

Girl's Access to Education (GATE)

Final Report 2019-20

**Technical Support to Local Bodies for GATE Field
Implementation, “किशोरी शिक्षा”**

**SOCIAL ORGANIZATION DISTRICT
COORDINATION COMMITTEE PARSA
Radhemai 14, Parsa
Birganj, Nepal**

Phone: +977-51-527334

**Email: sodcc.parsa@hotmail.com
ngocc_parsa@hotmail.com**

Website: www.sodccparsa.org.np



1.1 Background

Out of school children (OOSC) is one of the key concern for duty bearers to justify children rights to education. UNICEF supported program **Girls Access to Education (GATE)** is non-formal education program for out of school adolescent girls aged 10 to 14 years from marginalized families. This program is based on literacy, numeracy and life skills aims to upgrade learners on those competencies and get ready for formal education attending school regularly. SODCC Parsa is providing technical support to Local Bodies for Girls Access to Education Program (GATE) Field implementation. “Kishori Shiksha” in 35 local level of 8 district in Province 2 in support of UNICEF Nepal. The key areas is to provide technical support to the Local Bodies for the implementation of GATE, mainstreaming the GATE graduates into the formal education working closely with the schools, local level and community. Total 7691 girls are enrolled in 332 GATE centres

Since the provincial level government have taken initiative for Girls Education, gradually local level have too initiated such things in their local level policy and programs. GATE program is designed for girls education and SODCC Parsa too have taken this initiative to contribute provincial level girls education through literacy and numeracy classes for out of school adolescent girls to promote right to education for girls and similarly supporting local level in their planning process, implementation of respective program through local level, capacity building of local level which to enhance their capacity on planning and promotion for girls education program.

Project Title: “Girls Access to Education (GATE)”

Technical Support to Local Bodies for Girls Access to Education Program (GATE) Field Implementation, “Kishori Shiksha”

Type of Project: Adolescent focused (Out of School Children adolescent girls, mainly 10-14 years of age)

Location: Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusha, Siraha and Saptari District

Objective:

- To strengthen the capacity of Gaunpalikas/Nagarpalikas through program training, orientation, and joint monitoring.
- Technical support for implementation of GATE classes: by ensuring that classes are conducted on timely manner, reviews, training for the facilitators and supervisors, quarterly meetings with GATE Supervisors, Facilitators of the respective palikas, teachers from the identified mother schools.
- Community mobilization for involvement of parents and other stakeholders through meeting and orientation/consultation.
- Working closely with the Education Focal point at the respective palika for updating and analysis of OOSC data in the given format (two times) during the project period.
- To facilitate to develop a retention strategy of Parsagadi Municipality of Parsa district through consultative process with the Local Government and other stakeholders and ensure that it is aligned with the local level annual plan. However, UNICEF will hire a Consultant to support the process

Duration: Girl Access to Education (GATE) –9 months and everyday 2 hrs of classes in six days of a week.

Beneficiaries:

- 7691 Out of School adolescent girls of ages 10-14 years
- Socially Excluded Adolescents from marginalized communities such as Dalit, Muslim, Janajati, OBC
- School dropout adolescents and never been to school

Modality and Support:

GATE program was implemented by 35 local level where as SODCC Parsa have technically supported in capacity building, facilitation and timely class conduction. SODCC Parsa have also facilitated for budget planing and liquidation including regular coordination with local Governments Besides that, SODCC was actively involved in the selection of facilitators and supervisors, ensuring that terms of reference are followed for quality service delivery. The program was jointly implemented with the full involvement of the local governments and SODCC facilitated the process.

1. Program Orientation for Local Level Stakeholders:

One-day district level orientation is completed successfully in all 8 districts on GATE program in five events. Total 202 participants 35 females and 167 males are participated in the orientation which includes Mayor, Sub Mayor, Executive Officer, and Social Development Officer, Accountant along with SODCC board Member & staffs of GATE program. UNICEF Education Officer also has supported to facilitate orientation in each district. Major objectives of the orientation are to aware palikas about the Girls Access to Education (GATE) program, UNICEF and palikas program implementation modality and to clarify palikas roles and contribution in implementation of GATE program.



Objectives

- To aware palikas about the Girls Access to Education (GATE) program.
- To aware stakeholders about UNICEF and palikas program implementation modality
- To Clarify palikas roles and contribution in implementation of GATE program

Key discussions and content:

- Introduction to girl's access to education (GATE) program
- Education status at glance of respective district and Nepal
- Program continuation process/strategies and role of Local Level

SODCC Parsa has delivered district level orientation in following date in 8 districts

- Parsa [1-day program on Sept. 6, 2019]
- Bara [1-day program on Sept.5, 2019]
- Rautahat [1-day program on Sept.4, 2019]
- Sarlahi[1-day program on Sept. 11, 2019]
- Mahottari [1-day program on Sept. 13, 2019]
- Dhanusha [1-day program on Sept 8, 2019]
- Siraha[1-day program on Sept. 9, 2019]
- Saptari[1-day program on Sept 10, 2019]

Major outcome / key achievement

- All 36 Palikas representatives were aware on GATE program, its activities their roles and responsibilities, implementation modality.
- Draft action plan prepared for program implementation and shared with all representatives of selected Palikas that includes milestones and activities.
- All representatives have committed to ensure effective program implementation as well as selection of supervisor/facilitators in two weeks and send them for participation in basic training.
- Location for GATE Class Finalized/shared and GATE Classes Conducted in areas/community where number of out of school adolescent is high/focused based on the flash report and knowledge of the local representatives.
- All Palikas agreed for on time distribution of educational materials like stationeries for children and required stationeries for class conduction in their respective GATE centers.
- All participated GP/NPs committed for assigning focal person for GATE program in respective local level.



2. Program orientation of Parents & stakeholders on GATE Program .

One-day Program orientation for Parents & stakeholders on GATE program conducted successfully in all 8 districts of 36 local levels on GATE program in Nov 2019. Key stakeholder's participation are representative from local level, local parents, mother school, social mobiliser, facilitators, supervisors, local elected member of wards, SODCC staffs and education stakeholders. Major objectives of the orientation is to aware local stakeholders about the Girls Access to Education (GATE) program and to have their participation and support in formation of GATE Management Committee along with smooth class conduction.



Key Stakeholders participation:

Representative from local level, local parents, mother school, social mobiliser, facilitators, supervisors, local elected member of wards, SODCC staffs and local stakeholders

Objectives

- To aware local stakeholders about the Girls Access to Education (GATE) program.
- To support in formation of GATE Management Committee
- To aware and motivate parents for girl's education and objection of program.
- To have their participation for running smooth c lass conduction.
- Coordination and communication between local level, Parents and GATE program Facilitator & Supervisor and their roles and responsibilitie

Major Agendas and Content for orientation

- OOSC situation and GATE Program orientation, GATE program objectives and activities
- GATE Management Committee formation in line with defining roles and responsibilities and community / stakeholders contribution
- Defining appropriate place for GATE class conduction and class management
- GATE educational curriculum
- Class conduction process and stationeries.
- Facilitators work, roles and responsibilities.
- Supervisor role and responsibilities.
- GATE classes location identification.

Key Achievement

- Total 347 community level orientation is planned and successfully accomplished in 36 Palikas in the participation of representative from local level, local parents, mother school, social mobiliser, facilitators, supervisors, local elected member of wards, SODCC staffs and local stakeholders. Total 13891 participants participated in the orientation in which 9834 females and are 4057 males
- Participants have information on GATE educational curriculum, class conduction process is shared among participants along with Facilitators, Supervisors, local level and management committee roles and responsibilities are cleared among stakeholders.
- Gate class management committee of 7-9 members is formed with its role and responsibilities in 347 GATE classes.
- Local people and parents committed to arrange and to support in GATE classes location finalization and their support and meaningful participation to ensure regular class conduction



3. Capacity Building Workshop on Monitoring and Evaluation .

Three day Capacity Building Workshop on Monitoring and Evaluation completed in Birgunj, Parsa 17th to 19th Sepet.2019. Total 24 participants 12 females and 12 Males are participated in the training that includes GATE Program Trainers, GATE Program Staff and UNICEF Staff members. Major objectives of the training for better understanding and the relation with theory of change and M & E system., It also helped to identify how the GATE data management system functions, challenges experienced and recommendation for improvement, GATE Electronic data compilation and cleaning, GATE data collection tools and process and Excel Skills for Analyzing Data.



Content for Object.

- To understand the GATE theory of change and Monitoring and Evaluation System.
- To develop on understanding of the key components of strong data management system and the importance of data quality.
- To identify how current monitoring and evaluation practices do or do not provide key information at critical points in the GATE program logic.
- To reflect on overall data use within the GATE program, and to develop a plan for engaging key stakeholders data and a related follow-up mechanism.

- To identify how the GATE data management system functions, as well as any challenges experienced and recommendation for improvement.
- To reformat the existing Excel Skills for analyzing data.

Key discussions and content

- The Characteristics of strong data management system and importance of data quality.
- GATE data collection and discussion on the existing forms /formats and process.
- Do's and Don'ts for presenting data in table or graph form.
- Analyzing and Change of format and forms for data entry for GATE.
- Improvement Basic GATE facilitator training schedule and Format.

Key achievements:

- Better understanding GATE data Quality, importance of data management system, Compiling Data, Data Entry, Data Analysis and Data Collection and use of data.
- Understanding of the new revised data collection Tools and format and improved GATE Excel data entry tools and reformat tools for Quality data entry.
- Strengthen capacity on Excel Skill for data Management, Quality data entry, and Data Presentation and Analyzing data practically.
- Discussion and Improvement Schedule of Basic GATE Facilitator training to make training more useful.
- Participant Learn why, how and what type of errors are common for compiling and cleaning electronic data and how to improve them.
- Participants understand the do's and don'ts for presenting data in table or graph Form as well as develop skills to depict key GATE results data in user-friendly graphs and tables.



4. Basic Training of Facilitators .

7 days Basic GATE facilitators training is completed in 12 events of 8 districts of 36 Palikas. Total 389 participants (35 Dalit, 71 Janajati, 16 Muslim and 267 others) in which 347 Facilitator, 36 Supervisor and 6 GATE Staff participated in the training in which 367 are female and 22 are male. Basic training is focused on to strengthen knowledge of supervisors and facilitators on OOSC issues and GATE program implementation process, its curriculum, teaching learning methodologies and on life skills content, along with to expertise participants on Lalima 1, theoretical and practical concepts and functions of GATE program in line with to capacitate on



coordination and communication between local level, UNICEF and SODCC and their roles and responsibilities .

SODCC Parsa has delivered Basic in following date in 8district –

- Rautahat [2 events x 7-day program from 21th Sept. to 27 Sept 2019]
- □Dhanusha [2 events x7-day program from 23th Sept.. to 29 Sept. 2019 & 12th Oct. to 18 Oct. 2019]
- □Saptari [1events x 7-day program from 23th Sept.. to 29 Sept. 2019]
- □Parsa & Bara Jitpursimar Municipality[2 Events -7-day program from 19th Oct. to Oct 25, 2019]
- □Mahottari [1 events x 7-day program from 12th Oct. to 18 Oct. 2019]
- □Bara [1 Events -7-day program from 19th Oct. to Oct 25, 2019]
- □Sarlahi [1 events x 7-day program from 14th Oct. to 20Oct. 2019]
- □Siraha [2 events x 7-day program from 12th Oct. to 18 Oct. 2019]

During the 7 days residential training, Codes of conduct to follow during training were formulated and were noted on the chart paper. On each training day different participants were assigned to monitor proper implementation of these codes of conduct. PowerPoint presentations, questions answers, group discussions, group presentation, Micro teaching method, review of training on daily basis, news print presentation method were used during training. Moreover, participants and trainer shared different case stories and exchanged their experiences related to GATE program. Participants were frequently asking questions and interacting during session. Meta card, chart paper was used during training. Overall training was monitored by SODCC board, UNICEF Nepal, local level representatives, and media representatives

Participants are aware on program objectives and modalities, technical aspect of teaching and learning. Participants have built their expertise for program implementation and class conduction and committed to ensure smooth class conduction.

Objective of the training are as follows:

- Strengthen Knowledge of supervisors and facilitators on OOSC issues and GATE program
- To strengthen capacity of facilitator and supervisors of 36 local level of 8 district on implementation process of GATE program
- To capacitate facilitators and supervisors on GATE curriculum, teaching learning methodologies and on life skills content
- To expertise participants on Lalima 1, theoretical and practical concepts and functions of GATE program and curriculum
- To capacitate on coordination and communication between local level, UNICEF and SODCC and their roles and responsibilities

Detail of Participant and schedule in Basic Training

District	Center	Date	Participant Details			Total	Venue
			Facilitator	Supervisor	Project Staff		
Rautahat	1	21 to 27 Sep. 2019	40	4	1	45	Chndranigapur Himal Hotal
	2	21 to 27 Sep. 2019	30	3	0	33	Chndranigapur Himal Hotal
Saptari	3	23 to 29 Sep. 2019	29	4	0	33	Hotal Star Delax ,Saptari
Dhanusha	4	23 to 29 Sep. 2019	30	3	1	34	Panchadhura Hotal Bardibas
Siraha	5	12 to 18 Oct.2019	30	3	1	34	Hotal Pacific Lahan
	6	12 to 18 Oct.2019	20	2	0	22	Hotal Pacific Lahan
Dhanusha	7	12 to 18 Oct.2019	30	3	0	33	Panchadhura Hotal Bardibas
Mahottari	8	12 to 18 Oct.2019	20	2	0	22	Khadka Hotal Bardibas
Sarlahi	9	14 to 20 Oct.2019	30	3	0	33	Chndranigapur Himal Hotal
Parsa	10	14 to 20 Oct.2019	30	3	1	34	Birgunj, Kalwar Sewa Samiti
	11	14 to 20 Oct.2019	30	3	1	34	Birgunj, Kalwar Sewa Samiti
Bara	12	14 to 20 Oct.2019	28	3	1	32	Evrest Hotal ,Kaliya
Total			347	36	6	389	

Content of Training (7 days)

- Concept of formal and informal education.
- Girls Access to Education (GATE) program introduction and objectives.
- Teaching learning principles, Review of activities on daily basis and children songs and games.
- Subject matter and Girls Access to Education (GATE) class teaching learning methodology and steps.
- Teaching materials and curriculum book introduction, Classroom structure and time table for GATE class, Model classroom presentation and analysis.
- Making words, match making, Challenges, word garland, letter card, word remembering techniques, letter identification games.
- Lalima book Analysis, Book analysis and Micro teaching process, work duties division
- Disaster Risk Reduction (DRR).
- Program Logical Model and Equity strategies

- Micro teaching presentation and discussions, Creative writing and social mapping, Research work, Success stories collection writing.
- English and Math's Model class presentation.
- Child Rights information, Violence and Child Marriage.
- Continues monitoring and evaluation.
- Teaching materials and sanitary pad preparation, WASH and menstruation hygiene.
- Village level orientation.
- Attendance sheet, document preparation, project work preparation, Continuous assessment system.
- Facilitators and supervisor responsibilities, roles, Report and work plan formation
- All Facilitator have committed for Collection of OOSC data for GATE classes

Methodology:

Codes of conduct to follow during training were formulated and were noted on the chart paper. Chart paper was fixed on the wall so that everyone could see it. On each training day different participants were assigned to monitor proper implementation of these codes of conduct.

PowerPoint presentations, questions answers, group discussions, group presentation, Micro teaching method, review of training on daily basis, news print presentation method were used during training. Moreover, participants and trainer shared different case stories and exchanged their experiences related to GATE program. Participants were frequently asking questions and interacting during session. Meta card, chart paper were used during training.

Overall training was monitored by SODCC board, UNICEF Nepal, local level and media representatives.

Key achievements:

- All 389 participants have strengthened knowledge on OOSC issues and GATE program, teaching learning methodologies and on life skills content, theoretical and practical concepts and functions of GATE program and curriculum.
- Strengthened capacity of facilitator and supervisors of respective local level on implementation process of GATE program.
- Participants' knowledge increased on cross cutting issues like Equity strategies DRR, GBV and Child Rights, violence and child marriage and response mechanism that will help them for better understanding of the issues and support if required.
- All participants are aware about the strategies and implementation modalities along with working methodology with UNICEF, NGO and Palikas..
- Action plan was prepared for program implementation and agreed by all facilitator and supervisors



- All Supervisors have agreed to make follow up with respective local level for on time distribution of educational materials in respective classes
- All Supervisors and facilitator have committed to support each GATE classes in formation of management committee for community accountability

5. GATE Class Conduction

As per the initial plan, 347 GATE classes in 36 municipalities were started from 1st September. One month after the operation of the center verification of data of out of school participation there were no condition to attach 15 center then in Local Level , UNICEF & SODCC so form the combine assembly discusses to close the GATE Class . 332 GATE classes started simultaneously from 1st Sept. 2019 to 24th March. 2020 in 35 local level of 8 districts. Before class conduction



‘Pre-Test’ was taken to map the learning standard and level of participant so that the progress of same participates could be measured after graduation.

Participants were distributed teaching learning materials including books, exercise books, pencils etc by local level. Classes were managed in a suitable space, had arranged *tripals*, *p foam mattress* for the participants to sit, and had all the required education materials. Time and schedule of All classes to conduct on different times was prepared in participatory manner. The GATE Management Committee regularly monitored each center and support in its implementation in effective way; in it, supervisor, programme coordinator, focal person and executive board members also monitored the centers. Facilitators also conducted Project Work in 2 time to the Participates to provide extra knowledge and exposure about different places in their local community to increase their skill level. Some of headings under project work conducted were on Health Posts, Local Level Office, School, Local Police Stations, Local clubs, religious places like temples, madrassas. Participants were also allowed to involve in extra activities like art with their work in the classrooms. Facilitators were able to communicate in the local language that made each participates in understanding the education.

Due Worldwide national outbreak of Covid-19, the situation of entire nation is pathetic. The first case of the COVID-19 pandemic in Nepal is confirmed on 24 January 2020 in Kathmandu district and it shows increase in number across the country in which 8 district in Province No.2 is highly affected. Government has announced nationwide lockdown as of which in education area academic examinations were cancelled, and schools and colleges are closed. A country wide lockdown came into effect on 24 March 2020 (2076/12/10). As of such situation of lockdown by covid-19, all GATE Classes is closed by local level form date: 2076.12.11. After 7 months of class operation.



6. Regional level Residential Training for GATE Supervisor focusing on Monitoring and

5 days' Monitoring, Supervision and Reporting Training for GATE Supervisor is successfully completed in 8 districts of 36 Palikas. Total 41 participants participated in the training in which 20 are female and 21 are male. The training content was more focused on supervision, monitoring and reporting, monitoring tools and reporting supervision format and check list along with roles and responsibilities of supervisor to manage GATE class center in outdoor and indoor session, coordination and communication with respective palikas, local level, UNICEF and SODCC Parsa along with Strengthen knowledge on Gender, Social Inclusion and Child Marriage, Disaster Risk Reduction, Gender based Violence.



In addition, Project Work in GATE class, Continuous Assessment System (CAS), success stories, maintaining records and reports, teaching learning methodologies and on mobile meeting.

Objective of the training are as follows:

- Strengthen knowledge on Gender, Social Inclusion and Child Marriage, Disaster Risk Reduction, Gender based Violence.
- Project Work in GATE class, Continuous Assessment System (CAS), success stories, maintaining records and reports, teaching learning methodologies and on mobile meeting. As we know, children are usually creative, thus with the support of Project work, it supported to strengthen capacity of adolescents in writing, speaking, presenting themselves in front of other, identifying and learning new things by themselves.
- Coordination and communication between local level, UNICEF and SODCC and their roles and responsibilities

- Roles and responsibilities of supervisor to manage GATE class center in outdoor and indoor session, coordination and communication with respective palikas, local level, UNICEF and SODCC Parsa.

Content of Training (5 days)

- Objectives of Supervisor training, Work related experience sharing by participants, presentation of ongoing work.
- Status of Adolescent in Nepal, Introduction and objectives of GATE program.
- GATE educational materials observation and analysis, Class time, levels and activities introduction and practice, Capacity Building on Multi teaching learning activities, Supervision, monitoring and Evaluation.
- Program Logical Framework , Equity strategies& Data Management
- Class Mobilization, What, Why and How, as per Supervisor class monitoring mapping, Project Work.
- Disaster Risk Reduction, Gender based Violence, Child Marriage.
- Monitoring tools, format and practice, Success story writing, Continuous Assessment System, GATE Class monitoring indicator and report writing.
- Facilitator model mobile meeting practice, Stakeholder's identification and role, Children centered learning activities practice.
- Effective supervisor techniques, Role and responsibility of Facilitator and Supervisors, Meeting conduction processes and Supervision work plan and Report preparation.

Key achievements:

- Participants are aware and capacitated on supervision, monitoring and reporting on monitoring tools and reporting supervision format and check list.
- Aware on Roles and responsibilities of supervisor to manage GATE class center in outdoor and indoor session.
- Participants are well aware on Program Logical Framework and Equity strategies which is also share by UNICEF staffs
- Participant Learn why, how and what type of errors are common for compiling and cleaning electronic data and how to improve them.
- Strengthen capacity on Cross cutting issues like Gender, Social Inclusion, Child Marriage, Disaster Risk Reduction, Gender based Violence.
- Capacitated on Project Work, Continuous Assessment system (CAS), case and success stories, maintaining records and reports, and teaching learning methodologies and on mobile meeting.
- All participants are aware about the strategies and implementation modalities along with working methodology with UNICEF, NGO and Palikas.



- All Supervisors have agreed to make follow up with respective local level for on time distribution of educational materials in respective classes.
- All Supervisors have agreed to verification of OOSC data for GATE enrolled girls from Mother School and local level.

7. Bi- Monthly meeting Facilitators and Supervisors.

One-day Monthly Meeting of Facilitators and Supervisors is Completed 1 times in all 8 districts each in between **Jan 1, 2020 to Jan 28, 2020**. Major participation of the meeting are GATE Supervisors and Facilitators in the presence of district coordinator. Intotal 373 participants in which 332 Facilitators, 35 Supervisors and 6 SODCC project staff participated in the meeting.



Objectives

- Review and sharing of teaching learning methodologies, class conduction process, maintaining and demonstrating documents as CAS, Project work, attendance sheet and others.
- Review challenges in GATE class conduction and process adopted for mitigating challenges in local level
- Sharing of best practices among Supervisors, Facilitators and local level .

Process adopted for conducting mobile meeting

- Identify GATE class in each district for meeting conduction
- Facilitator to continue respective center where the participants to observe facilitation skills and other activities and write notes of respective class
- After the class completion, participation to discuss and share their observation as per positive aspects and aspects needed for improvement in terms of facilitation, children meaningful participation and learning along with documentation of observed class
- All participants to share their experiences and provide feedback for improvement and for replicating best practices in their respective centers
- Finally, meeting note will be prepared and next meeting date is finalized.

Key Achievement

- Sitting arrangements, use of learning materials and activity based learning methodologies, creating child friendly environment like use of songs, drama group work observed thoroughly and shared with each other for creating enabling environment of GATE classes.

- All participants reviewed teaching learning methodologies, lesson/session plans, class conduction process and shared respectively their key observation for further improvement.
- Challenges like maintaining Continuous Assessment System, keeping attendance sheet and Project Work Documentation is discussed and mitigated challenges locally in joint discussion and experiences
- All Supervisors have shared their views on their progress and issues of their respective classes with each other and mitigation strategy.



8. Mobile Meeting Supervisors, Coordinators & Local Level

One-day mobile meeting is completed 3 times each in all 8 districts in between Nov 1, 2019 up to 20 March 2020. Representative from local level and supervisors, SODCC staffs and local stakeholders presented in the meeting. In total 79 participants participated in mobile meeting in which 5 females and 42 are male and among them Dalit 1, Janajati 4, Muslim 4 and 38 are from other ethnicity.



Objectives

- Review of previous mobile meeting minute.
- Discussion on progress, challenges and drop out/irregularity mitigation presented by each local level
- Review and sharing of Lesson Plan, teaching learning methodologies, class conduction process, maintaining and demonstrating documents as CAS, Project work, attendance sheet and others.
- Sharing of best practices among Supervisors, Facilitators and local level along with replicating in other centers.

Process adopted for conducting mobile meeting

- District wise identification of location for mobile meeting
- Conduct meeting among local level representative, supervisor, coordinator, program manager, UNICEF representatives
- Sharing on outcome/output of previously conducted second meeting
- Sharing on program progress, issue and challenges and best practices

- Replication of good/best practices in other local level and solve the issues/challenges in support of local level
- Finally, meeting note prepared and next meeting date is finalized.

Key Achievement

- All Palikas have shared their views on their progress and issues including lesson learn of their respective classes with each other.
- It also supported to minimize the issues in class conduction and management along with supported to sort out local level challenges as like, sitting arrangements, sanitation, teaching learning methodologies, lessons plan.
- Agreed to identify mother schools and district coordinators is made focal point to share all the details to SODCC and UNICEF.
- Discussed and agreed with each Palika on liquidation updates/timeline, reports and providing necessary financial managerial support in time including their roles in monitoring each classes and ongoing activities.



9. Refresher Training on Facilitators

5 days Refresher GATE facilitators training is completed in 11 events of 8 districts of 35 Palikas. Total 373 participants (26 Dalit, 70 Janajati, 13 Muslim and 264 others in which 332 Facilitator, 35 Supervisor and 6 GATE Staff participated in the training in which 352 are female and 21 are male.



SODCC Parsa has delivered Refresher Training in following date in 8 district –

- Rautahat [2 events x 5-day program from 18th . to 22 Feb. 2020]
- Dhanusha [2 events x 5-day program from 18th . to 22 Feb. 2020 & 24th . to 28 Feb. 2020]
- Saptari [1 events x 5-day program from 18th . to 22 Feb. 2020]
- Mahottari [1 events x 5-day program from 24th . to 28 Feb. 2020]
- Siraha [1 events x 5-day program from 24th . to 28 Feb. 2020]
- Parsa & Bara Jitpursimar Municipality [2 Events -5-day program from 4th . to 8th March, 2020]
- Bara [1 Events -5-day program from 4th . to 8th March, 2020]
- Sarlahi [1 events x 5-day program from 4th . to 8th March, 2020]

Objective of the training are as follows:

- Sharing on challenges, lesson learnt during class conduction before refresher training and to provide technical support to overcome the challenges faced during class conduction in terms of facilitation, curriculum, teaching learning methodologies, use of learning materials as well as GATE class management
- To expertise participants on Lalima 2, theoretical and practical concepts and functions of GATE program and curriculum
- Strengthen Knowledge of supervisors and facilitators on OOSC issues and GATE children mainstreaming to formal education.
- To capacitate on coordination and communication between local level, mother school, UNCIEF and SODCC and their roles and responsibilities to support for smooth class conduction and to enroll GATE children to school level education.
- To support supervisor and facilitator for writing case stories and success stories.

Detail of Participants participated in Refresher Training

District	Center	Date	Participant Details			Total	Venue
			Facilitator	Supervisor	Project Staff		
Rautahat	1	18 to 22 Feb.2020	40	4	1	45	Chndranigapur Himal Hotal
	2	18 to 22 Feb.2020	30	3	0	33	Chndranigapur Himal Hotal
Saptari	3	18 to 22Feb.2020	29	4	0	33	Hotal Star Delax ,Saptari
Dhanusha	4	18 to 22 Feb.2020	29	3	1	33	Panchadhura Hotal Bardibas
Siraha	5	24 to 28 Feb.2020	35	4	1	40	Hotal Pacific Lahan
Dhanusha	6	24 to 28 Feb.2020	31	3	0	34	Panchadhura Hotal Bardibas
Mahottari	7	24 to 28 Feb.2020	20	2	0	22	Khadka Hotal Bardibas
Parsa	8	4 to 8 March 2020	30	3	1	34	Hariom Party Palace Birgunj
	9	4 to 8 March 2020	30	3	1	34	Hariom Party Palace Birgunj
Bara	10	4 to 8 March 2020	28	3	1	32	Hotel Rani pokhari
Sarlahi	11	4 to 8 March 2020	30	3	0	33	Chndranigapur Himal Hotal
Total			332	35	6	373	

Content of Training

- Sharing and collection of lesson learnt, experiences, positive aspect, challenges, methods adopted for solving challenges during facilitation and GATE class conduction
- Review on GATE teaching learning principles, subject matter and Girls Access to Education (GATE) class teaching learning methodology and steps
- Lalima 2, theoretical and practical concepts and functions of GATE program and curriculum including review on English book
- Teaching materials and curriculum book introduction, Model classroom presentation and analysis for Lalima Book 2
- Lalima 2 book Analysis and Micro teaching process and discussion, work duties division
- Teaching learning principles, Review of activities on daily basis and children songs and games
- Review and practice in making words, match making, challenges, word garland, letter card, word remembering techniques, letter identification games
- Creative writing and social mapping, research work, success stories writing
- English and Lalima 2 model class presentation
- Teaching learning materials preparation
- Review on Attendance sheet, document preparation, project work preparation, Continuous assessment system
- Discussion on Strategies and Identification of stakeholders, roles and responsibilities of local level, GATE management committee, Facilitator and Supervisor in mainstreaming GATE children in to formal education

Overall training was monitored by SODCC board, UNICEF Nepal, local level, DEO, and media representatives.

Key achievements:

- All 373 participants (26 Dalit, 70 Janajati, 13 Muslim and 264 others) in which 332 Facilitator, 35 Supervisor and 6 Program staffs have strengthened knowledge and reviewed on lesson learnt, experiences, positive aspect, challenges, methods adopted for solving challenges during facilitation and GATE class conduction
- All participants have made revision and increased understanding on teaching learning methodologies, theoretical and practical concepts and functions of GATE program and curriculum including Lalima Book 2 and English book
- Participants capacity is enhanced on teaching materials and curriculum book, Micro teaching process and discussion, Model classroom preparation and presentation
- All participants made proficient by making revision in making words, match making, challenges, word garland, letter card, word remembering techniques, letter identification games.



- Capacity enhanced on document preparation, project work preparation, case stories, success stories and preparing Continuous assessment system .
- Participants are aware on strategies and of stakeholder's roles and responsibilities of local level, GATE management committee, Facilitator and Supervisor in mainstreaming GATE children in to formal education.

10. Monthly Meeting for Planning and review of all 8 district .

Monthly staff meeting is conducted regularly once in each month in which all SODCC project staff participated accordingly. Total 6 staff in which 1 is female. Program progress and issues of each month is shared and further activity is planned to conduct during coming month.in total, 7 monthly meeting is accomplished since Sept 2019 to June 2020.

Key agendas set during the meeting:

- Review of Previous Meeting's Action Plan
- Update and Progress sharing on GATE class implementation
- Sharing and review of all staffs monthly action plan, monthly program progress and field visit reports
- Progress on GATE enrollment data base/ Pre - Test status
- Mother school identification and strategy for mainstreaming GATE graduates

Highlights and progress:

- All 332 GATE classes is 7 month completed as planned and detail enrolled data is shared with UNICEF
- Field level key activities like Mobile Meeting and monthly Supervisors Facilitator meeting conducted for joint sharing and replication of best practices.
- All Staffs shared their monthly report and upcoming action plan including field visit reports.
- Most of GATE classes have received stationeries and teaching learning materials however there is significant challenges to distribute in time through local level.
- Agreed to make list of mother school and share to PM in time and discuss to plan tentative date for meeting with mother school
- Regular discussion and coordination with local level for integrating GATE program in their local level.
- Follow up for first installment liquidation and request is ongoing. Agreed to push local level in this regards to complete in time
- Discussed and agreed to accomplish remaining mobile meeting in all 8 district and discussed to plan joint monitoring in final quarter including collection and dissemination of best practices.



11. One day Consultative Meeting with concern stakeholders.

School retention literally means completing education cycle without any break and ensuring/achieving full education cycle as per the agreed curriculum. This is one of the pre-conditions to ensure the planned learning achievement in most of the conditions. It is expected that school retention leads to a continuous learning process under teacher's proper guidance and other learning activities and materials in the school. In many cases, the learning cycle is not complete due to various reasons. Retention of students in school is considered as the stepping-stone for learning and equality education. Basic Education is a right of every child as ensured by the Nepal constitution. Under the federal act, local level government is responsible for basic education. With this mandate, Parsagadi municipality is initiating these school retention strategies.



One day consultative meeting is completed 4 times in Parsagadi Municipality simultaneously. The meeting is chaired by the Mayor in the presence of all elected ward presidents and officials, education focal point, health office, members from child club, UNICEF, SODCC, teachers and other officials of local level. The meeting is facilitated by UNICEF with core objectives to make a retention strategy for OOSC. Focus group discussion, home visit, presentation, situation analysis including collection of various education status and information is accomplished during this meeting.

Objectives of this workshop

Overall, this plan tends to support and lead Parsagadi municipality to develop a common understanding on different drivers of student dropout and develop retention strategies.

- 1) Share existing literature on retention drivers in different contexts
- 2) Key findings from Focus group discussion with Teachers, students, Out of school students and education stakeholders
- 3) Consultation with the NGO/ INGOs working in Parsagadi Municipality
- 4) Group work to identify key drivers of school dropout
- 5) Identify potential strategies for school retention

Methodology:

- Adopt a participatory approach to ensure practical and effective double retention strategies for school dropout.

- Brief technical presentation focusing on the existing literature and trend analysis and FGD conclusion and recommendation.
- Identify and connect key drivers of strategies for school retention
- Analysis and identification and connection of those drivers, the facilitators will make a presentation on conceptual framework to facilitate and lead the team for the analysis of drivers of school dropout in Parsagadi.
- There will be three simultaneous groups working same process. The group work will be conclude in three steps
 - 1) Identify drivers of school dropout
 - 2) Categories immediate causes and underlying causes
 - 3) Identify and agreed on potential strategies for school retention.



Key achievements:

- Active participation is observed and meaningful contribution from local level.
- Status of out of schoolchildren is assessed and committee formation for finalization of retention strategy.
- As a result, key short term and long term activities is defined as of which short term specific and long term **OOSC Retention Strategy** is developed and shared to all which is in the process of approval and endorsement from local level. Final strategy plan is already shared to local level and, local level is initiating to endorse from council

12 . Key overall Program Progress

- 7691 out of school adolescent enrolled in 332 GATE
- Elected local bodies of selected 35 local level (Elected representative and officials) capacitated and made aware on OOSC and GATE program to address the issues and to make them accountable.
- 35 Supervisor and 332 Facilitators have increased knowledge to transact GATE program
- 332 Management Committee is formed and selected members is capacitated for their contribution to the program
- 37 % Terai Madhesi ,19% Muslim 8% others and 35% Terai Dalit enrolled among other and benefitted through GATE class
- OOSC Retention Strategy plan is developed In Parsa gadai Municipality .

Overall challenges:

- Project could not accomplished full cycle as of COVID-19 (7 month course is only delivered)
- Completion of full cycle and transition pathway is challenging at this stage

- Timely payment of remuneration of supervisor and facilitators delayed in Mainstreaming District Saptari 2 local level which has demotivated the staff that hampered in the monitoring of classes.
- Frequent mobility/ transfer including lack of coordination inbetween local level officials and elected representatives led to difficult in coordination and communication due to which there was delayed in supply of required stationeries educational materials, and other necessary support.

Effective and Efficient Program Management

For effective program management, SODCC Parsa is regularly having coordination with all 35 local stakeholders and providing technical support for smooth class conduction. SODCC Parsa have capacitated local stakeholders through district level orientation along with empowered facilitators and supervisors through GATE basic training and regional level training on monitoring and evaluation. In the same way, SODCC Parsa have continued its technical support by conducting bi monthly meetings with Supervisors and Facilitators on technical and managerial aspects of program for GATE class conduction and quality assurance. SODCC Parsa has also significantly increased its presence in district regularly for visiting, monitoring, providing technical support along with meeting local level heads and officials from SODCC executive members to associated project staff.

- 2 local level have supported sanitary pads, 1 local level providing rent for class conduction.
- 3 mainstream local level are providing in time support for operation of classes and staffs by proving in time learning materials, stationeries, salaries and others as agreed.

Advocacy with local level for integration of GATE program in their upcoming local level planning including support from local level during mainstreaming process.

Way forward / Recommendation

- Bridging courses need to adapt for smooth transition in formal education and completion of full cycle
- Coordination with local level and schools for their support in mainstreaming in near future based on program adaptation of bridging courses or other means.
- Regular coordination at the local level including sharing of progress and challenges to make Local Level accountable that every child has right to education.
- Continuous lobby and advocacy with local government for allocation or their resources to internalize such non formal education program through their policy and programs.
- Required capacity building of local level representatives by working closely and advocating for Free and Compulsory Education as a part of BBBB and need to allocate plans and programs as per realistic needs.
- Supporting on the retention, especially girls through innovative approaches such as working with other cross sectorial program and efforts to link where feasible

Program Pictures:

District Level Program Orientation



Community level Orientation



Facilitators Training



Regional residential training for GATE supervisors on Monitoring, Supervision and Reporting



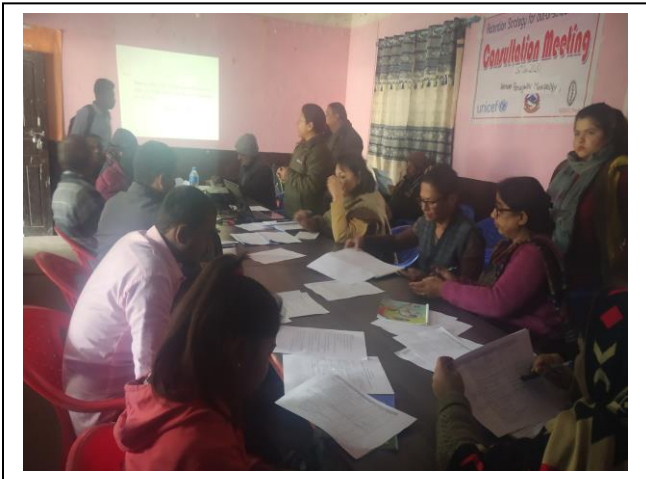
GATE Class Pictures



Monthly meeting Facilitators and Supervisors & Mobile meeting Supervisors, C coordinators



Retention Strategy Plan Coordination Meeting with Local Level



GATE Center Visit Pictures

