



हाम्रो पालो
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Impact Analysis Report

HER TURN EDUCATION AND EMPOWERMENT WORKSHOP



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1. INTRODUCTION

This report evaluates the long-term impact of the 4-weeks long Her Turn Education and Empowerment Program in terms of the content, implementation of the program, gain in knowledge and leadership skills among the adolescent girls after completing Her Turn Workshop in Sindhupalchowk District. The study also aimed to find out the current status of the workshop graduates and the impact of Covid-19 in their day-to-day lives. Since 2013, the Her Turn Education and Empowerment workshop has been implemented in 78 schools in Sindhupalchowk, Gorkha, Kavre, Kathmandu, Rautahat, and Jumla. By December 2020, 6893 adolescents have graduated from the Her Turn workshop.

For the impact analysis, Hamro Palo's staff did quantitative and qualitative surveys with Her Turn-Education and Empowerment Workshop graduates of 17 schools and visited 14 schools of Sindhupalchowk District. In these schools, the Her Turn workshop was implemented between 2015-2017 from November-December 2020. In total Hamro Palo staff met 273 graduates and were able to find the status of other 271 girls from 14 schools.



2. OBJECTIVE OF THE STUDY

The overall objective of the study is to evaluate the impact of the Her Turn Education and Empowerment workshop in terms of knowledge and attitude among the adolescent girls who have participated in Her Turn Workshop and how relevant and impactful the content of the workshop was for the adolescent girls.

The specific objective of this evaluation is to find out:

- Changes in girls' attitude and behavior and access to information
- Impact of Her Turn workshop; how the workshop has benefited and supported adolescent girls
- The current status/situation of Her Turn program graduates
- Recommendation by girls, school, and Her Turn workshop trainers and observers to improve the workshop

3. HER TURN EDUCATION AND EMPOWERMENT WORKSHOP

Her Turn is an education and empowerment workshop for rural girl students and girls who have dropped out of school, aged 12-16. The workshops are conducted daily for four weeks. During the first half, the curriculum covers basic health issues, such as hygiene, menstruation, and nutrition; safety issues, such as domestic violence, sexual abuse, human trafficking, and early marriage are covered in the second week. The third week of the program is devoted to confidence and leadership skills development and during the last week, the girls plan and implement a small community project. The girls also form Girl Support Committees who regularly meet with mentors and support girls and boys in their schools and communities to work on various problems related to health, safety, and their schools. On the last day, they direct and perform a community ceremony, during which they present their newly acquired public speaking skills to their parents, teachers, and other community members. These events serve as advocacy platforms for the girls to talk about issues they find important – early marriage, trafficking, domestic violence, and others.

The workshops are delivered by young local women who come from the same communities as the girls. They speak local languages, and they understand the girls' contexts well. The trainers first complete a 5-days long training of trainers, and after the workshop completion some of them go on to become our mentors.

4. METHODOLOGY

The impact analysis is based on qualitative and quantitative analysis of the primary data collected from the field visits. Hamro Palo staff directly interacted with the Her Turn workshop graduates in schools and communities to collect the information. As the study was carried out after 3-5 years of implementation of Her Turn School, the study is based on the inputs of 30% of the Her Turn workshop graduates from 14 schools of three rural municipalities of Sindhupalchowk District.

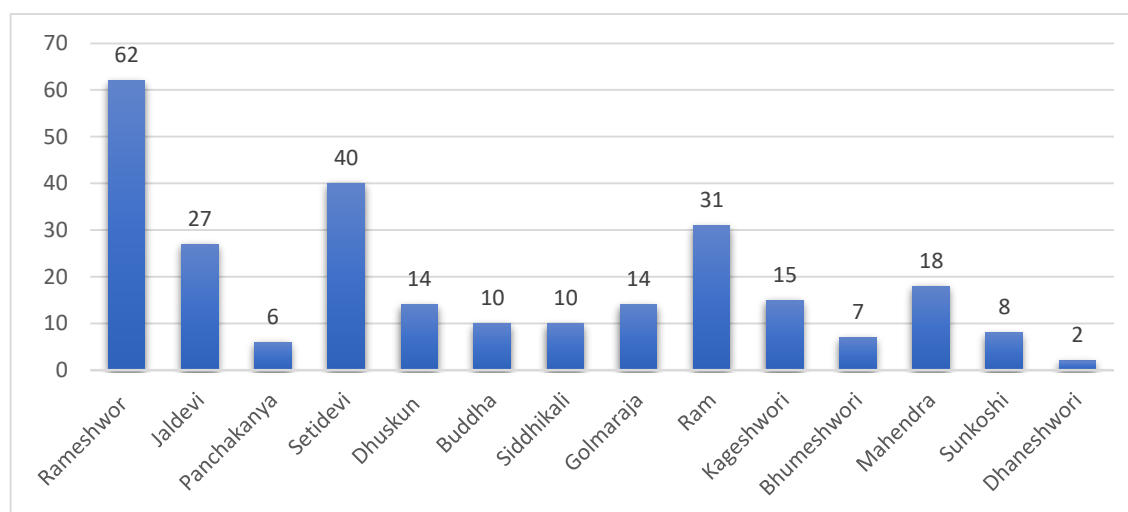


Fig.1 Breakdown of number of Her Turn Workshop graduates per school for quantitative data

During the field visit for the impact analysis, information was collected by the quantitative survey (to all Her Turn workshop graduates met during the visit), interviews with the girls, Focused Group Discussion, Case Study, and Key Informant Interviews with trainers, observers of Her Turn workshop and school representative. Hamro Palo staff also inquired about the other Her Turn graduates who were not present at the school/village. In total Hamro Palo staff surveyed 273 graduates and were able to find the status of other 271 girls. The surveys and interviews were carried out with Her Turn graduates of 11-26 years old with a maximum of them being 15-18 years old. The field staff used an inclusive approach so that the finding represents the inputs from girls from different social, cultural, economic backgrounds, and different age-groups and grades.

S.N	Rural Municipality	Her Turn workshop date	No of the Schools visited	Field visit date
1	Jugal	2014-2017	4	5-9 November; 1-3 December
2	Tripurasundhari	2016	7	29 November- 5 December
3	Bhotekoshi	2017	1	3-4 December

5. FINDINGS:

5.1 Workshop content and delivery

Her Turn Education and Empowerment Workshop is divided into four weeks. Adolescent girls learn about hygiene and health in the first week, safety, and laws against different social issues in the second week, followed by leadership skills. In the final week, participants work on a community project for which Hamro Palo provides a small grant per group, and on the final day, the Her Turn workshop is concluded with the closing ceremony.

Before Her Turn workshop, five days of Training of Trainer (ToT) was provided to the local young women who will lead the Her Turn workshop. Each trainer is paired with an observer (mostly female school teacher) for a group of about 20 girls aged 12-16. In every group, all the girls from different grades and ages are divided. Every day the workshop is conducted for two hours (7-9 AM). Hamro Palo provided lunch to all the participants after which girls joined the school. In all schools, the workshop was conducted in the school itself. According to the study, schools and communities were supportive of the implementation of the program.

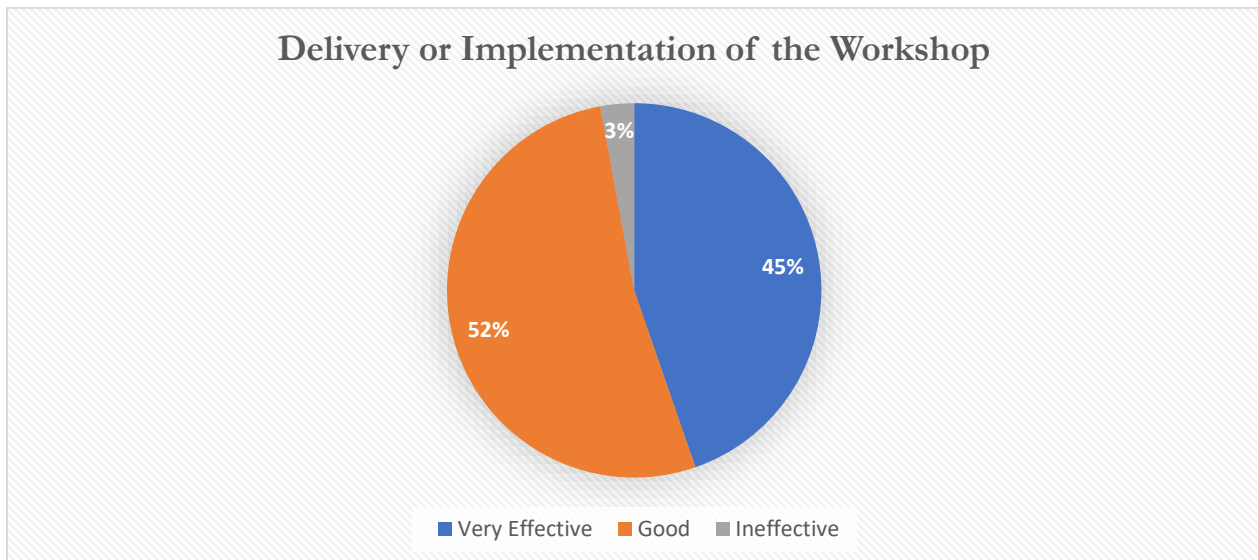


Fig.2 Delivery of the workshop by trainer and observer

According to Fig.2, out of 273 responses, 122 girls who graduated from the Her Turn workshop found that the workshop was delivered very effectively by the trainers and observers and it helped them understand the content of the workshop. Similarly, 143 girls (52%) found the workshop was delivered in a good way and 8 girls (3%) found it delivered ineffectively.

The teaching approach of the Her Turn workshop is different from the regular one-way teaching practice of government schools of Nepal. All the trainers interactively lead the workshop through group works and games. The content of the workshop is different from the school curriculum. Girls

found it important as everything that they learned was relevant to them and useful to understand things around them. One of the Her Turn graduates from Dhuskun Basic School shared, “The trainer was from our village and the way of teaching was different from our school classes. Games and activities made the learning more effective.” Similarly, Lakmai from Jugal shares, “I liked how the trainer used to teach us through games, this way it was easy to understand.” Trainer from Her Turn workshop also learned many new things during ToT and the classes. Rita Shrestha, one of the trainers from Jugal shared, “At first I was quite shy to teach. During the workshop, I gained confidence, was able to speak in mass, and elaborately explain the topics.”

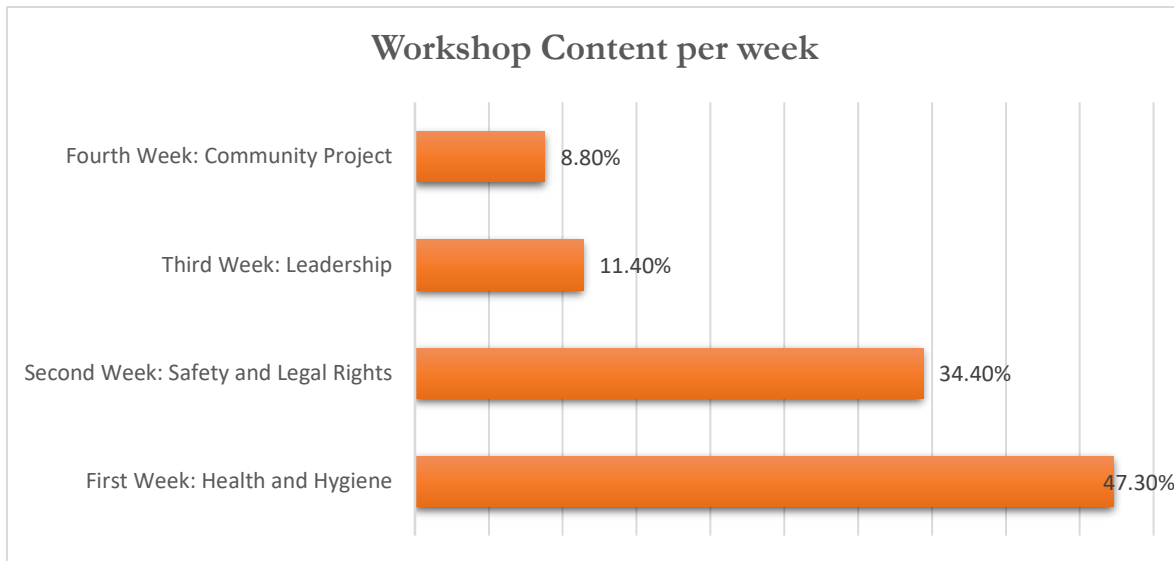


Fig.3 Participants preference of the workshop content per week

According to the data of Fig.3, 47.3% of the participants liked the first week of the workshop where they learned about puberty, menstruation, hygiene, and balanced diet; 39.4% like the second week where they learned about safety and legal rights; 11.4% like the third week on Leadership, and 8.8% likes the fourth week where they implemented Community Project.

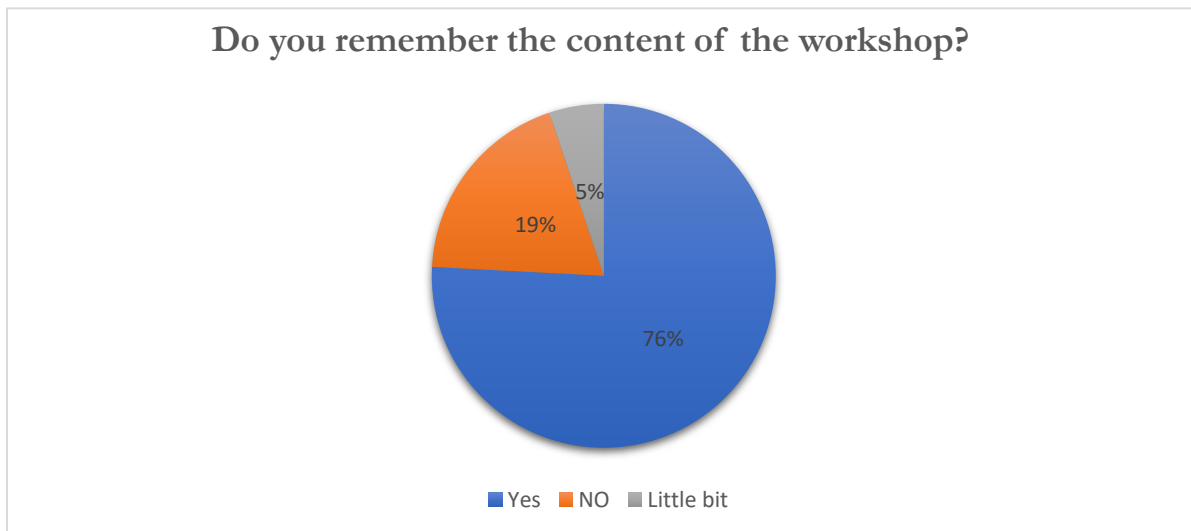


Fig.4 If the participants still remember the content of the workshop

When asked if the participants still remembered the content of the workshop, 76% said they still remembered the content from the curriculum/guidebook, 19% said they do not remember and 5% said they remember a little bit.

The impact analysis was carried out after 3-5 years of Her Turn workshop implementation. Most of the girls interviewed shared that they don't remember most of the content. However, everyone remembered the session on menstruation and found it most essential. Topics such as early marriage, leadership, and safety were also important. All the topics covered during the 24 days of the workshop were crucial and there is not any need to change the content. Participants also received a guidebook during the workshop which helped them to learn about the topics that were covered.

5.2 Implementation of the learnings from Her Turn Education and Empowerment Workshop

For Her Turn workshop graduates, the session on menstrual hygiene was the most effective among all the content. One of the participants shared, *"I learned what we should and should not do during menstruation. We should frequently clean our vagina, eat nutritious food, do not carry heavy things, and dry sanitary napkins in the direct sun."* For many girls knowing that menstruation is a natural process and part of growing up was informative. Similarly, Gurash Tamang from Jugal shared, *"My parents used to tell me that we should follow the traditional rules of menstruation (we should not show reusable napkins to others, should not sit in front of brother/ male members of family and community, we have to stay in the shed). From the workshop, I got to know that it is a false belief. After attending the workshop, I told my mother that it is a natural process."* In many villages of Sindhupalchowk and Nepal, menstruation is still considered taboo and when girls/women menstruate they are considered to be impure (mostly in the Hindu community).

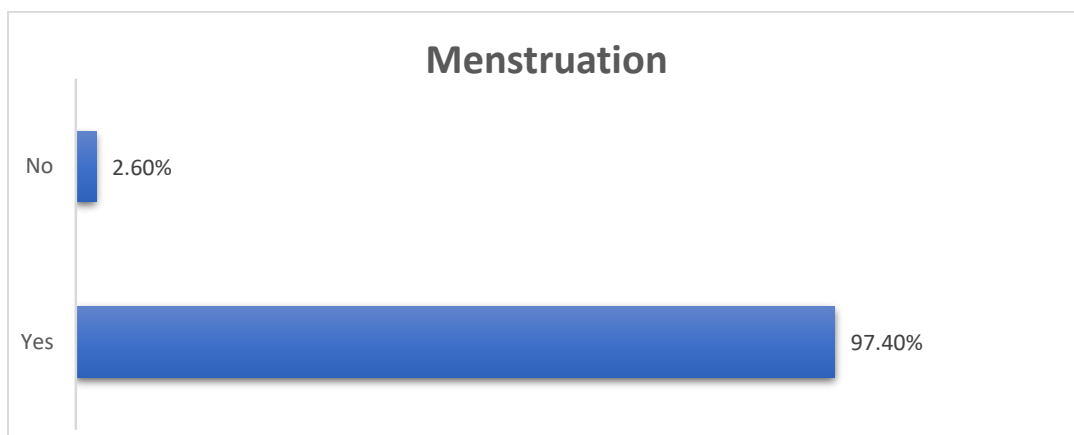


Fig.5 Did you learn about menstruation hygiene during the Her Turn workshop?

According to Fig.5 out of 273 responses, 97.4% said they learned about menstruation and how to maintain menstrual hygiene during the Her Turn workshop. Her Turn workshop provided a safe space for the girls to share and ask. The study showed that for the girls, it was a place where they can speak about menstruation and menstruation hygiene without any hesitation. In the villages where speaking

about menstruation is considered taboo, girls had very little information about menstruation hygiene. Many girls shared that they learned how to wear pads and maintain personal hygiene during the workshop. One of the girls during FGD shared, *“I got my period at the same time as the workshop. I had just learned how to use the pad and keep myself clean during menstruation. I was not scared as I knew what to do and felt comfortable to share about it with my mother.”* Similarly, another Her Turn graduate shared, *“The workshop has benefited our daily life especially during menstruation. We started sharing our learning with our family and are not afraid of superstitious beliefs. Before being part of Her Turn workshop we never spoke about menstruation with anyone; we were only told about things that we are not supposed to do during menstruation.”*

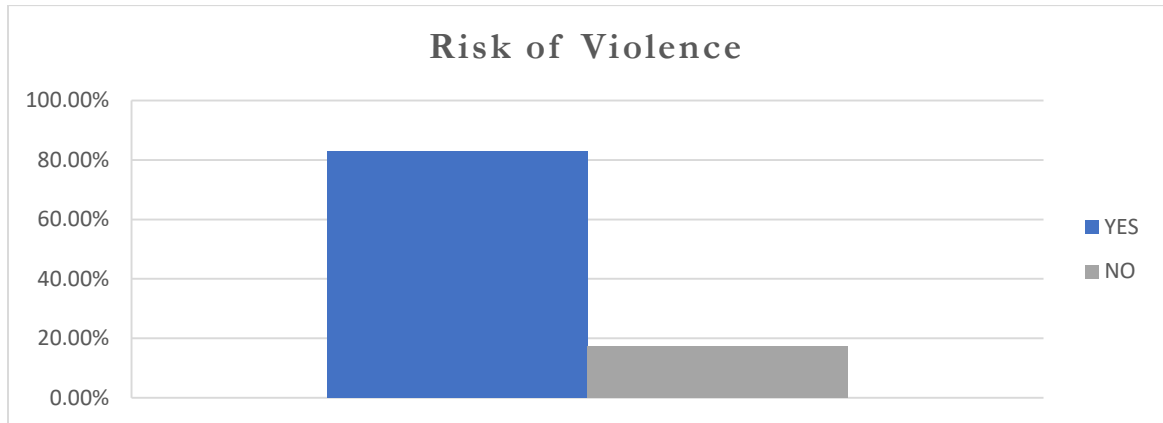


Fig 6. Able to respond to the risk of violence

Girls also found topics of child marriage, violence, and bullying quite useful. According to the analysis, girls were able to speak up against any kind of violence. Gyanu from Jugal said, *“The topic which I liked is bullying. In the bullying topic, I learned that I should say ‘NO’ and speak against it. In my class, some boys used to bully girls by throwing their books. We told them to stop it and also shared about the incident with the teacher.”* Another Her Turn graduate Smirti from SiddhiKali School shared, *“We should never tolerate violence. If there is any act of violence towards us or anyone around us we should stop it right away.”* According to Fig.6, 82.8% of the graduates know what to do if someone is at risk of violence.

During impact analysis, Her Turn graduates also shared that there has been growth in their leadership skills after participating in the workshop. Most of the girls didn’t have any experience of speaking in front of the class before. Throughout the workshop, through different games and group work, they shared their work and experience. One of the participants shared, *“After the workshop, there was a drastic change in me. I understood about leadership and started becoming very active. I become comfortable sharing my opinions. I can face challenges without fear and can choose what is right for my life.”*

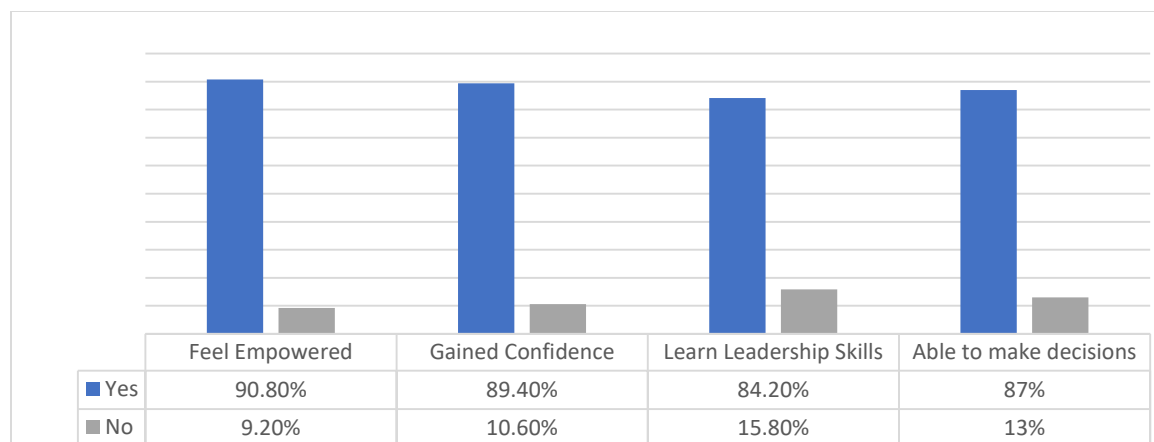


Fig.7 Change in attitude of Her Turn Workshop Graduates

According to Fig.7 out of 273 respondents, 98.8% felt empowered, 89.4% gained confidence, 84.2% learned about leadership skills and 87% of the respondents were able to make decisions for themselves after completing the Her Turn workshop. For the majority of the girls, being able to speak in front of the class and present their idea or ask a question to the trainer was a new skill that they practiced throughout 24 days of the workshop. This made them feel empowered and more confident about themselves.

5.3 Girls leadership activities through Girls Support Committee

In the second week of the Her Turn workshop, a Girls Support Committee (GSC) is formed to address social issues and challenges faced by girls and women of the community and to motivate them. Each school has one GSC and its members are an inclusive representation of Her Turn workshop participants. After completion of the workshop, GSC functioned under a mentor and intervened in the cases reported to them, and also implemented different activities to bring positive changes in their community. Besides mentor, GSC also coordinates with the School, School Management Committee, Rural Municipality, and other support groups in the community like Mothers Group, Women Group, Child Club, etc.

During impact analysis, it was found out that the girls who were part of the committee were involved in different activities to address problems and social issues in their schools and community. With the mentor’s lead, each month GSC members held a meeting where they shared any issues or concerns about them and other girls in the community. GSC also coordinated with other groups in the community to tackle some problems. Through the committee, girls got support to advocate for their rights and implement the learning of the Her Turn Workshop. Nikita Tamang, Her Turn workshop graduate, and GSC member shared, *“In my community, one 19-years-old boy was about to get married to a 15-years-old girl. We went to the boy’s house and spoke to the family and suggested that they get married when they are capable. It is illegal to get married before 20. We were able to stop the marriage.”* Similarly, former GSC president from Mahendra Pratab School, Tripurasundhari shared, *“In my school, there are more than 400 students, and*

some teachers used to be absent for many days. We complained about teachers to the ward president.” Another GSC member Gurash shared, “I along with my friends have stopped gambling in my community. GSC committee and child group used to do cleanliness of community every Saturday.”

According to the study, the functioning of GSC was active when there was a mentor. During monthly meetings, if there were not any problems, girls would discuss different issues. The girls also shared that it would have been good if they had a mentor who can support them for the long term. After the mentorship program ended, the GSC was not functional. Most of the girls who were not members did not know about the work done by the Girls Support Committee.

5.4 Community project implemented during Her Turn workshop and how it benefited girls

In the final week of the Her Turn workshop, each group identifies the problems/ difficulties faced by girls in the school and plans a community project to address the problem. For a community project, Hamro Palo provides a small grant of NRS. 5000 per group. In most of the school, as there was an issue of hygiene. Therefore, most of the groups purchased cleaning materials, dustbins, buckets, mugs for the toilet, and sanitary napkins for emergency use. One of the Her Turn participants from Dhuskun School shared, *“We bought dust-bin, sanitary pad and gifts to the winners of essay competition from our community project fund. By buying these things our classroom was clean and girls do not have to go home in the middle of the school to bring a sanitary pad.”*

Moreover, in some schools’ materials like speakers and traditional clothes for cultural programs were also purchased. It was found out in many groups, the community project activities were not implemented as planned. In a few schools, girls were not part of decision-making and were not directly involved to implement the project. During the study, less than 40% of the participants surveyed said they remember the community project. Therefore, community project activities should be monitored with proper guidance to the trainers and observers leading the workshop to ensure the participation of the girls in decision making and project implementation.

5.5 Current Status of Her Turn workshop graduates

Among 544 girls (direct interaction with 273 girls and status identified of 270 girls) 69% of the girls were continuing their study and 31% of the girls had dropped out of school. During the study, it was found that the majority of the girls drop out of school in grade 8. In many villages, they have Basic School (up to class 8) and the students have to go to another village for further education which will take longer and they have to get used to a new social and educational environment. This transition of changing schools has also affected the cases of school dropouts among girls. Similarly, the number of school dropouts is also high in grades 10 and 11 for the same reason.

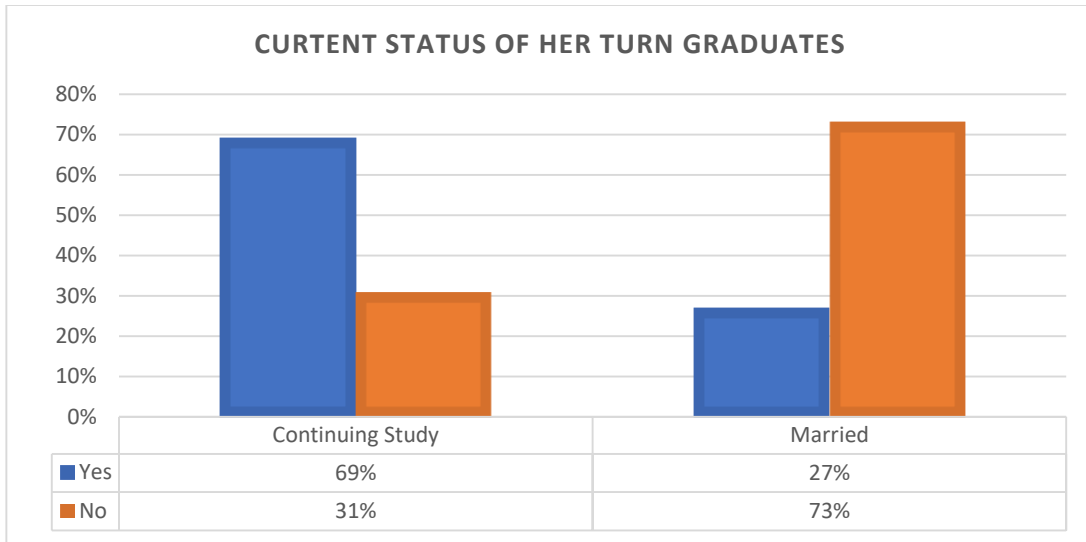


Fig.8 Status of the Graduates

From the study, we found out that 27% of the girls are already married (526 total 144 married) the majority of them married before reaching the legal age to get married. During the second week of the workshop of the Her Turn workshop, girls learn about early marriage and its consequences, and the legalities of child marriage. During an endline survey carried out on the final day of the workshop, more than 90% of girls said that they know about the legal age to get married. From this result, we realized that having information is not enough. Adolescent girls are involved in early marriage even after knowing that it is illegal and its consequences in their life. To tackle the problem such as early marriage, we should also focus on other components of the problem (unsupportive family, the workload at home, curiosity, and attraction of physical relationship, etc.) that exist in society.

Among dropouts, 20% of the girls are involved in different works (carpet weaving, jobs, working at shops and restaurants, etc.) and 80% are unemployed or looking after household chores and farm work. According to this finding, there are very few opportunities for the girls who left school and they are limited in their homes and village.

From the study, it was found that most of the Her Turn workshop graduates are continuing education and implementing some of the learnings in their life. However, more than one-fourth of the girls are either dropped out of school or got married at a young age.

5.6 Recommendations

During impact analysis, Hamro Palo met 273 Her Turn workshop graduates from 2015-2017 and did a quantitative survey along with the interaction. More than 80% of the graduates requested to bring similar kinds of workshops for them and other girls from their community and school. Many also shared that the workshop directly benefited them and they would love to be part of a similar workshop again. Girls also mentioned that the Her Turn workshop will be useful for the young girls so Hamro

Palo should implement the workshop in a certain period so that all the girls can be part of the workshop. Similarly, in the schools where only Her workshop has been implemented, the Her Turn workshop participants are also required to bring similar workshops for the adolescent boys as well. The research team also had an interaction meeting with the school faculty. In most of the schools visited, there was a different school principal as the visit was done after more than three years. The school representatives recommended that continuous follow-up is required with the school and with participants. It was also requested by the school representatives to update about Hamro Palo activities after a certain time duration and reimplement the Her Turn workshop for young girls.

When asked what other activities are needed in the community, many girls said that there are lots of cases of early marriage. Girls are mostly dropping out of school due to early marriage (elopement). Her Turn workshop graduates requested to do other programs to stop early marriage and domestic violence and bring awareness in the community. Some of the graduates also shared that they want to learn more about advocacy, and leadership. Sabina Karki from Tripurasundhari shared, *“I got to know about advocacy for the first time when I participated at Her Turn Symposium in 2016. From that point, I have been really curious about advocacy and I want to know more.”* Some participants also shared that there is no provision of sanitary pads for emergency usage in schools and requested Hamro Palo to provide it if possible. Similarly, girls also requested to launch skills enhancing and skills-based training for them and other girls and women of their community. Some of the girls shared that they would like to enhance their skills and learn new skills so that they can get jobs and be independent.

Many Her Turn graduates also shared that they want to participate in sports such as volleyball and football. They requested Hamro Palo to implement sports-related activities in school for girls. Although many schools have different sports equipment, there are gender roles applied in sports as well. Girls are limited to play a few sports such as badminton and skipping. Although having a keen interest in playing sports like football and volleyball, girls hardly get any opportunity or encouragement to play these sports. In the majority of the schools, there are football competitions between schools and in communities where girls are only in the audience.

5.7 Knowledge Sharing

One of the main objectives of the Her Turn Workshop is to encourage knowledge transfer from girls to family and community and vice versa. During the 24 days Her Turn workshop, through different activities girls ask and share information with their mothers and female leaders in the community. It has been observed that many girls share their learnings with women in their families. During the closing ceremony, on the final day of the workshop through songs, poems, speeches, and dramas girls shared their learning of the workshop among school and community. The closing ceremony was also a platform where girls could advocate on different social issues.

During the interaction, one of the participants from Jugal Rural Municipality shared, *“I used to tell my mother every day about the things that I learned throughout the workshop.”* Similarly, another participant from Tripurasundhari Municipality shared, *“I have four sisters and I shared about menstruation hygiene in my house*

and also about different types of violence with my sisters.” After completing the workshop, most of the girls started noticing different issues in the community such as cases of violence, bullying, and early marriage and their learning motivated them to speak about it among their friends and some family members.

Apart from the family of the girls and some people, other community members didn't know about the content of the workshop. They were more concerned about the food provided and what was given by my food providers.

5.8 Problems existing in the community

From the study, it was learned that early marriage is still one of the major problems in many communities where the study was carried out. The cases of early marriage were comparatively high in the communities where secondary school or higher secondary schools are far and which lacked infrastructure. Some of the Girls Support Committee worked to stop early marriage by raising awareness and some of them are still working to prevent it, however, when both boys and girls are ready for it, it is difficult to stop it. It was observed that due to lack of opportunities and guidance adolescent boys and girls tend to get married as they also have pressure from the community as being in a relationship before marriage is not accepted in the rural communities.

Girls also shared that there are no employment opportunities in their community. Students study here but they have to go to Kathmandu for employment or higher education.

5.9 COVID-19

In the communities where the impact analysis was carried out, there were few cases of Covid-19. As the study was done towards the end of 2020, the fear of Covid-19 was negligible in the school and communities. From mid-November most of the schools of Sindhupalchowk districts were open. Although schools were instructed to run with maintaining safety measures, implementation of the safety measures was lacking. During the impact analysis, most of the girls knew about Covid-19, its symptoms, and precautions to prevent it. There was a distribution of face masks, soaps, and sanitizers to students by some organizations and Rural Municipality in Tripurasundhari. However, few schools in Selang, Jugal rural municipality reported a lack of availability of masks and soaps for students. Hamro Palo distributed masks, thermal guns, menstrual kits, soaps, and IEC materials to four schools of Jugal during Impact Analysis identifying the need.

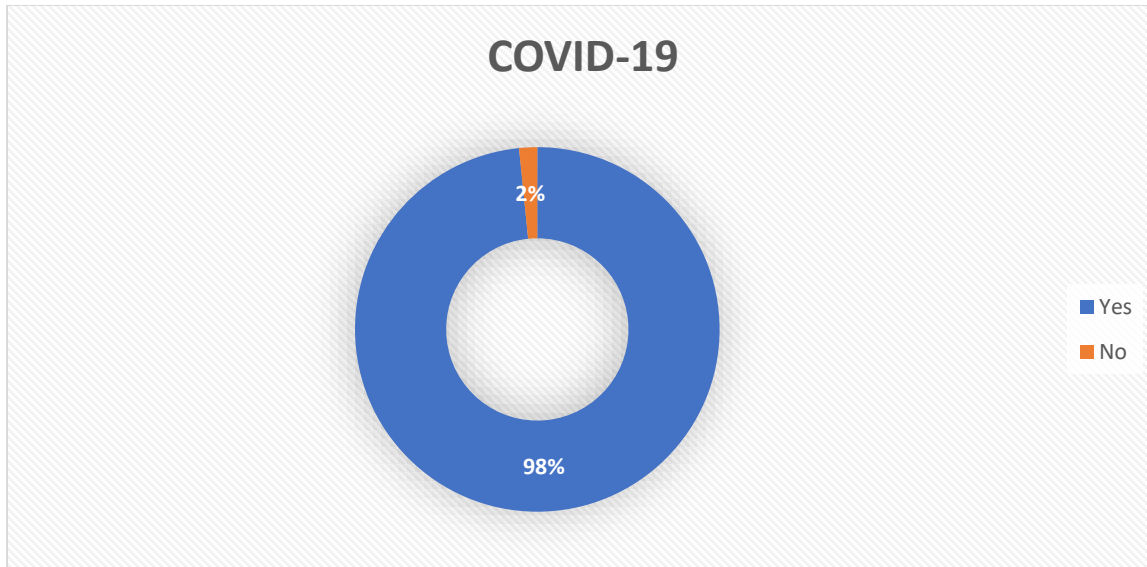


Fig.7 If girls are aware of COVID-19 (its symptoms and precaution

According to the chart, 98.4% know about COVID-19 and 1.6% do not know about it. During lockdown as the spread of Covid-19, all the schools were closing and in the rural communities where access to mobile networks or smartphone/laptop is not available to students, online class or digital learning was not possible. According to the school principal of Mahendra Secondary School, Tripurasundhari some of the teachers went to different locations of the village and taught the students during the lockdown. Radios and television channels also broadcasted educational programs for the students. However, girls shared that it was not effective



About 70% of the girls surveyed shared that one of the major effects of Covid-19 was that it hampered their education. Due to the long break due to the lockdown (for 8 months the schools were closed in

Sindhupalchowk), most of the girls shared that they forgot what they learned in the school and it was not motivated to study at home. Also, the examination of grades 11 and 12 had been postponed and it has resulted in a year loss for high school students.

Not being able to go out or to school and meet their friends was demotivating to study at home and it also increased mental health problems. Some of the girls also shared that cases of early marriage and school dropout among girls are arising as a consequence of the pandemic.



6 LESSON LEARNT

Through direct interaction with Her Turn Graduates, school representatives, trainers/observers, and community members, and observation Hamro Palo's field staff came across the following inputs which will be helpful to incorporate in Her Turn workshop and design other programs.

- **Continuous follow-up and update**

In the course of Impact Analysis, it was realized that time to time follow-up with girls, school, and mentors are needed. In most of the schools, impact analysis was conducted after a long gap, and meanwhile, there has been a lot of changes in schools and communities. Continuous follow-up may be useful to encourage and support girls.

- **Mentorship Program**

Post Her Turn Workshop, Mentorship Program was carried out in all 14 schools where impact analysis was carried out. Mentor was selected from among the trainers and led the Girls Support Committee monthly meeting. In most of the schools, the mentorship program was effective for a few months and later was dismissed. Although all mentors were from the local community, however, their interaction with the school was limited and most of the school members were not aware of the work of mentors and GSC. Therefore, having a mentor from the school itself could be more effective as the girls will be able to meet and share their problems every day. Also, it will be easier for the mentor to function and be a bridge between girls, schools, and rural municipalities.

- **Implementation of the program in rural villages**

The study was carried out at three rural municipalities of Sindhupalchowk. In the villages where the study was carried out, some were closer to the town and had access to roads, communication networks, resources, and information. However, some of the villages were comparatively remote and had limited exposure and access to information. Based on the observation of the field staff, in the rural villages, the impact of the Her Turn workshop was high as the girls didn't have access to such programs and information. In the villages with comparatively high exposure and information, the girls were not as focused. Therefore, implementing the Her Turn workshop in remote areas could be more beneficial for girls.

- **Information on Menstruation- was most important**

The impact analysis was carried out after 3-5 years of Her Turn workshop, therefore girls have forgotten most of the content and activities. The girls who were surveyed most of them were about 11-14 when they participated in the Her Turn workshop. However, almost everyone remembered the information on menstruation and how to maintain menstruation hygiene. It could be because they were able to most relate to it. From the study, it was learned that the most impactful part of the

workshop was demystifying menstruation and providing information on menstruation hygiene which was implemented by the majority of the Her Turn graduates.

- **Early marriage- intervention needed**

Apart from menstruation, the session on early marriage was also important for the girls. During the workshop, girls learned that it is illegal to get married before 20 for both boys and girls. However, it didn't stop them from getting married. Early marriage (elopement) is still one of the major problems of the rural community which has increased after the earthquake and now again due to Covid-19 it has risen. Early marriage is also one of the major causes of school dropout among adolescents. Therefore, more study and research need to be done on this field and effective measures or programs should be carefully planned to eradicate it. Involvement of family, school, community, and adolescents is highly encouraged for planning.

- **Girls Support Committee- roles**

The Girls Support Committee is formed on the second day of the workshop. Each school has a GSC with 5-15 members who will later lead the girls along with the mentor. During the study, field staff met some GSC members and some of the GSC groups actively involved to advocate on social issues. However, it was learned that the majority of the GSC members were not clear about their role and didn't directly involve in any activities. Therefore, the formation of GSC can be done towards the end of the workshop where they gain more knowledge on leadership. Also, trainers and observers need to be orientated in detail about the GSC formation during TOT and Hamro Palo staff should continuously coordinate and monitor during GSC formation.

- **Community Projects- more involvement of the girls**

In the fourth and final week of the workshop, Hamro Palo provides a small grant to each group and they plan and execute the community project. Each group used the funds to address different problems in terms of leadership, health, hygiene, and safety. However, in the long term, the community project didn't support the girls and it was a one-time investment. The majority of the groups purchased items like dustbins, sanitary pads, filters, brooms, stationeries, etc. In some schools, community project funds were used to address the school's interests, and in such cases, girls didn't have their voice or involvement. For example, two of the schools purchased speakers for schools, combining community funds of the all Her Turn workshop group of the school. Also after 3-5 years, most of the materials purchased were already damaged or lost. The objective of the community project was to develop decision making, problem identification, project design, and leadership skills among girls which were missed during the implementation of the community project.

- **Girls interested in football and volleyball**

In many schools, girls shared that they are interested in sports, however, are not given any opportunity to participate in sports. During impact analysis field staff also distributed IEC material and a newsletter

published by Hamro Palo. After finding out about the volleyball event organized in Golche, Jugal, the girls wished to participate in a similar sports program as there is no sports program targeted to girls in their schools.

7 CHALLENGES AND LIMITATION OF THE STUDY

- The impact analysis was carried out after 3-5 years therefore, most of the participants already graduated from school and moved to town or Kathmandu for higher education or moved to another village after they got married. Therefore, the outcome of the study is based on the inputs of 30% of Her Turn graduates.
- Some of the schools were not open during the time of the field visit. It was difficult to meet the participants in the villages and the houses were scattered. Also, as the study was carried after a long gap the name list of the participants from some schools was not available.
- Initially, it was planned to appoint an external research team for the impact analysis. However, due to Covid-19 as schools were closed it was decided that Hamro Palo team members will carry out the study. With staff involved it was easy to identify the participants and coordinate with the school. However, girls may have recognized the field staff and might have hesitated to critically analyze the project.

8 CONCLUSION

The impact analysis study showed that the Her Turn workshop was very helpful for girls to learn things such as leadership, menstruation, and early marriage. After participating in the workshop many girls learned to speak up and share their ideas. The content design matches with the need however, more emphasis is needed on the community project and GSC roles. Similarly, implementation of the Her Turn workshop in the comparatively rural workshop could be more effective and can generate a higher outcome. During the study, it was also realized that time to time follow-up is needed with school and girls. It was also found out that many participants have also married and dropped out of school after learning about early marriage therefore, providing the information is only not enough. During the study, it was learned that a refresher workshop in 2-3 years of implementation of the workshop could be effective. Overall, Her Turn workshop has enhanced leadership skills and knowledge about different social issues among adolescent girls. Her Turn Education and Empowerment workshop is highly contributing to Hamro Palo to meet its mission and vision; however, it is also equally important to involve other stakeholders to accelerate the process.

Annex:

I. School Info:

S.N	Name of the School	Total HT participant	HT Quantitative	No of FGD	No of KII		
					HT participant	Trainer	Case study
1	ShreeJaldevi Secondary School	166	25 (status is known of 47)	1	5	1	2
2	ShreePanchakanya Basic School	27	7 (status is known of 8)				
3	Shree Rameshwar Secondary School	90	60 (Status is known of 15)	1	2	1	2
4	ShreeSetidevi SecondarySchool, Baramchi	85	39 (status is known of 14)	1		1	
5	Shree Ram Secondary School, Chokati	121	21 (status is known of 88)	2	6		1
6	Shree Golmaraja Basic School, Bungathali	25	9 (status is known of 22)		3	1	
7	Shree Kageshwori Secondary School, Ghorthali	83	15 (Status is known of 35)		2		
8	Shree Sunkoshi Secondary School, Barabise		17	1			
9	Mahendra Pratab Secondary School, Dhungepati	131	12 (status known- 45)	1		2	1
10	Shree Dhuskun Basic School	33	14 (status known-19)	3	5		
11	Shree Shidhhikali Basic School	20	8 (status known- 11)		4	1	
12	Shree Budhha Primary Scholl	20	10 (status known- 4)	1	4		
13	Shree Bhumeshwori School	29	3				
14	Dhaneshwori School	64	2				

// Interview | Her Turn Participant

Name:

Age:

Ward:

Rural Municipality:

Currently involved in:

About Her Turn Workshop

How old were you?:

In which grade were you in?:

School:

Qualitative Survey

1. What do you remember about Her Turn workshop? What did you like the most?
2. Were all the topics/issues covered in the curriculum important? Is there anything to add?
3. How has the workshop benefited you? What changes have you felt in yourself after the workshop?
4. What are the things that you have implemented in your daily life from the workshop?
5. How was the workshop delivered by the trainer and observer? Anything that we can do to improve?
6. Were you a member of GSC? How effective were GSC in your school/village?
7. Is there any work done by GSC that you and the school is proud of? What were the challenges for them?
8. How supportive was the school/community?
9. What could be done to improve GSC's role in your community?
10. What did your group do for the community project? How did it support girls/students?

11. What is the most impactful thing that you learned from Her Turn workshop?
12. Have you been involved in any program in your community that has brought positive changes?
13. Any incident in which you took leadership and have been proud of?
14. Do you know about COVID-19? (Symptoms, Precautions)
15. Impact of COVID-19 in your life?

III Quantitative Survey

HT workshop was conducted on (year):

Name:

Age:

School:

Ward:

Rural municipality:

1. Did you participate in Her Turn Workshop?
 - Yes
 - No
2. Do you remember the content from the curriculum/ guidebook?
 - Yes
 - No
3. How beneficial was Her Turn workshop for you?
 - Very effective
 - It was okay
 - I didn't learn much
4. Did you learn leadership skills?
 - Yes
 - No
5. Did you gain confidence after Her Turn workshop?
 - Yes
 - No
6. Did you learn about menstruation and how to maintain menstrual hygiene?
 - Yes
 - No
7. Did the community project done by your Her Turn group support you and other girls?
 - Yes

- No
8. How was the delivery of the workshop by Her Turn trainers and observers?
- Very effective
 - Good
 - Ineffective
9. Did you share your learnings with others (sister/mother/family/community)?
- Yes
 - No
10. Do you know what to do if you or someone you know is at the risk of violence?
- Yes
 - No
11. Will you take some actions if you or someone you know is at the risk of violence?
- Yes
 - No
 - Maybe
12. Which week of Her turn workshop did you like the most?
- First week: Health and hygiene
 - Second week: Safety and legal rights
 - Third week: Leadership
 - Fourth week: Community project and closing ceremony
13. Have you implemented learning from HT workshop in daily life?
- Yes, many things
 - Maybe some
 - No, I don't remember
14. Do you feel empowered after taking Her Turn workshop?
- Yes
 - No
15. Are you able to make decisions for yourself?
- Yes
 - No
16. Are you continuing your education?
- Yes
 - No
17. Are you married?
- Yes
 - No
18. What are the major changes in you after attending Her Turn workshop?

19. Something you want to share to Hamro Palo? Any suggestion?

20. Apart from Her Turn workshop do you have any suggestions for Hamro Palo regarding a new program for Adolescent girls in your community?

21. .Do you know about COVID-19? (Symptoms, Precautions)

- Yes
- No

22. Impact of COVID-19 in your life?

IV Interview | School Representative (Teacher/ Principal)

Name:

Position

School:

Year of Her Turn program:

Other activities implemented in the school:

Gaunpalika:

1. What do you remember about Her Turn workshop?
2. What is your opinion about our Her Turn workshop?
3. What do other teachers think about the workshop?
4. Are you aware of the topics/issues covered in the curriculum? Do you think it is important? Is there anything to add?
6. Did you learn anything from the children who participated in the workshop?
7. How has the workshop benefited your student and your school? What changes have you felt in your student?
8. Do you know about GSC in your school? What is your opinion on it?
9. How effective were/ are GSC in your school/village?
10. Is there any work done by GSC that you and the school is proud of?
11. How is your school supporting GSC? What could be done to improve GSC's role in your school and community?
12. Do you remember the community project? What was it about? How did it support girls/students/ school?

13. Are there any issues affecting children in your community?
14. Do you remember any incident where you could see girls taking leadership?
15. Any suggestions to Hamro Palo to improve Her Turn workshop and other activities?
16. Apart from Her Turn workshop do you have any suggestions for Hamro Palo regarding a new program for Adolescent girls in your community?

V Interview with Parents/ Guardian

Name:

Village:

Gaunpalika:

1. Do you remember your daughter taking part in Her Turn workshop?
2. What is your opinion about our Her Turn workshop?
3. Are you aware of the topics/issues covered in the curriculum?
4. Did you learn anything from the child who participated in the workshop?
5. How has the workshop benefited for your child? What changes have you felt in your child?
6. Has her level of confidence changed?
7. How useful was the workshop for her?
8. Do you see your child taking initiative in community development?
9. Are there any issues affecting children in your community?
10. Do you remember any incident where you could see girls taking leadership?
11. Any suggestions to Hamro Palo to improve Her Turn workshop and other activities?

VI Interview with Trainer/ Observer

1. What do you remember about the Her Turn workshop?
2. Do you remember the content of Her Turn Curriculum?
3. Did you learn anything while working as a trainer/observer? What did you learn?
4. What changes have you seen in yourself after being Her Turn workshop Trainer/ Observer?
5. What are the changes that you observed in girls before and after Her Turn Workshop?

6. How was the planning and implementation of the community project by your group? Any suggestions?
7. How supportive was the school/community? What can we do to improve coordination with them?
8. How was the response of the parents?
9. Any changes that you have seen in school/community after Her Turn workshop?
10. Are you still in touch with the adolescent girls of Her Turn workshop from your group? Do girls share their problems and issues with you post Workshop? Have you helped/solved any problems of the girls?
11. Do you remember any incident where you could see girls taking leadership?
12. How easy or difficult it was to implement Her Turn workshop? Do you suggest any changes to the model?
13. Are there any issues affecting adolescent girls in your community?
14. If we bring Her Turn workshop to your community again what topic would you like to add in the curriculum?
15. Apart from Her Turn workshop do you have any suggestions for Hamro Palo regarding a new program for Adolescent girls in your community?

VII Focused Group Discussion / Her Turn Workshop Participants (5-8 Inclusive Participants)

1. What do you remember about Her Turn workshop?
2. Were all the topics/issues covered in the curriculum important?
3. How has the workshop benefited you?
4. What are the things that you have implemented in your daily life from the workshop?
5. What could be done to improve GSC's role in your community?
6. What did your group do for the community project? How did it support girls/students?
7. What is the most impactful thing that you learned from Her Turn workshop?