

Impact Survey Analysis

# Expanding Access to Education and Life Opportunities (Excel)

Gender Justice & Health and Education Rights  
CARE Nepal



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## BACKGROUND

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The Nawalparasi (West) district in Nepal have high percentages of poor and ethnically marginalized communities contributing to low rankings on the Human Development Index (HDI)<sup>1</sup> of 56. The net enrolment rate<sup>2</sup> of adolescent girls in schools is lower in this district mainly due to limited physical access to quality schools, deep-rooted patriarchal social and gender norms and practices, the burden of household chores, and negative learning experiences in formal schools.

The Constitution of Nepal, 2015 has clearly spoken about the rights of children, particularly their rights to education and development. The article 39 of the constitution that describes about fundamental child rights states:

*"Each child shall have the right to his/her identity with the family name, and birth registration. Every child shall have the right to education, health care nurturing, appropriate upbringing, sports, recreation and overall personality development from family and the State. Every child shall have the right to formative child development, and child participation."* (MOLJ, 2015)

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<sup>1</sup> The Human Development Index (HDI) is a statistical composite index of life expectancy, education (literacy rate, gross enrollment ratio at different levels and net attendance ratio), and per capita income indicators, which are used to rank countries and districts within a country.

<sup>2</sup> Net enrollment rate of basic level education: 95.4% in Nawalparasi and 87.5 in Rupandehi whereas the national average is 97%.

## PROJECT BRIEF

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Expanding Access to Education and Life Opportunities (EXCEL) is an education initiative implemented in Pratappur, Sarawal and Palhinandan Rural Municipalities of Nawalparasi (west) district of Lumbini province. The project aimed to provide access to basic education for marginalized adolescent girls for better life opportunities through a year-long accelerated learning program known as “UDAAN”.

The project primarily targeted 175 out-of-school girls from 3 rural municipalities aged between 10-14 years old who either dropped out before completing primary education or never been to school. In addition to the accelerated learning program, the project engaged with parents of out-of-school girls, local government officials and public schools for creating conducive learning environment for girls in school and communities. The project worked with parents, local government and girls themselves for transforming harmful social norms & reducing financial barriers for improving access of girls to formal education. For the transformation of harmful social norms, the project delivered transformational sessions to parents alongside with training about the Village Saving and Loan Association practice for parents and seed money support to parents reducing financial barriers to education.

Besides, the project engaged with local government to provide technical assistance to municipal authority for the formulation of equitable education policy targeting to the children belonging to the marginalized communities.

**Project Goal:** To Improve access to formal education of marginalized girls through quality and relevant accelerated learning program.

### Expected Result:

1. Poor and marginalized out of school girls have improved learning outcomes to continue education in formal schools via the UDAAN centres
2. Families and local communities have an increased understanding of the need for equitable access to education for girls

## STUDY OBJECTIVE

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The impact survey assessment was conducted with UDAAN graduated girls and their parents in June, 2022 in the three Rural Municipalities; Pratappur, Palhinandan and Sarawal of Nawalparasi-West district under the Excel project. A total of 146 girls participated in the survey – 40, 87 and 19 from Pratappur, Palhinandan and Sarawal rural municipalities, respectively. Similarly, a total of 139 parents participated in the survey – 46, 75 and 18 from Pratappur, Palhinandan and Sarawal rural municipalities, respectively. In the same way 8 KIIs were conducted with school teachers, gender focal person of school and education head of Palika.

Rural Municipality	Total number of girls surveyed	Total number of parents surveyed	Enumerators
Pratappur RM	40	46	Dipa Thapa/Sabina Shrestha
Palhinandan RM	87	75	Puja Chamar/Rita Bhandari
Sarawal RM	19	18	Puja Chamar/Rita Bhandari
<b>Total</b>	146	139	

The objective of the impact survey is to identify the status of the out of school adolescent girl regarding their access to education, level of empowerment in the areas of gender equality, leadership and understanding of parents on equitable access on girl's education.

The specific objectives of the study were:

- To measure the girl's perception on the accelerated learning program - UDAAN
- To assess their engagement in extra-curricular activities such as Balika Sabha and social campaigns
- To assess the education environment for girls at home and measure perceptions of parents on girls' education
- To measure the opinion of UDAAN graduated girls on Gender Equality and on leadership
- To assess the effectiveness of radio learning program
- To measure the perception on Village Saving and Loan Association (VSLA)
- To assess learning achievement of UDAAN enrolled girls through ASER learning assessment
- To measure change in perception of parents on equitable access on girl's education
- To check the contribution in girls' education from the seed money support provided to parents
- To observe the impact of complain handling mechanism in schools and improved WASH facilities

## **METHODOLOGY**

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The study follows an impact survey design where project used quantitative tools for data collection. The quantitative data were collected through a set of structured questionnaires for UDAAN graduated girls and their parents. Structured Key Informant Interviews were taken with school teachers, gender focal person of school and education head of Palika. Out of 157 girls who enrolled in 7 UDAAN centres, only 146 girls were graduated. Hence, project surveyed the 146 girls only in this study. In the same way, the survey was conducted with parents (N=139) of the UDAAN graduated girls. Due to cultivation season, project could not reach out some of the parents for the study.

The study was conducted by the three locally hired female external enumerators. The enumerators were provided with a one-day orientation on the questionnaire and the process of data collection using the KoBo Toolbox. The study was conducted from 15-23 June, 2022, administered using a structured questionnaire through the KoBo Toolbox mobile application known as KoBo Collect.

Besides, project team gathered qualitative information conducting Key Informant Interview with Gender Focal Person, School teachers and Education head. This questionnaire was focused on identifying the status of Grievance Handling Mechanism at school, as well as Wash support provided and support from CARE Nepal in formulation of education policy at Palika.

## **DATA ANALYTICAL FRAMEWORK**

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Before starting the data analysis, each variable will be classified according to categorical vs. numerical data using MS excel. Firstly, the univariate analysis (analysis of each variable individually) is computed and following process of analyses was carried out.

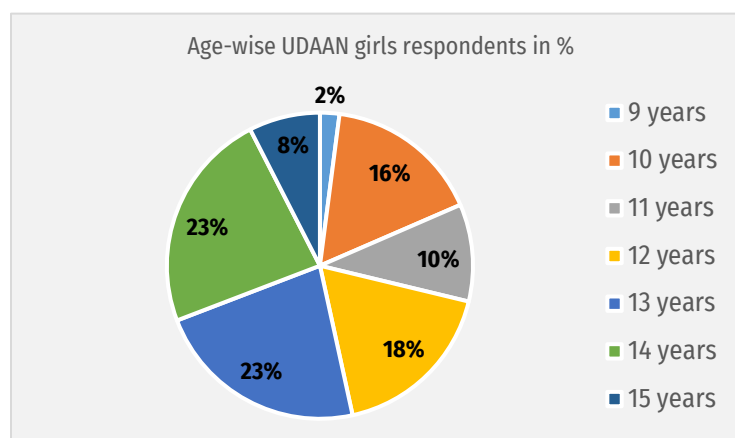
- For the categorical or grouping variable, the frequency and percentage analysis is computed and presented either on a table or a chart.
- For item scale (Likert scale) and numerical data, the frequency and percentage is computed.
- Majority of the results is presented in tables, with a few being presented in graphs/charts.

## LIMITATIONS

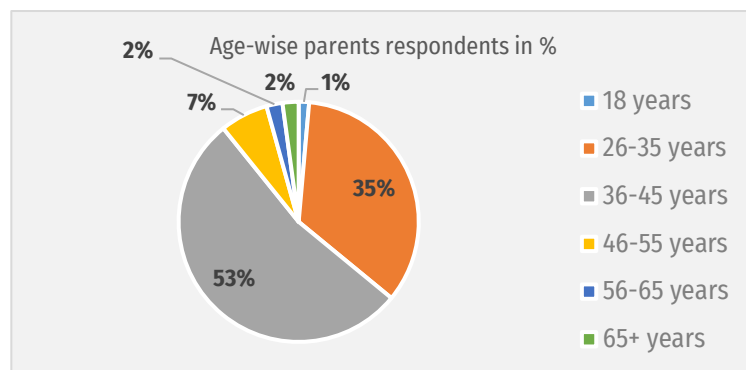
Since the survey was conducted in three rural municipalities of Nawalparasi West district where program was implemented, data collection has taken place only with 146 UDAAN graduated girls and 139 UDAAN graduated parents as respondents, so we may not generalize the findings and the recommendation on a wider scale.

## 1 GENERAL INFORMATION

### 1.1 AGE-WISE NUMBER OF SURVEYED GIRLS AND PARENTS



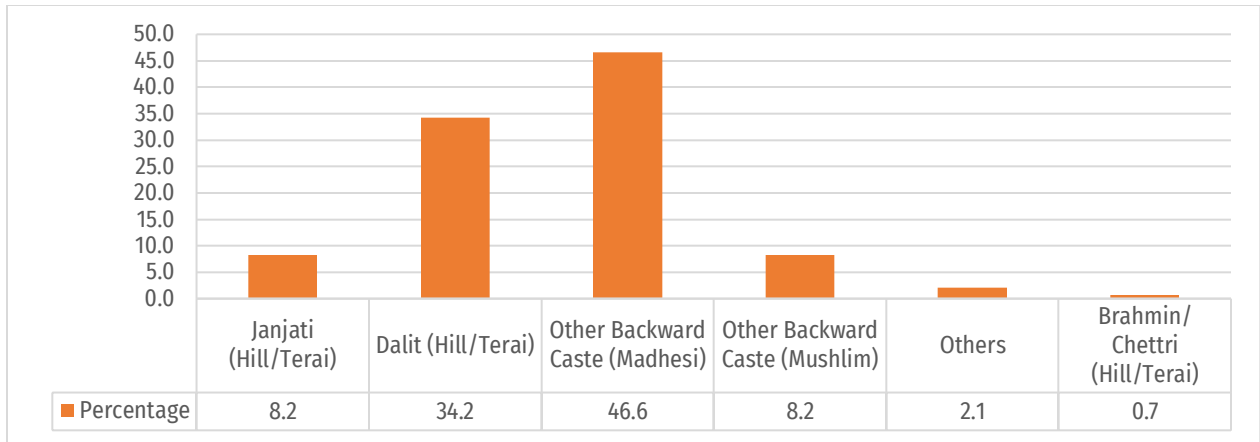
A total of 146 girls participated in the survey – 40, 87 and 19 from Pratappur, Palhinandan and Sarawal rural municipalities, respectively. Of the total 146 girls, the majority, 23%, were 13 and 14 years of age, followed by 18% who were 12 years of age. While 16% were 10 years of age, 10% were 11 years of age. 8% and 2% of the respondents are 15 and 9 years of age.



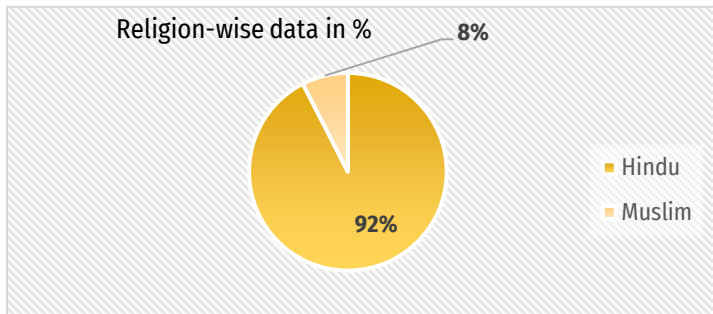
A total of 139 parents participated in the survey – 46, 75 and 18 from Pratappur, Palhinandan and Sarawal rural municipalities, respectively. Of the total respondents, 53% were from the age group of 36-45, followed by 35% who were from the 26-35 age group. While 7% were from the age group 46-55, 1% was of 18 years and 4% each were from the age groups of 56-65 and over 65.

### 1.2 CASTE WISE DISAGGREGATION

Of the total respondents (N=146), the other backward (Madhesi) caste has the highest representation of 46.6%, followed by the Dalit (hill/Terai) caste representation of 34.2%, Janajati (hill/terai) caste representation of 8.2%, other marginalized (Muslim) 8.2%, other caste representation of 2.1% and Brahmin/Chhetri (hill/terai) representation of 0.7%.



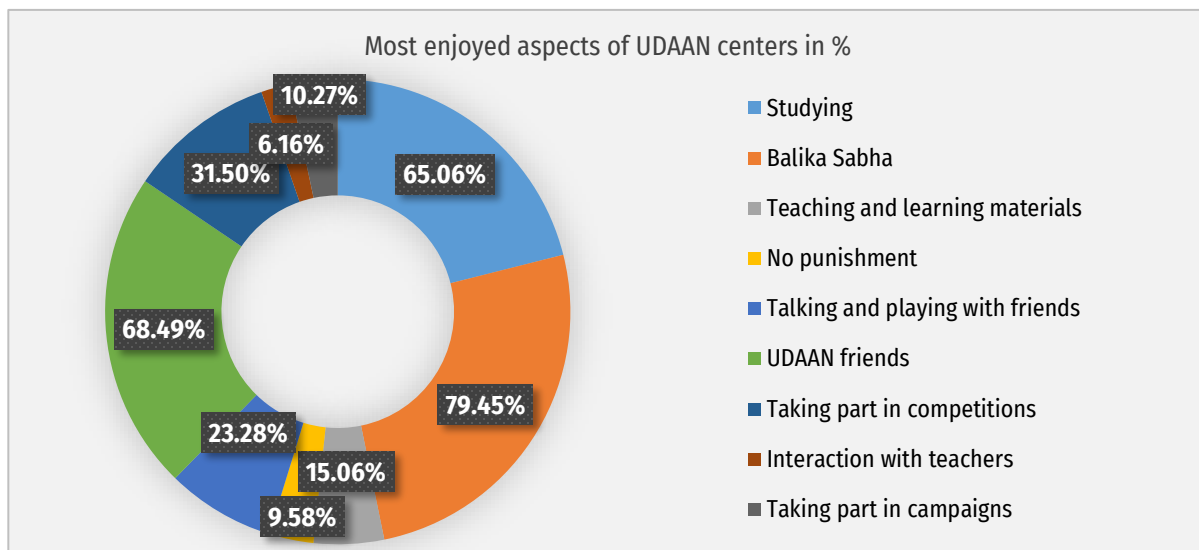
### 1.3 RELIGION AND DISABILITY



Of the 146 girls surveyed, one girl had physical disability, one girl had multiple disability and one girl had hearing impairment. During the period of UDAAN, no girls got married. Of the total respondent girls (N=146), 92% of the respondents are of Hindu religion, while 8% are of Muslim religion.

## 2 ULC INFORMATION AND ENROLLMENT

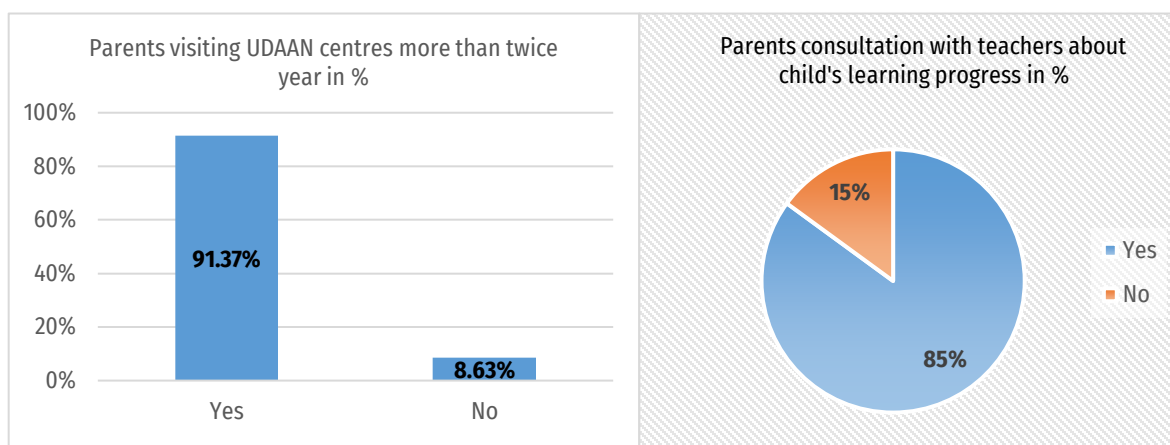
### 2.1 PERCEPTION ABOUT UDAAN CLASSES BY GIRLS



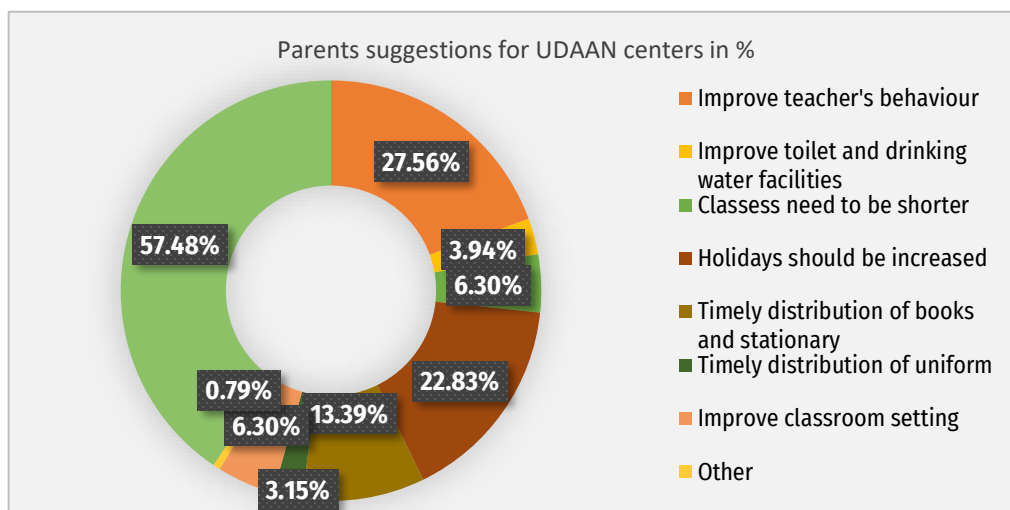
All 146 respondents were asked what they enjoyed most about the UDAAN centers. The majority of the respondents, 79.45%, enjoyed Balika Sabha, followed by 68.49% who liked UDAAN friends. 65.05% of the respondents also found studying to be very enjoyable. While 31.50% liked taking part in competitions, 23.28% enjoyed talking and playing with friends. Whereas 15.06%, 10.27%, 9.58% and 6.16% enjoyed teaching/learning materials, taking part in campaigns, no punishment and interaction with teachers, respectively.

Of the total respondent (N=146), 93% of the respondents have attended school/boarding/ or Madrasa before joining UDAAN centers. Of the 10 respondents who had not attended school/boarding/ or Madrasa before joining UDAAN centers, their favorite aspect was that the UDAAN centers helped them catch up on their studies.

## 2.2 PERCEPTION ABOUT UDAAN BY PARENTS



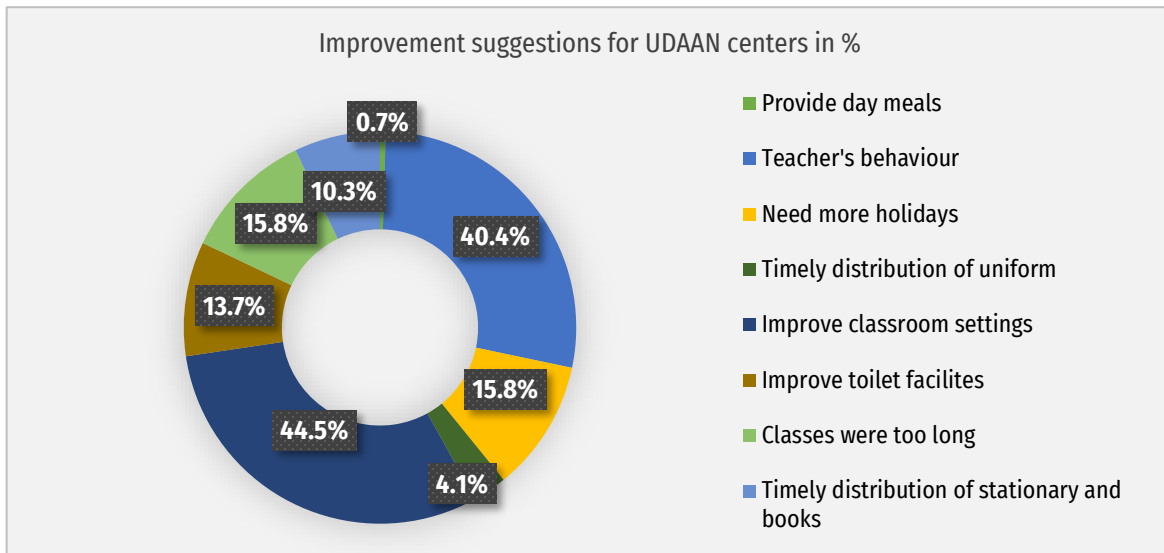
Of the total parent respondents (N=139), 91.37% have shared that they have visited UDAAN centers more than twice a year. Of the 127 respondents who visited UDAAN centers more than twice a year, 85% consulted with the teachers regarding their child's learning progress. Additionally, 57.48% of the respondents stated that they liked the environment of UDAAN center.





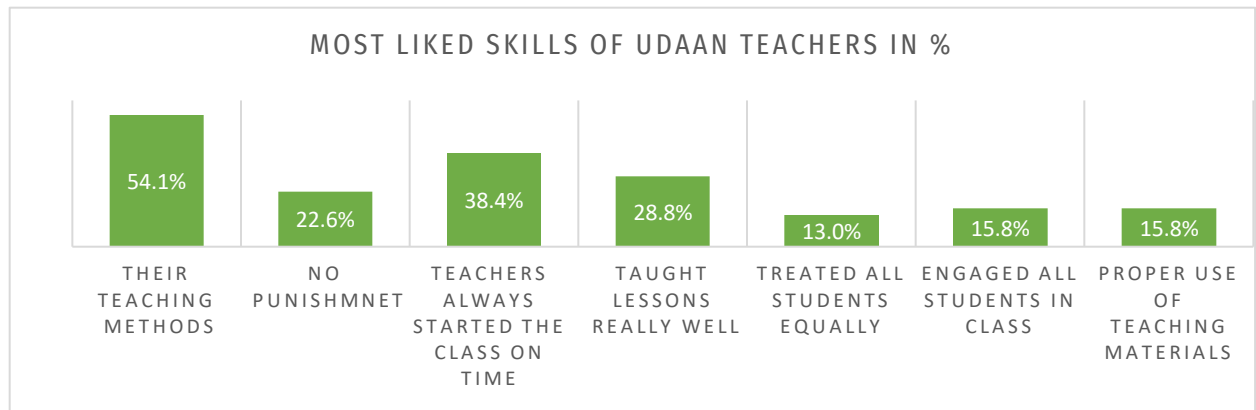
However, 27.56% of the respondents have stated that the teachers need to bring change in their behavior like coming in time at UDAAN center, taking care of all students equally etc, followed by 22.83% who would prefer to increase the number of holidays. While 13.39% have suggested the timely distribution of books and stationaries at UDAAN center, 6.30% have suggested improving classroom settings. As well as, 6.30% of the respondents have also suggested that the classes need to be shorter and 3.15% have suggested the timely distribution of school uniform.

### 2.3 IMPROVEMENT AT UDAAN CENTER SUGGESTED BY UDAAN STUDENTS



Out of 146 respondents (UDAAN graduated girls), 44.5% have suggested that classroom settings need to be improved, followed by 40.4% that have said that the teachers' need to change their behavior like coming in time at UDAAN center, taking care of all students equally. In the same way 15.8% of the respondents have stated that they need more holidays at UDAAN centers and that the classes are too long. While 13.7% have suggested to improve the toilet facilities, 10.3% have suggested for stationery and books to be distributed in a timely manner. Similarly, 4.1% and 0.7% have suggested the timely distribution of uniforms and to provide day meals, respectively.

## 2.4 FACILITATION SKILL OF UDAAN TEACHERS



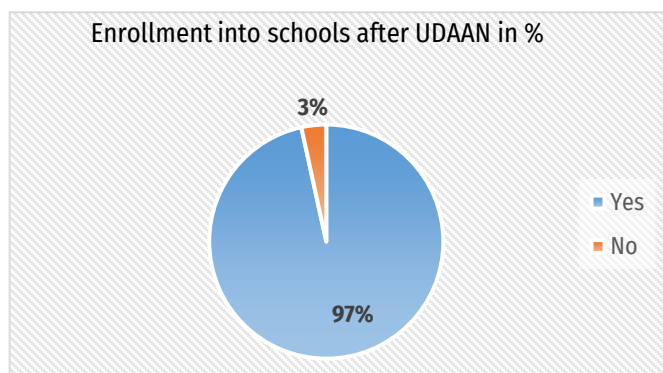
The respondents were also asked what skills about their UDAAN teachers they liked the most. Among the respondents (N=146), 54.1% liked the teachers' teaching methods, followed by 38.4% who liked the fact that their teachers always started the class on time. 28.8% felt that the lessons were taught very well. While 22.6% liked that there was no punishment at UDAAN center, 13.0% liked that all the students were treated equally. In the same way, 15.8% of the respondents liked the fact that the teachers engaged all students in class and the proper use of teaching learning materials.

## OUTCOME WISE ACHIEVEMENT

### IMPROVED ACCESS TO FORMAL EDUCATION OF MARGINALIZED GIRLS THROUGH QUALITY AND RELEVANT ACCELERATED LEARNING PROGRAM

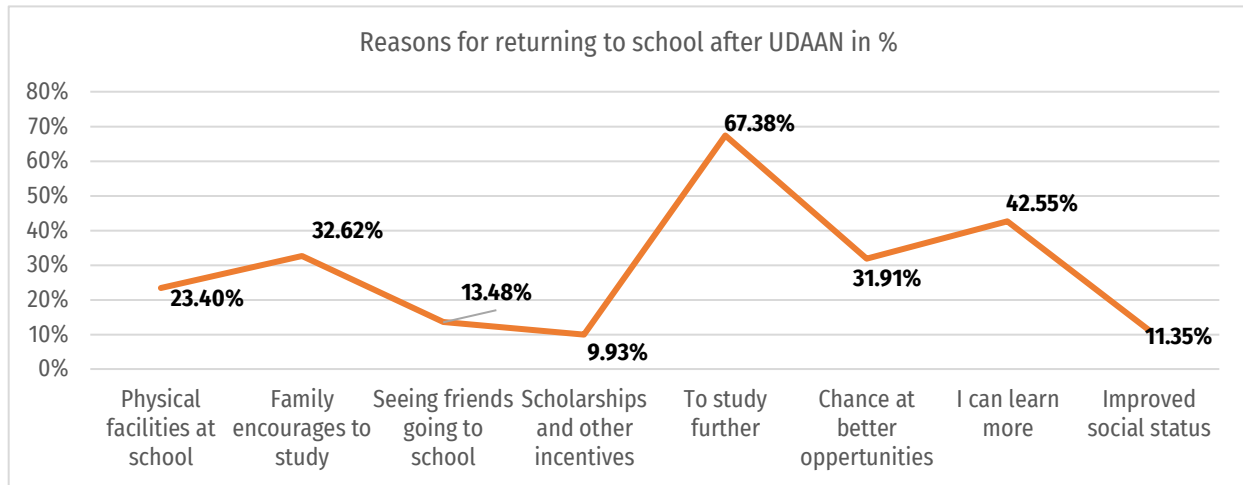
## 3 OUTPUT 1. MARGINALIZED GIRLS CONTINUED IN FORMAL SCHOOLS AFTER GRADUATING FROM UDAAN CENTERS

### 3.1 ENROLLMENT TO FORMAL SCHOOL



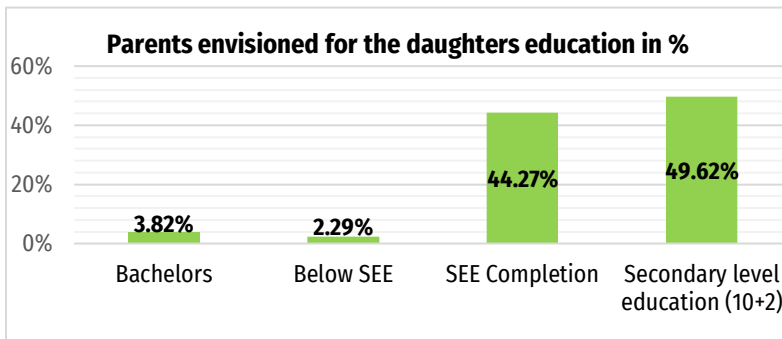
There were 160 UDAAN girls who were enrolled in 7 UDAAN centers. Out of 160, 146 UDAAN graduated girls, i.e., 97% girls have been transitioned to formal schools after the completion of UDAAN classes whereas 3% girls didn't enroll to school. The reasons for not enrolling back to school is due to lack of support from parents as well as the household chores.

### 3.2 REASONS FOR RETURNING TO SCHOOL AFTER UDAAN



Of the 141 respondents UDAAN girls that were enrolled in formal schools after the completion of UDAAN classes, 67.38% did so because they wanted to study further, followed by 42.55% who felt that they want to learn more and 32.62% wanted as they received encouragement from their families. Similarly, 31.91% felt that education would open up opportunities for them, 13.48% respondents were encouraged by seeing their other friends going to school. In the same way, 9.93% and 11.35% of the respondents went back to school due to scholarships and other incentives provided by the school and to achieve an improved status, respectively.

Of the 141 respondents that got enrolled into formal schools after the completion of UDAAN classes, 55.32% wish to study up to secondary level (10+2), followed by 39.01% who wish to complete SEE. While 3.55% of the respondents want a bachelor’s degree and 2.13% want to continue their study below SEE<sup>3</sup>.

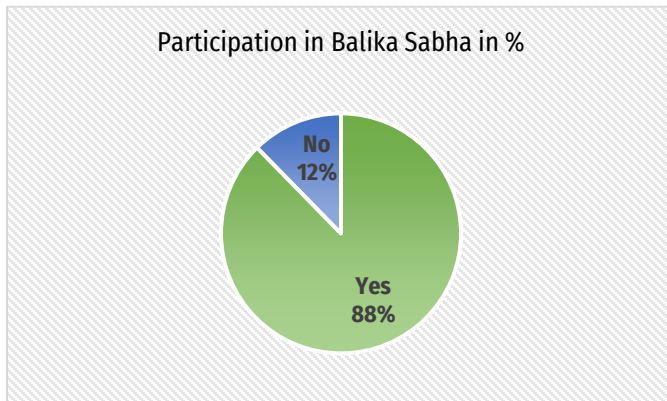


In the same way 49.62% parents have envisioned their daughters completing secondary level education (10+2), followed by 44.27% who want their daughters to complete SEE. While 3.82% want their daughters to complete a bachelor’s degree, 2.29% want their daughters to study up to below SEE.

<sup>3</sup> SEE: Secondary Education Examination, taken at class 10

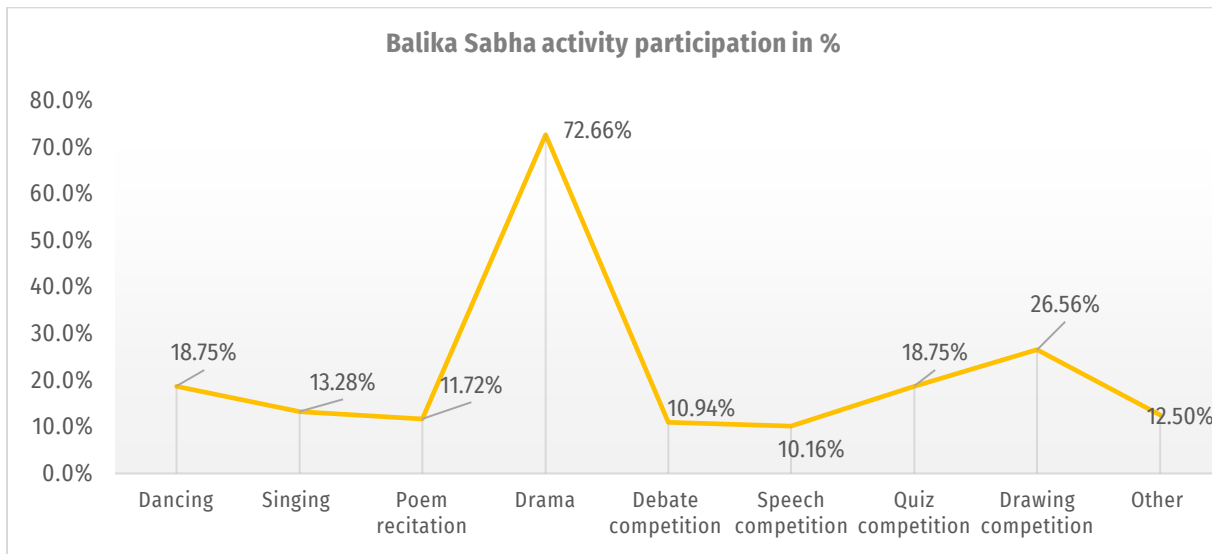
### 3.3 EXTRA-CURRICULAR ACTIVITIES

#### 3.3.1 Balika Sabha



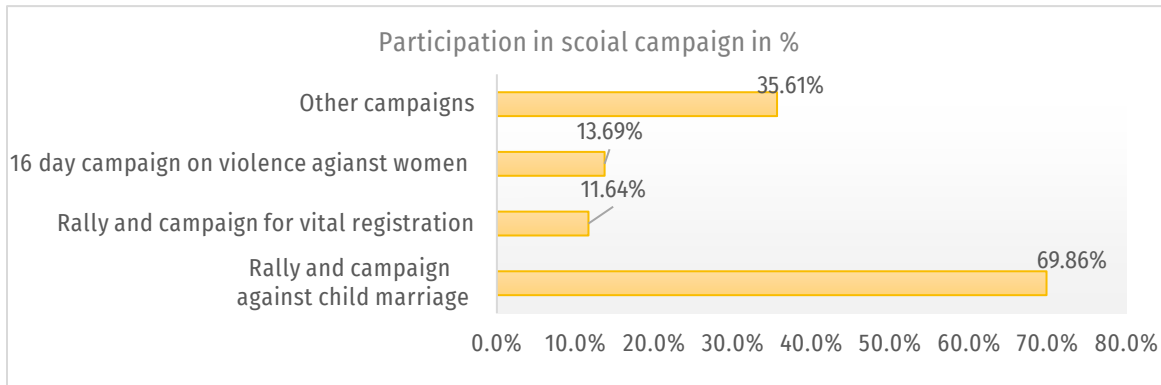
Of the total (N=146), 88% girls participated in Balika Sabha. Among the activities of Balika Sabha, drama was the most popular and most participated (72.66%) by the respondents, followed by drawing competition (25.66%), quiz competition (18.75%), dancing (18.75%), singing (13.28%), poem recitation (11.72%), debate competition (10.94%) and speech competition (10.16%). Whereas 12.5% girls participated in other activities beside Balika Sabha activities like sports competition.

Of the 18 respondents who did not participate in Balika Sabha, 33.33% did not participate because their teachers did not encourage them, 27.78% who felt too shy to participate. While 22.22% felt that they do not have any talent to showcase, 16.67% simply did not want to participate and 5.56% of the respondents stated that their parents did not allow them to participate. These activities have helped build girls' confidence and also sharpen their knowledge on different thematic areas.



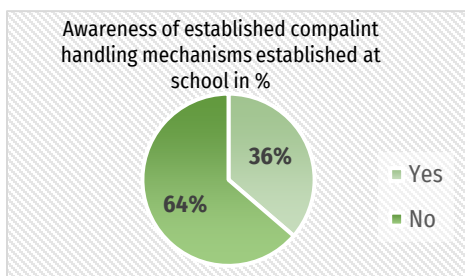
Of the total (N=139) parent's participants, 87% of the respondents have shared that they have participated in Balika Sabha to motivate their daughters to enhance their leadership skills.

### 3.3.2 Social Campaigns



Of the total respondent's girls (N=146), 69.86% of the respondents participated in rally and campaigns against child marriage while 13.69% participated in the 16-day campaign on violence against women and 11.64% participated in rally and campaign for vital registration. 35.61% of the respondents also participated in other campaigns. The other campaigns are day celebration events conducted at UDAAN centers. Of the total respondents (N=146), only 28% of the girls have led the campaigns at UDAAN centers. Similarly, 77% of the respondent's parents (N=139) have supported the campaigns organized by girls to express their solidarity for educating the girls.

### 3.3.3 Knowledge on complain handling mechanism

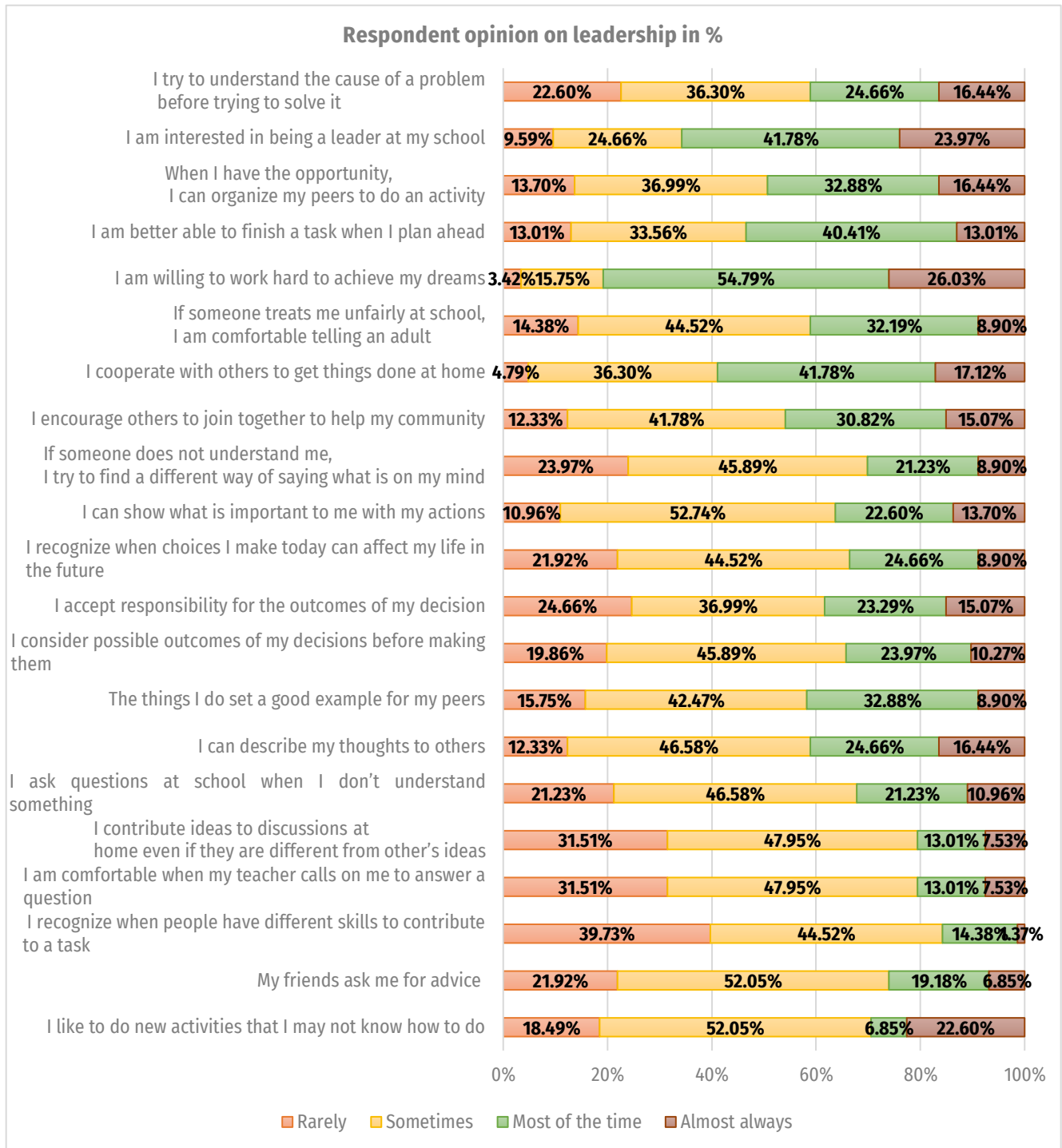


Of the total respondent girls (N=146), 36% are aware of complaint handling mechanisms established at school during studying at UDAAN centers. Similarly, of the total respondents, 89.0% are aware of where to make a complaint if subjected to violence or harassment compared to 9% in the baseline.

Out of Respondents who said they are aware of where to make complaints when subject to violence or harassment, 67.69% of them stated that they would go to the school, followed by 23.85% who would tell their parents. Similarly, 4.62% would go to the local police, 3.08% would share with the child club and 0.77% of the respondents stated that they would seek support from their friends.

This shows that they have information related to complaint handling mechanism at school which will support them when they get enrolled in mother schools. They also know where to share their complaints, which means that they have knowledge of where they can readdress their issues.

### 3.4 LEADERSHIP DEVELOPMENT INDEX



On the leadership statements, the majority of the respondents have agreed to “sometimes”, this is strongly followed by respondents choosing “most of the time”. This shows that they have enhanced their learning in leadership aspects. The program interventions have supported in capacitating to develop their skills in leadership.

### 3.5 ASER LEARNING ASSESSMENT

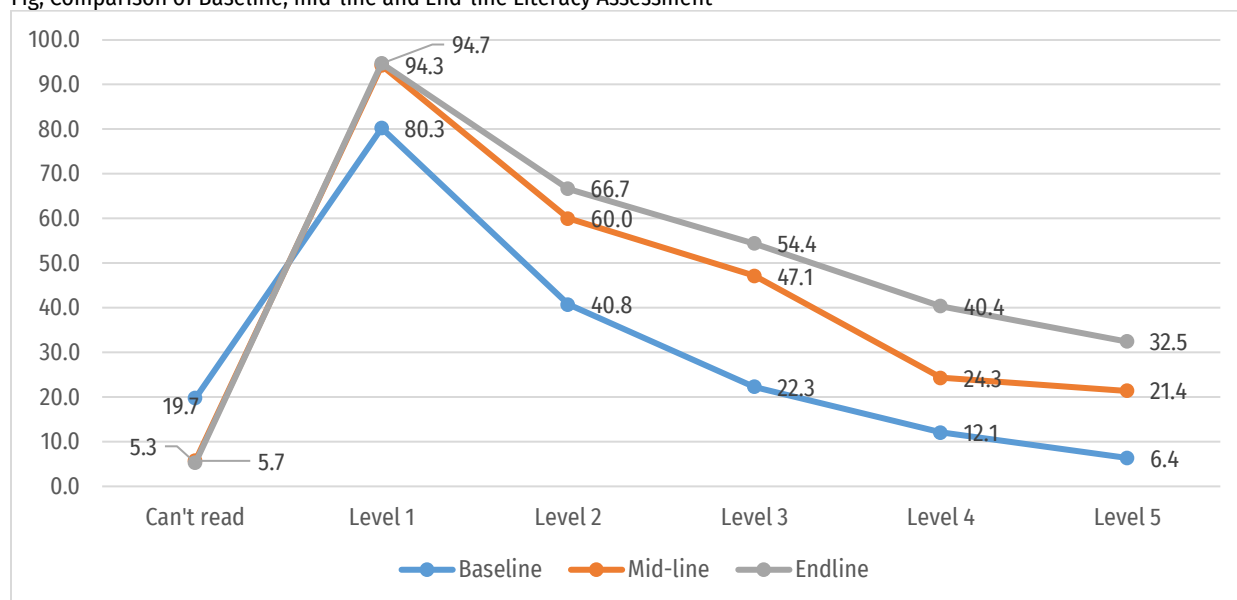
The EXCEL project provided an accelerated learning program (UDAAN) to bring out-of-school girls back to school, including after school programs with home assessment support to help students succeed. The ASER<sup>4</sup> literacy and Numeracy learning assessment was administered as a baseline on September 2021, as midline on Dec 2021 and end-line on Mar, 2022 to capture the scores and compare them with after participating in the UDAAN program. During the impact survey, 80% of the respondents shared that they enjoyed the assessment, while 13% felt that the assessment helped to improve their performance and 7% did not like the assessment as they felt that it was very fearsome.

#### Literacy Assessment

On analysis of End-line ASER learning assessment of Literacy, it is seen that only **5.3%** UDAAN graduated girls were not able to recognize five randomly placed Nepali alphabet compared to **19.7%** at baseline. However, in end-line, **94.7%** girls were able to pass **level 1** i.e., can read at least five randomly placed Nepali alphabet compared to **80.3%** in baseline. In the same way, **66.7%** girls were able to pass **level 2** i.e., can read any five joint Nepali words compared to **40.8%** in baseline. Similarly, **54.4%** girls were able to pass **level 3** i.e., can read any two Nepali sentences compared to **22.3%** in baseline. Likewise, **40.4%** girls were able to pass **level 4** i.e., reading paragraph with minimum error compared to **12.1%** in baseline. In **Level 5**, **32.5%** girls were able to pass the level i.e., answer any two questions from reading paragraph compared to **6.4%** in baseline.

Upon analysis it was observed that the learning level of students who can recognize five randomly placed Nepali alphabet at **level 1** has increased by **14%**, **level 2** has increased by **25.9%**, **level 3** has increased by **32.1%**, **level 4** has increased by **28.3%** and **level 5** has increased by **26.1%**.

Fig: Comparison of Baseline, mid-line and End-line Literacy Assessment



\*Cannot read: The % of students who were not able to recognize at least 5 randomly placed Nepali alphabets.

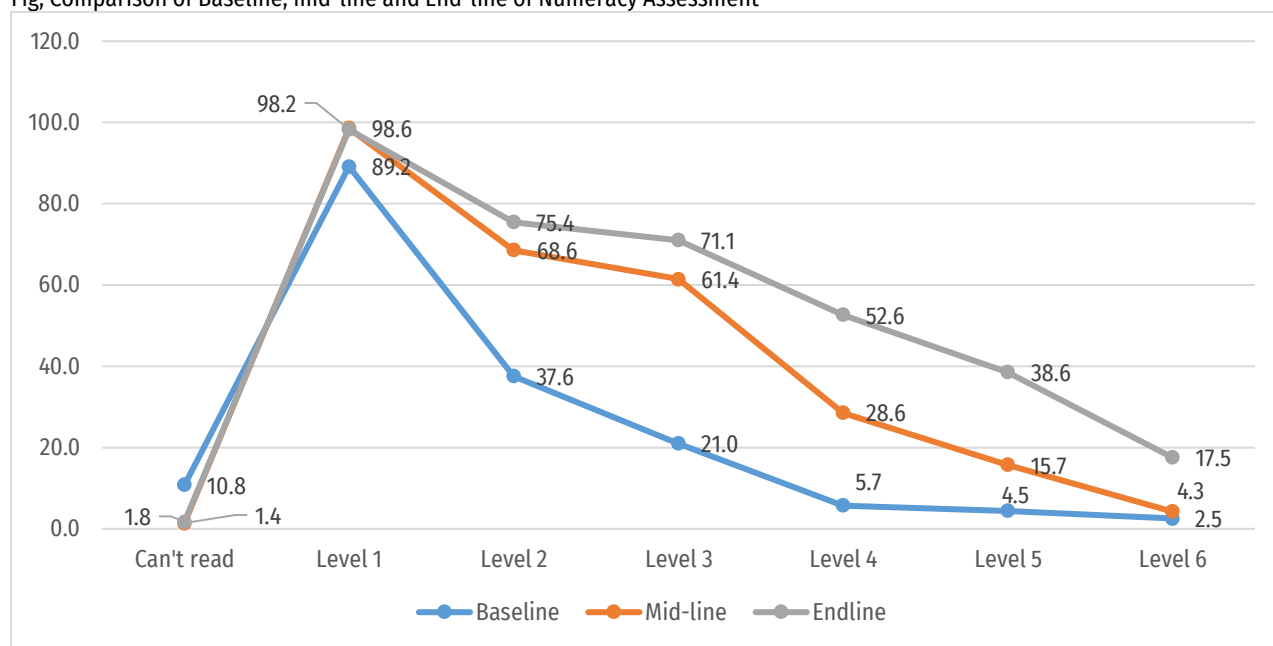
<sup>4</sup> In 2005, the ASER test was designed by an Indian non-governmental organization, Pratham, as a citizen-led assessment of basic language and math skills of youth ages 6-16 in rural districts of India (Banerji et al., 2013). The language test includes letter recognition, word recognition, paragraph reading and story reading. The math test includes single-digit number recognition (1-9), double-digit number recognition (11-99), double-digit addition, subtraction, multiplication, and division

## Numeracy Assessment

On analysis of End-line ASER learning assessment in Numeracy, it is seen that only **1.4%** UDAAN graduated girls were not able to recognize five randomly placed digit compared to **10.8%** at base-line. However, **98.2%** UDAAN graduated girls were able to pass the **level 1** i.e., can identify five single digit numbers compared to **89.2%** in baseline. Similarly, **75.4%** girls were able to pass **level 2** i.e., can identify five double digit numbers compared to **37.6%** in baseline. In the same way, **71.1%** girls were able to pass **level 3** i.e., can solve at least two simple subtractions compared to **21%** in base-line. Likewise, **52.6%** girls were able to pass **level 4** i.e., can solve at least two carry over subtraction compared to **5.7%** in baseline. In the same way, **38.6%** of girls were able to pass **level 5** i.e., can solve at least two multiplications compared to **4.5%** in baseline. In **Level 6**, **17.5%** of girls were able to pass level i.e., can solve at least two divisions compared to **2.5%** in baseline.

Upon analysis it was observed that the learning level of students at **level 1** has increased by **10%.**, at **level 2** has increased by **37.8%**, at **level 3** has increased by **50.1%**, at **level 4** has increased by **46.9%**, at **level 5** has increased by **34.1%** and at **level 6** has increased by **15%**.

Fig: Comparison of Baseline, mid-line and End-line of Numeracy Assessment

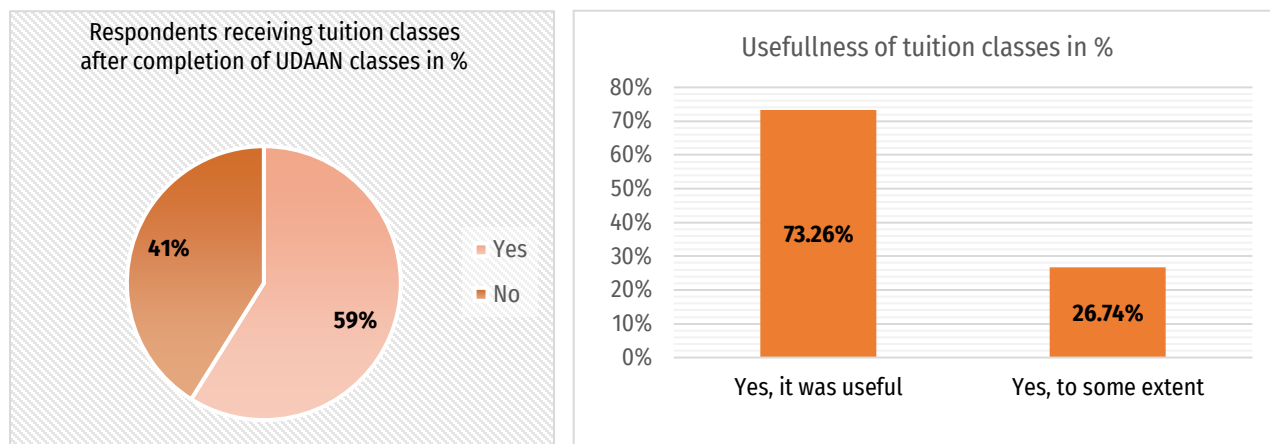


\*Can't read: The percentage of students who were not able to recognize the at least 5 randomly placed single digit.



## 4 OUTPUT 2. GIRLS RECEIVED POST UDAAN SUPPORT TO CONTINUE THEIR EDUCATION AT FORMAL SCHOOL

### 4.1 COACHING AND TUITION CLASSES



Of the 146 respondents, 59% of the respondents took tuition classes conducted by school teacher from the project after completion of UDAAN center. Of the 86 respondents that took tuition classes, 73.26% found it is very useful, while 26.74% found it to be useful only up to a certain extent.

Of the 60 respondents that did not join tuition classes, 35% felt that the tuition times were not appropriate, followed by 30% who stated that their parents did not allow them to join. While 16.67% felt that they did not need it, 6.67% felt that the teaching venue was not appropriate for them and 5% of the respondents felt that the teachers were not regular.

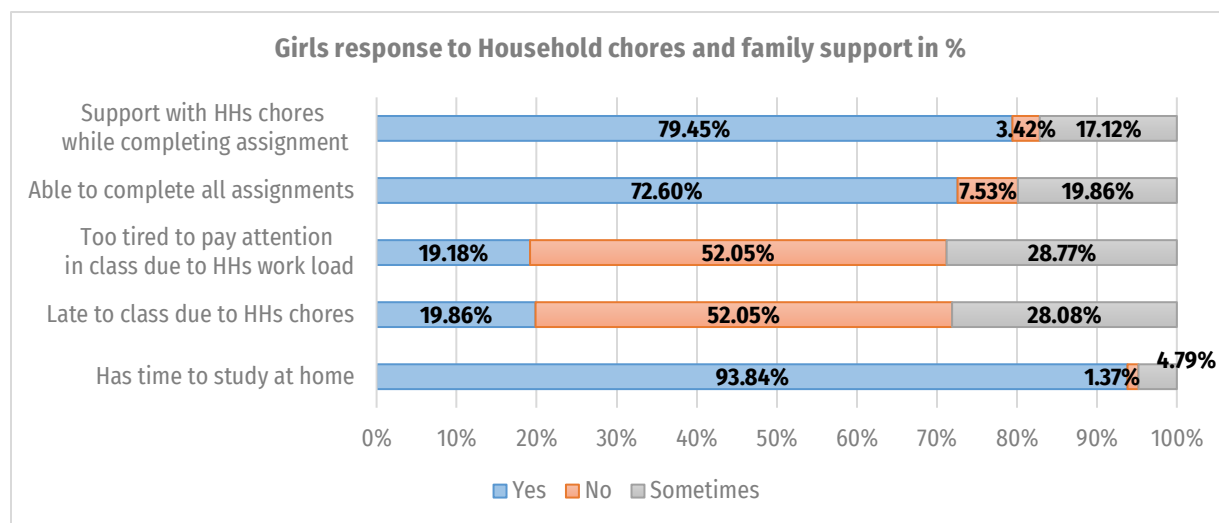
### 4.2 MOBILE AND TRANSITION MATERIALS DISTRIBUTION TO THE UDAAN GIRLS

Mobile phones including CUG sim were provide to the 130 UDAAN graduated girls who are transited to formal school. The purpose of providing mobile phones is to connect them with teachers and their friends for learning purposes, where they can discuss the difficult subject matters. Further, this idea also helped the teachers to contact with their parents so that the teachers can share the learning improvement of the girls and suggest parents to create enabling environment at homes for the study.

Besides, educational learning materials support were also provided to the UDAAN graduated girls who were enrolled in formal school. Education learning materials support included bag, dress, copies, pen, pencil, graph copy, dictionary, school atlas, geometry box and calculator. All the girls from 7 centers received the materials and committed to continue their education at formal school and complete minimum secondary level education.

## 5 OUTPUT 3. COMMUNITY GROUPS (PARENTS) HAVE AN INCREASED UNDERSTANDING FOR VALUING GIRLS AND INVEST ON THEIR EDUCATION

### 5.1 HOUSEHOLD CHORES AND FAMILY SUPPORT (GIRLS)

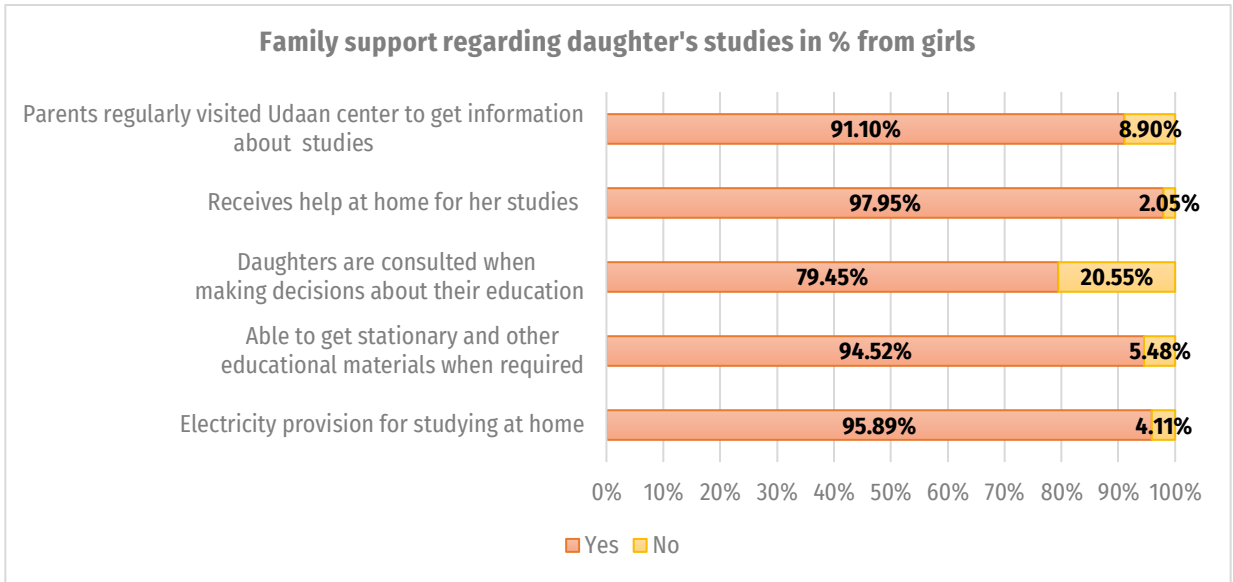


The respondents were given a series of statements regarding household work and family support. From the above figure, 79.45% respondent girls received support with household chores while completing their assignments and as a result they were able to complete all their assignments (72.6%) and had time to study at home (93.84%). However, a few of the respondents have also stated that they can sometimes be too tired to pay attention in class due to household chores (28.77%), and causing them to be late to class (28.08%).

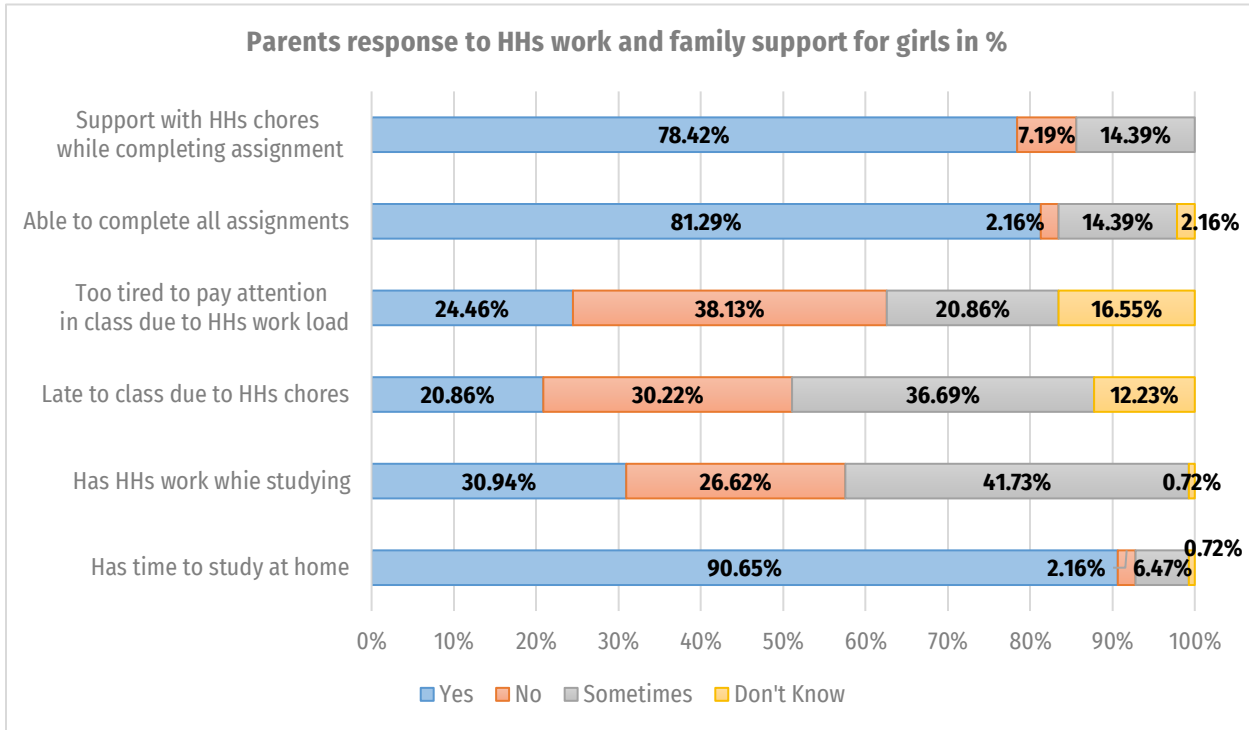
As compared to baseline study, 81.4% girls said that they had time to study at home, only 9.3% girls shared that they used to be late at school and 43% girls shared that they used to sometimes late at school because of household chores. As well as, 17.4% of girls shared that they were sometimes exhausted to pay attention in class due to the loads of household chores. This shows that after coming to UDAAN classes, their household workload has been reduced and they have time to continue their education with support from their parents.

Regarding support and follow up on the respondents', majority of the respondents have stated that their parents have been positive and supportive, as 91.1% girls shared that parent regularly visited UDAAN compared to 74.4% at the baseline visiting to school. In the same way, 97.95% girls shared that they received help at home for their studies compared to 95.3% at baseline. Similarly, 94.52% girls shared that they are receiving educational materials when required compared to 87.2% at baseline. Whereas only 79.45% girls shared that they have been consulted when making decisions about their education which was 84.9% in the baseline.

There has been some notable change in the support from family members regarding household chores and other provisional support provided by family members required for the girls to continue their education at school. Parent saw consultation with girls regarding their studies in positive light, when they were in UDAAN compared to when they were out of school.

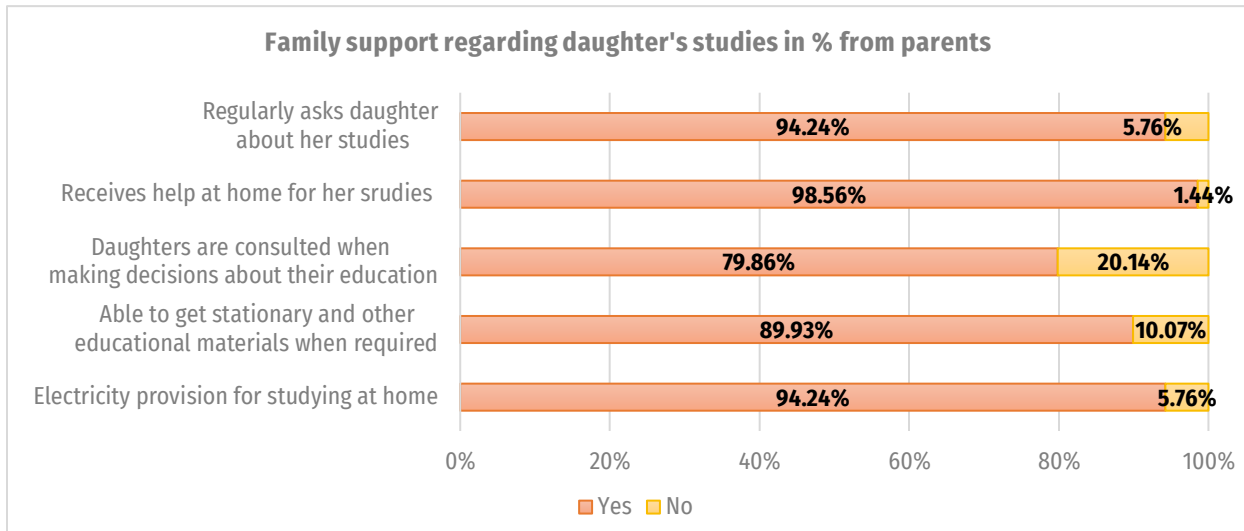


## 5.2 HOUSEHOLD WORK AND FAMILY SUPPORT (PARENTS)



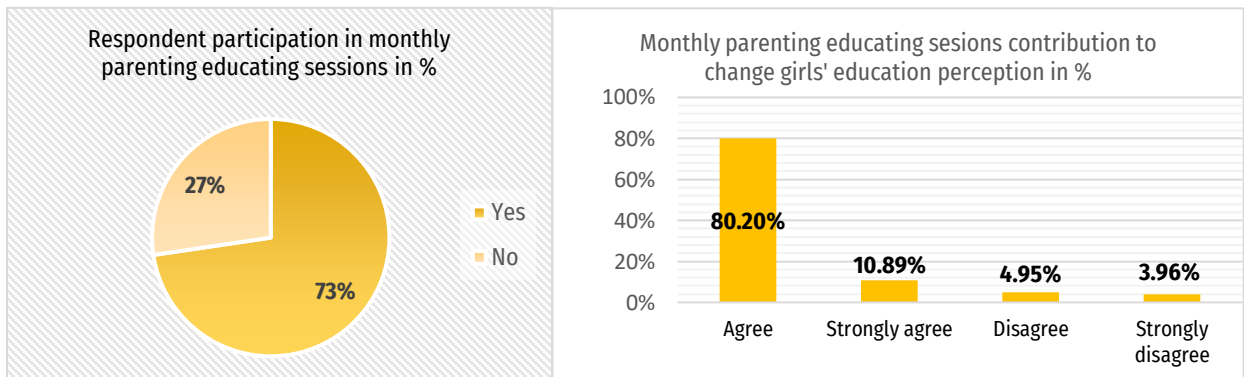
The respondent's parents were given a series of statements regarding household work and family support. From the above figure, it can be assumed that majority of the girls received support with household chores (78.42%) while completing their assignments and as a result they were able to complete all their assignments (81.29%) and had time to study at home (90.65%). However, a few of the respondents have also stated that the girls can sometimes be too tired to pay attention in class (24.46%) due to household chores, causing them to be late to class (20.86%) and that the girls have household

work while studying (30.94%). Regarding support and follow up on the daughters' studies, The majority of the respondents have been positive and supportive, as shown in the figure below.

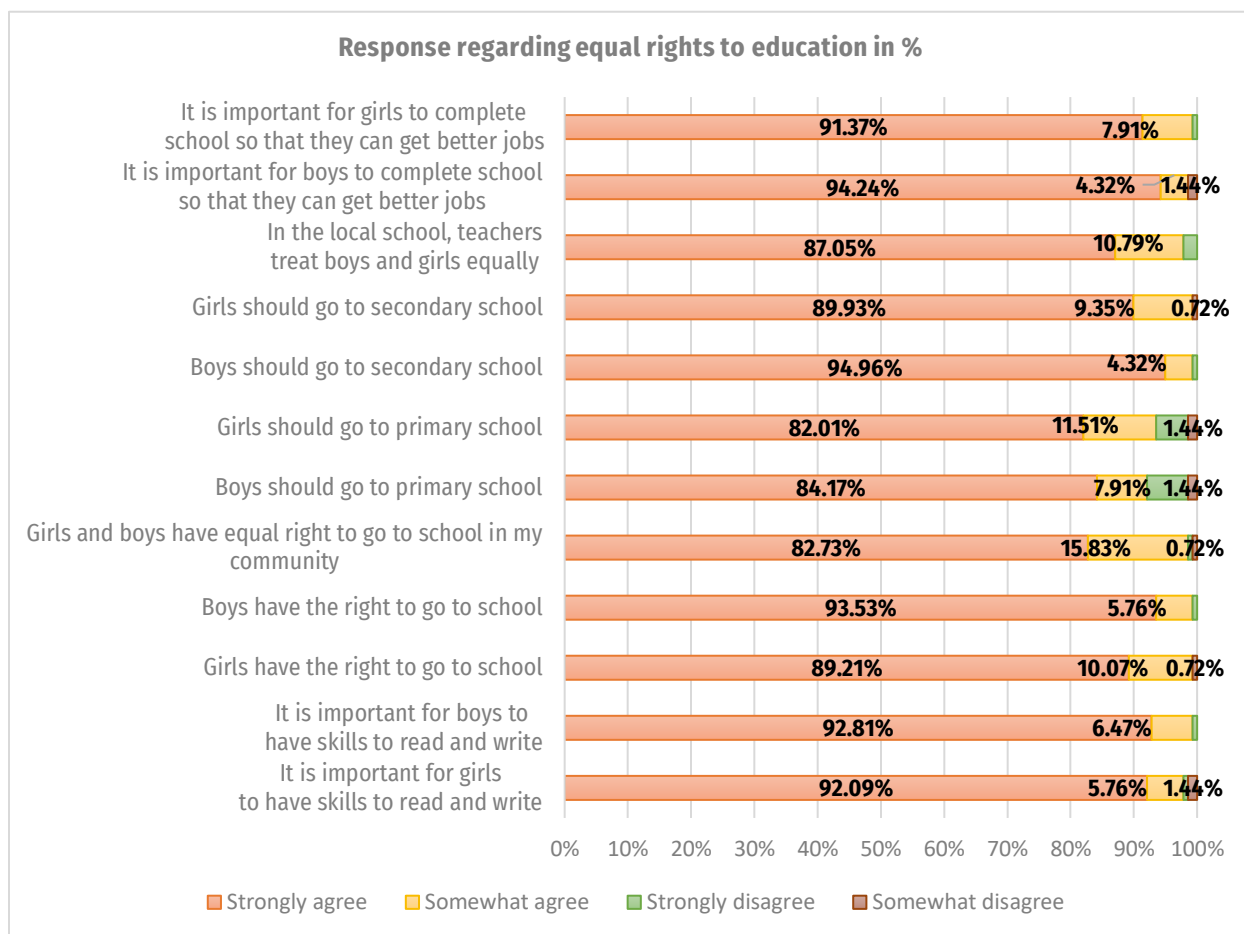


On comparing the statements shared by both girls and their parents, it can be claimed that after enrollment of UDAAN and parents participating in parenting sessions, social campaigns and balika sabha, the parents are supporting girls regarding their education.

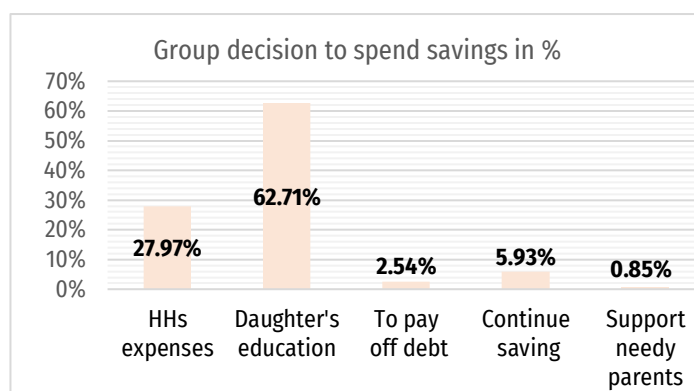
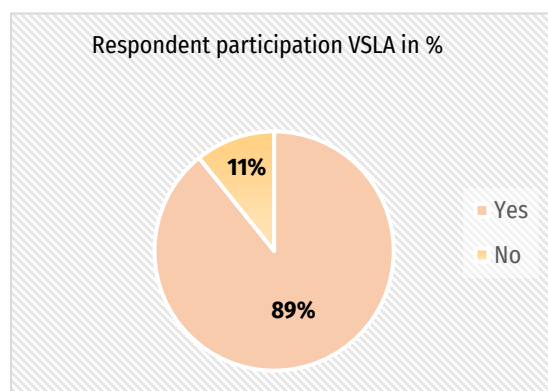
### 5.3 PARENTS PERCEPTION ON GIRLS EDUCATION



Of the total parent's respondent (N=139), 73% of the parents surveyed participated in the monthly parenting educating sessions. Of the 101 respondents that participated, 80.20% stated that the monthly parenting educating sessions were helpful in changing their perception towards girls' education. The respondents were given a series of statements (N=101) regarding equal rights to education. From the figure below, it can be claimed that the majority of the respondents strongly agree that girls and boys have equal rights to education.



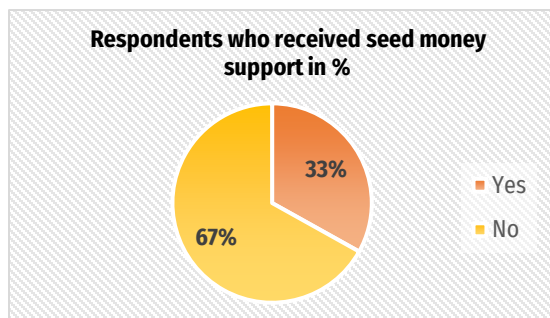
## 5.4 VILLAGE SAVING AND LOAN ASSOCIATION (VSLA) WITH PARENTS



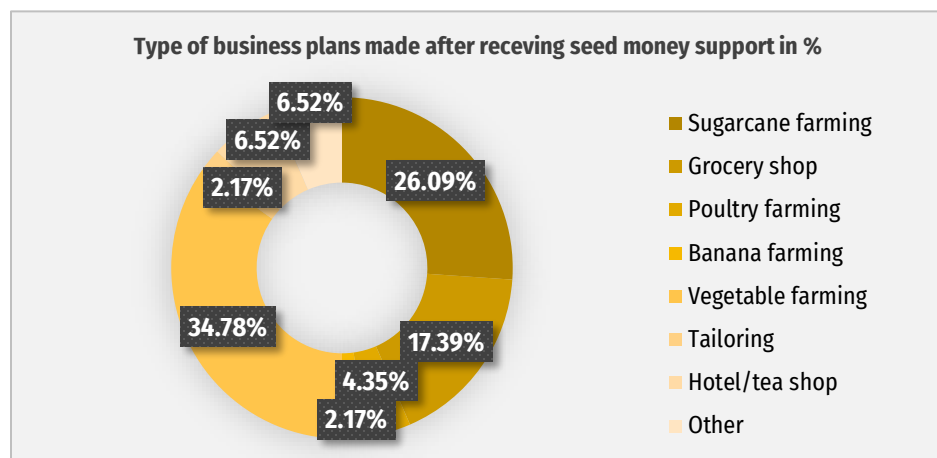
Of the total respondent's parents (N=139), 89% stated that they participated in VSLA, once a month. Of 124 respondents who participated in VSLA, 66.13% saved more than NPR 50 per month, followed by 20.97% who saved NPR between NPR 21-50. While 11.29% save NPR between 10-20, 1.61% save less than NPR 10 per month.

Of the 124 that participated in VSLA, 95% have made decisions on where to spend their saving, 62.71% have stated that they will spend it on their daughters' education, followed by 27.97% who will spend it on household expenses. While 5.93% have stated they will continue to save, 2.54% have stated that they will use the money to pay off debt.

## 5.5 SEED MONEY SUPPORT

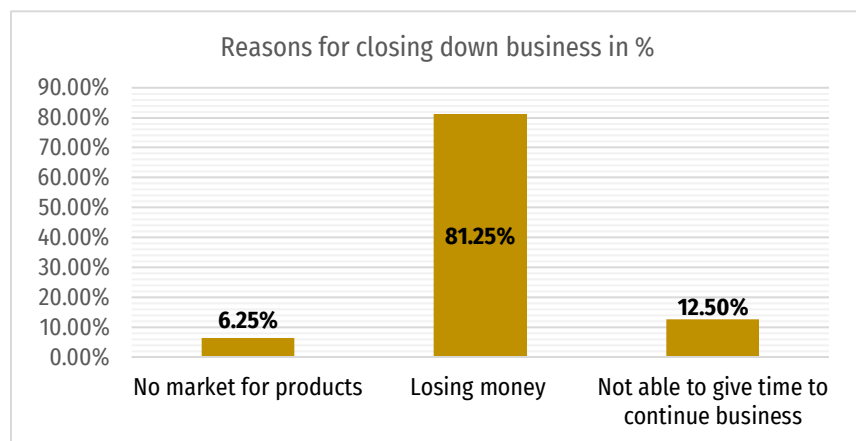


Of the total surveyed respondent (N=139), 67% parents have received seed money support from the project to carry out business to support their economic status so that they can support in their daughter's education. These parents have received NPR 15970 to 16690 based on the business plan they have developed. These are the soft loans at the interest rate of 6% per annum to start their small businesses



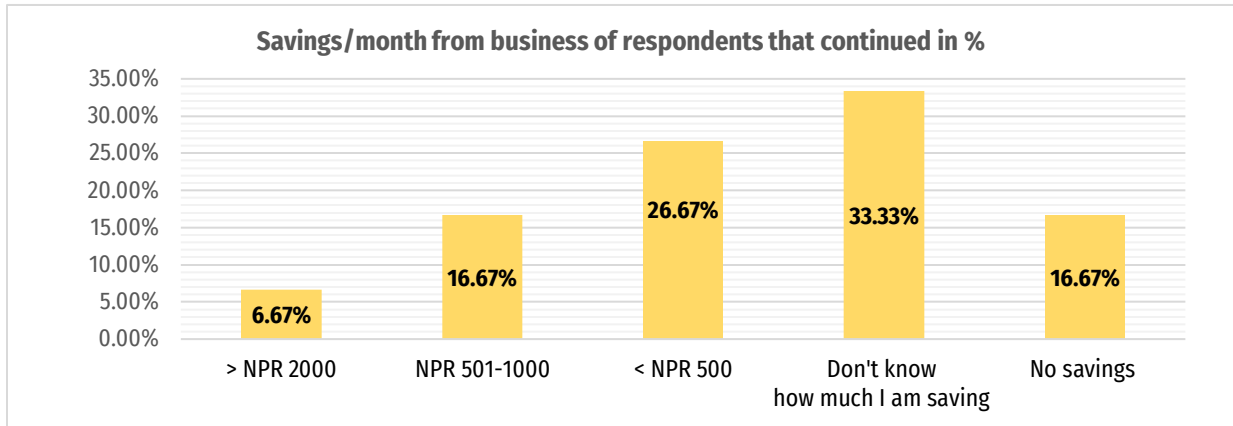
Among the business plans made by the respondents (N=46), 34.78% have started their business-vegetable farming, followed by 26.09% on sugarcane farming. While 17.39% started their business on grocery shop and 6.52% opened teashops.

Of the total respondents who made business plans and started business, 65.22% are continuing their businesses.

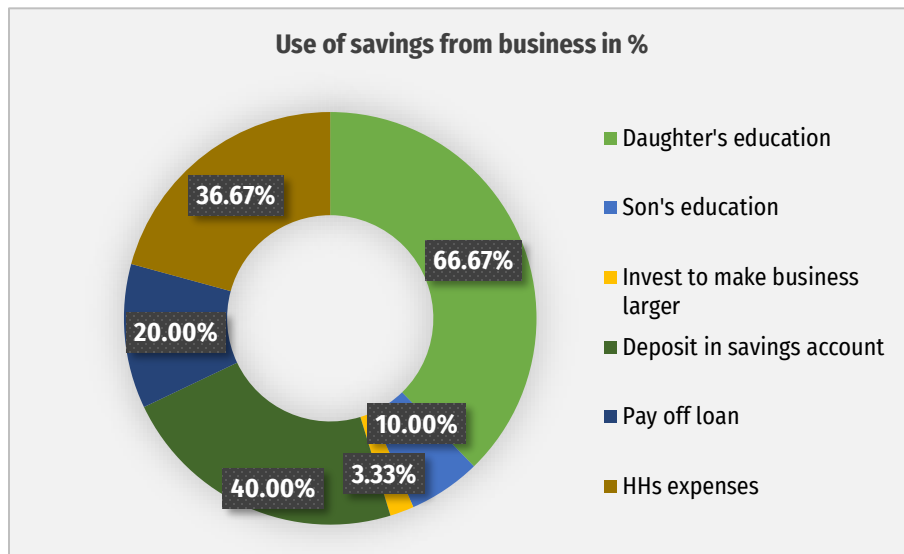


Among the 34.78% respondents who did not continue their businesses, 81.25% did so, due to loss in return of investment, followed by 12.50% who were not able to dedicate time to continue their business and 6.25% of the respondents closed their businesses due to market unavailability for their products for the retail shop.

### 5.5.1 Saving from Business and use of savings

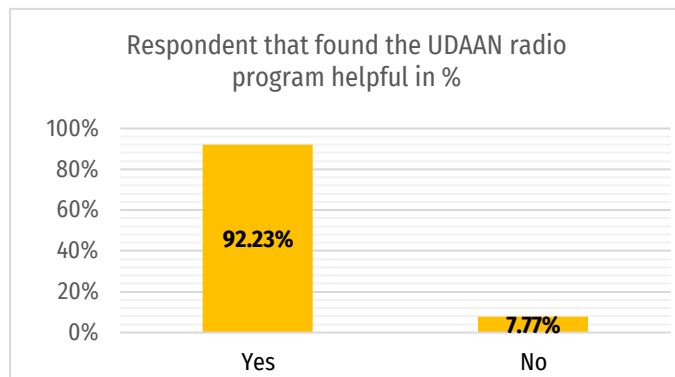
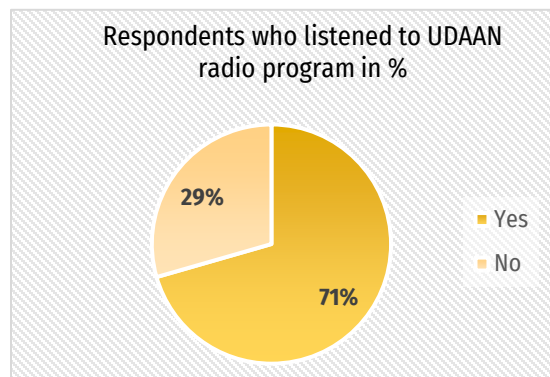


Among the respondents who are continuing their businesses, 26.67% are saving less than NPR 500, followed by 16.67% are saving between NPR 501-1000. While 6.67% are saving more than NPR 2000 per month, 33.33% do not know how much they are saving and 16.67% of the respondents are not saving any amount from their business.



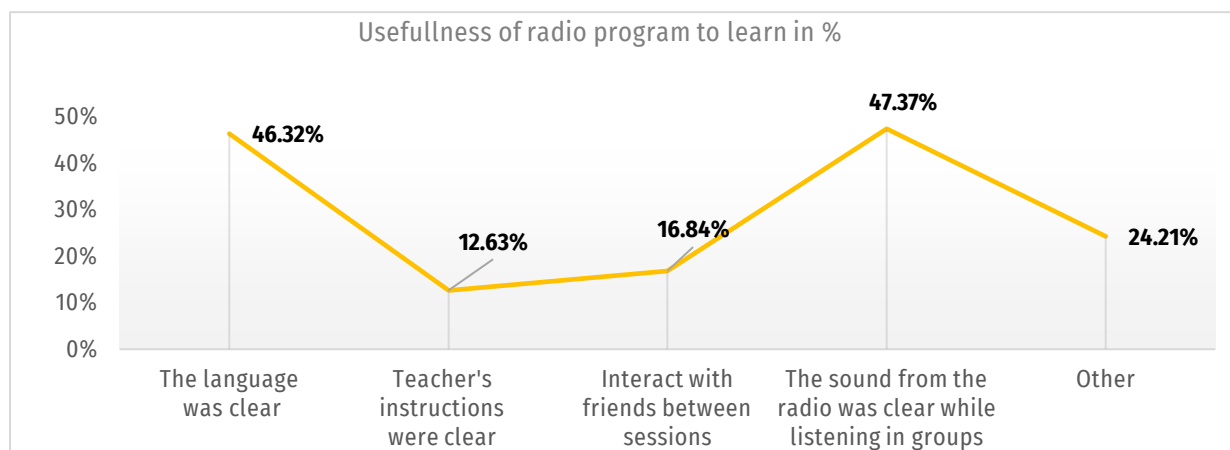
Of the respondents that have monthly savings from their businesses, 66.67% of the respondents plan to use it for their daughters' education, followed by 40% who plan on depositing the amount into their savings accounts. While 36.67% plan to use the savings for household expenses, 20% plan on using the money to pay off loans, 10% want to use the savings for their sons' education and 3.33% plan to invest the savings for business expansion.

## 6 RADIO PROGRAM



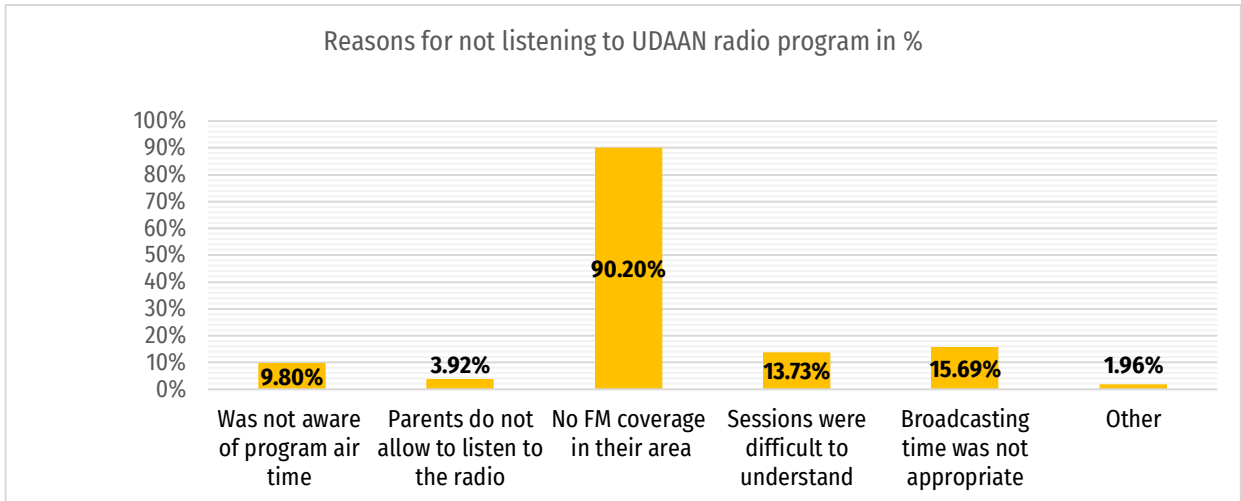
To provide learning support to UDAAN girls, Excel project had developed UDAAN School radio program that was comprised of three major subjects (math, science and Nepali) that used to be aired three times a week. Of the total respondent (N=146), 71% of the respondents shared that they listened the UDAAN radio program. Of the 103 respondents that listened the UDAAN radio program, 92.23% found the radio program very helpful to support their learning.

In response to the question on how was it helpful, 47.37% of the respondents felt that the sound from the radio was clear to listen to in groups, followed by 46.32% found the language to be clear. While 16.84% liked that they could interact with friends in between sessions and 12.63% found the teacher's instruction to be clear.

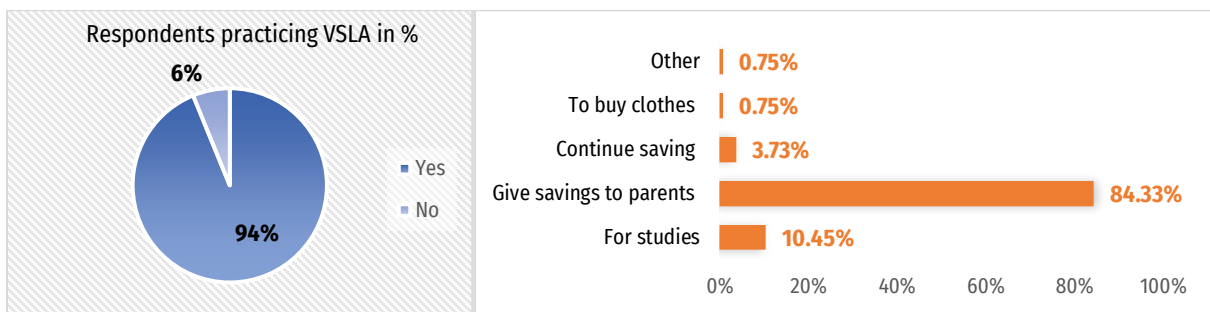


Of the 29% (N=43) respondents' girls who did not listen the UDAAN radio program, 90.20% stated that this is due to lack of FM radio coverage in their area. While 15.69% felt that the broadcasting time was not appropriate, 13.73% felt that the sessions were difficult to understand, 9.80% of the respondents were not aware of the program airing time and 3.92% of the respondents stated that their parents did not allow them to listen to the radio.



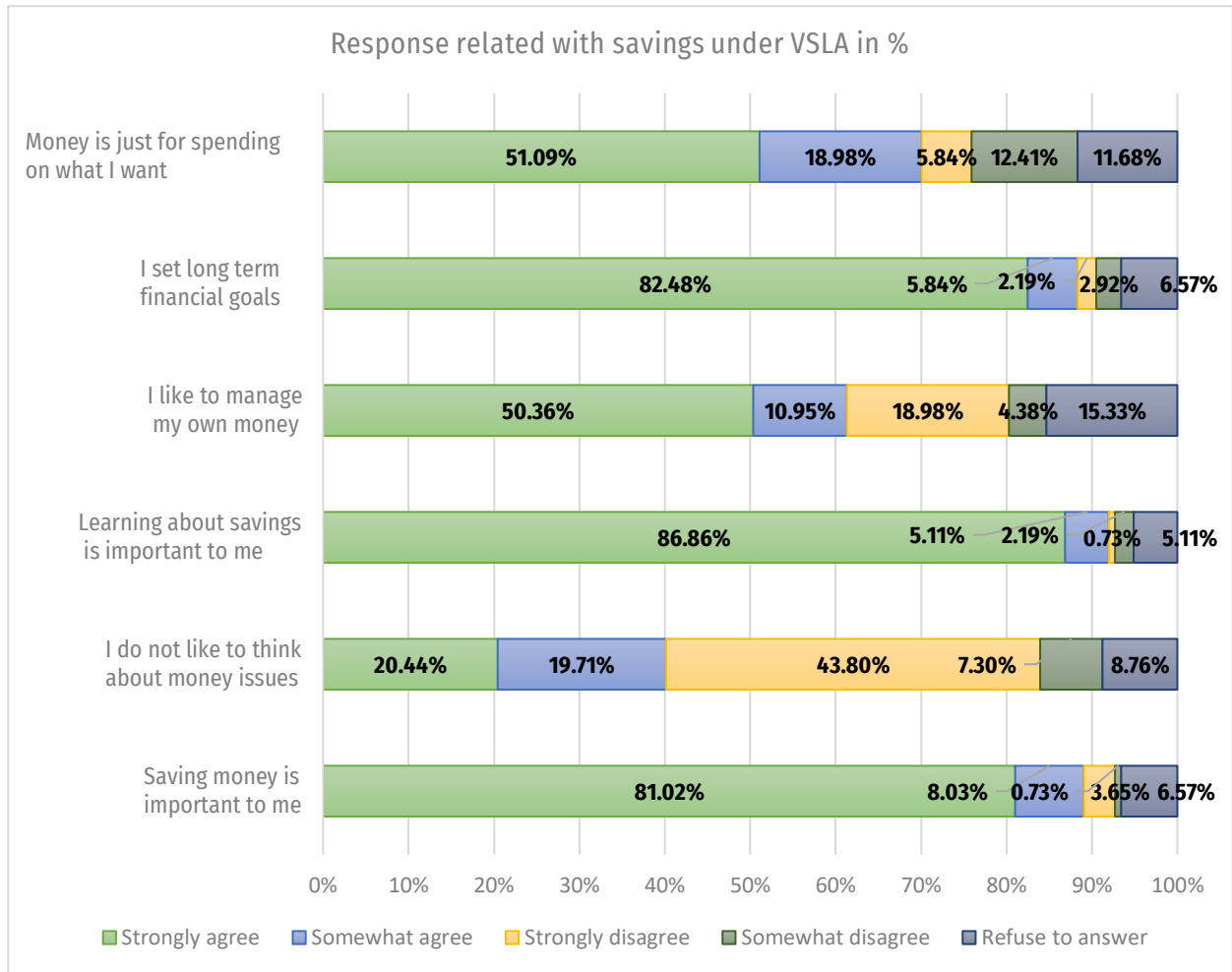


## 7 VILLAGE SAVING AND LOAN ASSOCIATION (VSLA) WITH UDAAN GIRL



To reduce the financial barriers to girls education, VSLA sessions were conducted with UDAAN girls. Of the total respondents (N=146), 94% girls shared that they are participating in VSLA. Of the 137 respondents participating in VSLA, 98% have decided what to do with their money. Of the 98% respondent who have decided; 84.33% of the respondents have decided to give it to their parents, while 10.45% plan to use it for their studies, 3.73% would like to continue saving and 0.75% plan to use the savings to buy clothes.

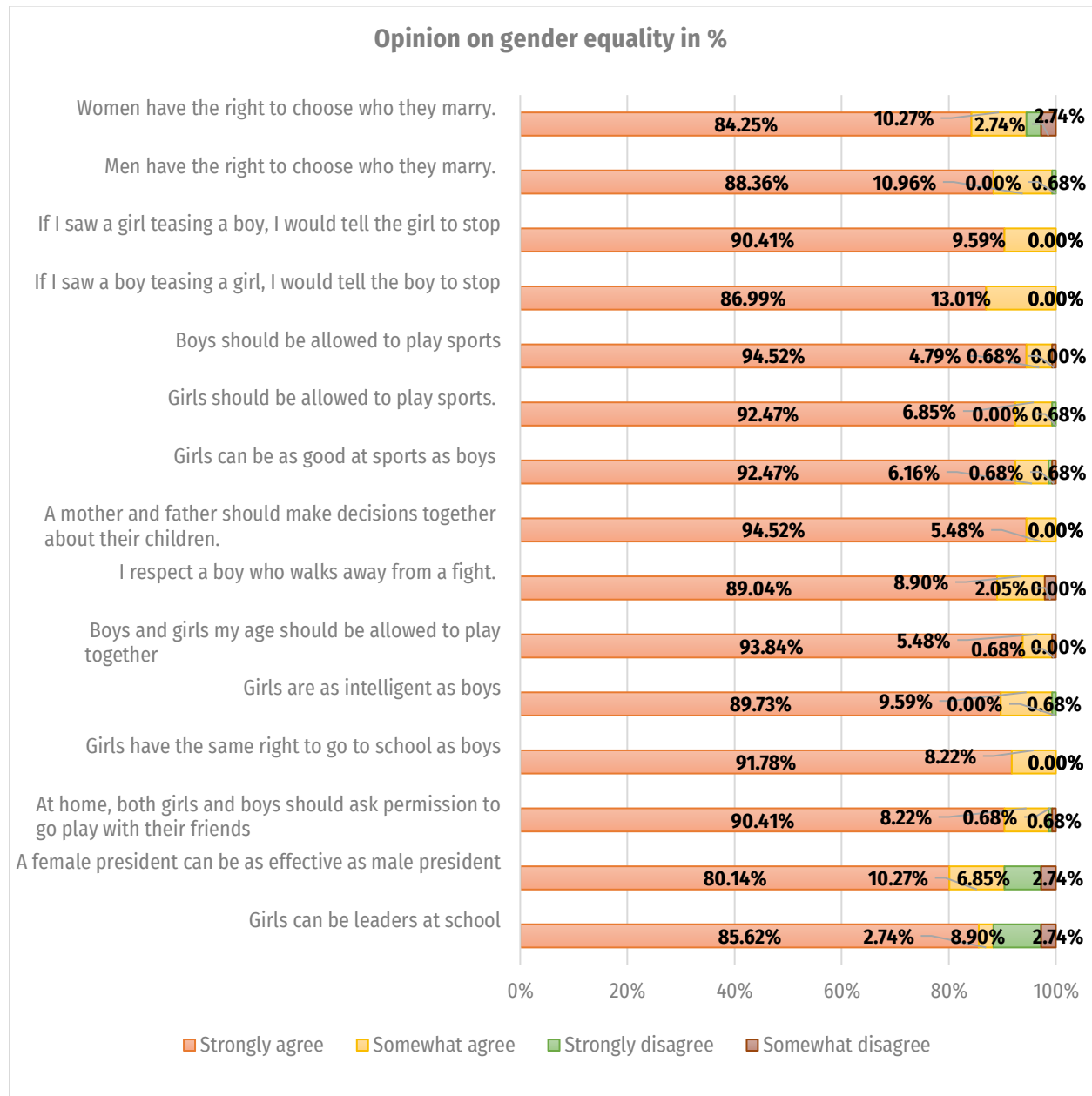
## 7.1 RESPONSES RELATED WITH SAVING UNDER VSLA



The respondents were given a series of statements (N=146) regarding savings and finances. From the figure above, it can be assumed that majority of the respondents set long term financial goals (strongly agree: 82.48%), feel that learning about savings is important to them (strongly agree: 86.86%) and saving money is important to them (strongly agree: 81.02%). In the same way, 51.09% of the respondents strongly agree that money is just for spending on things, while 20.44% do not like to think about money issues and only 50.36% of the respondents like to manage their own money.

From the above figure, it can be assumed that the girls feel that saving money, learning about saving and setting long term financial goals are important to them. This is an encouraging sign as the girls are taking the initiative on thinking about setting long-term financial goals and managing their own money. However, they do not want to think about issues related to money and only 50% like to manage their own money. This suggests that though they are saving but their saving is controlled by their parents as the majority (84.33%) of girls have shared that they will provide money to their parents.

## 8 OPINION ON GENDER EQUALITY



The table above shows that the girls were aware of gender equality and leadership and their opinion has changed compared to baseline. The respondent has strongly agreed with most of the statements related to gender equality. During baseline the opinion of girls on women has right to marry was 51% which has increased to 84.25% and in the same way, in the baseline in response to girls can be leader, 71.5% have agreed to the statement which has increased to 85.62% in the endline. The data indicates that girls believe and want more equality for their female counterparts in society and there are indications that they will take steps to reach that goal.

## **9 GRIEVANCE HANDLING MECHANISM (KII WITH GENDER FOCAL PERSON)**

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During the program interventions, the EXCEL project engaged with 7 mother schools to establish grievance handling mechanisms. Key Informant Interview was conducted with three gender focal teachers of the three separate schools where mechanisms were established. During the KII, gender focal person has informed that they were oriented about the process as per the CEHRD guideline. Out of three schools, two have installed complaint box whereas in one school, they have said that they will install complaint box once the schools start running effectively. They have also shared that the committee has been formed and they have provision to open the box in 15 days. As shared during the KII, two schools who have installed the complaint box shared that till date no complain has been dropped in the box and they are planning to re-orient to the students regarding the complaint response mechanism once the schools start running effectively after enrollment campaign. They have committed to continue the process but also they have requested for the regular monitoring from CARE.

They have highlighted that providing support in rejuvenating child club has helped students to put forward their issues and concerns on how to create a good learning environment at school. They further added that child clubs were engaged in conducting extra-curricular activities like drawing competitions and art completion in school in support from project which has helped in overall learning of the students. Regarding the question on how local government is supporting the mechanism, they shared that local government is not monitoring such mechanism and are also not supporting in extra-curricular activities at school.

## **10 WASH SUPPORT TO MOTHER SCHOOL (KII WITH SCHOOL HEAD TEACHER)**

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The EXCEL project provided WASH support to five mother schools where UDAAN girls are enrolled after graduation from UDAAN center. Key Informant Interview (KII) was conducted with three school head teachers where project had provided WASH support especially for the maintenance of toilets using tiles, installing new seats, plastering the toilet, installing taps, and putting doors and windows for the girl's toilet in school. As stated during KII, they have shared that the WASH support has helped girls to access the toilet and other wash facilities.

## **11 SUPPORT FROM CARE IN FORMULATION OF EDUCATION POLICY OF MUNICIPALITY (KII WITH EDUCATION HEAD OF PALIKA)**

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CARE supported in formulation of education policy in two palika (Pratappur and Sarawal RM) of Nawalparasi (West) district. KII was conducted with the education head of two municipalities to get information related with CARE's support on formulation of education policy of rural municipality. They stated that CARE Nepal and BES Nepal financially and technically supported in formulation of education policy. The education policy has focused on ICT lab, smart ECD, and technical education. This support has been an integral in uplifting the education system in Palikas. They have also highlighted that they have targeted to out of school children to mainstream into the education through administering an alternative learning approach.

The municipal representatives have also asked to share the details of UDAAN graduated girls who enrolled in school (with grades they integrated) so that municipality can follow up with school and parents for their regularity in school. For the effective formulation of education policy, Pratappur and

Sarawal Rural Municipality have made a plan to seek support from different organizations like CARE and other like-minded organizations working in the education sector.

## CONCLUSION

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The impact study was conducted with adolescent girls and with their parents who are part of the Excel project, implemented in three Rural Municipalities of Nawalparasi (West) district (Palhinandan, Sarawal and Pratappur RM). This project has been able to bring many out-of-school girls back to UDAAN education centers and empowered them to find their way back to formal schools. Based on the analysis of the information collected from the field by enumerators, the following information is taken as conclusion.

- One of the key highlights of the project is that girls who were out of school for various reasons were brought back into the education system through the accelerated learning program. As 130 girls, out of 157 girls have been enrolled into the formal school that counts 82.8% after their UDAAN graduation. Of the 141 respondents who got enrolled into formal schools after the completion of UDAAN classes, 55.32% wish to study up to secondary level (10+2), followed by 39.01% that wish to complete SEE. While 3.55% of the respondents want to complete a bachelor's degree and 2.13% want to continue their study below SEE. This suggests that the girls are able to foresee the importance of education and willing to continue their education till secondary level. Overall, the girls have been motivated to do further study that enables them to enjoy their dignified life in the future.
- The UALC also played a substantial role in bringing the parents', community and girls together to create an enabling environment where the girls felt more secure, comfortable and motivated towards perusing their education by transiting into formal schools. Parents support also played a vital role in supporting girls in their education and enrolling them back to formal school as well as for their continuation in education.
- The teaching skills of teachers were mostly liked by the students as 54.1% girls shared that they liked the teachers' teaching methods, followed by 38.4% liked that that their teachers always started the class on time and 28.8% felt that the lessons were taught very well. This suggests that teachers are well trained and applying their skills as per the UDAAN curriculum and helping girls catch up with their education.
- The girls are also participating in public events and campaigns to enhance their skills, capacity and leadership ability. As per the respondent girls, 69.86% of them participated in rally and campaigns against child marriage while 13.69% participated in the 16-day campaign on violence against women and 11.64% participated in rally and campaign for vital registration. 35.61% of the respondents also participated in other campaigns that address the harmful social norms deeply rooted in societies.
- The girls were provided support from family members in pursuing their education effectively while they were at UDAAN center. There has been some notable change in the support from family members regarding household chores and other provisional support provided by family members required for the girls to continue their education at school. However, at other times they have to continue to do the household chores as they stated they used to be late to UDAAN

centers (19.85%) due to household chores and were not able to pay attention (19.18%) during class and felt tired.

- The girls were aware of gender equality and leadership and their opinion has changed compared to baseline. The respondent has strongly agreed with most of the statements related to gender equality. During baseline the opinion of girls on women has right to marry was 51% which has increased to 84.25% and in the same way, in the baseline in response to girls can be leader; 71.5% have agreed to the statement which has increased to 85.62%. The data indicates that girls believe and want more equality for their female counterparts in society and there are indications that they will take steps to reach that goal.
- The learning achievements have improved considerably over the 11 months of UDAAN classes, it was observed that the learning level of students at literacy at level 1 has increased by 14%, level 2 has increased by 25.9%, level 3 has increased by 32.1%, level 4 has increased by 28.3% and level 5 has increased by 26.1%. On Numeracy, the learning level of students at level 1 has increased by 10%, at level 2 has increased by 37.8%, at level 3 has increased by 50.1%, at level 4 has increased by 46.9%, at level 5 has increased by 34.1% and at level 6 has increased by 15%.
- There is still some social stigma prevalent within the community which has restricted the girls from achieving their full potential. Even though parents have perceived that girls' education is important and both girls and boys should be treated as equal, some traces of inequality in treatment can still be observed.

## RECOMMENDATIONS

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- Parents' encouragement plays a vital role for girls to continue their education further. After joining UDAAN classes the girls felt that education would open up opportunities for them and they are motivated to go to school seeing other girls going to school and scholarships and incentives provided by schools. So, intervention with schools to improve the scholarships and other incentives followed by parents' encouragement may help them to continue their education at school.
- Despite the efforts to create a supportive learning environment at the UDAAN centers, 44.5% have suggested that classroom settings need to be improved, followed by 40.4% that have said that the teachers' need to improve their behavior is the area which needs to take into consideration while implanting the model in other areas.
- During the KII, school teachers have suggested to conduct the joint extra and co-curricular activities initiated from the CARE or partner organization so that the students are more motivated towards education.
- During the KII, the school head teacher has suggested to conduct follow up with UDAAN graduated girls as they are not regular in school after enrolled in mother school. As per their suggestions, parents and students should be present in school while they get enrolled in school after UDAAN center. This will help parents to follow up with their daughter on why they are not going to school regularly. Also need to do MoU with school regarding follow up and special care to be provided to the UDAAN graduated girls as they are more prone to drop-out than other regular girls.

# Annexes

## Survey questionnaire



Impact study survey  
questionnaire\_Excel\_g



Impact study survey  
questionnaire\_Excel\_P



KII with school head  
teacher on Wash sup



KII with education  
head\_Palika.docx



KII with Gender Focal  
person on GHM.docx