Although it's

important to be cautious interpreting differences among their responses, given the small numbers and the way the data is collected and aggregated, a few findings are worth noting.

- Stakeholders in urban areas were more optimistic about opportunities for girls without their SLC. In urban areas, only 10% of FGDs and interviewees thought that these girls could not find any opportunity, compared to 21% and 25% in rural and semi-urban areas, respectively.
- Both urban and rural dwellers more commonly reported opportunities for girls without an SLC to start a business and to take part in vocational training and non-formal education than did semi-urban dwelling FGDs and interviewees. It is unclear why this might be, but it is worth investigating.



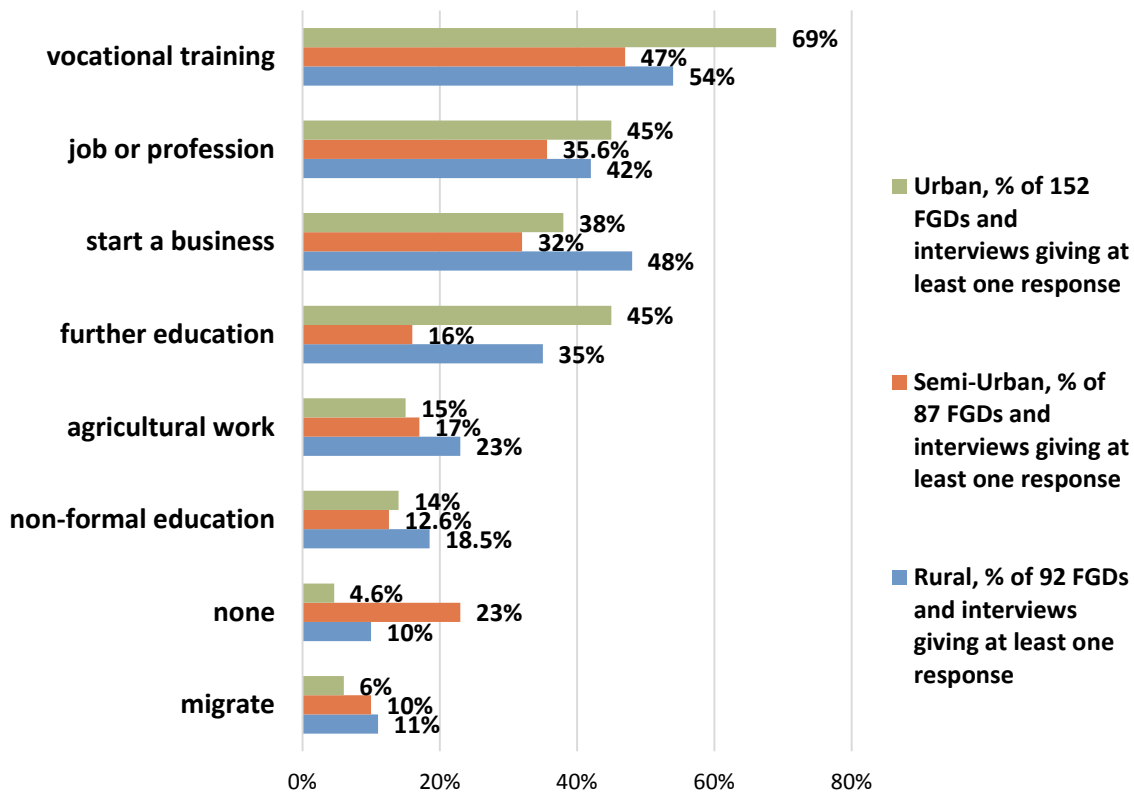
OPPORTUNITIES FOR GIRLS WHO HAVE COMPLETED THEIR SLC



Differences among rural, semi-urban, and urban stakeholders' responses

Of the 331 FGDs and interviews discussing opportunities available to girls who have obtained their SLCs, 92 respondents were from rural areas, 87 from semi-urban areas, and 152 from urban areas. As with the differences among responses regarding girls without an SLC, it is important to be cautious drawing conclusions about these findings beyond the 18 specific localities covered by the fieldwork. However, the following findings are worth noting.

Opportunities for girls who who have obtained their SLC



No opportunities

- About one-quarter of semi-urban stakeholders remain just as pessimistic about opportunities for girls with an SLC as they were for girls without an SLC; 23% reported that there are no opportunities for SLC-holding girls compared to 25% for girls without an SLC.
- Rural respondents are much more optimistic about the opportunities for girls with their SLC than for girls without their SLC: Only 10% of rural respondents said that there are no opportunities for girls with their SLC compared to 25% who said there are no opportunities for girls who have dropped out of school.
- Urban respondents are also more optimistic about opportunities for girls with an SLC than girls without an SLC, though the difference is not as dramatic; the proportion saying “no opportunities” dropped from 10% in relation to girls without an SLC to 5% in relation to girls with an SLC.

Further education. Semi-urban stakeholders were also far more pessimistic about opportunities for further education than their urban and rural peers. Almost half (45%) of urban stakeholders, and more than one-third (35%) of rural stakeholders, said that girls with SLCs have an option to continue schooling, compared to only 16% of the FGDs and interviews in semi-urban communities.

Vocational training

- Vocational training was the most commonly cited opportunity for girls with an SLC, just as it was for girls who have dropped out of school.
- However, among urban and rural stakeholders responding, somewhat smaller proportions mentioned it as an important opportunity for girls who have their SLCs compared to those who mentioned it as an opportunity for girls who have dropped out of school.
- In contrast, among semi-urban FGDs and interviewees, about the same proportions perceive vocational training to be an option for girls with or without their SLC: 47% mentioned vocational training opportunities with respect to girls with their SLC compared to 46% with respect to girls who have dropped out of school.

OPPORTUNITIES FOR BOYS WHO DROP OUT OF SCHOOL

Fifteen of the 16 FGDs with in-school boys 10-14 and 15-19 discussed their perceptions of the opportunities for their peers who drop out of school before obtaining their SLC. Out of 12 groups, eight said that vocational training and starting businesses are possibilities. Seven groups mentioned migration as an option, and six cited professions related to agriculture or animal rearing. Jobs available were often characterized by manual labor and include construction and carpentry. Driving and transporting goods were also seen as options.

ADOLESCENTS' PERCEPTIONS ABOUT HOW SLC COMPLETION AFFECTS THEIR OPPORTUNITIES

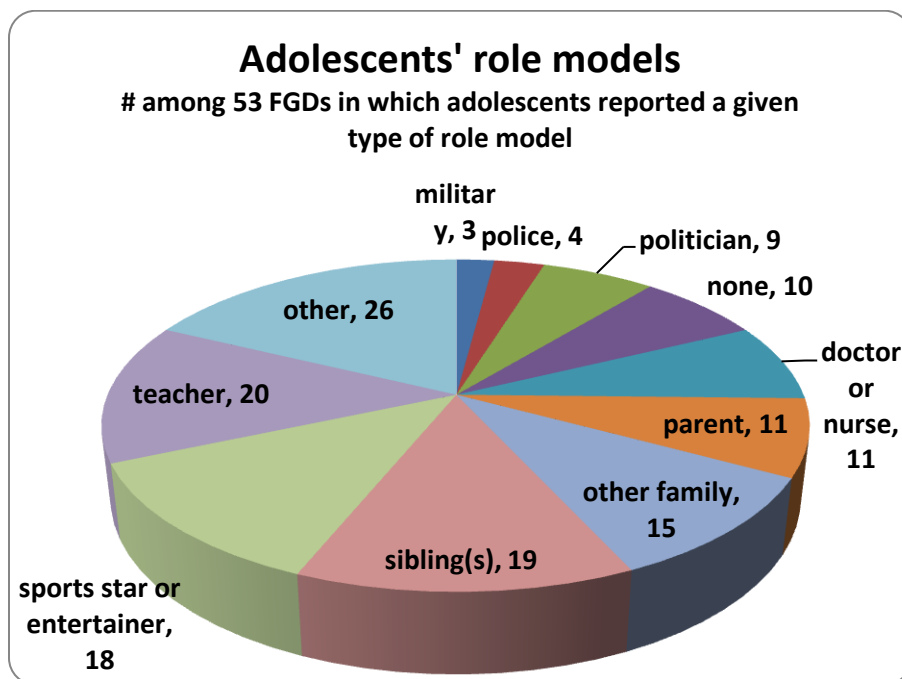
Adolescents' Perceptions about How SLC Completion Affects Their Future Opportunities				
(individual FGD participants who agreed with the statements below)				
	I believe if I complete my SLC, I have better future in doing the work I want to do		Even if I do not complete my SLC, I can still do the work I want to do.	
	% responding yes	total # responding	% responding yes	total # responding
Girls	85%	294	55%	297
10-14	86%	111	55%	111
15-19	85%	183	55%	186
Boys	82%	95	36%	95
10-14	64%	47	28%	47
15-19	100%	48	44%	48

On average, more than four-fifths (84%) of individual girls and boys in the FGDs agreed that completing their SLC will help them have a better future and to do the work they want to do. However, younger boys seem less convinced than older boys and all girls 10-19 about the value of an SLC; only 64% of boys 10-14 agreed that completing their SLC will improve their futures compared to 100% of older boys and 85% of all girls.

At the same time, there is a contradictory gap between the perspectives of younger boys and older boys with respect to believing that, even without an SLC, they can do the work they want to do. Although only 28% of the younger boys, 10-14 agreed with the statement, 44% of the older boys did. One way of interpreting this finding is that, while older boys are more convinced than younger boys that having an SLC will improve their futures, as the pressures on them to earn money increase with age, they also become more determined than younger boys are to “do the work I want to do,” with or without their SLC.

Girls appear more optimistic than boys about the possibilities for doing “the work I want to do” even without an SLC, agreeing with the statement an average of 55% compared to boys’ average of 36%. This may be because many girls’ options and aspirations are limited no matter what they do, making the SLC less important.

ADOLESCENTS’ ROLE MODELS



Girls and boys who participated in FGDs were asked to identify people who serve as role models in their lives. Over one-third of the adolescent groups discussed siblings, parents, or other family members—often people whom they perceived as having quality jobs, including nurses, engineers, teachers, politicians, and staff in community organizations. Entertainers and sports stars were also common role models; for example, several girls cited Priyanka Karki, a popular Nepalese actress and singer, and a few boys cited international soccer players like Cristiano Ronaldo or Lionel Messi. Some adolescents talked about local people whom they looked up to. For example, a 14-year-old girl in Saptari talked about a girl whose parents

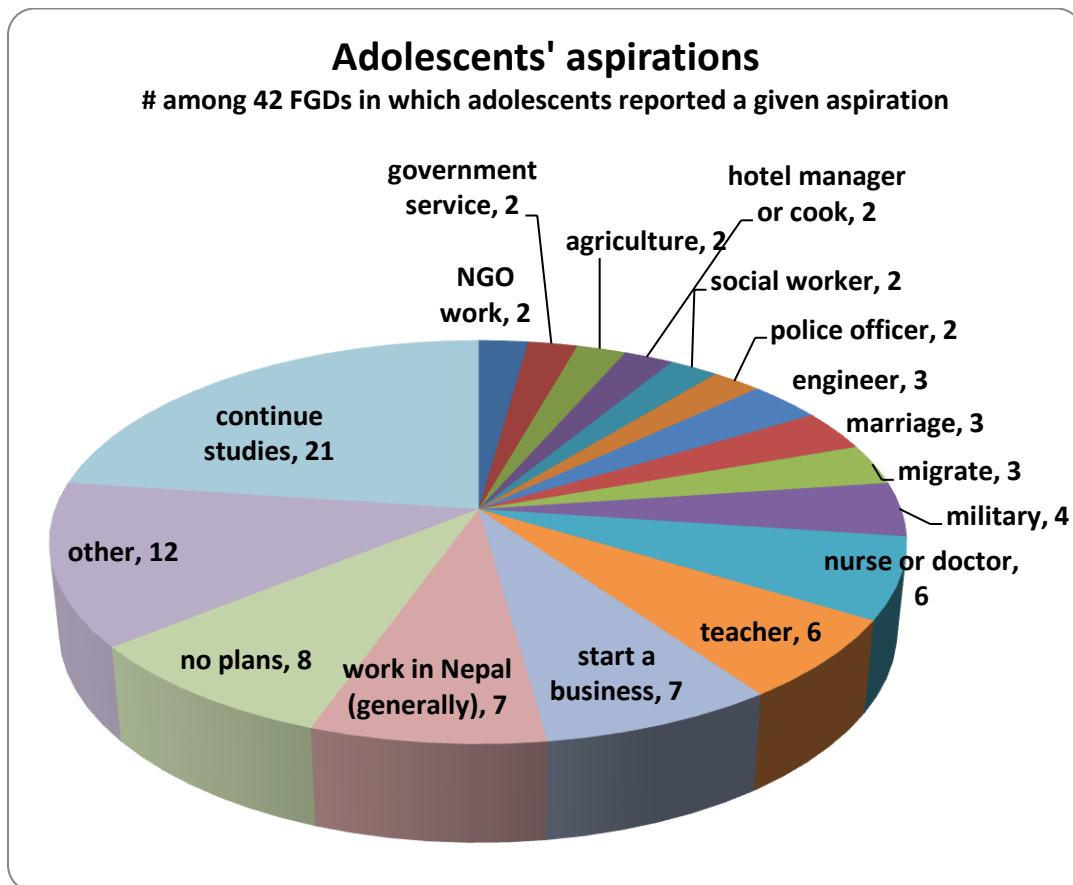
allowed her to study and get a job, going against society.⁸² Multiple adolescents answered that the interviewer him/herself was a role model, with one student saying, “*I want to be like you and express my feelings and talk openly.*”⁸³

In 10 focus groups, adolescents answered that they did not have any role models. One 17-year-old girl from a rural region stated that, “*I do not have any role model, but want to be one to others.*”⁸⁴ Of 31 focus groups that discussed whether or not participants know successful secondary school graduates, adolescents in 13 groups could not recall knowing any.

ADOLESCENTS’ ASPIRATIONS

Focus group discussions

When questioned about what they aspire to do after passing their SLC, adolescents in one-quarter of the FGDs expressed a desire to continue their education. Starting a business came up in seven of the FGDs, as did working or getting a job in general. Others were more focused on becoming teachers, nurses or doctors, engineers, police officers, social workers, or hotel managers or cooks, or on joining the military or government service. Two groups, in Baitadi and Saptari, included boys who aspire to agriculture, animal rearing, vegetable growing, goat rearing, and beehive culture. Migrating for a job came up as an aspiration in only 3 of the 42 FGDs that discussed aspirations.



In one group of boys 15-19 from Sindhupalchowk, there were some adolescents who, instead of having aspirations for themselves, already looked toward the next generation or to their parents' well-being. Some boys answered that they wanted to go to Gulf countries to support the education of their younger brothers and sisters.⁸⁵ Another boy said:

*“Our parents and brothers suffered a lot of misery for us. Now I would work hard so that the next generation won't have any economic problems and will get a better education.”*⁸⁶

(FGD In-school Boys 15-19, Sindhupalchowk)

Another was more focused on his parents and said he would like to “take care of my parents in their old age, engage in social service, and do business.”⁸⁷ Eight of the FGDs (5 out-of-school girls, 2 in-school girls, and 1 boys' group) included young people who said they have “no idea” what their aspirations are. In another, a girl observed, “Many are unable to do what they want due to uneducated father and mother and due to poverty.”⁸⁸

Survey of individual adolescents in FGDs

In addition to discussing aspirations during the focus groups, each individual school-going girl and boy had the chance to report her or his aspirations for an “imaginary life.” That data largely validates the range of career aspirations that the girls and boys described during discussion, but show gender differences more clearly.

- Becoming a health professional or a teacher remained the most commonly cited professional aspirations among individual FGD participants. Those who want to be health professionals are almost evenly split between doctors (42) and nurses (46).
- Although a higher proportion of boys want to be engineers or overseers, some girls also aspire to engineering.
- The army and police were equally popular among girls, while the army was substantially more popular among boys and among boys versus girls.

Adolescents' aspirational occupations			
# of individual FGD participants giving an occupation among 38 FGDs			
Occupations	Girls	Boys	Total
Health professional	68	20	88
Teacher	58	23	81
Engineer/Overseer	15	24	39
Professional	14	1	15
Sewing, knitting, beautician	9	0	9
Army	7	12	19
Entertainment/Sports	7	4	11
Police	7	3	10
Work abroad	2	2	4
Agriculture	2	1	3
Other	2	1	3
Business	1	6	7
Transportation	0	7	7
Total	192	104	296

- Only boys aspired to work in the transportation sector, and only girls aspired to vocations of sewing, knitting, or working as a beautician.

The category of “professional” includes young people who aspire to be an accountant (4), social worker (3), banker (2), lawyer (2), professor, journalist, hotel manager, or JTA. The four young people who want to work abroad are two boys who want to work in the Indian Army and two girls who want to go to Japan.

SOURCES OF INFORMATION ABOUT OPPORTUNITIES

Scholarship awareness

FGDs and interviews with local officials, teachers, CBOs, and parents included a question about whether or not respondents were aware of scholarship opportunities. Of the 308 stakeholders who answered this question, 83% (257) indicated that they were aware of scholarships.

As a whole, stakeholders’ knowledge seems to be limited to the scholarships provided by the Government of Nepal for girls and for Dalits and other marginalized caste and ethnic groups. A minority cited other kinds of scholarships provided by NGOs or local actors.

“Scholarships are available for the marginalized girls, and poor and hardworking students. We also have provision of reward amount provided by our brothers for the hardworking and successful students to motivate them.... A couple of people have initiated a trust in remembrance of their family members of about four to five lakh. The interest from the trust fund is used in the scholarship.... The trust money is used to give students scholarships during SLC and grade eight to Dalit students.”⁸⁹

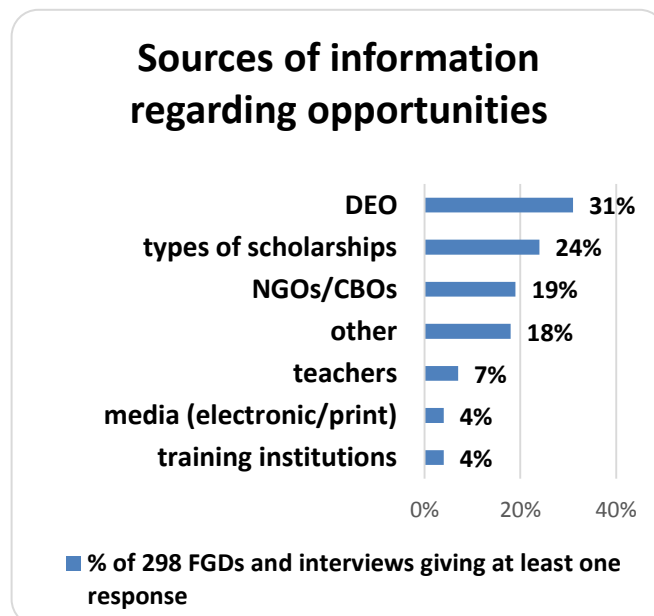
(SMC, Baitadi)

“Recently [scholarships have been] implemented with the support of Women Development and UNICEF...They have made a decision that approximately 64 adolescent girls who were unable to go to school, who have left school in the middle of the session, and who are depressed after marriage will be provided with the scholarships.”⁹⁰

(District Child Club Chairperson, Baitadi)

Sources of information regarding opportunities

FGDs and interviews were also asked about how they learn about opportunities regarding scholarships and 298 gave a response. Around one-third (31%) said that they had accessed information about scholarships through the DEO, followed by 24% who had heard about different types of scholarships directly from scholarship providers, and 19% who had heard about opportunities from NGOs or CBOs.



Around 18% of FGDs and interviewees indicated that they found information from “other” sources, including “school, generally,” “health posts,” or “friends” or “family.” The percentage of those who indicated that they received information from media sources was notably low.

Access to help with education for parents

Thirty-seven parents were questioned about whether schools, local government, CBOs, or NGOs ever provided assistance to their children to help them to stay in school and do well. Of the 37, 43% (16) of parents said that they had received some assistance. Twelve of the 37 (32%) parents mentioned receiving assistance from the “school” or “local government” in the form of annual scholarships ranging between NRs 300-400.

“All adolescent girls get an annual scholarship of NRs. 350 from the school.... The local government provides [the scholarship] through government schools.”⁹¹
(Female Parent, Surkhet)

Others mentioned assistance providing school supplies.

ADOLESCENTS’ RECOMMENDATIONS

Boys and girls in FGDs were asked to share recommendations for types of support that would be helpful to help them achieve what they wanted to after completing school.

Many of the recommendations centered on the need for increased vocational training programs in their communities.

“We need income-generating activities in our community. For this we will need training and financial support too.”⁹²
(FGD In-school Girls 10-14, Saptari)

“Facilities for agricultural and animal husbandry trainings are necessary.”⁹³
(FGD In-school Girls 15-19, Surkhet)

“I want to be a business woman. I want people or organizations to provide me information about what I should do and what kind of business should be done.”⁹⁴
(FGD In-school Girls 15-19, Nuwakot)

Access to financial assistance was also a common suggestion among FGDs.

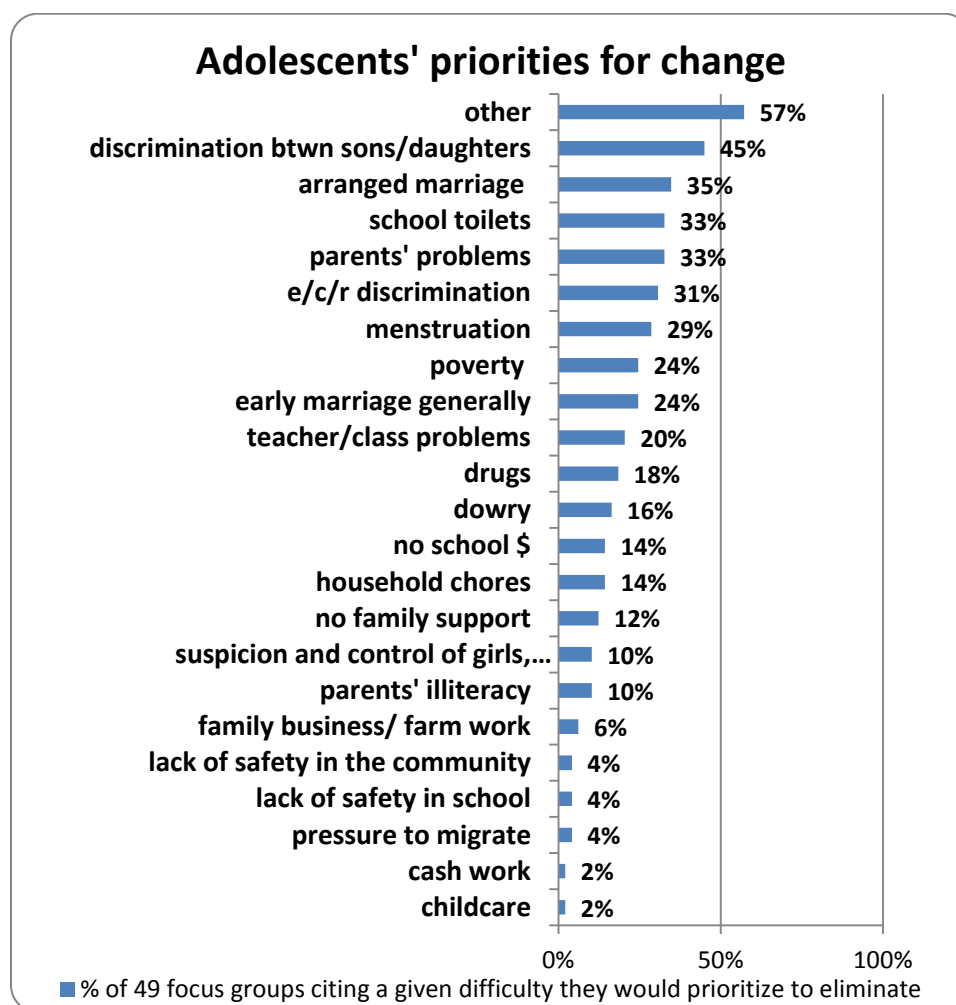
“We need economic support for further study.”⁹⁵
(FGD In-school Girls 15-19, Baitadi)

“Financial support is needed.... The Government of Nepal should provide loan facilities based on capabilities as well as loans for agriculture.”⁹⁶
(FGD In-school Boys 15-19, Baitadi)

X. ADOLESCENTS' PRIORITIES FOR CHANGE

ADOLESCENTS' PRIORITIES FOR CHANGE

Among the 56 FGDs, 49 considered the problems that they had discussed in relation to staying in school and doing well, and answered the question, “If each of you could have a magic wish to make just two or three of those problems disappear, which would you choose?”



“Discrimination between son and daughter”; excessive household chores

Twenty-two FGDs said that they would eliminate discrimination between sons and daughters, including 21 girls groups and a group of boys 10-14 in Surkhet. Girls’ main complaint was the unfair distribution of household work and the heavy burden on girls but not boys. For example, one 10-year-old girl in Saptari wanted to make the “*same roles for sons and daughters and make boys have to do the same household chores with girls.*”⁹⁷ One girls group said they would choose to change discrimination in the quality of sons’ and daughters’ education: Daughters

most often have to attend government schools, while parents send sons to higher-quality private boarding schools.⁹⁸

Arranged and early marriage, dowry

Although no groups cited elopement as a priority to eliminate, early marriage was a priority among both girls and boys groups. Overall, arranged marriage was the second most common response, with 35% of groups citing it: 4 of 13 boys' groups and 13 out of 37 girls' groups. A quarter of groups (24%) cited early marriage in general. Eliminating dowry was a specific priority among girls and boys in Baitadi and Saptari. For boys overall, one-fourth (3 of 12) of the FGDs responded that dowry culture needs to be eliminated, and 14% (5 of 37) girls' groups responded similarly.

Ethnic, caste, and religious discrimination

Of all FGD groups that discussed priorities for change, almost one-third (15 of 49) answered that they would like to end ethnic, caste, and religious discrimination in their communities. Both boys and girls found this important, with 3 of 12 boys groups and 12 of 37 girls groups mentioning the issue. When asked about violence in their communities, a group of out-of-school girls in a semi-urban region responded that non-Dalits often discriminate against Dalits and that "*Superior groups discriminate against inferior communities and groups.*"⁹⁹

Menstruation and school toilets

About one-third of the focus groups included young people who prioritized problems with menstruation (29%) and school toilets and sanitation (33%). While only girls discussed menstruation, both girls and boys prioritized eliminating problems with lack of water and proper sanitation and privacy in school toilets. A 14-year-old girl in Sindhupalchowk said,

*"We should be allowed to go everywhere at home during menstrual period... We should be allowed to touch fathers, brothers, and everyone. We should not be made to sleep in cold places."*¹⁰⁰

(FGD In-school Girls 10-14, Sindhupalchowk)

Another 14-year-old girl referenced the antiquity of untouchability traditions:

*"Among Chhetri Bahun, they need to follow menstruation constraints strictly. In other castes, they do not even stay separate. Before, those rules were made so that people would not be dirty, but it is not like that now."*¹⁰¹

(FGD In-school Girls 10-14, Sindhupalchowk)

Teacher and class problems

In some cases, girls prioritized eliminating the kinds of problems involving teachers and their behavior that they discussed in relation to GBV. Two 14-year-old girls in Nuwakot said that they wished that teachers would "*not make fun of us and teach properly.*" One girl said that a male teacher accused a girl of being pregnant. Another girl told the interviewer about a time when a male instructor insinuated that she had been engaging in sexual activities after coming back from the toilets.¹⁰²

"Other"

“Other” priorities were brought up in 57% of the interviews. Many consisted of general priorities, including improving school infrastructure. Two groups of girls, including one in Saptari and one in Sindhupalchowk, hoped to eliminate accusations of “witchcraft” in their communities.

“They condemn women of being witches. They say we should not talk to her, should not eat what she gives, and should not eat in front of her.”¹⁰³

(FGD In-school Girls 10-14, Sindhupalchowk)

XI. SCHOOLS' AND LOCAL STAKEHOLDERS' ROLES

This section discusses three categories of local stakeholders interviewed and the roles they play in supporting adolescents, especially adolescent girls, to stay in school and do well:

- Teachers
- “School and other local officials,” including school heads, members of SMCs, VDC staff, members of WCFs, and health post officials
- CBO representatives and other community leaders, including members of PTAs, child clubs, and mothers groups

TEACHERS' INTERACTION WITH ADOLESCENTS AND PARENTS

Across all districts, 49 teachers participated in the Let Girls Learn assessment fieldwork. Only 7 of the 18 schools visited had gender focal teachers.

Interaction with adolescents

In addition to teaching their main subject areas, about one-third (16) of the teachers interviewed referred to supporting students in other ways:

- Menstruation issues (6, including 2 health teachers and 4 gender focal teachers)
- Counseling (3)—math, Nepali, general
- Homework and help outside of class (3)
- Early marriage prevention (2)
- Sexual and reproductive health issues (2)
- Drug use prevention (1)

Although an overall finding of the assessment is that girls are more likely to speak about their concerns with female teachers than with male teachers, the teachers who take on additional work to support students demonstrate that both male (7) and female (9) teachers are willing to get involved.

Interaction with parents

Almost all (39) of the teachers interviewed said that they interact with parents, and more than half (22) speak with parents at least occasionally or several times in a month. Parent-teacher interactions generally revolve around discussion of student attendance and performance, with a smaller number (6) of teachers mentioning that they speak with parents specifically about girls'/daughters' attendance, including enabling daughters to go to school during menstruation. Some teachers mentioned asking parents to guide their children on cleanliness and to send them to school with “proper materials” and tiffin for lunch.

The teachers who described less frequent interaction with parents also discussed students' attendance and performance. However, they emphasized that few parents come to meetings

when called, that parents are not actively engaged in their children's education, and that meetings might happen only when there are problems or "by chance."

More than half (31) of the teachers interviewed gave some kind of recommendation for improving communication between teachers and parents. Most are general, along the lines of "*Be involved in students' education; do not assume the school will do all of the work.*"¹⁰⁴

The more specific recommendations for activities include the following:

- Door-to-door campaigns with teachers telling parents about the importance of girls' education, women's rights, and menstruation
- Telling parents that education will enable their children to have better paying jobs
- Educating parents so that they allow students to learn about ASRH in school
- Helping students to feel comfortable sharing problems with teachers and/or parents so they can have adult support to "continue to learn"
- Inviting parents to extracurricular activities and structuring bi-monthly or monthly communication with parents

SCHOOL AND OTHER LOCAL OFFICIALS' INTERACTION WITH ADOLESCENTS AND PARENTS

School heads (18)

The 18 school heads interviewed described their roles as teaching, general management, and administration. In Baitadi, all three school heads interviewed also said that they actively support girls' empowerment in one or more ways:

- CEFM and GBV awareness programs
- Monitoring early marriage and drop out
- Treating girls and boys equitably
- Monitoring and stopping discrimination based on caste, untouchability, menstruation, and gender and ensuring inclusive participation of girls and boys
- Addressing boys' treatment of girls

In Nuwakot, at the Thansen Mahendra higher secondary school, the school head manages a Scouts program for the students to do service projects. In Saptari, the head of the Nargho Janta higher secondary school emphasized that students are 60% girls, and the school won the "President Running Shield Maximum" award.

Interaction with adolescents. School heads mostly spoke about their interaction with adolescents in general ways, focusing on "counseling" or "discipline." However, three head teachers said that they discuss CEFM with students and two said that they talk about GBV with students. In Baitadi, one school head emphasized that the school had appointed a female teacher "*so that female students can share their views*" and that teachers ask boys and girls to perform together in school programs "*to reinforce the feeling of equality and nondiscrimination.*"¹⁰⁵

Interaction with parents. Although a few (4) school heads reported infrequent interaction with parents, the rest who discussed parent interaction (8) meet or speak at least occasionally with parents to discuss students' attendance and performance. For example, one school head specifically asks parents to manage their housework effectively so that girls can do their schoolwork, and he gave this success story:

"One girl used to be a 2nd student [in her class], but her rank reduced, and she failed her SLC exam. We encouraged her father, and now she has [graduated and] become staff nurse."¹⁰⁶

(Head of School, Saptari)

Despite describing some success, however, most school heads emphasized at some point that parents are often unresponsive to schools' communication and that, even when school heads do succeed in speaking to a parent or getting a parent to come to school for a meeting or program, it doesn't always make a difference in parents' ability or willingness to support and engage in their children's education.

Barriers to supporting girls to stay in school and do well. School heads and SMC members, discussed below, emphasized the same kinds of barriers.

- Poor infrastructure (4)
- Parents' mistreatment of students and lack of support for girls' education (6)
- CEFM (4)
- Not enough teachers (2)
- Absenteeism and drop out (8)
- Discrimination and untouchability/chaupadi (Baitadi) during menstruation (3)

SMC members (14)

Fourteen members of SMCs participated in the assessment. About half (6) talked about monitoring and evaluating the quality of education, and two specified that they observe classes and teachers. A few people each also mentioned the following:

- Infrastructure and construction in school buildings (4)
- Supporting GoN initiatives and monitoring education requirements (3)
- Discussing problems with head teacher, managing accidents at school, and monitoring discipline issues (3)
- Encouraging parents to send kids to school (3)
- Finding financial resources and coordinating NGO support (2)
- Sanitation and water, with one person also specifying menstruation-related programs (2)
- Managing or providing school materials (2)
- Monitoring scholarship distribution (1)

Interaction with adolescents. About one-third (5) of SMC members interviewed report interacting with adolescents at least occasionally to give advice about problems going to school, while two-thirds (10) said they don't interact with adolescents or they rarely do.¹⁰⁷

Interaction with parents. Most SMC representatives reported interacting with parents seldom or occasionally. When they do, it's mostly to emphasize the importance of sending all children to

school and to discourage child marriage. Although most didn't discuss concrete results of their discussions with parents, a few said that they believe school attendance has improved because of their encouragement to parents.

*"The interaction that we do with the parents and guardians is to inform about the situation of their children and ask them to work hard to improve the situation, give attention to the child, and invest on the child's education. If we can move ahead in this way everything will be fine."*¹⁰⁸

(SMC, Baitadi)

On the negative side, one SMC member noted that the school is supposed to have a monthly program to contact parents about student progress, but it's not implemented. Another said that, even with the involvement of some SMC members, only "about half of parents" send their children to school, and even fewer send daughters.

VDC officials (13)

Focus on children and adolescents varies among the 13 VDC officials interviewed. Several specifically mentioned working against child marriage by refusing to register child marriages (SHK in Baitadi), working with KIRDARC NGO (Bidhyapur), and holding VDC-sponsored meetings against child marriage (Maintada). Five mentioned supporting "child-friendly" programs, child networks and child clubs, and child rights, and the Chautara ward secretary mentioned assisting a rape survivor.

*"I regularly suggest them to go to school if I find somebody away during the school-time. I tell them not to smoke cigarettes and joints. Generally, I am focusing more on other children than my own. I often give them my example. I tell them about the difficulties I have to face because of education. I was not lucky enough to receive education. I am illiterate. Although my father tried to send me to school, I was never serious about it. Even now, people suggest me to study but I don't get it at all. So, I feel lazy about it. And, now I am suffering because of illiteracy. Although I can talk and work in fields outside, I cannot read or write. That makes me regretful in life. I tell the children that the time has changed and education has become a necessity. In this way, I continuously suggest them to continue their education."*¹⁰⁹

(Ward Secretary, Sindhupalchowk)

Interaction with adolescents. VDC officials interviewed seem to interact with adolescents less than WCF members and health post officials do, and they do so mostly through formation of child clubs or the few occasions when young people seek them out.

Interaction with parents. Only one VDC official reported interacting with parents often, to encourage parents to send children to school regularly, check their school work, and monitor their whereabouts. The official felt frustrated that even if parents send their children to school, the student-teacher ratio is poor, and the VDC is not allowed to fundraise or ask for school fees to hire new teachers.¹¹⁰

Ward Citizen Forums (WCFs) (15)

The 15 WCF representatives interviewed mentioned working against child marriage via awareness campaigns and talking with community members and giving advice and raising awareness about domestic violence and dealing with husbands and in-laws. One WCF member in Sindhupalchowk noted that "*unmarried girls and boys are few.*"¹¹¹

Interaction with adolescents. Almost all of them (12 of 15) described some interaction with adolescents, reporting that they often discuss the importance of “studying well,” attending school regularly, and healthy habits such as not smoking or using drugs and not getting involved in “immoral” activities. A few mentioned that they discuss menstruation, marriage, and safety issues like harassment, bullying, rape, and other forms of GBV, generally with young people. A few also mentioned inviting adolescents to mothers groups and supporting child clubs.

Interaction with parents. WCF representatives reported interacting with parents seldom or occasionally and discussing the importance of education, early marriage, and elopement. In Rajbiraj, Saptari, a WCF member said that Dalits used to marry at ages 10-11, but education programs and the threat of prison for parents who arrange child marriages has virtually stopped the practice.¹¹²

Health post officials (9)

Most health post staff described their roles as including facilitation of mothers group discussions and providing family planning and other health services. A few mentioned facilitating adolescent peer groups and ASRH sessions at schools and preventative and curative services for adolescents, as well as providing sanitary pads to girls.¹¹³

Health post officials emphasized four main barriers to supporting adolescent girls to stay in school and do well:

- Child marriage, low participation in awareness programs, and difficulties challenging discriminatory gender norms
- Budget cuts to ASRH and other health programs in schools
- Parents’ lack of awareness about adolescent health and lack of support for ASRH education
- Stigma and fear preventing youth addressing their health problems

Interaction with adolescents. Health post officials confirmed that some young people seek them out for advice about menstruation, family planning counseling, and other sexual and reproductive health information. However, several also said that they don’t have services especially for adolescents and that, among girls, only married girls seek them out and, even then, women are often hesitant to share problems.

Interaction with parents. Health officials also confirmed that interaction with parents about their adolescent children, as such, is not a common part of their jobs, beyond any discussions in mothers groups. Only one health officer mentioned reaching out to parents directly about the importance of ASRH information and services for their children, emphasizing that the more parents know, the more they are willing to send their children to the health post.

Police Officer (1)

Only one local police officer, from Sindhupalchowk, participated in the assessment interviews. He mainly interacts with adolescents about safety issues and awareness about traffickers’ tactics following the earthquake.

COORDINATION AMONG LOCAL OFFICIALS AND NGOS, CBOS, AND DISTRICT OFFICIALS

All school heads, SMC members, and other local officials were asked about whether and how they coordinate with other local officials, CBOs, I/NGOs, and district officials to reduce the problems faced by adolescent girls and boys to stay in secondary school and do well.

SMC members. The nine who responded mainly coordinate with school administration and teachers. However, in Bidur, Nuwakot, the SMC member said that they cooperate with Nuwakot Sewa Kendra/Kaylan Kendra for teacher and student trainings about laws and rights.

School heads.

The seven who responded mainly interact with VDC officials, and in one case, also with political parties, to address infrastructure needs at school. One mentioned working with police to combat drug abuse¹¹⁴ and one mentioned coordinating with district officials regarding “how to improve education.”¹¹⁵ Two mentioned working with I/NGOs:

- In Nuwakot, UNICEF provides educational and sports supplies.¹¹⁶
- In Sindhupalchowk, a German NGO (Nepal Heritage Bilangres) is building a hostel for visually impaired students/community members.¹¹⁷

WCF, VDC, and other non-health focused officials.

Seventeen of 28 reported coordinating with SMCs, school heads, and teachers, both formally and through ad hoc, one-on-one conversations. One WCF member provides an example of cooperation with NGOs that operate more widely than in a single locality.

“I mean I have to look for the different forms of violence like gender-based violence, economical violence, household violence etc. that children, women or senior citizens face in the ward. Different organizations...came after the earthquake of 2015 that offered different kinds of help to people. And my duty was to see whether somebody from my ward is deprived of such help or not.

There are organizations that provide help to children, women, and senior citizens. So, I have to clearly list all of them so that they don't miss the opportunity of being helped. I understood this thing when I became ward coordinator.... The practice of child marriage has decreased. The organization named Pourakhi Nepal is working against human trafficking. There is another big organization named Srijansil in Khadichaur that looks after Thulo Pakhar VDC. They don't help this VDC economically, but they help us regarding gender-based violence, human trafficking, and prevention of such activities etc.”¹¹⁸

(Ward Citizen Forum, Sindhupalchowk)

Health officials. Six of nine seem to have wider networks. They reported working with schools and VDCs both formally and informally to ensure provision of information about health and child marriage, coordinating with their District Health Offices, and working with NGOs like the Women's Network and Antarnirman Samaj NGO for HIV/AIDS¹¹⁹ and Save the Children to distribute iron capsules to girls.¹²⁰

ROLES AND FOCUS OF CBOS AND COMMUNITY LEADERS

In each of the 18 fieldwork communities, field teams strove to meet with community leaders, including at least one person from each of the following kinds of community groups: CACs, child clubs, CLCs, FCHVs, mothers groups, PTAs, social mobilizers, and women's groups. These interviews demonstrate high levels of volunteerism, activism, and awareness about many of the challenges that adolescent girls and boys face attending school regularly and doing well.

Child clubs (18)

Child clubs are school-based clubs led by younger adolescents with support from social mobilizers and adults who are often part of other CBOs. More than one-third (8) of the people involved with child clubs reported working against CEFM, and a few (3) mentioned working against GBV, ethnic/caste/religious discrimination, and the problems caused by menstruation. One or two reported also working on child rights awareness, sports, computer and language training, community clean-up and ODF zones, debates, and cultural programs.

FCHVs (16)

FCHVs are a critical part of the health system in Nepal, providing health services such as distributing medicine and vaccinations, family planning materials, maternal health initiatives, prenatal and postnatal care, and nutrition information. The FCHVs also provide many of the trainings associated with women's and children's health initiatives. However, although 10 of the 16 interviewed reported helping girls with problems associated with menstruation, only 5 of them reported providing contraceptive services to adolescents.

*"For the adolescents, I advise them and give them suggestions occasionally....
To the adolescent girls, I give advice about pads [sanitary napkins]. I haven't
advised adolescent males yet."*¹²¹

(FCHV, Sindhupalchowk)

PTAs (7)

PTAs work to keep parents informed of their children's education pursuits and challenges.

*"Our responsibilities are to look into whether the students are coming to school
regularly or not, to look into if the parents are taking proper care of their children
or not, and if they are not able to do so, we try reminding them their roles
regarding their children."*¹²²

(PTA, Surkhet)

A few PTA members interviewed also work to support girls during menstruation and to provide financial support to poorer families.

Mothers groups (15)

Mothers groups save money as a group and provide loans to both members and non-members to use for pregnancy, illness, and other non-household expenses.¹²³ They also discuss basic nutrition, the importance of taking iron during pregnancy, and issues related to personal and household cleanliness and hygiene.

Women's groups (5)

Women's groups were less common than mothers groups and child clubs in the 18 communities where fieldwork took place, and only five groups' members were interviewed. Two of them reported working to raise awareness of GBV in their communities, and several also work to end trafficking, form new groups for women and adolescent girls, and give women's empowerment trainings, as well as encouraging girls and their parents about staying in school.

*"Our Women's Network operates under Srijansil. After it started to operate in the field of human trafficking, Srijansil conducted a campaign dedicated to the adolescents which was called "Bihe baari, bish barsha paar" [marriage after 20 years]. Srijansil conducted many different programs during that campaign. We formed VDC-level networks of the adolescents. We provided trainings to the adolescents in coordination with the Women Development Office. We also supported few people to earn their income, like goat-farming, poultry farming, etc."*¹²⁴

(Women's Network, Sindhupalchowk)

Working against ethnic, caste, and religious discrimination (7)

Seven of the community leaders interviewed said that they work against ethnic and caste discrimination, including members from three child clubs, a CAC, a social mobilizer, a women's group, and a CLC. The extent to which these forms of discrimination are focus of activism seems dependent on the makeup of the community and individual leaders' own experiences. For example, the CLC leader explained that they direct "priority to Dalits, Kumal, and other financially underprivileged groups" because those are the people who are "underprivileged" in their area. The women's group leader, however, regularly faces discrimination herself, and she was denied the right to education, so she is now an activist for Dalit girls' and boys' educations.

"I am someone who has faced a lot of problems because I was unable to study. I could have worked more for women's rights if I had some level of education. Even though I could not study, I got trainings from Aadhar Shila, which touched my heart. I understood that one should not discriminate between son and daughter and send both to school. The higher castes like Brahmin and Chhetri have been discriminating against lower caste people. They discriminate when we go to fetch water from tap. They are scared that we might touch them or their water. When I joined the women group, an official told me that I should not lag behind because I am a Dalit.... This difference is brought by humans and not god so we Dalit need to fight for our rights...."

*Dalit families are unable to feed themselves, therefore they cannot send their children to school. I cried after I received the training because I thought of all that I could have done if I had the opportunity to study. If I was so upset about not getting to study, my children will also be sad and upset if they are unable to study. I have a son and a daughter but I consider all the children in the community as my own so that they can study easily. I talk to other women and tell them that we faced so many troubles because we were unable to study. Therefore, we need to educate our children so that they can have a future. The government of Nepal will have some incentives for Dalit. I try to convince other women in society to send their children to school. We bought notebook and pens to motivate them."*¹²⁵

(Women's Group, Nuwakot)

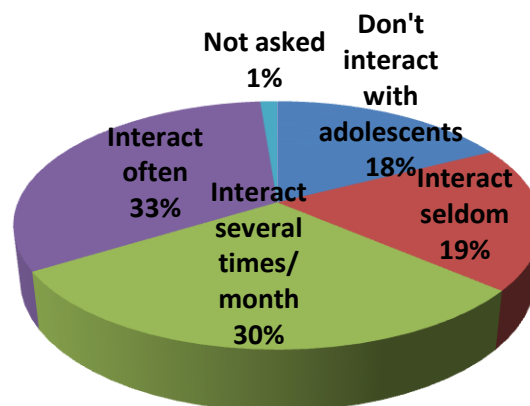
Focus of Community Leaders Interviewed (Leaders were asked about issues most relevant to AGF and may also do other kinds of work)									
Total # interviewed	18	16	15	11	10	7	5	2	84 ¹²⁶
	Child clubs	FCHV	Mothers groups	CACs	Social mobilizers	PTAs	Women's groups	CLCs	# interviewees focusing on issue
CEFM	8	5	4	5	6	1	1	0	30
education	6	1	2	4	5	6	3	2	29
menstruation	3	10	6	1	2	0	1	0	23
GBV	3	1	0	3	2	0	2	0	11
family planning for adolescents	0	5	4	0	1	0	0	0	10
ethnic/caste/religious discrimination	3	0	0	1	1	0	1	1	7
ODF zones	2	0	0	3	0	0	0	0	5
drug prevention	0	0	0	1	0	1	0	0	2

CBOS AND COMMUNITY LEADERS' INTERACTION WITH ADOLESCENTS AND PARENTS

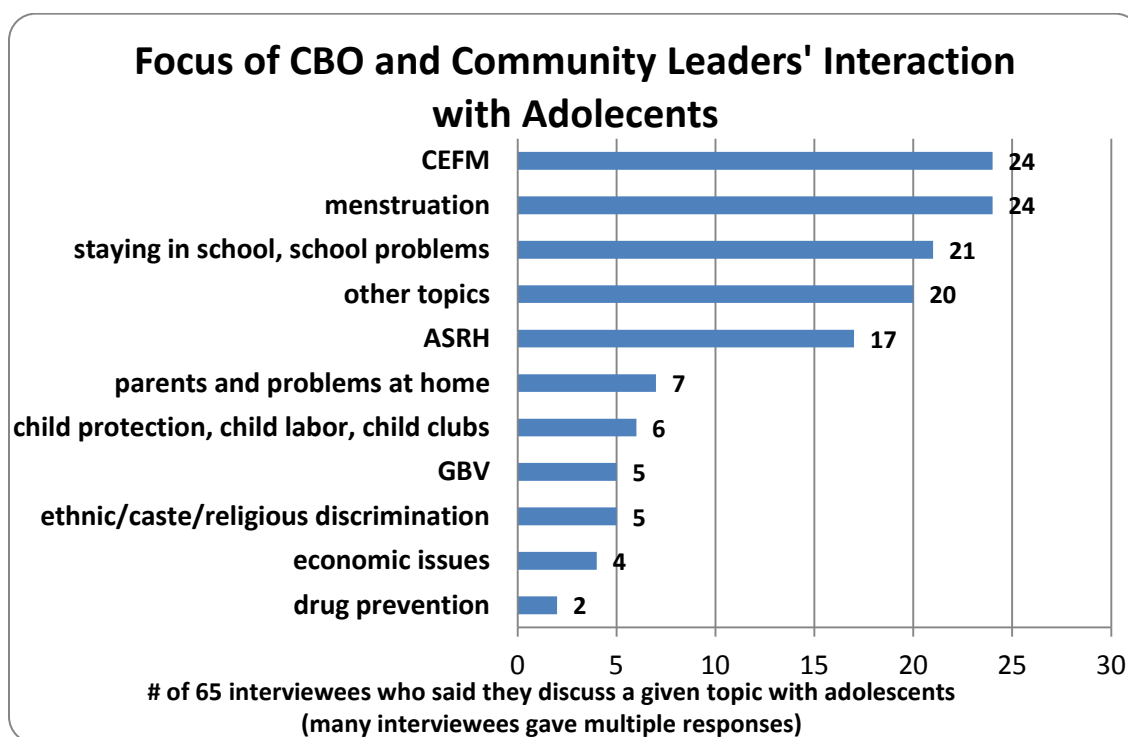
Interaction with adolescents

Roughly two-thirds of the 80 community leaders interviewed interact with adolescents of all ages at least a few times per month. Interaction is both via regular or structured discussions, such as those that mothers groups and child clubs have, and via informal interaction, when adolescents seek them out to discuss problems and ask advice, or when the adults encounter them and offer unsolicited advice. Discussions revolve around 10 main issues which are

% 80 community leaders interviewed who interact with adolescents



summarized in the chart below. The “other” category includes personal hygiene and cleanliness, income generation, earthquake safety, human trafficking awareness, and scholarship acquisition.



Examples of the community leaders' interactions with adolescents include the following:

CEFM. A child club in Nuwakot responded that they perform road stage plays in school to raise awareness of CEFM.¹²⁷

ASRH

- “We are conducting a program called ‘kishori sikshya’ [adolescent girls’ education]. Few days ago, I went to Nepal Family Planning organization where I learned a lot about training sessions for girls and how to educate them and reduce child marriage.”¹²⁸
(FCHV, Kapilvastu)
- A women’s network in Sindhupalchowk stated that they use singing programs to teach about ASRH.¹²⁹

Menstruation

- Child clubs have distributed sanitary pads.¹³⁰
- The WASH Club in Sindhupalchowk has formed a Menstruation Management Committee to get sanitary pads into schools and to fight the harmful effects of chaupadi.¹³¹

Staying in school, school problems

A member of a women's network discussed how speaking with local business owners who employ child labor helped to ensure that the child stayed in school and did not waste school hours working:

"The other student we support also comes from a poor family and has no land and property. One of the students we supported stopped coming to school and worked as laborer in the nearby market. I told the business owners that the child he is employing is a school going student and also told him to not use child labor. They did not let the student work and so I brought him back to school. [Interviewer: What do you provide as support to these students?] We have provided them with one dozen notebooks, pencil and pen. Our organization is profit oriented. We run both the network and the cooperative together. We can also find donations for students from other sources. We inform the students that we will support them in the future and provide them school dress."¹³²
(Women's Network, Sindhupalchowk)

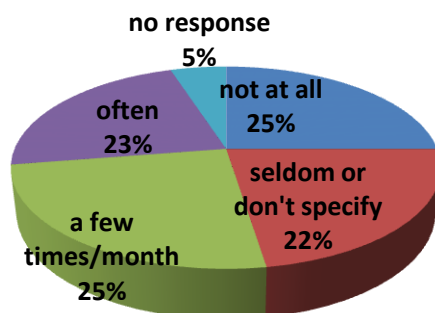
Interaction with parents

About half (48%) of the CBO and other community leaders interviewed interact with parents of adolescents at least a few times a month. Interactions focus on six main issues:

1. Staying in school and problems students are having in school
2. CEFM
3. Menstruation
4. Parents' engagement in their children's education and problems at home
5. GBV and safety issues
6. ASRH and its importance

A small number of community leaders said that they also talk about economic issues, ethnic/caste/religious issues and discrimination, and drugs.

% 80 community leaders interviewed who interact with parents of adolescents



Many of the CBOs stressed that their successful interactions with parents consist of discussions geared both toward realizing their daughters' potentials to complete school and have a better life and toward making sure that parents know the value of education for children's futures, in general. Many community leaders said that they believe parents' failure to understand the

connection between education and children's futures is the main reason they often do not support their children's regular attendance and studying.

A few emphasized that their actions had resulted in less CEFM in their community than there had been before.¹³³ Interviews provide evidence that CBOs can be parents' sources of information for topics such as hygiene, normalizing menstruation, creating a strong and productive home environment,¹³⁴ domestic violence,¹³⁵ vaccinations and health programs, and providing their children with opportunities to participate in child clubs and other CBOs.¹³⁶

Examples of their interactions with parents include the following:

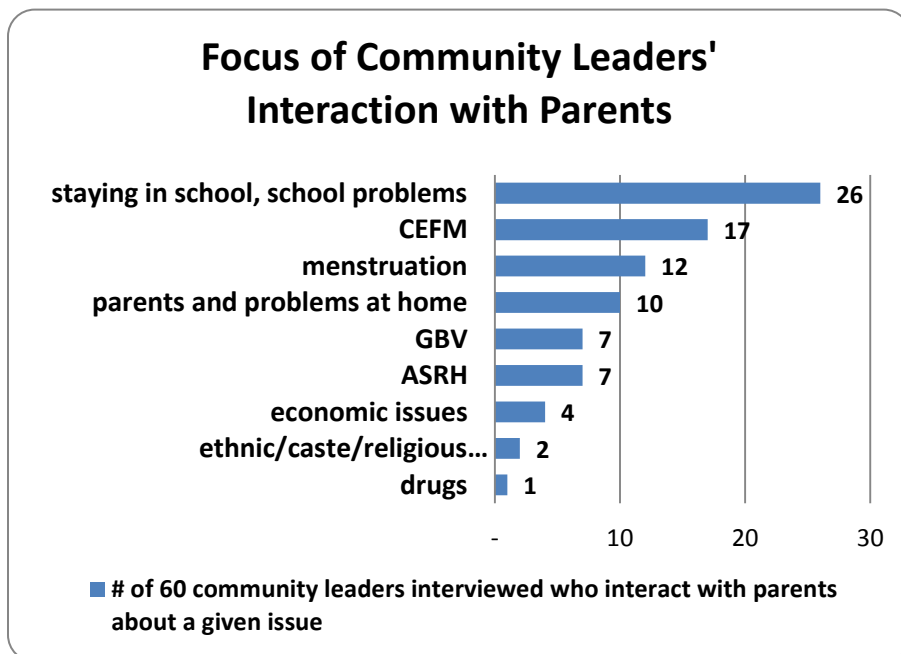
Menstruation

- *“Our program is still running and it has made it easier for the girls, especially for those whose homes are far away. Earlier, when there was no facility of providing the sanitary pads at school, girls had to leave their class or be gone for whole day if they had their periods in school, but now we provide it to them the pads in the school because of which they don't have to miss their classes.... We also conduct awareness programs in school with information that menstruation is a natural process and we should help and support our friends during their menstruation period because there are some boys who don't understand and tease girls.”*¹³⁷
(CBO, Sindhupalchowk)
- Practitioners are trying to hold discussions with parents that work to normalize menstruation, referring to it as a “gift” instead of a “curse,” as well as discussions about the adverse health effects of CEFM on girls and babies.¹³⁸

GBV

*“We discussed about issues like domestic violence [husband beating wife after drinking alcohol] and violence faced by women from their in-laws because of not being able to give birth to son.”*¹³⁹
(CAC, Baitadi)

Staying in school. A girls group in Surkhet has organized door-to-door campaigns to interact with parents on issues related to adolescents.¹⁴⁰

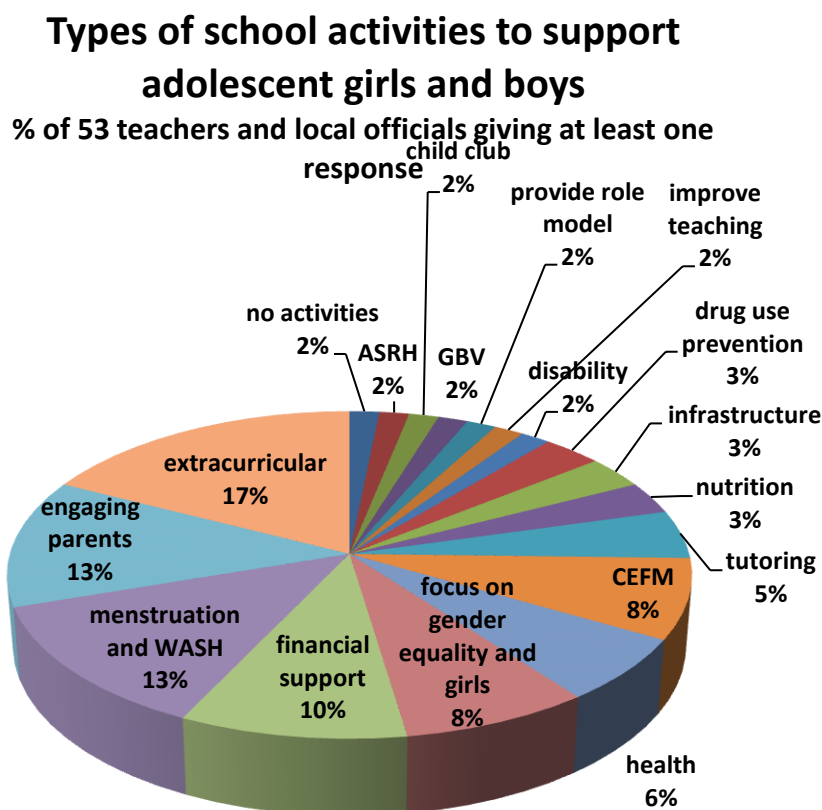


SCHOOL-BASED PROGRAMS AND ACTIVITIES TO HELP GIRLS AND BOYS STAY IN SECONDARY SCHOOL AND DO WELL

All local officials, school heads, and teachers had the opportunity to describe any programs and activities that a given school or schools have undertaken to address the difficulties that prevent girls and boys from attending school regularly and doing well. Of the 119 interviewed, 53, or 44%, gave a response, and these responses included stakeholders in all six districts and all but one VDC.

Generally, interviewees did not give and were not asked for details about the programs, so, for example, when stakeholders mentioned giving small funds to support students to purchase supplies or other kinds of financial support, we do not know how much support, how it is distributed, etc. Despite the lack of detailed explanations of programs and activities, four main themes emerged:

1. Gender equality and girls are not a salient focus in the school-specific activities of the fieldwork schools.



- Only five of the interviewees talked about the importance of having female teachers or gender focal teachers¹⁴¹ or being “gender friendly,”¹⁴² working against discrimination,¹⁴³ or “empowerment training for girls.”¹⁴⁴
- Extracurricular activities mentioned involve debates, “cultural activities,” and sports, but no activities directed at girls or to discuss gender issues were mentioned, with the exception of one school that ensures that boys and girls perform cultural activities together “to reinforce feelings of equality.”
- Schools reach out to parents about the importance of education generally, and individual students’ performance specifically, but none of the teachers and officials interviewed described specific school activities to talk with parents about girls’ education and the barriers facing girls.

2. Addressing menstruation, via distribution of pads and educating girls about menstruation, goes hand in hand with WASH activities creating “girl-friendly” toilets, separate toilets for girls and boys, and water access points in schools near toilets.
3. Awareness programs about CEFM are the most common school-based activity related to gender norms, along with those addressing menstruation and WASH.
4. Mentoring, skills building, and vocational training to strengthen adolescents’ chances of earning income and having self-confidence were not mentioned by any interviewees with respect to school-based activities.

COMMUNITY-BASED ACTIVITIES TO REDUCE THE DIFFICULTIES THAT ADOLESCENT GIRLS FACE WITH SCHOOLING

Teachers, CBOs and other community leaders, and local officials all were asked to give examples of how parents or other people from their community had tried to reduce the difficulties that adolescent girls face with their schooling and then to say which programs they thought were most effective. Most were able to describe one or more efforts in the community, indicating a high level of awareness about the problems girls face and strong desire to mitigate them.

At the same time, many of the activities people described, such as sponsoring extracurricular programs and school infrastructure projects, do not seem to be gender aware or gender sensitive. Nor are they as directly relevant to helping girls stay in school and do well as are programs to ease the burden of menstruation or awareness raising against child marriage, for example. Other activities that people mentioned—such as those to combat drug use—are either past activities or the activity of a single person, so, though they indicate awareness of a problem and good will, they are not appropriate for scaling up.

The 12 categories of activities are listed below, roughly in the order of their prevalence across the fieldwork districts and with examples of each type of activity described by stakeholders.

1. Scholarships and loan funds (all districts except Kapilvastu)

Baitadi, Dasrathchand Municipality. Former students established a scholarship fund for girls who stand first and for Dalits that benefits 4-5 girls.¹⁴⁵ The mothers group provides no-interest loans to poor students and collects donations,¹⁴⁶ and the SMC is planning a community fund to enable low-income students to purchase small items like pens and paper.¹⁴⁷

“We are planning to create a new fund at the local level for the students whose economic condition is weak. We will be collecting donations from those who want to help and create a new bank account for this purpose. This fund would be helpful for the students for their smaller issues like buying pen and pencil. We need to ask for help with everyone for this. There are different types of people in the society. We have to move ahead by convincing them.”¹⁴⁸

(SMC, Baitadi)

Nuwakot, Bidur. The women’s group works with the schools to provide funds for school supplies and prizes and awards to motivate students.¹⁴⁹ Several people also mentioned that NRDA, an automobile association,¹⁵⁰ and Ncell provide (or have provided) scholarships.¹⁵¹ A teacher emphasized that when students received books, they were less likely to drop out.¹⁵² In Thansen, the municipality provides support to poor families so their children don’t drop out of

school.¹⁵³

Sindhupalchowk. At least one school in Thulo Pakhar provides poor students with stationery,¹⁵⁴ and the forest users' committee organized cooperation among the school, political parties, and parents to support scholarships and provide stationery.¹⁵⁵

*"We informed political parties, school president, parents to convince boys and girls to continue their school. They should be sent to school anyhow. If children are threatened they don't go to school, they should be assured that going school is important. [Interviewer: What kind of assurance?] Children should be given assurance that there are scholarship schemes for them. The stationery will also be provided for them. They could be convinced this way. We even talked to president of school management committee about their problem."*¹⁵⁶

(CBO, Sindhupalchowk)

2. Awareness-raising about CEFM (all except Nuwakot)

Baitadi, Melauli. The PTA and school cooperate with the Women's Development Office to carry out awareness programs against CEFM and GBV.¹⁵⁷ The "Child Friendly Society" program in Dasrathchand Municipality addresses the impact of child marriage.¹⁵⁸

Kapilvastu, Taulihawa. Awareness programs have decreased CEFM.¹⁵⁹

Saptari (all 3 VDCs). In Rajbiraj, FCHVs and the WCF worked with mothers groups and the director of Public Health for family planning education and toward eradication of CEFM.¹⁶⁰ In Nargo, a teacher reported that SMC's anti-CEFM programs have decreased it,¹⁶¹ and in Maina Kaderi, the campaign was successful in engaging parents.¹⁶²

Sindhupalchowk. All three VDCs have some kind of awareness program. For example, in Chautara, there is a Bipat Byawasthapan Samiti (problem management committee) that holds monthly meetings and age-based groups to avoid problems like child marriage.¹⁶³ In Nawalpur, the secondary school collaborates with the health centers to address CEFM and ASRH.

Surkhet. Leaders in both Bidhyapur and Maintada reported that the VDC, CAC, and/or the WCF have worked with mothers groups or women's networks to implement awareness programs with street plays and talking to girls in school, but that "*despite counseling and awareness programs,*" CEFM persists.¹⁶⁴

3. Menstruation and WASH in Schools

Baitadi, Nuwakot, Sindhupalchowk, Saptari, and Surkhet.

At least one school community visited in each of these districts has addressed the challenges girls face with menstruation. Examples include the following:

- Building toilets, including "female-friendly" toilets, and installing water access¹⁶⁵
- Creating awareness of the need for better sanitation¹⁶⁶
- Provision of sanitary pads¹⁶⁷
- Separating bathrooms for girls and boys and better management of toilets, generally¹⁶⁸
- Educating girls about menstruation and addressing their health issues with pain and excessive bleeding¹⁶⁹

- Training VDC and school officials, teachers, and students about menstruation¹⁷⁰

These efforts were among those most likely to be cited as very successful, and as a whole, they evidence how addressing menstruation can both increase girls' school attendance and decrease health problems like pelvic inflammatory disease.¹⁷¹

4. Engaging parents

All districts. Teachers or community leaders in at least one school community in each district described organized efforts to engage parents in supporting their children's education.¹⁷² Two, in Baitadi, Shikharpur, and Kapilvastu, Bijuwa, were apparently successful in increasing secondary school retention.

5. Reducing dropout

Kapilvastu, Maharaigunji. Mothers groups and FCHVs discuss attendance and dropout issues,¹⁷³ and the WCF president reported adult literacy programs and Sambad Kendra (conversation center) for people who've dropped out to study and talk.¹⁷⁴

Nuwakot, Balkumari. A teacher related a successful past campaign:

"Once we had a campaign through this school that was... conducted in every ward of this VDC. During that campaign, we were successful to bring back some adolescents who had left school for 4 or 5 year. They were [girls] from the Tamang community.... At first, we brought the girls who were 13-14 years old. Later, we brought back some girls who were 15-16 years old. In this way, because of that campaign, we were successful in bringing back 7 or 8 students to school for the continuation of their education."¹⁷⁵

(Health Teacher, Nuwakot)

Sindhupalchowk, Nawalpur

"The women's network conducts home visits and other activities to reduce high dropout rates, but it has not been very successful so far."¹⁷⁶

(Women's Network, Sindhupalchowk)

6. GBV

Saptari, Maina Kaderi. Community leaders are creating a program for parents to highlight sexual violence and other challenges young girls face.¹⁷⁷ In Rajbiraj, the municipality office supports girls when they face harassment from boys and adult community members.¹⁷⁸

7. Girls' empowerment

Saptari, Rajbiraj. The WCF and municipality have supported formation of a Kishori (young women's) club.¹⁷⁹

"The citizens should be given awareness through the VDC. The women should be given an education. They should be taught about health, environment, sanitation, and they should also be taught how to speak and hold discussions effectively. Apart from that, any incidence of child marriage should also be reported. There have been talks of providing skills training to the adolescent girls, which includes making bamboo chairs, bangles, and incense sticks, but

*they haven't materialized yet.*¹⁸⁰
(WCF, Saptari)

8. Combating drug use

Baitadi, Dasrathchand Municipality. A headmaster recalled a successful drug awareness program that district police conducted several years before the interview.¹⁸¹

Kapilvastu, Taulihawa. A higher secondary school principal reported coordination with police to combat drug use.¹⁸²

Nuwakot, Balkumari. An SMC member helped enroll and mentor two boys who used drugs and are now role models.

*"Once there were two boys, one Janajati and other was Brahmin from Sundhara VDC. They were addicted. I enrolled them in school. Now one of them is owner of motorcycle workshop and another is getting higher education in Kathmandu. I even can spell their name."*¹⁸³

(SMC, Nuwakot)

9. Infrastructure

Kapilvastu. Teachers and community members managed to come together to construct female-friendly toilets and build disability-friendly buildings.¹⁸⁴

Nuwakot, Bidur and Thansen. An SMC member in Bidur emphasized that "a good school with materials and a concrete building" has motivated students to dress neatly and behave better. In Thansen, the higher secondary school had been closed, so parents and guardians are donating money and collecting wood to build a safer school environment with gate.¹⁸⁵

Sindhupalchowk. In Chautara, a new resource room for visually impaired students empowers these students,¹⁸⁶ and in Nawalpur, teachers, parents/guardians, and community members have advocated for new school buildings.

10. Improving teaching and tutoring

Although only 4 interviewees talked about coordination among SMCs, school administration, and teachers to improve teaching, they all emphasized that those efforts had been very successful.

Kapilvastu, Mahargunji. The SMC president said that teachers come to school more regularly because of their efforts.¹⁸⁷

Saptari, Nargho. The SMC's collaboration with school administration and teachers has resulted in more regular teacher and student attendance and improved academics.¹⁸⁸

Sindhupalchowk, Nawalpur. Teach for Nepal has been active, and teachers are running extra classes from early morning to late evening to improve access to and quality of education.¹⁸⁹

Surkhet, Bidhyapur. More boys are coming to school as a result of better teaching and regular teacher attendance.¹⁹⁰

Baitadi and Saptari. Some schools conduct extra classes to help students with coursework and study for exams.

11. Extracurricular activities to boost skills and confidence

Baitadi, Dasrathchand Municipality. The district child club chair emphasized the success of public speaking trainings.

“One of the students burst into tears while others laughed at him in the assembly. Now, the same students ask whether they are being taken to the training or not. So, we take them to the trainings. Those who could not speak yesterday are now speaking fluently. I am feeling very happy. Teachers are continuously focusing on it and telling the students, if you don’t speak then it will be difficult for yourself in future. Sir gave an example of a candidate of public service commission who was selected within top 10 in written exam but could not make it further as he could not speak at the interview. The incident made the students think about it. Even the intelligent students hesitate to speak. People have qualities and we help to bring that out. Even though they are good in studies they are not willing to speak. Those students are also doing well now. It makes us very happy when they come and inquire about their turn to speak in the order of their roll numbers.... It has been productive. It is in the initial stage. Two-three schools around us have started the same practice in their schools while attending our program and being informed by our teachers.”¹⁹¹

(Child Club, Baitadi)

Saptari, Nargho. The higher secondary school holds quiz contests, cultural programs, sports competitions, and games to encourage teachers and students and underscore the importance of education¹⁹² and awards prizes to motivate students to come to school regularly and perform well.¹⁹³

12. Employment skills for young people

Nuwakot, Bidur. In Nuwakot, the Prashikshan Kendra center teaches new skills to unemployed boys and girls.¹⁹⁴

Saptari, Nargho. The WCF has discussed providing skills training to adolescent girls, but has not yet done so.¹⁹⁵

RECOMMENDATIONS FOR STRENGTHENING EXISTING COMMUNITY- AND SCHOOL-BASED PROGRAMS

All community leaders, school and other local officials, and teachers were asked to consider all the programs and activities they’d described and to provide recommendations for just one or two to strengthen. Although very few people referred to specific programs or fleshed out their ideas with details, 109 of 199 people gave some kind of response, with the largest number addressing three areas:

Engaging parents. The largest group addressed parents’ lack of engagement in, and support for, adolescents’ educations and emphasized “getting parents more involved.” A smaller

number of cases specifically emphasized strengthening communication and collaboration among the SMCs, school administration, teachers, and parents. As one teacher explained,

“The school can invite the management committee, parents/guardians, teachers’ union and talk about the problems of sending students to the schools on a regular basis.”¹⁹⁶

(Teacher, Sindhupalchowk)

More funding for schools and scholarships. The next largest group of people focused on the need for more funding for schools, scholarships for students, poverty, and parents’ and families’ lack of financial means.

Structural problems with the education system. Many other people recommended addressing poor teaching, inadequate school infrastructure, high student/teacher ratios, and problems with rules about exams. Smaller numbers of people recommended addressing the following:

- Menstruation and WASH
- CEFM
- ASRH
- Skills and mentoring
- Tutoring
- Nutrition and meal provision
- Hostels for girls

These findings, like the findings about existing activities in schools and communities, suggest that it may be challenging to get key categories of stakeholders to focus on concrete, scalable strategies and activities to reduce some of the difficulties that girls face, specifically, given the breadth of existing concerns and interests.

XII. NGO AND GOVERNMENT ROLES

Barriers to implementing programs and policies

Often coupled with answers of “effective government programs” was the caveat that such programs did not go far enough, or that good policies were not necessarily implemented effectively. For example, one woman in Kapilvastu said that the government provides scholarships, but students are still unable to afford school supplies.¹⁹⁷ A DEO official in Saptari stated that, although the provision of free education was in the law, it is “*not implemented*.”¹⁹⁸ For policies regarding female-friendly environments, one DHO official in Surkhet said, “*The policies are good but not universally practiced*.”¹⁹⁹ Another Surkhet official said, “*In Nepal, there are more slogans rather than implementation*.”²⁰⁰

The following barriers were most often listed as obstacles in the way of effective implementation of good government program and policies:

Traditional societal beliefs and parents. The frustration with parents and their lack of awareness, education and motivation when it came to their daughters’ schooling was an oft-discussed theme across types of respondents, districts, and issues. District officials, like a Nuwakot WDO official, cited “*parents’ backward mentality*,” and ideas like “*What is the use of giving a daughter education? They are meant to leave home after marriage*.”²⁰¹ One DEO official in Surkhet bemoaned the lack of knowledge that parents have about their children’s education:

*“Parents must know what their roles and responsibilities are, but these values are not within most of the parents. In fact, most of the parents of our school do not know in which grade their child studies at, at what school, at what time does their school opens and closes, how many books have they taken, or have they taken any stationery items with them or not? Only what they do is, they feed and if their child head school at 9-9:30 they feel relieved. Our schools are secure for their children from 10 to 4 so they have no tensions to take. During that time, if they are at park, shops, or have been taking rest they think their children is at school. So they have no follow ups and are very relieved about their children spending time at school from 10 to 4. [Interviewer: That means they find school safe?] School is safe but they are so in relaxed that they think their children are at school and not somewhere else.”*²⁰²

(District Official, Surkhet)

“Poverty” was listed as a barrier across districts. The poverty mentioned referred to issues like a lack of suitable study conditions (at school and home) and an idea that education was simply not a priority in impoverished families and communities.

Issues related to local political systems or politicians. These were mentioned multiple times. The idea that politicians are corrupt, inept, and simply do not care about issues of education was common. In Saptari, a DDC official said there is no politician with the “*mindset of bringing low levels of people forward*.”²⁰³ In instances of CEFM, a DEO official in Saptari said, “*Political leaders support the family and do not allow police to take action*.”²⁰⁴

Coordination with madrasas. In one area of Kapilvastu, one DEO official expressed frustration over education at the local madrasa.

“We have been unable to bring Muslim girls to general schools.... We have not been able to reach these schools, nor do we have any monitoring mechanism or access.... The coordination can be carried out only until the primary level.”²⁰⁵
(District Official, Kapilvastu)

Challenges implementing programs

Barriers faced by I/NGOs were often similar to those discussed by district officials. Listed below are the main challenges that organizations found most often while doing their work and implementing their programs.

Politicians/political barriers. Respondents explained the difficulties that existed when politicians followed their own agendas instead of working with organizations.

- In Baitadi, a UNFPA staff member said that the SMCs were made “ineffective” due to politicization, and political parties made decisions on infrastructure based on bias.²⁰⁶
- In Nuwakot, a representative of the Child Welfare Society, a UK-based organization that works with street children, said, “*Political parties do not care about children or their futures.*”²⁰⁷

Cultural/traditional barriers. Multiple respondents, including the president of the Women Association for Marginalized Women, a Peace Corps volunteer, and a program officer for Child Workers in Nepal, cited local traditions and ways of life as challenge that can prevent project success. A representative of the Environment Defense Society in Surkhet gave the example that when organizations or campaigns try to dissuade people against chaupadi practices, communities feel as if their traditions and religions are under attack.²⁰⁸

Lack of interest/motivation. Some I/NGO respondents found that, despite program planning and execution, stakeholders (including parents, adolescents and other community members) simply are not engaged as was anticipated. Poverty was one issue mentioned by a representative of the Youth Empowerment Program, a Nepalese NGO focused on engaging young people as volunteers. In Saptari, where the respondent worked, they found that adolescent girls found it “*more important to conserve their stomach*” than to form the youth clubs envisioned.²⁰⁹ In a Surkhet interview with RTI International, an INGO focused on development issues like health and education, the respondent lamented the lack of enthusiasm from teachers, saying that they do not apply concepts learned from training in classrooms: “*No matter how many trainings completed, if they don’t follow the method and have a positive attitude, then that limits success.*”²¹⁰

Recommendations to scale up own I/NGO activities

I/NGO respondents were asked to discuss which activities they would strengthen or improve in their own programming. There are four main kinds of recommendations:

1. In Kapilvastu, stakeholders, like the president of the Siddhartha Social Development Center and a representative from CARE Nepal, would like to see the UDAAN program increase its capacity.

2. A variety of organizations reported that they would like to develop more “awareness programs” in areas like gender stereotypes and norms, cultural and traditional practices that negatively affect girls, CEFM and ASRH. Many of these programs would be geared toward parents.
3. In Saptari, the Safer Migration Project organization representative said that they would like to focus more on creating a long-term program for migration-linked school dropout.²¹¹
4. An increase in vocational, job training, and income-generation programs for girls especially was discussed by multiple stakeholders across districts.

XIII. MEDIA AS A SOURCE OF INFORMATION

The field research addressed adolescents’ use of media as a source of information in two primary ways. First, adolescents in FGDs were asked “*Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as chaupadi, early marriage, etc.?*” and, separately, “*In your community, where can you get information about adolescent sexual and reproductive health?*” Second, all adults were asked about their perceptions of adolescents’ sources of information regarding GBV and ASRH.

Researchers also asked FGDs and interviewees where adolescents can learn about scholarships and training. Although only 4% of focus groups and interviewees cited media as a source of information about opportunities, a handful of adults brought up media in the context of early marriage and their perceptions that social media, accessed via mobile phones and internet, has contributed to a rise in elopement.

The findings from the FGDs and stakeholder interviews are complemented by an online interview conducted with a BBC Media Action staff person about the findings from the organization’s forthcoming 2016 Global Grant Governance Survey in Nepal²¹² and media approaches to addressing barriers to girls’ education. The survey covered 25 districts and provides information both about media access and about which media provide respondents’ main sources of information. It included a small sample of 15-year-old girls and boys (31) and a substantial number (517) of 16-19-year-olds. Findings are disaggregated by sex, by rural and urban dwellers, and by five large ethnic/caste/religious groups: Muslims, Madhesi, Dalit, Janajati, Chhetri, and Brahmin.

ADOLESCENTS’ ACCESS TO MEDIA: GENDER GAPS IN ACCESS TO INTERNET AND NEWSPAPER

BBC Media Action Global Grant Governance Survey			
Media access	All 16-19 yrs	Female	Male
Access to TV	88%	87%	89%
Access to Radio	96%	95%	98%
Access to internet	57%	45%	69%
Access to mobile phone	98%	99%	98%
Access to newspaper	65%	58%	73%
Total	517	not given	

While the AGF fieldwork addressed adolescents’ use of media for information related to GBV and ASRH, it did not directly address the critical issue of adolescent girls’ and boys’ media access. All of the data in this section come from the BBC Media Action 2016 Global Grant Governance Survey in Nepal.

On average, BBC Media Action found that the overwhelming majority of both 16-19-year-old girls and boys has access to radio (95% and 98%) and mobile phones (99% and 98%), and a substantial majority (87% and 89%) has access to television. Disturbingly, however, there are substantial gender gaps between 16-19-year-old adolescent girls’ and boys’ access to both internet and newspaper. While fewer than half (45%) of adolescent girls, on average, can access internet, more than two thirds (69%) of boys the same age reported having access to internet. With respect to newspaper access, only 58% of girls reported having access, compared to 73% of boys.

The gender gap with respect to internet access is even more disturbing in the context of the overall growth trends in Nepal. The number of internet users has increased exponentially in the past two decades—from less than 50 users in 1995 to 11.98 million users in 2015.²¹³ BBC Media Action’s 2016 research shows that young people are driving this growth: Internet access ranged from an average high of 57% among 16-19-year-olds to just 28% among people 26 and older. Yet the research also shows that, although 20-25-year-old women’s internet access is more than double that of women 26 and older—46% compared to 21%—girls 16-19 do not increase their internet access beyond that, dropping slightly to 45%. In contrast, boys 16-19 continue to increase their media access in comparison to girls and to boys and men in other age groups; they jump to an average of 69% internet access from 65% among 20-25-year-olds and only 35% among men 26 and older.

BBC Media Action Global Grant Governance Survey		
Access to Internet		
	Female	Male
15 yrs	38%	33%
16-19 yrs	45%	69%
20-25 yrs	46%	65%
26+	21%	35%

The data about 15-year-olds raises more questions than it answers, because the sample of 31 surveyed across all 25 districts is not large enough from which to draw reliable conclusions. Internet access appears to be substantially lower among 15-year-olds than among 16-19-year-olds—an average of 37% compared to 57%. However, the gap between girls and boys is substantially smaller—an average of 38% among girls compared to 33% among boys. This suggests the importance of examining two research questions in further depth:

1. What causes the gender gap in internet access between adolescent girls and boys?
 - What proportions of girls and boys age 15 and younger have internet access? Is it relatively equal? Why?
 - Is something happening at puberty or as girls enter older adolescence, around the ages of 14-16, that causes their internet access to be restricted in ways that boys' access is not? Why?
2. What are the consequences of a gender gap in internet access among adolescent girls and boys?

ADOLESCENTS' USE OF MEDIA AS A SOURCE OF INFORMATION

AGF fieldwork findings

1. Radio/FM (89%)
2. Television (66%)
3. Magazines and newspapers (36%)
4. Internet (generally) (32%)
5. Facebook (19%)
6. Posters/pamphlets (17%)
7. Mobile phones (15%)

Among the 56 FGDs, 47 (84%) of the groups reported seeking information via the media about either GBV, ASRH, or both, with radio being most commonly cited among both girls and boys and in rural, semi-urban, and urban areas.

“UNFPA and other organizations have been supporting radio programs targeting adolescents. Kishori Meri Saathi [Adolescent Girl, My Friend] and Balika Dulahi Hoina [Child is not a Bride] are played by Ninglashaini FM. Kishori Saathi is another program.”²¹⁴

(Child Club, Baitadi)

Breaking it down, 8 groups (14%) did *not* report using media as a source of information related to GBV, and 16 (29%) did *not* report using media as a source of information related to ASRH. All of the groups responded to at least one of the questions related to sources of information. However, six (6) groups, including four Awadhi-speaking groups in Kapilvastu, were not asked about sources of information related to GBV,²¹⁵ and another Awadhi-speaking group in Kapilvastu was not asked about sources of information related to ASRH.²¹⁶

Apart from media, teachers, peers, text books, street dramas, plays, community leaders, health posts, and general word of mouth are other sources of information for adolescents related to GBV and ASRH, and these are covered in the GBV and ASRH sections above, respectively. Many respondents reported that various government institutions and NGOs have been providing information about different issues via “awareness campaigns” in schools and communities that combine street drama, posters and pamphlets, and interactions through various clubs like child, youth, and mothers groups. Respondents reiterated that these community-level sources of information are helpful, especially among rural populations where access to media is more limited.

BBC Media Action findings

BBC Media Action's findings reinforce the AGF findings with respect to the salience of radio, television, internet, and mobile phones as sources of information among adolescents. Among all the 16-19-year-olds surveyed by BBC Media Action, 71% cited radio, followed by 62% citing television, 30% citing internet, and 5% citing mobile phones. Photo messages and animated videos also are common media for adolescents, although it is unclear to what extent they use these media for communicating or accessing information. Given that 98% of 16-19-year-olds have access to mobile phones, it is striking that only 5% reported using them as a source of information. This suggests that mobile phones largely serve adolescents for communication and entertainment purposes.

Some respondents said that radio and TV programs like "Samakon" and "Saathi Sanga Manka Kura," ("Chatting with the Best Friend") produced by UNICEF to allow teens to ask questions and talk about their challenges, provide information on different issues to the public, including adolescents. A few adults also reported that these programs increased their knowledge.

There are two interesting differences between the AGF focus group participants and the broad group of 16-19-year-olds surveyed by BBC Media Action:

- Higher average radio use. 89% of AGF FGDs reported using radio as a source of information regarding GBV and/or ASRH, compared to 71% of BBC Media Action 16-19-year-olds using media as a general information source.
- Higher average internet use. 15% of AGF FGDs reported using mobile phones as a source of information regarding GBV and/or ASRH, compared to 5% of 16-19-year-olds surveyed by BBC Media Action that reported using media as a general source of information.

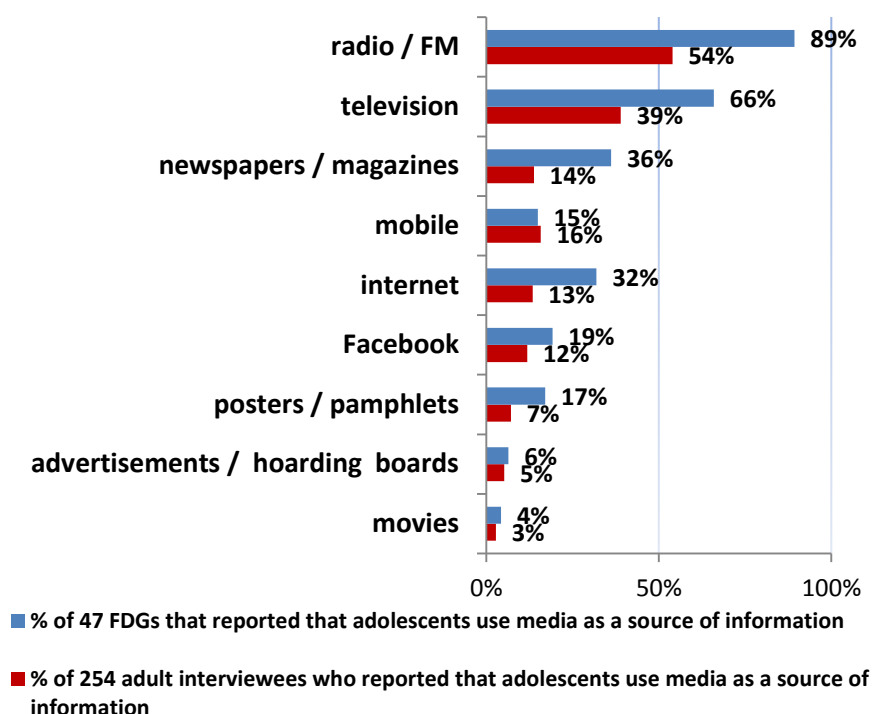
It is possible that the higher reported informational use of radio and mobile phones among the AGF focus groups compared to the average reported by BBC Media Action among 16-19-year-olds is because younger adolescents use radio and/or mobile phones in higher proportion than older adolescents. The AGF FGDs included 10-14-year-olds and 15-year-olds, while BBC Media Action's survey primarily included only 16-19-year-old adolescents. It is also possible that there are differences specific to the six (6) districts included in the AGF sample or to the mix of in-school and out-of-school girls and boys selected for the AGF focus groups. It is important to underscore that the AGF sample of adolescents is not statistically representative and included only six (6) districts, compared to 25 districts in the BBC Media Action Global Grant Governance Survey.

Mobile phones and elopement

Both the AGF fieldwork and the BBC Media Action survey results suggest that mobile phones are not as significant a source of information for adolescents as adults believe them to be. Adult interviewees reported that adolescents use mobile phones (16%) and Facebook (12%) in about the same proportions as they use magazines and newspapers (14%) and internet (13%). In contrast, adolescent groups reported using mobile phones only about half as much as they reported using magazines and newspapers: 15% and 19% for phones and Facebook compared to 36% and 32% for magazines and newspapers.

Media sources that adolescents use for information

Adolescents' own responses vs. adults' perceptions



Adult stakeholders also seem to have underestimated posters and pamphlets as information sources of continuing value to adolescents. While similar proportions of adolescent groups cited using posters and pamphlets (17%) as cited using Facebook (19%), only 7% of adults noted them a source of information to adolescents.

Because mobile phones have become so popular among adolescents at the same time that underage

elopement appears to be a growing trend, throughout the interviews parents, teachers, and community leaders blamed mobile phones not only for elopement, but also for other bad habits like drug use and distraction in school.

“Facebook and mobile phones can lead to elopement. A recent case was of two girls (ages 15 and 17) running away to elope after talking with boys over social media and phone. Some students are distracted in class and from their studies by mobile phones and social media.”²¹⁷

(Head Teacher, Nuwakot)

Many believe that excessive mobile phone use can weaken the education of adolescents.

GENDER GAPS AND DIFFERENCES AMONG RURAL, SEMI-URBAN, AND URBAN ADOLESCENTS' USE OF MEDIA AS AN INFORMATION SOURCE

Gender gaps in media use mirror gaps in internet access

BBC Media Action Global Grant Governance Survey		16-19 yrs	
Main source for information	All 16-19 yrs	Male	Female
TV	62%	64%	60%
Radio	71%	70%	72%
Internet	30%	36%	24%
Mobile	5%	8%	3%

Among girls FGDs, a majority reported that their main sources of information are FM radio, television, mobile phones, and for some, internet. Boys in the FGDs also reported that their main sources of information are FM radio, television, and mobile phones. However, in contrast to girls, many boys emphasized that they use internet to get information. This mirrors the gaps between girls and boys in the access to internet—you can't use what you can't access.

Differences among rural, semi-urban, and urban adolescents' use of media as an information source

AGF fieldwork findings

Among FGD participants, school-going girls were more informed and knowledgeable about media in the urban areas compared to girls in the rural areas, and they also had access to a wider range of sources of information. Among girls who had dropped out of school, their access to and knowledge of media were very limited, with some of the girls unable to think of a response to the questions.

Considering both FGD and interviewees' perceptions of adolescents' media use, the following specific conclusions are reasonable to make about the six case study districts, given the way the data was collected and the diversity of respondents:

- Radio and television remain the most important sources of information for adolescents regarding GBV and ASRH, regardless of location within the six districts.
- Magazines/newspapers and mobile phones are the next most commonly cited sources of information across all locations and seem about half as important as radio and television. However:
 - In the six semi-urban case study locations, magazines and newspapers seem less important than they do in urban and rural areas.
 - In the six urban case study locations, the FGDs and interviewees, including district officials and district I/NGOs, perceived mobile phones to be less important than they did in semi-urban and rural areas.
- Internet is seen as a more important source of information for adolescents among urban FGDs and interviewees than among semi-urban and rural groups.
- Facebook, posters/pamphlets, etc. do not appear to be substantially different in terms of their importance as information sources among rural, semi-urban, and urban adolescents.

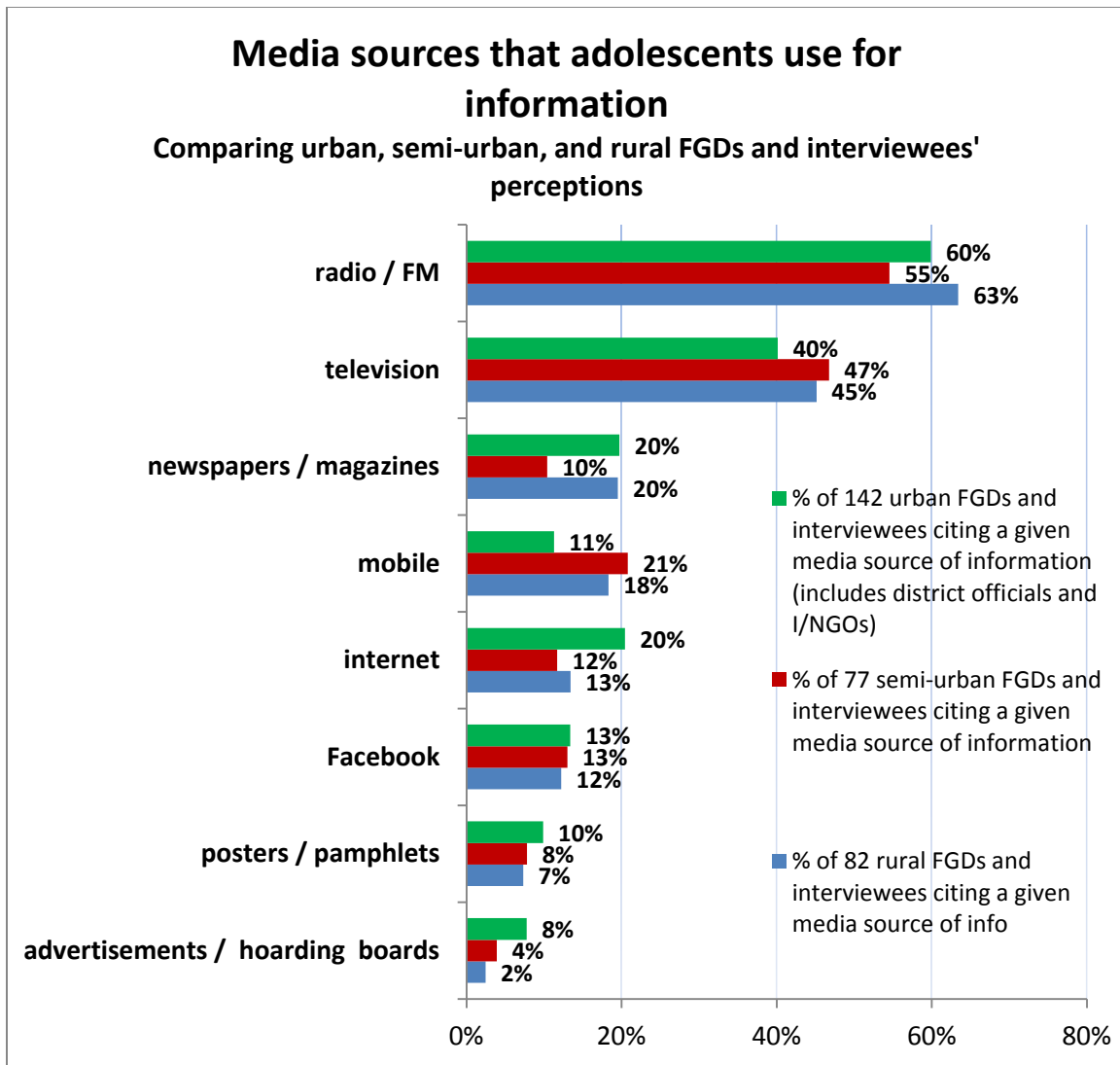
- Families of migrant workers, including adolescent children, more commonly have access to and use information and communication technology more than their peers, regardless of their location in a rural, semi-urban, or urban area.

BBC Media Action findings

The BBC Media Action findings provide more context and validate the AGF fieldwork findings.

BBC Media Action Global Grant Governance Survey		16-19 yrs	
Main source for information	Urban	Rural	
TV	76%	59%	
Radio	67%	72%	
Internet	44%	26%	
Mobile	8%	5%	

- Internet. Most importantly, they confirm that the internet is a more important source of information among urban adolescents than among rural adolescents. Among 16-19-year-olds surveyed, 44% of urban youth use internet as a source of information compared to only 26% of rural youth.
- Radio. The BBC Media Action findings, like the AGF findings, show that radio is important to roughly two-thirds or more of both rural and urban youth, with slightly greater use of radio as an information source among rural youth.
- Mobile phones. The findings also confirm that mobile phones have the lowest importance as an information source compared to other media among both rural and urban adolescents.
- Television. There is one area of difference that would need further examination were any use of television to be considered as a medium for communication with adolescents. The AGF stakeholders in rural, semi-urban, and urban areas all perceive television to be important as an informational media source for adolescents, and based on the research methodology, it is not possible to conclude that the small differences in proportion—from 45% among rural groups to 47% among semi-urban groups to 40% among urban groups—are significant. However, the BBC Media Action findings indicate a more substantial gap between use of television among rural and urban 16-19-year-olds, with only 59% of rural youth saying that they use television as a source of information compared to 76% of urban youth.



ETHNIC, CASTE, AND RELIGIOUS DIFFERENCES IN USE OF MEDIA AS AN INFORMATION SOURCE

The AGF fieldwork did not generate findings related to ethnic, caste, or religious differences in adolescents' use of media as a source of information. However, the BBC Media Action findings show that, on average, Muslim, Madhesi, and Dalit youth 16-19 are not using media as a source of information as much as their Janajati, Chhetri, and Brahmin peers.

Muslim youth

- Muslim youth have the lowest proportions of radio and internet use among their peers, using radio at about half the average proportion—37% compared to 71%—and internet at under one-third of the average proportion—9% compared to 30%.
- They have zero reported use of mobile phones for information compared to the average of 5% among their peers.

- They use television in higher proportion (55%) than Dalit (48%) and Madhesi youth (39%), but in lower proportion than Janajati (64%), Chhetri (64%), and Brahmin youth (73%).

Madhesi youth

- Madhesi youth have the lowest proportion of informational television use among their peers—39% compared to 48% among Dalits, who have the next highest usage rates, and 73% among Brahmins, with the highest usage rates.
- They have the second lowest proportion of internet use, at 20% compared to the average of 30% and Brahmins with the highest usage rates of 51%.

BBC Media Action Global Grant Governance Survey							
Main source for information	All 16-19 yrs	Brahmin	Chhetri	Janajati	Dalit	Madhesi	Muslims
TV	62%	73%	64%	64%	48%	39%	55%
Radio	71%	74%	81%	71%	62%	65%	37%
Internet	30%	51%	30%	26%	23%	20%	9%
Mobile	5%	5%	8%	5%	7%	6%	0%

Dalit youth

- Dalit youth have the second lowest proportion of informational television use—48% compared to 39% among Madhesis (the lowest) and the average of 62%.
- They have the third lowest proportion of internet use at 23% compared to 20% among Madhesis (the next lowest) and the average of 30%.
- They have the second highest use of mobile phones for information—7% compared to the average of 5% and 0% among Muslim youth.

Janajati youth

- Janajati are about average in their informational media use.

Chhetri youth

- Chhetri youth have the highest informational radio use—81% compared to the average of 71% and 37% among Muslim youth, who have the lowest use.
- They have the highest informational use of mobile phones -- 8% compared to the average of 5%.

Brahmin youth

- Brahmin youth have the highest informational television use—73% compared to the average of 62% and 39% among Madhesis.
- They have by far the highest informational use of internet—51% compared to the average of 30% and 9% among Muslims, with the lowest proportion.

-
- 1 FGD_KV_InSchool15-19GirlsMadarsaBijuwa_29.01.17_Awadhi
 - 2 Multiple Indicator Cluster Survey 2014, p 168.
 - 3 School Census Flash Report I, 2015-016, Annexes XIII-XVI and XXX, and Population Atlas of Nepal, 2014, Table 4.1, p. 246
 - 4 School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_ PRD_2072
 - 5 School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072
 - 6 School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_ PRD_2072
 - 7 School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_ PRD_2072
 - 8 School Census Flash Report I, 2015-016, Annexes Anx_XXX_D-E_PSL-SS Average Marks_2013-2014_F
 - 9 2011 Census Table 25: Population aged 5 years and above by literacy status by sex and district and Population Atlas of Nepal, 2014, Tables 4.1 (page 246)
 - 10 Nepal Social Inclusion Survey 2012, Table 7.2 (pages 248-251)
 - 11 Nepal Social Inclusion Survey 2012, Table 7.3 (pages 251-254)
 - 12 Population Monograph Vol II - Social Demography, Annex 1.3, p. 40-43
 - 13 The source of the data School Census Flash Report I, 2015-016, Annex XVI-C
 - 14 The source of the data is Population Monograph of Nepal, Volume 1 - Demographic Analysis, Table 4.5, p 79
 - 15 The source of the data is Population Monograph of Nepal, Volume 2 - Social Demography, Annex 4.9, p. 167-168
 - 16 The source of the data National Population and Housing Census 2011, Table 19, p. 131
 - 17 *Nepal Social Inclusion Survey 2012*, p 20.
 - 18 Nepal Social Inclusion Survey 2012, p 20 and Tables 7.21 - 7.29 (pages 274-282)
 - 19 Data for all of these bullets regarding spousal and community violence is from the Nepal Social Inclusion Survey 2012, p 142-148.
 - 20 Nepal Social Inclusion Survey 2012, p 20 and Tables 7.21 - 7.29 (pages 274-282)
 - 21 FGD_SHK_15-19 Out of school Girls_29.01.17
 - 22 KII_NWKT_Bidur_Shakti Samuha_08.02.17
 - 23 KII_BT_HeadmasterMel_31.01.17
 - 24 KII_SUR_Birendranagar_WDO_ChildProtectionOfficer_10.02.17
 - 25 DHO, Kapilvastu – get file name
 - 26 KII_SHK_NP_WCF_4.02.17
 - 27 KII_BT_CACBaitadi_29.01.17
 - 28 FGD_KV_Boys15-19JanakihigherSecSchoolMaharajgunj_31.01.17
 - 29 FGD_BT_10-14GirlsShikharpur_02-02-17
 - 30 KII_SHK_TP_FCHV_31.01.17
 - 31 KII_KV_MaharajgunjVDC Secretary_31.01.17
 - 32 KII_SAP_MK_ChildClubMember_16.02.17
 - 33 FGD_BT_15-19_outofschoolgirls_Mel_02-02-17

34 KII_BT_Nagariksachetnakendra_Mel_01-02-17

35 FGD_SAP_MK_ChumanhariMaBi_10-14inschoolGirls_15.02.17,
KII_SAP_Rajbiraj_RajdeviMaBi_FemaleParent_09.02.17,
KII_SUR_Maintada_WomanParent_NeRaMaBi_11.02.17, FGD_SAP_Nargho_JantaHSS_15-
19inschoolboys_13.02.17

36 FGD_SAP_Nargho_JantaHSS_15-19inschoolgirls_13.02.17, FGD_SAP_Nargho_JantaHSS_10-
14inschoolboys_13.02.17

37 FGD_BT_10-14 InSchoolBoysMel_31.01.17

38 KII_BT_Mother'sGrp_Mel_31-01-17

39 FGD_BT_15-19inschoolgirls_Mel_31.01.17

40 KII_SHK_DEO_26.01.17

41 FGD_SAP_MK_OutofSchoolGirls_17.02.17

42 FGD_SAP_MK_ChumanhariMaBi_15-19inschoolboys_15.02.17

43 FGD_NWKT_Balkumari_KalyanSS_15-19Boys_12.02.17

44 KII_SAP_Rajbiraj_RajdeviMaBi_HeadSir_09.02.17_Maithali

45 FGD_NWKT_Thansen_MahendraHSS_10-14Girls_16.02.17

46 FGD_SHK_NP_NawalpurMavi_InSchoolGirls15-19_2.02.17

47 FGD_SUR_Maintada_OutofSchool15-19 Girls_11.02.17

48 KII_BT_ManParents_SHK_02-02-17_ENG

49 FGD_SAP_MK_ChumanhariMaBi_10-14inschoolGirls_15.02.17

50 KII_SUR_Birendranagar_BhairabMaViWomanParents_08.02.17

51 KII_SUR_Bidhyapur_ManParent_BidhyaJyotiHS_13.02.17

52 FGD_BT_15-19inschoolgirls_Mel_31.01.17

53 FGD_KV_Inschoolgirls15-19JanakihigherSecSchoolMaharajgunj_31.01.17

54 KII_KV_LIDOProgramCoordinatorSunita_26.01.17

55 FGD_B KII_SUR_Birendranagar_BhairabMaVi_ManParent_08.02.17 T_10-
14outofschoolgirls_29.01.17

56 FGD_SAP_MK_ChumanhariMaBi_15-19inschoolboys_15.02.17

57 FGD_NWKT_Thansen_MahendraHSS_10-14Girls_16.02.17

58 KII_SUR_Birendranagar_BhairabMaViWomanParents_08.02.17

59 KII_SUR_Birendranagar_BhairabMaVi_ManParent_08.02.17

60 KII_SAP_Rajbiraj_RajdeviMaBi_FemaleParent_09.02.17

61 KII_SHK_CBO_SAATHI_28.01.17

62 INSERT

63 KII_SUR_Birendranagar_NGO_RTI_CoordinatorEGRP_09.02.17

64 FGD_BT_10-14outofschoolgirls_29.01.17 and FGD_BT_15-19outofschoolgirls_Mel_02-02-17

65 FGD_BT_15-19InSchoolBoysMel_31.01.17

66 KII_SUR_Birendranagar_NGO_RTI_CoordinatorEGRP_09.02.17; FGD_BT_10-

14outofschoolgirls_29.01.17 and FGD_BT_15-19outofschoolgirls_Mel_02-02-17; FGD_BT_15-19InSchoolBoysMel_31.01.17; KII_BT_WCO_Patan_03-02-17_ENG;
KII_SUR_Birendranagar_CLC_14.02.17; KII_SUR_Birendranagar_FEDO_17.02.17;
KII_SUR_Maintada_ParentsMan_NeRaMaBi_10.02.17; KII_SAP_MK_ChildClubMember_16.02.17;
KII_SHK_NP_Nawalpur school_WomanParent_4.02.17;
KII_NWKT_Bidur_ChildWelfareSociety_09.02.17; KII_SUR_Maintada_HealthWorker_11.02.17;
Maintada_RPO_17.02.17; FGD_SUR_Maintada_10-14Boys_NeRa;
KII_NWKT_Bidur_ChildWelfareSociety_09.02.17; FGD_NWKT_Bidur_UnitedLS_10-14Boys_10.02.17;
KII_SUR_Birendranagar_CLC_14.02.17; FGD_NWKT_United School_10-14 girls_10.012.17;
KII_SUR_Birendranagar_CWINPrgmOfficer_15.02.17; KII_SHK_NP_Nawalpur
school_WomanParent_4.02.1; KII_SAP_Nargho_JantaHSS_HeadSir_13.02.1;
KII_SHK_NP_NawalpurMavi_ManParent2_4.02.17; KII_SHK_NP_Nawalpur Mavi_ManParent1_4.02.17;
KII_SHK_NP_VDC_4.02.17; KII_NWKT_Bidur_UnitedLS_SMC_10.02;
KII_SAP_Rajbiraj_RajdeviMaBi_HeadSir; KII_SAP_Nargho_WCF_14.02.17;
KII_NWKT_Bidur_UnitedLS_SMC_10.02.17; KII_NWKT_Bidur_UnitedLS_SMC_10.02.17;
KII_NWKT_Bidur_KCDCSuhara_10.02.17; KII_KV_Suhara_3.02.17;
KII_NWKT_Bidur_ChildWelfareSociety_09.02.17

67 KII_SHK_NP_Nawalpur Mavi_ManParent1_4.02.17

68 FGD_NWKT_Balkumari_KalyanSS_15-19Boys_12.02.17

69 FGD_SAP_Nargho_JantaHSS_15-19inschoolboys_13.02.17

70 FGD_SUR_Bidhyapur_15-19Girls_BidhyaJyotiHS_13.02.17

71 FGD_SAP_Nargho_JantaHSS_15-19inschoolgirls_13.02.17

72 KII_BT_WomanParent_Das_29-01-17

73 NGO (Row #69: KII_BT_CareNepal_28.01.17)

74 CBO (Row#22, KII_SHK_TP_WomensNetwork_1.02.17)

75 FGD_SHK_15-19 Out of school Girls_29.01.17

76 FGD Girls10-14, Kapilvastu.

77 FGD_BT_10-14_InSchoolBoysMel_31.01.17

78 FGD_BT_15-19inschoolgirls_27.01.17

79 FGD_NWKT_Balkumari_KalyanSS_15-19Girls_12.02.17

80 FGD_KV_Boys15-19JanakihigherSecSchoolMaharajgunj_31.01.17

81 KII_SHK_NP_CBO_ChildNepal_4.02.17

82 FGD_SAP_MK_ChumanhariMaBi_10-14inschoolGirls_15.02.17

83 FGD_NWKT_United School_10-14 girls_10.012.17

84 FGD_NWKT_Balkumari_KalyanSS_15-19Girls_12.02.17

85 FGD_SHK_Bandevimavi_15-19Boys_27.01.17

86 FGD_SHK_Bandevimavi_15-19Boys_27.01.17

87 FGD_SHK_Bandevimavi_15-19Boys_27.01.17

88 FGD_BT_10-14inschoolgirls_27.01.17

89 KII_BT_SMCBaitadi_29.01.17

90 KII_BT_Districtchildclubchairperson_28.01.17

91 KII_SUR_Bidhyapur_WomanParent_BidhyaJyotiHS_16.02.17

-
- 92 FGD_SAP_Rajbiraj_RajdeviMaBi_10-14InSchoolGirls_09.02.17
- 93 FGD_SUR_Bidhyapur_15-19Girls_BidhyaJyotiHS_13.02.17
- 94 FGD_NWKT_Balkumari_KalyanSS_15-19Girls_12.02.17
- 95 FGD_BT_15-19inschoolgirls_Mel_31.01.17
- 96 FGD_BT_15-19InSchoolBoysMel_31.01.17
- 97 FGD_SAP_MK_ChumanhariMaBi_10-14inschoolGirls_15.02.17
- 98 FGD_NWKT_United School_10-14 girls_10.012.17
- 99 FGD_SAP_MK_OutofSchoolGirls_17.02.17
- 100 FGD_SHK_Bandevi Mavi_Girls 10-14_27.01.17
- 101 FGD_SHK_Bandevi Mavi_Girls 10-14_27.01.17
- 102 FGD_NWKT_Thansen_MahendraHSS_10-14Girls_16.02.17
- 103 FGD_SHK_NP_Nawalpur_Mavi_inshhoolgirls10-14_3.02.17
- 104 KII_BT_HealthTeacher_Mel_31-01-17
- 105 KII_BT_HeadTeacher_SHK_02-02-17
- 106 KII_SAP_Nargho_JantaHSS_HeadSir_13.02.17
- 107 This includes, for now, the wrongly categorized person. SMC2 in Baitadi.
- 108 KII_BT_SMCBaitadi_29.01.17
- 109 KII_SHK_Chautara_WardSecretary_31.01.17
- 110 KII_KV_MaharagunjVDCSecretary_31.01.17
- 111 KII_SHK_NP_WCF_4.02.17
- 112 KII_SAP_Rajbiraj_WCF_11.02.17
- 113 The Maharakgunj health post officer in charge described the following services for adolescents: a one-time health program at schools; Friday peer group for adolescents from 1 pm-3 pm; information and check-ups, divided by gender; peer groups covering topics like CEFM, ASRH.
- 114 KII_KV_BuddhaPadma_HeadTeacher_26.01.17
- 115 KII_SAP_Nargho_JantaHSS_HeadSir_13.02.17
- 116 KII_NWKT_Thansen_MahendraHSS_HeadTeacher_16.02.17
- 117 KII_SHK_Bandevi School_Principal_26.01.17
- 118 KII_SHK_TP_WCF_31.01.17
- 119 KII_SUR_Bidhyapur_HealthPostIncharge_16.02.17
- 120 KII_KV_PubicHealthOfficerMaharajgunj_31.01.17
- 121 KII_SHK_TP_FCHV_31.01.17
- 122 KII_SUR_Birendranagar_PTA_BhairabMaVi_8.02.17
- 123 KII_BT_Mother'sGrp_Mel_31-01-17
- 124 KII_SHK_TP_WomensNetwork_1.02.17
- 125 KII_NWKT_Bidur_FemaleGroup_11.02.17

126 80 community leaders were interviewed, but 4 interviewees have more than one role, which brings this total to 84.

- 127 KII_NWKT_Thansen_ChildClub_16.02.17
- 128 KII_KV_FCHVMaharajgunj_28.01.17
- 129 KII_SHK_NP_Women's Network_4.02.17
- 130 KII_SHK_NP_ChildClubMember_3.02.17
- 131 KII_SHK_NP_NawalpurMavi_MHMC.washclubpresident_3.02.17
- 132 KII_SHK_NP_Women's Network_4.02.17
- 133 KII_BT_Mother'sGrp_Das_29-01-17, KII_BT_CBOS.FCHV_Mel_01-02-17
- 134 KII_BT_CACBaitadi_29.01.17
- 135 KII_BT_Nagariksachetnakendra_Mel_01-02-17
- 136 KII_SAP_Nargho_ChildClubPresident_14.02.17
- 137 KII_SHK_NP_NawalpurMavi_MHMC.washclubpresident_3.02.17
- 138 KII_BT_AdoGirlsNetwork_SHK_02-02-17
- 139 KII_BT_Nagariksachetnakendra_Mel_01-02-17
- 140 KII_SUR_Bidhyapur_GirlsGroup_16.02.17
- 141 KII_BT_HeadTeacher_SHK_02-02-17, KII_SAP_Nargho_JantaHSS_HeadSir_13.02.17
- 142 KII_NWKT_Bidur_WCF_11.02.17
- 143 KII_SUR_Birendranagar_PopulationTeacher_BhairabMaVi_08.02.17
- 144 KII_BT_WCFMEL_31.01.17
- 145 KII_BT_HeadmasterBirendrauchhamavi_27.01.17 and KII_BT_PTACHairperson_29.01.17
- 146 KII_BT_Mother'sGrp_Das_29-01-17
- 147 KII_BT_SMCBaitadi_29.01.17
- 148 KII_BT_SMCBaitadi_29.01.17
- 149 KII_NWKT_Bidur_FemaleGroup_11.02.17
- 150 KII_NWKT_Bidur_CLC_10.02.17
- 151 KII_NWKT_Bidur_UnitedLS_HeadTeacher_10.02.17
- 152 KII_NWKT_Bidur_UnitedLS_SocialTeacher_09.02.17
- 153 KII_NWKT_Thansen_VDCSecretariate_19.02.17
- 154 KII_SHK_TP_Kakling School_ScienceTeacher_30.01.17
- 155 KII_SHK_TP_FCC_1.02.17
- 156 KII_SHK_TP_FCC_1.02.17
- 157 KII_BT_Genderfocalperson_29.01.17, KII_BT_HeadmasterMel_31.01.17
- 158 KII_BT_SMCBaitadi_29.01.17
- 159 KII_KV_BuddhaPadma_HeadTeacher_26.01.17
- 160 KII_SAP_Rajbiraj_FCHV_11.02.17, KII_SAP_Rajbiraj_WCF_11.02.17

161 KII_SAP_Nargho_JantaHSS_HealthTeacher_13.02.17

162 KII_SAP_MK_ChumanhariMaBi_ScienceTeacher_16.02.17

163 KII_SHK_Chautara_WardSecretary_31.01.17

164 KII_SUR_Bidhyapur_SocialMobilizer_13.02.17; KII_SUR_Bidhyapur_VDCSecretary_17.02.17;
KII_SUR_Bidhyapur_WCFPresident_16.02.17; KII_SUR_Maintada_FCHV_10.02.17;
KII_SUR_Maintada_HealthWorker_11.02.17; KII_SUR_Maintada_WCFPresident_11.02.17

165 KII_BT_SMCPresident_Mel_01-02-17_ENG; KII_KV_BuddhaPadma_HeadTeacher_26.01.17;
KII_NWKT_Bidur_WCF_11.02.17; KII_SHK_TP_Kakling school_HeadTeacher_31.01.17

166 KII_SHK_NP_NawalpurMavi_MHMC.washclubpresident_3.02.17

167 KII_SAP_Rajbiraj_MunicipalityOffice_12.02.17; KII_BT_SocialTeacher_Mel_01-02-17;
KII_SHK_bandevmavi_HealthTeacher_27.01.17; KII_SUR_Bidhyapur_HealthPostIncharge_16.02.17;
KII_SUR_Maintada_SocialTeacher_NeRaMaBi_12.02.17

168 KII_BT_SocialTeacher_Mel_01-02-17; KII_KV_ScienceTeacherJanakihigherSecSchool_31.01.17;
KII_SUR_Maintada_SMC_NeRaMaBi_11.02.17

169 KII_NWKT_Balkumari_FCHV_13.02.17; KII_SHK_NP_HAFull_3.02.17;
KII_SUR_Bidhyapur_HealthPostIncharge_16.02.17

170 KII_NWKT_Thansen_Healthpostincharge_20.02.17

171 KII_SHK_NP_HAFull_3.02.17

172 KII_BT_TEACHER_SHK_01-02-17; KII_KV_HeadTeacherBijuwa_29.01.17;
KII_NWKT_Bidur_FemaleGroup_11.02.17; KII_NWKT_Bidur_UnitedLS_SMC_10.02.17;
KII_SAP_MK_WCF_16.02.17; KII_SAP_Nargho_JantaHSS_HeadSir_13.02.17;
KII_SAP_Nargho_SocialMobiliser_17.02.17; KII_SHK_NP_NawalpurMavi_Principial_2.02.17;
KII_SHK_TP_FCC_1.02.17

173 KII_KV_PubicHealthOfficerMaharajgunj_31.01.17

174 KII_KV_WardCitizenForumPresidentMaharajgunj_28.01.17_Awadhi

175 KII_NWKT_Balkumari_KalyanSS_HealthTeacher_13.02.17

176 KII_SHK_NP_Women's Network_4.02.17

177 KII_BT_Districtchildclubchairperson_28.01.17

178 KII_SAP_Rajbiraj_MunicipalityOffice_12.02.17

179 KII_SAP_Rajbiraj_MunicipalityOffice_12.02.17

180 KII_SAP_Rajbiraj_WCF_11.02.17

181 KII_BT_HeadmasterBirendrauchhamavi_27.01.17

182 KII_KV_BuddhaPadma_HeadTeacher_26.01.17

183 KII_NWKT_Balkumari_KalyanSS_SMC_12.02.17

184 KII_KV_BuddhaPadma_HeadTeacher_26.01.17

185 KII_NWKT_Thansen_MahendraHS_SMC_17.02.17;
KII_NWKT_Thansen_MahendraHSS_HeadTeacher_16.02.17

186 KII_SHK_Bandevi_School_Principial_26.01.17

187 KII_KV_PresidentSMC_Mahargunj_28.01.17

188 KII_SAP_Nargho_JantaHSS_SMC_14.02.17

189 KII_SHK_NP_Nawalpur MAVI_ SMC_3.02.17

190 KII_SUR_Bidhyapur_SMC_BidhyaJyotiHS_16.02.17

191 KII_BT_Districtchildclubchairperson_28.01.17

192 KII_SAP_Nargho_JantaHSS_SMC_14.02.17;
KII_SAP_Nargho_JantaHSS_EnglishTeacher_13.02.17

193 KII_SAP_Nargho_JantaHSS_FocalTeacher_13.02.17

194 KII_NWKT_Bidur_UnitedLS_SMC_10.02.17

195 KII_SAP_Nargho_WCF_14.02.17

196 KII_BT_TEACHER_SHK_01-02-17

197 KII_KV_WomenCell_Taulihawa_03.02.17

198 KII_SAP_Rajbiraj_DEO_12.02.17

199 KII_SUR_Birendranagar_DHO_09.02.17

200 KII_SUR_Birendranagar_LDO_12.02.17

201 KII_NWKT_Balkumajri_WDO_14.02.17

202 KII_SUR_BirendranagarDEO_08.02.17

203 KII_SAP_Rajbiraj_DDC_11.02.17

204 KII_SAP_Rajbiraj_DEO_12.02.17

205 KII_KV_DEOTaulihawa_25.01.17

206 KII_BT_UNFPA_Das_27-01-17_ENG

207 KII_NWKT_Bidur_ChildWelfareSociety_09.02.17

208 KII_SUR_Birendranagar_EDSCoordinator_17.02.17

209 KII_SAP_Rajbiraj_YouthEmpowerment_11.02.17_Maithali

210 KII_SUR_Birendranagar_NGO_RTI_CoordinatorEGRP_09.02.17

211 KII_SAP_Rajbiraj_SAMI_09.02.17

212 BBC Media Action's Global Grant Governance Survey in Nepal-2016

213 Mobile device, Internet users growing KATHMANDU, Jan 29 2016, Republica

214 KII_BT_Districtchildclubchairperson_28.01.17

215 Those groups were the following: 1) FGD_BT_15-19inschoolgirls_Mel_31.01.17; 2) FGD_KV_10-14BoysBijuwaShreeRastriyaNeMaBi_30.01.17_Awadhi; 3) FGD_KV_10-14GirlsBijuwaShreeRastriyaNiMaBi_30.01.17_Awadhi; 4) FGD_KV_InSchool15-19GirlsMadarsaBijuwa_29.01.17_Awadhi; 5) FGD_KV_OutofSchoolBijuwa_30.01.17_Awadhi; 6) FGD_SHK_Bandevimavi_15-19Boys_27.01.17

216 That group was FGD_KV_OutofSchoolGirlsGotihawa_28.01.17_Awadhi.

217 KII_NWKT_Thansen_MahendraHSS_HeadTeacher_16.02.17



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ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 2: ANNOTATED BIBLIOGRAPHY OF GIRLS' EMPOWERMENT AND EDUCATION RESOURCES IN NEPAL

August 2017

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by CAMRIS International.

ANNOTATED BIBLIOGRAPHY OF GIRLS' EMPOWERMENT AND EDUCATION RESOURCES IN NEPAL

The assessment team drew on the references below to help validate the assessment questions, develop the interview and focus group questions, and put fieldwork findings in context.

This annotated bibliography covers the following issues within Nepal:

1. Demographics and Social Inclusion
2. Adolescents in Nepal
3. Girls' Education and Gender Equity in Schools
4. Out-of-School Children
5. Children with Disabilities and Education
6. Girls, Gender Equity, and Gender Norms
7. Child and Early Marriage
8. Adolescent and Sexual Reproductive Health (ASRH)
9. Menstruation and Chhaupadi
10. Gender-Based Violence (GBV) in Schools, Homes, and Communities
11. Media Consumption

Within each issue heading, references are listed alphabetically. References include both those that give statistically representative, quantitative data for Nepal and specific regions of Nepal and those that provide rigorous qualitative data based on research carried out in selected districts in Nepal, most covering both rural and urban locations.

I. DEMOGRAPHICS AND SOCIAL INCLUSION

Central Bureau of Statistics. (2015). Multiple Indicator Cluster Survey 2014, Final Report. Kathmandu, Nepal: Central Bureau of Statistics and UNICEF Nepal. 8-page executive summary and 387 pages of text and tables.

<http://unicef.org.np/uploads/files/597341286609672028-final-report-nmics-2014-english.pdf>

UNICEF's Multiple Indicator Cluster Survey (MICS) program was developed in the 1990s to support the collection of "internationally comparable data on a wide range of indicators on the situation of children and women." It covers child mortality, nutrition, child health, water and sanitation, reproductive health, early childhood development, literacy and education, child protection including child marriage, HIV and AIDS, access to mass media and use of information and communication technology, subjective well-being, and tobacco and alcohol use.

Research for the 2015 MICS was carried out between January and February 2014 and involved

12,405 households surveyed to provide estimates for indicators on women and children's status in Nepal at the national level, in rural and urban areas, and in 15 sub-regions:

- Eastern Mountains, Eastern Hills, Eastern Terai
- Central Mountains, Central Hills, Central Terai
- Mid-Western Mountains, Mid-Western Hills, Mid-Western Terai
- Western Mountains, Western Hills, Western Terai
- Far Western Mountains, Far Western Hills, Far Western Terai

It does not cover ethnic, caste, or religious differences.

Central Bureau of Statistics. (2012). *National Population and Housing Census 2011 (National Report)*. Kathmandu, Nepal: Government of Nepal. 263-page report.
<https://unstats.un.org/unsd/demographic/sources/census/wphc/Nepal/Nepal-Census-2011-Vol1.pdf>

The Central Bureau of Statistics presented this report as a culmination of five years of data collection and processing. Among the information collected is data on household information (including data on access to water, electricity, and other amenities), and individual characteristics (including information on caste/ethnicity, religion, literacy rates, etc.)

Central Bureau of Statistics. (2014). *Population Monograph of Nepal: Volume 1 (Population Dynamics)*. Kathmandu, Nepal: Government of Nepal. 362-page report.
http://cbs.gov.np/sectoral_statistics/population/populationmonographnepa_2014

Volume 1 of this wide-ranging report is a summation of the population dynamics in Nepal according to the National Population Census of 2011. Among the findings reported were that over the ten years since the previous census, access to drinking water and toilet facilities increased substantially. The age at marriage has increased, although half of marriages of people younger than 25 still occurred before the age of 18, and increased age of marriage is correlated with higher levels of education. Migration, both within Nepal and to countries outside Nepal, has become a "prominent phenomenon" with effects on demographics.

Central Bureau of Statistics. (2014). *Population Monograph of Nepal: Volume 2 (Social Demography)*. Kathmandu, Nepal: Government of Nepal. 438-page report.
http://cbs.gov.np/sectoral_statistics/population/populationmonographnepa_2014

Volume 2 of this report is a summation of social demography in Nepal according to the National Population Census of 2011. Among the findings reported were that a gender gap exists especially in the sector of economic empowerment and activity, with only 20.5% of women having assets. In this volume, comparisons of social indicators were made across caste/ethnicity and geographic characteristics.

Central Bureau of Statistics. (2014). *Population Monograph of Nepal: Volume 3 (Economic Demography)*. Kathmandu, Nepal: Government of Nepal. 346-page report.
http://cbs.gov.np/sectoral_statistics/population/populationmonographnepa_2014

Volume 3 of this report is a summation of economic demography in Nepal according to the National Population Census of 2011. Findings indicated that the structure of Nepal's GDP is

changing, with a significant move away from the agricultural sector. With some regions “lagging behind” (like the Mid West Mountain and Central Terai regions), the report suggests the introduction of a “new population policy” in order to improve development in these areas.

Das, A.K.L. and Gautam, T.R. (2014). *Poverty and exclusion in Nepal: Further analysis of recent surveys and census*. Kathmandu, Nepal: Tribhuvan University. 76-page report.
http://www.siaep.org/uploads/resourceDoc/4848_d41d8cd98f00b204e9800998ecf8427e_1400578251_P.pdf

This study provides a further examination and analysis into the National Population and Housing Census 2011. The particular objectives cited by the authors were to “assess changes over time in selected economic indicators, with a particular focus on the broad social categories” used. Included in this report is a particular focus on “social and economic exclusion” in ethnic and caste groups especially.

Department of Education. (2015). *School Census Flash Report I, 2015-016*. Sanothimi, Bhaktapur, Nepal: Government of Nepal. 78-page report.
<http://www.doe.gov.np/assets/uploads/files/57a06544288bc5545251eaadc2d431a9.pdf>

The Flash Reports are compiled based on School Census data from the previous school year from all of the nation’s schools. The data is used by the Department of Education in order to implement and facilitate more effective “programming, resources management, plan implementation, and monitoring activities.” It also reports on information related to issues regarding student participation by gender, caste, religion, and disabilities; ratios of students to teachers; and school supplies; among others.

Gurung, Y., Suwal, B., Pradhan, M., & Tamang, M. (2014). *Nepal Social Inclusion Survey 2012: Caste, Ethnic and Gender Dimensions of Socio-economic Development, Governance, and Social Solidarity*. Kathmandu, Nepal: Tribhuvan University. 316-page report.
http://www.siaep.org/uploads/resourceDoc/6208_d41d8cd98f00b204e9800998ecf8427e_1400561164_N.pdf

This report surveyed almost 15,000 households across 98 different caste/ethnic groups in order to fulfill a perceived gap in “social inclusion” issues that other national surveys in Nepal do not capture. Human Development Indicators produced findings that illustrated levels of “inclusion” and well-being across different castes. Indicators included those related to education, political access, occupations, GBV, and others.

II. ADOLESCENTS IN NEPAL

Amin, S., Bajracharya, A., Chau, M., Puri, M. (2014). *Adolescent development and participation baseline study*. 82-page report.
<http://unicef.org.np/uploads/files/8430761322341894-adap-baseline-report.pdf>

This study addresses issues surrounding adolescents in Nepal, who make up approximately 24% of the country’s population. To conduct this study, adolescents across 15 districts

participated in baseline surveys. Additional data were gathered through household surveys, interviews with community stakeholders, and adolescent group discussions.

Findings indicated that the most effective responses to the needs of adolescents will include careful consideration of the location, features, and socioeconomic environment of particular communities. Important factors within adolescent development include access to education and migration especially. For girl adolescents, challenges to healthy development are unique, and include child marriage, early pregnancy, and social norms related to menstruation (chhaupadi), and instances of violence (especially that perpetrated by husbands toward wives).

Ministry of Health and Population. (2011). *Nepal Adolescent and Youth Survey*. 34-page summary.

This report provides a summary of a cross-sectional household sample survey that was conducted for young people between the ages of 10-24 years. About 9,000 households were surveyed in rural and urban areas across the Eastern, Central, Western, Mid-western, and Far-western regions of Nepal. The report was conducted in order to provide insight into the effective formulation of future adolescent-specific policies and interventions.

III. GIRLS EDUCATION AND GENDER EQUITY IN SCHOOLS

Bista, M. (2004). *Review of Research Literature on Girls' Education in Nepal*. Kathmandu, Nepal: UNESCO. 50-page paper in working paper series.

<http://unesdoc.unesco.org/images/0013/001386/138640e.pdf>

This review covered twenty research and/or evaluation studies on girls' education in Nepal between 1990 and 2004. Published in a UNESCO series of monographs and working papers, the author addressed a number of barriers for girls' education including social and cultural barriers (like viewing girls as someone else's property and parental lack of awareness on the value of educating girls); economic barriers; psychological barriers (lack of privacy and safety, absence of female teachers); institutional barriers; poor teaching and learning in schools; family circumstances (with younger children more likely to attend school); geographical barriers; mental and physical barriers (10% of primary school age children have some form of disability); and barriers caused by Nepal's armed conflict.

Programs and projects designed to strengthen girls' education were also observed. For example, the author examined the use of scholarship programs and found that the scholarships given to girls and disadvantaged children were inadequate both in terms of amount and number. Additional recommendations were examined that related to girls' enrollment, learning, and teacher training, among others.

Department of Education and Ministry of Education and Sport. (2007) *A Study on the Status of Gender Equality in School*. Sanothimi, Bhaktapur, Nepal: Government of Nepal. 72-page report. <https://stepsinnepal.files.wordpress.com/2011/01/study-on-gender-equity-in-schools-in-nepal.pdf>

This study used meetings and discussion sessions with stakeholders from two schools in seven

regions that reiterated that education programs implemented by the government for gender equality in schools are less successful and effective particularly with regards to alternative schooling programs. The study examines the effectiveness of incentives used (including scholarships, free textbooks, uniforms, and nutrition) for girls and disadvantaged children. The report also touches on children's access to schools and the provision of at least one female teacher in a primary school. Moreover, the study points out gaps in establishing a link between policy, planning, implementation, and research. The barriers to girls' education and gender equality in schools include family preferences for sons over daughters, early marriage, and other social, cultural, economic, psychological and institutional barriers. To improve gender equality, the study emphasizes that parental involvement and the provision and training of female teachers is vital.

Ministry of Education. (2016). *School Sector Development Plan 2016-2023*. Kathmandu, Nepal: Government of Nepal. 196-page policy document.

<http://www.doe.gov.np/article/277/school-sector-development-plan-2016-2023.html>

This outline of the government's education plan for 2016-2023 presents the socio-demographic, political, and economic contexts of Nepal, and draws on the previous education sector plan in order to promote a "robust school education system" aligning with the Sustainable Development Goals.

Ministry of Education. (2016). *Summary of Research Reports 2006-2013*. Sanothimi, Bhaktapur, Nepal: Government of Nepal. 144-page research summary.

This report incorporates a summary of the research conducted by the Department of Education under the Government of Nepal's Ministry of Education from 2006 to 2013. Including summaries of 18 studies, the research topics varies from out-of-school children to teacher management particularly in community schools, quality of education management information systems, client satisfaction towards public education services, inclusive education, gender equity, effectiveness of girls scholarship program, multilingual education, English language teaching, and the national assessment of grade 10 students.

Rural Education and Development. (2013) *Evaluation Report*. San Francisco: READ Global. 8-page report summary.

http://www.readglobal.org/phocadownload/userupload/readglobal_2013impactevaluation_summaryfinal.pdf

The summary report incorporates findings of the evaluation of the Rural Education and Development (READ) project implemented in rural villages in Nepal, India, and Bhutan to improve quality of life and prospects for the future in particular for women and children. The evaluation findings indicate that women's empowerment and economic empowerment programs are greatly needed in Nepal. READ Center was reported as the only place in the village where people could access the information and educational opportunities available. The evaluation shows that 88% of READ Center users in Nepal had used the center to access information about health. Eight in ten adolescents accessed information on agriculture (READ Global 2013). Overwhelming numbers of teachers reported that students' attendance (84%) and enrollment (88%) increased and their grades improved (88%) because of the Center's presence in the community. Because of the READ Center, the pass rate in SLC examination has improved

(72% teachers said this), and 88% teachers said that girls' enrollment has increased.

Spevacek, Anne Marie. (2016). *Resources on Barriers to Girls' Education in Nepal*. Washington, DC: USAID. 6-page resource list.

This resource list cites useful studies in gender equity and education for adolescent girls' education in Nepal.

IV. OUT-OF-SCHOOL CHILDREN

Full Bright Consultancy Pvt. Ltd. (2012). *A Study on Out of School Children and Verification of Data*. Kathmandu, Nepal; 129-page report.

This study used school surveys and interviews of stakeholders in three districts (Taplejung, Jajarkot, Rautahat) in the mountain, hills, and Terai regions in order to assess the following objectives:

- Magnitude and characteristics of out-of-school children by ethnicity, age, gender, and location;
- Reasons why children are out-of-school;
- The ways in which out-of-school children could be brought back to school.

Ministry of Education, United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization. (2016). *Global initiative on out-of-school children – Nepal country study*. Kathmandu, Nepal: UNICEF. 256-page study report.

<http://unicef.org.np/uploads/files/927615134285223000-all-children-in-school-report-2016.pdf>

Using "FLASH" reports (data related to enrollment that is collected by Nepal's Department of Education), household survey data, census, and comparisons of multiple data sources, the authors of this report outline the main barriers faced by out-of-school children (including poverty, migration, gender norms, and disability); existing policies and interventions related to said barrier; gaps in interventions related to barriers; and recommendations for moving forward to address the barriers in the future.

The report provides an examination of the characteristics of out-of-school Nepalese children through the following five "dimensions": 1-3) pre-school age, primary school age, and lower secondary school age children out-of-school; and 4-5) primary and lower secondary school children who are at-risk of dropping out, and the characteristics that they share.

Shanker, A., Marian, D., Swimmer, C. (2015). *Effective interventions aimed at reaching out-of-school children*. Kathmandu, Nepal: UNICEF Regional Office for South Asia. 81-page literature review.

https://www.unicef.org/education/files/SouthAsia_OOSCI_Study_Executive_Summary_26Jan14Final.pdf

The UNICEF Regional Office for South Asia (ROSA) published the findings of the literature review which comprises description and analysis of published materials including research findings on out-of-school children in Nepal. The review covered the interventions in South Asia

that were not extensively discussed in the previous South Asia Regional Study. It emphasized looking at interventions to further expand the knowledge base and evidence to inform effective interventions to reach out-of-school children. The interventions reviewed comprise both those targeted for children who have never enrolled in school and those who may have enrolled in the past but have dropped out. The review recommends effective ways for decentralizing education and approaches for making education more inclusive.

V. CHILDREN WITH DISABILITIES AND EDUCATION

Human Rights Watch. (2011). *Futures Stolen: Barriers to Education for Children with Disabilities in Nepal*. New York: Human Rights Watch. 82 pages, full report. 16 pages, executive summary-English. 15 pages, executive summary-Nepali.

<https://www.hrw.org/sites/default/files/reports/nepal0811ForWebUpload.pdf>

This report provides an overview of the situation for children with disabilities in Nepal in global context, the policy context for children with disabilities, and how disability is treated in the Nepalese education system. It then moves on to provide the findings from approximately 100 interviews carried out in Nepal between February and April 2011 with disability advocates, teachers, government officials, children and youth with disabilities, and family members of people with disabilities. Among the background and findings are the following:

- “Children with disabilities represent more than one-third of the 67 million children who are out of school worldwide.” (p 8, executive summary)
- There is no systematic data collection about the total number of children with disabilities who are out of school in Nepal.
- The Government of Nepal’s formal inclusive education policy is not implemented. In practice, students with disabilities are segregated into “resource classes” and separate schools for deaf children, blind children, and children with physical and intellectual disabilities.
- Compared to other schools, schools for children with disabilities are inadequately staffed, and teachers in mainstream schools do not have adequate training on how to address students with disabilities in their classrooms.
- Lessons and textbooks are not tailored to students with various disabilities; there is a one-size-fits-all approach.
- Caretakers at residential schools for students with disabilities do not receive adequate training.
- Students and families with disabilities face numerous financial difficulties due to discrimination and inadequate provisions for children with disabilities.
- District education officers, school administrators, and teachers do not receive adequate orientation or training to train other teachers to adapt teaching methods, curriculum, and classroom methods to children with disabilities’ needs in class.

Malla, Uttam Narayan. (2012). *Disability Statistics in Nepal*. Power Point.

https://rcrdnepa.files.wordpress.com/2008/05/status-of-disability-related-statistic-in-nepal_uttam-narayan-malla.ppt

This 30-slide Power Point was prepared by the Director General of the Nepal Central Bureau of Statistics and is a helpful overview.

Mishar, Chandreshwar et al for Dynamic Institute of Research and Development Limited. (2014). *Analyzing Educational Status of Children with Disability and Identifying Critical Intervention to Promote Their Enrollment, Retention and Success in Schools*. Bhaktapur, Nepal: Educational Research & Development Section Department of Education, Ministry of Education. 60 pages. <http://www.doe.gov.np/article/133/analyzing-educational-status-of-children-with-disability-and-identifying-critical-intervention-to-promote-their-enrollment-retention-and-success-in-schools--2014.html>

This original research paper includes a 9-page executive summary and 6 chapters: the introduction; literature review; research methodology; the educational status of children with disabilities, including a district-wise comparison, review of school environments, and the status of out-of-school children with disabilities; factors related to enrollment, retention, and success in school; and conclusions and recommendations. Sources of data include secondary data and primary data collected via interviews with 270 people, including 190 children with disabilities and smaller numbers of teachers, parents, SMC members, and other stakeholders. Interviews took place in 4 districts – Ilam, Kathmandu, Gorkha, and Rupandehi – in 13 schools, which included schools for blind and deaf students and students with intellectual and physical disabilities.

Pande, Rod Nath. (2015). “Special Needs Education in Nepal: A Paradigm Shift from Exclusion to Education.” *Shiksha: Biannual Education Journal*. 31: 2, 14 pages. <http://nepaknol.org.np/cdc/dl/pages/view.php?ref=516&k=>

In 2012, Dr. Bande was the Deputy Director of the National Center for Educational Development at Kathmandu University. The article gives an overview of the education system for children and youth with disabilities in Nepal, including the history of the system, the National Policy and Plan of Action on Disability, a summary of Disabled People’s Organizations (DPOs) in Nepal, and barriers to inclusive education, including barriers in technical and vocational education. It concludes that lack of trained educators is a significant problem and calls for better diagnostic procedures for children with disabilities, sufficient vocational education, especially in rural areas, tailored education for children with moderate to severe disabilities, and working closely with families of people with disabilities.

VI. GIRLS, GENDER EQUITY, AND GENDER NORMS

Calder, R., Ghimire, A., Shrestha, S., Suwal, E. (2016). *SPRING: Nepal girl landscaping report*. Girl Effect, USAID, UKAID, Nike Foundation. 67-page research report.

SPRING Accelerator researchers conducted this study on the lives of adolescent girls across Nepal, Pakistan, and Bangladesh to gain more insight into the best ways for the team to help

adolescent girls' in the regions. Specifically, this study aimed at producing findings that would help businesses “most likely bring about meaningful positive change” to increase their ability to “design better products and services that will benefit more girls” and “inform curriculum...to better support businesses.”

In Nepal, the research covered three locations (Kathmandu Valley, Kaski, and Morang), which were chosen because they represent ethnically and geographically distinct populations and are appealing locations for businesses. Interviews and workshops were conducted in 6 urban, 4 peri-urban, and 3 rural sites.

According to the research, adolescent girls often “have already taken on roles as wives, mothers, and daughters-in-law” by ages 14-16. Interviews with parents revealed “significant shifts in expressed attitudes concerning girls’ potential and rights, and attitudes towards gender equality; however, not all of these have yet translated into changes in behavior and norms, particularly in rural and more conservative areas where family honor is more inextricably linked with girls’ behavior.” A key takeaway was that parents should be encouraged to participate in school-related activities, so that their views on gender roles and discrimination can more closely match the views that their children learn at school.

There have also been changes in girls’ roles and responsibilities, “particularly in better off households, and in urban areas. Urban fathers claimed there was a more equal division of labor between boys and girls in the house. Girls in urban areas are sometimes required to help with their fathers’ work, for example, delivering milk, or sweeping, or working in a store, assistance traditionally provided by the boys in the family.”

Gautam, G. (2016). *Empowering Adolescent Girls in Rural Nepal*. Washington, DC: Brookings Institution. 24-page research paper. <https://www.brookings.edu/wp-content/uploads/2016/12/global-20161202-rural-nepal.pdf>

In response to the varied barriers and challenges that adolescent girls in rural Nepal especially face, a group of teachers, gender experts, medical staff, social workers, and U.S. embassy staff designed a 40-hour “pilot program” to focus on empowering girls through the following main activities: 1) “demystifying” menstruation and puberty; 2) managing the balance of household chores and education; 3) promoting leadership roles in school and in the community; and 4) discussing effective environments for learning with parents, teachers, and community members. This program was conducted in three rural districts: Bardiya, Baglung, and Dadeldhura.

An analysis of the results of this project showed that with increased support and opportunities to take on leadership roles and manage study time led improved time management and increased involvement in community activities. Recommendations from this report included scaling-up programs similar to the pilot projects by reaching out to the government and donor communities.

Ghimire, A., Samuels, F. (2014). *Continuity and change in social norms for Nepali adolescent girls: the drivers and inhibitors of early marriage and education*. London: ODI. 16-page report. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9482.pdf>

This report relied on case studies, key stakeholder interviews (targeting both women and girls

along with men), and discussions with multiple generations within families to form a well-rounded view of the ways in which the social norms related to adolescent girls were shifting within Nepali society. It took place in Doti district, which was selected because of its comparably high rates of early marriage, and, within Doti, research was carried out in Bhumirajmadau (Salena) VDC, to represent a rural context, and Durgamadau (Wayal) VDC, to represent a semi-rural context.

The study noted that drivers of change are long-term interventions of government and NGO programs; local role models and male family members; peers who can protect and support one another in response to social backlashes; supportive families; communications technology; and school. However, inhibitors to changing norms were identified as household burdens and lack of economic opportunities preventing girls and women from seeking new knowledge and perspective, inability of male migrant workers to change existing norms, and fear of negative outcomes and social backlash.

Rana, P. (2013). *An evaluation of PROMISES: A communication approach targeting community members in Nepal to foster gender equitable norms for very young adolescents*. Save the Children. 68-page evaluation report.

Save the Children evaluated a case comparison intervention study comprising the “promises approach” focusing on three different evidence-based approaches; emotion-based messages, word-of-mouth marketing and the use of influencers to bring about changes in behaviors. The interventions focused promoting girls’ education and ending domestic violence in two Village Development Committees of Nepal’s Siraha district.

The evaluation findings indicated that the intervention was successful in fostering gender equitable norms for very young (10-14 years) adolescents through a communication approach targeting the community members. The role of community facilitators, community influencers, and parents was a key to disseminate messages on gender norms to the community people. The evaluation showed significant attitudinal and behavioral changes at individual, family and community levels. The finding shows a very high husband/wife communication (92%) on daughter’s education after the intervention. However, the proportion of people sharing this message to their daughters and sons was still low i.e. 20% and 16% respectively. Overall, the project was successful in enhancing children’s optimism towards education in particular encouraging girls to study, and to ensuring equal treatment towards sons and daughters.

VII. CHILD AND EARLY MARRIAGE

Girls not Brides. (2014). *Generating Evidence for National Strategy to End Child Marriage*. 46-page PowerPoint presentation.

Girls not Brides carried out formative research in 2014 involving the following sources of information: district-level consultations; in-depth interviews with religious leaders; FGDs with parents of adolescent girls and adolescent girls and boys aged 15-19; FGDs with community leaders; FGDs with program supervisors, facilitators, and graduates of the Girls’ Access to Education Programme (GATE) in Saptari; and a household survey of 1200 married women age 24 and under in Dailekh, Bajhang, Baitadi, Kapilvastu, Rautahat, and Saptari. Survey respondents were disaggregated by Dalit and non-Dalit respondents and by two age groups:

under 18 years old and 18-24 years old. The GATE Program in Saptari was a UNICEF program designed to engage out-of-school girls aged 10-18 to participate in community-based, non-formal education.

The qualitative research indicates that girls have low value in their parents' eyes compared to boys. It also identifies five related categories of factors driving child marriage:

1. Social norms supporting dowry, marriage by kidnapping (*chopera lane*), and *kanyadan*, a Newari tradition;
2. Parents' fears of social stigma for having an unmarried daughter, daughters' reputations being questioned, not finding a groom for an "older" daughter, daughters' elopement, and daughters' being sexually assaulted;
3. Community pressures supporting marriage, backbiting unmarried girls and spreading rumors and gossip, and stigmatizing interaction between unmarried girls and boys;
4. Intra-familial, household-level issues including poverty, girls' dropping out of school, lower value for daughters, and lack of education and awareness among parents; and
5. Elopement, driven by girls' fears that their parents might marry them to an unknown boy, rumors about their alleged relationships with boys, parents' desires to get them married, fear of not finding a groom, lack of interest in studying and peer pressure, and sexual curiosity.

The household survey focuses on decision-making around marriage and what might have prevented child marriage.

- Dalits vs non-Dalits types of marriage. The survey did not find significant differences between Dalit and non-Dalit respondents with respect to proportions reporting arranged marriage, elopement, or forced marriage. However, it did find that a smaller proportion of Dalit respondents under 18 felt they had been married at the "right" age of marriage: 33% compared to 41% of non-Dalits.
- Main decision-makers. Fathers were by far the most influential actors in deciding about young women's marriages, with a higher proportion of Dalit women under 18 saying so than non-Dalit (63% vs. 54%).
- Girls' opposition to marriage. The single most salient factor contributing to girls under 18 opposing a proposed marriage was that they felt they were not physically grown up enough (75% of Dalits and 72% of non-Dalits).
- Factors driving elopement among girls under 18
 - The most salient driver of elopement among Dalit (69%) and non-Dalit (74%) girls was a strong desire to marry a particular boy. The two groups also reported in similar proportion with respect to boys' strong desire for a particular girl (under 20%), peer pressure or social pressure within the community (under 20%), and a desire to save marriage expenses (under 10%).
 - Almost twice as many non-Dalit girls (28%) as Dalit girls (15%) reported that they eloped in response to marriage being arranged with someone unwanted.
 - 11% of non-Dalit girls gave "other" responses compared to just 2% of Dalit girls.

- **Factors driving arranged marriage among girls under 18**
 - Perceptions that a boy either had a good family or good behavior and that he had a good income were each reported as motivating factors by 25% or more of girls. Dalit girls were less likely to cite good families or good behavior than non-Dalit girls (31% vs. 39%).
 - Twice as many Dalit girls (14%) as non-Dalit girls (7%) said that asking for a small dowry or not asking for dowry was a motivating factor.
- **Potential preventative factors.** The largest proportion of Dalit (42%) and non-Dalit (38%) girls under 18 said that the opportunity to study more might have enable them to get married later. The other two most cited factors were less child marriage in society and better economic conditions for parents, with 22% of Dalits citing economics compared to 17% of non-Dalits. Among both group of girls, 16% said that nothing could have prevented their marriages.

Girls not Brides. (2013). *Religious leaders denounce child marriage in Nepal* (media campaign by UNFPA and UNICEF Nepal). 1-page blog post.

<http://www.girlsnotbrides.org/hindu-buddhist-christian-and-muslim-leaders-denounce-child-marriage-in-nepal/>

“Religious leaders from four different faiths – Hindu, Buddhist, Christian and Muslim – denounce child marriage in a new video by UNFPA and UNICEF Nepal. In the video, the leaders take an unequivocal stand against child marriage in Nepal, explaining that children do not have the physical, psychological or social maturity needed to enter marriage. The announcement played on national television, radio and on the Internet in Nepal, a Hindu-majority country where 40% of girls are married before their eighteenth birthday.”

Government of Nepal and UNICEF (2015). *Girls not Brides Country fact sheet: Nepal*. 2-page factsheet. <http://www.girlsnotbrides.org/wp-content/uploads/2015/06/Fact-sheet-Nepal-national-strategy-May-2015.pdf>

The Country Fact Sheet was developed as part of the Government of Nepal (GoN) with support from UNICEF to develop a multi-sectoral national strategy to address CEFM. Information on prevalence indicate that CEFM is “highly prevalent throughout the Terai region bordering India, as well as in Far and Mid-Western regions;” “41% of Nepalese girls aged 20-24 years were married before they turned 18 and 29% of girls 15-19 were married;” and in “certain regions and communities the dowry system, trafficking and other harmful social norms and practices are intrinsically connected to child marriage.” The fact sheet indicates that the strategy which was currently being finalized and endorsed by GoN, and to be followed by a National Action Plan for implementation focused on six strategic directions: 1) empowering girls (economic empowerment), 2) providing quality education to girls, 3) engaging men and boys, 4) mobilizing families and communities, 5) strengthening and providing services, and 6) implementing laws and policies.

Karim, N., Greene, M., and Picard, M. (2016). *The Cultural Context of Child Marriage in Nepal and Bangladesh: findings from CARE's Tipping Point Project*. Switzerland: CARE International. 68-page research report. <http://www.girlsnotbrides.org/reports-and-publications/care-tipping-point-project-nepal-bangladesh/>

This CARE International report was compiled to help understand the multi-faceted causes of child marriage in Nepal and Bangladesh. CARE's Tipping Point project seeks to contribute to policies, projects, and research that affect the issue of child marriage and to bring about positive change, pushing the issue to a "tipping point" on the brink of sustainable change. In Nepal, the study was conducted in 16 VDCs in Rupandehi and Kapilvastu districts and was based on "four criteria associated with child marriage: caste and ethnicity, remoteness, availability of school, and presence of civil society organizations."

The study found that geographical, seasonal, and environment factors play an important role in driving child marriage. The economics of dowry were identified as key determinants of the nature and timing of marriage, while caste plays an important role in driving marriage in Hindu communities in Nepal. The perceived risk of delaying marriage/benefits of early marriage are found to outweigh the perceived benefits of delaying marriage/risks of early marriage – with parents citing lower dowry, alleviating a burden, more prestige and respect, less risk of the girl eloping, and children (or specifically daughters-in-law) more apt to obey the parents/in-laws. Moreover, the research notes boys too face vulnerabilities to child marriage in Nepal.

Maharjan et al. (2012). *Child Marriage in Nepal*. Plan Nepal, Save the Children, World Vision International Nepal. 76-page research report.

<http://www.wvi.org/sites/default/files/Child%20Marriage%20in%20Nepal-%20Report.pdf>

The main objective of the study was to determine the prevalence, changing paradigms, and patterns of child marriage (CM) in different geographical locations of Nepal. Findings indicate that CM is most prevalent among the illiterate, Janajatis, and Dalits, especially females; love marriage among teenagers are increasing; and occurrences of CM has moved from exclusively rural settings to both rural and urban settings. Parental pressure, dowry in the Terai region, and mobile phones and mass media were also identified as causes for CM. Impacts of CM were physical health related consequences, school dropout, social problems such as discrimination, poor socialization, lack of leadership, and divorce. Economic consequences were joblessness, difficulty earning livelihoods, and an increase in expenses. Findings on best practices highlight that food security has a positive impact on delaying marriage. Similarly, members of Child Clubs, adolescents and girls themselves -- in collaboration with police and other agencies -- prevented CM. Recommendations highlight programs for ending CM should be linked to livelihood programs, ASRH empowerment for adolescent girls and boys, adolescent-friendly health services, and consolidated efforts by organizations.

Rabi, A. (2014). *Cost of inaction: child and adolescent marriage in Nepal*. Nepal Country Office: UNICEF. 18-page paper in working paper series.

<http://www.girlsnotbrides.org/reports-and-publications/cost-inaction-child-adolescent-marriage-nepal/>

This report published by UNICEF provides an examination of the relationships that exist between economic growth, poverty, and CEFM. The author of this paper argues that although much of the literature surrounding CEFM in Nepal touches on the causes, effects, and demographics involved, there are not many analyses that examine the loss of economic resources that it incurs. According to this report, from a "labor market perspective", the cost of CEFM is NRs. 74,498.53 million (3.87% of GDP).

Sekine, K., Hodgkin, M.E. (2016). *The effect of child marriage on girls' school dropout in Nepal*. Nepal Country Office: UNICEF. 28-page paper in working paper series.

The study aims to measure the effect of CM on girls' school dropout, and to assess risk factors associated with school dropout due to CM and identify grades when risk of school dropout due to marriage is highest in Nepal. Findings indicate married girls in Nepal are 14 times more likely to be out of school compared to their unmarried peers, and that early marriage is one of the most common reasons given for school dropout. Little or no education of the household head increases the risk of school dropout due to early marriage. The risks of school dropout heightens after girls complete grades 5 or 6, peaks in grades 7 and 8, but remains significant in grades 9 and 10. One of the core strategies to retain girls in school and facilitate a smooth transition to secondary school include school-based programs aimed at preventing CM should target girls from grade 5, and prioritization of girls from disadvantaged groups.

VIII. ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH

High-Impact Practices in Family Planning (HIPs). (2014). *Educating girls: creating a foundation for positive sexual and reproductive health behaviors*. Washington, DC: USAID. 8-page factsheet. <https://www.fphighimpactpractices.org/briefs/educating-girls/>

This paper provides a summary of existing literature that supports the use and promotion of “high-quality” contraceptive services for adolescents in Nepal. The research supports the idea that quality girls' education improves their reproductive health and wellbeing. Recommendations are made for how the health sector in particular can promote girls' education, with suggestions involving the promotion of policy, school, and community engagement; and “cross-sectoral Monitoring and Evaluation efforts.”

Khatiwada, N., Silwal, P.R., Bhadra, R., and Tamang, T.M. (2013). *Sexual and Reproductive Health of Adolescents and Youth in Nepal: Trends and Determinants; Further analysis of the 2011 Nepal Demographic and Health Survey*. Calverton, Maryland, USA: Nepal Ministry of Health and Population, New ERA, and ICF International. 59-page report. <https://dhsprogram.com/pubs/pdf/FA76/FA76.pdf>

This paper is a further analysis of the 2011 Nepal Demographic Health Survey. Overall, the report notes that, although it is decreasing, adolescent childbearing is still common in Nepal. In 2011, about 25% of girls had given birth by age 18, and about 50% had borne a child by age 20; one of every six female adolescents ages 15-19 was already pregnant or had given birth. Location-wise, fertility was twice as high in rural areas as in urban areas among women ages 15-19, both married and unmarried. It was also higher in the Mountain zone than in the Hills and Terai and higher in the Mid-Western and Far-Western regions than in the Western, Central, and Eastern regions.

Among women aged 15-24, childbearing was significantly more common among the less educated and among women whose spouse is older by several years. “For women with primary education, the adjusted odds of having a child before reaching age 20 are about 30 percent lower than the odds for women with no education, for women with secondary education the

odds are 50 percent lower, and for women with an SLC and above, the odds are 90 percent lower, again compared with women who have no education.”

The report recommends that, since adolescent pregnancies are a particular problem among rural and uneducated adolescent girls, more efforts be made to increase access to adolescent and youth-friendly maternal health information and services for those in rural areas and those out of school. Collaborative efforts of both health and education sectors would substantially improve health outcomes in the future.

IX. MENSTRUATION AND CHHAUPADI

Abdul Latif Jameel Poverty Action Lab. (2011). *Menstruation as a barrier to education?* Cambridge, MA. 4-page policy brief.

<https://www.povertyactionlab.org/sites/default/files/publications/Menstruation%20as%20a%20barrier%20to%20education.pdf>

This evaluation is based on the introduction of a convenient and hygienic sanitary product, reusable menstrual cups, to Nepalese girls in seventh and eighth grades. The evaluation aimed to determine whether menstruation is as large a barrier to education as many believe, and if switching to modern sanitary products can increase attendance and school performance. Findings indicated that girls actually miss fewer school days because of menstruation than previously believed; providing modern sanitary products was not a solution for improving girls' school attendance; and the cost of menstrual cups may be prohibitive for many girls. The evaluation recommends that for policy makers seeking cost-effective methods of addressing low school attendance, alternative strategies which have shown positive results such as telling parents their children can earn more with each additional year of schooling, improving student health through treatment of intestinal worms or reducing cost of schooling with free uniforms are suggested.

Morrison, J., Basnet, M., Bhatta, A., Khimbanjar, S., Joshi, D., Baral, S. (2016). *Menstrual hygiene management in Udaypur and Sindhuli districts of Nepal*. UKAID and WaterAid. 59-page research report.

The research focuses on understanding the scope of challenges faced by girls during menstruation at school and in the community in the Udaypur and Sindhuli districts, where WaterAid has worked to implement menstrual hygiene support programs, understanding determinants of those challenges, and identifying solutions. Findings indicate menstruation is still seen as 'a dirty, polluting process with the potential to cause harm to girls, families, individuals, crops and livestock.' Fear of suffering ill health, heavy bleeding, or infertility if others see the menstrual blood was noted as a concern among women and girls. The research recommends interventions should focus on informing and educating people who are existing sources of information and support; improving toilet facilities water supply and waste disposal; educating girls and boys about physiological and physical developments; improving access to comfortable, secure, quick-dry and cheap menstrual hygiene management materials; and awareness raising focused on pain management and positive role models.

National Fertility Care Center and USAID. (2015). *Assessment study on chhaupadi in*

Nepal: towards a harm reduction strategy. Gusingal Sanepa, Lalitpur, Nepal. 99-page assessment report. <http://nhsp.org.np/wp-content/uploads/formidable/7/Chhaupadi-FINAL.pdf>

The aim of the survey was to do a comparative analysis of chhaupadi-free and chhaupadi-practicing VDCs. The study was undertaken in three far-western districts of Nepal (Achham, Bajura, and Kailali), in five chhaupadi-practicing VDCs, and two chhaupadi-free VDCs. Core findings indicated that information about menstruation is accessed by adolescent girls and women through friends or mothers, or through schools and health works. Families are noted to impose fewer restrictions than communities; toilet use is compromised during menstruation; and open defecation is fairly common. Key informant interviews conducted underscore that resistance to change is generally from older family members, *dhamis/jhankris*, and mothers-in-law wanting the daughters-in-law to continue the practice to ensure protection from the gods, as “fear of angering the gods and the consequences is a major challenge in changing the existing mindset.”

Challenges reported for eliminating chhaupadi included education not being a deterrent to the practice to chhaupadi, and a lack of knowledge about the physiological processes of menstruation. Recommendations include the suggestion that women and girls should lead the elimination of chhaupadi, although the engagement of men and other community members were also highlighted. A non-judgmental, slow-paced approach that is not radical was considered ideal, as it is important not to invalidate generations that followed and upheld the custom. On the other hand, advocating for the initiation of a system of punishment was also promoted.

X. GENDER BASED VIOLENCE (GBV) IN SCHOOLS, HOMES, AND COMMUNITIES

International Center for Research on Women and Plan International. (2014). *Are schools safe and gender equal spaces? Findings from a baseline study of school related gender-based violence in five countries in Asia*. Washington, DC. 284-page report. <https://www.icrw.org/publications/are-schools-safe-and-gender-equal-spaces/>

Undertaken by Plan International and the International Center for Research on Women (ICRW), this baseline study was conducted in 5 Asian countries (Cambodia, Indonesia, Nepal, Pakistan, and Vietnam) to determine an understanding on the nature, extent, and response to school-related gender-based violence. The Nepal study had 1499 student participants (685 boys and 814 girls) in the Sunsari district. Schools were selected based on whether or not Plan International had implemented intervention programs.

Results from FGDs and surveys highlighted that safety in school is a major concern for around half of the students. Some issues cited were “not having security guards, dirty pictures or words written on walls or toilet, and frequent use of insulting or humiliating language”. This literature review notes that GBV in school is pervasive, with “79 percent of students reported experiencing violence ever in school; while 68 percent experienced in last 6 months.” Schools were found to be critically reinforcing stereotypical messages, and adversely influencing gender equity attitudes.

Less than half of the students -- more boys (54%) than girls (30%) -- mentioned teaching or non-teaching staff as perpetrators of violence, and close to 40% of students reported experiencing

violence from fellow students (reported as higher for girls than boys). Despite the prevalence of violence in schools, reporting is low. The Nepal specific study concludes that the importance that “all constituencies – teachers, parents and students...understand the fundamental issues of gender, and challenge discriminatory practices and use of violence in their day-to-day life”.

International Center for Research on Women (ICRW) and UNFPA. (2014). *Engaging men and boys, communities and parents to end violence against women, child marriage and other harmful practices in Nepal*. Kathmandu, Nepal: UNFPA. 49-page strategy document. <http://nepal.unfpa.org/publications/engaging-men-and-boys-communities-and-parents-end-violence-against-women-child-marriage>

This initiative was undertaken by UNFPA to develop a “targeted strategy which takes into account global best practices in the area of ending child marriages, including ending violence and harmful practices against women and girls through engaging communities and in involving men and boys in this effort.” A number of consultations with government and non-government organizations, literature review of existing magnitude of violence against women, child marriage and harmful practices, review and analysis of UNFPA Nepal Perception Survey 2013 and other studies, and mapping analysis of who is doing what was used to determine the gaps and opportunities in the document.

The document highlights the pervasiveness of violence against women in different forms, stating “both men and women in the UNFPA Nepal Perception Survey, 2013 reported that battering women, torturing them, rape, girl trafficking, polygamy, discrimination between son and daughter and child marriage are common forms of GBV”. It also finds that the acceptance of GBV in the community and its justification by younger men is an important factor to consider.

Based on analysis of gaps and opportunities, the document concludes that opportunities to work on child marriage and harmful practices must be linked to existing structures and mechanisms of institutions like the government and NGOs. One such critical opportunity is the engagement of men and boys. The document emphasizes that “studies on men and masculinities in Nepal and in other similar cultural milieu reinforce the idea that engagement with men and boys will likely pay long term dividends in ending violence against women and girls than what has been hitherto recognized” and thus must be prioritized.

Government of Nepal, Office of the Prime Minister and Council of Ministers. (2012). *A study on gender-based violence conducted in selected rural districts of Nepal*. Kathmandu: The Government of Nepal, Office of the Prime Minister and Council of Ministers. 142-page report. <https://asiafoundation.org/resources/pdfs/OPMCMGECUGBVRResearchFinal.pdf>

This study was undertaken through the initiative of the Gender Empowerment Coordination Unit of the Office of the Prime Minister and Council of Ministers (OPMCM), with the objective of assessing the prevalence and changing scenario on GBV in six rural districts in Nepal (Dadeldhura, Nawalparasi, Makwanpur, Siraha, Sindhupalchowk, Sankhuwashava). Findings underscore GBV as prevalent with “almost half of women (48%)” indicating experiencing violence some time in their lives, and with perpetrators most often identified as intimate partners, including husbands. Nevertheless, the level of knowledge of GBV laws (61.3% were unaware) and services available to GBV survivors was identified as relatively low. On the other

hand, the impact of GBV on women's emotional, psychological and sexual well-being is reported as being impacted with findings indicating "significantly higher rates of reported health problems in women who have suffered violence". Looking at the causes of violence against women, the study identifies women's vulnerabilities due to, "women's relative poverty compared to men"; "their isolation from the wider community"; "exclusion from educational and employment opportunities"; and "women's position within male-dominated social structures"; as well as individual level factors such as alcoholism and increasing access to modernization as contributory factors. In view of such findings the study provides comprehensive recommendations targeted at community, program and policy levels that aim to raise awareness through innovative measures, develop and enhance accountability measures, as well as enhance evidence base for action.

United Nations Country Team Gender Theme Group. (2016). *Position paper on ending violence against women and girls in Nepal*. Nepal. 16-page position paper.

<http://un.info.np/Net/NeoDocs/View/7355>

This position paper presents an "overview of the current context of violence against women and girls in Nepal"; provides an analysis of the role and response efforts of the United Nations Country Team in Nepal in regards to violence against women; and serves as a tool to guide future efforts and improve effectiveness of Nepal programming.

University College London and CREHPA for UNFPA. (2013). *Tracking Cases of GBV in Nepal: Individual, Institutional, Legal and Policy Analyses*. 15-page policy analysis.

<http://www.ucl.ac.uk/igh/research/a-z/tracking-cases-gender-based-violence-nepal>

The report delves into experiences of six women who suffered GBV, and assesses their abilities to share their experiences and obtain support through existing support mechanisms. This report finds that while violence against women and girls is pervasive in Nepal, oftentimes girls and women refrain from sharing violent experiences due to feelings of shame, and the fear of society's treatment towards them. Findings indicate that "there is a generally protective and supportive environment to promote and protect the rights of girls and women", nevertheless, efforts to ensure these mechanisms are effectively implemented are limited, while institutional accountability mechanisms and systematic data collection and evaluation are also missing. The report also identifies three major areas for action to be undertaken, namely, increasing knowledge among women regarding their rights, enhancing male engagement for reducing violence against women, and strengthening monitoring and evaluation and institutional accountability.

XI. MEDIA CONSUMPTION

BBC Media Action. (2017, forthcoming). *Global Grant Governance Survey in Nepal*. Kathmandu, Nepal: BBC Media Action.

The survey covered 25 districts and provides information both about media access and about which media provide respondents' main sources of information. It included a small sample of 15-year-old girls and boys (31) and a substantial number (517) of 16-19-year-olds. Findings are

disaggregated by sex, by rural and urban dwellers, and by five large ethnic/caste/religious groups: Muslims, Madhesi, Dalit, Janajati, Chhetri, and Brahmin.

Bhanot, A., Gurung, R., Poudel, S. (2007). *Understanding Media Consumption Patterns and Preferences: Topline Findings of Baseline Research in Kathmandu Valley & Terai Districts of Nepal*. 1-page email transcript. <http://www.comminit.com/early-child/content/understanding-media-consumption-patterns-and-preferences-topline-findings-baseline-resea>

The research shows that amongst all respondents, 97% were TV viewers, and 91% listened to the radio. Exposure to TV is relatively high among the younger age group and higher socio-economic classes (SEC). News and current affairs, music (non-film and film-based), and radio drama are popular radio program genres.

Cassery, Josephine. (2016). *Turn up the volume: empowering women through media: Lessons from BBC Media Action's governance programming*. 28-page report. <http://www.bbc.co.uk/mediaaction/publications-and-resources/policy/practice-briefings/gender-and-governance-empowering-women>

BBC Media Action monitored their Nepal television and radio debate program, "Sajha Sawal", and worked to "erode patriarchal attitudes." For example, a female presenter was hired in the hopes that she could more effectively report on issues that women were facing. Between 2013 and 2015, the percentage of female consumers of the program who reported that the content related to their lives jumped from 77% to 94%, while in both years a consistent amount of men (91%, 90%) reported the content's relevance to their lives.

For women who listened to the programming, they reported "increased political knowledge and discussion", but the likelihood that they would engage more in politics and governance was not as prevalent as it was with male consumers.

Nepal Public Media. *Mobile device, internet users growing*. (2016, January 29). Online Article. <http://admin.myrepublica.com/economy/story/36024/mobile-device-internet-users-growing.html>

This online article reported on the rapid increase of mobile phone and internet use in Nepal in particular. According to Dataxis, a global media firm, the South Asian Association for regional Cooperation (SAARC) region will have an estimated 1.3 billion active mobile subscribers by 2018. In Nepal in particular, there are now more than 27 million mobile subscribers.

Society for Local Integrated Development (SOLID) Nepal. (2012). *Finding an ally: Building partnerships with the media on child marriage*. 3-page blog post. <http://www.girlsnotbrides.org/finding-an-ally-building-partnerships-with-the-media-on-child-marriage/>

This blog post summarized the discussions at a workshop held in 2012 that worked to "train journalists on how to effectively report on health issues." It was discussed and found that it is rare that journalists cover the issue of CEFM, and the workshop helped to provide knowledge to reporters about the problems and issues to look for in rural areas especially.

Journalists also suggested that concerned members of NGOs should write letters to the editor if they see a story about CEFM being misreported. Overall, the workshop was an effective relationship-building activity between the media and NGOs.

Strong, Deborah, and William Brown. (2011). *Promoting Prosocial Beliefs and Behaviour Towards People with Disabilities in Nepal, Through a Children's Entertainment-education Programme*. ResearchGate 22: 1, pp 22-37. <http://dcidj.org/article/viewFile/33/39>

This article explains the findings and conclusions of a “quasi-experimental field study” to examine “*Khushi Ko Sansar*,” a children’s edutainment television show in Nepal that involves a dog named Khush visiting his friends, including people with disabilities. The study gave research participants -- 357 Nepal children -- a pre-viewing and a post-viewing survey that sought to measure their attitudes toward people with disabilities. Researchers concluded that the program was successful in getting the children to adopt “prosocial beliefs and behaviour towards people with disabilities” and that “entertainment education media can improve the treatment of people with disabilities and can promote beneficial health beliefs and practices” (p 22, abstract).

Zhou, Y., Singh, N., Kaushik, P.D. (2011). *The digital divide in rural South Asia: Survey evidence from Bangladesh, Nepal and Sri Lanka*. IIMB Management Review, 23, 15-29. <http://www.sciencedirect.com/science/article/pii/S0970389610001084>

The authors of this study used randomized surveys conducted in computer kiosks across rural areas in Nepal, Bangladesh, and Sri Lanka in order to assess the ways in which rural people in South Asia are using computers and internet.

It was found that in these areas, those accessing computers and internet were more likely to be more educated and were driven often by entertainment and news consumption factors. English-language skills were also important for internet and computer users. For many of the users across countries, furthering their education and knowledge through the internet and computer was an important factor throughout their IT activities.



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ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 3: ANNOTATED BIBLIOGRAPHY OF LESSONS LEARNED EMPOWERING GIRLS AROUND THE WORLD

August 2017

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ANNOTATED BIBLIOGRAPHY OF LESSONS LEARNED EMPOWERING GIRLS AROUND THE WORLD

The transnational literature review yielded evidence-based insights into lessons learned, recommendations, best practices, and targeted areas for improvement in effective implementation of programs targeted to improve girls' access to quality education. This annotated bibliography covers 9 substantive content areas, nonetheless 4 best practices emerged across areas:

- Develop holistic, multi-faceted interventions that tackle the target issue and provide additional resources to improve impact and sustain participation over time
- Leverage a range of local, national, and international stakeholders so that programs build the capacity to sustain on the community level with national support once I/NGOs and foreign aid funding ends
- Provide high quality training for facilitators, service providers, and mentors so that evidence-based knowledge, attitudes, and behaviors are adopted and modeled through key community partners
- Target the most marginalized, vulnerable, and special populations in your specified program area in order to make a greater impact on groups not serviced by other programs.

Gender empowerment, asset acquisition programming that provided skills-based training to girls in rural villages (geographically excluded), migrant girls from impoverished communities (extremely vulnerable population), and/or girls who use hard drugs (emerging problem gaining visibility in specific locales), along with other supports might prove innovative, effective, and sustainable for Let Girls Learn to avoid unnecessary duplication of other interventions, yet also leverage opportunities to collaborate with other organizations working in Nepal.

POPULATION COUNCIL GIRL-CENTERED PROGRAM DESIGN

15) Population Council. (2010). *A Girl-Centered Program Design: A toolkit to develop, strengthen & expand adolescent girls programs.*

This 231-page toolkit provides guidance for defining program target population, structure, content, and monitoring and evaluation. Best practices include launching program development with a local needs assessment to understand the girls targeted for the program. Key components of effective program structure include developing a safe spaces model, targeted recruitment, high quality leadership development and mentoring, and working with families and critical adults. Recommended girl-centered program content include asset building, economic

strengthening, reproductive health, STI, and clinical services, addressing gender-based violence, and reaching extremely vulnerable groups of girls.

16) Population Council. (2016). *Building Girls' Protective Assets: A collection of tools for program design.*

This 64-page resource is intended for organizations that are committed to reaching the most marginalized and vulnerable girls in low to middle income countries. The tools and exercises provided distill information about “what works” for girls’ empowerment and access to protective assets. Vital protective assets for girls include defining achievable goals, activating social capital, advocating sexual relationships, and building relationships with mentors. The 5-part protective asset building approach model encourages programs to focus on girls, narrow down to the “right” girls to achieve sustainable impact, scale program size to the “walkable” community, establish community-based platforms, and build capacity to self-produce social and other protective assets. The stepwise asset design process directs effective programs to define and map boundaries, enumerate girl universe, assess risk per segment, gain community buy-in, identify locations and times, recruit girls and mentors, gather information, define content, and establish metrics. These recommendations and best practices provide a structure for valuable information gleaned from NGO leader interviews about their program work, roles, effectiveness, barriers, and opportunities for collaboration with adolescent girls in Nepal.

WHAT WORKS IN GIRLS' EDUCATION

17) Camfed Ghana. (2012). *What Works in Girls' Education in Ghana: a critical review of Ghanaian and international literature.*

This 44-page literature review evaluates evidence of best practice strategies for girls’ education. The report outlines the educational, policy, and legal environment in Ghana and reviews the effectiveness of typical strategies. Although this resource includes information about areas outside of the scope of Let Girls Learn Nepal, such as scholarship/stipends, the review provides vital information about possible next steps for Let Girls Learn. There is good evidence that effective female teacher recruitment and training has the potential to improve girls’ enrollment, retention and achievement, especially in more conservative regions. Accessible transport to schools in remote locations, such as bicycles, also has some positive impact on girls’ attendance. Complementary education programming is also recognized as an effective strategy to improve marginalized girls’ enrollment, retention, and achievement. As such, a focus on teacher professional development, simple transportation, and non-formal education may work quite well in more traditional, rural Nepalese villages.

18) Sperling, G., Winthrop, R., & Kwauk, C. (2016). *What Works in Girls' Education - Bibliography. Chapter 4: What works - a catalogue of evidence on addressing girl' education needs.* Brookings Institute.

This is a 89-page book chapter highlights 7 types of interventions that improve girls' access to education. Although the chapter includes approaches outside of the scope of Let Girls Learn, interventions that help girls overcome health barriers, reduce the time and distance to get to school, make schools more girl-friendly, improve school quality, increase community engagement, and sustain girls' education during emergencies are identified.

GENDER EQUITY MOVEMENT IN SCHOOLS (GEMS)

12) International Center for Research on Women (ICRW) & Tata Institute for Social Sciences (TISS). (2011). *Building Support for Gender Equality among Young Adolescents in School: Findings from Mumbai India.*

This 12-page report details the effect of group education activities (GEA+) and school-based campaign interventions on students' understandings, experiences, and views of the gender equity movement in Mumbai, India schools. The quasi-experiment results indicate that multiple rounds of group education activities provide discussion and reflection opportunities that help youth develop more gender-friendly attitudes and behaviors. Recommendations are invest in group education activities and mobilize institutional support for long-term commitment to foster schools' support for gender equality and non-violence.

13) International Center for Research on Women (ICRW), Committee of Resource Organizations (CORO) for Literacy, & Tata Institute for Social Sciences (TISS). (2011) *Gender Equity Movement in Schools Training Manual for Facilitators.*

This 101-page manual outlines 2 years of modules to facilitate gender equity movement in schools (GEMS) program and gender education activities with 12-14 year olds in Mumbai schools. Modules include gender 1.0, knowing yourself - changing body and hygiene, gender 2.0, relationships, emotions, violence and conflict management. Each section includes information for the facilitator, identifies opportunities to integrate GEMS information in the curriculum, and outlines participatory activities for students. The need to train teachers to integrate gender-friendly programs in schools was echoed in NGO leader interviews.

EDUCATION INTERVENTION REVIEWS

7) Chitrakar, R. (2009). *Overcoming Barriers to Girls' Education in South Asia: Deepening Analysis.* United Nations Children's Fund, Regional Office for South Asia (UNICEF ROSA).

This 148-page regional report details rights-based approaches to education and gender-related interventions in South Asian countries. Nepal was highlighted as a decentralized education system case where gender mainstreaming is implemented by local stakeholders who serve on School Management Committees' (SMCs) and develop and administer School Improvement Plans (SIPs). Effective localized gender mainstreaming in education requires local stakeholders to critically assess the state of girls' education and demand resources from the national government to address girls' issues which may include scholarships, female teachers, and girl-friendly school environments. Successful strategies to overcome barriers to girls' education in Nepal include pushing pro-girls initiatives through micro-planning processes, mobilize stakeholders to engage in debates on girls' issues, conduct social audits of gender mainstreaming in school visions, missions, and goals, and require participatory and transparent poverty mapping of rural areas to identify/develop a just safety net of formal and non-formal literacy education and skills training opportunities for impoverished parents.

8) Shankar, A., Marian, D., & Swimmer C. (2015). Effective Interventions Aimed at Reaching Out-of-School Children: A Literature Review. *UNICEF Regional Office for South Asia*.

This 81-page resource reviews interventions targeted for children who have never enrolled and those who have dropped out. This review article largely addresses structural problems with girls' education that Let Girls Learn cannot address, such as best practices for Early Childhood Development programs, enrollment campaigns, pro-poor economic incentives, sector plans, and data management. However, details about alternative learning programs/non-formal education interventions, effective governance for decentralized education systems, and recommendations for the South Asia region provide valuable insights for Let Girls Learn Nepal. A diverse range of non-formal education opportunities should be made available after mapping current programs and determining solid evidence base for effectiveness. I/NGOs can enhance the effectiveness of decentralized education systems, like Nepal, by implementing programs that support intact national that have devolved functions and finance to empowered local governments, who are held accountable by active participation of local stakeholders backed by state-supported community-based organizations (CBOs).

9) UNESCO. (2015). Education For All 2000-2015: Achievements and Challenges. *United Nations Educational, Scientific, and Cultural Organization*.

This comprehensive 516-page report provides an evaluation of efforts toward education for all pledged at the 2000 World Education Forum in Dakar, Senegal. New education targets must be specific, relevant, measurable, and prioritize marginalized groups. This report addresses topical areas beyond the scope of Let Girls Learn, including early childhood care and education, universal primary education, adult literacy, projections and finance. However, details about

youth and adult skills, gender parity and equality, and quality of education provide important lessons for Let Girls Learn Nepal to consider. Better coordination and cooperation among district, school, community, national, and international stakeholders are required to support gender mainstreaming in education, advocate for lifelong learning, and ensure accountability for school quality. Effective implementation strategies include a focus on teacher training targeted toward pedagogical renewal, inclusive and relevant curricula available in accessible learning materials, participatory learning activities supported by welcoming school environments and better governance.

ADOLESCENTS AND DRUG ABUSE

2) United Nations Office on Drugs and Crime. (2011). *The Role of C4D in addressing drug use amongst adolescent girls: Draft background paper for the 12th UNRT on C4D.*

This 16-page UNODC draft background paper reports on effective communications strategies to reach adolescent girls at risk of and currently using drugs (including alcohol, tobacco, illicit narcotics, and psychotropic substances). Effective drug prevention and treatment communications are girl-centered, involve the family, foster connections to the school, provide female role models, include life skills and social skills training components, and target girls prior to typical age of first use for the target population. A successful communications program will target and educate girls, the broader community, and health, social work and adolescent service providers, and also enable girls to access comfortable and safe services.

CEFM

3) Amin S., Ahmed, J, Saha, J., Hossain, MD I., & Haque E.F. (2016). *Delaying Child Marriage Through Community-Based Skills Development Programs for Girls: Results from a randomized control study in rural Bangladesh. The Population Council.*

This 62-page evaluation report details the results of Balika interventions designed to delay child marriage among 9000 girls in 3 rural Bangladeshi districts. The 18-month randomized control trial confirmed that education tutoring, gender rights-awareness, and livelihood skills training interventions all significantly delayed early marriage among adolescent girls. Residual impacts also included more regular school attendance, improved mathematical skills, and increased earned income. This evaluation lends support to the multifaceted interventions as best practice in CEFM.

4) Parsons, J. & McCleary-Sills, J. (2014). *Preventing Child Marriage: Lessons from World Bank Gender iMPact Evaluations. enGENDER Impact: World Bank's Gender Impact Evaluation Database.*

This 9-page brief details successful cash transfer, additional educational components, and structural interventions that effectively delayed marriage and reduced child marriage among girls in 18 of the 20 countries with the highest prevalence of child marriage. Effective CEFM interventions addressed multiple drivers of early marriage by increasing girls' educational attainment, increasing girls' value and opportunities in society, and reducing poverty. Best practices for additional education supports include girls' clubs, vocational and life skills' courses, mentors, recreation activities, subsidy for schools uniforms, school curriculum reform, and infrastructure improvements.

5) Girls Not Brides

Lessons Learned 2015; 29 pages

This initiative is the most well-known intervention against CEFM. The multifaceted 4-part model empowers girls, mobilizes communities, provides services, and establishes and implements laws and policies to prevent CEFM and support married girls (Theory of Change 2014). A major lesson learned from this global partnership to end child marriage is the need to move away from project-based approaches and towards the development of comprehensive country-wide initiatives. Best practices include government leadership and ownership from the outset of the intervention, inclusive and participatory strategy development to foster longer term impact, integrated multi-sectorial responses, effective coordination and communication to build alignment across sectors/stakeholders, research and evidence-based national strategies. Major challenges to address include balancing limited timeframes with collaborative consultative processes, operationalizing actionable national strategies, balancing achieving consensus across sectors/stakeholder with determining national priorities, sustainability, and reaching the hard to reach girls, which may include rural, traditional, out-of-school, migrant, trafficked, laborers, and those without birth and legal documents.

6) Department for International Development UK (DFID), Girl Summit

Girl Summit One Year On: A future free from FGM and child and forced marriage; UNICEF 2015, 16-page summit highlights

DFID has made a commitment to research and support what works to transform girls' lives, with a specific focus on CEFM, GBV, and limited income generating opportunities. DFID's problem statement is that although interventions targeted toward adolescent girls exist there is very little evidence base to inform implementation programs and policies. DFID has chosen to selectively invest in two research programs--The Global Girls Research Initiative (GGRI) and The Adolescence Research Programme. These are not interventions, but rather funding and infrastructure to create a research base for interventions. One specific connection to Nepal includes a 2014 partnership with the National Inter-Religious Network on Violence Against Women (NIRN), which launched a Partnership with Religious Network and Structure that developed a theologically-based women's and children's rights manual used by religious

leaders to educate 180,000 people.¹ Some potential targeted areas for improvement identified in the GGRI Log Frame (DFIF 2016) include explicit tie between CEFM and GBV, use of evidence base in national and international policies, and stakeholder engagement meetings to promote use of evidence in interventions.

ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH (ASRH)

1) Haberland, N., & Rogow D. (2014). *Sexuality education: Emerging trends in evidence and practice. Journal of Adolescent Health, (56), S15-S21.*

This 7-page academic journal review article summarizes the elements, effectiveness, quality, and country-level coverage of Comprehensive Sexuality Education (CSE). Effective ASHR programs will emphasize gender and power to reduce STIs and unintended pregnancies. An empowerment approach will incorporate UNFPA 2014 guidelines for CSE programs and effectively design beyond abstinence-only curriculum, incorporate resources to train high quality CSE educators, and holistically link CSE interventions to protective factors and resources in the social environment.

MENSTRUAL HYGIENE MANAGEMENT

14) House, S., Mahon, T., & Cavill, S. (2012). *Menstrual Hygiene Matters: A resource for improving menstrual hygiene around the world.*

This 354-page resource was peer-reviewed by 21 experts in water, sanitation, and hygiene (WASH), health, education, and gender to help organizations develop evidence-based menstrual hygiene programs. Nine modules outline effective approaches to the basics, getting started, sanitary protection materials and disposal, working with communities and schools, emergencies, supporting women and girls in marginalized, vulnerable, and special circumstances, the workplace, and research, monitoring, and advocacy. Each section is accompanied by a toolkit of practical resources that support effective implementation, including checklists, technical designs, case studies, and bibliography resources.

GBV EVALUATIONS

10) United Nations Children's Fund (UNICEF). (2014). *A Statistical Snapshot of Violence Against Adolescent Girls.*

This 40-page resource provides statistical data about mortality, non-fatal physical, bullying, sexual, intimate partner, wife-beating, female genital mutilation/cutting, and child marriage

¹ None of the NGO or CBO leaders interviewed during fieldwork mentioned this network during interviews].

violence against adolescent girls around the world. To counter the pervasiveness and acceptability of GBV, girls must be protected through the passage and enforcement of laws, gender-friendly reorientation of systems and services, and empowered with knowledge, skills, resources, and options. Effective life skills education promotes critical thinking, self-esteem, communication, negotiation, and cooperative problem-solving competencies that position girls to cope with violence if and when it occurs.

11) Miller, E, Das, M., Verma, R., O'Connor, B., Ghosh S., Jaime, M., & McCauley, H. (2014). Exploring the potential for changing gender norms among cricket coaches and athletes in India. *Violence Against Women* (1-18).

This 18-page academic journal article details the adaptation of a U.S. developed violence prevention program applied in an urban Indian context. Effective strategies include defining gender equity and challenging cultural assumptions with coaches prior to implementing a gender norms change program with athletes. This research highlights the importance of providing adequate training to coaches, mentors or service providers prior to program implementation. This best practice was frequently mentioned in the NGO leader interviews.



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ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 4: NEPAL INTERVENTION MAPPING

August 2017

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NGOS AND PROGRAMS RELATED TO ADOLESCENT GIRLS IN NEPAL	
Organization Program/Project Website Office or Project Locations Project Implementation Dates* Implementing Partners* *Information only available for some projects	Program activities, Good practices*, Challenges* *Information only available for some projects
Aasman Nepal www.aasamannepal.org.np Saptari	<i>Program activities:</i> <ul style="list-style-type: none"> • Implements “Strengthening Local Governance” for inclusive quality education; • Promotes Child-Friendly Local Governance across 10 Village Development Committee’s; • Promotes quality & inclusive education and implementing “Schools as Zones of Peace” (SZOP); • Addresses out-of-school children’s needs.
Aawaz www.nagarikaawaz.org.np Birendranagar, Surkhet	<i>Program activities:</i> <ul style="list-style-type: none"> • Targets youth from the ages of 16-30 and children at risk who have been the victims of disaster; • Works on gender-based violence, domestic violence, and sexual exploitation; • Works with out-of-school children and helps them either get reintegrated into formal education or the workforce; • Provides vocational and skill-based training to young girls.

<p>ADRA Nepal www.adranepal.org</p> <p>Sanepa, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Raise awareness on Adolescent Sexual and Reproductive Health and Menstrual Hygiene Management; • Distributes of hygiene kits, family planning education, and service delivery through peer education; • Provides “Safe School” awareness training; • Provides sponsorship scheme for primary to secondary school children from the most vulnerable and marginalized community especially girls; • Provides vocational training for OOS children and youths to prepare them for formal work. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Provides sponsorship schemes for adolescent girls from vulnerable and marginalized communities; • Provides vocational and entrepreneurial training on farming, incense making, baking, and tailoring; • Conducts awareness-raising activities for GBV issues through activities like art, drama, speech, and story writing).
<p>American Center</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Promotes reading and learning through libraries, information and communication technology, and girls engagement
<p>American Corners (Innovation Hub Kathmandu) https://np.usembassy.gov/education-culture/american-spaces/</p> <p>Teku, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides reading and learning materials; • Partners with the US Embassy of Nepal.
<p>Bhairab Rehabilitation Center</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Raises awareness among adolescents on drug addiction and alcoholism.
<p>Butterfly Home/Early Childhood Development Center www.ecdcnepal.org/project/the-butterfly-home</p> <p>Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Operates “Early Childhood Development Center” homes; • Provides butterfly scholarships to children whose mothers in prison; • Provides income generation opportunities to imprisoned mothers.

<p>CARE Nepal Tipping Point (Aba Mero Palo) www.carenepal.org/projectDetail.php?id=13</p> <p>Rupendehi, Kapilvastu</p> <p>May 2014 to April 2017 <u>Donor:</u> Kendeda Fund</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Addresses social norms and sexuality, especially in districts where rates of child marriage are particularly high; • Addresses “underlying causes” of child marriage.
<p>CARE Nepal Access to Justice www.care.org/country/nepal</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Increases access to informal justice systems at the community level without undermining the formal justice system; • Focuses on creating awareness and providing links to services, rather than providing services directly.
<p>CARE Nepal, UDAAN www.carenepal.org/projectDetail.php?id=9</p> <p>Kapilvastu</p> <p>*Program is currently 3 years, but can be shortened</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Uses a curriculum also used/supported by the MoE; • Targets adolescent girls between ages 10-14 from poor, vulnerable, and social excluded (PVSE) families who have dropped out after early grades or have never been to school and seeks to encourage them to complete grades 5, 6, and 7; • Supports girls who have dropped out of school by providing a catch-up course that is appropriate to their needs and equips them with necessary skills to lead a self-determined life.
<p>Center for Legal Research and Resource Development (CeLRRd) www.celrrd.org</p> <p>New Baneshwore, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides legal counselling to victims of child sexual exploitation; • Capacitates duty bearers and stakeholders along with increasing public awareness among individuals with high possibility of being victim of the commercial sexual exploitation of children; • Advocates for policy contributing to the GON's efforts in protecting children from sexual exploitation of any kind.

<p>Child Nepal Community Participation for Education and Child Protection (CPECP) www.childnepal.org Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides support for field-level data collection; • Works with adolescent girls and boys; • Trains on peer education and life skills; • Works with 35 schools; • Provides training on child protection issues and ASRH.
<p>Child Nepal Fight Against Child Trafficking in Emergency www.childnepal.org Nawalpur, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works to rescue trafficked children, including adolescent girls; • Provides school supplies to children from marginalized communities; • Implements "recovery program" through which they provide lunch to children in schools and help in constructing school facilities post-earthquake; • Introduces Early Childhood Development; • Provides livelihood programs to parents from marginalized groups; • Holds regular interactions with parents to ensure they are a part of children's educational growth.
<p>Child Nepal www.childnepal.org Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements a Community Participation for Education and Child Protection (CPECP) program in Bhotechaur, Mahankal, Echok, Kuel, and Melamchi Municipality; • Provides support for field level data collection; • Works with adolescent girls and boys; • Conducts trainings on peer education and life skills; • Works with 35 schools and provides training on child protection issues and ASRH.
<p>Child Reach Nepal www.childreachnp.org Maitri Marga, Patan</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Builds capacity and adolescent friendly infrastructures in schools; • Addresses high prevalence of school absenteeism among girls and teachers; • Conducts menstrual hygiene management (MHM) activities.
<p>Child Workers in Nepal (CWIN) www.cwin.org.np Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Builds libraries; • Provides vocational trainings to young girls.

<p>Citizen Awareness Centre Dasrathchand, Baitadi</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Raises awareness to address cases of violence against women, social violence, different types of untouchability issues, and child marriage; • Orients parents about the importance of girls education and the harmful effects of child marriage; • Works with school management committees to improve girls' educational attainment.
<p>Community Development, Environment Conservation Forum (CDECF) www.cdecf.org.np Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides child protection services to adolescent girls affected by the April 2015 earthquake; • Orients children about safety measures during natural disasters through child clubs; • Provides support in renovating schools damaged during the earthquake; • Works to increase the attendance rate of adolescent girls and boys post-earthquake; • Promotes inclusion of children from deprived and marginalized communities.
<p>Cooperative Society Nepal Nuwakot</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Partners with Child Nepal; • Works in Bidur and Sundaradevi; • UNICEF-funded project that reaches out to adolescent girls and boys in 40 village development committees; • Provides school support/scholarship, livelihood opportunities to parents; • Provides training to adolescents and prepare them to become peer educators; • Increases awareness on GBV, adolescent sexual and reproductive health, and child marriage and importance of education.
<p>Dalit Bikas Samaj Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Targets Dalit girls and adolescents to raise awareness on child marriage and GBV.
<p>Dalit Society Development Center (DSDC) Dasrathchand, Baitadi</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Conducts public awareness program about child marriage, dowry and ASRH issues; • Works in collaboration with PTAs and school management committees; • Encourages out-of-school children to rejoin school; • Engages the adolescent mothers in income generation activities by mobilizing religious leaders.

<p>Delegation of the European Union to Nepal www.eeas.europa.eu Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides financial and technical assistance to NGOs and government efforts that implement the <u>Education for All</u> and <u>School Sector Reform Plan</u>.
<p>English ACCESS www.englishaccessnepal.weebly.com Chundevi, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works with children from public schools; • Provides after-school support to children; • Hosts open discussions on several issues including the importance of education, child marriage, GBV among others; • Provides trainings to both boys and girls aged 13-16 years in four core areas: English language development, leadership, community service and communication. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Struggling students should have supplementary lessons after school. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Parents and girls are lured by economic prospects abroad, leading to high rates of migration and girls unmotivated at school; • Lack of skilled teachers; • Poor English-learning training for teachers by the Government of Nepal, so English teachers have poor reading and writing skills.
<p>Environment Development Society (EDS) www.edssociety.org.np Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Focuses on addressing gender-based discrimination, and changing social norms and practices such as chhaupadi and child marriage.
<p>Feminist Dalit Organization (FEDO) www.fedonepal.org Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Promotes inclusion and social cohesion among various ethnic groups; • Promotes education among Dalit girls and women.

<p>FHI360, LINKAGES (Linkages across the Continuum of HIV Services for Key Populations Affected by HIV) www.fhi360.org https://www.fhi360.org/sites/default/files/media/documents/resource-linkages-nepal-factsheet.pdf</p> <p>16 districts, largely in Terai, plus Kathmandu and Bhaktapur</p> <p>October 2016 to March 2018 Operates via 24 partner organizations in Nepal LINKAGES also operates in CAMEROON, Ghana, and Kenya</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • LINKAGES targets: <ul style="list-style-type: none"> ○ Sex workers – female and male, including adolescents. <ul style="list-style-type: none"> ▪ Tries to reach female sex workers within their first 6 months of arriving in a location, so they are aware of their rights and services; ▪ Risk factors are mostly lack of other income generation opportunities and seeing the money that other girls send to their families, most of whom are unaware of the actual work their daughters do. ○ Clients of sex female sex workers; ○ Men who have sex with men (MSM) (in 5 districts); ○ Transgender people (in 5 districts). • LINKAGES provides: <ul style="list-style-type: none"> ○ HIV prevention education; ○ HIV testing and counseling; ○ Links to organizations providing anti-retroviral therapy; ○ Girls under 18 are identified and reported to anti-trafficking organizations, although there are only 5 districts with USAID-funded CTIP programs. • Adolescent girls within its target group are <ul style="list-style-type: none"> ○ Among the most vulnerable to abuse and GBV, because they lack negotiating power and experience and often see GBV as part of their jobs; ○ Most likely to work in establishments in urban areas, rather than being home-based or street-based; ○ Somewhat easier to target because they work in fixed locations, but they need an approach tailored to younger women. • GESI crosscuts all three FHI 360 projects in Nepal: LINKAGES, the Civil Society: Mutual Accountability Project, and technical inputs to nutrition assessment counseling and support or the consortium implementing Suaahara II. The Civil Society mapping project has a dedicated GESI advisor.
<p>Georgetown University's Institute for Reproductive Health (IRH) (Fact Project) http://irh.org/projects/fact_project/</p> <p>Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements research in order to improve fertility awareness and availability of fertility awareness-based methods. http://irh.org/projects/fact_project/

<p>Girls in Tech www.girlsintech.org</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides an encouraging and empowering environment for girls to work and train in technology and information management; • Provides conferences and workshops for girls. <p>www.girlsintech.org</p>
<p>Global Action Nepal www.globalactionnepal.org</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Prepares adult champions and role model teachers in schools who are proponents of girls education; • Implements big-sister-little-sister program in schools, and vocational trainings to school graduates (big sisters).
<p>Handicap International www.handicap-international.org</p> <p>Sallaghari Marg, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Builds rehabilitation centers; • Responds to natural disasters, working with hospitals in order to address the special needs of people with disabilities; • Promotes livelihood projects. <p>www.handicap-international.org</p>

<p>Health Communication Capacity Collaborative (HC3)/JHU-CCP https://healthcommcapacity.org/where-we-work/nepal/</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works with Ministry of Health and Population to design, implement, and evaluate social and behavior change and communication programs for family planning; • Works to increase modern contraceptive use. • Establishes child clubs in each school; • Focuses on engaging children in extra-curricular activities and breaking gender norms in schools. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Uses social media campaigns; • Develops understanding of adolescent girls motivations involving study and school; • Enhances community ownership and mobilization; • Peer-to-peer approaches; • Uses local leaders as carriers of information and identify role models; • Engages boys and men to become proponents of gender equality; • Currently launching a mobile application that will work as a helpline and support mechanism for adolescent questions and issues surrounding ASRH. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Growing trend of elopement, especially among the Hill Janajati groups, as well as in single-mother households; • Poor birth spacing in families.
<p>Helen Keller International Suaahara Program www.wki.org</p> <p>Taulihawa, Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Adopts a life-cycle approach to address girls' issues; • Educates adolescents about the downside of child marriage, teenage pregnancy and early motherhood; • Involves parents and adolescent couples; • Lobbies with District Education Offices and District Health Offices around the importance of improved nutrition and iron-folic acid tablets for teen mothers.
<p>Human Rights and Rural Development Center (HRDC) Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Addresses issues of good governance, human rights, and the issues related to the changes that take place in adolescents; • Works with adolescents from marginalized communities.

<p>Individuell Manniskohjalp (IM) Swedish Development Partner www.manniskohjalp.se/en/region/south-asia/Nepal</p> <p>Dang, Kapilvastu, Nawalparasi, Dhanusha, Gorkha, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Promotes education interventions that focus on marginalized girls' education; • Promotes effective implementation of education policies (like increased teacher capacity and child-friendly teaching methods); • Focuses on economic empowerment and income generation for women and youth from marginalized communities. <p>www.manniskohjalp.se/en/region/south-asia/Nepal</p>
<p>Kakani Community Development Committee</p> <p>Nuwakot</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Collaborates with 18 women groups and 11 organizations; • Works on issues related to livelihood, public health engineering & nutrition, women empowerment, child development, human trafficking prevention, commercial sexual exploitation of children; • Provides scholarships & materials, libraries, teacher training, and PTA school programs.
<p>Kalika Self-Reliance Social Center (KSSC)</p> <p>Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on early childhood care and development, basic education, school health and nutrition, adolescent development and livelihood; • Provides life skill training, income generation support, micro-enterprises training, youth club support, and youth information centre; • Provides education support for girls and boys.
<p>Karkhana www.karkhana.asia</p> <p>Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Has mentored 5000 students over three years in activities that promote design, technology, innovation, leadership, inventiveness, and creativity. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Female teachers are included in every class. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Program is location-based and limited by the size of the training space; • Teachers are only in urban areas; • Jobs are in urban areas.

<p>Karnali Integrated Development and Research Center (KIDARC) www.kidarc.org</p> <p>Taulihawa, Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Uses community education management information system to identify out-of-school adolescents; • Introduces Program activities that encourage OOS children to enroll into formal education; • Works with parents and provide IG opportunities; address issues of child labor; • Ensures schools have disability-friendly and girl-friendly infrastructures.
<p>Karnali Integrated Development and Research Center (KIDARC) Sambad Project www.kidarc.org</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements the "Sambad" project, through which they target adolescent Dalit girls to educate them about their rights and empower them; • Improves enrollment rates among Dalit girls; • Identifies out-of-school children from marginalized communities and reintegrate them to the formal education system; • Raises awareness on issues such as Chhaupadi and child marriage.
<p>Knowledge-based Integrated Sustainable Agriculture and Nutrition (KISAN): USG implementing partner www.usaid.gov/nepal/fact-sheets/kisan-project</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works to advance food security and increase agricultural productivity; • Provides business literacy training. <p>www.usaid.gov/nepal/fact-sheets/kisan-project</p>
<p>Kopila Valley</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides free education to disadvantaged children including street children.

<p>Korea International Cooperation Agency (KOICA) Nepal Office Better Lives for Girls www.koica.go.kr</p> <p>Lalitpur, Rautahat, Acham, Basur, Sunsari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • 5 main components, aligned with the SSDP and each implemented by different partners, which focus on bringing in what they're already good at: 1) Education (UNESCO); 2) Health education, including sex education (UNFPA); 3) Learning environment, gender-responsive budgeting (UN Women); 4) Knowledge sharing and data management (UNESCO); 5) Gender-based violence (UNICEF); • Facilitates the transition from basic to secondary education; • Works with universities to identify sources of water and create water access at schools. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Use Community Learning Centers (CLCs) to reach parents; • Use green clubs, community clubs, and student clubs to reach adolescents; • Life skills, livelihood skills, entrepreneur skills, demand-driven training packages.
<p>Learning House (Pokhara) www.learninghousenepal.com</p> <p>Pokhara, Kaski</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides training, counseling, and mentoring in the areas of career and educational preparation; • Operates a community library; • Provides students with areas to study. <p>www.learninghousenepal.com</p>
<p>Little Sisters Fund www.campaignforeducationusa.org/members/detail/little-sisters-fund</p> <p>Samakhushi, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Targets economically disadvantaged girls to become empowered leaders through education, mentoring, and community support; • Supports programs including mentoring, teacher training, awareness-raising, micro-finance, and health education. <p>www.campaignforeducationusa.org/members/detail/little-sisters-fund</p> <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Corporal punishment in government schools is a “major disincentive” for girls to continue schooling; • High prevalence of teachers' absenteeism.

<p>Lumbini Integrated Development Organization (LIDO) Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on early childhood care and development, basic education, school health and nutrition, adolescent development and livelihood; • Adolescence girls group; • Muslim organization can help access Muslim community when language and existing norms are challenging barriers.
<p>Mahila Aatma Nirbharta Kendra (MAANK) Nawalpur, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements child protection programs; • Works on the reintegration of trafficked adolescent girls; • Provides livelihood trainings to adolescents; • Implements programs on GBV; • Works with OXFAM, Save the Children, World Education, UNICEF and several other donors; • Works on education projects to reduce the dropout rates among girls in schools; • Forms mother and child groups to discuss several social issues.
<p>Mandwi Empowering Women www.mandwi.org Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Focuses on providing girls with quality education in safe environments; • Works to empower women to combat discrimination and injustice. <p>www.mandwi.org</p>
<p>Marie Stopes Nepal www.mariestopes.org.np/en Baluwatar, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Improves access and quality of family planning services; • Promotes contraceptive through social marketing; • Provides youth friendly service centers; • Raising awareness on sexual reproductive health and available youth-friendly services among youths in target areas.
<p>Martin Chautari www.martinchautari.org.np/ Thapathali, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Conducts and supports research focusing largely on media, gender, environmental justice, education, health, social inclusion, and democracy. <p>www.martinchautari.org.np/</p>

<p>Mercy Corps STEM (Supporting the Education of Marginalised Girls in Kailali) www.nepal.mercycorps.org http://nepal.mercycorps.org/projects/youth/supporting-education.php</p> <p>Kailali</p> <p>June 2013 – August 2016</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Has 30 secondary schools with girls clubs across 13 VDCs and 2 municipalities in the Kailali District (Far West); • Receives DFID funding as part of the Girls' Education Challenge; • Partners FAYA Nepal and Empower Generation • Emphasizes strengthening girls' literacy and numeracy skills and encouraging girls to pass their SLC • Works via free girls' clubs that include in- and out-of-school girls • Curriculum also covers sexual and reproductive health and life skills • "EGAP" media campaigns took place 4x/year to emphasize "Educate Girls. Alleviate Poverty" via radio jingles, talk shows, street dramas and rallies, print materials, and door-to-door campaigns, and school open houses <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Girls have a difficult time attending school regularly; • Politicization of SMCs and SMC elections.
<p>Microsoft Innovation Center Nepal www.micnepal.org</p> <p>Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides students and community members with training courses and mentoring and employment programs; • Advocates for technology and innovation. <p>www.micnepal.org</p>
<p>Nepal Fertility Care Centre www.nfcc.org.np</p> <p>Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Integrates menstrual hygiene management in schools; • Includes both boys and girls in sex education; • Raises awareness on adolescent sexual and reproductive health among parents; • Trains head principals on various social issues to become the point person to disseminate information among the school management committees and parents.
<p>NGO Federation www.ngofederation.org</p> <p>Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Supports NGOs and CBOs in efforts to combat poverty and promote human rights. <p>www.ngofederation.org</p>

<p>Open Learning Exchange (OLE) www.olenepal.org</p> <p>Sanepal, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Digitizes learning; • Trains teachers.
<p>PSI Nepal www.psi.org/country/nepal</p> <p>Patan Dhoka, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Addresses adolescents' and young people's sexual and reproductive health issues; • Uses social marketing tools; • Improves access and quality of contraception and family planning services.
<p>READ Nepal www.readglobal.org</p> <p>Baluwatar, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Raises awareness on the importance of formal education targeting out-of-school children and children from marginalized communities; • Lobbies for scholarships through community library resource centers; • Holds discussions on social issues like child marriage, GBV, youth and employment through CLRCs. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Establishes community library resource centers to provide space for adolescents; • Organizes evening classes and homework support groups; • Provides life-skill training and sports activities to increase girls' confidence; • READ's "Save the Date" campaign creates youth role models to help delay CEFM; • Uses street dramas and technology to help raise awareness about CEFM; • Encourage adolescent role models in schools who can educate and support peers, parents, and other community members about the importance of girls' education and empowerment; • Conducts door-to-door canvassing to encourage people to participate in programs; • Encourages community leaders and other influential people to promote activities. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Girls are not aware of the value of education, and there is a lack of counseling; • Lack of proper toilets in schools; • Prevalence of "eve teasing" and sexual harassment in schools.

<p>Red Cross http://www.ifrc.org/en/what-we-do/where-we-work/asia-pacific/nepal-red-cross-society/ Rajbiraj, Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Approaches schools to raise awareness on issues pertaining to HIV/AIDS, safe migration, child marriage, menstrual health management, sex education, and family planning • Works with “let’s go and learn together’ and ‘our question, our participation’ programs.
<p>Restless Development www.restlessdevelopment.org Lalitpur, Dhanusa, Rautahat, Doti, Accham, Bajura, Mugu, Kalikot, Mahottari, Parsa, Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Mainstreams out-of-school labor children into school; • Prepares young champions in schools and communities; • Orients teachers and parents on the importance of gender equity in education; • Forms child clubs to promote child-friendly local governance; • Organizes learning camps, motivational video shows learning exhibit visits, and training for teachers; • Conducts monthly meeting of “young champions” and “junior champions,” and quarterly review meetings of “young champions”; • Hosts a radio show; • Implements sports activities for youth engagement in development.
<p>Restless Development www.restlessdevelopment.org/nepal Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Promotes child club formation; • Works on education, livelihood, Youth Information Center, peer education; • Works on child marriage program with UNICEF.

<p>Room to Read Girls' Education Program (GEP) www.roomtoread.org</p> <p>Bardiya, Nuwakot, Kailali, Palpa, Banke (supporting programs in Nawalparasi, Pyuthan, Myagdi, Kaski, Lamjung, Dhading, Chitwan, Kathmandu, Bhaktapur, Lalitpur, Kavre, Sindhupalchowk)</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Uses “risk response and assessment” tool to identify Girls' Education Program students at risk of dropping out, and the tool is now used in other Room to Read countries; • Uses a “life skills assessment tool” in India that is being piloted in Nepal in 2017; https://www.roomtoread.org/the-latest/measuring-the-effectiveness-of-a-life-skills-education/ • Monitoring and evaluation is an integral part of GEP, and uses the following indicators: <ul style="list-style-type: none"> ○ Impact of mentoring on girls' school attendance and performance; ○ Prevention of early marriage; ○ Staying in school after marriage; ○ Changes in teachers' knowledge and attitudes towards girls' education; ○ Changes in parents' and community leaders' knowledge and attitudes; ○ Changes in boys' and brothers' knowledge and attitudes. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Having mentors and coaches that are not current teachers in a given school; • Negotiating a fresh MoU with schools annually; • Meeting regularly with SMCs and advocating to get at least one parent of a current student on the SMC; • Creating a strong alliance with the District Education Office (DEO), which can help resolve any challenges with an SMC; • Inviting the government Social Welfare Councils to undertake joint monitoring visits to facilitate constructive interaction and feedback; • Critical consumption of social media explicitly addressed, including safe use of SMS, selfies, video, chat rooms, and Facebook. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Add an income generation component to each the most disadvantaged girls; • Strengthen focus on career possibilities and employment; • Expand tutoring and exam prep from 10th grade to grades 7-9; intensive support in grade 8 is especially critical, because it's the grade at which exams become national.
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<p>Room to Read Literacy Program www.roomtoread.org</p> <p>Bardiya, Nuwakot, Kailali, Palpa, Banke (supporting programs in Nawalparasi, Pyuthan, Myagdi, Kaski, Lamjung, Dhading, Chitwan, Kathmandu, Bhaktapur, Lalitpur, Kavre, Sindhupalchowk)</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Operates a 3 year program in each school; • Cooperates with the Ministry of Education and works in different districts from the Early Grade Reading Program (EGRP).
<p>Rural Development and Environment Management Society (RUDES)</p> <p>Dashrathchand, Baitadi</p> <p>Implements programs funded by OXFAM and the Local Governance and Community Development Programme (LGCDDP) of Nepal</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Introduces WASH programs addressing menstrual health management issues in schools, built girl-friendly toilets in schools; organized campaigns in various themes; • Addresses issues related to Chhaupadi, vaccinations, child marriage and nutrition; • Raises awareness on social issues through street plays, radio and newspapers.
<p>Rural Health and Education Service Trust (RHEST) www.rhest.org.np</p> <p>Based in Kathmandu with program work 18 districts across Nepal</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Prevents girls from being trafficked via education: <ul style="list-style-type: none"> ○ Lack of education is a main risk factor to being trafficked; ○ Supports individual girls' education through grade 12; ○ Schools agree to monitor and support the girls from the time they enroll, and if they drop out, RHEST and the school intervene; ○ Over 8,500 at-risk girls in the anti-trafficking program. • Works against violence against women; • Improves woman's reproductive health in Nepal; <ul style="list-style-type: none"> ○ Provides mobile reproductive health clinics and funds for surgical interventions for hundreds women suffering from uterine prolapse ○ Trains rural health workers and volunteers in the identification, treatment and prevention of women's reproductive health issues.

<p>Saathi www.saathi.org.np Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Approaches schools to raise awareness and talk to adolescents and school teachers about domestic and gender-based violence; • Works on issues related to reproductive health, sex education, environment, sustainable development, peace and safety; • Targets girls aged 13-18 years; • Includes girls and children from marginalized and disadvantaged communities; • Targets community members who actively participate in Laingik Himsha Sahayatri Samiti (GBV watchgroup committees); • Provides WASH support in schools.
<p>Sabal Nepal www.sabalnepal.org.np Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Includes children in sponsorship programs; • Works on adolescent development (Core Program); • Promotes child club reform.
<p>Safer Migration (SaMi) www.sami.org.np Rajbiraj Municipality, Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on safe migration, with a focus on reaching out to adolescents; • Conducts mass awareness campaigns in schools on safe migration that involves teachers, parents and community members; • Focuses on boys and girls ages 15-20.
<p>Sajedhari Bikaas www.usaid.gov/nepal/fact-sheets/sajhedari-bikaas Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works to strengthen communities in order to improve their ability to promote local development; • Works to promote good governance efforts. <p>www.usaid.gov/nepal/fact-sheets/sajhedari-bikaas</p>
<p>Samrakshak Samuha Nepal www.sasane.org.np/ Dillibazar, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • School Awareness Program provides public schools with resources to identify human trafficking practices; • Provides information on gender and human rights, early marriage education as well as some scholarship funds and donations to keep girls in school.

<p>Save the Children www.nepal.savethechildren.net</p> <p>Sambhu Marg, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Improves gender equity among young adolescents aged 10-14 years; • Addresses issues of child marriage, GBV and gender stereotypes through its voices, choices and promises program; increasing mothers', newborns', children's and adolescent's access to health care service; • Promotes health system strengthening; • Uses an ecological approach to address issues of girls and women.
<p>Save the Children Fertility Awareness for Community Transformation (FACT) www.nepal.savethechildren.net</p> <p>Nuwakot, Bajura, Siraha, Pyuthan, Rupandehi</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Seeks to find out if “increased fertility awareness improves family planning use”, and if more access to “fertility awareness” reduces unintended pregnancies; • Encourages mothers-in-law to share information with daughters-in-law and all women encouraged to share information with men; • Uses games to educate on issues like menstruation; • Works with the GoN via district support lead agencies; • Receives USAID support. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Mothers' groups are effective, but the structure makes it difficult to involve men.

<p>Save the Children Choices, Voices, Promises www.nepal.savethechildren.net</p> <p>Siraha (Pilot district), Saptari, Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Incorporates engagement with men and boys into its other work, using child clubs as a vehicle; • Conducts child club orientations; • Encourages boys to advocate with their mothers, who allocate household labor. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Conducts door-to-door census in a target community to identify out-of-school children, and the information is shared with the DEO and PTAs; • Works with brick kilns and in districts where children commonly leave school to work in identified industries; • Implements alternative education program (more than 10 years old) to catch kids who drop out of school: <ul style="list-style-type: none"> ○ Teaches Nepali, math, science, and English; ○ 98% of participants go back to school; ○ Take an intergenerational approach; ○ Addresses education, child protection, income generation for families, and nutrition status of families. • Strengthens GoN to provide adolescent-friendly facilities; • Supports Ministry of Health to revise adolescent reproductive health strategy; • Provides packages to help young brides who get pregnant to cope better; • Provides small scale menstrual hygiene support for girls
<p>Save the Saptari</p> <p>Rajbiraj, Saptari</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on adolescent development, • Has a main focus on adolescent sexual and reproductive health issues; • Works through child clubs for adolescent learning sessions (life skills, leadership, capacity building, etc); • Promotes WASH issues pertaining to adolescents (menstrual health management); • Works with district public health offices to ensure girls have access to adolescent-friendly services; • Parents' counseling; • Raises awareness on adolescent sexual health and reproductive issues, child marriage, and the negative sides of workforce migration.

<p>Search for Common Ground www.sfcg.org/nepal Lazimpat, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Empowers girls and youths economically by increasing their access to employment as well as sharpening soft skills needed to get into workforce; • Curbs teachers' absenteeism; • Increases enrollment and retention of girls in schools; • Increases access to information among young girls and information; • Increases collective voices through the creation and active participation of youth networks; • Promotes youth and peacebuilding efforts. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Parents are insecure about sending young girls to school or outside of their home; • High prevalence of teachers' absenteeism and lack of skilled teachers in schools; • Lack of infrastructure in schools, including the timeliness of receiving supplies like textbooks; • Dysfunctional School Management Committees (SMCs).
<p>Shakti Samuha www.shaktisamuha.org.np Nuwakot</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides trafficking protection and prevention; • Manages 14 Adolescent group which meet bi-monthly to discuss new topics like girls education, girls trafficking, domestic violence, and child marriage; • Provides cleanliness and educational support.
<p>Shakti Samuha www.shaktisamuha.org.np Thulopakhar, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements programs funded through Save the Children funds; • Provides trainings to village child protection committees; • Establishes shelter homes with the support of district line agencies targeting the victims of trafficking or violence.
<p>Shikshya Foundation Nepal www.shikshyafoundationnepal.org Gyan Mandala, Jhamsikhel, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides education opportunities to underprivileged children; • Facilitates the opening of libraries and reading centers all over Nepal; • Facilitates the development of mentoring and counseling centers to aid the holistic development of children being supported.

<p>Siddhartha Social Development Centre (SSDC) Taulihawa, Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements Care Nepal's UDAAN project; • Works with Swiss development organization on education-related projects; • Supports children in preparation for school entrance exams and getting admitted to schools; • Works with disadvantaged adolescent girls from Muslim communities; • Works in collaboration with PTAs and school management committees.
<p>Skill Information Society (SISo) Nepal www.sisonepal.org.np Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Advocates for age appropriate comprehensive sexuality education that reaches young people, both in and out of school; • Enhances technical capacity of teachers and service providers to deliver quality sexual and reproductive health services including menstrual hygiene management; • Provides resources and information to students in school; linking adolescents with adolescent friendly services available in the communities; • Advocates for policy changes.
<p>Social Awareness and Development Association (SADA) Early Grade Reading Program www.sadanepal.org.np Dashrathchand, Baitadi</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides teach training and reading campaigns. <p>www.sadanepal.org.np</p>
<p>Social Awareness Center (SAC) Nepal www.sacnepal.org.np Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Empowers youth and to bring them to the mainstream; • Brings rights-based education to Dalit girls; • Targets out-of-school children and those who are vulnerable to dropping out; • Empowers youth and mobilizes them in social development activities through their youth empowerment program.

<p>Social Empowerment and Building Accessibility Centre (SEBAC) – (Safe Wash II program) www.sebac.org.np</p> <p>Kathmandu, Kailali, Kanchanpur, Achham, Darchula</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Aims to contribute to the well-being of rural communities through improved water, sanitation, and hygiene practices; • Constructs public latrines and hand pumps. <p>www.sebac.org.np</p> <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Support for the construction of menstrual hygiene management-friendly school toilets; • Interaction and discussion among religious leaders and VDC-level stakeholders to become proponents of menstrual hygiene management; • Coordinate with local DEO and encourage involvement in construction of health and toilet facilities in schools; • Provide trainings to teachers and SMCs on the importance of menstrual hygiene management and curbing absenteeism; • Provide training of trainers to staff at District Education offices and District Public Health Offices. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Issues of high school absenteeism among girls during their menstrual cycle; • Lack of proper sanitary facilities in schools; • High staff turnover at schools makes NGO trainings less effective.
<p>Solid Nepal www.solidnepal.org.np</p> <p>Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Increases knowledge among adolescents on family planning and adolescent sexual and reproductive health; • Strengthens adolescent sexual and reproductive health service delivery at health facility level; • Increases community knowledge on adolescent sexual and reproductive health; • Organizes campaigns and programs to increase age at marriage.

<p>SPRING Accelerator www.springaccelerator.org/the-accelerator</p> <p>Lazimpat</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides financial and technical support to girls starting businesses. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Supports entrepreneurs which support and promote positive impacts in girls' lives (ex. one of SPRING's social entrepreneurs started a campaign called "fight back" that aims to teach girls empowerment through self-defense training; • Provides income-generating opportunities to adolescent girls; • Started a savings and credit cooperative in Morang, where girls save weekly and are encouraged to invest savings in a meaningful way (ie higher education or starting a business); • Provides skill-based trainings to school-going adolescents so that they can give support to their parents (ex. training on new agricultural technologies in order to increase girls' value in the household); • Creates role models in communities rather than finding ambassadors from Kathmandu. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Girls do not value themselves, and have low self-esteem and confidence, which can cause them to readily conform to gender norms; • Poor education system that makes reading and learning monotonous and non-productive; • Lack of skilled teachers in schools.
<p>Suaahara https://www.usaid.gov/nepal/fact-sheets/suaahara-project-good-nutrition</p> <p>Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Implements a five-year project to improve the health and nutrition of pregnant and lactating women and children under age 2; • Works through Female Community Health Volunteers to create programs. <p>https://www.usaid.gov/nepal/fact-sheets/suaahara-project-good-nutrition</p>
<p>Sundar Nepal www.sundarnepal.org.np</p> <p>Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on issues related to good governance, WASH, nutrition, disaster risk management, agriculture, solar mosh, livelihood, youth mobilization and other programs funded by USAID.

<p>Sunrise Dutch Education, Sunrise Orphanage Thulopakhar, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides education supplies such as books, stationeries and uniforms to children from marginalized families; • Offers scholarships to students; parents counseling to actively be a part of their children's educational attainment; • Provides reusable sanitary napkins to girls in schools and ensure WASH facilities in schools are girl friendly; • Invites parents to discuss their children's performance.
<p>Sunshine Social Development Organization www.ssdonepal.org.np/ Kapilvastu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on early childhood care and development, basic education, school health and nutrition, adolescent development and livelihood; • Helps implement Care Nepal's UDAAN Project.
<p>Swiss Agency for Development and Cooperation (SDC) Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) Project http://enssure.org.np/about-us January 2016 to December 2025 Phase 1 (2016-2019) implemented by the Council for Technical Education and Vocational Training (CTEVT), with technical assistance from HELVETAS Swiss Intercooperation Nepal</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Supports the CTEVT to implement its Strategic Plan (2014-2018) that will contribute to the GoN's policy on Technical Education and Vocational training (2012). The policy emphasizes the need for a more inclusive system of programs and courses leading to employability and relevance. ENSSURE aims to achieve this by recognizing, activating, and improving the skills development activities of the private sector." http://enssure.org.np/about-us • Provides apprenticeships, courses with on-the-job training (OJT), and career counseling for new job holders; • Trains existing workers on "lifelong learning"; • Conducts capacity building of trainers, government staff and teachers, partnering organizations, company owners in management skills, human resource planning, occupational health and safety, apprenticeship approaches, and change management; • Career counseling in schools in both urban and rural areas for secondary school students in grades 8-12 through existing teachers <p>See Swiss Agency for Development and Cooperation (SDC). (2010). <i>SDC Guidelines for Basic Education and Vocational Skills Development</i>. Bern, Switzerland: SDC.</p>

<p>Swiss Agency for Development and Cooperation (SDC) National Vocational Qualifications System (NVQS) Project http://www.swisscontact.org/en/home.html</p> <p>Phase 1: October 2015 – August 2019, with 2 additional phases anticipated</p> <p>Project implemented by Swisscontact</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • System supports apprentices and more experienced workers to certify new skills and transition from short courses to longer-term vocational training programs; • Targets young people from disadvantaged populations. <p>See factsheet at https://www.shareweb.ch/site/EI/Documents/Projects/7F-08972/SDC%20-%20Factsheet%20-%20NVQS%20-%20Nepal%20(en).pdf</p>
<p>Swiss Agency for Development and Cooperation (SDC) Safer Migration Project (SaMi) https://nepal.helvetas.org/en/pro/sami.cfm</p> <p>Phase I: February 2010 – July 2013 Phase II: July 2013 – July 2018</p> <p>Implemented by HELVETAS Swiss Intercooperation Nepal and the Ministry of Labor and Employment (MoLE) with subpartners such as Pourakhi, a membership organization of returnee women migrants, implements program</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Operational in Kathmandu and 19 districts, with vocational skills training, legal aid, shelter, and information for departing migrants available to migrants from all 75 districts; • Specifically targets vulnerable girls and has explicit gender equality project component.

<p>Swiss Agency for Development and Cooperation (SDC) Employment Fund https://nepal.helvetas.org/en/pro/employment_fund.cfm Dhading, Dolakha, Gorkha, Okhaldhunga, Ramechhap, Sindhupalchowk January 2011 – June 2017</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • HELVETAS Swiss Intercooperation Nepal implements; • Contains three components: <ul style="list-style-type: none"> ○ Path to Prosperity (P2P) trains 18-40 year-olds to acquire skills in 80 occupations: <ul style="list-style-type: none"> ▪ Targets women, people with disabilities, people facing ethnic discrimination, and people without SLCs, ▪ Incorporates information on reproductive and sexual health. ○ Micro Enterprising for Job Creation supports young people to start businesses: <ul style="list-style-type: none"> ▪ Targets migrant workers returning to Nepal and young people who have completed other vocational training. ○ Skills for Reconstruction in six earthquake affected districts: Dhading, Dolakha, Gorkha, Okhaldhunga, Ramechhap, and Sindhupalchowk. • Contracts with training providers selected annually on a competitive basis: <ul style="list-style-type: none"> ○ Providers must have knowledge of the local job market and relationships with potential employers; ○ Training costs only reimbursed when trainees pass the National Skills Testing Board's skill test, find continuous employment meeting or surpassing minimum income standards.
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<p>Swiss Agency for Development and Cooperation (SDC) Gender-based Violence Prevention and Response Project (GBV Project)</p> <p>https://www.eda.admin.ch/deza/en/home/countries/nepal.html/content/projects/SDC/en/2016/7F09472/phase99?oldPagePath=/content/deza/en/home/laender/nepal.html</p> <p>Sindhuli</p> <p>February 2016 – December 2018</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • UNFPA implements in cooperation with the Ministry of Women, Children, and Social Welfare and the Ministry of Health and Population, with up to 7 subpartners; • Objective: reduces the prevalence of GBV through “empowerment of women and men and through prevention and response interventions by more responsible and capable government agencies”; • Project components include: <ul style="list-style-type: none"> ○ GBV watch groups associated with women’s cooperatives; ○ Working with husbands of watch group members to reflect on masculinity; ○ Working with classmates and brothers of girls in program; ○ Developing one-stop crisis management centers with case managers and trained community-level workers; ○ Training 18,500 people in the 3 districts to work against GBV as “multipliers”; ○ Training 900 government staff people to provide better prevention and response services.
<p>The Asia Foundation www.asiafoundation.org</p> <p>Bhatbhateni, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works with young girls and women to prevent trafficking; • Strengthens protection services to trafficking in persons survivors; • Collaborates with the Ministry to incorporate trafficking into the formal school syllabus. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Collaborated with the Ministry of Education and Sports to integrate a chapter on safe migration and trafficking; • Develops teachers’ training manual to sensitize teachers to issues of migration and trafficking; • Organizes skits and dramas involving adolescents to discuss safe migration and trafficking in persons. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Conflict between the opportunity of migration and better employment opportunities against the idea of staying in Nepal to complete secondary education.
<p>Transcultural Psychosocial Organization www.tponepal.org</p> <p>Bidur, Nuwakot</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides psychosocial counselling to school-going and out-of-school children; • Provides peer group support for young girls suffering from trauma.

<p>Tuki Association www.tuki.org.np Chautara, Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on women and child protection issues; • Conducts various programs related to income generation through agriculture, menstrual hygiene management, WASH, reproductive health, and nutrition; • Provides post-earthquake support along with Save the Children and Plan International; • Provides trainings to adolescent girls on animal husbandry and agriculture; • Provides cooperative, savings, and credit training to adolescent girls; • Distributes hygiene promotion kits to adolescent girls.
<p>Underprivileged Children's Educational Programs (UCEP) Nepal www.ucep.org.np/web Bhaktapur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Delivers quality educational support for literacy; • Imparts marketable Technical Education and Vocational Training (TEVT) for gainful employment; • Protects child and human rights through advocacy, building solidarity, and delivery of juvenile correctional services.
<p>United States Education Foundation (USEF) Nepal www.fulbrightnepal.org.np Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Promotes opportunities for participation in educational exchanges through Fulbright awards and others. <p>www.fulbrightnepal.org.np</p>
<p>Utt Prerana Nuwakot</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works with earthquake-affected communities; • Promotes women's livelihoods, agro-forestry; • Manages out-of-school programs, child clubs, and scholarships.

<p>Water Aid www.wateraid.org/np Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Conducts water and sanitation surveys and hygiene awareness activities; • Works on projects related to menstrual hygiene management, open defecation free zones, and constructing public toilets. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Improved sanitary facilities in schools; • Challenge menstrual taboos through the use of photodramas and photo exhibitions in schools. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Girls cannot afford to buy sanitary pads; • Menstruation as a taboo subject, and the lack of awareness among girls about puberty and physical changes; • Cultural attitudes toward menstruation to discourage girls' activity.
<p>Women Association for Marginalized Women (WAM) Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on issues related to women empowerment and income generation; • Works on efforts to eradicate child marriage; • Raises awareness on reproductive health and human rights among young girls, especially the newly wedded and young mothers; • Improves the use of district public health offices and access to health services among young girls; • Works in coordination with district line agencies.
<p>Women LEAD Leadership Institute and School Leadership Program www.women-lead.org Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Provides young women with leadership, skills-building, and university preparation training; • Provides opportunities for mentoring and peer-support networks. <p>www.women-lead.org</p>
<p>Women Rehabilitation Centre www.worecnepal.org Birendranagar, Surkhet</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Campaigns for the promotion of human rights and social justice; • Addresses adolescent sexual and reproductive health and child marriage issues; • Empowers and ensures that adolescent girls can enhance healthy womanhood.

<p>World Education Strengthening Livelihoods www.nepal.worlded.org</p> <p>Saptari, Rautahat</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none">• Works with the more than 80,000 bonded laborers called in Saptari and Rautahat;• Experiential learning modules that include parenting skills and the importance of parental engagement; intergenerational learning is a successful approach to increasing the value that parents and youth place on education and to increasing educational attainment;• In Saptari, World Education programs are structured so that young people can work in factories and also come to World Education.
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<p>World Education School Zones of Peace, Serving Out-of-School Children and Youth www.nepal.worlded.org</p> <p>Banke, Kapilvastu, Saptari</p> <p>Works with the Lumbini Integrated Development Organization</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Addresses conflict within classrooms, including eve teasing; • Works with out-of-school youth, including never-schooled youth; • Provides uniform money. <p><i>Good practices:</i></p> <ul style="list-style-type: none"> • Strengthen science education required in the SSDP; • Hold career fairs to broaden adolescents' aspirations and link them to market needs and opportunities; • Link academic competencies to livelihood opportunities; • Teach marketing, pricing, and teamwork. <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Muslim madrasas are not integrated into the state-run and supervised education system; • Dalit and Hautawatacha youth are either never-schooled or have poor attendance and often drop out because of family responsibilities; • In West Nepal, girls are enrolled, but they're not attending; • In Saptari, Dalit kids are not getting scholarships intended for them; instead the money is divided among all girls enrolled in a given school. The money is not enough even to buy a skirt and shirt for a school uniform; • While many people recommend scholarships, scholarships are not a sustainable approach to keeping young people in school and do not address the underlying barriers (emphasized by World Education's Director); • In the Terai, the most common reason that boys are pulled out of school to work in factories is for dowry; • Girls who are domestic workers do not have parents supervising their access to education, and it's necessary to mobilize other relatives and employers; • In Bara and Dhankuta, Dalit youth are not in school because of discrimination; they're enrolled, given their scholarships, and told not to come back; • The situation for girls is worse in the West; girls are last and worst off, and this includes Muslim girls and Dalit girls, though often to a lesser extent than non-Dalit Hindu girls; • Boys leave school to migrate or are trafficked in Nuwakot and Sindhupalchowk; • There is a need for financial literacy; • No access to land, so agriculture is not a realistic employment for many young people, and agriculture is grossly devalued. But agro-based enterprises provide higher earning potential than work in brick factories. Adolescents need science education for modern agriculture.
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<p>World Food Programme Food Management Committees (FMCs) http://www1.wfp.org/countries/nepal</p> <p>Sindhupalchowk</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • FMCs are comprised of parents, mostly mothers; • All kids eat together, and parents prepare food together, so social inclusion is built into the program; • Although there have been problems with girls and boys from different ethnic/caste groups eating together, these problems often resolve themselves over the course of the program.
<p>World Vision International Nepal www.wvi.org/nepal</p> <p>Lagankhel, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Works on issues relating to children in vulnerable communities, including the formation child clubs, prevention child malnutrition, and provision of quality education. <p>www.wvi.org/nepal</p>
<p>Youth Action Nepal www.youthaction.org.np</p> <p>Minbhawan, Kathmandu</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Improves access to and quality of youth friendly sexual and reproductive health services; • Encourages youth participation in mainstream issues.
<p>YUWA Nepal www.yuwa.org.np</p> <p>Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Raises awareness on adolescent and sexual reproductive health to adolescent and youth in schools, targeting children, teachers and parents.
<p>Yuwalaya www.yuwalaya.org.np</p> <p>Jwagal, Lalitpur</p>	<p><i>Program activities:</i></p> <ul style="list-style-type: none"> • Ensures children and adolescents participation in local planning process; • Addresses issues of child marriage.

List of Interviews and Meetings with GoN, NGOs, and CBOs

Date	District	Organization	Type of Organization	Contact Name / Position	Email	Contact Number
April 2017	Kathmandu	Child Reach - Nepal	INGO	Mandira Tripathi	mandira.tripathi@childreachnp.org	9802095282, 984344103, 5520374
2-Jan-17	Kathmandu	Save the Children	INGO	Julee Allen / Director of Education	julee.allen@savethechildren.org	4468130, 4464803
				Soni Pradhan / GESI Specialist	soni.pradhan@savethechildren.org	4468130, 4464804
				Gopini Pandey	gopini.pandey@savethechildren.org	9851070902
April 2017	Kathmandu	Marie Stopes Nepal	INGO	Sophie Hodder / Country Director	cd@msinepal.org.np	9851221266, 4419371
April 2017	Kathmandu	ADRA Nepal	INGO	Josue Orellana / Country Director	josue.orellana@adranepal.org	9851045795, 555913
				Bidya Mahat / Program Director	bidya.mahat@adranepal.org	9851088523, 5555913
				Suresh Bahadur Pradhan / Team Leader-Business Development Unit	suresh.pradhan@adranepal.org	9851167490, 5555913
April 2017	Kathmandu	READ Nepal	INGO	Sanjana Shrestha / Country Director	sanjana@readnepal.org	4423141, 4439858

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April 2017	Kathmandu	PSI Nepal	INGO	Sitaram Devkota / Health Services Director	sitaramdevkota@psi.org.np	553190, 5550620
April 2017	Kathmandu	The Asia Foundation	INGO	Aruna Rana Thapa / Chief of Party	aruna.thapa@asiafoundation.org	4418345, 4443316
				Nandita Baruah / Deputy Country Director	nandita.baruah@asiafoundation.org	9851123139, 4418345
				George Varughese / Country Director	george.varughese@asiafoundation.org	977 (1) 444-3316 or +977 (1) 441-8345
				Kumar Khadka / Program Director	kumar.khadka@asiafoundation.org	4418345; 4443316
April 2017	Kathmandu	Search for Common Ground	INGO	Bhola Prasad Dahal / Country Director	bdahal@sfcg.org	9801070891, 4002010
April 2017	Kathmandu	Individuell Manniskohjalp (IM) <i>Swedish Development Partner</i>	INGO	Sofia Olsson / Regional Director, South Asia	sofia.olsson@manniskohjalp.se	9806625668
April 2017	Kathmandu	Underprivileged Children's Educational Programs (UCEP) Nepal	INGO	Er. Bipin Acharya / Executive Director	acharyabips@gmail.com	9851142969, 9841362762
April 2017	Kathmandu	Women LEAD	INGO	Claire Naylor / Executive Director	clairn@women-lead.org	98103108280

List of Interviews and Meetings with GoN, NGOs, and CBOs

April 2017	Kathmandu	Room to Read	INGO	Dinesh Shrestha / Co-Founder and Global Director for Field Operation	dinesh.shrestha@roomtoread.org	9851079468, 5553987, 5534116, 5553983
April 2017	Kathmandu	Butterfly Home/Early Childhood Development Center	NGO	Pushpa Basnet / Founder President	pushpa_23@hotmail.com	9851101747
12-Dec-16	Kathmandu	Restless Development	INGO	Rabindra Shakya / Country Director	rabindrashakya@restlessdevelopment.org	5548192
April 2017	Kathmandu			Kaajal Pradhan / Head of Operations	kaajal@restlessdevelopment.org,	5548192
April 2017		Center for Legal Research and Resource Development (CeLRRd)	NGO	Ram Mani Gautam / Program Manager	rammani@celrrd.org	9851061995
April 2017	Kathmandu			Suman Khatiwada / Program Coordinator	suman@celrrd.org	9851055923
3-Jan-17	Kathmandu	CARE	INGO	Lora Wunnenberg / Country Director	carenepal@np.care.org	5522800
April 2017	Kathmandu			Popular Gentle / Program Director	popular.gentle@care.org	5522800 x 132
April 2017	Kathmandu	SPRING Accelerator	INGO	Luna Shrestha / Country Manager	lunashresthakur@gmail.com	

List of Interviews and Meetings with GoN, NGOs, and CBOs

April 2017	Kathmandu	Mercy Corps	INGO	Sanjay Karki / Country Director	skarki@mercycorps.org	5555532
April 2017	Kathmandu	Little Sister Fund	INGO	Usha Acharya / Founder	usha.d.acharya@gmail.com	
April 2017	Kathmandu	Martin Chautari	NGO	Dr Seira Tamang / Political Science, Feminist Studies		4102027
April 2017	Kathmandu	Shikshya Foundation Nepal	NGO	Rati Shah / Co-Founder	info@shikshyafoundationnepal.org	9851021192
				Kumudini Shrestha / Co- Founder	kumudini.shrestha@gmail.com	9801021163
April 2017	Kathmandu	English ACCESS	Microscholarship Program	kunjar Gautam / Country Director	gautamkunjar@gmail.com	4720455
April 2017	Kathmandu	American Corners (Innovation Hub Kathmandu)		Mr. Tshering Tamang / Information Officer	IHKathmandu@gmail.com	9841252701
April 2017	Kathmandu	Learning House (Pokhara)	education company	Nawang Chhiring Tamu / Executive Director	Gurungnawang3@gmail.com	9806642192
April 2017	Kathmandu	Girls in Tech	education company	Rojina Bajracharya / Chief Executive Officer (CEO)	Reney.Roze987@gmail.com	9841791558
April 2017	Kathmandu	Karkhana	education company	Sakar Pudasaini / Founder	sakar@karkhana.asia	9802072527

List of Interviews and Meetings with GoN, NGOs, and CBOs

		Karkhana		Pavitra Gautam / Chief Executive Officer	pavitra@karkhana.asia	9807227119; 9841620844
April 2017	Kathmandu	Health Communication Capacity Collaborative (HC3)/JHU-CCP	INGO	Ron Hess / Chief of Party	ron.hess@jhu.edu	9843632696
3-Jan-17	Kathmandu	FHI360	INGO	Bhagwan Shrestha / Project Director	bshrestha@fhi360.org	9851105958, 4437174
April 2017	Kathmandu	RHEST	INGO	Dr. Aruna Uprety / Founder	info@rhest.org.np_	4437371
April 2017	Kathmandu	SEBAC (Safe Wash II program)	NGO	Bal Bahadur Thapa / Chief of Party	bbthapa2009@gmail.com	9849773817, 4601160
April 2017	Kathmandu	World Education	INGO	Helen Sherpa / Country Representative	helen_sherpa@worlded.org	
April 2017	Kathmandu	Handicap International	INGO	Willy Bergogne / Chief of Party	wbergogne@hi-nepal.org	9851041077, 4378482
April 2017	Kathmandu	World Vision International Nepal	INGO	Rachel Skeates-Millar / Director-Programme Effectiveness	Rachel_Skeates-Millar@wvi.org	9851233662, 5548877
				Parash Malla / National Education Manager	Parash_Malla@wvi.org	5548877
April 2017	Kathmandu	Water Aid	INGO	Sanoj Tulachan / M&E Officer	sanojtulacha@wateraid.org	
April 2017	Kathmandu	Georgetown University's Institute for Reproductive Health	INGO	Naramaya Limbu / Senior	naramaya.irh@gmail.com	9860694034

List of Interviews and Meetings with GoN, NGOs, and CBOs

		(IRH) (Fact Project)		Project Manager		
April 2017	Kathmandu	Open Learning Exchange (OLE)	NGO	Rabi Karmacharya / Executive Director	rabi@olenepal.org	
3-Jan-17	Kathmandu	World Food Programe	UN Agency	Mamta Gurung / Head of Education Support	mamta.gurung@wfp.org	9801104689; 5260607 (2402)
April 2017	Kathmandu	Delegation of the European Union to Nepal	Donor	Wendy Fisher / Attache Education Advisor	wendy.FISHER@eeas.europa.eu	9801048780; 4429445
April 2017	Kathmandu	KOICA Nepal Office	Donor	Mr. Shekhar KC / Education Researcher	shekhar@overseas.koica.go.kr	
April 2017	Kathmandu	Embassy of Switzerland in Nepal	Donor	Jorg Frieden / Ambassador	joerg.frieden@eda.admin.ch	5524927
April 2017	Kathmandu	Samrakshak Samuha Nepal	NGO	Shyam Pokharel / Managing Director	sasanepal@gmail.com	2291341
April 2017	Kathmandu	World Learning	INGO	Jessica C. Mead / Senior Program Officer	jessica.mead@worldlearning.org	2022309386
April 2017	Kathmandu	MANDWI Empowering Women	NGO	Pankaj Kumar Karn / Program Director	pankajkarn@mandwi.org	9851060135
April 2017	Kathmandu	USEF Nepal	education company	Selena Malla / Senior Education USA Advisor	adviserusef@fulbrightnepal.org.np	4414598
April 2017	Kathmandu	Women Leaders in Technology	NGO	Nhasala Joshi	nhasala.joshi@wlt.org.np	9841558385

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				/ Co-founder President		
15-Dec-16	Kathmandu	Microsoft Innovation Center Nepal		Allen Bailocha Tuladhar / Country Director	allen@micnepal.org	2011302; 9802021067
April 2017	Kathmandu	Aasman Nepal	NGO	Shrawan Deo / District Coordinator	shwrndeo581@gmail.com	9842820015; 9842820015
April 2017	Kathmandu	Child Nepal	NGO	Mohan Dangal / Director	Directorcn2016@gmail.com	977-1-481-2417, +977- 1-4822002
April 2017	Kathmandu	Sabal Nepal	NGO	Shailendra Chaudhary / Sponsorship Program Project Coordinator)	shailendrasabal@gmail.com	9842037324
12-Dec-16	Kathmandu	Restless Development	INGO (regional office)	Dhirendra Chaudhari / District Coordinator	dhirendra@restlessdevelopment.org	9841282101
April 2017	Kathmandu	Sunshine Development Organization	NGO	Shiva Lal Yadav / Program Coordinator	shivalal.ssdo@gmail.com	9857050240
April 2017	Kathmandu	Kalika Self-Reliance Center (KSSC)	NGO	Ajay Kumar Chaudhary / Program Coordinator	ajay.kssc@gmail.com	9857055001
April 2017	Kathmandu	Utt Prerana	NGO	Asta Shrestha		9851114347
April 2017	Kathmandu	Hellen Keller International for Suahaara Program	INGO (regional office)	Mr. Labahari Budhathoki / Program Coordinator		

List of Interviews and Meetings with GoN, NGOs, and CBOs

April 2017	Kathmandu	Human Rights and Rural Development Center (HRDC)	NGO	Mr. Prem Acharya,	9848049620	
April 2017	Kathmandu	Women Rehabilitation Centre	NGO	Leela Khanal / Program Officer	info.worecnepal.org	5006373
April 2017	Kathmandu	Solid Nepal	NGO	Ajit Acharya / Program Manager	solidnepal@wlink.com.no	5151855
April 2017	Kathmandu	Siso Nepal	NGO	Khumananda Subedi / Executive Director	kmsubedi@yahoo.com	6207237
April 2017	Kathmandu	Youth Action Nepal+AA83:O84	NGO	Laxmi Niraula / Chairperson	youthactionnepal@ntc.net.np	4106093
April 2017	Kathmandu	YUWA Nepal	NGO	Khil BD Thapa / Program Coordinator	www.YUWA.org.np	9775522347
April 2017	Kathmandu	Yuwalaya	NGO	Sabin Singh / Vice President	info@yuwalaya.org.np	5261840
April 2017	Kathmandu	Ministry of Education	GoN	Baikuntha Prasad Aryal / Joint Secretary		
April 2017	Kathmandu	Ministry of Women, Children and Social Welfare	GoN	Bishnu Prasad Lamsal / Secretary		
April 2017	Kathmandu	National Planning Commission Secretariat, Social Development Division	GoN	Madhu Kumar Marasini / Joint Secretary		
April 2017	Kathmandu	Ministry of Finance	GoN	LB Khatri and Narayan Dhakal / Under Secretary		
April 2017	Kathmandu	National Planning Commission	GoN	Prof. Dr. Geeta Bhakta Joshi / Member		

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16-Dec-16	Kathmandu	Ministry of Home	GoN			
05-Apr-17	Kathmandu	Ministry of Youth and Sports	GoN	Narendra Paudel / Information Officer		
05-Apr-17	Kathmandu	Ministry of Federalism and Local Development (MoFALD)	GoN	Ms. Nirmala Thapa / GESI Advisor		
27-Jan-17	Baitadi	UNFPA (United Nation Fund for Population Fund)	NGO	Mr. Ganesh Sahi / District Program Coordinator		9858752089
28-Jan-17	Baitadi	Care Nepal	I/NGO	Mr. Kishor Awasti / MNCH and GESI Officer		9851119213
28-Jan-17	Baitadi	SADA (Social Awareness and Development Association)	NGO	Mr. Padam Rokaya / EGR Coordinator		9848903767
				Mr. Harka Bdr Ayer / NGO Coordinator		984884300
28-Jan-17	Baitadi	Samaj Kalyan Sangh	CBO	Ms. Sundari Mahato / Chairperson		
28-Jan-17	Baitadi	Rastriya Dalit Network	CBO	Ms. Gita Sinal / Member		
28-Jan-17	Baitadi	Child Club Network	CBO	Ms. Sita Bhatta / Chairperson		
29-Jan-17	Baitadi	RUDES (Rural Development and Environmnet Management Society)	NGO	Mr. Govinda Raj Joshi / Director	rudesbaitadi@gmail.com	984836499
29-Jan-17	Baitadi		CBO	Ms. Nanda Bhatta /		

List of Interviews and Meetings with GoN, NGOs, and CBOs

				President		
				Ms. Parbati Tamata / Coordinator		
29-Jan-17	Baitadi	Saraswoti Mother's group	CBO	Ms. Laxmi Thapa / Chairperson		
29-Jan-17	Baitadi	WCF (Ward Citizen Forum)	CBO	Ms. Tulsi Bhatta / Member		
				Ms. Bishna Chand / WCF Advisor		
				Ms. Pushpa Tamata / WCF Member		
31-Jan-17	Baitadi	Mother's group	CBO	Ms. Anita Nayak / Member		
31-Jan-17	Baitadi	WCF (Ward Citizen Forum)	CBO	Ms. Ruby Nayak / Member		
1-Feb-17	Baitadi	CAC (Community Awareness Centre)	CBO	Ms. Laxmi Negi / Member		
1-Feb-17	Baitadi	Child Club	CBO	Ms. Saraswoti Pokharel / President		
2-Feb-17	Baitadi	Adoloscent Girls Network	CBO	Ms. Puspa Bhatta		
2-Feb-17	Baitadi	Shikharpur Youth Network	CBO	Mr Arjun Bikram Bishwakarma / President		
2-Feb-17	Baitadi	Mother's Group	CBO	Ms. Gayatri Bista / Member		

List of Interviews and Meetings with GoN, NGOs, and CBOs

3-Feb-17	Baitadi	Family Planning Association of Nepal (Patan)	NGO	Mr. Kali Prasad Padal		95400039
3-Feb-17	Baitadi	WCF (Ward Citizen Forum)	CBO	Ms. Kalawati Mahara / WCF		
17-Feb-17	Baitadi	FEDO (Feminist Dalit Organization)	NGO	Ms. Saraswoti Nepali / Chairperson		
April 2017	Baitadi	Mahila Utthan Samaj	NGO	Mr. Kashi Bishta	kashibist2401@gmail.com	9759502401, 9848725956, 9741119216
April 2017	Baitadi	Mahila Utthan Samaj		Ms. Krisha Devi Bishta	-	
April 2017	Baitadi	Multi-sectoral Nutrition Program (MSNP)/UNICEF	NGO	Mr. Chet Raj Bhusal	-	9849021337
26-Jan-17	Kapilvastu	UNFPA	I/NGO	Mr. Chitra Mahato / District Program Expert	mahato@unfpa.org	9857050313
26-Jan-17	Kapilvastu	Dalit Society Development Center(DSDC)	NGO	Mr. Govinda Dhawal / Program Coordinator		9817510061
26-Jan-17	Kapilvastu	Care Nepal	NGO	Mr. Sitesh Tiwari / Project Manager	Sitesh.tiwari@care.org	9844100639
26-Jan-17	Kapilvastu	Lumbini Integrated Development Cener(LIDO)	NGO	Ms. Sunita Belbase / Program Coordinator	lidonepal@yahoo.com	9857050848
28-Jan-17	Kapilvastu	Kishori Samuha	CBO	Ms. Anupa Chaudhary / Coordinator		
28-Jan-17	Kapilvastu	WCF (Ward Citizen Forum)	CBO	Mr. Prema Raidas /		

List of Interviews and Meetings with GoN, NGOs, and CBOs

				President		
29-Jan-17	Kapilvastu	Communiy Awareness Center (CAC)	CBO	Mr. Pitambar Kewat / President		
29-Jan-17	Kapilvastu	Youth Club President	CBO	Mr. Ajijuddin / President		
30-Jan-17	Kapilvastu	Ward Citizen Forum (WCF)	CBO	Mr. Pralad Chamar / President		
31-Jan-17	Kapilvastu	Siddhartha Social Development centre (SSDC)	NGO	Mr. Tej Prasad Acharya / President	Tejprasadacharya27@gmail.com	9857050707
1-Feb-17	Kapilvastu	Nepal National Dalit Social Welfare Organization(NNSWO)	NGO	Mr. Siba Narayan Pasi		9812972999
3-Feb-17	Kapilvastu	Suaahara - USG Implementing Partner	NGO	Mr. Labahari Budhathoki / Program Coordinator		9854035638
4-Feb-17	Kapilvastu	Karnali Intergrated Development and Research Center(KIDARC)	NGO	Mr. Hari Prasad Laudari	laudarih@yahoo.com	9848316098
27-Jan-17	Nuwakot	Umbrella Foundation	NGO	Mr. Shiva Pudasaini / President	pudasaini.shiva1@gmail.com	9849503266
				Mr. Arjun Kafle / Program Coordinator		
8-Feb-17	Nuwakot	Save The Children	I/NGO	Ms. Neelam Bhandari / Program Coordinator	nilam.bhandari@savethechildren.org	98510 69532
8-Feb-17	Nuwakot	Shakti Samuha	NGO	Ms. Samjhana Prasai / District Officer	prasai.samjhana@yahoo.com	9810392433

List of Interviews and Meetings with GoN, NGOs, and CBOs

10-Feb-17	Nuwakot	CLC (Community learning Centre)	NGO			
13-Feb-17	Nuwakot	Child Club Member	CBO	Ms. Urmila Pandey / Member		
13-Feb-17	Nuwakot	Women's Group	CBO	Ms. Sunita Tamang / Deputy President		
14-Feb-17	Nuwakot	TPO (Transcultural Psychosocial Organization)	NGO	Mr. Prakash Ghimire	prakash.tponepal@gmail.com	9857051660
14-Feb-17	Nuwakot	ILAM Prasikshyan	NGO	Mr. Madhav Prasad Dahal		9841088139
14-Feb-17	Nuwakot	KCDC Suhara (Kakani center for development of community)	NGO	Mr. Tanka Lama		9841258071 / 9841528002
17-Feb-17	Nuwakot	Mahila Sanjal	CBO	Ms. Rahika Sunar / Member		
17-Feb-17	Nuwakot	WCF (Ward Citizen Forum)	CBO	Mr. Rajendra Lamichhane / Co-ordinator		
18-Feb-17	Nuwakot	KCDC Suhara & CSEC	NGO NGO NGO	Mr. Rabindra Tamang Mr. Janak Lama Ms. Parbati Lama	rabinritutamang36@gmail.com	9744082311 / 9861581483 / 9808519609
18-Feb-17	Nuwakot	Asian Children Fund	NGO	Mr. Tilak Bdr Lama	tilak.lama.79@gmail.com	9851049834
19-Feb-17	Nuwakot	Samudayak Melmilap Kendra	NGO	Mr. Rajan Pr. Adhikari / Coordinator	-	9851079950
19-Feb-17	Nuwakot	CAC (COmmunity Awareness Centre)	CBO	Ms. Sabita Bhujel /		

List of Interviews and Meetings with GoN, NGOs, and CBOs

				President		
21-Feb-17	Nuwakot	Batas Foundation	NGO	Mr. Asish Lama / SM	ashazrr@gmail.com	9823196808
21-Feb-17	Nuwakot	Co-operative Society	NGO	Mr. Shyam Pr Adhikari / Program Coordinator	shyam.adh2020@gmail.com	9841697516
21-Feb-17	Nuwakot	Co-operative Society	NGO	Ms. Samjhana BK / Borad Member	anupamsamjhana@gmail.com	9867633198
21-Feb-17	Nuwakot	SAMI (DDC)	NGO	Ms. Niru Suchikar		9841087101
21-Feb-17	Nuwakot	SAMI (Safer Migration)	NGO	Mr. Govinda Pr Aryal /	aryalgovinda2@gmail.com / ambika2050khatiwada@gmail.com	
				Ms. Ambika Khatiwada		9849698872
21-Feb-17	Nuwakot	RUDES (Rural Development and Environmnet Management Society)	NGO	Mr. Min Bdr KC		
11-Feb-17	Nuwakot	Female Group	CBO	Ms. Mijar		
11-Feb-17	Nuwakot	WCF (Ward Citizen Forum)	CBO	Mr. Sitaula		
16-Feb-17	Nuwakot	Child Club	CBO	Ms. Shakya		
9-Feb-17	Nuwakot	Child Welfare Society	CBO	Mr. Pudasaini		
9-Feb-17	Saptari	SAMI (Safer Migration)	NGO	Mr. Dev Narayan Chaudhary		
10-Feb-17	Saptari	Save The Saptari	NGO	Mr. Gopal Prasad Chaudhary	gpchaudhary@gmail.com	9801522802, 9851222805
10-Feb-17	Saptari	Sabal Nepal	NGO	Mr. Shailendra Chaudhary / Program Co-ordinator		

List of Interviews and Meetings with GoN, NGOs, and CBOs

10-Feb-17	Saptari	Child Club Member	CBO	Ms. Rupa Yadav		
11-Feb-17	Saptari	Red Cross	NGO	Mr. Deepak Kumar Yadav	Bkdipaki08@gmail.com	9801533755
11-Feb-17	Saptari	Save The Children	NGO	Mr. Khila Nath Niraula / Senior Program co-ordinaor		
11-Feb-17	Saptari	Save The Children	NGO	Mr. Shiva Shankar Yadav / Sabal		
11-Feb-17	Saptari	Yuwa Sashaktikaran Sangh Nepal (Youth Empowrement	NGO	Mr. Dilip Kumar Yadav / SM		
11-Feb-17	Saptari	WCF (Ward Citizen Forum)	CBO	Ms. Sangita Karna		
11-Feb-17	Saptari	CAC (COmmunity Awareness Centre)	CBO	Ms. Siya Devi Karna / Coordinator		
11-Feb-17	Saptari	Mothers Group	CBO	Ms. Kunti Devi Gupta / Member		
14-Feb-17	Saptari	CAC (Community Awareness Centre)	CBO	Ms. Sangita Devi Mandal / CAC		
14-Feb-17	Saptari	WCF (Ward Citizen Forum)	CBO	Ms. Rekha Devi Sah		
14-Feb-17	Saptari	Child Club President	CBO	Mr. Indra Dev Kumar Sah / President		
16-Feb-17	Saptari	WCF (Ward Citizen Forum)	CBO	Mr. Ajay Kumar Mishra / Coordinator		
11-Feb-17	Saptari	CAC (COmmunity Awareness	CBO	Ms. Karna		

List of Interviews and Meetings with GoN, NGOs, and CBOs

		Centre)				
16-Feb-17	Saptari	Mother Group	CBO	Ms. Mukhiya		
14-Feb-17	Saptari	Mother Group	CBO	Ms. Mandal		
27-Jan-17	Sindhupalchowk	NGO Federation	NGO	Mr. Som Sapkota / President		9751011009
28-Jan-17	Sindhupalchowk	SAATHI	NGO	Ms. Pratibha Shrestha / District Coordinator	stha.pratibha@gmail.com	9841362521
28-Jan-17	Sindhupalchowk	TUKI Sangh	NGO	Mr. Krishna Pr. Nepal	tuki.sindhu@gmail.com	9851102344
28-Jan-17	Sindhupalchowk	Child Club	CBO	Mr. Suprinca Kasaju / Treasurer		
29-Jan-17	Sindhupalchowk	CDECF (Community Development Environment Conservation Forum)	NGO	Mr. Madhusudan Sapkota / Coordinator	sapkotamadhu@gmail.com	9851176932
29-Jan-17	Sindhupalchowk	CDECF (Community Development Environment Conservation Forum)	NGO	Ms. Jamuna Shrestha	jamuna.stha321@gmail.com	9849422254
29-Jan-17	Sindhupalchowk	Suaahara	NGO	Mr. Manoj Mishra	mmishra@uki.org	9801198594
29-Jan-17	Sindhupalchowk	WCF (Ward Citizen Forum)	CBO	Ms. Sunmaya Tamang / Member		
29-Jan-17	Sindhupalchowk	Mother's group	CBO	Ms. Geeta Shrestha / President		
31-Jan-17	Sindhupalchowk	Shakti Samuha	NGO	Ms. Rasmita Shrestha / District Contact Person	rshrestha03@gmail.com , shaktisamuha.nepal@gmail.com	9849098279

List of Interviews and Meetings with GoN, NGOs, and CBOs

31-Jan-17	Sindhupalchowk	NFCC (Nepal Fertility Care Centre)	NGO	Ms. Nirmala Bhatt / District Field Coordinator	nirmala@nfcc.org.np	9841943287
				Ms. Pratibha Regmi / District Field Officer	pratibha@nfcc.org.np	9846785787
31-Jan-17	Sindhupalchowk	Girls Group / Rest Nepal	CBO	Binita BK / President		
31-Jan-17	Sindhupalchowk	Child Club	CBO	Ms. Alina Lama / President		
1-Feb-17	Sindhupalchowk	Sunrise Dutch Education, Sunrise Orphanage	NGO	Ms. Pema Sherpa Lama / Coordinator	pema334@gmail.com	9843532476
1-Feb-17	Sindhupalchowk	FCC (Forest Consumer Committee)	CBO	Mr. Kancha Lama / President		
3-Feb-17	Sindhupalchowk	Child Club	CBO	Ms. Nisha Shrestha / Member		
3-Feb-17	Sindhupalchowk	Menstruation Management Committee / Wash Club	CBO	Ritu Tamang / President		
4-Feb-17	Sindhupalchowk	Child Nepal	NGO	Mr. Roshan Aryal / Project Officer	roshanaryal@gmail.com	9849907531
4-Feb-17	Sindhupalchowk	MAANK (Mahila Aatma Nirbharta Kendra)	NGO	Ms. Bhagwati Nepal / Advisor		
4-Feb-17	Sindhupalchowk	MAANK (Mahila Aatma Nirbharta Kendra)	NGO	Ms. Bhawani Shrestha / Chairperson		
4-Feb-17	Sindhupalchowk	Child Nepal	CBO	Mr. Roshan Aryal / Project Officer		

List of Interviews and Meetings with GoN, NGOs, and CBOs

4-Feb-17	Sindhupalchowk	Women's Network	CBO	Ms. Chitrakala Shrestha / President		
4-Feb-17	Sindhupalchowk	WCF (Ward Citizen Forum)	CBO	Mr. Prem Bdr. Bomjam / President		
April 2017	Sindhupalchowk	Local Governance and Community Development (CEED) Program	NGO	Ms. Sancha Maya Shyangbo / Program Coordinator	sanchams@yahoo.com	9843708669
1-Feb-17	Sindhupalchowk	Womens Network	CBO	Ms. Lama		
31-Jan-17	Sindhupalchowk	WCF (Ward Citizen Forum)	CBO	Ms. Sunmaya Tamang		
30-Jan-17	Sindhupalchowk	Child Protection Committee	CBO	Mr. Karma Dundub Lama / President		
9-Feb-17	Surkhet	Right to Information (RTI Coordinator EGRP)	I/NGO	Mr. Naresh Bikram Dhakal		
9-Feb-17	Surkhet	Karnali Intergarated Development and Research Center(KIDARC)	NGO	Megragh Neupane / Program Officer		9858320600 / 083-521374
9-Feb-17	Surkhet	Social Awareness Center (SAC) Nepal	NGO	Dinesh Pokharel	info@sacnepal.org.np	9858054985 / 083-521282
9-Feb-17	Surkhet	Suaahara - USG Implementing Partner	NGO	S.K Poudel		
9-Feb-17	Surkhet	American Center	NGO	Usha Tiwari / Information Officer	surkhet@americancorners.org.np	083-521095
9-Feb-17	Surkhet	Health Communication, Capacity, Collaborative (HC3)	NGO	Mr. Awasya Jung Rayamajh / District Program		980386947

List of Interviews and Meetings with GoN, NGOs, and CBOs

				Coordinator		
9-Feb-17	Surkhet	Access Program	CBO	Mr. Bishnu Khadka / District Chair Person		
9-Feb-17	Surkhet	CLC (Community learning Centre)	CBO	Mr. Amrit B.C / Co-ordinator		
10-Feb-17	Surkhet	Peace Corr	NGO	Mr. Steve Foster / Volunteer		
10-Feb-17	Surkhet	Child Club President	CBO	Mr. Binod Khadka / President		
11-Feb-17	Surkhet	Community Awareness Center (CAC)	CBO	Ms. Hira Devi Kasera / Co-ordinator		
11-Feb-17	Surkhet	Women Mothers Group	CBO	Ms. Mandara Sharma / President		
11-Feb-17	Surkhet	WCF (Ward Citizen Forum)	CBO	Mr. Ram Bahadur Kasera / President		
13-Feb-17	Surkhet	Community Awareness Center (CAC)	CBO	Mr. Chandra Bdr Nepali / President		
14-Feb-17	Surkhet	Aawaaz	NGO	Ms. Pabitra Sahi, Irada Gautam	Email: skt@aawaaj.org.np	9851062124 / 083 522383
14-Feb-17	Surkhet	Women Association for Marginalized Women (WAM)	NGO	Ms. Madhurani Dhakal / Executive Director		

List of Interviews and Meetings with GoN, NGOs, and CBOs

14-Feb-17	Surkhet	Global Action Nepal	NGO	Ms. Maya Sapkota / Program Coordinator		9844863977
14-Feb-17	Surkhet	Sundar Nepal	NGO	Ms. Bina Bhattarai	info@sundarnepal.org.np	083-520926
15-Feb-17	Surkhet	KISAN : USG implementing partner	NGO	Mr. Swikar Karki		9845247732
15-Feb-17	Surkhet	Sajedhari	NGO	Ms. Pragya Thapa		9841334995
15-Feb-17	Surkhet	Child Workers in Nepal (CWIN)	NGO	Ms. Sangita Oli		9868933239
16-Feb-17	Surkhet	Bhairab Rehab Center	NGO	Mr. Mahesh Dhakal		83524173
16-Feb-17	Surkhet	Girls Group	CBO	Ms. Sunita Sapkota / President		
16-Feb-17	Surkhet	Mothers Group	CBO	Ms. Hima Thapa Magar / President		
16-Feb-17	Surkhet	WCF (Ward Citizen Forum)	CBO	Mr.Kaghisera Maji Ghimire / President		
17-Feb-17	Surkhet	Environment Development Society (EDS)	NGO	Mr. Rudra Acharya	info@edsociety.org.np	083-521369 / 083521359
17-Feb-17	Surkhet	Feminist Dalit Organization (FEDO)	NGO	Ms. Manju Sunar / President	fedoskt@nte.net.np	083-524830
17-Feb-17	Surkhet	Kopila Valley	NGO	Ms. Naim Chaudhary;		083-524354
17-Feb-17	Surkhet	Civil Society Nepal (CIS)	NGO	Mr. Yamlal ghimire,	Yamlalghimire135@gmail.com	

List of Interviews and Meetings with GoN, NGOs, and CBOs

17-Feb-17	Surkhet	Human Rights and Rural Development Center (HRDC)	NGO	Mr. Prem Acharya,		9848049620
18-Feb-17	Surkhet	Dalit Bikas Samaj	NGO	Mr. Prem Sunar		



USAID
FROM THE AMERICAN PEOPLE

ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 6: ASSESSMENT DESIGN AND STATEMENT OF WORK

August 2017

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by CAMRIS International.

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ACRONYMS AND ABBREVIATIONS

CDCS	Country Development Cooperation Strategy
DO	Development Objective
FY	Fiscal Year
HEO	Health and Education Office (USAID/Nepal)
IP	Implementing Partner
LGL	Let Girls Learn
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning (USAID/Nepal Project)
SoW	Scope of Work
USAID	United States Agency for International Development/ Mission

BACKGROUND AND INTRODUCTION

President Obama announced the Let Girls Learn Challenge Fund in July 2015. The Challenge Fund is a unique opportunity for the U.S. Government to work with a broad array of external partners to develop innovative, holistic programs to ensure that adolescent girls enroll in and succeed in school. These programs will align with the “whole-of-girl” approach and address the range of challenges girls face throughout adolescence, including gender-based violence, reproductive health, early marriage and pregnancy, and discriminatory social norms. Let Girls Learn (LGL) programs contribute to the March 2016 United States Global Strategy to Empower Adolescent Girls.

Each LGL country program cuts across traditionally isolated areas of development and builds on the U.S. Government’s (USG) strategic priorities to promote resilient, democratic societies in the areas of greatest need and where potential impact is largest. Let Girls Learn programs will work to improve girls’ agency and change social norms, improve access to a quality education, promote girls’ health and safety, and build stronger legal and policy frameworks to support their needs and advance their rights. The Challenge Fund recognizes that to achieve sustainable solutions to today’s global development challenges, collaboration is essential. That’s why Let Girls Learn works with public, private, and non-profit organizations to coordinate efforts and ensure a greater overall impact for adolescent girls.

In September 2016, President Obama announced Nepal as a Let Girls Learn focus country, which is anticipated to provide Nepal with additional resources for specific LGL programming. As part of the design process for Nepal’s LGL programming, USAID is undertaking an assessment to inform the interagency on key target populations and geographic areas where additional investments in diplomacy and programs to empower adolescent girls are likely to make the most impact.

Nepal is ranked 122 out of 145 countries in terms of gender equality in educational attainment in the 2015 World Economic Forum’s Gender Gap Index. Following the 2015 earthquake, Nepal continues to address issues of displacement and reduced access to resources, including the management of sizeable reconstruction efforts. The earthquake increased girls’ and women’s vulnerability heightening concerns about their overall security and thereby impacting their ability to access education. Gender norms in Nepal largely undervalue girls’ education and underpin many of the barriers that limit their education. Existing barriers to adolescent girls’ education include poverty, geographical distance from home to school; parents’ unwillingness to educate girls; cost of schooling; insufficient availability of trained female teachers; school related and general gender-based violence; inadequate learning environments; and the poor quality of secondary education. Disparities in access to education also vary by caste and ethnicity. Child and Early Forced Marriage (CEFM) is a central concern as Nepal has one of the highest rates of CEFM in the world, with 38 percent of girls married before the age of 18. The legal age of marriage in Nepal is 20. Married girls in Nepal are 14 times more likely to be out of school than their unmarried peers. Cultural prohibitions placed on menstruating girls and women, under-nutrition, and a lack of fluency in Nepali within minority communities also pose challenges for girls’ access to enabling environments that support educational success.

USAID’s mission hosts an Office of Health and Education and a full-time Gender and Social Inclusion Advisor. The Mission already has a strong partnership with Nepal’s Ministry of Education through USAID’s Early Grade Reading program, which helps young children improve reading skills in grades one to three. Three Presidential development initiatives are ongoing in

Nepal which can support LGL programs: Feed the Future, the U.S. Global Climate Change Initiative, and the U.S. Global Health Initiative. Nepal's civil society advocates for and promotes girls' opportunities, Peace Corps Nepal is one of the agency's oldest programs with a current Let Girls Learn cross-sector program, and Nepal is developing a Millennium Challenge Corporation compact, expected to be signed sometime in FY 2017. The Department of State engages diplomatically on issues affecting girls' and women's empowerment, runs academic and professional exchanges, youth outreach and public diplomacy programs focused on encouraging women and girls' education as well as on higher education, including Education USA and Fulbright. Other USG agencies in country like the Department of Justice and Department of Defense are engaged as appropriate.

ASSESSMENT PURPOSE

The objectives of this assessment research are to

1. Assess the barriers to and opportunities for adolescent girls' and boys' access to and successful completion of secondary school, health, and safety;
2. Map current donor and civil society interventions targeting girls 10-19 that affect access to and completion of secondary school education and provide recommendations for LGL policy and programmatic interventions, including a set of 3-6 districts where interventions could be most impactful; and

The goal of the assessment is to identify opportunities for the U.S. Embassy to invest in and develop strategic partnerships to improve adolescents', especially girls' empowerment, and in particular, their access to quality education.

FRAMING THE ASSESSMENT

THEORY OF CHANGE

This assessment is based on the assumptions that, over time, sustained interventions by the Government of Nepal and by civil society groups and project interventions in Nepal in target districts can:

- Reduce the institutional barriers within schools to girls and boys accessing and completing secondary school education and create an enabling environment for girls' education, in particular;
- Change gender norms to increase the value that families, communities, and relevant non-state institutions place on girls and girls' completing education.

In achieving these outcomes, the goal is to increase the number of girls and boys completing all levels of secondary school and achieving higher marks than at the start of the interventions.

The assessment's overarching goal -- to identify opportunities for the U.S. Embassy to invest in and develop strategic partnerships to improve adolescents', especially girls' empowerment and their access to quality education -- is grounded in the assumption that relatively small, strategic investments can act as "accelerators" to existing efforts, by giving them the means to improve sustainability or to add additional components that have been successful elsewhere.

Let Girls Learn program interventions will be implemented as part of an explicit strategy linking higher levels of education and increased secondary school completion among girls and boys to progress toward indicators of gender equality and girls' empowerment, such as

- lower rates of child marriage and experiences of GBV,
- job readiness as a path to economic empowerment,
- self-confidence in independent and cooperative decision-making.

LGL takes a “whole-of-girl” approach, based on the theory that no single type of intervention is a “magic wand” to improve girls' educational outcomes. In other words, the LGL theory of change and “whole of girl” approach are non-linear and multi-causal. Just as higher levels of girls' secondary school education can contribute to achievement of other indicators of girls' empowerment and progress toward gender equality, the multi-causal, multi-faceted aspects of gender inequality and gender-based disempowerment impede progress toward improved education outcomes.

RESEARCH DESIGN AND METHODOLOGY

There are three main types of questions for which four types of data will be collected, analyzed, and synthesized. This will be a mostly qualitative assessment, with some quantitative analysis of secondary data.

Type of Question	Type of Data Collection	Type of Analysis
1. Demographic and geographic targeting questions	Quantitative data from secondary sources such as the 2011 Nepal Demographic and Health Survey (DHS), 2011 Population Census, 2015-2016 School Census Flash Report I, and the Nepal Social Inclusion Survey 2012.	Quantitative ranking, indexing, averaging Summary analysis of findings per research questions
2. Issue questions regarding barriers to and opportunities for adolescent girls' and boys' access to and successful completion of secondary school and job readiness:	Qualitative and limited quantitative data from secondary sources	Summary of main findings related to research questions
<ol style="list-style-type: none"> 1. Education 2. Child marriage and adolescent sexual and reproductive health 3. Gender-based violence 4. Workforce readiness 5. Media consumption re above issues 	Qualitative data from key informant interviews in target districts among government and school officials, teachers, parents, in-school girls and boys out-of-school adolescent girls, and civil society activists (primary sources)	Identification of links to findings from primary data
	Focus groups with in-school and out-of-school girls and in-school boys in target districts	Qualitative coding of main themes of responses related to research questions
		Comparative analysis of districts and locations within districts

<p>3. Intervention mapping and partnership questions regarding:</p> <ol style="list-style-type: none"> 1. interventions targeting girls 10-19 and affecting their access to and completion of secondary school 2. lessons learned and opportunities for partnerships and coordination 	<p>Qualitative data from secondary sources including existing program evaluations and reports.</p> <p>Qualitative data from key informant interviews</p>	<p>Summary of main findings by donor and INGO</p> <p>Summary of good practices and gaps</p> <p>Identification of links to findings from primary data</p> <p>Qualitative coding of main themes of responses related to research questions</p>
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KEY ASSESSMENT QUESTIONS

A set of assessment questions was presented in the Scope of Work (Annex 1). The assessment team reframed and revised the questions as needed to ensure alignment with research good practice.

Demographic and geographic targeting questions

1. Of Nepal's 75 districts, which 15 districts have the lowest educational outcomes?
2. In which grade do most girls and boys drop out of school?
3. Which 15 ethnic groups/castes (disaggregated by sex) have the lowest educational outcomes?
 - a. Are these groups concentrated in specific districts? Which ones?
 - b. Which identified ethnic/caste groups in the 10-15 districts identified earlier have the lowest educational outcomes?
4. What is the proportion of students (disaggregated by sex) with disabilities in the 10-15 districts?
5. Which districts have the highest rates of child and early marriage (among boys and girls)?
6. Which ethnic groups/castes have the highest child and early marriage rates (disaggregated by sex)?
7. Which ethnic groups/castes have the highest incidences of school and community-related gender-based violence?

Issue questions regarding barriers to and opportunities for adolescent girls' and boys' access to and successful completion of secondary school and workforce readiness

Education

1. Which school and local governance challenges most impact girls' abilities to attend and complete secondary school? What are examples of good practices institutional and community actors use to address such challenges?
2. For the specific groups identified as having the lowest educational outcomes, what are the main barriers to girls' and boys' accessing and completing secondary school education?
3. What are the specific barriers to girls' and boys' access to education related to gender norms and gender identity?
 - a. Within families and households
 - b. In schools among teachers and administrators
 - c. In public

Child marriage and adolescent sexual and reproductive health (ASRH)

4. To what extent are pregnant and married girls still attending school or are they dropping out?
5. How commonly does early marriage and pregnancy occur in the identified districts/regions and ethnic groups/castes?
6. What are the main sources of services for adolescent girls and boys and parents related to early marriage and ASRH?
7. What ASRH services and programs are available to girls and boys? What are the barriers to their access to and participation in these? Do girls who need family planning services have access to services?
8. What are the main factors driving child marriage in the identified districts and ethnic groups/castes?
9. What are primary institutional barriers to implementing laws on CEFM (i.e. lack of awareness among communities, low capacity of law enforcement and justice sector actors to protect girls, cultural and religious institutions condone CEFM?)

Gender-based Violence

10. What forms of GBV do girls and boys in the identified districts experience?
11. What resources do they have to address those forms of GBV?

School to Workforce Readiness

12. In the identified districts, what are the primary opportunities in the job market or for workforce development and vocational schools for female students who have 1) dropped out of secondary school and 2) graduated from secondary school?

Media, Communications, and Social Influencers

13. What media and information sources are girls, boys, parents, and teachers accessing?

14. Who serves as role models to young women and young men in the identified districts? How does this differ by the caste, religious, and ethnic group to which the adolescents belong?
15. Related to education and educational opportunities, what are the main sources of information among interviewees at the local level, including school officials, teachers, parents, and adolescents?
16. Related to child and early marriage and health care for girls and women, what are the main sources of information among interviewees at the local level, including school officials, teachers, parents, and adolescents? What kinds of information and ideas do interviewees absorb from media, if any?
17. Related to domestic violence and chaupadi, what are the main sources of information among interviewees at the local level, including school officials, teachers, parents, and adolescents? What kinds of information and ideas do interviewees absorb from media, if any?
18. What information regarding education, CEFM, ADSRH, and or GBV do interviewees wish they could learn more about?

Intervention mapping and partnership questions

1. What are other donors, I/NGOs, contributing to combating GBV and CEFM and to improving girls' education, ASRH, and workforce readiness?
2. How are these groups addressing the challenges they face implementing these programs?
3. What are existing government efforts (programs, strategies, policies, action plans, etc.) to address girls' access to education, GBV, ASRH, combating CEFM?
4. How do local government entities (Chief District Officers, Child Marriage Officers etc.) coordinate and implement national policies?
5. How does the Government of Nepal monitor and coordinate implementation of policies and programs related to women and girls?
6. What are barriers for effective subnational implementation of the relevant government programs?
7. What has been learned from past programs related to implementation and outcomes?
8. What are potential areas for collaboration and partnerships?
9. Which areas would align with GON priorities?
10. What are existing USG programs that can be expanded or leveraged?

SAMPLING AND DATA COLLECTION METHODS

SAMPLING STRATEGY

Total # of interviews and focus groups		
KIIs in Kathmandu	1 week with DC delegation, followed by 3 weeks of additional meetings	40-50 organizations consulted
District-level interviews	10-15 interviews x 6 districts	60-90 meetings conducted
Local-level interviews	15-18 interviews x 3 school communities x 6 districts	270-324 local meetings conducted
Focus groups with adolescents, including girls and boys attending school and girls who have dropped out of school	Approximately 3 groups x 3 schools x 6 districts	54 Focus group discussions with adolescents
Total		424 – 518 meetings and groups discussions held

The final sampling and planning of interviews and focus groups will be adjusted by the team leader and field team leaders, in consultation with CAMRIS, following the field team orientation and training and the pilot fieldwork in Dhading.

Field Research for Issue Questions

Field research involves purposive, non-probability sampling in several stages:

1. Identifying 6 districts for fieldwork
 - a. Identifying 15-25 possible districts for fieldwork based on
 - i. Quantitative ranking based on an index score combining the average of
 1. selected girls' education outcome indicators
 2. % of married female population married between ages 10-14
 3. % married female population married before age 10
 - ii. Demographic and qualitative considerations related to
 1. High rates of GBV and trafficking
 2. Comparably large numbers of disadvantaged ethnic/caste groups
 - iii. Additional qualitative considerations regarding barriers to girls accessing and completing secondary school
 - b. Recommending a subset of 6 districts and a pilot location based on
 - i. Logistic feasibility
 - ii. Potential opportunities for cooperation with CSOs and donors

- iii. Existence of USAID and other USG programs
- iv. Geographic distribution of districts
- c. Final selection of districts made by USAID:
 - i. Dhading (pilot)
 - ii. Nuwakot
 - iii. Sindhupalchok
 - iv. Kapilvastu
 - v. Saptari
 - vi. Baitadi
 - vii. Surkhet (to address higher achieving girls who can be role models and to take into consideration program areas of USG actors such as Peace Corps and the American Corners)
- 2. Identifying 10-15 district-level organizations and individuals as "key informants"
 - a. District Development Committee (DDC)
 - b. District education officer
 - c. District health office
 - d. District Women and Children Office, including child protection office
 - e. Women and Children Service Centers (WCSC) (Nepal Police)
 - f. District NGOs – staff people at 3-6 NGOs, including anti-GBV NGOs, Dalit Welfare Organization, Youth Forums, etc.
 - g. Member of parliament
 - h. USG implementing partners
- 3. Identifying 3 VDCs and schools per district for local-level interviews and adolescent focus groups
 - a. The district capital, 1 semi-urban location, and 1 logistically feasible rural location
 - b. Caste, ethnic, religious diversity of respondents
 - c. Presence of government secondary school(s)
 - d. Presence of donor or GoN programs and CSOs
- 4. Identifying 15-18 key informants within school community – local level (not all types of people listed below will be interviewed in each community)
 - a. VDC office
 - b. VDC health post
 - c. Female Community Health Volunteer(s)
 - d. Head of school
 - e. 2-4 teachers, men and women
 - i. At least one teacher will be the Gender Focal Person designated by the school as per the instruction of the Department of Education, if such person is already appointed. Male teacher criteria are TBD.
 - f. 1 parent from Parent Teacher Association (PTA), woman with the longest experience, if available
 - g. School Management Committee Members
 - h. 1-2 community-based organization (CBOs), such as mothers' clubs and youth clubs
 - i. Citizen Awareness Center (CAC)
 - j. Ward Citizens Forum
 - k. Community Learning Centers (CLCs)
 - l. Other identified/recommended community leaders, such as social mobilizers

- m. 2-4 parents, including a mother and a father with considerations for caste/ethnic/class variation
 - i. Parents to identified via social mobilizers and CBO contacts and by girls and boys, following focus groups
 - ii. Selected from among parents of the girls in the group or parents the girls know (if they are not comfortable with their own parents being involved)
- 5. Identifying girls and boys for focus groups in consultation with school management, teachers, CLCs, NGOs, etc.
 - a. Girl students 10-14
 - b. Girl students 15-19
 - c. Out-of-school girls,
 - i. identified by NGOs and CBOs
 - ii. identified by teachers who know girls who have dropped out
 - iii. identified by health post staff
 - d. Boy students 10-14
 - e. Boy students 15-19

Illustrative division of focus groups among 3 locations in each district. Actual scheduling to be determined by possibilities and population in the specific locations selected.						
Locality	School Girls 10-14	School Girls 15-19	Out-of-School Girls	Boys 10-14	Boys 15-19	Total
School #1 in district capital	x		x	x		3
School #2 in semi-urban area		x	x		x	3
School # 3 in rural area	x	x	x			3
Total FGDs per district	2	2	3	1	1	9

Field Research for Intervention Mapping and Partnership Questions

Key informant interviews to include the following:

1. US government interagency representatives from the US Embassy Political/Economic and Public Affairs Section, USAID, Department of Justice and ICITAP, Peace Corps, Department of Defense,
2. Key Government of Nepal central level agencies, including: Ministry of Women, Children, and Social Protection; Ministry of Education; Office of the President; Ministry of Health; Ministry of Federal Affairs and Local Development
3. USG implementing partners, including Karkhana, Microsoft Innovation Center, Education USA, Fulbright, UNICEF, Restless Development,
4. Donors and development partners, including
 - a. Education working group members: EU, UNICEF, ADB, World Bank, JICA, Save the Children, World Education
 - b. GESI working group members: Swiss Development Cooperation, Mercy Corps, VSO International

- c. UNFPA, UN Women, UNESCO
5. Other NGOs and donors that have girl-centered programs in Nepal, including Room to Read, Girls Not Brides Network, CARE International, Women LEAD, Asia Foundation, Center for Legal Research and Resource Development (CeLRRd), and Rural Health and Education Service Trust (RHEST), and Plan International Nepal
6. Media and media development organizations, including BBC Media Action, Search for Common Ground, individual journalists
7. Snowballing from above

DATA COLLECTION PROCESS AND METHODS

Field team organization and data manager

Data collection will involve three teams of four people each, with a field team leader and three field staff on each team. The three field staff for each team will include a male and two female fieldworkers who have appropriate local language skills, in addition to speaking and writing Nepali. To cover each location effectively, field teams will be able to split into sub-teams of two people each, where deemed necessary.

A data manager will work five days/week in Kathmandu from the CAMRIS office to collect, log, organize, and send out audio files and typed or copied notes forms to professional transcribers and translators. The data manager will also be responsible for preparing the completed transcripts for coding using qualitative analysis software and other tools.

Four-day orientation and training of field staff

The team leader will prepare fieldwork and data management guidelines for all staff involved with the LGL assessment, which will be translated into Nepali. She and CAMRIS staff will lead the team, including the data manager and team leader's interpreter, in a three-day workshop to accomplish the following:

1. Get to know each other's backgrounds and interest in the assessment,
2. Orient the team to the purpose of the LGL assessment,
3. Review and role play interviews and focus groups,
4. Revise data collection tools as necessary,
5. Review the illustrative fieldwork schedule,
6. Discuss logistics and data collection scenarios and identify potential challenges,
7. Revise the field schedule as necessary, and
8. Prepare a final schedule for the fieldwork pilot in Dhading.

For the teams to share a common understanding of the research and interview questions, all data collection instruments will be translated into Nepali by the participants during the three-day training.

Piloting the field instruments and data collection process

Immediately following the workshop, the team will travel together to the Dhading district to pilot the field instruments and the data collection process in two locations/schools. The field teams will conduct district-level interviews, at least four of the focus groups, and as many as possible of the local-level interviews over a 4-day period. All interviews will be audio recorded, and each team member will take notes on structured, standardized notes forms. The team will discuss

issues and questions at lunch and each evening. After the team completes its interviews each day, each staff person will be responsible for checking their notes, and the respective field team leaders will email audio files of interviews/groups to the data manager to be transcribed/translated.

The piloting will specifically be an opportunity to assess the quality and consistency of note taking and the gap between ideas and main points captured in notes versus transcripts. Based on that assessment, the TL, in consultation with CAMRIS, will recommend whether or not to transcribe audio recordings of district and local-level institutional actors – VDC officers, school heads, and school management committees – and other officials or whether structured note taking and data entry into a matrix is sufficient as an output for data analysis.

Preparation for fieldwork

While recordings of pilot fieldwork interviews and focus group discussions are being transcribed and translated, field team leaders and their teams will arrange interviews and logistics for their fieldwork in the 6 assessment districts. CAMRIS staff will support as necessary.

Output and translation and transcription of interviews and focus groups

Given the large number of interviews that stakeholders have recommended at both the district and local levels, transcribing all interviews and translating them into English does not seem feasible or advisable following the pilot. The following minimum protocol will be followed, to be assessed following the fieldwork piloting:

- Record all district and local interviews and focus groups (with permission) to maintain a record for referral.
- Rely on summary notes taken on standardized forms by field teams to code and analyze district-level interviews
- Transcribe and translate local-level interviews and focus groups. Assess the need to transcribe interviews with institutional actors – VDC officers, school heads, and school management committees – following the piloting.
- Transcribe and translate all interviews with parents, teachers, social mobilizers, and CBO representatives, to ensure the wide diversity of perspectives and experiences is captured.
- Transcribe and translate all FGDs.

Standard practices

- Informed consent
- Audio recording of district and local-level interviews, with permission
- All field staff will take notes on *standardized notes forms* that correspond to each type of interview or discussion guide.
 - All notes forms and recordings will include the date, time, and location of the interview or focus group and the names of the research team members conducting the interview/discussion.
 - Codes will identify individual interviews/discussions corresponding to team 1a, 1b, 2a, or 2b, and the order of the interview in the sub-team's sequence.
 - Notes forms and audio recordings *will not* include research participants' names.

- Field staff will revise handwritten notes daily and identify any issues with a given interview/group, so that the team leader can make the data manager aware.
- Field team leaders are each responsible for uploading audio files daily to the data manager and uploading scanned or typed notes forms every three days.
- The data manager will handle communication with contracted transcription/translation company or individuals, with back-up from the project manager and keep a transcription log (in Excel). S/he will send weekly updates to the team leader with transcription log, indicating the total number of transcripts/translations completed and the total remaining.
- Field staff will be available to answer questions from transcriber/translators and the data manager, who will note issues such as inaudible or poorly transcribed/translated sections of the interviews/discussions.
- Periodically, throughout the data collection and transcription/translation process, the data manager will send a sample of completed transcripts to the team leader and project manager for review. They will be responsible, collectively, for ensuring data quality.

DIVERSITY OF CASTE, ETHNIC, AND RELIGIOUS GROUP REPRESENTATION AMONG INTERVIEW PARTICIPANTS

Districts and VDC selection criteria include the objective of achieving a sample of interview participants that represent a variety of ethnic, caste, and religious groups, given the complex and intersectional issues of hierarchy, exclusion, and privilege in Nepal.

The Global Initiative on Out-of-School Children, Nepal Country Study (July 2016), published by UNESCO and UNICEF, notes that “Nepali is the mother tongue for less than half (44.6 percent) of the total population, but the education system is predominately in this language” (p x). In recognition of this immediate challenge to many adolescents’ abilities to access quality education, where appropriate, interviews at the local level will be conducted in locally spoken languages, rather than Nepali.

DATA COLLECTION INSTRUMENTS

There will be eleven data collection instruments, each tailored to the type of questions being asked and the category of respondents in the following groupings:

- 1. Semi-structured, open-ended interview guide for key informants among civil society, Government of Nepal, and donor representatives at the national level**
 - a. Interview questions will be based on the “Intervention mapping and partnership” assessment questions.
 - b. Questions will be limited to those that can be answered in one hour.
 - c. Field team leaders will use a standard email to provide the short list of questions to the interviewees in advance, to facilitate a more focused discussion.

- 2. Semi-structured, open-ended interview guides for key informants at the district level: one for USG implementing partners and NGOs and one for government officials**
 - a. Interview questions will include
 - i. a subset of the “Intervention mapping and partnership” questions
 - ii. a subset of the “Issue” questions related to education, CEFM and ASRH, GBV, and workforce readiness, excluding all media questions
 - b. Questions will be limited to those that can be answered in 60 minutes, and the interview guide will be adjusted accordingly following role-play testing of the guide.
 - c. Questions will only be provided in advance upon request.

- 3. Semi-structured, open-ended interview guide for local-level school officials and institutional actors**
 - a. Interview questions will focus on the entire set of “Issue” questions
 - i. For non-media questions, questions will be adapted to make clear that we are asking about people’s knowledge and experience regarding the issues in general.
 - ii. Media questions will be personalized and only related to the individual interviewee’s own media consumption.
 - b. Questions will be limited to those that can be answered in one hour, and the interview guide will be adjusted accordingly following role-play testing of the guide.
 - c. Questions will not be provided in advance.

- 4. Semi-structured, open ended interview guide for teachers**

- 5. Semi-structured, open-ended interview guide for civil society actors at the local level**

- 6. Semi-structured, open-ended interview guide for parents**
 - a. This interview guide will include the same topics as the focus group guide for girls, below.
 - b. Questions will be modified to address the issues as parents experience them related to their own children.
 - c. The guide should take no more than 45-60 minutes to complete.

- 7. 5 semi-structured focus group guides (5) for in-school adolescent girls 10-14 and 15-19, girls who have dropped out of school, and in-school boys 10-14 and 15-19**
 - a. The guides will seek to elicit girls’ and boys’ own opinions about the main issue areas, focusing specifically on
 - i. the challenges they face at home, in school, in the community related to attending and finishing school
 - ii. the resources available to them to address those challenges and what new resources could help them

- iii. role models and the media and communication they consume related to the issues
- b. FGD questions will steer participants toward “What,” prioritizing, and aspirational discussion, rather than extensive “Why” explanations, given that there are many existing stories, case studies, and anecdotes tracing how and why girls are out of school or failing. The objective will be to identify girls’ and boys’ priorities for change, the limits of their aspirations, and the most critical actors and forces in their lives that might be relevant to future interventions.
- c. Questions will be phrased in terms of “you and other girls/boys you know” to depersonalize the issue and allow girls and boys the space to answer without identifying themselves as survivors if they choose not to.
- d. Researchers will seek to engage groups of 4-6 adolescents at a time. The guide will be refined to structure discussion of 60-90 minutes, depending on the group dynamic, with additional time at the beginning to explain informed consent and the process for the focus group.
- e. Participatory techniques, such as drawing and games, may be used to supplement discussion. Discussions with adolescents aged 10-14, considered “very young adolescents” (VYAs) will use visual techniques and be tailored appropriately based on established good practices.

All data collection instruments will be developed in English, translated to Nepali, and back translated to English before testing. To the extent that instruments will be used in other languages, they will be translated prior to the beginning of interviews and assessed for consistency with the English and Nepali questions in meaning and tone.

As noted under “Data Collection Process and Methods,” the field instruments will be piloted and revised following the pilot, if necessary.

DATA LIMITATIONS

Secondary Literature

Detailed information about limitations in the secondary literature is indicated in Annex 2: Getting to Answers Matrix.

- Most of the demographic questions in the initial SoW can be answered with existing data; however, quantitative data about the intersection of child marriage, early pregnancies, and school attendance and dropout by district is not readily available. These questions can be addressed by asking people’s perceptions during interviews.
- Qualitative data in existing reports and research often focuses on the most common experiences that girls and students face as a group and does not always disaggregate findings and recommendations by district or ethnic/caste groups.

Interview and Focus Group Data in Districts

The data collected via key informant interviews and focus groups at the district and local level cannot be generalized to other districts and schools and should be characterized as a rigorously conducted case studies in the selected districts.

The assessment scope of work does not allow for specific inclusion of girls and boys with disabilities or deliberate inclusion of self-identified LGBTQI youth. Interviews will be arranged with NGOs that address these communities to allow reference to their particular challenges and needs in the final report. Similarly, while the assessment will include focus group discussions with out-of-school girls, it is unlikely to include discussions with never-schooled girls, who are among the poorest and most marginalized girls in Nepal.

Other limitations, common to this type of research, include the following:

- People with relative power, in this case government and school officials and teachers, often have an interest in presenting a positive image of themselves and their work and so may underreport or downplay the barriers to girls and boys access to and completion of school.
- Interview questions related to service availability will indicate people's awareness of service availability and not what services actually exist, so they will need to be cross-checked against other available data.
- Focus groups with girls and interviews with parents will touch on issues that they may consider personal, "sensitive," and "emotional." Although the interview guides will follow standard practices to address this challenge and field staff will attempt to make research participants comfortable, the kind and depth of information from each interview will vary more broadly from interview to interview.

DATA ANALYSIS AND REPORTING

Rigorous data analysis will begin with the field research teams discussing their interviews and discussions on a daily basis, with time built-in to the field schedule. The field team leaders will be responsible for sending brief daily summaries to the data manager, who will share them with CAMRIS, the team leader, and the other field team leaders. Following completion of the fieldwork, the field team leaders will lead the teams in a one-two day debrief and "sense making" workshop to identify and write-up overarching points from fieldwork, district by district and overall.

Following the sense-making workshop, field team leaders, 3 of the field staff, and the team leader will analyze data in more detail, using the qualitative analysis software, Dedoose, to code transcripts or using structured notes forms to enter salient themes into a matrix with respect to the interview and research questions. The team leader and the field team leaders, along with at least one CAMRIS staff person, will mainly be responsible for coding. Field staff will be available to answer questions and will contribute to validating and augmenting a draft of findings as part of data analysis. Following the completion of all coding, the team will undertake a limited amount of comparative analysis to identify key differences among respondent by district and type of respondent

Overall, per the table on page 5, in "Research Design and Methodology," the main forms of analysis in the assessment report will include the following:

1. Quantitative ranking, indexing, averaging of demographic indicators related to child marriage and education outcomes, derived from secondary data
2. Summary analysis and categorization of secondary information related to research questions, linking it to findings from the field data collected by the assessment team.
3. Summary analysis of field data coded and analyzed for variation among districts and types of interview respondents.
4. Drawing from each analytical step, the team leader and advisors will identify the main findings, draw conclusions, and make recommendations to achieve the third research objective: Identify opportunities for the U.S. Embassy to invest and develop strategic partnerships to improve adolescents', especially girls' empowerment, and in particular, their access to quality education.

At USAID's discretion, parts of findings may also be discussed and validated, as coding progresses, with key research participants in Kathmandu.

ASSESSMENT MANAGEMENT

ETHICS

1. Informed consent in language of choice: researchers will explain informed consent to all interview and focus group participants using a short, standard script, and they will explicitly ask for such consent and record it in writing.
2. Research participants will be told that they will be voice recorded unless they request not to be.
3. They will be told that interviews will be confidential and interview notes and transcripts will be coded so they remain anonymous.
4. Public officials and civil society and donor representatives will be asked if they wish to waive anonymity to allow the possibility of paraphrasing or quoting them by position or other possibly identifying information.
5. Fieldwork preparation and training for research outside of Kathmandu will involve explicit discussion of protocols for talking with children and adolescents. See, for example, general guidelines related to "Ensuring children are safe and protected," in Save the Children 2004, *So You Want to Consult with Children: A Toolkit of Good Practice*, London: International Save the Children Alliance.
6. Fieldwork preparation will also involve training in systematic, confidential data collection and record management, and the team leader will supervise data management throughout the process to ensure standards are adhered.
7. No results will be published where individuals can be identified.

DELIVERABLES

1.	Develop draft design and submit to Mission	12/6/2016
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2.	Submit district targeting recommendations to Mission	12/6/2016
3.	Incorporate Mission feedback, finalize and submit (final) design	12/12/2016
4.	Develop and submit 11 draft data collection instruments to Mission	1/9/2017
5.	Team Lead provides out brief/presentation of initial findings with Mission	1/13/2017
6.	Submit update to USAID based on field team's post fieldwork de-brief	2/24/2015
7.	Draft report	4/3/2017
8.	Final report	5/10/2017

*Final report submission deadline is an estimate. Submission of the final report to USAID is contingent on receipt of feedback from the Mission. The team commits to delivering a final report within two weeks of receiving comments from USAID and relevant stakeholders.

TEAM COMPOSITION AND LOE

Resumes and 1420s will be submitted when the team is finalized, and with the final design.

The MEL Project will utilize three field teams consisting of four people each – a field team leader and 3 field staff – each visiting two districts each.

Team leader	113 days
Education advisor 1	4
GESI Advisor 1	10 days
Education advisor 2	74 days
GESI advisor	75 days
Field Team Leader and Analyst	72 days
Nine (9) field researchers	38 days each
Interpreter for team leader	2 days
Data manager	35 days
Project manager	15 days
Senior M&E technical advisor	8 days
Project Intern	60 days

Team leader: Sharon Rogers will lead the entire assessment process. She will be responsible for overall assessment design, management, technical direction, data collection, analysis, and presentations and reporting. She will be responsible and accountable for timely submission of high quality deliverables.

Education advisor 1: Dr. Badri Pande will provide support to the team leader during the initial document review and initial design phase.

Field team leader and Education advisor: Bhimsen Devkota will lead a field team comprised of the three field researchers during district and community level data collection. He will conduct KIIs and provide quality assurance in all data collection activities including FG discussions. He

will be also responsible for coding and analysis of the data, and will assist the team leader in the writing of the assessment report.

Field team leader and GESI advisor: Pinky Singh Rana will lead a field team comprised of the three field researchers during district and community level data collection. She will conduct KIIs and provide quality assurance in all data collection activities including FG discussions. She will be also responsible for coding and analysis of the data, and will assist the team leader in the writing of the assessment report.

Field TL and Data Analyst: Anamika Pradhan will lead a field team comprised of the three field researchers during district and community level data collection. She will conduct KIIs and provide quality assurance in all data collection activities including FG discussions. She will be also responsible for coding and analysis of the data, and will assist the team leader in the writing of the assessment report.

Field researchers (9): The assessment team will be composed of three field researchers (2 females, 1 male) in each of the three teams to assist in data collection during the field work and also for transcription and translation of key informant interviews/FGDs after the fieldwork. The field researchers will be skilled and experienced in carrying out the qualitative instruments such as focus group discussions and key informant interviews.

Interpreter: S/he will accompany the team leader during the fieldwork pilot in Dhading and provide translation and interpretation services.

Data manager: S/he will ensure all 384-468 anticipated interviews collected in the field are properly collated, stored, and cleaned. The data manager will identify any unclear notes in the team's interview notes, and address these issues early on to mitigate bottlenecks, recall bias and data gaps. The data manager will work closely with the translators and transcribers to ensure all documents are completed in a timely manner.

Project Intern: will provide technical and administrative support to the team during all phases of the assessment.

CAMRIS project manager: Elliot Signorelli will provide direct technical assistance and quality control during qualitative data coding and analysis in Dedoose. He will liaise closely with the data manager to transfer of all anticipated 384-468 interviews to Dedoose for coding and analysis. He will ensure smooth implementation and delivery of the assessment in coordination with the team leader, field teams, USAID staff, copy editors, formatters/graphic artists, 508 compliance firm, and MEL Project staff. He will provide quality control of all presentations and reports per USAID branding and marking standards and ADS requirements.

CAMRIS senior monitoring and evaluation technical advisor: Dr. Jonathan Jones will be responsible for quality control and oversight of the assessment process. He will advise the team in the use of qualitative data collection and analysis instruments and methodologies as well as ensure consistency in the quality of analysis and reporting.

The following Nepal MEL Project staff will provide surge support to this assessment as needed:

- **Chief of party:** Dr. Nassrin Farzaneh will provide overall quality assurance of assessment methods, tools, fieldwork, the assessment design, draft and final report, and administration of consultant scopes of work.

- **Evaluation specialist:** Manorama Adhikari will provide quality assurance of assessment data collection methods and tools including spot checks during the field work, assist in the design and selection of districts/number of interviews, field logistics, and team composition.
- **Statistician and data analyst:** Ganesh Sharma will provide statistical analysis, assistance with selecting VDCs and school communities based on agreed criteria, develop charts, graphs, and road maps for logistical purposes.
- **Program officer:** Ankeeta Shrestha will assist in the literature review and mapping of existing interventions and lessons learned, data coding and analysis, support to the field team leaders and field staff, copy editing, and will supervise the MEL intern.
- **Finance and administration manager:** Sanju Neupane Ghimire will be responsible for recruitment, logistics, and administration of consultant scopes of work.
- **Finance officer/accountant:** Organize logistics in Kathmandu, space for MEL Project consultants, and support consultants complete and submit time sheets and documents.
- **Program intern:** Sneha Shakya Map INGO/NGO in field districts, and develop contact lists for the team leaders to schedule their fieldwork.

WORKPLAN AND TIMELINE

Our tentative work plan is presented in **Annex 3: Work Plan**. The timeline is presented below.

Week	Dates	Schedule of Activities
Phase 1: Document review and assessment design		
Preliminary Preparations (Home-based)	Nov. 7-28	<ul style="list-style-type: none"> • Recruitment of TL and education advisor 1, job descriptions and recruitment of other staff • Review and comment on SoW • Gather and assess documents and demographic data to develop "Getting to Answers" matrix • Collect and organize demographic data to answer demographic questions in SoW and develop targeting index • Submit preliminary assessment design
Phase 2: Preparation for fieldwork & Piloting		
1	Dec. 5-9	<ul style="list-style-type: none"> • In brief of Team leader with Mission and relevant stakeholders • Literature review & review of target districts
2	Dec. 12-16	<ul style="list-style-type: none"> • Submit suggested target districts to USAID based on demographic indicators in SOW
3	Dec. 19-23	<ul style="list-style-type: none"> • Participate in the DC assessment team schedule: meet with DPs, NGOs, GoN, USG Interagency • Finalizing sampling, mapping of I/NGO/Donor partners working with adolescent girls, and interviewing stakeholders in Kathmandu, interviewing for education team leader

		<ul style="list-style-type: none"> • Begin contacting GBV and child marriage-focused NGOs in likely target districts for intervention mapping
4	Dec. 26-30	<ul style="list-style-type: none"> • Stakeholder interviews in Kathmandu • Developing field instruments • Continue to map NGO efforts in likely target districts • Revise draft assessment design based on discussion with USAID/Jannie and finalize selection of fieldwork districts • Catalog documents for annotated bibliography and document review
5	Jan. 2-8	<ul style="list-style-type: none"> • Finalize Assessment Design & Submit • Bring field team leaders (FTL), field staff, and data manager on-board • 3-day training for team leaders and field staff • Develop training materials and field protocols for field teams, translate field instruments • Finalize identification of 3 VDCs and target school communities • Conduct field team orientation for LGL (3 days, Thurs-Sat) • Plan schedule for fieldwork pilot in Dhading, finalize contact list, and begin to contact interviewees • Continue mapping NGO/IP in target districts
6	Jan. 9-13	<ul style="list-style-type: none"> • Pilot field instruments and data collection process in 2 locations in Dahding (5 days, Mon-Thurs), including pilot of 4 FGDs • Preliminary data analysis of pilot from notes • TL gives informal out brief on morning of 1/13, prior to departure
7	Jan. 16-20	<ul style="list-style-type: none"> • Transcription and translation of pilot interviews (5 days) • Interviews in KTM resume, carried out by FTL/Advisors/Analyst/MEL staff • Field staff make contacts and arrangements for field work by phone and email • Mapping of NGO/IP in target districts and national/institutional intervention mapping continues • Continue document review and summarizing key lessons and information per research questions.
Phases 3 & 4: Fieldwork & Transcription/Translation, Data Coding		
8	Jan 23-28 (6 day work week)	<ul style="list-style-type: none"> • Review transcripts from pilot fieldwork, revise and translate field instruments & submit to USAID for feedback (2 days) • Begin fieldwork January 25 • Transcription/translation begins January 27

9	Jan 30- Feb 4 (6 day work week)	<ul style="list-style-type: none"> Fieldwork continues Data manager sends samples of transcribed, translated interviews and FGDs to TL, field team leaders, and program manager (Elliot) for data quality assurance Field team leaders coordinate with their teams to review and identify issues of accuracy, tone, etc. Transcription/translation ongoing Coding begins Jan 30 (Team Leader & MEL staff) Document review and summarizing key lessons and information per research questions
10	Feb 6-11 (6 day work week)	<ul style="list-style-type: none"> Fieldwork continues Data manager sends samples of transcribed, translated interviews and FGDs to TL, field team leaders, and program manager (Elliot) for data quality assurance Field team leaders coordinate with their teams to review and identify issues of accuracy, tone, etc. Transcription & translation ongoing Team leader & MEL staff code available translated transcripts, coordinates with field team leaders
11	Feb 13-17	<ul style="list-style-type: none"> Fieldwork continues (Final Week of fieldwork, ends Feb. 17) Data manager sends samples of transcribed, translated interviews and FGDs to TL, field team leaders, and program manager (Elliot) for data quality assurance Field team leaders coordinate with their teams to review and identify issues of accuracy, tone, etc. Team leader and MEL staff code available translated/transcribed data and discuss findings with field team leaders
12	Feb 20-24	<ul style="list-style-type: none"> Transcription/translation ongoing CAMRIS provides FTLs training in Dedoose Field workers work on cleaning notes/translations Field team leaders join the team leader in coding, after orientation from TL Team leader and MEL staff code available translated/transcribed data and discuss finding TL submits update to CAMRIS for debrief to USAID
13	Feb 27- March 3	<ul style="list-style-type: none"> Transcription/translation ongoing Coding and analysis ongoing
Phases 5&6: Analysis and Report Writing		
14	March 6-10	<ul style="list-style-type: none"> Analysis and report writing (Field team leaders and Team leader)
15	March 13-17	<ul style="list-style-type: none"> Analysis and report writing (Field team leaders and Team leader)
16	March 20-24	<ul style="list-style-type: none"> Analysis and report writing (Field team leaders and Team leader)
17	March 27-31	<ul style="list-style-type: none"> Review and revise of draft report (CAMRIS & Team Leader and Field team leaders)
18	April 3-7	<ul style="list-style-type: none"> Submission of the draft report to the Mission April 3, 2017 Mission reviews and comments on report

19	April 10-14	<ul style="list-style-type: none">• Mission reviews and comments on report
20	April 17-21	<ul style="list-style-type: none">• Incorporating Mission feedback and finalize report
21	April 24-28	<ul style="list-style-type: none">• Incorporating Mission feedback and finalize report
22	May 1-9	<ul style="list-style-type: none">• Feedback from CAMRIS and revisions by the team leader
	May 10	<ul style="list-style-type: none">• Submission of final report to the Mission

ANNEX 1: ASSESSMENT STATEMENT OF WORK

USAID/Nepal Monitoring, Evaluation and Learning (MEL) Work Order for Nepal Let Girls Learn Initiative

Background:

President Obama announced the Let Girls Learn Challenge Fund in July 2015. The Challenge Fund is a unique opportunity for the U.S. Government to work with a broad array of external partners to develop innovative, holistic programs to ensure that adolescent girls enroll in and succeed in school. These programs will align with the “whole-of-girl” approach and address the range of challenges girls face throughout adolescence, including gender-based violence, reproductive health, early marriage and pregnancy, and discriminatory social norms. Each country program cuts across traditionally isolated areas of development and builds on the U.S. Government’s (USG) strategic priorities to promote resilient, democratic societies in the areas of greatest need and where potential impact is largest. Let Girls Learn programs will work to improve girls’ agency and change social norms, improve access to a quality education, promote girls’ health and safety, and build stronger legal and policy frameworks to support their needs and advance their rights. The Challenge Fund recognizes that to achieve sustainable solutions to today’s global development challenges, collaboration is essential. That’s why Let Girls Learn works with public, private, and non-profit organizations to coordinate efforts and ensure a greater overall impact for adolescent girls. In September 2016, President Obama announced Nepal as a Let Girls Learn focus country, which is anticipated to provide Nepal with additional resources for specific LGL programming. As part of the design process for Nepal’s LGL programming, an assessment is required to inform the interagency on key target populations and geographic areas to focus new LGL programming on that will make the most impact.

Nepal is ranked 122 out of 145 countries in terms of gender equality in educational attainment in the 2015 World Economic Forum's Gender Gap Index. Following the 2015 earthquake, Nepal

continues to address issues of displacement and reduced access to resources, including the management of sizeable reconstruction efforts. The earthquake increased girls' and women's vulnerability heightening concerns about their overall security and thereby impacting their ability to access education. Gender norms in Nepal largely undervalue girls' education and underpin many of the barriers that limit their education. Existing barriers to adolescent girls' education include poverty, geographical distance from home to school; parents' unwillingness to educate girls; cost of schooling; insufficient availability of trained female teachers; school related and general gender-based violence; inadequate learning environments; and the poor quality of secondary education. Disparities in access to education also vary by caste and ethnicity. Child and Early Forced Marriage (CEFM) is a central concern as Nepal has one of the highest rates of CEFM in the world, with 38 percent of girls married before the age of 18. ¹ The legal age of marriage in Nepal is 20. Married girls in Nepal are 14 times more likely to be out of school than their unmarried peers.² Cultural prohibitions placed on menstruating girls and women, undernutrition, and a lack of fluency in Nepali³ within minority communities also pose challenges for girls' access to enabling environments that support educational success.

USAID's mission hosts an Office of Health and Education and a full-time Gender and Social Inclusion Advisor. The Mission already has a strong partnership with Nepal's Ministry of Education through USAID's Early Grade Reading program, which helps young children improve reading skills in grades one to three. Three Presidential development initiatives are ongoing in Nepal which can support LGL programs: Feed the Future, the U.S. Global Climate Change Initiative, and the U.S. Global Health Initiative. Nepal's civil society advocates for and promotes girls' opportunities, Peace Corps Nepal is one of the agency's oldest programs with a current Let Girls Learn cross-sector program, and Nepal is developing a Millennium Challenge Corporation compact, expected to be signed sometime in FY 2017. The Department of State engages diplomatically on issues affecting girls' and women's empowerment, runs academic and professional exchanges, youth outreach and public diplomacy programs focused on encouraging women and girls' education as well as on higher education, including

¹ UNICEF MICS 2014

² Sekine, Kazutaka and Marian Ellen Hodgkin. UNICEF Nepal Working Paper Series, 2016.

³ Only 44.6% of Nepal's population speaks Nepali while many ethnic communities speak one of the 19 other recognized languages in Nepal. Nepali is the language of instruction.

EducationUSA and Fulbright. Other USG agencies in country like the Department of Justice and Department of Defense are engaged as appropriate.

Task: Design and conduct an assessment on the barriers to adolescent girls' and boys' access to quality education, health and safety in Nepal. The goal of the assessment is to identify opportunities for the U.S. Embassy to invest and develop strategic partnerships to improve adolescents', especially girls' empowerment, and in particular, their access to quality education. Map current interventions (donors and civil society) targeting girls 10-19 that affect access to education and provide recommendations for LGL policy and programmatic interventions, including a set of 3-5 districts where interventions could be most impactful. The target population age group is 10-19. Areas for inquiry include:

Education

- Which ethnic groups/castes (disaggregated by sex) have the lowest educational outcomes (i.e. lowest primary, basic, and secondary enrollment and attendance rates, highest drop-out rates, lowest completion rates, populations out-of-school, highest primary, basic, and secondary repetition, learning achievement)? Are these groups (disaggregated by sex) located/concentrated in specific districts? If so, which 10-15 districts? When do most girls and boys drop out of school? Are there differences by ethnic groups?
- Of Nepal's 75 districts, which 10-15 districts have the lowest educational outcomes? How are these geographic areas correlated with economic quintiles/socio-economic status (SES)? Household income levels?
- What are the main barriers to girls' and boys' education for the specific groups identified as having the lowest educational outcomes?
- What are other barriers to girls' and boys' access to education related to disability and gender identity?
- What women's empowerment activities have demonstrated to increase education outcomes?? What are the gender priorities around education among poorer households?
- What access do girls have to science, technology, engineering, arts, and math (STEAM) education relative to boys? What barriers do they face in access STEAM education?
- What percentage of girls completing secondary school are going on to higher education in Nepal? What percent of female students are studying abroad and which districts are they from? What are the barriers to applying for/attending higher education in Nepal and abroad?

Child Marriage and Adolescent Sexual and Reproductive Health (ASRH)

- Which ethnic groups/castes have the highest child marriage rates (disaggregated by sex)? Are they located in certain geographic areas? If so, what are they? Are they associated with SES? Which quintiles? What are the main factors for child marriage among these groups?
- Is child marriage associated with a particular threshold in household income? What is the data on the number/% of girls dropping out of school because of child marriage? At what grade level are they dropping out?
- Are any married girls still attending school (number/% of school age population disaggregated by caste/district) and what are the barriers and enablers for them to continue? Of those still attending school, how many (number/%) are enrolled in formal schooling versus informal/non-formal/second chance programs?
- What are barriers to implementing laws on CEFM (i.e. lack of awareness among communities, low capacity of law enforcement and justice sector actors to protect girls,

cultural and religious institutions condone CEFM?) What have been some effective ways/practices to improve implementation of CEFM laws?

- What ASRH services and programs are available to married girls, and what are the barriers to their participation or access to these?
- What data on the number/% of girls dropping out of school because of early pregnancy? At what grade level are they dropping out? Are early pregnancies higher among certain ethnic groups/castes/geographic regions or districts? Do girls who need family planning services have access to services?
- How is ASRH discussed in schools? What are the main sources of information for adolescent girls and boys related to ASRH?

Gender-based Violence

- Which ethnic groups/castes have the highest incidences of school and community-related gender-based violence (disaggregated by trafficking, SRGBV, chaupadi, domestic violence, dowry inflicted domestic violence, witch hunting, other forms of GBV)? Are they located in certain geographic areas? Are they correlated with SES?
- Which incidences of GBV (SRGBV, chaupadi, risks of trafficking, DV, witch-hunting,) are most correlated with low education and health outcomes among the identified ethnic groups/castes?

Media

- What is the perception of women and girls in the media?
- How do the portrayals women and girls in print and broadcast media affect girls' education, girls' and parents' perception of success (academically, economically)?
- What are the percentage of women reporting on issues of education and girls versus men in the Nepali media?
- What are effective ways to implement social behavior change communication (SBCC) via media (apart from radio) among illiterate communities?

Economic Empowerment/Workforce Development

- What are the primary opportunities in the job market for female students graduating from secondary school? Do girls graduating from secondary school have the same access to workforce development programs/vocational schools as males?
- What are skills and training gaps for female students graduating from secondary school?
- How could increased access STEAM classes/hands-on vocational-technical type education enhance workforce development?

Coordination and Partnerships

- What are other donors, I/NGOs, private sector actors contributions to improving girls' education, ASRH, workforce development, combatting GBV, including CEFM? What programs have worked well, which have not, and why?
- What are there barriers that civil society faces in championing the rights of women and girls?
- What are potential areas for collaboration and partnerships?
- What are existing USG programs that can be expanded or leveraged?
- What are existing government efforts (programs, strategies, policies, action plans, etc.) to address girls' access to education, GBV, ASRH, combatting CEFM and how can LGL activities best align with GON priorities?
- What are barriers and skills gaps for effective subnational implementation? How do local government entities (Chief District Officers, Child Marriage Officers etc.) coordinate and implement national policies?

- How does the Government of Nepal monitor and coordinate implementation of policies and programs related to women and girls?

To answer these questions, the team should:

- Carry out a desk review of existing literature and data on barriers to girls' education and empowerment, including MOE's Education Management Information System (EMIS).
- Conduct field work including, but not limited to Key Informant Interviews (KII) and Focus Group Discussions (FGD), and other surveys/questionnaires as appropriate.
- Take stock of current/active and planned donors' contributions specifically to girls' upper basic (grades 6-8) and secondary education, adolescent and sexual reproductive health (ASRH), combatting GBV, including CEFM, determine gaps, and identify areas of collaboration. Use GIS data where available to produce map of activities.
- Identify/map I/NGOs contributions specifically to girls' upper basic(grades 6-8) secondary education, ASRH, combatting GBV, including CEFM and determine gaps
- Identify areas the USG can have the greatest and most economically efficient impact;
- Identify potential opportunities for public-private partnerships or public engagement in girls' secondary education and empowerment; and where applicable, reference current USG efforts/projects in Nepal where these opportunities might best fit or augment.
- Prepare an annotated bibliography of resources; and
- Provide recommendations on how to best operationalize investments in adolescents' especially girls' education, ASRH, and social and economic empowerment in Nepal.

Expertise/Personnel Requirement: USAID requires a Team Leader with the following qualifications:

- Experience leading rapid gender appraisals, with a significant education component, in developing countries
- Recognized as an expert in the field of gender, education, and health research
- Strong understanding of barriers to adolescent girls' education and empowerment and evidence-based interventions to address them.
- Advanced degree in a social science or mathematics field, with advanced research skills
- Experience in Nepal desirable

S/he should be able to travel to USG project sites.

MEL should propose additional team members as appropriate.

The team will be joined by USAID and Department of State Washington experts that may include: ASIATS Education Advisor, ASIA/TS Education Program Analyst, Let Girls Learn Advisor, Education Gender Specialist, E3/Office of Education Technical Advisor, Global Development Lab Advisor, S/GWI representative, and Global Health representative.

Washington-based colleagues will provide input into the design of the draft work plan of the assessment and some will participate in the field visits and presentation of preliminary findings.

Deliverables:

- **Assessment Design and Management (Week 1)** – The Team Leader will review documents, draft the assessment design, and finalize the report outline.
- **Final Study Design and Management (2-3)**. The Team Leader will provide and present a written work plan to conduct the Nepal Let Girls Learn assessment including the allocation of roles and responsibilities among team members, schedule for interviews and site visits, schedule for report writing, sample survey instruments/questionnaires to be utilized for evaluation field work. The assessment will include field visits to at least

five districts (based on initial data analysis of districts with lowest education outcomes and high incidences of CEFM and GBV), and involve both focus group discussions (FGDs) and key informant interviews (KIIs) as well as other methodologies, utilizing qualitative data collection and analysis techniques. The selection of the districts will be determined in consultation with USAID. The team will meet with GON officials, various stakeholders from public and private sectors, including I/NGOs, donors, and other stakeholders.

- **Desk Review (Week 3-5)** The Team Lead travels to Nepal, reviews all relevant documents/reports, analyses/synthesizes existing data and information and identify data gaps.
- **Preparation for Field Work (Week 6-7)** MEL will develop instruments for qualitative data collection and analysis for inclusion in the assessment work plan and then train team members in their use during field testing/adjustment of the instruments. MEL will also offer a brownbag luncheon on qualitative data collection and analysis to a broader audience of participants from USG.
- **Qualitative data collection (Week 8-10)**. Teams will travel to the field to collect data, approximately one week per district as well as Kathmandu.
- **Data Analysis and presentation of preliminary findings and conclusions (Week 11-12)**. The assessment team will analyze data gathered from the literature review and field work and present their preliminary findings and conclusions to the interagency.
- **Draft Reporting Writing (Week 13)**. The draft report will be submitted.
- **Final Nepal Let Girls Learn Assessment report (Week 14-15)**. The assessment team will deliver a final report of not more than 25 single-spaced pages in length, excluding annexes, including an executive summary of not more than three (3) pages in length, responding to comments from USAID and the interagency on the draft report, within two (2) weeks following receipt of comments from USAID. The report will include a map of ongoing initiatives (donor, GON, and civil society) focused on girls ages 10-19 and will recommend (i) 3-5 districts where LGL programs could be most impactful and (ii) policy and legal reforms where USG diplomatic engagement could be fruitful.

Tentative timelines:

The assessment will begin after the Dasain holidays (mid-October) with the hiring of the Team Leader. The fieldwork will take place early to mid-December (before U.S. holidays).

The period of performance for this assignment is approximately 15 weeks, including preparation time, in-country fieldwork, report writing, and dissemination of recommendations. Dates for in-country data collection will be determined in consultation with U.S. Embassy Kathmandu, however it is envisioned to take place in December, 2016.

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ANNEX 2: GETTING TO ANSWERS MATRIX

Key to color coding on matrix:

Dark green = key assessment questions.

Light green = assessment sub questions.

Pale orange = any data that remains to be collected via either a review of qualitative research or additional quantitative data review/analysis.

Darker orange = any data that would need to be collected via interviews and or focus groups.

All questions are subject to change or removal as a result of discussions with the Mission and relevant stakeholders upon submission of this draft design.

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
Demographic and geographic targeting questions			
1. Of Nepal's 75 districts, which 10-15 districts have the lowest educational outcomes?			
	Net Enrollment Rates - primary school	School Census Flash Report I, 2015-016, Annexes, XIII & XIV_A-GE&NER_2072	not disaggregated by ethnicity/caste
	Net Enrollment Rates - lower secondary school (grades 6-8)	School Census Flash Report I, 2015-016, Annexes, XIII & XIV_A-GE&NER_2072	not disaggregated by ethnicity/caste
	Net Enrollment Rates - secondary school (grades 9-10)	School Census Flash Report I, 2015-016, Annexes, XIII & XIV_A-GE&NER_2072	not disaggregated by ethnicity/caste
	Net Enrollment Rates - higher secondary (grades 11-12)	School Census Flash Report I, 2015-016, Annexes, XIII & XIV_A-GE&NER_2072	not disaggregated by ethnicity/caste

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Attendance rates - primary school (ages 5-9)	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072 Data is listed by district and available for <ul style="list-style-type: none"> • total population at ages 5-16 • Pichada/disadvantaged casts, • Dalit castes, and • 59 Janajati communities (combined). Each worksheet combines attendance rates with out-of-school rates, which are the difference between 100% and the attendance rate.	
	Attendance rates - lower secondary (ages 10-12)	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	
	Attendance rates - secondary (ages 13-14)	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	
	Attendance rates - higher secondary (ages 15-16)	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	
	Repetition rates - primary, grade 5	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072 For grades 6-10, by sex and district: Promotion Repetition Drop out	not disaggregated by ethnicity/caste
	Repetition rates - lower secondary, grade 6	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Repetition rates - lower secondary, grade 7	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Repetition rates - lower secondary, grade 8	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Repetition rates - secondary, grade 9	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Repetition rates - secondary, grade 10	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Dropout rates - primary, grade 5	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - lower secondary, grade 6	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - lower secondary, grade 7	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - lower secondary, grade 8	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - secondary, grade 9	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - secondary, grade 10	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Average marks in 5 subjects of final examinations -lower secondary school (grades 6-8)	School Census Flash Report I, 2015-016, Annexes Anx_XXX_D-E_PSL-SS Average Marks_2013-2014_F Data is available for each grade 1-10 and for each of the following 5 subjects: Nepali English Math Social Science&Envi	not disaggregated by ethnicity/caste
	Average marks in 5 subjects of final examinations -secondary school (grades 9-10)	School Census Flash Report I, 2015-016, Annexes Anx_XXX_D-E_PSL-SS Average Marks_2013-2014_F	not disaggregated by ethnicity/caste
	Literacy rates for total population aged 5 and above	2011 Census Table 25: Population aged 5 years and above by literacy status by sex and district.	not disaggregated by ethnicity/caste
2. In which grade do most girls and boys drop out of school?			
	Dropout rates - primary, grade 5	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - lower secondary, grade 6	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Dropout rates - lower secondary, grade 7	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - lower secondary, grade 8	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - secondary, grade 9	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
	Dropout rates - secondary, grade 10	School Census Flash Report I, 2015-016, Annexes XV-XVI_A-C_PRD_2072	not disaggregated by ethnicity/caste
3. Which 10-15 ethnic groups/castes (disaggregated by sex) have the lowest educational outcomes?			
	Enrollment rates for 95 caste/ethnic groups: ages 6-16 ages 17-25	Nepal Social Inclusion Survey 2012, Table 7.2 Percent of respondents, ages 6-16 and 17-25 years, currently enrolled in schools/colleges (p 248)	Put in separate worksheet. Table data not disaggregated by district
	Educational attainment rates for 95 ethnic/caste groups: grades 1-5 grades 6-10 grades 11+ non-formal no grade	Nepal Social Inclusion Survey 2012, Table 7.3 Educational Attainment of males and females for classes 1-5, 6-10, 11+, nonformal education and no grade (p 251)	Put in separate worksheet. Table data not disaggregated by district
3a. Are these groups concentrated in specific districts? Which ones?			
	Attendance rates - primary school (ages 5-9) • Pichada/disadvantaged casts, • Dalit castes, and • 59 combined Janajati communities	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072 Data is listed by district and available for total population at ages 5-16. Each worksheet combines attendance rates with out-of-school rates.	
	Attendance rates - lower secondary (ages 10-12) • Pichada/disadvantaged casts, • Dalit castes, and • 59 combined Janajati	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	communities		
	Attendance rates - secondary (ages 13-14) • Pichada/disadvantaged casts, • Dalit castes, and • 59 combined Janajati communities	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	
	Attendance rates - higher secondary (ages 15-16) • Pichada/disadvantaged casts, • Dalit castes, and • 59 combined Janajati communities	School Census Flash Report I, 2015-016, Annexes XIV_B_Combof T-D-J Age group Pop_2072	
3b. What is the proportion of the identified ethnic/caste groups in the 10-15 districts identified earlier with the lowest educational outcomes?			
	Census data		
4. What is the proportion of students (disaggregated by sex) with disabilities in the 10-15 districts			
	# of girl and boy students with disabilities, by type of disability	See School Census Flash Report I, 2015-016, Annexes XII_A-B_P&L Disab_2072 - Number of student by types of disabilities at lower secondary level, Flash I_2015-016, by sex and district	not disaggregated by ethnicity/caste
5. Which districts have the highest rates of child and early marriage among their populations (among boys and girls)?			
	% of total population married by early age below 10 years 10 – 14 Years 15 – 19 Years	2011 Census, Table 19: Married population aged 10 years and above by age at first marriage.	not disaggregated by ethnicity/caste
6. Which ethnic groups/castes have the highest child and early marriage rates (disaggregated by sex)?			
	mean age at first marriage	GoN 2014, Population Monograph Volume 2 - Social Demography, Figure 4.16 (p 127) is a chart of mean age at 1st marriage by 14 broad social groups	No data by districts

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	mean age of first marriage for top 10 and bottom 10 ethnic/caste groups	GoN 2014, Population Monograph Volume 2 - Social Demography, Figure 4.17 (p 128)	No data by districts
6a. Are they located in certain geographic areas? If so, which?			
	Census data on the 4 ethnic groups with highest populations by district	GoN 2014, Population Monograph Volume 2 - Social Demography, Annex 1.2 Four major ethnic/caste groups by number and districts, 2011 Census	
7. Which ethnic groups/castes have the highest incidences of school and community-related gender-based violence (disaggregated by SRGBV, chaupadi, domestic violence, dowry inflicted domestic violence, witch hunting, other forms of GBV)?			
	% of women among various ethnic/caste groups who have experienced sexual violence committed by anyone in their village	NIIS table 7.29 Percent of women who have experienced sexual violence committed by anyone in their village	No data by districts or age
	% of women among various ethnic/caste groups who have experienced physical or psychological violence committed by anyone in their village	NSIS tables <ul style="list-style-type: none"> • 7.27 Percent of women who have experienced psychological violence committed by anyone in their village • 7.28 Percent of women who have experienced physical violence committed by anyone in their village 	
	% of women who experience sexual violence for ages 15-19	DHS 2011, Table 14.3 Experience of sexual violence for ages 15-19	not disaggregated by ethnicity/caste
	% of women ages <15 - 49 who say first experience of sexual intercourse was forced	DHS 2011, Table 14.6 Forced sexual initiation (p 239)	not disaggregated by ethnicity/caste

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	% of women among various ethnic/caste groups who have experienced forms of domestic violence	NSIS tables:• 7.21 Percent of women who have experienced psychological violence committed by their husbands • 7.22 Percent of women who have experienced physical violence committed by their husbands• 7.23 Percent of women who have experienced sexual violence committed by their husbands• 7.24 Percent of women who have experienced psychological violence committed by their family members• 7.25 Percent of women who have experienced physical violence committed by their family members• 7.26 Percent of women who have experienced sexual violence committed by their family members	No data by districts or age
	% of women who experience of physical violence for women ages 15-19	DHS 2011, Table 14.1 Experience of physical violence for ages 15-19	not disaggregated by ethnicity/caste
	qualitative reports of chaupadi practices in various ethnic/caste communities		
7a. Are they located in certain geographic areas?			
7b. Are they correlated with SES?			
		DHS 2011, Table 14.10 Spousal violence by background characteristics	DHS data not disaggregated by ethnicity/caste or by district, only by region
Issue questions regarding barriers to and opportunities for adolescent girls' and boys' access to and successful completion of secondary school and workforce readiness			
EDUCATION			
1. For the specific groups identified as having the lowest educational outcomes, what are the main barriers to girls' and boys' accessing and completing secondary school education?			

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Institutional barriers within school systems	Once we've identified the groups and districts with lowest educational outcomes, Badri can check key indicators for institutional barrier and supports in districts to see if there is correlation, including: <ul style="list-style-type: none"> • Language of instruction • Flexible schooling • # and type of schools in district (See III-V Schools_2072) • Percentage of Dalit and Janajati teachers • Presence/absence/percentage of female teachers (See Annex XVII_XXIX_Teach_2072) Also look for community vs institutional school differences.	
	Self-reported reasons for not attending school - national sample survey	Nepal Living Standards Survey 2010-2011 (NLSS III), Statistical Report Vol 1, Tables 5.8 - 5.10 Primary reasons for not attending school for population aged 6-24 years who have never attended school (total, males, females)Table 5.18, Reason for leaving school/college for population 6-24 years who attended school in past http://www.cbs.gov.np/nada/index.php/catalog/37/related_materials	Table 5.18 not sex disaggregated
	Self-reported reasons for not attending school - district/group specific	New interviews/focus groups	
	Qualitative data from secondary sources		
2. What are the specific barriers to girls' and boys' access to education related to gender norms and gender identity? Within families and households? In schools among teachers and administrators? In public?			
2a. Among poorer households, how are priorities around education gendered?			
	Qualitative information from secondary data		
	individuals' analysis and opinions	New interviews/focus groups	
CHILD MARRIAGE AND ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH (ASRH)			
3. Are pregnant and married girls still attending school or are they dropping out?			
3a. Of those still attending school, how many (number/%) are enrolled in formal schooling versus informal/non-formal/second chance programs?			

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Qualitative information from secondary data		
	individuals' analysis and opinions	New interviews/focus groups	per Badri, systematically collected quantitative data not available
4. How commonly does early marriage and pregnancy occur in the identified districts/regions and ethnic groups/castes (perceptions of early marriage and pregnancy rates)?			
4a. Are there salient differences among geographic or ethnic/caste groups?			
	% women ages 15-19 who have **had a live birth **are pregnant with first child **have begun child rearing (total of above)	DHS 2011, Table 5.11 Teenage pregnancy and motherhood, by age and background characteristics (p 84)	not disaggregated by ethnicity/caste
	The only quantitative data seems to be the inferential statistics in Sekine and Hodgkin 2016, Effect of child marriage on girls' school dropout in Nepal_2016-02-26, which develops odds ratios based on the Multiple Indicator Cluster Survey (MICS) data	Sekine and Hodgkin 2016, Effect of child marriage on girls' school dropout in Nepal_2016-02-26	per Badri, systematically collected quantitative data not available
	Qualitative information from secondary data		
	individuals' analysis and opinions	New interviews/focus groups	
5. What are the main sources of information and services for adolescent girls and boys related to early marriage and ASRH?			
5a. How are early marriage and ASRH discussed in schools?			
	Qualitative data from secondary and literature and current program lit		

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	individuals' analysis and opinions	New interviews/focus groups	
6. What ASRH services and programs are available to girls and boys, and what are the barriers to their participation or access to these? Do girls who need family planning services have access to services?			
	individuals' analysis and opinions	New interviews/focus groups	
	% of women and men ages 15-19 and 20-24 who had had first intercourse by ages 15 and 18 and 20	DHS 2011, Table 4.5 Age at first sexual intercourse (p70)	not disaggregated by ethnicity/caste
	ages of first intercourse among women 20-49 by background characteristics (all under 20)	DHS 2011, Table 4.6 Median age at first sexual intercourse by background characteristics (p 71)	not disaggregated by ethnicity/caste
	Unmet need for family planning among married women age 15-19 and unmet needs ages 15-49 by background characteristics	DHS 2011, Table 7.12 Need and demand for family planning among currently married women (p 104)	
	Unmet need for family planning among married women age 15-49 by caste, ethnicity, and regional identity	DHS 2011, Table 4.3 Met and Unmet Need for Family Planning among Currently Married Women in Pandey et al 2013, Maternal and Child Health in Nepal - Effects of Caste, Ethnicity, and Regional Identity - Further analysis of 2011 DHS	not disaggregated by age
7. What are the main factors driving child marriage among the groups in the identified districts and ethnic groups/castes?			
7a. What level of control do girl's ages 15-19 have over their own marriage and basic reproductive decisions?			
	Qualitative data from secondary literature		
	individuals' analysis and opinions	New interviews/focus groups	
	% of girls and boys ages 15-19 who make decisions alone or jointly with husband **their own health care	DHS 2011, Table 13.7.1 Women's participation in decision-making by background characteristics (p 226) Table 13.7.2 Men's participation in decision-making by background characteristics	not disaggregated by ethnicity/caste

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	**making major household purchases **visits to family or relatives		
	% women consulted on finalization of own marriage (from age 16)	NSIS table 7.14 (p 266) for Percent of women who were consulted during the finalization of their own marriage by ethnicity/caste (but not district).	No data by districts or age
	% women consulted on # children to have (from age 16)	NSIS table 7.15, percent of women who were consulted on the number of children to have –	No data by districts or age
8. What are primary institutional barriers to implementing laws on CEFM (i.e. lack of awareness among communities, low capacity of law enforcement and justice sector actors to protect girls, cultural and religious institutions condone CEFM?)			
	Qualitative data from secondary literature		
	Qualitative information from interviews/focus groups	New interviews/focus groups	
GENDER-BASED VIOLENCE			
9. What forms of GBV do girls and boys in the identified districts experience?			
10. What resources do they have to address those forms of GVB?			
	What % of girls 15-19 and 20-24 have ever told anyone about suffering GBV or sought help?	DHS 2011, Table 14.16 Help seeking to stop violence	not disaggregated by ethnicity/caste or district
	Qualitative data from secondary and literature and current program lit		
	Qualitative information from interviews/focus groups	New interviews/focus groups	
SCHOOL TO WORKFORCE READINESS			
11. What are the primary opportunities in the job market or for workforce development and vocational schools for female students graduating from secondary school in the identified districts?			

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	Qualitative data from secondary literature		
	individuals' analysis and opinions	New interviews/focus groups	
MEDIA AND COMMUNICATIONS			
12. What media and information sources are girls, boys, parents, and teachers accessing?			
	TBD indicators from survey data	BBC Media Action forthcoming December 2016 national survey	
	Media exposure for women and men ages 15-19, 20-24, 25-29, 30-34, 35-39 [ages TBD]	2011 DHS Table 3.5.1 Exposure to mass media: Women Table 3.5.2 Exposure to mass media: Men Table 3.6.1 Exposure to specific health programs on radio and television: Women Table 3.6.2 Exposure to specific health programs on radio and television: Men	
	Preferred media sources for health-related information for women and men ages 15-19, 20-24, 25-29, 30-34, 35-39 [ages TBD]	DHS 2011 Table 3.7.1 Preferred media source for health-related information: Women Table 3.7.2 Preferred media source for health-related information: Men	
13. Related to education and educational opportunities, what kinds of information and ideas do interviewees absorb from media, if any?			
14. Related to child and early marriage and health care for girls and women, what kinds of information and ideas do interviewees absorb from media, if any? Interviewees absorb from media, if any?			
15. Related to domestic violence and chaupadi, what kinds of information and ideas do interviewees absorb from media, if any?			
16. Is there any information or ideas related to education, CEFM, ADSRH, and or GBV that interviewees wish they could learn more about in media that they can access?			
	individuals' analysis and opinions	New interviews/focus groups	
Intervention mapping and partnership questions			
1. What are other donors, I/NGOs, private sector actors contributing to combating GBV and CEFM and to improving girls' education, ASRH, and workforce readiness?			
1a. Do any of those programs use media as a primary means of communicating with or to program participants?			
	Program mapping	online research, interviews	

Research Questions	Measures/Indicators	Data sources/methodology	Data Limitations
	individuals' analysis and opinions	Key informant interviews	
2. What are the barriers that these groups face implementing these programs?			
	individuals' analysis and opinions	Key informant interviews	
	program literature	summarize data	
3. What are existing government efforts (programs, strategies, policies, action plans, etc.) to address girls' access to education, GBV, ASRH, combating CEFM?			
	Program mapping	online research, interviews	
	individuals' analysis and opinions	Key informant interviews	
4. How do local government entities (Chief District Officers, Child Marriage Officers etc.) coordinate and implement national policies?			
	individuals' analysis and opinions	Key informant interviews	
5. How does the Government of Nepal monitor and coordinate implementation of policies and programs related to women and girls?			
	individuals' analysis and opinions	Key informant interviews	
6. What are barriers for effective subnational implementation of the relevant government programs?			
	individuals' analysis and opinions	Key informant interviews	
7. Which relevant programs have worked well, which have not, and why? Focus on programs in Nepal and select good practices in other countries.			
	published evaluations	summarize data	
	individuals' analysis and opinions	Key informant interviews	
8. What are potential areas for collaboration and partnerships?			
	individuals' analysis and opinions	Key informant interviews w/CSOs	
9. Which areas would align with GON priorities?			
10. What are existing USG programs that can be expanded or leveraged?			
	review of USAID programs, USAID staff analysis	Key informant interviews w/CSOs	

ANNEX 3: WORK PLAN

The work plan will be provided under a separate cover as an attachment to the email in which the MEL Project submits the assessment design.

ANNEX 4: DRAFT BUDGET

The budget will be submitted with the final evaluation design.



USAID
FROM THE AMERICAN PEOPLE

ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT

ANNEX 7: DATA COLLECTION INSTRUMENTS

August 2017

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by CAMRIS International.

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Adolescent Girls' Empowerment and Education
Semi-Structured Interview Guidelines
Civil society, GoN, and donor reps at the national level

Date:	
Time:	
Organization and program or GoN ministry, department, and office	
Main Interviewee Job Title:	
Interviewee #2:	
Interviewee #3:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name (if any):	
Are you the main interviewer or the note-taker for this interview?	Interviewer Note-taker
Original Language of the Interview:	
PERMISSION TO RECORD?	Assumption is that these interviews are in English or Nepali and not recorded
Date submitted as typed summary	

**Introduction – cover these points at a minimum, but tailor what else
you cover to the particular respondent**

Hi, I am xxxxx from a company called CAMRIS, which has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of that government's **Global Strategy to Empower Adolescent Girls**. Thank you for agreeing to meet us. *[All people introduce themselves.]*

- The **goal of Let Girls Learn** is to help address the unique barriers that adolescent girls face to education, health, and safety and to contribute to raising girls' value in Nepal. Potential activities will build on existing US government investments to strengthen the health and educational sectors and align them with the Government of Nepal's priorities to reach marginalized and disadvantaged communities.
- The assessment is very broad, just like the issues affecting adolescent girls and all the important people in their lives. It includes **questions about**:
 1. education,
 2. child and early marriage and adolescent sexual and reproductive health,
 3. domestic violence, chaupadi, and other safety issues for adolescent girls and boys,
 4. opportunities for girls to continue their education beyond secondary school, to access vocational training, and to get jobs, and

5. what kinds of people and communication most influence girls, boys, and their parents and the sources of information that school teachers, adolescents, and parents have about the assessment's focus areas.

Instructions for Interviewers:

1. *These interviews will contribute to answering one or more of six of the assessment question listed below. You do not have to ask these questions word for word. At this level of interview, the questions are only a guide.*
 - i. FOR ALL. Which school and local governance challenges most impact girls' abilities to attend and complete secondary school?
 - a. What are examples of good practices institutional and community actors use to address such challenges?
 - ii. FOR DONORS and I/NGOs. What is your organization doing to contribute to combating GBV and CEFM and to improving girls' education, ASRH, and workforce readiness?
 - iii. FOR DONORS and I/NGOs. How is your organization addressing the challenges it faces implementing these programs?
 - iv. FOR GoN. What are existing government efforts (programs, strategies, policies, action plans, etc.) to address girls' access to education, GBV, ASRH, combating CEFM?
 - v. FOR ALL. How does the Government of Nepal monitor and coordinate implementation of policies and programs related to women and girls? And how does it work with I/NGOs?
 - vi. FOR ALL. What are potential areas for additional collaboration
2. *Each interview will be different and will go well if*
 - i. You are either already very familiar with the ministry or I/NGO and their work for adolescent girls or
 - ii. you have read their materials prior to the interview. CAMRIS has collected a great deal of printed and online information, so the objective of these interviews is to go beyond that and to get the unique perspectives of "key informants," rather than to spend time having them summarize program information that they can hand to you or email you.
3. *However the discussion flows, please organize your brief, typed notes to respond to any of the relevant six assessment questions above.*

Let Girls Learn Interview Guide **District Officials**

(DEO, Women and Child Development Officer, DDC, DHO/DPHO, Women's Cell Nepal Police)

Date:	
Time:	
District:	
Municipality:	
Location:	
Department or Office:	
Main Interviewee Job Title:	
Interviewee #2:	
Interviewee #3:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Original Language of the Interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 1) submitted for scanning or 2) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.¹ CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of that government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the unique barriers that adolescent girls face to education, health, and safety and to contribute to raising girls' value in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

We would very much appreciate your participation in this assessment. During our interviews for the assessment, we are trying to map existing programs, policies, and other activities to help girls 10-19 stay in school, do well, and complete their studies. We are also trying to understand the main challenges that stakeholders like you have in helping girls and boys in these areas and the two or three priorities that you have for strengthening existing programs to help girls 10-19 stay in school, do well, and complete secondary school.

We will ask questions about 1) education, 2) child and early marriage and adolescent sexual and reproductive health, 3) domestic violence, harassment at school, chaupadi, and other safety issues for adolescent girls and boys, 4) opportunities for girls to access vocational training and to get jobs, and 5) what kinds of people and media most influence girls, boys, and their parents and the sources of information that school teachers, adolescents, and parents have about these topics.

During the assessment, we will be talking to district and local officials, NGO and CBO representatives, girls and boys ages 10-19, as well as the representatives of school management committees (SMC), teachers, and parents. If you agree to be interviewed, you will be one of many respondents who will be interviewed.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

¹The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analyzing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1- 301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

I. Child And Early Marriage

1. Could you please tell us how commonly child and early marriage occurs among girls and boys in your district?

Girls:

Boys:

2. Does your office collect any data on child and early marriage? Would you mind sharing these data with us?

(Facilitators: If necessary, CAMRIS can follow-up with another official letter.)

Yes No

3. Which caste, ethnic, and religious groups have the highest child and early marriage rates in your district?

Girls:

Boys:

4. Among these groups, which groups of girls and boys are most likely to get married before finishing school? Specifically, at what grades and ages do you think they are most likely to drop out?

(Probe separately for girls and boys)

5. What do you think are the main institutional barriers to enforcing laws against child marriage and GBV in Nepal? (By institutions, we mean the government, police and law enforcement, courts and prosecutors, and religious and cultural organizations.)

II. Challenges For Education Of Adolescent Girls

6. From other interviews and existing research in Nepal, we know that officials like you

face many challenges in your jobs helping secondary school students to stay in school and do well.

Our assessment is trying to identify stakeholders' priorities and entry points for action. Could you please tell us just the two or three most difficult challenges that you face in your day-to-day work here related to helping secondary school girls stay in school and do well?

(Probe for challenges of budget, coordinating with local officials, etc. This question is about the challenges that district officials face, not the challenges that girls face.)

A. Staying in school:

B. Do well in school:

7. Now, thinking about the difficulties that girls face, what do you think do you think are the 2 or 3 difficulties that MOST affect girls' abilities to stay in school?

(Probe: These difficulties could include migration of family members, lack of sanitary facilities in schools, etc.)

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, others?

Stay in school:

Do well in school:

Complete SLC:

8. If the difficulties that girls face doing well in school are different from the difficulties

that they face staying in school, what do you think are the 2 most important reasons that some girls do not do well in school and complete their SLC?

Do well in school:

Complete SLC:

9. Do boys face the same kinds of difficulties as girls? What are the 2 or 3 main difficulties for boys trying to stay in secondary school and do well?

Stay in school:

Do well in school:

Complete SLC:

III. Governance Institutions and Adolescents' Education

Now we want to ask about programs, policies, and activities that try to help girls and boys with the difficulties that you have just described.

10. What do you think are the most effective national or district government programs, policies, and strategies that are trying to improve conditions for girls to stay in school and complete their secondary education?

--

11. How do you and your office coordinate with the national and local governments and help to implement these programs and policies?

National

Local

12. Do you face any specific problems helping to implement these programs and policies? If so, how do you try to overcome the problems? What 2 or 3 changes would make your work helping to implement these programs easier?

--

13. How do you coordinate with VDC-level agencies in relation to programs for adolescent girls?

14. Are there any other types of organizations, such as NGOs, religious institutions, local businesses, media, or political parties, with which you cooperate to support adolescent girls to stay in school and complete their secondary education?

If so, what are they? Could you give some examples?

15. Even if you have not been directly involved, do you know of any effective practices that NGOs/INGOs or community groups are using to address the difficulties that you have talked about related to adolescent girls staying in school and doing well?

(Probe: Please get the names and, if possible, contact information for the NGOs/INGOs and community groups the interviewee mentions. Without that information, we will not be able to use the information for our mapping.)

16. Thinking about all of the programs, policies, and activities that you have described that try to help adolescent girls to stay in secondary school, do well, and complete their SLC, if you had to pick just one or two to strengthen, which would they be?

Specifically, what would you add or change to make the programs or activities better?

IV. Sexual And Reproductive Health Services And Programs

17. Do adolescent girls and boys have access to sexual and reproductive health services in this district? Where are these services available? Can you give us some examples and tell us specifically which organizations provide them?

18. What are the main sources of information that you think girls and boys are using to learn about these sexual and reproductive health services?

(Probe for girls and boys separately and for specific radio programs, websites, NGOs, etc.)

Girls:

Boys:

19. We realize that not all girls and boys feel comfortable using sexual and reproductive health services. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

Girls:

Boys:

V. Gender-Based Violence and Safety of Adolescent Girls & Boys

20. What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe for differences according to caste/ethnicity, religion, class, others.)

Girls:

Home

Way to school and in school

Community

Boys:

Home

Way to school and in school

Community

21. Among adolescents in this district, which ethnic, caste, and religious groups do you think have the highest rates of domestic violence, including dowry-related violence, against girls?

(Facilitators: If respondents do not know or immediately give an answer, please do not suggest an answer and get them to agree. If we have don't know/no answer responses, that's fine, but we don't want to put words in people's mouths.)

22. Does your office collect any data about cases of violence against adolescent girls? If yes, would you be able to share them with us?

23. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this district? (Probe for in the school, household, community level support, women's cell.)

Is it the same or different for boys? How?

24. What are the main sources of information that girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

V. Opportunities for Adolescent Girls

25. What opportunities are available for the girls who cannot complete their secondary school education?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is “very difficult,” that is a valid response.)

Non formal education:

Vocational training:

Starting own business:

Getting a job:

Earning income in other ways:

26. What are the opportunities for girls in this district who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is “very difficult,” that is a valid response.)

1. Additional education

2. Vocational training

3. Starting their own business

4. Getting a job

5. Earning income in other ways?

VI. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

Let Girls Learn Interview Guideline: 2017
District-level NGOs, INGOs, and USG IPs

Date:	
Time:	
District:	
Municipality:	
Organization Name:	
Name of Program or Project:	
Main Interviewee Job Title (type of teacher):	
Interviewee #2:	
Interviewee #3:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Original language of the interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 3) submitted for scanning or 4) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.² CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of that government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the unique barriers that adolescent girls face to education, health, and safety and to contribute to raising girls' value in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

We would very much appreciate your participation in this assessment. During our interviews for the assessment, we are trying to map existing programs, policies, and other activities to help girls 10-19 stay in school, do well, and complete their studies. We are also trying to understand the main challenges that stakeholders like you have in helping girls and boys in these areas and the two or three priorities that you have for strengthening existing programs to help girls 10-19 stay in school, do well, and complete secondary school.

We will ask questions about 1) education, 2) child and early marriage and adolescent sexual and reproductive health, 3) domestic violence, harassment at school, chaupadi, and other safety issues for adolescent girls and boys, 4) opportunities for girls to access vocational training and to get jobs, and 5) what kinds of people and media most influence girls, boys, and their parents and the sources of information that school teachers, adolescents, and parents have about these topics.

During the assessment, we will be talking to district and local officials, NGO and CBO representatives, girls and boys ages 10-19, as well as the representatives of school management committees (SMC), teachers, and parents. If you agree to be interviewed, you will be one of many respondents who will be interviewed.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

²The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Permission to Audio Record Interviews

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analysing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1- 301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

I. Organization's Work, Intervention Mapping, and Governance

[Modify this first question to fit the type of respondent you are interviewing. If you know the name of the specific project or program related to AGF, please ask directly about that.]

1. Please tell us a little more about what your organization is doing to contribute to improving girls' education, combating GBV and CEFM, supporting ASRH, and/or helping young people with workforce readiness and opportunities for post-secondary study and employment.

If you have materials about your program/project, we are happy to take them and reference them in the final AGF assessment report.

[Facilitators: if the respondent(s) have not given these specifics in response to your first, general question, please follow-up to get the minimum specifics below.]

- a. *Title of program*
- b. *# Years running or # years from start to completion*
- c. *Locations within Nepal (and other countries)*
- d. *Main objectives*
- e. *Target population(s)*
 - i. *Sex and genders*
 - ii. *Ages*
 - iii. *Caste, ethnic, and religious groups*
 - iv. *Other characteristics (in-school, survivors of GBV, income, etc)*
- f. *Main activities*

2. What have been the main challenges you've faced implementing the program/project, and how have you addressed them?

3. If you could scale up or strengthen one or two aspects of your program, which would they be?

4. In addition to your program/project(s), what are the main programs and activities in the district to relevant to Let Girls Learn and how, if at all, do you coordinate with them?

Probe for government, I/NGO, CBO, and religious institution programs and activities:

- *Addressing helping girls stay in secondary school, do well, complete their SLC and go on*
- *Dealing with ASRH or GBV*
- *Addressing other barriers to girls education, health, and safety*
- *Addressing women and girls' rights and empowerment*

5. Which of the programs and activities that you've mentioned do you think are or have been the most effective and why?

What would you add or change to make the programs or activities better?

6. What do you think are the most effective national or district government programs, policies, and strategies that are trying to improve conditions for girls to stay in school and complete their secondary education?

7. What are the main barriers for effective subnational implementation of the relevant government programs and what would your recommendations be for addressing them in this district?

8. Considering the different local institutions in the district – VDCs, political parties, schools and school management committees (SMCs), madrassas, NGOs/CBOs, etc. – which of these kinds of decision-making institutions do you think have the biggest impact – positive or negative -- on girls' abilities to a) stay in school, and b) do well and complete SLC? Why?

(Facilitators: Please organize your notes so that they are clearly labelled with which institution(s) the respondent mentions.)

9. If one of these types of decision-making institutions had a little bit more support, which one do you think could do the most to help with the social, educational, and personal needs of girls so that they can a) stay in school and b) do well and complete SLC?

By support, I am thinking of things like funding, technical assistance, training, supplies, more staff, access to networking with members of the same institution in other parts of Nepal, and other kinds of support.

What kind of support would you recommend? How would it help?

10. Thinking about all the programs, policies, and activities you've just described, in addition to the recommendations you've already given about areas to strengthen, do you see any additional areas for collaboration and partnerships among existing actors in the district or region?

If so, what are they?

II. Challenges For Education Of Adolescent Girls

11. Thinking about all the difficulties that girls face, what do you think are the 2 or 3 difficulties that MOST affect girls' abilities to stay in school?

(Probe: These difficulties could include migration of family members, lack of sanitary facilities in schools, etc.)

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, others?

12. If the difficulties that girls face doing well in school are different from the difficulties that they face staying in school, what do you think are the 2 most important reasons that some girls do not do well in school and complete their SLC?

Do well in school:

Complete SLC:

13. Do boys face the same kinds of difficulties as girls? What are the 2 or 3 main difficulties for boys trying to stay in secondary school and do well?

Stay in school:

Do well in school:

Complete SLC:

14. How do you think migration of family members like parents, brothers/sisters, and other family members to other countries affects adolescent girls in the district?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

III. Child Marriage, Sexual and Reproductive Health Services, GBV and Safety Issues

15. How commonly does child and early marriage occur among girls and boys in this district, and within which caste, ethnic, and religious groups are girls and boys most likely to get married before finishing school?

16. What do you think are the main institutional barriers to enforcing laws against child marriage and GBV in Nepal? (By institutions, we mean the government, police and law enforcement, courts and prosecutors, and religious and cultural organizations.)

17. Do girls and boys have access to sexual and reproductive health services in this district? If so, can

you give us some examples and tell us which organizations provide them?

18. What are the main sources of information that you think girls and boys are using to learn about these sexual and reproductive health services?

(Probe for girls and boys separately and for specific radio programs, websites, NGOs, etc.)

Do well in school:

Complete SLC:

19. We realize that not all girls and boys feel comfortable using sexual and reproductive health services. What do you think are the 2 or 3 most important ways that NGOs, school and local officials,

teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in their communities?

20. What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe: Differences according to disability, caste/ethnicity, religion, class, others.)

21. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this district? *(Probe for in the school, household, community level support, women's cell.)*

Is it the same or different for boys? How?

22. What are the main sources of information that you think girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

23. It is reported that many adolescent boys and girls are into drug abuse. How do you think that drug use affects girls' and boys' abilities to stay in school and do well?

(Probe separately for girls and boys)

IV. Opportunities for Adolescent Girls

24. What opportunities are available for the girls in your district who cannot complete their secondary school education?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is "very difficult," that is a valid response.)

Non formal education:

Vocational training:

Starting own business:

Getting a job:

Earning income in other ways:

25. What are the opportunities for girls in this district who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

1. Additional education
2. Vocational training
3. Starting their own business
4. Getting a job
5. Earning income in other ways?

VII. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

Let Girls Learn Interview Guideline: 2017
School and Other Local Officials

Date:	
Time:	
District:	
VDC:	
Ward:	
School name:	
Main Interviewee Job Title (type of teacher):	
Interviewee #2:	
Interviewee #3:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Original language of the interview:	
<i>PERMISSION TO RECORD?</i>	YES NO
Date discussed, corrected, annotated, and 5) submitted for scanning or 6) submitted as typed copy	

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Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

I. Respondent's Role in School/Community and Interactions with Adolescent Girls and Boys and their Families

[Modify this first question to fit the type of respondent you are interviewing.]

26. Please tell us a little about your role as a VDC official/school official in relation to adolescent girls and boys in the community/school.

27. How often do you interact directly with adolescent girls and boys in school/out of school/in community?

What is the age range of the young people that you interact with?

What are the predominant ethnic, caste, and religious groups among the young people in this community or VDC?

Not at all Not much A little Often

Age range

Ethnic, caste, and religious groups among young people

28. How often do you talk with parents about issues related to the education and/or personal problems

of adolescent girls and boys? In what ways and about what?

What have been the results of your discussions with parents? Do you have any "success stories"?

Not at all

Not much

A little

Often

How:

29. How do you think migration of family members like parents, brothers/sisters, and other family members to other countries affects adolescent girls in your community?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

30. Can you give us one or two examples of the ways that parents or other people from the community have tried to reduce the difficulties that adolescent girls face in school?

What has been the result of these efforts? How could they have been more effective?

Prompt, if necessary, on:

- *Who took the action*
- *What the objective was*
- *What the result was*
- *When (if the person can remember)*

(Facilitators: The objective of this question is to learn what respondent thinks are the most memorable actions to improve difficulties with school governance and secondary school girls attending and doing well in school. There is no need to list an activity from many different categories of actors unless the respondent volunteers.)

II. Governance Institutions and Adolescents' Education

31. Considering the different institutions in your community – VDCs, political parties, schools and school management committees (SMCs), madrassas, NGOs/CBOs, etc. – which of these kinds of decision-making institutions have the biggest impact – positive or negative -- on girls' abilities to a) stay in school, and b) do well and complete SLC? Why?

(Facilitators: Please organize your notes so that they are clearly labeled with which institution(s) the respondent mentions.)

32. If one of these types of decision-making institutions had a little bit more support, which one do you think could do the most to help with the social, educational, and personal needs of girls so that they can a) stay in school and b) do well and complete SLC?

By support, I am thinking of things like funding, technical assistance, training, supplies, more staff, access to networking with members of the same institution in other parts of Nepal, and other kinds of support.

What kind of support would you recommend? How would it help?

33. What are the main programs and activities in schools here and in the community to help girls and boys stay in school and do well until they complete secondary school?

(Probe for government, I/NGO, CBO, and religious institution programs and activities.)

34. Which of the programs and activities that you mentioned have been the most effective?

35. Do you coordinate with other local officials, I/NGOs, CBOs, or district officials regarding programs,

policies, and activities to reduce the problems faced by adolescent girls and boys to stay in secondary school and do well?

If yes, how do you coordinate and on what kinds of programs and activities?

(Facilitators: please make sure you get the exact names of programs, activities, and organizations, which is necessary for adequate mapping and identifying strategic opportunities for USG engagement.)

Yes No

If yes, what kind of discussion and work:

Local officials

I/NGOs

CBOs

District officials

36. Thinking about the programs, policies, and activities that you have described that try to help adolescent girls to stay in secondary school, do well, and complete their SLC, if you had to pick just one or two to strengthen, which would they be?

Specifically, what would you add or change to make the programs or activities better?

37. What do you think are the most effective national or district government programs, policies, and strategies that are trying to improve conditions for girls to stay in school and complete their secondary education?

38. From other interviews and research in Nepal, we know that officials like you face many challenges in your jobs helping secondary school students to stay in school and do well.

Given your leadership role in the community [or at the school], what are the main challenges that you face in your day-to-day work here related to helping secondary school girls a) to stay in school, b) to do well and complete SLC??

(Probe for challenges of budget, coordinating with local officials, etc. This question is about the challenges that district officials face, not the challenges that girls face.)

- *“Secondary school” encompasses lower secondary, secondary, and upper secondary school students, but all those categories may not be relevant, for example, to a school official of an upper secondary school.*
- *When taking notes, please try to separate the different challenges and to clarify with the respondent if s/he is talking about challenges that relate to both staying in school AND doing well or to just one of those objectives.)*

A. BOTH

B. Staying in school:

B. Doing well in school:

III. Challenges For Education Of Adolescent Girls

39. Thinking about the difficulties that girls face, what do you think do you think are the 2 or 3 difficulties that MOST affect girls' abilities to stay in school?

(Probe: These difficulties could include migration of family members, lack of sanitary facilities in schools, etc.)

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, others?

40. If the difficulties that girls face doing well in school are different from the difficulties that they face staying in school, what do you think are the 2 most important reasons that some girls do not do well in school and complete their SLC?

Do well in school:

Complete SLC:

41. Do boys face the same kinds of difficulties as girls? What are the 2 or 3 main difficulties for boys trying to stay in secondary school and do well?

Stay in school:

Do well in school:

Complete SLC:

42. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

43. How do you think that drug use affects girls' and boys' abilities to stay in school and do well?

(Probe separately for girls and boys)

44. Could you please tell us how commonly child and early marriage occurs among girls and boys in your school/community?

(Adapt this question for school officials vs local/VDC officials. Probe separately for girls and

boys)

45. Do pregnant and married girls continue to attend school or do they tend to drop out? Specifically, at what grades and ages do you think they are most likely to drop out?

Married girls:

Pregnant girls:

46. Which caste, ethnic, and religious groups have the highest child and early marriage rates in your community?

Among the caste, ethnic, and religious groups that you mentioned, which groups of girls and boys are most likely to get married before finishing school?

(Probe separately for girls and boys)

47. What do you think are the main institutional barriers to enforcing laws against child marriage and GBV in Nepal? (By institutions, we mean the government, police and law enforcement, courts and prosecutors, and religious and cultural organizations.)

IV. Sexual And Reproductive Health Services And Programs

48. Do girls and boys have access to sexual and reproductive health services in your community? If so, where are these services available? Can you give us some examples and tell us which organizations provide them?

49. What are the main sources of information that you think girls and boys are using to learn about these sexual and reproductive health services?

(Probe for girls and boys separately and for specific radio programs, websites, NGOs, etc.)

50. We realize that not all girls and boys feel comfortable using sexual and reproductive health services. What do you think are the 2 or 3 most important ways that school and local officials, teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

V. Gender-Based Violence and Safety of Adolescent Girls & Boys

51. What do you think are the main kinds of violence – at home, on the way to school, and in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe: Differences according to disability, caste/ethnicity, religion, class, others.)

Girls:

At home

In school/on way to school

Community

Boys:

At home

In school/on way to school

Community

52. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? (*Probe for in the school, household, community level support, women's cell.*)

Is it the same or different for boys? How?

Girls:

Boys:

53. What are the main sources of information that girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

Girls:

Boys:

VI. Opportunities for Adolescent Girls

54. What opportunities are available for the girls in your community who cannot complete their secondary school education?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is "very difficult," that is a valid response.)

Non formal education:

Vocational training

Starting own business:

Getting a job:

Earning income in other ways:

55. What are the opportunities for girls in this community who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

Additional education

Vocational training

Starting their own business

Getting a job

Earning income in other ways?

56. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

57. How do you publicize these opportunities to adolescent girls and boys and their families?

VII. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

Teachers

Date:	
Time:	
District:	
VDC:	
Ward:	
Name of School:	
Main Interviewee Job Title:	
Interviewee #2:	
Interviewee #3:	
Grade and Subject of Teachers' Classes	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Original language of the interview:	
<i>PERMISSION TO RECORD?</i>	YES NO
Date discussed, corrected, annotated, and 7) submitted for scanning or 8) submitted as typed copy	

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Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analysing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1- 301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

I. Respondent's Role in School and Interactions with Adolescent Girls and Boys and their Families

1. Please tell us a little about your school and about your role as a teacher in the school.

What grades and subjects do you teach? Do you have any non-teaching responsibilities such as coaching or counseling?

2. What is the age range of the young people that you teach?

What are the predominant ethnic, caste, and religious groups among the adolescents in your school?

Age range

Ethnic, caste, and religious groups among young people

3. How often do you talk with parents about issues related to the education and/or personal problems of adolescent girls and boys? In what ways and about what?

What have been the results of your discussions with parents? Do you have any "success stories"?

Not at all

Not much

A little

Often

How:

4. Do you have any recommendations for how to help teachers to communicate more effectively with parents to convince them to support their children, especially adolescent girls, to attend school regularly and to study well?

5. How do you think migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of adolescent girls in your school and community?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

II a. Challenges For Education Of Adolescent Girls – general questions

6. What do you think are 2 difficulties that MOST affect girls' abilities to stay in school?

(Probe: These difficulties could include migration of family members, lack of sanitary facilities in schools, etc.)

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, and other characteristics?

7. If the difficulties that girls face doing well in school are different from the difficulties that they face staying in school, what do you think are the 2 most important reasons that some girls do not do well in school and complete their SLC?

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, others?

Do well in school:

Complete SLC:

8. Do boys face the same kinds of difficulties as girls? What are the 2 or 3 main difficulties for boys trying to stay in secondary school and do well?

Stay in school:

Do well in school:

Complete SLC:

9. In what grades and at what ages do girls generally drop out of school, and why?

(Facilitators: If the respondent has already explained why girls drop out of school in response to the earlier question regarding the 2 main difficulties that girl face staying in school, do not push them to repeat the reasons. It is enough to understand in what grades and at what ages girls generally drop out of school.)

II b. Challenges For Education Of Adolescent Girls – drug use and child and early marriage

Until now, we've asked general questions about the difficulties that girls and boys face staying in school and doing well. Now we want to ask some specific questions about drug use and early and child marriage.

10. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

11. How do you think that drug use affects girls' and boys' abilities to stay in school and do well?

(Probe separately for girls and boys)

12. Could you please tell us how commonly child and early marriage occurs among girls and boys in your school?

(Probe separately for girls and boys)

13. Do pregnant and married girls continue to attend school or do they tend to drop out? Specifically, at what grades and ages do you think they are most likely to drop out?

Married girls:

Pregnant girls:

14. Which caste, ethnic, and religious groups have the highest child and early marriage rates in your school?

Among the caste, ethnic, and religious groups that you mentioned, which groups of girls and boys are most likely to get married before finishing school?

(Probe separately for girls and boys)

15. What do you think are the main institutional barriers to enforcing laws against child marriage and GBV in Nepal? (By institutions, we mean the government, police and law enforcement, courts and prosecutors, and religious and cultural organizations.)

III. Governance Institutions and Adolescents' Education

In Nepal now, many schools and the Government of Nepal have good policies and plans in place to improve the quality of education and to support girls and boys to attend and complete secondary school. We would like to ask a few questions about governance and education.

16. Are there any specific activities that you or your school have undertaken to address the difficulties that you have talked about that prevent girls and boys from attending school regularly and doing well?

Which have been the most effective?

17. Thinking about these activities to help adolescent girls to stay in secondary school, do well, and complete their SLC, if you had to pick just one or two to strengthen, what would they be?

Specifically, what would you add or change to make the activities better?

18. Considering the different institutions in your community – VDCs, political parties, schools and school management committees (SMCs), madrassas, NGOs/CBOs, etc. – which of these kinds of decision-making institutions have the biggest impact – positive or negative -- on girls' abilities to a) stay in school, and b) do well and complete SLC? Why?

(Facilitators: Please organize your notes so that they are clearly labeled with which institution(s) the respondent mentions.)

Positive:

Negative:

19. If one of these types of decision-making institutions had a little bit more support, which one do you think could do the most to help with the social, educational, and personal needs of girls so that they can a) stay in school and b) do well and complete SLC?

By support, I am thinking of things like funding, technical assistance, training, supplies, more staff, access to networking with members of the same institution in other parts of Nepal, and other kinds of support.

What kind of support would you recommend? How would it help?

20. Can you give us one or two examples of the ways that parents or other people from the community have tried to reduce the difficulties that adolescent girls face in school?

What has been the result of these efforts?

Prompt, if necessary, on:

- *Who took the action*
- *What the objective was*
- *What the result was*
- *When (if the person can remember)*

(Facilitators: The objective of this question is to learn what respondent thinks are the most

memorable actions to improve difficulties with school governance and secondary school girls attending and doing well in school. There is no need to list an activity from many different categories of actors unless the respondent volunteers.)

IV. Sexual And Reproductive Health Services And Programs

21. Do adolescent girls and boys have access to sexual and reproductive health services in this community? Where are these services available? Can you give us some examples and tell us specifically which organizations provide them?

22. What are the main sources of information that you think girls and boys are using to learn about these sexual and reproductive health services?

(Probe for girls and boys separately and for specific radio programs, websites, NGOs, etc.)

23. We realize that not all girls and boys feel comfortable using sexual and reproductive health services. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

Girls:

Boys:

V. Gender-Based Violence and Safety of Adolescent Girls & Boys

24. What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe for differences according to caste/ethnicity, religion, class, others.)

Girls:

Home

Way to school and in school

Community

Boys:

Home

Way to school and in school

Community

25. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community?
(Probe for in the school, household, community level support, women's cell.)

Is it the same or different for boys? How?

26. What are the main sources of information that girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

V. Opportunities for Adolescent Girls

27. What opportunities are available for the girls who cannot complete their secondary school

education?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is “very difficult,” that is a valid response.)

Non formal education:

Vocational training:

Starting own business:

Getting a job:

Earning income in other ways:

28. What are the opportunities for girls in this community who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is “very difficult,” that is a valid response.)

6. Additional education

7. Vocational training

8. Starting their own business

9. Getting a job

10. Earning income in other ways?

29. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

VI. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

Let Girls Learn Interview Guideline: 2017

CBOs and Social Influencers

(FCHVs/SMC members/CAC/WCF/CLC/Social Mobilisers)

Date:	
Time:	
District:	
VDC:	
Ward:	
Name of CBO or type of interviewee	
Main Interviewee Job Title:	
Interviewee #2:	
Interviewee #3:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Are you the main interviewer or the note-taker for this interview?	Interviewer Note-taker
Original language of the interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 9) submitted for scanning or 10) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.⁵ CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of that government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the unique barriers that adolescent girls face to education, health, and safety and to contribute to raising girls' value in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

We would very much appreciate your participation in this assessment. During our interviews for the assessment, we are trying to map existing programs, policies, and other activities to help girls 10-19 stay in school, do well, and complete their studies. We are also trying to understand the main challenges that stakeholders like you have in helping girls and boys in these areas and the two or three priorities that you have for strengthening existing programs to help girls 10-19 stay in school, do well, and complete secondary school.

We will ask questions about 1) education, 2) child and early marriage and adolescent sexual and reproductive health, 3) domestic violence, harassment at school, chaupadi, and other safety issues for adolescent girls and boys, 4) opportunities for girls to access vocational training and to get jobs, and 5) what kinds of people and media most influence girls, boys, and their parents and the sources of information that school teachers, adolescents, and parents have about these topics.

During the assessment, we will be talking to district and local officials, NGO and CBO representatives, girls and boys ages 10-19, as well as the representatives of school management committees (SMC), teachers, and parents. If you agree to be interviewed, you will be one of many respondents who will be interviewed.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

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Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analysing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1- 301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

I. Respondent's Role In Community And Interactions With Adolescent Girls And Boys and their Families

1. Please tell us a little about what your organization does or your role in the community.

[Modify this first question to fit the type of respondent you are interviewing.]

2. How often do you interact directly with adolescent girls and boys? In what ways? *[If relevant]*

What is the age range of the young people that you interact with?

What are the predominant ethnic, caste, and religious groups among the young people in this community or VDC?

None Not much A little Often

Age range

Ethnic, caste, and religious groups among young people

3. How often do you talk with parents about issues related to the education and/or personal problems of adolescent girls and boys? In what ways and about what?

What have been the results of your discussions with parents? Do you have any “success stories”?

None Not much A little Often

4. How do you think migration of family members like parents, brothers/sisters, and other family members to other countries affects adolescent girls in your community?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

II a. Challenges For Education Of Adolescent Girls – general questions

5. What do you think are 2 difficulties that MOST affect girls' abilities to stay in school?

(Probe: These difficulties could include migration of family members, lack of sanitary facilities in schools, etc.)

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, and other characteristics?

6. If the difficulties that girls face doing well in school are different from the difficulties that they face staying in school, what do you think are the 2 most important reasons that some girls do not do well in school and complete their SLC?

Are the difficulties different among different groups of girls, according to caste/ethnicity, religion, class, disabilities, others?

Do well in school:

Complete SLC:

7. Do boys face the same kinds of difficulties as girls? What are the 2 or 3 main difficulties for boys trying to stay in secondary school and do well?

Stay in school:

Do well in school:

Complete SLC:

II b. Challenges For Education Of Adolescent Girls – drug use and child and early marriage

Until now, we've asked general questions about the difficulties that girls and boys face staying in school and doing well. Now we want to ask some specific questions about drug use and early and child marriage.

8. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

9. How do you think that drug use affects girls' and boys' abilities to stay in school and do well?

(Probe separately for girls and boys)

10. Could you please tell us how commonly child and early marriage occurs among girls and boys in your school?

(Probe separately for girls and boys)

11. Do pregnant and married girls continue to attend school or do they tend to drop out? Specifically, at what grades and ages do you think they are most likely to drop out?

Married girls:

Pregnant girls:

12. Which caste, ethnic, and religious groups have the highest child and early marriage rates in your school?

Among the caste, ethnic, and religious groups that you mentioned, which groups of girls and boys are most likely to get married before finishing school?

(Probe separately for girls and boys)

13. What do you think are the main institutional barriers to enforcing laws against child marriage and GBV in Nepal? (By institutions, we mean the government, police and law enforcement, courts and prosecutors, and religious and cultural organizations.)

III. Governance Institutions and Adolescents' Education

In Nepal now, the Government of Nepal has good policies and plans in place to improve the quality of education and to support girls and boys to attend and complete secondary school. We would like to ask a few questions about governance and education.

14. Do you ever work with or talk to school administration, school management committees (SMCs), and teachers about girls' education, health, and safety? If yes, what kind of work do you do with them or what kinds of discussions do you have with them?

Yes No

15. What have been some of the results of your discussions and work with the school administration, school management, and teachers? Could you give some examples?

16. Thinking about the different ways that you and other community leaders could help adolescent

girls to stay in secondary school, do well, and complete their SLC, if you could expand or strengthen just one or two activities that you are already doing, what would they be?

Specifically, what would you add or change to make the activities better?

17. Considering the different institutions in your community – VDCs, political parties, schools and school management committees (SMCs), madrassas, NGOs/CBOs, etc. – which of these kinds of decision-making institutions have the biggest impact – positive or negative -- on girls' abilities to a) stay in school, and b) do well and complete SLC? Why?

(Facilitators: Please organize your notes so that they are clearly labeled with which institution(s) the respondent mentions.)

Positive:

Negative:

18. If one of these types of decision-making institutions had a little bit more support, which one do you think could do the most to help with the social, educational, and personal needs of girls so

that they can a) stay in school and b) do well and complete SLC?

By support, I am thinking of things like funding, technical assistance, training, supplies, more staff, access to networking with members of the same institution in other parts of Nepal, and other kinds of support.

What kind of support would you recommend? How would it help?

19. Can you give us one or two examples of the ways that parents or other people from the community have tried to reduce the difficulties that adolescent girls face in school?

What has been the result of these efforts? How could they have been more effective?

Prompt, if necessary, on:

- *Who took the action*
- *What the objective was*
- *What the result was*
- *When (if the person can remember)*

(Facilitators: The objective of this question is to learn what respondent thinks are the most memorable actions to improve difficulties with school governance and secondary school girls attending and doing well in school. There is no need to list an activity from many different categories of actors unless the respondent volunteers.)

IV. Sexual And Reproductive Health Services And Programs

20. Do girls and boys have access to sexual and reproductive health services in your community? If

so, where are these services available? Can you give us some examples and tell us which organizations provide them?

21. What are the main sources of information that you think girls and boys are using to learn about these sexual and reproductive health services?

(Probe for girls and boys separately and for specific radio programs, websites, NGOs, etc.)

22. We realize that not all girls and boys feel comfortable using sexual and reproductive health services. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

Girls:

Boys:

V. Gender-Based Violence and Safety of Adolescent Girls & Boys

23. What do you think are the main kinds of violence – at home, on the way to school, and in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe: Differences according to disability, caste/ethnicity, religion, class, others.)

Girls:

At home

In school/on way to school

Community

Boys:

At home

In school/on way to school

Community

24. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? *(Probe for in the school, household, community level support, women's cell.)*

Is it the same or different for boys? How?

Girls:

Boys:

25. What are the main sources of information that girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

Girls:

Boys:

VI. Opportunities for Adolescent Girls

26. What opportunities are available for the girls in your community who cannot complete their secondary school education?

(Facilitators: Probe for each opportunity separately, so the respondent has the chance to think about each kind of opportunity. If there are none, or it is "very difficult," that is a valid response.)

Non formal education:

Vocational training:

Starting own business:

Getting a job:

Earning income in other ways:

27. What are the opportunities for girls in this community who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

3. Additional education

4. Vocational training

3. Starting their own business

4. Getting a job

5. Earning income in other ways?

28. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

VI. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

Let Girls Learn Interview Guideline: 2017**PARENTS**

Date:	
Time:	
District:	
VDC:	
Ward:	
Parent's ethnic/religious/caste groups	
Father or mother?	Father Mother
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Original language of the interview:	
<i>PERMISSION TO RECORD?</i>	YES NO
Date discussed, corrected, annotated, and 11) submitted for scanning or 12) submitted as typed copy	

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[Ask participants to explain what they understood, to ensure they understood correctly.]

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We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion?

Yes No

Signature of interviewee: _____ Date: _____

Respondent		Description of Respondent's Children								
		Please fill in the sheet asking questions one after another								
Age	Sex	No. of Children	Sex of child	Age of child	Are they going to school regularly (age 6 to 19)	If yes, type of school	If no, the reasons for not attending the school	Marital Status of children	If married, number of children	Migration Status (only to those not attending school)
		1								
		2								
		3								
		4								
		5								
		6								
		7								
		8								

Codes for type of School

01 Government School; 02 Private School; 03 Madrassa; 04 Community Learning Center 05 Others: (Please specify)

Codes for Marital Status

01 Married; 02 Unmarried; 03 Separated 04 Divorced 05 Widowed

Codes for Migration

01 Migrated to Urban City 02 Migrated to India 03 Migrated to Gulf Country 04 Others (please specify)

I. Education and Responsibilities of Parent's Children

1. Can you please tell us about your children's education?(Please check with the roster)

a. children (school age) who are continuing school

b. children who are not continuing education

a. children (school age) who are continuing school

b. children who are not continuing education

2. For the school-age children who are not able to go to school, what are their main responsibilities at home? If they work outside of home, what do they do? *(This is relevant only for parents whose children aren't attending school).*

3. After a girl/daughter's start of menstruation, do her roles and responsibilities at home become different? In what way does puberty change a girl/daughter's role in the household (probe for examples)? Does the role and responsibilities of boys/sons also change after puberty in the household? How does it change

(Probe for examples)?

Girl/daughter:

Boy/son:

4. What is the main value of a daughter continuing to secondary school and completing her SLC?

II. Challenges For Education Of Adolescent Girls

5. What are the challenges that you are facing for continuation of your children's education?

(Probe for migration of family members, financial status, disability, drug abuse, violence in school and community, school environment).

6. Among the challenges that you just mentioned, which are the 2 or 3 main challenges that prevent girls like your daughters from attending school regularly in your community?

7. Suppose that your daughter(s) have finished primary school but cannot continue to secondary school, what type of support would allow her/them to continue their education?

8. What are 2 or 3 changes in your daughters' lives or in your family's circumstances that would help your daughters to do well in school when they are able to attend regularly?

9. Have you ever talked to the school head, members of the school management committee (SMC), parent teacher association (PTA), teachers, or other authorities in your community about the challenges that you and your daughter(s) face with continuing their education and doing well?

Who did you talk to? What happened, i.e., what kind of solution/action was taken?

Facilitators: Make sure that you identify which child and which sex and age/grade the conversation(s) were about.

10. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of girls in your community? (Probe for negative and positive impacts)

Negative:

Positive:

11. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

12. How do you think that drug use could affect girls' and boys' abilities to stay in school and do well?

(Probe separately for girls and boys)

III. Sexual And Reproductive Health Services And Programs

13. Do you know about any sexual and reproductive health services or facilities for girls and boys in the schools or in other places in the VDC community? If so, can you give us some examples and tell us which organizations provide them?

(By sexual and reproductive health, we mean health issues related to puberty, menstruation, family planning, pregnancy, safe abortion, etc.)

School Facilities (menstrual hygiene, sanitation facilities for adolescent girls)

VDC/Community Facilities

14. How did you learn about the sexual and reproductive health services that are being offered in your community?

15. Do you think your daughters and sons might ever use such services? If not, why not? If so, at what point or why?

16. What do you think are the 2 or 3 most important ways that parents, teachers, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

IV. Gender-Based Violence And Safety Of Adolescent Girls And Boys

17. What do you think are the main kinds of violence – at home, on the way to school, and in school, and in the community - that girls and boys face?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe: Differences according to disability, caste/ethnicity, religion, class, others.)

Girls:

Home:

In school/on way to school :

Community:

Boys:

Home:

In school/on way to school :

In community:

18. If girls want to ask for help when they are abused, physically or verbally, or treated badly and with

discrimination, to whom can they talk or go to for help in this community? (Probe for in the school, household, community level support, women's cell.)

Girls:

Boys:

19. What are the main sources of information that girls/boys are using to learn about gender-based violence and where they can get help if they are abused or treated badly?

(Facilitators: Please push the interviewees to be specific, if they can. For example, if they say, "media," ask them which media, specifically.)

Girls:

Boys:

V. Opportunities for Adolescent Girls

20. What are the opportunities available for the girls in your community who cannot complete their school education?

(Probe for the opportunities for vocational education/training, income generation, opening a business, employment)

Is the opportunity more for some caste/ethnic/religious groups and less for others?

Non formal education:

Vocational training:

Starting own business:

Getting a job:

Earning income in other ways:

21. What are the opportunities for girls in this community who receive their school leaving certificate (SLC)? Specifically, what opportunities do they have for additional education, vocational training, starting their own business, getting a job, or earning income in other ways?

Additional education

Vocational training

Starting their own business

Getting a job

Earning income in other ways?

22. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

23. Has the school or any local government or CBO/NGO ever offered you and your daughters and sons help for them to stay in school and do well? If Yes, who provided help and what kind of help?

Government

Yes No

CBO/NGO

Yes No

VI. Wrap-up

We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

For interviewers

How would you summarize the 3 or 4 most important points from this interview?

LET GIRLS LEARN
Focus Group Discussion Guideline, 2017
In-School Girls 10-14 Years

Date:	
Time:	
District:	
VDC:	
Ward:	
School name:	
Class/grade of girls:	
Number of girls in FGD:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Names of any additional CAMRIS or other people present:	
Original language of the interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 13) submitted for scanning or 14) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.⁷

CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of the U.S. government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the barriers that adolescent girls and boys like you can face in completing your secondary school education and staying healthy and safe in your homes, communities, and schools. Let Girls Learn seeks to raise the status of girls have in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

Today, during our group discussion, we will explore:

1. Problems that girls and boys like you have at home, in school, and outside that can make it difficult to go to school regularly and do well;
2. People and places where you or girls and boys like you might go for help with these problems, including problems with health and safety;
3. The kinds of people and media that are most interesting and influential to you and from whom you can learn the most; and
4. Opportunities you have or would like to have for learning skills, earning money, or continuing education after you leave secondary school.

During the assessment, we will also be talking to groups of girls and boys in other schools and some girls who are not able to stay in school now. In addition, we are talking to district and local officials, NGO and CBO representatives, representatives of school management committees (SMC), teachers, and parents. If you agree to be part of this discussion, you will be one of over 400 people who will be part of the assessment.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

⁷The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analyzing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1-301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion? If even one girl or boy decides no, then we will not record.

Yes No

Signature of interviewee: _____ Date: _____

Step I: Demographic Information (10 -15 minutes)

S N	Name	Grade	Age	Marital Status, if relevant		Tentative planned age for marriage	# of siblings	Migration status of family members <i>(specify relationship and country)</i>	Time needed to get to school	Thoughts on imaginary life
				Married	Gauna <i>(only for Terai)</i>					
1										
2										
3										
4										
5										
6										
7										
8										

Step II: Warm up Activity (10-15 minutes)

Facilitators will read the following story of “Invisible wall” as an ice-breaker and ask some of the following questions based on it.

Invisible Wall

Binod is working on his schoolwork at home. He is proud of the praise he receives from his teachers and parents for his scholarly work and good grades. His sister Rama does not receive praise for her good schoolwork because she rarely has time to do homework. While the young man does his homework, he notices that his sister is still doing housework and cleaning up after his meal. He knows that his sister also has homework and he is tempted to help her with the housework so she can do her homework, but he feels the “invisible wall.” He knows that crossing the “invisible wall” to help his sister may result in scorn and teasing from his family and friends, so he continues his homework and his sister continues with chores. Has anyone ever felt this way? What makes us feel this way? What can we do to change these feelings?

Source: Save the Children, Choices Curriculum

Questions:

- What is the message of the story?
- What do you think were the main problems for Binod to help his sister? What do you think were that main problems for Rama to do as well as in school as her brother Binod?
- Why do you think these problems exist for boys and girls like Binod and Rama?

Step III: Focused Discussion (45 minutes)

I. Education of Adolescent Girls and Boys

1. What are the problems that you and other adolescent girls go through in your families, community, and school that make it difficult for you to attend school regularly and to do well?

Do you think there any differences in the types of problems faced by different caste/ethnic/religious groups of girls? If so, what are they?

(Probe to see if the problems attending school regularly are the same as the problems that girls face doing well in school.)

Family:

Community:

School:

2. On average, how many days in a month do girls like you have to miss your school classes? Can you tell us the 2 most important reasons for not being able to go to school regularly?

(Probe for any differences among different caste/ethnic/religious groups?)

3. If the school, your parents, or other adults could change just two things to make menstruation and going to school during menstruation easier, what would you ask them to do?

(Probe to specify who would take action: teachers, school head, parents, others, unknown.)

4. In your community, from which age and grade do girls usually start dropping out of school? Why do you think they drop out?

Among all the reasons you just gave, can you tell us 2-3 most important reasons that girls drop out of school?

Do you think that there are any differences in drop-out rates among girls from different caste/ethnic/religious groups? [If there are differences,] why do you think there are differences?

5. Prior research has shown that a lot of girls who have attended school regularly still do not do well in school or obtain their SLC. In your opinion, what are the 2 most important reasons that some girls in your community do not do well in school and cannot complete their SLC?

6. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of girls like you and your friends?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

7. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

How do you think drug use affects girls' and boys' abilities to stay in school and do well?

8. You have now told us about many problems that can prevent girls in your community from going to school regularly, staying in school, doing well, and passing the SLC exam. If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?

(Facilitators: Make sure to ask each girl in the group for a response to this question.)

Home

School

Community

II. Gender-Based Violence and Safety of Adolescent Girls & Boys

9. What do you think are the main kinds of violence that girls and boys face – at home, on the way to school, in school, and in the community?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?
(Probe for differences according to caste/ethnicity, religion, class, others.)

Home

School

Community

10. What are the main ways that your parents and other family members treat girls differently from the ways that they treat boys in your families? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other girls upset the most?)

(Probe for gender norms, gender roles, provision of food, health, and safety)

11. Imagine that you have a friend or relative close to your age who is getting beaten, yelled at, or punished often by a parent or mother or father-in-law or brother or husband. What would you tell that person to do?

12. Still thinking about safety, imagine that you have a friend or a relative close to your age who is getting harassed or abused on the way to school or in school. What would you tell that person to do?

13. Do teachers and other school staff treat you and other girls in school differently from the ways that they treat boys in school? If so, how? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other girls upset the most?)

Are there any differences in the ways that teachers in school treat girls from different caste/ethnic/religious groups?

(Probe for gender norms, provision of health and safety, teaching methods used).

14. What about the behavior of your male classmates in school towards girls? Is boys' behavior toward girls ever a reason that girls stay home from school or don't do well in school? Can you give some examples of that kind of behavior?

15. When you or girls you know face harassment, violence, or other problems from teachers or other students, where can they go to talk or to ask for help? What would you tell your friends to do?

(Probe for resources in the school, household, community level support, women's cell.)

16. Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as *chaupadi*, early marriage, etc.? Which sources do you prefer and why?

(Facilitators: ask the girls and boys to show you on their phones or on your phones, if they mention websites or social media. Probe for specific sources of media, social media, NGOs, health institutions, etc. Without the names of a particular website or NGO, for example, the data will not be useful. One or two specific NGOs or websites is better than a long list such as "Media, NGOs, village health post, parents, etc.)

17. Have you ever participated in any programs or activities about any of the kinds of violence, harassment, and other safety issues you have just discussed here in your school or in your community/VDC ?

What did you learn, if anything? What do you remember?

III. Child and Early Forced Marriage (CEFM)

18. Who decides at what age you should get married and/or Gauna (for Terai)?

What happens if you decide that you do not want to get married at the time that your family wants you to? Can you

give some examples of what happens to a girl when she says "no" to her parents, when they want her to get married?

Can girls get any help or support from anyone in the family or the community if they decide not to get married when the parents tell them to? (*Probe for the community influencers*)

19. Do the girls in your community still come to school after marriage and/or Gauna (for Terai)? If yes, for how long do they usually continue to come to school? At what age or grade do they usually drop out of school?

20. What happens to a girl's education when she gets pregnant and then has a baby? In your school and community, are there any girls who continue going to school after they become pregnant and/or have a baby? What makes them different from the girls who drop out of school after having a baby?

IV. Adolescent Sexual and Reproductive Health (ASRH)

21. In your community, where can you get information about adolescent sexual and reproductive health? By sexual and reproductive health, we mean health issues related to your bodies and sexual or romantic activities and feelings you have, puberty, menstruation, family planning, pregnancy, and issues with your bodies that are specific just to girls or to boys because of your reproductive organs.

22. What are a few of the questions that you have about adolescent sexual and reproductive health, and what would be your preferred people and sources of information to give the answers to those questions?

(Probe for specific radio stations and programs, teachers, NGOs, specific social media sites, etc.)

23. Do you have ASRH and family planning services available close enough to make them accessible to you or other girls and boys that you know? If yes, where are they and which organization(s) provide(s) the services?

24. Have you or any other girls or boys that you know used such services? Why do you think some girls wouldn't use such services?

25. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

V. Opportunities for Adolescent Girls

26. If you are able to complete secondary school, what would you like to do afterwards?

(Probe for the opportunities for higher education, vocational training, income generation activities, opening a business, employment, etc.)

27. Can you think of a few changes in your lives or 2 or 3 types of support from other people that would help you to do what you want to do after completing school? What are they?

(Probe for differences among different social groups)

28. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, what are they, and how did you learn about those opportunities? What organization or government body offers

them? Can you give us more details?

29. For girls that you know who have dropped out of secondary school, what can they do to earn money or keep learning new things? What are they doing?

(Probe for: Vocational education,/training, income generation, opening a business, etc.)

Vocational education/training:

Income generation:

Opening a business:

Getting a job:

Temporarily migrate for a job:

30. Adolescent girls like you and your friends may have dreams of becoming like someone you admire. Can tell us who those people are?

31. Can you think of girls in your community who have been able to finish secondary school and then be successful doing what they want to do? If so, what do you think makes them different from girls who have not been able to do the things they want to do?

Step IV: Perception of Adolescent Girls on Selected Gender-Related Issues (15-20 minutes)

Note to Facilitators: Ask the girls to discuss in-group on the statements given below (in laminated cards). They will discuss in the group and indicate their response based on their discussion. Each girl will show green card if she agrees, red card if she disagrees. Facilitator/note taker should count the red and green cards for each statement read and write the numbers in the appropriate boxes.

SNo	Gender perceptions	Agree Green Card	Disagree Red card
Gender roles, discriminations and support			
1.	In our family boys/sons are given more time for study than to girls/daughters.		
2.	In our family household tasks are shared equally by sons and girls/daughters.		
3.	If a family can afford for one child to go to school it should be the boy/son.		
4.	It is more important for a girl to help at home and learn household activities than to spend time studying.		
5.	Teachers favor boys more than girls.		
6.	Adolescent girls miss classes at school during their menstrual days.		
Marriage			
7.	A girl who is educated before getting married will have a better life.		
8.	Parents can plan marriage before a girl finishes her education.		
9.	A girl's life is secured if she gets married at an early age.		
10.	Unmarried boys/girls in school can make fun of married girl students.		
11.	Unmarried boys/girls in school can make fun of married boy students.		
Autonomy			
12.	Men should take decisions on financial matters at home		
13.	Adolescent girls must always take along a male companion for protection.		
14.	Household heads are always fathers and brothers.		
Gender-Based Violence			
15.	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.		
16.	Girls, like boys, face yelling, hitting and bullying at school.		
17.	Most girls in your community feel safe at home		
18.	Most girls in your community feel safe at school		
19.	Teachers have a right to physically punish boys and girls at school.		
Aspiration			

20.	I believe if I complete my SLC, I have better future in doing the work I want to do.		
21.	Even if I do not complete my SLC, I can still do the work I want to do.		

We asked you many questions. Is there anything that you want to ask us? Or, is there any suggestion that you have for us? Is there any question still that you thought was important but we did not ask you? Please let us know.

Thank you so much for your active participation and very valuable contribution

LET GIRLS LEARN
Focus Group Discussion Guideline, 2017
In-School Girls 15-19 Years

Date:	
Time:	
District:	
VDC:	
Ward:	
School name:	
Class/grade of girls:	
Number of girls in FGD:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Names of any additional CAMRIS or other people present:	
Original language of the interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 15) submitted for scanning or 16) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.⁸

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Today, during our group discussion, we will explore:

5. Problems that girls and boys like you have at home, in school, and outside that can make it difficult to go to school regularly and do well;
6. People and places where you or girls and boys like you might go for help with these problems, including problems with health and safety;
7. The kinds of people and media that are most interesting and influential to you and from whom you can learn the most; and
8. Opportunities you have or would like to have for learning skills, earning money, or continuing education after you leave secondary school.

During the assessment, we will also be talking to groups of girls and boys in other schools and some girls who are not able to stay in school now. In addition, we are talking to district and local officials, NGO and CBO representatives, representatives of school management committees (SMC), teachers, and parents. If you agree to be part of this discussion, you will be one of over 400 people who will be part of the assessment.

Explanation of Procedures and Confidentiality

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We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

⁸The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analyzing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

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Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1-301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion? If even one girl or boy decides no, then we will not record.

Yes No

Signature of interviewee: _____ Date: _____

Step I: Demographic Information (10 -15 minutes)

S N	Name	Grade	Age	Marital Status, if relevant		Tentative planned age for marriage	# of siblings	Migration status of family members <i>(specify relationship and country)</i>	Time needed to get to school	Thoughts on imaginary life
				Married	Gauna <i>(only for Terai)</i>					
1										
2										
3										
4										
5										
6										
7										
8										

Step II: Warm up Activity (10-15 minutes)

Facilitators will read the following story of “Invisible wall” as an ice-breaker and ask some of the following questions based on it.

Invisible Wall

Binod is working on his schoolwork at home. He is proud of the praise he receives from his teachers and parents for his scholarly work and good grades. His sister Rama does not receive praise for her good schoolwork because she rarely has time to do homework. While the young man does his homework, he notices that his sister is still doing housework and cleaning up after his meal. He knows that his sister also has homework and he is tempted to help her with the housework so she can do her homework, but he feels the “invisible wall.” He knows that crossing the “invisible wall” to help his sister may result in scorn and teasing from his family and friends, so he continues his homework and his sister continues with chores. Has anyone ever felt this way? What makes us feel this way? What can we do to change these feelings?

Source: Save the Children, Choices Curriculum

Questions:

- What is the message of the story?
- What do you think were the main problems for Binod to help his sister? What do you think were that main problems for Rama to do as well as in school as her brother Binod?
- Why do you think these problems exist for boys and girls like Binod and Rama?

Step III: Focused Discussion (45 minutes)

II. Education of Adolescent Girls and Boys

32. What are the problems that you and other adolescent girls go through in your families, community, and school that make it difficult for you to attend school regularly and to do well?

Do you think there any differences in the types of problems faced by different caste/ethnic/religious groups of girls? If so, what are they?

(Probe to see if the problems attending school regularly are the same as the problems that girls face doing well in school.)

Family:

Community:

School:

33. On average, how many days in a month do girls like you have to miss your school classes? Can you tell us the 2 most important reasons for not being able to go to school regularly?

(Probe for any differences among different caste/ethnic/religious groups?)

34. How do you and the other girls in your school feel about going to school during menstruation? Why do you feel this way?

(Probe on health and hygiene, provision of toilets, during the period.)

35. If the school, your parents, or other adults could change just two things to make menstruation and going to school during menstruation easier, what would you ask them to do?

(Probe to specify who would take action: teachers, school head, parents, others, unknown.)

36. In your community, from which age and grade do girls usually start dropping out of school? Why do you think they drop out?

Among all the reasons you just gave, can you tell us 2-3 most important reasons that girls drop out of school?

Do you think that there are any differences in drop-out rates among girls from different caste/ethnic/religious groups? [If there are differences,] why do you think there are differences?

37. Prior research has shown that a lot of girls who have attended school regularly still do not do well in school or obtain their SLC. In your opinion, what are the 2 most important reasons that some girls in your community do not do well in school and cannot complete their SLC?

38. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of girls like you and your friends?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

39. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

How do you think drug use affects girls' and boys' abilities to stay in school and do well?

40. You have now told us about many problems that can prevent girls in your community from going to school regularly, staying in school, doing well, and passing the SLC exam. If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?

(Facilitators: Make sure to ask each girl in the group for a response to this question.)

Home

School

Community

III. Gender-Based Violence and Safety of Adolescent Girls & Boys

41. What do you think are the main kinds of violence that girls and boys face – at home, on the way to school, and in school, and in the community?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?

(Probe for differences according to caste/ethnicity, religion, class, others.)

Home

School

Community

42. What are the main ways that your parents and other family members treat girls differently from the ways that they treat boys in your families? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other girls upset the most?)

(Probe for gender norms, gender roles, provision of food, health, and safety)

43. Imagine that you have a friend or relative close to your age who is getting beaten, yelled at, or punished often by a parent or mother or father-in-law or brother or husband. What would you tell that person to do?

44. Still thinking about safety, imagine that you have a friend or a relative close to your age who is getting harassed or abused on the way to school or in school. What would you tell that person to do?

45. Do teachers and other school staff treat you and other girls in school differently from the ways that they treat boys in school? If so, how? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other girls upset the most?)

Are there any differences in the ways that teachers in school treat girls from different caste/ethnic/religious groups?

(Probe for gender norms, provision of health and safety, teaching methods used).

46. What about the behavior of your male classmates in school towards girls? Is boys' behavior toward girls ever a reason that girls stay home from school or don't do well in school? Can you give some examples of that kind of

<p>behavior?</p>
<p>47. When you or girls you know face harassment, violence, or other problems from teachers or other students, where can they go to talk or to ask for help? What would you tell them to do?</p> <p><i>(Probe for resources in the school, household, community level support, women's cell.)</i></p>
<p>48. Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as <i>chaupadi</i>, early marriage, etc.? Which sources do you prefer and why?</p> <p><i>(Facilitators: ask the girls and boys to show you on their phones or on your phones, if they mention websites or social media. Probe for specific sources of media, social media, NGOs, health institutions, etc. Without the names of a particular website or NGO, for example, the data will not be useful. One or two specific NGOs or websites is better than a long list such as "Media, NGOs, village health post, parents, etc.)</i></p>
<p>49. Have you ever participated in any programs or activities on any of the kinds of violence, harassment, and other safety issues you have just discussed here in your school or in your community/VDC ?</p>

What did you learn, if anything? What do you remember?

III. Child and Early Forced Marriage (CEFM)

50. Who decides at what age you should get married and/or Gauna (for Terai)?

What happens if you decide that you do not want to get married at the time that your family wants you to? Can you give some examples of what happens to a girl when she says "no" to her parents, when they want her to get married?

Can girls get any help or support from anyone in the family or the community if they decide not to get married when the parents tell them to? (*Probe for the community influencers*)

51. Do the girls in your community still come to school after marriage and/or Gauna (for Terai)? If yes, for how long do they usually continue to come to school? At what age or grade do they usually drop out of school?

52. What happens to a girl's education when she gets pregnant and then has a baby? In your school and community, are there any girls who continue going to school after they become pregnant and/or have a baby? What makes them different from the girls who drop out of school after having a baby?

IV. Adolescent Sexual and Reproductive Health (ASRH)

53. In your community, where can you get information about adolescent sexual and reproductive health? By sexual and reproductive health, we mean health issues related to your bodies and sexual or romantic activities and feelings you have, puberty, menstruation, family planning, pregnancy, and issues with your bodies that are specific just to girls or to boys because of your reproductive organs.

54. What a few of the questions you have about adolescent sexual and reproductive health, and what would be your preferred people and sources of information to give the answers to those questions?

(Probe for specific radio stations and programs, teachers, NGOs, specific social media sites, etc.)

55. Do you have ASRH and family planning services available close enough to make them accessible to you or other girls and boys that you know? If yes, where are they and which organization(s) provide(s) the services?

56. Have you or any other girls or boys that you know used such services? Why do you think some girls wouldn't use such services?

57. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

V. Opportunities for Adolescent Girls

58. If you are able to complete secondary school, what would you like to do afterwards?

(Probe for the opportunities for higher education, vocational training, income generation activities, opening a business, employment, etc.)

59. Can you think of a few changes in your lives or 2 or 3 types of support from other people that would help you to do what you want to do after completing school? What are they?

(Probe for differences among different social groups)

60. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, what are they, and how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

61. For girls that you know who have dropped out of secondary school, what can they do to earn money or keep learning new things? What are they doing?

(Probe for: Vocational education,/training, income generation, opening a business, etc.)

Vocational education/training:

Income generation:

Opening a business:

Getting a job:

Temporarily migrate for a job:

62. Adolescent girls like you and your friends may have dreams of becoming like someone you admire. Can you say who that person is?

**63. Can you think of girls in your community who have been able to finish secondary school and then be successful doing what they want to do? If so, what do you think makes them different from girls who have not been able to do the things they want to do
(Probe for role model)**

Step IV: Perception of Adolescent Girls on Selected Gender-Related Issues (15-20 minutes)

Note to Facilitators: Ask the girls to discuss in-group on the statements given below (in laminated cards). They will discuss in the group and indicate their response based on their discussion. Each girl will show green card if she agrees, red card if she disagrees. Facilitator/note taker should count the red and green cards for each statement read and write the numbers in the appropriate boxes.

SNo	Gender perceptions	Agree Green Card	Disagree Red card
Gender roles, discriminations and support			
1.	In our family boys/sons are given more time for study than to girls/daughters.		
2.	In our family household tasks are shared equally by sons and girls/daughters.		
3.	If a family can afford for one child to go to school it should be the boy/son.		
4.	It is more important for a girl to help at home and learn household activities than to spend time studying.		
5.	Teachers favor boys more than girls.		
6.	Adolescent girls miss classes at school during their menstrual days.		
Marriage			
7.	A girl who is educated before getting married will have a better life.		
8.	Parents can plan marriage before a girl finishes her education.		
9.	A girl's life is secured if she gets married at an early age.		
10.	Unmarried boys/girls in school can make fun of married girl students.		
11.	Unmarried boys/girls in school can make fun of married boy students.		
Autonomy			
12.	Men should take decisions on financial matters at home		
13.	Adolescent girls must always take along a male companion for protection.		
14.	Household heads are always fathers and brothers.		
Gender-Based Violence			

15.	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.		
16.	Girls, like boys, face yelling, hitting and bullying at school.		
17.	Most girls in your community feel safe at home		
18.	Most girls in your community feel safe at school		
19.	Teachers have a right to physically punish boys and girls at school.		
Aspiration			
20.	I believe if I complete my SLC, I have better future in doing the work I want to do.		
21.	Even if I do not complete my SLC, I can still do the work I want to do.		

We asked you many questions. Is there anything that you want to ask us? Or, is there any suggestion that you have for us? Is there any question still that you thought was important but we did not ask you? Please let us know.

Thank you so much for your active participation and very valuable contribution!

LET GIRLS LEARN
Focus Group Discussion Guideline: 2017
Out-of-School Girls 10-14 and 15-19*

Date:	
Time:	
District:	
VDC:	
Ward:	
Number of girls in FGD:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Names of any additional CAMRIS or other people present:	
Original language of the interview:	
PERMISSION TO RECORD?	YES NO
Date discussed, corrected, annotated, and 17) submitted for scanning or 18) submitted as typed copy	

*** Selection Criteria for Out of School Girls:**

- Age: 10-14 years; 15-19 years
- Minimum one year drop out
- No more than 3 years since drop out
- Group to be Inclusive in terms of caste/ethnicity, religion, class – as far as possible

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.⁹

CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of the U.S. government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the barriers that adolescent girls and boys like you can face in completing your secondary school education and staying healthy and safe in your homes, communities, and schools. Let Girls Learn seeks to raise the status of girls have in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

Today, during our group discussion, we will explore:

9. Problems that girls and boys like you have or had at home, in school, and outside that can make it difficult to go to school regularly and do well;
10. People and places where you or girls and boys like you might go for help with these problems, including problems with health and safety;
11. The kinds of people and media that are most interesting and influential to you and from whom you can learn the most; and
12. Opportunities you have or would like to have for learning skills, earning money, or continuing education.

During the assessment, we will also be talking to other girls who are not able to stay in school now, as well as girls and boys in school. In addition, we are talking to district and local officials, NGO and CBO representatives, representatives of school management committees (SMC), teachers, and parents. If you agree to be part of this discussion, you will be one of over 400 people who will be part of the assessment.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

⁹The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analyzing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1- 301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion? If even one girl or boy decides no, then we will not record.

Yes No

Signature of interviewee: _____ Date: _____

Step 1: Getting Started (10-15 minutes)

S N	Name	Grade Dropped Out of School	Age	Marital Status, if relevant		Tentative planned age for marriage	# of siblings	Migration status of family members <i>(specify relationship and country)</i>	Current occupation(s) or activities
				Married	Gauna <i>(only for Terai)</i>				
1									
2									
3									
4									
5									
6									
7									
8									

Step II: Warm up Activity (10-15 minutes)

Facilitators to read the following story of “Invisible wall” as an ice-breaker, and ask some of the following questions based on it.

Mamta's Story

Mamta (*add caste as per district*).....is a 15 year old girl. She lives with her mother and two brothers in Jiri of Dolakha district. She lives with her father, mother and two brothers. She was going to school in a nearby government school. Mamta was regular student who was doing well in school. Two years ago, her father went to Qatar as a migrant worker. A few months after her father went abroad, Mamta stopped going to school. She was 13 years at the time.

Questions

- What do you think is the reason for Mamata dropping out of school?
- What would you do if you were in a similar situation?
- What do you think she will do in future?

Step III: Focused Discussion (45 minutes)

I. Education of Adolescent Girls

1. What are the problems that you and other adolescent girls have been through in your families, communities, and schools that have made it impossible now for you to attend school?

Do you think there any differences in the types of problems faced by different caste/ethnic/religious groups of girls? If so, what are they?

2. In your community, from which age and grade do girls usually start dropping out of school? Why do you think they drop out?

Among all the reasons you just gave, can you tell us 2-3 most important reasons that girls drop out of school?

Do you think that there are any differences in drop-out rates among girls from different caste/ethnic/religious groups? [If there are differences,] why do you think there are differences?

3. Prior research has shown that a lot of girls who have attended school regularly still do not do well in school or obtain their SLC. In your opinion, what are the 2 most important reasons that some girls in your community do not do well in school and cannot complete their SLC?

4. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of girls like you and your friends?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

5. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

How do you think drug use affects girls' and boys' abilities to stay in school and do well?

6. You have now told us about many problems that can prevent girls like you from staying in school and doing well. If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?

(Facilitators: Make sure to ask each girl in the group for a response to this question.)

Home

School

Community

IV. Gender-Based Violence and Safety of Adolescent Girls & Boys

7. What do you think are the main kinds of violence that girls and boys face – at home, on the way to school, in school, and in the community, including at work?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?
(Probe for differences according to caste/ethnicity, religion, class, others.)

Home

School

Community

8. What are the main ways that your parents and other family members treat girls differently from the ways that they treat boys in your families? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other girls upset the most?)

(Probe for gender norms, gender roles, provision of food, health, and safety)

9. Imagine that you have a friend or relative close to your age who is getting beaten, yelled at, or punished often by a parent or mother or father-in-law or brother or husband. What would you tell that person to do?

10. Still thinking about safety, imagine that you have a friend or a relative close to your age who is getting harassed or

abused in the community or at work or on the way to work. What would you tell that person to do?

11. When you were in school, did teachers and other school staff treat you and other girls in school differently from the ways that they treated boys in school? If so, how? Can you give some examples? (*Probe for: health and safety, teaching methods used, favoritism, punishments, etc.*)

(Probe: What do you think were the reasons for this? What type of treatment made you and the other girls upset the most?)

Were there any differences in the ways that teachers in school treat girls from different caste/ethnic/religious groups?

12. When you were in school, how was the behavior of your male classmates in the school towards girls? Was boys' behavior toward girls ever a reason for girls to stay home from school or for you or other girls to drop out of school? Can you give some examples of that kind of behavior?

13. When you or girls you know faced harassment, violence, or other problems from teachers or other students, was there any place you could go talk or to ask for help? If so, where? What would you tell your friends to do?

(Probe for specific resources in the school, household, community level support, women's cell.)

14. Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as *chaupadi*, early marriage, etc.? Which sources do you prefer and why?

(Facilitators: ask the girls and boys to show you on their phones or on your phones, if they mention websites or social media. Probe for specific sources of media, social media, NGOs, health institutions, etc. Without the names of a particular website or NGO, for example, the data will not be useful. One or two specific NGOs or websites is better than a long list such as "Media, NGOs, village health post, parents, etc.)

15. Have you ever participated in any programs or activities about any of the kinds of violence, harassment, and other safety issues you have just discussed here in your school or in your community/VDC ?

What did you learn, if anything? What do you remember?

III. Child and Early Forced Marriage (CEFM)

16. Who decides at what age you should get married and/or Gauna (for Terai)?

What happens if you decide that you do not want to get married at the time that your family wants you to? Can you give some examples of what happens to a girl when she says "no" to her parents, when they want her to get married?

Can girls get any help or support from anyone in the family or the community if they decide not to get married when the parents tell them to? (*Probe for the community influencers*)

17. Do the girls in your community still come to school after marriage and/or Gauna (for Terai)? If yes, for how long do they usually continue to come to school? At what age or grade do they usually drop out of school?

18. What happens to a girl's education when she gets pregnant and then has a baby? In your school and community, are there any girls who continue going to school after they become pregnant and/or have a baby? What makes them different from the girls who drop out of school after having a baby?

IV. Adolescent Sexual and Reproductive Health (ASRH)

19. In your community, where can you get information about adolescent sexual and reproductive health? By sexual and reproductive health, we mean health issues related to your bodies and sexual or romantic activities and feelings you have, puberty, menstruation, family planning, pregnancy, and issues with your bodies that are specific just to girls or to boys because of your reproductive organs.
20. What are a few of the questions that you have about adolescent sexual and reproductive health, and what would be your preferred people and sources of information to give the answers to those questions?
- (Probe for specific radio stations and programs, teachers, NGOs, specific social media sites, etc.)*
21. Do you have ASRH and family planning services available close enough to make them accessible to you or other girls and boys that you know? If yes, where are they and which organization(s) provide(s) the services?
22. Have you or any other girls or boys that you know used such services? Why do you think some girls wouldn't use such services?

23. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

V. Opportunities for Out of School Adolescent Girls

24. For girls like you that have dropped out of secondary school, what can they do to earn money or keep learning new things? What are the work and other activities that you are doing?

(Probe for: Vocational education and training, income generation, opening a business, etc.)

Are there any differences according to caste/ethnicity and religion?

Vocational education/training:

Income generation:

Opening a business:

Getting a job:

Temporarily migrate for a job:

25. Are you aware of any opportunities available in your community for girls like you who could not complete their school education? (*Probe for: non-formal learning, vocational education/training, income generation, opening a business, employment*)

If there are opportunities, what are they, and what organization or government body offers them? Can you give us more details?

Do you think that there are there more opportunities for some caste/ethnic/religious groups and less for others? Specifically, how?

26. How did you learn about those opportunities? (*Probe for social media, if it does not come up.*)

27. Can you think of a few changes in your lives or 2 or 3 types of support from other people that would help you to improve your livelihoods or to return to education and learning? What are they?

(*Probe for differences among different social groups*)

28. Adolescent girls like you and your friends may have dreams of becoming like someone you admire. Can tell us who those people are?

Step V: Perception of Out-of-School Adolescent Girls (10-14 years/15-19 years) on selected gender-related issues (15-20 minutes)

Note to Facilitators: Ask the girls to discuss in-group on the statements given below (in laminated cards). They will discuss in the group and indicate their response based on their discussion. Each girl will show green card if she agrees, red card if she disagrees. Facilitator/note taker should count the red and green cards for each statement read and write the numbers in the appropriate boxes.

S.No	Gender perceptions	Agree Green Card	Disagree Red card
Gender roles, discriminations and support.			
1.	In our family boys/sons are given more time for study than to girls/daughters.		
2.	In our family household tasks are shared equally by sons and girls/daughters.		
3.	If a family can afford for one child to go to school it should be the boy/son.		
4.	It is more important for a girl to help at home and learn household activities than to spend time studying.		
5.	Teachers favor boys more than girls.		
6.	Adolescent girls miss classes at school during their menstrual days.		
Marriage			
7.	A girl who is educated before getting married will have a better life.		
8.	Parents can plan marriage before a girl finishes her education.		
9.	A girl's life is secured if she gets married at an early age.		
10.	Unmarried boys/girls in school can make fun of married girl students.		
11.	Unmarried boys/girls in school can make fun of married boy students.		
Autonomy			
12.	Men should take decisions on financial matters at home		
13.	Adolescent girls must always take along a male companion for protection.		
14.	Household heads are always fathers and brothers.		
Gender Based Violence			

15.	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.		
16.	Girls, like boys, face yelling, hitting and bullying at school.		
17.	Most girls in this community feel safe at home.		
18.	Most girls in this community feel safe at school.		
19.	Teachers have a right to physically punish boys and girls at school.		
Aspiration			
20.	I believe if I complete my SLC, I have better future in doing the work I want to do.		
21.	Even if I do not complete my SLC, I can still do the work I want to do.		

We asked you many questions. Is there anything that you want to ask us? Or, is there any suggestion that you have for us? Is there any question still that you thought was important but we did not ask you? Please let us know.

Thank you so much for your active participation and very valuable contributions!

LET GIRLS LEARN
Focus Group Discussion Guideline, 2017
In-School Boys 10-14 Years

Date:	
Time:	
District:	
VDC:	
Ward:	
School name:	
Class/grade of boys:	
Number of boys in FGD:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Names of any additional CAMRIS or other people present:	
Original language of the interview:	
<i>PERMISSION TO RECORD?</i>	YES NO
Date discussed, corrected, annotated, and 19) submitted for scanning or 20) submitted as typed copy	

Informed Consent Form

Introduction to the Let Girls Learn Assessment

Namaste! My name is _____. I am from CAMRIS International/USAID, Nepal.¹⁰

CAMRIS has been hired by USAID to conduct a formative assessment for a US government initiative called Let Girls Learn, which is part of the U.S. government's **Global Strategy to Empower Adolescent Girls**. The goal of Let Girls Learn is to help address the barriers that adolescent girls and boys like you can face in completing your secondary school education and staying healthy and safe in your homes, communities, and schools. Let Girls Learn seeks to raise the status of girls have in Nepal. We are conducting this study in coordination with the Department of Education under the Ministry of Education.

Today, during our group discussion, we will explore:

13. Problems that girls and boys like you have at home, in school, and outside that can make it difficult to go to school regularly and do well;
14. People and places where you or girls and boys like you might go for help with these problems, including problems with health and safety;
15. The kinds of people and media that are most interesting and influential to you and from whom you can learn the most; and
16. Opportunities you have or would like to have for learning skills, earning money, or continuing education after you leave secondary school.

During the assessment, we will also be talking to groups of girls and boys in other schools and some girls who are not able to stay in school now. In addition, we are talking to district and local officials, NGO and CBO representatives, representatives of school management committees (SMC), teachers, and parents. If you agree to be part of this discussion, you will be one of over 400 people who will be part of the assessment.

Explanation of Procedures and Confidentiality

The interview/FGD will take place in your school/ office/other areas, somewhere safe and private. The interview/FGD will not take more than 60/90 minutes. You may choose not to answer a question for any reason. You can stop the interview at any time by telling me that you want to stop it. If you decide not to complete the interview or not to answer a question, no harm will come to you.

We will not share your answers with any other stakeholders, including teachers, family, government authorities, or anyone else. At the end of the study, we will put all the answers together including yours and make a report. Any information shared will not be specific to you. There will be no way for someone to identify you based on the information that is shared. Once the study is finished, the list of names with your contact information, and the completed surveys will be stored in a safe and protected place.

[Ask participants to explain what they understood, to ensure they understood correctly.]

Permission to Audio Record Interviews

¹⁰The CAMRIS evaluation practice is guided by the American Evaluation Association's Guiding Principles for Evaluators can be found online: <http://www.eval.org/p/cm/ld/fid=51>

Because our assessment team is working in 6 different districts, we will generate a lot of data (over 400 interviews), and we want to make sure that we include everyone's ideas and opinions correctly. Although we will take notes, other people may be analyzing the information from this interview and may have questions that will become difficult for us to answer, as time passes.

Would it be ok with you if we record this interview? Even if you give permission to record the interview, we will still ensure that your interview is not associated with your name, and we will not quote you unless you explicitly want us to.

Benefits

Research helps society by providing new knowledge. You may not benefit directly from this study. However, your answers will be important for planning better programs to make sure we establish an enabling environment for the adolescent girls to attend/retain their education.

Risks and Discomforts

There are no risks to you in this study. If you feel uncomfortable about any of the questions, you do not have to answer them. I can skip those questions and go on to the next section. You can end the interview at any time.

Costs and Payment for Participation

There are no costs for being in this study. You will not receive any compensation for taking part in this study.

Questions /Your Rights as a Participant

This study has been reviewed by the Program Team of CAMRIS International, which works to protect your rights and welfare. If you have any questions about the research or your participation, you can ask me or contact **Jonathan Jones, the Senior Monitoring and Evaluation Technical Advisor at CAMRIS International** ([+1-301-770-6000, ext. 112](tel:+1-301-770-6000)). You should report any problems, and ask any questions you like.

We will be asking the same questions of all the stakeholders like you (parents, teachers, district officials, etc), and at the end of the interview, if you have other things to say or questions for us, there will be time for that.

Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion? If even one girl or boy decides no, then we will not record.

Yes No

Signature of interviewee: _____ Date: _____

Step I: Demographic Information (10 -15 minutes)

S N	Name	Grade	Age	Marital Status, if relevant		Tentative planned age for marriage	# of siblings	Migration status of family members <i>(specify relationship and country)</i>	Time needed to get to school	Thoughts on imaginary life
				Married	Gauna <i>(only for Terai)</i>					
1										
2										
3										
4										
5										
6										
7										
8										

Step II: Warm up Activity (10-15 minutes)

Facilitators will read the following story of “Invisible wall” as an ice-breaker and ask some of the following questions based on it.

Invisible Wall

Binod is working on his schoolwork at home. He is proud of the praise he receives from his teachers and parents for his scholarly work and good grades. His sister Rama does not receive praise for her good schoolwork because she rarely has time to do homework. While the young man does his homework, he notices that his sister is still doing housework and cleaning up after his meal. He knows that his sister also has homework and he is tempted to help her with the housework so she can do her homework, but he feels the “invisible wall.” He knows that crossing the “invisible wall” to help his sister may result in scorn and teasing from his family and friends, so he continues his homework and his sister continues with chores. Has anyone ever felt this way? What makes us feel this way? What can we do to change these feelings?

Source: Save the Children, Choices Curriculum

Questions:

- What is the message of the story?
- What do you think were the main problems for Binod to help his sister? What do you think were that main problems for Rama to do as well as in school as her brother Binod?
- Why do you think these problems exist for boys and girls like Binod and Rama?

Step III: Focused Discussion (45 minutes)

III. Education of Adolescent Girls and Boys

64. What are the problems that you and other adolescent boys go through in your families, community, and school that make it difficult for you to attend school regularly and to do well?

Do you think there any differences in the types of problems faced by different caste/ethnic/religious groups of boys? If so, what are they?

(Probe to see if the problems attending school regularly are the same as the problems that boys face doing well in school.)

Family:

Community:

School:

65. On average, how many days in a month do boys like you have to miss your school classes? Can you tell us the 2 most important reasons for not being able to go to school regularly?

(Probe for any differences among different caste/ethnic/religious groups?)

66. In your community, from which age and grade do boys usually start dropping out of school? Why do you think they drop out?

Among all the reasons you just gave, can you tell us 2-3 most important reasons that boys drop out of school?

Do you think that there are any differences in drop-out rates among boys from different caste/ethnic/religious groups? [If there are differences,] why do you think there are differences?

67. Prior research has shown that a lot of boys who have attended school regularly still do not do well in school or obtain their SLC. In your opinion, what are the 2 most important reasons that some boys in your community do not do well in school and cannot complete their SLC?

68. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of boys like you and your friends?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

69. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

How do you think drug use affects girls' and boys' abilities to stay in school and do well?

70. You have now told us about many problems that can prevent boys in your community from going to school regularly, staying in school, doing well, and passing the SLC exam. If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?

(Facilitators: Make sure to ask each boy in the group for a response to this question.)

Home

School

Community

IV. Gender-Based Violence and Safety of Adolescent Girls & Boys

71. What do you think are the main kinds of violence that girls and boys face – at home, on the way to school, in school, and in the community?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?
(Probe for differences according to caste/ethnicity, religion, class, others.)

Home

School

Community

72. What are the main ways that your parents and other family members treat boys differently from the ways that they treat girls in your families? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other boys upset the most?)

(Probe for gender norms, gender roles, provision of food, health, and safety)

73. Imagine that you have a friend or relative close to your age who is getting beaten, yelled at, or punished often by a parent or mother or father-in-law or brother or husband. What would you tell that person to do?

74. Still thinking about safety, imagine that you have a friend or a relative close to your age who is getting harassed or abused on the way to school or in school. What would you tell that person to do?

75. Do teachers and other school staff treat you and other boys in school differently from the ways that they treat girls in school? If so, how? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other boys upset the most?)

Are there any differences in the ways that teachers in school treat boys from different caste/ethnic/religious groups?

(Probe for gender norms, provision of health and safety, teaching methods used).

76. What about the behavior of your male classmates in school towards girls? Is boys' behavior toward girls ever a reason that girls stay home from school or don't do well in school? Can you give some examples of that kind of behavior?

77. When you or boys you know face harassment, violence, or other problems from teachers or other students, where can they go to talk or to ask for help? What would you tell your friends to do?

(Probe for resources in the school, household, community level support, women's cell.)

78. Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as *chaupadi*, early marriage, etc.? Which sources do you prefer and why?

(Facilitators: ask the girls and boys to show you on their phones or on your phones, if they mention websites or social media. Probe for specific sources of media, social media, NGOs, health institutions, etc. Without the names of a particular website or NGO, for example, the data will not be useful. One or two specific NGOs or websites is better than a long list such as "Media, NGOs, village health post, parents, etc.)

79. Have you ever participated in any programs or activities about any of the kinds of violence, harassment, and other safety issues you have just discussed here in your school or in your community/VDC ?

What did you learn, if anything? What do you remember?

V. Child and Early Forced Marriage (CEFM)

80. Who decides at what age you should get married and/or Gauna (for Terai)?

What happens if you decide that you do not want to get married at the time that your family wants you to? Can you give some examples of what happens to a boy when he says "no" to her parents, when they want him to get married?

Can boys get any help or support from anyone in the family or the community if they decide not to get married when the parents tell them to? *(Probe for the community influencers)*

81. Do the boys in your community still come to school after marriage and/or Gauna (for Terai)? If yes, for how long do they usually continue to come to school? At what age or grade do they usually drop out of school?

VI. Adolescent Sexual and Reproductive Health (ASRH)

82. In your community, where can you get information about adolescent sexual and reproductive health? By sexual and reproductive health, we mean health issues related to your bodies and sexual or romantic activities and feelings you have, puberty, menstruation, family planning, pregnancy, and issues with your bodies that are specific just to girls or to boys because of your reproductive organs.

83. What are a few of the questions that you have about adolescent sexual and reproductive health, and what would be

your preferred people and sources of information to give the answers to those questions?

(Probe for specific radio stations and programs, teachers, NGOs, specific social media sites, etc.)

84. Do you have ASRH and family planning services available close enough to make them accessible to you or other girls and boys that you know? If yes, where are they and which organization(s) provide(s) the services?

85. Have you or any other girls or boys that you know used such services? Why do you think some boys wouldn't use such services?

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86. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

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VII. Opportunities for Adolescent Boys

87. If you are able to complete secondary school, what would you like to do afterwards?

(Probe for the opportunities for higher education, vocational training, income generation activities, opening a business, employment, etc.)

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88. Can you think of a few changes in your lives or 2 or 3 types of support from other people that would help you to do what you want to do after completing school? What are they?

(Probe for differences among different social groups)

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89. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, what are they, and how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

90. For boys that you know who have dropped out of secondary school, what can they do to earn money or keep learning new things? What are they doing?

(Probe for: Vocational education,/training, income generation, opening a business, etc.)

Vocational education/training:

Income generation:

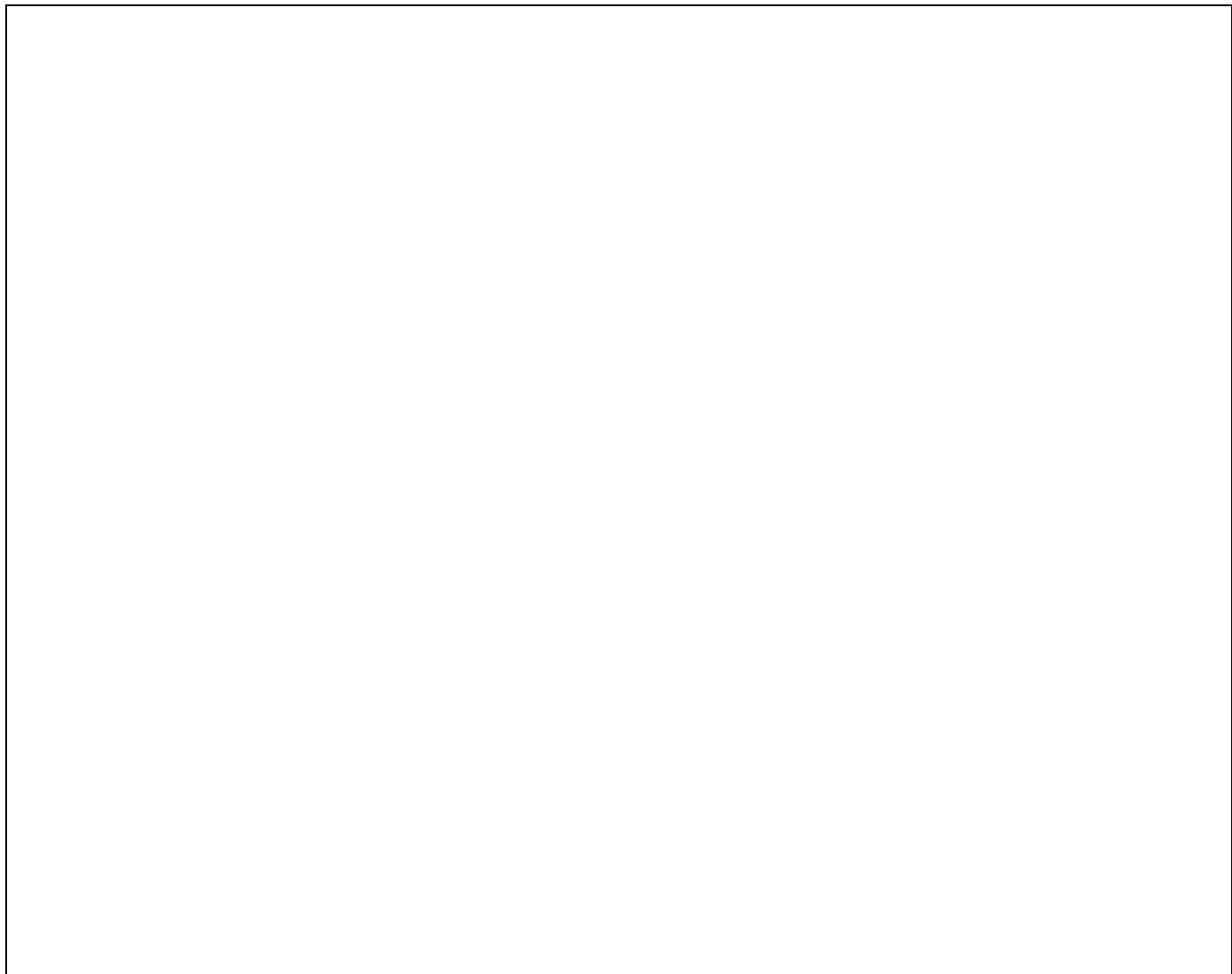
Opening a business:

Getting a job:

Temporarily migrate for a job:

91. Adolescent boys like you and your friends may have dreams of becoming like someone you admire. Can tell us who those people are?

92. Can you think of boys in your community who have been able to finish secondary school and then be successful doing what they want to do? If so, what do you think makes them different from boys who have not been able to do the things they want to do?



Step IV: Perception of Adolescent Boys on Selected Gender-Related Issues (15-20 minutes)

Note to Facilitators: Ask the boys to discuss in-group on the statements given below (in laminated cards). They will discuss in the group and indicate their response based on their discussion. Each boy will show green card if she agrees, red card if she disagrees. Facilitator/note taker should count the red and green cards for each statement read and write the numbers in the appropriate boxes.

SNo	Gender perceptions	Agree Green Card	Disagree Red card
Gender roles, discriminations and support			
1.	In our family boys/sons are given more time for study than to girls/daughters.		
2.	In our family household tasks are shared equally by sons and girls/daughters.		
3.	If a family can afford for one child to go to school it should be the boy/son.		
4.	It is more important for a girl to help at home and learn household activities than to spend time studying.		
5.	Teachers favor boys more than girls.		
6.	Adolescent girls miss classes at school during their menstrual days.		
Marriage			
7.	A girl who is educated before getting married will have a better life.		
8.	Parents can plan marriage before a girl finishes her education.		
9.	A girl's life is secured if she gets married at an early age.		
10.	Unmarried boys/girls in school can make fun of married girl students.		
11.	Unmarried boys/girls in school can make fun of married boy students.		
Autonomy			
12.	Men should take decisions on financial matters at home		
13.	Adolescent girls must always take along a male companion for protection.		
14.	Household heads are always fathers and brothers.		
Gender-Based Violence			
15.	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.		
16.	Girls, like boys, face yelling, hitting and bullying at school.		
17.	Most girls in your community feel safe at home		
18.	Most girls in your community feel safe at school		
19.	Teachers have a right to physically punish boys and girls at school.		
Aspiration			

20.	I believe if I complete my SLC, I have better future in doing the work I want to do.		
21.	Even if I do not complete my SLC, I can still do the work I want to do.		

We asked you many questions. Is there anything that you want to ask us? Or, is there any suggestion that you have for us? Is there any question still that you thought was important but we did not ask you? Please let us know.

Thank you so much for your active participation and very valuable contribution!

LET GIRLS LEARN
Focus Group Discussion Guideline, 2017
In-School Boys 15-19 Years

Date:	
Time:	
District:	
VDC:	
Ward:	
School name:	
Class/grade of boys:	
Number of boys in FGD:	
CAMRIS Interviewer Name:	
CAMRIS Note Taker Name:	
Names of any additional CAMRIS or other people present:	
Original language of the interview:	
<i>PERMISSION TO RECORD?</i>	YES NO
Date discussed, corrected, annotated, and 21) submitted for scanning or 22) submitted as typed copy	

Informed Consent Form

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Consent

Now, can you tell me if you agree to participate in this survey? If you say yes, it means that you have agreed to be part of the study. Yes No

Do we have your agreement to audio record the discussion? If even one girl or boy decides no, then we will not record.

Yes No

Signature of interviewee: _____ Date: _____

Step I: Demographic Information (10 -15 minutes)

S N	Name	Grade	Age	Marital Status, if relevant		Tentative planned age for marriage	# of siblings	Migration status of family members <i>(specify relationship and country)</i>	Time needed to get to school	Thoughts on imaginary life
				Married	Gauna <i>(only for Terai)</i>					
1										
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Step II: Warm up Activity (10-15 minutes)

Facilitators will read the following story of “Invisible wall” as an ice-breaker and ask some of the following questions based on it.

Invisible Wall

Binod is working on his schoolwork at home. He is proud of the praise he receives from his teachers and parents for his scholarly work and good grades. His sister Rama does not receive praise for her good schoolwork because she rarely has time to do homework. While the young man does his homework, he notices that his sister is still doing housework and cleaning up after his meal. He knows that his sister also has homework and he is tempted to help her with the housework so she can do her homework, but he feels the “invisible wall.” He knows that crossing the “invisible wall” to help his sister may result in scorn and teasing from his family and friends, so he continues his homework and his sister continues with chores. Has anyone ever felt this way? What makes us feel this way? What can we do to change these feelings?

Source: *Save the Children, Choices Curriculum*

Questions:

- What is the message of the story?
- What do you think were the main problems for Binod to help his sister? What do you think were that main problems for Rama to do as well as in school as her brother Binod?
- Why do you think these problems exist for boys and girls like Binod and Rama?

Step III: Focused Discussion (45 minutes)

VIII. Education of Adolescent Girls and Boys

93. What are the problems that you and other adolescent boys go through in your families, community, and school that make it difficult for you to attend school regularly and to do well?

Do you think there any differences in the types of problems faced by different caste/ethnic/religious groups of boys? If so, what are they?

(Probe to see if the problems attending school regularly are the same as the problems that boys face doing well in school.)

Family:

Community:

School:

94. On average, how many days in a month do boys like you have to miss your school classes? Can you tell us the 2 most important reasons for not being able to go to school regularly?

(Probe for any differences among different caste/ethnic/religious groups?)

95. In your community, from which age and grade do boys usually start dropping out of school? Why do you think they drop out?

Among all the reasons you just gave, can you tell us 2-3 most important reasons that boys drop out of school?

Do you think that there are any differences in drop-out rates among boys from different caste/ethnic/religious groups? [If there are differences,] why do you think there are differences?

96. Prior research has shown that a lot of boys who have attended school regularly still do not do well in school or obtain their SLC. In your opinion, what are the 2 most important reasons that some boys in your community do not do well in school and cannot complete their SLC?

97. How do you think that migration of family members like parents, brothers/sisters, and other family members to other countries affects the education of boys like you and your friends?

(Probe for negative and positive impacts)

Positive Impacts:

Negative Impacts:

98. It is reported that many adolescent boys and girls are into drug abuse. Are there any boys and girls that use drugs here in your community?

At what age do you think boys and girls start using drugs? Are there differences in how boys and girls are using drugs or the numbers of boys and girls using drugs?

How do you think drug use affects girls' and boys' abilities to stay in school and do well?

99. You have now told us about many problems that can prevent boys in your community from going to school regularly, staying in school, doing well, and passing the SLC exam. If each of you could have a magic wish to make just 2 or 3 of those problems disappear, which would you choose?

(Facilitators: Make sure to ask each boy in the group for a response to this question.)

Home

School

Community

IX. Gender-Based Violence and Safety of Adolescent Girls & Boys

100. What do you think are the main kinds of violence that girls and boys face – at home, on the way to school, in school, and in the community?

Are any of these kinds of violence worse for particular groups of girls or boys? If yes, why?
(Probe for differences according to caste/ethnicity, religion, class, others.)

Home

School

Community

101. What are the main ways that your parents and other family members treat boys differently from the ways that they treat girls in your families? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other boys upset the most?)

(Probe for gender norms, gender roles, provision of food, health, and safety)

102. Imagine that you have a friend or relative close to your age who is getting beaten, yelled at, or punished often by a parent or mother or father-in-law or brother or husband. What would you tell that person to do?

103. Still thinking about safety, imagine that you have a friend or a relative close to your age who is getting harassed or abused on the way to school or in school. What would you tell that person to do?

104. Do teachers and other school staff treat you and other boys in school differently from the ways that they treat

girls in school? If so, how? Can you give some examples?

(Probe: What are the reasons for this? What type of treatment makes you and the other boys upset the most?)

Are there any differences in the ways that teachers in school treat boys from different caste/ethnic/religious groups?

(Probe for gender norms, provision of health and safety, teaching methods used).

105. What about the behavior of your male classmates in school towards girls? Is boys' behavior toward girls ever a reason that girls stay home from school or don't do well in school? Can you give some examples of that kind of behavior?

106. When you or boys you know face harassment, violence, or other problems from teachers or other students, where can they go to talk or to ask for help? What would you tell your friends to do?

(Probe for resources in the school, household, community level support, women's cell.)

107. Where do you look for information on child rights, violence and abuse against girls and boys, and bad practices such as *chaupadi*, early marriage, etc.? Which sources do you prefer and why?

(Facilitators: ask the girls and boys to show you on their phones or on your phones, if they mention websites or social media. Probe for specific sources of media, social media, NGOs, health institutions, etc. Without the names of a particular website or NGO, for example, the data will not be useful. One or two specific NGOs or websites is better than a long list such as "Media, NGOs, village health post, parents, etc.)

108. Have you ever participated in any programs or activities about any of the kinds of violence, harassment, and other safety issues you have just discussed here in your school or in your community/VDC ?

What did you learn, if anything? What do you remember?

X. Child and Early Forced Marriage (CEFM)

109. Who decides at what age you should get married and/or Gauna (for Terai)?

What happens if you decide that you do not want to get married at the time that your family wants you to? Can you give some examples of what happens to a boy when he says “no” to her parents, when they want him to get married?

Can boys get any help or support from anyone in the family or the community if they decide not to get married when the parents tell them to? (*Probe for the community influencers*)

110. Do the boys in your community still come to school after marriage and/or Gauna (for Terai)? If yes, for how long do they usually continue to come to school? At what age or grade do they usually drop out of school?

XI. Adolescent Sexual and Reproductive Health (ASRH)

111. In your community, where can you get information about adolescent sexual and reproductive health? By sexual and reproductive health, we mean health issues related to your bodies and sexual or romantic activities and feelings

you have, puberty, menstruation, family planning, pregnancy, and issues with your bodies that are specific just to girls or to boys because of your reproductive organs.

112. What are a few of the questions that you have about adolescent sexual and reproductive health, and what would be your preferred people and sources of information to give the answers to those questions?

(Probe for specific radio stations and programs, teachers, NGOs, specific social media sites, etc.)

113. Do you have ASRH and family planning services available close enough to make them accessible to you or other girls and boys that you know? If yes, where are they and which organization(s) provide(s) the services?

114. Have you or any other girls or boys that you know used such services? Why do you think some boys wouldn't use

such services?

115. What do you think are the 2 or 3 most important ways that teachers, parents, CBOs, or other stakeholders could effectively encourage and support more girls and boys to use the existing sexual and reproductive health services in the community?

XII. Opportunities for Adolescent Boys

116. If you are able to complete secondary school, what would you like to do afterwards?

(Probe for the opportunities for higher education, vocational training, income generation activities, opening a business, employment, etc.)

117. Can you think of a few changes in your lives or 2 or 3 types of support from other people that would help you to do what you want to do after completing school? What are they?

(Probe for differences among different social groups)

118. Are you aware of any programs or scholarships to help adolescent girls and boys with their education and training?

If so, what are they, and how did you learn about those opportunities? What organization or government body offers them? Can you give us more details?

119. For boys that you know who have dropped out of secondary school, what can they do to earn money or keep learning new things? What are they doing?

(Probe for: Vocational education,/training, income generation, opening a business, etc.)

Vocational education/training:

Income generation:

Opening a business:

Getting a job:

Temporarily migrate for a job:

120. Adolescent boys like you and your friends may have dreams of becoming like someone you admire. Can tell us who those people are?

121. Can you think of boys in your community who have been able to finish secondary school and then be successful doing what they want to do? If so, what do you think makes them different from boys who have not been able to do the things they want to do?

Step IV: Perception of Adolescent Boys on Selected Gender-Related Issues (15-20 minutes)

Note to Facilitators: Ask the boys to discuss in-group on the statements given below (in laminated cards). They will discuss in the group and indicate their response based on their discussion. Each boy will show green card if she agrees, red card if she disagrees. Facilitator/note taker should count the red and green cards for each statement read and write the numbers in the appropriate boxes.

SNo	Gender perceptions	Agree Green Card	Disagree Red card
Gender roles, discriminations and support			
1.	In our family boys/sons are given more time for study than to girls/daughters.		
2.	In our family household tasks are shared equally by sons and girls/daughters.		
3.	If a family can afford for one child to go to school it should be the boy/son.		
4.	It is more important for a girl to help at home and learn household activities than to spend time studying.		
5.	Teachers favor boys more than girls.		
6.	Adolescent girls miss classes at school during their menstrual days.		
Marriage			
7.	A girl who is educated before getting married will have a better life.		
8.	Parents can plan marriage before a girl finishes her education.		
9.	A girl's life is secured if she gets married at an early age.		
10.	Unmarried boys/girls in school can make fun of married girl students.		
11.	Unmarried boys/girls in school can make fun of married boy students.		
Autonomy			
12.	Men should take decisions on financial matters at home		
13.	Adolescent girls must always take along a male companion for protection.		
14.	Household heads are always fathers and brothers.		
Gender-Based Violence			

15.	Mothers and wives should accept being treated badly and being hit by their husband to keep the family together.		
16.	Girls, like boys, face yelling, hitting and bullying at school.		
17.	Most girls in your community feel safe at home		
18.	Most girls in your community feel safe at school		
19.	Teachers have a right to physically punish boys and girls at school.		
Aspiration			
20.	I believe if I complete my SLC, I have better future in doing the work I want to do.		
21.	Even if I do not complete my SLC, I can still do the work I want to do.		

We asked you many questions. Is there anything that you want to ask us? Or, is there any suggestion that you have for us? Is there any question still that you thought was important but we did not ask you? Please let us know.

Thank you so much for your active participation and very valuable contributions



USAID
FROM THE AMERICAN PEOPLE

ADOLESCENT GIRLS' EMPOWERMENT AND EDUCATION NEPAL 2017 FORMATIVE ASSESSMENT


ANNEX 8: DISCLOSURE OF ANY CONFLICTS OF INTEREST

August 2017

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by CAMRIS International.


Name	Sharon E. Rogers
Title	Team Leader, Let Girls Learn Nepal
Organization	
Evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	LGL Nepal Assessment
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	21 June 2017


Name	Bhimsen Devkota
Title	Field Team Leader (Education Specialist)
Organization	Camris International
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	LGL Nepal Assessment
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Signature	
Date	19 May 2017

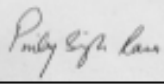
Name	Reetu Dhoju Bade Shrestha
Title	Data Manager
Organization	Camris International, Nepal
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Evaluation Award Number <i>(contract or other instrument)</i>	
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	LGL Nepal Assessment
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Signature	
Date	19 May 2017


Name	Pinky Singh Rana
Title	Consultant (GESI Expert)
Organization	CAMRIS
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	LGL Nepal Assessment
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Signature	
Date	19 May 2017

Name	Anamika Pradhan
Title	Consultant(Analyst)
Organization	CAMRIS
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number(contract or other instrument)	
USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)	LGL Nepal Assessment
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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