

2019 (Y3-Q4)

H9: End Term Evaluation conducted: Identify and contract independent firm to design and conduct end-term evaluation; contractor conducts the end-term study and submits report.



Rural Health Education and Service Trust (RHEST)

Stop Girl Trafficking (SGT) Program

27/06/2019

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Caption of Cover Photos:

Figure 1 Participants/Enumerators of End term evaluation training of SGT/USAID program are doing practice on checklists of evaluation; and facilitators of training are providing the necessary information in field checklists.

Figure 2 Delivering role model in FGD questionnaires by participant/or enumerators of end term evaluation training

Title Page

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ABBREVIATIONS

BSK	Bikash Shrot Kendra
EoI	Expression of Interest
FGD	Focus Group Discussion
IDI	In-Depth Interview
INGO	international Non-Governmental Organization
KII	Key Informant Interviews
M&E	Monitoring and Evaluation
MIS	Management Information System
NGO	Non-Governmental Organization
RHEST	Rural Health and Education Services Trust
SD	Standard Deviation
SEE	Secondary Education Examination
SGT	STOP Girl Trafficking
SLC	School Leaving Certificate
ToR	Terms of Reference
USAID	United States Agency for International Development

Deliverables of the Milestone H9

Milestone	Target for Completion	Means of Verification for payments	Amount for Milestone Payment
<p>H9: End Term Evaluation conducted:</p> <p>Identify and contract independent firm to design and conduct end-term evaluation; contractor conducts the end-term study and submits report.</p>	<p>Y3-Q4</p>	<p>One end term evaluation report produced by independent firm/consultant (20 pages excluding attachments), including evaluation findings and analysis, selection criteria for contractor, copy of contract with TOR</p>	<p>\$30,000</p>

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EXECUTIVE SUMMARY

Introduction

Rural Health and Education Services Trust (RHEST) started a trafficking prevention program known as STOP girl Trafficking (SGT) Program by educating girls, their families, and communities to prevent girls of rural Nepal from the vicious cycle of child marriage, child labour and being a sex worker. RHEST believes that if girls are kept in school, they will not be trafficked and will be educated enough to even raise the awareness of their families and communities.

The goal of the assignment was to conduct an end-term evaluation of the project in six districts (Banke, Bardiya, Kailali, Kanchanpur, Sindhupalchok and Surkhet). The purpose of the assessment was to explore the multiple interventions of the SGT project that aimed at supporting girls' education and reducing social malpractices.

A qualitative evaluation was conducted with a total of 12 Focused Group Discussions (FGDs) with school girls, seven FGDs with Friday/Support teachers and members of RHEST Anti Trafficking Advocacy Groups, 10 In-Depth Interviews (IDIs) with dropped out schoolgirls and 37 key informant interviews (KIIs) with different stakeholders in six project districts.

A total of 15 schools: two school of Banke, Bardiya, Kailali and Kanchanpur, three school of Surkhet and four schools of Sindhupalchock district were purposefully selected for this assessment. FGD participants were recruited from grade 7 to 10 of the SGT supported schools, because the younger students might not be mature enough to answer the questions properly. Interviews were conducted using four different sets of data collection interview guides, which were pre-tested in Sindhupalchock district, prior to data collection. All interviews were audio recorded with consent from all participants. The interviews were transcribed, coded and analyzed. Thematic content analysis approach was used according to the predefined themes and sub-themes that emerged during the data processing and analysis. The quotes cited in the report have been included to best represent the range of ideas expressed around key themes which are presented below.

Key Findings:

SGT provided quality educational materials in a fair and transparent manner:

All SGT supported educational materials were equally well received by the school girls and was highly appreciated with the quality of the provided materials except for some odd sized sweaters, which could be because all girls of the same age are not necessarily of the same stature.

SGT project has improved girls' access to education:

The study revealed that SGT project has tremendously supported marginal, deprived vulnerable and hard to reach girls by providing crucial educational support. The study also shows that the SGT students' performance have also improved along with increased regularity and creativity. Moreover, the communities in which the SGT program is implemented has seen increase in the culture of educating girls. Also, the number of students drop out and child marriage has decreased significantly.

Students' satisfaction towards SGT support package was very high:

Almost all the students expressed their satisfaction towards currently provided SGT support package and educational support, which helped them complete their school education, increase knowledge and confidence in making decisions and reporting of social malpractices, if they see or experience any.

RHEST's student selection procedure was highly appreciated:

RHEST's student selection procedure was highly acknowledged and appreciated by all the participants. The School Management Committee, parents and local government officials all noted that the support was given to the indigent girls with a fair selection process.

SGT support contributed to reducing school absenteeism and dropouts and increased the success rates of disadvantaged girls in school education:

The findings indicate that the SGT project has contributed in mitigating school absenteeism and dropouts through awareness raising programs, advocacy approaches, formal and informal counseling, Friday classes and follow up of irregular students by the teachers, peers and SGT project staff. The findings also suggest improved educational attainments of the girls representing disadvantaged communities, particularly Muslims, Dalits and Janajati students that had the lowest educational attainment compared to the upper caste children. SGT project's support to educational materials, tuition fee and school uniform motivated them to be in school and to do well in school across the project districts. RHEST has also been able to bring back few dropped-out students to continue their education. As a result of the intervention a significant number of girls have pursued university level education and are working in different organizations as volunteers, interns and employees, including RHEST's central office and field offices.

Students and Friday teachers had varied perception towards girl education:

Almost all FGD participants (91.5%) agreed that their family would continue their school education after the Secondary Education Examination (SEE). It is evident that most of the Friday and Support teachers completed their school education with the support from RHEST, with the majority of these students pursuing university level education. Around two-third (60%) of the participants believed that the community would give continuity to girls' education to higher levels after marriage. Project monitoring data also shows that there was a sharp decline in school dropout rate after the project in 2018 against the pre-

intervention stage of 2016 (5.5% vs. 4.4%). Similarly, SEE completion rate has also significantly increased between the period 2016 and 2018 (60% vs. 84%).

SGT support was successful in reducing early marriage and empowering girls to take decision about their marriage:

The participants stated that the incidents of child marriage were very high earlier in all the project districts, but, it has plummeted drastically with the implementation of the project. The girls supported by the SGT project are perusing higher education at the universities. They stated that RHEST formed and mobilized the advocacy groups, Friday and Support teachers and students in each school which did motivate them to come to school regularly reducing school dropout rates and disseminating the message across the communities. The findings further show that more than three-fourth (76.0%) of the school girls were aware of the negative impact of early marriage before the age of 20 years, which would lead to negative consequences on their health, education, social status and so forth. Three-fourths (76.1%) of the students reported that they had the liberty to decide on their marriage. Parents' fear of their daughters' marriage in early age was also reduced, however, a small proportion of the students said that even their parents are pressurized by other family members to marry off their daughters at an early age. The reason may be socio-cultural traditions as well as poor financial condition of the family.

SGT support fostered making students fully aware on social malpractices and its reporting:

All students in this evaluation expressed that they were well aware of social malpractices that existed in the community and stated that they knew the place to report any incident observed in their community. Most of the students said that they would report the case to the police while some felt more comfortable talking to the RHEST staff or Friday or support teacher and family or friend.

Students tend to be confident to raise their voices and fight against social malpractices:

The evaluation findings show that students were fully aware of prevailing social malpractices (i.e. child marriage, child labor, violence and trafficking) and they had worked in the community for the advocacy and awareness raising. Students reported that they learned from their school, especially Friday classes, to become confident in raising their voices and to fight against social malpractices.

Friday teachers' work was highly appreciated:

Both students and teachers highly appreciated the work done by Friday teachers and their contribution for SGT students despite their limited working hours. Almost all students of FGD (95.7%) said that the Friday classes have made them confident to raise their voice and fight against child marriage, violence and trafficking. Friday teachers have supported students for their academics, handwriting practices and discussion on social malpractices

(child marriage, abuse, violence, trafficking, Chaupadi and so forth) that were prevalent in the community. After the implementation of the project, students were found to be more confident in fighting against social malpractices at the community and spread the correct messages at the community level.

RHEST advocacy groups were actively working across the project districts:

Advocacy groups formed under the project have been actively working at the community level across all project districts organizing awareness raising activities involving different local stakeholders. Few success stories were also reported in stopping child marriage in local communities as the groups were successful to convince parents and the girls to stop early marriage and continue their education.

RHEST capacity and working modality was highly appreciated and acknowledged across the project districts:

The evaluation findings clearly show that after the SGT project, RHEST learned lessons in terms of project documentation and reporting requirements. RHEST's working modality was highly appreciated and acknowledged by the field offices in the project districts. The participants applauded the long-term presence of the partners, continuity of activities in the districts and coordination with other organizations in the districts. RHEST's priority of recruiting local Friday/Support teachers, forming heterogeneous advocacy groups and alumnae were highlighted. Few members of the advocacy groups who actively worked in the community received jobs at local level and also received study opportunities. The participants frequently reported that RHEST worked in close coordination with local stakeholders and successfully implemented a number of community activities to fight against social malpractices and provided formal and informal counselling and referral of girls to rehabilitation centers.

When it comes to the different activities implemented by RHEST, the participants appreciated school education support, community health awareness, especially on junk food consumption and its impact on community health.

Few trainings from RHEST were reported from central to district level that was reported as being highly useful for their work and manage the project as well. Life-skill and Pedagogy training, in particular, to Friday teachers was mentioned highly useful as it made them competent to talk and teach to their students.

Range of audio-visual, social media and materials developed by the project were the main sources of information against social malpractices:

Social media such as Facebook, YouTube, Television, Radio, and newspapers were reported as the main source of information regarding social malpractices across the study districts. Similarly, Friday classes, child clubs and their activities, Narishwor, RHEST bulletin and *Saksham Chhori* radio program were all reported as the major sources of information about social malpractices.

The evaluation participants expressed a range of suggestions for the betterment of SGT project in the future:

- **Increased Friday teachers' working hour:** Friday teachers' work was highly acknowledged, but both students and Friday teachers felt that the current provision of two hours per week is very short to cater effectively on social issues as well as to provide support to the students.
- **Train the Friday teachers:** Both students and Friday teachers reported that whatever Friday teachers have been doing is great, but they felt they are not competent enough to provide detailed information on social malpractices, for example, legal age of marriage and providing some counseling. They said that it would be effective if RHEST could arrange for more trainings on these issues.
- **Very limited community awareness program activities to fight against social malpractices:** Participants said that the current SGT project involves frequent meetings with students and parents but very limited community activities to fight against social malpractices. They believe that there should be more activities to raise the awareness of the community members rather than just rely on the limited number and knowledge of the alumnae team.
- **Follow up on the use of educational materials provided by the project:** Participants were concerned about the proper use of RHEST supported materials by the students as in its absence few cases of misuse were reported. Therefore, RHEST should continue to monitor the (mis)use of the materials distributed.
- It is suggested that RHEST should not only provide educational support to the students, but also coordinate (most feasibly through the alumnae team) with local government and non-government organizations that support in developing school facilities such as toilet construction, drinking water and other physical facilities.
- **Review current support package offered by the project:** The evaluation participants have suggested to review the current package and add school fees for grade 8 students and lower level students, where applicable. Also, they suggested that the package should also include calculator, colour pencils and RHESt needs to coordinate with the schools beforehand for proper size of sweaters.
- **Avenue for review and reflection meeting:** Key stakeholders, Friday teachers, students and project staff suggested that there should be provision of review and reflection meeting among all six districts that may help mutual learning and sharing of success stories.

Program implication and recommendations:

Based on the evaluation findings, following recommendations are made to improve the SGT project in future:

- Most participants suggested for revision of the current SGT support package adding few more items. The items suggested to add by the students include scientific calculator,

umbrella, tuition fee for students in grade eight and below as well, colour pencils and coordinate for proper size sweaters.

- Students suggested that the current working hours of the Friday teachers (i.e. two hours per week) is not adequate to fulfill their expected roles. Therefore, the project team should work with the district stakeholders and Friday teachers and allocate ideal working hours based on the content that need to be covered.
- Both students and Friday teachers felt that the Friday teachers have been doing a great job, but they are still not competent enough to provide proper and detailed information about social malpractices. Therefore, RHEST should provide them training and make them competent enough for disseminating messages about social malpractice.
- The participants raised concerns that the current SGT project have very limited community related activities to fighting against social malpractices and it should include more community level awareness activities for identifying the local platforms rather than relying on only RHEST supported students, parents and alumnae.
- Participants stated that they got few trainings from RHEST and the Life Skill and Pedagogy training to Friday teachers was useful making them competent to talk and teach the students. Similar trainings and workshops should be provided to all stakeholders regarding social malpractices which are dynamic and complex to talk and explain.
- The project should continue to monitor the distributed materials or assign concerned staff (local staffs wherever feasible) for regular follow up and update the records.
- Students raised the concern of discriminatory attitude of few school teachers such as ignoring, humiliating and patting/touching improperly which results in students dropping out from the school. Therefore, RHEST should further explore and sort out these issues.
- Participants expressed concern that SGT project does not have community awareness program activities separately on social malpractices which should be added in the revised package and implement in future with active involvement of parents, students, teachers and local influencers.
- In spite of the project support to bring and retain girls' students who dropped out of the school, very few girls have returned to school because of unsupportive and broken families and inefficiency to find the balance between the girls' daily livelihood and education. Girls were forced to work at home. It is, therefore, recommended to consider establishing linkages with other district and local level stakeholders who could support for livelihood and provide other support to the girls for the continuation of their education.
- It is suggested that RHEST should not only provide support to the students and bring them to school, but also coordinate with other stakeholders for the accessibility of school facilities such as toilets, drinking water and other physical facilities.

CHAPTER ONE: INTRODUCTION

1. Background of the study

Despite strides of progress in increasing access of girls to education, human trafficking, especially girls' trafficking, remains a prominent predicament among the disadvantaged and impoverished communities. The 2015 United States Department of State's report for Annual Trafficking in Persons states that "Nepal remains a source, transit point, and destination country to exploit men, women and children and subject them to forced labor and sex trafficking".¹ A literature review on child early and forced marriage in Nepal reveals that the average age of marriage among the present generation is still from 14-18 years.² Similar to RHEST's belief USAID also affirms that promoting school activities and reducing absentism help girls and boys stay in school and do well in schools³, subsequently reducing the incidents of social malpractices like child marriage and child trafficking.

USAID's STOP Girl Trafficking (SGT), a three-year project, works closely with girls and women, family guardians and civil society to address girl trafficking through education, awareness, community engagement, and counseling. Rural Health and Education Services Trust (RHEST) launched the SGT program in 18 districts of rural Nepal in 1993 and USAID joined in the venture in 2016. Under the STOP Girl Trafficking initiative, RHEST team annually supports over 13,000 girls in 18 districts to be in school, out of which, USAID is supporting 3,800 girls in six districts – Banke, Bardiya, Kailali, Kanchanpur, Surkhet and Sindhupalchowk. The 3,800 students under the USAID funding are from 125 schools; 2508 girls from mid and far west regions and 1,292 girls from Sindhupalchowk, one of the 14 severely earthquake-affected districts of Nepal.

RHEST is a Nepalese non-governmental organization working to prevent human trafficking, child exploitation, and improving women's reproductive health and nutrition. RHEST strongly believes that schools provide a safe learning space, keep children safe from traffickers and empower children and their families from falling victim to lucrative offers from traffickers. Under the project, girls are given educational materials, school bags, stationeries and uniforms each year. Moreover, the project has implemented community level anti-trafficking awareness and advocacy campaigns against social malpractices, organized trainings for SGT alumnae and RHEST staff for capacity building and initiated a Management Information System (MIS).

¹ USAID Webpage: <https://www.usaid.gov/nepal/fact-sheets/stop-girl-trafficking-project> .

² Ghimire, A. and Samuels, F. (2014) Continuity and change in social norms for Nepali adolescent girls: the drivers and inhibitors of early marriage and education.

³ USAID 2017.Nepal Adolescent girl's empowerment assessment

Similarly, most of the schools have received financial support to develop their infrastructure and technical supplies. Through this project, some of the graduated girls become a part of the organization as volunteers or employees to be a counselor for the new beneficiaries. This helps the alumnae to gain self-confidence and independence, while younger girls gain positive peer role models and can visualize their brighter future. The project is focused on preventing trafficking amongst the vulnerable girls in selected districts of Nepal. The theory of change behind the SGT Project is that by keeping girls who are at risk in school they become less likely to be trafficked, especially for sex work and child labor. RHEST believes in “Keeping at-risk girls in school so that they don’t get trafficked for sex work and domestic slavery and they don’t become child brides”.

Overall objectives of the SGT program are:

- Objective 1: Providing support to the vulnerable girls to continue their education.
- Objective 2: Increasing partnership with community level protection mechanism to create a safe environment against human trafficking.
- Objective 3: Increasing capacity of RHEST and its partner organization to reduce risk of girl trafficking.

1.1. Selection Criteria for Contractor

After consultation with USAID, RHEST develop the criteria for SGT program evaluation and consultants. The criteria for the evaluation and consultants were as follows:

Technical criteria:

- Experience of consultancy firm in End line Assessment and Evaluation
- Report writing with previous evaluation experience required
- Critical thinking on impact assessment
- Experience of Team Leader
- Experience of Team management

Criteria for consultant

- Technical Proposal with the CV of lead consultant
- Proposed Methodologies
- Financial proposal with detailed budget breakdown
- VAT registration certificate
- Tax clearance certificate (during proposal submission)
- Roles and responsibilities of each team member
- Sample reports of previous similar undertakings. If required they will be kept confidential and returned in case of hard copies

- References contact detail of at least 2 of previous clients worked with in similar assignment
- Tentative work plan

RHEST opened bid two separate deliverables for End line assessment and End Term evaluation survey. A total of 22 firms/individuals applied for these deliverables. Out of them, 5 firms were selected for further process of assessment. After complete all the selection process and assessment, the assessment team of RHEST had selected Bikash Shrot Kendra for both deliverables; i.e. end line assessment and end term evaluation survey. The detail ToR and contract of consultant are attached in **Annex 1**.

1.2. Objective of the evaluation

General objective:

The purpose of this end-term evaluation was to explore the multiple interventions of the SGT project, understand the dynamics of promoting girls education and reducing social malpractices and understand the RHEST capacity for fighting against SGT issues in the project districts of Nepal.

The primary objectives were:

- To explore the impact/changes has the SGT project had in the lives of the SGT students and their families
- To assess the SGT activities reached to the targeted population what it pledged to do
- To assess the effectiveness of empowerment approaches of RHEST in keeping the vulnerable girls out of trafficking
- To document the best practices adopted by SGT to have effective advocacy at community level, and how does that work
- To explore the impacts of the SGT program in the schools and community
- To assess the RHEST coordination process with the government and non-government agencies at local level and its benefits after the coordination
- To assess the organizational capacity of RHEST and its network improved in dealing with SGT issue sustainably.
- To explore the effective of SGT, have the approaches been in bringing changes in the community and in the lives of the target population.
- To seek suggestions for the betterment of the SGT project in future.

CHAPTER TWO: RESEARCH METHODOLOGY

2. Introduction

This section elaborates on the study design, sample process and size, recruitment of the participants, data collection processes, field supervision and monitoring, data management and analysis, and ethical considerations and limitations of the study.

2.1. Study design

A cross-sectional qualitative study design was used to conduct the end-term evaluation of the SGT project implemented by RHEST Nepal in Nepal.

2.2. Study area

This end-term evaluation was conducted in six SGT project districts (Banke, Bardiya, Kailali, Kanchanpur, Surkhet and Sindhupalchowk). A total of 15 schools were visited for completion of the qualitative data collection where at least two schools of Bardiya, Banke, Kailali and Kanchanpur and four school of Sindhupalchock district were purposively selected (Table 1).

Table 1: Data collection schools

SN.	District	Name of School
1.	Banke	Sarswati Secondary School, Pipara Sagarmatha Gyanpunja School, Pasupatinagar
2.	Bardiya	Panchajanya School, Padanaha Kusmadevi School, Padnaha
3.	Kailali	Shree Shreepur Sec School, Shreepur Saileshwary Sec School, Behada
4.	Kanchanpur	Shree Laxmi Sec School, Khairbhatti Uday Sec School, Banka
5.	Sindhupalchock	Shree Jalpadevi Secondary School, Melamchi Nawalpur Secondary School, Nawalpur Siddhi Kamala HSS, Chautara Shei Krishna Ratna Ganga SS, Chautara
6.	Surkhet	Shree Jivan Jyoti School, Janapriya school, Shikhar Secondary School, Chhinchhu

2.3 Sample size and population

The qualitative evaluation survey was conducted with different stakeholders, through Focus Group Discussions (FGDs), In-depth interviews (IDIs) and Key Informant Interviews (KIIs) with the following four categories of the participants:

School girls FGD: A total of 12 FGDs was

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<i>Table 2: FGD</i>	
District	Number of FGDs
Sindhupalchock	4
Surkhet	1
Banke	1
Bardiya	2
Kailali	2
Kanchanpur	2
Kathmandu project staff [Program coordinator]	1
Total	12

conducted in six project districts (2 per district) with grade 7 to 10 school girls. Participants were randomly drawn from the list of RHEST supported students. Each FGD had 6 to 8 participants (Table 2).

Friday/ support teacher FGD: A total of four FGDs with Friday or support teacher of SGT project were conducted in four districts namely Banke, Kailai, Surkhet and Sindhupalchok (Table 2). The FGD recruited 6 to 8 participants. Thus, a total of 19 FGDs were conducted in the SGT project districts.

KII participants: In total 37 KIIs were conducted with seven different stakeholders (i.e. NGO partners, advocacy group members, Mayors/deputy mayors, education focal person of the municipality/rural municipality, school management committee, RHEST focal teacher/head teacher (principal) and central level staff of the RHEST as stated in Table 3.

SN.	Participants	No. per district	Total number
1	NGO Partners [Kailali, Banke and Surkhet]	1	3
2	Advocacy group members [6-Coordinator and 3 male member – Banke, Kanchanpur, Kailai]	9	9
3	Mayors/ Deputy Mayors	1	6
4	Education focal person of the Municipality/Rural Municipality	1	6
5	School Management Committee	1	6
6	RHEST focal teacher/Head teachers	1	6
7	Central RHEST staff of the project	1	1
	Total		37

IDI participants: A total of 10 IDIs (2 each from five SGT project district except Sindhupalchok) was conducted. In Sindhupalchok the dropout girls refused to be interviewed (Table 2).

2.3. Data collection

Bikash Shrot Kendra (BSK), a national level Nepali research organization was commissioned for the survey based on a competitive bidding process through a call for Expression of Interest (EOI). BSK hired the required experienced research coordinator, field researchers/enumerators, data translators and statistician for the evaluation. The data were collected using four different data collection study guidelines (Annex 1) that were developed based on the SGT program’s log-frame, theory of change, indicators, and review of baseline report. Few questions were added based on key SGT project interventions. The study guidelines were translated into Nepali language and pre-tested in Ram Devi Secondary School in Harre, Sindhupalchok district, which was not included in the final evaluation. The RHEST team, especially the Monitoring and Evaluation (M&E) officer, closely monitored and supervised the data collection work in all steps of the evaluation including joint training for field researcher training, attending pre-testing visits

and district level data collection monitoring visits (in Kailali and Banke). Data collection of this assessment were done in the following stages:

Selection of schools and participants: The field teams visited the selected rural municipality and municipality and 15 schools of the six districts for data collection as per the name list provided by the project. In each district the data collection team met with RHEST district project team and compiled all potential participants' name list and prepared final list of participants based on the inclusion criteria. Each of the potential study participant was called by field research team to confirm their time and place for the interview.

Data collection team and training: Field researchers were trained for three days by the research implementing agency, Bikas Srot Kendra, and RHEST staff. The training covered survey protocol, preparing lists of participants, participants' recruitment process, consenting procedures, interview skills and all consent forms and contents of the study guidelines. All the study guides were translated into Nepali language to be used for data collection.

Each FGD, on average, lasted for about one to one and half hours. KIIs and IDIs were conducted for about 35-45 minutes. Both FGDs and interviews were audio recorded with the permission of each participant. The participants were first asked to provide their informed consent. Two trained data collectors were involved for facilitating FGD whereas KIIs and IDIs were conducted one-on-one basis by a trained qualitative data collector. All audio records were safely stored and used for the transcription/translation and safely stored in BSK's central office in Kathmandu office. Three data collection teams were formed and mobilized simultaneously in three study districts. The first team conducted the survey in Kailali and Kanchanpur, second team was deployed to Sindhupalchowk and the third team was deployed to Banke, Bardiya and Surkhet. The teams for Kailali and Kanchanpur and Sindhupalchowk consisted of one supervisor and two enumerators whereas the team looking after Banke, Bardiya and Surkhet had one supervisor and four enumerators. While selecting enumerators, priority was given to those candidates who had previous similar experiences and could speak local languages as well as have past experience of working in the study districts. After the completion of fieldwork, all the transcribed documents were handed over to qualified translators for translating into English before final data analysis.

2.4. Data processing and analysis

Data entry and cleaning started after submission by the field researchers. All transcriptions were cleaned by another researcher who was not a part of the surveys and all audio recorders and interviewer notes were transcribed into one final transcription. The Nepali transcripts were translated into English and they were read and re-read using common exploratory techniques. To identify key themes, code, frequency reports and coded text reports were generated, and thematic content analysis was applied, and the key findings were drawn.

2.5. Field supervision and monitoring

The district supervisors regularly monitored and checked the collected data and ensured that the audio records and field notes were managed well and performed in appropriate study sites and with right participants. BSK core evaluation team members made monitoring visits to the survey districts in addition to the RHEST team in Kailali and Banke. Regular phone calls were also used. BSK's team worked closely with RHEST team and traveled to the districts to monitor fieldwork for quality assurance. There was no any major concern raised during monitoring visits except not getting two school drop out girls from Sindhupalchock district. Quality control measures were also included in qualitative data by reviewing audio recordings and translated transcriptions by supervisors and sharing of the files with the core research team.

2.6. Ethical considerations

Verbal informed consent was obtained from all respondents prior to enrollment in the study and interviews were conducted in private settings by data collectors of the same sex, to reduce participants' discomfort (Annex 2). Moreover, the participants were informed that their participation was voluntary and they had the right to refuse answering any of the question and they had the right to withdraw from the study at any point of time.

2.7. Limitation of the study

This study was conducted in six project districts of Nepal; therefore, the analysis and results presented in this report are confined to those districts only and may not necessarily reflect or be generalized to the other districts. This study was conducted using purposive sampling for selecting both RHEST supported schools as well as the location where the evaluation team could gather participants from more than one schools at the same time. This gave us the opportunity to interact with more students in limited time. However, due to this limitation, the sampling was less dispersed and representative in comparison to a randomly selected sample. Nevertheless, the girls were selected in a random basis after the schools were selected on a convenience basis. The findings from the qualitative study may not be generalizable to the entire population of the study districts or other similar districts of Nepal where the findings are not intended to be generalized beyond the target population.

CHAPTER THREE: FINDINGS

3. Background

This section presents the demographic characteristics of the schoolgirls who were invited for an interview followed by key evaluation findings on the basis of qualitative interviews and discussions. The evaluation objectives as mentioned in section 1.2 are considered while analyzing and presenting the findings. The objective wise findings are presented developing the key themes based on the information provided by the participants.

3.1. Demographic characteristics of school girls

A total of 92 schoolgirls (age 12 to 19 years) from grade 7 to 10 were recruited for FGDs in this study. More than one-third (34.8%) were of age 15 years and the youngest was 12 years. All interviewed girls were unmarried and belonged to Bramin/Chhetri caste, ethnic community (42.4%) followed by Janajati (94.3%) and Dalit (16.3%) respectively. The majority of the students were enrolled in grade 5 (22.8%) followed by grade 4 (20.7%) and grade 7 (18.5%) respectively (Table 4).

Age group (n=92)	Number	%
12	8	8.7
13	3	3.3
14	21	22.8
15	32	34.8
16	17	18.5
17	9	9.8
19	2	2.2
Caste/ethnicity		
Bramin/Chhetri	39	42.4
Janajati	38	41.3
Dalit	15	16.3
Marital status		
Unmarried	92	100.0
Schooling grade		
7	14	15.2
8	28	30.4
9	38	41.3
10	12	13.0
Which grade have you joined RHEST		
2	7	7.6
3	11	12.0
4	19	20.7
5	21	22.8
6	11	12.0
7	17	18.5
8	5	5.4
9	1	1.1

3.2. Demographic characteristics of Friday/support teachers and advocacy group members

Table 5 shows that the majority of the Friday teachers/support teachers and advocacy members were of age between 18-23 years (76.3%) followed by 24 years and above (23.7%). The mean age of this category was 22 years. Around two-third (65.8%) and the rest were

Table 5: Socio-demographic profile-Friday /support teachers and advocacy group members		
Age group (n=38)	Number	%
18-23	29	76.3
24-31	9	23.7
Mean age 22 years		
Marital status		
Married	13	34.2
Unmarried	25	65.8
Education		
MA	2	5.3
Bachelor	17	44.7
Certificate/IA/ED	19	50.0
Caste/ethnicity		
Bramin/Chhetri	14	36.8
Janajati	16	42.1
Dalit	7	18.4
Muslim	1	2.6
Working as a Friday/support teacher (n=26)		
One year and below	9	34.6
Two years	8	30.8
Three years	4	15.4
Four years and above	5	19.2
Working period as an advocacy members (year) [n=19]		
One year	12	63.2
Two years	5	26.3
Three years	2	10.5

married. Surprisingly, RHEST supported students were obtaining a higher-level education; from proficiency certificate to Masters Level and majority were doing a certificate level study followed by undergraduate level. The majority of the Friday/support teachers and advocacy members were Jananjati (42.1%) community followed by Bramin/Chhetri (36.8%) and Dalit (18.4%).

More than one-third of the participants worked as Friday or support teacher. Nearly one-third (30.8%) had worked for last two years and 19.2% worked for more than four years. Similarly, around two-third (63.2%) had worked one year as an advocacy member followed by 26.3% two years and 10.5% three years respectively (Table 5).

3.3. SGT project supports

This section covers the SGT project support in terms of educational materials, student selection procedures and their suggestions for the corrections. The core activities of RHEST was focused in the school education support and it required material in the six project districts. Students received stationaries, uniforms, bags and school fees, RHEST bulletin and Narishwor. In addition, they were supported by the Friday teachers in extra curricular activities and learning.

3.3.1. Educational materials support

Table 6 presents the support received from the SGT project as indicated in the quantitative survey with schoolgirls. It clearly shows that all (100%) students received stationaries, uniforms, bags and school fees, whereas more-than three-fourth received additional tuition fees, RHEST bulletin and *Narishwor*. FGDs with schoolgirls supported this. In addition, they got Friday teachers and library support (in some schools) to help girls complete their further education.

"We have received copies, pens, eraser, bag, uniforms and tuition fees. Tuition fee was NRs. 900 for class seven and NRs.1200 for class eight. Along with that, we were provided NRs 500 for stitching our uniforms and also received Nariswor and RHEST bulletin" [FGD, School Girls, Bardiya]

Table 6: Support received from SGT project

Variables	No.	Percent
Have you ever received SGT educational materials?		
Yes	360	100.00
What did you receive?		
School fee	360	100.0
Additional tuition fee	305	84.7
Uniform	360	100.0
Bag	360	100.0
Stationaries	360	100.0
RHEST bulletin/ RHEST	328	91.1
Narishwor	314	87.2
<i>Source: SGT Quantitative Survey, 2019 [Unpublished]</i>		

Almost all participants who participated in the interview and discussion stated that the given materials (stationaries, dress, bags) and tuition fees were adequate and of good quality.

"Currently provided educational materials -copies, books, pens, pencils are enough for us" [FGD, School Girl, Kanchanpur]

"Pens, Pencils, books, copies are enough for each student who received support" [KII, Surkhet, School Teacher]

"RHEST is providing educational materials such as copy, pencil, pen, eraser and school uniform which are provided twice a year. Two different educational booklets i.e. RHEST bulletin and Nariswor bulletin are also provided, which have contents on various issues and vulnerabilities" [KII, Advocacy Group, Sindhupalchok]

However, few participants reported that school tuition fee provided by the project was insufficient.

“The stationaries are enough for them because we give them twice a year. 6 months before we have provided them copies, bags, pens, and uniforms and after 6 months we provided sweaters, copies, pens and pencils. The quality of the materials is satisfactory.” [KII, School Teacher, Bardiya]

“RHEST does not provide school fees for students below grade 8 which our parents have to pay. Even the additional tuition fees they pay is not enough for the students.” [FGD, School Girl, Kanchanpur]

3.3.2. RHEST student selection procedure

The RHEST’s student selection procedure was highly acknowledged and appreciated by all the participants. It was noted that the support was given to the indigent girls with a fair selection process. All the participants in their interviews and discussions stated that the poor, vulnerable and marginalized girls were benefitting from the project.

“RHEST has been supporting those students who have a weak economic background and are not being able to go to school. RHEST is supporting such children so that they can also get education and make a better future for themselves” [FGD, Sindhupalchowk]

“In terms of the benefit we can say, for those students who cannot afford education RHEST has opened a gate for them. I don’t even think it should be measured. There is no measurement for it. Those who can’t get an education or who are not able to get an education, they are getting educated” [KII, Banke]

SGT project coordinator also stated;

“RHEST has very fair policy for student recruitment. RHEST needs to complete layers of process which need to be approved by the school management committee. Then RHEST staffs visit sample households and finalize whether the candidate fall under the selection criteria or not. We have not heard any question regarding the selection of students for the project support.” [KII, Project Coordinator]

Some of the participants presented the success stories with RHEST supported girls thus:

“There are many stories. One of the stories among them is about a Choudhary girl residing in Banke. Her mother and father both separated and got married to a different person. Her parents could not send her to school so, she came to Nepalgunj and stayed at others house and continued her study at Shree Saraswati Secondary School. After she got admitted there, RHEST provided support to her. Currently, she is studying to obtain her bachelor’s degree and is working part time as a support teacher. If she was not provided with the support, she could not have come this far. There are many girls like her” [KII, Banke]

KII participants also reaffirmed education materials supported by the SGT project.

“The stationaries are enough for them because we give them twice a year. 6 months before we have provided them copies, bags, pens, and uniforms and after 6 months we provided sweaters, copies, pens and pencils. The quality of the materials is satisfactory. However, sometimes they complain that the school bag did not last for a year.” [KII, School Teacher, Bardiya]

3.3.3. Advocacy group activities for the community

RHEST has formed anti-trafficking advocacy group in each project district including representatives of local stakeholders such as from respective Rural/Municipality mayor, deputy mayor, ward members, school teachers, parents and other stakeholders who have also been part of the advocacy group interactions, rallies and other programs conducted by the project. Study findings indicated that these groups organize different community level activities for reduction of social malpractices particularly celebration of national and international days in coordination with local government in the respective districts.

“The Advocacy group is working to reduce child marriage, Chaupadi, and support girls to continue school education, fight against violence and trafficking. The project has conducted awareness program in presence of Police officers, Chief District Officer and other district level stakeholders to stop human trafficking and prevent other social issues. Sometimes we conduct drama in order to increase awareness of community towards girl’s education” [KII-Advocacy group member, Kanchanpur]

As reported, the advocacy group implemented at least two advocacy events every year with participation of local stakeholders. One KII stated that:

“There are two interaction events with local stakeholders by advocacy groups every year and the project also conduct Social Audits every year” [KII, Advocacy group member, Banke]

Similarly, one advocacy member from Sindhupalchock district also stated advocacy groups’ core activities at the community aligned to SGT project goal particularly girl’s education. He expressed one of the success stories on stopping child marriage and helping the girl continue her education.

“We organize at least four different programs every year related to those issues and aspects that we feel have been an issue in the community. We conducted these programs during national and international days’ celebration. We conducted interaction programs and debate in the presence of concerned stakeholders, students and parents specially focusing on the issues that are related to SGT project goal. We generally organize programs to raise awareness.” [KII, Advocacy Member, Sindhupalchock]

The advocacy group informed that they succeeded to achieve the goal of SGT project. One success story was narrated by a Sindhupalchock advocacy group member thus.

“We have tried to solve the problem that arise in the society. There was one girl studying in class 8 who was about to get married. She was not even 18 years old and we were successful to stop that marriage. We suggested them (parents and the girl) not to get her married before completing her study. Now they are planning her married after she becomes 20 years” [KII, Advocacy Member, Sindhupalchock]

3.4. Impact of SGT project

Findings indicated that SGT project has worked on supporting girl’s education at school to grade 12 which indicated direct relation on reducing child marriage practices, girls

trafficking, and child empowerment on reporting of any incidents witness or any suspicious case to Police and other concerned places.

3.4.1. Reduced child marriage

Child marriage has been found prevalent in all project districts. It appeared to be both the cause and consequence of school drop-outs. Interviews and FGDs with children and teachers suggest that child marriages are the result of a combination of factors including poverty, poor access to education, family problem, cultural and or traditional harmful practices, social and peer pressure. In the past, child marriages were arranged and often forced by the girl's parents or other family members, however, the mode of child marriage has been changed which the children describe their unions as love marriage - usually girl and boy decide themselves to get married. A growing number of children are reported having love marriages at the age between 14 to 17 years while they are at grade 7 to 10. Early marriage arranged by the parents or family members has been reportedly decreasing whereas the incidents of children getting married by if found to be increasing. Child marriage and school dropout was reported among all caste and ethnic groups; however, it was more among Dalits, Janajati and Muslim girls. Some of the participants stated their views about the child marriage as such:

"In earlier times, parents used to force to get their children married in early age (child marriage)- at the age of 15 or 16 years – but these days, children get married (child marriage) by their own choice even though their parents and teachers always motivate them to continue their study" [FGD, Advocacy Group, Sindhupalchowk]

Some other participants described child marriage as a result of poverty, domestic violence and hostile family environment that force the young children to choose early marriage as an alternative option to get rid of family problems.

"There are various reasons that girls want to get married early including family pressure, alcoholic father who does not help provide daily basic needs and domestic violence. Because of such reasons some girls think that they will have a better life after getting married, while some of them wish to get married for their own desire. Also, there are some cases where the married girls are sent back to their parents' house." [KII, Education Focal Person, Surkhet]

Efforts have been made by various groups including RHEST network such as Friday teacher, alumnae and advocacy groups to eliminate child marriage, in some areas. An encouraging progress were reported by the key informants as:

"Previously child marriage was very common but after formation and mobilization of child clubs in each schools of this municipality they are working actively to stop child marriage. If they come to know about any case of child marriage somewhere, they would go there, make the people aware about the consequences. Nowadays, there might be very less incidents cases of child marriage. The numbers of girl students are even more than the number of boys these days. Everyone including community members, school administration and different organizations are very concerned about girls' education" [KII, School Teacher, Sindhupalchowk]

3.4.2. Reduced girls trafficking

Sindhupalchowk is known as one of the districts having a high prevalence of girls trafficking.⁴ But, as reported, the situation has changed in recent years. The participants reported their mixed opinion with regards to girls trafficking. Some stated that it has been reduced dramatically while others described that it has taken different forms, but trafficking has reduced for the last few years. One of the participants stated her view:

“Sindhupalchowk used to be severely affected by trafficking mainly in Tamang communities. This program was launched focusing on that. As this program gradually increased its activities, such incidents have drastically decreased. Girls were trafficked in various places of India and in Kathmandu, but that is not the case now. There may be few such incidents, but it is not much of a problem at recent times. We cannot say all this happened because of RHEST only but they have a leading and supporting hand in achieving this feat”. [KII, School Management Committee Member, Sindhupalchowk]

Another participant from the same district reported changing form of human trafficking:

“Girls trafficking is almost zero, but there is an increasing trend of girls going for foreign employment and many have been in a terrible situation. Girls are being trafficked in the name of foreign employment or many other reasons. But the severity of the problem has decreased” [FGD, Advocacy Group, Sindhupalchowk]

“Two types of trafficking exist- the first one is the migration for foreign employment and the second one is that the students of grade 6/7 are lured for better jobs by the trafficker, however, the number of trafficking cases has drastically reduced from Sindhupalchowk”. [KII, Deputy Mayor, Sindhupalchowk]

The respondents in Kailali also reported similar story that shows high prevalence of girls trafficking in different forms that caused many girls to drop out of school.

“There are such case, like the girls are lured to marriage, taken to India and trafficked there. There are 2-3 girls who got married here and were on the way to India. When they found out that they were being trafficked they informed us and we were able to rescue them.” [KII, School Teacher, Kailali]

“I have heard that a brother-in-law of my aunt took his sister-in-law to India convincing her to get a good job, but when her family came to know about then they went to India and found them just as he was about to sell her. They rescued her and brought her back home” [FGD, School Girl, Kailali]

“Some of my friends also left school to go to work in the cities. Two girls from Saraswati School left school to work at bar in Kathmandu” [IDI, Dropout Girl, Kailali]

⁴ NHRC (2018). *Trafficking in Persons in Nepal: National report. National Human Rights Commission: Lalitpur Nepal; pp. 6.*

3.4.3. Perceptions towards social malpractices among school girls

In this section the students were asked a number of issues related to the status of child marriage, its driving forces and family attitude towards child marriage. Also, we asked what the major social problems were prevailing in their community, what were the sources of information for girls, where they reported the cases of abuse or violence that they faced. The responses of the study participants to those questions are analyzed and theme wise description is presented in Table 6. It shows that the schoolgirls' perception towards social malpractices has drastically improved. 88% girls agreed that school education has made them more aware about abuse, violence and trafficking against women. Similarly, almost all (91.3%) girls were confident to raise their voice and fight against abuse, violence and trafficking and 88% girls reported that they were comfortable to report cases or suspicion regarding abuse/harassment/human trafficking to family and community. More than three-fourth (76%) girls claimed that their school education made them confident to decide when to get married and 76% girls stated that they were fully aware that getting married before age of 20 years has negative consequences. The Friday classes were found very effective and almost all (95.7%) participants agreed that Friday classes has made them confident to raise voice and fight against abuse, violence and trafficking. Interestingly, still around half (48.9%) participants agreed that their parents, relatives and community members had put on pressure for marriage whereas 40.2% did not agree on that. More than three-fourth (76.1%) participants did not agree about their parents fear if a girl does not get married while she is young it would be difficult for her to get married later (Table 7).

Statement	Agree	Neutral	Disagree	Total
School education has made me aware of abuse, violence and trafficking against women	81 (88.0%)	0	11 (12.0%)	92
School education has made me confident to raise my voice and fight against abuse, violence and trafficking against women	84 (91.3%)	0	8 (8.7%)	92
School education has made me comfortable to report cases or suspicions regarding abuse/harassment/human trafficking of family/community	81 (88.0%)	0	11 (12.0%)	92
School education has made me the freedom to decide when to get married	70 (76.1%)	2(2.2)	20 (21.7%)	92
School education has made me confident that getting married before age 20 has negative consequences.	70 (76.0%)	4 (4.4)	18 (19.6%)	92
Friday classes has made me confident to raise my voice and fight against abuse, violence and trafficking against women	88 (95.7%)	0	4 (4.3%)	92
Parents face pressure from other relatives and community members to marry their daughters	45(48.9%)	10(10.9)	37 (40.2%)	92

Parents fear that if a girl does not get married while she is still young it will be too difficult for her to marry later	22 (23.9%)	0	70 (76.1%)	92
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Besides the student’s empowerment, SGT project has conducted parent-teacher interaction program at school, which was helpful to disseminate positive messages to the community for childrens’ education.

“RHEST has played an important role. RHEST also conducts parent-teacher interaction program in the school. This has brought positive change in the minds of the parent to continue their childrens’ education” [KII, Myor, Sindhupalchock]

3.5. SGT project approaches fight against girls trafficking

The evaluation findings suggest that SGT project not only supported for education materials but raised community level awareness. The SGT project mainly targeted to recruit poor and vulnerable children helping them complete their school education. The project formed different teams at the community level to fight against girls trafficking. It supported students, Friday/Support teachers, alumnae and advocacy groups that were actively engaged in the community in implementing awareness raising activities and girl’s education as well as girls trafficking. That community activities were focused on girls schooling particularly completion of school education and passage to higher education. The participants widely acknowledged and appreciated these activities. The participants stated that if there was no SGT project many girls would be trafficked.

“If there wasn’t the SGT project, many girls in our society would get trafficked because their family couldn’t afford education of their daughters and without education they wouldn’t know how to be safe and how to decide about their future. The SGT project supported girls are more concentrated on their education which is incredible, and we are fully satisfied of the supports provided for girls education” [KII, School Teacher, Surkhet]

Some of the participants presented the success stories of the project supported girls who were able to become teacher and led number of events as a Friday teacher and disseminate the message at the tipping point.

“There are many stories. One of the stories among them is about a Choudhary girl residing in Banke. Her mother and father were separated and got another marriage. Her parents could not send her to school so, she came to Nepalgunj and stayed at others house but continued her study with the support from the SGT project. Currently, she is studying at bachelor’s degree and is working as a support teacher and leading to fight against social malpractices. There are many such girls who are actively advocating at the community and sensitize the community against girls trafficking” [KII, Advocacy Member, Banke]

3.6. Advocacy groups activities at the community level

The evaluation findings indicate that the SGT project was successful in promoting girl's education and mitigating child marriage, girls trafficking, abuse and violence to some extent in the project districts. Friday class was most liked and commonly reported effective activity for girl's empowerment, building their confidence and educating practical skills to fight against the discrimination, violence and traditional malpractices. Over 95.7% FGD participants from 12 FGDs agreed with the statement that "Friday classes has made me confident to raise my voice and fight against abuse, violence and trafficking against women".

Participants further remarked that:

"In Friday class, the teacher helps student complete their homework, teach spelling, handwriting practice and some difficult exercises. They also teach them what should be done and what shouldn't be done during menstruation, regarding child marriage, when should they get married and when shouldn't, how to continue study up to class 12, what is violence against women, harassment, high risk, what could be their problems and how could they be safe. They teach in Friday class using new methods and also encourage them to participate in school's completions like elocution, debate and art competition. Our children used to sit on the last bench, because they were weak in studies, but now this has been changed because of the Friday class" [KII, Advocacy Member, Kailali]

The reporting of violence cases was found minimal compared to the prevalence, however, the project seemed successful to bring the issues out in the discussion. It was also well noted that RHEST and SGT project is well known and accepted by the community in the project districts. The project tends to be successful reaching out to the real target beneficiaries with fair selection criteria and actively working by all advocacy members, alumnae and students. Advocacy groups formed by the SGT project were successful in advocating at the community level and many cases of early marriages were stopped and the girls continued their school education.

"One of the RHEST supported girls, from Khajura was studying in class 9 and she was about to get married with her own brother-in-law. The girl did not want to get married so she told about this to us and the advocate of the Khajura rural municipality. We all went to the girl's house and spoke with the parents and stopped the marriage" [KII, NGO Coordinator, Bardiya]

"RHEST has brought a few dropped girls back to school. They have continued their study now and even passed SEE examination. Few girls are pursuing university level education and got jobs too" (KII, NGO, Kailali]

Another strength and appreciable outcome were the long-term presence of the partners and continuity of activities in the districts. Few participants reported some shortcomings with local coordination by RHEST, however, the majority of them stated RHEST has developed good working relationships and implementing its project in coordination with local stakeholders.

"This program has been running for a long time and people have trust in this program. Many organizations came here and discontinued after a short time for 2 – 3 years but RHEST has been working diligently since long time. The materials provided are of excellent quality and

we would like to see the same quality materials being distributed again” [KII, NGO Coordinator, Bardiya]

“In the past, there was not much coordination activities but after the USAID support of SGT program, we came to know that there is a RHEST program and they have started the Pairavi Samuha [Advocacy group]. Then again, we organized another program in Bardiyaya and got to learn a lot. Again, after that many organizations came forward and we got good response through that program. We also organized a street drama in coordination with RHEST and Room to Read. We also conducted 3-4 programs in coordination with the rural municipality. With this it has been much easier to work and there has been good coordination. Now, almost everyone knows about RHEST program”. [KII, NGO Coordinator, Banke]

3.7. Impact from the SGT program in the school and community

Participants were asked to describe SGT impacts on girls’ education in their communities in particular girl’s enrolment in the school, their regularity and dropouts. They were also asked the reasons for not attending or dropping out of school if they reported any such case. Moreover, they were enquired about RHEST’s educational support to the girls – its adequacy, quality, benefitting group and its impact on girls’ school attendance. The findings are summarized below.

3.7.1. Change in community people’s attitude towards girl’s education

The findings show that the status of girl’s education in terms of enrolment, regularity and completion rate has been improved in the SGT project area as compared to few years back. Most importantly, a change in community people’s attitude towards girls’ education was observed across all project districts. The participants reported that compared to the past few years, the social attitudes towards girls’ education has changed.

A total of 19 FGDs with school girls, Friday/support teachers and advocacy groups were conducted and were asked four key statements regarding girls’ education. Almost all (91.5%) families encouraged their daughter to pursue higher education after completion of SEE. Around three-fourth (73.1%) participants comprising both students and Friday and Support teachers agreed that teachers treat their students in a fair manner. The present society believes that the girls should be equally educated as boys and getting education is the fundamental right of every child. The FGD participants when asked to rate the statement “My community believes that the daughters of our society should get education and equal opportunities”, the vast majority (68.5% of the total 130 participants) agreed with the statement. The parents happily send their

H9 Milestone Report

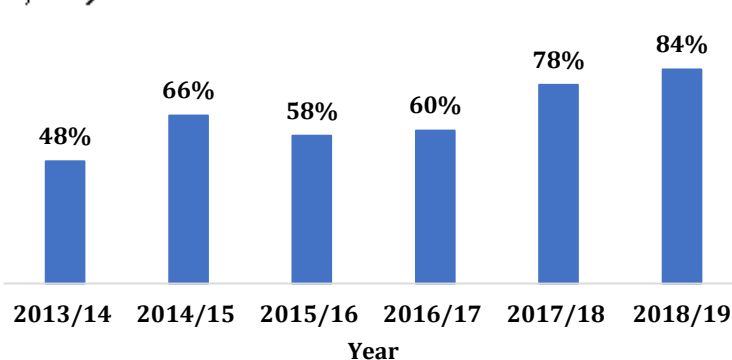
Statement	Agree	Neutral	Disagree
My family encourages me to continue my education to higher level (after SEE)	119 (91.5%)	1 (0.8)	10 (7.7%)
My teacher treats students in a fair manner	95 (73.1%)	2 (1.5)	33 (25.4%)
My community believes that the daughters of our society should get education and equal opportunities	89 (68.5%)	3 (2.3%)	38 (29.2%)
Girls in my community encouraged to continue their education to higher levels after marriage	78 (60%)	12 (9.2%)	40(30.8%)

daughters to school for education. Furthermore, 60% (of the total 130 participants) of the focus group discussions agreed that girls in their community are encouraged to continue their education to higher levels even after the marriage (Table 8). One of the participants in the focus group discussion stated:

“In the past people used to think that they shouldn’t educate the girl child since they would eventually go to their husbands’ houses. They should be taught to handle the household works. But now this isn’t the condition. More girl students are in the school nowadays”. [FGD, Advocacy Group, Sindhupalchock]

Similarly, secondary data also shows that there was an increase in students who completed grade 10 (SLC/SEE) with support from the SGT project (58% and 60% in 2015 and 2016 whereas 78% and 84% in 2017 and 2018 respectively (Figure 1).

Figure 1: RHEST supported students who completed grade 10 (SLC/SEE)



The target of the SGT program was to reduce student dropout rates as much as possible and encourage girls to complete their education at least till high school. Similarly, student dropout rate has reduced slightly in 2018 against 2015 (from 5.3% to 4.4%) (Table 9). Although 167 students dropped out in that year where the reason from the project monitoring data shows that it was due to marriage, migration from the community and poor financial status of their families.

Year	Total students	Annual dropout	Drop-out rate
2015	10000	529	5.3%
2016	3809	210	6.0%
2017	3909	227	6.2%
2018	3809	167	4.4%

Participants also further stated that few girls had dropped out even after support from SGT project because of some reasons.

“Few girls dropped out from school because they got married and went to India” (KII, School Teacher, Banke]

“One girl left school because of her family’s weak financial situation and her need to take care of household chores” [KII, School Teacher, Bardiya]

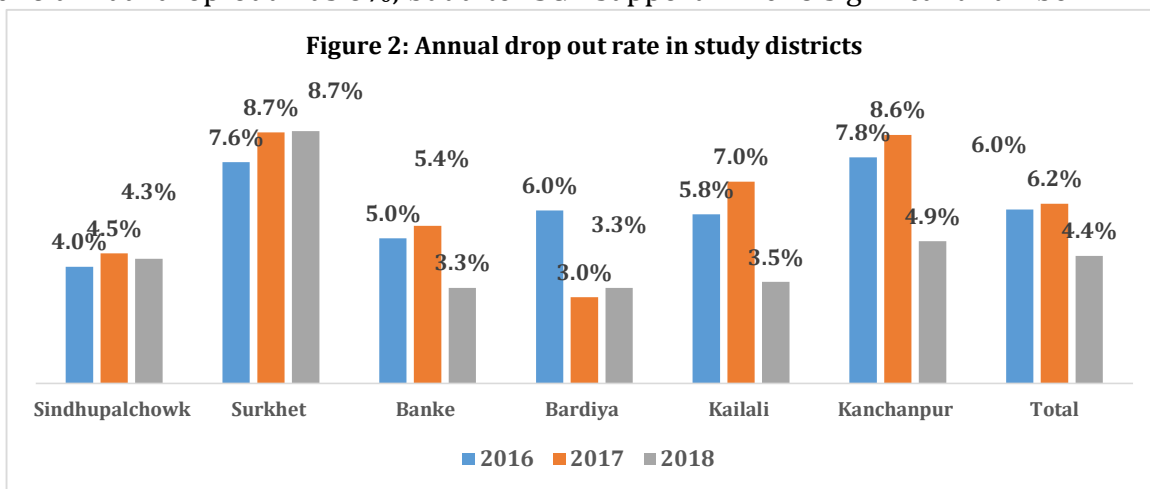
Friday teachers also further added that some girls left the school because of their poor educational performance.

“Few girls left school because of their weak educational background, they found it difficult to pass the examsunfriendly environment at their home also forced them to quit education” [FGD, Friday Teacher, Banke]

“Mostly they [girls] drop out because of marriage and if they give birth to a baby, they don’t like to join the study again” [KII, Advocacy Group Member, Surkhet]

Similarly, by district student drop out shows a significant change before SGT project and after it. In 2016 annual drop-out was 6%, but after SGT support in 2018 significant number of

students drop out was reduced (4.4%). The highest proportion of drop out in 2018 was found in Surkhet



(8.7%) followed by Kanchanpur and Sindhupalchock (4.9% vs 4.3%) respectively. However, Banke, Kailali and Kanchanpur district data shows a significant proportion of drop out reduced before and after the project period (Figure 2].

3.7.2. Increased number of girls in school

The M & E data given in Figure 2 shows that the number of girls who completed their school education has increased in 2018 as compared to 2016/17. The level of people’s understanding has also improved. They are now well aware about the importance of education, and the parents wish to provide the education to their children as much as they want to study. Out of 130 respondents from 19 FGDs conducted in RHEST project districts, 91.5% agreed that their family motivates them to continue higher studies after SEE. The increased awareness among the public has contributed to increase the number of girls significantly in the schools these days. However, the ratio of girls in lower classes is high which gradually decreases as they go to higher grades. In grade 11 and 12, male students are comparatively more than female students. Few years ago, most of the children from disadvantaged population – Badi, Dalits and Muslims – were left out of school, but now they are also encouraged to go to schools. The study participants believe that the government’s effort and support of civil society and NGOs have made this possible. The study participants believe that RHEST’s support has played a vital role to increase the number of girls in the schools of the project areas.

“RHEST provides all educational materials, school uniform and tuition fees. They are helping those students who are financially deprived. It has been a great support and female students have been able to continue study. The number of schools going children has also increased”. [FGD, School Girls, Banke]

Participants further stated that:

“Large numbers of parents have started sending their daughters to school on a regular basis as they are now well aware about the importance of educating daughter. Comparatively, the situation has improved a lot, but still in few caste / ethnic groups, enrollment of daughters is less as compared to sons. Talking about those female children under the RHEST support, the trend of drop out and child marriage has decreased comparatively. We meet the students time to time and also RHEST staff from centre also come for regular visits. Radio show Saksham Chhori has also played an important role in this matter.” [KII, School Teacher, Bardiya]

3.7.3. Increased success rate of girls from disadvantaged population

Participants reported the improved educational attainment of girls from the disadvantaged communities. They further added that a few years back, Muslims, Dalits and Janajati had the lowest educational attainment compared to the upper caste children. SGT project support focused to those children providing educational materials, tuition fee and school uniform that motivated them to study. This has contributed greatly to their better grades with higher success rates of disadvantaged girls across project districts. One of the interview participants stated:

“With the support, they have become more motivated and have progressed in their studies. Earlier, no student from the Badi community would be able to pass grade 10, and only a few students from Dalit community would pass, but, now they are also going to higher education after passing grade 10” [KII, Advocacy Member, Kanchanpur]

SGT project staff also further stated that after SGT project in the district,

“Students who left the school because of their poor economical situation were brought back to school resulting in an increment in their class regularity and a decreased drop out rate” [KII, School Teacher, Sindhupalchock]

Education office focal person also stated improved competency of girls after SGT support:

“The girls who are studying in the schools, supported by RHEST, have increased their creative thinking. They can talk and speak easily. They can put forward their ideas and can present in other various programs well” [KII, Education Focus Person, Kailali]

Key informant interviews also expressed similar views that the SGT project has not only supported education materials for girl’s education, but the student’s competency skills have also increased, and they are more empowered now.

“Advocacy group members and alumnae have participated in different rallies and talked with the local elected members, particularly with Mayors and Deputy Mayors about social issues. They have developed their speech skills. In the past, they used to be scared to talk to the ward chief but now they can work with them easily. Many of the girls also got chance to work with NGOs. They have built their self-confidence and are working in different sectors. Around 30 project supported girls who completed school education have their own business, many are working with NGOs, and one of them is working as a government employee”. [KII, NGO, Kailali]

Participants further stated that The SGT project not only offered girls education but saved lives of many girls who are now able to manage their lives independently.

“The SGT project’s education support has saved lives of many girls and now they have become fully capable of implementing and managing their lives independently. Previously, there were incidents of girls trafficking but now to prevent trafficking, the project has provided support to the needy girls, upto class 12. After completion of grade 12, they become capable to earn for their lives independently. Few of them are working as a teacher like us” [FGD, Friday Teacher, Sindhupalchock]

3.7.4. Reduction in school absenteeism and dropouts

SGT project’s support has helped mitigating irregularity in attending school and dropouts of girl students. Awareness raising, advocacy group – counselling, Friday classes and follow up of irregular students and dropouts by the teachers, peers and SGT project staff was found supportive to reduce school absenteeism and drop outs.

“In comparison to the previous years, the regularity of girls in the schools has improved. Parents send their daughters to the school regularly. Although, it has improved in general, girls of some caste and ethnic groups are still not allowed to go to school regularly in comparison to the boys. The drop out rates and the cases of leaving the school to get married has decreased in comparison to the past. The radio program initiated by RHEST, “Saksham Chhori” has supported this. In average, the situation has improved a lot compared to the past” [KII, Advocacy Group, Bardiya]

Banke district, girls’ schooling is more than of the boys. Nowadays, girls are more motivated to pursue education. People have developed the thinking that girls should be educated. In the past, girls used to stay at home doing household chores but now they have started going to school” [KII, School Teacher, Banke]

Despite the awareness and positive attitudinal changes among parents, small proportion of girls across the project districts were reported to be irregular in school and had dropped out. The drop outs were mostly among students in grade 7 to 9 (age 14 to 16 years). Key informants discussed the status of school drop-outs in their area saying:

“The students who gets an admission tend to come to school for three to four days then stop coming. Their peers or the school administration has to go find them. Record from the entire nation shows that the students stop coming to school from primary level which leads to less students appearing in SEE. So, the number of students seeking higher education is very less.” [KII, Advocacy Group, Banke] School management committee members stated that because

of the SGT project comprehensive changes are seen at the community level in terms of girls' education.

"We cannot say a certain outcome is due to only one reason, but we can see girls' schooling has drastically improved, their performance has become better and completion rate has increased. Parents spend their huge amount of time for education of their child even if they are staying in a rented house and working daily as laborers. This is all because they have that awareness on the importance of girls' education. All credits go to the SGT project. This has helped a lot" [KII, SMC Member, Sindhupalchock]

One of the teachers from Sindhupalchok reported that the Janajati children dropped out of the school more, particularly after a love marriage:

"The teenage Janajati students in grade 6 to 8 (14-15 years) tend to drop out of school and run away if their family is not supportive of their relation." [KII, School Teacher, Sindhupalchowk]

"They generally drop out in class 8 or 9. After class 10 these incidents rarely happen. There are cases where the students studying here are from other places like Jumla. They suddenly leave school and go back home when their parents call them back. Few female students have migrated that way" [KII, Education Officer, Bardiya]

Nevertheless, SGT project has been successful in raising awareness and creating a positive community environment towards girls' education in the project districts.

3.8. RHEST coordination and working practices

The evaluation findings show that all the participants from across the project districts highly appreciated and acknowledged the SGT project and its working modality. The main strength and appreciable outcome were the long-term presence of the partners and continuity of activities in the districts. The majority of the study participants stated that RHEST has developed good working relationships and implementing its project in coordination with local stakeholders.

"This program has been going on for decades and people have trust in this program. Many organizations came here and discontinued after 2-3 years, but, RHEST has been working diligently since a very long time. The materials provided are of excellent quality and we would like to see the same quality materials being distributed again." [KII, NGO Coordinator, Bardiya]

Due to good relation and working with close coordination with the local stakeholders and other organizations now everyone knows RHEST and its work.

"In the past, there was not much coordination but after the USAID support, first of all, we organized an interaction program with the stakeholders. After that program, we came to know that there is a RHEST program and they have started the Pairavi Samuha (Advocacy Group). Then again, we organized another program in Bardiyaya, from that we came to know a lot. Again, after that many organizations came forward and we got good response through that program. We also did a street play in coordination with RHEST and Room to Read. We also conducted 3-4 programs in coordination

with the rural municipality. With this it has been easier to work and there has been good coordination. Now, almost everyone knows about RHEST program". [KII, NGO Coordinator, Banke]

School teachers further expressed that The SGT project has worked in close coordination with different stakeholders and other organizations in the schools. Other organizations have focused mainly on infrastructure development and teachers' training, but, RHEST's support is to improve the education of the girls and raise awareness of the community. This is the major strength of the project.

"Most of the district level stakeholders knew about the SGT project. We have been working very closely with other organisations like WOREC, Women Development Section, municipality, judiciary committee, and of course Police. We can't work alone". [KII, Coordinator, Kailali]

"RHEST has coordinated well with other local organizations. There is an organization named NNSWA that provided support in early child development, classroom management and teachers' training... Maiti Nepal has been working on trafficking awareness program with which the SGT project teams are closely working". [KII, School Teacher, Kanchanpur]

Participants stated that the SGT project was closely working with various NGOs on topics of social malpractices and referral for rehabilitation and counselling of the vulnerable girls.

"RHEST Project team has regularly done interaction program with local NGOs and INGOs on topics of social malpractices. Especially we have worked with the local NGOs partner of RHEST to collaborate on referral services for rehabilitation of the rescued girls, counseling for the girls and so forth" [KII, Project Coordinator, Sindhupalchok]

3.9. SGT working approaches in the community

All participants appreciated the RHEST policy of recruiting Friday teacher from SGT supported students, advocacy members and alumnae and engage them in different activities. This has created some jobs to girls at local level, also it has provided learning opportunity and has prepared them for future employment. More importantly, we noticed their motivation and ownership towards the project.

"They [RHEST] have given chance to some students to work as Friday teacher or as a Support teacher or a social mobilizer like me without any experience. This is another important aspect of RHEST. We can learn a lot while working here and it also financially helps us. If we carry on performing better being active, there is always some way out for us that RHEST manages. Now, we have experience and some financial support, so we can continue our university education. This is what I like most about this program". [KII, School Teacher, Bardiya]

The strategy of continuously engaging the advocacy members, alumnae and Friday teachers has helped bring positive changes. A number of success stories were expressed by the participants as well as by the stakeholders and they highly appreciated the project for its work on girls' education and advocacy for decreasing social malpractices.

One of the key informants stated,

“There are very rare cases of student drop out after the introduction of RHEST’s support. This is not only RHEST supported students, but other students’ drop out has also reduced because of the interaction programs with parents. This credit directly goes to RHEST” [KII, School Teacher, Sindhupalchock]

Furthermore, all participants appreciated the RHEST policy of recruiting Friday teacher from SGT supported students. This has created some jobs to girls at local level, also it has provided learning opportunity and has prepared them for future employment. More importantly, we noticed their motivation and ownership towards the project.

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The evaluation participants stated that RHEST not only supported for girls’ school education but also to the community level health awareness activities.

“RHEST has not only talked about social issues but also provided health related information in schools and raising awareness about women’s health and junk foods in the community. The consumption of junk foods has been significantly reduced as people are aware of its consequences” [FGD, Advocacy, Sindhupalchock]

3.10. Organizational capacity development

The SGT/USAID project has conducted eight staff capacity development trainings on programmatic and financial management and implementation of community level activities for the central and field level staff and alumnae. However, these trainings were not limited to only six districts. Some trainings were implemented in all 18 project districts. Moreover, for the wider learning and exposure of the SGT project staff, two exposure visits were organized in India (one to Delhi and another to Patna) to observe similar types of programs related to women and children.

The participants stated that after having life skill and pedagogy training, the Friday teachers were

SGT/USAID initiated trainings for RHEST alumnae and staffs

- Five-day training for Friday and Support teachers on life skill and pedagogy training
- Refresher training for Friday and Support teachers
- Annual training (1 to 2 days) orientation for Friday teachers
- Two-day financial training in 2017
- Self defense training in Kailali and Kanchanpur
- MIS training for the field officers and RHEST central staff
- Refresher on financial training in 2018
- Project management training for some of the alumnae representatives

more confident and competent to teach their students.

We participated in the life skill and pedagogy training which made us very competent and confident to teach our students. We are confidently running trainings on girls trafficking and fight against violence and trafficking among students as well as their parents” [FGD, Friday Teacher, Kailali]

Similarly, advocacy group members also clearly articulated that the received training made them competent and were able to fight against social malpractices in the respective communities. They had implemented a number of community level awareness activities with the presence of local stakeholders and in coordination with NGOs and local government.

“After having the training from the project, we have conducted an essay competition in coordination with the ward office which was excellent, and we were confident enough to implement it” [KII, Advocacy Member, Bardiya]

Moreover, RHEST central and district teams also clearly articulated that after starting to work with USAID, RHEST’s organizational capacity has improved drastically in terms of reporting and documentation process as the staff have attended a range of trainings and capacity development activities. The Project coordinator stated that:

“Before the SGT project, we did not know the importance of documentation, and our documentemtion was poor and even we did not have capacity for well documentation and maintain recording and reporting which we learned after the collaboration with USAID” [KII, Banke]

Similar voice was heard from the SGT project coordinator in Kathmandu. He expressed that they all became capable in project management and that their learning was not only limited to six SGT project districts.

“RHEST’s capacity has improved after working with SGT project and USAID team, especially on programmatic aspect, documentation, data collection from the field and reporting. Our staff learned a lot on documentation and well maintaining project-related information. This learning was not only useful for the USAID-supported districts, but, also to other RHEST project district” [KII, PC, KTM]

Similarly, the study participants stated that their learning helped to coordinate with other local organizations and successfully implement different trainings at the community level.

“SGT/USAID has helped and facilitated to advocacy group in coordinating with various organizations like Mercy Crops, Gharelu for various training and advocacy. The members have participated in such trainings that helped foster their careers”. [KII, Advocacy Group Member, Kailali]

Furthermore, despite these training, few Friday teachers stated that the currently offered training did not well cover the topics to talk and teach about the social malpractices.

3.11. Issues and challenges faced by school girls

Despite improving the girls’ school enrollment and completion of their education, following issues and challenges were reported at SGT project sites:

3.11.1. Schools being far away

Though many girls are continuing school and performing well, a significant proportion of students have to commute long distance to and from the schools. Few students have to walk miles to reach the school through difficult topographic conditions. The foot trails are not good. These were often reported as the barrier in bringing girls to school. Drop-out girls from Kanchanpur and Kailali districts stated one main reason to leave the school was the school being far from home.

I did not have cycle to go to school. The school is far from my home, so, I could not walk that far. The cycle was used sometimes by my father and sometimes by my mother. I did not have money even to repair the puncture of the cycle. That's why, I left school." [IDI, Dropout Girl, Kailali]

Similarly, the FGD participants from Sindhupalchowk district also described thus:

For all the schools that are not near. In some places like Thulothakani and Chipling there are schools which are far where children have to walk for more than two hours. So, there is a problem to commute which makes it difficult for students. Since schools are far, it is difficult to send small children to study. Even grown up children might think of dropping out because they have to walk a long distance everyday." [FGD, Advocacy Group, Sindhupalchowk]

3.11.2. Poverty/poor economic condition of the family

The extreme poverty of the family was commonly stated as barrier for girls' education. As reported, drop-outs were higher from the poor family. For the parents who are living in poverty, they need their children as helping hand just to get by. Some couples have many children and can't afford to educate them. The girls are asked to do household chores rather than go to school.

"One girl left school due to financial difficulties. Due to poor economic status, her family didn't give money to buy books, then she went to work in aunt's home and left school" [FGD, School Girl, Sindhupalchock]

Some girl students who were enrolled in school were irregular in their classes due to work pressure, they had to go to others' field for ploughing, sowing, planting and harvesting frequently which ultimately made them drop out of school.

"If they (students) are not coming to school, we check the attendance and try to find the reasons. Some used to work at the brick factory, a girl was absent to look after her younger brother. We talked with their parents for the continuity of their study. But, their parents thought that skipping few classes will not be a big issue. They thought that her study could be covered in the next day. There are many such cases in our community" [KII, Advocacy Member, Kailali]

3.11.3. Dis-functional family

Many reasons were stated for girls leaving school. One of them was unsupportive family environment. The most reported unfavorable conditions faced by the girls who dropped out of school was family tragedy such as the death of a parent, broken family – father/mother living separately, alcoholic and irresponsible parents and domestic violence. One of the drop out girls stated her story as:

“I was about one and half years old when my mother passed away and at 5 years of age I lost my father too. I stayed with my maternal aunt till I completed grade 8. My maternal aunt also died, and then I went to stay with my sister. I tried to continue my study but could not do it due to unfavorable circumstances. I was going through a lot of stress and decided that it was best for me to get marriage to get myself out of the financial burden. There would have been a supportive environment to study if my parents were alive. They would have supported me. My maternal uncle and aunt were my parents, but she also left this world. I could not continue my study, so I decided to get married” [IDI, Dropout Girl, Surkhet]

Another girl from Kailali described her reason to leave school as:

We could not afford to buy clothes or to provide essentials to my sisters. My father is an alcoholic, he always drinks and beats my mother and us sometimes. I could see that we were not able even to eat so I left school to work” [IDI, Dropout Girl, Kailali]

Similarly, the Friday teachers in their discussion informed:

Some students don't attend school regularly because of their parents. Their parents live separately, or the father work far from home. We have recently surveyed the reason of irregularity among the student and found that some families are irresponsible towards their children. Drunken father in some cases resulted in broken families. Parent who lived separately can't provide food to their children on time. This results in irregularity of the children in school. We have made home visits to those children who are irregular at school to try and convince them to continue their education. But they continue to be irregular. There are some students who have received support from RHEST, but they are also irregular in school” [FGD, Friday/Support Teacher, Sindhupalchowk]

3.11.4. Lack of child friendly school environment

Physical facilities with adequate classrooms and playground, provision of toilets, water facilities and clean environments are the basic requirements of schools. However, some of the schools in the project districts do not meet the basic requirements that may have contributed to the drop-outs, particularly of girls. Poor physical infrastructure such as small-crowded classrooms, no provision of toilets, no sanitary facilities for girls during menstruation, poor sanitation and lack of water in the school are frequently reported problems in all project districts. The participants stated:

“There is no provision of drinking water in my school. Toilets are also not in adequate number as required. Now, we also do not get to drink water” [FGD, School Girls, Kailali]

Students of Kanchanpur also stated that they have the problem of drinking water at school.

“We don’t have drinking water facility in our school. We need to go to a nearby temple to drink water but during menstruation period, we cannot go in there...we miss classes during menstruation” [FGD, School Girls, Kanchanpur]

The school authorities in several schools accepted such shortcomings in their school. One of the participants stated that:

“We do not have well managed toilets and because of that, the secondary level girls are having problems during their menstruation” [KII, School Teacher, Kailali]

3.11.5. Negative and discriminatory attitudes of the teachers

Discriminatory attitude of the schoolteachers was often reported by the girls in focus group discussion. The commonly reported discrimination was that the teachers favor more to the brilliant students and weak students are often ignored. Many of them experienced harassment and or insult based on their caste, ethnicity and gender. More than one-fourth (25.4%) FGD participants from across project districts disagreed to the statement - “Teachers treat all students equally”. This shows that some school teachers do not behave fairly to all students. Some of the students shared their experience in this way:

“Most of the teachers focus on the talented students only. They do not pay attention to those children who have low performance” [FGD, School Girls, Surkhet]

Students’ FGDs also narrated that there is discriminatory behaviours from the school teacher.

“Some teachers discriminate student by their castes like Tamang, Damai, Kami, Newar, etc. Teachers encourage the children from Brahmin/Chhetri castes but say that Tamang children cannot study well and cannot do anything in life [6FGD, School Girls, Sindhupalchowk]

Similar view was narrated in Kailali:

“While teaching, they teach that we should treat all equally irrespective of race, caste or gender, level of intellectuality, etc. but it cannot be seen in practice. Special focus is given to talented students and weak students are sidelined. Teachers love good students and say pinching words to weak students. It happens in almost all schools” [FGD, School Girls, Kailali]

3.11.6. Abuse and violence

The study participants reported that young girls frequently face abuse and harassment by their teachers at school. Emotional and sexual harassment has been stated as commonly

faced abuse and harassment. Humiliating to certain caste or ethnic groups and touching on sensitive parts are the common forms of abuse reported by the girl students. Some of the examples expressed by the participants are:

“Sometimes, some teachers touch girl student’s bodies. if we go to talk to the (head) teacher about it, they scold us in return and say that they have done nothing” [FGD, School Girl, Sindhupalchowk]

“Once the teacher behaved in a bad way and he has had bad intentions toward girls. He used to call the girls for tuition even at 3 am. Such rumors were there and later the teacher was expelled out of school” [FGD, School Girls, Kanchanpur]

3.12. Source of information and reporting of violence

Social media such as Facebook, Television, Radio, YouTube and newspapers were reported as the main source of information on violence and trafficking among young generation across all districts. Reading books, friends and networks, neighborhoods, parents, in-laws were also the source of information for learning about culture, tradition and social practices. Friday classes, child clubs and their activities, Narishwor and RHEST bulletin were the means of getting proper information by the adolescents in the project area. Nonetheless, it was commonly reported that the electronic media and its excessive use has had negative impact among young generation. Some of the participants stated their views saying:

“TV and mobiles are the sources of information, but the young generation are getting negative information more from different programs and advertisement presented through media” [KII, Deputy Mayor, Sindhupalchock]

Very few participants reported that they had listened to “*Saksham Chhori*” radio program.

“We heard of ‘Sakshyam Chhori’ radio program all episode but ending gender-based violence and other social issues are interesting and very informative for us” [FGD, School Girls, Kailali]

The study found increased awareness among the people in the project areas against violence and trafficking. The participants were well aware on where to report the cases of violence. However, it was noted that the action and reporting against violence was minimal. In Tharu community, normally they reported the case to *Bhalmansa* (Mukhiya). In some occasions they go to Ward Committee and or Police seeking legal action, but, these are very rare. In the RHEST project area, the girls normally report to the advocacy group first and if needed, they go to Ward Committee or Police. Some schools have designated a teacher or formed a committee to take care for such reported cases.

“Boys sometimes tease girls. Nothing serious. Sometimes between students they complain that another student is ogling her. We talk to the students and try to find out the truth...they report to teacher, but they inform to Friday teacher as well” [KII, School Teacher, Kanchanpur]

3.13. Suggestion and recommendation of SGT project for future improvement

Participants were asked to respond to the question – have you observed any changes brought by SGT project? Can you share how satisfied you are with the support provided by the SGT project? We also asked them what aspects of SGT program they liked most and what aspects needed change? Based on response to these questions provided by the participants, we have summarized the success, suggestions and recommendations for future improvement below.

3.13.1. Key achievement/success

In general, the evaluation findings suggest that the SGT project was successful in promoting girls' education and mitigating child marriage, girls trafficking, abuse and violence to some extent in the project districts. Friday class was most liked and commonly reported effective activity for girl's empowerment, building their confidence and educating practical skills to fight against the discrimination, violence and traditional malpractices. Over 95.7% FGD participants from 12 FGDs agreed with the statement that "Friday classes has made me confident to raise my voice and fight against abuse, violence and trafficking against women".

One participant remarked:

"In Friday class, the teacher helps students complete their homework, teach spelling, handwriting practice and some difficult exercises. They also teach them what should be done and what shouldn't be done during menstruation, regarding child marriage, when should they get married and when shouldn't, how to continue study up to class 12, what is violence against women, harassment, high risk, what could be their problems, how could they be safe. They teach in Friday class using new methods and also encourage them to participate in school's completions like speech, debate and art competition. Our children used to sit on the last bench because they were weak in studies, but now this has changed because of the Friday class" [KII, Advocacy Member, Kailali]

The reporting of violence cases was found minimal compared to the prevalence, however, the project seemed successful to bring the issues out in the discussion. It was also well noted that RHEST and SGT project is well known and accepted by the community in the project districts. The project tends to be successful reaching out to the real target beneficiaries with fair selection criteria. The participants described their views and experiences about SGT project in this way:

"Overall, the program is very good, and many vulnerable girl students have been able to complete their +2 [Higher secondary] and have become teacher, JTA, Nurse, etc. They would not have been able to reach there if RHEST had not provided the support. Though we are not being able to bring about a change in all areas, we have been successful in certain areas." [FGD, Advocacy Group, Sindhupalchock]

"A person working at DEO [District Education Office] tried to sexually abuse a girl. The girl belonged to RHEST supported program. She was abused when she was there for tuition. She

then reported the case to the police. That person escaped from there. Later he lost his job. The case is still ongoing. She shared us that incident. She was capable of reporting and sharing this incident because of RHEST.” [KII, NGO Coordinator, Bardiya]

“One of the RHEST supported girls, from Khajura was studying in class 9 and she was about to get married with her own brother-in-law. The girl did not want to get married so she told about this to us and the advocate of the Khajura rural municipality. We all went to the girl’s house and spoke with the parents and stopped the marriage” [KII, NGO Coordinator, Bardiya]

Participants further added that RHEST has been supporting girl’s education up to grade 12 and other extra knowledge sharing.

“The most interesting thing is that RHEST not only focuses on girls’ education but also inform them about various aspects. For instance, we got support from RHEST from class 4 to 12. In all these years apart from the book knowledge I got to learn about various other things, which my friend did not had a chance to learn. That is the most interesting aspect” [FGD, School Girls, Bardiya]

Another strength and appreciable outcome were the long-term presence of the partners and continuity of activities in the districts. Few participants reported some shortcomings with local coordination by RHEST, however, the majority of them stated RHEST has developed good working relationships and implementing its project in coordination with local stakeholders.

“This program has been going on for a long time and people have trust in this program. Many organizations came here and discontinued after for 2–3 years, but RHEST has been working diligently for a long time. The materials provided are of excellent quality and we would like to see the same quality materials being distributed again. RHEST supports the education of a girl child till class 12 but what after that? Even if a girl completes class 12, the economic condition of that girl still might be miserable. So, what next? They also do not have any work experience and there comes the issue of how they can continue their study further ahead?” [KII, NGO Coordinator, Bardiya]

“In the past, there was not much coordination but after the USAID support, first of all, we organized an interaction program with the stakeholders. After that, we came to know that there is a RHEST program and they have started the Pairavi Samuha (Advocacy Group). Then again, we organized another program in Bardiyaya from that we came to know a lot. Again, after that many organizations came forward and we got good response through that program. We also did a street play in coordination with RHEST and Room to Read. We also conducted 3-4 programs in coordination with the rural municipality. With this it has been easier to work and there has been good coordination. Now, almost everyone knows about RHEST program”. [KII, NGO Coordinator, Banke]

Furthermore, all participants appreciated the RHEST policy of recruiting Friday teacher from SGT supported students. This has created some jobs to girls at local level, also it has provided learning opportunity and has prepared them for future employment. More importantly, we noticed their motivation and ownership towards the project.

“They have given chance to some students to work as Friday teacher or as a support teacher or a social mobilizer like me without any experience. This is another important aspect of RHEST. We can learn a lot while working here and it also financially helps us. If we carry on performing better and being active, there is always some way out for us that RHEST manages. Now we have experience and some financial support, so we can continue our university education. This is what I like most about this program”. [KII, School Teacher, Bardiya]

3.13.2. Regular monitoring of the educational materials

RHEST activities were found highly appreciated and acknowledged from both beneficiaries as well as stakeholders. In order to support girl’s education RHEST has been providing quality materials and mobilizing Friday teachers for students’ extracurricular activities i.e. handwriting, speech and discussion about social issues. However, the participants made a number of suggestions for the betterment of RHEST program in future. According to them, RHEST provided material should be regularly checked whether students have been properly using them or not. One Kailali participant suggested:

“The support materials provided by RHEST has to be checked time and again, because those materials may not have been properly utilized or some may have sold those copies. To avoid this, they (project staff) have to come for regular inspection” [FGD, Friday Teacher, Kailali]

“RHEST must monitor regarding its [educational material] misuse regularly” [KII, Education Focal Person, Kailali]

3.13.3. Counselling service to girls and parents

Almost all participants suggested that girls who dropped out of the school should be counselled along with their parents. Project monitoring data also shows that trend of school dropout has decreased, but small proportion of girls left school prior to completing their school education. They should be supported and guided towards completing their school education.

“We do not have regular counselling service at school and project. Project should have separate staff to counsel parents not only student” [IDI, Dropout Girl, Banke]

School teacher themselves also felt that regular interaction with parents was important for the continuation of the girl’s education which is also limited.

“We are trying our best to prevent drop outs in our school, but if one of the students leaves the school without consulting, it becomes really hard for us to bring that student back to school. If we provide one counselor on a regular basis to counsel girls and meet their parents, that might reduce the number of drop outs in future, if RHEST could think about this” [KII, School teacher, Bardiya]

3.13.4. Build on the capacity of Friday teachers

Almost all participants highly acknowledged and appreciated the work of Friday teachers but, Friday class teacher themselves and few students raised concerns that they should be

capacitated in terms of providing education supports i.e. handwriting, homework and community awareness program about social malpractices.

“Friday classes have helped a lot to speak up against women violence, harassment and trafficking, but they themselves need to be more confident and be able to confidently provide information as well as support for the students’ homework and other discussions” [FGD, School Girl, Bardiya]

Friday teachers themselves felt that there is a necessity of coaching, mentoring and training Friday teachers along with teaching management of the Friday classes.

“.....we are not expert in everything, we talk about child marriage, but we don’t know the legal details related to this and it does not look good when we speak about the things that we don’t really know. In such cases, we feel uncomfortable. If any topic arises about something that we don’t have any knowledge for, we cannot discuss that topic.....firstly we need to know the topic in detail then it’ll be easy for us to discuss. RHEST should regularly organize trainings and sharing session for updates” [FGD, Friday Teacher, Kailali]

“We need trainings and related materials, it would be better if educational materials based on curriculum were available, if we want to teach anything related to mathematics, we need black/white board and while discussing about violence, the pamphlets and posters containing related pictures make class more effective. Children would be able to understand better with visual aids and we also need to know well for effective teaching” [FGD, Friday Teacher, Kailali].

3.13.5. Extension of Friday teachers’ engagement

SGT project supported students highly appreciated the Friday teachers’ work where they learned something extra than that they have been doing in the class. Most of the girls’ discussion stated that Friday teachers’ working hours should be extended and should be given more time for support rather than whatever they have been doing.

“In Friday class they teach about a lot of issues such as child marriage, trafficking, Saksham Chhori radio program, handwriting etc. Before taking Friday classes we didn’t know anything. What is child marriage? What is the legal age for get married? To discuss in details their allotted time is very short that is why it is better to have more days of classes” [FGD, School Girl, Kailali]

Friday teachers themselves also stated that it is very difficult to manage all students in the currently allotted time.

“We have a time limit of two hours, which passes by checking homework. I cannot teach them the content I had planned to discuss with them. Two hours of class time is not enough to cover all the allotted material, we need more time.” [FGD, Friday Teacher, Kailali].

Advocacy group discussion also narrated that Friday teachers’ work burden is huge.

“Friday teachers also have workload problem- they get money for two hours classes each Friday but not for their field work. Field work, in the sense, they have to go to student’s home, provide counselling to the students who don’t come to school. This is not an easy work for them. It is also difficult while reporting” [FGD, Advocacy Group, Kanchanpur]

3.13.6. Review of availability of school facilities

Most of the Friday teacher FGDs raised the concern that RHEST should also coordinate to arrange basic facilities at the schools such as toilet, drinking water, school class, and library and science lab. FGD participants stated that:

“There is no facility of drinking water in my school. Toilets are also not in adequate numbers. You did not get water to drink here as well.... RHEST should look on that too” [FGD, Friday Teacher, Kailali]

“It’s difficult for us to go to toilet. It is so dirty that we don’t want to go there” [FGD, School Girls, Sindhupalchock]

Similarly, students also narrated that most school do not have adequate facilities, only few of the school has such facility, but students are not allowed to use it.

“We have a library, but they don’t open it. We have also computer and science labs, but they don’t use it to teach us” [FGD, School Girls, Sindhupalchock]

3.13.7. Review of current RHEST supported package

Most of the students, teachers and Friday teachers were happy with RHEST’s currently offered educational support package but they have suggested that the current package should be revised as per the current needs of the students.

“We do not have any comments on currently offered package, but this needs to be revised and include the provision of school fee for grades below 8 which has been managed by parents. This is very difficult for our parents” [FGD, School Girl, Kanchanpur]

Participants further added that the current package should have included colour pencils and a calculator.

“We need color pencils to practice drawing for science class, which is a must requirement, also, we need calculator for mathematics class.” [FGD, School Girl, Surkhet]

Student FGDs also stated that sweaters provided by the SGT project did not fit many students. So, they have suggested that RHEST should allow them to buy sweater in the local market or if that’s not possible the school should order different sized sweaters as per student’s requirement.

“We have been getting sweater which is not from the local market and most of the girl’s sweater does not fit as per their size. We need to use that anyway so if RHEST would provide us sweaters as per students’ size or allow us buy from the local market” [FGD, School Girl, Kailali]

Project coordinator of RHEST also agreed that there was no provision of colour pencil, school fees for students below grade 8 and calculator in the current package.

“We haven’t provided colour pencil, calculator, school fees below class eight students in the current package” [KII, Project Coordinator]

Education focal person of Kailali district also stated that the currently offered package should be reviewed and the amount and materials should be increased.

“I feel that the financial aid and the study materials must be increased” [KII, Education Focal Person, Kailali]

3.13.8. Include community awareness program

Most of the participants feel that RHEST have done a wonderful job supporting girl’s education but they do not have extensive community awareness program on various social malpractices. Participants narrated in this way:

“SGT project should have community awareness program on advocating fight against trafficking, child marriage, and domestic violence” [KII, School Teacher, Bardiya]

“RHEST have only parents and student interaction and discussion program, no any community awareness program, therefore, RHEST should design a rigorous community-based activity to fight against trafficking, violence etc.” [KII; School Teacher, Surkhet]

FGD participants of Sindhupalchock also narrated that:

“We have not seen any such programs (community awareness programs) organized by RHEST so far” [FGD, School Girl, Sindhupalchock]

3.13.9. Provision of review and sharing meeting

Both the Project staff and Friday teachers raised concerns that SGT project have not organized learning and sharing meeting involving all six districts.

“We are almost at the end of the SGT project, but we have not heard or got any chance to sit with all six districts’ project team and review our work, share good learning as well as discuss issues with RHEST, it needs to be planned in future” [FGD, Friday Teacher, Sindhupalchock]

Similar view was expressed by the project coordinator thus:

“It is good to have the provision of SGT project review and reflection meeting at least two times a year inviting all six district members that would help to learn good practices” [KII, RHEST Staff]

CHAPTER FOUR: CONCLUSION AND RECOMMENDATION

4.1 Conclusion

This chapter presents a brief conclusion on major findings of the status of the SGT project activities and identifies the key issues and challenges for the prevention of girls' trafficking and child labour by bringing girls to school, keeping them at school and helping them achieve better in school. The study has also suggested for improvement in the current program in coming future. This section draws the following conclusions based on the main findings of the study.

SGT provided quality educational materials in a fair and transparent manner:

All SGT supported educational materials were equally well received by the school girls and was highly appreciated with the quality of the provided materials except some odd sized sweaters.

SGT project enhanced girls' access to education:

The study revealed that the SGT project has tremendously supported marginal, vulnerable, deprived and hard-to-reach girls by providing crucial educational support. After the SGT support, the growth in student's performance has improved along with increased regularity and creativity, and culture of educating girls. Also, the number of students drop out and child marriage has decreased simultaneously.

Students' satisfaction towards SGT support package was very high:

Almost all the students expressed their satisfaction towards currently provided SGT support package and educational support, which helped them complete their school education, increase knowledge and confidence in making decisions and reporting of social malpractices, if any.

RHEST's student selection procedure was highly appreciated:

RHEST's student selection procedure was highly acknowledged and appreciated by all the participants. It was noted that the support was given to the indigent girls with a fair selection process.

SGT support contributed to reducing school absenteeism and dropouts and increased the success rates of disadvantaged girls in school education:

The findings indicate that SGT project contributed in mitigating school absenteeism and dropouts. Awareness raising, advocacy group, counseling, Friday classes and follow up of irregular students by the teachers, peers and SGT project staff led to reduce school absentees and drop outs. The findings also suggest improved educational attainments of

the girl students representing disadvantaged communities particularly, Muslims, Dalits and Janajati students that had the lowest educational attainment compared to the upper caste children. SGT project's support to educational materials, tuition fee and school uniform motivated them to be in school and to do well in school across the project districts. RHEST brought few dropped out students back to the school and they have continued their study. Few girls were pursuing university level education and working in different organizations, including RHEST, as volunteers, interns or employee.

Students and Friday teachers had varied perception towards girl's education:

Almost all FGD participants (91.5%) agreed that their family would continue their school education after the Secondary Education Examination (SEE). It is evident that most of the Friday and Support teachers completed their school education with the support from RHEST. Majority of those alumnae have been studying at the university. Around two-third (60%) of the participants believed that the community would give continuity to girls' education to higher levels after marriage. Project monitoring data also shows that there was a sharp decline in school dropout after the project in 2018 against the pre-intervention stage of 2016 (5.5% vs. 4.4%). Similarly, SEE completion rate significantly increased between 2016 and 2018 (60% vs. 84%).

SGT support was successful in reducing early marriage and empowering girls to taking decision about their marriage:

The participants stated that there was child marriage in earlier days in all the project districts, which has drastically decreased since the implementation of the project. The girls supported by the SGT project are perusing higher education at universities. They stated that RHEST formed and mobilized the advocacy group, child club, Friday teachers and students in each school which did motivate them in reducing school dropouts and disseminating the message to the community. The findings further show that more than three-fourth (76.0%) of the school girls were aware of the negative impact of early marriage before the age of 20 years, which would lead to negative consequences. Three-fourth (76.1%) of the students reported that they had the freedom to decide when to get married. Parents no longer feared that it will be difficult to find suitors if their daughters did not marry at an early age. However, a small proportion of the students raised concerns that their parents were being pressurized by other family members to marry off their daughters early. The reason may be socio-cultural traditions as well as poor financial condition of the family.

SGT support fostered making students fully aware on social malpractices and its reporting:

All students in this evaluation expressed that they were well aware of the social malpractices that existed in the community and their reporting. All students stated that they knew the place to report any incident seen in their community. They said that they would report the case to the police followed by to RHEST staff or Friday or support teacher and family and friend.

Students see to be confident enough to raise their voices and fight against social malpractices:

The evaluation findings show that students were fully aware of prevailing social malpractices (i.e. child marriage, abuse, violence and trafficking) and they had worked in the community for the advocacy and awareness raising. Students reported that they learned from their school and Friday classes to become confident in raising their voices and to fight against social malpractices.

Friday teachers' work was highly appreciated:

Both students and schoolteachers highly appreciated the work done by Friday teachers and their contribution for SGT students despite their limited working hours. Almost all students of FGD (95.7%) discussed that the Friday class has made them confident to raise their voice and fight against abuse, violence and trafficking. Friday teachers have supported students for their academics, handwriting practices and discussion on social malpractices (child marriage, abuse, violence, trafficking, Chaupadi) that are prevalent in the community. After the project, students were found confident in fighting against social malpractices at the community and spread the correct messages to the community level.

RHEST advocacy groups were actively working across the project districts:

Advocacy groups formed under the project were actively working at the community level across all project districts in awareness raising activities involving different local stakeholders. Few success stories were reported in stopping child marriage in local communities as the groups were successful to convince parents and the girls stopping early marriage and continuing education.

RHEST capacity and working modality was highly appreciated and acknowledged across the project districts:

The evaluation findings clearly show that after the SGT project RHEST learned lessons in terms of project documentation and reporting requirements. RHEST's working modality was highly appreciated and acknowledged in the project districts. The participants applauded the long-term presence of the partners, continuity of activities in the districts and working in close coordination with other organizations in the districts. RHEST's priority of recruiting local Friday teacher/ support teachers, forming advocacy groups and alumnae were highlighted. Few members of the advocacy group who actively worked in the community received jobs at local level and received study opportunities. The participants frequently reported that RHEST worked in close coordination with local stakeholders and successfully implemented a number of community activities to fighting against social malpractices and providing counselling and referral of girls to the rehabilitation centers.

By type of project activities, the participants appreciated school education support, community health awareness, especially on junk food consumption and its impact on the health. Few trainings from RHEST were reported from central to district level that was reported as being highly useful for their work and manage the project as well. Life-skill and Pedagogy training to Friday teachers was mentioned highly useful as it made them confident and competent to talk and teach to their students.

Range of audio-visual, social media and materials developed by the project were the main sources of information against social malpractices:

Social media such as Facebook, YouTube, Television, Radio, and newspapers were reported as the major sources of information regarding social malpractices across the study districts. Similarly, Friday classes, child clubs and their activities, RHEST bulletin and *Saksham Chhori* radio program were all reported as the main sources of information about social malpractices.

The evaluation participants expressed a range of suggestions for the betterment of SGT project in the future such as: Increased Friday teachers' working hour; regular training/refresher training to Friday teachers; expand community awareness program; conduct follow up on the use of educational materials provided by the project and review the currently supported package.

4.2 Recommendations

Based on the study assessment and findings, following recommendations are made to improve the SGT project in future:

- Revise the current SGT support package adding few more items include scientific calculator, umbrella, and tuition fee for up to grade eight, colour pencils and coordination with school for proper size sweaters.
- The current working hours of the Friday teachers (i.e. two hours per week) is very less given the assignments they have been given. Therefore, the project team should work with the district stakeholders and Friday teachers and allocate ideal working hours based on the content that need to be covered.
- Both students and Friday teachers felt that Friday teachers have been doing a great job, but they are not competent to provide detailed information about social malpractices such as early marriage. Therefore, RHEST should provide them training and make them competent for disseminating messages about social malpractices.
- The participants raised concerns that the current SGT project have very limited community related activities to fighting against social malpractices and it should include more community level awareness activities for identifying the local platforms rather than relying only on RHEST supported students, parents and alumnae.

- Regular trainings and refreshers should be provided to all stakeholders regarding social malpractices, which are dynamic and complex to talk and explain.
- Students raised the concern of discriminatory attitude of few school teachers such as ignoring, humiliating and patting which push students to dropping out from the school. Therefore, RHEST should further explore and sort out those issues.
- In spite of the project support to bring and retain girl students who dropped out of the school, very few girls had returned because of unsupportive and broken families and difficulties to manage education and daily livelihood. Girls were forced to work at home. It is, therefore, recommended to consider establishing linkages with other district and local level government and non-government organizations who could support for livelihood and provide other support to the girls for the continuation of their education.
- It is suggested that RHEST should not only provide educational materials support to the students and bring them school, but it also works with other stakeholders for the accessibility of school facilities such as toilets, drinking water and other physical facilities.

Annex 1: ToR and Contract of the Study

Terms of reference for End Line Assessment and End Term Evaluation

Rural Health and Education Service Trust (RHEST), a highly reputed non-profit organization, working to minimize girl trafficking and promote girl-child education in Rural Nepal for the past 25 years, is looking for highly motivated individuals to take our mission forward.

RHEST launched the STOP Girl Trafficking (SGT) Program in 18 districts in rural Nepal in 1993. Under the Stop Girl Trafficking initiatives RHEST team supports over 13,000 girls in 18 districts to be in school. The theory of change that RHEST follows is that by keeping girls who are at risk in school they are less likely to be trafficked, especially for sex work, and child labor.

The organization is looking for a capable, competent and motivated individual to take the program forward.

Background of the SGT Program

The STOP Girl Trafficking (SGT) program of Rural Health and Education Service Trust (RHEST) has been working to educate children to make sure that they are not trafficked. We believe that we should “Keep at-risk girls in school and they don’t get trafficked for sex work, domestic slavery and they don’t become child brides”. Currently, USAID is supporting 3,800 girls in six districts – Banke, Bardiya, Kailali, Kanchanpur, Surkhet and Sindhupalchowk under SGT program.

Through the collaboration of RHEST and USAID team, all the girls are given educational materials such as bags, stationeries, uniforms and so forth. Moreover, some of the schools have also received support to develop their infrastructure as well as technical supplies. USAID funding is focused on preventing trafficking amongst the at-risk girls in Nepal. Among the 3,800 girls being funded by USAID, 2508 are from mid and far west and the other 1292 are from Sindhupalchowk (a priority earthquake- affected district, 1/3 of the total students).

Objectives of SGT Program

Objective 1: Providing support to the vulnerable girls to continue their education.

Objective 2: Increasing partnership with community level protection mechanism to create a safe environment against human trafficking.

Objective 3: Increasing capacity of RHEST and its partner organization to reduce risk of girl trafficking.

Major activities

The major activities conducted under the program are:

- Distribution of stationery, school bags, uniforms and sweaters twice a year.
- Financial contribution made to schools in all 6 districts.
- Community level anti trafficking awareness and advocacy system established and conducting campaigns and awareness activities against social malpractices.
- Trainings conducted for SGT Alumnae and RHEST staffs for capacity building.
- Created MIS and data populated.

Scope of Study will include, but may not be limited to the following:

- Develop assessment and evaluation methodology and determination of samples location with appropriate sample size for the Assessment and Evaluation with representation from all working areas (rural and semi urban location) covering all social and ethnical groups in consultation with RHEST.
- Preparation of Questionnaires for End line Assessment and Evaluation and finalize it in consultation with RHEST team.
- Visit the communities and conduct Assessment and Evaluations with SGT Girls, their parents, community members, and other stakeholders.
- Train the enumerators on questionnaire and data collection methods in coordination with RHEST team.
- Understand the satisfaction, benefits, issues and document findings/learning with beneficiaries/stakeholders of the activities conducted by the RHEST team.
- Assess whether the indicators on SGT are met.
- To prepare separate reports on conducted Assessment and Evaluation.
- To provide further recommendations on SGT activities to be delivered in the coming days.

Methodology and Tools

The End Line Assessment and End Term Evaluation need to follow both qualitative and quantitative methods. The methods and tools will be developed by the study team and finalized with RHEST team.

Data Analysis and Reporting

The collected data will be clearly tabulated, analyzed as well as presented using simple statistical methods like averages, percentages etc. Pictures, charts and graphs should be used to make the report understandable and legible. The report will be brief and supported by relevant, figures facts and diagrams. Initially, the draft report will be shared to RHEST SGT Team. The data will be integrated within the Assessment and Evaluation questionnaire.

RHEST Team Composition

The End Line Assessment and End Term Evaluation will be led by M&E Officer and technically supported by Program Manager, Program Officer and Field Officers.

Expected Deliverables

Deliverable A (End Line Assessment Report)

A comprehensive report including

1. Section A:
2. Assessment of results against SGT indicators and present changes against baseline

Section B: Answers to following assessment questions

3. What changes have occurred through the education materials distribution to SGT students?
4. Have the education materials been distributed on time? Were the materials different from other years?
5. Have the SGT students and other community members been a part of the advocacy campaigns?
6. What made your friend drop out of school? Are there ways to bring them back to the school?
7. What trainings have the RHEST staffs and alumnae received?
8. Have the trainings, exposure visit and workshops been effective? Which training was most helpful?
9. Do you know RHEST works with local level GOs and NGOs? Does it help you? If yes what are they?

Outcome tables, databases and supporting documentation to be attached as Annex

Deliverable B (End Term Evaluation)

1. What impact/changes has the SGT project had in the lives of the SGT students and their families?
2. Has SGT done what it pledged to do?
3. How is the effectiveness of empowerment approaches of RHEST in keeping the vulnerable girls out of trafficking?
4. What are the best practices adopted by SGT to have effective advocacy at community level, and how does that work?
5. How have the Target Population been supported?
6. What impacts did the SGT program have in the schools and community?
7. How have the field officers coordinated with the government and non-government agencies in local level? What are the benefits of such coordination?

8. Have the organizational capacity of RHEST and its network improved in dealing with SGT issue sustainably? What changes did the SGT training and backup support instigate in the lives of the alumnae to continue SGT initiatives at communities, and how?
9. How effective SGT have the approaches been in bringing changes in the community and in the lives of the Target Population, and what contributed to its effectiveness?

Additional deliverables

- A detailed data on End Line Assessment and End Term Evaluation collected through appropriate tools and methodologies. (Annex to the reports)
- A report of the conducted Assessment and Evaluation with good pictures and community voices. (Annex to the reports)
- A detailed, accurate and articulated report on the status of the communities in project areas of RHEST supported project. (Annex to the report)
- Presentation to the RHEST SGT team: After the completion of the field study and before the final reporting, a presentation to RHEST is expected on the findings and suggestions/ recommendations. Two presentation expected: (1) assessment and then (2) evaluation.
- All supporting documents. (Annex to the reports)

Reporting Line Manager

This work is to be delivered to SGT Program Manager and overseen by M&E Officer.

Duration of study Start date and completion date

Deliverable A: February 15, 2019- April 15, 2019

Deliverable B: March 01, 2019 – May 15, 2019

Payment Procedure

Payment for both Deliverable A and Deliverable B will follow the same procedure:

- **I installment:** 20 % of the total cost after signing of contract and submission of detail work plan
- **II installment:** 30 % after submission of Inception report with detail methodology for the Assessment and Evaluation and detail work plan
- **Final installment:** 50 % after completion of Assessment and Evaluation, submission of final report and approval from RHEST

Technical Criteria for Assessment and Evaluation:

- Experience of consultancy firm in End line Assessment and Evaluation
- Report writing with previous evaluation experience required
- Critical thinking on impact assessment
- Experience of Team Leader
- Experience of Team management

Documents for submission

- Technical Proposal with the CV of lead consultant
- Proposed Methodologies
- Financial proposal with detailed budget breakdown
- VAT registration certificate
- Tax clearance certificate (during proposal submission)
- Roles and responsibilities of each team member
- Sample reports of previous similar undertakings. If required they will be kept confidential and returned in case of hard copies
- References contact detail of at least 2 of previous clients worked with in similar assignment
- Tentative work plan

Applying Procedure

Interested Firms/Individuals are requested to submit a Proposal through email: info@rhest.org.np by 25th January, 2019 by 5 pm, with the subject '**Proposal for End Line Assessment and End Term Evaluation**'.

*Only shortlisted candidates will be contacted for further process. RHEST reserves the right to reject any or all applicants.

**Failure to abide by the applying procedure will result in immediate disqualification of application.

Contract with Consultant for End Line Assessment and End Term Evaluation

Agreement Between RHEST and Bikash Short Kendra Pvt. Ltd

Subcontract

Between the companies - hereinafter called partners

Rural Health and Education Service Trust (hereinafter called RHEST)

PAN No: 301746045

Represented by:

Dr. Aruna Upreti
Executive Director
Bishal Nagar, Kathmandu
Phone: +977-4437371, 4427810

and

Bikash Short Kendra Pvt. Ltd. (hereinafter called Sub-contractor)

Banasthali, Kathmandu
Tel: +977 01 4881119,9851047282
Email: bikashrotkendra@gmail.com

Agreement Between RHEST and Bikash Short Kendra Pvt. Ltd

1. Object of the Contract

- (1) The present document is a sub- contract to the Fixed amount Award No. AID-367-F-16-00002 Entitled "STOP Girl Trafficking (SGT)" Program contract (the contract) between the USAID (the client) and RHEST (the Beneficiary) for the "SGT" Program.
- (2) Object of the contract is the provision of contractual services for the implementation of the following project financed under the SGT Program

Assignment : " Service provider to conduct and prepare report for End Line Assessment and End Term Evaluation of STOP Girl Trafficking (SGT) Program funded by USAID"

- (3) To fulfil the terms of reference of the project, the Sub-contractor shall provide the services products as described in the proposal and Terms of Reference attached as **Annex II** to this contract.
- (4) The provisions of the present contract shall apply to the legal relations between RHEST and the Sub-contractor as well as the representation towards third parties (USAID)

2. Duration of the contract

- (1) Until fulfilment of the assignment, this contract shall not be terminable by routine notice. A termination of contract for important cause remains unaffected. An important cause exists if the client (USAID and or The RHEST) does not continue the project or if the client terminates the contract.
- (2) The present contract comes into force at the start of service provision on February 22, 2019 and has a duration until May 30, 2018 closing of accounts.

3. Project Leadership and authority to issue instructions

- (1) The Subcontractor reports to the responsible person within RHEST who is the Program Manager of USAID funded SGT program.
- (2) The project team leader of Sub-contractors will co-ordinate and lead all program activities and shall be solely responsible for contacts the project establishes with local authorities and offices.
- (3) The Subcontractor shall support the instructions given to him by the RHEST.
- (4) The RHEST-SGT Program has nominated a contact person who is the M&E Officer of the program. The subcontractor will coordinate with him/her for any technical matters.

4. General rights and obligations of the partners

- (1) The Subcontractor shall be obliged to provide supplies and/or services assumed on schedule properly. This includes in particular that the required personnel and the necessary means are provided on schedule and in the required quality. Communication material or other services of the Subcontractor as well as the related documents have to comply with latest developments and recognized methodology of the respective science and shall take into account local conditions at the project location. Furthermore, RHEST and the Subcontractor shall co-operate

Agreement Between RHEST and Bikash Short Kendra Pvt. Ltd

- (2) RHEST and Subcontractor shall refrain from using or communicating to others all business and operating secrets of the other partner that come to their knowledge in connection with the joint execution of the contract. This obligation shall also apply to the period after termination of the contract.

5. Fees and other payment for services and reimbursement of costs

A. The total payment for this project is NPR. 30,03,676.73/- (In words, NPR Thirty Lacs and Three Thousand Six Hundred Seventy Six and Seventy Three Paise Nepalese Ruppees only), including VAT).

1st Payment : 20% of agreement amount NPR. 600735.35 (In words: Six Lakhs Seven Hundred and Thirty Five Rupees and Thirty Five Paise Only with VAT) to be paid after signing of the contract.

2nd Payment : Another 40% of agreement amount NPR. 12,014,70.69 (Twelve Lakhs One Thousand Four Hundred and Seventy Rupees and Sixty Nine Paise Only with VAT) to be paid after the submission of draft of Endline Assessment Report.

3rd and final Payment another 40% of agreement amount NPR. 12,014,70.69 (Twelve Lakhs One Thousand Four Hundred and Seventy Rupees and Sixty Nine Paise Only with VAT) to be paid after the delivery and approval of the Endline Assessment and Endterm Evaluation Report.

6. Invoicing/Settlement of accounts (see footnote¹).

- (1) In order to enable RHEST to pay according to the agreed schedule, the Subcontractor, without being asked, shall submit to RHEST all information and/or documents in due time.
- (2) Payments to the Subcontractor shall be made in the amount fourteen days after reception of the payment request by the subcontractor, provided all necessary documentation is provided with the payment request and invoice. If the sub-contractor fails to deliver the final product/report within agreed time frame in this contract subject to financial penalties of 0.5 % per day of the total contract amount from the date of expiry of the contract maximum up to 200 days from the end of the contact period . The RHEST also reserve the rights for refuse to make payments, also may recover amounts already paid or may terminate all the contracts concluded with this contractor in proportion to the seriousness of the errors, irregularities or fraud.
- (3) Appropriate Tax Deduction at Source (TDS) will be done as per local laws while making payments and TDS deposit certificate will be provided to sub-contractor on demand.

¹The RHEST may contract a local auditor who will certify the expenditure before payments can be made . No

7. Liability

- (1) The Subcontractor shall assume full responsibility for all services and supplies as specified in the project description.
- (2) Claims on the Subcontractor shall not comprise compensation for indirect damages, in particular for lost profit, lost services, interest or exchange rate losses or compensation for such insured damages that exceed the agreed insurance coverage.
- (3) Possible exclusions of liability or restrictions on liability in the contract also apply to the relation with the subcontractor. If exclusions of liability cannot be asserted against the client or if additional costs are incurred by measures serving to avert legally unfounded, but in fact unavoidable claims, RHEST and the subcontractor shall be responsible in accordance with the provisions of section 7.1 and 7.2.
- (4) RHEST and the Subcontractor shall support each other in the defence of claims of the client or of third parties regardless of who is held responsible.

8. Special Duties, Obligation of Secrecy, Copyright

- (1) The Subcontractor is restrained by the obligations of secrecy and shall treat as confidential all information he acquires within the framework of the project and this contract. The Subcontractor shall maintain this confidentiality after this contract has been fulfilled by the expiry of time or in the event of premature termination.
- (2) The Subcontractor shall upon request deliver a written statement to RHEST to the effect that they are not in the possession of any document which is confidential to the project, nor will they make any document or information, which are not in the public domain available to any third party.
- (3) All plans, drawings, reports, other documents, and software prepared by the Subcontractor under this contract shall become and remain the property of RHEST. If the Subcontractor prepares works which are protected by copyright, the Subcontractor shall transfer to RHEST the exclusive, unlimited right of use, including the right of revision, publication and further use. RHEST is entitled to transfer these rights to third parties. Possible payment claims resulting hereof are compensated by the monthly remuneration.
- (4) Publications relating to the project or the activities of the subcontractor in connection with the project require - also after the termination of the contractual relationship - explicit written prior approval by RHEST.

Agreement Between RHEST and Bikash Shrot Kendra Pvt. Ltd

9. Arbitration clause

(1) Difference of opinion shall be resolved, as far as possible, in an amicable fashion in the best interest of the Contracting Parties.

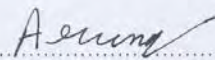
All disputes arising out of or in connection with the present contract shall be finally settled under the Rules of Arbitration of the International Chamber of Commerce (ICC) by three arbitrators appointed in accordance with the said Rules.

- The place of arbitration is Kathmandu.
- The substantive law of Nepal is applicable to the dispute.
- The language of the arbitral proceedings is English.

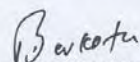
10. Final Clause

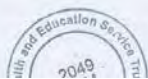
- (1) The transfer of claims resulting from this contract shall only be possible with the prior consent of RHEST.
- (2) This contract contains all agreements between the contract parties and, by coming into effect, supersedes all previous arrangements or agreements.
- (3) Changes or amendments to this contract must be in written form. The same applies to any changes to this clause. Individual agreements remain unaffected hereof.
- (4) If any provision of this contract shall be deemed void or infeasible or lose its validity or feasibility, this shall not affect the validity of the other provisions of this contract. The parties agree to replace this provision with an appropriate provision that, insofar as legally possible, comes closest to what the parties originally intended. The same shall apply if the contract is found to contain omissions.

For RHEST


.....
Dr. Aruna Upreti
Executive Director

For Bikash Shrot Kendra Pvt. Ltd


.....
Dr. Bhimsen Devkota
Team Leader



Annex : II

**Terms of Reference (ToR) for conducting
Endline Assessment and Endterm Evaluation**

Project Name	STOP Girl Trafficking (SGT)
Project aim	Reducing the risks of trafficking to girls in Nepal by keeping them in school and equipping them with awareness and community level protection through program and counseling.
Related activity of bi-annual work plan	H8: End-line assessment conducted H9: End Term Evaluation conducted
Project Objective	The primary objective of this project is to decrease the incidence of social malpractice such as sex-trafficking, child labor trafficking, early marriage and unsafe migration through education, empowerment and awareness for Nepali girls, their families and their communities
Assignment Objective	The primary objective of this assignment is to conduct the Endline Assessment of the SGT Program in relation with the Baseline Survey and also to Evaluate the impacts of the program.
Location of assignment	Banke, Bardiya, Kailali, Kanchanpur, Surkhet and Sindhupalchowk
Category	Consulting Firm
Methodology for the selection of technical consultant/s to complete this assignment	Evaluation of technical and financial proposal from selected individual/s or firms invited to tender in a closed bid
Time of assignment	From February 24 to May 31, 2019

1. Introduction:

Rural Health Education Services Trust (RHEST) is a Nepalese non-governmental organization working in the areas of human trafficking prevention, child exploitation, and women’s reproductive health and nutrition. NGC Teams will support the STOP Girl Trafficking Project. Each year thousands of Nepalese girls are trafficked into the sex industry within Nepal, to neighboring India and beyond. Others are placed into domestic servitude or are subjected to other forms of child labor. Still others are forced into loveless child marriages before they or their bodies are ready for it. STOP Girl Trafficking finds poor girls in rural Nepal most at risk of facing these dangers, keeps them in school and safe, and educates them, their families, and communities on the importance of education and the value of the girl-child.

RHEST, a national level non-profit organization is implementing a USAID-funded project for supporting 3,800 vulnerable girls, 2,508 girls children from five districts in the Mid and Far West including Banke, Bardiya, Kailali, Kanchanpur and Surkhet and 1,292 from Sindhupalchowk (Earthquake affected district) for 3 years.

2. Objective of the program:

Objective 1: Providing support to the vulnerable girls to continue their education.

Objective 2: Increasing partnership with community level protection mechanism to create a safe environment against human trafficking.

Objective 3: Increasing capacity of RHEST and its partner organization to reduce risk of girl trafficking.

3. Scope of Work

- Develop assessment and evaluation methodology and determination of samples location with appropriate sample size for the Assessment and Evaluation with representation from all working areas (rural and semi urban location) covering all social and ethnical groups in consultation with RHEST.
- Preparation of Questionnaires for End line Assessment and Evaluation and finalize it in consultation with RHEST team.
- Visit the communities and conduct Assessment and Evaluations with SGT Girls, their parents, community members, and other stakeholders.
- Train the enumerators on questionnaire and data collection methods in coordination with RHEST team.
- Understand the satisfaction, benefits, issues and document findings/learning with beneficiaries/stakeholders of the activities conducted by the RHEST team.
- Assess whether the indicators on SGT are met.
- To prepare separate reports on conducted Assessment and Evaluation.
- To provide further recommendations on SGT activities to be delivered in the coming days.

Planning:

- Initially the consultant is required to develop and present to RHEST for approval, a work plan and schedule for conducting Endline Assessment and Endterm Evaluation and finalising the reports.

4. Liaison

The consultant will work closely with the Program, Finance and Monitoring & Evaluation team of RHEST office, the USAID M&E office. The RHEST M&E Team will directly supervise the execution of this assignment.

5. Duration

The consultant will be contracted on February 24, 2019. Data collection, database creation/installation, data entry, training, and production of reports based on system testing, will be complete by end of May 2019.

Annex 2: Study Guides

English guides

FGD guides –School girls

Goal:	Describe their experience learning about and implementing the SGT project activities.
Introduce yourself:	Hello, my name is _____. Thank you for taking the time to speak with me today. We are going to discuss you several questions regarding your education and your understanding of SGT project activities in this community. There are no right or wrong answers. Also, we are interested to hear both things that went well and things that can be improved this program in future too.
Warm-up Question:	As we get started, I would like for you to tell me a little bit about your thoughts on what part of school is the most fun and why? What is the most challenging part of school? Why?
Girls Educations	<ul style="list-style-type: none"> • What is the current practice of girl’s education in your community? Do all girls of this community go to school regularly? [Probe: any different in any caste/ethnicity, public/private school] • Have you or your colleagues recently faced any problem associated with continuing studies at your school? If yes, what problems are they? [Probe: irregular classes, irregular teacher, school is very far, not enough infrastructure in school, poor financial status of family, family pressure to get married]
	<ul style="list-style-type: none"> • If all girls are not going to school; what was the main reasons for not going/dropping out? [Early marriage, failed exam, weak economic status, lack of female friendly infrastructure in schools, school is very far away, mistreatment] • In which class do they drop out most? Why? • If those left/dropped out girls get any support, will they start school again?
	<p>Over the last few years, RHEST have been implementing SGT program in your community (name community).</p> <ul style="list-style-type: none"> • Have you ever participated of any RHEST/SGT project activities? If yes, does anyone recall what activities were you involved of RHEST/SGT program in your community? [List what they recall RHEST/SGT project] [Probe: Friday Classes, Advocacy events, Competitions, Rallies, Education Material distribution] • Who do you feel benefited from that project activities? • Out of those people, who do you think benefitted the most? • What have you learnt in the Friday Classes? What benefit does it have in your education and daily life?
RHEST/SGT project education supports	<ul style="list-style-type: none"> • Are you aware that RHEST project has been supporting education in this community? Whom they usually supported? • Can you explain what supports have been getting from this project? [Probe: stationary, school fee, uniforms/bags, tuition/coaching fee, Friday support teachers] • Was this support enough for your/their school education? If not, what additional support

	<p>is needed for the completion of school education?</p> <ul style="list-style-type: none"> • Did you all receive the same level of support from RHEST? Why not? • How important of that supports for girl school education? Have you observed any changes of girl's education in this community with compared to two years back? What changes have you observed? [Probe: reduce school dropout, child marriage, trafficking, child labor]
	<ul style="list-style-type: none"> • What makes this support most important of girl's life? Does these supports facilitate to change the girl's life?
	<p><i>Now, we want to talk about few statements related on school education and how it helps you to go to school regularly and do well. When we read one problem, we ask that you raise your hand and explain why and why not you agreed on the statement. After we read the list, we want to make sure it is complete, so we will ask every girl opinion on each statement.</i></p>

Statements	Agree	Some disagree but do not discuss	Disagree and discussion happens
My family encourages me to continue my education to higher level (after SEE)			
My teacher treats students in a fair manner			
My community believes that the daughters of our society should get education and equal opportunities			
Girls in my community encouraged to continue their education to higher levels after marriage			

We have discussed so far about your education and RHEST/SGT project activities. Now we can discuss about SGT project implementing awareness program related on social problems [human trafficking, violence, abuse, child marriage].

Child marriage	<ul style="list-style-type: none"> • How commonly does child or early marriage occur among girls in your community? [Probe: any differ within caste/ethnic, religious groups and location most likely to get married before finishing school] • What do you think are the main driving force for child marriage in your community? (Probe: religious, cultural, socio-economic status) • Are you pressurized by your family to get married? Do you think you have the freedom to decide when to get married? • How RHEST/SGT have been advocating to eliminate child marriage in your community?
Violence/abuse related	<ul style="list-style-type: none"> • There has been a lot of discussion recently about Human Trafficking, violence's and malpractices. Have you heard anything about this? what kind of social problems (human trafficking, violence's, abuse, child labor, child marriage) have you heard of in your community? Where did you hear about it? • What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls face? Are any of these kinds of violence worse for particular groups of girls? If yes, why? (Probe: Differences according to disability, caste/ethnicity, religion, class, others.) • If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? (Probe: for in the school, household, community level support, women's cell, Friday and support teachers, school management team, SGT Alumnae).

	<ul style="list-style-type: none"> • Did they able to resolve the issue with the help received? If yes, how it was? If not, why was the issue not resolved?
	<ul style="list-style-type: none"> • Would you any one explains, if any social problems [trafficking, violence, abuse] seen in your community or faced in your family, where you can visit/report it? • What do to think you should do if you or any girl are at risk of violence/ abuse/ exploitation/ trafficking? • In your views, what would prevent girls from being vulnerable to trafficking and violence? [Probe: access to education, awareness raising activities, involvement of girls/women in income generating activities, support from local authorities]
	<ul style="list-style-type: none"> • Have you ever received any message regarding social problems/malpractices? if yes, whom did you get that information? [school teacher, school alumni, parents, NGOs activities, Friday Classes] • How effective was that services? Do you have any suggestions to improve on the information provided from the Friday support teacher? If yes, what area do you think to change or add it?

Now, we want to talk about few statements related on child marriage, abuse and trafficking and how it prevents and go to school regularly and do well. When we read one problem, we ask that you raise your hand and explain why and why not you agreed on the statement. After we read the list, we want to make sure it is complete, so we will ask every girl opinion on each statement.

Statements	Agree	Some disagree but do not discuss	Disagree and discussion happens
School education has made me aware of abuse, violence and trafficking against women			
School education has made me confident to raise my voice and fight against abuse, violence and trafficking against women			
School education has made me comfortable to report cases or suspicions regarding abuse/harassment/human trafficking of family/community			
School education has made me the freedom to decide when to get married			
School education has made me confident that getting married before age 20 has negative consequences.			
Friday classes has made me confident to raise my voice and fight against abuse, violence and trafficking against women			
Parents face pressure from other relatives and community members to marry their daughters			
Parents fear that if a girl does not get married while she is still young it will be too difficult for her to marry later			

Source of Information	<ul style="list-style-type: none"> • What are the main sources of information that you think girls are using to learn about social problems/malpractices? (Facilitators: if they say, “media,” ask them which media, specifically.) [Probe for ‘Saksham Chhori’ Radio Program] • If anyone talked about Sakscham Chhori program, ask what did you learn from that program? Which epipod found interesting? what message/aspect found interesting? • Did you learn from RHEST any documents? [RHEST bulletin-Nariswor]. Was it useful for girls of this community? Which document did you find useful? What was the useful messages have you learned from that bulletin? • Have you answered the questions in Narishwor and Bulletin? Was it interesting?
SGT Feedback	<ul style="list-style-type: none"> • Would you share your overall satisfaction of SGT support that you have received? How has the support helped you? What aspect of SGT program most like you? • What aspect was not helpful? • Which aspect do you think to change or revises it in future?
Wrap-up	<ul style="list-style-type: none"> • We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important, but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

THANK YOU

FGD guides – Friday/Support teachers

Goal:	Describe their experience learning about and implementing the SGT project activities.
Introduce yourself:	Hello, my name is _____. Thank you for taking the time to speak with me today. We are going to discuss you several questions regarding your education and your understanding of SGT project activities in this community. There are no right or wrong answers. Also, we are interested to hear both things that went well and things that can be improved this program in future too.
Warm-up Question:	As we get started, I would like for you to tell me a little bit about your thoughts on what aspect of your work is most fun? What is the most challenging part of your work? Why?
Girls Educations	<ul style="list-style-type: none"> • What is the current practice of girl’s education in your community? Do all girls of this community go to school regularly? [Probe: any different in any caste/ethnicity, public/private school] • Have you or your colleagues recently faced any problem associated with continuing studies at your school? If yes, what problems are they? [Probe: irregular classes, irregular teacher, school is very far, not enough infrastructure in school, poor financial status of family, family pressure to get married]
	<ul style="list-style-type: none"> • If all girls are not going to school; what was the main reasons for not going/dropping out? [Early marriage, failed exam, weak economic status, lack of female friendly infrastructure in schools, school is very far away, mistreatment] • In which class do they drop out most? Why? • If those left/dropped out girls get any support, will they start school again?
	<p>Over the last few years, RHEST have been implementing SGT program in your community (name community).</p> <ul style="list-style-type: none"> • Can you explain a little bit about RHEST/SGT program in your community? [Probe: Friday Classes, Advocacy events, Competitions, Rallies, Education Material distribution] • Who do you feel benefited from that project activities? • Out of those people, who do you think benefitted the most? • What have you benefited from the RHEST/SGT program? [Probe: life, education, career]
RHEST/SGT project education supports	<ul style="list-style-type: none"> • Can you explain what supports students have been getting from this project? [Probe: stationary, school fee, uniforms/bags, tuition/coaching fee] • Was this support enough for their school education? If not, what additional support is needed for the completion of school education? • What was the quality of the education materials? [Probe: quality of bags, dress, pen] • Are the students using the educational materials properly? [Probe: share with family members, sells] • How important of that supports for girl school education? Have you observed any changes of girl’s education in this community with compared to few years back? What changes have you observed? [Probe: reduce school dropout, child marriage, trafficking, child labor]
	<ul style="list-style-type: none"> • What makes this support most important of girl’s life? Does these supports facilitate to change their girl’s life?

Now, we want to talk about few statements related on school education and how it helps to go to school regularly and do well. When we read one problem, we ask that you raise your hand and explain why and why not you agreed on the statement. After we read the list, we want to make sure it is complete, so we will ask every girl opinion on each statement.

Statements	Agree	Some disagree but do not discuss	Disagree and discussion happens	
My family encourages me to continue my education to higher level (after SEE)				
My teacher treats students in a fair manner				
My community believes that the daughters of our society should get education and equal opportunities				
Girls in my community encouraged to continue their education to higher levels after marriage				

We have discussed so far about your education and RHEST/SGT project activities. Now we can discuss about SGT project implementing awareness program related on social problems [human trafficking, violence, abuse, child marriage].

Child marriage	<ul style="list-style-type: none"> • How commonly does child or early marriage occur among girls in your community? [Probe: any differ within caste/ethnic, religious groups and location most likely to get married before finishing school] • What do you think are the main driving force for child marriage in your community? (Probe: religious, cultural, socio-economic status) • Are you pressurized by your family to get married? Do you think you have the freedom to decide when to get married? • How RHEST/SGT have been advocating to eliminate child marriage in your community?
Violence/abuse related	<ul style="list-style-type: none"> • There has been a lot of discussion recently about Human Trafficking, violence's and malpractices. Have you heard anything about this? what kind of social problems (human trafficking, violence's, abuse, child labor, child marriage) have you heard in your community? Where did you hear about it? • What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls face? Are any of these kinds of violence worse for particular groups of girls? If yes, why? (Probe: Differences according to disability, caste/ethnicity, religion, class, others.) • If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? (Probe: for in the school, household, community level support, women's cell, Friday and support teachers, school management team, SGT Alumnae). Has any student ever reported such case to you? • Were you able to resolve the issue with the help received? If yes, how it was? If not, why was the issue not resolved? <hr/> <ul style="list-style-type: none"> • Would you any one explains, if any social problems [trafficking, violence, abuse] seen in your community or faced in your family, where you can visit/report it? • What do to think you should do if you or any girl are at risk of violence/ abuse/ exploitation/ trafficking? • In your views, what would prevent girls from being vulnerable to trafficking and

	<p>violence? [Probe: access to education, awareness raising activities, involvement of girls/women in income generating activities, support from local authorities]</p> <ul style="list-style-type: none"> • Have you ever received any message regarding social problems/malpractices? if yes, whom did you get that information? [school teacher, school alumni, parents, NGOs activities, Friday Classes] • How helpful was that messages?
Friday/Support teachers' activities	<ul style="list-style-type: none"> • What activities are you carried out for RHEST/SGT? [Prob: Friday teaching, advocacy activities, events day rallies, Interaction with local stakeholder, competition on any social malpractice theme] • What sorts of training have you received? Which activity was most interesting? What are the challenges? • How do you make Friday class more effective? [Probe: teaching methods and materials on social malpractices]
Source of Information	<ul style="list-style-type: none"> • What are the main sources of information that you think girls are using to learn about social problems/malpractices? (Facilitators: if they say, "media," ask them which media, specifically.) [Probe for 'Saksham Chhori' Radio Program] • If anyone talked about Sakscham Chhori program, ask what did you learn from that program? Which epipod found interesting? what message/aspect found interesting? • Have the students been receiving any documents from RHEST? [RHEST bulletin-Nariswor]. Was it useful for girls ?
SGT Feedback	<ul style="list-style-type: none"> • Would you share your overall satisfaction of SGT support that you have received? How has the support helped you? What aspect of SGT program most like you?
Wrap-up	<ul style="list-style-type: none"> • We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important, but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

THANK YOU

KIIs interview guides – different stakeholders

Goal:	Describe their experience learning about and implementing the SGT project activities.
Introduce yourself:	Hello, my name is _____. Thank you for taking the time to speak with me today. We are going to discuss you several questions regarding your understanding of SGT project activities in this community. There are no right or wrong answers. Also, we are interested to hear both things that went well and things that can be improved this program in future too.
Girls Educations	<ul style="list-style-type: none"> • What is the current practice of girl's education in your community? Do all girls of this community go to school regularly? [Probe: any different in any caste/ethnicity, public/private school] • Have you or your colleagues recently faced any problem associated with continuing studies at your school? If yes, what problems are they? [Probe: <i>irregular classes, irregular teacher, school is very far, not enough infrastructure in school, poor financial status of family, family pressure to get married</i>] • If all girls are not going to school; what was the main reasons for not going/dropping out in this community? [Early marriage, failed exam, weak

	<p>economic status, lack of female friendly infrastructure in schools, school is very far away, mistreatment]</p> <ul style="list-style-type: none"> • If those left/dropped out girls get any support, will they start school again? • What opportunities are available for the girls in your community who cannot complete their school education? (probe: Non-formal education: vocational training; starting own business; getting a job, earning income in other ways) • What are the opportunities for girls in this community those who receive their school leaving certificate (SEE)? (probe: Non-formal education: vocational training; starting own business; getting a job, earning income in other ways) • Are there any NGOs, or programs in your community supporting for girl's education in this community? If there is supporting organization, what supports are they providing for girl's education? [probe: fee payment, educational materials, dress, lunch package] <p>Over the last few years, RHEST have been implementing SGT program in your community (name community).</p> <ul style="list-style-type: none"> • Have you ever participated of any RHEST/SGT project activities? If yes, what activities were you involved of RHEST/SGT program in your community? [List what they recall RHEST/SGT project] [Probe: Friday Classes, Advocacy events, Competitions, Rallies, Education Material distribution]
RHEST/SGT project education supports	<ul style="list-style-type: none"> • Are you aware that RHEST project has been supporting girl's education in this community? Can you explain what supports school girls have been getting from this project? [Probe: stationary, school fee, uniforms/bags, tuition/coaching fee, Friday support teachers] • Was this support enough for their school education? If not, what additional support is needed for the completion of school education? • Did all sponsor girls being getting same level of supports from RHEST/SGT? If no what are they? • How important of that supports for girl education in this community? Do you want to share any success stories of RHEST/SGT supports and change girl's life in this community? • Have you observed any changes of girl's education in this community with compared to two years back? What changes have you observed? [Probe: reduce school dropout, child marriage, trafficking, child labor] <p><u>For school teacher only:</u> Could you explain your recruitment process of new SGT student at every year? What would you suggest to make it more transparent?</p> <p><u>For Advocacy members:</u> How do you see the RHEST project support on the girls' education in your community? Can you tell us what activities you have been conducting in association with RHEST? Was it helpful to reduce social malpractices and help in continuation of girl's education? If yes how? If no, why not? What sorts of training have you recived from RHEST?</p>
Child marriage	<ul style="list-style-type: none"> • How commonly does child or early marriage occur among girls in your community? [Probe: any differ within caste/ethnic, religious groups and location most likely to get married before finishing school] • What do you think are the main driving force for child marriage in your

	<p>community? (Probe: religious, cultural, socio-economic status)</p> <ul style="list-style-type: none"> • How RHEST/SGT have been advocating to reduce child marriage in your community? • Is there anything else RHEST/SGT can do to decrease child marriage practices?
Violence's related	<ul style="list-style-type: none"> • There has been a lot of discussion recently about Human Trafficking, violence's and malpractices. What kind of social problems (human trafficking, violence's, child labor, child marriage) have seen in your community? How is the current situation with compared to two years ago? • What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls face? Are any of these kinds of violence worse for particular groups of girls? If yes, why? (Probe: Differences according to disability, caste/ethnicity, religion, class, others.) • If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? (Probe: for in the school, household, community level support, women's cell, Friday and support teachers, school management team, SGT Alumnae). • Did they able to resolve the issue with the help received? If yes, how it was? If not, why was the issue not resolved?
	<ul style="list-style-type: none"> • Have you seen/witness any social problems [trafficking, violence, Chhaupadi, abuse, child marriage, child labor] in your community or your family, where they can visit/report it? • What do to think if any girls are at risk of violence/ abuse/ exploitation/ trafficking? • In your views, what would prevent girls from being vulnerable to trafficking and violence in this community?
Source of Information	<ul style="list-style-type: none"> • What are the main sources of information that you think girls are using to learn about social problems/malpractices? (Facilitators: if they say, "media," ask them which media, specifically.) [Probe for 'Saksham Chhori' Radio Program]
SGT Feedback	<ul style="list-style-type: none"> • How do you see the RHEST/SGT program activities in your community? How has RHEST/SGT program helped girl's education and awareness activities of social problems? • What aspect of SGT program most interesting? Which aspect do you think need to change or revises it in future? [Probing: sustainability]
Wrap-up	<ul style="list-style-type: none"> • We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important, but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

THANK YOU

IDIs interview guides - School dropout girls

Goal:	Describe their experience learning about and implementing the SGT project activities.
Introduce yourself:	Hello, my name is _____. Thank you for taking the time to speak with me today. We are going to discuss you several questions regarding your understanding of SGT project activities in this community. There are no right or wrong answers. Also, we are interested to hear both things that went well and things that can be improved this program in future too.
Girls Educations	<ul style="list-style-type: none"> • What grade were you when you dropped out of school? What led you to dropping out from school? Was leaving school your own idea? • Have your siblings also dropped out of school? Why they also dropped out? • Are your fiends also dropouts? Why they also dropped out? Did they influence you to drop out of school? • How was your parent reaction of your school dropout? Did they try to send you school again? • Have you seen any problem associated with girls continuing studies at school? If yes, what are they? [<i>Probe: irregular classes, irregular teacher, school is very far, no physical facilities and school, poor financial status, family pressure to get married, not able to study, donot want to study</i>] <hr/> <ul style="list-style-type: none"> • What were your main reasons for dropping out from school? [<i>Probe: family, personal and school related factors</i>] • Was there anything you particularly disliked about school? How could we help you from dropping out? • What would facilitate you or your friends who dropped out from school to return to school again and complete school education? • If you get any support, will you start school again? If yes what supports are you looking? <hr/> <ul style="list-style-type: none"> • Are there any NGOs, or programs in your community supporting for girl's education in this community? If there is supporting organization, what supports are they providing for girl's education? [<i>probe: fee payment, educational materials, dress, lunch package</i>]
Child marriage	<p><i>We have discussed so far about your education and RHEST/SGT project activities. Now we can discuss about SGT project implementing awareness program related on social problems [human trafficking, violence, abuse, child marriage].</i></p> <ul style="list-style-type: none"> • How commonly does child or early marriage occur among girls in your community? [<i>Probe: any differ within caste/ethnic, religious groups and location most likely to get married before finishing school</i>] • What do you think are the main driving force for child marriage in your community? (<i>Probe: religious, cultural, socio-economic status</i>) • Are you pressurized by your family to get married? Do you think you have the freedom to decide when to get married? • How RHEST/SGT have been advocating to reduce child marriage in your community?

Violence's related	<ul style="list-style-type: none"> • There has been a lot of discussion recently about Human Trafficking, violence's and malpractices. What kind of social problems (human trafficking, violence's, Chhaupadi, child labor, child marriage) have seen in your community? • What do you think are the main kinds of violence – at home, on the way to school, in school, and in the community - that girls face? Are any of these kinds of violence worse for particular groups of girls? If yes, why? (Probe: Differences according to disability, caste/ethnicity, religion, class, others.) • If girls want to ask for help when they are abused, physically or verbally, or treated badly and with discrimination, to whom can they talk or go to for help in this community? (Probe: for in the school, household, community level support, women's cell, Friday and support teachers, school management team, SGT Alumnae). • Did they able to resolve the issue with the help received? If yes, how it was? If not, why was the issue not resolved?
Source of Information	<ul style="list-style-type: none"> • Have you seen/witness any social problems [trafficking, violence, Chhaupadi, abuse, child marriage, child labor] in your community or your family, where they can visit/report it? • What do to think if any girls are at risk of violence/ abuse/ exploitation/ trafficking? • In your views, what would prevent girls from being vulnerable to trafficking and violence in this community?
SGT Feedback SGT	<ul style="list-style-type: none"> • What are the main sources of information that you think girls are using to learn about social problems/malpractices? (Facilitators: if they say, "media," ask them which media, specifically.) [Probe for 'Saksham Chhori' Radio Program]
Wrap-up	<ul style="list-style-type: none"> • How do you see the RHEST/SGT program activities in your community? How has RHEST/SGT program helped girl's education and awareness activities of social problems?
Wrap-up	<ul style="list-style-type: none"> • We have finished with our formal questions. Thank you very much for your patience and thoughtful answers. Is there anything else you would like to add? Is there any question that you thought was important, but we did not ask you? Do you have any recommendations for us? Do you have any questions for us?

THANK YOU

Nepali Guides: FGD guides –School girls

Goal:	SGT प्रोजेक्ट लागु गर्दा उनिहरूको सिकाइ र अनुभव ब्यख्या गर्ने ।
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लक्ष्य	
आफ्नो परिचय दिनु होस	हेल्लो, मेरो नाम _____ हो । आज म सँग कुरा गर्न समय दिनुभएकोमा धन्यवाद । हामी तपाईंसँग तपाइको शिक्षा र यस समुदायमा लागु भएको SGT (एसजिटी) प्रोजेक्टको कृत्याकलाप सबन्धी केहि प्रश्नहरुमा छलफल गर्न गैरहेका छौ । यसमा ठिक वा बेठिक उत्तर हुँदैन । हामी दुबै राम्रो भएको र भबिश्यमा सुधार गर्न सकिने कुराहरुमा छलफल गर्ने छौ ।
तयारी प्रश्न	अब हामी शुरु गरौ । तपाईंको विचारमा स्कुलको के कुरा एकदम मजा हुन्छ र किन ? अनि चुनौतिपूर्ण कुरा के हो जस्तो लाग्छ ? किन ?
Girls Educations बालिका शिक्षा	<ul style="list-style-type: none"> • तपाईंको समुदायमा अहिले बालिका शिक्षाको अवस्था कस्तो छ ? यस समुदायका सबै बालिकाहरु नियमित स्कुल जान्छन ? (खोतल्नुहोस्: कुनै जातजाति, सरकारी वा प्राइभेट स्कुलमा फरक छ कि छैन) • तपाईंले वा तपाईंका सहपाठीहरुले हालसालै स्कुलमा नियमित पढाई संबन्धी कुनै समस्या सामना गर्नु पर्यो ? यदी पर्यो भने तीनिहरु के के हुन ? (खोतल्नुहोस्: अनियमित क्लास, अनियमित शिक्षक, स्कुल एकदम टाढा, भौतिक संरचना नहुनु, परिवारको कमजोर आर्थिक अवस्था, विवाहको लागी परिवारको दबाब)
	<ul style="list-style-type: none"> • यदी सबै बालिकाहरु स्कुल जादैनन् भने; स्कुल नजानु/छोड्नुको प्रमुख कारण के होलान ? (बाल विवाह, परीक्षा फेल भएर, कमजोर आर्थिक अवस्था, स्कुलमा महिला मैत्री संरचना नहुनु, स्कुल एकदम टाढा छ, दुर्व्यबहार) • कुन कक्षामा तिनिहरु प्राय: छोड्छन ? किन ? • यदी ति छोडेका बालिकाहरुले कुनै सहयोग पाएमा, तीनिहरु फेरी स्कुल जान्छन ?
	<p>RHEST ले बिगत केहि बर्ष देखी तपाईंको समुदायमा (समुदायको नाम भन्ने) SGT (एसजिटी) कार्यक्रम लागु गरी राखेको छ</p> <ul style="list-style-type: none"> • तपाईं कहिल्यै RHEST/SGT प्रोजेक्टको कार्यक्रममा सहभागी हुनु भएको छ ? यदी छ भने, कसैलाई याद छ कुन कार्यक्रम मा सम्लग्न हुनुभयो ? (उनिहरुले जे भन्छन लिस्ट बनाउने) (खोतल्नु होस: शुक्रबारको कक्षा, पैरबिका कार्यक्रम, प्रतियोगिता, रियलि, शैक्षिक सामग्री वितरण) त्यस प्रोजेक्टको कार्यक्रमबाट को लाभान्वित भएको जस्तो लाग्छ ? तिनिहरु मध्य, तपाईंको विचारमा धेरै लाभान्वित को भयो ? • शुक्रबारको कक्षामा तपाईंले के सिक्नु भयो ? यसबाट तपाईंको पढाई र दैनिक जिबनमा के फाईदा छ ?
एसजि टी प्रोजेक्ट शिक्षा सहयोग	<ul style="list-style-type: none"> • यो समुदायमा RHEST प्रोजेक्टले शिक्षामा सहयोग गरेको तपाईंलाई जानकारी छ ? तिनिहरुले सामान्यतया कसलाई सहयोग गरेका छन ? • यस प्रोजेक्ट बाट के सहयोग पाइरहेको छ बताउन सक्नुहुन्छ ? (खोतल्नुहोस्: शैक्षिक समागृ, स्कुल फि, झोला, पोशाक, ट्युसन फि, शुक्रबार शिक्षक सहयोग)

<ul style="list-style-type: none"> यो सहयोग तपाईंको/उनिहरूको स्कुल पढाइको लागि पुग्दो थियो ? यदी थिएन भने स्कुलको पढाइ पुरागर्न अन्य के थप सहयोग आबस्यक छ जस्तो लाग्छ ? तपाईंहरू सबैले RHEST बाट उत्तिकै सहयोग पाउनु भयोको छ? छैन भने किन नपाएको ? बालिकाको स्कुल शिक्षाकोलागी त्यो सहयोग कती महत्वपूर्ण छ ? यो समुदायमा तपाइले दुई बर्ष पहिले को तुलनामा बालिका शिक्षामा केहि परिवर्तन देख्नु भएको छ ? के परिवर्तन तपाइले देख्नु भएको छ ? (खोतल्नुहोस्: स्कुल छोड्नेको सख्या, बालविवाह, बेचबिखन (ट्राफिकिङ), बालश्रम घटेको)
<ul style="list-style-type: none"> बालिकाको जिबनमा यो सहयोगको महत्व के छ ? के यी सहयोगले बालिकाको जिबनमा परिवर्तन ल्याउन मद्दत गर्छ ?
<p>अब हामी स्कुल शिक्षा, यसले स्कुल नियमित जान र राम्रो गर्ने बारेमा केहि बिबरणमा कुरा गर्न चाहन्छौ । जब हामी एउटा बिबरण (बुँधा) पढ्छौ, हामी तपाईंलाई हात उठाएर त्यो बिबरण (बुँधा) मा तपाईं सहमत हुनुहुन्छ कि हुनुहुन्न भन्ने बारेमा छफल गर्छौ । तलका बुदाहरु मा यहाँहरूका धारणा दिनु होला ।</p>

बिबरण	सहमत	केहि असहमत र छलफल नगर्नुहोस्	असहमत र छलफल गर्नुहोस्
मेरो परिवारले मलाई SEE पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छ			
मेरो शिक्षकले सबै बिधार्थीहरूलाई समान व्यवहार गर्दछ			
मेरो समुदायले विश्वास गर्छ कि हाम्रो समाजका छोरीहरूले शिक्षा र समान अवसर पाउनु पर्छ			
मेरो समुदायले महिलाहरूलाई बिबाह पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छन			

हामीले तपाईंको शिक्षा र RHEST / SGT परियोजना गतिविधिहरूको बारेमा अहिलेसम्म छलफल गरेका छौं। अब हामी सामाजिक समस्याहरु (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बाल विवाह) संग सम्बन्धित एसजीटी परियोजनाको जनचेतना मुलक कार्यक्रमको बारेमा छलफल गर्ने छौं ।

बाल विवाह	<ul style="list-style-type: none"> तपाइको समुदायमा बालविवाह कतिको सामान्य छ ? (खोतल्नुहोस्: जात/जातिमा, धर्मिक समुहमा र स्थानमा स्कुल सकिनुभन्दा पहिले विवाह हुने सम्भावना हुन्छ?) समुदायमा बाल विवाहको लागि प्रभाव वा बाध्य पार्ने मुख्य कुराहरु के हुन् जस्तो लाग्छ ? (खोतल्नुहोस्: धार्मिक, सांस्कृतिक, सामाजिक-आर्थिक स्थिति) के तपाईंहरूको विवाह गर्नको लागि परिवारबाट दबाबमा हुनुहुन्छ ? तपाइको विचारमा तपाइलाई बिबाह कहिले गर्ने भन्ने निर्णय गर्ने स्वतन्त्रता छ ? तपाईंको समुदायमा बाल विवाह अन्त्य गर्न को लागि RHEST/SGT ले कसरि काम गरिरहेको छ ?
हिंसा,	<ul style="list-style-type: none"> मानव बेचबिखन, हिंसा र कुप्रथाको बारेमा हालै धेरै छलफल गरिएको छ। के तपाईंले यस

दुर्व्यवहार	<p>बारेमा केही कुरा भएको छ ? कस्तो प्रकारको सामाजिक समस्याहरू (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बालश्रम, बाल विवाह) सुन्नु भएको छ ? कहाँ सुन्नु भएको हो ?</p> <ul style="list-style-type: none"> • तपाईंको बिचारमा केटीहरूले - घरमा, स्कूल जादा, स्कूलमा र समुदायमा - कस्ता प्रकारका हिंसाहरू सामना गर्छन होला ? के यस्ता प्रकारका हिंसा खास कुनै समूहको केटीहरूमा बढी छ ? यदि छ भने, किन ? (खोल्तल्लुहोस: अपाङ्गता अनुसार फरक, जात/जाति, धर्म, वर्ग, अन्य) • मौखिक वा शारीरिक दुर्व्यवहार वा भेदभाव हुँदा यदी बालबालिका सहायताकोलागि यस समुदायमा कहाँ जान्छन होला? (खोतल्लुहोस: स्कूल, घर, सामुदायिक स्तर को सहयोग, महिला को सेल, शुक्रवार र सहायक शिक्षक, स्कूल ब्यबस्थापन समिती, SGT समूह)। • प्राप्त सहयोगबाट के उनीहरू समस्यालाई समाधान गर्न सकेका होलान ? यदि सके भने, कसरी ? यदि छैन भने, किन समाधान भएन होला ?
	<ul style="list-style-type: none"> • यदि तपाईं वा कुनै केटी हिंसा/दुर्व्यवहार/शोषण/बेचबिखनको जोखिममा छ भने के गर्नुपर्छ ? • यदी सामाजिक समस्या (बेचबिखन, हिंसा, दुर्व्यवहार) भयो भने कहाँ रिपोर्ट गर्नु हुन्छ ? • केटीहरूलाई बेच बिखन र हिंसाको जोखिम बाट कसरि बचाउन सकिन्छ होला ? (खोतल्लुहोस: शिक्षाको लागि पहुँच, जनचेतना बढाउने गतिविधिहरू, आय उत्पादन गतिविधिहरूमा महिला/महिलाहरू संलग्न, स्थानीय अधिकारीहरूको समर्थन)
	<ul style="list-style-type: none"> • के तपाईंले कहिल्यै सामाजिक समस्या/कुप्रथा बारेमा केहि सूचना/जानकारी पाउनु भएको छ ? यदि छ भने, त्यो जानकारी को बाट पाउनु भएको थियो ? (विद्यालय शिक्षक, विद्यालय पूर्व छात्र, आमाबाबु, गैर सरकारी सस्था, शुक्रबार कक्षाहरू) • ती सेवाहरू कती प्रभावकारी थिए । शुक्रबार को सहयोगी शिक्षक ले दिएको जानकारी मा केहि सुधार गर्नु पर्ने देख्नु हुन्छ ? यदि छ भने, के परिवर्तन गर्न सुझाव दिनु हुन्छ ?

अब हामी बाल विवाह, दुर्व्यवहार र मानव बेचबिखनको बारेमा केहि कुरा गर्न चाहन्छौ । हामी केहि बुदा पढ्छौ र उक्तबुदामा यहाँहरू सहमत हुनुहुन्छ कि हुनुहुन्न भन्ने बारेमा छफल गर्छौ ।

बिबरण (बुदाहरू)	सहमत	केहि असहमत र छलफल नगर्नुहोस्	असहमत छलफल गर्नु
विद्यालय शिक्षाले मलाई महिलाहरू विरुद्ध दुर्व्यवहार, हिंसा र बेचबिखनको बारेमा जानकारी दिएको छ			
विद्यालय शिक्षाले मलाई मेरो आवाज उठाउन र महिलाहरू विरुद्ध दुर्व्यवहार, हिंसा र बेचबिखनको विरुद्ध लड्न सहयोग गरेको छ			
स्कूल शिक्षाले परिवार / समुदायको दुर्व्यवहार / उत्पीडन / मानव बेचबिखनको सम्बन्धी घटनाहरूको रिपोर्ट गर्न सहज बनाएको छ			
विद्यालय शिक्षाले मलाई विवाह गर्दा निर्णय गर्ने स्वतन्त्र बनाएको छ			

स्कूल शिक्षाले मलाई आत्मविश्वास दिएको छ कि 20 वर्ष भन्दा पहिले विवाह गर्दा नकारात्मक परिणामहरू छन्।				
शुक्रबार कक्षाहरूले मलाई मेरो आवाज उठाउन र महिलाहरू विरुद्ध दुर्व्यवहार, हिंसा र बेचबिखनको विरुद्ध लड्न मद्दत गरेको छ				
आमाबाबुले अरु आफन्तहरूको आफ्नो छोरीहरूलाई विवाह गर्न दबाब सामना गर्छन्				
यदी एउटा केटी जवान नहुँदा नै विवाह नगरेमा पछि विवाह गर्न एकदम गाह्रो हुन्छ भनेर आमाबाबु डराउछन्				
जानकारीको स्रोत	<ul style="list-style-type: none"> • तपाईंको बिचार मा यो समुदायका केटीहरूले सामाजिक समस्या वा गलत प्रचलन का बारेमा कहाबाट जानकारी लिन्छन होला ? सहजकर्ता: यदी उनिहरूले मिडिया भन्छन भने, खास कुन मिडिया भनि सोधने । (खोतेल्ने: 'सक्षम छोरि रेडिओ कार्यक्रम) • यदि कशैले सक्षम छोरि कार्यक्रमको बारेमा कुरा गर्छन भने त्यस कार्यक्रमबाट तपाईंले के सिक्नु भयो ? कुन एपिसोड रोचक लाग्यो ? कुन सन्देश रोचक लाग्यो ? • तपाईंले RHEST को कुनै दस्तावेज पढ्नु भएको छ ? [RHEST बुलेटिन- नारिस्वोर]। के यो समुदायका केटीहरूको लागि यो उपयोगी थियो? के जानकारी तपाईंले उपयोगी पाउनुभयो? त्यो बाट तपाईंले सिकेका उपयोगी सन्देशहरु के थियो? • तपाईंले नारिस्वोर र बुलेटिनको प्रश्नहरूको जवाफ दिनुभएको थियो ? के यो रोचक थियो ? 			
SGT कार्यक्रम लाई शुझाब	<ul style="list-style-type: none"> • तपाईं SGT' कार्यक्रम संग समग्रमा कतिको सन्तुस्ट हुनुहुन्छ? एसजीटी कार्यक्रमको कुन पक्ष तपाईंलाई मन पर्यो? कुन पक्ष मन परेन ? के कुरा परिवर्तन होस् भन्ने चाहनु हुन्छ ? 			
समापन	हामीले हाम्रो औपचारिक प्रश्नहरू पूरा गरेका छौं। तपाईंको धैर्य र विचारपूर्ण उत्तरको लागि धेरै धेरै धन्यवाद। अरु कुनै कुरा तपाईं हामीलाई बताउन चाहनुहुन्छ, जुन हामीले तपाईंलाई सोधेनौ ? के तपाईंको हामिलाई कुनै सुझाब छ ? तपाईंको हामिलाई कुनै प्रश्न छ ?			

THANK YOU

FGD guides – Friday/Support teachers

Goal: लक्ष्य	SGT प्रोजेक्ट लागु गर्दा उनिहरुको सिकाइ र अनुभव ब्यख्या गर्ने
आफ्नो परिचय दिनु होस	<p>हेल्लो, मेरो नाम _____ हो । आज म सँग कुरा गर्न समय दिनुभएकोमा धन्यवाद । हामी तपाईंसँग यस समुदायमा लागु भएको एसजिटि प्रोजेक्टको कृयाकलाप सबन्धी केहि प्रश्नमा छलफलगर्न गैरहेका छौ । यस्मा ठिक वा बेठिक उत्तर हुँदैन । हामी दुबै राम्रो भएको र भबिश्यमा सुधारगर्न सकिनेकुरा पनि सुन्न इच्छुक छौ ।</p>
तयारी प्रश्न	<p>अब हामी शुरु गरौ । तपाईंको विचारमा काम को कुन पक्ष एकदम मजा हुन्छ ? अनि चुनौतिपूर्ण के होला र किन?</p>
बालिकाको शिक्षा	<ul style="list-style-type: none"> • तपाईंको समुदायमा अहिले बालिका शिक्षाको अवस्था कस्तो छ ? यस समुदायका सबै बालिकाहरु नियमित स्कुल जान्छन ? (कुनै जातजाति, सरकारी वा प्राइभेट स्कुलमा फरक छ कि छैन खोतल्नुहोस) • तपाईंले वा तपाईंका सहपाठीहरुले हालसालै स्कुलमा नियमित पढाई संबन्धी कुनै समस्या सामना गर्नु पर्यो ? यदी पर्यो भने तीनिहरु के के हुन ? अनियमित क्लास, अनियमित शिक्षक, स्कुल एकदम टाढा, भौतिक संरचना नहुनु, परिवारको कमजोर आर्थिक अवस्था, विवाहको लागी परिवारको दबाब खोतल्नुहोस) • यदी सबै बालिकाहरु स्कुल जादैनन् भने; स्कुल नजानु/छोड्नुको प्रमुख कारण के थियो ? (बाल विवाह, परीक्षा फेल भएर, कमजोर आर्थिक अबस्था, स्कुलमा महिला मैत्री संरचना नहुनु, स्कुल एकदम टाढा छ, दुर्व्यबहार) • कुन कक्षामा तिनिहरु प्रायः छोड्छन ? किन ? • यदी ति छोडेका बालिकाहरुले कुनै सहयोग पाए भने, तीनिहरु फेरी स्कुल जान्छन ? <p>RHEST ले बिगत केहि बर्ष देखी तपाईंको समुदायमा (समुदायको नाम भन्ने) SGT (एसजिटि) कार्यक्रम लागु गरी राखेको छ</p> <ul style="list-style-type: none"> • के तपाईं आफ्नो समुदायमा RHEST/SGT कार्यक्रमको बारेमा केहि बताउनु सक्नुहुन्छ ? (खोतल्नु होस्: शुक्रबारका कक्षाहरु, सूचना मुलक कार्यक्रमहरु, प्रतियोगिताहरु, राल्थीहरु, शिक्षा सामग्री वितरण) • त्यस प्रोजेक्टको कृयाकलापबाट को लाभान्वित भएको छ ? • तपाईंहरु तिनिहरु मध्ये, तपाईंको विचारमा धेरै लाभान्वित को भएको छ ? • तपाईंले RHEST/SGT कार्यक्रमबाट के लाभ पाउनुभएको छ ? (खोतल्नु होस: जीवन, शिक्षा,

	क्यारियर)
RHEST/एस जिटी परियोजनाको शिक्षामा सहयोग	<ul style="list-style-type: none"> यस परियोजनाबाट विद्यार्थीहरूले के सहयोग पाइरहेका छन् होला? (खोतल्नु होस्: शैक्षिक समाग्री, विद्यालय शुल्क, पोशाक, झोला, ट्यूशन/कोचिंग शुल्क) उनीहरूको विद्यालय शिक्षाको लागि यो सहयोग पर्याप्त छ ? यदि छैन भने, विद्यालय शिक्षा पूरा गर्नको लागि अतिरिक्त के सहयोग आवश्यक छ ? शैक्षिक सामग्रीको गुणस्तर के कस्तो छ होला? [खोतल्नुहोस्: झोला, पोशाक, कलमको गुणस्तर] विद्यार्थीहरू शैक्षिक सामग्रीहरू उचित प्रयोग गर्छन होला? (खोतल्नुहोस्: परिवारका सदस्यले प्रयोग गर्ने, बिक्री वितरण गर्ने) बालबालिकाको शिक्षालाई कत्तिको सहयोग गरेको देख्नु भएको छ ? के तपाईंले यस समुदायमा केहि बर्ष पहिलेको तुलनामा अहिले बालिका पढाउनमा कुनै परिवर्तनहरू भएको देख्नु भएको छ ? तपाईंले कस्तो परिवर्तन भएको देख्नु भएको छ? (खोतल्नुहोस्: विद्यालय छाड्ने कामि, बाल बिबाह, तस्करि, बालश्रम) <p>अब हामी स्कुल शिक्षा, यसले स्कुल नियमित जान र राम्रो गर्ने बारेमा केहि बिबरणमा कुरा गर्न चाहन्छौं । जब हामी केहि बिबरण पढ्छौं, हामी तपाईंलाई हात उठाएर उक्त बुदामा यहाँहरूका धारणा दिनु होला ।</p>

बुदाहरु	सहमत	केहि असहमत र छलफल नगर्नुहोस्	असहमत र छलफल गर्नुहोस्	छलफल
मेरो परिवारले SEE पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छ				
मेरो शिक्षकले सबै बिधार्थीहरूलाई समान व्यवहार गर्दछ				
मेरो समुदायले विश्वास गर्छ कि हाम्रो समाजका छोरीहरूले शिक्षा र समान अवसर पाउनु पर्छ				
मेरो समुदायले महिलाहरूलाई बिबाह पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छ				

हामीले तपाईंको शिक्षा र RHEST / SGT परियोजना गतिविधिहरूको बारेमा अहिलेसम्म छलफल गरेका छौं। अब हामी सामाजिक समस्याहरू मानव बेचबिखन), हिंसा, दुर्व्यवहार, बाल विवाहसंग सम्बन्धित एसजीटी (परियोजनाको जनचेतना मुलक कार्यक्रमको बारेमा छलफल गर्ने छौं ।

बाल विवाह	<ul style="list-style-type: none"> तपाइको समुदायमा बालविवाह कत्तिको सामान्य छ? (खोतल्नुहोस्: जात/जातिमा, धर्मिक समुहमा र स्थानमा स्कुल सकिनुभन्दा पहिले विवाह हुने सम्भावना हुन्छ?) समुदायमा बाल विवाहको लागि प्रभाव वा बाध्य पार्ने मुख्य कुराहरू के हुन् जस्तो लाग्छ ? (खोतल्नुहोस्: धार्मिक, सांस्कृतिक, सामाजिक-आर्थिक स्थिति) के तपाईंहरू कोहि विवाह गर्नको लागि परिवारबाट दबाबमा हुनुहुन्छ ? तपाइको विचारमा तपाइलाई बिबाह कहिले गर्ने भन्ने निर्णय गर्ने स्वतन्त्रता छ ? तपाईंको सामुदायमा बाल विवाह अन्त्य गर्न को लागि RHEST/SGT ले कसरि काम गरिरहेको
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हिंसा/ दुर्व्यवहार सम्बन्धित	<ul style="list-style-type: none"> मानव बेचबिखन, हिंसा र कुप्रथाको बारेमा हालै धेरै छलफल गरिएको छ। के तपाईंले यस बारेमा केही कुरा भएको छ ? कस्तो प्रकारको सामाजिक समस्याहरू (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बालश्रम, बाल विवाह) सुन्नु भएको छ ? कहाँ सुन्नु भएको हो ? तपाईंको बिचारमा केटीहरूले - घरमा, स्कूल जादा, स्कूलमा र समुदायमा - कस्ता प्रकारका हिंसाहरू सामना गर्छन होला ? के यस्ता प्रकारका हिंसा खास कुनै समूहको केटीहरूमा बढी छ ? यदि छ भने, किन ? (खोल्तल्लुहोस: अपाङ्गता अनुसार फरक, जात/जाति, धर्म, वर्ग, अन्य) मौखिक वा शारीरिक दुर्व्यवहार वा भेदभाव हुँदा यदी बालबालिका सहायताकोलागि जान चाहन्छन भने यस समुदायमा कहाँ जान्छन ? (खोतल्लुहोस: स्कूल, घर, सामुदायिक स्तर को सहयोग, महिला को सेल, शुक्रवार र सहायक शिक्षक, स्कूल ब्यबस्थापान समिती, एसजीटी एल्युमिना)। के तपाईंलाई कुनै विद्यार्थीले यस्तो मामला कहिल्यै रिपोर्ट गरेकाछन ? प्राप्त सहयोगबाट के उनीहरू यस समस्यालाई समाधान गर्न सकेका होलान ? यदि सके भने, कसरी ? यदि छैन भने, किन समाधान भएन होला ? यदी तपाइको समुदायमा वा परिवारमा सामाजिक समस्या (मानव बेचबिखन, हिंसा, दुर्व्यवहार) भयो भने कहाँ रिपोर्ट गर्नु हुन्छ - तपाइहरू कसैले बताउन सक्नुहुन्छ ? तपाईंको विचारमा यदि तपाईं वा कुनै केटी हिंसा/दुर्व्यवहार/शोषण/बेचबिखनको जोखिममा छ भने के गर्नुपर्छ ? तपाईंको विचारमा, केटीहरूलाई बेच बिखन र हिंसाको जोखिम बाट कसरि बचाउन सकिन्छ होला ? (खोतल्लुहोस्: शिक्षाको लागि पहुँच, जनचेतना बढाउने गतिविधिहरू, आय उत्पादन गतिविधिहरूमा महिला/महिलाहरू संलग्न, स्थानीय अधिकारीहरूको समर्थन) के तपाईंले कहिल्यै सामाजिक समस्या/कुप्रथा बारेमा केहि सूचना/जानकारी पाउनु भयोको छ ? यदि छ भने, त्यो जानकारी को बाट पाउनुभयो ? (विद्यालय शिक्षक, विद्यालय पूर्व छात्र, आमाबाबु, गैर सरकारी संगठनका गतिविधिहरू, शुक्रवार कक्षाहरू) ती शन्देसहरू कती सहयोगी थिए ।
शुक्रवार / सहयोगी शिक्षकहरूको गतिविधि	<ul style="list-style-type: none"> RHEST/SGT को लागि तपाईं कुनै गतिविधिहरू सञ्चालन गर्दै हुनुहुन्छ? (खोतल्लु होस्: शुक्रवार शिक्षण, दिवस ज्यलिजहरू, स्थानीय साझेदारसँग अन्तरक्रिया, कुनै सामाजिक कुप्रथा विषयमा प्रतियोगिता) सबै भन्दा रमाइलो गतिविधि के लाग्यो? साथै चुनौती के होलान ? शुक्रवारको कक्षा कसरी प्रभावकारी बनाउन सकिन्छ होला ? (खोतल्लु होस्: शिक्षण विधिहरू र सामाजिक कुप्रथाका सामग्रीहरू)
जानकारी स्रोत	<ul style="list-style-type: none"> तपाईंको बिचार मा केटीहरूले सामाजिक समस्या वा गलत प्रचलन का बारेमा कहाबाट जानकारी लिन्छन होला ? सहजकर्ता: यदी उनीहरूले मिडिया भन्छन भने, खास कुन मिडिया भनि सोध्ने । (खोतेल्ले: 'सक्षम छोरि रेडिओ कार्यक्रम)

	<ul style="list-style-type: none"> • यदि कशैले सक्षम छोरी कार्यक्रमको बारेमा कुरा गर्छन भने त्यस कार्यक्रमबाट तपाईंले के सिक्नु भयो ? कुन एपिसोड रोचक लाग्यो ? कुन सन्देश रोचक लाग्यो ? • RHEST बाट विध्यार्थिहरुले कुनै पुस्तिकाहरु पाई रहेका छन? (RHEST बुल्लेटिन - नारीश्वर) । के यो जानकारी मुलक् छ ?
SGT कार्यक्रम प्रति शुझाब	<ul style="list-style-type: none"> • तपाईं SGT कार्यक्रम संग समयमा कतिको सन्तुस्ट हुनुहुन्छ? एसजीटी कार्यक्रमको कुन पक्ष तपाईंलाई मन पर्यो ? के शुझाब दिनुहुन्छ ?
समापन	हामीले हाम्रो औपचारिक प्रश्नहरु पूरा गरेका छौं। तपाईंको धैर्य र विचारपूर्ण उत्तरको लागि धेरै धेरै धन्यवाद। अरु कुनै कुरा तपाईं हामीलाई बताउन चाहनुहुन्छजुन हामीले तपाईंलाई , सोधेनौं? के तपाईंको हामिलाई कुनै सुझाब छ ? तपाईंको हामिलाई कुनै प्रश्न छ ?

THANK YOU

FGD guides –Advocacy Group members

Goal: लक्ष्य	SGT प्रोजेक्ट लागु गर्दा उनिहरुको सिकाइ र अनुभव ब्यख्या गर्ने
आफ्नो परिचय दिनु होस	<p>हेल्लो, मेरो नाम _____ हो । आज म सँग कुरा गर्न समय दिनुभएकोमा धन्यवाद । हामी तपाईंसँग यस समुदायमा लागु भएको एसजिटि प्रोजेक्टको कृयाकलाप सबन्धी बिषयमा छलफल गर्न गैरहेका छौं । यस्मा ठिक वा बेठिक उत्तर हुँदैन । हामी दुबै राम्रो भएको र भबिश्यमा सुधार गर्न सकिने कुरा पनि सुन्न इच्छुक छौं ।</p>
तयारी प्रश्न	<p>अब हामी शुरु गरौं । तपाईंको विचारमा काम को कुन पक्ष एकदम मजा हुन्छ ? अनि चुनौतिपूर्ण के होला र किन?</p>
बालिकाको शिक्षा	<ul style="list-style-type: none"> • तपाईंको समुदायमा अहिले बालिका शिक्षाको अवस्था कस्तो छ ? यस समुदायका सबै बालिकाहरु नियमित स्कुल जान्छन ? (कुनै जातजाति, सरकारी वा प्राइभेट स्कुलमा फरक छ कि छैन खोतल्नुहोस) • तपाईंको समुदायमा बालिकाले स्कुलमा नियमित पढाई संबन्धी कुनै समस्या सामना गर्नु पर्यो ? यदी पर्यो भने तीनिहरु के के हुन ? (खोतल्नुहोस्: अनियमित क्लास, अनियमित शिक्षक, स्कुल एकदम टाढा, भौतिक संरचना नहुनु, परिवारको कमजोर आर्थिक अवस्था, विवाहको लागी परिवारको दबाब) • यदी सबै बालिकाहरु स्कुल जादैनन् भने; स्कुल नजानु/छोड्नुको प्रमुख कारण के थियो ? (बाल विवाह, परीक्षा फेल भएर, कमजोर आर्थिक अबस्था, स्कुलमा महिला मैत्री संरचना नहुनु, स्कुल एकदम टाढा छ, दुर्व्यबहार) • कुन कक्षामा तिनिहरु प्रायः छोड्छन ? किन ? • यदी ति छोडेका बालिकाहरुले कुनै सहयोग पाए भने, तीनिहरु फेरी स्कुल जान्छन ?
RHEST/एस जिटी परियोजनाको शिक्षामा सहयोग	<ul style="list-style-type: none"> • यस परियोजनाबाट विद्यार्थीहरुले के सहयोग पाइरहेका छन होला ? (खोतल्नु होस्: शैक्षिक सामग्री, विद्यालय शुल्क, पोशाक, झोला, ट्यूशन/कोचिंग शुल्क) • उनीहरुको विद्यालय शिक्षाको लागि यो सहयोग पर्याप्त छ ? यदि छैन भने, विद्यालय शिक्षा पूरा गर्नको लागी अतिरिक्त के सहयोग आवश्यक छ ? • शैक्षिक सामग्रीको गुणस्तर के कस्तो छ होला ? [खोतल्नुहोस्: झोला, पोशाक, कलमको गुणस्तर] • विद्यार्थीहरु शैक्षिक सामग्रीहरु उचित प्रयोग गर्छन कि गर्दैनन् होला ? (खोतल्नुहोस्: परिवारका सदस्यले प्रयोग गर्ने, बिक्रि वितरण गर्ने) • बालिकाको शिक्षालाई कत्तिको सहयोग भएको देख्नु भएको छ ? के तपाईंले यस समुदायमा केहि बर्ष पहिलेको तुलनामा अहिले बालिका पढाउनमा कुनै परिवर्तनहरु भएको देख्नु भएको छ ? तपाईंले कस्तो परिवर्तन भएको देख्नु भएको छ ? (खोतल्नुहोस्: विद्यालय

	छाड्ने कमि, बाल बिबाह, तस्करि, बालश्रम)
	अब हामी स्कुल शिक्षा, यसले स्कुल नियमित जान र राम्रो गर्ने बारेमा केहि बिबरणमा कुरा गर्न चाहन्छौ । जब हामी बिबरण पढ्छौ, हामी तपाईंलाई हात उठाएर त्यो बिबरणमा तपाईंका धारणा दिनु होला ।

बुदाहरु	सहमत	केहि असहमत र छलफल नगर्नुहोस्	असहमत र छलफल गर्नुहोस्	छलफल
परिवारले SEE पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छ				
शिक्षकले सबै बिधार्थीहरुलाई समान व्यवहार गर्दछ				
समुदायले विश्वास गर्छ कि हाम्रो समाजका छोरीहरुले शिक्षा र समान अवसर पाउनु पर्छ				
समुदायले महिलाहरुलाई बिबाह पछि पनि उच्च शिक्षा हासिल गर्न प्रोत्साहन गर्छन				

हामीले तपाईंको शिक्षा र RHEST / SGT परियोजना गतिविधिहरुको बारेमा अहिलेसम्म छलफल गरेका छौं। अब हामी सामाजिक समस्याहरु मानव बेचबिखन, हिंसा, दुर्व्यवहार, बाल विवाहसंग सम्बन्धित एसजीटी (परियोजनाको जनचेतना मुलक कार्यक्रमको बारेमा छलफल गर्ने छौं ।

बाल विवाह	<ul style="list-style-type: none"> • तपाइहरुको समुदायमा बालविवाह कत्तिको सामान्य छ ? (खोतल्नुहोस्: जात/जातिमा, धर्मिक समुहमा र स्थानमा स्कुल सकिनुभन्दा पहिले विवाह हुने सम्भावना हुन्छ?) • तपाइहरुको विचारमा समुदायमा बाल विवाहको लागि प्रभाव वा बाध्य पार्ने मुख्य कुराहरु के हुन् जस्तो लाग्छ ? (खोतल्नुहोस्: धार्मिक, सांस्कृतिक, सामाजिक-आर्थिक स्थिति) • के तपाइहरु कोहि विवाह गर्नको लागि परिवारबाट दबाबमा हुनुहुन्छ ? तपाइको विचारमा तपाइलाई बिबाह कहिले गर्ने भन्ने निर्णय गर्ने स्वतन्त्रता छ ? • तपाइहरुको सामुदायमा बाल विवाह अन्त्य गर्न को लागि RHEST/SGT ले कसरि काम गरिरहेको छ ?
हिंसा/	<ul style="list-style-type: none"> • मानव बेचबिखन, हिंसा र कुप्रथाको बारेमा हालै धेरै छलफल गरिएको छ। के तपाइले यस

<p>दुर्ब्यबाहार सम्बन्धित</p>	<p>बारेमा केही कुरा भएको छ ? कस्तो प्रकारको सामाजिक समस्याहरू (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बालश्रम, बाल विवाह) सुन्नु भएको छ र कहाँ सुन्नु भएको हो ?</p> <ul style="list-style-type: none"> • तपाईंहरूको विचारमा केटीहरूले - घरमा, स्कूल जादा, स्कूलमा र समुदायमा - कस्ता प्रकारका हिंसाहरू सामना गर्छन् होला ? के यस्ता प्रकारका हिंसा खास कुनै समूहको केटीहरूमा बढी छ ? यदि छ भने, किन ? (खोल्तल्लुहोसः अपाङ्गता अनुसार फरक, जात/जाति, धर्म, वर्ग, अन्य) • मौखिक वा शारीरिक दुर्व्यवहार वा भेदभाव हुँदा यदी बालबालिका सहायताकोलागि जान चाहन्छन् भने यस समुदायमा कहाँ जान्छन् ? (खोतल्लुहोसः स्कूल, घर, सामुदायिक स्तर को सहयोग, महिला को सेल, शुक्रवार र सहायक शिक्षक, स्कूल ब्यबस्थापन समिती, एसजीटी एल्युमिना)। के तपाईंहरूलाई कुनै विद्यार्थीले यस्तो मामला कहिल्यै रिपोर्ट गरेकाछन् ? • प्राप्त सहयोगबाट के उनीहरू यस समस्यालाई समाधान गर्न सकेका होलान ? यदि सके भने, कसरी ? यदि छैन भने, किन समाधान भएन होला ? <p>यदी तपाइहरूको समुदायमा वा परिवारमा सामाजिक समस्या (बेचबिखन, हिम्सा, दुर्ब्यबाहर) भयो भने कहाँ रिपोर्ट गर्नु हुन्छ - तपाइहरू कसैले बताउन सक्नुहुन्छ ?</p> <ul style="list-style-type: none"> • तपाईंहरूको विचारमा यदि कुनै केटी हिंसा/दुर्व्यवहार/शोषण/बेचबिखनको जोखिममा छ भने के गर्नुपर्छ ? • तपाईंहरूको विचारमा, केटीहरूलाई बेच बिखन र हिम्साको जोखिम बाट कसरि बचाउन सकिन्छ होला ? (खोतल्लुहोस्ः शिक्षाको लागि पहुँच, जनचेतना बढाउने गतिविधिहरू, आय उत्पादन गतिविधिहरूमा महिला/महिलाहरू संलग्न, स्थानीय अधिकारीहरूको समर्थन) <ul style="list-style-type: none"> • के तपाईंहरूले कहिल्यै सामाजिक समस्या/कुप्रथा बारेमा केहि सूचना/जानकारी पाउनु भयोको छ ? यदि छ भने, त्यो जानकारी को बाट पाउनुभयो ? (विद्यालय शिक्षक, विद्यालय पूर्व छात्र, आमाबाबु, गैर सरकारी संगठनका गतिविधिहरू, शुक्रबार कक्षाहरू) • ती शन्देसहरू कती सहयोगी थिए ।
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पैरवी समुह	<ul style="list-style-type: none"> • RHEST को पैरवी समुह बाट तपाइहरूले के के कार्यक्रमहरू गर्नु भएको छ ? [खोतल्नु होस् : बक्तृत्वकला, बादबिबाद, चित्रकला प्रतियोगिता] • तपाइहरूले स्थानीय स्तरका सरकारी तथा गैर-सरकारी सरोकारवालाहरु संग कुनै अन्तरक्रिया कार्यक्रमहरू को आयोजना गर्नु भएको छ ? छ भने कुन कुन बिषयमा गर्नु भएको थियो ? • सामाजिक कुरीतिहरूका बारेमा समाज का मानिस हरु संग कुरा गर्न सजिलो भएको छ कि गारो भएको छ ? <ul style="list-style-type: none"> ○ सजिलो भएको भए कसरि सजिलो भयो ?, गारो भएको भए कस्तो चुनौतीहरू आए र त्यसलाई कसरि समाधान गर्नु भयो ? • तपाइहरूले पैरवी समुहको गठन पछि यो समाजमा सामाजिक कुरीतिहरूमा कमि आयको देख्नु भएको छ ? यदि छ भने छ भने के भएको छ ? यदि छैन भने किन नभएको होला ? • तपाइहरूले अहिले सम्म कसैलाई कुनै कुरीतिको बिरुद्ध काम गर्न घटना रिपोर्ट गर्न सहयोग गर्नु भएको छ ? यदि छ भने घटना कहाँ दर्ता गर्नु भयो ?, उक्त कार्य सफल भयो कि भएन ? भएन भने किन भएन ? • RHEST पैरवी समूहको काम गर्ने तरिकामा केहि सुधार गर्नु पर्ने देख्नु भएको छ ?
जानकारी स्रोत	<ul style="list-style-type: none"> • तपाइहरूको बिचार मा केटीहरूले सामाजिक समस्या वा गलत प्रचलन का बारेमा कहाबाट जानकारी लिन्छन होला ? सहजकर्ता: यदी उनिहरूले मिडिया भन्छन भने, खास कुन मिडिया भनि सोध्ने । (खोतेल्ने: 'सक्षम छोरि रेडिओ कार्यक्रम) • यदि कशैले सक्षम छोरि कार्यक्रमको बारेमा कुरा गर्छन भने त्यस कार्यक्रमबाट तपाइले के सिक्नु भयो ? कुन एपिसोड रोचक लाग्यो ? कुन सन्देश रोचक लाग्यो ? • RHEST बाट विध्यार्थिहरूले कुनै पुस्तिकाहरू पाई रहेका छन ? (RHEST बुल्लेटिन - नारीश्वर) । के यो जानकारी मुलक् छ ?
SGT कार्यक्रम प्रति शुझाब	<ul style="list-style-type: none"> • तपाइहरू SGT कार्यक्रम संग समग्रमा कतिको सन्तुस्ट हुनुहुन्छ? एसजीटी कार्यक्रमको कुन पक्ष तपाइहरूलाई मन पर्यो ? के शुझाब दिनुहुन्छ ?
समापन	<p>हामीले हाम्रो औपचारिक प्रश्नहरू पूरा गरेका छौं। तपाइको धैर्य र विचारपूर्ण उत्तरको लागि धेरै धेरै धन्यवाद। अरु कुनै कुरा तपाइ हामीलाई बताउन चाहनुहुन्छजुन हामीले , तपाइलाई सोधेनौं? के तपाइको हामिलाई कुनै सुझाब छ ? तपाइको हामिलाई कुनै प्रश्न छ ?</p>

THANK YOU

KIIs interview guides – different stakeholders

Goal: लक्ष्य	SGT प्रोजेक्ट लागु गर्दा उनिहरुको सिकाइ र अनुभव ब्यख्या गर्ने
आफ्नो परिचय दिनु होस	हेल्लो, मेरो नाम _____ हो । आज म सँग कुरा गर्न समय दिनुभएकोमा धन्यवाद । हामी तपाईंसँग यस समुदायमा लागु भएको SGT (एसजिटी) प्रोजेक्टको कृयाकलाप सबन्धी बिषयमा छलफल गर्न गैरहेका छौ । यसमा ठिक वा बेठिक उत्तर हुँदैन । हामी दुबै राम्रो भएको र भबिश्यमा सुधार गर्न सकिने कुराहरुमा छलफल गर्ने छौ ।
बालिका शिक्षा	<ul style="list-style-type: none"> • तपाईंको समुदायमा अहिले बालिका शिक्षाको अवस्था कस्तो छ ? यस समुदायका सबै बालिकाहरु नियमित स्कुल जान्छन् ? (कुनै जातजाति, सरकारी वा प्राइभेट स्कुलमा फरक छ कि छैन खोतल्नुहोस) • बालिका शिक्षा संबन्धी कुनै समस्या छन् होला ? यदी छन् भने तीनिहरु के के हुन ? (खोतल्नुहोस: अनियमित क्लास, अनियमित शिक्षक, स्कुल एकदम टाढा, भौतिक संरचना नहुनु, परिवारको कमजोर आर्थिक अवस्था, विवाहको लागी परिवारको दबाब) • यदी सबै बालिकाहरु स्कुल जादैनन् भने; स्कुल नजानु/छोड्नुको प्रमुख कारण के थियो ? (बाल विवाह, परीक्षा फेल भएर, कमजोर आर्थिक अवस्था, स्कुलमा महिला मैत्री संरचना नहुनु, स्कुल एकदम टाढा छ, दुर्व्यबहार) • यदी ति छोडेका बालिकाहरुले कुनै सहयोग पाउछन् भने, तीनिहरु फेरी स्कुल जान्छन् ? • आफ्नो विद्यालय शिक्षा पूरा गर्न नसकेका केटीहरुको लागी तपाईंको सामुदायमा कुनै अवसरहरु उपलब्ध छन् ? (खोतल्नुहोस: अनौपचारिक शिक्षा, व्यावसायिक तालिम; आफ्नै व्यवसाय सुरु; नोकरी, अन्य तरिकाले आय आर्जन) • यस समुदायमा केटिहरुका लागि SEE गरे पछी के अवसरहरु छन् ? (खोतल्नुहोस: अनौपचारिक शिक्षा, व्यावसायिक तालिम; आफ्नै व्यवसाय सुरु; नोकरी, अन्य तरिकाले आय आर्जन) • के तपाईंको समुदायमा बालिका शिक्षाको लागी सहयोग गर्ने कुनै गैर-सरकारी संस्था वा सामुदायिक कार्यक्रमहरु छन् ? यदि छन् भने, के मा गरिरहेको छ होला? (खोतल्नुहोस: शुल्क भुक्तान, शैक्षिक सामग्री, पोशाक, खाजा/लंच प्याकेज) <p>RHEST ले बिगत केहि बर्ष देखी तपाईंको समुदायमा (समुदायको नाम भन्ने) SGT (एसजिटी) कार्यक्रम लागु गरी राखेको छ</p> <ul style="list-style-type: none"> • तपाईं कहिल्यै RHEST/SGT (एसजिटी) प्रोजेक्टको कार्यक्रममा सहभागी हुनु भएको छ ? यदी छ भने, कुन कार्यक्रममा सम्लग्न हुनुभयो ? (उनिहरुले जे भन्छन् लिस्ट

	बनाउने) (खोतल्लु होसः शुक्रबार को कक्षा, पैरबिका कार्यक्रम, प्रतियोगिता, ज्याली/जुलुस, शैक्षिक समग्री बितरण)
RHEST/SGT परियोजनाको शिक्षा सहयोग	<ul style="list-style-type: none"> यो समुदायमा RHEST प्रोजेक्टले शिक्षामा सहयोग गरेको तपाईंलाई जानकारी छ ? के सहयोग पाइरहेको छ बताउन सक्नुहुन्छ ? (खोतल्लुहोस्: शैक्षिक समागृ, स्कुल फि, पोशाक, झोला, ट्युसन फि, शुक्रबार शिक्षक सहयोग) यो सहयोग उनीहरुको स्कुल पढाइको लागि पुगदो थियो ? यदि थिएन भने स्कुलको पढाइ पुरागर्न अन्य के थप सहयोग आवश्यक छ जस्तो लाग्छ ? सहयोग पाएका बालिकाहरु सबैले RHEST बाट उत्तिकै सहयोग पाइरहेका छन? छैन भने किन नपाएको होला ? बालिकाको स्कुल शिक्षाकोलागी यो समुदायमा त्यो सहयोग कती महत्वपूर्ण छ होला ? के तपाईं RHEST/SGT को सहयोगले यस समुदायमा बालिकाको जीवन परिवर्तनका कुनै सफल कथाहरु भन्न सक्नुहुन्छ ? यो समुदायमा तपाइले दुइ बर्ष पहिले को तुलनामा बालिका शिक्षामा केहि परिवर्तन देख्नु भएको छ ? के परिवर्तन देख्नु भएको छ ? (खोतल्लुहोस्: स्कुल छोड्नेको सख्या, बालविवाह, बेचबिखन (ट्राफिकिड), बालश्रम घटेको) <p>स्कुल शिक्षकको लागि मात्र: के तपाईं नयाँ SGT विद्यार्थीको हरेक बर्ष नयाँ भर्ती गर्ने प्रक्रियाको बारेमा बताई दिन सक्नुहुन्छ? तपाइँले हरेक वर्षमा नयाँ विद्यार्थी भर्ती गर्ने प्रक्रिया अझै पारदर्शी बनाउन के गर्नु पर्ला ?</p> <p>Advocasy पैरवी सदस्यहरुका लागि: तपाईंको समुदायमा बालिकाको शिक्षामा RHEST परियोजनाको सहयोग कसरी देख्नुहुन्छ ? के तपाइँ हामीलाई बताउनुसक्नु हुन्छ तपाईं कुन गतिविधिहरु RHEST सँग सम्बद्ध भएर चलाईरहनु भएको छ ? के यो सामाजिक कुप्रथा कम गर्न र बालिका शिक्षा निरन्तरताको लागि उपयोगी थियो ? यदि थियो भने कसरी ? यदि थिएन भने किन ?</p>
बाल विवाह	<ul style="list-style-type: none"> तपाइंको समुदायमा बालविवाह कतिको सामान्य छ ? (खोतल्लुहोस्: जात/जातिमा, धर्मिक समुहमा र स्थानमा स्कुल सकिनुभन्दा पहिले विवाह हुने सम्भावना हुन्छ?) समुदायमा बाल विवाहको लागि प्रभाव वा बाध्य पार्ने मुख्य कुराहरु के हुन् जस्तो लाग्छ ? (खोतल्लुहोस्: धार्मिक, सांस्कृतिक, सामाजिक-आर्थिक स्थिति) तपाईंको सामुदायमा बाल विवाह कम गर्नको लागि RHEST/SGT ले कसरि वकालत गरिरहेको छ ? बाल विवाह प्रथा घटाउन RHEST/SGT ले गर्न सक्ने अरु केहि छ ?
हिंसा सम्बन्धी	<ul style="list-style-type: none"> मानव बेचबिखन, हिंसा र कुप्रथाको बारेमा हालै धेरै छलफल गरिएको छ। कस्तो प्रकारको सामाजिक समस्याहरु (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बाल श्रम, बालबिह) तपाईंले आफ्नो समुदायमा देखेको छ ? हालको अवस्था दुई वर्ष अघिको

	<p>तुलनामा कस्तो देख्नुहुन्छ ?</p> <ul style="list-style-type: none"> • तपाईंको बिचारमा केटीहरूले - घरमा, स्कूल जादा, स्कूलमा र समुदायमा - कस्ता प्रकारका हिंसाहरू सामना गर्छन होला ? के यस्ता प्रकारका हिंसा खास कुनै समूहको केटीहरूमा बढी छ ? यदि छ भने, किन ? (खोल्तल्लुहोस: अपाङ्गता अनुसार फरक, जात/जाति, धर्म, वर्ग, अन्य) • मौखिक वा शारीरिक दुर्व्यवहार वा भेदभाव हुँदा यदी बालबालिका सहायताकोलागि जान चाहन्छन भने यस समुदायमा कहाँ जान्छन ? (खोतल्लुहोस: स्कूल, घर, सामुदायिक स्तर को सहयोग, महिला को सेल, शुक्रवार र सहायक शिक्षक, स्कूल ब्यबस्थापन समिती, एसजीटी एल्युमिना)। • प्राप्त सहयोगबाट के उनीहरू यस समस्यालाई समाधान गर्न सकेका होलान ? यदि सके भने, कसरी ? यदि छैन भने, किन समाधान भएन होला ? <p>• के तपाईंले आफ्नो समुदाय वा तपाईंको परिवारमा कुनै पनि सामाजिक समस्याहरू [बेचबिखन, हिंसा, छाउपडी, दुर्व्यवहार, बाल विवाह, बाल श्रम] देख्नु भएको छ ? यदि छ भने, उनीहरूले कहाँ रिपोर्ट गर्न सक्छन् ?</p> <ul style="list-style-type: none"> • तपाईंको विचारमा यदि कुनै केटी हिंसा/दुर्व्यवहार/शोषण/बेचबिखनको जोखिममा छ भने के गर्नुपर्छ ? • यस समुदायमा बालिका बेचबिखन र हिंसाको जोखिम हुनदेखि कसरि रोक्न सकिन्छ होला ?
जानकारी स्रोतहरू	<ul style="list-style-type: none"> • तपाईंको बिचार मा केटीहरूले सामाजिक समस्या वा गलत प्रचलन का बारेमा कहाबाट जानकारी लिन्छन होला ? सहजकर्ता: यदी उनीहरूले मिडिया भन्छन भने, खास कुन मिडिया भनि सोध्ने । (खोतेल्ले: 'सक्षम छोरि रेडिओ कार्यक्रम)
SGT कार्यक्रम प्रति शुझाब	<ul style="list-style-type: none"> • तपाईंको समुदायमा RHEST / SGT कार्यक्रम गतिविधिहरू तपाईं कसरी हेर्नुहुन्छ? RHEST/SGT कार्यक्रमले बालिका शिक्षा र सामाजिक समश्या सन्बन्धी जनचेतनाका कृयाकलापहरूले कसरी सहयोग गरि रहेको छ ? • SGT कार्यक्रमको कुन पक्ष सबैभन्दा रोचक छ? तपाईंको विचारमा भबिस्यमा कुन पक्ष सुधार वा परिवर्तन गर्न आवश्यक छ ?
समापन	<p>हामीले हाम्रो औपचारिक प्रश्नहरू पूरा गरेका छौं। तपाईंको धैर्य र विचारपूर्ण उत्तरको लागि धेरै धेरै धन्यवाद। अरु कुनै कुरा तपाईं हामीलाई बताउन चाहनुहुन्छ , जुन हामीले तपाईंलाई सोधेनौं? के तपाईंको हामिलाई कुनै सुझाब छ ? तपाईंको हामिलाई कुनै प्रश्न छ ?</p>

THANK YOU

IDs interview guides - School dropout girls

Goal: लक्ष्य	SGT प्रोजेक्ट लागु गर्दा उनिहरुको सिकाइ र अनुभव ब्यख्या गर्ने
आफ्नो परिचय दिनु होस	हेल्लो, मेरो नाम _____ हो । आज म सँग कुरा गर्न समय दिनुभएकोमा धन्यवाद । हामी तपाईंसँग तपाइको शिक्षा र यस समुदायमा लागु भएको SGT प्रोजेक्टको कृयाकलाप सबन्धी बिषयमा छलफल गर्न गैरहेका छौ । यस्मा ठिक वा बेठिक उत्तर हुँदैन । हामी दुबै राम्रो भएको र भबिश्यमा सुधार गर्न सकिने कुरा पनि सुन्न इच्छुक छौ ।
बालिका शिक्षा	<ul style="list-style-type: none"> • तपाईं विद्यालय छोड्दा कति कक्षामा हुनुहुन्थियो ? कुन कुराले तपाईंलाई स्कूल छोड्ने बनायो ? के स्कूल छोड्ने तपाईंको आफ्नै निर्णय थियो ? • के तपाईंका भाई बहिनीहरुले पनि स्कूल छाडेका छन् ? तिनीहरुले किन छाडेका हुन ? • के तपाईंका साथीहरुले पनि स्कूल छोडेका छन्? किन तिनीहरुले छोडे ? तिनीहरुले तपाईंलाई स्कूल छोड्न के ले प्रभावित गर्यो ? • तपाईंले विद्यालय छोडेकोमा तपाईंको आमाबाबुको प्रतिक्रिया कस्तो थियो ? के तिनीहरुले तपाईंलाई फेरि स्कूल पठाउन खोजे ? • तपाईंका सहपाठीहरुले हालसालै स्कूलमा नियमित पढाई संबन्धी कुनै समस्या सामना गर्नु पर्यो ? यदि पर्यो भने तीतिहरु के के हुन ? (खोतल्नुहोस्: अनियमित क्लास, अनियमित शिक्षक, स्कूल एकदम टाढा, भौतिक संरचना नहुनु, परिवारको कमजोर आर्थिक अवस्था, विवाहको लागी परिवारको दबाब) • तपाईंको विद्यालय छोड्नुको मुख्य कारणहरु के थिए ? (खोतल्नुहोस्: परिवार, व्यक्तिगत र स्कूल सम्बन्धी) • के तपाईंलाई स्कूलको बारेमा विशेष गरी मननपर्ने कुरा केहि थियो ? हामी कसरी तपाईंलाई स्कूल नछोड्न बारेमा सहयोग गर्न सकछौ ? • तपाईं वा तपाईंको साथीहरु जस्ले स्कूल छोडेकाछन फेरि स्कूल फर्कन र विद्यालय शिक्षा पूरा गर्न कुन कुराले सहयोग पुग्छ होला ? • यदि तपाईंले कुनै सहयोग पाउनुभयो भने के तपाईं फेरि स्कूल शुरु गर्नुहुन्छ ? यदि गर्नुहुन्छ भने के सहयोग चाहनु हुन्छ ? • तपाईंको समुदायमा कुनै गैर सरकारी सस्था वा कार्यक्रमहरु बालिका शिक्षामा सहयोग गरीरहेका छन्? यदि सहयोग गर्ने संस्था छ भने बालिका शिक्षामा, तिनीहरु ले के मा सहयोग गर्दछ ? (खोतल्नु होस्: शुल्क भुक्तान, शैक्षिक सामग्री, लुगा, लंच प्याकेज)
बाल विवाह	हामीले तपाईंको शिक्षा र RHEST / SGT परियोजना गतिविधिहरुको बारेमा अहिलेसम्म छलफल गरेका छौं। अब हामी सामाजिक समस्याहरु (मानव बेचबिखन, हिंसा, दुर्व्यवहार, बालविवाह) संग सम्बन्धित सजीटी परियोजनामा जागरुकता कार्यक्रमको(बारेमा चर्चा गर्न सकछौं ।

	<ul style="list-style-type: none"> • तपाइको समुदायमा बालविवाह कतिको सामान्य छ? (खोतल्लुहोस: जात/जातिमा, धर्मिक समुहमा र स्थानमा स्कूल सकिनुभन्दा पहिले विवाह हुने सम्भावना हुन्छ?) • समुदायमा बाल विवाहको लागि प्रभाव वा बाध्य पार्ने मुख्य कुराहरु के हुन् जस्तो लाग्छ ? (खोतल्लुहोस: धार्मिक, सांस्कृतिक, सामाजिक-आर्थिक स्थिति) • के तपाईं विवाह गर्नको लागि परिवारबाट दबाबमा हुनुहुन्छ ? तपाइको विचारमा तपाइलाई बिबाह कहिले गर्ने भन्ने निर्णय गर्ने स्वतन्त्रता छ ? • तपाईंको सामुदायमा बाल विवाह कमी गर्नको लागि RHEST/SGT ले कसरि सहयोग गरिरहेको छ ?
हिंसा सम्बन्धी	<ul style="list-style-type: none"> • मानव बेचबिखन, हिंसा र कुप्रथाको बारेमा हालै धेरै छलफल गरिएको छ। कस्तो प्रकारको सामाजिक समस्याहरु (मानव बेचबिखन, हिंसा, छाउपडी, बाल श्रम, बालबिह) तपाईंले आफ्नो समुदायमा सुनेको छ ? • तपाईंको बिचारमा केटीहरुले - घरमा, स्कूल जादा, स्कूलमा र समुदायमा - सामना गर्ने हिंसाको मुख्य प्रकारहरु के हुन्? के यस्ता प्रकारका हिंसा खास कुनै समूहको केटीहरुमा बढी छ ? यदि छ भने, किन ? (खोतल्लुहोस: अपडता अनुसार फरक, जात/जाति, धर्म, वर्ग, अन्य) • मौखिक वा शारीरिक दुर्व्यवहार वा भेदभाव हुँदा यदी बालबालिका सहायताकोलागि यस समुदायमा कहाँ जान्छन् ? (खोतल्लुहोस: स्कूल, घर, सामुदायिक स्तर को सहयोग, महिला को सेल, शुक्रवार र सहायक शिक्षक, स्कूल ब्यबस्थापन समिती, एसजीटी एल्युमिना)। • प्राप्त सहयोगबाट के उनीहरु यस समस्यालाई समाधान गर्न सकेका होलान ? यदि सके भने, कसरी ? यदि छैन भने, किन समाधान भएन होला ?
	<ul style="list-style-type: none"> • के तपाईंले आफ्नो समुदाय वा तपाईंको परिवारमा कुनै पनि सामाजिक समस्याहरु [मानव बेचबिखन, हिंसा, छाउपडी, दुर्व्यवहार, बाल विवाह, बाल श्रम] देख्नुभएको छ ? देख्नुभएको छ भने, त्यो रिपोर्ट कहाँ गर्छन होला ? • यदी कुनै पनि बालिका हिंसा दुर्व्यवहार शोषण तस्करीको जोखिममा हुनुहुन्छ भने तपाईं के सोच्नु हुन्छ ? • तपाईंको विचारमा, यस समुदायमा बालिका तस्करी र हिंसाको जोखिम लाई कसरि रोक्न सकिन्छ होला ?
जानकारी स्रोतहरु	<p>तपाईंको बिचार मा केटीहरुले सामाजिक समस्या वा गलत प्रचलन का बारेमा कहाबाट जानकारी लिन्छन होला ? सहजकर्ता: यदी उनीहरुले मिडिया भन्छन भने, खास कुन मिडिया भनि सोध्ने । (खोतेल्ले: 'सक्षम छोरि रेडिओ कार्यक्रम)</p>
SGT कार्यक्रम प्रति शुझाब	<p>तपाईंले SGT कार्यक्रम संग समग्रमा कतिको सन्तुस्ट हुनुहुन्छ? एसजीटी कार्यक्रमको कुन पक्ष तपाईंलाई मन पर्यो? भबिस्यमा कुन पक्ष सुधार वा परिवर्तन गर्न आवश्यक छ ?</p>
समापन	<p>हामीले हाम्रो औपचारिक प्रश्नहरु पूरा गरेका छौं। तपाईंको धैर्य र विचारपूर्ण उत्तरको लागि</p>

धेरै धेरै धन्यवाद। अरु कुनै कुरा तपाईं हामीलाई बताउन चाहनुहुन्छजुन हामीले तपाईंलाई ,
सोधेनौं? के तपाईंको हामिलाई कुनै सुझाब छ ? तपाईंको हामिलाई कुनै प्रश्न छ ?

THANK YOU

Annex 3: Consent Form

सहमति फारम

म, बिकाश श्रोत केन्द्र काठमाडौं, एक नेपाली सर्वेक्षण संस्था बाट आएको हुँ, अहिले हामी तपाईं जस्तै विभिन्न विधार्थीहरू संग RHEST द्वारा संचालित एस जी टी कार्यक्रमको एउटा सर्वेक्षण गर्दै छौं। हामी यस सर्वेक्षणबाट शिक्षा, आर्थिक सशक्तिकरण र महिला विरुद्ध सामाजिक कुरीतिको बारेमा तपाईंको धारणा र विचार जान्न चाहन्छौं। अन्तरवार्ता सुरु गर्नु अगाडी तपाईंलाई यो सुचित गर्न चाहन्छु कि यस अन्तरवार्ताको बेलामा मानव तस्करी, हिंसा, दुरुपयोग जस्ता संवेदनशील विषयहरू मा पनि कुरा गर्ने छौं। हामी यस बिषयहरूमा तपाईंको विचार सुन्न चाहन्छौं।

यस सर्वेक्षण पुरा गर्न ३५-४० मिनेट भन्दा धेरै समय लाग्ने छैन। यसमा तपाईंको सहभागिता स्वैच्छिक हुने छ। यदी तपाईं असमर्थ वा प्रश्नको उत्तर दिन चाहनु हुदैन भने अस्विकार गर्न सक्नु हुने छ। तपाईंले दिनु भएको सम्पूर्ण उत्तरहरू एकदम गोप्य राखिने छ, तपाईंको पहिचान गोप्य रहने छ र तपाईं लाई कुनै हानी नोक्सानी पनि हुने छैन। तपाईंको उत्तरहरू केवल तथ्याङ्किय सारांशको लागि मात्र प्रयोग गरिने छ।

यदी यस सर्वेक्षण संग सम्बन्धित कुनै प्रश्नहरू भए, कृपया श्री समीप पोखरेलसंग निम्न नम्बरहरू +९७७ १ ४४३७३७९

४४२७८१० मा फोन गर्नु होला ताकी यस बारेमा हामी तपाईं लाई फेरी केहि बुझाउन सकौं।

के हामी अब अन्तरबार्तामा अगाडी बढ्न सक्छौं ?

हुन्छ - अन्तरबार्ता सुरु गर्ने /

हुदैन - अन्तरबार्ता अन्त्य गर्ने र धन्यवाद दिने /