# Project Evaluation Report

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| **Report title:** | Leave No Girl Behind (LNGB) Endline Report |
| **Evaluator:** | GLOW Consultants (Private) Limited |
| **GEC Project:** | "Closing the Gap - Educating Marginalised Girls in Sindh and Khyber Pakhtunkhwa" |
| **Country:** | Pakistan |
| **GEC window:** | Leave No Girl Behind (LNGB) |
| **Evaluation point:** | Endline Cohort 2 L&N |
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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

| | |
|---|---|
| **ASER** | Annual Status of Education Report |
| **EE** | External Evaluator |
| **EGMA** | Early Grade Maths Assessment |
| **EGRA** | Early Grade Reading Assessment |
| **FGD** | Focus Group Discussion |
| **FM** | Fund Manager |
| **GEC** | Girls Education Challenge |
| **HH** | Household |
| **IDI** | In-depth Interview |
| **IDs** | Identities |
| **ORF** | Oral Reading Fluency |
| **OOS** | Out-of-school |
| **OOSC** | Out-of-school children |
| **SMC** | School Management Committee |
| **SPSS** | Statistical Package for the Social Science |
| **ToC** | Theory of Change |
| **TVET** | Technical and Vocational Education Training |
| **WGCF** | Washington Group Child Functioning |
| **VfM** | Value for Money |

# Executive summary

## Background

Globally, Pakistan has the second-highest number of out-of-school children with approximately 22.8 million between the ages of 5-16 years not attending school[1]. In the province of Sindh[2], particularly Jacobabad and Kashmore (the target districts of this LNGB project); close to 80 percent of the population is living with multidimensional poverty.[3] Furthermore, 52% of the poorest children in Sindh are out of school, with more girls out of school than boys.[4] The literacy rates in the province have also declined steadily over time, with COVID-19 further contributing to the problem of enrolment of children in school and their continued education. The ACTED LNGB project aims to work in Sindh, particularly in Jacobabad and Kashmore to reduce the barriers to girls' education that arise from the schools, families, communities and system. The project intervention directed towards 6,162 GEC girls included: an Accelerated Learning Programme (ALP) for the ages of 10 - 13 years (1139 GEC girls), literacy and numeracy (L&N) classes for ages 14 - 19 years (4823 GEC girls), skills/TVET and financial literacy training for ages 16 to 19 years (200 GEC girls), rehabilitation of LNGB learning spaces and provision of learning supplies and health screenings, rehabilitation of TVET space and provision of supplies/tool-kits, training of LNGB teachers and provision of learning supplies, and training of coaches to conduct life-skills/mentorship sessions. The total number of direct beneficiaries is 1,094 GEC girls for L&N Cohort 2 in Sindh. The baseline findings and the project's theory of change suggest that a reduction in barriers will not only increase girls' access to education and improve the life chances of their families and wider communities.

The evaluation report, for this LNGB project, measures progress from the baseline stage to the endline stage and focuses specifically on the L&N outcomes for Cohort 2 in Sindh.[5]

## Evaluation Methodology

The endline evaluation study aims to identify changes in the baseline learning levels; changes in the baseline life skills level; attendance rate and its impact on the learning results; quality of teaching methodologies and its impact on the learning results; and changes in the baseline parental support. The evaluation study used a mixed-method approach by applying both qualitative and quantitative data collection tools. The endline findings were compared with the baseline and benchmarks, wherever applicable. Overall, 230 GEC girls and their parents/caregivers from L&N Cohort 2 participated in the endline data collection.

## Educational marginalization analysis and analysis of projects' gender approach

**Education marginalization:** The project enrolled highly marginalized out-of-school (OOS) girls between the ages of 14--19years in the L&N programme stream and has followed the project criteria for the enrolment of girls. More than 80% of the GEC learners had never been to school in the achieved baseline and endline sample[6].

**Project's Gender Approach:** The LNGB project interventions were all exclusively designed for OOS girls. The EE also analysed the data recognizing the different gender-oriented

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

[2] Overall, the project is being implemented in two provinces of Pakistan i.e. Sindh and Khyber Pakhtunkhwa. This end line report only covers L&N cohort 1 baseline data and cohort 2 endline data for primary data analysis. Both these cohorts are similar in characteristics and both implemented in Sindh province – refer to annex 12.

[3] https://www.globalpartnership.org/sites/default/files/document/file/2020-19-Pakistan-Sindh-ESP.pdf

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

[5] EE conducted the BL for cohort 1 and EL for cohort 2. Similarly, the project has analysed the characteristics of both cohorts. The analysis report is annexed (annex 12) with this endline study.

[6] This figure is based on the EE collected data at the baseline and endline.

subgroups such as girls with disabilities, married girls, and girls engaged in income generation activities. Additionally, FGDs were conducted with parents and caregivers regarding girls' education in their area and the challenges faced.

### Learning Outcome:

**EGRA Sindhi:** The aggregate average score of GEC learners increased by 55.08 percentage points from 14.09% at the baseline to 69.17% at the endline[7]. Regarding overall Sindhi literacy, there was a positive increase in all the subtasks, however, difficulties were observed in GEC learners who were obtaining proficient learner level in the subtasks 4-oral reading fluency and subtask 5-reading comprehension. There was a statistically significant reduction in the percentage of GEC learners in the non-learner categories between the baseline and endline. More than 75% of GEC learners scored higher than the overall aggregate score from the benchmark[8].

**EGRA English:** The aggregate average score of GEC learners in English literacy has increased by 39.30 percentage points from 1.91% at the baseline to 41.21% at the endline. Maximum GEC learners moved from non-learners to other categories and there was an increase in average endline scores for all subtasks. Besides more than 70% of GEC learners scored higher than the overall aggregate score from the benchmark.

**EGMA:** GEC learners also performed well in the numeracy assessment. The aggregate average has increased by 69.4 percentage points from 6.95 at the baseline to 76.35 at the endline. The number of non-learners significantly reduced as well. More than 85% of GEC learners scored higher than the overall aggregate score from the benchmark.

**Conclusion on learning outcome**: Findings show that the average learning scores of literacy and numeracy improved better for GEC girls of 18 years and older as compared to younger age groups. Similarly, the girls who were dropped out previously from school and later enrolled in this LNGB project performed better than the girls who had never been to school before. In contrast, married girls having children, and girls with disabilities scored lower as compared to other groups.

### Transition Outcome:

According to the intended transition, 85.7% of the GEC learners will continue their education and enrol in advance training. Additionally, 13.0% of GEC learners wanted to generate income through self-employment at HH Level, starting entrepreneurship or a job. Out of all the married girls with children, 7.7 percent of married girls with children are the most vulnerable according to EE findings due to not having any intended transition plans yet.

### Intermediate Outcome:

**IO-1 Attendance:** The project data shows that attendance is 90.8% and spot checks reflected the rate by 84.8%. At the endline level, the project has achieved the targets for all three indicators as per the log frame for IO-1 attendance. Findings show that the attendance rate has a positive impact on the learning results i.e. the GEC learners showed better performance in the literacy and numeracy tasks in those learning spaces that achieved the average attendance rate equal to or higher than 90.8% and vice versa.

**IO-2 Improved quality of learning:** There was a notable positive difference in the teachers'

[7] The comparison is made for two different but similar cohorts of L&N i.e. baseline data is for cohort 1 and endline data is for cohort 2. Both baseline and endline data analyzed in this report is collected by EE.

[8] The benchmark data of literacy and numeracy was collected from non-GEC learners enrolled in government primary schools. Achieving the benchmarks would mean the GEC girls have learning levels equivalent to other girls in the area who have successfully completed grade 2 level education.

preparation compared to baseline. At the endline, 95.7% of teachers had explained the daily literacy and numeracy lesson plan to the students as compared to the baseline i.e. 70%. There was also a recorded improvement in the teachers' knowledge, clarity about content and sessions as compared to the baseline values as well as in the teacher's classroom management skills. Learning space teachers confirmed that the training they have received under this project improved their pedagogical skills. Students were more engaged in their learning and the physical learning environment was also conducive for learning in the endline. Similar to attendance, the findings show that improved quality of teaching methodologies has a positive impact on the learning results i.e. the GEC learners showed better performance in the literacy and numeracy tasks in those learning spaces where teaching methodologies are rated as good and vice versa.

**IO-3 Life Skills: Similar to the baseline,** the life skills index score is computed with the help of a composite index methodology. Under this methodology, the mean life skills score of each girl is assessed on a 3.0 point scale i.e. the highest achievable life skill score is 3.0. Based on life skill index results, the overall median baseline score was 2.12, and endline is improved to 2.51. Overall, a positive life skill score difference has been recorded between the baseline and endline that of an 18.4% increase from the baseline. Life skills have also a positive impact on the literacy and numeracy skills of the GEC learners.

**IO-4 Parental Support:** The endline study suggests that there has been a positive increase in parental support as compared to the baseline, with an average score of 4.50 out of 5.0 at the endline, as compared to a figure of 4.29 at the baseline. For example, parents supported the girls' education in terms of the establishment of the learning spaces, recruitment of female teacher, enrolment, and retention of their girls in the learning space, and provide learning environment to their girls at home. The GEC learners also confirmed that their parents / caregivers are giving equal importance to girls' education and also asked our learning progress at the learning space. Similarly, parents / caregivers also boost up our morale to pay more attention to the studies.

### Value for Money (VfM):

The cost per GEC learner is lower for the LNGB project (GBP 114.79) as compared to the Sindh Education Department (GBP 227). Thus, the LNGB project has achieved better value for money. The total cost[9] for 400 learning spaces for Alternative Learning Programme (ALP), led by the Government of Pakistan/UNICEF for 15,000 adolescents between ages 9 to 16 years in Khyber Pakhtunkhwa, Sindh and Balochistan provinces was USD 3.5 million i.e. USD 233/child[10] or GBP 171/child. Thus, it is event ACTED per beneficiary cost is in line with similar costs to other programmes in the country.

### Suggestions and recommendations:

I. In the Sindhi language, GEC learners' performance is improved. However, they are still facing difficulties in oral reading fluency and comprehension. Therefore, EE is suggesting more related exercises should be included in the curriculum for the following cohorts.

II. Although the GEC learners' performance has improved in the English language. However double-digit non-learners are still present in all the subtasks. The EE suggests conducting lessons learnt workshop at the field level to collect evidence-based reasons on how to improve the performance of GEC learners in the next cohort.

III. In numeracy, GEC learners are mainly facing problems in subtask 3–missing numbers

[9] https://www.jica.go.jp/pakistan/english/office/topics/press180228.html

[10] Cost per child = total budget / total number of children = USD 3.5 million/15,000

and subtask 6–word problems. Even the proficient GEC learners in subtask 6–word problems performed lower in subtask 3- missing numbers. Therefore, it is suggested to include additional exercises in the curriculum to improve the performance in numeracy.

IV. Although the performance of girls with disabilities and married girls having children improved from the baseline but both groups performed lower than other subgroups. The project may put additional efforts into how to improve further their learning performances in the next cohort.

V. The project may link up successful graduates of the L&N cohort with government-run social security programs such as Apna Rozgar (own job) and Kamyab Nojawan (successful youth) to start up their careers and provide support to their families.

VI. The project achieved a higher attendance rate of 90.8% of all GEC learners in the L&N cohort 2. Data analysis for IO-1 indicates those girls who had a better attendance rate scored higher in the EGRA/EGMA tests. This indicates project should continue its efforts to achieve a higher attendance rate in the coming cohorts.

VII. The data analysis indicated a link between teaching methodologies and learning outcomes of the students where better teaching methodologies led to improved learning outcomes. Therefore, the project must increase its focus on pedagogical skills in the next cohorts to ensure all the teachers are following the required teaching methodologies.

VIII. The positive changes in life skills resulted in improvement in the literacy and numeracy scores of GEC learners. Therefore, it is suggested to continue the life skill activities for the next cohorts to improve further the literacy and numeracy scores.

# 1. Background

## 1.1 Project context

In Pakistan, after the 18th constitutional amendment, the primary responsibility related to the provision of education rests with the provincial governments. Overall, the education sector in Pakistan is facing several challenges as a result the country has the globally second highest number of out-of-school children (OOSC). The estimated OOSC, aged 5 to 16 years, is around 22.8 million. There are disparities based on geography, socio-economic factors and gender. For instance, in Sindh, 52% of the poorest children are out of school, which comprises of 58% girls.[11] The literacy rate in Sindh has declined over the years for rural and urban, for males as well as females. It is 39% and 73% for rural and urban Sindh respectively for 2019-2020, which were recorded to be 40% and 76% respectively in 2014-2015. The Gross Enrolment Rate in Sindh also declined from 79% in 2014-2015 to 71% in 2019-2020.[12] As a result of COVID-19, schools were shut down in Pakistan starting from Sindh on February 27, 2020, and then on March 14, 2020 schools were closed across the country. As a result of schools' closure, the learning of about 40 million students was disrupted in the country. In September 2020, staggered re-opening of various grades started before it was shut down again. The Government of Pakistan during this time designed its learning interventions using technology namely TV, radio, and mobile applications. The study shows that 30% of youth and 17% of children had access to TV conveniently and frequently, while 23% of the children were not able to study during the school closures due to COVID-19.[13] The COVID-19 situation not only resulted in the pro-longed closure of the educational institutions but may likely also increase dropout rates causing an increased number of out-of-school children. When facing a crisis, girls are twice as likely to be out of school as they face greater barriers when it comes to continuing their education.[14] Furthermore, if the family faces any financial constraints, it prefers to forego their girls' education and allow their boys to continue their education.[15]

Multidimensional poverty index (MPI) records the deprivations that are overlapping across three areas namely education, health and standard of living. In Pakistan, 38.3% of the total population falls in the category of multidimensional poor, while 12.9% can be classified as vulnerable to multidimensional poverty according to MPI.[16] Sindh holds the highest population in the country, after Punjab, and is home to 47 million people, and the province has recorded an increase of above 60% in its population in the last decade, and half of the population of the province resides in rural areas. The considerable disparities related to development exist among the districts of Sindh, and three in four people in the rural areas are affected by poverty, while the ratio is 1 to 10 in urban areas. In Kashmore and Jacobabad, 70 percent to 80 percent of the population is living with multidimensional poverty.[17] In Kashmore, farming is the primary source of livelihood for most of the residents of the district where more than half of the households have agriculture as a primary source of income. It also affects income generation which increases or decreases according to crop yields. After agriculture, the livestock sector is the second source of income as it generates about 10 percent of the total income for the district. Kashmore is vulnerable to various hazards including floods, drought, and heavy rain. Agriculture, a prime source of income, is

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

[12] http://aserpakistan.org/document/2021/06/Economic_Survey_Education.pdf

[13] https://www.unicef.org/pakistan/media/3761/file/Pakistan%20Brief%20on%20learning%20continuity%20amidst%20COVID19.pdf

[14] http://mofept.gov.pk/SiteImage/Misc/files/0_%20NERRP%20COVID-19%20MoFEPT%204%20May%202020%20Ver%2001.pdf

[15] https://www.think-asia.org/bitstream/handle/11540/9310/Socio-economic%26Cultural-Factors-of-Violence-against-Women-in-Pakistan%28W-158%29.pdf?sequence=1

[16] http://hdr.undp.org/sites/default/files/Country-Profiles/PAK.pdf

[17] https://www.globalpartnership.org/sites/default/files/document/file/2020-19-Pakistan-Sindh-ESP.pdf

affected in such scenarios affecting the livelihood of the population through crop yields' reduction, food shortage, and infrastructure destruction.[18] According to district-wise development ranking by the Planning Commission of Government of Pakistan, Jacobabad and Kashmore fall below the under-development (= >60%) category.

Pakistan has been ranked at 154th out of 183 countries on Global Youth Development Index which is published by the Commonwealth. The index covers the domains like employment, education, civic participation, well-being and health, and political participation.[19] Sindh has the highest gap between urban and rural HDIs in the country.[20] Child marriage is one of the ills of the country. According to Pakistan Demographic Health Survey (PDHS), 17.9 percent of married women between 15 to 19 years of age and 18.6 percent between 20 to 24 years of age had unmet needs regarding family planning. The reason behind early marriage is that parents feel they are fulfilling their parental responsibility in society (of marrying their daughters) as soon as possible. Child marriages lead to adverse effects on children, hampering their healthy growth, and in the creation of unequal power dynamics if there is an age difference between the partners.[21] In Sindh, there is a notorious practice of honour killing (locally termed as Karo Kari) in which a girl is killed by her family if she is romantically interested in someone or marries according to her choice. This practice is more prevalent in areas with a lack of education.

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

**Table 1: Supplementary table key intervention activities with direct beneficiaries**

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

## 1.2 LNGB Theory of Change

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

[18] https://info.undp.org/docs/pdc/Documents/PAK/DDMP%20for%20District%20Kashmore%20(New%20Design).pdf

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

[20] https://www.pk.undp.org/content/dam/pakistan/docs/NHDR2020/NHDR%20Inequality%202020%20-%20Overview%20Low%20Res.pdf

[21] https://www.kit.nl/wp-content/uploads/2019/01/YES-I-DO-Pakistan_MidlineReport_11122018_FINAL.pdf

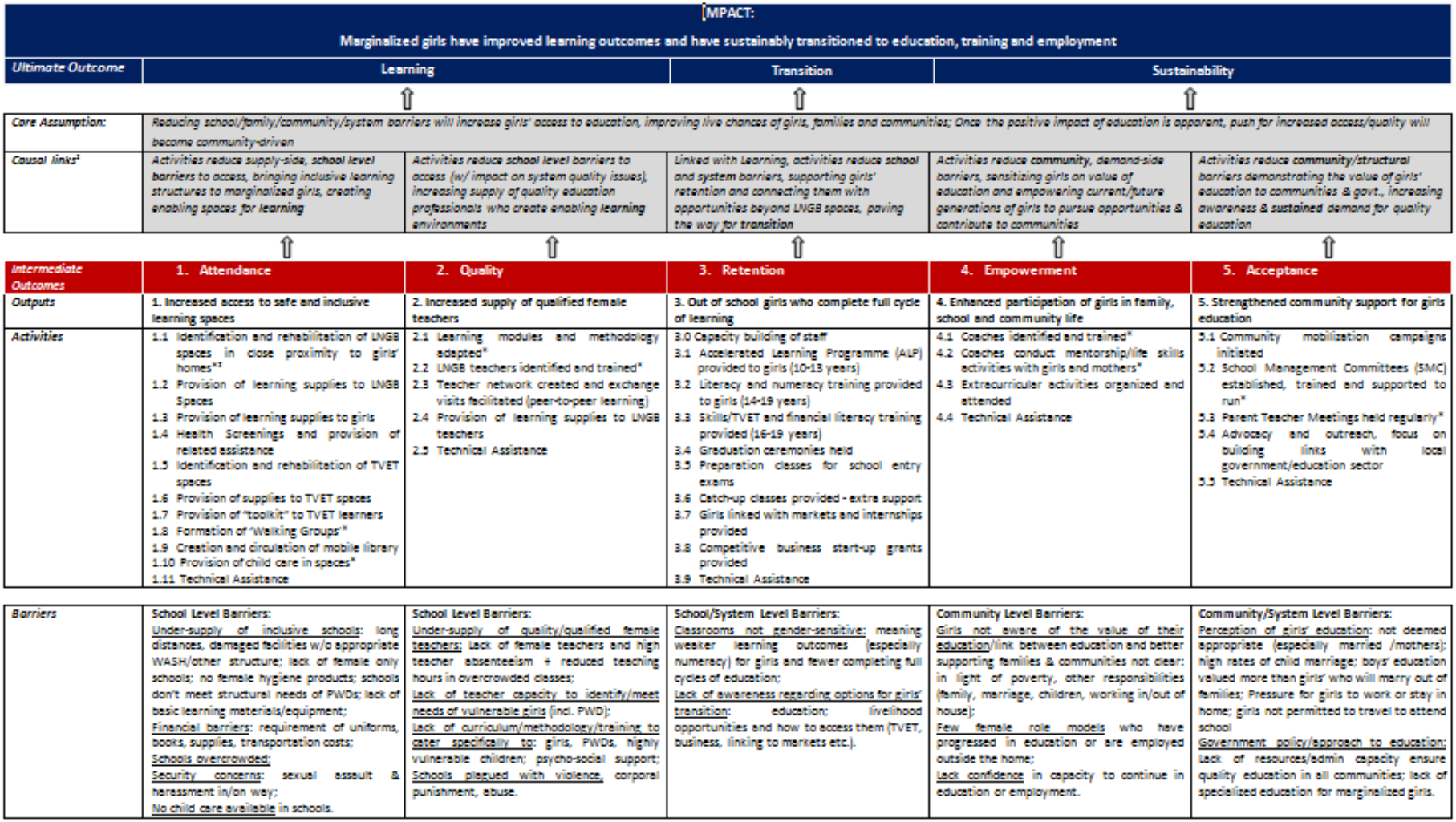
These outcomes are supported by six outputs:

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

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

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

**Figure 1: The project's Theory of Change diagram**




[1] Horizontal (across outcomes) and vertical (between outcomes, outputs and activities) links; assumptions and evidence explained in detail in narrative TOC
[2] * - activity with strong protection component

## 1.3 Evaluation purpose

The primary purpose of the endline evaluation is to compare the learning results with the baseline and identify the changes in the results from baseline to endline. This will help understand the contributions of the project. The table below shows evaluation questions identified to measure the change from baseline to the end line. 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 2: Evaluation questions**

| Evaluation/research question | Qualitative data/analysis required to answer question | Quantitative data/analysis required to answer question | Section these are addressed in the report |
|---|---|---|---|
| 1. What works to facilitate learning improvement in literacy and numeracy skills, transition of highly marginalised girls into education/training/employment and to increase learning? | • FGDs with parents and learners were analysed to compare the perspectives of marginalized girls | • Learning tests of EGRA English, EGRA Sindhi and EGMA assessed the girls' progress in literacy and numeracy skills | • Section 4.1 Outcome 1 - Learning |
| 2. What evidence is there of changes in community attitude and perception of girls' education, employment, participation in community life? Can the change be attributed to the community mobilisation/sensitisation campaigns? | • FGDs with SMCs, parents and girls were analysed to measure the perspectives of marginalized girls | • NA | • Section 4.2 Outcome 2 – Transition<br>• Section 4.3 Outcome 3 – Sustainability<br>• Section 5.4 IO-4 – Parental Support |
| 3. What is the evidence that teachers' pedagogical skills including gender-sensitive and play-based teaching practices; can be attributed to teachers' training? | • FGDs with learners provided evidence on whether the teachers' pedagogical skills including gender-sensitive and play-based teaching practices can be attributed to teachers' training | • Observation form for LNGB learning spaces was used to measure the gender-sensitive and play-based teaching practices | • Section 5.2 IO-2 – Improved quality of learning |
| 4. What evidence is there that co-curricular / life skills and mentorship activities contributed to the confidence and self-esteem of girls? And how do these skills contribute towards learning and transition? | • NA | • Life skills assessment tool will be used to measure the confidence and self-esteem of girls | • Section 5.3 IO-3 – Marginalised girls have increased life skills<br>• Annex 4 – Additional life skills analysis |
| 5. What were the intended and unintended impacts of the project intervention (both positive and negative)? | • FGD with SMCs, parents and girls will illustrate intended and unintended project interventions | • NA | • Qualitative information is inserted in Section 4 Outcome Findings and Section 5 Key Intermediate Outcome Findings |
| 6. Was the project able to monitor, mitigate and respond to any unintended negative effects? | • FGD with SMCs and parents will illustrate whether the project monitors, mitigates and responds to any unintended negative effects. | • NA | • Feedback on unintended negative effects from the project activities not recorded/observed during the EL data collection. |

| | | | |
|---|---|---|---|
| 7. Are the apparent impacts attributable to the project's interventions? | • FGD with SMCs, parents and girls will illustrate apparent impacts attributable to the project's interventions | • Learning results and life skills will present the apparent impacts attributable to the project's interventions | • Section 4.1 Outcome 1 - Learning<br>• Section 5.3 IO-3 – Marginalised girls have increased life skills<br>• Annex 4 – Additional life skills analysis |
| 8. Value for Money (VfM) | • Project data | • Project data | • Section 6 Value for Money |

# 2. Evaluation Methodology

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

## 2.1 Overall evaluation design

At the inception stage, as per GEC FM's advice, EE adopted a longitudinal and non-experimental evaluation design of pre- and post-assessment i.e. EE will follow a selected joint sample (see the section below for details on sampling) of girls and their households and examine the improvement in their learning and transition results over a period of time. The endline evaluation study also aims to record changes in the baseline life skills level, attendance rate and its impact on the learning results; quality of teaching methodologies and its impact on the learning results; and changes in the baseline parental support. Under this agreed study design, no control group was established for relative analysis. However, due to Covid-19, EE was asked to conduct the endline data collection with L&N Cohort 2 and compare the results with Cohort 1. It is important to note that both L&N Cohort 1 & 2 were implemented in the same districts of Sindh province targeting beneficiaries with similar characteristics. In addition, the project analysed the characteristics of both L&N cohorts 1 and 2. The characteristics analysis report is also annexed (annex 12) with this endline study.

## 2.2 Data collection tools

The study tools (quantitative and qualitative) which were prepared collaboratively by EE, FM and ACTED at the baseline stage were adopted for the endline requirements. This included learning assessment tools i.e. Early Grade Reading Assessment (EGRA) English, EGRA Sindhi and Early Grade Maths Assessment (EGMA). As these tools were administered for the first time with the GEC learners of L&N cohort 2 included in the endline study, therefore, there was no issue of recall.

**Table 3: Quantitative and qualitative data collection tools**

| Quantitative Tools | Beneficiary group |
|---|---|
| EGRA Sindhi | GEC Learners |
| EGRA English | GEC Learners |
| EGMA | GEC Learners |
| Household Survey | Parents/caregivers of GEC Learners |
| Core Girl Survey | GEC Learners |
| Life Skills Assessment Tool | GEC Learners |
| **Qualitative Tools** | **Beneficiary group** |
| Focus Group Discussion | Parents / Caregivers, GEC Girls 14 – 19 Years and School Management Committee |
| In-depth Interview | Learning space teachers and Government officials (Education and social welfare) |

## 2.3 Study Sample

Due to the COVID-19 pandemic, the project postponed its activities and the baseline data collection was only completed with 230 GEC girls of L&N cohort 1[22]. Therefore, to remain consistent with the baseline, at the endline stage, data were also collected from 230 GEC girls[23], and their parents/caregivers of L&N Cohort 2. Overall, EE reached more than 50% of the learning spaces established under L&N Cohort 2.

[22] Agreed sample size for baseline was 436 this figure also included 30% attrition. However, due to COVID situation the achieved sample size was 230. It is important to note that based on ACTED guidance EE completed the remaining baseline data collection for L&N cohort in KP province in mid of 2021.

[23] This was not flagged to or discussed with the FM.

| Table 4: Evaluation sample breakdown by region | | | | |
|---|---|---|---|---|
| District | Baseline | | Endline | |
| | % of total | N | % of total | n |
| Kashmore | 100% | 230 | 34.8% | 80 |
| Jacobabad | - | - | 65.2% | 150 |
| Total | 100% | 230 | 100% | 230 |

| Table 5: Quantitative sample achieved | | | |
|---|---|---|---|
| Aspect | District | Desired sample | Achieved sample |
| Total sample size for L&N | Jacobabad and Kashmore | 230 | 230 |
| Tool (used for the outcome and IO indicator) | | Beneficiary group | Sample size achieved |
| EGRA Sindhi | | GEC Learners | 230 |
| EGRA English | | GEC Learners | 230 |
| EGMA | | GEC Learners | 230 |
| Household Survey | | Parents/caregivers of GEC Learners | 230 |
| Core Girl Survey | | GEC Learners | 230 |
| Life Skills Assessment Tool | | GEC Learners | 230 |

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

| Table 6: Qualitative sample sizes | | | |
|---|---|---|---|
| Tool (which was used for outcome and IO indicator) | Beneficiary group | Sample size achieved | General remarks |
| FGD | Parents / Caregivers | 6 FGDs: There was an equal distribution, with 3 male FGDs and 3 female FGDs. These FGDs were conducted in districts Kashmore & Jacobabad. The total number of participants was 48 (27 females & 21 males) | Due to the COVID-19 situation, the FGDs were restricted to a limited number of 6 – 8 participants. |
| FGD | Girls 14 – 19 Years | 4 FGDs: These FGDs were conducted in district Kashmore & Jacobabad. The total number of participants was 30 GEC learners | |
| FGD | SMC (School Management Committee) | 4 FGDs: 2 FGDs were of female SMCs and 2 FGDs were of male SMCs. These FGDs were conducted in districts Kashmore & Jacobabad. The total number of participants was 30. | |
| IDI | Learning space teachers | 2 | |
| IDI | Government officials (Education and social welfare) | 4 | 2 interview each with the education and social welfare department. |

## 2.4 Field data collection team

With a couple of exceptions, EE mainly recruited the same experienced staffs who were engaged in the earlier rounds of ACTED LNGB data collection. Further training and orientations were organised for all the staff. The following table shows a summary of enumerators and field supervisors EE hired for this research.

| Table 7: Field data collection team | | | |
|---|---|---|---|
| **Main role** | **Male** | **Female** | **Total** |
| Enumerators | 3 | 12 | 15 |
| Field supervisors | 1 | 0 | 1 |
| **Total** | **4** | **12** | **16** |

## 2.5 Data collection

All the endline data was collected during July 2021. The data was collected on questionnaires in hard form. GLOW has vast experience in conducting research and has a well-established data quality system. Our data quality system ensures the quality of data at three different stages: pre-data-collection, during-data-collection and post-data-collection.

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

**Pre-data-collection-stage:**

- 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 questions to avoid respondent fatigue. After completion of our internal quality checks, EE shared the tools with ACTED and FM.
- The tools were sent for printing (limited numbers of sets) to be used during enumerator training.
- During the enumerator training, EE did group works and mock exercises. EE corrected the identified discrepancies and issues.
- Errors and necessary changes were incorporated into the tools.
- The trained enumerators were reoriented again on the updated tools before initiating the data collection.

**Data-collection-stage:**

- The field supervisor accompanied the enumerator team to ensure that the enumerators administered tools properly and with the correct respondents.
- Each enumerator checked the filled tool for any missing values, inconsistent values, and other errors. Once the enumerator was confident of the filled tool, they passed the completed tools over to the field supervisor who carried out a second check, signed the tool, and sent it to GLOW office in Islamabad for data entry purposes.
- The filled questionnaires were checked further by the EGRA/EGMA specialist, GLOW's Data Analysts, and further reviewed by a Quality Assurance Expert. All the issues were discussed with the field supervisor before declaring the tool fit for data entry.
- Spot checks were also conducted during the field data collection by EE core project members.

**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 purposes. Furthermore, the qualitative data was collected in Sindhi / Urdu language, and final transcriptions were converted into the English language.
- Data entry was done by GLOW's trained Data Entry Operators.
- During data entry, the following accuracy checks were conducted:
    - Checking that only completed surveys are entered;
    - Checking a random 30% of all records;
    - Running summary frequencies, identifying ranges, and other odd and outliers'

values for any variable and cleaning the data as appropriate.

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

## 2.6 Data handling and analysis

The quantitative data was analysed using IBM SPSS® software platform. The learning assessment analysis included girls who were sampled and had unique identification numbers matching the enrolment database. The raw learning assessment data included 230 records with data and affirmative consent. There were no duplicate records in the data sets. Similarly, the household survey analysis included primary caregivers (the adult person who is responsible for caring for and looking after the different needs of a girl including education) of girls who were sampled and had a unique identification number that matched the enrolment database. The raw household survey data file contained 230 records from the sample and girls' households. The girls and household datasets and the enrolment database were merged to enable robust analysis. Finally, these datasets were merged with the learning assessment dataset. Before 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 the score on a particular question was allotted beyond the expected range. EE also made data files anonymous by removing the identifiers like name, parentage and address.
The EE followed a mixed-method approach in analysing the qualitative data. The emerging themes and content from quantitative data were also analysed for qualitative data. Similarly, other relevant findings from qualitative data are added in the relevant sections of the report.

## 2.7 Challenges in Data Collection

The section describes the key challenges faced during the endline activity: Due to Covid-19, the endline evaluation study was not conducted by the EE with L&N cohort 1, and the project conducted a follow-up study focused on learning achievements. Later on, both FM and the project agreed with each other that an external evaluator will conduct an endline evaluation study with the L&N cohort 2. Once again, in the endline, the survey responses regarding the age of GEC learners and parents/caregivers self-reported via HH survey and core girl survey frequently did not align with each other[24]. Additionally, girls' and caregivers' responses to child functioning questions were not always consistent. As per FM's guidance, analysis of disability prevalence was computed using girls' responses.

## 2.8 Evaluation Ethics

GLOW followed all of the rules and regulations of the FM especially related to safeguarding and protection. The following are some of the key ethical considerations EE adhered to:

**Table 8: Ethical protocols and evaluation study approaches**

| Ethical issue/protocol | Evaluation study/EE approach |
|---|---|
| Respondents had a choice to refuse answering any question | All respondents were given the option to refuse to respond to any question as they wished. This ensured the freedom and voluntary participation of the respondents. |
| Adopting inclusive sampling approach | Sampling was conducted to ensure that all subgroups were allowed to participate such as respondents from minority, married girls, persons with disabilities, etc. |

[24] One of the key reasons for this mismatch in information is due to not documenting the 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.

| | |
|---|---|
| Obtaining consent/assent | Enumerators read the consent/assent statement to respondents prior to administering the study tools. These statements included all information commonly required and allowed respondents to voluntarily end their participation, without penalty, at any time. Further, at the beginning of sections with sensitive items on the girls and household surveys, respondents were read a statement about the types of questions that would be asked and were reminded that they could choose not to answer any questions without penalty. Further, we as EE ensured and clarified to respondents that their responses will be kept anonymous. |
| Data storage | All endline data was collected using hardcopy of questionnaires. The hard files are stored with access given only to authorised persons. |
| EE impartiality | GLOW Consultants provided services as an external evaluator and had no other stakes in this process. This ensured our impartiality and independence. |
| Ethics of anonymity | Before sharing the data with FM, EE will remove all of the identifiers in the data, for example, name, address and parentage. |
| Ethics of Do No Harm | EE trained the field staff on ensuring the respect and dignity of the respondents. |
| Respect of prevailing social norms | EE staff respected the local culture, for example, women enumerators interacted with girls/women respondents |

# 3. Key Characteristics of Subgroups[25]

The following are the GEC girls subgroups identified for detailed analysis for baseline and endline evaluation studies related to various project outcomes.

## 3.1 Age-wise distribution of the sample achieved

The targeted OOS (aged 14 – 19 years) for L&N cohort were those girls who either dropped out or had never been to school. Almost all the girls were in the targeted age group for L&N cohort. There was some difference seen in age mentioned by girls as compared to their age mentioned by their parents/caregivers. Both in baseline and endline studies, the EE used the age that was mentioned directly by the girls. The following table represents the detailed age-wise distribution of the girls who participated in the evaluation studies.

**Table 9: Evaluation sample breakdown by age[26]**

| Age (adapt as required) in years | Baseline | | Endline | |
|---|---|---|---|---|
| | Sample proportion of intervention group (%) | n | Sample proportion of intervention group (%) | n |
| % sample aged 13 (n) | 0.9% | 2 | | |
| % sample aged 14-15 (n) | 54.3% | 125 | 63.4% | 146 |
| % sample aged 16-17 (n) | 17.8% | 41 | 25.7% | 59 |
| % sample aged 18-19 (n) | 27.0% | 62 | 10.9% | 25 |
| Total | 100.0% | 230 | 100% | 230 |

## 3.2 Educational marginalisation of the sample achieved[27]

Both at baseline and endline, the majority of the GEC girls (98% baseline and 85.7% endline) had never been to school before enrolling in this project. Similarly, 2% at baseline and 14.3% at endline girls were drop-outs. To conclude all the GEC girls were OOS girls. In summary, these girls needed education-related support.

**Table 10: Evaluation sample breakdown by out of school status**

| Out of School Status | Baseline | | Endline | |
|---|---|---|---|---|
| | Sample proportion of intervention group (%) | n | Sample proportion of intervention group (%) | n |
| Dropped Out | 2% | 5 | 14.3% | 33 |
| Never been enrolled | 98% | 225 | 85.7% | 197 |
| Total | 100.0% | 230 | 100% | 230 |

## 3.3 Marital status wise distribution of the sample achieved

A significant proportion of the GEC girls i.e. 48 (22.1% at the baseline) were having one or more children. At the endline, the married girls are 7.0% whereas married girls having children is 5.7% in the achieved sample[28].

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

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

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

[28] As explained earlier in this report, please note the baseline data was collected from L&N Cohort 1, and endline data is collected from L&N Cohort 2. Therefore, there is visible difference in the percentages of different subgroups achieved in the sample.

## 3.4 Disability wise distribution of the sample achieved

The Washington Group Child Functioning (WGCF) set of questions were used for the disability analysis. The EE analysed the WGCF data based on the GEC girls' responses. The figures showed that 28.3% of GEC learners at baseline and 13.9% at endline had some form of disability (including vision, hearing, mobility, cognitive and psycho-social).

**Table 11: Sample breakdown by disability**

| WG Child Subdomain | Domain | Sample proportion of intervention group (%) - Baseline | Sample proportion of intervention group (%) - Endline | Guidance – record as true if they meet the criteria below |
|---|---|---|---|---|
| Seeing | Seeing | 0.4 | 0.0 | If CF1=1 AND (CF2=3 OR CF2=4)<br>OR<br>If CF1=2 AND (CF3=3 OR CF3=4) |
| Hearing | Hearing | 0.9 | 0.0 | If CF4=1 AND (CF5=3 OR CF5=4)<br>OR<br>If CF4=2 AND (CF6=3 OR CF6=4) |
| Walking | Walking | 4.8 | 0.4 | If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4)<br>OR<br>If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4) |
| Self-care | Cognitive | 0.0 | 0.4 | CF14=3 OR CF14=4 |
| Communication | | 0.9 | 0.0 | CF15=3 OR CF15=4<br>OR<br>CF16=3 OR CF16=4 |
| Learning | | 0.9 | 0.0 | CF17=3 OR CF17=4 |
| Remembering | | 0.9 | 0.0 | CF18=3 OR CF18=4 |
| Concentrating | | 1.3 | 0.9 | CF19=3 OR CF19=4 |
| Accepting change | | 3.0 | 0.0 | CF20=3 OR CF20=4 |
| Controlling behaviour | | 2.2 | 0.4 | CF21=3 OR CF21=4 |
| Making friends | | 3.5 | 0.4 | CF22=3 OR CF22=4 |
| Anxiety | Psycho-social | 16.5 | 11.3 | CF23=1 |
| Depression | | 9.6 | 6.1 | CF24=1 |
| Girls with disabilities (Overall) | | 28.3 | 13.9 | |
| **N = 230** | Core girls' survey dataset. | | | |

## 3.5 Engagement in income generation activities wise distribution of the sample achieved

There were approximately 38.1% GEC girls at baseline and 3.5% at the endline contributing to the household income generation activities such as doing embroidery at home, helping in the agriculture fields, and looking after the livestock.

## 3.6 Sub-groups identified for detailed analysis

To conclude, the following are the GEC girls subgroups identified for detailed analysis related to various project outcomes. The following also shows the presence of various subgroups in the sample achieved at the baseline and endline.

**Table 12: Subgroups identified for analysis**

| Subgroup of the sample achieved | | Baseline | | Endline | |
|---|---|---|---|---|---|
| | | % of sample achieved | N | % of sample achieved | n |
| Age[29] | Age 14 years and below | 37.8% | 87 | 40.4% | 93 |
| | Age 15 – 17 years | 35.2% | 81 | 48.7% | 112 |
| | Age 18 years and above | 27.0% | 62 | 10.9% | 25 |
| Married girls having children[30] | | 22.1% | 48 | 5.7% | 13 |
| Girls with disability | | 28.3% | 65 | 13.9% | 32 |
| Girls engaged in income generation activity | | 38.1% | 86 | 3.5% | 8 |
| Out of School Status | Dropped Out | 2% | 5 | 14.3% | 33 |
| | Never been enrolled | 98% | 225 | 85.7% | 197 |

[29] Three sub-age brackets are used to better understand the barriers related to young girls (14 years and below i.e. a common age for secondary level education), young girls (15 to 17 years i.e. a common age for higher secondary education) and adult girls (18 years and above i.e. a common age for university level education).
[30] Married girls with no children is not selected as a sub-group for detailed analysis as there were very few in number meeting this criteria in the achieved sample.

# 4. Outcome Findings

This section covers findings related to literacy and numeracy in detail for better understanding. The findings/results are presented on the overall cohort level, and also separately displayed for various subgroups of GEC girls identified earlier in this report.

## 4.1 Outcome 1 – Learning

### 4.1.1 Literacy assessment Sindhi[31]

For Sindhi language literacy scores, there is a significant improvement in the average scores of GEC girls as compared from baseline to endline. The average Sindhi literacy score improved 55.08 percentage points from baseline to endline.

**Table 13: Literacy score aggregate averages across baseline and endline (EGRA Sindhi)**

| Baseline literacy score | Endline literacy score | Difference from baseline to endline | p-value | Statistically significant difference (Y/N) |
|---|---|---|---|---|
| 14.09% | 69.17% | 55.08% | 0.000 | Y |
| Source: EGRA Sindhi<br>N= 230 | | | | |

Overall, the trend suggests that for Sindhi literacy the GEC girls moved up from non-learner to other learning categories at the endline. However, it is important to mention that GEC learners faced difficulties in obtaining proficient learner level i.e. to achieve 81% score or above in the subtask 4-oral reading fluency and subtask 5-reading comprehension. As a result, a comparatively lower percentage of GEC learners managed to reach the proficient learner category in the endline i.e. 37% and 20% GEC learners respectively scored at the proficient level on these two subtasks.

**Table 14: Foundational literacy gaps from baseline to endline (EGRA Sindhi)**

| Categories | Evaluation Points | Subtask 1<br>Listening Comprehension | Subtask 2<br>Sound Identification | Subtask 3<br>Familiar Word Reading | Subtask 4<br>Oral Reading Fluency[32] | Subtask 5<br>Reading Comprehension |
|---|---|---|---|---|---|---|
| Non-learner 0% | Baseline | 27% | 66% | 89% | 96% | 96% |
| | Endline | 2.2% | 2.2% | 9.6% | 20.0% | 26.5% |
| Emergent learner 1%-40% | Baseline | 8% | 26% | 7% | 1% | 1% |
| | Endline | 0.4% | 12.2% | 18.3% | 28.3% | 18.7% |
| Established learner 41%-80% | Baseline | 37% | 6% | 2% | 2% | 2% |
| | Endline | 20.9% | 3.5% | 16.5% | 14.8% | 34.8% |
| Proficient learner 81%-100% | Baseline | 28% | 2% | 2% | 1% | 1% |
| | Endline | 76.5% | 82.2% | 55.7% | 37.0% | 20.0% |
| Source: EGRA Sindhi N= 230 | Baseline | 100% | 100% | 100% | 100% | 100% |
| | Endline | 100% | 100% | 100% | 100% | 100% |

Similar to the above analysis, the average percentage scores of GEC girls also increased from baseline to endline in all the subtasks of EGRA Sindhi. The endline average scores in subtask 4-oral reading fluency and subtask 5-reading comprehension were low as compared to other subtasks. However, the increase in average scores in all the subtasks of EGRA

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

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

Sindhi is significant. During the discussion with GEC learners, it was revealed that they do not know about the existence of the letters of the Sindhi language before the project. Some of the GEC learners think that Arabic language letters and Sindhi language letters are the same and there is no difference in them. With the help of project intervention, the GEC learners are now able to familiar with the letters of the Sindhi language.

**Table 15: Literacy score subtask averages across baseline and endline (EGRA Sindhi)**

| Evaluation Points | Baseline literacy score | Endline literacy score | Difference from baseline to endline | p-value | Statistically significant difference (Y/N) |
|---|---|---|---|---|---|
| Subtask 1 - Listening Comprehension | 53.15% | 90.65% | 37.50% | 0.000 | Y |
| Subtask 2 – Sound Identification | 8.37% | 85.33% | 76.96% | 0.000 | Y |
| Subtask 3 - Familiar Word Reading | 3.53% | 67.63% | 64.10% | 0.000 | Y |
| Subtask 4 - Oral Reading Fluency | 2.54% | 51.80% | 49.26% | 0.000 | Y |
| Subtask 5 - Reading Comprehension | 2.87% | 50.43% | 47.56% | 0.000 | Y |

For all the subtasks in Sindhi literacy task, the below table confirms that the percentage of non-learners also reduced from the baseline to endline. Again, there is still a comparatively higher percentage of GEC girls in the non-learner category in subtask 4-oral reading fluency and subtask 5-reading comprehension but at the same time, it is important to note that there is a significant reduction in the percentage of non-learners in these two subtasks from baseline to endline.

During one of the interviews with the teacher regarding Sindhi language classes, she shared that, in earlier days, GEC learners laughed with each other that what they will learn in the Sindhi classes. Sindhi is our mother tongue and we are natives. After sometime, GEC learners realised that they do not know the meaning of many Sindhi words, and also do not know how to write the Sindhi language. Afterward, they started taking the classes of Sindhi language seriously.

**Table 16: Literacy Zero Score (by subtask) across baseline and endline (EGRA Sindhi)**

| Task / Subtask | Non-learners (Baseline) | Non-learners (Endline) | p-value[33] | Statistically significant difference (Y/N) |
|---|---|---|---|---|
| Subtask 1 - Listening Comprehension | 27.4% | 2.2% | 0.000 | Y |
| Subtask 2 – Sound Identification | 66.1% | 2.2% | 0.000 | Y |
| Subtask 3 - Familiar Word Reading | 89.6% | 9.6% | 0.000 | Y |
| Subtask 4 - Oral Reading Fluency | 93.5% | 19.1% | 0.000 | Y |
| Subtask 5 - Reading Comprehension | 96.1% | 26.5% | 0.000 | Y |
| Source: EGRA Sindhi<br>N= 230 | | | | |

Similarly, EGRA Sindhi learning data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. As compared to baseline, the proficient learners have increased in absolute numbers from 2 GEC learners to 85 GEC learners in oral reading fluency (ORF) i.e. from 1% (baseline) to 37% (endline). Furthermore, around 80% of proficient learners of ORF are also proficient in other subtasks except for

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

reading comprehension. Understandably, subtask 5-reading comprehension is comparatively difficult from other subtasks. However, in absolute numbers, 42 GEC learners became proficient at the endline as compared to 2 GEC learners at the baseline.

**Table 17: Proficient learners of ORF distribution in other subtasks from baseline to endline (EGRA Sindhi)**

| Categories | Evaluation Points | Subtask 1<br>Listening Comprehension | Subtask 2<br>Sound Identification | Subtask 3<br>Familiar Word Reading | Subtask 4<br>Oral Reading Fluency[34] | Subtask 5<br>Reading Comprehension |
|---|---|---|---|---|---|---|
| Non-learner 0% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Emergent learner 1%-40% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 1.2% | 0.0% | 2.4% | 0.0% | 3.5% |
| Established learner 41%-80% | Baseline | 50% | 50% | 0.0% | 0.0% | 0.0% |
| | Endline | 18.8% | 0.0% | 4.7% | 0.0% | 45.9% |
| Proficient learner 81%-100% | Baseline | 50% | 50% | 100% | 100% | 100% |
| | Endline | 80.0% | 100% | 92.9% | 100% | 50.6% |
| Source: EGRA Sindhi<br>N= 2 (Baseline) and 85 (Endline) | Baseline | 100% | 100% | 100% | 100% | 100% |
| | Endline | 100% | 100% | 100% | 100% | 100% |

The ORF was the only timed subtask in EGRA Sindhi which was to be completed within a minute i.e. 60 seconds. As per Directorate of Curriculum, Assessment & Research Sindh[35], the ORF of grade 2 for Sindhi language is 60 corrected words per minute. Therefore, considering ORF of grade 2, EE further analysed the EGRA Sindhi datasets. The analysis suggests that at the endline, 24.3% GEC learners achieved ORF equivalent to or better than 60 WPM. However, it is important to note that this was only 0.87% (i.e. only 2 GEC learners) at the baseline. Furthermore, in benchmark 10.4% in-school students achieved ORF equivalent to or better than 60 WPM.

GLOW/EE calculated the aggregate percentage mean score at the task level. Afterward, the GEC learners are distributed as compared to the aggregate score in the task. The table shows that more than 90% of GEC learners in the endline obtained higher scores from the aggregate score of the baseline in EGRA Sindhi. At baseline, nearly 50% of GEC learners scored less than the aggregate mean score in EGRA Sindhi. Now, in the endline, 41% of GEC learners scored less than from aggregate mean score. Similarly, over 75% of GEC learners obtained higher aggregate mean scores from the benchmark score (in-school girls). To conclude, the GEC learners' performance in EGRA Sindhi has increased in endline from the baseline values.

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

[35] http://dcar.gos.pk/BoC_Other_Pages/Sindh-Curriculum/Sindh%20Curriculum%20for%20the%20Subject%20of%20Sindhi%20Grade%20I-V.pdf

| Table 18: Distribution of GEC learners w.r.t overall aggregate score in EGRA Sindhi | | | |
|---|---|---|---|
| **Evaluation Points** | Overall aggregate percentage mean score | **Percent of GEC learners who scored lower than overall aggregate percentage mean score** | **Percent of GEC learners who scored higher than overall aggregate percentage mean score** |
| **Baseline situation** | 14.09 | 49.1 (Distribution of GEC learners of the baseline sample) | 50.9 (Distribution of GEC learners of the baseline sample) |
| **Endline situation** | 69.17 | 41.3 (Distribution of GEC learners of the endline sample) | 58.7 (Distribution of GEC learners of the endline sample) |
| **From baseline** | 14.09 | 1.3 (Distribution of GEC learners of the endline sample) | 98.7 (Distribution of GEC learners of the endline sample) |
| **From benchmarking** | 44.40 | 22.6 (Distribution of GEC learners of the endline sample) | 77.4 (Distribution of GEC learners of the endline sample) |

The figure below illustrates the average score of GEC learners (baseline and endline) and in-school students (benchmarking) in the EGRA Sindhi task. The figure is presenting a combined status of an aggregate score at the subtask and overall level in three different evaluation points i.e. baseline, endline, and benchmarking. Once again, the figure demonstrates that GEC learners' performance, in the endline, is increased in EGRA Sindhi both at the subtask level and overall level from the baseline and benchmark points. Besides, all three evaluation points are showing a similar relationship i.e. the average score decreases with the higher subtask.

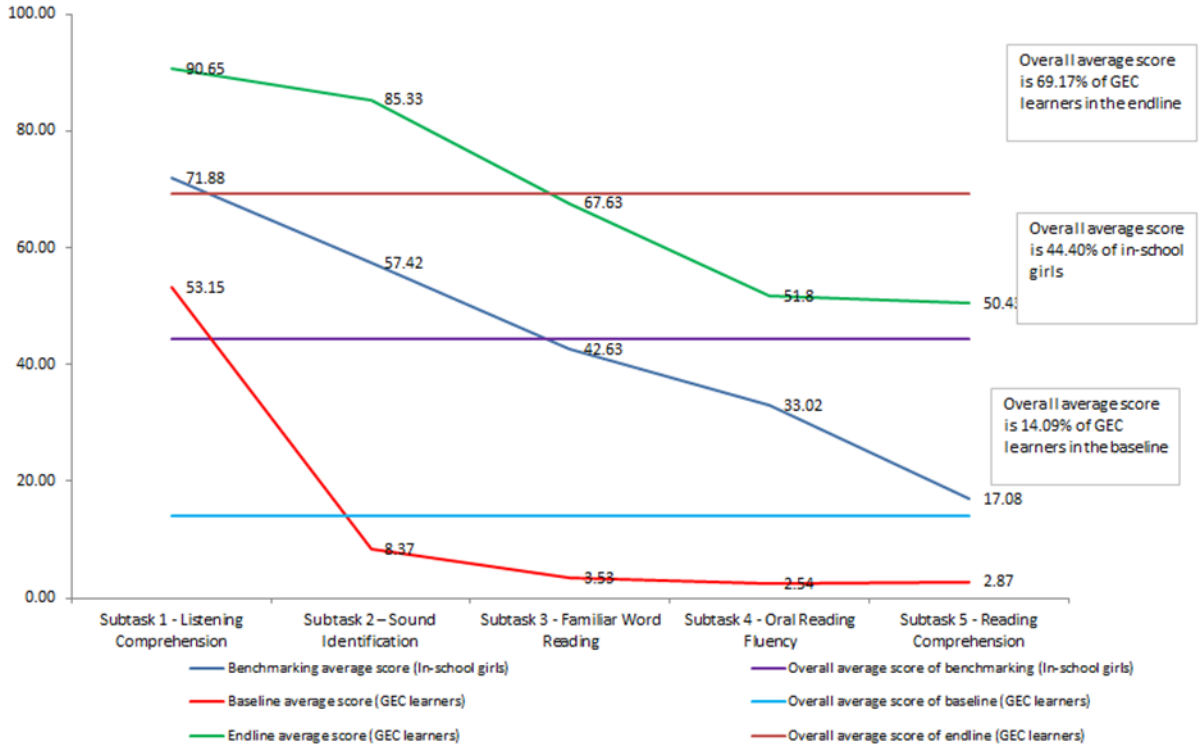


Figure 2: Average score of GEC learners both in endline and baseline w.r.t in-school students (EGRA Sindhi)

***FGD with GEC Learners***

***Sindhi is our mother tongue. We were excited to learn the Sindhi language. Now we can read and understand what is written in the Sindhi language to a great extent.***

### 4.1.2 Literacy assessment English[36]

The English language average literacy scores of GEC girls have increased from baseline to endline. The increase in average literacy scores from baseline to endline is 39.30 percentage points.

**Table 19: Literacy score aggregate averages across baseline and endline (EGRA English)**

| Baseline literacy score | Endline literacy score | Difference from baseline to endline | p-value | Statistically significant difference (Y/N) |
|---|---|---|---|---|
| 1.91% | 41.21% | 39.30% | 0.000 | Y |
| Source: EGRA English<br>N= 230 | | | | |

***FGD with GEC Learners***

***In one of the FGD, the participants mentioned that before the project we think that English is the language of rich people. We do not bother about it to learn it. Now, after the project intervention, we learn the importance of the English language that to which social and economic class people belong to they must learn it because everything written on anything is mostly in the English language for example expiry date on the medicines, language in the smartphone etc.***

Overall, English language literacy results suggest that the GEC girls moved up from non-learner to other learning categories in the endline. However, unlike Sindhi language literacy results, a comparatively lower percentage of GEC girls managed to score as a proficient learner category in all the subtasks except for subtask 2-sound identification.

**Table 20: Foundational literacy gaps from Baseline to Endline (EGRA English)**

| Categories | Evaluation Points | Subtask 1<br>Listening Comprehension | Subtask 2<br>Sound Identification | Subtask 3<br>Familiar Word Reading | Subtask 4<br>Oral Reading Fluency[37] | Subtask 5<br>Reading Comprehension |
|---|---|---|---|---|---|---|
| Non-learner 0% | Baseline | 95% | 90% | 97.8% | 99.13% | 97.8% |
| | Endline | 18.3% | 10.4% | 27.0% | 47.4% | 57.4% |
| Emergent learner 1%-40% | Baseline | 2% | 5% | 1.7% | 0.43% | 0.4% |
| | Endline | 16.1% | 23.9% | 37.4% | 33.0% | 10.9% |
| Established learner 41%-80% | Baseline | 1% | 3% | 0.4% | 0.43% | 1.3% |
| | Endline | 40.4% | 5.2% | 13.9% | 7.0% | 20.9% |
| Proficient learner 81%-100% | Baseline | 2% | 2% | 0% | 0% | 0.4% |
| | Endline | 25.2% | 60.4% | 21.7% | 12.6% | 10% |
| Source: EGRA English<br>N= 230 | Baseline | 100% | 100% | 100% | 100% | 100% |
| | Endline | 100% | 100% | 100% | 100% | 100% |

The below table confirms that average English literacy scores increased in the endline for all the subtasks. However, the average endline scores are comparatively lower for subtask 4-oral reading fluency and subtask 5-reading comprehension.

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

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

| Table 21: Literacy score subtask averages across Baseline and Endline (EGRA English) | | | | | |
|---|---|---|---|---|---|
| **Subtasks** | **Baseline literacy score** | **Endline literacy score** | **Difference from baseline to endline** | **p-value** | **Statistically significant difference (Y/N)** |
| Subtask 1 - Listening Comprehension | 3.15% | 55.54% | 52.39% | 0.000 | Y |
| Subtask 2 – Sound Identification | 4.10% | 64.73% | 60.63% | 0.000 | Y |
| Subtask 3 - Familiar Word Reading | 0.40% | 35.27% | 34.87% | 0.000 | Y |
| Subtask 4 - Oral Reading Fluency | 0.50% | 23.44% | 22.94% | 0.000 | Y |
| Subtask 5 - Reading Comprehension | 1.41% | 27.07% | 25.66% | 0.000 | Y |

***FGD with GEC Learners***

***In one of the FGD, one of the participants mentioned that she is now able to tell the correct spelling of the English word i.e. "E", "N", "G", "L", "I", "S", "H".***

The non-learners in all the subtasks had also decreased in the endline. Similarly, the trends discussed earlier, the percentage of GEC learners in the subtask 4-oral reading fluency and subtask 5-reading comprehension at the endline is still comparatively high in these two subtasks.

| Table 22: Literacy Zero Score (by subtask) across Baseline and Endline (EGRA English) | | | | |
|---|---|---|---|---|
| **Task / Subtask** | **Non-learners (Baseline)** | **Non-learners (Endline)** | **p-value[38]** | **Statistically significant difference (Y/N)** |
| Subtask 1 - Listening Comprehension | 94.8% | 18.3% | 0.000 | Y |
| Subtask 2 – Sound Identification | 90.0% | 10.4% | 0.000 | Y |
| Subtask 3 - Familiar Word Reading | 97.8% | 27.0% | 0.000 | Y |
| Subtask 4 - Oral Reading Fluency | 99.1% | 42.2% | 0.000 | Y |
| Subtask 5 - Reading Comprehension | 97.8% | 57.4% | 0.000 | Y |
| Source: EGRA English<br>N= 230 | | | | |

EGRA English learning data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. In the baseline, no GEC learner had achieved the range of proficient learner category. On the other hand, 29 GEC learners are declared proficient learners in the endline. Furthermore, the proficient learners of ORF are showing a similar pattern regarding listening comprehension and reading comprehension. It means that these GEC learners are now able to understand what they listen to or read in the English language.

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

| Table 23: Proficient learners of ORF distribution in other subtasks from Baseline to Endline (EGRA English) | | | | | | |
|---|---|---|---|---|---|---|
| **Categories** | **Evaluation Points** | **Subtask 1** Listening Comprehension | **Subtask 2** Sound Identification | **Subtask 3** Familiar Word Reading | **Subtask 4** Oral Reading Fluency[39] | **Subtask 5** Reading Comprehension |
| Non-learner 0% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Emergent learner 1%-40% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 6.9% | 0.0% | 0.0% | 0.0% | 13.8% |
| Established learner 41%-80% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 44.8% | 0.0% | 10.3% | 0.0% | 31.0% |
| Proficient learner 81%-100% | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 48.3% | 100% | 89.7% | 100% | 55.2% |
| Source: EGRA Sindhi N= 0 (Baseline) and 29 (Endline) | Baseline | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Endline | 100% | 100% | 100% | 100% | 100% |

GLOW/EE calculated the aggregate percentage mean score at the task level. Afterward, the GEC learners are distributed as compared to the aggregate score in the task. The table shows that more than 90% of GEC learners, in the endline, obtained higher scores from the aggregate score of the baseline in EGRA English. At baseline, nearly 90% of GEC learners scored less than the aggregate mean score in EGRA English. Now, in the endline, 55% of GEC learners scored less than from aggregate mean score. Similarly, over 70% of GEC learners obtained higher aggregate mean scores from the benchmark score (in-school girls). To conclude, the GEC learners' performance in EGRA English has increased in the endline from the baseline.

| Table 24: Distribution of GEC learners w.r.t overall aggregate score in EGRA English | | | |
|---|---|---|---|
| **Evaluation Points** | Overall aggregate percentage mean score | **Percent of GEC learners who scored lower than overall aggregate percentage mean score** | **Percent of GEC learners who scored higher than overall aggregate percentage mean score** |
| **Baseline situation** | 1.91 | 89.1 (Distribution of GEC learners of the baseline sample) | 10.9 (Distribution of GEC learners of the baseline sample) |
| **Endline situation** | 41.21 | 55.2 (Distribution of GEC learners of the endline sample) | 44.8 (Distribution of GEC learners of the endline sample) |
| **From baseline** | 1.91 | 8.7 (Distribution of GEC learners of the endline sample) | 91.3 (Distribution of GEC learners of the endline sample) |
| **From benchmarking** | 20.26 | 28.3 (Distribution of GEC learners of the endline sample) | 71.7 (Distribution of GEC learners of the endline sample) |

The below figure illustrates the average score of GEC learners (baseline and endline) and in-school students (benchmarking) in the EGRA English task. The figure presents a combined status of the aggregate score at the subtask and overall level in three different evaluation points i.e. baseline, endline and benchmarking. Once again, the figure demonstrates that GEC learners' performance, in the endline, has increased in EGRA English both at the subtask level and overall level from the baseline and benchmark points.

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

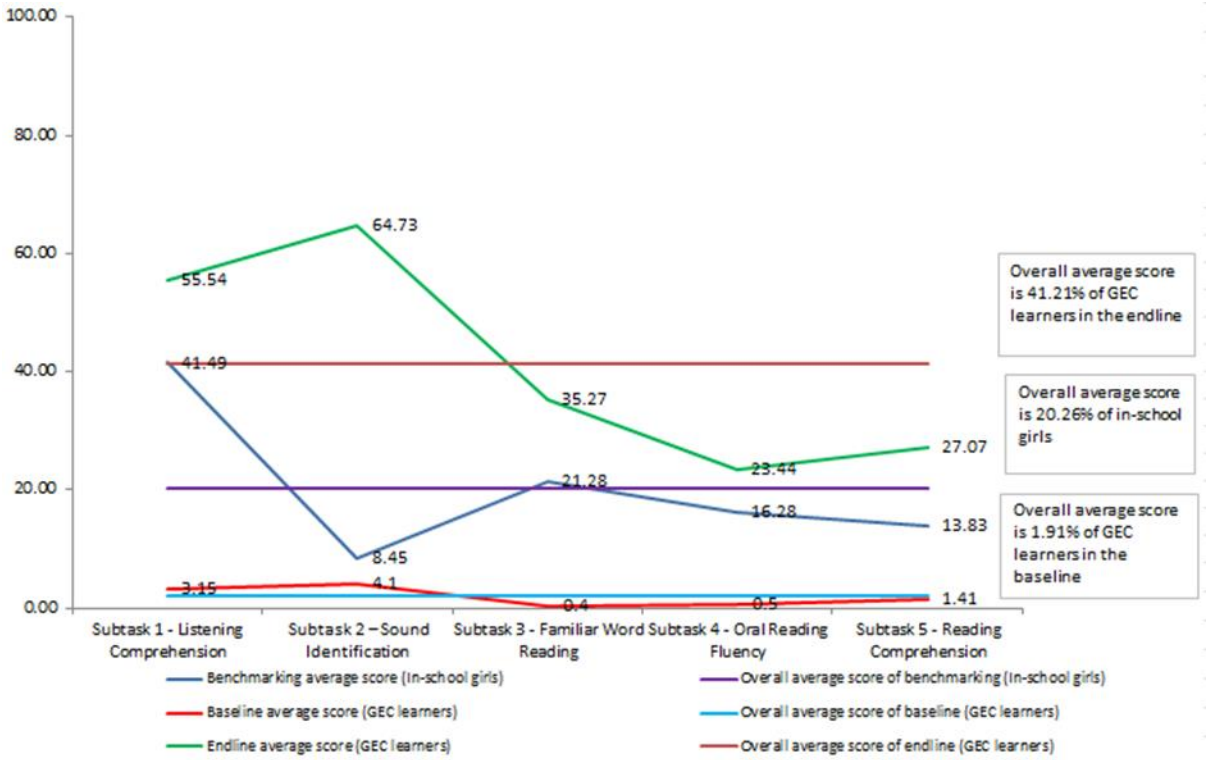



Figure 3: Average score of GEC learners both in endline and baseline w.r.t in-school students (EGRA English)

***FGD with GEC Learners***

***Before the project, we were completely blind regarding the English language. Most of us faced difficulties reading a single word of English. Now we know the names of many things in English such as names of fruits, vegetables, animals and other things present in our homes.***

### 4.1.3 Numeracy assessment[40]

A similar trend is seen for the Sindhi and English literacy scores as well as for the numeracy results of the GEC girls' i.e. significant improvement in the scores from baseline. Overall, the average numeracy score increased from baseline to endline by 69.4 percentage points.

**Table 25: Literacy score aggregate averages across baseline and endline (EGMA)**

| Baseline numeracy score | Endline numeracy score | Difference from baseline to endline | p-value | Statistically significant difference (Y/N) |
|---|---|---|---|---|
| 6.95% | 76.35% | 69.4% | 0.000 | Y |
| Source: EGMA<br>N= 230 | | | | |

Overall, the GEC girls in the non-learner category decreased across all subtasks in the endline. Similarly, the GEC girls performing as proficient learners increased across the subtasks.

**Table 26: Foundational literacy gaps from baseline to endline (EGMA)**

| Categories | Evaluation Points | Subtask 1<br>Numbers Identification | Subtask 2<br>Numbers Discrimination | Subtask 3<br>Missing Numbers | Subtask 4<br>Addition L&N | Subtask 5<br>Subtraction L&N | Subtask 6<br>Word Problems |
|---|---|---|---|---|---|---|---|
| Non-learner 0% | Baseline | 70.9% | 72.2% | 80.9% | 87.0% | 90.0% | 79.6% |
| | Endline | 2.2% | 2.6% | 4.8% | 6.5% | 8.7% | 7.0% |
| Emergent learner 1%-40% | Baseline | 21.3% | 17.8% | 18.3% | 7.4% | 7.0% | 15.7% |
| | Endline | 21.3% | 8.3% | 18.3% | 3.5% | 4.3% | 17.0% |
| Established learner 41%-80% | Baseline | 5.2% | 7.0% | 0.9% | 3.9% | 2.2% | 2.2% |
| | Endline | 20.9% | 17.0% | 45.7% | 10.0% | 7.8% | 28.3% |
| Proficient learner 81%-100% | Baseline | 2.6% | 3.0% | 0% | 1.7% | 0.9% | 2.6% |
| | Endline | 55.7% | 72.2% | 31.3% | 80.0% | 79.1% | 47.8% |
| Source: EGMA N= 230 | Baseline | 100% | 100% | 100% | 100% | 100% | 100% |
| | Endline | 100% | 100% | 100% | 100% | 100% | 100% |

As compared to the baseline scores, the average percentage scores increased in all subtasks of EGMA at the endline. During group discussions with GEC learners, it was revealed that they enjoyed the additional and subtraction exercises of the numeracy classes. GEC learners shared that before project intervention they were unable to solve a simple accounting problem (means add or subtract). They were taking support from their parents or siblings (particularly from their father and brothers) to answer their problems. Now, after taking literacy and numeracy classes, they can solve their problems.

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

| Table 27: Literacy score subtask averages across baseline and endline (EGMA) | | | | | |
|---|---|---|---|---|---|
| **Subtasks** | **Baseline literacy score** | **Endline numeracy score** | **Difference from baseline to endline** | **p-value** | **Statistically significant difference (Y/N)** |
| Subtask 1 – Numbers Identification | 10.15% | 73.02% | 62.87% | 0.000 | Y |
| Subtask 2 – Numbers Discrimination | 11.22% | 84.57% | 73.35% | 0.000 | Y |
| Subtask 3 - Missing Numbers | 3.78% | 65.87% | 62.09% | 0.000 | Y |
| Subtask 4 - Addition L&N | 5.70% | 85.04% | 79.34% | 0.000 | Y |
| Subtask 5 - Subtraction L&N | 3.80% | 83.30% | 79.5% | 0.000 | Y |
| Subtask 6 - Word Problems | 7.03% | 66.30% | 59.27% | 0.000 | Y |

The non-learners in all the numeracy subtasks also significantly reduced from the baseline to endline. There was not a single subtask in which the percentage of non-learners was in double digits. It is important to note that at the baseline all the following subtasks i.e. subtask 3-missing numbers, subtask 5-subtraction, and subtask 6-word problems had over 30% GEC girls in the non-learner category. Therefore, the project intervention helped most of the girls (refer to the below table for the exact percentage against each subtask) to move up from the non-learner category.

| Table 28: Numeracy Zero Score (by subtask) across Baseline and Endline (EGMA) | | | | |
|---|---|---|---|---|
| **Task / Subtask** | **Non-learners (Baseline)** | **Non-learners (Endline)** | **p-value[41]** | **Statistically significant difference (Y/N)** |
| Subtask 1 – Numbers Identification | 6.3% | 2.2% | 0.000 | Y |
| Subtask 2 – Numbers Discrimination | 14.6% | 2.6% | 0.000 | Y |
| Subtask 3 - Missing Numbers | 31.3% | 4.8% | 0.000 | Y |
| Subtask 4 - Addition L&N | 25% | 6.5% | 0.000 | Y |
| Subtask 5 - Subtraction L&N | 39.6% | 8.7% | 0.000 | Y |
| Subtask 6 - Word Problems | 35.4% | 7.0% | 0.000 | Y |
| Source: EGMA<br>N= 230 | | | | |

EGMA learning data was also analysed further in light of FM guidance regarding benchmarking and learning data aggregation. In absolute numbers, 110 (47.8%) GEC learners have achieved the range of proficient learner category in the subtask 6-word problems in the endline as compared to 6 (2.6%) in the baseline. Besides the proficient learners in word problems are improved in the subtask 3-missing numbers from the baseline but still facing problems in it. The subtask 3-missing numbers is an analytical and comparatively low performance from the proficient learners of words problem in it is understandable.

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

| Table 29: Proficient learners of word problems distribution in other subtasks from baseline to endline (EGMA) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Categories** | **Evaluation Points** | **Subtask 1** Numbers Identification | **Subtask 2** Numbers Discrimination | **Subtask 3** Missing Numbers | **Subtask 4** Addition L&N | **Subtask 5** Subtraction L&N | **Subtask 6** Word Problems |
| Non-learner 0% | Baseline | 0.0% | 0.0% | 16.7% | 0.0% | 33.3% | 0.0% |
| | Endline | 1.8% | 0.9% | 1.8% | 0.9% | 2.7% | 0.0% |
| Emergent learner 1%-40% | Baseline | 66.7% | 16.7% | 83.3% | 16.7% | 16.7% | 0.0% |
| | Endline | 16.4% | 3.6% | 15.5% | 1.8% | 1.8% | 0.0% |
| Established learner 41%-80% | Baseline | 16.7% | 33.3% | 0.0% | 33.3% | 16.7% | 0.0% |
| | Endline | 17.3% | 14.5% | 44.5% | 8.2% | 7.3% | 0.0% |
| Proficient learner 81%-100% | Baseline | 16.7% | 50.0% | 0.0% | 50.0% | 33.3% | 100% |
| | Endline | 64.5% | 80.9% | 38.2% | 89.1% | 88.2% | 100% |
| Source: EGMA N= 6 (Baseline) and 110 (Endline) | Baseline | 100% | 100% | 100% | 100% | 100% | 100% |
| | Endline | 100% | 100% | 100% | 100% | 100% | 100% |

Similarly, GLOW/EE calculated the aggregate percentage mean score at the numeracy task level and distributed GEC learners for the aggregate score in the task. The table shows that nearly 100% of GEC learners, in the endline, obtained higher scores from the aggregate score of the baseline in EGMA. At baseline, 73.9% of GEC learners scored less than the aggregate mean score in EGMA. Now, in the endline, 35.7% of GEC learners scored less than from aggregate mean score. Similarly, over 85% of GEC learners obtained a higher aggregate mean score from the benchmark score (in-school girls). To conclude, the GEC learners' performance in EGMA increased in the endline as compared to the baseline.

| Table 30: Distribution of GEC learners w.r.t overall aggregate score in EGMA | | | |
|---|---|---|---|
| **Evaluation Points** | Overall aggregate percentage mean score | **Percent of GEC learners scored lower than overall aggregate percentage mean score** | **Percent of GEC learners scored higher than overall aggregate percentage mean score** |
| **Baseline situation** | 6.95 | 73.9 (Distribution of GEC learners of the baseline sample) | 26.1 (Distribution of GEC learners of the baseline sample)) |
| **Endline situation** | 76.35 | 35.7 (Distribution of GEC learners of the endline sample) | 64.3 (Distribution of GEC learners of the endline sample) |
| **From baseline** | 6.95 | 0.4 (Distribution of GEC learners of the endline sample) | 99.6 (Distribution of GEC learners of the endline sample) |
| **From benchmarking** | 51.95 | 14.3 (Distribution of GEC learners of the endline sample) | 85.7 (Distribution of GEC learners of the endline sample) |

The below figure illustrates the average score of GEC learners and in-school students in the EGMA task. The figure presents a combined status of the aggregate score at the subtask and overall level in baseline, endline and benchmarking points. Once again, the figure demonstrates that GEC learners' performance is increased in numeracy both at the subtask level and overall level from the baseline and benchmark points. The qualitative data of GEC learners shows that they were facing problems in multiplication and division, and also in the analytical type of questions during the numeracy classes. The qualitative interviews of teachers also show that GEC learners were weak in learning multiplication tables.

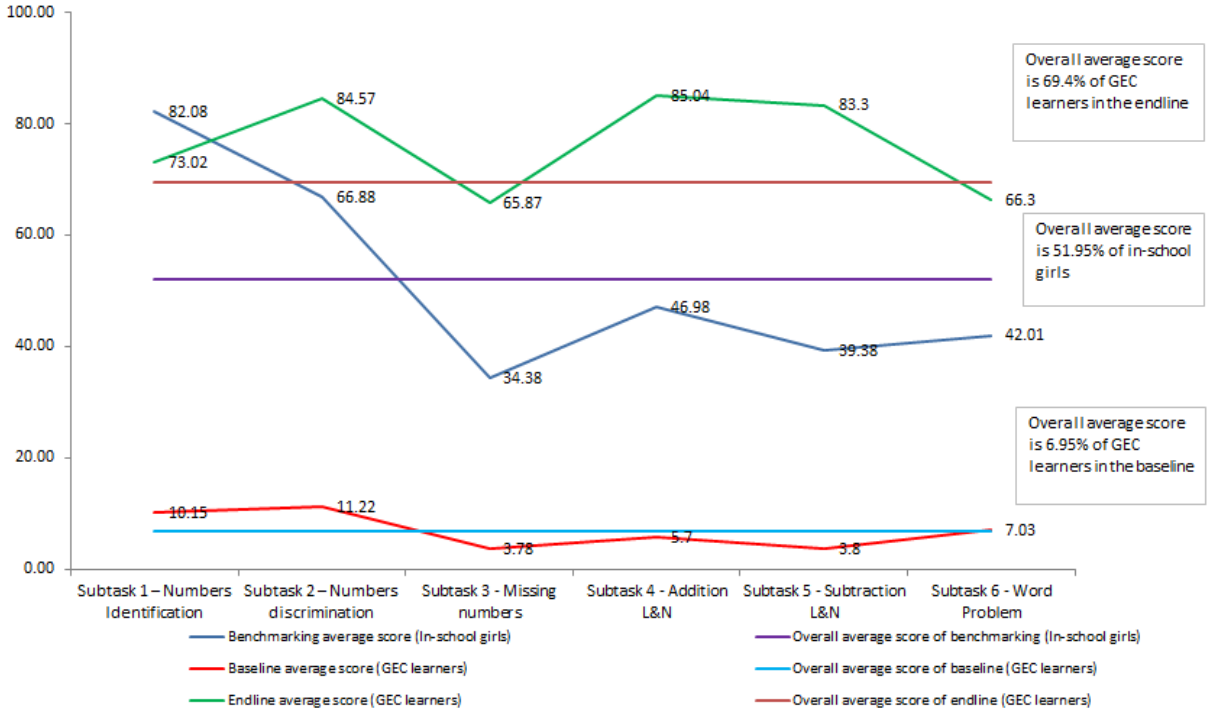



Figure 4: Average score of GEC learners both in endline and baseline w.r.t in-school students (EGMA)

***FGD with Parents / Caregivers***

***We observed that our girls have learnt addition and subtraction. At home, they are providing us with a helping hand in doing calculations of home expenses and also in our business management.***

### 4.1.4 Characteristic subgroup analysis of the learning outcome

Literacy and numeracy aggregate scores by subgroups are presented in the table below. The comparison is carried out based on the GEC subgroups identified earlier in this report i.e. age; OOS status, girls engaged in income generation activities; disability; and married girls having children.

**Table 31: Percentage mean score of literacy and numeracy by subgroups from baseline to endline**

| Sub-groups | Average literacy score-EGRA English (aggregate) | | Average literacy score-EGRA Sindhi (aggregate) | | Average numeracy score-EGMA (aggregate) | |
|---|---|---|---|---|---|---|
| | Baseline | Endline | Baseline | Endline | Baseline | Endline |
| **All girls** | 1.91 | 41.21 | 14.09 | 69.17 | 6.95 | 76.35 |
| **Age 14 years and below** | 2.27 | 41.09 | 13.28 | 69.92 | 8.07 | 75.47 |
| **Age 15 – 17 years** | 1.85 | 40.32 | 15.78 | 67.35 | 6.65 | 76.45 |
| **Age 18 years and above** | 1.5 | 45.65 | 13.02 | 74.51 | 5.75 | 79.19 |
| **Married girls having children** | 0.87 | 33.84 | 14.07 | 71.22 | 5.4 | 71.90 |
| **Girls with disabilities** | 1.78 | 33.20 | 17.29 | 57.34 | 9.66 | 74.53 |
| **Girls engaged in income generation activities** | 2.02 | 43.59 | 14.58 | 75.39 | 5.74 | 75.31 |
| **OOS - Dropped out** | 2.64 | 51.29 | 30.44 | 77.70 | 23.17 | 84.38 |
| **OOS - Never been enrolled** | 1.90 | 39.52 | 13.73 | 67.74 | 6.59 | 75.01 |

It was noted that the average learning scores of literacy and numeracy improved relatively better for GEC girls of 18 years and older as compared to younger age groups[42]. Similarly, the girls who were dropped out previously from school and later enrolled in this LNGB project performed better than the girls who had never been to school before. On the other hand, married girls having children, and girls with disabilities appeared to be the ones scoring lower as compared to other groups. The secondary literature also suggests that learning outcomes for children with disabilities are lower than those for children without disabilities for both literacy and numeracy[43]. On the other hand, the quote of the learning space teacher is given below regarding the lower performance of married girls having children.

> ***Learning space teacher of LNGB project***
>
> ***In our society, once a girl is married, and then she becomes the key responsible person for the household chores. As a result, they lag behind other students in the class because they are not able to fully concentrate on their studies.***

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

Overall, 57% of GEC girls successfully achieved benchmark scores in all three tasks of literacy and numeracy i.e. EGRA Sindhi, EGRA English, and EGMA.

**Table 32: Distribution of GEC learners w.r.t average score of benchmark in literacy and numeracy**

| Learning categories | Distribution of GEC learners w.r.t benchmarking score | Conclusion |
|---|---|---|
| Both literacy and numeracy (EGRA Sindhi, EGRA English and EGMA) | 57.0% | These GEC learners achieved benchmark scores in all three tasks of literacy and numeracy. |
| EGRA Sindhi and EGRA English | 6.5% | These GEC learners did not achieve benchmark scores in the numeracy task. |
| EGRA Sindhi and EGMA | 11.3% | These GEC learners did not achieve benchmark scores in the EGRA English task. |
| EGRA English and EGMA | 6.1% | These GEC learners did not achieve benchmark scores in the EGRA Sindhi task. |
| EGMA | 11.3% | These GEC learners did not achieve benchmark scores in the literacy tasks. |
| EGRA Sindhi | 2.6% | These GEC learners did not achieve benchmark scores in the EGRA English and EGMA tasks. |
| EGRA English | 2.2% | These GEC learners did not achieve benchmark scores in the EGRA Sindhi and EGMA tasks. |
| Not achieved benchmark score in both literacy and numeracy (EGRA Sindhi, EGRA English and EGMA) | 3.0% | These GEC learners did not achieve benchmark scores in all three tasks of literacy and numeracy. |
| All GEC learners | 100.0% | |

The endline evaluation confirmed that there was an improvement in the literacy and numeracy results as compared to the baseline. The average English literacy score increased

[42] Additional analysis on the performance of the older and younger aged girls in literacy and numeracy tasks is attached as an annex 3 in this evaluation report.

[43] Rabea Malik, Fizza Raza, Pauline Rose & Nidhi Singal (2020) Are children with disabilities in school and learning? Evidence from a household survey in rural Punjab, Pakistan, Compare: A Journal of Comparative and International Education, DOI: 10.1080/03057925.2020.1749993

from 1.91 to 41.21 percent from the baseline to endline respectively. The Sindhi literacy results improved from 14.09 to 69.17 percent from the baseline to endline respectively. Similarly, the numeracy results were also improved i.e. 6.95 (baseline) to 76.35 (endline) percent.

**Table 33: Outcome 1 - Learning indicators as per the log frame**

| Outcome | Outcome indicator | Sampling and measuring techniques used | Who collected the data? | Baseline level | Target for endline evaluation point | Endline level | Target achieved |
|---|---|---|---|---|---|---|---|
| Outcome1: Marginalised girls have significantly improved learning outcomes | Outcome Indicator 1.1: Average literacy result of Num. Lit. girls | EE's evaluation reports, assessment results, list of girls, project progress reports and monitoring reports. | External evaluator | 1.91 out of 100 (English Literacy)<br><br>14.09 out of 100 (Sindhi Literacy) | English = 20.26<br>Sindhi = 44.40 | 41.21 out of 100 (English Literacy)<br><br>69.17 out of 100 (Sindhi Literacy) | Y |
| | Outcome Indicator 1.2: Average numeracy result of Num. Lit. girls | | | 6.95 out of 100 | Maths = 51.95 | 76.35 out of 100 | Y |

## 4.2 Outcome 2 - Transition

This section presents the key findings on the transition outcome. LNGB has one transition outcome and one indicator for measuring the rate of transition. These are listed below.

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

The project data states that 1,155 GEC learners enrolled in L&N cohort 2 and 1,094 (95%) GEC learners graduated from the L&N course. Besides, 5% (61) of GEC learners from cohort 2 did not complete the L&N course. In the endline, GLOW/external evaluator collected data on the intention (not actual) transition pathway of GEC learners, once they completed the learning courses. The actual transition will be explored at the time of an impact study. However, the intended transition of GEC learners is presented in the below table.

**Table 34: Intended transition pathway of GEC learners**

| Category | Intend to continue education/ enroll in advanced training | Intend to engage in income generation activities | Other (No transition plan yet) |
|---|---|---|---|
| All girls | 85.7% | 13.0% | 1.3% |
| Age 14 years and below | 87.1% | 10.7% | 2.2% |
| Age 15 – 17 years | 86.6% | 13.4% | 0.0% |
| Age 18 years and above | 76.0% | 20.0% | 4.0% |
| Married girls having children | 53.9% | 38.5% | 7.7% |
| Girls with disabilities | 75.0% | 25.0% | 0.0% |
| Girls engaged in income generation activities | 87.5% | 12.5% | 0.0% |
| OOS - Dropped out | 84.8% | 12.2% | 3.0% |
| OOS - Never been enrolled | 85.8% | 13.2% | 1.0% |
| Source: Core Girl Survey (N= 230) | | | |

Overall 85.7% of GEC learners will continue education and enrol in advanced training courses where they will learn technical and vocational skills. During FGDs with GEC learners, they view their teachers as role models and also wanted to open a similar type of learning space. To achieve this goal they would learn more and continue education. Similarly, 13.0% of GEC learners wanted to generate income through self-employment at HH level, start entrepreneurship, or a job. However, in the core girl survey, 93% of GEC learners opted for the option that parents decide about children's education and work-related decisions. Although the majority of the parents/caregivers of GEC learners, in the household survey, agreed that girls are allowed to work as a teacher. The parental support index also indicated that they are in favour of girls' education and also in their engagement in income generation activities. On the other hand, 1.3% of GEC learners have no transition plans yet, after completing the L&N course. However, this 1.3% of GEC learners does not belong to anyone specific sub-group analysed.

The project has also enrolled 25 girls from L&N cohort 2 in the technical and vocational skill training institute. The project's shared main criteria for the selection of these 25 GEC learners are as follows;

- Youth and active adult females who are graduated from L&N course.
- Preferably with basic literacy (able to read and write) and interested to learn a skill and start a business.
- Not a regular student of the regular education system.
- Poorest and most vulnerable households with income less than 10,000 PKR.
- Disability/chronic illness of any family member;
- Elderly-headed and women-headed households will be given preference.
- Should belong to program areas i.e. from Kashmore and Jacobabad district.
- Willing to attend three-month intensive vocational training in proposed trade.
- Must be willing to undergo on-job training/apprenticeship with the selected employers.
- People with some background education and knowledge but need to improve through practical training.
- People who are unemployed and do not possess any skill but can learn and showed interest.
- Unemployed youth- females with education but lack technical skills.
- The most important point to consider is the interest, motivation, and willingness of the participants.
- Participants must prove strongly committed to staying throughout the completion of the training course.

The analysed data of learning and transition suggested that married girls having children are vulnerable because they have performed lower in the learning outcomes and also 7.7% have no transition plans. Moreover, the transition of GEC learners might be hindered by the inability to attain advanced technical and vocational training due to poor economic conditions, and cultural and physical/service delivery barriers as prescribed in the baseline report.

**Table 35: Outcome 2 - Transition indicator as per the log frame**

| Outcome | Outcome indicator | Sampling and measuring techniques used | Who collected the data? | Baseline level | Target for next evaluation point | Endline level |
|---|---|---|---|---|---|---|
| Outcome2: Marginalised girls have transitioned to education, training, or employment | Outcome Indicator 2.1: Average successful transition rate of Num. Lit. girls | EE's evaluation reports, list of girls, project progress reports and monitoring reports. | External evaluator | NA at baseline level | 200 (will be measured at TVET impact study) | NA at endline level |

## 4.3 Outcome 3 - Sustainability

This section presents findings on the sustainability outcome of the LNGB project. The findings are largely based on qualitative data i.e. FGDs and interviews. Overall, sustainability is assessed at three levels i.e. community level, school level, and system level.

### 4.3.1 Sustainability - Community level

There has been positive change observed in the attitude of the communities related to the rights of education for their children in general and girls in particular. This is evident from the higher average attendance rate of GEC learners i.e. 90.8%. During FGDs with parents/caregivers, they provided support to the GEC learners and put fewer burdens on them related to the household chores to attend the learning spaces regularly. Similarly, they responded, GEC learners were allowed to make use of these features in-built in the project i.e. learning spaces were established in proximity, run by female teachers, and convenient timings. As a result, 95% of GEC learners of L&N cohort 2 successfully graduated from the learning spaces.

The communities provided support to the learning spaces in the establishment of the school management committee (SMC). The project data showed that out of 42 L&N cohort 2's SMCs, 21 (50%) SMCs have provided learners safe access to learning spaces. During FGDs with SMCs, it was confirmed that the SMCs also provided support to the project in enrolment, retention, and successful completion of L&N courses of the GEC learners in the learning spaces. It is also evident from the qualitative notes that they may continue to work in a form of a committee, not only for the promotion of girls' education but also for other developmental works needed for their community.

It is also evident from the qualitative notes that communities are unable to pay the teachers' salaries and rent of the learning space after the project. However, there is a greater likelihood that the project-trained teachers will continue the existing learning space or will try to open similar types of learning spaces in other areas because the community interest is higher in these learning spaces. It will also serve as a permanent source of income for them. Similarly, during FGDs with GEC learners, many saw their teachers as role models and wanted to become teachers as well. They further liked the idea to continue the learning space and wanted to work as a teacher over there. In the HH survey, 94% parents/caregivers of GEC learners also agreed that girls are allowed to work as a teacher.
However, both the general community and SMCs shared that even though parents/caregivers are in favour of girls' education, their financial situation is not good enough to enrol girls in the schools or to support them in starting any income generation activities. Therefore, the likelihood is higher that these graduated GEC learners may not immediately engage in income generation activities.

To conclude, the community is willing to support the education of girls and will make every possible effort to sustain the learning spaces in their area.

### 4.3.2 Sustainability – School level

There is no expectation from the GEC learners of the L&N cohort that they will enrol in the formal schools. The basic purpose of these L&N learning spaces was to build some basic literacy and numeracy skills of GEC learners to manage their accounting (means income / expense record books) books in the future. Therefore, the project has not provided lead efforts at the district level with relevant stakeholders to obtain their willingness to adopt/sustain learning spaces of L&N after project closure. However, the project is in coordination with Non-formal Education (NFE) literacy department Sindh to sustain the ALP learning spaces.

GLOW/external evaluator also conducted interviews with district government officials of the social welfare and education department related to the sustainability of L&N learning spaces. However, education department officials expressed concerns over the sustainability of the project learning spaces because the department lacks the staff to look after or monitor the learning spaces after completion of the project. The education department official further shared that non-formal education by nature is temporary and so cannot be sustainable. Nowadays, even public schools are facing a funds shortage, therefore the official shared they are unable to provide financial resources to the NFEs. Due to financial constraints, the social welfare department is also unable to accommodate these GEC learners in any internship or vocational skills training program.

To conclude, the project should continue its coordination with government stakeholders; explore potential opportunities to enrol these graduated girls in any government-supported technical and vocational education program.

### 4.3.3 Sustainability – System level

The teachers are now taking interest in continuing teaching as a profession. As discussed earlier, they foresee it as a continuous and permanent source of income. Teachers are planning to join mainstream jobs and are preparing for the competitive exams. The project is advocating its case with the relevant authorities. The provincial education department has shown willingness to enrol L&N girls into their NFE system. Sindh Education Foundation (SEF) provided options of enrolling these girls in Package B of SEF funded Adolescent and Adult Learning and Training Program (AALTP) project. This development happened after endline survey. However, ACTED has not put effort to make suggestions for the annual strategic plan.

**Table 36: Outcome 3 - Sustainability indicators as per the log frame**

| Outcome | Outcome indicator | Who collected the data? | Baseline level | Target for next evaluation point | Endline level |
|---|---|---|---|---|---|
| Outcome3: Sustainable improvement in girls' learning, and pathways / opportunities for their transition | Outcome 3.1: % of SMCs which scored satisfactory rating on sustainability assessment model. | Project | NA at the baseline level | 50% | NA at the endline level |
| | Outcome 3.2: No. of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as a result of advocacy. | | | 1 | |
| | Outcome 3.3: % of individual centers' action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centers. | | | 100% | |
| | Outcome 3.4: % of centres that achieved their sustainable goals as planned in the ICAs (individual centres' action plans). | | | 50% | |
| | Outcome 3.5: Willingness of the provincial government to entertain ACTED's sustainability suggestions in its annual strategic plan. | | | 1 | |
| | Outcome 3.6: % of learning space teachers absorbed in mainstream jobs through competitive exams at the provincial level as a result of LNGB staff mentoring. | | | As per actual | |

# 5. Key Intermediate Outcome Findings

This section of the report presents key findings of the intermediate outcomes and their associated indicators.

## 5.1 IO-1: Attendance

ACTED has collected data for IO 1.1 and IO 1.3, and EE has carried out the analysis. However, as per the agreed evaluation approach, EE has also collected quantitative data on attendance indicators for the day of visit i.e. spot check data. Overall, the average attendance rate of GEC girls was 90.8% as per ACTED data. The EE spot checks data on the day of the visit also suggests an attendance rate of 84.8%.

**Table 37: Intermediate outcome (IO1-Attendance) indicators as per the log frame**

| IO | IO indicator | Sampling and measuring techniques used | Who collected the data? | Baseline level | Target for endline evaluation point | Endline level | Target achieved |
|---|---|---|---|---|---|---|---|
| IO-1: Marginalized girls have significantly improved learning outcomes | IO Indicator 1.1: Average attendance at learning spaces | FGD and KIIs (quantitative data will be shared by the program team for the endline analysis) | External evaluator | Not Applicable | 70% | 90.8% | Y |
| | IO Indicator 1.2: Average attendance rate of ALP and Num. Lit. girls at learning spaces (spot check) | | | 79.29% | 70% | 84.8% | Y |
| | IO Indicator 1.3 Average attendance in extracurricular activities | | | Not Applicable | 60% | 75% | Y |

This attendance rate is above the targeted attendance rate, and also above the prevailing attendance rate of 80% in public schools (for private schools the average attendance rate is around 89%)[44]. During interviews with the teacher of the learning space, they mentioned that GEC learners were taking interest in the L&N classes because they were eager to learn more and more about literacy and numeracy. Due to their interest, GEC learners were rarely absent from the learning space. In one of the discussions with GEC learners, one participant mentioned that it was difficult to understand the old and new lessons if take absentee from the class even for a day. All lessons are connected to each other.

**Table 38: Distribution of GEC learners w.r.t overall average attendance in literacy and numeracy**

| Learning category | Overall aggregate percentage mean score in Endline | Percentage means score of GEC learners (Attendance less than 90.8%) | Percentage means score of GEC learners (Attendance higher than 90.8%) |
|---|---|---|---|
| **EGRA Sindhi** | 69.17 | 66.27 | 70.08 |
| **EGRA English** | 41.21 | 38.71 | 42.00 |
| **EGMA** | 76.35 | 70.47 | 78.20 |

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

The above table also confirms the relationship between a higher attendance rate and better literacy and numeracy results.

> ***FGD with Parent / Caregiver***
>
> ***We provided every kind of support to our girls to attend the learning space regularly throughout the project. We did not accept any excuses from our girls to take absentees.***

## 5.2 IO-2: Improved quality of learning[45]

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

**Teacher's Preparation:** There is a significant positive improvement in the teachers' preparation as compared from baseline (70%) to endline (95.7%). Now the teachers had well-prepared daily literacy and numeracy lesson plans as compared to the baseline. Teachers clearly explained to the students in the local language according to the daily lesson plan. The GEC learners shared that the teacher explained the daily lesson plan well, before starting the lesson.

**Table 39: Quality education through teacher's preparation**

| Improved Quality of Education Aspect | Measurement | Baseline | Endline |
|---|---|---|---|
| The teacher can clearly explain the objective of L&N/ALP to students as per the daily lesson plan. | Agree and strongly agree | 70% | 95.7 |

**Teacher's knowledge/clarity about content/session:** In the endline, the GLOW/external evaluation team recorded an improvement in the teachers' knowledge, clarity about content and session as compared to the baseline. The teachers further improved their teaching methodology by introducing the topic as per the lesson plan and gave clear instruction to their students as required for the lesson plan.

**Table 40: Quality education through teacher's knowledge / clarity about the content**

| Improved Quality of Education Aspect | Measurement | Baseline | Endline |
|---|---|---|---|
| The teacher gave a clear introduction to the topic that she is teaching according to the lesson plan. | Agree and strongly agree | 70% | 95.7 |
| The teacher effectively/accurately gave instruction (interactive exercises and activities) as mentioned in the lesson plan | Agree and strongly agree | 80% | 95.7 |

**Student engagement:** The quality of education through student engagement also increased in the endline as shown in the below table. The GLOW/external evaluation team observed that students were using learning aids with concentration\enthusiasm and classroom environment open to discussion/talk related to academic content. During the discussion with GEC learners, it was revealed that the teacher gives special attention to the girls with disabilities. To give proper responses to their learning needs, the teacher provided space to the girls with disabilities in the front rows, and the teacher instructed with a clear and loud voice. Teachers were giving more time to them to complete their learning exercises as compared to the other students. They also provided support to the girls with disabilities in group exercises or any other learning activities. The teacher gave instructions and relevant content in the local language of instruction. The students were actively engaged in the activities assigned to them by their teachers. Overall, teachers were responding to the students' questions and providing clarifications where needed.

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

| Table 41: Quality education through student's engagement | | | |
|---|---|---|---|
| **Improved Quality of Education Aspect** | **Measurement** | **Baseline** | **Endline** |
| Students were using learning aids with concentration\enthusiasm. | Agree and strongly agree | 80% | 91.3 |
| Classroom environment open to discussion/talk related to academic content | Agree and strongly agree | 80% | 86.9 |
| Students completed the interactive exercises with understanding | Agree and strongly agree | 70% | 95.7 |

*Learning space teacher of LNGB project*

***The students gain a lot and learnt quicker in the group work exercises as compared to the individual work task.***

**Teacher's classroom management:** Overall, the teachers' classroom management skills have also increased in the endline. Interviews with teachers also confirmed that teachers' training further improved their pedagogical skills. Teachers were constantly asking different questions to clear the students' concepts regarding the lesson and increase their grip on the subject. The teachers also distributed the class in such a way that fast learner students were sitting beside slow learner students. With this approach, the students are positively competing with each other in the learning. Once again, the teachers were drawing pictures and taking quizzes so that students could better understand the lesson and actively engaged in the learning activity.

| Table 42: Quality education through teacher's classroom management | | | |
|---|---|---|---|
| **Improved Quality of Education Aspect** | **Measurement** | **Baseline** | **Endline** |
| Teacher effectively monitored students' learning | Agree and strongly agree | 80% | 91.3 |
| Class environment was well-managed with all students engaged in learning activity. | Agree and strongly agree | 80% | 100 |
| Teacher used followed effective methods to teach lesson. | Agree and strongly agree | 70% | 91.3 |

*Learning space teacher of LNGB project*

***Shouting or little beating should never be used to discipline children as it is inhuman. Many other strategies can be used to maintain classroom discipline. Such as rewards … to behave well in the class, by engaging the students in discussions and making the teaching interesting, and doing 5-10 minutes icebreaker exercise at the beginning of the class to increase the energy of the students.***

**Physical Environment at Learning Space:** The GLOW/external evaluator team confirmed in the endline that the physical environment at learning spaces was also conducive for learning. Based on the feedback from field teams, GEC learners and the community, the learning spaces were established in the proximity of the village and perceived safe in terms of distance, route and security. The physical environment includes the availability of clean drinking water, toilet facility, furniture, floors and mats at learning spaces that were properly cleaned and well-maintained.

| Table 43: Intermediate outcome-2-quality education indicators as per the log frame | | | | | | | |
|---|---|---|---|---|---|---|---|
| **IO** | **IO indicator** | **Sampling and measuring technique used** | **Who collected the data?** | **Baseline level** | **Target for endline evaluation point** | **Endline level** | **Target achieved** |
| IO-2: Improved quality of learning environment for marginalised girls | IO Indicator 2.1: % of SMCs rated good through assessment tool for providing safe learning environment to ALP and Num. Lit. girls | FGD and KIIs | Project | NA at baseline | 90% | Out of 42 L&N cohort 2's SMCs, 21 (50%) SMCs have provided learners safe access to learning spaces[46]. | Partially met[47] |
| | IO Indicator 2.2: % of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools | Learning space observation tool | EE | 50% | 90% | 91.3% | Y |
| | IO Indicator 2.3: % of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment) | Learning space observation tool | EE | 90% | 90% | 91.3% | Y |

GLOW/external evaluation team also computed learning performances of GEC learners' w.r.t LNGB teaching methodologies rated as good. The below table confirms that where teaching methodologies were not rated good the learning performance of the GEC learners is low and vice versa.

***Learning space teacher of LNGB project***

***The training provided under the project was really useful and helpful. It has not only improved my teaching skills but I also observed that with improved quality of teaching the student learning performance is also increased as compared to my previous experience of teaching.***

[46] Project monitoring data of June and July shows that on an average 80% SMCs have put efforts to retain learners and decrease dropouts of learners.

[47] Project monitoring data of June and July shows that on an average 80% SMCs have put efforts to retain learners and decrease dropouts of learners.

| Table 44: Performance of GEC learners w.r.t LNGB teaching methodologies is rated as good | | | |
|---|---|---|---|
| **Learning category** | Overall aggregate percentage mean score in Endline | Learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools - Endline | Learning spaces where use of LNGB teaching methodologies is not rated as good by using observation tools - Endline |
| **EGRA Sindhi** | 69.17 | 71.74 | 42.19 |
| **EGRA English** | 41.21 | 43.22 | 20.06 |
| **EGMA** | 76.35 | 77.33 | 66.13 |

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

The EE team measured the life skills of 230 marginalized girls with the help of a composite index. The life skills index contained the domains of confidence, communication, emotional management, decision making, problem-solving, health & hygiene, awareness about rights, child protection, and safeguarding, inclusion, financial literacy, and quality of relationships as well.

The EE team measured the mean score of each girl's life skills based on a 3.0 point scale[49] to calculate the baseline level of life skills. The score is divided into two categories i.e. lower proportion and higher proportion. High life skills scores were equal to or greater than 2.12- the median of the life skills index. As per life skill index results, the baseline score was 2.12 and endline is 2.51. A positive difference is recorded from baseline to endline in the life skill score i.e. 0.39 (18.4% increase from the baseline).

| Table 45: Life skills score from Baseline to Endline | | | |
|---|---|---|---|
| **Cohort** | **Baseline life skills score** | **Endline life skills score** | **Difference from baseline to endline** |
| L&N Cohort | 2.12 | 2.51 | 0.39 |
| Source: Life skill assessment tool<br>N= 230 | | | |

***FGD with GEC Learners***

***After receiving the life skills sessions, we are now more confident and able to easily communicate with our teachers. We are no longer feeling shy to ask questions from our teachers and parents.***

Overall, the median value of life skills index score increased for all subgroups at the endline as compared to the baseline values. The older GEC girls and the ones engaged in income generation activities comparatively showed better improvement in life skills. The life skills results were less improved for the GEC girls who were previously dropped out from schools. Similarly, the GEC girls of age 14 years and below also showed comparatively low improvement in life skills. However, this group of GEC girls had the highest baseline life skills results; therefore, the room for improvement in life skills score for this group was comparatively low.

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

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

| Table 46: Life skills index score from baseline to endline (by median) | | | |
|---|---|---|---|
| **Subgroups** | **Baseline** | **Endline** | **Difference** |
| Age 14 Years and Below | 2.12 | 2.43 | 0.31 |
| Age 15-17 Years | 2.07 | 2.54 | 0.46 |
| Age 18 Years and above | 2.15 | 2.62 | 0.46 |
| Married Girls Having Children | 2.18 | 2.55 | 0.37 |
| Overall Disability | 2.07 | 2.49 | 0.42 |
| Employed Girls Only | 2.00 | 2.44 | 0.44 |
| Dropped Out | 2.26 | 2.50 | 0.24 |
| Never Been Enrolled | 2.12 | 2.52 | 0.40 |

Once again in the endline, using the baseline life skills value of 2.12 as a reference point, the GEC girls' scores are distributed between lower and higher proportions. There is a visible improvement in the number of GEC girls in the higher proportion at the endline. This shows the contribution of the project interventions towards improving girls' GEC life skills. However, there are still a large number of GEC girls with disabilities falling in the lower proportion.

| Table 47: Life skills results by subgroup (median of 2.12 out of 3.00 of baseline) | | | | |
|---|---|---|---|---|
| | Baseline | | Endline | |
| Subgroups | Lower Proportion | Higher Proportion | Lower Proportion | Higher Proportion |
| Age 14 Years and Below | 51.7% | 48.3% | 22.6% | 77.4% |
| Age 15-17 Years | 53.1% | 46.9% | 17.0% | 83.0% |
| Age 18 Years and above | 46.8% | 53.2% | 20.0% | 80.0% |
| Married Girls Having Children | 43.8% | 56.3% | 15.4% | 84.6% |
| Overall Disability | 56.9% | 43.1% | 40.6% | 59.4% |
| Employed Girls Only | 57.0% | 43.0% | 0.0% | 100.0% |
| Dropped Out | 20.0% | 80.0% | 9.1% | 90.9% |
| Never Been Enrolled | 51.6% | 48.4% | 21.3% | 78.7% |

Further analysis of life skills scores with the learning outcomes suggests that there are direct linkages between the two. Therefore, the overall average score of GEC girls who were placed in the higher proportion of life skills also achieved overall better average scores on literacy and numeracy assessments.

| Table 48: Performance of GEC learners w.r.t life skill index score from baseline (Median 2.12) | | | |
|---|---|---|---|
| **Learning category** | Overall aggregate percentage mean score in Endline | Overall aggregate percentage mean score of GEC learners in the endline (life skill index score is equal to or greater than 2.12 from baseline) | Overall aggregate percentage mean score of GEC learners in the endline (life skill index score is lower than 2.12 from baseline) |
| **EGRA Sindhi** | 69.17 | 71.43 | 59.88 |
| **EGRA English** | 41.21 | 42.43 | 36.20 |
| **EGMA** | 76.35 | 76.63 | 75.22 |

Overall, the project achieved its target for this intermediate outcome.

| Table 49: Intermediate outcome-3- life skills of marginalized girls indicators as per log frame | | | | | | | |
|---|---|---|---|---|---|---|---|
| **IO** | **IO indicator** | **Sampling and measuring techniques used** | **Who collected the data?** | **Baseline level** | **Target for endline evaluation point** | **Endline level** | **Target achieved** |
| IO-3: Marginalised girls have increased life skills | IO Indicator 3.1: Life skills score (%). | Life skills assessment tool, HH survey<br>Core girls survey<br>FGDs and KIIs | EE | 65.30 % | 70% | 80.34% | Y |

## 5.4 IO-4: Parental support[50]

The parental support increases as compared to the baseline. This is despite the fact the baseline yielded higher positive results among the parents in terms of supporting girls' education. This is mainly due to the fact data was collected from the parents of GEC girls where these girls were already enrolled in this project, reflecting the fact that parents of these GEC girls were already sensitized by the project on the importance of education. The endline data further suggests improvement in parental support as compared to baseline – refer to the below table for details.

**Table 50: Parental support index**

| Parents/primary caregivers support aspect | Measurement | Baseline | | Endline | |
|---|---|---|---|---|---|
| | | % of parents | Mean score | % of parents | Mean score |
| Favour girls education, life skills and employment | Strongly agree or agree | 90 | 4.32 | 93.0 | 4.49 |
| Favour continuation of girls education despite funds limitation | Strongly agree or agree | 87 | 4.23 | 90.9 | 4.44 |
| Considers education equally important for both boys and girls | Strongly agree or agree | 89 | 4.28 | 91.7 | 4.46 |
| Overall, favour girls education | Strongly agree or agree | 88 | 4.33 | 92.6 | 4.53 |
| Consider education as girls and women right | Strongly agree or agree | 88 | 4.28 | 95.7 | 4.56 |

The average score of the parent support index is 4.50 out of 5 and this means high support for the education of girls.

**Table 51: Intermediate outcome-4- Parental support indicator as per log frame**

| IO | IO indicator | Sampling and measuring techniques used | Who collected the data? | Baseline level | Target for endline evaluation point | Endline level | Target achieved |
|---|---|---|---|---|---|---|---|
| IO-4: Increased parental support in favour of marginalized girls' education, transition and livelihood opportunities | IO Indicator 4.1: % of parents who demonstrate they actively support girls for enhanced education, transition and livelihood opportunities | HH survey FGDs | EE | 84.6 | 50% | 90.0% | Y |

As mentioned above, these feedbacks are from the parents of GEC enrolled girls, and therefore, are not reflective of the overall trends for parental support in the general communities in the targeted area. During group discussions with parents / caregivers, they supported the girls' education in terms of the establishment of the learning space, recruitment of teachers, enrolment and retention of their girls in the learning space and provide a learning environment to their girls at home. The GEC learners also confirmed that their parents / caregivers are giving equal importance to girls' education and also asked

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

about our learning progress at the learning space. Similarly, parents / caregivers also boost up our morale to pay more attention to the studies.

> ***FGD with Parents / Caregivers***
>
> ***It is a fact that we are poor people but we will do everything to educate our girls.***

# 6. Value for Money

This section of the report presents key findings on the value for money (VfM). The VfM information is mainly extracted from the project's shared documents. In line with the FM guidance note, this VfM framework is based on the standardised FCDO's 4E Framework (Economy, Efficiency, Effectiveness and Equity) while also considering sustainability and cost-effectiveness as part of this analysis. This light-touch approach for VfM analysis is carried to use the data and findings (quantitative and qualitative) collected and compiled as part of this report. The VfM analysis based on the 4Es framework is as follow:

## 6.1 Economy as part of ACTED L&N intervention:

In line with the standard definition, the economy in this analysis is defined as a measure of what goes into providing a service for L&N activities. The project made an active effort to reduce the input cost, while holding their quality constant, thus achieving higher value for money. Adolescent girls cannot be mainstreamed into formal education so L&N programme serves as the only opportunity for imparting basic literary, numeracy and life skills, where the economy of the interventions helped to maximize its outreach to different areas. Different examples of the economy include cost-saving measures by using a pre-approved education curriculum. This covered textbooks, standards, teaching aids, learning materials which are been used by the Sindh government. Similarly, ACTED utilized existing physical structures at the communities as learning spaces. Similarly, during project implementation, the project shifted the Deputy Team Leader position from head office to the field office. This measure resulted in the elimination of the Project Manager position. The shift of the Deputy Team Leader position to the field office brings more efficiency to the LNGB project and cost savings as well.

## 6.2 Efficiency as part of ACTED L&N intervention:

The project was able to achieve high productivity with reference by comparing input and output for ACTED L&N interventions. The teachers were engaged from the communities where these learning spaces were established. This helped to reduce travel time and cost for teachers to reach these spaces. It also made it easy for students and their parents to visit the schools. The use of a curriculum that was already developed and approved by the Government of Sindh helped to reduce the efforts and time required to develop the learning material. The establishment of the learning spaces in existing structures in the targeted villages helped to reduce establishment costs related to these learning spaces. The use of technology further reduced the logistical cost and also increased the efficiency of the project and helped ACTED achieve its intended objectives. As per the project document, the preliminary cost analysis shows that in the LNGB project per GEC learners cost is approximately GBP 114.79 as compared to the Sindh Education Department allocation of approximately GBP[51] 227 per student at the primary level per annum. In other words, ACTED got out more in relation to what was put in in comparison to government interventions. This indicates that the LNGB project has achieved better value for money. The total cost[52] for 400 learning centers for Alternative Learning Programme (ALP), led by the Government of Pakistan/UNICEF for 15,000 adolescents between ages 9 to 16 in Khyber Pakhtunkhwa, Sindh and Balochistan provinces was USD 3.5 million i.e. USD 233/child[53] or GBP 171/child. Thus, it is event ACTED per beneficiary cost is in line with similar costs to other programmes in the country. In another example, the project has built the capacity of

[51] Figure obtained from Director Education, Sindh Education Department

[52] https://www.jica.go.jp/pakistan/english/office/topics/press180228.html

[53] Cost per child = total budget / total number of children = USD 3.5 million/15,000

School Management Committees (SMCs) on record-keeping, learning space monitoring, advocacy with the government, safeguarding, GESI and girls education support. Based on project monitoring data illustrates that the SMCs model efficiently works which resulted in service delivery for learners. These sessions with SMCs resultant in cost-saving activity and reduced the logistics cost to a great extent. The project also built the capacity of the teachers and coaches. Learners can apply these basic life skills in their day-to-day lives including decision making that impact their lives where they will be able to pass on these skills to other girls (and boys) in their communities, thus expanding project benefit beyond its immediate target group.

### 6.3 Effectiveness as part of ACTED L&N intervention:

To measure effectiveness, the EE looked into whether or not ACTED delivered its intended objectives. As part of this analysis, we examined the relationship between outputs and outcomes and the fact of whether or not the ACTED L&N intervention design was the most cost-effective way to achieve intended outcomes. Based on the analysis of learning outcomes, it is evident project positively achieved its intended targets. For Sindhi language literacy scores, there is a significant improvement in the average scores of GEC girls as compared from baseline to endline. The average Sindhi literacy score improved 55.08 percentage points from baseline to endline. Similarly, the English language average literacy scores of GEC girls have increased from baseline to endline. The increase in average literacy scores from baseline to endline is 39.30 percentage points. For the numeracy results, GEC girls showed a significant improvement in the scores from baseline where the overall, the average numeracy score increased from baseline to endline by 69.4 percentage points. Finally, as per life skill index results, the baseline score was 2.12 and endline is 2.51 where a positive difference is recorded from baseline to endline in the life skill score i.e. 0.39 (18.4% increase from the baseline).

The effectiveness of the project can also be seen from the attendance: The project data shows that attendance is 90.8% over-achieving the project target. Similarly, there is an improved quality of learning where the positive difference in the teachers' preparation recorded an improvement in the teachers' knowledge, clarity about content, and sessions as compared to the baseline values i.e., increased from 70% to 95.7%. Further, there is a life skill score increased by 18.4% increase from the baseline. In terms of parental support, the endline study suggests that there has been a positive increase in parental support as compared to the baseline where this was 4.50 out of 5.0 at the endline, as compared to a figure of 4.29 at the baseline. All these aspects indicate an increased ineffectiveness of the project.

The effectiveness of the achievements was made possible by adopting a flexible delivery model in the COVID-19 context. For example, to ensure the continuation of education during COVID-19, the project has created a WhatsApp group for sharing any quick updates with the teachers related to the project. This measure also continued the guidance to the GEC learners at home by the teachers through phone calls. ACTED adopted complete distance teaching and learning model, which included the distribution of printed worksheets, teachers' guidance through phone calls, and teachers' in-person visits to a group of learners. With the help of these measures, ACTED was able to mitigate the discontinuity of learning during Covid-19, thus ensuring the continuation of GEC girls' learning which led to non-wastage of resources even during Covid-19 and thus higher value for money. Furthermore, the project data shows that 80% of learning spaces are conducting regular parent-teacher meetings at least once a month discussing girls' performance with their parents. With the help of these meetings, high attendance rates as 90% GEC learners maintained in the learning spaces. This activity increases the effectiveness of the project and also provides a step to achieve the project. Overall, these measures ensured minimal disturbance to the continuation of GEC girls' learning, thus achieving effectiveness and subsequently high value for money for

the L&N interventions. .

### 6.4 Equity as part of ACTED L&N intervention:

ACTED as part of its L&N interventions reached diverse population groups in the two districts that are difficult to reach. It was able to reach marginalized groups such as disabled girls. Both these factors reflect high equity achieved in the intervention. The project helped to achieve equity for education services where the targeted OOSC (aged 14 – 19 years) for the L&N cohort were those girls who either dropped out or had never been to school. For example, the majority of the GEC girls (98% baseline and 85.7% endline) had never been to school before enrolling in this project. Similarly, 2% at baseline and 14.3% at endline girls were drop-outs. If there would have been no ACTED L&N project, these girls would not have received these opportunities. A significant proportion of the GEC girls were married where many of them were having one or more children e.g. at the endline, the married girls are 7.0% whereas married girls having children is 5.7% in the achieved sample. From a disability perspective, based on the WGCF based analysis, more than 10% of the learners had some form of disability (including vision, hearing, mobility, cognitive and psycho-social). All these factors indicate the presence of diverse marginalised groups.

Equity as part of ACTED interventions goes beyond the conventional understanding of equality as it can extend its reach beyond its immediate beneficiaries. For example, the project document shows that parents/caregivers of GEC learners were convinced to send their girls to get an education, learn employable skills and earn their livelihood to support their families. It opens the window for other non-GEC girls to get an education, learn employable skills and earn a respectable livelihood. Similarly, the project has increased the literacy and numeracy skills of GEC learners. The project is also providing GEC learners an opportunity to learn technical and vocational skills training. The external evaluators believe that these GEC learners may impart these learning and vocational skills to other non-GEC learners – which were not enrolled or were not allowed (for any reason) in the project.

### 6.5 Relevance as part of ACTED L&N intervention:

From a relevance perspective, the project was addressing the need of the targeted communities as well as responding to their interest in girls' education: Based on the GLOW baseline data shows 90% of learner parents want their daughters to get an education, learn employable skills and earn their livelihood to support their family. By repurposing community spaces into learning spaces for the girls, ACTED has ensured free education in a safe and familiar learning environment. The constant mobilisation has ensured that parents and family members were supportive of the time being spent in the learning spaces. Facilitating Access to Education for People with Disability: Girls are provided with learning aids and infrastructural facilities keeping in view their needs i.e. ramps for girls with disabilities, electricity, drinking water, boundary walls, toilets and a safe conducive environment.

### 6.6 Sustainability as part of ACTED L&N intervention:

Multiple aspects add to the sustainability of the project. The project mobilized communities for enrolment and retention of children and adolescents. This will help with the long-term behaviour change among the communities for the sustainability of the project. Adolescent girls cannot be mainstreamed into formal education so L&N Programme serves as the only opportunity for imparting basic literary, numeracy and life skills where this programme helped to change people's behaviour and thus work opening up new avenues for girls. Another example is the fact that the students will continue to benefit from the learning they would have acquired as part of this intervention. Based on the input from the project, transition of L&N graduates is done through two ways i.e., Life skills directly improve their quality of life as they learn basic literacy, numeracy and financial skills, and TVET ensures a

sustainable source of income from employment or a small business for young women, increasing the impact of the programme beyond project life. Both these factors help to improve project sustainability. Furthermore, learners can apply these basic life skills in their day-to-day lives including decision making that impact their lives and elevate their social status within their communities, and they will continue to have these skills even beyond project life.

Additional elements will contribute to the project's sustainability. This will include aspects such as some SMCs members may continue with the government to advocate in the future for more support for girls' education. Furthermore, the project delivered teachers' training has added value to the teaching skills which are expected to facilitate the teachers in career continuation after the project life. The project document shows that teachers are encouraged to appear for national standard testing for any government teaching vacancy which they can avail at any time whenever an opportunity is available. It may be possible these teachers are recruited in the project areas and barriers related to the unavailability of female teachers in the school are also eliminated for many girls.

### 6.7 Cost-effectiveness as part of ACTED L&N intervention:

The outcomes an intervention can achieve relative to the inputs invested. Better cost-effectiveness was achieved as compared to Government interventions. As evident from comparing costs of activities of government cost per beneficiary and cost of interventions for ACTED activities, is evident ACTED interventions cost 20% less. It also meant the real difference in terms of learning was far bigger between the two modalities by ACTED and the government where ACTED offered better cost-efficiency. For EGRA Sindhi, more than 75% of GEC learners scored higher than the overall aggregate score from the benchmark which was established for government schools. At the same time for EGRA English, more than 70% of GEC learners scored higher than the overall aggregate score from the benchmark. For EGMA, more than 85% of GEC learners scored higher than the overall aggregate score from the benchmark. Thus we can conclude ACTED intervention was more cost-effective from a learning perspective as ACTED students performed better as compared to students learning at government school where the findings show that the average learning scores of literacy and numeracy improved better for GEC girls of 18 years and older as compared to younger age groups. Similarly, the girls who were dropped out previously from school and later enrolled in this LNGB project performed better than the girls who had never been to school before.

Thus, to conclude, it is evident project achieve high value for money from all aspects including economy, efficiency, effectiveness and equity where the costs for this project were in line with other similar interventions while it was lower than the Government of Sindh per-beneficiary costs.

# 7. Conclusions

This section presents the key findings of the endline report.

## 7.1 Learning

The learning assessments were carried out under EGRA Sindhi and EGRA English, and EGMA. The learning results suggest significant improvement from the baseline. The results show that not only average scores are increased across the EGRA and EGMA assessments but also there is a huge reduction in the number of GEC girls in the non-learner category. However, there are still a few subtasks under which the improvement is comparatively low considering all other subtasks. For example, in EGRA Sindhi GEC learners still faced difficulties in the subtask 4-oral reading fluency and subtask 5-reading comprehension as a comparatively lower percentage of GEC learners managed to reach the proficient learner category in the endline.

Similarly, there is still a comparatively higher percentage of GEC girls in the non-learner category in subtask 4–oral reading fluency and subtask 5–reading comprehension in EGRA Sindhi but at the same time it is important to note that there is a significant reduction in the percentage of non-learners in these two subtasks from baseline to endline. In subtask 4–oral reading fluency the percentage of non-learners is reduced from 93.5% (baseline) to 19.1% (endline) and in subtask 5–reading comprehension the percentage of non-learners is reduced from 96.1% (baseline) to 26.5% (endline).

On the other hand, for EGRA English, the average endline scores are comparatively lower for subtask 4-oral reading fluency and subtask 5-reading comprehension. Furthermore, the non-learners in the subtask 4-oral reading fluency and subtask 5-reading comprehension at the endline are still comparatively high in these two subtasks. In EGMA, the GEC learners are still facing difficulties in subtask 3-missing numbers and subtask 6-words problems at the endline.

## 7.2 Transition

At the endline, the data only suggests the intention of the GEC girls to transition towards further education, training and employment. The data suggest that the majority of the GEC learners are likely to continue education and enrol in advanced training courses before engaging in income generation activities. ACTED has reported that 25 GEC learners from L&N cohort 2 are enrolled in the technical and vocational skill training.

## 7.3 Sustainability

The findings are largely based on qualitative data i.e. FGDs and interviews. Overall, sustainability is assessed at three levels i.e. community level, school level, and system level. At the community level, the communities provided support to the learning spaces in the establishment of the school management committee (SMC). During FGDs with SMCs, it was confirmed that the SMCs also provided support to the project in enrolment, retention, and successful completion of L&N courses of the GEC learners. It is also evident from the qualitative notes that they may continue to work in a form of the committee not only for the promotion of girls' education but also for other developmental works needed for their community. At the school level, though the project had no expectations from the learning spaces to continue after the project interventions are concluded as the basic purpose of these L&N learning spaces was to build some basic literacy and numeracy skills of GEC learners to manage their accounting books (means income / expense record books) in the future. However, the project is coordinating with NFE literacy department Sindh to sustain

the ALP learning spaces. At the system level, the female teachers engaged under this project intend to continue this as a profession which will also result in a regular source of income.

### 7.4 Intermediate outcomes

The overall, average attendance rate of GEC girls was 90.8% as per ACTED data. The EE spot checks data on the day of the visit also suggests an attendance rate of 84.8%. This attendance rate is above the targeted attendance rate. The analysis further confirmed the direct relationship between the GEC girls' attendance rate and the learning outcomes.
The endline data also suggests there is improvement in the quality of learning such as there is improvement in the teachers' preparation as compared from baseline (70%) to endline (95.7%). This is also reflected in better lesson preparation by the teacher, better student engagement and overall classroom management. The analysis further confirms the direct relationship between quality of learning and learning outcomes.

The life skills showed improvement as compared to the baseline values as overall, the median value of life skills index score increased for all subgroups at the endline as compared to the baseline values. There is a visible improvement in the number of GEC girls in the higher proportion at the endline. This shows the contribution of the project interventions towards improving girls' GEC life skills. However, there are still a large number of GEC girls with disabilities falling in the lower proportion. Further analysis of life skills with the learning outcomes suggests that there are direct linkages between the life skills scores and learning results. Therefore, the overall average score of GEC girls who were placed in the higher proportion of life skills also achieved overall better average scores on literacy and numeracy assessments.

The parental support index in the baseline yielded higher positive results in terms of supporting girls' education mainly due to data collected from the parents of GEC girls who were enrolled on this project and were already sensitised by the project on the importance of education. The endline data further suggests improvement in parental support in favour of girls education, life skills and employment; continuation of girls education despite funds limitation; considers education equally important for both boys and girls, and consider education as girls and women right as compared to baseline.

### 7.5 Value for Money

As per the project document, the preliminary cost analysis shows that in the LNGB project per GEC learners cost is approximately GBP 114.79 as compared to the Sindh Education Department allocation of approximately GBP[54] 227 per student at the primary level per annum. This indicates that the LNGB project has achieved better value for money.

[54] Figure obtained from Director Education, Sindh Education Department

# 8. Suggestions and Recommendations

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

I. **Focus on oral reading fluency and comprehension in the Sindhi Language:** In the endline, GEC learners' performance has significantly improved in the Sindhi language. However, GEC learners are still facing difficulties in oral reading fluency and comprehension as reflected in EGRA Sindhi results. Therefore, EE is suggesting that more related exercises should be included in the curriculum. If feasible, the project may collect more evidence-based reasons from the teachers and GEC learners for lower performance in these subtasks. Similarly, the capacity of teachers should also be built on how to increase the reading and comprehension skills of the learners.

II. **Documenting lesson learnt on the English Language:** Although the GEC learners' performance is improved in the English language from the baseline i.e. increase of 39.30 percentage points but still many GEC learners are facing difficulties in EGRA English – as double-digit non-learners are present in all subtasks. Therefore, EE is suggesting conducting lessons learnt workshop at the field level to collect evidence-based reasons from the teachers, GEC learners and other stakeholders on how to further improve the performance of GEC learners in the English language. Similarly, the capacity of teachers should also be built on how to uplift the performances of GEC learners in the English language.

III. **Inclusion of more analytical exercises on missing numbers and words problem in the numeracy task:** The numeracy results show that GEC learners are mainly facing problems in subtask 3–missing numbers and subtask 6–word problems. Even the proficient GEC learners in subtask 6–word problems are facing difficulty in attaining proficiency level in subtask 3-missing numbers. Therefore, it is suggested to include additional exercises in the curriculum. As a result, their learning may improve further and a maximum number of girls will achieve the proficiency level.

IV. **Focused on girls with disabilities and married girls with children:** Although the performance of GEC learners i.e. girls with disabilities and married girls having children improved from the baseline but both groups performed lower than other subgroups. The project may put additional efforts and explore alternative means (such as both girls with disabilities and married girls having children grouped with the bright GEC learners in the learning space) as to how to improve further their performances in literacy and numeracy in the next cohort. Similarly, teachers may be further guided to improve and monitor their performances with respect to the GEC learners.

V. **Explore linkages with social security programs:** After completion of the literacy and numeracy course, the project is exploring to link up all these successful graduates with government-run social security programs such as Apna Rozgar (own job) and Kamyab Nojawan (successful youth). With the help of these linkages, GEC learners of the L&N cohort will be able to start their careers and provide support to their families.

VI. **Effectiveness of attendance rate:** The project achieved a higher attendance rate (overall attendance average) of more than 90% in the L&N cohort 2. Data analysis for IO-1 indicates those girls who had better attendance rate scored higher in the

EGRA/EGMA tests administered as part of this study reflecting the fact that the higher attendance rate of GEC learners leads to a positive impact on the literacy and numeracy scores of the GEC learners. This indicates that the project should continue its efforts to achieve a higher attendance rate in the coming cohorts.

VII. **Enhancement of project monitoring on teachers teaching methodologies:** The data analysis indicated a link between teaching methodologies and learning outcomes of the students (Please see IO-2 for details). The findings show that better teaching methodologies led to an improvement in learning outcomes. The data also reflects (in the two learning spaces – refer to section 5.2 IO-2: Improved Quality of Learning) the weak performance of teachers resulted in the comparatively low learning outcomes of GEC learners in the literacy and numeracy tasks. Therefore, for the future cohorts, the project needs to identify such learning spaces where appropriate teaching techniques are not being used. As applicable, the project may then arrange refresher training and/or peer-to-peer sessions to improve those teachers' capacities.

VIII. **Effectiveness of life skill activities:** There is a significant improvement in the life skills of the GEC learners from the project interventions for the L&N cohort 2. The project data also documented that life skills sessions enhanced the communication, interpersonal and confidence skills of the GEC learners. All these positive changes in life skills resulted in improvement in the literacy and numeracy scores of GEC learners. Therefore, it is suggested to continue the life skill activities for the next cohorts to improve further the literacy and numeracy scores.

IX. **Separate Cost per GEC learner for L&N and ALP:** As per the project document, the preliminary cost analysis is documented for all GEC leaners irrespective of L&N and ALP. Therefore, it is suggested to separately calculate the cost per beneficiary for L&N and ALP programs. It will provide a more comprehensive picture for data analysis from a VfM perspective.

## Annex 1: Details of GEC Endline Report Annex Template

| Annex Number | Annex Description | Information inserted against the annex in the evaluation report |
|---|---|---|
| Annex 1 | Project design and interventions | Chapter 1: Background |
| Annex 2 | Endline evaluation approach and methodology | Chapter 2: Evaluation Methodology |
| Annex 3 | Characteristics and barriers | Annex 2: Key barriers to learning and schooling of girls |
| Annex 4 | Learning outcome data tables | Section 4.1 Outcome 1 –Learning (Page 26 – 39) |
| Annex 5 | Logframe and Medium-Term Response Plan Output Monitoring Framework | Table 33: Outcome 1 - Learning indicators as per the log frame<br>Table 35: Outcome 2 - Transition indicator as per the log frame<br>Table 36: Outcome 3 - Sustainability indicators as per the log frame<br>Table 37: Intermediate outcome (IO1-Attendance) indicators as per the log frame<br>Table 43: Intermediate outcome-2-quality education indicators as per the log frame<br>Table 49: Intermediate outcome-3- life skills of marginalized girls indicators as per log frame<br>Table 51: Intermediate outcome-4-Parental support indicator as per log frame |
| Annex 6 | Beneficiaries tables | Annex 9: Beneficiaries tables |
| Annex 7 | External Evaluator's Inception Report | Annex 13: Inception report |
| Annex 8 | Quantitative and qualitative data collection tools used for endline | Annex 5: Data collection tools used for endline |
| Annex 9 | Qualitative transcripts | Annex 6: Qualitative transcripts |
| Annex 10 | Quantitative datasets, codebooks and programs | Annex 7: Quantitative datasets and codebooks |
| Annex 11 | Quantitative sampling framework | Annex 5: Quantitative sampling framework |
| Annex 12 | External Evaluator declaration | Annex 10: External evaluator declaration |

## Annex 2: Key barriers to learning and schooling of girls

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

**Table 52: Barriers affecting girls' education**

| Baseline | | | Endline | | |
|---|---|---|---|---|---|
| **Barrier category** | **Barrier Description** | **% of sample affected by this barrier** | **Barrier category** | **Barrier Description** | **% of sample affected by this barrier** |
| Economic | School does not help in finding a good job | 52.2% | Economic | School does not help in finding a good job | 59.9% |
| Cultural | The girl has already completed enough schooling[55] | 35.3% | Economic | Girl needs to work, earn money or help out at home | 46.5% |
| Physical / Service Delivery | Transport services are inadequate | 33.3% | Economic | There isn't enough money to pay the costs of schooling | 37.6% |
| Cultural | The girl is not mature enough to attend school[56] | 32.8% | Cultural | Schooling not important for girls | 30.7% |
| Physical / Service Delivery | To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available | 27.9% | Physical / Service Delivery | To attend school girls needs assistive devices/technology such as braille textbook, hearing aid, wheel chair etc. that are not available | 27.7% |
| Cultural | Schooling is not important for girls | 26.9% | Cultural | The girl has already completed enough schooling | 27.7% |
| Cultural | No one available to travel with the girl to/from school | 23.9% | Physical / Service Delivery | To attend school the girl needs special services or assistance such as speech therapist, support worker, sign language interpretation that is not available | 27.2% |
| Physical / Service Delivery | To attend school girls needs assistive devices/technology such as braille textbook, hearing aid, wheelchair etc. that are not available | 23.4% | Cultural | Girl is not interested in going to school | 27.2% |
| Physical / Service Delivery | The school does not have program that meets girl learning needs | 20.4% | Physical / Service Delivery | Transport services are inadequate | 26.7% |
| Cultural | Girl is not interested in going to school | 17.4% | Cultural | The girl is not mature enough to attend school | 26.2% |
| Cultural | Girl is too old to attend school | 15.4% | Physical / Service Delivery | Child says they are mistreated/bullied by other students | 20.3% |
| Cultural | Girl is married or about to get married | 13.9% | Physical / Service Delivery | The school does not have a program that meets girl's learning needs | 19.8% |
| Economic | Girl needs to work, earn money or help out at home | 12.9% | Cultural | Girl is too old to attend school | 19.8% |
| Physical / Service Delivery | Teachers do not know how to teach | 12.4% | Cultural | No one available to travel with (name) to/from school | 19.3% |

[55] It is important to note that many parents considered that for girls having basic Quranic/religious learning is sufficient for them. This basic Quranic teaching the girls normally receive at home or in close neighborhood.
[56] Culturally girls are dependent on the male members to go to any place outside of their village.

| | | | | | |
|---|---|---|---|---|---|
| Cultural | The girl has a child or is about to have a child | 11.9% | Physical / Service Delivery | Girl cannot use the toilet at school | 15.3% |
| Physical / Service Delivery | Child says they are mistreated/bullied by other students | 11.4% | Physical / Service Delivery | Teachers do not know how to teach | 13.9% |
| Economic | There isn't enough money to pay the costs of schooling | 11.4% | Cultural | It is unsafe for girls to travel to/from school | 12.9% |
| Physical / Service Delivery | Girl has a health condition that prevents her from going to school | 9.5% | Physical / Service Delivery | School is too far away | 12.9% |
| Physical / Service Delivery | Girl cannot use toilet at the school | 9.5% | Physical / Service Delivery | Girl has a health condition that prevents her from going to school | 12.4% |
| Physical / Service Delivery | Child says teachers mistreat her at school | 9.5% | Physical / Service Delivery | Girl cannot move around the school or classroom | 10.4% |
| Physical / Service Delivery | Child cannot move around the school or classroom | 8.5% | Physical / Service Delivery | It is unsafe for to be in school | 9.9% |
| Physical / Service Delivery | Child was refused entry/admission into the school[57] | 8.5% | Physical / Service Delivery | Child says they are mistreated/bullied by other students | 7.9% |
| Physical / Service Delivery | School is too far away | 7.0% | Physical / Service Delivery | Child was refused entry/admission into the school | 7.4% |
| Cultural | It is unsafe for girls to travel to/from school | 4.0% | Cultural | Girl is married or about to get married | 4.0% |
| Physical / Service Delivery | It is unsafe for girl to be in school | 3.5% | Cultural | The girl has a child or is about to have a child | 3.0% |

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

## Annex 3: Additional Analysis on Literacy and Numeracy Tasks

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

**Table 53: Literacy and numeracy score aggregate averages at task and subtask level across baseline and endline for older and younger aged groups**

| Task / Subtask | Baseline | | | Endline | | |
|---|---|---|---|---|---|---|
| | 14 years and below | 15-17 Years | 18 Years and above | 14 years and below | 15-17 Years | 18 Years and above |
| EGRA Sindhi | | | | | | |
| Overall | 13.28 | 15.78 | 13.02 | 69.92 | 67.35 | 74.51 |
| Subtask 1 - Listening Comprehension | 45.98 | 57.41 | 57.66 | 91.94 | 89.06 | 93.00 |
| Subtask 2 – Sound Identification | 10.71 | 8.83 | 4.48 | 86.41 | 84.34 | 85.80 |
| Subtask 3 - Familiar Word Reading | 4.60 | 4.20 | 1.16 | 69.40 | 64.14 | 76.64 |
| Subtask 4 - Oral Reading Fluency | 2.15 | 4.03 | 1.13 | 51.11 | 50.65 | 59.53 |
| Subtask 5 - Reading Comprehension | 2.99 | 4.44 | 0.65 | 50.75 | 48.57 | 57.60 |
| EGRA English | | | | | | |
| Overall | 2.27 | 1.85 | 1.50 | 41.09 | 40.32 | 45.65 |
| Subtask 1 - Listening Comprehension | 2.87 | 2.78 | 4.03 | 59.41 | 51.79 | 58.00 |
| Subtask 2 – Sound Identification | 5.71 | 3.49 | 2.65 | 64.37 | 63.13 | 73.28 |
| Subtask 3 - Familiar Word Reading | 0.69 | 0.40 | 0.00 | 32.22 | 36.91 | 39.28 |
| Subtask 4 - Oral Reading Fluency | 0.92 | 0.43 | 0.00 | 23.37 | 23.23 | 24.67 |
| Subtask 5 - Reading Comprehension | 1.15 | 2.16 | 0.81 | 26.08 | 26.56 | 33.00 |
| EGMA | | | | | | |
| Overall | 8.07 | 6.65 | 5.75 | 75.47 | 76.45 | 79.19 |
| Subtask 1 – Numbers Identification | 10.00 | 10.25 | 10.24 | 67.37 | 73.93 | 90.00 |
| Subtask 2 – Numbers Discrimination | 11.38 | 11.23 | 10.97 | 86.88 | 82.68 | 84.40 |
| Subtask 3 - Missing Numbers | 4.25 | 3.70 | 3.23 | 63.12 | 67.68 | 68.00 |
| Subtask 4 - Addition L&N | 9.08 | 4.57 | 2.42 | 83.60 | 86.29 | 84.80 |
| Subtask 5 - Subtraction L&N | 5.69 | 3.58 | 1.45 | 81.45 | 85.89 | 78.60 |
| Subtask 6 - Word Problems | 8.05 | 6.58 | 6.18 | 70.43 | 62.20 | 69.33 |

# Annex 4: Additional Life Skills Analysis

**Table 54: Life skills results by subgroup (median of 2.12 out of 3.00 of baseline)**

| Attribute | Score | All GEC Girls | | Sub-group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Age 14 years and below | | Age 15 – 17 years | | Age 18 years and above | | Married girls having children | | Girls with disabilities | | Girls engaged in income generation activities | |
| | | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL |
| Overall | Lower Proportion | 50.9% | 19.6% | 1.7% | 22.6% | 53.1% | 17.0% | 6.8% | 20.0% | 3.8% | 15.4% | 6.9% | 40.6% | 7.0% | 0.0% |
| | Higher Proportion | 49.1% | 80.4% | 48.3% | 77.4% | 46.9% | 83.0% | 53.2% | 80.0% | 56.3% | 84.6% | 43.1% | 59.4% | 43.0% | 100.0% |
| Confidence | Lower Proportion | 40.0% | 22.2% | 32.2% | 24.7% | 48.1% | 19.6% | 40.3% | 24.0% | 35.4% | 23.1% | 53.8% | 28.1% | 41.9% | 25.0% |
| | Higher Proportion | 60.0% | 77.8% | 67.8% | 75.3% | 51.9% | 80.4% | 59.7% | 76.0% | 64.6% | 76.9% | 46.2% | 71.9% | 58.1% | 75.0% |
| Communications | Lower Proportion | 42.6% | 23.9% | 34.5% | 26.9% | 49.4% | 22.3% | 45.2% | 20.0% | 35.4% | 15.4% | 49.2% | 25.0% | 40.7% | 25.0% |
| | Higher Proportion | 57.4% | 76.1% | 65.5% | 73.1% | 50.6% | 77.7% | 54.8% | 80.0% | 64.6% | 84.6% | 50.8% | 75.0% | 59.3% | 75.0% |
| Emotional management | Lower Proportion | 57.0% | 35.7% | 54.0% | 38.7% | 63.0% | 33.0% | 53.2% | 36.0% | 52.1% | 30.8% | 67.7% | 53.1% | 65.1% | 12.5% |
| | Higher Proportion | 43.0% | 64.3% | 46.0% | 61.3% | 37.0% | 67.0% | 46.8% | 64.0% | 47.9% | 69.2% | 32.3% | 46.9% | 34.9% | 87.5% |
| Decision making | Lower Proportion | 61.3% | 26.1% | 60.9% | 28.0% | 61.7% | 24.1% | 61.3% | 28.0% | 52.1% | 15.4% | 67.7% | 25.0% | 62.8% | 12.5% |
| | Higher Proportion | 38.7% | 73.9% | 39.1% | 72.0% | 38.3% | 75.9% | 38.7% | 72.0% | 47.9% | 84.6% | 32.3% | 75.0% | 37.2% | 87.5% |
| Problem solving | Lower Proportion | 57.8% | 33.5% | 56.3% | 39.8% | 60.5% | 30.4% | 56.5% | 24.0% | 54.2% | 23.1% | 69.2% | 37.5% | 67.4% | 25.0% |
| | Higher Proportion | 42.2% | 66.5% | 43.7% | 60.2% | 39.5% | 69.6% | 43.5% | 76.0% | 45.8% | 76.9% | 30.8% | 62.5% | 32.6% | 75.0% |
| Health and hygiene | Lower Proportion | 34.3% | 15.2% | 34.5% | 20.4% | 34.6% | 10.7% | 33.9% | 16.0% | 41.7% | 7.7% | 41.5% | 12.5% | 33.7% | 12.5% |
| | Higher Proportion | 65.7% | 84.8% | 65.5% | 79.6% | 65.4% | 89.3% | 66.1% | 84.0% | 58.3% | 92.3% | 58.5% | 87.5% | 66.3% | 87.5% |
| Awareness about rights | Lower Proportion | 50.9% | 29.1% | 50.6% | 30.1% | 58.0% | 28.6% | 41.9% | 28.0% | 39.6% | 30.8% | 53.8% | 34.4% | 54.7% | 12.5% |
| | Higher Proportion | 49.1% | 70.9% | 49.4% | 69.9% | 42.0% | 71.4% | 58.1% | 72.0% | 60.4% | 69.2% | 46.2% | 65.6% | 45.3% | 87.5% |
| Awareness about child protection and safeguarding | Lower Proportion | 49.6% | 22.6% | 56.3% | 24.7% | 45.7% | 22.3% | 45.2% | 16.0% | 43.8% | 0.0% | 52.3% | 21.9% | 54.7% | 37.5% |
| | Higher Proportion | 50.4% | 77.4% | 43.7% | 75.3% | 54.3% | 77.7% | 54.8% | 84.0% | 56.3% | 100.0% | 47.7% | 78.1% | 45.3% | 62.5% |
| Inclusion | Lower Proportion | 74.3% | 32.6% | 72.4% | 39.8% | 79.0% | 28.6% | 71.0% | 24.0% | 77.1% | 23.1% | 75.4% | 50.0% | 81.4% | 62.5% |
| | Higher Proportion | 25.7% | 67.4% | 27.6% | 60.2% | 21.0% | 71.4% | 29.0% | 76.0% | 22.9% | 76.9% | 24.6% | 50.0% | 18.6% | 37.5% |
| Financial literacy | Lower Proportion | 48.3% | 26.5% | 51.7% | 31.2% | 4440.0% | 23.2% | 48.4% | 24.0% | 47.9% | 15.4% | 44.6% | 34.4% | 60.5% | 0.0% |
| | Higher Proportion | 51.7% | 73.5% | 48.3% | 68.8% | 55.6% | 76.8% | 51.6% | 76.0% | 52.1% | 84.6% | 55.4% | 65.6% | 39.5% | 100.0% |
| Quality of relationship | Lower Proportion | 38.7% | 29.6% | 33.3% | 38.7% | 40.7% | 23.2% | 43.5% | 24.0% | 39.6% | 23.1% | 50.8% | 34.4% | 37.2% | 0.0% |
| | Higher Proportion | 61.3% | 70.4% | 66.7% | 61.3% | 59.3% | 76.8% | 56.5% | 76.0% | 60.4% | 76.9% | 49.2% | 65.6% | 62.8% | 100.0% |

**Table 55: Life skills results by subgroup (mean percentage score)**

| Attribute | All GEC girls in the sample | | Sub-group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Age 14 years and below | | Age 15 – 17 years | | Age 18 years and above | | Married girls having children | | Girls with disabilities | | Girls engage in income generation activities | |
| | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL | BL | EL |
| Overall | 65.30 | 80.34 | 65.49 | 79.85 | 62.87 | 80.78 | 68.20 | 80.16 | 66.91 | 83.33 | 60.42 | 77.33 | 61.94 | 83.73 |
| Confidence | 69.73 | 79.54 | 71.46 | 78.02 | 65.78 | 80.26 | 72.49 | 82.00 | 71.99 | 82.48 | 62.39 | 77.95 | 66.80 | 84.72 |
| Communications | 69.71 | 80.29 | 71.84 | 81.27 | 66.67 | 79.69 | 70.70 | 79.33 | 71.88 | 79.49 | 64.10 | 80.47 | 68.12 | 79.17 |
| Emotional management | 60.10 | 77.29 | 61.05 | 76.82 | 54.60 | 77.88 | 65.95 | 76.44 | 62.73 | 82.05 | 53.50 | 73.96 | 55.68 | 88.89 |
| Decision making | 56.33 | 78.77 | 54.28 | 80.20 | 54.73 | 77.98 | 61.29 | 77.00 | 61.34 | 82.69 | 49.23 | 79.43 | 52.20 | 84.38 |
| Problem solving | 59.23 | 80.39 | 58.11 | 79.69 | 55.97 | 80.65 | 65.05 | 81.78 | 61.57 | 86.32 | 51.97 | 79.51 | 52.45 | 81.94 |
| Health and hygiene | 73.24 | 88.45 | 73.56 | 87.46 | 69.96 | 89.78 | 77.06 | 86.22 | 70.60 | 91.45 | 68.55 | 89.93 | 72.48 | 88.89 |
| Awareness about rights | 65.99 | 80.72 | 66.16 | 81.12 | 61.32 | 80.46 | 71.86 | 80.44 | 70.14 | 81.20 | 62.05 | 76.74 | 64.34 | 88.89 |
| Awareness about child protection and safeguarding | 67.05 | 83.38 | 66.67 | 83.39 | 65.29 | 83.63 | 69.89 | 82.22 | 66.90 | 90.60 | 64.27 | 80.21 | 64.21 | 79.17 |
| Inclusion | 53.88 | 77.86 | 54.41 | 75.81 | 53.19 | 79.24 | 54.03 | 79.33 | 53.47 | 81.41 | 52.44 | 69.01 | 50.19 | 66.67 |
| Financial literacy | 67.77 | 79.83 | 66.36 | 79.71 | 68.64 | 80.12 | 68.60 | 78.93 | 69.17 | 82.05 | 66.46 | 74.58 | 61.78 | 86.67 |
| Quality of relationship | 71.45 | 79.86 | 73.56 | 78.14 | 68.93 | 81.47 | 71.77 | 79.00 | 71.18 | 81.41 | 65.38 | 72.66 | 61.94 | 92.71 |

## Annex 5: Data collection tools used for endline

| | | |
|---|---|---|
| EGRA English<br>3_EGRA English_ACTED.pdf | EGRA Sindhi<br>EGRA Sindhi.pdf | EGMA<br>2_EGMA_ACTED.pdf |
| Core Girl Survey<br>6_Core Girl Survey_ACTED.pdf | Life Skills Assessment<br>5_Life Skill_ACTED.pdf | Household Survey<br>7_Household Survey_ACTED.pdf |
| Learning Space Observation<br>8_Learning Space Observation Form_AC | Focus Group Discussion with Parents / Caregivers<br>10_FGD Parents Caregivers_ACTED.p | Focus Group Discussion with GEC Learners<br>9_FGD GEC Learners_ACTED.pdf |
| Focus Group Discussion with SMCs<br>11_FGD SMCs_ACTED.pdf | In-depth Interview with Teacher<br>Tool# 17 - IDI - Teacher Interview To | In-depth Interview with Education Department<br>Tool# 16 - IDI - Education Departmen |

## Annex 6: Qualitative transcripts

Qualitative transcripts are separately attached from the endline report.

## Annex 7: Quantitative datasets and codebooks

Quantitative data is separately attached from the endline report.

# Annex 9: Beneficiaries tables

### *Table 9.1: Direct beneficiaries*

| | Learners | | | HT/Teachers/other "educators" | | | MoE/District/ Govn't staff | | | Parents/ caregivers | | | Community members | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Girls | Boys | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| **L&N Cohort 1 (Sindh)** | 529 | NA | 529 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **L&N Cohort 2 (Sindh)** | 1094 | NA | 1094 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **L&N Cohort 3 (Sindh)[58]** | 2000 | NA | 2000 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **L&N Cohort 4 (KP)** | 1200 | NA | 1200 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **ALP (Sindh)** | 1139 | NA | 1139 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| **TVET** | 50 | NA | 50 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

***NA stands for not applicable***

### *Table 9.2: Indirect beneficiaries*

| | Learners | | | HT/Teachers/other "educators" | | | MoE/District/ Govn't staff | | | Parents/ caregivers | | | Community members | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Girls | Boys | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| **L&N Cohort 1 (Sindh)** | 529 | 529 | 1058 | 20 teachers and 8 coaches | Not applicable | 28 | 4 | 4 | 8 | 529 | 529 | 1058 | 86 | 79 | 165 |
| **L&N Cohort 2 (Sindh)** | 1094 | 1094 | 2188 | 42 teachers, 8 support teachers and 30 coaches | Not applicable | 87 | Same as above | Same as above | Same as above | 1094 | 1094 | 2188 | 402 | 289 | 691 |
| **L&N Cohort 3 (Sindh)[59]** | 2000 | 2000 | 4000 | 67 (approx.) | Not ap | 67 (appro | Same as abov | Same | Same as | 2000 | 2000 | 4000 | Intervention is just started. Data is not received. | | |

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

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | plicable | x.) | e | as above | above | | | | | | |
| **L&N Cohort 4 (KP)** | 1200 | 1200 | 2400 | 48 teachers, 7 support teachers and 24 coaches | Not applicable | 79 | 2 | 2 | 4 | 1200 | 1200 | 2400 | Intervention is just started. Data is not received. | | |
| **ALP (Sindh)** | 1139 | 1139 | 2278 | 38 teachers | Not applicable | 38 | Same as L&N cohort 1-3 | Same as L&N cohort 1-3 | Same as L&N cohort 1-3 | 1139 | 1139 | 2278 | 290 | 223 | 513 |
| **TVET** | 50 | Not applicable | 50 | 2 | Not applicable | 2 | Not applicable | Not applicable | Not applicable | 50 | 50 | 100 | Not applicable | Not applicable | Not applicable |

### *Table 9.3: Direct beneficiaries by intervention/activity*

| | Intervention/activity | | | Total |
|---|---|---|---|---|
| | ***L&N*** | ***ALP*** | ***TVET*** | |
| **Cohort 1 (Girls)** | 529 | 1139 | 50 | 1718 |
| **Cohort 2 (Girls)** | 1094 | Not applicable | Not applicable | 1094 |
| **Cohort 3 (Girls)** | 2000 | Not applicable | Not applicable | 2000 |
| **Cohort 4 (Girls)** | 1200 | Not applicable | Not applicable | 1200 |

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

[59] All numbers are approximate. Intervention is just started. Data is not received

## Annex 10: External Evaluator Declaration

Annex 10 External evaluator declaration

## Annex 11: ACTED LNGB VfM Working (Average Cost Per Learner)

ACTED_LNGB_Avera ge_Cost_Per_Learne

## Annex 12: Key Characteristics and Barriers of L&N Cohort 1 and 2

Key_Characteristics_ and_Barriers_Info_of

## Annex 13: Inception Report

ACTED Inception Report 24092019.pdf

## Annex 14: Logframe and MTR Output Monitoring Framework

13_LNGB_Project_Lo gframeSignedOff_on_

Logframe

ACTED_MTR_OP_Fra mework_V21_FM_Ap

Output Monitoring Framework