UDAAN

"Catching the Missed Opportunity" Project
CARE Nepal

Final Evaluation Report

Submitted to:

Social Welfare Council (SWC) Nepal
Lainchaur, Kathmandu

Study Team
Mr. Rebat Kumar Dhakal (Program Expert, Team Leader)
Mr. Shesh Mani Dahal (Finance Expert, Team Member)
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Mr. Prabhakar Shrestha (Representative from SWC, Team Member)

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Disclaimer

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

AGM	Annual General Meeting
CBS	Central Bureau of Statistics
DEO	District Education Office
e-TDS	Electronic Tax Deducted at Source
INGO	International Nongovernmental Organization
MDG	Millennium Development Goal
MoE	Ministry of Education
NGO	Nongovernmental Organization
OFID	OPEC Fund for International Development
SDG	Sustainable Development Goal
SSDC	Siddhartha Social Development Centre
SSDP	School Sector Development Program
SSRP	School Sector Reform Plan
SWC	Social Welfare Council
TDS	Tax Deducted at Source
UNDP	United Nations Development Program
UNRCHCO	UN Resident Coordinator and Humanitarian Coordinator Office
VAT	Value Added Tax
VDC	Village Development Committee

EXECUTIVE SUMMARY

With the intent to empower approximately 450 girls from poor, vulnerable and socially excluded families who have never been to school or dropped out from school to complete their primary and/or secondary education, CARE Nepal launched the Udaan project (November 2013 to April 2017) in six VDCs of Kapilvastu in Western Nepal through its partner NGO called "Siddhartha Social Development Center". When the project was nearing the end of its implementation, Social Welfare Council entrusted a group of four independent researchers to carry out the final evaluation of the project (in terms of its service delivery, financial management, contribution to project goals and other comparative advantages).

The evaluation team adopted a qualitative methodology employing interview, observation and graphic elicitation techniques to generate data. More specifically, they held interviews and FGD with different project stakeholders including CARE Nepal and SSDC staff, District Education Office personnel, school headteachers, teachers, Udaan students, local community people, parents of the Udaan students, community mobilisers, and local leaders.

The evaluation team derived the following as major findings.

1. Udaan has been an effective project for bringing the out of school adolescent girls back to school and ensuring their right to education. As such, it has had a positive impact on the education outcomes of the adolescent girls in the project intervention areas.
2. In the societies where girls' education is not a priority even in the post-MDG phase which mandates for inclusive and quality education and gender equality, Udaan project proves to be very relevant to addressing the need of bringing out of school girls back to school and realizing them their right to education.
3. Through the support of Udaan project, a total of 438 girls from poor and socially excluded families who have never been to school or dropped out from school have completed their primary education and almost all of them have caught the mainstream formal education. However, Udaan has not been able to put all out of school girls back to schools given its scope and resource constraints.
4. Girls have become outspoken and confident about themselves. They have realized the value, necessity and benefits of education. They have also been empowered and become agents of social change since they are now openly challenging the early marriage practice.
5. Currently, parental and social consciousness on the importance of educating girls is increasing. In this direction, Udaan has also contributed to bring about positive change in the perceptions of the parents and guardians towards the importance of girls' education. However, there is still more to do to encourage every parent to support their daughters (re)join schools.
6. Resource allocations in Udaan did not include adequate provisions for follow up activities for the Udaan graduates who have got into mainstream schooling. This has caused some Udaan girls to be back home and dropping out again.

7. In regards to the Udaan Project, overall efficiency of CARE Nepal was found good. However, its implementing partner NGO's financial efficiency was found to be questionable, especially, non-compliance was comparatively higher than other issues.
8. The project has overlooked the fact that schools supported by the project were reluctant about making collaborative partnerships with each other and increasing community engagement. Likewise, the DEO has also not looked into this aspect very sincerely.
9. Udaan with its own building, unique catch up course, women empowerment schemes through cooperatives, and project design being in line with international and national commitments to girls' education can sustain and grow on its own.
10. Udaan, with its Intensive Primary Education Curriculum and a year-long pedagogical practice to cover primary education, is an innovative project that is worth replicating in other much needed areas across the country.

Based on the findings, the study team drew the conclusion as follows:

Against the supposition of the study team (based on their earlier experiences in other projects), there were two key interesting field based findings. Firstly, the participants did not contest whether the outcomes could be attributed to Udaan alone. Likewise, District Education Officials might have tended to deny the success of Udaan, claiming that they would have made the changes anyway. However, unlike the assumption of the study team, the DEO officials openly applauded the contribution of Udaan in bringing the adolescent girls back to school. Yet they wished that such intervention could have been taken to a larger scale.

By taking on the challenges inherent in bringing never schooled or school drop-out adolescent girls back to school, Udaan project has been successful, though at a smaller scale in terms of its coverage, to change the attitudes of the parents on the importance of girls' education, and it has given the girls in Kapilvastu themselves enough hope and confidence of living a better life in future. But concerted efforts are required from all levels so as to scale up and replicate the project in other similar areas needing much support.

If 'necessity is the mother of invention', the compulsory and free quality education paradox in Nepal calls for some fresh thinking about how to bring out of school children, especially girls from the underprivileged and marginalized community, back to school. In this direction, Udaan project, though not a radical educational/pedagogic reform, has proved to be an existing best practice of ensuring that out of school girls can catch the missed opportunity and thereby get an opportunity to follow the mainstream education in the country.

Finally, the study team made the following recommendations:

1. The Udaan model has been proved to be successful though at a small scale in six VDCs of Kapilvastu in western Terai. Hence a fast-track learning model as effective as Udaan should be adopted, scaled up and implemented in various districts to bring thousands of out of school girls across the country back to schools. If CARE Nepal alone cannot scale the program up, the study team strongly recommends CARE Nepal to seek collaboration

of government and other non-government organizations working in the similar theme. For this, CARE Nepal should conduct a national workshop on how such program can be scaled up, replicated, and how similar organizations and networks can be pulled together in this initiative.

2. Since many adolescent girls are still out of school and/or are dropping school due to lack of parental consciousness, guardian focused special programs should be initiated to maximize school enrolment and retention of the adolescent girls.

3. There was a high need of extending support for further education and other initiatives of the Udaan graduates. Therefore, Udaan, in its future endeavours, needs to have clear allocations for follow up activities support to the Udaan graduates otherwise it might not take long for the school going Udaan girls to be back home and dropping out.

4. One area that Udaan should look into is to engage schools and teachers more effectively so as to follow up student progress, and to impart the knowledge few Udaan graduates have got across school.

5. To enhance the financial efficiency, the implementing partner is recommended to update its existing procurement policy with clear and detail provisions and to adhere to it accordingly. Likewise, it is recommended to renew its tax exemption certificate, follow through the provision of Income Tax Act 2058 and settle financial matters in time. Moreover, CARE Nepal should also, as envisioned in its philosophy, support in developing the capacity of its local implementing partner(s).

6. Udaan with District Education Office should make concerted efforts to capacitate the project supported schools to making collaborative partnerships with each other and increasing community engagement.

7. Based on the perceived impact and need of the project, it is strongly recommended that Udaan as an innovative and acclaimed project must be further strengthened, institutionalised and continued with wider stakeholder participation and replicated in similar areas across the country.

SECTION I

INTRODUCTION

1.1 Project Background

CARE Nepal is an International Nongovernmental Organization (INGO). It has been working in Nepal since 1978. Its initial focus was on addressing the basic needs of poor and vulnerable communities through infrastructure development, agriculture extension activities and natural resource management. This focus changed in the 1990s with the introduction of a more diversified portfolio and a community-based 'human infrastructure development' approach. Since 2000, CARE Nepal has been working in partnership with local NGOs, networks, federations and community groups to address the underlying causes of poverty, conflict and vulnerability through the promotion of gender and social inclusion, a rights-based approach and social mobilisation. CARE Nepal has identified three primary focus areas for its current programmes: a) Women and Girls' Empowerment; b) Natural Resource Management/ Environment/Securing Livelihoods; and c) Addressing Issues of Equity and Justice. And under the first category of programs, it has been implementing the Udaan project since 2013, under the financial support of CARE Austria and OFID.

The Udaan project was initially a 3 year project (November 2013 to October 2016), however, it further extended the project period for six months (April 2017), also with the extension of the project implementation VDC. The Udaan project aims at increasing access to quality education for economically and socially vulnerable girls in Kapilvastu District. In order to do so, it offers an opportunity to girls, especially from poor and socially excluded communities such as dalits, to get back to the formal education system, which they have missed out on due to various social and economic barriers. This project aims to reach girls between the age of 10-14 years who have either never been to school or dropped out. Udaan is basically complementary to other CARE women empowerment projects in Kapilvastu, specifically to dalit rights programming. The launch of Udaan was therefore organized in the district to share the planned project interventions, its activities and ensure its successful implementation with close co-ordination with government and other development partners. In this regard, CARE Nepal has partnered with Siddhartha Social Development Center (SSDC), a local NGO of Kapilvastu, to implement the project activities in the district.

1.2 Project Objectives

As envisioned in the project document, and as agreed by Care Nepal with the Social Welfare Council (SWC), the Udaan project has the following objectives:

Overall Objective

- To encourage more girls of the poorest, most vulnerable and socially excluded families in Nepal to complete grades 5, 6 & 7, contributing to the Millennium Development Goal 2.

Specific Objective

- To empower approximately 450 girls from poor, vulnerable and socially excluded families of Kapilvastu who have never been to school or dropped out from school to complete their primary and/or secondary education.

1.3 Intended Outcomes of the Project

- Increased self-esteem, knowledge and education of the otherwise never schooled or school dropout girls.
- Increased parental and social consciousness on the importance of educating girls. Moreover, the following outputs were observed that facilitated resulting in the above outcomes:
- Infrastructure for Udaan centres has been managed and/or developed.
- A training curriculum for a catch up course for marginalized girls in Nepal (the Udaan Model) has been developed
- Skilled personnel have conducted 3 Udaan courses for approximately 400-450 girls.
- The Udaan Model has been promoted with relevant stakeholders for replication throughout Nepal

1.4 Intended Beneficiaries of the Project

The intended direct beneficiaries of the project were the girls from the poorest and most marginalized and discriminated (ethnic/religious) groups in Kapilvastu who had never been schooled or dropped out from school. Another important target group includes the teachers, class mobilisers, communities and parents who were trained or sensitized during the project.

1.5 Donor Information

OPEC Fund for International Development (OFID) and CARE Austria were the key donors for the project, where CARE Austria was the overall responsible for implementation of the project, which provided support, remotely through its program management department. Moreover, CARE Austria was responsible for communication with the Austrian private donors and OPEC and for implementing their rules and regulations.

1.6 Partner NGO

Siddhartha Social Development Centre (SSDC) located at Gajehada-7, Kapilvastu is a non-governmental, nonprofit-making, social developmental organization founded to work for development in and around Kapilvastu district. It was established in 1995 and registered in the

District Administration Office, Kapilvastu under Organization Registration Act 2034 B.S. It is affiliated with Social Welfare Council (SWC), Nepal in 1996. SSDC works to empower marginalised, ethnic, dalit and other economically and socially disadvantaged groups. CARE Nepal chose SSDC to be its partner organization through its systematic process of partner selection in 2013, and since then SSDC has been implementing the Udaan Project in the district. As per the experience of the local stakeholders, in the south-eastern belt of Kapilvastu, there is low awareness and willingness of parents and stakeholders towards quality education, especially girls' education, therefore, SSDC is supporting CARE Nepal to implement the Udaan Project in this direction.

Besides this project, SSDC is also implementing other projects that focus on eliminating poverty, gender and caste based discrimination, early marriage, weak governance in school, exclusion of marginalized communities from access to information, government services.

1.7 Project Composition

OPEC Fund for International Development (OFID) & CARE Austria (through Funds for Austrian private donor) provide fund to CARE Nepal. In collaboration with Government of Nepal in Kapilvastu, CARE Nepal implemented the project through local partner organization, i.e. Siddhartha Social Development Center (SSDC) in six Village Development Committees (VDCs) in Kapilvastu, namely Singhkhor, Somdi, Dharampaniya, Banskhor, Hathihawa, and Hariharpur. Altogether, twelve teachers and social mobilizers were associated with six Udaan learning centers. Moreover, a total of 16 staff were involved in the Udaan team.

1.8 Financing Arrangements

The entire fund for the project was solely provided by OPEC Fund for International Development (OFID) and CARE Austria to CARE Nepal as national recipient. The project execution cost was allocated to the implementing partner by CARE Nepal as sub-recipient. The financial transactions under the project were made complying with the prevailing financial rules and regulations of the Government of Nepal.

1.9 Objectives of the Evaluation

The purpose of the study was to make a comprehensive evaluation of the Udaan project focusing on its impact on the targeted beneficiaries. More specifically, this study was conducted to:
- evaluate the effectiveness of the Udaan Project (in terms of its service delivery, financial management, contribution to project goals and other comparative advantages);
- recommend pragmatic approaches to upscale and/or strengthen similar programs and to provide future direction and strategic actions for CARE Nepal in this regard.

1.10 Scope of the Evaluation

The study team followed the International Fund for Agricultural Development's (2003) methodological framework for project evaluation, which drove us to be specific to the following criteria: relevancy, efficiency, effectiveness, impact, sustainability, innovation and replicability. Therefore, the scope of this evaluation covers the above criteria. The evaluation team focused on effectiveness of organizational and program management system as intended in the documents at the time of agreement. Moreover, the evaluation will be geared at both strategic and the implementation level. At the strategic level, analysis of projects context, planning and documentation, partnership and networking were covered. Financing and compliance with project agreement documents and monitoring and evaluation system fell in scope of this evaluation in relation to the implementation level. The following figure helps to understand the scope of this evaluation.

Figure 1: Major Domains of Program Effectiveness Evaluation
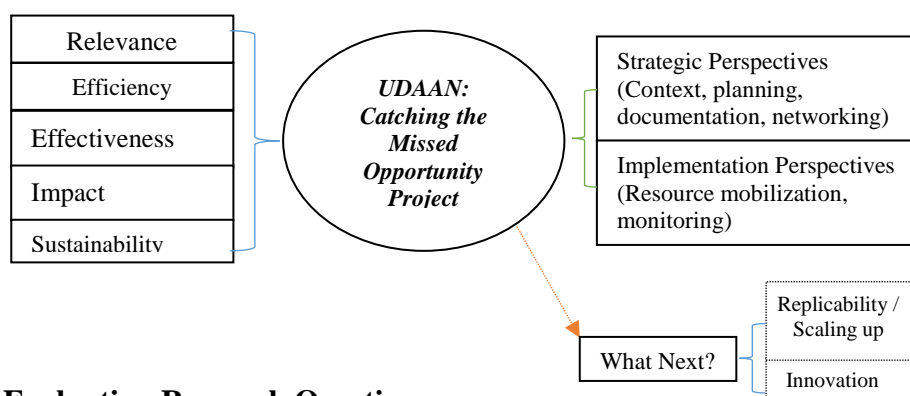
1.11 Evaluation Research Questions

- How well are the project objectives consistent with the beneficiaries' perceptions of their needs and potential? (*Relevance*)
- How well are the project's major objectives achieved at project completion? (*Effectiveness*)
- Do project achieved benefits commensurate with inputs based on economic and financial analysis? (*Efficiency*)
- How is the project impact felt and recognized by the stakeholders? (*Impact*)
- How can the project maintain the net benefits of the project in the long term? (*Sustainability*)
- What is the catalytic role of the project (if any) in developing cost-effective ways to address problems/opportunities faced by the school dropout rural adolescent girls? (*Innovation and Replicability*)

1.12 Evaluation Team Composition

The evaluation team comprised four members. An external evaluator as team leader and program expert led the evaluation. The other team members included a representative from

SWC, a representative from the Ministry of Education, and an external consultant as financial expert.

1.13 Organization of the Study Report

This study report consists of four main sections. The first chapter deals with the background and introduction of the projects and its implementation partner. The context of this evaluation assignment and its scope along with team composition are also described in this chapter. The overall methodology of the evaluation with study designs, tools of data collection, mechanism and work schedules of the field work and data presentation and analysis techniques are included in the second section.

The data are presented and their interpretations in relation to the objectives and achievement of the projects are made in the third section. The fourth section synthesizes the overall conclusions and recommendations of the report. In addition to this, executive summary is arranged in the prefatory part where as the additional information including guiding questions used by the evaluation team members, and some snaps from the field are organized in the annexes.

SECTION II

METHODOLOGY OF EVALUATION

The methodology of this study was specially determined by the 'Terms of Reference' developed by Social Welfare Council (SWC) Nepal. To meet the purpose and objectives of this study and to effectively deliver the expected outputs, interpretive/qualitative methodology was applied. The specific methodology applied in collecting the primary data for this study is described long the following sections.

2.1 Study Approach

Given the exploratory nature of the assignment, this study was primarily based on qualitative approach. Therefore, primary data were collected through in-depth interview, observation and focus group discussion. Necessary interview and focus group discussion guidelines on different aspects of the project activities were developed for collecting primary data from the concerned stakeholders. In addition, secondary data, especially regarding the financial regulations and management, were collected from both the project office (Butwal) and implementing partner organization (SSDC, Kapilvastu) for review and analysis. The evaluation team compiled and reviewed periodic progress reports, financial reports, and booklets of impact stories and mid-term evaluation report to get insights into the concept of project and to assess the progress of the project.

In the process of evaluation consultative meetings were conducted with CARE Nepal at the central level as well as at district level. At the meeting the evaluation team was briefed about the project and its activities. Moreover, meeting with SSDC members was also held so as to assess the project implementation modality, financial ir/regularities and project management.

2.2 Study Design

This is an exploratory study, where data pertaining to the project evaluation were collected through both primary and secondary sources and analyzed inductively for the presentation in the form of thematic description.

2.3 Selection of the Participants

The primary site of the study was predetermined as the project was implemented in six VDCs of Kapilvastu district (see Figure 2).

However, for ease of access and given the time limit, we selected two schools and one Udaan Learning Center (since only one was in operation during the time of fieldwork) purposively. Likewise, we

Figure 2: Map of Kapilvastu District Showing Udaan Coverage VDCs

... were selected as working areas of the UDAAN project.
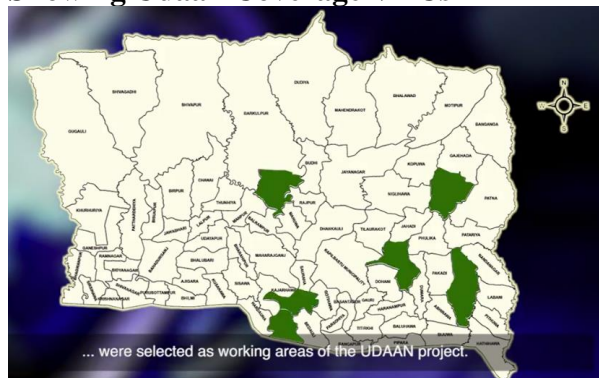
visited the District Education Office and the local implementing partner's office to collect required information about the overall project and its impact and outcomes. Table 1 below presents the total number of participants precisely.

2.4 Study Instruments/Tools of Data Collection

With regards to the data collection and field visits, a number of different data-gathering techniques were used to determine the project effectiveness. The intent was to maximize the participation of all the stakeholders who had a direct impact on the re/schooling of the adolescent girls, who would otherwise be left behind. The tools/techniques, with the number of key participants, used in the process of the data collection have been summarized in Table 1.

2.5 Mechanism for Fieldworks

An evaluation team of four members was formed under the leadership of a freelance consultant. The detailed plan of field work was set by the team in consultation with CARE Nepal and SWC. The team leader and the project manager in the field coordinated the fieldwork. Moreover, the expenses of the team members for the fieldwork was borne by CARE Nepal.

Table 1: Data Collection Tools and Participants of the Study	
Techniques	Number of Key Participants
District level consultation (interview)	DEO Officials: 3 Udaan Project Manager: 1 Udaan team members: 2 in Kapilvastu, 2 in Butwal SSDC Team: 6 (including 2 Office staff) Udaan Cooperative members: 4 Local people: 4 (including 2 land providers)
Interview with mother school members	Headteacher: 2 Asst. Headteacher: 1 SMC Chair: 2 Teachers: 4 Udaan graduate girls: 4
FGD with Udaan Graduate Girls (in mother schools)	2 FGD Sessions: Each 8+ girls
FGD with Udaan Girls (Dharampaniya)	2 FGD Sessions: Each 8+ girls
Interview with Udaan teachers/Class mobilizers	2
Interview with Udaan Girls (Dharampaniya)	4
Classroom observation	Udaan Learning Center: 2 Mother School: 4

The evaluation team visited one Udaan Learning Center, two mother schools, the District Education Office, Project Office, and SSDC office in the district. Moreover, the team also managed to visit CARE Nepal's field office in Butwal. During the Learning Center and School visits, the team also observed the classes. Moreover, overall project implementation mechanism could be observed throughout the fieldwork that started from 23 March and lasted till 25 March 2017. Other events and happenings were observed and recorded as they occurred in the context.

2.6 Data Presentation and Analysis Techniques

Through the locating of different stakeholders' perspectives and practices within the "larger framework of antecedent (i.e., contextual) and mediating (i.e., learning center level) processes"

(Heck & Hallinger, 1997, p. 13), a critical interpretation of the data was possible. It is through the interaction with the participants that the research team has attempted to construct knowledge in this study. Since the research was largely interpretative in nature, meanings were generated through perspectives, practices, cases and experiences.

Therefore, presentation and discussion of the findings, conclusions and recommendations of the report are primarily derived from on-site observations and first hand inquiries on stakeholders' perspectives. The collected qualitative data were analyzed by using the thematic analysis techniques and the data have been presented in the report based on the thematic issues. Findings of financial review were also analyzed and presented.

2.7 Work Schedules of the Study

The field visit plan for data collection was developed by the evaluation team in consultation with CARE Nepal and SWC Nepal at the SWC Nepal's office in Kathmandu (See Table 2).

Table 2: Work Schedule of the Evaluation Team		
Date	Activities	Remarks
15th March, 2017	Pre-evaluation meeting with SWC and CARE Nepal in Kathmandu	
23rd March, 2017	• Travel to Bhairahawa (project site) • Brief introductory meeting with Project staff • Field visit to Dharampaniya Udaan Center (interaction with Udaan adolescent girls, teachers, and class mobilizers, parents, Udaan Cooperative members, Udaan Education Center board member and observation of computer training center) • Visit to a mother school (Meeting with head/teachers, Udaan graduate students, observation of the community scorecard, and construction work) • Night halt in Taulihawa	
24th March, 2017	• Field visit to Somadi and interaction with mother school head/teachers and SMC Chair, observation of the school support program, interaction with Udaan graduate girls) • Meeting with DEO officials • Visit to the Partner office (SSDC) and interaction with the board members • Night halt in Butwal	
25th March, 2017	• Brief reflection meeting with Udaan/CARE team and travel back to Kathmandu	

2.8 Limitations of the Study

One of the main limitations of this evaluation was the time constraint which was based on the fieldwork of only 3 days. The other limitation was the small number of sample, which may not be enough for generalization.

SECTION III

DATA PRESENTATION AND ANALYSIS

This section consists of the presentation and subsequent analysis of the core data on Udaan project. More specifically, as outlined in the conceptual framework in section I, this section deals with relevancy, effectiveness, efficiency, output/outcomes (impact) and sustainability in one hand, and strategic and implementation perspectives on the other hand.

3.1 Context Analysis and Relevancy

The evaluation team discussed multiple facets under relevancy of 'Udaan Project' in Kapilvastu district; first how well it addressed the problem of the targeted group and secondly how well the targeted groups were linked to the project design and thirdly how well the project supported/complemented the national and international priorities. This section provides background information on the Udaan Project and its relevancy in the field context. Afterwards, the main facts about the Udaan project, and the main project activities are assessed.

3.1.1 District Profile

Kapilvastu is one of the districts of Province No. 5 in Lumbini Zone in Mid-west Nepal. The district, with Kapilvastu municipality as its district headquarters, covers an area of 1,738 square kilometres and had a population of 571,936 in 2011 and it was projected to be 625522 in 2016 (CBS, 2011). The 2011 census found that 80% of people in the district were Awadhi speakers followed by Tharu (5%) and (15%) were native Nepali speakers. Kapilvastu had 77 Village Development Committees (VDCs) and one municipality at the time of implementing the project, now it has 6 Municipalities and 4 Village Councils.

Figure 3: Map of Municipalities and VDCs in Kapilvastu District

Geographically, the district can be divided into the low land plains of Terai and the low Chure hills. Kapilvastu is well connected via the East-West highway to the eastern and western part of Nepal and via feeder blacktop road to India in the south and Arghakhanchi District in the north. An airport in Bhairahawa connects the district to Kathmandu by a flight of only 45 minutes.

This District was a part of the ancient Shakya Kingdom ruled by King Śuddhodana who was the father of Gautama Buddha. This district is famous for archaeological sites including Lumbini. More than 138 historical sites related to Buddha have already been identified within the boundary to the east of Banganga, west of Kothi, north to Indian border and south to Mahendra highway.

Most of the population of the district is dependent on agriculture. Paddy rice is a major crop of the district. A number of youths rely on foreign employment while sugarcane is an important cash crop. Seasonal migration to India is a means for households in Kapilvastu to increase their income.

Caste-based and gender-based exclusionary and discriminatory practices are prevailing in Kapilvastu, and due to a patriarchal social structure and the exploitative nature of the socio-cultural system, particularly in Madheshi and Muslim communities, girls and women are facing unequal power relations (UN Resident Coordinator and Humanitarian Coordinator Office [UNRCHCO], 2013). In 2011, 65% of boys and men aged five and above were literate, but only 45% of girls and women could read and write (CBS, 2011). Moreover, Kapilvastu has more than 20% out of school children of the age groups 5-12 years (CBS, 2011). At present the district level data reveals that around 17000 children are out of school, of which most of them are girls, especially from the Madheshi and Muslim communities (DEO, 2017).

3.1.2 UDAAN Context

In the post-Jomtein/Dakar/MDG/SSRP phase, with increased impetus to girls' education and gender equality (Millennium Development Goal (MDG) 2 focused on universal primary education and MDG 3 focused on gender equality and women's empowerment [United Nations Development Program (UNDP), 2000] and now Sustainable Development Goal (SDG) 4 focuses on achieving inclusive and quality education for all and SDG 5 focuses on achieving gender equality and empowering all women and girls [UNDP, 2016], School Sector Reform Plan (SSRP) focused on equal access to school education and empowerment of girls (Ministry of Education [MoE], 2009), and now School Sector Development Program (SSDP) focuses on making the education system inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups having the lowest levels of access, participation and learning outcomes [MoE, 2016]; yet, the

> **Inter/National Contexts Make It Relevant**
> In the post-Jomtein/Dakar/MDG/SSRP phase, with increased impetus to girls' education and gender equality in one hand, and failure of the program implementation within the country to adequately reach the deprived groups on the other hand, the coming of Udaan project in Nepal's Terai can be well justified.

big gap in literacy rates among different castes and ethnic groups indicates clearly that the existing programmes have failed to adequately reach the deprived groups [MoE & UNESCO, 2015]), the Udaan project for never schooled or out of school girls in Nepal received greater attention. As such, Udaan came into force targeting the educationally backward societies in Nepal's Terai where female literacy rates were low and the gender disparity in literacy was high.

Due to the traditional cultural norms, education is not considered a priority for the girls in many Terai districts including Kapilvastu. "In the pre-dominantly rural and agrarian society, the major role of the females is seen doing household chores" (Zachariah & Mukherjee, 2015, p. 1). Moreover, child marriage was/is also prominently present in Kapilvastu, and therefore majority of the girls would get married off as soon as they reach puberty. "Having seen around 17000 girls out of school in Kapilvastu alone, Udaan Accelerated Learning Approach has been initiated since 2013 to bring those girls into mainstream formal education", said Sitesh Tiwari, the Project Manager of Udaan Project, CARE Nepal. It allowed girls to complete primary school in 12 months in a day-boarder setting.

Against the above backdrop, CARE through its local implementation partner SSDC ran Udaan fast-track learning camps in six VDCs of Kapilvastu (since 2013 to 2017) to help out of school/never enrolled girls, aged 10-14 years, complete their primary education in 12 months. Mr. Tiwari further stated that through Udaan approach, the girls are facilitated for 12 months at the Udaan school, then they attend the Grade 5 examinations, and based on the performance in the examination, they receive enrolment at Grade 4, 5, 6, or even 7 at community schools – thereby become part of mainstream formal education. It was evident that a total of 466 girls (160 in the first year, 253 in the second year, and 53 in the final year) went through this programme and almost 87 per cent of them were then placed in mainstream community schools. SSDC statistics showed that in three academic sessions, 404 girls received admission in community schools through Udaan program. The success of this model informs CARE to replicate the model in other parts of the country.

3.1.3 Assessment of Udaan Project Activities

The project used a need based approach to implementing the project – i.e. the need to bringing out of school girls to school was so paramount in Kapilvastu since a large chunk of school age adolescent girls were out of school. Yet, given the socio-cultural practice, the implementation of the project in the initial days was full of challenges. The local Udaan staff recalled that during the initial days of the program, it was difficult to convince the parents and guardians about the importance of educating their daughters. However, packages like free education, attractive school uniform, adequate educational materials, practical-based education, participatory teaching and

> **Engaging With the Community**
> I see teachers and mobilizers going to the villages and convincing parents about the importance of girls' education as one good practice that helped Udaan succeed. This also made us more aware of the students' backgrounds.
> – Udaan Teacher, Dharampaniya

learning approach and well-trained teachers gradually won their hearts. Moreover, strategies like door-to-door campaigns under initiation of class mobilizers, community leaders, community introductory meetings, and parents' seminar and various activities inspired them to enrol their daughters in the Udaan schools. As such, one good practice followed by Udaan was to send teachers to the villages from where the students were expected to come. This practice was perceived to have built confidence among parents in addition to making teachers more aware of the students' backgrounds.

As per the conversation with CARE Officials and teachers involved in Udaan learning centers, the teachers were trained in participatory approaches. Moreover, based on the concept of Intensive Primary Education Curriculum (CARE Nepal, 2016), the project undertook special learning method to provide primary level of education to the adolescent girls who have never had any form of formal schooling or have dropped out of school. Having developed its own customized training curriculum for a catch-up course for marginalized girls in Nepal, the curriculum and instructional pedagogy were unique to Udaan. Teacher training in Udaan is reported to have combined the counselling aspects in teacher training in a manner that it helps in resolving adolescence issues as well as managing safety and security. Additionally, the course curriculum and its approach has prioritized the concerns of equity and quality of education as the program's core components (CARE Nepal, 2016). Subjects like Nepali, English, Mathematics, Science, Social Studies which are taught at the primary schools of community schools were taught at the Udaan centers. As such, it was found that the Udaan curriculum has integrated Social Learning alongside Language, Mathematics and Science, and developed those in close contact with each other.

> ### Udaan Course: Compact and Swift
> Since Udaan has developed its own customized training curriculum for a catch-up course for marginalized girls in Nepal, the curriculum and instructional pedagogy are unique to it. It is unique because it is a compact swift course that covers grades 1 to 5 (primary level) in a 12 months program.
>
> – Project Manager, Udaan

It is here worthwhile to present how a typical school day at the Udaan Center looked like and how the Udaan centers were run.

Udaan Classes: Igniting the Engine, Preparing for the Flight
The Udaan school runs for six days a week. It commences its regular class activities from 9:15 am. Therefore, getting up early in the morning, maintaining their personal hygiene and helping their family in daily household chores and then reaching the Udaan classes by 9:00 am has become the daily routine of these girls. The morning assembly lasts for about half an hour that starts with a national anthem followed by other morning activities like singing awareness songs on girls' empowerment, performances, sharing personal experiences, reciting poems, and narrating stories and doing physical exercises. They eat lunch at the school. We also provide them with books, stationery and clothes. We teach subject wise contents but often in an integrated way. Our girls have not only learnt reading and writing, but also learnt about sanitation and hygiene, and various sports and games.

Udaan allows time for chatting, dancing, playing, etc., and helps in forming relationships, discussing various issues that help in developing aspirations and also a collective identity.

Our classes are girl-friendly and participatory. We treat each other as family members. We are *didi-bahini* (sisters). You might know that these girls call male staff their *bhaiyas* (brothers). We encourage them to speak up. I am myself amazed to know that those who were almost dumb in the beginning have now become so outspoken. They have got much confidence to speak in front of others, even new comers, and they can now openly oppose child marriage. One instance is worth mentioning when these girls have been successful to stop one of their friends from getting married – they held a rally and went up to the parents and convinced them to marry their daughter off but to let her study with them.

As far as I know our earlier graduates are doing well in schools and are positive about school education.

– Udaan Teacher, Dharampaniya

As discussed by an Udaan teacher in Dharampaniya and as we observed her class, we found that the girls were enjoying learning as the teacher was engaging the girls in peer or group learning, and sometimes she was encouraging them to produce the answers in some poetic forms. This way the teacher was promoting informal cooperative learning among the peers by organizing the classroom activities into academic and social learning experiences. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson & Johnson, 1989). Moreover,

"cooperative learning gives teachers lots of possibilities to educate the whole person according to children's personality" (László, 2010, p. 249). In addition, research has shown that students who work in cooperative groups do better on tests, especially with regard to reasoning and critical thinking skills than those that do not (Johnson & Johnson, 1989). Likewise, this practice is considered good especially when the age and other backgrounds of the learners differ. Therefore, the use of cooperative learning was found to be relevant to the Udaan centers.

– Udaan Girls, Dharampaniya

Udaan: If…Not
It is because Udaan is here, we are here (at school), otherwise we don't know where we would be.

– Udaan Girls, Somadi

I know where I'd be…, I'd be married off and living in my husband's house. I know for sure that I would not be going to school.

– Udaan Girl, Dharampaniya

Besides having been informed by national figures and data on school enrolment and dropout, especially of girls, we also observed in the field and talked to district level education stakeholders and confirmed that many adolescent girls growing up in rural Terai in Nepal never start or finish primary school, rather they envisage a future of domestic work and early marriage. But instead, 466 girls were given a second chance at education through a fast-track learning course run by CARE in Kapilvastu. All of the adolescent girls whom we could talk also acknowledged that Udaan had given them wings by providing them a chance at education. They felt that unless Udaan had supported them, they would never dream of attending school (again).

Similar views were expressed by the parents of the Udaan graduates and other local community members that the support of Udaan had brought positive changes in their perception of girls' education. At the time of the fieldwork of this study, parents reported that they initially did not like the idea of sending daughters to schools (though they somehow knew that they should have) because they did not have money to send their daughters to school and they also needed someone to do the household chores, and after all their daughters would go to their husband's house. But when Udaan mobilizers, local leaders, and DEO personnel went up to their villages and convinced them

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Parental Consciousness

We knew that education was necessary for our daughter to go ahead in life, but we did not have anybody to look after the two other small kids. My husband was in India and I had to go for wage labour. Now I cannot leave my girl like this!

— Female Parent, Somadi

It is wonderful to see changes in out of school girls. They are going to school now thanks to Udaan's help.

— Male Parent, Dharampaniya

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about the right of girls to study, they were ready to send their daughters to school (first to the Udaan Centers).

Now they realised that they were doing injustice to their daughters by snatching their rights to go to school. At the same time, it was noted that it was not always their sheer negligence but compulsion of the family background that was restricting them to send their daughters to school. Therefore, once they got convinced by and also some support from Udaan, they thanked Udaan for its initiatives in educating girls by (re)sending them to schools.

The above discussion revealed that the rural Terai villages were in need of some kind of intervention in the area of adolescent girls' education and Udaan had come to serve this purpose. This way, the Udaan project proves to be very relevant to addressing the need of bringing out of school girls back to school and realizing them their right to education.

3.2 Effectiveness

The project effectiveness was measured with respect to the project expectations and objectives. As such the study team focused on revealing the extent to which the project's major objectives were achieved at project completion. The following table summarizes the overall project effectiveness.

Table 3: Udaan Project Effectiveness Matrix			
S.No.	Indicators (developed out of project intentions)	Achievement of the target	Sources of evidence
1.	Development of a training curriculum for a catch up course (the Udaan Model)	Fully achieved	Interviews with Care Staff, Udaan teachers, and review of available documents
2.	Infrastructure for Udaan centres has been managed and/or developed	Fully achieved	Interviews with Care Staff, Udaan teachers, school headteachers, DEO officials, and observation
3.	Skilled personnel have conducted 3 Udaan courses for approximately 400-450 girls	Fully achieved	Interviews with Care Staff, Udaan teachers, DEO officials
4.	Approximately 450 girls from poor and socially excluded families who have never been to school or dropped out from school have completed their primary education	Fully achieved	Interviews with Care Staff, Udaan teachers, DEO officials, and review of available documents
5.	Increased self-esteem, knowledge and education of the otherwise never schooled or school dropout girls.	Fully achieved	Interviews with Udaan teachers, school head/teachers, students, parents
6.	Increased parental and social consciousness on the importance of educating girls	Partially achieved	Interviews with Care Staff, Udaan teachers, community people, school head/teachers, DEO officials, students
7.	More girls of the most vulnerable families in Nepal have completed grades 5, 6 & 7	Partially achieved	Interviews with Care Staff, Udaan teachers, school headteachers, DEO officials
8.	The Udaan Model has been promoted with relevant stakeholders for replication throughout Nepal.	Not achieved yet	Interviews with Care Staff, Udaan teachers, DEO officials

As we visited Kapilvastu, we found that several adolescent girls were struggling to get access to school and/or to remain in school. As such, we found them to be directly impacted by the provisions of formal schooling – requiring them to be in school so as to attend regular classes in one hand, and balancing school work and household chores on the other hand. Moreover, we found that they were often in pressure to prioritize household chores – given their family (economic) background and socio-cultural practices. Here, we found Puja's (a girl in Care Nepal's "Udaan" Accelerated Learning Class, previously grade 2 Madarasa dropout) case illuminating:

> *Puja (aged 13) is a Muslim girl living with her grandmother and two small siblings. She is the guardian and caretaker of her family. Her parents live in a different village (nearby her maternal uncles' house) for some daily wage labour – they sometimes (hardly once a month) come home and give some money. Her elder sister is married. Her elder brother is also married, but the couples live away. Puja gets up at 6, does her cleaning up, prepares food for the family, tethers the two goats and a cow, eats food, washes the dishes, and rushes to Udaan school – often getting late. We know how hectic her schedule will be after school. After the Udaan class, she wants to join a normal community school, not Madarasa, because she loves friends from all castes (and religions) and knows that everyone has the same (colour) blood.*

If we pondered on Puja's case, we could imagine how difficult it was for her to get an education. There were several other girls like Puja who despite the hardships were committed to getting an education, and some of their aspirations were met thanks to Udaan project.

Like Puja, there were other girls as well who wished to share similar stories. We found some of the girls' condition pathetic in that the early grade girls were the main caretakers of the family, and thus they were curtailing their study and fun time for household chores. Among the participants we talked, one (Sonia) also wished that boys also had similar (accelerated learning) class because there were also many out-of-school boys in her village who would benefit from such classes. Sonia seemed to be very considerate of other children as well irrespective of their gender.

Worse to it, we were devastated to know that some of their schooling was curtailed by early marriage. It's true that early marriage still exists in many villages in the Terai despite its legal ban. Studies show that Nepal has the third highest rate of child marriage in Asia, after Bangladesh and India (UNICEF, 2014). The government's failure to enforce the laws (compulsory primary education, and preventing child marriage) means that our children's suffering are many and the government seems reluctant to solace them. Nevertheless, to our pleasant surprise, the students in the learning class shared that they had been able to cancel two cases of child marriage in their village by organizing an anti-child marriage rally in front of their friends' (who were would-be brides) houses and talking to the elders with the help of their two teachers. According to UNICEF (2014), 37 percent of girls in Nepal marry before age 18. Ten percent are married by age 15. And this is disproportionately affecting girls' educational opportunities and endangering their lives and livelihoods (Council on Foreign Relations, 2013). And it's often too late, as female teachers reported, before the girls realize "It would be so nice *if* I had *studied* further." While lack of educational opportunities may contribute to girls' early marriage, married girls are also likely to drop out of school sooner. With the interaction we held with them, we felt that those adolescent girls were really empowered as they could speak up against the prevailing injustice to their friends, and could settle the issue to which the law enforcing bodies were turning a blind eye.

In the context where girls' education was not a priority for many parents, Udaan ventured its efforts towards transforming the way girls' schooling was perceived and subsequently

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increasing girls' (re)enrolment in schools. Since Udaan initiated its project in 2013, by the year the project was completed, it helped 466 adolescent girls complete primary education. The following table shows the number of Udaan graduates over the years.

Table 4: Statistics on Udaan Girls					
Year	Number of Udaan Centers	Number of Students enrolled in Udaan	Number of Udaan graduates (who appeared the grade 5 exam)	Number of Udaan girls placed in schools	Number of Udaan girls retained in schools
2014	4	160	152	136	127
2015	5	253	244	238	238
2016	1	53	48	39	39
Total	10	466	438	413	404

As such, Udaan has been successful in its major mission of helping more than 400 girls complete primary education and get into mainstream education (at least bringing them back to school). In this sense, Udaan project turned out to be a successful project. In addition, Siddhartha Udaan Education Center has also conducted computer classes with support from CARE Nepal.

Moreover, as we observed and talked to the Udaan girls (both at the Udaan center and in schools), it was confirmed that the Udaan girls had been confident to speak up. The girls also shared how empowered they were. They, much like the Udaan teachers described, were boasting about their efforts in cancelling the marriage of their peers, and that they were confident about convincing their parents not to get their married off early, rather they said that they would educate their parents about what they could do with education. This showed that Udaan helped them not just academically, but

— Udaan graduate, Jagannath NiMaVi, Kopawa

also developed their leadership, and extra-curricular skills. Teachers also described the leadership and extra-curricular skills of the Udaan graduates. Moreover, teachers often praised Udaan graduates for their decent behaviour, hard work and persistence. They even said that Udaan girls are exemplary for other students as they are active in taking part in different activities, they can speak up, and are more polite.

Relating to the situation and causes of girls lower participation, a school headteacher shared that

Should Girls Attend Schools?
Girls' education is not a priority for many parents. They say that daughters have to work at home. Who would look after their small brother and sister? Who would prepare meals?
When they are convinced again and again, they send their daughters for some days, but after some time again the girls start disappearing from the class.
— Head Teacher, Muneswor Ma Vi, Baharbasi

gender stereotypes persisted in the community. As a result, adolescents also internalised gender

expectations as to what was expected of them in their gender ideology (van der Vleuten, Jaspers, Maas, & van der Lippe, 2016). It was probably due to such stereotype, prevailing in some typical Madhesi and Muslim communities, that many adolescent girls even today shy away from going to school. The headteacher however admitted that the number of school going adolescent girls has increased with the Udaan project as 25 students had come to his school alone from the Udaan center. In response to whether such stereotype is so pervasive, he responded that it is but the trend is now decreasing.

During our observation and interviews, we found that many schools did not have separate toilets for boys and girls – which was also a cause of school dropout for many girls. It is estimated that around one third of schools still do not have separate toilets for girls and boys (UNICEF, 2016). The school teachers also admitted that the absence of separate toilets in schools for girls had hindered their participation. At this point, the support of Udaan project in building separate toilets proved praiseworthy. However, our field observation showed that functioning toilets were also not adequately maintained in many schools. In one hand, there was no sufficient ratio of toilets per pupil; and on the other hand, even the available toilets did not have minimum sanitation and hygiene facilities, such as running water, soap, etc. Here, Udaan seemed to have done its part, but the role the school administration in at least maintaining the toilets seemed to be very weak. In a school in Somadi, the Headteacher admitted that Udaan had provided them with a water pump to supply water to the toilets, however it was stolen, and they had not been able to manage one yet.

– Girls' toilet, Muneswor MaVi, Baharbasi   – Girls' toilet, Jagannath NiMaVi, Kopawa

Udaan has supported schools in many ways including by constructing separate toilets, providing carpets for ECD, and early grades, and also staff/HT room, white boards, some dustbins are placed in the ground. In Somadi, it has also constructed a two-room block (worth Rs. 1400000) for classroom purpose, however it was found that one of the rooms was used as Staff room.

The evaluation team also captured the responses of many district level stakeholders on the effectiveness of the Udaan project.

The Udaan project was looked upon by school teachers and administration as a genuinely committed education focused program. It has not only helped by providing physical infrastructures and materials, but also positively changed the views and attitudes of parents towards girls' education. A SMC Chair also credited Udaan for encouraging girls to re-join schools at a time when local school community and district education office are finding it hard to control drop-outs. He further said that the school should now focus on retaining the girls in school by engaging parents and guardians. As such guardian focused special programs could be initiated to maximize school retention of the girls.

> ### Udaan as a Fishing Net
> I liked the Udaan project very much. There is no limit to my thanks. Udaan as a fisherman spread its net and collected the otherwise dispersed fish (adolescent girls) and brought to schools back. It has also made parents more conscious about sending girls to school.
> – Head Teacher, Jagannath NiMaVi, Kopawa
>
> After the intervention, now the girls of our community regularly go to school, they have become more focused on their studies. We sometimes cross-check if all parents are sending their daughters to school.
> – Community Leader, Dharampaniya

Likewise, local parents also openly stated that now they have become more serious about girls' education. These days, they think of daughters' right to education, and that they have realized that education is wealth – one can do whatever and make a living if one has got good education. Similarly, a SSDC official also expressed his happiness and said that many girls, who had never stepped into a school before have passed the fifth standard examination and re-joined schools.

The DEO officials also admitted that the role of Udaan, though in a small scale, is commendable. They perceived Udaan as a major programmatic response in Kapilvastu to the issue of out of school girls, and girls' dropout in and after primary education. Though there were several other efforts by the DEO and Schools, they openly applauded the contribution of Udaan in giving the out of school girls an access to education again. Which they think was their primary job and they had not been successful and thus thanked Udaan in supporting in their mission.

> ### Policy Response to Girls' Education
> We (DEO personnel) can proudly say that Udaan is a programmed and policy response to the issue of out of school girls in the district. This has supported the government's commitment to promoting girls' access to school.
> – DEO Official, Kapilvastu

Overall, Udaan experiment was seen to have tried to embed academic rigour to a transformative approach of schooling (never schooled girls being enthusiastic and positive about school education), and succeeded to an extent though limitations existed on the academic front, especially when they were put into mainstream schooling since there was hardly any support to retain them. Moreover, the resource allocations in Udaan did not include provisions for follow up activities with those who have passed out (and got into mainstream schooling), and hence there was a high need of extending support for further education and other initiatives of those girls. Therefore, Udaan, in its future endeavours, needs to have clear allocations for

follow up activities otherwise it might not take long for the school going Udaan girls to be back home and dropping out.

3.3 Efficiency

By project efficiency the study team understood the extent to which the project achieved benefits commensurate with inputs, based on economic and financial analysis or unit costs compared with alternative options and good practices to determine how economically resources have been converted into results. Thus, project efficiency is about meeting planned goals for the project given the resource constraints. In this sense, efficiency represents an internal focus on how the project implementers execute the project. More specifically, we have explored the following key dimensions of efficiency here.

3.3.1 Programmatic Efficiency

The data obtained from interviews with different stakeholders (GoN line agencies, targeted groups, etc.) revealed that the programmatic progress appeared to have been fully satisfactory. Similarly, as outlined in the effectiveness section as well, the evaluation team found that Udaan project has successfully achieved its purpose of helping more than 400 adolescent girls complete their primary education within the project period. Since this core objective was met within the given timeframe, the project achieved its programmatic efficiency. Moreover, along the line of meeting this core objective, the project also resulted in other non-tangible outcomes like the adolescent girls becoming more confident, developing leadership and extra-curriculum skills, woman empowered through cooperatives. These proved that thematically the project was successful. Moreover, the project was efficient in that it has managed to develop a customised curricular framework, implemented it in six VDCs by also establishing six Udaan centers, and brought about positive change in the perceptions of the parents and guardians towards the importance of girls' education, thereby enabling girls to re-join schooling – which also contributed to the government's efforts to bringing out of school children back to school.

3.3.2 Managerial Efficiency

Managerial efficiency is essential for achieving the intended programme goals and objectives. The evaluation team had a very good impression of CARE Nepal's field human resources. The management support provided by CARE Nepal was found to be appreciable; it was also observed that with a limited professional staffs in CARE a smooth managerial and technical support was provided to the implementing partner organization. Moreover, CARE also held the DPAC meeting in the project district and CPAC at the central level where the project activities, budget and progress achieved had been shared with the concerned stakeholders and line agencies.

Quite similarly, the implementing partner (i.e. SSDC) also had a positive role in making the management of the project successful. The official of SSDC claimed and some local people agreed that SSDC has been instrumental in making the project happen. The SSDC staff have been working day-in and day-out visiting local community, talking to the parents of the out of school girls, and encouraging them to give their daughters a chance to getting an education.

With their constant and frequent visits and communication with the local people, they could develop a good rapport and thereby they were successful in not only getting the community's support in sending girls to the Udaan centers, but also getting their support in constructing the Udaan center's building. As such, the role played by the field mobilizes was widely appreciated.

A Building of Its Own	Going Native: SSDC
 - Siddhartha Udaan Educational Center, Dharampaniya	One thing we are proud of is our good coordination with the local agencies and also with CARE Nepal. Local community also handed over 05-06-18 area of land. With our good public relation, we have also been able to get 2 kathha of land from six land donators. Moreover, while constructing wall surround the Udaan center, we received 20% of labour support from the community. Likewise, with local resources and public support, we could lay the roof for the second story of the building. - Official, SSDC

The evaluation team also found that SSDC had also fulfilled its basic criteria of being an implementing partner and was doing its best. We could observe that it had a good public relation, good rapport with the district education agencies, and official documents like financial policy, administrative regulations were updated and intact. Likewise, it was found that SSDC had conducted its general assemblies, social audits, and its project activities, budget and achievements have been discussed with the donor and government line agencies in the district.

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आर्थिक नियमावली, २०५७
(FINANCIAL POLICY, 2057)

प्रथम संसोधन २०५९
दोस्रो संसोधन २०६२
तेस्रो संसोधन २०६३
चौथो संसोधन २०६४
पाचौ संशोधन २०६५
छैठौ संसाधन २०७२
सातौ संसोधन २०७३

प्रशासनिक नियमावली २०५७
(प्रथम संसोधन २०५९, दोस्रो संसोधन २०६२, तेस्रो संसोधन २०६४,चौथो संसोधन २०७३)

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Without much disagreeing with the above facts, the evaluation team's observation and dialogues with the SSDC staff, CARE Nepal's staff, and school headteachers, however, also revealed that SSDC's managerial efficiency was not that satisfactory. As we could observe and learn that coordinating meetings, approvals and reporting were not in time and the documentations including meeting minutes were not intact. The details of financial analysis have been presented in the Financial Efficiency section below.

3.3.3 Financial Efficiency

The evaluation looked into the processes of how economic recourses/inputs (funds, expertise, time) were used to achieve the intended results. For this purpose, the evaluation team reviewed the audit reports and financial transaction of CARE Nepal and SSDC. The team also held discussions with different stakeholders. The planned and actual costs have also been reviewed.

3.3.3.1 Financial Overview

CARE Nepal has been implementing Udaan: Catching the missed opportunity project as per the general and project agreement signed with the Social Welfare Council (SWC) Nepal. To implement this project, CARE Nepal has selected local partner Siddhartha Social Development Centre (SSDC), Gajehada-7, Kapilvastu, Nepal.

Table 5: Project Synopsis	
Project Title	Udaan; Catching the missed opportunity project
Project Area	Kapilvastu, District, Nepal
Agreement Period	01 November 2013 to 31April 2017
Implementing Agency	CARE Nepal
Partner NGO	Siddhartha Social Development Centre (SSDC) Gajehada-7, Kapilvastu, Nepal
Supporting Agency	CARE Austria and OFID
Total Programme Budget	NRs. 51,040,437
Total Overhead Budget	NRs. 14,045,457
Total Project Budget	NRs. 65,085,893
Total Programme Expenditure	NRs. 47,491,236
Total Overhead Expenditure	NRs. 12,871,940
Total Expenditure *(Till February end 2017)*	NRs. 60,363,176

Total project budget is NRs. 65,085,893. Out of total project budget, NRs. 51,040,437 and NRs. 14,045,457 was allocated for programme and overhead expenditure respectively. Till February 2017, the project has spent NRs. 60,363,176. Out of total actual expenditure, NRs. 47,491,236 and NRs. 12,871,940 was spent for programme and overhead expenses. Details of expenditure is presented on Annex IV of this report.

Figure 4: Budget Versus Actual
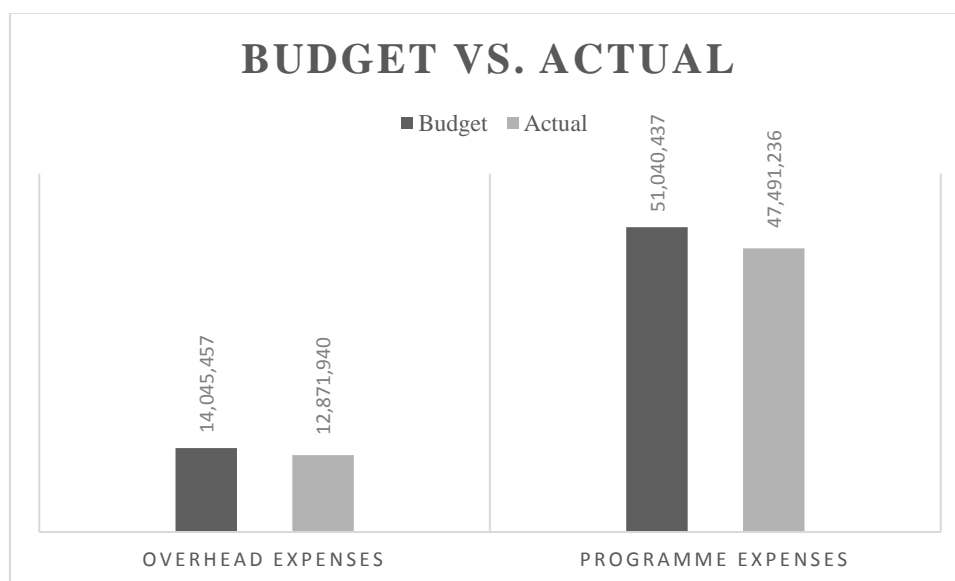
Out of total project expenditure till February end, 2017, NRs. 47,491,236 was spent for programme and NRs. 12,871,940 was spent for overhead expenses which is 79% and 21% respectively. The total project budget for is NRs. 51,040,437 for programme and NRs. 14,045,457 which is 78% and 22% respectively.

Figure 5: Expenditure Composition
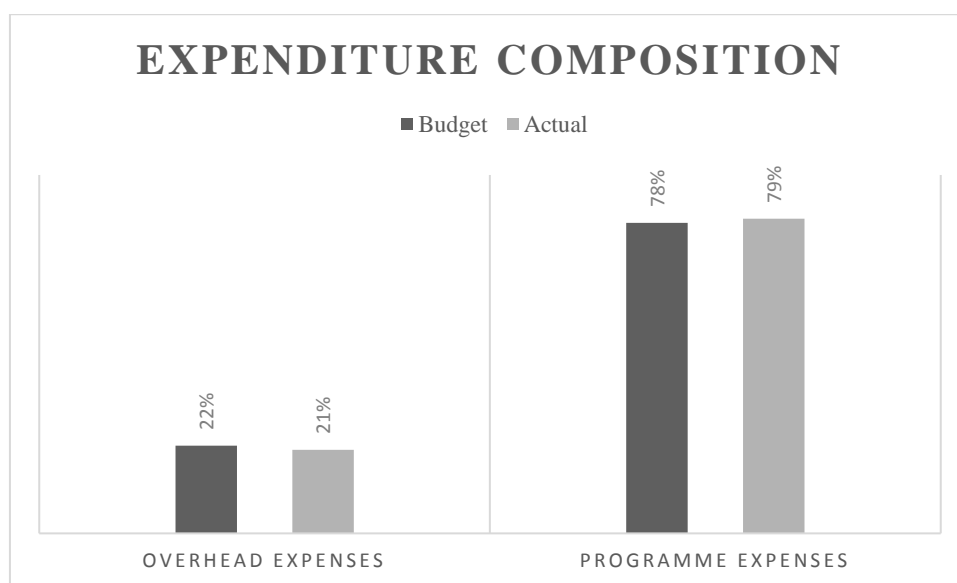
During our review, we have not observed any instances of non-budgeted expenditure incurred by the project. Out of total expenditure till February 2017, Siddhartha Social Development Centre (SSDC) and CARE Nepal has incurred expenditure amounting to NRs. 28,875,019.54 and NRs. 31,488,156.74 respectively, which is 48% and 52%.

Figure 6: Expenditure Composition of CARE and SSDC
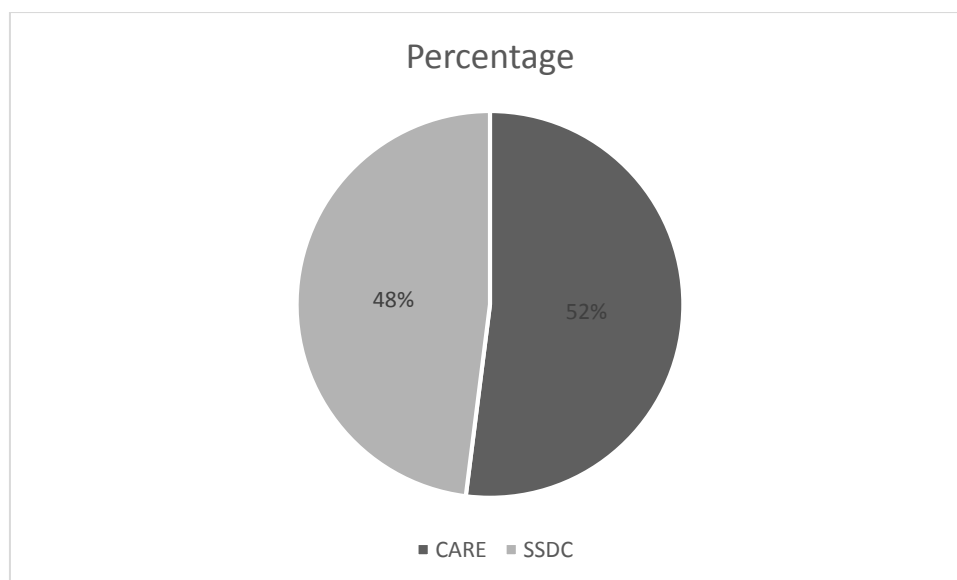
3.3.3.2 Output Overview

From November 2014 to April 2017, the project has run different activities. The details of those activities and number of benefited persons are presented in Annex V of this report. From the operation of those programme, 600 male and 3,820 female are benefited. Based on the cast, we have categorized the benefited person in Figure 7 below.

Figure 7: Benefitted People

RIGHTHOLDER BENEFITED

Dalit 26%

Janajati 12%

OBC 26%

Other Cast 36%
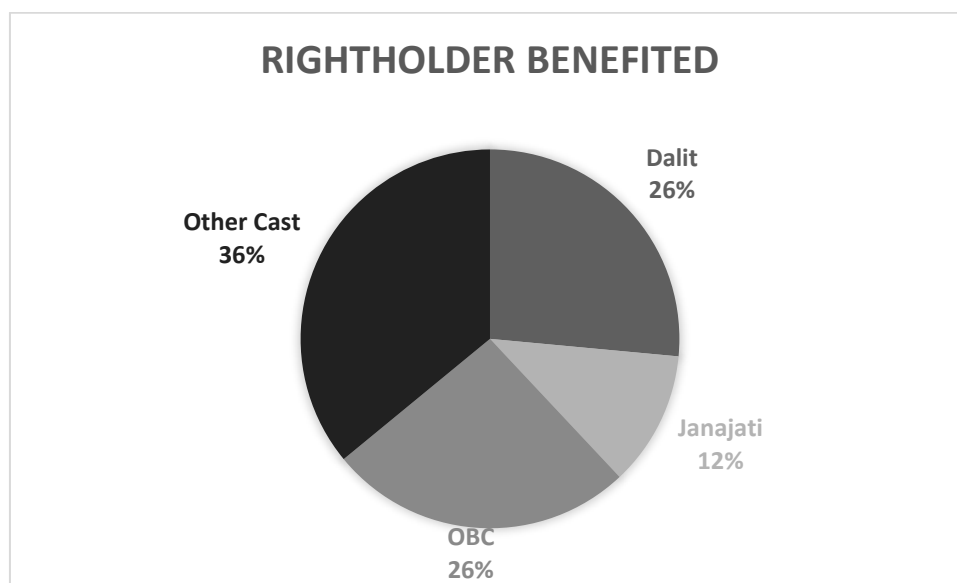
3.3.3.3 Issues Observed During Our Review

A. Procurement Policy of the Organization

Observation

As per section 7 of organization's procurement policy, the organization can procure goods costing upto NRs. 50,000 from market directly. In case of procurement above, NRs. 50,000, procurement shall be based on quotations.

The policy has not specified any other criteria for procurement e.g. requirement of tender, sealed quotations, minimum number of quotations etc. The policy is totally silent about minimum number of quotations required and type and forms of quotation. Hence, procurement policy of the organization is incomplete.

Impact

In the absence of clear and complete procurement policy, procurement activities cannot be fair and transparent.

Recommendation

The organization is recommended to update existing procurement policy with clear and detail provision.

Management Reponses

SSDC's procurement policy will be reviewed as soon as possible and clearly defined as your valuable Suggestion.

B. Validity of AGM of the Organization

Observation

As per Section 8(Kha) of Organization's Constitution, organization shall send a notice specifying place, date and agenda of meeting to every members in advance of at least thirty days to hold the annual general meeting, and in advance of at least seven days to hold the extra-ordinary general meeting. However during our review, we observed that board meeting of the organization decided AGM date, time and agenda on 2073.05.26 whereas Annual General Meeting of the organization was held on 2073.05.27

Impact

Calling of AGM without fulfilling due procedure has raised the question on the validity of the AGM and its decision.

Recommendation

It is recommended to call Annual General Meeting only after fulfilling procedure specified in the Organization's Constitution.

Management Reponses

Thanks for suggestion, AGM date finalized as a constitution of SSDC Board dated on 2073/3/12 for 2073/5/25 but before a day meeting held for preparation and managerial aspect.

C. Issues on Procurement

Observation

For procurement of more than NRs. 50,000, organization has collected quotations from different suppliers. However, while reviewing the procurement related file, we observed that quotations collected from parties are incomplete. The organization has not mentioned any specification of items required e.g. brand, size, composition, after sale service arrangements etc. Based on incomplete request for quotation, vendors have provided quotations.

In procurement of school support items, organization has requested quotations for few items only. For other required items, vendors have known themselves and have quoted price for them too. However, Sanjay Trade Concern, one of the suppler, has not known about the requirement of Vacuum Cleaner, so they have not provided quote for Vacuum Cleaner, but other suppliers mentioned their quote for vacuum cleaner also.

Similarly, for this procurement, based on total cost calculation, Sanjay Trade Concern quoted lower cost in comparison to other competitors. But the organization has decided to purchase required items from Baba Enterprises based on the reason that it is the cheapest supplier. The base taken by the organization is incorrect.

Details are as under:

Table 6: Issues on Procurement					
Required Items	**Required Units**	**Baba Enterprises**		**Sanjay Trade Concern**	
		Per Unit Cost			**Total Cost**
Desk Bench	17	3,475	59,075	3,500	59,500
Carpet	45	510	22,950	540	24,300
Steel table	3	6,000	18,000	5,000	15,000
Cupboard	1	7,000	7,000	7,500	7,500
Plastic Chair	6	500	3,000	550	3,300
Revolving Chair	1	4,500	4,500	5,000	5,000
Celling Fan	13	2,125	27,625	2,000	26,000
Total Cost Before VAT			**142,150**		**140,600**
VAT @ 13%			**18,479.50**		**18,278**
Total Cost with VAT			**160,629.50**		**158,878**

Recommendation

It is recommended to take purchase decision based on the total cost of purchase. In addition, while requesting quotations from suppliers, specification and complete number of required items should be mentioned clearly. In the absence of detail requisition, vender cannot quote correctly.

Management Reponses

We are comparing Quotations as per unit cost basis so we are selected Baba Enterprise. In coming Days we are compare all Quotation as total Cost Basis or appropriative basis.

D. Tax Exemption Certificate Not Renewed

Observation

As per Rule 5 of Income Tax Rules, 2059 every tax exempt organization shall renew their tax exemption certificate within three months of completion of income year. In addition, if the organization has not renewed their tax exemption certificate, tax exemption facility will not be provided to that organization. Siddhartha Social Development Centre (SSDC) has obtained tax exemption certificate but has not renewed tax exemption certificate.

Impact

The organization has lost its tax exemption facility and all the grant income of the organization will be taxable.

Recommendation

SSDC should immediately apply to respective tax office to renew its tax exemption certificate.

Management Response

Thank you for suggestion we will be renew tax exemption certificate within month according to Tax act.

E. Withholding Tax Return Has Not Been Submitted

Observation

As per section 90 of Income Tax Act, 2058 every person who is required to deduct advance tax (TDS) must submit to the tax office, a statement (e-TDS) according to the procedure and in the form prescribed within 25 days from the date of expiry of each month of Nepali Calendar. However, during our review, we observed that the organization has not submitted statement containing withholding tax details.

Impact

Non-compliance of provision of Income Tax Act will attract fines and penalties.

Recommendation

It is recommended to submit withholding tax return on time as per the provision of Income Tax Act, 2058 of Nepal.

Management Reponses

We are practicing TDS Deposit according to 25th day of next month follow English Calendar. We will follow According to Nepali Calendar coming days as per your valuable feedback.

F. Withholding Tax Not Deposited on Time

Observation

As per section 90 of Income Tax Act, 2058amount of tax deducted by the withholding agent must be deposited at the tax office within 25 days from the date of expiry of each month of Nepali Calendar. However, during our review, we observed some instances whereby withholding tax has not been deposited by the organization within stipulated time.

Deducted On	Due Date	Deposited On
2016-08-24	2016-10-11	2016-10-23

Impact

Noncompliance of provision of Income Tax Act will attract fines and interest.

Recommendation

It is recommended to deposit withholding tax on timely basis.

Management Reponses

We will deposit withholding tax on time according to Tax Act.

G. VAT Return Not Submitted

Observation

As per Rule 26 of Value Added Tax Rule, 2053 taxpayer has to submit their VAT return containing financial transactions, within stipulated time. Siddhartha Social Development Centre (SSDC) has been registered in Value Added Tax (VAT) and tax office has specified trimester basis to submit VAT return. However during our review, we observed that the organization has not submitted VAT return since first trimester of this fiscal year.

Impact

Noncompliance of provision of Value Added Tax Act will attract fines and penalties.

Recommendation

It is recommended to submit VAT return on timely basis.

Management Reponses

Thanks for recommend we will be submit VAT return in current month as well coming days.

H. Advance Not Settled on Time

Observation

As per organizational policy, every advance should be settled within 15 days of completion of programme. However during our review, we observed that, some advances have not been settled within stipulated time period. Instances are:

Table 7: Advance Settlement Status				
Advance Taken By	**Advance Taken on**	**Programme Completed on**	**Due Date of Advance Settlement**	**Advance Settled on**
Raj Nandini Kurmi	2016-11-18	2016-11-25	2016-12-10	2016-12-12
Sushila Gyawali	2016-11-18	2016-11-25	2016-12-10	2016-12-12
Anjana Paudel	2017-02-26	2017-02-27	2017-03-14	2017-03-15

Impact

Delay in settlement of advance may result misuse of project fund and noncompliance of organization's internal policy.

Recommendation

It is recommended to settled advance amount within 15 days of completion of the program.

Management Reponses

Thanks for suggestions we are strictly practice advance settle in time but some field staffs are not able to came in time due to distance and team meeting schedule so we are revised our polices as much as reliable.

3.4 Impact

We assessed the impact of the project under the following three criteria: a) Impact on direct beneficiaries; b) Impact on social capital and people's empowerment; and c) Impact on institutions, policies and the regulatory framework.

The stairs map summarizes the direct impact of Udaan project on the targeted beneficiaries.

Figure 8: Impact of Udaan Project on the Targeted Beneficiaries
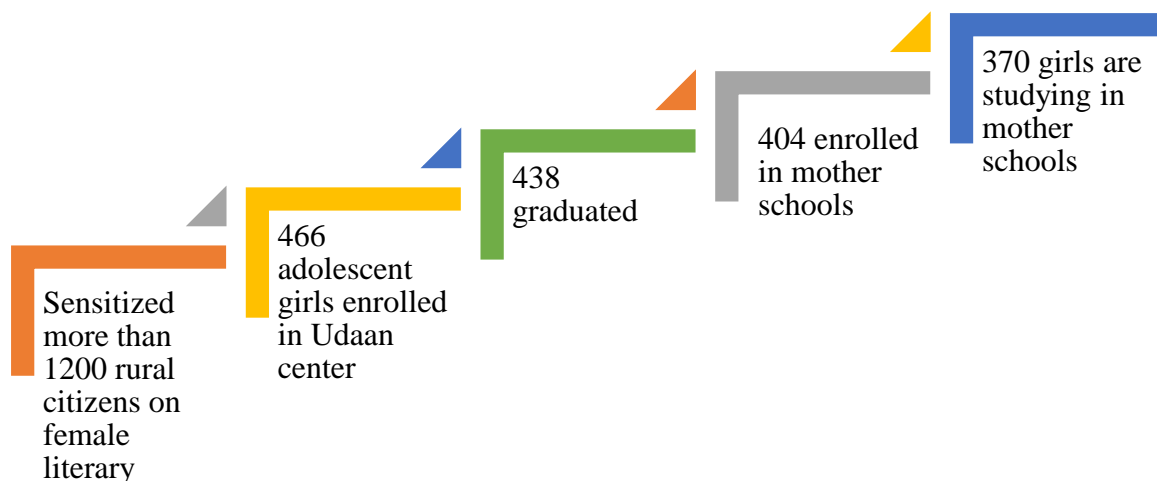
The implementation of the Udaan project is assessed as a highly successful initiative that gave more than 400 adolescent girls wings by bringing them back to schools. As a result of this project, the Udaan Curriculum Framework was successfully developed and was successfully implemented in six VDCs in Kapilvastu, reaching and directly benefitting a total of 466 out of school adolescent girl students. The evaluation identified several good practice examples where the accelerated learning approach had benefitted out of school girls, and other technical-cum-financial support provided by the project helped local stakeholders (through cooperatives, for example) improve their income leading to better livelihood. This way, the project support also resulted in spill-overs.

Moreover, using the graphic elicitation technique, some participants were asked to spot their perceived progress of performance (not merely academic) as a result of Udaan support on the relational/perceptual map, and the map turned out to be something like the following:

Figure 9: Perceptual Map of Students' Performance

As the relational/perceptual map of the impact of Udaan approach on student performance displayed, initially it was very difficult for Udaan students to catch up the course of study and to be ready for primary level (grade five) examination. But later they were perceived to be better off in terms of leadership, interpersonal communication, extra-curricular activities, mannerism, and also sometimes academics. More particularly, the feedback was mixed when it came to academic performance of the Udaan graduates.

> **Girls Up**
> The confidence level of girls has increased. They take part in activities regularly. Their attitude towards education, health and hygiene has changed.
> – Community leader, Dharampaniya

Though the project bounded by its constraints has reached the targeted number of marginalised girls, there are thousands of similar girls still out of the reach of this and similar project. As such it can be taken as a pilot project which had a positive impact on the targeted audience, but it needs to be spread further.

The project has also left a great impact on the social capital of adolescent girls by empowering them on their rights to education. Likewise, the project has a transforming influence on girls,

> **Reciprocal Benefits**
> Daughters can count money and do some simple calculations for their family. Daughters can help mothers write letters. Some girls have started teaching their mothers how to read and write.
> – Community leader, Dharampaniya

families and communities about continuing further education, postponing marriage, questioning injustice in various forms. The Udaan teachers in Dharampaniya believed that constant engagement with the community people has helped in making the parents more understanding of the changes that they see in their girls and more supportive of their demands for further education and postponement of marriage.

Moreover, the women were also empowered through cooperatives to make better livelihoods and also contribute to their daughters' education. In one hand, the women had been able to support in their daughters' education, and on the other hand, the adolescent girls once starting to going to school have also started teaching their parents, especially mothers, how to read and write (at least to write their names and put a signature).

In addition, the impact on the change in attitude of the community people towards marriage, and on building aspirations for a different kind of life has also been recorded. The community has to some degree realized that educational qualification has now become an important criteria for marriage and better future. This is a positive change which compels parents to educate their daughters.

The impact of the project on institutions, policies and the regulatory framework, however, was not vividly evident, though some efforts were made to develop collaborative networks between schools supported by the project. Nevertheless, the Udaan curricular framework has been an influential impact on the education policy in the country. Particularly, this programme has influenced curriculum design and delivery, especially for out of school girls in low female literacy context. Studies have shown that collaborative networks improve communities and schools (Duffy & Gallagher, 2017), however schools in the field seemed to be reluctant to make collaborative partnerships with other schools. This scenario calls for Udaan or similar any project to consider this aspect in its future initiatives.

3.5 Sustainability

In reviewing the sustainability prospect of the project, we assessed whether the net benefits of the project can be maintained in the long term.

The evaluation team has identified some aspects of sustainability of the project in the project areas. The identified gains that could be sustained are outlined as follows:

- The project has owned some area of land and on which it has constructed an Udaan center. The project could be sustained by handing this infrastructure to the local community who would run different programs like school, cooperative, etc. and continue the project.

Credibility to Sustainability

The construction of Udaan Center at Dharampaniya has added to the credibility of the project among the parents otherwise they would often suspect whether the project would really serve them. Now we can conduct many programs in this buildings and sustain the project.

- Education coordinator, Dharampaniya

Members of Cooperatives

- The project has already developed, piloted and tested the Udaan curriculum. Likewise, it has trained 10 teachers to be equipped with the concept of Udaan model, who, with support from the local community, Udaan center, government line agencies in the district, would continue this project since Udaan has not been able to bring all the out of school girls back to school yet. Moreover, the scope could also be extended to cover all out of school children.

- Udaan encouraged parents to undertake livelihood initiatives. The idea was to involve parents in a local cooperative and help them get loans to start small business. With support from the cooperatives, families have started their small shops or started farming, or rearing pets, and started generating income. With that money, the families are now able to spend on their daughters' education. This way, cooperatives may help in sustaining the project even after CARE Nepal steps back.
- Given the social support and also recognition from the DEO that Udaan model works, this project can be sustained through the community engagement and institutional support from the DEO.
- Technically, the project design clearly illustrates the connection with national and international commitment and policy intervention, this project can sustain over decades since girls' education will continue to be an issue superseding SDGs (2030) era. Moreover, funding for such projects targeting to the disadvantaged and marginalised out of school girls must continue given the national/international commitment to inclusive and equitable quality education for all (UNDP, 2016).

These all gains of the project, continued attention to girls' education from all fronts, involvement of the community people, and coordination with the district level offices are evident of the sustainability of the project.

Currently, there are two dimensions for strategic development to ensure the sustainability of Udaan education. One of them is to secure funding for the upcoming period and establish strategic partnerships with local NGOs, government bodies and local agencies. The other thread is related to the sustainability of Udaan curriculum framework in line with the interest demonstrated by students and education stakeholders.

3.6 Innovation and Replicability

Under this criteria, we assessed the catalytic role of the project in developing cost-effective ways to address problems/opportunities faced by the rural adolescent girls. The design of Udaan curriculum itself was an innovative act that through an accelerated learning approach prepared students for fifth grade examination in 12 months, which would otherwise take five years to do the same. Moreover, this model has been proved to be successful in doing so since the project has met its objective of supporting more than 400 out of school adolescent girls complete the primary education and get into mainstream education. Likewise, supporting women by encouraging them to be members of a cooperative and doing small business for income generation so that they could contribute to their daughters' education was another innovative approach adopted by the project.

Since the project has not been able to cover all out of school girls, Udaan approach can easily be scaled up, and should also be replicated in different parts of the country.

SECTION IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

4.1 Summary of Findings

This task had been entrusted to a group of four independent researchers by the Social Welfare Council Nepal to evaluate CARE Nepal's project called "Udaan" implemented by Siddhartha Social Development Center in six VDCs of Kapilvastu district in western Nepal. The project aimed to empower approximately 450 girls from poor, vulnerable and socially excluded families of Kapilvastu who have never been to school or dropped out from school to complete their primary and/or secondary education. In this line, this study was intended to a) evaluate the effectiveness of the Udaan Project (in terms of its service delivery, financial management, contribution to project goals and other comparative advantages), and b) recommend pragmatic approaches to upscale and/or strengthen similar programs and to provide future direction and strategic actions for CARE Nepal in this regard.

The evaluation team adopted a qualitative methodology employing interview, observation and graphic elicitation techniques. The major findings of the evaluation are as follows:

1. Udaan has been an effective project for bringing the out of school adolescent girls back to school and ensuring their right to education. As such, it has had a positive impact on the education outcomes of the adolescent girls in the project intervention areas.
2. In the societies where girls' education is not a priority even in the post-MDG phase which mandates for inclusive and quality education and gender equality, Udaan project proves to be very relevant to addressing the need of bringing out of school girls back to school and realizing them their right to education.
3. Through the support of Udaan project, a total of 438 girls from poor and socially excluded families who have never been to school or dropped out from school have completed their primary education and almost all of them have caught the mainstream formal education. However, Udaan has not been able to put all out of school girls back to schools given its scope and resource constraints.
4. Girls have become outspoken and confident about themselves. They have realized the value, necessity and benefits of education. They have also been empowered and become agents of social change since they are now openly challenging the early marriage practice.
5. Currently, parental and social consciousness on the importance of educating girls is increasing. In this direction, Udaan has also contributed to bring about positive change in the perceptions of the parents and guardians towards the importance of girls' education. However, there is still more to do to encourage every parent to support their daughters (re)join schools.
6. Resource allocations in Udaan did not include adequate provisions for follow up activities for the Udaan graduates who have got into mainstream schooling. This has caused some Udaan girls to be back home and dropping out again.

7. In regards to the Udaan Project, overall efficiency of CARE Nepal was found good. However, its implementing partner NGO's financial efficiency was found to be questionable, especially, non-compliance was comparatively higher than other issues.

8. The project has overlooked the fact that schools supported by the project were reluctant about making collaborative partnerships with each other and increasing community engagement. Likewise, the DEO has also not looked into this aspect very sincerely.

9. Udaan with its own building, unique catch up course, women empowerment schemes through cooperatives, and project design being in line with international and national commitments to girls' education can sustain and grow on its own.

10. Udaan, with its Intensive Primary Education Curriculum and a year-long pedagogical practice to cover primary education, is an innovative project that is worth replicating in other much needed areas across the country.

4.2 Conclusions

Against the supposition of the study team (based on our earlier experiences in other projects), there were two key interesting field based findings. Firstly, the participants did not contest whether the outcomes can be attributed to Udaan alone. Likewise, District Education Office might have tended to deny the success of Udaan, claiming that they would have made the changes anyway. However, unlike the assumption of the study team, the DEO officials openly applauded the contribution of Udaan in bringing the adolescent girls back to school, who would otherwise be left behind. Yet they wished that such intervention could have been taken to a larger scale so as not to miss a single adolescent girl who is denied of the access to school.

Moving beyond the prevailing stereotypes (socio-economic context and culture) to embrace (re-) schooling opportunities for adolescent girls in marginalized societies requires rights-based approach and empowering leadership. By taking on the challenges inherent in bringing never schooled or school drop-out adolescent girls back to school, Udaan project has been successful, though at a smaller scale in terms of its coverage, to change the attitudes of the parents on the importance of girls' education, and it has given the girls in Kapilvastu themselves enough hope and confidence of living a better life in future. But as this discussion has shown, concerted efforts are required from all levels so as to scale up and replicate the project in other similar areas needing much support.

If 'necessity is the mother of invention', the compulsory and free quality education paradox in Nepal calls for some fresh thinking about how to bring out of school children, especially girls from the underprivileged and marginalized community, back to school. In this direction, Udaan project, though not a radical educational/pedagogic reform, has proved to be an existing best practice of ensuring that out of school girls can catch the missed opportunity and thereby get an opportunity to follow the mainstream education in the country. This study therefore suggests to build on existing best practice and stop ignoring what we know and scale up success.

4.3 Recommendations

1. The Udaan model has been proved to be successful though at a small scale in six VDCs of Kapilvastu in western Terai. Hence a fast-track learning model as effective as Udaan should be adopted, scaled up and implemented in various districts to bring thousands of out of school girls across the country back to schools. If CARE Nepal alone cannot scale the program up, the study team strongly recommends CARE Nepal to seek collaboration of government and other non-government organizations working in the similar theme. For this, CARE Nepal should conduct a national workshop on how such program can be scaled up, replicated, and how similar organizations and networks can be pulled together in this initiative.

2. Since many adolescent girls are still out of school and/or are dropping school due to lack of parental consciousness, guardian focused special programs should be initiated to maximize school enrolment and retention of the adolescent girls.

3. There was a high need of extending support for further education and other initiatives of the Udaan graduates. Therefore, Udaan, in its future endeavours, needs to have clear allocations for follow up activities support to the Udaan graduates otherwise it might not take long for the school going Udaan girls to be back home and dropping out.

4. One area that Udaan should look into is to engage schools and teachers more effectively so as to follow up student progress, and to impart the knowledge few Udaan graduates have got across school.

5. To enhance the financial efficiency, the implementing partner is recommended to update its existing procurement policy with clear and detail provisions and to adhere to it accordingly. Likewise, it is recommended to renew its tax exemption certificate, follow through the provision of Income Tax Act 2058 and settle financial matters in time. Moreover, CARE Nepal should also, as envisioned in its philosophy, support in developing the capacity of its local implementing partner(s).

6. Udaan with District Education Office should make concerted efforts to capacitate the project supported schools to making collaborative partnerships with each other and increasing community engagement.

7. Based on the perceived impact and need of the project, it is strongly recommended that Udaan as an innovative and acclaimed project must be further strengthened, institutionalised and continued with wider stakeholder participation and replicated in similar areas across the country.

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ANNEXES

Annex I: Key Questions (For Interview With the Project staff)

1. What were the initial goals and objectives of your project? Did you meet these goals and objectives? If you did not, please explain.
2. Was there a specific target group your project was intended to serve? Did your project serve this group?
3. Were there any unexpected outcomes to your project? If so, please explain. Did these outcomes contribute to the success of your project or not?
4. Has your organization's capacity to fulfil its mission increased as a result of this program/project? Please explain.
5. What impact has your project had on the community? Do you have any testimonials of how your project impacted the lives of those who benefitted from the program, organized the program, or witnessed the program in action? (**NB**: Try to obtain testimonials from project participants, staff, partners, etc.).
6. Do you intend to continue this project? Why or why not? If the project is to be continued, what funding sources are likely to support its future sustainability?
7. Did you maintain the budget set forth for the project? Please attach a financial recap of revenues and expenses for the project.
8. What media coverage did the project receive (earned or paid)?
9. Do you consider your project to be successful? What elements are most critical to the success of the project?
10. From the current list of programme indicators, which are most relevant for your work and why? What is missing?
11. Are other similar programmes taking place in the same geographical area? What are their scopes?
12. What were the major 'wins'? In your opinion, what was the best feature of Udaan intervention? What did you like the least about the intervention?
13. What emerging issues around implementation might have hindered progress towards the expected outcomes?
14. Were there any unintended impacts or consequences - either positive and/or negative? In your opinion, what were the major challenges and why? What are the lessons learned, or what should have been done differently at the time?
15. What needs to be done now? What can be done further? Should this program be replicated elsewhere? Why?
16. How transparent were your project activities? How did you select girls to be in Udaan?
17. What is a community scorecard? Did you maintain it, where? What role did community scorecard play?
18. Can you elaborate the Udaan intervention? What activities were/are done under it?
19. Are your project interventions aligned with the government policies? For example, accelerated learning model?
20. Were your objectives achieved within the timeframe proposed, and within the budget frame? Please explain.
21. What are your staffing policies? Local, merit-based, gender, etc.?
22. In your reflection, can you tell about the performance of girls in school?

Annex II: Project Effectiveness Matrix

MAIN DOMAINS OF IMPACT	Key Questions for Impact Assessment (Changes to which the project has contributed)	Effectiveness Rating			
		Reach who?	Change what?	Change how much?	Reach how many?
1. Physical, human and financial assets	1.1 Did adolescent girls' access to school change?				
	1.2 Did primary school enrolments for girls change?				
	1.3 Did primary school retention and pass rate for girls change?				
	1.4 Did adolescent girls' physical assets change (stationery, fees, snacks, etc.)?				
	1.5 Did other household assets and infrastructure change (study room/table, bicycles/transportation, radio/TV, allocated time for study, tuition, other facilities)?				
	1.6 Did parents' attitude to girls' education change?				
	1.7 Did girls' behaviour change (about being regular to school, not playing truant, and focus on study, etc.)?				
	1.8 Did adolescent girls' workloads (of domestic chores) change?				
	1.9 Did adolescent girls' literacy rate and/or access to information and knowledge change?				
	1.10 Did rural people's access to financial services change (credit, saving, insurance, etc. so that they can send girls to school)?				
2. Social capital and people's empowerment	2.1 Did rural people's organizations and institutions change?				
	2.2 Did social cohesion and local self-help capacity or rural communities change?				
	2.3 Did gender equality and/or women's conditions change?				
	2.4 Did rural peoples feel empowered?				

	2.5 Did adolescent girls feel empowered? Are they in better position of claiming their right to education?				
	2.6 Did the situation of early marriage of girls change?				
3. Institutions, policies and regulatory framework	3.1 Did rural financial institutions change in terms of providing services to the adolescent girls and their families?				
	3.2 Did local public institutions (e.g. DEO) and service provisions change in favour of the girls?				
	3.3 Did national/sectoral policies and regulatory framework affecting the adolescent girls (their education) change?				
	3.4 Was the project implementation environment, including the institutional environment, supportive of/conducive to addressing the educational needs of the adolescent girls?				

Annex III: Project Impact Matrix

MAIN DOMAINS OF IMPACT	Key Questions for Impact Assessment (Changes to which the project has contributed)	Assessment of Change			Reach of Change		Sustaina bility potential (4/3/2/1) **
		Presence /direction of change (+)(0)(-)	What has changed? (Indicator)	Extent of change/ How much? (4/3/2/1)*	How many? (house-holds/ girls)	Project contributi on (4/3/2/1)	
1. Physical, human and financial assets	1.1 Did adolescent girls' access to school change?						
	1.2 Did primary school enrolments for girls change?						
	1.3 Did primary school retention and pass rate for girls change?						
	1.4 Did adolescent girls' physical assets change (stationery, fees, snacks, etc.)?						
	1.5 Did other household assets and infrastructure change (study room/table, bicycles/transpor tation, radio/TV, allocated time for study, tuition, other facilities)?						
	1.6 Did parents' attitude to girls' education change?						
	1.7 Did girls' behavior change (about being regular to school, not playing truant, and focus on study, etc.)?						
	1.8 Did adolescent girls'						

	workloads (of domestic chores) change?						43
	1.9 Did adolescent girls' literacy rate and/or access to information and knowledge change?						
	1.10 Did rural people's access to financial services change (credit, saving, insurance, etc. so that they can send girls to school)?						
2. Social capital and people's (esp. adolescent girls') empowerment	2.1 Did rural people's organizations and institutions change?						
	2.2 Did social cohesion and local self-help capacity or rural communities change?						
	2.3 Did gender equality and/or women's conditions change?						
	2.4 Did rural peoples feel empowered vis-a-vis local and national authorities and development partners? Do they play more effective role in decision making?						

	2.5 Did adolescent girls feel empowered? Are they in better position of claiming their right to education?						44
	2.6 Did the project design correctly identify adolescent girls' educational needs?						
	2.7 Were adequate operational measures included in the design to address the adolescent girls' educational needs?						
	2.8 Have similar girls had equal opportunities to participate in overall project activities and in individual components?						
	2.9 Did the situation of early marriage of girls change?						
3. Institutions, policies and regulatory framework	3.1 Did rural financial institutions change in terms of providing services to the adolescent girls and their families?						
	3.2 Did local public institutions and service provisions						

	change in favour of the girls?						45
	3.3 Did national education/gender policies and regulatory framework affecting adolescent girls' education change?						
	3.4 Was the project implementation environment, including the institutional environment, supportive of/conducive to addressing the educational needs of the adolescent girls?						

* Rating: 4=high, 3=substantial, 2=modest, 1=negligible (based on participants' perspectives in relation to the baseline situation)

** Rating: 4= highly likely, 3=likely, 2=unlikely, 1=highly unlikely

Annex IV: UDAAN Project Budget Versus Actual
Till February End, 2017

Administrative/Overhead Cost	Total Budget NPR	Total Expenses NPR	Variance
Support Staff Cost	48,23,417.71	45,51,928.00	2,71,489.71
Materials and Equipment	-	-	-
Motorbikes	3,60,000.00	3,72,358.00	(12,358.00)
Computers (laptop)	4,05,000.00	3,02,012.00	1,02,988.00
Printers	36,000.00	24,709.00	11,291.00
Digital camera	24,120.00	87,507.00	(63,387.00)
Operational Cost	-	-	-
Office Rent for CARE field office and partners	8,68,198.50	7,10,659.00	1,57,539.50
Fuel and Operation cost For Motorbike	3,40,470.00	5,57,400.00	(2,16,930.00)
Staff recruitment cost (advert)	27,000.00	39,335.00	(12,335.00)
Communication (Telephone/fax/mobile recharge & internet) for CARE field office and partner	6,80,940.00	3,07,725.00	3,73,215.00
Office Supplies for CARE field office and partner	9,53,316.00	4,89,213.00	4,64,103.00
Country office Management cost for CARE Nepal Kathmandu office	40,85,640.00	40,25,254.00	60,386.00
Utilities (Eletricity, water, security) for CARE field office and partner	5,10,705.00	5,07,241.00	3,464.00
Bank charges	85,117.50	80,508.47	4,609.03
Security cost	5,48,532.00	5,87,850.00	(39,318.00)
Auditing fee	2,97,000.00	2,28,241.00	68,759.00
Sub Total Administrative/Overhead Cost	**1,40,45,456.71**	**1,28,71,940.47**	**11,73,516.24**
Program Activity Costs	**Total Budget NPR**	**Total Expenses NPR**	**Variance**
Preparation phase	-	-	-
Baseline survey	4,95,000.00	3,97,035.00	97,965.00
Hold introductory community meetings	37,058.82	38,104.00	(1,045.18)
Two days pre-orientation	7,20,000.00	1,48,310.00	5,71,690.00
Interaction meeting with district stakeholders and formation of District Advisory Committee (DAC)	1,27,058.82	1,41,443.00	(14,384.18)
Development of the Udaan curriculum	6,75,000.00	18,99,125.00	(12,24,125.00)
One day review workshop with key stakeholders to get feedback on and finalize the curriculum	20,700.00	-	20,700.00
Development of teacher training package and select teaching personnel	1,35,000.00	3,46,191.00	(2,11,191.00)
Selection of sites for Udaan learning centres	90,000.00	28,764.00	61,236.00
Exposure Visit to Udaan India	3,51,000.00	2,91,664.00	59,336.00
Implementation	-	-	-
Infrastructure for Udaan Centres and Mother schools (see materials and equipment)	-	-	-
Train Udaan teachers and Class Mobilisers	6,15,960.00	10,72,837.00	(4,56,877.00)
Refresher Training to UDAAN Teacher and Class Mobilisers	3,60,000.00	1,45,388.00	2,14,612.00
Management of Udaan Learning Centers	6,43,500.00	2,22,508.00	4,20,992.00

Conduct regular coaching to and review meetings between teachers and class mobilisers	1,75,230.00	1,44,309.00	30,921.00
Form a "Friends of Udaan" group in public schools	76,770.00	6,033.00	70,737.00
Organise monthly "Balika Sabha" (gathering) for interaction between teachers and students	1,75,230.00	1,81,790.00	(6,560.00)
Regular assessment of learning progress	84,705.88	64,401.00	20,304.88
Support girls to participate in national exams	2,70,000.00	65,785.00	2,04,215.00
Mainstreaming	-	-	-
Provide orientation to Mother Schools	81,000.00	3,16,728.00	(2,35,728.00)
Provide orientation to girls	56,700.00	-	56,700.00
Provide ongoing follow-up of girls from previous batches of Udaan	28,588.24		28,588.24
Provide vocational skills training (see materials)	1,27,080.00	5,72,022.00	(4,44,942.00)
Provision of scholarships	4,50,000.00	2,16,016.00	2,33,984.00
Develop infrastructure for Udaan courses:	-	-	-
Construction material for 4 low cost Udaan learning center buildings	29,70,000.00	27,76,751.00	1,93,249.00
Rehabilitation of basic infrastructure for 10 Udaan learning centres	12,60,000.00	2,22,381.00	10,37,619.00
Construction of girls' toilet in mother schools	4,05,000.00	5,98,492.00	(1,93,492.00)
Material equipment for Udaan centres and 2 mother schools (desks, tables, whiteboards, wallpainting, 2 computers, 2 LCD projectors, 60 bikes)	28,80,000.00	8,87,628.00	19,92,372.00
Equipment for running of Udaan centres:	-	-	-
Stationary and Uniforms	8,10,000.00	9,93,168.00	(1,83,168.00)
Day meal for Udaan students and teachers	35,28,990.00	31,71,004.00	3,57,986.00
Inputs for vocational skills development for selected students (act.3.4)	5,37,210.00	7,41,183.00	(2,03,973.00)
Monitoring and Evaluation	-	-	-
Travel and Transportation	17,48,192.63	18,24,804.00	(76,611.38)
Vehicle hire	5,10,705.00	3,25,693.00	1,85,012.00
Start Up Workshop	1,35,000.00	52,179.00	82,821.00
Technical backstoping (Consultancy)	3,24,000.00	18,665.00	3,05,335.00
Annual program review and planning meeting	2,70,000.00	3,59,389.00	(89,389.00)
6 monthly Review reflection meeting	1,26,000.00	-	1,26,000.00
District Advisiory Committee Monitoring Visit	81,000.00	20,283.00	60,717.00
Case studies to document most significant changes	2,16,000.00	3,85,744.00	(1,69,744.00)
Monitoring	1,80,000.00	98,321.69	81,678.31
Production of documentary	2,70,000.00	1,88,081.00	81,919.00
Austrian press visit for visibility (2 persons)	1,80,000.00	2,00,000.00	(20,000.00)
End line review	4,05,000.00	-	4,05,000.00
SWC Final Evaluation	2,70,000.00	2,64,710.00	5,290.00
CARE Program Staff cost	77,47,226.64	85,74,102.00	(8,26,875.36)
Partner Program Staff cost	99,77,530.52	92,38,575.00	7,38,955.52
Sub-Total Program Cost	**4,06,27,437**	**3,72,39,607**	**33,87,829.85**

Additional Activities

Program Cost	Total Budget NPR	Total Expenses NPR	Variance
Construction and equipment of school building			
Construction costs (including construction management)	46,80,000	59,63,145.09	(12,83,145.09)
School infrastructure and equipment: painting, pillows, desks, blackboards, playground, security	11,70,000	7,39,934.58	4,30,065.42

Meals for 100 students during UDAAN courses	19,89,000	10,55,888.89	9,33,111.11
Contribution to salaries of staff	11,70,000	8,73,832.83	2,96,167.17
Equipment for students: uniforms, books, materials, vocational training, scholarship, etc.	5,85,000	6,20,694.88	(35,694.88)
Toilet construction in mother schools	8,19,000	9,98,132.84	(1,79,132.84)
Sub Total- Additional Activities	**1,04,13,000.00**	**1,02,51,629.12**	**1,61,370.88**

Total Administrative/Overhead Cost	1,40,45,457	1,28,71,940	11,73,516.24
Total Programme Cost	5,10,40,437	4,74,91,236	35,49,200.73
Grand Total	**6,50,85,893**	**6,03,63,176**	**47,22,716.97**

Annex V: UDAAN Project: Target Vs. Achievement

Nov 2014 TO April 2017

SN	Main Activities	Unit	Total Target	Total Achievement	Dalit		Janajati		OBC		Other Cast		Total	
					Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	Hold introductory community meetings	Event	35	30	24	34	6	24	46	40	18	28	94	126
2	Two days pre-orientation	Event	20	20	132	0	54	0	130	0	150	0	466	0
3	Interaction meeting with district stakeholders and formation of District Project Advisory Committee (DPAC)		12	10	25	0	0	30	0	0	0	80	25	110
4	Development of teacher training package and select teaching personnel		1	1	0	2	0	1	0	1	0	11	0	15
5	Development Udaan Condense Course and education materials	No	5	5	0	0	0	0	0	0	0	0	0	0
6	Annual and half yearly plan review and reflection	Event	9	9	25	0	0	33	0	0	0	150	0	183
7	Selection of sites for Udaan learning centres	No	4	6										
8	Develop infrastructure for Udaan courses and for a girl friendly learning environment in mother schools	School	3	6	0	0	0	0	0	0	0	0	0	0
9	Construction rehabilitation of Udaan learing centers	No	4	4										
10	Girls toilet construction in Government schools	School	6	4										
11	Train Udaan teachers and Class Mobilisers	Event	3	5	0	2	0	1	0	1	6	8	6	12

#	Activity	Unit												
12	Conduct three one year Udaan courses	Centre	10	10	132	0	54	0	130	0	150	0	466	0
13	Management of Udaan Learning Centers	Centre	10	10	0	0	0	0	0	0	0	0	0	0
14	Conduct regular coaching to and review meetings between teachers and class mobilisers	Centre	10	10	0	12	0	17	0	3	15	8	15	40
15	2.6. Form a "Friends of Udaan" group in public schools	School	29	6	0	0	0	0	0	0	0	0	0	0
16	2.7. Organize monthly "Balika Sabha" (gathering) for interaction between teachers and students	Event	110	105	132	0	54	0	130	0	150	0	466	0
17	2.8. Regular assessment of learning progress	Event	40	38	132	0	54	0	130	0	150	0	466	0
18	2.9.Support girls to participate in national exams	Student	400	405	105	0	25	0	125	0	150	0	405	0
19	Formation and Strengthening of Udaan Center Support Committee	Committee	10	10	12	6	2	4	1	7	18	14	33	31
20	3.1. Provide orientation to Mother Schools		6	6	6	2	3	4	1	6	2		10	12
21	3.3. Provide ongoing follow-up of girls from previous batches of Udaan		6	6	132	0	54	0	130	0	150	0	466	0
22	3.4. Support vocational skills development for selected students		30	28									28	
23	Exposure visit to Udaan India	Event	1	1	5	0	0	3	0	0	0	15	0	18
24	Provide scholarship	Student	100											53

#	Activity	Unit												
25	Girls scholarship trust fund established in cooperatives	village	6	6	105	0	25	0	125	0	150	0	405	0
26	Facilitate the Adolesecnt girls club	Club	6	6	132	0	54	0	130	0	150	0	466	0
27	Case/success stories/ study and publication	stories	20	20	0	0	0	0	0	0	0	0	0	0
28	Udaan documentary	Documentary	1	1	0	0	0	0	0	0	0	0	0	0
29	Baseline survey	Event	1	1										
30	Mid term evaluation	Event	0	1	0	0	0	0	0	0	0	0	0	0
31	Final evaluation	Event	1	1	0	0	0	0	0	0	0	0	0	0
32	End line survey	Event	1	1	3		3		5		2		3	
33	External Audit	Event	3	3	0	0	0	0	0	0	0	0	0	0
Total					**1102**	**58**	**388**	**117**	**1083**	**58**	**1261**	**314**	**3820**	**600**

Annex VI: UDAAN Project: Non Expendable Assets List

SN	Name of Assets	Unit	Quantity	Under custody	Plan of handover
1	Laptop computer	No	3	2 - CARE Nepal Butwal office 1 - partner (SSDC)	We are going to handover 1 laptop to partner and two Laptop use in CARE
2	Printer	No	2	1 - CARE Nepal Butwal office 1 - Partner (SSDC)	One printer handover to partner and one printer use in CARE
3	LCD/projector	No	1	1 - CARE Nepal Butwal office	Handover to partner
4	Motor cycle	No	2	2 - CARE Nepal Butwal office 1 - partner (SSDC)	One motorcycle handover to partner and one motorcycle use in CARE
5	Digital Camera	No	1	CARE Nepal Butwal office	We will use in CARE
6	Movie Camera	No	1	CARE Nepal Butwal office	We will use in CARE

Note: Above presented "plan of handover" was prepared and submitted by CARE Nepal.