Project Evaluation Report

Report title:	Leave No Girl Behind (LNGB) Endline Report
Evaluator:	GLOW Consultants (Private) Limited
GEC Project:	"Closing the Gap - Educating Marginalised Girls in Sindh and Khyber Pakhtunkhwa"
Country:	Pakistan
GEC window:	Leave No Girl Behind (LNGB)
Evaluation point:	Endline Cohort 4 L&N
Report date:	August 2022

Notes:

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

ENDLINE EVALUATION REPORT

LEAVE NO GIRL BEHIND

ACTED

Girls' Education Challenge

UKaid
from the British people

GLOW
CONSULTANTS

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Acronyms

EE	External Evaluator
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessment
FCDO	Foreign, Commonwealth & Development Office
FGD	Focus Group Discussion
FM	Fund Manager
GEC	Girls Education Challenge
HH	Household
IDI	In-depth Interview
IDs	Identities
KAB	Knowledge About Business
MPI	Multidimensional Poverty Index
ORF	Oral Reading Fluency
OOS	Out-of-school
OOSC	Out-of-school children
SMC	School Management Committee
SPSS	Statistical Package for the Social Science
ToC	Theory of Change
TVET	Technical and Vocational Education Training
WGCF	Washington Group Child Functioning
VfM	Value for Money

Executive summary

Background

Pakistan is a country with the second highest number of out-of-school children. However, budgetary allocation to the education sector remains substandard. On the other hand, the provision of education has been given considerable attention in the Constitution of Pakistan. Both article 25-A and 37-B focus on the provision of quality and free education to remove illiteracy. Subsequently, the KP Free Compulsory Primary and Secondary Education Act is an act to provide for Free Compulsory Primary and Secondary Education in the Province of the Khyber Pakhtunkhwa. Despite the large number of legislative policies, the implementation of education policies remains poor. With the 18th amendment to the constitution, the responsibility has been transferred to the provincial governments. KP's large public education sector is comprised of 5 million students and 33,440 schools. However, a significant number of children (2.1 million) still remain out-of-school in the province. Within KP, Lakki Marwat is among the top five districts with the highest number of out of school children (28%)[1]. Furthermore, the economic situation in KP is analysed through the Multidimensional Poverty Index, which indicates that the poverty levels in KP and newly merged districts are the third and second highest of all regions in Pakistan[2]. Poverty is a major challenge in education attainment and achieving gender parity. The GPI in enrolment stands at 0.56 for merged districts and 0.77 in settled districts[3]. The gender disparity continues to increase with the education levels. Likewise, the GPI at secondary enrolment of Lakki Marwat stands at 0.39[4]. This gender disparity can be attributed to several factors including; difficult terrain, early marriages, inequitable distribution of girls' schools, and cultural and social barriers concerning girls traveling to distant places[5].

The ACTED is implementing Foreign, Commonwealth & Development Office (FCDO) funded LNGB project in Sindh (Jacobabad and Kashmore districts) and Khyber Pakhtunkhwa (Lakki Marwat district) provinces of Pakistan. The LNGB project under Girls' Education Challenge (GEC) aims to reduce the barriers to girls' education that arise from the schools, families, communities and system. The project aims to reach out to the highly marginalized out-of-school girls aged 10-19 in Sindh and Khyber Pakhtunkhwa. The project intervention directed towards 6,232 GEC girls included: an Accelerated Learning Programme (ALP) for the ages of 10 - 13 years (1,156 GEC girls), literacy and numeracy (L&N) classes for ages 14 - 19 years (4,923[6] GEC girls), skills/TVET and financial literacy training for ages 16 to 19 years (153 GEC girls), rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings, rehabilitation of TVET space and provision of supplies/tool-kits, training of LNGB teachers and provision of learning supplies, and training of coaches to conduct lifeskills/mentorship sessions. The total number of learning beneficiaries is 1,454 GEC girls for L&N Cohort 4 in Khyber Pakhtunkhwa.

The evaluation report for this LNGB project, measured the progress from the baseline stage to the endline stage and focuses specifically on the L&N outcomes for Cohort 4 in Khyber Pakhtunkhwa.

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[1] Khyber Pakhtunkhwa Annual Household Survey for Assessment of OOSC, 2018-19

[2] Multidimensional Poverty in Pakistan, 2016

[3] Khyber Pakhtunkhwa Annual Household Survey for Assessment of OOSC, 2018-19

[4] Ibid

[5] Khyber Pakhtunkhwa Education Sector Analysis, 2019

[6] The numbers reported in C2 and C3 evaluation reports increased to 1159 and 1781 respectively because of girls re-enrolling after the evaluation.

Evaluation Methodology

The endline evaluation study focuses on identifying changes in the baseline learning levels; changes in baseline life skills level, attendance rate, quality of teaching practices and parental support from the baseline and its impact on the learning outcomes. This evaluation study used a mixed method approach, both qualitative and quantitative data collection tools were applied. The quantitative data collection tools include EGRA Urdu, EGMA, life skills, household survey, core girl survey and learning space assessment. The quantitative data was collected from 206 GEC learners and their parents/caregivers from L&N cohort 4 of Khyber Pakhtunkhwa. On the other hand, the qualitative data collection tools include focus group discussions with parents/caregivers (6 FGDs, 3 male and 3 female); GEC learners (4 FGDs); and space management committees (4 FGDs, 2 male and 2 female); and in-depth interviews with learning space teachers (2 IDIs); project staff (1 IDI); and government officials (2 IDIs). A comparison of benchmark, baseline and endline evaluation findings was done where required.

Learning Outcome:

EGRA Urdu: There has been a statistically significant increase in the aggregate average score of GEC learners in EGRA Urdu. The score has increased by 53.18 percentage points from the baseline (33.98) to the endline (87.16). Additionally, trends in Urdu literacy indicate that there has been a positive increase in all subtasks for GEC learners. However, GEC learners faced difficulties in subtask 2b-letter/ syllable sound identification and subtask 4b- reading comprehension. Based on the interviews with GEC teachers, the GEC learners are less confident in pronouncing the sounds of Urdu letters, they did not practice at home as well because the GEC leaners felt that they were going to be laughed at. On the other hand, the GEC teachers also mentioned that GEC learners were good at reading but some GEC learners still faced difficulty in understanding the context of the paragraph. Likewise, there has been a statistically significant reduction in the percentage of GEC leaners in the non-learners category from the baseline to the endline for majority of the subtasks except subtask 2b-letter/ syllable sound identification. Moreover, around 90% of the GEC learners scored higher from the benchmark[7] score.

EGMA: The improvement in the numeracy score of GEC learners has been statistically significant by 43.74 percentage points from baseline (47.78) to the endline (91.52). The number of proficient learners has increased significantly from baseline to endline. However, GEC learners face difficulty in subtask 3-missing numbers and subtask 6-word problems. Based on the interviews with GEC teachers, the analytical skills of the GEC learners were still not up to the mark to solve the conceptual and intellectual problems like the word problems in the EGMA task. However, there has been a statistically significant reduction in the percentage of GEC learners in the non- learners category for all subtasks in EGMA. Additionally, more than 80% of the GEC learners scored higher than the aggregate mean score of the benchmark.

Conclusion on learning outcome: Overall, trends indicate that average learning score of literacy and numeracy have significantly increased from baseline to endline for GEC learners of age 14 and below. Additionally, the GEC learners that had never been enrolled performed better on both EGRA Urdu and EGMA tasks in comparison to those that were drop outs previously from the schools. Moreover, girls with no disabilities performed better in both literacy and numeracy tasks as compared to girls with disabilities.

Transition Outcome:

The data collected on the intention transition pathways indicates that 89.8% of the GEC learners wanted to continue education and enrol in advanced training in endline. Additionally, at the

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[7] Benchmark data is collected in the baseline from the in-school girls i.e. equivalent to grade 2.

endline, 9.2% of the GEC learners wanted to engage in income generating activities in comparison to 4.4% in baseline. Moreover, GEC learners with disabilities (8.3%) and girls that were drop out (3.4%) had not transition plans. ACTED has designed multiple activities for transition of L&N girls into livelihood and learning opportunities in Lakki Marwat district of KP. Total 184 girls are targeted to receive skills based course of stitching, embroidery and beautician and among these 50 girls who are age of 18 years and above will receive toolkits to utilise their skills. Among these 10 girls will be receiving business grants on the basis of their business plans. Total 541 girls will be facilitated for internships. 71 girls who are 18 years of age and above will be connected with financial institutes. 500 girls will receive sessions on knowledge about business (KAB) and 775 girls will receive sessions on business linkages.

Sustainability Outcome:

The sustainability aspects have been evaluated at three levels including community level, school level and system level. At community level, there has been a significant positive change in the perception and attitudes of the community members regarding the girls' education. As a result, parents are now concerned about the attendance of GEC learners and make sure that their girls don't miss classes. Additionally at school level, the education department has expressed their interest in continuing the learning spaces, if financial resources are available for the learning spaces. Likewise, at the system level, teachers are interested in continuing their profession in mainstream jobs but they were apprehensive due to the pre-requisites of government jobs. However, in view of their developed capacity and professional development, they are highly eligible for recruitment by any private or NGO based schools.

Intermediate Outcome:

IO-1 Attendance: The trends indicate a significant improvement in the average attendance in learning spaces from baseline to endline. During the spot check, the EE recorded that average attendance rate of Numeracy Literacy girls' at learning spaces has been statistically significant increased from baseline (74.48%) to the endline (83.16%). Moreover, the attendance rate has a positive impact on the learning outcomes of the GEC learners.

IO-2 Improved quality of learning: There has been an improvement in teacher preparation from baseline (48%) to endline (88.9%). Likewise, 85.2% of the teachers at endline gave a clear introduction of the topic as compared to the baseline 48%. Similarly, there was an improvement in teacher knowledge and clarity regarding the content. The GEC learners during discussions shared that teachers effectively gave instructions according to the lesson plan. Furthermore, teachers during interviews confirmed that students were engaged in classroom activities and exercises for a conducive learning environment. An improvement in teacher's classroom management from baseline to endline was also noted. Teachers were now able to effectively monitor students learning, manage class environment, follow methods to teach lesson. Similarly, the findings also confirmed that the better teaching methodologies had a positive effect on the learning performance of the GEC learners.

IO-3 Life Skills: Overall, the life skill index showed that there is similar level of the life skills of GEC learners from baseline to endline. Besides, it is computed that the better life skills had a positive effect on the learning performance of the GEC learners.

IO-4 Parental Support: The endline study suggests that there has been an increase in the parental support from the baseline to the endline. Notwithstanding, that parental support was already high at the time of the baseline, which can be attributed to the fact that girls were already

enrolled and parents were aware regarding the importance of girls education. Additionally, the findings suggest that GEC learners with higher parental support had better average mean score in the literacy and numeracy.

Value for money

The project was able to achieve its intended outcomes, a significant improvement was observed in the average learning scores in EGRA Urdu and EGMA from baseline to endline. Additionally, the project estimated that cost per GEC learner is GBP 55.05 was lower as compared to the government's federal institute National Commission for Human Development (NCHD) i.e. GBP 66.66. Additionally, the project was able to change perceptions and attitudes of communities in terms of girls' education, which means that VfM derived from the project is much higher. GEC learners acquired skills that could help them in day to day lives and in future employment opportunities.

Suggestions and recommendations:

I. A significant improvement has been observed in the performance of GEC learners in Urdu language at the endline. However, the GEC learners performed lower in the subtasks of syllable sound identification and reading comprehension as compared to the other subtasks of the literacy task. They had a lower average mean score and the prevalence of non-learners was higher at the endline. Additional exercises should be included in the curriculum to improve the proficiency of GEC learners in Urdu language.

II. The performance of GEC learners' has significantly improved in the numeracy from the baseline. However, more than 25% of the GEC learners still facing difficulty in solving questions related to missing numbers and words problem in the EGMA task. Therefore, EE/GLOW Consultants is suggesting to include additional exercises in order to uplift the skills in number patterns identification; and conceptual and real-word mathematics.

III. The project should upload learning videos on the free social media platforms like Youtube. As a result, the GEC learners will have easy access to literacy and numeracy courses even after the project life. Thus, if they face any problem in future, they can consult these videos and solve their problems. Similarly, this digital content can be made available to relevant departments and organizations working on Non-Formal Education.

IV. A dedicated online dashboard like the KP Education Monitoring Authority needs to be developed in the future or existing project where all the relevant indicators like attendance; physical environment of the learning space and monitoring visits etc. can be displayed in order to save time, will increase cost efficiency and also reduce burden on the project team to calculate any indicator. These indicators will have direct impact on the literacy and numeracy skills of the GEC learners.

V. The performance of GEC learners with disabilities improved in both literacy and numeracy courses from the baseline but it is still lower than other subgroups. Their score were mainly lower in the some aspects of different tasks e.g. words problem and missing numbers (EGMA); and writing/dictation (EGRA Urdu). Therefore, EE has suggested for the project to expedite efforts (like additional exercises, additional time and sensitization with their parents/caregivers), so that learning performances of GEC learners with disabilities can be improved to a level similar to the GEC learners with no disability.

VI.   The project has conducted comprehensive study to identify specific technical and vocational courses relevant to the local context of the Lakki Marwat district. However, the EE is suggesting that the project should include a tailored-made session on the digital economy that how they can participate/penetrate in the digital economy with the current vocational training being received from the project. During discussions, the GEC learners also expressed their interest to participate in the digital economy i.e. the pre-requisites to engage in the digital economy and how to start a Youtube channel, create a business page on the Facebook and Instagram. Moreover, how to upload products on these social platforms within their local context, and expand their businesses. They further mentioned that girls take a lot of interest in learning beautician tips and skills like embroidery/tailoring within the boundaries of their households.

VII.   The trends indicate a direct relationship between teaching methodologies and life skills and its effect on the learning outcomes of GEC learners. Therefore, it is recommended for the project to identify learning spaces that are not properly implementing appropriate teaching techniques and life skills in the future projects.

VIII.   The data analysis indicates a direct relationship between attendance rate of the GEC learners and parental support; and its impact on the learning performances of the GEC learners. Therefore, it is recommended that the project must continue similar efforts to achieve better learning results for future cohorts as well.

IX.   There is a need to continue these learning spaces as there is still a prevalence of out-of-school girls in the area. A potential way forward could be to link the learning spaces with the newly launched Khyber Pakhtunkhwa – Education Sector Plan Implementation Grant initiated by the government of Khyber Pakhtunkhwa.

1. Background

1.1 Project context

Pakistan has the second highest number of out-of-school children globally, with nearly 23 million out-of-school children of aged 5- 16 years[8]. Notwithstanding, the large number of out-of-school children, the budgetary allocation to the education sector remains substandard[9]. However, there are concrete efforts with respect to policies and legislations related to provision of education in Pakistan such as article 25-A and 37-B of the constitution of Pakistan. The article 25-A states, "the state shall provide free and compulsory education to all children of the age of 5 to 16 years in such manner as may be determined by law"[10]. Subsequently, the article 37-B indicates, "remove illiteracy and provide free and compulsory secondary education within minimum possible period"[11]. Additionally, the KP Free Compulsory Primary and Secondary Education Act is an act to provide for Free Compulsory Primary and Secondary Education in the Province of the Khyber Pakhtunkhwa[12]. Furthermore, 18th amendment in the constitution of Pakistan resulted in the transition of responsibility from federal to provincial governments. Khyber Pakhtunkhwa is the third largest province of Pakistan and is home to nearly 35 million people (including Newly Merged Districts (NMDs))[13], 31% of which are of a school going age[14]. The provincial public education system is comprised of nearly 5 million students, 158,544 teachers and 33,440 schools[15]. Despite, the efforts to uplift the education system, the challenges have hampered the progress to meet national and international commitments. Nearly, 2.1 million children of ages 5-16 years are still out of school in the province[16]. The literacy rate of KP is 55%, which is less than the national average of 62%[17]. Within KP, Lakki Marwat is also amongst the top five districts (excluding NMDs) with a high prevalence rate of out-of-school children i.e. 28%.

Multidimensional poverty index (MPI) records the deprivation in three areas i.e. education, health and living standards. In Pakistan, nearly 38.3% of the population falls within the category of multidimensional poor, while 12.9% are categorized as vulnerable to multidimensional poverty as per the MPI[18]. The MPI 2014-15 indicates that poverty levels in KP and in the newly merged districts are the third and second highest in all regions of Pakistan, respectively. Over the years, the poverty incidence in KP has declined from 65.8% in 2004-05 to 49.2% in 2014-15. Notwithstanding, the reduction in the incidence poverty in KP, it still remains significantly higher in comparison to the national average of 38.8%. The poverty indicators seem to be considerably worse in rural areas of KP, the head count stands at 57.8% as compared to 10.2% in urban areas[19]. Further analysis of the multi-dimensional poverty specifies that deprivation in education (41.5%) and living standards (30.3%) is significantly worse than the deprivation in health services (28.2%)[20]. Poverty is amongst the biggest

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[8] Pakistan Education Statistics 2017-18. Academy of Educational Planning and Management. Ministry of Federal Education and Professional Training. Published in January 2021.

[9] Academy of Educational Planning and Management, Ministry of Federal Education and Professional Training, Islamabad, 2019.

[10] The Constitution of Pakistan. 1973, https://na.gov.pk/uploads/documents/1333523681_951.pdf

[11] Ibid

[12] http://kpcode.kp.gov.pk/uploads/2017_12_THE_KHYBER_PAKHTUNKHWA_FREE_COMPULSORY_PRIMARY_AND_SECONDARY_EDUCATION_ACT_2017.pdf

[13] 6th Population and Housing Census

[14] Development Statistics of Khyber Pakhtunkhwa 2017. pp. 271.

[15] Khyber Pakhtunkhwa Annual Schools Census 2018-19

[16] Khyber Pakhtunkhwa Annual Household Survey for Assessment of OOSC, 2018-19

[17] Government of the Pakistan (2019)

[18] Human Development Report, 2020. The Next Frontier: Human Development and the Anthropocene

[19] Multidimensional Poverty in Pakistan, 2016

[20] Government of the Pakistan (2016)

constraint in educational attainment, achieving gender parity and it significantly undermines educational outcomes[21]. Furthermore, the human development index value has increased in KP from 0.50 to being 0.54. The HDI suggests that the rural disparities are more pronounced in education sector in comparison to living standards and health[22].

Education indicators in KP reveal, that the adjusted net enrollment rate in primary education has increased to 87% whereas, the transition from primary to lower secondary has reached 85%[23]. Notwithstanding, the improvements in the KP education systems over the course of few a years, the challenges remain profound i.e. 2.1 million out-of-school children of ages 5-16 years[24]. Moreover, post-primary participation rate have decreased significantly. The gender parity index in enrollment stands at 0.77 in settled districts and 0.56 in NMDs. Additionally, the gender disparity increases with the increase in education level, it drops from 0.82 at primary level to 0.58 at secondary level. Similarly, the male literacy rate stands at 73% whereas female literacy rate is 39% in the province[25]. Subsequently, these issues pertaining to access and quality of education seem to be pronounced in certain districts. The GPI at secondary enrolment in Lakki Marwat is 0.39[26]. This gender disparity can be attributed to several factors including difficult terrain, early marriages, inequitable distribution of girls' schools, and cultural and social barriers concerning girls traveling to distant places. Additional barriers include; inadequate awareness regarding the purpose of education, transport related issues and scarce employment opportunities contribute to the low enrolment rates of girls in KP[27].

COVID-19 pandemic has exacerbated issues pertaining to education in Pakistan. The pandemic disrupted the continuity of learning and education in Pakistan in March 2020. With the large number of children already out of school, the pandemic directly affected 40 million schools going children from pre-primary, primary to higher secondary levels of education. The pandemic magnified the challenges, risks and vulnerabilities of an already weak education system[28]. The closure of institutes resulted widening the gap between expected years of schooling, learning and adjusted years of schooling. This will result in an increase in the dropout rates followed by the rise in the number of out-of-school children. The pandemic driven crisis exacerbated educational disparities, provincial differences, gender disparities and socioeconomic divide. In the crisis situation, girls are at a greater risk of being out of school. The government made efforts to keep the education system going through distant learning, however, despite the consistent efforts to maintain the continuity of learning, the outreach remained substandard due the low access to TV and computers[29].

The LNGB project in Sindh and Khyber Pakhtunkhwa (KP) Pakistan funded by FCDO[30] is being implemented by ACTED. The project is funded under the Girls Education Challenge (GEC[31]), a program by FCDO to improve girls' education. The aim of this project was to reach out to highly marginalized out of school girls' of ages 10- 19 years in two targeted districts of Sindh (Jacobabad and Kashmore) and one target district of KP province (Lakki Marwat). The beneficiaries of this project include girls never been to school or dropped out, married, orphaned, minority and girls with disabilities. The aim of this project was to improve learning

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[21] Multidimensional Poverty in Pakistan, 2016

[22] Pakistan National Human Development Report on Inequality, 2020.

[23] AEPAM, 2018. Pakistan Education Statistics 2016-17. Islamabad

[24] Khyber Pakhtunkhwa Annual Household Survey for Assessment of OOSC, 2018-19

[25] Government of the Pakistan (2019). Pakistan Economic Survey 2018-19. Islamabad

[26] Khyber Pakhtunkhwa Annual School Census 2018-19, Khyber Pakhtunkhwa OOSC Survey 2018-19

[27] Khyber Pakhtunkhwa Education Sector Analysis, 2019

[28] Malik et al., 2020. The Effects of COVID-19 on Education in Pakistan: Students' Perspective.

[29] COVID-19 and Child Education, 2020. Pakistan Institute of Development Economics.

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

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

outcomes, transition to formal schools and to acquire life skills and market-appropriate livelihood skills. The project is categorized into two intervention streams which include Literacy and Numeracy (L&N) and Accelerated Learning Programme (ALP). The out of school girls need to have access to education, training and livelihood skills as they have either never been to school or have dropped out. As a result, they lack basic literacy and numeracy skills.

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

#	Activity	Activity Unit	Unit Target	Beneficiaries' Target
	Table 1: Supplementary table key intervention activities with direct beneficiaries			
1.	Accelerated Learning Programme (ALP) provided to girls (10-13 years)	Girls	1,100	1156
2.1	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) - – Cohort 1 (Sindh)	Girls	529	529
2.2	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) – Cohort 2 (Sindh)	Girls	1094	1094
2.3	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) – Cohort 3 (Sindh)	Girls	2000	2000
2.4	Provision of Literacy and Numeracy (L&N) classes to girls (14-19) – Cohort 4 (Khyber Pakhtunkhwa)	Girls	1200	1454
3.	Skills/TVET and financial literacy training provided (16-19 years)	Girls	200	200
4.	Rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings	Learning spaces	215 approx.	5,500
5.	Rehabilitation of TVET space and provision of supplies/tool-kits	Learning spaces	8 approx.	200
6.	Total number of direct beneficiaries	Girls	5,500	6,027
7.	LNGB teachers trained and provided learning supplies	Teachers	215 approx.	230 (15 support teachers)
8.	Trained coaches conduct life skills/mentorship sessions	Girls	5,500	5,500
9.	Number of coaches who completed ACTED training	Coaches	82	82

1.2 LNGB Theory of Change

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

These outcomes are supported by six outputs:

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

These outcomes and their related outputs focus on overcoming different barriers which include but are not limited to:

• Physical access (lack of safe and inclusive learning spaces that are close to girls' homes and that cater to specific needs of the most marginalized girls), and long distances, through setting up literacy learning spaces within the village;
• Lack of quality female teachers who have the skills to embed inclusive education practices within the 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 in informal education, ensure teachers' attendance at learning spaces, reduce teaching hours in overcrowded classes; and improve the learning outcomes and help them in completing the full cycle of education;
- Community Level Barriers: enhance girls' perception and understanding of the value of girls' education, help them understand the link between education and their abilities to better support their families & communities because of that; and
- Community/System Level Barriers: enhance perception and understanding of community girls' education: discourage early girls' marriages, and help the community understand the importance of equal education of girls and boys.

Figure 1: The project's Theory of Change diagram

IMPACT: Marginalized girls have improved learning outcomes and have sustainably transitioned to education, training and employment				
Ultimate Outcome	**Learning**		**Transition**	**Sustainability**
Core Assumption:	*Reducing school/family/community/system barriers will increase girls' access to education, improving live chances of girls, families and communities; Once the positive impact of education is apparent, push for increased access/quality will become community-driven*			
Causal links[1]	*Activities reduce supply-side, school level barriers to access, bringing inclusive learning structures to marginalized girls, creating enabling spaces for learning*	*Activities reduce school level barriers to access (w/ impact on system quality issues), increasing supply of quality education professionals who create enabling learning environments*	*Linked with Learning, activities reduce school and system barriers, supporting girls' retention and connecting them with opportunities beyond LNGB spaces, paving the way for transition*	*Activities reduce community, demand-side barriers, sensitizing girls on value of education and empowering current/future generations of girls to pursue opportunities & contribute to communities* / *Activities reduce community/structural barriers demonstrating the value of girls' education to communities & govt., increasing awareness & sustained demand for quality education*
Intermediate Outcomes	**1. Attendance**	**2. Quality**	**3. Retention**	**4. Empowerment** / **5. Acceptance**
Outputs	1. Increased access to safe and inclusive learning spaces	2. Increased supply of qualified female teachers	3. Out of school girls who complete full cycle of learning	4. Enhanced participation of girls in family, school and community life / 5. Strengthened community support for girls education
Activities	1.1 Identification and rehabilitation of LNGB spaces in close proximity to girls' homes*[3] 1.2 Provision of learning supplies to LNGB Spaces 1.3 Provision of learning supplies to girls 1.4 Health Screenings and provision of related assistance 1.5 Identification and rehabilitation of TVET spaces 1.6 Provision of supplies to TVET spaces 1.7 Provision of "toolkit" to TVET learners 1.8 Formation of 'Walking Groups'* 1.9 Creation and circulation of mobile library 1.10 Provision of child care in spaces* 1.11 Technical Assistance	2.1 Learning modules and methodology adapted* 2.2 LNGB teachers identified and trained* 2.3 Teacher network created and exchange visits facilitated (peer-to-peer learning) 2.4 Provision of learning supplies to LNGB teachers 2.5 Technical Assistance	3.0 Capacity building of staff 3.1 Accelerated Learning Programme (ALP) provided to girls (10-13 years) 3.2 Literacy and numeracy training provided to girls (14-19 years) 3.3 Skills/TVET and financial literacy training provided (16-19 years) 3.4 Graduation ceremonies held 3.5 Preparation classes for school entry exams 3.6 Catch-up classes provided - extra support 3.7 Girls linked with markets and internships provided 3.8 Competitive business start-up grants provided 3.9 Technical Assistance	4.1 Coaches identified and trained* 4.2 Coaches conduct mentorship/life skills activities with girls and mothers* 4.3 Extracurricular activities organized and attended 4.4 Technical Assistance / 5.1 Community mobilization campaigns initiated 5.2 School Management Committees (SMC) established, trained and supported to run* 5.3 Parent Teacher Meetings held regularly* 5.4 Advocacy and outreach, focus on building links with local government/education sector 5.5 Technical Assistance
Barriers	**School Level Barriers:** <u>Under-supply of inclusive schools</u>: long distances, damaged facilities w/o appropriate WASH/other structure; lack of female only schools; no female hygiene products; schools don't meet structural needs of PWDs; lack of basic learning materials/equipment; <u>Financial barriers</u>: requirement of uniforms, books, supplies, transportation costs; <u>Schools overcrowded;</u> <u>Security concerns</u>: sexual assault & harassment in/on way; <u>No child care available in schools.</u>	**School Level Barriers:** <u>Under-supply of quality/qualified female teachers:</u> Lack of female teachers and high teacher absenteeism + reduced teaching hours in overcrowded classes; <u>Lack of teacher capacity to identify/meet needs of vulnerable girls</u> (incl. PWD); <u>Lack of curriculum/methodology/training to cater specifically to:</u> girls, PWDs, highly vulnerable children; psycho-social support; <u>Schools plagued with violence</u>, corporal punishment, abuse.	**School/System Level Barriers:** <u>Classrooms not gender-sensitive</u>: meaning weaker learning outcomes (especially numeracy) for girls and fewer completing full cycles of education; <u>Lack of awareness regarding options for girls' transition</u>: education; livelihood opportunities and how to access them (TVET, business, linking to markets etc.).	**Community Level Barriers:** <u>Girls not aware of the value of their education</u>/link between education and better supporting families & communities not clear: in light of poverty, other responsibilities (family, marriage, children, working in/out of house); <u>Few female role models</u> who have progressed in education or are employed outside the home; <u>Lack confidence</u> in capacity to continue in education or employment. / **Community/System Level Barriers:** <u>Perception of girls' education</u>: not deemed appropriate (especially married /mothers); high rates of child marriage; boys' education valued more than girls' who will marry out of families; Pressure for girls to work or stay in home; girls not permitted to travel to attend school <u>Government policy/approach to education</u>: Lack of resources/admin capacity ensure quality education in all communities; lack of specialized education for marginalized girls.

[1] Horizontal (across outcomes) and vertical (between outcomes, outputs and activities) links; assumptions and evidence explained in detail in narrative TOC

[2] * - activity with strong protection component

1.3 Evaluation purpose

The main purpose of the end-line evaluation is to help understand the contribution of the project. This evaluation compares learning results with the baseline and discerns changes in results from baseline to endline. This evaluation also provided the evidences of teaching methodologies skills, life skills and parents' attitude on the learning outcomes of the GEC learners. This evaluation also covers the parents/community attitude towards girls' education, employment and participation in the community life. The Value for Money (VfM) findings is also presented in terms of relevance, efficiency, effectiveness and Sustainability. The table below enlists evaluation questions identified to assess changes from the baseline to endline to answer the following evaluation questions, quantitative and qualitative tools were developed by EE. All data collection tools were signed off by the Fund Manager. Following table/matrix shows the evaluation questions:

Table 2: Evaluation questions			
Evaluation/research question	Qualitative data/analysis required to answer question	Quantitative data/analysis required to answer question	Section these are addressed in the report
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?	• FGDs and IDIs with parents learners and teachers were analysed to compare the perspectives of marginalized girls	• Learning tests of EGRA Urdu and EGMA assessed the girls' progress in literacy and numeracy skills	• Section 4.1 Outcome 1 – Learning
2. What evidence is there of changes in community attitude and perception of girls' education, employment, participation in community life? Can the change be attributed to the community mobilisation/sensitisation campaigns?	• FGDs and IDIs with SMCs, parents and GEC learners were analysed to measure the perspectives of marginalized girls	• NA	• Section 4.2 Outcome 2 – Transition • Section 4.3 Outcome 3 – Sustainability • Section 5.4 IO-4 – Parental Support
3. What is the evidence that teachers' pedagogical skills including gender-sensitive and play-based teaching practices; can be attributed to teachers' training?	• FGDs and IDIs with GEC learners and teachers provided evidence on whether the teachers' pedagogical skills including gender-sensitive and play-based teaching practices can be attributed to teachers' training	• Observation form for LNGB learning spaces was used to measure the gender-sensitive and play-based teaching practices	• Section 5.2 IO-2 – Improved quality of learning
4. What evidence is there that co-curricular / life skills and mentorship activities contributed to the confidence and self-esteem of girls? And how do these skills contribute towards learning and transition?	• FGDs and IDIs with GEC learners and teachers	• Life skills assessment tool is used to measure the confidence and self-esteem of girls	• Section 5.3 IO-3 – Marginalised girls have increased life skills • Annex 4 – Additional life skills analysis
5. What were the intended and unintended impacts of the project intervention (both positive and negative)?	• FGD with SMCs, parents and GEC learners illustrates the intended and unintended project interventions	• NA	• Qualitative information is inserted in Section 4 Outcome Findings and Section 5 Key Intermediate Outcome Findings
6. Was the project able to monitor, mitigate and respond to any unintended negative effects?	• FGD with SMCs and parents illustrates whether the project	• NA	• There was no unintended negative effect from

	monitors, mitigates and responds to any unintended negative effects.		the project based on the collected data.
7. Are the apparent impacts attributable to the project's interventions?	• FGD with SMCs, parents and GEC learners illustrates apparent impacts attributable to the project's interventions	• Learning results and life skills present the apparent impacts attributable to the project's interventions	• Section 4.1 Outcome 1 - Learning • Section 5.3 IO-3 – Marginalised girls have increased life skills • Annex 4 – Additional life skills analysis
8. Value for Money (VfM)	• IDI with Project staff	• Project data	• Section 6 Value for Money

2. Evaluation Methodology

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

2.1 Overall evaluation design

The EE/GLOW Consultants adopted a longitudinal and non-experimental evaluation design of pre and post assessment i.e. EE followed a selected joint sample of GEC learners and their households and examine the improvement in their learning, life skills and transition results over a period of time. This endline evaluation study also aims to record the impact of the attendance rate; quality of teaching methodologies; and the parental support index on the learning results. There was no control groups established under this study design. The baseline and endline studies were conducted for L&N cohort 4 of KP only.

2.2 Data collection tools

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

Table 3: Quantitative and qualitative data collection tools	
Quantitative Tools	**Beneficiary group**
EGRA Urdu	GEC Learners
EGMA	GEC Learners
Household Survey	Parents/caregivers of GEC Learners
Core Girl Survey	GEC Learners
Life Skills Assessment Tool	GEC Learners
Qualitative Tools	**Beneficiary group**
Focus Group Discussion	Parents / Caregivers, GEC learners 14 – 19 Years and Space Management Committee
In-depth Interview	Learning space teachers, Project staff and Government officials (Education)

2.3 Study Sample

The quantitative sample size for this study is 206 GEC learners[32] enrolled at L&N learning spaces under L&N cohort 4 in district Lakki Marwat. Overall, more than 50% of the learning spaces were approached by EE/GLOW Consultants to collect data from 206 GEC learners and their caregivers. The following table confirms that the agreed sample size was achieved[33].

Table 4: Evaluation sample and attrition				
Cohort	**Baseline Sample (n)**	**Endline Sample (n)**	**Endline Sample (recontacted) (n)**	**Endline attrition (%)**
L&N Cohort 4	206	206	80	61.2%

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

[33] In case the GEC learner participated in the baseline was not available at the endline, a close match replacement was made with another GEC leaner. Further relevant details are provided in the challenges subsection of this report.

Table 5: Evaluation sample breakdown by region				
District	**Baseline**		**Endline**	
	% of total	**n**	**% of total**	**n**
Lakki Marwat	100%	206	100%	206

Table 6: Quantitative sample achieved in both baseline and endline			
Aspect	**District**	**Desired sample**	**Achieved sample**
Total sample size for L&N	Lakki Marwat	206	206
Tool (used for the outcome and IO indicator)	**Beneficiary group**		**Sample size achieved**
EGRA Urdu	GEC Learners		206
EGMA	GEC Learners		206
Household Survey	Parents/caregivers of GEC Learners		206
Core Girl Survey	GEC Learners		206
Life Skills Assessment Tool	GEC Learners		206

The sampling approach for qualitative research was an amalgamation of purposive, quota, and random sampling. The participants within a particular group were selected randomly. The purposive sampling approach was adopted to reach the most appropriate groups of people for our research. KII (key informant interview) respondents were selected purposively. In each FGD, there were approximately 4 to 6 participants with diverse range. As the FGDs were divided into two groups i.e. male and female, the gender of the respondents was the main criterion for conducting separate FGDs.

Table 7: Qualitative sample sizes			
Tool (which was used for outcome and IO indicator)	**Beneficiary group**	**Sample size achieved**	**General remarks**
FGD	Parents / Caregivers	6 FGDs: There was an equal distribution, with 3 male FGDs and 3 female FGDs. These FGDs were conducted in district Lakki Marwat. The total number of participants was 46 (25 females & 21 males)	Due to the COVID-19 situation, the FGDs were restricted to a limited number of 6 – 8 participants.
FGD	Girls 14 – 19 Years	4 FGDs: These FGDs were conducted in district Lakki Marwat. The total number of participants was 31 GEC learners	
FGD	SMC (Space Management Committee)	4 FGDs: 2 FGDs were of female SMCs and 2 FGDs were of male SMCs. These FGDs were conducted in district Lakki Marwat. The total number of participants was 30.	
IDI	Learning space teachers	2	
IDI	Project Staff	1	
IDI	Government officials (Education)	2	2 interview each with the education department.

2.4 Field data collection team

The EE/GLOW Consultants has recruited the same enumerators who are engaged in the baseline data collection with some exception. The enumerators were fluent in Pashto and Urdu languages to collect data from the field. The table below enlists the number of enumerators and field supervisors hired for this endline evaluation study.

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

2.5 Data collection

The endline data was collected during June 2022. Questionnaires in hard form were used for data collection. GLOW has vast experience in conducting research and has a well-established data quality system. Our data quality system ensures the quality of data at three different stages: pre-data-collection, during-data-collection and post-data-collection.

For this endline research, EE ensured the quality by taking the following set of measures:

Pre-data-collection-stage:

- The tools were thoroughly discussed with relevant EE staff to ensure that the tools had relevant questions. It was made sure that the questions were in order and enough to avoid to the discomfort of the respondent. Following the internal quality check, the finalized EE tools were shared.
- The tools were sent for printing (limited numbers of sets) to be used during enumerator training. The training was organized in Islamabad.
- During the enumerator training, group works and mock exercises were conducted by EE. Discrepancies and issues were identified and corrected.
- Errors were corrected and required changes were incorporated in the tools.
- The trained enumerators were reoriented on the updated tools before initiating the data collection.

Data-collection-stage:

- The enumerator team was accompanied by field supervisors to make sure that the tool were administered properly by the enumerators and were applied on the correct respondents.
- The filled tool was checked for missing values, inconsistent values and other errors by the enumerators. Once the enumerator was satisfied with filled tool, the tools were handed over to the field supervisor for second checks. They were then signed and send to GLOW office in Islamabad for the purpose of data entry.
- EGRA/EGMA specialist and GLOW's Data Analysts further reviewed the filled questionnaires followed by a review from the Quality Assurance Expert. All concerns were deliberated with the field supervisors before declaring the tool fit for data entry.
- Spot checks were conducted by EE core project members during the field data collection.

Post-data-collection stage:

- Data was edited and coded to prepare the filled tools for data entry. Each questionnaire/tool was assigned a unique ID number. The quantitative data was entered into CSPro, which was later transferred to SPSS for the purpose of data analysis.
- Data entry was done by GLOW's trained Data Entry Operators.
- The following accuracy checks were conducted during the data entry process;
    - 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 data collection tools were archived in GLOW Islamabad office and only an authorized person could access the data.
-

2.6 Data handling and analysis

The quantitative data was analysed using the IBM SPSS® software platform. The raw learning assessment data consisted of 206 records with data and affirmative consent. No duplicate records were present in the data sets. Additionally, the household survey analysis included primary caregivers (the adult person who is responsible for caring for and looking after the different needs of a girl including education) of girls who were sampled and each of whom had a unique identification number that matched the enrolment database. There were 206 records in the raw household survey data file. Robust analysis was conducted by merging girls and household datasets and the enrolment database. These data sets were then merged with the learning assessment dataset. Before the data analysis, the SPSS data files were cleaned, means and ranges were computed and frequencies were generated by EE to identify any unanticipated values. Additionally, maximum and minimum values were reviewed by EE to check if a specific question had a score beyond the expected range. Respondent names, parentage and address were removed by EE to ensure that the data files were anonymous. Furthermore, the file was named as EGRA-Urdu-Acted-EL-Final-for-Analysis. This ensured that the right files were used and reused for the analysis and validation of results tables.

Qualitative information was collected in local language by enumerators. The response of the participants was also noted down by the note-takers. The interview notes were later reviewed for accuracy by the moderator and note-taker. The data collection material and collected data was submitted to EE/GLOW consultants by enumerators.

A mixed method approach was used for analysing qualitative data. The emerging themes and content of quantitative data was also analysed for qualitative data. Relevant findings from the qualitative data have been incorporated in relevant sections of the report.

2.7 Challenges in Data Collection

This section enlists the key challenges faced during the end-line activity:
- Due to change of implementing partner at the field level, new assessment was carried out. In result, some of the previous learning spaces were dropped and new learning spaces were established. Moreover, some GEC learners also left the learning spaces and did not continue the education due to various reasons such as non-accessibility of the learning space and not fulfil the selection criteria of the GEC learners. Therefore, the EE/GLOW Consultants in close coordination with the project team substituted the learning spaces and GEC learners with close match in order to achieve the targeted sample.
- The COVID protocols were still followed as a safety measure in the field. Therefore, the

FGDs were carried out with a smaller size of groups i.e. each FGD conducted had 6–8 number of participants.

2.8 Evaluation Ethics

FM guidance on the evaluation ethics was followed by EE/GLOW Consultants for protection and safeguarding. The data collection teams were also trained regarding the safeguarding procedures and reporting any unforeseen events that happened during the field data collection. The following are some of the key ethical considerations EE/GLOW Consultants adhered to:

Table 9: Ethical protocols and evaluation study approaches	
Ethical issue/protocol	**Evaluation study/EE approach**
Respondents had a choice to refuse answering any question	All respondents were given the option to refuse to respond to any question as they wished. This ensured the freedom and voluntary participation of the respondents.
Adopting inclusive sampling approach	Sampling was conducted to ensure that all subgroups were allowed to participate such as respondents from minority, married girls, persons with disabilities, etc.
Obtaining consent/assent	Enumerators read the consent/assent statement to respondents prior to administering the study tools. These statements included all information commonly required and allowed respondents to voluntarily end their participation, without penalty, at any time. Further, at the beginning of sections with sensitive items on the girls and household surveys, respondents were read a statement about the types of questions that would be asked and were reminded that they could choose not to answer any questions without penalty. Further, we as EE ensured and clarified to respondents that their responses will be kept anonymous.
Data storage	All data was collected using hardcopy of questionnaires. The hard files are stored with access given only to authorised persons.
EE impartiality	GLOW Consultants provided services as an external evaluator and had no other stakes in this process. This ensured our impartiality and independence.
Ethics of anonymity	Before sharing the data with FM, EE will remove all of the identifiers in the data, for example, name, address and parentage.
Ethics of Do No Harm	EE trained the field staff on ensuring the respect and dignity of the respondents.
Respect of prevailing social norms	EE staff respected the local culture, for example, women enumerators interacted with girls/women respondents

3. Key Characteristics of Subgroups[34]

The section enlists the GEC learners that were identified for detailed analysis for baseline and endline evaluation studies regarding various project outcomes.

3.1 Age-wise distribution of the sample achieved

According to the MEL framework of the project, the L&N cohort targeted out-of-school girls of the age group 14-19 years, who had either never been to school or were dropouts. All girls were in targeted age group for L&N cohort. The EE/ GLOW used the age directly mentioned by GEC learners in both the baseline and the endline. The table below represent the age-wise distribution of girls that participated in the evaluation studies.

Table 10: Evaluation sample breakdown by age[35]				
Age (adapt as required) in years	Baseline		Endline	
	Sample proportion of intervention group (%)	n	Sample proportion of intervention group (%)	N
% sample aged 14-15 (n)	46.6%	96	36.4%	75
% sample aged 16-17 (n)	32.5%	67	32.5%	67
% sample aged 18-19 (n)	20.9%	43	29.1%	60
% sample aged 20-21 (n)	-	-	1.5%	3
% sample aged 22-23 (n)	-	-	0.5%	1
Total	100.0%	206	100.0%	206

3.2 Educational marginalisation of the sample achieved[36]

Majority of the GEC learners (87.4% baseline and 85.9% endline) had never been to school before enrolling in the project. Additionally, 12.6% baseline and 14.1% endline of the GEC learners were dropped outs from the school. All GEC learners in the project were out-of-school girls.

Table 11: Evaluation sample breakdown by out of school status				
Out of School Status	Baseline		Endline	
	Sample proportion of intervention group (%)	n	Sample proportion of intervention group (%)	N
Dropped Out	12.6%	26	14.1%	29
Never been enrolled	87.4%	180	85.9%	177
Total	100.0%	206	100.0%	206

3.3 Marital status wise distribution of the sample achieved

A major proportion of the GEC learners in the baseline (93.2%) and endline (93.2%) were single whereas 6.8% of the GEC learners were married (including separated) both in the baseline and endline.

Table 12: Evaluation sample breakdown by marital status				
Marital Status	Baseline		Endline	
	Sample proportion of intervention group (%)	N	Sample proportion of intervention group (%)	n
Single	93.2%	192	93.2%	192
Married	6.8%	14	6.3%	13
Separated	-	-	0.5%	1
Total	100.0%	206	100.0%	206

3.4 Disability wise distribution of the sample achieved

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[34] All the percentages used in this report are based on valid responses.
[35] The age data is based on the core girl survey collected by EE.
[36] The education level obtained and enrollment status prior to enrolling on this project is based on core girl survey data collected by EE.

The Washington Group Child Functioning (WGCF) set of questions were used both in the baseline and endline study for disability analysis. The WGCF data was analysed based on the GEC learner's " responses. The analysis revealed that 7.77% of the GEC learners at baseline and 11.65% of GEC learners at endline had some form of disability (including vision, mobility, cognitive and psycho-social).

Table 13: Evaluation sample breakdown by disability				
WG Child Subdomain	Domain	Sample proportion of intervention group % (n)- Baseline	Smple proportion of intervention group % (n)- Endline	Guidance – record as true if they meet the criteria below
Seeing	Seeing	0.97% (2)	0.49% (1)	If CF1=1 AND (CF2=3 OR CF2=4) OR If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	Hearing	0.00% (0)	0.00% (0)	If CF4=1 AND (CF5=3 OR CF5=4) OR If CF4=2 AND (CF6=3 OR CF6=4)
Walking	Walking	0.49% (1)	0.00% (0)	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	Cognitive	0.49% (1)	0.00% (0)	CF14=3 OR CF14=4
Communication		0.00% (0)	0.00% (0)	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning		0.00% (0)	0.97% (2)	CF17=3 OR CF17=4
Remembering		0.00% (0)	0.00% (0)	CF18=3 OR CF18=4
Concentrating		0.00% (0)	0.00% (0)	CF19=3 OR CF19=4
Accepting change		0.00% (0)	0.49% (1)	CF20=3 OR CF20=4
Controlling behaviour		0.00% (0)	0.00% (0)	CF21=3 OR CF21=4
Making friends		1.94% (4)	0.00% (0)	CF22=3 OR CF22=4
Anxiety	Psycho-social	4.37% (9)	9.71% (20)	CF23=1
Depression		3.88% (8)	8.74% (18)	CF24=1
Girls with disabilities (Overall)		7.77% (16)	11.65% (24)	
N = 206 (Core girls' survey dataset)				

3.5 Minority girls distribution of the sample achieved

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

3.6 Sub-groups identified for detailed analysis

The table below enlists the GEC learners' subgroups that have been identified for in-depth analysis regarding the various project outcomes. The table below show the different subgroups in the sample during the baseline and endline.

Table 14: Subgroups identified for analysis		Baseline		Endline	
Subgroup of the sample achieved		**Baseline**		**Endline**	
		% of sample achieved	N	% of sample achieved	n
Age[37]	Age 14 years and below	25.2%	52	20.9%	43
	Age 15 – 17 years	53.9%	111	48.1%	99
	Age 18 years and above	20.9%	43	31.1%	64
Married girls		6.8%	14	6.8%	14
Girls with disability		7.8%	16	11.7%	24
Out of School Status	Dropped Out	12.6%	26	14.1%	29
	Never been enrolled	87.4%	180	85.9%	177

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

4. Outcome Findings

This section covers findings related to Urdu literacy and numeracy in detail. The findings/results are presented on the KP L&N cohort 4, and also separately displayed for various subgroups of GEC learners identified earlier in this report. Besides, the total numbers of learning beneficiaries were 1,454 GEC girls for L&N Cohort 4 in Khyber Pakhtunkhwa.

4.1 Outcome 1 – Learning
4.1.1 Literacy assessment Urdu[38]

The scores of GEC learners in EGRA Urdu indicate a statistically significant improvement in the score from baseline (33.98) to endline (87.16). The average Urdu literacy score increased by 53.18 percentage points from baseline to endline.

Table 15: Literacy score aggregate averages across baseline and endline (EGRA Urdu)				
Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
33.98	87.16	53.18	0.000	Y
Source: EGRA Urdu N= 206				

FGDs with GEC Learners
During the discussion with GEC learners, it was shared that now they were successfully able to read signs boards, newspapers and magazines and TV dramas broadcast in the Urdu language, which weren't able before this project.

FGDs with GEC Learners
During the discussion with GEC learners, it was shared that they would like to learn more about Urdu language because they would like to read Islamic history and events related books and watch documentaries on it. Therefore, we took a lot of interest in the Urdu class in the learning space.

FGDs with GEC Learners
One of the GEC learner shared that she has learnt a lot how to speak in the Urdu language because our society defines it that she is educated. Besides, there is a big chance to get better marriage proposal in the community.

The table below suggests that the GEC learners moved up from non-learner to other learning categories at the endline in the EGRA Urdu task. More than 90% of the GEC learners have attained proficiency in different subtasks including subtask 2a- letter name knowledge, subtask 3-familiar word reading and subtask 4a- oral reading fluency (ORF). In other words, more than 75% of the GEC learners have performed well in all subtasks except subtask 2b- letter/ syllable sound identification and subtask 4b- reading comprehension. The GEC learners still faced difficulties in achieving the proficient learner category (i.e. to attain the score of 81% or above) in subtask 2b- letter/ syllable sound identification and subtask 4b- reading comprehension. GEC teachers during interviews shared, the GEC learners were not confident in pronouncing Urdu letters, and they were unable to revise them at home as well because they felt embarrassed. Contrarily, the GEC teachers shared that GEC learners were good in reading however a few GEC learners still faced difficulty in understanding the paragraph.

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[38] All data related to literacy is based on the related learning assessment carried out by EE in the baseline and endline.

However, an improvement has been observed from the baseline to the end-line in these subtasks. Overall, the GEC learners performed better in the EGRA Urdu task in the endline as compared to the baseline.

Table 16: Foundation literacy gaps (EGRA Urdu)								
Categories	Evaluation Points	Subtask 1 Listening Comprehension	Subtask 2a Letter Name Knowledge	Subtask 2b Letter / Syllable Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency 39	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	44.7%	12.6%	19.4%	45.1%	59.7%	68.0%	60.7%
	Endline	1.0%	1.9%	11.7%	2.4%	2.9%	8.3%	3.9%
Emergent learner 1%-40%	Baseline	16.5%	36.9%	44.7%	22.3%	8.3%	11.7%	17.0%
	Endline	4.4%	0.5%	13.1%	1.0%	1.0%	7.8%	4.4%
Established learner 41%-80%	Baseline	20.4%	11.2%	11.2%	8.7%	6.3%	10.7%	11.2%
	Endline	15.0%	3.4%	6.3%	6.8%	5.8%	24.3%	16.5%
Proficient learner 81%-100%	Baseline	18.4%	39.3%	24.8%	23.8%	25.7%	9.7%	11.2%
	Endline	79.6%	94.2%	68.9%	89.8%	90.3%	59.7%	75.2%
Source: EGRA Urdu N= 206	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

> ## IDIs with GEC Teachers
> *Even though the GEC learners showed improvement in learning of the sounds of different Urdu letters in the learning space but there is still room for improvement.*

The trends indicate that the mean scores of GEC learners have improved in all the subtasks of EGRA Urdu from the baseline to the endline. In the endline, the percentage mean score is greater than or equal to 90% in the subtask 1- listening comprehension, subtask 2a- letter name knowledge, subtask 3- familiar word reading and subtask 4a- ORF. Contrarily, the endline literacy score in subtask 2b- letter / syllable sound identification was low (73.25) in comparison to the other subtasks.

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

Table 17: Literacy score subtask averages across baseline and endline (EGRA Urdu)					
Evaluation Points	Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Subtask 1 - Listening Comprehension	37.57	91.84	54.27	0.000	Y
Subtask 2a Letter Name Knowledge	53.06	94.68	41.62	0.000	Y
Subtask 2b Letter / Syllable Sound Identification	39.88	73.25	33.37	0.000	Y
Subtask 3 - Familiar Word Reading	33.98	93.17	59.19	0.000	Y
Subtask 4a - Oral Reading Fluency	31.95	93.15	61.20	0.000	Y
Subtask 4b - Reading Comprehension	20.97	79.81	58.84	0.000	Y
Subtask 5 Writing / Dictation	20.46	84.24	63.78	0.000	Y

FGDs with Parents
The GEC girls have been taking a lot of interest in learning Urdu. Now they are readily able to read and write their names, the names of their parents and siblings, their home addresses, and read sign boards, thanks to the project and their education.
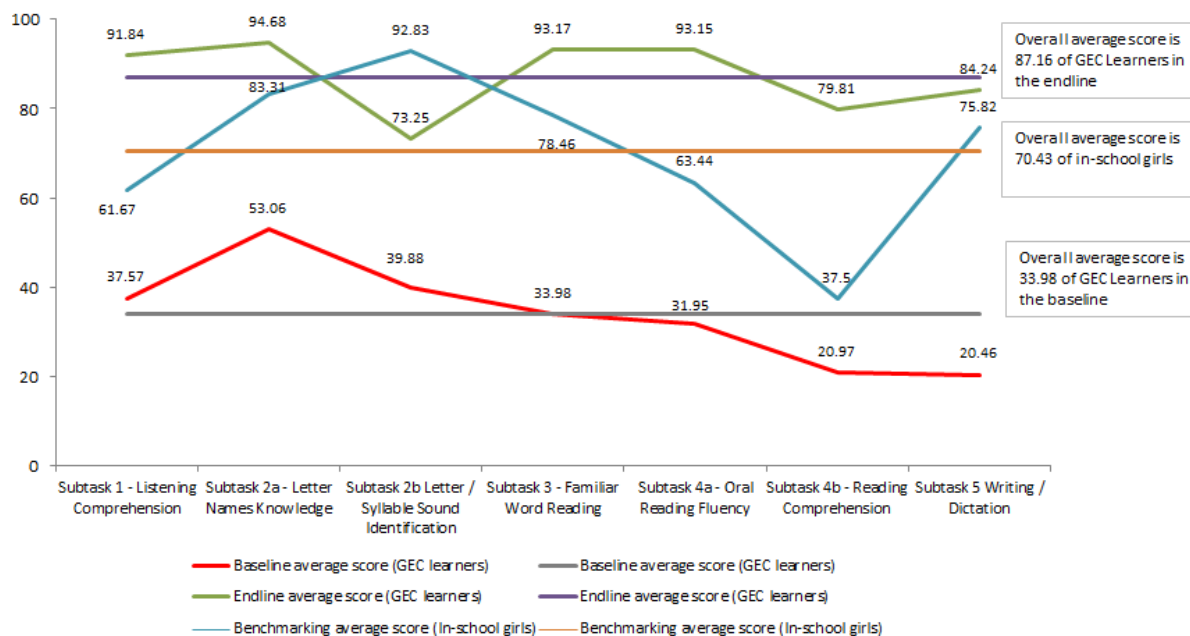
Figure 2: Literacy score subtask averages across baseline, endline and benchmarking

The literacy score in EGRA Urdu confirms that the significant number of non-learners have been reduced from the baseline to the endline. However, the GEC learners still face difficulty in the subtask 2b- letter/ syllable sound identification and subtask 4b- reading comprehension. Non-learners are still in double digits for subtask 2b- letter/ syllable sound identification.

Table 18: Literacy Zero Score (by subtask) across Baseline and Endline (EGRA Urdu)				
Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value[40]	Statistically significant difference (Y/N)
Subtask 1 – Listening Comprehension	44.7%	1.0%	0.000	Y
Subtask 2a – Letter Name Knowledge	12.6%	1.9%	0.000	Y
Subtask 2b – Letter / Syllable Sound Identification	19.4%	11.7%	0.029	Y
Subtask 3 – Familiar Word Reading	45.1%	2.4%	0.000	Y
Subtask 4a – Oral Reading Fluency	57.8%	2.9%	0.000	Y
Subtask 4b – Reading Comprehension	68.0%	8.3%	0.000	Y
Subtask 5 – Writing / Dictation	60.7%	3.9%	0.000	Y
Source: EGRA Urdu (N= 206)				

IDIs with GEC Teachers

The GEC learners' learnt Urdu alphabets particularly their sounds. This sounds technique helped them in the pronunciation of words. In this way, the GEC learners have improved their Urdu language.

In light of the FM guidance the learning data from EGRA Urdu was further analysed for setting up benchmarks of EGRA and learning data aggregation. The proficient learners in ORF were further checked for their performance in other subtasks of EGRA Urdu. More than 80% of the GEC learners performed well in all the subtasks except subtask 2b- letter / syllable sound identification (73.7%) and subtask 4b- reading comprehension (66.1%).

Table 19: Proficient learners of ORF distribution in other subtasks from baseline to endline (EGRA Urdu)								
Categories	Evaluation Points	Subtask 1 Listening Comprehension	Subtask 2a Letter Name Knowledge	Subtask 2b Letter / Syllable Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency [41]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	11.32%	0.0%	1.89%	0.0%	0.0%	9.43%	16.98%
	Endline	0.5%	1.1%	8.1%	0.0%	0.0%	2.7%	2.2%
Emergent learner 1%-40%	Baseline	15.09%	16.98%	30.19%	9.43%	0.0%	22.64%	15.09%
	Endline	2.7%	0.5%	14.0%	0.0%	0.0%	7.5%	2.2%
Established learner 41%-80%	Baseline	28.30%	15.09%	22.64%	11.32%	0.0%	30.19%	24.53%
	Endline	12.9%	1.6%	4.3%	3.2%	0.0%	23.7%	14.5%
Proficient learner 81%-100%	Baseline	45.28%	67.92%	45.28%	79.25%	100%	37.74%	43.40%
	Endline	83.9%	96.8%	73.7%	96.8%	100.0%	66.1%	81.2%
Source: EGRA Urdu N= 53 (Baseline) and 186 (Endline)	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

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

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

The aggregate percentage mean score was calculated by EE/ GLOW at the EGRA Urdu level. The table below shows that more than 98% of the GEC learners obtained higher scores from the aggregate mean score (33.98) from the baseline. In the endline, around 62% of the GEC learners scored higher than the aggregate percentage mean score (87.16) in the EGRA Urdu. Additionally, around 90% of the GEC learners obtained a higher aggregate mean score (70.43) from the benchmark score. The distribution of GEC learners in the table below indicates that the performance of GEC learners in EGRA Urdu has improved from the baseline to the endline.

Table 20: Distribution of GEC learners w.r.t overall aggregate score in EGRA Urdu			
Evaluation Points	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
Baseline situation	33.98 (Baseline score)	60.2% (Distribution of GEC learners of the baseline sample)	39.8% (Distribution of GEC learners of the baseline sample)
Endline situation	87.16 (Endline score)	37.9% (Distribution of GEC learners of the endline sample)	62.1% (Distribution of GEC learners of the endline sample)
From baseline	33.98 (Baseline score)	1.9% (Distribution of GEC learners of the endline sample)	98.1% (Distribution of GEC learners of the endline sample)
From benchmarking	70.43 (Benchmarking score)	10.7% (Distribution of GEC learners of the endline sample)	89.3% (Distribution of GEC learners of the endline sample)

4.1.2 Numeracy assessment[42]

The numeracy scores of the GEC learners show a statistically significant improvement from the baseline (47.78) to the endline (91.52). Overall, the average numeracy score has increased 43.74 percent points from the baseline to the endline.

Table 21: Numeracy score aggregate averages across baseline and endline (EGMA)				
Baseline numeracy score	Endline numeracy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
47.78	91.52	43.74	0.000	Y
Source: EGMA				
N= 206				

> ### *IDIs with GEC Teachers*
> *With the help of interactive pedagogies, the GEC learners were quickly able to learn the basic arithmetic skills particularly addition and subtraction as various teaching methods were used to explain them such as the usage of match sticks and daily life examples.*

The table below suggests that the GEC learners moved up from non-learner to other learning categories at the endline in the EGMA task. The trends indicate that more than 85% GEC learners have achieved proficiency in subtask 1-number identification, subtask 2-quantity discrimination, subtask 4-addition and subtask 5-subtraction. In other words, more than 85% of the GEC learners attained proficiency level in all the subtasks of EGMA except subtask 3-missing numbers (66.0%) and subtask 6-word problems (72.3%).The GEC teachers during interviews highlighted that, the analytical skills of the GEC learners were still not good enough to solve the conceptual and intellectual problems like the word problems of EGMA task. The

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[42] All data related to numeracy is based on the related learning assessment carried out by EE in the baseline and endline.

GEC learner's stills face difficulty in achieving proficiency in subtask 3-missing numbers and subtask 6-word problems.

Categories	Evaluation Points	Subtask 1 Numbers Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4 Addition Level	Subtask 5 Subtraction Level	Subtask 6 Word Problems
Table 22: Foundational numeracy gaps from baseline to endline (EGMA)							
Non-learner 0%	Baseline	5.8%	13.1%	17.5%	26.2%	36.4%	46.6%
	Endline	0.5%	0.5%	1.5%	1.0%	1.0%	1.9%
Emergent learner 1%-40%	Baseline	36.4%	32.0%	41.7%	18.4%	18.4%	9.7%
	Endline	1.0%	1.9%	7.3%	1.5%	1.0%	2.9%
Established learner 41%-80%	Baseline	20.9%	20.9%	21.4%	21.4%	15.0%	17.5%
	Endline	7.8%	12.1%	25.2%	2.4%	2.9%	22.8%
Proficient learner 81%-100%	Baseline	36.9%	34.0%	19.4%	34.0%	30.1%	26.2%
	Endline	90.8%	85.4%	66.0%	95.1%	95.1%	72.3%
Source: EGMA N= 206	Baseline	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%

FGDs with Parents/ caregivers of GEC Learners

Parents of GEC learners during discussions shared that learning basic concepts of addition and subtraction are very essential for girls particularly as most of girls manage the household finances. This project has taught girls' lessons that are not limited to knowledge and information but practical use of information. Girls are applying this knowledge in their homes like helping parents in calculating household expenses, analysing market prices of daily use items at home, which they were not able to do before.

In comparison to the baseline score, the mean score has increased in all subtasks of EGMA. The GEC learners have achieved mean score of 90 and above in all the subtasks except in the subtask 3-missing numbers (84.32) and subtask 6- word problems (83.33) in the endline.

Subtasks	Baseline literacy score	Endline numeracy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Table 23: Numeracy score subtask averages across baseline and endline (EGMA)					
Subtask 1 – Numbers Identification	58.91	95.46	36.55	0.000	Y
Subtask 2 – Quantity Discrimination	55.05	93.59	38.54	0.000	Y
Subtask 3 - Missing Numbers	43.11	84.32	41.21	0.000	Y
Subtask 4 - Addition Level	49.61	96.19	46.58	0.000	Y
Subtask 5 - Subtraction Level	41.48	96.24	54.76	0.000	Y
Subtask 6 - Word Problems	38.51	83.33	44.82	0.000	Y

FGDs with GEC Learners
During group discussions with the GEC learners they shared that the project helped us learn mathematics and we are now able to check electricity bills, calculate the price for the total units consumed and read meters. We are also able to check other bills such as grocery bills and calculate the price of the items purchased.
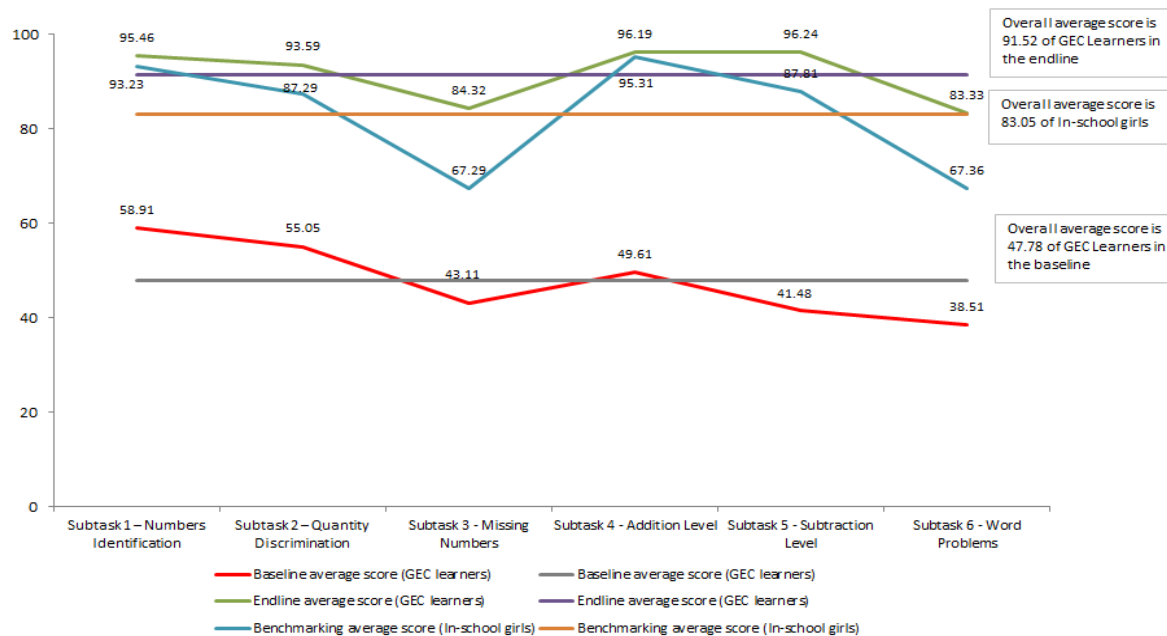
Figure 3: Numeracy score subtask averages across baseline, endline and benchmarking

The endline results indicate that the non-learners significantly decreased in all numeracy subtasks from the baseline. The baseline results show that subtask 4 - addition level, subtask 5 - subtraction level and subtask 6 - word problems had more than 25% of the GEC learners in the non-learners category, which have reduced to less than 2% in the endline. Thus, the project helped GEC learners to improve and move out of the non-learner category (refer to the table below) for all the numeracy subtasks.

Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value[43]	Statistically significant difference (Y/N)
Subtask 1 – Numbers Identification	5.8%	0.5%	0.002	Y
Subtask 2 – Quantity Discrimination	13.1%	0.5%	0.000	Y
Subtask 3 - Missing Numbers	17.5%	1.5%	0.000	Y
Subtask 4 - Addition Level	26.2%	1.0%	0.000	Y
Subtask 5 - Subtraction Level	36.4%	1.0%	0.000	Y
Subtask 6 - Word Problems	46.6%	1.9%	0.000	Y
Source: EGMA N= 206				

Table 24: Numeracy zero score (by subtask) across baseline and endline (EGMA)

In the light of the guideline given by the FM the learning data from EGMA was also analysed further regarding benchmarking and learning data aggregation. The performance of GEC learners proficient in word problems was assessed with other subtasks of EGMA. The trends indicate that more than 90% of the GEC learners proficient in word problems are also proficient in subtask 1- number identification, subtask 2- numbers discrimination, subtask 4 and 5 addition and subtraction. However, a relatively less number of GEC learners have attained proficiency in the subtask 3- missing numbers.

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

Table 25: Proficient learners of word problems distribution in other subtasks from baseline to endline (EGMA)							
Categories	Evaluation Points	Subtask 1 Numbers Identification	Subtask 2 Numbers Discrimination	Subtask 3 Missing Numbers	Subtask 4 Addition L&N	Subtask 5 Subtraction L&N	Subtask 6 Word Problems
Non-learner 0%	Baseline	9%	7%	7%	13%	15%	0%
	Endline	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%
Emergent learner 1%-40%	Baseline	7%	11%	15%	4%	4%	0%
	Endline	0.7%	0.7%	6.0%	0.7%	0.7%	0.0%
Established learner 41%-80%	Baseline	9%	7%	19%	11%	13%	0%
	Endline	4.0%	5.4%	18.1%	2.7%	2.0%	0.0%
Proficient learner 81%-100%	Baseline	74%	74%	59%	72%	69%	100%
	Endline	94.6%	93.3%	75.8%	96.6%	97.3%	100.0%
Source: EGMA N= 54 (Baseline) and 149 (Endline)	Baseline	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%

FGDs with GEC Learners

The GEC learners during discussion revealed that with the help of this project they were able to do business related calculations and read the expiration date behind drugs which they weren't able to do before.

The percentage mean score was calculated by EE/GLOW at the EGMA level. The table below shows that nearly 100% of the GEC learners in the endline obtained higher aggregate mean score (47.78) from the baseline in EGMA. In the endline, around 68% of the GEC learners scored higher than the overall percentage mean score (91.52) in the endline. Moreover, more than 80% of the GEC learners obtained a score higher than the aggregate mean score in EGMA from the benchmark. Overall, the distribution of GEC learners in the table below indicates that the performance of GEC learners has improved from the baseline to the endline.

Table 26: Distribution of GEC learners w.r.t overall aggregate score in numeracy			
Evaluation Points	Overall aggregate percentage mean score	Percent of GEC learners scored lower than overall aggregate percentage mean score	Percent of GEC learners scored higher than overall aggregate percentage mean score
Baseline situation	47.78 (Baseline score)	51.0% (Distribution of GEC learners of the baseline sample)	49.0% (Distribution of GEC learners of the baseline sample))
Endline situation	91.52 (Endline score)	32% (Distribution of GEC learners of the endline sample)	68% (Distribution of GEC learners of the endline sample)
From baseline	47.78 (Baseline score)	1.5% (Distribution of GEC learners of the endline sample)	98.5% (Distribution of GEC learners of the endline sample)
From benchmarking	83.05 (Benchmarking score)	17% (Distribution of GEC learners of the endline sample)	83% (Distribution of GEC learners of the endline sample)

4.1.3 Characteristic subgroup analysis of the learning outcome

The table below presents the aggregate scores of literacy and numeracy by subgroups. The comparison was carried out on the basis of GEC subgroups identified in the report i.e. age groups, out of school status, marital status and girls with disabilities.

Table 27: Percentage mean score of literacy and numeracy by subgroups from baseline to endline				
Sub-groups	Average literacy score- EGRA Urdu		Average numeracy score- EGMA (aggregate)	
	Baseline	Endline	Baseline	Endline
All girls	33.98	87.16	47.78	91.52
Age 14 years and below	30.69	90.10	48.69	92.49
Age 15 – 17 years	33.68	86.88	45.04	91.28
Age 18 years and above	38.75	85.62	53.73	91.25
Married girls	27.72	86.37	54.66	91.90
Non-Married girls	34.44	87.22	47.28	91.49
Girls with disabilities	42.92	77.58	55.43	87.12
Girls with no disabilities	33.23	88.43	47.13	92.10
OOS - Dropped out	46.00	83.58	58.99	89.32
OOS - Never been enrolled	32.35	87.75	46.16	91.88

The trends indicate that there was a significant improvement in the average learning scores of EGRA Urdu and EGMA for GEC learners of age 14 years and below in comparison to other older age groups. Moreover, the GEC learners that have never been enrolled in schools performed better in both EGRA Urdu and EGMA tasks in comparison to those that had dropped out from the schools. Additionally, married GEC learners performed relatively better in numeracy task than unmarried girls. Furthermore, girls without disabilities performed better on both tasks than girls with disabilities. The endline findings illustrates that there are multiple factors that undermines the learning performances of GEC learners with disabilities i.e. they are present in those learning spaces where teaching methodologies were not rated as good; present in those learning spaces which did not achieve the average attendance rate; their life skills score is low (from the median value); and also their parental support index is low from the average. Besides, the findings are further corroborated by secondary literature which indicates that for children with disabilities the learning outcome for both literacy and numeracy were low in comparison to the children without disabilities[44].

4.1.4 Distribution of GEC learners w.r.t average benchmark score in literacy and numeracy

Overall, around 78.6% of the GEC learners have successfully achieved benchmark scores in both literacy and numeracy i.e. EGRA Urdu and EGMA. Moreover, 6.3% (13) of the GEC learners did not achieve the benchmark of literacy and numeracy score because they were enrolled in eight learning spaces where the average attendance rate was 70.8% (45)and teaching methodology was not rated good in 75% of the learning spaces.

Table 28: Distribution of GEC learners w.r.t average score of benchmark in literacy and numeracy		
Learning categories	Distribution of GEC learners w.r.t benchmarking score % (n)	Conclusion
Both literacy and numeracy (EGRA Urdu and EGMA)	78.6% (162)	These GEC learners achieved benchmark scores in both literacy and numeracy tasks.
EGRA Urdu	10.7% (22)	These GEC learners achieved benchmark scores in the literacy task.
EGMA	4.4% (9)	These GEC learners achieved benchmark scores in the numeracy task.
Not achieved benchmark score in both literacy and numeracy (EGRA Urdu, and EGMA)	6.3% (13)	These GEC learners did not achieve benchmark scores in both literacy and numeracy tasks.
All GEC learners	100.0%	

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[44] Malik, R., Raza, F., Rose, P., & Singal, N. (2020). Are children with disabilities in school and learning? Evidence from a household survey in rural Punjab, Pakistan. Compare: A Journal of Comparative and International Education, 1–21. doi:10.1080/03057925.2020.174999

[45] Attendance data of the learning spaces collected by the EE through spot checks.

Overall the trends suggest that there has been a significant improvement in the literacy and numeracy results in the endline as compared to baseline. The average score in Urdu literacy has increased from 33.98 in the baseline to 87.16 in the endline. The average score in numeracy result has improved from 47.78 in the baseline to 83.05 in the endline.

FGDs with SMCs

The project has improved the literacy and numeracy of the GEC learners. With these new skills, they are able to understand, read and write Urdu language as well as do the basic numerical calculations.

Table 29: Outcome 1 - Learning indicators as per the log frame							
Outcome	Outcome indicator	Sampling and measuring techniques used	Who collected the data?	Baseline level	Target for next evaluation point	Endline level	Target achieved
Outcome1: Marginalised girls have significantly improved learning outcomes	Outcome Indicator 1.1: Average literacy result of Num. Lit. girls	EE's evaluation reports, assessment results, list of girls, project progress reports and monitoring reports..	External evaluator	33.98 out of 100 (Urdu Literacy)	70.43	87.16 out of 100 (Urdu Literacy)	Y
	Outcome Indicator 1.2: Average numeracy result of Num. Lit. girls			47.78 out of 100 (Numeracy)	83.05	91.52 out of 100 (Numeracy)	Y

4.2 Outcome 2 - Transition

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

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

According to the project data 1,454 GEC learners were enrolled in the L&N cohort 4. The project states that 205 GEC girls (134 girls of age under 18 years and 71 girls of age 18 years and above) are targeted to receive skills based courses of stitching, embroidery and beautician, however 71 girls who are age of 18 years and above will receive toolkits to utilise their skills for earning. Among these 10 girls will be receiving business grants on the basis of their business plans. Total 541 girls will be facilitated for internships. 71 girls who are 18 years of age and above will be connected with financial institutes. 500 girls were targeted to receive sessions on knowledge about business (KAB) and 775 girls were targeted to receive sessions on business linkages.

So far, ACTED has initiated sessions on knowledge about business (KAB) and total 731 (146% of total target of 500) girls attended these sessions. ACTED also conducted one day sessions on business linkages, in which girls were oriented about business and funding opportunities. Total 842 (109% of total target of 775) attended these sessions.

The EE/GLOW collected data on the intention (not actual) transition pathway from the GEC learners because the L&N course is still ongoing in the learning spaces. However, the actual transition will be explored during the impact study. The GEC learners intended transition is detailed in the table below.

Table 30: Intended transition pathway of GEC learners						
Category	Intend to continue education/ enroll in advanced training		Intend to engage in income generation activities		Other (No transition plan yet)	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
All girls	94.7%	89.8%	4.4%	9.2%	1.0%	1.0%
Age 14 years and below	97.7%	88.4%	0.0%	9.3%	2.3%	2.3%
Age 15 – 17 years	91.9%	89.9%	7.1%	9.1%	1.0%	1.0%
Age 18 years and above	96.9%	90.6%	3.1%	9.4%	0.0%	0.0%
Married girls	78.6%	71.4%	21.4%	28.6%	0.0%	0.0%
Non-married girls	95.8%	91.1%	3.1%	7.8%	1.0%	1.0%
Girls with disabilities	87.5%	87.5%	4.2%	4.2%	8.3%	8.3%
Girls with no disabilities	95.6%	90.1%	4.4%	9.9%	0.0%	0.0%
OOS - Dropped out	89.7%	86.2%	6.9%	10.3%	3.4%	3.4%
OOS - Never been enrolled	95.5%	90.4%	4.0%	9.0%	0.6%	0.6%
Source: Core Girl Survey (N= 206)						

The trends indicate that majority of the GEC learners (around 90% both at baseline and endline) would like to continue education and enrol in advanced training courses. During FGDs, the GEC learners shared that they wanted to continue their education, so they can get educated and work in a better environment in the future. Additionally, 4.4% at baseline and 9.2% of GEC learners at endline intended to engage in income generation activities. The GEC learners during focus groups discussions shared that they wanted to work in better places, so they can generate income to reduce financial difficulties of their families. Keeping the local context of Lakki Marwat district, the project has conducted Market Assessment and Skill Gap Analysis Survey. The findings of survey illustrated that majority of the respondent (over 90%) are in the favour to impart technical and vocational trainings on dressmaking and embroidery. Similarly, the survey also illustrates that both government and local NGOs were also in favour to impart trainings on dressmaking and embroidery to the GEC learners in Khyber Pakhtunkhwa. Moreover, the GEC learners will also be equipped with the toolkits and business grants in order to cater their business needs. Training sessions on "Knowledge About Business (KAB)" will also be delivered to the GEC learners, and will also be linked with microfinance institutes. The GEC learners during discussions shared their desire to participate in the digital economy. They further shared that girls now a days take a lot of interest in learning skills associated with embroidery, tailoring and beautician related skills within the vicinity of their households.

FGDs with GEC Learners
We would like the project to launch additional technical and vocational education programmes in the future so we can engage in more income generation activities and create our own start-ups in order to share the financial burden of our families.

To enrol girls from KP L&N cohort 4 in the technical and vocational skills, the project opted below criteria for the Khyber Pakhtunkhwa. The selection of the GEC learners was based on the factors listed below;

- Youth and active adult females who are graduated from L&N course.
- Preferably with basic literacy (able to read and write) and interested to learn a skill and start a business.
- Not a regular student of the regular education system.

- Poorest and most vulnerable households with income less than 10,000 PKR.
- Disability/chronic illness of any family member;
- Elderly-headed and women-headed households will be given preference.
- Should belong to program areas i.e. from Lakki Marwat district.
- Willing to attend three-month intensive vocational training in proposed trade.
- Must be willing to undergo on-job training/apprenticeship with the selected employers.
- People with some background education and knowledge but need to improve through practical training.
- People who are unemployed and do not possess any skill but can learn and showed interest.
- Unemployed youth- females with education but lack technical skills.
- The most important point to consider is the interest, motivation, and willingness of the participants.
- Participants must prove strongly committed to staying throughout the completion of the training course.

The data analysis of learning and transition indicates that 8.3% of the girls with disabilities and 3.4% of the girls that were drop outs from school had no transition plans. Moreover, all the girls with no disabilities and married girls have the intention to either continue education or engage in income generation activities.

Table 31: Outcome 2 - Transition indicator as per the log frame						
Outcome	Outcome indicator	Sampling and measuring techniques used	Who collected the data?	Baseline level	Target for next evaluation point	Endline level
Outcome2: Marginalised girls have transitioned to education, training, or employment	#/% of L&N girls of age under 18 years are enrolled in technical skills institutes for training(s).	EE's evaluation reports, list of girls, project progress reports and monitoring reports.	Project	NA at baseline level	NA	134
	#/% of L&N girls of age 18 years and above are connected with relevant institute for business/employment opportunities.	EE's evaluation reports, list of girls, project progress reports and monitoring reports.	Project	NA at baseline level	NA	71
	#/% of ALP graduate learners who obtained NFE certificate are registered in NFE directorate transition plan	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.
	#/% of ALP learners who are unable to pass NFE exams are enrolled/mainstreamed in any existing public or free of cost school	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.	Indicator is not applicable for KP.

4.3 Outcome 3 - Sustainability

This section presents the findings on the sustainability outcome of the LNGB project. The findings have been complied on the basis of qualitative data including FGDs and interviews. Overall, sustainability has been assessed at three levels i.e. community level, school level, and system level.

4.3.1 Sustainability - Community level

The data suggests that there has been a positive change in communities' perception and behaviour regarding girls' education. This was evident from the high attendance rate of GEC learners, which increased to 88% in the endline and exceeded the target set of 70% for endline. FGDs with parents and caregivers indicated that parents were very supportive of their girls' education; some parents/caregivers also supported them in uplifting their literacy and numeracy skills. Parents were well aware about the repercussions of missing classes, as a result they ensured their daughters regularly attended classes.

ACTED has established SMCs which significantly contributed to the active engagement of communities in the learning space activities. SMCs mobilized and increased awareness of communities' members. The project data indicates that 88% of the SMCs remained active to continue efforts to retain GEC learners, where as 90% of the SMCs provided safe learning spaces. The discussions with the SMCs revealed that they played a significant part in ensuring enrolment and attendance GEC learners. Additionally, qualitative interview notes showed that SMCs wanted to continue their efforts after this project concludes.

The discussions with GEC learners shared that they also viewed their teacher and lady health workers as role models. They further shared that they were interested in continuing education and engaging in income generation activities. Parents and caregivers of the GEC learners during discussion stated that they wanted their girls to acquire skills and education so they can deal with daily life problems and earn money in difficult circumstances. Overall, the community and parents were fully supportive of girls' education.

4.3.2 Sustainability – School level

The GEC learners of the L&N cohort were not designed to enrol in formal schools. The purpose of the L&N programme was to impart basic literacy and numeracy skills in GEC learners. The interview with education staff revealed the interest of district education departments' in continuing the non-formal education learning spaces of ACTED as it was still needed. However, the education department shared that they were unable to continue due to the limited availability of funds in the education department because of the current financial crisis in the country. Likewise, project staff during interview also highlighted the concerns over the education department's ability to run the learning spaces with lack of financial resources. They believe that the education department, with the availability of funds, would be able to run the learning space. For this purpose, the project has already shared the learning spaces and teachers details with the relevant government authorities.

In order to continue, the project must coordinate with the government stakeholders to explore opportunities to enrol these GEC learners in other government supported education programmes.

4.3.3 Sustainability – System level

The GEC teachers have shown interest in continuing teaching as a profession. During interviews, the GEC teachers shared that they have the desire to join mainstream jobs (either public or private) since they have years of experience. However, there were too many pre-requites of getting private and government jobs including competitive tests and prior qualification. For this purpose, the project data shows that 58% of the GEC teachers were

guided about how to get government mainstream jobs. The qualitative interview notes indicate that the teachers were more willing to continue their jobs in the learning spaces as they wanted to help their community but lack of financial resources required to operate the learning space was mentioned as a major constraint.

Table 32: Outcome 3 - Sustainability indicators as per the log frame						
Outcome	**Outcome indicator**	**Who collected the data?**	**Baseline level**	**Target for next evaluation point**	**Endline level**
Outcome3: Sustainable improvement in girls' learning, and pathways / opportunities for their transition	Outcome 3.1: #/% of SMCs which scored satisfactory rating on sustainability assessment model.	Project	NA at the baseline level	50%	89%
	Outcome 3.2: #/% of men and boys demonstrated positive support for the role of girls in education, employment or income generating opportunities.			50%	82%
	Outcome 3.3: No. of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as result of advocacy.			1	0
	Outcome 3.4: #/% of individual centers' action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centers.			100%	21%
	Outcome 3.5: #/% of centers that achieved their sustainable goals as planned in the ICAs (individual centers' action plans).			50%	21%
	Outcome 3.6: #/% of learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring.			3 (7%)	0%

It must be noted that the illustration of underperformance in certain indicators of sustainability is because the project stated that the learning activities were halted and restarted with new implementation partner in KP. Though, the sustainability activities were implemented, however, the remaining time was insufficient for impactful results. Since communities' activeness is directly related to behaviour change, thus, it needs sufficient time to get effective results. Project has quoted that ACTED is still working on sustainability aspects and finalized data will be available in the end of December 2022. Furthermore, the project has shared that multiple positive meetings were conducted with Provincial Disaster Management Authority (PDMA), district education department and National Commission for Human Development (NCHD) for continuation of the L&N spaces in Lakki Marwat. However, no formal agreement is available at the time of endline evaluation but the project is still working on this sustainability aspect with different stakeholders. Similarly, the project is still working with public and private stakeholders including NCHD to provide mainstream jobs to the GEC teachers; and remaining ICAs developed for achieving the sustainability of the learning spaces.

5. Key Intermediate Outcome Findings

This section of the KP L&N endline 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

Project collected the data for IO 1.1 and IO 1.3, and EE/GLOW Consultants has carried out the analysis. As per the agreed evaluation approach, EE/ GLOW also collected data for IO 1.2 on attendance indicators for the day of visit. The findings indicate that the IO 1.1 average attendance at learning spaces exceeded the target set for the endline evaluation point. Likewise, IO 1.2 the average attendance rate of L&N girls' at learning spaces also increased from the baseline at 74.48% to 83.16% in the endline[46]. To conclude, the EE/GLOW spot check data illustrates similar average attendance rate as the project data i.e. above 80%.

Table 33: Intermediate outcome (IO1-Attendance) indicators as per the log frame							
IO	IO indicator	Sampling and measuring techniques used	Who collected the data?	Baseline level	Target for endline evaluation point	Endline level	Target achieved
IO-1: Marginalised girls have Improved attendance at learning spaces	IO Indicator 1.1: Average attendance at learning spaces	Learning center observation form, FGD and KIIs (quantitative data has been shared by the project team for the endline analysis)	Project data	Not Applicable	70%	88%	Y
	IO Indicator 1.2: Average attendance at learning spaces (spot check)		External evaluator	74.48%	80%	83.61%	Y
	IO Indicator 1.3 Average attendance in extracurricular activities		Project data	Not Applicable	60%	88%	Y

IDIs with GEC Teachers
During interviews with the teacher, they mentioned that all GEC learners were attending classes on a regular basis and they were keen to learn more and more about Urdu and mathematics

And

FGDs with GEC Learners
We regularly go to the learning spaces; we only miss classes when we are sick or have some event at home or in the community e.g. marriage ceremony, funeral or guests coming at home.

The table below corroborates the relationship between the attendance rate and literacy and numeracy results. It is observed that GEC learners with an attendance rate higher than 83.61% had significantly better score in EGRA Urdu (92.99) and EGMA (95.65).

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[46] Statistically significant at 10%.

Table 34: Distribution of GEC learners w.r.t overall average attendance in literacy and numeracy			
Learning category	Overall aggregate percentage mean score in Endline	Percentage means score of GEC learners (Attendance less than 83.61%)	Percentage means score of GEC learners (Attendance higher than 83.61%)
EGRA Urdu	87.16	83.15	92.99
EGMA	91.52	88.68	95.65

FGDs with SMCs
Initially, the GEC learners' absentees were high due to household chores and taking care of their siblings. However, awareness sessions with parents and caregivers helped them understand the implications of missing classes on their learning outcomes. These sessions were able to solve the absentee problems.

5.2 IO-2: Improved quality of learning[47]

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

Teacher's Preparation: The table below confirms that GEC teacher's preparation significantly improved from baseline (48%) to endline (88.9%). It was observed that the GEC teachers are now well prepared for daily lessons of literacy and numeracy in comparison to the baseline. The GEC teachers are now able to clearly explain the daily lesson plan to the GEC learners.

Table 35: Quality education through teacher's preparation			
Improved Quality of Education Aspect	Measurement	Baseline	Endline
The teacher can clearly explain the objective of L&N/ALP to students as per the daily lesson plan.	Agree and strongly agree	48%	88.9%

Teacher's knowledge / clarity about content / session: Likewise, a significant improvement was noted in the teacher's knowledge, clarity about the content and session from the baseline to the endline. Likewise, the GEC learners were engaged in interactive exercises such as classroom play activities. The teachers during interviews shared that GEC learners were engaged in activities such as group work assignments and indoor games to create a conducive learning environment. The GEC learners were pleased with the instructional strategy of the teachers.

Table 36: Quality education through teacher's knowledge / clarity about the content			
Improved Quality of Education Aspect	Measurement	Baseline	Endline
The teacher gave a clear introduction to the topic that she is teaching according to the lesson plan.	Agree and strongly agree	48%	85.2%
The teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in the lesson plan	Agree and strongly agree	48%	74.0%

Student engagement: The end-line results indicate that student engagement improved from baseline to end-line. It was observed that more students were using learning aids with concentration i.e. 77.8% in the endline as compared to 44% in the baseline. The GEC learners shared that the teachers kept them interested in the topic by asking different questions and in group work exercises.

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

Table 37: Quality education through student's engagement			
Improved Quality of Education Aspect	**Measurement**	**Baseline**	**Endline**
Students were using learning aids with concentration\enthusiasm.	Agree and strongly agree	44%	77.8%
Classroom environment open to discussion/talk related to academic content	Agree and strongly agree	48%	81.5
Students completed the interactive exercises with understanding	Agree and strongly agree	48%	81.5

> ### *IDIs with GEC Teachers*
> *I actively engaged GEC learners by letting them ask lesson specific questions. Likewise, I also used group work assignments, indoor games, and amongst many other participatory teaching methodologies to create a more conducive learning environment for the GEC learners.*

Teacher's classroom management: The trends indicate that the teacher's classroom management has improved in the endline. The class environment is well-managed and students are engaged in the learning activities. The GEC learners shared, during focus group discussions, that the teachers used creative techniques and helped them to improve their command on the Urdu language and mathematics. Likewise, the GEC teacher also shared that the training received in the project helped them to learn various pedagogical methodologies, classroom management and how to maintain a conducive class environment. They further mentioned that with the help of this training, they were now able to better handle students and solve their queries.

Table 38: Quality education through teacher's classroom management			
Improved Quality of Education Aspect	**Measurement**	**Baseline**	**Endline**
Teacher effectively monitored students' learning	Agree and strongly agree	48%	81.5
Class environment was well-managed with all students engaged in learning activity.	Agree and strongly agree	44%	81.5
Teacher used followed effective methods to teach lesson.	Agree and strongly agree	44%	81.5

Physical Environment at Learning Space: The endline findings suggest that the physical environment of the learning spaces was conducive for the GEC learners to attend L&N course. The EE/GLOW Consultants were satisfied with the physical environment in terms of the availability of clean drinking water, clean washrooms and other facilities. Moreover, the EE/GLOW Consultants observed that the learning spaces were established in the close proximity to the homes of the GEC learners, and were safe to access.

> ### *FGDs with SMCs*
> *Basic facilities including bathrooms, safe drinking water and quality teachers were available at the learning spaces.*

Table 39: Intermediate outcome-2-quality education indicators as per the log frame							
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for endline evaluation point	Endline level	Target achieved
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%	90%	Y
	IO Indicator 2.2: #/% of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools	Teachers/facilitator survey Core girls survey HH survey	EE	44%	90%	74%	Y
	IO Indicator 2.3: #/% of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)	Teachers/facilitator survey Core girls survey HH survey	EE	89%	90%	100%	Y

The EE/GLOW noted that the duration of the class was not enough to cover the daily lesson plan. As a result, the GEC teachers were trying to cover the daily lesson plan with greater pace. Additionally, during the interviews with GEC teachers they mentioned that the duration of the course should be prolonged by at least one month as the book contained long chapters which are difficult to teach in the given time. The EE/GLOW noted other main factors which compromised the quality of teaching i.e. breakdown of electricity (in the hot summer season); and the late arrival of teacher and/or GEC learners to the learning space.

The EE/GLOW Consultants also computed the learning performances of the GEC learners with respect to LNGB teaching methodologies. The findings confirmed that the better teaching methodologies had a direct effect on the learning performance of the GEC learners.

Table 40: Performance of GEC learners w.r.t LNGB teaching methodologies is rated as good			
Learning category	Overall aggregate percentage mean score in Endline	Learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools - Endline	Learning spaces where use of LNGB teaching methodologies is not rated as good by using observation tools - Endline
EGRA Urdu	87.16	88.23	83.93
EGMA	91.52	92.15	89.61

5.3 IO-3: Marginalised girls have increased life skills[48]

The life skills of GEC learners were also measured with the help of a composite index. The life skills index consisted of different domains including; confidence, communication, decision making, problem-solving, health & hygiene, emotional management, awareness about rights, child protection, and safeguarding, inclusion, financial literacy, and quality of relationships as well.

The EE team measured the mean score of each girl's life skills based on a 3.0 point scale to calculate the life skills at both baseline and endline[49]. The endline results, as per the life skills index, indicate similar level as computed in the baseline for the GEC learners. The project shared that the life skill score is similar at the endline because the learning activities were halted and restarted with new implementation partner in KP. Though, the life skills activities were implemented, however, the remaining time was insufficient for impactful results. As the new partner started activities from February, 2022 and cohort was ended during June, 2022, so implementation partner got only 5 months to complete the course. Since life skills activities are directly related to behaviour change, thus, it needs sufficient time to get effective results.

Table 41: Life skills score from Baseline to Endline			
Cohort	Baseline life skills score	Endline life skills score	Difference from baseline to endline
L&N Cohort	2.49	2.45	-0.04
Source: Life skill assessment tool N= 206			

The table below indicates the median value of life skills index score, the findings reveal that the median score increased for three of the subgroups which include, GEC learners of age 14 years and below; girls with disabilities and dropped out girls from the schools.

Table 42: Life skills index score from baseline to endline (by median)			
Subgroups	Baseline	Endline	Difference
Age 14 Years and Below	2.34	2.60	0.26
Age 15-17 Years	2.54	2.48	-0.06
Age 18 Years and above	2.49	2.36	-0.13
Married Girls	2.49	2.30	-0.19
Non-married Girls	2.49	2.46	-0.03
Girls with Disabilities	2.15	2.65	0.5
Girls with no Disabilities	2.51	2.43	-0.08
Dropped Out	2.38	2.43	0.05
Never Been Enrolled	2.51	2.45	-0.06

Taking the baseline life skills value of 2.49 as a reference point, the GEC learners are distributed between lower and higher proportions. The improvement is evident in the endline for three subgroups i.e. GEC learners with age 14 or below; girls with disabilities and dropped

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[48] All data related to life skills is based on the related assessment (life skills tool) carried out by EE.
[49] 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.

out girls from school in the endline as compared to the other subgroups. Overall, the project intervention did not improve the life skills of majority subgroups of GEC learners.

Table 43: Life skills results by subgroup (median of 2.49 out of 3.00 of baseline)				
	Baseline		Endline	
Subgroups	Lower Proportion	Higher Proportion	Lower Proportion	Higher Proportion
Age 14 Years and Below	61.5%	38.5%	44.2%	55.8%
Age 15-17 Years	45.9%	54.1%	50.5%	49.5%
Age 18 Years and above	46.5%	53.5%	65.6%	34.4%
Married Girls	64.3%	35.7%	78.6%	21.4%
Non-married Girls	49.0%	51.0%	52.1%	47.9%
Girls with Disabilities	81.3%	18.8%	37.5%	62.5%
Girls with no Disabilities	47.4%	52.6%	56.0%	44.0%
Dropped Out	65.4%	34.6%	55.2%	44.8%
Never Been Enrolled	47.8%	52.2%	53.7%	46.3%

Furthermore, the life skills have a direct linkage with the learning performance of the GEC learners. The table below indicates that GEC learners with better life skill index score had a better overall average mean score in EGRA Urdu and EGMA assessments.

Table 44: Performance of GEC learners w.r.t life skill index score			
Learning category	Overall aggregate percentage mean score in Endline	Overall aggregate percentage mean score of GEC learners in the endline (life skill index score is equal to or greater than 2.45)	Overall aggregate percentage mean score of GEC learners in the endline (life skill index score is lower than 2.45)
EGRA Urdu	87.16	89.37	84.83
EGMA	91.52	93.00	89.96

Moreover, the table below indicates that the project was unable to achieve its target for this intermediate outcome.

Table 45: Supplementary table – Life skills analytical model results							
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	End-line level	Target Achieved
IO-3: Marginalised girls have increased life skills	IO Indicator 3.1: Life skills score (%).	Life skills assessment tool FGDs and KIIs	EE	81.15%	85%	80.65%	N

5.4 IO-4: Parental support[50]

Overall, the trend indicates that the parental support increased from the baseline to the endline. This trend was seen despite the high parental support to GEC learners during baseline. This factor can be attributed to the fact that data was collected from parents of GEC learners that were already enrolled in the project. Hence, parents were already aware regarding the importance of the project. However, improvement has been observed from the baseline to the endline.

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

Table 46: Parental support index					
Parents/primary caregivers support aspect	Measurement	Baseline		Endline	
		% of parents	Mean score	% of parents	Mean score
Favour girls education, life skills and employment	Strongly agree or agree	92	4.51	98.5	4.48
Favour continuation of girls education despite funds limitation	Strongly agree or agree	92	4.38	94.7	4.71
Considers education equally important for both boys and girls	Strongly agree or agree	95	4.54	98.1	4.78
Overall, favour girls education	Strongly agree or agree	93	4.43	98.5	4.71
Consider education as girls and women right	Strongly agree or agree	92	4.52	98.5	4.73

The average score of the parent support index has increased from 4.48 at the baseline to 4.68 out of 5 at the endline, which indicates a high support for education.

Table 47: Parental Support Index from Baseline to Endline			
Cohort	Baseline Parental Support Index Score	Endline Parental Support Index Score	Difference from baseline to endline
L&N Cohort	4.48	4.68	0.2
Source: HH Survey tool N= 206			

Further analysis indicates a direct linkage between learning outcomes and parental support. The findings indicates that GEC learners with greater parental support had a better overall average mean score in EGRA Urdu and EGMA assessments.

Table 48: Performance of GEC learners w.r.t life skill index score			
Learning category	Overall aggregate percentage mean score in Endline	Overall aggregate percentage mean score of GEC learners in the endline (Parental Support index score is equal to or greater than 4.68)	Overall aggregate percentage mean score of GEC learners in the endline (Parental Support index score is equal to or greater than 4.68)
EGRA Urdu	87.16	89.22	83.80
EGMA	91.52	93.00	89.10

The mean score of parental support is also increased in favour of marginalized girls' education, transition and livelihood opportunities in the endline from the baseline as indicated in the table below.

Table 49: Intermediate outcome-4- Parental support indicator as per log frame							
IO	IO indicator	Sampling and measuring techniques used	Who collected the data?	Baseline level	Target for endline evaluation point	Endline level	Target achieved
IO-4: Increased parental support in favour of marginalized girls' education, transition and livelihood opportunities	IO Indicator 4.1: % of parents who demonstrate they actively support girls for enhanced education, transition and livelihood opportunities	HH survey FGDs	EE	89.6%	95%	97.6%	Y

6. Value for Money

The following section of the report elaborates the key findings regarding the value for money (VfM). The findings have been mainly complied on the basis of the information received from the project. The VfM framework is based on the DAC criteria (Relevance, Efficiency, Effectiveness and Sustainability). The approach for VfM analysis involves the use of data and findings collected and compiled as a part of this report.

5.1 Relevance as part of ACTED L&N intervention:

Keeping in view the relevance perspective, the project intervention focused on addressing the needs of targeted communities of the Lakki Marwat district. The Alif Ailaan`s[51] survey shows that Lakki Marwat district is ranked 82 (out of the 145 districts) in terms of the overall education situation. Besides, Khyber Pakhtunkhwa OOSC Survey 2018-19 indicates that Lakki Marwat has the second highest out-of-school children (aged 5-16 years) within the southern settled districts of Khyber Pakhtunkhwa. Additionally, the project monitoring data suggests that 97% of the girls were unable to attend school due to poverty. As a result, ACTED has ensured free education and learning aids by offering an 8 month literacy and numeracy course in a safe and conducive learning environment. The project enrolment data shows that educational opportunity is extended to the marginalized subgroups including girls with disabilities. All these findings emphasize the requirement and relevance of L&N programme for the local beneficiaries. The GEC learners will also be facilitated by the inclusion of a TVET course, so they can contribute to the household income. The project intervention aimed to target out-of-school girls.

5.2 Efficiency as part of ACTED L&N intervention:

The comparison of inputs and outputs for ACTED L&N intervention indicates that the project was able to achieve productivity. The learning spaces were established in the existing safe structures of the community to reduce the cost of establishing new learning spaces. Moreover, the learning spaces were established in close proximity to the beneficiaries to reduce the cost of travel. Furthermore, for non-formal education, a curriculum already developed and approved by National Commission for Human Development was used to help reduce efforts and time to develop new learning material. Additionally, teachers were engaged from the communities which helped reduce their travel expenses to reach their learning spaces particularly keeping in view the current price hike in petrol in the country. Moreover, Lakki Marwat is a tribal district and limited opportunities are available for women to participate in economic activities as they are not allowed to go outside of their areas. The project provided opportunities for economic empowerment as teachers from the local community were hired for these learning spaces. Additionally, the teacher training resulted in significant improvement in the quality of teaching, which improved the learning outcomes of GEC learners. This training will also be useful for teachers in acquiring mainstream jobs. Community mobilisation and awareness sessions were able to increase the interest of communities and parents in girls' education. With this sensitization, the community members will effectively raise their voices to advocate for girls education beyond the project life.

The cost analysis of the LNGB project shows that the cost per GEC learner is GBP 55.05 as calculated by the project. On the other hand, the National Commission for Human Development indicated GBP 66.66 for each GEC learner. This shows that the project per child cost was lower than the governments' federal institute.

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[51]
https://d3n8a8pro7vhmx.cloudfront.net/alifailaan/pages/537/attachments/original/1474368820/Pakistan_District_Education_Rankings_2016_Full_Report.pdf?1474368820

Keeping the COVID-19 context in mind, the effectiveness of outcomes was maximized by adopting a flexible delivery model. Whatsapp was used as a mean of sharing updates, teacher shared videos and pictures of classrooms. Furthermore, parents were kept aware regarding the GEC learner's performance through regular parent teacher meetings, which helped ensure high attendance of GEC learners. Data indicated that 96% of the GEC learners had an attendance rate higher than 70%. Overall, all these activities were helpful in increasing the effectiveness of the project.

5.3 Effectiveness as part of ACTED L&N intervention:
To analyse the effectiveness of the project, EE/ GLOW appraised whether ACTED was able to deliver its intended learning objectives. The analysis of the learning outcomes indicated a significant improvement in the average score in literacy from baseline to the endline. The Urdu literacy score increased by 53.18 percentage points from the baseline (33.98) to the endline (87.16). Likewise, there was a significant improvement in the average numeracy scores of the GEC learners from the baseline to the endline. The numeracy score improved by 43.74 percentage points from the baseline (47.78) to the endline (91.52).

The effectiveness of the project was also evident from the attendance. The project data ascertains that attendance is 88% over-achieving the project target (70%). Likewise, there was an improvement in the teaching methodologies from the baseline (44%) to the endline (74%). This was evident from the improvement in teachers' preparation, clarity of content/ teacher knowledge, student's engagement and classroom management. Additionally, the endline data indicates an improvement in the parental support from the baseline (4.48 out of 5) to the endline (4.68 out of 5); and its positive effect on the learning outcomes of GEC learners. Overall, it is evident from the data that the project has been effective in achieving majority of the intended outcomes.

However, the EE noted that the life skills of GEC learners were at a similar level at both the baseline and endline evaluation. The project beneficiaries shared that the learning activities were halted and restarted with the new implementation partner in KP. As a result, the remaining time of L&N was insufficient for the new implementing partner to achieve the required results in life skills during the endline evaluation.

5.4 Sustainability as part of ACTED L&N intervention:

Several elements contribute to the sustainability aspect of this project. This project intervention was able to engage girls from communities, which contribute to a long-term change in perceptions and behaviour of the communities. Since, the adolescent girls cannot be mainstreamed into formal education; they can only be targeted through L&N programmes which are imperative in imparting basic literacy, numeracy and life skills. For this purpose, the project has designed technical and vocational trainings in various domains including dressmaking, embroidery and beautician as per the local context of the Lakki Marwat district. The project will also provide toolkits and business grants to the GEC learners in order to engage in the income generation activities. The GEC learners will attend training sessions on "Knowledge About Business (KAB)", and will also be linked with microfinance institutes to cater the needs of their future businesses. Overall, the project contributed to the empowerment of girls and women in the project district. Thus, the L&N graduates can apply the acquired skills in their daily lives and use them as a mean to generate income in the future. Additionally, teachers training has added value to the teaching skills. These skills can be useful for teachers for future career opportunities.

7. Conclusions

This conclusion section below presents the key findings of the report.

7.1 Learning outcomes

Learning assessments were carried out with EGRA Urdu and EGMA. The findings indicate a significant improvement in the learning scores of literacy and numeracy from the baseline to the endline. The trends indicate a considerable reduction in the number of GEC learners in the non-learners category. Despite, the significant increase in proficient learners in majority of the subtasks in EGRA Urdu, the GEC learners faced difficulty in subtask 4b- reading comprehension and 2b- letter / syllable sound identification. Hence, a higher percentage of GEC learners were still in the non-learners category for subtask 2b- letter / syllable sound identification and 4b- reading comprehension of EGRA Urdu. Contrarily, a huge reduction was noted in the percentage of GEC learners in the non-learners category at the endline for subtasks 1- listening comprehension, subtask 3- familiar word reading and subtask 4a- oral reading fluency.

On the other hand, there was a significant increase in the average numeracy score from baseline to endline however, the endline score was relatively low for subtask 3- missing numbers and subtask 6- word problems in comparison to other EGMA subtasks. Moreover, for EGMA, the GEC learners in the non-learners category significantly reduced from baseline to endline.

7.2 Transition outcome

The endline findings, suggests that the intention of GEC learners to continue education, training and income generating activities. The data suggests that majority of the GEC learners (89.8%) intend to continue their education and enrol in advanced training. Likewise, there was an increase in GEC learners that had the intention to engage in income generating activities from the baseline (4.4%) to endline (9.2%).

7.3 Sustainability outcome

The sustainability aspects has been assessed at three level including community level, school level and system level. At community level, a positive change has been observed in the community's perception and behaviour regarding girls' education. Due to this awareness parents ensure that GEC learners regularly attend classes. Additionally, qualitative notes suggest that SMCs have played a significant role in improving enrolment and attendance in the project. At school level, the education department is willing to continue the learning spaces but lack of financial resources with government may be a challenge to take over these learning spaces. Additionally, at system level, teachers have expressed their desire to continue in mainstream jobs but they were apprehensive due to the pre-requisites of government jobs.

7.4 Intermediate outcome findings

IO-1 Attendance: The ACTED data indicates that the average attendance at the learning space exceeded the target set for endline evaluation and increased to 88% at endline. The data received through the spot checks conducted by EE, shows that the average attendance rate of ALP and Numeracy Literacy girls' at learning spaces also increased from baseline at 74.48% to 83.16% in the endline.

IO-2 Improved quality of learning: The findings indicate that there has been an improvement in the teacher preparation in the endline (88.9%) from the baseline (48%). This was reflected in the improvement in lesson preparation of teachers, the teachers were now better able to

explain the lesson plan to the GEC learners. Likewise, there was an improvement in teacher's ability to clearly introduce the topic, effectively give instructions and manage classrooms. Additionally, GEC learner's engagement in classrooms also significantly improved from baseline to the endline.

IO-3 Life skills: The life skill index showed no difference from the baseline to the endline for majority of the subgroups, however for GEC learners of age 14 or below and girls with disabilities there was a significant improvement in the life skills from the baseline to the endline.

IO-4 Parental Support: The findings indicate that parental support increased from the baseline to the endline. The parental support has been directly linked with the learning outcomes, the trends indicate that the GEC learners with greater parental support had a better mean score in both EGRA and EGMA assessments.

7.5 Value for Money

The project was able to achieve it intended outcomes, this was evident from the improvement in the average learning score in both EGRA Urdu and EGMA from the baseline to the endline. Likewise, attendance and parental support also significantly increased from baseline to the endline. Moreover, a significant improvement was observed in the quality of learning, there was improvement in teachers' preparation, teachers' knowledge, students' engagement and classroom management. Furthermore, cost analysis, indicated that per GEC learner cost calculated by ACTED was lower than the governments' federal institute NCHD per GEC learner cost. Keeping in view, the sustainability of the project, several aspects contribute to it. This project was able to change the perception and behaviour of the communities. The project has been able to improve the skills of GEC learners so they can use these skills in daily lives and employment in the future.

8. Suggestions and Recommendations

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

Project Specific Recommendations

I. **Focus on Syllable Sound Identification and Reading Comprehension in the Urdu language classes**: A significant improvement of 53.18 percentage points has been observed in the performance of GEC learners in Urdu language at the endline. However, the performance of GEC learners, at the endline, was lowerin two subtasks of EGRA Urdu including syllable sound identification and reading comprehension as compared to the other subtasks in terms of lower average mean score and presence of higher number of non-learners. Additional exercises should be included in the curriculum to improve the proficiency of GEC learners in Urdu language. Besides, the project should collect evidence-based data from the learning space teachers and GEC learners to understand the reason for low performance in two of the subtasks of EGRA Urdu. Similarly, further training and capacity of the teachers should also be built on how to uplift the performances of GEC learners in the letter recognition and reading comprehension in the Urdu language.

II. **Focus on missing numbers and words problem in the mathematics**: The performance of GEC learners' has significantly improved from the baseline (47.78) to the endline (91.52) in learning the numeracy. However, more than 25% of the GEC learners still facing difficulty in solving questions related to missing numbers and words problem in the EGMA task. Therefore, EE/GLOW Consultants is suggesting to include additional exercises on missing numbers and words problem in the curriculum to uplift the skills in number patterns identification; and conceptual and real-word mathematics. Besides, the project should collect evidence-based data from the learning space teachers and GEC learners will help understand the reason of the low performance in two subtasks. Furthermore, to enhance the skills of GEC learners in these two subtask, capacity building and teacher training is required.

III. **Usage of Digital Education Content**: The internet is currently available in the most parts of the country including Lakki Marwat. If feasible, the project should upload learning videos on the free social media platforms like Youtube. As a result, the GEC learners will have easy access to literacy and numeracy courses even after the project life. Thus, if they face any problem in future, they can consult these videos and solve their problems. In this way, the GEC learners will enhance their literacy and numeracy skills. These videos will also provide opportunities to other girls (particularly out-of-school) that are not a part of this project to improve their literacy and numeracy skills. Furthermore, it will also increase the capacity of the GEC teachers who would like to continue teaching in the learning space beyond the project. Similarly, this digital content should be made available to relevant departments and organizations who are working on Non-Formal Education.

IV. **Online Dashboard Reporting for Performance Evaluation:** For any new or existing project, a dedicated online dashboard in line with the KP Education Monitoring Authority needs to be developed, where all the relevant indicators like attendance of GEC learners and teachers; physical environment of the learning space and monitoring visits etc. can be displayed in order to evaluate the

performance of the cohort. Such dedicated webpage will save time, cost efficient and reduce burden on the project team to calculate any indicator. These indicators will have direct impact on the literacy and numeracy skills of the GEC learners.

V. **Focus on girls with disabilities in the learning spaces**: The performance of GEC learners with disabilities improved in both literacy and numeracy courses from the baseline. However, the performance is still lower than other subgroups. Their score were mainly lower in the some aspects of different tasks e.g. words problem and missing numbers (EGMA); and writing/dictation (EGRA Urdu). Therefore, EE has suggested for the project to expedite efforts, so that learning performances of GEC learners with disabilities can be improved to a level similar to the GEC learners with no disability. Similarly, the learning space teachers can be further guided to monitor their learning performances with respect to the other students in the classroom.

VI. **Participation in the Digital Economy and Vocational training**: The project has conducted comprehensive study to identify specific technical courses relevant to the local context of the Lakki Marwat district. However, the EE is suggesting that the project should include a tailored-made session on the digital economy. The project must share real life stories of how people of their localities engaged in the digital economy and generate more income. The project must also share different ways in which GEC learners can participate/penetrate in the digital economy with the current vocational training being received from the project. The GEC learners inquired about the prior requirements to participate in the digital economy. The asked questions regarding how to open the Youtube channel, create business pages on the Facebook and Instagram. Moreover, how to upload their products on these social media platforms within their local context, and grow their businesses.

VII. **Enhancement of project monitoring on teaching methodologies and life skills activities**: Trends indicate a direct relationship between teaching methodologies and life skills and its effect on the learning outcomes of GEC learners (refer to section 5.2 of IO-2: Improved Quality of Learning and section 5.3 of IO-3: Marginalised girls have increased life skills). The findings suggest that better pedagogical methodologies and life skills have been associated with improved learning performance of the GEC learners. Therefore, for future projects, it is recommended for the project to identify learning spaces that are not properly implementing appropriate teaching techniques and life skills. As a result, the project can then organize refresher training and peer to peer sessions to enhance the capacity of teachers in these learning spaces.

VIII. **Effectiveness of attendance and parental support:** Data analysis indicates a direct relationship between attendance rate of the GEC learners and parental support; and its impact on the learning performances of the GEC learners (refer to section 5.1 of IO-1: Attendance and section 5.4 of IO-4: Parental Support). The findings show that better attendance rate of the GEC learners and parental support has positive effect on the learning performances of the GEC learners. Therefore, for future cohorts, it is recommended that the project must continue similar efforts to achieve better learning results.

IX. **Sustainability of the learning spaces:** There is a need to continue these learning spaces as there is still a prevalence of out-of-school girls in the area. One potential option to achieve this is by linking the learning spaces with a new rolled out programme of Khyber Pakhtunkhwa – Education Sector Plan Implementation Grant (KP-ESPIG) initiated by the government of Khyber Pakhtunkhwa and UNICEF.

Annex 1: Details of GEC Endline Report Annex Template

Annex Number	Annex Description	Information inserted against the annex in the evaluation report
Annex 1	Project design and interventions	Chapter 1: Background
Annex 2	Endline evaluation approach and methodology	Chapter 2: Evaluation Methodology
Annex 3	Characteristics and barriers	Annex 2: Key barriers to learning and schooling of girls
Annex 4	Learning outcome data tables	Chapter 3: Key Characteristics of Subgroups Section 4.1 Outcome 1 –Learning (Page 26 – 39)
Annex 5	Logframe and Medium-Term Response Plan Output Monitoring Framework	Annex 12: Logframe and MTR Output Monitoring Framework
Annex 6	Beneficiaries tables	Annex 9: Beneficiaries tables
Annex 7	External Evaluator's Inception Report	Annex 11: Inception report
Annex 8	Quantitative and qualitative data collection tools used for endline	Annex 5: Data collection tools used for endline
Annex 9	Qualitative transcripts	Annex 6: Qualitative transcripts
Annex 10	Quantitative datasets, codebooks and programs	Annex 7: Quantitative datasets and codebooks
Annex 11	Quantitative sampling framework	Annex 8: Quantitative sampling framework
Annex 12	External Evaluator declaration	Annex 10: External evaluator declaration

Annex 2: Key barriers to learning and schooling of girls

The table listed the key barriers identified through this baseline and endline evaluation studies. However, in the baseline report, all these barriers are explained in detail.

Table 50: Barriers affecting girls' education[52]					
Baseline			**Endline**		
Barrier category	Barrier Description	% of sample affected by this barrier (n=158)	Barrier category	Barrier Description	% of sample affected by this barrier (n=169)
Physical / Service Delivery	Transport services are inadequate	37.2% (58)	Physical / Service Delivery	School is too far away	38.7% (65)
Physical / Service Delivery	School is too far away	35.3% (55)	Physical / Service Delivery	Transport services are inadequate	34.5% (58)
Cultural	No one available to travel with the girl to/from school	33.1% (52)	Cultural	No one available to travel with the girl to/from school	31.5% (53)
Physical / Service Delivery	To attend school needs special services or assistance	22.4% (35)	Physical / Service Delivery	To attend school needs special services or assistance	18.9% (32)
Cultural	It is unsafe for girl to travel to/from school	14.6% (23)	Economic	There is not enough money to pay the costs of schooling	18.5% (31)
Physical / Service Delivery	To attend school needs assistive devices/technology	13.9% (22)	Cultural	It is unsafe for girl to travel to/from school	10.7% (18)
Economic	There is not enough money to pay the costs of schooling	10.3% (16)	Physical / Service Delivery	It is unsafe for girls to be in school	10.7% (18)
Physical / Service Delivery	Teachers do not know how to teach a child	8.2% (13)	Cultural	Schooling not important for girls	9.5%(16)
Physical / Service Delivery	It is unsafe for girls to be in school	7.7% (12)	Physical / Service Delivery	To attend school needs assistive devices/technology	7.7% (13)
Physical / Service Delivery	Girl cannot use the toilet at school	7.0% (11)	Cultural	Girl is too old to attend school	7.1%(12)
Physical / Service Delivery	Child says teachers mistreat her at school	6.3% (10)	Physical / Service Delivery	Teachers do not know how to teach a child	6.5% (11)
Physical / Service Delivery	The school does not have a programme that meets learning needs	6.3% (10)	Economic	School does not help in finding a good job	6.5% (11)
Economic	Girl needs to work, earn money or help out at home	5.1% (8)	Physical / Service Delivery	Girl cannot use the toilet at school	5.9% (10)
Physical / Service Delivery	Refused entry into the school	5.1% (8)	Physical / Service Delivery	Child says teachers mistreat her at school	5.3% (9)
Cultural	The girl is not mature enough to attend school	5.1% (8)	Physical / Service Delivery	The school does not have a programme that meets learning needs	5.3% (9)
Physical / Service Delivery	Girl cannot move around the school or classroom	4.5% (7)	Cultural	Girl is married or about to get married	4.7%(8)

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[52] Valid percentages are used.

Cultural	Girl is too old to attend school	3.8% (6)	Economic	Girl needs to work, earn money or help out at home	3.6% (6)
Physical / Service Delivery	Has a health condition that prevents from going to school	3.8% (6)	Physical / Service Delivery	Refused entry into the school	3.6% (6)
Cultural	Girl is married or about to get married	3.2% (5)	Physical / Service Delivery	Girl cannot move around the school or classroom	3.6%(6)
Cultural	The girl has already completed enough schooling	2.5% (4)	Physical / Service Delivery	Has a health condition that prevents from going to school	3.6%(6)
Cultural	Girl is not interested in going to school	2.5% (4)	Cultural	Girl is not interested in going to school	3.6%(6)
Economic	School does not help in finding a good job	1.9% (3)	Cultural	The girl is not mature enough to attend school	3.0%(5)
Cultural	The girl has a child or is about to have a child	0.6% (1)	Physical / Service Delivery	Child says they are mistreated/bullied by other pupils	2.4% (4)
Cultural	Schooling not important for girls	0.6% (1)	Cultural	The girl has already completed enough schooling	1.8%(3)
Physical / Service Delivery	Child says they are mistreated/bullied by other pupils	0.6% (1)	Cultural	The girl has a child or is about to have a child	0.0% (0)

Table 51: Evaluation sample intersectionality between subgroups and barriers (Endline)

Table 51_Evaluation sample intersectionali

Annex 3: Additional Analysis on Literacy and Numeracy Tasks

The percentage means score is computed for all the subtasks of EGRA English and EGMA for the older and younger aged groups both at the baseline and endline evaluation points. It is noted across all the subtasks that the results of literacy and numeracy were not over or under-inflated.

Task / Subtask	Baseline			Endline		
Table 52: Literacy and numeracy score aggregate averages at task and subtask level across baseline and endline for older and younger aged groups						
	14 years and below	15-17 Years	18 Years and above	14 years and below	15-17 Years	18 Years and above
EGRA Urdu						
Overall	30.69	33.68	38.75	90.10	86.88	85.62
Subtask 1 – Listening Comprehension	31.15	38.92	41.86	93.95	91.72	90.63
Subtask 2a – Letter Name Knowledge	53.75	50.97	57.63	95.88	95.25	93.00
Subtask 2b – Letter / Syllable Sound Identification	38.29	40.85	39.33	81.91	74.91	64.86
Subtask 3 – Familiar Word Reading	31.54	32.27	41.35	95.81	92.77	92.03
Subtask 4a – Oral Reading Fluency	26.67	31.46	39.61	96.67	92.90	91.17
Subtask 4b – Reading Comprehension	20.00	20.54	23.26	80.93	77.17	83.13
Subtask 5 – Writing / Dictation	13.46	20.72	28.24	85.55	83.48	84.54
EGMA						
Overall	48.69	45.04	53.73	92.49	91.28	91.25
Subtask 1 – Numbers Identification	59.13	55.18	68.26	95.70	95.61	95.08
Subtask 2 – Numbers Discrimination	55.19	54.05	57.44	93.72	93.43	93.75
Subtask 3 - Missing Numbers	44.23	41.98	44.65	86.05	83.43	84.53
Subtask 4 - Addition L&N	50.77	45.50	58.84	97.33	96.77	94.53
Subtask 5 - Subtraction L&N	41.15	36.76	54.07	96.51	95.76	96.80
Subtask 6 - Word Problems	41.67	36.79	39.15	85.66	82.66	82.81

Annex 4: Additional Life Skills Analysis

Table 53: Life skills results by subgroup (median of 2.12 out of 3.00 of baseline)

| Attribute	Score	All GEC learners		Age 14 years and below		Age 15 – 17 years		Age 18 years and above		Unmarried girls		Married girls		Girls with disabilities		Girls with no disabilities		OOS-Dropped Out		OOS-Never Been Enrolled	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	Lower Proportion	50.0%	53.9%	61.5%	44.2%	45.9%	50.5%	46.5%	65.6%	49.0%	52.1%	64.3%	78.6%	81.3%	37.5%	47.4%	56.0%	65.4%	55.2%	47.8%	53.7%
	Higher Proportion	50.0%	46.1%	38.5%	55.8%	54.1%	49.5%	53.5%	34.4%	51.0%	47.9%	35.7%	21.4%	18.8%	62.5%	52.6%	44.0%	34.6%	44.8%	52.2%	46.3%
Confidence	Lower Proportion	47.6%	37.4%	63.5%	23.3%	44.1%	34.3%	37.2%	51.6%	48.4%	36.5%	35.7%	50.0%	75.0%	37.5%	45.3%	37.4%	57.7%	48.3%	46.1%	35.6%
	Higher Proportion	52.4%	62.6%	36.5%	76.7%	55.9%	65.7%	62.8%	48.4%	51.6%	63.5%	64.3%	50.0%	25.0%	62.5%	54.7%	62.6%	42.3%	51.7%	53.9%	64.4%
Communications	Lower Proportion	29.6%	28.6%	36.5%	23.3%	27.9%	28.3%	25.6%	32.8%	28.6%	27.6%	42.9%	42.9%	62.5%	16.7%	26.8%	30.2%	38.5%	41.4%	28.3%	26.6%
	Higher Proportion	70.4%	71.4%	63.5%	76.7%	72.1%	71.7%	74.4%	67.2%	71.4%	72.4%	57.1%	57.1%	37.5%	83.3%	73.2%	69.8%	61.5%	58.6%	71.7%	73.4%
Emotional management	Lower Proportion	45.6%	59.7%	53.8%	51.2%	43.2%	58.6%	41.9%	67.2%	43.8%	58.3%	71.4%	78.6%	75.0%	62.5%	43.2%	59.3%	65.4%	69.0%	42.8%	58.2%
	Higher Proportion	54.4%	40.3%	46.2%	48.8%	56.8%	41.4%	58.1%	32.8%	56.3%	41.7%	28.6%	21.4%	25.0%	37.5%	56.8%	40.7%	34.6%	31.0%	57.2%	41.8%
Decision making	Lower Proportion	37.4%	47.1%	50.0%	37.2%	33.3%	43.4%	32.6%	59.4%	35.4%	45.8%	64.3%	64.3%	50.0%	33.3%	36.3%	48.9%	38.5%	55.2%	37.2%	45.8%
	Higher Proportion	62.6%	52.9%	50.0%	62.8%	66.7%	56.6%	67.4%	40.6%	64.6%	54.2%	35.7%	35.7%	50.0%	66.7%	63.7%	51.1%	61.5%	44.8%	62.8%	54.2%
Problem solving	Lower Proportion	40.8%	53.9%	46.2%	46.5%	38.7%	53.5%	39.5%	59.4%	40.1%	52.6%	50.0%	71.4%	75.0%	45.8%	37.9%	54.9%	46.2%	69.0%	40.0%	51.4%
	Higher Proportion	59.2%	46.1%	53.8%	53.5%	61.3%	46.5%	60.5%	40.6%	59.9%	47.4%	50.0%	28.6%	25.0%	54.2%	62.1%	45.1%	53.8%	31.0%	60.0%	48.6%
Health and hygiene	Lower Proportion	32.0%	30.6%	42.3%	23.3%	27.9%	32.3%	30.2%	32.8%	31.3%	30.2%	42.9%	35.7%	50.0%	29.2%	30.5%	30.8%	34.6%	37.9%	31.7%	29.4%
	Higher Proportion	68.0%	69.4%	57.7%	76.7%	72.1%	67.7%	69.8%	67.2%	68.8%	69.8%	57.1%	64.3%	50.0%	70.8%	69.5%	69.2%	65.4%	62.1%	68.3%	70.6%
Awareness about rights	Lower Proportion	46.1%	53.9%	67.3%	48.8%	39.6%	49.5%	37.2%	64.1%	45.8%	52.6%	50.0%	71.4%	75.0%	54.2%	43.7%	53.8%	53.8%	51.7%	45.0%	54.2%
	Higher Proportion	53.9%	46.1%	32.7%	51.2%	60.4%	50.5%	62.8%	35.9%	54.2%	47.4%	50.0%	28.6%	25.0%	45.8%	56.3%	46.2%	46.2%	48.3%	55.0%	45.8%
Awareness about child protection and safeguarding	Lower Proportion	44.2%	56.3%	50.0%	44.2%	41.4%	55.6%	44.2%	65.6%	44.3%	55.2%	42.9%	71.4%	81.3%	41.7%	41.1%	58.2%	50.0%	55.2%	43.3%	56.5%
	Higher Proportion	55.8%	43.7%	50.0%	55.8%	58.6%	44.4%	55.8%	34.4%	55.7%	44.8%	57.1%	28.6%	18.8%	58.3%	58.9%	41.8%	50.0%	44.8%	56.7%	43.5%
Inclusion	Lower Proportion	39.8%	45.1%	57.7%	37.2%	35.1%	41.4%	30.2%	56.3%	38.5%	43.8%	57.1%	64.3%	81.3%	37.5%	36.3%	46.2%	50.0%	51.7%	38.3%	44.1%
	Higher Proportion	60.2%	54.9%	42.3%	62.8%	64.9%	58.6%	69.8%	43.8%	61.5%	56.3%	42.9%	35.7%	18.8%	62.5%	63.7%	53.8%	50.0%	48.3%	61.7%	55.9%
Financial literacy	Lower Proportion	56.3%	46.6%	67.3%	39.5%	55.0%	41.4%	46.5%	59.4%	57.3%	45.8%	42.9%	57.1%	100.0%	33.3%	52.6%	48.4%	73.1%	58.6%	53.9%	44.6%
	Higher Proportion	43.7%	53.4%	32.7%	60.5%	45.0%	58.6%	53.5%	40.6%	42.7%	54.2%	57.1%	42.9%	0.0%	66.7%	47.4%	51.6%	26.9%	41.4%	46.1%	55.4%
Quality of relationship	Lower Proportion	34.5%	29.6%	46.2%	20.9%	33.3%	26.3%	23.3%	40.6%	34.4%	28.1%	35.7%	50.0%	56.3%	29.2%	32.6%	29.7%	30.8%	37.9%	35.0%	28.2%
	Higher Proportion	65.5%	70.4%	53.8%	79.1%	66.7%	73.7%	76.7%	59.4%	65.6%	71.9%	64.3%	50.0%	43.8%	70.8%	67.4%	70.3%	69.2%	62.1%	65.0%	71.8%

Table 54: Life skills results by subgroup (mean percentage score)

Attribute	All GEC learners in the sample		Sub-group																	
			Age 14 years and below		Age 15 – 17 years		Age 18 years and above		Unmarried girls		Married girls		Girls with disabilities		Girls with no disabilities		OOS-Dropped Out		OOS-Never Been Enrolled	
	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	81.15	80.65	75.73	84.98	82.23	81.40	84.90	76.59	81.51	80.92	76.13	77.04	72.32	84.49	81.89	80.15	76.37	76.57	81.83	81.32
Confidence	79.56	82.34	73.08	86.95	81.48	83.11	82.43	78.04	80.01	82.38	73.41	81.75	72.57	84.95	80.15	81.99	72.01	79.50	80.65	82.80
Communications	83.78	84.30	79.81	88.57	84.76	83.84	86.05	82.16	84.20	84.68	77.98	79.17	75.52	87.85	84.47	83.84	77.24	80.46	84.72	84.93
Emotional management	81.07	76.38	77.35	82.17	81.88	76.54	83.46	72.22	81.60	76.68	73.81	72.22	72.22	79.63	81.81	75.95	77.35	70.88	81.60	77.28
Decision making	81.88	78.92	78.04	83.72	82.51	79.04	84.88	75.52	82.68	79.12	70.83	76.19	77.60	85.42	82.24	78.07	79.17	74.71	82.27	79.61
Problem solving	82.04	79.34	79.49	82.69	81.78	79.80	85.79	76.39	82.35	79.75	77.78	73.81	74.31	82.41	82.69	78.94	80.34	73.95	82.28	80.23
Health and hygiene	86.62	87.32	83.97	90.18	87.09	86.87	88.63	86.11	87.27	87.33	77.78	87.30	79.86	89.81	87.19	87.00	84.19	83.52	86.98	87.95
Awareness about rights	80.69	80.10	74.79	82.69	81.98	81.03	84.50	76.91	81.25	80.27	73.02	77.78	69.44	81.48	81.64	79.91	79.49	77.01	80.86	80.60
Awareness about child protection and safeguarding	79.23	73.14	75.00	77.00	80.18	73.51	81.91	69.97	79.17	73.09	80.16	73.81	60.42	80.09	80.82	72.22	72.65	72.80	80.19	73.20
Inclusion	79.85	79.53	71.96	83.33	81.91	80.22	84.11	75.91	80.47	79.99	71.43	73.21	65.63	84.38	81.05	78.89	68.91	76.44	81.44	80.04
Financial literacy	79.29	79.29	71.03	84.34	80.72	81.68	85.58	72.19	79.10	79.65	81.90	74.29	72.08	83.89	79.89	78.68	74.87	72.41	79.93	80.41
Quality of relationship	80.83	84.26	74.04	89.73	81.38	86.53	87.60	77.08	80.90	84.85	79.76	76.19	74.48	87.15	81.36	83.88	79.49	79.02	81.02	85.12

Annex 5: Data collection tools used for endline

EGRA Urdu	EGMA
Final Version_EGRA Urdu_ACTED.docx	Final Version_EGMA_ACTED
Core Girl Survey	Household Survey
Core Girl Survey.docx	Household Survey.docx
Life Skills Assessment	Learning Space Observation
Tool# 3 - Life Skills Assessment Tool.doc	Tool# 8 - Learning Center Observation F
Focus Group Discussion with GEC Learners	Focus Group Discussion with Parents / Caregivers
FGD with GEC Learners.docx	FGD with Parents Caregivers.docx
Focus Group Discussion with SMCs	In-depth Interview with Teacher
FGD with SMCs.docx	IDI with Teacher.docx
In-depth Interview with Teacher	In-depth Interview with Project Staff
IDI with Education Project.docx	IDI with Project Staff.docx

Annex 6: Qualitative transcripts

Qualitative transcripts are separately attached from the endline report.

Annex 7: Quantitative datasets and codebooks

Quantitative data is separately attached from the endline report.

Annex 9: Beneficiaries tables

Table 9.1: Direct beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
L&N Cohort 1 (Sindh)	529	NA	529	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
L&N Cohort 2 (Sindh)	1159	NA	1159	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
L&N Cohort 3 (Sindh)[53]	1781	NA	1781	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
L&N Cohort 4 (KP)	1454	NA	1454	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALP (Sindh)	1156	NA	1156	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TVET	153	NA	153	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

*NA stands for not applicable

Table 9.2: Indirect beneficiaries

	Learners			HT/Teachers/other "educators"			MoE/District/ Govn't staff			Parents/ caregivers			Community members		
	Girls	Boys	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
L&N Cohort 1 (Sindh)	529	529	1058	20 teachers and 8 coaches	NA	28	NA	NA	NA	529	529	1058	86	79	165
L&N Cohort 2 (Sindh)	1159	1159	2318	42 teachers, 8 support teachers and 30 coaches	NA	87	NA	NA	NA	1159	1159	2318	402	404	806
L&N Cohort 3 (Sindh)	1781	1781	3562	67 teachers	NA	107	NA	NA	NA	1781	1781	3562	241	1098	1339

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[53] L&N Cohort 3's beneficiaries number is targeted number, exact beneficiaries' number will be received in October, 2021.

			40 coaches												
L&N Cohort 4 (KP)	1454	1454	2908	48 teachers 10 coaches	NA	58	NA	NA	NA	1454	1454	2908	173	259	693
ALP (Sindh)	NA	1156	1156	39 teachers 25 coaches	NA	64	NA	NA	NA	1156	1156	2312	290	652	942
TVET	NA	NA	NA	6	NA	6	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table 9.3: Direct beneficiaries by intervention/activity

	Intervention/activity			Total
	L&N	*ALP*	*TVET*	
Cohort 1 (Girls)	529	1156	153	1838
Cohort 2 (Girls)	1159	NA	NA	1159
Cohort 3 (Girls)	1781	NA	NA	1781
Cohort 4 (Girls)	1454	NA	NA	1454

Annex 10: External Evaluator Declaration

EE Declaration.pdf

Annex 11: Inception Report

Inception Report.pdf

Annex 12: Logframe and MTR Output Monitoring Framework

15_LNGB_Project_Log
frameSignedOff_on_29

ACTED_MTR_OP_Fra
mework_V21_FM_Appr

Logframe

Output Monitoring Framework

Annex 13: Engagement in income generation activities wise distributon of the sample achieved

The data analysis revealed that majority of the GEC learners at baseline (99%) and endline (99%) were not engaged in any income generation activities.

Table 55: Evaluation sample breakdown by engagement in income generation activity				
Status	Baseline		Endline	
	Sample proportion of intervention group (%)	n	Sample proportion of intervention group (%)	n
Engaged in income generation activities	1%	2	1%	2
Not engaged in income generation activities	99%	204	99%	204
Total	100.0%	206	100.0%	206

Annex 14: Project Response to Key Findings of Outcomes

Learning Outcomes: External evaluator (EE) has represented significant results of KP's GEC girls in Urdu subject as girls secured 53.18% more score in endline (87.16%) as compared to baseline (33.98%). Same improved result was also observed in Mathematics subject, in which GEC girls have obtained 43.74% more score from baseline (47.78%) to endline (91.52%). ACTED's internal assessment results also validate the EE's results, girls has secured 84% score in Urdu and 94% score in Mathematics subjects. As per EE's data findings, around 78.6% of the GEC learners have successfully achieved benchmark scores in both literacy and numeracy i.e. EGRA Urdu and EGMA. Moreover, 6.3% (13) of the GEC learners did not achieve the benchmark of literacy and numeracy score because they were enrolled in eight

learning spaces where the average attendance rate was 70.8% (44) and teaching methodology was not rated good in 75% of the learning spaces. The ACTED's monitoring data illustrates that 81% (1181 out of 1454) learners have maintained more than 70% attendance in a month. Classroom observation results also highlighted that all 100% (48) teachers were rated good and excellent for their teaching and learning methodology, among these 79% (38) teachers were rated high in providing good learning environment to learners. These results confirm the obvious improvement in endline assessment scores.

Transition Outcome: External evaluator highlighted that around 90% of GEC girls (both at baseline and endline levels) would like to continue education and enrol in advanced training courses. During FGDs, the GEC learners shared that they wanted to continue their education, so they can get educated and work in a better environment in the future. Additionally, 4.4% at baseline and 9.2% of GEC learners at endline intended to engage in income generation activities. The endline evaluation survey also revealed that GEC girls now a days take a lot of interest in learning skills associated with embroidery, tailoring and beautician related skills within the vicinity of their households. GEC girls have completed 8 months' literacy and numeracy (L&N) course up to grade 2, these girls were graduated with age groups of 14-19 years. The education sector plan grant is meant for primary students of 5-10 years age group. Therefore, L&N GEC girls do not qualify for this grant. That is the reason, ACTED has considered transitioning KP's GEC girls through TVET activities.

ACTED has conducted market assessment and skill gap analysis survey in LNGB intervention areas of KP province. The findings of survey illustrated that 96% of respondents mentioned that they need skills in dress making and 93% of respondents shared that they want skills in embroidery making. Key informant interviews were also conducted with government departments and local NGOs, and 100% of the responses were in favour of girls' from KP needing skill development in dressmaking and embroidery. Keeping in view the high demand for technical and vocational skills, ACTED has started TVET activities from August, 2022. So far, ACTED has initiated sessions on knowledge about business (KAB) and total 731 (146% of total target of 500) girls attended these sessions. ACTED also conducted one day sessions on business linkages, in which girls were oriented about business and funding opportunities. Total 842 (109% of total target of 775) attended these sessions. ACTED has plan to target 205 GEC girls (134 girls of age under 18 years and 71 girls of age 18 years and above) to receive skills based courses of stitching, embroidery and beautician, however 71 girls who are age of 18 years and above will receive toolkits to utilise their skills for earning. Among these, 10 girls will be receiving business grants on the basis of their business plans. Total 541 girls will be facilitated for internships. 71 girls who are 18 years of age and above will be connected with financial institutes.

Sustainability Outcome: EE highlighted in endline evaluation report that, there has been a positive change in communities' perception and behaviour regarding girls' education. This was evident from the high attendance rate of GEC learners, which increased to 88% in the endline and exceeded the target set of 70% for endline. FGDs with parents and caregivers indicated that parents were very supportive of their girls' education; some parents/caregivers also supported them in uplifting their literacy and numeracy skills. Parents were well aware about the repercussions of missing classes, as a result they ensured their daughters regularly attended classes. EE further mentioned that, GEC learners also viewed their teacher and lady health workers as role models. The girls further shared that they were interested in continuing education and engaging in income generation activities. Parents and caregivers of the GEC learners during discussion stated that they wanted their girls to acquire skills and education so they can deal with daily life problems and earn money in difficult circumstances. Overall, the community and parents were fully supportive of girls' education.

ACTED has established SMCs (Space Management Committees) which significantly contributed to the active engagement of communities in the learning space activities. EE's discussions with the SMCs revealed that they played a significant part in ensuring enrolment

and attendance of GEC learners. Additionally, qualitative interview notes showed that SMCs wanted to continue their efforts after this project concludes. ACTED's monitoring data indicates that 88% of the SMCs remained active to continue efforts to retain GEC learners, where as 90% of the SMCs provided GEC learners safe access to learning spaces. Monitoring data further revealed that, out of 48 L&N spaces, 44 (94%) L&N spaces organised parents-teacher meetings during each month of project. Among these, 23 (52%) spaces conducted more than 2 meetings, 17 (39%) spaces conducted 1 and 4 (9%) spaces conducted 2 meetings. Total 150 male and 703 female parents attended meetings. These results divulged the high support of communities towards girls education and learning. ACTED has initiated technical skills based course of beautician, tailoring and embroidery and GEC girls are also trained on business start-ups. Through these courses, GEC girls will contribute to household income and they will become empowered by improving their socio-economic conditions and also alleviating poverty. The successful businesses of GEC girls will ensure the contribution in the economy of the country positively and sustainable opportunities towards income generation.