



# Endline Evaluation of Udaan II: Catching the Missed Opportunity

## Final Report

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## **Acronyms**

ALP	Accelerated Learning Programme
DAC	Development Assistance Cooperation
ECE	Early Childhood Education
EFA	Education for All
FGD	Focus Group Discussion
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
KII	Key Informant Interview
MoE	Ministry of Education
MOHP	Ministry of Health and Population
NIDR	National Institute for Development and Research (P) Ltd
OECD	Organisation for Economic Co-operation and Development
OPEC	Organization of the Petroleum Exporting Countries
OSC	Out-of-School Children
PTA	Parent Teachers Association
SDGs	Sustainable Development Goals
SMC	School Management Committee
SSDC	Siddhartha Social Development Center
SSDP	School Sector Development Plan
ULC	Udaan Learning Centre

## Executive Summary

Udaan II “Catching the Missed Opportunity”, funded by the OPEC Fund for International Development, was one of the most important initiatives under the LEAD program of CARE Nepal. The LEAD program envisions education and economic prosperity as an instrument to women and girls’ empowerment, through transforming harmful social norms, building life skills and advocating related policy reforms. Under the LEAD Program, the Udaan initiative provided an intensive, 11-month high-quality condensed curriculum for adolescent girls (Dalit, Muslim and other marginalized groups) aged 9-14 of Kapilvastu District, who were unable to either start or complete primary school. The program also helped them to get enrolled in community schools, named “mother school”, where Udaan graduates continued their higher study. Working together with nine formal mother schools of Krishannagar and Maharajgunj Municipalities of the Kapilvastu district, as well as with the girls and their parents, the Udaan II project focused on addressing the economic factors affecting girls’ families, and the harmful social norms acting as barriers to girls’ education. This helped to create an enabling and safe learning environment for girls, and provided opportunities for livelihood and vocational skill development. The Project was implemented over two years and 10 months (January 2018 to October 2020) by Care Nepal in Krishannagar Rural Municipality, Kapilvastu Municipality and Maharajgunj Rural Municipality of Kapilvastu district in cooperation with local partner Siddhartha Social Development Centre (SSDC).

The objective of the final evaluation study was to measure both the intended and unintended outcomes and impact of the Udaan II against the targeted results. A mixed methods approach was applied for this final study including qualitative and quantitative research, which entailed (i) focus group discussions, in-depth interview and key informant interviews for qualitative data collection; and (ii) secondary sources for quantitative data collection. The data generated through these methods are presented within tables, figures and by theme within this endline report.

### Major Findings

**Result 1: Poor and marginalized adolescent girls who have never been to school or who dropped out are empowered through an accelerated learning course in 10 Udaan schools.**

Overall, the strategies, curricular and other activities implemented by Udaan II have resulted in (i) successful engagement of girls across categories (never attended school and dropped out) in learning activities; (ii) increased learning levels amongst girls with majority of the girls successfully transitioning into mother schools, and majority of the girls demonstrating sustained attendance in schools; and (iii) a small group of girls opting for income-generation pathways upon completing the

accelerated learning course, due to them being over-age for enrolment into mother schools. Main findings outlined below.

1. The strategies adopted by the project to attract and engage poor and marginalised adolescent girls in education have proven to be effective for both types of girls who have never been to school and who dropped out.
2. Under Udaan II, 505 girls were enrolled, out of which 482 graduated from the accelerated learning program across grades 1 to 4. Out of the 482 graduates, 404 girls were enrolled into mother schools.
3. The Udaan II centers were understood to be resourceful, with sufficient teaching-learning materials, well-trained teachers and gender-sensitive facilities that were also safe and secure for adolescent girls.
4. The ASER learning test shows improved literacy and numeracy levels, achieved over 11 months learning intervention. Compared to the baseline study, two-third of the girls (66.75%) had improved their literacy level 1 in endline study. Likewise, the improvement in level 2, 3, 4 and 5 were 76.28%, 59.96%, 30.46% and 14.72% respectively. In numeracy, 52.44% had improved in level 1, 75.25% in level 2, 71.63% in level 3, 63.48% in level 4, 50.26% in level 5 and 20.3% in level 6.
5. The study further concludes that the condensed curriculum implemented by Udaan II was effective in increasing learning levels of both categories of girls (never attended school and dropped out), as is evidenced by the learning results (see 4).
6. Strategies adopted to facilitate school transition, in addition to the effective education curriculum, have also yielded positive results, with 88% of the girls (204 out of 232) from the first batch of girls enrolling into locally situated mother schools. The remaining 12% of girls were unable to enroll into the mother schools due to them being over age, and having inclination towards employment opportunities. Currently, majority of them are engaged in income-generating activities.
7. Out of 25 participants in the in-depth interview, 22 (88%) girls shared that they are regularly attending school, indicating that girls are interested in attending formal schools and that there is a strong probability of them being retained in schools.
8. Link between the Udaan II program and mother schools was strengthened as the Udaan II participants and school children collaborated in different project activities (e.g. Girls Groups and Udaan II friends) with each other, which helped reducing discrimination between them.

**Result 2: Local authorities and the national government have implemented improved education policies and lobby for the inclusion of elements of the Udaan concept in the national curriculum.**

Overall, there is no clear evidence of local authorities adopting or incorporating elements of Udaan II concept in the national curriculum. However, local authorities recognise significant support to girls around school enrolment, especially during COVID-19. Key findings summarised below.

9. The facilities provided by the project were of good standard compared to those of community mother schools. The project provided all the requirements such as bicycles to commute to the centre, books and stationaries, dresses, day meals, etc. Moreover, the project also provided soap, gloves and sanitizers during the COVID pandemic. As such, the local authorities appreciated these efforts, although the scale up of interventions of similar nature in other areas may be limited.
10. The local government supported the program initially during course design, and also attending meetings organized for conducting Balika Sabha (Girls' Assembly). During the ongoing COVID19 pandemic, however, the local government seemed to be less invested due to other competing priorities.

**Result 3: An enabling environment is created to reduce socio-cultural barriers for girls through awareness campaigns, community mobilization and information sharing.**

Overall, Udaan II has strengthened girls' agencies by creating a more enabling environment where girls have increased life skills and mobility (to attend schools) and by enhancing familial support for girls' education. Main findings outlined below.

11. The project empowered girls by developing their leadership skills with co-curricular and extra-curricular activities. Some girls even fulfilled the responsibility of their teachers in the latter's absence. Out of 25 girls that participated in the study, more than 50% of the girls rated themselves as having high leadership skills, nearly 25% said they have moderate leadership skills and around 20% stated that they have improvement in their leadership skills.
12. Parents were supportive towards girls joining the program and towards them continuing with their studies. The family members of the girls played a significant role in girls joining classes within Udaan II. Parents' interest towards providing education to their girls demonstrably increased after the implementation of the Udaan II program.

13. In addition, the project has been able to change the attitude towards girls' education positively by creating awareness of and reducing socio-cultural barriers through campaigns and community mobilization interventions.
14. Participating girls agreed that the mobility was increased from home to school (e.g. with the bicycles provided by the program), although the mobility was still limited from home to other places. The family members were aware of risk of different types of violence, in the girls going out without their parents or family members.

**Result 4: Graduated Udaan girls and parents have better professional skills through vocational education training and access to improved livelihood opportunities.**

Overall, employable skills have been provided to girls, actively breaking set stereotypes relating to livelihood pathways for girls. Key findings outlined below.

15. A credible link to learning and earning was established by emphasizing need for vocational training for improvement in lifestyle. Vocational training to the parents and Udaan II girls were found to support their livelihood.
16. In Nepalese society, mobile repairing and house wiring training are usually only conducted for boys. Udaan II project challenged this stereotype and offered vocational educational training on mobile repairing and house wiring to girls, which has the potential to act as a catalyst for changed gender roles (in relation to jobs and livelihoods) in the community. 25 girls had participated in the training and they shared that the vocational skills could be utilized for income generation.

**Unexpected Result: Udaan Graduates' struggle with the emerging Crisis: COVID 19 and education of girls**

In the COVID-19 context, the project was faced with challenges as health risks as well as various forms of lockdowns impacted it. Therefore, additional support was provided on behalf of the project to address previously unanticipated challenges which delivered unexpected results, summarized below.

17. The COVID-19 situation forced girls to discontinue the class as schools were closed, which adversely affected their learning. Udaan II supported girls in this challenging situation by providing them with additional materials (textbooks and related reading materials) to continue learning activities at home. The girls assessed remained confident and said that they would go back to school after it reopens during/after COVID -19 pandemic.
18. Ministry of Education Science and Technology (MOEST) as well as province and local government have been providing distance-learning courses through television, radio, and internet in the COVID-19 pandemic. The study

revealed that a majority of girls and their families were not aware about the existence of the government education program broadcasted from television, which may question the effectiveness of the government's distance learning model for poor and marginalized communities. The poor and disadvantaged communities did not have access to radio, television and internet.

# Chapter I: Background

## 1.1 Introduction

Education is the foundation for human development and economic growth. Education remains the key for unlocking individual's intellectual and creative potential. Over the last 20 years, Nepal has made significant progress in education. The net enrollment rate in primary school has been increased to 97 per cent. However, the country still has many challenges to enroll and retain the students up to the secondary level, as 770,000 children of aged 5-12 are out of school. Only a half of students in grades 3, 5 and 8 meet the academic achievement criteria for Nepali and mathematics subjects. The attendance in early childhood education (ECE) is still low which is at 51 per cent. Twelve per cent of children from the lowest wealth quintile are developmentally on track in literacy and numeracy compared to 65 percent from the highest wealth quintile<sup>1</sup>.

Dropout rate has been one of the crosscutting issues, which definitely will create obstacle in obtaining EFA (Education for All). The Ministry of Education of Nepal is also investing huge amount on education but the result is troublesome. Likewise, the constitution of Nepal, Article 31 has guaranteed education as a fundamental right of all the citizens that includes right to access to education, right to compulsory and free basic education and free education up to the secondary level (Chikanbanjar, 2017). The government has allocated Rs.134.51 billion in FY 2076/77 for the development of entire education sector. Nepal will be announced as “**Literate Nepal**” within two years in collaboration with the Provincial and Local level governments. Ministry of Education is organizing a campaign entitled “**Let's Bring All Children to School, Retain and Educate Them**” for the benefit of children<sup>2</sup>.

***Out-of School Children Scenario in Kapilvastu***  
*According to Flash report of the District Education Coordination Unit, more than 5000 children are still out of school in 2018. In 2016, up to 19,000 children were out of school, among them, 55% were girls.*

Despite this, students are dropping out of schools every year and repetition rate is high, which remains one of the major problems in the education sector. In 2015, dropout rate in primary education was 23.1%. Though in Nepal, dropout rate in primary education has fluctuated substantially in recent years; it tended to decrease through 1992 - 2015 period ending at 23.1% in 2015<sup>3</sup>.

Sarkar (2004) has highlighted the four major aspects of dropout in the Nepali context. These include (i) **Accessibility**: physical, social distance and social

<sup>1</sup><https://www.unicef.org/nepal/education>

<sup>2</sup><https://edusanjal.com/news/education-budget-nepal-fiscal-year-2075/>

<sup>3</sup><https://knoema.com/atlas/Nepal/topics/Education/Primary-Education/Drop-out-rate-for-primary-education>

discrimination; (ii) **Affordability**: direct, indirect and opportunity costs of schooling; (iii) **Quality**: infrastructure, facilities, materials and teachers; and (iv) **Relevance**: curriculum-needs and values, skill and employment. Another study concluded that household chores (48%), economic status (35%) and migration (18%) are the main reasons for dropout (Manandhar and Sthapit, 2011).

Roderic (1994) has argued that grade repetition may influence school dropout, as high dropout rate is found among students who repeated grades<sup>4</sup>.

Baidya (2000) has reported the reason of drop out as access and equity, quality degeneration, lack of school community relationship, public-private dichotomy, and under- financing of Primary Education. There are various reasons behind the school dropout. In absence of sufficient parental income, parents are unable to provide resources to support children's education as well as learning within home (Rumberger, 2001). These all things make children either not to go to school or dropout from the school.

Rumberger and Lim (2008) conducted a study "Why Students Drop Out of School: A Review of 25 Years of Research" and found that students from high income families are less likely to dropout from school compared to low income families. Similarly, the Nepal Adolescents and Youth Survey identified the reasons for dropping out from school in rural Nepal as economic problems (32%), family problems (27%), and parents unwilling to send their daughters to school (25%) (MOHP 2012).

The Sustainable Development Goal (SDGs) 4 states, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal has 7 targets, which include equity and education facilities and learning environment as well. Further, inclusion remains a key cross-cutting theme across all major education efforts, and is critical in establishing sustainable, long-term impact for disadvantaged groups of girls/women, boys/men and the third gender. Considering the importance of all in development, the SDG goal 5 emphasizes, "Gender equality and empowerment of all women and girls." Girls and women are emphasized as they are recognized as being the most disadvantaged group within most societies. They are disadvantaged across all socio-economic areas of life and education is no exception<sup>5</sup>. National Flash Report of MoE indicates a significant number of out-of-school girls in Kapilvastu district of Lumbini Province of Nepal. In this context, the Udaan II project is timely, relevant and responsive in terms of ensuring inclusive and equitable quality education for marginalized out of school girls aged 10 to 14 (who have either never been to school or have dropped out from the school at primary level).

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<sup>4</sup><https://files.eric.ed.gov/fulltext/EJ1083736.pdf>

<sup>5</sup><https://www.sdgfund.org/goal-4-quality-education>

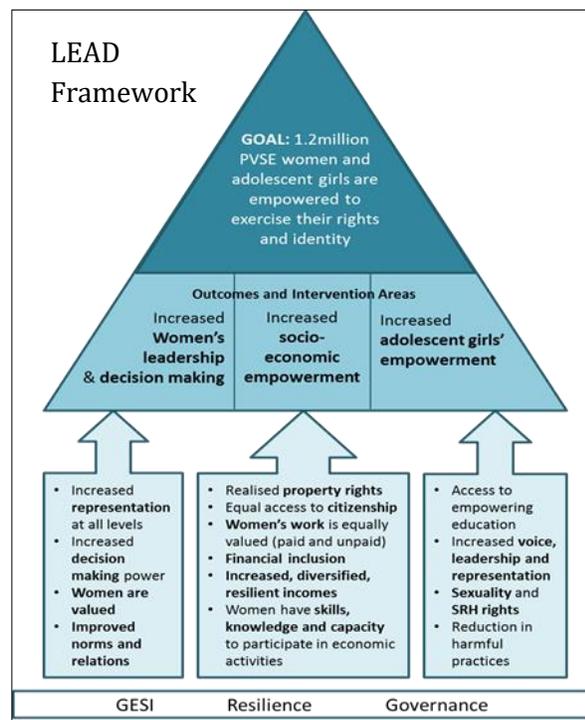
CARE Nepal has been focusing on ‘five different yet interrelated programs: LEAD (Women and Girls’ Leadership); Nurture (Sexual Reproductive Health Right); Sustain (food security and Nutrition, Economic Empowerment, Just Natural Resource system and Climate Change Adaptation); Prevent (Gender-Based Violence) and Respond (Emergency Response and Recovery and Disaster Risk Reduction).’ The crosscutting core values are, namely, (i) just governance and accountability; (ii) gender equality and social inclusion (GESI); and (iii) resilience; incorporated in all components of the programs.

Under the LEAD: Women and Girls’ Leadership and Voice assume, ‘1.2 million PVSE women and adolescent girls are empowered to exercise their rights and identity’, and focuses on marginalized women and adolescent girls’. In this context, CARE Nepal is implementing Udaan II project in Kapilvastu district.

Udaan II “Catching the Missed Opportunity” project, funded by the OPEC Fund for International Development, is one of the most important initiatives for education and economic prosperity and is an instrument to women and girls’ empowerment through transforming harmful social norms, building life skills and advocating for related policy reforms. The project delivered an

accelerated learning program for out of school girls (10 to 14 year old) from marginalized and socially excluded communities, focusing on those who have never been to school before or dropped out during their primary education. This project was implemented by Care Nepal in Krishannagar Rural Municipality, Kapilvastu Municipality and Maharajgunj Rural Municipality of Kapilvastu district in cooperation with its local partner Siddhartha Social Development Centre (SSDC).. The Project operated for 2 years and 10 months (January 2018 to October 2020; including a 4-months extension due to COVID19).

The Udaan II model has followed the pedagogy of Paulo Freire that focuses on empowering and enabling adolescent girls who belong to poor economic background and generally have little exposure to education. The model supports not only the need of “catching up” for the adolescent girls to follow their school



education but at the same time build up their confidence and self-esteem which is indispensable for their educational gain and better life.

Siddhartha Social Development Centre (SSDC), a local partner of Care Nepal, Kapilvastu, implemented Udaan II on the ground. The Udaan II initiative provides an intensive, 11 months' high quality condensed curriculum for adolescent girls (Dalit, Muslim, marginalized) aged 10-14 in Kapilvastu District, who were unable to either start or complete primary school and helps them to successfully enroll in community schools termed as "mother schools". Working together with nine formal mother schools, Local Government of Krishnanagar and Maharajgunj Municipalities, as well as the girls and their parents alike, the Udaan II project addresses responsibilities of all involved actors, economic factors of the girls' families, and harmful social norms. Focusing on such matters, the Udaan II project emphasized on creating an enabling and safe learning environment for girls and opportunities for their livelihood and vocational skill development for making better life choices.

Care Nepal gave the responsibility of assessing the impact of the project to a third party: National Institute for Development and Research (NIDR). The endline evaluation objectives and research questions were as follows:

## **1.2 Objectives of the endline evaluation**

The objective of the endline evaluation was to measure both, the intended and unintended outcomes and impact of the project against the targeted results. The evaluation has provided an objective assessment of the achievements and results, weaknesses and strengths of the project and document evidence to inform future initiatives of this kind.

## **1.3 Research questions**

Research questions that the evaluation study seeks to answer are as follows:

- What are the intended/unintended impacts on the lives of out of school girls participating in the Udaan initiative?
- Have the local authorities and the national government implemented improved education policies and lobbied for the inclusion of elements of the Udaan concept in the national curriculum?
- Has an enabling environment been created to reduce socio-cultural barriers for girls through awareness campaigns, community mobilization, and information sharing?
- Do graduated Udaan girls and parents have better professional skills through vocational training and access to improved livelihood opportunities?

## **Chapter II: Study Approach**

The evaluation study adopted qualitative research approach to collect information for measuring both intended and unintended impact of the project. The evaluation study followed the Care International Program Principles and Standards.

### **2.1 Evaluation design and site**

The study followed the qualitative research techniques. Field data was collected from the Maharajgunj and Krishnagar Municipalities of Kapilvastu district of Lumbini Province of Nepal.

### **2.2 Data collection method**

The field data was collected through semi-structured and unstructured set of tools such as in-depth interview, key informant interview, focus group discussion, periodic progress reports, etc. In particular, the following methods were followed to collect qualitative and quantitative data required for the evaluation study.

#### **2.2.1 Desk review**

In context of the desk review, both the policy and empirical study reports, and relevant documents were reviewed. Moreover, The Constitution of Nepal 2072, Education Policy-2076, School Sector Development Plan (SSDP), project proposal, baseline study report-2014, end-line survey report of Udaan project, end-line ASER learning test report, Udaan tracer study-2018, Udaan II project documents, data sheet, monitoring reports, etc. were also reviewed. Both the quantitative and qualitative secondary data relevant for the study were acquired during the review. Likewise, following information was collected from Care Nepal:

- Enrolment and continuation of girls
- Learning achievement of girls
- Skill training (type, duration) provided to girls

#### **2.2.2 Focus group discussion**

Focus Group Discussions (FGDs) were conducted with girls' parents for collecting qualitative information. In this context, there were four FGDs conducted.

#### **2.2.3 In-depth interview**

In-depth interviews were conducted with Udaan II girls and their parents to measure both, the intended and unintended impact of the project. A total of 50 in-depth interviews were conducted and it covered 25 girls and 25 parents.

### 2.2.4 Key informant interview

Key informant interviews (KIIs) were conducted with the representative of SMC and PTA, head teacher, representatives of education officials, Udaan class teachers and representative of partner organization. Details of 19 KII conducted are given below:

Table1: List of key informants

Key Participants	Number of KIIs
Representative of education authorities	2 (Ex- District Education Officer, Mr. Thaneshwor Gyanwanli and Mr. Babu Ram Adhikari)
Representative of Care Nepal	1
Representative of SSDC	1
SMC/ Udaan Center Management Committee Members	4 (1 each from Paderiya, Karma, Bangai and Thakurpura Udaan Center)
PTA Member	4 (1 each from Paderiya, Karma, Bangai and Thakurpura Udaan Center)
Head Teachers	4 (from mother schools)
Udaan class teachers	3 (1 each from Paderiya, Karma, Thakurpura Udaan Centers)
<b>Total</b>	<b>19</b>

### 2.2.5 Case stories

Two case studies were collected to gather information and provide deeper understanding on (i) girls' learning environment; (ii) overall skills acquired; and (iii) overall project impact demonstrated through any notable changes in behaviour and lifestyle/livelihood patterns.

## 2.3 Tool development, training and pre-testing of tools

### 2.3.1 Tool development and pre-testing

The evaluation study used FGDs, KIIs and Case-Story guidelines developed in English. The guidelines were finalized by addressing all feedbacks and comments provided by Care Nepal team. Then the tools were translated into Nepali language.

After translating the tools, they were pre-tested with 2 parents and 2 Udaan girls in Taulihawa, Kapilvastu district. Then the tools were further reviewed based on the outcome of the pre-test. There were minor corrections made in the tools and then administrated in the selected Udaan Center in Taulihawa.

### **2.3.2 Training and orientation**

A one-day orientation program for field researchers was conducted in Taulihawa, Kapilvastu to ensure accurate and appropriate operation of the tools and techniques for data collection, in line with objectives of the endline evaluation. The team leader facilitated this via zoom and other senior researchers provided face-to-face orientation in the field, as required.

### **2.4 Data management and analysis**

The field researchers recorded raw data of focus group discussions, in-depth interviews, key informant interviews, and case stories using paper and pencil. This included key points, quotes and themes that emerged for each question, non-verbal activity or body language, as well as any substantial ideas and thoughts. All the manually recorded data were transcribed into English and thoroughly reviewed before processing. Data collected through the various tools as mentioned above were uploaded in the globally recognized qualitative data analysis software Atlas.ti 8. All pieces of information were coded separately and then themes were generated. Themes were generated to respond to the evaluation questions, and subsequently incorporated into the appropriate section of the report.

### **2.5 Limitation of the study**

The evaluation study had certain limitations. The COVID-19 pandemic (which is still ongoing) was at its peak during the field work. Thus, there were some obstacles in data collection. One of the data collection techniques (observation) could not be used due to the Udaan classes and schools being closed. This could have helped gather richer data to carry out the triangulation of the field data.

## **Chapter III: Findings and Discussion**

Based on the technical approach and methodology described in chapter II above, findings of the study are presented in this chapter based on the expected results of the project. This section is presented in five sub-sections aligning to each result area. As such, findings related to result 1 are presented in section 3.1, result area 2 is presented in 3.2, result area 3 is presented in 3.3 and result area 4 is presented in 3.4. Additionally, findings related to COVID-19 support are presented in the sub-section 3.4. At the end of this chapter, a summary framework based on the inputs, interventions and results is presented based on the findings under each result area.

### **3.1 Result 1: Poor and marginalized adolescent girls who have never been to school or who dropped out are empowered through an accelerated learning course in 10 Udaan schools.**

In Udaan Phase II, there were 505 girls enrolled in the project. The project's partner staff identified the dropout girls in the municipalities, and conducted orientation meetings with the parents about the benefits of the program and encouraged them to send their girls regularly to the Udaan accelerated learning course. This encouraged parents to send their girls regularly in the Udaan class where Udaan teachers played a significant role in retaining girls in the program. The outcomes generated through the range of interventions under result 1 are presented in different themes and subthemes in this section.

#### **3.1.1 Support from Udaan and perception towards ALP class**

The Udaan girls and mothers of the Udaan projects shared that the project supported through stationery materials like- exercise book, pencil, pen, eraser, geometry box and utilities like sanitary pads, for the girls who joined the Udaan class. Likewise, they also received bags, sweaters as well as daily lunch while being in the Udaan centre. Girls that were not based locally or in walking distance were provided with bicycles to encourage regular attendance. Additionally, during COVID- 19, Udaan provided hygiene kits like soap, torch, sanitizer, and masks to fight against the pandemic. Udaan II has also helped in sanitation facility in school including the toilet. It has contributed in constructing drinking water stations, carpeting in schools, and installing fans in classrooms.

The girls were found to have a positive impression of and attitude towards the project. They said they were motivated to join the Udaan Learning Centers (ULC) as it provided different facilities (mentioned above) to them. They also liked the teaching-learning technique at the Udaan centre. They were of the view that it was due to such facilities and teaching-learning methods that they could complete 4 years of course within 10 month by studying the condensed course of grade 1-4

offered by the project. This also helped to save their time. But some of the Udaan girls were of the view that the course is too short and that only 11-month is not sufficient to cover the content of grades 1-4. They suggested increasing the course up to 3 sessions (11 months each) and this would help to reduce the dropout rate.

Girls felt that Udaan centers were resourceful and teachers were quite responsible compared to formal schoolteachers. In formal schools, there were not sufficient resources for learning and practical illustrations were not available. Udaan classes were safe and full of security. Learning environment was very good, friendly and cooperative. Every Udaan class was effective for those girls who had not been to school before. The classes were safe, well maintained and efficient in terms of learning materials. Teachers were using various techniques and procedures while teaching so that girls were able to learn fast. Udaan classes were effective for the girls who were slow learners and who could not easily grasp the things taught at school.

The technique of teaching and the teaching process were very easy and understandable to learn in the Udaan centre. Therefore, every student was excited to go to the centre. It provided good opportunity for girls to get better education free of cost and enhance their knowledge. In Udaan centre, teachers used interactive games as teaching methods. They were very cooperative with the girls and used to teach them individually.

**Udaan pedagogy (An example of friendly teaching model):** First, quality education with effective approaches is the unique strength of Udaan. In Udaan attendance is more important and every time the teachers care for their students and provide good learning guidance. Udaan provides safety and good education system with extra-curriculum activities. The strength of Udaan is their trained teachers. Udaan teachers' pay more attention towards the students and provide a child-friendly environment to study without any fear. Udaan students could ask anything without fear towards their teachers. Different facilities such as painting, drawing and playing were made available during the classes. Girls did not report any weakness of Udaan teaching and learning. As such, Udaan provides good education system in various ways.

**Girls' group (Saathi Samuha):** The Udaan project has created different girls groups (Saathi Samuha) , which brought together Udaan girls and regular formal/mother school students. These groups were formed with the aims of connecting Udaan girls with regular formal/mother school student. Furthermore, the groups also aimed to reduce discrimination towards Udaan girls after transition to formal school when they graduated from the Udaan learning center. According to a School Management Committee (SMC) member, this group has helped to make the Udaan girls familiar

with the formal school students. Representative of SMC also added that Udaan used to organize girls group regularly. In this group, students share their ideas, views, and points and discuss on it. These groups will help Udaan students to be friends with others at mother schools without discrimination.

Girls also felt that such groups have lessened the discrimination between the Udaan girls and mother school students. The school students used to call them “Girls from Heda School”, meaning school where adults study, which made Udaan girls feel bad about themselves. However, after engagement with the *saathi samuha* girls were able to not let this affect them; teachers in formal schools also spoke to the students and talked about not using such terms which reduced such instances.

**Teachers and peer behaviors:** The Udaan II learning class was conducted for 8 hours daily. Compared to schools, there were fewer holidays for teachers and girls in the Udaan program. Since the girls used to be in the Udaan class for long time, there was a good relationship between the teachers and the girls. The relationship between them used to be called “Didi-Bahini sambandha” [Relationship between sisters]. The teachers were fulfilling their role as a guardian. Whenever the girls were absent in school, teachers used to inquire about it through phone and visit their house. This helped in making sure that girls regularly attended school.

There was also a good relationship between the teachers of the Udaan centre and the mother school. The teachers of the Udaan centre used to visit the school for inquiring about the educational status of Udaan graduates. Moreover, a relationship was maintained between the school and the center. There was one Udaan centre established in a mother school. According to one SMC member, this Udaan centre helped in keeping a warm relationship between the centre and school, which ultimately helped in retaining the Udaan graduates in school. Usually, the girls were absent during the rainy season when there was work to do on the rice plantations. They helped their parents in farming and therefore were not able to attend class regularly during this time. Another reason for the higher absent rate during rainy season is the muddy roads, which make it difficult for girls to reach schools.

### **3.1.2 The motivating factors of Udaan II project**

The Udaan II project was implemented in the southern belt of Kapilvastu district where majority of disadvantaged people are reported to be living within the region. Udaan II project was launched based on the success of the Udaan I project. Under Udaan II, 505 girls were enrolled, out of which 482 graduated from the accelerated learning program covering grades 1-4. Out of the 482 graduates, 404 Udaan girls were enrolled in formal mother schools.

The schoolteachers played a significant role in motivating the Udaan class. The Udaan girls most frequently cited school teachers as the motivating factor for them to participate at Udaan learning center. According to the Udaan girls, some school teachers directly visited the girls and motivated them to participate in the program, whereas others convinced their parents in sending them to Udaan centre. Availability of the resources free of cost, and the anticipated benefits were some of the factors that motivated girls and parents to participate in the Udaan class.

*“School teacher told me about Udaan learning class and it is free of cost too. So, I came home and told my parents to continue my education. They agreed and I started going to Udaan class.”*

*“School teacher told my parents about Udaan education and about girl’s education and its facilities. So, my parents told me and I participated in Udaan.”*

Based on the experience shared by the girl participants, teacher’s role seemed to be important to inform parents and targeted girls, convincing them and providing counseling as appropriate to the family members, to let the girls participate in the Udaan class.

The Udaan girls also frequently cited motivation from family members like father and brother. *“I have participated in this project with the help of my big brother. He said that we should also allow her to continue her education and also it is free of cost”*. On the other hand, some girls shared that they were motivated to participate in the Udaan classes because of their friends’ participation, seeing that they were getting good education. The convenient location of Udaan centers and that only girls are allowed to participate was another factor perceived by the girls that motivated them to participate. In the case of the Muslim girls, this was the main reason for joining the Udaan class.

*“I want to get a job and become independent, but my father took me out of the school due to poor economic condition. But when my father told me about Udaan then I thought that it is a great opportunity for me to continue my education.”*

Udaan opened up the window of education opportunities to those girls who have a desire to continue education but different constraints like poor economic status, inconvenient location of the school, lack of parental awareness, harmful social norms that were barriers to them.

In few cases, girls shared that Udaan staff informed their parents about the objectives of this project and almost all of the girl participants shared that both the parents (mother and father) were very supportive of them joining the program and to continue studying. It is understood that family members of the girls played a

significant role in joining the Udaan class. The following table shows the support that the girls had for participating in the Udaan program:

Table 1: Support to participate Udaan class

SN	Statements	Number of girls participants
1	Especially my mother supported me to join and continue UDAAN class	10
2	Especially my father supported me to join and continue UDAAN class	6
3	Especially my brother supported me to join and continue UDAAN class	4
4	Both father and mother supported me to join and continue UDAAN class	5

Parents supported the girls to go to school, by giving time to study at home, helping them in cooking food, etc. One of the girls during the key informant interviews said, *“Yes, both of my parents have supported me. My mother helps me in going to school by cooking food, doing household work and washing clothes.”* According to the girls they really enjoyed participating in the Udaan classes because of the resources available and the approach that allowed for playing along with studying.

### 3.1.3 Parental support towards Udaan learning center

Udaan centre had a good relationship with the girls’ parents. It is one of the reasons for the positive outcome of the Udaan program. Parents used to support the centre in different ways. They used to visit the center regularly inquiring about their girls. In the same way, teachers also paid attention on girls’ regularity by visiting their home whenever they were absent in the center. Parents used to attend the Balika Sabha/Girls Assembly regularly and take part in the discussion on the girls’ related issues. Parents’ interest towards providing education to their girls has increased after the implementation of the Udaan program. One of the SMC members in an interview said that before the implementation of the Udaan project, most parents from the community did not have a keen interest in girl’s education. However, after implementation of the Udaan project, most of the parents showed their interest in girls’ education. Udaan project had formed Udaan Support Committee in each Udaan learning center and from such committee Udaan project representative used

to run their awareness program regarding importance of girls' education in their life. Along with this, with the support of municipality and ward representative they used to implement their home-to-home based awareness program. Besides this, they have conducted various types of meeting with parents, community leaders, and other community members to raise awareness on girls' education before running the Udaan learning centers.

### ***Changing the community perception through Udaan II project***

The Udaan project has played important role in changing the community's perception towards girls' education. It was only 2-3 years ago that the community had the concept that it is a waste of time and money to provide education to daughters. Most of the community people used to think that daughters are the ones who go to others houses after marriage; so to invest in their education is wastage. When the Udaan project came into the village, they started to inform, instruct and make people aware about the importance of girls' education by visiting homes. The activities of the Udaan project have helped to change community's perception towards girls and their education. Now community people focus on both sons and daughters equally in providing education.

After Udaan learning center was started, most of the parents sent their daughters regularly and they also supported their daughters by managing household chores and other activities. Parents used to attend meetings at the centre and discuss about girls' progress in study and other activities. In this context, one of the parents in an in-depth interview said that it is after visiting the centre and discussing with the teachers that they are aware of their girls' performance at the centre. This helped in allowing time for girls to study at home. Parents in the Focus Group Discussions (FGDs) also expressed their view that parents can support their daughters in their education by helping them out with household chores. Parents encouraged their daughters time to time to attend Udaan learning center classes regularly if girls were not interested in going to the centre. Now, they also managed to get stationary (like books, copies, pen, pencil, etc.), uniform, and food necessary for girls to attend school. Finally, they championed their daughters to become educated so that they would not have to perform daily wage labour in the way they themselves do.

### **3.1.4 Learning intervention: ASER assessment**

All participating girls are expected to acquire foundational reading and arithmetical skills by the time they graduate from the Udaan learning center, which is defined in this project as the ability to read and comprehend 'Stories (Answering comprehensive questions)' and/or 'Paragraphs', and conduct four mathematical operations (addition, subtraction, multiplication and division) with two-digit numbers. These learning levels are based on the high-quality condensed curriculum methodology, which is used as the main pedagogical approach by the project. Udaan II provides an intensive, 11 months high quality condensed curriculum (Flexible Schooling Program (FSP) Curriculum of Government of Nepal, which is condensed to one year) for adolescent girls (Dalit, Muslim, marginalized) aged 10-14, who were unable to either start or complete primary school. The project helped them to successfully enroll into community school ("mother schools").

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy of girls within the sample respectively. The ASER testing tools are pegged to the literacy and numeracy skills at the Grade 3 level as per the national curriculum, keeping in mind transition 10-14 year-old girls into formal/mother schooling. The Nepali literacy skill was assessed in five different levels as follows:

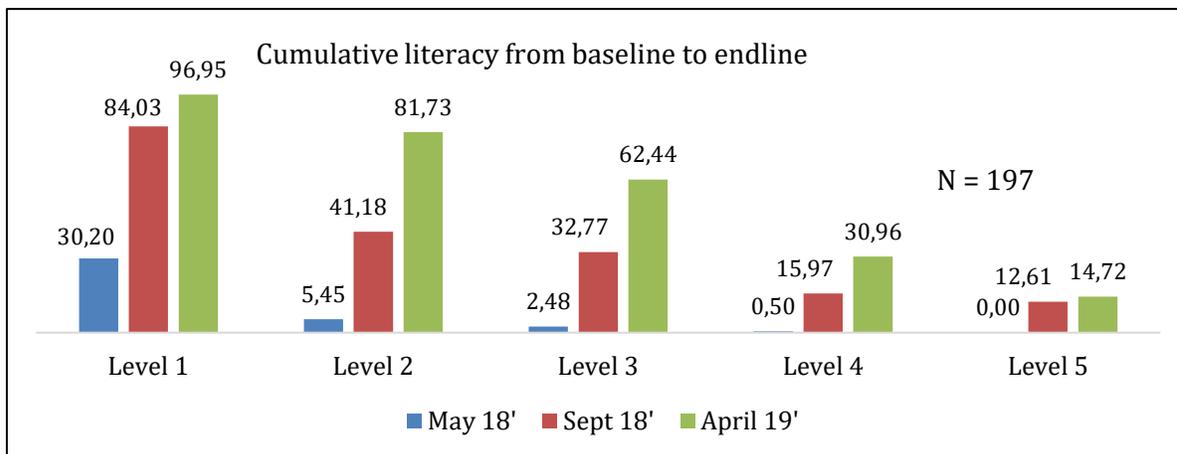
- Level 1: Identifying alphabets
- Level 2: Identifying words
- Level 3: Reading sentence correctly
- Level 4: Reading full paragraph correctly
- Level 5: Answering comprehensive questions

Likewise, the Numeracy skill was assessed in six different levels, which are:

- Level 1: Identifying single digit number
- Level 2: Identifying double digit number
- Level 3: Solving simple subtraction
- Level 4: Solving complex subtraction with carry over
- Level 5: Solving multiplication
- Level 6: Solving division

## Cumulative ASER of all the Centers of the first batch

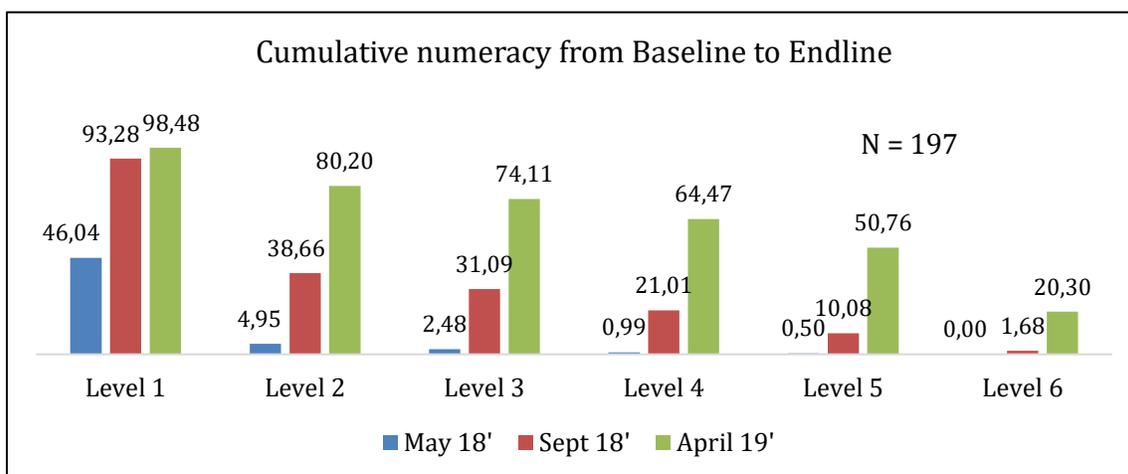
Figure 1: Cumulative literacy from baseline to endline (first batch)



Source: Endline ASER Learning Test Report, 2019, Udaan II, CARE Nepal

There is notable increase in literacy achievements over the period of 11 months. At baseline, 30.20% passed level 1 whereas at year-end 96.95% passed level 1. For level 2, 5.45% passed level 2 at baseline whereas at the year-end 81.73% passed level 2. Similarly, there are drastic increases in the literacy achievements in other levels too, which demonstrates that the accelerated learning course benefitted girls across categories (who have never been to school and who have dropped out during the primary level) in the age group of 10-14 years.

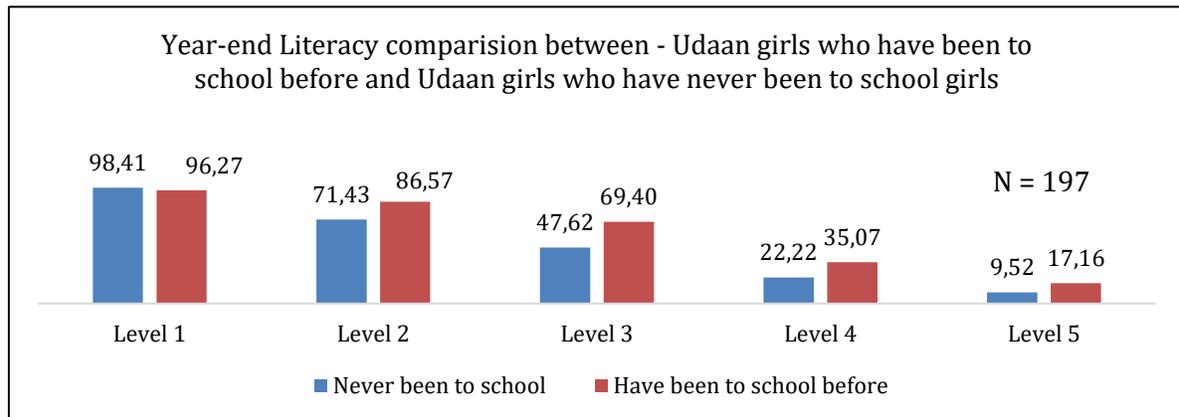
Figure 2: Cumulative numeracy from baseline to endline (first batch)



Source: Endline ASER Learning Test Report, 2019, Udaan II, CARE Nepal

Notable increases in numeracy levels are demonstrated by girls across all levels, with significant increases in Level 2, 3, 4, 5 and 6, between baseline month (May 2018) to the last month of the first batch Udaan course (April 2019).

Figure 3: Comparative learning literacy among the girls who have been to school before and who have never been to school before

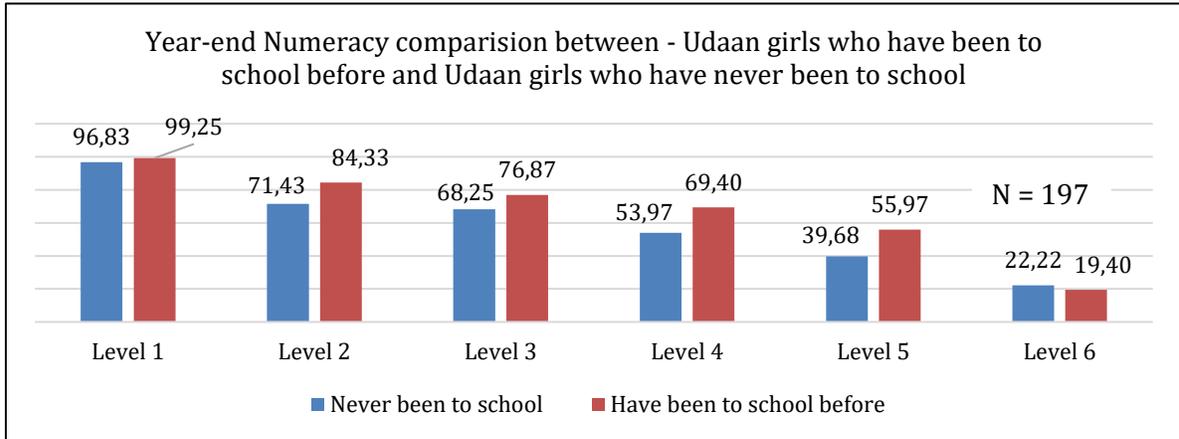


Source: Endline ASER Learning Test Report, 2019, Udaan II, CARE Nepal

At year-end of Udaan learning intervention, 96.27% of the girls **who had been to school** and dropped out before joining the Udaan center have passed level 1, 86.57% have passed level 2, 69.40% have passed level 3, 35.07% have passed level 4 and 17.16% have passed level 5. Similarly, for girls who **had never been to school before**, 98.41% of the girls have passed level 1, 71.43% have passed level 2, 47.62% have passed level 3, 22.22% have passed level 4 and 9.52% have passed level 5.

This shows that, there is no significant difference in learning achievement among those girls who had never been to school and those girls who had dropped out from school before joining the program. This also shows that the condensed Udaan curriculum is appropriate for all categories of the students and helps to improve literacy as well as numeracy level.

Figure 4. Comparative learning literacy among the girls who have been to school before and have never been to school before



Source: Endline ASER Learning Test Report, 2019, Udaan II, CARE Nepal

In terms of numeracy, after 12 months learning intervention through Udaan Center, for girls who **had been to school before**, 99.25% of the girls have passed level 1, 84.33% have passed level 2, 76.87% have passed level 3, 69.40% have passed level 4, 55.97% have passed level 5, and 19.40% have passed level 6. Similarly, for girls who **had never been to school before**, 96.83% of the girls have passed level 1, 71.43% have passed level 2, 68.25% have passed level 3, 53.97% have passed level 4, 39.68% have passed level 5, and 22.22% have passed level 6.

### 3.1.5 Educational intervention and graduation rate

The Udaan accelerated learning course provided an intensive, 11-month high, quality condensed curriculum for adolescent girls aged 10-14 in Kapilvastu District, who were unable to either start or finish primary school and helped them to successfully transfer into formal public schools (“mother schools”).

Figure 5: Graduated girls from Udaan Learning Center



*Source: Data set of Udaan II provided by CARE Nepal*

The Udaan II project implemented their educational intervention in 11 different Udaan Learning Centers, enrolling 505 adolescent girls, divided in a first batch and a second batch. Out of the total girls enrolled, almost all the girls (95.4%; 482) successfully graduated from the Udaan centers.

The first batch included 242 adolescent girls in 5 different Udaan Learning Centers. Out of the total girls enrolled, nearly all the girls (95.9%; 232) successfully graduated from the Udaan centers. In the second batch, 263 adolescent girls were enrolled in 6 different Udaan Learning Centers. Out of the total girls enrolled, nearly all the girls (95.1%; 250) successfully graduated from the Udaan centers. *(Figure 5) (Detail is given in Annex I)*

*One SMC member argued that the “accelerated class is of 11-month unofficial class. It is the appropriate class for the girls who have never been to school, who had dropped out of school, and who are 10-14 years of age. In this class, they are taught according to their ability. It is conducted from 9:00 AM to 5:00 PM. After going to this class, their daughters were interested in the study, and the family approach towards them is good. Every family had accepted these classrooms. The classes used to teach the student in a different style than in the class of the Mother/formal School. These classes were used to teach the student in a playful and entertaining way.”*

Similarly, one of the head teachers of Krama of Krishnanagar Municipality also shared his opinion about the effectiveness of the 11-months Udaan class, covering grades 1-4: “They are getting admission up to grade 7 as per their age and learning achievement. At the time of admission, there were 39 Udaan girls last year. It was found that their learning is better than public school girls and boys. They completed their homework on time and asked teachers if they did not understand something. They were motivated because they had bicycles, school dress, school materials, etc. Parents were also supporting them. There was learning throughout the year with regular monitoring and supervision. The evaluation of girls and teachers improved their learning and helped them settle into the new routine at the learning center. Due to Udaan II, most of the parents were aware that they needed to send their girls to class. Overall, the project increased the level of awareness due to community facilitation, support to Udaan girls and witnessing girls’ learning achievement. There was increase of more than 50% of Udaan girls in school after completing Udaan class. Before this project, girls were engaged in household chores and their parents believed the girls would have to go to others homes (after marriage) so maybe educating them was pointless.”

### **3.1.6 From Udaan class to formal school: Experiencing teachers and new peers**

All the Udaan girls shared that after re-joining the formal school, teachers supported them and provided for a good environment in the school. Teachers helped them more and further motivated them to continue education. Girls shared that they appreciated the Udaan education and knowledge to the extent that and that they felt they were better than other school students in every field. In few cases, Udaan girls said that other school students were friendly and cooperative with them. However, in most of the cases, girls shared that formal school friends teased them using the term “*Heda*” school and also laughed at them. They believed some students were jealous because of the good education they had received in the Udaan centers (as the Udaan girls can read and write more than the public students) and received better facilities. In such cases, some girls shared their experience of being bullied by the peers after joining the formal school.

In few cases, due to the different teaching techniques and materials, regular students were able to catch-up on the subject very easily but in some cases the Udaan graduated girls felt difficulties to understand the lessons taught by the teachers.

**Likes Formal School:** *“Formal schools are good to continue our study in long term but Udaan is much better for us to get quality education. Different teachers teach different subjects and long term learning program where we can continue our further study in the formal school. Likewise, formal schools are good in their own way like subject wise teacher and teaching, holidays, extra subjects, large circle of friends both girls and boys, large field to play, better facility of drinking water and toilets etc”.*

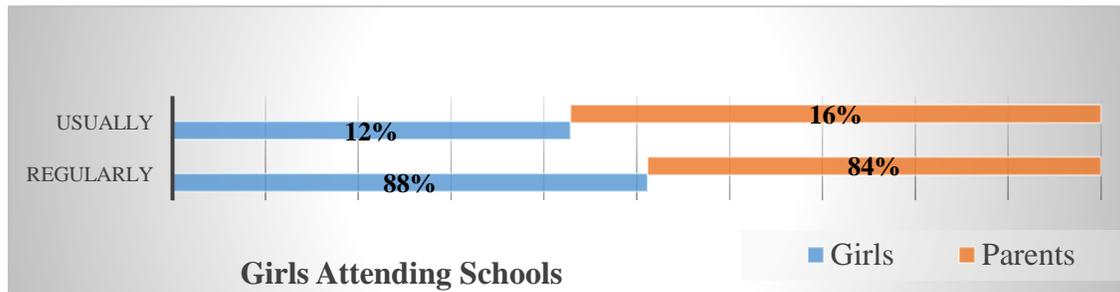
**The favorite subject:** Almost all of the girls shared that Nepali was their most favorite subject because they can understand Nepali more easily than other subjects and that Nepali helps them to understand the other four subjects better. Most of the girls perceived that they can understand Nepali better than English and Maths and if they did not understand English, they ask their teacher to help them in understanding in Nepali.

**Trouble in catching up on subjects:** Girls participants shared that English was most difficult subject for them to understand and Mathematics is also difficult to understand. Because teachers are supportive and helpful, students could ask them without any fear and hesitation. Girls also felt that they needed to ask teachers if they face difficulties and used to ask questions confidently.

**Regularity in formal school:** Almost all the Udaan girls participating shared that they are attending mother school regularly. The things that motivated them to go to school were that they can learn many things each day, get the opportunity to play

games, to be involved in extra activities, etc. However, new learning was the most repeatedly shared reason for their motivation to go to school regularly. The concern shared by the girls *“If we are unable to go school then we miss many things, which affect our study”*, is impressive as it shows that girls understand the importance of education, and have high interest in what they are learning.

Figure 6: Assessment of girls attending at formal Schools



Out of 25 participants, 22 (88%) girls shared that they are regularly attending formal school whereas only 3 (12%) girls were found to usually attend formal school. It means that majority of the girls are interested in attending formal school and there is possibility of continuing school. On the other hand, parents also confirmed that their girls were regularly attending schools.

*“I am interested to go to school, mostly the thing that motivates me is that if any day I miss my class than I will lose my learning opportunity for that day and will not be able to understand what is taught for that day. So I am attending the school regularly”.*

**Formal school continuation:** All the girls’ participants of this study confidently said that they would continue their school.

**Case 2: Udaan Centre to Formal School: Dropout Girls Completing Study**

Sita 14, a school dropout had joined Udaan class. After completing the 11-month course in Udaan, she joined school and is now studying in grade 7 in the mother school. Her father is a farmer and her mother is a housewife. She lives in a 7-member family and belongs to a poor family where no one is educated.

Sita had joined school, as she was very much interested in studying. However, due to financial problems, she had dropped out of school. She wanted to go to school as her desire was to get a job in an office and be self-dependent after completing her studies. However, she had to dropout of school due to not being able to meet the school expenses.

Sita joined the Udaan Centre with the help of a schoolteacher named Ganesh Prasad Yadav (pseudonym). He had visited her house and informed her and her family about the Udaan program, which is established for girls like her, who do not have

access to education due to poverty. He had also informed her about the facilities provided for such girls in the age group 10-14. Sita happily joined the Udaan class, as it was free of cost.

She was very much attracted towards the Udaan program because she had seen girls enrolled there were involved in different activities in school along with their study. In school, she took part in drawing, sports, dancing, and drama. Her participation in drama helped her to build up her confidence and enhance her leadership capability. The Balika Sabha (Girls Assembly) conducted in the Udaan program also attracted her. In this program, she used to take part in discussion on relevant topics. The different facilities such as stationary, uniform, lunch, sanitary pads, etc. also attracted her towards the Udaan program.

Sita is grateful to Udaan teachers who helped her to study and build up her self-esteem. At present, the mother schoolteachers also support her in continuing her study. She does not care about students teasing her by saying “You are from *Heda School* [school where adults study]” as the teachers help her in facing the challenges that exist in school.

### **3.1.7 Transition into mother school**

There is a large number of graduate Udaan II girls enrolled into mother schools. There is an examination of Udaan II graduates taken to measure their level of knowledge in order to admit them into the relevant grade. The Udaan course is a condensed course covering grades 1-4. However, the Udaan II graduates can get enrolled in grades 5, 6 or even 7. It means that Udaan’s quality of education is perceived much higher by the public school stakeholders.

The Udaan II program has played a significant role in enrolling the graduates in schools. In this context, the program has made the schoolteacher and Udaan teacher involved in establishing a good relationship between the Udaan and schoolgirls, with a concept of retaining the Udaan girls in school long-term. The Udaan and schoolteacher help the Udaan graduates to be familiar with the school environment and retain them in school. The following bars show that a high number of Udaan girls are enrolled into mother schools:

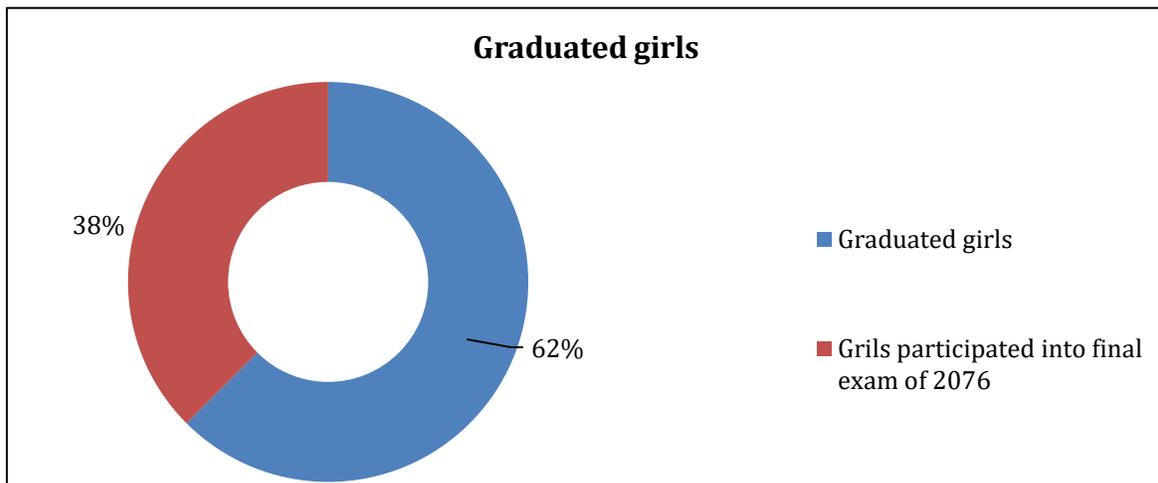
Figure 7: Comparing graduated girls from Udaan center Vs transitioned into mother school of first batch



Source: Data set of Udaan II provided by CARE Nepal

Out of 232 first batch-graduated girls, 88% of girls (204) were successfully transitioned into formal/mother schools situated locally. The remaining 12% of girls were not successful in joining formal/mother school because of their age and interest in employment opportunities. Those girls were engaged instead in income-generating activities. The school environment with limited toilet facilities, learning materials, sports materials, etc. also have negatively impacted the retention rate of Udaan girls in mother schools. The distance to mother school has also been a barrier for the Udaan girls to continue with their education. They used to get bicycles as part of the Udaan program, whereas public schools don't provide such facility. In the case of Muslims, they are known to hesitate to enroll their daughters in mother schools (there are only girls in the Udaan center whereas both boys and girls study in mother schools). These are the main reasons participants cited for some of the girls not being enrolled into mother schools.

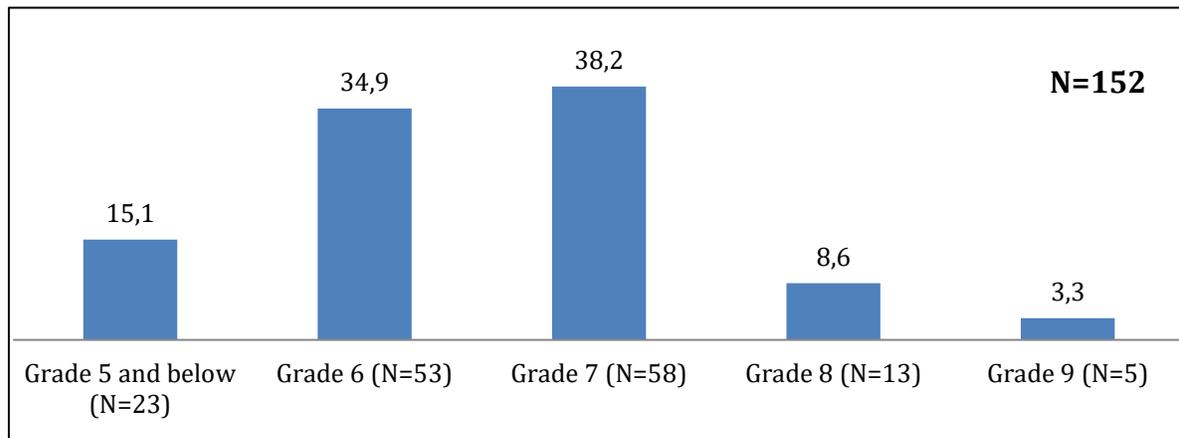
Figure 8: Graduated girls



Source: Data set of Udaan II provided by CARE Nepal

In the second batch, 250 girls graduated from the Udaan learning center. Out of 250 graduated girls, 62% participated in the final examination of the year 2076/77. More than 38% (58 girls) were promoted to Grade 7 after the final examination of 2076/77. 53 girls were admitted to Grade 6. Only 15% of the girls were promoted to Grade 5 and below (23 girls), and 12% to Grade 8 and 9 (18 girls)(Figure 9).

Figure 9: Number of girls promoted to next grade



Source: Data set of Udaan II provided by CARE Nepal

**Problems faced:** While enrolling in the formal school, Udaan girls had to face various challenges. They had difficulties in doing homework. In Udaan center, the teachers helped every girl in understanding the lessons, whereas in school, this is not possible due to the large class size, and teachers cannot deal with each individual student. The Udaan girls also had difficulty in understanding the lessons taught in the classroom. It may be due to the big class size and the less interactive teaching methods. The public teachers teach monotonously and as a result, the Udaan graduates had difficulties in understanding the content.

At the beginning of the session in school, the Udaan II graduates felt isolated as the school students did not want to mingle with them. The school students used to tease them by saying, “You are from heda school” meaning school where adults study. However, the dynamics with fellow students has improved, with active support from the Udaan and school teachers who made a group of one student each from Udaan and school and helped them to mingle. The teachers helped in making them familiar with each other. The good performance of the Udaan girls also helped in forming positive relationship between them.

### 3.1.8 Strength of the Udaan learning center

- **Scientific way of teaching:** Udaan teachers taught scientifically - teachers used help of curriculum (Flexible Schooling Program (FSP) Curriculum of Government

of Nepal, which is condensed to one year) and they always prepare schedule and materials before teaching at the classes. They taught by understanding girls' psychology and their interest with making age groups, knowing, and less knowing girls groups.

- **Home visit:** The Udaan teachers made visits to student's homes and interacted with the parents about their girl's education. Student attendance was taken seriously. The teachers visited homes of the students whenever they were absent in class and when there was a problem, they would try to find a solution together. Parents also accepted teachers coming to their homes when their girls were absent in school, without any conflicts.
- **Regularity of the girls:** The classes ran regularly and teachers ensured that the girls were fully focused during sessions. According to the Udaan teacher, the main reason for their regular attendance was because the classes were free of cost and because of the child-friendly behavior of the teacher. Moreover, the extra-curricular interactive activities such as dancing, singing, role-play, etc. also attracted girls to come to the centers. Additionally, in the Udaan learning center, there is a provision of snacks, and lunch, which act as catalyst roles for girls to come to classes regularly. Usually, the girls were absent during the rainy season when there was rice plantation. They used to help their parents in farming. Another reason for absenteeism during rainy season was due to the muddy roads, which made it difficult to reach school.
- **Logistics support:** The Udaan II program provided different facilities to the girls. It provided bag, school dress, stationery, and other equipment needed for education. Bicycles were also given to girls coming from a far distance for education. The girls in the FGD also said that apart from stationary and school dresses, they also got breakfast at the beginning of the session, and daily lunch. Girls who lived very far away also got a bicycle for attending the class regularly. The girls in the in-depth interview expressed their appreciation and positive attitude towards the program, as apart from the different facilities they received, they also got extra facilities during Covid-19. They were provided with soap, sanitizer, mask, etc. to protect themselves from the pandemic.

#### **Case 1: Udaan II maximizes the opportunity for school dropouts**

Gitanjali Yadav (named changed), 16 is studying in grade 9 in a school in Hardiya of Maharajgunj. She was born here and newly married. Both her father and mother are farmers. Her community where she grew up is economically poor and so her parents could not pay attention to her education. Although schools existed in the community, there was no culture of sending girls to school. Girls themselves were not encouraged to go to school. They used to be engaged in household chores and

farming. Although this was the situation, her father enrolled her in school. However, she was not interested in studying and so dropped out in grade 2. Then she started helping others in household work. Her father also did not force her to go back to school.

After four years of being dropped-out of school, the Udaan program started in her community. The project supervisor named Pramod Giri (pseudonym) informed her and others about the program. After acquiring information about Udaan and the facilities that it provides, Gitanjali was encouraged to join the Udaan centre. Her parents also allowed her to study in this center as it is for girls only. She was attracted with the teaching-learning techniques of Udaan.

After completing the 11-months course in Udaan, she joined school in grade 7. She worked hard in her study and so could cope easily with the higher level study and did well in her examination. She passed grade 7 and 8 and is now studying in grade 9. According to Gitanjali, the main reason for her success in school is family support and the Udaan girls activities. Teachers' applaud her hard work. She aims to be a "*thulomanche*" [great person] through getting a good job to earn money, and then to help her family. She is grateful to the Udaan program for providing her with the opportunity to continue her education even after being out of education for long.

**Increased mobility and self-determinations:** Girls are allowed to go school, market with parents, friend's house in the same village, relative's house. But they are not allowed to go for tours, picnics, etc. Therefore, it seems that the girls still have limited mobility, although this has increased slightly. Parents allowed girls to travel distances only if they complete their household responsibilities. Parents also had to build up trust with their daughters that they will not adopt "wrong ways".

Most of the participants of the KII and FGDs shared their views regarding girls' mobility and self-determination, saying that the girls are willing to go by themselves to the market and friend's house, and to school with increasing awareness and confidence. The girls are assuring that they will not misuse their freedom. They also found increased self-determination to study and go to school, as well as supporting their parents at home.

### **3.1.9 Weakness of Udaan class**

The Udaan course was a condensed course of grades 1-4 conducted for 11 months. Girls of the program suggested having the course longer than 11 months. Parents, girls, teachers and SMC members were of the view that such course must be conducted for a longer period in their village so that more economically and socially disadvantaged girls will have access to education equivalent to grades 1-4. However, the girls are enrolling in grade 5 to 7 as per their age and learning achievements.

Those who are enrolling in grade 7 shared that they feel difficult to grab the missing 5 and 6-grade learning. Some of the Udaan teachers shared that this course could not capture lots of information. So, they need to work hard before and during teaching in the Udaan class.

There was no such special school for Muslim girls after completing the Udaan course. They stopped their study after completing the Udaan program. They did not get enrolled in mother school since they did not prefer to go to school with boys. Moreover, Udaan provided facilities that were not comparable to school, perhaps raising expectations. Schools have very limited facilities in terms of physical facilities, sports materials, daily meals, transportation, etc. So, the Udaan graduates felt uneasy attending the mother schools.

### **3.2 Result 2: Local authorities and the national government have implemented improved education policies and lobby for the inclusion of elements of the Udaan concept in the national curriculum.**

Under the result 2, the project has been expected to incorporate the relevant ideas, concepts and topics to the national curriculum and would institutionalize by the local and national government.

#### **3.2.1 Inclusion of the elements of the Udaan concept in national curriculum**

The local authorities and the national government had implemented the improved education policies and lobbied for the inclusion of elements of the Udaan concept in the national curriculum, which will be useful for girls between 10-14 years of age, who have never been to school before or dropped out of school and feel shy rejoining school at a later age.

There had been government's involvement in developing the Udaan course. People as experts from government side had worked in designing the course. There was also cooperation of the municipality and ward in implementing the Udaan program. The municipality and ward representative used to join with the parents in visiting home-to-home awareness program. There were also meetings conducted between parents, community leaders, and community members to raise awareness on girls' education before starting the Udaan learning center. However, at present, due to Covid-19, there has not been further talk with the government in incorporating the Udaan course in the government curriculum. By the end of the project lifecycle, the Udaan concept has not been integrated into the national curriculum.

### **3.3 Result 3: An enabling environment is created to reduce socio-cultural barriers for girls through awareness campaigns, community mobilization, and information sharing.**

This study found that the Udaan program has helped to reduce socio-cultural barriers for girls by organizing different programs such as awareness raising campaigns, community mobilization, and information sharing. The following are the positive outcomes related to reducing the socio-cultural barriers for girls through different awareness-raising activities.

#### **3.3.1 Perceived Barriers to girls education**

There were various barriers to girls' education prior to the introduction of the Udaan program in the community. Girls were burdened with the household work and families were less supportive in providing education to them. The poor economic condition was another major barrier for girls' education. Such factor also was a barrier to retain girls in school. Moreover, narrow thinking of the parents and society towards girls also kept girls from receiving education. They were inclined to think that if girls are allowed to go out from the house, they are more likely to engage in bad deeds, which will prove to be a hurdle in getting married.

The Udaan program has helped to bring change in the perception towards girls and their education. Girls themselves felt that it is education that enables them to fight with such problems. The in-depth interviews with the girls explored that to overcome these barriers they should develop trust in education and study hard to show their parents that they are capable for receiving education if opportunity is provided. They should also do counselling about the importance of girls education and its benefits to the parents and community people.

#### **3.3.2 Balika Shabha: Linkage between Udaan learning center girls and mother school girls**

Every 3-6 months, girls of the different Udaan learning centers organized inter-Udaan learning center girls assembly (Balika Sabha). In this assembly, all the girls from different Udaan learning centers performed on different issues they have identified to be important to raise awareness on. A performance evaluation committee was formed that used to evaluate girls' performance. At the end of the assembly, girls were awarded. This inter-Udaan assembly events helped girls to enhance their leadership skills and to build their self-confidence by speaking in front of a larger audience. The regular assemblies also helped girls to be motivated towards their education and other extra-activities.

The girls, parents, SMC and PTA members and community members attended the Balika Sabhas. Sometimes, the local authorities also took part in the meeting. In the

Balika Sabha, participants were seated in U-shape and all the participants were encouraged to share their views on the selected socio-cultural topics such as early marriage, girl's education, social violence, health and sanitations, alcoholism, dowry, sport, drama, quiz contest etc. For each Balika Shabha, the topic used to be finalized in collaboration with teachers and students. Girls participated in conceptualizing and designing of the events. Moreover, other activities such as discussions on relevant issues, role-plays, singing songs, and dancing were conducted. Udaan girls enjoyed the programs very much. They helped them in building their confidence, speaking skills, and knowledge development on different issues. Girls in the in-depth interview said that the main agenda for the meeting are girls' education, sanitation, personal hygiene, school violence, early marriage, dowry system, etc. According to them, the Shabha helped them to build up their leadership skills and self-confidence.

Participants from School Management Committee (SMC) also highlighted the importance of the Girls' Assembly (Balika Shabha). An SMC member shared in a KII that a girl in the assembly sang such a song that touched his heart. The main line of the song was as follows: "chorihu, choritaribanchu, ujiharaparchu" [Being daughter, I will fulfill my responsibilities and make my future bright]. The SMC member concluded that Balika Sabha helps to build and enhance girls' leadership and confidence. The discussions carried out in the Sabha contributes towards reducing child marriage and child labour. Nowadays, most of the parents send both their daughters and sons to school. The Sabha helped to reduce gender discrimination and others social problems by raising awareness on such issues.

### **3.3.3 Girls initiatives in extracurricular activities**

Girls were taking initiative in participating in extra-curricular activities. They were also involved in awareness raising on alcohol consumption through different activities like drama/plays. They also did other extra-curricular activities such as singing competition, skipping, etc.

*"My role in the play was of the wife of a drunken husband. I have very good experience and full confident about my role and no hesitation. Everyone was appreciating my performance in drama. So, I build up my confidence level and it enhanced my leadership skill".*

*"I participate in skipping competition, because I am very interested in sports. Udaan provided me an opportunity to do this without any fear and hesitation. It built up my confidence level".*

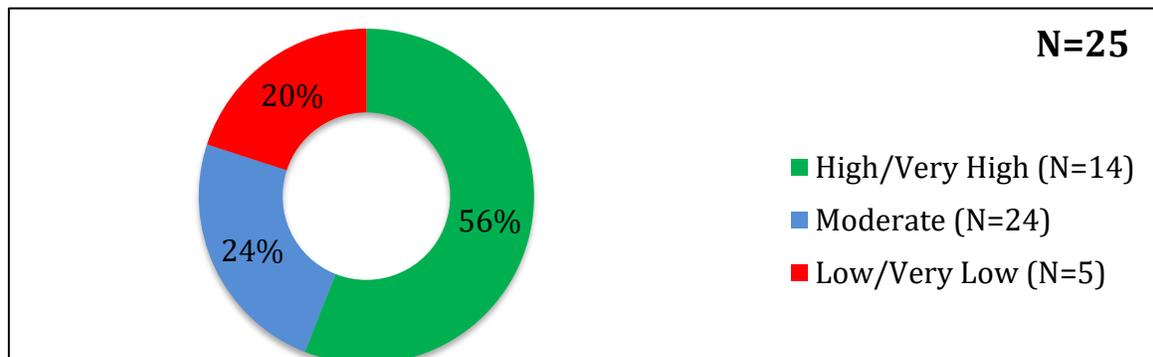
*"I used to take part in that program by myself because I love being monitor of the class. The role of monitor is to manage and control the class when teacher is not in the*

*class, teach them if any problem arises, focus on cleaning and hygiene maintenance also make the rule for the classes. I am confidently handling all these and my friends were also very supportive and helpful.” – A KII participant girl.*

Some girls shared that they were confidently handling the role of leader in the Udaan class. The role of the leader is to manage the class when teacher is not in the class, collection of homework, control the class and send the students on line when they want to go out for toilet, also teach the class when there is any problem. Girls said that they feel confident while handling such task and also doing well. Few respondents shared that they felt hesitation to be a leader and few shared that they did not get opportunity to be leader yet.

*“Being a leader is a matter of prestige and I was able to learn many things; teachers always love the monitor and support and encourage them. I feel having power, authority and being a leader in the class is the prestigious thing and also something everyone respects.” (Girl Participant - In-depth Interview).*

Figure 10: Self-rating of leadership skill in extra-curricular activities by Udaan girls



**Self-rating of leadership skill in extra-curricular activities by Udaan girls:** Out of the total (25) girl participants of this study, 14 (56%) girls self-rated that they gained high/very high leadership skills; 6 (24%) rated for moderate leadership skills and 5 (20%) rated that they need to improve their leadership skills.

### **3.4 Result 4: Graduated Udaan girls and parents have better professional skills through vocational education training and access to improved livelihood opportunities.**

Udaan II provided livelihood and vocational skill development intervention to Udaan girls and their parents along with the education. Udaan provided different types of vocational training to selected girls and parents from poor households, so that they can commence income-generating activities.

### **3.4.1 Livelihood interventions**

Poverty is one of the reasons for girls being disadvantaged and being kept out of education. Girls in poor families, especially in rural areas, shoulder the bulk of domestic chores including, cooking, cleaning and taking care of the youngsters in the family. Parents of these families often feel that school knowledge would turn their daughters away from such essential tasks. In communities lacking basic domestic facilities (e.g. food, shelter, electricity, portable water, sanitation facilities, rubbish collection etc.), girls and women perform these chores.

To overcome extreme poverty, Udaan II project implemented a livelihood support program whereby girls and parents were supported to establish enterprise/small business by providing them with loans through micro financing. Udaan II had deposited certain amount of money in cooperatives and made provision to provide loans with low interest rate to selected girls' parents. The Udaan II project supported 20 selected parents to establish enterprises/small businesses by providing Rs 10,000.00 loan to each parent. The parents had started the following enterprises/small businesses:

1. Retail shop
2. Water ball (panipuri) business on pushcart
3. Vegetable farming
4. Shoe/sandal repairing
5. Purchase and sell goats
6. Poultry and vegetable farming

The Udaan II project also aimed to continue the livelihood activities of the economically disadvantaged girls' family. However, due to COVID19, the project supported the income generation remotely, so it was not found to be as effective. The Udaan girls who opted to focus on economic sustainability instead of higher education transitioned into income generating activities after completing the Udaan course. Some girls who had joined the school after the Udaan II program dropped out and got engaged in income generation. In such cases, their parents were understood to have supported them in such activities. SMC members also said that they are using the money provided by Udaan on chicken and goat raising. But mothers had different view in this regard. In the FGD conducted for mothers, they said that they have not got any training in this regard.

Adolescent girls who successfully completed 11 months Udaan course and were unable to re-enroll into formal/ mother school were directed into the employment transition which supported their pathway to employment or enterprise establishment followed by livelihood skills training. The aim of livelihood skills

training was to prepare girls thoroughly, train them appropriately, and support them consistently.

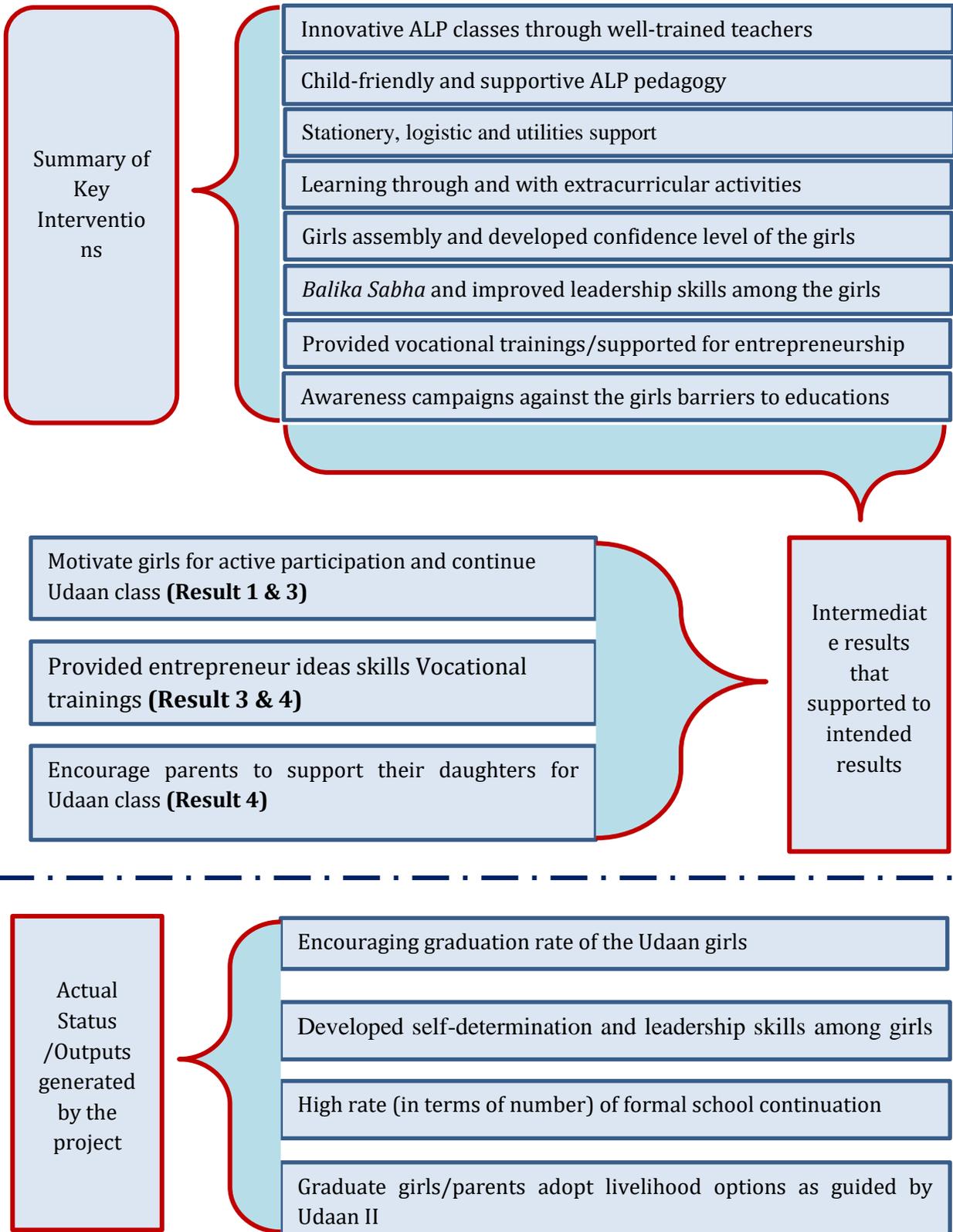
Table 2: Type of vocational training girls participated in vocational training

<b>Type of Vocational Training</b>	<b>Number of Participants</b>
Cell phone repairing	11
House wiring	15

Udaan II project provided cell phone repairing and house wiring training as vocational training for those who preferred to engage in livelihoods and not enroll into formal school. In the vocational training, 11 girls participated in cell phone repairing and 15 girls were participated in house wiring training. Some of the girls shared that the vocational skills capacitated them to generate income.

After observing the number of results achieved through the result areas 1, 2, 3 and 4, the evaluation team developed a summary of the inputs provided by the project, intermediate results produced through these inputs, and the final results observed during the final evaluation. A summary framework is presented below:

Figure 11: Inputs, Interventions and results summary of Udaan II



### **3.5 Unexpected Result: Udaan Graduates' struggle with the emerging Crisis: COVID 19 and education of girls**

Due to COVID-19, students were not able to attend school after 22 March 2020. Few girls shared that they were using their old books, some were using books distributed by the schools and few of them shared that they were using materials provided by Udaan. It is interesting that all the participants shared that they were not able to afford multimedia /online learning resources and that there is no organization helping them to get access to online learning. Girls shared that they were feeling bored at home. They were trying to continue self-learning through available books but most of them were worried about forgetting many things they learnt in the previous days/year. Most of them were not aware about the education program /facilities broadcasted from television by the government, but few girls shared that tuition classes of Maths, English and Nepali had been conducted in the village to continue study. Additionally, during COVID- 19 Udaan provided soap, torch, sanitizer, and masks to the Udaan girls as well. The pandemic Covid-19 has affected every sector of development in the world. In this context, the education sector is no exception. Those who have access to television, radio, and Internet are receiving education whereas those who do not have access are deprived of such education. This chapter covers the impact of Covid-19 on Udaan graduates in their education and the problems that they are facing.

#### **3.5.1 Covid-19: Impact on girls education**

There are different factors that have affected girls' education. Covid-19 is one of the factors that emerged as a significant barrier for the Udaan girls in continuing their study. At present, students are receiving education through different types of media such as television, Internet, radio, etc. However, in the case of Udaan girls, they do not have access to such devices. They are out of the Udaan centre and school. They have the learning materials, which they have to study themselves.

The Udaan mothers were worried about their girls' education as the centre and school are closed due to the Corona pandemic. Mothers were saying that their girls would forget the things learnt in Udaan centre as schools are not open and there is no learning. Their daughters were now less interested in study because of a gap in learning created by the pandemic. Nevertheless, some of the girls were doing self-study at home. They were studying their used textbooks. A mother said that since they don't have to go to school, they spend their time in playing and quarrelling with elders and youngsters at home. Consequently, some of the parents were encouraging girls for self-study at home.

For girls from disadvantaged community in order to receive distant education, they need access to multi-media channels such as radio, television, cell phone and internet. According to the parents such things are very important for self-learning in this COVID 19 situation but their girls do not have access to these devices. Girls also had felt the negative impact of schools being closed due to COVID-19. In an FGD conducted for Udaan girls, they shared their concerns. They said that as they cannot go to the centre and school they would forget whatever they have learnt so far. But they were determined that they will continue their study – by studying books provided by Udaan and going to school once it is open.

### **3.5.2 Efforts to cope with the crisis emerged due to COVID19 in the education of Udaan girls**

Udaan II and the mother schools had made efforts for the continuation of Udaan girls' study. They had distributed books for self-learning. Textbooks of grades 1-7 were distributed to the students. Moreover, education kits were provided. This helped in self-learning of the Udaan girls. The representative of education section of Ministry of Social Development of Lumbini Province shared that the centers and schools have provided the self-learning materials. However, it was not monitored use of the materials at home.

The girls were studying the books provided by Udaan during COVID-19. The SMC members and PTA members also said that the girls are studying the books by themselves at home. The head teachers said that Udaan girls do not have access to online class so they had distributed books to study at home. They were of the view that girls must be studying the books distributed to Udaan participants.

**Existing efforts to continue through alternative approaches:** Udaan and mother schools were working for the continuation of the Udaan girls' study. Therefore, they distributed books and learning kits. It was due to the lack of multi-media that the Udaan girls were disadvantaged from receiving education from online class. So far, there has not been any plan for the alternative mode of learning for them.

**Udaan girls in the formal school retention:** All the participants confidently said that they would go back to school once it reopens after COVID -19. There had been government's involvement in developing the Udaan course. People as experts from government side had worked in designing the course. However, at present, due to Covid-19 and other conflicting priorities of the government, no meetings could be held with the government to table and discuss the incorporation of the Udaan course in the government's curriculum.

## **Chapter IV: Conclusions and Recommendations**

### **4.1 Conclusion**

The project was set to serve 500 poor and marginalized adolescent girls, who have never been to school before or who had dropped out of school, to catch-up on their primary education and to empower them with a one-year condensed accelerated learning course and to transition them into public mother schools. The project has successfully achieved this objective. The targeted number of girls have joined the accelerated learning courses and graduated. Moreover, more than 80% of the graduated Udaan girls joined mother school to continue their education. The Udaan pedagogy has proven to be effective as the activities-based condensed course designed for the Udaan program successfully engaged the targeted marginalized children and school drop-outs. The course proved efficient as the Udaan graduates were able to get enrolled in upper grades (grades 5, 6 and 7). Their performance was also better compared to other students of the mother schools.

The project also succeeded in creating an enabling and safe learning environment for girls. The Udaan centers looked resourceful and teachers were quite responsible compared to public school teachers. Udaan classes were found to be safe and secure. Learning environment was also very good, child-friendly and cooperative. Every Udaan class has effectively addressed girls who had never been to school before. Teachers used multiple techniques and procedures while teaching. Udaan classes also showed to be effective for slow learners. The facilities provided by Udaan are of higher standard than those available at mother schools. To keep up with this higher standard may make it challenging to expand the Udaan program in other districts and areas.

The strategies adopted by the project to attract and engage girls in Udaan program appeared to be appropriate. Udaan provided the necessary support required for those girls to join and complete Udaan class. Udaan teachers and family members encouraged the girls to join the Udaan class. These teachers personally cared for the children so their attendance regularity was high. The parental role became important as they motivated the girls to go to the Udaan class by reducing their responsibility at home, watching their activities and progress, sending girls and themselves to Udaan activities, etc. Furthermore, parental support also changed the perception that previously stopped Muslim girls from attending school; Muslim parents started to send their girls to Udaan School. Moreover, parents' interest towards providing education to their girls increased after the implementation of the program. All these motivated girls to actively participate in Udaan program and to continue education in mother schools.

The link between the Udaan program and mother schools was strengthened as the Udaan girls and public school children were brought together through joint activities, which helped to reduce discrimination between them. The coordination and discussion between the Udaan and mother school teachers helped progress of the Udaan children and their retention in school. The study also reveals that Udaan girls' enrolment in mother school was very encouraging. Out of 232 first batch-graduated girls, 88% of them joined the formal/ mother school near by their home location.

The Udaan program successfully empowered the girls by developing their leadership skills with co-curricular and extra-curricular activities. More than 50% girls rated themselves having high leadership skills, nearly 25% rated themselves having moderate leadership skills and around 20% stated that they improved their leadership skills. Some girls started to fulfil the responsibilities of their teachers in their absence.

The local government supported the program during course design, and attended meetings organized under the project for conducting the Girls Assemblies/ Balika Sabha. During the ongoing COVID19 pandemic, however, the local government turned out to be less invested due to competing priorities. So far, the municipality could not promote the program and did not frame educational policies and programs for disadvantaged groups. This result could not be achieved by the end of the project lifecycle. The COVID-19 pandemic had moved the timeframe for achievement of this goal further back.

The project has been able to create awareness on and to reduce socio-cultural barriers through campaigns and community mobilization. In fact, education for Muslims and disadvantaged girls was inaccessible prior the Udaan program, due to socio-cultural barriers. Parents rarely sent their children, especially girls to mainstream schools. However, Udaan program seemed to be beneficial for such girls, even if most Muslim girls did not transition into mother school, they demonstrated increased learning level. Udaan project has also been able to change the concept of girls' education especially in southern region of Kapilvastu district where the number of disadvantaged is high. They now value education more and have started to send their children to schools.

One of the objectives of Udaan project was to provide livelihood support and vocational skill development to girls who could not attend school, and to Udaan girls' parents. The project successfully provided livelihood support and vocational training to some selected parents and girls, which assisted them in transitioning into livelihood and income-generating opportunities through entrepreneurship/small business set up.

The COVID-19 situation forced girls to discontinue the class as schools were closed, which adversely affected their learning. Udaan supported girls in this challenging situation by providing them with additional materials for example textbooks and related reading materials to study at home. All the girls remained confident and said that they would go back to school once it reopens after COVID -19.

#### **4.2 Recommendations**

- The Udaan II program, with its holistic approach and effective education curriculum improved learning and livelihoods outcome for girls and their families. Although this was carried out with a younger age group of 9 to 14, this approach can be adapted and contextualized for scaling to other age groups as well as geographic areas; to transition out of school boys and girls into formal education, and fulfill the concept of free and compulsory basic education as per the Constitution 2015 mandate.
- In particular, the program needs to be extended in other areas of the Kapilvastu district and other districts of Nepal, where the number of disadvantaged groups including Muslims is high. Where feasible, such a program should have a longer project timeline, to ensure meaningful impact for more economically and socially disadvantaged groups.
- Although the rates of transition into mother schools and attendance in mother schools are high (88% for each), a future iteration of the project would hugely benefit from a deeper reflection on conditions and reasons for drop out amongst girls and how such instances can be mitigated against.
- Stronger strategies around local government engagement would help facilitate the adoption/incorporation of successful elements of Udaan II by local authorities into relevant initiatives. There was insufficient evidence that the project achieved this. There are very strong evidences however, of such efforts being successful with girls demonstrating higher learning levels than students in formal schools and having the competency to enroll directly into grade 6,7 and 8.
- Udaan II program should continue contacting and motivating parents and Muslim religious leaders for further developing and maintaining an appropriate, healthy, environment for sending their daughters to mother schools.
- Overall parental support is noted to be hugely positive within the program, including support from male members in the family. The activities leading to this should be adopted as best practice as this is seen to have helped girls' attendance and achievement.
- Good relations with mother school should be maintained and strengthened, to ensure sustained attendance, attainment and achievement amongst students.

This can be done through (i) regular joint meetings with mother schools attended by parents, teachers and other relevant stakeholders; (ii) having head teachers as guest teachers for Udaan classes, emphasizing important sessions; (iii) formation of joint team for collaboration and coordination between mother school and Udaan school, to observe the children's activities and track progress; and (iv) initiate informal activities between teachers from the project and mother schools to further establish positive links and better working relationships.

- The vocational training and livelihood training for more girls and parents should be increased as per local market demands, and followed up. Through the training, parents are engaged in income-generation activities and have livelihood resources such as retail shops, water ball (panipuri) shops on pushcart, shoe/sandal repairing units, purchase and selling of goats, poultry and vegetable farming, etc. that have helped in improving their economic condition. Lessons from these successful set ups should be recorded and applied to other relevant and wider contexts.
- The strategies adopted so far to meaningfully engage girls in Udaan II program need to be continued with adaptations for specific contexts.
- The formation of Girls' Group and Balika Sabha (Girls Assembly) should be continued and sustained in order to preserve and further enhance the life skills acquired by girls. Potential for graduates to facilitate similar learning for other members in the community (girls and boys) is worth exploring. In addition to this, awareness and community mobilization program should run parallel to institutionalize the relevant and successful efforts made by the project (for e.g. the condensed curriculum).
- A stronger community information channel should be established to ensure communities receive important messages and information (such as distance teaching and learning initiated by the government); especially as the government reach was insufficient.
- Girls with disabilities need to be prioritized, with all project activities and elements appropriately tailored to their needs. For e.g. mobility for girls with disabilities might still be restricted while other girls on the program have benefitted from bicycles to commute to schools.
- Learning gaps during COVID-19 could perhaps be successfully bridged by advocacy and lobbying around more innovative distance teaching and learning options for girls.
- To ensure the continuation of girls' education in times when schools have to be closed during crisis situations like the COVID-19 pandemic or for other reasons, offer more awareness raising to these remote/disadvantaged families

about distance learning opportunities provided by the government explaining girls/families where and how to access online classes, television, radio etc.

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## Annexes

Annex I: Number of girls participated, graduated from Udaan learning center, and transited into mother school

Academic Batch under Udaan II	# of Rural Municipality /Municipality where the centers were established	# of Udaan learning centers	# of girls enrolled in UDAAN center	# of girls completed Udaan	# of girls transited to mother school	Remarks
<b>First Batch</b>	3	5	242	<b>232</b>	204	
<b>Second Batch</b>	2	6	263	<b>250</b>	NA	Enrolment is yet to be done due to COVID 19 ( 238 were participated in final examination of mother schools)
<b>Total</b>		<b>11</b>	<b>505</b>	<b>482</b>	<b>204</b>	

Annex II: Number of girls participated in final exam of 2076 and promoted to next grade

Name of Udaan center	# of girls given final exam last year (2076)	# of girls promoted to next grade				
		Grade 5 and below	Grade 6	Grade 7	Grade 8	Grade 9
Dharampaniya	44	10	16	16	2	0
Karma	27	1	9	15	2	0
Kusahawa	21	8	6	7	0	0
Paderiya	31	4	17	8	2	0
Singrahawa	29	0	5	12	7	5

<b>Total</b>	<b>152</b>	<b>23</b>	<b>53</b>	<b>58</b>	<b>13</b>	<b>5</b>
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Annex III: Monetary Support to Parents of Graduated girls for establishment of entrepreneurship

SN	Name of Livelihood supported person	Address (ward, tole)	Supported Amount from SSDC/Coop	Supported date	Loan period in month	Types of entrepreneurship/b usiness
1	DukhiKahar	Maharajganj 8 Kajrahawa	10000	Nov/Dec, 2019	24	Retail shop
2	Suresh Pasi	Maharajganj 8 Kajrahawa	10000	Nov/Dec, 2019	24	Water ball business on pushcart
3	RamanandaPasi	Maharajganj 8 Kajrahawa	10000	Nov/Dec, 2019	24	Retail shop
4	TauleshwarMurau	Maharajganj 2 Padariya	10000	Nov/Dec, 2019	24	Vegetable farming
5	Lalman Chai	Maharajganj 2 Padariya	10000	Nov/Dec, 2019	24	Vegetable farming
6	PremaChamkatiya	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Shoe/sandal repairing
7	JugurmatiKurmi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Vegetable farming
8	KamlawatiPasi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Purchase and sell goats
9	JaisramPasi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Retail shop

SN	Name of Livelihood supported person	Address (ward, tole)	Supported Amount from SSDC/Coop	Supported date	Loan period in month	Types of entrepreneurship/business
10	SunitaKahar	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Vegetable farming
11	TayaraKhatoon	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Poultry and vegetable farming
12	IndrawatiChamar	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
13	SakuntalaKhatik	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
14	UrmilaRaidas	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
15	Gita Dhobi	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
16	Suresh Mallaha	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
17	IndrawatiKorio\	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
18	PramilaKurmi	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
19	KamlawatiYadav	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
20	AstamiYadav	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming

# Annex IV: Coding and Creating Category in Atlas.ti 8

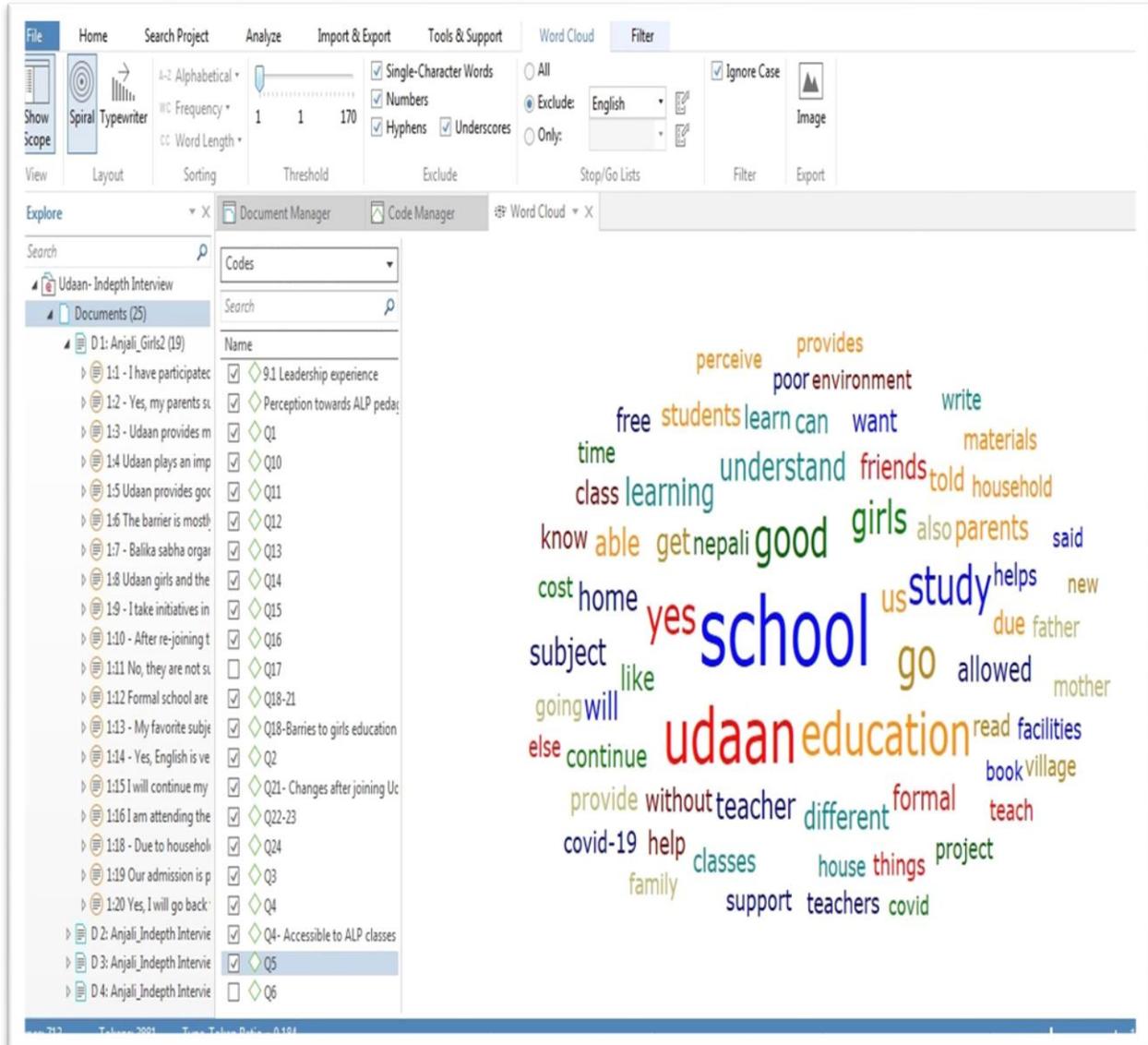
The screenshot displays the Atlas.ti 8 software interface. The top menu bar includes 'File', 'Home', 'Search Project', 'Analyze', 'Import & Export', 'Tools & Support', 'Codes', 'Search & Filter', 'Tools', and 'View'. The 'Codes' menu is open, showing options like 'New Group', 'Create Smart Group', 'Smart Code', 'Duplicate Code(s)', 'Rename Code', 'Delete Code(s)', 'Open Group Manager', 'Edit Comment', 'Edit Smart Code', 'Open Group Manager', 'Change Color', 'Merge Codes', 'Split Code', 'Open Network', 'Code Tree', 'Word Cloud', 'Word List', 'Report', and 'Excel Export'.

The main workspace is divided into three panes: 'Explore', 'Document Manager', and 'Code Manager'. The 'Explore' pane shows a tree view of documents and codes. The 'Code Manager' pane displays a table of code groups with columns for Name, Grounded, Groups, Created by, Modified by, Created, and Modified.

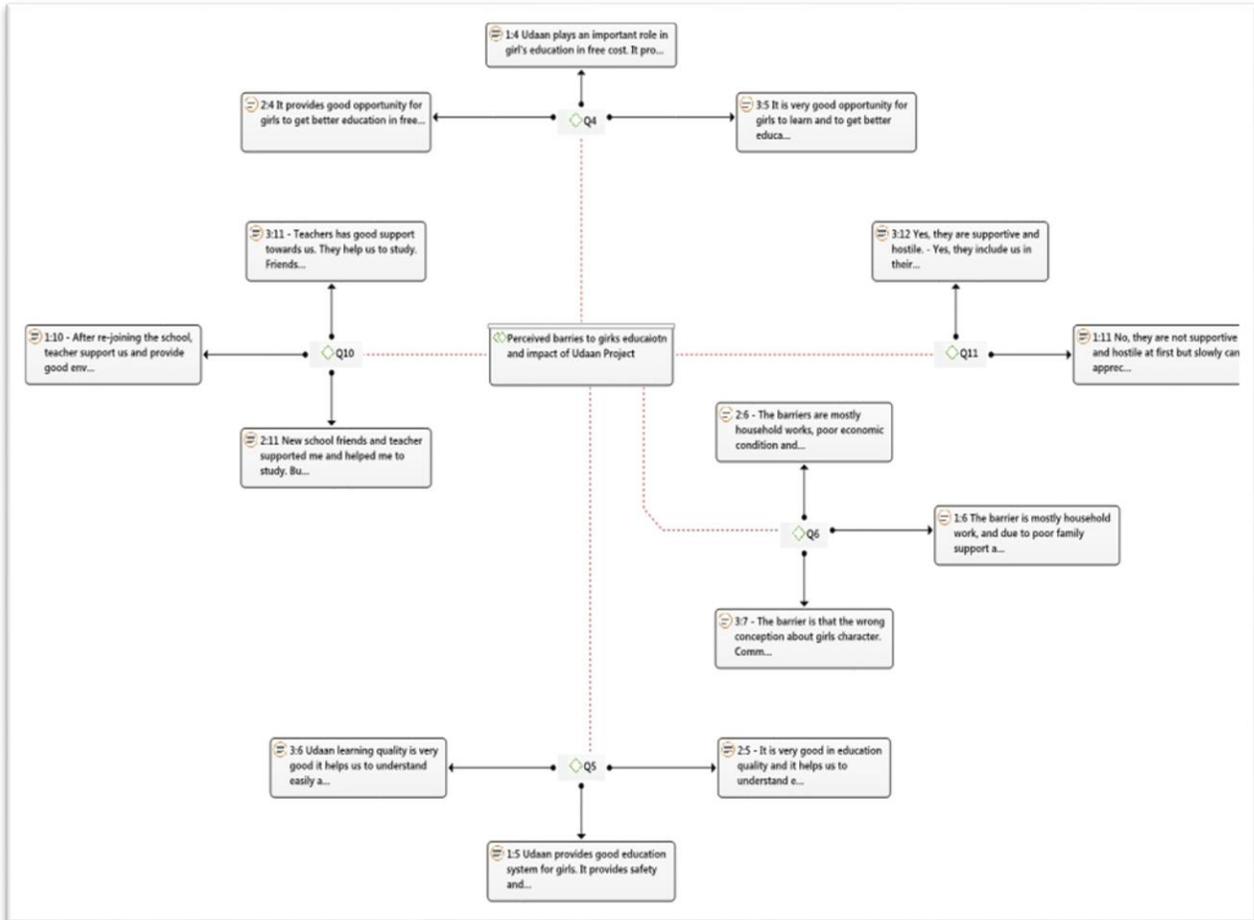
Name	Grounded	Groups	Created by	Modified by	Created	Modified
Q18-21	21	[Gaining self determinations] [Udaan and Liv	tpoude1	tpoude1	10/24/2020 3:59 PM	10/24/2020 3:59 PM
Q9	17	[Udaan and Livelihood]	tpoude1	tpoude1	10/24/2020 3:55 PM	10/24/2020 3:55 PM
Q22-23	15	[Struggling with emerging crisis]	tpoude1	tpoude1	10/24/2020 3:59 PM	10/24/2020 3:59 PM
Q7	13	[Udaan and Livelihood]	tpoude1	tpoude1	10/24/2020 3:54 PM	10/24/2020 3:54 PM
Q1	12	[Background]	tpoude1	tpoude1	10/24/2020 3:53 PM	10/24/2020 3:53 PM
Q24	12	[Struggling with emerging crisis]	tpoude1	tpoude1	10/24/2020 4:00 PM	10/24/2020 4:00 PM
Q12	12	[Envisioning journey to formal school]	tpoude1	tpoude1	10/24/2020 3:56 PM	10/24/2020 3:56 PM
Q2	11	[Background]	tpoude1	tpoude1	10/24/2020 3:53 PM	10/24/2020 3:53 PM
Q4	11	[Perceived barriers to girls educaiotn and im]	tpoude1	tpoude1	10/24/2020 3:54 PM	10/24/2020 3:54 PM
Q17	11		tpoude1	tpoude1	10/24/2020 4:45 PM	10/24/2020 4:45 PM
Q16	10	[Envisioning journey to formal school]	tpoude1	tpoude1	10/24/2020 3:58 PM	10/24/2020 3:58 PM
Q14	10	[Envisioning journey to formal school]	tpoude1	tpoude1	10/24/2020 3:56 PM	10/24/2020 3:56 PM
Q10	10	[Perceived barriers to girls educaiotn and im]	tpoude1	tpoude1	10/24/2020 3:56 PM	10/24/2020 3:56 PM
Q8	10	[Udaan and Livelihood]	tpoude1	tpoude1	10/24/2020 3:55 PM	10/24/2020 3:55 PM
Q5	10	[Perceived barriers to girls educaiotn and im]	tpoude1	tpoude1	10/24/2020 3:54 PM	10/24/2020 3:54 PM
Q3	10	[Experiencing after ALP Scenario]	tpoude1	tpoude1	10/24/2020 3:53 PM	10/24/2020 3:53 PM
Q13	9	[Envisioning journey to formal school]	tpoude1	tpoude1	10/24/2020 3:56 PM	10/24/2020 3:56 PM
Q11	9	[Experiencing after ALP Scenario] [Perceived t	tpoude1	tpoude1	10/24/2020 3:56 PM	10/24/2020 3:56 PM
Q15	8	[Envisioning journey to formal school]	tpoude1	tpoude1	10/24/2020 3:58 PM	10/24/2020 3:58 PM
Q6	8	[Perceived barriers to girls educaiotn and im]	tpoude1	tpoude1	10/24/2020 3:54 PM	10/24/2020 3:54 PM
Q19	8		tpoude1	tpoude1	10/24/2020 5:22 PM	10/24/2020 5:22 PM

The 'Comment' field is empty. The status bar at the bottom indicates '27 codes'.

## Annex V: Identifying the key words within the participant's response (Udaan Girls)



## Annex VI: Perceived barriers to girl's education: Network Mapping



Annex VII: Coding Forest: Udaan project to formal school (created through ATLAS.ti 8)

