In Nepal, 11.3% of adolescents and youth of primary and secondary school age were out of school in 2017 (UNESCO-UIS, 2020), with larger concentrations in disadvantaged regions and communities in the country.

**RESEARCH AIM**

To assess the short term outcomes of GATE, a non-formal education programme in Nepal, for participating graduates, particularly:

RQ1. What is the academic trajectory of GATE graduates?

RQ2. What are the challenges that GATE graduates have experienced in mainstreaming and staying in school?

RQ3. What are the learning experiences of GATE graduates?

**GATE PROGRAMME**

- Girls’ Access to Education (GATE) is a 9-month community-based non-formal education programme that imparts basic numeracy and literacy education and life skills to out-of-school adolescent girls.
- Over age out-of-school girls (ages 10-18) are identified through community sensitization and mobilization. Local facilitators are trained to deliver a specially designed curriculum to girls six days a week, two and a half hours per day.

**METHODS & SAMPLE**

Mixed methods analysis, including:

- **Quantitative analysis** using descriptive statistics and logistic regression with GATE monitoring data for the 2018/19 cohort (N=7,394 GATE beneficiaries in five districts of Nepal); and
- **Qualitative analysis** of case studies and focus group discussions with 12 former GATE girls conducted in 2019 and 6 documented case studies from 2016 to 2019.

**FINDINGS**

**RQ1: Participants’ Academic Trajectory**

- **95%** Participating girls completed the GATE programme
- **89%** GATE girls mainstream into formal school
- **48%** Former GATE girls were still enrolled at the school they mainstreamed into 0.5 years

**GATE Completion**: Around 95% of girls who participated completed the GATE programme.

- There is some variation in the percentage of GATE completion by district, with the district of Dhanusha having the lowest average rate of completion (90.3%) and Parsa having the highest rate (97.4%).
- All 29 girls with disabilities completed the GATE programme.
- There is little to no variation in girls’ completion rates by age group and ethnicity.

**School Mainstreaming**: 89% of girls mainstream into formal school, but they are often over-age for the grade level enrolled in.

- The main reason for girls not completing GATE or enrolling in school was employment or earning wages (73 percent); followed by migration (15.7 percent); and marriage (5.7 percent) of this subgroup.

**School Retention**: 48 percent of former GATE graduates were still enrolled at the school they mainstreamed into 0.5 years later and 33 percent were still enrolled at the same school 1.5 years later.

**RQ2: Mainstreaming Challenges**

- In FGDs, a few girls mentioned that their families struggle to pay for school fees, uniforms and supplies.
- Some schools believe that the inclusion of GATE graduates may lower the level of achievement among students – which leads to discrimination - even though a recent assessment showed that GATE learners outperformed their peers in mainstream school (World Education, unpublished).

When we can hardly feed our daughter, how can we send her to school?

- Parents of GATE beneficiary, 2019

**RQ3: Learning**

- The average pre-test score among the 2018-2019 cohort was 12 percent. Girls’ scores increased 52 percentage points to an average post-test score of 64 percent after the 9-month programme, suggesting that a significant amount of learning occurred over this period.
- All palikas had an average score increase of between 47 and 57 percentage points from pre- to post- test, a positive result indicating limited regional differences in the learning that occurred.

**KEY FACTORS CONTRIBUTING TO GATE SUCCESS**

- Targeted outreach for the most marginalized populations;
- Contextualization of the NFE curriculum for girls in the Terai region, including topics such as child marriage and reproductive health;
- Ownership of programme implementation and budget support by the local governments, complemented by UNICEF technical support;
- Strong community engagement;
- Class timing that aligns with target girls’ availability;
- Use of child friendly pedagogy to ensure girls enjoy the classes.