

Endline Evaluation of Udaan II: Catching the Missed Opportunity

Final Report

Submitted to:



Samata Bhawan, Dhobighat, Lalitpur

Submitted By:



National Institute for Development and Research (P) Ltd, New Baneshwor,
Shankhamul Road, Kathmandu, Nepal,
Phone: 01-4782977, Email: info@nidr.com.np

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Tark Raj Bhatt,
Chair & Executive Director
National Institute for Development and Research P. Ltd (NIDR)
Shankhamul Road, New Baneshwor, Kathmandu, Nepal

Team Members

Dr Renu Kuamri, Lama Thapa, Tark Raj Bhatt, Dipa Timilsina, Ram Bahadur Shrestha, Prakriti Kafle, Sarita Bhattarai, Anjali Pandey and Sanjaya Halwai

Table of Contents

Acknowledgement	ii
Acronyms	4
Executive Summary	5
Chapter I: Background	8
1.1 Introduction	8
1.2 Objectives of the endline evaluation.....	11
1.3 Research questions.....	11
Chapter II: Study Approach	12
2.1 Evaluation design and site.....	12
2.2 Data collection method	12
2.2.1 Desk review	12
2.2.2 Focus group discussion.....	12
2.2.3 In-depth interview	12
2.2.4 Key informant interview	13
2.2.4 Case stories.....	13
2.3 Tool development, training and pre-testing.....	13
2.3.1 Tool development and pre-testing.....	13
2.3.2 Training and orientation	14
2.4 Data management and analysis.....	14
2.5 Limitation of the study.....	14
Chapter III: Findings and Discussion	15
3.1 Background of the Project Beneficiary	15
3.2 Udaan II: Inputs, Interventions and Results	16
3.3 Visioning Udaan II project and motivation to participate	17
3.4 Support from Udaan and perception towards ALP class.....	18
3.5 Udaan pedagogy: An example of friendly teaching model	20
3.6 Girls leadership and initiation of extracurricular activities	20
3.7 Parental support towards Udaan learning center	22
3.8 Learning intervention: ASER assessment.....	23
3.8.1 Educational intervention and graduation rate.....	26
3.8.2 Increased mobility and self-determinations due to Udaan.....	28
3.8.3 Teachers and peer behaviors.....	28
3.9 From Udaan class to formal school: Experiencing teachers and new peers	29
3.10 Envisioning the journey to formal school: Motivation through intervention to local/school policy	32
3.11 Transition into mother school.....	32
3.12 Problem faced	34
3.13 Gender friendly school environment.....	34
3.14 Strength of the Udaan learning center	35
3.14.1 Weakness of Udaan class	36
3.15 Inclusion of the elements of the Udaan concept in national curriculum	37
3.16 Perceived Barriers to girls education	38

3.17 Balika Shabha: Linkage between Udaan learning center girls and mother school girls	38
3.18 Girls initiatives in extracurricular activities	40
3.19 Parental support towards Udaan learning center	41
3.20.1 Vocational training	43
3.21 Covid-19: Impact on girls education	45
3.22 Efforts to cope with the crisis emerged due to COVID 19 in the education of Udaan girls	46
Chapter IV: Conclusions and Recommendations.....	47
4.1 Conclusion.....	47
4.2 Recommendations	48
References.....	50
Annexes.....	51

List of Figures

Figure 1. Cumulative ASER of all the Centers.....	24
Figure 2. Cumulative numeracy from baseline to endline	25
Figure 3. Comparative learning literacy among the girls who have been to school before and have never been to school before	25
Figure 4. Comparative learning literacy among the girls who have been to school before and have never been to school before	26
Figure 5: Success to graduated girls from Udaan center: ALP	27

List of Tables

Table 1: Support to participate Udaan class.....	9
Table 2: Type of vocational training participated by girls.....	27

Acronyms

ALP	Accelerate 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

Executive Summary

Udaan II “Catching the Missed Opportunity” Project, funded by OPEC, is one of the most important initiatives for girls’ 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; the Project was operated for 3 years (November 2017 to October 2020). The project was focused on out of school girls (10 to 14 year old) from marginalized and socially excluded communities and have never been to school or dropped out in their primary education for delivering an accelerated learning approach. This project was implemented by Care Nepal in Krishannagar Rural Municipality, Kapilvastu Municipality and Maharajunj Rural Municipality of Kapilbastu district in cooperation with its local partner Siddhartha Social Development Centre (SSDC).

The objective of the evaluation study was to measure both, the intended and unintended outcomes and impact of the project against the targeted results.

The evaluation study followed both the qualitative and quantitative methods for data collection. The focus group discussion, in-depth interview, and key informant interviews were the methods for field data collection. The data collected were analyzed and presented in tables, figures, and themes.

Major Findings

1. The project seems to be successful in terms of empowering girls to continue their education. The girls had joined the accelerated learning courses and graduated, and more than 80% of them joined mother school.
2. The evaluation study shows that efforts have been made in reducing socio-cultural barriers by organizing different programs in school and community levels.
3. The Udaan pedagogy became effective as the activities-based condensed course designed for the Udaan program attracted the marginalized children and school dropouts. The course seems efficient as the Udaan graduates could get enrolled in upper grades (grades 5, 6 and 7). Their performance was also better compared to other students of the mother school.
4. The strategies adopted by the project to attract and engage girls in Udaan program appear appropriate. Udaan provided support required for joining and completing Udaan class. Udaan teachers and family members encouraged the girls to join the Udaan class.
5. The link between the Udaan program and mother school was strengthened as the Udaan and school children were mixed together, which also helped reducing discrimination between them.

6. The Udaan program empowered girls by developing the leadership skills with co-curricular and extra-curricular activities.
7. The facilities provided by Udaan were relatively higher than that of mother school, which may limit the expansion of Udaan program in other districts and areas.
8. The local government seems indifferent on account of their engagement in other area and Covid-19. They even did not frame educational policies and programs for disadvantaged group.
9. The project has been able to create awareness and reduce the barriers through campaigns and community mobilization.
10. 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 people is high.
11. Girls' participants were agreed that the mobility was increased from home to school however the mobility was limited home to other places because the family members were aware of risk of different types of violence if they went out without their parents or care givers.
12. Vocational training was provided to the parents and Udaan girls, which naturally supported their livelihood.
13. Covid-19 has adverse impact on girls' learning. Udaan supported girls even in this situation by providing additional materials for girls to study at home. However, the situation forced girls to discontinue the class, which affect adversely the girls to retain their learning

Recommendations

- The program needs to be expanded in other areas of the district and other districts as well, where the disadvantaged groups including Muslims are concentrated.
- Udaan program should contact and motivate parents and Muslim religious leaders for creating appropriate environment for sending their girls to mother schools.
- The project should lobby and influence the government to implement the condensed course in flexible school and non-formal education program.
- Coordination with the local government should be established and strengthened for providing educational support to the disadvantaged group.
- The target beneficiaries for the vocational training and livelihood training would to be increased and regular follow up since their parents engaged in income-generating and livelihood programs such as retail shop, water ball (pani puri) shop on pushcart, shoe/sandal repairing, purchase and sell goats, poultry and vegetable farming, etc. This type of vocational and livelihood support training was found fruitful for investing to girls education as well as improvement of lifestyle.

- Good relations with mother school should be maintained and strengthened through joint meeting with mother school, inviting mother school head teacher as guest teacher for Udaan classes, formation of joint team between mother school and Udaan school to observe the children's activities, take teachers of Udaan and mother school for excursion tour, etc.
- The strategies adopted to attract girls in Udaan program should be continued.
- The formation of girls' group and Balika Sabha should be continued and sustained.
- The leadership skill development should be continued for confidence building of the girls.
- The awareness and community mobilization program should be conducted regularly.
- The UDAAN Concept is innovative and suitable for 10-14 age group of girls as well as for boys who have never been to school or dropped out early. The concept should be replicated throughout the country for both girls and boys. This will help to bring all boys and girls into mainstream education and fulfill the concept of free and compulsory basic education as per mandate of constitution 2015.

Chapter I: Background

1.1 Introduction

Education is foundation for human development and economic growth. Education remains the key for unlocking the 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 raised to 97 per cent. However, the country still has many challenges to enroll and retain the students up to secondary level, as 770,000 children of aged 5-12 years 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 quintile¹.

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. The “**Literate Nepal**” will be announced 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 children².

Still students are leaving schools every year and repetition rate is high, which is one of the major problems in the field of education. In 2015, dropout rate for primary education for Nepal was 23.1 %. Though 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 2015³.

Sarkar (2004) has highlighted the major four aspects of drop out. They are i) **Accessibility**: physical, social distance, social discrimination ii) **Affordability**:

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% of girls were out of schools.

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

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

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

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

Roderic (1994) has argued that grade repetition may influence school dropout, as high dropout rates are found among students who repeated grades⁴.

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). This all things make the children either not to go school or dropout from the school.

Rumberger and Lim (2008) conducted a study on " 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 percent), family problems (27 percent), and parents unwilling to send their daughters to school (25 percent) (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. Talking about inclusivity, gender equality in every development sector is one of the major characteristics of empowering the disadvantaged groups whether girls/women or boys/men or 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 so as they are the most disadvantaged group of the society. They are disadvantaged in all development sectors and education is no exception⁵. National Flash Report of MoE indicates more number of out-of-school girls in Kapilbastu district of Lubmini Province of Nepal. These above facts and figures shows that the Udaan II project is the relevant in terms of ensuring inclusive and equitable quality education for all (who never been at school or dropout from the schools at primary level at the age of 10-14years)

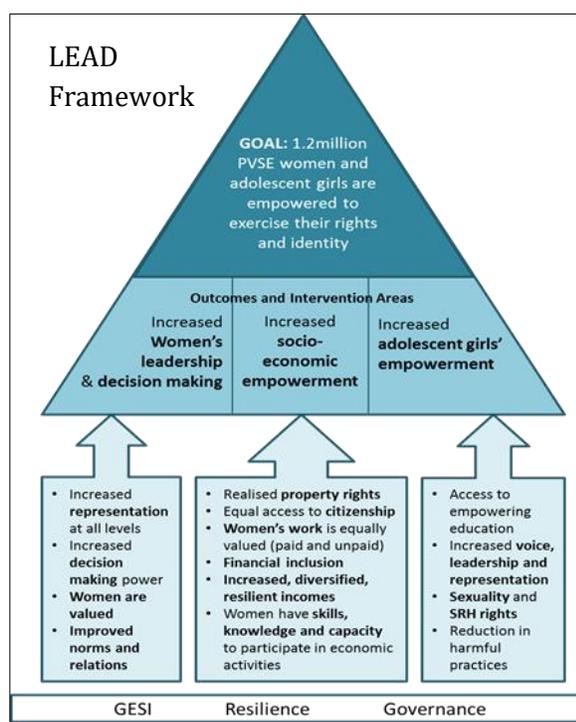
⁴ <https://files.eric.ed.gov/fulltext/EJ1083736.pdf>

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

CARE Nepal has been focusing on ‘five different yet interrelated programs. The 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, namely, (i) just governance and accountability, (ii) gender equality and social inclusion (GESI) and (iii) resilience are 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’, focuses on marginalized women and adolescent girls’, CARE Nepal is implementing Udaan II project in Kapilbastu district.

Udaan II “Catching the Missed Opportunity” project, funded by OPEC, 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. It was 2.5 years (January 2018 to June 2020) project focused on out-of-school girls (10 to 14 years old) to deliver an accelerated learning approach who are from marginalized and socially excluded communities and have never been to school or have dropped out in primary education. The project was extended for 4 months till October 2020.



The Udaan model has followed the pedagogy of Paulo Frere that focus 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 needed “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, Kapilbastu, implemented Udaan II project. The Udaan 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 finish primary school and helps them to successfully enrolled into community schools termed as (“mother schools”). Working together with 9 formal mothers 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 to create an enabling and safe learning environment for girls, and opportunities for livelihood and vocational skill development to make better life choices.

Care Nepal gave the responsibility to assess the impact of the project to the third party. In this regard, National Institute for Development and Research (NIDR) was awarded to carry out the endline evaluation of Udaan II project. The endline evaluation objectives and research questions are 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 had 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

Following were the research questions of the evaluation study:

- Direct intended/unintended impact on the lives of out of school girls participating in the Udaan initiative.
- Whether 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.
- Whether an enabling environment is created to reduce socio-cultural barriers for girls through awareness campaigns, community mobilization, and information sharing.
- Whether graduated Udaan girls and parents have better professional skills through vocational education training and access to improved livelihood opportunities

Chapter II: Study Approach

Qualitative research approach was adopted to gather information to measure both intended and unintended impact of the project by following the Care International Program Principles and Standards.

2.1 Evaluation design and site

The study followed the qualitative research. The study was conducted in Maharajgunj and Krishnagar Municipalities of Kapilvastu district of Lumbini Province of Nepal.

2.2 Data collection method

The field level data were collected through semi-structured and unstructured set of tools like in-depth interview, key informant interview, focus group discussion, periodic progress reports, and other secondary information as appropriate. In particular, the following methods were applied to collect qualitative and quantitative data.

2.2.1 Desk review

In context of the desk review, both the policy and empirical study reports and documents were reviewed. A detailed review of 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, endline ASER learning test report, Udaan tracer study-2018, Udaan II project documents, data sheet, monitoring reports was done for acquiring relevant quantitative and qualitative secondary data. Likewise, following information were also 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

A total of 4 Focus Group Discussions (FGDs) were conducted with girls' parents for collecting qualitative information.

2.2.3 In-depth interview

50 in-depth interviews were taken with Udaan girls and their parents to measure both, the intended and unintended impact of the project. The in-depth interview covered 25 Udaan girls and 25 parents.

2.2.4 Key informant interview

A total of 19 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 are given as below:

Key Participants	Number of KIIs
Representative of education authorities	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)
Total	19

2.2.4 Case stories

There were 2 case stories conducted to gather additional information on the girls' learning environment and the impact on changing their behavior and lifestyle/livelihood patterns.

2.3 Tool development, training and pre-testing of tools

2.3.1 Tool development and pre-testing

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

After translating the tools, the tools were pretested with 2 parents and 2 Udaan girls in Taulihawa, Kapilbastu district. Tools were further reviewed based on the pretested with the participants. Minor corrections were made in the tools to administrate in the sampled Udaan Center at Taulihawa.

2.3.2 Training and orientation

A one-day orientation program for field researchers was conducted in Taulihawa, Kapilbastu to understand tools and techniques for data collection along with objectives of the endline evaluation. The team leader had facilitated via zoom and other senior researcher team had provided face-to-face orientation in the field.

2.4 Data management and analysis

The field researchers recorded raw data of focus groups, in-depth interviews, key-in-depth interview, and case stories by 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 big ideas, thoughts. All the manually recorded data were transcribed in English and thoroughly reviewed before processing. Data collected through the various tools as mentioned above were uploaded in the globally renowned qualitative data analysis software Atlas.ti 8. All piece of information were coded separately and then themes were generated. Based on the thematic categories, themes were generated to response the evaluation questions and incorporated in the appropriate section of the report.

2.5 Limitation of the study

The evaluation study had certain limitations. The scale of COVID -19 (which is still continuing) was in peak during the field work. Thus, there were some obstacles in data collection. One of the tools for the study (observation) could not be administrated due to the Udaan class and schools being closed. This could have helped more in the triangulation of the field data.

Chapter III: Findings and Discussion

3.1 Background of the Project Beneficiary

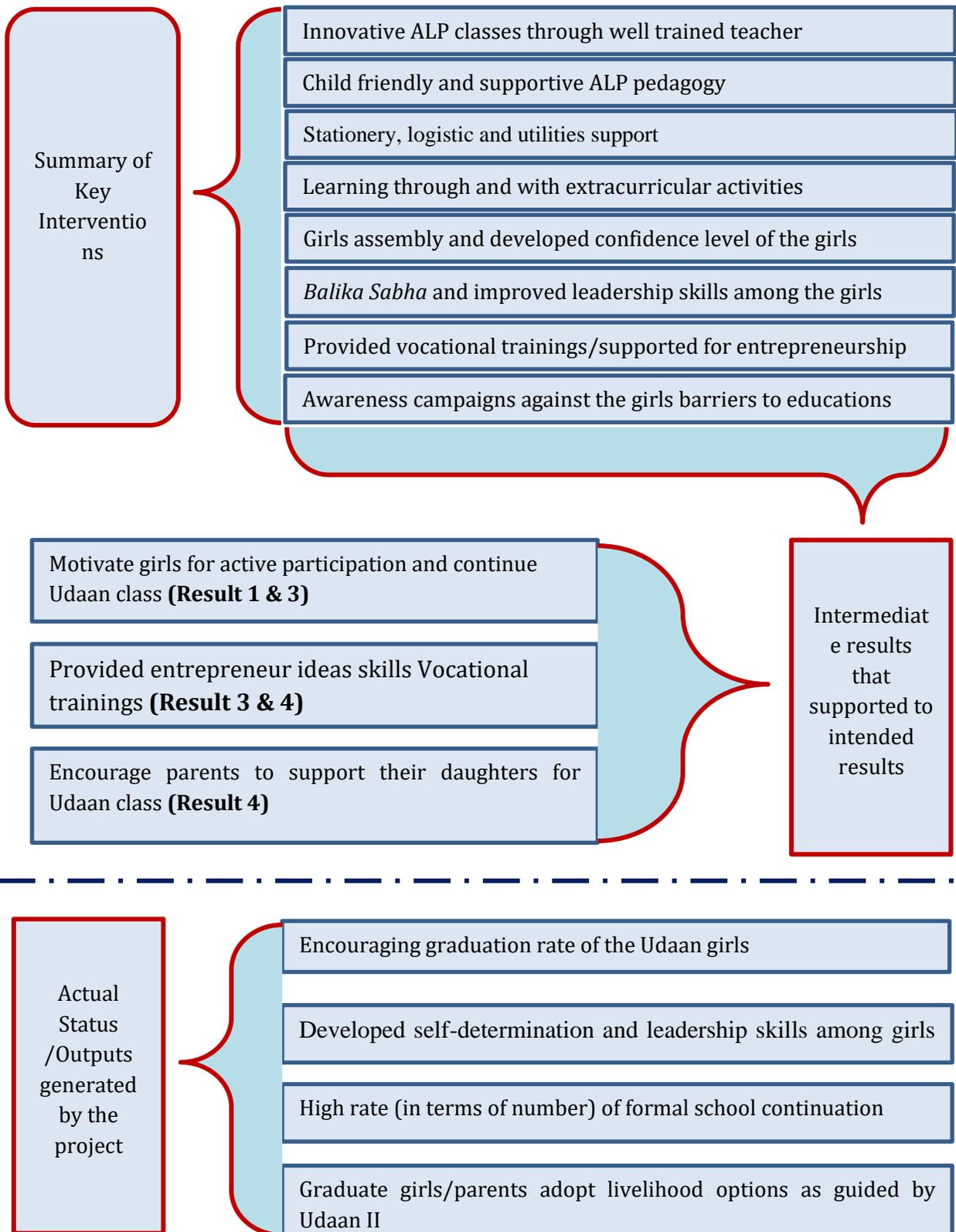
This Endline evaluation was conducted in Krishnanagar and Maharajgunj Municipality of Kapilivastu district, where mostly Madhesi, Dalit, and Muslim ethnic people were residing. The findings are presented in this chapter result wise.

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 Phase II, there were 505 girls enrolled in the Udaan project. The partner staff conducted the Udaan Phase II program identifying the dropout girls in the municipalities, then holding orientation meetings with the parents about the benefits of the program and encouraging them to send their girls regularly in the program. This encouraged parents to send their girls regularly in the Udaan II 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 being presented in different themes and subthemes in this section. Especially the level of participation of the marginalized adolescent girls in the Udaan classes, the motivating factors, perception of Udaan girls towards ALP class and pedagogy used, perceived Barriers to girls' education, Balika Shabha and girls' leadership and confidence, girls initiatives in extracurricular activities, success to graduated girls from Udaan center, strengths and weaknesses of ALP etc are presented here. It is mentioned above that the Result 1 under the Udaan program has an encouraging outcome. A detailed of the positive outcomes under Result 1 is presented below under different headings.

3.2 Udaan II: Inputs, Interventions and Results



3.3 Visioning Udaan II project and motivation to participate

The Udaan II project was implemented at the southern belt of Kapilvastu district where a majority of disadvantaged people is living. Udaan II project was launched based on the success of the Udaan I project. In the Udaan I, there were 460 girls and in Udaan II, 505 girls were enrolled, out of which, 482 were graduated by learning a condensed course of grades 1-4, and out of 482 graduates, 404 were enrolled in formal school. Based on the outcome of the project, the government gave recognition to the Udaan course (Annex 11).

The schoolteachers played a significant role in motivating the Udaan class. The Udaan girls most frequently cited school teachers motivated them to participate at Udaan learning center. According to the Udaan girls, some school teachers seemed directly visited the girls and motivated them to participate in the Udaan class whereas others convinced their parents in sending their daughters 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 has 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 seems important to inform parents and targeted girls, convincing them and counseling as appropriate to the family members to participate in the Udaan class.

Motivation from family members like father and brother were also frequently cited by the Udaan girls. *“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 friend's participation in the class and were getting good education. Convenient location of Udaan centers and only the girl's participation 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 do job and become independent but my father dropout 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 desire to continue education. But different constraints like poor economic status, inconvenient location of the school, parental awareness were the barriers to them.

In few cases, girls shared that Udaan staffs informed their parents about the objectives of this project and almost all the girl participants shared that both the parents (mother and father) were very supportive to join the program and continue study. It makes sense 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 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

One of the girls said, "I am uneducated and facing a lot of problem in life but I will teach my daughter and make her able to read and write."

Parents supported by letting the girls go to school, giving time to study at home, helping them in cooking food, etc. One of the girls during KII said, "Yes, both of my parents have supported me. My mother helps me 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 – playing along with studying.

3.4 Support from Udaan and perception towards ALP class

The Udaan girls and mothers of the Udaan projects shared that project supported stationery materials like- exercise book, pencil, pen, erasure, geometry box and

utilities like sanitary pads for the girls who joined the Udaan class. Likewise, they also got bags, sweaters as well as lunch while being in the Udaan centre. Bicycles were also provided to those attending the class from far distance. 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, carpeting in school, installing fans in classroom, and bicycle for students coming to school from farther distance.

Whatever the project supported, the girls of the Udaan class had positive attitude towards the program. They observed motivated towards the ALP class 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 short and so only one session of 10-month is not sufficient to cover the course of grades 1-4. They opined to increase the course up to 3 sessions and this would help to reduce the dropout rate.

However, girls felt that Udaan centers were resourceful and teachers were quite responsible compared to formal school teachers. In school there were not sufficient resources for learning and practical illustrations were not available. Udaan classes are safe and full of security. Learning environment is very good, friendly and cooperative. Every Udaan class is effective for those girls who had not been to school before. The classes are 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. So, 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 to teach girls with games. They were very cooperative with the girls and used to teach them individually.

3.5 Udaan pedagogy: An example of friendly teaching model

First and foremost, quality education with effective approaches is the unique strength of Udaan. In Udaan attendance is more important and every time teacher cares their student and provides good learning guidance.

Udaan provides safety and good education system with extra-curriculum activities. The strength of Udaan is their teacher. Udaan teacher pays more attention toward the student and provide friendly environment to study without any fear. It provides safe and friendly environment to study without any fear. In Udaan students ask anything without fear to their teacher. Different facilities such as painting, drawing and playing were available during study. 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): Linkage between Udaan learning center girls and mother school girls

The Udaan project has created different girls groups (Saathi Samuha) within 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, this group also aims to reduce discrimination towards Udaan girls after transition to formal school when they graduated from learning center." According to the 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. This group will help Udaan students to be friends with others without discrimination.

Girls also felt that such group has lessened the discrimination between the Udaan girls and mother school students. The school students used to call them "Girls from Heda School", i.e., school where the adult people study and they used to feel bad. But the saathi samuha told them to ignore it. Teachers also told the students not to say so and they stopped saying so.

3.6 Girls leadership and initiation of extracurricular activities

In Udaan centers, girls were taking initiative in participating in extra-curricular activities. Some other activities girls initiated and participated were; awareness raising on discouraging alcohol consumption through drama, and other

extracurricular activities such as singing competition, playing and skipping. In this context, a girl said,

“In the drama, my role was wife of drunkard husband. I have very good experience and full confidence about my role. I do not hesitate to do such role. Everyone was appreciating my performance in drama. So, I build up my confidence level and it enhanced my leadership activities”.

“I participated in skipping competition, because I am very interested in sports to play. Udaan provided me an opportunity to do this without any fear and hesitance. It built up my confidence level”.

Girls of the Udaan project had developed leadership roles in Udaan centre and classes. They were fulfilling the responsibility of their teacher in the latter's absence. In this context, a girl in an interview said, “I used to take part in that program 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, etc. which are the rules and regulations of the class. I am confidently handling all these and my friends are also very supportive and helpful in this matter.

According to the girl participants, the role of the leader was to manage the class when teacher was not in the class, collection of homework, control the class and send the students one by one when they wanted to go out for toilet. The Udaan girls, who know more in the class, can also engage to other girls when teacher is not available for the time being. Most of them shared that they felt the role was exciting and responsible and they are able to do this now.

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

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.

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 they gained high/very high leadership skills; 6 (24%) rated they gained moderate leadership skills and 5(20%) rated that they still have to improve their leadership skills.

3.7 Parental support towards Udaan learning center

Udaan centre had a good relationship with the 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 are absent in the center. Parents used to attend the Balika Sabha 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. Nevertheless, after implementation of the Udaan project, most of 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 type of meeting with parents, community leaders, and other community members to raise awareness on girls' education before running Udaan learning center.

After Udaan learning center initiated the most of the parents, themselves used to send their daughter regularly and they also support their daughter 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 study to girls at home. Parents in the FGDs also expressed their view that parents support their daughters in their education by helping them in household chores. Parents encouraged their daughter time to time to attend Udaan learning center/ ALP classes regularly if girls were not interested in going to the centre. Now, they also managed the 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.

Changing the community perception through Udaan II project

The Udaan project has played important role in changing the community's perception towards girl's education. It was only 2-3 years ago that, the community had the concept that it is a waste of time and money providing education to daughters. Most of the community people used to think that daughter are the one who go to another house; so to invest in their education is wastage. When the Udaan project came into the village, they started to inform, instruct and aware people 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.

3.8 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. The 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:

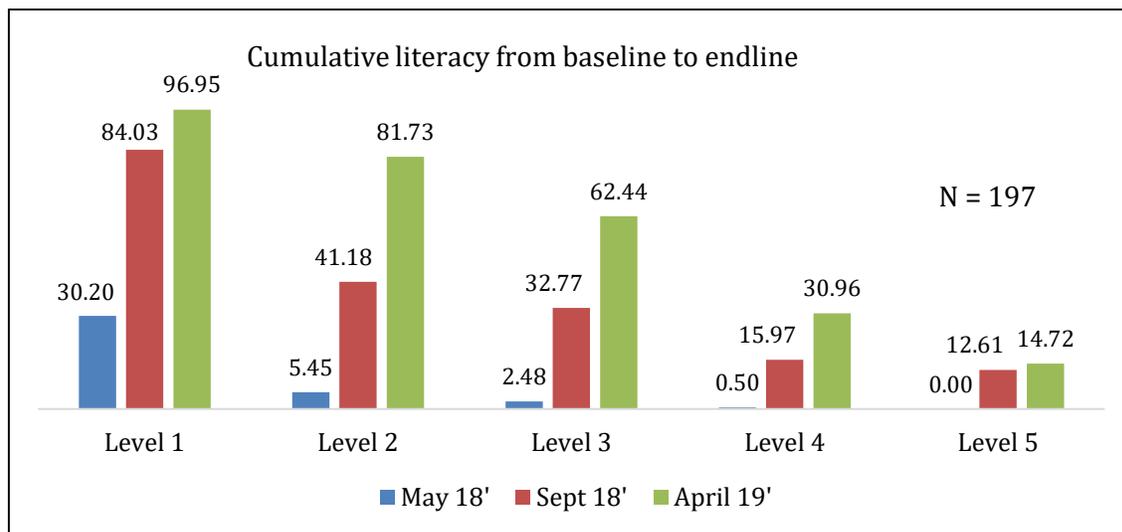
- Level 1: Identifying alphabets
- Level 2: Identifying words
- Level 3: Reading sentence correctly

- Level 4: Reading full paragraph correctly
- Level 5: Answering comprehensive questions

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

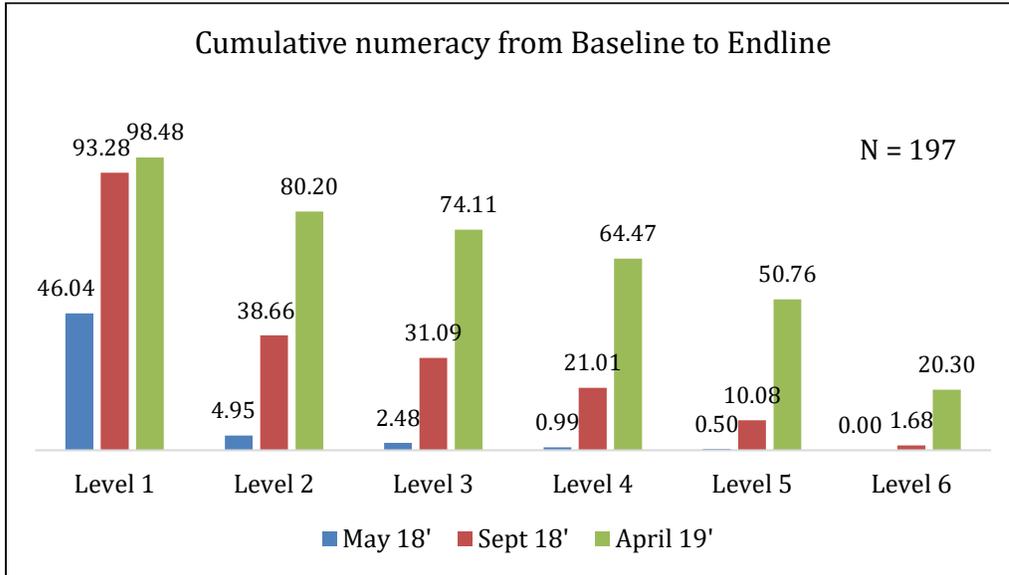
- Level 1: Identifying single digit number
- Level 2: Identifying double digit number
- Level 3: Solving simple subtraction
- Level 4: Solving complex subtraction with carry over
- Level 5: Solving multiplication
- Level 6: Solving division

Figure1.Cumulative ASER of all the Centers of first batch



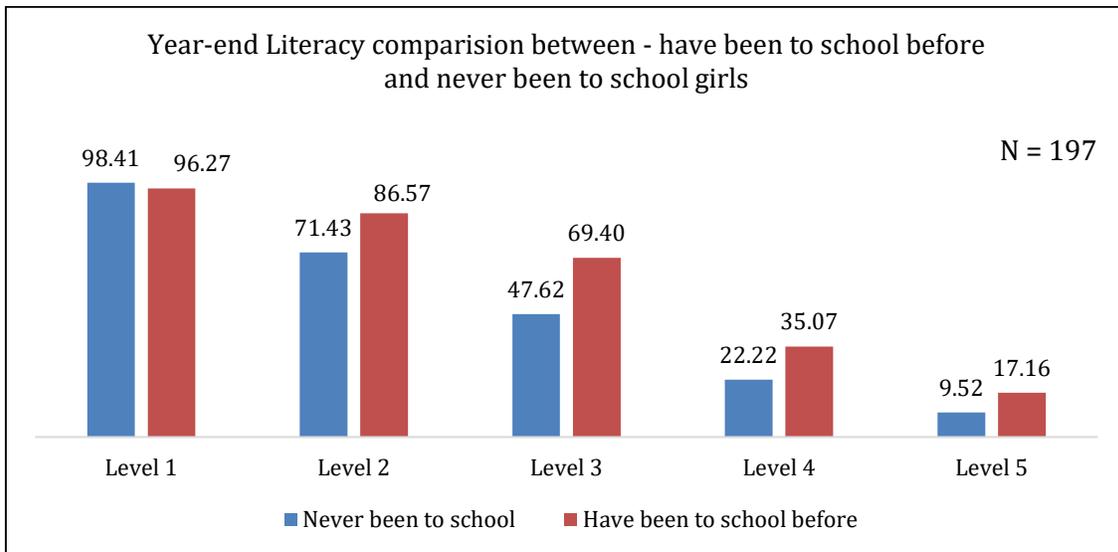
There is good improvement in literacy skill over the period of 11 months. In the baseline, 30.20% passed level 1 while in the year-end 96.95% passed level 1. For level 2, 5.45% passed level 2 in base month while in the year-end 81.73% passed the level 2. Similarly, in other level also, there is drastically increasing the literacy level which shows that ALP class learning is better for the girls who never been at school or drop out from the primary level whose age group is 10-14 years.

Figure 2. Cumulative numeracy from baseline to endline



It is clearly seen that there is significant increasing in the numeracy level of the girls from base month to end of the session.

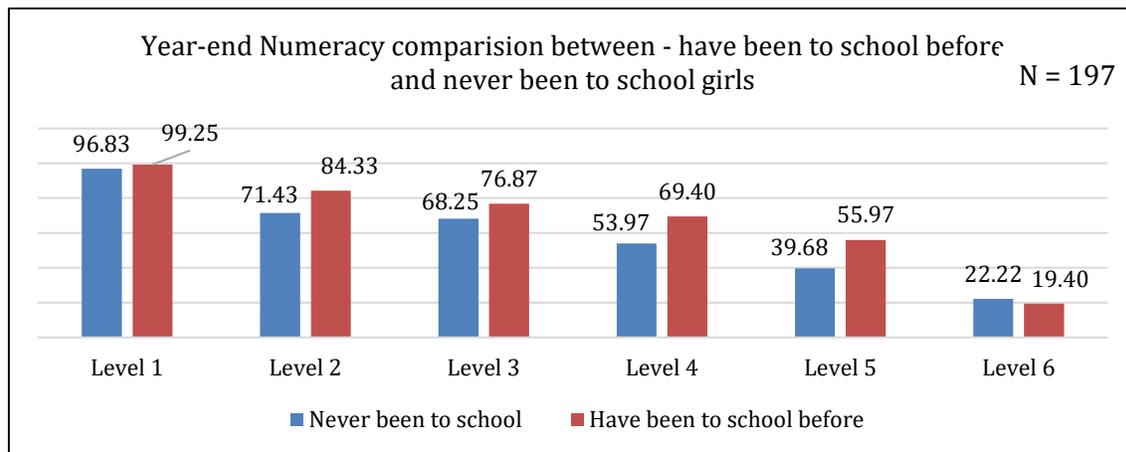
Figure 3. Comparative learning literacy among the girls who have been to school before and have never been to school before



As per the above figure, there is no significant difference in year-end learning among the girls who have been to school before and those who have never been to school

before. For girls who **have been to school before**, 96.27% of the girls 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 **have 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.

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

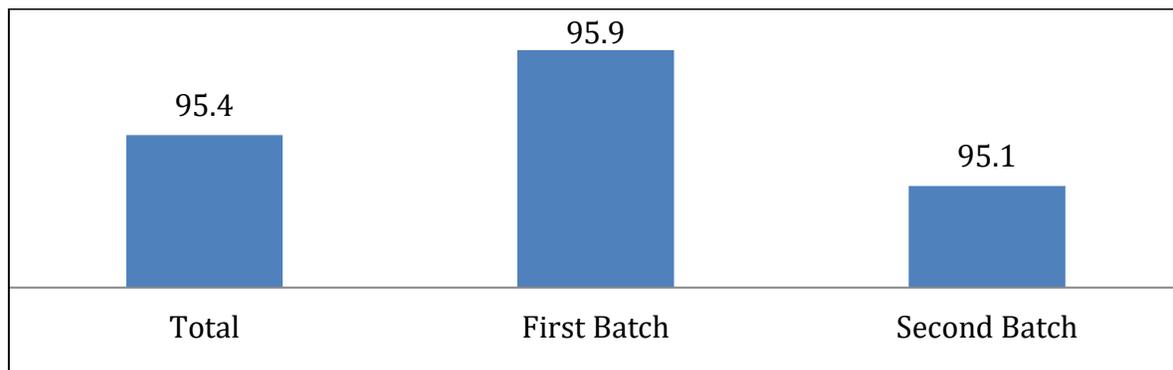


In terms of numeracy, for girls who **have been to school before**, 99.25% of the girls have passed level 1, 84.33% have passed level 2, 76.87% have passed level 3, 69.40% have passed level 4, 55.97% have passed level 5, and 19.40% have passed level 6. Similarly for girls who **have never been to school 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.

3.8.1 Educational intervention and graduation rate

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

Figure 5: Success to graduated girls from Udaan center: ALP



The Udaan II project had implemented educational intervention through Udaan learning center/ ALP center in two batches (first batch and second batch). The Udaan II project had implemented their educational intervention from 11 different Udaan Learning Center/ALP enrolling 505 adolescent girls. Out of total enrolled girls, almost all the girls (95.4%; 482) had successfully graduated from Udaan center.

Comparing the first and second batch, in first batch the Udaan had initiated their educational intervention from 5 different Udaan Learning Centers/ALP enrolling 242 adolescent girls. Out of total enrolled girls, nearly all the girls (95.9%; 232) had successfully graduated from Udaan center. Whereas in second batch, Udaan had completed their educational intervention from 6 different Udaan Learning Center/ALP enrolling 263 adolescent girls. Out of the total enrolled girls, nearly all the girls (95.1%; 250) had successfully graduated from Udaan center. *(Figure 5) (Detail is given in Annex I)*

SMC member argued regarding perception about Udaan learning center/ALP that “Accelerated class is of 11-month of unofficial classes. It is the appropriate class for the girls who have never been to school, who had dropped out of school, and 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 Krishnanagr Municipality also shared his opinion about Udaan class, that it was very effective for learning where they are

learning up to 11 months making grades I-IV condensed course. They are getting admission up to grade VII as per their age and learning achievement .At the admission time there were 39 Udaan girls in last year. It was found that their learning is better than schoolgirls and boys. They completed their homework in time and ask teacher if they did not know. They were motivated because they had got bicycle, dress, school materials etc. Parents were also supporting them. There was learning throughout the year with regular monitoring, supervision. The evaluation of girls and teachers improved their learning and made them habitual for being regularly at the learning center. After Udaan II, most of parents were aware to send their girls and increased the level of awareness due to community facilitation by project, support to Udaan girls and seeing their 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 parents attitude was why should teach to girls because they have to go in others home.

3.8.2 Increased mobility and self-determinations due to Udaan

Girls are allowed to go school, market with parents, friend's house in the same village, relative's house. But they were not allowed to go for tour, picnic, etc. Therefore, it seems that the girls have limited mobility. Parents allowed girls to go in far distance only if they complete their household responsibility. They also had to build up trust that they will not go in wrong way.

Most of participant of KII and FGDs shared their views regarding girls' mobility and self-determination that the girls are willing to go themselves near to market and friend's house, schools with increasing awareness and confidence. They are assuring that they will not misuse the parents' authorities. They are also found self-determinant toward study and schools as well as support to parent at home.

3.8.3 Teachers and peer behaviors

The Udaan II class was conducted for 8 hour daily. Compared to schools, there were fewer holidays for teachers and girls in Udaan program. Since the girls used to be in the Udaan class for long time, there was a good relationship between the teacher 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 inquiry about it through phone and visiting their house. This helped in making girls regular in 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 an Udaan centre established in the mother school. According to the SMC member, this 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 rice plantation. They used to help their parents in farming and not able to attend class regularly. Another reason for absence during rainy season was due to the way to the school, which uses to be muddy.

3.9 From Udaan class to formal school: Experiencing teachers and new peers

The entire girl' participants shared that after re-joining the formal school, teacher support them and provide good environment in the school. So they did not felt any differences between regular school going students and themselves from the teachers. Teachers helped them more and further motivated to continue education. Girls shared hat they appreciated our education and knowledge that we are better than school students in every field. All the girls' participants shared that teachers were always polite, helpful, and supporting and they did not felt any differences from the side of teachers. In few cases, girls were perceived friendly and cooperative behaviors from their friends in the class but most of the cases, girls shared that formal school friends teases us that we are from "*Heda*" school and laughing. They get jealous from our good education (we can read and write more than them) because of we got more facilities in UDAAN and have good learning quality too. In such cases, some girls shared their experience of being bullying by the peers after joining the formal school.

In few cases, due to the different teaching techniques and materials, rregular student were able to catch the subject very easily but the student of UDAAN feels difficult 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

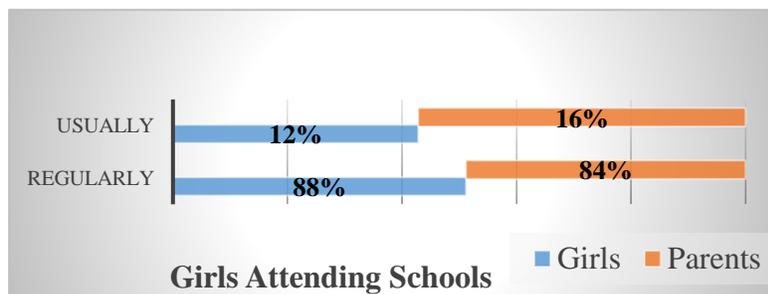
friends both girls and boys, large field to play, better facility of drinking water and toilets etc”.

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

Trouble in catching up 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, they said students to ask with them without any fear and hesitation. Girls also felt that they have to ask with teachers in their difficulties and used to ask questions as well.

Regularity in formal school: Almost all the girl’ participants shared that they are attending school regularly. The things motivate to go school were that they can learn many things each day, got opportunity to play games and involve extra activities etc. However, new learning was the most repeatedly shared reason to motivate them to school regularity. The concern shared by the girls like “If we are unable to go school then we miss many things, which affect our study”, was impressive in terms of girls understanding about the importance of education.

Out of 25 participants 22 (88%) girls shared that they are regularly attending formal school whereas only 3 (12%) girls are usually attending in formal school It means that the girls are interested to attend formal school and there is possibility of continuing school. On the other hand, parents also confirmed that their girls are 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 now studying in grade VII in the mother school. Her father is a farmer and mothers 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 the financial problem, she had dropped out the school. She wanted to go to school as her desire was to get job in an office and be self-dependent after completing her study. However, she had to dropout from school for 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 about the Udaan program, which is established for the poor dropout girls and those who do not have educational access due to poverty. He had also informed her about the facilities provided for such girls of age group 1-14. Sita 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 study. In school, she took part in drawing, sports, dancing, and drams. Her participation in drama helped her to build up her confidence and enhance her leadership capability. The Balika Sabha 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 pad, etc also attracted her towards the Udaan program.

Sita is grateful to Udaan teachers who helped her to study and build up self-esteem. At present, the mother school teaches support her in continuing here study. She does not care students teasing her saying; "You are from *Heda School* [school where adult people study] as the teachers have helped her in facing the challenges that exist in school.

3.10 Envisioning the journey to formal school: Motivation through intervention to local/school policy

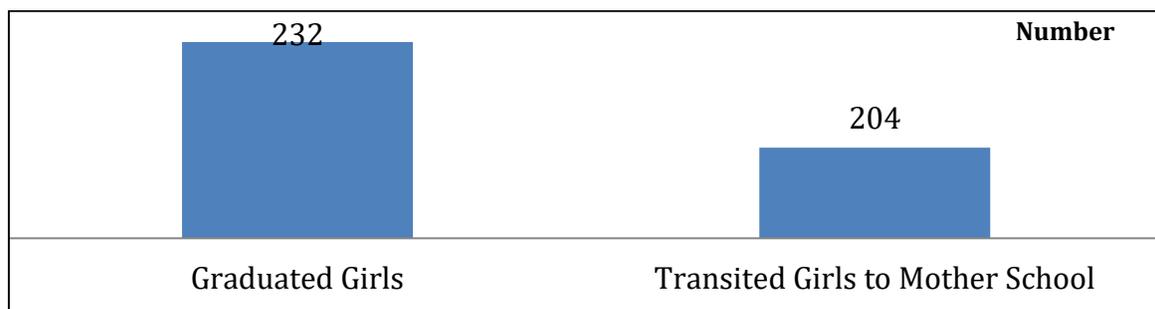
The Udaan II program is a new concept of bringing the Udaan girls to school. The program has helped the school dropouts aged 10-14 to enroll in Udaan centre and receive a condensed course of grades 1-4. Moreover, the program has provided education in its centre to the out-of-school girls. Udaan II's project covers the girls of socio-economically disadvantaged communities. It has also helped the Muslim girls in receiving education equivalent to grades 1-4. After completing the Udaan course, the girls are helped enrolling in school. Efforts have been made in retaining them in school as well.

3.11 Transition into mother school

There are a large number of Udaan II graduated girls who have joined the mother school. There is an examination of Udaan graduates taken to measure their level of knowledge to admit them in the relevant grade. Actually, the Udaan course is a condensed course of grades 1-4. However, the Udaan graduates are enrolled in grades 5, 6 and even 7. It means that Udaan's quality of education is perceived much high by the stakeholders.

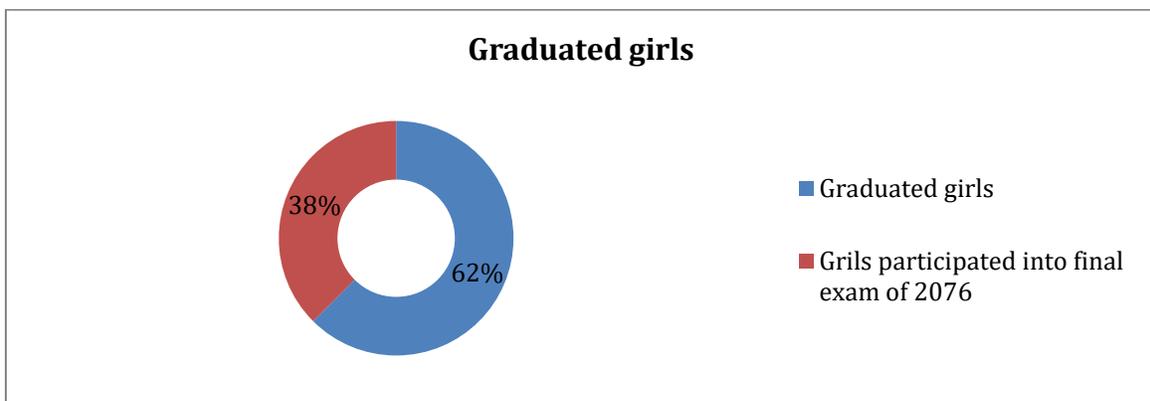
The Udaan II program has played a significant role in enrolling the Udaan graduates in school. In this context, the program has made the school teacher and Udaan teacher involved in making a good relationship between the Udaan and school girl, with a concept of retaining the Udaan girls in school. The Udaan and school teacher 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 in the mother school:

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



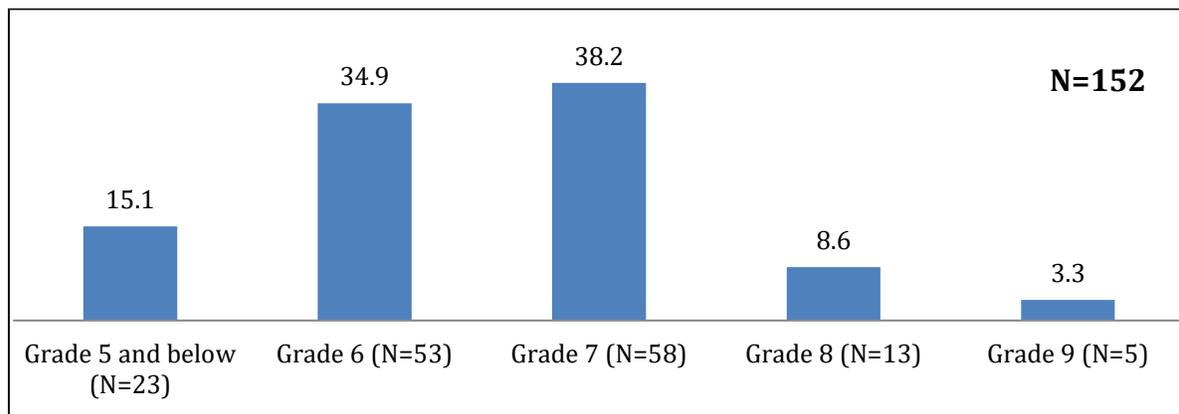
Out of 232 first batch-graduated girls, 88% of girls (204) were success to transfer into formal/mother school near by their location. Likewise, remaining 12% of girls were not success to join formal/mother school because of age and interested in employment opportunities. They were engaged in income-generating activities. School environment such as the limited toilet facility, learning materials, sports materials, etc. also have affected in retaining the Udaan girls in school. The school distance has also been a barrier for the Udaan girls in retaining in school. They used to get bicycle in Udaan whereas school does not provide such facility. In the case of Muslims, they hesitate to enroll their Udaan graduates in school. In the case of Muslim girls, environment in school and at the center is quite different. There are only girls in the center whereas both boys and girls study in school. In this situation, participants were shared that some of the Muslim girls graduated from Udaan are not enrolled in school.

Figure 8: Graduated girls



In the second batch, 250 girls were graduated from Udaan learning center. Out of 250 graduated girls, 62 percent only participated into final examination of 2076/77. More than 38 percent (58 girls) who were promoted in Grade 7 who were attended in final examination of 2076/77, followed by Grade 6 (53 girls). Likewise, only 15% were girls were promoted in Grade 5 and below (23 girls) and 12% in Grade 8 and 9 (18 girls) (Figure 9).

Figure 9: Number of girls promoted to next grade



3.12 Problem faced

While enrolling in the formal school, Udaan girls had to face various problems. They had difficulty in doing homework. In Udaan center, the teachers used to help every girl in making them understand the lessons whereas in school it is not possible due to the large class size and teachers cannot deal with each individual student. The Udaan also had difficulty in understanding the lesson taught in the classroom. It may be due to the big class size and teachers centered teaching methods. The teacher used to teach monotonously and the Udaan graduates had difficulty in understanding.

At the beginning of the session in school, the Udaan II graduates felt themselves 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” i.e., school where adult people study. However, later there was good relationship between them. The Udaan and school teachers played a significant role in this matter. They made a group of one student each from Udaan and school. The teachers helped in making them familiar with each other. The good performance of the Udaan girls also helped in making a good relationship between them.

3.13 Gender friendly school environment

The southern belt of Kapilvastu district is economically as well as educationally disadvantaged area. A majority of children, especially girls are out of school. Those who can afford for the education give priority to boys in sending school. In this context, the government and other organizations for the education of girls have made efforts. The study conducted by Ayushma Basnyat, “A Study on Gender-

Friendly Environment in Community School in Kaplilvastu”, 2017 shows that there have been efforts on part of all the relevant stakeholders to make learning possible in a gender-friendly environment. However, the lack of coordination and the lack of resources are affecting the objective of ensuring a gender-friendly learning environment. In the case of the Udaan Muslim graduates, they were not enrolled in school as both boys and girls study together there. There is no such separate facility for girls and boys in school.

3.14 Strength of the Udaan learning center

- **Scientific way of teaching:** Udaan teachers used to teach scientifically. Teacher used to teach by the 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 used to teach by understanding girls’ psychology and their interest with making age groups, knowing, and less knowing girls groups.
 - **Home visit:** The Udaan teacher used to go to student's homes and interact with the parents about their girl’s education. Student regularity was cared most. The teachers used to visit homes of the students whenever they were absent in the class and when there was a problem, then they would try to find the solution. Parents also accepted that teachers come to their homes when their girls are absent in school.
- **Regularity of the girls:** The classes used to run regularly due to which girls had full concentration. The girls were regular in the Udaan center classes because girls used to teach in a way that they could change their behavior. According to the Udaan teacher, the main reason for their regularity is due to the free education and friendly behavior of the teacher. Moreover, the extra-curricular activities such as dancing, singing, role-play, etc. that also attracted girls in the center. 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 absence during rainy season was due to the way to the school, which use to be muddy
- **Logistic support:** The Udaan II program provided different facilities to girls. It used to provide 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 FGD also said that they get different facilities at the Udaan center such as textbooks, pen, and dress and even used to get breakfast at the beginning of the session. They got lunch regularly at the center. They also got

bicycle for attending the class regularly. The girls in the in-depth interview expressed their positive attitude towards the program as apart from the different facilities they received, they also got extra facilities during Covid-19. They were provided soap, sanitizer, mask, etc. to protect themselves from the pandemic.

Case 1: Udaan II maximizes the opportunity for school dropped out girls

Gitanjali Yadav (named changed), 16 is studying in grade IX in a school in Hardiya of Maharajgunj. She was born here and newly married. Both her father and mother are farmer. Her community where she grew up is economically poor and so her parents did not pay attention to her education. Although schools existed in the community, there was not a culture of sending girls to school. Girls themselves were not encouraged for going 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 study and so dropped out in grade II. Then she started helping others in household work. Her father also did not force her to go to school.

After four years of dropout from 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 provide, 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-month course in Udaan, she joined school in grade VII. She worked hard in her study and so could cope easily with the higher level (grade VII) study. She studied hard did well in examination. She passed grade VII and VIII and now studying in grade IX. According to Gitanjali, the main reason for her success in study is family support, Udaan activities; teachers' behave with her and her hard work. She aims to be a "*thulo manche*" [great person] by earning from a good job and then helping her family. She is grateful to Udaan program for providing the educational opportunity to school dropouts.

3.14.1 Weakness of Udaan class

The Udaan course was a condensed course of grades 1-4 conducted for 11 months. Girls of the program expected to have the course more than 11 months. Parents, girls, teachers and SMC members were of the view that such course must be conducted for a long 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 seven, they shared that they feel difficult to grab the missing 5 and 6-grade learning. Some of 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 co-education. Moreover, Udaan provided facilities that were not comparable to school. School has very limited facilities in terms of physical facility, sports materials, tiffin, transportation, etc. So the Udaan graduates felt uneasy attending the mother school.

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.

3.15 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 lobby for the inclusion of elements of the Udaan concept in the national curriculum which will be grateful for 10-14 age group girls who are never been at school or dropped out and feel shy rejoin school in late age.

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, there has not been any talk with the government in incorporating the Udaan course in the government curriculum.

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.

One of head teachers argued that the Uddan concept is really good and can be replicate if possible. There is no such program for 10-14 years drop out girls and never been school girls for their education. This program has helped such girls to get education through the grades 1-4 condensed course of Udaan, which helps them enrolled/reenrolled in school. But so far, there has not been any initiative to include the Udaan concept in the national curriculum. The former DEO of the district was of

the view that it is due to Covid-19 that no any step has been forwarded in this matter.

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.

3.16 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 loaded 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, and narrow thinking of the parents and society towards girl's also kept girls away from receiving education. They used to think that if girls are allowed to go out from house then will be engaged in bad deeds, which will be a hurdle in getting married.

The Uddan 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 problem. The girls in-depth interview explored that to overcome from 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 girl's education and its benefits to parents and community people about the importance of girls education.

3.17 Balika Shabha: Linkage between Udaan learning center girls and mother school girls

In every 3-6 months, girls of the different Udaan learning center used to organize inter-Udaan learning center girls assembly (Balika Sabha). In this assembly, all the girls from different Udaan learning center used to show their performance. In the performance evaluation committee was formed that used to evaluate girls'

performance. At the end of the assembly, girls were awarded. This inter-Udaan learning center helped girls to show their performance in such platform and helped to raise girls' leadership and confident built up quality. The assembly helped girls to be motivated towards their education as well as on extra-activities.

The different activities conducted in the Balika Sabha helped to raise awareness among girls, parents and community people. It also helped to build confidence and different skills in Udaan girls. The Balika Sabha was conducted regularly. It was participated in by the girls, parents, SMC and PTA members and community people. 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 in the selected socio-cultural topics such as early marriage, girl's education, social violence, health and sanitations, alcoholism, dowry, sport, drama, quiz etc. For each Balika Shabha, the topic used to be finalized in collaboration with teachers and students. Girls participated in conceptualizing and designing the events as well as took part in the events. Most of the girls shared that they prefer to discuss on the topics such as girl's education, social violence, girl's right, early marriage, and quiz contest. Moreover, other activities such as discussion on relevant issues; role-play, singing songs, and dancing were conducted. Udaan girls were enjoying the program very much. This helped them in building their confidence, oratory skill, and knowledge development in 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 to build up leadership and self-confidence.

Participants from school management committee also highlighted about girls' assembly (Balika Shabha) and the participants are mainly girls, the teachers of Udaan learning center and parents. The assembly used to be organized by girls themselves and conducted various events in the issues of the community like drug abuse, alcoholism, smoking, child marriage, child labour, discrimination, violence against women and girls through making songs, drama, dance and other various events. Girls used to participate in the Shabha and raised their voice against such issues. They used to express their feelings of being a daughter and their future activities. A SMC member shared in KII that a girl in the assembly sang such a song that it touched his heart. The main line of the song was as follows: "chori hu, chori tari banchu, ujhara parchu" [Being daughter, I will fulfill my responsibilities and make my future bright]. The SMC member concluded that Balika Sabha helps to

grow up girls' leadership and confidence build. The discussion made in the Sabha helps to decrease child marriage and child labour. Nowadays, most of the parents send their both daughter and son to school. The Sabha helped to reduce gender discrimination and others social problems by raising awareness in such issues.

Additionally, in the assembly various programs of raising leadership, communication, and confidence level were conducted. Furthermore, assembly also conducted quiz context program that enhance knowledge of the girls.

3.18 Girls initiatives in extracurricular activities

Girls were taking initiative in participating in extra curriculum activities. They were also involved in awareness raising on the alcohol consumption through different activities like drama. They also did other extra-curricular activities, singing competition, playing and skipping etc.

"My role was wife of drunker husband. I have very good experience and full confident about my role and no any 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 if there is any problem etc. They said that they were confident and doing well in performing such activities.

3.19 Parental support towards Udaan learning center

Udaan centre had a good relationship with the 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 are absent in the center. Parents used to attend the Balika Sabha 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. Nevertheless, after implementation of the Udaan project, most of parents show 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 conduct the awareness program on the importance of girls' education in their life. Along with this, with support of the municipality and ward representative they used to implement their home-to-home based awareness program. Besides this, they had run various types of meeting with parents, community leaders, and other community members to raise awareness on girls' education before running Udaan learning center.

After the starting of the Udaan learning center a majority of parents started sending their daughter regularly to the centre. They also supported their daughter in study by managing household chores and other activities themselves. 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 teacher that they were aware of their girls' performance at the centre. Then they started helping girls by allowing time for study at home. Parents in the FGDs also expressed their view that they support their daughters in their education by helping them in household chores. Parents also encouraged their daughters time to time to attend Udaan learning center/ ALP classes regularly. Now, they also managed the stationary (like books, copies, pen, pencil etc.), uniform, and food necessary for girls to attend school. Finally, they helped their daughters to be educated so that they will not have to do daily wage labour in the way they themselves do.

Changing the community perception through Udaan II project

The Udaan project has played important role in changing the community's perception towards the girl's education because 2-3 years ago, the community had

thought that it is a waste of time and money when we give education to their daughters. Most of the community people used to think that the daughter is the one who goes to another house, so to invest in their education is wastage. When the Udaan project came into the village, they started to inform, instruct, aware people about the importance of girls' education by going home to home. The activities of the Udaan project success to change perception of community members and parents towards girls' education. Now community people focus on both sons and daughters equally providing education.

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 run various types of meetings with parents, community leaders, and other community members to raise awareness on girls' education before running Udaan learning center.

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

Udaan II had made livelihood intervention to Udaan girls and parents along with the education. The Udaan girls were of poor economic background and belonged to the disadvantaged group. So, Udaan provided different types of vocational training so that they can be involved in income-generating activities.

3.20 Livelihood intervention

Poverty is one of the reasons for girls being disadvantaged from receiving education. Girls in poor family and in rural areas takes the responsibilities of the bulk of the domestic chores including taking care of the youngsters in the family. Parents perceive school knowledge as moving their daughters away from such essential tasks. In communities lacking basic domestic facilities (e.g. food, shelter, electricity, potable water, sanitation facilities, rubbish collection etc.), girls and women do these chores.

To overcome extreme poverty, Udaan II project had intervened livelihood support program. In livelihood support program Udaan II project used to support girls parents to establish entrepreneurship/business by providing loan through micro-finance. Udaan II project had deposited certain amount of money in cooperatives and made provision to provide loan to girls' parents. The project provided loan in less interest to start income-generating activities. They paid the loan within 24 month with small amount of interest. The Udaan I project had made parents

involved in income-generating activities such as conducting small shop, goat raising, vegetable farming, mobile shops of bangles and nail polish from the very beginning.

After implementation of the Udaan II project, it had supported 20 parents to establish entrepreneurship/business by providing Rs 10,000.00 loan to each parent. The parents had started the following entrepreneurship/business:

1. Retail shop
2. Water ball (pani puri) 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, in this phase, the project supported in income generation in a distance mode so it was not found that much effective. Nevertheless, the Udaan girls whose priority is economic sustainability than education switched to income generating activities from education after completing the Udaan course. Even those who had joined the school after the Udaan II program dropped out and got engaged in income generation. In this matter, their parents supported them in such activities. The SMC member 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. Therefore, the program has not brought such change in the livelihood of Udaan parents.

3.20.1 Vocational training

Adolescent girls who were successfully completing 11 months Udaan course /graduated from Udaan Center and unable to re-enroll into formal/ mother school were directed into the employment transition which supported their transition into employment or enterprise 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 participated by girls

Type of Vocational Training	Number of Participants
Cell phone repairing	11

House wiring	15
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Udaan II project had intervened on cell phone repairing and house wiring training as vocational training for those who were not interested to re-enroll into formal school. In the vocational training, 11 girls had participated in cell phone repairing and 15 girls were participated in house wiring training. Some of girls' participants shared that the vocational skills enhanced capacity of the girls and found happy to utilize skill for income generating.

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

Due to COVID-19, students are not able to attend the school and going to forget many things they learnt. Few girls shared that they are studying 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 exposed that neither they were not able to afford for multimedia /online learning resources nor any organizations are 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 they will forget many things they learnt in the previous days/year. Most of them are not aware about the education program /facilities broadcasted from television but few girls shared that tuition classes of Maths, English and Nepali has been conducted in the village to continue study. Additionally, during COVID- 19 Udaan provides soap, torch, sanitizer, and masks as well.

Due to COVID-19 students are not able to attend the school and going to forget many things they learnt. Few girls shared that they are studying 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 expose that neither they were not able to afford for multimedia /online learning resources nor help to them by any organizations. Girls shared that they were feeling bored at home. Event they were trying to continue self-learning through available books but most of them were worried about they forget many things they learnt in the previous days/year. Most of them are not aware about the education program /facilities broadcasted from television but few girls shared that tuition classes of Maths, English and Nepali has been conducted in the village to continue study.

The pandemic Covid-19 has affected every sector of development in the world. In this context, the education sector is no exception. The educational institutions are

closed since a long time and now education is provided in distance mode through television, radio, and Internet. Those who have access to these media are receiving education whereas those who do not have 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 encountering.

3.21 Covid-19: Impact on girls education

There are different factors that have affected in girls' education. Covid-19 is one of the factors that have been a 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.

Girls were from disadvantaged community for receiving education through multi-media such as radio, television, and Internet and cell phone. Such devices are very beneficial for learning in the COVID 19 situation. 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 corona. In an FGD conducted for Udaan girls, they showed their worry for not schools and centres open. They said that as they cannot go to the centre and school they would forget whatever 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.

3.22 Efforts to cope with the crisis emerged due to COVID 19 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 in the COVID-19 situation. The SMC members and PTA members also said that the girls are studying the books 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 enrollees.

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 girls 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, there has not been any talk with the government in incorporating the Udaan course in the government curriculum.

Chapter IV: Conclusions and Recommendations

4.1 Conclusion

The project has set to serve 500 poor and marginalized adolescent girls who have never been school or who dropped out and to empower them through an accelerated learning course. The project is a success since it has supported and empowered these girls to continue their education. Targeted number of girls joined the accelerated learning courses and graduated. Moreover, more than 80% of them joined mother school to continue their education.

The Udaan pedagogy became effective as the activities-based condensed course designed for the Udaan program attracted the marginalized children and school dropouts. The course seems efficient as the Udaan graduates could get enrolled in upper grades (grades 5, 6 and 7). Their performance was also better compared to other students of the mother school.

The strategies adopted by the project to attract and engage girls in Udaan program appear as appropriate. Udaan provided support required for joining and completing Udaan class. Udaan teachers and family members encouraged the girls to join the Udaan class. These teachers personally cared children so their regularity was high. 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 joining themselves in Udaan activities, etc. Further parental support also changed the perception for not sending Muslim girls to school. Especially Muslim parents started to send their girls to Udaan School. All these motivated girls to actively participate in Udaan program.

Furthermore, the link between the Udaan program and mother school was strengthened as the Udaan and school children were mixed together, which also helped reduce discrimination between them. The coordination and discussion between the Udaan and mother schoolteachers helped to watch the progress of the Udaan children and retain them in school. So, relationship between mother school and Udaan program could be strengthened by joint meeting with mother school, inviting mother school teacher as guest teacher for Udaan classes, formation of joint team between mother school and Udaan school to observe the children's activities, take teachers of Udaan and mother school for excursion tour, etc.

The Udaan program empowered the girls by developing the leadership skills among them with co-curricular and extra-curricular activities. The facilities provided by Udaan were relatively higher than that of mother school, which may limit the expansion of Udaan program in other districts and areas.

Even if the local government supported the program initially, but in course of time, the local government seems indifferent on account of their engagement in other area and Covid-19. It was also experienced that education was the area of less

priority for the local government. As a result, the municipality could not promote the program. They even did not frame educational policies and programs for disadvantaged group. This shows the Udaan project could not bring desired result.

The project has also been able to create awareness and reduce the barriers through campaigns and community mobilization. In fact, education for Muslims and disadvantaged girls was inaccessible due to socio-cultural barriers. Parents hardly sent their children, especially girls to mainstream schools. However, Udaan program seems beneficial for such girls, even if most Muslim girls stopped to join mother school. No doubt, the Udaan program provided access to education for these girls.

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 the significance of education and started to send their children to school.

However, girls' mobility in these groups was limited- from home to school only. The program could not help increase mobility of these girls. One of the objectives of Udaan project was to provide livelihood support to the parents of the Udaan school participants. Project provided support to parents, however their number is limited.

Some girls left school and get engaged in income-generation activities. Vocational training was also provided to the parents and Udaan girls, which naturally supports their livelihood. However, their number is limited.

Covid-19 has adverse impact on girls' learning. Udaan supported girls even in this situation by providing additional materials for girls to study at home. However, the situation forced girls to discontinue the class, which affect adversely the girls to retain their learning

4.2 Recommendations

- Considering the outcomes and impact, the program needs to be expanded in other areas of the district and other districts as well, where the disadvantaged groups including Muslims are concentrated.
- Udaan program should contact and motivate parents and Muslim religious leaders for creating appropriate environment for sending their girls to mother schools after completing the program.
- The project should lobby and influence the government to implement the condensed course in flexible school and non-formal education program of the government.
- To increase the mobility of girls, the project needs to include parental education and awareness program in Udaan endeavours.

- Coordination with the local government should be established and strengthened for planning, programming and providing educational services to the disadvantaged group and to create gender-friendly school.
- The target beneficiaries for the vocational training and livelihood training should be increased.
- The project shows that maintaining good relations with mother school helps to increase project effectiveness by retaining girls, increasing their regularity, and reducing discrimination against girls. Therefore, good relation and coordination with mother school should be maintained and strengthened.
- The strategies adopted to attract girls in Udaan program seem effective to attract girls and to get support from parents for the program operation. These strategies should be continued in other areas which the program is launched.
- The formation of girls' group and Balika Sabha looks useful in mixing the girls participants in new places, the mother school. This strategy should be continued and sustained.
- The leadership skill developed in the Udaan girls contributed in building confidence among these girls. Such type of empowerment is necessary for girls.
- The awareness and community mobilization helped in making girls familiar with outside environment and sending them to school. This attempt is necessary for empowering girls. So the project should continue awareness and community mobilization program.
- As we found that, the UDAAN Concept is innovative and suitable for 10-14 age group of girls as well as boys who never been to school of dropped out early. The study shows that the concept would replicate in throughout country not only for girls but also for boys to bring all boys and girls to bring mainstream of education and fulfill the free and compulsory basic education as per mandate of constitution 2015.

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Annexes

Annex I: Tools

Annex II: 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
First Batch	3	5	242	232	204	
Second Batch	2	6	263	250	NA	Enrolment is yet to be done due to COVID 19 (238 were participated in final examination of mother schools)
Total		11	505	482	204	

Annex III: 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
Total	152	23	53	58	13	5

Annex IV: 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/business
1	Dukhi Kahar	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	Ramananda Pasi	Maharajganj 8 Kajrahawa	10000	Nov/Dec, 2019	24	Retail shop
4	Tauleshwar Murau	Maharajganj 2 Padariya	10000	Nov/Dec, 2019	24	Vegetable farming
5	Lalman Chai	Maharajganj 2 Padariya	10000	Nov/Dec, 2019	24	Vegetable farming
6	Prema Chamkatiya	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Shoe/sandal repairing
7	Jugurmati Kurmi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Vegetable farming
8	Kamlawati Pasi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Purchase and sell goats
9	Jaisram Pasi	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Retail shop
10	Sunita Kahar	Maharajganj 11 Bangai	10000	Nov/Dec, 2019	24	Vegetable farming
11	Tayara Khatoon	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Poultry and vegetable farming
12	Indrawati Chamar	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
13	Sakuntala Khatik	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
14	Urmila Raidas	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

SN	Name of Livelihood supported person	Address (ward, tole)	Supported Amount from SSDC/Coop	Supported date	Loan period in month	Types of entrepreneurship/business
17	Indrawati Korio\	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
18	Pramila Kurmi	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
19	Kamlawati Yadav	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming
20	Astami Yadav	Maharajganj 10 Hardauna	10000	Nov/Dec, 2019	24	Vegetable farming

Annex V: Coding and Creating Category in Atlas.ti 8

File Home Search Project Analyze Import & Export Tools & Support Codes Search & Filter Tools View

Free Code(s) New Group Create Snapshot Duplicate Code(s) Rename Code Delete Code(s) Edit Comment Edit Smart Code Open Group Manager Change Color Merge Codes Split Code Open Network Code Tree Word Cloud Word List Report Excel Export

Explore Document Manager Code Manager

Search Search Code Groups Search Codes

Udaan- Indepth Interview Documents (25) Codes (27)

- 9.1 Leadership experienc
- Perception towards ALP
- Q1 (12-0)
- Q10 (10-0)
- Q11 (9-0)
- Q12 (12-0)
- Q13 (9-0)
- Q14 (10-0)
- Q15 (8-0)
- Q16 (10-0)
- Q17 (11-0)
- Q18-21 (21-0)
- Q18- Barries to girls educ
- Q2 (11-0)
- Q21- Changes after join
- Q22-23 (15-0)
- Q24 (12-0)
- Q3 (10-0)
- Q4 (11-0)
- Q4- Accessible to ALP c
- Q5 (10-0)
- Q6 (8-0)

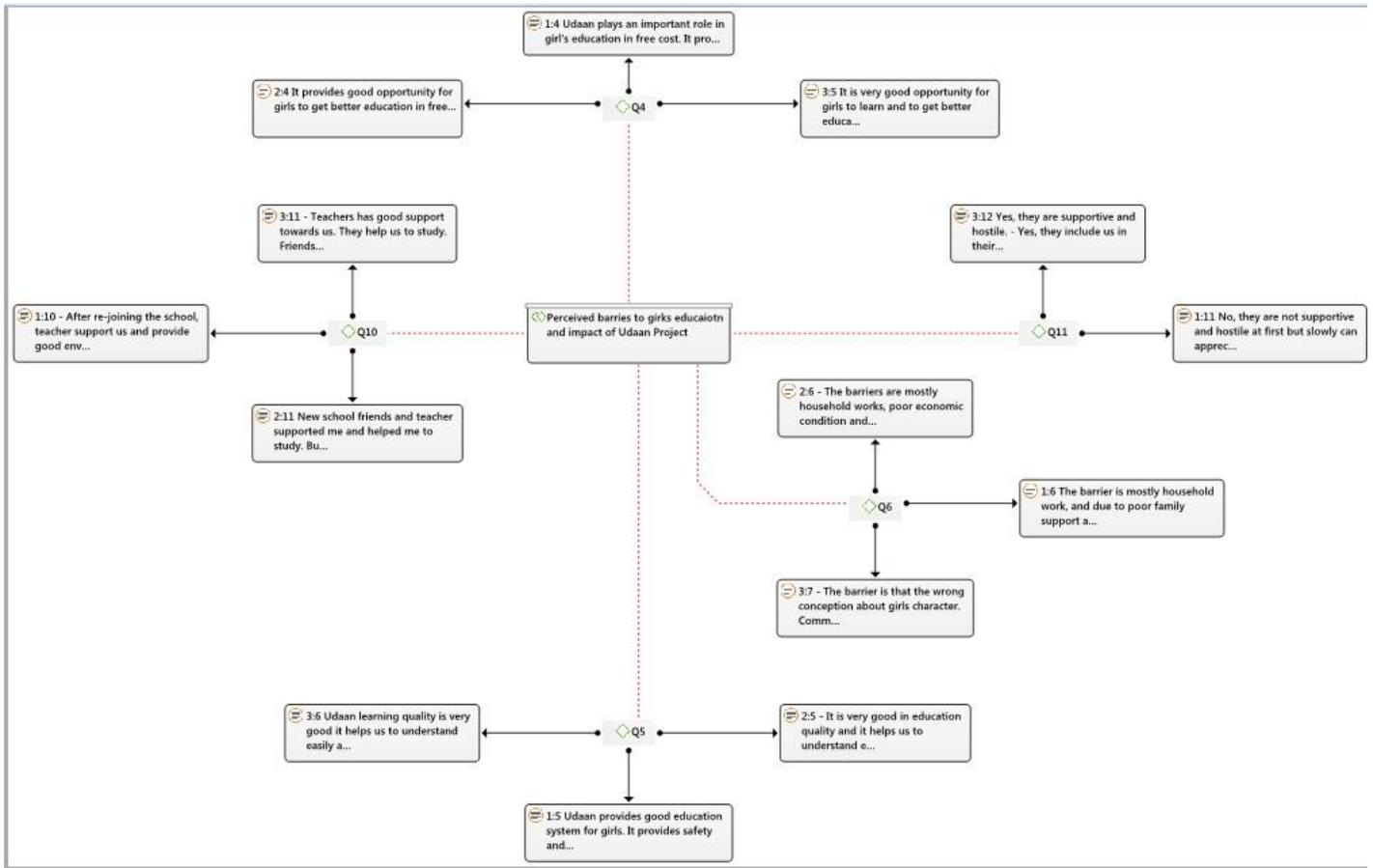
Code Groups	Name	Grounded	Groups	Created by	Modified by	Created	Modified
Background (2)	Q18-21	21	[Gaining self determinations] [Udaan and Liv	tpoude	tpoude	10/24/2020 3:59 PM	10/24/2020 3:59 PM
Envisioning journey t	Q9	17	[Udaan and Livelihood]	tpoude	tpoude	10/24/2020 3:55 PM	10/24/2020 3:55 PM
Experianing after ALP	Q22-23	15	[Struggling with emerging crisis]	tpoude	tpoude	10/24/2020 3:59 PM	10/24/2020 3:59 PM
Gaining self determ	Q7	13	[Udaan and Livelihood]	tpoude	tpoude	10/24/2020 3:54 PM	10/24/2020 3:54 PM
Perceived barries to g	Q1	12	[Background]	tpoude	tpoude	10/24/2020 3:53 PM	10/24/2020 3:53 PM
Struggling with emer	Q24	12	[Struggling with emerging crisis]	tpoude	tpoude	10/24/2020 4:00 PM	10/24/2020 4:00 PM
Udaan and Livellihoo	Q12	12	[Envisioning journey to formal school]	tpoude	tpoude	10/24/2020 3:56 PM	10/24/2020 3:56 PM
	Q2	11	[Background]	tpoude	tpoude	10/24/2020 3:53 PM	10/24/2020 3:53 PM
	Q4	11	[Perceived barries to girks educaiotn and imy	tpoude	tpoude	10/24/2020 3:54 PM	10/24/2020 3:54 PM
	Q17	11		tpoude	tpoude	10/24/2020 4:45 PM	10/24/2020 4:45 PM
	Q16	10	[Envisioning journey to formal school]	tpoude	tpoude	10/24/2020 3:58 PM	10/24/2020 3:58 PM
	Q14	10	[Envisioning journey to formal school]	tpoude	tpoude	10/24/2020 3:56 PM	10/24/2020 3:56 PM
	Q10	10	[Perceived barries to girks educaiotn and imy	tpoude	tpoude	10/24/2020 3:56 PM	10/24/2020 3:56 PM
	Q8	10	[Udaan and Livelihood]	tpoude	tpoude	10/24/2020 3:55 PM	10/24/2020 3:55 PM
	Q5	10	[Perceived barries to girks educaiotn and imy	tpoude	tpoude	10/24/2020 3:54 PM	10/24/2020 3:54 PM
	Q3	10	[Experianing after ALP Scenario]	tpoude	tpoude	10/24/2020 3:53 PM	10/24/2020 3:53 PM
	Q13	9	[Envisioning journey to formal school]	tpoude	tpoude	10/24/2020 3:56 PM	10/24/2020 3:56 PM
	Q11	9	[Experianing after ALP Scenario] [Perceived t	tpoude	tpoude	10/24/2020 3:56 PM	10/24/2020 3:56 PM
	Q15	8	[Envisioning journey to formal school]	tpoude	tpoude	10/24/2020 3:58 PM	10/24/2020 3:58 PM
	Q6	8	[Perceived barries to girks educaiotn and imy	tpoude	tpoude	10/24/2020 3:54 PM	10/24/2020 3:54 PM
	Q18- Bar...	8		tpoude	tpoude	10/24/2020 5:22 PM	10/24/2020 5:22 PM

Comment:

27 codes

Annex VI: Identifying the key words within the participants response (Udaan Girls)

Annex VII: Perceived barriers to girl's education: Network Mapping



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

