
GEC Project Completion Report

January 2022

Overview

This Project Completion Report (PCR) template is to be completed by all GEC projects. This is a contractual requirement and is aligned to FCDO reporting requirements. Please submit this report alongside your completed project workplan tracker and financial report.

The PCR is due one month after contract end as outlined in the Project Closure Guidance Note.

The PCR **provides a report on your project as a whole** which:

- enables you to communicate to FCDO what GEC funding has achieved through the project's lifetime;
- establishes a record of project achievements against outcome and output targets
*Please report on your outcomes and outputs as agreed in your latest logframe revision;
- draws conclusions and lessons learned, for wider application;
- informs a wider analysis across the GEC programme; and
- assesses compliance with the terms and conditions of the AGA or Contract.

The PCR is additional and complementary to your endline evaluation report. Efforts have been made to reduce any duplication between the two reports, and you are encouraged to cross-refer to your endline evaluation report where appropriate.

Completion guidelines

Please:

- use this template, without altering its structure
- cover the entire period of your project
- keep within page limit lengths
- draw on, and refer to, the findings of your external evaluation
- submit the report, and all accompanying documentation, to the Fund Manager by the date set out in your AGA or Contract.

Questions

If you have any questions about the completion of this report, please contact your Portfolio Manager.

Section 1: Project Information				
1.1 Name of Lead Organisation	Street Child			
1.2 GEC Project Title	Marginalised No More			
1.3 GEC Reference Number	4225			
1.4 Key partner organisation(s) <i>Include all key partner organisations who have been part of your project at any time</i>	Aasmaan Nepal; Group of Helping Hands Nepal (SAHAS); and Janaki Women Awareness Society (JWAS).			
1.5 Country(ies) targeted	Nepal			
1.6 Level of education targeted <i>Mark the relevant level(s) with an 'X'</i>	<input type="checkbox"/> Lower primary <input checked="" type="checkbox"/> Upper primary <input checked="" type="checkbox"/> Lower secondary <input checked="" type="checkbox"/> Upper secondary <input type="checkbox"/> Post-Secondary/ Vocational			
1.7 Type of education targeted <i>Mark the relevant type(s) with an 'X'</i>	<input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Non-formal Education			
1.8 Project start & end dates / Reporting period <i>(dd/mm/yyyy)</i>	Start:	01/11/2018	End:	31/03/2022
1.9 Date report submitted <i>(dd/mm/yyyy)</i>	29/04/2022			
1.10 Name/position of primary person who compiled this report	Name:	Sanjay Budathoki/ Dharmendra Raj Shakya	Position:	Programme Manager/ M&E Manager
1.11 Name/position of contact point for correspondence relating to this project	Name:	Usha Limbu	Position:	Regional Coordinator
	Email:	Usha.limbu@street-child.org		

Section 2: Output achievements

2.1 Please provide your actual achievements at the output level compared to project targets as per your original logframe and outline the main reasons for discrepancy.

Output	Target	Actual	Reason for and impact of discrepancy
Output 1: Musahar girls access a 4-month Accelerated Learning Programme to rapidly achieve foundational literacy and numeracy for progression.			
1.1 Number of Community Educators trained to deliver Accelerated Learning Programme (ALP).	30	30	Educators were recruited and trained as per original target.

1.2 Number of structurally appropriate child friendly community spaces established and running ALP classes.	450	440	The target was set according to an approximate number of settlements needed to reach the targeted number of girls; we were able to enrol required number of girls by working in lesser number of settlements/learning centres.
1.3 Number of Musahar girls aged 10 to 18 received relevant teaching and learning resources for the ALP.	7872	7856	Revised number of total girls enrolled into the programme; all girls received relevant resources, no notable impact of discrepancy against original target.
1.4 No. of Musahar girls aged 10 to 18 received learning and guidance on ALP using distance teaching and learning (DTL) resources.	5904	5982	(+1%) A three-pronged approach of phone learning, recorded instructions and printed worksheet meant that a greater number of girls, than initially expected, were reached through DTL.
Output 2: Musahar girls have access to government schools to continue with formal education.			
2.1a No. of Musahar girls received learning resources (worksheets and exercise books) for transition into formal school.	3530	3146	(-10%) Main reason for this is due to drop out following ALP completion. Key reasons for drop out was (i) early marriage causing girls to migrate from their community to their in-laws, COVID-19 lockdowns increased prevalence of early marriage in communities; and (ii) girls feeling embarrassed to be in the same class as peers younger than them (please see 4.1). Girls were provided with an option to transition into school at their new address, but majority of the girls that migrated did not take up on this.
2.1b Number of Musahar girls received 3 months intensive coaching.	3530	3146	(-10%) Same as 2.1a.
2.2 Number of Government/Community schools receive tailored inclusive materials.	645	576 (326 book corners established +250 schools received learning resources)	The target was set according to an approximate number of schools needed to reach the intended number of communities; we were able to fulfil our target with lesser number of schools as girls from more than one settlement enrolled into same schools due to proximity.
2.3 Number of School Teachers trained to support enrolment and retention.	215	508	(+136%) As we pivoted to remote training due to COVID-19 restrictions, we were able to accommodate more number of teachers (508 from 326 schools).

2.4 Number of Education Transition Advisors trained to deliver Education Transition Programme.	18	18	Advisors were recruited and trained as per original target.
Output 3: Musahar girls have access to Employment Transition Programme to achieve employment or self-employment.			
3.1 Number of Community Advisors trained to implement Employment transition Programme.	12	13	One additional Community Advisor based on needs.
3.2 Number of Musahar girls aged 15-18 receive financial literacy course.	4342	4521	(+4%) The proportion of girls transitioning into livelihoods increased, in response to increased economic needs during COVID-19. Therefore, a greater number of girls received financial literacy than originally expected.
3.3 Number of Musahar girls aged 15-18 received relevant vocational training or cash grant.	3690 (85% of 4342 15 to 18 girls)	4425	(+19%) Transfer of 1572 girls from our UK Aid Direct project Breaking the Bonds due to early closure of that project following FCDO foreign aid cuts.
Output 4: Musahar girls and boys have access to a 4-month Life Skills Protection Circle.			
4.1 Number of Protection Advisors trained to implement Life Skills Protection Circles.	30	30	Advisors were recruited and trained as per original target.
4.2 Number of Musahar girls aged 10-18 receive life skills classes 3 days a week.	7872	7856	Revised number of total girls enrolled into the programme.
4.3 Number of Community Protection Committees (CPC) formed.	150	310	(+106%) We adopted an approach where learning centres in Year 2 and 3 formed a CPC, in response to increased protection needs in communities.
4.4 No. of Musahar girls received hygiene packages.	7872	8563	(+8%) Non-beneficiary households, living in the same settlements as direct beneficiaries, also received packages as a conflict mitigation strategy. This was decided in consultation with the fund manager team.
Output 5: Coordination with government to create more opportunities for collaboration on education efforts for marginalised girls.			
5.1 Number of representatives from government bodies, Musahar-led groups and relevant community organisations attending roundtable discussions	100	115	(+15%) Enhanced engagement from stakeholders, especially in the final year and towards project closure.

52 Number of research reports relevant to the context of marginalised girls produced and published.	6	6	N/A
5.3 No. of orientations conducted with Palika/Wards	100	111	(+11%) Additional Palikas oriented, as per geographic reach of the project across the 5 districts.

2.2 Please provide your actual achievements at the output level compared to project targets against your short and medium-term response plan and outline the main reasons for discrepancy.

Output	Target	Actual	Reason for and impact of discrepancy
Output 1: Musahar girls access a 6-month Accelerated Learning Programme to rapidly achieve foundational literacy and numeracy for progression. [Impact Weighting: 20%]			
% of Musahar girls achieved foundational literacy and numeracy	[On ASER test] Literacy - 55% (cumulative) [3850 of 7000] Numeracy: Digits (two or three)- 75% Operations (average) - 60%	Literacy – 55% (4321 out of 7856) Numeracy: Digits - 95% Operations (average) – 69.5%	Literacy level targets were met. Overall, 12.2% more girls gained required level of literacy than targeted due to increased total reach (7856 instead of 7000). +25% on digits due to increased support towards numeracy, following challenges.
Output 2: Musahar girls have access to government schools to continue with higher education. [Impact Weighting: 20%]			
% of Musahar girls enrolled into formal school	80% (cumulative) (3360 out of 4200) girls aged 10 to 14	76.8% (cumulative) (3146 out of 3996) 2825 – girls aged 10 to 14 321 – girls aged 15 to 18	(-3%) Same as Output 2.1a (drop out due to early marriage and older age). Some of the older girls opted to enrol into schools instead of establishing enterprise
Output 3: Musahar girls have access to Employment Transition Programme to establish their own enterprise. .[Impact Weighting: 20%]			
% of Musahar girls established their own enterprise	80% (cumulative) [2240 out of 4342] girls aged 15 to 18	98% % (4425 out of 4483) 4123 – girls aged 15 to 18 302 – girls aged 10 to 14	(+18%) Transfer of 1572 girls from our UK Aid Direct project Breaking the Bonds due to early closure of that project following FCDO foreign aid cuts. Some of the younger girls opted to establish enterprise due to

			increased economic needs instead of enrolling into schools.
Output 4: Musahar girls and boys have access to a 12-month Life Skills Protection Circle.[Impact Weighting: 20%]			
No. of communities received community information circles	150	195	(+30%) We were able to reach more communities than initially expected through COVID-19 prevention and protection messaging.
Output 5: Coordination with government to create more opportunities for collaboration on education efforts for marginalised girls. [Impact Weighting: 20%]			
No. of schools incorporated marginalised girls education strategy in their SSP	50 SIP updated or reviewed	50 SIP updated or reviewed	N/A
% increase in budget allocation towards education of marginalised girls by Municipality and Rural Municipality	10% increase by Municipalities and Rural Municipalities	We were not able to gather this data as relevant information has not yet been shared by municipalities	N/A

Section 3: Highlights, Achievements and Legacy (max 5 pages)

For sections 3, 4 and 9, please ensure that you comment on the whole duration of your project, including lessons learned before the onset of COVID-19 as well as from adaptations made in light of COVID-19.

3.1 What has been the most impactful component within your project? Please highlight what the core achievements were within this and please highlight the key factors that contributed positively to this success. What will you use to inform your organisation’s programming going forward? Within this please highlight the key factors that contributed positively to this success. Please also consider what has surprised you within the delivery of your project (*Please include any direct quotes from beneficiaries and any evidence from internal monitoring data that is relevant to demonstrating overall achievement, etc.*)

The most impactful component within our project is the Accelerated Learning Programme (ALP). Our ALP provided an immediate, intensive intervention to accelerate foundational learning levels for most-marginalised out-of-school girls over 4 to 6 months. Learning was introduced through adaptive approaches to advance through levels for most marginalised girls within community learning centres as well as once reintegrated and retained in government schools. Main reasons for this include achievements in the following areas:

Learning outcomes - Literacy level targets were successfully met – 55% of girls were able to read, 95% could recognise digits and 69.5% could perform maths operations; compared to 15%, 37% and 19.2% respectively at baseline. Overall, 12.2% more girls gained required level of literacy than targeted (4321 instead of 3850) due to increased total reach (7856 instead of 7000).

Pedagogical approach - Pre COVID-19, Teaching at the Right Level (TaRL) proved to be successful in improving learning levels using interactive, learner-led activities; 10% of girls could read and 13% could recognise three-digit numbers at midline in February 2020. During COVID-19, our distance teaching and learning (DTL) approach – a combination of phone learning, audio-learning and self-learning worksheet - helped girls progress to higher levels. Results from our 5-week DTL pilot in August 2020 with 560 girls showed that 27% of girls could read compared to 8% at baseline and 48% could recognise three-digit numbers compared to 24% at baseline. *“I enjoyed (DTL) sessions, I can ask questions freely and study in my own time” - Radhika (Sunsari)*. This approach was then scaled to reach 7000+ girls across all 3 cohorts.

As the COVID-19 scenario evolved, we continued to adapt our learning approach to ensure best outcomes for Musahar girls. In Year 2 and Year 3, we used a blended approach of TaRL and DTL due to intermittent physical access to communities. Our flexible teaching and learning activities kept girls engaged and enabled them to meet learning targets over a 4-month period. As a result, the targeted % of girls successfully achieved foundational literacy and numeracy levels needed to transition into formal education and entrepreneurship (livelihoods), despite facing substantial disruptions due to COVID-19.

Community led strategies - The project collaborated with girls and their communities across interventions to create ownership and accountability. Within the learning component, the role of Community Management Committees (CMC), as physical access to communities for project staff remained restricted, CMC focal points played a critical role in re-spatialization of education to support learning for girls. They helped facilitate daily learning activities and shared weekly updates with Community Educators. 440 CMCs that were formed received orientation and targeted capacity strengthening support throughout the project lifetime.

Most importantly, the girls’ and community’s positive engagement and achievements have countered damaging assumption (by non-Musahars especially) that Musahars fail to understand the importance of education - *“Musahar parents do not know the value of education”* (Head Teacher in Siraha district). Therefore, the success of this component has offered further insight into how highly marginalised communities understand education and its role and relevance in their lives. Tangible linkages between learning and improved life opportunities successfully addressed any lack of aspiration towards education.

Scalability - Our results-oriented, evidence-led approach has been recognised nationally, with the World Bank approaching us to deliver their 3,700-household low-tech intervention for education (LIFE/\$45K), a remote intervention pilot, with the Ministry of Education. Evaluated in a randomised trial, as schools remain closed in Nepal, the results of the project and this trial have tremendous policy relevance for the most marginalised learners in Nepal and globally.

In addition, following the success of TaRL with out of school girls, Street Child were asked to deliver TaRL in-school by the World Bank (\$100K) as a critical contribution to COVID-19 learning loss recovery in Nepal. Street Child and Aasaman Nepal delivered this 10-week TaRL pilot between December 2021 to March 2022 (including school closures due to third COVID-19 wave) across 64 schools in 3 districts of Province 2 (Madhesh Pradesh), 3 (Bagmati) and 6 (Karnali). Therefore, achievements within Marginalised No More’s ALP component have

been of particular relevance to scale and sustainability of TaRL across Nepal – scale up support is anticipated to schools across all 7 provinces, offering an outstanding opportunity to influence impact on children’s learning in collaboration with the Government of Nepal.

3.2 Successes: In what ways has your technical approach evolved to be more effective?

Our technical approaches were substantially underpinned by purposeful reflection and powerful learnings from significant challenges (please see 9), as well as significant progress, while implementing Marginalised No More. Key technical approaches and adaptations include:

- Flexible, adaptive learning approach that remained responsive to learner needs (please see 3.1), despite rapidly changing COVID-19 landscape.
- Intensive, short-term learning camps for girls with lower learning levels, after completing ALP, as a remedial measure helped accelerate their literacy and numeracy and enabled their transition into formal schools or financial literacy: out of all girls that attended these camps, 81% girls progressed to story level, 92% progressed to three-digit level, 99% of the girls could perform addition and subtraction, 96% could perform multiplication and 89% could perform division.
- Our life skills circles trialled a participatory and highly adaptive curriculum that remained as close as possible to girls’ everyday realities. The sessions were loosely structured, encouraging input from girls themselves. Social Workers were trained at regular intervals on learning content for the following 2-3 months, ensuring sessions delivered to girls were relevant at all times. As a result, girls demonstrated improved knowledge, informed attitudes and changed behaviour across five core areas of sexual reproductive health and rights (23% to 53%), menstrual hygiene management (58% to 82%), civic sense (4% to 82%), child rights (31% to 72%) and gender-based violence (13% to 36%).
- Several versions of the life skills manual were reviewed by Street Child’s Protection Specialist, Inclusion Officers as well as our partner JWAS who specialise in girls-focused programming to ensure 100% GESI-responsiveness. The final manual has now been endorsed by the Social Development Ministry of Madhesh Pradesh.
- The four livelihoods transition pathways determined during inception phase for girls – Common Facilitation Centre, Business to Business, Cooperatives and Services – were recognised as being unfeasible by our 12-week market research with Multidimensional Entrepreneurship and Business (MED En) Nepal in Year 1. Therefore, we revised our 1.5-month financial literacy curriculum and overall transition strategy to mainstream all girls into enterprise establishment through in-kind cash grants. Key lesson learnt from this experience was that in-depth market analysis was needed at strategic points to identify financially sustainable livelihoods transition pathways.
- During COVID-19, our landscape analysis enabled diversification of enterprises, offered shorter-term vocational training to accelerate income generation and adapted financial literacy course for remote delivery.
- Mobile Based Class Management System (MBCMS) was set up to track attendance and learning levels. However, the use of this system was unsuccessful as its launch coincided with COVID-19 lockdowns preventing its roll-out in classes, and rendered it irrelevant during remote implementation. Therefore, we used very basic google sheets to record attendance and formative assessments which proved to be efficient. This resulted in less human error and real-time data collection and analysis which helped us identify patterns quicker and respond in a timely manner.
- We adapted learning assessment tools for remote application and CMC focal points were mobilised to facilitate phone-based surveys and assessments, ensuring data collection during mobility restrictions – although data accuracy was a challenge as physical

verification was not always feasible. This was instrumental in tracking learning progress and providing appropriate assistance remotely. In general, the use of Annual Status of Education Report (ASER) tools made assessment and tracking of learning levels more effective and efficient due to it being simple and user-friendly.

3.3. How has your project demonstrated operational excellence in the sector? Has your organisation changed in any way as a result of your involvement in the GEC? (For example delivering FCDO's standards in safeguarding, inclusion, transparency and VFM (4Es))

There are seven main areas where Marginalised No More has achieved demonstrable operational excellence:

- **Salaries** were carefully benchmarked reflecting competitiveness against sector standards. Majority of our project staff, including our specialists had relatively competitive salaries compared to pay scales of other INGOs and government agencies, without the project having to compromise on technical skills and experience. In addition, the maintenance of a clear delivery chain map and delegation of authority throughout the duration of the project streamlined delivery through a relatively lean project team. This dynamic operational approach was key in achieving excellent value for money (please see 8.1).
- Our **people-first policy** during COVID-19, prioritised project participants' and staff's health and safety. We pivoted to remote implementation as soon as it was feasible, actively avoiding risks of transmission. For our team, we introduced an Employee Protection Plan (EPP) that offered COVID-19 insurance, provision to work flexibly from base locations or from home, an emergency leave plan and hygiene packages. As a result, the project team worked remotely throughout strict lockdowns; project activities/support to girls remained uninterrupted as a result.
- The project consistently piloted and scaled **innovations** that were based on global evidence and represented remarkable value for money (please see 8.1). These include (i) TaRL and DTL for accelerated learning programme; (ii) well-being checks to keep communication going with girls throughout periods of lockdown; and (iii) use of [Annual Status of Education Report \(ASER\)](#) assessment tools.
- Our **Gender Equality and Social Inclusion (GESI)** competencies have been substantially strengthened due to this project, and our overall involvement in GEC. We operated a comprehensive suite of GESI policies and protocols, to achieve 100% compliance, tracked through the GESI continuum (introduced by the GEC team). As a result, the project has achieved outstanding outcomes for gender equality and equity, including supporting strong transitions to formal education and entrepreneurship for 7,856 most-marginalised girls in Nepal ([also featured by UNGEI](#)). Further, our approach to GESI in Nepal is being benchmarked as best practice and learning shared more widely in Street Child. In 2020, our former PRM Jayne Harthan (PWC) delivered a GESI session for Street Child's Programmes Team who work across 16 countries in Asia and Africa.
- Between 2018 and 2021, we made substantial progress in developing and operationalising a robust and effective **safeguarding** system, ensuring scalable measures against all forms of abuse and timely reporting of any safeguarding breach. Street Child and all three implementing partners (AASAMAN, SAHAS and JWAS) have developed a comprehensive suite of safeguarding policies ensuring effective safeguarding processes (please see 6.3). Safeguarding focal points were also appointed at all levels (community, project and organisational) for Street Child and all implementing partners.
- Following project suspension in Year 1, due to resistance from Nepal National Musahar Sangh (NNMS), we reviewed and strengthened our **risk management** mechanisms. With direct support from the fund manager team as well as FCDO (Ian Attfield), Street Child established a strong, supportive partnership with the Project Coherence Unit (PCU). Our team also benefitted from a comprehensive workshop on Safe and Effective Development

(SED) conducted for Street Child by PCU at the beginning of Year 2. This engagement enabled a detailed upgrade of our risk management approach to adhere to SED principles of (i) threats and vulnerabilities; (ii) actor mapping; (iii) resource transfer; and (iv) implicit messaging. This approach (adapted for culture and context) is now applied to all existing projects.

- Finally, through successful **resource-sharing** mainly on staff salaries, learning material development and MEL systems, set up together with our UK Aid Direct project Breaking the Bonds, we achieved economies of scale (please see 8.1). By rigorously acting on evidence generated by the two projects, we were able to deliver education, livelihoods and life skills outcomes for 10,500+ out of school Musahar girls.

3.4. Please summarise achievements made towards the outcomes specified in your project logframe and as concluded in the endline evaluation report. Do you plan to track any of your Outcomes or Intermediate Outcomes going forward, after the end of the current AGA? (*Where do you think there is the biggest potential? Think about the lasting change your project has delivered*)

Outcome 1 (Learning): Marginalised girls supported by GEC with improved learning outcomes. As aforementioned (2.2 and 3.1), 55% girls reached required literacy levels, as targeted, compared to 15% at baseline; 95% girls reached required number recognition levels, exceeding target (50%), compared to 37% at baseline. This is a substantial achievement for Musahar girls - *“Musahars are marginalised of the marginalised with an average literacy rate is 17.4%, compared to a national average of 77.5% (CBS 2011). Girls bear the brunt of this marginalisation, with a literacy rate of less than 4% (Street Child 2017).* The learning outcome was recognised by the project as having one of the biggest potentials. Therefore, these achievements have challenged and confronted damaging, deep-rooted perceptions that “Musahars cannot be educated” through an interrelated set of learning interventions (TaRL, DTL and life skills protection circles), and will have lasting change for Musahars and Musahar girls in particular. *We are currently awaiting the average life skills score from the final endline evaluation.*

Outcome 2 (Transition): Marginalised girls who have transitioned into and through key stages of education, training or entrepreneurship. 3146 (76.8%) girls transitioned into formal schools, girls exceeding target of 60% by 16%. 4425 (98%) girls transitioned into entrepreneurship, exceeding target of 70% by 28%. The project has increased educational opportunities for girls aged 10 to 14 by supporting successful transition into the existing education system. Further, the project has increased income earning capacity of girls aged 15 to 18 through skill development and establishment of enterprises; whilst also developing the knowledge and skills required to thrive in their business environments beyond project lifetime. These achievements lead to self-sufficiency for girls and in the long term break free from barriers that entrap them in debt bondage.

Outcome 3 (Sustainability): Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable. At community level, 410 Kishori Chhalphal Kendra (KCK) are operational and linked to 50 Girls and Inclusive Education Networks (GIEN). These are active support structures for girls who transitioned into formal schools and entrepreneurship, including for their safeguarding and to advocate for increased attention and accountability for girls education and livelihoods. These girls assemblies have an appointed representative on the GIEN. At school level, out of 50 schools, supported to develop and implement School Improvement Plans (SIP), 44 have

established functional Complain Response Mechanisms (CRM); demonstrating clear measures to create safer learning environment for most marginalised girls. At system level, 30 Palikas have adopted the gender based violence (GBV) budget guidelines to strengthen protection for Musahar and other marginalised girls (underachievement of 25% against a target of 40). However, 50 Palikas were supported in total, and remaining Palikas will be supported by partners JWAS to make endorsements. Further, 12 new/non-participating Palikas carried out interventions linked to education of Musahar and other marginalised girls through low-tech intervention for education (LIFE) and in-school TaRL pilot against a target of 5. These were direct outcomes of the project's demonstrably effective learning approaches in Madhesh Pradesh and Province 1, and now stand to influence impact on marginalised children's education across Nepal. (Please note that we are awaiting the full endline external evaluation report that will have data for remaining sustainability indicators)

Street Child is committed to tracking Intermediate Outcome 5 beyond the project lifetime, to maintain and where possible enhance partnerships and engagement with government and other key stakeholders in target region. For this, we will continue to leverage our existing networks and relationships (mainly through local partners) to (i) strengthen capacities for effective implementation of School Improvement Plans (SIP) in the 50 schools that have been supported as well as other schools in the region (Intermediate Outcome 5.1); (ii) ensure that the 50 Girls and Inclusive Education Networks (GIEN) formed remain functional and fulfil their key objectives (Intermediate Outcome 5.2). For the latter, we will liaise with Aramba (People in Need) and ENGAGE (VSO) to direct support towards these GIENs (ideally) in the form of mentoring and capacity strengthening. We have also actively incorporated the GIEN in our proposals for new programmes, as the GIEN has tremendous potential to hold systems accountable for addressing gendered discrimination and disparities to drive girls access, achievement and attainment in education. Together, with our KCK, the GIEN can ensure efficient sharing and sustained impact for girls' learning, protection and livelihoods, led by girls.

3.5 What advice would you give to others funding and implementing girls' education programmes?

We have addressed this in 4.6.

Section 4: Lessons Learned

4.1. Please identify the top lessons under the following headings:

- Delivering results for your direct beneficiaries
- Driving operational excellence within the sector
- Delivering benefits and lasting change for marginalised girls within the wider region/country

In your responses, please outline how these lessons have started to change the way you have worked both within your project and as an organisation.

Lessons learned around 'Delivering for the girls' (max 1 page)

Street Child and implementing partners have seen purposeful reflection and powerful learnings through this project in delivering outcomes for most marginalised girls. Main lesson learned include:

- Due to generational socio-economic oppression, living conditions remain extremely precarious and are easily disrupted by externalities (political changes, natural disasters, climate crisis and COVID-19 pandemic) which constantly threaten disengagement from learning to instead meet immediate, existential economic needs. Therefore, it is important that the interventions provide increased pathways to income generation through education to achieve increased participation in education.
- Substantial investment in improving life skills ensures enhanced, meaningful participation of girls and community members in not just leading community protection mechanisms and promoting economic participation but also advocating for increased accountability and demanding better investments from local governments who are mandated to fund interventions at local level within Nepal's current federal structure.
- TaRL/differentiated approach can be more effective than traditional non-formal pedagogical approaches in helping out-of-school girls from varied educational experience to achieve foundational literacy and numeracy. Further, digital attendance, assessment and data collection using KOBO toolbox were most useful for ALP monitoring and assessment (pre COVID-19).
- Girls with low levels of numeracy found it relatively harder to progress to higher learning levels through DTL. In Year 3, a higher rate of achievement was noted within gains in addition and subtraction skills (90% could perform) whilst drastically low gains in multiplication and division skills (40%) were noted; these were seen to also reflect on low book-keeping skills amongst girls setting up their enterprises. To address this, in the second half of Year 3, we revised our maths learning resources to include more contextualised content and tailored the worksheet for different levels of girls. Therefore, it is essential to remain flexible and make swift, data-informed adaptations to help girls achieve required learning levels.
- Alignment with existing policies and rapidly changing priorities need to be reflected in School Improvement Plans (SIP) to ensure there is proportional focus on increasing enrolment of out-of-school girls from marginalised communities.
- We found that one of the main reasons for girls (who have missed out on several years of schooling) not willing to attend formal schools was embarrassment related being in the same grade as younger peers. For example, in Q10, out of 1436 girls identified as being eligible enrolment into formal schools, 296 girls were reported as being unwilling to attend schools. Many of these girls cited physical appearance as a deterrent, as they believed they looked older than their classmates and had reservations and feared being bullied by other students. Therefore, careful consideration needs to be given to girls' unique needs and address barriers at individual, community and system level.
- For highly marginalised groups like the Musahars that face extreme exclusion and are in peripheral settlements, transition into trade businesses (vegetable selling, grocery stores, food stalls, etc.) are more feasible and profitable instead of employment- especially for recovery and building resilience following an emergency like COVID-19. However, marriage and migration are still found to be key barriers in sustaining enterprises by marginalised girls. Therefore, all programmes need to encourage retention through culturally responsive strategies that treat/tolerate early marriage.

Lessons learned around 'driving operational excellence within the sector' (max 1 page)

- In the first instance, resistance by NNMS in Year 2 emphasised that endorsement by all community stakeholders is not always a given and that this risk needs to be mitigated against, together with the community. We have observed that communities desire to see immediate impact such as the project generating employment opportunities (Musahar staff comprised about 60% of our field team) rather than only longer-term impact, as the immediate impact is critical in engaging communities and establishing sound operations. This can then be followed by their engagement in delivering long-term impact.

- In the second instance, strategic resource sharing is integral in achieving operational excellence. The same consortium of Street Child, Aasaman Nepal, JWAS and SAHAS also delivered Breaking the Bonds (UK Aid Direct) from 2018 to 2021. In total, as a result of successful sharing of resources, 10,500+ out of school Musahar girls benefitted from education, life skills and livelihoods through the two projects.
- Please also see 3.3 and 9.1.

Lessons learned around ‘delivering benefits and lasting change for marginalised girls’ (max 1 page)

- Firstly, a holistic programme design is necessary for retention of girls that live in precarious socio-economic conditions and to ensure long-term impact for them. This must involve interlinked efforts that combine (i) community engagement; (ii) livelihoods support (to girls or families); and (iii) regular data sharing with the communities themselves and the government to inform relevant, responsive interventions.
- Secondly, cross-project learnings were integral to the success of Marginalised No More. We strategically leveraged lessons learned to deliver benefits and lasting change for girls. Core learnings around teaching and learning from Breaking the Bonds, were successfully applied. These include (i) concentrated and shorter-term learning interventions are more effective in retaining girls on the programme, lengthier cohorts are more prone to disengagement, evident from Breaking the Bonds where 44% out of school girls achieved functional literacy and numeracy at endline in a 9-month cohort compared to a 5-month cohort where 41% out of school girls achieved functional literacy and numeracy at midline; and (ii) review and adaptation of teaching and learning materials is critical to correspond to the changing circumstances of highly marginalised and vulnerable girls, even in non-emergency scenarios. As a result, we revised the overall intervention period for each component, whilst ensuring positive progress towards set milestones through rigorous internal monitoring; all finalised teaching and learning curriculum and resources were adapted for relevance in changing scenarios, this included the contents of our DTL programme.
- Thirdly, ensuring community accountability proved to be a critical element of behaviour change; through our regular consultations and mobilisation efforts, community members started to assert the need to involve and transfer accountability to Musahars. This is demonstrated by the active engagement of 440 CMCs and girls’ initiation and leadership in operating the 410 KCKs.
- Finally, community protection mechanisms were also integral in ensuring lasting change. CMC members provided integral support for the running of life skills circles and in encouraging girls’ participation. They received orientation on their roles and responsibilities in supporting activities on the ground. They were also briefed on safeguarding reporting mechanisms, referral mechanisms and Beneficiary Feedback Mechanisms (BFMs). This was primarily aimed at strengthening the capacity of CMC members to ensure the safeguarding and feedback related issues were identified, reported and addressed in a timely manner. The CMC also engaged with KCKs to support their activities around gender-based violence (GBV) awareness. As a key component of our sustainability strategy, these groups enable girls/women to mentor other members in their communities based on the learning acquired through the programme resulting improved response and resilience to protection issues.

4.2. Please identify the key factors which impacted positively and negatively on progress, and how these were addressed (max 1 page)

Key factors that positively impacted on progress include:

- Deliberate design of three cohort cycles enabled Street Child and implementing partners to test and assess the reliability of the model, and make recommendations for its replication. Regular review and reflection bringing together stakeholders sought to not only sustain and strengthen the programme, but to create a compelling case replicating its scale to achieve lasting change for Musahars and other marginalised groups across Nepal (and through Street Child's international networks, elsewhere).
- Recognition of the cluster architecture as one of the most effective ways for collaborated and coordinated impact during emergencies. Addressing our COVID-19 response priorities (protection and continued learning) as members of relevant clusters meant that (i) our reach was maximised; (ii) activities were uniformly in line with what is prescribed by the wider sector and the government; and (iii) any overlap that might cause duplication was effectively avoided.
- A rigorous system enabled remote tracking of girls' well-being on a weekly basis, flagging girls identified as being high-risk and providing psychosocial counselling to them through Trans-cultural Psychosocial Organisation (TPO). We were able to monitor the status of more than 80% girls on average/per week during the strictest form of lockdown.
- Involvement of Musahars themselves, in the roles of educators, social workers, data enumerators, etc. The project has created a sizeable pool of skilled Musahar candidates who will contribute a critical mass of capacity to work with marginalised girls in the region and amplify representative voices in future interventions.

Key factors that negatively impacted on progress include:

- The suspension of classes as a result of resistance from NNMS. However, we reflect on this as a positive, productive challenge that has resulted in transparent, trusting relationships with Musahar representatives, and a collaborative partnership which enabled responsive programming. Resource mobilisation through NNMS also helped us to continue our operations even during the strictest forms of COVID-19 lockdown.
- The extreme impact of COVID-19 on working communities. A scoping assessment of 211 Musahar villages by the project (April 2020) found that (i) 100% Musahars had experienced immediate loss of income; (ii) 79% had not received any food assistance; and (iii) 24% did not have hygiene resources. Therefore, families were prioritising survival and de-prioritising learning for children. In response, the project was adapted for a robust COVID-19 response - provided food assistance (through non-GEC funding), distributed essential hygiene packs (9,339), delivered a responsive and effective remote learning intervention, cascaded critical protection-related information and facilitated direct linkage to psychosocial first aid and case management (279 catchments covered).
- Flooding, political party elections and extended festive period in the region causing delays to planned activities over the course of the project. However, we were able to overcome these delays and there was no notable negative impact on final outputs and outcomes.
- Low attendance and eventual drop out during farming and harvesting seasons, as almost all Musahar girls and their families engage in agricultural work. In response, (i) class timings were kept flexible throughout the programme; (ii) festivals, harvesting and farming seasons, etc. were tracked in advance to manage content; and (iii) the ALP was re-packaged into a 4-month intervention, as data from Year 1 showed that longer-term classes (9 months initially) were less effective in increasing learning levels and keeping girls engaged.

4.3. Were there any unintended outcomes (positive or negative) from your project? Please highlight this for the benefit of wider learning, and future programming and policy (max 1 page)

One of the main unintended outcomes from this project has been the robust rehabilitation support to people with disabilities (PwD) in Year 2 and Year 3. We were able to successfully reach 238 people with disabilities (including direct programme participants), out of which 199 received direct rehabilitation support.

Musahars live in hard-to-reach, remote areas which, along with their caste status and linguistic segregation, leave them isolated and systematically excluded from even basic services. Therefore, the challenges experienced due to disability, combined with systematic and comprehensive discrimination and marginalisation, leave those affected with limited life opportunities.

Although the project aimed to reach at least 3% of girls with disabilities (GwD) through the three main components (ALP, life skills and school/livelihoods transition), we experienced significant complexities in identifying GwD in Cohort 1. This was despite working with an Inclusion Specialist and revising identification tools to include Washington Group of Questions (WGQs) and other contextual nuances. The response enumerators often heard during data collection was, *“Us Musahars are strong, we do not usually suffer from disabilities”*. Our standard methods were not very successful in identifying GwD in the initial phase of the programme – less than 10 GwD were reached in Cohort 1.

Therefore, in Cohort 2 and 3, we revised our methods and developed a disability specific strand that was led by partner JWAS to reach 90 Musahar GwD. This used a three-pronged approach of (i) community outreach; (ii) disability assessment camps; and (iii) rehabilitation support. 11 disability assessment camps were conducted following rigorous community outreach, across all 5 working districts, to identify direct and indirect project participants with physical disabilities and the specific type of support needed. Due to the extensive needs identified, we extended support to immediate family members of Musahar girls, to indirectly support better outcomes for girls by alleviating care duties, etc.

In total, (i) 144 PwD received assistive devices; (ii) 132 PwD received physical rehabilitation services; and (iii) 16 referrals were made for surgeries. An important achievement within the disability strand is the sharing of data gathered with the government for incorporation into the national database for Musahar PwD. A dearth in information, especially with regards to remote, Dalit communities is one of the main reasons for insufficient and inadequate support services and provisions related to disabilities. Therefore, the registering of data at national level has been a critical step towards increasing government awareness of populations that require attention. *A further 185 PwD were identified but could not be supported due to resource limitations. Street Child and JWAS have developed a separate programme concept to assist them and other additional PwD, and are seeking funding through various trusts and foundations.*

4.4. What do you see as the key innovative features of your project? How successful have these been? Would you replicate these again (in a similar context, or other contexts)? (max 1 page)

Marginalised No More has actively sought to introduce cost-efficient solutions that respond to unique needs of most marginalised girls in low-literacy, low-resource environments. There are

three key innovations that have significantly contributed to achieving excellent outcomes for girls:

Teaching at the Right Level (TaRL) and Distance Teaching and Learning (DTL) - The project took significant steps to strengthen its pedagogical approaches throughout the project lifetime. In particular, we created **simple, sustainable and scalable** solutions through TaRL and DTL to address extremely low literacy levels, the lack of age-grade correspondence and coherence, and the dearth of differentiation in the rigid approach to curriculum and instruction that leaves less-advanced students further and further behind. Foundational reading and arithmetic were fundamental to our approach, with aim to provide girls with skills that made the national curricular standards and syllabus accessible to them. As a result, 55% of girls were able to read, 95% could recognise digits and 69.5% could perform maths operations; compared to 15%, 37% and 19.2% respectively at baseline. This enabled successful transition of girls into formal schools (3146 girls) and entrepreneurship (4425 girls).

Both TaRL and a version of our DTL approach have been piloted in different contexts across Nepal through our collaboration with the World Bank and Ministry of Education, to address COVID-19 learning loss amongst marginalised children in-school (please see 3.1).

Use of ASER tools- The project opted for Annual Status of Education Report (ASER) learning tool instead of more widely used tools such as EGRA/EGMA. The assessment tool is **simple to deliver and simple to interpret** and understand for educators and learners; this has ensured that the learning assessments are used to inform content and classroom activities, in addition to assessing the impact of project implementation. For DTL, we adapted this tool for remote delivery, with assistance from CMC focal points, who helped us conduct assessments over the phone during lockdowns. We were approached by UNICEF and the Education Review Office (Ministry of Education) for our innovative remote use of this tool during our remote assessments. Our M&E and Education team shared their experience of its remote operationalisation. UNICEF and the Education Review Office (at the time in Dec 2020) were considering a nationwide education assessment during COVID-19.

Well-being checks – Our weekly well-being checks were critical in **tracking girls' status during COVID-19 lockdowns**, and in providing essential psychosocial support during what was an extremely challenging time for girls in confinement. This check-in was innovative, in that, it used most basic resources available to continue keeping in touch with girls and offer remote support. We appointed CMC focal points prior to the first round of COVID-19 lockdowns. As Musahars live in close, clustered settlements, the focal points were able to gather information on girls and share with our Protection Advisors on a weekly basis. This proved to be one of the most successful strategies in not just collecting updates but sourcing feedback to guide project design as the pandemic continued to evolve. 109 weeks of well-being checks were conducted altogether. As a direct result, psychosocial counselling was offered in 279 communities including case management support to 31 girls and their families through Trans-cultural Psychosocial Organisation (TPO).

4.5. What learning did you gain throughout your programme through tuning into beneficiary feedback? How were you set up to receive and respond to this feedback throughout implementation and closure? Did you receive the beneficiary feedback you set out to within your closure plan? (max 1 page)

As a participant in the UK Aid Direct Beneficiary Feedback Mechanism (BFM) pilot with [Integrity Action](#), Street Child's use of BFMs has been designed in alignment with BOND's

Feedback and Accountability Learning Group (FALG) paper prioritising feedback principles of inclusivity, accessibility, impartiality, collective responsibility and Do No Harm. Through Marginalised No More, these principles were cascaded promptly to all three implementing partners. To ensure that BFMs used are risk responsive and risk resilient, a combination of verbal and paper-based tools such as suggestion boxes, counselling desk, communication boards, key informant interviews (KIIs), focus group discussions (FGD) were flexibly and adaptably employed.

We maximised our feedback efforts in order to inform our activities in Year 2 and 3 of the project. This mainly entailed:

- A total of 11 FGDs involving 101 beneficiaries across 11 communities by partners Aasaman and JWAS; these consultations were substantiated with 21 KIIs involving 21 beneficiaries across 9 communities. These consultations were carried out to substantiate assessments of the learning and life-skills interventions.
- 3 safeguarding FGDs involving 36 beneficiaries across 3 centres.
- 3 coaching and counselling sessions with girls and their families as part of the livelihoods intervention by partner SAHAS.

As a result, key findings included:

- Almost all participants identified learning as a motivation for attendance, and identified agricultural and domestic labour as a discouragement.
- Almost all participants identified that their attendance varied across seasons, with a significant reduction in attendance during the farming and harvesting seasons (class times were changed to align to availability in harvest seasons, however, could not account for tiredness and other factors that limited attendance nevertheless).
- Attendance of a number of participants was affected by marriage (a third of all participants) and motherhood with 8 participants in one centre alone dropping out as a result of these issues.
- An increased interest in entrepreneurship/livelihoods amongst girls and their families as they experienced immediate loss of income during the COVID-19 lockdowns.

We believe that the project was able to implement more responsive strategies due to extensive feedback, in line with its BFM policy. Key outcomes of rigorous consultation with participants included effective closing of feedback loops, mainly through:

- Regular, real-time input directly from girls and their communities, allowing in-time, targeted troubleshooting of issues in implementation and informing reflections in the annual Review and Adaptation Meetings (RAM).
- Adjustment of retention strategy which promoted more dialogue with CMC and parents/guardians, to ensure girls' attendance and engagement (project achieved an average attendance of 71.2% and attrition rate of 8.3%, a very positive outcome for a highly marginalised group like the Musahars).
- Significant shifts to the structure, style and content of the learning and livelihoods interventions to ensure responsiveness especially during COVID-19. The ratio of girls transitioning into formal education to girls transitioning into entrepreneurship was reversed (60:40 to 45:55), as a result.
- Establishment of counselling desks enabling regular, timely verbal communication and communication boards allowing anonymised, visual messaging. The COVID-19 adaptations to our BFM policy were made considering safety and remote delivery (please see 6.4).

4.6. Please provide recommendations within the table below around ways of working and content delivery for education programmes for marginalised girls:

Recommendations for Fund Managers	Recommendation for practitioners delivering girls' education	Recommendations for FCDO
<p>Encourage investment in local teachers/educators to build capacity of those closer to communities for more lasting change. This could mean lowering qualifications at point of recruitment but will pay dividends in the longer term through more contextual content and its delivery, better learning outcome and skilled educators in communities.</p>	<p>Keep learning content as close as possible to daily realities of learners. Using mother tongue as language of instruction, locally available resources to create teaching and learning materials and adapt learning content for culture and context. Deliver learning through local teachers and educators.</p>	<p>Demonstrable commitment towards education of most marginalised children who have been impacted most by COVID-19, even as number of cases may be on the decline, with a focus on recovering COVID-19 learning loss. Increased funding to help address these longer term implications.</p>
<p>Support longer-term programme designs that offer sufficient strategies for surge support upon completion of outputs as it is not feasible for communities to sustain key impacts immediately without the resourcing previously available. This also allows adequate time to measure impact and sustainability implications in the medium term.</p>	<p>Implement longer programs in-school after enrolment of out of school children to provide ongoing support for an appropriate amount of time in order to ensure continuity in education and reduce drop-out. Similarly, follow-up support for community systems and structures established by the project, through a gradual release of responsibility.</p>	<p>While girls should rightly be prioritised, more funding and resourcing for work with boys/men is required. There is a limited amount that can be achieved with boys/men as indirect contributors to girls' outcomes. While globally, girls remain less likely than boys to enrol in school, in many countries boys are at greater risk of repeating grades, failing to progress and complete their education, and not achieving adequate learning while in school (UNESCO) (April 2022).</p>
<p>Enable use of less traditional approaches/tools through pilots within programmes. This encourages projects to experiment and explore newer way of delivering results. Webinars by the fund manager for cross-project learning have been incredibly helpful and have helped us stay informed about approaches being used more widely.</p>	<p>Attempt more non-traditional teaching/learning approaches. Offer scalable solutions that can be replicated and adapted to multiple contexts. For this, implementers should actively track national, regional, and global trends and propose informed, evidence-based interventions.</p>	<p>Commit to promoting innovations that carefully consider contextual complexities.</p>
<p>More contextual, proportional response to safeguarding. There is a general consensus around the need for stringent safeguarding mechanisms across the board. However, in practical terms, the</p>	<p>Generate feedback from groups that projects intends to work with, on all areas as a matter of good practice, but especially on safeguarding processes.</p>	<p>More contextual, proportional response to safeguarding/protection/gender-based violence. This is an area that warrants significant resourcing in order for a robust, effective response. Therefore,</p>

mechanisms and systems do not always function as they ought to. Also, in our experience, once reported, teams have found it challenging to balance the investigation/resolution with reporting to Fund Manager team. Although we have found that this has been relatively better in the last 1-1.5 years.	This ensures pathways that work well for them and ultimately ensure their safety. More nuanced analysis of approach to safeguarding, considering that contextual/cultural prejudices can influence perceptions of safeguarding.	especially given the dramatic rise in risks to girls and women during COVID-19 (and the longer-term implications of that), FCDO should lead by example in providing more direct support.
The amount of documentation required should be reviewed, for projects/organisations to achieve compliance without being burdened by extensive paperwork. Overall, more agility, without compromising on the procedures is recommended.	Holistic programming that involves complementing components, as education alone may not be a feasible option for most marginalised girls and their communities.	Advocate for Institutionalising alternative approaches to learning to assure access to learning for most-marginalised children during school closures in emergencies.

4.7 What would be the key policy recommendation(s) in your region?

In the first instance, we encourage adoption, adaptation and scaling of the project’s successful strategies. We offer a rich and robust data on most marginalised Musahar girls and communities and invite government and non-government stakeholders to engage in project outcomes, to plant the seeds for future investments in sustaining and scaling project achievements. Also, whilst the project was designed to promote self-sufficiency of Musahar girls, we recognise that there are significant populations of other marginalised Dalit girls in Madhesh Pradesh and across Nepal that need extensive support, and who can benefit from Marginalised No More’s experience and learnings.

In the second instance, based on key lessons learnt and the evidence generated, we would like to make four main policy recommendations for the region:

- **Institutionalise alternative approaches to learning to assure access to learning for most-marginalised children during school closures in emergencies.** This will be instrumental in minimising learning loss, required to reduce the risk of disruption and dropout among marginalised girls in successive surges of COVID-19 or other crises.

Based on our experience delivering DTL and LIFE (with World Bank), creation of interactive resources strengthen acquisition of core content and competencies. These should be tailored to low-literacy, low-resource environments, reducing reliance on reading through the inclusion of verbal and visual activities, including maps, pictorial representations and role plays. Further, recorded instruction and interactive instructional resources allow for self-sufficient use that assumes the absence of support and are appropriate for independent learning. Therefore, alternative learning approaches should be institutionalised to build resilience against future school closures. The GIEN can play a key role in contacting and collaborating with schools and community networks to trigger alternative learning systems during crises.

- **Coordinated action for GIEN at federal, provincial and local level.** The 700+ GIEN formed (including 50 established by Street Child) need resource and surge support to continue to operate as accountability mechanisms. Challenges were experienced in some Palikas due to a lack of demonstrable link between the GIEN and directives from Centre for Education and Human Resource Development (CEHRD). For e.g. one of our working Palikas in Saptari district held off participated in the GIEN, citing absence of instructional documents from CEHRD. Relevant strategies and priorities outlined in the School Education Sector Plan 2021, in particular to *Extend the gender networks formed at province level to local level and mobilise them for implementing awareness*, must therefore be leveraged to sustain functional GIEN in the long term.
- **Critical measures required towards addressing rise in GBV cases towards Dalit women and girls mainly during emergencies such as COVID-19, but also in non-emergency contexts** (the project experienced a high number of safeguarding/protection related incidents during the strictest forms of lockdowns). The capacities and reach of existing GBV-related service providers remain limited for peripheral, remote communities. Further, an acute absence of knowledge and information was noted in terms of responding to such incidents. In our rapid assessment with 620 respondents across 5 districts during the second lockdown, 139 cases of GBV were reported (June 2021). 75% of the cases had not been reported to authorities; 63% respondents said that they did not think it was necessary to report; 23% said they did not know how to report. Therefore, recently endorsed GBV budget guidelines (30 Palikas have endorsed them with the project's support) must materialise into tangible support to most vulnerable girls and communities to mitigate against risks and build resilience.
- **Increased investment towards rehabilitation of PwD in remote, underreached Dalit communities.** The project encountered substantial difficulties in identification of PwD which was made challenging initially by the associated stigma and limited awareness of what disability is. Following changes to our approach (please see 4.3), we successfully mapped the scale of the issue and the level of support required to rehabilitate PwD in our working communities – 423 PwD were identified through 11 assessment camps. Some parents and children were unwilling to take up services offered. This was mainly due to mistrust and perceived risk of undergoing surgery, getting physical treatment, etc. Therefore, an urgent need is noted to signpost appropriate support or services, along with community-wide outreach programmes focusing on disability in these communities.

Section 5: Sustainability

5.1 Have you achieved what you set out to deliver within the ambition of your sustainability and closure plans? Please detail where you have/haven't managed to deliver this ambition. Which of your core achievements are most likely to be sustainable and what does this sustainability look like? (2 pages)

Please include examples of where your education intervention has had a sustainable impact on a) gender norms, b) social inclusion, and c) disability inclusion. What were the most effective entry points to achieve these changes?

Marginalised No More was designed to scale and sustain successful strategies based on a thorough analysis of key barriers to socio-economic empowerment for most marginalised out-of-school Musahar girls. The project has made substantial contribution towards long term change, most notably through the legacy of improved aspirations towards education amongst Musahar girls, as was originally intended.

At individual level, this project reached 7856 out of school Musahar girls to improve learning outcomes (please see 3.1), leading to further education and entrepreneurship. Over time, repayment of debts will break the cycle of debt bondage for girls and their families.

At community level, the project leaves a fundamental legacy of increased aspirations towards education, demonstrating that learning does indeed lead to increased earning and therefore, increased life outcomes (average income of Rs 856/month/girl added to their household income through their business enterprise). Though aspects of the project's impact (capacity strengthening of GIEN , mentoring to girls as business owners, etc.) will require additional resources and investment to sustain in the long term, this increase in aspiration, and the resultant shifts in attitudes amongst Musahars has left a lasting change - **Street Child was awarded the 'Dina Bhadri Honors' for 'outstanding contribution in development of Musahar community in Nepal', in the presence of Minister of State for Province 2, by BHORE a leading campaign focused non-government organisation working for the upliftment of ethnically marginalised groups.** *"Over the last three years, Street Child has made vital contributions to our community, the likes of which no one else has so far. I hope that this support continues because there is a lot more to be done"* – Chandreshore Sada, NNMS.

At systems level, this project leaves a lasting impact through Community Educators and Transition and Protection Advisors recruited from the region (majority Musahars themselves), and educators in government schools who will continue to contribute critical capacity to interventions in the region. Educators (across 326 schools) have also benefitted from competencies to create more inclusive and conducive environments at schools for most marginalised children; with 50 schools in the region making demonstrable progress through improved feedback mechanisms (please see below).

Please see a brief summary of additional progress made towards sustainability outcomes at individual, community and system level:

- To ensure continuity of learning support mainly for girls that transitioned to formal schools, 398 homework clubs promote peer learning. Some of these clubs are also overseen by schoolteachers.
- Investments in coordination with government representatives were successful in driving longer-term, meaningful actions – assistance provided to 50 Palikas for developing gender-based violence (GBV)-relief fund guideline, with 30 Palikas endorsing the budget guidance, enhancing response to the rise in GBV in Musahar and other marginalised communities, especially during COVID-19.
- Our bespoke life skills manual, tailored especially for low-literacy settings, was endorsed by the Social Development Ministry of Madhesh Pradesh. This further legitimises our contextualised curriculum which can be scaled to support additional girls and boys in the region.
- 410 KCK are operational with 8624 active members who have received orientation and initiated information sessions on vital registrations, 'back to school' counselling and

community referral mechanisms. Further, these KCKs are linked with local schools to ensure attendance and engagement of girls in school, and address barriers for girls within their schools or communities.

- 50 schools reviewed their School Improvement Plans (SIP) to promote inclusion in their SIP and strengthen Complaint Response Mechanisms (CRM). During the review, all schools ensured (i) programmes to promote enrolment of out of school children from marginalised communities; (ii) updating of inclusion plans focusing on gender and disability-responsive structures; (iii) appointment of gender focal teachers; (iv) maintaining suggestion boxes; (v) conducive classrooms; and (vi) inclusive children clubs.
- 50 GIEN are now operational in 50 different Palikas with 706 active members. These GIEN operate at Palika level to function as accountability apparatuses for (i) implementation of Complaint Response Mechanisms (CRM) in-school and gender-responsive learning environments; (ii) addressing and eliminating causes of gender-related discrimination and disparities to sustain girls' participation in education; and (iii) enabling girls to lobby for and influence policies related to issues that most affect them – education, gender-based violence and climate change in particular. Based on our experience and learnings, we have developed a 'How to Note' on GIEN best practice which has been shared with relevant stakeholders including Centre for Education and Human Resource Development (CEHRD).
- Our GIEN guideline, which also incorporates support to out-of-school girls involved in enterprise development and institutionalisation of livelihood strategy, are shared with respective municipalities and rural municipalities through KCK and GIEN. As of April 2022, 3 local governments (Dhangadimai municipality in Siraha, Ekdaha rural municipality in Mahottari and Manrasisuwa municipality in Mahottari) have endorsed these guidelines. Several local governments are awaiting executive committee meetings for endorsement. However, this is currently being impacted by preparations for local elections in May. As aforementioned, we will leverage our network and presence in the region to track progress on this.
- 1888 girls have opened accounts in local cooperatives and financial institutions, following the establishment of their income earning enterprises. These girls now have access to loans for investment towards extension of their small businesses. Early trends also indicate a positive saving culture amongst girls – an average saving of Rs 104.45/month/girl in financial institutions, on top of the Rs 856/month/girl income, adding 12.2% to their family income.

In addition, from 2018 to 2022, this project has gathered robust, rigorous data to build an evidence base on interventions for most marginalised girls. The project was also initially designed to address a dearth of research on Musahars, and, to the FCDO Nepal (then DfID Nepal) call to strengthen the evidence base on women's economic empowerment in Nepal (DfID 2014). This rich data on Musahars, one of the most underserved groups in Nepal, will catalyse change by informing a greater understanding and attention on their needs, and informing the outcomes and impact of future complementary interventions by Street Child and other stakeholders that will build on the success of Marginalised No More. For example, in March 2022, the Project Coherence Unit (Madhesh Pradesh) requested us for data on Musahars households in Mahottari, Dhanusha, Siraha and Saptari. This was prompted by the Madhesh Pradesh Chief Minister's interest in exploring a potential social welfare fund for the Musahar community (during a meeting with the British Ambassador to Nepal).

6.1 Please outline how the project has taken a DNH approach in the design and implementation of the project. Has the project experienced any negative reactions from primary and / or secondary beneficiaries (e.g. community backlash) to the project, including through its focus on girls. If so, how have you addressed these concerns? (max 1 page)

The project carried out extensive assessments in the inception phase for Safeguarding and Child Protection mechanisms to be in close alignment with GESI minimum standards; ultimately ensuring a Do No Harm approach while working with the highly marginalised Musahar community. Therefore, our assessment included a thorough exploration of Do No Harm risks, especially surrounding the gender and caste-based nature of this project:

- Risk of objection from parents due to the high opportunity cost of girls
- Risk of objection from parents due to their fear of violence associated with sending their daughters to school
- Risk of dropping out due to pregnancy, marriage (moving to a different village), or family emergency (increased debt or new-born baby)
- Risk of backlash from non-Musahars due to perceived privileging of one Dalit caste over another

Despite comprehensive assessment and mitigation, in Year 1, project activities were disrupted towards the end of Q3, due to potential escalation of the resistance by NNMS. The perceived exploitation of Musahars through various aspects of the project, as flagged by NNMS, was recognised as one of the biggest risks and was addressed immediately. Key concerns raised were registered with upmost seriousness and reflected mainly in our recruitment efforts to hire qualified Musahar candidates in the immediate term, and meaningful integration of all Musahar stakeholders into the programme in the long term.

In Year 2 and 3, as key learning from Year 1, we ensured close coordination and collaboration with representative Musahar leadership and successfully mitigated against any resistance and backlash from the community. Further actions that helped deliver a Do No Harm compliant project included:

- Mapping and consulting with similar representative organisations to incorporate feedback and input regularly to achieve responsive and needs-based programming;
- Comprehensive socio-political risk analysis in parallel to project implementation;
- Revision of risk register to reflect newly identified threats around potential breakdown of relationship with Musahar/community stakeholders, and measures to mitigate/overcome these risks/ challenges;
- Situation analysis conducted on an ongoing basis to assure the project is assessed through a Do No Harm lens, against evidence collected through Beneficiary Feedback Mechanisms
- Accessible, well-functioning beneficiary feedback mechanisms in order to encourage input from girls and community members, address their concerns and close feedback loops effectively. This included unsolicited input from staff and beneficiaries through the various other reporting platforms such as counselling helpdesk, Community Management Committee meeting minutes, etc.

- Capacity building of NNMS through training and resource/material support wherever feasible.
- Joint monitoring visits conducted with NNMS to ensure project quality, along with cultural appropriateness and responsiveness.

6.2 Please outline how you will ensure safe handover of open safeguarding cases and whether you have delivered what you set out to within your closure plan (Who to? What training needs are there to ensure the victim/survivor is safe?) (max 1 page)

All safeguarding cases were closed at time of project completion – the last reported safeguarding incident was in Q12 and resolved in the same quarter.

6.3 What have you done to ensure that local protection systems are strengthened in the community, and that safeguarding systems are strengthened in schools? Please highlight what you have achieved around capacity support for referral organisations as highlighted in your closure plans (max 1 page)

Firstly, Street Child and partners adopted an inward-looking strategy which prioritised building in-house safeguarding/child protection capacity, over the lifetime of the project. This involved mandatory annual and other needs-based organisation-wide safeguarding workshops for all staff from 2018 to 2021. These targeted workshops covered a vast range of topics: (i) FCDO safeguarding principles; (ii) Do No Harm principles and implications; (iii) preventing Sexual Exploitation and Abuse (PSEA); and (iv) mitigation against Violence Exploitation Neglect Abuse (VENA); (v) safeguarding risk management; and (vi) code of conduct. A total of 4 organisational safeguarding sessions were conducted, attended by 141 staff. Main outcomes from these include:

- Strengthened capacities and capabilities of the four organisations, and in particular of the project teams, who also received additional training as part of project-related sessions – all major training incorporated safeguarding as a priority area.
- Implementing partners AASAMAN Nepal, JWAS and SAHAS first developed written safeguarding policies, and other supporting policies as part of this project.
- Enhanced safeguarding knowledge and rigorous practice, amongst all four organisations, evidenced through the development and implementation of (i) zero-tolerance policy; (ii) whistleblowing policy; (iii) survivor support policy; (iv) local service mapping directory; and (v) safeguarding action plan (SGAP).
- Appointment of Safeguarding Focal Points at community and organisation level.

Secondly, at community level, the project actively sought feedback from girls to establish appropriate reporting mechanisms and minimise instances of safeguarding breach. FGD were conducted with 36 girls to seek input on safeguarding processes and procedures. During this, one of the main concerns girls expressed was, *“as we have just begun to identify letters and cannot write on our own, we wish for alternate ways to express our safety concerns other than the suggestion box”*. In response, we established alternative reporting mechanisms such as communication boards and counselling desks. Key outcomes from this, and related day to day safeguarding activities in the community include:

- Extended and enhanced community reporting mechanisms through introduction of pictorial feedback/reporting system, weekly feedback desks and phone-based reporting.

- Orientation and capacity building of 440 CMC, who led community efforts to safeguarding, with essential linkages to relevant service providers.
- Clear channels for reporting in and across all 4 organisations – a case handling committee was formed to manage and monitor all incidents and investigations.

Lastly, at school level, the project was designed to strengthen teacher abilities in securing inclusive and conducive school environment for most marginalised children, through improved Complaint Response Mechanisms (CRM). A total of 508 teachers received training across 326 schools. 65% teachers were able to demonstrate understanding and implementation of best practices for inclusive and conducive learning environments, compared to 51% before the training. As a result, schools (please see 3.4) and teachers have demonstrated increased capacities to create safer learning spaces for children.

6.4 Please discuss how you have had to adapt safeguarding and risk management processes in light of COVID-19. What have been the main challenges and how have you been able to effectively respond to this?

There were three core adaptations in our procedures during COVID-19, which were integral to our safeguarding response:

- Development and implementation of COVID-19 Safeguarding Communication Standard Operating Procedure (SOP). This was in recognition that, as we pivoted to distance teaching and learning, working with girls over the phone or the internet was a high-risk activity. The SOP was also shared with regional Protection Clusters for wider circulation.
- 92 (male = 42, female = 50) members of staff including Protection Advisors, Transition Advisors, Inclusion Officers, Community Educators and District Coordinators were oriented on the newly developed Standard Operating Procedures (SOP). The key objective was to ensure that all the staff and beneficiaries remain safe while using direct two-way communication, as we pivot to remote project delivery. Core areas covered included (i) clear behaviour protocol for contacting girls during learning activities; (ii) appropriate use of ‘contact time’; (iii) harassment/bullying through phone and preventive measures; and (iv) reporting pathways for any safeguarding breach. In addition, specifically for staff, clear instructions for use of ‘work phone’, compliance with data protection policy, maintaining confidentiality and using broadcast functions wherever possible instead of personal messages were prioritised.
- Introduction of additional reporting mechanisms (phone-based) that enabled girls and community members to flag concerns remotely. This required further capacity strengthening of CMC focal points who were based in the girls’ settlements and provided assistance. Girls and communities were also actively familiarised with child protection and GBV service providers, by JWAS’ Protection Advisors, who they could directly contact if needed. For example, a 15-year old project participant in Sunsari district successfully prevented her (14-year old) friend’s wedding by [anonymously contacting the police during lockdown](#).
- Establishment of a rigorous system that enabled remote tracking of girls’ well-being on a weekly basis, flagging girls identified as being high-risk and providing psychosocial counselling to them through Trans-cultural Psychosocial Organisation (TPO). We were able to monitor the status of more than 80% girls on average/per week during the strictest form of lockdown in Y2 and Y3.

We would like to thank the Fund Manager team for the insightful webinar series, especially during the pandemic in Q7 and Q8 of Year 2. These proved to be incredibly helpful to our own team and our partner teams. These covered all core areas of our COVID-19 response and supported the project in getting up to speed with best practices across the GEC/LNGB portfolio and the overall sector, enabling us further to deliver responsive strategies during the pandemic.

Section 7: IATI, Grant Compliance and Fiduciary Risk

7.1 Please briefly describe here how you and your key partner organisations have met your IATI requirements. Please note, as per IATI guidance in the handbook: where funding passes through the Lead Organisation to Key Partner Organisations (KPOs), the Lead Organisation is responsible for ensuring that each KPO publishes IATI-compliant data on at least a quarterly basis, either on their own websites or through a third-party website (max 1 page)

Street Child as a lead organisation worked with three Key Partner Organisations (KPOs) viz. Aasman Nepal, Group of Helping Hands (SAHAS), and Janaki Women Awareness Society (JWAS). Though funds were received from the fund manager on a quarterly basis, we disbursed funds to KPOs on a monthly basis. KPOs reported actual expenditure against the previous disbursement by the 7th of the following month. All of this information is captured in our accounting system and are updated to a third-party IATI platform (<http://d-portal.org/ctrack.html#view=search>) on a quarterly basis. Information uploaded includes income received by Street Child from the fund manager during the quarter, funds disbursed to KPOs, and the actual expenditure incurred by all KPOs and the lead organisation for that quarter.

KPOs have not yet published the IATI-compliant data. Street Child is working with them to get this information uploaded to the IATI platform by 15th May 2022.

7.2 Please outline how the project has complied with any Special Conditions included in the AGA/contract (max 1 page)

There were 13 Special Conditions set out in our AGA and were categorised in the areas of Finance, Technical and Safeguarding. We were able to meet all of the conditions within the deadline outlined in the agreement. Some of the conditions in the finance category were flagged during the due diligence process and were complied with even before the formal project start date. These included (i) establishing an approved salary scale for employees; (ii) establishing an approved level of delegated financial authority; (iii) recruiting suitably qualified finance staff to meet the additional capacity requirement of the project; (iv) confirming the position of tax exemption; and (v) submitting due diligence reviews of downstream partners, etc.

Other conditions in technical and safeguarding were also complied with in consultation with the fund manager and within the agreed deadline. Compliance with these special conditions was valuable to Street Child in strengthening its internal control system and in improving its existing processes (please see 9.3).

7.3 Please confirm the number of fraud incidents which have been reported to the Fund Manager over the course of the GEC project. Please provide details on any learning from these incidents as well as any implications for your organisation's fraud policy and financial control procedures (max 1 page)

There were no fraud incidents reported to the Fund Manager. Street Child conducted a regular financial review and monitoring of its KPOs and no such issues were detected or raised with us.

Section 8: Value for Money

8.1 To what degree can you conclude that the project or some aspects of it have **proved** to be a strong, cost-effective investment?

By cost-effective, we explore the degree to which the value or results created were done at a good price. To answer the above question, we suggest focusing on the most salient features project that gives good VFM. In addition, some or all of the following supplementary questions may be helpful guidance to help construct this section:

1. Overall, did the project generate good value at a good price?
2. Did the results meet, exceed, or underachieve against expectations?
3. Was the project as a whole a good investment, with expenditure in line with optimal expectations?
4. Were some aspects of the programme driving more value than others? Which activities, what characteristics did they feature, and within which circumstances? Were certain combinations of activities more cost-effective than others?
5. Were project interventions relevant with the project broadly investing in the right things and to the right people? Would you have recommended changing resource allocation in retrospect to build a different more fit for purpose design?

This project has generated excellent value for money as it effectively leveraged outcomes and impacts to ensure sustained changes for Musahars who are politically marginalised, economically impoverished and socially humiliated, ranked 97 out of 97 castes in HDI terms (NPC 2015). The project strategy for achieving value for money rested on (i) delivering at low cost through achieving economies of scale; (ii) leveraging relationships, in particular in communities and existing structures, for sustainability; (iii) scaling a model that is proven to work; and (iv) ensuring that a vulnerability and equity lens is at the centre of the project.

As a result, the project has exceeded targets for Learning (Outcome 1: +45% for number recognition), exceeded targets for Transition (Outcome 2: +16% for school transition and 28% for livelihoods) and exceeded targets for Sustainability (Outcome 3: 13 new Palikas participating in education interventions instead of 5). There is an underachievement of -25% within Outcome 3 (no. of Palikas endorsing GBV funds guideline – 30 instead of 40). However, we have provided support to 50 Palikas and partner JWAS will be providing further support to remaining 20 Palikas for endorsement of GBV guidelines. The project has also met all key output and MTRP output targets (please see 2.2 and 2.2). *Please note that data for some sustainability indicators are pending as we await the final endline evaluation report.*

Our learning approaches were created with scale as a central consideration; resources were designed and delivered at the local level to optimise contextual effectiveness and cost-

efficiencies. Both TaRL and DTL used locally available resources, using critical support from Community Management Committee (CMC) members who volunteered their time to facilitate teaching and learning. **We scaled TaRL in 440 ALP centres at a cost of £870 per ALP centre, and £45 per girl; and DTL at a cost of £5 per girl.**

Our effective teaching and learning approach, including learning assessments, demonstrated through improved learning outcomes for girls (Outcome 1) has helped us maximise opportunities to replicate and scale interventions in not just Nepal but in the region. We have used similar remote learning strategies in North-Eastern Sri Lanka and with Rohingya refugee children in Bangladesh. In addition, we have leveraged the ASER survey to secure the South Asian Assessment Alliance project (Afghanistan, Bangladesh, Nepal and Myanmar), funded by Global Partnerships for Education's Education Out Loud grant (\$1.1M/3Y); and are actively working with the World Bank in Nepal to scale TaRL and DTL (please see 3.1)

Improved livelihoods outcomes, reflected through increased income and enterprise establishment catalysed changes for Musahar girls and changed attitudes towards Musahars. **This was achieved at a cost of £101 per girl for a total of 4425 girls, against the initial estimate of £145 per girl for original target of 3000 girls;** 1,572 girls that could not complete the livelihoods programme due to early project closure of the FCDO funded Breaking the Bonds project, were successfully transferred to this project, as a result also maximising value for money for both projects.

Further, as a critical contribution to gender equality and equity, the proposed project established 440 KCKs (Girls Assemblies) that are constituted at the community level and linked to the 50 GIEN established at Palika level, in close collaboration with local level authorities, and are led by girls, with active membership of most-marginalised girls. In November 2021, an independent assessment by the Foundation for Development Management (FDM) found our KCKs demonstrated a comprehensive understanding of their roles which includes (i) advocating to the government for girls education; (ii) supporting their peers who had transitioned into public schools, and offer assistance for learning through coaching clubs; and (iii) create community initiatives to improve awareness and ability to respond to risks for girls, including gendered violence. The 50 GIEN were established, oriented and trained at a cost of £139 per GIEN.

Economy and efficiency were achieved by close resource sharing, across cost categories with Breaking the Bonds including overhead costs, training costs, and M&E costs in the 3 common implementation districts. Further, our strong partnership with NNMS enabled our M&E team to identify and enroll girls into the programme at minimum costs through Musahar enumerators. Their presence in the communities accelerated girls' selection and cohort setup even during COVID-19 lockdowns, ensuring implementation as per the project work plan.

Equity was achieved through a distinctive focus on young mothers, girls marrying early and GwD (please see 4.3). The project worked with married girls, young mothers and girls with disabilities as prioritised sub-groups. Demonstrating commitment to GESI principles in achieving equity, the project used a GESI continuum, ensuring activities across all outputs were either GESI accommodating or GESI transformative (80% transformative, 20% accommodating upon project completion). Street Child worked together with partners in Year 1 to adapt activities that were likely GESI unresponsive or exploitative, contextually analysing barriers to achieve 100% GESI compliance throughout Year 2 and Year 3.

9.1 Please do share some of the most significant constraints that you have faced in relation to delivering on your outcomes and achieving operational excellence

While the project has delivered remarkable results, it has also seen significant challenges that prompted self-reflection and resulted in positive learnings.

Main programmatic challenges and learning include:

- Identification of girls within our criteria of 10 to 18 years was a significant constraint in Year 1 and remained a challenge in following years too. As most girls do not have birth certificates, there was limited opportunity for verification. Further, as the legal age of marriage is 20, married under aged girls were incentivised to present themselves as older for fear of legal action. Although the project achieved its beneficiary target, setting a higher target age range would have minimised issues in identification of participants.
- Low class attendance and drop-outs were found to be directly linked with either early marriage or increased needs for participation in daily wage labour and other income activities. Targeted counselling sessions with girls, together with CMCs and their families, were found most effective in minimising absenteeism, in addition to change in class timings, class duration and additional catch-up classes.
- Post-marriage migration made tracking/follow up of girls' businesses and income generation less feasible. Partners JWAS and SAHAS worked together to ensure girls remained contactable and received remote support where possible.
- Despite substantial, demonstrable, improvement in girls' life skills, girls were less able to mitigate against gender-based violence as cases of violence and early marriages rapidly increased. Therefore, we integrated multiple activities (legal aid sessions, self-defence training, case management, etc.) and monitoring mechanisms into our programme design during our Medium-Term Response Plan (MTRP) period.
- An absence of formal notice/directive from federal government meant that local governments and schools needed more convincing to approve/endorse GIEN membership and formation. However, by the end of Q14, we were able to reach our target through regular and consistent coordination with all relevant stakeholders. Also, a shortage of field staff was felt as project approached closure – key follow-up activities for school and livelihoods transition were officially handed over to KCKs, with Street Child and partner teams attending monthly meetings and facilitating contact with local schools for coordination beyond project closure.
- Having adapted assessment tools for remote application, ensuring data accuracy was a challenge and final data was cross-verified by partner M&E teams, followed by another check from Street Child's M&E team. This was essential to accurately capture progress when physical visits were constrained.

Main operational challenges and learning include:

- A limited pool of female candidates for all roles advertised posed challenges to the project's commitment to hiring a more representative workforce. This was mainly the case for roles based in the region (Madhesh Pradesh) where project was implemented. We prioritised women applicants where possible and also carried out head hunting to fill in gaps.

- Inadequate IT/digital competencies were observed amongst project staff, and amongst field staff in particular. This presented complications in submission of reports, timesheets, etc. Initially. Similarly, issues were experienced when we switched to remote working modality during COVID-19 lockdowns. The project was committed to building capacities of project staff, most of whom belonged to working communities and so substantial training, coaching and mentoring (Microsoft office, KOBO, google forms, etc.) were carried out consistently throughout the project lifetime. As a result, the project leaves a lasting impact through skilled Community Educators, Transition and Protection Advisors, Field Supervisors, etc. who will continue to contribute critical capacity to interventions in the region.
- The project encountered significant setbacks at the beginning of Year 2 due to resistance by NNMS, which resulted in the recruitment of more Musahar staff and involvement of more Musahar stakeholders (approx. 60% field representatives were Musahars). This transformed into a positive learning with short-term impact on project implementation being outweighed by the long-term impact of increased community representation and voice, especially as our reliance on local level action and ownership increased during the COVID-19 pandemic.
- FCDO funding cuts resulted in reduced project budgets. Although budget cuts to Marginalised No More was minimal (- £22,930), the early closure of our UK Aid Direct project Breaking the Bonds threatened budgetary constraints as there was significant resource sharing between the two projects. However, we were able to utilise savings from underspend during COVID-19 to retain staff and deliver intended outcomes for the targeted girls. We also successfully transferred 1572 girls from Breaking the Bonds to Marginalised No More, demonstrating our commitment to delivering results for Musahar girls.

9.2 Are there any further reflections you would like to share which are not covered in the report sections above? Please enter them here.

N/A.

9.3 Do you have any comments you would like to share on the way the GEC has been managed, which could be used to inform future fund management?

In our experience, working with the GEC fund manager team has presented critical learning opportunities. Please see a breakdown below:

Monitoring Evaluation and Learning (MEL) - The fund manager evaluation team were extremely hands on during the inception phase and played a pivotal role in shaping our MEL strategy through active support on development and finalisation of our MEL framework. Our team felt fully supported and benefitted immensely from the technical M&E-related guidance provided during this initial phase of programme.

Safeguarding - This is an area where all four consortium partners have made notable progress during the course of the programme with GEC team's assistance (please see section 6). Safeguarding Self-Audit and Safeguarding Action Plan (SGAP), especially, were instrumental in setting milestones for working towards establishing a robust, well-functioning safeguarding system.

Financial Management - As part of the special conditions, we (i) established approved levels of delegated financial authority; (ii) established approved levels of delegated financial

authority; and (iii) established an internal audit function. These are now considered integral to our financial management system.

Shared Learning - The GEC team have actively initiated sharing of best practices, presenting several opportunities to showcase our work and learn from implementers across projects, contexts and countries. In Nepal, the GEC/LNGB consortium (VSO, PIN, Mercy Corps and Street Child) has been an excellent platform for collaboration and coordination. It has been instrumental in exploring ways to sustain impact (for example through joint effort on GIEN) and efficiently avoid duplication.

We are also appreciative of the flexibility shown towards project adaptations before and during COVID-19. This has been critical in maximising project impact and ensure activities and outputs remained relevant and responsive to the rapidly changing needs of communities. For example, the transfer of 1,572 girls from our UK Aid Direct project Breaking the Bonds to Marginalised No More, received overwhelming support from the fund manager team. This timely transfer was critical in managing serious risks that emerged from girls not receiving committed livelihoods support through Breaking the Bonds (as a result of early closure following FCDO foreign aid cuts).

Further, the pivot to distance teaching and learning, hygiene package distribution, case management support was approved promptly by the fund manager, which accelerated our COVID-19 response. The weekly catch-up calls with Attiq and Ella helped reduce approval time (a significant improvement from first half of project period) as trends and challenges were discussed and addressed immediately.

Similarly, the finance team were very supportive throughout the project period and responded to all queries promptly. They were also flexible in accommodating our request (for e.g., where the template didn't allow negative values during upload, but it was mandatory for us because of the transaction reversal, Melissa would correct it from her end on our behalf). Our only recommendation is to share the fund transfer confirmation to implementing partners whenever they process our request.

While we recognise the need for risk-averse measures, necessary for working with highly vulnerable groups, in our experience, the additional workload in organising documents often hampered the speed of implementation in the field, making the entire process counter-productive. This was mainly the case in Year 1, during and following inception phase. For example, the finalisation of the MEL framework, safeguarding self-audit, etc. required several rounds of review and on occasions delayed roll out. It is worth reviewing the content of these documents to make them more user-friendly and fit for use in practical terms (the MEL guidance document itself is 157 pages). Overall, more agility, without compromising on the procedures is recommended.

9.4 Please include below links to where you have disseminated results and learning. Please feel free to incorporate some of these links in the learning section where relevant.

1) <https://street-child.org/news-media/nepal-uk-aid-direct-girls-education-initiative-showcase-street-child-covid-19-response-in-nepal/>

2) [Case study: Street Child - Marginalised No more | UNGEI](#)

- 3) <https://street-child.org/news-media/silent-hero-against-child-marriage/>
- 4) [12,000 Voices - A COVID-19 Rapid Assessment Report | COVID-19 Response Portal \(alnap.org\)](#)
- 5) [Distance Teaching and Learning during COVID-19 || Full Video](#)
- 6) [Marginalised No More: Supporting and Securing Livelihoods](#)
- 7) [Marginalised No More: Amplifying Voices That Matter](#)

9.5 In what ways has your project considered the environmental impact of your work? What specific components of your project have been championing the green agenda?

At community level, recognising that Musahars mainly live in Kamala and Koshi river basins which exposes them to disaster risk (intensified annual flooding), the programme has increased awareness of and improved response to climate change through targeted sessions under our life skills protection circles. In addition, as part of capacity strengthening support to GIEN and KCK members, 50 sessions on Climate Change were conducted in Q14. The sessions, attended by 2,522 members, aimed to inform girls on triggers and risks of climate change and promote resilience.

At project level, we have provided a proof point for generating income for girls to alleviate poverty without increasing pressure on their natural environment. All transition pathways, such as vegetable farming, animal rearing, etc. are chosen and localised to ensure economic activities are sustained whilst reducing strain on nature. Our activities also leverage the launch of the Green Drive recognising that livelihoods diversification is critical to conservation.

At organisational level, firstly, we have partnered with local organisations that have commitment towards and demonstrable track record of climate-smart programming. For example, partner SAHAS are guided by a five-year Climate Change and Disaster Risk Resilience Strategy (2019-2023). They have a clear mandate to work towards climate change preparedness, develop accountable climate responses and help communities adopt climate change resilient agricultural approaches that explicitly focus on vulnerable women and youth. Secondly, we have taken active measures to reduce the project's environmental impact by prioritising procurement of bio-degradable materials wherever possible. Learning resources, apart from workbooks, are increasingly developed by educators using paper, stones, sticks, etc. that are available in and around the working communities. M&E systems are innovatively digitised as much as possible and hiring of local community members as field staff has contributed towards reducing our carbon footprint.

Section 10: Reflections of Downstream Partners

10.1 Please include a separate table for each downstream partner to complete to allow for the capture of individual reflections

DSP 1	
1.1 Name of Organisation	Aasaman Nepal
1.2 What are some of the key learnings you will take away from this programme, which will inform your programme implementation in future?	1. Use of Teaching at Right Level (TaRL) and ASER tools – the approach enhanced learning levels for newly literate girls in a short time/duration and was simple to assess and to report for Community Educators.

<p><i>Add points as needed</i></p>	<ol style="list-style-type: none"> 2. Use of curriculum based on local knowledge and prioritises user-friendly teaching and learning materials (TLM) developed for the participants. 3. Distance Teaching Learning (DTL), virtual trainings, remote communication, safeguarding, beneficiary feedback mechanism (BFM), homework clubs formation, Kishori Chhalphal Kendra (KCK) formation. 4. Rapid assessments conducted by mobilising available resources during lockdowns that guided next steps.
<p>1.3 Adaptations to ways of working <i>(Please provide recommendations around ways of working within a consortium, what's worked well and what has changed over time)</i></p>	<ol style="list-style-type: none"> 1. Used each other's expertise and actively shared learning to implement the programme effectively. 2. Consortium partners' presence in Palikas added value to achieve common goals and objectives through efficient coordination with local government at all times.
<p>1.4 What have you learnt as an organisation and how has this changed your approach, structure and focus in core areas?</p>	<ol style="list-style-type: none"> 1. TaRL methodology can be applied in formal and non-formal and informal education system to promote the learning level of participants. 2. The ASER (Annual Status of Education Report) tools will be supportive to identify the learning level of students and propose solutions to increase learning level. 3. School's Gender Focal Teachers can play an important role to resolve/overcome GESI related issues at the school and community as well. 4. All developed mechanism, guideline and directives regarding DTL approaches will be helpful for local Palika to ensure the teaching learning program during future possible pandemics/emergencies and strengthen governance system by establishing BFM/CRM (beneficiary feedback mechanism/complaints response mechanism).
<p>1.5 What will you do differently in future as a result of your time and learning on the GEC?</p>	<ol style="list-style-type: none"> 1. Instead of consortium modality with different partner leading different components, we recommend that one partner should lead all the components (ALP, life skill and livelihoods) in each locations for uniformity and reduce number of staff in each centre/community. 2. The Community Educators/Protection Advisors/Community Advisors could be changed every cohort to prioritise local staff, as more people will benefit from the skills provided. However, the time and budget investment in training and capacity building needs to be considered. 3. The CMC could be strengthened further so they are well equipped and empowered to lead and support independently the well-being of girls.

DSP 2	
1.1 Name of Organisation	Janaki Women Awareness Society (JWAS)
1.2 What are some of the key learnings you will take away from this programme, which will inform your programme implementation in future? <i>Add points as needed</i>	<ol style="list-style-type: none"> 1. Use of audio-visual materials for delivering Life Skill Circles more effectively. 2. Extend Life Skills Circles for family members of girls as well to accelerate the impact of life skills knowledge and more acceptance from the family members and the community. 3. Shorter class hours and longer cohort engagement in a selected community for better results. 4. Match contribution and engagement both from the respective <i>Palikas</i> for sustainability and their ownership. 5. Age restriction should not be hard and fast in delivering programmes for Musahar girls (significant number of variance in actual age vs legal documents). 6. Robust incentives and appraisal system in place for regular participation and engagement of the girls.
1.3 Adaptations to ways of working (<i>Please provide recommendations around ways of working within a consortium, what's worked well and what has changed over time</i>)	<ol style="list-style-type: none"> 1. Consortium approach is good but full responsibility of all three components namely ALP, Life skills and Livelihoods for a single partner in a single district or Palika among the consortium would be much better and would bring more competence within the consortium. 2. Respective Palikas should be included in the consortium. 3. Representative community organisations such as Nepal National Musahar Sangh (NNMS) to be included in project consortium.
1.4 What have you learnt as an organisation and how has this changed your approach, structure and focus in core areas?	<ol style="list-style-type: none"> 1. As Musahars face extreme poverty, only educational programme in Musahar community will not bring sustainable result until and unless we combine the educational programme with life skills and livelihoods options for them. 2. If more boys and men get opportunity for livelihoods and they remain engaged, this will benefit girls and women in the family as they will have better life options and education opportunities.
1.5 What will you do differently in future as a result of your time and learning on the GEC?	<ol style="list-style-type: none"> 1. Capacity building of KCK members and registration of KCKs at Palika & linking them for yearly budget/programme and political representation/ participation. 2. More demand and context-based livelihoods options for Musahar community. 3. Programme for engaging Musahars in more savings and accessing credit.

DSP 3	
1.1 Name of Organisation	Group of Helping Hands (SAHAS) Nepal
1.2 What are some of the key learnings you will take away from this programme, which will inform your programme implementation in future? <i>Add points as needed</i>	<ol style="list-style-type: none"> 1. Marriage and migration have created difficulties in strengthening enterprises. So, married girls could be prioritised for more continuity and less drop out. 2. COVID-19 affected financial literacy classes where distance teaching and learning tool developed by the project was tested and found to be effective during pandemic. 3. Scattered settlements have affected the frequency of follow up visits and backstopping for strengthening enterprises, additional support is needed to help extend enterprises. 4. Instant income generating enterprises have performed better than other enterprises.
1.3 Adaptations to ways of working <i>(Please provide recommendations around ways of working within a consortium, what's worked well and what has changed over time)</i>	<p><u>Recommendations</u></p> <ol style="list-style-type: none"> 1. Clustered settlement approach must be adopted for intense follow up and backstopping. 2. Local government must ensure and support in enhancing access to citizenship which could help Musahar girls for leveraging resources from the concerned Palikas and wards 3. KCK could be registered as entrepreneur groups at local level for ensuring their eligibility for financial and technical support from local government. <p><u>Adaptations</u></p> <ol style="list-style-type: none"> 1. There were insufficient staff on livelihoods component which was later sorted out with good understanding and coordination between the consortium partners and worked well resulting in timely completion of the project interventions. 2. Girls were linked with financial institutions for savings from their incomes. A total of 1888 girls have started depositing their savings within such institutions. 3. Access to civil rights such as citizenship and marriage registration was also encouraged among the girls resulting in 188 girls claiming their citizenship and 15 girls receiving their marriage registration.
1.4 What have you learnt as an organisation and how has this changed your approach, structure and focus in core areas?	<p>This programme has also generated significant insights at the organisational level which can be used for future programming especially in Madhesh Pradesh. Working with most marginalised section of Terai region is itself a big achievement and has encouraged us to design programmes especially focusing in those areas. Safeguarding measures are ensured and the safeguarding focal point is appointed at the organisational level.</p> <p>At programme level, it was realized that economic empowerment alone sometimes cannot achieve desired results and bring sustainable</p>

	<p>changes. Both social and economic empowerment must equally be addressed. SAHAS, as livelihoods implementing organisation, considered this and worked to enhance the girls' access to basic civil rights through obtaining citizenship and marriage registration which is of utmost importance for them to enjoy their rights and harvest economic benefits utilizing subsidy allocated from local government and other agencies. Linking girls with financial institutions for sustainability is also another lesson from the programme for us.</p>
<p>1.5 What will you do differently in future as a result of your time and learning on the GEC?</p>	<p>Clustered or pocket areas must be highly considered for intervention to bring better results out of the project. Excessively scattered areas can be difficult to reach and to achieve targets.</p> <p>One partner organisation implementing all three components can ensure meaningful ownership to the programme, execute accordingly and produce impactful results.</p> <p>DTL tool can be as effective teaching and learning tool during difficult circumstances like the COVID-19 pandemic.</p>