Project Evaluation Report

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Evaluator:	GLOW Consultants (Private) Limited
GEC Project:	Teach and Educate Adolescent Girls with Community Help (TEACH)
Country	Pakistan
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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

Girls' Education Challenge

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Acronyms

ALP	Accelerated Learning Programme
ASER	Annual Status of Education Report
BLN	Basic Literacy and Numeracy
EE	External Evaluator
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessment
FCDO	The Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FM	Fund Manager
GDP	Gross Domestic Product
GEC	Girls Education Challenge
GER	Gross Enrolment Rates
HH	Household
ICT	Islamabad Capital Territory
IDI	In depth Interview
IDs	Identities
IO	Intermediate Outcome
IRC	International Rescue Committee
LNGB	Leave No Girls Behind
MEL	Monitoring, Evaluation and Learning
NER	Net Enrolment Rates
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OOS	Out of School
OOSC	Out of School Children
OOSG	Out of School Girl
ORF	Oral Reading Fluency
PKR	Pakistani Rupee
PTC	Parent Teachers Council
SEL	Social-Emotional Learning
SMC	School Management Committees
SPSS	Statistical Package for the Social Science
TEACH	Teach and Educate Adolescent Girls with Community Help
ToC	Theory of Change
TVET	Technical and Vocational Education Training
UNGEI	United Nations Girls' Education Initiative
VSG	Village Support Groups
VSLA	Village Saving and Loan Association
WGCF	Washington Group Child Functioning

EXECUTIVE SUMMARY

Background

Pakistan is one of the "E9" countries with the highest out-of-school children population.[1] More so, there are significant differences in functional literacy and numeracy skills by gender, ethnicity, and regional distribution across Pakistan.[2] It ranges from as high as 85% to as low as 25%.[3] The situation in Balochistan (the TEACH targeted province) is quite behind from rest of Pakistan with the lowest enrolment rate[4] and highest number of out-of-school children[5]. As per 2016-17 Balochistan education statistics, 80% of the government schools are primary schools[6], which means that the students in the province face a shortage of schools after primary level education. Other key grey aspects of the education situation include single teacher schools, non-functional schools, and lower quality of education in these schools.

From an economic perspective, 70% of the province is engulfed by deep-rooted multidimensional poverty[7] as socio-cultural factors only favour only boys' education.

TEACH (Teach and Educate Adolescent Girls with Community Help), a FCDO (The Foreign, Commonwealth and Development Office) funded project under the Girls Education Challenge (GEC), will end on 31st January 2022. The project aims to target 35,000[8] highly marginalized and out-of-school (OOS) girls between the ages of 10 to 19 in five deprived districts namely Chaghi, Nushki, Pishin, Killa Abdullah and Kharan of Balochistan province in Pakistan.

The project is establishing inclusive safe-learning spaces for the most marginalized out-of-school adolescent girls in the aforementioned districts. Dependent on age, the girls will enrol in one of the two pathways; focused on an accelerated learning program (ALP)/Learn and transition to formal education or non-formal education for younger girls (10-14 years), or a more employment-oriented/skills-based approach for the older girls (15-19 years)/Earn who would then transition into vocational training, employment/self-employment. The intervention will coordinate with formal schools to facilitate enrolment after girls finish ALP/Learn and transition into formal education.

The program theory of change assumes that reducing girls' education-related barriers in Balochistan will increase girls' access to education and will improve the life standards by getting either or combination of more formal education, technical skills, and employment.

Evaluation Approach

The evaluation approach for the TEACH project is a pre-post evaluation of the targeted beneficiaries, in the absence of a control group which are compared to a benchmark. The evaluation (both baseline and endline) is based on a mix method of collecting data from the targeted beneficiaries (girls) through core girl background survey, assessment of Early Grade Reading Assessment (EGRA)-based tool and Early Grade Math Assessment (EGMA)-based tool, household (HH) survey, focus group discussions (FGDs) and in-depth interviews (IDIs) with parents, community and other key stakeholders including government officials and teachers. The key quantitative tools mainly consisted of literacy and numeracy tools, household questionnaire, core girls' background survey, socio-emotional learning and learning centre assessment form. The qualitative tools include the FGD and IDI guides.

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[1] E9", E stands for education and the "9" represents the following nine countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, representing over half of the world's population and 70% of the world's illiterate adults.

[2] ASER Pakistan, Status of Millennium Development Goals (MDGs) for 2015-Pakistan.

[3] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2014-15, 2016.

[4] World Education News and Reviews (WENR), Education in Pakistan, 2020.

[5] UNICEF, Situation of children in Pakistan, 2017.

[6] Government of Balochistan, Pakistan, Balochistan education statistics 2016-17.

[7] International Organisation for Migration (IOM), Balochistan drought needs assessment report, 2019.

[8] In original design, the proposed target was 48,000 that was revised and brought it at 35,000 (26,000 LEARN and 9,000 EARN). After time lapse due to COVID pandemic the proposed target in NCE is 29,000 girls (11,000 face to face, 11000 radio only and 7000 Earn).

The baseline findings were compared with the benchmarks. As per the agreed scope with IRC and FM, the baseline was conducted for cohort[9] 1 of Earn, cohort 1 of Learn[10] which includes both Home Based Classes as well as distant learning through radio and only radio program/distant learning program[11]. In follow-up of the endline, we will reassess the learning outcomes of these groups/cohorts.

The benchmarks were established through administering the learning tools with 250 school going children of grade 1 to 5 from the project intervention districts – refer to section 6 of this report for details. The findings show that overall the GEC girls both in literacy and numeracy skills scored below the benchmark[12] scores, , which means that TEACH has enrolled educationally marginalized girls in the program as per the expectations of the project in terms of reaching out to marginalized girls.

Educational Marginalization Analysis and Analysis of Project's Gender Approach

Education marginalization: The project has enrolled highly educationally marginalized girls, following the project criteria for the enrolment of girls. About 63% of the girls have never been to schools, while the remaining 37% girls dropped out of schools.

The baseline sample shows that about 15% of the GEC girls have a disability[13] and being disabled is a key marginalization aspect of the enrolled children in TEACH learning centres. About 19% of the baseline sampled girls were engaged in income generating activities.

Project's Gender Approach: The project's main interventions are exclusively for girls. However, External Evaluator (EE) did collect views from fathers, male community members regarding the current education status, and the types of barriers that girls are facing. Their views, suggestions and recommendation are incorporated in report. Similarly, GEC girls with disabilities, GEC girls from married bracket were also included in data collection. Community views were also captured, and their inputs are included in the evaluation findings.

Barriers: The baseline found different barriers to girls' education, which were they are grouped as cultural, economic, and physical/service delivery barriers. Top economic barriers include affordability of girls' education and the no guaranteed financial return from getting education (referring to employment). The key social barriers include lack of chaperon[14]; safety concerns, girl's age, and the belief about the lack of importance of girls' education. The distance to schools, inadequate transport facilities, and poor-quality education at schools are some of the key barriers under the physical/service delivery.

Lack of vocational centres and poor chances of employability, drop out from schools, early marriages[15] of girls, and the lack of parents and girls' interest in continuation of education are some of the key transition barriers.

Overall, the baseline's finding has validated the barriers that were identified and enlisted by the project at the design stage.

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[9] Cohort refers to the various groups constituted to eventually reach out to the total project targeted beneficiaries. The cohort were distinguished based on the type of interventions such as Earn, Learn and Distant Learning groups, and were also distinguished based on time series considering the project implementation timeframe e.g. Cohort 1 for Earn group is the first group of girls who are receiving this type of interventions under TEACH.

[10] Learn is an accelerated learning program. The girls transition to formal education or non-formal education. The younger girls (10-14 years) are included in it. Earn is a more employment-oriented/skills-based approach for the older girls (15-19 years) who would then transition into vocational training, employment/self-employment.

[11] The project was redesigned due to COVID-19 in a Mid-Term Review (MTR) process, which included the addition of a new cohort of girls receiving remote support only through a distance learning approach.

[12] Please note the study tools used in this TEACH study are EGRA based and EGMA based i.e. customised versions of complete/full EGRA and EGMA. Therefore, the results are not comparable with other available studies/assessments using full/complete versions of EGRA and EGMA.

[13] Disability figures based on the Washington Group Child Functioning (WGCF) aspects

[14] This means "a person who accompanies and looks after another person". The report later in the barrier section identifies that availability of a family member on regular basis to accompany girl to and from school is a constraint.

[15] These early (or even otherwise) marriages also include forced marriages. However, there is no standalone data that how many of these are forced marriages.

Baseline Learning Levels

Benchmarking: At the baseline 52% and 70.7% GEC girls of Earn program did not read 40 correct words per minute and not correctly answer 80% of word problems, respectively. On the other hand, the GEC girls of Learn program are clearly below to in school Grade 5 girls both in literacy and numeracy. The overall percentages mean score of in schoolgirls of grade 5 (91.1% literacy and 85.16% numeracy) as compared to the overall percentage mean score of Learn girls is (32.7 literacy and 35.8% numeracy). The finding shows that GEC girls of Learn group are clearly well below Grade 5 actual level and a mix of Grade 0-2 in general. The above findings show that the project targeted marginalized girls for TEACH.

Literacy Results: More than half of the baseline girls emerged as non-learners[16] (they have scored zero on a particular sub task) on subtasks 4a-oral reading fluency (53.0%), 4b-reading comprehension (56.9%) and 5-writing/dictation (57.2%). About one-third of the baseline girls emerged are performing at or above the benchmark proficient learner level (score +80%) on the subtask 1-listening comprehension, 2a-letters names knowledge, 2b-letter/syllable sound identification and 3-familiars words reading. This means that the last three sub-tasks seem more difficult for the baseline girls than the first three subtasks of EGRA Urdu-based tool. This trend is logical as the subtasks progressively increase in difficulty.

Numeracy Results: About 50% GEC girls remained at non-learner levels in solving word problems and advanced levels of addition and subtraction questions, as compared to other subtasks. 60% of the GEC girls scored higher in the subtask 2b of number discrimination with currency notes. The last 5 subtasks were comparatively more difficult than the first 4 tasks on EGMA-based tool as more girls emerged as non-learner on these subtasks. This trend is logical as the subtasks progressively increase in difficulty.

The mean score for literacy and numeracy is positively correlated with age i.e., the score increases with increase in age (linear relationship of score with age). The mean score of girls with disability is lower than the overall mean score for literacy and numeracy. This shows correlation between disability and the learning level of the girls. The mean scores of literacy and numeracy for girls who have never been to school is much lower than the girls who have been to school but dropped later on. This means that some sort of earlier education has positive correlation with the learning score in literacy and numeracy. As per these findings, the project has accurately targeted girls without functional literacy and numeracy skills. Further, there is an opportunity for building literacy and numeracy skills of the targeted girls during the life of the project.

Social and Emotional Learning Skills: 49.6 percent of OOS girls (10-19) who achieve target in social and emotional learning skills equal to or greater than 1.81- the median. Furthermore, the older aged girls (15-19 years), OOS-dropout girls, and Pashto speaking girls were identified as the marginalized subgroups based on the social and emotional (SEL) skills findings.

Financial literacy: The financial literacy was considered not applicable at the baseline as this module will be delivered at the later stage to the Earn group. At the start of financial literacy module delivery a pre-assessment will be conducted by the project to understand the financial literacy related skill level.

Transition: Baseline transition findings show that 51% of sampled girls intend to continue their education. About 37.8% of the girls wanted to engage in income generation activities through starting a job, entrepreneurship and/or going into self-employment at HH level[17] after completion of the course. Overall, majority of younger girls (10-14 years) intend to continue education, whereas majority of older girls (15-19 years) intend to engage in income generation activities. The baseline findings confirm the project envisioned transition pathways of continuation of education, doing job for income purpose and getting vocational skills to advance their skills. The qualitative research also yielded potential transition options for the targeted girls.

Intermediate Outcomes: The project has three intermediate outcomes (IOs) namely attendance, delivering safe and quality instruction, along with transition plans and financial support.

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[16] The categorization/bands of achievements and their descriptions are as per Fund Manager guidance – refer to table 29 of this report for details.

[17] This include any income generation activity that can be done while staying inside home such as tailoring, and embroidery.

IO-1 is related to attendance i.e., marginalized out-of-school girls (10-19 years old) enrol and attend instruction in literacy, numeracy, life skills and market-relevant livelihoods skills and technical training. To measure IO1, project team will collect attendance data and EE will assess it at the time of endline. The project has set target of 70% attendance rate. The average attendance rate at government schools is around 80%. The project may resemble the target with the prevailing attendance rate at public schools.

IO-2 is related to quality of education i.e., facilitators, instructors and mentors deliver safe, quality instruction in literacy, numeracy, life and market-relevant livelihoods skills in safe spaces/learning centers. The IO-2 has two indicators and target for both indicators is 90 percent. The value of IO-2 (related to quality education) is considered zero because the learning centres were just established and were not fully operational at the time of baseline. For both indicators of IO-2, the project will provide data at the endline report writing. However, at the time of endline, EE will do spot checks[18] and validate the findings of project data.

IO-3 is related to transition plans and financial support i.e., marginalized out-of-school girls develop a feasible plan for transition and have increased financial savings and use of credit to support it. The IO-3 has three indicators. For IO-3.1, some Earn girls are already engaged in income generation activities and earned an average monthly income of PKR 3,250[19][20]. For IO-3.2, the project team is supposed to collect data on the transition plan indicator. This third aspect (indicator) is beyond the scope of EE at baseline. For IO-3.3, the village saving, and loan associations (VSLA) activity was not initiated at the time of baseline.

Sustainability: The sustainably was assessed here as intention and willingness expressed by the community and government district education department levels at the time of baseline. Largely, the community is willing to support the project and they prefer the continuation of their girls' education. The community also showed interest in provision of spaces for learning centres and counselling and motivating the less inspired parents and caregivers to enrol and support the education of their girls.

Findings from IDIs with district education department show that the department is willing to provide guidance and share their experiences in improving the literacy and numeracy skills of the marginalized girls. The department also showed interest in imparting technical training to the learning centres teachers. The education department also shared that they would like to visit the learning centers of TEACH project to assess and explore potential synergies between the centers and department.

The sustainability will be assessed thoroughly during endline once the project team collects data on eight sustainability indicators. However, the baseline found that the community and the education department are aware of the importance of girls' education and are willing to provide their possible support in sustaining and continuing of marginalized girls' education.

Conclusions and Recommendations

Project Specific Recommendations

I. Overall, 52% of the girls suggested lesson time in the morning between 8 am to 12 pm. The rest 48% of the girls suggested lesson time in the afternoon i.e., from 12 pm to 4 pm. As it may be not possible to meet all the lesson time expectation for all the learners, whereas there is always possibility some girls may miss out the lessons, therefore IRC/project may explore the option of broadcasting/re-broadcasting the lessons twice in a day (morning and noon) as well as sharing the recorded lessons with girls for example through social media means.

II. It is suggested to provide unconditional cash assistance to encourage families to enrol girls in school. This cash assistance will motivate parents/caregivers to enrol their daughters/girls and improve the likelihood of their retention in the school. This financial incentive will make it easy for parents to cater the cost associated with the girls' education such as stationery, uniform, transportation, and shoes.

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[18] Spot checks means EE will carry out assessment in a few randomly selected villages from the sampled villages.

[19] Approximately, GBP 14.28.

[20] According to Economic Survey of Pakistan 2019-2020 those home-based workers (women mostly engaged as home-based workers) earn around PKR. 3,000 (GBP 13.18) to 4,000 (GBP 17.57) per month.

III.   Rural areas of Balochistan have their own annual cycles such as sowing, harvesting, Ramadan and local festivals. Flexibility in timing of learning centres to respond to these annual events/activities will increase the participation and attendance rate of learners.

IV.   One of the strengths identified through this baseline is the project engagement with the local communities. This has created buy-in and space for these project activities to be implemented in the challenging context of Balochistan where girl's education is not the priority for communities. To further build on this success, TEACH team may like to explore additional ways to ensure continued engagement with the local community. This may include creating WhatsApp group or sharing success stories from other villages, thus creating a vibrant and informed community supporting girls' education.

V.   The project may like to put special emphasis on improving the social and emotional learning skills of highly marginalize subgroups such as dropped out, older aged (15-19 years) and Pashto speaking ethnic subgroups. It is important to mention that IRC's Girl Shine Life Skills Program has been started with girls where some of these considerations can be communicated with the mentors who are closely worked with the girls.

VI.   The project may like to explore special market-based livelihoods initiatives for GEC girls including Pashtun as the baseline data indicates they were not engaged in livelihoods activities. It will be important that these livelihoods activities should have more buy-in from the communities for these identified vocational skills courses. It will be important to have an out of the box approach to move beyond embroidery-type initiatives which are mostly associated with girls' livelihoods sources. This approach will encourage the parents/caregivers to retain the GEC learners to participate in the Earn program and project will successfully achieve the goal.

VII.   The current learning assessment indicators are combined and may not reflect the disaggregated status of learning performance of the GEC girls. Therefore, it is recommended to report for both the indicator for literacy and numeracy separately in the log frame.

VIII.   As the project is now almost at the mid-stage of its lifecycle, it will be important to start talking around sustainability of the project interventions and formalise an exit plan. This will help to ensure long-term benefits of TEACH for the targeted communities and others. Such measures for sustainability may ideally include discussions with Education department, UNICEF and National Commission for Human Development.

IX.   To have greater success of the project through lower dropouts and better performance, the project may consider developing individual performance plans for low performing girls. It is thus recommended to develop separate performance record for each GEC girl based on weekly / bi-weekly assessment.

X.   Based on the learning from different studies, and findings coming out of the TEACH project, IRC may explore developing communication and advocacy strategies to address the core issues which affect girls' education in Balochistan. This will thus help to extend the project benefits beyond the target districts and help to bring a transformative change in the communities.

XI.   It will be important to acknowledge the contribution of high-achievers – both among learners, facilitators, and staff. This may take place through monthly or bi-monthly announcements. This approach where TEACH team will acknowledge the efforts and innovative methods to improve learning will be a motivating factor for all and will encourage other to perform better.

XII.   In order to be compatible with national level attendance rate in public schools, it is suggested to set the target to 80% or higher, as determined by the project team.

Broader Recommendations to IRC, FCDO and FM:

XIII.   Though it might be outside the immediate scope of the TEACH project, however, the baseline identifies economic barriers amongst the key obstacles to the girl's education. Therefore, the project can try to link

the community with other programs such as EHSAAS, Prime Minister Kamyab Jawan, Benazir Income Support Programme, which directly or indirectly address such type of barriers, in some limited ways.

XIV.   Only a small percentage of the enrolled girls are married i.e., 1.4% (10-19 years) whereas the actual number of girls in the population who experience early marriages are significantly higher i.e., 20% or more based on the MEL framework data. This may reflect early-married girls have lower representation in the enrolled girl's population. In subsequent phases of the project, the team may like to make additional efforts to enrol more early married girls in the project activities.

1. BACKGROUND

1.1 Project context

The constant spike in COVID-19 infections and fatalities that began in February 2020 led the federal and provincial governments of Pakistan to implement complete and partial lockdowns starting in mid-March 2020 and started gradually lifting from 8 August 2020 which was completely lifted on 15 September 2020. The government-imposed restrictions on mobility and public gatherings necessitated the closing down of educational institutions and public offices to control the spread of disease. These measures halted the ongoing and planned activities of the TEACH project in the project targeted districts of Balochistan province. These closures coincided with the GEC Covid-19 Medium-Term Response (MTR) process from FCDO, in which an adapted project design, linked to COVID-19 scenario planning, was introduced. The adaptations were framed around extended school closures with reopening, and periodic school closures with indefinite duration. Thus, IRC undertook a project redesign based around these different access scenarios, with the goal of addressing educational access in an uncertain time period. The contextual changes resulted into identification of different platforms which could be utilized to reach girls and households through a blended, layered support program, redesigned under the MTR to be delivered close to or within the homes of adolescent girls.

The GEC Covid-19 Medium-Term Response (MTR) was redesigned to reach girls with layered support during COVID-19 with the goal of developing their basic skills (literacy, numeracy and life skills), increasing empowerment at home and in the community, and creating viable pathways towards formal education or income generation. Remote, inaccessible communities with low population densities, combined with COVID-19 movement and meeting restrictions, and a lack of schooling options and literate caregivers, constituted the primary problems to be overcome with this layered support model.

Table 1: Summary of direct beneficiaries	
Direct beneficiary numbers	Total figures
Total number of girls reached in cohort 1	11277
Total number of girls expected to reach by end of project	29000 proposed
Education level	Proportion of total direct beneficiaries (%)
Never been to school	87.57%
Been to school but dropped out.	12.42%
Age banding (The age bandings used should be appropriate to the ToC)	Proportion of total direct beneficiaries (%)
Up to 9 years	0.62 %
10 to 14	46.39%
15 to 19	52.38%
Above 19 Years	0.59 %
Please adapt as required and only report on direct beneficiaries (i.e., girls). If you have more detailed data for the education level (e.g., the grade they dropped out) or any other relevant information (e.g., the length of time since they attended school, please present this in the table.	

Table 2: Proposed Intervention Pathways							
Intervention pathway	Which girls follow this pathway?	How many girls follow this pathway for cohort 1?	How long will the intervention last?	How many cohorts are there?	What literacy and numeracy levels are the girls starting at?	What does success look like for learning?	What does success look like for Transition?
Girls Learn*	10 to 14	5228 (Target 6000)	12 months	2[21]	Girls never been to school or girls dropped out (at least a year ago) from up to grade 5.	Girls will achieve learning levels up to 5th grade (eligible to enrol in 6th grade)	Girls would then transition to formal education.
Girls Earn	15 to 19	5894(Target 5000)	9 months	2	Girls never been to school or dropped out	Girls will be able to: Read 40 words per minute and correctly answer 80% of word problems of addition, subtraction, multiplication and division.	Girls would then transition into vocational training and income generation.
Distant Learning	10 to 19	5594 for Girls Learn (target 7000) and 2000 (Target 2000)for Girls Earn	12 months	2	Girls never been to school or girls dropped out.	The beneficiary listeners who will report engagement and learning during the radio sessions	Girls would have enhanced communication and increased leadership in the community.

Table 3: Indirect beneficiary groups		
Group	Interventions received	Total number reached for cohort 1
E.g., boys	E.g., ALP, Life skills training	NA
Tutors for Girl LEARN and EARN stream	Capacity Building training	534
Financial literacy trainers	Girls Earn facilitators are trained on financial literacy	240
VT instructors	75 trained on vocational trades for income saving and 45 trained on specific vocational trades for income generation	120 instructors
Men and boys	Tea and coffee sessions with community male members to ensure men and boys' engagement to change and support women and girls.	723 sessions held till May 2021

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

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[21] This EE generated baseline report is focused on the first Cohorts of Girls Learn, Girls Earn and Distant Learning. The other cohorts for each of the learning streams will be assessed internally by IRC.

a) Overall

More than a quarter of Pakistan's students enrolled in primary education do not complete their education. Pakistan is one of the E9[22] countries with the highest out-of-school children population. Furthermore, even though improved from the past standing at 58%, Pakistan's literacy rate still does not meet its 2015 MDGs target of 88%[23]. There are wide disparities across gender, provincial/regional, and rural/urban settings[24]. For example, literacy rate can vary widely at 85% in Islamabad Capital Territory (ICT), to 25% in the Dera Bugti and Jhal Magsi districts of Balochistan[25]. In Pakistan, the female literacy rate is still relatively low i.e., 49%, as compared to the 70% male literacy rate. Similarly, of all the women in the country, there are an estimated 60 million women of working age and only 20% participate in paid labour[26]. There is increasing women representation in some sectors, for example 70% of the health workforce is made up of women[27].

Despite many efforts, almost 25 million children, between age 5 and 16 are out of school and fewer girls than boys are in school[28]. Although Pakistan's constitution guarantees right to education for all[29], its education policy has failed to bridge the persistent gap. Many of the causes behind this and other areas where Pakistan was unable to meet its education targets stem from the structural issues in Pakistan's education system that have persisted since its inception more than seven decades ago and are reinforced through mismatched policies, inefficient implementation and limited budget allocation. In each budget Pakistan spent less than 4% of its Gross Domestic Product (GDP) on education[30] and over the years 2010-15, the net enrolment rates (NER) of primary education have remained more or less static, and has wide disparities across regions[31], with Balochistan having the highest ratio of Out-of-School Children (OOSC)[32]. Currently, the major challenges the education sector faces are the issue of OOSC across the country; the issue of lack of uniformity in education with wide disparities in quality, curriculum, schooling systems, and management systems; the issue of quality of learning outcomes, including poor teacher quality and accountability, and poor learning environment, limited incentives and low outcomes; and low and inequitable access and participation in skills and higher education, with weak linkages to industry, leading to high unemployment and poverty and thus low standards of living.

Of the percentage of the population in Pakistan 10 years or older, who have ever attended school at all, 75% are in urban areas and 53% in rural. At the provincial level, Punjab has the highest percentage of population that ever-attended school with 67%, and Balochistan has the lowest at 39%. As of 2018-19, 51% of the population 10 years or older has completed primary level or higher education with the lowest in Balochistan at 31%. Comparing the Out-Of-School Children provincial ratios, aged between 5 and 16, 21% are in Punjab, 42% in Sindh, 28% in KP and 59% in Balochistan. Balochistan also has one of the lowest level of girls' enrolment at primary level as a percentage of total primary level enrolment[33].

b) Balochistan context

Balochistan is the largest province of Pakistan in terms of land mass, but it has the lowest population density. It has historic and cultural ties with both neighbouring Iran and Afghanistan and is home to a range of ethnicities apart from the majority Baloch and close second Pashtuns ethnicity. It has been home to immense turbulence since Pakistan's independence that has resulted in various security threats. As a result, development has been

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[22] E9", E stands for education and the "9" represents the following nine countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, representing over half of the world's population and 70% of the world's illiterate adults.

[23] ASER Pakistan, Status of Millennium Development Goals (MDGs) for 2015-Pakistan.

[24] ASER Pakistan, Status of Millennium Development Goals (MDGs) for 2015-Pakistan.

[25] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2014-15, 2016.

[26] Pakistan Bureau of Statistics, Labour Force Survey 2017-18, 2018.

[27] Government of Pakistan, Pakistan's implementation of the 2030 agenda for sustainable development, 2019.

[28] Journal of Pakistan Vision, The Second Millennium Development Goal in Pakistan, 2017.

[29] For reference see, Constitution of Islamic Republic of Pakistan 1973: Article 25 (A) —The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law‖. Moreover, Article 37 (b) & (c) of the Constitution of Islamic Republic of Pakistan emphasizes on secondary, and technical and professional education, —The state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit.

[30] Pakistan Alliance for Girls Education (PAGE), Education budget of Pakistan, 2020.

[31] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2014-15, 2016.

[32] UNICEF, Situation of children in Pakistan, 2017.

[33] Pakistan Bureau of Statistics, Pakistan social and living standards measurement (PSLM) survey 2018-19, 2020.

increasingly difficult in the region to plan and implement. The instability has led to an inefficient and often times, lacking and incomplete education policy at a provincial level. Security threats have resulted in closures of many schools, migration of educators to other provinces, or major districts, and hindrances in implementing policy reforms. However, there have been efforts made to revisit the education status of the province from time to time, which has indicated that there is much space, need, and demand for girls' education.

In 2015, Balochistan had the lowest NER (Primary 56%, Middle 26%, High 15%), which was lower than the averages for all of Pakistan[34], and by 2017, 70% of children in Balochistan were still out of school[35], even when the Gross Enrolment Rate (GER) of the country as a whole improved from 74% in 2015-16 to 84% in 2016-17.

The Balochistan Education Statistics[36] reported existence of 13,674 schools in Balochistan of which more than 11,000 were primary schools and less than 50 were higher secondary. It also included 1,625 schools that were non-functional. Of the primary schools, more than 5,000 schools were only single teacher schools. Of all the primary schools, 73% were for boys, and only 27% for girls, with Quetta having the highest percentage of girls' schools. Furthermore, only 17% of the schools of Balochistan are located in the IRC TEACH project districts[37]. Chaghi district is the largest district by land area of Pakistan located in the Northwest of Balochistan, with a majority Baloch population. It has 267 schools for boys and girls. Of these for girls only, 20% are primary, 6% are middle, and 7% are high and higher secondary schools. In Chaghi, of total students, 34.6% are girls. Nushki district, is a dry and arid region, and has 245 schools for boys and girls. Of these for girls only, 22% are primary, 10% are middle, and 5% are high and higher secondary schools. In Nushki, of the total students, 45.5% are girls, which represents the highest level of gender balance amongst all the five TEACH intervention districts. Killa Abdullah, has a majority of Pashtun natives, and is a small valley, and has a generally mountainous region. It has 557 schools for boys and girls. Of these for girls only, 12% are primary, 2% are middle, 1.6 are high and higher secondary schools. In Killa Abdullah district, of the total students, 27% are girls. Pishin district, is also considered part of the Pashtun belt in Balochistan and is situated closer to Afghanistan boarder. It has a total of 998 schools of boys and girls which is the highest number of schools in Balochistan (Pishin also has the highest number of primary schools while Quetta has the highest number of high schools). Of these for girls only, 20% are primary, 5% are middle, 2% are high and higher secondary schools. Pishin also has the third largest number of students in Balochistan (69,481 students), of which 36.1% are girls. Kharan district, is a dry desert land, and has 240 schools for boys and girls. Of these for girls only, 19% are primary, 4% are middle, 3% are high and higher secondary schools. Kharan has one of the lowest number of students by district (13,751 students) of which 38.9% are girls[38].

c) Economic Context:

The economic situation in Balochistan is relatively worse as overall 71% of the population in Balochistan is multi-dimensionally poor. Furthermore, 38% and 85% respectively urban and rural population is multi-dimensionally poor[39]. According to Multidimensional Poverty in Pakistan[40], Killa Abdullah is the poorest district of the Balochistan with 97% of the population living under multidimensional poverty. According to this report all IRC TEACH districts Chaghi (89%), Nushki (64%), Killa Abdullah (97%), Pishin (82%), and Kharan (78%) districts population are living well below the national multidimensional poverty level. Poverty also affects their ability to access education. According to Pakistan Bureau of Statistics' Labour Force Statistics for 2017-18, 45% of Balochistan's population is illiterate (30% boys/men and 63% girls/women), and the illiteracy rate is higher in rural areas (50%), as compared to urban areas (32%).

d) Socio-Cultural Context:

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[34] World Education News and Reviews (WENR), Education in Pakistan, 2020.
[35] UNICEF, Situation of children in Pakistan, 2017.
[36] Government of Balochistan, Pakistan, Balochistan education statistics 2016-17.
[37] Government of Balochistan, Pakistan, Balochistan education statistics 2016-17.
[38] Government of Balochistan, Pakistan, Balochistan education statistics 2016-17.
[39] International Organisation for Migration (IOM), Balochistan drought needs assessment report, 2019.
[40] Government of Pakistan, Multidimensional poverty in Pakistan, 2016.

Within the socio-cultural context, boys are often preferred over girls when parents have to decide between which child, they can afford to send to school[41]. During FGDs with girls, it was shared that this is primarily because men are expected to contribute to the household income and work, and women are still largely seen as a financial liability and expected to marry and join her husbands' household. It is also mentioned in MEL framework describing the social context of Balochistan that "Early marriage is widespread. Best estimates put the rate of women married before the age of 18 in excess of 20 % but some estimates range as high as 63%". Similarly, 29.8% of married women in Punjab had got married before the age of 18 as compared to 49.1% in Balochistan in 2017[42]. Girls' education continues to lag boys' education (though improved from past) significantly in developing countries with Pakistan having the lowest gender-specific Education Development Index (0.823) in South Asia[43]. Pakistan's inability to meet the needs of girls' education is rooted in both severely lacking infrastructure needs, and long held societal values that look upon girls' education in relatively less favourable ways. The former often reinforces the latter, for example the 2011 National Education Management Information System (NEMIS) showed that of all education institutes in the country (public and private), there were 46% educational institutes for boys, and only 29% for girls, while the remaining 24% were mixed institutions[44]. Similarly, only 33% of primary schools catered to girls, as opposed to the 56% of schools for boys[45]. The situation is significantly worse for girls and women in rural areas where the literacy rate for women falls to a mere 18%[46]. Furthermore, not only is the enrolment rate in primary education for girls notably lower than that of boys in Pakistan, the completion rate for girls is also extremely low. Similarly, the gender gap persists in learning outcomes as well, where the recent Annual Status of Education Report by ASER Pakistan found that boys continually outperformed girls (in ages 5-16) in both numeracy and literacy skills[47].

Within this context is also the essential role of the household and even more so, of the community unit in Pakistan[48]. The social settings and community role transform into barriers for girls' education in the form of lack of say in decision-making; the existence of dowry, where upon marriage, families with sons assume a relatively more privileged position in an otherwise marginalized setting; and observing of Purdah (veil) where male and female spaces are often segregated, thus the need for separate schools for girls and boys[49]. The same principles might keep girls relatively immobile than boys as they grow older, reducing their ability to pursue education that requires more travel and that deeper into the public sphere[50].

Things are significantly worse for other demographics, including girls with disabilities. The prevalence of disability in Pakistan stands at 8% and 'disabilities' in the plural (all categories – severe, and mild to moderate) at 12%[51]. Even though the Balochistan Persons with Disabilities Act 2017 aims to promote full and effective inclusion, there are still many barriers, including economic, social, and physical barriers. The social barriers for girls with disabilities also persist, not only in terms of infrastructure, but also in terms of how communities and their own families view them. In a survey report on person with disabilities (PWDs) in Balochistan, data indicated that many girls with disabilities (study districts included Jhal Magsi, Khuzdar, Killa Abdullah, Lorelai, Washuk, and Zhob), were married off much later in life than girls without disabilities. While this may seem like a positive aspect, but it also suggests that relatives often neglect girls and women with disabilities and are not preferred for marriage[52]. At the same time, the cultural and social norms also have the capacity of affecting the education and overall wellbeing of girls with disabilities. Beside inadequate physical infrastructure, the survey report on

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

[42] Rashid Javed, Mazhar Mughal. Girls Not Brides: Evolution of Child Marriage in Pakistan. 2020.

[43] World Economic Forum, Global Gender Gap Report, 2020.

[44] Government of Pakistan, Pakistan education statistics 2012-13, 2014.

[45] Government of Pakistan, Pakistan education statistics 2012-13, 2014.

[46] British Journal of Sociology of Education, Between Returns and Respectability: Parental attitudes towards girls' education in rural Punjab, Pakistan, 2015.

[47] ASER Pakistan, Annual status of education report 2019, 2020.

[48] British Journal of Sociology of Education, Between Returns and Respectability: Parental attitudes towards girls' education in rural Punjab, Pakistan, 2015.

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

[50] British Journal of Sociology of Education, Between Returns and Respectability: Parental attitudes towards girls' education in rural Punjab, Pakistan, 2015.

[51] Government of Pakistan, Pakistan's implementation of the 2030 agenda for sustainable development, 2019.

[52] Development Organisation for Underprivileged Areas (DOUA), Survey report on disability in Balochistan, 2018.

PWDs in Balochistan also highlights the overall structure and systems are not disability friendly. Many administrative individuals are not well informed on the needs of girls with disabilities and so cannot accommodate them. At the same time, communities, including the families of the individuals, also often lack the will to provide more accessible lifestyle to those girls, and are likely to neglect their needs[53].

Other cultural barriers include the purdah (veil) or the need for separate social and private spaces for men and women which also translate into need of separate education institutes. This Pashtun tribal code suggests that a woman's life is centre around her home[54]. On the other hand, historically, women in Baloch tribes that were nomadic or semi-nomadic were relatively better, and they were held in high esteem, however, they were still limited to household duties. In rural Balochistan most of these practices are still common. However, in urban societies many measures have been taken by Balochistan and National governments to improve women role. The increase of female participation in politics has also empowered women in urban centres, with increased focus on the importance of education[55].

Parents are unwilling and uncertain to send their daughters to school unless the schools are distinctively for girls with only female teachers. Other parents might be unwilling to let their daughters travel out from home after puberty. At the same time, parents might also choose not to educate their daughters because they are unwilling to let them work in settings where they might have to work with men. The division of labour, the assumed but socially ingrained practice of assigning housework to women and income generation to men, is also another barrier to girls' education. Many families still hold traditional gender perspectives where women have certain fixed duties, and education often does not fit into that role and so is not given priority[56].

In Balochistan many educated women have trouble finding jobs because of these social and cultural barriers. Women have difficulty seeking approval from their families to work, or their husband's families, and those that are able to work face issues of harassment, and have difficulty finding safe jobs. It is estimated that around 96% of Balochistan's educated women are unemployed[57]. The tribal values also often act as barriers to women's education, employment, and overall wellbeing. The norms of Jirgas, arranged marriages, and limited decision-making power continue to hold women back[58].

Summary of major planned activities of the project is given below:

#	Activity	Activity Unit	Unit Target	Beneficiaries /' Target
1	Identification of potential clients	Girls	NA	29000
2	Identification of instructors/facilitators	Facilitators	NA	250/790
3	Training of instructors	Facilitators	NA	250/790
4	Registration/enrolment of clients in Home-Based Centers	Girls	NA	5000/18000
5	Establishment of Home-Based Centers	Centres	790	NA /250
6	Girls engaged through Radio Lessons	Girls	NA	4000/11000
7	Procurement and distribution of Material & Educational supplies	Kits/Girls	29000 kits	9000/29000
8	Development of scripts on literacy, numeracy and life skills (Package C)	Lessons	48	NA/48
9	Development of radio lesson package -C	Lessons	48	NA/48
10	Airing of lessons on package (A, B & C)	Lessons	144	144/NA
11	Distribution of dignity/hygiene kits (Essential items)	Girls/Kits	29000 kits	9000/29000
12	Distribution of dignity/recreational kits and educational material among listening buddies	Girls	11000 kits	11000

Table 4: Supplementary table key intervention activities with direct beneficiaries

[53] Development Organisation for Underprivileged Areas (DOUA), Survey report on disability in Balochistan, 2018.

[54] International Journal of Social Welfare, engaging men for gender justice: overcoming barriers to girls' education in the Pashtun tribes of Pakistan, 2014. And SAGE Open, why he won't send his daughter to school-barriers to girls' education in Northwest Pakistan: a qualitative Delphi study of Pashtun men, 2016.

[55] Balochistan Voices, Women of Tribal Balochistan, 2018. And Balochi Linguist, Status of Women in the Baloch society, 2013.

[56] European Academic Research, Cultural barriers to girls' education, 2014.

[57] The Unrepresented Nations and Peoples Organisation (UNPO), Balochistan: The struggle of educated women to find jobs, 2018.

[58] Women Regional Network (WRN), Cultural and tribal barriers in Balochistan, 2017.

1.2 TEACH Theory of Change

The TEACH project theory of change suggests addressing the barriers related to girls' education will increase the girls' access to education and employability training, improve the life chances of girls, their families, and of the communities they live in.

As per theory of change, different barriers related to girls' education which include, but are not limited to:

- Physical barriers include the lack of safe, inclusive, and accessible learning spaces, vocational training and employment opportunities for girls within their villages, which may cater the specific needs of the most marginalized girls through setting up literacy learning spaces and skills learning centers within the village.
- Lack of quality female teachers who have the skills to utilize and promote inclusive education practices within classroom.
- Lack of gender-sensitive inclusive approaches in non-formal education and training for adolescent girls.
- No specific considerations to girls with disabilities in schools or the community as well as for the young mothers who have the responsibility of childcare.
- Harmful social and gender norms including early marriage, GBV and child abuse or maltreatment related to girls.
- Lack of TVETs, literacy learning spaces and training centers exclusively for girls.
- Weak linkage of TVETs to the labor market and limited economic and job opportunities for girls.
- On the supply side the schools face barriers such as lack of trained teachers/facilitators in informal education, teacher's low attendance at learning spaces, teaching hours in overcrowded classes, and the learning outcomes and completion of the full cycle of education.
- At community-level some barriers related to girls' education are girls' perception and understanding of the value of their education, understanding of the link between education and their abilities to better support their families & communities because of that.
- At community/system-level some barriers related to girls' education are perception and understanding of community girls' education; early girls' marriages, and the community understanding of the importance of equal education of girls and boys; and
- On the government-level major barriers include lack of government resources, budgets and funds; lack of human resources in education department; and unequal distribution of available resources to girls' education.

These outcomes and the associated outputs are set to tackle barriers to girls' education. These outcomes are supported by five outputs which include:
i.   Availability and access to safe spaces/learning centers.
ii.   Availability of facilitators, instructors and mentors to deliver quality and inclusive instructions in literacy, numeracy, life and market-relevant employability skills.
iii. Support the girls in enrolling to formal/non-formal education, vocational training, and self-employment.
iv.   Community discussion groups and consultative workshops are held, media campaigns and community-based actions are conducted for Village Support Groups, PTCs/ SMCs to strengthened community support for girls' education.
v.   Sensitize the relevant government stakeholders about girls' education.

Due to COVID-19 pandemic and lockdown situation, IRC collaborated with client girls, village support groups, caregivers and communities and based on their inputs, the project was redesigned and below adaptations were made.

a. Radio based lessons were designed and broadcasted
b. To ensure access to gender specific hygiene supplies, dignity kits were planned and distributed among all girls
c. Face to face teaching with smaller groups was initiated to ensure safety and compliance with COVID SOPs
d. For psychosocial support, kits were designed and distributed among all girls so that they can have a good time at homes during lockdown situation.

1.3 Evaluation purpose

The primary purpose of the baseline evaluation was to assess and determine the learning level of the targeted beneficiaries at the point of their enrolment in the TEACH project. The determination of baseline status will help the project to compare its progress at the time of end line and identify the changes in the results from baseline to end line. This will help understand the contributions of the project. There is a set of evaluation questions identified to measure the change from baseline to the end line. In order to answer each of the evaluation questions, EE developed quantitative and qualitative tools. All tools were pretested and signed off by the Fund Manager. Following table/matrix shows the evaluation questions.

Table 5: Evaluation Questions		
Evaluation question	**Qual data/analysis required to answer question**	**Quant data/analysis required to answer question**
RQ 1. What are the trajectories in the learning (literacy, numeracy, life skills and financial literacy) outcomes of out-of-school girls who participate in TEACH and to what degree do the project activities help them catch up with their in-school counterparts in Balochistan?	FGDs and IDIs with parents and girls	Learning tests of EGRA Urdu and EGMA to assess the GEC girls' progress in literacy and numeracy skills against the benchmarking data collected from in-school girls. SEL/life skills data is collected from GEC learners.
RQ 2: How the interventions affected girls' transition to formal education and/or safe and fairly-paid self/employment?	FGDs with community, parents and girls analysed to measure the perspectives of marginalized girls	Household survey and core girl survey will provide insight of affected girls' transition to formal education and/or safe and fairly paid self/employment.
RQ3: How do the learning and transition outcomes of TEACH beneficiaries vary for different groups of girls (e.g., Refugees vs. hosts; disabled vs. non-disabled; young mothers or pregnant; married early; from poorest household; single parent households or living with caregivers; face to face and remote only intervention delivery modality)?	FGDs and IDIs with parents and girls	Learning tests of EGRA Urdu and EGMA, Core Girl Survey and Household Survey
RQ4: How are the quality and fidelity of the implementation of TEACH associated with different learning and transition outcomes?	FGDs with community, parents and girls analysed to measure the perspectives of marginalized girls	NA
RQ5: What are the variety of experiences of different stakeholders with the intervention, and what are their perceptions of the different components of the intervention?	FGD with community, parents and girls as well as IDIs with government officials will illustrate experiences regarding TEACH project interventions	NA

2. Evaluation Methodology

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

2.1 Overall evaluation design

The study aims to identify the changes in the learning and transition outcomes of 10 to19-year-old girls who participated in the TEACH program and compare it with the outcomes observed among an in-school sample of girls, to identify the progress they made towards learning. No control groups are established for relative analysis because TEACH wants to target the most disadvantaged and hardest-to-reach girls living in Balochistan and had the capacity to provide the intervention to all eligible girls within each cohort. Additionally, from a research and programmatic perspective, the study is more interested in identifying the degree to which TEACH helped out-of-school girls catch up with their in-school counterparts, than to compare their learning and transition outcomes with girls who remained out of school. The benchmarking will be done with the school going girls from the same localities where TEACH project is being implemented. The longitudinal study will track the girls at baseline (before the intervention activities begin) and end-line (at the end of the program activities and transition phase) –once the entire evaluation has been completed, The EE will conduct it for cohort 1 of Earn, cohort 1 of Learn and only radio program/distant learning program.

The study is collecting both qualitative and quantitative data to understand the girls' learning and transition outcomes.

The external evaluator will integrate output data from IRC's monitoring systems with outcome data collected at baseline, and endline with the aim of identifying the degree to which the quality of the implementation of TEACH are associated with different learning and transition outcomes.

2.2 Data collection tools

During tools development process all the tools were contextualised with the help of Balochistan based local technical review committee (education experts and consortium partners EE, FM and IRC). Tools were pre-piloted and piloted to find evidence of feasibility, validity, and reliability in Balochistan. The quantitative tools include the two learning assessments i.e., EGRA-Urdu-based tool and EGMA-based tool. Other quantitative tools include household assessment, core girl background survey, social-emotional learning (SEL) tool and learning centre assessment form. As applicable, each tool was based on available GEC guidance.

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

Table 6: Quantitative evaluation tools					
Tool name	**Who developed the tool?**	**Was tool piloted?**	**How were piloting findings acted upon (if applicable)**	**Was tool shared with the FM?**	**Was FM feedback provided?**
EGRA (Urdu) based and EGMA based test	EE	Yes	During the pilot and training, the appropriateness for the grade level for each subtask in all the two learning assessment tools i.e., EGRA Urdu and EGMA tools was ensured. For example (i) In EGRA Urdu based tool: the stop function is removed from Letter/Syllable Sound Identification. (ii) And in EGMA based tool: Difficulty level was made appropriate by making changes in addition level 2 and subtraction level 2.	Yes	Yes
Household (HH) Survey tool for parents and caregivers (requirement by LNGB-GEC project):	FM shared the original tool and EE adopted as per TEACH project context	Yes	The tool was contextualized by removing questions from the tool because the same data is collected in the girl background survey tool such as the girls' economic condition, the girls' and previous history of education is asked in both tools.	Yes	Yes
Girl's Survey (background information)	FM shared the original tool and EE adopted as per TEACH project context	Yes	No changes suggested	Yes	Yes
Social Emotional Learning (SEL) Tool	FM shared the guidance and EE developed it in the light of IRC guidance	Yes	No other changes suggested except included age in the background information.	Yes	Yes
Learning Center Assessment form	IRC shared the guidance and EE developed it in the light of TEACH project context	Yes	Not applicable	Yes	Yes
Financial literacy tool:	IRC shared the tool that was contextualized	Yes	No changes suggested.	Yes	Yes

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

Table 7: Qualitative evaluation tools				
Tool name	**Who developed the tool?**	**Was tool piloted?**	**How were piloting findings acted upon (if applicable)**	**FM feedback provided.**
Focus Group Discussion (FGD) with girls	EE	Yes	Tool was easy for respondents and researcher, no major issues found	Yes
FGD with caregiver/parent	EE	Yes	Tool was easy for respondents and researcher, no major issues found	Yes
IDI with Community Elder	EE	Yes	No major issues	Yes
IDI with Teacher	EE	No (due to non-recruitment of Teacher at IRC TEACH learning centre)	Tool was easy for respondents and researcher, no major issues found	Yes
IDI with Girls with Disability and Married girls	EE	No (due to non-availability of girls with disabilities and married girls)	Tool was easy for respondents and researcher, no major issues found	Yes

IDI with Education Department and Social Welfare	EE	Not applicable	Same as above	Yes

2.3 Study Sample

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

Table 8: Study sample			
Parameter	**ALP**	**BLN**	**Distant Learning**
Variable	Binary	Binary	Binary
Pa	0.58	0.58	0.58
P0	0.5	0.5	0.5
Confidence level	95%	95%	95%
Power	80%	80%	80%
Clustering corrections	N. A	NA	N. A
ICC (Inter-class correlation – parameter needed for clustering correction)	0.2	NA	0.2
Attrition buffer (respondents)	30%	30%	30%
Attrition buffer (centres/ villages)	10%	10%	10%

The above table 8 of study sample depicts the minimum standards to be employed for sample calculation, using the parameters listed in the above table, the sample worked out as 792 (Learn and Distant Learning Program) and 440 (Earn). In order to take care of the attrition during subsequent rounds of research, these sample size figures also included 30% attrition.

Table 9: Approved Sample sizes for different streams				
Sample	**Value (Learn Girls)**	**Value (Earn Girls)**	**Value (Distant Learning Girls)**	**Logic**
Total sample (respondents)	792	440	792	Number of respondents including 30% attrition
Total number of sampled villages	66	55	66	Number of villages including 10% attrition
Average number of girls per village	12	8	12	Girls per village

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

Table 10: Quantitative sample size			
Tool	**Sample size agreed in MEL framework**	**Actual sample size**	**Remarks on why anticipated and actual sample sizes are different**
Sample Size Details for Learn Group			
EGRA Urdu Based Tool	792	792	NA
EGMA Based Tool	792	792	NA
Household Survey	792	792	NA
Girls' Survey Background Information	792	792	NA
SEL Tool	792	792	NA
Learning Center Assessment	-	68	NA
Sample Size Details for Earn Group			
EGRA Urdu Based Tool	440	440	NA
EGMA Based Tool	440	440	NA
Household Survey	440	440	NA
Girl Survey Background Information	440	440	NA
SEL Tool	440	440	NA
Learning Center Assessment	-	56	NA

Sample Size Details for Distant Learning Group			
EGRA Urdu Based Tool	792	792	NA
EGMA Based Tool	792	792	NA
Girl Survey Background Information	792	792	NA

The achieved sample size was proportionately distributed amongst the project districts of Chaghi, Pishin, Killa Abdullah, Nushki and Kharan based on the number of program villages. This approach helped ensure covering all the project intervention areas, and all the ethnic groups such as GEC girls from Pashto, Balochi and Brahui speaking areas. Similarly, all the project intervention districts that are closer or at the distance from provincial headquarter i.e. Quetta were covered in the assessment.

Table 11: Sample breakdown by districts			
Districts	Learn (Sample proportion of intervention group (%))	Earn (Sample proportion of intervention group (%))	Distant Learning Program (Sample proportion of intervention group (%))
Chaghi	17%	24%	5%
Pishin	12%	20%	20%
Killa Abdullah	9%	12%	15%
Nushki	47%	37%	45%
Kharan	15%	7%	15%
Source: EE data N = 792 (Learn and Distant Learning Program) and 440 (Earn)	100%	100%	100%

For qualitative research, EE collected data from a purposefully selected sample of participants at baseline – refer to table 12 below for details. The participants were recruited randomly from different subgroups. Due to COVID-19 situation, social distancing as a safety measure was adopted in each FGD. As per protocols, female field researchers conducted interviews with women and girls whereas male field researchers conducted interviews with men.

Table 12: Qualitative sample sizes			
Tool	Beneficiary group	Actual sample size	Remarks[59]
FGD and IDI	Girls age 10-14	10 FGDs are conducted with 48-64 participants. 10 in-depth interviews with girls of different subgroups: married early, mother/pregnant, with disability, from poor household, survivor of violence.	COVID-19 protocol of social distancing was adopted in conducting FGDs by EE. 10 FGDs were conducted with 72 participants. 3 interviews were conducted with poor household. Besides no interviews were conducted with married early, mother/pregnant, with disability, in this specific aged group.
FGD and IDI	Girls age 15-19	7 FGDs are conducted with 48-64 participants. 10 in-depth interviews with girls of different subgroups: married early, mother/pregnant, with disability, from poor household, survivor of violence.	COVID-19 protocol of social distancing was adopted in conducting FGDs by EE. 7 FGDs were conducted with 56 participants. 10 interviews were conducted in total with married early (4), mother/pregnant (2), with disability (2) and poor household (2).

[59] These are overall interviews and group discussions targets distributed across the TEACH project intervention districts.

FGDs	Parents/guardians	5 FGD with 8-10 caregivers (2 FGD with mothers, 2 FGD with fathers)	COVID-19 protocol of social distancing was adopted in conducting FGDs by EE. 5 FGDs were conducted with 41 participants.
FGDs	General community	5 FGD with 8-10 community members	COVID-19 protocol of social distancing was adopted in conducting FGDs by EE. 5 FGDs were conducted with 34 participants.
IDI	Learning center Teachers	5 FGD with providers (teachers, coaches, staff)	IDIs were conducted instead of FGDs with 12 GEC teachers due to non-feasibility of group discussion on ground.
IDI	Government Officials	5 in-depth interviews with key government officials	4 in-depth interviews i.e., 3 with education department and 1 with social welfare department. were possible with key government officials due to unavailability of government officials and engagements during the second and third wave of COVID-19 situation

2.4 Field data collection team

All selected field researchers had prior experience either conducting on PAPI (pen and paper interviewing) or CAPI (computer assisted personal interviewing) surveys. Majority of field researchers had experience in conducting learning assessments, and were also fluent in Balochi, Pashto, Brahui and Urdu languages. EE made two explicit categories of its staff: field researchers and roving field supervisor. Following table shows the summary of field researchers and roving field supervisor engaged for this research.

Table 13: Field data collection team

Main role	Male	Female	Total
Field Researchers	10	27	37
Roving Field Supervisor	1	0	1
Total	**11**	**27**	**38**

2.5 Data Collection

The baseline data was collected for Earn (in November 2020), Distant Learning (in February 2021) and Learn (in March 2021). For this baseline research, EE ensured the quality through taking following set of measures:

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

Data-collection-stage:
- The roving field supervisor accompanied the field researchers' team to ensure that the field researchers administered tools properly and with right respondents.
- Each field researchers checked the filled tool for any missing values, inconsistent values and other errors. Once the field researcher was confident of the filled tool, they passed the completed tools over to the field supervisor who carried out a second check signed the completed study tool and sent it to GLOW office in Islamabad for data entry purpose.
- The field supervisors properly packed the data, labelled it and send it to Islamabad. The field supervisors also shared the tracking number of the consignment.

- The filled questionnaires were checked further by the EGRA/EGMA specialist, GLOW's Data Analysts, Data Entry Supervisor and further reviewed by Quality Assurance Expert. In case of any issues, the issue was discussed with the field supervisor before declaring the tool fit for data entry. "QA Checked" stamp on the questionnaire.
- Spot checks were also conducted during the field data collection by EE project members' field visits.

Post-data-collection stage:

- Data editing and coding was an important step in preparing filled tools for data entry. A unique ID number was assigned to each questionnaire/tool. All of the quantitative data was entered into CSPro and the data was exported to SPSS for analysis purpose.
- Data entry was done by GLOW's trained Data Entry Operators.
- During data entry, the following accuracy checks were conducted:

  - Checking that only completed surveys are entered.
  - Checking a random 30% of all records.
  - Running summary frequencies, identifying ranges, and other odd and outliers' values for any variable and cleaning the data as appropriate.

- Follow-up calls to survey respondents (caregivers) were made by the GLOW's quality assurance team to the 100% of the villages in all the five districts where data collection activity took place, and the results of phone validation exercise are attached as annexure in this report.

The hard-filled tools were archived in GLOW Islamabad office and only authorized persons could access this data. GLOW consultants collected the qualitative data with a pair of field researchers i.e. a note taker and moderator. In addition during validation phone call, information was also collected from the respondents on different aspects around qualitative data activities such as timing and participants of the activity, as applicable.

2.6   Data handling and analysis

The quantitative data was analysed using IBM SPSS® software platform. The raw learning assessment data included 2024 records. There were no duplicate records in the data sets. Similarly, the household survey analysis included primary caregivers (the adult person who is responsible for different needs of the girl including education) of girls who were sampled and had a unique identification number that matched the sampled girls' dataset. Numerous variables of the girls and household datasets were merged with learning assessment and social-emotional learning datasets for robust analysis. Prior to the analysis of the quantitative data EE cleaned the SPSS data files and generated frequencies, computed means, range etc. to identify if there are any unexpected values. Similarly, EE found the maximum and minimum values to check if score on a particular question was assigned beyond the expected range. EE also made data files anonymous by removing the identifiers like name, parentage and address. Please refer to the data quality assurance protocols listed earlier in this report for details. Similarly, the files were named such as EGRA-Urdu-IRC-BL-Final-for-Analysis. This was done in order to ensure that correct file is used and reused for analysis purpose and for validation of outcome tables (also called output tables).

For qualitative data, the note taker noted the responses of the participants in Urdu language. Later on, both moderator and note taker reviewed the interview notes and expanded the information where required. The field researchers submitted all the written material used in the qualitative data collection to EE core team. The interview notes were further reviewed and refined from the field researchers where recorded responses were not cleared. Transcript writer were engaged to translate the notes into English language.

The EE followed mixed-method approach[60] in analysing the qualitative data. The emerging themes and content from quantitative data is also analysed with respect to qualitative data. Similarly, other relevant findings from qualitative data are added in the relevant sections of the report.

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[60] Mixed –method approach here refers using a combination of qualitative and quantitative data for the analysis.

2.7   Challenges in data collection

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

- Due to COVID situation, as a safety measure, focus group discussions were carried out with a smaller size of groups i.e., each FGD conducted had 4 to 6 participants.
- On few occasions, the field team faced non-availability of desired number of girls for interview from the village such as the number of girls enrolled at the specific village were less than the required sample per village at the time of field visit. Therefore, the field team visited additional village of same cohort to cover the remaining interviews.

2.8   Evaluation ethics

IRC has a child safeguarding policy in placed for Pakistan programs to ensure child safeguarding during research activity. To ensure the compliance with child safeguarding policy and protocols, all people involved in the research (principal investigator, co-researchers and field researchers) were properly oriented on Child Safeguarding Policy and protocols to ensure everyone knows their responsibilities and the platform they need to use if and when anything wrong occurs.

The field researchers were oriented on how to raise their concerns if they see any violation or breach of the policy and protocols. The reporting formats were included in the IRC's complaint response mechanism, to be used for this project.

During data collection spot checks by the external evaluator and dedicated Child Safeguarding focal person ensured to see the data collectors are practicing safeguarding protocols. The external evaluator ensured a written informed consent was taken from parents of all sampled girls and girls themselves. The identification of subgroup of girls was done through the teachers in TEACH project.

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

Table 14: Ethical protocols and baseline approaches	
Ethical issue/protocol	**Baseline/EE approach**
Quasi-experimental design	EE used pre-post evaluation and compared progress against benchmarks. The project did not consider it ethical to collect data from a pure control group because this would mean preventing girls in the control group from benefiting the services in a future cohort. The evaluation approach was signed off by the FM.
Voluntary participation and informed consent / assent	Thought the process, girls' and women participated voluntary. All girls and their caregivers were informed that they can withdraw from the study at any point without any negative consequence to them. The EE obtained verbal consent and assent from caregivers and girls. During household survey, caregivers were informed that girls will be contacted to participate in the study and assured that their decision to participate will not affect them in any way such as opportunity to enrol in the program. Girls were also informed that their participation is voluntary and that they can withdraw from the study at any point without any negative consequence to them. They also provided consent/ assent before data collection. All other respondents were also given the option to refuse responding to any question as they wished. This ensured the freedom and voluntary participation of the respondents.
Adopting inclusive sampling approach	Sampling was conducted to ensure that all subgroups were given the opportunity to participate such as respondents from minority, married girls, persons with disabilities etc.
Data management and storage	EE ensured that field data collection team are properly trained on child safeguarding, gender sensitivity, culture / norms, and ethical consideration of data management including data collection, confidentiality, data storage, analysis and reporting. All baseline data was collected using hard copy of questionnaires. The hard files are stored with access given only to authorized persons.
EE impartiality	GLOW consultants providing services as external evaluator and had no other stakes in this process. This ensured our impartiality and independence.

Data Confidentiality	Confidentiality and anonymity of data collected from participants, as appropriate. Confidentiality guarantees that the data that could link information to respondents, such as name, location of household, or identification number, are not to be shared. Anonymous data are not linked to respondent's names or any other identifiable information, and do not allow for follow up with respondents.
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 female field researchers interacted with female respondents only.

2.9 Cohort tracking and next evaluation point

The EE assigned unique IDs to each girl participated in the baseline study. The unique IDs assigned to each GEC girl will help in matching the database at the time of end line. The IDs can identify and trace the sampled girl. Next evaluation/endline will tentatively be taking place towards the end of year 2021 or beginning of year 2022. However, exact timings will be finalized in consultation with FM and IRC-TEACH project team.

3. FINDINGS[61] - KEY CHARACTERISTICS OF SUBGROUPS

This section contributes to two aspects. Firstly, it helps in understandings who are the beneficiaries of the project through identifying subgroups based on marital status, disability and enrolment status, etc. of the GEC girls. Secondly, this section is helpful in understanding the hurdles for girls in accessing the education. Also, the overall assessment of activities of the project and their relevance to the Theory of Change (ToC) is made.

3.1 GEC girls' subgroups

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

3.1.1 Age-wise distribution of the sample achieved.

The age-wise disintegration of the sample provides insight about the girls engaged in the IRC programs. According to the approved MEL framework of the project, cohort of Learn, Earn and Distant Learning Program targeted OOS girls of the age bracket of 10 to19, who had either never attended the school, or were dropouts. EE used the age, which was mentioned by the girls during the baseline data collection process through the girl survey tool that was used in all three program streams. The age-wise distribution of the GEC girls who participated in the baseline data collection is presented in the following table. An overwhelming majority of the girls (99%) were enrolled as per the project age criteria. About 1% of the girls (19 out of 2024) girls were below 10 years of age in the TEACH project. None of the girls in all of the three programs were beyond the maximum age limit of 19 years. This means that the project has largely followed the age criteria for the selection and enrolment of girls in the learning program.

Table 15: Sample breakdown by age[62]								
Age (adapt as required) in years	Overall (Earn + Learn + Distant Learning Program)	Overall Sample proportion of intervention group (%)	Learn	Learn Sample proportion of intervention group (%)	Earn	Earn Sample proportion of intervention group (%)	Distant Learning Program	Distant Learning Program Sample proportion of intervention group (%)
8	2	0.1%	2	0.3%	-	-	-	-
9	17	0.8%	17	2.1%	-	-	-	-
10	288	14.2%	143	18.1%	-	-	145	18.3%
11	248	12.3%	136	17.2%	-	-	112	14.1%
12	280	13.8%	162	20.5%	-	-	118	14.9%
13	278	13.7%	166	21.0%	-	-	112	14.1%
14	282	13.9%	153	19.3%	-	-	129	16.3%
15	139	6.9%	8	1.0%	104	23.6%	27	3.4%
16	135	6.7%	4	0.5%	85	19.3%	46	5.8%
17	91	4.5%	-	-	70	15.9%	21	2.7%
18	125	6.2%	1	0.1%	80	18.2%	44	5.6%
19	139	6.9%	-	-	101	23.0%	38	4.8%
N	2024	100%	792	100%	440	100%	792	100%

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

[62] The age data is based on the core girl survey collected by EE.

3.1.2 Educational marginalisation of the sample achieved.

The TEACH project only engaged the marginalised girls with OOS status. Before enrolment in the project, a majority of the GEC girls had never attended a school i.e., 62.5% of GEC girls[63]. The rest of the girls were the ones who had dropped out (37.5% of GEC girls). The detailed grade wise dropped out analysis of is given in annex. It can be concluded that all of the GEC girls were OOS girls immediately before enrolling on TEACH project and needed education-related support.

3.1.3 Marital status wise distribution of the sample achieved.

Only 1.4% (28 girls) of the girls in the sample were married; whilst 98.6% of the girls were not married. Similarly, out of these married girls, 9 girls were pregnant. However, as the pregnant girl number is too small, therefore, it is not considered as a separate subgroup for analysis in this report.

3.1.4 Disability wise distribution of the sample achieved.

For the disability analysis, the Washington Group Child Functioning (WGCF) questions were used. WGCF data based on the parents/caregivers and GEC girls' responses was analysed by EE. It was seen that 15.12% (306 girls) were having disability. The data also illustrated those girls that suffered from seeing, hearing, and walking disability were 1.78%. The data was collected on using both HH and core girl survey tools having 24 number of questions of WGCF.

Table 16: Sample breakdown by disability[64]		
Domain of difficulty	**Sample proportion of intervention group (%)**	**Guidance – record as true if they meet the criteria below**
Seeing	0.35	If CF1=1 AND (CF2=3 OR CF2=4) OR If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.25	If CF4=1 AND (CF5=3 OR CF5=4) OR If CF4=2 AND (CF6=3 OR CF6=4)
Walking	1.24	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	0.84	CF14=3 OR CF14=4
Communication	1.04	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning	1.48	CF17=3 OR CF17=4
Remembering	1.14	CF18=3 OR CF18=4
Concentrating	0.89	CF19=3 OR CF19=4
Accepting change	1.78	CF20=3 OR CF20=4
Controlling behaviour	0.94	CF21=3 OR CF21=4
Making friends	2.72	CF22=3 OR CF22=4
Anxiety	6.42	CF23=1
Depression	5.29	CF24=1
Girls with disability (Overall)	15.12	
N = 2024	HH and Core girls' survey and author calculation from the same data.	

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[63] The education level obtained and enrollment status prior to enrolling on this project is based on core girl survey data collected by EE.

[64] The disability data is based on the HH, and core girl survey collected by EE. The table is generated while following guide from the sources GEC LNGB Roundtable #6 and LNGB Baseline Report Template. According to GEC LNGB Roundtable #6, direct responses from girls who are 12 years or older are more reliable; and direct responses from parents/caregivers are more reliable if girls are younger than 12 years. Due to limited scope of distant learning program, the core girl background survey dataset was used for measuring WGCF.

According to GEC LNGB Rountable#6 presentation delivered on **Wednesday, 9 September 2020**, overall, approximately 16.1% of baseline sample across 9 projects (TEACH project data not included in this) were girls with disabilities. It shows that disability status of baseline sample of TEACH project is close to overall average of 9 GEC projects.

Figure 1: Comparison of TEACH disability figures with other GEC countries
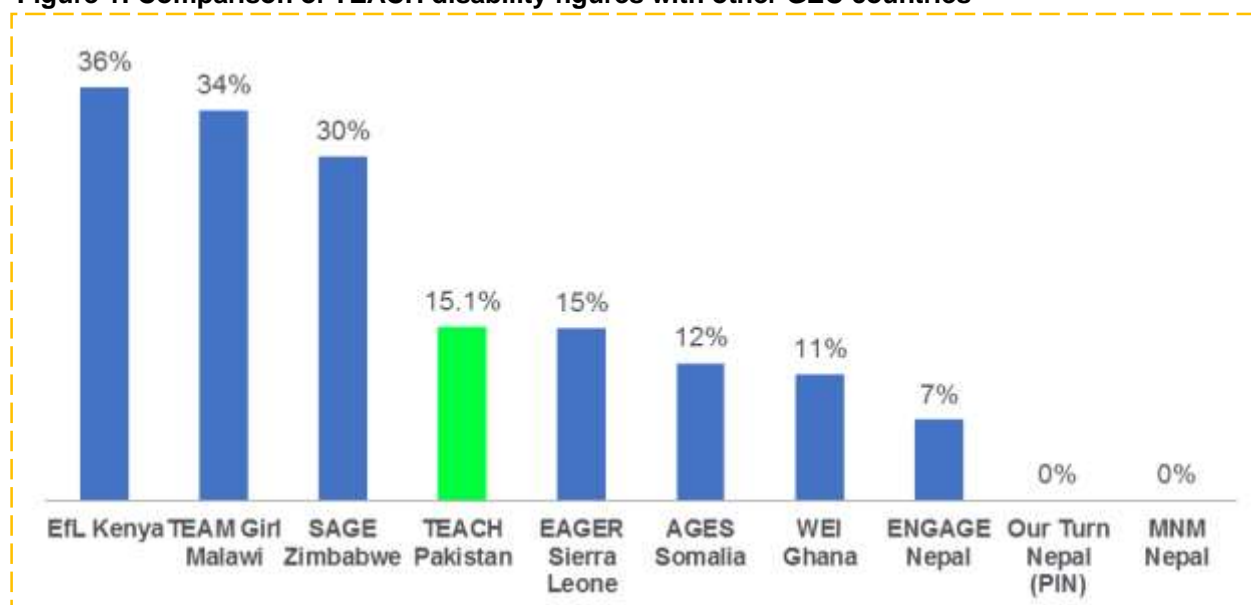
3.1.5   Girls' engagement in income generation activities wise distribution of the sample achieved[65]

The GEC girls that were contributing to the income generation of the household through engagement in the activities such as tailoring/embroidery and domestic worker are 19.4%. The girls were also helping the household in the agriculture fields and looking after the livestock at their homes – refer to below table for details. They are working and engaged in income generation activity throughout the week. They earn approximately PKR 3,200 (approximately, USD 21) per month.

Table 17: Other findings on engagement in income generation activities		
Questions / Responses		**All Girls**
Do you work for wage/income?	Yes	19.4%
	No	80.6%
What work do you do[66]?	Housework for another family	40%
	Handy crafts making for selling	30%
	Work in the agriculture fields	23%
	Paid Tending animals	3%
	Others	5%

3.1.6   Ethnicity wise distribution of the sample achieved.

For ethnicity analysis, the data is distributed against the mother tongue spoke by GEC learners at their home i.e., 48.5% of GEC girls spoke Balochi language, 29.6% Pashto language and 21.7% Brahui language. Ethnicity by language is identified as a subgroup for further analysis in this report.

3.1.7   Orphan wise distribution of the sample achieved.

For orphan analysis, the data recorded that. 4.5% of GEC girls are orphans. Therefore, orphan is identified as a subgroup for further analysis in this report.

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[65] The data is extracted from the core girl survey collected by EE.

[66] This question provides detailed analysis of the 19.4% respondents who are engaged in income generation activity.

3.1.8   Household income levels of sample achieved.

To better understand the context, two separate analyses were carried out to understand the household income levels. The first analysis is based on the average HH monthly income in Balochistan i.e., PKR 36,387 (approximately, USD 238)[67]. The analysis shows that 90.2% HH in the achieved sample are below overall average monthly income in Balochistan province. Similarly, the second analysis is based on the income quartiles used by Pakistan government i.e., quartile 1 to 5 respectively representing lowest to higher income levels[68]. The analysis shows that 75.5% of the respondent falls in the first quartile i.e., lowest income quartile. Both analyses confirm that TEACH project targeted marginalized communities for its interventions.

3.2   Sub-groups identified for detailed analysis.

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

Table 18: Characteristics Subgroups for data analysis		
Characteristics		**Proportion of sample with this characteristic**
Age[69]	Age 10-14 years	68.0%
	Age 15-19 years	31.1%
Girls with disability		15.1%
Girls engaged in income generation activity		19.4%
School status of the GEC girls	Drop out from schools	37.5%
	Never been to school	62.5%
Married Girls		1.4%
Ethnicity	Balochi	48.5%
	Pashto	29.6%
	Brahui	21.7%
Orphans		4.5%

3.3   Key barriers to learning and schooling of girls.

In broader context, the barriers are classified into three main headings: physical/service delivery[70], economic, and cultural barriers. Overall, 44.4% parents/caregivers identified economic barriers, 46.1% cultural barriers and 60.4% physical/service delivery barriers for GEC girls. The below table presents further disintegration of the type of barriers to girls' education identified through this study. These barriers are listed in descending order. [71]

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[67] Based on Household Integrated Economic Survey (HIES) 2018-19, the average monthly income of household in Balochistan is PKR 36,387. Poor households are identified in the dataset with monthly income less than PKR 36,387. (https://www.pbs.gov.pk/sites/default/files//pslm/publications/hies2018-19/TABLE_11.pdf)

[68] Based on Household Integrated Economic Survey (HIES) 2018-19, the average monthly income of household in Balochistan is PKR 36,387. Poor households are identified in the dataset with monthly income less than PKR 36,387. (https://www.pbs.gov.pk/sites/default/files//pslm/publications/hies2018-19/TABLE_11.pdf)

[69] The sample for data analysis comprises girls falling in two age brackets i.e. girls 10-14 years: and girls 15-19 years. EE did not consider girls below 10 years old in the analysis during the age-specific analysis.

[70] The physical / service delivery barriers include the remoteness of institutes, safety issues in school and on the way to school, inadequate transport service and missing facilities.

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

Barrier category			Barrier Description	Proportion of sample affected by this barrier
Physical / Service Delivery			School is too far away	46.7%
Physical / Service Delivery			Transport services are inadequate	46.2%
Economic			There is not enough money to pay the costs of schooling	44.6%
Cultural			No one available to travel to/from school	41.1%
Physical / Service Delivery			To attend school needs special services or assistance[72]	40.1%
Physical / Service Delivery			To attend school needs assistive devices/technology	30.1%
Physical / Service Delivery			It is unsafe to be in school	26.6%
Cultural			It is unsafe to travel to/from school	20.2%
Economic			School does not help in finding a good job	14.5%
Cultural			Too old to attend school	10.2%
Physical / Service Delivery			Cannot use the toilet at school	9.5%
Economic			Needs to work, earn money or help out at home	9.5%
Physical / Service Delivery			Teachers do not know how to teach a child	8.0%
Physical / Service Delivery			Cannot move around the school or classroom	6.9%
Physical / Service Delivery			The school does not have a program that meets learning needs	6.6%
Cultural			Schooling not important	6.4%
Physical / Service Delivery			Refused entry into the school	4.8%
Cultural			Not interested in going to school	4.5%
Cultural			Is married or about to get married	3.9%
Physical / Service Delivery			Has a health condition that prevents from going to school	3.0%
Cultural			Not mature enough to attend school	2.8%
Cultural			Has a child or is about to have a child	2.3%
Physical / Service Delivery			Child says teachers mistreat her at school	1.5%
Physical / Service Delivery			Child says they are mistreated/bullied by other pupils	1.1%
Cultural			Has completed enough schooling	0.9%

Table 19: Barriers affecting girls' education

The inadequate physical / service delivery discourages the girls from enrolling in and/or completion of their schooling. **The physical / service delivery barriers** that create hurdles for girls in pursuing the education include the remoteness of institutes, safety issues in school and on the way to school, inadequate transport service and missing facilities. Balochistan is the largest province by area but a sparsely populated province of Pakistan. Parents/caregivers considered the long distances[73] to school (46.7%) as the major constraint in girls' education. In FGDs with parents they reinforced the distance issue as they stated nearby girl's school are far away for example at a distance of about five kilometres. They further shared the current situation of the country is not conducive for girls to cover long, uninhabited and dangerous routes to and from school. According to Global Partnership for Education (GPE) stories of change 'Pakistan: Technology boosts education reform in remote areas' which stated that 'Almost half of the province's 22,000 settlements do not have a school nearby

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[72] This includes arrangement of transport services, copies, stationery, stipend.

[73] According to the Balochistan Compulsory Education Act 2014, it is considered reasonable excuse for non-attendance if the school is not present within the distance of two kilometers measured via nearest route from the residence of the child. http://emis.gob.pk/Uploads/ACT%20ON%20FREE%20AND%20COMPULSORY%20EDUCATION.pdf

and one million children are out of school'.[74] In an FGD with parents, they also mentioned that they had requested education department in the past to open school for girls in their locality as there is no school for girls nearby where they send their daughters. Because of sparsely populated and inadequate transport infrastructure, the situation further worsened for girls' education as parents/caregivers mentioned inadequate transport services (46.2%) as another major barrier. The issue of adequate transport service for girls was also raised in a meeting by various stakeholders of Balochistan provincial assembly, representatives of civil society and women's rights organisation. They stated some of the girls dropped out of school because of not having transport facility for reaching schools or colleges.[75] Moreover, parents also showed concern about safety of girls at schools (26.6%) for example some of the schools have no boundary walls. As per Balochistan Education Statistics, 67% of the schools had no boundary wall.[76] Parents also face difficulties in sending girls (especially older age group of girls) to far away institutes which is not culturally acceptable and invites criticism. GEC girls mentioned that even if parents allowed us, the lack of transportation facility created hurdles in going to school. Similarly, community shared that it is very difficult for women, girls and children to commute from their village to other places because it [transport vehicle] is fully congested with male members, and in tribal areas females are not allowed to travel in such situation. Moreover, the non-functional or missing toilets in the schools hamper the induction as well as continuing the girls' education. For adolescent girls, this barrier is more prominent in completion of their studies. As per Statistical Booklet 2019 of Balochistan Real Time School Monitoring System, half of the girl students have access to useable toilets in schools.[77]

Girls' education takes a back seat where the households live under the poor economic condition. **Similarly, economic barriers are another major category of the barriers to girls' education**. The majority of population in Balochistan are living under multidimensional poverty.[78] The affordability issue (44.6%) becomes one of the key barrier in girls' education as ChildFund reported that 'Poverty and Education are inextricably linked' which became a driving force of out of school children and child labour.[79] In an interview with GEC girl of poor household shared, "In our home the first thing we think about how to earn bread after that we think about other things like education". It is important to note here that government is providing free education through public schools in terms of no tuition fee and provision of textbooks. However, the education associated costs such as transportation, uniform and stationery are not covered. The parents / caregivers find even this education associated costs as non-affordable. The non-affordability led parents to either not consider education for their children at all or consider education for sons only. The FGDs with girls and parents suggested that later in life boys will help parents economically while girls in daily household chores. This gender based social roles favoured boys' education over girls' education. In group discussion with GEC girls shared that because of poverty, parents cannot afford education of both sons and daughters. [Therefore], they prefer to educate boys because they support them. UNICEF reported, "Poor families often favour boys when investing in education".[80] The FGDs with parents also provided insight that education increases the income as well as opportunities for a person. Moreover, some of the parents/caregivers discourage girls' education as it does not help girls in finding a good respectable job. This belief emerged from cultural and gender perspectives as it is not culturally acceptable for girls to work outside home. However, some parents cannot even fulfil the basic needs of the household because of low to no income. Girls in these homes participating in income generation activities or help the family at home instead of going to school for pursuing education. In interviews, parents, teachers, and girls mentioned the importance of girls' education. In an interview, a girl from poor household stated, "I want to be a teacher and educate my sisters from the village. I see teachers wear nice clothes. I will also have good food and quality clothes when I get education and become a teacher."

The patriarchal values and norms engendered in the society is the driving force behind the prevalence of OOS girls[81]. **Another major category is the cultural barriers.** One of the most prominent cultural barrier GEC girls faced is the non-availability of chaperone to accompany them to go to school. Sometimes even if the chaperone

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[74] https://www.globalpartnership.org/results/stories-of-change/pakistan-technology-boosts-education-reform-remote-areas

[75] https://reliefweb.int/report/pakistan/balochistan-has-highest-female-mortality-rate-world

[76] http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

[77] http://emis.gob.pk/Uploads/BalochistanRTSMStatistics/BalochistanRTSMStatistics-FinalDisseminatedJune19.pdf

[78] https://reliefweb.int/sites/reliefweb.int/files/resources/balochistan_drought_needs_assessment.pdf

[79] https://www.childfund.org/poverty-and-education/

[80] https://www.unicef.org/education/girls-education

[81] Unleashing the potential of gender responsible budgeting and technology to reduce gender disparities in education in Pakistan (https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621090/cs-gender-responsible-budgeting-pakistan-041120-en.pdf;jsessionid=5944525C0F284E4E9FFF65B83140546E?sequence=1) and https://tribune.com.pk/story/2307951/who-is-to-blame-for-out-of-school-children

is available, but he/she does not accompany her because of shear unwillingness, lack of importance to girls' education, or being busy in other socio-economic activities. These factors play key hurdles in achieving girls' education. During an interview the girl stated, "Boys enjoy life, we [girls] always depend on them. My education depends on my brother's willingness. When he wants to accompany me, I visit my school; else I remain at home." Long distances and un-safe routes in Balochistan increase the importance of chaperone for school-going girls. Parents shared in an FGD that village people negatively see those households whose adolescent girls go outside their homes without any chaperone. Similarly, during group discussion, girls shared that people stare at us when we go outside, and our family gets angry with us if we go outside alone. Along with it, the second major cultural barrier to girls' education is unsafe travelling to/from school. In FGDs with parents, parents mentioned that government should equipped schools with free transportation services which will help girls to safely travel girls to/from school. They further mentioned that the transportation service for girls will help parents not to overthink about girls' safety on the way to/from school. Because of cultural and gender issues, parents and society consider the adolescent girls as grown up and mature. Because of maturity, other socio-cultural norms were strictly considered for these girls like veil and staying at home. These issues restrained the girls from going to schools and the situation further exacerbated when schools are located far away about five kilometres. Another key barrier that affected the girls' education is that schooling is not considered valuable as educated girls stay at home after marriage or do not have any proper job; thus, the parents think girls' education is mere wastage of time and money. In an FGD, parents raised a question which reflects the gender discriminatory decisions linkages with poverty that they are already poor people and if there is no job for girls or monetary advantage, moreover, the girls will move to another home in few years; then why do they invest their time and money? A report 'Gender inequality in education' also stated that one of the key reasons behind girls being more marginalized and out of school is their 'gender'. The report stated that in poor households, families make decisions in favour of boys while investing in education. Furthermore, data of children from same background revealed that there is greater possibility of girls to be out of school than boys.[82]

In the following sub-sections, the data further disaggregated on the basis of age wise, disability status, girls engaged in income generation activities, out of school status, ethnicity, marital status and IRC TEACH programs to explore key barriers for each sub-group.

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

The table below presents the key barriers disaggregated for GEC girls based on two age groups i.e., girls 10-14 years and girls 15-19 years. The barriers listed in the table largely affect older girls than younger girls except the safety concern at school is more common for the younger girls.

Table 20: Barriers affecting girls' education – Age wise analysis

Barrier category	Barrier Description	% Of girls 10 - 14 years	% Of girls 15 - 19 years
Physical / Service Delivery	School is too far away	43.1%	53.0%
Physical / Service Delivery	Transport services are inadequate	41.1%	55.6%
Cultural	No one available to travel to/from school	39.2%	44.4%
Economic	There is not enough money to pay the costs of schooling	35.2%	64.0%
Physical / Service Delivery	It is unsafe to be in school	27.4%	23.2%

The barriers related to girls' education varied in intensity and priority for different age group girls. The parents/caregivers reported the physical/service delivery barrier as the topmost barriers for girls' education for GEC girls in lower age group (10-14 years). Whereas for girls in higher age group (15-19 years) the economic barrier was identified as the topmost barrier in pursuing education. For 43.1% of the lower age group, the school is too far away as the most prominent barrier followed by inadequate transport services, and no one available to travel to/from school. On the other hand, for 64% of the higher age group, there is no money to pay the costs of schooling followed by inadequate transport services, and school is too far away. The table illustrates that the topmost barriers for both groups are similar; however, parents/caregivers considered these barriers with more intensity for higher age group girls.

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[82] https://casstt.com/post/gender-inequality-in-education/232

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

The study found the key barriers based on the disability status of girls in IRC TEACH programs of Learn, Earn and Distant Learning. The table below generated based on the disability wise analysis.

Table 21: Barriers affecting girls' education – Disability wise analysis

Barrier category	Barrier Description	% Of girls with disability
Cultural	No one available to travel to/from school	51.9%
Physical / Service Delivery	Transport services are inadequate	50.0%
Physical / Service Delivery	To attend school needs special services or assistance	50.0%
Physical / Service Delivery	School is too far away	47.7%
Economic	There is not enough money to pay the costs of schooling	40.9%

At least 50% of the GEC Girls with disability faced two barriers that affect their education including the unavailability of someone (i.e., someone trustworthy most likely an immediate family member) to accompany them to/from school; inadequate transport services; and to attend school they need special services or assistance. Other, prominent barriers girls with disability faced in achieving education is that school is too far away (47.7%) and that they are unable to bear education-related expenses. In an interview with a girl with disability, the respondent mentioned that because of mobility issues she does not want to go to school as it is very difficult for my family to arrange a vehicle for me to visit school every day. However, she desired to learn embroidery and stitching to help her family financially.

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

The key barriers faced by the GEC girls engaged in income generation activities are enlisted below.

Table 22: Barriers affecting girls' education – Girls engaged in income generation activities

Barrier category	Barrier Description	% Of girls engaged in income generation activity
Economic	Needs to work, earn money or help out at home	32.1%
Physical/Service Delivery	It is unsafe to be in school	30.2%
	School is too far away	29.3%
Economic	There is not enough money to pay the costs of schooling	28.2%
Cultural	It is unsafe to travel to/from school	23.9%

Girls' engagement in income generation activities leads to their dropout from the education. The GEC girls engaged in income generation activities mostly belonged to the poor economic strata of society. Instead of pursuing education, they help their families in monetary terms. For example, during baseline study, a GEC girl interviewed. mentioned that she helped her mother in stitching clothes from past few years, while her father sells them in the market. She stated that education brings money in the long term, but her family needs it now and regularly which discourages her to attend school. The engagement in income generation activities i.e., needs to work, earn money, or help out at home (32.1%), negatively affects the learning and schooling of the girls. During group discussion with girls mentioned that they are busy in making handicrafts/tailoring and get so tired from all day's work. We are unable to spare sometime to studies and learn the lessons, and in result drop out from the school.

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

The table below provides the insight about the key barriers faced by out-of-school girls in learning and schooling. The disaggregated data shows the key barriers faced by the GEC girls based on schooling status i.e., girls dropped out and never been to school.

Table 23: Barriers affecting girls' education – Schooling status wise analysis			
Barrier category	**Barrier Description**	**% Of girls dropped out**	**% Of girls never been to school**
Economic	There is not enough money to pay the costs of schooling	41.2%	46.7%
Physical / Service Delivery	School is too far away	38.4%	51.0%
Physical / Service Delivery	Transport services are inadequate	32.6%	53.2%
Cultural	No one available to travel to/from school	28.8%	47.5%
Physical / Service Delivery	It is unsafe to be in school	27.1%	26.3%

The key barriers vary for girls belonging to different schooling status. The four major barriers identified for both the groups in achieving education are not enough money to pay the costs of schooling; school is too far away; inadequate transport services; and no one available to travel to/from school. Overall, parents/caregivers reported the same barriers with greater intensity for girls who have never been to school. For girls who have never been to school, the major barrier was inadequate transport services (53.2%). The reason may arise from the schools located too far away (second major barrier for both sub-groups). From FGDs and interviews with girls, parents/caregivers and girls mentioned that the nearest schools are located at a distance of five kilometres. Local available transport service is inadequate to cater the needs of the girls as per the cultural norms of the area. On the other hand, for girls who dropped out, the major barrier was not enough money to pay the costs of schooling. In an FGD, parents stated even though schooling is free, but they have to buy school uniforms, and stationary. During an interview, a teacher stated, "Education does not mean sitting idle in class. You need pencils and notebooks to learn something. Unfortunately, many poor students cannot afford to buy these." Girls dropped out when their parents were unable to manage the costs of schooling and provision of school related accessories.

3.3.5   Key barriers to learning and schooling – Ethnicity wise analysis.

Different ethnic groups registered various barriers as per their social, regional, and economic conditions. The major barriers are enlisted in the table below with disaggregated responses based on ethnicity.

Table 24: Barriers affecting girls' education – Ethnicity wise analysis				
Barrier category	**Barrier Description**	**% Of Balochi speaking girls**	**% Of Pashto speaking girls**	**% Of Brahui speaking girls**
Physical / Service Delivery	School is too far away	45.7%	67.7%	22.9%
Physical / Service Delivery	Transport services are inadequate	44.2%	67.8%	23.6%
Economic	There is not enough money to pay the costs of schooling	38.7%	67.4%	31.1%
Cultural	No one available to travel to/from school	38.3%	63.7%	19.5%
Physical / Service Delivery	It is unsafe to be in school	23.7%	32.8%	24.6%

Similar girls' education-related barriers were identified for all three ethnic groups. However, the girls' education barriers are more strongly reflected for Pashto ethnic group followed by Balochi and Brahui. During qualitative analysis and feedback from field teams, it was revealed that Pashto ethnic group has imposed more restrictions or was more rigid towards the mobility of girls as compared to non-Pashto ethnic group. For the girls belonging to Baloch and Pashto ethnic groups the inadequate physical/service are the key barriers towards their education. For Brahui girls, the top barrier is that there is not enough money to pay the costs of schooling.

3.3.6   Key barriers to learning and schooling – Married girls' analysis.

The major barriers in learning and schooling are reported below exclusively on the basis of marital status. The table below provides an insight about the married girls' key barriers which affected their education.

Table 25: Barriers affecting girls' education – Married girls' analysis

Barrier category	Barrier Description	% Of married girls
Cultural	Is married or about to get married	91.7%
Physical / Service Delivery	School is too far away	79.2%
Economic	There is not enough money to pay the costs of schooling	56.0%
Cultural	Has a child or is about to have a child	52.2%
Physical / Service Delivery	Transport services are inadequate	50.0%

Parents/caregivers further highlighted the barriers related to education for married girls. More than 90% of the parents/caregivers of married girls reported that marriage itself is the key barrier to education for the married girls; while more than 50% mentioned that a girl having a child or about to have a child are the two key cultural barriers. A married girl mentioned in an interview that she did not have time to go to school as she had to look after her children and housekeeping activities. Another married girl mentioned her father-in-law and husband did not allow her. It was also noted in the qualitative analysis that parents/caregivers did not allow girls to go to school once they are engaged or get married. Along with cultural barriers, married girls faced major physical/service delivery barriers i.e., school is too far away or inadequate transport services; while others did not have enough money to pay the costs associated to their learning.

3.3.7   Key barriers to learning and schooling – Orphaned girls analysis.

The major barriers in learning and schooling are reported below exclusively on the basis of orphan status. The table below provides an insight about the orphaned girls' key barriers which affected their education.

Table 26: Barriers affecting girls' education – Orphaned girls' analysis

Barrier category	Barrier Description	% Of married girls
Physical / Service Delivery	Transport services are inadequate	56.9%
Physical / Service Delivery	School is too far away	55.9%
Cultural	No one available to travel to/from school	49.2%
Physical / Service Delivery	To attend school needs special services	49.2%
Economic	There is not enough money to pay the costs of schooling	44.9%

Parents/caregivers further highlighted the barriers related to education for orphaned girls. More than 50% of the parents/caregivers of orphaned girls reported the inadequate transport services and long distance of school from the village. They also mentioned the lack of trustworthy and/or unwillingness of chaperone (49.2%) to travel with them to/from school. In addition, the parents/caregivers of orphaned girls also mentioned need of special services (49.2%), and not enough money to pay their cost of schooling (44.9%).

3.3.8   Key barriers to learning and schooling – IRC TEACH Project wise analysis.

The study identified the key barriers associated with girls' learning and schooling. The table below enlists the key barriers for GEC girls' IRC TEACH Programs wise analysis i.e., Learn program and Earn program.

Table 27: Barriers affecting girls' education – IRC TEACH programs wise analysis

Barrier category	Barrier Description	% Of Learn program girls	% Of Earn program girls
Physical / Service Delivery	School is too far away	44.6%	51.2%
Physical / Service Delivery	Transport services are inadequate	42.3%	54.2%
Cultural	No one available to travel to/from school	40.2%	43.2%
Economic	There is not enough money to pay the costs of schooling	37.1%	62.%%
Physical / Service Delivery	It is unsafe to be in school	29.2%	20.5%

Girls associated with Learn and Earn programs belong to different age groups thus face various barriers in achieving education. Both these groups identified physical/service delivery, cultural and economic aspects as the key barriers. In physical/service delivery, the GEC girls in Learn and Earn programs mentioned the key three barriers i.e., school is too far away, transport services are inadequate, and it is unsafe to be in school. Beside this, the GEC girls in Learn and Earn programs reported no one available to travel to/from school and there is not enough money to pay the costs of schooling as the major cultural and economic barriers, respectively.

In the baseline it was noted that only 51% GEC girls of distant learning program had radio in their house whereas 44% have access to radio. In addition, 70% GEC girls of distant learning mentioned that coverage of radio signals are present in their area. Overall, 52% of the girls suggested lesson time in the morning between 8 am to 12 pm. The rest 48% of the girls suggested lesson time in the afternoon i.e., from 12 pm to 4 pm. The further analysis of the data on age groups shows that majority (61%) younger age group (10 to 14 years) suggested lesson time in the morning i.e., before 12 pm. On the other hand, the majority (62%) of the older age group (15 to 19 years) suggested lesson time in the afternoon i.e., after 12 pm. For successful completion and transition, the IRC TEACH project may broadcast or share the recordings on WhatsApp, if feasible.

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

At the project design stage, the IRC TEACH project has included and addressed the most prominent economic, cultural, and physical/service delivery education barriers such as provision of learning centres closer to the communities, provision of learning material and teacher training. The intervention plays its part in helping and linking the education system with the people to reduce the dropout rate of the girls from the learning centres and access to formal/non-formal education and provide market-relevant employability skills (through its TVET interventions). Moreover, the project should provide safe environment at the learning centre through training teachers, and provision of basic amenities at the centre. For inclusive approach, the project should initiate awareness sessions for the parents/caregivers of marginalised girls especially girls with disability and married girls for ensuring their enrolment and reducing the dropout rate in the learning centres. It is important to note that the prevalence of early marriage for girls in the project area is significantly higher than the ratio of married girls enrolled under the project[83]. Similarly, Village Savings and Loan Associations (VSLAs) needs to be established early on to integrate Learn and Earn graduates to successfully transition into formal schools or employability skills. The poverty prevalence in the project areas requires special attention which the TEACH project has considered through the provision of market-relevant employability skills and access to loans and grants. In addition, the TEACH project may also link the communities with the on-going poverty alleviation and food security programs like EHSAAS Program.

Overall, the IRC TEACH project had identified major barriers associated with the girl's education during the designing stage. These major barriers are in line with the baseline findings. The key barriers included during the design stage are as follows:

➢ Physical accessibility as a major barrier because of a lack of learning centres near the girls' home with adequate facilities which are inclusive and safe and in accordance with the special needs of marginalized girls.
➢ The lack of qualified female teachers having professional capacity to inculcate education through inclusive and best practices in classrooms.
➢ The learning centres and communities do not give special attention to marginalised girls like girls with disabilities.
➢ Social, cultural, and physical barriers create hurdles in providing high quality of learning environment at different social institutional levels including community, family, and educational institutions and the system.

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[83] Rashid Javed, Mazhar Mughal. Girls Not Brides: Evolution of Child Marriage in Pakistan. 2020.

4. OUTCOME FINDINGS

Outcome findings are presented in the following sectors for three outcomes: 1) Learning: Marginalised OOSGs supported by GEC have improved learning outcomes. 2) Transition: Marginalised OOSGs have transitioned into education, training, or employment. 3) Sustainability: Project can demonstrate that the changes it has brought about which improve learning and transition are sustainable.

4.1   Outcome 1 – Learning assessment

This sub-section presents the key findings on the learning outcomes i.e., marginalized OOSGs supported by GEC have improved learning outcomes. The following two indicators measure the learning outcomes (i.e., outcome 1 of TEACH intervention)

- Indicator 1.1: Percentage of OOSG (10-14 years) who achieve literacy and numeracy standard, as established by baseline benchmarks.
- Indicator 1.2: Percentage of OOSG (15-19) who achieved the targeted literacy and numeracy levels, as established by baseline benchmarks.

The eligibility requirements of the Learn, Earn and Distant Learning beneficiaries included out-of-school girls having lack of functional literacy and numeracy skills, or they were dropouts from schools and were in the age bracket of 10 to 19 years. After successful course completion, the graduating girls of Learn, Earn and Distant Learning courses would be equipped with literacy, numeracy and knowledge in key subjects that would help them in enrolling in formal schools and provision of employment respectively, if they wish to continue.

Learning bands and scores were computed and reported as per the TEACH guidance for the learning assessment. EGRA-based tool has both timed and untimed tasks, whereas EGMA-based tool has only untimed tasks. Following thresholds of scores were applied by GEC LNGB for the categorization of levels of learning.

Table 28: Learning categories with threshold			
Learning category	Threshold (% of score)	EGRA Urdu based tool	EGMA based tool
Un-timed tasks			
Non-learner	0	✓	✓
Emergent learner	1-40	✓	✓
Established learner	41-80	✓	✓
Proficient learner	81-100	✓	✓
Timed tasks			
Non-reader	0-5	✓	
Emergent reader	6-44	✓	
Established reader	45-80	✓	
Proficient reader	80+	✓	

EE administered both EGRA Urdu and EGMA based tools of GEC girls with Learn, Earn and distant learning. Equal score was assigned to questions in each subtask. Aggregated score was linear addition at subtask level. SPSS command "record into different variable" was used for converting obtained scores to percentage, and learning categories were achieved from variable of percentage score.

Table 29: Learning assessments subtasks and scores					
Task	Subtasks	Task Description	Purpose	Administration	Max Score
EGRA-Urdu based tool	Subtask-1	Listening comprehension	Oral language comprehension and vocabulary	Un-timed	4
	Subtask-2a	Letter Names Knowledge	Letters recognition	Un-timed	100
	Subtask-2b	Letter / Syllable Sound Identification	Letters recognition	Un-timed	100
	Subtask-3	Familiars words reading	Reading comprehension	Un-timed	50
	Subtask-4a	Oral Reading Fluency	Decoding and reading fluency	Timed	60
	Subtask-4b	Reading Comprehension	Reading comprehension	Un-timed	5
	Subtask-5	Writing / Dictation	Writing Skills Assessment	Un-timed	32
EGMA based tool	Subtask-1	Numbers identification	Numerals and numeracies identification	Un-timed	20
	Subtask-2a	Number discrimination with numbers	Numerical magnitudes comparisons	Un-timed	10
	Subtask-2b	Number discrimination with currency notes	Currency magnitudes comparisons	Un-timed	5
	Subtask-3	Missing numbers	Number patterns identification	Un-timed	10
	Subtask-4a	Addition Level 1	Arithmetic skills	Un-timed	20
	Subtask-4b	Addition Level 2	Arithmetic skills	Un-timed	5
	Subtask-5a	Subtraction Level 1	Arithmetic skills	Un-timed	20
	Subtask-5b	Subtraction Level 2	Arithmetic skills	Un-timed	5
	Subtask-6	Word Problem	Conceptual and real-word mathematics understanding	Un-timed	6

4.1.1   Literacy assessment[84]

In the baseline study, girls enrolled in the TEACH project were assessed for their literacy skills. Overall, the literacy result (N=2,024 based on combined Learn, Earn and Distant Learning datasets) shows that majority of the GEC girls faced difficulty in subtask 5-writing/dictation as compared to other subtasks i.e., 57.2% scored zero in it and they emerged as non-learners. Similarly, in subtask 4a-oral reading fluency and 4b-reading comprehension, more than 50% GEC girls are currently at the non-learner level. In contrast, GEC girls performed well in subtasks 1-listening comprehension and 2a-letter names knowledge, which showed that these two subtasks are comparatively easy as compared to other subtasks. From subtask 2a-letter names knowledge to subtask 5-writing/dictation, a linear relationship is observed in non-learner category. The Annual Status of Education Report (ASER-Pakistan 2019) stated that in rural areas of Pakistan, only one out of five OOS child can read in national language (Urdu). Moreover, those who can read for those letters identification was comparatively easy while reading comprehension is a difficult task. The report also stated that in comparison to rural areas of rest of Pakistan, the EGRA Urdu scores are even lower for Balochistan.[85]

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[84] All data related to literacy is based on the related learning assessment carried out by EE.
[85] http://aserpakistan.org/document/aser/2019/reports/national/ASER_National_2019.pdf

Table 30: Foundational literacy gaps (EGRA Urdu Based Tool)

Categories	Subtask 1 Listening Comprehension	Subtask 2a Letter Name Knowledge	Subtask 2b Letter / Syllable Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[86]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	29.6%	16.6%	32.2%	41.0%	53.0%	56.9%	57.2%
Emergent learner 1%-40%	8.4%	24.1%	26.3%	23.1%	12.1%	8.5%	9.1%
Established learner 41%-80%	28.9%	16.5%	12.8%	14.4%	9.7%	12.1%	10.6%
Proficient learner 81%-100%	33.2%	42.9%	28.7%	21.4%	25.2%	22.4%	23.1%
Source: EGRA Urdu Based Tool **N= 2024 (All GEC Girls of IRC TEACH Project)**	100%	100%	100%	100%	100%	100%	100%

As per FM guidelines for setting up benchmarks of EGRA, the proficient learners (25.2% GEC girls) in subtask 4a-oral reading fluency of literacy is further checked their performance in other subtasks of EGRA Urdu based at the baseline. The below table shows that majority of these proficient learners in ORF are also proficient learners in the other subtasks in the literacy task. However these proficient GEC girls in ORF performed low in subtask 5-writing/dictation (double digit non-learners are present) as compared to the other subtasks.

Table 31: Proficient learners of ORF distribution in other subtasks (EGRA Urdu Based Tool)

Categories	Subtask 1 Listening Comprehension	Subtask 2a Letter Name Knowledge	Subtask 2b Letter / Syllable Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[87]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	6.1%	0.6%	7.5%	1.2%	0.0%	2.7%	13.3%
Emergent learner 1%-40%	1.4%	3.5%	6.7%	2.2%	0.0%	3.9%	7.5%
Established learner 41%-80%	21.8%	10.0%	14.3%	22.7%	0.0%	20.6%	18.2%
Proficient learner 81%-100%	70.8%	85.9%	71.6%	73.9%	100.0%	72.7%	61.0%
Source: EGRA Urdu Based Tool **N= 510 (All Proficient GEC Girls in Oral Reading Fluency of IRC TEACH Project)**	100%	100%	100%	100%	100%	100%	100%

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

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

In figure 2, the percentages of non-learners of Learn, Earn and Distant Learning programs show that subtask 5-writing/dictation is the most difficult task in EGRA-Urdu-based tool. Moving from subtask 2a-letter names knowledge to subtask 5-writing/dictation, the similar trend shows that in all IRC-TEACH programs the difficulty level increases with each subtask in ascending order. The figure 2 indicates that most of the girls scored zero in IRC TEACH Programs are from Learn program.

Figure 2: Percentages of non-learners in EGRA Urdu based tool of IRC TEACH Programs
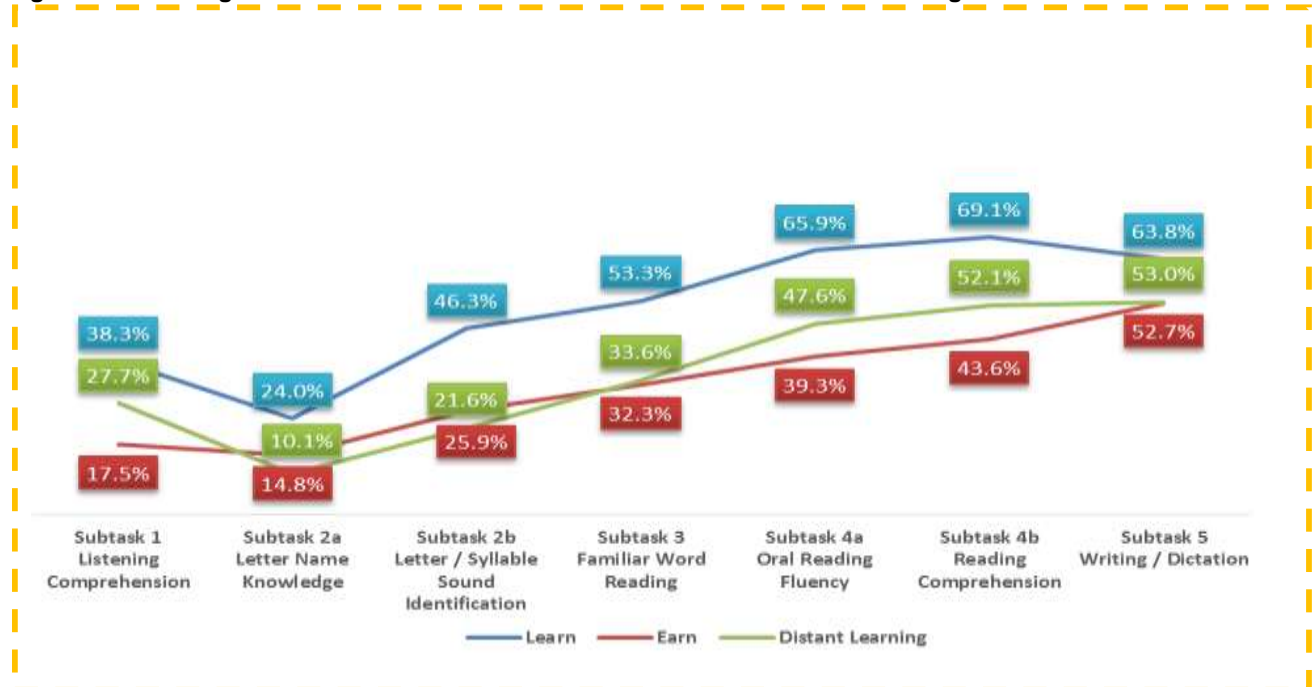
In figure 3, the percentages of proficient learners of Learn, Earn and Distant Learning programs show that subtask 2a-letter name knowledge is the easiest task in EGRA-Urdu-based tool. Moving from subtask 2a-letter names knowledge to subtask 5-writing/dictation, the similar trend shows that in all IRC-TEACH programs the difficulty level increases with each subtask and in result proficient learners decreases. The figure 3 indicates that most of the proficient learners in IRC TEACH Programs are from Earn program.
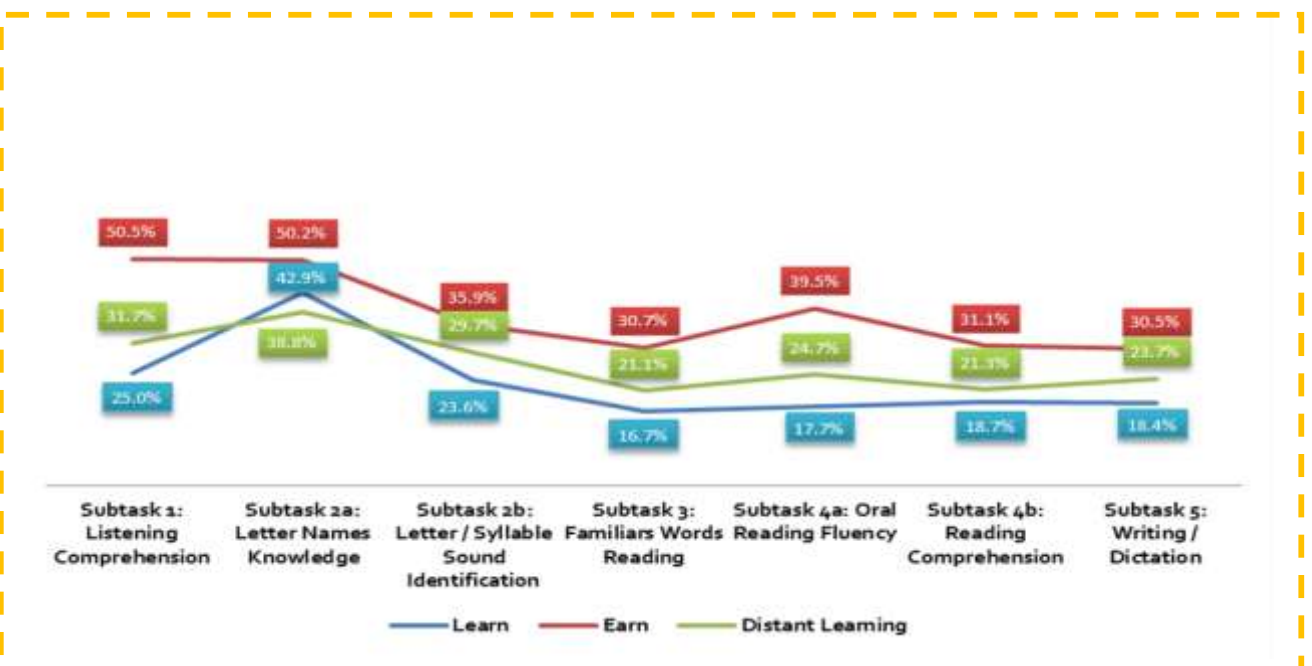
Figure 3: Percentages of proficient learners in EGRA Urdu based tool of IRC TEACH Programs

Based on the learning level from baseline findings, overall, the Learn girls (age 10-14 years group) are educationally highly marginalized followed by the girls of distant learning (age 10-19 years group) and Earn (age 15-19 years group) program. This is evident from the percentage mean score of Earn (51.98%) and Distant Learning (41.27%) programs are higher while that of Learn (32.73%) program is lower as compared to the overall percentage mean score of IRC TEACH Project in EGRA Urdu (40.26%). One of the key conclusions drawn from this analysis is that younger girls are educationally highly marginalized as compared to the older girls.

| Table 32: Foundational literacy gaps (EGRA Urdu based tool - %age mean score)								
Categories	Overall	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[88]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
All GEC Girls	40.26	52.92	56.32	40.52	34.35	33.58	33.62	30.47
Learn Program	32.73	43.28	52.76	33.10	26.20	23.83	25.33	24.63
Earn Program	51.98	69.49	64.84	49.32	47.30	49.33	46.23	37.32
Distant Learning Program	41.27	53.35	55.15	43.06	35.31	34.58	34.90	32.52
Source: EGRA Urdu Based Tool								
N= 2024 (All GEC girls of IRC TEACH Project)								

Based on the overall aggregate mean score of literacy, 59.2 percent GEC girls of TEACH project scored lower than overall aggregate mean score of the literacy task. In addition, the aggregate mean score in literacy task and distribution of GEC girls also computed at the individual program level such as Learn, Earn and Distant learning in the below table. It is evident from the below table that almost 60 percent GEC girls performed lower from their respective aggregate mean score in the literacy task at program level except for GEC girls of Earn program.

Table 33: Distribution of GEC girls w.r.t overall aggregate score in literacy			
Categories	Overall aggregate percentage mean score	Percent of GEC girls scored lower than overall aggregate percentage mean score	Percent of GEC girls scored higher than overall aggregate percentage mean score
All GEC Girls	40.26	59.2	40.8
Learn Program	32.73	60.4	39.6
Earn Program	51.98	48.4	51.6
Distant Learning Program	41.27	59.3	40.7

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

<div style="background:yellow">**4.1.2 Numeracy assessment**[89]</div>

The girls enrolled in the TEACH project were also assessed for their numeracy skills. The table below shows that nearly 50% GEC girls remained at non-learner levels in solving word problems and advanced levels of addition and subtraction questions as compared to other subtasks. On the other hand, more than 60% of the GEC girls scored higher in the subtask 2b of number discrimination with currency notes. As compared to other subtasks, subtasks 1-Number identification, 2a-Number discrimination with numbers, and 2b-Number discrimination with currency notes are easier as more GEC girls moved to higher learner level. In rural areas of Balochistan province, fewer number of out of school children were successful in the number recognition tasks in arithmetic skills as compared to that of overall out of school children in the rural areas of Pakistan. Comparatively, for out of school children in Balochistan, number recognition was easier as compared to subtraction and division tasks in arithmetic skills.[90]

Table 34: Foundational numeracy skills (EGMA based tool)

Categories	Subtask 1 Number Identification	Subtask 2a Number Discrimination with numbers	Subtask 2b Number Discrimination with currency notes	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b Addition Level 2	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Words Problem
Non-learner 0%	17.5%	19.5%	11.5%	26.6%	33.8%	46.6%	40.2%	53.5%	47.2%
Emergent learner 1%-40%	37.7%	22.4%	9.4%	32.9%	20.0%	16.5%	14.9%	14.5%	14.3%
Established learner 41%-80%	25.4%	26.7%	14.9%	26.0%	18.5%	22.6%	19.4%	19.4%	18.5%
Proficient learner 81%-100%	19.4%	31.4%	64.1%	14.5%	27.7%	14.3%	25.5%	12.6%	20.0%
Source: EGMA Based Tool **N= 2024 (All GEC Girls of IRC TEACH Project)**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

As per FM guidelines for setting up benchmarks of EGMA, the proficient learners (20.2% GEC girls) in subtask 6-words problem of numeracy is further checked their performance in other subtasks of EGMA based task at the baseline. The below table shows that majority of these proficient learners in words problem are also proficient learners in the other subtasks. However these girls performed low in subtasks 4a-addition level 2 and 5b-subtraction level 2 (double digit non-learners are present) as compared to the other subtasks. These two subtasks contain questions/items having carryover / borrowing property. Thus, it is evident that proficient learners of words problem also faced problems in solving advanced level addition and subtraction having carryover / borrowing property.

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

[90] http://aserpakistan.org/document/aser/2019/reports/national/ASER_National_2019.pdf

Categories	Subtask 1 Number Identification	Subtask 2a Number Discrimination with numbers	Subtask 2b Number Discrimination with currency notes	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b **Addition Level 2**	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Words Problem
Non-learner 0%	2.0%	3.5%	1.2%	7.7%	4.0%	14.1%	6.9%	18.6%	0.0%
Emergent learner 1%-40%	20.8%	4.0%	0.2%	17.1%	7.7%	12.4%	5.4%	10.1%	0.0%
Established learner 41%-80%	24.8%	24.3%	4.7%	31.9%	20.5%	33.9%	24.5%	32.4%	0.0%
Proficient learner 81%-100%	52.5%	68.3%	93.8%	43.3%	67.8%	39.6%	63.1%	38.9%	100.0%
Source: EGMA Based Tool **N= 404 (All Proficient GEC Girls in Words Problem of IRC TEACH Project)**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 35: Proficient learners of Words Problem distribution in other subtasks (EGMA based tool)

In figure 4, it is illustrated that less than 5% GEC girls of Earn and distant learning programs scored zero in subtask 2b-number discrimination with currency notes. The most difficult task for Learn program girls is subtask 6 of word problems as 63.5% girls listed in the non-learner category; while for Earn and Distant learning programs, the most difficult task is subtask 5b-subtraction level 2. Moving higher to each subtask in ascending order the trend shows that the difficulty level increases in a linear relationship. The figure 4 indicates that GEC girls from Learn program performed low as compared to other two groups.
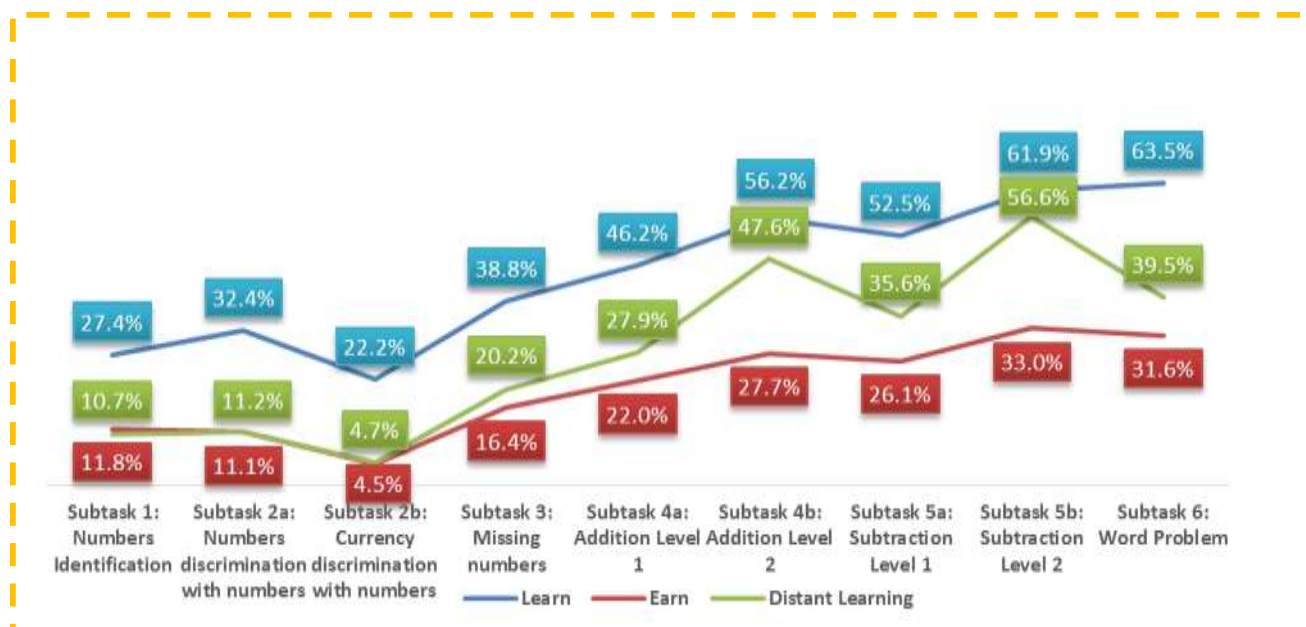
Figure 4: Percentages of non-learners in EGMA based tool of IRC TEACH Programs

In figure 5, it is illustrated that subtask 2b-number discrimination with currency notes is easiest task where more than 50% GEC learners of IRC TEACH programs scored more than 80 percent in subtask 2b-number discrimination with currency notes. Moving higher from subtask 3-missing numbers till subtask 6-word problems

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the proficient learners decreases because the trend shows that the difficulty level increases in a linear relationship. The figure 5 indicates that proficient learners from Learn program are less as compared to other two groups.
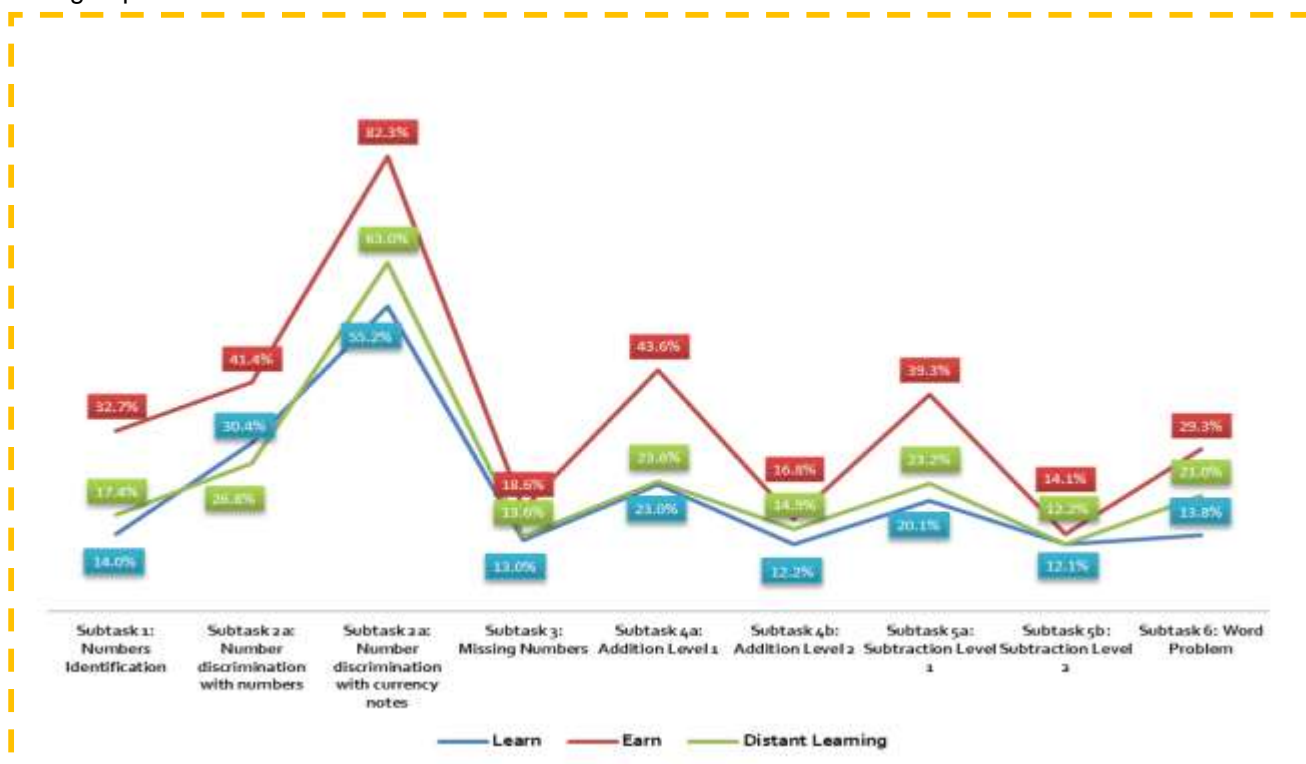
Figure 5: Percentages of proficient learners in EGMA based tool of IRC TEACH Programs

Similar to literacy, the percentage mean score of Earn (57.71%) and Distant Learning (43.97%) programs are higher while that of Learn (35.84%) program is lower as compared to the overall percentage mean score of each GEC girls in numeracy (43.78%). In all the TEACH programs (Learn, Earn and Distant Learning), subtask 2b-number discrimination with currency notes was the easiest task for GEC girls.

Table 36: Foundational numeracy skills (EGMA based tool - %age mean score)										
Categories	Overall	Subtask 1 Number Identification	Subtask 2a Numbers Discrimination with numbers	Subtask 2b Currency Discrimination with numbers	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b **Addition Level 2**	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Words Problem
All GEC Girls	43.78	43.31	54.01	77.62	39.08	42.34	34.22	39.85	29.95	33.62
Learn Program	35.84	34.22	45.09	66.49	33.50	34.27	28.74	31.86	25.20	23.23
Earn Program	57.71	57.01	68.52	91.05	49.75	59.53	47.27	56.65	43.05	46.55
Distant Learning Program	43.97	44.79	54.87	81.29	38.72	40.87	32.45	38.52	27.42	36.83
Source: EGMA **N= 2024 (All GEC girls of IRC TEACH Project)**										

Based on the overall aggregate mean score of numeracy, 52.6 percent GEC girls of TEACH project scored lower than overall aggregate mean score of the numeracy task. In addition, the aggregate mean score in numeracy task and distribution of GEC girls also computed at the individual program level such as Learn, Earn and Distant learning in the below table. It is evident from the below table that more than 50 percent GEC girls

performed lower from their respective aggregate mean score in the numeracy task at program level except for GEC girls of Earn program.

Table 37: Distribution of GEC girls w.r.t overall aggregate score in numeracy			
Categories	Overall aggregate percentage mean score	Percent of GEC girls scored lower than overall aggregate percentage mean score	Percent of GEC girls scored higher than overall aggregate percentage mean score
All GEC Girls	43.78	52.6	47.4
Learn Program	35.84	55.4	44.6
Earn Program	57.71	40.7	59.3
Distant Learning Program	43.97	55.7	44.3

4.1.3   GEC girls' subgroups analysis against learning outcomes

Following table presents the aggregate learning score according to key characteristic subgroups. It shows the percentage mean score of literacy and numeracy score of IRC TEACH project. EE has conducted the comparison of these scores on age, ethnic groups, status of enrolment, girls with disabilities, girls engaged in income generation activities and at program levels.

Table 38: Supplementary table – %age mean score of literacy and numeracy by subgroups		
Sub-groups	%age mean literacy score (aggregate)	%age mean numeracy score (aggregate)
All girls	40.26	43.78
Age 10 - 14 years	34.38	37.46
Age 15 - 19 years	53.79	58.17
Girls with disabilities	33.87	38.55
Girls engaged in income generation activities	45.95	42.56
Drop out from schools	52.83	52.62
Never been to school	32.73	38.48
Married Girls	37.30	54.09
Girls speaking Balochi	38.51	43.05
Girls speaking Pashto	42.77	47.47
Girls speaking Brahui	40.69	40.11
Orphaned Girls	40.62	43.57
Learn program	32.73	35.84
Earn program	51.98	57.71
Distant Learning program	41.27	43.97

The percentage mean score for literacy and numeracy is positively correlated with age i.e., the score increases with increase in age (linear relationship of score with age) – please refer to below table 35.

Table 39: Supplementary table – Correlation Coefficients for learning and age			
	EGMA	EGRA	Age
EGMA	1		
EGRA*	.736**	1	
Age	.343**	.304**	1
. Correlation is significant at the 0.01 level (2-tailed).			

The mean score of girls with disability is lower than the overall mean score for literacy and numeracy. This shows that disability hinders the learning level of the girls. The mean score of never been to school is much lower than the girls who were been to school but dropped out later. Girls from Pashto speaking ethnicity in Balochistan have performed better than the other ethnic groups in the province. The disaggregated further suggests that comparatively more head of households were educated of Pashto speaking girls as compared to non-Pashtun girls. Similarly, comparatively, more Pashto speaking girls had textbooks at home as compared to non-Pashtun girls. These factors may have helped the Pashtun girls to have better learning outcomes at the baseline stage.

Overall, the percentage mean score for both literacy and numeracy is higher of Earn program followed by distant learning program and Learn program.

4.2 Social and emotional learning skills[91]

One of the important factors was calculating the Social and Emotional Learning (SEL) skills index. The SEL skills index included different aspects such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making – refer to annexure 13 for detailed analysis against each SEL subcategory. For this purpose, the EE merged datasets of Earn (440) and Learn (792) programs to calculate the SEL skills composite index.

The EE team measured the mean score of each girl's SEL skills on the basis of 3.0 point scale[92] in order to calculate the baseline level of SEL skills. The score is divided into two categories i.e., lower proportion and higher proportion. High SEL skills scores were equal to or greater than 1.81- the median of the SEL skills index.

Table 40: Supplementary table – Life skills results by subgroup (median of 1.81 out of 3.00)

Attribute	Score	All GEC girls in the sample	Sub-group										
			Age 10 – 14	Age 15 - 19	Girls with disabilities	Girls engaged in income generation activities	Married	OOS – Dropped out	OOS – Never been enrolled	Balochi	Pashto	Brahui	Orphaned Girls
Overall	Lower Proportion	50.4%	34.1	77.3	54.8%	55.0%	92.0%	62.4%	41.8%	49.0	60.6	41.8	52.8
	Higher Proportion	49.6%	65.9	22.7	45.2%	45.0%	8.0%	37.6%	58.2%	51.0	39.4	58.2	47.2

The analysis of the social and emotional learning (SEL) skills index indicates some distinct trends for different GEC girls' subgroups. Overall, 50.4% of all the GEC girls fall in the lower proportion on SEL skills. Besides EE ran regression model to understand the relative predictive influence on SEL scores and have presented them in the below table. These factors included ethnic groups, out-of-school status, aged group, disability, engaged in income generation activities, marital status, and orphan status. Findings indicate that Pashto speaking girls was a statistically significant predictor of SEL skills. The SEL skills of Pashto ethnic group will be 0.162 lowered as compared to other ethnic groups. It is important to note that lesser number of Pashtun girls had children story and drawing books at their home. In addition, the education barriers including social barriers were more strongly identified for the Pashtun girls. These factors may have contributed towards the lower SEL skills scores for them. The SEL skills of OOS – dropped out, older aged girls (15-19 years) and orphaned girls were also statistically significant. The SEL skills of OOS – dropped out will be 0.098 points lowered as compared to OOS-never been enrolled girls. Similarly, the SEL skills of older aged girls (15-19 years) social and emotional skills will be 0.388 lowered as compared to younger girls (10-14 years). Disability, engagement in income generation activities and marital status were not statistically significant predictors of SEL scores.

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[91] All data related to social and emotional skills is based on the related social emotional learning assessment carried out by EE in Learn and Earn program only.

[92] There are other point scales such as 5 point scale and 7 point scale. For this study 3 point scale was adopted based on the good example report shared by FM. In 3 point scale, score 3.0 is the highest achievable life skill score, and, on the other hand, score 0.0 represent the lowest score.

Table 41: Supplementary table – Life skills analytical model results				
Category	**Coefficients**	**Standard Error**	**95% Confidence Interval**	
			Min.	**Max.**
(Constant)	2.060	.020	2.020	2.099
Pashto*	-.162	.030	-.221	-.103
OOS – Dropped out*	-.098	.030	-.156	-.040
Aged_15_19_Years*	-.388	.027	-.441	-.335
Girls with disabilities	-.008	.040	-.085	.070
Girls engaged in income generation activities	-.040	.037	-.112	.033
Married Girls	-.113	.089	-.288	.062
Orphaned girls**	0.183	0.062	0.060	0.305

Note: One asterisk (*) denotes differences between groups that are statistically significant at $p < 0.001$. Two asterisks (**) denote differences between groups that are statistically significant at $p < 0.05$.

A detailed analysis for each life skill sub-category on self-awareness, self-management, social awareness, relationship skills and responsible decision-making is provided in a table in the annex 13. In addition, SEL analysis is also conducted using mean/average scores approach for easy comparison with results of some other GEC programme countries, if required.

4.3 Financial Literacy

The financial literacy was considered not applicable at the baseline as this module will be delivered at the later stage to the Earn group. At the start of financial literacy module delivery a pre-assessment will be conducted by the project to understand the financial literacy related skill level.

Table 42: Outcome indicators as per the log frame						
Outcome	Outcome indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will Outcome indicator be used for next evaluation point? (Y/N)
Outcome1: Marginalised OOSGs supported by GEC have improved learning outcomes.	Outcome Indicator 1.1: Percent of OOSG (10-14 years) who achieve literacy and numeracy standard, as established by baseline benchmarks.	EGRA Urdu and EGMA based tools assessments carried out by EE	External evaluator	3.4% (Learn Girls only - achieved both literacy and numeracy benchmark scores of grade 5) 7.1% (Learn Girls only - achieved literacy benchmark scores of grade 5) 7.1% (Learn Girls only - achieved numeracy benchmark scores of grade 5)	70%	Y
	Outcome Indicator 1.2: Percent of OOSG (15-19) who achieved the targeted literacy and numeracy levels in BLN Programme, as established by baseline benchmarks.			20.91% (Earn Girls only) 48% (Earn Girls only - achieved literacy benchmark scores) 29.3% (Earn Girls only - achieved numeracy benchmark scores)	70%	Y
	1.3. Percent of OOS girls (10-19) who achieve target in social and emotional skills test as established by benchmark	Social and emotional skills assessments carried out by EE	External evaluator	49.6% (On the basis of 1.81 median score)	35% increase in SEL score above baseline	Y
	1.4. Percent improvement of OOSG (15-19 years) achieving proficiency in enterprise development, financial literacy, technical, vocational and life skills.		Not applicable	Not applicable	-Financial literacy:4900 (70% of 7000) technical, -Vocational and life skills.70% of 2400	Y

4.4   Outcome 2 - Transition

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

- Transition outcome statement: Marginalised OOSGs have transitioned into education, training, or employment.
- Transition indicator statement: Percent of OOS girls (10-19 years) who successfully transition.

The above transition indicator suggests that all girls (10-19 Years) successfully transitioned into education, training or employment. It would be useful to add separate transition indicator for Earn and Learn group because the pathways of both groups are different.

As per approved MEL framework, after successful completion of the Earn and Learn courses, the GEC girls would have significantly improved learning outcomes and have transitioned to education, training, or employment. Dependent on age, the girls will enrol in one of two pathways; focused on an accelerated learning program (ALP) and transition to formal or non-formal education for younger girls (10-14 years), or a more employment skills-based approach for the older girls (15-19 years) who would then transition into vocational training, employment or self-employment. Intervention will be coordinated with formal school to facilitate enrolment after girls finish ALP.

Table 43: Supplementary table – Intended Transition results by subgroup										
Score	**All GEC girls in the sample (Learn+ Earn+ Learning)**	**Sub-group**								
	(Learn+ Distant	**Age 10 – 14**	**Age 15 -19**	**Girls with disabi lities**	**Girls engaged in income generation activities**	**Marr ied**	**Balo chi**	**Pas hto**	**Brah ui**	**Orph aned Girls**
Continue education	50.9%	61.2%	35.1%	50.0%	39.3%	21.4	32.3	77.9	54.1	38.7%
Generate income through start job, entrepreneurship and self-employment at HH level	37.8%	32.5%	46.1%	39.0%	54.5%	35.7	57.6	7.7	35.9	29.03
Enrol in advance trainings	4.1%	3.6%	4.9%	3.0%	1.6%	14.3	2.2	7.2	3.9%	9.7%
Help in Family business	3.7%	2.0%	6.2%	4.0%	3.2%	14.3	5.3	0.5	4.4%	12.9%
No future plans	3.6%	0.7%	7.8%	4.0%	1.3%	14.3	2.5	6.8	1.7%	9.7%

The project aims to return girls to formal education and/or to go into a productive workforce after completing their courses through TEACH. During data analysis of core girl background survey[93], 50.9% responded to continue their education. Similarly, 37.8% girls wanted to engage in income generation activities through starting a job, entrepreneurship and self-employment at HH level after completion of the course. In addition, 3.7% reported to provide support in family business in terms of accounting. Similarly, 4.1% girls expressed to enrol in further advance training courses to enhance their skills. 3.6% girls reported that they have no plans for future and most likely will go back to previous status. Further data analysis on age brackets revealed that 61.2% younger girls (10-14 years) are interested to continue their education whereas 46% older girls (15-19 years) wanted to generate income through starting a job, entrepreneurship and self-employment at HH level after completion of the course. Besides 7.8% older girls (15-19 years) have no future plans. 78% ethnic group of Pashto speaking are mainly interested in education transition, girls already engaged in income generation activities and married girls are interested in learning vocational skills.

The parents recognised the importance of girls' education. During FGDs with parents, they stated without education it is very difficult to live in today's world. They further mentioned that their age fellows who had access to education are now living a better life. The parents mentioned they wanted to see their daughters get further education, but government and NGOs should help them. The in-depth analysis showed that they wanted girls' schools nearby with adequate facilities i.e., toilet facility, transport service, female teachers and boundary walls which would be enabling environment for enrolling girls in formal education after the project completion. In an

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[93] The above percentages are based on the valid responses at the baseline – at the moment these are intentions of the respondents only, not actual transition.

FGD with parents, the parents shared they had asked government education department to build girls school in their village. They also requested for financial assistance for enrolling their girls in the school where financial assistance may be increased with each passing year for the enrolled girl and her family to incentivise continuation of girls' education. The education department official shared that A Cash Transfer Programs for Gender Equality in Girls' Secondary Education also mentions that conditional cash transfers (CCT) and unconditional cash transfers (UCT) play critical role in completion of secondary education by girls.[94]

In few FGDs with parents, they shared that previously they only thought about boys' education but now they are aware about the importance of girls' education. They stated education enables girls to better cope with situations. They also mentioned that the culture issues created hurdles in their continuation of studies which needs to be dealt with i.e., adolescence age and restrictions, and early marriages. These barriers result in dropouts as the study suggests, in Pakistan the GER drops with each higher level from elementary to tertiary levels of education.[95] Girls' schools need to be equipped with transportation facility so that girls go to/from school with ease. Their parents wanted them to continue their education but going a long distance daily by walk is difficult for them (especially adolescent girls).

During in-depth interviews with community elders, they provided the insight about the socio-economic condition of the locality. They said poverty does not allow parents to educate girls or equipped them with high-end vocational skill trainings. Parents enrolled girls when free education and vocational training was provided at doorsteps or in close proximity but discontinued when that activity is closed. They said the authorities need to consider both the social and economic challenges in mind while making a policy or intervention for this area. If the project team provided some financial support, career counselling or create linkages with job market, transition of girls to formal education or employment would be easy because parents wanted to provide higher education and vocational training to them.

Table 44: Transition pathways

Intervention pathway tracked for transition	Please describe the possible transition pathways for this group	Aim for girls' transition for next evaluation point	Aim for girls transition level by the time project stops working with cohort
(E.g., intervention pathway group 1 (girls aged 10-15)	E.g., the girl could re-enrol into school or possibly an alternative learning programme or use her newfound skills to find employment. There is also the possibility the girl could return back to her current situation but will have ideally required essential life skills to negotiate power in the household and access other protection and provision services.	E.g. Enrols into school. If above fails, still working with project on other life skills and educational aspects.	E.g. Enrols into school or continues to be in school and progressing through the relevant grades

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[94] https://www.globalpartnership.org/sites/default/files/2014-04-GPE-UNGEI-Cash-Transfer-Programs-Girls.pdf
[95]95 https://wenr.wes.org/2020/02/education-in-pakistan

4.5   Outcome 3 - Sustainability

The findings on the TEACH project's sustainability outcome are presented in this section. These are mostly based on the focused group discussions and interviews i.e., qualitative data. The findings are presented in this section using sustainability aspects at community level, school level and system level.

4.5.1   Sustainability - Community level

Parents and community play an important role in the sustainability of the learning centers. The program intends to aware the communities on the rights of education of their children. The involvement of the communities will be ensured by the project in the formation of village support groups. The VSG will have an action plan to implement community led actions to support girl's education.

Interviews and group discussions with different stakeholders including community, parents and government officials are willing to support and extend cooperation towards maintaining the learning centers. FGDs and IDIs, in Earn program villages, illustrated willingness to support and extend cooperation towards maintaining the learning spaces because community, parents and older girls (15-19 years) are interested to learn embroidery or tailoring skills. Both community and parents are willing to equip older girls with more advanced training and facilities so that girls can improve their work and earn more.

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

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

* Establishment of learning spaces in/near the villages
* Learning spaces were Only-Girl's site (cultural values and community supported this)
* Female teachers taught in the learning spaces
* Availability of basic facilities like toilets and the clean drinking water in the learning spaces

In conclusion, the communities are willing to play their role in supporting the education of the girls and sustaining the learning centers. It is suggested that project should actively involve the community, to maintain and enhance their interest, through active and frequent coordination, involvement in key activities of the learning spaces, informing and updating them about how the learning spaces are performing and any challenges.

4.5.2   Sustainability – School level

In order to work towards the adoption/sustaining of the learning spaces once the project interventions are concluded, project will need to continue with its efforts at district level with the key stakeholders to ensure their willingness and interest in this regard. In order to achieve the sustainability of the learning centers, the project must coordinate with all the stakeholders namely department of education, social welfare department, community, and the influential people at the local level. The social welfare department urged the project to gather and getting access to girls is difficult. Therefore, it is necessary to establish and keep better coordination with public representatives and tribal elders for sustainability of the non-formal education (NFE) centers. Without trust of community, the continuation of learning center is not possible without their support.

Community and other stakeholders are positive about the continuation of education interventions after TEACH project completion through community led mechanisms. During FGDs and IDIs with community of both Learn and Earn program shared that they are willing to collect a nominal fee from the students or raise funds from the community to ensure continuation of the learning centers and turn into community owned private schools. Teachers of both programs also expressed that they would like to continue to work in the learning center beyond the project because there is still need of it in their villages. However, they considered external support will be required such as in provision of learning materials and payments to the teachers.

EE conducted interviews with the district level officials from the departments of the education for understanding the existing baseline situation. The education department is providing guidance and assessment to UNICEF for their ALP (Alternate Learning Pathway) centers in Balochistan. Similarly, the department is providing guidance

to the National Commission for Human Development / USAID – running community schools. The education department urged that TEACH project must keep close coordination with them. The department is happy to provide technical training to the teachers recruited for learning centers in order to get better result. The education department is willing to either try to convert these NFE education centers into formal regular centers or will try to establish school in close proximity. The education department also mentioned many government schools are non-functional due to lack of qualified teachers especially female teachers. In future, the government may recruit teachers trained under TEACH project. These local trained female teachers are also an important aspect sustainability who can benefit the communities for longer term. The education department intends to visit the NFE centers of TEACH project to assess how the education department can also extend support such as provision of textbooks, if needed.

To conclude, the project should continue its coordination with government stakeholders; explore potential opportunities to ensure the government support for these learning spaces; and devise handing/taking over policy of learning centres by government or any other relevant body to continue the learning centres after project completion.

4.5.3 Sustainability – System level

From the interviews, there was lack of satisfaction shown on the quality of education provided at the schools which have resulted in girls not attending school. In UNICEF report 'An Everyday Lesson: #ENDviolence in Schools' mentioned half of the students aged 13-15 years experienced peer to peer violence in and around school. The report further stated that about 720 million school-aged children experienced corporal punishment.[96] In FGDs, girls mentioned that they were feeling uncomfortable when people stare them while going to regular school before dropout and joining TEACH learning activities. Moreover, two of the interviews with girls mentioned fearing going to school because of not completing homework or if they are getting a bit late to reach the school. The primary reason for this absence they mentioned was teacher would be angry with them. 'The Society for the Protection and the Rights of the Child's (SPARC) report 'the State of Pakistan's Children' (SOPC) 2018 found that 70% of the teachers in Pakistan endorsed that corporal punishment is a useful tool in schools.[97]) Violence affects children's learning by increasing anxiety and depression.[98] A local child rights organization SAHIL reported in consecutive 'Cruel Numbers' 2018,2019, and 2020 that teachers were involved in child abuse and schools were one of the "closed places" where child abuses occurred.[99] UNICEF report mentioned that physical and verbal abuse by teachers and other students is the most common reason behind disliking school (disliking school is associated with lower scores in mathematics, self-esteem and self-efficacy).[100] In an interview with the education department suggested teachers should be provided with training and capacity building in engaging children with disabilities and minority children without any discrimination. It also stated that lack of teacher training in child development, under-resourced schools, teachers using culturally accepted violence become the driving force behind institutional violence in schools.[101] UNGEI report determined that violence in school directly links with the students' poor attendance and dropout rate.[102] Another report mentioned that major problems in Pakistan's education system are under qualified teaching staff and missing or not showing up teachers regularly in classes.[103] As per government report, in Balochistan, half of the primary schools have only single teacher.[104] In an interview with education department mentioned that because of non-

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[96] https://www.end-violence.org/sites/default/files/paragraphs/download/An_Everyday_Lesson-ENDviolence_in_Schools.pdf

[97] https://www.sparcpk.org/images/sopc18/violence.pdf

[98] https://www.ungei.org/sites/default/files/2021-02/Safe-to-Learn-Diagnostic-Exercises-Nepal-Pakistan-South-Sudan-Uganda-Synthesis-Report-2020-eng.pdf

[99] Shail (2018) (2019) (2020), Cruel Numbers: A Compilation of Statistics on Child Sexual Abuse Cases in Pakistan. And https://www.ungei.org/sites/default/files/2021-02/Safe-to-Learn-Diagnostic-Exercises-Nepal-Pakistan-South-Sudan-Uganda-Synthesis-Report-2020-eng.pdf

[100] https://www.end-violence.org/sites/default/files/paragraphs/download/An_Everyday_Lesson-ENDviolence_in_Schools.pdf

[101] https://www.end-violence.org/sites/default/files/paragraphs/download/An_Everyday_Lesson-ENDviolence_in_Schools.pdf

[102] https://www.ungei.org/sites/default/files/2021-02/Safe-to-Learn-Diagnostic-Exercises-Nepal-Pakistan-South-Sudan-Uganda-Synthesis-Report-2020-eng.pdf

[103] https://wenr.wes.org/2020/02/education-in-pakistan

[104] http://emis.gob.pk/Uploads/BalochistanEducationStatistics/Balochistan_Education_Statistics_2016-17.pdf

availability of female teachers, some of the government schools are closed down. These problems developed into increasing number of out of school children which needs to be addressed.

Based on above facts, there is a dire need for hiring more local female teachers, these teachers must also be trained on how to maintain conducive learning environment without opting for corporal punishment. Awareness raising with parents on corporal punishment should also be part and parcel of education programme, so that they can speak for their children maltreatment at school.

The project must also closely work with district level media and civil society organization to advocate for girls' education. For advocacy purposes, they must organize events, workshops and dialogues for promoting girls' education in Balochistan. They must also advocate with district and provincial officials to increase budget for girls' education and as a priority in government education agenda of Balochistan. For this purpose, the project must keep close coordination with relevant government departments and NFE sector such as carrying out advocacy meetings with the district and provincial authorities.

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

Table 45: EE feedback on Sustainability Indicators		
Sustainability Outcome	**Sustainability indicator**	**EE remarks**
3.1. Community members show positive attitudinal and behavioural change and are empowered to access resources to support girls' ongoing access to training and learning opportunities.	3.1.1: Percent of PTC/VSG implement community led actions to support girls' education.	Project will provide required information.
	3.1.2: Percent of Village Support Groups accessing fund to support girls' education.	Same as above.
3.2. Safe, accessible, and inclusive nonformal/ formal education facilities exist for marginalized OOSGs (10-19) in targeted districts	3.2.1: Percent of nonformal/ formal education facilities and learning centres that are safe and inclusive according to pre-determined criteria/agreed standards.	Same as above.
	3.2.2: Percent of Parent Teacher Councils (PTCs) have access to public and private funds to support girls' education.	Same as above.
	3.2.2: Percent of targeted ALP classes successfully converted to satellite schools or community owned private schools with relevant Ministries / registration authority.	Same as above.
	3.2.3: Percent of project-established Community base TVET facilities/centre certification for girls is registered by Trade testing board (TTB) /social welfare department (SWD).	Same as above.
3.3. District and provincial officials attend workshops, training and dialogues; engage with project evidence; project events; and include girls' education as a priority in government education agenda.	3.3.1: Number of actions taken by District Level Media and Civil Society Organizations to advocate for girls' education.	Same as above.
	3.3.2: Number of budget analysis carried out for girls' education on annual basis	Same as above.

Table 46: Changes needed for sustainability.

Questions to answer	System	Community	Learning Space	Family/household	Girl
Change: what change should happen by the end of the implementation period	District and provincial officials include girls' education as a priority in government agenda.	Community members show positive attitude and support girls' access to training and learning opportunities	Safe, accessible and inclusive nonformal/ formal education facilities exist for marginalized OOSGs (10-19) in targeted districts	Parents show positive attitude and support their daughters' access to training and learning opportunities	The girls will have access to training and learning opportunities beyond project life
Activities: What activities are aimed at this change?	workshops, trainings dialogues; project events;	VSG formation Mobilization Trainings Preparation of community safety action plans to support girls' education.	Sensitize community on safety standards. Training of community/ALP facilitators Establishment of community based TVET facilities/censers registered with Trade Testing Board Balochistan	media campaign focused related to safeguarding and GESI Digital campaigns to generate support of public for Girl's Education	Face to face learning Radio lessons Financial literacy SEL TVET courses Hygiene and Dignity kits Learning kits Recreational kits
Stakeholders: Who are the relevant stakeholders?	Social welfare dept. Testing Board Balochistan education dept. NFBE	Male and female VSG members	Community Education Dept Trade Testing Board Balochistan	Parents, families	Girls Teachers
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Political will.	Local traditions and social norms	Assuming that Testing Board Balochistan and education dept. will register project established community based centres and TVET facilities.	Local traditions and social norms	Transport Educational expenses Local traditions

5. KEY INTERMEDIATE OUTCOME FINDINGS

This section of the baseline report presents key findings of the intermediate outcomes and their associated indicators. All the three IOs and six IO indicators are discussed in this section.

5.1 IO-1: Attendance

Improved attendance is a prerequisite for better learning out comes of the GEC girls and their successful transition. The IO-1 states that marginalized out-of-school girls (10-19 years old) enrol and attend instruction in literacy, numeracy, SEL skills and market-relevant livelihoods skills and technical training. This IO has an indicator i.e., percent of OSS girls (10-19 years) who have an average attendance rate of 70%. Since learning of Learn, Earn and Distant Learning program had just begun at the time of data collection, the IO indicator of attendance is not applicable for baseline. Besides the project team will collect data on attendance during the intervention's implementation; and EE will carry out an end-line analysis of the project data.

Table 47: Intermediate outcome 1 – Attendance						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point[105]	Will IO indicator be used for next evaluation point? (Y/N)
IO-1: Marginalized out-of-school girls (10-19 years old) enrol and attend instruction in literacy, numeracy, life skills and market-relevant livelihoods skills and technical training.	IO Indicator 1.1: Percent of OSS girls (10-19 years) who have an average attendance rate of 70%.	Quantitative data will be shared by the project team for the end line analysis	Project Team	Not Applicable	70%	Y

The project may increase its target to a higher number, let say 80%, for the next evaluation point. The target of 80% suggested by EE is based on the fact that the prevailing attendance rate in public schools is around 80%, whereas it is around 89% in private school[106]. In order to be compatible with national level attendance rate in public schools, it is suggested to increase the target to 80%.

5.2 IO-2: Delivering safe and quality instructions.

The value of IO-2 is considered zero because the learning centres were just established and were not fully operational at the time of baseline data collection. Besides, the learning centers are established on secure and easily accessible place in the village for all the GEC girls including GEC girls with disability. Field team observed that the sampled learning centres are within walking distance though population is scattered but the centre is established on a centralized place. Furthermore, the learning centre has also locked system. It is locked when it is not used, and keys are available with the responsible person. Based on physical appearance, it is observed that learning space structure itself appeared safe and physically strong enough to be used as learning centre. During field visit, it was observed that drinking water facility and washroom facility was available and functional. The EE will also conduct spot checks in the endline for IO 2.1 and will collect data to validate the monitoring data of the project team.

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[105] Intermediate targets may be revised in the logframe refresh exercise
[106] http://aserpakistan.org/document/aser_policy_briefs/6_Attendance_english.pdf

Table 48: Intermediate outcome-2-quality education						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point[107]	Will IO indicator be used for next evaluation point? (Y/N)
IO-2: Facilitators, instructors and mentors deliver safe, quality instruction in literacy, numeracy, life and market-relevant livelihoods skills in safe spaces/learning centers.	IO Indicator 2.1: Percent of instructors who demonstrate proficiency in delivering quality instructional practices in literacy, numeracy and social and emotional skills.	DIL- Teaching Observation Checklist Bilingual Management (TEACH Project)	Project team (EE will do spot checks in Endline)	0	90%	Y
	IO Indicator 2.2: Percent of instructors who demonstrate proficiency in delivering quality instructional techniques in livelihoods and market-relevant skills training.	New Instructor Observation Tool (BLN, L2E and Vocational)	Project team	0	90%	Y

5.3 IO-3: Transition plans and financial support[108]

There are three indicators of IO-3 related to feasible transition plan and financial support to the girls. The first indicator is related to average income of girls (15-19) participating in Girl Earn program. The EE computed that 13.9% Earn girls (N=61 out of 440) are engaged in income generation activities. Further, 77% (47 out of 61) of them are making handicrafts. The average monthly income is PKR 3,250 (calculated from 15 out of 61 girls' valid responses).

Table 49: Intermediate outcome 3 - Transition plans and financial support						
IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point[109]	Will IO indicator be used for next evaluation point? (Y/N)
IO-3: Marginalized out-of-school girls develop a feasible plan for transition and have increased financial savings and use of credit to support it.	IO 3.1. Average[110] income of girls (15-19) participating in Girl Earn program.	Girl Survey (Background information) tool	EE	PKR 3,250 (calculated from 15 out of 61 girls' responses)	Target: 40% (320 girls) Cumulative target=560 girls)	Y
	IO 3.2. Percent[111] of girls (10-19 years) who have feasible transition plan.	Transition tool	Project team	-	Target: 3620 girls Cumulative target=6060 girls)	Y
	IO 3.3. Average [112]proportion of	HH Survey tool	EE	-	800 (50% of 1600)	N

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[107] Intermediate targets may be revised in the logframe refresh exercise

[108] All primary quantitative data related to transition plan and financial support is based on the core girl background survey carried out by EE.

[109] Intermediate targets may be revised in the logframe refresh exercise

[110] In revised LFA it is written as (Percent of girls reported an increase in income of girls (15-19) completing vocational training program)

[111] In revised LFA it is percentage has been replaced with number.

[112] In revised LFA this indicator is written as (Percent of girls age 15-19 who reported HH savings after completing income saving trainings)

	household income saved in Village Saving and Loan Associations (VSLAs)					

As mentioned in above table, the second indicator will be computed by project team and for this purpose they will develop transition tool to measure percent of girls (10-19 years) who have feasible transition plan. The VSLA activity was not initiated at the time of baseline.

6. VALUE FOR MONEY[113]

This section outlines the key findings on the value for money (VfM) which is mainly derived from the project documents. In this report, light touch approach for VfM analysis is carried out and compiled on economy, efficiency, effectiveness and equity. The VfM analysis based on the 4Es framework is as follow:

6.1   Economy

TEACH has established local community-based learning centres to reach out to the most vulnerable girls in the remote areas of Balochistan. The establishment cost (which includes renovation, rent and utilities) of one community-based learning center is lesser in the remote villages than the one established in the urban/semi-urban setting of Balochistan. This action also saves the transportation cost of GEC girls and teachers. Furthermore, TEACH partners (DIL, IRC) are sharing the office space with a local partner which has reduced the cost of office establishment. The TEACH partners also saved other incurring costs such as furniture, office rent and utilities cost, equipment and supplies. Similarly, IRC initially proposed BBC Media Action as a partner for implementation of behaviour change communication activities. The approach has since been revised, and TV advertisements, digital campaigns and radio messages have been incorporated to increase the reach and impact. Similarly, for the Girls Earn stream program, the project is utilizing the already developed national curriculum for youth on the financial literacy. Thus, the project has saved both time and cost incurred on developing a curriculum for the financial literacy.

6.2   Efficiency

The project documents reveal that the average time required for the establishment of learning centres following supply chain/ procurement protocols is 35 days including the identification and renting of the building, finalizing the rental agreements, renovation by the contractors etc. However, the engagement of village support groups and community members for identification and establishment of home-based centres for girls' education has taken 15 days only, on average. Similarly, the project utilized existing field partner offices for faster mobilization in the field in lesser time. Furthermore, since the project utilized existing curriculum in financial literacy, this also reduced the time to roll out in the field.

6.3   Effectiveness

The project has established home-based classes for the resumption of learning activities under the supervision of trained facilitators in the current COVID-19 context. The project developed and disseminated key messages through various accessible and user-friendly mediums to reach marginalized groups in hard to reach areas. Similarly, the project documents show that overall they effectively designed the customized dignity kits for adolescent girls of reproductive age during COVID-19.

6.4   Equity

The project document shows that community-based learning centres have increased the communities ownership because it provides education services at the doorsteps. It also provides safe access to adolescent girls particularly those with specific needs including girls with disability, without adult male caregiver, pregnant and lactating girls etc. Another aspect is the hiring of local female teachers and continuous engagement with community members (groups) which also contributed towards retention of girls in these centres. Moreover, social and economic empowerment took place through the hiring of local teachers as facilitators which has also led to greater livelihood opportunities for educated women and girls at their doorstep, resulting in the overall empowerment of women /girls (gender transformative intervention).

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[113] All data related to value for money (VfM) is based on the project data.

7. BENCHMARKING[114]

This section outlines the benchmarking of both Learn and Earn programs. It will provide support in comparison of learning achieved by GEC learners at the end of program.

7.1   Earn benchmarking.

The benchmarking for 15-19-year-old girls who will not enrol in formal schools, girls should be able to: i) Read 40[115] words per minute, and ii) correctly answer 80% of word problems of addition, subtraction, multiplication and division by the students.

At the baseline, EE computed that 52% GEC girls of Earn program did not read 40 correct words per minute and 70.7% GEC girls of Earn program did not correctly answer 80% of word problems of addition, subtraction, multiplication and division.

7.2   Learn benchmarking.

Together with the baseline data collection activity, EE has also collected data from currently school enrolled 250 girls' students from grade 1 till grade 5 for EGRA Urdu and EGMA based tools – for Learn benchmarking. From each five districts of TEACH project, EE collected data from 50 students and an equal number of learning assessment tools were filled from all grades. This sample size and distribution was as per approved MEL framework. The benchmarking data will be used for comparison with the end line project data to compare the achieved learning of Learn program. This section contains the analysis of the benchmarking data and its comparison with the Learn girls' baseline scores.

7.2.1   Literacy assessment (Benchmarking)

The benchmark assessment helps in setting up a yardstick for the girls enrolled in the TEACH project. Overall, more than 90% of the in-school girl students of grade five (5) participated in the benchmarking scored in the upper two categories i.e., established learner and proficient learner levels in the literacy assessment. 98% are proficient learners in the subtask 2a-letter names knowledge and indicated that subtask 2a-letter names knowledge was the easiest subtask in the literacy assessment. However, subtasks 4a- oral reading fluency and subtask 5-writing/dictation skills are comparatively difficult subtasks for the benchmark assessment participants of grade 5 students.

| Table 50: Foundational literacy gaps (EGRA Urdu Based Tool –Benchmarking)							
Categories	Subtask 1 Listening Comprehension	Subtask 2a Letter Names Knowledge	Subtask 2b Letter / Syllable Sound Identification	Subtask 3 Familiar Word Reading	Subtask 4a Oral Reading Fluency[116]	Subtask 4b Reading Comprehension	Subtask 5 Writing / Dictation
Non-learner 0%	8.0%	0.0%	0.0%	2.0%	2.0%	4.0%	6.0%
Emergent learner 1%-40%	0.0%	2.0%	0.0%	0.0%	4.0%	0.0%	4.0%
Established learner 41%-80%	8.0%	0.0%	6.0%	10.0%	16.0%	8.0%	18.0%
Proficient learner 81%-100%	84.0%	98.0%	94.0%	88.0%	78.0%	88.0%	72.0%
Source: EGRA Urdu Based Tool N= 250	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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[114] All data related to benchmark EGRA Urdu and EGMA based tools is based on the benchmark related learning assessments carried out by EE.

[115] This benchmark has been set in MEL Framework on page #55

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

The figure 4 presents the difference in the literacy scores between the in-school and OOS girls enrolled in TEACH project. In figure 4, the overall percentages mean score of schoolgirls of grade 5 (91.1%) as compared to the overall percentage mean score of Learn girls is (32.7). The figure below indicates that at least 58% difference in percentage points was observed between the Learn girls and the in-school girls. The major difference was observed in subtask 4b of reading comprehension with 69.1% whereas the least difference was observed in subtask 2a-letter/syllable sound identification with 43.8%. The figure shows that in-school girls of grade 5 scored more in all the subtasks as compared to Learn girls.

Figure 6: Benchmarking for Learn Girls – Literacy Results (%age mean score)
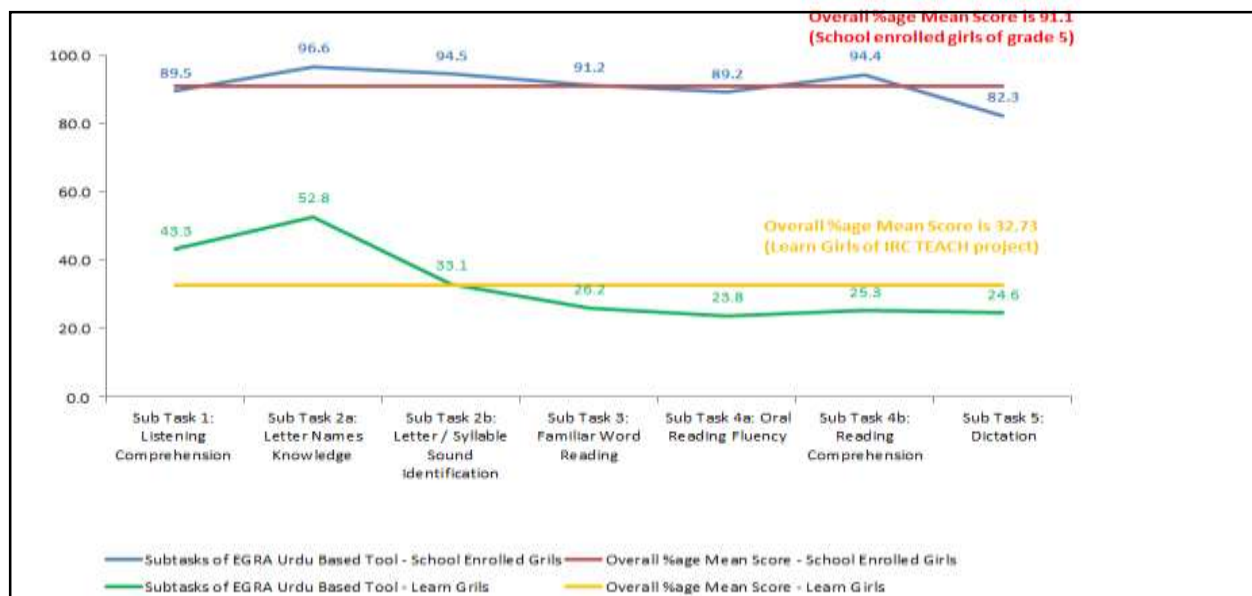
The table below shows that with each higher grade, the percentage mean score increases in literacy assessment. In-school students of Grade 1 percentage mean score was 28.9%, whereas 56.1% performed below it. The difference between the percentage points in percentage mean scores between grade 1 and grade 5 schoolgirls is 62.2%.

Grade	Percent mean score – benchmarking	Percentage of Learn GEC girls
**Table 51: Learn GEC girls literacy results comparison with benchmarking**
Grade 1	28.89%	56.1% GEC girls performed lower than %age mean score of grade 1.
Grade 2	53.14%	19.6% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	65.41%	6.1% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	72.58%	4.2% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	91.10%	7.1% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 7.1% GEC girls performed greater than %age mean score of grade 5

7.2.2 Numeracy assessment (Benchmarking)

More than 80% currently enrolled students of grade 5 performed well in the subtasks 1-number identification, 2a-numbers discrimination with numbers, 2b-numbers discrimination with currency and 4a-addition level 1; however, 12% students fall in non-learner category for subtask 6-words problem. The trend also illustrates that the students faced difficulty in solving advanced level addition and subtraction with attribute of carry over and borrowing effect.

Table 52: Foundational numeracy skills (EGMA Based tool – Learn Benchmark)									
Categories	Subtask 1 Number Identification	Subtask 2a Numbers Discrimination with numbers	Subtask 2b Number Discrimination with currency notes	Subtask 3 Missing Numbers	Subtask 4a Addition Level 1	Subtask 4b **Addition Level 2**	Subtask 5a Subtraction Level 1	Subtask 5b Subtraction Level 2	Subtask 6 Words Problem
Non-learner 0%	2.0%	0.0%	0.0%	0.0%	2.0%	6.0%	6.0%	8.0%	12.0%
Emergent learner 1%-40%	4.0%	0.0%	2.0%	8.0%	2.0%	8.0%	2.0%	12.0%	4.0%
Established learner 41%-80%	12.0%	14.0%	4.0%	30.0%	12.0%	44.0%	14.0%	32.0%	14.0%
Proficient learner 81%-100%	82.0%	86.0%	94.0%	62.0%	84.0%	42.0%	78.0%	48.0%	70.0%
Source: EGMA Based Tool **N= 250**	100%	100%	100%	100%	100%	100%	100%	100%	100%

In figure 5, the overall percentage mean score (35.8) of Learn girls is almost 1.5 times lower as compared to that of in-school girls of grade 5 (85.16%). The figure below indicates that at task level at least 49% difference in percentage points was observed between the Learn girls and the schoolgirls. Moreover, the major difference of 55.9 percent points was observed in subtask 4a of addition level 1 whereas the least difference of 31.5% was observed in subtask 2b of number discrimination with currency notes between the schoolgirls and Learn girls. The figure shows that in-school girls scored more in all the subtasks as compared to Learn girls in numeracy assessment.

Figure 7: Benchmarking for Learn Girls – Numeracy Results (%age mean score)
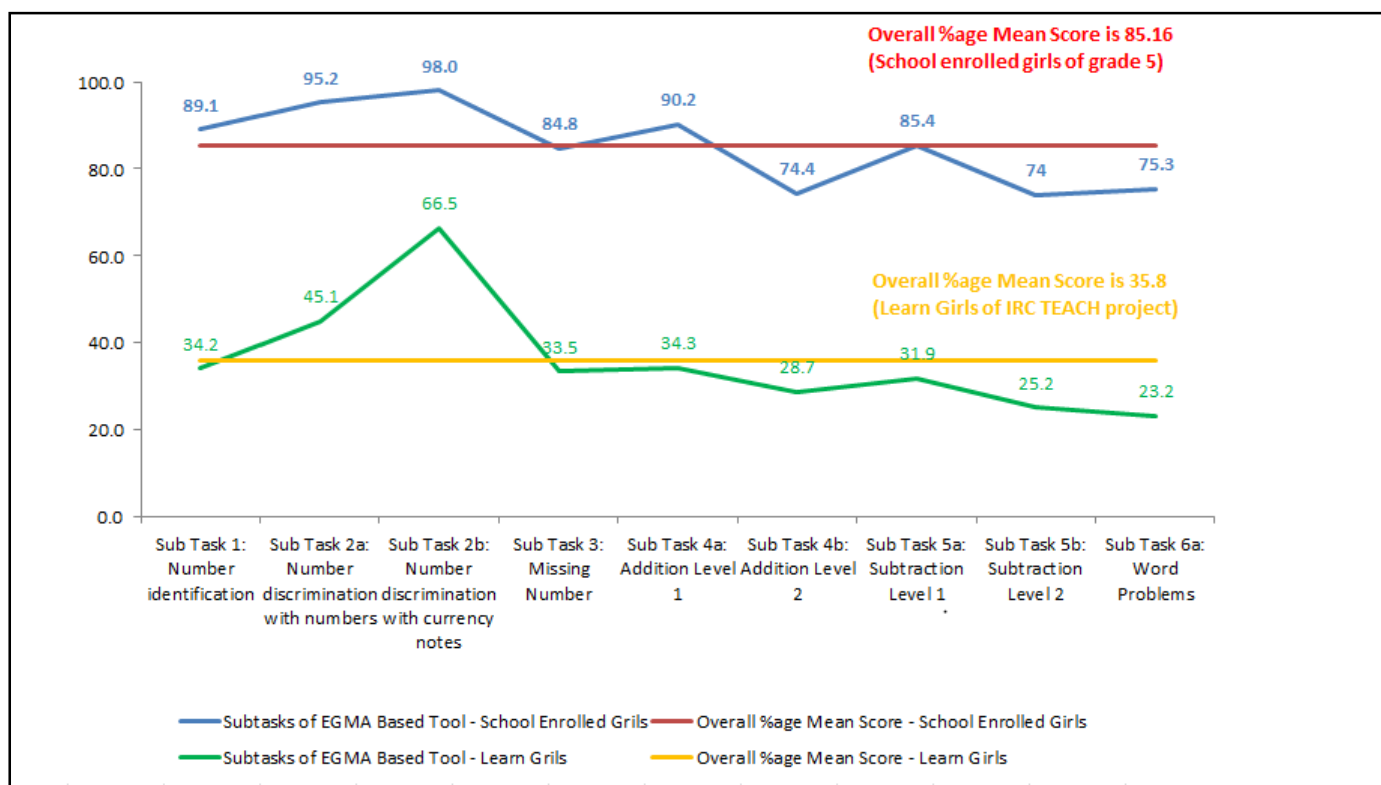
The table below shows that with each higher grade, the percentage mean score increases for EGMA. In-school students of Grade 1 percentage mean score was 39.08%, whereas 59.6% performed below it. The difference between the percentage points in percentage mean scores between grade 1 and grade 5 schoolgirls is 46.1%.

Table 53: Learn GEC girls numeracy results comparison with benchmarking		
Grade	Percent mean score – benchmarking	Percentage
Grade 1	39.08%	59.6% GEC girls performed lower than %age mean score of grade 1.
Grade 2	51.84%	10.0% GEC girls performed greater than %age mean score of grade 1 and lower than %age mean score of grade 2
Grade 3	64.50%	8.7% GEC girls performed greater than %age mean score of grade 2 and lower than %age mean score of grade 3
Grade 4	74.48%	7.8% GEC girls performed greater than %age mean score of grade 3 and lower than %age mean score of grade 4
Grade 5	85.16%	6.8% GEC girls performed greater than %age mean score of grade 4 and lower than %age mean score of grade 5. Besides 7.1% GEC girls performed greater than %age mean score of grade 5

7.2.3   Learn benchmarking and baseline data comparison.

Overall, benchmarking and baseline data comparison for Learn program of IRC TEACH project is shown below:

Table 54: Baseline and benchmark results comparison		
Sub-groups	Percentage mean of literacy score- EGRA Urdu (aggregate)	Percentage mean of numeracy score- EGMA (aggregate)
Girls of grade 5 – benchmark	91.1	85.16
All girls Learn program	32.73	35.84

8. CONCLUSIONS

The above report captured that the overall baseline findings are aligned with the design and interventions of the project. It is also in coherence with the indicators outlined in the MEL framework. The key findings drawn from the report are mentioned below.

8.1 Key characteristic sub-groups

In the report, the analysis provided for the main subgroups are following girls with different age-groups, girls with disability, girls involved in the income generation for the household, out of schoolgirls enrolment status, girls' ethnicity, married girls, and IRC TEACH programs.

8.2 Key barriers

The major categories of the barriers included in the analysis are cultural, economic, and physical / service delivery. From physical/service delivery perspective, the distance to school and inadequate transport services are the key problems which affects the enrolment status of girls in schools. From economic perspective, parents/caregivers repeatedly emphasised on poverty which showed poverty is the major barrier in children education especially in girls' education. From cultural perspective, non-availability, or unwillingness of chaperone to accompany girls is another key barrier in completion of education.

8.3 Learning outcomes

The baseline literacy levels of the GEC girls' fall below the benchmark results. For GEC girls, letter name/sound identification was least difficult subtask as fewer girls ranked in the non-learner level. In contrast, the percentages of non-learners of Learn, Earn and Distant Learning show that subtask 5 is the most difficult subtask in EGRA Urdu based tool. Moving from subtask 2a to subtask 5, a linear trend has been observed as difficulty level increases with each subtask in ascending order. In numeracy assessment, most of the girls scored zero in subtask 5b (subtraction level 2) followed by subtask 6 (words problem). On the other hand, more than 60% of the girls scored higher than 80% in the subtask 2b of numbers with currency discrimination. As compared to other subtasks, subtasks 1 (Number identification), 2a (number discrimination with numbers), and 2b (numbers with currency discrimination) are easier as more girls moved to higher learner level in these arithmetic skills. Overall, there is a greater potential for this project to achieve the desired learning skills of the GEC girls. Based on the social and emotional (SEL) skills findings, the older aged girls (15-19 years), OOS-dropout girls, and Pashto speaking girls were identified as the marginalized subgroups.

8.4 Transition outcome

After successful completion of the Earn and Learn courses, the TEACH project aims to ensure GEC girls have improved learning outcomes and have reached to benchmark literacy and numeracy scores. Along with it, the TEACH project also aims to ensure GEC girls have transitioned to education, training, or employment. Parents/caregivers favoured that GEC girls should be receiving education and be enrolled into formal educational institutions and received vocational trainings. For distant learning group the transition outcome is expected to be an increased individual empowerment, increased household empowerment, enhanced communication, increased leadership in the community.

8.5 Sustainability outcome

All stakeholders including parents, community, elders and others support the continuation of girls' education. Continuously, the community tried its best to support the learning spaces through provision of space for the learning spaces and advocacy for girls' education with the parents who were not in favour of it. The community also participated in the meetings held for future planning with respect to girls' education. The project in this regard will train the communities on the right to education and the prospects of girls' education. For continuity of the girls' education, the project will be engaged in formulating the plans of actions to engage government/private sectors for ensuring the sustainability of the learning spaces. The education of the marginalized girls and learning spaces were also supported by the government officials. In order to work towards the professional development and career progression of literacy and numeracy, engaged at the learning spaces, the project will be working in close coordination with NFE sector and some of the other relevant departments of the government.

8.6 Intermediate outcome findings

IO-1: It was agreed that project team will provide data on attendance at endline stage and EE will analyse it.

IO-2: In consideration with project team, EE will do spot check of learning centres to validate the findings of the project data; however, the value of IO-2 is considered zero at baseline stage.

IO-3: There are three indicators of this IO. The first indicator is related to average income of girls of Earn program. The EE computed that Earn Girls earned an average monthly income of PKR 3,250 (approximately, USD 21). The second indicator is related to feasible transition plan, while third indicator is related to village saving and loan associations. The VSLA activity was not initiated at the time of baseline data collection.

9. SUGGESTIONS AND RECOMMENDATIONS

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

Project Specific Recommendations

XV. **Re-broadcasting and sharing of the recorded lessons through WhatsApp (Radio Program/Distant Learning):** Overall, 52% of the girls suggested lesson time in the morning between 8 am to 12 pm. The rest 48% of the girls suggested lesson time in the afternoon i.e., from 12 pm to 4 pm. Further analysis of the data on age groups shows that majority (61%) younger age group (10 to 14 years) suggested lesson time in the morning i.e., before 12 pm. On the other hand, the majority (62%) of the older age group (15 to 19 years) suggested lesson time in the afternoon i.e., after 12 pm. As it may be not possible to meet all the lesson time expectation for all the learners, whereas there is always possibility some girls may miss out the lessons, therefore IRC may explore the option of broadcasting/re-broadcasting the lessons twice in a day (morning and noon) as well as sharing the recorded lessons with girls for example through social media means. This way, GEC learners can consult the lessons whenever they would like to do it. With the help of this approach there will be fewer girls who would have missed their lesson due to mismatch with their daily routines.

XVI. **Provision of UCG for enrolment and retention of girls:** It is suggested to provide unconditional cash assistance to encourage families to enrol girls in school. This cash assistance will motivate parents/caregivers to enrol their daughters/girls and improve the likelihood of their retention in the school. This financial incentive will make it easy for parents to cater the cost associated with the girls' education such as stationery, uniform, transportation, and shoes. The financial incentive for enrolling girls in schools will also disincentivize parents to keep girls at home to perform daily household chores. The value of the financial incentive can be linked with the grade of the girls i.e., the girls in higher grades receive higher financial incentive.

XVII. **Flexible timing of learning centres to cater for local events:** Rural areas of Balochistan have their own annual cycles such as sowing, harvesting, Ramadan, local festivals. During FGDs and IDIs with community and parents, they wanted that the centres must be flexible in timing to respond to these annual events/activities. It will increase the participation and attendance rate of learners.

XVIII. **Engagement with local community:** One of the strengths identified through this baseline is the project engagement with the local communities. This has created buy-in and space for these project activities to be implemented in the challenging context of Balochistan where girl's education is not the priority for communities. To further build on this success of the project, TEACH team may like to explore additional ways to ensure continued engagement with the local community. This may include creating WhatsApp group or sharing success stories from other villages, thus creating a vibrant and informed community supporting girls' education. This engagement will also help to orient communities on the current and upcoming project activities. With their support, the project will smoothly run in these tribal districts and will also provide support in retaining the GEC learners especially in transition aspect.

XIX. **Special focus of SEL Skills on specific subgroups:** The project may like to put special emphasis on improving the social and emotional learning skills of highly marginalize subgroups such as dropped out, older aged (15-19 years) and Pashto speaking ethnic subgroups. It is important to mention that IRC's Girl Shine Life Skills Program has been started with girls where some of these considerations can be communicated with the mentors who are closely worked with the girls. It will be an opportunity to further align IRC engagement with FM resilience and wellbeing domains for GEC girls. Baseline data for these highly marginalize subgroups such as dropped out, older aged (15-19 years) and Pashto speaking ethnic subgroups indicates they are more vulnerable as compared to other groups present in the same area. Such measures may include provision of psychosocial support for all targeted girls to improve their well-being including life skills.

XX. **Livelihood opportunities for girls:** The project may like to explore special market-based livelihoods initiatives for GEC girls including Pashtun as the baseline data indicates they were not engaged in livelihoods activities. It will be important that these livelihoods activities should have more buy-in from the communities for these identified vocational skills courses. Some examples may include instances where Pushtun girls can support with the education activities in the private learning places in their

neighbour through new vocational skills they learn or engage in commercial cooking which can then be sold in the market or engage in fresh fruit drying and packing business. It will be important to have an out of the box approach to move beyond embroidery-type initiatives which are mostly associated with girls' livelihoods sources. This approach will encourage the parents/caregivers to retain the GEC learners to participate in the Earn program and project will successfully achieve the goal.

XXI. **Reporting both for literacy and numeracy:** The current learning assessment indicators are combined and may not reflect the disaggregated status of learning performance of the GEC girls. Therefore, it is recommended to report for both the indicator for literacy and numeracy separately in the log frame. The EE is already reporting both combined and disaggregated data for literacy and numeracy.

XXII. **Sustainability of the TEACH activities:** As the project is now almost at the mid-stage of its lifecycle, it will be important to start talking around sustainability of the project interventions and formalise an exit plan. This will help to ensure long-term benefits of TEACH for the targeted communities and others. Such measures for sustainability may ideally include discussions with Education department, UNICEF and National Commission for Human Development. It is important to get in touch with the World Bank in Pakistan as they have recently commissioned a mapping study of OOSC related projects in Pakistan and it is likely they may start some new activities over the coming two years or so. This can thus provide a good transition to other such interventions.

XXIII. **Developing GEC girls learning performance plans for low performing girls:** To have greater success of the project through lower dropouts and better performance, the project may consider developing individual performance plans for low performing girls. It is thus recommended to develop separate performance record for each such GEC girl student is maintained based on weekly / bi-weekly assessment. This will help in providing tailored support to students and will help in improving their learning outcomes.

XXIV. **Advocacy initiative:** Based on the learning from different studies, and findings coming out of the TEACH project, IRC may explore developing communication and advocacy strategies to address the core issues which affect girls' education in Balochistan. This will thus help to extend the project benefits beyond the target districts and help to bring a transformative change in the communities. For example, Pushtun girls reported fewer re-creational books (e.g., drawing) in their homes as compared to other ethnic groups. So, advocacy messages allowing girls to read story books or having access to drawing books can positively contribute to their wellbeing.

XXV. **Acknowledging high achievers:** It will be important to acknowledge the contribution of high-achievers – both among learners, facilitators, and staff. This may take place through monthly or bi-monthly announcements. This approach where TEACH team will acknowledge the efforts and innovative methods to improve learning will be a motivating factor for all and will encourage other to perform better.

XXVI. **Target benchmark for indicator on attendance rate:** It will be important to have at least the same target with respect to attendance rate as currently practices in public school where the prevailing attendance rate in public schools is 80%. In order to be compatible with national level attendance rate in public schools, it is suggested to set the target to 80% or higher, as determined by the project team.

Broader Recommendations to IRC, FCDO and FM:

XXVII. **Addressing economic barriers:** Though it might be outside the immediate scope of the TEACH project, however, the baseline identifies economic barriers amongst the key obstacles to the girl's education. Therefore, the project can try to link the community with other programs such as EHSAAS, Prime Minister Kamyab Jawan, Benazir Income Support Programme, which directly or indirectly address such type of barriers, in some limited ways.

XXVIII. **Only a small percentage of the enrolled girls are married** i.e., 1.4% (10-19 years) whereas the actual number of girls in the population who experience early marriages are significantly higher i.e., 20% or more based on the MEL framework data. This may reflect early-married girls have lower representation in the enrolled girl's population. In subsequent phases of the project, the team may like to make additional efforts to enrol more early married girls in the project activities.

Annex 1: Baseline Evaluation Submission Process

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

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

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

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

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

Annex 2: Log frame

The updated log frame and output framework of IRC TEACH Project

A-2

TEACH
Logframe-22Oct2021

GEC-4325
MTRP_Revised Output

Updated LFA	**Output framework**

Annex 3: Cohort Approach Evaluation

Annex 3 cohort approach evaluation is not applicable for Radio program / Distant learning.

Annex 4: Beneficiaries table (Sample data)

Table A55: Characteristic subgroups and barriers of sample for portfolio level aggregation and analysis

Characteristic/Barrier	BLN / Earn	ALP / Learn	Radio program / Distant learning[117]
Single orphans	Not available	Not available	Not available
Double orphans	Not available	Not available	Not available
Living without both parents	Not available	Not available	Not available
Living in female headed household	8.9%	3.4%	Not available
Married	5.7%	0.0%	0.4%
Mother under 18	0.7%	0.0%	0.0%
Mother under 16	0.2%	0.0%	0.0%
Difficult to afford for girl to go to school	62.5%	37.1%	14.7% (Valid responses only from dropped out girls)
Household doesn't own land for themselves	48.9%	45.1%	80.3[118]Not available
HoH has no education	57.0%	55.1%	39.6%[119]
Primary caregiver has no education	70.9%	68.8%	50.0%[120]
Information Source:	440 (Household Survey)	792 (Household Survey)	792 (Core Girl Background Survey)

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[117] For Radio/distant learning, all information included in this table are obtained through core girl survey tool – please note HH survey tool was not administered for Radio/distant learning group. However, the information included for Earn and Learn groups is based on HH survey tool.

[118] For Radio/distant learning, this information is obtained from core girl survey tool where the question was limited to agricultural land only. Therefore, if the girl family owns non-agricultural land, it is not covered in it.

[119] For Radio/distant learning, this information is obtained from core girl survey tool where the question was limited to father education level only (assuming the father will be the head of HH as well in most of the cases).

[120] For Radio/distant learning, this information is obtained from core girl survey tool where the question was limited to mother education level only.

Annex 5: Beneficiaries Table (Project Mapping Data)

Table A56: Direct beneficiaries by age

Age (adapt as required) in years	Overall (Earn + Learn + Distant Learning Program)	Overall Sample proportion of intervention group (%)	Learn	Learn Sample proportion of intervention group (%)	Earn	Earn Sample proportion of intervention group (%)	Distant Learning Program	Distant Learning Program Sample proportion of intervention group (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
8	2	0.1%	2	0.3%	-	-	-	-	Data from sample used in external evaluation
9	17	0.8%	17	2.1%	-	-	-	-	
10	288	14.2%	143	18.1%	-	-	145	18.3%	
11	248	12.3%	136	17.2%	-	-	112	14.1%	
12	280	13.8%	162	20.5%	-	-	118	14.9%	
13	278	13.7%	166	21.0%	-	-	112	14.1%	
14	282	13.9%	153	19.3%	-	-	129	16.3%	
15	139	6.9%	8	1.0%	104	23.6%	27	3.4%	
16	135	6.7%	4	0.5%	85	19.3%	46	5.8%	
17	91	4.5%	-	-	70	15.9%	21	2.7%	
18	125	6.2%	1	0.1%	80	18.2%	44	5.6%	
19	139	6.9%	-	-	101	23.0%	38	4.8%	
N	2024	100%	792	100%	440	100%	792	100%	

Table B57: Direct beneficiaries by age

Age (adapt as required) in years	Overall (Earn + Learn + Distant Learning Program)	Overall Sample proportion of intervention group (%)	Learn	Learn Sample proportion of intervention group (%)	Earn	Earn Sample proportion of intervention group (%)	Distant Learning Program	Distant Learning Program Sample proportion of intervention group (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
8	2		2		0		0		Project monitoring data
9	18		18		0		0		
10	2660		2660		0		1856		
11	1552		1552		0		1030		
12	1719		1719		0		1131		
13	1480		1480		0		959		
14	1336		1314		22		1047		
15	1715		0		1715		467		
16	1374		0		1374		397		
17	1241		0		1241		344		
18	1410		0		1410		417		
19	1418		0		1418		374		
N	15925		8745		7180		8022		

Table A58: Target groups - by out of school status

Status	Proportion of cohort 1 direct beneficiaries (%) - Overall	Proportion of cohort 1 direct beneficiaries (%) – Learn	Proportion of cohort 1 direct beneficiaries (%) – Earn	Proportion of cohort direct beneficiaries (%) - Distant Learning	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Been to formal school, but dropped out	37.5%	38.6%	47.7%	30.6%	Data from sample used in external evaluation
Never been to formal school	62.5%	61.4%	52.3%	69.4%	
Enrolled in formal school	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
N	2024	792	440	792	

Table B59: Target groups - by out of school status

Status	Proportion of cohort 1 direct beneficiaries (%) - Overall	Proportion of cohort 1 direct beneficiaries (%) – Learn	Proportion of cohort 1 direct beneficiaries (%) – Earn	Proportion of cohort direct beneficiaries (%) - Distant Learning	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Been to formal school, but dropped out	3%	17%	9%	6%	Project monitoring data
Never been to formal school	97%	83%	91%	94%	
Enrolled in formal school	N/A	N/A	N/A	N/A	
N	100%	100%	100%	100%	

Table A60: Direct beneficiaries by drop out grade

Level of schooling before dropping out (adapt wording as required)	Proportion of cohort 1 direct beneficiaries (%) - Overall	Proportion of cohort 1 direct beneficiaries (%) - Learn	Proportion of cohort 1 direct beneficiaries (%) – Earn	Proportion of cohort direct beneficiaries (%) – Distant Learning	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to school	62.5%	61.4%	52.3%	69.4%	Data from sample used in external evaluation
Pre-Primary	11.7%	13.3	11.4%	10.2%	
Grade 1	8.2%	6.8	15.0%	5.8%	
Grade 2	5.0%	5.3	5.9%	4.3%	
Grade 3	5.1%	5.1	6.6%	4.4%	
Grade 4	3.2%	5.1	3.9%	1.0%	
Grade 5	2.4%	2.1	3.2%	2.3%	
Grade 6	0.05%	0.1	-	-	
Grade 7	0.1%	-	-	0.4%	
Grade 8	0.1%	-	0.2%	0.1%	
Grade 9	0.05%	-	-	0.1%	

Grade 10	0.1%	-	-	0.4%	
Grade 12	0.1%	-	-	0.4%	
Grade 14	0.1%	-	-	0.3%	A-6
Non-formal (Madrassa)	1.0%	0.9%	1.6%	0.9%	
N =	2024	792	440	792	

Table B61: Direct beneficiaries by drop out grade					
Level of schooling before dropping out (adapt wording as required)	**Proportion of cohort 1 direct beneficiaries (%) - Overall**	**Proportion of cohort 1 direct beneficiaries (%) - Learn**	**Proportion of cohort 1 direct beneficiaries (%) – Earn**	**Proportion of cohort direct beneficiaries (%) – Distant Learning**	**Data source – Project monitoring data, data from sample used in external evaluation or assumption?**
Never been to school	91.11%	97.42%	83.44%	94.25%	Project monitoring data
Pre-Primary					
Grade 1	2.79%	1.35%	4.55%	1.46%	
Grade 2	4.15%	0.64%	8.43%	4.30%	
Grade 3	0.99%	0.59%	1.46%	0.00%	
Grade 4	0.60%	0.00%	1.34%	0.00%	
Grade 5	0.35%	0.00%	0.78%	0.00%	
Grade 6	0.00%	0.00%	0.00%	0.00%	
Grade 7	0.00%	0.00%	0.00%	0.00%	
Grade 8	0.00%	0.00%	0.00%	0.00%	
Grade 9	0.00%	0.00%	0.00%	0.00%	
Grade 10	0.00%	0.00%	0.00%	0.00%	
Grade 12	0.00%	0.00%	0.00%	0.00%	
Grade 14	0.00%	0.00%	0.00%	0.00%	
Non-formal (Madrassa)	0.00%	0.00%	0.00%	0.00%	
N =	100%	100%	100%	100%	

Table A62: Other selection criteria

Selection criteria	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Engaged	0.496%	Project monitoring data
Married	1.546%	
Separated	0.082%	
Widowed	0.019%	
Un-Married	97.858%	
N = 100%		

By other selection criteria, we mean the other data, aside from age and school status, that you collected on girls during the beneficiary identification to decide if the girl could be enrolled into the project as a direct beneficiary. You should have already described these characteristics in the introduction section of the baseline report. If you do not have any other data relating to this, please delete this table.

Table A63: Other beneficiaries

Beneficiary type	Total project number for cohort 1	Total number by the end of the project.	Comments	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	NA	E.g., 3000	E.g., 3 cohorts – aiming for 1000 per cohort.	E.g., Cohort 1 – project monitoring data Total by end of project – assumption
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	NA			
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	NA			
Teacher / tutors beneficiaries – number of teachers/tutors who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	274			project monitoring data

Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	2020 VSG Members 2,030,184 (RCCE Campaigns for COVID and Other Project thematic areas)			project monitoring data + Comms Data (from Vendors)

Project Feedback: The IRC has established a MIS for entry and storage of monitoring data. The data of Girl Learn stream for Cohort-1 is still being updated. Once the entry in MIS will be completed the tables will be updated and EE will comment on accuracy and completeness of the data.

EE Feedback: Based on the available project data to the EE for the baseline and comparing it with the EE achieved sample, the EE concludes that the beneficiary numbers are in-line with the available project datasets. This includes information/numbers with respect to learners such as their identities and geographical presence i.e. village, union council, parental/caregiver and age.

EE collected data related to girl's age from both parent/caregiver and also from girl. However EE did observe minor differentiation in the ages of the GEC learners the ages captured during baseline in the core girl survey and household survey. One of the key reasons for this mismatch in information is due to parents not registering (due to several reasons including lack of awareness and accessibility to the registration points) their children births (birth registrations). According to Pakistan Demographic and Health Survey 2017-2018 only 42% children under the age of 5 have their birth registered. In these cases, ages reported by sampled GEC girls were used for analysis purpose. On the other hand, the distribution of girls aged-wise in the achieved sample (2024) is also aligned with aged-wise distribution of all GEC girls in Earn, Learn and radio program cohort in the project dataset.

Annex 5: MEL framework

1-12032020 LNGB
MEL Framework v9.do

Annex 6: External evaluator's inception report

15012021 IRC
TEACH - Inception Re

14012020 IRC
TEACH - Inception Re

Annex 7: Data collection tools used for baseline.

Learning Assessment Tools (Learn, Earn and Distant Learning)	
EGRA Urdu	EGMA
EGRA Tool.pdf	EGMA Tool.pdf

Distant Learning		
Core Girl Background Survey		
PAK-IRC_Girl-Survey (Background_Informa		

Learn and Earn Tools		
Household Survey	Core Girl Background Survey	Social and Emotional Learning
Tool 3 HH Survey.pdf	Tool 4 Core Girl Survey.pdf	Tool 5 Social Emotional Learning.pd
FGD Girls (10-14 Years)	FGD Girls (15-19 Years)	FGD Parents / Caregivers
4-FGD Girls 10-14-Glow final 202	5-FGD Girls 15-19 -Glow final 2020.doc	6-FGD ParentsCaregiver -Glo
FGD Community	IDI Girls (Married, Girls with disability, poor household etc.)	IDI Teacher
1-FGD Community-Glow fina	7r- IDI Girls combined-Glow final 2	8-FGD Teacher-Staff -Glow final 2020.doc

IDI Education Department	IDI Social Welfare Department	Learning Center Assessment Form
2- KII with Education dept.-Glow final 2020	3 KII with Social Welfare I-Glow final 2	Learning Centre Assessment updated

Annex 9: Learning test pilot and calibration

IRC Pilot Report
2102020.docx

Annex 11: External evaluator declaration

TEACH_Annex 11
External evaluator de

Annex 12: Useful resources

Evaluation, analysis and reporting:

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

Gender and power analysis:

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

Annex 13: Additional life skills analysis

Table A64: SEL skills results by subgroup (median of 1.81 out of 3.00)

Attribute	Score	Overall	Subgroups										
			Baluchi	Pashto	Brahui	Girls engaged income generation activities	Girls with disability	OOS - Dropped out	OOS - Never been enrolled	Married Girls	10-14 Years	15-19 Years	Orphaned Girls
Overall	Overall	50.4%	49.0%	60.6%	41.8%	55.0%	54.8%	62.4%	41.8%	92.0%	34.1%	77.3%	52.8%
	Higher Proportion	49.6%	51.0%	39.4%	58.2%	45.0%	45.2%	37.6%	58.2%	8.0%	65.9%	22.7%	47.2%
Self-awareness	Lower Proportion	59.8%	58.3%	66.3%	55.7%	51.4%	55.6%	63.4%	57.3%	84.0%	48.7%	78.4%	54.2%
	Higher Proportion	40.2%	41.7%	33.8%	44.3%	48.6%	44.4%	36.6%	42.7%	16.0%	51.3%	21.6%	45.8%
Self-Management	Lower Proportion	43.3%	43.3%	51.6%	33.9%	41.4%	48.9%	50.8%	38.0%	80.0%	27.9%	68.9%	38.9%
	Higher Proportion	56.7%	56.7%	48.4%	66.1%	58.6%	51.1%	49.2%	62.0%	20.0%	72.1%	31.1%	61.1%
Social Awareness	Lower Proportion	48.2%	44.4%	62.2%	40.7%	56.6%	52.6%	57.9%	41.2%	80.0%	38.7%	63.1%	47.2%
	Higher Proportion	51.8%	55.6%	37.8%	59.3%	43.4%	47.4%	42.1%	58.8%	20.0%	61.3%	36.9%	52.8%
Relationship Skills	Lower Proportion	37.7%	38.7%	44.1%	28.2%	38.2%	38.5%	44.8%	32.7%	80.0%	21.8%	64.0%	38.9%
	Higher Proportion	62.3%	61.3%	55.9%	71.8%	61.8%	61.5%	55.2%	67.3%	20.0%	78.2%	36.0%	61.1%
Responsible Decision Making	Lower Proportion	50.8%	49.9%	58.8%	43.6%	55.4%	57.0%	57.2%	46.2%	76.0%	41.6%	65.3%	59.7%
	Higher Proportion	49.2%	50.1%	41.3%	56.4%	44.6%	43.0%	42.8%	53.8%	24.0%	58.4%	34.7%	40.3%

Table A65: SEL skills results by subgroup (%age mean score)

Score	Overall	Subgroups										
		Baluchi	Pashto	Brahui	Girls engaged income generation activities	Girls with disability	OOS - Dropped out	OOS - Never been enrolled	Married Girls	10-14 Years	15-19 Years	Orphaned Girls
Overall	60.75	61.70	55.94	64.19	61.25	59.92	58.08	62.68	50.37	66.07	52.23	61.41
Self-awareness	55.31	55.80	53.15	56.70	58.17	56.48	55.12	55.45	49.33	58.20	50.61	56.77
Self-Management	63.16	64.25	57.75	66.98	64.97	62.22	60.12	65.36	51.00	70.16	51.79	63.66
Social Awareness	61.45	63.57	54.44	64.79	58.86	60.22	57.39	64.39	51.67	66.07	54.36	64.99
Relationship Skills	66.00	65.96	61.23	71.65	65.29	64.77	61.54	69.22	48.67	74.02	52.91	64.74
Responsible Decision Making	58.60	59.39	53.98	62.22	59.52	56.21	56.77	59.92	50.89	63.14	51.45	56.48

Annex 14: Project management response

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

The TEACH 'Baseline Evaluation key findings are mostly known to consortium partners, as time to time coordination is maintained with different stakeholders on regular basis. The Project management welcomes this report due to the fact that it provides a clear prevailing situation in all project target districts which can be used for evidence based decision making within project. This management response provides a summary of the baseline study's findings and recommendations. It will help making informed choices about setting target against the indicators!

Based on the feedback of stakeholders, observations made during different occasions and findings BL evaluation and other reports, appropriate changes are made in the implementation strategy of the project. To ensure easy access of girls to project based interventions, strategy of Home Based Classes (HBCs) was adopted with the perspective of their protection and non-stop implementation of educational activities. In order to access hard to reach girls in the project areas, radio lessons are developed and aired on weekly basis. After feedback from communities, airing frequency of radio lessons was increased by twice a day two times a week.

In the area of VTs program, new avenues were identified to act out of box. For these 08 trades were identified under Income savings and income generation. 800 clients of L2E will be trained under these components of VTs. To minimize poverty level of trained clients, they will be supported in the process of access to market and 250 best performers of VTs clients will be awarded Business grants to start their own enterprise.

As part of transition process, ALP clients will be enrolled in formal government schools. But in the context of Balochistan, nonformal education beyond Package A, B and C can be a workable option based on the overwhelming response of communities towards girls' education.

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

Project owns the conclusions and recommendations made in the report. Majority of recommendations made in the report are already discussed and appropriate changes are made for implementation at different levels of interaction.

The recommendation of provision of UCA is not appropriate in the situation when communities are supporting project activities without asking for any financial assistance. Secondly, this intervention will make them dependent towards the project, which will affect the objective of project to financial strengthen clients of L2E.

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

Yes, following points from external evaluators 'conclusion, address the gender equalities:

Transportation issue: under TEACH project, the barriers is removed by the provision of home based facility to clients. This facility basically not only supporting clients of the household but also vulnerable subgroups.

Cultural barriers: To remove this barrier, TEACH is supporting the girls through home based learning that doesn't require the company of any elder of the household.

Economic / Poverty: All of the provision including books, stationary items, classroom setting, recreational kits, essential items kits, dignity kits are providing to client to eliminate the poverty issue in education of girls.

Transition outcome: 800 clients earn stream, has received the training on income saving and income generation. More than 500 0clients received the session on girl shine life skill and causing the transition of knowledge.

Sustainability Outcome: Clients of home based classes will sustain with their leaning through formation of girls club, where, the clients will engage themselves in different social activities by using the life skills learnings Trained human resource (Mentors / facilitators and caregivers) will enrich the outcome. IEC material (books, kits) referral pathways and manuals are the major source of sustaining the learning of girls and community at masses.

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

The project response towards GESI risk is taken care at different level, i.e. at community level, to support the girl's education and mitigating the risks, sessions are taken with boys and men, engaging the female and male caregivers and discussion with VSGs for implementing the community safety actions. More, cases of protection are taken by keeping of view the needs of subgroups. i.e. Referring the cases of clients with disability to service providers for assistance on priority basis. More the subgroup needs are also addressed through immediate response by mentors on the spot during session, i.e. ensuring the understandings of content by clients, using area friendly language and examples, making arrangements for the clients who are mothers or engaged in labour work. Community safety actions are designed by keeping in view the community needs and mapping of risk that are identified by girls and male members of community.

Further, TEACH staff, mentors, facilitators and care givers / clients are also providing awareness session on SEL skills that help them for coping up with recent situation of pandemic. Safeguarding considerations also ensure the mitigation of assumed risks to clients and stakeholders.

- **What changes to the logframe will be proposed to DFID and the fund manager?**

We have fixed attendance rate target as 70%. The average attendance rate at government schools is around 80% as per BL evaluation report. The project may resemble the target with the prevailing attendance rate at public schools.

- **What are the project's reflections on the ambition of the project?**

TEACH project is an over ambitious project in terms of its target, period of implementation and different segments clubbed under one component. Project has delivered well, but more could have been achieved by rationalizing different interventions, time bracket and number of clients and activities.

Sustainability: Along with literacy and numeracy, the most significant contribution of TEACH project towards the communities of focused districts is development of resource pool in far flung areas at community level. This resource pool is developed by training of learning facilitators on teaching skills and curriculum of financial literacy. The other resource pool is of mentors, who are trained on Girl Shine life skills. This pool of human resource will sustain in their native areas. They will keep on contributing towards the component of education in their areas. This developed resource pool can become part of any other interventions designed for their areas without investing mush resources.

Along with human resource development, special focus was retained on developing of IEC material under different components of TEACH project. The significance of this material is its content and availability at community level beyond the life of project. IEC material will sustain for long time and will serve as reference material for other stakeholders in rural areas of focused districts.

Linkages building and developing of referral pathways will also sustain after the completion of TEACH project. Even when TEACH project is in progress, other partners of development sector are initiating same interventions under other projects developed for other areas of Balochistan. Team members of TEACH consortium are members of such forums established to develop referral pathways under different interventions.

During COViD-19, keeping in view the issues faced by clients of L2E, dignity kits were designed and distributed among them. These kits contained materials related to personal hygiene. Dignity kits provided clients of L2E an opportunity of exposure to the concept of personal health and hygiene. This information was something new for rural communities. After dignity kits, essential supply kits were also distributed among the clients of L2E. The knowledge of personal health and hygiene will prevail among the clients of TEACH project and hope fully it will be transferred to other girls of their family and their neighbourhoods by them.

During mapping of community safety actions, issue of unavailability of Radio sets for clients of radio listening buddies was identified. Under finalized actions, 408 locations are provided with radio sets to facilitate clients of that areas to access radio lessons developed and on aired by TEACH project. This intervention will sustain beyond project life and contribute in learning of clients and communities through other informative programs on aired by different radio channels working in the area.

Business grants for L2E clients will sustain for long time beyond project life. These grants will directly affect the financial status of client's family and its members. Business grants will ease financial stress of client's family and may pave way for creation of educational opportunities for other children's of family.

Village support groups are focal points of different interventions under the project at community level. These groups are comprised of volunteers at community level. They are sensitized on importance of girl's education and other issues related to girl's rights and protection. These groups will sustain in their areas in different capacities, aware about importance of girl's education and significance of joint efforts.

Annex 15: Theory of Change

**Leave No Girls
Behind Pakistan TEAC**

Annex 16: Quality control measures

The data flow chart explains some of the quality control measures adopted by EE as part of this engagement.

Step 1
- Engaging experienced and qualified field team.
- Developing customised and relevant tools for the data collection based on a through process including peer review, pre-pilot and pilot testing.

Step 2
- Conducting a comprehensive field researcher training;
- Field researchers collected data on hard copies and submit it to Field Supervisor. The interview and group discussion hand written notes also submitted to the field supervisor.

Step 3
- Field Supervisors compiled all the questionnaires. Afterwards all questionnaires and interview notes were properly packed, labelled and dispatched the data to the EE Office, Islamabad. The field supervisor also shared the tracking Number with the EE Office, Islamabad.
- Field visits to the field by senior team members of EE to provide guidance and support to the team.

Step 4
- Quality Assurance Expert / his disgnatee received the data in EE Office Islamabad
- Quality Assurance Expert / his disgnatee recounted and sorted all the data as per shared information from the field. Any discrepancy in the shared information was immediately shared with the field researchers.

Step 5
- Field data collection a validation using multiple means such as through follow-up calls / engagements with survey respondents (not GEC girls), community elders, parnter staff, EE staff not involved in the data collection among others. Based on this information all the field visits to the respective sites were validated.
- All the questionnaires are shared with data entry supervisor for data entry. The data entry supervisor placed all questionnaires in secured environment.

Step 6
- Once data entry is completed, all the soft data is password protected and available only to authorized personnel in the TEACH project. On the other hand, hard copies of questionnaires were properly packed and placed in the double locked room where only authorized personnel are permitted to enter.
- There were regular communication among the field teams and senior management team and within senior management team which further helped to improve data collection before, during and after the data collection team.