Project Evaluation Report

Report title:	LNGB Baseline Report
Evaluator:	GLOW Consultants (Private) Limited
GEC Project:	Closing the Gap Educating Marginalised Girls in Sindh and FATA
Country	Pakistan
GEC window	LNGB
Evaluation point:	Baseline Cohort 1 L&N
Report date:	June 2021

Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com

LNGB Baseline Report

- **Name of project:** 04 DNT Closing the Gap: "Educating Marginalised Girls in Sindh and FATA"

- **Name of external evaluation firm / author:** GLOW Consultants (Private) Limited

- **Final Version Date:** June 2021

Contents

[Annexes](#)

List of Tables

List of Figures

Acronyms

ALP	Accelerated Learning Programme
EE	External Evaluator
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessment
FCDO	The Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FM	Fund Manager
GEC	Girls Education Challenge
HH	Household
IDI	In depth Interview
IDs	Identities
IO	Intermediate Outcome
KP	Khyber Pakhtunkhwa
L&N	Literacy and Numeracy
LNGB	Leave No Girl Behind
MEL	Monitoring, Evaluation and Learning
NFE-L	Non-Formal Education and Literacy
OOS	Out of School
OOSC	Out of school children
ToC	Theory of Change
TVET	Technical and Vocational Education Training
WGCF	Washington Group Child Functioning

Executive summary

Background: Pakistan has 22.8 million children between the age of 5-16 years that are out-of-school, representing 44 per cent of the total population in this age group[1]. In Sindh, 42% of the children (of which 49% are girls in the age bracket 5-16 years) are out of school[2]. To contribute to girls' education, ACTED is implementing the four-year project titled *"**Closing the Gap**" (2018-2022) under Leave No Girl Behind (LNGB) Initiative* to support 5500 out of school (OOS) adolescent girls between the age of 10-19 years. A primary Accelerated Learning Program (ALP) will be provided to 1100 girls (10-13 years old), and basic Literacy and Numeracy (L&N) skills course will be provided to almost 4400 girls (14-19 years old). Additionally, vocational training will be provided to 200 selected girls (picked from amongst 4400) enrolled in L&N course.

Baseline approach for L&N cohort The primary purpose of the baseline evaluation is to assess and determine the learning level of the targeted Girls Education Challenge (GEC) learners. Evaluation team adopted a longitudinal, non-experimental evaluation design of pre and post-assessment i.e. selecting a sample of GEC girls (436) and examining the differences in their learning, and transition results at end line without using a control group. The baseline study will also help in identifying key barriers that the targeted community is facing with regards to access to education. After the finalization of baseline approach and sample size, the team developed qualitative and quantitative tools in consultation with ACTED, its consortium partners and the Fund Manager (FM). The tools were piloted before full administration for the baseline data collection and changes were made to the tools in consultation with ACTED and FM. The key quantitative tools mainly consisted of literacy and numeracy tools, household questionnaire, core girls' survey, life skills tool, and learning space observations were adopted in Sindh's context. Similarly, qualitative tools were designed to support the findings which included focus group discussions and interviews, and were approved by the FM.

Gender and Inclusion Approach: The project's main interventions are exclusively for girls. However, External Evaluator (EE) did collect views from boys, fathers and male community members regarding the current education status, and the types of barriers that girls are facing. Their views, suggestions and recommendations are incorporated in report. Similarly, girls with disabilities, from the minority or married bracket were also included in data collection. Community elders were also interviewed for their inputs in the evaluation findings.

Key Barriers: The baseline analysis revealed some very common barriers to girl's education and transition in the target district. These included, but were not limited to, poverty and low parental income, cultural norms that preferred girls' marriage instead of their education, a requirement from girls that they help at home (mainly includes the routine cleanliness, dish washing, cooking, caring for young siblings / children and livestock) and in the fields (mainly includes providing support in harvesting of crops and arranging fodder for livestock), and unavailability of nearby schools for girls.

Learning Outcome: Main learning tests were designed to test literacy and numeracy; however, literacy was tested in both: the mother language (Sindhi) and English since these languages will be taught in literacy and numeracy-course. Girls' baseline literacy levels, with respect to benchmark[3] scores, are notably low (mostly they are at non-learner level) particularly for English language and numeracy. When evaluated in Sindhi language, some girls comparatively performed better in listening comprehension task and in identifying alphabets. However, overall, almost all the GEC girls were identified as non-learners based

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[1] World Education News, February 25, 2020 (https://wenr.wes.org/2020/02/education-in-pakistan)

[2] Pakistan's Social and Living Standard Measurement (PSLM) Survey 2018-19

[3] The benchmark data of literacy and numeracy was collected from non-GEC learners enrolled in government primary schools.

on the assessment as they performed low in English, Math and Sindhi reading and writing tasks.

Transition outcome: Due to barriers such as lack of access to education and vocational institutes, most of the girls are out of school and have no employable skill. They acquire local embroidery skills, thus confining themselves to their homes. During the evaluation, parents / primary caregivers of GEC learners were of the view that transition to learning and vocational skills will help girls in acquiring work and economic opportunities such as embroidery making, sewing dresses, teaching and providing tuitions, nursing, health workers, and public jobs. The top three key skills which GEC girls wanted to learn and practice for earning a livelihood include tailoring/embroidery (32%), teaching (13%) and working as a beautician (7%).

Sustainability outcome: At the baseline stage, the main findings from various research tools suggest that there are prospects for girls' education and creation of schools for girls in the target area. It seems that the community is taking interest in learning spaces and is willing to support girls' education through provision of basic material, accompanying them to school, and helping learning spaces become sustainable by engaging with district education department., Furthermore, community is also keen on sustaining the centres after project through their own efforts. The government officials are also in favour of the learning spaces and schools for marginalized girls.

Recommendations and Suggestions: The summary of the recommendations and suggestions is as follows;

- The prevailing attendance rate in public schools is around 80%[4], whereas it is around 89% in private schools[5]. The attendance target, for the purpose of compatibility with national-level attendance rate, should be set at 80%.
- Parental support for girls is already high at the baseline. Therefore it is suggested to increase the target from 50% to 75% for indicator 4.1 (% of parents who demonstrate they actively support girls' for enhanced education, transition and livelihood opportunities).
- Addressing barriers such as hunger and poverty are outside the scope of the project. However, the project should try to link the community with other programs (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly addresses such barriers, in some limited ways.
- It was found during FGDs with parents / caregivers that they wanted their elder daughters, i.e. those in the age bracket 20 and above to be educated and were willing to enrol them in learning spaces. Hence, it is recommended that such girls be identified and the project team consult the FM to include more girls in the program subject to provision of funds / resources.

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[4] http://aserpakistan.org/document/aser_policy_briefs/6_Attendance_english.pdf (website accessed on July 14, 2020 at 6:50 pm PST)
[5] http://aserpakistan.org/document/aser_policy_briefs/6_Attendance_english.pdf (website accessed on July 14, 2020 at 6:50 pm PST)

1. Background

1.1 Project context

- Please outline:

    o The main contextual factors that have influenced the project design (e.g. political, economic, social, environmental, legal and/or educational policy/system context).

Ex-FATA is the poorest region of Pakistan in terms of its socioeconomic indicators with approximately 73% of its population reported to be living under multi-dimensional poverty (UNDP's Multi-Dimensional Poverty Index, 2015)[1]. Agriculture and livestock is the mainstay of the local economy of the region. Poor and inadequate communication infrastructure and its lack of integration with the rest of Pakistan add to the backwardness of Ex-FATA as most valleys remain inaccessible. Moreover, increased incidences of militancy coupled with acute security conditions have further worsened the quality of life for its inhabitants especially for females, contributing towards their restricted mobility and resultant loss to their available education and economic opportunities. The wide gender gaps in education are evident from the fact that only 16% of the schools in Bajaur and Mohmand Agencies caters to the educational needs of females; void of basic infrastructure, learning facilities and quality teaching. 34% of the schools are boys-only and a whopping 50% are mixed gender schools in a society which is marred with conservative tribal culture discouraging female mobility outside homes; presence of extremist religious factions shunning mixed-gender education system and placing little importance to girls' education. The crisis in Ex-FATA has caused physical destruction, increasing fears for females' security and dependence on negative coping mechanisms, lowering school enrolment rates and reinforcing norms that undervalue girls' education and restrict educational access.

Ex-FATA Development Indicators Household Survey (FDIHS) 2013-14 revealed that only 7.8 % of women in the region were literate, compared to 45% of men[1]. The overall literacy rate of Bajaur district is 17% with male literacy rate of 28% and an abysmally low female literacy rate of 3%. The situation in the bordering Mohmand Agency depicts no different picture. 78% of total population of girls in Mohmand Agency is not going to school as compared to 67% of girls in Bajaur Agency. Moreover, the literacy rate of Mohmand Agency stands at 29% which is far behind the national average of 58%. The average distance from an institute is 1.8 kilometers in Ex-FATA which results into increased risks of female safety during travel and consequently discouraging parents to send their children to schools. Moreover, according to the Alif Ailan's District Education Report (2017), Bajaur and Mohmand Agencies were ranked amongst the worst performing districts in terms of school enrolment, quality education and provision of basic infrastructure and learning facilities. The education scores of Mohmand were reported to be 27 as compared to the Bajaur's lowest scores of 23, placing it amongst the lowest out of 155 sampled districts (the scores were calculated out of 100).

The education situation in Sindh is better than Ex-FATA but still unsatisfactory than the rest of the provinces. According to the Pakistan's Economic Survey 2015-16, the overall literacy rate in Sindh is 55% with 67% male and 44% female literacy rate. The gender parity index (GPI) at primary level indicates above par performance of Sindh with a GPI index of 0.94 against the national GPI index of 0.8. The lowest GPI index is reported to be of Ex-FATA with an overall score of only 0.5[1]. Despite these developments, the education statistics present a stark difference between the status of education in rural and Urban Sindh. According to the Alif Ailaan's Pakistan District Education Rankings 2017, the education scores in terms of access to quality teaching, provision of learning materials, basic facilities and enrolment ratio depicted the far better performance of Urban Karachi than the rural districts of Kashmore and Jacobabad with total scores of 72, 53 and 45 respectively

(placing them at 14, 83, 123 positions out of 155 sampled districts).

Being rural, agrarian and poor societies, the main source of livelihoods in districts Jacobabad and Kashmore are agriculture income and earnings through informal labour market. UNDP's Multi-dimensional poverty indexes 2015, approximately 71% population and in Jacobabad and 75% in Kashmore are suffering from multi-dimensional poverty, causing people to resort to negative coping strategies such as withdrawing their children out of schools, reducing their meal size and contracting debt. The non-arid agriculture land of these districts coupled with frequent drought spells further exacerbate the living conditions of communities through reduction in agriculture produce and non-availability of alternative livelihood options. These poverties stricken rural societies compel children to participate in the economic wellbeing of their families, consequently pulling them out of schools. According to Labour Force Survey 2017-18[1] , In Sindh, approximately 4 million children in Sindh are working as laborers out of which 2 million are working in the agriculture sector. Moreover, as per ASER report 2014, approximately 30% of children aged 6-16 years are out of school in district Kashmore and Jacobabad.[1]

Rural children, especially girls, are particularly disadvantaged, as are children with disabilities in Pakistan, only 4% attend school. Their exclusion is linked to the social stigma that afflicts children with special needs. This, in turn, discourages parents from sending children with disabilities to school. It is also tied to an absence of facilities, educational materials and trained teachers capable of meeting the needs of students with disabilities.[1] Moreover, the practice of child marriages is quite common in the rural communities of Pakistan which restricts the upward mobility of girls by confining their roles to housekeeping and child rearing. These areas include rural Sindh; where 22% of young women aged 15-19 are currently married and 40% of women aged 20-49 were married before they turned 18. In Ex-FATA, 3 out of 4 women between the ages of 20-49 married before they were 18 years old, and 1 in 5 of those aged 15-49 married before the age of 15.[1] Early marriages coupled with child labour, conservative local cultures and extreme poverty reduce children's particularly girls' access to quality education in Ex-FATA and Sindh.

Keeping in mind the contextual factors and need assessment, through an integrated approach ACTED aims to simultaneously address physical, quality-related and socio-cultural barriers at the school, family/community and system level. This 04-year Action (2018-2022) will target OOS girls aged 10-19, divided into two levels of vulnerability, with most vulnerable prioritized: 1) girls who have never accessed education, with no literacy or numeracy and facing intersectional discrimination due to multiple vulnerabilities: conflict-affected, survivors of violence, 2) dropped out girls without basic literacy/numeracy skills.

Moreover, the target direct beneficiaries are divided into three groups: 1) Younger girls will participate in a 30 month Accelerated Learning Programme (ALP), preparing them to transition into formal education at a class 5 level; 2) Literacy and Numeracy skills will be provided to girls aged 14-19; and 3) TVET trainings will be provided to girls aged 16-19 for their successful transition towards further education/livelihood opportunities.

- Please outline:
  - How gender inequalities and marginalisation impact the education of girls in these areas.

Generally, in every society gender inequalities and marginalisation perpetuates poverty, discrimination and exclusion across generations, it sustains harmful practices that violate the rights of girls and boys, inhibits the meaningful participation of girls and women at home, community and public life as well as it limits the capacity of parents to protect their children.

Control over our gender roles, values and beliefs are both external and internal Imposed on individual by society through gender norms. Gender norms prescribed by society become so internalize that individual her/himself consciously or unconsciously imposes self-check on her/his behaviour. Children learn proper cultural behaviour for girls (femininity) and boys (masculinity) through family (parents), school (peer groups) media and work place. At an early age, children develop stereotypical conceptions of both sexes, and begin to use these conceptions to organize their knowledge and behaviour.

In our LNGB – Sindh targeted areas women/Girls are treated as commodity/ mostly within house and are considered inferior to men and boys since ancient times woman and girls' rights are not considered as human rights completely, laws also led to a girls' and woman's oppression by husband / guardian. Problems faced by women are based on patriarchal society, role of local religious leaders, misinterpretation of religion, other social factors such as lack of basic health services, illiteracy, malnutrition, lack of information, resources, opportunities also compounded with further marginalization, venerability, social exclusion (based on cast color, creed and sect) and their socio-economic dependence on men & boys within family/community impact in No/Low value of their decision(s) in family problems.

Socio-Customary practices are prevalent in all spheres of everyday life. In our LNGB communities' parents and society feel uncomfortable sending their daughters to school. Girls are considered "transient" members of society and their value is considered less than that of boys. It is hardly recognized the benefits of girl child education. Girls are kept at home to do domestic work rather going to school. Parents believe that educated girls have less chance of marriage and are not adequate as wives and mothers in the traditional sense, for that reason, they consider girls should stay at home and should not go out without a male member of the family.

In LNGB communities' girls are not allowed by their parents to go outside homes alone, walk the long distances to school, for fear of insecurity and sexual assault, absence of school within reasonable walking distance, poor access to teachers, facilities and equipment, curricula and material reinforce the view of girls and women as dependent and exclusively domestic, marginal and dispensable. Poverty is an obvious adverse factor for girls' schooling, when large families can only afford school for some of their children, daughters often lose out to sons. Other factors hindering girls' education include social constraints; early and forced marriage and/or pregnancy, and lack of water and sanitation in schools.

- Please outline:
  - If the context is the same or different across all the areas the project is working (e.g. is one more rural? Does one area have higher poverty, different language or education system/policy? Etc.).

ACTED will operate in selective districts of Sindh and Ex-FATA areas; some of the poorest and highly marginalised regions of Pakistan. The LNGB intervention areas are rural, with very poor education infrastructure and a tribal system that adds further disadvantage for girls' education. Action target areas have some of the lowest education indicators in the country. Additionally, in the last 10 years, the education administration was devolved to provincial governments (with the 18th Constitutional Amendment), while many provinces did not have the institutional capacity to manage this, given Pakistan's education crisis, further jeopardizing service provision. Unequal access to education is impacted by political, economic, social, and cultural factors, constituting a continuum along which groups are excluded or included to varying degrees. In FATA and Sindh, girls account for just 26% and 36% of total enrolment in government schools respectively (national average is 45% at primary level) . Bajaur and Mohmand's population–highly conservative with 73% living in multi-dimensional poverty – have experienced insecurity and large scale displacement/returns. 70% of Kashmore and Jacobabad's (Sindh) population live in poverty coupled with high rates of malnutrition and regular and severe natural disaster.

- Please outline:
  - How your project defines its direct beneficiaries. This definition should include the main characteristics girls must have to be enrolled into your project. Please also ensure you discuss if any prioritisation criteria was used to select the most marginalised direct beneficiaries and if the project was oversubscribed.

ACTED targets out of school (OOS) girls aged 14-19 for L&N course, divided into three levels of vulnerability, with most vulnerable prioritised: 1) girls who have never accessed education, with no literacy or numeracy and facing intersectional discrimination due to multiple vulnerabilities: conflict-affected, survivors of violence, girls with disabilities (Level 3+: extremely marginalised/hardest to reach); 2) girls who have never accessed education, with no literacy/numeracy skills (Level 3: extremely marginalised); 3) dropped out girls without basic literacy/numeracy skills (Level 2: highly marginalised/hard to reach).

- Please outline:
  - If applicable, how the direct beneficiaries were selected for cohort one and how future cohorts will be selected.

Under GEC guidelines, beneficiaries based on an evaluation against certain criteria are enrolled in literacy and numeracy (L&N) course in cohort 1. The intervention 08 months in duration targeted girls of age 14-19 years, who never attended school or dropped out of schools for any reason. In parallel, ACTED also run identification campaign to select beneficiaries with characteristics of girls with disabilities, girls with religious minorities, girls who have experienced violence, girls who have survived conflict, girls who have been affected by natural disaster, girls who have been affected by modern day slavery, girls under extreme poverty, girls of early age marriage/mothers, girls of high domestic chores or labour burden and girls being orphaned/head of household responsibilities. The same strategy is adopted for all future cohorts of L&N beneficiaries.

- Please outline:
  - Complete Table 1, 2 and 3.
    - All tables are filled.

  - Add your Project's latest ToC diagram in this document or as an annex and briefly summarise it, including the activities, intermediate outcomes, assumptions and barriers you're aiming to overcome.

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The Theory of Change diagram is attached above. The core assumption outlining the Theory of Change is that reducing school/family/community/system barriers will increase girls' access to education, improving life chances of girls, families and communities; once the positive impact of education is apparent, push for increased access/quality will become community-driven. Learning is advanced by two immediate outcomes: girls' (i) attendance is tailored (ii) quality schooling. These outcomes are supported by two outputs which include increased access to safe and inclusive learning spaces and increased supply of qualified female teacher. In general girls' learning is restricted by barriers linked to:

1- physical access (lack of safe and inclusive learning spaces that are in close proximity to girls' homes and that cater to specific needs of the most marginalised);
2- lack of quality female teachers who have the skills to embed inclusive education practices within classroom;
3- No specific considerations to girls with disabilities in schools or the community.

Girls' transition will be advanced by preparatory classes for formal exams; internships; start up business grants aimed at retaining girls and reducing barriers to transition by connecting girls with further education/livelihood opportunities.

Table 1: Summary of direct beneficiaries

Direct beneficiary numbers	4400 Girls
Total number of girls reached in cohort 1	529
Total number of girls expected to reach by end of project	3871
Education level	Never Been to School 90% Attended 2nd Grade 5% Attended 1st Grade 3% Attended 3rd Grade 2%
Never been to school	474
Been to school but dropped out.	55
Age banding (The age bandings used should be appropriate to the ToC)	Total 529 girls with 14-19 years of age

Table 2: Proposed Intervention Pathways

Intervention pathway	Which girls follow this pathway?	How many girls follow this pathway for cohort 1?	How long will the intervention last?	How many cohorts are there?	What literacy and numeracy levels are the girls starting at?	What does success look like for learning?	What does success look like for Transition?
Literacy and numeracy course	Girls of age 14-19 years	529	8 months' course	4	Grade 1	Girls will achieve literacy and numeracy skills for grade 2	Girls will utilize basic literacy and functional illiteracy skills in their daily life and employment opportunities.
TVET course	Girls of age 18-19 years	50	3 months' course	4	Level of technical skills linked with local market.	Equivalent to local vocational certification of each specific trade.	TVET girls successfully transitioning to the gainful employment

Table 3: Indirect beneficiary groups

Group	Interventions received	Total number reached for cohort 1
Boys and girls	• IEC material, radio messages on safeguarding, GESI and girls education support.	Approx. 1000
Community Beneficiaries (adults)	• IEC material, radio messages on safeguarding, GESI and girls education support. Sensitisation sessions on safeguarding, GESI and girls education support	165

The project design was influenced by a number of factors that included educational policy/system context, economic, social and legal dimensions that are explained as below.

a) An overview of the education policy suggests that, Pakistan has the highest number (22.7 million) of out-of-school children (OOSC). It ranks second in the world in out-of-school children (Nigeria being the first). The ratio of OOSC increases with the grade levels i.e. at primary level it is 21%, at middle level it is 51% and at secondary level (up to grade 12) it is 71%[6]. According to Pakistan Social & Living Standards Measurement Survey 2019, the overall OOSC ratio of Sindh is 42% (34% boys and 49% girls of aged 5-16 years) which is the second highest number of OOSC after Balochistan. Disparities based on gender, socio-economic status, and geography are significant; in Sindh, 52% of the poor children (58% girls) are out of school. The overall literacy rate of 10 years and above for Sindh is 57% with 68% male and 44% female literacy rate[7]. According to Alif Ailaan's Pakistan District Education Rankings 2017, Urban Karachi, with a score of 72, depicted a far better performance in terms of access to quality teaching, provision of learning materials, basic facilities and enrolment ratio than the rural districts of Sindh i.e. Kashmore and Jacobabad with total scores of 53 and 45 respectively (placing them at 14(Karachi), 83(Kashmore), 123(Jacobabad) positions

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[6] World Education News, Feb 2020

[7] Pakistan's Social and Living Standard Measurement (PSLM) Survey 2018-19

out of 155 sampled districts across Pakistan). According to ASER's report 2018, 11 - 20% of children aged 6-16 years are out of school in rural areas of district Kashmore and 21 – 30% in rural areas of district Jacobabad.

b) Under economic context, both Kashmore and Jacobabad districts are considered rural with the population's main source of livelihood being income from agriculture and earnings through the informal labour market. The non-arid agriculture land of these districts coupled with frequent drought spells further exacerbate the living conditions of communities through reduction in agriculture produce and non-availability of alternative livelihood options. According to UNDP's Multi-dimensional poverty indexes 2019, over 2/3rd of the population in Kashmore suffers from multi-dimensional poverty, causing people to resort to negative coping strategies such as withdrawing their children from schools, reducing their meal size and obtaining loans. According to Labour Force Survey 2017-18, approximately, 4 million children in Sindh are working as labourers of which 2 million are working in the agriculture sector.

c) Under social context, the girls and children with disabilities in Pakistan are particularly at a disadvantaged position when it comes to getting education. For children with disabilities, their exclusion is linked to the social stigma that afflicts children with special needs. This, in turn, discourages parents from sending children with disabilities to school. It is also linked to an absence of facilities, educational materials and trained teachers capable of meeting the needs of students with disabilities. In case of girls, the practice of child marriages (marrying children before 18 years of age) is quite common in the rural communities of Pakistan which restricts the upward mobility of girls by confining their roles to housekeeping and child rearing. It is important to note that according to Multiple Indicator Cluster Survey 2014 in rural Sindh, 31.2% of the women aged 20-49 were married before they turned eighteen. Thus, early marriages coupled with child labour, conservative local cultures and extreme poverty reduce children's, particularly girls', access to quality education.

Keeping in view the above situation, the overall aim of ACTED's project under LNGB is to improve the life chances for marginalised girls in target districts of Sindh and Ex-FATA[8] now known as the newly merged districts of Khyber Pakhtunkhwa (KP) Pakistan. The project is set to be implemented from 2018 to 2022. The project aims to support marginalised girls in learning the skills they need to become empowered, valued productive members of their communities, ensuring their effective transition from informal to formal education, their training, employment and sustainability of educational outcomes. The project will target 5500 of the most marginalised Out of School (OOS) adolescent aged girls between 10-19 years. The target population in Sindh is adept at Sindhi since it is their mother language while in KP the common language is Pashto. The project will teach Sindhi, English and Math to the GEC girls. Out of the 5500 girls, 1100 (approximately, 20%) Younger girls will participate in a 30-month Accelerated Learning Programme (ALP). The ALP will prepare them to transition into formal education equivalent to grade 5. The remaining 4400 girls (approximately, 80% of the total) of 14-19 years will be provided Literacy and Numeracy (L&N) skills. Additionally, short Technical and Vocational Education Training (TVET) training will be provided to some 200 selected girls (picked from amongst 4400) enrolled in L&N course (please see table below for summary).

Summary of major planned activities of the project (out of which 80% targets are in Kashmore and Jacobabad districts of Sindh) is given below:

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[8] The area was previously known as Federally Administered Tribal Areas (FATA) now merged in Khyber Pakhtunkhwa province. It was consisted of seven agencies including Bajaur, Mohmand, South Waziristan, North Waziristan, Khyber, Orakzai and Kurram.

Table 4: Supplementary table key intervention activities with direct beneficiaries				
#	Activity	Activity Unit	Unit Target	Beneficiaries' Target
1.	Accelerated Learning Programme (ALP) provided to girls (10-13 years)	Girls	1,100	1,100
2.	Provision of Literacy and Numeracy (L&N) classes to girls (14-19)	Girls	4,400	4,400
3.	Skills/TVET and financial literacy training provided (16-19 years)	Girls	200	200
4.	Rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings	Learning spaces	253 approx.	5,500
5.	Rehabilitation of TVET space and provision of supplies/tool-kits	Learning spaces	4 approx.	200
6.	LNGB teachers trained and provided learning supplies	Teachers	253 approx.	276
7.	Trained coaches conduct life-skills/mentorship sessions	Girls	5,500	5,500
8.	Number of coaches who completed ACTED training	Coaches	24	24

1.2 LNGB Theory of Change

The program theory of change assumes that reducing school/family/community/system barriers will increase girls' access to education, improve the life chances of girls, their families, and of the communities they live in.

These outcomes are supported by six outputs which include:

i.   Increased access to safe and inclusive learning spaces
ii.   Increased availability of qualified women teachers
iii.   Marginalized girls who are enrolled and complete a full cycle of learning
iv.   Enhanced participation of girls in family, school, and community life
v.   Strengthened community support for girls' education
vi.   Demonstrated efforts for the handover of learning spaces to other interested organizations (local NGOs, semi-government authorities, private trusts etc.) after project closure.

These outcomes and the associated outputs are set to tackle different barriers which include but are not limited to:

- Physical access (lack of safe and inclusive learning spaces that are in close proximity to girls' homes and that cater to specific needs of the most marginalized girls), and long distances through setting up literacy learning spaces within the village;
- Lack of quality female teachers who have the skills to embed inclusive education practices within classroom;
- No specific considerations to girls with disabilities in schools or the community;
- Lack of girls only schools by setting up literacy learning spaces exclusively for girls;
- School supply side barriers: provide trained teachers/facilitators on informal education, ensure teachers attendance at learning spaces, reduce teaching hours in overcrowded classes; and improve the learning outcomes and help them in completing the full cycle of education;
- Community Level Barriers: enhance girls' perception and understanding of the value of their education, help them understand the link between education and their abilities to better support their families & communities because of that; and
- Community/System Level Barriers: enhance perception and understanding of community girls' education: discourage early girls' marriages, and help the community understand the importance of equal education of girls and boys.

1.3 Evaluation purpose

The primary purpose of the baseline evaluation was to assess and determine the baseline learning level of the targeted beneficiaries through a longitudinal study i.e. through baseline and end line data comparison (see next section for details of the adopted methodology). The determination of baseline status will help the program to compare its progress at the time of end line and identify the changes in the results from baseline to end line. This will help understand the contributions of the project. There is a set of evaluation questions identified to measure the change from baseline to the end line. In order to answer each of the evaluation questions, EE developed quantitative and qualitative tools. All tools were pretested and signed off by the Fund Manager. Following table/matrix shows the evaluation questions.

Table 5: Evaluation Questions		
Evaluation question	**Qual data/analysis required to answer question**	**Quant data/analysis required to answer question**
1. What works to facilitate learning improvement in literacy and numeracy skills, transition of highly marginalised girls into education/training/employment and to increase learning?	KIIs with TVET and FGDs with parents and girls analysed to compare the perspectives of marginalized girls	Learning tests of EGRA English, EGRA Sindhi and EGMA to assess the girls' progress in literacy and numeracy skills
2. What evidence is there of changes in community attitude and perception of girls' education, employment, participation in community life? Can the change be attributed to the community mobilisation/sensitisation campaigns?	FGDs with community, parents and girls analysed to measure the perspectives of marginalized girls	Household survey and core girl survey will provide insight of community attitude and perception of girls' education, employment, participation in community life
3. What is the evidence that teachers' pedagogical skills including gender – sensitive and play-based teaching practices; can be attributed to teacher's training?	IDIs with teacher will also provide to assess different teaching practices and methodologies	Observation form for LNGB learning centers to measure the gender – sensitive and play-based teaching practices
4. What evidence is there that co-curricular / life skills and mentorship activities contributed to confidence and self-esteem of girls? And how do these skills contribute towards learning and transition?	NA	Life skills assessment tool to measure the confidence and self-esteem of girls
5. What were the intended and unintended impacts of the project intervention (both positive and negative)?	FGD with community, parents and girls illustrate intended and unintended project interventions	NA
6. Was the project able to monitor, mitigate and respond to any unintended negative effects?	NA	NA
7. Are the apparent impacts attributable to the project's interventions?	NA	NA

2. Evaluation Methodology

The evaluation methodology and processes adopted are outlined below in detail.

2.1 Overall evaluation design

As per GEC FM's advice, EE adopted a longitudinal, non-experimental evaluation design of pre and post assessment i.e. EE will follow a selected joint sample (see section below for details on sampling) of girls and their households, and examine the differences in their learning and transition results over a period of time. Under this agreed study design, no control group will be established for relative analysis. This external evaluation exercise will include three types of studies i.e. baseline, end line and impact study. The baseline and end-line studies will be conducted for learning outcome assessments. These will be conducted cohort wise and External Evaluator (EE) will conduct it for cohort 1 of ALP and L&N only. The impact study will be conducted at the end of the project. This will assess the overall impact against outcomes and intermediate outcome (IO) indicators.

2.2 Data collection tools

EE, FM and ACTED collaboratively developed all the data collection tools including the three learning assessments i.e. Early Grade Reading Assessment (EGRA) English, EGRA Sindhi and Early Grade Maths Assessment (EGMA). As applicable, each tool was based on any available LNGB template.

The following table shows the quantitative tools developed for the study:

Table 6: Quantitative evaluation tools					
Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was tool shared with the FM?	Was FM feedback provided?
EGRA English, EGRA Sindhi and EGMA	EE	Yes	During the pilot and training, the appropriateness for the grade level for each subtask in all the three learning assessment tools i.e. EGRA English, EGRA Sindhi and EGMA tools was ensured. For example (i) In EGRA English: the difficulty level of comprehension questions was reduced. (ii) In EGRA Sindhi: lowered the difficulty level of Oral Reading Fluency. (iii) And in EGMA: Difficulty level was reduced of some addition sums questions. The addition sum questions were changed and subsequently subtraction sums were also changed accordingly. Similarly, in EGMA tool, the timed tasks were made un-timed.	Yes	Yes
Household (HH) Survey	FM shared the original tool and EE adopted it in ACTED project context	Yes	Transition aspect added. At baseline stage perception and future planning of parents regarding girls' education questions were added. Some culturally sensitive options were removed or rephrased.	Yes	Yes
Core girls survey	FM shared the original tool and EE adopted it in ACTED project context	Yes	No changes suggested	Yes	Yes

Life Skills Assessment Tool	FM shared the guidance and EE developed it in the light of ACTED guidance	Yes	No changes suggested	Yes	Yes
Observation Form for LNGB Learning Centers	FM shared the guidance and EE developed it in the light of ACTED guidance	Not applicable	No changes suggested, a description of observations (ranking/scale) was added to the tool	Yes	Yes

The following table shows the qualitative tools developed for the study:

Table 7: Qualitative evaluation tools				
Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	FM feedback provided?
Focus Group Discussion (FGD) with out of school girls	EE	Yes	All the questions of this tool were easy but the language used in the Sindhi tools was difficult. The tool was made easier by revising the Sindhi Language.	Yes
FGD with Boys	EE	Yes	Tool was administered with boys. All the questions were quite simple and neither team nor the respondents faced any difficulty in the tool.	Yes
FGD with parents of out of school girls	EE	Yes	Tool was easy for respondents and researcher, no major issues found	Yes
IDI Married Girls	EE	Yes	No major issues	Yes
In depth Interview (IDI) Community Elder	EE	Yes	No major issues	Yes
Teacher Availability tool	EE	Yes	It was a challenge to find any educated females in the less developed areas where the survey was being conducted. Overall tool was easy and not lengthy at all. The questions were clear and easy to understand.	Yes
IDI Girls with Disability	EE	No (due to non-availability of girls with disabilities)		Yes

2.3 Study Sample

Following are the key features of the quantitative sample calculation approach. These parameters are in line with the guidance available from the fund manager.

Table 8: Key Sampling Parameters		
Parameter	**L&N**	**ALP**
Variable	Binary	Binary
Pa	.58	.58
P0	.5	.5
Confidence level	95%	95%
Power	80%	80%
Clustering corrections	NA (because EE choose over 50% of the clusters for data collection)	NA (because EE choose over 50% of the clusters for data collection)
ICC (Inter-class correlation – parameter needed for clustering correction)	NA (as the clusters closely match with each other e.g. same region, same language, same challenges, same culture and all within 35-45 KM radius)	NA (as the clusters closely match with each other e.g. same region, same language, same challenges, same culture and all within 35-45 KM radius)

Based on the above parameters, a joint sample is drawn using STATA. The sample worked out as 305 i.e. without applying any correction and attrition.

In order to take care of the attrition during subsequent rounds of research, EE applied 30% attrition and obtained sample size of 436. Therefore, for baseline studies of L&N and ALP the sample for each of the study was 436 girls. However, due to COVID-19 pandemic, the project postponed its activities. This affected our sampling approach as well. EE managed to reach 11 L&N learning spaces and collected data from 230 girls and their households before the onset of the pandemic. Overall, EE reached more than 50% of the learning spaces and more than 50% of the girls and their households. At the time of data collection for L&N, the project did not establish ALP learning spaces and hence EE was unable to collect ALP baseline data. As a result, the achievement of desired sample for ALP learning spaces was 0%. In consultation with FM and ACTED, it was agreed that a baseline report will be developed for L&N based on the data already collected. Whereas, the ALP baseline data will be collected once these learning spaces are functional, and a separate report will be developed at that stage. **Therefore, rest of the discussion in this report on sample, findings and interpretation are related to L&N only**.

Table 9: Quantitative sample achieved		
Aspect	**Desired sample**	**Achieved sample**
Total sample size for L&N	436	230
Total sample size for ALP	436	0
Sample size per learning centre		
Abdul Latif Magsi		20
Geo Malik Bhand		22
Geo Malik Raeesani		22
Haji Muhammad Bux Malik		22
Geo Malik Ramzani		22
Kamal Khan Magsi 1	22	22
Kamal Khan Magsi 2		22
M Amin Jafri		19
Muhammad Punjal Malik		19
Sain Dino Noonari		25
Yar Ali Mindwani		15
Tool (used for which outcome and IO indicator)	**Beneficiary group**	**Sample size achieved**
EGRA Sindhi	GEC Learners	230
EGRA English	GEC Learners	230
EGMA	GEC Learners	230
Household Survey	GEC Learners	230
Core Girl Survey	GEC Learners	230
Life Skills Assessment Tool	GEC Learners	230

The sampling approach for qualitative research was a combination of purposive, quota and random sampling. EE set certain targets for special groups like married girls. The participants within a particular group were recruited randomly. The purposive sampling approach was adopted in order to reach to the most ideal groups of people for our research. KII (key informant interview) respondents were selected purposively. The FGDs and KIIs were conducted between December 2019 and March 2020.

In each FGD, there were, approximately, 8 to 12 participants. Efforts were made to engage with diverse participants. As the FGDs were divided into two groups i.e. male and female, the gender of the respondents was a main criterion for conducting separate FGD.

Table 10: Qualitative sample sizes		
Tool (used for which outcome and IO indicator)	**Beneficiary group**	**Sample size achieved**
FGDs with parents/guardians	Parents/guardians	10 FGD
FGD	Boys age 10-19	3 FGD
FGD	Girls age 10-19	5 FGDs
FGD	Community Perception	1 FGD
IDI	Girls with vulnerabilities (disability, married and minority)	11 IDS (8 married girls, 1 minority girl, 2 girls with disabilities)
IDI	Learning space Teachers	5
IDI	Community Elder	1
KII	Government officials (Education and social welfare)	5

2.4 Field data collection team

EE has a well-established database of enumerators, field staff and consultants. From this list and through head hunting approach, EE identified potential candidates. EE interviewed the potential candidates to ensure they have the required skills to successfully accomplish the assigned tasks. All selected enumerators had prior experience conducting surveys, either on paper or electronically, and majority had experience in conducting learning assessments. All were fluent in Sindhi and Urdu. EE made two explicit categories of its staff: enumerators and field supervisors. As per Safeguarding requirements, all staff submitted their undertakings on legal stamp papers. Following table shows the summary of enumerators and field supervisors EE hired for this research.

Table 11: Field data collection team			
Main role	**Male**	**Female**	**Total**
Enumerators	2	8	10
Field supervisors	1	0	1
Total	**3**	**8**	**11**

Broadly, the enumerators were bachelors and masters level qualified personnel with 4-6 years of experience. EE imparted a three-days training to enumerators in Kandhkot, Kashmore district from 26th - 28th November 2019. A total of 10 enumerators (8 female and 2 male) alongside one field coordinator/supervisor participated in the three days training. ACTED M&E and project field staff also attended the training. All of the enumerators were trained on all the tools which they were supposed to administer in the field.

2.5 Data collection

The baseline data was collected from December 30, 2019 to March 2, 2020. All the data was collected on questionnaires in hard form. GLOW has a vast experience in conducting research and has a well-established data quality system. Our data quality system ensures quality of data at three different stages: pre-data-collection, during-data-collection and post-data-

collection. For this baseline research, EE ensured the quality through taking following set of measures:

Pre-data-collection-stage:

- All of the tools were thoroughly discussed with the relevant staff of EE to make sure that the tools contained relevant questions, were in order and had enough number of questions to avoid respondent fatigue etc. After completion of our internal quality checks, EE shared the tools with ACTED and FM for their review and feedback.

- The tools were revised and sent for printing (limited numbers of sets) to be used during enumerator trainings.

- During the enumerator trainings, EE did group works and mock exercises. EE corrected identified discrepancies and issues. The tools were sent again for printing for pilot purpose.

- All of the tools were piloted, and errors and necessary changes were incorporated in the tools.

- The trained enumerators were reoriented on the updated tools before initiating the data collection.

Data-collection-stage:

- The field supervisor accompanied the enumerator team to ensure that the enumerators administered tools properly and with right respondents.

- Each enumerator checked the filled tool for any missing values, inconsistent values and other errors. Once the enumerator was confident of the filled tool, they passed the completed tools over to the field supervisor who carried out a second check signed the tool and sent it to GLOW office in Islamabad for data entry purpose.

- The filled questionnaires were checked further by the EGRA/EGMA specialist, GLOW's Data Analysts, and further reviewed by Quality Assurance Expert. In case of any issues, the issue was discussed with the field supervisor before declaring the tool fit for data entry.

- Spot checks were also conducted during the field data collection by EE core project members field visits.

Post-data-collection stage:

- Data editing and coding was an important step in preparing filled tools for data entry. A unique ID number was assigned to each questionnaire/tool. All of the quantitative data was entered into CSPro and the data was exported to SPSS for analysis purpose.

- Data entry was done by GLOW's trained Data Entry Operators.

- During data entry, the following accuracy checks were conducted:

  o Checking that only completed surveys are entered;

  o Checking a random 30% of all records;

  o Running summary frequencies, identifying ranges, and other odd and outliers' values for any variable and cleaning the data as appropriate.

The hard-filled tools were archived in GLOW Islamabad office and only authorized persons could access this data.

2.6 Data handling and Analysis

The quantitative data was analysed using IBM SPSS® software platform. The learning assessment analysis included girls who were sampled and who had unique identification numbers that matched the enrolment database. The raw learning assessment data included 230 records with data and affirmative consent. There were no duplicate records in the data sets. Similarly, the household survey analysis included primary caregivers (the adult person who is responsible for different needs of the girl including education) of girls who were sampled and had a unique identification number that matched the enrolment database. The raw household survey data file contained 230 records from the sample and girls' households. The girls and household datasets and the enrolment database were merged to enable robust analysis. Finally, these datasets were merged with the learning assessment dataset. Prior to the analysis of the quantitative data EE cleaned the SPSS data files and generated frequencies, computed means, range etc. to identify if there are any unexpected values. Similarly, EE found the maximum and minimum values to check if score on a particular question was allotted beyond the expected range. EE also made data files anonymous by removing the identifiers like name, parentage and address. Please see the data quality assurance protocols listed above for some more details. Similarly, the files were named such as EGRA-English-Acted-BL-Final-for-analysis. This was done in order to ensure that correct file is used and reused for analysis purpose and for validation of outcome tables (also called output tables).

In first phase of qualitative data collection, the enumerators collected interview notes in Urdu language from the field. The note taker noted the detailed responses of the participants. Later on, both moderator and note taker reviewed the recorded notes and further developed or clarified the sentences where required. Transcript writers were hired to translate the interview notes into English language. The qualitative data is stored in a file with password protected. The enumerators submitted all the written material used in the qualitative data collection to EE core team.

The EE followed mixed-method approach in analysing the qualitative data. The emerging themes and content from quantitative data is also analysed with respect to qualitative data. Similarly, other relevant findings from qualitative data are added in the relevant sections of the report.

2.7 Challenges in Data Collection

This section describes the key challenges faced during the baseline activity:

- The COVID-19 pandemic affected the sample size. For quantitative sample, EE managed to achieve 52% of the sample size as per the agreed Monitoring, Evaluation and Learning (MEL) framework. The findings generated using this available dataset can still be used for benchmark purpose, baseline purpose and comparability purpose for similar studies elsewhere conducted under the GEC funding. We as EE suggest application of weights to our results to make them comparable with other studies which are based on higher number of sample sizes.
- Survey responses were sometimes contradictory. For example, the age of girls and caregivers self-reported via surveys frequently did not align with each other. One of the key reasons for this mis-match in information is due to not documenting the birth registrations. According to Pakistan Demographic and Health Survey 2017-2018 only 42% children under the age of 5 has their birth registered. In these cases, ages reported by sampled GEC girls were used for analysis purpose. Additionally, girls' and caregivers' responses to child functioning questions were not always

consistent. Per FM's guidance, analysis of disability prevalence was computed using girls' responses.

2.8 Evaluation Ethics

GLOW followed all of the rules and regulations of the FM especially related to safeguarding and protection. The following are some of the key ethical considerations EE adhered to:

Table 12: Ethical protocols and baseline approaches	
Ethical issue/protocol	**Baseline/EE approach**
Use of control or comparison groups	EE did not use control group mainly due to ethical considerations. The evaluation approach was signed off by the FM.
Respondents had a choice to refuse answering any question	All respondents were given the option to refuse responding to any question as they wished. This ensured the freedom and voluntary participation of the respondents.
Adopting inclusive sampling approach	Sampling was conducted to ensure that all subgroups were given the opportunity to participate such as respondents from minority, married girls, persons with disabilities etc.
Obtaining consent/assent	Enumerators read the consent/assent statement to respondents prior to administering the study tools. These statements included all information commonly required and allowed respondents to voluntarily end their participation, without penalty, at any time. Further, at the beginning of sections with sensitive items on the girls and household surveys, respondents were read a statement about the types of questions that would be asked and were reminded that they could choose not to answer any questions without penalty. Further, we as EE ensured and clarified respondents that their responses will be kept anonymous and confidential.
Data storage	All baseline data was collected using hard copy of questionnaires. The hard files are stored with access given only to authorized persons.
EE impartiality	GLOW consultants providing services as external evaluator, and had no other stakes in this process. This ensured our impartiality and independence.
Ethics of anonymity	Before sharing the data with FM, EE will remove all of the identifiers in the data, for example name, address and parentage. Further, EE will ensure the respondents of the anonymity of their participation in research.
Ethics of do no harm	EE trained the field staff on ensuring the respect and dignity of the respondents.
Respect of prevailing social norms	EE staff respected the local culture for example, women enumerators interacted with girls/women respondents

2.9 Cohort tracking and next evaluation point

There is a two-way identification process that the evaluation team followed; first one was to use the unique identities (IDs) that were assigned to each GEC girl by ACTED, and the second set of identification was assigning the unique IDs by EE again for the purpose of confidentiality. The unique IDs assigned to each GEC girl will help in matching the database at the time of end line. The data sets that ACTED and FM will receive will have no identification name, father or mother name and ACTED unique ID on them. They will only see the EE unique ID, but at the back end this data is linked, and same girls will be identified at the end line through the ACTED unique ID. The IDs can identify and trace the sampled girl and we as EE have recorded their contact details. Next evaluation/end line will tentatively be taking place around December 2020. However, exact timings will be finalized in consultation with FM and ACTED team.

3. Findings[9] - Key Characteristics of Subgroups

This section serves two purposes i.e. unpacking the data to understand who are the project beneficiaries such as marital status of the GEC girls, girls with disabilities, enrolment / education background of the GEC girls etc., and understanding what are the major barriers affecting their access to education. Similarly, the overall assessment of the project activities and Theory of Change (ToC) relevance is made in this context.

3.1 Age wise distribution of the sample achieved

As per the approved project MEL framework, the L&N cohort targeted OOS girls of age 14 – 19 who either dropped out or had never been to school. The below given table suggests that almost all the girls were in the targeted age range for L&N cohort. There was some difference seen in age mentioned by girls as compared to their age mentioned by their parents/caregivers. The EE used the age that was mentioned directly by the girls in the baseline data collection process in core girls survey tool. The following table represents detailed age wise distribution of the girls who participated in the baseline data collection.

Table 13: Sample breakdown by age[10]		
Age (adapt as required) in years	N	Sample proportion of intervention group (%)
13	2	.9
14	85	37.0
15	40	17.4
16	25	10.9
17	16	7.0
18	28	12.2
19	34	14.8
N = 230	230	100

3.2 Educational marginalisation of the sample achieved

An overwhelming majority of the GEC girls (98%, 225 GES Girls[11]) had never been to school before enrolling in this project. Similarly, the remaining 2% girls were drop-outs. To conclude all the GEC girls were OOS girls. In summary, these girls needed education related support.

3.3 Marital status wise distribution of the sample achieved

A significant proportion of the GEC girls i.e. a total of 24.9% (54 girls) of achieved sample were married. Further analysis of the data suggests that 48 of them (i.e. 22.1% of the total sample achieved) were having one or more children[12]. Considering, the current age and marital status of the girls and taking into account the considerations of Sindh Child Marriage Restraint Act (2013) that considers marriage below 18 years of age as child marriage, approximately 31% (17 married GEC girls) are child marriages. 61% (33 married GEC girls) are highly likely to

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[9] All the percentages used in this report are based on valid responses.

[10] The age data is based on the core girl survey collected by EE.

[11] The education level obtained and enrollment status prior to enrolling on this project is based on core girl survey data collected by EE.

[12] The marital status and married having children data is obtained from the project data set collected by ACTED.

be also child marriages because they had one or more than one child at the time of enrolment in learning space while being18 or 19 years of age.

3.4 Disability wise distribution of the sample achieved

The Washington Group Child Functioning (WGCF) set of questions were used for the disability analysis. The EE analysed the WGCF data based on the GEC girls' responses. The score showed that 28.3% (65 girls) had some form of disability (including vision, hearing, mobility, communication/comprehension, behavior and learning, remembering, focusing attention, coping with change, relationships and emotions); however, physical disability was only applicable to 5.2% of the girls[13] having difficulty in seeing, hearing and walking.

Table 14: Sample breakdown by disability		
Domain of difficulty	**Sample proportion of intervention group (%)**	**Guidance – record as true if they meet the criteria below**
Seeing	0.4	If CF1=1 AND (CF2=3 OR CF2=4) OR If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.9	If CF4=1 AND (CF5=3 OR CF5=4) OR If CF4=2 AND (CF6=3 OR CF6=4)
Walking	4.8	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	0.0	CF14=3 OR CF14=4
Communication	0.9	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning	0.9	CF17=3 OR CF17=4
Remembering	0.9	CF18=3 OR CF18=4
Concentrating	1.3	CF19=3 OR CF19=4
Accepting change	3.0	CF20=3 OR CF20=4
Controlling behaviour	2.2	CF21=3 OR CF21=4
Making friends	3.5	CF22=3 OR CF22=4
Anxiety	16.5	CF23=1
Depression	9.6	CF24=1
Girls with disability (Overall)	28.3	
N = 230	Core girls' survey dataset.	

3.5 Engagement in income generation activities wise distribution of the sample achieved

There were approximately 38.1% (86 girls) GEC girls contributing to the household income generation activities such as doing embroidery (19.8%) at home and/or helping in the agriculture fields (76.7%). 3.5% GEC girls were also involved in looking after the livestock these communities have at the household level.

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[13] Disability data is based on WGCF questions in the core girl survey collected by EE.

3.6 Sub-groups identified for detailed analysis

The baseline data did not reveal any unanticipated characteristic subgroups that are not considered in intervention planning and are at risk of educational marginalisation.

The following sub-groups from the achieved sample are identified for detailed analysis related to the education barriers and learning outcomes:

Table 15: Sub-groups identified for analysis		
Sub-group of the sample achieved		**% of sample achieved**
Age[14]	Age 14 years and below	37.8%
	Age 15 – 17 years	35.2%
	Age 18 years and above	27.0%
Married girls having children[15]		22.1%
Girls with disability		28.3%
Girls engaged in income generation activity		38.1%

3.7 Key barriers to learning and schooling of girls

The table listed the key barriers identified through this study[16].

Table 16: Barriers affecting girls' education		
Barrier category	**Barrier Description**	**% of sample affected by this barrier**
Economic	School does not help in finding a good job	52.2%
Cultural	The girl has already completed enough schooling[17]	35.3%
Physical / Service Delivery	Transport services are inadequate	33.3%
Cultural	The girl is not mature enough to attend school[18]	32.8%
Physical / Service Delivery	To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available	27.9%
Cultural	Schooling not important for girls	26.9%
Cultural	No one available to travel with the girl to/from school	23.9%
Physical / Service Delivery	To attend school girls needs assistive devices / technology such as braille textbook, hearing aid, wheel chair etc. that are not available	23.4%
Physical / Service Delivery	The school does not have program that meets girl learning needs	20.4%
Cultural	Girl is not interested in going to school	17.4%

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[14] Three sub-age brackets are used to better understand the barriers related to young girls (14 years and below i.e. a common age for secondary level education), young girls (15 to 17 years i.e. a common age for higher secondary education) and adult girls (18 years and above i.e. a common age for university level education).

[15] Married girls with no children is not selected as a sub-group for detailed analysis as there were only 6 GEC girls meeting this criteria in the achieved sample.

[16] These are the key barriers identified by the parents/caregivers related to GEC girls that why they were out of school in the HH survey collected by EE.

[17] It is important to note that many parents considered that for girls having basic Quranic/religious learning is sufficient for them. This basic Quranic teaching the girls normally receive at home or in close neighborhood.

[18] Culturally girls are dependent on the male members to go to any place outside of their village.

Cultural	Girl is too old to attend school	15.4%
Cultural	Girl is married or about to get married	13.9%
Economic	Girl needs to work, earn money or help out at home	12.9%
Physical / Service Delivery	Teachers do not know how to teach	12.4%
Cultural	The girl has a child or is about to have a child	11.9%
Physical / Service Delivery	Child says they are mistreated / bullied by other students	11.4%
Economic	There isn't enough money to pay the costs of schooling	11.4%
Physical / Service Delivery	Girl has a health condition that prevents her from going to school	9.5%
Physical / Service Delivery	Girl cannot use toilet at the school	9.5%
Physical / Service Delivery	Child says teachers mistreat her at school	9.5%
Physical / Service Delivery	Child cannot move around the school or classroom	8.5%
Physical / Service Delivery	Child was refused entry/admission into the school[19]	8.5%
Physical / Service Delivery	School is too far away	7.0%
Cultural	It is unsafe for girls to travel to/from school	4.0%
Physical / Service Delivery	It is unsafe for girl to be in school	3.5%

Overall, these barriers circumscribe cultural, economic and physical / service delivery barriers.

Among the **cultural barriers,** the lack of opportunities to make choices regarding education or marriage and greater role played by elder members of the family were the most pronounced. Many of these girls mostly help at home and take responsibility for the household chores and in field as well. The household chores mainly provide support in the routine cleanliness, dish washing, cooking, caring young siblings / children and animals etc. Similarly, in fields, they provide support in harvesting of crops and animal fodders as well. At the same time, many parents prefer that their daughters marry at an early age. The parents avoid sending their daughters to a co-education institution. Culturally, teenage girls are considered grownups and travelling is considered unsafe for them; they are required to be accompanied by a male member. Similarly, another cultural factor is that girls are considered to have less understanding or exposure to the outside world and therefore, parents don't consider their girls mature enough to go to schools. Human Rights Watch suggests that cases where girls have to cover longer distance for schools/colleges/universities carry greater threat of being harassed, abducted, etc. which adds to the worry of their parents. This results in lack of parents' willingness to send their girls to schools that are located at long distances in uncertain and less secure environment[20]. Similarly, the parents themselves are not literate and do not

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[19] For child admission, the schools asks for documents such as CNICs of the parents, birth certificate of the child, school leaving certificate etc. which sometimes becomes a constraint to admit their child in school in far flung rural and poor communities.

[20] Human Rights Watch interview with education expert (name withheld), UK, 2017

appreciate the importance of education, and that's why they do not send their daughters/girls to get educated. The government lacks the mechanism to decrease or counter the increasing dropout rate. It lacks any institutional setup to bring students back to school if they leave due to any reason. The state doesn't reach out to parents to reiterate the importance of education, in general, and to their children, in specific. Furthermore, unavailability of qualified female teachers in the schools is also a constraint for the girls to get education.

There are various **physical / service delivery barriers** that hinder girls' education. The most pronounced of them is the distance between girls' homes and schools and the lack of transport facility to attend classes regularly. Similarly, the inadequate water and sanitation facilities at schools add to the troubles of students. According to Pakistan Bureau of Statistics, the government is unable to open schools in rural areas that address the needs of the local population and those already established lack adequate facilities to cater to the needs of the number of students enrolled in them. The schools for girls are far less than that of boys' schools despite the numerous risks and factors, which should have resulted in more or at least equal number of schools for both[21]. Furthermore, the number of schools per population need in the rural areas is even lesser than that of urban areas[22]. It is coupled by the absence of the private sector which doesn't envision any profit in rural areas. The dearth of secondary and tertiary educational institutions in rural areas poses another challenge.

The red tape in the admission process of government schools is another barrier keeping many children out of the schools. For admission, the schools requires parents to produce certain documents, i.e. national identity cards, school leaving certificate, birth certificate etc., and it becomes difficult for the poor families to acquire and produce them.

Other physical or service deliverer barriers include the missing special assistance required for girls with disabilities, and the below par quality of teaching due to non-qualified teachers. Similarly, the girls are mistreated by the teachers or bullied by other students. The parents often prefer not to send their children to schools on the pretext of dismal quality of education in schools.

The **economic barriers** include poverty; the community is largely engaged in farming and the girls help their parents on the fields. The target districts are agricultural districts and the girls engaged in fields, in harvesting etc. There is widespread poverty in rural areas, and children work to support their families financially. Overall, the engagement of girls in the income generation can displace them from classrooms to workplace. These girls may be a difficult subgroup to engage with and bringing them regularly to school could be a challenge for the project team. Similarly, cost of education is a big burden for some parents. It is said that government schools are free of cost, but they aren't. There are associated costs - including stationary, daily travel expenses - with the free schooling of government schools, which makes it difficult for the low earning parents to send their children to schools. Therefore, financial burden is one of the key reasons that parents prefer marrying their daughters off at early age so that the burden of feeding another family member is reduced. It is important to note that approximately 57% of the GEC learner parents are earning less than minimum wage that is prescribed by government (monthly minimum wage of unskilled labourers across the Sindh province is PKR17,500). There is also a lack of reading or educational materials at home both in terms of modern ICT gadgets such as smart phones, desk tops/ laptops, etc. as well as print material. This also possibly indicates the poverty in the targeted community. Overall, the

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[21] Government of Pakistan Bureau of Statistics, "Social indicators of Pakistan 2016,"
http://www.pbs.gov.pk/sites/default/files//SOCIAL%20INDICATORS%202016%20%20(FINAL)%20%20COLOUR%201.pdf
(accessed September 12, 2018), pp. 56-57.

[22] For example, according to school education statistics 2016-17 from Bureau of Statistics Sindh, in rural areas of Jaccobabad and Kashmore the number of boys primary schools are 217 and 171 respectively. In comparison, the number of girls primary schools are significantly less i.e. 152 and 138 in the rural areas of Jaccobabad and Kashmore respectively. The rest of the primary schools are classified as mixed (co-education) schools. Please note co-education is identified as one of the key barrier for the girls education.

community believes that education will not help their daughters in finding a good job or create any good income generation opportunity.

The above barriers are further analysed considering the sub-groups in below sub-sections.

3.7.1 Key barriers to learning and schooling – Age wise analysis

The table listed the key barriers identified through this study, and its analysis based on the three age brackets. The following are the top five most reported girls' education related barriers.

Table 17: Barriers affecting girls' education – Age wise analysis				
Barrier category	**Barrier Description**	**% of girls 14 years and below**	**% of girls 15 – 17 years**	**% of girls 18 years and above**
Economic	School does not help in finding a good job	57.1%	51.4%	47.4%
Cultural	The girl has already completed enough schooling	42.9%	28.4%	35.1%
Physical / Service Delivery	Transport services are inadequate	35.7%	29.7%	35.1%
Cultural	The girl is not mature enough to attend school	34.3%	31.1%	33.3%
Cultural	Schooling not important for girls	30.0%	20.3%	31.6%

The above data suggests that community perception that education has no economic benefit appeared to be the top most barrier for girls education. Similarly, the cultural understanding that it is sufficient for girls to merely obtain some basic religious education at home is the sufficient education level is the second most important educational barrier for girls. In addition, unavailability of educational facilities in close vicinity is also a major challenge in girls' education as it necessitates the availability of appropriate transport services.

3.7.2 Key barriers to learning and schooling – Married girls having children

The table listed the key barriers identified through this study, and its analysis based on their marital status and having children.

Table 18: Barriers affecting girls' education – Married girls having children		
Barrier category	**Barrier Description**	**% of married girls having children**
Economic	School does not help in finding a good job	40.9%
Cultural	Girl is married or about to get married	34.1%
Cultural	The girl has already completed enough schooling	34.1%
Cultural	The girl is not mature enough to attend school	34.1%
Physical / Service Delivery	Transport services are inadequate	29.5%

A similar trend of girls' education can also be seen for the married girls with children. It is important to note that for this group of girls, marriage or having a child stands out to be one of the major constraints in getting education.

3.7.3 Key barriers to learning and schooling – Disability wise analysis

The table listed key barriers identified through this study, and its analysis based on the disability status. The following are the top five most reported barriers for girls' education related to the girls with disabilities.

Table 19: Barriers affecting girls' education – Disability wise analysis		
Barrier category	**Barrier Description**	**% of girls with disability**
Economic	School does not help in finding a good job	47.3%
Physical / Service Delivery	Transport services are inadequate	41.8%
Cultural	The girl has already completed enough schooling	41.8%
Cultural	The girl is not mature enough to attend school	38.2%
Physical / Service Delivery	To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available	36.4%

Again, a similar girls' education barrier can be seen for the girls with disability. However, this group of girls also faces the challenge of unavailability of special services and infrastructure to help them in getting education.

3.7.4 Key barriers to learning and schooling – Girls engaged in income generation activities

The table listed the key barriers identified through this study, and its analysis based on the GEC girl engagement in the income generation activities. The following are the top five most frequent barriers listed related to girls' education.

Table 20: Barriers affecting girls' education – Girls engaged in income generation activities		
Barrier category	**Barrier Description**	**% of girls engaged in income generation activity**
Economic	School does not help in finding a good job	54.8%
Cultural	The girl is not mature enough to attend school	47.9%
Cultural	The girl has already completed enough schooling	37.0%
Cultural	Schooling not important for girls	27.4%
Physical / Service Delivery	Transport services are inadequate	24.7%
Physical / Service Delivery	The school does not have program that meets girl learning needs	24.7%
Cultural	Girl is not interested in going to school	24.7%

3.8 Appropriateness of project activities – Most prevalent barriers identified and Theory of Change

The most prevalent social, economic and educational barriers identified through the baseline are being considered in LNGB intervention planning. These include helping people and education systems to reduce the high dropout rate of girls. The project should ensure that school safety both on the way to learning space and at the learning space is prioritised. Awareness-building activities for girls' caregivers on girls safeguarding, particularly for those girls who have disabilities should be organised for reducing drop-out rate. Further, improving caretaker support for girls' education should be emphasised in trainings. Addressing some of the barriers, this baseline has revealed, are out of the scope of the project such as poverty. However, the project should try to at least link the community with other programs (like WFP food interventions, BISP, MFIs etc.) which are directly or indirectly addressing such types of barriers. The transitional outcomes for vocational training of L&N girls should also be well planned in terms of market linkages so that these girls bring some good financial benefits to their family as a long term outcome of this intervention.

The findings of baseline validate the barriers, the project identified and listed at the design stage of the project. The barriers at the design stage of the project include:

- ➢ physical access (lack of safe and inclusive learning spaces that are in close proximity to girls' homes and that cater to specific needs of the most marginalised)
- ➢ lack of qualified female teachers who have the skills to embed inclusive education practices within classroom
- ➢ No specific considerations to girls with disabilities in schools or the community
- ➢ Physical, quality-related and socio-cultural barriers at the school, family/community and education system level

The project should respond to the external evaluators' comments on the above questions. In particular the project should respond to:

- o Why the projects theory of change may not correspond with some of the key barriers or characteristic subgroups identified.

Keeping in view the barriers above highlighted by external evaluator and mentioned in theory of change, ACTED enrolled girls with specific characteristics i.e. girls with disabilities, girls from religious minorities and orphaned girls considering them the most vulnerable people in the communities. ACTED included all these vulnerable girls who fulfilled enrolment criteria. ACTED conducted security assessment of each intervention area and identified safety and security risks for all girls. Buildings owners of learning spaces were made responsible through written contractual obligation that all necessary facilities i.e. toilets, drinking water, electricity facilities, solar energy, toilet water, ramps in classrooms and toilets for girls with disabilities, boundary wall, separate entrance to learning space and main gate in boundary wall he/she will provide. ACTED initiated campaigns through dissemination of IEC material, sensitisation sessions in the communities on safeguarding, GESI and girls education support. SMCs were established to directly involve communities for making efforts on retention of girls in learning spaces. ACTED recruited all the teachers as per ACTED's HR policy and all teachers were trained on activities and SLOs based teaching methodologies to provide quality education to girls. Parents-teacher meetings are also organised in each learning space to discuss progress of learners and parental support to their girls. Overall ACTED responded to all key barriers the girls faced before and during LNGB project.

- o Whether the project plans to review some aspects of their Theory of change in light of these findings.

Keeping in view all the key barriers which hindered girls for not accessing education before LNGB project as highlighted by external evaluator, ACTED has covered all aspects so far. ACTED will keep track of all barriers highlighted in theory of change (ToC) for future cohorts and will review for any change in strategy or design.

Outcome Findings

Following sections present the outcome level findings for: 1) Learning: Marginalised girls have significantly improved learning outcomes. 2) Transition: Marginalised girls have transitioned to education, training, or employment. 3) Sustainability: Sustainable improvement in girls' learning, and pathways / opportunities for their transition.

3.9 Outcome 1 - Learning

This sub-section presents the key findings on the learning outcomes i.e.: marginalised girls have significantly improved learning outcomes. The following two indicators measure the learning outcomes (i.e. outcome 1 of LNGB intervention)

- Indicator 1.1: Average literacy result of ALP and Numeracy literacy girls
- Indicator 1.2: Average numeracy result of ALP and Numeracy literacy girls

Beneficiaries were eligible if they did not have functional literacy and numeracy levels or if they had been out of school and between the ages of 10 and 19. The girls graduating from L&N course would then be at a level of literacy, numeracy and knowledge in key subjects that would see them re-enter school at grade 3—should they wish to continue their education.

For the learning assessment, scores and learning bands were computed and reported as per LNGB guidance. EE applied the following thresholds of scores for categorizing the learning levels.

Table 21: Learning categories with threshold				
Learning category	Threshold (% of score)	EGRA English	EGRA Sindhi	EGMA
Un-timed tasks				
Non-learner	0	✓	✓	✓
Emergent learner	1-40	✓	✓	✓
Established learner	41-80	✓	✓	✓
Proficient learner	81-100 (else categories)	✓	✓	✓
Timed tasks				
Non-leaner	0-5	✓	✓	
Emergent learner	6-44	✓	✓	
Established learner	45-80	✓	✓	
Proficient learner	80+ (else categories)	✓	✓	

EE administered EGRA-Sindhi, EGRA-English and EGMA with the girls. All of the questions within each subtask carried an equal score. The aggregation of score was simple linear addition at subtask level. The obtained score was converted to percentage through SPSS command "record into different variable", learning categories were obtained from the percentage score variable.

Table 22: Learning assessments subtasks and scores					
Tool	Tasks	Task Description	Purpose	Administration	Max Score
EGRA-English	Task-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Task-2	Sounds Identification	Letters recognition	Un-timed	100
	Task-3	Familiars words reading	Reading comprehension	Un-timed	50
	Task-4A	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Task-4B	Reading Fluency and Comprehension	Reading comprehension	Un-timed	4
EGRA-Sindhi	Task-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Task-2	Sounds Identification	Letters recognition	Un-timed	100
	Task-3	Familiars words reading	Reading comprehension	Un-timed	50
	Task-4A	Reading Fluency and Comprehension	Decoding and reading fluency	Timed	60
	Task-4B	Reading Fluency and Comprehension	Reading comprehension	Un-timed	5
EGMA	Task-1	Numbers identification	Numerals and numeracies identification	Un-timed	20
	Task-2	Numbers discrimination	Numerical magnitudes comparisons	Un-timed	10
	Task-3	Missing numbers	Number patterns identification	Un-timed	10
	Task-4	Addition L&N	Arithmetic skills	Un-timed	20
	Task-5	Subtraction L&N	Arithmetic skills	Un-timed	20
	Task-6	Word Problem	Conceptual and real-word mathematics understanding	Un-timed	6

3.9.1   EGRA English[23]

Majority of the girls were at non-learner level in all five tasks of EGRA English. In all of the five tasks, more than 90% of the girls were at non-learner level. The non-leaners category means that they received zero scores on a given subtask. About 10% of the girls were at emergent level i.e. that they scored from 1-40% of the total score. Within this group, task 2 (letter sound identification) was comparatively easy for the girls followed by task 1 (listening comprehension), task 3 and task 5 respectively.

On most subtasks, no more than 10% of girls scored as 'proficient learners'. Given these findings, the project appears to have accurately targeted girls without functional literacy. Indicator 1.1 will measure improved literacy outcomes of girls participating in the project, and due to the low literacy levels at baseline, there is substantial room for literacy improvement during the project implementation period.

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[23] All data related to EGRA English is based on the related learning assessment carried out by EE.

	Task 1: Listening comprehension	Task 2: Sounds Identification	Task 3: Familiars words reading	Task 4: Oral Reading Fluency	Task 5: Reading Fluency and Comprehension
Non-learner	95	90	97.8	99.13	97.8
Emergent Learner	2	5	1.7	0.43	0.4
Established Learner	1	3	0.4	0.43	1.3
Proficient Learner	2	2	0	0	0.4
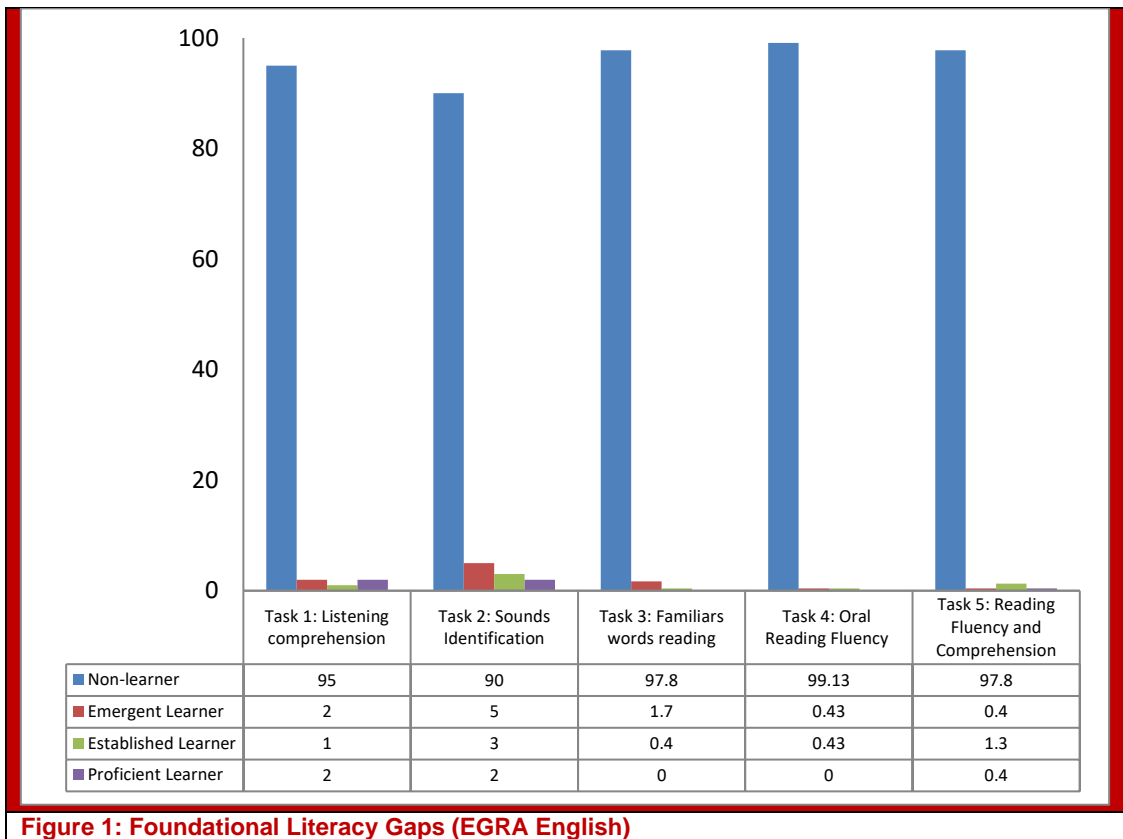
Figure 1: Foundational Literacy Gaps (EGRA English)

3.9.2   EGRA Sindhi[24]

The literacy gaps of sampled GEC girls in Sindhi are quite different from the literacy gaps in English. On EGRA Sindhi, the girls performed well at baseline on task 1 and 2. On task 1, 37% of the girls were at established learner level i.e. they scored between 41% to 80% of the total score followed by 28% of the girls at proficient level i.e. they scored +80% of the total score.

As task 1 is listening comprehension and Sindhi is the mother tongue for many of the girls, this may be the reason for good learning scores in this task. Some of the girls also understand the letters as these are similar to Arabic[25] alphabets which is why girls might have comparatively better understanding of the alphabets.

The reading fluency of girls falls in the lowest category as most of the girls cannot read any sentence in the allotted one-minute time.

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[24] All data related to EGRA Sindhi is based on the related learning assessment carried out by EE.
[25] The basic Quranic teaching the girls normally receive is in Arabic language.

	Task 1: Listening comprehension	Task 2: Sounds Identification	Task 3: Familiars words reading	Task 4: Oral Reading Fluency	Task 5: Reading Fluency and Comprehension
■ Non-learner	27	66	89	96	96
■ Emergent Learner	8	26	7	1	1
■ Established Learner	37	6	2	2	2
■ Proficient Learner	28	2	2	1	1
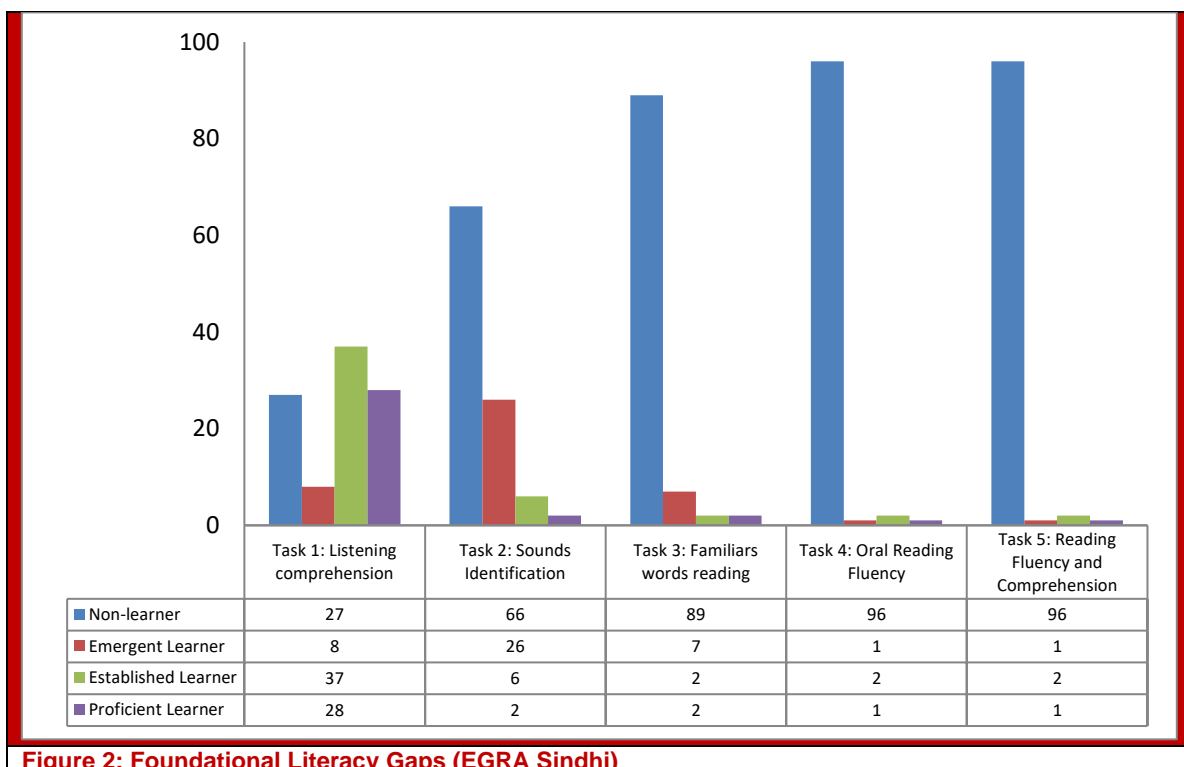
Figure 2: Foundational Literacy Gaps (EGRA Sindhi)

3.9.3 EGMA[26]

Girls' baseline numeracy findings are presented in the table below. Girls appeared to have low performance in mathematics. For the project, significant room exists to improve the learning of targeted girls in mathematics. As 71% of the girls are unable to identify the numbers, this is crucial information for the project team to devise elaborate teaching methodologies for teaching financial skills to these girls.

	Task 1: Numbers identification	Task 2: Numbers discrimination	Task 3: Missing numbers	Task 4: Addition L&N	Task 5: Subtraction L&N	Task 6: Word Problem
■ Non-learner	71	72	81	87	90	79
■ Emergent Learner	21	18	18	7	7	16
■ Established Learner	5	7	1	4	2	2
■ Proficient Learner	3	3	0	2	1	3

Figure 3: Foundational Numeracy Skills (EGMA)

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[26] All data related to EGMA is based on the related learning assessment carried out by EE.

3.9.4 Characteristic subgroup analysis of the learning outcome

Literacy and numeracy aggregate scores by subgroups are presented in table below. All of GEC sampled girls are from district Kashmore, therefore, district wise comparison of mean score of learning is not applicable in this situation. Instead we as EE conducted comparison on age; girls engaged in income generation activities; disability; and married girls having children.

Table 23: Learning scores by key characteristic subgroups			
Sub-groups	Average literacy score-EGRA English (aggregate)	Average literacy score-EGRA Sindhi (aggregate)	Average numeracy score-EGMA (aggregate)
All girls	1.91	14.09	6.95
Age 14 years and below	2.27	13.28	8.07
Age 15 – 17 years	1.85	15.78	6.65
Age 18 years and above	1.5	13.02	5.75
Married girls having children	0.87	14.07	5.4
Girls with disabilities	1.78	17.29	9.66
Girls engaged in income generation activities	2.02	14.58	5.74

It was noted that the average learning scores of literacy and numeracy decreases as age group increases. On the other hand, married girls having children were having lower score than overall average score of GEC learners.

The evaluation confirmed that baseline literacy levels are low as compared to benchmark literacy and numeracy results (refer to benchmark results provided in this report). This was expected as the project recruited highly marginalized girls in the project.

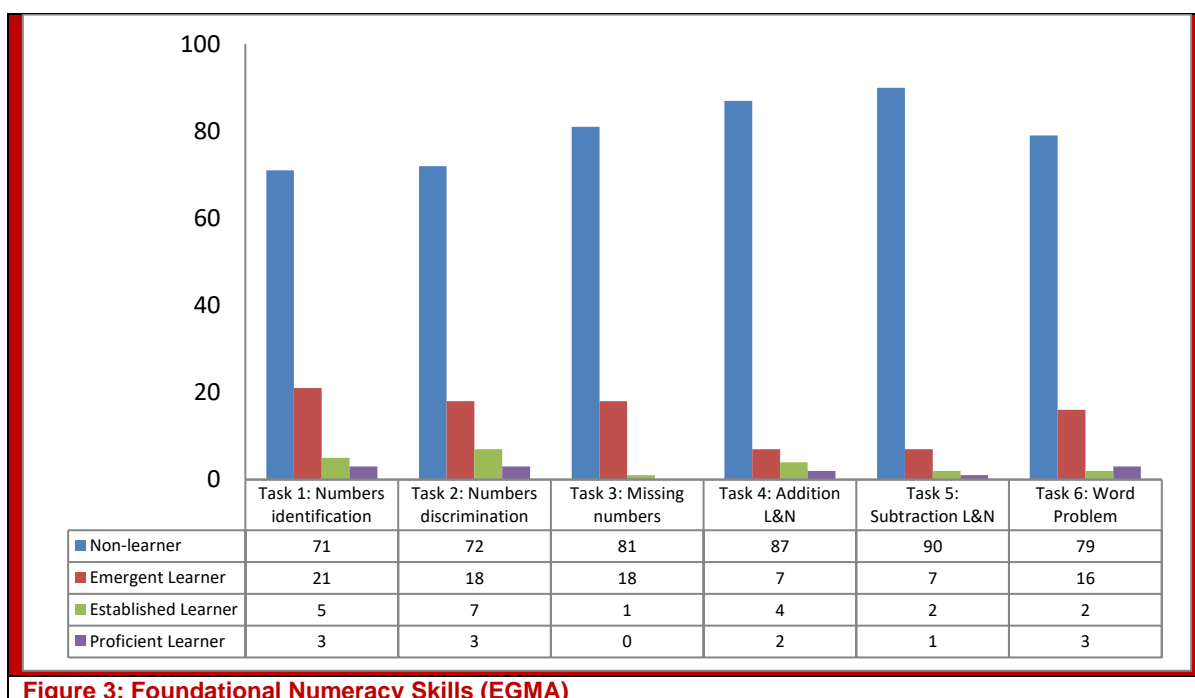| **Table 24: Outcome indicators as per the log frame**						
Outcome	Outcome indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will Outcome indicator be used for next evaluation point? (Y/N)
Outcome1: Marginalised girls have significantly improved learning outcomes	Outcome Indicator 1.1: Average literacy result of Num. Lit. girls	EE's evaluation reports, assessment results, list of girls, project progress reports and monitoring reports.	External evaluator	1.91 out of 100 (English Literacy) 14.09 out of 100 (Sindhi Literacy)	-	Y
	Outcome Indicator 1.2: Average numeracy result of Num. Lit. girls			6.95 out of 100	-	Y

It is suggested that the literacy result indicator can be split into two i.e.: separate for English and Sindhi instead of a combined indicator.

The aim of the L&N course is to nurture basic literacy skills and functional illiteracy skills among learners, in order to improve their standard of life as well as to play active roles in the education of their children. After the full intervention of L&N course they will be able to reach at grade 2 level competency from staring level of grade 1. The ACTED aims this success for all girls of all characteristics enrolled in the project.

Benchmarking for L&N course was taken as equivalent to 2nd grade of formal education. It is the level of skill in reading and writing that a person needs to cope with everyday adult life. Benchmarking was done with grade 2 girls of private/government school students.

3.10 Outcome 2 - Transition

This section presents the key findings on the transition outcome. LNGB has one transition outcome and one indicator for measuring the rate of transition. These are listed below.

- Transition outcome statement: Marginalised girls have transitioned to education, training, or employment
- Transition indicator statement: Average successful transition rate of Numeracy and Literacy girls

As per the project design and anticipation, following is the key transition pathway and target for the project direct beneficiaries.

The project will train 200 L&N girls on TVET skills. Furthermore, the project is expecting transition of 20 TVET learners into internship opportunities and business start-ups. For that purpose, project will provide learners with linkages to private institutes and vendors to grab internship and business opportunities. The overall objective of transition is to make the learners capable for earning through their technical skills.

In relation to the transition outcome, EE conducted interviews with local TVET institutes[27]. The interviews confirmed that the local institutes offered different courses for boys and girls. For girls, they mainly offered certified courses in embroidery, beautician, and tailoring and stitching of more or less than one year duration. For boys, mechanical skills like motor mechanics and technical skills like mobile repairing certified courses were offered in both institutes. It is important to note that in terms of important employability skills, the GEC girls shown interest in skills such as beautician, health work, dairy extension work, dairy vaccination, tailoring/embroidery and teaching. EE found similar transition types for girls in the qualitative research. Similarly, in discussions with parents and girls, they also identified non-traditional

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[27] TVET institutes are 1) Reformist's Social Welfare Development Organization (Address: First Family Lane near Airport Road, district Jacobabad, Sindh) and 2) Pahel Pakistan Institute of training Centre (Address: Masan More near Shahzaib Petrol pump, Kandhkot city, district Kashmore, Sindh). These TVET institutes are at approximately 30-45 minutes' drive (15-20 kilometers) from the project intervention areas.

commercial pickle making, organic farming and fashion designing etc. For girls' enrolment in these courses, the institutes required basic level literacy and age group of 15-19 years only. Importantly, no course is said to be offered for girls of less than 15 years of age. It was reported in interviews with TVET institutes that non-traditional courses were not offered in the institutes. However, the interviewee from a TVET institute proposed to provide computer course particularly to the girls with disability. Overall, the TVET institutes hire women staff to cater for the needs of the girl students. These TVET institutes are at approximately 30-45 minutes' drive (15-20 kilometers) from the project intervention areas. The institutes are offering various fees and scholarships depending on the income status of student household. Generally, the institutes have facilities like furniture, toilets and drinking water. However, the infrastructure in the institutes is not inclusive of disability requirements such as having ramps at the entrance or any special provisions at the washrooms. The respondents from the TVET institutes shared that they are keeping linkages with the local markets, and they are providing career counseling to their graduates to find a suitable job in the market.

EE suggests adding some additional level of disaggregation mainly by the type of transition e.g. to higher grades; to vocational education; level and type of vocational education; and by employment/work type. It is also suggested to have a separate indicator for each type of transition.

Table 25: Outcome indicators as per the log frame						
Outcome	Outcome indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will Outcome indicator be used for next evaluation point? (Y/N)
Outcome2: Marginalised girls have transitioned to education, training, or employment	Outcome Indicator 2.1: Average successful transition rate of Num. Lit. girls	EE's evaluation reports, list of girls, project progress reports and monitoring reports.	External evaluator	NA at baseline level	200 (will be measured at TVET end-line)	Y

> o Complete the table overleaf by outlining the transition pathways for your main intervention pathway groups.
>
> In relation to TVET girls, it should be noted that ACTED is not conducting any direct support activities that would lead to TVET girls finding suitable employment; however, ACTED will conduct indirect activities, such as sharing information about TVET graduates with district and province level skills associations and the Directorate of TVET with the aim of establishing links between vocationally trained girls and government and non-government groups that may assist with their future employment. Although employment in safe and fairly paid employment may be one type of transition for TVET, many girls will be too young to legally work. Consequently, ACTED additionally defines successful transition where girls complete TVET and acquire sufficient vocational skills, with the view that girls may be able to use these skills in paid and safe employment when reaching a suitable age.

3.11 Outcome 3 - Sustainability

This section presents findings on the sustainability outcome of LNGB project. The findings are largely based on qualitative data i.e. FGDs and interviews. However, EE has also collected key quantitative attributes which are related to sustainability on HH and core girls' surveys.

Overall, the project is expecting sustainability of the learners' education in three ways i.e. community level, school level and system level.

3.11.1 Sustainability - Community level

The project will train the communities on the rights of education for their children. Communities will be involved in making action plans for continuation of girls' education in respect of sustainable learning spaces through private/government support and/or transition of GEC girls (only ALP learners) into formal schools after LNGB project.

Qualitative data was collected through FGDs and IDIs from community, parents, boys and elders. They expressed their deep support and cooperation to L&N learning spaces and the likewise interventions for education of their children including girls. Majority of parents when asked why their girls are not in school responded that due to distance of school; low quality of education; lack of female teachers; and also community involvement as they do not like girls to go to far off schools. However, they responded, if learning spaces are in community, run by female teachers and timings are flexible, they would like the girls to go to school and get at least primary or secondary level education, The communities further shared that they know that education is important but as they are poor and education has cost attached to it, therefore, they do not send girls to school. The communities expressed that they are willing to provide learning spaces and they will contact, guide and mentor the less motivated parents to send their daughters to these learning spaces. Similarly, they will invite parents, caregivers and girls to community meetings to share information about learning spaces; and conduct visits to households of the girls who do not attend schools. They also suggested involvement of influential people in the planning, implementation and management of these learning spaces to make the learning spaces more effective and sustainable.

Overall, the community liked the following aspects of the learning spaces in particular:

- Learning spaces established in close proximity to the villages,
- Girls only education (absence of co-education is per community expectations and local norms and values),
- Female teachers,
- Good environment of learning space i.e. availability of toilet and water etc.

To conclude, the community is taking interest in the learning spaces and are willing to support the education of girls and help the learning spaces to sustain. In order to maintain the interest level of community and build this further, the project should keep regular coordination with the community; involve them in key learning space activities; keep them updated of the learning space performance; and the challenges the learning spaces are facing. This will help in buy-in from the community and will ultimately strengthen the sustainability of the learning spaces.

3.11.2 Sustainability – School level

The project will lead efforts at district level with relevant stakeholders to obtain their willingness to adopt/sustain learning spaces after project closure. Additionally, individual centre action plans will be developed by involving all stakeholders i.e. education department, non-formal education and literacy (NFE-L) sector, community, and local influential for achieving sustainability of centres considering multiple factors and opportunities at a unit level.

To capture the baseline scenario, EE conducted five interviews with district government officials of social welfare and education department. They liked the idea of L&N learning spaces and educating the marginalized girls. According to them, stronger coordination between ACTED and relevant government stakeholders particularly district education office is required and will help in the sustainability of learning spaces This can be achieved through developing joint plan for the sustainability of these learning spaces; linking up these learning

spaces with nearby public school to ensure continuity of the education of the girls enrolled and in areas, where school is not present; the possibility of linking up with Social Welfare Department to form workforce of volunteers which will run the learning spaces once project is completed. Furthermore, Sindh Education Foundation and Sindh Education department can also be contacted.

To conclude, the project should continue its coordination with government stakeholders; explore potential opportunities to ensure the government support for these learning spaces; and devise handing/taking over policy of learning spaces by government or any other relevant body to continue the learning spaces after project completion. In this regards close coordination with Sindh Education Foundation, Sindh Rural Support Program, City Foundation, and Education and Literacy department of government of Sindh etc. needs to be established/maintained as these organizations usually adopt and help such interventions.

3.11.3 Sustainability – System level

The project will also work closely with NFE sector and relevant government departments for ensuring career progression of the teachers engaged at the learning centres. In this regard, the project will be launching advocacy events with the provincial authorities. Similarly, the teachers engaged at the learning centres will be provided support to better prepare for formal teaching exams held at provincial level. The project will be advocating their case with the relevant authorities.

The project is measuring the sustainability on six indicators. However, at the time of baseline, it was quite early to collect data for these six indicators. The baseline for all of the six indicators is considered as zero value. The relevant data to measure the progress on sustainability will be collected at the time of end line and impact study. More specific comments on each of the six indicators are listed below.

Table 26: EE feedback on Sustainability Indicators	
Sustainability indicator	**EE remarks**
Outcome 3.1: % of SMCs which scored satisfactory rating on sustainability assessment model.	ACTED will collect data and EE will analyse and interpret the data. This will ensure the independence and impartiality of the findings and their interpretation
Outcome 3.2: No. of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as result of advocacy.	Same as above. However, EE has interviewed five government officials who have suggested some key measures to ensure sustainability of the intervention
Outcome 3.3: % of individual centers' action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centers.	Actions plans have not yet been developed for all of the learning spaces yet. EE will review these action plans once developed and will comment accordingly.
Outcome 3.4: % of centers that achieved their sustainable goals as planned in the ICAs (individual centers' action plans).	Actions plans have not yet been developed for all of the learning spaces. We as EE will review these action plans and will comment accordingly
Outcome 3.5: Willingness of the provincial government to entertain ACTED's sustainability suggestions in its annual strategic plan.	EE will use the information available with ACTED on this aspect, and as appropriate, EE will also review the provincial government plan of 2021-2022 and will comment accordingly.
Outcome 3.6: % of learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring.	EE will use the information available with ACTED in this aspect. EE will collect data at the time of impact study to assess how many learning spaces and teachers are mainstreamed into public and private education system. EE will also assess other non-intended impacts on these teachers like their empowerment, sense of well-being, capacity building, network building, increase in their earning etc.

Table 27: Changes needed for sustainability

Questions to answer	System	Community	Learning Space	Family/household	Girl
Change: what change should happen by the end of the implementation period	Increased in the literacy ratio at district level. Trained teachers are absorbed in mainstream jobs	Sensitised communities to demonstrate the value of girls' education	Bringing inclusive learning structures to marginalized girls by creating enabling spaces for learning.	Sensitised parents, men and boys of households to demonstrate the value of girls' education	Sensitised girls on value of education and empowering current/future generations of girls to pursue opportunities and contribute to communities
Activities: What activities are aimed at this change?	Successfully graduated L&N girls Teachers are mentored for competitive exams	Community mobilization campaigns are conducted SMCs are established and active	Safe and inclusive learning spaces are established and providing regular education	Community mobilization campaigns are conducted Parent Teacher Meetings are held regularly	Successfully graduated L&N girls Participation is enhanced of girls in family, school and community life
Stakeholders: Who are the relevant stakeholders?	ACTED and provincial education department	ACTED and communities	ACTED and communities	ACTED and communities	ACTED, parents, girls and communities
	Hindrances				
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	High dropouts of girls Lack of female teachers and high absenteeism of teacher	No change in perception of communities about girls education Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education.	Community/Tribal conflicts Manmade/natural disasters	No change in perception of parents about girls education Permanent migration of families Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education. Lack of interest of parents	Lack of interest of parents Lack of interest of girls Community/Tribal conflicts Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education. Social/cultural barrier for girls at local level
	Helping factors				
	Successful graduation of girls	High acceptance of communities	Provided quality and safe education to girls till end of course	High acceptance of parents for girls education Support of parents to their girls for	Girls successfully graduated from course. Girls contributed in households'

	Trained teachers appeared in test/interview for mainstream jobs	for girls education Enhanced liaison of communities with govt./private institutes for girls education and livelihood opportunities		girls education and livelihood opportunities	income through their technical and vocational skills. Girls transferred literacy and technical skills to other girls in areas/households.

ACTED aims to remove school (physical) barriers by increasing the supply of safe and inclusive learning spaces. The Action will establish LNGB spaces in close proximity to girls and facilitate walking groups to support safe transit to school. Rehabilitating learning spaces will reduce barriers linked with inadequate infrastructure, especially for girls with disabilities (GWDs) (e.g. building ramps, appropriate WASH facilities, walls) and referral mechanisms will be established for specialized support, including psychosocial. Girls will not have to pay for tuition or uniforms and will be supplied with essential learning materials, as will be the LNGB spaces. School-related barriers for young mothers will be reduced with the provision of childcare in LNGB spaces. The activities aim to remove system and school (quality) barriers by increasing the supply of qualified female teachers. The pool of eligible teachers will be expanded beyond those formally certified to include educated community women (non-formal education model) and all LNGB teachers trained on literacy/numeracy/ALP teaching and child-friendly/play based methodologies. Quality will be ensured through continual monitoring and ToT (from Master Trainers and peer-to-peer learning). The Action aims to reduce community barriers by increasing awareness amongst girls/communities on the value of education. Community buy-in will be generated from the beginning by involving community organisations (COs) in beneficiary selection and strengthening SMCs. Parents will be engaged in education through parent/teacher meetings and coaches' work with mothers/girls. Broader community mobilization and advocacy efforts will target normative barriers at community and system/government levels. Girls will be empowered to navigate around barriers and make choices about education and employment through the provision of life skills and rights learning as well as practical steps to connect them with opportunities.

Mobilization efforts will engage the broader community: boys/girls, decision makers, religious leaders, men/women. Influential and respected community members will be engaged from the beginning through COs, and their presence at/participation in thematic events/sports days for girls and boys will be key (this activity will engage the widest range of stakeholders: in/out of schools girls/boys, community members). These stakeholders will likely be part of SMCs, participating in management/oversight of LNGB spaces. Girls' parents are equally essential stakeholders, involved in above outlined activities in addition to parent/teacher meetings. Parent engagement is key to attendance/retention and sustainability, and parents benefit from the downstream impact of literacy on girls' families. The ACTED will work closely with provincial governments to identify unmet needs, increase the project's sustainability.

4. Key Intermediate Outcome Findings

This section of the report presents key finding of the intermediate outcomes and their associated indicators. All the four IOs and eight IO indicators are discussed in this section.

4.1 IO-1: Attendance

Improved attendance at sites of learning is a prerequisite for better learning, transition and sustainability of learning spaces. Since learning had just begun at project learning spaces at the time of data collection, the two IO indicators i.e. IO1.1 and IO1.3 are not applicable for baseline. ACTED will collect data for IO 1.1 and IO 1.3; and EE will carry out an end-line analysis. EE has collected quantitative data on attendance indicators for the day of visit i.e. spot check data. The overall average attendance rate for the day of EE visit was 79.29%.

Table 28: Intermediate outcome indicators as per the log frame

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-1: Marginalized girls have significantly improved learning outcomes	IO Indicator 1.1: Average attendance at learning spaces	FGD and KIIs (quantitative data will be shared by the program team for the end line analysis)	External evaluator	Not Applicable	70%	Y
	IO Indicator 1.2: Average attendance rate of ALP and Num. Lit. girls at learning spaces (spot check)			79.29%	70%	Y
	IO Indicator 1.3 Average attendance in extracurricular activities			Not Applicable	60%	Y

The prevailing attendance rate in public schools is around 80%, whereas, it is around 89% in private school[28]. In order to be compatible with national level attendance rate in public schools, it is suggested to increase the target to 80%.

4.2 IO-2: Improved quality of learning[29]

The below given information in this sub-section is based on the learning space observation tool.

Teacher's Preparation: Overall, 70% of the teacher's had well prepared the lesson plan e.g. the objectives of literacy and numeracy were clearly explained to the students in local language according to the daily lesson plan.

Table 29: Quality education through teacher's preparation

Improved Quality of Education Aspect	Measurement	Percentage
Teacher can clearly explain the objective of L&N/ALP to students as per daily lesson plan.	Agree and strongly agree	70%

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[28] http://aserpakistan.org/document/aser_policy_briefs/6_Attendance_english.pdf (website accessed on July 14, 2020 at 6:50 pm PST)

[29] All data related to improved quality of education is based on the learning space observation tool administered by EE.

Teacher's knowledge / clarity about content / session: Overall, the teachers were clearly introducing the topic to their students and made the topic interesting by starting the lesson activity with triggering questions. The teachers gave clear verbal instruction to the student to understand the lesson in a participatory manner. They took help from visual aids such as diagrams on board. In addition, the teachers also provided opportunities to the students to ask questions for any clarity about the lesson or topic.

Table 30: Quality education through teacher's knowledge / clarity about content		
Improved Quality of Education Aspect	**Measurement**	**Percentage**
Teacher gave clear introduction to topic that she is teaching according to lesson plan.	Agree and strongly agree	70%
Teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in lesson plan	Agree and strongly agree	80%

Student's engagement: In 80% of learning spaces students were using learning aids with concentration / enthusiasm. The students understood the language of instruction and answered the questions relevant to the content / lesson asked by the teachers. The students were actively engaged in the activities assigned to them by their teachers. During discussion with Teachers, they stated that GEC girls with disabilities are given special attention to answer their questions or clear their concept regarding any topic. They also provided support to the girls with disabilities in group exercises or in any other learning activities by ensuring they are equally engaged in the group exercises. In addition, the girls with disabilities were facilitated to sit in front rows of the class. Overall, teachers were responding to the students questions and providing clarifications where needed. Besides teachers were treating all the students on equal level in all of the learning spaces. The students were also responding to the questions asked by the teachers and were also solving the exercises on boards. The teachers were also giving clear instructions related to interactive activities ensuring that all children understood the tasks.

Table 31: Quality education through student's engagement		
Improved Quality of Education Aspect	**Measurement**	**Percentage**
Students were using learning aids with concentration\enthusiasm.	Agree and strongly agree	80%
Classroom environment open to discussion/talk related to academic content	Agree and strongly agree	80%
Students completed the interactive exercises with understanding	Agree and strongly agree	70%

Teacher's classroom management: Overall, the teachers were constantly asking a range of relevant questions related to the lessons from students to actively engage them in the learning activity. Teachers were continuously asking students if any clarity required regarding any topic of the lesson; and if needed, they were providing individual support to the students in order to catch up with the rest of students. The teachers were using effective student engagement methods such as playing games, drawing pictures and taking quizzes.

Table 32: Quality education through teacher's classroom management		
Improved Quality of Education Aspect	**Measurement**	**Percentage**
Teacher effectively monitored students' learning	Agree and strongly agree	80%
Class environment was well-managed with all students engaged in learning activity.	Agree and strongly agree	80%
Teacher used followed effective methods to teach lesson.	Agree and strongly agree	70%

Physical Environment at Learning Space: The clean drinking water was available in the learning spaces. The cleanliness of all learning spaces was properly maintained. The floors of learning spaces were properly mopped; and mats were cleaned and well-maintained. Furniture was also available and properly placed in the learning spaces. It was observed that students had their notebooks, whiteboards were available in the classroom and teachers were utilizing it.

Table 33: Intermediate outcome-2-quality education						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-2: Improved quality of learning environment for marginalised girls	IO Indicator 2.1: % of SMCs rated good through assessment tool for providing safe learning environment to ALP and Num. Lit. girls	FGD and KIIs	NA at baseline	NA at baseline	90%	Y
	IO Indicator 2.2: % of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools	Teachers/facilitator survey Core girls survey HH survey	EE	50%	90%	Y
	IO Indicator 2.3: % of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)	Teachers/facilitator survey Core girls survey HH survey	EE	50%	90%	Y

EE suggests adding some additional items into the HH and core girl survey to collect their perception regarding the quality of education at L&N learning spaces.

4.3 IO-3: Marginalised girls have increased life skills[30]

The EE team measured the life skills of 230 marginalized girls with the help of composite index. The life skills index contained the domains of confidence, communication, emotional management, decision making, problem solving, health & hygiene, awareness about rights, child protection and safeguarding, inclusion, financial literacy and quality of relationship as well.

The EE team measured the mean score of each girl's life skills on the basis of 3.0 point scale[31] in order to calculate the baseline level of life skills. The score is divided into two categories i.e. lower proportion and higher proportion. High life skills scores were equal to or greater than 2.12- the median of the life skills index.

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[30] All data related to life skills is based on the related assessment (life skills tool) carried out by EE.

[31] There are other point scales such as 5 point scale and 7 point scale. For this study 3 point scale was adopted based on the good example report shared by FM. In 3 point scale, score 3.0 is the highest achievable life skill score, and, on the other hand, score 0.0 represent the lowest score.

Table 34: Supplementary table – Life skills results by subgroup (median of 2.12 out of 3.00)								
Attribute	Score	All GEC girls in the sample	Sub-group					
			Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Married girls having children	Girls with disabilities	Girls engaged in income generation activities
Overall	Lower Proportion	50.9%	51.7%	53.1%	46.8%	43.8%	56.9%	57.0%
	Higher Proportion	49.1%	48.3%	46.9%	53.2%	56.3%	43.1%	43.0%

Comparatively, both girls with disabilities and girls engaged in income generation activities were the two most marginalized subgroups based on their life skills score since majority of GEC girls from these subgroups are in lower proportion as compared to 49.1% of all the GEC girls who fall in the higher proportion of score). The Japan International Cooperation Agency report states that 'persons with disabilities are mostly unseen, unheard and uncounted persons in Pakistan. They are the most marginalized group as they face overwhelming barriers in education, skills development and daily life'[32]. In addition, the Economist Intelligence Unit observed that, 'persons with disabilities form Pakistan's largest overlooked minority'[33]. Moreover, in Pakistan, women entrepreneurs are facing various psychological issues such as depression and social isolation[34]. On the contrary, married girls having children group had the most i.e. 56.3% in the higher proportion score.

The analysis of the life skills index indicates some distinct trends for different GEC girls subgroups. Overall, 50.9% of all the GEC girls fall in the lower proportion on life skills. Besides regression model was used to understand the relative predictive influence on life skills scores, and have presented them in the below table. These factors included age, disability, engaged in income generation activities and married girls having children. Findings indicate that married girls having children was a statistically significant predictor of girls' life skills. The life skills of married girls having children will be 0.531 higher as compared to other married girls having no children. Besides disability, engagements in income generation activities and aged groups were not statistically significant predictors of life skill scores.

Table 35: Supplementary table – Life skills analytical model results				
Category	Coefficients	Standard Error	95% Confidence Interval	
			Min.	Max.
(Constant)	1.518	0.308	0.898	2.138
Aged 15-17 Years	-0.068	0.291	-0.653	0.517
Aged 18 Years and above	0.171	0.223	-0.277	0.619
Married Girls having Children*	0.531	0.260	0.009	1.053
Girls with disability	-0.325	0.175	-0.677	0.028
Girls engaged in income generation activities	-0.105	0.166	-0.440	0.229

Note: One asterisk (*) denotes differences between groups that are statistically significant at $p < 0.05$.

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[32] JICA (2002). *Country profile on disability: Islamic Republic of Pakistan*. Japan International Cooperation Agency Planning and Evaluation Department.

[33] Economist Intelligence Unit (2014) *Moving from the margins. Mainstreaming persons with disabilities in Pakistan.*

[34] Taib, M. N. (2014). *Psycho-Social Problems of Female Entrepreneurs in Pakistan: An Analysis*. Journal Of Professional Research In Social Sciences, 1(1), 47-55.

A detailed analysis for each life skill sub-category is provided in a table in the annexure section.

A detailed analysis for each life skill sub-category is provided in a table in the annexure section. In addition, analysis is also conducted using mean/average scores for easy comparison with results of some other GEC programme countries, if required.

Table 36: Life skills of marginalized girls						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-3: Marginalised girls have increased life skills	IO Indicator 3.1: Life skills score (%).	Life skills assessment tool, HH survey Core girls survey FGDs and KIIs	EE	0	70%	Y

> o Given the baseline levels of the life skills index or various measures, does the project still feel its interventions are suitable to achieve the desired empowered action? Are there intervention design changes that are being proposed to address gaps not previously recognised as major issues to address?
>
> Life skills activities are essential to empower girls by building confidence, enhancing communication, conflict resolution and collaboration skills. Life skills activities will generate stories of girls in which if they have influenced the decisions of their lives in their families. Life skills activities will also be a reason to make learning joyful through extracurricular activities. At the initial stage of LNGB project, ACTED will keep continued life skills activities as per these are originally designed. However, ACTED will conduct "measure the change" impact study on quarterly basis to see effectiveness of life skills activities and if any change is required in intervention, that will be proposed in the study reports.

4.4 IO-4: Parental support[35]

The data shows that approximately 90% of the parents did want their daughters to get education, learn employable skills and earn their livelihoods to support themselves and their families. Similarly, the parents are in favour of supporting their daughters' education despite the financial constraints. Furthermore, the parents were of the view that girls should utilise their education similar to boys i.e. girls should do job and apply their skills to earn money.

Table 37: Parental support index			
Parents/primary caregivers support aspect	Measurement	% of parents	Mean score
Favour girls education, life skills and employment	Strongly agree or agree	90	4.32
Favour continuation of girls education despite funds limitation	Strongly agree or agree	87	4.23
Considers education equally important for both boys and girls	Strongly agree or agree	89	4.28

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[35] All primary quantitative data related to parental support is based on the HH survey carried out by EE.

Overall, favour girls education	Strongly agree or agree	88	4.33
Consider education as girls and women right	Strongly agree or agree	88	4.28

The average score of parent support index is 4.29 out of 5 and this means a high support for the education of girls.

Table 38: Parental support IO						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-4: Increased parental support in favour of marginalized girls' education, transition and livelihood opportunities	IO Indicator 4.1: % of parents who demonstrate they actively support girls for enhanced education, transition and livelihood opportunities	HH survey FGDs	EE	50%	70%	Y

It is important to note that these responses and percentages are based on the feedback from the parents of GEC enrolled girls. Therefore, these parents have already been engaged by the project and sensitized to send their daughters to the learning spaces centres. These percentages are not reflective of the overall trends in the general communities in the targeted area.

> o Ensure that the IO analysis reflects the links between different levels in the logframe and informs the validity of the Theory of Change. This includes checking whether the EE have:
> - Measured and analysed all IO indicators presented in logframe.
> - Disaggregated the data according to the logframe.
> - Used both the qualitative and quantitative analysis stated in the logframe.
> o Related the IO analysis to the analysis of Outcomes.
>
> ACTED LNGB's logframe includes below 4 intermediate outcomes:
>
> 1- Intermediate outcome 1: Marginalised girls have Improved attendance at learning spaces;
> 2- Intermediate outcome 2: Improved quality of learning environment for marginalised girls;
> 3- Intermediate outcome 3: Marginalised girls have increased life skills; and
> 4- Intermediate outcome 4: Increased parental support in favour of marginalised girls' education, transition and livelihood opportunities.
>
> As per agreed ToRs of evaluations with external evaluator, ACTED reviewed all the qualitative and quantitative questionnaires and got approval from FM. ACTED and external evaluator listed all the questionnaires against each outcome and intermediate outcome indicator along with disaggregation of data. Looking at the baseline report, external evaluator has included each outcome and intermediate outcome wise analysis and highlighted specific findings related to subgroups. Analysis of data is done with

5. Benchmarking[36]

During the baseline, EE has also collected data from 48 girls for EGRA English, EGMA and EGRA Sindhi. 50% of the girls were from grade 2 and the remaining 50% of the girls were from grade 3. These were the girls studying at government schools. Earlier, EE was supposed to collect data only from grade 2. However, at the time of data collection, the grade 2 students were recently promoted to grade 3 and they had received lessons for about 3-4 months. Collecting data from these recently graduated girls was not ideal for benchmarking because they were positively affected by the said 3-4 months teaching at their respective schools. It was agreed with FM and ACTED that we as EE will collect data from grade 2 and grade 3 and will find out the average score for benchmarking purposes. For this purpose, our targeted girls are classified as:

- Grade 2 girls: Girls that recently graduated grade 1 and have received lessons for 3-4 months in grade 2
- Grade 3 girls: Girls that recently graduated grade 2 and have received lessons for 3-4 months in grade 3

The benchmarking data will be used for comparison with the end line project data.

5.1 Benchmarking - EGRA English

On all of the five EGRA English tasks, a large number (more than 40% girls) is at non-learner level. Task-2 and task-5 seem more difficult since 83% and 79% of the girls are at this level.

	Task 1: Listening comprehension	Task 2: Sounds Identification	Task 3: Familiars words reading	Task 4: Oral Reading Fluency	Task 5: Reading Fluency and Comprehension
Non-learner	40.4	83	57.4	63.8	78.7
Emergent Learner	17	8.5	21.3	21.3	8.5
Established Learner	17	6.4	6.4	4.3	2.1
Proficient Learner	25.5	2.1	14.9	10.6	10.6
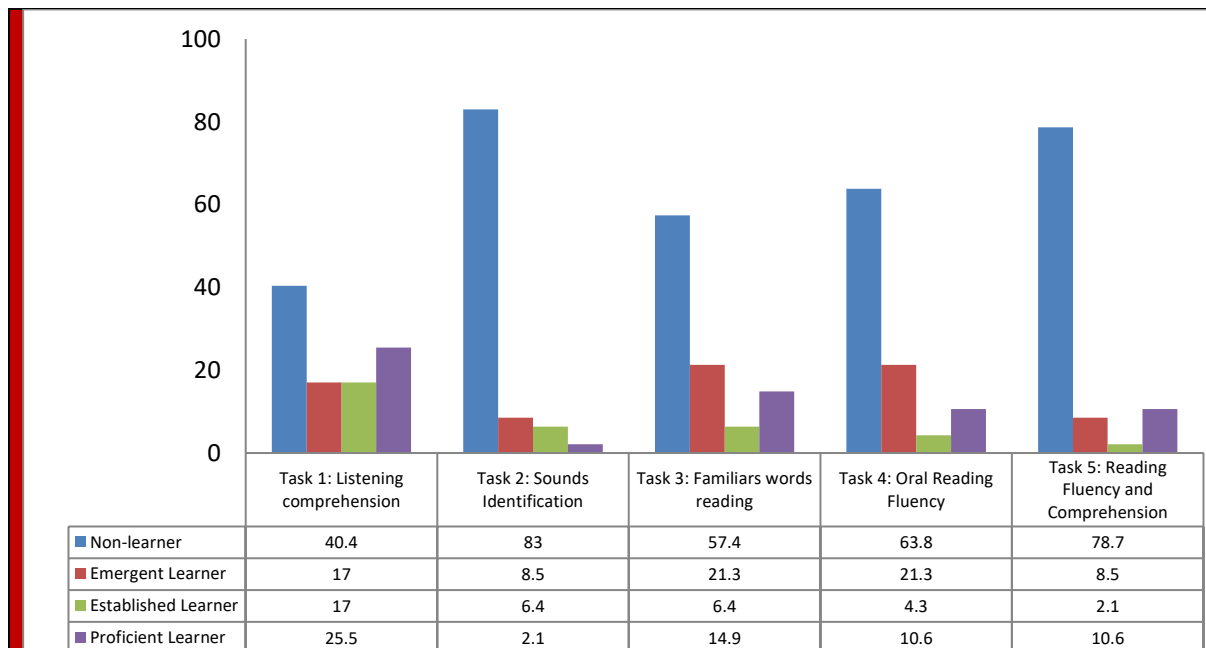
Figure 4: EGRA English Benchmark

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[36] All data related to benchmark EGRA English, EGRA Sindhi and EGMA is based on the benchmark related learning assessments carried out by EE.

5.2 Benchmarking - EGRA Sindhi

Overall, majority of the girls are at non-learning level of all of the five tasks of EGRA Sindhi. Task-5, task-4, task-3, task-1 and task-2 are enlisted as per the difficulty level based on the fact that higher number of girls scored zero on these tasks respectively. Only few of the girls performed at proficient learner level on task-5.

	Task 1: Listening comprehension	Task 2: Sounds Identification	Task 3: Familiars words reading	Task 4: Oral Reading Fluency	Task 5: Reading Fluency and Comprehension
Non-learner	14.6	2.1	20.8	50	68.8
Emergent Learner	2.1	31.3	29.2	14.6	18.8
Established Learner	35.4	43.8	29.2	12.5	6.3
Proficient Learner	47.9	22.9	20.8	22.9	6.3
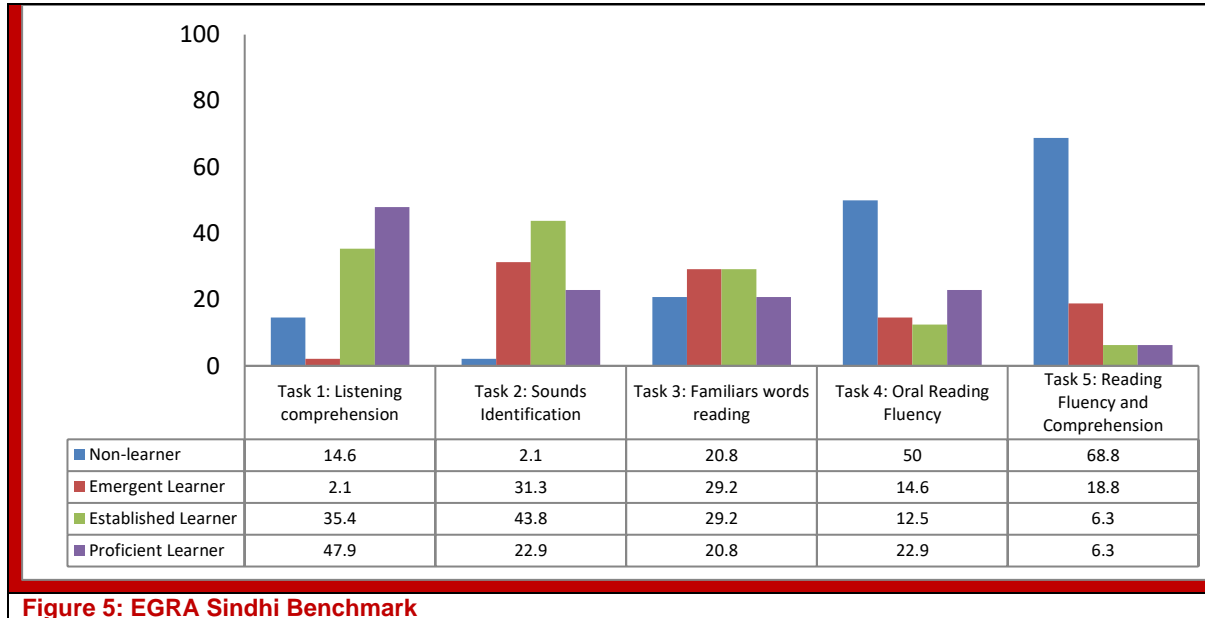
Figure 5: EGRA Sindhi Benchmark

5.3 Benchmarking - EGMA

Overall, task 1 and task 2 seem comparatively easy for the girls because most of the girls fall in the established learner and proficient learner levels. Task 3 to task 6 seem comparatively difficult for the girls because more than 35% girls fall at non-learner and emergent learner levels.

	Task 1: Numbers identification	Task 2: Numbers discrimination	Task 3: Missing numbers	Task 4: Addition L&N	Task 5: Subtraction L&N	Task 6: Word Problem
Non-learner	6.3	14.6	31.3	25	39.6	35.4
Emergent Learner	4.2	12.5	39.6	12.5	10.4	14.6
Established Learner	22.9	29.2	18.8	39.6	27.1	25
Proficient Learner	66.7	43.8	10.4	22.9	22.9	25

Figure 6: EGMA Benchmark

5.4 Benchmarking and baseline data comparison

Overall, benchmarking and baseline data comparison are shown below:

Sub-groups	Average literacy score-EGRA English (aggregate)	Average literacy score-EGRA Sindhi (aggregate)	Average numeracy score-EGMA (aggregate)
Table 39: Baseline and benchmark results comparison			
All girls - benchmark	20.26	44.40	51.95
All girls baseline	1.91	14.09	6.95

6. Conclusions

Overall, this report shows that baseline findings are coherent with the project design, interventions and indictors set in MEL framework. In conclusion below are the key findings of the report.

6.1 Key Characteristic Sub-groups

The report analysed the main subgroups in different age-groups, in addition to married girls having children, girls with disability and girls engaged in income generation activity.
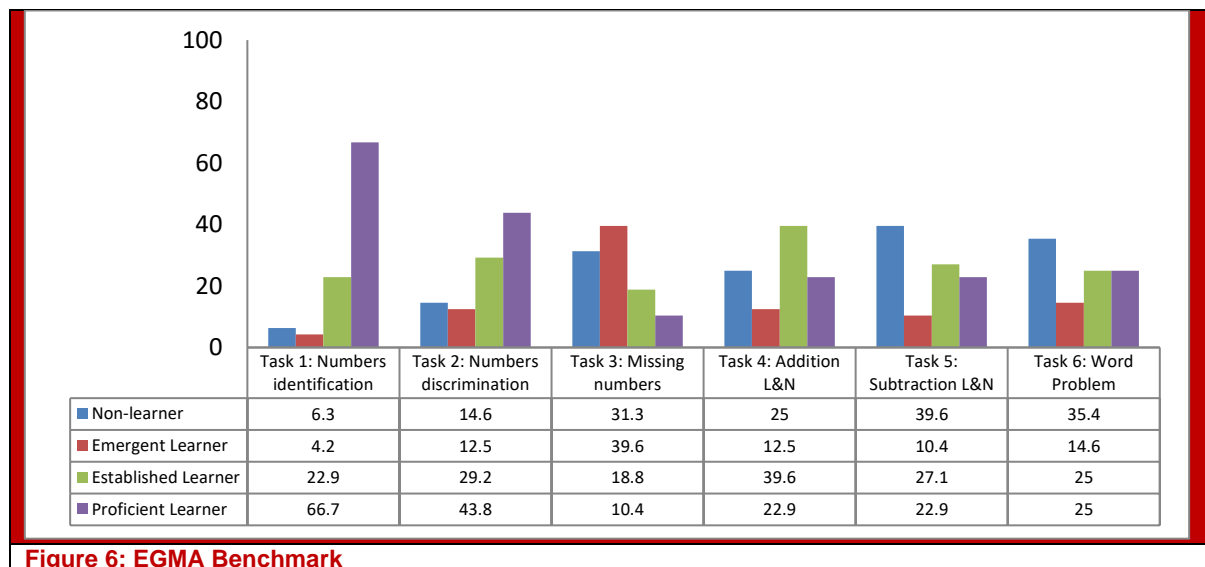
6.2 Key barriers

The study outlines some key barriers to girls' education that are related to the prevailing cultural and economic situations of the target areas. They also include physical/service delivery barriers that inhibit access to education. Parents / caregivers identified no economic benefit after schooling as the top barrier. Other top barriers in the girls' education identified were long distance to school and no proper transportation facility, less importance given to education by illiterate or semi-literate parents, age barrier, girls involved in income generation activities, lack of female teachers, lack of infrastructure at school, lack of learning environment at home, girls' engagement in household chores and their preference to stay at home, and early marriages that lead girls to stay out of school.

6.3 Learning outcomes

GEC girls' baseline literacy levels are notably low particularly for EGRA English and EGMA as compared to benchmark results. GEC girls' performance on EGRA Sindhi is comparatively better especially on task 1 of listening comprehension. However, considering all other subtasks of EGRA Sindhi, majority of the girls were at non-learner state. Similarly, majority of the GEC girls (more than 90%) were at non-learner level in all five tasks of EGRA English. Within this group, task 2 of sounds identification was comparatively less difficult than the remaining four tasks. This trend continued for the GEC girls' baseline EGMA scores as well where more than 70% girls are in non-learner category. This overall scenario provides an opportunity to the project to enhance learning skills of the beneficiary girls.

6.4 Transition outcome

This list of potential transition pathways is validating the transition pathways projected by the project at design stage. The project will train 200 L&N girls on TVET skills and is expecting transition of these learners into internship opportunities and business start-ups.

Majority of the primary caregivers were in favour of girls' education, their integration into the labour market to become earning members of the family and the enrollment of girls into educational and vocational institutions.

6.5 Sustainability outcome

The community, parents and elders seemed to be in support of girls' education, skills acquisition and undertaking paid employment. Some of the essential areas of support which the community has provided to the learning spaces and which is helping in improving the sustainability of the learning spaces include space provision, establishing and maintaining communication with parents against education of their daughters, and participation in the school/learning space planning meetings. The project will also train the communities on the rights to education and will make action plans for continuation of their girls' education in respect of sustaining learning spaces through private/government support.

The government officials were in favour of the learning spaces and education for marginalized girls. The project will also work closely with NFE sector and other relevant government departments for ensuring career progression of the literacy and numeracy teachers engaged at the learning centres.

6.6 Intermediate outcome findings

IO-1: EE collected spot check quantitative data for attendance indicator on IO Indicator 1.2 i.e. 79.29% is the overall average attendance rate.

IO-2: The findings are based on both quantitative and qualitative data. Overall, the teachers' preparation, clarity on the lesson plan, better management and organization of the classroom along with the physical environment of the learning spaces were also conducive for the learning.

IO-3: The low life skills scores of girls with disabilities and girls engaged in income generation activities were identified as the two highly marginalized subgroups as compared to others. The life skills mean score considering the overall achieved sample size is 65.30%.

IO-4: Overall, majority of the primary caregivers were in favour of girls education, learning of life skills, considering education as fundamental human right for girls, giving equal preference to both boys' and girls' education etc. The average score of parent support index is 4.29 out of 5 which means there is a very high support for the education of girls.

7. Suggestions and Recommendations

Based on the above listed findings, following are some key suggestions and recommendations:

Project Specific Recommendations

I. **Imparting non-traditional skills:** It is suggested to link L&N girls to sustainable livelihood solutions, introduce non-conventional skills (also identified in focus group discussions with girls) such as commercial pickle making, organic farming, fashion designing and linking girls to high-end designer brands for earning better livelihoods. It is important to note that this recommendation needs to be implemented in a culture sensitive manner, and also needs sensitization and engagement of the men.

II. **Engaging husbands of married girls:** The project data shows there is a large proportion of married girls in the project beneficiaries. Majority of them are mothers. It is important to engage with their husbands to ensure the married girls receive required support from their husbands to complete the expected learning pathway and do not drop out. This support from husbands include flexibility in carrying out daily household chores including cooking, looking after children and livestock etc.

III. **Engaging husbands/parents of girls helping in income generation activities:** The project should work closely with the husband/parents of the girls who support in income generation activities such as helping in agriculture fields. This will help ensure the girls do not drop out due to prioritizing working in the fields such as at the time of harvesting.

IV. **Sustainability of the learning spaces – engaging other stakeholders:** To ensure the sustainability of the learning spaces, it would be worth keeping close coordination with Sindh Education Foundation, Sindh Rural Support Program, City Foundation and Education and Literacy department of the government of Sindh etc. These organizations are likely to adopt and help such interventions.

V. **IO – 2 indicator 1.1 Average attendances at learning spaces – target for attendance rate:** The prevailing attendance rate in public schools is around 80%, whereas, it is around 89% in private school. In order to be compatible with the national level attendance rate in public schools, the attendance target should be set at 80%.

VI. **IO – 4 Parental support to girls' education – setting the parental support target:** Parental support for girls is already on high side at the baseline. It is suggested to increase the project target from 50% to 75%.

Broader Recommendations to ACTED, FCDO and FM:

VII. **Enrolling a higher age bracket of girls in the programme:** The target areas have many older girls that wish to acquire education and can be educated. However, the project beneficiary selection criteria, particularly the age considerations, limit their ability to be a part of the L&N learning spaces. It is suggested that this be further explored and if a reasonable numbers of girls of more than 19 years of age are willing to be enrolled, they should also be given this opportunity, subject to resource availability.

VIII. **Barriers outside project scope:** Addressing barriers such as hunger and poverty are outside the scope of the project. However, the project should try to link the community with other programs (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly address such type of barriers, in some limited ways.

IX. **Level of data disaggregation to measure transition outcome:** For overall L&N and ALP cohorts it will be useful to track the transition of these girls after completing their courses. It is suggested that some additional level of data disaggregation, mainly by the type of transition e.g. to higher grades, to vocational education, level and type of

vocational education and by employment/work type, be added. It is also suggested that the standalone indicator for each type of transition be adopted, some of which are listed below:

- The number of highly marginalised girls who have transitioned into primary school,
- The number of highly marginalised girls who have transitioned into vocational training learning spaces/institution,

- The number of highly marginalised girls who have transitioned into safe, fairly paid employment or self-employment.

Annex 1: Baseline Evaluation Submission Process

Please submit all baseline reports and accompanying annexes to your respective evaluation officer. Please note, some annexes can be sent for FM review separately and before the baseline report analysis is completed. We advise projects and EEs to follow the sequence outlined below to speed up the review process and avoid unnecessary back and forth. Where possible, we also advise that projects and EEs do not begin their baseline report analysis until annex 8 is signed off by the FM.

Annexes to submit for FM review any time before the baseline report is completed:

- Annex 3: Cohort approach evaluation
- Annex 4: Beneficiaries table (sample data)
- Annex 5: Beneficiaries table (Project mapping data)
- Annex 5: MEL framework
- Annex 6: External evaluator's inception report (where applicable)
- Annex 7: Data collection tools used for baseline
- Annex 8: Datasets, codebooks and programs
- Annex 9: Learning test pilot and calibration
- Annex 10: Sampling framework

Annexes to finalise after annex 11 'Datasets, codebooks and programs' is signed off by the FM:

- Annex 2: Log frame
- Annex 11: External evaluator declaration
- Annex 12: Project management response

Annex 2: Log frame

The updated log frame of ACTED LNGB Project

12_LNGB_Project_Log
frame_SignedOff_on_9

Annex 3: Cohort Approach Evaluation

o Please outline if and how you will evaluate learning and, if applicable, transition and any key intermediate outcomes for your other cohorts (i.e. will some be evaluated internally etc.? If so, how).

o Please explain the logic for your approach. For instance, why were certain cohorts prioritised to be externally evaluated over others?

Please note, this is only required if projects have multiple cohorts and are not commissioning your External Evaluator to evaluate all cohorts.

ACTED will follow a mixture of pre/post evaluation and when appropriate, a stepped-wedge to compare the differences between cohorts. Both designs will be longitudinal and shall use a mixed method approach. Both internal and external level evaluations will be conducted. logframe indicators will be assessed during these evaluations. Table below summarises the evaluation approach.

Cohort	Baseline	End-line	Impact Study
Cohort 1 - L&N	External evaluator	External evaluator	External evaluator (the study will cover respondents from all L&N cohorts)
Cohort 2 - L&N	ACTED	ACTED	
Cohort 3 - L&N	ACTED	ACTED	
Cohort 4 - L&N	ACTED	ACTED	
TVET	ACTED	ACTED	200 (EE.) TVET count is 200 therefore considering the small number the impact study will aim for censes approach.

Indicator wise trend analysis will be illustrating the progress and improvement of project intervention. The learning assessment data will be collected every time at the beginning and end of each cohort, data on intermediate outcome of attendance of beneficiaries will be recorded on monthly basis, however parental support related intermediate outcome will be monitored on bi-annually basis.

LFA marks the outcomes and intermediate outcomes to be evaluated, including tools and method. EE will collect qualitative and quantitative data at the same time. All outcome and intermediate outcome indicators will be evaluated at each evaluation point, with the exception of attendance, which will also be evaluated through daily attendance monitoring.

After careful review of various assessment tools' pack of NFE & L Government (supported by JICA) it emerges that the scope of suggested tools is rather limited and insufficient to measure the learning essence against the prescribed courseware. These learning instruments are still going through further reviews for improvements. After these tools (under further R&D and reviews) are wide tested and these will be available for next batches of NFE learners under the duly approved 2019 NFE Policy Implementation Framework by the NFE-D. Resultantly ACTED has capitalised on localised tested versions

of EGRA and EGMA assessment tools for enriching them in LNGB context in local language to make most sense for capturing learning levels in LNGB. The sub tasks will be developed in accordance with EGRA / EGMA guidelines which are:

EGRA:
1. Reading and Comprehension of Letter and Words
2. Writing of Words
3. Listening and Speaking

EGMA:
1. Multiplication, addition and subtraction
2. Counting and Learning Place Value
3. Read, measure, and record time

The learning outcome results will be reported course and cohort wise, and the results will be disaggregated course wise for learners and district wise for communities and province wise for government level advocacy activities. Evaluations will be conducted as representative samples on district wise basis. Assessment process will be conducted for all beneficiaries at each learning space.

Total 200 selected girls will transition into TVET from L&N course. There will be specific criteria for transitioning of girls into TVET and only those girls who graduate from L&N course and qualify based on a set criterion will be enrolled in the TVET programme. A separate sampling framework (split learning and transition approach) will be followed for assessing TVET girls. These girls will be tracked through a tracking system supported by ACTED MIS Community and location of household will facilitate visits to girls' household to conduct household surveys. A unique number comprising of codes for area, course, cohort will be assigned to each beneficiary for easy tracking. This will enable effective tracking at end-lines.

Qualitative analysis will use methods such as FGDs and KIIs to capture information on educational, GESI and safeguarding aspects. The intensive qualitative and quantitative research will take place during all evaluations. Overall qualitative tools will provide information about current practices of community members towards girls' education, barriers and hindrances faced by girls and the perception of girls and adults towards girls' education etc. Further, the qualitative research will triangulate the findings of quantitative research and will provide more insights of the situation/finding and will help the programme team to properly interpret the findings. It will be ensured that qualitative tools and research will be sensitive from gender equality and social inclusion perspectives. The research will be conducted with both male and female (like father, mother, brothers, sisters etc.) and will include participants from different communities to provide them equal opportunity to participate in our research. Research participants will be treated equally and there will be no discrimination on the recruitment of research participants based on sex, gender, religion, sect, physical abilities and geographic locations etc. Further, purposive sampling will be applied for qualitative research to include participants of different backgrounds and social class etc. to compensate for the low or under representation of a particular class/type of research participants. Similarly, at the analysis stage, the extent possible will be provided to gender, physical status and religion minority level findings to represent the views of different research participants. At minimum, data management system (tools development, collection, analysis, and reporting, storing data) will provide data on age, gender, disability, religion, etc. and will help different stakeholders of research to benefit from our GESI sensitive research. Also, as stated under sampling approach, all disable girls will be included for learning assessment during all phases of our research.

As per GEC guidelines external evaluator is responsible to conduct baseline and end-line evaluations on outcome and intermediate outcome indicators of L&N cohort 1 at the baseline and end-line stages of the evaluations. EE's reports will be fact based analysis marking recommendations towards further improving outcomes and intermediate outcomes. This will further contribute to improve the implementation strategy for cohort wise learning interventions. EE's results will provide impartial findings which will further be explored during programme monitoring and evaluation. The results of the baseline evaluation study will be used to fix thresholds of project's outcomes, define beneficiaries' selection criteria, design criteria for establishment of non-formal education centers, know about socio-economic condition of communities, find-out dynamics about girls' empowerment and opportunities for their sustainable future.

Annex 4: Beneficiaries table (EE sample data)

Table 40: Characteristic subgroups and barriers of sample for portfolio level aggregation and analysis

Characteristic/Barrier	Proportion of baseline sample (%)
Single orphans	Not available
Double orphans	Not available
Living without both parents	Not available
Living in female headed household	1.3%
Married	23.9%
Mother under 18	Not available
Mother under 16	Not available
Difficult to afford for girl to go to school	11.4%
Household doesn't own land for themselves	51.2%
Material of the roof (Mud)	80.8%
Material of the roof (Cement/Concrete)	8.3%
Material of the roof (Wood)	4.8%
Material of the roof (Thatch)	3.1%
Material of the roof (Tin/Iron sheets)	0.9%
Material of the roof (Roofing tiles)	1.3%
Household unable to meet basic needs (without charity)	46.7%
Gone to sleep hungry for many days in past year	28.2%
LoI different from mother tongue	Not available
Girl doesn't speak LoI	Not available
HoH has no education	59.8%
Primary caregiver has no education	76.4%
Didn't get support to stay in education and do well (%)	7.1%
Source: Household Survey and Core Girl Background Survey N = 230 (Valid responses)	

Annex 5: Beneficiaries Table (Project Mapping Data)

- o Please fill in the tables below and overleaf. In the first instance, use your project monitoring data. If you haven't collected the relevant data, use your sample data to extrapolate to your whole beneficiary population. If you do not have data from your beneficiary data or sample, please put 'NA' in the relevant cell.
- o Describe the methodology used for calculating the number of direct and indirect beneficiaries for cohort one and, if applicable, the assumptions you have made for calculating the number you expect to reach by the end of the intervention.
- o Comment on the number of direct beneficiaries that you estimate as still meeting your definition of educational marginalisation and how you've verified this.
- o If any direct beneficiaries do not meet your definition or are outside the age criteria (<10 and >20), are already in formal school or have already completed the grade level your project is aiming to get the girls up to, please outline your rationale for this and why they were selected as a beneficiary.
- o If the direct and indirect beneficiary numbers of girls meeting your definition of educational marginalisation is different to the numbers outlined in your original proposal, please comment on the reasons why.
- o How accurate you feel your data is on the age of beneficiaries. For instance, did you collect birth certificates or just rely on the girls' self-reported data?

The data of below table are extracted from L&N cohort 1 baseline survey datasets, which was collected on sample. Enumerators collected data from selected areas of intervention of enrolled beneficiaries, which are counted as direct beneficiaries. ACTED also shared datasets of all the direct beneficiaries with external evaluator and requested EE to collect same data for their evaluation purpose and for the triangulation of ACTED's data. All the datasets were collected from primary sources and age brackets were varified from the available evidences at the sites. At the first stage beneficiaries were asked to show evidence of age through national identification card (NIC) where applicable, polio cards and birth certificates. It was also experienced that some beneficiaries did not have any evidence about their age. Alternatively parents were asked about the event/incident at the time (near or farther) of birth of beneficaries and age was calculated accordingly. A very little number can be observed in below table about beneficiary(s) who are at age of 13 which is below criteria. The beneficiar(s) were included because it was found through evidences that there are few months remaining to turn into 14 years of age of benefcary(s) and beneficiary(s) and communities showed high interest to include them. Questions in the tools were included to identify marginalisation of girls i.e. have they ever faced natural disaster? Are they working on wages and type of work they are doing? At what age they got married? And etc. Socio-economic survey also varified the marginalisation of communities. It was evident from primary data that all the sampled girls were in the category of extreme marginalisation as outlined in girls education barriers section above. The dataset below show that only 2% beneficiaries have attended schools from grade 1-3 and left schools due to different reasons. These beneficiaries were included in the project because they lost their learning and there was huge gap found after leaving schools as they left schools at the age of 5-7 years and they did not get any opportunity to continue their education.

Table 41: Direct beneficiaries by age

Age (adapt as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Aged 13	.9	
Aged 14	37.0	
Aged 15	17.4	
Aged 16	10.9	EE Sample dataset
Aged 17	7.0	
Aged 18	12.2	
Aged 19	14.8	
N = 230		

Table 42: Target groups - by out of school status

Status	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to formal school	97.8%	
Been to formal school, but dropped out	2.2%	**EE Sample dataset**
Enrolled in formal school	Not applicable	
N = 230 (Core Girl Survey)		

Table 43: Direct beneficiaries by drop out grade

Level of schooling before dropping out (adapt wording as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to school	97.8%	
Pre-Primary	0.0%	
Grade 1	1.3%	EE Sample dataset
Grade 2	0.4%	
Grade 3	0.4%	
N = 230 (Core Girl Survey)		

Table 44: Other beneficiaries

Beneficiary type	Total project number for cohort 1	Total number by the end of the project.	Comments	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	Not applicable	Not applicable	LNGB project is not catering boys.	Not applicable
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	529	4400	Project is expecting at least 1 boy per household to be benefited from sensitisation sessions and advocacy activities.	Monitoring data.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	529	4400	Project is expecting at least 1 girl per household to be benefited from sensitisation sessions and advocacy activities.	Monitoring data.
Teacher / tutors beneficiaries – number of teachers/tutors who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	20 women teachers 8 women coaches	157 teachers approx. 20 coaches approx.	Teachers and coaches will be hired for all L&N spaces. They will be trained on teaching methodologies, on-job coaching, guidance on appearing for government jobs. Teachers will also be guided through teachers' network groups and WhatsApp group.	Monitoring data.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	165	1099 approx.	Communities' participation is directly involved through school management committees (SMCs) for all learning spaces. Sensitisation sessions on safeguarding, GESI and girls education support are conducted for each SMC.	Monitoring data.

Once the project provides the information above, the external evaluator must:

- Review the numbers and methodology proposed by the project. Comment on the counting methodology, the assumptions that are made, the expected quality of the data underpinning the final numbers (e.g. project own monitoring data and government data).
- Was data collected, e.g. in the girl survey, that enables to verify any of the assumptions made by the project in calculating the beneficiary numbers? Examples of such data would be: size and number of communities, size and number of schools, size and number of classrooms, size and numbers of girls clubs, number of disabled girls, number of girls at risk of dropping from school, dropouts in the last year etc. Present any of these data and compare them with the project. monitoring data. You can use the sample data collected to elaborate.
- Comment on how accurate you feel the data is on the age of beneficiaries, and the challenges encountered when capturing this.
- Comment on if the proposed beneficiary numbers look reliable. If yes, why? If not, why?

Based on the project data made available to the EE for the whole cohort 1 of L&N and comparing it with the EE achieved sample i.e. 230 learners, the EE concludes that the numbers are in-line with the project dataset. This includes information with respect to learners such as their identities and geographical presence i.e. village and union council, marital status and number of children. In terms of the methodology, in calculating the direct and indirect beneficiaries, where GEC learners are considered as direct beneficiaries, and their family members especially brothers and sisters as indirect beneficiaries is appropriate in the project context. Similarly, there is engagement of the parents in the SMCs. The project also benefits the community where the learning spaces are based as it helps to promote girls education in the disadvantageous areas.

EE did observe some minor discrepancies in the ages of the GEC learners included in the project dataset and the ages captured during baseline in the core girl survey. One of the key reasons for this mismatch in information is due to parents not registering (due to several reasons including lack of awareness and accessibility to the registration points) their children births (birth registrations). According to Pakistan Demographic and Health Survey 2017-2018 only 42% children under the age of 5 have their birth registered. In these cases, ages reported by sampled GEC girls were used for analysis purpose.

The assumptions used to calculate both direct and indirect beneficiaries seem reasonable and reliable. Overall, the project data was of good quality.

Annex 5: MEL framework

8_MEL_Framework_
LNGB_SignedOff_on

Annex 7: Data collection tools used for baseline

EGRA English	EGRA Sindhi	EGRA Sindhi
Tool# 1b - EGRA Tool English.docx	Tool# 1a - EGRA_L&N_ACTED_S	Tool# 2 - EGMA Tool.docx
Core Girl Survey	**Life Skills Assessment**	**Household Survey**
Tool# 5 - HH Core Girl Survey.docx	Tool# 3 - Life Skills Assessment Tool.doc	Tool# 7 - HH Survey Questionnaire.docx
Learning Space Observation	**Focus Group Discussion with Parents / Caregivers**	**Focus Group Discussion with Parents / Caregivers**
Tool# 8 - Learning Center Observation F	Tool# 9 - FGD - Caregiver Partents To	Tool# 7 - FGD - Girls Tool.docx
Focus Group Discussion with Boys	**In-depth Interview (Girl with Disability)**	**In-depth Interview (Minority Girl)**
Tool# 15 - FGD - Boys Tool.docx	Tool# 9 - IDI - Disability Girls Tool.dc	Tool# 11 - IDI - Minority Girls Tool.doc
In-depth Interview (Married Girl)	**In-depth Interview with Community Elders**	**In-depth Interview with Teacher**
Tool# 10 - IDI - Married Girls Tool.doc	Tool# 13 - IDI - Community Elders Too	Tool# 14 - IDI - Teacher Interview To
In-depth Interview with Education Department		
Tool# 16 - IDI - Education Departmen		

Annex 9: Learning Test Pilot and Calibration

Pilot report for L&N

11122019 ACTED
Pilot Report.docx

Annex 12: Useful Resources

Evaluation, analysis and reporting:

- World Bank, 2016, *Impact Evaluation in Practice – 2nd Edition* - https://www.worldbank.org/en/programs/sief-trust-fund/publication/impact-evaluation-in-practice
- HM Treasury, 'The Green Book: Appraisal and Evaluation in Central Government'. 2018 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf
- J-PAL, Introduction to Evaluations - https://www.povertyactionlab.org/sites/default/files/resources/Introduction%20to%20Evaluations%20%281%29.pdf
- Better Evaluation - https://www.betterevaluation.org/

Gender and power analysis:

- Sida, 2013, *Power Analysis: Experiences and challenges* (Concept note). Stockholm: Swedish International Development Cooperation Agency (Sida) - https://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide_3704.pdf
- DFID, 2009, 'Gender and Social Exclusion Analysis How To Note', A Practice Paper, Department for International Development, London, UK - http://www.gsdrc.org/docs/open/se9.pdf
- European Bank for Reconstruction and Development, Gender Tools and Publications - https://www.ebrd.com/gender-tools-publications.html

Annex 13: Additional Life Skills Analysis

Table 45: Life skills results by subgroup (median of 2.12 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group					
			Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Married girls having children	Girls with disabilities	Girls engaged in income generation activities
Overall	Lower Proportion	50.9%	51.7%	53.1%	46.8%	43.8%	56.9%	57.0%
	Higher Proportion	49.1%	48.3%	46.9%	53.2%	56.3%	43.1%	43.0%
Confidence	Lower Proportion	40.0%	32.2%	48.1%	40.3%	35.4%	53.8%	41.9%
	Higher Proportion	60.0%	67.8%	51.9%	59.7%	64.6%	46.2%	58.1%
Communications	Lower Proportion	42.6%	34.5%	49.4%	45.2%	35.4%	49.2%	40.7%
	Higher Proportion	57.4%	65.5%	50.6%	54.8%	64.6%	50.8%	59.3%
Emotional management	Lower Proportion	57.0%	54.0%	63.0	53.2%	52.1%	67.7%	65.1%
	Higher Proportion	43.0%	46.0%	37.0%	46.8%	47.9%	32.3%	34.9%
Decision making	Lower Proportion	61.3%	60.9%	61.7%	61.3%	52.1%	67.7%	62.8%
	Higher Proportion	38.7%	39.1%	38.3%	38.7%	47.9%	32.3%	37.2%
Problem solving	Lower Proportion	57.8%	56.3%	60.5%	56.5%	54.2%	69.2%	67.4%
	Higher Proportion	42.2%	43.7%	39.5%	43.5%	45.8%	30.8%	32.6%
Health and hygiene	Lower Proportion	34.3%	34.5%	34.6%	33.9%	41.7%	41.5%	33.7%
	Higher Proportion	65.7%	65.5%	65.4%	66.1%	58.3%	58.5%	66.3%
Awareness about rights	Lower Proportion	50.9%	50.6%	58.0%	41.9%	39.6%	53.8%	54.7%
	Higher Proportion	49.1%	49.4%	42.0%	58.1%	60.4%	46.2%	45.3%
Awareness about child protection and safeguarding	Lower Proportion	49.6%	56.3%	45.7%	45.2%	43.8%	52.3%	54.7%
	Higher Proportion	50.4%	43.7%	54.3%	54.8%	56.3%	47.7%	45.3%
Inclusion	Lower Proportion	74.3%	72.4%	79.0%	71.0%	77.1%	75.4%	81.4%
	Higher Proportion	25.7%	27.6%	21.0%	29.0%	22.9%	24.6%	18.6%
Financial literacy	Lower Proportion	48.3%	51.7%	44.4	48.4%	47.9%	44.6%	60.5%
	Higher Proportion	51.7%	48.3%	55.6%	51.6%	52.1%	55.4%	39.5%
Quality of relationship	Lower Proportion	38.7%	33.3%	40.7%	43.5%	39.6%	50.8%	37.2%
	Higher Proportion	61.3%	66.7%	59.3%	56.5%	60.4%	49.2%	62.8%

The life skills index score of all GEC girls is equal to or greater than 2.12. As compared to overall GEC girls, other subgroups have lower presence in higher proportion except age 18 years and above, and married girls having children. The confidence aspect of life skills of GEC

girls shows that more than 65% GEC girls of age 14 years and below are in higher proportion (other subgroups have lower presence in the higher proportion) while that 53.8% GEC girls with disability is in lower proportion (other subgroups have lower presence in the lower proportion) as compared to the overall GEC girls in confidence aspect of life skills index score. The below regression model on confidence aspect of life skill index score shows that married girls having children and girls with disability are statistically significant to predict the confidence aspect of life skills score. More details on regression analysis of each aspect of life skill is given in below table. The communication aspect of life skills shows that majority of GEC girls age 14 years and below is in higher proportion while minimum GEC girls age 15-17 years in lower proportion as compared to the overall GEC girls distribution in communication aspect of life skills index score. The emotional management, decision making and problem solving aspects of life skills shows that majority of married GEC girls is in higher proportion while that majority of girls with disability is in lower proportion as compared to the overall GEC girls distribution in emotional management, decision making and problem solving aspects of life skills index score. The health and hygiene aspect of life skills shows that majority of GEC girls engaged in income generation activities is in higher proportion while that of married girls having children is in lower proportion as compared to the overall GEC girls distribution in health and hygiene life skills index score. The awareness about right aspect of life skills shows that majority of married GEC girls are in higher proportion while that majority of girls age 15-17 years is in lower proportion as compared to the overall GEC girls distribution in awareness about right aspect of life skills index score. The awareness about child protection and safeguarding aspect of life skills shows that majority of married GEC girls is in higher proportion while that majority of girls age 14 years and below is in lower proportion as compared to the overall GEC girls in awareness about child protection and safeguarding aspect of life skills index score.

Table 46: Supplementary table – Life skills analytical model results				
Category	Coefficients	Standard Error	95% Confidence Interval	
Confidence			Min.	Max.
(Constant)	1.676	0.317	1.038	2.314
Aged 15-17 Years	0.049	0.300	-0.553	0.651
Aged 18 Years and above	0.229	0.229	-0.232	0.690
Married Girls having Children*	0.543	0.267	0.006	1.081
Girls engaged in income generation activities	-0.212	0.171	-0.556	0.133
Girls with disability*	-0.421	0.180	-0.783	-0.058
Communication				
(Constant)	1.657	0.382	0.889	2.425
Aged 15-17 Years	0.113	0.361	-0.611	0.838
Aged 18 Years and above	0.222	0.276	-0.334	0.777
Married Girls having Children	0.492	0.322	-0.155	1.139
Girls engaged in income generation activities	-0.131	0.206	-0.546	0.283
Girls with disability	-0.324	0.217	-0.761	0.112
Emotional Management				
(Constant)	1.195	0.464	0.263	2.128
Aged 15-17 Years	-0.421	0.438	-1.301	0.459
Aged 18 Years and above	0.201	0.335	-0.473	0.875
Married Girls having Children	0.761	0.391	-0.024	1.547
Girls engaged in income generation activities	0.210	0.250	-0.293	0.713
Girls with disability*	-0.686	0.264	-1.216	-0.156
Decision Making				
(Constant)	0.722	0.450	-0.183	1.628
Aged 15-17 Years	-0.012	0.425	-0.867	0.843
Aged 18 Years and above	0.390	0.326	-0.265	1.044

Married Girls having Children**	1.075	0.379	0.312	1.837
Girls engaged in income generation activities	0.065	0.243	-0.423	0.554
Girls with disability*	-0.609	0.256	-1.124	-0.094
Problem Solving				
(Constant)	0.896	0.499	-0.108	1.900
Aged 15-17 Years	-0.167	0.471	-1.115	0.780
Aged 18 Years and above	0.461	0.361	-0.265	1.187
Married Girls having Children	0.795	0.421	-0.050	1.641
Girls engaged in income generation activities	-0.001	0.269	-0.543	0.541
Girls with disability	-0.422	0.284	-0.993	0.149
Health and Hygiene				
(Constant)	2.177	0.481	1.210	3.143
Aged 15-17 Years	-0.361	0.454	-1.273	0.552
Aged 18 Years and above	0.278	0.348	-0.421	0.977
Married Girls having Children	-0.091	0.405	-0.905	0.724
Girls engaged in income generation activities	-0.179	0.259	-0.700	0.343
Girls with disability	-0.149	0.273	-0.699	0.400
Awareness about rights				
(Constant)	1.891	0.467	0.951	2.830
Aged 15-17 Years	-0.026	0.441	-0.912	0.861
Aged 18 Years and above	0.391	0.338	-0.288	1.071
Married Girls having Children	0.175	0.394	-0.616	0.967
Girls engaged in income generation activities	-0.143	0.252	-0.650	0.364
Girls with disability	-0.515	0.266	-1.050	0.019
Awareness about child protection and safeguarding				
(Constant)	1.995	0.471	1.047	2.942
Aged 15-17 Years	-0.608	0.445	-1.502	0.286
Aged 18 Years and above	0.071	0.341	-0.614	0.756
Married Girls having Children	0.184	0.397	-0.614	0.982
Girls engaged in income generation activities	-0.232	0.254	-0.743	0.279
Girls with disability	-0.168	0.268	-0.706	0.371
Inclusion				
(Constant)	0.759	0.356	0.043	1.475
Aged 15-17 Years	0.193	0.336	-0.483	0.869
Aged 18 Years and above	0.059	0.258	-0.459	0.577
Married Girls having Children**	0.801	0.300	0.198	1.404
Girls engaged in income generation activities	-0.061	0.192	-0.447	0.325
Girls with disability	0.003	0.202	-0.404	0.410
Financial Literacy				
(Constant)	1.767	0.360	1.044	2.491
Aged 15-17 Years	0.221	0.340	-0.462	0.904
Aged 18 Years and above	-0.089	0.260	-0.612	0.434
Married Girls having Children	0.513	0.303	-0.096	1.123
Girls engaged in income generation activities	-0.316	0.194	-0.707	0.074
Girls with disability	-0.146	0.205	-0.557	0.265
Quality Relationship				
(Constant)	1.966	0.424	1.114	2.817
Aged 15-17 Years	-0.169	0.400	-0.973	0.635
Aged 18 Years and above	-0.159	0.306	-0.775	0.457
Married Girls having Children	0.382	0.357	-0.336	1.099
Girls engaged in income generation activities	-0.008	0.229	-0.468	0.452
Girls with disability	-0.212	0.241	-0.697	0.272

Note: One asterisk (*) denotes differences between groups that are statistically significant at p < 0.05. Two asterisks (**) denotes differences between groups that are statistically significant at p < 0.01.

Annexure 14: Life Skills Results by Subgroup (Mean Percentage Score)

The following table contains life skills data analysis using mean/average score per sub-group.

Table 47: Life skills results by subgroup (mean percentage score)

Attribute	All GEC girls in the sample	Sub-group					
		Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Married girls having children	Girls with disabilities	Girls engage in income generation activities
Overall	65.30%	65.49%	62.87%	68.20%	66.91%	60.42%	61.94%
Confidence	69.73%	71.46%	65.78%	72.49%	71.99%	62.39%	66.80%
Communications	69.71%	71.84%	66.67%	70.70%	71.88%	64.10%	68.12%
Emotional management	60.10%	61.05%	54.60%	65.95%	62.73%	53.50%	55.68%
Decision making	56.33%	54.28%	54.73%	61.29%	61.34%	49.23%	52.20%
Problem solving	59.23%	58.11%	55.97%	65.05%	61.57%	51.97%	52.45%
Health and hygiene	73.24%	73.56%	69.96%	77.06%	70.60%	68.55%	72.48%
Awareness about rights	65.99%	66.16%	61.32%	71.86%	70.14%	62.05%	64.34%
Awareness about child protection and safeguarding	67.05%	66.67%	65.29%	69.89%	66.90%	64.27%	64.21%
Inclusion	53.88%	54.41%	53.19%	54.03%	53.47%	52.44%	50.19%
Financial literacy	67.77%	66.36%	68.64%	68.60%	69.17%	66.46%	61.78%
Quality of relationship	71.45%	73.56%	68.93%	71.77%	71.18%	65.38%	61.94%

The above table suggests that girls with disabilities had the least average life skill score of approximately, 60.42%. On the other hand, GEC girls age 18 and above had the highest average life skills score.

Overall, the mean score of all GEC girls is higher as compared to the other subgroups except for age 14 years and below; age 18 years and above; and married girls having children. The confidence aspect of life skills of GEC girls age 18 years and above is higher, while that of girls with disability is lower as compared to the overall confidence aspect of life skills score. The communication aspect of life skills of GEC married girls having children is higher while that of girls with disability is lower as compared to the overall communication aspect of life skills score. The emotional management of life skills of age 18 years and above is higher while that of girls with disability is lower as compared to the overall emotional management of life skills score. The decision making aspect of life skills of GEC married girls having children is higher while that of girls with disability is lower as compared to the overall decision making aspect of life skills score.

Annex 15: Project Management Response

> o What is the project's response to the key findings in the report? Make sure to refer to main conclusions

This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. For instance, have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of girls – and how these can be overcome? This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

Looking at the main findings highlighted by external evaluator in baseline report, below is the distinct features wise ACTED's response.

Key Barriers: As highlighted by EE that, poverty and low parental income, cultural norms that preferred girls' marriage instead of their education, a requirement from girls that they help at home (mainly includes the routine cleanliness, dish washing, cooking, caring for young siblings / children and livestock) and in the fields (mainly includes providing support in harvesting of crops and arranging fodder for livestock), and unavailability of nearby schools for girls are the key barriers to access education by girls. ACTED highlighted the same key barriers as outlined in theory of change (ToC) that under-supply of inclusive schools, long distances to schools, damaged physical infrastructure, lack of girls schools, financial barriers i.e. requirement of uniforms, books, supplies, transportation costs etc. are key barriers. Furthermore, ACTED also described that family, marriage, children, working in and out of house responsibilities are also key barriers to get education by rural girls. ACTED's monitoring data results also showed that 100% beneficiaries told that poverty is the main reason of not getting education. However unavailability of girls schools and female teachers and lack of facilities in schools are also remained barriers in access to education. ACTED has planned to provide inclusive education to marginalised girls. For that purpose, girls with disabilities, girls with minority religious groups and transgender people will be included if they meet LNGB enrolment criteria. Facilities i.e. ramps at classrooms and toilets, child care corners will be provided in the learning spaces as per requirements of beneficiaries. Learning spaces are planned to establish in the close vicinity of areas for easy access. Security assessment for each learning spaces is also planned to conduct for to highlight and mitigate safeguarding issues of girls. ACTED has no direct control to prevent girls from early marriages but ACTED has planned to conduct sensitisation sessions with communities on gender equity, social inclusion, safeguarding and girls education to cater this issue.

Learning outcome: As per baseline results of assessments conducted by EE, the literacy and numeracy results were found low. On an average girls secured maximum 14 scores out of 100. The results were as per expectations by looking at the key barriers. The monitoring data of ACTED also revealed that 90% of girls were never been to school. Results of ACTED's monitoring data validate the reasons mentioned in the theory of change that along with poverty, lack of schools and facilities, the lack of awareness of the value of girls education and inappropriate perception of girls education in communities also caused to keep girls far from education. EE also manifested that the average learning scores of literacy and numeracy decreases as age group increases. On the other hand, married girls having children were having lower score than overall average score of GEC learners. ACTED highlighted in the theory of change that household chores, marriage and children are the major reasons for out of school girls. ACTED's monitoring data also tell that 50% LNGB girls highlighted marriage as the main barrier to get education. Keeping in view to provide possible opportunities of education in intervention areas of LNGB, ACTED has planned to provide flexible hours at learning spaces as per girls' responsibilities and also catch-up classes will be provided to girls whose learning performance is observed low.

Transition outcome: Finding of baseline report revealed that majority of the primary caregivers were in favour of girls' education, their integration into the labour market to become earning members of the family and the enrolment of girls into educational and vocational institutions. ACTED's theory of change illustrated that girls and communities have lack of awareness regarding education, livelihood opportunities and access to market in spite of that 39% girls have technical skills of embroidery, agriculture farming, stitching and handicrafts as per monitoring data. ACTED will train 200 girls for technical and vocational skills among these 20 girls will also get small grants and tools for their business start-ups. ACTED will connect girls with market vendors so that they can create sustainable business opportunities for them.

Sustainability outcome: EE highlighted that community, parents and elders seemed to be in support of girls' education, skills acquisition and undertaking paid employment. Some of the essential areas of support which the community has provided to the learning spaces and which is helping in improving the sustainability of the learning spaces include space provision, establishing and maintaining communication with parents against education of their daughters, and participation in the school/learning space planning meetings. On other side government officials were in favour of the learning spaces and education for marginalized girls. ACTED mentioned in theory of change that perception of girls education is not deemed appropriate as rate of child marriages is high in the intervention areas, monitoring data depicted that 16% of LNGB married girls are below age of 16 years, however as per government's law 16 years is minimum age for marriage of girl. There is pressure of household heads to work or stay at homes and they are not permitted to travel outside of their areas to attend schools. Theory of change also tells that government is unable to provide girls education in the rural areas. ACTED's monitoring data found that there is no girls schools and some abandoned buildings of government schools were also found in intervention areas. ACTED has designed activities to sensitise communities on girls education and girls will also be provided technical and vocational education so that they can contribute in their household income. ACTED will also provide life skills sessions to girls to enhance their confidence, communication and interpersonal skills so that they can influence and participate in the decision process for their lives and children's lives. On other hand ACTED will conduct regular meetings with government education department to provide educational facilities in areas specific to LNGB project. In parallel to that, communities will also be sensitised for girls education support through regular sessions.

o What is the project's response to the conclusions and recommendations in the report?

The management response should respond to the each of the external evaluator's recommendations that are relevant to the grantee organisation. The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
Imparting non-traditional skills: It is suggested to link L&N girls to sustainable livelihood solutions, introduce non-conventional skills (also identified in focus group discussions with girls) such as commercial pickle making, organic farming, fashion designing and linking	ACTED has a plan to conduct market assessment study. Based on the findings of market assessment ACTED will select demand driven trades for the beneficiaries to train on. After successful completion of the training, the trainees will be transited to the

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
girls to high-end designer brands for earning better livelihoods. It is important to note that this recommendation needs to be implemented in a culture sensitive manner, and also needs sensitization and engagement of the men.	employment through linkage building with potential employers. The transition to the employment process will be simultaneously carried out with the training to enable trainees to link with the employers right after the completion of course.
Engaging husbands of married girls: The project data shows there is a large proportion of married girls in the project beneficiaries. Majority of them are mothers. It is important to engage with their husbands to ensure the married girls receive required support from their husbands to complete the expected learning pathway and do not drop out. This support from husbands include flexibility in carrying out daily household chores including cooking, looking after children and livestock etc.	ACTED is agreed with the recommendation. ACTED has designed activities to conduct sensitisation sessions with men and boys on girls education support. ACTED will include husbands and sons in the sessions.
Engaging husbands/parents of girls helping in income generation activities: The project should work closely with the husband/parents of the girls who support in income generation activities such as helping in agriculture fields. This will help ensure the girls do not drop out due to prioritizing working in the fields such as at the time of harvesting.	ACTED has introduced school management committees (SMCs) model. Each learning space will have SMC of 7-9 members who will make efforts to retain girls and raise problems which can be hindrance for girls education in LNGB spaces. ACTED will also make calendar of each area through which harvesting seasons will be noted and learning spaces' schedule will be developed as per engagement of girls in harvesting. The sensitisation sessions on girls education support for communities are also part of regular activities of project.
Sustainability of the learning spaces – engaging other stakeholders: To ensure the sustainability of the learning spaces, it would be worth keeping close coordination with Sindh Education Foundation, Sindh Rural Support Program, City Foundation and Education and Literacy department of the government of Sindh etc. These organizations are likely to adopt and help such interventions.	ACTED's sustainability model is focused to ensure that girls are transitioned to formal education, training and employment opportunities. For that purpose regular meetings will be conducted with government, private and public entities. ACTED is already working with Sindh Education Foundation (SEF). This institute is run under Sindh education and literacy department. The objective of the institute is to provide education facilities into rural areas through public private partnerships. ACTED is already in close coordination with SEF to collaborate for LNGB girls education.
IO – 2 indicator 1.1 Average attendances at learning spaces – target for attendance rate: The prevailing attendance rate in public schools is around 80%, whereas, it is around 89% in private school. In order to be compatible with the national level attendance rate in public schools, the attendance target should be set at 80%.	The dynamics of informal education centers are different than the formal public or private schools. The beneficiary girls are most of those who are vulnerable to child and early forced marriages, who are also at risk of migration. These adolescent girls most have trouble in seeking permission to attend any kind of learning opportunity. Therefore, safe attendance threshold is set at 70% for LNGB project.

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
IO – 4 Parental support to girls' education – setting the parental support target: Parental support for girls is already on high side at the baseline. It is suggested to increase the project target from 50% to 75%.	Parental support is high in terms of acceptance of educational facility in LNGB intervention areas. ACTED has also experienced "no resistant" from communities during mobilisation campaign for establishing learning spaces. On other side communities are not sufficiently empowered to get educational facilities from government or public/private institutes. ACTED will have activities to mobilise communities' forums i.e. SMCs for coordinating government and public/private entities to clutch sustainable facilities for girls education. ACTED will also play binding role to make strong coordination between communities and government or public/private entities. Since empowerment of communities is supporting activity of project so 50% target has been assigned keeping in view the ground realities of communities' activeness. ACTED understands that 75% will be ambitious target.
Broader Recommendations to ACTED, FCDO and FM	
Enrolling a higher age bracket of girls in the programme: The target areas have many older girls that wish to acquire education and can be educated. However, the project beneficiary selection criteria, particularly the age considerations, limit their ability to be a part of the L&N learning spaces. It is suggested that this be further explored and if a reasonable numbers of girls of more than 19 years of age are willing to be enrolled, they should also be given this opportunity, subject to resource availability.	ACTED's LNGB project has set criteria with specific age brackets of 14-19 years for girls' enrolment. Selection of beneficiaries higher than specific age will cause more target to achieve than project set target which will require more resources and budget. However, given resources and budgetary requirements do not allow to select beneficiaries beyond set target of project. So ACTED can not go with higher age bracket of girl in current scenario.
Barriers outside project scope: Addressing barriers such as hunger and poverty are outside the scope of the project. However, the project should try to link the community with other programs (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly address such type of barriers, in some limited ways.	Although ACTED has intervened in poverty ridden areas but ACTED has no activities to facilitate communities on hunger and poverty aspects. However ACTED will inform communities through regular mobilisation campaigns about any government or public/private facilities which address these type of issues.
Level of data disaggregation to measure transition outcome: For overall L&N and ALP cohorts it will be useful to track the transition of these girls after completing their courses. It is suggested that some additional level of data disaggregation, mainly by the type of transition e.g. to higher grades, to vocational education, level and type of vocational education and by employment/work type, be added. It is also suggested that the standalone indicator for each type of transition be adopted, some of which are listed below:	ACTED is agreed to report transition indicator with disaggregation of type of transitions. However, ACTED understands that standalone indictors will not suffice the purpose and information will be covered in disaggregation of data.

- The number of highly marginalised girls who have transitioned into primary school,
- The number of highly marginalised girls who have transitioned into vocational training learning spaces/institution,
- The number of highly marginalised girls who have transitioned into safe, fairly paid employment or self-employment.

o Does the external evaluator's conclusion of the projects' approach to addressing gender inequalities across activities correspond to the projects' ambitions and objectives?
o What is the project's response to any GESI risks identified by the evaluator?

External evaluator recommended GESI awareness and sensitization sessions throughout the project to bring awareness on girls education, to prevent child early and forced marriages, involvement men and husbands to support women/wives/other family women and girls to help in house chores to lesser the burden of unequal distribution of domestic work that prevents women/girls access to education and social inclusion and cohesion of most marginalized girls and vulnerable communities through series of activities with teachers, students, SMCs, community members, men, boys and girls and women of the LNGB targeted areas. Further, the study also suggested social mobilization to sensitize men and boys to support girls education as well as the significance of TEVT suggested to link L&N girls to sustainable livelihood solutions, introduce non-conventional skills (also identified in focus group discussions with girls) such as commercial pickle making, organic farming, fashion designing and linking girls to high-end designer brands for earning better livelihoods in a culture sensitive manner, and also needs proactive engagement of the men & husbands of married learners and provision of timely required support aid (hearing aid, spectacles, walking sticks, wheelchairs etc.) for learners with disabilities. Glow also suggested to enrol higher age bracket of girls in the LNGB program as the target areas have many older girls that wish to acquire education and learn technical skills beyond the current project beneficiary selection criteria.

As per GESI identified risks in the baseline report, the compliance of GESI standards, child protection and safeguarding policies, functioning of the complaint response mechanism are ensured, regular activities around GESI sensitized social mobilization through a series of awareness raising activities with girls, women men and boys, influential, teachers and service providers at learning centres as well as in all LNGB communities are planned on regular basis, affirmative actions; into learning centres as well as community level to ensure induction and retention of all the marginalized girls from different sub-categories; married girls with/without infants, girls with disabilities, girls from religious minority groups accessible and safe learning place with a child care room/space within the premises of the house/compound where centre is working, awareness and sensitization of the spouses of the learners towards extending their support to their wives in completing their respective courses. Infrastructure changes are done at the learning centres for learners with disabilities to make learning environment safe and inclusive and health screening of the learners and technological aid (hearing aid, spectacles, walking sticks, wheelchairs etc. are provided for girls with disabilities, sensitization on importance of social inclusion and cohesion developed through series of GESI sensitive activities with teachers, students, SMCs, downstream partners (DSPs), parents, community members and different

stakeholders. GESI training (s) for LNGB staff and follow-up action plan are developed and being planned to revise every quarter to address the emerging GESI issues and matters of concerns. Robust process monitoring on GESI standards by GESI focal person and MEL team keep adapting mitigation strategies according to the feedback and findings is a regular feature of the LNGB program.

o   What changes to the logframe will be proposed to DFID and the fund manager?
    The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs.

The main objective of the baseline study was to provide ACTED and the FM with an assessment of the project, its design, implementation and results. The aim of evaluations is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability of the project. Looking at the outcome and intermediate outcome wise findings, the EE has mapped in-depth and informative analysis. The findings are reflected with disaggregation of subgroups i.e. marital status and girls with disabilities. EE has emphasised in one of recommendations to engage male members of households for support of their girls' education. ACTED realised the importance of men's support for continuation of girls' education and employment opportunities and ACTED has activities for sensitisation of communities on girls education support. Therefore, ACTED is suggesting below 2 intermediate and output indicators to be included in logframe:

1- **Intermediate outcome indicator:** % of men and boys demonstrated positive support for the role of girls in education, employment or income generating opportunities.
2- **Output indicator:** # of men and boys participating in sensitisation sessions.

o   What are the project's reflections on the ambition of the project?
    Given the learning base levels and characteristics of beneficiaries presented, does the project propose to change its learning and/or transition pathways and targets originally articulated?

ACTED understands that the number of beneficiaries and the grantees should be increased in future project(s), as there is high demand of imparting vocational training to a larger number of beneficiaries due to low socio economic status of the targeted communities.

Annex 11: External evaluator declaration

Name of project: 04 DNT Closing the Gap: "Educating Marginalised Girls in Sindh and FATA"

Name of External evaluator and contact information: GLOW Consultants (Private) Limited and info@GLOWconsultants.org

Names of all members of the evaluation team: Zaki Ullah, Saeed Ullah Khan, Imtiaz, Sehar Taimoor, Muhammad Ismail and Gul Buledi

Zaki Ullah certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently ((Initials:).
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials:).
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: Type text here
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by GLOW Consultants (Initials:).
- All child protection protocols and guidance have been followed ((initials:).
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials:).

Zaki Ullah
(Name)

GLOW Consultants (Private) Limited
(Company)

30ᵗʰ June 2021
(Date)