



UDAAN at a Glance

CARE Nepal has been continuously working in education sector since 2013 with the establishment of UDAAN centre targeting out-of-school girls of age between 10-14 from Kapilvastu district of Lumbini Province. *UDAAN*, which means “flight” or “flying high,” is an accelerated education program designed to offer a second chance for girls who have either never attended school or dropped out early to transition into formal schools. Since then, 190 UDAAN centres has been established in Rupandehi, Kapilvastu, Nawalparasi (West), Banke, Dhanusha, Mahottari, Parsa, Rautahat, Siraha district and 49 mentor run UDAAN classes in Jajarkot till 2023. The accelerated curriculum for the *UDAAN* program is developed and endorsed by the Ministry of Education, Science and Technology (MoEST) and Center for Education and Human Resource Development (CEHRD).

What is UDAAN?

- An accelerated learning program for out of school girls (10-14 yrs)
- Active engagement with Public School for school transition
- Condensed Curriculum approved by Centre for Education and Human Resource Department
- Extra / co-curricular activities to enhance life skills and leadership development
- Transformational dialogues with Parents to create conducive environment for girls education
- 11 months condensed primary education focused in numeracy and literacy



Accelerated education program aims to improve out-of-school (OOS) girls' access to education. The UDAAN model provides an intensive, 11-month high-quality condensed curriculum, including leadership and life skills, for adolescent girls aged 10-14 who were unable to either start or finish primary school and helps them to successfully transition into formal public schools. UDAAN Alternative Learning Centre works closely with girls and their parents, schools, local educational and social leaders, and representatives of the local government along with the federal and provincial government to ensure that the out-of-school girls get the necessary support and coordination for re-enrolment to the school admission and their continuation at school.

Likewise, the model also engages with different community structures to transform the social norms and practices that impede girls' equitable access to education and simultaneously create a conducive operational environment for girls' education. Since school education plays an important role in preventing child marriage of children or getting them married only after they reach the age of majority, enrolling girls in school through this UDAAN program helps to save them from the risk of child marriage. In the UDAAN classes, discussions and activities are also conducted on harmful social values such as child marriage, discrimination against women and girls, and caste-based discrimination to remove harmful social barriers.

Additionally, as a strategy of "Leaving no Girls Behind " for educational opportunities CARE even reached the unreached populations through the mentoring approach of accelerated learning model in Jajarkot district of remote Karnali province of Nepal.

CARE also contributed to reviewing, updating, and accrediting the UDAAN curriculum from the Curriculum council under the Ministry of Education Science and Technology for the wider scaling up of this model through the provincial and local governments in Nepal. In joint coordination with the Centre for Education and Human Resource Development (CEHRD), the Accelerated Learning Curriculum and the Curriculum Development Center, a condensed curriculum has been developed and endorsed for Level 1 (Grades 1–3), Level 2 (Grades 4–5), and Level 3 (Grades 6–8). CARE also supported the development of subject wise facilitators' guide and learning materials for level 1 and 2. CARE also supported CEHRD in developing the NFE–Lifelong Learning Opportunities Operation and Management Standard, which is currently awaiting government approval, and contributed to the finalization of the National Qualification Framework (NQF).

Objectives of Education Interventions

- To increase access to empowering education for girls as a viable strategy to address harmful social norms that hinder their empowerment, and to create equitable learning environments at both school and home, ensuring girls are protected from all forms of violence, exploitation, and harmful practices.
- Enable families and local communities to take action to promote equitable access to education for girls.
- Establish a system (Plan and Guideline) and resources at the Provincial and Local government level to scale up the accelerated learning (AL) curriculum.

Challenges/Issues (Why We Intervened?)

In Nepal the majority of adolescents and young people live in rural areas (82%) with half of them in underdeveloped and underserved areas. A quarter of Nepali citizens live on less than 1\$ a day. Dalits¹, Muslims and indigenous communities are subjected to systematic discrimination and depend on low-income labour works that hardly meet their basic needs. Girls from these communities face an additional layer of discrimination due to the inequality faced by women and girls embedded in social norms and perpetuated through policy and service delivery, which limits their access to education and is manifested in:

- *Higher illiteracy rates* (40%, compared to 21% for men)² and *higher school drop-out rate among girls* (15.2% in Kapilvastu district)³;
- *Unequal work opportunities and wage inequality* (e.g. boys in the age group 15-19 in the target area earn almost four times what girls earn);⁴
- *Persistence of harmful traditional practices* such as physical exclusion during menstruation, controls over mobility, early marriage (23.2% girls in the age group 15-19 are married),⁵ early pregnancy and practice of dowry;
- Increased and new forms of *violence*
- Overload of *housework and domestic responsibilities*

According to Nepal education Factsheet 2022 MICS data , estimated 614200 out of school population nationally with 6% of primary school age children , 4% at lower secondary level and 15% at upper secondary level. At all three levels, the majority of out of school children are girls. Madesh has highest rates of out of school children at all levels and specifically 51% children are out of school in upper secondary level.

According to the Flash-I report 2019/20, the percentage of out-of-school children at the basic level (age 5-12) was 9% and among these populations, the proportion of girls was more than boys. Before implementing the project in 3 districts of Lumbini province, out-of-school girls who had either never been to school or dropped

UDAAN program contributes to SDG 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for all. (Target 4.1, Indicator 4.1.1.)

out before completing their lower basic (equivalent to grade 5) education, were identified from the communities. Girls were out of school due to different socio-economic reasons and mostly due to discrimination between girls and boys. Deep-rooted social norms such as disparities in educational

¹ People belonging to castes subjected to untouchability. Dalits make up 13% of the population in Nepal. Although the cast system has been abolished and Dalits are protected by the Constitution and the Untouchability and Discrimination Act, discrimination against Dalits persists in the Nepali context.

² Data from 2018. <http://uis.unesco.org/en/country/np>

³ UDAAN Baseline, CARE Nepal 2014

⁴ UNICEF, Pop Council 2015

⁵ This percentage is 3 times higher than in the case of boys.

opportunities, less value to girl's education in society, mobility restriction, child marriage, heavy workload and household chores imposed by existing social norms, need to take care of younger siblings/pets/livestock were the major reasons for being out-of-school. In order to improve the situation of the impact population (adolescent girls), the project worked with parents, community leaders and schools for transforming deep-rooted social norms that exist in communities.

UDAAN Methodology

