

Final reflections

Achievements and lessons learned

Teach and Educate Adolescent Girls
with Community Help (TEACH)
implemented by International Rescue
Committee (IRC)

PAKISTAN

FEBRUARY 2019 – MARCH 2023



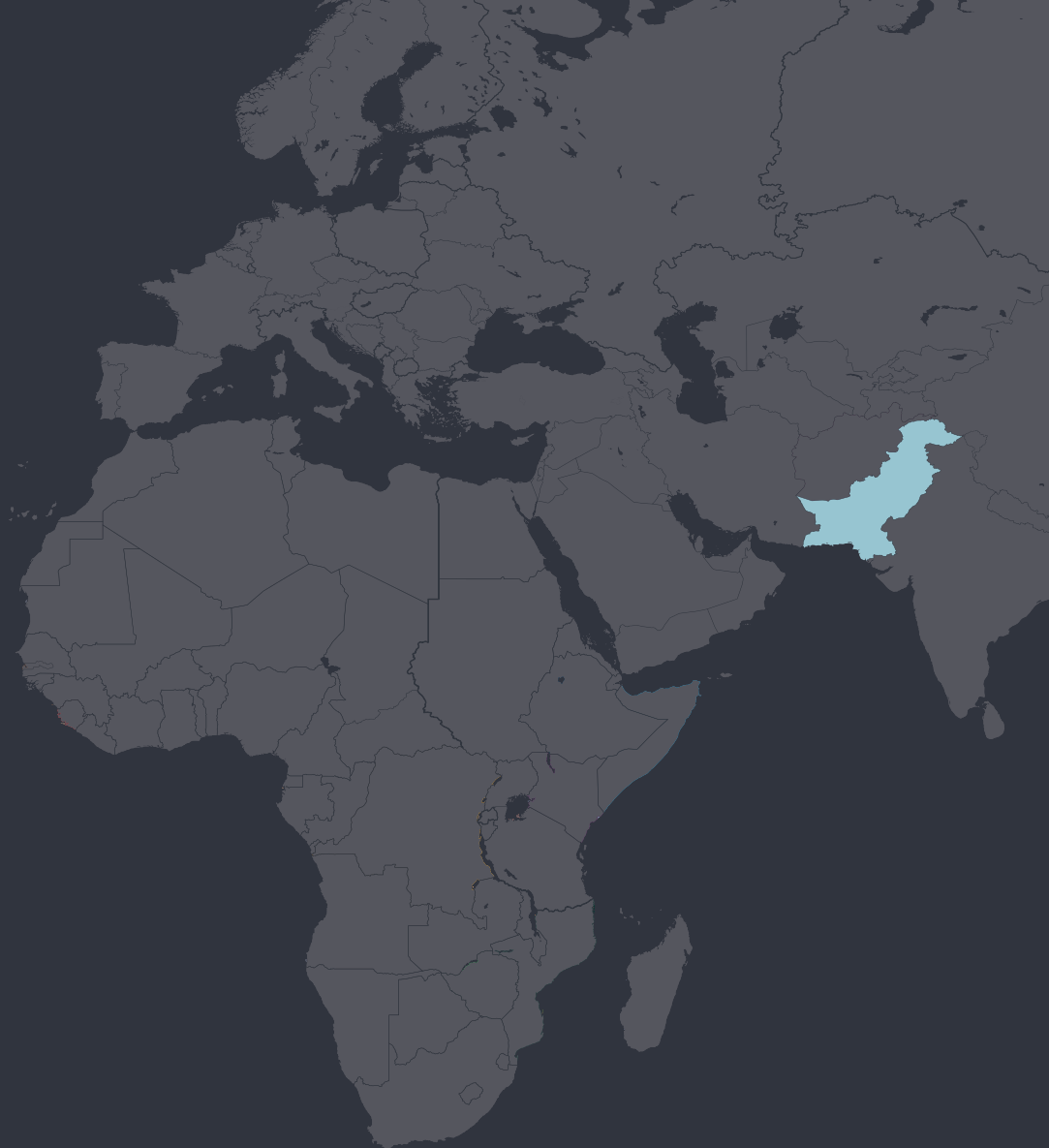
Girls'
Education
Challenge



“Education was merely a dream for me. I had never gone to school, couldn’t hold a pen, yet dreamed of changing fate of other girls like myself through education. Girls’ education in my family is deemed no less than a crime and I paid the price for committing such a crime when I stole my cousin brother’s book to study. Which left me with a broken wrist as a result of the beating my uncle gave me. Years went by, I stopped dreaming of education and schools. Then one day, magic happened some people set up a classroom in the house across mine and started teaching. My life changed the instant I entered that classroom – it was the realization of my dreams. I now help my father at his shop by keeping his finances and also attending to female customers.

Someday in the future, when I will become a successful writer, I will write a book on my journey of education and will share how IRC has supported me in living my dreams.”

A young mother



● Pakistan

What did the TEACH project do?

The education sector in Pakistan faces a multitude of challenges. Globally, Pakistan has the second-highest number of out-of-school children, with approximately 22.8 million between the ages of five and 16 years not attending school.¹ Further exacerbating these figures are the significant disparities in educational indicators between provinces; Baluchistan has the highest number of out-of-school children (47%) and the lowest literacy rate (46%) amongst all provinces.²

The International Rescue Committee (IRC) is implementing the Teach and Educate Adolescent Girls with Community Help (TEACH) project in Baluchistan province of Pakistan. TEACH is a Girls' Education Challenge (GEC) project funded under the Leave No Girl Behind funding window, supporting 29,000 out-of-school girls. It aims to reduce the socio-cultural barriers to girls' education that arise within schools, families, communities and systems.

In Baluchistan, the economic situation is deteriorating and is worse amongst the provinces. Around 71% of the population are multi-dimensionally poor, with the poverty being much worse in rural areas (85%) in comparison to urban areas (38%). The project is targeting highly marginalised out-of-school girls between the ages of 10 and 19 in five districts of Baluchistan province. Settlements in these areas are often remote and hard to reach, and these communities tend to have conservative attitudes towards gender norms, including education for girls and women. These out-of-school girls need access to education, livelihood skills and training, as they have never been to school or have been dropped out. Therefore, they lack basic literacy and numeracy skills.

TEACH aimed to develop safe learning centres for underprivileged, out-of-school girls in the targeted districts. The project included girls that have never been to school or dropped out, who are engaged in income generation, married or pregnant, and girls with disabilities. These interventions were aiming to increase girls' access to education and to improve their learning, transition outcomes and life standards through engagement in more formal education, technical education and employment. The ultimate goal of the project is to help adolescent girls' transition to employment. The project targeted reduction in the barriers associated with education for girls in Baluchistan, through enforcement of the two streams.

1. Learn, with the objective of transitioning to mainstream education
2. Earn, with the objective of employment or self-employment

The project developed a customised accelerated learning curriculum for face-to-face interaction with GEC girls. It developed and aired radio lessons packages to interact with 'Listening Buddies' (see below). It conducted a market assessment and identified potential trades for adolescent girls to increase their livelihood opportunities. Since April 2022, girls have had access to non-formal education through home-based and radio classes in more than 940 villages. The figure below shows the three streams for TEACH and the enrolment and transition objectives for each.

“Education teaches you the difference between right and wrong. I am so happy in this center, as I have made new friends. I can now manage basic calculations. There’s a huge difference in my learning.”

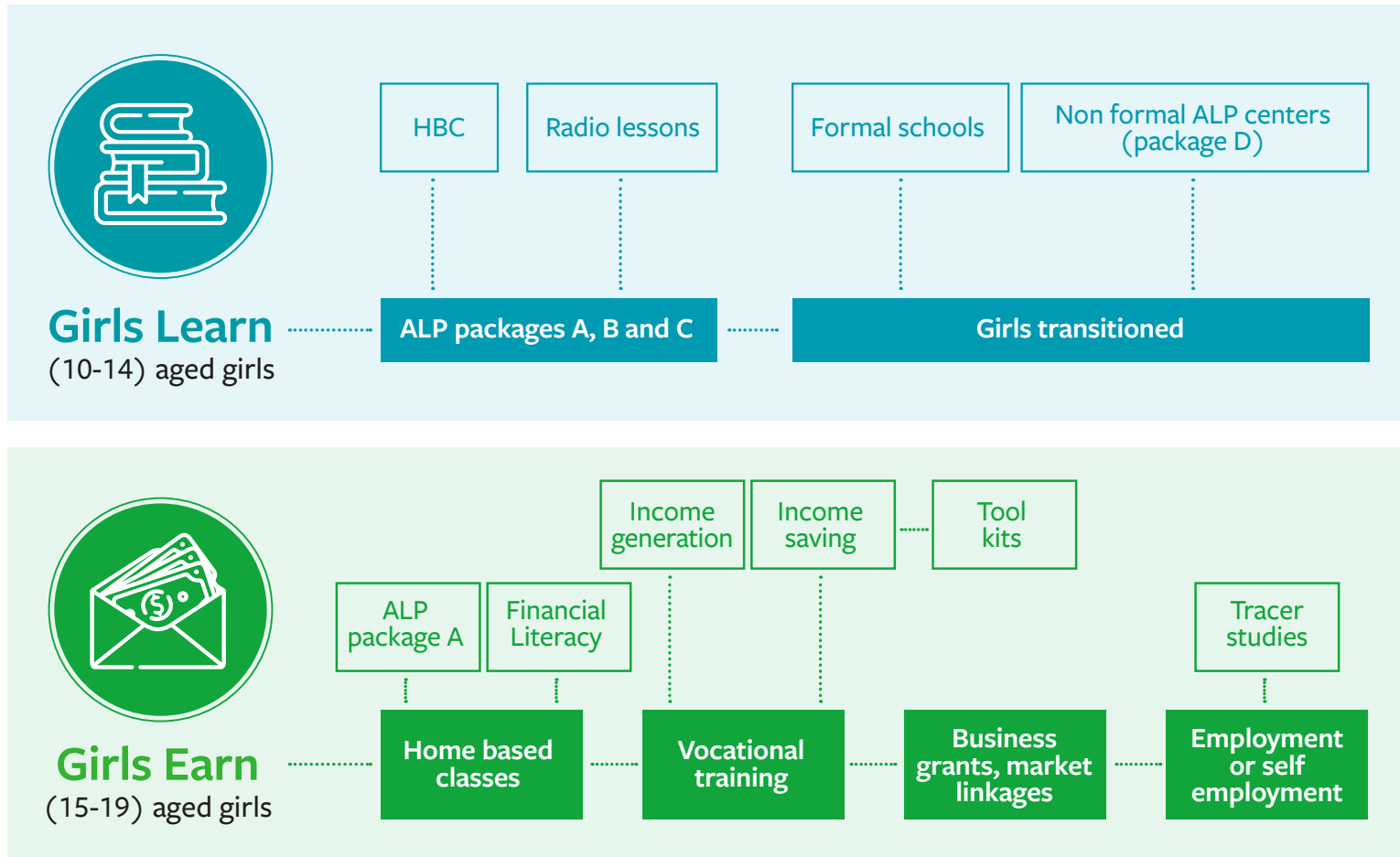
A TEACH client in Nushki



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

² Ibid

Figure 1: TEACH Streams



“Now I’m able to study, which was just a dream before and I am especially thankful to the staff of the Balochistan Education Foundation who identified me and to the International Rescue Committee for this initiative.”

Mahal a 10-year-old enrolled in a TEACH home based learning centre in Baluchistan

How did TEACH adapt during COVID-19 and the floods?

COVID-19 disruption and adaptations

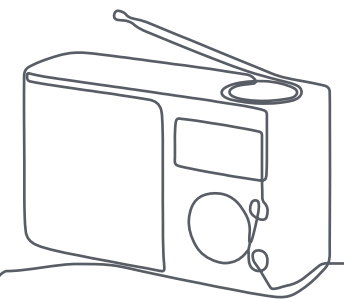
Pakistan was among the first countries to institute widespread school closures as a result of COVID-19. By September 2020, schools began a staggered re-opening. Even the most optimistic scenario suggests that school closures during the pandemic may result in a loss of a between 0.3 and 0.8 years of learning-adjusted schooling for the average student.³ 'Learning Poverty' is defined as the share of children who do not learn to read and understand a simple text by age 10. The simulations suggest that the share of children who are learning poor will increase from 75% to 79%.

Recognising that the pandemic had changed our world, the TEACH team – in close consultation with the Fund Manager – redesigned a number of interventions. Backed by consultations with parents and caregivers, clients and facilitators, and discussions with other stakeholders, the team put together a multi-layered programme.

- Distance learning. Due to limited mobility, lockdowns and closing down of educational institutions, there was a need to consider remote/distance learning. Distance learning was included as an additional layer in areas with home-based classes and to keep learners engaged through interactive electronic lessons – aired initially through radio frequencies – and forming of groups as Listening Buddies. The radio lessons seek to encourage engagement and motivation towards learning, and to support interest and basic skill development in literacy, numeracy and life skills.⁴ Learners and facilitators were engaged at the piloting stage to gauge the effectiveness of the role-based format of these electronic lessons. Learners and caregivers were engaged to identify the time slots which allowed learners access for tuning in to the radio frequencies. Learning material was developed to support the radio lessons. A material review committee was notified by the non-formal department to review the content and format of each lesson before it was aired. To date, these

lessons are the only ones based on the approved (Baluchistan Govt) curriculum of the non-formal education.

- To support girls' engagement with the radio lessons, they listened in groups, called Listening Buddies. These Listening Buddy groups also served to provide an opportunity for engagement with peers, learning from one another and self-learning. Listening Buddies included girls from neighbouring households and extended families who could easily come together and were complying with necessary COVID protocols.
- Caregivers' support for girls' learning can further improve home learning environments. To foster this engagement, caregivers were targeted with phone-based outreach via scripted and regular robo-calls as well as sensitisation efforts through village-based groups. These outreach measures focused on providing caregivers simple steps they can use to support home learning.
- Continuous Professional Development (CPD) was modified and delivered through WhatsApp, to provide content and pedagogy related trainings for TEACH facilitators. Remote teacher training mechanisms and digital refresher training sessions were organised to nurture learning from face-to-face trainings conducted earlier. From the WhatsApp users, 88% considered it enhanced teaching skills, 83% facilitators mentioned increased content knowledge, and 78% facilitators found it useful in clarifying arduous concepts.
- IRC entered into partnership with the state bank of Pakistan's subsidiary National Financial Literacy Program for Youth – NFLYP for offering financial literacy package to the learners in the Earn Stream.
- Finally, to ensure access to gender specific hygiene supplies, TEACH disseminated dignity kits among all girls. For psychosocial support, kits were designed and distributed among all girls so that they could be productively engaged at home during lockdown situation.



³ Koen Geven, Koen, Hassan, Amir. 'Learning losses in Pakistan due to COVID-19 School closures: A technical note on simulation results. The World Bank October 2020

Disruption from Pakistan floods and adaptations made by the project

The monsoon rains in Pakistan in August 2022, had a devastating impact on communities in Baluchistan and Sindh. Initial assessments indicated that at least one-third of the country was underwater, and the financial damage was close to USD 40 billion, with over 33 million people affected.⁴ TEACH reported on the impact of the floods on the communities in which they were active, including an impact on their progress.

The IRC team confirmed that in Balochistan the flood had partially damaged 24 School Improvement Programme schools in project districts. Four transition schools were completely damaged and 18 partially damaged. Nushki, Qilla Abdullah and Pishin were the most affected districts, where 1,943 households lost livelihoods. TEACH beneficiaries did not have access to hygiene kits and the transition of around 2,720 girls was disrupted after floods hit, due to damage to their schools. There were increased safety and security risks, with changing priorities of caregivers and lack of resources to buy school supplies for girls. Since the floods hit, only 40% girls were attending schools in flood-affected project districts and a fifth of families were displaced in the most affected flood districts.

According to figures at closure, almost 60% of children dropped out of schools in the aftermath of the floods. For reenrolment of those children and the retention of transitioned GEC girls, IRC is ensuring not only through TEACH project but also from the funding of other donors that the schools provide a conducive environment to all children including GEC girls. In the flood-affected districts, IRC is facilitating schools for improving WASH facilities both for girls and teachers, and other infrastructural damages, teachers' training to ensure pedagogical skills, and safeguarding sessions for safety and wellbeing of GEC girls and other children from other projects as well.

TEACH staff conducted a rapid assessment of government schools that were damaged by the floods. A lack of facilities was hindering the learning outcomes of the transitioned students. The results were shared with Directorate of Education and, with mutual consensus, an additional 40 schools were selected under School Improvement Program (SIP) at flood affected districts for provision of WASH/missing facilities and rehabilitation work. Moreover, two schoolteachers from each of these 40 schools were trained on child-friendly teaching methodologies, child safeguarding and psychological first aid.

⁴ [Pakistan flood losses estimated at \\$40bn: Ex-finance minister | Climate Crisis News | Al Jazeera](#)

// HASEENA'S STORY

Haseena's father pushes his fruit cart as his eyes search for potential buyers of fresh fruits on unpaved roads of Killi Ameer Abad in district Pishin. A journey from the market to his house, made worse by the heat and a resistant cart, makes Haseena's father especially tired when he reaches his house after a day's hard work. So, when Haseena comes to him asking for permission to enroll in a school, it is not met with the enthusiasm she hoped for.

'It's a home-based learning center with other girls of her own age', insisted Haseena's mother to her husband. Haseena's mother was made aware of the TEACH Earn Stream, through community mobilizers and she understood how the program would facilitate her daughter in the learning of saving and/or income generation methods. Haseena's mother is Haseena's biggest ally and role model. The project through its community-based model is also empowering and giving voice to older women in the communities and Haseena's mother is a great example of how it benefits girls of a household.

Haseena was enrolled in ALP Package A and would learn basic Urdu, English, and Mathematics along with the Financial Literacy curricula. Haseena was ecstatic that she was enrolled in the home-based learning center, and her facilitator Ms. Asifa was everything she hoped to find in a teacher.

The pursuit of education had a rough start but an even rougher middle when Haseena's cousin started advocating for the end of her education, within the family. The rising defiance put Haseena's father and his brother at odds. Haseena started skipping classes and was stressed at losing her prospect of getting educated and frustrated at her helplessness. Ms. Asifa, belonging from the same community, understood Haseena's struggle so she decided to intervene and talked to Haseena's mother. Both women who valued education and Haseena's intellectual growth. Haseena's mother discussed the issue with her husband and finally narrated to him what education could mean for a young girl like Haseena. A good marriage was not the only benefit, she convinced her husband that Haseena would be better able to raise her children and avoid all the hardships that she herself faced in raising Haseena and her siblings. Haseena's father understood the concept and went to his brother's house and narrated all the benefits of educating her daughter and requested his brother that he convinces his son from meddling in the matters of Haseena's education. The permission of Haseena's uncle was paramount since he was the elder of the house and since both brothers lived under the same roof, a consensus was necessary for both families to live in harmony, together.

Her uncle realized that and accepted his brother's request. He called his son over and told him to let Haseena continue with her education. Today Haseena is enrolled in the program and enthusiastically attends all her classes.



“I had a tough childhood as my father passed away when I was four. Due to poverty and a lack of support, I was never able to enrol in school. I spent most of my time taking care of my mother, who is seriously ill, and one of my four brothers stays with us and helps me in sustaining the household. That is why I was very confused at the start of my classes at the center and hesitant to talk with others. Thanks to the efforts of Miss Azra, now, not only can I talk to my friends confidently but also can write my name, read basic Urdu/English and count numerals.”

A TEACH client from Kharan district

What did TEACH achieve?

Indicator	Outcome
The total number of learning beneficiaries are	32,251 girls registered/enrolled in the TEACH project including: 7,180 in the Earn Stream 11,941 girls in the Learn Stream 13,133 girls in the distance learning stream.

**“32,251 girls registered/
enrolled in the TEACH
project”**

Table of key intervention activities with direct beneficiaries (TEACH Endline Survey)

#	Activity	Activity Unit	Unit Target	Beneficiaries / Target
1	Identification of potential GEC girls	Girls	N/A	30,251/29,000
2	Identification of instructors/facilitators	Facilitators	N/A	827/790
3	Training of instructors	Facilitators	N/A	827/790****
4	Registration/enrolment of GEC girls in Home-Based Centres (LEARN)	Girls	N/A	11,941
	Registration/enrolment of GEC girls in Home-Based Centres (EARN)	Girls	Girls	7,180
5	Establishment of Home-Based Centres (LEARN)	Centres	Centres	587
	Establishment of Home-Based Centres (EARN)	Centres	Centres	340
6	Girls engaged through Radio Lessons (10-14 years)	Girls	N/A	11,136/9,000
	Girls engaged through Radio Lessons (15-19 years)			2,000/2,000***
7	Procurement and distribution of material and educational supplies	Kits	Kits	30,257/29,000
8	Development of scripts on literacy, numeracy and life skills	Lessons		144
9	Distribution of dignity/hygiene kits (essential items)	Girls/kits	29,000 kits	30,257/29,000
10	Distribution of dignity/recreational kits and educational material among Listening Buddies	Girls	11,000 kits	11,136/11,000
11	Identification and enrolment of potential GEC girls for vocational and business skills training	Girls	2,400	2,406
12	Procurement and distribution of trade-specific toolkits for girls. Earn vocational and business skills GEC girls	Kits/girls	2,400	2,406
13	Business grants for selected vocational and business skills GEC girls (Income generation domain)	Grants/girls	500	510
14	Establishment of Community-Based Production Centres	Centres	25	25
15	Social and emotional learning through Girl Shine	Girls	Girls	30,257
16	Girls' clubs (*20 girls per club)	Clubs	240	4,800

Literacy results

A statistically significant improvement was observed in the literacy score of GEC girls from all three learning streams from baseline to endline.

- i. **Earn:** percentage mean scores 51.98⁵ baseline and 75.63 endline.
- ii. **Learn:** percentage mean scores 32.73 baseline and 76.49 endline and for distance learning the percentage mean score 41.27 baseline and 83.68 endline.

Furthermore, the GEC girls performed significantly well in all subtasks i.e., the mean score increased from baseline to endline. Similarly, the number of non-learners⁶ reduced in all subtasks from baseline to endline i.e., the GEC girls moved from non-learners' category to other learning categories. Overall, there has been a statistically significant improvement in the learning performance of GEC girls from different subgroups as compared to the baseline in literacy except for girls with disability and engaged in income generation activities.

Numeracy results

The numeracy results indicate a statistically significant improvement in the average scores from baseline to endline.

- i. **Earn:** percentage mean scores 57.71⁷ baseline and 78.39 endline.
- ii. **Learn:** percentage mean scores 35.84 baseline and 74.91 endline. In distance learning the percentage mean score 43.97 baseline and 77.21 endline

Furthermore, endline results indicate that the GEC girls from all three learning streams moved up from the non-learner's category to other categories. Overall, the numeracy scores of GEC girls from different subgroups increased from baseline to endline and was statistically significant except for orphaned girls.

Comparison of face-to-face and distance learning

The performance of GEC was compared between face-to-face and distance learning. The findings indicate that Listening Buddies had a better percentage mean score (83.68) as compared to GEC girls (face-to-face) (percentage mean score 76.49) in EGRA Urdu literacy task at the endline. Similarly, Listening Buddies had a better percentage mean score (77.21) in EGMA task in comparison to GEC girls (percentage mean score 74.9). Additionally, an average of eight Listening Buddies were present in group radio lessons as compared to 30 GEC girls in Home-Based Centres (HBCs). As a result, Listening Buddies received more attention from caregiver/peer support⁸ as opposed to the GEC girls in Home-Based Centres. Likewise, Listening Buddies were at an advantage with regards to the flexibility in timings of classes.

Social and emotional learning skills

The endline findings indicate that there has been a significant improvement in the SEL scores of the GEC girls from baseline to the endline. The SEL score increased from 1.81⁹ at baseline to 2.33 at endline. Moreover, the SEL index score of Earn and Learn Stream also increased from baseline (Earn=1.58 and Learn=2.04) to the endline (Earn=2.04 and Learn=2.36). More than 85% GEC girls from the Earn and Learn Streams improved their life skills from the baseline (1.81). The improvement in the SEL skills has been positively associated with an improvement in the mean score of both literacy and numeracy assessments.

Financial literacy

At the beginning of the financial literacy module delivery, a pre-assessment was undertaken to evaluate the skills related to financial literacy. The findings indicate an increase in the financial literacy score from baseline (9.85 percentage mean score¹⁰) to endline (64.03 percentage mean score). The results also indicate that GEC girls moved up from non-learners (8.66% GEC girls) and emergent learners¹¹ (91.34% GEC girls) category at baseline to established learners (72.22% GEC girls) and proficient learner's category (22.97% GEC girls) at the endline.

“I am glad my daughter is able to read now. Few days back my husband was sick and I tried to give him a medicine. My daughter saw that and told me that the medicine was already expired. That’s how she saves her father’s life. Plus, now I can trust her to send for buying anything from the shop as she can count money properly.”

A mother

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

⁶ Non-learner means the GEC girl did not correctly answer any question/item in a specific subtask or task.

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

⁸ A literate person from the local community

⁹ 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.

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

¹¹ Emergent learner (Score 1-40), Established learner (Score 41-80) and Proficient learner (Score 81-100)

Transition

Based on the project data, 5,463 girls (10 to 14 years) transitioned to formal/informal schools; and 746 girls (15 to 19 years) successfully transitioned to employment and self-employment. The aim of the project was to return girls to formal education and to become a part of the productive workforce following the completion of the TEACH courses. Findings from the core girl background survey indicates that for the Learn Stream 29.0% of GEC girls had transitioned, out of which 52% of them continued their education whereas the remaining 48% did not transition but are planning to continue education or enrol in the advanced training programme. Out of 52%, 90% of the GEC girls enrolled in Grade 4. Similarly, for the Learn Stream, analysis of the core girl survey indicates that 86.7% of Listening Buddies had continued their education or opted for (self) employment.

Sustainability

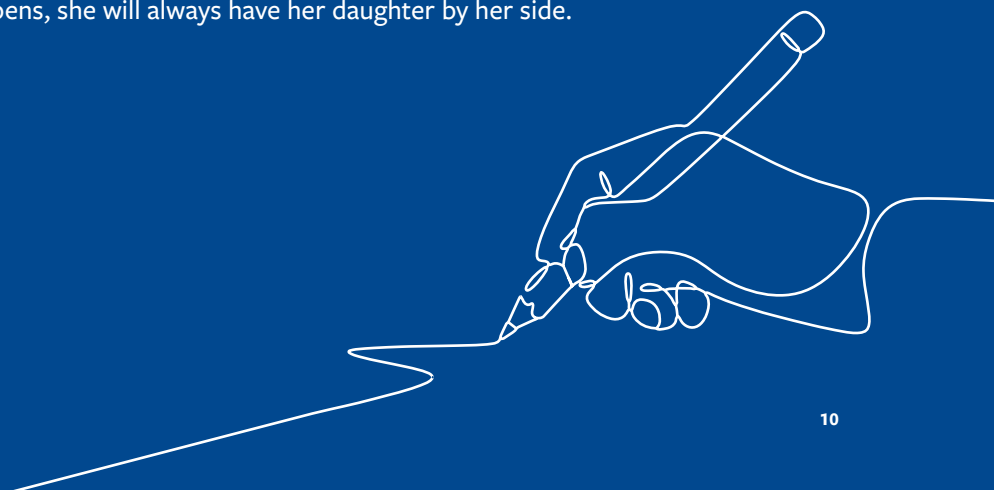
The parents and community members play a significant role in sustainability of the learning centres. Village support groups helped develop community support action plans for the implementation of community-driven actions to improve girls' education and reduce associated barriers. The project also highlighted that 922 trained community/ ALP facilitators were registered in the EMIS roster of the Non-formal Basic Education (NFBE), which would help with future employment in programs or projects initiated by the government. Furthermore, 122 community base TVET facilities registered with Trade Testing Board (TTB) Baluchistan were established under the project, which provided opportunity for 813 GEC girls to receive certification in income generation trades. Furthermore, the GEC girls of Earn Stream have been further supported by establishing 25 community-owned production centres. The project has also signed an agreement with Baluchistan Agriculture & Extension Department; and Livestock & Dairy Development Departments for technical backstopping to deliver training in five income-saving trades.

// DURKHANAI'S STORY

In the village of Meezai Ada, Neelum Bibi is unsuccessfully counting the revenue she has generated from her home-based poultry farm. With extreme temperatures both during the summer and winter seasons, Neelum Bibi usually struggles with managing her poultry farm. A lack of understanding of calculation, only makes it harder.

Neelum Bibi's daughter Durkhanai being 19 years of age wanted to facilitate her mother in resolving her problem. With two brothers and two younger sisters, Durkhanai knew she was the only one who could help her, since her father were usually away for work. During a session delivered on girls' education during Village Support Group (VSG)'s gathering motivated Neelum Bibi to enrol her daughter to homes-based learning class. Durkhanai joined the TEACH home-based learning class and enrolled in the Girls Earn Stream in the class, she was taught basic English, Urdu and Mathematics accompanied the Financial Literacy curriculum. The curriculum Durkhanai enrolled was in 6-month income earning and saving vocational training. A guidebook of understanding finance and managing basic calculations would not be the only friend that she made in the home based learning class.

On learning these basic skills, Durkhanai reviewed her mother's expenses and realized there was a major discrepancy in her cost and the profit she was earning. Durkhanai worked around the problem and resolved it by using the right pricing. She now manages all her mother's financial records and is always on the lookout for any errors in calculation. The financial literacy module not only helped her mother earn profit but also played a major role in understanding finances. Today the mother and daughter are running their poultry business and are contributing to the monthly income of the household. Neelum Bibi looks at Durkhani with pride knowing that no matter what happens, she will always have her daughter by her side.



What did IRC learn from implementing TEACH?

Access to quality, safe learning spaces drives demand for girls' education

The most important lasting change for marginalised girls in Baluchistan, especially in areas where neither government nor private schools existed, was the exposure to a safe learning environment and the possibility to attend fast-track primary education assisted by a trained teacher. The experience encouraged parents to help their girls continue their education and transition to formal schools by overcoming their reservations in a lasting change.

Regardless the socio-cultural norms of a region, when the supply-side barriers are addressed, the demand for girls' education rises significantly. Key supply-side factors include provision of free, quality education, in schools in proximity to the beneficiaries' homes, safe spaces conducive to learning, with support for cost of education, skills development, provision of train qualified female teachers and adequate learning materials. Alongside these, the sensitisation and empowerment of target communities to make their own decisions is also key. Parents and community members need to be engaged and involved from the design stage to ensure appropriate buy-in and collect evidence about barriers and enablers of change. Two key components of TEACH confirmed the learning: the hiring of local female teachers, which played a pivotal role in raising community confidence level in supporting girls' education. Secondly, the formation and engagement of Village Support Groups (VSGs), which critically participated in the project's reviews and course corrections to increase sustainability.

Social emotional learning (SEL) skills have a direct link with learning performance

The median score of SEL index for the GEC girls increased from 1.81 at baseline to 2.33 at endline. This shows significant improvement in the social and emotional wellbeing of the girls from the project interventions. The SEL skills also have a direct link with learning performance of the GEC girls. Furthermore, integrating activities that contribute to girls' social emotional wellbeing can improve their life skills. TEACH used well-structured, easy to understand and context appropriate Girl Shine curriculum in addition to the ALP curriculum. Endline results show significant improvement in life skills of target girls. The SEL skills of girls speaking Brahui, girls engaged in income generation activities and orphaned girls were lower as compared to other subgroups. Therefore, these subgroups need special attention to raise their social, emotional and learning skills.

Necessity can be the mother of invention

After the pandemic, an approach towards blended learning was adopted with face-to-face classes supplemented by lessons aired on radio channels and WhatsApp. To enhance listenership, TEACH used multiple support strategies. TEACH formed Listening Buddies, a group of girls from the same community who gathered at a place of convenience and tuned in to the relevant channels. TEACH engaged literate parents, siblings, caregivers and community members to further facilitate the girls' learning. WhatsApp groups were formed to enable girls to listen to audio lessons through cell phones of their caregivers and pre-recorded SD cards were also distributed for dissemination of digital audio lessons. The approach significantly contributed to the success of the component as the literacy score of distance learning cohort increased from 41.27% at

“My elder daughter dropped out of school early and then she got this opportunity of free schooling and help. She is now studying in a formal school and has joined hands with me to get permission and support from my husband and mother-in-law to get enroll my other daughters in school too.”

A mother



baseline to 83.68% at endline, and the numeracy score increased from 43.97% to 77.21%. 60% of the girls agreed that radio lessons increased their learning skills (reading, listening and comprehension), knowledge and abilities. The radio lessons remained effective in increasing the clarity of concepts learned in the Home-Based Centres.

CPD delivery was also adapted, planned in-person training had to be revisited. The face-to-face CPD programme was converted into the WhatsApp-based CPD. Short lessons considering the needs of the facilitators have been developed and converted into audio lessons. A trainer was hired to implement the WhatsApp based CPD approach. These audio lessons were sent to the WhatsApp groups on a weekly basis. After each lesson, facilitators also received a short task to track their learning progress. This approach successfully connected facilitators and trainer for continued learning amid COVID-19 and could be used as a cost-effective measure for capacity-building initiatives. Indeed, development and delivery of audio lessons through different context specific medium was an innovation that IRC will consider including in future programming.

For the success of new interventions cultivate readiness in learners/parents/teachers

Before introducing an innovative solution to learning approaches, such as airing radio lessons, formation of Listening Buddy groups, use of WhatsApp groups and SD cards, it is important to gauge the readiness of the girls and their families. Longstanding presence and established linkages of partners at field level was a key factor in supporting community mobilisation and their ownership of project interventions.

TEACH received support and appreciation from Formal and Non-Formal Education (NFE) Departments of the Government of Baluchistan that were involved since inception. TEACH was supplementing Baluchistan Education Sector Plan 2020-2025 and NFE Policy 2016-2030. Thus, the government supported and endorsed TEACH interventions and emphasised other stakeholders' use of TEACH approaches in other districts of the province. The close coordination with relevant government departments and representatives positively impacted in establishing, executing, and managing the project's interventions. NFE department approved reducing the ALP curricula for 18 months. They reviewed and approved teaching and learning material, teacher training manuals and lesson plan guides.

Social emotional learning skills have a direct link with learning performance

Partnerships in the TEACH consortium have allowed the contribution and pooling of resources, expertise, experience, knowledge and linkages that helped in achieving objectives. The organisations benefitted from each other's expertise and had the opportunity to learn from one another. This learning includes but is not limited to issues such as safeguarding, GESI, protection, EdTech and blended learning approaches that contributed to partners' organisational capacity building. Partnerships were extended to getting buy-in from the provincial Education Department and signing MOUs with the relevant departments, providing government accredited materials to learners and facilitating smooth project implementation, avoiding the duplication of efforts.

Generating evidence that can be used to inform implementation

Evidence generation and its dissemination is an essential step that informs programme design, enables decision makers and beneficiaries understand issues and barriers in educating girls in hard-to-reach areas. During implementation, throughout the development of content for the learning packages, IEC materials, audio messages, radio scripts and lessons, the TEACH team conducted multiple reviews to ensure that the content was not only gender sensitive and inclusive, but also culturally relevant and appropriate. The materials were contextually adapted and therefore have been accepted by the communities. TEACH invested substantially in conducting research studies and developing White Papers to inform relevant audiences who could in their own capacity continue advocacy for girls' education, even after the project has completed. To achieve these objectives, local journalists were engaged from an early stage so that they understood the issues facing girls and the work of the project and were encouraged to advocate for girls' education.

“TEACH provided me the bravery and courage to believe that I can help others.”

Asma, Trainer of Hameeda



Interventions should fill delivery chain gaps in the system

To ensure the achievement of project objectives, it is useful to analyse the existing delivery chain, identify the gaps that could prevent the project from achieving its targets and plan to provide the support needed to strengthen the delivery chain. Strengthening the delivery chain could include institutional capacity building such as Technical Education & Vocational Training Authority (TEVTA), Livestock and Agriculture departments by designing/revising curriculum of vocational trainings. TEACH developed the capacity of partner organisations to design and implement projects in remote, fragile, and hard-to-reach areas of Baluchistan. The partners reported an increased capacity to implement similar projects in future in hard-to-reach areas.

Interventions that strengthen systems and capacity, deepen impact in the long run

The project design should aim for system strengthening to ensure changes are sustainable. For instance, TEACH's contribution strengthened the Social Welfare Department's work by developing meaningful referral pathways and sharing them with provincial duty bearers. At the same time, the creation of a pool of female facilitators/mentors and availability of their details in the EMIS roster of the Education Department will benefit the government and development sector alike in educating girls in the province. Supporting local human resource can contribute to lasting improvement in the sector.

“We had fears of social norms and girls’ safety, however, attending sessions and availability of community centers addressed our fears. This helped me to allow my daughter to get enroll in the program. After completion of the program, she insisted to continue with schooling, and I permitted her to do so.”

A father



Girls'
Education
Challenge



Find out more: www.rescue.org/uk | www.girlseducationchallenge.org

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