Project Evaluation Report

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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.

ENDLINE EVALUATION REPORT

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Acronyms

ALP	Accelerated Learning Program
ASER	Annual Status of Education Report
BL	Baseline
BLN	Basic Literacy and Numeracy
EE	External Evaluator
EL	End-line
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
IDI	In depth Interview
IDs	Identities
IO	Intermediate Outcome
IRC	International Rescue Committee
LNGB	Leave No Girls Behind
MEL	Monitoring, Evaluation and Learning
NER	Net Enrolment Rates
NFE	Non-Formal Education
OOS	Out of School
OOSC	Out of School Children
OOSG	Out of School Girl
ORF	Oral Reading Fluency
SEL	Social-Emotional Learning
SPSS	Statistical Package for the Social Science
TEACH	Teach and Educate Adolescent Girls with Community Help
ToC	Theory of Change
TVET	Technical and Vocational Education Training
VSG	Village Support Groups
VSLA	Village Saving and Loan Association
WGCF	Washington Group Child Functioning

EXECUTIVE SUMMARY

The education sector in Pakistan faces a multitude of challenges. Out-of-schoolchildren (OOSC) remain a significant issue, nearly 25% of the population has never been to school[1]. Likewise, there are significant disparities in educational indicators between provinces; Balochistan has the highest number of OOSC (47%) and the lowest literacy rate (46%) amongst all provinces[2]. Pakistan's education system is striving with difficulties due to lack of political will, insufficient financial resources, corruption and instability.

Furthermore, the economic situation seems to be deteriorating in Balochistan as compared to other provinces. In Balochistan, around 71% of the population are multi-dimensionally poor, with the poverty being much worse in rural areas (85%) in comparison to urban areas (38%). The project districts in Balochistan including Killa Abdullah, Chaghi, Pishin, Kharan and Nushki are multidimensional poor[3].

The International Rescue Committee (IRC) is implementing Foreign, Commonwealth & Development Office[4] (FCDO) funded Teach and Educate Adolescent Girls with Community Help (TEACH) project in Balochistan province of Pakistan. The project is funded under the Girls' Education Challenge (GEC)[5] – the flagship program of FCDO's commitment to girls' education. The project is targeting highly marginalized out-of-school girls (OOSGs) between the ages of 10 to 19 in five districts (Chaghi, Killa Abdullah, Kharan, Nushki and Pishin) of Balochistan province. The project aimed to develop safe learning centers for underprivileged OOSGs in the targeted districts. These OOSGs need access to education, livelihood skills and training, as they have never been to school or have been dropped out. Therefore, they lack basic literacy and numeracy skills.

The project included girls that have never been to school or dropped out, who are engaged in income generation, married, or pregnant, girls with disabilities, and refugees. TEACH aims for girls to improve their learning outcomes, transition to formal schools where possible, acquire market-relevant livelihood skills and life skills. The ultimate goal of the project is to help adolescent girls' transition to employment.

The theory of change of the project hypothesized reduction in the barriers associated with education for girls in Balochistan, through enforcement of EARN, LEARN and DISTANT LEARNING streams by establishing learning centers in the proximity of their villages. Moreover, the project has developed a customized accelerated learning curriculum for face-to-face interaction with GEC girls, developed and aired radio lessons packages to interact with listening buddies[6]; and market assessment & identified potential trades for adolescent girls to increase their livelihood opportunities. These aforementioned interventions will increase girl's access to education and improve their learning, transition outcomes and life standards through engagement in more formal education, technical education and employment.

The TEACH project followed a pre-post evaluation approach for the intended beneficiaries. The end-line evaluation followed a mixed-methods approach for data collection from the same targeted GEC girls i.e., early grade reading assessment (EGRA) based tool; early grade math assessment (EGMA) based tool; core girl background survey; social and emotional learning; and learning center assessment for quantitative data collection. Furthermore, focus group discussions (FGDs) and in-depth interviews (IDIs) were used for qualitative data collection from GEC girls, parents/caregivers, community, and other key stakeholders including partner staff, government officials and teachers.

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[1] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2019-20, 2021

[2] Ibid

[3] Population Census 2017. Pakistan Bureau of Statistics

[4] The Department for International Development (DFID) and the Foreign and Commonwealth Office (FCO) merged together as the Foreign, Commonwealth and Development Office (FCDO).

[5] https://girlseducationchallenge.org/#/

[6] GEC girls of DISTANT LEARNING STREAM also known as Listening Buddies

The findings from the end-line were compared with the baseline results. The end-line was conducted of cohort[7] 1 of EARN, LEARN[8] and DISTANT LEARNING[9]. Moreover, the external evaluator (EE) analyzed the project monitoring data to report on certain indicators of the project.

The baseline evaluation helped determine the learning level of the targeted beneficiaries during the time of enrolment in the TEACH project. The purpose of the end-line evaluation was to compare the learning results with the baseline. Moreover, the findings on transition, sustainability, attendance, quality of instructions and on other aspects have also been explained in detail in the end-line report.

Key Characteristics of Subgroups and Analysis of Project's Gender Approach

Key Characteristics of Subgroups: TEACH project has enrolled highly marginalized OOSGs. GLOW/EE has used the same subgroups characteristics that were identified at the time of baseline. With this approved approach, it will be easier to understand and measure the contribution of the project from baseline to end-line.

Project's Gender Approach: The interventions under this project were specifically designed for OOSGs. Despite the projects focus on girl's, views of fathers and male community members were also collected regarding current education status, and the types of barriers faced by girls. The comments, suggestions and recommendations provided were included in the report. Likewise, input from the community were also incorporated in the evaluation findings. The data collection was inclusive of girls with disabilities, orphaned girls and married girls.

End-line Learning Levels

The total number of learning beneficiaries are 30,257 girls registered/enrolled in the TEACH project including EARN stream (7,180 girls), LEARN stream (11,941 girls) and total DISTANCE LEARNING stream was [11,136 (10-14). 2000 girls aged 15-19 also benefited from distant learning program, but they later joined face-to-face centers in cohort-2, therefore, to avoid duplication we are not considering them in total distant learning beneficiaries rather counted them once in the EARN stream only.

Benchmarking: For EARN stream, the benchmark is 40 correct words per minute for literacy, and correctly answered 80% of word problems for numeracy. At the baseline, 20.9% GEC girls of EARN stream have achieved both literacy and numeracy benchmarks as compared to 48.75% GEC girls in the end-line. Furthermore, in the EARN stream, 48% of the GEC girls achieved the literacy benchmark at the baseline whereas 71.8% of the GEC girls achieved literacy benchmark in the end-line. Similarly, 29.3% of the GEC girls achieved the numeracy benchmark at the baseline whereas 55.4% of the GEC girls achieved numeracy benchmark at the end-line.

Moreover, the benchmark set for LEARN stream is to achieve literacy and numeracy level of grade 5. At the baseline, 3.4% GEC girls achieved the benchmark in both literacy and numeracy of grade 5 whereas 10.2% GEC girls achieved at the end-line. Besides, 7.1% GEC girls achieved the literacy benchmark of grade 5 at the baseline as compared to 22.9% GEC girls in the end-line. Similarly, 7.1% GEC girls achieved the numeracy benchmark of grade 5 at the baseline as compared to 22.6% GEC girls in the end-line.

8.1% of GEC girls of DISTANT LEARNING stream has achieved the learning of grade 5 in both literacy and numeracy at the baseline whereas 15.5% achieved literacy and numeracy in the end-line. Moreover, 13.0% GEC girls achieved the literacy benchmark of grade 5 at the baseline as compared to 32.6% GEC girls in the end-line. Similarly, 11.0% GEC girls achieved the numeracy benchmark of grade 5 at the baseline as compared to 29.5% GEC girls in the end-line.

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[7] Cohort refers to the various groups constituted to eventually reach out to the total project targeted GEC girls. The cohort were distinguished based on the type of interventions such as EARN, LEARN and DISTANT LEARNING streams, and were also distinguished based on time series considering the project implementation timeframe e.g. Cohort 1 for EARN stream was the first group of girls who were receiving this type of interventions under TEACH.

[8] LEARN is an accelerated learning program. The girls transition to formal education or non-formal education. The younger girls (10-14 years) are included in it. EARN is a more employment-oriented/skills-based approach for the older girls (15-19 years) who would then transition into vocational training, employment/self-employment.

[9] The project was redesigned due to COVID-19 in a Mid-Term Review (MTR) process, which included the addition of a new cohort of girls receiving remote support only through a distance learning approach.

Moreover, the findings indicate that nearly 56% of GEC girls and 65% listening buddies from the LEARN and DISTANT LEARNING streams achieved the learning benchmarks of Grade 4 and above in both literacy and numeracy. Similarly, the core girl background surveys of both LEARN and DISTANT LEARNING streams also confirm that the GEC girls and listening buddies were enrolled in Grade 4 and above of the government primary schools in their respective districts.

Literacy Results: A statistically significant improvement was observed in the literacy score of GEC girls from all three learning streams from baseline to end-line i.e., EARN (percentage mean score 51.98[10] baseline and 75.63 end-line); LEARN (percentage mean score 32.73 baseline and 76.49 end-line) and DISTANT LEARNING (percentage mean score 41.27 baseline and 83.68 end-line). Furthermore, the GEC girls performed significantly well in all subtasks i.e., the mean score increased from baseline to end-line. Similarly, the number of non-learners[11] reduced in all subtasks from baseline to end-line i.e., the GEC girls moved from non-learners' category to other learning categories. However, end-line results indicate that the GEC girls were still facing difficulty in subtask 4b-reading comprehension and subtask 5- writing/ dictation. However, the low performance of GEC girls was understandable because the difficulty level of these two subtasks was higher as compared to other subtasks. Overall, there has been a statistically significant improvement in the learning performance of GEC girls from different subgroups as compared to the baseline in literacy except for girls with disability and engaged in income generation activities.

Numeracy Results: The numeracy results indicate a statistically significant improvement in the average scores from baseline to end-line i.e., EARN (percentage mean score 57.71[12] baseline and 78.39 end-line); LEARN (percentage mean score 35.84 baseline and 74.91 end-line) and DISTANT LEARNING (percentage mean score 43.97 baseline and 77.21 end-line). Furthermore, end-line results indicate that the GEC girls from all three learning streams moved up from the non-learner's category to other categories. Contrarily, the GEC girls from all three learning streams faced difficulty in subtasks 5b-subtraction level 2 and subtask 6-word problems. The low performance in these subtasks is understandable as the difficulty level of these two subtasks of numeracy was higher. Overall, the numeracy scores of GEC girls from different subgroups increased from baseline to end-line and was statistically significant except for orphaned girls.

Comparison of Face to Face and Distant Learning: The performance of GEC girls from Face to Face was also compared with performance of listening buddies from DISTANT LEARNING. The findings indicate that listening buddies (DISTANT LEARNING) had a better percentage mean score (83.68) as compared to GEC girls (Face to Face) (percentage mean score 76.49) in EGRA Urdu literacy task at the end-line. Similarly, listening buddies had a better percentage mean score (77.21) in EGMA task in comparison to GEC girls (percentage mean score 74.9). Additionally, an average of 8 listening buddies were present in group radio lessons as compared to 30 GEC girls in Home Based Centers (HBCs). As a result, listening buddies received more attention from caregiver/peer support[13] as opposed to the GEC girls in HBCs. Likewise, listening buddies were at an advantage with regards to the flexibility in timings of classes. Classes took place in multiple shifts, giving the listening buddies the option to choose a time most convenient for them. Moreover, the GEC girls in HBCs did not have the leverage of revisiting lessons, whereas listening buddies could listen to lessons multiple times to clear concepts.

Social and Emotional Learning Skills: The end-line findings indicate that there has been a significant improvement in the SEL scores of the GEC girls from baseline to the end-line. The SEL score increased from 1.81[14] at baseline to 2.33 at end-line. Moreover, the SEL index score of EARN and LEARN stream also increased from baseline (EARN=1.58 and LEARN=2.04) to the end-line (EARN=2.04 and LEARN=2.36). More than 85% GEC girls from the EARN and LEARN streams improved their life skills from the baseline (1.81). The subgroup analysis indicates that the improvement in the SEL score from baseline to end-line was significantly greater for married girls

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[10] 51.98 is the percentage mean score. The percentage mean score indicates that GEC girl obtained 51.98 out of total 100 percentage mean score. This is applicable for all percentage mean score illustrated for literacy in parentheses.

[11] Non-learner means the GEC girl did not correctly answer any question/item in a specific subtask or task.

[12] 57.71 is the percentage mean score. The percentage mean score indicates that GEC girl obtained 57.71 out of total 100 percentage mean score. This is applicable for all percentage mean score illustrated for numeracy in parentheses.

[13] A literate person from the local community

[14] 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.

(0.83[15]) followed by Pashto speaking girls (0.78) and girls of the age groups 15- 19 years (0.75). The improvement was higher in these three subgroups because after marriage there is minimal time available for married girls to relax and interact with friends. On the other hand, restricted mobility norms in the Pashtun community in the tribal areas of Balochistan affect their social and emotional skills. Thus, it indicates that the SEL activities designed were relevant for these marginalized girls particularly for married girls, girls speaking Pashto and older girls to improve their SEL skills. On the contrary, girls speaking Brahui showed less improvement in the SEL score from baseline to end-line (0.25) because the Brahui speaking girls were from a minority group whereas, the classes had a majority of Balochi speaking girls and the instructor also conversed in Balochi. The improvement in the SEL skills has been positively associated with an improvement in the mean score of both literacy and numeracy assessments.

Financial literacy: At the beginning of the financial literacy module delivery, a pre-assessment was undertaken to evaluate the skills related to financial literacy. The findings indicate an increase in the financial literacy score from baseline (9.85 percentage mean score[16]) to end-line (64.03 percentage mean score). The results also indicate that GEC girls moved up from non-learners (8.66% GEC girls) and emergent learners[17] (91.34% GEC girls) category at baseline to established learners (72.22% GEC girls) and proficient learner's category (22.97% GEC girls) at the end-line.

Transition: Based on the project data, 5,463 girls (10-14 years) transitioned to formal/informal schools; and 746 girls (15-19 years) successfully transitioned to employment. The aim of the project was to return girls to formal education and to become a part of the productive workforce following the completion of the TEACH courses. Findings from the core girl background survey indicates that for the LEARN stream 29.0% of GEC girls had transitioned, out of which 52% of them continued their education whereas the remaining 48% did not transition but are planning to continue education or enroll in the advanced training program. Out of 52%, 90% of the GEC girls enrolled in grade 4. Similarly, for the DISTANT LEARNING stream, analysis of the core girl survey indicates that 86.7% of listening buddies had continued their education or opted for (self) employment. Out of these, 62% of listening buddies continued their education, while 95% of these listening buddies enrolled in grade 4. Contrarily, 12.5% of the GEC girls speaking Pashto had no future plans.

Sustainability: The parents and community members play a significant role in sustainability of the learning centers. Village support groups were helpful in increasing awareness of the community members regarding rights of girls' education. These support groups helped develop community support action plans for the implementation of community driven actions to improve girls' education and reduce associated barriers. The project also highlighted that 827 trained community/ALP facilitators were registered in the EMIS roster of the Non-formal Basic Education (NFBE), which would help with future employment in programs or projects initiated by the government. Furthermore, 122 community base TVET facilities registered with Trade Testing Board (TTB) Balochistan were established under the project, which provided opportunity for 813 GEC girls to receive certification in income generation trades encompassing several domains including embroidery / stitching; beautician and well-being; and bakery and confectionary. Furthermore, the GEC girls of EARN stream particularly the embroidery and stitching trade GEC girls have been further supported by establishing 25 community owned production centers. These centers have been established with community's support in the form of voluntarily provision of spaces, with no requirement of rent and utility bills to increase income of EARN stream GEC girls. Production centers have additional tools and equipment for an average 5-7 engaged GEC girls. The project has also signed an agreement with Balochistan Agriculture & Extension Department; and Livestock & Dairy Development Departments for technical backstopping to deliver training in five income saving trades, which include Kitchen Gardening, Backyard Poultry Farming, Drying of Vegetables & Fruits, Making of Ketchup and Milk Processing.

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[15] Difference from baseline to the end-line.

[16] 9.85 is the percentage mean score. The percentage mean score indicates that GEC girl obtained 9.85 out of total 100 percentage mean score.

[17] Emergent learner (Score 1-40), Established learner (Score 41-80) and Proficient learner (Score 81-100)

Recommendations

I. The phonics-based approach i.e., technique of splitting Urdu words has been helpful for GEC girls in enhancing their reading and writing skills. As a result, it is suggested to utilize this technique which is already familiar to the GEC girls as it will help in attaining a better literacy score. The technique is already being utilized by teachers and it should be reinforced in future projects.

II. The findings indicate that the GEC girls from all three learning streams faced problems in subtasks of reading comprehension and writing/dictation. It is therefore recommended that the GEC teachers need to be guided during the time of training to adjust the number of exercises in the NFE coursework's adapted by IRC and give additional time where required to improve the performance and to achieve the desired benchmark level. Further, the project may continuously monitor the GEC teachers and how reading comprehension is taught and provide additional support to enhance the performance of the teachers.

III. The numeracy results indicate that GEC girls from all three learning streams faced challenges in carryover/borrowing function questions and words problems. It is suggested to adjust the exercises related to mathematics coursework and give additional time and attention where necessary to improve understanding and performance of the GEC girls. The GEC teachers need to be oriented that how to adjust the exercises during their training.

IV. The findings show that the current duration of the LEARN course is not sufficient for the GEC girls to get admission in Grade 6 because the majority of the GEC girls achieved the benchmark score of Grade 4. In addition, the GEC teachers also mentioned the short duration of the course. Similarly, another GEC LNGB project is currently being implemented in Sindh by another FCDO partner ACTED related to accelerated learning program, where the length of learning course is different around 18 months and will enroll the GEC girls in class 6th. Therefore, it is suggested to revisit the duration of the LEARN course.

V. Though there has been an improvement in the mean score of financial literacy, it is still suggested to familiarize older girls with the usage of calculator. The proposed pathway is for older girls in the project as they are more likely to engage in income generation activities rather than continuing education. Learning the use of a calculator will eliminate several accounting related problems.

VI. The SEL index score for the GEC girls has significantly improved from baseline to end-line. However, the SEL skills of girls speaking Brahui, girls engaged in income generation activities and orphaned girls were lower as compared to other sub-groups. Therefore, these subgroups require special attention and maybe a different approach should be used like sessions with their parents/caregivers to enhance their social, emotional and learning skills. Furthermore, the SEL skills have been positively linked to the learning performance of the GEC girls. Thus, performance of these GEC girls was also lower in the learning outcomes.

VII. The findings indicate that although girls engaged in income generation, married girls and orphaned girls had lower aggregate average score in both literacy and numeracy tasks as compared to other subgroups specifically in the short period course of EARN cohort. Besides, during the project period, the parents/caregivers provided support in continuation of their education in the learning center to these GEC girls and helped them of not dropping it out from the center. However, it is recommended to frequently

engage in dialogue with parents, husbands, and caregivers of these GEC girls to provide more support in order to improve their learning particularly in the short period of courses.

VIII. Performance of the GEC girls from EARN stream significantly improved from baseline to end-line. However, the difference is nearly half as compared to two other learning streams. Less improvement may be attributed to the short duration (3 months) of the literacy and numeracy course. Therefore, it is recommended to increase the duration of the coursework in future projects.

IX. The findings illustrate the effectiveness of the DISTANT LEARNING approach and material in improving the learning outcomes. Therefore, it is suggested that the project should upload all the DISTANT LEARNING information on the social media platforms as the Pakistan Social and Living Standard Measurement 2019-20, shows 92% individuals have mobile phones in Balochistan. This uploaded information will provide opportunities to other OOSGs to improve their learning skills in literacy and numeracy, aligned with the ALP curriculum.

X. The findings show that Pashto speaking girls had no future plans as compared to the other subgroups after completing their respective streams. Therefore, it is suggested that the project should do follow-up visits and engage in more dialogues with parents and caregivers to support their GEC girls.

XI. The current flood has adversely affected the financial situation of the households in Balochistan. In result, it is extremely difficult for the project to convince the parents/caregivers to send their girls to schools because currently their needs/priorities are to arrange food, shelter, and health for their families. Therefore, it is recommended to provide financial support to these floods affected families, so they are able to bear the expenses related to education and enroll/continue education of their girls.

1. BACKGROUND

1.1 Project context

a) Overall

In Pakistan, nearly 25% of the population has never been to school, which contributes significantly to the total number of out of school (32%)[18]. Pakistan has adopted the SDGs unanimously through its parliament and has made efforts to achieve the targets. Goal 4 of the SDGs has been prioritized by the government, but Pakistan still faces a multitude of challenges in the provision of quality and equitable education[19]. Province wise, Punjab has the least amount of Out of school children (24%) followed by Khyber Pakhtunkhwa (32%), Sindh (44%) and Balochistan which has the highest number of Out of school children (47%). Furthermore, the literacy rate in Pakistan has remained stagnant at 60% over the last six years (2013-14 to 2019-20). Comparison among the provinces shows that Punjab has the highest literacy rate (10 years and older) at 64% followed by Sindh 58%, KP 55% and Balochistan which has the lowest literacy rate at 46%. Gender disparities are also profound in education indicators; national youth (15- 24 years) literacy is higher in males (79%) in comparison to females (65%). Additionally, female literacy is highest in Punjab at 75% and lowest in Balochistan at 40%. Sindh stands at 57% and Khyber Pakhtunkhwa stands at 49%[20].

The school attendance in Pakistan has decreased from 62% in 2013-14 to 60% in 2019-20. School attendance has been highest in Punjab at 66% followed by 56% in KP, 55% in Sindh and is the lowest in Balochistan at 44%. Likewise, the Net Enrolment Rate at primary age has been highest in Punjab at 73% and lowest in Balochistan at 40%. For Sindh it has been 58% and for KP it has been 66%[21]. Inability to improve education indicators can be attributed to several reasons including the lack of political will, insufficient financial resources, corruption, and instability.

Despite the legislative efforts to improve the education system, 25 million children of ages 5-16 are out of school. The constitution of Pakistan has paid significant attention to provision of education. The standard of literacy and universal school completion have been given by articles 25A[22] and 37B[23] of the Constitution of the Islamic Republic of Pakistan[24]. Balochistan Compulsory Education Act 2014 also provides a framework for implementation of article 25A. After the 18th amendment to the constitution, the Balochistan government is now responsible for the delivery of education in the province. Nearly 23 policies have been developed over the course of the last six decades; however, the education system still faces a plethora of challenges. These issues stem from inadequate financial resources, ineffective implementation of policies, lack of coordination and management, political interference, and corruption. The challenges are manifested in form of poor education indicators evident today, these include low student attendance, low enrolment rate, high dropout rate, inadequate facilities in schools and poor quality of teaching[25].

b) Balochistan context

Balochistan is the largest geographical province in Pakistan, but population density is the lowest as compared to other provinces. Balochistan has lagged behind other provinces in terms of growth since 1970s. Key barriers to growth include inadequate institutional capacity and human resources, weak fiscal base, low population density and poor security situation that has resulted in closure of schools, migration of teachers and interruptions in the implementation of policy reforms[26]. The province has been through several conflicts and turbulences, which are the prime reasons for poor human development indicators and underdevelopment. Furthermore COVID-19 pandemic further exacerbated challenges in the province. Despite the efforts to uplift the education

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[18] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2019-20, 2021

[19] Khushik, Faheem & Diemer, Arnaud. (2020). Education and Sustainability, How SDG4 Contributes to Change the Representations of Developing Issues? The Case Study of Pakistan. International Journal of Management and Sustainability. 9. 101-119. 10.18488/journal.11.2020.92.101.119.

[20] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2019-20, 2021.

[21] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2018-19, 2020

[22] Article 25A- The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

[23] Article 37B- Remove illiteracy and provide free and compulsory secondary education within minimum possible period.

[24] The constitution of Pakistan, 1973

[25] Rehman & Khan. Flaws in Pakistan's Educational System

[26] Pakistan: Addressing Poverty and Conflict through Education in Balochistan. World Bank, 2018.

system of Balochistan, the NER remains lowest among the provinces. The NER for primary level has been 56%, for middle it stands at 26% and for higher education it stands at 15%. Nearly 70% of the children in the province are out of school. As per the Balochistan Education Statistics 2019-20, around 15,089 schools were operational out of which, 82% were primary, 10% were middle and 8% were high/ higher secondary. Furthermore, gender disparity is profound in Balochistan. It is evident from the number of schools for girls and boys. 68% of the primary schools, 57% of the middle schools and 63% of the high/higher secondary schools are for boys whereas only 26% of the primary schools, 42% of the middle schools and 36% of the high/higher secondary schools were for girls[27]. The national report by ASER also highlights gender disparity in Balochistan. It accentuates that 58% boys are enrolled in government schools as compared to 42% of girls.[28].

IRC TEACH interventions were planned in 5 districts (Chaghi, Nushki, Kharan, Pishin and Killa Abdullah) in Balochistan. Chaghi, Nushki and Kharan are part of the Baloch belt while Pishin and Killa Abdullah are part of the Pashtun belt. Chaghi district is the largest in terms of the geographical area and is in the northwest region of province. With its hot and dry weather, the district is home to majority of the Balochi population. The district has 22,153 children enrolled in schools. The total number of schools in the district is 315; out of which 80 schools are for girls whereas 209 are for boys and 26 are co-education schools. Out of the total schools for girls, 69% are primary, 19% are middle and 12% are high and higher secondary schools. Nushki district is in the south-west of Quetta and is a dry and arid region with long summers. The district has a student population of 23,299. Nushki has 272 schools, 95 schools for girls, 157 for boys and 20 are co-education schools. Out of the total schools for girls, 56% are primary, 28% are middle and 16% are high and higher secondary. Kharan district is located in the northwest of Balochistan, and it has dry desert land. The number of students enrolled in schools in Kharan is 16,162. The district has 275 schools, 71 schools for girls, 179 for boys and 25 are co-education. Out of the total schools for girls, 63% are primary schools, 21% are middle schools and 16% are high and higher secondary[29].

Pishin district is located in the northwest of Balochistan. It has mostly a semi-arid climate. Pishin has the third largest number of students in the province i.e., 56,423. The district has 1,040 schools, which is the highest number of schools in Balochistan, 281 of these schools are for girls, 735 for boys and 24 are co-education schools. Among the schools for girls, 72% are primary schools, 20% are middle and 8% are high and higher secondary schools. Killa Abdullah[30] is a valley located in the northwest region of Balochistan. The district has 607 schools out of which 87 are for girls and 488 for boys and 32 are co-education schools. Majority of girls' schools are primary 72%, only 14% are middle and 14% are high and higher secondary schools[31].

c) Economic context

Balochistan has the lowest per capita income. Its growth performance has been weakest over the last few decades in comparison to other provinces. Province wise, Punjab has the highest budgetary share of 1,439,116 followed by Sindh 742,030, Khyber Pakhtunkhwa 477,519 and Balochistan with lowest share of 265,054. Over the last few decades, Balochistan's growth performance has been the weakest as compared to other provinces. Nearly 71% of the population in Balochistan is multi-dimensionally poor, out of which 38% of the urban and 85% of rural population is multi-dimensionally poor. Killa Abdullah is the poorest district in Balochistan with nearly 97% of the population is multi-dimensionally poor population. Most of the population in all IRC TEACH project districts including Killa Abdullah (97%), Chaghi (89%), Pishin (82%), Kharan (78%) and Nushki (64%) is living under multidimensional poverty. Poverty limits access to education which is evident from the PBS Population census for 2017-18. It states that nearly 56% of the population in Balochistan is illiterate, out of which 43% are males and 57% are females. Similarly, the illiteracy seems to be more profound in rural areas (63%) in comparison to urban areas (40%)[32].

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[27] Balochistan Education Statistics, 2019-20

[28] Annual Status of Education Report. ASER-PAKISTAN 2021

[29] Balochistan Education Statistics, 2019-20

[30] Killa Abdullah is now subdivided into two districts; Chaman district and Killa Abdullah district.

[31] Balochistan Education Statistics, 2019-20

[32] Population Census 2017. Pakistan Bureau of Statistics

d) Social-Cultural context

Pakistan has the lowest gender-specific Education Development Index (0.823) in South Asia; this is evident as female participation in school is significantly lower than males[33]. This gender disparity stems from societal and cultural values, which place less weight on girls' education in comparison to boys. In Pakistan, decisions, and aspirations to educate girls are influenced by family context and environment[34]. Thus, females have fewer schooling opportunities than males specifically in rural areas. As a result, the gender gap in education seems to be widening in rural areas[35]. According to World Report 2022 on Human Rights Watch, even before the Covid-19 pandemic, more than 5 million primary school-age children in Pakistan were out of school and most of them were girls. This was due to lack of schools, financial costs associated with studying, child marriages, harmful child labor, and gender discrimination.[36] This results in education indicators for females remain poor, female literacy rate in Pakistan is 49% as compared to males 70%. Likewise, Net Enrolment rate (age 6-10 years) at primary level is 60% for females as compared to 68% for males[37]. The male to female ratio increases with increase in the level of education[38]. Annual Status of Education Report 2019 highlights the gender disparity in learning outcomes. The findings suggest that boys performed better than girls in both literacy and numeracy tasks[39].

In rural areas of Pakistan, non-household labor participation of women remains significantly low. Additionally, the authority and decision-making power lies with the senior members of the family regarding the marriage of young men and women. Despite the Islamic law, women have no claim of their father's heritage. Dowry and other expenses are discussed between families; however, they do not contribute to women's status. Likewise, gender roles and social convention of seclusion further enforce various degrees of modesty such as dropping out of schools which limits socialization and shifts of focus to household chores and responsibilities. This further limits chances of girls to acquire higher education[40].

The prevalence of disability in Pakistan is 8% and for all categories of disabilities it stands at 12%[41]. Despite the policies to facilitate persons with disabilities, their access to basic facilities i.e., education and health remains poor. A survey on persons with disabilities in Balochistan indicates that school enrolment of children with disabilities remains substandard, as there is a lack of proper physical infrastructure in schools and the selection system is not inclusive. Moreover, there was a lack of interest within the community in supporting person with physically and emotionally disabilities to enroll in schools. Additionally, findings from the survey suggest that more females with disabilities mentioned family and cultural issues as being reasons for not attending school than males[42]. For marriage perspective, person with disabilities were not considered as an option by their relatives as they did not want to be burdened by the extra finances and additional responsibility[43].

In Balochistan, for overwhelming majority, role of the women is confined within boundary walls of the house. Province wise, Balochistan has the lowest participation of women (10%) in household decisions including major household purchases, health care and family visits. Moreover, violence against women seems to be the greatest

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[33] World Economic Forum, Global Gender Gap Report, 2020.

[34] Ibid

[35] Rasheed, Z., Hussain, B., Ijaz, A. and Hashim, M. (2021). The level of Girls Education in Rural Areas of Pakistan Subject to Socio-Economic, Demographic and Schooling Characteristics: Count Data Models Approach. Ilkogretim Online - Elementary Education Online, 2021; Vol 20 (Issue 5): pp. 7451-7465.

[36] https://www.hrw.org/sites/default/files/media_2022/01/World%20Report%202022%20web%20pdf_0.pdf

[37] PSLM survey 2019-20,Pakistan Bureau of Statistics

[38] Access Challenges to Education in Pakistan 2022, ADB Briefs

[39] ASER Pakistan 2019, Annual Status of Education Report

[40]

Rasheed, Z., Hussain, B., Ijaz, A. and Hashim, M. (2021). The level of Girls Education in Rural Areas of Pakistan Subject to Socio-Economic, Demographic and Schooling Characteristics: Count Data Models Approach. Ilkogretim Online - Elementary Education Online, 2021; Vol 20 (Issue 5): pp. 7451-7465.

[41] Government of Pakistan, Pakistan's implementation of the 2030 agenda for sustainable development, 2019

[42] Females with disability in Pakistan face double discrimination when it comes to education, one on the basis of gender and the other due to disability. In Pakistan, the females with disability/ies are largely confined to their houses as they are at a greater risk of being mistreated, abused and exploited.

[43] Development Organization for Underprivileged Areas (DOUA), Survey report on disability in Balochistan, 2018

in Balochistan with nearly 49% of the women have experienced physical violence since the age of 15[44]. Public spaces are segregated based on gender, men receive preferential treatment, while women prefer not to access public places due to cultural values and norms. Likewise, men oversee all economic and social decisions and play an authoritative role in households. The Labor force participation rate for age group of 15 plus is 49.4% in Balochistan, female participation in the labor force is low (9.7%) as compared to males (82.5%)[45].

Gender disparity in education can also be attributed to the barriers in girls' education. These include lack of basic facilities i.e., poor school infrastructure such as boundary walls, electricity, and water. Nearly 65% of the schools have solid buildings, 14.5% are Kacha, whereas 6.4% have a mixed structure. Additionally, almost 14% of the schools in Balochistan are shelter less propagating a non-conducive learning environment. Furthermore, 42% of the schools lack basic necessities like water, whereas 71% do not have the availability of toilets. All the aforementioned factors contribute to the reduced attendance rates of girls in school[46].

Teach and Educate Adolescent Girls with Community Help (TEACH) is a project in Balochistan funded by Foreign, Commonwealth & Development Office[47] (FCDO) and implemented by International Rescue Committee (IRC). The project is funded under the Girls' Education Challenge (GEC)[48] – the flagship program of FCDO's commitment to girls' education. The project aims to improve underprivileged girls' access to education, livelihood skills and training. The target beneficiaries of the project were out of schoolgirls (never been enrolled and drop out) in 5 project districts in Balochistan (Chaghi, Killa Abdullah, Kharan, Nushki and Pishin).

The interventions proposed under the IRC TEACH targeted girls that have never been to school or have dropped out. These interventions followed the subsequent pathways; the first pathway was "Girls Learn" girls that followed this pathway were of ages 10-14 years. This intervention helped girls achieve learning levels up to 5th grade and become eligible to enroll in 6th grade. Girls were able to transition to formal education following this intervention; this intervention targeted 11,941 girls and lasted for a year.

The intervention pathway was "Girls Earn"; girls that followed this pathway were 15-19 years. This intervention helped girls read 40 words per minute and correctly answer 80% of word problems of addition, subtraction, multiplication, and division. This intervention allowed girls to transition to vocational training and income generation. The intervention targeted around 7,180 girls and lasted for 9 months.

The last intervention pathway was "DISTANT LEARNING". Girls that followed this pathway were of 10-19 years age. This intervention was useful for beneficiary listeners that reported engagement and learned during the radio sessions. This pathway facilitated girls to enhance communication and increase leadership in the community.

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[44] Pakistan Demographic and Health Survey 2017-18. National Institute of Population Studies, Pakistan

[45] Employment Trends 2018 Pakistan' Pakistan Bureau of Statistics

[46] Status of Girls Education in Balochistan, 2021

[47] The Department for International Development (DFID) and the Foreign and Commonwealth Office (FCO) merged together as the Foreign, Commonwealth and Development Office (FCDO).

[48] https://girlseducationchallenge.org/#/

Figure 1: Different TEACH Program Streams
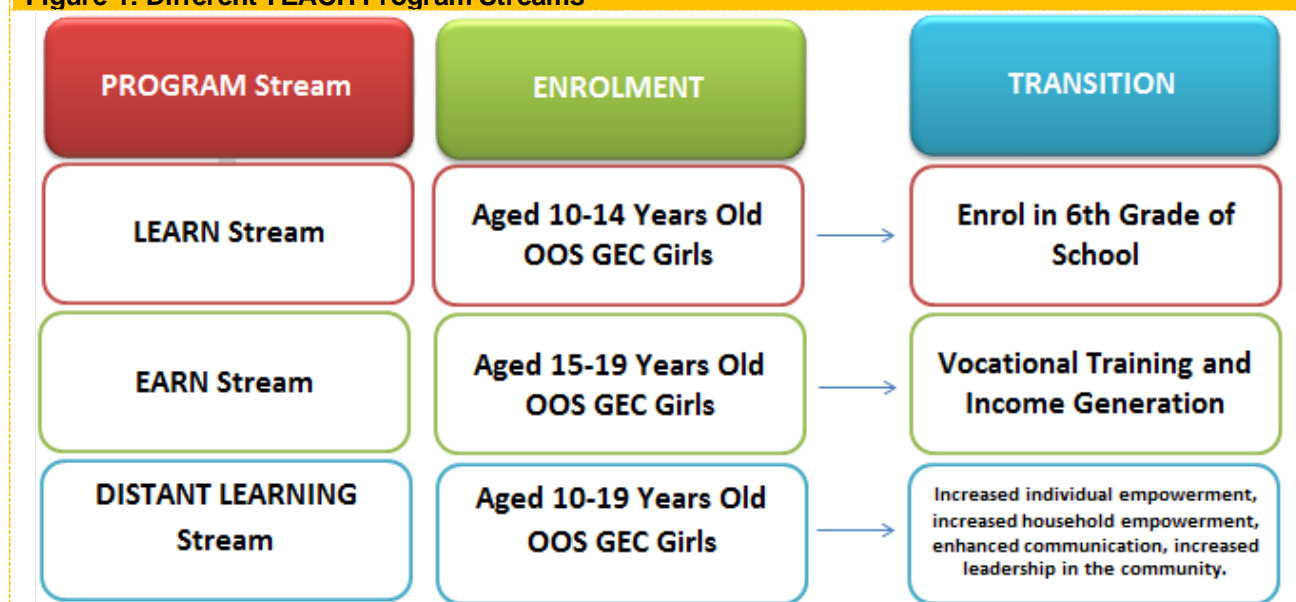
Summary of major planned activities of the project is given below:

#	Activity	Activity Unit	Unit Target	Beneficiaries/' Target
	Table 1: Supplementary table of key intervention activities with direct beneficiaries			
1	Identification of potential GEC girls	Girls	NA	30251/29000
2	Identification of instructors/facilitators	Facilitators	NA	827/790
3	Training of instructors	Facilitators	NA	827/790****
4	Registration/enrolment of GEC girls in Home-Based Centers (LEARN)	Girls	NA	11,941
	Registration/enrolment of GEC girls in Home-Based Centers (EARN	Girl	Girls	7180
5	Establishment of Home-Based Centers (LEARN)	Centers	Centers	587
	Establishment of Home-Based Centers (EARN)	Centers	Centers	340
6	Girls engaged through Radio Lessons (10-14)	Girls	NA	11136/9000
	Girls engaged through Radio Lessons (15-19)			2000/2000***
7	Procurement and distribution of Material & Educational supplies	Kits	Kits	30257/29000*
8	Development of scripts on literacy, numeracy, and life skills (Package A, B, C)	Lessons		144
9	Airing of lessons on package (A, B & C)	Lessons		1
10	Distribution of dignity/hygiene kits (Essential items)	Girls/Kits	29000 kits	30257/29000**
11	Airing of lessons on package (A, B & C)	Lessons		148
12	Distribution of dignity/recreational kits and educational material among listening buddies	Girls	11000 kits	11136/11000
13	Market assessment & identification of potential trades (divided into 'Income-Generating' and 'Income-Saving' domains)	Trades	8	8
14	Identification& enrolment of potential GEC girls for vocational &business skills training	Girls	2400	2406
15	Establishment of community based TVET facilities	Centers	NA	122
16	Identification of potential VT instructors (Average 3 per center)	Instructors	NA	369
17	Procurement & distribution of trade specific toolkits for Girls Earn vocational & business skills GEC girls	Kits /Girls	2400	2406
18	Business Grants for selected vocational & business skills GEC girls (Income generation domain)	Grants/Girls	500	510
19	Establishment of Community Based Production centers	Centers	25	25

20	Social and emotional learning through girl shine	Girls	girls	30,257
20	girl clubs (*20 girls per club)	clubs	240	4800
21	WhatsApp audio lessons for teachers' capacity building	lessons	40	40

**** The total numbers of facilitators are 827 compared to the number of centers which were 927. The difference is due to the fact that 100 facilitators from EARN component were reselected to run 100 centers in cohort 2. Moreover, at identification and training stage the number was far more compared to the one who retained till end.

***these 2000 were radio program beneficiaries who later joined EARN Face-to-face Cohort2, already counted in 7180, therefore they are not unique numbers.

** there may be some change in MIS, but this figure is on the assumption that each girl received project supplies.

* Data entry in MIS is still underway

1.2 TEACH Theory of Change

The theory of change of TEACH project proposes that addressing challenges associated with girls' education will improve girls access to education and employability training to increase life chances of girls, their families and communities (refer to Annex 12). The external evaluator has also provided the feedback that how the project addresses these barriers.

According to the theory of change, various barriers associated with girls' education include, but are not limited to:

Barriers	Feedback of External Evaluator
• Physical barriers to education for girls in villages include the absence of safe, inclusive and accessible learning centers, vocational training and employment opportunities. These may be catered through establishing literacy learning centers and skills learning centers for the most marginalized girls in villages.	It was observed during EE data analysis of quantitative and qualitative data that safe, inclusive, and accessible learning centers and vocational skill training were provided to the most marginalized GEC girls in the focused districts of the project.
• Lack of quality female teachers with skills to apply and promote inclusive education practices with classroom.	It is noted during data analysis that female teachers were recruited and trained to enhance their pedagogical skills. In general, both teachers and GEC girls were satisfied from each other in terms of engagement and teaching practices in the learning center.
• Absence of gender inclusive approaches in non-formal education and training for adolescent girls.	Gender inclusive approaches were adopted i.e., enrolled GEC girls from different ethnic groups, Afghan refugees, girls with disabilities and poor households. It was also evident from the project datasets and also from EE data that interventions are provided to them.
• No attention to girls with disabilities in schools or community and mothers who are responsible for their care.	The project and teachers provided special attention to the girls with disabilities in the learning centers. The project and teacher also advocated parents/caregivers to give special attention to them. This perspective is also evident from the interview notes of girls with disabilities.
• Negative social and gender norms including GBV, early marriage, child abuse and maltreatment of girls.	The project data and group discussion with communities illustrates that project has also worked on these aspects. In result, the GEC girls in their group discussion and interviews recorded that parents/caregivers told their children to focus on education because education is priority and other things like marriage will be done at the proper time.

• Absence of literacy learning centers, TVETs and training centers specifically for girls.	The project has established centers only for girls in the five districts of Balochistan. These centers are established in the proximity of the villages where project interventions were implemented.
• Limited economic and job opportunities for girls and weak linkages of TVET with the labor market.	The project has established 122 community base TVET facilities and registered with Trade Testing Board (TTB) Balochistan offering certification to 813 GEC girls in embroidery / stitching; beautician and well-being; and confectionery and backing. Both parents and GEC girls also endorsed the trades are acceptable in their areas. The project has established 25 community owned production centers for the GEC girls of embroidery and stitching trade. TEACH project will also ensure the required facilitation in establishment of sustainable backward and forward market linkages during the project life. The project has also signed an agreement with Balochistan Agriculture & Extension Department; and Livestock & Dairy Development Departments for technical backstopping to deliver training in five income saving trades which included Kitchen Gardening, Backyard Poultry Farming, Drying of Vegetables & Fruits, Making of Ketchup and Milk Processing.
• In schools, the supply side also faces challenges, which include lack of trained teachers/ facilitators in informal education, low attendance of teachers at learning centers, long hours in overcrowded classes and the learning outcomes and completion of the full cycle of education.	Trained female teachers were available in the learning centers. Both GEC girls and their parents/caregivers confirmed the punctuality of the teachers in the learning centers. The GEC girls stated in group discussions that classes are not over-crowded and on average the student-teacher ratio is 35.
• Barriers associated with girls' education at community level include girls' perception and awareness regarding the value of education and their understanding of the linkage between education and the ability to better support their families and communities.	Both the project and EE data illustrates that advocacy session on supporting and changing the perception related to girls' education and its importance in the contemporary period were carried out in the communities (including men and boys) in the focused districts of Balochistan.
• Additional barriers at community/system-level related to girls' education are regarding the understanding and awareness of community girls' education, early marriages and community's awareness about the importance of equal education of both boys and girls.	During group discussion and interviews with community and government officials, the project organized sessions, workshops and dialogues related to girls' education, early marriages and community awareness. Positive behavioral change is recorded in the community related to girl's education. It is evident from the transition of girls to the government schools.
• Government level barriers include lack of resources, funds and budget; lack of human resource in the education department and unequal distribution of resources for girls' education.	The project has provided the list of trained ALP facilitators/teachers and registered it on the EMIS roster of NFBE. This trained human resource will be available to immediately deploy in any future project related to non-formal education.

The outcomes and the related outputs aim to tackle barriers in girls' education. These outcomes are supported by five outputs which include:

Outputs	Feedback of External Evaluator
i. Availability and access to safe spaces/learning centers.	During group discussions and interviews with GEC girls of EARN, LEARN and DISTANT LEARNING streams, the learning centers and common gathering place were established in the proximity of their villages and has no issues

		to access these learning centers on daily bases. The learning centers were having all the requisites to provide safe and conducive learning environment to the GEC girls.
ii.	Availability of instructors, facilitators and mentors to deliver quality and inclusive instructions in literacy, numeracy, life and market-relevant employability skills.	During group discussions and interviews with GEC girls of EARN, LEARN and DISTANT LEARNING streams, they mentioned that the teachers, mentors, and caregiver/peer support provider were regular and punctual in the learning centers (EARN and LEARN) and also in common gathering place (DISTANT LEARNING). They also mentioned that teachers, mentors and caregiver/peer support provider were working hard to deliver quality and inclusive instructions in literacy, numeracy, life and market-relevant employability skills. It is also evident from the end-line results in the learning outcomes of literacy, numeracy, SEL and in financial literacy.
iii.	Support the girls in enrolling in to formal/non-formal education, vocational training, and self-employment.	During the analysis of core girl background survey, it was revealed that GEC girls transitioned to grade 4 and above. Moreover, the project data illustrates that 2406 girls completed market relevant technical and vocational skills (1593 trained on income savings trades and 813 trained in income generation trades). Likewise, 813 income generation GEC girls were also trained /supported in business planning & business plan development. 510 business grants have been awarded to selected GEC girls.
iv.	Community discussion groups and consultative workshops are organized, media campaigns and community-based actions are conducted for Village Support Groups, PTCs/ SMCs to strengthened community support for girls' education.	The project provides active support in the enrolment campaigns particularly related to girls' education. The project has also supported VSGs to strengthen community support for girls' education and also provide safe access and conducive learning environment to the GEC girls.
v.	Sensitize the relevant government stakeholders about girls' education.	The project has organized consultative workshops with the government to promote girls' education in Balochistan. During interviews with education officials, it was confirmed that the project is closely working with the education department to promote girls' education in the area.

Due to COVID-19 pandemic and lockdown situation, IRC collaborated with GEC girls, village support groups, caregivers and communities and based on their inputs, the projects were redesigned, and the adaptations given below were made.

Activities	Feedback of External Evaluator
a. Radio based lessons were designed and broadcasted	During discussions with GEC girls, parents/caregivers, and communities, they really appreciated the initiation of DISTANT LEARNING stream because the pandemic has not only affected the economic and financial situation of the household but also affected their ability to bear the expenses of education. Furthermore, the situation on the ground was aggravated when all the schools were closed down in Balochistan. The children were at home doing nothing either quarreling with each other or wandering in the streets. Both parents and the community were worried about the future of their children because this was having a negative effect on their learning. So, the DISTANT LEARNING stream provided an opportunity to the girls to continue their education and secure their futures.
b. To ensure access to gender specific hygiene supplies, dignity kits were planned and distributed among all girls	Due to COVID-19 and its effect on financial capacity of the household, the project has planned to provide dignity kits to the GEC girls. This initiative was much appreciated by the GEC girls.

c.	Face to face teaching with smaller groups was initiated to ensure safety and compliance with COVID SOPs	The GEC girls from the LEARN and EARN streams and parents in all five districts of TEACH project have appreciated the continuation of the learning centers with COVID-19 protocols. The GEC girls shared that we get bored and feel lethargic at home due to lack of productive activities. The continuation of learning centers has a positive effect on our learning and social activities. The EE also observed that COVID-19 protocols were followed in the learning centers.
d.	For psychosocial support, kits were designed and distributed among all girls so that they can have a good time at homes during lockdown situation.	It was evident, from the above discussion, that GEC girls are more than happy to continue their education in the learning centers. It is also evident from the end-line results of SEL, which has improved from the baseline.

> ### FGDs with Girls, (DISTANT LEARNING Stream, District Kharan)
>
> ***Due to COVID-19, all the businesses were significantly affected. In result, many families were financially burdened and could not bear the cost of educating their children particularly girls. Thanks to the project, they initiated the distant learning/radio program to continue our education.***

However, after designing of DISTANT LEARNING stream, the project has ensured that listening buddies have access to the radio/audio devices to listen to their radio lessons. The core girl background survey with DISTANT LEARNING has also endorsed the fact that all the listening buddies had access to radio/audio devices at the time of end-line.

Figure 2: Access to radio/audio devices

Access to radio/audio devices

- Baseline: 51
- End-line: 100
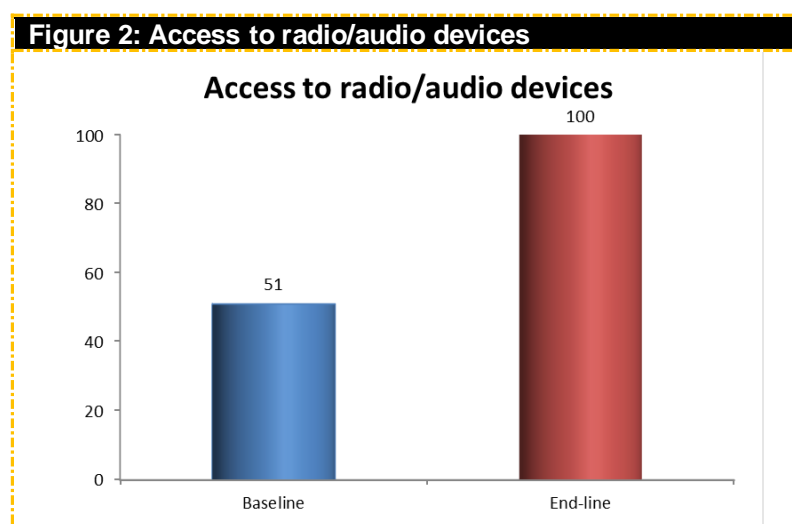
Furthermore, the core girl background survey with DISTANT LEARNING also illustrates that listening buddies has received additional support from their friends, siblings (brother and sister), mother and also teachers after the class (refer to the figure below).

Figure 3: Who provides additional support in learning the radio lessons after the class

Who provide additional support in learning the radio lessons after the class
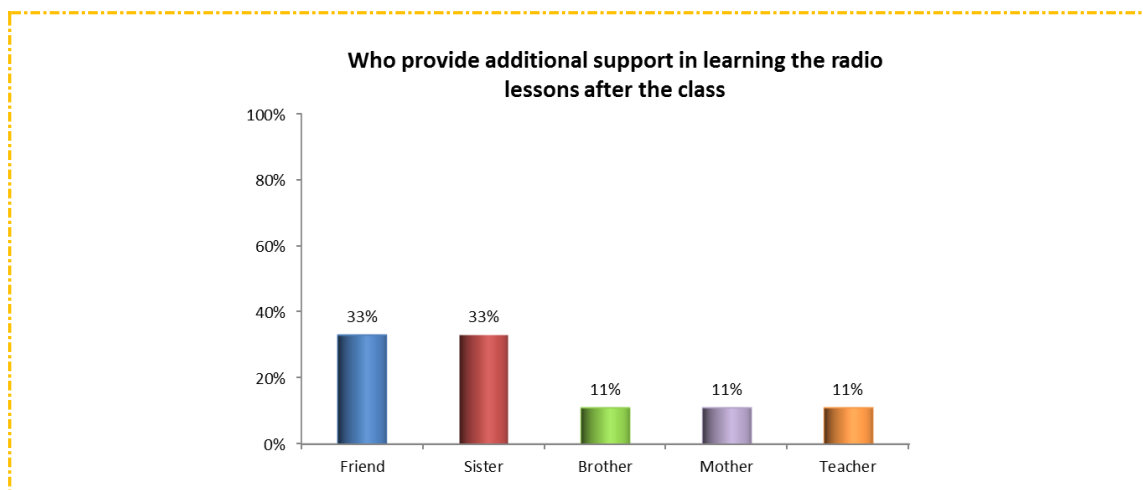
Different aspects the listening buddies like the most in the radio lessons			
Fairy Tales	Loud and clear voice	Benefits of goats	Care of neighbors
Information about Balochistan	Polio eradication and its importance	Equality	Historical story
Honesty	Importance of education	Bravery / Courage	Mountains story
Name of places	Poems	Numeracy and literacy activities	Rights of people
Self-Confidence	Speak truth	Stay together	Story of wheat
Teaching with sports	Discipline	Tolerance	Trust

Source: Core Girl Background Survey

Suggestions from listening buddies to further improve the radio lessons in future			
Increase number of classes in a week and also timing	Provide radio lessons to every listening buddy	Add more stories and lessons on it.	Deliver radio lessons in video and animation format
Provide radio lessons in CD format as well	Provide separate radio equipment	Solved networking issues to not miss any lesson part	Further increase the quality of radio lessons
Develop android application for radio lessons and upload it on YouTube	Air these radio lessons on TV	Air radio lessons in the local language to better understand the lesson and its purpose	Provide these lessons in a book shape as well

Source: Core Girl Background Survey

1.3 Evaluation purpose

The primary purpose of the end-line evaluation was to appraise the difference in learning level of literacy, numeracy, SEL and financial literacy from baseline to end-line. The baseline evaluation helped determine the learning levels at time of the enrolment in TEACH project. The results of baseline were then compared to the findings from end-line to identify changes from baseline to end-line. The process helped understand the contribution of the project. Moreover, findings on transition, sustainability, attendance, quality of instructions and on other aspects were also explained in detail. Quantitative and qualitative tools were developed to answer each of the evaluation questions. Prior to end-line data collection, the tools were signed off by the Fund Manager. The evaluation questions are presented in the table/matrix below.

Table 2: Evaluation questions	
Questions	**Source of Data / Remarks**
1.1 What is the effect of TEACH on girl's literacy, numeracy and life skills outcomes?	EGRA, EGMA and SEL tools FGDs and IDIs with GEC girls, and IDIs with teachers
1.2 What is the effect of TEACH on girls' transition to formal education and/or safe and fairly paid self/employment?	Intended transition question is analyzed from the core girl survey FGDs and IDIs with GEC girls
1.3 How effective is the radio interventions in comparison to F2F interventions?	EGRA and EGMA tools. FGDs with GEC girls
2.1. How do the effects of TEACH on girls' learning and transition outcomes vary for different subgroups of girls, specifically, girls with disabilities; young mothers or pregnant; married early; from poorest household; single parent households and girls whose home language is different from language of instruction?	EGRA, EGMA and SEL tools. FGDs and IDIs with GEC girls
3. What is the cost of providing: 1) ALP/BLN 2) life skills	IRC / project will provide relevant information

and business learning programme, and 3) mass media intervention?	such as Value for money analysis / SCAN data to be made part of the VfM analysis in the EL report by the EE. Cost comparison will be also made with available relevant (which is comparable with the TEACH interventions) government data.
4. How the intervention works and under what conditions, by examining the degree to which the assumptions of our theory of change were met or not and how they affected girls' learning and transition outcomes.	FGDs with GEC girls, parents, and community
4.1. To what extent the project outputs and outcomes were relevant to the needs and ground realities?	FGDs with GEC girls, parents and community, IDIs with GEC girls and government; and project documents
4.2. How effectively the project was able to deliver the intended outputs?	Analysis and interpretation of project data was done to answer this question.
4.3. What implementation characteristics (e.g., attendance to interventions (LEARN Girl Shine, Girl Earn), quality of instruction, community members' engagement with radio show and community group discussions, etc.) moderate the effect of the TEACH learning program and Business training on girls' learning and transition outcomes?	Project will provide attendance records, quality of instructions checklists data, and village support groups meeting minutes. External evaluator conducted group discussion with community to triangulate the data to answer these questions.
4.3.1. What is the association between attendance to the ALP and Girl Shine associated to the learning and transition outcomes of 10-14 years olds? What is the association between attendance to EARN, Girl Shine and Girl Earn and the learning and transition outcomes of 15-19 years old girls?	• EE Learning data • Attendance data
4.3.2. What is the association between the quality of instruction delivered at the LEARN, EARN, and Girl Earn program with girls' transition and learning outcomes?	Project monitoring data will be utilized to answer these questions.
4.3.3. What is the association between community members' engagement with the radio show and community group discussion and girls' learning and transition outcomes?	FGDs with community
4.3.4. Which of these program outputs appear to be more critical for girls' learning and transition outcomes?	FGDs with GEC girls, parents and community
5. To what extend Theory of Change remained successful in terms of its proposed focus, solutions, assumptions and partnerships supported by evidence generated during project life?	FGDs and IDIs with GEC girls, parents used.
5.1. What are the protective and risk factors that affect girls' educational outcomes?	FGDs with GEC girls, parents
5.2. What are the prevalent gender norms in the community and how do they affect girls' education outcomes? How did the program contribute to change these norms and attitudes?	Project Monitoring data, FGDs with GEC girls, parents
5.3. What are the attitudinal, environmental, and institutional barriers to the inclusion for girls, and what additional barriers do married girls, pregnant mothers, girls with disabilities, girls from poor households, girls who do not speak language of instruction, and IDPs face?	FGDs with GEC girls, parents
6.1. How successfully the project reduced barriers to full participation in education or vocational education for highly marginalized girls?	FGD and IDI with GEC girls and parents
6.2. What are the variety of girls' perceptions and experiences with the different components of the	FGD and IDI with GEC girls and parents

intervention (e.g. ALP, Girl Shine, SEL programming for 10-14 year old and BLN (ALP-Package-A), Financial Literacy, Business Skills and Girl-Earn-TVET and financial literacy for 15-19 year old)?	
6.2.1. What factors contributed or made it difficult for them to regularly attend the program,	FGD and IDI with GEC learners and parents
6.2.2. What is their perception of the quality of instruction received?	FGD and IDI with GEC learners
6.2.3. What is their perception of the way in which the program affected their learning and transition outcomes?	FGD and IDI with GEC learners
6.2.4. How do girls' experiences with the program varied for girls with different demographic profiles, including girls with disabilities, young mothers or pregnant, married early, from disadvantaged socio-economic status, and survivors of violence?	FGD and IDI with GEC learners
6.3. What are the experiences of community members with the community group discussions and the mass media intervention?	FGDs with community
6.4. What are the experiences of providers –teachers, coaches, and community coalitions- with the program?	IDIs with teachers
7. How sustainable were the activities and was the program successful in leveraging additional interest, investment, and policy change?	The project data was used on sustainability indicators. However, EE collected qualitative information from education department and community.

2. Evaluation Methodology

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

2.1 Overall evaluation design

The aim of the study was to identify changes in the learning and transition outcomes between baseline and end-line of girls (10 to19-year-old) that participated in the TEACH project. The EE employed a longitudinal and non-experimental evaluation design of pre-post assessment. Additionally, no control groups were established for relative analysis because TEACH project wanted to target the most marginalized and out of reach girls in Balochistan and ensure the provision of interventions to all eligible girls within each cohort. The EE collected end-line data from the same baseline GEC girls. Furthermore, EE conducted the study for cohort 1 of EARN, LEARN and DISTANT LEARNING program.

The end-line study aimed to assess the changes in learning outcomes, transition, sustainability, attendance rate, delivery of safe and quality instructions and transition plans and financial support. The study collected both qualitative and quantitative data on literacy, numeracy, SEL, barriers to school, attendance, quality of instructions, transition, and sustainability to understand and measure the change due to the project interventions in the targeted districts of Balochistan.

The external evaluator integrated output data from IRC's monitoring systems with outcome data collected from baseline and end-line to identify the degree to which the quality of the implementation of TEACH is associated with different learning and transition outcomes. EE also analyzed the project monitoring data to report on certain indicators of the project.

2.2 Data collection tools

The 15 baseline data collection tools were contextualized with the assistance of Balochistan based local technical review committee (education experts and consortium partners, EE, FM and/or IRC). The previously contextualized tools were adjusted for this end-line study and approved by FM and IRC. The quantitative tools included the two learning assessments i.e., EGRA Urdu based tool and EGMA-based tool. Additional quantitative tools were core girl background survey, social-emotional learning (SEL) tool and learning center assessment form. As applicable, each tool was contextualized based on the available GEC guidance.

The table 3 shows the quantitative and qualitative tools developed for the study:

Table 3: Quantitative and qualitative evaluation tools	
Quantitative Tools	**Beneficiary group**
EGRA Urdu Based Tool	GEC girls
EGMA Based Tool	GEC girls
Girl's Survey (background information)	GEC girls
Social Emotional Learning (SEL) Tool	GEC girls
Household Survey	Parents/Caregivers of GEC girls
Learning Center Assessment form	Learning Center
Qualitative Tools	**Beneficiary group**
Focus Group Discussion	GEC Girls 10 – 14 Years, GEC Girls 15 – 19 Years, Parents / Caregivers and general community
In-depth Interview	Learning center teachers, government officials of education department, mother/pregnant, girls with disability and poor households.

2.3 Study Sample

Following are the key features of the quantitative sample calculation approach. Moreover, the sample size is statistically significant to represent the findings for the target population.

These parameters are in line with the guidance from the FM.

Table 4: Study sample			
Parameter	**LEARN**	**EARN**	**DISTANT LEARNING**
Variable	Binary	Binary	Binary
Pa	0.58	0.58	0.58
P0	0.5	0.5	0.5
Confidence level	95%	95%	95%
Power	80%	80%	80%
Clustering corrections	N. A	NA	N. A
ICC (Inter-class correlation – parameter needed for clustering correction)	0.2	NA	0.2
Attrition buffer (respondents)	30%	30%	30%
Attrition buffer (centers/ villages)	10%	10%	10%

Table 4 of the study sample depicts the minimum standards to be employed for sample calculation. Using parameters listed in the above table, the sample worked out as 792 (LEARN and DISTANT LEARNING Streams) and 440 (EARN). In order to take care of the attrition during subsequent rounds of research, these sample size figures also included 30% attrition. Moreover, the average number of girls per village to be covered is computed by dividing total number of respondents with total number of sampled villages as shown in table 5.

Table 5: Sample sizes for different streams				
Sample	**Value (LEARN Girls)**	**Value (EARN Girls)**	**Value (DISTANT LEARNING Girls)**	**Logic**
Total sample (respondents)	792	440	792	Number of respondents including 30% attrition
Total number of sampled villages	66	55	66	Number of villages including 10% attrition
Average number of girls per village*	12	8	12	Girls per village
* By dividing total respondents' sample with village sample				

The following confirms that all the required data instruments were administered with the calculated sample size.

At the time of baseline, the achieved sample size was proportionately distributed amongst the project districts of Chaghi, Pishin, Killa Abdullah, Nushki and Kharan based on the number of project villages. This approach ensured that all the project intervention areas and all the ethnic groups such as GEC girls from Pashto, Balochi and Brahui speaking areas were covered. Similarly, all the project intervention districts that were closer or at the distance from provincial headquarter i.e., Quetta was covered in the assessment.

Table 6: Evaluation sample and attrition				
Stream	**Baseline Sample (n)**	**End-line Sample (n)**	**End-line Sample (recontacted) (n)**	**End-line attrition (%)**
LEARN	792	782	782	1.26
EARN	440	439	439	0.23
DISTANT LEARNING	792	728	728	8.08

Table 7: Sample breakdown by districts						
Districts	LEARN		EARN		DISTANT LEARNING	
	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
Chaghi	17%	17%	24%	24%	5%	1%
Pishin	12%	11%	20%	20%	20%	19%
Killa Abdullah	9%	9%	12%	12%	15%	15%
Nushki	47%	48%	37%	37%	45%	49%
Kharan	15%	15%	7%	7%	15%	16%
Source: EE data	100% (792)	100% (782)	100% (440)	100% (439)	100% (792)	100% (728)

For quantitative research, the two learning assessments i.e., EGRA Urdu based tool and EGMA based tool were included whereas, other quantitative tools included core girl background survey, social-emotional learning (SEL) tool and learning center assessment form. As applicable, each tool was based on the GEC guidance. Oversampling was done at the time of inception with 30% attrition buffer of respondents and 10% attrition buffer of villages. With this approach, no replacement is needed if the attrition rate is equal to or below 30% at the time of the end-line data collection, because the sample is still statistically significant and there is no need to collect data from a new GEC girl with close match.

Table 8: Quantitative sample size				
Tool	Beneficiary group	Sample size agreed in MEL framework	Actual sample size (Baseline)	Actual sample size (End-line)
Sample Size Details for LEARN Stream				
EGRA Urdu Based Tool	GEC girls	792	792	782
EGMA Based Tool	GEC girls	792	792	782
Girls' Survey Background Information	GEC girls	792	792	782
SEL Tool	GEC girls	792	792	782
Sample Size Details for EARN Stream				
EGRA Urdu Based Tool	GEC girls	440	440	439
EGMA Based Tool	GEC girls	440	440	439
Girl Survey Background Information	GEC girls	440	440	439
SEL Tool	GEC girls	440	440	439
Sample Size Details for DISTANT LEARNING Stream				
EGRA Urdu Based Tool	GEC girls	792	792	728
EGMA Based Tool	GEC girls	792	792	728
Girl Survey Background Information	GEC girls	792	792	728

For qualitative research, data was collected by EE through selected sample of subgroups (already identified in the MEL framework) at end-line – for details refer to table 9 below. The participants were selected randomly from different subgroups. As per protocols, female field researchers conducted interviews with women and girls, whereas male field researchers conducted interviews with men. This was done in order to respect the local culture of the targeted districts. It also enhances the comfort level of participants to interact and provide useful and quality information to the field researchers when they belong to the same gender.

Table 9: Qualitative sample sizes			
Tool	**Beneficiary group**	**Actual sample size**	**Remarks[49]**
FGD and IDI	Girls age 10-14	10 FGDs were conducted with 48-64 participants. 10 in-depth interviews with girls of different subgroups: married early, mother/pregnant, with disability, from poor household, survivor of violence.	COVID-19 protocol of social distancing was adapted in conducting FGDs by EE. 10 FGDs were conducted with 64 participants. 10 interviews were conducted with the girls belonging to poor households. Besides no interviews were conducted with married early, mother/pregnant, with disability, in this specific aged group. The interviews are conducted with the GEC girls of age group 10-14 years. Therefore, it was anticipated earlier that married and mother/pregnant girls in this age group were not found. Furthermore, girls with disability were also not present in the learning centers from where qualitative data was collected
FGD and IDI	Girls age 15-19	7 FGDs were conducted with 48-64 participants. 10 in-depth interviews with girls of different subgroups: married early, mother/pregnant, with disability, from poor household, survivor of violence.	COVID-19 protocol of social distancing was adapted in conducting FGDs by EE. 8 FGDs were conducted with 54 participants. 10 interviews were conducted with girls contacted at baseline in total with married early (4), mother/pregnant (2), with disability (2) and poor household (2).
FGDs	Parents/guardians	5 FGDs with 8-10 caregivers (3 FGD with mothers, 3 FGD with fathers)	COVID-19 protocol of social distancing was adapted in conducting FGDs by EE. 12 FGDs were conducted with 79 participants.
FGDs	General community	5 FGDs with 8-10 community members	COVID-19 protocol of social distancing was adapted in conducting FGDs by EE. 8 FGDs were conducted with 58 participants.
IDI	Learning center Teachers	5 FGDs with providers (teachers, coaches, staff)	IDIs were conducted instead of FGDs with 15 GEC teachers. Logistically, the group discussion was not feasible because the learning centers are established far away from each other and in different villages.
IDI	Government Officials (Education Department)	5 in-depth interviews with key government officials	4 in-depth interviews with education department were possible with key government officials due to unavailability of government officials and engagements during the current flood situation in the country
IDI	Project Staff	4 in-depth interviews	2 in-depth interviews at partners level and 2 interviews with IRC team.

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[49] These are overall interviews and group discussions targets distributed across the TEACH project intervention districts.

2.4 Field data collection team

The selected field researchers had expertise in conducting pen and paper interviews (PAPI) or computer assisted personal interviewing (CAPI) surveys. The field researchers were experts in administering learning assessments and were also multi-lingual with fluency in Balochi, Pashto, Brahui and Urdu languages. EE made two clear categories of the staff: field researchers and roving field supervisors. The main responsibility of field researchers was to collect data from the GEC girls, parents/caregivers, and other stakeholders whereas, the roving field supervisor maintained the field coordination with project partner staff and also ensured the quality of data collection in the field. The following table shows the summary of field researchers and roving field supervisor engaged for this research.

Table 10: Field data collection team			
Main role	**Male**	**Female**	**Total**
Field Researchers	9	18	27
Roving Field Supervisor	1	-	1
Total	**10**	**18**	**28**

2.5 Data Collection

End-line data was collected for EARN, LEARNING and DISTANCE LEARNING streams. The quality of this end-line study was ensured by taking following set of measures:

Pre-data-collection-stage:
- The tools were thoroughly discussed with the relevant EE staff to ensure that the tools had appropriate questions, that were in order and the questions were enough to avoid respondent fatigue etc. The tools were shared with IRC and FM for review and feedback after internal quality checks by the EE.
- The tools were revised and sent for printing (limited numbers of sets) to be used during field researchers' training.
- Group work and mock exercises were conducted by EE for field researchers training. Discrepancies and issues were corrected. The tools were sent for printing for pilot purposes.
- The tools were piloted, errors were corrected, and necessary changes were incorporated in the tools.
- The trained field researchers were reoriented on the updated tools before initiating the data collection.

Data-collection-stage:
- The field researcher's team was accompanied by roving field supervisors to ensure that the tools were administered properly and with the correct respondents by the field researchers' team.
- The field researchers took approximately one month to achieve the target for both quantitative and qualitative data from the field. All the data collection tools were administered at the same time.
- Each field researcher checked the filled tool for any missing, inconsistent values and other errors. Once the field researcher was satisfied the completed tool was handed over to the field supervisor for a second round of checks. The completed study tools were then signed and sent to the GLOW office in Islamabad for data entry purposes.
- The data was carefully packed, labelled and sent to Islamabad by the field supervisors. The tracking number of the consignment was also shared by the field supervisors.
- The completed questionnaires were further checked by the EGRA/EGMA specialist, GLOW's Data Analysts, Data Entry Supervisor 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. Lastly, the "QA Checked" stamp was stamped on the questionnaire before handing it over to the data entry team.
- Spot checks were also conducted during the field data collection by EE project members' field visits.

Post-data-collection stage:

- Data was edited and coded to prepare the filled tools for data entry. Each questionnaire and tools were assigned a unique ID number to track the same GEC girl across the tools. The quantitative data was entered into CSPro, and the data was transferred to SPSS for analysis purposes.
- GLOW's trained Data Entry Operators carried out the data entry.
- The following accuracy checks were conducted during data entry:

  - Checking that only completed surveys are entered.
  - Checking a random 30% of all records in terms of completion, outliers, data entry of any variable, variable labeling and cleaning the data.
  - Running summary frequencies, identifying ranges, and other odd and outliers' values for any variable and cleaning the data as appropriate. The hard copies of questionnaires were consulted, and correction was made to correct all the discrepancies.

- GLOW's quality assurance team made follow-up calls to survey respondents (caregivers) in all villages and all five districts where data collection activity took place, where phone numbers were shared with field teams. The phone validation exercise was another quality assurance protocol to validate the data collected from the field. Based on the phone validation exercise, no discrepancy was found in the collected data from the field and validated the field team visit to the village. The results of the phone validation exercise are attached in the annexures of this report.

The hard-filled tools were archived in GLOW Islamabad office and could only be accessed by authorized persons. Qualitative data was collected by a pair of field researchers from GLOW consultants including a note taker and moderator. Furthermore, the qualitative data was also validated from the respondents through phone validation exercise by asking various aspects of qualitative data activities such as average time spent on the activity, number of the participants and questions asked during the activity.

2.6 Data handling and analysis

IBM SPSS® software was used for the analysis of quantitative data. The raw learning assessment data included 2024 records. No duplicate records were found in the data sets. For robust analysis, different variables of girls and household were merged with social-emotional learning and learning assessment datasets. The SPSS data files were cleaned, frequencies were generated, and the means and range were computed to identify any unexpected values prior to the analysis of the quantitative data. Similarly, maximum, and minimum values were checked to identify if score on a specific question was assigned beyond the expected range. To maintain anonymity of the data files, EE removed the identifiers name, parent name, age, and address. Please refer to the data quality assurance protocols listed earlier in this report for details. Similarly, the files were named as EGRA-Urdu-IRC-EL-Final-for-Analysis. The purpose of this was to ensure that the correct files were used and reused for the purpose of analysis and for the validation of outcome tables (also referred to as output tables).

For qualitative data, the responses of participants were noted in Urdu language by the note taker using notebook. However, no audio recording was done following agreed protocols with the respondents for qualitative data at the inception stage. The interview notes were later reviewed by the moderator and note taker and the information was expanded where required. All written material used for the purpose of qualitative data collection was submitted by the field researchers to EE core team. Interview notes were reviewed and refined by the field researchers of the recorded responses that were not clear. The notes were translated in English language by the transcript writer.

Overall, a mixed-method approach[50] was followed in this study i.e., the quantitative data of literacy, numeracy, SEL and core girl background survey (refer to table 8); and qualitative data of focus group discussions and interviews (refer to table 9) were analyzed in the light of research questions (refer to table 2). The emerging themes from quantitative datasets such as performance in literacy and numeracy, teaching quality, reasons of absentees, physical environment of learning center, SEL activities and transition plans for future etc. were also analyzed with to the help of qualitative data. Additionally, relevant findings from qualitative data were added to the appropriate sections of the report. All of the quantitative and qualitative data was analyzed in SPSS and MS Excel.

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[50] Mixed –method approach here refers using a combination of qualitative and quantitative data for the analysis.

2.7   Challenges in data collection

This section describes the key challenges faced during the end-line activity:

- Due to the flood situation, there was unavailability of the education officials at the provincial level for interview. However, EE/GLOW conducted interviews with district education officials. At the inception stage, the initial design was to collect data from district education officials because they were more familiar with the ground situation of TEACH activities as compared to the provincial officials. However, at the start of end-line data collection, the project requested to conduct interviews with provincial education officials, if possible.
- The data was not collected from the EARN (1 GEC girl), LEARN (10 GEC girls) and DISTANT LEARNING (64 GEC girls) in the end-line because the community, teacher and implementing partners were unable to facilitate the EE team due to non-availability of the teacher, facilitator, closure of the learning center after baseline activity and the family of GEC girls shifted to the other parts of the Balochistan. Oversampling was done at the time of inception with 30% attrition buffer of respondents and 10% attrition buffer of villages. With this approach, the achieved sample is still statistically significant.
- As a safety measure in the COVID situation, the focus groups discussions were conducted with smaller group sizes i.e., each FGD conducted had 6 to 8 participants. The group size[51] was reasonable to provide good qualitative data for analysis.

2.8   Evaluation ethics

GLOW followed all 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 11: Ethical protocols and evaluation study approaches	
Ethical issue/protocol	**EE approach**
Respondents had a choice to refuse answering any question	All respondents were given the option to refuse to respond 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 allowed 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 girl's 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 to respondents that their responses will be kept anonymous.
Data storage	All end-line data was collected using hard copies of questionnaires. The hard files are stored with access given only to authorized persons.
EE impartiality	GLOW Consultants provided services as an 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 removed all of the identifiers in the data, for example, name, address and parentage.
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

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[51] https://www.ucl.ac.uk/culture/sites/culture/files/focus_groups.pdf

3. FINDINGS[52] - KEY CHARACTERISTICS OF SUBGROUPS

This section helps in understanding the GEC girls of the project by identifying subgroups based on marital status, disability, and enrolment status, etc. These subgroups of the GEC girls were already identified in baseline. Same subgroups were used for end-line data analysis to understand their performance after implementation of the activities in the project.

3.1 Key characteristics of subgroups

As per approved evaluation methodology, GLOW/EE has covered the same GEC girls with characteristics already identified in baseline such as ethnicity by language, out of school status and age group (the age when they enrolled in the project). The purpose of this approach was to assess any difference in the expected outcomes to different subgroups. Therefore, if the characteristics of any GEC girl have recently changed e.g., getting married in the last month, they will not be truly comparable with the ones who were married when enrolled. To conclude, making any change to the N of the subgroups (identified at the baseline) can affect the end-line analysis and findings.

3.1.1 Age-wise distribution of the sample achieved.

The age-wise distribution of the GEC girls enrolled in all three learning streams for both baseline and end-line are mentioned in the table below. This table illustrates that the project followed the age criteria for GEC girls in different age brackets as mentioned in MEL framework and project documents. The majority of the GEC girls are from same age brackets i.e., the age group of LEARN stream is 10-14 years, EARN stream is 15-19 years and DISTANCE LEARNING group is 10-19 years.

Table 12: Sample breakdown by age[53]

Age (adapt as required) in years	EARN		LEARN		DISTANCE LEARNING	
	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
8	0%	0%	0%	0%	0%	0%
9	0%	0%	2%	2%	0%	0%
10	0%	0%	18%	18%	18%	17%
11	0%	0%	17%	17%	14%	14%
12	0%	0%	20%	20%	15%	15%
13	0%	0%	21%	21%	14%	14%
14	0%	0%	19%	19%	16%	16%
15	24%	24%	1%	1%	3%	4%
16	19%	19%	1%	1%	6%	6%
17	16%	16%	0%	0%	3%	3%
18	18%	18%	0%	0%	6%	6%
19	23%	23%	0%	0%	5%	5%
N	100% (440)	100% (439)	100% (792)	100% (782)	100% (792)	100% (728)

3.1.2 Education marginalization of the sample achieved.

The project has enrolled marginalized girls with OOS status i.e., dropped out and never been enrolled in formal schools. Prior to enrolment in the learning center, majority of the GEC girls had never been to schools because school was far away (46.7%), transport services were inadequate (46.2%) and not enough money to pay the costs of schooling (44.6%) – for more details refer to annex 2. The distribution of GEC girls with respect to OOS status for both baseline and end-line are mentioned in the below table.

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

[53] The age data is based on the core girl survey collected by EE at the time of baseline. However, it must be noted that the age of GEC girls are now increased by approximately 2 years.

Table 13: Sample breakdown by out of school status

Out of School Status	EARN		LEARN		DISTANT LEARNING	
	Sample proportion of intervention group (%)	Sample proportion of group (%)	Sample proportion of intervention group (%)	Sample proportion of intervention group (%)	Sample proportion of intervention group (%)	Sample proportion of intervention group (%)
Dropped Out	47.7%	47.8%	38.6%	38.5%	30.6%	29.9%
Never been enrolled	52.3%	52.2%	61.4%	61.5%	69.4%	70.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3.1.3 Disability wise distribution of the sample achieved.

For disability analysis, the Washington Group Child Functioning (WGCF) set of questions were used both in baseline and end-line. The WGCF data based on the parents/caregivers and GEC girls' responses were analyzed by using both HH and core girl background survey tools having 24 number of questions of WGCF. The data also illustrated that overall, 15% of the GEC girls suffered from seeing, hearing, and/or walking disability including cognitive and psycho-social disabilities[54] for all the three learning streams as well. Additionally, 4.09% baseline and 4.10% end-line in the EARN stream, 0.51% baseline and 0.51% end-line in the LEARN stream, and 1.77% baseline and 1.51% end-line in the DISTANT LEARNING stream of the GEC girls suffered from physical disability in the achieved sample.

Table 14: Sample breakdown by disability*

WG Child Subdomain	Domain	EARN		LEARN		DISTANT LEARNING	
		Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of group (%) Baseline	Sample proportion of intervention group (%) End-line
Seeing	Seeing	0.23%	0.23%	0.13%	0.13%	0.63%	0.55%
Hearing	Hearing	0.23%	0.23%	0.00%	0.00%	0.51%	0.41%
Walking	Walking	3.64%	3.64%	0.38%	0.38%	0.76%	0.69%
Self-care	Cognitive	1.59%	1.59%	0.76%	0.77%	0.51%	0.55%
Communication		1.82%	1.82%	0.88%	0.77%	0.76%	0.82%
Learning		1.59%	1.59%	1.39%	1.28%	1.52%	0.69%
Remembering		0.68%	0.68%	1.14%	1.15%	1.39%	0.69%
Concentrating		0.91%	0.91%	0.76%	0.77%	1.01%	0.69%
Accepting change		0.45%	0.46%	0.63%	0.64%	3.66%	3.85%
Controlling behavior		1.59%	1.59%	0.51%	0.51%	1.01%	1.10%
Making friends	Psycho-social	1.36%	1.37%	2.78%	2.81%	3.41%	3.30%
Anxiety		7.05%	7.06%	3.28%	3.32%	9.22%	9.62%
Depression		5.23%	5.24%	3.16%	3.20%	7.45%	7.69%
Girls with disability (Overall)		11.36%	11.39%	10.73%	10.61%	21.59%	21.84%**
Physical disability		4.09%	4.10%	0.51%	0.51%	1.77%	1.51%

* The disability data is based on the HH, and core girl survey collected by EE. The table is generated while following guide from the sources GEC LNGB Roundtable #6 and LNGB Baseline Report Template. According to GEC LNGB Roundtable #6, direct responses from girls who are 12 years or older are more reliable; and direct responses from parents/caregivers are more reliable if girls are younger than 12 years. Due to limited scope of **DISTANTANCE LEARNING** stream, the core girl background survey dataset was used for measuring WGCF.

** The major factor of high prevalence of disability in distance learning groups is the COVID-19 pandemic situation that leads to high psycho-social issues. Both the distance learning stream were enrolled at the time of COVID-19.

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[54] Overall, the extent of cognitive is 6.4% and psycho-social is 8.7% amongst GEC girls. The cognitive and psycho-social domains of WGCF also affect the learning of the GEC girls.

3.1.4 Girls' engagement in income generation activities wise distribution of the sample achieved[55]

The distribution of GEC girls engaged in income generation activities in all three learning streams for both baseline and end-line are mentioned in the table below. The table illustrates that the prevalence of GEC girls engaged in income generation activities in EARN stream (15.1% baseline and 15.1% end-line), LEARN stream (17.0% baseline and 17.6% end-line), and DISTANT LEARNING stream (24.0% baseline and 24.3% end-line).

Table 15: Evaluation sample breakdown by engagement in income generation activity

Status	EARN		LEARN		DISTANT LEARNING	
	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
Engaged in income generation activities	15.1%	15.1%	17.0%	17.6%	24.0%	24.3%
Not engaged in income generation activities	84.9%	84.9%	83.0%	82.4%	76.0%	75.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3.1.5 Marital status distribution of the sample achieved.

Since MEL framework, identifies married girls as a marginalized group. Therefore, the project decided to provide opportunity to the married girls to join this project. This is counter checked in program evaluation whether project make any deliberate efforts to enroll married girls in the project or not. Therefore, collected data of GEC girls was segregated with respect to marital status both at baseline and end-line by the external evaluator. At the time of baseline, only 1.4% (28 girls out of 2,024[56]) of the GEC girls in the sample was married; whilst 98.6% of the GEC girls were not married. Similarly, out of these married girls, 9 GEC girls were pregnant at that time. However, as the pregnant girl number was too small, therefore, it was not considered as a separate subgroup for analysis. Therefore, married girls were identified as a subgroup for further analysis in both baseline and end-line report for EARN stream only.

Table 16: Evaluation sample breakdown by marital status

Status	EARN		LEARN		DISTANT LEARNING	
	Sample proportion of intervention group (%) Baseline	Sample proportion of group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
Married girls	5.7%	5.7%	0.0%	0.0%	0.4%	0.3%
Non-married girls	94.3%	94.3%	100.0%	100.0%	99.6%	99.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3.1.6 Ethnicity wise distribution of the sample achieved

According to government of Balochistan, there are three major tribes in Balochistan i.e., Baloch (Balochi and Brahvi) and Pashtoon[57]. The Baloch tribe speaks Balochi while, Brahvi tribe is fluent in both Balochi and Brahui and Pashtun tribe speaks Pashto language. To distribute the achieved sample for ethnicity, the GEC girls from all three learning streams were further distributed by their mother tongue they spoke at home i.e., Balochi language, Pashto language and Brahui language both at baseline and end-line. Ethnicity by language is

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[55] The data is extracted from the core girl survey collected by EE.

[56] The total sample is 2,024 GEC girls i.e. EARN (440 GEC girls), LEARN (792 GEC girls) and DISTANT LEARNING (792 GEC girls).

[57] https://balochistan.gov.pk/explore-balochistan/culture-and-heritage/

identified as a subgroup for further analysis in this report. The decision was made on the assumption that mother tongue hinders learning ability of a learner.

Table 17: Evaluation sample breakdown by ethnicity wise						
Status	**EARN**		**LEARN**		**DISTANT LEARNING**	
	Sample proportion of intervention group (%) Baseline	Sample proportion of group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
Balochi	52.7%	52.6%	50.4%	51.0%	44.2%	44.4%
Pashto	31.1%	31.2%	23.1%	22.1%	35.4%	33.4%
Brahui	15.9%	15.9%	26.5%	26.9%	20.1%	21.8%

3.1.7 Orphan wise distribution of the sample achieved.

Based on GEC guidelines and MEL framework, orphan girls were identified as one of the subgroups for analysis. For orphan analysis, the external evaluator collected data of GEC girls distributed with respect to orphans both at baseline and end-line. As per MEL framework, the project has put serious efforts to enroll the highly marginalized and OOS girls i.e., orphaned girls in all the three learning streams. Therefore, orphans were also identified as a subgroup for further analysis in this report in order to measure the effects of different interventions on this subgroup.

Table 18: Evaluation sample breakdown by orphan						
Status	**EARN**		**LEARN**		**DISTANT LEARNING**	
	Sample proportion of intervention group (%) Baseline	Sample proportion of group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line	Sample proportion of intervention group (%) Baseline	Sample proportion of intervention group (%) End-line
Non-Orphaned girls	92.7%	92.7%	97.6%	97.6%	94.9%	95.6%
Orphaned girls	7.3%	7.3%	2.4%	2.4%	5.1%	4.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3.2 Subgroups identified for detailed analysis.

The following table is cumulative summary of sub-section 3.1 key characteristics of subgroups i.e., aged group, girls with disability, girls engaged in income generation activities, OOS status, married girls, orphan girls and ethnicity by language. Based on the MEL framework, the achieved sample for data analysis comprises of girls falling in two age brackets i.e., girls 10-14 years and girls 15-19 years. However, it must be noted that EE did not consider girls under 10 years old in the analysis during the age-specific analysis. Besides, married girls from EARN stream are included in the data analysis only. The following table identifies the subgroups for in-depth analysis with respect to learning outcomes and barriers to education.

Table 19: Characteristics Subgroups for data analysis							
Characteristics		**EARN**		**LEARN**		**DISTANT LEARNING**	
		Proportion of sample with this characteristic	Proportion of sample with this characteristic	Proportion of sample with this characteristic	Proportion of sample with this characteristic	Proportion of sample with this characteristic	Proportion of sample with this characteristic
		Baseline	**End-line**	**Baseline**	**End-line**	**Baseline**	**End-line**
Age	Age 10-14 years	0.0%	0.0%	98.3%	98.3%	77.8%	77.2%
	Age 15-19 years	100%	100%	1.7%	1.7%	22.2%	22.8%
Girls with disability		11.4%	11.4%	10.7%	10.6%	21.6%	21.8%
Girls engaged in income generation activity		15.1%	15.1%	17.0%	17.6%	24.0%	24.3%
School status of the girls	Drop out from schools	47.7%	47.8%	38.6%	38.5%	30.6%	29.9%
	Never been to school	52.3%	52.2%	61.4%	61.5%	69.4%	70.1%
Married Girls		5.7%	5.7%	0.0%	0.0%	0.4%	0.3%
Ethnicity	Balochi	52.7%	52.6%	50.4%	51.0%	44.2%	44.4%
	Pashto	31.1%	31.2%	23.1%	22.1%	35.4%	33.4%
	Brahui	15.9%	15.9%	26.5%	26.9%	20.1%	21.8%
Orphans		7.3%	7.3%	2.4%	2.4%	5.1%	4.4%

4. OUTCOME FINDINGS

This section covers the outcome findings related to 1) learning: Marginalized OOSGs supported by GEC have improved learning outcomes. 2) Transition: Marginalized OOSGs have transitioned into education, training, or employment. 3) Sustainability: Project can demonstrate that the changes in learning and transition are sustainable.

4.1   Outcome 1 – Learning assessment

Based on the project data, the total number of learning beneficiaries are 30,257 girls registered/enrolled in the TEACH project including EARN stream (7,180 girls), LEARN stream (11,941 girls) and DISTANT LEARNING stream (11,136 girls). The learning findings related to literacy and numeracy is given below:

4.1.1   Literacy assessment Urdu[58]

Overall, for the Urdu language literacy scores, there has been a statistically significant improvement in the scores of GEC girls for all three learning streams from baseline to end-line. The average Urdu literacy score improved for EARN stream by 23.65 percentage points from baseline to end-line. Similarly, the average score for LEARN stream and DISTANT LEARNING stream increased by 43.76 and 42.41 percentage points from baseline to end-line, respectively. The GEC girls during discussion in all the three streams shared that they try to listen to and understand Urdu as much as possible. As a result, they have improved their speaking and writing ability significantly, and they are now able to interact in Urdu with ease as a result of this project.

Table 20: Literacy score aggregate averages across baseline and end-line (EGRA Urdu Based Tool)					
Stream	Baseline literacy score	End-line literacy score	Difference from baseline to end-line	p-value	Statistically significant difference (Y/N)
EARN	51.98	75.63	23.65	0.000	Y
LEARN	32.73	76.49	43.76	0.000	Y
DISTANT LEARNING	41.27	83.68	42.41	0.000	Y

> **FGDs with Girls (LEARN, District Pishin)**
> *One of the participants shared that I did not face a lot of difficulty in Urdu as compared to my other classmates because my father and brothers have passed 10th grade and Urdu is very easy for them. They helped me a lot to further increase my Urdu learning skills.*

There was a significant improvement in the scores obtained in the different subtasks of the literacy for all the three learning streams of the TEACH project. The EGRA Urdu task is designed in such a manner that the difficulty level increases moving from one subtask to another subtask i.e., subtask 1-listening comprehension is less difficult than the remaining subtasks. However, non-linear relationship was observed in the average scores moved from one subtask to another in all three learning streams of the TEACH project. In general, the GEC girls performed better in all the subtasks of literacy task except in the subtasks 4b-reading comprehension and subtask 5-writing/dictation. Besides, the listening buddies of DISTANCE LEARNING performed better in the subtasks 4b-reading comprehension and subtask 5-writing/dictation as compared to the GEC girls of LEARN and EARN streams. However, in general, the GEC girls of all the three learning streams faced difficulties in the subtasks 4b-reading comprehension and subtask 5-writing/dictation. The EE understands that these subtasks of literacy were comparatively difficult from other subtasks and would require additional time to perform better in it. During discussion with GEC girl from LEARN group (Chaghi district), they faced difficulties in understanding the meaning of unfamiliar words because they have not learned them yet. However, hard work can help overcome such difficulties.

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

Streams	Evaluation Points	Subtask 1 – Listening Comprehension	Subtask 2a – Letter Name Knowledge	Subtask 2b – Letter / Syllable Sound Identification	Subtask 3 – Familiar Word Reading	Subtask 4a – Oral Reading Fluency	Subtask 4b – Reading Comprehension	Subtask 5 – Writing / Dictation
Table 21: Literacy score subtask averages across baseline and end-line (EGRA Urdu)								
Earn	BL Score	69.49	64.84	49.32	47.30	49.33	46.23	37.32
	EL Score	84.85	90.32	71.63	72.84	73.39	70.75	65.62
	Difference from BL to EL	15.36	25.48	22.31	25.54	24.05	24.52	28.30
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y
Learn	BL Score	43.28	52.76	33.10	26.20	23.83	25.33	24.63
	EL Score	85.13	91.88	72.99	80.05	77.37	65.52	62.48
	Difference from BL to EL	41.86	39.12	39.89	53.85	53.54	40.20	37.85
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y
Distant Learning	BL Score	53.35	55.15	43.06	35.31	34.58	34.90	32.52
	EL Score	85.37	92.76	84.49	86.70	87.86	74.07	74.54
	Difference from BL to EL	32.02	37.62	41.43	51.39	53.28	39.17	42.02
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y

> **IDI with Girls (EARN group, Killa Abdullah)**
> *"I am working hard to improve my Urdu skills at all cost, however, I find it difficult to improve it to the level I am supposed to. I specifically face difficulty in writing Urdu".*

The table below suggests that the GEC girls of all the three learning streams moved up from non-learner to other learning categories (refer to annex 16 on learning categories) at the end-line in the literacy task. In the EARN stream, more than 70% of the GEC girls obtained the proficient learners' category in two subtasks (out of 7 subtasks) i.e., subtask 1-Listening comprehension and subtask 2a-Letter names knowledge. Similarly, in the LEARN and DISTANT LEARNING stream, approximately 70% of the GEC girls obtained proficiency in four subtasks (out of 7 subtasks) i.e., subtask 2a- letter names knowledge, subtask 2b-letter / syllable sound identification, subtask 3-familiars words reading and subtask 4a-oral reading fluency. However, approximately 15% or more of the GEC girls from the EARN and LEARN streams were in the non-learners' category in the subtask 2b-letter sound identification, subtask 4b- reading comprehension and subtask 5- writing/dictation. Similarly, approximately 10% of the listening buddies from the DISTANT LEARNING stream were in the non-learners' category in subtask 4b- reading comprehension and subtask 5- writing/dictation. The EE anticipated that these subtasks of literacy were comparatively difficult from other subtasks and the GEC girls would require some time to become proficient in them. Overall, the GEC girls performed better in the EGRA Urdu task in end-line as compared to baseline.

Table 22: Foundational literacy gaps from baseline and end-line (EGRA Urdu Based Tool) – percentage distribution of GEC girls													
Subtasks	Evaluation Points / Categories	EARN				LEARN				DISTANT LEARNING			
		NL*	Em. L	Est. L	PL	NL	Em. L	Est. L	PL	NL	Em. L	Est. L	PL
Subtask-1- Listening comprehension	BL**	17.5	4.1	28.0	50.5	38.3	10.2	26.5	25.0	27.7	9.0	31.7	31.7
	EL	8.2	0.5	20.3	71.1	2.8	1.7	35.9	59.6	4.9	0.5	30.9	63.6
Subtask-2a- Letter Names Knowledge	BL	14.8	13.2	21.8	50.2	24.0	21.8	11.2	42.9	10.1	32.4	18.7	38.8
	EL	3.2	2.3	6.4	88.2	1.7	0.3	5.8	92.3	2.9	0.0	2.1	95.1
Subtask-2b- Letter / Syllable Sound Identification	BL	25.9	18.4	19.8	35.9	46.3	21.8	8.2	23.6	21.6	35.1	13.6	29.7
	EL	14.1	10.7	15.9	59.2	17.8	1.0	11.8	69.4	7.0	0.3	8.0	84.8
Subtask-3- Familiars words reading	BL	32.3	13.4	23.6	30.7	53.3	21.0	9.1	16.7	33.6	30.7	14.6	21.1
	EL	12.5	9.8	15.5	62.2	6.3	1.9	22.6	69.2	4.5	0.7	8.9	85.9
Subtask-4a- Oral Reading Fluency	BL	39.3	6.8	14.3	39.5	65.9	9.7	6.7	17.7	47.6	17.4	10.2	24.7
	EL	15.5	7.7	13.0	63.8	12.5	1.7	13.0	72.8	4.9	1.1	4.9	89.0
Subtask-4b- Reading Comprehension	BL	43.6	7.7	17.5	31.1	69.1	4.9	7.3	18.7	52.1	12.6	13.9	21.3
	EL	15.9	11.8	16.2	56.0	16.6	6.4	50.9	26.1	9.2	3.4	51.8	35.6
Subtask-5- Writing / Dictation	BL	52.7	5.9	10.9	30.5	63.8	9.8	8.0	18.4	53.0	10.1	13.1	23.7
	EL	21.2	6.4	17.5	54.9	23.1	4.0	19.9	52.9	10.3	1.1	27.5	61.1

*NL = Non-Learner, Em. L = Emergent Learner, Est. L= Established Learner, PL=Proficient Learner
**BL = Baseline, EL= End-line

In table below, the results of literacy tasks illustrate that the number of non-learners have significantly reduced from baseline to end-line in all three learning streams of the TEACH project. However, double digit non-learners are still present in different subtasks of the literacy task. Overall, the GEC girls from all three learning streams faced difficulty in the subtask 2b- letter/ syllable sound identification, subtask 4b-reading comprehension and subtask 5-writing dictation.

Table 23: Literacy Zero score subtask across baseline and end-line (EGRA Urdu Based Tool)								
Streams	**Evaluation Points**	**Subtask 1** Listening Comprehension	**Subtask 2a** Letter Name Knowledge	**Subtask 2b** Letter / Syllable Sound Identification	**Subtask 3** Familiar Word Reading	**Subtask 4a** Oral Reading Fluency	**Subtask 4b** Reading Comprehension	**Subtask 5** Writing / Dictation
EARN	% of Non-Learners (BL)	17.5	14.8	25.9	32.3	38.0	43.6	52.7
	% of Non-Learners (EL)	8.2	3.2	14.1	12.5	15.5	15.9	21.2
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y
LEARN	% of Non-Learners (BL)	38.3	24.0	46.3	53.3	65.3	69.1	63.8
	% of Non-Learners (EL)	2.8	1.7	17.8	6.3	12.4	16.6	23.1
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y
DISTANT LEARNING	% of Non-Learners (BL)	27.7	10.1	21.6	33.6	46.3	52.1	53.0
	% of Non-Learners (EL)	4.9	2.9	7.0	4.5	4.9	9.2	10.3
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y

The learning data of EGRA Urdu based tool was also further analyzed in light of FM guidance regarding benchmarking and learning data aggregation. As compared to baseline, the absolute number of proficient learners have increased in the oral reading fluency (ORF) in all three learning streams i.e., EARN (Baseline=174 and end-line=280); LEARN (Baseline=140 and end-line=569) and DISTANT LEARNING (Baseline=196 and end-line=648). Furthermore, the proficient learners of ORF (LEARN and DISTANT LEARNING) were also proficient in other subtasks except for subtask 4b-reading comprehension. Understandably, subtask 4b-reading comprehension was comparatively difficult compared to other subtasks. Likewise, the proficient learners of ORF from all three learning streams were still facing difficulties in the subtask 5-writing/dictation as compared to other subtasks. During group discussions and interviews with GEC girls shared that splitting (*Jor torh* as known in Urdu) of Urdu words and then combining it together will further enhance their reading and writing skills. As these GEC girls mentioned they are familiar with this technique as they were using it when they were learning Quran. According to these GEC girls, this learning technique increased their grasp on many words of Urdu language.

Table 24: Proficient learners of ORF distribution in other subtasks from baseline to end-line (EGRA Urdu Based Tool) – percentage distribution of GEC girls

Subtasks	Evaluation Points / Categories	EARN				LEARN				DISTANT LEARNING			
		NL*	Em. L	Est. L	PL	NL	Em. L	Est. L	PL	NL	Em. L	Est. L	PL
Subtask-1- Listening comprehension	BL**	4.6	1.1	20.7	73.6	9.3	2.9	24.3	63.6	5.1	0.5	20.9	73.5
	EL	3.2	0.4	11.8	84.6	0.4	1.1	34.1	64.5	1.4	0.3	30.7	67.6
Subtask-2a- Letter Names Knowledge	BL	0.6	4.0	15.5	79.9	0.0	6.4	5.0	88.6	1.0	1.0	8.7	89.3
	EL	0.4	0.0	1.4	98.2	0.0	0.0	2.5	97.5	0.2	0.0	0.9	98.9
Subtask-2b- Letter / Syllable Sound Identification	BL	4.0	8.0	22.4	65.5	17.9	7.9	7.1	67.1	3.1	4.6	12.2	80.1
	EL	1.4	5.0	8.6	85.0	4.0	1.1	9.5	85.4	3.1	0.2	7.4	89.4
Subtask-3- Familiars words reading	BL	2.3	1.7	29.3	66.7	1.4	3.6	17.9	77.1	0.0	1.5	20.4	78.1
	EL	0.0	0.4	6.4	93.2	0.0	0.7	13.4	85.9	0.3	0.3	6.3	93.1
Subtask-4a- Oral Reading Fluency	BL	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
	EL	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
Subtask-4b- Reading Comprehension	BL	3.4	4.0	25.3	67.2	2.9	2.9	19.3	75.0	2.0	4.6	17.3	76.0
	EL	0.4	3.2	10.4	86.1	5.1	3.9	56.1	35.0	4.3	2.0	54.2	39.5
Subtask-5- Writing / Dictation	BL	13.2	6.9	19.5	60.3	13.6	5.0	22.9	58.6	13.3	9.7	13.8	63.3
	EL	6.1	2.9	13.6	77.5	8.3	3.0	21.8	67.0	5.1	0.6	27.9	66.4

*NL = Non-Learner, Em. L = Emergent Learner, Est. L= Established Learner, PL=Proficient Learner
**BL = Baseline, EL= End-line

GLOW/EE distributes the GEC girls with respect to the aggregate mean score at the task level into two proportions i.e., higher proportion and lower proportion from the aggregate mean score. This bifurcation provides insights about if majority of the GEC girls achieved the mean score or not at different evaluation points. The table shows that more than 80% of GEC girls in all three learning streams obtained higher aggregate mean scores in end-line from baseline in EGRA Urdu based tool. Most girls participating in the discussion expressed that lessons helped significantly improve their ability to understand, speak and read Urdu. They further shared that this improvement was due to the support and cooperation of their teachers and also from their classmates and siblings as well.

Table 25: Distribution of GEC girls w.r.t overall aggregate score in literacy				
Streams	**Evaluation Points**	**Overall aggregate percentage mean score**	**Percent of GEC girls scored higher than overall aggregate percentage mean score**	**Percent of GEC girls scored lower than overall aggregate percentage mean score**
EARN	Baseline situation	51.98	52% (Distribution of GEC girls of the baseline sample)	48% (Distribution of GEC girls of the baseline sample)
	End-line situation	75.63	62% (Distribution of GEC girls of the end-line sample)	38% (Distribution of GEC girls of the end-line sample)
	From baseline	51.98	80% (Distribution of GEC girls of the end-line sample)	20% (Distribution of GEC girls of the end-line sample)
LEARN	Baseline situation	32.73	40% (Distribution of GEC girls of the baseline sample)	60% (Distribution of GEC girls of the baseline sample)
	End-line situation	76.49	68% (Distribution of GEC girls of the end-line sample)	32% (Distribution of GEC girls of the end-line sample)
	From baseline	32.73	92% (Distribution of GEC girls of the end-line sample)	8% (Distribution of GEC girls of the end-line sample)
DISTANT LEARNING	Baseline situation	41.27	41% (Distribution of GEC girls of the baseline sample)	59% (Distribution of GEC girls of the baseline sample)
	End-line situation	83.68	69% (Distribution of GEC girls of the end-line sample)	31% (Distribution of GEC girls of the end-line sample)
	From baseline	41.27	95% (Distribution of GEC girls of the end-line sample)	5% (Distribution of GEC girls of the end-line sample)

4.1.2 Characteristic subgroups analysis against literacy outcomes

There has been a significant decrease in the number of GEC girls that scored zero in the literacy task from baseline to end-line in all three streams of the TEACH project i.e., EARN (Baseline=33 and End-line=12); LEARN (Baseline=150 and End-line=6) and DISTANT LEARNING (Baseline=63 and End-line=14). The EE findings also show that the project has contributed to increase the literacy learning of the GEC girls in all subgroups as illustrated in the table below. The learners from different subgroups are now positively performing in the literacy task except a few married girls and girls with disabilities still scored zero marks in the literacy task. However, it is noted that reduction of GEC girls in the EARN stream from baseline to end-line was lower as compared to the two other streams. The main reason of low performance was the duration of the short course of literacy and numeracy, and that package A is taught to the EARN GEC girls.

Table 26: Zero score in literacy by subgroups from baseline to end-line (Absolute Numbers)						
Sub-groups	**EARN**		**LEARN**		**DISTANT LEARNING**	
	Baseline	**End-line**	**Baseline**	**End-line**	**Baseline**	**End-line**
Age 10 – 14 years	0	0	144	3	57	13
Age 15 – 19 years	33	12	2	2	6	1
Girls with disabilities	3	2	15	1	6	3
Girls with no disabilities	30	10	135	5	57	11
Drop out from schools	8	0	39	2	3	1
Never been to school	25	12	111	4	60	13
Married Girls	4	5	0	0	0	0
Unmarried Girls	29	7	150	6	63	14
Girls speaking Balochi	22	12	87	3	32	0
Girls speaking Pashto	10	0	31	3	24	14
Girls speaking Brahui	1	0	32	0	7	0

Girls engaged in income generation activities	7	4	37	0	22	0
Girls not engaged in income generation activities	24	7	113	6	41	14
Non-orphaned Girls	26	10	146	6	60	14
Orphaned Girls	7	2	4	0	3	0

Overall, for the Urdu language literacy scores, there was a significant improvement in the scores of GEC girls. Literacy average scores by subgroups at baseline and end-line are presented in the table below. The comparison was carried out based on the GEC subgroups identified earlier in this report i.e., age; OOS status, girls engaged in income generation activities; disability; and married girls etc.

Table 27: Percentage mean score of literacy by subgroups from baseline to end-line						
Sub-groups	EARN		LEARN		DISTANT LEARNING	
	Baseline	End-line	Baseline	End-line	Baseline	End-line
All girls	51.98	75.63	32.73	76.49	41.27	83.68
Age 10 – 14 years	-	-	32.64	76.88	36.52	82.96
Age 15 – 19 years	51.98	75.63	-	-	57.89	86.12
Girls with disabilities	40.38	72.74	32.38	75.87	32.70	83.16
Girls with no disabilities	53.46	76.00	32.77	76.56	43.62	83.83
Drop out from schools	57.25	81.19	42.87	83.06	61.58	85.63
Never been to school	47.16	70.53	26.35	72.38	32.33	82.85
Married Girls	32.67	38.77	-	-	-	-
Unmarried Girls	53.14	77.85	32.73	76.49	41.13	83.69
Girls speaking Balochi	51.06	69.21	30.13	73.56	39.74	85.52
Girls speaking Pashto	56.01	90.32	39.16	74.99	38.64	79.10
Girls speaking Brahui	46.92	67.70	32.07	83.30	49.33	86.88
Girls engaged in income generation activities	51.51	64.41	39.94	85.09	51.90	86.93
Girls not engaged in income generation activities	51.09	76.96	30.46	73.73	39.08	82.99
Non-orphaned Girls	53.30	76.91	32.71	76.72	40.89	83.62
Orphaned Girls	35.07	59.37	33.77	67.38	48.31	85.08

It was noted that there a statistically significant improvement in the average literacy learning scores was relatively greater for GEC girls of the older age group (15-19 years) as compared to the younger age group (10-14 years). This was due to the fact that the girls from the older age group have more exposure to external factors (such as more interaction to the outside world, management of household expenses, access to

audio/video programs, access to smartphones etc.) than the younger age group. Similarly, girls with disabilities performed better and were closer to obtaining the average mean score of their respective learning streams i.e., girls with no disabilities. Further, the GEC girls who had previously dropped out from schools and later enrolled in this TEACH project performed better than the girls who had never been to school before. Similarly, in the EARN stream, the girls speaking Pashto performed better than the other ethnic groups whereas, the girls speaking Brahui of LEARN and DISTANT LEARNIING streams scored higher than the other two ethnic groups. The Pashtoon dominant districts (Pishin and Killa Abdullah) are near to provincial capital and have greater exposure to the outside world as compared to the Baloch (Balochi and Brahui) dominant districts i.e., Chaghi, Nushki and Kharan. Similarly, in the LEARN and DISTANT LEARNING stream, it was noticed that the number of drop-out was higher in the Brahui speaking girls as compared to other two; Balochi speaking girls and Pashto speaking girls. On the other hand, the girls engaged in income generation activities from the EARN stream performed lower as compared to girls engaged in income generation activities from the LEARN and DISTANT LEARNING streams. Similarly, the orphaned girls of EARN stream performed lower as compared to orphaned girls of LEARN and DISTANT LEARNING streams. The lower performance of girls engaged in income generation activities and orphaned girls in EARN stream may be attributed to the short duration of the course. *Although the basics of Urdu are quite difficult like making words and making sentences, daily lessons have improved my concepts and made it easier for me to learn the next lessons. My ability to speak has improved and I am now able to speak Urdu fluently".* During the interview, a girl with disability of EARN shared her views, "learning Urdu was very interesting for me. Besides, the short duration of course is explicitly mentioned in the interviews with the teachers of the learning centers. Similarly, another GEC project is currently being implemented in Sindh related to accelerated learning program, where the length of learning course is 33 months.

During discussion with the GEC girls from LEARN group, they shared that they have learned a lot from these lessons. They were able to learn and speak Urdu with the assistance of their teachers. While married GEC girls from EARN group participating in interviews expressed that they found it challenging to learn Urdu particularly making sentences and writing difficult Urdu words.

> *FGDs with Parents (DISTANT LEARNING stream, District Killa Abdullah)*
> *Our education was really affected during the time of COVID but listening to the radio helped us a lot. We are able to learn most of things through radio. It helped improve our Urdu as well. Listening to the radio was better than attending lesson because if the teacher was absent then you can still listen to the lesson".*

4.1.3   Numeracy assessment[59]

The GEC girls enrolled in the TEACH project were also assessed for their numeracy skills. The table below shows that there was a significant improvement in the numeracy scores of GEC girls for all three learning streams from baseline to end-line. The average numeracy score improved for EARN stream by 20.68 percentage points from baseline to end-line. Similarly, the average score for LEARN stream and DISTANT LEARNING stream increased by 39.07 and 33.24 percentage points from baseline to end-line, respectively. During discussion the GEC girls from all streams shared that initially they faced many difficulties in solving mathematics problems, however with teachers help and practice they were able to improve their skills.

Table 28: Numeracy score aggregate averages across baseline and end-line (EGMA Based Tool)					
Stream	Baseline Numeracy score	End-line Numeracy score	Difference from baseline to end-line	p-value	Statistically significant difference (Y/N)
EARN	57.71	78.39	20.68	0.000	Y
LEARN	35.84	74.91	39.07	0.000	Y
DISTANT LEARNING	43.97	77.21	33.24	0.000	Y

The GEC girls of all three learning streams significantly improved their average scores in all the subtasks of the numeracy from baseline to end-line. In general, at end-line, the GEC girls performed better (obtained more than 70% score) in the first seven subtasks (out of 9) of the numeracy task after attending the numeracy course in the project. However, the GEC girls from all three learning streams faced difficulties in the subtasks 5b-subtraction level 2 and subtask 6-word problems (obtained less than 70% score) at end-line.

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

Table 29: Numeracy score subtask averages across baseline and end-line (EGMA Based Tool)

Streams	Evaluation Points	Subtask 1 – Numbers Identification	Subtask 2a – Numbers Discrimination with numbers	Subtask 2b – Numbers Discrimination with currency notes	Subtask 3 – Missing Numbers	Subtask 4a – Addition Level 1	Subtask 4b – Addition Level 2	Subtask 5a – Subtraction Level 1	Subtask 5b – Subtraction Level 2	Subtask 6 – Word Problems
EARN	BL Score	57.01	68.52	91.05	49.75	59.53	47.27	56.65	43.05	46.55
	EL Score	77.26	85.67	96.58	73.23	85.11	73.80	82.47	63.28	68.11
	Difference from BL to EL	20.24	17.15	5.54	23.48	25.58	26.53	25.82	20.23	21.56
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y
LEARN	BL Score	34.22	45.09	66.49	33.50	34.27	28.74	31.86	25.20	23.23
	EL Score	79.42	82.15	88.64	72.03	81.21	72.56	76.94	56.62	64.66
	Difference from BL to EL	45.20	37.06	22.15	38.54	46.94	43.82	45.08	31.42	41.43
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y
DISTANT LEARNING	BL Score	44.79	54.87	81.29	38.72	40.87	32.45	38.52	27.42	36.83
	EL Score	84.42	83.01	89.04	73.72	81.52	74.34	79.64	64.29	64.90
	Difference from BL to EL	39.62	28.13	7.75	35.00	40.65	41.89	41.13	36.86	28.08
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y

The table below suggests that the GEC girls from all three learning streams moved up from the non-learner category to other learning categories at end-line in the numeracy task. In the EARN stream, more than 50% of the GEC girls moved to the proficient learners' category in the majority of the subtasks (6 out of 9 subtasks) except three subtasks which include subtask 3-Missing numbers, subtask 4b-Addition level 2 and subtask 5b-Subtraction level 2.

Similarly, in the LEARN and DISTANT LEARNING stream, more than 50% of the GEC girls obtained proficiency in majority of the subtasks (5 out of 9 subtasks) except four subtasks which include subtask 3-Missing numbers, subtask 4b-Addition level 2, subtask 5b-Subtraction level 2 and subtask 6-Word problems.

Furthermore, the GEC girls from all three learning streams were still facing difficulties in one common subtask i.e., subtask 5b-Subtraction level 2, thus double-digit non-learners were present in it. Overall, the GEC girls performed better in the EGMA task in end-line as compared to baseline.

Table 30: Foundational numeracy gaps from baseline to end-line (EGMA Based Tool) – percentage distribution of GEC girls													
Subtasks	Evaluation Points / Categories	EARN				LEARN				DISTANT LEARNING			
		NL*	Em. L	Est. L	PL	NL	Em. L	Est. L	PL	NL	Em. L	Est. L	PL
Subtask-1- Number Identification	BL**	11.8	22.5	33.0	32.7	27.4	40.7	17.9	14.0	10.7	43.2	28.7	17.4
	EL	3.0	9.8	31.4	55.8	2.4	9.3	22.9	65.3	4.0	4.0	17.2	74.9
Subtask 2a- Number Discrimination with numbers	BL	11.1	9.5	38.0	41.4	32.4	21.7	15.4	30.4	11.2	30.3	31.7	26.8
	EL	3.4	2.3	25.7	68.6	2.8	1.9	45.8	49.5	2.3	1.9	43.3	52.5
Subtask 2b- Number Discrimination with currency notes	BL	4.5	2.3	10.9	82.3	22.2	11.4	11.2	55.2	4.7	11.5	20.8	63.0
	EL	0.7	0.9	7.3	91.1	1.8	3.5	30.1	64.7	1.8	2.9	27.9	67.4
Subtask 3- Missing Numbers	BL	16.4	26.8	38.2	18.6	38.8	25.9	22.3	13.0	20.2	43.2	23.0	13.6
	EL	5.0	12.1	34.9	48.1	3.8	9.2	58.4	28.5	3.0	7.8	61.0	28.2
Subtask-4a- Addition Level 1	BL	22.0	11.4	23.0	43.6	46.2	17.0	13.8	23.0	27.9	27.8	20.7	23.6
	EL	4.3	2.3	19.8	73.6	3.5	2.8	31.1	62.7	4.5	0.8	32.3	62.4
Subtask-4b- Addition Level 2	BL	27.7	17.7	37.7	16.8	56.2	12.6	18.9	12.2	47.6	19.7	17.8	14.9
	EL	6.4	11.4	42.8	39.4	6.0	7.5	63.9	22.5	5.6	6.7	59.3	28.3
Subtask 5a- Subtraction Level 1	BL	26.1	8.4	26.1	39.3	52.5	12.2	15.2	20.1	35.6	21.2	19.9	23.2
	EL	5.0	3.6	22.8	68.6	7.2	2.6	34.8	55.5	5.6	0.8	36.4	57.1
Subtask 5b- Subtraction Level 2	BL	33.0	18.2	34.8	14.1	61.9	11.5	14.5	12.1	56.6	15.4	15.8	12.2
	EL	15.3	23.0	20.0	41.7	19.8	9.7	56.1	14.3	16.5	6.0	56.3	21.2

| Subtask 6-Words Problem | BL | 31.6 | 13.2 | 25.9 | 29.3 | 63.5 | 10.6 | 12.1 | 13.8 | 39.5 | 18.7 | 20.8 | 21.0 |
| | EL | 14.1 | 11.4 | 19.1 | 55.4 | 6.5 | 8.3 | 49.6 | 35.5 | 5.8 | 8.1 | 51.1 | 35.0 |

*NL = Non-Learner, Em. L = Emergent Learner, Est. L= Established Learner, PL=Proficient Learner
**BL = Baseline, EL= End-line

In the table below, the results of the numeracy tasks illustrate that the number of non-learners have significantly reduced from baseline to end-line in all three learning streams of the TEACH project. However, the double-digit non-learners were still present in two subtasks i.e., subtask 5b-Subtraction level 2 (common in all three learning streams) and subtask 6-Words Problem (EARN stream only).

> **IDI with Poor Household Girl (EARN Stream, District Killa Abdullah)**
> *In mathematics, I have faced a lot of problems in addition and subtraction. I have discussed it with my teacher and some of my colleagues also helped me out.*

Table 31: Numeracy Zero score (by subtask) across baseline and end-line (EGMA Based Tool)

Streams	Evaluation Points	Subtask 1 Numbers Identification	Subtask 2a Numbers Discrimination with numbers	Subtask 2b Numbers Discrimination with currency notes	Subtask 3 Missing Numbers	Subtask 4a – Addition Level 1	Subtask 4b – Addition Level 2	Subtask 5a – Subtraction Level 1	Subtask 5b – Subtraction Level 2	Subtask 6 – Word Problems
EARN	% of Non-Learners (BL)	11.8	11.1	4.5	16.4	22.0	27.7	26.1	33.0	31.6
	% of Non-Learners (EL)	3.0	3.4	0.7	5.0	4.3	6.4	5.0	15.3	14.1
	p-value[60]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y
LEARN	% of Non-Learners (BL)	27.4	32.4	22.2	38.8	46.2	56.2	52.5	61.9	63.5
	% of Non-Learners (EL)	2.4	2.8	1.8	3.8	3.5	6.0	7.2	19.8	6.5
	p-value	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y
DISTANCE LEARNING	% of Non-Learners (BL)	10.7	11.2	4.7	20.2	27.9	47.6	35.6	56.6	39.5
	% of Non-Learners (EL)	4.0	2.3	1.8	3.0	4.5	5.6	5.6	16.5	5.8
	p-value	0.000	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000
	Statistically significant difference	Y	Y	Y	Y	Y	Y	Y	Y	Y

Similarly, learning data of the EGMA based tool was also further analyzed in light of FM guidance regarding benchmarking and learning data aggregation. As compared to baseline, the absolute number of proficient learners have increased in words problem subtask in all three learning streams i.e., EARN (Baseline=129 and end-line=243); LEARN (Baseline=109 and end-line=278) and DISTANT LEARNING (Baseline=166 and end-line=255). Furthermore, the proficient learners in words problem (LEARN and DISTANT LEARNING) were also proficient in other subtasks except for subtask 3-Missing numbers, subtask 4b-Addition level 2 and subtask 5b-Subtraction level 2. Understandably, all three numeracy subtasks were comparatively difficult from other subtasks. It will take more time for GEC girls to become proficient in these subtasks due to their difficulty. On the other hand, the proficient learners in words problem of the EARN stream performed better in all the subtasks as compared to the other two learning streams. However, the maximum numbers of non-learners were present in the subtask 5b-Subtraction level 2 in the end-line in all three learning streams.

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[60] Chi-square test is used for statistical significance difference.

> ### IDI with GEC Girl (EARN Stream, District Chaghi)
> *"I didn't face any major problems in learning mathematics as the teacher helped us understand basic concepts in mathematics including addition and subtraction etc., I also practiced at home by writing and solving questions. This helped me understand the most difficult questions".*

Table 32: Proficient learners of Words Problem distribution in other subtasks from baseline to end-line (EGMA Based Tool) - percentage distribution of GEC girls

Subtasks	Evaluation Points / Categories	EARN				LEARN				DISTANT LEARNING			
		NL*	Em. L	Est. L	PL	NL	Em. L	Est. L	PL	NL	Em. L	Est. L	PL
Subtask-1-Number Identification	BL**	1.6	12.4	27.9	58.1	1.8	24.8	24.8	48.6	2.4	24.7	22.3	50.6
	EL	0.4	5.3	16.5	77.8	0.4	6.8	18.0	74.8	1.6	1.2	9.4	87.8
Subtask 2a-Number Discrimination with numbers	BL	0.8	1.6	33.3	64.3	7.3	1.8	11.9	78.9	3.0	7.2	25.3	64.5
	EL	0.4	0.0	7.8	91.8	1.1	0.7	38.5	59.7	1.2	0.0	29.8	69.0
Subtask 2b-Number Discrimination with currency notes	BL	0.0	0.0	6.2	93.8	2.8	0.9	3.7	92.7	1.2	0.0	4.2	94.6
	EL	0.0	0.0	3.3	96.7	0.4	1.1	23.7	74.8	0.4	0.4	24.3	74.9
Subtask 3-Missing Numbers	BL	3.9	13.2	45.7	37.2	9.2	16.5	22.9	51.4	9.6	20.5	27.1	42.8
	EL	0.0	8.6	23.9	67.5	2.9	6.8	45.7	44.6	0.0	5.1	51.4	43.5
Subtask-4a-Addition Level 1	BL	2.3	4.7	14.0	79.1	9.2	3.7	32.1	55.0	1.8	12.7	18.1	67.5
	EL	0.0	0.0	6.6	93.4	0.7	1.1	18.3	79.9	0.0	0.4	18.8	80.8
Subtask-4b-Addition Level 2	BL	5.4	14.0	51.9	28.7	14.7	12.8	27.5	45.0	20.5	10.8	24.1	44.6
	EL	0.4	4.1	42.0	53.5	0.7	4.3	59.7	35.3	0.4	3.5	49.8	46.3
Subtask 5a-Subtraction Level 1	BL	3.1	3.9	22.5	70.5	11.9	4.6	33.0	50.5	6.6	7.2	20.5	65.7
	EL	0.0	0.0	9.1	90.9	5.0	1.1	25.2	68.7	0.8	0.4	27.5	71.4
Subtask 5b-Subtraction Level 2	BL	6.2	13.2	51.9	28.7	17.4	9.2	24.8	48.6	28.9	8.4	22.3	40.4
	EL	8.2	12.3	16.0	63.4	18.7	7.9	47.8	25.5	9.8	2.7	50.2	37.3
Subtask 6-Words Problem	BL	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0
	EL	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0

*NL = Non-Learner, Em. L = Emergent Learner, Est. L= Established Learner, PL=Proficient Learner
**BL = Baseline, EL= End-line

GLOW/EE distributes the GEC girls with respect to the aggregate mean score at the task level into two proportions i.e., higher proportion and lower proportion from the aggregate mean score measured at different evaluation points. This bifurcation helped understand how many GEC girls achieved the mean score measured

at different evaluation points and illustrated the effectiveness of the project interventions related to learning outcomes i.e., more than 85% of GEC girls in all three learning streams in end-line obtained higher scores from the aggregate mean score of baseline in numeracy. During discussions, the GEC girls from all learning streams expressed that these lessons significantly contributed to the improvement in numeracy skills. Initially, they did faced difficulty in solving problems, however with teachers help and practice we are able to improve.

Table 33: Distribution of GEC girls w.r.t overall aggregate score in EGMA				
Streams	Evaluation Points	Overall aggregate percentage mean score	Percent of GEC girls scored higher than overall aggregate percentage mean score	Percent of GEC girls scored lower than overall aggregate percentage mean score
EARN	Baseline situation	57.71	59.3 (Distribution of GEC girls of the baseline sample)	40.7 (Distribution of GEC girls of the baseline sample)
	End-line situation	78.39	60.1 (Distribution of GEC girls of the end-line sample)	39.9 (Distribution of GEC girls of the end-line sample)
	From baseline	57.71	85.2 (Distribution of GEC girls of the end-line sample)	14.8 (Distribution of GEC girls of the end-line sample)
LEARN	Baseline situation	35.84	44.6 (Distribution of GEC girls of the baseline sample)	55.4 (Distribution of GEC girls of the baseline sample)
	End-line situation	74.91	65.7 (Distribution of GEC girls of the end-line sample)	34.3 (Distribution of GEC girls of the end-line sample)
	From baseline	35.84	95.8 (Distribution of GEC girls of the end-line sample)	4.2 (Distribution of GEC girls of the end-line sample)
DISTANT LEARNING	Baseline situation	43.97	44.3 (Distribution of GEC girls of the baseline sample)	55.7 (Distribution of GEC girls of the baseline sample)
	End-line situation	77.21	63.5(Distribution of GEC girls of the end-line sample)	36.5 (Distribution of GEC girls of the end-line sample)
	From baseline	43.97	94.9(Distribution of GEC girls of the end-line sample)	5.1 (Distribution of GEC girls of the end-line sample)

9.19.3 Characteristic subgroups analysis against numeracy outcomes

There was a significant decrease in the absolute numbers of GEC girls that scored zero in the numeracy task from baseline to end-line in all three streams of the TEACH project i.e., EARN (Baseline=16 and End-line=3); LEARN (Baseline=118 and End-line=7) and DISTANT LEARNING (Baseline=23 and End-line=9). The EE findings also indicate that the project has contributed to increase the numeracy learning of GEC girls in all subgroups as illustrated in the table below.

Table 34: Zero score in numeracy by subgroups from baseline to end-line (Absolute Numbers)						
Sub-groups	**EARN**		**LEARN**		**DISTANT LEARNING**	
	Baseline	**End-line**	**Baseline**	**End-line**	**Baseline**	**End-line**
Age 10 – 14 years	0	0	114	5	21	8
Age 15 – 19 years	16	3	1	1	2	1
Girls with disabilities	1	0	13	1	2	2
Girls with no disabilities	15	3	105	6	21	7
Drop out from schools	3	0	52	4	1	2
Never been to school	13	3	66	3	22	7
Married Girls	5	2	0	0	0	0
Unmarried Girls	11	1	118	7	23	9
Girls speaking Balochi	11	3	74	1	15	0
Girls speaking Pashto	2	0	14	6	7	9
Girls speaking Brahui	3	0	30	0	1	0
Girls engaged in income generation activities	5	1	49	0	7	0
Girls not engaged in income generation activities	10	2	69	7	16	9
Non-orphaned Girls	12	2	115	7	23	9
Orphaned Girls	4	1	3	0	0	0

Overall, there has been a significant improvement in the numeracy scores of GEC girls in all three learning streams. Numeracy average scores by subgroups both at baseline and end-line are presented in the table below. The comparison was carried out based on the GEC subgroups identified earlier in this report i.e., age; OOS status, girls engaged in income generation activities; disability; and married girls etc.

Table 35: Percentage mean score of numeracy by subgroups from baseline to end-line						
Sub-groups	EARN		LEARN		DISTANT LEARNING	
	Baseline	End-line	Baseline	End-line	Baseline	End-line
All girls	57.71	78.39	35.84	74.91	43.97	77.21
Age 10 – 14 years	-	-	35.68	75.12	39.66	75.99
Age 15 – 19 years	57.71	78.39	-	-	59.07	81.33
Girls with disabilities	53.53	78.66	34.26	73.97	36.29	77.32
Girls with no disabilities	58.25	78.36	36.03	75.03	46.09	77.18
Drop out from schools	61.76	83.35	38.11	75.88	63.03	77.17
Never been to school	54.01	73.84	34.41	74.31	35.59	77.23
Married Girls	49.19	57.75	-	-	-	-
Unmarried Girls	58.22	79.64	35.84	74.91	43.78	77.18
Girls speaking Balochi	57.78	76.10	35.79	76.87	41.57	79.78
Girls speaking Pashto	61.27	85.10	40.90	67.24	45.03	72.38
Girls speaking Brahui	50.28	72.53	31.55	77.52	46.93	79.31
Girls engaged in income generation activities	53.65	72.50	31.62	78.63	52.95	79.29
Girls not engaged in income generation activities	57.46	79.21	37.18	73.72	42.13	76.76
Non-orphaned Girls	58.60	79.26	35.74	74.82	43.47	77.14
Orphaned Girls	46.37	67.35	40.09	78.65	53.5	78.81

It was noted that there was a greater improvement in the average numeracy learning scores for GEC girls of older age group (15-19 years) as compared to the younger age group (10-14 years). Similarly, the girls with disabilities performed better and achieved the overall average mean score of their respective learning streams. During discussion with listening buddy from DISTANT LEARNING group (District Killa Abdullah), shared that mathematics was an interesting subject which she enjoyed learning. She mentioned that during initial classes she faced problems in writing questions and understanding the basic concepts. However, support and encouragement from the caregiver/peer support provider enabled her to learn and understand basic mathematics.

Furthermore, the GEC girls who had previously dropped out from school and later enrolled in this TEACH project performed better than the girls who had never been to school before. Similarly, the girls engaged in income generation activities and orphaned girls also performed better in the numeracy task. It is understandable that dropped out girls had previously exposure to some sort of learning as compared to never been enrolled girls before enrolled in the learning center of the project. On the other hand, girls engaged in income generation activities are doing some basic numeracy skill gained during their engagement in income generation activities. However, in the EARN stream, the married girls performed lower than the unmarried girls. The listening buddies from DISTANT LEARNING group (District Pishin) shared that we initially faced major challenges in learning mathematics, however, with teacher's and our family's help we have significantly improved. Contrarily, a married girl from EARN group (District Pishin) expressed that it was quite challenging to understand mathematics particularly subtraction questions. To understand and solve the most difficult questions, I used to consult other class fellows, they would help me solve problems. On the other hand, girls speaking Pashto (in the LEARN and DISTANT LEARNING streams) performed lower than two other ethnic groups.

4.2 Social and emotional learning skills[61]

The EE has calculated the Social and Emotional Learning (SEL) skills index – included different aspects such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making – refer to annexure 4 for detailed analysis of each SEL subcategory. The EE team measured the mean score of each girl's SEL skills on the basis of 3.0 point scale. The 3- point scale was adapted from the good example report shared by Fund Manager. 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. For this purpose, the EE merged datasets of EARN and LEARN streams to calculate the SEL skills composite index.

The table below shows that there has been a significant improvement in the SEL scores of GEC girls from baseline to the end-line. The SEL index score increased by 0.52 from baseline (1.81) to the end-line (2.33). Moreover, the SEL index score of EARN and LEARN stream also increased from baseline (EARN=1.58 and LEARN=2.04) to end-line (EARN=2.04 and LEARN=2.36). The difference is also statistically significant as shown in below table.

Table 36: Social and emotional learning skills score from Baseline to End-line					
Streams	Baseline SEL score	End-line SEL score	Difference from baseline to end-line	p-value	Statistically significant difference (Y/N)
EARN and LEARN	1.81	2.33	0.52	0.00	Y
EARN	1.58	2.33	0.75	0.00	Y
LEARN	2.04	2.36	0.32	0.00	Y

Overall, the median value of SEL index score increased for all subgroups at end-line as compared to baseline. The SEL score has significantly increased by more than or equal to 0.83 points for married girls followed by girls speaking Pashto and older aged girls (15-19 years). The improvement was prominent in these three subgroups because their SEL skills were low during baseline as compared to other subgroups. In addition, after marriage, there is minimal time available for relaxation and to interact with friends. On the other hand, restriction on mobility from the Pashtun community on the older girls throughout Balochistan's tribal areas affects their social and emotional skills. Similarly, it also indicates that the project activities designed for SEL were relevant to enhance the skills of the GEC girls and bring it a similar level at end-line. The project activities related to art and quiz competitions, henna cones (mehendi competition) and sport activities led to improve their social emotional learning skills. On the other hand, the SEL score increased to a lesser degree i.e., not more than 0.25 points for girls speaking Brahui. One of the factors was that Brahui speaking girls were in a minority, while mostly the classes had a majority of Balochi speaking girls. Brahui speaking girls faced some difficulties in understanding the Balochi language mostly spoken by instructors which limited the learning outcome for these girls. The table shows that the SEL score of Brahui speaking girls was lower than that of Balochi speaking girls. Besides, the girls club and pedagogy training target might cater to this issue of language exclusion but still it needs to be strengthened to meet the needs of all learners in the class.

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[61] All data related to social and emotional skills is based on the related social emotional learning assessments carried out by EE in LEARN and EARN streams only.

Table 37: Social and emotional learning skills index score from baseline to end-line (by median)			
Subgroups	Baseline	End-line	Difference
Age 10 – 14 years	2.06	2.36	0.31
Age 15 – 19 years	1.58	2.33	0.75
Girls with disabilities	1.72	2.33	0.61
Girls with no disabilities	1.83	2.33	0.50
Drop out from schools	1.72	2.28	0.56
Never been to school	2.00	2.39	0.39
Married Girls	1.53	2.36	0.83
Unmarried Girls	1.83	2.33	0.50
Girls speaking Balochi	1.83	2.36	0.53
Girls speaking Pashto	1.67	2.44	0.78
Girls speaking Brahui	1.97	2.22	0.25
Girls engaged in income generation activities	1.78	2.19	0.42
Girls not engaged in income generation activities	1.85	2.39	0.54
Non-orphaned Girls	1.81	2.33	0.53
Orphaned Girls	1.83	2.31	0.47

The EE/GLOW team also measured the mean score of each girl SEL skills on the basis of 3.0 point scale[62] in order to calculate the baseline and end-line level of SEL skills. The score was divided into two categories i.e., lower proportion and higher proportion. High SEL skills scores were equal to or greater than 1.81 – the median of the SEL skills index at the time of baseline. The findings show that 50.4% of all GEC girls in baseline fall in the lower proportion of the SEL skills index, this reduced to 14.2% in the end-line. The types of social and emotional learning results are described in the below table.

Table 38: Types of social and emotional learning skills results (median of 1.81 out of 3.00 of the baseline) – percentage distribution of GEC girls				
Subgroups	Baseline		End-line	
	Lower Proportion	Higher Proportion	Lower Proportion	Higher Proportion
All girls	50.4%	49.6%	14.2%	85.8%
Self-awareness	59.8%	40.2%	33.9%	66.1%
Self-management	43.3%	56.7%	14.6%	85.4%
Social Awareness	48.2%	51.8%	17.7%	82.3%
Relationship Skills	37.7%	62.3%	11.5%	88.5%
Responsible Decision Making	50.8%	49.2%	16.8%	83.2%

Moreover, for all GEC girls' subgroups, analysis of the social and emotional learning (SEL) skills index indicates improvement from baseline to end-line – as illustrated in the table below. Similarly, there was a significant improvement in the SEL skills of married girls, girls with disabilities and older aged girls from baseline to end-line i.e., shift from lower proportion to the higher proportion. However, end-line SEL data also illustrates that a great proportion 22.5% of girls speaking Brahui, 22.3% of girls engaged in income generation activities and 19.6% of orphaned girls are still present in the lower proportion. This means that the GEC girls from these subgroups did not improve their SEL skills as much in comparison to the other subgroups.

> *FGDs with Girls (LEARN Stream, District Killa Abdullah)*
> *Social and emotional learning activities taught us how to live in the society and how to behave with our family members and other relatives. Such activities can help create a positive atmosphere in the society.*

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[62] 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 39: Social and emotional learning skills results by subgroup (median of 1.81 out of 3.00 of the baseline) – percentage distribution of GEC girls				
Subgroups	Baseline		End-line	
	Lower Proportion	Higher Proportion	Lower Proportion	Higher Proportion
All girls	50.4%	49.6%	14.2%	85.8%
EARN stream	78.2%	21.8%	13.9%	86.1%
LEARN stream	35.0%	65.0%	14.3%	85.7%
Age 10 – 14 years	34.1%	65.9%	14.6%	85.4%
Age 15 – 19 years	77.3%	22.7%	13.7%	86.3%
Girls with disabilities	54.8%	45.2%	13.5%	86.5%
Girls with no disabilities	49.9%	50.1%	14.2%	85.8%
Drop out from schools	62.4%	37.6%	17.8%	82.2%
Never been to school	41.8%	58.2%	11.5%	88.5%
Married Girls	92.0%	8.0%	16.0%	84.0%
Unmarried Girls	49.5%	50.5%	14.1%	85.9%
Girls speaking Balochi	49.0%	51.0%	9.7%	90.3%
Girls speaking Pashto	60.6%	39.4%	15.8%	84.2%
Girls speaking Brahui	41.8%	58.2%	22.5%	77.5%
Girls engaged in income generation activities	55.0%	45.0%	22.3%	77.7%
Girls not engaged in income generation activities	48.2%	51.8%	12.4%	87.6%
Non-orphaned Girls	50.5%	49.5%	13.9%	86.1%
Orphaned Girls	49.0%	51.0%	19.6%	80.4%

Furthermore, the SEL skills have a direct link with the learning performance of GEC girls. The table below indicates that GEC girls with better SEL skill index score had a better overall average mean score in the literacy and numeracy assessments in both EARN and LEARN streams. This indicates that the GEC girls that showed improvement in SEL skills also performed well in literacy and numeracy tasks.

> *FGDs with Girls (LEARN Stream, District Kharan)*
>
> *We really want to educate ourselves because it is education that creates a difference. We want to become valuable and responsible citizens to contribute in the advancement and progress of our country.*

Table 40: Performance of GEC girls w.r.t SEL index score				
Stream	Learning category	Overall aggregate percentage mean score in End-line	Overall aggregate percentage mean score of GEC girls in the end-line (life skill index score is equal to or greater than 2.33)	Overall aggregate percentage mean score of GEC girls in the end-line (life skill index score is lower than 2.33)
EARN	EGRA Urdu Based tool	75.63	79.00	72.21
	EGMA Based tool	78.39	82.21	74.52
LEARN	EGRA Urdu Based tool	76.49	72.96	80.73
	EGMA Based tool	74.91	75.07	74.73

> **FGD with Communities (LEARN Stream, District Nushki)**
> *During the project, we organized different community events like Henna Cones (Mehendi) competitions and sports activities were organized for GEC girls. These activities were mainly led by women VSG members. It provides a healthy opportunity and environment for the GEC girls to empower them and boost their confidence level. It also helped them in refreshing their energy and focused more on their studies in the learning center.*

A detailed analysis of each life skill sub-category on self-awareness, self-management, social awareness, relationship skills and responsible decision-making is provided in a table in the annexure 4 of this report. In addition, SEL analysis was also conducted using mean/average scores approach for easy comparison with results of some other GEC program countries, if required.

4.3   Financial Literacy

Financial literacy was considered not applicable at baseline as this module was delivered at the later stage to the EARN stream. At the start of financial literacy module delivery, a pre-assessment was conducted by the project to understand the financial literacy related skills of the GEC girls. Overall, financial literacy score of Earn girls has increased from baseline to end-line. The difference in percentage mean scores from baseline to end-line (the tool was administered as pre-test and post-test by the instructors and data was analyzed by EE) was 54.18 points.

Table 41: Financial Literacy score from Baseline to End-line

Cohort	Baseline (pretest) %age mean score	End-line (posttest) %age mean score	Difference from baseline to end-line (pre and posttest)	p-value	Statistically significant difference (Y/N)
Earn Cohort	9.85	64.03	54.18	0.000	Y
Source: Financial Literacy Tool (Project dataset)					
N= 1663 Baseline and 1663 End-line					

Overall, financial literacy results show that GEC girls shifted from non-learners (8.66%) and emergent learners (91.34%) to other learning categories especially to established learner (72.22%) and proficient learner (22.97%) in the end-line stage. On the other hand, there was no GEC girl in the non-learner stage.

Table 42: Foundational financial literacy skills from Baseline to End-line

Learning categories	Baseline (%age distribution of GEC girls)	End-line (%age distribution of GEC girls)
Non-learner (0% Score)	8.66%	0.00%
Emergent learner (1%-40% Score)	91.34%	4.81%
Established learner (41% - 80% Score)	0.00%	72.22%
Proficient learner (81%-100% Score)	0.00%	22.97%
1.Source: Financial Literacy Tool (Project dataset)		
2. N= 1663 Baseline and 1663 End-line		
3. It is calculated with reference to previous indicator on the financial literacy where proficiency level is defined to achieve a minimum score of 70.		

As per the previous indicator[63] in the log frame, there was a 43.96 percent improvement of OOSG (15-19 years) in achieving proficiency in financial literacy, whereas proficiency is defined as achieving a minimum score of 70%. In baseline, 0% OOSG (15-19 years) obtained proficiency level score. During IDI with Girl (EARN Stream, District Killa Abdullah), *"I want to learn more mathematics because it has a lot of practical use. With the help of these skills, I will be able to manage money at home. I can also help my brother when he is doing calculations and all".* During qualitative analysis, it was observed that most of the parents and girls are trying to upgrade

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[63] 1.4. Percent improvement of OOSG (15-19 years) achieving proficiency in enterprise development, financial literacy, technical, vocational and life skills.

their business accounting skills, both at learning centers and at home in order to improve their work management skills.

Table 43: Outcome indicators as per the log frame[64]						
Outcome	**Outcome indicator**	**Sampling and measuring technique used**	**Who collected the data?**	**Baseline level**	**Target for end-line evaluation point**	**End-line level**
Outcome1: Marginalized OOSG supported by GEC have improved learning outcomes.	1.1: Percent of Sampled OOSG (10-19 years) girls whose literacy and numeracy scores increase against the benchmarks set at the baseline.	EGRA Urdu and EGMA based tools assessments carried out by EE	External evaluator	Overall, 3.4% (10-14 years) girls- achieved both literacy and numeracy benchmark scores of grade-5 (7.1% achieved literacy benchmark scores of grade5; 7.1% achieved numeracy benchmark scores of grade5) 20.9% girls (15-19 years) achieved both literacy and numeracy benchmarks scores. (48% achieved literacy benchmark scores; 29.3% achieved numeracy benchmark scores).	9. 70% girls aged 10-14 years achieve Literacy and Numeracy mean benchmark score for Grade 5 2. 70% girls aged 15-19 years achieve Literacy and Numeracy set benchmark score	Overall, 10.23% (10-14 years) girls- achieved both literacy and numeracy benchmark scores of grade-5 (22.9% achieved literacy benchmark scores of grade5 and 22.6% girls achieved numeracy benchmark score of grade5 (Package ABC)) 48.75% girl's aged 15-19 years enrolled in home-based classes achieve Literacy and Numeracy set benchmark score. (71.8% achieved literacy benchmark scores; 55.4% achieved numeracy benchmark scores).
	1.2: Number of girls (10-14 years) who meet literacy and numeracy benchmarks (both cohorts) and qualified for transition criteria.	Project documents	Project		Cohort-1: (6,000 girls) Cohort-2: (5,000 girls) Total: (11,000 girls)	Cohort-1: 5,990 (eligible for grade 5) Cohort-2: 5,919 (4,919 eligible for grade 4 and 1000 were eligible for grade 2) *
	1.3: Percentage of OOSG (10-19 years) completing ALP cycle	Project documents	Project		12600 (70% of 18000) Package-A Cohort-1: 4326 out of 6180 will complete. Package-B Cohort-1 and/or Package-A of Cohort-2: 12600 will complete.	Package-A Cohort-1: 6,010 Cohort-2:5,919 Package-B Cohort-1:6,010 Cohort-2: 4,919 Package-C

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[64] This section is as per updated TEACH LFA dated August 2021.

				Package-C Cohort-1 and/or Package-B of Cohort-2: 12600 will complete	Cohort-1:0 Cohort-2:0**
1.4 Percentage of assessed girls listeners reported an increase in engagement and learning due to the radio sessions	EGRA Urdu and EGMA based tools assessments carried out by EE	External Evaluator	BL Literacy and Numeracy score grade wise(girls%): Grade 0: 61.9%, Grade1: 12.8%, Grade2: 7.1%, Grade3: 4.9%, Grade4: 5.3%, Grade5: 8.1%	Target: Engagement: 6500 (50% of 11000) Learning Outcomes: % girls with increased literacy and Numeracy scores	EL Literacy and Numeracy score grade wise(girls%): Grade 0: 5.3%, Grade1: 1.9%, Grade2: 5.2%, Grade3: 15.9%, Grade4: 48.1%, Grade5: 15.5%
1.5. Percentage of OOS girls (10-19) enrolled in program whose score increases on a standard SEL assessment against the baseline value.	Social and emotional skills assessments carried out by EE	External evaluator	49.6% (On the basis of 1.81 median score)	35% increase in SEL score above baseline	85.8 (On the basis of 1.81 median score)
Number of OOSG (15-19 years) girls with market relevant livelihoods skills.	Project documents	Project	Not applicable	70% of 2400 girls qualify tests and receive certificates	2406 girls completed market relevant technical and vocational skills (1593 trained on income savings trades and 813 trained in income generation trades)

*This is based on final assessments conducted by the project.

** all were currently attending package C, no one could complete

4.4   Outcome 2 – Transition

The key findings on the transition outcome are presented in this section. For measuring the rate of transition, TEACH has one transition outcome and two indicators which are listed below.

Transition outcome statement: Marginalized OOSGs have transitioned into education, or self-employment.
Transition indicator statement: Percent of OOS girls (10-14 years) who successfully transitioned.
Transition indicator statement: Percent of OOS girls (15-19 years) who successfully transitioned into (self) employment

The above transition indicators of the TEACH project suggest that all girls (10-19 Years) will successfully transition into education, training, or employment. As per approved MEL framework, after successful completion of the learning streams, the GEC girls of EARN and LEARN streams would have significantly improved learning outcomes and transitioned to education, training, or employment. Based on the project data, 5,463 girls (10-14 years) and 746 girls (15-19 years) successfully transition to their respective pathways – for more details refer to table 45. The intended transition of the GEC girls is mentioned in the below table.

Table 44: Supplementary table – Intended Transition results by subgroup – percentage distribution of GEC girls											
Category	Evaluation points	All GEC girls in the sample (LEARN+ EARN+ DISTANT LEARNING)	Sub-group								
			Age 10 – 14	Age 15 - 19	Girls with disabilities	Girls engaged in income generation activities	Married	Girls Speaking Balochi	Girls Speaking Pashto	Girls Speaking Brahui	Orphaned Girls
Continue education	Baseline	50.9	61.2	35.1	50.0	39.3	21.4	32.3	77.9	54.1	38.7
	End-line	71.4	75.2	63.4	72.9	71.2	63.0	68.9	74.7	72.7	68.7
Generate income through a job, business, and self-employment at HH level	Baseline	37.8	32.5	46.1	39.0	54.5	35.7	57.6	7.7	35.9	29.03
	End-line	13	1.4	4.5	2.1	3.7	0.0	2.7	0.5	4.1	2.4
Enroll in advance trainings	Baseline	4.1	3.6	4.9	3.0	1.6	14.3	2.2	7.2	3.9	9.7
	End-line	9.2	9.4	8.3	4.8	4.7	0.0	8.8	11.4	7.1	6.0
Help in Family business	Baseline	3.7	2.0	6.2	4.0	3.2	14.3	5.3	0.5	4.4	12.9
	End-line	2.2	2.3	2.1	4.8	4.0	7.4	3.3	0.2	2.5	2.4
No future plans	Baseline	3.6	0.7	7.8	4.0	1.3	14.3	2.5	6.8	1.7	9.7
	End-line	4.2	5.7	1.0	3.8	1.3	0.0	0.8	12.5	1.1	6.0

The project aims to return girls to formal education and/or to go into a productive workforce after completing their courses through TEACH. During data analysis of core girl background survey[65] of LEARN stream, 29.0% of the GEC girls left the learning center earlier – on average two months prior the closure of TEACH learning center. Furthermore, around 52% of them continued their education and obtained admission in different grades whereas the remaining 48% did not transition but are planning to continue education or enroll in the advanced training program. Out of 52%, more than 90% of them enrolled in grade 4 of the government primary schools. However, the rest of the GEC girls engaged in income generation activities project has conducted a separate tracer study to see whether the GEC girls are following their transition pathway from learning centers to the income generation or not. During the end line evaluation, the interview with project staff indicated that several girls were admitted in the grade 4. It also shows the reliability of EE learning and other data as the GEC girls achieved the benchmarking of grade 4. GEC girls from EARN group participating in interviews shared that they desired to build a career and earn a livelihood in the future to support their families. They further said that they would like to start their own tailor shops and sew and design clothes for other people. Further, the tracer study reveals that majority of the girls (95%; 337 out of sampled 354 girls) transitioned into home based/self-employment proving that the transition pathways envisioned by the TEACH project is valid. About 2% of the girls (6 out of 354) also transitioned into self-employment but they were not engaged in their self-employment at the time of tracer study (September 2022). They left their respective businesses due to low profitability and engagement in the household chores. In general, the community members shared in the group discussions

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[65] The above percentages are based on the valid responses at the for LEARN stream.

showed their willingness to support their girls to continue their education and participation in economic activities as they believed that educated girls would be more skillful and would be able to financial support their families.

FGD with Girls (LEARN Stream, District Killa Abdullah)
After completing the LEARN course, I will definitely take admission in government school for further education to secure my future.

IDI with Girls with Disability (EARN Stream, District Kharan)
"I want to continue taking the classes in the vocational institute for skill training to enhance my skills so that I can earn and establish a center where I can teach girls and make their lives better".

IDI with Married Girls (EARN Stream, District Chaghi)
"I want to become a professional tailor in the future after I finish my training here in this center. I am working hard and trying to learn as much as I can. I would like to be able to transfer these skills to those girls who are willing to learn new skills in my village".

On the other hand, during data analysis of core girl background survey of DISTANT LEARNING stream[66], 86.7% listening buddies had left the course earlier – on average two months prior the closure of the course. Furthermore, around 62% of them continued their education and obtained admission in different grades such as more than 95% are now enrolled in grade 4 of the formal/informal schools. However, more than 25% of the listening buddies were still uncertain about their future intention whether to continue education or engage in income generation activities. The above figures indicate that the project is in the right direction and will achieve the transition outcome of the TEACH project.

Table 45: Outcome indicators as per the log frame[67]						
Outcome	**Outcome indicator**	**Sampling and measuring technique used**	**Who collected the data?**	**Baseline level (actual)**	**Target for next evaluation point**	**End-line level (Actual)**
Marginalized OOSGs have transitioned into education, or (s)elf employment.	2.1 Number of OOS girls (10-14 years) who successfully transitioned into formal/informal schools	Project document	Project	Not Applicable	5500[1.] (50% of 11000 girls)	5,463
	2.2 Percent of OOS girls (15-19 years) who successfully transitioned into self-employment	Project document	Project	Not Applicable	560 girls (70% of 800 girls)	760[2] (95%) of 813 girls trained in income generation trades (Provided tool kits and business establishment support for transitioning.
1. This will be completed after transition period						
2. calculated based on tracer study findings.						

The project has shared that there is a major impact of floods on the transition aspect. The original plan of transition was after August 2022. However, in April 2022, the project has decided to start transition to grade 4 and grade 5; and without waiting for the GEC girl to complete package C. Moreover, these GEC girls will be promoted to grade 6 in the start of the new academic session in February 2023. The main reason behind this decision was that the project did not foresee sufficient time for the transition, and it will also affect end-line targets. Therefore, since the end of April 2022, the project has started transition of the GEC girls to grade 4 and grade 5. However, the transition targets set for August and September 2022 have not been achieved because of the extension in the summer break, due to lack of footprints from implementing partner and flood situation.

4.5   Outcome 3 – Sustainability

The findings related to sustainability outcome are presented in this section. These are mostly based on focused group discussions and interviews i.e., qualitative data and from the project data.

9.19.3   Sustainability – Community Level

Attitudinal and behavioral change: Parents and the community play an important role in the sustainability of the learning centers. Through the village support groups, the project raised awareness in their respective communities particularly on the rights of girls' education. The VSGs have developed community support action plans to implement community led actions to support girl's education and addressed gender-based violence and child protection issues like awareness on the prevention of early child marriages.

During end-line, the interviews and group discussions with different stakeholders including community, parents and government officials highlighted their willingness to support and cooperate to maintain the learning centers.

> ### *FGD with Parents (LEARN Stream, District Chaghi)*
> *We really appreciate the establishment of a learning center in proximity to our community. Many children, particularly girls, have dropped out from schools because schools are present in the far-flung areas and parents are really worried about sending their daughters to schools alone. Therefore, we would like to continue the learning space beyond the project life.*

> ### *FGD with Parents (LEARN Stream, District Pishin)*
> *We really want to educate our children, but schools are not available, and we cannot afford the tuition fees of the private schools.*

4.5.2 Sustainability – School Level

Availability of trained facilitators: The interviews with project staff illustrated that a continuous professional development of teachers was part of the teachers' capacity building program. During COVID pandemic period the teachers' capacity building was continued through remote program through 40 WhatsApp audio lessons. Finally, 827 trained community/ALP facilitators were registered in the EMIS roster of the Non-formal Basic Education (NFBE) for future deployments/opportunities in various projects or programs to be either initiated by the government or non-government organizations. Moreover, during interviews with government officials, they mentioned that the list of GEC teachers was an important resource for us. They will help us in many other activities, particularly in the current floods of Balochistan to understand the situation, analysis of their areas and identification of real affected families.

Registration of community base TVET facilities: During interviews with the project team, it was shared that the project established 122 community base TVET facilities and registered with Trade Testing Board (TTB) Balochistan offering certification to 813 GEC girls in embroidery / stitching; beautician and well-being; and confectionery and backing. Furthermore, they also kept the local context of the project districts in their mind while shortlisting different trades. During FGDs with parents and GEC girls, they also endorsed that the proposed trades were acceptable in their areas, and they also appreciated getting certification in specific trades. The employers accepted this certification and will provide an ample opportunity in getting a good income in future. Similarly, the project has shared that 813 income generation GEC girls also trained /supported in business planning and business plan development followed by 510 business grants have been awarded to selected GEC girls.

> *FGD with Parents (EARN Stream, District Nushki)*
> *Girls received multiple trainings like sewing and handicrafts, and beauty parlor courses so that they can start up their own business to support their families and fulfill their needs. However, they need some financial support to start their businesses.*

Furthermore, the project has shared to further support the GEC girls of EARN stream specifically embroidery and stitching trade GEC girls 25 community owned production centers have been established with community's support through voluntarily provided spaces, where no rent and utility bills will be charged from the GEC girls. Production centers are equipped with additional tools & equipment for an average of 5-7 engaged GEC girls in all five districts. The established production centers will continue for 11 months beyond project life with the community's support and serve as production hub, display of finished items, and point of contact for potential buyers of local area. The GEC girls of production centers will be custodians of their respective centers. They will be free to make their decision without any external interference. TEACH project will ensure the required facilitation in establishment of sustainable backward and forward market linkages during the project life.

Besides, the project has also signed an agreement with Balochistan Agriculture & Extension Department; and Livestock & Dairy Development Departments for technical backstopping to deliver training in five income saving trades which included Kitchen Gardening, Backyard Poultry Farming, Drying of Vegetables & Fruits, Making of Ketchup and Milk Processing.

4.5.3 Sustainability – System Level

Curriculum and learning materials: Moreover, during interviews with project teams, the TEACH project condensed the curriculum to align it with the NFE curriculum books and make it compatible with national system curricula i.e. Package A – English, Urdu, Math's NFE curriculum books; Package B – English, Urdu, Math's NFE curriculum books; and Package C – English, Urdu, Math, Science, Pak Studies NFE curriculum books. The TEACH project also obtained approval from the provincial authorities.

Utilization of radio lessons by other organizations for their education programs: An agreement is in process between the IRC and Mercy Crops to utilize the radio lessons / DISTANT LEARNING material for their education programs developed in the TEACH project. In addition, the project has also provided the radio lessons to the digital library of NFE to utilize the radio lesson particularly in the flood affected areas and in places where school infrastructure is not present or functional. During interviews with GEC girls and teachers, they shared that they really liked their colorful books, the quality of the pictures and stories / information printed in it.

> *IDI with Married Girl (EARN Stream, District Chaghi)*
> *From childhood, I liked to draw beautiful things like birds, sceneries etc., and fill them with beautiful colors. Therefore, looking into my colorful and beautiful books that enhance my art imagination and skills.*

> *FGD with GEC Girls (DISTANT LEARNING Stream, District Nushki)*
> *One GEC girl mentioned that she really liked the poems learnt during the TEACH project. It gives me positive energy and motivation to learn more and more.*

Functionality of case management mechanisms: The project has shared that the social welfare department of Balochistan is looking after the case management mechanism at district level. The department has also notified the District Child Protection Case Management Referral Systems (CP-CMRS) committees in all districts of Balochistan for the implementation of Section 11 of the Child Protection Act 2016. Moreover, meetings of CP-CMRS committees were conducted in TEACH focused districts to support the social welfare department for activation of the mentioned committees. Committee members of child protection were also oriented on child protection, GBV issues and referral/ response mechanism. The referral pathway was also updated with the consultation of stakeholders at district level. Caseworkers were hired for the case management in all focused districts of TEACH project. Furthermore, training of the social welfare department staff on case management was also conducted with the support of TEACH. In addition, the social welfare department also has a child protection focal person in the district level set up. However, sufficient services were not available at district level, although service providers can facilitate the CP or GBV cases at district level.

In conclusion, the communities and other stakeholders were willing to play their role in supporting the education of the girls and sustaining the learning centers. During focus group discussions with parents and community, they are willing to provide space with no rent charge and will convince the teacher or brilliant GEC girl to teach in the learning center. Both the project and other stakeholders have not left any stone unturned to continue the learning centers in the focused districts.

Sustainability of learning spaces beyond project: The project has shared in the working group of UNICEF that if there is any new UNICEF project on education initiated in the TEACH focused districts related to ALP package D and E, they will enroll the GEC girls that completed ALP package A, B and C. Similarly, if the project is related to ALP package B and C then, they will intervene where package A is only being taught to the GEC girls. In further discussions, UNICEF asked the project to share details about where the DISTANT LEARNING stream was being implemented.

5. KEY INTERMEDIATE OUTCOME FINDINGS

This section presents the key findings of the intermediate outcomes and their associated indicators. All the three Ios and seven IO indicators are discussed in this section.

5.1 IO-1: Attendance

Improved attendance is a prerequisite for better learning outcomes of the GEC girls and their successful transition. The IO-1 states that marginalized out-of-school girls (10-19 years old) enroll and attend instruction in literacy, numeracy, life skills and market-relevant livelihoods skills and technical training. This IO 1.1 has an indicator i.e., Percent of OSS girls (10-14 years) that have an average attendance rate of 70%; and IO 1.2. The percentage of OSS girls (15-19 years) that have an average attendance rate of 70% in ALP Package-A and Financial Literacy. Besides the project team has collected data on attendance during the intervention's implementation. During group discussions and interviews, mostly GEC girls were looking forward to attending the learning center in order to learn new things and concepts related to literacy and numeracy.

> **FGDs with Parents (LEARN stream, District Nushki)**
> *Teachers and students regularly attend the learning center. We are noticing that girls are excited to learn something new from the learning center. They proudly discuss it with their siblings whether they know about this thing or not?*

Table 46: Intermediate outcome 1 – Attendance

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for end-line evaluation point	End-line level	Target achieved
IO-1: Marginalized out-of-school girls (10-19 years old) enroll and attend instruction in literacy, numeracy, life skills and market-relevant livelihoods skills and technical training.	IO Indicator 1.1: Percent of OSS girls (10-14 years) who have an average attendance rate of 70%.	FGD and KIIs (quantitative data will be shared by the program team for the end-line analysis)	Project	Not Applicable	7700 (70% of 11000)	Cohort 1: 82% Cohort 2: 83%	Yes
	IO 1.2. Percent of OSS girls (15-19 years) who have an average attendance rate of 70%.in ALP Package-A and Financial Literacy		Project	Not Applicable	4900 (70% of 7000)		

However, GEC girls from LEARN groups (District Nushki) also shared that the reason that they could not attend the learning center at times was due to the workload at home and lack of parent or guardian to accompany them to the center.

> ### *FGD with Girls (LEARN Stream, District Chaghi)*
> *"Girls are absent from the center due to distance from center and health issues. Due to these absentees' girls lag behind other girls that regularly attend lessons as a result they become weak in studies. The Project needs to provide more facilities".*

> ### *FGD with Girls (DISTANT LEARNING Stream, District Pishin)*
> *"It is difficult to attend school as our community and family members are very strict. Even when we open the main door, we have to answer a lot of questions like why you opened it, where are you going and what was the purpose of opening the door. So, whenever we have to go to the common gathering place, we have to wear burqa (veil) to cover ourselves. Only then our parents allow us to attend lessons."*

During the core girl background survey with listening buddies of DISTANT LEARNING stream, the main reason quoted for not attending radio lessons were household chores, arrival of guests at home (63%), accessibility to the radio device and networking issue (9%) and other reasons (28%) i.e., raining, lack of chaperone, dogs on street, friend/listening buddy not available, COVID-19, going outside city/hospital/wedding ceremony and sickness of mother.

Figure 4: Reasons of not listening to the radio lessons

On days you did not listen to the radio lessons, what was the primary reason for not listing?

- Busy in HH Chores and guest arrived at home: 63
- Radio problems (signals, access): 9
- Other reason: 28
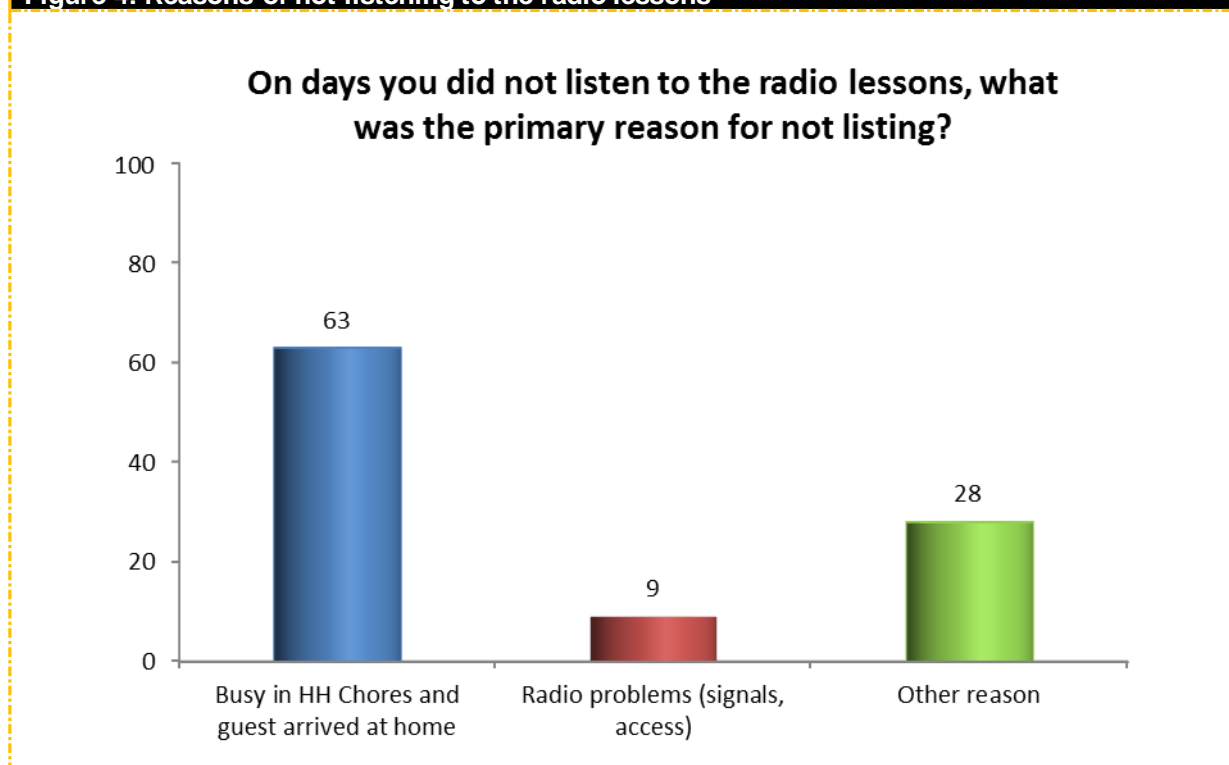
> ### *FGD with Parents (DISTANT LEARNING Stream, District Nushki)*
> *During the project, we have participated in different awareness sessions organized by the project team and local committee. They advised us to regularly send our children to the common gathering place to attend the radio lessons because punctuality will have a direct impact on their learning outcomes.*

5.2   IO-2: Delivering safe and quality instructions.

Based on the learning center assessment data collected at end-line, the learning centers were established in safe and easily accessible places in the village for all GEC girls including girls with disability. These findings were also endorsed in the group discussions with GEC girls and parents in all the three learning streams. During baseline and end-line, it was observed that the structure of the learning centers was physically strong enough to be used as learning center. Drinking water facility and washroom facility were available and functional.

> **FGD with Communities (LEARN Stream, District Killa Abdullah)**
> *Village Support Group have been active in making education center functional and providing safe drinking water to children enrolled in the learning center.*

The EE observed the learning environment of the GEC teachers. They discerned that the learning environment was conducive and students were actively engaged in classrooms. Students were taking interest and asking lesson specific questions. The GEC teacher was trying to answer their questions in a clear and comprehensive way. The GEC teachers shared that the project training helped them in improving their teaching skills and also their grip on the curriculum. Moreover, the continuous support from the project staff also improved their pedagogical skills.

> **FGD with Girls (LEARN Stream, District Chaghi)**
>
> *The teaching method of our teacher is good, she is very generous and kind. She also encourages students to ask questions; and pays more attention to the weak students because she does not want any student to be behind others.*

The GEC teachers were avoiding any unscheduled interruptions during the lessons such as not attending their mobile phones. The GEC teachers also noticed the learning performance of the students in the daily lesson. In general, the EE observed that the quality of instructions delivered by teachers was good.

> **IDI with Poor HH Girls, (LEARN Stream, District Pishin)**
>
> *The assistance and help of the teacher was vital to learn something. Be it be mathematics or any other subject, without good teachers it would have been nearly impossible to learn it. In this project, our teacher had good skills on both literacy and numeracy subjects, which really helped increase our understanding of these subjects.*

The married GEC girls from EARN group (Killa Abdullah) during discussion shared that teachers have been very cooperative and taught everything in comprehensive and concise manner. Teachers were very helpful they guided us whenever we were facing difficulties.

> **IDI with GEC Teacher (LEARN Stream, District Nushki)**
> *Teaching manuals were useful as it contained lessons plan. In result, the children easily understood the lessons.*

> **FGD with Girls (LEARN Stream, District Nushki)**
> *There were difficulties in reading Urdu lessons. However, the teacher explained it multiple times which increased our understanding of the lesson we just read.*

Table 47: Intermediate outcome 2 – Delivering safe and quality instruction							
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for end-line evaluation point	End-line level	Target achieved
IO-2: Marginalized out-of-school girls (10-19 years old) enroll and attend instruction in literacy, numeracy, life skills and market-relevant livelihoods skills and technical training.	IO Indicator 2.1: Percent of instructors who demonstrate proficiency in delivering quality instructional practices in literacy, numeracy and social and emotional skills.	Project data, FGD and KIIs (quantitative data will be shared by the program team for the end-line analysis)	Project	Not Applicable	90% of 790 facilitators	17% ranked highly skillful 39% ranked as average *Overall 56%	Yes, partially
	IO 2.2. Percent of instructors who demonstrate proficiency in delivering quality instructional techniques in livelihoods and market-relevant skills training.		Project	Not Applicable	90%	**	
* For those who couldn't perform well, IRC is organizing capacity building trainings for them. ** no data available							

FGD with Girls (LEARN Stream, District Chaghi)
In mathematics we faced difficulty in subtraction questions. Our teacher was really cooperative; she clarified our concepts and helped us solve subtraction problems.

5.3   IO-3: Transition plans and financial support[68]

There are three indicators of IO-3 related to feasible transition plan and financial support to the girls. The first indicator is related to the percent of girls reporting an increase in their income (15-19) after the completing vocational training program. At the time of baseline, the EE computed that 13.9% Earn girls (N=61 out of 440) were engaged in income generation activities and their average monthly income was PKR 3,250 (calculated from 15 out of 61 girls' valid responses). Overall, the project achieved its target for this intermediate outcome.

Table 48: Intermediate outcome 3 – Transition plans and financial support

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for end-line evaluation point[69]	** End-line level	Target achieved
IO-3: Marginalized out-of-school girls develop a feasible plan for transition and have increased financial savings and use of credit to support it.	IO 3.1.Percent of girls reported an increase in income of girls (15-19) completing vocational training program		Project	PKR 3,250 (calculated from 15 out of 61 girls' responses)	70%of 800	*95% of 800, 772 girls.	Yes
	IO 3.2. Percent of girls 15-19) who reported HH savings after completing income saving trainings.	New indicator to capture HH savings as result of trainings	Project	-	800 (50% of 1600)	1520 of girls (95%) are saving on average of Rs.1,790 per month after getting income saving trainings.	Yes
	IO 3.3. number of girls who have implemented their transition plan	Transition tool	Project	-	6060	-Income generation 772 (95%) -Income Saving 1520 (95%)	

*Calculated based on tracer study findings which shows 95% girls reported initiating self-employment but only 61% opted to answer income related question.
** **Source:** Project data

The tracer study findings show that out 337 sampled girls who initiated self-employment, 205 i.e., 61% shared their income while 132 opted not to share their income level with the survey team. Out of the 205 girls who reported their monthly income, the majority 91.2% (187) are earning between 1,001 ($4.4) to 21,750 ($96) monthly. Another 7.3% (15) of the girls are earning between Rs.21,751 ($96) to Rs.32,125 ($141) per month

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[68] All primary quantitative data related to transition plan and financial support is based on the core girl background survey carried out by EE.

[69] Intermediate targets may be revised in the log frame refresh exercise

income from their self-employment activity. The tracer study findings further showed that the average monthly Rs.10619 ($46.69).

Likewise, study of girls trained in income saving trades showed 95 % (151 out of 159 sampled girls) have played a vital role in household income saving using practical skills and competencies they learnt in the trainings. Below are district wise results:

    a.   In Pishin, Noshki and Chaghi milk processing trade found more productive with average income saving of Rs 2687, Rs 3920 and Rs 1614 respectively.

    b.   In Kila Abdullah backyard kitchen farming found dominant with a monthly average of Rs 2937. In Qila Abdullah, the average share of a trainee in household income was recorded as high as Rs. 2,190 per month, followed by Noshki (Rs. 1,980).

    c.   In Kharan making Ketchup, Jam and Pickles recorded highly productive with monthly average of Rs 2000. In Kharan, the average income shares of a GEC girls were Rs. 1,770, while in Chaghi it was reported at Rs. 1,520.

Average income of a trainee was recorded as low as Rs. 1,490 in Pishin.

6. BENCHMARKING

This section outlines the benchmarking of EARN, LEARN and DISTANT LEARNING streams. It helps provide a comparison of the learning achieved by GEC girls at baseline and end-line of the TEACH project. All data related to benchmarks using EGRA Urdu and EGMA based tools was collected by the EE. Moreover, the learning assessments were carried out by EE to set grade wise benchmarks.

6.1   Earn benchmarking.

The benchmarking for 15-19-year-old girls that will not enroll in formal schools is that they should be able to: i) Read 40 words per minute as per the literacy benchmark set in MEL Framework on page #55, and ii) correctly answer 80% of word problems of addition, subtraction, multiplication and division by the students.

At the end-line, EE computed that 71.8% GEC girls from the EARN stream were able to read 40 correct words per minute in end-line as compared to 48% GEC girls in baseline. It means that around 23.8% more GEC girls were able to read 40 correct words per minute as compared to baseline. Similarly, 55.4% GEC girls from the EARN stream correctly answered 80% of word problems of addition, subtraction, multiplication, and division in the end-line as compared to 29.3% GEC girls at the baseline, which indicates a 26.1% increase. In a nutshell, 48.75% GEC girls achieved both literacy and numeracy benchmark scores in end-line, as compared to the 20.91% GEC girls in baseline.

Table 49: Foundational literacy gaps (EGRA Urdu Based Tool –Benchmarking)

Learning category	Benchmark level	%age of GEC girls in Baseline	%age of GEC girls in End-line	Difference from baseline to end-line
Both literacy and numeracy	All girls read 40 words per minute and All girls correctly answer 80% of the word problem of addition, subtraction, multiplication and division	20.91%	48.75%	27.84%
Literacy	All girls read 40 words per minute	48%	71.8%	23.8%
Numeracy	All girls correctly answer 80% of the word problem of addition, subtraction, multiplication and division	29.3%	55.4%	26.1%

6.2   Learn benchmarking.

At the time of baseline, EE also collected data from girls that were enrolled in schools (250 girls) specifically students from grade 1 till grade 5 for EGRA Urdu and EGMA based tools – for more details please refer to baseline report. At the time of baseline, the learning data has been collected from the in-school girls to set the grade wise learning benchmarks. Moreover, these girls were at the end of their respective grades when the benchmark's related data was collected. The benchmarking data has now been used for comparison with end-line project data to compare the achieved learning of the LEARN stream. This section contains the analysis of the benchmarking data and its comparison with the Learn girls' baseline and end-line scores.

6.2.1   Literacy assessment (Benchmarking)

The figure presents the difference in the literacy scores between the in-school and OOS girls enrolled in TEACH project for both baseline and end-line. In figure, the overall percentages mean score of schoolgirls of grade 5 (91.1%) was compared with the overall percentage mean score of the LEARN stream (32.73% baseline and 76.49 end-line). The figure below indicates that there was at least 58% difference in percentage points that was observed between the LEARN girls and the in-school girls at the time of baseline whereas, 14.61 difference in percentage points between the LEARN girls and the in-school girls in end-line was observed. The figure below shows that GEC girls of LEARN stream did not achieve the overall mean score of the in-school girls and did not surpass in any of the subtasks from the in-school girls. The figure shows that in-school girls of grade 5 scored more in all the subtasks as compared to LEARN girls. It indicates the lower performance of LEARN GEC girls with respect to in-school girls of grade 5.

Figure 5: Benchmarking for Learn Girls – Literacy Results (%age mean score)
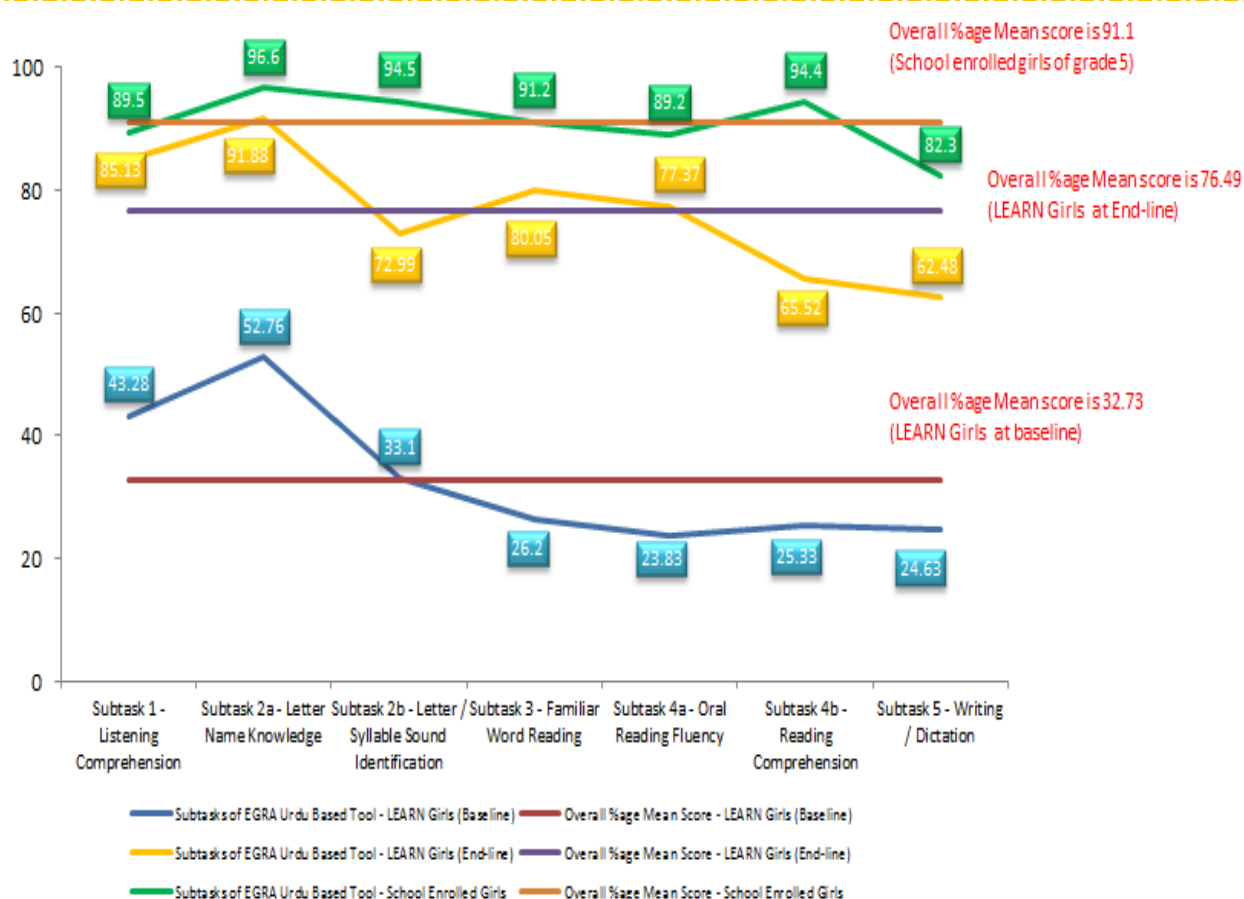
The table below shows the percentage mean score of the in-school girls. The LEARN girls of both baseline and end-line are distributed against the mean score of the in-school girls. It can be observed that the TEACH project has improved the performance of the GEC girls in literacy, and more than 70% LEARN girls achieved the grade 4 level and above.

Grade	Percentage mean score – benchmarking	Percentage of LEARN GEC girls – Baseline	Percentage of LEARN GEC girls – End-line
Table 50: Learn GEC girls literacy results comparison with benchmarking			
Grade 1	28.89%	56.1% GEC girls performed lower than %age mean score of grade 1.	6.9% GEC girls performed lower than %age mean score of grade 1.
Grade 2	53.14%	19.6% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	7.0% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	65.41%	6.1% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	7.9% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	72.58%	4.2% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	6.1% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	91.10%	7.1% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 7.1% GEC girls performed greater than %age mean score of grade 5	49.1% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 22.9% GEC girls performed greater than %age mean score of grade 5

6.2.2 Numeracy assessment (Benchmarking)

The overall percentage mean score of LEARN girls (35.84% baseline and 74.91% end-line) has been lower as compared to that of the in-school girls of grade 5 (85.16%). The figure below indicates that, at the time of baseline, there was at least 49% difference in percentage points between the LEARN girls and the schoolgirls. With the help of TEACH project, the gap was reduced to 10.25 percentage points between the LEARN girls and the schoolgirls at end-line. However, the LEARN girls did not surpass the percentage mean score in any subtask from the schoolgirls of grade 5. Moreover, the performance pattern (yellow and green lines) in different subtasks of the LEARN girls are similar to the school enrolled girls. The figure shows that in-school girls scored more in all the subtasks as compared to Learn girls in numeracy assessment.

Figure 6: Benchmarking for Learn Girls – Numeracy Results (%age mean score)

The table below shows the percentage mean score of numeracy task of school enrolled girls in different grades. The LEARN girls of both baseline and end-line are distributed against the mean score of the in-school girls. It can be noted that the TEACH project has improved the performance of the GEC girls in numeracy, and more than 65% LEARN girls achieved grade 4 level and above.
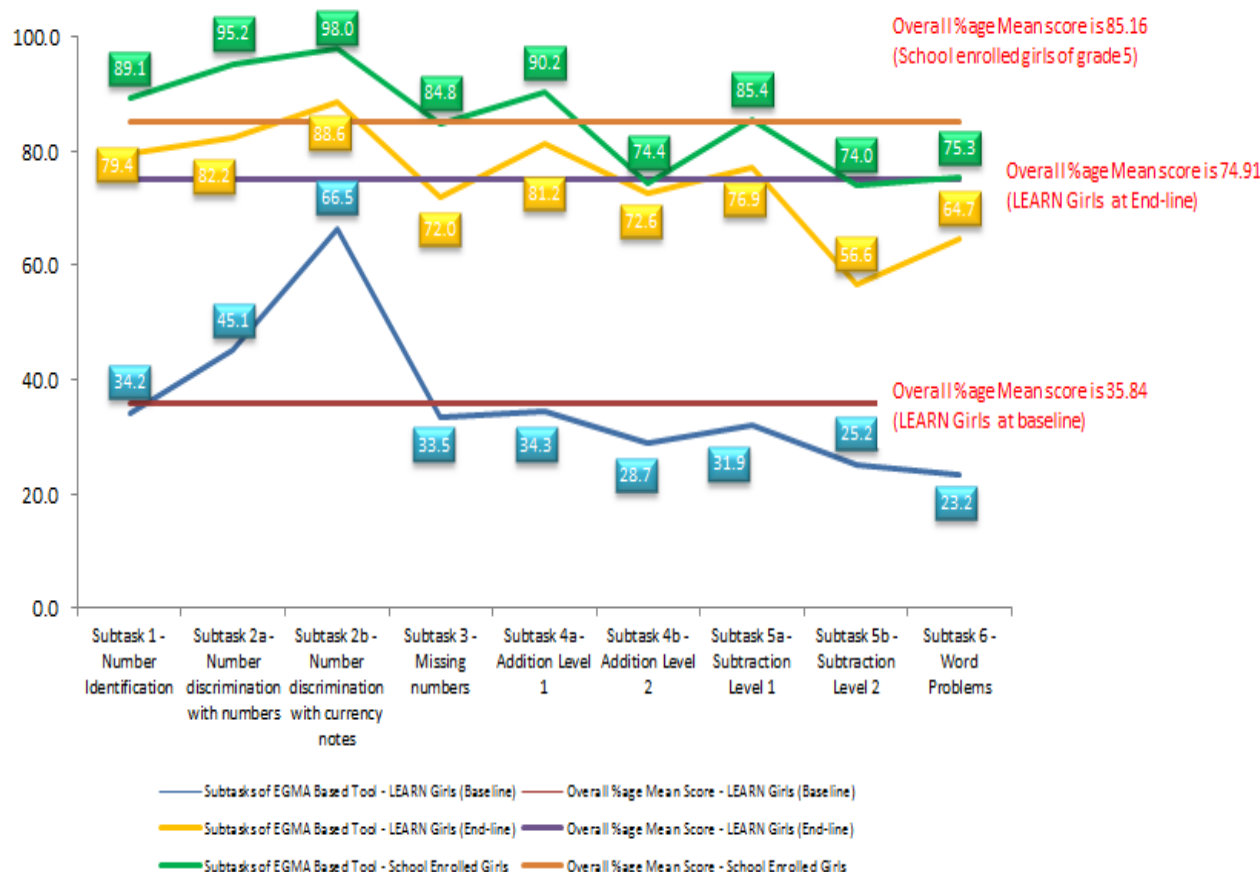
Table 51: Learn GEC girls numeracy results comparison with benchmarking			
Grade	Percentage mean score – benchmarking	Percentage of LEARN GEC girls – Baseline	Percentage of LEARN GEC girls – End-line
Grade 1	39.08%	59.6% GEC girls performed lower than %age mean score of grade 1.	5.1% GEC girls performed lower than %age mean score of grade 1.
Grade 2	51.84%	10.0% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	3.7% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	64.50%	8.7% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	6.9% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	74.48%	7.8% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	16.6% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	85.16%	6.8% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 7.1% GEC girls performed greater than %age mean score of grade 5	45.0% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 22.6% GEC girls performed greater than %age mean score of grade 5

6.2.3   Comparison of Learn Girl learning performance with other grades

The table below shows the percentage mean score of the in-school girls in both literacy and numeracy. The GEC girls of LEARN stream at both baseline and end-line are distributed against the mean score of the in-school girls. It can be noted that the TEACH project has improved the performance of the LEARN stream in both the literacy and numeracy, and nearly 56% GEC girls achieved the grade 4 level and above.

Table 52: Learn girls literacy and numeracy results comparison with benchmarking				
Grade	Percentage mean score of literacy – benchmarking	Percentage mean score of numeracy – benchmarking	Percentage of LEARN girls – Baseline	Percentage of LEARN girls – End-line
Grade 1	28.89%	39.08%	71.0% GEC girls performed lower than %age mean score of grade 1.	9.3% GEC girls performed lower than %age mean score of grade 1.
Grade 2	53.14%	51.84%	10.4% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	9.5% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	65.41%	64.50%	5.9% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	11.3% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	72.58%	74.48%	4.7% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	15.3% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	91.10%	85.16%	4.7% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 3.4% GEC	44.4% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 10.2% GEC girls performed

			girls performed greater than %age mean score of grade 5	greater than %age mean score of grade 5

6.2.4   Learn benchmarking and evaluation data comparison.

Overall, benchmarking, baseline and end-line data comparison for LEARN stream of IRC TEACH project is shown below:

Table 53: Baseline and benchmark results comparison (LEARN)		
Streams	**Percentage mean of literacy score- EGRA Urdu (aggregate)**	**Percentage mean of numeracy score-EGMA (aggregate)**
Girls of grade 5 – benchmark	91.1	85.2
LEARN girls (End-line)	76.5	74.9
LEARN girls (Baseline)	32.7	35.8

6.3   Distant Learning benchmarking.

This section contains the analysis of the benchmarking data and its comparison with the listening buddies of DISTANT LEARNING at baseline and end-line. GLOW/EE has used the same aforementioned benchmarking data of in-school enrolled 250 girls' students from grade 1 till grade 5 for EGRA Urdu and EGMA based tools to compare the learning performance of listening buddies of DISTANT LEARNING stream at end-line.

6.3.1   Literacy assessment (Benchmarking)

The figure presents the difference in the literacy scores between in-school girls and listening buddies enrolled in TEACH project for both baseline and end-line. In the figure below, the overall percentages mean score of schoolgirls of grade 5 (91.1%) was compared to the overall percentage mean score of DISTANT LEARNING stream which was 41.27 baseline and 83.68 end-line. The figure below indicates that around 50% difference in percentage points was observed between the listening buddies of DISTANT LEARNING and in-school girls at the time of baseline, whereas 7.42 percentage points difference was discerned between the listening buddies of DISTANT LEARNING and in-school girls at the end-line. The figure below shows that listening buddies of DISTANT LEARNING stream did not achieve the overall mean score of the in-school girls of grade 5 and did not surpass them in any of the subtasks.

Figure 7: Benchmarking for DISTANT LEARNING Girls – Literacy Results (%age mean score)
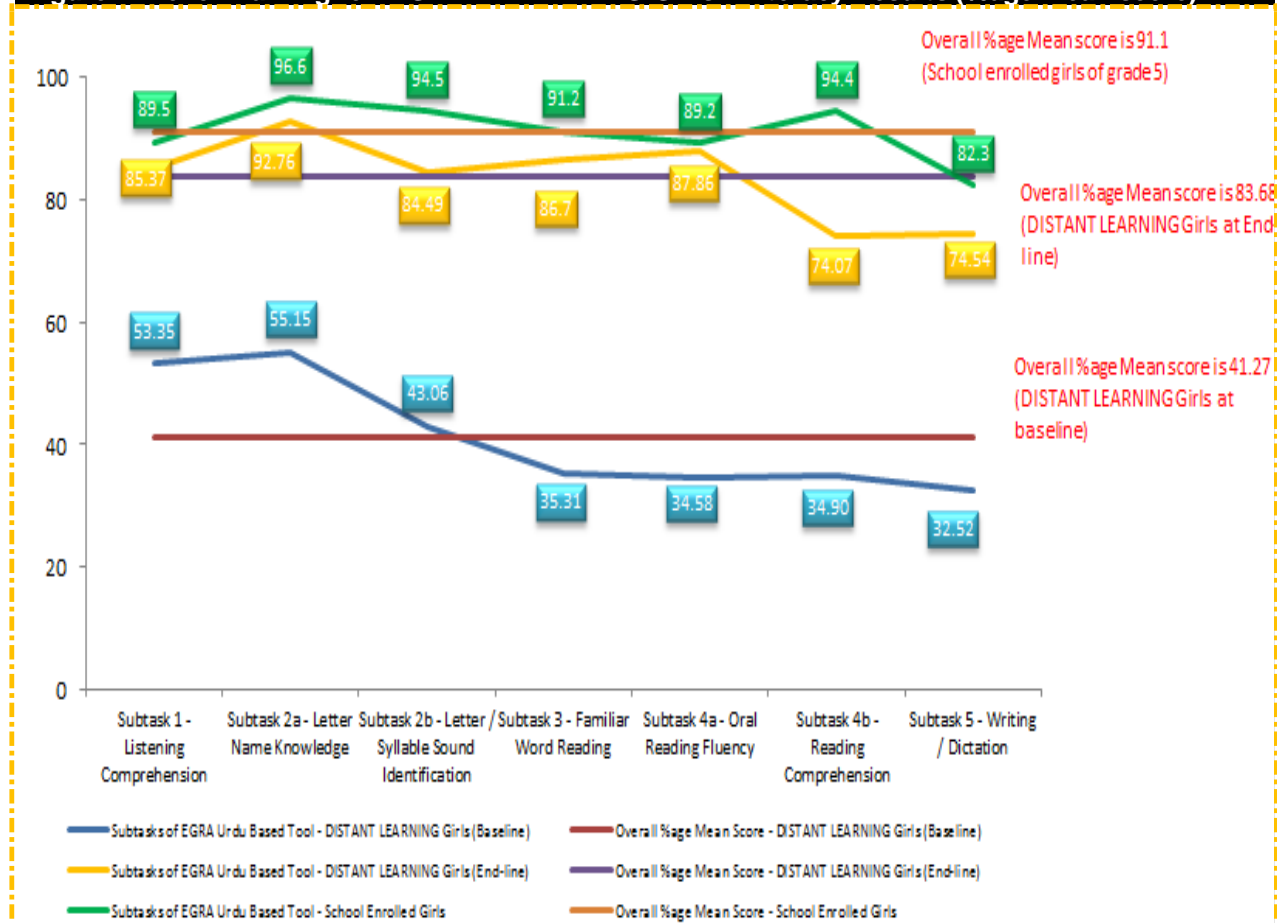
The table below shows the percentage mean score of the in-school girls. The listening buddies at both baseline and end-line were distributed against the mean score of in-school girls. It can be noted that the TEACH project has improved the performance of listening buddies in literacy, and more than 85% listening buddies achieved the grade 4 level and above.

Grade	Percentage mean score – benchmarking	Percentage of listening buddies – Baseline	Percentage of listening buddies – End-line
Table 54: Listening buddies literacy results comparison with benchmarking			
Grade 1	28.89%	48.1% listening buddies performed lower than %age mean score of grade 1.	4.4% listening buddies performed lower than %age mean score of grade 1.
Grade 2	53.14%	19.3% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	1.5% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	65.41%	7.2% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	1.9% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	72.58%	3.3% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	3.6% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	91.10%	9.1% listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5.	56.0% listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5.

		Besides 13.0% listening buddies performed greater than %age mean score of grade 5	Besides 32.6% listening buddies performed greater than %age mean score of grade 5

6.3.2 Numeracy assessment (Benchmarking)

The overall percentage mean score of the listening budding of DISTANT LEARNING (43.97% baseline and 77.21% end-line) was lower as compared to that of in-school girls of grade 5 (85.16%). The figure below indicates that, at the time of baseline, there was approximately 41% difference in percentage points between the DISTANT LEARNING girls and the schoolgirls of grade 5. With the help of TEACH project, the gap was reduced to approximately 8 percentage points between the DISTANT LEARNING girls and the in-school girls at the time of end-line. However, the listening buddies did not surpass the percentage mean score in any subtask of the schoolgirls of grade 5.

Figure 8: Benchmarking for DISTANT LEARNING Girls – Numeracy Results (%age mean score)

The table below shows the percentage mean score of numeracy task of the school enrolled girls in different grades. The listening buddies at both baseline and end-line are distributed against the mean score of the in-school girls. It can be noted that the TEACH project has improved the performance of the listening buddies in the numeracy, and more than 70% listening buddies achieved the grade 4 level and above.

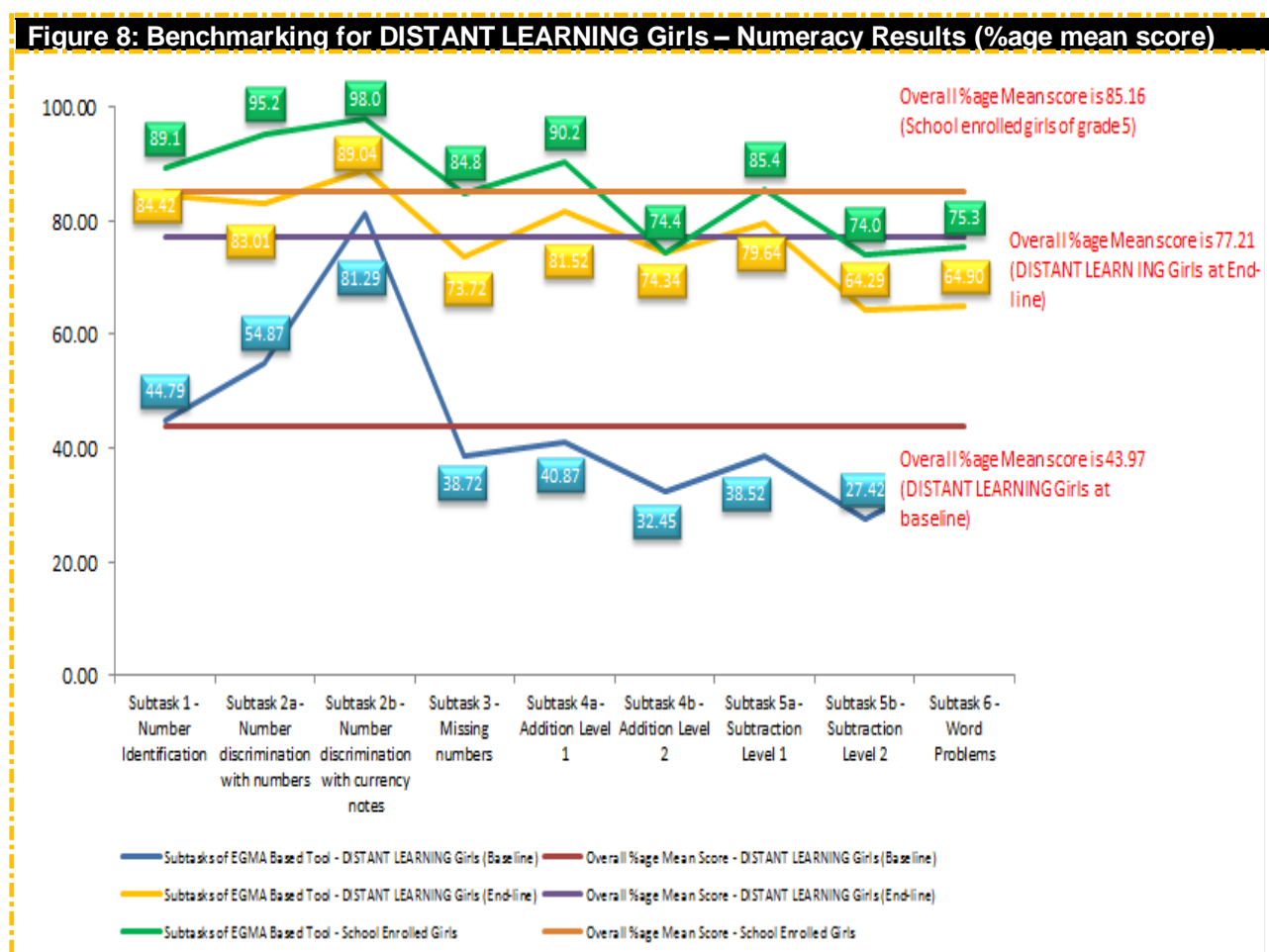| Table 55: Listening buddies numeracy results comparison with benchmarking			
Grade	Percentage mean score – benchmarking	Percentage of listening buddies – Baseline	Percentage of listening buddies – End-line
Grade 1	39.08%	50.9% listening buddies performed lower than %age mean score of grade 1.	4.8% listening buddies performed lower than %age mean score of grade 1.
Grade 2	51.84%	13.9% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	1.5% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	64.50%	10.9% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	5.6% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	74.48%	6.9% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	16.1% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	85.16%	6.4% listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 11.0% listening buddies performed greater than %age mean score of grade 5	42.4% of listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 29.5% listening buddies performed greater than %age mean score of grade 5

6.3.3   Comparison of listening buddies learning performance with other grades

The table below shows the percentage mean score of in-school girls in both literacy and numeracy. The listening buddies of DISTANT LEARNING at both baseline and end-line are distributed against the mean score of the in-school girls. It can be noted that the TEACH project has improved the performance of the listening buddies in both the literacy and numeracy, and nearly 65% listening buddies achieved the grade 4 level and above.

Table 56: Listening buddies achieved both literacy and numeracy results comparison with benchmarking				
Grade	Percentage mean score of literacy – benchmarking	Percentage mean score of numeracy – benchmarking	Percentage of listening buddies – Baseline	Percentage of listening buddies – End-line
Grade 1	28.89%	39.08%	61.9% listening buddies performed lower than %age mean score of grade 1.	5.3% listening buddies performed lower than %age mean score of grade 1.
Grade 2	53.14%	51.84%	12.8% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2	1.9% listening buddies performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	65.41%	64.50%	7.1% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3	5.2% listening buddies performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	72.58%	74.48%	4.9% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4	15.9% listening buddies performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4

Grade 5	91.10%	85.16%	5.3% listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 8.1% listening buddies performed greater than %age mean score of grade 5	48.1% listening buddies performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 15.5% listening buddies performed greater than %age mean score of grade 5

6.3.4   DISTANT LEARNING benchmarking and evaluation data comparison.

Overall, benchmarking, baseline and end-line data comparison for DISTANT LEARNING stream of TEACH project is shown below:

Table 57: Baseline and benchmark results comparison (DISTANT LEARNING)		
Streams	Percentage mean of literacy score- EGRA Urdu (aggregate)	Percentage mean of numeracy score-EGMA (aggregate)
Girls of grade 5 – benchmark	91.1	85.2
Listening Buddies (End-line)	83.68	77.21
Listening Buddies (Baseline)	41.27	43.97

6.4   Comparison of Face to Face and Distant Learning

The GLOW/EE has also compared the performance of face to face (LEARN stream only) and DISTANT LEARNING stream because the GEC girls of both streams have completed ALP package A, B and C curriculum and the duration of their learning course was same. On the other hand, the EARN stream had a shorter duration course (completed ALP package A only) as compared to the two other streams, therefore, it is not comparable and will not produce sufficient evidence in the TEACH project.

The below figure illustrates that the listening buddies of DISTANT LEARNING had performed better as compared to the face to face (F2F) in both literacy and numeracy results. The main reasons of better performance of the listening buddies in the DISTANT LEARNING from the F2F GEC girls were as follow.

Figure 9: Comparison of Face to Face and Distant Learning – Learning Results (%age mean score)
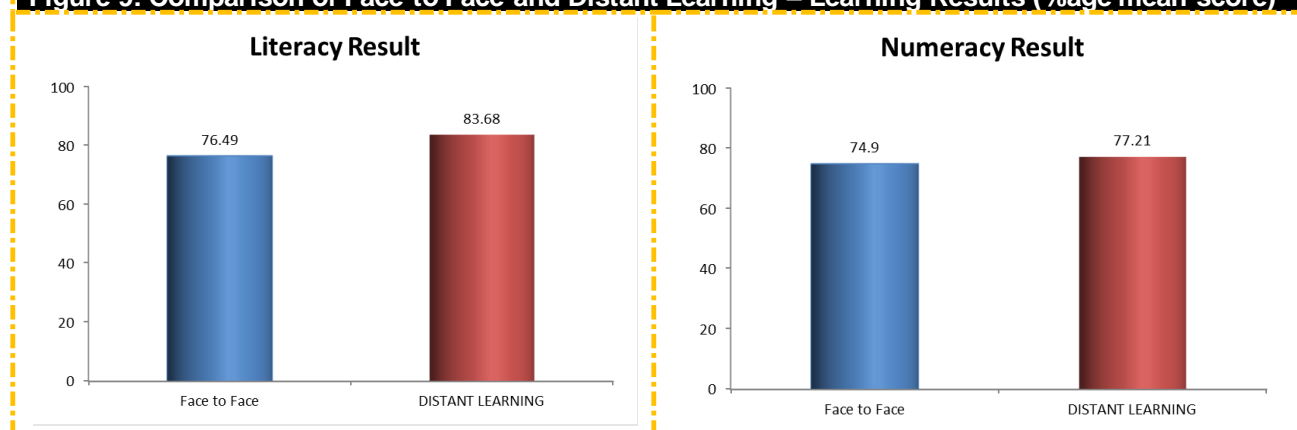
- **Strength of GEC girls:** At one point in time, there were on average of 8 listening buddies group present to listen to the radio lesson in the common gathering place as compared to the 30 GEC girls (on average) present in the F2F approach adapted in the Home-Based Centers (HBC). Due to less number of listening buddies in a single group, more attention was given to the listening buddies from their caregiver/peer support provider as compared to the 30 GEC girls in the HBC from their teacher.

- **Flexible Timings:** The shift-wise methodology was adapted to deliver the radio lessons per day to the listening buddies. Thus, the DISTANT LEARNING program was more flexible in terms of the timings as

compared to the HBCs. If the listening buddy was unable to attend her learning group, she had the option to join in the second learning group at a different time within their village.

- *Quality of Instruction Delivery*: One of the objectives of the project was to deliver quality education in the targeted districts. However, well qualified teachers were not available in all learning centers despite the fact that the project has trained all the teachers of HBCs and improved their pedagogical skills. On the other hand, the radio lessons were recorded by qualified teachers. Thus, the listening buddies could listen to the radio lessons in the presence of caregiver/peer support provider to clear their concepts and questions on the spot. In short, the service delivery was more uniform for the listening buddies as compared to F2F GEC girls.

- *Lesson Availability*: The listening buddies had access to the lessons that were pre-recorded in the MP3 and mobile devices. They could be listened to multiple times to clear concepts, whereas the GEC girls in HBCs did not have the leverage of revisiting lessons.

7. VALUE FOR MONEY[70]

This section outlines the key findings on the value for money (VfM) which is mainly derived from the project documents. In this report, light touch approach for VfM analysis is carried out and compiled on economy, efficiency, effectiveness and equity. The VfM analysis based on the 4Es framework is as follow:

7.1 Economy

TEACH has established local community-based learning centers to reach out to the most vulnerable girls in the remote areas of Balochistan. The establishment cost (which includes renovation, rent and utilities) of one community-based learning center is lesser in the remote villages than the one established in the urban/semi-urban setting of Balochistan. TEACH has established these learning centers to reach out to the most vulnerable OOS girls in the remote and hardest to reach areas of Balochistan. This resulted in a shift from urban/ semi urban to remote villages with a less costly center. The estimated cost on the establishment of the learning center is £1,112 per year at the time of baseline. However, the project has incurred £761 per year due to the above cost saving measures on the establishment of learning center in the project targeted areas. This action also saves the transportation cost of GEC girls and teachers.

Furthermore, TEACH partners (DIL, IRC) are sharing the office space with a local partner which has reduced the cost of office establishment. The TEACH partners also saved other incurring costs such as furniture, office rent and utilities cost, equipment and supplies. With this adapted strategy, the cost is significantly reduced to approximately £12,381 per year at the end-line as compared to the establishment cost of IRC office in other operational area under FCDO funded project is £20,827 per year at baseline. Despite inflation, IRC/project has managed to keep office's operational cost almost similar in 2021-22.

The project adapted and contextualized the existing NFE curriculum by engaging local experts in order to develop ALP material and life skill material. Similarly, for the Girls Earn stream program, the project is utilizing the already developed national curriculum for youth on financial literacy. Thus, the project has saved both time and cost incurred on developing a curriculum for financial literacy. Based on the project end-line data, approximately £4,882 cost is incurred as compared to £40,000 cost will incur if develop curriculum from the conception till execution.

Similarly, IRC initially proposed BBC Media Action as a partner for implementation of behavior change communication activities with a budget of £533,333. The approach has since been revised, and TV advertisements, digital campaigns and radio messages have been incorporated to increase the reach and impact with a cost of £326,645 at end-line.

7.2 Efficiency

The project documents reveal that the average time required for the establishment of learning centers following supply chain/ procurement protocols is 35 days including the identification and renting of the building, finalizing the rental agreements, renovation by the contractors etc. However, the engagement of village support groups and community members for identification and establishment of home-based centers for girls' education has taken 15 days only, on average. Similarly, the project utilized existing field partner offices for faster mobilization in the field in lesser time i.e., less than 60 days because the partners already had presence in field and were able to establish offices more efficiently (identification, security assessments, approvals and rental agreements). However, on average, the project estimated 60 days at baseline for office establishment and project kick off in the field.

Furthermore, since the project utilized existing curriculum in financial literacy, this also reduced the time to roll out in the field. Based on the project data, at the time of baseline, it was assumed that on average 32 weeks will be required for the development of content. However, the project took less than 32 weeks of utilizing the existing NFE materials.

Similarly, for procurement of dignity kits, at least 90 days are required for the IRC to carry out regular procurements while using the Master Procurement Agreements (MPAs) process the project has significantly reduced the delivery time i.e., completed the procurement within 7 days.
The project assumed in the start that it would take BBC Media Action around six months to start producing the content. In this regard, the IRC/project has utilized in-house expertise and the time has been shortened to two

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[70] All data related to value for money (VfM) is based on the project data shared at the end-line.

months (local expertise, already informed of IRC processes and local context of Balochistan). Finally, the cost analysis of the TEACH project data[71] shows that the cost per GEC learner for DISTANT LEARNING stream is approximately GBP 18. The cost drivers include development cost of radio lessons, on air cost/broadcasting, community facilitator's fee, M & E cost. Similarly, the cost per GEC learners (i.e. direct beneficiaries) for LEARN stream is approximately GBP 106 and EARN stream is GBP 155. For both EARN and LEARN streams, the cost drivers include development cost of personnel, fringe benefits, travel, occupancy, communication and professional fees etc. Furthermore, these unit costs also include expenses which were incurred on other project beneficiaries such as teachers at the learning centers and caregivers/parents of the GEC learners – refer to annexure 9 of this report. The analysis shows that least cost per beneficiary is incurred on the DISTANT LEARNING. It is important to note, as discussed in detail earlier in this report, that learning outcomes were equally improved through DISTANT LEARNING mode.

7.3 Effectiveness

The project has established home-based classes (a total of 927 HBCs including 587 HBCs under LEARN and 340 under EARN streams) for the resumption of safe learning activities under the supervision of trained facilitators in the COVID-19 context. Thus, the HBCs strategy has ensured the continuation of safe learning, quality delivery and accessibility in the COVID-19. The project developed and disseminated key messages through various accessible and user-friendly mediums (such as TV, radio, robo-calls, face to face and digital) to reach marginalized groups in hard-to-reach areas. Similarly, the project documents show that they have effectively designed customized dignity kits for adolescent girls of reproductive age during COVID-19.

The analysis of the learning outcomes also indicated a significant improvement in the average score in literacy from baseline to end-line. The Urdu literacy score improved for all the three learning streams from baseline to end-line i.e. EARN stream by 23.65 percentage points, LEARN stream by 43.76 percentage points and DISTANT LEARNING stream by 42.41 percentage points. Likewise, there is improvement for EARN stream by 20.68 percentage points from baseline to end-line. Similarly, the average score for LEARN stream and DISTANT LEARNING stream increased by 39.07 and 33.24 percentage points from baseline to end-line, respectively. Similarly, there has been a significant improvement in the SEL scores of GEC girls from baseline to the end-line. Furthermore, the SEL index score increased by 0.52 from baseline (1.81) to the end-line (2.33). In addition, the SEL index score is improved for the EARN and LEARN stream from baseline to end-line i.e. (EARN Baseline=1.58 and EARN End-line=2.04) and (LEARN Baseline=2.04 and LEARN End-line=2.36). Overall, financial literacy score of Earn girls has also improved from baseline to end-line i.e. 54.18 percentage points. Similarly, the average attendance rate of GEC girls (10-14 years) is more than 80% for both cohorts as compared to the targeted attendance rate of 70%.

7.4 Equity

The establishment of community-based learning centers increased the ownership of the communities because it provides education services at the doorsteps to the most marginalized girls in the focused district of the project. It also provides safe and easy access to adolescent girls particularly those with specific needs including girls with disability, married girls etc. Another aspect is the hiring of local female teachers and continuous engagement with community members (groups) which also contributed towards retention of GEC girls in these learning centers. Moreover, the hiring of local teachers as facilitators/mentors in a safe and culturally appropriate manner which has also led to greater livelihood opportunities for educated women and girls at their doorstep, resulting in the overall women economic empowerment (gender transformative intervention).

7.5 Sustainability

The project has strengthened the institutional capacity of the Non-formal Basic Education Department (NFBE) Balochistan i.e., provided support to NFBE through provision of human resource, equipment, office furniture and will be utilized beyond the project timeline. In addition, an operational MIS is available and will be sustained beyond the project life. Furthermore, the 144 radio lessons based on ALP 2019 Curriculum (Package A, B,C) approved from government of Balochistan is uploaded on the digital library and will be used beyond the project life as they are a good resource to complement face to face learning and to be used as supplementary material for blended learning modality. In this regard, TEACH has received a letter of understanding from the Department of Education to utilize the IRC TEACH learning course in future. Besides, the provincial department has also requested federal authority to release the funds to broadcast the course in future. Besides, Mercy Corps is also using this ALP course in its educational project.

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[71] The cost per beneficiary data is provided by the project for all the three learning streams.

8. CONCLUSIONS

The above report enlists the overall baseline and end-line findings which are aligned with the design and interventions of the project. These are coherent with the indicators outlined in the MEL framework. The key findings drawn from the report are mentioned below.

8.1 Key characteristics of subgroups

At the time of baseline, the GLOW/EE computed the characteristics of highly marginalized girls in terms of education marginalization, marital status, engagement in income generation activities and disability status. As per approved methodology, the GLOW/EE has used same characteristics identified for the GEC girls at the time of baseline for the end-line to make results comparable and assess if there was any difference in the expected outcomes to different subgroups.

8.2 Learning outcomes

The performance on the literacy task of the GEC girls from all three learning streams has significantly improved from baseline to end-line. The GEC girls performed significantly well on all subtasks expect subtask 4b-Reading comprehension and subtask 5-Writing/ dictation. On the other hand, there was a significant improvement in numeracy task of the GEC girls from baseline to end-line. Similarly, the findings indicate that GEC girls from all three streams scaled up from the non-learner's category to other categories. It was further noted that around 65% of listening buddies and 56% GEC girls achieved the benchmarks of grade 4. Overall, the learning skills have significantly improved from baseline to end-line in all the three streams. Furthermore, the social and emotional learning (SEL) skills findings indicate that married girls had a significant improvement in the SEL score from baseline to end-line followed by Pashto speaking girls and girls of age group 15-19 years. However, GEC girls speaking Brahui showed less improvement in the SEL score from baseline to end-line. Thus, 85.8% of GEC girls showed an increase in SEL score on the basis of 1.81 median score of the baseline.

8.3 Transition outcome

TEACH project aimed to ensure girls transition to formal education and become a part of the productive workforce after completing the courses. The analysis of the core girl background survey highlights that 29.0% of the GEC girls from LEARN stream had transitioned, out of which 52% continued education and 90% of them enrolled in grade 4. The remaining GEC girls engaged in income generation activities or were providing support to family businesses. Similarly, the finding from the core girl background survey indicates that 86.7% of the GEC girls from the DISTANT LEARNING stream had transitioned to further education or employment. Out of these 62% of the GEC girls continued their education, 95% of which enrolled in grade 4. Contrarily, the GEC girls speaking Pashto were uncertain and had no plans of their future.

8.4 Sustainability outcome

The parents and community members have significantly contributed to the sustainability of the learning centers. Village support groups were developed which played a critical role in increasing awareness of the community members regarding girl's education. Community support action plans were created as a result of these support groups, which helped implement the community led actions to improve girl's education and mitigate barriers to education. Furthermore, the 827 trained community/ ALP facilitators were registered in the EMIS roster of the Non-formal Basic Education (NFBE), which would provide future deployment opportunities in programs or projects initiated by the government. Additionally, the project established 122 community base TVET facilities registered with Trade Testing Board (TTB) Balochistan, which provided the GEC girls the opportunity to receive certification in embroidery / stitching; beautician and well-being; and, in confectionery and baking. Likewise, the project has also established 25 community owned production centers in all five districts. These production centers are voluntarily provided spaces by the communities beyond the project life. These production centers are equipped with additional tools & equipment to serve as production hubs, provide a platform to display of developed items and point of contact for potential buyers of local area.

9. SUGGESTIONS AND RECOMMENDATIONS

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

Project Specific Recommendations

I. Phonics based approach i.e. **splitting/combining of Urdu words:** During FGDs and IDIs, girls shared that splitting (Jor torh as known in Urdu) of Urdu words and then combining it together will further enhance their reading and writing skills. These girls mentioned they are familiar with this technique as they were using it when they were learning the Quran. According to the GEC girls, this learning technique increased their grasp on many words of Urdu language. Therefore, it is suggested to build on this technique which girls are already familiar with, as it will help improve Urdu literacy results. It is pertinent to mention that to an extent this approach is already being used by the teachers in the classes and may only require reinforcing in future learning activities. This approach will also increase their skills in the pronunciation of Urdu letters. *(This recommendation is applicable for EARN, LEARN and DISTANT LEARNING Streams)*

II. **Adjusted exercises on reading comprehension and writing/dictation in literacy task:** The literacy results show that GEC girls in all three learning streams faced problems in the subtasks of reading comprehension and writing/dictation. It must also be noted that listening buddies of DISTANT LEARNING performed better in these subtasks as compared to the GEC girls of LEARN and EARN streams. However, maximum GEC girls are able to read the paragraph but did not understand what it was really about. Therefore, it is suggested that the GEC teachers need to be guided during the time of the training to adjust the exercises in the NFE coursework and give additional time where required to further improve understanding of GEC girls. In result, the learning of the beneficiaries can improve further, and they will be able to achieve the desired level of benchmark score. Further, the project (in future projects) may continuously monitor the GEC teachers that how reading comprehension is taught and provide additional support to enhance the performance of the teachers. *(This recommendation is applicable for EARN, LEARN and DISTANT LEARNING Streams)*

III. **Adjusted exercises on carryover/borrowing function questions and words problem in the numeracy task:** The numeracy results show that GEC girls in all the three learning streams are facing problems in carryover/borrowing function questions and words problem. Therefore, it is suggested that the GEC teachers need to be guided during the time of the training to adjust the number of exercises in the mathematics coursework and give additional time and attention where necessary to improve the performance of the GEC girls. These adjustments may be incorporated in the upcoming projects. This will further improve the learning of the beneficiaries and they will be able to achieve the desired level of benchmark score. *(This recommendation is applicable for EARN, LEARN and DISTANT LEARNING Streams)*

IV. **Revise the duration of the LEARN course:** The findings shows that current duration of the LEARN course is not sufficient to achieve the benchmark score of Grade 5 and enroll in Grade 6. The data of core girl survey endorsed this fact as maximum number of girls had enrolled in the Grade 4. In addition, the GEC teachers also mentioned the short duration of the course. Similarly, another GEC LNGB project is currently being implemented in Sindh related to accelerated learning program, where the length of learning course is different around 18 months and will enroll the GEC girls in class 6th. Therefore, it is suggested to revisit the duration of the LEARN stream. *(This recommendation is applicable for LEARN Stream Only)*

V. **Usage of Calculator:** As the girls' performance could be further improved in the financial literacy i.e., in more complex functions of addition, subtraction, multiplication and division, it is suggested that older girls may be familiarized with the usage of calculator. There is a greater probability that older aged girls will engage in income generation activity rather than continuing their education. The usage of a calculator will solve many of their accounting problems in future. *(This recommendation is applicable for EARN Stream Only)*

VI. **Effectiveness of SEL Activities:** The median score of SEL index for the GEC girls increased from 1.81 at baseline to 2.33 at end-line. This shows significant improvement in the social and emotional well-being of the girls from the project interventions. The SEL skills also have a direct link with learning

performance of the GEC girls. Given the success of these SEL activities, the project may consider integrating it with other IRC program portfolios in the country. Furthermore, the SEL skills of girls speaking Brahui, girls engaged in income generation activities and orphaned girls were lower as compared to other sub-groups. Therefore, these subgroups need special attention to raise their social, emotional, and learning skills. Besides, the performances of these GEC girls were also lower in the learning outcomes. *(This recommendation is applicable for EARN, LEARN Streams and Other IRC Programs)*

VII. **Developing married, orphaned and engaged in income generation activities girls learning performance plans:** The results of literacy and numeracy are available for all three learning streams, the learning outcomes of the girls engaged in income generation activities, married girls and orphaned girls were low as compared to other subgroups specifically in the short period course of EARN cohort. During the project period, the parents/caregivers provided support in continuation of their education in the learning center to these GEC girls and helped them not dropping it out from the center. However, in the rest of the learning streams, their learning outcomes were better like the other subgroups. Therefore, it is suggested to pay special attention to these three subgroups and establish more rigorous performance plans for them in the short period courses. It may also require dialogues with husbands, parents and caregivers of these GEC girls to provide more support in order to improve the learning of these marginalized girls. *(This recommendation is applicable for EARN Stream Only)*

VIII. **Increase coursework duration for the EARN group:** The EARN stream performance has significantly improved from baseline to end-line. However, the difference is almost half as compared to the two other learning streams. The less difference may be attributed to the short duration of the literacy and numeracy coursework. Therefore, it is recommended to increase the duration of the coursework as we have seen significant improvement in other GEC LNGB projects implemented in Pakistan where the coursework of literacy and numeracy is taught throughout eight months. *(This recommendation is applicable for EARN Stream Only)*

IX. **Effectiveness of DISTANT LEARNING approach and material:** The findings illustrate the effectiveness of the distant learning approach and material which contributed to the significant improvement in the learning outcomes of the GEC girls from baseline to the end-line. Therefore, it is suggested that the project should upload all the distant learning information on social media platforms like YouTube. This uploaded information will also provide opportunities to other OOSGs that are not a part of this TEACH project to improve their learning skills in literacy and numeracy, aligned with the ALP curriculum. *(Applicable for DISTANT LEARNING Stream Only)*

X. **Follow-up visits on girls speaking Pashto:** The findings show that Pashto speaking girls have no future plans. They are considered more vulnerable as compared to the other subgroups after completing their respective streams and are unable to take their respective transition pathway. Therefore, it is suggested that the project should conduct follow-up visits and engage in more dialogues with parents and caregivers to support their GEC girls to either continue education or engaged in income generation activities. *(This recommendation is applicable for EARN, LEARN and DISTANT LEARNING Streams)*

Broader Recommendation to IRC, FCDO and FM:

XI. **Sharing expenses on education supplies to reduce financial burden:** Though this might be outside the scope of the TEACH project, however, the current flood has adversely affected financial situation of the household. It will be extremely difficult for the project to convince the parents/caregivers to send their girls to schools in their current financial situation. Their top needs/priorities at the moment are to arrange food, shelter and health for their families. Therefore, it is recommended to provide financial support to these families whether that is through any savings in budget head or if additional funds are provided by FCDO, so they can bear expenses of education supplies to enroll or continue education of their girls. *(This recommendation is applicable for LEARN and DISTANCE LEARNING Streams)*

Annex 1: Details of GEC End-line Report Annex Template

Annex Number	Annex Description	Information inserted against the annex in the evaluation report
Annex 1	Project design and interventions	Chapter 1: Background
Annex 2	End-line evaluation approach and methodology	Chapter 2: Evaluation Methodology
Annex 3	Characteristics and barriers	Annex 2: Key barriers to learning and schooling of girls
Annex 4	Learning outcome data tables	Section 4.1 Outcome 1 –Learning (Page 16 – 27)
Annex 5	Log frame and Medium-Term Response Plan Output Monitoring Framework	Annex 10; Project LFA and MTRP Output Monitoring Framework
Annex 6	Beneficiaries' tables	Annex 9: Beneficiaries tables
Annex 7	External Evaluator's Inception Report	Annex 11: Inception report
Annex 8	Quantitative and qualitative data collection tools used for end-line	Annex 5: Data collection tools used for end-line
Annex 9	Qualitative transcripts	Annex 6: Qualitative transcripts
Annex 10	Quantitative datasets, codebooks and programs	Annex 7: Quantitative datasets and codebooks
Annex 11	Quantitative sampling framework	Annex 8: Quantitative sampling framework
Annex 12	External Evaluator declaration	Annex 15: External evaluator declaration
Annex 18	Project Management Response	

Annex 2: Key barriers to learning and schooling of girls

The table listed the key barriers identified by the parents/caregivers of GEC girls enrolled by TEACH to understand the background that why she was not going to school before joining the TEACH learning center. However, in the baseline report, all these barriers are explained in detail.

Table 58: Barriers affecting girls' education

Barrier category	Barrier Description	% of sample affected by this barrier
Physical / Service Delivery	School is too far away	46.7%
Physical / Service Delivery	Transport services are inadequate	46.2%
Economic	There is not enough money to pay the costs of schooling	44.6%
Cultural	No one available to travel to/from school	41.1%
Physical / Service Delivery	To attend school needs special services or assistance[72]	40.1%
Physical / Service Delivery	To attend school needs assistive devices/technology	30.1%
Physical / Service Delivery	It is unsafe to be in school	26.6%
Cultural	It is unsafe to travel to/from school	20.2%
Economic	School does not help in finding a good job	14.5%
Cultural	Too old to attend school	10.2%
Physical / Service Delivery	Cannot use the toilet at school	9.5%
Economic	Needs to work, earn money or help out at home	9.5%
Physical / Service Delivery	Teachers do not know how to teach a child	8.0%
Physical / Service Delivery	Cannot move around the school or classroom	6.9%
Physical / Service Delivery	The school does not have a program that meets learning needs	6.6%
Cultural	Schooling not important	6.4%
Physical / Service Delivery	Refused entry into the school	4.8%
Cultural	Not interested in going to school	4.5%
Cultural	Is married or about to get married	3.9%
Physical / Service Delivery	Has a health condition that prevents from going to school	3.0%
Cultural	Not mature enough to attend school	2.8%
Cultural	Has a child or is about to have a child	2.3%
Physical / Service Delivery	Child says teachers mistreat her at school	1.5%
Physical / Service Delivery	Child says they are mistreated/bullied by other pupils	1.1%
Cultural	Has completed enough schooling	0.9%

Table 59: Evaluation sample intersectionality between subgroups and barriers

Barriers_Intersection _Table.xlsx

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[72] This includes arrangement of transport services, copies, stationery, stipend.

Annex 3: Additional Analysis on Literacy and Numeracy Tasks

i.   Regression Analysis – Literacy Score

To establish if there was a statistically significant achievement of learning outcomes (literacy) over and above the comparison, regression analysis was carried out at 95% confidence level. The regression model is as follows:

$$Yi = \beta_0 + \beta_1 X^{tr} + \varepsilon_i$$

Where: Yi is the learning score of all GEC girls between baseline and end-line

β_0 is an intercept,

βi is the achievement of the project,

X^{tr} is a 'dummy' variable taking value 0 for girls in the baseline and taking value 1 for girls in end-line

ε_i is a residual term.

The model key assumption is that the changes in literacy scores occurred for the same girls before treatment and after treatment. The baseline and the end-line learning scores of the girls for computing the model were vertically merged using unique IDs.

The table below shows the regression coefficient (37.966) which shows positive relationship that literacy score will be further improved from the baseline. The score of all those GEC girls were excluded from the regression since non-availability of their literacy score in the end-line. The p value is less than 0.05 which shows significant relationship that the score changes after receiving the treatment.

Table 60: Uncontrolled regression model – Literacy

| | | **Coefficients**[a] | | | | |
| | | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.017	.643		63.789	.000
	Literacy_Data_Set	37.966	.909	.556	41.750	.000
a. Dependent Variable: Literacy_Score						

Further regression analysis with additional control variable was performed to enhance robustness of the literacy results in order to obtain a more precise estimator. The final predictors in the model are Literacy_Data_Set (Midline vs baseline), Dummy_Marital_Status (Married girls vs non-married girls), Dummy_OOS_Girls (Dropped out vs never been enrolled), Dummy_Income_Generation (Girls engaged in income generation activities vs girls not engaged in income generation activities), Dummy_With_Disability (Girls with disability vs girls with no disability), Dummy_Pushtho_Speaking (Pashto speaking girls vs non-Pashto speaking girls), Dummy_Orphaned (Orphaned girls vs non-orphaned girls) and Dummy_Older_Aged_Girls (15-19 years old girls vs 10-14 years old girls). The estimator was computed at 95% confidence level and the estimator (38.084) at P = 0.000 (which is less than 0.05). This confirmed robustly that the score changes between baseline and end-line were statistically significantly different.

Table 61: Controlled regression model – Literacy

| | | **Coefficients**[a] | | | | |
| | | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.794	.846		39.949	.000
	Literacy_Data_Set	38.084	.878	.559	43.367	.000
	Dummy_Marital_Status	-27.471	3.852	-.094	-7.131	.000
	Dummy_OOS_Girls	13.501	1.033	.192	13.063	.000
	Dummy_Income_Generation	-.635	1.287	-.007	-.494	.622
	Dummy_With_Disability	-1.761	1.239	-.018	-1.421	.155
	Dummy_Pushto_Speaking	2.795	1.036	.037	2.698	.007
	Dummy_Orphaned_Girls	-5.081	2.206	-.030	-2.303	.021
	Dummy_Older_Aged_Girls	7.204	1.001	.098	7.197	.000

a. Dependent Variable: Literacy Score

The regression model shows that all control variables have a significant relationship to determine the literacy score with p value is less than 0.05 except disability and engaged in income generation variable which is insignificant in the regression model.

ii. Regression Analysis – Numeracy Score

To establish if there was a statistically significant achievement of learning outcomes (numeracy) over and above the comparison, regression analysis was carried out at 95% confidence level. The regression model is as follows:

$$Yi = \beta_0 + \beta_1 X^{tr} + \varepsilon_i$$

Where: Yi is the learning score of GEC girls between baseline and end-line
β_0 is an intercept,
βi is the achievement of the project,
X^{tr} is a 'dummy' variable taking value 0 for girls in the baseline and taking value 1 for girls in end-line
ε_i is a residual term.

The model key assumption is that the changes in numeracy scores occurred for the same girls before treatment and after treatment. The baseline and the midline learning scores of the girls for computing the model were vertically merged using unique IDs.

The table below shows the regression coefficient (32.651) which shows a positive relationship that numeracy score will be further improved from the baseline. The score of all those girls were excluded from the regression since non-availability of their numeracy score in the end-line. The p value is less than 0.05 which shows significant relationship that the score changes after receiving the treatment.

Table 62: Uncontrolled regression model – Numeracy

	Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.904	.555		79.124	.000
	Numeracy_Data_Set	32.651	.785	.555	41.610	.000

a. Dependent Variable: Numeracy_Score

Further regression analysis with additional control variable was performed to enhance robustness of the numeracy results in order to obtain a more precise estimator. The final predictors in the model are Numeracy_Data_Set (End-line vs baseline), Dummy_Marital_Status (Married girls vs non-married girls), Dummy_OOS_Girls (Dropped out vs never been enrolled), Dummy_Income_Generation (Girls engaged in income generation activities vs girls not engaged in income generation activities), Dummy_With_Disability (Girls with disability vs Girls with no disability), Dummy_Pashto_Speaking (Pashto speaking girls vs non-pashto speaking girls), Dummy_Orphaned (Orphaned girls vs non-orphaned girls) and Dummy_Older_Aged_Girls (15-19 years old girls vs 10-14 years old girls). The estimator was computed at 95% confidence level and the estimator (32.893) at P = 0.000 (which is less than 0.05). This confirmed robustly that the score changes between baseline and end-line were statistically significantly different.

Table 63: Controlled regression model – Numeracy

	Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.077	.736		53.103	.000
	Numeracy_Data_Set	32.893	.764	.558	43.058	.000
	Dummy_Marital_Status	-13.095	3.351	-.052	-3.907	.000
	Dummy_OOS_Girls	8.933	.899	.147	9.936	.000
	Dummy_Income_Generation	-5.016	1.120	-.068	-4.481	.000
	Dummy_With_Disability	-2.275	1.078	-.028	-2.110	.035

Dummy_Pushto_Speaking	-1.486	.901	-.023	-1.649	.099
Dummy_Orphaned_Girls	-1.523	1.919	-.010	-.794	.428
Dummy_Older_Aged_Girls	10.467	.871	.164	12.022	.000
a. Dependent Variable: Numeracy_Score					

The regression model shows that all control variables have a significant relationship to determine the literacy score with p value is less than 0.05 and 0.1 except orphaned variable which is insignificant in the regression model.

Annex 4: Social and Emotional learning skills Analysis

Table 64: SEL skills results by subgroup (median of 1.81 out of 3.00) – Percentage distribution of GEC girls

Attribute	Score	Overall		Baluchi		Pashto		Brahui		Girls engaged income generation activities		Girls not engage in income generation activities		Girls with disability		Girls with no disability		OOS – Dropped out		OOS – Never been enrolled		Married Girls		Unmarried Girls		10-14 Years		15-19 Years		Non-orphaned Girls		Orphaned Girls	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	Lower Proportion	50.4	14.2	49.0	9.7	60.6	15.8	41.8	22.5	55.0	22.3	48.2	12.4	54.8	13.5	49.9	14.2	62.4	17.8	41.8	11.5	92.0	16.0	49.5	14.1	34.1	14.6	73.3	13.7	50.5	13.9	49.0	19.6
	Higher Proportion	49.6	85.8	51.0	90.3	39.4	84.2	58.2	77.5	45.0	77.7	51.8	87.6	45.2	86.5	50.1	85.8	37.6	82.2	58.2	88.5	8.0	84.0	50.5	85.9	65.9	85.4	22.7	86.3	49.5	86.1	51.0	80.4
Self-awareness	Lower Proportion	59.8	33.9	58.3	32.2	66.3	26.5	55.7	45.7	51.4	49.8	61.2	30.1	55.6	35.3	60.3	33.7	63.4	39.5	57.3	29.9	84.0	20.0	59.3	34.2	48.7	44.2	78.4	32.5	60.3	33.8	54.9	37.3
	Higher Proportion	40.2	66.1	41.7	67.8	33.8	73.5	44.3	54.3	48.6	50.2	38.8	69.9	44.4	64.7	39.7	66.3	36.6	60.5	42.7	70.1	16.0	80.0	40.7	65.8	51.3	55.8	21.6	67.5	40.0	66.2	45.1	62.7
Self-Management	Lower Proportion	43.3	14.6	43.3	10.8	51.6	16.8	33.9	20.7	41.4	21.9	42.8	12.9	48.9	12.8	42.7	14.8	50.0	18.2	38.0	18.0	80.0	20.0	42.6	14.6	27.9	15.3	68.3	13.9	43.6	14.5	37.3	15.7
	Higher Proportion	56.7	85.4	56.7	89.2	48.4	83.2	66.1	79.3	58.6	78.1	57.2	87.1	51.1	87.2	57.3	85.2	49.2	81.8	60.0	80.0	20.0	80.0	57.4	85.4	72.1	84.7	31.6	86.7	56.4	85.5	62.7	84.3
Social Awareness	Lower Proportion	48.2	17.7	44.4	15.7	62.2	18.1	40.7	21.8	56.6	27.1	45.2	15.5	52.6	16.5	47.7	17.8	57.9	20.9	41.2	15.4	80.0	16.0	47.6	17.7	38.7	19.2	63.1	15.3	48.5	17.6	41.2	19.6
	Higher Proportion	51.8	82.3	55.6	84.3	37.8	81.9	59.3	78.2	43.4	72.9	54.8	84.5	47.4	83.5	52.3	82.2	42.1	79.1	58.8	84.6	20.0	84.0	52.4	82.3	61.3	80.8	36.9	84.7	51.5	82.4	58.8	80.4
Relationship Skills	Lower	37.7	11.5	38.7	8.9	44.1	11.6	28.2	17.5	38.2	19.5	36.4	9.7	38.5	9.8	37.6	11.8	44.8	13.9	32.7	9.9	80.0	12.0	36.9	11.5	21.8	12.9	64.0	9.3	37.8	11.8	37.3	5.9

	Proportion																																	
	Higher Proportion	62.3	88.5	61.3	91.1	55.9	88.4	71.8	82.5	61.8	80.5	63.6	90.3	61.5	90.2	62.4	88.2	55.2	86.1	67.3	90.1	20.0	88.0	63.1	88.5	78.2	87.1	36.0	90.7	62.2	88.2	62.7	94.1
Responsible Decision Making	Lower Proportion	50.8	16.8	49.9	14.9	58.8	19.4	43.6	18.2	55.4	23.5	48.7	15.3	57.0	14.3	50.0	17.1	57.2	20.0	46.2	14.5	76.0	80.0	50.3	16.1	41.6	14.6	65.3	20.4	51.1	16.5	43.1	23.5
	Higher Proportion	49.2	83.2	50.1	85.1	41.3	80.6	56.4	81.8	44.6	76.5	51.3	84.7	43.0	85.7	50.0	82.9	42.8	80.0	53.8	85.5	24.0	52.0	49.7	83.9	58.4	85.4	34.7	79.6	48.9	83.5	56.9	76.5

Table 65: SEL skills results by subgroup (%age mean score)

Attribute	Overall		Baluchi		Pashto		Brahui		Girls engaged in income generation activities		Girls not engaged in income generation activities		Girls with disability		Girls with no disability		OOS – Dropped out		OOS – Never been enrolled		Married Girls		Unmarried Girls		10-14 Years		15-19 Years		Non-orphaned Girls		Orphaned Girls	
	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	60.8	75.2	61.7	76.5	55.9	76.6	64.2	70.9	61.2	69.6	61.1	76.6	59.9	75.8	60.9	75.1	58.1	72.6	62.7	77.1	50.4	75.3	61.0	75.2	66.1	75.5	52.2	74.8	60.7	75.3	62.8	74.3
Self-awareness	55.3	64.2	55.8	64.6	53.2	66.9	56.7	60.1	58.2	59.5	54.7	65.1	56.5	63.4	55.2	64.3	55.1	62.4	55.5	65.4	49.3	68.2	55.4	64.1	58.2	64.1	50.6	64.5	55.2	64.2	57.6	63.5
Self-Management	63.2	79.3	64.2	81.0	57.7	79.9	67.0	75.0	65.0	73.9	63.3	80.7	62.2	79.9	63.3	79.3	60.1	76.6	65.4	81.3	51.0	81.3	63.2	79.2	70.8	79.5	51.1	79.4	63.1	79.4	65.6	77.9
Social Awareness	61.5	77.2	63.6	79.3	54.4	77.7	64.8	72.0	58.9	70.7	62.5	78.9	60.2	78.6	61.6	77.0	57.4	74.1	64.4	79.4	51.7	82.5	61.7	77.1	66.1	77.2	54.4	77.2	61.3	77.2	65.1	76.1
Relationship Skills	66.0	80.5	66.0	81.8	61.2	82.1	71.6	75.6	65.3	74.3	66.8	82.0	64.8	81.8	66.2	80.3	61.5	77.6	69.2	82.6	48.7	85.3	66.4	80.4	74.0	80.0	52.9	81.3	66.1	80.3	63.7	84.4
Responsible Decision Making	58.6	76.6	59.4	77.2	54.0	78.0	62.2	73.6	59.5	71.4	58.8	77.8	56.2	77.0	58.9	76.5	56.8	73.8	59.9	78.5	50.9	57.3	58.8	77.0	63.1	79.1	51.4	72.4	58.5	76.8	62.0	71.5

Annex 5: Data collection tools used for end-line

Learning Assessment Tools (Learn, Earn and Distant Learning)

EGRA Urdu Tool.pdf

Annexure A – EGRA Based Tool

EGMA Tool.pdf

Annexure B – EGMA Based Tool

Core Girl Background Survey_Endline.docx

Annexure C – Core Girl Survey Tool

Core Girl Background Survey_Distant Learn

Annexure D – Core Girl Survey Tool – Distant Learning

Tool 5 Social Emotional Learning.pd

Annexure E –SEL Tool

Learning Centre Assessment updated

Annexure F – Learning Center Assessment Form

6-FGD ParentsCaregiver.doc

Annexure G – FGD with Parents / Caregivers

7r- IDI Girls combined.docx

Annexure H – IDI with Girls

8-FGD Teacher-Staff.docx

Annexure I –IDI with Teacher

9- KII with Education dept.docx

Annexure J –IDI with Education Department

5-FGD Girls 10-14.docx

Annexure K – FGD with Girls

10-FGD Community.docx

Annexure L – FGD with Community

IDI Project Staff.docx

Annexure M – IDI with Project Staff

Annex 6: Qualitative transcripts

Qualitative transcripts are separately attached from the end-line report.

Annex 7: Quantitative datasets and codebooks

Quantitative data is separately attached from the end-line report.

Learning Center	District	Desired Sample	Achieved Sample of Distant Learning – Baseline	Achieved Sample of Distant Learning – End-line
Killi Hafiz Nasrullah	Chaghi		12	-
Killi Nidam Abad Custom	Chaghi		12	-
Killi sorgi	Chaghi		12	5
Killi Ameer Muhd House	Nushki		12	12
Killi Anam boatan Naseer abad sheer Muhd	Nushki		12	12
Killi ATTA Muhd Abdul Qudos House	Nushki	12 interviews, average number of GEC girls included in the sample per learning center.	12	12
Killi Bahadur Khan	Nushki		11	11
Killi Bato Mir Abdul Rehman	Nushki		12	12
Killi Ghareeb abad Ghulam Farooq / Zia ur Rehman H	Nushki		12	12
Killi Ghareeb Abad M Yousaf House	Nushki		12	12
Killi Ghareeb Abad Maula Bakhsh	Nushki		12	12
Killi Ghareebabad Ghulam Farooq	Nushki		12	12
Killi Haji Muhd Yousaf	Nushki		12	12
Killi Jamaldini Khairullah	Nushki		12	12
Killi Jamaldini Master Tahir Khan	Nushki		13	13
Killi Jamaldini Tahir Khan House	Nushki		12	12
Killi Mengal Habib Ullah	Nushki		12	12
Killi Myhammad Yousaf	Nushki		13	13
Killi Niam Bela Habib ullah	Nushki		12	12
Killi QADIR abad Farzana	Nushki		12	12
Killi Qazi abad hayat abad bashir ahmed	Nushki		12	12
Killi Qazi Abad mall stop gorgage	Nushki		12	12
Killi Qazi Abad Muhamamd Rafiq	Nushki		12	12
Killi Qazi Abad Sardar Aziz	Nushki		12	12
Killi Qazi Abad sardar Ghulam Rasool Mengal	Nushki		12	12
Killi Sahibzada Nazir Ahmed	Nushki		13	13
Killi sardar Badini Ali Gohar House	Nushki		12	12
Killi Sasoli town ghayas	Nushki		12	12
Killi Shareef Khan	Nushki		13	13
Killi Shareef Khan Zarina	Nushki		8	8
Killi Sharif khan aziz ahmed	Nushki		13	13
Killi Surkhab Msti Khan	Nushki		12	12
Killi Syedan Zaman Shah	Nushki		12	12
Killi Yaru 1	Pishin		9	9
Killi Ameer Abad	Pishin		9	9
Killi Faiz Abad	Pishin		10	10
Killi Ghershenan Nana sahib	Pishin		12	12
Killi Lamaran Madrasa	Pishin		11	11
Killi Manzakai	Pishin		11	-
Killi Mengal Abad	Pishin		12	12
Killi Mughatian	Pishin		5	5
Killi Mulkyaar	Pishin		11	11
Killi Niazi Muhallah	Pishin		10	10
Killi Shaheen Muhalla	Pishin		12	12
Killi Surkhab	Pishin		10	-
Killi Yaru	Pishin		12	12
Killi Zarghoon Khushab	Pishin		11	11

Killi Ziarat Batezai	Pishin		13	13
Killi Bostan Master Muhd Zaman	Killa Abdullah		12	12
Killi Damaan	Killa Abdullah		12	12
Killi Habibzai	Killa Abdullah		10	10
Killi Haji Salam Khan	Killa Abdullah		12	12
Killi Imranzai	Killa Abdullah		12	12
Killi Khamat Pir Alizai	Killa Abdullah		12	-
Killi Momin Pir Alizai	Killa Abdullah		12	12
Killi Muhammad Rasool	Killa Abdullah		12	12
Killi Naseerudin	Killa Abdullah		12	12
Killi Ziarat Maasezai	Killa Abdullah		12	12
Killi Magheri masjid	Kharan		12	12
Killi Noke abad safiulah	Kharan		12	12
Killi Rab e Pat 1	Kharan		12	12
Killi Rab e Pat 2	Kharan		12	12
Killi Rehman Town Kharan	Kharan		13	13
Killi Sasoli Muhallah Imdad ullah	Kharan		12	12
Killi Sherozi road kullan	Kharan		12	12
Killi Surgurdan	Kharan		11	11
Killi TT Abdul Ghani	Kharan		12	12
Killi Tump rehman house	Kharan		12	12

Annex 9: Beneficiaries tables

Table 9.1: Direct beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Learn Cohort 1	6022		6022	282							4402				
Learn Cohort 2	5919		5919	305							5255				
Earn Cohort 1	5180		5180	240							4158				
Earn Cohort 2	2000		2000	100**							1153				

*Reach through HBCs

** these were selected from 240 and trained again in EARN stream cohort 2, therefore total number of teachers / facilitators were 827 while number of HBCs were 927

Table 9.2: Indirect beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Learn Cohort 1													200	2367	
Learn Cohort 2															
Earn Cohort 1															
Earn Cohort 2															
Distant Learning Cohort 1															

Table 9.3: Direct beneficiaries by intervention/activity

	Intervention/activity			Total
	Learn	*Earn*	*Distance Learning*	
Cohort 1 (Girls)	6,022	5,180	7,073	20,275
Cohort 2 (Girls)	5,919	2,000*	4,063	9,982
Total	11,941	7,180	11,136	30,257
* These 2000 also benefited from radio program and in Cohort 2 they joined face-to face program, therefore they are counted once in total under EARN stream.				

Annex 10: Project LFA and MTRP Output Monitoring Framework

Updated_TEACH_LF
A_31012023_final.xls

Annex 11: Inception Report

02122021_GLOW_01
112021 IRC TEACH -

Annex 12: Theory of Change

Leave No Girls
Behind Pakistan TEAC

Annex 13: Quality control measures

The data flow chart explains some of the quality control measures adopted by EE as part of this engagement.

Step 1
- Engaging experienced and qualified field team.
- Developing customised and relevant tools for the data collection based on a through process including peer review, pre-pilot and pilot testing.

Step 2
- Conducting a comprehensive field researcher training;
- Field researchers collected data on hard copies and submit it to Field Supervisor. The interview and group discussion hand written notes also submitted to the field supervisor.

Step 3
- Field Supervisors compiled all the questionnaires. Afterwards all questionnaires and interview notes were properly packed, labelled and dispatched the data to the EE Office, Islamabad. The field supervisor also shared the tracking Number with the EE Office, Islamabad.
- Field visits to the field by senior team members of EE to provide quidance and support to the team.

Step 4
- Quality Assurance Expert / his disgnatee received the data in EE Office Islamabad
- Quality Assurance Expert / his disgnatee recounted and sorted all the data as per shared information from the field. Any discrepency in the shared information was immediately shared with the field researchers.

Step 5
- Field data collection a validation using multiple means such as through follow-up calls / engagements with survey respondents (not Clients), community elders, parnter staff, EE staff not involved in the data collection among others. Based on this information all the field visits to the respective sites were validated.
- All the questionnaires are shared with data entry supervisor for data entry. The data entry supervisor placed all questionnaires in secured environment.

Step 6
- Once data entry is completed, all the soft data is password protected and available only to authorized personnel in the TEACH project. On the other hand, hard copies of questionnaires were properly packed and placed in the double locked room where only authorized personnel are permitted to enter.
- There were regular communication among the field teams and senior management team and within senior management team which further helped to improve data collection before, during and after the data collection team.

Annex 15: External Evaluator Declaration

Annex 15 External
Evaluator Declaration

A-16

Learning bands and scores were computed and reported as per the GEC and TEACH guidance for the learning assessment. EGRA-based tool has both timed and untimed tasks, whereas EGMA-based tool has only untimed tasks. Following thresholds of scores were applied by GEC LNGB for the categorization of levels of learning.

Table 66: Learning categories with threshold

Learning category	Threshold (% of score)	EGRA Urdu based tool	EGMA based tool
Un-timed tasks			
Non-learner	0	✓	✓
Emergent learner	1-40	✓	✓
Established learner	41-80	✓	✓
Proficient learner	81-100	✓	✓
Timed tasks			
Non-reader	0-5	✓	
Emergent reader	6-44	✓	
Established reader	45-80	✓	
Proficient reader	80+	✓	

EE administered both EGRA Urdu and EGMA based tools of GEC girls with LEARN, EARN and DISTANT LEARNING. Equal scores were assigned to questions in each subtask. The aggregated score was linear addition at subtask level. SPSS command "record into different variable" was used for converting obtained scores to percentage, and learning categories were achieved from variable of percentage score.

Table 67: Learning assessments subtasks and scores

Task	Subtasks	Task Description	Purpose	Administration	Max Score
EGRA-Urdu based tool	Subtask-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Subtask-2a	Letter Names Knowledge	Letters recognition	Un-timed	100
	Subtask-2b	Letter / Syllable Sound Identification	Letters recognition	Un-timed	100
	Subtask-3	Familiar words reading	Reading comprehension	Un-timed	50
	Subtask-4a	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Subtask-4b	Reading Comprehension	Reading comprehension	Un-timed	5
	Subtask-5	Writing / Dictation	Writing Skills Assessment	Un-timed	32
EGMA based tool	Subtask-1	Numbers identification	Numerals and numeracies identification	Un-timed	20
	Subtask-2a	Number discrimination with numbers	Numerical magnitudes comparisons	Un-timed	10
	Subtask-2b	Number discrimination with currency notes	Currency magnitudes comparisons	Un-timed	5
	Subtask-3	Missing numbers	Number patterns identification	Un-timed	10
	Subtask-4a	Addition Level 1	Arithmetic skills	Un-timed	20
	Subtask-4b	Addition Level 2	Arithmetic skills	Un-timed	5
	Subtask-5a	Subtraction Level 1	Arithmetic skills	Un-timed	20
	Subtask-5b	Subtraction Level 2	Arithmetic skills	Un-timed	5
	Subtask-6	Word Problem	Conceptual and real-word mathematics understanding	Un-timed	6

Annex 17: Learning and Transition Beneficiaries

Table 17.1: Learning Outcome Reporting

Indicator(s) [73]	Calculation for # girls learning [74]	# Girls learning - target [75]	# Girls learning - actual [76]
Number of girls with improved learning	1. 11,941 girls aged 10-14 years 2. 7,180 girls aged 15-19 years 3. 11,136 distant learning (radio only) girls aged 10-14 years Statistically significant improvement in mean score over prior timepoint	1. 11,000 girls aged 10-14 years 2. 7,000 girls aged 15-19 years 3. 11,000 distant learning (radio only) girls aged 10-14 years	1. 11,941 girls aged 10-14 years 2. 7,180 girls aged 15-19 years 3. 11,136 distant learning (radio only) girls aged 10-14 years
Total[77]		29,000 girls aged 10-19 years	30,257 girls aged 10-19 years

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[74] Total number of LEARN (10-14 years) and EARN (15-19 years) beneficiaries enrolled as per Table 1 of this report.

[77] This will be reported in the AR submitted to FCDO.

Table 17.2: Transition Outcome Reporting				
Pathways[78]	Indicator(s) Disaggregated for transition pathways	Calculation for # girls transitioning	# Girls' transition- target	# Girls transitioning - actual
Transition into, progression through school	2.1 Number of OOS girls (10-14 years) who successfully transitioned into formal/informal schools	11,941 Girls 10-14 years enrolled in home-based classes who got enrolled in formal/informal schools	5500 (50% of 11000 girls)	5463 girls are transitioned in schools
Transition into skills or vocational training	2.2 Percent of OOS girls (15-19 years) who successfully transitioned into self-employment	7,180 Girls 15-19 transition to self-employment and/or further education/skills training.	560 girls (70% of 800 girls)	760 (95% of 813 girls initiated their own home-based enterprises.)
Total[79]		19,121 Girls	6060 girls	6,223 girls

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[78] Individual project transition pathways may be slightly different than the ones mentioned in this table. Please adapt as applicable for you project and liaise with the FM if required, to determine how to report as per the GEC portfolio pathways.

[79] This will be reported in the AR to FCDO.

Project Response to Key Findings of Outcomes

Learning Outcomes: External evaluation indicated a significant increase in learning outcomes of GEC girls who attended home-based classes. In Urdu language the girls improved their scores from 32.7% to 76.5% which is 43.3% more than the baseline. Similar trends have been observed in the numeracy scores, GEC girls have obtained 74.9% compared to their score at baseline (35.8%). The findings from EE show very encouraging results overall, TEACH project achieved its target of learning outcomes as 72% of the GEC girls successfully achieved desired literacy benchmark scores while 67.6% girls achieved in numeracy for grade 5 and above. In literacy, 49.1% girls have performed greater than mean score of grade4 and lower than mean score of grade5 and 22.9% performed greater than %age mean score of grade5. In mathematics, 45% of girls performed greater than grade 4 and lower than %age mean score of grade5 and 22.6% performed greater than grade 5. The average attendance rate of GEC girls aged 10-14 years was 82% for Cohort-1 and 83% for Cohort-2 compared to the target of 70% attendance. There was a significant improvement in low performers as only 6.9% GEC girls performed lower than %age mean score of grade1 compared to 56.1% learners at baseline.

The learning results of EARN stream GEC girls aged 15-19 are also encouraging as there was 100% increase in performance of GEC girls at the end-line as 48.75% achieved both literacy and numeracy benchmarks compared to 20.9% girls at the baseline. Furthermore, 71.8% of the GEC girls achieved literacy benchmark of 40 correct words per minute at the end-line and 55.4% of the GEC girls achieved numeracy benchmark of correctly answered 80% of word problems at end of intervention.

In future similar programs IRC will take care of the low performers from initiation with some remedial education so that all the girls can achieve the desired learning outcome. IRC already started incorporating these learning in educational projects of other donors such as in Enrolment, Retention, Mainstreaming and Protection (EPRM) project has arranged remedial classes for slow learners from the beginning. Though project trained teachers are a significant asset as all 100% (827) were registered in the EMIS roster of the Non-formal Basic Education (NFBE) for future deployments or opportunities by the government or non-government or supporting their own communities in education of out of school children. According to IRC's assessment 17% of teachers are ranked at a higher level of teaching skills and 39% rated as having average skills. While the rest of them performed below average. Therefore IRC, through TEACH project funding as well as other funding sources, continued the capacity building program for teachers to bring them at par.

Similarly, the findings from the Distance Learning program (radio) are really encouraging. Overall, literacy score of distance learning cohort increased from 41.27% at baseline to 83.68% at endline and overall numeracy score increased from 43.97% to 77.21% which is a significant improvement. Though the radio program was initially designed during COVID pandemic for the engagement of GEC girls who cannot join face-to-face program. It's worth mentioning here that besides the fact project hasn't set any learning outcome targets. The radio program gave marvelous results as the girls performed comparatively better than the face-to-face cohort. This might be attributed to the multipronged mobilization strategy adopted by the project to increase awareness among parents/caregivers, VSG members and GEC girls themselves. For the success of this pilot program IRC invested lots of efforts to increase its listenership, utilization, and convince parents that radio is an alternative learning platform. The efforts include formation of listening buddy groups, learning support through literate family members, provided radio devices, incentivized the radio girls with provision of learning material, ensured availability of radio lessons through WhatsApp group, changed radio frequencies, and information about radio lessons was provided to parents/ caregivers and community twice a week. The conversion of ALP packages in radio lessons is the first of its kind that has been carried out by IRC. Now the lessons are provided to the digital library of NFE to utilize the radio lessons particularly in flood-affected areas and in places where school infrastructure is not present or functional. Moreover, Mercy Crops intended to utilize the radio lessons / distance learning material for its education programs. In future education programing, IRC will keep on utilizing the radio-based learning program for hard-to-reach areas across Pakistan as it can provide significantly better learning outcomes for out of schoolchildren.

Transition Outcome: External evaluator highlighted that around 71.4% of GEC girls at endline showed their intention to continue education. Additionally, overall, more than 13% of GEC learners at endline intended to start job, entrepreneurship, or self-employment at HH level. EE findings show that 29% of GEC girls (Learn stream) had been transitioned, out of which 52% of them continued their education and 90% among them enrolled in grade 4 while remaining 48% planning to continue education or enroll in the advanced training program. 86.7% girls from radio cohort continued their education and enrolled in grade 4 or opted for self-

employment. **TEACH Project response** to the transition related findings is that the project already achieved 99% of the target of transitioning 5500 girls in formal schools while remaining will be complete till December 22. Other than this project disseminated awareness messages to parents and community about admissions timelines, criteria for admission, documents to be required and available institutions where the girls can be enrolled. Moreover, in recent floods almost 60% of children drop out of schools. For reenrollment of those dropout children and the retention of transitioned GEC girls, IRC is ensuring not only through TEACH project but also from the funding of other donors that the schools provide a conducive environment to all children including GEC girls. Especially in the flood affected districts, IRC is facilitating schools for improving WASH facilities both for girls and teachers, and other infrastructural damages, teachers' training to ensure pedagogical skills, and safeguarding sessions for safety and wellbeing of GEC girls and other children from other projects as well.

The endline evaluation of girls aged 15-19 years was carried out after completion of the initial 6 months learning package and financial literacy. The data was collected in July 2021 when the situation was very uncertain due to COVID pandemic as well as the girls were not empowered enough to aspire for their future. Therefore only 4.5% of girls aged 15-19 at endline (conducted in July 2021) showed their intention to start income generation. The endline evaluation also revealed that only 9.2 GEC girls are interested in learning advance level skills associated with income generation. 63.4% of GEC girls aged 15-19 among them were interested in continuing their education and 8.3 percent were aiming to enroll in advanced skill courses. However, these finding were superseded by the tracer study finalized in Nov 2022 in which 95%of the girls who received income generation training initiated their own home-based enterprises and 79% among them initiated within three months after completing the training. On average, the self-employed GEC girls were earning PKR 10,916 per month and contributing PKR 7,949 on average to their household income. **In response TEACH project** already facilitated establishment of 25 production centers in all five program districts where girls can jointly work in enhance their income. However, in flood affected districts, 10 production centers were damaged with flood water. During the next few months, these 10 centers will be financially facilitated to restore them and functionalize them again.

Sustainability Outcome: EE highlighted in endline evaluation that the parents and community members playing a significant role in sustainability of the learning centers. **To respond to girls' education barriers** IRC designed and implemented evidence based influencing campaigns and advocated for service level gaps. In future if the supply level barriers were removed by the government, the GEC girls will be able to continue their education. T**EACH project response**; at the end of project interventions 827 trained teachers or TVET facilitators were registered in the EMIS roster of the Non-formal Basic Education (NFBE), and 122 community base TVET facilities registered with Trade Testing Board (TTB) Balochistan for continuity beyond project life. Moreover, IRC facilitated the development of training manuals for technical and vocational skills training in future that will add in sustainability of efforts made by TEACH project. 813 GEC girls received certification in income generation trades and established 25 community owned production centers for continuity of their businesses. Moreover, for technical backstopping in relevant trade TECAH project signed an agreement with Balochistan Agriculture and Extension Department; and Livestock and Dairy Development Departments which is expected to sustain the project activities after exit.

IRC has established village support groups (VSGs) which significantly contributed to the successfulness of the project's learning inventions. EE findings show that the VSGs played a significant role in ensuring enrolment and attendance of GEC learners. IRC Village support groups made action plans to improve girls' education, reduce associated barriers and increase awareness regarding the rights of girls' education. This was evident from the high attendance rate mentioned above. EE further mentioned that the project successfully provided learning space to out of schoolgirls by reducing the barriers listed at the baseline phase. The **IRC response** is that VSGs are trained enough to take charge of their own development in future. They are aware of referral linkages in case face any issue as well as they are well aware of the power of collective actions, therefore it is expected that the VSGs maintain same zeal in development of their villages and continue facilitating girls if they want to continue their education and business.

Lastly, IRC agrees with the recommendations, and we will keep on considering them for similar nature of education and economic wellbeing programs.