



UNIVERSITY OF SAN FRANCISCO

CHANGE THE WORLD FROM HERE

**Mainstreaming Girls' Voices:
Girls' Empowerment Programs in Nepal**

by

Bidya Subedi

bsubedi@usfca.edu

Capstone Research Report Submitted in Partial Fulfillment
of the Requirements for the
Master of Nonprofit Administration Degree
in the School of Management

San Francisco, California

Summer, 2017

Abstract

This paper examines existing girls' empowerment programs in Nepal. Child marriage, early pregnancy, human-trafficking, and lack of proper sanitation and hygiene, are some of the barriers to girls' education and empowerment in Nepal. The major question explored was what are the contributing factors that lead to effective women and girls empowerment programs. Specifically, what are the best practices among existing programs and what have they found to be the limitation to fully realizing their intended outcome? The methodology includes expert interviews, the review of organizational reports and documents as well as the analysis of several girls' empowerment initiatives in Nepal from national organizations and international organizations currently operating in Nepal. NGOs, governments, international organizations, and the private companies around the world have realized that barriers exist in girls' education. In response, they have developed initiatives to enroll girls in school, invest in infrastructures such as building schools and libraries, and provide scholarships. However, these initiatives are not enough to empower not just girls, but any individual. The paper identifies three gaps in girls' empowerment initiatives in Nepal including (i) geographical gap; (ii) lack of boys and men engagement; and (iii) persistence of sectoral silos or lack of multi-sectoral partnership. The study provides recommendations to national and international organizations to embrace multi-sectoral and holistic approaches to empower girl; develop more gender-synchronized empowerment programs in schools and engage men as allies and positive role models and leaders in communities, and develop standardized indicators to measure overall outcomes and impacts.

Acknowledgments

I am sincerely grateful to the faculties at University of San Francisco faculties for guiding me to conduct this research on girls' empowerment in Nepal.

I am grateful to Ola Perczynka in Nepal and Kelty Davis in San Francisco for sharing their knowledge.

I thank my friends, family and Masters of Nonprofit Administration cohort for untiring supporting and encouraging me to carry out this research.

Table of Contents

List of Tables and Figures.....	i
Section 1. Introduction	1
Section 2: Literature Review.....	8
Section 3: Methods and Approaches.....	18
Section 4. Data Analysis and Results	19
Section 5: Implications and Recommendations	33
Section 6: Conclusions	42
List of References	43
Appendix : A Logic Model Template	48
Author’s Bio	49

List of Tables and Figures

Table A: Nepal’s HDI, IHDI, GDI, and GII for 2015

	Value	Rank	Life Expectancy at birth	Expected years of schooling	Mean years of schooling	Gross National Income (GNI) per capita (PPP US\$)	
HDI	0.558	144	70.0	12.2	4.1	2,337	
IHDI	0.407 (Overall loss-27.0%)						
GDI			71.5- Female 68.6- Male	12.7- Female 12.2- Male	3.2- Female 5.0- Male	1,979 Female 2,718- Male	

			Maternal mortality ratio (every 100,000 live births)	Adolescent birth rate (per 1,000 women of ages 15-19)	Female seats in parliament (%)	Population with at least some secondary education	Labour force participation rate (%)
GII	0.497	115	258	71.9	29.5	24.1- Female 41.2- Male	79.7- Female 86.8- Male

Source: UNDP's Human Development Report 2016. Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report- Nepal.

Table B: Enter the title of the table here

International Organizations	Girls' Empowerment Programs	Girls' Empowerment Activities/ Best practices	Gaps/Opportunities
 <p>Room to Read®</p>	Girls' Education Program	<ul style="list-style-type: none"> ➤ Collaborates with the Ministry of Education and the National Curriculum and Development Board to implements Literacy and Girls' Education Programs ➤ Piloted an early warning system to identify Girls' Education Program students at risk of dropping out ➤ Shares their expertise in literacy instruction 	<ul style="list-style-type: none"> ➤ The Girls' Education Programs are only active in three regions- Mid-Western, Western and Central regions
 <p>GIRLS NOT BRIDES NEPAL The Nepalese Partnership to End Child Marriage</p>	Girls Not Brides Nepal is a National Partnership	<ul style="list-style-type: none"> ➤ Conducted more than 60 consultations at the community, district, and national levels ➤ Developed a transparent, inclusive and multi-sectoral national strategy to end child marriage 	<ul style="list-style-type: none"> ➤ GNB's Theory of Change on Child Marriage doesn't include school engagement in reducing child marriage.
 <p>The Asia Foundation</p>	Women's Empowerment Program in Nepal	<ul style="list-style-type: none"> ➤ Increases women's participation in social, political, and economic life by providing mentorship support and literacy classes and combating gender-based violence ➤ Combating Trafficking in Persons program creates safe spaces for women and provides leadership trainings for Controlling Human Trafficking. 	<ul style="list-style-type: none"> ➤ Largely focuses on expanding women's economic opportunities, women's rights and security, and advancing women's political participation.

	Adolescent Girls Employment Initiative	<ul style="list-style-type: none"> ➤ Promotes the transition of adolescent girls from school to productive employment ➤ Equips young girls with the skills required to find employment and become independent adults 	<ul style="list-style-type: none"> ➤ Targets out-of-school adolescent girls and young women
	Women's Empowerment Program & Girls' Education	<ul style="list-style-type: none"> ➤ Women's empowerment framework components-agency, structure, and relations. ➤ Projects focused on health, emergency and disaster aid, and climate change sectors. 	<ul style="list-style-type: none"> ➤ Empowering women is one of the core themes for CARE's current programs in Nepal
National Organizations	Girls' Empowerment Programs	Girls' Empowerment Activities/ Best practices	Gaps/Opportunities
	Her Turn Workshops	<ul style="list-style-type: none"> ➤ Holistic approach for empowering girls. The workshops cover themes such as health, safety, leadership and community project. ➤ Hires trainers who are from similar ethnic and caste backgrounds as girl participants ➤ Launched 'His Chance Empowerment Program ➤ Launched Girls Support Committee Mentorship Fellowship Program 	<ul style="list-style-type: none"> ➤ Hamro Palo hopes to reach more adolescents in Nepal by tapping into school curriculum.
	LEAD Program	<ul style="list-style-type: none"> ➤ Leadership, Entrepreneurship, Advocacy, and Development Program ➤ A unique, year-long LEAD course provides young women with the guidance, support, skills and opportunities to become a leader. 	<ul style="list-style-type: none"> ➤ LEAD course are only available for young women in Kathmandu Valley.
	Half-Way Home (in Kathmandu)	<ul style="list-style-type: none"> ➤ Help girls to reintegration into the mainstream society with vocational and life skills ➤ Maiti Nepal trains schools teachers and students about human trafficking through debate competition and peer support schemes in schools 	<ul style="list-style-type: none"> ➤ Half-Way Home is only located in Kathmandu, posing geographical limitation on girls who are in similar situations in other parts of Nepal.

 <p>Nepal Teacher Training Innovations Teaching Change</p>	<p>Girls Education and Empowerment Project (GEEP)</p>	<ul style="list-style-type: none"> ➤ Trains women teachers to run empowerment workshops ➤ Girls' Sensitivity Training for teachers to understand girls need to thrive in school. ➤ Girls were involved in the design of Her Turn workshops and its content 	<ul style="list-style-type: none"> ➤ Limited to Gorkha and Sindhupalchok Districts
 <p>दिदीबहनी DIDIBAHINI Working towards gender equality and social justice</p>	<p>Youth Forums</p>	<ul style="list-style-type: none"> ➤ Forum aims to address the needs of young adults ➤ Helps to create access to information and resources for self-empowerment 	<ul style="list-style-type: none"> ➤ Targets urban adolescent and youth.

Section 1. Introduction

Despite initiatives from the World Bank, United Nations (UN), governments, and a variety of non-governmental organizations (NGOs), there are still significant barriers to girls' education and empowerment in many countries and areas of the world. The international commitments on education, and women and girls' empowerment, such as the World Conference on Education for All in 1990, the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) adopted in 1979, and education-related Millennium Development Goals (MDGs), have helped drive significant progress in education. However, girls' access to quality education, proper health care, and safety remain sporadic and weak, particularly in many developing countries.

Worldwide, more than 130 million girls are currently out of school. Girls still account for the majority of the out-of-school children and illiterate adults. For example, according to United Nations Educational, Scientific and Cultural Organization's (UNESCO) report, *Empowering Adolescent Girls and Young Women Through Education* (2015), 31 million girls of primary-school age are still excluded from learning and only 38 percent of countries have achieved gender parity in secondary education, compare to 63 percent in primary education (p.3) Even worst, the report revealed that 493 million women are illiterate, which is 64 percent of the total world population (UNESCO, 2015, p.3).

Some of the barriers to girls' education include poverty, gender-based violence, poor sanitation and hygiene, war and conflict, the cost of education, domestic work, distance to school, child marriage, early pregnancy, human-trafficking, and social and cultural factors. Most countries, regions, or communities face multiple barriers when it comes to girls' access to education. For instance, the prevalence of child marriage, gender-based violence, and social and cultural norms in Nepal are preventing millions of girls from attending schools. As each nation and community have different values and beliefs, tailored and customized approach are necessary to meet their needs.

NGOs, governments, international organizations, and the private companies around the world have realized that barriers exist in girls' education. In response, they have developed initiatives to enroll girls in school, invest in infrastructures such as building schools and libraries, and provide scholarships. However, these initiatives are not enough to empower not just girls, but any individual. Therefore, this study looks at the benefits of girls' empowerment programs in developing countries, particularly in Nepal. It also focuses on gaps and challenges in girls' empowerment programs in Nepal.

Background- Nepal

Nepal is one of the 47 least developed countries of the world with the population of 28.98 million (World Bank, 2016). Currently, 21.6% of its population lives below national poverty line, which is among the highest in South Asia (National Planning Commission, 2017). Between 2009 and 2014, the total adult literacy rate in Nepal was

60 percent. While a total of 92% of Nepal's rural and urban population use improved drinking water sources, only 46% have access to improved sanitation facilities (UNICEF, 2016). Nepal consists of various religious and ethnic groups with 81% Hindus, 9% Buddhists and 4.5% Muslims, and ethnic groups including Chhetri, Brahmin, Dalits, Magar, Tharu, Tamang, and others (Al Jazeera).

In the past two decades, Nepal has experienced perpetual political transitions, a decade long armed civil war, and two massive earthquakes in 2015, followed by four months long trade blockade in its Southern borders. In 1990, Nepal introduced multiparty democracy, since then there have been more than 25 changes in the government (The World Bank, 2013). As Kul Chandra Gautam described in his book "Lost in Transition: Rebuilding Nepal From the Maoist Mayhem and Mega Earthquake",

"In the past seven decades, Nepal has gone through many experiments- from absolute monarchy to constitutional monarchy and republicanism; multiparty democracy; governments run by liberal democrats; Communists, Maoists and royalists; and regional parties in various coalitions. Recently, it is struggling to transition from a unitary to a federal system. But we seem still undecided about whether we want a mixed market economy or a socialist one. Such indecision leads to further prolonging the transition" (Gautam, 2015. p.2).

Before abolishing the monarchy and becoming Federal Democratic Republic of Nepal, there was a decade long armed civil war between the Communist Party of Nepal

(Maoist) and the government of Nepal. Nearly 16,000 civilians and armed forces were killed and thousands of people were internally displaced (Al Jazeera). The state of perpetual political transition along with a decade long violent armed conflict during 1996-2006 crippled Nepal's economy and disrupted development work in rural areas.

As Nepal was recovering from a violent civil war, massive earthquakes hit Nepal in April and May 2015, killing as many as 9,000 people, injuring over 23,000, and destroying half a million houses, 7,000 schools, hundred of health posts, government offices and public buildings (Gautam, 2015, p. 3). More than 36,000 classrooms, and an additional 17,000 classrooms were damaged, disrupting the education of more than 1 million children (Sperling and Winthrop, 2016, p. 81). The economic loss was estimate at over US \$7 billion, or one-third of the country's annual GDP. In an already impoverished country, this catastrophic disaster pushed over 700,000 additional people below the poverty line (Lost in Transition, Gautam, 2015, p.3).

Soon after the promulgation of the Constitution, Nepal experienced a four month long trade blockade in the Southern borders (between India and Nepal) starting September 2015. Since Nepal is a landlocked country, it overly depends on India to import goods and products. The trade blockade was a humanitarian crisis because there was a shortage of imported food, medicine, petroleum, and other products that are usually imported from India.

Despite these man-made and natural disasters, Nepal has made some progress in improving human development outcomes. Nepal's Human Development Index (HDI) value for 2015 was 0.558, ranking it 144 out of 188 countries and territories (see Table A), compared to a value of 0.463 in 2012 (Human Development Report, 2016 and The World Bank, 2013). The life expectancy at birth is estimated to be 71.5 years for women and 68.6 years for men in 2015 (Human Development Report, 2016). According to the Ministry of Finance's Economic Survey for the current fiscal year of 2016/2017, on average a Nepali earns NRs 88,785 (USD 862) compared to USD 757 in the previous fiscal year (2017, p. 17). Similarly, the Gender Inequality Index (GII) value for Nepal was 0.497 in 2015, positioning it 115 out of 159 countries. In 2015, 29.5 percent of parliamentary seats were held by women (HDR, 2016). Furthermore, 24.1 percent of adult women have reached at least a secondary level of education compared to 41.2 percent of their male counterparts and female participation in the labour market is 79.7 percent compared to 86.8 for men, as shown in Table A (HDR, 2016). The maternal mortality ratio declined from 281 deaths per 100,000 live births in 2005, to 258 in 2015. Similarly, the adolescent fertility rate declined from 94.8 birth rate per 1,000 women of ages 15-19 in 2010 to 71.9 in 2015. Although improvements have been made in HDI and GII, there is still a lot of gaps in women's and girls' literacy rate, economic participation, and reproductive health.

Due to political instability and recent natural disasters, millions of people in Nepal have migrated to countries, like India, the United States, Australia, and Canada, in search of better jobs and other opportunities to improve their living standards. In addition, Nepal has seen perpetual growth in gender inequality, poverty, school drop-out rates, gender-based violence and human trafficking among women, girls, children and other minority groups. In response, several initiatives from NGOs, INGOs, the United Nations, the World Bank and other organizations have emerged in Nepal. These initiatives have different focus including peace building, governance, education, health, gender issues, disaster relief, urban and rural development, etc.

In addition, the government of Nepal has made commitments to improve people's lives by implementing Sustainable Development Goals (SDGs). The SDGs are "a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity" (UNDP). There are 17 goals in the SDGs, which are interconnected. These goals are built on the successes of the Millennium Development Goals with additional areas such as innovation, sustainable consumption, economic inequality, climate change, and peace and justice (UNDP). In June 2017, the National Planning Commission (NPC) of Nepal published a baseline report, Nepal's Sustainable Development Goals, to guide Nepal in the operationalization of SDGs at all levels including national, provincial and local levels.

The purpose of this study is to analyze the existing girls' empowerment programs in Nepal to identify gaps, challenges, and best practices in girls' empowerment. This study focuses on girls' empowerment programs that are developed by local NGOs and international organizations currently operating in Nepal. The study contributes NPC's effort to achieve sustainable development goals with a particular focus on SDG 5 Achieve gender equality and empower all women and girls. That's said, the study also covers SDG 3 Ensure healthy lives and promote well-being for all at all ages , SDG 4 Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, SDG 6 Ensure availability and sustainable management of water and sanitation for all and SDG 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development.

In the next sections, the study provides an extensive literature review on girls' empowerment, its importance, and key barriers, particularly in Nepal. In the data analysis, several gaps and challenges along with the best practices in girls' empowerment programs in Nepal were identified. In the implication section, the study developed a logic model for developing and monitoring girls' empowerment programs in Nepal. In the last section, the study provides some recommendations for national and international organizations committed to girls' empowerment in developing countries. It concludes by highlighting the need for more girls' empowerment programs in rural Nepal.

Table 1: Nepal's HDI, IHDI, GDI, and GII for 2015

	Value	Rank	Life Expectancy at birth	Expected years of schooling	Mean years of schooling	Gross National Income (GNI) per capita (PPP US\$)	
HDI	0.558	144	70.0	12.2	4.1	2,337	
IHDI	0.407 (Overall loss-27.0%)						
GDI			71.5- Female 68.6- Male	12.7- Female 12.2- Male	3.2- Female 5.0- Male	1,979 Female 2,718- Male	
			Maternal mortality ratio (every 100,000 live births)	Adolescent birth rate (per 1,000 women of ages 15-19)	Female seats in parliament (%)	Population with at least some secondary education	Labour force participation rate (%)
GI	0.497	115	258	71.9	29.5	24.1- Female 41.2- Male	79.7- Female 86.8- Male

Source: UNDP's Human Development Report 2016. Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report- Nepal.

Section 2: Literature Review

In the literature, human agency or self-efficacy is frequently used to define empowerment, meaning that women should be able to define self-interest and choice, and consider themselves as not only able but entitled to make choices. In her article, Resources, Agency, Achievements: Reflections on the Measurement of Women's

Empowerment, published in 1999, Naila Kabeer defined empowerment as “the expansion in people’s ability to make strategic life choices in a context where this ability was previously denied to them” (p. 437). She argued that one's ability to exercise choice depend on three inter-related dimensions including resources, agency, and achievements. In her argument, resources “include not only materials access," but also future claims and expectations to human and social resources “which serve to inhale the bailout to exercise choice” (Kabeer, 1999, p.437). The second dimension is related to agency, which is the “ability to define one’s goals and act upon them” (p. 438). Agency includes processes of decision-making, reflection, and analysis as well as “less measurable manifestation of agency such as negotiation, deception, and manipulation”. The final dimension is achievements, which Kabeer mentioned are the “well-being outcomes” (p. 438). For women’s empowerment, Kabeer’s analysis of various women’s empowerment showed that individual agency had challenged gender inequality in societies, but larger structural changes are also necessary to empower women in both public and private sphere. In addition, she mentioned that women’s organizations and social movements play a critical role in “creating conditions for change” (p. 457).

Girls Empowerment

“Education is the most powerful weapon which you can use to change the world.” -

Nelson Mandela, the former president of South Africa and Nobel Peace Price Laureate

So many girls around the world, including developed countries, face economic barriers, domestic violence, discriminatory laws, and lack of public representation, such as in politics and labor force. In response, leaders from around the world have committed to invest in girls to achieve gender equality. In fact, the former United Nations Secretary-General Ban Ki-Moon said that “Investing in women is not only the right thing to do; it is the smart thing to do,” according to the United Nations’ press release in March, 2008. Currently, there are various categories of girls’ empowerment programs, including empowerment through education, leadership skill development, access to technology, economic empowerment, confidence building, and empowerment through legal rights and human rights knowledge have emerged. Education for girls, for example, is one the best investments a society a can make because it strengthens economies, communities become more stable and recover faster after a conflict or disaster, educated girls raise healthier families as they tend to marry later and have lower fertility.

Today, most of the interventions on international and sustainable development focus on girls’ and women’s empowerment through education in order to achieve long-term outcomes and impact. In her book, “Opening Minds, Improving Lives” (2012), Murphy-Graham mentioned that empowerment through education is a process of “recognition, capacity building and action (p.7). Moreover, she argued that through education at its best: “empowered individuals come to recognize their inherent worth,

the fundamental equality of all human beings and their ability to contribute to personal and social betterment.” Education allows women and girls to develop their capacity to examine not only their lives but also broader society and take actions towards personal and social transformation (Graham, p.3).

In the context of girls’ education, the biggest challenge is the forms of knowledge that are made available to girls in schools. According to a study on girls’ empowerment and problems impeding girls’ overall development, Kumar and Gupta (2008) described that girls’ tend to more engage in soft school curriculum, such as humanities, social sciences, dance classes, than in mathematics, physics and sports because of deep and pervasive mental blocks in the adult mind about girls’ efficient and capacity (p. 19). Both parents and teachers expect more from boys than they do from girls because “aspirations from the process of education per se are generally limited to making girls suitable for matrimony in accordance with the community’s values” (Kumar and Gupta, 2008, p.19).

Similarly, in schools, girls are not receiving the competencies necessary to overcome the social and cultural barriers and become successful in their future. Cynthia B. Lloyd’s paper on Education for Girls: Alternative Pathways to Girl’s Empowerment, (2013) commissioned by Girl Hub, a strategic partnership between Nike Foundation and the UK Department for International Development, explained that “most schools are based on rote learning using curricula geared towards developing academic

competencies than a broader range of individual, social and economic competences” (p.5). She argues that the educational interventions for girls in formal systems, such as scholarships, don’t improve the learning environment (p.5)

The problem with both of these approaches is that girls internalize these expectations and ineffective learning practices which “prevents them from feeling an agency to choose their own goals” and limits their creative and critical thinking skills. Girls’ agency and competencies are the building blocks towards the empowerment. To ensure that girls’ participation in different courses and extracurricular activities, which are important for girls’ empowerment, Kumar and Gupta suggest that there is a need for “a sustained process of intellectually stimulation classroom pedagogy, applied in the context of knowledge spread across science, mathematics and the social science” (p.19). They also define empowered girl as a girl “who is capable of recognising her potential and who aspires for a productive life, not limited to traditional roles offered by our society” (p. 19). Similarly, for building girls’ competencies in social and economic spheres, a “girl-friendly” education that focuses on equality and relevant education is needed to assure girls with a “safe, productive and more empowered passage to adulthood” (Lloyd, 2013, p. 7). In addition to that Lloyd believes that “multi-dimensional educational investments” in developing countries should be implemented in schools “to build a diverse range of competencies that empowers adolescent girls. The multi-

dimensional education investments provide girls with competencies beyond the educational basics, such as personal, social, and economic competencies.

Keys Barriers to Girls' Empowerment in Nepal

Barriers to girls' empowerment exist in Nepal because of social norms and cultural context. Nepal is a male dominated country where women and girls' voices are often suppressed and they don't have the decision making power in private and public sphere. Because many women and girls are still confined to household chores, many of them have no opportunity to explore their capabilities in the community, academia, businesses, and politics. What's more disturbing is that due to the patriarchal nature of Nepali society, women and girls are not recognized for their contributions to the society (Pant and Standing, 2011). In one of her interviews, Sapana Pradhan Malla mentioned,

“When you [women] work at home, the work you do is not recognised. When you work outside, our contribution is recognised economically; your independent existence as a citizen and your identity is recognised. We are also challenging the notion that a woman has to stay at home inside the house and take care of the children, because that responsibility can in fact be shared” (Toffin and Shakya, n.d.).

Low Value Placed On Girls' Education

When it comes to girls' education, many parents view it as a bad investment because daughters typically live in their husbands' houses after the wedding. “Why

invest in a resource that will soon be someone else's?" is the common attitude in most communities. (Gautam, 2016, p.5). Because of these social norms, the net enrollment ratio for female in the secondary school between 2010 and 2014 dropped by almost 30% compared to primary school participation. Furthermore, the net attendance ratio in the primary school between 2009 and 2014 was 76%, but it fell to 62 percent in secondary school.

Gender-Based Violation: Child Marriage, Early Pregnancy, and Human Trafficking

The prevalence of early marriage and early pregnancy in both developed and developing countries have a huge impact on girls' education and empowerment. Early marriage is a human rights violation that endangers girls' health, personal development, and wellbeing. The underdeveloped health systems, particularly in developing countries like Nepal, have significant impact on girls' sexual and reproductive health. According to The World's Women 2015 : Trends and Statistics, prepared by United Nations Statistics Division, Department of Economic and Social Affairs, "...complications linked to pregnancy and childbirth, as well as sexually transmitted infections, particularly HIV, continue to take a heavy toll on the lives of adolescent girls and young women."

In spite of the Declaration on Elimination of Discrimination Against Women, the Convention on the Elimination of all forms of Discrimination against Women and the African Charter on the Rights and Welfare of the Child, and of numerous official mandates vowing to address child marriage, millions of girls annually wed before their

18th birthday, and many before their 15th. Worldwide, 14 million girls are married before the age of 18 each year, that is 28 girls every minute (Girls Not Bride). In Nepal, although the minimum age of marriage under Nepali law is 20 years of age, 37% of girls are married before the age of 18 and 10% before the age of 15 in 2015 (UNICEF, 2016). In fact, Nepal has the third highest rate of child marriage in Asia, after Bangladesh and India (UNICEF, 2016). In 2014, Nepal's government pledged to end child marriage by 2020.

When girls are married at a young age, they are more likely to have babies earlier. Early pregnancy is a huge issue in developing country like Nepal. According to Nepal's GII for 2015, for every 100,000 live births, 258 women die from pregnancy related causes; and the adolescent birth rate is 71.9 births per 1,000 women of ages 15-19. Early marriage exposes girls to domestic abuse, HIV infection and death in childbirth. Girls' chances of giving birth before the age of 18 increases. In fact, 16% of women aged 20-24 gave before the age of 18 in Nepal (UNICEF, 2016).

Furthermore, women, girls, and children are also significantly affected by human-trafficking, also known as modern day slavery. According to 2004 U.S. Government sponsored research completed in 2006, approximately 8000,000 people are trafficked across national borders annually, and appropriately 80% of transnational trafficking victims are women and girls and up to 50% are minors (USAID, 2006, p. 4). According to the Social Institutions and Gender Index, every year between 5,000 and

7,000 Nepali girls are trafficked across the border to India and half of these girls and women are under the age of 16. Nepal has two different laws in Nepal to control this crime, the Human Trafficking and Transportation (Control) Act, and the Chapter on Human Trafficking of the General Country Code, but it doesn't include other forms of exploitation such as forced labor.

Although the number of girls who are married at a young age is higher in Nepal, boys are also at the high risk of child-marriage and other violence and exploitation. A report prepared by CARE, a leading humanitarian organization fighting global poverty, titled "Dads Too Soon: The Child Grooms of Nepal", highlights the issue of child marriage among young boys in Nepal. In 2012, Plan Nepal, Save the Children, and World Vision International Nepal conducted a study on child marriage in Nepal (Maharjan, Karki, Shakya, and Aryal). The study included 649 households in 15 districts in different regions in Nepal, and the result shows that the prevalence of child marriage among female ages 20-24 years was 52.3% and 33.8% for males and they were married before 19 years of age (p.20). The study revealed that child marriage was highly prevalent in Nepal particularly among the low income families, excluded caste and marginalized communities. For example, in the study, Dalits married earlier than upper castes and janajatis for both male and female categories (Maharjan, et al., 2012, p. 21).

Sanitation and Hygiene: Poor health and education system

There has been a huge improvement in people's access to basic drinking water and basic sanitation between 1990 and 2015. People's access to basic drinking water increased from 46 percent in 1990 to 83.6 percent in 2015. Similarly, their access to basic sanitation (toilets) increased from 6 percent in 1990 to 81 percent in 2015 (2017, p.10). The National Planning Commission's proposed targets for Sustainable Development Goal (SDG) 6 include basic water supply coverage to 99 percent of households and piped water supply and improved sanitation to 90 percent of households. However, cultural practices and taboos around menstruation are still prevalent in Nepal. Like the practice of Female Genital Mutilation is common in Middle East and some African countries, Chauppadi is still common in Western Region of Nepal. Chauppadi is the practice of isolating women and girls during menstruation. The Nepalese Supreme Court made Chhaupadi illegal in 2005, but culture tradition is strong, and it is therefore still wide practiced in Western Nepal. Just recently, Nepal has criminalized the isolation of girls and women during menstruation. According to the Criminal Code 2074, "those forcing women to take refuge in a shed during the period would now be punished with three month's jail term along with fine" (2017).

The research question that guided this study is what are the contributing factors that lead to effective women and girls empowerment programs? Specifically, what are the best practices among existing programs and what have they found to be limitations to fully realizing their intended outcome?

Section 3: Methods and Approaches

The research used mixed method approach, including in-depth interviews, a thorough review of organizational report and documents, and analysis of various empowerment programs in Nepal. Three expert interviews were conducted with the representatives of organizations that are dedicated to women and girls' empowerment in developing countries. The representative of the Asia Foundation requested to keep her identity confidential. Ola Perczynska, the founder and advisor of Hamro Palo as well as Keltly Davis, the Program Manager of Women Enhancing Technology (WeTech) at Institute of International Education were interviewed. For the interviews, semi-structured interview questions were prepared to explore how organizations measure the outcomes and impacts for their girls' empowerment programs and to understand the role of men and people with authority in girls' empowerment. The study also identified ten organizations with girls' empowerment initiative using a purposive sampling method to understand the landscape of girls' empowerment programs in Nepal. Five girls' empowerment programs were identified from national organizations (including Hamro Palo or Her Turn, WomenLEAD, Maiti Nepal, Nepal Teacher and DidiBahini) and other five from international organizations (including Room to Read, Girls Not Brides, the Asia Foundation, World Bank Groups, and CARE) that are currently operating in Nepal. Two out of three expert interviews were conducted with representatives of the Asia Foundation and Her Turn. The information for remaining

organizations was gathered by reviewing their official websites and their public reports and documents, including press release and annual reports. This information was used to gather information on girls' empowerment activities, geographical location of these programs, and target population.

Section 4. Data Analysis and Results

For data analysis, open coding was used to identify themes, activities, target population, and geographic locations. Interviews were transcribed and analyzed to identify gaps and challenges in the existing girls' empowerment programs in Nepal. The data analysis was used to identify gaps and challenges in the existing girls' empowerment programs in Nepal. The major gaps that emerged from the analyzing included: (1) geographical gaps; (2) lack of boys engagement in girls' empowerment; and (3) strong partnership between international and national organizations and the government of Nepal.

Table B: Enter the title of the table here

International Organizations	Girls' Empowerment Programs	Girls' Empowerment Activities/ Best practices	Gaps/Opportunities
-----------------------------	-----------------------------	---	--------------------

 <p>Room to Read®</p>	<p>Girls' Education Program</p>	<ul style="list-style-type: none"> ➤ Collaborates with the Ministry of Education and the National Curriculum and Development Board to implements Literacy and Girls' Education Programs ➤ Piloted an early warning system to identify Girls' Education Program students at risk of dropping out ➤ Shares their expertise in literacy instruction 	<ul style="list-style-type: none"> ➤ The Girls' Education Programs are only active in three regions- Mid-Western, Western and Central regions
 <p>GIRLS NOT BRIDES NEPAL The Nepalese Partnership to End Child Marriage</p>	<p>Girls Not Brides Nepal is a National Partnership</p>	<ul style="list-style-type: none"> ➤ Conducted more than 60 consultations at the community, district, and national levels ➤ Developed a transparent, inclusive and multi-sectoral national strategy to end child marriage 	<ul style="list-style-type: none"> ➤ GNB's Theory of Change on Child Marriage doesn't include school engagement in reducing child marriage.
 <p>The Asia Foundation</p>	<p>Women's Empowerment Program in Nepal</p>	<ul style="list-style-type: none"> ➤ Increases women's participation in social, political, and economic life by providing mentorship support and literacy classes and combating gender-based violence ➤ Combating Trafficking in Persons program creates safe spaces for women and provides leadership trainings for Controlling Human Trafficking. 	<ul style="list-style-type: none"> ➤ Largely focuses on expanding women's economic opportunities, women's rights and security, and advancing women's political participation.
 <p>WORLD BANK GROUP</p>	<p>Adolescent Girls Employment Initiative</p>	<ul style="list-style-type: none"> ➤ Promotes the transition of adolescent girls from school to productive employment ➤ Equips young girls with the skills required to find employment and become independent adults 	<ul style="list-style-type: none"> ➤ Targets out-of-school adolescent girls and young women
 <p>CARE®</p>	<p>Women's Empowerment Program & Girls' Education</p>	<ul style="list-style-type: none"> ➤ Women's empowerment framework components-agency, structure, and relations. ➤ Projects focused on health, emergency and disaster aid, and climate change sectors. 	<ul style="list-style-type: none"> ➤ Empowering women is one of the core themes for CARE's current programs in Nepal
<p>National Organizations</p>	<p>Girls' Empowerment Programs</p>	<p>Girls' Empowerment Activities/ Best practices</p>	<p>Gaps/Opportunities</p>

	<p>Her Turn Workshops</p>	<ul style="list-style-type: none"> ➤ Holistic approach for empowering girls. The workshops cover themes such as health, safety, leadership and community project. ➤ Hires trainers who are from similar ethnic and caste backgrounds as girl participants ➤ Launched 'His Chance Empowerment Program ➤ Launched Girls Support Committee Mentorship Fellowship Program 	<ul style="list-style-type: none"> ➤ Hamro Palo hopes to reach more adolescents in Nepal by tapping into school curriculum.
	<p>LEAD Program</p>	<ul style="list-style-type: none"> ➤ Leadership, Entrepreneurship, Advocacy, and Development Program ➤ A unique, year-long LEAD course provides young women with the guidance, support, skills and opportunities to become a leader. 	<ul style="list-style-type: none"> ➤ LEAD course are only available for young women in Kathmandu Valley.
	<p>Half-Way Home (in Kathmandu)</p>	<ul style="list-style-type: none"> ➤ Help girls to reintegration into the mainstream society with vocational and life skills ➤ Maiti Nepal trains schools teachers and students about human trafficking through debate competition and peer support schemes in schools 	<ul style="list-style-type: none"> ➤ Half-Way Home is only located in Kathmandu, posing geographical limitation on girls who are in similar situations in other parts of Nepal.
	<p>Girls Education and Empowerment Project (GEEP)</p>	<ul style="list-style-type: none"> ➤ Trains women teachers to run empowerment workshops ➤ Girls' Sensitivity Training for teachers to understand girls need to thrive in school. ➤ Girls were involved in the design of Her Turn workshops and its content 	<ul style="list-style-type: none"> ➤ Limited to Gorkha and Sindhupalchok Districts
	<p>Youth Forums</p>	<ul style="list-style-type: none"> ➤ Forum aims to address the needs of young adults ➤ Helps to create access to information and resources for self-empowerment 	<ul style="list-style-type: none"> ➤ Targets urban adolescent and youth.

Three gaps in the girls' empowerment programs in Nepal were identified during the data analysis:

1. Geographical Gap:

Some of the girls' empowerment programs are part of a certain community development programs and reach only the targeted communities, which leaves many rural girls still out of their reach. The data shows that many regions and districts in Nepal don't have any girls' empowerment programs. Ola Perczynska, the founder and the advisor of Hamro Palo, mentioned in the interview that "I think it is important to work with rural girls in rural Nepal. There are huge gaps in Nepal. In some districts, there is zero work like this." Hamro Palo delivers girls' education, and empowerment workshops called Her Turn in rural Nepal. Due to "funding limitations" Hamro Palo's Her Turn workshops are limited to two districts Sindhupalchowk and Gorkha. Recently, they piloted their workshops in Jumla district, which is located in the Mid-Western region. Similarly, Room to Read, the only organization in Nepal that focuses on literacy and gender equality in education, has two programs in Nepal, Literacy Program and Girls' Education Program. The Literacy Programs are active in all five regions of Nepal including Far-Western, Mid-Western, Western, Central and Eastern regions. In the Girls' Education Program, Room To Read has serviced nearly 5,000 girls in Nepal since 2001. The challenge with this program is that it is only active in three regions- Mid-Western, Western, and Central regions. Likewise, Women LEAD Nepal's (a nonprofit organization

based in Kathmandu, Nepal) Leadership, Entrepreneurship, Advocacy and Development (LEAD) Program is only available for young women in Kathmandu Valley.

Besides that, some of the international organizations that promote girls' health and education are not available for girls in Nepal. Femme International, for example, is an international non-governmental organization (INGO) dedicated to promoting women's health through education. Unfortunately, their services are limited to East African countries. Similarly, Malala Fund, a nonprofit organization based in Birmingham, United Kingdom, "champions every girl's right to 12 years of free, safe, quality education". It works in regions where the most girls miss out on secondary education, and their priority countries are Pakistan, Afghanistan, India, Nigeria, and countries housing Syrian refugees (Lebanon and Jordan).

2. Lack of Boys and Men Engagement

Solving the root of the problem requires the involvement of people who have the power, privilege and the networks in the community. Despite the fact that boys and men play a vital role in empowering women and girls, the data shows that many empowerment programs often overlooked in girls' empowerment. Many girls empowerment programs are solely designed for girls, and they do not have a strategy to engage boys and men in the type of work. The analysis of different girls empowerment programs indicates that organizations are moving toward engaging boys and men in their programs in order to achieve gender equality. Although many of these

organizations started as providing services to only girls and young women through workshops, leadership skills, and training, etc., they have incorporated boys into their programs in recent years. Women LEAD Nepal's LEAD Program, for example, are only open to female or female-identifying students. LEAD Program is a yearlong program that equips and empowers female students with a particular focus on leadership. During this period, young women engage in experimental learning where they take the knowledge and skills they have gained in the program to empower other boys and girls in schools across the Kathmandu Valley through the School Leaders Program (SLP). SLP allows boys to speak up about their questions and concerns. But they do not participate in the yearlong LEAD course. Similarly, the World Bank Group's Adolescent Girls Employment Initiatives (AGEI) in Nepal focuses on "promoting the transition of adolescent girls from school to productive employment." They equip young girls with the skills required to find employment and become independent adults. Although this is a unique approach to empower out-of-school girls and young women, this opportunity is not available to boys and young men who are at risk of unemployment and poverty.

Nevertheless, the study found that more and more organizations have started incorporating boys into the girls empowerment programs. Hamro Palo, for example, has recently launched "His Chance Empowerment Program" targeting adolescent boys with the same empowerment workshops that is available for girls in rural Nepal. The

workshop is called Her Turn and it covers themes such as health, safety and leadership skills development. The workshop is four weeks long. On the first and second weeks, they talk about health issues such as menstruation, sanitation and hygiene and safety issues, including corporal punishment, human trafficking and child marriage. For their third week, girls work on confidence building and leaderships skills development. The last week is very important because girls prepare a comment project based on the priority in their schools. They also prepare community ceremony where they invite a lot of community members, their parents, and teachers, and it's a platform for them to advocate for their rights and issues that they themselves find important in their context. With this successful model, Hamro Palo has committed to providing the same workshop for boys because they believe that, like girls, boys are also at risk of violence and exploitation. According to Perczynska (the founder of Hamro Palo),

“Boys are also at risk of trafficking. There is a lot of talk of trafficking of girls, for example, to India and China and also other countries. But boys are also in at risk of trafficking to India and other countries for construction work and other forms of child labors or exploitation. There are certain risks that boys definitely face in these areas and also in terms of health, there is staffs on school curricula very few teachers are prepare to deliver sensitive stuff. Boys really like to learn about how there bodies change when they are growing up.”

3. Persistence of Sectoral Silos: Lack of Multi-Sectoral Partnership

In a country where government has not been successful in fulfilling the needs of its people, it seems that there would be a strong partnership between non-governmental organizations and for-profit organizations. However, most of the girls' empowerment programs analyzed in this study were limited to NGOs partnering with other NGOs and Nepali government. showed that many organizations had partnerships with other NGOs or Nepali government. For example, Girls Not Brides Nepal works with the Ministry of Women, Children and Social Welfare (MoWCSW) to develop a transparent, inclusive and multi-sectoral national strategy to end child marriage. Similarly, Room to Read collaborate with the Ministry of Education and the National Curriculum and Development Board to implement their Literacy and Girls' Education programs in Nepal.

Maiti Nepal, on the other hand, has been working with the government, the police department, the schools, businesses, and other NGOs for many years to prevent the trafficking of women and girls. For economic empowerment, the World Bank Group's AGEI was based on public-private partnership to ensure employment for adolescent girls who were out- of- schools. According to the World Bank Group (2014), "AGEI works through private sector training providers that are incentivized to impart market-relevant skills to their trainees, and place them in jobs."

Challenges with Women's and Girls' Empowerment Programs

Two main challenges with girls' empowerment programs were also discovered in the study, which helps to explain why these gaps exist in the first place.

1. Understanding the social norms and cultural context

Unpacking gender, religious, cultural and other dynamics is a real challenge for many organizations, as they tend to work in diverse communities. Without a better understanding of social norms and cultural context of those communities, these programs can further reinforce or perpetuate inequalities and limit women and girls' mobility and safety.

“Unpacking all of these different dynamic beyond just the male and female angle, cultural angle, religious angle, the biological able, and assumptions engrained within us. One of the main challenges with these types of program getting to the root of all that. There are a lot of universal things that we can agree on but that cultural context is going to be different in different places”- Kelty Davis, the Program Manager of Women

Enhancing Technology (WeTech) at Institute of International Education

As more and more organizations tend to work in gender issues, rural development, human trafficking, etc. in rural Nepal, it becomes difficult to track whether they are actually addressing the problems in the communities or further

perpetuating the problem. In her experience working in rural Nepal, Perczynska emphasizes that

“We all need to be very aware of social norms. I have seen some curricula or training manual for girls and boys that are very much reinforce this social norms that boys and men need to protect women and girls and that can easily lead to restoration to mobility on girls. There are curricula that aim at gender equitable attitude but really reinforce inequalities and I think this is because we don’t have a good understanding of cultural norms where we are working in. So we need to very careful when we are developing our training materials of this.”

Another challenge is that even when an organization has a clear understanding of social and cultural dynamics of a community, it is difficult to penetrate existing dynamic. For example, when the founder of Hamro Palo, Ola Perczynska, discovered that girls are harassed in schools by their male teachers, she mentioned that the teacher will be pressured to stop the harassment against their girl students but she cannot act on her own. She said, “Personally, I would like to see the teacher being fired and banned from working with children ever again, but that is not the reality in where we work.”

2. Measuring Outcomes And impacts:

a. Lack of Indicators:

This study found that many organizations don’t have metrics or indicators to evaluate their girls’ empowerment programs. In fact, Davis mentioned,

“...some of the organizations that I was paired with didn’t have metrics which was shocking, but you would be surprised even with bigger organizations that’s kind of last things you think about. You are so busy implementing carrying out the work that you forget that maybe you need to make sure that this work is useful and have some kind of measurement around it.”

Similarly, the representative of the Asia Foundation described the challenge of having standardized indicators to measure the impact. Since the Asia Foundation has many projects around women empowerment such as empowerment through vocational training, political participation, women’s rights and security, they are trying to come up with standardized indicators across organization and across country offices.

“It is something we struggle with because we have feel that each country context is so unique the elements of gender inequalities that we tackle in a given country will be tailored to that context. It is hard to say that this is the one thing that we are going to measure for all the countries and this the one we will look for. That said, the AF is trying to come up with at least few of it that we could.”

Because Hamro Palo is working in two rural communities in Nepal, they have been able to identify indicator to measure their impact. For example, they measure the confidence level of girls participants, they check if their Girls Support Committee are active in schools or not, as well as self-reported change in terms of knowledge and attitude through qualitative research of every field sites.

b. Lack of Funding for Evaluation and Accountability

In addition to the lack of indicators to measure impact, many girls' empowerment programs are not funded to do the evaluate of the program. Measuring social impact is really crucial to see if anything needs attention to achieve higher impact in the future. Evaluation requires resources, such as funding and staffs. However, Davis, the Program Manager of WeTech at IIE described that donors are less likely to fund for evaluating and monitoring process.

“...if they are, they are not necessary willingly to fund that. They would rather fund the actual program implementation and when we tell them. Because it is time intensive on the staff part and takes a lot of planning to have whole comprehensive monitoring and evaluating plan that is apart from the actual program implementation that a lot of people don't want to fund extra \$10,000.”

In most cases, nonprofit organizations do not have the resources to monitor their impact when the funding is not available. This brings up the issue of accountability and transparency. Donors are giving their money, and they should demand accountability for it. This will encourage nonprofits to be more transparent about how they are using the funding and other resources, what impact they are having on people's lives and do they need to change anything to achieve better outcomes?

Similarly, there is also the issue of bias in measuring outcomes and impact. People who are managing the programs want to showcase the best results of the program. To

overcome this problem, Davis suggests to hire an independent consultant or allow non-program people within the program to do the evaluations.

“I know a lot of programs they will hire an independent consultant that will do evaluations. We have done that in some of IIE's programs because it is biased... That's usually best practice for non-program people to do the evaluations. It's less biased. So, that where you see independent consultants. Even if it's within the organization, they are not the people that are actually delivering the program. They are just the independent observer.”

Best Practices:

1. **Sharing of Knowledge:** Out of ten organizations, two organizations focus on sharing their knowledge to the public and other interested groups. For example, Room to Read shares their expertise in literacy instruction. Similarly, Girls Not Brides, share information, knowledge, and learnings to tackle child marriage.
2. **Training of Trainers (TOT) Approach:** Hamro Palo and Nepal Teacher Training Innovation (NTTI) use TOT approach where girls' empowerment workshops are delivered by local women from the same communities are girl participations. For example, Hamro Palo has trainers in Kathmandu who go and train women from the communities who delves these workshops. They do this because a lot of girls Nepali is not their mother tongue, so there is a

language barrier. This approach also helps for the knowledge to stay in the communities after the workshops are finished.

3. Advocating for policy level change: Although many nonprofit organizations stay at delivering direct services to its clients, to have had a long lasting impact, advocacy and policy level change is necessary. The policy protects people and their rights.
4. Acknowledging what is already there and what works: The communities know their problem and in many cases, they know the solution to their problem. The best strategy is to identify what works and what does work and also seeing what is already there.

“I think not going in pretending like you have the solutions, you know the answer, directing people, but you just met to do this. So taking the time to build that trust with the community and listening to people from that community and working on the solution that is already there. People know what they need. IDEX or Thousand current, people from communities, know what they need. They have already identified solutions and ways, and they can contribute for...worked in women's empowerment, economic sufficiency or resiliency. There are people that are already working on these things. There is already nonprofit, teachers and people inspired and thinking about these things. They just need support and someone to help and amplify their voices and help them do that work.

Section 5: Implications and Recommendations

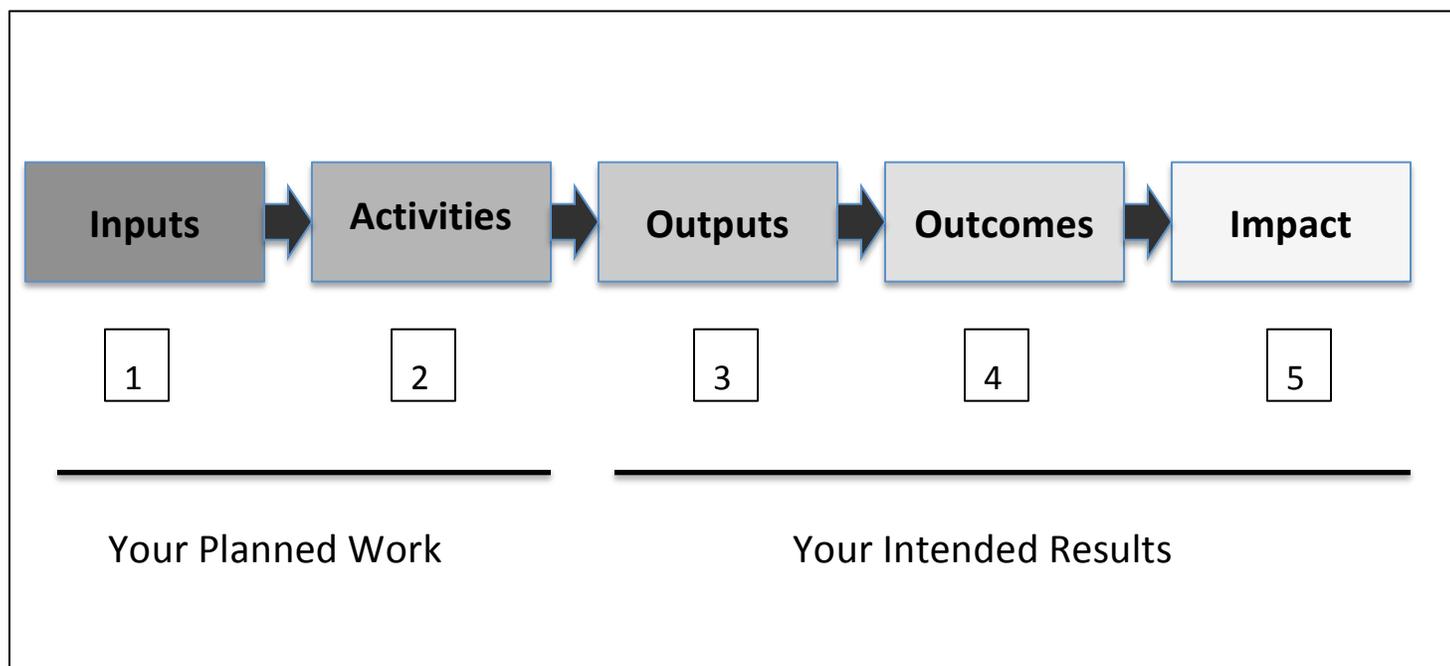
Logic Model for Girls' Empowerment in Nepal

The logic model was created based on the best practices from literature review, expert interviews, and gap analysis of ten girls' empowerment programs from the international and national organization in Nepal. The purpose of this logic model is to help international and national organizations that are in the process of developing a new girls' empowerment programs to implement schools and communities or expanding on their current girls' empowerment program. This logic model is useful for programs that address issues related to Nepalese girls in Nepal. Using a logic model framework, the paper provides a visual map for local NGOs, international organizations, including UN agencies for developing girls' education and empowerment programs in Nepal.

According to the W.K. Kellogg Foundation (2004), "a logic model is a systematic and visual way to present and share your understanding the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve" (p. 1). Based on gaps and challenges, this report guides NGOs, international organizations, government, and individuals in Nepal committed to girls' empowerment on the use of the logic model for enhancing their programmatic outcomes and impact. The report outlines the recommended steps in developing a logic model using girls' empowerment workshops intervention as an example. The benefit of

using logical models are: (1) it is flexible; (2) it highlights areas of strengths and weaknesses; (3) it allows stakeholders to run through many possible scenarios to find the best; and (4) it allows to adjust approaches and change courses as program plans are developed (W.K. Kellogg Foundation, 2004, p.5). Logic models are used in program design, planning, implementation, evaluation, and reporting. In program design and planning, logic models are used to develop program strategy and to clearly explain an approach for key stakeholders such as funders. It is also useful in program implementation to identify and collect the data needs to monitor and improve programming. In the evaluation, logic models help to present "program information and progress toward goals in ways that inform, advocate for a particular program approach and teach program stakeholders."

Figure 1: The Basic Logic Model



Source: W.K. Kellogg Foundation. Logic Model Development Guide, 2004

Elements For Creating the Logic Model:

1. Inputs: Inputs refer to the resources required to implement the activity or intervention. It includes personnel, funding, materials, equipment, partnerships, and technology. For creating a logic model for girls' empowerment program, resources that are needed are funding, hire staff and volunteers and train them with gender sensitivity training, a safe space to facilitate the program to make sure girls' feel comfortable to share sensitive with other participants and the facilitators, identify and collaborate with schools, and identify local NGOs or community organizations to implement the activity.

2. Activities: Program activities are basically what the program does with the resources. It is sometimes referred as an intervention. Activities are the tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring proposed changes or results. (W.K. Kellogg Foundation, 2004, p.2). For girls' empowerment program, in particular, activities such as workshops in schools, leadership and life skills training, academic support, scholarships, and mentorship programs are necessary.

3. Outputs: Outputs are the direct results of program activities that are described regarding the scope of the services delivered by the program. These products are measurable and tangible. A program output, for example, might include the number of

classes taught, meetings held, materials distributed, program participation rates, or total service delivery hours.(W.K. Kellogg Foundation, 2004, p. 19). For girls' empowerment, the output would be girls receiving information on education, health, safety, and legal rights and getting support from their peers and the trained facilitators.

4. Outcomes: While outputs refer to the direct and tangible products of a program's activities, outcomes are the results or impact of the activities and services. (Innovation Network, Inc.- Logic model workbook, p. 17). They show the results that your program intends to achieve if it is implemented as planned.

Short-term outcomes: Short-term outcomes are the direct results of programs activities and outputs. They are attainable in one to three years after a program activity is under way (W.K. Kellogg Foundation, 2004). For example, in a logic model for girls' empowerment, the short term-outcomes includes girls going knowledge and skills needed to make informed decisions, becoming aware of the effects of child marriage, early pregnancy, human trafficking and gender inequalities, and beaching marinated and sharing the knowledge with other girls.

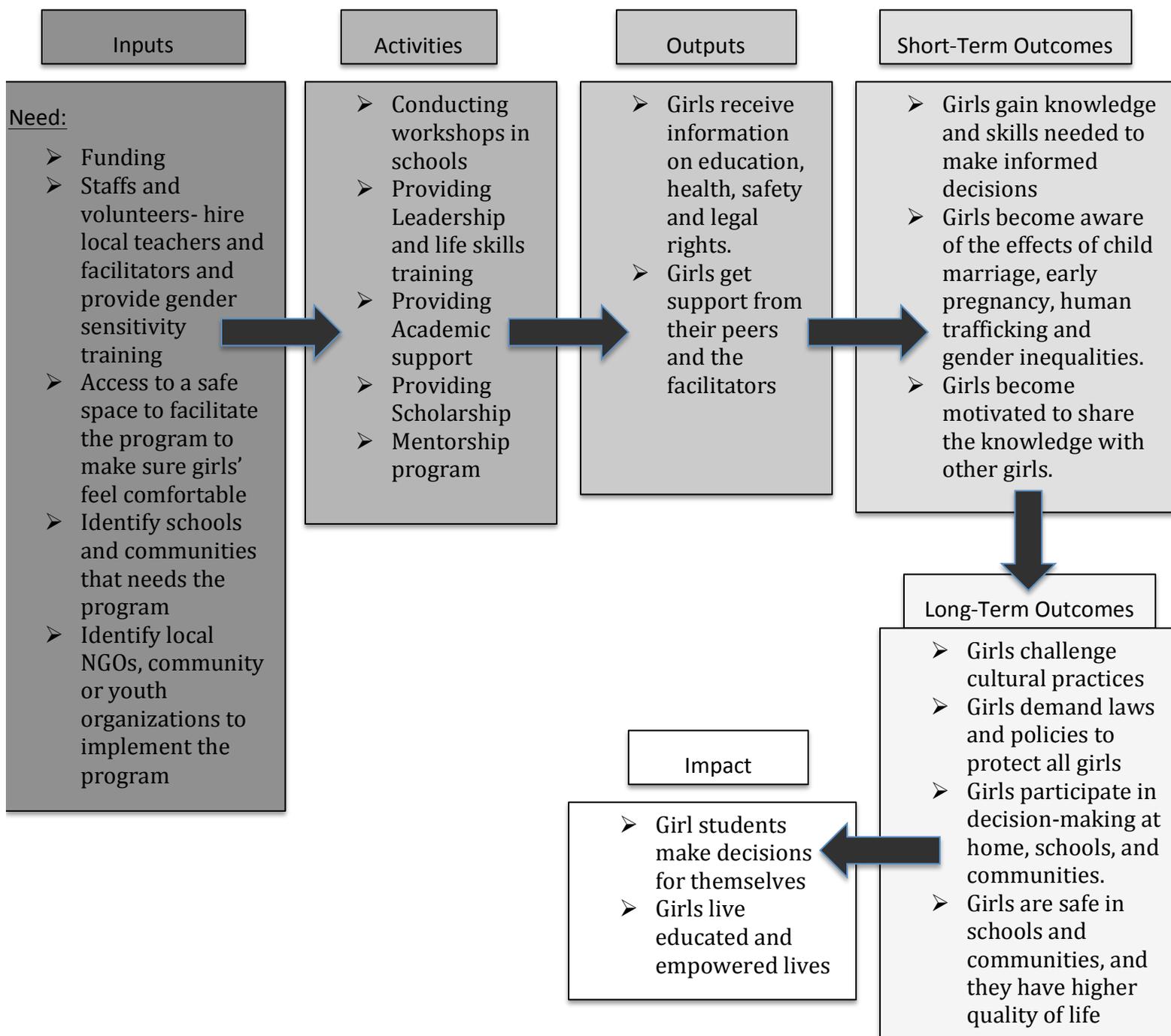
Long-Term Outcomes: Long-term outcomes are attainable in four to six years. They are "specific changes in things like attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities" (W.K. Kellogg Foundation, 2004, p. 18). The long-term outcomes of girls' empowerment activities include girls challenging cultural practices, demanding laws and policies to protect girls,

participating in decision-making at home, schools, and communities, and girls are safe in schools and communities, and they have a higher quality of life.

5. Impact: Impacts are organizational, community and system level change expected to result from program activities, which might include improved conditions, increased capacity and changes in the policy area (W.K. Kellogg Foundation, 2004, p.19). Impact results are attainable within in 7 to 10 years. For girls' empowerment, we can expect girl students are making decisions for themselves and living educated and empowered lives.

Sample Logic Model for Girls' Empowerment Program in Nepal

Goal: The goal of the program is to empower girls' through education. (Here is what the logic model would look like for this.)



Recommendations for international and national organizations in Nepal including UN

Agencies:

1. Embrace multi-sectoral and holistic approaches to empower girls.

There is an opportunity for collaborating with for-profit organizations and capitalizing on their resources. As Gautam (2015) mentioned, “the new Nepal will have to find ways to promote more effective public-private partnerships, and not be overly state-dominated and centralized, allowing private enterprise and community-based developments to flourish with the state providing a conducive regulatory framework” (Kul Gautam, 2015, p. 45). By doing this, it will remove the burden from the government shoulder.

The partnership is critical at all levels because mobilizes ideas and resources and it develops new relationships. It sparks creativity and innovation as it brings people together from different background yet still share the common goals. For girls’ empowerment, establish partnerships with the Ministries and civil society to invest in girls’ education and strengthen linkages with health, labor, technology, finance, and other relevant sectors to better empower women and adolescent girls. Davis mentioned in her interview that empowerment is about “leveling the playing field” and making sure that women have full participation in the work force, domestic sphere, political sphere and societal sphere. For example, UNESCO launched a Joint Programme on Empowering

Adolescent Girls and Young Women through Education aiming to “strengthen the nexus between education, health, gender equality and empowerment” (UNESCO, 2015, p. 3). This Programme is a collaborative effort of three UN agencies including UNESCO, UN Women, and United Nations Population Funds (UNFPA). This project is holistic because it not only invests in girls’ education but also focuses on other needs, such as sexual and reproductive health, safety, strengthening the capacity of national and subnational authorities “to use technology, innovation, knowledge and data to promote the growth of gender-responsive educational opportunities” (p.5). Another example of a holistic approach to girls’ empowerment is Save the Children’s Kishore Kontha (KK) in Bangladesh. As a part of a holistic model, KK is focused on developing the social and financial competencies of adolescent girls. It provides tutoring and literacy training for in- and out- of school girls allowing them to develop strong voices and shape a healthy future for themselves.

2. Develop gender-synchronized empowerment programs in schools, and engage men as allies and positive role models and leaders in communities. Different projects with creative and inclusive models have been implemented around the world. For example, in 1999, Forum for African Women Educationalists (FAWE) developed a model called the Centre of Excellence where “ordinary schools are transformed into gender-responsive schools that offer quality education” by focusing on the academic, physical and social issues of both girls' and boys’ education. They also encourage girls to participate in

Science, Technology and mathematics classes along with that they provide gender-responsive school infrastructure. This model has been implemented in various schools in African countries including Togo, Uganda, Zambia, Rwanda, Kenya, Madagascar, and others.

3. Have standardized metrics and indicators to measure overall outcomes and impacts so that improvements can be made in the programs. The first step toward developing indicators is to identify the differences between the outcomes and impact. Although people tend to use outcomes and impact interchangeably, they are different from each other. According to the W.K. Kellogg Foundation (2004), while the outcomes are the “specific changes in program participants’ behavior, knowledge, skills, status, and level of functioning”, the impact is the “fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years” (p. 2). After this step, the indicators that are identified should be specific (provide a clear description of what you want to measure), observable (focus on change) and measurable (quantify the change in numerical terms) change that can show the progress made toward achieving specific outcomes. To develop appropriate indicators, it is important to engage with programs stakeholders, review evaluation questions, use logic model, review indicators to make sure that they are specific, observation and measurable, include baseline data, and determine whether the indicators are feasible (Orpana, Chawla, Gallagher, and Escaravage, 2016, p. 217).

Section 6: Conclusions

Nepal has been making significant progress in girls' education, health, and empowerment. However, there are several gaps that need political attention. As many regions are still lacking girls' empowerment programs, there is a great need for more gender inclusive and holistic girls' empowerment programs. Likewise, there is also a great potential for partnerships between private sector and civic society. NGOs have been filling the gaps that were left behind by the government during the civil war and natural disasters. Private sectors need to share the burden and take responsibility for the economic growth of Nepal.

Some of the limitation of this study were identified. This study is limited to girls' empowerment programs from national and international organizations. It doesn't cover women's empowerment programs in Nepal. In addition, the girls' need in urban areas in Nepal is not discussed in this study. As most of these programs focus on remote areas, the needs of girls living in the urban areas are not explored. There is also a potential for future research on cross-sector partnership and their initiatives to empower girls in Nepal, especially between the nonprofit and private sectors.

List of References

- Al Jazeera (2016). Timeline of the Maoist party. Al Jazeera. Retrieved from <https://interactive.aljazeera.com/aje/2016/nepal-maoist-dream/timeline.html>
- CARE (2015). Dads too soon: The child grooms of Nepal. Retrieved from <http://childgrooms.care.org>
- Central Intelligence Agency, Nepal (2017). The world fact book. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>
- Criminal code passed, chhaupadi criminalized (2017, August). myRepublica. Retrieved from <http://www.myrepublica.com/news/25343/>
- Femme International. Retrieved from <https://www.femmeinternational.org>
- Forum for African Women Educationalists. Retrieved from <http://www.fawe.org>
- Gautam, K. C. (2015) Lost in transition: Rebuilding Nepal from the maoist mayhem and mega earthquake. Kathmandu. Nepa-laya,
- Gautam, G. (2016). Empowering adolescent girls in rural Nepal. *Center for Universal Education at Brookings*.
- Government of Nepal, Ministry of Finance (2017). Economic survey: Fiscal year 2016/2017. Singh Durbar, Kathmandu. Retrieved from http://www.mof.gov.np/uploads/document/file/Economic%20Survey%20English%20-%202016-17_20170713052055.pdf

- Graham, E. M. (2012). *Opening Minds, Improving Lives: Education and women's empowerment in Honduras*. Nashville Vanderbilt University Press.
- Hamro Palo. Her Turn workshop. Retrieved from <http://www.her-turn.org>
- 'Investing in women is not only the right thing to do; It is the smart thing to do', says secretary-general as united nations marks international women's day (March, 2008). United Nations, Press Release. Retrieved from <https://www.un.org/press/en/2008/obv684.doc.htm>
- Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development & Change*, 30(3), 435-464. Blackwell Publishers Ltd. Oxford, UK.
- Klugman, J., Hanmer, L., Twigg, S., Hasan, T., McCleary-Sills, J., & Santamaria, J. (2014). *Voice and agency: Empowering women and girls for shared prosperity*. Washington, DC: World Bank Group. Retrieved from <https://openknowledge.worldbank.org/handle/10986/19036>
- Kumar, K. & Gupta, L. (2008). What is mission in girls' empowerment? *Economic and Political Weekly*. 43(26). 19-24. Retrieved from http://www.jstor.org/stable/40278899?seq=1#page_scan_tab_contents
- Lloyd. C. B. (2013). *Education for girls: Alternative pathways to girls' empowerment*. Paper Commissioned by Girl Hub, Nike Foundation and the UK Department for International Development. Retrieved from

<http://www.educationinnovations.org/sites/default/files/Education%20for%20girls-%20Alternative%20pathways%20to%20girls%20empowerment.pdf>

Maharjan, R. K., Karki, K B., Shakya, T. M., & Aryal, B. (2012). Child Marriage in Nepal: Research report. *Plan Nepal*. Kathmandu, Nepal. Retrieved from https://resourcecentre.savethechildren.net/node/8239/pdf/child_marriage_research_report_final.pdf

Malala Fund. Retrieved from <https://www.malala.org/about>

Nepal's sustainable development goals baseline report. (2017). National Planning Commission, Government of Nepal. Retrieved from http://www.npc.gov.np/en/category/sustainable_development_goal

Orpana, H., Chawla, M., Gallagher, E., & Escaravage, E. (2016). Developing indicators for evaluation for age-friendly communities in Canada: Process and results. *Health Promotion and Chronic Disease Prevention in Canada*. (36)10. 214-223.

Pant, B., & Standing, K. (2011). Citizenship rights and women's roles in development in post-conflict Nepal. *Gender & Development*, 19(3), 409-421.

Room to Read. Retrieved from <https://www.roomtoread.org/countries/nepal/>

Save the Children (2013). Kishoree kontha program. Retrieved from http://www.3ieimpact.org/media/filer_public/2013/07/19/girls_empowerment_in_bangladesh_delhi.pdf

Social Institutions & Gender Index. (2014.). Nepal. Retrieved from

<http://www.genderindex.org/country/nepal/>

Sperling, G. B., & Winthrop, R. (2016). What works in girls' education: Evidence for the world's best investment. *Brookings Institution Press*, Washington, DC.

The World Bank (2012). Baseline summary report 2010-2012. Retrieved from

<http://documents.worldbank.org/curated/en/260251468288675338/Adolescent-girls-employment-initiative-Nepal-baseline-summary-report-2010-2012>

The World Bank (2014, June). Marketable skills set young women on path to prosperity in Nepal. Retrieved from

<http://www.worldbank.org/en/news/feature/2014/06/09/marketable-skills-set-young-girls-on-path-to-prosperity-in-nepal>

Toffin & Shakya (n.d.). Women, law and democracy in Nepal: An interview with Sapana Pradhan-Malla. Retrieved from

http://himalaya.socanth.cam.ac.uk/collections/journals/ebhr/pdf/EBHR_39_07.pdf

USAID. (2006). Trafficking in persons: USAID's response. Retrieved from

http://pdf.usaid.gov/pdf_docs/Pdach052.pdf

UNDP. (2016). Human development report 2016: Human development for everyone.

Retrieved from http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/NPL.pdf

UNESCO. (2015). Empowering adolescent girls and young women through education.

Retrieved from <http://unesdoc.unesco.org/images/0023/002319/231944e.pdf>

- UNESCO. (2016). Leaving no one behind: How far on the way to universal primary secondary education? Retrieved from <http://en.unesco.org/gem-report/leaving-no-one-behind-how-far-way-universal-primary-and-secondary-education#sthash.iPiEh5QK.YVIEXQsP.dpbs>
- UNICEF. (2016). The state of the world's children 2016: A fair chance for every child. Retrieved from https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf
- United Nations. (2015). The world's women 2015: Trends and statistics. *Department of Economic and Social Affairs, Statistics Division*. New York: United Nations. Retrieved from <https://unstats.un.org/unsd/gender/worldswomen.html>
- UNESCO (2015). Empowering adolescent girls and young women through education. Paris; France. Retrieved from <http://unesdoc.unesco.org/images/0023/002319/231944e.pdf>
- United Nations Committee for Development Policy (2017). List of least developed countries. Retrieved from https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/ldc_list.pdf
- Using logic model to bring together planning, evaluation, and action. (2004). *W.K. Kellogg Foundation*. Battle Creek, Michigan. Retrieved from <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Appendix : A Logic Model Template

Inputs <i>Describe the resources or influential factors available to support your program activities.</i>	Activities <i>Describe each of the activities you plan to conduct in your program.</i>	Outputs <i>For each program activity, identify what outputs (service/implementation targets) you aim to produce.</i>	Outcomes <i>Identify the short-term and long-term outcomes you expect to achieve for each activity.</i>	Impact <i>Describe the impact you anticipate in your community in 7 to 10 years with each activity as a result of your program.</i>

Author's Bio

Bidya Subedi is a nonprofit leader and an advocate for youth empowerment. Currently, she is a student for Masters of Nonprofit Administration at University of San Francisco, School of Management. During her time at USF, Bidya worked with the USF admissions team and interned with Raphael House in the development department. Bidya has extensive experience working with underrepresented youth and women at various San Francisco Bay Area nonprofits and schools. She works actively in her community to raise awareness and funds for local and global causes. Bidya received her BA in Sociology from San Francisco State University, with a minor in Sexuality Studies.