

Project Evaluation Report

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GEC Project:	“Closing the Gap - Educating Marginalised Girls in Sindh and Khyber Pakhtunkhwa”
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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.

LEAVE NO GIRL BEHIND

BASELINE EVALUATION REPORT

February 2022

L&N Cohort 4 (Khyber Pakhtunkhwa)

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List of Acronyms

ACTED	Agency for Technical Cooperation Development
BISP	Benazir Income Support Programme
EE	External Evaluator
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessment
FATA	Federal Administered Tribal Areas
FCDO	Foreign Commonwealth Development Office
FGD	Focus Group Discussion
FM	Fund Manager
GEC	Girls Education Challenge
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HDI	Human development Index
HH	Household
IDI	In-depth Interview
IDs	Identities
KP	Khyber Pakhtunkhuwa
L&N	Literacy and Numeracy
LNGB	Leave No Girl Behind
OOS	Out-of-school
OOSC	Out-of-school children
ORF	Oral Reading Fluency
PWD	Persons with disabilities
SMC	School Management Committee
SPSS	Statistical Package for the Social Science
ToC	Theory of Change
TVET	Technical and Vocational Education Training
VfM	Value for Money
WGCF	Washington Group Child Functioning

Executive Summary

The constitution of Pakistan guarantees equitable access to education in the country to all the children within the age group of 5-16 years. However, there are 22.8 million out-of-school (OOS) children in Pakistan – second largest number globally¹. Under ‘Leave No Girl Behind’ (LNGB) initiative of the Foreign Commonwealth Development Office (FCDO), ACTED has undertaken a four-year ‘Closing the Gap – Educating Marginalized Girls in Sindh and Khyber Pakhtunkhwa’ project in selected districts of Sindh and Khyber Pakhtunkhwa (KP). The project is aimed to assist 5,500 OOS girls aged 10-19 years. Under the project, literacy and numeracy (L&N) programme has been planned for girls aged 14-19 years in Sindh and KP. The L&N cohort 4 is being implemented in Lakki Marwat district of KP. The district is one of the neglected rural districts of KP and home to 876,744 inhabitants of which 51% are males and 49% are females². Around 90% of the rural population resides in the Lakki Marwat of KP. The GPI for Lakki Marwat district is about 0.71 at primary level and 0.37 at secondary level³.

The research questions for this evaluation will help to understand the progress of the project from baseline to end line, and the impact of the project interventions as well. The theory of change (ToC) assumes that by removing girls' education-related barriers will increase girls' access to education, improve the living standards, their families, and of the communities they live in.

Baseline Approach for KP L&N Cohort 4: The baseline was conducted to assess literacy and numeracy of the targeted GEC learners in the Lakki Marwat district. For this purpose, external evaluator (EE)/GLOW Consultants formulated a longitudinal evaluation design of pre and post assessment. EE/GLOW Consultants collected qualitative and quantitative data from the GEC learners, primary caregivers and other stakeholders. The quantitative tools developed for this assignment comprised of literacy and numeracy tools, household questionnaires, core girls' survey, life skills tool, and learning space observations. For qualitative data collection, focus group discussions and in-depth interviews were conducted in the baseline. Besides, EE/GLOW Consultants analysed all the collected data and developed baseline report for KP L&N Cohort 4.

Key Barriers: The baseline study outlined various barriers that discourage girls from attaining education or families from sending their girls to school in Lakki Marwat. The most recurring barrier that emerged from the study was dismal transport structure in the district as many parents / caregivers (37.2%) believed transport facilities were inadequate for girls to commute to/from school. Similarly, 35.3% of the parents / caregivers complained about school being too far away for them, implying a lack of schools in proximity. Another issue that came to the fore in the study was unavailability of some family member to accompany the girl when she goes to or returns from school. Around 33.1% of the parents / caregiver endorsed this barrier. This makes more sense because families fear sending their girls to school alone in the wake of poor transport facilities for commutation and schools being far away. Poverty is another major concern for many parents / caregivers (10.3%) as they cited not enough money to pay the costs of school as an impediment.

Learning Outcomes: EE/GLOW Consultants administered Early Grade Reading Assessment (EGRA) Urdu and Early Grade Maths Assessment (EGMA) to assess the

¹ <https://www.unicef.org/pakistan/education>

² The Pakistan Census 2017

³ Khyber Pakhtunkhwa Annual School Census Report for Settled Districts 2020-2021

learning levels of GEC girls. Overall the aggregate mean score for EGRA Urdu is 33.98% and 47.78% for EGMA. The GEC learners obtained less marks in both EGRA Urdu (36.45 percentage points) and EGMA (35.27 percentage points) as compared to the benchmarking score⁴ of 70.43% EGRA Urdu and 83.05% EGMA.

Transition Outcome: There are 1200 GEC learners enrolled in the KP L&N cohort 4. Majority of the GEC learners are mainly interested in tailoring/embroidery skills, beautician skill and in health-related skills for the employment purposes. Moreover, the project has also conducted market assessment and skills gap analysis survey in LNGB intervention area of KP. The results indicated that in KP, 96% of respondents mentioned that they need skills in dress making and 93% respondents shared that they want skills in embroidery making. Key informant interviews were also conducted with government departments and local NGOs, and 100% of the responses were in favour of girls' from KP needing skill development in dressmaking and embroidery. The project will incorporate market assessment findings and beneficiaries demand skills in TVET course. Furthermore, parents/caregivers stressed the need for GEC learners to learn technical and vocational skills that can be performed inside the premises of the households. Married girls are less likely to transition because of the household chores and find less time for attending learning spaces.

Sustainability Outcome: The parents and primary caregivers of GEC learners affirmed their commitment towards promotion of education in their community. GEC learners and project-trained teachers' feared parents/caregivers and community members to run the learning spaces on account of poverty despite being eager to make every effort to sustain the learning space in their vicinity. For sustainability, the education department shared that detail of the project learning spaces will be shared with other organisations if similar project is initiated in the Lakki Marwat.

Intermediate Outcome Findings: Below is the summary of intermediate outcomes.

IO-1 Attendance: The average attendance rate of the GEC learners was 74.48%.

IO-2 Improved quality of learning: 48% of the project-trained teachers were able to execute the lesson plans; they introduced the topic to students and engaged the latter by asking questions. Students were found using learning aids in 44% of learning spaces where teachers were also seen using interesting methods like puzzles and drawing sketches to engage students.

IO-3 Life skills: The life skills index score is 2.49 out of 3.0. Girls with disabilities, dropped out and married girls were the most marginalized subgroups based on their life skills score since majority of are in lower proportion.

IO-4 Parental Support: The average score of parent support index is 4.48 out of 5, indicating high support for education of girls. More than 90% of the parents of GEC learners support the idea of girls' education, agree to improve life skills and learn employable skills.

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

- GEC learners performed low in oral reading fluency (ORF) and comprehension subtasks, and writing/dictation subtask of the EGRA Urdu. Both the project staff and the learning space teachers must focus on these aspects to increase Urdu language proficiency level.. Similarly, the GEC learners faced a lot of difficulty in solving the

⁴ The benchmarking data is obtained from the non-GEC learners.

addition, subtraction, and words problem in the numeracy task. More exercises on addition, subtraction and words problem should be conducted in the classroom.

- The project needs to do a comprehensive study to identify relevant technical courses because community discourages that women/girls go outside to earn livelihood.
- The logframe can be revisited to improve its readability/understanding by separating the indicators of outcomes and intermediate outcomes for Sindh and KP for L&N cohorts.
- In order to be compatible with provincial level attendance rates in public schools, it is suggested to increase the target to 80%.
- Only 44% of learning spaces were rated as good in terms of teaching methodology. Therefore, refresher training is suggested to further enhance the quality of learning in the learning spaces.

1. Background

1.1 Project context

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

According to Alif Ailaan's survey, Lakki Marwat district of KP is ranked 82 in terms of overall education ranking for 145 districts. Similarly, the gender gap between girls' enrolment and boys' enrolment is 75% of boys and 38% girls respectively in Lakki Marwat. UNESCO's study on literacy gender parity revealed that Lakki Marwat district's index is 0.26. KP's selected district is equally marginalized as those of Sindh, therefore, expanding to KP will certainly be attempt to reach out to those areas which have completely been vulnerable in terms of girls' education. Intervention in Lakii Marwat will increase outreach to most marginalized girls of district affected during the militancy for being adjacent to Waziristan and experienced high number of kidnapping and assassination.

Rural children, especially girls, are particularly disadvantaged, as are children with disabilities in Pakistan, only 4% attend school. Their exclusion is linked to the social stigma that afflicts children with special needs. This, in turn, discourages parents from sending children with disabilities to school. It is also tied to an absence of facilities, educational materials and trained teachers capable of meeting the needs of students with disabilities.¹ Moreover, the practice of child marriages is quite common in the rural communities of Pakistan which restricts the upward mobility of girls by confining their roles to housekeeping and child rearing. Keeping in mind the contextual factors and need assessment, through an integrated approach ACTED aims to simultaneously address physical, quality-related and socio-cultural barriers at the school, family/community and system level. This 04-year Action (2018-2022) will target OOS girls aged 10-19, divided into two levels of vulnerability, with most vulnerable prioritized: 1) girls who have never accessed education, with no literacy or numeracy and facing intersectional discrimination due to multiple vulnerabilities: conflict-affected, survivors of violence, 2) dropped out girls without basic literacy/numeracy skills.

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

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

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

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

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

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

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

- Please outline:

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

ACTED will operate in selective districts of Sindh and KP areas; some of the poorest and highly marginalised regions of Pakistan. The LNGB intervention areas are rural, with very poor education infrastructure and a tribal system that adds further disadvantage for girls' education. Action target areas have some of the lowest education indicators in the country. Additionally, in the last 10 years, the education administration was devolved to provincial governments (with the 18th Constitutional Amendment), while many provinces did not have the institutional capacity to manage this, given Pakistan's education crisis, further jeopardizing service provision. Unequal access to education is impacted by political, economic, social, and cultural factors, constituting a continuum along which groups are excluded or included to varying degrees. In KP and Sindh, girls account for just 26% and 36% of total enrolment in government schools respectively (national average is 45% at primary level) Lakki Marwat's population—highly conservative with 71% living in multi-dimensional poverty – have experienced insecurity and large scale displacement/returns. 70% of Kashmir and Jacobabad's (Sindh) population live in poverty coupled with high rates of malnutrition and regular and severe natural disaster.

- Please outline:

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

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

- Please outline:

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

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

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



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

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

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

Sustainability will be advanced by focusing on empowerment and acceptance, underpinned by two outputs namely enhanced participation of girls' in family, schools and community life and strengthened community support for girls' education. Associated activities aim to sensitise girls, their families and community on the value of girls' education through: mobilisation of coaches; extra-curricular activities; engaging communities through SMCs and advocacy efforts.

Table 1: Summary of direct beneficiaries

Direct beneficiary numbers	Total figures
Total number of girls reached in cohort 4 of KP	1200
Total number of girls expected to reach by end of project	4601
Education level	Proportion of total direct beneficiaries (%)
Never been to school	90% (1074)
Been to school but dropped out.	10% (126)
Age banding (The age bandings used should be appropriate to the ToC)	Proportion of total direct beneficiaries (%)
14 – 17	48% (576)
18 – 19	52% (624)

Table 2: Proposed intervention pathways

Intervention pathway	Which girls follow this pathway?	How many girls follow this pathway for cohort 1?	How long will the intervention last?	How many cohorts are there?	What literacy and numeracy levels are the girls starting at?	What does success look like for learning?	What does success look like for Transition?
Literacy and numeracy course	Girls of age 14-19 years	1200	8 months' course	1	Grade 1	Girls will achieve literacy and numeracy skills for grade 2	Girls will utilize basic literacy and functional illiteracy skills in their daily life and employment opportunities.
TVET course	Girls of age 18-19 years	50	3 months' course	1	Level of technical skills linked with local market.	Equivalent to local vocational certification of each specific trade.	TVET girls successfully transitioning to the gainful employment

Table 3: Indirect beneficiary groups

Group	Interventions received	Total number reached for cohort 1
Boys and girls	IEC material, radio messages on safeguarding, GESI and girls education support.	Approx. 456
Community Beneficiaries (adults)	IEC material, GESI and girls education support. Sensitisation sessions on safeguarding, GESI and girls education support	Approx. 384

Pakistan has committed to achieving the Sustainable Development Goal 4 i.e. about quality education. The main commitment and focus is to build a well-educated and skilled population by government of Pakistan. Therefore, the parliament of Pakistan has passed the 18th amendment of the constitution of the country in 2010 – providing more autonomy to the provinces. Since then, the matter of education falls within the jurisdiction of province. The amendment also paved way for the insertion of article 25-A in the constitution, guaranteeing education to all children of age 5 to 16 years. Similarly, the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act 2017 – which institutes the right to compulsory education for all children in the province from the ages of 5-16 years. Yet the outlook of the education sector does not augur well for the future. The country is still struggling with coping several challenges including the high prevalence of out of school children (OOSC) who are around 22.8 million in number, second highest in the world⁵.

There are many factors of wide disparities in education sector of Pakistan based on geography, socio-economic factors and gender across the country. For instance, in KP (excluding newly merged districts), there were 2.1 million children of age 5-16 years were out of school, out of which 66% were girls and around 56% children belong to the age 10-16 years⁶.

⁵ <https://www.unicef.org/pakistan/education>

⁶ Khyber Pakhtunkhwa Annual Household Survey for Assessment of Out of School Children (OOSC) 2018-19

Furthermore, the total population of children (boys and girls) falling within the age bracket of 5-9 years is estimated to be 51% boys and 49% girls. Despite a narrow difference in the population size of boys and girls (5-9 years age), there are 13,358 primary schools for boys and 8,648 schools for girls in the settled districts of KP⁷.

The Gross Enrolment Rate (GER) excluding Katchi (prep) classes for children falling in the age group 6-10 years has reduced in Pakistan. This is evident from the fact that it was 91% in 2014-15 whereas it stood at 84% in 2019-20. This is also reflected at a provincial level, especially for KP (excluding the merged districts) where it was recorded at 89% in comparison with 92% in 2014-15. Segregating the data on the basis of gender can also highlight important trends vis-à-vis the status of girls' education in KP. The percentage of girls' GER at primary level classes (1-5) for the age group 6-10 years has fallen from 80% in 2014-15 to 79% in 2019-20 in KP (excluding the merged districts)⁸.

To gain the overall picture of the education sector in KP, it would be great if education indicators from ex-FATA⁹, one of the poorest regions in Pakistan, are also considered. On Gender Parity Index (GPI), ex-FATA showed the worst condition of GPI for GER in primary education among all other regions of Pakistan during that year i.e., the GPI of ex-FATA was 0.53. Similarly, the GER at primary level (age: 6-10 years) stood at 77% whereas in the rest of Pakistan it was 91% for that year. The GPI for Lakki Marwat district is around 0.71 at primary level and 0.37 at secondary level¹⁰.

The Human Development Index (HDI) is a statistic used to rank areas on the basis of three human development indicators namely education, health and standard of living. With HDI value of 0.557, Pakistan is ranked 154th out of 189 countries and also lowest in the South Asia¹¹. This corresponds to high prevalence of inequitable access to education, inadequate medical and health facilities, population explosion and high incidence of child marriages across the provinces. For instance, the HDI score of KP 0.527 falls in the category of medium human development¹². The majority of the population lives in rural areas, approximately 786,492 as per the Population Census 2017.

Pakistan has the world's sixth-highest rate of girls marrying before the age of 18. The data shows during the period of July 2019 - July 2020, there was 38% of incidence of child marriages in KP, accounting for 1.1 million child brides in the province. Lakki Marwat with 34% of incidence rate of child marriages is among the districts where the percentage of incidence of child marriage is relatively higher¹³.

Under the economic context, Lakki Marwat is one of the neglected rural districts of KP. At the time of the 2017 census, approximately 90% population resides in the rural area of the Lakki Marwat district. The literacy ratio of 15-19 years was 69.18% - the male literacy ratio was 82.11% while the female literacy rate was 55.52%¹⁴. The district has poor road infrastructure, besides lacking in basic education and health facilities. The BISP Census 2020-21 also highlighted poverty as one of the main reasons (65.2%) for children being out of school in the province where prevalence of income inequality in rural parts is also high as

⁷ BISP NSER Census 2021

⁸ Pakistan Economic Survey 2020-21

⁹ Ex-FATA region is now merged with Khyber Pakhtunkhwa province.

¹⁰ Khyber Pakhtunkhwa Annual School Census Report for Settled Districts 2020-2021

¹¹ <https://hdr.undp.org/sites/default/files/Country-Profiles/PAK.pdf>

¹² https://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

¹³

<https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEA/Docs/Publications/2021/02/U NW-NCSW%20Costing%20Study%20KP-Punjab%20FINAL.pdf>

¹⁴ https://www.pbs.gov.pk/sites/default/files//population_census/census_2017_tables/kpk/Table12p.pdf

evident from the study¹⁵ which stated that there was 35% income inequality found in rural KP. Nonetheless, the district is blessed with vast natural resources especially minerals as a large number of these minerals is extracted from there¹⁶. There were 104,257 tons of Laterite, 2,078,705 tons of Limestone, 71,998 tons of Shale clay, and 52,135 tons of Silica sand which were extracted from the district during 2014-15.

Summary of major planned activities of the project (out of which 20% targets are in Lakki Marwat district of KP) is given below:

Table 4: Supplementary table key intervention activities with direct beneficiaries

#	Activity	Activity Unit	Unit Target	Beneficiaries Target
1.	Accelerated Learning Programme (ALP) provided to girls (10-13 years)	Girls	1,100	1,100
2.	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) -- Cohort 1 (Sindh)	Girls	529	529
3.	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) -- Cohort 2 (Sindh)	Girls	1094	1094
4.	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) -- Cohort 3 (Sindh)	Girls	1778	1778
5.	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) -- Cohort 4 (Khyber Pakhtunkhwa)	Girls	1200	1200
6.	Skills/TVET and financial literacy training provided (16-19 years)	Girls	200	200
7.	Rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings	Learning spaces	215 approx.	5,500
8.	Rehabilitation of TVET space and provision of supplies/tool-kits	Learning spaces	8 approx.	200
9.	LNGB teachers trained and provided learning supplies	Teachers	215 approx.	230 (15 support teachers)
10.	Trained coaches conduct life skills/mentorship sessions	Girls	5,500	5,500
11.	Number of coaches who completed ACTED training	Coaches	82	82

1.2 LNGB Theory of Change

The programme theory of change believes that reducing barriers at the school / family / community / system level will increase girls' access to education, resulting in improvement in the lives of girls, families and communities. Once the positive impact of education is felt, the community will be pushed towards better access to and quality of education.

These outcomes are supported by five outputs:

- i. Increased access to safe and inclusive learning spaces
- ii. Increased supply of qualified female teachers
- iii. Out of school girls who complete full cycle of learning
- iv. Enhanced participation of girls in family, school, and community life
- v. Strengthened community support for girls' education

These outputs are set to tackle different barriers which include but are not limited to:

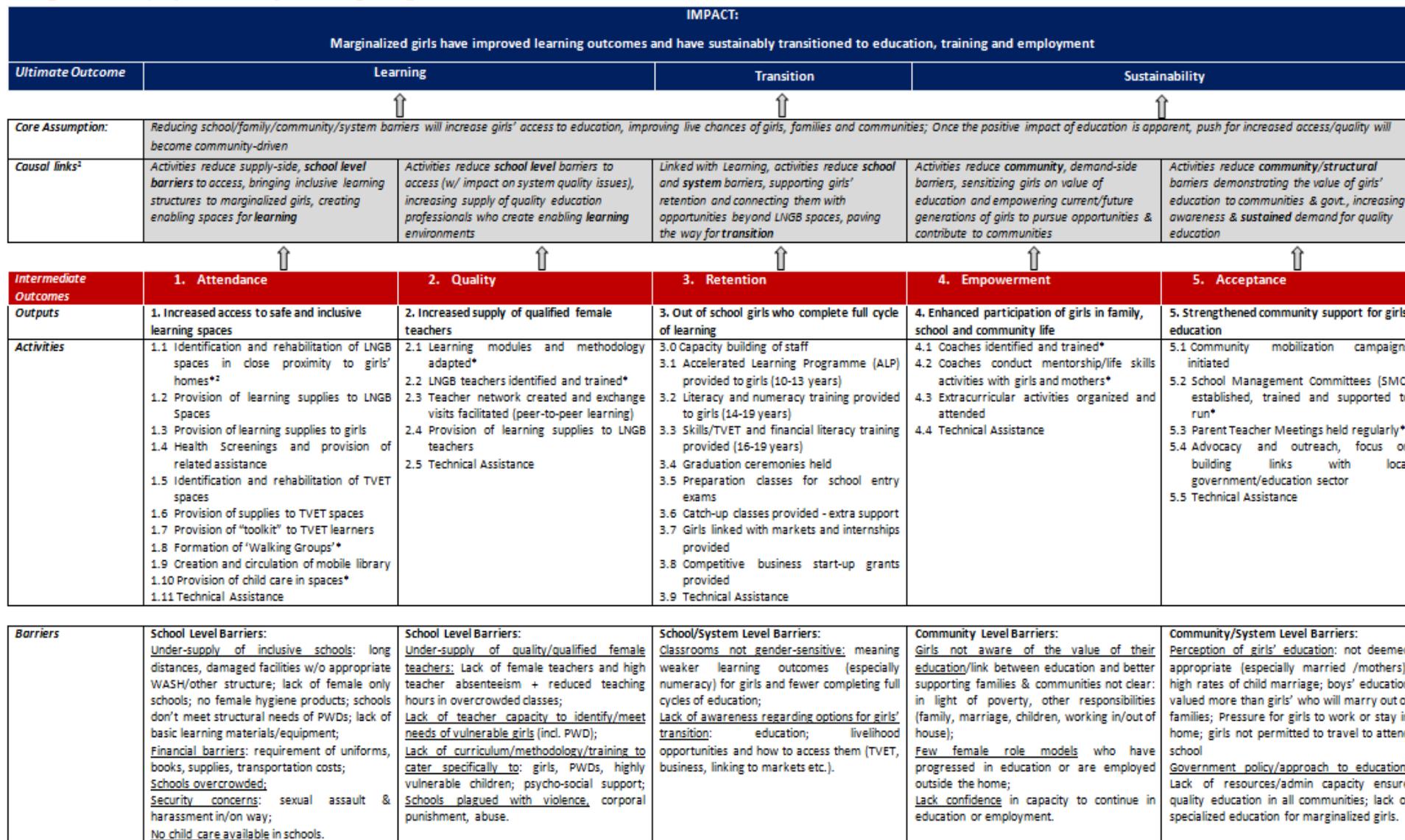
- Physical inaccessibility for girls to safe and inclusive learning spaces that are near to their homes coupled with lack of appropriate WASH/other facilities in learning spaces, lack of learning spaces which cater to specific needs of the most marginalized girls, through setting up learning spaces within the village;

¹⁵ <http://researcherslinks.com/current-issues/Income-Inequality-Estimation-of-Rural-Region-of-KP-Province-A-Gini-Coefficient-Approach/14/1/280/html>

¹⁶ <http://kpboit.gov.pk/lakki-marwat-district/>

- Unavailability/lack of quality/qualified female teachers equipped with skills to put into practice inclusive education mechanism in the classroom;
- No specific considerations to girls with disabilities in schools or the community;
- Shortage of 'Girls Only' schools where parents can send their girls sans fear/reservation; setting up such learning spaces for girls;
- Community Level Barriers: improve girls' perception and understanding of the importance of girls' education, help them understand how education if combined with their abilities can improve living standards of their families & communities;
- Community/System Level Barriers: enhance perception and understanding of community towards girls' education: sensitize community about evils of early girls' marriages, and help the community understand education is equally important for girls and boys
- School supply-side barriers: make sure teachers are trained in informal education and give time to learning spaces as required, avoid burdening teachers with extra teaching hours in overcrowded classes; and focus on improving learning outcomes by helping them in completing the full cycle of education.

Figure 1: The project's Theory of Change diagram



1.3 Evaluation purpose

The baseline evaluation was primarily conducted to assess and determine the baseline learning level of the targeted beneficiaries through a longitudinal study involving a comparison between baseline and end line data. The details of the adopted methodology can be found in the next section. The baseline status is important for the project as it will help to understand any progress of the project has made at the time of end-line and identify the difference in results from baseline to end-line, indicating the contributions of the project. There is a set of evaluation questions identified to measure the change from baseline to the end-line as follows.

Table 5: Evaluation questions			
Evaluation/research question	Qualitative data/analysis required to answer question	Quantitative data/analysis required to answer question	Section these are addressed in the report
What works to facilitate learning improvement in literacy and numeracy skills, transition of highly marginalised girls into education/training/employment and to increase learning?	FGDs with parents and learners were analysed to compare the perspectives of marginalized girls	Learning tests of EGRA Urdu and EGMA assessed the girls' progress in literacy and numeracy skills	Section 4.1 Outcome 1 – Learning
What evidence is there of changes in community attitude and perception of girls' education, employment, participation in community life? Can the change be attributed to the community mobilisation/sensitisation campaigns?	FGDs with parents and girls were analysed to measure the perspectives of marginalized girls	NA	Section 4.2 Outcome 2 – Transition Section 4.3 Outcome 3 – Sustainability Section 5.4 IO-4 – Parental Support
What is the evidence that teachers' pedagogical skills including gender-sensitive and play-based teaching practices; can be attributed to teachers' training?	NA	Observation form for LNGB learning spaces was used to measure the gender-sensitive and play-based teaching practices	Section 5.2 IO-2 – Improved quality of learning
What evidence is there that co-curricular / life skills and mentorship activities contributed to the confidence and self-esteem of girls? And how do these skills contribute towards learning and transition?	NA	Life skills assessment tool will be used to measure the confidence and self-esteem of girls	Section 5.3 IO-3 – Marginalised girls have increased life skills Annex 13 – Additional life skills analysis
What were the intended and unintended impacts of the project intervention (both positive and negative)?	FGD with parents and girls will illustrate intended and unintended project interventions	NA	Qualitative information is inserted in Section 4 Outcome Findings and Section 5 Key Intermediate Outcome Findings
Was the project able to monitor, mitigate and respond to any unintended negative effects?	NA	NA	NA
Are the apparent impacts attributable to the project's interventions?	NA	NA	NA
Value for Money (VfM) ¹⁷	Project data	Project data	Not applicable

¹⁷ Based on the discussion with project, the only value for money is that project found very good partner who has complete setup in KP and they are working with us within same budget of KP which is dedicated. There is no additional cost assigned for KP intervention. However complete analysis on VfM will be included in endline report.

2. Evaluation Methodology

The evaluation methodology adopted for the baseline is outlined below in detail.

2.1 Overall evaluation design

In consultation with Fund Manager (FM), EE/GLOW Consultants prepared an evaluation design of pre-assessment and post-assessment i.e. baseline and endline evaluation. No control groups are established for relative analysis under this agreed study design. An impact study towards the end of the project will also be conducted by EE/GLOW Consultants in addition to baseline and endline studies, which will be conducted for learning outcome assessments. The baseline and endline studies are to be conducted for cohort 1 of ALP (Sindh) and L&N cohorts (Sindh and KP) only. The objective of the impact study will be to understand the overall impact against outcomes and intermediate outcome (IO) indicators.

2.2 Data collection tools

EE/GLOW Consultants administered both literacy and numeracy assessment tools i.e. Early Grade Reading Assessment (EGRA) Urdu and Early Grade Maths Assessment (EGMA). The following table shows the quantitative tools administered in the study:

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)
EGRA Urdu and EGMA	EE/GLOW Consultants	Yes	During the pilot and training, the appropriateness for the grade level for each subtask in the learning assessment tools i.e. EGRA Urdu and EGMA tools was ensured. For example (i) In EGRA Urdu: edited the sentences for dictation to make it simple and reduced the difficulty level. (ii) And in EGMA: Difficulty level was reduced of some addition sums questions. The addition sum questions were changed and subsequently subtraction sums were also changed accordingly. Similarly, in EGMA tool, the timed tasks were made untimed.
Household (HH) Survey	FM shared the original tool and EE/GLOW Consultants adopted it in ACTED project context	Yes	At baseline stage perception and future planning of parents regarding girls' education questions were added.
Core girls survey	FM shared the original tool and EE/GLOW Consultants adopted it in ACTED project context	Yes	No changes suggested in the pilot report
Life Skills Assessment Tool	FM shared the guidance and EE/GLOW Consultants developed it in the light of ACTED guidance	Yes	No changes suggested in the pilot report
Observation Form for LNGB Learning Spaces	FM shared the guidance and EE/GLOW Consultants developed it in the light of ACTED guidance	Not applicable	No major changes suggested, a description of observations (ranking/scale) was added to the tool. COVID-19 protocols' related questions were also added.

The following table shows the qualitative tools administered for the baseline study:

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)
Focus Group Discussion (FGD) with girls	EE/GLOW Consultants	Yes	Tool was administered with girls. All the questions were quite simple i.e. neither the EE/GLOW Consultants team nor the respondents faced any difficulty in understanding the questions.
FGD with Boys	EE/GLOW Consultants	Yes	Tool was administered with boys. All the questions were quite simple i.e. neither the EE/GLOW Consultants team nor the respondents faced any difficulty in understanding the questions.
FGD with parents of girls	EE/GLOW Consultants	Yes	Tool was easy for respondents and researcher, no major issues found
In depth Interview (IDI) with Minority Girl (s)	EE/GLOW Consultants	Yes	No major issues
IDI with Community Elder	EE/GLOW Consultants	Yes	No major issues
IDI with Girls with Disability and Married girls	EE/GLOW Consultants	No (due to non-availability of girls with disabilities and married girls)	

2.3 Study Sample

The quantitative sample size for this study is 206 GEC girls¹⁸ enrolled at L&N learning spaces under Cohort 4 in district Lakki Marwat. Overall, more than 50% of the learning spaces were approached by EE/GLOW Consultants to collect data from these 206 GEC learners and their caregivers. The following table confirms that the agreed sample size was achieved.

Tool	Sample size agreed with ACTED	Actual sample size	Remarks on why anticipated and actual sample sizes are different
EGRA Urdu	206	206	NA
EGMA	206	206	NA
Household Survey	206	206	NA
Core Girl Survey	206	206	NA
Life Skills Assessment Tool	206	206	NA

The sampling approach for qualitative research was based on purposive, quota and random sampling as the participants within a particular group were selected randomly. The purposive sampling approach enabled us to approach the most ideal groups of people. Respondents for Key Informant Interviews (KIIs) were selected purposively. As a precautionary measure of COVID-19 situation for FGDs, approximately 4 to 6 participants were engaged in each FGD. Keeping gender of the respondents as the primary criterion for conducting separate FGDs, the FGDs were divided into two groups namely men and women.

Table 9: Qualitative sample sizes

¹⁸ A total sample size of 436 was agreed to cover L&N cohort in Sindh and KP. Due to COVID-19 and other operational factors the L&N cohorts in KP were delayed by over a year. Therefore, it was agreed to generate separate reports for Sindh and KP. Please note a separate baseline report for Sindh L&N has already been generated and approved.

Tool	Beneficiary group	Achieved sample size	Remarks
FGDs	Parents/guardians	10 FGDs (5 men and 5 women) conducted with parents/guardians (51 participants in total, 21 men and 30 women)	Due to COVID-19 situation, the FGDs were conducted with a group of 4 – 6 participants. All FGDs were equally distributed between the two districts of ACTED LNGB project.
FGD	Girls age 14-19	5 FGDs conducted with 29 participants	
FGD	Boys age 10-13	2 FGDs conducted with 12 participants	
IDI	Girls with vulnerability	8 (6 married girls and 2 girls with disabilities)	
IDI	Learning space Teachers	4	
IDI	Community Elders	2	
KII	Government officials (Education)	2	

2.4 Teams for field data collection

Enumerators who were fluent in Pashto and Urdu were selected for field data collection. They had not only conducted surveys before, either physically or electronically, but also conducted learning assessments. EE/GLOW Consultants divided its staff into two categories: enumerators and field supervisors. All staff had submitted their undertakings on legal stamp papers beforehand as per safeguarding requirements. Following table shows the summary of enumerators and field supervisors EE/GLOW Consultants hired for this research.

Main role	Men	Women	Total
Enumerators	0	9	9
Field supervisors	1	0	1
Total	1	9	10

2.5 Data collection

GLOW/EE collected the baseline data during July 2021 on questionnaires in hard form. GLOW has a vast experience in conducting research and has already put in place a well-established data quality system to ensure credibility of collected data. Our data quality system ensures quality of data at three different stages: pre-data-collection, during data-collection and post-data-collection. For this baseline research, EE/GLOW Consultants ensured the quality through taking following set of measures:

Pre-data-collection-stage:

- In a bid to make sure the data collection tools touched upon relevant topics and included relevant question, followed an order without creating fatigue or discomfort for respondents, all of the tools were thoroughly discussed with the relevant staff of EE/GLOW Consultants. The internal quality checks helped us to design and further refine a suitable questionnaire. After the internal quality checks, EE/GLOW Consultants shared the finalized tools.
- During the enumerator trainings, EE/GLOW Consultants did group works and mock exercises.
- All of the tools were piloted, and errors and necessary changes were incorporated in the tools at that time.
- The trained enumerators were reoriented on the updated tools before initiating the data collection.

Data-collection-stage:

- The field supervisor accompanied the enumerator team to ensure that the enumerators administered tools properly and with right respondents.
- Each enumerator checked the tool for any missing values, conflicting values and other errors. Once the enumerator became convinced of the filled tool, she handed over the complete tools to the field supervisor who re-checked, signed the tool and sent it to the GLOW office located in Islamabad for data entry.
- The filled questionnaires were checked further by the EGRA/EGMA specialist, GLOW's Data Analysts, and further reviewed by the Quality Assurance Expert. In case of any issues, the issue was discussed with the field supervisor before declaring the tool fit for data entry.
- Spot checks were also conducted during the field data collection by EE/GLOW Consultants project members' field visits.

Post-data-collection stage:

- Data editing and coding was an important step in preparing filled tools for data entry. Assigned unique ID number to each data collection tool. All of the quantitative data was entered into CSPRO and the data was exported to SPSS for analysis purpose.
- Data entry was done by GLOW's trained Data Entry Operators.
- During data entry, the following accuracy checks were conducted:
 - Checking that only completed surveys are entered;
 - Checking a random 30% of all records;
 - Running summary frequencies, identifying ranges, and other odd and outliers' values for any variable and cleaning the data as appropriate.

All the data collection tools were archived in GLOW Islamabad office, and only authorized persons could access this data.

2.6 Data handling and Analysis

We used IBM SPSS® software platform for quantitative data analysis. The raw learning assessment data consisted of 206 datasets. There were no duplicate records in the dataset. Similarly, the analysis of the household survey included the primary caregiver of the girl (adult responsible for the various needs of the girl, including education), which was included in the sample and had a unique identification number that matched the sampled girls' dataset. The raw data file for the household survey contained 206 records. The girls and

household datasets and the enrolment database were merged to enable robust analysis. Finally, these datasets were merged with the learning assessment dataset. Prior to the analysis of the quantitative data, EE/GLOW Consultants cleaned the SPSS data files and generated frequencies, computed means, range etc. to identify if there were any unexpected values. Similarly, EE/GLOW Consultants checked the maximum and minimum values if score was allotted beyond the expected range on a particular question. The EE / GLOW consultant has anonymized the data files by removing identifiers such as names and addresses. See the data quality assurance protocols above for more information. Similarly, the file was named as EGRA-Urdu-Acted-BL-Final-for-Analysis. This was done to ensure that the correct files were used and reused for analysis purposes and validation of result tables.

The enumerators gathered the qualitative information in the local language. The note-taker took note of the responses of the participants. Later on, both moderator and note-taker reviewed the interview notes for accuracy. The enumerators submitted all of the data collection material along with the collected data to EE/GLOW Consultants.

The EE/GLOW Consultants applied mixed-method technique in analysing the data. The trends and content from quantitative statistics were analysed in combination with qualitative data. After data analysis, EE/GLOW Consultants developed baseline report for KP L&N Cohort 4.

2.7 Challenges in Data Collection

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

- Due to COVID situation, as a safety measure, FGDs were carried out with a smaller size of groups i.e. each FGD conducted had 4 – 6 number of participants.

2.8 Evaluation Ethics

EE/GLOW Consultants followed the FM guidance on the evaluation ethics especially related to safeguarding and protection. Besides, the data collection teams were also trained on safeguarding procedures and reporting any incidents that happen while collecting the data in the field. The following are some of the key ethical considerations EE/GLOW Consultants adhered to:

Ethical issue/protocol	Baseline approach
Use of control or comparison groups	EE/GLOW Consultants did not use control group mainly due to ethical considerations. The evaluation approach was signed off by the FM.
Respondents had a choice to refuse answering any question	All respondents were given the option to refuse responding to any question as they wished. This ensured the freedom and voluntary participation of the respondents.
Adopting inclusive sampling approach	Sampling was conducted to ensure that all subgroups were given the opportunity to participate such as respondents from minority groups, married girls, persons with disabilities etc.
Obtaining consent/assent	Enumerators read the consent/assent statement to respondents prior to administering the study tools. These statements included all information commonly required and allowed respondents to voluntarily end their participation, without penalty, at any time. Further, at the beginning of sections with sensitive items on the girls and household surveys, respondents were read a statement about the types of questions that would be asked and were reminded that they could choose not to answer any questions without penalty. Further, EE/GLOW Consultants ensured and clarified respondents that their responses will be kept anonymous and confidential.
Data storage	All baseline data was collected using hard copy of questionnaires. The hard files are stored with access given only to authorized persons.
EE/GLOW Consultants impartiality	GLOW Consultants is providing services as external evaluator, and has no other stakes in this process. This ensured our impartiality and independence.

Ethics of anonymity	Before sharing the data with FM, EE/GLOW Consultants will remove all of the identifiers in the data, for example name, address and parentage as per GEC guidance. Further, EE/GLOW Consultants will ensure the respondents of the anonymity of their participation in research.
Ethics of do no harm	EE/GLOW Consultants trained the field staff on ensuring the respect and dignity of the respondents.
Respect of prevailing social norms	EE/GLOW Consultants staff respected the local culture for example, women enumerators interacted with girls/women respondents

2.9 Cohort tracking and next evaluation point

The EE/GLOW Consultants assigned unique IDs to each girl participated in the baseline study. The unique IDs can identify and trace the sampled girl will help in matching the database at the time of end-line. Next evaluation/end-line will tentatively be taking place towards end of May 2022. However, exact timings will be finalized in consultation with FM and ACTED team.

3. Findings¹⁹ - Key Characteristics of Subgroups

This section is divided into three main parts. In first part, characteristics of the subgroups are identified such as marital status, girls with disabilities, out-of-school status of the GEC girls etc. In second part, this section provides insights in understanding the barriers related to the girls education. In the third part, the overall assessment of activities of the project and their relevance with respect to Theory of Change (ToC) is made in this section.

3.1 Sub-groups identified for detailed analysis

The following table identifies various sub-groups of the GEC learners enrolled in the L&N cohort 4 for in-depth analysis with respect to learning outcomes and barriers to education:

Sub-group of the sample achieved		% of sample achieved
Age ²⁰	Age 14 Years and Below	24.1%
	Age 15 - 17 Years	57.0%
	Age 18 Years and Above	19.0%
Marital Status	Married girls	6.8%
Out of School Status	Dropped Out	12.6%
	Never Been Enrolled	87.4%
Girls with disability		7.8%

3.1.1 Age wise distribution of the sample achieved

According to the approved MEL framework of the project, cohort of L&N targeted out-of-school (OOS) girls of the age bracket of 14–19, who had either never attended the school, or were drop outs. EE/GLOW Consultants used the age which was mentioned by the GEC girls and recorded in the core girl survey tool. The age-wise distribution of the GEC girls who participated in the baseline data collection is presented in the following table.

Age (adapt as required) in years	Sample proportion of intervention group (N)	Sample proportion of intervention group (%)
14	52	25.2
15	44	21.4
16	41	19.9
17	26	12.6
18	29	14.1
19	14	6.8
N = 206	206	100.0

3.1.2 Educational marginalisation of the sample achieved

Before enrolment in the project, a majority of the GEC girls had never attended a school i.e. 87.4%, 180 GEC girls²². The rest of the girls were the ones who had dropped out (12.6%, 26 GEC girls). It can be concluded that all of the GEC girls were OOS girls, and needed education-related support.

¹⁹ All the percentages used in this report are based on valid responses.

²⁰ Three sub-age brackets are used to better understand the barriers related to young girls (14 years and below i.e. a common age for secondary level education), young girls (15 to 17 years i.e. a common age for higher secondary education) and adult girls (18 years and above i.e. a common age for university level education).

²¹ The age data is based on the core girl survey collected by EE.

²² The education level obtained and enrollment status prior to enrolling on this project is based on core girl survey data collected by EE/GLOW Consultants.

Table 14: Education Marginalization²³

Out of School Girls Status	Sample proportion of intervention group (N)	Sample proportion of intervention group (%)
Dropped out	26	12.6
Never been enrolled	180	87.4
N = 206	206	100.0

3.1.3 Marital status wise distribution of the sample achieved

A significant proportion of the GEC girls i.e. a total of 6.8% (14 girls) of achieved sample were married. Further analysis of the data suggests that 7 of them are mothers. The age distribution of these married GEC learners are 1 (15 years old), 1 (16 years old), 2 (17 years old), 5 (18 years old) and 5 (19 years old).

Table 15: Marital Status²⁴

Marital Status	Sample proportion of intervention group (N)	Sample proportion of intervention group (%)
Single	192	93.2
Married	14	6.8
N = 206	206	100.0

3.1.4 Disability wise distribution of the sample achieved

For the disability analysis, the Washington Group Child Functioning (WGCF) set of questions were used in the baseline study. The EE/GLOW Consultants analysed the WGCF data based on the GEC girls' responses. The analysis showed that 7.7% (16 girls) had some form of disability (including vision, mobility, cognitive and psycho-social); however, physical disability was only applicable to 1.46% (N=3) of the GEC girls having difficulty in seeing and walking.

Table 16: Sample breakdown by disability

WG Subdomain	Child Domain	N in achieved sample	Sample proportion of intervention group (%)	Guidance – record as true if they meet the criteria below
Seeing	Seeing	2	0.97	If CF1=1 AND (CF2=3 OR CF2=4) OR If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	Hearing	0	0.0	If CF4=1 AND (CF5=3 OR CF5=4) OR If CF4=2 AND (CF6=3 OR CF6=4)
Walking	Walking	1	0.49	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	Cognitive	1	0.49	CF14=3 OR CF14=4
Communication		0	0.0	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning		0	0.0	CF17=3 OR CF17=4
Remembering		0	0.0	CF18=3 OR CF18=4
Concentrating		0	0.0	CF19=3 OR CF19=4
Accepting change		0	0.0	CF20=3 OR CF20=4
Controlling behaviour		0	0.0	CF21=3 OR CF21=4
Making friends		4	1.94	CF22=3 OR CF22=4
Anxiety	Psycho-social	9	4.37	CF23=1
Depression		8	3.88	CF24=1
Girls with disability (Overall)		16	7.77	
N = 206				Core girls' survey dataset.

²³ The education marginalization data is based on the core girl survey collected by EE.

²⁴ The marital status data is based on the core girl survey collected by EE.

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

There were approximately 1.0% (N=2) GEC girls at baseline contributing to the household income generation activities such as doing tailoring/stitching at home.

Status	Sample proportion of intervention group (N)	Sample proportion of intervention group (%)
Engaged in income generation activity	2	1.0
Not engaged in income generation activity	204	99.0
N = 206	206	100.0

3.1.6 Minority girls distribution of the sample achieved

Separate detailed analysis is not included for GEC learners from religious minority as there is no GEC girl in this sub-group in the achieved sample. Based on the findings of the household survey, all the GEC learners belong to the Muslim households.

3.2 Key barriers to learning and schooling of girls

The table listed the key barriers identified through this study²⁶.

Barrier category	Barrier Description	% of sample affected by this barrier
Physical / Service Delivery	Transport services are inadequate	37.2%
Physical / Service Delivery	School is too far away	35.3%
Cultural	No one available to travel with the girl to/from school	33.1%
Physical / Service Delivery	To attend school needs special services or assistance	22.4%
Cultural	It is unsafe for girl to travel to/from school	14.6%
Physical / Service Delivery	To attend school needs assistive devices/technology	13.9%
Economic	There is not enough money to pay the costs of schooling	10.3%
Physical / Service Delivery	Teachers do not know how to teach a child	8.2%
Physical / Service Delivery	It is unsafe for girls to be in school	7.7%
Physical / Service Delivery	Girl cannot use the toilet at school	7.0%
Physical / Service Delivery	Child says teachers mistreat her at school	6.3%
Physical / Service Delivery	The school does not have a programme that meets learning needs	6.3%
Economic	Girl needs to work, earn money or help out at home	5.1%
Physical / Service Delivery	Refused entry into the school	5.1%
Cultural	The girl is not mature enough to attend school	5.1%
Physical / Service Delivery	Girl cannot move around the school or classroom	4.5%
Cultural	Girl is too old to attend school	3.8%
Physical / Service Delivery	Has a health condition that prevents from going to school	3.8%
Cultural	Girl is married or about to get married	3.2%
Cultural	The girl has already completed enough schooling	2.5%
Cultural	Girl is not interested in going to school	2.5%
Economic	School does not help in finding a good job	1.9%
Cultural	The girl has a child or is about to have a child	0.6%
Cultural	Schooling not important for girls	0.6%
Physical / Service Delivery	Child says they are mistreated/bullied by other pupils	0.6%

²⁵ The engagement in income generation activities is based on the household survey collected by EE.

²⁶ These are the key barriers identified by the parents/caregivers related to GEC girls that why they were out of school in the HH survey collected by EE.

Overall, these barriers are subdivided into three categories i.e. physical / service delivery, cultural and economic barriers.

In **physical/service delivery barriers**, the most recurrent barrier (37.2%) hindering girls from getting education in Lakki Marwat was deficiency of transport services in the area for daily commute purposes. Researchers have also pointed out the same in their research paper on effects of transport problem on teaching efficiency in Lakki Marwat²⁷. The study findings suggest that female teachers “felt psychologically and mentally tired, and insecure” due to miserable status of transport facilities in the district. Overwhelming majority of the teachers showed they had “lost interest in teaching on account of transport problem”. This corroborates our data findings that transport problems limit access to provision of education in the district. The second most recurrent barrier was ‘school is too far way’ as 35.3% of the sample were affected by this barrier. This is endorsed by a study conducted to comprehend factors affecting the female education in the KP. The researchers argued that shortage of nearby schools, weak governance and the lack of community participation in school matters are major restrictions towards females’ education in rural KP²⁸. The Human Rights Watchdog report 2018 also illustrated the impact of lack of educational facilities in proximity on girls’ education. The report further suggests shortage of schools may lead to girls being dropping out of education entirely²⁹.

In **cultural domain**, as per the study findings, parents/caregivers of GEC learners described main barriers affecting their access to education: unavailability of some family member to take a girl to/from school, and the passage is also unsafe for girls to go alone to the school. The population of Lakki Marwat is scattered therefore it is unsafe for girls to travel alone to and from school. It must be noted down that Lakki Marwat is also a tribal district, where parents are trying to avoid the education of their daughters to send them schools because they feel that girls do not understand the gimmicks of the outside world and not mature enough to understand it. They feel it may cause problem to the whole family in future if something happen to her on the way. The study conducted with the aim to highlight physical and infrastructural obstacles to women’s education also underscored the lack of schools and colleges for women as one of the impediments, adversely affecting girls’ literacy in KP³⁰. According to the Human Rights Watch 2018, families fear about their girls that they may face sexual harassment at school, and on the way there and back³¹. Chances are high that had there been schools in proximity, the respondents would not have identified unavailability of family members to take a girl to/from school, and the passage to school being unsafe for girls to go alone, as one of the barriers to education.

The **economic barriers** include poverty; as respondents mentioned ‘there is not enough money to pay the costs of schooling’ and ‘girl needs to work, earn money or help out at home’ emerged as the most recurrent economic barriers. In KP, 83% of total population lives in rural areas which are highly afflicted by poverty. The multidimensional poverty index (MPI) of KP stood at 37.3%³². Poor families often struggle to meet the costs of sending their children to school. Government schools are generally more affordable than private education, yet for some it is still beyond their reach. The similar proposition was endorsed by

²⁷ <https://www.bibliomed.org/mnsfulltext/218/218-1622047063.pdf?1644570109>

²⁸ https://www.researchgate.net/publication/349699573_FACTORS_AFFECTING_THE_FEMALE_EDUCATION_IN_THE_NEWLY_MERGED_DISTRICT_BAJAUR_OF_KHYBER_PAKHTUNKHWA_PAKISTAN

²⁹ <https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan>

³⁰ <http://sbbwu.edu.pk/journal/FWU%20Journal%20Vol.7,%20No.2/5.%20Final%20Paper%20after%20plagiarism%20testpaper%20on%20Women%20education-1.pdf>

³¹ <https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan>

³² https://www.ppaf.org.pk/doc/regional/7-Geography%20of%20Poverty%20in%20Pakistan_UPDATE.pdf

Human Rights Watch report barriers to girls' education in Pakistan³³ and Cultural Constraints to Female Higher Education in Malakand Division, Pakistan³⁴. The study found highly significant relationship between parents believing spending of money on female education is not beneficial and low female literacy. Rather in poor households, investments are done on male children's education as sons are often perceived as bread-earners of the family³⁵.

3.2.1 Key barriers to learning and schooling – Age wise analysis

The table listed the key barriers for the GEC girls based on three different age groups i.e. 14 years and below, 15-17 years and 18 years and above identified through this study. The following are the top 10 barriers related to the girls' education.

Barrier category	Barrier Description	% of girls 14 years and below	% of girls 15 – 17 years	% of girls 18 years and above
Physical / Service Delivery	Transport services are inadequate	28.9%	41.1%	35.7%
Physical / Service Delivery	School is too far away	28.9%	34.8%	44.8%
Cultural	No one available to travel with the girl to/from school	23.7%	34.4%	41.4%
Physical / Service Delivery	To attend school needs special services or assistance	13.2%	24.7%	27.6%
Physical / Service Delivery	To attend school needs assistive devices/technology	10.5%	13.3%	20.0%
Physical / Service Delivery	Girl cannot use the toilet at school	7.9%	4.4%	13.3%
Cultural	It is unsafe for girl to travel to/from school	5.3%	20.0%	10.3%
Economic	There is not enough money to pay the costs of schooling	5.3%	10.0%	17.9%
Physical / Service Delivery	The school does not have a programme that meets learning needs	5.3%	4.4%	13.3%
Physical / Service Delivery	Girl cannot move around the school or classroom	5.3%	0.0%	16.7%

The above data suggests that community perceived that inadequate transport service and absence of schools in the close proximity are the major barriers related to the girls' education. Similarly, unavailability of someone (both adult men and women) at home to accompany them to school also create a major challenge in girls' education. The unavailability of chaperone at home is also endorsed from different qualitative notes including GEC learners, parents and community.

³³ HRW report on barriers to girls' education in Pakistan

³⁴https://www.researchgate.net/publication/340809899_Cultural_Constraints_To_Female_Higher_Education_In_Malakand_Division_Pakistan

³⁵https://www.researchgate.net/publication/340809899_Cultural_Constraints_To_Female_Higher_Education_In_Malakand_Division_Pakistan

3.2.2 Key barriers to learning and schooling – Married girls

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

Barrier category	Barrier Description	% of married girls	% of unmarried girls
Cultural	Girl is married	45.5%	0.0%
Physical / Service Delivery	Transport services are inadequate	18.2%	38.6%
Physical / Service Delivery	School is too far away	18.2%	36.6%
Cultural	No one available to travel with the girl to/from school	18.2%	34.2%
Physical / Service Delivery	Girl cannot move around the school or classroom	18.2%	3.4%

Around 45% of the community perceived that marriage is one of the impediments restricting girls from getting education in the district. The study conducted by UN Women also shed light on this aspect. The report reiterates that incidence of child marriage in KP is 11% higher than that of Punjab despite the wide difference in size of population of both provinces, concluding that girls were barred from continuing further education because of marriage in KP during 2019-2020. Lakki Marwat was among those districts in the province where rate of occurrence of child marriage was relatively higher³⁶.

3.2.3 Key barriers to learning and schooling – Disability wise analysis

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

Barrier category	Barrier Description	% of girls with disability	% of girls with no disability
Cultural	It is unsafe for girl to travel to/from school	72.7%	10.3%
Physical / Service Delivery	School is too far away	63.6%	33.1%
Physical / Service Delivery	Transport services are inadequate	27.3%	37.9%
Economic	There is not enough money to pay the costs of schooling	27.3%	9.0%
Cultural	No one available to travel with the girl to/from school	18.2%	34.2%

The biggest concern emerged for girls with disabilities amongst the community that it is unsafe for them to travel to/from school. Safety and security of school-going girls is a priority that resonates among parents almost all over Pakistan. In the context of KP including Lakki Marwat, it has witnessed the scourge of terrorism for over a decade. From religious seminaries to schools, education institutions were on the target of terrorists. Hence, the fear of insecurity holds ground. The previously cited HRW report has also termed insecurity as one of the barriers to girls' education in KP as many families were found concerned about security of their girls. In case of girls with disabilities, this apprehension makes more sense³⁷.

³⁶

<https://www.ncsw.gov.pk/SiteImage/Downloads/Costing%20study%20of%20child%20marriage%20in%20Pakistan%20unw-ncsw%20costing%20study%20kp-punjab%20final.pdf>

³⁷ "Shall I feed my daughter or educate her?" – HRW report on barriers to girls' education in Pakistan

3.2.4 Key barriers to learning and schooling – Out of School Status wise analysis

The table listed the key barriers identified through this study, and its analysis based on their out of school status. The following are the top five most frequent barriers listed related to girls' education.

Barrier category	Barrier Description	% of Dropped Out	% of Never Been Enrolled
Cultural	No one available to travel with the girl to/from school	75.0%	32.0%
Physical / Service Delivery	School is too far away	66.7%	34.6%
Physical / Service Delivery	Transport services are inadequate	66.7%	36.6%
Economic	Girl needs to work, earn money or help out at home	66.7%	3.9%
Physical / Service Delivery	Girl cannot use the toilet at school	60.0%	5.2%

The major barrier of the dropped out GEC girls from schools that no one was available at home to travel with them to/from school on daily basis because schools were present in a long distance and transport facility was inadequate to cater their needs. In some FGDs with parents, it was shared that most of the times the female seats in the public vans were occupied by men. So, girls have to wait for longer period of the time at the bus station which is not acceptable in our culture that they stand in the busiest men dominant place for longer period of time.

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

Through the baseline, the most prevalent cultural, economic and physical/service delivery barriers identified are being considered in the LNGB intervention planning. These include helping the out of school girls to learn some learning skills and also technical education. The project must ensure to establish the learning space in the close proximity. The project must ensure and prioritised the safe accessibility and safe stay at the learning space. The project should develop capacity building of parents/caregivers on girls safeguarding, particularly for those girls who have disabilities should be organised for reducing drop-out rate. Similarly, improving caretaker support for girls' education should be emphasised in trainings. This baseline study has revealed barriers related to poverty are out of the scope of the project. However, the project should try to at least link the community with other programmes (like EHSAAS programme, BISP etc.) which are directly or indirectly addressing such types of barriers. The transitional outcomes for technical and vocational training of L&N girls should also be linked with markets so that these girls bring some good financial benefits to their family as a long term outcome of this intervention.

The findings of the baseline validate the barriers identified by the project at the design stage of the project. The barriers at the design stage of the project include:

- Physical access i.e. lack of safe and inclusive schools that are in close proximity to girls' homes and lack of facilities in the schools
- Security concerns; harassment in/on way
- Lack of qualified female teachers having no teaching skills to embed inclusive education practices within classroom, and lack capacity to identify/meet needs of vulnerable groups including PWDs.
- No specific considerations to girls with disabilities in schools or the community
- Physical, quality-related and socio-cultural barriers at the school, family/community and education system level

- The project should respond to the external evaluators' comments on the above questions. In particular the project should respond to:
 - Why the projects theory of change may not correspond with some of the key barriers or characteristic subgroups identified.

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

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

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

4. Outcome Findings

This section presents the outcome findings for three outcomes in the following sectors: 1) Learning: Marginalised girls have significantly improved learning outcomes. 2) Transition: Marginalised girls have transitioned to education, training, or employment. 3) Sustainability: Sustainable improvement in girls' learning, and pathways / opportunities for their transition

4.1 Outcome 1 – Learning

The key findings on the learning outcomes is presented in this sub-section i.e. marginalised girls have significantly improved learning outcomes. The following two indicators measure the learning outcome 1 of LNGB intervention.

Indicator 1.1: Average literacy result of ALP and Numeracy literacy girls

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

The qualification necessities of the L&N recipients included OOS girls have never been enrolled, or they were dropouts from schools and were in the age bracket of 14 to 19 years. The successful graduated GEC learners from L&N course would have literacy and numeracy skills equivalent to grade 2, assuming they wish to proceed with their study.

Learning bands and scores were computed and reported as per the LNGB guidance for the learning assessment. Following thresholds of scores were applied by EE/GLOW Consultants for the categorization of levels of learning.

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

EE/GLOW Consultants administered EGRA Urdu and EGMA with the GEC learners. Equal score was assigned to questions in each subtask, and aggregated score was linear addition at the 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 24: Learning assessments subtasks and scores

Task	Subtask	Task Description	Purpose	Administration	Max Score
EGRA-Urdu	Subtask-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	5
	Subtask-2a	Letter Names Knowledge	Letters recognition	Un-timed	100
	Subtask-2b	Letter / Syllable Sound Identification	Letters recognition	Un-timed	100
	Subtask-3	Familiars 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	28
EGMA	Subtask-1	Numbers identification	Numerals and numeracies identification	Un-timed	20
	Subtask-2	Numbers discrimination	Numerical magnitudes comparisons	Un-timed	10
	Subtask-3	Missing numbers	Number patterns identification	Un-timed	10
	Subtask-4	Addition L&N	Arithmetic skills	Un-timed	20
	Subtask-5	Subtraction L&N	Arithmetic skills	Un-timed	20
	Subtask-6	Word Problem	Conceptual and real-word mathematics understanding	Un-timed	6

4.1.1 Literacy assessment in Urdu³⁸

For the literacy assessment based on the EGRA Urdu task, majority of the GEC learners (68.0%) are in the category of non-learner in the subtask 4b (reading comprehension) as compared to the other subtasks. Furthermore, the subtask 4a (oral reading fluency - ORF) and subtask 5 (writing /dictation) also had 60% girls in the non-learner level. A linear relationship is observed in non-learner category moving forward from one subtask to another subtask except in the subtasks of listening and writing/dictation. Besides, the subtask 2a (letter name knowledge) was the easiest task for the GEC learners where the highest number of GEC learners achieved the proficient learner i.e. 39.3%. On the other hand, the GEC learners faced a lot of difficulty in attempting subtask 4b (reading comprehension) as compared to the other subtasks where 9.7% of the GEC learners achieved the proficiency level. These results are in line with USAID Early Grade Reading Assessment Baseline Report prepared for ex-FATA (Now merged in KP) region³⁹. The report indicates that students performed well in letter name recognition. This point is further endorsed by the fact that Quran is taught to both boys and girls from early age. Since Arabic alphabets are similar to Urdu alphabets, it was easier for the GEC learners to recognize letter name.

Table 25: Foundational literacy gaps (EGRA Urdu)

Categories	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 ⁴⁰	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	44.7%	12.6%	19.4%	45.1%	59.7%	68.0%	60.7%
Emergent learner 1%-40%	16.5%	36.9%	44.7%	22.3%	8.3%	11.7%	17.0%
Established learner 41%-80%	20.4%	11.2%	11.2%	8.7%	6.3%	10.7%	11.2%
Proficient learner 81%-100%	18.4%	39.3%	24.8%	23.8%	25.7%	9.7%	11.2%
Source: EGRA Urdu N= 206	100%	100%	100%	100%	100%	100%	100%

³⁸ All data related to EGRA Urdu is based on the related learning assessment carried out by EE.

³⁹ https://pdf.usaid.gov/pdf_docs/PA00KB9W.pdf

⁴⁰ The score categories of Subtask 4a: Oral Reading Fluency is timed task is different from rest of the subtasks.

We would like to increase our skills in Urdu language. Though we know that learning space is a platform where we will be able to develop our basic skills in it. In order to attain advance skills in Urdu language, we have to read further such as stories books and watching dramas.

FGDs with GEC Learners

For setting up benchmarks of EGRA Urdu, the proficient learners (25.7%, n=53 GEC learners) in subtask 4a (ORF) were further checked in their performance in other subtasks of EGRA Urdu. Based on proficiency level achieved in the subtask 4a (ORF), it was also noted that same GEC learners did not achieve the proficiency category in all other subtasks of EGRA Urdu. Thus, it was concluded that there is no proficient GEC learner in EGRA Urdu based on the proficiency level achieved in the subtask 4a (ORF). Furthermore, as per below table, majority of the GEC girls were proficient learners in the subtask 3 (familiar word reading) in EGRA Urdu. However, these proficient GEC girls in ORF performed low (did not achieve proficiency level) in subtask 5 (writing/dictation) of the EGRA Urdu.

Table 26: Proficient learners of ORF distribution in other subtasks (EGRA Urdu)

Categories	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 ⁴¹	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	11.32%	0.00%	1.89%	0.00%	0.00%	9.43%	16.98%
Emergent learner 1%-40%	15.09%	16.98%	30.19%	9.43%	0.00%	22.64%	15.09%
Established learner 41%-80%	28.30%	15.09%	22.64%	11.32%	0.00%	30.19%	24.53%
Proficient learner 81%-100%	45.28%	67.92%	45.28%	79.25%	100.00%	37.74%	43.40%
Source: EGRA Urdu N= 53	100%	100%	100%	100%	100%	100%	100%

At the baseline, 60.2% of the GEC learners obtained lower score from the overall aggregate percentage mean score of 33.58 in the EGRA Urdu task.

Table 27: Distribution of GEC learners w.r.t overall aggregate score in literacy

Overall aggregate percentage mean score	Percent of GEC learners scored lower than overall aggregate percentage mean score	Percent of GEC learners scored higher than overall aggregate percentage mean score
33.98	60.2%	39.8%

When I dialled a mobile number I heard something about Corona. I only understand the word Corona and other words are alien for me. I did not understand it what are they saying. The message is recorded in Urdu language. I know after this course, I will be able to understand the language and will also understand this Corona related talk.

FGD with GEC Learners

4.1.2 Numeracy assessment⁴²

Following table presents the numeracy findings of the GEC learners at the baseline. Most of the GEC learners had difficulty in subtask 6 (words problem) followed by difficulty in solving the subtask 5 (subtraction level). A comparatively lower percentage of the GEC learners

⁴¹ The score categories of Subtask 4a: Oral Reading Fluency is timed task is different from rest of the subtasks.

⁴² All data related to EGMA is based on the related learning assessment carried out by EE.

(5.8%) were unable to correctly answer the subtask 1 (numbers identification). A linear relationship is observed in non-learner category as the difficulty of subtasks increases the non-learners also increased. Furthermore, the highest percentage of GEC learners (36.9%) was at the proficient learner level in the subtask 1 (number identification). According to baseline report of PEPAS Literacy Boost & Numeracy Boost⁴³ reiterates that number identification is comparatively easier task for students as compared to the other tasks i.e. missing numbers, addition, subtraction and word problems.

Table 28: Foundational numeracy skills (EGMA)

Categories	Subtask 1 Number Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4 Addition Level	Subtask 5 Subtraction Level	Subtask 6 Words Problem
Non-learner 0%	5.8%	13.1%	17.5%	26.2%	36.4%	46.6%
Emergent learner 1%-40%	36.4%	32.0%	41.7%	18.4%	18.4%	9.7%
Established learner 41%-80%	20.9%	20.9%	21.4%	21.4%	15.0%	17.5%
Proficient learner 81%-100%	36.9%	34.0%	19.4%	34.0%	30.1%	26.2%
Source: EGMA N= 206	100%	100%	100%	100%	100%	100%

For setting up benchmarks of EGMA, the proficient learners (26.2%, n=54 GEC learners) in subtask 6 (word problems) are further checked their performance in other subtasks of EGMA. Majority of the proficient learners in the subtask 6 (word problems) also achieved proficiency levels in the other subtasks i.e. Number Identification, Quantity Discrimination, Addition and Subtraction. However, those GEC girls who were proficient in the subtask 6 (word problems) also faced difficulty in the subtask 5 (subtraction) i.e. 15% GEC girls are non-learners. Similarly, 59% GEC learners achieved proficiency level in the subtask 3 (missing numbers) i.e. lower performance as compared to the other subtasks.

Table 29: Proficient learners of Words Problem distribution in other subtasks (EGMA)

Categories	Subtask 1	Subtask 2	Subtask 3	Subtask 4	Subtask 5	Subtask 6
	Number Identification	Quantity Discrimination	Missing Numbers	Addition Level	Subtraction Level	Words Problem
Non-learner 0%	9%	7%	7%	13%	15%	0%
Emergent learner 1%-40%	7%	11%	15%	4%	4%	0%
Established learner 41%-80%	9%	7%	19%	11%	13%	0%
Proficient learner 81%-100%	74%	74%	59%	72%	69%	100%
Source: EGMA N= 54	100%	100%	100%	100%	100%	100%

51.0% of the GEC learners achieved lower score than from the overall aggregate percentage mean score of 47.78 in the EGMA task.

⁴³ https://resource-centre-uploads.s3.amazonaws.com/uploads/literacy_boost_and_numeracy_boost_pakistan_pepas_baseline_report_may_20.pdf

Table 30: Distribution of GEC learners w.r.t overall aggregate score in numeracy		
Overall aggregate percentage mean score	Percent of GEC learners scored lower than overall aggregate percentage mean score	Percent of GEC learners scored higher than overall aggregate percentage mean score
47.78	51.0%	49.0%

4.1.3 Characteristic subgroup analysis of the learning outcome

Following table presents the aggregate literacy and numeracy score according to key characteristic subgroups. It presents the average literacy and numeracy score of EGRA Urdu and EGMA. EE/GLOW Consultants has conducted the comparison of these score on age, marital status, out of school status and girls with disabilities. However, the married girls performed better in numeracy task than literacy. This can be explained by taking into account common observation that housewives managed the household expenses. Thus, they are good at income and expenditure related calculations.

Table 31: Learning scores by key characteristic subgroups			
Sub-groups	Average literacy score-EGRA Urdu (aggregate)	Average numeracy score-EGMA (aggregate)	
All girls	33.98	47.78	
Age 14 years and below	30.69	48.69	
Age 15 – 17 years	33.68	45.04	
Age 18 years and above	38.75	53.73	
Married girls	27.72	54.66	
OOS – Dropped out	46.0	58.99	
OOS – Never been enrolled	32.25	46.16	
Girls with disabilities	42.92	55.43	

Based on the overall aggregate mean score, 51% and 60% of the GEC girls scored lower than overall aggregate mean scores in the literacy and numeracy tasks, respectively.

Table 32: Distribution of GEC learners w.r.t overall aggregate score in literacy and numeracy tasks			
Learning category	Overall aggregate percentage mean score	Percent of GEC learners who scored lower than overall aggregate percentage mean score	Percent of GEC learners who scored higher than overall aggregate percentage mean score
EGRA Urdu	33.98	60.2%	39.8%
EGMA	47.78	51.0%	49.0%

The baseline literacy levels of GEC learners are lower than benchmarked literacy and numeracy results (please refer to benchmark result in report). It was already expected because the project selected the highly marginalised girls as the beneficiaries of this project.

Table 33: Outcome indicators as per the log frame

Outcome	Outcome indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will Outcome indicator be used for next evaluation point? (Y/N)
Outcome1: Marginalised girls have significantly improved learning outcomes	Outcome Indicator 1.1: Average literacy result of Num. Lit. girls	EE's evaluation reports, EGRA/EGMA assessment results, list of girls, project progress reports and monitoring reports.	External evaluator	33.98 out of 100 (Urdu Literacy)	70.43	Y
	Outcome Indicator 1.2: Average numeracy result of Num. Lit. girls			47.78 out of 100	83.05	Y

The current logframe has combined L&N indicator for both Sindh and KP. Even though, EE/GLOW Consultants is able to represent the learning results for both provinces but it will be congested with too many results to display and also creates confusion in the readability of the results. The reader will not comprehend the results with ease. Therefore, it is suggested to separate the indicators for Sindh and KP.

- Please outline the learning levels girls have started with and what level you are aiming girls to reach by the next evaluation point and, if applicable, once they complete the full learning intervention. This should reflect any differences in ambition depending on the intervention pathway of characteristic subgroup.

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

- If benchmarking was used, provide a summary of what levels or grades you used for benchmarking and why.

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

4.2 Outcome 2 - Transition

This section presents the key findings on the transition outcome. LNGB has one transition outcome and two indicators for measuring the rate of transition for L&N learners. These are listed below.

- Transition outcome statement: Marginalised girls have transitioned to education, training, or employment
- Transition indicator statement: #/% of L&N girls of age under 18 years are enrolled in technical skills institutes for training(s).
- Transition indicator statement: #/% of L&N girls of age 18 years and above are connected with relevant institute for business/employment opportunities.

The project data states that 1,455 GEC learners enrolled in L&N cohort of KP. As per updated information, the project will enrol and connect 1,376 (below 18 years) and 508 (18 years and above) GEC learners in technical skills and relevant institutes for business/employment opportunities both in Sindh and KP, respectively. There is no expectation from the GEC learners of the L&N cohort that they will enrol in the formal schools. Thus, in the core girl survey, the GEC learners has expressed interest in different employability skills such as 32% would like to learn tailoring/embroidery skills, 31% beautician skills, 11% health related skills, 10% teaching skills, 6% shop-management skills and remaining GEC learners were interested in the livestock management, childcare and religious education skills. Moreover, the project has also conducted market assessment and skills gap analysis survey in LNGB intervention area of KP. The results indicated that in KP, 96% of respondents mentioned that they need skills in dress making and 93% respondents shared that they want skills in embroidery making. Key informant interviews were also conducted with government departments and local NGOs, and 100% of the responses were in favour of girls' from KP needing skill development in dressmaking and embroidery. The project will incorporate market assessment findings and beneficiaries demand skills in TVET course. Similarly, in FGDs with parents/caregivers, they are in favour that GEC learners learnt those vocational skills which can be performed in the premises of the households.

In our community, it is pertinent to mention that people discouraged that girls earn livelihood and support their family. It is a taunt on the name of male in the Pashtun society that the family is relying on a mother/sister/wife income. The male members did not like that female go outside from home and engaged in income generation activity.

FGD with Parents/caregivers (Female)

Moreover, the female parents/caregivers also mentioned that most of the GEC learners will not obtain permission from the fathers/husbands/brothers to go outside from the village after completion of the learning course in order to attend any technical and vocational training. If there is any technical and vocational training planned for these GEC learners, it must be provided in the existing learning space because it is established in the close proximity of the village.

It seems that married girls are less likely to transition because they performed low in the literacy task. The learning space teachers also perceived that married girls will also face problems to attend the learning space in regular terms. Besides, the married girls shared that we are looking after different chores of the household regarding care of elders, cooking, cleanliness of the house and other routine work. Though I received permission from my husband and in-laws to continue education at the learning space because the duration of course is short. However, the married girls understand that for longer period of time they were unable to continue their formal education because of their responsibilities at home.

Table 34: Outcome 2 - Transition indicator as per the log frame

Outcome	Outcome indicator	Sampling and measuring techniques used	Who collected the data?	Baseline level	Target for next evaluation point	Endline level
Outcome2: Marginalised girls have transitioned to education, training, or employment	Outcome Indicator 2.1: #/% of L&N girls of age under 18 years are enrolled in technical skills institutes for training(s).	List of girls, project progress reports and monitoring reports.	Project	NA at baseline level	KP's cohort 4 target is 320. Sindh's target is 1056. 1376 (30%) of total target of L&N girls who are under age of 18 years.	NA at endline level
	#/% of L&N girls of age 18 years and above are connected with relevant institute for business/employment opportunities.	List of girls, project progress reports and monitoring reports.	Project	NA at baseline level	KP's cohort 4 target is 156. Sindh's target is 352. 508 ('40%) of total target of L&N girls who are 18 years of age and above.	NA at endline level

- Complete the table overleaf by outlining the transition pathways for your main intervention pathway groups.

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

Table 35: Transition pathways

Intervention pathway tracked for transition	Please describe the possible transition pathways for this group	Aim for girls transition for next evaluation point	Aim for girls transition level by the time project stops working with cohort
Girls of age 14-17	Girls of age under 18 years are enrolled in technical skills institutes for training(s).	30% of total target of L&N girls who are under age of 18 years will be supported to enrol in technical institutes so that they can learn skills and contribute in their household income for future.	ACTED expects that girls will utilise their skills to engage in livelihood opportunities after project period.
Girls of age 18-19	Girls of age 18 years and above are connected with relevant institute for business/employment opportunities.	40% of total target of L&N girls who are 18 years of age and above will be connected with business institutes and vendors for their business opportunities.	ACTED expects that girls will utilise their skills to engage in livelihood opportunities after project period.

4.3 Outcome 3 - Sustainability

This section presents findings on the sustainability outcome of the LNGB project. The findings are largely based on qualitative data i.e. FGDs and interviews. Overall, sustainability is assessed at three levels i.e. community level, school level, and system level.

4.3.1 Sustainability - Community level

The external evaluators observed positive attitude change related to the girls education amongst the targeted community of Lakki Marwat. This is evident from the parental support index regarding support to the girls' education. During KIs with teachers of learning spaces, they think that School Management Committees are of greater importance to promote girls education in the community. They further shared if SMC performed their responsibilities, the current number of illiterate girls will be no more in the village and all will become educated.

The communities provided support in the establishment of the learning spaces. During FGDs with parents, it was confirmed that they also provided support to the project in enrolment of the GEC learners in the learning spaces. It is also evident from the qualitative notes that they may continue to work for the promotion of education in their community.

It is also evident from the qualitative notes of GEC learners, parents/caregivers and communities that communities are unable to pay the teachers' salaries and rent of the learning space beyond the project life because of their poverty. The project-trained teachers also shared that lack of the financial resources may lead to the discontinuation of the learning spaces beyond the project life. Besides, during FGDs, many GEC learners would like to become teachers but they think permission will be needed from their parents to pursue the career as a teacher. In the HH survey, 89.3% parents/caregivers of GEC learners also agreed that girls are allowed to work as a teacher. However, one of the community elders shared that due to poverty and cultural constraints they are not in favour of girls' education. For instance, if parents arranged transport for their girls they are unable to pay their fare. Similarly, people will taunt them if parents educate their girls because community think that girl will rebel and will never listen to you. Therefore, the likelihood is higher that these graduated GEC learners may drop out from these learning spaces during the course.

To conclude, the community is willing to support the education of girls and will make every possible effort to sustain the learning spaces in their area.

If SMC performed their responsibilities properly, the current illiterate girls in the village will be no more and all will become educated.

IDI with teacher

4.3.2 Sustainability – School level

These L&N learning spaces were established to develop some basic literacy and numeracy skills of out-of-school girls in the targeted area. Therefore, the project has to provide lead efforts at the district level with relevant stakeholders to obtain their willingness to adopt/sustain learning spaces of L&N after project closure. As proposed in the logframe, the project must take all stakeholders on board while developing the individual action plans for the learning spaces for achieving sustainability of these learning spaces.

Education department shared that Hope’87 and National Commission for Human Development are example in the past that take the charge of the learning centers. The education department officials expressed that they would like to continue these learning spaces, and if any other non-governmental organization would like to initiate the similar project in the Lakki Marwat district. The list of these learning spaces will be shared with them to continue the learning in the ACTED learning spaces. Besides, they also shared that they will provide support in the curriculum development and will also monitor their work during course of the project. However, the education department officials also stressed to keep close coordination with them in order to explore every possible opportunity to educate these out of school girls in the Lakki Marwat district.

To conclude, the project should continue its coordination with government stakeholders; explore potential opportunities to provide support in curriculum development (if required) and also to sustain these learning spaces.

4.3.3 Sustainability – System level

The learning space teachers are interested to pursue teaching as a career. However, teachers are planning to join mainstream jobs and are preparing for the provincial competitive exams. It might be possible that teacher may leave the learning space in the middle of the L&N course. Therefore, the project must incentivize their salaries that they did not leave the L&N course in the middle. If they leave, it will certainly affect the learning of the GEC learners. Moreover, as suggested in the logframe, ACTED must put effort to learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring.

Table 36: Outcome 3 - Sustainability indicators as per the log frame

Outcome indicator	EE/GLOW Consultants Remarks
Outcome 3.1: #/% of SMCs which scored satisfactory rating on sustainability assessment model.	Project will collect the required information and will share the findings with EE/GLOW.
Outcome 3.2: #/% of men and boys demonstrated positive support for the role of girls in education, employment or income generating opportunities	Same as above
Outcome 3.2: No.of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as result of advocacy.	Same as above
Outcome 3.2: #/% of individual centers' action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centers.	Same as above

Outcome 3.2#/% of centers that achieved their sustainable goals as planned in the ICAs (individual centers' action plans).	Same as above
#/% of learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring	Same as above

Complete the table below by answering the questions in the table. Once completed, provide narrative analysis of the points raised in the table to explain the change the project intends to achieve. Ensure your analysis reflects the scores your external evaluator rated for each of your sustainability indicators.

Table 37: Changes needed for sustainability					
Questions to answer	System	Community	Learning Space	Family/household	Girl
Change: what change should happen by the end of the implementation period	Increased in the literacy ratio at district level. Trained teachers are absorbed in mainstream jobs	Sensitized communities to demonstrate the value of girls' education	Bringing inclusive learning structures to marginalized girls by creating enabling spaces for learning.	Sensitized parents, men and boys of households to demonstrate the value of girls' education	Sensitized girls on value of education and empowering current/future generations of girls to pursue opportunities and contribute to communities
Activities: What activities are aimed at this change?	Successfully graduated L&N girls Teachers are mentored for competitive exams	Community mobilization campaigns are conducted SMCs are established and active	Safe and inclusive learning spaces are established and providing regular education	Community mobilization campaigns are conducted Parent Teacher Meetings are held regularly	Successfully graduated L&N girls Participation is enhanced of girls in family, school and community life
Stakeholders: Who are the relevant stakeholders?	ACTED and provincial education department	ACTED and communities	ACTED and communities	ACTED and communities	ACTED, parents, girls and communities
Hindrances					
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	High dropouts of girls Lack of female teachers and high absenteeism of teacher	No change in perception of communities about girls education Influence of local pressure groups	Community/Tribal confictions Manmade/natural disasters	No change in perception of parents about girls education Permanent migration of families Influence of local pressure groups (landlords, religious)	Lack of interest of parents Lack of interest of girls Community/Tribal confictions Influence of local pressure groups

		(landlords, religious leaders) for not permitting girls to get education.		leaders) for not permitting girls to get education. Lack of interest of parents	(landlords, religious leaders) for not permitting girls to get education. Social/cultural barrier for girls at local level	
Helping factors						
	Successful graduation of girls Trained teachers appeared in test/interview for mainstream jobs	High acceptance of communities for girls education Enhanced liaison of communities with govt./private institutes for girls education and livelihood opportunities	Provided quality and safe education to girls till end of course	High acceptance of parents for girls education Support of parents to their girls for girls education and livelihood opportunities	Girls successfully graduated from course. Girls contributed in households' income through their technical and vocational skills. Girls transferred literacy and technical skills to other girls in areas/households.	

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

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

5. Key Intermediate Outcome Findings

This section of the KP L&N baseline report presents key findings of the intermediate outcomes and their associated indicators. All the four IOs and eight IO indicators are discussed in this section.

5.1 IO-1: Attendance

Better attendance at the learning space is a prerequisite for better learning, transition and sustainability of learning spaces. The two IO indicators i.e. IO1.1 and IO1.3 are not applicable because the learning space had just begun at the time of baseline. Project will collect data for IO 1.1 and IO 1.3; and EE/GLOW Consultants will carry out an end-line analysis. EE/GLOW Consultants has collected quantitative data on attendance indicators for the day of visit i.e. spot check data. The overall average attendance rate for the day of EE/GLOW Consultants visit was 74.48%. In the end-line, the EE/GLOW Consultants will check the impact of attendance rate on the learning outcomes of the GEC learners⁴⁴.

Table 38: Intermediate outcome indicators as per the log frame

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-1: Marginalized girls have significantly improved learning outcomes	IO Indicator 1.1: Average attendance at learning spaces	FGD and KIs (quantitative data will be shared by the project team for the end line analysis)	External evaluator	Not Applicable	70%	Y
	IO Indicator 1.2: Average attendance rate of ALP and Num. Lit. girls at learning spaces (spot check)			74.48%	80%	Y
	IO Indicator 1.3: Average attendance in extracurricular activities			Not Applicable	60%	Y

The attendance rate of 74.48% is already higher than the target of 70% for the next evaluation point. The project may increase its target to a higher number, let say 80%, for the next evaluation point. The target of 80% suggested by EE/GLOW Consultants is based on the fact that the prevailing attendance rate in public schools is around 80% based on the Khyber Pakhtunkhwa Education Monitoring Authority⁴⁵. In order to be compatible with provincial level attendance rates in public schools, it is suggested to increase the target to 80%.

In this age group especially for older girls and married girls, it is practically difficult for them to come every day to the learning space. They are often busy in doing household chores and their responsibilities. We have to ask them several times to become punctual and come to the class on time.

IDI with teacher

⁴⁴ Project data on attendance rate will be utilized for this purpose at the endline stage.

⁴⁵ Khyber Pakhtunkhwa Education Monitoring Authority, <http://175.107.63.45/newimuseite/>

5.2 IO-2: Improved quality of learning⁴⁶

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

Teacher's Preparation: Overall, 48% of the teacher could explain the purpose of the session to students as per daily lesson plan. These teachers' well prepared the lesson plan and clearly explained it to the students in local language according to the daily lesson plan.

Table 39: Quality education through teacher's preparation

Improved Quality of Education Aspect	Measurement	Percentage
Teacher can clearly explain the objective of L&N/ALP to students as per daily lesson plan.	Agree and strongly agree	48%

Teacher's knowledge / clarity about content / session: Based on the baseline findings, 48% teachers clearly introduced the topic to the GEC learners and created interest in the topic. Further, 48% teachers gave precise instructions to the students regarding the daily lesson plan. The EE/GLOW Consultants team observed that these teachers were trying to make the exercises and activities more interactive and participative for the GEC learners. These teachers were taking support from visual aids, and actively engaged the GEC learners in the lesson plan.

Table 40: Quality education through teacher's knowledge / clarity about content

Improved Quality of Education Aspect	Measurement	Percentage
Teacher gave clear introduction to topic that she is teaching according to lesson plan.	Agree and strongly agree	48%
Teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in lesson plan	Agree and strongly agree	48%

Student's engagement: The EE/GLOW Consultants observed that in 44% of the learning spaces students were using learning aids with concentration and enthusiasm. In 48 of the learning spaces, the classroom environment was opened to discussion and teachers provided clarification where students needed. Furthermore, in 48% of the learning spaces, the teachers were also giving clear instructions related to interactive activities ensuring that all students understood the tasks.

Group work provides an ample opportunity to the students where both fast learners and slow learners students interact with each other, and solve their learning problems with the help of each other. Similarly, we treated all children equally if they belong to different social, economic and ethnic groups. They all are same for us.

IDs with teacher

Table 41: Quality education through student's engagement

Improved Quality of Education Aspect	Measurement	Percentage
Students were using learning aids with concentration\enthusiasm.	Agree and strongly agree	44%
Classroom environment open to discussion/talk related to academic content	Agree and strongly agree	48%
Students completed the interactive exercises with understanding	Agree and strongly agree	48%

Teacher's classroom management: Overall, in 48% of the learning spaces, the teachers were constantly monitoring the performance of the students' learning regarding the lesson by asking different questions. Similarly, 44% of the learning spaces the teachers were using adequate teaching methods and well managed the classroom learning environment.

⁴⁶ All data related to improved quality of education is based on the learning space observation tool administered by EE.

Table 42: Quality education through teacher's classroom management

Improved Quality of Education Aspect	Measurement	Percentage
Teacher effectively monitored students' learning	Agree and strongly agree	48%
Class environment was well-managed with all students engaged in learning activity.	Agree and strongly agree	44%
Teacher used followed effective methods to teach lesson.	Agree and strongly agree	44%

Physical Environment at Learning Space: The clean drinking water was available in the learning spaces. Overall, the cleanliness of learning spaces was maintained such as the floors were mopped; and cleaned mats were present. Furniture and other teaching material were also available in the learning spaces of the project.

The clean environment of the classroom will also put positive effect on the learning environment in the learning space. Besides, in the long run, the cleanliness will also put positive effect in their personal and community level.

IDI with teacher

Table 43: Intermediate outcome-2-quality education

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-2: Improved quality of learning environment for marginalised girls	IO Indicator 2.1: % of SMCs rated good through assessment tool for providing safe learning environment to ALP and Num. Lit. girls	FGD and KIs	NA at baseline	NA at baseline	90%	Y
	IO Indicator 2.2: % of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools	Teachers/facilitator survey Core girls survey HH survey	EE	44%	90%	Y
	IO Indicator 2.3: % of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)	Teachers/facilitator survey Core girls survey HH survey	EE	89%	90%	Y

5.3 IO-3: Marginalised girls have increased life skills⁴⁷

With the help of composite index, the EE/GLOW Consultants has measured the life skills of the GEC learners. The life skills index contained different domains including (i) confidence, (ii) communication, (iii) emotional management, (iv) decision making, (v) problem-solving, (vi) health & hygiene, (vii) awareness about rights, (viii) child protection, and safeguarding, (ix) inclusion, (x) financial literacy, and (xi) quality of relationships as well.

⁴⁷ All data related to life skills is based on the related assessment (life skills tool) carried out by EE.

The EE/GLOW Consultants measured the mean score of life skills for each GEC learner based on a 3.0 point scale⁴⁸ to calculate the baseline level of life skills. The score is divided into two categories i.e. lower proportion and higher proportion. High life skills scores were equal to or greater than 2.49- the median of the life skills index.

Table 44: Supplementary table – Life skills results by subgroup (median of 2.49 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group								
			Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Unmarried girls	Married girls	Girls with no disabilities	Girls with disabilities	Never been enrolled	Dropped Out
Overall	Lower Proportion	50.0%	61.5%	45.9%	46.5%	49.0%	64.3%	47.4%	81.3%	47.8%	65.4%
	Higher Proportion	50.0%	38.5%	54.1%	53.5%	51.0%	35.7%	52.6%	18.8%	52.2%	34.6%

Comparatively, girls with disabilities, dropped out and married girls were the most marginalized subgroups based on their life skills score since majority of GEC girls from these subgroups are in lower proportion as compared to girls with no disabilities, never been enrolled and unmarried girls, respectively. During discussion, the learning space teacher shared that girls with disabilities feel hesitant from rest of the children. We must understand their behaviour first, and then we should raise their learning and communication skills. The parents/caregivers also shared that girls with disabilities are not talking too much with others. They are reserved and shared their feelings with their parents only or those who understand their feelings in the better way.

The analysis of the life skills index indicates some distinct trends for different GEC girls' subgroups. Overall, 50.0% of all the GEC girls fall in the lower proportion on life skills. Besides regression model was used to understand the relative predictive influence on life skills scores, and have presented them in the below table. These factors included age, disability, out of school status and married girls. Findings indicate that girls with disabilities, out of school status (dropped out) and married girls as compared to girls with no disabilities, out of school status (never been enrolled) and unmarried girls was a statistically significant predictor of girls' life skills. The life skills of aged 15-17 years (0.243) and aged 18 years and above (0.410) will be higher as compared to the aged 14 years and below.

Table 45: Supplementary table – Life skills analytical model results

Category	Coefficients	Standard Error	95% Confidence Interval	
			Min.	Max.
(Constant)	2.293	0.067	2.160	2.426
Aged 15-17 Years*	0.243	0.082	0.080	0.405
Aged 18 Years and above*	0.410	0.108	0.198	0.622
Married Girls*	-0.316	0.143	-0.597	-0.034
OOS - Dropped out*	-0.229	0.104	-0.434	-0.025
Girls with disability*	-0.315	0.127	-0.564	-0.065

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

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

⁴⁸ 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 46: Life skills of marginalized girls

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-3: Marginalised girls have increased life skills	IO Indicator 3.1: Life skills score (%).	Life skills assessment tool, HH survey Core girls survey FGDs and KIIs	EE	81.15%	85%	Y

It is suggested that the life skill score should be increased from the baseline level. Furthermore separate indicators should be developed for the Sindh and KP in order to capture the clear picture of the project evaluation at the time of endline.

- Given the baseline levels of the life skills index or various measures, does the project still feel its interventions are suitable to achieve the desired empowered action? Are there intervention design changes that are being proposed to address gaps not previously recognised as major issues to address?

Life skills activities are essential to empower girls by building confidence, enhancing communication, conflict resolution and collaboration skills. Life skills activities will generate stories of girls in which if they have influenced the decisions of their lives in their families. Life skills activities will also be a reason to make learning joyful through extracurricular activities. At the initial stage of LNGB project, ACTED will keep continued life skills activities as per these are originally designed. However, ACTED will conduct “measure the change” impact study on quarterly basis to see effectiveness of life skills activities and if any change is required in intervention, that will be proposed in the study reports.

5.4 IO-4: Parental support⁴⁹

The table below shows that more than 90% of the parents of GEC learners are in favour of girl's education, improve their life skills and learn employable skills. Similarly, the parents are in favour to carry out the expenses of girls educational expenses. Furthermore, the parents consider education equally important for both boys and girls. Besides, it is important to note that these figures are captured from the parents of GEC enrolled girls. Therefore, these figures are not truly reflective of the overall perspective in the general communities in the area.

Table 47: Parental support index

Parents/primary caregivers support aspect	Measurement	% of parents	Mean score
Favour girls education, life skills and employment	Strongly agree or agree	92	4.51
Favour continuation of girls education despite funds limitation	Strongly agree or agree	92	4.38
Considers education equally important for both boys and girls	Strongly agree or agree	95	4.54
Overall, favour girls education	Strongly agree or agree	93	4.43
Consider education as girls and women right	Strongly agree or agree	92	4.52

⁴⁹ All primary quantitative data related to parental support is based on the HH survey carried out by EE.

The average score of parent support index is 4.48 out of 5 and this means a high support for the education.

Table 48: Parental support IO

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO-4: Increased parental support in favour of marginalized girls' education, transition and livelihood opportunities	IO Indicator 4.1: % of parents who demonstrate they actively support girls for enhanced education, transition and livelihood opportunities	HH survey FGDs	EE	89.6%	95%	Y

- Ensure that the IO analysis reflects the links between different levels in the logframe and informs the validity of the Theory of Change. This includes checking whether the EE (?) have:
 - Measured and analysed all IO indicators presented in logframe.
 - Disaggregated the data according to the logframe.
 - Used both the qualitative and quantitative analysis stated in the logframe.
- Related the IO analysis to the analysis of Outcomes.

ACTED LNGB's logframe includes below 4 intermediate outcomes:

- 1- Intermediate outcome 1: Marginalised girls have Improved attendance at learning spaces;
- 2- Intermediate outcome 2: Improved quality of learning environment for marginalised girls;
- 3- Intermediate outcome 3: Marginalised girls have increased life skills; and
- 4- Intermediate outcome 4: Increased parental support in favour of marginalised girls' education, transition and livelihood opportunities.

As per agreed ToRs of evaluations with external evaluator, ACTED reviewed all the qualitative and quantitative questionnaires and got approval from FM. ACTED and external evaluator listed all the questionnaires against each outcome and intermediate outcome indicator along with disaggregation of data. Looking at the baseline report, external evaluator has included each outcome and intermediate outcome wise analysis and highlighted specific findings related to subgroups. Analysis of data is done with disaggregation of subgroups and ages of direct beneficiaries, which is aligned with requirements of logframe. The findings are quantified as per GEC guidelines i.e. life skills and parental support indexes, learning outcomes by using EGRA/EGMA design and etc. External evaluator has clearly highlighted barriers in girls education in the LNGB intervention areas, which are mentioned in the theory of change (ToC).

6. Benchmarking⁵⁰

During the baseline, the project has collected data from 48 in-school girls. All these in-school girls were currently studying at government schools in the Lakki Marwat district. The benchmark is equivalent to grade 2 level in-school children. Learning tools of EGRA Urdu and EGMA were administered with these in-school girls. The benchmarking data will be used for comparison with the end line project data to measure the learning progress of the GEC learners with respect to in-school girls.

6.1 Benchmarking – EGRA Urdu

Overall the percentage mean score of in-school girl is 70.43% as compared to 33.98% of the GEC learners on the same EGRA Urdu tool. The difference in the scores of in-school girls and GEC learners is around 36.45. Furthermore, both GEC learners and in-school girls are facing difficulties in the subtask 4a (ORF). Similarly, both GEC learners and in-school has performed well in the subtask 2 (Letter Names Knowledge and Syllable Sound Identification).

Subtask	Task Description	Percentage Mean Score of GEC Learners (Baseline)	Percentage Mean Score of in-school girls (Benchmarking)
Subtask 1	Listening comprehension	37.57	61.67
Subtask 2a	Letter Names Knowledge	53.06	83.31
Subtask 2b	Letter / Syllable Sound Identification	39.88	92.83
Subtask 3	Familiar words reading	33.98	78.46
Subtask 4a	Oral Reading Fluency	31.95	63.44
Subtask 4b	Reading Comprehension	20.97	37.50
Subtask 5	Writing / Dictation	20.46	75.82
Overall		33.98	70.43

6.2 Benchmarking and baseline data comparison

The percentage mean score of GEC learners is 47.78 and in-school girls is 83.05. The difference in score of GEC learners and in-school girls is 35.27. The score trend in the subtasks is similar between the GEC learners and in-school girls as both are facing similar level of difficulty when moving towards the higher subtask.

Subtask	Task Description	Percentage Mean Score of GEC Learners (Baseline)	Percentage Mean Score in-school girls (Benchmarking)
Subtask-1	Numbers identification	58.91	93.23
Subtask-2	Numbers discrimination	55.05	87.29
Subtask-3	Missing numbers	43.11	67.29
Subtask-4	Addition L&N	49.61	95.31
Subtask-5	Subtraction L&N	41.48	87.81
Subtask-6	Word Problem	38.51	67.36
Overall		47.78	83.05

⁵⁰ All data related to benchmark EGRA Urdu and EGMA is based on the benchmark related learning assessments carried out by the project.

7. Conclusions

The baseline findings endorsed the project design, interventions and indicators set in MEL framework. In conclusion below are the key findings of the report.

7.1 Key Characteristic Sub-groups

The baseline report analysed the results related to different subgroups such as different age groups, marital status, out-of-school status, and girls with disabilities.

7.2 Key barriers

The baseline report outlines key barriers to girls' education related to physical/service delivery, cultural and economic situations of the Lakki Marwat district. The main physical service/delivery problem related to the inadequate transport services and lack of schools in the close vicinity. Parents / caregivers identified another major barrier related to girls education that no one is available at home to accompany her to/from school. Similarly, parents/caregivers pointed out for married girls that marriage is a big obstacle for them. Majority of the girls were dropped out from the schools because the presence of school at the long distance from home with inadequate transportation facility.

7.3 Learning outcomes

GEC girls' baseline learning levels of literacy and numeracy are low as compared to the benchmark score of in-school girls. Nearly 70% of the GEC girls' are non-learners in the subtask 4b (reading comprehension) as compared to the subtask 2a (letter name knowledge). However, considering all other subtasks of EGRA Urdu, majority of the GEC girls are proficient learners in the subtask 2a (letter name knowledge).

On the other hand, majority of the GEC girls (more than 45%) are at non-learner level in the subtask 6 (Words Problem) of EGMA. However, less number of GEC learners (around 6%) is present in the number identification. Furthermore, linear relationship is observed in the non-learner category. This shows as the difficulty level increases, i.e. moving from one subtask to the higher subtask, the number of GEC learners also increased. However, majority of the GEC learners (around 37%) are proficient learners in the subtask 1 (Number Identification). Thus, it provides an ample opportunity to the project to enhance learning skills of the beneficiary girls because no GEC learner is proficient in both Urdu language and mathematics.

7.4 Transition outcome

Overall, the project will enrol and connect GEC learners in technical skills and relevant institutes for business/employment opportunities both in Sindh and KP. The GEC learners are interested in tailoring/embroidery skills, beautician skills and teaching skills. Besides, parents/caregivers are in favour that GEC learners learnt those technical and vocational skills which can be performed in the premises of the households.

7.5 Sustainability outcome

Positive attitude is observed in the support of girls' education amongst the targeted community. The communities provided support in the establishment of the learning spaces. Parents also provided support to the project in enrolment of the GEC learners in the learning spaces and also continue to work for the promotion of education in their community. Furthermore, the teachers shared that School Management Committees are of greater importance to promote girls education in the community. If SMC performed their

responsibilities, the current number of illiterate girls will be no more in the village and all will become educated.

The government officials were in favour of the learning spaces to continue beyond the project life. Therefore, the project must work closely with relevant stakeholders in order to sustain these learning spaces by developing the individual action plans for the learning spaces.

7.6 Intermediate outcome findings

IO-1 Attendance: EE/GLOW Consultants collected spot check quantitative data at baseline for attendance indicator on IO Indicator 1.2 (Average attendance rate of Num. Lit. girls at learning spaces) i.e. 74.48%.

IO-2 Improved quality of learning: The findings are based on both quantitative and qualitative data. Overall, the teachers' are somehow prepared and cleared on the daily lesson plan. They are to some extent better managing the physical environment of the classrooms for the conducive learning environment in the learning space.

IO-3 Life skills: With respect to the low life skills scores, girls with disabilities, dropped out and married girls were identified as highly marginalized subgroups as compared to others. The life skills mean score considering the overall achieved sample size is 81.15%.

IO-4 Parental Support: Overall, majority of the parents/primary caregivers were in favour of girls' education, life skills and employment. They also consider education as human right, giving equal preference to both boys' and girls' education etc. The average score of parent support index is 4.48 out of 5 which means there is a very high support for the education.

8. Suggestions and Recommendations

Following are some of the key suggestions and recommendations based on the findings of the baseline study:

Project Specific Recommendations

- I. **Focus on ORF and writing modules in the Urdu language classes:** Maximum number of the GEC learners performed low in ORF and comprehension subtasks as well as in the writing/dictation subtask of the EGRA Urdu. In order to increase the proficiency level in the Urdu language, the learning space teachers must focus on these ORF and writing/dictation skills. The project staff needs to monitor the performance of GEC learners on the biweekly basis to assess their learning level on these specific aspects.
- II. **Focus on arithmetic and words problem modules in the mathematics:** Over 25% of the GEC learners did not solve any question related to addition, subtraction, and words problem in the numeracy task. Inclusion of more exercises on addition, subtraction and words problem should be included that they practice more on it during the learning space. The project staff needs to monitor the performance of GEC learners on the biweekly basis to assess their learning level on these specific aspects.
- III. **Focus on married girls in the learning spaces:** The married girls are more vulnerable as compared to the other subgroup that they might drop out from the learning spaces during the course. The married girls have many responsibilities at home as compared to the unmarried girls. Therefore, special attention may require from teachers, school management committees and project staff to retain the married girls in the learning space and complete their course.
- IV. **Vocational training relevant to the local context:** The project needs to do a comprehensive study to identify specific technical courses relevant to the local context of the Lakki Marwat district. Local community generally discourages that women/girls go outside to earn livelihood. However, the general acceptability of those employability skills amongst the community is greater for girls that can be done inside the premises of the household such as tailoring and embroidery works.
- V. **Revise the attendance rate:** The prevailing attendance rate in public schools is around 80% based on the Khyber Pakhtunkhwa Education Monitoring Authority. In order to be compatible with provincial level attendance rates in public schools, it is suggested to increase the target to 80%.
- VI. **Sustainability of the learning spaces:** To ensure the sustainability of the learning spaces, it would be worth keeping close coordination with National Commission for Human Development. NCHD are likely to adopt these learning spaces in future.
- VII. **Refresher of teacher training:** Even though the teachers received the training but the external evaluator data suggests that in only 44% of learning spaces where teaching methodology were rated as good. Therefore, refresher training is suggested in order to further improve the standard of teaching in the learning spaces. With help of this refresher, the desirable results of learning will be achieved.

Broader Recommendations to ACTED, FCDO and FM:

- VIII. **Revisit the project logframe:** The logframe can be revisited in order to improve its readability/understanding by separating the indicators of outcomes and intermediate outcomes for Sindh and KP provinces for L&N cohorts. The existing logframe is displaying results in a combined way making it difficult to comprehend.

Annex 1: Baseline Evaluation Submission Process

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

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

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

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

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

Annex 2: Log frame



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Annex 3: Cohort Approach Evaluation

Project to complete

- Please outline if and how you will evaluate learning and, if applicable, transition and any key intermediate outcomes for your other cohorts (i.e. will some be evaluated internally etc.? If so, how).
- Please explain the logic for your approach. For instance, why were certain cohorts prioritised to be externally evaluated over others?

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

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

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

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

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

After careful review of various assessment tools' pack of NFE & L Government (supported by JICA) it emerges that the scope of suggested tools is rather limited and insufficient to measure the learning essence against the prescribed courseware. These learning instruments are still going through further reviews for improvements. After these tools (under further R&D and reviews) are wide tested and these will be available for next batches of NFE learners under the duly approved 2019 NFE Policy Implementation Framework by the NFE-D. Resultantly ACTED has capitalised on localised tested versions of EGRA and EGMA assessment tools for enriching them in LNGB context in local language to make most sense for capturing learning levels in LNGB. The sub tasks will be developed in accordance with EGRA / EGMA guidelines which are:

EGRA:

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

EGMA:

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

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

Total 200 selected girls will be given TVET skills, however 30% of total target of L&N girls who are under age of 18 years will be supported to enrol in technical skills institutes for training(s) and 40% of total target of L&N girls who are 18 years of age and above will be connected with relevant institute for business/employment opportunities. These girls will be tracked through a tracking system supported by ACTED MIS Community and location of household will facilitate visits to girls' household to conduct household surveys. A unique number comprising of codes for area, course, cohort will be assigned to each beneficiary for easy tracking. This will enable effective tracking at end-lines.

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

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

Annex 4: Beneficiaries table (EE sample data)

Table 51: Characteristic subgroups and barriers of sample for portfolio level aggregation and analysis

Characteristic/Barrier	Proportion of baseline sample (%)
Single orphans	Not available
Double orphans	Not available
Living without both parents	Not available
Living in female headed household	12.6%
Married	6.8%
Mother under 18	Not available
Mother under 16	Not available
Difficult to afford for girl to go to school	10..3%
Household doesn't own land for themselves	24.6%
Material of the roof (Mud)	35.4%
Material of the roof (Cement/Concrete)	8.3%
Material of the roof (Wood)	12.6%
Material of the roof (Thatch)	1.5%
Material of the roof (Tin/Iron sheets)	15.5%
Material of the roof (Roofing tiles)	22.3%
Material of the roof (Asbestos)	3.9%
Household unable to meet basic needs (without charity)	11.2%
Gone to sleep hungry for many days in past year	0.0%
Lol different from mother tongue	Not available
Girl doesn't speak Lol	Not available
HoH has no education	38.8%
Primary caregiver has no education	93.2%
Didn't get support to stay in education and do well (%)	6.1%
Source: Household Survey and Core Girl Background Survey	
N = 230 (Valid responses)	

Annex 5: Beneficiaries Table (Project Mapping Data)

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

The data of below table are extracted from L&N cohort 4 baseline survey datasets, which was collected on sample. Enumerators collected data from selected areas of intervention of enrolled beneficiaries, which are counted as direct beneficiaries. ACTED also shared datasets of all the direct beneficiaries with external evaluator and requested EE to collect same data for their evaluation purpose and for the triangulation of ACTED's data. All the datasets were collected from primary

sources and age brackets were varified from the available evidences at the sites. At the first stage beneficiaries were asked to show evidence of age through national identification card (NIC) where applicable, polio cards and birth certificates. It was also experienced that some beneficiaries did not have any evidence about their age. Alternatively parents were asked about the event/incident at the time (near or farther) of birth of beneficiaries and age was calculated accordingly. Questions in the tools were included to identify marginalisation of girls i.e. have they ever faced natural disaster? Are they working on wages and type of work they are doing? At what age they got married? And etc. Socio-economic survey also varified the marginalisation of communities. It was evident from primary data that all the sampled girls were in the category of extreme marginalisation as outlined in girls education barriers section above. The dataset below show that only 12% beneficiaries have attended schools and left schools due to different reasons. These beneficiaries were included in the project because they lost their learning and there was huge gap found after leaving schools as they left schools at the age of 5-7 years and they did not get any opportunity to continue their education.

Table 52: Target groups by age

Age (adapt as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Aged 14	25.2%	EE Sample dataset
Aged 15	21.4%	
Aged 16	19.9%	
Aged 17	12.6%	
Aged 18	14.1%	
Aged 19	6.8%	
N = 206 (Core Girl Survey)		

Table 53: Target groups by out of school status

Status	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to formal school	87.4%	EE Sample dataset
Been to formal school, but dropped out	12.6%	
Enrolled in formal school	Not applicable	
N = 206 (Core Girl Survey)		

Table 54: Direct beneficiaries by drop out grade

Level of schooling before dropping out (adapt wording as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to school	87.4%	EE Sample dataset
Pre-Primary	0.0%	
Grade 1	5.8%	
Grade 2	1.5%	
Grade 3	1.5%	
Grade 4	1.0%	
Grade 5	1.0%	
Grade 6	0.5%	
Above Grade 6	1.5%	
N = 206 (Core Girl Survey)		

Table 55: Other selection criteria

Selection criteria	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Girls with disabilities	0.25% (3)	Project's monitoring data
N = 3		
By other selection criteria, we mean the other data, aside from age and school status, that you collected on girls during the beneficiary identification to decide if the girl could be enrolled into the project as a direct beneficiary. You should have already described these characteristics in the introduction section of the baseline report. If you do not have any other data relating to this, please delete this table.		

Table 56: Other beneficiaries

Beneficiary type	Total project number for cohort 1	Total number by the end of the project.	Comments	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	Not applicable	Not applicable	LNGB project is not catering boys.	Not applicable
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	1200	4400	Project is expecting at least 1 boy per household to be benefited from sensitisation sessions and advocacy activities.	Monitoring data.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	1200	4400	Project is expecting at least 1 girl per household to be benefited from sensitisation sessions and advocacy activities.	Monitoring data.
Teacher / tutors beneficiaries – number of teachers/tutors who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	48 women teachers 24 women coaches	215 teachers approx. 84 coaches approx.	Teachers and coaches will be hired for all L&N spaces. They will be trained on teaching methodologies, on-job coaching, guidance on appearing for government jobs. Teachers will also be guided through teachers' network groups and WhatsApp group.	Monitoring data.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	384	840 approx.	Communities' participation is directly involved through school management committees (SMCs) for all learning spaces. Sensitisation sessions on safeguarding, GESI and girls education support are conducted for each SMC and with boys and men.	Monitoring data.

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

There are no major observations from the external evaluator on the project data.

Annex 6: MEL framework



8_MEL_Framework_
LNGB_SignedOff_on

Annex 7: Data collection tools used for baseline

EGRA Urdu



4. EGRA
Urdu_ACTED.pdf

EGMA



3. EGMA_ACTED.pdf

Core Girl Survey



Tool# 5 - HH Core
Girl Survey.docx

Life Skills Assessment



Tool# 3 - Life Skills
Assessment Tool.doc

Household Survey



Tool# 7 - HH Survey
Questionnaire.docx

Learning Space Observation



Tool# 8 - Learning
Center Observation F

Focus Group Discussion with
Parents / Caregivers



Tool# 9 - FGD -
Caregiver Partents Tr

Focus Group Discussion with
Parents / Caregivers



Tool# 7 - FGD - Girls
Tool.docx

Focus Group Discussion with Boys



Tool# 15 - FGD -
Boys Tool.docx

In-depth Interview with Teacher



Tool# 14 - IDI -
Teacher Interview To

In-depth Interview (Girl with
Disability)



Tool# 9 - IDI -
Disability Girls Tool.dc

In-depth Interview (Married Girl)



Tool# 10 - IDI -
Married Girls Tool.doc

In-depth Interview with
Community Elders



Tool# 13 - IDI -
Community Elders Tool

In-depth Interview with
Education Department



Tool# 16 - IDI -
Education Departmen

Annex 8: Datasets, codebooks and programs

All datasets are separately provided.

Annex 9: Learning Test Pilot and Calibration

Pilot report for L&N



11122019 ACTED
Pilot Report.docx

Annex 11: External Evaluator Declaration



Annex 11 External
Evaluator Declaration

Annex 12: Useful Resources

Evaluation, analysis and reporting:

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

Gender and power analysis:

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

Annex 13: Additional Life Skills Analysis

Table 57: Life skills results by subgroup (median of 2.49 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group								
			Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Unmarried girls	Married girls	Girls with no disabilities	Girls with disabilities	Never been enrolled	Dropped Out
Overall	Lower Proportion	50.0%	61.5%	45.9%	46.5%	49.0%	64.3%	47.4%	81.3%	47.8%	65.4%
	Higher Proportion	50.0%	38.5%	54.1%	53.5%	51.0%	35.7%	52.6%	18.8%	52.2%	34.6%
Confidence	Lower Proportion	47.6%	63.5%	44.1%	37.2%	48.4%	35.7%	45.3%	75.0%	46.1%	57.7%
	Higher Proportion	52.4%	36.5%	55.9%	62.8%	51.6%	64.3%	54.7%	25.0%	53.9%	42.3%
Communications	Lower Proportion	29.6%	36.5%	27.9%	25.6%	28.6%	42.9%	26.8%	62.5%	28.3%	38.5%
	Higher Proportion	70.4%	63.5%	72.1%	74.4%	71.4%	57.1%	73.2%	37.5%	71.7%	61.5%
Emotional management	Lower Proportion	45.6%	53.8%	43.2%	41.9%	43.8%	71.4%	43.2%	75.0%	42.8%	65.4%
	Higher Proportion	54.4%	46.2%	56.8%	58.1%	56.3%	28.6%	56.8%	25.0%	57.2%	34.6%
Decision making	Lower Proportion	37.4%	50.0%	33.3%	32.6%	35.4%	64.3%	36.3%	50.0%	37.2%	38.5%
	Higher Proportion	62.6%	50.0%	66.7%	67.4%	64.6%	35.7%	63.7%	50.0%	62.8%	61.5%
Problem solving	Lower Proportion	40.8%	46.2%	38.7%	39.5%	40.1%	50.0%	37.9%	75.0%	40.0%	46.2%
	Higher Proportion	59.2%	53.8%	61.3%	60.5%	59.9%	50.0%	62.1%	25.0%	60.0%	53.8%
Health and hygiene	Lower Proportion	32.0%	42.3%	27.9%	30.2%	31.3%	42.9%	30.5%	50.0%	31.7%	34.6%
	Higher Proportion	68.0%	57.7%	72.1%	69.8%	68.8%	57.1%	69.5%	50.0%	68.3%	65.4%
Awareness about rights	Lower Proportion	46.1%	67.3%	39.6%	37.2%	45.8%	50.0%	43.7%	75.0%	45.0%	53.8%
	Higher Proportion	53.9%	32.7%	60.4%	62.8%	54.2%	50.0%	56.3%	25.0%	55.0%	46.2%
Awareness about child protection and safeguarding	Lower Proportion	44.2%	50.0%	41.4%	44.2%	44.3%	42.9%	41.1%	81.3%	43.3%	50.0%
	Higher Proportion	55.8%	50.0%	58.6%	55.8%	55.7%	57.1%	58.9%	18.8%	56.7%	50.0%
Inclusion	Lower Proportion	39.8%	57.7%	35.1%	30.2%	38.5%	57.1%	36.3%	81.3%	38.3%	50.0%
	Higher Proportion	60.2%	42.3%	64.9%	69.8%	61.5%	42.9%	63.7%	18.8%	61.7%	50.0%
Financial literacy	Lower Proportion	56.3%	67.3%	55.0%	46.5%	57.3%	42.9%	52.6%	100.0%	53.9%	73.1%
	Higher Proportion	43.7%	32.7%	45.0%	53.5%	42.7%	57.1%	47.4%	0.0%	46.1%	26.9%
Quality of relationship	Lower Proportion	34.5%	46.2%	33.3%	23.3%	34.4%	35.7%	32.6%	56.3%	35.0%	30.8%
	Higher Proportion	65.5%	53.8%	66.7%	76.7%	65.6%	64.3%	67.4%	43.8%	65.0%	69.2%

Table 58: Supplementary table – Life skills analytical model results

Category	Coefficients	Standard Error	95% Confidence Interval	
			Min.	Max.
Confidence				
(Constant)	2.215	0.078	2.062	2.368
Aged 15-17 Years**	0.307	0.095	0.120	0.494
Aged 18 Years and above**	0.440	0.124	0.196	0.685
Married Girls*	-0.349	0.165	-0.674	-0.024
OOS - Dropped out**	-0.333	0.120	-0.569	-0.097
Girls with disability	-0.256	0.146	-0.543	0.032
Communication				
(Constant)	2.416	0.079	2.261	2.571
Aged 15-17 Years*	0.198	0.096	0.009	0.388
Aged 18 Years and above*	0.328	0.125	0.080	0.575
Married Girls	-0.308	0.166	-0.636	0.021
OOS - Dropped out*	-0.275	0.121	-0.513	-0.036
Girls with disability	-0.285	0.148	-0.576	0.006
Emotional Management				
(Constant)	2.339	0.084	2.173	2.506
Aged 15-17 Years	0.180	0.103	-0.023	0.383
Aged 18 Years and above*	0.317	0.135	0.051	0.583
Married Girls*	-0.356	0.179	-0.708	-0.003
OOS - Dropped out	-0.174	0.130	-0.431	0.082
Girls with disability	-0.309	0.159	-0.622	0.003
Decision Making				
(Constant)	2.354	0.082	2.191	2.516
Aged 15-17 Years	0.174	0.101	-0.025	0.372
Aged 18 Years and above**	0.361	0.132	0.101	0.620
Married Girls**	-0.502	0.175	-0.847	-0.158
OOS - Dropped out	-0.153	0.127	-0.404	0.097
Girls with disability	-0.164	0.155	-0.469	0.141
Problem Solving				
(Constant)	2.399	0.084	2.233	2.565
Aged 15-17 Years	0.101	0.103	-0.101	0.304
Aged 18 Years and above*	0.285	0.134	0.020	0.550
Married Girls	-0.264	0.178	-0.615	0.087
OOS - Dropped out	-0.101	0.130	-0.357	0.154
Girls with disability	-0.269	0.158	-0.580	0.043
Health and Hygiene				
(Constant)	2.533	0.085	2.365	2.701
Aged 15-17 Years	0.131	0.104	-0.074	0.335
Aged 18 Years and above*	0.268	0.136	0.001	0.536
Married Girls*	-0.394	0.180	-0.749	-0.039
OOS - Dropped out	-0.123	0.131	-0.381	0.135
Girls with disability	-0.238	0.160	-0.553	0.077
Awareness about rights				
(Constant)	2.263	0.083	2.099	2.427
Aged 15-17 Years*	0.261	0.102	0.061	0.461
Aged 18 Years and above**	0.429	0.133	0.167	0.691
Married Girls*	-0.410	0.176	-0.757	-0.062
OOS - Dropped out	-0.106	0.128	-0.359	0.147
Girls with disability*	-0.405	0.156	-0.713	-0.097
Awareness about child protection and safeguarding				
(Constant)	2.284	0.095	2.097	2.472
Aged 15-17 Years	0.214	0.116	-0.015	0.442
Aged 18 Years and above*	0.311	0.152	0.012	0.610
Married Girls	-0.080	0.201	-0.478	0.317
OOS - Dropped out	-0.261	0.146	-0.549	0.028
Girls with disability**	-0.629	0.179	-0.981	-0.277
Inclusion				
(Constant)	2.196	0.083	2.032	2.360
Aged 15-17 Years**	0.383	0.101	0.183	0.583
Aged 18 Years and above**	0.596	0.133	0.334	0.857

Married Girls**	-0.485	0.176	-0.832	-0.138
OOS - Dropped out**	-0.469	0.128	-0.721	-0.217
Girls with disability**	-0.497	0.156	-0.805	-0.189
Financial Literacy				
(Constant)	2.151	0.090	1.973	2.329
Aged 15-17 Years**	0.330	0.110	0.113	0.547
Aged 18 Years and above**	0.524	0.144	0.240	0.808
Married Girls	-0.108	0.191	-0.485	0.269
OOS - Dropped out	-0.244	0.139	-0.518	0.030
Girls with disability	-0.273	0.170	-0.607	0.061
Quality Relationship				
(Constant)	2.236	0.090	2.058	2.413
Aged 15-17 Years*	0.253	0.110	0.037	0.470
Aged 18 Years and above**	0.501	0.144	0.218	0.784
Married Girls	-0.237	0.190	-0.612	0.139
OOS - Dropped out	-0.134	0.138	-0.407	0.139
Girls with disability	-0.245	0.169	-0.578	0.088

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

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

Table 59: Life skills results by subgroup (mean percentage score)

Score	All GEC girls in the sample	Sub-group								
		Age 14 years and below	Age 15 – 17 years	Age 18 years and above	Unmarried girls	Married girls	Girls with no disabilities	Girls with disabilities	Never been enrolled	Dropped Out
Overall	81.15	75.73	82.23	84.90	81.51	76.13	81.89	72.32	81.83	76.37
Confidence	79.56	73.08	81.48	82.43	80.01	73.41	80.15	72.57	80.65	72.01
Communications	83.78	79.81	84.76	86.05	84.20	77.98	84.47	75.52	84.72	77.24
Emotional management	81.07	77.35	81.88	83.46	81.60	73.81	81.81	72.22	81.60	77.35
Decision making	81.88	78.04	82.51	84.88	82.68	70.83	82.24	77.60	82.27	79.17
Problem solving	82.04	79.49	81.78	85.79	82.35	77.78	82.69	74.31	82.28	80.34
Health and hygiene	86.62	83.97	87.09	88.63	87.27	77.78	87.19	79.86	86.98	84.19
Awareness about rights	80.69	74.79	81.98	84.50	81.25	73.02	81.64	69.44	80.86	79.49
Awareness about child protection and safeguarding	79.23	75.00	80.18	81.91	79.17	80.16	80.82	60.42	80.19	72.65
Inclusion	79.85	71.96	81.91	84.11	80.47	71.43	81.05	65.63	81.44	68.91
Financial literacy	79.29	71.03	80.72	85.58	79.10	81.90	79.89	72.08	79.93	74.87
Quality of relationship	80.83	74.04	81.38	87.60	80.90	79.76	81.36	74.48	81.02	79.49

Annex 15: Additional Tables for Evaluation Methodology

Table 60: Evaluation sample and attrition⁵¹

Cohort group	Baseline sample (n)	Midline/endpoint sample (total) (n)	Midline/endpoint sample (recontacted) (n)	Midline/endpoint attrition (%)
<i>KP L&N Cohort 4</i>	206	Not applicable	Not applicable	Not applicable

Table 61: Evaluation sample breakdown by region

	Baseline		Midline/endpoint (total)	
	% of total	N	% of total	n
% sample in Lakki Marwat (n)	100%	206	Not applicable	Not applicable
Total	100%	206	Not applicable	Not applicable

Table 62: Evaluation sample breakdown by age

	Baseline		Midline/endpoint (total)	
	% of total	n	% of total	n
% sample aged <10 (n)	-	-	Not applicable	Not applicable
% sample aged 10-11 (n)	-	-	Not applicable	Not applicable
% sample aged 12-13 (n)	-	-	Not applicable	Not applicable
% sample aged 14-15 (n)	46.6	96	Not applicable	Not applicable
% sample aged 16-17 (n)	32.5	67	Not applicable	Not applicable
% sample aged 18-19 (n)	20.9	43	Not applicable	Not applicable
% sample aged >20 (n)	-	-	Not applicable	Not applicable
Total	100%	206	Not applicable	Not applicable

Table 63: Evaluation sample breakdown by disability status

The data is presented in the subsection 3.1.4 Disability wise distribution of the sample achieved (Table 21: Sample breakdown by disability)

⁵¹ Attrition calculated as [(number of girls in baseline sample – number of girls recontacted at evaluation point)/number of girls in baseline sample]*100%.

Annex 16: Project Management Response

Project to complete

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

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

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

Key Barriers: As highlighted by EE that, poverty and low parental income, cultural norms that preferred girls' marriage instead of their education, a requirement from girls that they help at home (mainly includes the routine cleanliness, dish washing, cooking, caring for young siblings / children and livestock) and in the fields (mainly includes providing support in harvesting of crops and arranging fodder for livestock), and unavailability of nearby schools for girls are the key barriers to access education by girls. ACTED highlighted the same key barriers as outlined in theory of change (ToC) that under-supply of inclusive schools, long distances to schools, damaged physical infrastructure, lack of girls schools, financial barriers i.e. requirement of uniforms, books, supplies, transportation costs etc. are key barriers. Furthermore, ACTED also described that family, marriage, children, working in and out of house responsibilities are also key barriers to get education by rural girls. ACTED's monitoring data results also showed that 70% beneficiaries told that poverty is the main reason of not getting education. However unavailability of girls schools and female teachers and lack of facilities in schools are also remained barriers in access to education. ACTED has planned to provide inclusive education to marginalised girls. For that purpose, girls with disabilities, girls with minority religious groups and transgender people will be included if they meet LNGB enrolment criteria. Facilities i.e. ramps at classrooms and toilets, child care corners will be provided in the learning spaces as per requirements of beneficiaries. Learning spaces are planned to establish in the close vicinity of areas for easy access. Security assessment for each learning spaces is also planned to conduct for to highlight and mitigate safeguarding issues of girls. ACTED has no direct control to prevent girls from early marriages but ACTED has planned to conduct sensitisation sessions with communities on gender equity, social inclusion, safeguarding and girls education to cater this issue.

Learning outcome: As per baseline results of assessments conducted by EE, the literacy and numeracy results were found low. Girls secured 33.98 in EGRA and 47.78 in EGMA scores out of 100. The results were as per expectations by looking at the key barriers. The monitoring data of ACTED also revealed that 90% of girls were never been to school. Results of ACTED's monitoring data validate the reasons mentioned in the theory of change that along with poverty, lack of schools and facilities, the lack of awareness of the value of girls education and inappropriate perception of girls education in communities also caused to keep girls far from education. EE also manifested that the average learning scores of literacy and numeracy are lower than benchmarked literacy and numeracy results. ACTED highlighted in the theory of change that household chores, marriage and children are the major reasons for out of school girls. ACTED's monitoring data also tell that 60% LNGB girls highlighted marriage as the main barrier to get education. Keeping in view to provide possible opportunities of education in intervention areas of LNGB, ACTED has planned to provide flexible hours at learning spaces as per girls' responsibilities and also catch-up classes will be provided to girls whose learning performance is observed low.

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

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

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

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

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
<p>Focus on ORF and writing modules in the Urdu language classes: Maximum number of the GEC learners performed low in ORF and comprehension subtasks as well as in the writing/dictation subtask of the EGRA Urdu. In order to increase the proficiency level in the Urdu language, the learning space teachers must focus on these ORF and writing/dictation skills. The project staff needs to monitor the performance of GEC learners on the biweekly basis to assess their learning level on these specific aspects.</p>	<p>ACTED has plans to train teachers and conduct refreshers on quality teaching methodologies. Teachers will also be provided on-site mentoring at the time of visits. ACTED will assess learnings performance on regular basis and inform teachers about weak areas of learners. Teachers are also engaged in continuous professional development (CPD) activities. They will be sharing their experiences through WhatsApp and will be guided accordingly. Teachers will also conduct peer visitation to learning spaces and will exchange their learning with each other.</p>
<p>Focus on arithmetic and words problem modules in the mathematics: Over 25% of the GEC learners did not solve any question related to addition, subtraction, and words problem in the numeracy task. Inclusion of more exercises on addition, subtraction and words problem should be included that they practice more on it during the learning space. The project staff needs to monitor the performance of GEC learners on the biweekly basis to assess their learning level on these specific aspects.</p>	<p>ACTED has plans to train teachers and conduct refreshers on quality teaching methodologies. Teachers will also be provided on-site mentoring at the time of visits. ACTED will assess learnings performance on regular basis and inform teachers about weak areas of learners. Teachers are also engaged in continuous professional development (CPD) activities. They will be sharing their experiences through WhatsApp and will be guided accordingly. Teachers will also conduct peer visitation to learning spaces and will exchange their learning with each other.</p>
<p>Focus on married girls in the learning spaces: The married girls are more vulnerable as compared to the other subgroup that they might drop out from the learning spaces during the course. The married girls have many responsibilities at home as compared to the unmarried girls. Therefore, special attention may require from teachers, school management committees and project staff to retain the married girls in the learning space and complete their course.</p>	<p>ACTED has introduced school management committees (SMCs) model. Each learning space will have SMC of 7-9 members who will make efforts to retain girls and raise problems which can be hindrance for girls education in LNGB spaces. The sensitisation sessions on girls education support for communities are also part of regular activities of project.</p>
<p>Vocational training relevant to the local context: The project needs to do a comprehensive study to identify specific technical courses relevant to the local context of the Lakki Marwat district. Local community generally discourages that women/girls go outside to earn livelihood. However, the general acceptability of those employability skills amongst the community is greater for girls that can be done inside the premises of the household such as tailoring and embroidery works.</p>	<p>ACTED has a plan to conduct market assessment study and communities and beneficiaries demand. Based on the findings ACTED will select demand driven trades for the beneficiaries to train on. After successful completion of the training, the trainees will be transitioned to the employment through linkage building with potential employers. The transition to the employment process will be simultaneously carried out with the training to enable trainees to link with the employers right after the completion of course.</p>

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
<p>Revise the attendance rate: The prevailing attendance rate in public schools is around 80% based on the Khyber Pakhtunkhwa Education Monitoring Authority. In order to be compatible with provincial level attendance rates in public schools, it is suggested to increase the target to 80%.</p>	<p>The dynamics of informal education centers are different than the formal public or private schools. The beneficiary girls are most of those who are vulnerable to child and early forced marriages, who are also at risk of migration. These adolescent girls most have trouble in seeking permission to attend any kind of learning opportunity. Therefore, safe attendance threshold is set at 70% for LNGB project.</p>
<p>Sustainability of the learning spaces: To ensure the sustainability of the learning spaces, it would be worth keeping close coordination with National Commission for Human Development. NCHD are likely to adopt these learning spaces in future.</p>	<p>ACTED's sustainability model is focused to ensure that girls are transitioned to formal education, training and employment opportunities. For that purpose regular meetings will be conducted with government, private and public entities. ACTED is already working with National Commission of Human Development (NCHD) which is implementing partner of ACTED's LNGB project in KP. This institute is run under Federal Government. The objective of the institute is to provide education facilities into rural areas through public private partnerships. ACTED is already in close coordination with institute to collaborate for LNGB girls education and training continuation.</p>
<p>Refresher of teacher training: Even though the teachers received the training but the external evaluator data suggests that in only 44% of learning spaces where teaching methodology were rated as good. Therefore, refresher training is suggested in order to further improve the standard of teaching in the learning spaces. With help of this refresher, the desirable results of learning will be achieved.</p>	<p>ACTED has plans to train teachers and conduct refreshers on quality teaching methodologies. Teachers will also be provided on-site mentoring at the time of visits. ACTED will assess learnings performance on regular basis and inform teachers about weak areas of learners. Teachers are also engaged in continuous professional development (CPD) activities. They will be sharing their experiences through WhatsApp and will be guided accordingly. Teachers will also conduct peer visitation to learning spaces and will exchange their learning with each other.</p>
Broader Recommendations to ACTED, FCDO and FM	
<p>Revisit the project logframe: The logframe can be revisited in order to improve its readability/understanding by separating the indicators of outcomes and intermediate outcomes for Sindh and KP provinces for L&N cohorts. The existing logframe is displaying results in a combined way making it difficult to comprehend.</p>	<p>ACTED is agreed to report indicators separately with area wise achievements, which are included in logframe.</p>

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

External evaluator recommended GESI awareness and sensitization sessions throughout the project to bring awareness on girls education specifically for married girls whose EGRA/EGMA scores are low, to prevent child early and forced marriages, involvement men and husbands to support women/wives/other family women and girls to help in house chores to lesser the burden of unequal distribution of domestic work that prevents women/girls access to education and social inclusion and cohesion of most marginalized girls and vulnerable communities through series of activities with teachers, students, SMCs, community members, men, boys and girls and women of the LNGB targeted areas. Further, the study also suggested social mobilization to sensitize men and boys to support girls education as well as the significance of TEVT suggested to link L&N girls to sustainable livelihood solutions, those should be in line with local context and also needs proactive engagement of the men & husbands of married learners.

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

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

The main objective of the baseline study was to provide ACTED and the FM with an assessment of the project, its design, implementation and results. The aim of evaluations is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability of the project. Looking at the outcome and intermediate outcome wise findings, the EE has mapped in-depth and informative analysis. The findings are reflected with disaggregation of subgroups i.e. marital status and girls with disabilities. EE has emphasised in one of recommendations to engage male members of households for support of married girls' education. ACTED realised the importance of men's support for continuation of girls' education and employment opportunities and ACTED has activities for sensitisation of communities on girls education support. ACTED understands that there is no need of change or addition in the logframe.

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

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