Project Evaluation Report

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

Notes:

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

Girls' Education Challenge

UKaid from the British people

LNGB Baseline Report

- **Name of project:** 04 DNT Closing the Gap: “Educating Marginalised Girls in Sindh and FATA”
- **Name of external evaluation firm / author:** GLOW Consultants (Private) Limited
- **Version number:** Final
- **Date:** August 2021

Contents

List of Tables

Acronyms

ALP	Accelerated Learning Programme
BISP	Benazir Income Support Program
EE	External Evaluator
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessment
FCDO	The Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FM	Fund Manager
GEC	Girls Education Challenge
GERs	Gender Enrolment Ratios
GPI	Gender Parity Index
HH	Household
IDI	In-depth Interview
IDs	Identities
IO	Intermediate Outcome
KP	Khyber Pakhtunkhwa
L&N	Literacy and Numeracy
LNGB	Leave No Girl Behind
MEL	Monitoring, Evaluation and Learning
MFIs	Microfinance Institutions
NERs	Net Enrolment Rates
NFE-L	Non-Formal Education and Literacy
OOS	Out-of-School
OOSC	Out-of-School Children
SMCs	School Management Committees
ToC	Theory of Change
TVET	Technical and Vocational Education Training
WFP	World Food Programme
WGCF	Washington Group Child Functioning

Executive summary

Background: Globally, Pakistan has the second largest number (22.8 million) of children out-of-school[1]. In Sindh, 42% of the children (of which 49% are girls in the age bracket 5-16 years) are out of school[2]. ACTED is implementing a four-year project entitled *"**Closing the Gap**" (2018-2022) under the "Leave No Girl Behind" (LNGB) Initiative* to support 5500 out-of-school (OOS) adolescent girls between the age of 10-19 years. The project is funded by Foreign, Commonwealth and Development Office (FCDO). A primary Accelerated Learning Programme (ALP) will be provided to 1100 girls (10-13 years old), and basic Literacy and Numeracy (L&N) skills course will be provided to almost 4400 girls (14-19 years old). Additionally, vocational training will be provided to 200 selected girls (picked from amongst 4400) enrolled in L&N course. The ALP cohort is being implemented in two rural districts of Sindh province. Both the districts are bordering Balochistan province. According to Sindh Education Management Information System's (SEMIS) district education profile for Kashmore[3] of 2014-15, 90% of all its enrollments were in primary schools, with negligible enrollment in secondary and higher education. Furthermore, of all the teachers in the district, only around 15% were women. Very similar statistics were also found in the district education profile of Jacobabad[4]. The identified research questions will help to compare the progress and changes in the project from baseline to end line over a period of time. This will help understand the contributions of the project interventions. The ACTED LNGB programme Theory of Change (ToC) assumes that reducing girls' education-related barriers will increase girls' access to education, improve the life chances of girls, their families, and of the communities they live in.

Baseline approach for ALP cohort: The primary purpose of the baseline evaluation is to assess and determine the learning level of the targeted Girls Education Challenge (GEC) learners. The GLOW Consultant's evaluation team adopted a longitudinal, non-experimental evaluation design of pre and post-assessment i.e. selecting a sample of GEC girls (436) and examining the differences in their learning. The GLOW Consultants/External Evaluator (EE) team developed qualitative and quantitative tools in consultation with ACTED and the Fund Manager (FM). The tools were piloted before full administration for the baseline data collection and changes were made to the tools as required. The key quantitative tools mainly consisted of literacy and numeracy tools, household questionnaire, core girls' survey, life skills tool, and learning space observations. All these tools were adopted in Sindh's context. Similarly, qualitative tools were designed to support the findings which included focus group discussions and in-depth interviews.

Gender and Inclusion Approach: The project's main interventions are exclusively for girls. However, EE/GLOW Consultants did collect views from boys, fathers and male community members regarding the current education status, and the types of barriers that girls are facing. Furthermore, the views of girls with disability and religious minority were also captured in the baseline. Their views, suggestions and recommendations are incorporated in the report.

Key Barriers: The baseline analysis revealed girls' education barriers in the domain of economic, cultural and physical / service delivery. The economic barriers mainly included poverty which results in the lack of affordability of girls' education for parents (41.8% respondents share this barrier). The cultural constraints include less preference from the communities towards girls' education (such as 41.5% respondents share that girls are not mature enough to attend school, and 34.5% respondents considered schooling is not important for girls), not allowing girls to travel outside the village (as girls schools are not available nearby e.g. 17.3% respondents considered girls' schools too far away) and early marriages. Besides girls are expected to help at home (mainly includes the routine cleanliness,

[1] https://www.unicef.org/pakistan/education

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

[3] SINDH Education Managment Information System (SEMIS), "District Education Profile, Kashmore 2014-15" (REFORM SUPPORT UNIT Education and Literacy Department Government of Sindh, Karachi, n.d.).

[4] SINDH Education Managment Information System (SEMIS), "District Education Profile, Jacobabad 2014-15" (REFORM SUPPORT UNIT Education and Literacy Department Government of Sindh, Karachi, n.d.).

dish washing, cooking, caring for young siblings/children and livestock) and in the fields (mainly includes providing support in the harvesting of crops and arranging fodder for livestock). The physical / service delivery challenges such as unavailability of nearby schools for girls and qualified women teachers also negatively contribute towards girls' education.

Learning Outcome: GEC girls' learning outcomes were assessed based both on Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA). Separate EGRA assessment tools were developed for Sindhi, Urdu and English languages. At this baseline stage, GEC girls' scores were below the benchmark[5] scores. Overall, ALP girls average EGRA English score was 6.52, EGRA Sindhi score was 20.22, EGRA Urdu score was 12.28 and EGMA score was 27.46. On the other hand, the benchmark score for EGRA English was 67.64, EGRA Sindhi was 80.33, EGRA Urdu was 76.64 and EGMA was 84.88[6] percent.This provides an opportunity to the ACTED LNGB project to be able to improve the literacy and numeracy skills of the enrolled ALP GEC girls.

Transition outcome: The GEC girls are expected to reach the level of grade 5 for literacy and numeracy skills. Therefore, they will be in a position to continue their education by enrolling in grade 6 of formal schools. The primary caregivers favoured that girls should be receiving education and be enrolled into educational institutions. Though currently, the ACTED's LNGB project has no explicit ALP girls transition indicator, it will be useful to add a separate indicator in this regard.

Sustainability outcome: The feedback from stakeholders such as government officials and the communities suggests that they are supportive of the project interventions. The communities are taking interest in learning spaces through the provision of space and basic learning and teaching aids material. Furthermore, the community is also keen on sustaining the spaces after the project through their own efforts by convincing parents/caregivers for girls' enrolment in the learning space, providing learning space, teaching aids' material and teachers. The communities are willing to advocate for the girls' education through speaking to the parents on the importance of girls' education and also to meet, discuss and coordinate with other stakeholders such as the education department.

Intermediate outcome findings: The summary of the intermediate outcome is as follows;

IO-1 Attendance: The overall attendance was found to be 73.74%.

IO-2 Improved quality of learning: The baseline findings indicate that the teachers of learning spaces were able to execute the lesson plans; learning environment was conducive; and effective teaching methods were followed to deliver the lessons. Students were enthusiastic and engaged throughout the lesson.

IO-3 Marginalised girls have increased life skills: The overall life skills index score is 2.27. Based on the low life skills index score, the girls with disabilities were identified as the highly marginalised subgroup as compared to other subgroups.

IO-4 Parental Support: The average score of parent support index is 4.6 out of 5 which means parents / primary caregivers strongly supported girls' education, education for girls equally to that of boys, and education as a right of women and girls.

[5] As per approved MEL framework, benchmarks were established through administering the EGMA and EGRA tools with school going children of grade 6 (recently promoted from grade 5) in district Kashmore and Jaccobabad.

[6] These are the average EGMA and EGRA scores of the school going children who have successfully completed grade 5 and promoted to grade 6.

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

- The project can increase its target for attendance to 80%, for the next evaluation point since the attendance rate in public and private schools is 80% and 89% respectively.[7]
- The parents/caregivers (particularly fathers who most of the time are decision makers) of the girls should be engaged to ensure the ALP GEC girls do not drop out due to prioritizing work, such as at the time of harvesting.
- At the baseline level, approximately, 90% of the parents support their daughters to get an education; therefore, it is suggested to increase the project target for Intermediate Outcome 4 Parental support to girls' education which is currently set at 50%.
- Arrange refresher training for the teachers who are not completely adhering to the child-focused teaching approaches – refer to section 5.2 improved quality of learning of this report for details.
- The project should continue its coordination with government stakeholders; explore potential opportunities to ensure the government support for these learning spaces, and devise handing/taking over policy of learning spaces by government or any other relevant body to continue the learning spaces after project completion. The officials of education department mentioned having close collaboration, such as through developing joint plan for the sustainability of these learning spaces and linking up these learning spaces with nearby public schools to ensure continuity of the education of the girls enrolled. Similarly, to ensure the sustainability of the learning spaces, it would be worth keeping close coordination with other relevant stakeholders such as Sindh Education Foundation, Sindh Rural Support Program, City Foundation, and Education and Literacy department of the government of Sindh, etc. These organizations are likely to adopt and help such interventions.
- It will be useful, if a separate performance record for each GEC girl student is maintained based on weekly / bi-weekly assessment. This will help in developing individual performance plans. This will help in providing tailored support to students and will support in improving their learning outcomes.
- Addressing barriers such as hunger and poverty are outside the scope of the project. However, the project should try to link the community with other programmes (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly addresses such barriers, in some limited ways.
- Inclusion of more minority girls for the ALP interventions in the target districts.

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

1. Background

1.1 Project context

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

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

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

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

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

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

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. Moreover, the practice of child marriage is quite common in the rural communities of Pakistan which restricts the upward mobility of girls, by confining their roles to housekeeping and child rearing. These areas include rural Sindh; where 22% of young women aged 15-19 are currently married and 40% of women aged 20-49 were married before they turned 18. In Ex-FATA, 3 out of 4 women between the ages of 20-49 married before they were 18 years old, and 1 in 5 of those aged 15-49 married before the age of 15. Early marriages coupled with child labour, conservative local cultures and extreme poverty reduce children's, particularly girls' access to quality education in Ex-FATA and Sindh.

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

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

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

Generally, in every society gender inequalities and marginalisation perpetuate 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 individuals by society through gender norms. Gender norms prescribed by society become so internalized that individuals 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 LNGB's – Sindh targeted areas women/girls are treated as a commodity or kept mostly within houses and are considered inferior to men and boys. Historically, since ancient times woman and girls' rights are not considered as human rights completely, with laws also leading to girls' and women's oppression by husbands / guardians. Problems faced by women are based on a 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 marginalisation, vulnerability, social exclusion (based on cast colour, creed and sect) and their socio-economic dependence on men & boys within family/community impacts them by forcing them to have 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 that there are benefits of a girl child's 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. The absence of schools 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.

- 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; 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 Sindh, girls account for just 36% of total enrolment in government schools (national average is 45% at primary level). 70% of Kashmore and Jacobabad's (Sindh) population live in poverty coupled with high rates of malnutrition and regular and severe natural disaster.

- 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 10-13 for ALP 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

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

ACTED is implementing ALP course only with one cohort. Under GEC guidelines, beneficiaries based on an evaluation against certain criteria are enrolled in ALP course. The original intervention was 30 months in duration for targeted girls of age 10-13 years, who never attended school or dropped out of schools for any reason. But course was started late due to Covid-19 situation and now it is reduced to 22 months. In parallel, ACTED also runs an identification campaign to select beneficiaries with characteristics of girls with disabilities, girls from 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/ having head of household responsibilities.

- 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.

04_LNGB_TOC_tosubmit.docx

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

Girls' transition will be advanced by preparatory classes for formal exams; aimed at retaining girls and reducing barriers to transition by connecting girls with further education 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 1	1150
Total number of girls expected to reach by end of project	1100
Education level	**Proportion of total direct beneficiaries (%)**
Never been to school	72%
Been to school but dropped out.	28% Kachi (prep.) = 8% First grade = 12% Second grade = 7% Third grade = 1%
Age banding (The age bandings used should be appropriate to the ToC)	**Proportion of total direct beneficiaries (%)**
9	3%
10	50%
11	23%

12	16%
13	8%

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?
Accelerated Learning Programme (ALP)	Girls aged 10-13	1100	22 months	1	Grade 1-5	Girls will achieve Grade 5 literacy and numeracy skills	Girls will be transitioned into formal schools

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. 2200
Community Beneficiaries (adults)	IEC material, radio messages on safeguarding, GESI and girls education support. Sensitisation sessions on safeguarding, GESI and girls education support	969

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

a) An overview of the education policy suggests that Pakistan has been described as one of the worst performing countries in Education at the 2015 Oslo Summit on Education and Development[8]. Since then Pakistan has seen an overall increase in the Gross Intake Rate (GIR) in primary education[9], however, by 9th grade, only 13% of children in school are girls[10]. This gender parity only increases with a decrease in incomes, as in lower income groups only 1% of girls complete upper secondary education, as opposed to 6% of boys[11]. These figures are also varied across the provinces of Pakistan, affected by economic prosperity, social and cultural norms, political stability (or instability), and violent insurgencies. Of the 22.5 million OOSC in Pakistan, 28% are in Sindh[12]. In Sindh, only 43% of women have ever attended primary school, as opposed to 62% men, and only 50% of men have ever attended

[8] Rabea Malik and Pauline Rose, "Financing Education in Pakistan: Opportunities for Action," Oslo Summit on Education for Development, 2015, https://reliefweb.int/sites/reliefweb.int/files/resources/pakista.pdf (accessed September 12, 2018), p. 3.

[9] "Pakistan Education Statistics 2016-17" (National Education Management Information System Academy of Educational Planning and Management Ministry of Federal Education and Professional Training Government of Pakistan Islamabad, n.d.).

[10] Baela Raza Jamil, "Pakistan: all girls and boys in school for 12 years – a critical pathway to progress," post to "World Education Blog," (blog), Global Education Monitoring Report, 15 February 2016, https://gemreportunesco.wordpress.com/2016/02/15/pakistan-all-girls-and-boys-in-school-for-12-years-a-critical-pathway-to-progress/

[11] UNESCO, "Accountability in education: Meeting Our Commitments. Global Education Monitoring Report," 2017/18, http://unesdoc.unesco.org/images/0025/002593/259338e.pdf

[12] Ministry of Federal Education and Professional Training. 2017. Pakistan Education Statistics 2016/17. Islamabad

school at all, as compared to 71% of men[13]. Sindh also has the second-lowest gross enrollment ratios (GERs) and net enrollment rates (NERs), after Balochistan. The education sector in Sindh faces significant structural and access challenges, including the poor learning environment in primary schools, and a lack of secondary schools. While the government of Sindh has increased spending in the education sector and education remains a priority within its strategy, the level of spending proportionate to the GDP still remains well below the target 4.0%, where development budgets remain largely unspent. All efforts to promote education are being made within the context of limited infrastructure, too few public schools, poor quality of classrooms and teaching, weak secondary education sector governance and accountability, all leading to persistent gender and socioeconomic disparities in education. According to Sindh Education Management Information System's (SEMIS) district education profile for Kashmore[14] of 2014-15, 90% of all its enrollments were in primary schools, with negligible enrollment in secondary and higher. Furthermore, of all the teachers in the district, only around 15% were women. Very similar statistics were also found in the district education profile of Jacobabad[15].

b) Under economic context, both Kashmore and Jacobabad border with Balochistan, and both districts have an agricultural presence, however, there are large areas of arid and desert lands. Jacobabad has a relatively fine irrigation system, meaning it relies more on agricultural activity, while Kashmore has a large cattle market. The dramatic decrease in number of students enrolled in primary as compared to middle or secondary level education is not only due to lack of educational institutes but it is also linked to the poverty in the region. Around 70% of the rural population of Sindh is afflicted by abject poverty and 50 % live below the poverty line. Poverty makes many households extremely susceptible to external shocks and a sudden rise in expenses or need for money might drive one or even all children of the household to look for work, with nearly 8.7 million OOSC children in Sindh found working at farms or in garages[16].

c) Under social contexts, the situation of women and girls with disability is considerably worse, given that Pakistan lacks updated statistics and data on the number of people with disabilities, and more specifically, the type of disabilities, and so also lacks how it might affect their access to education[17]. It is estimated, however, that there are around 531 institutes that do cater to the rehabilitative and education needs of over 3 million people affected by some type of disability, however, these are almost all in urban centres. Research by UKFIET found that around 10% of children in Pakistan had some form of disability[18]. Of these that were enrolled in school, more boys than girls with disabilities were in school. Several aspects affect this, starting with the lack

[13] Government of Pakistan Statistics Division, "Pakistan Social and Living Standards Measurement Survey 2014-15," March 2016, http://www.pbs.gov.pk/sites/default/files//pslm/publications/PSLM_2014-15_National-Provincial-District_report.pdf

[14] SINDH Education Managment Information System (SEMIS), "District Education Profile, Kashmore 2014-15" (REFORM SUPPORT UNIT Education and Literacy Department Government of Sindh, Karachi, n.d.).

[15] SINDH Education Managment Information System (SEMIS), "District Education Profile, Jacobabad 2014-15" (REFORM SUPPORT UNIT Education and Literacy Department Government of Sindh, Karachi, n.d.).

[16] "Increasing Rural Poverty in Sindh," *Daily Times* (blog), November 15, 2018, https://dailytimes.com.pk/322520/increasing-rural-poverty-in-sindh/.

[17] "Situation of Women, Children and Minorities with Disability in Pakistan | The Institute for Social Justice (ISJ)," accessed February 20, 2021, http://www.isj.org.pk/situation-of-women-children-and-minorities-with-disability-in-pakistan/.

[18] UKFIET | Jun 26, 2019 | Education, and Disabilities | 0, "Research on Children with Disabilities Influences Education Policy in Pakistan," *The Education and Development Forum (UKFIET)* (blog), June 26, 2019, https://www.ukfiet.org/2019/research-on-children-with-disabilities-influences-education-policy-in-pakistan/.

of infrastructure available for children, particularly girls, with disabilities, in schools, with the very basic facilities such as ramps and toilets for persons with disability (PWDs) lacking. At the same time, teachers are rarely trained in being able to teach children with disabilities or special needs. This is also coupled with the social stigma associated with these girls, and the reluctance of parents to send them to school. Similarly, girls from minority groups are also held behind in education. Many parents in rural areas and even some urban areas in Sindh fear abduction[19] and even forced conversions of their daughters if they were to send them to mainstream public schools, while there are almost no schools that cater to girls from minority and marginalised communities[20]. Furthermore, child marriage is another issue that many girls face, and often a large hindrance to education. Sindh adopted the Child Marriage Restraint Act in 2014 which set the minimum age of marriage for girls and boys at 18, making child marriage a punishable offense. However, the bill and its implementation are often faced with opposition, and girls continued to drop out of school after marriage, or pregnancy, while others were no longer allowed to leave the house by their in-laws[21]. Despite the many barriers, many people in Pakistan describe that there is an increasing demand for girls' education, including in marginalised communities. A study by Human Rights Watch on barrier's to girls' education in Pakistan[22] found that despite the many structural and socio-economic barriers, people have shown an interest in sending their children, specifically girls, to school. Many of these changes have been brought about by the many awareness programmes, and an increase in awareness of the needs of modern times, as more and more people see value in educating girls. Thus, the education sector in Sindh, also must operate within the understanding that there is now also a demand for girls' education, increasingly seeking to close the gap and gender disparity.

Summary of major planned activities of the project (out of which 80% targets are in Kashmore and Jacobabad districts of Sindh) 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)	Girls	4,400	4,400[23]
3.	Skills/TVET and financial literacy training provided (16-19 years)[24]	Girls	200	200
4.	Rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings	Learning spaces	253 approx.	5,500
5.	Rehabilitation of TVET space and provision of supplies/tool-kits	Learning spaces	4 approx.	200
6.	LNGB teachers trained and provided learning supplies	Teachers	253 approx.	276
7.	Trained coaches conduct life-skills/mentorship sessions	Coaches	24	24
8.	Number of coaches who completed ACTED training	Coaches	24	24

[19] https://www.birmingham.ac.uk/Documents/college-artslaw/ptr/ciforb/Forced-Conversions-and-Forced-Marriages-in-Sindh.pdf

[20] https://www.ucanews.com/news/minority-females-fight-for-education-in-pakistan/91749#

[21] globaldev manager, "Child Marriage in Pakistan: Evidence from Three Development Programs," Text, GlobalDev | Supported by GDN and BMGF, August 3, 2020, https://www.globaldev.blog/blog/child-marriage-pakistan-evidence-three-development-programs.

[22] "'Shall I Feed My Daughter, or Educate Her?,'" Human Rights Watch, November 12, 2018, https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan.

[23] The overall target is included TVET beneficiaries target of 200.

[24] These beneficiaries for TVET/training will be selected from L&N cohorts.

1.2 LNGB Theory of Change

The programme Theory of Change assumes that reducing girls' education-related barriers will increase girls' access to education, improve the life chances of girls, their families, and of the communities they live in.

The outcomes of ACTED LNGB project are as follows:

1. Marginalised girls have significantly improved learning outcomes
2. Marginalised girls have transitioned to education, training, or employment
3. Sustainable improvement in girls' learning, and pathways / opportunities for their transition

The above outcomes are supported by six outputs of ACTED LNGB project which include:

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

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

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

1.3 Evaluation purpose

The primary purpose of the baseline evaluation was to assess and determine the baseline learning level of the targeted beneficiaries through a baseline and end line data comparison (see next section for details of the adopted methodology). The determination of baseline status will help the project to compare its progress at the time of end line and identify the changes in the results from baseline to end line. This will help understand the contributions of the project. There is a set of evaluation questions identified to measure the change from baseline to the end line. In order to answer each of the evaluation

questions, EE/ GLOW Consultants developed quantitative and qualitative tools. All tools were pre-tested and signed off by the Fund Manager. Following table/matrix shows the evaluation questions.

Table 5: Evaluation Questions

Evaluation question
1. What works to facilitate learning improvement in literacy and numeracy skills, transition of highly marginalised girls into education/training/employment and to increase learning?
2. What evidence is there of changes in community attitude and perception of girls' education, employment, participation in community life? Can the change be attributed to the community mobilisation/sensitisation campaigns?
3. What is the evidence that teachers' pedagogical skills including gender – sensitive and play-based teaching practices; can be attributed to teacher's training?
4. What evidence is there that co-curricular / life skills and mentorship activities contributed to confidence and self-esteem of girls? And how do these skills contribute towards learning and transition?
5. What were the intended and unintended impacts of the project intervention (both positive and negative)?
6. Was the project able to monitor, mitigate and respond to any unintended negative effects?
7. Are the apparent impacts attributable to the project's interventions?
8. Value for Money (VFM) questions (To be analysed in end line report). Effectiveness: a) Did the project generate good value overall? b) Did the project generate outcomes equitably across different beneficiaries? c) Which interventions drove the value? Or were certain elements of the programme driving more value than others? d) Are there any benefits of layering on interventions or having certain combinations to maximise results? Any notable economies of scope or scale? Relevance: a) Were project interventions found to be relevant? b) Did the project invest in the right things? c) Were resources allocated optimally to meet needs and objectives? Efficiency: a) How well interventions have been delivered (speed, quality, cost)? b) Were interventions delivered equitably to beneficiaries? (equity) c) Were there things that could have been done differently to improve efficiency? d) Was it on time, on budget? Sustainability: a) What evidence is there that the project has contributed to sustainable outcomes? b) Were there systemic changes, social norms' shifts, policy changes, scale-ups, replication? c) Will there be long lasting/wide benefits? d) Do benefits go beyond direct beneficiaries? e) Is the sustainability of benefits likely to differ by subgroups? (equity)

2. Evaluation Methodology

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

2.1 Overall evaluation design

As per GEC FM's advice, EE/GLOW Consultants adopted an evaluation design of pre and post-assessment i.e. conducting baseline and end line evaluation. Under this agreed study design, no control groups are established for relative analysis. Besides, baseline and end line studies, EE/GLOW Consultants will also conduct an impact study towards the end of the project. The baseline and end-line studies will be conducted for learning outcome assessments. These will be conducted cohort wise. The EE/GLOW Consultants will conduct it for cohort 1 of ALP and L&N only. The impact study will assess the overall impact against outcomes and intermediate outcome (IO) indicators.

2.2 Data collection tools

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

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

Table 6: Quantitative evaluation tools

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was tool shared with the FM? [25]	Was FM feedback provided?
EGRA English, EGRA Urdu, EGRA Sindhi and EGMA	EE/GLOW Consultants	Yes	During the pilot and training, the appropriateness for the grade level for each subtask in all the four learning assessment tools i.e. EGRA English, EGRA Urdu, EGRA Sindhi and EGMA tools was ensured. For example (i) In EGRA English and EGRA Sindhi: edited the sentences for dictation to make it simple and reduced the difficulty level. Moreover, in EGRA English and EGRA Sindhi the difficult level of reading comprehension also reduced. (ii) And in EGMA: Difficulty level was made appropriate by making changes in addition level 2 and subtraction level 2. Word problems were also edited to make them simple and reduced difficulty level.	Yes	Yes
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.	Yes	Yes
Core girls	FM shared the	Yes	No changes suggested in the pilot report	Yes	Yes

[25] All data collection tools were piloted and submitted to the project during end of November, 2020. ACTED did not share the ALP baseline tools with FM for their feedback, because there were no major changes suggested by external evaluator after piloting of FM's approved tools of L&N cohort 1 and no changes in design for ALP due to COVID19. However, FM provided their quick feedback by reviewing previously shared L&N cohort 1's baseline tools on 27th November, 2020. Baseline data collection had to commence on 1st December, 2020.

survey	original tool and EE/GLOW Consultants adopted it in ACTED project context				
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	Yes	Yes
Observation Form for LNGB Learning Centers	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.	Yes	Yes

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

Table 7: Qualitative evaluation tools

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	FM feedback provided?
Focus Group Discussion (FGD) with 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.	Yes
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.	Yes
FGD with parents of girls	EE/GLOW Consultants	Yes	Tool was easy for respondents and researcher, no major issues found	Yes
In depth Interview (IDI) with Minority Girl (s)	EE/GLOW Consultants	Yes	No major issues	Yes
IDI with Community Elder	EE/GLOW Consultants	Yes	No major issues	Yes
IDI with Girls with Disability and Married girls	EE/GLOW Consultants	No (due to non-availability of girls with disabilities and married girls)		Yes

2.3 Study Sample

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

Table 8: Study sample

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

Based on the above parameters, a sample is drawn using STATA. The sample worked out as 305 i.e. without applying any correction and attrition. In order to take care of the attrition during subsequent rounds of research, EE/GLOW Consultants applied 30% attrition and obtained sample size of 436. Therefore, for baseline studies of L&N and ALP the sample for each of the study were 436 girls. A separate L&N report is already written, this baseline report is specifically focused on ALP baseline data. **Therefore, rest of the discussion in this report on sample, findings and interpretation are related to ALP only**.

The following confirms that all the required data instruments were administered with the calculated sample size i.e. there was no difference between the anticipated sample and actual sample size achieved.

Table 9: Quantitative sample size

Tool	Sample size agreed in MEL framework	Actual sample size	Remarks on why anticipated and actual sample sizes are different
EGRA Sindhi	436	436	NA
EGRA Urdu	436	436	NA
EGRA English	436	436	NA
EGMA	436	436	NA
Household Survey	436	436	NA
Core Girl Survey	436	436	NA
Life Skills Assessment Tool	436	436	NA

The achieved sample size was proportionately distributed amongst the project districts of Jacobabad and Kashmore.

Table 10: Sample breakdown by districts

Districts	Sample proportion of intervention group (%)	Population proportion of intervention group (%)
Jacobabad	63.3%	71.2%
Kashmore	36.7%	28.8%
Source: Household Survey (N = 436) and Project dataset (N = 1189)		

The sampling approach for qualitative research was a combination of purposive, quota and random sampling. The qualitative sample was equally distributed between the two districts of ACTED LNGB project. The participants within a particular group were recruited randomly. The purposive sampling approach was adopted in order to reach to the most ideal groups of people for our research. Key Informant Interviews (KIIs) respondents were selected purposively. Due to COVID situation, as a safety measure, a lesser number of participants were included in each FGD i.e., approximately, 4 to 6 participants were engaged in each

FGD. As the FGDs were divided into two groups i.e. men and women, the gender of the respondents was a main criterion for conducting separate FGD.

Table 11: Qualitative sample sizes

Tool	Beneficiary group	Actual sample size	Remarks
FGDs	Parents/guardians	4 FGDs (2 men and 2 women) conducted with parents/guardians (22 participants in total, 11 men and 11 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 10-13	4 FGDs conducted with 22 participants	
FGD	Boys age 10-13	2 FGDs conducted with 12 participants	
IDI	Girls with vulnerability (minority)	1	IDI was conducted with a GEC girl from religious minority. As per sample framework, EE has to conduct 1 interview from religious minority in each district. As per project and EE dataset, there was no minority girl receiving ACTED interventions in district Jaccobabad. Therefore, only one interview was conducted in district Kashmore.
IDI	Learning space Teachers	4	
IDI	Community Elders	2	
KII	Government officials (Education)	2	

2.4 Field data collection team

All selected enumerators had prior experience conducting surveys, either on paper or electronically, and majority had experience in conducting learning assessments. All were fluent in Sindhi and Urdu. The same field staff was also engaged in the data collection exercise of L&N group earlier. EE/GLOW Consultants made two explicit categories of its staff: enumerators and field supervisors. As per safeguarding requirements, all staff submitted their undertakings on legal stamp papers. Following table shows the summary of enumerators and field supervisors EE/GLOW Consultants hired for this research.

Table 12: Field data collection team

Main role	Men	Women	Total
Enumerators	2	8	10
Field supervisors	1	0	1
Total	**3**	**8**	**11**

2.5 Data collection

The baseline data was collected during December 2020. All the data was collected on questionnaires in hard form. GLOW has a vast experience in conducting research and has a well-established data quality system. Our data quality system ensures quality of data at three different stages: pre-data-collection, during data-collection and post-data-collection. For this baseline research, EE/GLOW Consultants ensured the quality through taking following set of measures:

Pre-data-collection-stage:

- All of the tools were thoroughly discussed with the relevant staff of EE/GLOW Consultants to make sure that the tools contained relevant questions, were in order and had enough number of questions to avoid respondent fatigue etc. After completion of our internal quality checks, EE/GLOW Consultants shared the tools with ACTED and FM for their review and feedback.
- The tools were revised and sent for printing (limited numbers of sets) to be used during enumerator trainings.
- During the enumerator trainings, EE/GLOW Consultants did group works and mock exercises. EE/GLOW Consultants corrected identified discrepancies and issues. The tools were sent again for printing for pilot purpose.
- All of the tools were piloted, and errors and necessary changes were incorporated in the tools.
- The trained enumerators were reoriented on the updated tools before initiating the data collection.

Data-collection-stage:

- The field supervisor accompanied the enumerator team to ensure that the enumerators administered tools properly and with right respondents.
- Each enumerator checked the filled tool for any missing values, inconsistent values and other errors. Once the enumerator was confident of the filled tool, they passed the completed tools over to the field supervisor who carried out a second check, signed the tool and sent it to GLOW office in Islamabad for data entry purposes.
- 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. A unique ID number was assigned to each questionnaire/tool. All of the quantitative data was entered into CSPro and the data was exported to SPSS for analysis purpose.
- Data entry was done by GLOW's trained Data Entry Operators.
- During data entry, the following accuracy checks were conducted:

    - 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.

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

2.6 Data handling and Analysis

The quantitative data was analysed using IBM SPSS® software platform. The raw learning assessment data included 436 records. There were no duplicate records in the data sets.

Similarly, the household survey analysis included primary caregivers (the adult person who is responsible for different needs of the girls, including education) of girls who were sampled and had a unique identification number that matched the sampled girls dataset. The raw household survey data file contained 436 records from the sample and girls' households. The girls and household datasets and the enrolment database were merged to enable robust analysis. Finally, these datasets were merged with the learning assessment dataset. Prior to the analysis of the quantitative data, EE/GLOW Consultants cleaned the SPSS data files and generated frequencies, computed means, range etc. to identify if there are any unexpected values. Similarly, EE/GLOW Consultants found the maximum and minimum values to check if score on a particular question was allotted beyond the expected range. EE/GLOW Consultants also made data files anonymous by removing the identifiers like name, parentage and address. Please see the data quality assurance protocols listed above for some more details. Similarly, the files were named such as EGRA-English-Acted-BL-Final-for-analysis. This was done in order to ensure that correct file is used and reused for analysis purpose and for validation of outcome tables (also called output tables).

The enumerators collected the qualitative data in Urdu language. The note-taker noted the responses of the participants. Later on, both moderator and note-taker reviewed the interview notes and expanded the information where required. The interview notes were further reviewed and refined by the enumerators, where recorded responses were not clear. Transcript writers were hired to translate into English language. The qualitative data is stored in a file with password protected. The enumerators submitted all the written material used in the qualitative data collection to EE/GLOW Consultants core team.

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

2.7 Challenges in Data Collection

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

- Due to COVID situation, as a safety measure, focus group discussions were carried out with a smaller size of groups i.e. each FGD conducted had 4 – 6 number of participants.
- Due to second spike of the COVID in Pakistan, the schools were immediately closed down and the scheduled benchmarking data collection was affected. The benchmarking activities were rescheduled after the re-opening of the schools in February.

2.8 Evaluation Ethics

EE/GLOW Consultants followed the FM guidance 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:

Table 13: Ethical protocols and baseline approaches

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

3. Findings[26] - Key Characteristics of Subgroups

This section contributes to two aspects. Firstly, it helps in understanding who are the beneficiaries of the project through the data available namely, GEC girls' marital status, girls with disabilities, enrolment / education of the GEC girls etc. Secondly, this section is helpful in understanding the hurdles for girls in accessing the education. Also, the overall assessment of activities of the project and relevance of Theory of Change (ToC) is made in this context.

3.1 Age-wise distribution of the sample achieved

To identify various subgroups of the GEC girls enrolled in the project following analysis of the achieved sample size is carried out.

3.1.1 Age-wise distribution of the sample achieved

According to the approved MEL framework of the project, cohort of ALP targeted out-of-school (OOS) girls of the age bracket of 10–13, who had either never attended the school, or were drop outs. EE/GLOW Consultants used the age which was mentioned by the girls during the baseline data collection process in core girls' survey tool as some differences were noted in the age mentioned by parents/caregivers and the girls themselves. The age-wise distribution of the girls who participated in the baseline data collection is presented in the following table.

Table 14: Sample breakdown by age[27]

Age (adapt as required) in years	N	Sample proportion of intervention group (%)
8	5	1.1
9	39	8.9
10	205	47.0
11	85	19.5
12	68	15.6
13	32	7.3
14	2	0.5
N = 436	**436**	**100**

The above table suggests that the project has included both younger (8 and 9 aged girls) and older (14 years) aged girls in the ALP learning spaces because of do no harm policy.

3.1.2 Educational marginalisation of the sample achieved

Before enrolment in the project, a majority of the ALP GEC girls had never attended a school i.e. 85.8%, 374 GEC girls[28]. The rest of the girls were the ones who had dropped out (14.2%, 62 GEC girls).It can be concluded that all of the GEC girls were OOS girls, and needed education-related support.

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

[27] The age data is based on the core girl survey collected by EE/GLOW Consultants.

[28] 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.

3.1.3 Marital status-wise distribution of the sample achieved

The sample obtained has no married girls. The EE findings also matches with the project's own database which also reflected that girls enrolled in the ALP cohort are all unmarried.

3.1.4 Disability-wise distribution of the sample achieved

For the disability analysis, the Washington Group Child Functioning (WGCF) questions were used. WGCF data based on the GEC girls' responses was analysed by EE/Consultants. It was seen that 9.6% (42 girls) suffered from some form of the disability which included mobility, communication/comprehension, learning, remembering, keeping concentration, adapting to change, and making friends. The data also illustrated that girls that suffered from walking disability were 0.7%.

Table 15: Sample breakdown by disability[29]

Domain of difficulty	Sample proportion of intervention group (%)	Guidance – record as true if they meet the criteria below
Seeing	0.0	If CF1=1 AND (CF2=3 OR CF2=4) OR If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.0	If CF4=1 AND (CF5=3 OR CF5=4) OR If CF4=2 AND (CF6=3 OR CF6=4)
Walking	0.7	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	0.0	CF14=3 OR CF14=4
Communication	1.2	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning	0.5	CF17=3 OR CF17=4
Remembering	0.9	CF18=3 OR CF18=4
Concentrating	1.8	CF19=3 OR CF19=4
Accepting change	2.3	CF20=3 OR CF20=4
Controlling behaviour	2.1	CF21=3 OR CF21=4
Making friends	1.8	CF22=3 OR CF22=4
Anxiety	3.2	CF23=1
Depression	0.0	CF24=1
Girls with disability (Overall)	9.6	
N = 436	HH and Core girls' survey and author calculation from the same data.	

[29] The age data is based on the HH and core girl survey collected by EE/GLOW Consultants. The table is generated while following guide from the sources GEC LNGB Roundtable #6 and LNGB Baseline Report Template. According to GEC LNGB Roundtable #6, direct responses from girls who are 12 years or older are more reliable; and, direct responses from parents/caregivers are more reliable if girls are younger than 12 years.

3.1.5 Girls engagement in income generation activities wise distribution of the sample achieved

The GEC girls (3.7%, n=16) that were contributing to the income generation process of the household. Further data shows that these 16 GEC girls are helping in farming (56.3%) and sewing/stitching (31.3%). 12.5% girls were also helping the household in the upkeep of the cattle and livestock at their homes.

3.1.6 Girls from minority community in the sample achieved

A small number of GEC girls i.e. 8 girls (1.8% of the achieved sample) were from religious minority group.

Based on the above analysis and also from MEL framework, it is concluded that project team has made serious efforts to identify exact beneficiaries for the ALP cohort. Project team largely targeted 10-13 years girls for the project. Similarly project also enrolled out of school girls for the ALP interventions as outlined in the annex 8 of LNGB Beneficiary Selection Criteria in MEL framework. However project team did not include minority girls in ALP cohort from Jacobabad district which constitutes 3.7% of the district population[30].

3.2 Sub-groups identified for detailed analysis

The following table identifies the sub-groups for in-depth analysis with respect to learning outcomes and barriers to education:

Table 16: Characteristics Subgroups for data analysis

Characteristics		Proportion of sample with this characteristic
Age[31]	Age 10 years and below	57.1%
	Age 11 years and above	42.9%
Girls with disability		9.6%
Girls engaged in income generation activity		3.7%
School status of the GEC girls	Dropped out from school	14.2%
	Never been to school	85.8%

Separate detailed analysis is not included for GEC girls from religious minority as the number of girls in this sub-group was very low i.e. 8 GEC girls in total.

3.3 Key barriers to learning and schooling of girls

The following table enlists the barriers that affected the education of the girls, identified through this study[32].

[30] https://reliefweb.int/sites/reliefweb.int/files/resources/PESA-DP-Jacobabad-Sindh.pdf

[31] The sample for data analysis comprises girls falling in two age brackets i.e. girls 10 years and below (Primary School age bracket till class 5th), and girls 11 years and above (Middle school age bracket till class 8th). This has been taken in accordance with the School Education Sector Plan and Roadmap for Sindh (2019 - 2024) published by the School Education & Literacy Department, Government of Sindh.

[32] 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/GLOW Consultants.

Table 17: Barriers affecting girls' education

Barrier category	Barrier Description	Proportion of sample affected by this barrier
Economic	School does not help in finding a good job	66.8%
Economic	There is not enough money to pay the costs of schooling	41.8%
Cultural	The girl is not mature enough to attend school[33]	41.5%
Physical / Service Delivery	To attend school girls needs assistive devices / technology such as braille textbook, hearing aid, wheel chair etc. that are not available	38.5%
Physical / Service Delivery	To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available	35.3%
Cultural	Schooling not important for girls	34.5%
Economic	Girl needs to work, earn money or help out at home	32.0%
Physical / Service Delivery	Child says they are mistreated / bullied by other students	29.8%
Physical / Service Delivery	Transport services are inadequate	29.0%
Cultural	The girl has already completed enough schooling[34]	26.3%
Cultural	Girl is not interested in going to school	25.3%
Physical / Service Delivery	The school does not have programme that meets girl learning needs	20.3%
Cultural	No one available to travel with the girl to/from school	19.5%
Physical / Service Delivery	School is too far away	17.3%
Cultural	It is unsafe for girls to travel to/from school	15.0%
Physical / Service Delivery	Teachers do not know how to teach	11.8%
Physical / Service Delivery	It is unsafe for girl to be in school	11.5%
Physical / Service Delivery	Girl has a health condition that prevents her from going to school	11.3%
Physical / Service Delivery	Girl cannot use toilet at the school	5.3%
Cultural	The girl has a child or is about to have a child	5.0%
Physical / Service Delivery	Child cannot move around the school or classroom	4.8%

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

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

Cultural	Girl is too old to attend school	4.3%
Physical / Service Delivery	Child says teachers mistreat her at school	3.5%
Physical / Service Delivery	Child was refused entry/admission into the school[35]	3.0%
Cultural	Girl is married or about to get married	2.0%

The broader categories of the barriers can be cultural, economic and physical / service delivery barriers.

In the **cultural barriers**, the barrier that was faced by most (41.5%) of the girls was the decision of not attending the school based on the reason of maturity. Girls were considered as not mature enough to get enrolled in the school. Researchers at the South Asia @ London School of Economics (LSE) have mentioned the fear families face regarding the engagement of girls in behaviour which is incongruous with norms of the society and cultural values such as marrying a person with their own will. In order to reduce this concern, families decide not to send their girls to schools which also lead to early marriages – a socially-accepted norm.[36] The second cultural barrier that affected the girls' education was that school was not considered valuable and important for girls. This barrier hindered 34.5% of the girls from sample in the continuity of their education. Focused groups discussions under the Sindh Union Council Community Economic Strengthening Support Programme (SUCCESS) research pointed out that one of the participants mentioned that girls have "the liability of household chores… so teaching her household chores and other farm works are more important than spending time and money on her education"[37]. Another cultural barrier that girls (26.3%) faced was the reason that girls did not need to continue the education once they have completed primary grades, which is considered enough by the family. This also evolves from the likeliness of parents to support the education of their sons over the education of their daughters when it comes to higher education. According to a research study conducted in Sindh identifying girls' education barriers, a higher percentage of the parents want their daughters not to attend higher education, while this is opposite in case of sons whom are preferred by the parents to attend higher education.[38] During the FGD with girls of Kashmore district pointed that most of the girls wanted to continue their education if their parents allowed them to go outside the village. The distance from the house of the girls to the school's location was an important barrier. The Sustainable Development Policy Institute (SDPI) mentioned in 2019 that almost more than half of the girls are reported to be out of school in Sindh. SDPI has quoted a number of important reasons for this including distance to schools.[39] Approximately, 19.5% of the girls did not have anyone to drop them to/pick them from schools, and they were not allowed to go to school alone as the family did not allow it. The reason behind this cultural barrier was that it was not considered safe for

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

[36] https://blogs.lse.ac.uk/southasia/2018/05/16/exploring-the-many-barriers-to-a-girls-education-in-sindh-pakistan/

[37] https://blogs.lse.ac.uk/southasia/2018/05/16/exploring-the-many-barriers-to-a-girls-education-in-sindh-pakistan/

[38] https://socialsciencejournals.pjgs-ws.com/index.php/PJGS/article/view/15/449

[39] Memon. F. S. and Amjad, S., 2020. Understanding Women's Perceptions of Promoting Education and Policy Initiatives about Climate Change in Rural Areas of Sindh, Pakistan, Journal of Education and Educational Development, Vol 7, No 1. DOI:10.22555/joeed.v7i1.3223

the girls to travel to school alone. It was also mentioned in the FGD with girls that elders accompany the girl(s) if they have to leave home due to some reason.

There are physical / service delivery barriers that hinder the girls' education includes the missing, poor and unsafe facilities. According to School Profile 2019, lack of essential facilities negatively impacts the participation of the girls in education, and it is even more pertinent due to lack of the essential and sufficient facilities for the students who suffer from disabilities.[40] Another barrier for the girls is their fear of getting bullied in the school. It is due to the past experiences of mistreatment and bullying that hamper the education for girls. The interview with the community elder in Jacobabad suggests that unavailability of schools or existence of school at far away location is one of the primary reasons behind girls not getting an education. As in many instances walking long distances to school is the only option left in such circumstances, however, this is not considered a safe option for most families and therefore the education of girls ends.[41] This is evident in our primary data from a community elder interview who stated: "the biggest reason for girls in not getting education is non-availability of school or it is being too far away." In addition, the society look down on the families who send their girls to schools, this hinders the fathers' decision of sending their daughters to school, even when the mothers want them to attend school. This general sense of insecurity creates another hurdle for the girls to continue their education as family has this perception of looming un-safety that girls face in the school. The quality of education makes another significant barrier when it comes to the category of physical/service delivery barriers affecting the girls' education. The parents think that the teachers do not possess the required knowledge and skills about how to teach. Therefore, the girls will not be able to get benefit out of going to school. This becomes another barrier in the education of girls. The Human Rights Watch's report mentioned that the families with poor financial status have the only option of sending their girls to low-cost or government schools. This situation makes parents worry about the quality of education being offered in such schools. It is some of the times so poor that parents are left with no option at their disposal but to take the children out of school as there is no benefit in sending them either. The quality of education degrades due to multiple reasons such as unqualified teachers and absence of teachers.[42]

Another category of the barriers is economics barriers to girls' education. One of the key barriers faced by the girls (41.8%) is their parent's lack of financial capacity to fulfil their education related expenses. The Human Rights Watch's report "Shall I Feed My Daughter, or Educate Her?" Barriers to Girls' Education in Pakistan has mentioned poverty amongst the key factor for lack of girls' education. It is important to note that despite the fact that if the government schools provide free education, the associated educational expenses are sometimes large enough for the families to arrange. It leads to situation where parents are unable to bear the costs of the education, and girls are not sent to school. It was highlighted by a teacher during another research that "yeh bachia itne gahrib hote he k in k pass pencil, rubber, copy kuch be nahi hota". (These girls are so poor; they do not even have a pencil, eraser or a notebook).[43] Furthermore, in discussions with the communities, they mentioned that although education is important for the girls, but the attached costs make it difficult for them to send their girls to schools due to their poor financial status. Furthermore, the Human Rights Watch also shared the same views in an article from 2018. They indicated that the fee is not the only cost related to education, there are associated costs such as uniforms, bags, textbooks, shoes and meals at school. The families should be provided with this as

[40] http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/pakistan-sindh-esp.pdf
[41] https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan
[42] https://www.hrw.org/sites/default/files/report_pdf/pakistan1118_web2.pdf
[43] https://files.eric.ed.gov/fulltext/EJ1244648.pdf

well to promote girls education.[44] In order to maintain sustainability of girls attending school, there should be free and safe transport links set up for students who do not have a school in their area (hrw, 2018). If this gets implemented, it will be a very good initiative as one of the main reasons why girls are not allowed to continue schooling is due to families not being able to afford the transportation costs (hrw, 2018).

Poverty is one of the serious problems faced by Pakistan, and it is pertinent to mention that poverty has a number of aspects, namely food insecurity and under nutrition. According to estimates, about 21% of the population of Pakistan is living under the poverty line.[45]The prevailing poverty requires financial contributions from all the family members as possible, and even the children financially support their families through work. The areas and districts of ACTED project intervention rely on agriculture sector for their economic cycle, and girls help the household in the agriculture fields. These activities lead girls away from the schools, and into the income generation activities cycle for the family. Many girls (32.0%) are involved in financially supporting their families, and therefore are unable or find it difficult to continue their education. A research in the Bin Qasim town Karachi (Sindh province) mentioned communities saying that "Bachia kam k waja se akser school nai ate." (Girls are often absent from school due to labour.). Similarly, the research also mentioned that one girl said "mere cousin ek ghar me kam kerte he aur us ke bap ne pese advance me lelyete wo larki six months se apne ghar wapis nahi ai aur wo log us per bohat zulm kerte he" (My cousin works at someone's home and her father has received her salary in advance. She did not come home for six months and is being treated very badly there).[46] It is also important to note that these children engaged in income generation work are comparatively getting lower wages.[47] Therefore, the perception is that the girls would not be able to find well-paying jobs after the completion of their studies so it is not considered wise to still enrol them in the school and spend money on their education.

Overall, factors such as poverty, scourge of child labour, gender discrimination, and existing lack of security and looming dangers that girls face on their commute to school. These concerns contribute to parents' unwillingness in sending their daughters to schools.[48]

The following sub-sections have further analysed the above mentioned barriers in relation to the identified sub-groups of GEC girls.

3.3.1 Key barriers to learning and schooling – Age-wise analysis

The following table enlists the key barriers found through this study, and provides corresponding GEC girls age-segregated analysis.

Table 18: Barriers affecting girls' education – Age-wise analysis

Barrier category	Barrier Description	% of girls 10 years and below	% of girls 11 years and above
Economic	School does not help in finding a good job	71.1%	61.1%
Economic	There is not enough money to pay the costs of schooling	43.1%	40.0%
Cultural	The girl is not mature enough to attend school[49]	42.2%	40.6%

[44] https://www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan
[45] https://sujo-old.usindh.edu.pk/index.php/Grassroots/article/view/4851
[46] https://files.eric.ed.gov/fulltext/EJ1244648.pdf
[47] https://files.eric.ed.gov/fulltext/EJ1244648.pdf
[48] https://www.hrw.org/sites/default/files/report_pdf/pakistan1118_web2.pdf

The table illustrates that the top most prominent economic barriers are economic as the education is not considered a well-paying investment and the schooling is not helpful in finding good jobs once the study is completed. It is the barriers reported by most of the girls (71.1% and 61.1%) falling in the age brackets of below and above 10 years respectively. The other barrier reported by 43.1% girls of age 10 and below, and 40% girls of age 11 years and above is that cost of the education is unbearable for their families due to prevailing poverty in the rural areas. Also, girls from both the age groups have reported the cultural barrier where society thinks that school (education) is not important for girls due to their other perceived tasks including helping in home chores, assisting is agriculture, marriage etc.

Overall, there was no major difference in the key barriers identified by the two age groups – one possible reason could be the smaller spread in the age difference between the two age groups.

3.3.2 Key barriers to learning and schooling – Disability-wise analysis

The following table enlists the key barriers (top three listed barriers) found through this study, and provides analysis based on the disability status of the girls.

Table 19: Barriers affecting girls' education – Disability wise analysis

Barrier category	Barrier Description	% of girls with disability
Economic	School does not help in finding a good job	68.4%
Cultural	The girl is not mature enough to attend school[50]	55.3%
Economic	There is not enough money to pay the costs of schooling	52.6%

The table illustrates that schooling is not considered helpful financially as it does not help in finding good jobs to financially support the families. Another barrier faced by 55.3% of the girls is that girls are not considered mature enough to attend school.

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

The following table enlisted the key barriers which were identified through this study, and provided its analysis on the basis of GEC girls' engagement in the income generation activities.

Table 20: Barriers affecting girls' education – Girls engaged in income generation activities

Barrier category	Barrier Description	% of girls engaged in income generation activity
Cultural	Girl is not interested in going to school	66.7%
Cultural	Schooling not important for girls	66.7%
Economic	School does not help in finding a good job	55.6%

3.3.4 Key barriers to learning and schooling – School status-wise analysis

The following table enlists the key barriers found through this study, and provides corresponding GEC girls school status-wise analysis i.e. girls dropped out or never been to school.

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

Table 21: Barriers affecting girls' education – School status-wise analysis

Barrier category	Barrier Description	% of girls dropped out	% of girls never been to school
Economic	School does not help in finding a good job	72.7%	66.0%
Economic	There is not enough money to pay the costs of schooling	50.0%	40.7%
Cultural	The girl is not mature enough to attend school	47.7%	40.7%

Both these groups also identified economic aspects as the key barriers i.e. schools do not help in getting a better job, and also their families do not have sufficient resources to afford their schooling expenses.

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

The planning of LNGB intervention has already considered the most prominent economic, cultural, and physical/delivery education barriers identified through the study. It is about helping the education system and the people in order to reduce the dropout rate of the girls. Also, there is a need that the project should adhere to, and that is the provision of safe environment at the learning centre, and during the travel to/from the centre. Also, project should organize awareness sessions for caregivers of girls and especially those suffering from disabilities, which are necessary for controlling the dropout rate. Also, there is need to emphasize on the improvement of support of caretakers for the girls' education. There are some barriers like poor financial dynamics of the families in the rural areas which are not under the scope of the project. The project should link the on-going programmes like WFP Food, BISP etc. that are working towards such barriers with the community.

The baseline's finding has validated the barriers that were identified and enlisted by the project at the designing stage. The barriers included at the designing stage are following:

- barrier of physical accessibility which is lack of availability of learning centres near the girls' home which are safe, inclusive and fulfil the special needs of marginalised girls
- The lack of qualified women teachers who possess the professional capacity to impart and adopt inclusive education practices in classrooms
- The learning centres (schools) and communities do not have special attention for the girls with disabilities
- Cultural, social, and physical barriers related to high quality of learning environment at various level including community, family, and educational institutions and system

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

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

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

Keeping in view all the key barriers which hindered girls for not accessing education before LNGB project as highlighted by external evaluator, ACTED has covered all aspects so far. ACTED will keep track of all barriers highlighted in Theory of Change (ToC) for during intervention till end of ALP course and will review for any change in strategy or design as per requirement(s) of situation i.e. Covid-19.

4. Outcome Findings

Outcome findings are presented in the following sectors for three outcomes: 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

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

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

The eligibility requirements of the ALP beneficiaries included out of school girls having lack of functional literacy and numeracy skills, or they were dropouts from schools and were in the age bracket of 10 to 13 years. After successful course completion, the graduating girls of ALP course would be equipped with literacy, numeracy and knowledge in key subjects that would help them in enrolling in grade 6, if they wish to continue the studies.

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.

Table 22: Learning categories with threshold

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

EE/GLOW Consultants administered EGRA-English, EGRA-Urdu, EGRA-Sindhi and EGMA with the girls. Equal score was assigned to questions in each subtask. Aggregated score was linear addition at subtask level. SPSS command "record into different variable" was used for converting obtained scores to percentage, and learning categories were achieved from variable of percentage score.

Table 23: Learning assessments subtasks and scores

Task	Subtasks	Task Description	Purpose	Administration	Max Score
EGRA-Sindhi	Subtask-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Subtask-2a	Letter Names Knowledge	Letters recognition	Un-timed	100
	Subtask-2b	Letter / Syllable Sound Identification	Letters recognition	Un-timed	100
	Subtask-3	Familiar words reading	Reading comprehension	Un-timed	50
	Subtask-4a	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Subtask-4b	Reading Comprehension	Reading comprehension	Un-timed	5
	Subtask-5	Writing / Dictation	Writing Skills Assessment	Un-timed	24
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	Familiar words reading	Reading comprehension	Un-timed	50
	Subtask-4a	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Subtask-4b	Reading Comprehension	Reading comprehension	Un-timed	5
	Subtask-5	Writing / Dictation	Writing Skills Assessment	Un-timed	28
EGRA-English	Subtask-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Subtask-2	Letter Name / Sound Identification	Letters recognition	Un-timed	100
	Subtask-3	Familiar words reading	Reading comprehension	Un-timed	50
	Subtask-4a	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Subtask-4b	Reading Comprehension	Reading comprehension	Un-timed	5
	Subtask-5	Writing / Dictation	Writing Skills Assessment	Un-timed	21
EGMA	Subtask-1	Numbers identification	Numerals and numeracies identification	Un-timed	20
	Subtask-2	Quantity discrimination	Numerical magnitudes comparisons	Un-timed	10
	Subtask-3	Missing numbers	Number patterns identification	Un-timed	10
	Subtask-4a	Addition Level 1	Arithmetic skills	Un-timed	20
	Subtask-4b	Addition Level 2	Arithmetic skills	Un-timed	3
	Subtask-5a	Subtraction Level 1	Arithmetic skills	Un-timed	20
	Subtask-5b	Subtraction Level 2	Arithmetic skills	Un-timed	3
	Subtask-6	Word Problem	Conceptual and real-word mathematics understanding	Un-timed	6

4.1.1 EGRA English[51]

All of the five subtasks of EGRA English have larger percentage of girls in the non-learner level. The non-leaners category means that they received zero scores on a given subtask except in oral reading fluency where non-reader category is different as mentioned in above table. In the subtask 4 (oral reading fluency and comprehension) and 5 (writing / dictation), more than 90% of the GEC girls were at non-learner level. For the subtask 1 and 3, girls at the non-learning level were 78% and 83.3% respectively. The subtask 2 (letter sound identification) had the highest percentage (12.6%) of proficient-learner level as compared to any other subtask of EGRA English.

An international research published in Journal on Education in Emergencies mentioned that students whose mother tongue or local language is other than English language face difficulty in EGRA English reading comprehension task.[52] Given these findings, the project appears to have accurately targeted GEC girls without functional literacy of English. Indicator 1.1 will measure improved literacy outcomes of GEC girls participating in the project, and due to the low literacy levels at baseline, there is substantial room for literacy improvement during the project implementation period.

Table 24: Foundational literacy gaps (EGRA English)

Categories	Subtask 1 Listening Comprehension	Subtask 2 Letter Name / Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[53]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	78.0% of GEC girls	48.9% of GEC girls	83.3% of GEC girls	93.6% of GEC girls	96.6% of GEC girls	98.2% of GEC girls
Emergent learner 1%-40%	7.3% of GEC girls	31.4% of GEC girls	14.2% of GEC girls	4.4% of GEC girls	1.6% of GEC girls	1.4% of GEC girls
Established learner 41%-80%	12.2% of GEC girls	7.1% of GEC girls	2.1% of GEC girls	0.2% of GEC girls	1.8% of GEC girls	0.5% of GEC girls
Proficient learner 81%-100%	2.5% of GEC girls	12.6% of GEC girls	0.5% of GEC girls	1.8% of GEC girls	0% of GEC girls	0% of GEC girls
Source: EGRA English N= 436	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The EGRA English data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. For this purpose, the proficient learners i.e. the GEC girls (1.8%, n=8 GEC girls) obtaining more than 80% score in subtask 4a-ORF were further analysed for their performance in other subtasks of EGRA English. The analysis shows that these GEC girls are not necessarily also at proficient level in all the other sub-tasks. Therefore, the project intervention can help them improve their learning in other sub-tasks in particular.

[51] All data related to EGRA English is based on the related learning assessment carried out by EE/GLOW Consultants.

[52] Piper, Benjamin, Sarah Dryden-Peterson, Vidur Chopra, Celia Reddick, and Arbogast Oyanga. 2020. "Are Refugee Children Learning? Early Grade Literacy in a Refugee Camp in Kenya." Journal on Education in Emergencies 5 (2): 71-107. https://doi.org/10.33682/f1wr-yk6y.

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

Table 25: Proficient learners of ORF distribution in other subtasks (EGRA English)

Categories	Subtask 1 Listening Comprehension	Subtask 2 Letter Name / Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[54]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	12.5% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	12.5% of GEC girls	37.5% of GEC girls
Emergent learner 1%-40%	0.0% of GEC girls	0.0% of GEC girls	50.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	37.5% of GEC girls
Established learner 41%-80%	87.5% of GEC girls	0.0% of GEC girls	37.5% of GEC girls	0.0% of GEC girls	87.5% of GEC girls	25.0% of GEC girls
Proficient learner 81%-100%	0.0% of GEC girls	100.0% of GEC girls	12.5% of GEC girls	100.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls
Source: EGRA English N= 8	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

4.1.2 EGRA Urdu[55]

For the EGRA Urdu, subtask 5 (writing / dictation) had the majority of girls (97.5%) at falling in the category of non-learner with lowest (0.2%) proficient learner of Urdu writing skills under subtask 5. The subtask 4a and 4b of oral reading fluency and comprehension also had more than 90% girls in the non-learner level. A linear relationship is observed in non-learner category moving forward from one subtask to another subtask. Similarly, the subtask 1 of listening comprehension and subtask 2a of letter name knowledge has the highest percentages of GEC girls at the proficient learner i.e. 16.3% and 13.1% respectively. USAID report related to Sindh Reading Program (SRP) 2018 also identified the similar trend for boys and girls of Sindh, Pakistan as they faced greater difficulty in EGRA Urdu subtask-4b (reading comprehension) as compared to other subtasks. In this report, at baseline and end line, the report identified that around three-fourth of students scored zero on subtask-2b (letter/syllable sound identification) in EGRA Urdu.[56]

[54] The score categories of Subtask 4a: Oral Reading Fluency is timed task is different from rest of the subtasks.
[55] All data related to EGRA Urdu is based on the related learning assessment carried out by EE.
[56] https://sts-international.org/wp-content/uploads/2019/08/wherewework_pakistan_content1.pdf

Table 26: 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[57]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	16.5% of GEC girls	55.3% of GEC girls	72.2% of GEC girls	87.2% of GEC girls	95.6% of GEC girls	96.3% of GEC girls	97.5% of GEC girls
Emergent learner 1%-40%	33.5% of GEC girls	27.3% of GEC girls	24.5% of GEC girls	8.7% of GEC girls	3.0% of GEC girls	2.5% of GEC girls	0.9% of GEC girls
Established learner 41%-80%	33.7% of GEC girls	4.4% of GEC girls	0.7% of GEC girls	1.6% of GEC girls	0.5% of GEC girls	0.2% of GEC girls	1.4% of GEC girls
Proficient learner 81%-100%	16.3% of GEC girls	13.1% of GEC girls	2.5% of GEC girls	2.5% of GEC girls	0.9% of GEC girls	0.9% of GEC girls	0.2% of GEC girls
Source: EGRA Urdu N= 436	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The EGRA Urdu data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. For this purpose, the proficient learners i.e. the GEC girls (0.9%, n=4 GEC girls) obtaining more than 80% score in subtask 4a-ORF were further analysed for their performance in other subtasks. The analysis shows that these GEC girls are not necessarily also at proficient level in all the other sub-tasks. Therefore, the project intervention can help them improve their learning in other sub-tasks in particular.

Table 27: 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[58]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	25.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	75.0% of GEC girls
Emergent learner 1%-40%	0.0% of GEC girls	0.0% of GEC girls	25.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls
Established learner 41%-80%	25.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	25.0% of GEC girls
Proficient learner 81%-100%	50.0% of GEC girls	100.0% of GEC girls	75.0% of GEC girls	100.0% of GEC girls	100.0% of GEC girls	100.0% of GEC girls	0.0% of GEC girls
Source: EGRA Urdu N= 4	100%	100%	100%	100%	100%	100%	100%

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

4.1.3 EGRA Sindhi[59]

The literacy gaps of GEC girls in Sindhi are also not encouraging. The subtask 5 (writing / dictation) has the highest percentage of girls (94.7%) at the non-learners level, and also the lowest percentage of proficient learners (1.1%). Also, the percentages of girls as non-learner for subtask 4a and 4b of oral reading fluency and comprehension are also high i.e. equal to or more than 90%. The subtask 1 (listening comprehension) has the lowest non-learner percentage of girls (7.8%) and the highest (85.3%) percentage of proficient and establish learners for any subtask under EGRA Sindhi. The higher scores for the subtask 1 may be linked with the fact that Sindhi is the mother tongue for many girls, and this contributed to better score. USAID report 2017 also identified the similar trend for boys and girls of grade 3 and grade 5 of Sindh, Pakistan as they faced greater difficulty in EGRA Sindhi subtask-4b (reading comprehension) as compared to other subtasks.[60]

Table 28: Foundational literacy gaps (EGRA Sindhi)

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[61]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	7.8% of GEC girls	23.2% of GEC girls	60.3% of GEC girls	77.8% of GEC girls	89.9% of GEC girls	91.3% of GEC girls	94.7% of GEC girls
Emergent learner 1%-40%	6.9% of GEC girls	36.2% of GEC girls	31.4% of GEC girls	16.1% of GEC girls	6.4% of GEC girls	5.0% of GEC girls	2.5% of GEC girls
Established learner 41%-80%	43.8% of GEC girls	11.2% of GEC girls	3.0% of GEC girls	2.8% of GEC girls	0.9% of GEC girls	2.5% of GEC girls	1.6% of GEC girls
Proficient learner 81%-100%	41.5% of GEC girls	29.4% of GEC girls	5.3% of GEC girls	3.4% of GEC girls	2.8% of GEC girls	1.1% of GEC girls	1.1% of GEC girls
Source: EGRA Sindhi N= 436	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Similarly, EGRA Sindhi learning data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. For this purpose, the proficient learners i.e. the GEC girls (2.8%, n=12 GEC girls) obtaining more than 80% score in subtask 4a-ORF were further analysed for their performance in other subtasks. The analysis shows that these GEC girls are not necessarily also at proficient level in all the other sub-tasks.

[59] All data related to EGRA Sindhi is based on the related learning assessment carried out by EE/GLOW Consultants.

[60] https://earlygradereadingbarometer.org/files/Pakistan%20Sindh%20PRP.pdf

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

Table 29: Proficient learners of ORF distribution in other subtasks (EGRA Sindhi)

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[62]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	0.0% of GEC girls	0.0% of GEC girls	16.7% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	25.0% of GEC girls
Emergent learner 1%-40%	8.3% of GEC girls	0.0% of GEC girls	33.3% of GEC girls	8.3% of GEC girls	0.0% of GEC girls	8.3% of GEC girls	33.3% of GEC girls
Established learner 41%-80%	41.7% of GEC girls	0.0% of GEC girls	0.0% of GEC girls	8.3% of GEC girls	0.0% of GEC girls	58.3% of GEC girls	16.7% of GEC girls
Proficient learner 81%-100%	50.0% of GEC girls	100.0% of GEC girls	50.0% of GEC girls	83.3% of GEC girls	100.0% of GEC girls	33.3% of GEC girls	25.0% of GEC girls
Source: EGRA Sindhi N= 12	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

4.1.4 EGMA[63]

Following table presents the baseline numeracy findings of ALP GEC learners. Most of the GEC girls had difficulty in subtasks of subtraction level 2 (Subtask-5b) followed by difficulty in solving the word problems (subtask-6). A comparatively lower percentage of the GEC girls (24.8%) were completely unable to correctly identify the numbers (Subtask-1). The highest percentage of GEC girls (22.7%) was at the proficient learner level in the subtask-2 (quantity discrimination). A linear (but not perfect) relationship is observed in non-learner category as the difficulty of subtasks increases. BRiCE Project DRC, and Niger: Baseline Report 2020[64] and Preliminary Baseline Report: Steps Towards Afghan Girls' Education Success (STAGES)[65] reiterates that number identification is comparatively easier task for students.

Table 30: Foundational numeracy skills (EGMA)

Categories	Subtask 1 Number Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b **Addition Level 2**	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Word Problems
Non-learner 0%	24.8% of GEC girls	37.6% of GEC girls	45.2% of GEC girls	53.2% of GEC girls	65.8% of GEC girls	65.1% of GEC girls	74.3% of GEC girls	73.9% of GEC girls
Emergent learner 1%-40%	39.9% of GEC girls	22.2% of GEC girls	33.3% of GEC girls	12.6% of GEC girls	3.2% of GEC girls	9.4% of GEC girls	3.2% of GEC girls	8.3% of GEC girls
Established learner 41%-80%	17.7% of GEC girls	17.4% of GEC girls	19.5% of GEC girls	17.9% of GEC girls	5.0% of GEC girls	12.6% of GEC girls	3.9% of GEC girls	10.1% of GEC girls
Proficient learner 81%-100%	17.7% of GEC girls	22.7% of GEC girls	2.1% of GEC girls	16.3% of GEC girls	25.9% of GEC girls	12.8% of GEC girls	18.6% of GEC girls	7.8% of GEC girls
Source: EGMA	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

[62] The score categories of Subtask 4a: Oral Reading Fluency is timed task is different from rest of the subtasks.
[63] All data related to EGMA is based on the related learning assessment carried out by EE/GLOW Consultants.
[64] https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/15885/BRiCE_Project_DRC_and_Niger_Baseline_Report_en.pdf?sequence=1&isAllowed=y
[65] https://www.careevaluations.org/wp-content/uploads/Baseline-Assessment-GEC-FINAL-Report.pdf

N= 436								

The EGMA scores were also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. For this purpose, the proficient learners i.e. the GEC girls (7.8%, n=34 GEC girls) obtaining more than 80% score in subtask 6-Words Problem were further analysed for their performance in other subtasks. The analysis shows that these GEC girls are not necessarily also at proficient level in all the other sub-tasks. The project interventions can help these girls improve their learning skills especially in the other subtasks.

Table 31: **Proficient learners of Words Problem distribution in other subtasks (EGMA)**

Categories	Subtask 1 Number Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b **Addition Level 2**	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Word Problems
Non-learner 0%	0.0% of GEC girls	8.8% of GEC girls	17.6% of GEC girls	8.8% of GEC girls	14.7% of GEC girls	20.6% of GEC girls	23.5% of GEC girls	0.0% of GEC girls
Emergent learner 1%-40%	8.8% of GEC girls	2.9% of GEC girls	47.1% of GEC girls	5.9% of GEC girls	0.0% of GEC girls	2.9% of GEC girls	2.9% of GEC girls	0.0% of GEC girls
Established learner 41%-80%	23.5% of GEC girls	17.6% of GEC girls	23.5% of GEC girls	17.6% of GEC girls	5.9% of GEC girls	23.5% of GEC girls	2.9% of GEC girls	0.0% of GEC girls
Proficient learner 81%-100%	67.6% of GEC girls	70.6% of GEC girls	11.8% of GEC girls	67.6% of GEC girls	79.4% of GEC girls	52.9% of GEC girls	70.6% of GEC girls	100.0% of GEC girls
Source: EGMA N= 34	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

4.1.5 GEC girls subgroups analysis against learning outcomes

Following table presents the aggregate learning score according to key characteristic subgroups. It presents the average literacy and numeracy score of EGRA English, EGRA Urdu, EGRA Sindhi and EGMA. EE/GLOW Consultants has conducted the comparison of these score on age, girls with disabilities and girls engaged in income generation activities.

Table 32: Learning scores by key characteristic subgroups

Sub-groups	Average literacy score- EGRA English (aggregate)	Average literacy score- EGRA Urdu (aggregate)	Average literacy score- EGRA Sindhi (aggregate)	Average numeracy score- EGMA (aggregate)
All girls	6.5	12.3	20.2	27.5
Age 10 years and below	6.4	12.1	18.6	23.8
Age 11 years and above	6.7	12.5	22.4	32.3
Girls with disabilities	8.7	15.3	21.5	25.0
Girls engaged in income generation activities	6.4	10.9	13.1	13.7
Drop out from schools	6.2	14.1	22.9	31.7
Never been to school	6.6	12.0	19.8	26.8

Based on the overall aggregate mean score, more than 60 percent GEC girls of the LNGB project scored lower than overall aggregate mean scores of the literacy and numeracy tasks. Besides this, more than 70 percent GEC girls scored lower than the aggregate mean score in EGRA English task.

Table 33: 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 English	6.5	72.2	27.8
EGRA Urdu	12.3	62.2	37.8
EGRA Sindhi	20.2	60.3	39.7
EGMA	27.46	62.2	37.8

It was confirmed by the evaluation that baseline literacy levels 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 34: 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 ALP girls	EE/GLOW Consultants evaluation reports, assessment results, list of girls, project progress reports and monitoring reports.	External evaluator / GLOW Consultants	6.52 out of 100 (English Literacy) 12.28 out of 100 (Urdu Literacy) 20.22 out of 100 (Sindhi Literacy)	English = 67.64 Urdu = 76.64 Sindhi = 80.33	Y
	Outcome Indicator 1.2: Average numeracy result of ALP girls			27.46 out of 100	Maths. = 84.88	Y

It is suggested to have separate literacy result indicators for English, Urdu and Sindhi instead of a combined indicator.

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 ALP course is focused to provide literacy skills and functional literacy skills to girls from grade 1. These basic skills will enable them to reinforce girls for next grades. After completion of A, B and C packages of ALP course, girls will be able to reach grade 5 level competencies from a starting level of grade 1. ACTED aims to achieve 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 ALP course was taken as equivalent to grade 5 of formal education. The grade 5 skills will help girls to transition back to formal schooling in grade 6.

4.2 Outcome 2 - Transition

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

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

The above transition indicator suggests it is more focused on the L&N group. It would be useful to add a separate transition indicator for ALP group. As per approved MEL framework, after successful completion of the ALP course, the GEC learners will obtain the required literacy and numeracy skills up to grade 5; therefore, they will be able to continue their education from grade 6 onwards.

During data analysis of HH survey, 66% parents/caregivers responded that ALP GEC learners at least complete secondary school. During FGDs with GEC girls, they also wanted to continue their education till high school i.e. till grade 10 after completion of the ALP course. They also wanted support from their respective family to continue their education.

During in-depth interviews with community elders, they mentioned that people are poor and transition of girls to formal school is very difficult. Parents/caregivers do not send girls to the school because education is expensive and cannot afford the education related expenses. However, if any scholarship or financial support provided to these GEC girls the transition rate may increase and they may enrol in the schools after completion of the course.

As compared to other subgroups, it seems that girls engaged in income generation activities are less likely to transition because they performed low in the learning tasks of literacy and numeracy task. Besides these, GEC learners generally belong to poorest families and cannot afford education expenses. They have to work to support their families. All these factors may lead to less likely to transition.

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

ALP girls will be provided numeracy and literacy skills up to grade 5 in ACTED's LNGB. ACTED will be facilitating the transition of ALP graduated girls towards formal education in either public or private schools to ensure their access to education in the future. The following efforts will be conducted for transition:

- Non Formal Education (NFE) Directorate will be reached to issue NFE certificate to LNGB ALP graduates, as their official certificate offers eligibility for admission into grade 6 in any public school.
- School mapping will be carried out to map government schools in nearby communities to facilitate graduate admissions.
- In case no government school is present, ACTED is in discussion with Sindh Education Foundation (SEF), HANDS organization and The Citizens Foundation (TCF) to mainstream the learners in their established schools wherever possible
- Advocacy will be carried out to connect the learners with Allama Iqbal Open University (AIOU) - distance learning opportunities to primary graduate learners to pursue elementary and secondary school certificates.

it is expected that at least 30% (this is proposed percentage and will be locked after approval of FM) of ALP graduated girls will be mainstreamed into some kind of next schooling or learning level with all the above combination of efforts.

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
ALP girls (aged 10-13)	Facilitating the transition of ALP graduated girls towards formal education in either public or private schools to ensure their access to education in the future.	• ALP girls will be provided graduation certificate from government's NFE directorate. This will make them eligible for admission into formal schools. • In case no government school is present in the area/nearby area, ACTED is coordinating public institutes to mainstream girls in their formal schools. • Advocacy will be conducted with Allama Iqbal Open University (AIOU) institute to provide distance learning opportunities to ALP girls after graduation.	• ACTED expects that at least 30%[66] of ALP graduated girls will be mainstreamed into any kind of formal schooling.

[66] After approval of FM

4.3 Outcome 3 - Sustainability

The findings on the LNGB project's sustainability outcome are presented in this section. These are mostly based on the Focused Group Discussions and interviews i.e. qualitative data. Moreover, the key quantitative attributes on HH and surveys of core girls on sustainability have collected by EE/GLOW Consultants. The findings are presented in this section using sustainability aspects at community level, school level and system level.

4.3.1 Sustainability - Community level

The communities will be made aware by the project on the rights of education of their children. The involvement of the communities will be ensured by the project in the action plans development activity to ensure the continuity of education of girls beyond project intervention timeframe. It will be in terms of ensuring availability of the learning spaces with the support of government/private and/or transition of GEC girls (only ALP learners) into the formal schools after the LNGB project.

FGDs and IDIs were used for the collection of qualitative data from communities, parents, boys, and elders. A will to support and extend cooperation towards maintaining the learning spaces and the similar interventions about education especially that of girls was expressed in qualitative data. During the interviews on asking about why their girls are not attending school, majority of the parents cited long distance between residence and school, low quality education, lack of women teachers, and community dislike as reasons behind this situation. The parents said that if the learning centres have women teachers, offer flexible timings and are based in the community, they would like their girls to attend the learning spaces and obtain education.

The willingness to provide learning space and to reach less motivated parents to counsel them on importance of sending their daughters to schools was expressed by the communities. Also, parents, caregivers and the girls will be invited by the communities to the community meetings to disseminate information and create awareness about the learning spaces. Also, visits will be conducted to the households by the community to meet the parents of the girls who do not attend the schools. In order to turn the learning space into efficient and sustainable spaces of learning, communities suggested the involvement of resourceful and influential people at the planning, implementation, and management stages of these learning spaces.

Following aspects of the learning spaces were particularly favoured by the communities:

- Establishment of learning spaces in / near the villages
- Learning spaces were girls-only sites (cultural values and community supported this)
- Women teachers taught in the learning spaces
- Availability of basic facilities like toilets and the clean drinking water in the learning spaces

In conclusion, it is appropriate to mention that community interest has increased in the learning spaces, on sustaining it after the project through their own efforts by convincing parents/caregivers for girls' enrolment in the learning space, providing learning space, teaching aids' material and teachers. Similarly, the communities are willing to play their role in supporting the education of the girls, and sustaining the learning centers including meeting and coordinating with the concerned authorities. It is suggested that project should actively involve the community, to maintain and enhance their interest, through active and frequent coordination, involvement in key activities of the learning spaces, informing and updating them about how the learning spaces are performing and any challenges. It will be beneficial in maintaining the community's interest in the learning spaces, and in strengthening the likelihood of sustainability of the learning spaces.

4.3.2 Sustainability – School level

In order to work towards the adoption/sustaining of the learning spaces once the project interventions are concluded, project will need to continue with its efforts at district level with the key stakeholders to ensure their willingness and interest in this regard. In order to achieve the sustainability of the learning centres, the project will develop individual plans of action while keeping the multiple factors and opportunities that exist at a unit level in consideration. It will be done in coordination with all the stakeholders namely department of education, non-formal education and literacy (NFE-L) sector, community, and the influential people at the local level.

EE/GLOW Consultants conducted interviews with the district level official from the departments of the education for understanding the existing baseline situation. The officials were supportive of the project interventions to provide education to marginalised girls. The officials mentioned having close collaboration such as through developing joint plan for the sustainability of these learning spaces and linking up these learning spaces with nearby public school to ensure continuity of the education of the girls enrolled.

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

4.3.3 Sustainability – System level

From the interviews, there was lack of satisfaction shown on the quality of education provided at the schools which have resulted in girls not attending school. A community elder stated: “It would be much better if the corporal punishment of children was abolished because our society used to use more corporal punishment on children.” This problem is of a very serious and concerning, it is also cited by the Human Rights Watch: “something which was reported in both government and private schools by the students which was that teachers would speak in an abusive manner and would give extreme punishments.” They also stated other problems affecting the quality of education: Some complaints are teachers not showing up in class or coming late and overcrowded classes with poor facilities, teachers not have appropriate standards of teaching and are unqualified (hrw, 2018). Some reports from the students mentioned that the instructions given by the teachers were very confusing, patchy and unregulated. In some school, parents would get pressured by the teachers to pay for out-of-school tutoring (hrw, 2018).[67]

To ensure the professional progression of the teachers working at the learning centers, the project will work in close coordination with relevant government departments and NFE sector such as carrying out advocacy meetings with the provincial authorities in order to better train the teachers. In addition, help the teachers prepare for the teaching examinations held by the provincial authorities.

On the other hand, due to these learning centres and its training, there have been some improvements within the quality of teaching. In the interviews, a teacher said that: we have learned a lot from this centre, for example how to teach children, how to treat them, how to pay attention to children, all this we got to learn from the centre. This is a very good start as

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

it is showing positive outcomes of the training and it clearly shows the increase in the awareness of teachers on how to treat and deal with students.

The project is using six indicators for measuring sustainability. For all the six indicators, the baseline is considered as zero value. To check the progress, data will be collected at the time of end line and impact study. The following table consists of specific comments on the six indicators.

Table 36: EE/GLOW Consultants feedback on Sustainability Indicators

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

- 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	Increase in the literacy ratio at district level. Trained teachers are absorbed in mainstream jobs	Sensitised communities to demonstrate the value of girls' education	Providing inclusive learning structures to marginalised girls by creating enabling spaces for learning.	Sensitised parents, men and boys of households to demonstrate the value of girls' education	Sensitised girls on value of education and empowering current/future generations of girls to pursue opportunities for mainstream education and contribute to communities

Activities: What activities are aimed at this change?	Successfully graduated ALP girls Teachers are mentored for competitive exams	Community mobilization campaigns are conducted SMCs are established, active and strengthened on girls education support	Safe and inclusive learning spaces are established and providing regular education	Community mobilization campaigns and sensitisation sessions are conducted Parent Teacher Meetings are held regularly	ALP girls get government's NFE certificate of graduation Girls are mainstreamed into formal schools 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, provincial/district education department, 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 due to marriages and families' migration Lack of female teachers and high absenteeism of teachers	No change in perception of communities about girls' education Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education.	Community/Tribal conflictions Manmade/natural disasters	No change in perception of parents about girls education Permanent migration of families Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education. Lack of interest of parents	Lack of interest of parents Lack of interest of girls Community/Tribal conflictions Influence of local pressure groups (landlords, religious leaders) for not permitting girls to get education. Social/cultural barrier for girls at local level
	Helping factors				
	Successful graduation of girls 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' transition into formal schools	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 to mainstream them into formal schools	Girls successfully graduated from course. Girls mainstreamed into formal schools Girls transferred literacy, numeracy and life 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 specialised support, including psychosocial support. 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 and public institutes to identify unmet needs, increase the project's sustainability by mainstreaming ALP girls into formal government or public schools.

5. Key Intermediate Outcome Findings

This section of the ALP 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

Improved attendance at sites of learning is a prerequisite for better learning, transition and sustainability of learning spaces. Since learning had just begun at project learning spaces at the time of data collection, the two IO indicators i.e. IO1.1 and IO1.3 are not applicable for baseline. ACTED will collect data for IO 1.1 and IO 1.3; and EE/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 73.74%. In the end-line, the EE will check the impact of attendance rate on the learning outcomes of the GEC learners[68].

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: Marginalised girls have Improved attendance at learning spaces	IO Indicator 1.1: Average attendance rate of ALP and Num. Lit. girls at learning spaces	Classroom Observation tool (quantitative data will be shared by the programme team for the end line analysis)	External evaluator / GLOW Consultants	Not Applicable	70%	Y
	IO Indicator 1.2: Average attendance rate of ALP and Num. Lit. girls at learning spaces (spot check)			73.74%	70%	Y
	IO Indicator 1.3 Average attendance rate of ALP and Num. Lit. girls participated in extracurricular activities organized by centers.			Not Applicable	60%	Y

The attendance rate of 73.74% 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%, whereas, it is around 89% in private schools[69]. In order to be compatible with national level attendance rates in public schools, it is suggested to increase the target to 80%.

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

[69] http://aserpakistan.org/document/aser_policy_briefs/6_Attendance_english.pdf

5.2 IO-2: Improved quality of learning[70]

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

Teacher's Preparation: Overall, 64% 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. During interviews with GEC teachers, they mentioned that training was provided to them on how to prepare and conduct lessons in the learning space.

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	64%

Teacher's knowledge / clarity about content / session: Based on the baseline findings, 64% teachers clearly introduced the topic to their students and made the topic interesting by starting the lesson activity with triggering questions. Further, 68% teachers gave accurate instructions in line with the lesson plan. These teachers gave clear verbal instruction to the student to understand the lesson in a participatory manner. The EE/GLOW Consultants team observed that these teachers took help from visual aids provided as part of the project which included diagrams on board. The EE/GLOW Consultants team also observed these teachers engaged students by providing them the opportunities to ask questions for clarity.

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	64%
Teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in lesson plan	Agree and strongly agree	68%

Student's engagement: The baseline indicates that 77% of students were using learning aids and they were doing it with enthusiasm. The students understood the language of instruction and answered the questions relevant to the content / lesson asked by the teachers. In 64% of the cases the students were actively engaged in the activities assigned to them by their teachers where the classroom environment was open for discussions covering the learning topics. Overall, teachers were responding to the students questions and providing clarifications where needed. Besides teachers were treating all the students on equal level in all of the learning spaces. In addition, in 59% of the cases the students completed the interactive exercises assigned by their teachers. The students were also solving the exercises on boards.

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	77%
Classroom environment open to discussion/talk related to academic content	Agree and strongly agree	64%
Students completed the interactive exercises with understanding	Agree and strongly agree	59%

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

Teacher's classroom management: Based on the EE/GLOW Consultants baseline data, 68% of the teachers were effectively monitoring students' learning. These teachers were constantly asking a range of relevant questions related to the lessons from students to actively engage them in the learning activity which helped with the monitoring. 77% of the teachers were having an engaging class environment where these classes were well-managed with all students engaged in learning activity. In these classes, teachers were continuously asking students if any clarity required regarding any topic of the lesson; and if needed, they were providing individual support to the students in order to catch up with the rest of students. In 64% of the cases, the teachers were using different methods such as playing games, drawing pictures and taking quizzes as effective student engagement approaches.

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	68%
Class environment was well-managed with all students engaged in learning activity.	Agree and strongly agree	77%
Teacher used followed effective methods to teach lesson.	Agree and strongly agree	64%

Physical Environment at Learning Space: The physical environment was conducive as clean drinking water; furniture; mats, whiteboards; and notebooks were available in the learning space. The EE/GLOW Consultants team observed that mats and floors were properly mopped, timely-cleaned and well-maintained. In the learning spaces, the team noticed the adequate availability and placement of furniture in the learning spaces. The team also observed that the teachers utilized the whiteboards which were available in the classrooms. Students had their notebooks during classes.

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 KIIs	NA at baseline	NA at baseline	90%	Y
	IO Indicator 2.2: % of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools	Learning Centre Observation form	EE/GLOW Consultants	55%	90%	Y
	IO Indicator 2.3: % of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)	Learning Centre Observation form	EE/GLOW Consultants	82%	90%	Y

At the baseline stage, the learning spaces are just established and cannot compare with the performance of the students with performance of the learning spaces. It is suggested that the GLOW/EE will link up the learning performance of students with the performance of the learning spaces in the endline. The GLOW/EE will validate the hypothesis that if improved teaching methodologies and learning environment are provided, the students will perform well in the learning tasks.

5.3 IO-3: Marginalised girls have increased life skills[71]

One of the important factors was calculating the life skills index. The life skills index included different aspects such as confidence, awareness about rights, health & hygiene, communication, decision making, emotional management, problem solving, child protection and safeguarding. For this purpose, the team used the data from all 436 marginalised girls to calculate the life skills composite index.

The EE/GLOW Consultants team measured the mean score of each girl's life skills on the basis of 3.0 point scale[72] in order to calculate the baseline level of life skills. The score is divided into two categories i.e. lower proportion and higher proportion. High life skills scores were equal to or greater than 2.27- the median of the life skills index.

Table 44: Supplementary table – Life skills results by subgroup (median of 2.27 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group							
			Age 10 years and below	Age 11 years and above	Girls with disabilities	Girls with no disabilities	Girls engaged in income generation activities	Girls not engaged in income generation activities	OOS – Dropped out	OOS – Never been enrolled
Overall	Lower Proportion	50.7%	51.8%	49.2%	61.9%	49.5%	37.5%	51.2%	51.6 %	50.5%
	Higher Proportion	49.3%	48.2%	50.8%	38.1%	50.5%	62.5%	48.8%	48.4 %	49.5%

The analysis of the life skills index indicates some distinct trends for different GEC girls' categories. Overall, 49.3% of all the GEC girls fall in the higher proportion on life skills score whereas, girls age 10 years and below scored less as compared to the girls' age 11 years and above. Approximately, 62.5% of girls engaged in income generation activities fall in higher proportion on life skills score. On the contrary, only 38.1% of the girls with disabilities ranked in the higher proportion of life skills index score.

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, engagement in income generation activities and availability of books and reading material at home. Findings indicate that girls with disability were statistically significant predictor of girls' life skills as the life skills of girls with disability will be 0.129 points lowered as compared to girls with no disability. The life skills of girls having no books and reading materials (such as colour books and story books) at home apart from school books was also statistically significant as the life skills of girls having no books and reading materials at home apart from school books will be 0.280 points lowered as compared to the girls having books and reading materials at home apart from school books. Age, out-of-

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

[72] 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.

school status and engagement in income generation activities were not statistically significant predictors of life skill scores. To further improve the different attributes of life skills such as confidence, communication, awareness about rights, health & hygiene, decision making, the project may want to introduce some specific measures (included in the recommendations).

Table 45: Supplementary table – Life skills analytical model results

Category	Coefficients	Standard Error	95% Confidence Interval	
			Min.	Max.
(Constant)	2.336	0.075	2.189	2.483
Aged 10 Years and below	-0.036	0.028	-0.090	0.019
OOS Girls – Dropped Out	-0.039	0.039	-0.116	0.039
Girls with disability*	-0.129	0.047	-0.222	-0.037
Girls not engaged in income generation activities	-0.042	0.074	-0.187	0.103
Non-availability of books and reading materials at home apart from school books**	-0.280	0.030	-0.338	-0.222

Note: One asterisk (*) denotes differences between groups that are statistically significant at $p < 0.01$. Two asterisk (**) denotes differences between groups that are statistically significant at $p < 0.001$.

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

Table 46: Life skills of marginalised 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	EE/GLOW Consultants	72.19%	90%	Y

- 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 support[73]

There is a high number of parents of the GEC girls who support education for their girls children – refer to below given table for details. However, it is important to note that a possible reason for this higher support could be that data is only collected with those parents who have enrolled their girls in the project. Therefore, this may not be the general trend in the targeted communities. Overall, the baseline data shows that approximately 90% of the parents did want their daughters to get education, learn employable skills and earn their livelihoods to support themselves and their families. Similarly, the parents are in favour of supporting their daughters' education despite the financial constraints. Furthermore, the parents were of the view that girls should utilise their education similar to boys i.e. girls should do jobs and apply their skills to earn money. It may also be possible to infer that provided the right context and opportunities, parents in general support education for their daughters.

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	94	4.63
Favour continuation of girls education despite funds limitation	Strongly agree or agree	96	4.52
Considers education equally important for both boys and girls	Strongly agree or agree	94	4.52
Overall, favour girls education	Strongly agree or agree	97	4.60
Consider education as girls and women right	Strongly agree or agree	95	4.61

The average score of parent support index is 4.6 out of 5 and this means a high support for the education of girls where data represent the parents who have enrolled their girls in the project. It is possible this number may be lower once data is collected from overall population on random basis including those whose girls are not enrolled or who may have refused to enrol their girls in the project. However, during FGD with parents and caregivers, it was shared that they are allowing their girls to enrol in these learning spaces to get education because there is no co-education, it is established in the close proximity and managed by a female teacher. These are the aforementioned reasons that ACTED learning spaces are receiving overwhelming support from parents / caregivers. Another possible reason of high average score of parental support index may attributes to the project awareness raising activities regarding importance and support of girls' education.

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

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 marginalised 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/GLOW Consultants	91.5%	91%	Y

As mentioned above, it is pertinent to emphasise that these responses and percentages are based on the feedback from the parents of GEC enrolled girls. Therefore, these parents have already been engaged by the project and sensitized to send their daughters to the learning spaces centres. These parents are already motivated to send their girls to school where these percentages may not be reflective of the overall trends in the general communities in the targeted area including those parents whose girls are not enrolled or who may even have refused to enrol their girls in the project. Even though it is very early to make a statement, but given the already high value related to parental support to girls' education, it is likely there will be marginal increase in these numbers at the end line stage.

Project Checks on Intermediate Outcomes

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. Benchmarking[74]

Together with the baseline data collection activity, EE/GLOW Consultants has also collected data from 48 girls of grade 6 for EGRA English, EGRA Sindhi, EGRA Urdu and EGMA. Equal amount of benchmarking data was collected from schools in district Jacobabad and Kashmore. This sample size and distribution was as per approved MEL framework. The benchmarking data will be used for comparison with the end line project data. This section contains the analysis of the benchmarking data and its comparison with the GEC girls' baseline scores.

6.1 Benchmarking - EGRA English

In all of the six subtasks of EGRA English, most of girls were at the proficient learner level i.e. highest percentage of GEC girls 91.7 were at proficient learner level in subtask 2 and lowest in subtask-4b i.e. 31.3. The most significant value of non-learner was 27.1% in subtask 4b, followed by 25% in subtask 5.

Table 49: Foundational literacy gaps (EGRA English Benchmark)

Categories	Subtask 1 Listening Comprehension	Subtask 2 Letter Name / Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[75]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	10.4% of students	6.3% of students	6.3% of students	22.9% of students	27.1% of students	25.0% of students
Emergent learner 1%-40%	0.0% of students	2.1% of students	33.3% of students	14.6% of students	20.8% of students	10.4% of students
Established learner 41%-80%	27.1% of students	0.0% of students	18.8% of students	12.5% of students	20.8% of students	10.4% of students
Proficient learner 81%-100%	62.5% of students	91.7% of students	41.7% of students	50.0% of students	31.3% of students	54.2% of students
Source: EGRA English N= 48	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

6.2 Benchmarking EGRA Urdu

Similarly to the EGRA English subtasks, majority of the girls in all of the seven EGRA Urdu subtasks were at the proficient learner level. The most significant value was present at subtask 2a where 87.5% of girls were at the proficient learner level, followed by subtask 1 where 72.9% of girls were at the proficient learner level. The highest percentage of non-learners was 22.9% which was present at subtask 4b. Overall, subtask 1 was the easiest for the girls as none of the girls were at the non-learner or emergent learner level.

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

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

Table 50: Foundational literacy gaps (EGRA Urdu Benchmark)

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[76]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	0.0% of students	0.0% of students	18.8% of students	6.3% of students	16.7% of students	22.9% of students	18.8% of students
Emergent learner 1%-40%	0.0% of students	4.2% of students	14.6% of students	14.6% of students	10.4% of students	4.2% of students	6.3% of students
Established learner 41%-80%	27.1% of students	8.3% of students	8.3% of students	12.5% of students	8.3% of students	14.6% of students	14.6% of students
Proficient learner 81%-100%	72.9% of students	87.5% of students	58.3% of students	66.7% of students	64.6% of students	58.3% of students	60.4% of students
Source: EGRA Urdu N= 48	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

6.3 Benchmarking - EGRA Sindhi

Overall, majority of the girls are at the proficient level in all of the seven subtasks of EGRA Sindhi. Subtask 1 and 2a were the least difficult for the girls as 91.7% of the girls in subtask 1 were at proficient level and at this level in subtask 2a; there were 89.6% of girls. The highest percentage of girls in non-learner level was in subtasks 4b and 5 both with 18.8%.

Table 51: Foundational literacy gaps (EGRA Sindhi Benchmark)

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[77]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	2.1% of students	0.0% of students	10.4% of students	2.1% of students	14.6% of students	18.8% of students	18.8% of students
Emergent learner 1%-40%	0.0% of students	4.2% of students	12.5% of students	14.6% of students	8.3% of students	2.1% of students	8.3% of students
Established learner 41%-80%	6.3% of students	6.3% of students	12.5% of students	12.5% of students	2.1% of students	18.8% of students	16.7% of students
Proficient learner 81%-100%	91.7% of students	89.6% of students	64.6% of students	70.8% of students	75.0% of students	60.4% of students	56.3% of students
Source: EGRA Sindhi N= 48	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

6.4 Benchmarking - EGMA

Subtasks 1, 2, 4a, 4b, 5a and 5b seem comparatively easy for the girls because majority of the girls fall in the proficient learner levels with the highest percentage being 89.6% in both subtask 1 and 2. In subtask 3, 50% of the girls were at the established level and only 4.2% at non-learner level. In subtask 6, 31.1% of girls were at the established level and 8.3% were at non-learner level.

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

Table 52: Foundational numeracy skills (EGMA Benchmark)

Categories	Subtask 1 Number Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b Addition Level 2	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Words Problem
Non-learner 0%	4.2% of students	4.2% of students	2.1% of students	4.2% of students	6.3% of students	6.3% of students	8.3% of students	8.3% of students
Emergent learner 1%-40%	0.0% of students	2.1% of students	14.6% of students	2.1% of students	0.0% of students	2.1% of students	0.0% of students	14.6% of students
Established learner 41%-80%	6.3% of students	4.2% of students	50.0% of students	6.3% of students	6.3% of students	10.4% of students	10.4% of students	31.3% of students
Proficient learner 81%-100%	89.6% of students	89.6% of students	33.3% of students	87.5% of students	87.5% of students	81.3% of students	81.3% of students	45.8% of students
Source: EGMA N= 48	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

6.5 Benchmarking and baseline data comparison

Overall, benchmarking and baseline data comparison are shown below:

Table 53: Baseline and benchmark results comparison

Sub-groups	Average literacy score- EGRA English (aggregate)	Average literacy score- EGRA Sindhi (aggregate)	Average literacy score- EGRA Urdu (aggregate)	Average numeracy score-EGMA (aggregate)
All girls – benchmark	67.64	80.33	76.64	84.88
All girls baseline	6.52	20.22	12.28	27.46

7. Conclusions

Overall, the report has found that the obtained baseline findings are in coherence with the design and interventions of the project, as well as the indicators outlined in the MEL framework. The key findings of the report are presented below.

7.1 Key Characteristic Sub-groups

The key GEC girls subgroups identified through analysing the sample achieved included different age-groups, girls suffering from disability, and the girls involved in the income generation for the household.

7.2 Key barriers

The three main categories of barriers include cultural, economic, and physical / service delivery. Poverty in the area appeared to be one of the key barriers which hamper parents' ability to bear the education-related costs of their children. On the other hand, around 35% respondents in HH survey illustrated, prior to the project, that culturally education is not considered a priority for girls rather they are expected to help in household chores, in the agriculture field and taking care of livestock. Similarly, the lack of nearby schools and qualified women teachers also affects girls' prospects to achieve education.

7.3 Learning outcomes

The baseline literacy levels of the GEC girls' fall below the benchmark results, particularly for EGRA English. For GEC girls, letter name / sound identification was least difficult subtask as fewer girls ranked in the non-learner level. In EGRA English, most of the girls were in non-learner level in all of the subtasks with percentage reaching as high as 98.% in subtask 5.For EGRA Sindhi, the performance of the GEC girls was better on subtask-1 (listening comprehension) as compared to other subtasks. The results for EGRA Urdu are not well as most of the subtasks have girls at non-learner level with highest in subtask-5 (writing / dictation) at 97.5%. On the other hand, the result was comparatively better for the subtask-1 with highest percentage of girls either at proficient learner, established learner, and emergent learner levels. The trends are also somewhat similar for EGMA where subtask-4, subtask-5 and subtask-6 have more than 50% of the girls at the non-learner level. The subtask-5b (subtraction level 2) has highest girls at the proficient learner level. Overall, there is a lot of space and opportunity for the project to help improve the learning skills of the GEC girls.

7.4 Transition outcome

After successfully completing ALP course, the GEC girls are expected to reach literacy and numeracy skills level of grade 5. Therefore, they will be in a position to continue their education by enrolling in grade 6. The primary caregivers favoured that girls should be receiving education and be enrolled into educational institutions. Though, currently, the project has no explicit ALP girls' transition indicator, it will be useful to add a separate indicator in this regard.

7.5 Sustainability outcome

The continuation of girls' education is supported by various stakeholders including parents, community and the elders. The community has provided important support to the learning spaces in some of the key areas which is beneficial in strengthening the sustainability of the learning spaces. It includes the provision of space for the learning spaces, developing and continuing the coordination and meetings with the parents who do not favour the education of their daughters, and participation in the meeting held for learning spaces planning. The

communities will be trained by the project on the right to education possessed by the girls. The project will be engaged in making the plans of actions to engage government / private sector for their support in ensuring the sustainability of the learning spaces to ensure the continuity of the education of the girls.

The education of the marginalised girls and learning spaces were also supported by government officials. In order to work towards the professional development and career progression of literacy and numeracy engaged at the learning spaces, the project will be working in close coordination with NFE sector and some of the other relevant departments of the government.

7.6 Intermediate outcome findings

IO-1: The spot check quantitative data for the indicator of the attendance was collected by the EE/GLOW Consultants. The overall attendance was found to be 73.74% on indicator IO 1.2.

IO-2: The finding for this indicator is based on both types of data i.e. quantitative and qualitative. Overall, the teachers were able to execute the lesson plans; classroom environment was conducive to learning and discussion; and effective methods were followed to deliver the lessons.

IO-3: Based on the low life skills index score, the girls with disabilities were identified as the highly marginalised subgroup as compared to other GEC girls' subgroups'. Different aspects of life skills such as confidence, awareness about rights, health & hygiene, communication, decision making, emotional management, problem solving, child protection and safeguarding were aggregated and a single percentage mean score is derived for the all sampled GEC girls. The overall life skills mean score for the overall achieved sample size is 72.19%. This is the benchmark score of life skill already existed in the project area without any intervention received from the ACTED LNGB project.

IO-4: Majority (approximately 90%) of the parents / primary caregivers strongly supported girls' education, education for girls equally to that of boys, and education as a right of women and girls. The average score of parent support index is 4.6 out of 5 which means there is a very high support for the education of girls.

8. Suggestions and Recommendations

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

Project Specific Recommendations

I. **Attendance:** 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%, whereas, it is around 89% in private schools.[78]

II. **Engaging parents/caregivers of GEC girls helping in income generation activities:** The project should work closely with the parents / caregivers (particularly fathers who most of time are decision makers) of the girls. This will help ensure the girls do not drop out due to prioritizing other work such as at the time of harvesting.

III. **Parental support to girls' education:** Parental support for girls is already on the high side at the baseline, almost 90% of the parents support their daughters to get education. It is suggested to increase the project target for IO-4 parental support to girls' education which is currently set at 50%.

IV. **Improving teachers' performance:** Meanwhile, almost 35% of the teachers who are not using child focused approaches should be provided with refresher trainings for improvement in their performance and getting desired results in next evaluation point.

V. **Advocacy initiative:** The project should continue its coordination with government stakeholders; explore potential opportunities to ensure the government support in terms of provision of free text books, teaching aid materials, availability of women teachers and capacity building of teachers for these learning spaces; and devise handing/taking over policy of learning spaces by government or any other relevant body such as Sindh Education Foundation, Sindh Rural Support Program, City Foundation, and Education and Literacy department of government of Sindh to continue the learning spaces after project completion.

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

VII. **Developing GEC girls' performance plans:** It will be useful, if separate performance record for each GEC girl student is maintained based on weekly / bi-weekly assessment especially to girls engaged in income generation activities which are less likely to transition. This will help in developing individual performance plans. This will help in providing tailored support to students and will support in improving their learning outcomes.

VIII. **Improvement of life skills:** It will be better to further improve the different attributes of life skills such as confidence, communication, awareness about rights, health & hygiene, decision making, emotional management and problem solving; it will be

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

better to include story books/comic books and colour books interventions in the project. Moreover, it also helps in increasing the learning skills of the GEC learners.

Broader Recommendations to ACTED, FCDO and FM:

IX. **Addressing economic barriers:** Though it might outside the immediate scope of the project, however, the baseline identifies economic barriers amongst the key obstacles to the girls' education. Therefore, the project should try to link the community with other programmes (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly address such type of barriers, in some limited ways.

X. **Enrolling minority girls in the programme:** A significant amount of minority population more than three percent resides in the Jacobabad district. However, the project has enrolled minority girls in Kashmore district. Therefore it is suggested that this be further explored and make additional efforts to enrol more minority girls in the project activities.

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 programmes
- Annex 9: Learning test pilot and calibration
- Annex 10: Sampling framework

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

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

Annex 2: Log frame

The updated log frame of ACTED LNGB Project


12_LNGB_Project_Log frame_SignedOff_ALP_


ACTED_MTR_OP_Fra mework_V21_FM_App

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 is implementing only one cohort for ALP intervention. External evaluator is responsible to conduct baseline and end line of ALP intervention. However ACTED will be conducting process monitoring for all outcome, intermediate outcome and output indicators. 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 package of A, B and C. 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.

Annex 4: Beneficiaries table (EE/GLOW Consultants sample data)

Table 54: 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 women headed household	13.3%
Married	0.0%
Mother under 18	0.0%
Mother under 16	0.0%
Difficult to afford for girl to go to school	41.8%
Household doesn't own land for themselves	62.6%
Material of the roof (Mud)	57.6%
Material of the roof (Cement/Concrete)	21.1%
Material of the roof (Wood)	6.4%
Material of the roof (Thatch)	3.0%
Material of the roof (Tin/Iron sheets)	4.1%
Material of the roof (Roofing tiles)	1.8%
Household unable to meet basic needs (without charity)	35.1%
Gone to sleep hungry for many days in past year	6.4%
LoI different from mother tongue	Not available
Girl does not speak LoI	Not available
HoH has no education	47.2%
Primary caregiver has no education	63.5%
Did not get support to stay in education and do well (%)	4.8%
Source: Household Survey and Core Girl Background Survey N = 436	

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 ALP 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, polio cards, school leaving certificates and birth certificates, if available. 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 to or farther from the time) of birth of beneficaries and age was calculated accordingly. A very little number can be observed in below table about beneficiary(s) who are less than the age of 10 which is below criteria. The beneficiar(s) were included because it was found through evidences that there are few months remaining to turn into 10 years of age of beneficary(s) and beneficiary(s) and communities showed high interest to include them. Questions in the tools were included to identify marginalisation of girls i.e. have they ever faced natural disaster? Are they working on wages and type of work they are doing? At what age they got married? and etc. Socio-economic survey also varified the marginalisation of communities. It was evident from primary data that all the sampled girls were in the category of extreme marginalisation as outlined in girls education barriers section above. The dataset below show that only 27% beneficiaries have attended schools from pre-primary to grade 3 and left schools due to different reasons. These beneficiaries were included in the project because they lost their learning and there was huge gap found after leaving schools as they left schools at the age of 5-9 years and they did not get any opportunity to continue their education.

Table 55: Direct beneficiaries by age

Age (adapt as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Aged <10	4.1%	Project ALP beneficiaries dataset
Aged 10	49.5%	
Aged 11	22.3%	
Aged 12	15.7%	
Aged 13	8.0%	
Aged >13	0.5%	
N = 1189*		
* ACTED shared the ALP beneficiaries dataset on 12th February 2021.		

Table 56: 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	72.50%	Project ALP beneficiaries dataset
Been to formal school, but dropped out	27.50%	
Enrolled in formal school	Not Applicable	
N = 1189*		
* ACTED shared the ALP beneficiaries dataset on 12th February 2021.		

Table 57: 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	72.50%	Project ALP beneficiaries dataset
Pre-Primary	7.70%	
Grade 1	11.80%	
Grade 2	7.10%	
Grade 3	0.90%	
N = 1189*		
* ACTED shared the ALP beneficiaries dataset on 12th February 2021.		

Table 58: Other selection criteria

Selection	Proportion of cohort 1 direct	Data source – Project monitoring data, data from

criteria	beneficiaries (%)	sample used in external evaluation or assumption?
Unmarried Girls	100%	Project monitoring data
Girls with Disabilities	0.4%	Project monitoring data
Girls from Minority Group(s)	1.1%	Project monitoring data
N = 1181		
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 59: 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.	1100	1100	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.	1100	1100	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.	38 women teachers 19 women coaches	38 women teachers 19 women coaches	Teachers and coaches are hired for all ALP spaces. They are 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.	969	969	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 men and boys.	Monitoring data.

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

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

Based on the project data made available to the EE for the ALP cohort and comparing it with the EE achieved sample, the EE concludes that the numbers are in-line with the project dataset. This includes information with respect to learners such as their identities and geographical presence i.e. village and union council, minority, marital status and girls with disability.

EE collected data related to girls' age from both parent/caregiver and also from girl. However EE did observe minor differentiation in the ages of the GEC learners the ages captured during baseline in the core girl survey and household survey. One of the key reasons for this mismatch in information is due to parents not registering (due to several reasons including lack of awareness and accessibility to the registration points) their children births (birth registrations). According to Pakistan Demographic and Health Survey 2017-2018 only 42% children under the age of 5 have their birth registered. In these cases, ages reported by sampled GEC girls were used for analysis purpose. On the other hand, the distribution of girls aged-wise in the achieved sample (436) is also aligned with aged-wise distribution of all GEC girls (1189) in ALP cohort in the project dataset.

Annex 6: MEL framework

8_MEL_Framework_
LNGB_SignedOff_on

Annex 7: Data collection tools used for baseline

EGRA English Tool# 3 - EGRA ALP ACTED English.docx	EGRA Urdu Tool# 4 - EGRA ALP ACTED Urdu.docx	EGRA Sindhi Tool# 1- EGRA ALP ACTED_Sindhi.docx
EGMA Tool# 2 - EGMA ALP Tool.doc	Life Skills Assessment Tool# 6 -Life Skills Assessment Tool_Ver	Household Survey Tool# 7 - HH Survey Questionnaire.docx
Core Girl Background Survey Tool# 5 - HH Core Girl Survey.docx	Learning Space Observation Tool# 8 - Learning Center Observation F	Focus Group Discussion with Parents / Caregivers Tool# 9 - FGD - Caregiver Partents Tc
Focus Group Discussion with Girls Tool# 10 - FGD Girls Tool.docx	Focus Group Discussion with Boys Tool# 11 - FGD - Boys Tool.docx	In-depth Interview (Girl with Disability) Tool# 12 - IDI - Disability Girls Tool.dc
In-depth Interview (Minority Girl) Tool# 14 - IDI Minority Girls Tool.doc	In-depth Interview (Married Girl) Tool# 13 - IDI - Married Girls Tool.doc	In-depth Interview with Community Elders Tool# 15 - IDI - Community Elders Toc
In-depth Interview with Teacher Tool# 17 - IDI - Teacher Interview To	In-depth Interview with Education Department Tool# 16 - IDI - Education Departmen	

Annex 8: Learning Test Pilot and Calibration

Pilot report for ALP

16112020 ACTED
Pilot Report for ALP E

Annex 10: 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 11: Additional Life Skills Analysis

Table 60: Life skills results by subgroup (median of 2.27 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group							
			Age 10 years and below	Age 11 years and above	Girls with disabilities	Girls with no disabilities	Girls engaged in income generation activities	Girls not engaged in income generation activities	OOS – Dropped out	OOS – Never been enrolled
Overall	Lower Proportion	50.7%	51.8%	49.2%	61.9%	49.5%	37.5%	51.2%	51.6%	50.5%
	Higher Proportion	49.3%	48.2%	50.8%	38.1%	50.5%	62.5%	48.8%	48.4%	49.5%
Confidence	Lower Proportion	32.1%	34.5%	28.9%	31.0%	32.2%	12.5%	32.9%	29.0%	32.6%
	Higher Proportion	67.9%	65.5%	71.1%	69.0%	67.8%	87.5%	67.1%	71.0%	67.4%
Communications	Lower Proportion	38.3%	38.6%	38.0%	40.5%	38.1%	31.3%	38.6%	40.3%	38.0%
	Higher Proportion	61.7%	61.4%	62.0%	59.5%	61.9%	68.8%	61.4%	59.7%	62.0%
Emotional management	Lower Proportion	44.3%	46.6%	41.2%	57.1%	42.9%	25.0%	45.0%	46.8%	43.9%
	Higher Proportion	55.7%	53.4%	58.8%	42.9%	57.1%	75.0%	55.0%	53.2%	56.1%
Decision making	Lower Proportion	81.0%	81.5%	80.2%	83.3%	80.7%	75.0%	81.2%	85.5%	80.2%
	Higher Proportion	19.0%	18.5%	19.8%	16.7%	19.3%	25.0%	18.8%	14.5%	19.8%
Problem solving	Lower Proportion	34.9%	34.9%	34.8%	50.0%	33.2%	12.5%	35.7%	37.1%	34.5%
	Higher Proportion	65.1%	65.1%	65.2%	50.0%	66.8%	87.5%	64.3%	62.9%	65.5%
Health and hygiene	Lower Proportion	4.8%	6.8%	2.1%	9.5%	4.3%	6.3%	4.8%	3.2%	5.1%
	Higher Proportion	95.2%	93.2%	97.9%	90.5%	95.7%	93.8%	95.2%	96.8%	94.9%
Awareness about rights	Lower Proportion	37.8%	39.0%	36.4%	38.1%	37.8%	18.8%	38.6%	43.5%	36.9%
	Higher Proportion	62.2%	61.0%	63.6%	61.9%	62.2%	81.3%	61.4%	56.5%	63.1%
Awareness about child protection and safeguarding	Lower Proportion	46.8%	50.6%	41.7%	31.0%	48.5%	31.3%	47.4%	51.6%	46.0%
	Higher Proportion	53.2%	49.4%	58.3%	69.0%	51.5%	68.8%	52.6%	48.4%	54.0%
Inclusion	Lower Proportion	34.2%	32.9%	35.8%	50.0%	32.5%	12.5%	35.0%	33.9%	34.2%
	Higher Proportion	65.8%	67.1%	64.2%	50.0%	67.5%	87.5%	65.0%	66.1%	65.8%
Concentration attention memory	Lower Proportion	99.8%	100.0%	99.5%	100.0%	99.7%	100.0%	99.8%	100.0%	99.7%
	Higher Proportion	0.2%	0.0%	0.5%	0.0%	0.3%	0.0%	0.2%	0.0%	0.3%
Collaboration	Lower Proportion	38.1%	39.0%	36.9%	38.1%	38.1%	25.0%	38.6%	48.4%	36.4%
	Higher Proportion	61.9%	61.0%	63.1%	61.9%	61.9%	75.0%	61.4%	51.6%	63.6%

The life skills index score indicates that majority of GEC girls of subgroups age 11 years and above, girls engaged in income generation activities, OOS-never been enrolled, and girls with no disabilities are in higher proportion against the benchmark of overall life skill score 2.27 (median) out of 3.00. The confidence aspect of life skills indicates that majority of GEC girls engaged in income generation activities is in higher proportion while that maximum number of GEC girls age 10 years and below is in lower proportion as compared

to the overall life skills index score. The communication aspect of life skills indicates that majority of GEC girls engaged in income generation is in higher proportion while that of girls with disability is in lower proportion as compared to the overall life skills index score. The emotional management aspect of life skills shows that majority of GEC girls aged 11 years and above is in higher proportion while that majority of girls with disability are in lower proportion as compared to the overall life skills index score. The decision making aspect of life skills indicates that majority of GEC girls engaged in income generation activities is in higher proportion while that maximum number of OOS girls – dropped out is in lower proportion as compared to the overall life skills index score. The problem solving aspect of life skills indicates that maximum GEC girls engaged in income generation activities is in higher proportion while that of girls with disability is in lower proportion as compared to the overall life skills index score. The health and hygiene aspect of life skills indicates that majority of GEC girls age 11 years and above is in higher proportion while that of girls with disability is in lower proportion as compared to the overall life skills index score. The awareness about rights aspect of life skills indicates that majority of GEC girls engaged in income generation activities is in higher proportion while that majority of OOS girls – dropped out is in lower proportion as compared to the overall life skills index score.

Table 61: Life skills results by subgroup (mean percentage score)

Attribute	All GEC girls in the sample	Sub-group							
		Age 10 years and below	Age 11 years and above	Girls with disabilities	Girls with no disabilities	Girls engaged in income generation activities	Girls not engaged in income generation activities	OOS – Dropped out	OOS – Never been enrolled
Overall	72.19	71.76	72.75	70.03	72.42	75.86	72.05	71.48	72.31
Confidence	78.06	77.31	79.06	76.32	78.24	80.56	77.96	78.14	78.04
Communications	78.38	78.15	78.70	77.78	78.45	81.77	78.25	79.97	78.12
Emotional management	72.20	70.95	73.86	66.93	72.76	77.08	72.01	70.07	72.55
Decision making	57.22	58.27	55.84	51.19	57.87	61.46	57.06	54.57	57.67
Problem solving	75.92	75.46	76.53	66.93	76.88	84.03	75.61	76.35	75.85
Health and hygiene	92.10	91.88	92.39	91.27	92.19	91.67	92.12	94.80	91.65
Awareness about rights	75.15	74.43	76.11	75.13	75.16	84.03	74.81	71.86	75.70
Awareness about child protection and safeguarding	71.51	70.01	73.50	73.02	71.35	75.00	71.38	68.46	72.02
Inclusion	77.14	76.84	77.54	72.22	77.67	84.03	76.88	76.17	77.30
Concentration attention memory	48.62	48.25	49.13	48.41	48.65	49.17	48.60	48.17	48.70
Collaboration	78.44	78.21	78.74	79.76	78.30	80.21	78.37	77.42	78.61

The above table suggests that girls with disabilities had the least average life skill score of approximately, 70.03%. Overall, the mean score of all GEC girls is higher as compared to the other subgroups except for age 11 years and above; girls with no disabilities, girls engaged in income generation activities, and OOS-never been enrolled. The confidence aspect of life skills of GEC girls with disabilities is the lowest among the subgroups' life skill scores. The communication aspect of life skills of GEC girls engaged in income generation activities is higher while that of girls with disabilities is lower as compared to the overall communication aspect of life skills score. The emotional management of life skills of age 11 years and above is higher while that of girls with disabilities is lower as compared to the overall emotional management of life skills score. The decision making aspect of life skills of GEC girls engaged in income generation activities is higher while that of girls with disabilities is lower as compared to the overall decision making aspect of life skills score.

Annex 11: External Evaluator Declaration

Annex 11 External evaluator declaration

Annex 12: Project Management Response

- 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 ToC 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 unaffordability of girls education for parents, cultural constrains that girls are not mature enough to attend school, schooling is not important for girls, girls are not allowed to travel outside of the village due to unavailability of girls school in the area and early marriages of girls. Also 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 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 more than 90% 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 are included if they meet LNGB enrolment criteria. Facilities i.e. ramps at classrooms and toilets, child care corners are 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 space is also conducted for to highlight and mitigate safeguarding issues of girls. ACTED has no direct control to prevent girls from early marriages but ACTED has planned to conduct sensitisation sessions with communities on gender equity, social inclusion, safeguarding and girls education to cater this issue.

Learning outcome: As per baseline results of assessments conducted by EE, the literacy and numeracy results were found low. On an average girls secured maximum 20 scores out of 100. The results were as per expectations by looking at the key barriers. The monitoring data of ACTED also revealed that 72% of girls were never been to school. Results of ACTED's monitoring data validate the reasons mentioned in the ToC 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 confirmed from the results that baseline literacy levels are low than benchmarked literacy and numeracy results. ACTED highlighted in the ToC that household chores, marriage and children are the major reasons for out of school girls. ACTED's monitoring data also tell that 61% 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 66% parents/caregivers responded that ALP GEC learners at least complete secondary school. During FGDs with GEC girls, they also wanted to continue their education till high school i.e. till grade 10 after completion of the ALP course. They also wanted support from their respective family to continue their education. ACTED's ToC illustrated that girls and communities have lack of awareness regarding education, livelihood opportunities. The monitoring data show high interest level of girls, parents and caregivers on girls education support. Looking at the monitoring data results of ACTED, more than 90% ALP girls at least 70% attendance, including all girls with disability and parents' interest was also observed through parent-teacher meetings as more than 90% parents of GEC girls are attending at least 1 meeting per month. In the original work plan of LNGB, transition activity was not included but looking at high level interest of girls and parents, ACTED designed transition path of ALP girls to include them in formal schools.

Sustainability outcome: EE highlighted that community, parents and elders favoured the LNGB intervention by giving support of establishment of learning spaces in / near the villages, communities supported their girls to attend LNGB learning spaces because learning spaces were only-girls site (cultural values and community supported this), women teachers taught in the learning spaces and availability of basic facilities like toilets and the clean drinking water in the learning spaces. ACTED mentioned in ToCthat 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. ToC also tells that government is unable to provide girls education in the rural areas. ACTED's monitoring data found that there is no girls' schools and some abandoned buildings of government schools were also found in intervention areas. ACTED has designed activities to sensitise communities on girls education and girls will also be provided technical and vocational education so that they can contribute in their household income. ACTED will also provide life skills sessions to girls to enhance their confidence, communication and interpersonal skills so that they can influence and participate in the decision process for their lives and children's lives. On other hand ACTED will conduct regular meetings with government education department to provide educational facilities in areas specific to LNGB project. In parallel to that, communities will also be sensitised for girls education support through regular sessions.

- 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	
Attendance: 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%, whereas, it is around 89% in private school.	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. ACTED's attendance trends also show the fluctuation in the average attendance rate per month. 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.
Engaging parents/caregivers of GEC girls helping in income generation activities: The project should work closely with the parents / caregivers (particularly fathers who most of time are decision makers) of the girls. This will help ensure the girls do not drop out due to prioritizing work such as at the time of harvesting.	ACTED is agreed with the recommendation. ACTED has designed activities to conduct sensitisation sessions with men and boys on girls education support. ACTED will include husbands and sons in the sessions.
Parental support to girls' education: Parental support for girls is already on high side at the baseline, almost 90% of the parents support their daughters to get education. It is suggested to increase the project target for IO-4 parental support to girls' education which is currently set at 50%.	Parental support is high in terms of acceptance of educational facility in LNGB intervention areas. ACTED has also experienced "no resistant" from communities during mobilisation campaign for establishing learning spaces. ACTED is agreed with the suggestion and changed the end line target to 91%.
Improving teachers' performance: Meanwhile, almost 35% of the teachers who are not using child focused approaches, should be provided with refresher trainings for improvement in their performance and getting desired results in next evaluation point.	ACTED is agreed with the suggestion. ACTED has designed 5 days long training events after joining of teachers and 2 days refreshers on quarterly basis. Teachers are also getting regular guidance during visits of project team. The monitoring data results highlighted that 90% teachers are rated good on teaching methodology.
Advocacy initiative: The project should continue its coordination with government stakeholders; explore potential opportunities to ensure the government support in terms of provision of free text books, teaching aid materials, availability of women teachers and capacity building of teachers for these learning spaces; and devise handing/taking over policy of learning spaces by government or any other relevant body such as Sindh Education Foundation, Sindh Rural Support Program, City Foundation, and Education and Literacy department of government of Sindh to continue the learning spaces after project completion.	ACTED is agreed with the recommendation. For that purpose ACTED will facilitate the transition of ALP girls towards formal education in either public or private schools. The following efforts are being conducted under this component: • Non Formal Education (NFE) Directorate is also reached out issue NFE certificate to LNGB ALP graduates as their official certificate offers eligibility for admission into grade 6 in any public school. • School mapping will be carried out to map government schools in nearby

EE's Recommendations	ACTED's Response
Project Specific Recommendations	
	• communities to facilitate graduate admissions • In case no government school is present, ACTED is in discussion with Sindh Education Foundation (SEF), HANDS organization and The Citizens Foundation (TCF) to mainstream the learners in their established schools wherever possible • Advocacy to connect the learners with Allama Iqbal Open University (AIOU) - distance learning opportunities to primary graduate learners to pursue elementary and secondary school certificates.
Sustainability of the learning spaces: To ensure sustainability of the learning spaces, it would be worth keeping close coordination with relevant stakeholders such as Sindh Education Foundation, Sindh Rural Support Program, City Foundation and Education and Literacy department of the government of Sindh. These organizations are likely to adopt and help such interventions.	ACTED has sustainability model to focus on girls education continuation. For that purpose ACTED has designed transition plan for ALP girls. Details are mentioned above.
Developing GEC girls' performance plans: It will be useful, if separate performance record for each GEC girl student is maintained based on weekly / bi-weekly assessment especially to girls engaged in income generation activities which are less likely to transition. This will help in developing individual performance plans. This will help in providing tailored support to students and will support in improving their learning outcomes.	ACTED is agreed with the recommendation. Report cards are designed for each ALP girl and these are maintained on monthly basis.
Improvement of life skills: It further improve the different attributes of life skills such as confidence, communication, awareness about rights, health & hygiene, decision making, emotional management and problem solving; it will be better to include story books/comic books and colour books interventions in the project. Moreover it also helps in increasing the learning skills of the GEC learners.	ACTED is agreed with the suggestion. ACTED will add mentioned resource material into play based life skills activities as per need of activities and budget availability.
Broader Recommendations to ACTED, FCDO and FM	
Addressing economic barriers: Though it might be outside the immediate scope of the project, however, the baseline identifies economic barriers amongst the key obstacles to the girls' education. Therefore, the project should try to link the community with other programs (like WFP food interventions, BISP, MFIs etc.) which directly or indirectly address such type of barriers, in some limited ways.	Although ACTED has intervened in poverty ridden areas but ACTED has no activities to facilitate communities on hunger and poverty aspects. However ACTED will inform communities through regular mobilisation campaigns about any government or public/private facilities which address these type of issues.
Enrolling minority girls in the program: A significant amount of minority population more than three percent resides in the Jacobabad district. However project has enrolled minority girls in Kashmore district. Therefore it is suggested that this be further explored and make additional efforts to enrol more minority girls in the project activities.	ACTED is agreed with the suggestion. ACTED will enrol girls of minority groups wherever those are found in intervention areas.

- Does the external evaluator's conclusion of the projects' approach to addressing gender inequalities across activities correspond to the projects' ambitions and objectives?

External evaluator's conclusion of the project' approach denoting significantly gender inequalities issues and concerns across the LNGB project approach, strategies and activities. The project's main interventions are exclusively for girls' education and their empowerment. The baseline analysis revealed girls' education barriers in the domain of economic, cultural and physical / service delivery. The economic barriers mainly included poverty which results in the unaffordability of girls' education for parents. The cultural constraints include less preference from the communities towards girls' education and family members considered schooling is not important for girls), not allowing girls to travel outside the village as girls' schools are not available nearby and because of the girl child early and forced marriage, as are very common practice in these communities. Besides girls are expected to help at home for home chores such as cleanliness, dish washing, cooking, caring for young siblings/children and livestock and in the fields; mainly includes providing support in the harvesting of crops and arranging fodder for livestock.

The physical / service delivery challenges such as unavailability of nearby schools for girls and qualified women teacher also negatively contribute towards girls' education. Based on the low life skills index score the girls with disabilities were identified as the highly marginalised subgroup as compared to other GEC girls' subgroups. Different aspects of life skills such as confidence, awareness about rights, health & hygiene, communication, decision making, emotional management, problem solving, child protection and safeguarding were accumulated. A single percentage mean score is derived for the all sampled GEC girls. Although education is considered to be the most valuable possession for every human being today, yet, gender inequality is more pronounced, adolescent girls and young women in LNGB communities are expect to work as long as 14 to 16 hours at homes and the fields on less or without payments, their status is mainly based on local customs and social norms, girls and women are expected to function within their frame work before marriage they had to obey their fathers and brothers and after marriage their husbands. Most of the women live in the state of withdrawal deprived of their identity and this is because of the lack of education and due to social prestige and economic activity.

The undertaken baseline articulated that how gender discrimination effects the right to education of girls in terms of access to education, in terms of never been to school, the decrease in the rate of literacy and in years of schooling attained, the study reveals that it is the learners from low-income groups and low status, ethnic affiliation, low income group, low ethnic affiliation, rate of dropping out. Schooling of daughter is not deemed worthwhile because of early marriages. The methodology that was used in the baseline research was viewing different notions about gender inequalities, poor families that depend entirely on returns to labour in order to survive and support their families. Under these circumstances, educational participation becomes very difficult for girls. Men and boys in this research areas generally have a wider range of earning opportunities; they are more likely preferred than females to be allowed to attend school. Family status has a direct bearing on access to economic and political resources that enhances education facility in girls. Besides, in some cases girls may not be permitted to attend schools located outside the village because it would injure family honour and compromise marriage over it. Parents favour religious education usually for girls and usually preferred to go to "madrasas" (religious education) which most of the parents in rural areas think is a better and accessible option and more convenient option for them.

The findings of the baseline are critically reflecting upon the strong gender disparities exist in these communities with high number of issues including low level of investment, cultural constraints, poverty, gender and regional inequalities in budgetary allocation to education, low enrolment rates due to poor condition of public schools, high population growth producing more illiterates and poor, lack of implementation of educational policies. Violence against girls and women, class discrimination, poverty, lack of educational facilities, and various parallel education systems in government and private education are the major emerging issues which should be dealt within the project life. Despite the efforts of GOP for the girls' education many laws, policies and procedures are laid down and many educational plans and reforms have been made to practice it but due to poverty and gender discrimination are affecting the education of girls in these communities.

LNGB seeks to promote gender equality and social inclusion as shaping shared future of the Learners to gaining education and life skills, building prosperous, resilient economies, and peaceful, stable communities. These gains are essential to delivering lasting outcomes of "Leave no girl behind" objectives.

The most exciting results so far has been to raise the profile of LNGB are most vulnerable and married girls who are encouraged to participate in learning activities getting support from teachers, families and their cohorts of girls to remove stigma and start a process of reducing barriers to

learners to gaining education and life skills, building prosperous, resilient economies, and peaceful, stable communities. These gains are essential to delivering lasting outcomes of "Leave no girl behind" objectives.

The most exciting results so far has been to raise the profile of LNGB are most vulnerable and married girls who are encouraged to participate in learning activities getting support from teachers, families and their cohorts of girls to remove stigma and start a process of reducing barriers to participation.

LNGB program response to disability inclusion has been incredibly positive and there is a lot of motivation for working on improving the learning and transition outcomes of disabled girls. Having raised awareness of the rights-based approach and increased the visibility of disabled girls through the collection of disability disaggregated data and documenting the case studies.

To ensure the progress towards gender equality and social inclusion since the LNGB program' inception, constant efforts are being made for active engagement of men and boys to promote the girls' education. ACTED considers this intervention as an opportunity for continuing community-wide mobilization process with the further proactive support of the local influential for the importance girls' education and their empowerment. Considerable effort has gone into addressing the social barriers – for example, to engage parents and family elders to value their daughters' education more and provide practical solutions to reduce household chores, or to delay marriage until after they have completed their education.

- What is the project's response to any GESI risks identified by the evaluator?

Although the overall, GESI risks were identified and enlisted by the project at the designing stage, yet, the baseline consultants indicated the following GESI risks; lack of availability of learning centers near the girls' home which are safe, inclusive and fulfil the special needs of marginalised girls, lack of qualified women teachers who possess the professional capacity to impart and adopt inclusive education, practices in classrooms, schools and communities do not have special attention for the girls with disabilities and cultural, social, physical and barriers related to high quality of learning environment at various level including community, family, and educational institutions and system. Following is a brief account of the responses:

Project's response to GESI risks: the perceived quality of the education provision and safety of learning centers' environment are playing positive and significant part in parental support to girls and young women attending learning centers. LNGB field team also focus on the learning environment to create a 'pull' factor, convincing parents of the value of attending and assuring of the safety of their daughters. It is important to continue working and communicating with parents and other gatekeepers to gain their support to share domestic burdens and responsibilities more equitably between women, men, girls and boys.

Awareness campaign and sessions with men and boys on GESI are effectively contributing to promote positive messages about adolescent girls' and young women's roles in crises and serve as reminders of girls' and young women's capabilities, contributions and agency. Keeping LNGB learns visible during a crisis has multiple benefits as such as to highlight the enhanced risks girls and young women face, and ensure that their needs and potential are prioritized during post-crisis recovery plans.

Massive motivational drive and regular interaction through social mobilizers, teachers and CMCs members helped transform discriminatory attitudes about girls' roles, education and their empowerment opportunities. LNGB program focus on shifting gender norms through communication and dissemination of IEC material on GESI have demonstrated a strong impact on girls' own attitudes and knowledge as well as those in her home and community. Increasing knowledge and understanding about harmful gender norms also helping the learners to create a more supportive and enabling environment for girls and young women both during and after the

The promotion and acquisition of life skills is an important element in preparing highly marginalised adolescent girls for their transition into adulthood. This is particularly important in contexts where access to appropriate information, guidance, role models and services is limited. Gender attitudes and norms to girls' education and social expectations based on gender play an important role in defining or constraining aspirational future for adolescent girls and young women. LNGB program in Sindh at one hand is perusing to understand how gender attitudes and norms influence girls' access to resources and services, relationships and social networks, and ability to utilize the knowledge, skills and attitudes gained through a life skills curriculum and on the other hand supporting the LNGB learns through the provision of resources and services with choices and opportunities.

LNGB Girls' forums are proving as a vital protective mechanism for learners as benefiting significantly as social capital, friendships and network that come from meeting regularly. It is critical to explore innovative means to keep girls and their club facilitators and mentors connected after completing their courses at learning centers. Because, relationship-building can help protect girls and young women from physical violence and early marriage, girls can access further information that could be potentially lifesaving, risk reducing or critical in enabling them to identify alternative pathways when faced with life-altering circumstances.

- 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 recommendations to engage male members of households for support of their girls' education and separate indicator for transition of ALP girls. ACTED realised the importance of men's support for continuation of girls' education and transition pathway for ALP girls is also designed. Therefore, ACTED is suggesting below indicators to be included in logframe:

- **Outcome Indicator for Transition:** Marginalised girls have transitioned to formal educational institutes
- **Outcome Indicator for Sustainbility:** % of men and boys demonstrated positive support for the role of girls in education, employment or income generating opportunities.
    - **Output Indicator:** # of men and boys participating in sensitisation sessions every quarter.

- 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 continuation of girls education is very important and girls and communities have showed high interest for further education support. For that purpose ACTED has initiated to design transition path for ALP girls, which was not included in the original workplan of LNGB project. ACTED will conduct advocacy meetings with government and public institutes to ensure the transition of ALP girls into formal schools.