

Final Mid-Term Evaluation Report

Joint Programme on Empowering Adolescent Girls and Young Women through Education



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H 2. Nepal Country Report

Independent External Evaluation “Joint Programme on Empowering Adolescent Girls and Young Women through Education”

Country Report Nepal



**Submitted by:
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November 2020**

H 2.1 Map of Nepal



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List of Acronyms

AFIC	Adolescent-Friendly Information Centres
AFHS	Adolescent-Friendly Health Services
ASRH	Adolescent Sexual and Reproductive Health
CEHRD	Center for Education and Human Resource Development
CDC	Curriculum Development Center
CLC	Community Learning Center
CSE	Comprehensive Sexuality Education
CTEVT	Council for Technical Education and Vocational Training
DEO	District Education Office
DoE	Department of Education
EDCU	Education Development and Coordination Units
EMIS	Education Management Information System
ET	Evaluation Team
FLC	Functional Literacy Class
GBV	Gender-Based Violence
GESI	Gender Equity and Social Inclusion
GPGE	Global Priority Gender Equality
HQ	Headquarters
ICON	ICON-Institute Consulting Group
ICT	Information and communication technology
IEC	Information, Education and Communication
IP	Implementing Partner
JP	Joint Programme
KOICA	Korean International Cooperation Agency
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MoFAGA	Ministry of Federal Affairs and General Administration
MoFALD	Ministry of Federal Affairs and Local Development
MoHP	Ministry of Health and Population
MoWCSC	Ministry of Women Children and Senior Citizen
MoYS	Ministry of Youth and Sports
NFE-MIS	Non-Formal Education Management Information System
NGO	Non-governmental organization
NSC	National Steering Committee
JP	Joint Programme
SDG	Sustainable Development Goal
SE	Sexuality Education
SRH	Sexual and Reproductive Health
UN	United Nations
UN WOMEN	The United Nations Entity for Gender Equality and the Empowerment of Women
UNDAF	The United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
VAWC	Violence against Women and Children
WASH	Water, Sanitation and Hygiene

Executive Summary

Introduction

The mid-term evaluation of the ‘Joint Programme on Empowering Adolescent Girls and Young Women through Education’ is commissioned by UNESCO as an independent, external, formative evaluation using mixed methods and covers the implementation period of June 2016 to December 2019.¹ The overall purpose of the evaluation is to: (i) assess the progress towards the Joint Programme’s intended outcomes, with a focus on whether the Joint Programme is on-track to achieve its objectives; (ii) identify strengths and weaknesses in the implementation of interventions of the Joint Programme; and (iii) make recommendations for the refinement of the Joint Programme approach, as necessary.

Data collection for the mid-term evaluation of the Joint Programme in Nepal was conducted in five phases:

- Phase I: Collection, review and initial analysis of all available documentation, reports and assessments.
- Phase II: Field mission to Achham and Bajura districts for meetings and interviews with local government authorities ranging from mayors, deputy mayors, representatives of municipalities and ward offices to Education Development and Coordination Units (EDCU), schools (head teachers, teachers, students and management committees), health coordinators, direct beneficiaries (participants in comprehensive sexuality education (CSE), functional literacy classes (FLCs) and skills training), training facilitators, and implementing partners as well as further analysis regarding thematic areas such as constructed toilets and Adolescent-Friendly Information Centres (AFICs) in schools.
- Phase III: Telephonic interviews in Rautahat, Sarlahi and Sunsari districts to collect data from local government authorities such as mayors, deputy mayors, representatives of municipalities and ward offices and EDCUs, schools (head teachers, teachers, students, and management committee), from direct beneficiaries (CSE, FLCs and skills training participants), training facilitators, and implementing partners.
- Phase IV: Skype interviews at central level in Kathmandu with representatives of UN partner agencies (UNESCO, UNFPA and UN Women), Korean International Cooperation Agency (KOICA) office in Nepal, and the Ministry of Education, Science and Technology (MoEST) and members of the National Steering Committee (NSC).
- Phase V: Sharing of a draft country report for additional comments, making amendments and finalising the report.

The data collection process started as planned with a field mission by the national evaluator to the project areas in the far-western region to Achham and Bajura districts in mid-March 2020. The field mission, however, to the three eastern Terai districts (Rautahat, Sarlahi and Sunsari) planned in late March had to be cancelled due to the travel restrictions in response to the spread of the Coronavirus (COVID-19) to which both the United Nations and the Government of Nepal reacted, followed by the planned mission of the international evaluator to Nepal due to the international travel restrictions. To collect data at the central level with the institutions based in Kathmandu, online meetings were conducted with the UN partner agencies (UNESCO, UNFPA and UN Women), KOICA Nepal, NSC members and government representatives. For those in the eastern Terai districts, telephonic interviews were conducted with local government authorities (mayors, deputy mayors and representatives of municipalities, ward offices and EDCU), schools (head teachers, teachers, students and management committee), direct beneficiaries (CSE, FLCs and skills training participants), training facilitators and implementing partners.

¹ This break-off point is used for finance data. Wherever more recent information is available in narrative reports or through field visits such information is used.

The findings of the mid-term evaluation are to inform decision-making for the remainder of the current phase with a focus on potential modifications to increase the likelihood of success. Should a subsequent phase of the Joint Programme be envisaged, these may inform further planning, too.

Context and beginning of the Joint Programme

The ‘Joint Programme on Empowering Adolescent Girls and Young Women through Education’ (JP) is a joint initiative of UNESCO, UNFPA and UN Women under the Global Partnership for Girls’ and Women’s Education “Better Life, Better Future”. The JP is being supported by a contribution of USD 5 million from KOICA for 2016-2021.

In Nepal, the JP started with some delay at the end of 2016 and implementation began in early 2017. The Joint Programme in Nepal is led, and its overall coordination is coordinated by UNESCO. Initiatives are implemented by all three UN Partners through Implementing Partners (IPs) and in coordination with the Ministry of Education, Science and Technology, the Ministry of Federal Affairs and General Administration (MoFAGA) and the Ministry of Women, Children and Senior Citizen (MoWCSC). The interventions of the Joint Programme are implemented in five districts of Nepal, whereby two districts are from the far-western region (Achham and Bajura) and three districts are from the eastern Terai region (Rautahat, Sarlahi, and Sunsari). The main goal of the Joint Programme in Nepal is to enhance access to quality and relevant education for adolescent girls and young women in Nepal. The JP is implemented focusing on achieving objectives such as:

- ❖ Develop the capacity of key institutions and actors to mainstream comprehensive sexuality education and address gender-based violence (GBV) through policies, curriculum and training in formal and non-formal education to foster a safe learning environment, especially for adolescent girls and young women;
- ❖ Enhance access and participation, and prompt transition and achievement in education and functional literacy, especially for adolescent girls and young women;
- ❖ Increase access for vulnerable, out-of-school adolescent girls and young women to CSE and to information, services, life skills and other relevant programmes on GBV, including violence against women and girls, and reproductive health;
- ❖ Foster a safe and healthy environment which is conducive to adolescent girls’ and young women’s learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening favourable societal attitudes and service delivery mechanisms.

Under the global framework, the Joint Programme in Nepal also focuses on four mutually supportive components at global level: (i) Component 1 on quality education; (ii) Component 2 on health and well-being; (iii) Component 3 on enabling environments; and (iv) Component 4 on building data and evidence base. In Nepal, however, several components have been subject to significant modifications. A direct comparison of the overall results framework and the Nepal logframe is therefore not throughout possible. During its implementation, to date, the JP in Nepal has worked with 57 partners. Of these, UNESCO has worked with 15 directly², UNFPA has worked with three and UN Women has worked with two implementing partners.

Achievements of the Joint Programme

In general, the Joint Programme in Nepal, in addition to the realisations captured at the output level, managed to initiate significant changes in the lives of several beneficiaries as reported during interviews and surveys. It has also managed to impulse commitments from local authorities and government.³

² There are implementing partners who have been contracted by UNESCO to implement activities mainly at the field level plus other partners (at national level and ad hoc). For a comparison of the logframes, kindly refer to Appendix E.

³ The evaluation has captured data at the beginning of the lockdown period, outcomes might have varied since data were collected.

- ❖ The Joint Programme has served to narrow gender disparities through education initiatives for adolescent girls and young women.
- ❖ Awareness among the beneficiaries and targeted groups of the JP has increased on Comprehensive Sexuality Education (CSE), gender-based violence (GBV), violence against women and girls, and child marriage. The JP helped to increase literacy rates, skills and confidence among adolescent girls and young women in the remote project areas.
- ❖ The Joint Programme was able to increase the life standards of beneficiaries of skill trainings who were able to start income generation activities.

At the output level and for the pre-COVID-period, some of the major achievements of the Joint Programme in Nepal are:

- ❖ A total of 10 trainings were provided for 143 facilitators in the form of Functional Literacy Classes and on teaching methodology with a focus on CSE and GBV.
- ❖ There have been 91 FLCs conducted in 5 districts where 1,873 female participants benefited from the training.
- ❖ A total of 8 schools were supported with improved WASH facilities, where 7 schools were supported in constructing adolescent girls' friendly toilets and 1 school was supported with a drinking water scheme.
- ❖ A total of 50 AFICs were established in the five target districts of Nepal with 10 AFICs in each district providing IEC materials and smart projectors.
- ❖ A total of 4,006 out-of-school adolescent girls and young women (16-24 years old) were provided with vocational skills trainings. Of these, 1,109 women were able to start generating more income, starting a new business or enhancing their already established business.

Conclusions and Lessons Learnt

Conclusions and lessons learnt from the analysis of data collected through the field visits to the implementation sites as well as face-to-face interviews, key informant interviews, focus group discussions, phone and online interviews are summarized as follows:

- ❖ The design of the Joint Programme in Nepal is relevant to the context of Nepal, though there were no needs assessments or baseline study conducted at the local level during the project design phase.
- ❖ The implementation of the JP is relevant and appropriate in terms of national needs and is aligned with the priorities of the Nepal government, as well as UN partner agencies. It did contribute to the promotion of the national efforts in achieving SDG 4 and SDG 5.
- ❖ Shortcomings that UNESCO Nepal has not been able to rectify, to date, relate (i) to the late start of the Joint Programme and due to the reconstruction of the new government of Nepal; (ii) to staff turnovers in the UNESCO Kathmandu office; and (iii) to insufficient human resources and management capacity available given the scale of the project.
- ❖ UNESCO Nepal proposes to apply a no-cost extension to 31.12.2021 since some of the remaining activities of the JP might not be completed by the end of June 2021 as planned.
- ❖ UNFPA and UN Women have delivered on most of their commitments and are willing to wrap up the programme without extension.
- ❖ The linking of the revision of the logical framework (which was initiated in late 2018) to the current mid-term evaluation delayed the planned revision for the 4th year of a 5-year project cycle unnecessarily.
- ❖ The process remains challenging due to the new realities of COVID-19.
- ❖ Of a total of 4,006 beneficiaries of vocational trainings, some 60 percent have not been able to start own income generating activities. One of the reasons is that the selected age group 16 to 24 years old is a group with very limited access to financial resources to start their own business.

- ❖ Since all partner agencies are working for a common goal there should have been very good coordination among them, but coordination is lacking.
- ❖ There has been a very limited number of national steering committee meetings only, and the frequency of meetings between UN partner agencies is too low.

Recommendations

The following are recommendations which the evaluator wishes to present to further the process of reflections and decision-making in preparation of the resumption of activities of the Joint Programme after the easing of COVID-19 restrictions.

Criterion	Recommendation	Directed at
Relevance and Appropriateness		
R+A 1	Finalize the current logframe revision aiming at a significant improvement of the logframe quality and adapt it to COVID-19 challenges for implementation.	UNESCO
R+A 2	Document the strategic relevance of the Joint Programme and use close consultation with local communities, UN partners and potential donors alike to be ready to participate in, or contribute to, multi-sectoral programmes of similar thematic orientation in the future.	UNESCO
R+A 3	Place emphasis on Comprehensive Sexuality Education (CSE) and related topics at provincial and local level during the remaining implementation.	UNESCO UNFPA + UN Women
Assessment of Outcomes and Pathways to Impact		
O+PI 1	Increase the emphasis on outcomes leading to impact throughout the programme.	UNESCO UNFPA + UN Women
Efficiency and Effectiveness		
E+E 1	Embark on larger contract volumes and less implementing partners for efficiency gains and reduce the transaction costs.	UNESCO
E+E 2	Expand the use of local / regional NGOs for beneficiaries to capitalize on their specific knowledge of needs and conditions, and also as a measure to help strengthen NGOs at that level by ensuring they develop their own capacities through the implementation of interventions.	UNESCO UNFPA + UN Women
E+E 3	Use more effective monitoring - with an increasing frequency of monitoring visits - and strengthen the management of the Programme.	UNESCO
E+E 4	Prioritize current activities and streamline the objectives of the logframe to make the existing activities, outputs and outcomes more efficient and effective. COVID-19 response activities should be considered separately as part of the COVID-19 response plan.	UNESCO
E+E 5	Invest additional resources in the establishment of more AFICs.	UNFPA
Sustainability		
S 1	Solidify the results of vocational training and support the application of new skills and knowledge through support to former beneficiaries in securing funding for start-up businesses.	UN Women
S 2	Make available regular and recurrent information on applicable laws, guidelines and reform agendas to both target beneficiaries and municipal officials so as to ensure the sustainability of programme success.	UNESCO UNFPA + UN Women

Criterion	Recommendation	Directed at
S 3	Draft and adopt a Sustainability Plan including a strategy for the transfer of planning capacities to local authorities and an exit strategy for all components to increase procedural and practical ownership and success for the remainder of the current implementation period and beyond.	UNESCO UNFPA + UN Women
S 4	Strengthen ownership of communities through the seeking of local government support in the mobilization of the different groups currently supported – i.e. women’s group, students’ clubs and kids’ clubs for awareness on CSE, GBV and related issues.	UNESCO UNFPA + UN Women
S 5	Provide support to all newly established AFICs for their efficient use and maintenance beyond the end of the current programme.	UNFPA
Coordination and Partnership		
C+P 1	Strengthen the coordination and partnership between UN partner agencies, donor agency and other partners based on more frequent and better planned exchanges and encourage i.e. more frequent meetings of the Steering Committee.	UNESCO UNFPA + UN Women
C+P 2	Encourage and actively support institutional coordination among government authorities at federal and local level so as to facilitate the identification of real needs at the local level.	UNESCO UNFPA + UN Women
C+P 3	Jointly review the reporting frequency and timing so as to minimize unnecessary reporting.	UNESCO UNFPA + UN Women

1. Introduction

Nepal is a landlocked country located in South Asia between China in the north and India in the south, east and west. It is divided into three principal physiographic belts known as Himal (Mountain region), Pahad (Hills region) and Terai (Plain region).⁴ Nepal had a population of 26 million according to the 2011 Census.⁵ As of 1 July 2020, its population stands at 29.9 million making it 49th largest country in the world.⁶ Nepal is a multi-ethnic country which has 125 ethnic groups and 92 different living languages, with Nepali as the official language.⁷ Nepal is the Federal Democratic Republic since 2008. The Constitution of Nepal, adopted in September 2015, affirms Nepal as a secular federal parliamentary republic divided into seven provinces. With the new constitution of Nepal, old municipalities and villages are restructured into a total of 753 municipalities and rural municipalities. At present, there are 6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities and 460 rural municipalities (Gaun Palika).

The constitution of Nepal has addressed the right to education as one of the fundamental human rights. In the constitution, some of the rights related to education have been stated as below: ⁸

- ❖ Every citizen shall have the right of access to basic education.
- ❖ Every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State.
- ❖ Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue.

Nepal is committed to ensuring that all children have access to free, compulsory, and good-quality basic and secondary education. The SDGs have been fully integrated into its national development frameworks, and Nepal has developed the SDGs Status and Roadmap 2016-2030, SDGs Needs Assessment, Costing and Financing Strategy, and SDGs Localization Guidelines that spell out baselines, targets and implementation and financing strategies for each SDG.⁹ Aligning with the global Sustainable Development Goals (SDGs), Nepal has identified and adopted SDGs with a national perspective to guide the operationalization of the SDGs at all levels – national, provincial and local. The national SDG 4 ensures inclusive and equitable quality education for all. Targets for SDG 4 are:

- ❖ (i) All girls and boys complete free, equitable and quality primary and secondary education
- ❖ (ii) all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education,
- ❖ (iii) Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university,
- ❖ (iv) A larger percentage of youth and adults has relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship, and
- ❖ (v) The elimination of gender disparities in education and, finally, to ensure equal access to all levels of education and vocational training for the vulnerable, among others.¹⁰

⁴ <https://en.wikipedia.org/wiki/Nepal>

⁵ National Population and Housing Census 2011 (National Report), Central Bureau of Statistics, Kathmandu, Nepal

⁶ https://en.wikipedia.org/wiki/List_of_countries_and_dependencies_by_population

⁷ https://en.wikipedia.org/wiki/Ethnic_groups_in_Nepal

⁸ Nepal's Constitution of 2015. https://www.constituteproject.org/constitution/Nepal_2015.pdf

⁹ Guided by the overarching national aspiration of 'Prosperous Nepal, Happy Nepal', the 15th Development Plan (2019/20-2023/24) has mainstreamed the SDGs. The 25 Year Long-Term Vision 2100 also internalizes the goals, targets and milestones of the 2030 agenda. Specific SDGs codes are assigned for all national development programmes through Medium Term Expenditure Framework. Furthermore, SDGs have been integrated in the Sub-National Governments' periodic plans with effective monitoring and evaluation guidelines.

<https://sustainabledevelopment.un.org/memberstates/nepal>

¹⁰ All targets to be achieved by 2030.

SDG 4 aims for 99.5 percent net enrolment and completion of primary education, and 99 percent gross enrolment in secondary education by 2030. The other targets are: 95 percent of students enrolled in grade one to reach grade eight; attendance in pre-primary education; the proportion of youth and adults who have relevant skills (including technical and vocational skills for employment, decent jobs and entrepreneurship) to reach 75 percent; all youth and at least 95 percent of adults, both men and women to achieve literacy and numeracy; elimination of gender disparities in tertiary education, and increasing the Human Assets Index to 76 in 2030 from 67 in 2015.¹¹

Nepal has made progress in education over the last two decades, however, many challenges remain. There are still 770,000 children aged 5-12 years who are out of school¹² and educational performance widely differs with wealth. There are only very few schools that meet child-friendly school standards. UNESCO summarizes: “Although Nepal has achieved gender parity in primary school enrolment, girls tend to drop out of school, especially in the upper grades. Factors that explain this situation include living in remote areas, being from low-income families, early marriage, gender-based violence, and poor learning environments. Women also have significantly lower literacy rates than men.”¹³

National SDG 5 targets gender equality and empowerment of all women and girls. The targets include:

- ❖ (i) Ending all forms of discrimination against all women and girls everywhere,
- ❖ (ii) Eliminating all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation,
- ❖ (iii) Eliminating all harmful practices, such as child, early and forced marriage,
- ❖ (iv) Recognizing and valuing unpaid care and domestic work,
- ❖ (v) ensuring women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life, and
- ❖ (vi) Ensuring universal access to sexual and reproductive health and reproductive rights.¹⁴

The proposed specific targets for SDG 5 include an elimination of wage discrimination for comparable work, the elimination of physical/sexual violence as well as eliminating all harmful practices, such as child, early and forced marriage and chhaupadi¹⁵. The Ministry of Education, Science and Technology bears general responsibility for primary, secondary and higher education. Technical and senior secondary vocational education is coordinated by the Council for Technical Education and Vocational Training (CTEVT). As per UNESCO (2018), the literacy rate of Nepal¹⁶ shows wide disparities between age groups:

❖ 15-24 years	92.39 (Total)	94.03 (Male)	90.88 (Female)
❖ 15 years and older	67.91 (Total)	78.59 (Male)	59.72 (Female)
❖ 65 years and older	23.63 (Total)	41.50 (Male)	08.65 (Female)

In Nepal, the Joint Programme formally started on 26 June 2016¹⁷ but, in practice, implementation only started at the beginning of 2017.¹⁸ UNESCO leads and coordinates the JP and all three UN Partners - UNESCO, UNFPA and UN Women – implement through implementing partners (IPs) and in coordination with the Ministry of Education, Science and Technology (MoEST), the Ministry of Federal Affairs and General Administration (MoFAGA) and the Ministry of Women, Children and Senior Citizen

¹¹ Nepal’s Sustainable Development Goals - June 2017, Baseline Report, National Planning Commission GoN [https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1\(1\).pdf](https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1(1).pdf)

¹² <https://www.unicef.org/nepal/education>

¹³ <https://en.unesco.org/news/defending-girls-right-education-nepal>

¹⁴ Nepal’s Sustainable Development Goals - June 2017, Baseline Report, National Planning Commission GoN [https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1\(1\).pdf](https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1(1).pdf)

¹⁵ Chhaupadi is a form of menstrual taboo which prohibits women and girls from participating in normal family activities while menstruating, as they are considered "impure".

¹⁶ <http://uis.unesco.org/en/country/np?theme=education-and-literacy>

¹⁷ Fund in Trust (FIT) No.3768: 526NEP1000.

¹⁸ Skype Interview with UNESCO Nepal Team, 30 March 2020

(MoWCSC). Implementation covers locations in five districts of Nepal, with two districts in the far-western region (Achham and Bajura) and three districts in the eastern Terai region (Rautahat, Sarlahi, and Sunsari).

The main goal of the Joint Programme in Nepal is to enhance access to quality and relevant education for adolescent girls and young women. It is implemented to achieve the following objectives¹⁹:

- ❖ Develop the capacity of key institutions and actors to mainstream Comprehensive Sexuality Education (CSE) and address Gender-Based Violence (GBV) through policies, curriculum and training, in formal and non-formal education, to foster a safe learning environment, especially for adolescent girls and young women;
- ❖ Enhance access to, participation, transition and achievement in education and functional literacy, especially for adolescent girls and young women;
- ❖ Increase access for vulnerable, out-of-school adolescent girls and young women to CSE, and information, services, life skills and other relevant programmes on GBV, including violence against women and girls, and reproductive health;
- ❖ Foster a safe and healthy environment which is conducive to adolescent girls' and young women's learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening positive societal attitudes and service delivery mechanisms.

This distinguishes the JP in Nepal from the global JP which focuses on the following four components:

- ❖ **Component 1. Quality education:** Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- ❖ **Component 2. Health and well-being:** Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE).
- ❖ **Component 3. Enabling environments:** Addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination.
- ❖ **Component 4. Building the data and evidence base:** Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

The logframe of Nepal has four defined outcomes:²⁰

1. **Outcome 1:** Mainstream CSE and GBV, including violence against women and girls, in formal and non-formal education and foster a safe learning environment, especially for adolescent girls and young women.
2. **Outcome 2:** Enhance access to, participation, transition and achievement in education and functional literacy, especially for adolescent girls and young women.
3. **Outcome 3:** Increase access for vulnerable, out-of-school adolescent girls and young women to CSE, and information, services, life skills and other relevant programmes on GBV, including violence against women and girls and reproductive health.
4. **Outcome 4:** Foster a safe and healthy environment which is conducive to adolescent girls' and young women's learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening favourable societal attitudes and service delivery mechanisms.

¹⁹ Annual Report of the Joint Programme: 'Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal' - UNESCO Kathmandu Office, December 2019.

²⁰ For a more detailed comparison between national and overall Logframe, kindly consult Appendix E.

A further revision of the logframe was finalized and officially approved by the donor and NSC in July 2020.

2. Relevance and appropriateness

The JP is relevant and appropriate in terms of national needs. It is aligned with the priorities of the Nepal government as well as with those of the UN partner agencies UNESCO, UNFPA, and UN Women. The JP is supporting the national efforts of achieving SDG 4 and SDG 5.

The JP was designed at the end of 2015 based on national priorities and it was planned based on an analysis of the available baseline data at the federal level in Nepal.²¹ The design was developed by the UNESCO country office in coordination with the Ministry of Education, Science & Technology, and the UN partners UNFPA and UN Women. There were only very few assessments conducted at field level during the programme design phase. Nonetheless, the JP is relevant at the local level due to:

- ❖ Its close alignment with the gender equality policies of the Government of Nepal which is promoting gender sensitization in formal and non-formal education²²,
- ❖ Its alignment with the UNESCO ‘Global Priority Gender Equality’ which is part of the UNESCO 2008-2013 Medium-Term Strategy and has been reiterated in its 2014-2021 Medium-Term Strategy,
- ❖ Its work with marginalized and disempowered constituencies,
- ❖ Its support from different development partners operating side-by-side and in harmony while permitting linkages between their activities.²³

The JP is also reflecting the UNDAF Priorities (2018 – 2022) for Nepal:²⁴

- ❖ Priority 1: Sustainable and Inclusive Economic Growth By 2022, economically vulnerable, unemployed and underemployed people have increased access to sustainable livelihoods and safe and decent employment and income opportunities. (Related to Outcome 3)
- ❖ Priority 2: Social Development By 2022 there is improved, equitable access, availability and utilization of quality basic social services for all, particularly for vulnerable people (Outcome 2)
- ❖ Priority Area 4: Governance, Rule of Law, and Human Rights By 2022, inclusive, democratic, accountable and transparent institutions are further strengthened towards ensuring rule of law, social justice and human rights for all, particularly for vulnerable people. (Outcome 1)

The remote regions of Nepal are underprivileged in terms of accessibility and connectivity. People in these regions are poor and face lots of difficulties. Especially adolescent girls and young women face multiple challenges in their day-to-day life.²⁵ The level of education is extremely low and there are very few organizations working there due to difficulties in access and a lack of resources. Girls and young women are the most vulnerable group in the society.²⁶ They are not able to share their feelings and sufferings openly in their family or in public. In the remote districts of Achham and Bajura the JP initiatives help local people to make changes in their lives. As stated by a teacher in the Terai region of

²¹ Key Informant Interview with UNESCO Nepal Team, 10 March 2020.

²² Key informant interview/group discussion with Mangalsen Municipality Office, 12 March 2020.

²³ Skype Interview with Nepal National Steering Committee Members, 2 April 2020.

²⁴ Annual Report of the Joint Programme: ‘Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal’- UNESCO Kathmandu Office, December 2019.

²⁵ The Asian Development Bank notes in 2016 that: “In the country as a whole, the strong gender division of labour has long required that women undertake almost all domestic duties, including the time-consuming tasks of firewood and water collection. Women spend many more hours than men on household work, limiting women’s productive and social activities, and girls’ school attendance. Outside the home, women are generally engaged in semiskilled and unskilled jobs closely related to their household tasks. For the same work, they earn about 70% of men’s wages. (Gender Equality Results Case Study, p.6).

²⁶ “The Joint Programme did really help adolescent girls and young women to develop their capacity and present themselves and raise their voices in the society.” (Source: Mayor, Municipality of Achham) Key informant interview/group discussion at Mangalsen Municipality Office, 12 March 2020.

Nepal, discrimination is frequent and it is very difficult to openly discuss about reproductive health and sexuality education in local communities. Teachers also find it very challenging to teach topics related to sexuality and reproductive health.²⁷ In this kind of situation:

- ❖ Attention to interventions like FLCs to promote CSE and the establishment of AFICs in schools are very relevant and appropriate to raise awareness.
- ❖ The development of the teachers' training package and of resource material specially to develop teacher skills in delivering CSE in school has been relevant and appropriate.²⁸ Nepal is progressive in having positive policies on education, reproductive health, CSE, GBV, gender inequality and other related issues. There are various components of comprehensive sexuality education already included in the school curriculum.²⁹
- ❖ The construction of adolescent girls' friendly toilets in government schools has been relevant and helped to support quality education for school students especially for adolescent girl students. There are schools with more than one thousand students with only two toilets. In some schools there is no toilet at all.³⁰ One of the factors students are not able to concentrate on their studies fully is a lack of sufficient toilets and the need to follow unhygienic practices like using open places.
- ❖ Adolescent girl students usually stay home and miss classes during their menstruation period. To some extent the construction of adolescent girls-friendly toilets has helped to address these shortages.

In 2006, the Government of Nepal ratified the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, to which it was already a signatory. It has passed and amended many laws and policies relevant to the status of women since, for example, the Gender Equality Act of 2006, the Human Trafficking and Transportation Control Act in 2007, and the Domestic Violence Control Act in 2008. The political scenario of Nepal is changing over the last decades and so are young people. Lots of opportunities have opened up. But due to a lack of skills and knowledge and unwise use of available resources there remains a lack of capacity, especially in the remote areas. Vocational skills trainings are therefore very relevant and it has enhanced the capacity of adolescent girls and young women and opened options to generate income for a better life.

3. Assessment of outcomes and pathways to impact

This section reviews individual outcomes and their ability to open pathways to impact. It is difficult to present a qualified assessment of outcomes and pathways to impact, at this point. This is due to the delayed implementation, to the remarkably high number of 57 JP partners, to the structure of reporting and to the logframe which generally does not define useable baselines or indicators. The implementation rate³¹ for the JP in Nepal is 58 percent.³²

Outcome 1: Mainstream CSE and GBV, including violence against women and girls, in formal and non-formal education and foster a safe learning environment, especially for adolescent girls and young women.

²⁷ "If there is a need of having discussion regarding sexual diseases or sexuality education with students, it should be first discussed with their parents, otherwise there could be a situation where teachers are in danger of getting beaten by the community." – Head Teacher of school in Sunsari.

²⁸ Telephonic Interview with teachers in Terai districts.

²⁹ However, a study done by UNFPA in 2014 shows that CSE was not included as a major subject in the curriculum. And, there were also gaps in terms of having teachers trained on this particular topic, as well as a gap in the capacity of teachers to teach these subjects in line with the available curriculum. Skype Interview with UNFPA Nepal, 3 April 2020

³⁰ Telephonic interview with Man Bahadur Khadka, Mayor of Lalbandi Municipality, Sarlahi, 24 March 2020

³¹ The implementation rate is calculated as the ratio of disbursement plus Unliquidated Obligations over allocated budget.

³² The data provided to the evaluation team for the calculation are as of 31.12.19.

After the federalization of the government of Nepal and as a consequence of decentralization and the devolution of powers, local government authorities carry major responsibility to implement school level activities. Hence, the Joint Programme has focused its capacity building on representatives of local government with a view to sensitizing and building capacity to mainstream CSE policies, plans and programmes in formal and non-formal settings.³³ The activities of the Joint Programme are targeting directly the local bodies at the level of mayors, deputy mayors and other local government representatives to create awareness and to sensitize them.³⁴

Some of the trained government officials and local representatives are committed to mainstream CSE and GBV prevention by allocating relevant budgets for awareness-raising activities and the incorporation of CSE in the local-level curriculum. Two municipalities of Bajura district have formulated that health policies and programmes on the education for women, adolescents and children are prioritized. These are under implementation already and budgets have been allocated by the municipalities for those programmes.³⁵

A two-days training module on CSE that was developed under the initiative of UNFPA for teachers training and adopted by the government of Nepal to be included in the government's 15 days mandatory training for teachers who are newly recruited as public service school teachers.³⁶

In the long run, such outcomes are likely to contribute to societal change since the interventions address the level that is to be empowered by decentralization.

Outcome 2: Enhance access to, participation, transition and achievement in education and functional literacy, especially for adolescent girls and young women.

UNESCO helped to raise awareness and build confidence among adolescent girls and young women through its Functional Literacy Classes. The main objectives of the FLC classes were to enhance the knowledge on sexuality education, child marriage, gender discrimination, gender-based violence, and understanding on the appropriate age for marriage. Before the implementation of the project, most of the participants were not aware of CSE and GBV. They were afraid and shy just to speak and to introduce themselves. After completion of the Functional Literacy Classes most of the underprivileged women felt uplifted and had enhanced their knowledge of reading and writing and could sign their names.³⁷

Girls and young women are more confident and able to speak and talk freely in the family as well as in the community. The participants of FLCs expressed that the Joint Programme has helped them to make their life better and easier. They have expressed that they are now more aware about health and hygiene. Another remark has related to participants guiding their children to wash their hands with soap and water. This practice is most useful to in terms of COVID-19 and as one of the precautions to avoid the spread of the pandemic. Since the implementation of the Joint Programme, there has been a decrease in child marriage in the project areas of Nepal and the realization that child marriage can cause early pregnancy which, in turn, may cause health problems.

The different issues presented during Comprehensive Sexuality Education sessions are better understood. The disadvantages of child marriage are better known and most of the mothers are now unwilling to let their daughters get married at early age.³⁸

³³ Annual Report of the Joint Programme: 'Empowering Adolescent Girls and Young Women Through the Provision of CSE and a Safe Learning Environment in Nepal'- UNESCO Kathmandu Office, December 2019

³⁴ Skype Interview with Nepal National Steering Committee Members, 2 April 2020

³⁵ Key informant interview/group discussion in Budhiganga Municipality Office, 14 March 2020 and Face to face interview with Juddha Rawal – Chairperson PeaceWin, Bajura, 14 March 2020

³⁶ Skype Interview with UNFPA Nepal, 3 April 2020.

³⁷ "I am proud of myself in the community when I use my signature instead of my thumbprint." – FLC participant, Mangalsen, Achham.

³⁸ Interview with Anupa Bhujel – FLC Facilitator, Lalbandi Municipality, Sarlahi, 23 March 2020

Again, these outcomes are likely to contribute to long-term societal change and impact, even if change remains localized.

Outcome 3: Increase access for vulnerable, out-of-school adolescent girls and young women to CSE, and information, services, life skills and other relevant programmes on GBV, including violence against women and girls and reproductive health.

For Outcome 3, UNFPA focuses on providing information on and expanding access to CSE, girls' equal access to education and issues of GBV and reproductive health while creating safe learning spaces and sensitizing communities. UN Women aims to empower out-of-school adolescent girls and young women to gain vocational skills to bridge the gap between education and income generation. UNESCO is also part of outcome 3 implementation.

The JP was able to train more than 2600 persons³⁹ at local level. That includes head teachers, teachers, CLC facilitators, nurses, female community health volunteers, members of Adolescent Friendly Information Centres, and Adolescent Friendly Health Services (AFHS) members.⁴⁰ This has helped to increase knowledge in the community and to establish community-level services to increase the access of vulnerable girls and young women. Many schools of Nepal do not offer education in CSE, GBV, Gender Equity and Social Inclusion (GESI), child marriage etc. The UNFPA led establishment of AFICs in government schools addresses the problem by using smart projectors which can be consulted offline by students individually or collectively.

While several achievements may all point to progress, training is the area that most lends itself to the assumption of having served as a pathway to impact.

Outcome 4: Foster a safe and healthy environment which is conducive to adolescent girls' and young women's learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening favourable societal attitudes and service delivery mechanisms.

Joint field monitoring would have been a good way to strengthen strategic partnership between UNESCO, its UN partners, the donor, national authorities and local communities. But since the beginning of the Joint Programme, there has been a very limited number of field monitoring visits only. The only joint monitoring took place in June 2019.

Reporting is often not documenting pathways to impact. It is mostly limited to the output level.⁴¹

4. Efficiency and effectiveness

The Nepal logframe does not identify the responsibilities of UN partner agencies component-wise as is the case for the global logframe. All three UN agencies are responsible for different activities under particular components and, at times, ownership and responsibility remain unclear.

³⁹ Policy Makers: 1993; Head teachers and teachers: 250; Facilitators: 143; other stakeholders on health, hygiene, WASH and school-based nutrition: 302. Progress Overview Draft of 5 March 2020, UNESCO Nepal.

⁴⁰ In issues related to health, hygiene, WASH maintenance, and a gender-responsive and girls-friendly learning environment.

⁴¹ Examples of typical output reporting are as follows: There have been different campaigns initiated and led by UNESCO to achieve outcome 4, implemented through Community Radio/Local FMs, CLCs, IPs (Aasaman Nepal, Videh Foundation, Working for Access and Creation, PeaceWin, Women Development Forum, Education Journalists' Network Nepal, Mega Skills Training and Research Center). Campaigns such as street plays, rally, radio programmes, and speech competitions were organized to raise public awareness on girls' education and well-being of women. In these more than 40 campaigns, radio jingles and street plays targeting adolescent girls and boys, and local community members played a role. In 2019, 166 female champions were trained (22 in Kathmandu, 28 in Sarlahi, 25 in Rautahat, 31 in Sunsari, 31 in Achham, 29 in Bajura). The female champions visited more than 50 schools in 14 municipalities and provide orientation to students on CSE, WASH, Nutrition, adolescent health.

A questionnaire returned to the evaluation team at the end of February 2020 has permitted a further analysis of the implementation structure for Nepal. According to this status report, the number of (implementing) partners is 57. Of these, one is a civil society organization, 3 are development partners, 7 final beneficiary groups, 28 are implementing partners, 4 are line ministries and national authorities and 14 are local authorities. The number of partners per component shows that there are several partners who engage in more than one component. 50 e.g. engage in education, 30 in component 2 initiatives, 21 in component 3 and 15 in component 4 initiatives. These are 116 different interventions.

The management capacity needed to manage a large number of partners. Although it would have been wiser to engage with less partners to better ensure the sustainability of e.g. 50 different education initiatives, operational constraints have led to use a large number of partners with small scope interventions. In comparison, while all countries have most partners in the education sector, no other JP country has that many partners for education. Mali has 15 and Tanzania has 18 partners, just to illustrate this point.

It should also be noted the decentralisation process that has been at play from the middle of the implementation period has affected the delivery of the programme. The shift in ownership from the central to the local government levels has also multiplied the number of beneficiaries and the lowered the potential for impact of certain interventions first designed to be delivered at the central level. This is a context factor that should be taken into account when interpreting the following findings and conclusions.

4.1. Efficiency

The Joint Programme is funded by the Korea International Cooperation Agency (KOICA) in three countries for a five-year period (2016-2021) each. Its total budget is USD 15 million out of which USD 5,000,000 USD relates to Nepal. As of 31 December 2019, USD 4,296,309 had been transferred in four instalments: USD 870,000 in 2016; USD 1,333,390 in 2017; USD 1,234,282 in 2018 and USD 858,637 in October 2019. Including interest in the amount of USD 44,580, USD 4,340,889 became available for disbursement as of the end of 2019. Out of a total income of USD 4,340,889⁴², some USD 1,397,244.28 (representing 32.19 percent of the total income) were available on 31 December 2019 for future expenditure. This amount remained after deducting USD 29,058.18 which was already blocked for project personnel contracts in future periods.⁴³

The total expenditure of the JP incurred for Nepal stood at USD 2,914,586.54 at the end of December 2019 which represents 58.29 percent of the total JP budget for the country (totalling USD 5,000,000). Out of this expenditure, USD 2,819,468.19 (or 96.74 percent) was disbursed and USD 95,118.35 was marked as unliquidated obligations.

Nepal: Implementation rate (as of 31.12.2019)			
Attribution to Global JP Outcomes	Total budget	Disbursement + unliquidated obligations in USD	Percentage of budget used (as of 31.12.2019)
1 Education	1,943,939	1,121,205	58%
2 Linkages health and education	1,027,587	670,293	65%
3 Societal attitudes and governance structures	1,078,543	672,027	62%
4 Data and evidence	301,090	115,755	38%
Other costs (results not clearly linked, project management, M&E)	73,620	0	0%
Management costs	575,221	335,306	58%
TOTAL	5,000,000	2,914,587	58%

⁴² Including transfer from the General Fund and total interest.

⁴³ UNESCO, Financial Status Report as at 31 December 2019 – Financial Report Issued by the Grants Management Section, Bureau of Strategic Planning, February 2020.

The table above shows the breakdown of the total budget of USD 5 million (figures are rounded). It compares it with disbursements and unliquidated obligations for the four components to show the percentage of budget used at the end of 2019. This brief analysis of the financial status shows that the utilization of funds is 58.29 percent of the total budget after 3.5 years of the total 5 years of planned programme duration. The value of UNESCO Nepal contracts with partners was on average between USD 3,000 and 10,000 and contracts were mostly concluded for short periods of time. UNESCO states mainly three reasons for this:

- ❖ To prevent corruption;
- ❖ To respond to the difficulty of individual project sites being quite scattered and unconnected;
- ❖ Implementation during the monsoon season is not possible requiring more partners.

An indication of cost efficiency would only be possible if more financial data were to be available. The basis for the above analysis is an one-page UNESCO summary financial status as of 31 December 2019. The way in which the financial recording and management systems are set up in UNESCO makes them difficult to reconcile. An audit of the JP in Nepal was undertaken in 2019 as part of a regional audit and there are no findings.⁴⁴

4.2. Effectiveness

The overall results framework foresees a clear distribution of tasks: While UNESCO provides quality, relevant and gender-sensitive education and builds the data and evidence base for component 1 and 4, UNFPA strengthens the linkages between health and education for component 2, and UN Women seeks to create a more supportive institutional environment for adolescent girls and young women and to promote their economic and social empowerment under component 3. As mentioned before, this partition of work is not replicated in Nepal. In fact, similar activities are often spread across different outcomes without an explanation of functional linkages. The short presentation below aims to shed light on the implementation of the Joint Programme in Nepal by presenting selected outcomes and by reattributing them to thematic areas. Not all initiatives have been portrayed and the idea is not to present a summary of the existing overall reporting that is already available either.⁴⁵ A first-hand review of all or most activities in the east of Nepal would not have been feasible since mission travel became impossible after mid-March 2020 due to COVID-19. The selection is rather featuring initiatives that may be worthwhile retaining, regarding of the end date of the Joint Programme.

Component 1. Quality education:

In the Nepal framework the equivalent of component 1 is Outcome 1 which reads “Mainstream CSE and GBV, including violence against women and girls, in formal and non-formal education and foster a safe learning environment, especially for adolescent girls and young women”. Functional literacy is currently grouped under Outcome 2 which reads “Enhance access to, participation, transition and achievement in education and functional literacy, especially for adolescent girls and young women”.

Summary of Functional Literacy Classes

UNESCO leads and has implemented major parts of FLCs either itself or through its implementing partners. Comprehensive Sexuality Education (CSE) through Functional Literacy Classes (FLCs) was conducted in all five districts. In relation with FLCs, different trainings of government officials, representatives of local authorities, schoolteachers, training facilitators, etc. were conducted to sensitize the recipients about the issues of CSE and also to strengthen their commitment to FLC classes. UNFPA has played a role in developing training packages and resource materials for teacher training, providing training to schoolteachers, and in the development of materials for AFICs.

⁴⁴ Skype Interview with the UNESCO Representative to Nepal, 30 March 2020.

⁴⁵ For example, in the form of annual, biannual, progress and synthesis reports.

Achievements

As of December 2019, a total of 10 trainings for 143 facilitators had taken place. These covered Functional Literacy Class teaching methodology and focused on CSE and GBV content. 91 FLCs were conducted in 5 districts and 1873 female participants benefited from the training. The Joint Programme also provided training for 1993 (out of these 829 female) out of 2,833⁴⁶ local government officials and local representatives who would have qualified for such training. This was done with a view to sensitizing and building capacity to mainstream CSE policies, plans and programmes in formal and non-formal settings.⁴⁷ With this training, some of the high-level government officials benefited and their knowledge and capacity was built, especially in GBV and Sexuality Education (SE). In parallel, there was the objective to reorient school curricula in line with international standards for GBV and SE. Quality education through training was understood contributing to knowledge management and as multi-dimensional with good policy implications.

CSE and sexual and reproductive health (SRH) initiatives are considered very effective and satisfactory at the local level. CSE was rated as very useful in interviews and is believed to not just cover sexuality but also a vast range of issues which relate to the local people and their life, to their education and health. CSE has thus helped schools to develop the knowledge and capacity of female students thereby improving both education and health.

Textbox 1: Functional Literacy Classes – UNESCO

Functional literacy classes (FLC) through CLCs in all project target districts offer a new chance to those girls who have left school early or have never been enrolled in school. CLCs are municipality-based non-formal educational institutions which provide a range of services and learning opportunities to out-of-school children, youth and illiterate or semi-literate adults from socially disadvantaged rural and urban communities. They serve as an effective alternative learning platform and are particularly beneficial to those in hard-to-reach and high-poverty locations. After a 4-month learning cycle of functional literacy, girls are more empowered and build up their self-esteem and confidence to express themselves and share their views in community meetings, which are typically male dominated.

As of May 2020, **1,873 adolescent girls and young women, built literacy skills through 91 FLCs and 143 CLC facilitators were trained in providing CSE-integrated functional literacy in all five districts.**

Functional literacy classes have key role to play as a facilitator/enabler for other intervention, especially CSE for women who would poses the basic literacy skills.

“As a woman, I did not have any difficulty in working as a facilitator in particular. Initially, I faced difficulty in gathering the participants for functional literacy classes. Finally, they were convinced to participate in functional literacy class because I told them that they would obtain skill development training. I would advise to those, who could not complete their education, to continue their study so that they can be self-dependent.”

Summary of AFICs

One of the main activities of UNFPA under this component was the establishment of ‘Adolescent Friendly Information Centers’ in public schools. These AFICs are not new and they have been used by UNFPA in its programming before. Under the JP, they provide reading materials on comprehensive sexuality education (CSE) and so called ‘Smart Projectors’. A total of 50 such AFICs were established

⁴⁶ UNESCO Nepal, Progress Overview Draft of 5 March 2020.

⁴⁷ Annual Report of the Joint Programme: ‘Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal’ - UNESCO Kathmandu Office, December 2019.

in all 5 districts (with 10 in each district). The smart projectors provided to the AFIC of schools were procured for around 300 to 400 USD per piece. They are portable like a smart phone for easy use and can be accessed offline in case of electricity cuts. The main objective of the establishment of AFICs was for students to have access to reading materials related to sexual and reproductive health, gender-based violence, CSE, child marriage, early pregnancy and other topics to get a better understanding of their body and its reproductive health related aspects. AFICs were established with a strategy to be next to health facilities which are certified adolescent friendly health services. This was to make sure that students and adolescent girls will have easy access to health services close to schools.

Achievements

AFICs have been effective for students in schools to learn more about CSE, GBV and issues related directly to their health, families and societies which were not included in their formal education. Reading materials on CSE and related topics in the Nepali language has been a very effective tool. The smart projectors helped to increase the interest in learning more about CSE and other related topics, and this new and innovative technology tends to attract adolescents more than simple manuals.⁴⁸ The videos from the smart projectors and reading materials available in AFIC brought changes to school students' behaviour and they pay more attention to their health. Privacy has been a key factor in improving menstrual hygiene and to reduce stress and shame related to menstruation.⁴⁹ - During adolescence an interesting and good learning environment is necessary for girls to develop their life fully. AFICs are a pathway to create a good and informative learning environment provided the equipment remains accessible in the long-run.⁵⁰

Textbox 2: Adolescent Friendly Information Centers (AFICs) – UNFPA

The establishment of Adolescent Friendly Information Centers (AFICs) in public schools is one of the outcomes of the Joint Programme on Empowering Adolescent Girls and Young Women through Education. This intervention is implemented by UNFPA.

A total of 50 AFICs were established and these provide reading materials on comprehensive sexuality education and so-called smart projectors in all 5 districts of Nepal (Achham, Bajura, Rautahat, Sarlahi and Sunsari) with 10 AFICs in each district. The establishment of AFICs aims to address the lack of information on CSE, GBV, GESI, and child marriage in the education curriculum of schools. Reading materials are all in Nepali languages which is a very effective way to learn more about health, family and society. These subjects are not normally included in the formal education of adolescents.

Besides the CSE materials, smart projectors were loaded with lots of materials related to sexual and reproductive health, CSE, child marriage, GBV, and other topics of relevance. They also include an application called Khulduli which means curiosity. This application can be accessed offline and has information about sexual and reproductive health and CSE related topics. It does also include a games area where students can entertain themselves.

This new and innovative technology tends to be most attractive for adolescent girls and boys since innovative technology is of great interest to them. These smart projectors are effective in increasing the interest to learn more about CSE and related topics.

⁴⁸ Skype Interview with UNFPA Nepal, 3 April 2020.

⁴⁹ Face to face Interview with Manbir Khati, Head Teacher of Shree Bhanodaya Secondary School, Bajura, 14 March 2020.

⁵⁰ “Most of the girl students used to feel very shy and awkward especially when it comes to menstrual hygiene. But now they openly ask for sanitary pads whenever they are in need. Students are now more aware and open to address their health issues including menstrual hygiene.” – Head teacher of school in Bajura.

The establishment of AFICs brought about changes in the behaviour of students and they care more about their health and sanitation. The menstrual hygiene of adolescent girl students has been facilitated through reliable information.⁵¹

The establishment of AFICs was very relevant in the context of Nepal, and 50 AFICs can be considered as a start with an expectation to have more. More resources should be invested for the establishment of more AFICs.

Summary of Vocational Skills Trainings

UN Women leads in vocational training and seeks to create a more supportive institutional environment for adolescent girls and young women and to promote their economic and social empowerment. It conducted vocational skills training for out-of-school adolescent girls and young women 16-24 years old with the idea to better bridge the gap between school and income generation. Outcomes were to be achieved by two implementing partners; Manakamana Training and Skill Development Institute P. Ltd. and Aasman Nepal. Skills trainings started with training need assessments at the local level. The first priority of such assessments was to figure out whether raw materials were easily available in the local market that could be transformed into marketable goods. Then a two-tier curriculum was developed covering a syllabus of either 16- or 32-days length. It aimed to follow the curriculum of The Council for Technical Education and Vocational Training (CTEVT). CTEVT is a national autonomous apex body of the Technical and Vocational Education and Training (TVET) sector.

Achievements

The skills training of the Joint Programme helped local women to earn their own income for themselves and for their families. A total of 4,006 out of school adolescent girls and young women benefitted. Of these, 1,109 women were able to start generating more income by starting a new business or by enhancing their actual business. Out of 4,006, about 100 were supported with additional funds of UN Women outside the programme. UN Women was able to launch a follow up programme for those training beneficiaries who were not able to start income generation activities right away. A follow up was organized with reserve funds and aimed to enhance the confidence of the young women.⁵² Besides generating skills this also generated income for the beneficiaries of the trainings, uplifting their prospects in life. More than 500 skills training participants were able to participate in level 1 skills tests of the Council for Technical Education and Vocational Training (CTEVT)⁵³, a government authorized body. These obtained a “National skills certificate” certifying aptness to exercise the trade/occupation.⁵⁴

Textbox 3: Vocational Skills Training – UN Women

Vocational training is one of the outputs of Outcome 2 of the Joint Programme. This intervention is implemented by UN Women targeting out-of-school adolescent girls and young women 16-24 years old. There has been a total of 4,006 who benefitted from this training. These trainings were implemented by two implementing partners of UN Women, namely, Manakamana Training and Skill Development Institute P. Ltd. and Aasman Nepal.

⁵¹ “We have lots of books and other reading materials in our AFIC. We learned more about our health and sanitation. We get to learn more about the changes that we can experience during our adolescent period. It also helped us to know about the right time to get married. Besides these, we also learned about sexuality and possible diseases.” – a student of a school in Rautahat.

⁵² Skype Interview with UN Women Nepal, 31 March 2020.

⁵³ Face to face Interview with Manakamana Training and Skill Development Institute P. Ltd., 12 March 2020.

⁵⁴ “I received a month-long tailoring training. After completion of the training, I started a business of tailoring here in Mangalsen and now besides running my business, I do provide classes on tailoring training. This is helping me to generate income from both sides.” Vocational skills training participant.

A two-tier curriculum was delivered for the skills training foreseeing either 16 or 32 days of training. The curriculum was adapted to the curriculum of The Council for Technical Education and Vocational Training (CTEVT) of Nepal.

Skills trainings were started with training need assessments which were done at the local level. The first priority of such assessments was to figure out whether marketable raw materials were easily available in the local market and could be transformed into marketable goods.

Out of total of 4,006 beneficiaries of the training, 1,109 women were able to start generating more income by starting a new business or by enhancing their current business. For those who aren't able to start income generating activities, a follow up counselling programme was launched by UN Women with an aim to enhance the confidence of participants and to create an enabling environment for them to start income generating activities.

The vocational skills training of the Joint Programme helped local women to earn their own living and to support themselves and their families. With the income generation, beneficiaries were able to utilize their income for their family members by providing food, education of their children, and paying off existing loans.

Besides direct outcomes, there have been some unexpected outcomes as well. For example, in some of the municipalities there have been follow up activities supported by local authorities which provided additional funds to extend trainings for more months. Those supported could be certified by undergoing a government skills test. More than 500 skills training participants were able to participate in the level 1 Skills Test of CTEVT, a Nepal government authorized body and underwent performance tests.

"I received 16 days training on off-season vegetable farming. This training helped me learn more about off-season farming which I was not aware of, and I was able to grow more vegetables in my farm and generate more income for my family." – Skills Training Participant, Bajura.

Component 2. Health and well-being:

As mentioned above, this component of the overall results framework is fully restructured in ways that do not match the original results framework. WASH has been moved to Outcome 3 in Nepal which reads: "Outcome 3: Increase access for vulnerable, out-of-school adolescent girls and young women to CSE, and information, services, life skills and other relevant programmes on GBV, including violence against women and girls and reproductive health".

Summary of Improved WASH facilities

One of the activities under component 2 that is initiated by UNESCO is support to schools with improved WASH facilities. As of 2019, a total of 7 schools were supported in constructing adolescent girls' friendly toilets and 1 school was supported with a drinking water scheme. By the end of 2020, the Joint Programme, under its component 2, aims to support at least one school per municipality (in total 14) with improved WASH facilities – water filtration facility, and the installation of water source at school before the end of the programme.

Achievements

In interviews teachers and students of different schools of project areas of Joint Programme state that the construction of adolescent girls' friendly toilets in government schools has been effective and helped to support for quality education for school students especially for adolescent girl students. One of the factors why students are not able to concentrate on their studies fully is a lack of sufficient toilets and the need to follow unhygienic practices like using open places. Adolescent girl students usually stay

home and miss classes during their menstruation period. The construction of toilets in schools has helped eliminate unhygienic practices and helped schoolgirls to continuously attend their classes and fully concentrate on their education.

Component 3. Creating an enabling environment:

Summary of Activities

As for the Nepal logframe, under the component 3, there are mainly two expected outputs which are already implemented: (i) ICT tools used for delivering CSE, and (ii) The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment.

Activities under this component are implemented by UNESCO through its implementing partners 'Educational Resource and Development Center', 'Bikas Srot Kendra', 'Samatamulak Bikas Tatha Manab Samsodhan'.

Achievements

At the end of 2019, 10 Information, Education and Communication (IEC) materials had been developed. One comic book and 8 posters related to nutrition and adolescent health were developed. A poster on gender-sensitive education was developed and 1500 copies were disseminated. In addition, 3000 copies of an 8-set Adolescent Sexual and Reproductive Health (ASRH) material were distributed to AFICs.⁵⁵ Against a planned total of 302 teachers, 135 (Female: 59) from different schools were trained on health, hygiene, WASH maintenance and gender-friendly learning environment with an aim that the trained teachers and stakeholders will be engaged in school-based knowledge sharing activities and will be provided will necessary backstop support.

Component 4. Data, information and knowledge management and use:

Outcome 4 of the Nepal logframe reads: Foster a safe and healthy environment which is conducive to adolescent girls' and young women's learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening favourable societal attitudes and service delivery mechanisms. There is partial resemblance with component 4 of the overall results framework in activity 1.2.3 under outcome 1 of the Nepal logframe which reads "Strengthen existing EMIS including NFE-MIS and M&E systems to generate gender-disaggregated data to support targeted intervention".

In 2019, training was provided to 161 government officials and school administrators on use of EMIS for monitoring and targeted interventions. In 2020, follow up training/support will be provided to government officials and stakeholders in 14 municipalities for quality education reporting through web-based EMIS.

Summary of Activities

Only few data, information and knowledge management related activities have been implemented, to date. There are, among others, two expected outputs for component 4, to date, which are:

- Existing knowledge on CSE shared and multiplied on national as well as regional level for achieving informed policies and practices.
- Background knowledge on socio-economic needs and interventions of out-of-school girls and young women available to inform and direct interventions.

Achievements

⁵⁵ UNESCO Nepal, Progress Overview Draft of 5 March 2020.

In 2019, training was provided for 161 government officials and school administrators on the use of the Education Management Information System (EMIS) for monitoring and targeted interventions.⁵⁶

Overall - and in spite of the rather erratic logframe - the Joint Programme implementation has been effective at the local level. Most of the local partners and direct beneficiaries are very happy and satisfied with the outcomes and demand a continuation. In terms of management, the evaluation observes that:

- ❖ Expand the use of local / regional NGOs for beneficiaries to capitalize on their specific knowledge of needs and conditions, and also as a measure to help strengthen NGOs at that level by ensuring they develop their own capacities through the implementation of interventions;
- ❖ Implementing partners should have knowledge of the subject matter;
- ❖ Implementing partners should be financially strong partners, capable of delivering the JP in an effective manner;
- ❖ UNESCO should not sub-contract many implementing partners, mostly for short periods of time and with a very limited budget. This reduces efficiency and creates more administrative and management work, sustainability is reduced;
- ❖ UN Women and UNFPA are in the process of completing implementation.

5. Sustainability

The JP did not have a Sustainability Plan in place during the design phase. Nonetheless, sustainability gains begin to emerge.

- ❖ There has been a series of capacity building workshops organized in the five target districts for local representatives, government officials and other stakeholders to improve their capacity on undertake gender-responsive policy planning and budgeting.⁵⁷ These are ensuring local ownership and sustainability of the project interventions.
- ❖ Some government officials and local representatives have announced commitments to mainstream CSE and GBV prevention and response measures and they have earmarked funding for awareness-raising activities and for the incorporation of CSE in the local-level curriculum. This demonstrates both ownership and the will to ensure sustainability.⁵⁸
- ❖ Two municipalities of Bajura districts have adopted JP health policies and programmes for the education for women, adolescents and children by allocating designated budgets for those programmes.⁵⁹
- ❖ The government of Nepal has adopted the two-days training module on CSE developed under the training curriculum of teachers' training of JP to include in the government's 15 days mandatory training for teachers those who are recruited as public service school teachers. This can ensure the sustainability of CSE in schools.⁶⁰
- ❖ The vocational training helped female beneficiaries to enhance their confidence and to use that confidence to mobilize resources and to start income generating activities. This is sustaining the use of the acquired knowledge and skills and it helps them to support themselves and their families.

6. Coordination and partnership

A National Steering Committee for the Joint Programme in Nepal has been established and is chaired by the head of the planning division of the Ministry of Education, Science and Technology (MoEST).

⁵⁶ UNESCO Nepal Progress Overview Draft of 5 March 2020.

⁵⁷ Annual Report of the Joint Programme: 'Empowering Adolescent Girls and Young Women Through the Provision of CSE and a Safe Learning Environment in Nepal'- UNESCO Kathmandu Office, December 2019

⁵⁸ Ditto

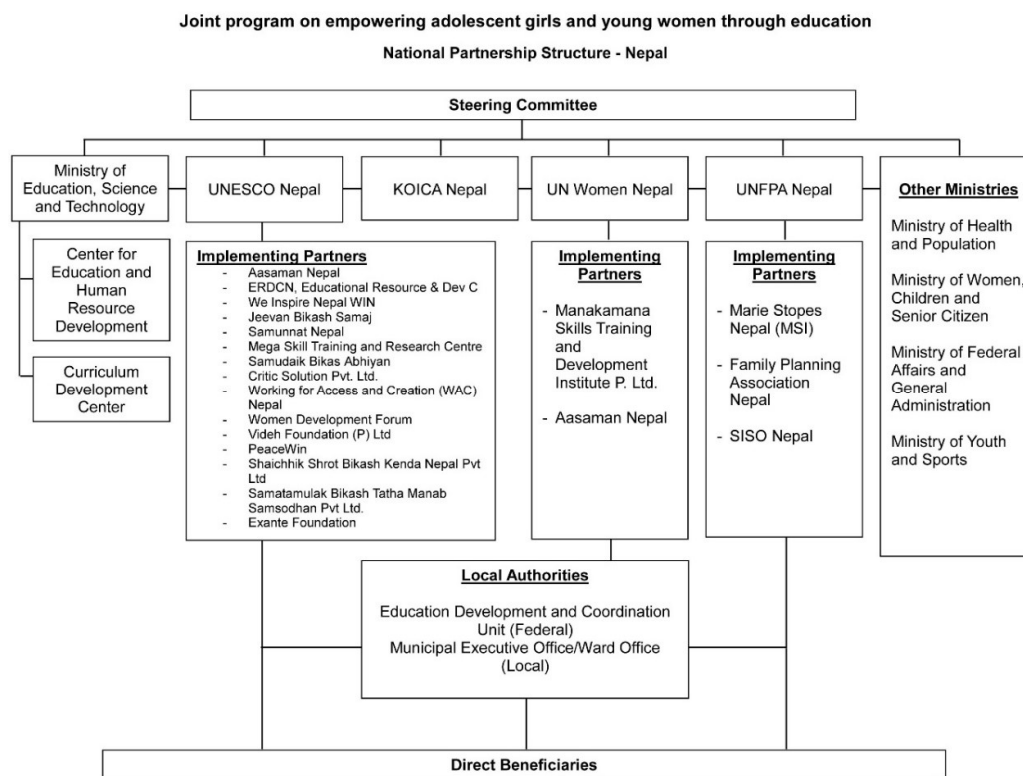
⁵⁹ Key informant interview/group discussion in Budhiganga Municipality Office. Also: Face to face interview with Juddha Rawal – Chairperson PeaceWin, Bajura

⁶⁰ 7th Biannual Narrative Report, Nepal, May 2020

The committee is comprised of more than 10 members including representatives of UNESCO, UNFPA, UN Women, KOICA Nepal, Ministry of Health and Population (MoHP), Ministry of Women Children and Senior Citizen (MoWCSC), Ministry of Federal Affairs and General Administration (MoFAGA), Ministry of Youth and Sports (MoYS), Center for Education and Human Resource Development (CEHRD), Curriculum Development Center (CDC), and Implementing Partners (IPs).

The current national partnership structure of Nepal looks as follows:

Figure 1. National Partnership Structure - Nepal.



The National Steering Committee mainly concentrates on two aspects; (i) the review of the previous activities and their outcomes, lessons learned, obstacles and problems during the project implementation; (ii) upcoming activities and strategies for the way forward. National Steering Committee meetings have been held only 3 times since the beginning of the JP. Two meetings were held in 2017 and one was held in Feb 2019. This frequency is too low for real coordination.

The Joint Programme team at UNESCO Kathmandu works closely with UNESCO HQ, UN partner agencies (UNFPA and UN Women) and the MoEST to ensure the overall implementation, coordination, and monitoring of the project. For effective management and implementation, a field coordinator was appointed in each region of the project areas, one in the far-western region who covers two districts (Achham and Bajura) and one in eastern Terai region who covers three districts (Rautahat, Sarlahi and Sunsari). Meetings among the three UN agencies and other partners are organized on a needs basis but no fixed schedule for these meetings has been set.

All three UN Partner agencies implement through implementing partners and have their own procedures to select them. To date, UNESCO has appointed 15 implementing partners to implement its JP activities, partially with further sub-contracting modalities. In comparison, UNFPA has three implementing partners and UN Women had two implementing partners. It is acknowledged that there is insufficient coordination between UN partner agencies, and the different UN agencies work in isolation. The

reporting mechanisms at country level are perceived as confusing, hence the UN Women and UNFPA demands for a revision and for their replacement with UN standard reporting formats.⁶¹

Most JP projects are implemented in remote rural settings and at local level. They are implemented through implementing partners and in coordination and partnership with the local authorities which are usually the 'Education Department and Coordination Units' (EDCU) of the different districts, and municipality offices and ward offices at local level. The coordination and partnership at the local level seems to be strong and working well in most of the project areas. Field coordinators have been playing a positive role in this coordination and they have established personal relationships for the benefit of the programme.

7. Contribution to UNESCO's Global Priority Gender Equality

For UNESCO, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is a human rights principle, a precondition for sustainable, people-centred development, and it is a goal in and of itself. UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action. It is also informed by the post-2015 development framework.⁶²

UNESCO has developed a strategy for gender equality in and through education 2019-2025 entitled 'From access to empowerment' which has two objectives: a) to strengthen education systems to be gender-transformative and promote gender equality and b) to empower girls and women through education for a better life and future. The strategy lays out UNESCO's approach for gender equality through education. The JP in Nepal also links with the Strategic Objectives of UNESCO's Medium-Term Strategy (37 C/4) and its nine Strategic Objectives, particularly with SO 1 and 2 as well as SO 5.

In the UN system, UNESCO is leading but not alone in the field of girls' and women's education. Agencies such as the United Nations Population Fund (UNFPA) and UN Women engage in different aspects of the same thematic area. Their collaboration in Nepal is therefore logical, meaningful and potentially using synergies. The Global Partnership for Girls' and Women's Education, known as "Better Life, Better Future", was launched in 2011 and aims to break the cycle of poverty and foster greater social justice through providing education to women and girls, under the umbrella of the Sustainable Development Goal (SDG) 4.

The JP did contribute to achieving the national targets related to SDG 4 and SDG 5 of gender equality and of empowering all women and girls. The Joint Programme aims to increase women's and girls' learning opportunities and improve the quality of women's and adolescent girls' literacy and their education at secondary level and has done so in Nepal for formal primary and non-formal vocational education. Attempts to connect certification and formal recognition with the Joint Programme have been made, particularly for girls so as to promote equality.

In Nepal, the way to gender equality is long and stony. Gender bias is frequent and deep-rooted. The Joint Programme has built gender competencies through projects across the Education Sector and into local community labour markets access. But the coverage is too low to expect country-wide effects. Uniformity of approach is particularly difficult in Nepal where all 753 municipalities - that have emerged as education authorities in the recent decentralization process - now have the right to develop

⁶¹ Skype Interviews with UNFPA Nepal, 3 April 2020 and with UN Women, 31 March 2020.

⁶² UNESCO Gender Equality Action Plan II 2014-2021, p.11.

their own education system in their own language. UNESCO, UNFPA and UN Women can promote gender equality through the building of competence but there is only limited uniformity possible.

8. Strategies and modalities for strategic partnership and resource mobilization

KOICA is the only international donor of the Joint Programme in Nepal and there are no national donors adding to its contribution. Resources for all three country programmes have been successfully secured by UNESCO HQ in 2015. At the time of the mid-term evaluation, funds are still available to complete the current phase and there is no clarity about a possible continuation of programme. It is possible that the end date is shifted from June 2021 to December 2021.

A strategic partnership with the donor is of critical importance. KOICA has offices in Kathmandu and these are responsible for cooperation with the JP. The donor has expressed its dissatisfaction with the current states of partnership, the communication with UNESCO and implementation during interviews with the evaluation team (ET). The donor appears to get more involved in the implementation of the programme than is usually the case, as it requires a high level of details in the reporting and closely monitors progress.

The cooperation among the three UN partner agencies is smooth although it appears that the implementation of activities is done in a relative independence contrary to what the design of the logframe would suggest. But the relations have been improving recently while a kind of silo-mentality is still visible. Between the three UN agencies and their implementing partners relations are satisfactory, partially good.

UNESCO contracts are on average between 3,000 – 10,000 USD and cover short periods of time. UNESCO gives mainly two reasons: 1) to prevent corruption; 2) to respond to the geographically quite scattered structure of projects and they cite the monsoon as hindering implementation throughout the year.⁶³ This structure is not in favor of further resource mobilization because it is hard to show sizeable results and sustainability.

For UNESCO, the initial lack of proper management and insufficient human resources has meant to forego some existing options for strategic partnership.⁶⁴

9. Conclusions

The evaluation concludes that the concept of the Joint Programme in Nepal is relevant to the context of the country in spite of the procedural weakness and missing assessments at the local level during the project design phase.

The work of UNESCO, UNFPA, and UN Women is relevant and appropriate in terms of national needs. Most of the interventions of the Joint Programme such as CSE and vocational trainings were relevant in the context of the remote areas of Nepal that have been selected. Interventions of the type that the Joint Programme represents are in high demand to promote education and gender-based issues in rural Nepal.

It would be good to document the strategic relevance of the Joint Programme in close consultation with participating local communities, UN partners and potential donors to prepare for multi-sectoral programmes of similar thematic orientation in the future.

The Joint Programme's support to education and equality is aligned with the existing policies of the Government of Nepal that are promoting gender sensitization in formal and non-formal education. The JP is promoting the national efforts in achieving SDG 4 and SDG 5.

⁶³ Skype Interview with UNESCO Representative to Nepal, 30 March 2020.

⁶⁴ Skype Interview with KOICA Nepal, 8 April and 15 April 2020.

Differences between the global results logframe and the logframe for Nepal are partially related to local adaptations – and partially these differences show clear weaknesses in programming. Indicators are not well formulated and baselines are often missing. Efforts are under way to harmonize and update the logframe. These were begun in May 2018 and final approval is still under way.

It is too early to draw conclusions about sustainability. But there are indications that the same format with the same partners and donors will be difficult to repeat in the future.

The coordination and partnership aspect of the Joint Programme would benefit from more frequent and better planned exchanges. The relationship between UNESCO and the donor seems in bad shape. Institutional coordination among government authorities at federal and local level should also be strengthened to facilitate the identification of real needs at the local level.

Increased awareness among direct and indirect beneficiaries is observed regarding CSE, GBV, violence against women and girls, and child marriage. The JP is helping to increase literacy rates among the underprivileged women in the remote areas, and it builds knowledge and confidence. It also contributes to some of the municipalities and their intention to arrive at a fully literate municipality with CSE classes. A decrease in harmful practices such as child, early and forced marriage and Chhaupadi⁶⁵ is observed. An increase in the living standards of beneficiaries of skill trainings results from starting income generation activities. About 40 percent of the training recipients were able to generate more income by starting new businesses or improving their existing business.

⁶⁵ Chhaupadi is a form of menstrual taboo which prohibits women and girls from participating in normal family activities while menstruating, as they are considered "impure".

10. Recommendations

The recommendations below are based on 81 interviews, the review of available documentation, face-to-face and telephone interview and on secondary sources. A survey has been launched after the completion of this report and is further referenced in the main body of the mid-term evaluation report.

The recommendations of this report are reflecting work that has been completed between February and April 2020 and are based on the available information, at that point. They aim to assist UNESCO and its UN partners during the remaining implementation period and beyond.

Table 4. List of recommendation

Criterion	Recommendation	Directed at
Relevance and Appropriateness		
R+A 1	Finalize the current logframe revision aiming at a significant improvement of the logframe quality and adapt it to COVID-19 challenges for implementation.	UNESCO
R+A 2	Document the strategic relevance of the Joint Programme and use close consultation with local communities, UN partners and potential donors alike to be ready to participate in, or contribute to, multi-sectoral programmes of similar thematic orientation in the future.	UNESCO
R+A 3	Place emphasis on Comprehensive Sexuality Education (CSE) and related topics at provincial and local level during the remaining implementation.	UNESCO UNFPA + UN Women
Assessment of Outcomes and Pathways to Impact		
O+PI 1	Increase the emphasis on outcomes leading to impact throughout the programme.	UNESCO UNFPA + UN Women
Efficiency and Effectiveness		
E+E 1	Embark on larger contract volumes and less implementing partners for efficiency gains and reduce the transaction costs.	UNESCO
E+E 2	Expand the use of local / regional NGOs for the as beneficiaries to capitalize on their specific knowledge of needs and conditions, and also as a measure to help strengthen NGOs at that level by ensuring they develop their own capacities through the implementation of interventions.	UNESCO UNFPA + UN Women
E+E 3	Use more effective monitoring - with an increasing frequency of monitoring visits - and strengthen the management of the Programme.	UNESCO
E+E 4	Prioritize current activities and and streamline the objectives of the logframe to make the existing activities, outputs and outcomes more efficient and effective. COVID-19 response activities should be considered separately as part of the COVID-19 response plan.	UNESCO
E+E 5	Invest additional resources in the establishment of more AFICs.	UNFPA
Sustainability		
S 1	Solidify the results of vocational training and support the application of new skills and knowledge through support to former beneficiaries in securing funding for start-up businesses.	UN Women

Criterion	Recommendation	Directed at
S 2	Make available regular and recurrent information on applicable laws, guidelines and reform agendas to both target beneficiaries and municipal officials so as to ensure the sustainability of programme success.	UNESCO UNFPA + UN Women
S 3	Draft and adopt a Sustainability Plan including a strategy for the transfer of planning capacities to local authorities and an exit strategy for all components to increase procedural and practical ownership and success for the remainder of the current implementation period and beyond.	UNESCO UNFPA + UN Women
S 4	Strengthen ownership of communities through the seeking of local government support in the mobilization of the different groups currently supported – i.e. women’s group, students’ clubs and kids' clubs for awareness on CSE, GBV and related issues.	UNESCO UNFPA + UN Women
S 5	Provide support to all newly established AFICs for their efficient use and maintenance beyond the end of the current programme.	UNFPA
Coordination and Partnership		
C+P 1	Strengthen the coordination and partnership between UN partner agencies, donor agency and other partners based on more frequent and better planned exchanges, and encourage i.e. more frequent meetings of the Steering Committee.	UNESCO UNFPA + UN Women
C+P 2	Encourage and actively support institutional coordination among government authorities at federal and local level so as to facilitate the identification of real needs at the local level.	UNESCO UNFPA + UN Women
C+P 3	Jointly review the reporting frequency and timing so as to minimize unnecessary reporting.	UNESCO UNFPA + UN Women

11. Lessons learned

In Nepal, not all activities may be completed by the end of the project period ending in June 2021. An example is the provision of improved WASH facilities for schools.

Obstacles to the achievement of UNESCO related results include factors that might be avoidable in the future:

- ❖ The JP started with a delay and was affected by the formation of the new government of Nepal;
- ❖ Due to staff turnovers in the UNESCO Kathmandu office, there has been a lack of proper implementation planning to be followed up;
- ❖ UNESCO as a lead agency took long to recruit sufficient staff in comparison with the complexity of the project, particularly the number of partners.
- ❖ The logframe took too long to revise. The revision process of the logical framework was initiated in late 2018 but only completed in the 4th year of implementation (July 2020) and suspended due to the turnover of staff at the UNESCO Nepal office. This will challenge in making timely and appropriate efforts to re-programme and also will reduce the effect of the revision.
- ❖ Some adjustments in the future delivery may be required in view of the pandemic and its consequences.

Due to COVID-19, the resumption of work and the completion of remaining activities of the Joint Programme are uncertain.⁶⁶ In such a context, UNESCO Nepal's proposal to apply a no-cost extension is relevant. A no-cost extension means that while staff costs remain, the percentage of funding available for the implementation of activities will shrink. This has to be considered and well negotiated between the UN partner agencies.

About 40 percent of the total beneficiaries of vocational skills trainings have started generating income by starting new or enhancing existing activities. One of the main reasons, why the remainder of the beneficiaries could not start income generating activities was their age. The target group of participants was 16 to 24 years old. This age group has very limited access to financial resources to start their own business. They are not considered to be experienced and mature in terms of earning capacity, so financial institutions do not believe in providing loans to them.

As all the partner agencies are working for the common goal, there should have been very good coordination among the partners, which is lacking. There has been a very limited numbers of national steering committee meetings, and there has been lacking in frequent of meetings between UN partners agencies.

⁶⁶ The socio-economic shock of COVID-19 has caused unprecedented disruption in the transportation and service sector as well as in tourism, and thus reduces revenue and remittances. The fallout will be felt in the areas of income, poverty, employment and economic growth and the existing financing gap is likely to widen as the Voluntary National Review 2020 of the SDGs emphasizes.

Appendices

A. Mission calendar

Please note that a coded list for interviews has been submitted under separate cover.

(i) Field mission to Achham and Bajura Districts 11 – 16 March 2020 (28 Falgun – 3 Chaitra 2076 B.S.)

DATE	TIME	ACTIVITIES	LOCATION
DAY 1 Wednesday, 11 March 2020	06:30 – 07:00	Home to Airport (Depart from Kathmandu for Dhangadi, Kailali)	Taxi – Kathmandu
	08:20 – 09:10	Flight: Kathmandu to Dhangadi, Kailali	Flight
	10:00 – 18:30	Travel: Dhangadi, Kailali to Safebagar, Achham / Lunch	Vehicle
	18:30	Dinner and Overnight stay at Safebagar, Achham	Hotel at Safebagar
DAY 2 Thursday, 12 March 2020	07:30 – 09:00	Travel: Safebagar to Mangalsen, Achham	Vehicle
	09:00 – 10:45	Preparatory Meeting with field coordinator and Lunch	Mangalsen, Achham
	11:00 – 12:30	Key Informant Interview / Group Discussion at Mangalsen Municipality Office	Mangalsen Municipality Office, Mangalsen, Achham
	12:45 – 13:30	Face to Face Interview with Education Chief – Education Development and Coordination Unit, Achham	EDCU Office, Mangalsen
	13:30 – 14:15	Travel: Shree Ganga Secondary School, Tesinge, Ward No.6, Mangalsen Municipality	Vehicle
	14:15 – 14:45	Group Interview with Students at Shree Ganga Secondary School	Tesinge, Ward No.6
	14:45 – 15:30	Focus Group Discussion with Teachers at Shree Ganga Secondary School	Tesinge, Ward No.6
	15:30 – 15:45	Observation of Toilet at Shree Ganga Secondary School	Tesinge, Ward No.6
	16:00 – 16:45	Travel: Back to Mangalsen	Vehicle
	16:45 – 17:15	Break – Snacks	Mangalsen
17:15 – 18:15	Face to Face Interview with Technical Coordinator and District Coordinator for Achham and Bajura Manakamana Training and Skill Development Institute P. Ltd. – Implementing Partner	Mangalsen	
18:15	Dinner and Overnight stay at Mangalsen, Achham	Hotel at Mangalsen	
DATE	TIME	ACTIVITIES	LOCATION

DAY 3 Friday, 13 March 2020	07:30 – 08:00	Travel: Khatigaun, Ward No.4, Mangalsen	
	08:00 – 09:00	Focus Group Discussion with Direct Beneficiaries (FLC participants), Khatigaun, Ward No.4	Ward No. 4, Mangalsen, Achham
	09:00 – 09:30	Face to Face Interview with Ward Member	Ward No. 4, Mangalsen, Achham
	09:30 – 10:30	Back to Hotel and Lunch	Hotel
	10:50 – 11:10	Fact to Face Interview with Skills training participant	Mangalsen, Ward No.5
	11:30 – 11:40	Fact to Face Interview with Skills training participant	Mangalsen, Ward No.5
	11:50 – 12:00	Face to Face Interview with Skills training participant	Mangalsen, Ward No.5
	12:00 – 12:10	Face to Face Interview with Skills training participant)	Mangalsen, Ward No.5
	12:15 – 13:00	Travel: Mangalsen to Kuntibandali	Kunti, Ward No.1
	13:00 – 13:20	Face to Face Interview with Health Assistant, Kuntibandali Health Post	Kunti, Ward No.1
	13:20 – 13:40	Face to Face Interview at Nursing Midwifery, Kuntibandali Health Post	Kunti, Ward No.1
	13:45 – 14:00	Observation of Toilet and AFIC at Shree Kunti Secondary School	Kunti, Ward No.1
	14:00 – 14:30	Group Interview with Students at Shree Kunti Secondary School	Kunti, Ward No.1
	14:45 – 15:25	Face to Face Interview with Head teacher of Shree Kunti Secondary School	Kunti, Ward No.1
	15:30 – 16:15	Travel: Kunti Secondary School to Mangalsen	Vehicle
	16:15 – 17:00	Break – Snacks	Mangalsen
	17:00 – 19:00	Travel: Mangalsen, Achham to Falasen, Budhiganga Municipality, Bajura	Budhiganga, Bajura
19:00	Dinner and Overnight Stay at Budhiganga Municipality, Bajura	Hotel at Falasen	
DATE	TIME	ACTIVITIES	LOCATION
DAY 4 Saturday, 14 March 2020	07:30 – 08:00	Travel: Falasen to Shree Bhanodaya Secondary School, Naubis, Ward No.5, Budhiganga Municipality	Vehicle
	08:00 – 08:30	Face to Face Interview with Head teacher of Shree Bhanodaya Secondary School	Naubis, Ward No.5, Budhiganga Municipality
	08:30 – 08:50	Observation of AFIC at Shree Bhanodaya Secondary School	Shree Bhanodaya Secondary School

	08:50 – 09:10	Group Interview with Students at Shree Bhanodaya Secondary School	Shree Bhanodaya Secondary School
	09:30 – 10:45	Key Informant Interview / Group Discussion at Budiganga Municipality Office	Budhiganga Municipality Office, Bajura
	11:00 – 11:15	Face to Face Interview Skills Training Participant	Budhiganga, Ward No.5, Bajura
	11:15 – 12:30	Travel: Back to Falasen and Lunch	Hotel at Falasen
	12:45 – 13:15	Focus Group Discussion with CSE participants	Budhiganga Municipality, Ward No.7, Bajura
	13:20 – 13:40	Face to Face Interview with CSE Facilitator	Budiganga Municipality, Ward No.7, Bajura
	13:40 – 13:55	Face to Face Interview with Chairperson PeaceWin – Implementing Partner	Budiganga Municipality, Ward No.7, Bajura
	14:00 – 15:45	Travel: Budhiganga, Bajura to Safebagar, Achham	Vehicle
	15:45 – 17:45	Break – Snack / Hotel at Safebagar, Achham	Hotel at Safebagar
	18:00 – 18:30	Face to Face interview with Chairperson, WAC Nepal – Implementing Partner	WAC Nepal Office, Safebagar, Achham
	18:30 – 19:00	Face to Face Interview with Programme Manager, WAC Nepal – Implementing Partner	WAC Nepal Office, Safebagar, Achham
	19:00	Dinner and Overnight Stay at Safebagar, Achham	Hotel at Safebagar
DAY 5 Sunday, 15 March 2020	09:30 – 19:00	Travel: Safebagar, Achham to Dhangadi, Kailali / Lunch	Vehicle
	19:00	Dinner and Overnight Stay at Dhangadi, Kailali	Hotel at Dhangadi
DAY 6 Monday, 16 March 2020	08:00 – 08:30	Hotel to Airport	Taxi – Dhangadi
	09:30 – 10:20	Flight: Dhangadi, Kailali to Kathmandu	Flight
	11:00 – 11:30	Airport to Home	Taxi – Kathmandu

**(ii) Telephonic Interviews – Sunsari, Sarlahi and Rautahat Districts
22 – 26 March 2020 (9 Chaitra – 11 Chaitra 2076 B.S.)**

DATE	TIME	TELEPHONIC INTERVIEWS
DAY 1 Sunday, 22 March 2020 Sunsari District	09:19 – 09:43	Chief – Education Development and Coordination Unit, Inaruwa, Sunsari
	11:06 – 11:35	Head Teacher – Ramji Rajaji Secondary School, Inaruwa, Sunsari
	11:36 – 11:56	Students of Ramji Rajaji Secondary School, Inaruwa, Sunsari

	11:57 – 12:20	Facilitator of Functional Literacy Class (FLC)
	12:22 – 12:44	FLC participants, Ward No 2, Dewanganj, Sunsari
	13:13 – 13:29	Teacher - Shree Secondary School, Dewanganj
	14:09 – 14:21	– Chairperson, Dewanganj Rural Municipality
	15:44 – 15:57	Skill Training Participant
	15:59 – 16:17	Skill Training Participant
DAY 2 Monday, 23 March 2020 Sarlahi District	08:49 – 09:02	FLC Facilitator, Lalbandi Municipality, Sarlahi
	09:03 – 09:35	FLC participants, Lalbandi Municipality, Sarlahi
	11:09 – 11:44	Head Teacher, Shree Secondary School, Tinghare, Lalbandi Municipality, Sarlahi
	12:39 – 12:57	President, Sanitation Committee, Shree Secondary School, Lalbandi Municipality, Ward No.16, Tinghare
	12:58 – 13:31	Teacher, Shree Secondary School, Lalbandi
DATE	TIME	TELEPHONIC INTERVIEWS
DAY 3 Tuesday, 24 March 2020 Sarlahi District	09:23 – 09:40	Chief, Education Development and Coordination Unit, Malangwa, Sarlahi
	10:45 – 11:15	Focal Teacher, Sita Ram Basic School, Achalgarh, Balara Municipality Ward No.9, Achalgarh, Sarlahi
	11:15 – 11:35	Students of Sita Ram Basic School, Achalgarh, Balara Municipality Ward No.9, Achalgarh, Sarlahi
	13:17 – 14:02	Training Coordinator, Ashman Nepal, Rautahat – Implementing Partner
	19:42 – 19:57	Mayor, Lalbandi Municipality, Sarlahi
DAY 4 Wednesday, 25 March 2020 Rautahat District	10:21 – 10:42	FLC Facilitator, Belbichhawa (Ward No 8), Rajdevi Municipality, Rautahat
	10:44 – 11:15	Headteacher, Shree Secondary School, Brahampuri, Rajdevi Municipality-9, Rautahat
	12:50 – 13:21	Headteacher, Janta Satya Narayan Secondary School at Rajdevi-4, Basatpur, Rautahat
	15:28 – 15:42	Student, Shree Secondary School, Brahampuri, Rajdevi Municipality-9, Rautahat
	15:55 – 16:11	Vocational Skills Training Participants, Chandrapur-9, Dumariya, Rautahat

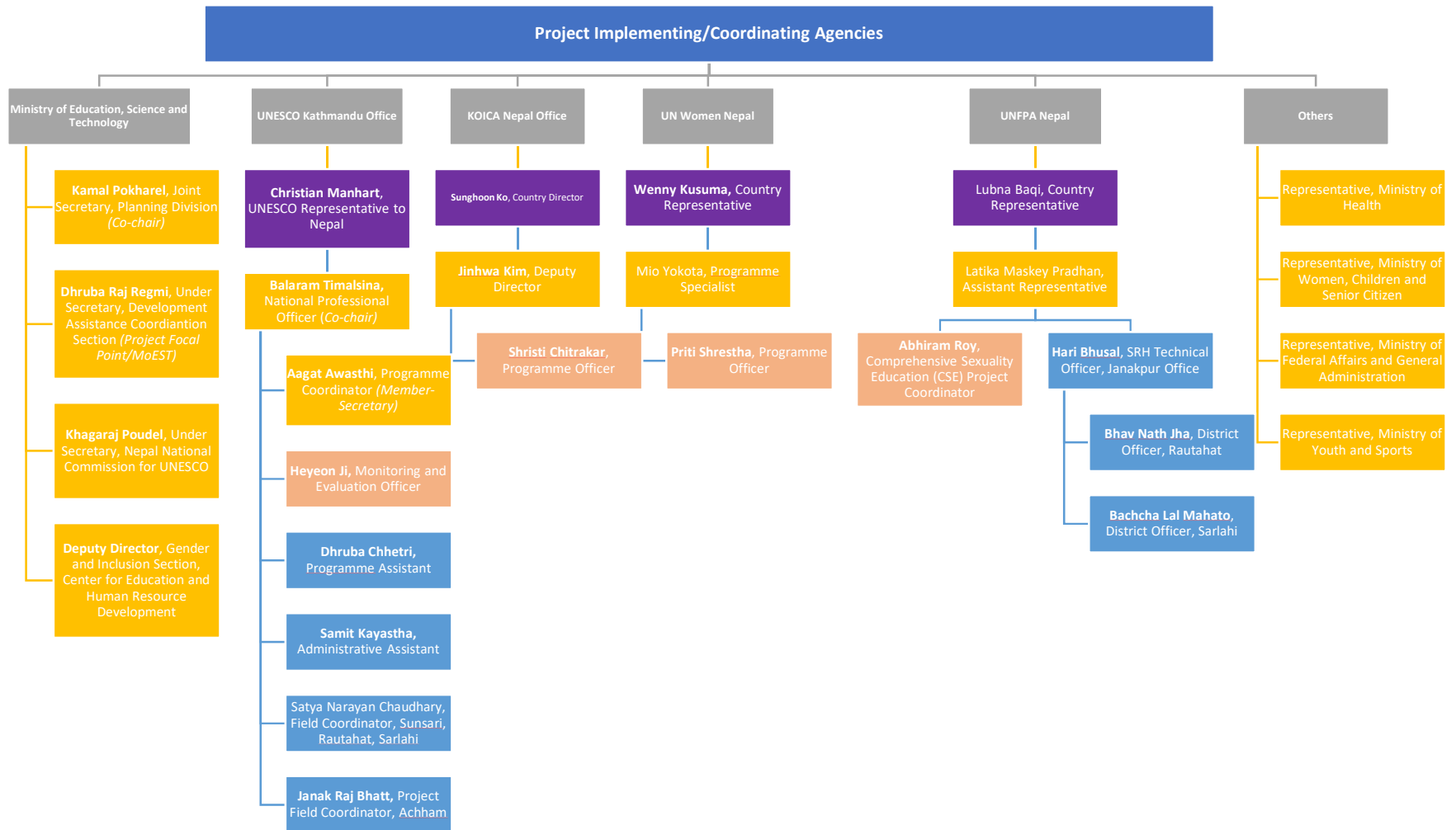
DAY 5 Thursday, 26 March 2020 Rautahat District	11:31 – 11:58	Ansu Singh – Deputy Mayor, Rajdevi Municipality, Rautahat
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(iii) Online (Skype/Microsoft Teams) Interviews – Kathmandu
30 March – 15 April 2020 (17 Chaitra 2076 B.S. – 3 Baishak 2077 B.S.)

DATE	TIME	ONLINE INTERVIEWS
Monday, 30 March 2020	14:00 – 15:30 16:30 – 19:00	UNESCO Representative to Nepal UNESCO Kathmandu Team National Professional Officer & Chief of Education Programme Coordinator Senior Project Assistant 2 Project Field Coordinator
Tuesday, 31 March 2020	12:00 – 13:30	UN Women Nepal Team Programme Specialist Programme Officer
Thursday, 2 April 2020	14:00 – 15:00	Project Steering Committee Chair and Focal Points from Ministry of Education, Science and Technology Joint Secretary & Former Chair, Steering Committee Retired Under Secretary, Former Focal Point, Joint Programme
Friday, 3 April 2020	14:00 – 15:00	UNFPA Nepal Team Assistant UNFPA Representative CSE Project Coordinator CSE Project Officer
DATE	TIME	ONLINE INTERVIEWS
Wednesday, 8 April 2020	15:00 – 16:00	KOICA Nepal Team Deputy Country Director Assistant Country Director Education Expert Assistant Manager
Wednesday, 15 April 2020	14:00 – 16:30	KOICA Nepal Team Deputy Country Director Assistant Country Director Education Expert Assistant Manager

B. Programme Governance Structure

Organigram of the Joint Programme in Nepal



C. Key documents consulted

- UNESCO Joint Programme documentation (as shared by UNESCO)
- UNESCO Gender Equality Action Plan II 2014-2021. UNESCO (website). <https://en.unesco.org/fieldoffice/kathmandu>
- UNESCO Annual Report of the Joint Programme: ‘Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal’. Kathmandu Office, December 2019
- Progress Overview Draft - 5 March 2020, UNESCO Nepal
- UNESCO-UNFPA-UN Women Joint Programme: National Steering Committee Meeting of 17 January 2017. (summary records)
- UNESCO-UNFPA-UN Women Joint Programme: National Steering Committee Meeting of 4 December 2017. (Summary records)
- UNESCO-UNFPA-UN Women Joint Programme: National Steering Committee Meeting of 4 December 2017. (Summary records)
- UNESCO-UNFPA-UN Women Joint Programme: National Steering Committee Meeting of 19 February 2019. (Summary records)
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- Central Bureau of Statistics. National Population and Housing Census 2011 (National Report), Kathmandu, Nepal.
- Nepal’s Sustainable Development Goals (June 2017). Baseline Report, National Planning Commission GoN. [https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1\(1\).pdf](https://www.npc.gov.np/images/category/SDGs_Baseline_Report_final_29_June-1(1).pdf)
- UNFPA Operational Guidance for CSE: A Focus on Human Rights and Gender.

D. List of Interlocutors

A list of 81 interlocutors has been coded and is available under separate cover.

E. Comparison of national and global logframe

Global JP		Corresponding output in national Logframe for Nepal + coverage
Outcome	Output	
1 Education	1.1 Education laws, policies, plans, programmes and contents	1.1 CSE and GBV mainstreamed in formal and non-formal education, benefitting especially adolescent girls and young women
	1.2 Teacher training institutions strengthened	1.1 CSE and GBV mainstreamed in formal and non-formal education, benefitting especially adolescent girls and young women AND 4.1 Capacity development of key institutions to foster a healthy learning environment by understanding and meeting students' nutritional needs
	1.3 Scale up of literacy and non-formal education	2.1 Access to functional literacy and NFE programmes enhanced, especially for adolescent girls and young women AND 3.1 Enhanced capacities of relevant stakeholders to provide access for adolescent girls and young women to sexual and reproductive health information, services and life skills
	1.4 TVET and skills development	3.2 Vocational skills training provided and advantages to enter and remain in the labour market created, with a specific focus on the most vulnerable adolescent girls and young women
2 Linkages health and education	2.1 Community-based platforms and safe space	3.3 Adolescent girls and young women gain access to information on comprehensive sexuality, rights, gender- based violence and reproductive health through safe learning spaces and sensitized community AND 4.3 The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment
	2.2 Capacity of health service providers increased	N/A
	2.3 Linkages safe spaces, schools, social protection and health programmes	N/A
	2.4 Policy and advocacy for education and health	N/A
3 Societal attitudes and governance structures	3.1 Capacity and coordination of government officials	4.3 The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment
	3.2 Knowledge and attitudes at community level	4.4 Community and student clubs mobilized to advocate issues of adolescent girls and young women
	3.3 Leverage on ICT	3.4 ICT tools used for delivering CSE
4 Data and evidence	4.1 Institutional and technical capacities strengthened	N/A
	4.2 Dynamic knowledge for JP and policies	1.2 Existing knowledge on CSE shared and multiplied on national as well as regional level for achieving informed policies and practices
	4.3 Produce, publish and disseminate	2.2 Background knowledge on socio-economic needs and interventions of out-of-school girls and young women available to inform and direct interventions
Outputs not directly linked to global JP Result Framework comprise:		
Under Component 1 - 4.1 capacity development of key institutions to foster a healthy learning environment by understanding and meeting students' nutritional needs .		
Under Component 2 - 4.2 Safe and healthy learning environment supported through improved knowledge and awareness of community members and key stakeholders on healthy food, safe water and sanitation, as well as the broader issues of gender equality especially with regard to adolescent girls and young women.		

F. Nepal country note

Independent External Evaluation
**“Joint Programme on Empowering Adolescent Girls and Young
Women through Education”**

Country Note

NEPAL



By Prabin Chitrakar

April 2020

SUMMARY OF KEY ISSUES

- Nepal is the Federal Democratic Republic since 2008. The Constitution of Nepal, adopted in September 2015, affirms Nepal as a secular federal parliamentary republic divided into seven provinces. With the new constitution of Nepal old municipalities and villages are restructured into a total of 753 municipalities and rural municipalities. At present, there are 6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities and 460 rural municipalities (Gaun Palika).
- The remote regions of Nepal are underprivileged in terms of accessibility and connectivity and people living in these regions are poor and face lots of difficulties. Especially adolescent girls and young women are facing multiple challenges in their day-to-day life. They are not able to share their feelings and sufferings openly in their family nor in public. They are the most vulnerable group in the society.
- The level of education in the remote areas of Nepal is extremely low. There are still 770,000 children aged 5-12 years who are out of school and performance widely differs with wealth. There are only very few schools meet child-friendly school standards. There are very few organizations working in these remote areas due to difficulties in assess and the lack of resources.
- In Nepal, there are many communities where it is very difficult to openly discuss about reproductive health and sexuality education. Even for teachers it is very difficult to teach students on topics related to sexuality. To talk and to have open discussions about sexuality and reproductive health is very rare.

1. CONTEXT

Nepal is a landlocked country located in South Asia between China in the north and India in the south, east and west. Nepal is divided into three principal physiographic belts known as Himal (Mountain region), Pahad (Hills region) and Terai (Plain region). As of 1 July 2020, Nepal's population stands at 29.9 million making it 49th largest country in the world.⁶⁷ Nepal is a multi-ethnic country which has 125 ethnic groups and 92 different living languages with Nepali as the official language.

Nepal is committed to ensuring that all children have access to free, compulsory, and good-quality basic and secondary education. Aligning with the global Sustainable Development Goals, Nepal has identified and adopted its own SDGs with a national perspective to guide the operationalization of the SDGs at all levels – national, provincial and local level.

In Nepal, the Joint Programme formally started at the end of 2016 and with some delay. Implementation started at the beginning of 2017.⁶⁸ The Joint Programme in Nepal is led and coordinated by UNESCO and all three UN Partners UNESCO, UNFPA and UN Women implement through implementing partners (IPs) and in coordination with the Ministry of Education Science and Technology (MoEST), Ministry of Federal Affairs and General Administration (MoFAGA) and Ministry of Women, Children and Senior Citizen (MoWCSC). Implementation covers locations in five districts of Nepal, with two districts in the far-western region (Achham and Bajura) and three districts in the eastern Terai region (Rautahat, Sarlahi, and Sunsari).

2. INTERVENTIONS (COMPONENT 1-4)

Component 1. Quality education:

⁶⁷ https://en.wikipedia.org/wiki/List_of_countries_and_dependencies_by_population

⁶⁸ Skype Interview with UNESCO Nepal Team, 30 March 2020

Functional Literacy Classes (FLCs): Comprehensive Sexuality Education (CSE) through Functional Literacy Classes (FLCs) were conducted in all five districts as an initiative of UNESCO. In relation with FLCs, different trainings of government officials, representatives of local authorities, school teachers, and training facilitators, were conducted to sensitize them about the issues of CSE and also to strengthen their commitment to FLC classes.

Adolescent Friendly Information Centers (AFICs): The main objective of the establishment of AFICs was for the students to have access to reading materials related to sexual and reproductive health, gender-based violence, CSE, child marriage, early pregnancy and other topics to get a better understanding of their body and its reproductive health related aspects. UNFPA initiated to establishing AFICs with a strategy to be next to health facilities which are certified adolescent friendly health services (AFHS). This was to make sure that students and adolescent girls will have easy access to health services close to schools.

Vocational Skills Trainings: UN Women leads vocational skills trainings and seeks to create a more supportive institutional environment for adolescent girls and young women and to promote their economic and social empowerment. It was vocational skills training for out-of-school adolescent girls and young women 16-24 years old. The intended outcome is to better bridge the gap between school and income generation.

Component 2. Health and well-being:

Improved WASH facilities: UNESCO initiated supports to schools with improved WASH facilities. As of 2019, a total of 7 schools were supported in constructing adolescent girls' friendly toilets and 1 school was supported with a drinking water scheme.

Component 3. Creating an enabling environment:

As for the Nepal logframe, under the component 3, there are mainly two expected outputs which are: (i) ICT tools used for delivering CSE; and (ii) The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment. Activities under this component is implementing by UNESCO through its implementing partners.

Component 4. Data, information and knowledge management and use:

UNESCO led the component 4 and there are mainly two expected outputs to in this component which are: (i) Existing knowledge on CSE shared and multiplied on national as well as regional level for achieving informed policies and practices; (ii) background knowledge on socio-economic needs and interventions of out-of-school girls and young women available to inform and direct interventions.

3. CHANGES TO INTENDED INTERVENTIONS

In the Nepal framework, certain activities have been regrouped or modified. There is an activity under outcome 1, for example, which is "1.2.3 Strengthen existing EMIS including NFE-MIS and M&E systems to generate gender- disaggregated data to support targeted intervention", and in 2019, training was provided to 161 government officials and school administrators on use of EMIS for monitoring and targeted interventions. In 2020, follow up training/support will be provided to government officials and stakeholders in 14 municipalities for quality reporting through web-based EMIS. It is noted that a further revision of the above logframe is currently under finalization.

4. Achievements

Component 1. Quality education:

Functional Literacy Classes (FLCs): Activities related to CSE and reproductive health component are more effective in the local level and are more satisfactory. The CSE trainings were very useful and believed to not just cover sexuality education but also a vast range of issues which are related to the local people, their education and their health. This has helped schools to develop the capacity of students, to improve their education as well as their health.

Adolescent Friendly Information Centers (AFICs): AFICs has been effective for school students to learn more about CSE, GBV and issues related directly to their health, families and societies which were not included in their formal education. The smart projectors helped to increase the interest in learning more about CSE and other related topics.⁶⁹ The videos from the smart projectors and reading materials in Nepali language brought changes to school students' behaviour.

Vocational Skills Trainings: The skills training of the Joint Programme helped local women to earn their own income for themselves and for their families. Out of total 4,006, 1,109 women were able to start generating more income by starting a new business or enhancing their actual business. It has also been effective to enhance in level of the beneficiaries. More than 500 skills training participants were able to participate in level 1 skills tests of the Council for Technical Education and Vocational Training (CTEVT)⁷⁰.

Component 2. Health and well-being:

Improved WASH facilities: The construction of adolescent girls' friendly toilets in government schools has been effective and helped to support for quality education for school students especially for adolescent girl students. The construction of toilets in schools has helped eliminate unhygienic practices and helped school girls to continuously attend their classes even during their menstruation period.

Component 3. Creating an enabling environment:

There has been total of 10 IEC materials developed by the end of 2019. 1 comic book and 8 posters related to nutrition and adolescent health were developed. A poster on gender-sensitive education was developed and 1,500 copies disseminated. In addition, 3,000 copies of 8-set ASRH material were distributed to AFICs.⁷¹

Total of 302, 135 (Female:59) teachers from different schools were trained on health, hygiene, WASH and gender-friendly learning environment with an aim that the trained teachers and stakeholders will be engaged in school-based knowledge sharing activities and will be provided with necessary backstop support.

Component 4. Data, information and knowledge management and use:

UNESCO undertook a need assessment through its implementing partners in 2017 that identified barriers and opportunities for adolescent girls and young women in accessing education, and identified capacity building needs of the stakeholders and adolescent girls and young women in accessing quality and relevant education.⁷²

In 2019, training was provided for 161 government officials and school administrators on the use of the Education Management Information System (EMIS) for monitoring and targeted interventions.⁷³

⁶⁹ Skype Interview with UNFPA Nepal, 3 April 2020

⁷⁰ Face to face Interview with Manakamana Training and Skill Development Institute P. Ltd., 12 March 2020

⁷¹ Progress Overview Draft - 5 March 2020, UNESCO Nepal

⁷² Progress Overview Draft - 5 March 2020, UNESCO Nepal

⁷³ Progress Overview Draft - 5 March 2020, UNESCO Nepal

Relevance and appropriateness

The implementation of the Joint Programme is relevant and appropriate in terms of national needs. It is also aligned with the priorities of the Nepal government as well as with those of the UN partner agencies UNESCO, UNFPA, and UN Women. The Joint Programme is supporting the national efforts in achieving SDG 4 and SDG 5.

Assessment of Outcomes and Pathways to Impact

After the federalization of the government of Nepal and as a consequence of decentralization and the devolution of powers, local government authorities carry major responsibility to implement school level activities. Hence, the Joint Programme has focused its capacity building on representatives of local government with a view to sensitizing and building capacity to mainstream CSE policies, plans and programmes in formal and non-formal settings. The activities of the Joint Programme are targeting directly to the local bodies at the level of mayors, deputy mayors and other local government representatives to create awareness and to sensitize them.

Efficiency and Effectiveness

Overall, the Joint Programme has been effective at the local level. Most of the local partners and direct beneficiaries are very happy and satisfied with the outcomes and demand for continuation.

UNESCO has been sub-contracting many implementing partners, mostly for short periods of time and with very limited budget. This reduces efficiency and sustainability and creates more administrative and management work. UN Women and UNFPA were able to plan and implement their activities under the Joint Programme well and are in process of completing as per plan.

Sustainability

There has been a series of capacity building workshops organized in the five target districts for local representatives, government officials and other stakeholders to improve their capacity on undertake gender-responsive policy planning and budgeting.⁷⁴ These are ensuring local ownership and sustainability of the project interventions.

Some government officials and local representatives have announced commitments to mainstream CSE and GBV prevention and response measures and they have earmarked funding for awareness-raising activities and for the incorporation of CSE in the local-level curriculum. This demonstrates both ownership and the will to ensure sustainability.

The vocational skills training helped female beneficiaries to enhance their confidence and to use that confidence to mobilize resources and to start income generating activities. This is sustaining the use of the acquired knowledge and skills and it helps them to support themselves and their families.

Coordination and Partnership

All three UN partner agencies, UNESCO, UNFPA and UN Women, implement its initiatives through implementing partners and have their own procedures to select them. To date, UNESCO has appointed 15 implementing partners to implement its Joint Programme activities. In comparison, UNFPA has three implementing partners while UN Women has two.

The National Steering Committee has been established as a core governing body of the Joint Programme. It is acknowledged that there is insufficient coordination between UN partner agencies. The reporting mechanisms at country level seem to be confusing, hence the UN Women and UNFPA demands of a revision and UN standard reporting formats.

⁷⁴ Annual Report of the Joint Programme: 'Empowering Adolescent Girls and Young Women Through the Provision of CSE and a Safe Learning Environment in Nepal'- UNESCO Kathmandu Office, December 2019

Most projects are implemented in remote rural settings and at local level. They are implemented in coordination and partnership with the local authorities. The coordination and partnership at the local level seems to be strong and working well in most of the project areas. Field coordinators have been playing a positive role in this coordination and they have established personal relationships for the benefit of the programme.

5. CHALLENGES

In Nepal, not all activities may be completed by the end of the project period. An example is the provision of improved WASH facilities for schools. Due to the Coronavirus (COVID-19) crisis, the resumption of work and the completion of remaining activities of the Joint Programme are uncertain. In such a context, UNESCO Nepal's proposal to apply a no-cost extension is relevant. However, while staff costs remain, an extension of the programme will reduce the percentage of funding available for the implementation of activities. This has to be considered and well negotiated by the UN partner agencies.

The revision process of the logical framework with the subsequent linking to the mid-term evaluation resulted in the revision process to be carried out in the 4th year of implementation only. This is late and challenging and it is reducing the effect of the revision. Probably a new start is required in view of the pandemic and its consequences.

Of total 4005, some 60% of total beneficiaries of vocational skills trainings are not being able to start income generating activities, one of the reasons is that, the targeted age group of participants were 16 to 24 years old, this is the group which has very limited access to financial resources to start their own business.

6. SELF-ASSESSMENT TOOL

The Joint Programme focuses on four components at global level: (i) Component 1 - Quality education; (ii) Component 2 - Health and well-being; (iii) Component 3 - Enabling environments; and (iv) Component 4 - Building the data and evidence base. In Nepal, primarily Component 4 and other components also have undergone modifications.

The Nepal logframe does not identify the responsibilities of UN partner agencies component-wise like for the global logframe. All three UN agencies are responsible for different activities under a particular component.

7. WAY FORWARD

Most of the interventions of the Joint Programme such as CSE and skills trainings are very relevant in the context of remote areas of Nepal and are in high demand. These interventions that has been implemented by the Joint Programme realized to be very limited, therefore, these activities needed to be scaled up.

There is a need of continuous follow up and effective monitoring with higher frequency of monitoring among target beneficiaries and governmental officials for success of the programme as well as to get updated on governmental acts and reforms. Close and effective institutional coordination among local authorities to be established.

Considering the remaining time period of the programme, strengthening of implemented activities should be prioritize instead of implementing new activities to make more efficient and effective. For example, strengthening beneficiaries of vocational skills trainings by providing linkage for their financial support.

Mobilizing different groups in the communities like women's group, students' clubs, kids' clubs for awareness on CSE, GBV and related issues, and encouragement for ownership by the local government to be prioritized.

8. SUMMARY OF FINDINGS AND RECOMMENDATIONS

The design of the Joint Programme in Nepal is relevant to the context of the country in spite of the procedural weakness and missing assessments at the local level during the project design phase. The difference between the global logframe and the logframe for Nepal is noted, and there are currently efforts under way to harmonize and update the framework.

The implementation of the Joint Programme by the UN partners UNESCO, UNFPA, and UN Women is relevant and appropriate in terms of national needs. The Joint Programme's support to education and equality is aligned with the existing policies of the Government of Nepal that are promoting gender sensitization in formal and non-formal education. The Joint Programme support is promoting the national efforts in achieving SDG 4 and SDG 5.

Awareness among the beneficiaries and targeted groups of the Joint Programme was found to be increased on CSE, GBV, violence against women and girls, and child marriage. The Joint Programme is helping to increase literacy rates among the underprivileged women in the remote areas, also to enhance the knowledge and build confidence. It also contributes to some of the municipalities to declare as a fully literate municipality with its CSE classes. It is also found to be decreased in harmful social practices such as, child, early and forced marriage and Chhaupadi.

The Joint Programme was able to increase the life standards of those beneficiaries of skill trainings who were able to start the income generation activities. About 40% of the training recipients were able to start generating more income by starting new business or enhancing their existing business.

Recommendations are outlined in section 10 of the main report.

9. EVALUATOR OBSERVATIONS

The data collection process in Nepal started as planned with a field mission to project areas in the far-western region to Achham and Bajura districts. The field mission to the three eastern Terai districts Sunsari, Sarlahi and Rautahat was cancelled due to the travel restrictions in response to the spread of the Coronavirus (Covid-19) announced by United Nations and the Government of Nepal. The Nepal mission of the international evaluator had to be cancelled as well due to restrictions announced by the government of Nepal for international travel.

To collect data at the central level, Kathmandu, online meetings were conducted for higher level meeting with the UN partner agencies (UNESCO, UNFPA and UN Women), KOICA Nepal, the National Steering Committee members, and government representatives. To collect data from eastern Terai districts, telephonic interviews were conducted with local government authorities (mayor, deputy mayors and representatives of municipalities, ward offices and EDCU), schools (head teachers, teachers, students, and management committee), direct beneficiaries (CSE, FLCs and skills training participants), training facilitators, and implementing partners.

10. ANNEXES

F. Mission calendar

Field mission to Achham and Bajura Districts on 11 – 16 March 2020 is listed on p. 34-36.

(iv) Telephonic Interviews – Sunsari, Sarlahi and Rautahat Districts

22 – 26 March 2020 (9 Chaitra – 11 Chaitra 2076 B.S.)

DATE	TIME	TELEPHONIC INTERVIEWS	CONTACT NUMBER
DAY 1 Sunday, 22 March 2020 Sunsari District	09:19 - 09:43	Ramesh Bahadur Dahal, Chief – Education Development and Coordination Unit, Inaruwa, Sunsari	9852037073
	11:06 - 11:35	Narayan Mehta, Head Teacher – Ramji Rajaji Secondary School, Inaruwa, Sunsari	9842046148
	11:36 - 11:56	Students of Ramji Rajaji Secondary School, Inaruwa, Sunsari	9842046148
	11:57 - 12:20	Lalita Mehta – Facilitator of Functional Literacy Class (FLC)	9861690083
	12:22 - 12:44	FLC participants, Ward No 2, Dewanganj, Sunsari	9861690083
	13:13 - 13:29	Jainuddin Ansari – Teacher - Shree Secondary School, Dewanganj	9819053401
	14:09 - 14:21	Lali Prasad Mehta – Chairperson, Dewanganj Rural Municipality	9852043665
	15:44 - 15:57	Sangita Thakur – Skill Training Participant	9819945511
	15:59 - 16:17	Anju Mehta – Skill Training Participant	9815704468
DAY 2 Monday, 23 March 2020 Sarlahi District	08:49 - 09:02	Anupa Bhujel – FLC Facilitator, Lalbandi Municipality, Sarlahi	9814808876
	09:03 - 09:35	FLC participants, Lalbandi Municipality, Sarlahi	9814808876
	11:09 - 11:44	Jay Raj Bhattarai – Head Teacher, Shree Secondary School, Tinghare, Lalbandi Municipality, Sarlahi	9844389700
	12:39 - 12:57	Rebika Bogati – President, Sanitation Committee, Shree Secondary School, Lalbandi Municipality, Ward No.16, Tinghare	9849151897
	12:58 - 13:31	Tara Kharel – Teacher, Shree Secondary School, Lalbandi	9840431131
DATE	TIME	TELEPHONIC INTERVIEWS	CONTACT NUMBER

DAY 3 Tuesday, 24 March 2020 Sarlahi District	09:23 - 09:40	Ram Adhar Singh Kushwaha – Chief, Education Development and Coordination Unit, Malangwa, Sarlahi	9854036215
	10:45 - 11:15	Gajendra Sahani – Focal Teacher, Sita Ram Basic School, Achalgarh, Balara Municipality Ward No.9, Achalgarh, Sarlahi	9844516575
	11:15 - 11:35	Students of Sita Ram Basic School, Achalgarh, Balara Municipality Ward No.9, Achalgarh, Sarlahi	9844516575
	13:17 - 14:02	Ramesh Jaiswal – Training Coordinator, Ashman Nepal, Rautahat – Implementing Partner	9845096104
	19:42 - 19:57	Man Bahadur Khadka – Mayor, Lalbandi Municipality, Sarlahi	9854039300
DAY 4 Wednesday, 25 March 2020 Rautahat District	10:21 - 10:42	Chanda Sah – FLC Facilitator Belbichhawa (Ward No 8), Rajdevi Municipality, Rautahat	9845798575
	10:44 - 11:15	Dipendra Shrivastav – Headteacher, Shree Secondary School, Brahampuri, Rajdevi Municipality-9, Rautahat	9855040650
	12:50 - 13:21	Pravash Thakur – Headteacher, Janta Satya Narayan Secondary School at Rajdevi-4, Basatpur, Rautahat	9855040174
	15:28 - 15:42	Puja Das – Student, Shree Secondary School, Brahampuri, Rajdevi Municipality-9, Rautahat	9845058081
	15:55 - 16:11	Anita Kumari Chaudhary – Vocational Skills Training Participants, Chandrapur-9, Dumariya, Rautahat	9868835194
DAY 5 Thursday, 26 March 2020 Rautahat District	11:31 - 11:58	Ansu Singh – Deputy Mayor, Rajdevi Municipality, Rautahat	9849357000

(v) Online (Skype/Microsoft Teams) Interviews – Kathmandu

30 March – 15 April 2020 (17 Chaitra 2076 B.S. – 3 Baishak 2077 B.S.)

DATE	TIME	ONLINE INTERVIEWS	CONTACTS
Monday, 30 March 2020	14:00 - 15:30	Christian Manhart - UNESCO Representative to Nepal	c.manhart@unesco.org
	16:30 - 19:00	UNESCO Kathmandu Team Balam Timalina - National Professional Officer & Chief of Education Aagat Awasthi - Programme Coordinator Dhruba Chhetri - Senior Project Assistant Satya Narayan Chaudhary - Project Field Coordinator Janak Raj Bhatta - Project Field Coordinator	b.timalina@unesco.org 9851110026 a.awasthi@unesco.org 9813691058 d.chhetri@unesco.org 9803224072 sn.chaudhary@unesco.org 9814771241 jr.bhatt@unesco.org 9824689931/9848871735
Tuesday, 31 March 2020	12:00 - 13:30	UN Women Nepal Team Mio Yokota - Programme Specialist Priti Shrestha - Programme Officer	mio.yokota@unwomen.org priti.shrestha@unwomen.org
Thursday, 2 April 2020	14:00 - 15:00	Project Steering Committee Chair and Focal Points from Ministry of Education, Science and Technology Baikuntha Prasad Aryal - Joint Secretary & Former Chair, Steering Committee Dhruba R Regmi - Retired Under Secretary, Former Focal Point, Joint Programme	Skype ID: regmi_dr baikunthaparyal@gmail.com Skype ID: bparyal09 dhrubarajregmi@gmail.com 9851176005
Friday, 3 April 2020	14:00 - 15:00	UNFPA Nepal Team Latika Maskey - Assistant UNFPA Representative Abhiram Roy - CSE Project Coordinator	maskeypradhan@unfpa.org aroy@unfpa.org

		Rohita Gauchan Thakali - CSE Project Officer	thakali@unfpa.org
DATE	TIME	ONLINE INTERVIEWS	CONTACTS
Wednesday, 8 April 2020	15:00 - 16:00	KOICA Nepal Team Kim Jinhwa - Deputy Country Director Vikas Rawal - Assistant Country Director Ujin Shim - Education Expert Shristi Chitrakar - Assistant Manager	Skype ID: nepal@koica.go.kr jhkim@koica.go.kr vikas@koica.go.kr ujinshim2019@partner.koica. go.kr shristi@overseas.koica.go.kr
Wednesday, 15 April 2020	14:00 - 16:30	KOICA Nepal Team Kim Jinhwa - Deputy Country Director Vikas Rawal - Assistant Country Director Ujin Shim - Education Expert Shristi Chitrakar - Assistant Manager	Skype ID: nepal@koica.go.kr jhkim@koica.go.kr vikas@koica.go.kr ujinshim2019@partner.koica. go.kr shristi@overseas.koica.go.kr

G. Key documents consulted

- UNESCO Joint Programme documentation (as shared by UNESCO)
- UNESCO Gender Equality Action Plan II 2014-2021. UNESCO (website). <https://en.unesco.org/fieldoffice/kathmandu>
- UNESCO Annual Report of the Joint Programme: 'Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal'. Kathmandu Office, December 2019
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H. List of Interlocutors

SN	Contact Person	Designation	Agency
1.	Ms Kim Jinhwa	Deputy Country Director	KOICA
2.	Mr Vikas Rawal	Assistant Country Director	KOICA
3.	Ms Ujin Shim	Education Expert	KOICA
4.	Ms Shristi Chitrakar	Assistant Manager	KOICA
5.	Mr Christian Manhart	UNESCO Representative to Nepal	UNESCO
6.	Mr Balaram Timalisina	National Professional Officer, Head of Education	UNESCO
7.	Mr Aagat Awasthi	Programme Coordinator	UNESCO
8.	Mr Dhruva Chhetri	Senior Project Assistant	UNESCO
9.	Mr Satya Narayan Chaudhary	Project Field Coordinator	UNESCO
10.	Mr Janak Raj Bhatta	Project Field Coordinator	UNESCO
11.	Mr Dhruva R Regmi	Consultant	UNESCO
12.	Ms Latika Maskey Pradhan	Assistant UNFPA Representative to Nepal	UNFPA
13.	Mr Abhiram Roy	Comprehensive Sexuality Education (CSE) Project Coordinator	UNFPA
14.	Ms Rohita Gauchan Thakali	CSE Project Officer	UNFPA
15.	Ms Mio Yokota	Programme Specialist / Head, Economic Empowerment Unit	UN Women
16.	Ms Priti Shrestha	Program Officer	UN Women
17.-40.	Face to face interviews, Key informant interviews and focus group discussions in Achham and Bajura Districts	See mission calendar (Appendix A), (i) Field mission to Achham and Bajura Districts	24 Interviews
41.-65.	Telephonic interviews in Sunsari, Sarlahi and Rautahat Districts	See mission calendar (Appendix A), (ii) Telephonic Interviews – Sunsari, Sarlahi and Rautahat Districts	25 Interviews
66.-72.	Online Interviews in Kathmandu	See mission calendar (Appendix A), (iii) Online (Skype/Microsoft Teams) Interviews – Kathmandu	7 Interviews
73.-81.	Telephonic Interviews with direct beneficiaries	Test interviews by phone with potential survey participants	9 Interviews