

Project Evaluation Report

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Notes:

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

ENDLINE EVALUATION REPORT



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Acronyms

ALP	Accelerated Learning Programme
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
KP	Khyber Pakhtunkhwa
L&N	Literacy and Numeracy
LNGB	Leave No Girl Behind
MEL	Monitoring, Evaluation and Learning
MoU	Memorandum of Understanding
MPI	Multidimensional Poverty Index
NFE	Non-Formal Education
NGO	Non-governmental Organisations
OOSC	Out-of-School Children
OOSG	Out-of-School Girls
ORF	Oral Reading Fluency
SEF	Sindh Education Foundation
SELD	Sindh Education and Literacy Department
SMC	Learning Space Management Committee
SPSS	Statistical Package for the Social Science
TVET	Technical and Vocational Education Training
VfM	Value for Money
W.R.T	With Respect to
WGCF	Washington Group Child Functioning

Executive summary

Background

In Pakistan, providing quality education to all children in the school-going age is a significant challenge. Around 22.8 million children between the ages of 5-16 are not attending school, making up 44% of this age group's population¹. Despite the Constitution of Pakistan's focus on education, as outlined in articles 25-A² and 37-B³, and the decentralization of power to the provincial governments under the 18th amendment, the provision of education remains limited. The Sindh Right of Children to Free and Compulsory Education Act, 2013⁴, guarantees every child aged 5-16 the right to free and compulsory education, regardless of sex or ethnicity. However, an analysis of key education indicators indicates marked gender disparity in Sindh, with a significantly lower female literacy rate of 47% compared to 68% for males⁵. Additionally, gross and net enrollment rates for females are lower than males, and poverty levels are high, especially in rural Sindh, where the poverty headcount is 75.5%⁶. Despite having a decentralised legislative system, provincial budget allocation to the education sector remains low. Sindh faces restrictive patriarchal norms, rural-urban disparities and gender-based violence which further compound developmental challenges. Since 2022, natural disasters such as the catastrophic floods in Pakistan have also exacerbated the situation, with over 1.96 million children at risk of losing out on education due to the floods' destructive impact on community infrastructure. District-wise analysis shows that around 67% of children in project districts of Kashmore and 57% of children in Jacobabad are out of school, making Sindh the province with the second-highest number of out-of-school children⁷.

ACTED Pakistan is implementing the Closing the Gap - Leave No Girl Behind (LNGB) project under the flagship girls education programme, 'Girls Education Challenge (GEC)' funded by the Foreign, Commonwealth & Development Office⁸ (FCDO) in the Sindh and Khyber Pakhtunkhwa (KP) provinces of Pakistan. The project aims to reach 10–19-year-old highly marginalized Out-Of-School Girls (OOSGs) in two targeted districts (Jacobabad and Kashmore) of Sindh and one target district (Lakki Marwat) of KP province. Overall, the project aims to provide OOSGs with access to basic literacy and numeracy skills through education and relevant life skills training. The project beneficiaries include girls who never been to school or have dropped out, married, orphaned, minority and girls with disabilities. The project aims for girls to have improved learning outcomes, transition to formal school wherever possible and appropriate, and to gain market-relevant livelihood skills and life skills.

The project has two distinctive streams of interventions, i.e. a Literacy and Numeracy (L&N) stream targeting older girls aged 14-19 in Sindh and KP, and an Accelerated Learning Programme (ALP) in Sindh targeting younger girls aged 10-13. The total number of targeted learning beneficiaries is 1,100 GEC girls for the ALP cohort in Sindh.

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

² The Constitution of Pakistan. 1973, https://na.gov.pk/uploads/documents/1333523681_951.pdf

³ Ibid

⁴ <http://www.pas.gov.pk/index.php/acts/details/en/19/192>

⁵ Pakistan Social and Living Standards Measurement Survey District Level 2019-20. https://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf

⁶ Multidimensional Poverty in Pakistan. <https://www.ophi.org.uk/wp-content/uploads/Multidimensional-Poverty-in-Pakistan.pdf>

⁷ PSLM, 2019-20. https://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm_district_2019-20/Key_Finding_Report_of_PSLM_District_Level_Survey_2019-20.pdf

⁸ The Department for International Development (DFID) and the Foreign and Commonwealth Office (FCO) merged together as the Foreign, Commonwealth and Development Office (FCDO).

This evaluation study assesses the progress from the baseline to the endline for the ALP cohort with focus specifically on their learning and transition outcomes.

Evaluation Methodology

The endline evaluation study aims to identify changes from the baseline in the project's outcome and intermediate outcome indicators. This evaluation study used a mixed method approach; both qualitative and quantitative data collection tools were applied. The quantitative data collection tools include Early Grade Reading Assessment (EGRA) English, Urdu and Sindhi; and Early Grade Mathematics Assessment (EGMA), life skills, core girl survey and learning space assessment. The quantitative data was collected from 335 GEC learners and their parents/caregivers from ALP cohort of Sindh. The qualitative data collection tools included focus group discussions (FGDs) 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 (IDIs) with learning space teachers (4 IDIs); project staff (1 IDI); and government officials (2 IDIs). A comparison of benchmark, baseline and endline evaluation findings was done where required.

Learning Outcomes:

The endline findings show that ALP girls achieved a statistically significant increase in mean scores from baseline to endline in all four subjects: English, Urdu, Sindhi and mathematics.

EGRA English: The aggregate average score of GEC learners in EGRA English has increased 79.32 percentage points from the baseline (6.52) to the endline (85.84). Additionally, trends in English literacy indicate that there has been a positive increase in all subtasks for GEC learners. However, learners faced difficulties in subtask 4b-reading comprehension and subtask 5-writing dictation. Likewise, there has been a significant reduction in the percentage of GEC learners in the non-learners category⁹ from the baseline to the endline for majority of the subtasks except 4b-reading comprehension and subtask 5-writing dictation. Moreover, around 85% of the GEC learners scored higher aggregate mean score than the benchmark.

EGRA Urdu: The aggregate average score of GEC learners in EGRA Urdu has increased 70.62 percentage points from the baseline (12.28) to the endline (82.90). Additionally, trends in Urdu literacy indicate that there has been a positive increase in all subtasks for GEC learners. However, learners faced difficulties in subtask 4b- reading comprehension and subtask 5-writing dictation. Likewise, there has been a significant reduction in the percentage of GEC learners in the non-learners category from the baseline to the endline for majority of the subtasks except subtask 4b- reading comprehension and subtask 5-writing dictation. Double digit non-learners are still present in the subtask 4b- reading comprehension and subtask 5-writing dictation. Moreover, around 77% of the GEC learners scored higher aggregate mean score than the benchmark. Besides, it must be noted that Urdu was a supplementary subject and not taught as a full course subject in the ALP learning spaces.

EGRA Sindhi: The aggregate average score of GEC learners in EGRA Sindhi has increased 69.13 percentage points from the baseline (20.22) to the endline (89.35). Additionally, trends in Sindhi literacy indicate that there has been a positive increase in all subtasks for GEC learners, however, learners faced difficulties in subtask 4b- reading comprehension and subtask 5-writing dictation to achieve the proficient category (scored 81-100) because the difficulty level of these subtasks is higher as compared to others. There has been a significant reduction in the percentage of GEC learners in the non-learners category from the baseline to the endline for majority of the subtasks except subtask 5-writing dictation. Around 10% non-

⁹ The non-leaners category means that they received zero score in a given subtask except in oral reading fluency where non-learner/non-reader category is different i.e., 0-5 score.

learners are present in subtask 5-writing dictation. Moreover, around 84.5% of the GEC learners scored higher aggregate mean score than the benchmark.

EGMA: The numeracy score of GEC learners has improved by 58.88 percentage points from baseline (27.46) to the endline (86.34). The percentage of proficient learners have increased significantly from baseline to endline, however, GEC learners face difficulties in subtask 3-missing numbers and subtask 6-word problems. It is generally understandable that both subtasks are difficult in comparison to other subtasks as it relates to number patterns, conceptual and real-world problems. There has been a significant reduction in the percentage of GEC learners in the non-learners category for all subtasks in EGMA. Additionally, 71% of the GEC learners scored higher than the aggregate mean score from the benchmark.

Learning outcomes by subgroup: Overall, trends indicate there is no significant difference in the mean scores at endline for GEC learners aged 11 years and above, compared to 10 years and below age groups. Girls who participated in income-generating activities demonstrated higher performance across all four tasks, surpassing other subgroups. The possible reasons are that the income-generating activities provided them with practical experience and real-world application of the skills leading to better performance in various subjects. Additionally, engaging in income-generating activities may have contributed to increased motivation, self-confidence, and overall engagement in their studies, resulting in improved academic performance. However, girls with disabilities exhibited lower performance compared to other subgroups across all four tasks.

Transition Outcome:

According to the endline data gathered on intention for transition into further pathways, it was found that 95% of the GEC learners expressed a desire to pursue further education and enrol in advanced training at the endline.¹⁰ Furthermore, 5% of the GEC learners expressed an interest in engaging in income-generating activities at the endline. It is worth noting that every GEC girl had a transition plan in place. Furthermore, the project shared that 1048 (95%) ALP girls transitioned into the post-primary non-formal education (NFE) programme of the Sindh Education Foundation (SEF) i.e., the GEC girls will continue studying the NFE Directorate approved curriculum packages D and E.

Sustainability Outcome:

The endline has assessed sustainability outcomes at three levels: community, school, and the system. At the community level, the endline data suggests that communities' perception and behaviour regarding girls' education has positively changed. The high attendance rate of GEC learners (77%) and parental support index (4.66 out of 5) indicated strong support for girls' education. Similarly, learning space management committees (SMCs) have contributed significantly to community engagement, mobilization and awareness. They have also played a vital role in ensuring enrolment and attendance of GEC learners. Overall, the community and parents were fully supportive of girls' education. At the school level, the project aimed to improve the literacy and numeracy skills of GEC learners up to Grade 5 and enrol them in formal schools. A Memorandum of Understanding (MoU) has been signed with the SEF to enrol GEC learners into their learning spaces. At system level, GEC teachers expressed their interest in continuing their teaching profession and their desire to join mainstream teaching jobs. For this purpose, the project has trained all GEC teachers on how to obtain government mainstream jobs.

Intermediate Outcomes:

¹⁰ The actual transition did not take place at the time of end-line data collection. However, during the report writing and approval phase, the actual transition of GEC learners was recorded. The end-line report presents both the intended and actual transitions of GEC learners.

IO-1 Attendance: According to the project data, 77% of GEC learners, maintained attendance rates exceeding 70% in all learning spaces, indicating high interest from GEC learners in terms of better quality of education, safe and easy access to learning spaces, conducive learning environment, play-based activities and their families in girls' education. Additionally, the external evaluator (EE)/GLOW spot check data collected at the endline showed attendance rates of 78% in the ALP learning spaces, increased from the baseline rate of 73.74%. Besides, as per project data, the GEC learners maintained 77% average attendance rate in extracurricular activities conducted in the learning spaces. The endline findings also confirmed that higher attendance has a direct effect on the learning performance of the GEC learners.

IO-2 Improved quality of learning environment: There has been an improvement in teacher preparation, knowledge and pedagogical practices from baseline (64%) to endline (96%). Findings indicate that, 82% of the teachers at endline gave a clear introduction of the topic as compared to the baseline 64%. Similarly, there was an improvement in teacher knowledge and clarity regarding the content. An improvement in teacher's classroom management from baseline to endline was also noted. Teachers were able to effectively monitor students learning, manage class environment, develop and follow methods to teach daily lesson plans. Moreover, the endline result also indicates that the physical environment of the learning spaces was suitable for GEC learners to attend the ALP course and improved from 82% at baseline to 100% at endline. The teaching methodologies in the learning spaces also improved from 55% at baseline to 73% at endline. The findings confirmed that the better teaching methodologies have a direct effect on the learning performance of the GEC learners. Finally, the project reported that 95% of SMCs were rated as good in providing a safe learning environment for GEC learners in the learning spaces.

IO-3 Life Skills: Based on life skill results, there was statistically significant improvement in the overall percentage mean score from 72.19% at baseline to 74.93% at endline. GEC learners with better life skill score had a better overall mean score in literacy and numeracy assessments.

IO-4 Parental Support: The endline study suggests that there has been an increase in the parental support index score from the baseline (4.58 out of 5) to the endline (4.66 out of 5). Similar to baseline, the endline findings indicate that over 90% of the ALP parents did want their daughters to get an education, learn employable skills and earn their livelihoods to support themselves and their families. Notwithstanding, that parental support was already high at the time of the baseline, which can be attributed to the fact the girls were already enrolled at the time and parents were aware of the importance of girls' education.

Value for money

From a value for money (VfM) lens, the ACTED project was able to achieve its intended outcomes and a significant improvement was observed in the average learning scores in literacy and numeracy from baseline to endline. Additionally, the cost per GEC learner (GBP 114.79) was lower for the project throughout the course period as compared to the Sindh Education and Literacy Department (SELD) – NFE) department, where the cost per learner was GBP 218. Additionally, the ACTED project was able to change perceptions and attitudes of communities in terms of girls' education. GEC learners acquired skills that could help them in getting higher education opportunities.

Suggestions and recommendations:

1. Classroom Level:

- i. Focus on Reading Comprehension and Writing Dictation in the English, Urdu and Sindhi language classes:** The endline assessment showed a significant improvement in the performance of GEC learners in English, Urdu, and Sindhi languages. However, the results revealed consistently low performance in two subtasks of EGRA English,

Urdu, and Sindhi: reading comprehension and writing dictation. To enhance the proficiency of GEC learners in these languages, additional tasks/assignments in the future projects should be included in the daily classroom plan. Additionally, teachers need further training and capacity building in future projects to improve the reading comprehension and writing dictation performance of GEC learners in English, Urdu, and Sindhi languages.

ii. **Focus on missing numbers and word problems in Mathematics:** The GEC learners have made significant progress in their performance in numeracy. However, these learners are still encountering difficulties when it comes to solving problems related to missing numbers and words in the EGMA task. To address this issue, EE/GLOW Consultants recommend incorporating additional tasks/assignments in future projects focused on missing numbers and words into the daily classroom plan. These tasks/assignments will help improve the learners' skills in identifying number patterns and enhance their understanding of conceptual and real-world mathematics. In order to further enhance the skills of the GEC learners in these subtasks, it is necessary to provide more rigorous capacity building and teacher training in future projects.

iii. **Focus on girls with disabilities in the learning spaces:** The educational performance of GEC learners with disabilities has shown improvement in both literacy and numeracy courses when compared to the baseline. However, the performance of this group remains lower than that of all other subgroups. Considering this, EE/GLOW has recommended that the project accelerate its efforts to improve the educational outcomes of GEC learners with disabilities to a level that is comparable to the GEC learners with no disability. Moreover, in future projects, teachers can be provided with additional guidance such as specific teaching skills and inclusive classroom management to monitor children's progress in relation to the other students in the classroom.

2. Community Level:

iv. **Effectiveness of attendance:** The results demonstrate that a higher attendance rate has a positive correlation with the learning performance of GEC learners. Thus, it is recommended that future projects continue to prioritize efforts to improve attendance rates in order to achieve better learning outcomes. These efforts may include establishment of learning spaces in the close proximity, flexible timings, better quality of education, and the implementation of conducive and play-based learning activities.

3. Project level:

v. **Upload the ALP curriculum and learning materials:** The project has achieved significant improvements in the learning outcomes of GEC learners. Consequently, it is recommended to consider uploading the ALP curriculum and additional learning resources on a dedicated website, if feasible. Doing so would enable future education projects in Pakistan or Sindh to leverage these materials and avoid having to start from scratch. Though, the project adopted the non-formal education prescribed curriculum and syllabus; and shared project-developed supplementary teaching and learning material with SEF. Similarly, the project has also shared it with different non-governmental organisations (NGOs) and international non-governmental organisations (INGOs) working on NFE such as Japan International Cooperation Agency and Aga Khan Education Services.

vi. **Advocacy for the recruitment of GEC Teachers:** The project must engage in advocacy efforts with the SELD and SEF to retain GEC teachers in learning spaces as they have already received training and have demonstrated positive results in improving literacy and numeracy among their students. This action will also contribute to the achievement of sustainability indicator 3.6 of Outcome 3, which pertains to the absorption of learning space teachers into mainstream jobs.

vii. Advocacy to retain all learning spaces: In order to ensure that all GEC learners can continue their education, it is necessary for the project to engage in advocacy efforts with both the SELD and SEF organizations to retain all learning spaces. Such an approach holds the potential to pave the way for continued education opportunities for additional girls in the communities, particularly those who may have been marginalized or left behind. Additionally, by accomplishing this goal, the project will align with the overarching GEC agenda i.e., Leave No Girl Behind.

viii. Enhancement of project monitoring on teaching methodologies and life skills activities: The current trends show a relationship between teaching methodologies, life skills, and their impact on the learning outcomes of GEC learners. This is evident from the analysis presented in section 5.2 of IO-2: Improved Quality of Learning and section 5.3 of IO-3: Marginalised girls have increased life skills. Research indicates that the use of effective pedagogical methods and the promotion of life skills has a positive effect on the learning performance of GEC learners. Therefore, it is recommended that future programming conducts more frequent monitoring to identify learning spaces where appropriate teaching techniques and life skills are not being adequately implemented. This will enable organisation of refresher training and peer-to-peer sessions to enhance the capacity of teachers in these learning spaces. Such interventions will also help to improve the quality of education and enhance the learning outcomes of learners.

4. Programme Level

ix. Separate project logframe for different programme streams: The current logframe presents a considerable degree of ambiguity due to its overcrowded structure and lack of readability, as it incorporates both ALP and L&N outcomes. Thus, it is advised to enhance its readability and user-friendliness by segmenting it into distinct program streams in the future projects. The simpler the logframe, the more effortless it becomes to insert and comprehend the information.

1. Background

1.1 Project context

Pakistan is confronted with numerous challenges in the provision of quality and adequate education to children. Around 22.8 million children of ages 5-16 are out of school in Pakistan, representing nearly 44% of the total population of this age group¹¹. Notwithstanding the constitutional compulsion, the access to sufficient and quality education remains marginal. Under the article 25-A of the Constitution of Pakistan¹², the provision of free and compulsory quality education for children (5-16 years) is a state obligation. Likewise, article 37-B¹³ declares that “remove illiteracy and provide free and compulsory secondary education within minimum possible period”¹⁴. Further, at provincial level, the Sindh Right of Children to Free and Compulsory Education Act, 2013¹⁵ states that “every child of the age of five to sixteen years regardless to sex and race shall have a fundamental right to free and compulsory education in a school¹⁶”. The devolution of power implemented under the 18th amendment obligates the provincial government for the provision of adequate and quality education to children. Sindh is the third largest province in Pakistan by size and it houses around 47 million inhabitants. The province faces severe challenges in providing education opportunities to both children and adults. It has the second highest number of out of school children (OOSC), around 44%¹⁷. The district-wise analysis indicates that Kashmore has the second highest number of OOSC (67%), while around 57% of the children in Jacobabad are out of school. Further, the literacy rate in Sindh is 58%, which is below the national average of 60%¹⁸.

Multidimensional poverty index (MPI) captures the deprivation faced by people in health, education and living standards in developing countries. MPI includes both the non-income multidimensional poverty (the headcount of people in multidimensional poverty) and the intensity (the average deprivation score experienced by people). According to the MPI estimation around 38.3% of the population in Pakistan (87,089,000) is multidimensional poor and around 13% are vulnerable to multidimensional poverty¹⁹. At, provincial level, the incidence of poverty in Sindh stands at 43.1%. The multidimensional poverty headcount in Sindh has decreased from 57.3% in 2004-05 to 43.1% in 2014-15 while, the intensity has seen a fluctuating trend. In the last decade, the intensity has increased from 52.5% in 2010-11 to 53.5% in 2014-15. The poverty indicators are much worse in rural Sindh as compared to Urban Sindh, poverty headcount in rural Sindh stands at 75.5% while the headcount in urban Sindh is 10.6%. Both the poverty headcount and the intensity of multidimensional poverty in Sindh are more than the national average (headcount; 38.8%, intensity; 50.9%). Further, district wise analysis indicates that incidence of poverty has increased in Kashmore from 69.6% in 2010-11 to 74.9% in 2014-15, whereas the incidence of poverty in Jacobabad increased from 64.6% in 2012-13 to 71.3% in 2014-15²⁰. Moreover, in-depth analysis of multidimensional poverty indicators reveals that the deprivation in education indicators

¹¹ <https://www.unicef.org/pakistan/education>

¹² The Constitution of Pakistan. 1973, https://na.gov.pk/uploads/documents/1333523681_951.pdf

¹³ Ibid

¹⁴ Ibid

¹⁵ <http://www.pas.gov.pk/index.php/acts/details/en/19/192>

¹⁶ <http://www.pas.gov.pk/uploads/acts/Sindh%20Act%20No.XIV%20of%202013.pdf>

¹⁷ PSLM, 2019-20. https://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm_district_2019-20/Key_Finding_Report_of_PSLM_District_Level_Survey_2019-20.pdf

¹⁸ Ibid

¹⁹ <https://hdr.undp.org/sites/default/files/Country-Profiles/MPI/PAK.pdf>

²⁰ Multidimensional Poverty in Pakistan. <https://www.ophi.org.uk/wp-content/uploads/Multidimensional-Poverty-in-Pakistan.pdf>

including years of schooling²¹ and school attendance²² in Kashmore is 42.2% and 67.7%. Furthermore, the deprivation in health indicators including child mortality and nutrition is 12.2% and 59% and deprivation in living standards specifically in sanitation and drinking water is 78.6% and 1.7% in Kashmore. Similarly, analysis of MPI indicators in Jacobabad shows that deprivation in education specifically in terms of years of schooling and school attendance was 62.3% and 64.1%. Additionally, within the health indicators the deprivation in terms of children mortality was 5.6% whereas in nutrition it stands at 66.1%. The analysis of living standard indicators shows that deprivation in sanitation and drinking water is 83.5% and 23.1%²³. Despite the increase in the value of human development index in Sindh from 0.53 in 2006-07 to 0.57 in 2018-19, income inequality has significantly increased in the province from 2006 to 2016. Sindh also has a high level of inequality in education indicators, particularly the literacy rate²⁴.

Education indicators in Sindh such as literacy rate, gross enrolment rate, net enrolment rate and school attendance exhibit less improvement over the years – as indicated in the below table. Besides, Sindh is the province with the second highest number of out of school children (44%). District-wise comparison indicates that Kashmore is the district with the second highest number of OOSC (67.47%), whereas in Jacobabad 57.11% of the children are out of school. Additionally, analysis of the education indicators reveal that gender disparity is also pronounced in Sindh – refer to table below. The poor gender parity in education can be attributed to poverty, gender-based violence, early marriages, lack of safety, poor hygiene and sanitation and non-gender responsive teaching practices²⁵.

#	Description ²⁶	2014-15	2019-20
1.	Literacy Rate	60%	58%
2.	Gross Enrolment Rate at Primary Level	79%	71%
3.	Gross Enrolment Rate at Middle Level	55%	54%
4.	Net Enrolment Rate at Primary Level	61%	55%
5.	Net Enrolment Rate at Middle Level	34%	32%
6.	School Attendance	61%	55%
Education Indicators (Gender)		Female	Male
1.	Literacy Rate	47%	68%
2.	Gross Enrolment Rate at Primary Level	62%	78%
3.	Net Enrolment Rate at Primary Level	49%	60%

The catastrophic floods in Pakistan in 2022 have led to an unprecedented disaster in the country. The torrential rains and flash floods have taken more than 1,700 lives, devastated millions of houses and severely damaged community infrastructure. Sindh is one of the provinces that have been amongst the worst hit. Among the social sectors, education has incurred damages worth 120 billion PKR. The amount needed to recover the losses equals 197 billion PKR. The destruction of several school facilities has put more than 1.96 million children at risk of losing out on education in 25 districts. Moreover, 11% of the schools were

²¹ Deprived if no man OR no woman in the household above 10 years of age has completed 5 years of schooling

²² Deprived if any school-aged child is not attending school (between 6 and 11 years of age)

²³ Multidimensional Poverty Index: A Planning Tool for Sindh.

<https://rtw.sindh.gov.pk/storage/tenders/I8AyCNrrFtleOBKKjRjssKR34NxrYvgljgrn3bk1.pdf>

²⁴ Pakistan National Human Development Report 2020.

<https://www.undp.org/sites/g/files/zskgke326/files/migration/pk/NHDR-Inequality-2020---Overview-Low-Res.pdf>

²⁵ <https://www.unicef.org/education/girls-education>

²⁶ Pakistan Social and Living Standards Measurement Survey District Level 2019-20.

https://www.pbs.gov.pk/sites/default/files//pslm/publications/pslm_district_2019-20/PSLM_2019_20_District_Level.pdf

damaged in the 25 districts, out of which Sindh holds the largest share of schools (around 47%) either fully (16%) or partially damaged (31%). The schools that have been fully damaged are likely to be closed for a long period of time disrupting access to education in these districts. The prolonged closure will exacerbate already existing education problems including school drop-out rate particularly for girls and further worsen the learning losses incurred from the COVID-19 pandemic²⁷.

ACTED is implementing the FCDO²⁸ funded Closing the Gap-LNGB project in Sindh and KP in Pakistan. The project is funded under the UK Government's flagship GEC²⁹ programme initiated to improve girl's education across Asia and Africa. The Closing the Gap-LNGB project targets learning of highly marginalized out-of-school girls aged between 10-19 years in two districts of Sindh (Jacobabad and Kashmore) and one district in KP (Lakki Marwat). The targeted beneficiaries of the project include girls who have never been to school or dropped out, married, orphaned, girls from minority and girls with disabilities. The goal of the project is to ensure that girls have improved learning outcomes, transition to formal school wherever required and appropriate, and to gain market-relevant livelihood skills and life skills. The project is categorized into two separate streams of interventions i.e. L&N and ALP.

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

#	Activity	Activity Unit	Unit Target	Beneficiaries Target
1.	Accelerated Learning Programme (ALP) provided to girls (10-13 years)	Girls	1,100	1,100
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	1751	1751
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	1056	1594
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	56	1594
6.	LNGB teachers trained and provided learning supplies	Teachers	215 approx.	230 (15 support teachers)
7.	Girls attended life skills/mentorship sessions from trained coaches	Girls	5,500	5928
8.	Number of coaches who completed ACTED training	Coaches	82	82

²⁷ Pakistan, Multi-Sector Rapid Needs Assessment in Flood-Affected Areas of Khyber Pakhtunkhwa, Punjab and Sindh 2022,

²⁸ The Department for International Development (DFID) and the Foreign and Commonwealth Office (FCO) merged together as the Foreign, Commonwealth and Development Office (FCDO).

²⁹ <https://girlseducationchallenge.org/#/>

1.2 Theory of Change

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

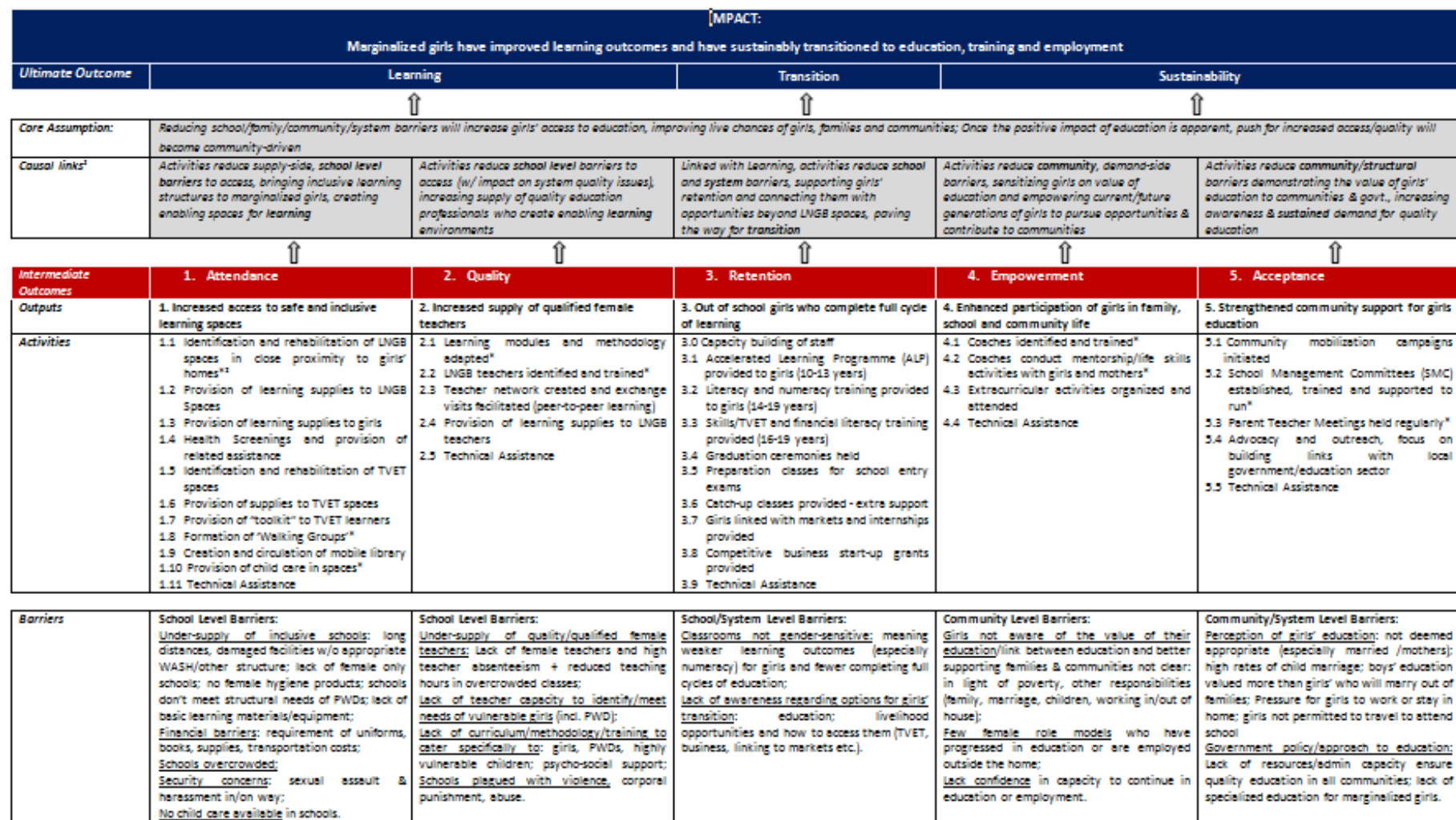
These outcomes are supported by six outputs:

- 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 the specific needs of the most marginalized girls), and long distances, through setting up literacy learning spaces within the village and development of an safeguarding system / complaint response mechanism support etc.;
- 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 regarding girls' education, especially through engagement of men and boys: 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



²Horizontal (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. 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 the EE. All data collection tools were signed off by the Fund Manager (FM).

Table 3: 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?	<ul style="list-style-type: none"> FGDs and IDIs with parents, learners and teachers were analysed to compare the perspectives of marginalized girls 	<ul style="list-style-type: none"> Learning tests of EGRA English, EGRA Urdu, EGRA Sindhi and EGMA assessed the girls' progress in literacy and numeracy skills 	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> FGDs and IDIs with SMCs, parents and GEC learners were analysed to measure the perspectives of the community on marginalized girls 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Observation form for LNGB learning spaces was used to measure the gender-sensitive and play-based teaching practices 	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> FGDs and IDIs with GEC learners and teachers 	<ul style="list-style-type: none"> Life skills assessment tool will be used to measure the confidence and self-esteem of girls 	<ul style="list-style-type: none"> 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)?	<ul style="list-style-type: none"> FGD with SMCs, parents and GEC learners illustrates the intended and unintended project interventions 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> FGD with SMCs and parents illustrates whether the project monitors, mitigates and responds to any unintended negative effects. 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> The EE/GLOW has conducted of FGDs and IDIs with various stakeholders in order to capture potential negative

			effects of the project. Despite diligent efforts made, no negative insights were recorded.
7. Are the apparent impacts attributable to the project's interventions?	<ul style="list-style-type: none"> • FGD with SMCs, parents and GEC learners illustrates apparent impacts attributable to the project's interventions 	<ul style="list-style-type: none"> • Learning results and life skills will present the apparent impacts attributable to the project's interventions 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • IDI with Project staff 	<ul style="list-style-type: none"> • Project data 	<ul style="list-style-type: none"> • 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 goal of the study was to assess the improvement in learning, life skills and transition outcomes of GEC girls of the ALP cohort (10-13 years) between baseline and endline. To achieve this, the EE/GLOW Consultants employed a longitudinal and non-experimental evaluation approach, using pre and post assessments, to track a selected joint sample of learners and their households. The endline evaluation study is also designed to assess the influence of attendance rate, quality of teaching methodologies, and parental support index on the learning outcomes of individual participants. Notably, the study did not include any control groups.

2.2 Data collection tools

The quantitative tools including both literacy and numeracy assessment tools i.e. EGRA English, Urdu and Sindhi; and EGMA were administered by EE/GLOW. The following table shows the quantitative and qualitative tools administered in the endline study:

Table 4: Quantitative and qualitative data collection tools	
Quantitative Tools	Beneficiary group
EGRA English	GEC Learners
EGRA Urdu	GEC Learners
EGRA Sindhi	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, SMCs and GEC learners 10 – 13 Years
In-depth Interview	Learning space teachers, Project staff and Government officials (Education)

2.3 Study Sample

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

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

Based on the above parameters, a sample is drawn using STATA. The sample worked out as 305 i.e. without applying any correction and attrition. To take care of the attrition during subsequent rounds of research, EE/GLOW Consultants applied 30% attrition and obtained sample size of 436. Therefore, for both baseline and end-line studies of ALP the sample for each of the study were 436 girls. The achieved sample size was proportionately distributed between the project districts of Jacobabad and Kashmore.

The quantitative sample size for this study is 436 GEC learners enrolled at ALP learning spaces under ALP cohort 1³⁰ in district Kashmore and Jacobabad. More than 50% of the learning spaces were approached by EE/GLOW Consultants for data collection from the 436 GEC learners and their caregivers. Besides, although a simple random sampling method was used, an inclusive approach was adopted to ensure that all subgroups, including girls engaged in income generation activities, persons with disabilities, etc., were given equal opportunities to participate in the study. This approach aimed to prevent any potential bias or discrimination against certain groups and to ensure that the sample was representative of the target population. By adopting an inclusive sampling approach, the study attempted to enhance the generalizability of the findings and improve the overall validity of the study results. The table below illustrates that the agreed sample size³¹ was achieved.

Table 6: Evaluation sample and attrition³²

Cohort	Baseline Sample (n)	Endline Sample (n)	Endline Sample (recontacted) (n)	Endline attrition (%)
ALP Cohort 1	436	335	335	23.2

Table 7: Evaluation sample breakdown by region

District	Baseline		Endline	
	% of total	N	% of total	N
Jacobabad	63.3%	276	71.0%	238
Kashmore	36.7%	160	29.0%	97

Source: Household Survey (N = 436 BL and 335 EL)

Table 8: Quantitative sample achieved in both baseline and endline

Aspect	District	Desired sample	Achieved sample in BL	Achieved sample in EL
Total sample size for ALP	2 (Jacobabad and Kashmore)	436	436	335
Tool (used for the outcome and IO indicator)		Beneficiary group	Sample size achieved in BL	Sample size achieved in EL
EGRA English		GEC Learners	436	335
EGRA Urdu		GEC Learners	436	335
EGRA Sindhi		GEC Learners	436	335
EGMA		GEC Learners	436	335
Household Survey		Parents/caregivers of GEC Learners	436	335
Core Girl Survey		GEC Learners	436	335
Life Skills Assessment Tool		GEC Learners	436	335

The sampling approach employed for qualitative research was a combination of purposive, quota, and random sampling.

To include the most appropriate groups of people in the research a purposive sampling technique was used. Respondents for In-depth Interview (IDI) were purposively selected. Further, there were 6 to 8 participants in each Focus Group Discussion and the FGDs were segregated into two groups including males and females. Furthermore, quota sampling

³⁰ The total number of GEC learners enrolled in the learning spaces of ALP cohort 1 is 1,103.

³¹ Oversampling was done at the time of inception/baseline with 30% attrition buffer of respondents and 10% attrition buffer of villages. Therefore, no replacement is needed if the attrition rate is equal to or below 30% at the time of endline data collection because the sample is still statistically significant and there is no need to take interview from a new GEC learner with close match.

³² The "Endline Sample (n)" refers to the total number of respondents who were interviewed in the endline. On the other hand, "Endline Sample (Recontacted)" indicates the number of respondents who were re-contacted at the endline, and they were also part of the baseline.

technique was taken into consideration in terms of gender and location, and a random selection method was employed to choose participants within each group.

Table 9: 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 both Jacobabad and Kashmore districts. The total number of participants was 43 (23 females & 20 males)	Though COVID-19 protocols are lifted in Pakistan but still adapting to the situation, the FGDs were restricted to a limited number of 6 – 8 participants.
FGD	Girls 10 – 13 Years	4 FGDs: These FGDs were conducted in both Jacobabad and Kashmore districts. The total number of participants was 32 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 both Jacobabad and Kashmore districts. The total number of participants was 28.	
IDI	Learning space teachers	4: These interviews were conducted in both Jacobabad and Kashmore districts.	
IDI	Project Staff	1	
IDI	Government officials (Education)	2	2 interviews with the education department.

2.4 Field data collection team

The same enumerators that participated in the baseline data collection were recruited by the EE/GLOW Consultants as they had prior experience in conducting learning assessment and surveys both on paper and electronically. The enumerators recruited for field data collection were fluent in Sindhi and Urdu languages. The number of enumerators and field supervisors hired for the endline study are listed in the table below.

Table 10: Field data collection team

Main role	Male	Female	Total
Enumerators	2	8	10
Field supervisors	1		1
Total			11

2.5 Data collection

The data collection for the endline study took place in March 2023. Questionnaires in hard form were used for data collection. GLOW has extensive experience of conducting research and has a well-established data quality system in place. The data quality system ensures the quality of data at three different stages: pre-data collection, during data collection and post-data collection.

The quality of this end-line evaluation study was ensured by EE by employing the following set of measures:

Pre-data collection stage:

- To ensure that the tools had the most appropriate and relevant questions, they were discussed in detail with the relevant EE staff. It was ensured that the questions were in a meaningful order and were designed to mitigate discomfort of the respondents. After the internal quality check of the finalized EE tools, they were shared.
- The tools were sent for printing (limited numbers of sets) to be used during

enumerator training.

- The enumerator training conducted by EE comprised of group works and mock exercises. Inconsistencies and issues were identified, and correction were made.
- Discrepancies were amended and required changes were made in the tools.
- The trained enumerators were reoriented on the updated tools prior to the data collection.

Data collection stage:

- The field supervisors accompanied the enumerator team to ensure that the tools were being administered properly by the enumerators and were applied on the correct respondents.
- The enumerators checked the filled tools for missing and inconsistent values along with other errors. Once the enumerator was satisfied with the completed tools, they were given to the field supervisor for a second round of checks. The tools were then signed and delivered to GLOW office in Islamabad for the purpose of data entry.
- GLOW Data Analyst and EGRA/EGMA specialist further reviewed the completed questionnaires which was followed by a review from the Quality Assurance Expert. All issues and concerns were discussed with the field supervisor before declaring the tool fit for data entry.
- EE core project members conducted spot checks during field data collection.

Post-data collection stage:

- To prepare the tools for data entry they were edited and coded. Each questionnaire was assigned a unique identity number. Initially, the quantitative data was entered into CPro and was later transferred to SPSS for data analysis.
- Data entry was done by GLOW's trained Data Entry Operators.
- During the data entry process the following accuracy checks took place;
 - 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 questionnaires/tools were archived in GLOW Islamabad office and were only accessible to an authorized person.

2.6 Data handling and analysis

The IBM SPSS® software platform was used for analysing quantitative data. The raw learning data included 335 records with data and affirmative consent. The data set has no duplicate records. Further, the analysis of household survey consisted of primary caregivers (the adult person who is responsible for caring for and looking after the different needs of a girl including education) of girls that were sampled and each of them were assigned with a unique Identification number corresponding with the enrolment database. The raw household survey data file consisted to 335 records. Robust analysis was conducted by integrating girls, households and enrolment databases. These data sets were then combined with the learning assessment dataset. Prior to the data analysis, the SPSS data files were cleaned, the EE computed means and ranges and generated frequencies to identify any unforeseen values. Subsequently, the EE assessed the maximum and minimum values to identify if a particular question had a score beyond the expected range. To ensure anonymity of data files, respondent names, parentage and address were removed by EE. Additionally, the file was named as EGRA-Sindhi-Acted-EL-Final-for-Analysis to ensure that the correct files were used and reused for the analysis and validation of results tables.

The qualitative information was collected by enumerators in local language. The note takers

wrote down the response of the participants. The notes were later reviewed by the note takers and moderator for accuracy. The collected data and the additional material were submitted by the enumerators to EE/GLOW consultants.

A mixed method approach was used for qualitative data analysis. 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 details the key challenges faced during the end-line activity:

- The data was not collected from 101 GEC girls in the end-line because the community and teacher were unable to facilitate the EE team due to non-availability of GEC girls to participate in the data collection such as the family of GEC girls migrated to the Balochistan or other parts of Pakistan. Oversampling was done at the time of inception with 30% attrition buffer of respondents and 10% attrition buffer of villages. With this approach, the achieved sample at endline is still statistically significant.
- As a safety measure in the COVID situation, the focus groups discussions were conducted with smaller group sizes i.e., each FGD conducted had 6 to 8 participants.

2.8 Evaluation Ethics

The EE/GLOW Consultants followed the FM guidance on the evaluation ethics for protection and safeguarding. Training was provided to the data collection teams regarding the safeguarding procedures and reporting of any unanticipated events during the field data collection. The table below enlists the key ethical considerations that were adhered to by EE/GLOW Consultants:

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

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

3.1.1 Age-wise distribution of the sample achieved

As per the monitoring, evaluation and learning (MEL) framework of the project, the ALP cohort targeted out-of-school girls between the ages of 10-13 years, either having never attended school or having dropped out. All girls in the ALP cohort fell within this age range. The EE/GLOW used the age information provided by GEC learners in both the baseline and endline evaluations. The following table shows the age-wise distribution of GEC learners who participated in the evaluation studies.

Table 12: Evaluation sample breakdown by age³³

Age in years	Baseline		Endline	
	Sample proportion of intervention group (%)	n	Sample proportion of intervention group (%)	N
% sample aged 8	1.1	5	0.3	1
% sample aged 9	8.9	39	9.0	30
% sample aged 10	47.0	205	49.0	164
% sample aged 11	19.5	85	18.8	63
% sample aged 12	15.6	68	14.3	48
% sample aged 13	7.3	32	8.1	27
% sample aged 14	0.5	2	0.6	2
Total	100	436	100	335

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

3.1.2 Educational marginalisation of the sample achieved³⁴

Most of the GEC learners specifically 85.8% at the baseline and 84.8% at the endline, had no prior formal education before enrolling in the project. Additionally, 14.2% at the baseline and 15.2% at the endline of the GEC learners had previously dropped out from the school. Notably, all the GEC learners in the project were out-of-school girls.

Table 13: 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	14.2	62	15.2	51
Never been enrolled	85.8	374	84.8	284
Total	100.0	436	100	335

3.1.3 Disability wise distribution of the sample achieved³⁵

For the disability analysis, the Washington Group Child Functioning (WGCF) questions were used. WGCF data based on the GEC girls' responses was analysed by EE/Consultants. It was seen that 9.6% at the baseline and 10.15% at the endline suffered from some form of disability which included mobility, communication/comprehension, learning, remembering, keeping concentration, adapting to change, and making friends.

³³ The age data is based on the core girl survey collected by EE at the time of baseline.

³⁴ The education level obtained and enrollment status prior to enrolling on this project is based on core girl survey data collected by EE at the time of baseline.

³⁵ The table is generated while following guide from the sources GEC LNGB Roundtable #6. According to GEC LNGB Roundtable #6, direct responses from girls who are 12 years or older are more reliable; and direct responses from parents/caregivers are more reliable if girls are younger than 12 years.

Table 14: Evaluation sample breakdown by disability				
WG Child Subdomain	Domain	Sample proportion of intervention group Baseline (%)	Sample proportion of intervention group Endline (%)	
Seeing	Seeing	0.0 (0)	0.0 (0)	
Hearing	Hearing	0.0 (0)	0.0 (0)	
Walking	Walking	0.7 (3)	0.6 (2)	
Self-care	Cognitive	0.0 (0)	0.0 (0)	
Communication		1.2 (5)	1.5 (5)	
Learning		0.5 (2)	0.6 (2)	
Remembering		0.9 (4)	1.2 (4)	
Concentrating		1.8 (8)	1.8 (6)	
Accepting change		2.3 (10)	1.8 (6)	
Controlling behaviour		2.1 (9)	2.1 (7)	
Making friends		1.8 (8)	2.1 (7)	
Anxiety		Psycho-social	3.2 (14)	3.3 (11)
Depression			0.0 (0)	0.0 (0)
Girls with disabilities (Overall)		9.6 (42)	10.15 (34)	

N = 436 BL and 335 EL (HH and Core girls' survey dataset)

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

The data analysis revealed that majority of the GEC learners at baseline (96.3%) and endline (95.2%) were not engaged in any income generation activities.

Table 15: 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	3.7	16	4.8	16
Not engaged in income generation activities	96.3	420	95.2	319
Total	100.0%	436	100.0%	335

3.2 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 16: Subgroups identified for analysis					
Subgroup of the sample achieved		Baseline		Endline	
		% of sample achieved	N	% of sample achieved	n
Age ³⁶	Age 10 years and below	57.1%	249	58.2%	195
	Age 11 years and above	42.9%	187	41.8%	140
Girls with disability		9.6%	42	10.1%	34
Girls engaged in income generation activity		3.7%	16	4.8%	16
Out of School Status	Dropped Out	14.2%	62	15.2%	51
	Never been enrolled	85.8%	374	84.8%	284

³⁶ The sample for data analysis comprises girls falling in two age brackets i.e. girls 10 years and below (Primary School age bracket till class 5th), and girls 11 years and above (Middle school age bracket till class 8th). This has been taken in accordance with the School Education Sector Plan and Roadmap for Sindh (2019 - 2024) published by the School Education & Literacy Department, Government of Sindh.

4. Outcome Findings

This section covers findings related to literacy (English, Urdu and Sindhi) and numeracy in detail. The findings/results are presented on the ALP cohort, and separately displayed for various subgroups of GEC learners identified earlier in this report. The total numbers of learning beneficiaries were 1,100 GEC girls for ALP Cohort in Sindh.

4.1 Outcome 1 – Learning

4.1.1 Literacy assessment English³⁷

The scores of GEC learners in EGRA English indicate a significant improvement in the mean score from baseline (6.52) to endline (85.84). The average English literacy score increased by 79.32 percentage points from baseline to endline.

Table 17: Literacy score aggregate averages across baseline and endline (EGRA English)

Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
6.52	85.84	79.32	0.000	Y

Source: EGRA English
N= 436 BL and 335 EL

FGDs with GEC Learners

“We daily receive various types of messages in English on our phones regarding new mobile packages, government policies, agriculture products, and more. Reading these messages not only enhances our vocabulary but also provides an opportunity to revise the words we have learned in our learning space.”

FGDs with GEC Learners

During the course, one of the participants expressed their feelings of sadness when their cousins used English words in their conversations, and they were unable to comprehend the language. As a result, they would avoid gatherings with their cousins. However, after attending the course, they were able to comprehend a great deal of what their cousins were saying in English, which was made possible because of the project.

The table below shows that the GEC learners moved up from non-learner to other learning categories at the endline in the EGRA English task. 70% and more of the GEC learners have attained proficiency in different subtasks including subtask 1 – listening comprehension, subtask 2- letter name knowledge, subtask 3-familiar word reading and subtask 4a- oral reading fluency (ORF). In other words, more than 70% of the GEC learners have performed well in all subtasks except subtask 4b- reading comprehension and subtask 5-writing dictation. The GEC learners still faced difficulties in achieving the proficient learner category (i.e. to attain the score of 81% or above) in these two subtasks. However, an improvement has been observed from the baseline to the endline in these subtasks. Overall, the GEC learners performed better in the EGRA English task in the endline as compared to the baseline.

³⁷ All data related to literacy is based on the related learning assessment carried out by EE in the baseline and endline.

Table 18: Foundation literacy gaps (EGRA English)

Categories	Evaluation Points	Subtask 1 Listening Comprehension	Subtask 2 Letter Name/ Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency ³⁸	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	78.0%	48.9%	83.3%	93.6%	96.6%	98.2%
	Endline	3.0%	1.8%	2.7%	2.4%	7.2%	9.0%
Emergent learner 1%-40%	Baseline	7.3%	31.4%	14.2%	4.4%	1.6%	1.4%
	Endline	3.3%	1.5%	7.5%	6.0%	8.1%	3.0%
Established learner 41%-80%	Baseline	12.2%	7.1%	2.1%	0.2%	1.8%	0.5%
	Endline	21.2%	1.2%	14.9%	6.9%	21.2%	21.8%
Proficient learner 81%-100%	Baseline	2.5%	12.6%	0.5%	1.8%	0%	0%
	Endline	72.5%	95.5%	74.9%	84.8%	63.6%	66.3%
Source: EGRA English N= 436 BL and 335 EL	Baseline	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%

The trends indicate that the mean scores of GEC learners have statistically significantly improved in all the subtasks of EGRA English from the baseline to the endline. In the endline, the percentage mean score is greater than or equal to 80% in the subtask 1-listening comprehension, subtask 2-letter name knowledge, subtask 3-familiar word reading, subtask 4a-ORF and subtask 4b-reading comprehension. Contrarily, the endline literacy score in subtask 5- writing dictation was the lowest (77.64) of all the subtasks.

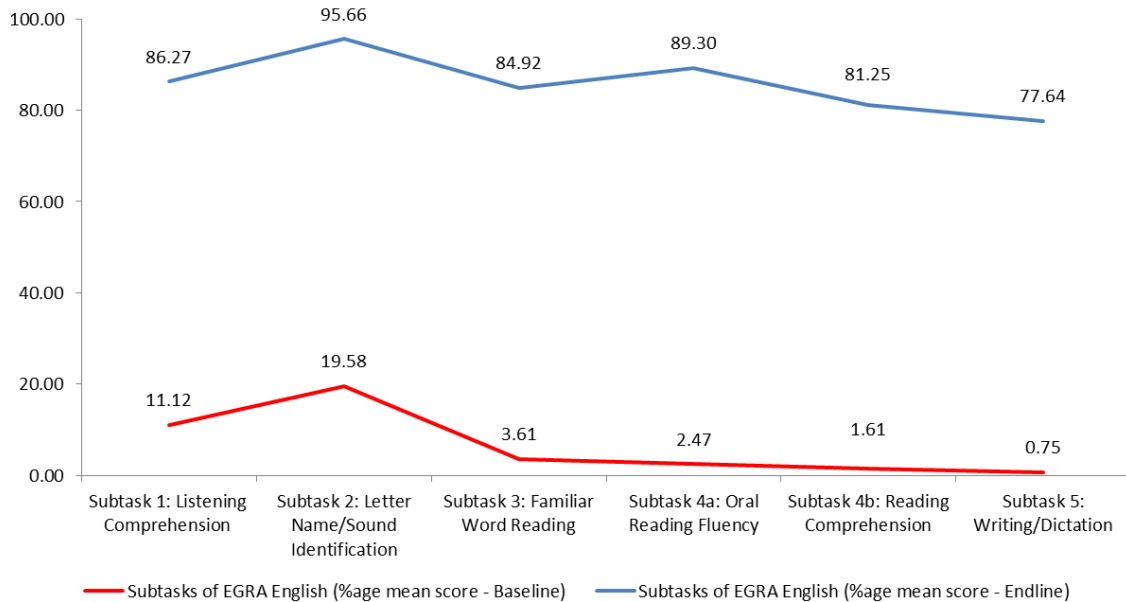


Figure 2: Literacy score subtask averages across baseline and endline (EGRA English)

The literacy score in EGRA English confirms that the significant number of non-learners have been reduced from the baseline to the endline. However, GEC learners still face difficulty in the subtask 4b-reading comprehension and subtask 5-writing dictation.

³⁸ The score categories of Subtask 4: Oral Reading Fluency is a timed task different from rest of the subtasks.

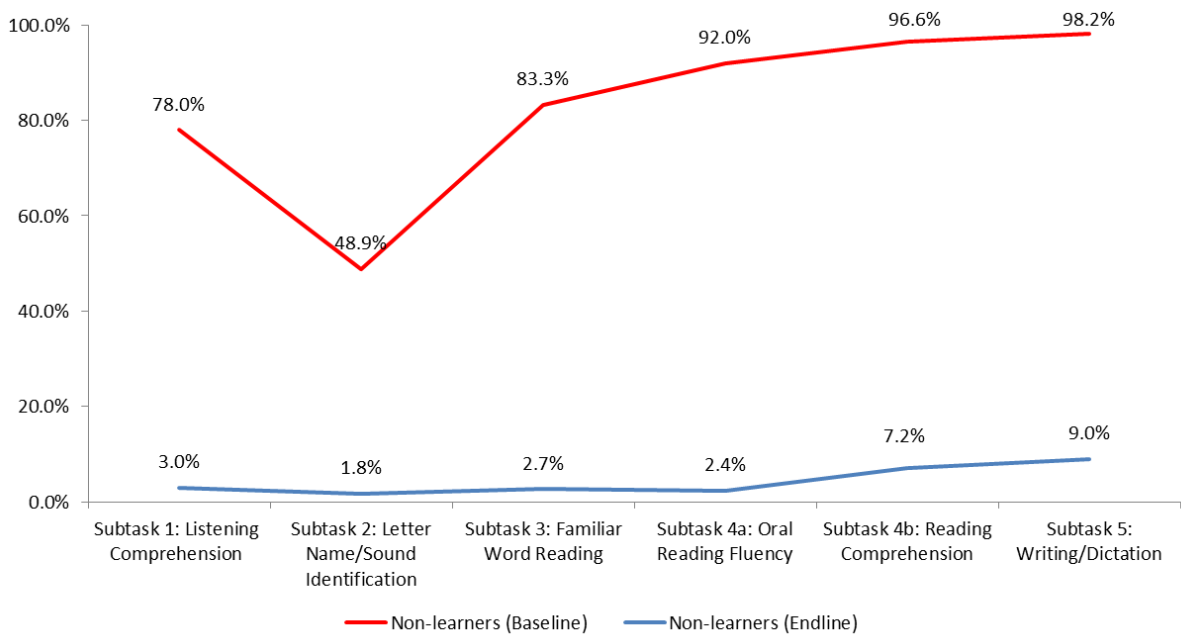


Figure 3: Literacy Zero Score (by subtask) across baseline and endline (EGRA English)

FGDs with Parents

We feel extremely proud that our GEC girls learn English. Now any message received on our smartphones, we hand over to our daughters to read what is written in this message.

Considering the FM guidance for using the learning data from EGRA English, the data 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 English. More than 80% of the GEC learners performed well in all the subtasks except subtask 4b- reading comprehension (74.6%) and subtask 5-writing dictation (73.2%).

Table 19: Proficient learners of ORF distribution in other subtasks from baseline to endline (EGRA English)

Categories	Evaluation Points	Subtask 1 Listening Comprehension	Subtask 2 Letter Name/ 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	12.5%	0.0%	0.0%	0.0%	12.5%	37.5%
	Endline	1.8%	0.0%	0.0%	0.0%	4.2%	3.5%
Emergent learner 1%-40%	Baseline	0.0%	0.0%	50.0%	0.0%	0.0%	37.5%
	Endline	0.4%	0.0%	0.4%	0.0%	1.8%	2.8%
Established learner 41%-80%	Baseline	87.5%	0.0%	37.5%	0.0%	87.5%	25.0%
	Endline	15.5%	0.7%	12.3%	0.0%	19.4%	20.4%
Proficient learner 81%-100%	Baseline	0.0%	100.0%	12.5%	100.0%	0.0%	0.0%
	Endline	82.4%	99.3%	87.3%	100.0%	74.6%	73.2%
Source: EGRA English N= 8 (Baseline) and 284 (Endline)	Baseline	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%

³⁹ 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 English level. The table below shows that more than 98% of the GEC learners obtained higher scores from the baseline score (6.52). Around 69% of the GEC learners in endline scored higher from the endline mean score (85.84) in EGRA English. Additionally, around 85% of the GEC learners obtained a higher aggregate mean score (67.64) from the benchmark score. The distribution of GEC learners in the table below indicates that the performance of GEC learners in EGRA English has improved from the baseline to the endline.

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	6.52 (Baseline score)	72.25% (Distribution of GEC learners of the baseline sample)	27.75% (Distribution of GEC learners of the baseline sample)
Endline situation	85.84 (Endline score)	31.04% (Distribution of GEC learners of the endline sample)	68.96% (Distribution of GEC learners of the endline sample)
From baseline	6.52 (Baseline score)	1.49% (Distribution of GEC learners of the endline sample)	98.51% (Distribution of GEC learners of the endline sample)
From benchmarking⁴⁰	67.64 (Benchmarking score)	14.93% (Distribution of GEC learners of the endline sample)	85.07% (Distribution of GEC learners of the endline sample)

4.1.2 Literacy assessment Urdu⁴¹

The scores of GEC learners in EGRA Urdu indicate a statistically significant improvement in the mean score from baseline (12.28) to endline (82.90). The average Urdu literacy score increased by 70.62 percentage points from baseline to endline.

Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
12.28	82.90	70.62	0.000	Y

Source: EGRA Urdu
N= 436 BL and 335 EL

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. Over 70% of the GEC learners have attained proficiency in subtask 1 – listening comprehension, subtask 2a- letter name knowledge, subtask 2b-letter sound identification, subtask 3-familiar word reading and subtask 4a- oral reading fluency (ORF). In other words, more than 70% of the GEC learners have performed well in all subtasks except subtask 4b- reading comprehension and subtask 5-writing dictation. The GEC learners still faced difficulties in achieving the proficient learner category (i.e. to attain the score of 81% or above) in these two subtasks. However, an improvement has been observed from the baseline to the endline in these subtasks. Overall, the GEC learners performed better in the EGRA Urdu task in the endline as compared to the

⁴⁰ At the time of baseline, EE/GLOW Consultants has also collected data from 48 in-school girls of grade 6 for EGRA English, EGRA Sindhi, EGRA Urdu and EGMA. Equal amount of benchmarking data was collected from schools in district Jacobabad and Kashmore. This sample size and distribution was as per approved MEL framework. The benchmarking data was used for comparison with the end line data. For more details on benchmarking, please refer to the baseline report published on GEC FCDO website.

⁴¹ All data related to literacy is based on the related learning assessment carried out by EE in the baseline and endline.

baseline. Based on the project feedback, it is important to note that the Urdu subject was included as a supplementary subject but not as a full-time subject like English, Sindhi and Mathematics.

Table 22: 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 ⁴²	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	16.5%	55.3%	72.2%	87.2%	95.6%	96.3%	97.5%
	Endline	6.0%	3.3%	4.2%	8.1%	8.1%	11.3%	21.2%
Emergent learner 1%-40%	Baseline	33.5%	27.3%	24.5%	8.7%	3.0%	2.5%	0.9%
	Endline	2.1%	1.2%	4.2%	6.3%	4.8%	6.9%	4.2%
Established learner 41%-80%	Baseline	33.7%	4.4%	0.7%	1.6%	0.5%	0.2%	1.4%
	Endline	20.3%	3.9%	1.8%	12.5%	8.1%	21.2%	14.0%
Proficient learner 81%-100%	Baseline	16.3%	13.1%	2.5%	2.5%	0.9%	0.9%	0.2%
	Endline	71.6%	91.6%	89.9%	73.1%	79.1%	60.6%	60.6%
Source: EGRA Urdu N= 436 BL and 335 EL	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

FGD with GEC Learners

Initially, we faced some difficulties in learning Urdu. However, as time passed, our teachers started using new techniques with a mix of languages and using different voices. They taught us in a simplified manner with proper pronunciation. Through these efforts, we were able to overcome our difficulties and significantly improve our Urdu language skills.

The trends indicate that the mean scores of GEC learners have improved in all the subtasks of EGRA Urdu from baseline to endline. In the endline, the percentage mean score is greater than or equal to 80% in subtask 1-listening comprehension, subtask 2a-letter name knowledge, subtask 2b-letter sound identification, subtask 3-familiar word reading and subtask 4a-ORF. Contrarily, the endline literacy scores in subtask 4b-reading comprehension (78.27) and subtask 5- writing dictation (67.69) were lower in comparison to the other subtasks.

⁴² The score categories of Subtask 4: Oral Reading Fluency is a timed task different from rest of the subtasks.

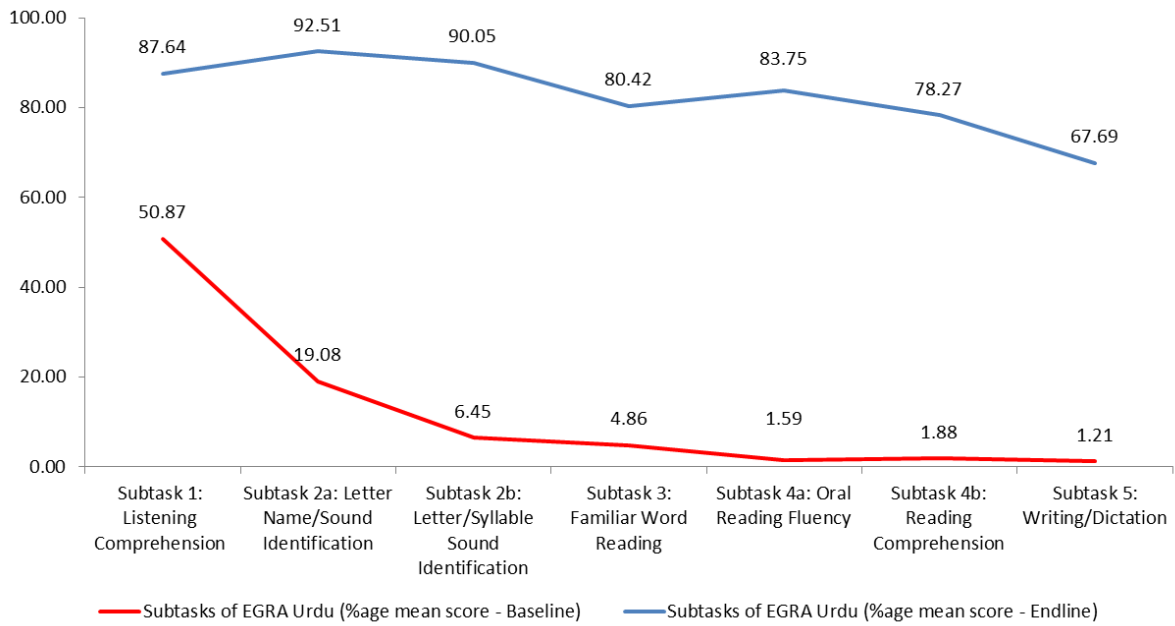


Figure 4: Literacy score subtask averages across baseline and endline (EGRA Urdu)

IDs with Teachers

The girls that were learning Urdu at learning space did not face too many difficulties in their studies because the teaching methodology (including daily revision of previous lessons, instructions and communications in Urdu, as well as regular reading exercises from learners in the classroom) was very effective. As a result, the students were able to learn Urdu without major challenges, which will contribute to their future success as they have now gained proficiency in the subject.

With the help of aforementioned teaching and learning methodologies, the GEC teachers were able to improve the listening comprehension, reading of familiar words, oral reading fluency and comprehension skills of the GEC learners.

The literacy score in EGRA Urdu confirms that the significant number of non-learners have been reduced from the baseline to the endline. However, GEC learners still face difficulty in the subtask 4b-reading comprehension and subtask 5-writing dictation i.e., the presence of double-digit non-learners in these two subtasks.

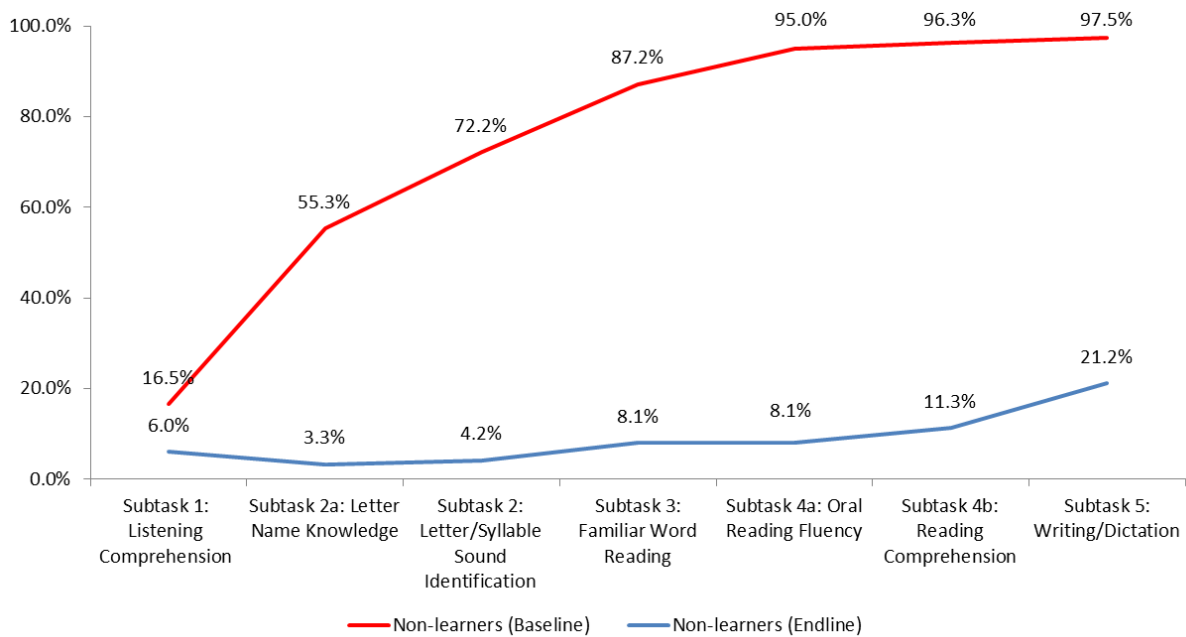


Figure 5: Literacy Zero Score (by subtask) across baseline and endline (EGRA Urdu)

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 4b- reading comprehension (74.0%) and subtask 5-writing dictation (74.0%).

Table 23: 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 ⁴³	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%
	Endline	4.5%	0.4%	0.8%	0.4%	0.0%	3.8%	7.9%
Emergent learner 1%-40%	Baseline	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%
	Endline	0.0%	0.0%	0.0%	0.4%	0.0%	2.6%	4.5%
Established learner 41%-80%	Baseline	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%
	Endline	14.7%	0.0%	0.0%	8.7%	0.0%	19.6%	13.6%
Proficient learner 81%-100%	Baseline	50.0%	100.0%	75.0%	100.0%	100.0%	100.0%	0.0%
	Endline	80.8%	99.6%	99.2%	90.6%	100.0%	74.0%	74.0%
Source: EGRA Urdu N= 4 (Baseline) and 265 (Endline)	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

The aggregate percentage mean score was calculated by EE/ GLOW at the EGRA Urdu level. The table below shows that more than 97% of the GEC learners obtained higher scores from the baseline score (12.28). Around 72% of the GEC learners in endline scored

⁴³ The score categories of Subtask 4: Oral Reading Fluency is a timed task different from rest of the subtasks.

higher from the endline mean score (82.90) in the EGRA Urdu. Additionally, around 77% of the GEC learners obtained a higher aggregate mean score (76.64) 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 baseline to the endline.

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	12.28 (Baseline score)	62.2% (Distribution of GEC learners of the baseline sample)	37.8% (Distribution of GEC learners of the baseline sample)
Endline situation	82.90 (Endline score)	27.8% (Distribution of GEC learners of the endline sample)	72.2% (Distribution of GEC learners of the endline sample)
From baseline	12.28 (Baseline score)	3.0% (Distribution of GEC learners of the endline sample)	97.0% (Distribution of GEC learners of the endline sample)
From benchmarking	76.64 (Benchmarking score)	22.7% (Distribution of GEC learners of the endline sample)	77.3% (Distribution of GEC learners of the endline sample)

4.1.3 Literacy assessment Sindhi⁴⁴

The scores of GEC learners in EGRA Sindhi indicate a statistically significant improvement in the mean score from baseline (20.22) to endline (89.35). The average Sindhi literacy score increased by 69.13 percentage points from baseline to endline.

Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
20.22	89.35	69.13	0.000	Y

Source: EGRA Sindhi
N= 436 BL and 335 EL

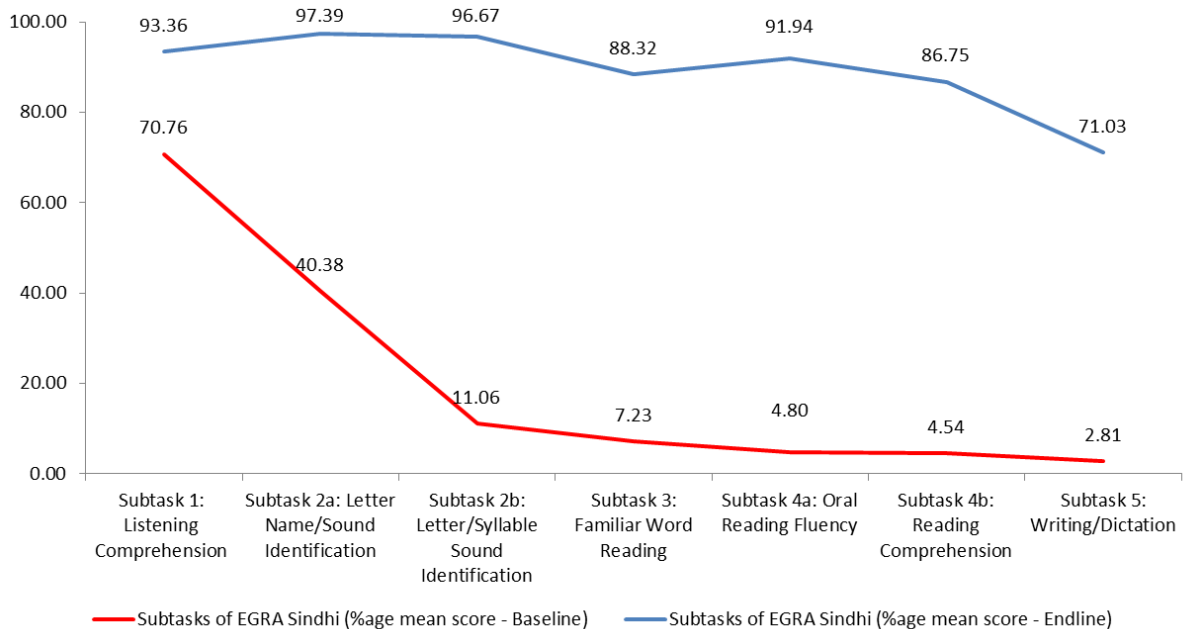
The table below suggests that the GEC learners moved up from non-learner to other learning categories at the endline in the EGRA Sindhi task. More than 80% of the GEC learners have attained proficiency in different subtasks including subtask 1 – listening comprehension, subtask 2a- letter name knowledge, subtask 2b-letter sound identification, subtask 3-familiar word reading and subtask 4a- oral reading fluency (ORF). In other words, more than 80% of the GEC learners have performed well in all subtasks except subtask 4b-reading comprehension and subtask 5-writing dictation. The GEC learners still faced difficulties in achieving the proficient learner category (i.e. to attain the score of 81% or above) in subtask 4b- reading comprehension and subtask 5-writing dictation because the difficulty level of these two subtasks are higher as compared to other subtasks of EGRA Sindhi. However, an improvement has been observed from the baseline to the endline in these subtasks. Overall, the GEC learners performed better in the EGRA Sindhi task in the endline as compared to the baseline.

⁴⁴ All data related to literacy is based on the related learning assessment carried out by EE in the baseline and endline.

Table 26: Foundation literacy gaps (EGRA Sindhi)

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 ⁴⁵	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	7.8%	23.2%	60.3%	77.8%	89.9%	91.3%	94.7%
	Endline	4.5%	1.2%	1.8%	1.8%	1.8%	2.1%	9.9%
Emergent learner 1%-40%	Baseline	6.9%	36.2%	31.4%	16.1%	6.4%	5.0%	2.5%
	Endline	0.3%	0.0%	0.3%	6.6%	3.6%	6.0%	11.0%
Established learner 41%-80%	Baseline	43.8%	11.2%	3.0%	2.8%	0.9%	2.5%	1.6%
	Endline	6.9%	1.5%	1.2%	8.7%	7.2%	24.8%	20.3%
Proficient learner 81%-100%	Baseline	41.5%	29.4%	5.3%	3.4%	2.8%	1.1%	1.1%
	Endline	88.4%	97.3%	96.7%	83.0%	87.5%	67.2%	58.8%
Source: EGRA Sindhi N= 436 BL and 335 EL	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

The trends indicate that the mean scores of GEC learners have significantly improved in all the subtasks of EGRA Sindhi from baseline to endline. In the endline, the percentage mean score is greater than or equal to 85% in the subtask 1-listening comprehension, subtask 2a-letter name knowledge, subtask 2b-letter sound identification, subtask 3-familiar word reading and subtask 4a-ORF and subtask 4b-reading comprehension. Contrarily, the endline literacy score in subtask 5-writing dictation was low (71.03) in comparison to the other subtasks.

**Figure 6: Literacy score subtask averages across baseline and endline (EGRA Sindhi)**

⁴⁵ The score categories of Subtask 4: Oral Reading Fluency is a timed task different from rest of the subtasks.

FGDs with GEC Learners

We had limited reading and writing skills in Sindhi language when we enrolled in the learning space, and it was quite challenging for us though it was our mother language. However, with the help of our teachers and regular exercises, we were able to gradually improve our skills. Over time, we became proficient in reading and writing Sindhi. We are grateful for our teachers' efforts, which have enabled us to expand our knowledge and understanding of our mother tongue.

In the qualitative notes, the GEC learners mentioned that their teachers would review the previous lesson plan at the beginning of class. This approach helped them to understand any questions about the previous lesson. Additionally, the teacher would explain the meaning of difficult words.

Furthermore, the teacher would randomly select a GEC girl to read a paragraph from the book and encourage students to read on their own instead of relying solely on her. However, the teacher would step in if there was a new or difficult word. With this teaching and learning method, every girl would try to learn the paragraph before being asked to read by the teacher.

Likewise, the teacher would ask different questions about the conclusion or meaning of a sentence or paragraph. Sometimes, she would also ask the girls to come up and write a Sindhi word on the board. These teaching and learning methods helped the GEC learners improve their skills in the Sindhi language.

The literacy score in EGRA Sindhi confirms that the significant number of non-learners have been reduced from the baseline to the endline. However, GEC learners still face difficulty in the subtask 5-writing dictation i.e., almost 10% remain non-learners in this subtask.

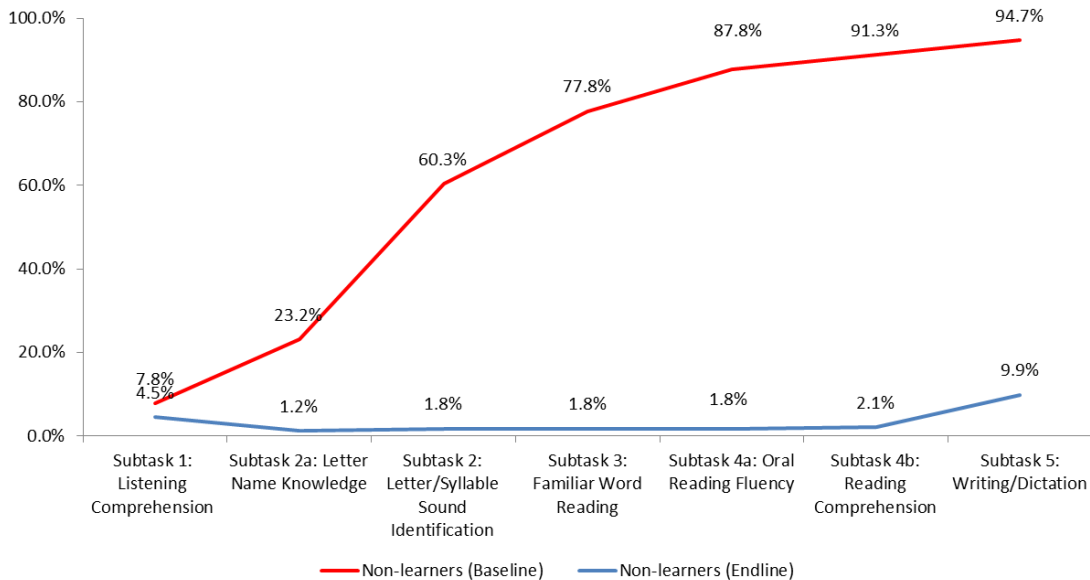


Figure 7: Literacy Zero Score (by subtask) across baseline and endline (EGRA Sindhi)

In light of the FM guidance the learning data from EGRA Sindhi 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 Sindhi. More

than 90% of the GEC learners reached proficiency in all the subtasks except subtask 4b-reading comprehension (75.4%) and subtask 5-writing dictation (63.8%).

Table 27: Proficient learners of ORF distribution in other subtasks from baseline to endline (EGRA Sindhi)

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 ⁴⁶	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	Baseline	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	25.0%
	Endline	4.1%	0.0%	0.0%	0.3%	0.0%	0.0%	6.8%
Emergent learner 1%-40%	Baseline	8.3%	0.0%	33.3%	8.3%	0.0%	8.3%	33.3%
	Endline	0.3%	0.0%	0.0%	1.0%	0.0%	2.7%	9.2%
Established learner 41%-80%	Baseline	41.7%	0.0%	0.0%	8.3%	0.0%	58.3%	16.7%
	Endline	5.1%	0.0%	0.0%	6.5%	0.0%	21.8%	20.1%
Proficient learner 81%-100%	Baseline	50.0%	100.0%	50.0%	83.3%	100.0%	33.3%	25.0%
	Endline	90.4%	100.0%	100.0%	92.2%	100.0%	75.4%	63.8%
Source: EGRA Sindhi N= 12 (Baseline) and 293 (Endline)	Baseline	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%

The aggregate percentage mean score was calculated by EE/ GLOW at the EGRA Sindhi level. The table below shows that more than 98.5% of the GEC learners obtained higher scores from the baseline score (20.22). Around 68% of the GEC learners in the endline scored higher from the endline mean score (89.35) in the EGRA Sindhi. Additionally, around 85% of the GEC learners obtained a higher aggregate mean score (80.33) than the benchmark score. The distribution of GEC learners in the table below indicates that the performance of GEC learners in EGRA Sindhi has improved from the baseline to the endline.

Table 28: Distribution of GEC learners w.r.t overall aggregate score in EGRA Sindhi

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	20.22 (Baseline score)	60.3% (Distribution of GEC learners of the baseline sample)	39.7% (Distribution of GEC learners of the baseline sample)
Endline situation	89.35 (Endline score)	31.9% (Distribution of GEC learners of the endline sample)	68.1% (Distribution of GEC learners of the endline sample)
From baseline	20.22 (Baseline score)	1.5% (Distribution of GEC learners of the endline sample)	98.5% (Distribution of GEC learners of the endline sample)
From benchmarking	80.33 (Benchmarking score)	15.5% (Distribution of GEC learners of the endline sample)	84.5% (Distribution of GEC learners of the endline sample)

⁴⁶ The score categories of Subtask 4: Oral Reading Fluency is a timed task different from rest of the subtasks.

4.1.4 Numeracy assessment⁴⁷

The numeracy mean scores of the GEC learners show a statistically significant improvement from the baseline (27.46) to the endline (86.34). Overall, the average numeracy score has increased by 58.88 percentage points from the baseline to the endline.

Table 29: 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)
27.46	86.34	58.88	0.000	Y

Source: EGMA
N= 436 Baseline and 335 Endline

FGDs with GEC Learners

The FGD participants shared that learning literacy is mostly about remembering, while learning mathematics is all about practicing. Through extensive practice and revisions, we were able to grasp the fundamental mathematical operations of addition, subtraction, multiplication, and division in order to solve real-life problems.

IDIs with Teachers

Initially, the students encountered challenges in mathematics, but gradually, we simplified the subject for them by utilizing the pencils and colours.

In the qualitative interview notes, the GEC teachers mentioned that they used coloured pencils to represent numbers. “We assigned different colours to different numbers or quantities, and GEC girls manipulate the pencils to solve problems. For example, for addition, they can group pencils together to find the sum.” The GEC teachers mentioned that they divide students into small groups and provide them with coloured pencils. “We assigned each group a math problem to solve together, allowing them to use their creativity and collaborate to find solutions. This method promotes teamwork, problem-solving skills, and peer learning. Besides, we also revised the course before the final exam.”

The table below shows that the GEC learners moved up from non-learner to other learning categories at the endline in the EGMA task. More than 80% of the GEC learners have attained proficiency in different subtasks including subtask 1 – numbers identification, subtask 2-quantity discrimination, subtasks 4a & 4b -addition level and subtasks 5a & 5b – subtraction level. In other words, more than 80% of the GEC learners have performed well in all subtasks except subtask 3- missing numbers and subtask 6-word problems. The GEC learners still faced difficulties in achieving the proficient learner category (i.e. to attain the score of 81% or above) in subtask 3- missing numbers and subtask 6-word problems. It is generally understandable that both subtasks are difficult as it relates to number patterns, conceptual and real-world problems as compared to other subtasks. However, an improvement has been observed from the baseline to the endline in these subtasks. Overall, the GEC learners performed better in the EGMA task in the endline as compared to the baseline.

⁴⁷ All data related to numeracy is based on the related learning assessment carried out by EE in the baseline and endline.

Table 30: Foundational numeracy gaps from baseline to endline (EGMA)

Categories	Evaluation Points	Subtask 1 Numbers Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b Addition Level 2	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Word Problems
Non-learner 0%	Baseline	24.8%	37.5%	45.2%	53.2%	65.8%	65.1%	74.3%	73.9%
	Endline	2.4%	2.1%	2.1%	2.1%	4.5%	2.4%	5.1%	7.8%
Emergent learner 1%-40%	Baseline	39.9%	22.2%	33.3%	12.6%	3.2%	9.4%	3.2%	8.3%
	Endline	4.8%	2.7%	12.8%	2.1%	3.0%	1.8%	5.4%	7.2%
Established learner 41%-80%	Baseline	17.7%	17.4%	19.5%	17.9%	5.0%	12.6%	3.9%	10.1%
	Endline	10.4%	11.3%	47.2%	8.4%	10.4%	8.7%	8.4%	29.0%
Proficient learner 81%-100%	Baseline	17.7%	22.7%	2.1%	16.3%	25.9%	12.8%	18.6%	7.8%
	Endline	82.4%	83.9%	37.9%	87.5%	82.1%	87.2%	81.2%	56.1%
Source: EGMA N= 436 BL and 335 EL	Baseline	100%	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%	100%

FGDs with GEC Learners

Initially, we encountered numerous challenges in solving mathematical problems during classroom sessions. In order to address this issue, we resorted to bringing small sticks and stones to the class. Through the utilization of these resources, we gradually developed our ability to perform calculations more effectively and enhance our proficiency in mathematics over time.

The trends indicate that the mean scores of GEC learners have significantly improved in all the subtasks of EGMA from baseline to endline. In the endline, the percentage mean score is greater than or equal to 80% in subtask 1-numbers identification, subtask 2-quantity discrimination, subtasks 4a & 4b -addition level and subtasks 5a & 5b –subtraction level. Contrarily, the endline literacy score in subtask 3- missing numbers (72.69) and subtask 5-writing dictation (74.08) were lower in comparison to the other subtasks.

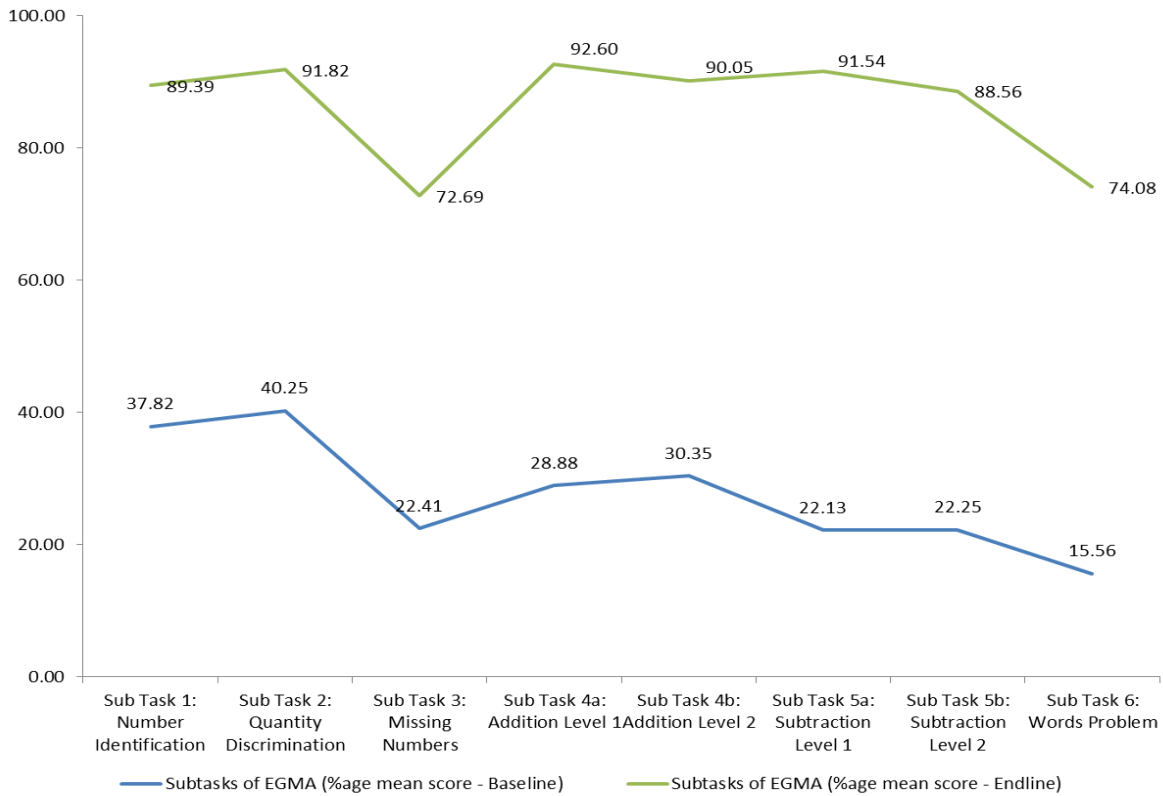


Figure 8: Numeracy score subtask averages across baseline and endline (EGMA)

The numeracy score in EGMA confirms that the significant number of non-learners have been reduced from the baseline to the endline. However, GEC learners still face difficulty in the subtask 5b-subtraction level 2 and subtask 6-word problems i.e., the presence of more than 5% non-learners in these two subtasks.

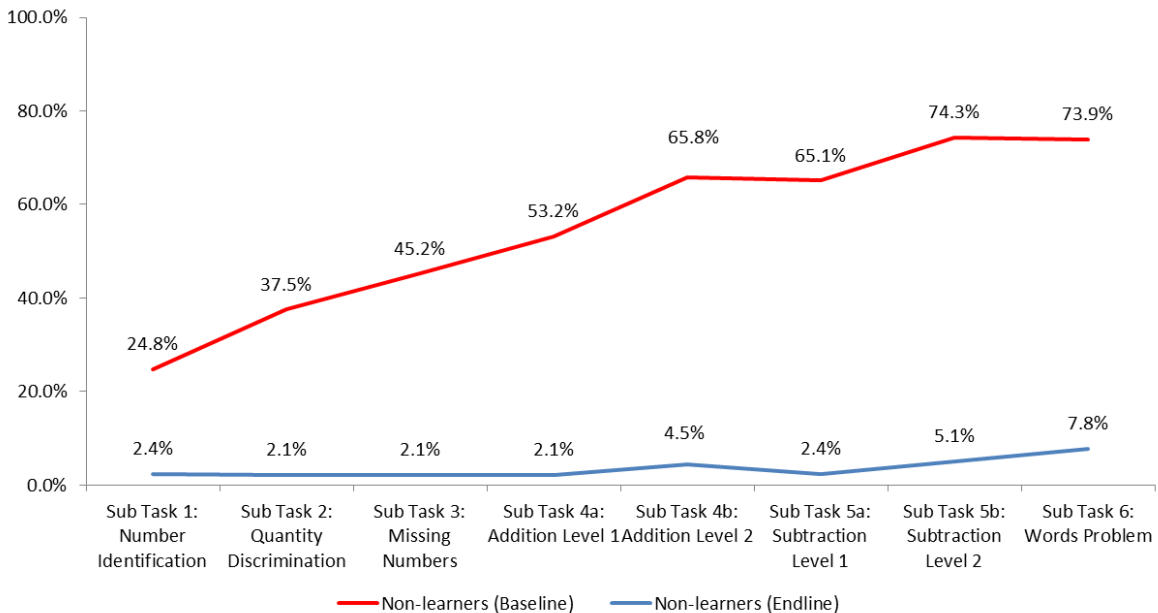


Figure 9: Numeracy Zero Score (by subtask) across baseline and endline (EGMA)

In light of the FM guidance the learning data from EGMA was further analysed for setting up benchmarks of EGMA and learning data aggregation. The proficient learners in word problems were further checked for their performance in other subtasks of EGMA. More than

80% of the GEC learners performed well in all the subtasks except subtask 3- missing numbers.

Table 31: Proficient learners of word problems distribution in other subtasks from baseline to endline (EGMA)

Categories	Evaluation Points	Subtask 1 Numbers Identification	Subtask 2 Quantity Discrimination	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b Addition Level 2	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Word Problems
Non-learner 0%	Baseline	0.0%	8.8%	17.6%	8.8%	14.7%	20.6%	23.5%	0.0%
	Endline	1.3%	0.0%	0.0%	0.0%	1.6%	0.5%	1.6%	0.0%
Emergent learner 1%-40%	Baseline	8.8%	2.9%	47.1%	5.9%	0.0%	2.9%	2.9%	0.0%
	Endline	2.7%	0.0%	8.5%	0.5%	2.1%	0.5%	2.7%	0.0%
Established learner 41%-80%	Baseline	23.5%	17.6%	23.5%	17.6%	5.9%	23.5%	2.9%	0.0%
	Endline	6.4%	6.9%	46.8%	4.8%	8.5%	5.9%	4.8%	0.0%
Proficient learner 81%-100%	Baseline	67.6%	70.6%	11.8%	67.6%	79.4%	52.9%	70.6%	100.0%
	Endline	89.4%	93.1%	44.7%	94.7%	87.8%	93.1%	91.0%	100.0%
Source: EGMA N= 34 BL and 188 EL	Baseline	100%	100%	100%	100%	100%	100%	100%	100%
	Endline	100%	100%	100%	100%	100%	100%	100%	100%

The aggregate percentage mean score was calculated by EE/ GLOW at the EGMA level. The table below shows that more than 98% of the GEC learners obtained higher scores from the baseline score (27.46). Around 67% of the GEC learners in endline scored higher than the endline mean score (86.34) in the EGMA. Additionally, around 71% of the GEC learners obtained a higher aggregate mean score (84.88) than the benchmark score. The distribution of GEC learners in the table below indicates that the performance of GEC learners in EGMA has improved from the baseline to the endline.

Table 32: 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	27.46 (Baseline score)	62.16% (Distribution of GEC learners of the baseline sample)	37.84% (Distribution of GEC learners of the baseline sample)
Endline situation	86.34 (Endline score)	32.54% (Distribution of GEC learners of the endline sample)	67.46% (Distribution of GEC learners of the endline sample)
From baseline	27.46 (Baseline score)	2.39% (Distribution of GEC learners of the endline sample)	97.61% (Distribution of GEC learners of the endline sample)
From benchmarking	84.88 (Benchmarking score)	28.66% (Distribution of GEC learners of the endline sample)	71.34% (Distribution of GEC learners of the endline sample)

4.1.5 Characteristic subgroup analysis of the learning outcome

The table below present 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, engaged in income generation activities and girls with disabilities.

Table 33: Percentage mean score of literacy and numeracy by subgroups from baseline to endline

Sub-groups	Average literacy score- EGRA English		Average literacy score- EGRA Urdu		Average literacy score- EGRA Sindhi		Average numeracy score- EGMA (aggregate)	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
All girls	6.5	85.8	12.3	82.9	20.2	89.4	27.5	86.3
Age 10 years and below	6.4	85.7	12.1	84.4	18.6	89.2	23.8	85.9
Age 11 years and above	6.7	86.1	12.5	80.9	22.4	89.5	32.3	87.0
Girls with disabilities	8.7	79.9	15.3	76.5	21.5	82.7	25.0	85.7
Girls with no disabilities	6.3	86.5	12.0	83.6	20.1	90.1	27.7	86.4
Girls engaged in income generation activities	6.4	90.1	10.9	94.6	13.1	94.6	13.7	89.4
Girls not engaged in income generation activities	6.5	85.6	12.3	82.3	20.5	89.1	28.0	86.2
Drop out from schools	6.2	80.6	14.1	77.5	22.9	86.3	31.7	85.8
Never been to school	6.6	86.8	12.0	83.9	19.8	89.9	26.6	86.4

The trends indicates that there is no noteworthy increase in the average learning scores for EGRA English, Urdu, Sindhi, and EGMA among GEC learners aged 11 years and above compared to younger age groups. Besides, there is no statistically significant difference between the mean scores of these two age groups. Girls who participated in income-generating activities demonstrated higher performance across all four tasks, surpassing other subgroups. The possible reasons are that the income-generating activities provided them with practical experience and real-world application of the skills leading to better performance in various subjects. Additionally, engaging in income-generating activities may have contributed to increased motivation, self-confidence, and overall engagement in their studies, resulting in improved academic performance. However, girls with disabilities exhibited lower performance compared to other subgroups across all four tasks.

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

At the time of the baseline, EE/GLOW Consultants had also collected data from in-school girls for EGRA English, Sindhi, Urdu and EGMA. For more details, please refer to the baseline report. As per approved MEL framework, Grade 6 is the level at which GEC learners are expected to transition back into formal schools. Therefore, the benchmarking data is used for comparison with the endline project data. This section contains the analysis of the benchmarking data and its comparison with the GEC girls' endline scores.

Approximately 52% of the GEC learners in the endline have accomplished benchmark percentage mean scores in all four tasks of literacy and numeracy, namely EGRA English (67.64%), Urdu (76.64%), Sindhi (80.33%), and EGMA (84.88%). Conversely, a small group of 5% of GEC learners were unable to reach any benchmark scores in the four tasks.

Table 34: 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
All literacy and numeracy tasks (EGRA English, Urdu, Sindhi and EGMA)	52%	These GEC learners achieved benchmark scores in all the four tasks i.e., EGRA, English, Urdu and Sindhi); and EGMA.
EGMA, EGRA English and Urdu only	3%	These GEC learners achieved benchmark scores in the three tasks i.e., EGRA English and Urdu; and EGMA.
EGMA, EGRA English and Sindhi only	6%	These GEC learners achieved benchmark scores in the three tasks i.e., EGRA English and Sindhi; and EGMA.
EGMA, EGRA Urdu and Sindhi only	2%	These GEC learners achieved benchmark scores in the three tasks i.e., EGRA Urdu and Sindhi; and EGMA.
EGMA and EGRA English only	2%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA English and EGMA.
EGMA and EGRA Urdu only	1%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA Urdu and EGMA.
EGMA and EGRA Sindhi only	3%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA Sindhi and EGMA.
EGMA only	2%	These GEC learners achieved benchmark scores in the EGMA task only.
EGRA English, Urdu and Sindhi only	16%	These GEC learners achieved benchmark scores in the three tasks i.e., EGRA English, Urdu and Sindhi.
EGRA English and Urdu only	1%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA English and Urdu.
EGRA English and Sindhi only	3%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA English and Sindhi.
EGRA English only	1%	These GEC learners achieved benchmark scores in the EGRA English only.
EGRA Urdu and Sindhi only	1%	These GEC learners achieved benchmark scores in the two tasks i.e., EGRA Urdu and Sindhi.
EGRA Urdu only	1%	These GEC learners achieved benchmark scores in the EGRA Urdu only.
EGRA Sindhi only	1%	These GEC learners achieved benchmark scores in the EGRA Sindhi only.
Not achieved benchmark score in both literacy and numeracy (EGRA English, Urdu, Sindhi and EGMA)	5%	These GEC learners did not achieve benchmark scores in all the four tasks i.e., EGRA English, Urdu, Sindhi; and EGMA.
All GEC learners	100.0%	

The endline findings indicate several positive outcomes regarding the teacher's preparation, knowledge, and classroom management. There was a significant improvement in the level of preparedness among GEC teachers. This improvement has positively impacted their ability to teach literacy and numeracy, as well as communicate daily lesson plans effectively. The incorporation of life skills enhancement sessions and interactive exercises, such as group work assignments, has fostered a positive learning atmosphere and enhanced communication skills and academic achievements of GEC learners. Moreover, the physical environment at the learning spaces was deemed suitable and conducive to learning, with clean facilities and amenities readily available. Thus, the below table shows that project has achieved both literacy (English, Urdu and Sindhi) and numeracy targets set for the endline. In addition, the data also suggests that there has been an overall improvement in the literacy and numeracy results in the endline as compared to baseline.

Outcome	Outcome indicator	Baseline level for ALP girls	Target for next evaluation point	Endline level for ALP girls	Target achieved
Outcome1: Marginalised girls have significantly improved learning outcomes	Outcome Indicator 1.1: Average literacy result of ALP and Num. Lit. girls	6.52 out of 100 (English Literacy)	English = 67.64	85.84 out of 100 (English Literacy)	Y
		12.28 out of 100 (Urdu Literacy)	Urdu= 76.64	82.90 out of 100 (Urdu Literacy)	
		20.22 out of 100 (Sindhi Literacy)	Sindhi = 80.33	89.35 out of 100 (Sindhi Literacy)	
	Outcome Indicator 1.2: Average numeracy result of ALP and Num. Lit. girls	27.46 out of 100 (Numeracy)	84.88	86.34 out of 100 (Numeracy)	Y

4.2 Outcome 2 - Transition

This section presents the key findings on the transition outcome. The project has one transition outcome and two applicable indicators for measuring the rate of transition for ALP girls. These are listed below.

- Transition outcome statement: Marginalised girls have transitioned to education, training, or employment
- Transition indicator statement: #/% of ALP graduate learners who obtained NFE certificate are registered in NFE directorate transition plan.
- Transition indicator statement: #/% of ALP learners who are unable to pass NFE exams are enrolled/mainstreamed in any existing public or free of cost school.

According to the project data, there were 1,100 GEC learners who were part of the ALP cohort. As per the project's logframe, ALP graduates who successfully acquire an NFE certificate will be registered with the NFE directorate. However, those ALP graduates who are unable to pass the NFE exams will be enrolled or mainstreamed into any existing public or free-of-cost school. The EE/GLOW gathered information about the intended transition path of GEC learners, as the endline data collection was carried out shortly before the end of ALP course completion in March 2023. The table below outlines the intended transition of the GEC learners.

Table 36: 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 (n=335)	89%	95%	11%	5%	0%	0%
Age 10 years and below (n=195)	88%	93%	12%	7%	0%	0%
Age 11 years and above (n=140)	91%	98%	9%	2%	0%	0%
Girls with disabilities (n=34)	94%	100%	6%	0%	0%	0%
Girls engaged in income generation activities (n=16)	94%	100%	6%	0%	0%	0%
Dropped out from schools (n=51)	86%	90%	14%	10%	0%	0%
Never been to school (n=284)	90%	96%	10%	4%	0%	0%

Source: Core Girl Survey (N= 335)

The trends indicate that around 95% of GEC learners expressed their desire to pursue further education and enrol in advanced training courses at endline, an increase from 89% at baseline. This increase demonstrates the growing aspiration for further education among GEC girls. In addition to the increased desire for higher education, it was observed that a significant number of GEC girls opt to pursue higher education over engaging in income generation activities. This preference may be attributed to the availability of opportunities to transition into SEF centers, providing further education prospects for these girls. Furthermore, during the FGDs conducted with GEC girls, it was confirmed that they have a willingness to continue their education and enroll in advanced training. Additionally, the data reveals that all girls with disabilities and those involved in income generation activities are

interested in continuing their education at the endline. 10% of the girls who had previously dropped out of school⁴⁸ expressed an interest in engaging in income generation activities. Overall, the ALP programme aimed to facilitate the transition of GEC girls into grade 6 of the school, aligning with educational aspirations and providing them with opportunities for further growth.

FGDs with GEC Learners

One of the participants shared, “I have a wish in my life to complete my education till 10th grade like other educated girls in my community. This project gives me the hope and an opportunity to continue my education.”

FGDs with GEC Learners

One of the FGD participants shared that when she joined the learning space, she began to have a dream and a strong desire to become a teacher, just like her teacher. “She became a role model for me.” The way the teacher treated the students in the learning space inspired her. To make her dream come true, she needs more education. She is grateful for this project because it will help her to continue her education and eventually achieve her dream. She believes that one day she will be able to become a teacher.

Current status of GEC Girls:

During the course of the interview with the project staff and analysis of the project data, it came to light that the ALP program would be transformed into a post-primary Non-Formal Education (NFE) programme. To facilitate this transformation, a Memorandum of Understanding (MoU) has been signed with the Sindh Education Foundation (SEF) to include all the GEC learners’ data into Sindh Education and Literacy Department (SELD) NFE database and SEF will enrol them into their schools.⁴⁹ As a result of this transformation, the girls who are enrolled in the GEC-LNGB program will be able to pursue the NFE Directorate approved curriculum packages D and E. Furthermore, the project data indicates that 1,048 (95%) of GEC ALP learners received NFE certificate after final exam. The ALP girls are now enrolled in post-primary NFE institutes. This has resulted in the ALP component of the Closing the Gap program undergoing a transition.

Table 37: Outcome 2 - Transition indicator as per the log frame

Outcome	Outcome indicator	Baseline level	Target for next evaluation point	Endline level
Outcome2: Marginalised girls have transitioned to education, training, or employment	#/% of ALP graduate learners who obtained NFE certificate are registered in NFE directorate transition plan	0	'770 (70%) of ALP girls who will pass NFE Directorate equivalency examination.	1048 (95%) GEC ALP learners received NFE certificate after final exam.
	#/% of ALP learners who are unable to pass NFE exams are enrolled/mainstreamed in any existing public or free of cost school	0	'330 (30%) of ALP girls who are unable to pass NFE Directorate equivalency examination.	52 (5%) GEC ALP learners did not appear in annual exam after they migrated to other areas and did not return during the project period. It is

⁴⁸ The GEC girls referred to here are those who had previously dropped out of school prior to joining the project, rather than dropping out from the learning space during the project.

⁴⁹ SEF will continue their interventions in the existing ACTED established learning spaces i.e. these learning spaces will become SEF schools/learning spaces. However, SEF may not continue with all the learning spaces established by ACTED.

				not known whether they have enrolled in other schools or education institutes.
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4.3 Outcome 3 - Sustainability

This section presents findings on the sustainability outcome of the project. The findings have been compiled 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' perceptions and behaviour regarding girls' education. This was evident from the high attendance rate of GEC learners (77%) and parental support index (4.66 out of 5) in the endline. FGDs with parents and caregivers indicated that parents were very supportive of their girls' education; some parents/caregivers and their siblings also supported them in uplifting their literacy and numeracy skills. They achieved this by asking different real-life arithmetic puzzles, reading paragraphs from their course books, inquiring about the meaning of different words, and helping them solve mathematics problems. Parents were well aware about the repercussions of missing classes, as a result they ensured their daughters regularly attended classes. The project data reveals that a significant proportion of men and boys (896 individuals, representing 208% of the target) expressed positive support for the role of girls in education, employment, or income-generating opportunities after attending sensitization sessions conducted by the project. These positive outcomes can be attributed to several factors. Firstly, the project actively engaged and motivated GEC girls to participate in the learning spaces. Secondly, parents/caregivers created a conducive learning environment for the GEC girls. Thirdly, the collaborative approach fostered the girls' literacy and numeracy skills. Finally, there has been a shift in community perceptions and behaviour, with more individuals recognizing the importance of girls' education and actively supporting it.

ACTED established SMCs which significantly contributed to the active engagement of communities in the learning space activities. SMCs mobilized and increased awareness of communities' members with a focus on promoting safe and inclusive education for girls. The project data indicates that 98% of the SMCs remained active to continue efforts to retain GEC learners and providing safe learning spaces. The discussions with the SMCs revealed that they played a significant part in ensuring enrolment and attendance of GEC learners. Also, SMCs conduct meetings with communities to disseminate information and created awareness about the learning spaces. The SMCs also visited the learning spaces to observe the learning environment and ask if there is any problem or challenge in the learning space both to GEC learners and teacher. Also, visits were conducted to the households by the community to meet the parents of the girls who do not attend the learning spaces. In addition, the SMCs contributed to creating a secure environment both in the learning spaces and the community by ensuring the learning spaces were located within the communities for easier and safe access, discouraging early child marriage, and fostering a positive home environment. The SMCs implemented safeguarding interventions such as learning space internal complaint response mechanisms and confidential and time bound reporting system to address concerns and resolve issues. Additionally, qualitative interview notes showed that SMCs wanted to continue their efforts after this project concludes. The parents said that the learning spaces were established in close proximity and have women teachers, therefore, they send their girls to attend the learning spaces and obtain education.

FGDs with SMCs

The SMC has established a safe and secure environment for the GEC learners. The SMC is providing better learning environment in the learning space with all essential amenities for a comfortable and enjoyable educational journey. The GEC girls always express their enthusiasm about attending this learning space, and willingly share their experiences with their non-GEC peers, highlighting the excellent education and supportive atmosphere provided by the SMC in the learning space.

The discussions with GEC learners showed that they were interested in continuing education. Parents and caregivers of the GEC learners during discussion stated that they wanted their girls to acquire education so they easily tackle their daily life problems particularly after marriage. Overall, the community and parents were fully supportive of girls' education.

In conclusion, the data collected from the project indicates a positive change in communities' perceptions and behaviour towards girls' education. The high attendance rate of GEC learners and the strong parental support index demonstrate the commitment of parents and caregivers in promoting girls' education. The project's success can be attributed to various factors, including active engagement of GEC girls, conducive learning environments created by parents, collaborative approaches that enhance literacy and numeracy skills, and a shift in community perceptions towards recognizing the importance of girls' education. The establishment of School Management Committees (SMCs) has played a crucial role in mobilizing communities and ensuring the active participation of learners. The SMCs have remained active and are dedicated to retaining GEC learners and providing safe learning spaces. The discussions with SMCs and GEC learners highlight their willingness to continue efforts beyond the project's conclusion, emphasizing the sustainability of the learning spaces. Overall, the community's interest and support are vital in maintaining and strengthening the learning spaces for the benefit of all girls seeking education.

4.3.2 Sustainability – School level

The ALP programme aimed to improve the literacy and numeracy skills of GEC learners up to Grade 5 and was designed to enrol them in formal schools. During interviews with project staff, it was revealed that a MoU has been signed with the SEF to include all the GEC learners' data into SELD NFE database and SEF will enrol them into the existing learning space at their present location, ensuring same easy and safe access to the learners as before.. This move enables GEC girls to continue studying NFE Directorate-approved curriculum packages D and E. Upon completion of their elementary education from SEF, to support GEC learners continue education, ACTED plans to enrol GEC learners into the higher secondary distance learning programme (Adolescent & Adult Learning & Training Program – AALTP) of Allama Iqbal Open University (AIOU). The project has already begun consultations with the university to make this possible, which will open doors to higher education for the girls. Furthermore, SELD have also shown willingness to adopt and sustain learning spaces as a result of advocacy efforts. This was an impossible feat just a few years ago before the project interventions were initiated.

4.3.3 Sustainability – System level

During interviews, the GEC teachers expressed their interest in continuing their teaching profession and their desire to join mainstream teaching jobs due to their extensive years of experience. However, they found that the requirements for obtaining such jobs, which include competitive tests and prior qualifications, were too numerous. To address this issue, the project data indicates that all GEC teachers were provided guidance on how to obtain government mainstream jobs. Nonetheless, the teachers were more inclined to continue teaching in the learning spaces to assist their community. However, it must be noted that achievement of this target is also dependent upon announcement of the government teaching jobs. The project shared that government has announced teaching jobs twice throughout project period but none of the ALP teacher entered in a mainstream job at the provincial level during project period. Besides, as these teachers have already received training and have delivered positive results in the form of recorded performances of GEC learners in literacy and numeracy, the project needs to advocate with SELD and SEF to retain them in the learning spaces.

In addition, the project has kept in close coordination with Sindh Elementary and Literacy Department and conducted consultation meetings at regional and district level management. The project facilitates government official visits to the learning spaces to demonstrate the success of the project. Similarly, ACTED is also the first civil society organisation to enter into partnership with SEF i.e., will provide opportunity of higher education to the GEC learners. The project also shared teaching and learning resources with Japan International Cooperation Agency and Aga Khan Education Services.

Table 38: Outcome 3 - Sustainability indicators as per the log frame

Outcome	Outcome indicator	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.	NA at the baseline level	19 (50%)	7 (18%) ⁵⁰
	Outcome 3.2: #/% of men and boys demonstrated positive support for the role of girls in education, employment or income generating opportunities.		50% (215 men and boys)	208% (896 men and boys)
	Outcome 3.3: No. of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as result of advocacy.		1	2 (SELD and AIOU).
	Outcome 3.4: #/% of individual centres' action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centres.		39 (100%)	39 (100%)
	Outcome 3.5: #/% of centres that achieved their sustainable goals as planned in the ICAs (individual centres' action plans)..		19 (50%)	39 (100%)
	Outcome 3.6: #/% of learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring.		10 (26%)	0 (100% teachers were guided about government's mainstream jobs)

⁵⁰ Sustainability assessment model was based on the activities of SMCs, through which SMCs were responsible to make efforts for GEC girls education continuation by conducting meetings with government officials and arranging visits of government officials to learning spaces. But throughout project period majority of SMCs were not able to do this and proposed target was not achieved in endline.

5. Key Intermediate Outcome Findings

This section of the ALP 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 project data indicates that the attendance was above 70% across all learning spaces indicating the interest of the GEC learners in terms of better quality of education, safe and easy access to learning spaces, conducive learning environment, play-based activities, and their families regarding girls' education. Besides, the project data also indicates that 77% GEC learners maintained 70% and more attendance during the project period. The EE/GLOW (spot check) findings indicate that the IO 1.2 average attendance rate of ALP girls' at learning spaces also increased from the baseline at 73.74% to 78.2% in the endline. They SMCs played a significant part in ensuring attendance of GEC learners i.e., they meet the parents/caregivers of the GEC girls who do not attend the learning spaces regularly. Similarly, the SMCs formed smaller groups of GEC girls to ensure their safe and timely arrival at school on time.

Table 39: Intermediate outcome (IO1-Attendance) indicators as per the log frame

IO	IO indicator	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 rate of ALP and Num. Lit. girls at learning spaces	Not Applicable	70%	77%	Y
	IO Indicator 1.2: Average attendance rate of ALP and Num. Lit. girls at learning spaces (spot check)	73.74%	70%	78.2%	Y
	IO Indicator 1.3 Average attendance rate of ALP and Num. Lit. girls participated in extracurricular activities organized by centres.	Not Applicable	60%	77%	Y

FGDs with SMCs

At first, getting the girls to arrive at school promptly was challenging. Nonetheless, we developed a solution by dividing them into groups and ensuring their safe and timely arrival at school, without being late.

The EE/GLOW Consultants also computed the learning performances of the GEC learners with respect to attendance. The findings confirmed that learning spaces with above average attendance rates had higher learning outcomes.

Table 40: Performance of GEC learners w.r.t attendance (spot check)

Learning category	Overall aggregate percentage mean score in Endline	Learning spaces where attendance is more than or equal to 78.2% - Endline	Learning spaces where attendance is less than 78.2% - Endline
EGRA English	85.84	88.19	78.25
EGRA Urdu	82.90	84.33	78.28
EGRA Sindhi	89.35	91.19	83.38
EGMA	86.34	88.41	79.62

FGDs with Parents

At the GEC learning space, punctuality is of utmost importance, and learners are expected to adhere to follow time schedules for their arrival and departure from the learning space. The teacher is committed to ensuring that all learners comply with these schedules and attend the learning space regularly to maximize their educational opportunities. This approach is adopted to facilitate uninterrupted learning and promote academic progress among GEC learners, ultimately leading to a promising future.

5.2 IO-2: Improved quality of learning⁵¹

The quantitative information in this sub-section is based on the learning space observation tool (22 out of 39 learning spaces) by EE/GLOW field team.

Teacher's Preparation: The table below confirms that there was a notable improvement in the level of preparedness of GEC teachers from the baseline (64%) to the endline (96%). The comparison indicates that the GEC teachers are now well-equipped to teach literacy and numeracy, and their ability to communicate daily lesson plans to GEC learners has significantly improved. According to a report by Right to Play (RTP), the life skills enhancement sessions have helped GEC teachers to develop lesson plans, and explain things to the GEC learners. For example, the teachers now give a topic to the GEC learners, ask them to form groups, and facilitate discussions among the groups on the topic.

Table 41: 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	64%	96%

Teacher's knowledge / clarity about content / session: Similarly, significant progress was observed in the teachers' comprehension and delivery of the sessions from the starting point to the endpoint. Additionally, the GEC girls actively participated in interactive exercises, including classroom play activities. Based on the RTP report, these playful activities have improved the communication skills of the GEC learners, and also enhanced their academic achievements. According to teacher interviews, the GEC girls were involved in activities such as group work assignments, which fostered a positive learning atmosphere. During discussion with GEC learners, the instructional approach employed by the teachers was well-received by the GEC learners. Besides, the RTP report also mentioned that GEC learners paid full attention to the instructions in almost all of the learning spaces and followed the instructions during the activities.

⁵¹ All data related to improved quality of education is based on the learning space observation tool administered by EE.

Table 42: Quality education through teacher's 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	64%	82%
The teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in the lesson plan	Agree and strongly agree	68%	96%

Student engagement: Based on the endline results, there was an improvement in student engagement from the baseline to the endline. Notably, there was an increase in the proportion of GEC learners who utilized learning aids with concentration, which increased from 77% at baseline to 82% at endline. Additionally, GEC learners reported that their teachers sustained their interest in the subject matter by incorporating various questioning techniques and group work exercises.

Table 43: 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	77%	82%
Classroom environment open to discussion/talk related to academic content	Agree and strongly agree	64%	86%
Students completed the interactive exercises with understanding	Agree and strongly agree	59%	77%

IDs with GEC Teachers

Girls have found working in a group strategy to be highly advantageous for two main reasons. Firstly, it allows them to be part of a shared community, and secondly, it provides them with a source of amusement during class.

Teacher's classroom management: According to the trends observed in the endline, it appears that the teacher's management of the classroom has improved significantly. The classroom environment is now well-managed, and the students are actively participating in their learning activities. During focus group discussions, GEC learners expressed that their teacher has been successful in maintaining their interest in the lessons and effectively managing the class, ensuring that there is no unnecessary noise which creates disturbance in the classroom.

Table 44: Quality education through teacher's classroom management

Improved Quality of Education Aspect	Measurement	Baseline	Endline
Teacher effectively monitored students' learning	Agree and strongly agree	68%	82%
Class environment was well-managed with all students engaged in learning activity.	Agree and strongly agree	77%	96%
Teacher followed effective methods to teach lesson.	Agree and strongly agree	64%	91%

Physical Environment at Learning Space: Based on the endline results, it appears that the learning spaces' physical environment was suitable for GEC learners to attend the ALP course. The EE/GLOW Consultants expressed satisfaction with the physical environment, specifically noting the availability of clean drinking water, washrooms, and other amenities. Furthermore, GEC learners who participated in focus group discussions confirmed that the facilities were accessible and that the learning space's physical environment was conducive to learning.

FGDs with SMCs

The provision of clean drinking water in the learning space also benefits to students by safeguarding their health and well-being. This, in turn, fosters a healthy and productive learning environment.

Table 45: Intermediate outcome-2-quality education indicators as per the log frame

IO	IO indicator	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	NA at baseline	90%	95%	Y
	IO Indicator 2.2: #/% of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools	55%	90%	73%	N
	IO Indicator 2.3: #/% of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)	82%	90%	100%	Y

The EE/GLOW Consultants also computed the learning performances of the GEC learners with respect to LNGB teaching methodologies. The findings confirmed that learning spaces with good teaching methodologies had higher mean learning scores across all four subjects.

Table 46: 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 English	85.84	87.17	82.54
EGRA Urdu	82.90	85.37	76.76
EGRA Sindhi	89.35	89.83	88.16
EGMA	86.34	86.59	85.71

5.3 IO-3: Marginalised girls have increased life skills⁵²

The life skills of GEC learners were measured using a composite index, which comprised various domains, including confidence, awareness of rights, health and hygiene, communication, decision-making, emotional management, problem-solving, child protection, and safeguarding. To determine the baseline and endline life skills, the EE team calculated the mean score of each GEC learner's life skills on a 3.0-point scale.⁵³ The results showed that the baseline life skills score was 2.27, and the endline score was 2.32, indicating a statistically significant difference of 0.05 in the life skills score from baseline to endline, as per the life skill index. The project has established Girls' Forums, specifically designed to provide a platform for girls' to not only engage in play-based activities, but also to discuss and solve their problems. Thus, these play-based activities were effective in improving girls' life skills, particularly self-esteem and confidence.

Table 47: Life skills score from Baseline to Endline

Cohort	Baseline life skills score	Endline life skills score	Difference from baseline to endline	P-value	Statistically significant difference (Y/N)
ALP Cohort	2.27	2.32	0.05	0.002	Y
Source: Life skill assessment tool N= 436 BL and 335 EL					

⁵² All data related to life skills is based on the related assessment (life skills tool) carried out by EE.

⁵³ 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.

FGDs with GEC Parents

The important reason for letting our daughters participate in this project was to motivate girls and encourage them to face life's challenges with courage and be more confident. Now with the help of this project they are more confident and capable of dealing with problems.

The table below indicates the median value of life skills index score, the findings reveal that the median score increased for five of the subgroups which include, GEC learners of age 10 years and below; girls with no disabilities, girls not engaged in income generation activities, dropped out and never been enrolled girls from the schools. It decreased for girls with disabilities and girls engaged in income generation activities.

Subgroups	Baseline	Endline	Difference from baseline to endline
Age 10 Years and Below	2.27	2.32	0.05
Age 11 Years and above	2.29	2.29	0
Girls with Disabilities	2.22	2.20	-0.02
Girls with no Disabilities	2.29	2.32	0.03
Girls engaged in income generation activities	2.37	2.28	-0.09
Girls not engaged in income generation activities	2.27	2.32	0.05
Dropped Out	2.24	2.27	0.03
Never Been Enrolled	2.27	2.32	0.05

Taking the baseline life skills value of 2.27 as a reference point, the GEC learners are distributed between lower and higher proportions. The improvement is more evident in the two subgroups i.e. GEC learners with age 10 year and below; and never been enrolled girls in the endline as compared to the other subgroups. Overall, the project intervention improves the life skills of majority subgroups of GEC learners.

FGDs with GEC Learners

There were many reasons to take part in GEC, which proved to be very beneficial in our lives. Initially, we faced difficulty in problem solving and communication but now through this project we have significantly improved these skills. Previously, we were unaware of our education rights, but now we see our dreams coming true.

Subgroups	Baseline		Endline	
	Lower Proportion	Higher Proportion	Lower Proportion	Higher Proportion
All GEC girls in the sample	50.7%	49.3%	45.1%	54.9%
Age 10 Years and Below	51.8%	48.2%	43.6%	56.4%
Age 11 Years and above	49.2%	50.8%	47.1%	52.9%
Girls with Disabilities	61.9%	38.1%	61.8%	38.2%
Girls with no Disabilities	49.5%	50.5%	43.2%	56.8%
Girls engaged in income generation activities	37.5%	62.5%	50.0%	50.0%
Girls not engaged in income generation activities	51.2%	48.8%	44.8%	55.2%
Dropped Out	51.6%	48.4%	51.0%	49.0%
Never Been Enrolled	50.5%	49.5%	44.0%	56.0%

Furthermore, higher life skills scores were correlated with higher learning outcomes 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 literacy assessments but not in the EGMA.

Table 50: 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 2.27)	Overall aggregate percentage mean score of GEC learners in the endline (life skill index score is lower than 2.27)
EGRA English	85.84	89.22	81.73
EGRA Urdu	82.90	86.84	78.11
EGRA Sindhi	89.35	91.54	86.69
EGMA	86.34	86.02	86.73

Moreover, the table below indicates that the project was unable to achieve its target for this intermediate outcome. There is a potential explanation for the underperformance in achieving life skills outcomes, which could be attributed to the adverse impact of recent floods on their individuals' lives. Additionally, the current inflation and economic situation of the country may have further exacerbated their household financial situation.

Table 51: Supplementary table – Life skills analytical model results

IO	IO indicator	Baseline level	Target for next evaluation point	Endline level	Target Achieved
IO-3: Marginalised girls have increased life skills	IO Indicator 3.1: Life skills score (%).	72.19%	90%	74.93%	N

5.4 IO-4: Parental support⁵⁴

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. Similarly, the project has delivered sessions on positive parenting and protection of their children, and was actively engaged with parents of GEC learners on a regular basis to advocate for girls' education in their household. Hence, parents were already aware regarding the importance of the project. However, improvement has been observed from the baseline to the endline.

FGDs with GEC Parents

The project and SMCs actively engaged parents in the education of their daughters through regular meetings are highly appreciated. These meetings have provided us important insights into our girls' progress, challenges, and potential opportunities for them. As a result, we are now actively engage in our daughter's educational journey, understand their needs, and provide necessary support at home.

FGDs with GEC Parents

Since our daughters joined the learning spaces, we have witnessed a positive change in our girls' confidence. We now firmly believe that education is not just about academic learning but also about nurturing their overall development and empowering them to become successful individuals in society.

⁵⁴ All primary quantitative data related to parental support is based on the HH survey carried out by EE.

Table 52: 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	94	4.63	96	4.77
Favour continuation of girls education despite funds limitation	Strongly agree or agree	96	4.52	98	4.65
Considers education equally important for both boys and girls	Strongly agree or agree	94	4.52	95	4.57
Overall, favour girls education	Strongly agree or agree	97	4.60	97	4.64
Consider education as girls and women right	Strongly agree or agree	95	4.61	95	4.66

Source: HH Survey (BL=436 and EL=335)

FGDs with GEC Parents

Ensuring equitable access to education for girls is of utmost importance, as it serves as a crucial factor in shaping their personal and professional development. Education has the power to equip girls with the necessary tools and skills to lead a fulfilling life and make meaningful contributions to the betterment of society.

The average score of the parent support index has increased from 4.58 at the baseline to 4.66 out of 5 at the endline, which indicates a high support for education. 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 53: Intermediate outcome-4- Parental support indicator as per log frame

IO	IO indicator	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	91.5%	91%	93.1%	Y

6. Value for Money

This section of the report details the key findings regarding the value for money (VfM). The findings have been organized 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.

6.1 Relevance as part of ACTED ALP intervention:

The project intervention was focused on addressing the specific needs of communities in the Jacobabad and Kashmore districts. Project monitoring data indicated that approximately 72% of ALP girls had never attended school and 28% of the girls who did attend school dropped out during their first year. Moreover, the project data indicated that poverty was the main reason that girls were unable to attend school, with around 98% of the community responses citing this as the primary issue. Lack of availability of girls' schools in their areas was also a significant challenge.

To address these issues, ACTED established learning spaces in Jacobabad and Kashmore districts of Sindh and provided free and safe education to girls. This helped to reduce cultural constraints and ensure that education was available to girls in their immediate vicinity, and different reporting channels were available for any complaints. ACTED established 39 ALP learning spaces and initiated accelerated learning programme (ALP) in Jacobabad and Kashmore districts of Sindh. The profile of beneficiaries also indicates that even girls with disabilities were interested in receiving education. The findings clearly demonstrate the relevance and necessity of the ALP programme for the beneficiaries and subgroups. Through this intervention, ACTED aimed to reach out-of-school girls and provide them with foundational literacy and numeracy skills and support to transition into educational opportunities beyond the life of the project. Sustainability and a child-centered approach to learning remained at the heart of project delivery – focus of interventions has been on ensuring continuity of girls learning for a longer period. In addition, ACTED has organized psychosocial support sessions for girls to help them recover from flood-related trauma. Similarly, all learning resources and contents were reviewed for compliance with GESI standards. The project also promotes gender equality and social inclusion through the provision of awareness sessions on various topics such as violence against women and girls, referral pathways, prevention of early child marriage, Menstrual Health Management, child protection concerns, and positive disciplining techniques, thereby creating a safe learning environment for learners and their families. Similarly, parents and community members were given sessions on positive parenting and protection of children, where topics of early child marriage and child labor were also covered. Men and boys were also engaged on a regular basis to promote girls' education in their community.

6.2 Efficiency as part of ACTED ALP intervention:

The comparison of input and output for the ACTED ALP intervention shows that the project delivered its interventions efficiently. Learning spaces were established in close proximity to the beneficiaries to ensure safe and easy access, while also reducing the cost of travel. In addition, the project hired teachers from the local community, which not only reduced travel expenses but also provided economic empowerment opportunities for women in areas such as Jacobabad and Kashmore, where women are typically restricted from participating in economic activities outside of their regions. The training provided to these teachers resulted in significant improvements in teaching quality and learning outcomes for GEC learners, which can also be beneficial for acquiring mainstream jobs. Through community mobilization and awareness sessions, the project successfully increased the interest of parents and communities in girls' education. This sensitization is expected to empower community members to advocate for girls' education beyond the project's lifespan. The project data also illustrates that active participation of communities in SMC activities, parent-teacher meetings

and sensitisation sessions also showed high interest level of local people towards girls' education. This high interest level of communities and good attendance rates of girls represented efficient results of community mobilisation and advocacy activities.

The cost analysis of the ACTED intervention indicates that the per GEC learners cost was GBP 114.79 in the LNGB project. In contrast, the per learners cost indicated by the SELD-NFE Department was GBP 218⁵⁵. This suggests that ACTED's per learner cost was lower than that of the government institute, indicating that the project achieved good value for money.

6.3 Effectiveness as part of ACTED ALP intervention:

With regards to the project's effectiveness, EE/GLOW conducted an analysis to determine whether ACTED was successful in achieving the intended learning objectives. The analysis showed a noteworthy improvement in the average literacy and numeracy score from baseline to endline. The English literacy score increased from 6.52 at baseline to 85.84 at endline, while the Urdu literacy score improved from 12.28 at baseline to 82.90 at endline. Moreover, the Sindhi literacy score increased from 20.22 at baseline to 89.35 at endline. Additionally, the average numeracy score of GEC learners improved by 58.88 percentage points from baseline to endline, with scores rising from 27.46 at baseline to 86.34 at endline.

The project's effectiveness was also evident from the attendance data, which indicated that attendance of 77% GEC learners was more than 70% per month in the ALP learning spaces, underscoring the interest of GEC learners and their families in girls' education. Teaching methodologies also improved significantly, with a rise from 55% at baseline to 73% at endline. This was apparent in the improvement in teacher preparation, clarity of content/teacher knowledge, student engagement, and classroom management. Similarly, the results showed an increase in parental support from baseline (4.58 out of 5) to endline (4.66 out of 5), which had a positive impact on the learning outcomes of GEC learners. In conclusion, the findings suggest that the project has been successful in achieving most of its intended outcomes.

6.4 Sustainability as part of ACTED ALP intervention:

There are several factors that contribute to the sustainability of the ACTED project. The project has successfully ensured the participation of girls from targeted areas. To facilitate the transition, the project staff will be oriented on the transitioning approach and SEF's academic model once the formalization process is complete. After completing elementary level education from SEF schools⁵⁶, ACTED intends to enroll GEC learners in the higher secondary distant learning program of AIOU. ACTED has already initiated discussions with the University to make this possible. This intervention will provide GEC learners with the opportunity to pursue higher education. The project's objective is to engage GEC learners and community members in bringing about long-term change in community perceptions and behaviours. Teachers, community members and government stakeholders have also been sensitized on safeguarding and child protection mechanisms, and have been given necessary tools to counter issues such as bullying, corporal punishment and gender discrimination. Other implementing partners in the area have also been given these training sessions, along with IEC materials to be re-produced for their local context focusing on mandatory reporting and referral pathways. Reporting channels (CRM) will remain active to

⁵⁵ As per project data, SELD-NFE Department/Sindh Education Department allocates PKR 1500 per child subsidy/month + PKR 300 stationery cost per child/month. Total per child cost/ month = 1800 PKR/ 7GBP. Total per child cost for 30 month long programme =1800x30=54,000 PKR/ 218 GBP

⁵⁶ SEF will continue their interventions in the existing ACTED established learning spaces i.e. these learning spaces will become SEF schools/learning spaces. However, SEF may not continue with all the learning spaces established by ACTED.

ensure community can highlight any concerns/feedback even beyond protect timeline. Moreover, the teachers have been trained to enhance their teaching skills and supporting mental health psychosocial support needs of their students, which can have a positive impact on their future career prospects and the future generation of learners.

7. Conclusions

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

7.1 Learning outcomes

Learning assessments were conducted utilizing EGRA English, Urdu, and Sindhi, as well as EGMA. The results demonstrate a statistically significant increase in literacy and numeracy learning scores from baseline to endline. Furthermore, the trends illustrate a considerable decrease in the number of GEC learners categorized as non-learners. Despite a significant improvement in proficient learners for most subtasks in EGRA English, Urdu, and Sindhi, GEC learners faced difficulties in subtask 4b - reading comprehension, and subtask 5 - writing dictation. However, there was a substantial decrease in the percentage of GEC learners classified as non-learners for subtasks 1- listening comprehension, subtask 2a - letter name knowledge, subtask 2b - letter sound identification, subtask 3 - familiar word reading, and subtask 4a - oral reading fluency.

In addition, there was a significant increase in the average numeracy score from baseline to endline. However, the endline score was comparatively lower for subtask 3 - missing numbers, and subtask 6 - word problems, in contrast to other EGMA subtasks. Additionally, for EGMA, there was a noteworthy reduction in the number of GEC learners categorized as non-learners from baseline to endline.

7.2 Transition outcome

The project data indicates that 95% (1048) girls has successfully awarded NFE certificates after passing the government exams and are eligible to enrol in SEF's post-primary programme.

7.3 Sustainability outcome

The sustainability aspects of the project have been evaluated at three levels: community, school, and system level. At the community level, a positive change has been observed in the community's attitude and behaviour towards girls' education. This increased awareness has led to parents ensuring that GEC girls who are part of the ALP programme attend classes regularly. In addition, parents and caregivers are providing support to GEC learners to continue their studies at the learning spaces. The qualitative notes also suggest that SMCs have played a significant role in improving enrolment and attendance in the project. At the school level, an agreement has been signed with SEF to transform the current ALP learning spaces into SEF learning spaces. This transition will allow GEC girls to continue studying post-primary approved curriculum packages D and E. At the system level, GEC teachers have been provided with guidance on how to obtain mainstream jobs in the government sector. However, the GEC teachers are more inclined to continue teaching in the learning spaces to assist their community. These teachers have already received training and have produced positive results in the form of recorded performances of GEC learners in literacy and numeracy. Therefore, the project needs to advocate with SELD and SEF to retain them in the learning spaces.

7.4 Intermediate outcome findings

IO-1 Attendance: The EE/GLOW data indicates that the average attendance rate at the learning space surpassed the target set for endline evaluation, with an increase from the baseline of 73.7% to 78.2% at the endline. Additionally, project data reveals that 77% of GEC learners were able to maintain an attendance rate of 70% or higher throughout the duration of the project. Analysis showed higher attendance was correlated with higher learning performance of the GEC learners.

IO-2 Improved quality of learning: The findings suggest an improvement in teaching methodologies at the endline (73%) compared to the baseline (55%). This progress is evident in various areas, such as lesson preparation by teachers, improved communication of lesson plans to GEC learners, and increased proficiency in introducing topics, providing clear instructions, and managing classroom. Additionally, the physical learning environment was found to be conducive to learning. Analysis found that learning centres with better teaching methodologies also had higher learning results.

IO-3 Life skills: The results indicate an increase in life skills from baseline (2.27) to endline (2.32). Additionally, the endline data also demonstrates that the life skills score has increased for five subgroups. These subgroups consist of GEC learners aged 10 years and below, , girls without disabilities, girls not involved in income generation activities, girls who had dropped out of school and girls who had never been enrolled in schools. Analysis found girls with higher life skills scores had higher learning scores.

IO-4 Parental Support: According to the endline results, there was an increase in the average score of the parent support index from 4.58 at the baseline to 4.66 out of 5 at the endline. This suggests that there was a high level of support for education among the parents. Additionally, the mean score of parental support also increased at the endline compared to the baseline, particularly in relation to the education, transition, and livelihood opportunities of marginalized girls.

7.5 Value for Money

The intended outcomes of the project were successfully achieved, as demonstrated by various improvements. Specifically, there were statistically significant increases in the average learning scores for EGRA English, Urdu, and Sindhi, as well as EGMA, from the baseline to the endline. Additionally, there were small increases in life skills and parental support from the baseline to the endline. The quality of learning also improved significantly, with improvements in teachers' preparation, teachers' knowledge, students' engagement, and classroom management. In terms of cost analysis, ACTED's per GEC learner cost was lower than that of the government's provincial institute SELD-NFE department.

8. Suggestions and Recommendations

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

1. Classroom Level

- i. **Focus on Reading Comprehension and Writing Dictation in the English, Urdu and Sindhi language classes:** The endline assessment showed a significant improvement in the performance of GEC learners in English, Urdu, and Sindhi languages. However, the results revealed consistently low performance in two subtasks of EGRA English, Urdu, and Sindhi: reading comprehension and writing dictation. To enhance the proficiency of GEC learners in these languages, additional tasks/assignments in the future projects should be included in the daily classroom plan. Additionally, teachers need further training and capacity building in future projects to improve the reading comprehension and writing dictation performance of GEC learners in English, Urdu, and Sindhi languages.
- ii. **Focus on missing numbers and word problems in Mathematics:** The GEC learners have made significant progress in their performance in numeracy. However, these learners are still encountering difficulties when it comes to solving problems related to missing numbers and words in the EGMA task. To address this issue, EE/GLOW Consultants recommends incorporating additional tasks/assignments in future projects focused on missing numbers and words into the daily classroom plan. These tasks/assignments will help improve the learners' skills in identifying number patterns and enhance their understanding of conceptual and real-world mathematics. In order to further enhance the skills of the GEC learners in these subtasks, it is necessary to provide more rigorous capacity building and teacher training in future projects.
- iii. **Focus on girls with disabilities in the learning spaces:** The educational performance of GEC learners with disabilities has shown improvement in both literacy and numeracy courses when compared to the baseline. However, the performance of this group remains lower than that of all other subgroups. Considering this, EE/GLOW has recommended that the project accelerate its efforts to improve the educational outcomes of GEC learners with disabilities to a level that is comparable to the GEC learners with no disability. Moreover, in future projects, teachers can be provided with additional guidance such as specific teaching skills and inclusive classroom management to monitor children's progress in relation to the other students in the classroom.

2. Community Level:

- iv. **Effectiveness of attendance:** The results demonstrate that a higher attendance rate has a positive correlation with the learning performance of GEC learners. Thus, it is recommended that future projects continue to prioritize efforts to improve attendance rates in order to achieve better learning outcomes. These efforts may include establishment of learning spaces in the close proximity, flexible timings, better quality of education, and the implementation of conducive and play-based learning activities.

3. Project level:

- v. **Upload the ALP curriculum and learning materials:** The project has achieved significant improvements in the learning outcomes of GEC learners. Consequently, it is recommended to consider uploading the ALP curriculum and additional learning resources on a dedicated website, if feasible. Doing so would enable future education projects in Pakistan or Sindh to leverage these materials and avoid having to start from scratch. Though, the project adopted the non-formal education prescribed curriculum

and syllabus; and shared project-developed supplementary teaching and learning material with SEF. Similarly, the project has also shared it with different NGOs and INGOS working on NFE such as Japan International Cooperation Agency and Aga Khan Education Services.

- vi. **Advocacy for the recruitment of GEC Teachers:** The project must engage in advocacy efforts with the SELD and SEF to retain GEC teachers in learning spaces as they have already received training and have demonstrated positive results in improving literacy and numeracy among their students. This action will also contribute to the achievement of sustainability indicator 3.6 of Outcome 3, which pertains to the absorption of learning space teachers into mainstream jobs.
- vii. **Advocacy to retain all learning spaces:** In order to ensure that all GEC learners can continue their education, it is necessary for the project to engage in advocacy efforts with both the SELD and SEF organizations to retain all learning spaces. Such an approach holds the potential to pave the way for continued education opportunities for all GEC learners, particularly those who may have been marginalized or left behind. Additionally, by accomplishing this goal, the project will align with the overarching GEC agenda i.e., Leave No Girl Behind.
- viii. **Enhancement of project monitoring on teaching methodologies and life skills activities:** The current trends show a relationship between teaching methodologies, life skills, and their impact on the learning outcomes of GEC learners. This is evident from the analysis presented in section 5.2 of IO-2: Improved Quality of Learning and section 5.3 of IO-3: Marginalised girls have increased life skills. Research indicates that the use of effective pedagogical methods and the promotion of life skills has a positive effect on the learning performance of GEC learners. Therefore, it is recommended that future programming conducts more frequent monitoring to identify learning spaces where appropriate teaching techniques and life skills are not being adequately implemented. This will enable organization of refresher training and peer-to-peer sessions to enhance the capacity of teachers in these learning spaces. Such interventions will also help to improve the quality of education and enhance the learning outcomes of GEC learners.

4. Programme Level

- ix. **Separate project logframe for different programme streams:** The current logframe presents a considerable degree of ambiguity due to its overcrowded structure and lack of readability, as it incorporates both ALP and L&N outcomes. Thus, it is advised to enhance its readability and user-friendliness by segmenting it into distinct program streams in the future projects. The simpler the logframe, the more effortless it becomes to insert and comprehend the information.

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	Section 4.1 Outcome 1 –Learning
Annex 5	Logframe and Medium-Term Response Plan Output Monitoring Framework	Table 35: Outcome 1 - Learning indicators as per the log frame Table 37: Outcome 2 - Transition indicator as per the log frame Table 38: Outcome 3 - Sustainability indicators as per the log frame Table 39: Intermediate outcome (IO1- Attendance) indicators as per the log frame Table 45: Intermediate outcome-2- quality education indicators as per the log frame Table 51: Supplementary table – Life skills analytical model results Table 53: Intermediate outcome-4- Parental support indicator as per log frame
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 13	Learning and Transition Beneficiaries	Annex 13: Learning and Transition Beneficiaries
Annex 14	Project Management Response	Annex 14: Project Management Response

Annex 2: Key barriers to learning and schooling of girls

The table listed the key barriers identified by the parents/caregivers in the baseline report, all these barriers are explained in detail.

Table 55: Barriers affecting girls' education

Baseline		
Barrier category	Barrier Description	% of sample affected by this barrier
Economic	School does not help in finding a good job	66.8%
Economic	There is not enough money to pay the costs of schooling	41.8%
Cultural	The girl is not mature enough to attend school ⁵⁷	41.5%
Physical / Service Delivery	To attend school, girls need assistive devices / technology such as braille textbook, hearing aid, wheel chair etc. that are not available	38.5%
Physical / Service Delivery	To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available	35.3%
Cultural	Schooling is not important for girls	34.5%
Economic	Girl needs to work, earn money or help out at home	32.0%
Physical / Service Delivery	Child says they are mistreated / bullied by other students	29.8%
Physical / Service Delivery	Transport services are inadequate	29.0%
Cultural	The girl has already completed enough schooling ⁵⁸	26.3%
Cultural	Girl is not interested in going to school	25.3%
Physical / Service Delivery	The school does not have programme that meets girl learning Needs	20.3%
Cultural	No one available to travel with the girl to/from school	19.5%
Physical / Service Delivery	School is too far away	17.3%
Cultural	It is unsafe for girls to travel to/from school	15.0%
Physical / Service Delivery	Teachers do not know how to teach	11.8%
Physical / Service Delivery	It is unsafe for girl to be in school	11.5%
Physical / Service Delivery	Girl has a health condition that prevents her from going to School	11.3%
Physical / Service Delivery	Girl cannot use toilet at the school	5.3%
Cultural	The girl has a child or is about to have a child	5.0%
Physical / Service Delivery	Child cannot move around the school or classroom	4.8%

⁵⁷ Culturally girls are dependent on the male members to go to any place outside of their village.

⁵⁸ It is important to note that many parents considered that for girls having basic Quranic/religious learning is sufficient for them. This basic Quranic teaching the girls normally receive at home or in close neighbourhood.

Cultural	Girl is too old to attend school	4.3%
Physical / Service Delivery	Child says teachers mistreat her at school	3.5%
Physical / Service Delivery	Child was refused entry/admission into the school ⁵⁹	3.0%
Cultural	Girl is married or about to get married	2.0%

Table 56: Evaluation sample intersectionality between subgroups and barriers



Barriers_Intersection
Table.xlsx

⁵⁹ For child admission, the schools asks for documents such as CNICs of the parents, birth certificate of the child, school leaving certificate etc. which sometimes becomes a constraint to admit their child in school in far flung rural and poor communities.

Annex 3: Additional Analysis on Literacy and Numeracy Tasks

The percentage means the score is computed for all the subtasks of EGRA Sindhi, EGRA Urdu, 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.

Table 57: Literacy and numeracy score aggregate averages at task and subtask level across baseline and endline for older and younger aged groups

Task / Subtask	Baseline		Endline	
	Age 10 years and below	Age 11 Years and above	Age 10 years and below	Age 11 Years and above
EGRA English				
Overall	6.39	6.70	85.69	86.05
Subtask 1 - Listening Comprehension	11.14	11.10	86.15	86.43
Subtask 2 – Letter Name/ Sound Identification	18.36	21.20	95.49	95.91
Subtask 3 - Familiar Word Reading	2.62	4.92	85.63	83.93
Subtask 4a - Oral Reading Fluency	2.72	2.12	89.82	88.58
Subtask 4b - Reading comprehension	2.17	0.86	81.54	80.86
Subtask 5 – Writing/ Dictation	1.32	0.00	75.51	80.61
EGRA Urdu				
Overall	12.13	12.47	84.36	80.88
Subtask 1 - Listening Comprehension	50.84	50.91	88.62	86.29
Subtask 2a – Letter Names Knowledge	18.58	19.74	94.36	89.93
Subtask 2b – Letter/ Syllable Sound Identification	6.58	6.27	91.81	87.59
Subtask 3 - Familiar Word Reading	4.55	5.27	83.22	76.53
Subtask 4a - Oral Reading Fluency	1.27	2.01	85.89	80.77
Subtask 4b - Reading Comprehension	1.85	1.93	80.10	75.71
Subtask 5 - Writing/ Dictation	1.25	1.17	66.50	69.34
EGRA Sindhi				
Overall	18.58	22.41	89.23	89.52
Subtask 1 - Listening Comprehension	68.47	73.80	94.87	91.25
Subtask 2a – Letter Names Knowledge	36.02	46.18	97.01	97.92
Subtask 2b – Letter/ Syllable Sound Identification	9.45	13.20	96.02	97.58
Subtask 3 - Familiar Word Reading	6.29	8.48	88.38	88.24
Subtask 4a - Oral Reading Fluency	3.86	6.04	91.41	92.67
Subtask 4b - Reading Comprehension	3.61	5.78	86.77	86.71
Subtask 5 - Writing/ Dictation	2.36	3.41	70.15	72.26
EGMA				
Overall	23.85	32.26	85.88	86.99
Subtask 1 – Numbers Identification	32.89	44.39	90.31	88.11

Subtask 2 – Numbers Discrimination	36.22	45.61	92.67	90.64
Subtask 3 - Missing Numbers	19.20	26.68	70.46	75.79
Subtask 4a - Addition Level 1	25.88	32.86	91.92	93.54
Subtask 4b - Addition Level 2	26.77	35.12	90.09	90.00
Subtask 5a - Subtraction Level 1	19.10	26.18	90.28	93.29
Subtask 5 - Subtraction Level 2	18.74	26.92	87.69	89.76
Subtask 6 - Word Problems	11.98	20.32	73.59	74.76

Table 58: Literacy score subtask averages across baseline and endline (EGRA English)

Evaluation Points	Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Subtask 1 - Listening Comprehension	11.12	86.27	75.15	0.000	Y
Subtask 2 Letter Name/ Sound Identification	19.58	95.66	76.08	0.000	Y
Subtask 3 - Familiar Word Reading	3.61	84.92	81.31	0.000	Y
Subtask 4a - Oral Reading Fluency	2.47	89.30	86.83	0.000	Y
Subtask 4b - Reading Comprehension	1.61	81.25	79.64	0.000	Y
Subtask 5 Writing / Dictation	0.75	77.64	76.89	0.000	Y

Table 59: Literacy Zero Score (by subtask) across Baseline and Endline (EGRA English)

Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value ⁶⁰	Statistically significant difference (Y/N)
Subtask 1 – Listening Comprehension	78.0%	3.0%	0.00	Y
Subtask 2 Letter Name/ Sound Identification	48.9%	1.8%	0.00	Y
Subtask 3 – Familiar Word Reading	83.3%	2.7%	0.00	Y
Subtask 4a – Oral Reading Fluency	92.0%	2.4%	0.00	Y
Subtask 4b – Reading Comprehension	96.6%	7.2%	0.00	Y
Subtask 5 – Writing / Dictation	98.2%	9.0%	0.00	Y
Source: EGRA English N= 436 BL and 335 EL				

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

Evaluation Points	Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Subtask 1 - Listening Comprehension	50.87	87.64	36.77	0.000	Y
Subtask 2a - Letter Name Knowledge	19.08	92.51	73.43	0.000	Y
Subtask 2b - Letter / Syllable Sound Identification	6.45	90.05	83.60	0.000	Y
Subtask 3 - Familiar Word Reading	4.86	80.42	75.57	0.000	Y
Subtask 4a - Oral Reading Fluency	1.59	83.75	82.16	0.000	Y
Subtask 4b - Reading Comprehension	1.88	78.27	76.39	0.000	Y
Subtask 5 Writing / Dictation	1.21	67.69	66.47	0.000	Y

Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value ⁶¹	Statistically significant difference (Y/N)
Subtask 1 – Listening Comprehension	16.5%	6.0%	0.000	Y
Subtask 2a – Letter Name Knowledge	55.3%	3.3%	0.000	Y
Subtask 2b – Letter / Syllable Sound Identification	72.2%	4.2%	0.000	Y
Subtask 3 – Familiar Word Reading	87.2%	8.1%	0.000	Y
Subtask 4a – Oral Reading Fluency	95.0%	8.1%	0.000	Y
Subtask 4b – Reading Comprehension	96.3%	11.3%	0.000	Y
Subtask 5 – Writing / Dictation	97.5%	21.2%	0.000	Y

Source: EGRA Urdu
N= 436 BL and 335 EL

Evaluation Points	Baseline literacy score	Endline literacy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Subtask 1 - Listening Comprehension	70.76	93.36	22.60	0.000	Y
Subtask 2a Letter Name Knowledge	40.38	97.39	57.01	0.000	Y
Subtask 2b Letter / Syllable Sound Identification	11.06	96.67	85.61	0.000	Y
Subtask 3 - Familiar Word Reading	7.23	88.32	81.09	0.000	Y
Subtask 4a - Oral Reading Fluency	4.80	91.94	87.14	0.000	Y

⁶¹ Chi-square test is used for statistical significance difference.

Subtask 4b - Reading Comprehension	4.54	86.75	82.20	0.000	Y
Subtask 5 Writing / Dictation	2.81	71.03	68.22	0.000	Y

Table 63: Literacy Zero Score (by subtask) across Baseline and Endline (EGRA Sindhi)

Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value ⁶²	Statistically significant difference (Y/N)
Subtask 1 – Listening Comprehension	7.8%	4.5%	0.061	N
Subtask 2a – Letter Name Knowledge	23.2%	1.2%	0.000	Y
Subtask 2b – Letter / Syllable Sound Identification	60.3%	1.8%	0.000	Y
Subtask 3 – Familiar Word Reading	77.8%	1.8%	0.000	Y
Subtask 4a – Oral Reading Fluency	87.8%	1.8%	0.000	Y
Subtask 4b – Reading Comprehension	91.3%	2.1%	0.000	Y
Subtask 5 – Writing / Dictation	94.7%	9.9%	0.000	Y

Source: EGRA Sindhi
N= 436 BL and 335 EL

Table 64: Numeracy score subtask averages across baseline and endline (EGMA)

Subtasks	Baseline literacy score	Endline numeracy score	Difference from baseline to endline	p-value	Statistically significant difference (Y/N)
Subtask 1 – Numbers Identification	37.82	89.39	51.57	0.000	Y
Subtask 2 – Quantity Discrimination	40.25	91.82	51.57	0.000	Y
Subtask 3 - Missing Numbers	22.41	72.69	50.28	0.000	Y
Subtask 4a - Addition Level 1	28.88	92.60	63.72	0.000	Y
Subtask 4b - Addition Level 2	30.35	90.05	59.70	0.000	Y
Subtask 5a - Subtraction Level 1	22.13	91.54	69.41	0.000	Y
Subtask 5b - Subtraction Level 2	22.25	88.56	66.31	0.000	Y
Subtask 6 - Word Problems	15.56	74.08	58.52	0.000	Y

⁶² Chi-square test is used for statistical significance difference.

Table 65: Numeracy zero score (by subtask) across baseline and endline (EGMA)

Task / Subtask	Non-learners (Baseline)	Non-learners (Endline)	p-value ⁶³	Statistically significant difference (Y/N)
Subtask 1 – Numbers Identification	24.8%	2.4%	0.000	Y
Subtask 2 – Quantity Discrimination	37.5%	2.1%	0.000	Y
Subtask 3 - Missing Numbers	45.2%	2.1%	0.000	Y
Subtask 4a - Addition Level 1	53.2%	2.1%	0.000	Y
Subtask 4b - Addition Level 2	65.8%	4.5%	0.000	Y
Subtask 5a - Subtraction Level 1	65.1%	2.4%	0.000	Y
Subtask 5b - Subtraction Level 2	74.3%	5.1%	0.000	Y
Subtask 6 - Word Problems	73.9%	7.8%	0.000	Y
Source: EGMA N= 436 BL and 335 EL				

⁶³ Chi-square test is used for statistical significance difference.

Annex 4: Additional Life Skills Analysis















Table 66: Life skills results by subgroup (median of 2.27 out of 3.00 of baseline)

Attribute	Score	All GEC learners in the sample		Sub-group															
				Age 10 years and below		Age 11 years and above		Girls with disabilities		Girls with no disabilities		Girls engaged in income generation activities		Girls not engaged in income generation activities		OOS – Dropped out		OOS – Never been enrolled	
		BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	Lower Proportion	50.7%	45.1%	51.8%	43.6%	49.2%	47.1%	61.9%	61.8%	49.5%	43.2%	37.5%	50.0%	51.2%	44.8%	51.6%	51.0%	50.5%	44.0%
	Higher Proportion	49.3%	54.9%	48.2%	56.4%	50.8%	52.9%	38.1%	38.2%	50.5%	56.8%	62.5%	50.0%	48.8%	55.2%	48.4%	49.0%	49.5%	56.0%
Confidence	Lower Proportion	32.1%	28.7%	34.5%	31.3%	28.9%	25.0%	31.0%	35.3%	32.2%	27.9%	12.5%	31.3%	32.9%	28.5%	29.0%	23.5%	32.6%	29.6%
	Higher Proportion	67.9%	71.3%	65.5%	68.7%	71.1%	75.0%	69.0%	64.7%	67.8%	72.1%	87.5%	68.8%	67.1%	71.5%	71.0%	76.5%	67.4%	70.4%
Communications	Lower Proportion	38.3%	33.7%	38.6%	33.3%	38.0%	34.3%	40.5%	47.1%	38.1%	32.2%	31.3%	43.8%	38.6%	33.2%	40.3%	41.2%	38.0%	32.4%
	Higher Proportion	61.7%	66.3%	61.4%	66.7%	62.0%	65.7%	59.5%	52.9%	61.9%	67.8%	68.8%	56.3%	61.4%	66.8%	59.7%	58.8%	62.0%	67.6%
Emotional management	Lower Proportion	44.3%	30.1%	46.6%	30.8%	41.2%	29.3%	57.1%	35.3%	42.9%	29.6%	25.0%	50.0%	45.0%	29.2%	46.8%	35.3%	43.9%	29.2%
	Higher Proportion	55.7%	69.9%	53.4%	69.2%	58.8%	70.7%	42.9%	64.7%	57.1%	70.4%	75.0%	50.0%	55.0%	70.8%	53.2%	64.7%	56.1%	70.8%
Decision making	Lower Proportion	81.0%	66.0%	81.5%	64.6%	80.2%	67.9%	83.3%	67.6%	80.7%	65.8%	75.0%	87.5%	81.2%	64.9%	85.5%	56.9%	80.2%	67.6%
	Higher Proportion	19.0%	34.0%	18.5%	35.4%	19.8%	32.1%	16.7%	32.4%	19.3%	34.2%	25.0%	12.5%	18.8%	35.1%	14.5%	43.1%	19.8%	32.4%
Problem solving	Lower Proportion	34.9%	35.8%	34.9%	38.5%	34.8%	32.1%	50.0%	50.0%	33.2%	34.2%	12.5%	50.0%	35.7%	35.1%	37.1%	45.1%	34.5%	34.2%
	Higher Proportion	65.1%	64.2%	65.1%	61.5%	65.2%	67.9%	50.0%	50.0%	66.8%	65.8%	87.5%	50.0%	64.3%	64.9%	62.9%	54.9%	65.5%	65.8%
Health and hygiene	Lower Proportion	4.8%	29.9%	6.8%	32.8%	2.1%	25.7%	9.5%	35.3%	4.3%	29.2%	6.3%	31.3%	4.8%	29.8%	3.2%	39.2%	5.1%	28.2%
	Higher Proportion	95.2%	70.1%	93.2%	67.2%	97.9%	74.3%	90.5%	64.7%	95.7%	70.8%	93.8%	68.8%	95.2%	70.2%	96.8%	60.8%	94.9%	71.8%
Awareness about rights	Lower Proportion	37.8%	40.0%	39.0%	41.0%	36.4%	38.6%	38.1%	50.0%	37.8%	38.9%	18.8%	56.3%	38.6%	39.2%	43.5%	41.2%	36.9%	39.8%
	Higher Proportion	62.2%	60.0%	61.0%	59.0%	63.6%	61.4%	61.9%	50.0%	62.2%	61.1%	81.3%	43.8%	61.4%	60.8%	56.5%	58.8%	63.1%	60.2%
Awareness about child protection and safeguarding	Lower Proportion	46.8%	49.9%	50.6%	51.3%	41.7%	47.9%	31.0%	55.9%	48.5%	49.2%	31.3%	50.0%	47.4%	49.8%	51.6%	56.9%	46.0%	48.6%
	Higher Proportion	53.2%	50.1%	49.4%	48.7%	58.3%	52.1%	69.0%	44.1%	51.5%	50.8%	68.8%	50.0%	52.6%	50.2%	48.4%	43.1%	54.0%	51.4%
Inclusion	Lower Proportion	34.2%	48.7%	32.9%	48.7%	35.8%	48.6%	50.0%	58.8%	32.5%	47.5%	12.5%	56.3%	35.0%	48.3%	33.9%	54.9%	34.2%	47.5%
	Higher Proportion	65.8%	51.3%	67.1%	51.3%	64.2%	51.4%	50.0%	41.2%	67.5%	52.5%	87.5%	43.8%	65.0%	51.7%	66.1%	45.1%	65.8%	52.5%
Concentration attention memory	Lower Proportion	99.8%	63.6%	100.0%	60.0%	99.5%	68.6%	100.0%	76.5%	99.7%	62.1%	100.0%	62.5%	99.8%	63.6%	100.0%	76.5%	99.7%	61.3%
	Higher Proportion	0.2%	36.4%	0.0%	40.0%	0.5%	31.4%	0.0%	23.5%	0.3%	37.9%	0.0%	37.5%	0.2%	36.4%	0.0%	23.5%	0.3%	38.7%
Collaboration	Lower Proportion	38.1%	53.7%	39.0%	55.9%	36.9%	50.7%	38.1%	70.6%	38.1%	51.8%	25.0%	56.3%	38.6%	53.6%	48.4%	56.9%	36.4%	53.2%
	Higher Proportion	61.9%	46.3%	61.0%	44.1%	63.1%	49.3%	61.9%	29.4%	61.9%	48.2%	75.0%	43.8%	61.4%	46.4%	51.6%	43.1%	63.6%	46.8%

Table 67: Life skills results by subgroup (mean percentage score)

Attribute	All GEC learners in the sample		Sub-group															
			Age 10 years and below		Age 11 years and above		Girls with disabilities		Girls with no disabilities		Girls engaged in income generation activities		Girls not engaged in income generation activities		OOS – Dropped out		OOS – Never been enrolled	
	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL	BL	EL
Overall	72.19	74.93	71.76	75.45	72.75	74.20	70.03	70.25	72.42	75.45	75.86	73.63	72.05	74.99	71.48	72.05	72.31	75.44
Confidence	78.06	79.88	77.31	80.48	79.06	79.05	76.32	75.82	78.24	80.34	80.56	79.51	77.96	79.90	78.14	79.08	78.04	80.03
Communications	78.38	80.85	78.15	81.71	78.70	79.64	77.78	76.47	78.45	81.34	81.77	80.73	78.25	80.85	79.97	77.94	78.12	81.37
Emotional management	72.20	76.95	70.95	76.81	73.86	77.14	66.93	75.16	72.76	77.15	77.08	67.36	72.01	77.43	70.07	72.55	72.55	77.74
Decision making	57.22	71.27	58.27	71.15	55.84	71.43	51.19	66.42	57.87	71.82	61.46	66.15	57.06	71.53	54.57	70.92	57.67	71.33
Problem solving	75.92	75.39	75.46	75.38	76.53	75.40	66.93	71.57	76.88	75.82	84.03	70.83	75.61	75.62	76.35	69.06	75.85	76.53
Health and hygiene	92.10	81.06	91.88	80.06	92.39	82.46	91.27	76.47	92.19	81.58	91.67	78.47	92.12	81.19	94.80	78.87	91.65	81.46
Awareness about rights	75.15	72.84	74.43	72.99	76.11	72.62	75.13	70.59	75.16	73.09	84.03	70.14	74.81	72.97	71.86	72.33	75.70	72.93
Awareness about child protection and safeguarding	71.51	70.45	70.01	71.45	73.50	69.05	73.02	63.73	71.35	71.21	75.00	72.92	71.38	70.32	68.46	68.41	72.02	70.81
Inclusion	77.14	70.15	76.84	71.57	77.54	68.17	72.22	63.73	77.67	70.87	84.03	72.92	76.88	70.01	76.17	66.88	77.30	70.74
Concentration attention memory	48.62	69.27	48.25	71.42	49.13	66.29	48.41	64.71	48.65	69.79	49.17	71.25	48.60	69.17	48.17	64.58	48.70	70.12
Collaboration	78.44	74.33	78.21	74.27	78.74	74.40	79.76	66.67	78.30	75.19	80.21	75.00	78.37	74.29	77.42	69.28	78.61	75.23

Annex 5: Data collection tools used for endline

EGRA English  EGRA English.docx	EGRA Urdu  EGRA Urdu.docx
EGRA Sindhi  EGRA Sindhi.docx	EGMA  EGMA.doc
Core Girl Survey  Core Girl Survey.docx	Household Survey  HH Questionnaire.pdf
Life Skills Assessment  Life Skills Assessment Tool.docx	Learning Space Observation  Learning Space Observation Form.do
Focus Group Discussion with GEC Learners  FGD with GEC Learners 10-13 Years	Focus Group Discussion with Parents / Caregivers  FGD with Parents.docx
Focus Group Discussion with SMCs  FGD with SMCs.docx	In-depth Interview with Teacher  IDI with Teachers.docx
In-depth Interview with Government Officials  IDI with Education Department.docx	In-depth Interview with Project Staff  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 8: Quantitative sampling framework

Learning space	District	Desired sample	Achieved sample in BL	Achieved sample in EL
Abdul Rasheed	Kashmore	20 interviews, average number of GEC learners included in the sample per learning space.	20	9
Abdul Sattar Kandrani	Jacobabad		20	19
Al Habit Khan Gola # 2	Kashmore		20	13
Al Haibat Khan Golo # 1	Kashmore		20	11
Ali Sher Golo	Kashmore		20	13
Allah Rakhiyo Colony	Jacobabad		19	11
Dargah Faiz Pur	Kashmore		20	12
Garhi Sabhayo	Jacobabad		20	20
Gulab Machi # 1	Jacobabad		19	16
Gulab Machi # 2	Jacobabad		20	19
Haji M Fazil Brohi	Jacobabad		20	16
Haq Bahoo Mohallah	Jacobabad		19	19
Janu Belo	Jacobabad		19	10
Juma Khan Dasti	Jacobabad		20	20
Kamal Khan Golo	Kashmore		20	18
Mir Hassan Khan	Jacobabad		20	19
Nadir Colony	Jacobabad		20	11
Naseer Khan	Kashmore		20	7
Phool Bagh	Jacobabad		20	20
Sardar Colony	Jacobabad		20	20
Wahid Bux Bajrani	Kashmore	20	14	
Wahid Bux Talani	Jacobabad	20	18	

Annex 9: Beneficiaries tables

Table 9.1: Direct beneficiaries

	Learners		
	Girls	Boys	Total
L&N Cohort 1 (Sindh)	529	NA	529
L&N Cohort 2 (Sindh)	1094	NA	1094
L&N Cohort 3 (Sindh)	1751	NA	1751
L&N Cohort 4 (KP)	1454	NA	1454
ALP (Sindh)	1100	NA	1100
TVET (Sindh and KP)	1594	NA	1594
Total	5,928		5,928

Table 9.2: Indirect beneficiaries

	Learners ⁶⁴			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	Not applicable	28	4	4	8	529	529	1058	86	79	165
L&N Cohort 2 (Sindh)	1094	1094	2188	42 teachers, 8 support teachers and 30 coaches	Not applicable	87	4	4	8	1094	1094	2188	402	289	691
L&N Cohort 3 (Sindh)	1751	1751	3,502	67 (approx.)	Not applicable	67 (approx.)	4	4	8	2000	2000	4000	268	201	469
L&N Cohort 4 (KP)	1200	1200	2400	48 teachers, 7	Not applicable	79	2	2	4	1200	1200	2400	192	144	336

⁶⁴ Indirect girls and boys which were estimated to benefit through GEC girls (one girl and one boy estimated to benefit from each GEC girl's household.)

				support teachers and 24 coaches											
ALP (Sindh)	1100	1100	2200	39 teachers	Not applicable	39	4	4	8	1100	1100	2200	290	223	513

Table 9.3: Direct beneficiaries by intervention/activity

	Intervention/activity		
	<i>L&N</i>	<i>ALP</i>	<i>TVET</i>
Cohort 1 (Girls)	529	1100	1594
Cohort 2 (Girls)	1094	Not applicable	
Cohort 3 (Girls)	1751	Not applicable	
Cohort 4 (Girls)	1454	Not applicable	

The EE analysed that the number of direct beneficiaries enrolled in the sampled learning spaces (with support from the learning space observation assessment form) also matched with the number of direct beneficiaries in the project dataset.

Annex 10: External Evaluator Declaration



Annex 10 External
Evaluator Declaration

Annex 11: Inception Report



ACTED_LNGB_ALP
Cohort_EL Inception |

Annex 12: Logframe and MTR Output Monitoring Framework



15_LNGB_Project_LogframeSignedOff_on_

Logframe



ACTED_MTR_OP_Framework_V21_FM_Ap|

Output Monitoring Framework

Annex 13: Learning and Transition Beneficiaries

Indicator(s) ⁶⁵	Calculation for # girls learning ⁶⁶	# Girls learning - target ⁶⁷	# Girls learning - actual ⁶⁸
Outcome indicator 1.1: Average literacy result of ALP. girls	1,100 girls Statistically significant improvement in mean score over prior time point	1,100 girls	1,100 girls
Outcome Indicator 1.2: Average numeracy result of ALP girls	1,100 girls Statistically significant improvement in mean score over prior time point	1,100 girls	1,100 girls
Total⁶⁹	1,100 girls	1,100 girls	1,100 girls

Pathways ⁷⁰	Indicator(s) Disaggregated for transition pathways	Calculation for # girls transitioning	# Girls' transition-target	# Girls transitioning - actual
Transition into, progression through school	#/% of ALP graduate learners who obtained NFE certificate are registered in NFE directorate transition plan	770 (70%) of ALP girls who will pass NFE Directorate equivalency examination.	770 (70%) of ALP girls who will pass NFE Directorate equivalency examination.	1048 (95%) GEC ALP learners received NFE certificate after final exam.
	#/% of ALP learners who are unable to pass NFE exams are enrolled/mainstreamed in any existing public or free of cost school	330 (30%) of ALP girls who are unable to pass NFE Directorate equivalency examination.	330 (30%) of ALP girls who are unable to pass NFE Directorate equivalency examination.	52 (5%) GEC ALP learners did not appear in annual exam as they had migrated ⁷¹ . Their transition status is unknown.
Total⁷²		1,100 Girls	1,100 girls	1,048 girls

⁶⁵ This information is extracted from project LFA attached with this report.

⁶⁶ Total number of ALP beneficiaries enrolled as per Table 1 of this report.

⁶⁷ This information is extracted from project LFA attached with this report.

⁶⁸ This information is calculated with the help of table 33 (Outcome 1 – Learning indicators as per the log frame) and total number of beneficiaries (11,000).

⁶⁹ This will be reported in the AR submitted to FCDO.

⁷⁰ Individual project transition pathways may be slightly different than the ones mentioned in this table. Please adapt as applicable for your project and liaise with the FM if required, to determine how to report as per the GEC portfolio pathways.

⁷¹ ALP learners who did not appear in annual exams were migrated to other areas and did not come back till project period.

⁷² This will be reported in the AR to FCDO.

Annex 14: Project Management Response

Learning Outcomes: The external evaluator (EE) reported significant results for the Accelerated Learning Program of Girls' Education Challenge (ALP GEC) cohort in literacy and numeracy subjects. In the English subject, the girls' scores showed a remarkable improvement, with an 79.32% increase from the baseline score (6.52%) to the endline score (85.84%). Similarly, the girls demonstrated substantial progress in Urdu, which was chosen as a supplementary subject to familiarize them with the national language of Pakistan. The Urdu scores improved by 70.62%, rising from the baseline (12.28%) to the endline (82.90%) score. Remarkably, the same positive trend was observed in Sindhi, with a 69.13% improvement from the baseline (20.22%) to the endline (89.35%) score. The numeracy results also showed a significant improvement from baseline to endline scores, with a 58.88% increase. The girls achieved a score of 86.34% in the endline evaluation compared to 27.46% in the baseline evaluation. These findings were validated by ACTED's internal assessment, which revealed that the girls obtained scores of 71.5% in literacy subjects and 83.0% in numeracy. Several factors contributed to these achievements. Attendance records of Acted indicated that 77% (847 out of 1100) of ALP girls maintained over 70% attendance per month throughout the project period, despite facing disastrous floods in 2022. Classroom observations showed that all 39 teachers were rated good or excellent in their teaching and learning methodologies, with 68% (27) of them providing a highly conducive learning environment. The Space Management Committees (SMCs) and parents also played a crucial role in supporting the education of ALP girls. Acted's monitoring data revealed that 97% (38) of the SMCs made efforts to address enrollment and dropout issues, while all 39 SMC members paid visits to the learning space. Additionally, 97% (38) of the SMCs actively highlighted concerns regarding the physical infrastructure of the learning spaces. Furthermore, the external evaluator's endline survey emphasized the significant role played by the SMCs and parents in ensuring the enrollment and attendance of GEC learners.

Transition Outcome: The external evaluator's findings highlighted that, approximately 90% of ALP girls expressed a desire to continue their education, both at the baseline and endline levels. Survey data revealed that all girls with disabilities and those involved in income generation activities were interested in pursuing further education. Notably, the percentage of girls interested in income generation activities decreased from 11% at the baseline to 5% at the endline, indicating an improvement in their interest in continuing their education. Taking into account the consistently high attendance trends observed throughout the project period, Acted made extensive efforts to facilitate the transition of ALP girls into regular educational institutions for further studies. To achieve this, numerous meetings were conducted with the Sindh Education and Literacy Department (SELD) and the Allama Iqbal Open University (AIOU). As a result, Acted successfully signed a Memorandum of Understanding (MoU) with the Sindh Education Foundation, a sub-institute of SELD that provides non-formal and formal education. This MoU ensures the enrollment of all ALP girls into the D and E packages for secondary and higher secondary level education. The ALP girls also demonstrated remarkable performance in the final assessments, with 95% (1048 out of 1100) of them obtaining the pass certificate from SELD's non-formal education directorate. As a result, all of these girls will be enrolled in SEF's schools, furthering their educational opportunities.

Sustainability Outcome: The endline evaluation report highlighted positive changes in communities' perception and behavior towards girls' education, as emphasized by the external evaluator. This positive shift was evident in the high attendance rate of GEC ALP girls, which surpassed the target of 70% and reached 77% at the endline. Feedback from focus group discussions (FGDs) with parents and caregivers revealed their strong support for girls' education. Some parents and caregivers, along with siblings, actively contributed to enhancing their daughters' literacy and numeracy skills. Parents were well aware of the importance of regular attendance and made sure their daughters attended classes

consistently. To actively involve communities in learning space activities, ACTED established Space Management Committees (SMCs). Discussions with the SMCs conducted by the external evaluator indicated their significant role in ensuring the enrollment and attendance of GEC girls. Furthermore, qualitative interview notes revealed that the SMCs expressed a desire to continue their efforts beyond the project's conclusion.

Monitoring data from ACTED showed that 95% of the SMCs remained active in their endeavours to retain GEC learners in learning spaces, and all SMCs ensured safe access to the learning spaces for the girls. The monitoring data further revealed that out of the 39 ALP spaces, 37 (95%) organized monthly parent-teacher meetings. Encouragingly, the participation of women parents remained consistently high throughout the project. A total of 469 women and 22 men parents attended these meetings. These results demonstrate the strong community support for girls' education and learning. ACTED's monitoring data also showed significant male participation in sensitization sessions, with 896 men and boys participating in sessions on girls' education support and inclusion. As a result, 52 ALP girls were successfully mainstreamed into formal schools by their parents in March 2022.