

Evaluation of the Siyani Sahelian (SS) Programme in South Punjab

Empowering Adolescent Girls in South Punjab through Post Primary
Opportunities for Learning Gains, TVET, Livelihoods and Life Skills



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Executive Summary

Objective and scope of evaluation

The objective of the proposed assignment is to carry out an independent evaluation of the ‘Advancing Action for Adolescent Girls’ programme (or the Siyani Saheliyan programme). This comprehensive programme aims to support out of school girls in rural areas of Southern Punjab through bridging programmes and technical, vocational and educational training and enterprise development programmes in three districts: Muzaffargarh, Rahimyarkhan and Bahawalpur.

This programme comprises of three strands:

- Remedial/accelerated learning/bridge programmes
- Skills/livelihoods and financial literacy
- Life Skills Based education

The programme is being implemented by the Idara-e-Taleem o Aagahi (ITA). This programme targets girls who have 1) either never been enrolled into schools or 2) have dropped out with some learning and have been excluded due to disabilities, early marriage, belonging to a minority community and/or child labour. For the girls who have never been enrolled in schools, the strand offers a 45-days course called “Chalo Parho Barho” which provides bursts of remedial learning in literacy and numeracy mapped to the curriculum of Grade 2. To cater to the girls who have dropped out of school in the past two years or less, the strand provides opportunities to the beneficiaries to finish primary and middle grades and a small pilot for grades 9 and 10 through secondary school attachment. Both components are being offered at a purpose-built hub as well as across 159 partner schools (government./Non Formal Enterprises/private schools).

This evaluation aims to have a special focus on the relationship between the **Remedial Learning Programs** on certain educational, economic and social outcomes of target beneficiaries. It will also explore key internal and external factors (positive and negative) that may have contributed, affected, or impeded progress, and provide evidence on how and if ITA has managed these factors.

Data and Methodology

This evaluation adopts a mixed-methods approach. The analysis has involved using a range of existing data sources to provide background information on the education context, the project itself and to answer some of the research questions posed in this evaluation. These include programme documentation, programme data (collected by ITA) and national and local level statistics. In addition to these existing data sources, OPERA has sub-contracted a local research team to collect qualitative primary data on a small-scale (25 schools and 3 hubs were sampled across the 3 districts; national and district level stakeholders were also interviewed).

The purpose of the qualitative study is to triangulate the findings of the quantitative analysis and to explore anecdotal cases of beneficiaries. The availability of data and the timing of the evaluation guided the resultant focus of the evaluation on specific strands. Given the complexity of the intervention and the monitoring and evaluation strategy put in place, an overall evaluation of the programme could only take place when the different cohorts of

beneficiaries have completed the programme and the different sources of data have been collected, captured, cleaned and shared with the evaluation team. Whilst it was necessary to have data on initial household characteristics, as well as baseline, midline and end-line data for all strands in all 159 partner schools and hubs, to be able to engage in a meaningful way with a comprehensive evaluation, only 2 cohorts of the CPB programme had fully completed the programme during the time when this evaluation was being conducted. For cohort 3 of the CPB programme, as well as for the STP and STM strands, midline data was made available in January 2020. For all other strands data is expected in the middle of March 2020 and beyond. Therefore, the initial evaluation questions were revised in consultation with ITA staff and with DFID-Pakistan to consider a revised scope of analysis using quantitative programme data. It was also agreed that the focus of the qualitative data collection effort should mainly be on the long-term strands of the programme due to the unavailability at this early stage of quantitative data to analyse the long-term strands. This focus was agreed with the implementers and funders based on their requirements.

Key Findings

Q1: *What is the relationship between the different strands of the remedial learning programme and literacy and numeracy skills of identified girls? How do the results differ for girls who are dropouts and those that never went to school?*

Key Quantitative Findings

Overall, findings demonstrate that participating girls made large progress in both English and Urdu literacy as well as numeracy across all three strands of the remedial learning programme. In addition, a significant proportion of girls in the STP and STM were able to perform everyday literacy and numeracy related tasks, which captured their ability to undertake daily tasks, read the time, as well as understand trading and financial transactions.

Girls made significant gains in numeracy particularly between midline and endline. The key results to highlight are:

- While no girls enrolled in the CPB programme were able to perform double digit division when they joined the programme and only 1% were able to do this at midline, by endline nearly half of all girls were able to perform double digit division.
- For girls in CPB, improvements were particularly more pronounced for girls who had previously dropped out of school than for those who were never enrolled, which indicates the potential previous learning obtained by some of the girls who attended school for some time.
- For girls in STP, while only 1% achieved the highest total score in numeracy (20 marks) at both baseline and midline, at the end of the programme 23% of girls achieved full marks. Similar results were found for girls enrolled in STM.
- Putting numeracy results into perspective: girls in STP who achieved full marks were able to successfully complete each of the five numeracy areas: finding place value, solving fraction problems, identification of highest common factors, verifying associative property and conversion of values. Girls in STM who achieved full marks were able to master understanding of sets and problem solving.

The key results to highlight in terms of English and Urdu literacy improvements are:

- While no girls in CPB were able to read a sentence in English at baseline, by the end of the programme 91% were able to read a sentence in English.
- By endline, nearly 75% of girls in CPB were able to understand the meaning of a sentence in English, read a story and correctly respond to comprehension questions all in the English literacy test.
- For literacy in Urdu, while less than 1% of girls enrolled in the CPB test managed to reach 'story' level, by endline nearly 60% were reading at story level in Urdu.
- Achieving full marks in the English literacy test for girls in STP and STM was possible for 9 and 11% of girls respectively at endline. Less than 1% of girls were able to achieve full marks at the beginning of the programme.
- Achieving full marks in Urdu literacy was possible for 19% of girls in STP in endline, while only 2% achieved full marks at baseline. For girls in STM 10% achieved full marks at endline, while only 2% were able to do this at baseline.

For girls enrolled in STP and STM, the key results highlight improvements in their ability to utilise and apply literacy and numeracy to daily activities:

- For girls in STP, out of 4 possible daily activities, girls managed to complete 1, on average during baseline. By endline, girls managed to complete, on average 3 of the 4 daily activities.
- For girls at STM, only 11% achieved all 4 questions correct for daily activities at baseline. This increased to little over half of girls by endline.

Q2: *What is the relationship between providing transport facilities in hubs and learning and retention in remedial learning program?*

Key Quantitative Findings

In general, girls attending the Hubs were more likely to achieve lower scores at baseline than girls in schools. Therefore, improvements over time between girls enrolled in Hubs and those enrolled in schools are not directly comparable.

Nonetheless, some of the key findings that we can highlight with respect to improvements in hubs and in schools for girls enrolled in the three strands of the remedial learning programme are:

- While no girl managed to achieve the highest mathematics competence, double digit division, in the CPB in numeracy test at baseline, by endline, 69% of girls in a hub and 47% in schools were achieving this level. Given the lower levels of achievement at baseline of girls in the hub, this is a very positive finding and a good achievement of the programme.
- For girls in STP, 12% of those in hubs achieved the highest scores at endline; 23% of those in schools achieved full marks at endline.
- 14% of girls in STM based at hubs achieved at least 16 out of 20 points in the numeracy exam by the end of the programme; 50% of girls based in a school achieved at least this grade.

Similar to the findings for numeracy, there were differential improvements in English and Urdu literacy for girls in hubs and in schools which are mostly explained by the different composition of ability of the girls enrolled in each of these locations. Key examples are:

- 91% of girls enrolled in CPB and based at schools were able to read a sentence in English at endline. This was possible for 83% of girls at hubs.
- For STP and STM, girls in hubs started at lower levels of performance at baseline compared with girls in schools.
- These patterns are repeated across all three strands for the literacy in Urdu and daily tasks tests for girls in STP and STM.

Retention:

Our analysis demonstrates that hub-based students are more likely to drop out of two out of three (CPB and STM) programmes. However, it is important to note that the higher percentage of drop-out, particularly for hub-based students, can be explained by the high number of student drop-out within the first two cohorts where girls were deliberately sent home to avoid duplication of numbers (as they were already enrolled in public schools but joined the hub due to free transport) and to avoid having underage/overage girls in the cohort. Finally, it is also worth highlighting that all interventions for the different strands started at the hubs before these were rolled out in schools. Hence, many of the challenges faced with respect to enrolment criteria were more likely to occur at the hubs than at schools.

Key Qualitative findings

Financial constraints on households and long distances to schools have universally been acknowledged by a wide range of interviewees as a fundamental deterrent to not only girls attending school but also teachers going to work and attending training safely. The transport facility provided by ITA is acknowledged by all these stakeholders as being a critical factor in allowing these girls to attend school where these facilities have been provided. In settings where transport has not been provided, filling this gap has been identified as a critical need.

Q3: What is the relationship between enrolment in the programme and specific non-cognitive outcomes such as aspirations, perceptions and empowerment for dropout and never enrolled students?

Key Quantitative Findings

We do not assume only positive changes in non-cognitive outcomes as significant for the programme. There are both sustaining and transforming effects of the programme in non-cognitive outcomes. Sustaining effects are important for girls who have high levels of non-cognitive outcomes and manage to sustain these as a result of the intervention. On the other hand, positive transformational effects of the programme can imply that girls previously lacking or having low levels of non-cognitive skills feel more able to utilise these.

It is important to highlight that in this report, having a negative change in non-cognitive outcomes cannot be seen as an adverse effect of the programme either. Many programmes help young people to be more certain about their abilities. Therefore, girls who previously thought highly about their non-cognitive abilities may face an adjustment as a result of the programme.

Overall, there are some noteworthy results that have emerged from this analysis for each of the strands of the remedial learning programmes. The key results to highlight are:

- For CPB, 39% of girls felt that they did not have the belief in their ability to achieve before the programme but did following the completion of the programme.
- 54% of girls felt that they had good qualities both before and after the programme, which is an important sustaining effect of CPB. Those in the never enrolled group were most likely to believe this.
- For STP, 37% of girls were not aware of laws protecting women's rights before the programme, however they were after the programme.
- The most significant transformative change for those in the STM programme was 37% of girls who felt that they were not self-reliant before the programme but did following the programme.
- It is also interesting to note that outside of the five gender equality questions, no girl moved from a yes to a no for any STP or STM non-cognitive outcome.

Key Qualitative Findings

The SS programme specifically focuses on key non-cognitive outcomes as elements of the syllabus delivered to girls involved in the programme. The evidence suggests that, as a result of being enrolled in this programme, girls report feeling more empowered, more confident, more able to face challenges and have higher career and educational aspirations. Other stakeholders (e.g. parents and teachers) have also reiterated these programme effects.

Q4: *What is the additional influence of providing information sessions to parents and enrolment and retention in the remedial learning programme for dropouts and never enrolled students?*

According to qualitative data, parental information sessions are run regularly and tend to be well attended. Their value in encouraging the enrolment and retention of girls in schools was noted by all stakeholders. Providing these sessions to girls and perhaps even to the wider community could be of further benefit. Stakeholders noted the critical role of programme staff in raising awareness about this programme and encouraging parents to attend it.

Q5: *What is the relationship between technological innovations (such as delivering secondary level classes through technology) and attendance, engagement levels and learning outcomes of students?*

Qualitative findings reveal that leveraging the use of technology has propelled the programme and provides a critical key to further scaling.

Q6: *What is the relationship between enrolment in the programme and participation in income generating activities as well as the income generated?*

The evidence from qualitative data collection on this is limited given that the qualitative data collection is based on participants who are currently enrolled in the SS programme. Whilst there is an unequivocal recognition that their income generating activities would benefit their financially constrained households, robust evidence on the impact of the programme on income

generation is something that will need to be evaluated through long term data collection efforts. However, based on respondent views about some alumni members who have graduated and stakeholder perceptions, girls' income generation activities are viewed as a very positive (potential) outcome of the programme.

Q7: *Were inputs (staff, budget, etc.) and activities (i.e. trainings etc.) delivered in a timely manner? What checks are in place and how effective are they in ensuring that minimum quality standards have been met?*

Overall the qualitative findings are very positive on the timeliness and adequacy of programme inputs. However, stakeholders have made some useful suggestions on how the programme efficacy can be improved for example, the length of teacher training, language of training materials and the speed at which the curriculum is delivered to the participants.

Q8: *What are the key challenges associated with recruiting as well as retaining adolescent girls in remedial learning programs?*

Pakistan is faced with similar challenges as those globally faced by children, and in particular girls, in accessing education. Qualitative data reiterates that access to schools, cultural norms and financial constraints are the most critical challenges facing girl's education in the country. Mitigating these factors should and is a focus of the SS programme and the wider education agenda.

Q9. *How relevant is the intervention to the education development priorities and scale of challenges at the national and provincial level?*

Most stakeholders held the view that the SS programme offered targeted support to girls in extremely vulnerable and challenging contexts in Pakistan. In doing so, it aligns well with the provincial and national education priorities.

Q10. *What are the lessons learned and best practices of this programme?*

The qualitative data collected during this intervention reveals that the SS programme provides a holistic and comprehensive package of support to marginalised girls. Engaging with parents and communities, equipping girls with literacy and numeracy as well as wider life skills, challenging cultural norms and attempting to change well-entrenched mindsets are some of the best practices demonstrated by this programme.

Q11. *Were there any unintended outcomes or effects of the programme on the identified girls or other stakeholders?*

The SS programme has generated several positive unintended consequences and in particular achieved spillover effects, both within the household of the programme girls, as well as in the wider community within which they reside. This primary data collection exercise has not brought to light any negative unintended consequence of this programme.

1. Introduction

1.1 Objective and scope of evaluation

The objective of the proposed assignment is to carry out an independent evaluation of the ‘Advancing Action for Adolescent Girls’ programme (or the Siyani Saheliyan programme). This comprehensive programme aims to support out of schoolgirls in rural areas of Southern Punjab through bridging programmes and technical, vocational and educational training and enterprise development programmes in three different districts: Muzaffargarh, Rahimyarkhan and Bahawalpur.

This programme comprises of three strands:

- Remedial/accelerated learning/bridge programmes
- Skills/livelihoods and financial literacy
- Life Skills Based education

The programme is being implemented by the Idara-e-Taleem o Aagahi (ITA), an organisation engaged in the education sector since 2000, that aims through a rights-based partnership approach to improve quality and governance of education from the school to state level. This programme targets girls who have 1) either never been enrolled into schools or 2) have dropped out with some learning and have been excluded due to disabilities, early marriage, minority communities and/or child labour. For the girls who have never been enrolled in schools, the strand offers a 45-days course called “Chalo Parho Barho” which provides bursts of remedial learning in literacy and numeracy mapped to the curriculum of Grade 2. To cater to the girls who have dropped out of school in the past two years or less, the strand provides opportunities to the beneficiaries to finish primary and middle grades and a small pilot for grades 9 and 10 through secondary school attachment. Both components are being offered at the hub as well as 159 partner schools (govt./NFE/private schools). Support services for partner schools include teacher’ honorarium, books/bags/stationery, teaching learning materials and a monthly stipend to each school to cover for utilities etc.

This evaluation aims to have a special focus on the relationship between the **Remedial Learning Programs** on certain educational, economic and social outcomes of target beneficiaries. It will also explore key internal and external factors (positive and negative) that may have contributed, affected, or impeded progress, and provide evidence on how and if ITA has managed these factors.

Whilst the TORs call for ‘causal evidence’ on the on the impact of different factors on enrolment and retention into these programmes, as discussed with DFID and ITA, identifying causal impact is not possible given the restrictions of the data, budget and timelines. However, an effort has been made to provide some robust evidence on the relationship between the programme and the outcomes of interest namely enrolment and retention and potentially learning outcomes. In addition to these key outcomes, this evaluation also examines evidence on relationship between the programme and some non-cognitive outcomes such as students’ perceptions (e.g. learning motive, academic self-belief, subject interest etc.), aspirations (future educational aspirations, future employment and future income aspirations), and empowerment within the household (girls’ self-perception of empowerment). Whilst the TORs also call for

tracking longer term outcomes (such as enrolment of younger female siblings into schools), this element falls outside the scope of this evaluation.

The evidence generated through this report aims to inform the development of a scale up programme potentially to be proposed to the Government of Punjab. It will also build the national and global evidence on effective interventions for adolescent out-of-school girls.

1.2 The Context of Implementation

There are 10.5 million children aged 5-16 year olds who are out of school in Punjab of whom 50% are girls (PES report 2016-2017). Net enrolment rates in the province were reported to be 70% at the primary level in 2017-2018 as compared to only 25% at the secondary level in the same time period (Programme Documentation ASG_2 July 2018). The three districts selected for the intervention house some of the most marginalised children in Pakistan. For example, the highest number of out of school children reside in Rahim Yar Khan district on Punjab (ITA programme document).

Girls suffer from exceptionally low levels of literacy, unfinished basic schooling, low levels of learning and often oppressive cultural norms that prevent them from accessing schooling or from completing key levels of education.

A recent evaluation of the Punjab Education Sector Programme (PESP2) has found that educational access in the province continues to differ by location, socio-economic status and in particular by gender with girls often less likely to be participating in school than boys (Review of Education Sector Performance, PESP2, 2018). It is, however, worth noting that Annual Status of Education Report (ASER) findings over the years have consistently shown that there are often few visible differences in learning outcomes between boys and girls (Ibid). A slightly larger percentage of girls than boys aged 5-16 years are able to read nothing and a slightly larger share of boys than girls are able to perform higher order skills – read a story (ibid). However, the differences in learning outcomes become more visible when disaggregated by socio-economic status with girls displaying lower levels of learning than boys across all income quartiles in both language and arithmetic competencies (ASER 2018). The recent PESP2 evaluation also notes that the poorest girls in the Punjab are performing the worst and remain the most marginalised. This finding is based on the notable marked differences between genders regarding the relationship between wealth and learning outcomes. Whilst no obvious differences were apparent by gender, there are obvious learning gaps when distinguishing between the richest and poorest girls versus the richest and poorest boys. Therefore, socio-economic disadvantage can have significant implications not only for girls' access to schooling but also what they learn when they are in school.

2. Siyani Saheliyan – Programme Description¹

2.1 Introduction

Siyani Saheliyan is a 2.5 million GBP DFID-funded programme (part of the Punjab Education Support Project, PESP II) that has been implemented in selected districts of Southern Punjab. The interventions associated with the programme have been implemented by Idara-e-Taleem-o-Aagahi (ITA), the ‘Centre of Education and Consciousness’ Public Trust, head quartered in Lahore, Punjab, but with presence across the country. The Siyani Saheliyan (SS) programme aims to offer a ‘second chance’ to out-of-school adolescent girls by targeting 20,000-22,000 of the most marginalised adolescent girls who have either dropped out of school with little or no learning or who may have never enrolled in school. These girls are supported for access, completion and transition over a twenty-six-month intervention period through developing their functional literacy/numeracy and vocational skills. The project runs from June 2018 to March 2020. The three districts in which the programme has been implemented are: Muzaffargarh, Rahimyarkhan and Bahawalpur. A key goal of the programme is to establish a comprehensive scalable programme for access, transition and retention for post primary education, skills and livelihoods for marginalised girls in Pakistan.

This project supports flexible schooling options and skill development including nonformal basic education and mainstreaming into formal schools where possible by implementing three ‘strands of empowerment’:

1. Remedial/Accelerated Learning/Bridge programmes.
2. Technical Vocational and Educational Training (TVET) which includes skills/livelihoods and financial literacy training.
3. Life Skills Based Education (this is a cross-cutting strand which provides training to all beneficiaries enrolled in both the remedial as well as the vocational strands. It is a 60-hour program which aims to equip adolescent girls with core life-skills).

The target beneficiaries of the programme are girls (aged 9-19 years) who have had limited access to formal education and have dropped out due to various forms of marginalisation including disability, ethnicity/caste, extended family responsibilities etc. The programme also targets girls (aged 12-19 years) who have never enrolled in schooling. These are the most vulnerable girls who have never had access to formal education, for example due to displacement, emergency, feuds/conflicts etc. The programme aimed to target 21,490 beneficiaries - 16690 for remedial learning, 2300 for vocational skills and 2500 for seed grants. Seed grants are viewed as a mechanism for sustainability and scale of impact. ITA has awarded seed grants to 13 partner organisations to scale up the skill development and literacy components in rural areas. Sustainability is being supported by capacity building of these organisations and by increasing efforts to connect them to potential financing options.

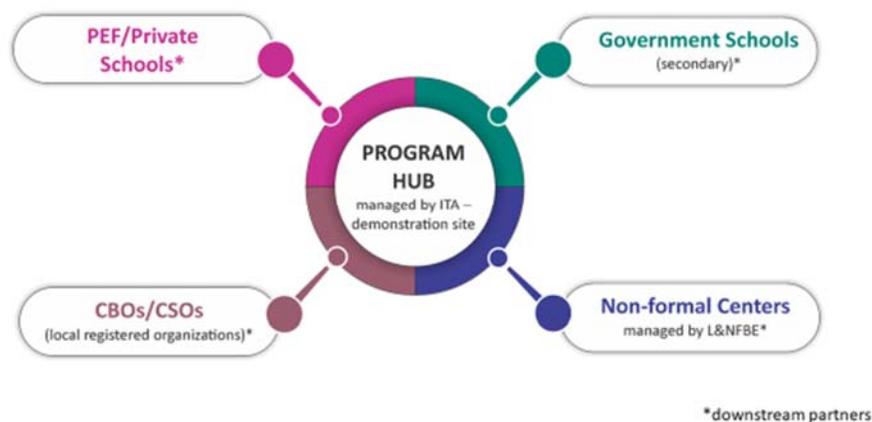
2.2 Delivery of the Programme

The intervention and support services for the SS programme are delivered through a range of modalities. These include programme hubs (an adolescent Empowerment Hub established in each of the target districts) which have links to government schools, non-formal literacy

¹ This section draws on programme documentation provided by ITA including programme description documents, presentations, quarterly reports, etc.

centres, Community-Based Organizations (CBOs)/Civil Society Organizations (CSOs) and Punjab Education Foundation/private schools as partners.

Figure 1



2.3 Details of the Programme Strands

2.3.1 Remedial/Accelerated Learning/Bridge programmes

Chalo Parho Barho (CPB)

This strand of the Siyani Saheliyan programme offers a 45-days course (termed ‘*Chalo Parho Barho*’) to girls who have either never been enrolled in school or who might have dropped out in the past two years or less and might have been excluded from schooling subsequently due to disability, early marriage, child labour or due to some other marginalisation. This strand is being offered in all three districts and provides opportunities to beneficiaries enabling them to potentially finish primary and middle grades. It provides bursts of remedial learning in literacy and numeracy mapped to the grade 2 curriculum. There is also a small pilot conducted in collaboration with secondary schools that caters to grades 9 and 10. Five cohorts of adolescent girls will aim to be supported across this strand.

Short Term Primary (STP)

To cater to the girls who have dropped out of school in the past two years or less in grade 5 of primary school, the programme offers 6 months of an accelerated curricular aimed at grade 5. This is called the Short Term Primary (STP) strand. There will be 2 cohorts supported under STP.

Long Term Primary (LTP)

To cater to the girls who have dropped out of school in the past two years or less in grades 3 and 4 of primary school, the programme offers 12 to 16 months of an accelerated curricular aimed at grades 3 to 5. This is called the Long Term Primary (LTP) strand. There will be one cohort supported under LTP. Across all three districts where SS is being implemented, the LTP strand will end in February 2020.

Short Term Middle (STM)

To cater to the girls who have dropped out of school in the past two years or less in grade 8 of middle school, the programme offers 6 months of an accelerated curricular aimed at grade 8. This is called the Short Term Middle (STM) strand. There will be 2 cohort supported under STM.

Long Term Middle (LTM)

To cater to the girls who have dropped out of school in the past two years or less in grades 6 and 7 of middle school, the programme offers 12 to 16 months of an accelerated curricular aimed at grades 6 to 8. This is called the Long Term Middle (LTM) strand. There will be 1 cohort supported under LTM.

Matriculation (MAT)

To cater to the girls who have dropped out of school in the past two years or less in grade 9, the programme offers 12 to 16 months of an accelerated curricular aimed at grades 9. This is called the Matriculation (MAT) strand. There will be 1 cohort supported under MAT, some which will be supported via face to face and others using technology (distance learning). This technology-based distance learning utilises tablets that provide opportunities for using ICT for blended learning. ITA have partnered with Edkasa which is a for-profit organization based in Lahore to provide online live classes for matric science subjects (Maths, Chemistry, Biology and Physics) against which they are paid a sum of PKR 10,000 per hub/centre. This is currently running in all three hubs and 8 partner schools. Classes, taught by qualified teachers, take place at the same time across all facilities through a projector and are live and interactive. ITA provides a facilitator for per class for technical support and to encourage students to engage effectively with the lecturer.

Intervention and Support Services for all Components of the Remedial Learning Strand

The Remedial Learning Strand is being offered at the hubs as well as across 275 partner schools (government/Non-Formal Education/private schools). ITA has offered the following support services to partner schools:

- Free transport to and from the hub
- Teacher salary and training
- Books, materials and stationery
- Teaching learning materials
- Use of tablets/blended learning
- Punjab Examination Commission (PEC)/Board of Intermediate and Secondary Education (BISE) registration
- and a monthly stipend to each school to cover for utilities and other related expenses.

2.3.2 TVET, Skills Livelihoods and Financial Literacy Training

An additional strand includes TVETA certified three-month courses in domestic tailoring, machine embroidery and beautician courses with a week-long training on entrepreneurship and enterprise skills. The SS programme has established TVET labs to run these training units and courses at the hub and at partner organisations (CBOs and CSOs) in an aim to scale up skill

development in rural areas. The three-month courses for TVET, Enterprise development and financial inclusion (for ages 12-19/20 years) are offered to three cohorts every 12 months in double shifts. This includes delivering training on multiple market-driven skills e.g. Early Childhood Education diplomas where appropriate. Each cohort also undergoes a weeklong training on entrepreneurship and enterprise development. The support services offered by ITA include a monthly stipend, uniform, learning materials, certifications (e.g. by TEVTA) and training on financial inclusion with market linkages and placements.

2.3.3 Cross-cutting Life Skills Based Education

This 60-hour training programme is provided to all beneficiaries within the SS intervention. It aims to equip adolescent girls with core life skills intending to create a positive change in their attitudes and to prepare marginalised girls for the future. It incorporates training on leadership, communication, health and hygiene and critical thinking (for example, it aims to cover the following topics: self-realization, physical changes in young girls, health and hygiene, gender and sex education, self-confidence, awareness of rights, self-defence and self-identity). This part of the intervention is delivered through active workshops and sessions that are held in collaboration with partner organisations e.g. ‘Her Ground’. These sessions have been conducted with students, teachers and parents to cover issues such as health, nutrition, protection, stress, emotions, critical thinking, mental health, decision-making, gender equity, creative expression, arts, sports etc.

2.3.4 Supporting the programme through innovative partnerships

In addition to these components and ITA’s partnership with Edkasa (discussed above), another innovative collaboration has been ITA’s partnership with Sharmeen Obaid Chinoy (SOC) Films as an additional way of supporting the SS programme. This partnership has resulted in the launch of a mobile cinema, which is a fully equipped truck that has the capability to project screenings both within and outside the truck, in targeted schools and communities in which SS interventions are taking place. The purpose of the mobile cinema is to highlight the importance of education as a tool for empowerment and raise awareness about the rights of women. Films screenings have taken place across all three districts (hubs and schools) and final round of mobile cinema is expected to take place in partner schools in the third week of February 2020.

2.4 Programme Implementation

Table 1A reports the numbers of beneficiaries reached by cohort across the various strands of the SS programme and the extent and coverage of implementation.

Table 1A: Beneficiaries Reached – Remedial Strand

Strands	Timeline	Total number of beneficiaries	No. of Students by District			Total number of schools/centres	No. of Schools/Centres by District		
			MZG	BWP	RYK		MZG	BWP	RYK
CPB B1	January 2019- March 2019	2453	743	1073	637	104	34	43	27
CPB B2	April 2019-June 2019	2111	652	739	720	101	25	45	31
CPB B3	July 2019-September 2019	2186	747	732	707	127	36	49	42
CPB B4	October 2019-December 2019	2088	687	724	677	231	58	93	80
STP B1	March 2019 - September 2019	1324	505	457	362	102	29	38	35
STP B2	September 2019-February 2020	1627	647	641	339	127	43	43	41
STM B1	March 2019 - September 2019	828	354	269	205	82	27	26	29
STM B2	September 2019-February 2020	646	226	204	216	126	30	39	57
LTP	December 2018-February 2020	1124	235	641	248	82	10	44	28
LTM	December 2018-February 2020	912	434	260	218	86	27	32	27
Matriculation	January 2019-March 2020	405	113	105	187	47	6	14	27

Table 1B: Beneficiaries Reached – TVET and Livelihoods Strand

District	Beautician	Tailoring	Embroidery	ITA	Downstream Partners	Overall
Muzaffargarh	224	221	141	586	400	986
Bahawalpur	253	172	241	666	500	1166
Rahimyarkhan	212	233	89	515	300	834
Total	689	695	402	1786	1200	2986

3. Data and methodology

This evaluation adopts a mixed-methods approach where secondary quantitative programme data was analysed alongside primary qualitative data collected by the evaluation team. This mixed-methods approach allowed the qualitative data to provide evidence that triangulates the findings of the quantitative analysis as well as allowing the exploration of questions that cannot be answered with the given secondary quantitative data.

The analysis has involved using a range of existing data sources to provide background information on the education context, the project itself and to answer some of the research questions posed in this evaluation. These include:

- *Programme documentation* (including monitoring reports, annual reviews, annual reports, website material); this will be provided to the consultants by ITA.
- *Programme data* collected by ITA and provided to OPERA (including student enrolment, dropouts, attendance, learning outcomes);
- *National and local level statistics* and relevant publicly available information;

In addition to these existing data sources, OPERA has sub-contracted a local research team to collect qualitative primary data on a small-scale. The purpose of the qualitative study is to triangulate the findings of the quantitative analysis and to explore anecdotal cases of beneficiaries.

The availability of data and the timing of the evaluation guided the resultant focus of the evaluation on specific strands. Given the complexity of the intervention and the monitoring and evaluation strategy put in place, an overall evaluation of the programme could only take place when the different cohorts of beneficiaries have completed the programme and the different sources of data have been collected, captured, cleaned and shared with the evaluation team. Whilst it was necessary to have data on initial household characteristics, as well as baseline, midline and end-line data for all strands in all 159 partner schools and hubs, to be able to engage in a meaningful way with a comprehensive evaluation. However, only 2 cohorts of the CPB programme had fully completed the programme during the time when this evaluation was being conducted. For cohort 3 of the CPB programme, as well as for the STP and STM strands, midline data was made available in January 2020. For all other strands data is expected in the middle of March 2020 and beyond. Therefore, the initial evaluation questions were revised in consultation with ITA staff and with DFID-Pakistan to consider a revised scope of analysis using quantitative programme data. It was also agreed that the focus of the qualitative data collection effort should mainly be on the long-term strands of the programme due to the unavailability at this early stage of quantitative data to analyse the long-term strands. This focus was agreed with the implementers and funders based on their requirements.

3.1 Quantitative data and analysis: secondary data

The quantitative analysis in this evaluation is based on data collected by ITA for monitoring and evaluation purposes. This data was then provided to the evaluation team for analysis given that large-scale collection of primary quantitative data is beyond the scope of this evaluation. The data collected by ITA follows the different strands of support available to girls. This includes data collected at baseline, midline and end-line from any of the three hubs as well as

from the 159 partner schools. The following lists the different sources of quantitative data available for each of the strands and for each of the cohorts supported in each of the 159 partner schools and hubs:

1. **Household survey:** basic socio-demographic information on the household, empowerment measures and targeted information on beneficiaries.
2. **Baseline beneficiary survey:** including information on attitudes and perceptions and measures of non-cognitive and life-skills of beneficiaries at the baseline.
3. **Baseline learner assessment:** A measure of academic outcomes (literacy and numeracy) at the baseline.
4. **Enrolment and Attendance data:** Tracking programme attendance for monitoring purposes.
5. **Midline learner assessment:** A measure of academic outcomes (literacy and numeracy) at the midline.
6. **End-line beneficiary survey:** including information on attitudes and perceptions and measures of non-cognitive and life-skills of beneficiaries at the end-line.
7. **End-line learner assessment:** A measure of academic outcomes (literacy and numeracy) at end-line.

Table 2 reports the type of data and the timelines of availability of programme data. As will be noted from this timeline, not all of this data could have been used as not all of it was available within the time frame of this evaluation for analysis.

Table 2: SS Programme Data Availability

Sr. No	SS Programme Data	Date available
1	Household Survey for all three districts of all beneficiaries enrolled till 1 st Sep 2019 (this will include Short term primary and middle batch 1, long term primary and middle, CPB batch 1, batch 2 and batch 3, matriculation)	21 st October 2019
2	Beneficiary survey for all three districts of all beneficiaries enrolled till 1 st Sep 2019 (this will include Short term primary and middle batch 1, long term primary and middle, CPB batch 1, batch 2 and batch 3, matriculation)	31 st October 2019
3	CPB Batch 2 (April-June) learning levels data	25 th October 2019
4	Enrolment and attendance record for students and teachers (June till October 2019)	21 st November 2019
5	CPB Batch 3 (July-September) learning levels data	20 th November 2019
6	Long term and short-term Primary and Middle baseline learning levels	30 th November 2019
7	Household Survey for all three districts of beneficiaries enrolled in Short term primary and middle batch 2 and CPB batch 4	16 th December 2019
8	Beneficiary Survey for all three districts of beneficiaries enrolled in Short term primary and middle batch 2 and CPB batch 4	31 st December 2019
9	CPB Batch 4 (September-December) learning levels data	30 th January 2020
10	Long term and short term end-line learning levels	1 st March 2020

In terms of the quantitative analysis of data, data collection tools for this project included a children's learning assessment that measured numeracy and literacy at baseline, midline and endline and a beneficiary's questionnaire that measured non-cognitive outcomes at baseline and endline. These tools were administered to girls across Bahawalpur, Muzaffargarh and Rahim Yar Khan.

Literacy and numeracy were measured differently depending on the element of the project that is being analysed (i.e. CPB or short-term data). However, there were eight non-cognitive outcomes measured in a binary fashion across each project element in the Beneficiary Survey; self-reliance, decision-making ability, awareness of women's rights, communication skills, achievement, positive life attitude, acceptance of good qualities and belief in gender equality. The operationalization of these measurements of non-cognitive outcomes is outlined in the part of the report where the data analysis has been reported.

3.2 Qualitative data and analysis

Primary data has been collected at the national, district and school/hub levels with qualitative interviews and focus group discussions being conducted with a wide range of relevant stakeholders who have engaged with the SS programme in different ways. The purpose of qualitative study is to support the quantitative report and to explore anecdotal cases of beneficiaries in schools and hubs in these three districts.

The collection of data was sub-contracted by OPERA to IDEAS-Pakistan In-House Survey Wing involving an experienced and qualified team of researchers with vast experience of collecting data in Pakistan. The development of the various questionnaires was led by OPERA with inputs and consultation with a range of interested stakeholders including ITA and DFID-Pakistan. The instruments aimed to garner the perspectives of a range of different stakeholders including the implementers of SS (ITA), government representatives at the national and district level, representatives at the school level, parents and children. This resulted in the following final set of instruments:

- 1) **Head teacher interview:** aimed at getting a holistic picture of the performance of the programme at the school level and highlighting any issues raised by all stakeholders of the programme. This involved one-to-one interviews with head teachers in the sample schools.
- 2) **Student interviews:** focused on gaining the students' perspective on the programme and any potential benefits or challenges they faced as beneficiaries. Data was collected using focus group discussions with randomly selected beneficiaries within a sample school.
- 3) **Parent interviews:** aimed to garner parental perspectives on the programme and its potential role in improving access and learning for their children. Data was collected using focus group discussion with parents of beneficiary girls from within the sample schools.
- 4) **Teacher interviews:** focused on the teachers' views on programme given their important role in delivery at the class-room level. This provided an insight into some of the micro level issues that are faced during implementations as well as on providing a critical stakeholders' perspective on the programme's potential relationship with

beneficiary education. This involved one-to-one interviews with teachers in sample schools.

- 5) **Teacher trainer interview (Hub only):** aimed at gathering evidence on teacher-trainers’ perspectives on the programme.
- 6) **Common district questionnaire:** was aimed at gathering insights from the administrators and policy makers on how feasible and sustainable this programme could be on a larger scale. It included views of District Level Officers (DLOs) as well as National Level Officers (NLOS).

The survey instruments are attached in Appendix I. Table 3 summarises the timeline of activities for qualitative data collection.

Table 3: Timeline of qualitative data collection

Activity	Timeline
Instrument development	15/10/2019 – 5/12/2019
Training of field enumerators	6/12/2019-7/12/2019
Data collection from the field (schools only)	8/12/2019-16/12/2019
Transcription and translation (schools only)	10/12/2019-5/01/2020
Data collection from the field (DLOs)	12/01/2020-16/01/2020
Transcription and translation (DLOs)	14/01/2020-21/12/2020

3.2.1 Sampling

Despite the qualitative nature of the primary data collection, the aim was to arrive at a sample which is representative of the population (all schools where the ‘Advancing Action for Adolescent Girls’ programme has been launched). Table 4 shows a distribution of institutions with these programmes.

Table 4: Sample across districts

District	Number of institutions	Percentage
Rahimyarkhan	25	50.0%
Bahawalpur	14	28.0%
Muzaffargarh	11	22.0%
Total	50	100.0%

School Sampling

In order to ensure that the sample is representative of the population of implemented schools, a proportionate stratified random sampling approach was adopted. This is explained below.

- *Step One:* The first qualifier that was used for the sampling was eliminating schools with less than 50 students and less than 3 teachers within the school. This was done to ensure that we can get as much qualitative information as possible from each school and small schools with few students and teachers may not have allowed this to happen. After eliminating these schools, the research team were left with a total of 50 schools.
- *Step 2:* Following step one above, 25 schools were randomly selected using stratified proportionate random sampling. The first strata during the sampling was the district and

second at the school level. According to proportions in the population, the following numbers were reached: 25 centres in total; 12 in Rahimyarkhan, 7 in Bahawalpur and 6 in Muzaffargarh. In addition to that, a hub was also selected from each district. As mentioned earlier, a hub was an ITA-created institution which was meant to operate as a ‘model institution’ for other partner schools to replicate.

Tables 5 and 6 illustrates the distribution of the sample according to the type/level of school. A total of 14 remaining schools were kept as replacement schools in case the survey team were unable to secure permissions in any of the sample schools. The strategy to assign replacement was to give the school from the same district (strata 1) and the same level (strata 2) if available. During the final survey, however, no replacement was used as the field team was able to secure permissions and complete fieldwork for all of the main sample. The complete sample of the schools that have been sampled in this evaluation is presented in Annex II.

Table 5: Sample distribution by district and school type

Districts	School level	Frequency	Percentage
Bahawalpur	Primary	3	10.7%
	Middle	2	7.1%
	High	2	7.1%
	Hub	1	3.6%
Rahimyarkhan	Primary	1	3.6%
	Middle	4	14.3%
	High	7	25.0%
	Hub	1	3.6%
Muzaffargarh	Primary	1	3.6%
	Middle	2	7.1%
	High	3	10.7%
	Hub	1	3.6%

Table 6

District	School type	Frequency	Percentage
BWP	Government	0	0.0%
	NFBE	3	10.7%
	Community	4	14.3%
	PEF	0	0.0%
	Hub	1	3.6%
RYK	Government	2	7.1%
	NFBE	6	21.4%
	Community	4	14.3%
	PEF	0	0.0%
	Hub	1	3.6%
MZG	Government	0	0.0%

	NFBE	3	10.7%
	Community	0	0.0%
	PEF	3	10.7%
	Hub	1	3.6%

Within School Sampling

A total of four instruments (5) were implemented across the schools (hubs) respectively. The strategy adopted for the selection of respondents for each of the instruments was as follows:

Head Teacher Interview

Given that there is only one head teacher in a school, no selection technique was required to choose the respondent. However, there were three schools in Muzaffargarh, where the head teacher was the only teacher that was involved in the implementation of “Siyani Sahelian”. In this case, the survey team had to interview the head teacher/teacher with head teacher questionnaire.

Students’ focus group discussion

The selection of students for being part of the focus group discussion was random. It was made sure that the selection was not influenced by the advice of teachers or head teacher although there were many suggestions made as to which students will be more interactive. The survey team also selected students from every row of the class to ensure getting a diverse sample of students.

Figure 2: Student focus group discussions taking place at two different locations





Parents' focus group discussion

The selection of parents was based on the interviews conducted with students. The preferred parents were for the same students who took part in the focus group discussion. Their parents were then invited to take part in the parents focus group discussion.

Figure 3: Parents in deep discussion during a focus group discussion



Teacher interview

In cases where the universe of teachers involved in the program was one, the interview was conducted with that particular teacher. However, when there was more than one teacher in a given school, a random selection was made (often head teachers suggested a specific teacher, however the survey team ensured that a random teacher was selected for interviewing rather than the one suggested by the head teacher).

Teacher trainer (Hub only)

Teacher trainer interviews were conducted in the hubs only. The selection of the teacher trainer was based on experience and availability of the trainer in the hub. The survey team selected the most experienced teacher trainer to elicit informative responses.

Figure 4: District Project Manager Hub Interview being conducted



Training of field staff

The training of the enumerators who conducted the survey was carried out by a team who have the experience of leading multiple qualitative field tasks especially in the subject of education. For each interview, a team of two experienced interviewers (one for moderation and one for notetaking) was selected. The process of training included a brief summary of the project and the bigger picture on the expected outcomes of the field activity, followed by a detailed run-through of each question in each of the tools of questions of each tool followed by mock sessions with each other in order to explore any confusions or dead end conversations that may take place during fieldwork. There was a total of four enumerators (3 females and 1 male) who collected the data in each district. These enumerators were chosen on the basis of their qualitative enumeration experience and skills by IDEAS. In addition to these four enumerators, a supervisor accompanied them at all times during the data collection process. The task of the manager was to supervise the fieldwork, coordinate with schools and report to the leads in Lahore in addition to the management of logistics. The whole team (4 enumerators and 1 manager) collected the data from one district before moving on to the next.

Transcription of questionnaires

The data was captured using pen-paper techniques. The interviews were conducted in Urdu (to ensure the interviewees were fully comfortable with the questions). Detailed notes were taken by the enumerators in Urdu. The transcription of each interview into an electronic version was made within 48 hours of taking the interview in order to avoid memory bias. The notes were taken in Roman Urdu and the final product was then translated in English by a dedicated resource appointed by the data collection firm. This individual has been involved in the whole process of survey design, training and data collection monitoring. A final data set and survey

report was submitted to OPERA in mid-January 2020. Table 7 below lists the total sample size achieved in the primary data collection.

Table 7: Achieved Sample Size

DISTRICT	SCHOOL TYPE	NO. OF INSTITUTION TYPE	INSTRUMENT TYPE	NO. OF INTERVIEWS
Bahwalpur	Hub	1	DPM	1
			Teacher	1
			Trainer	1
			Parents FGD	1
			Students FGD	1
			Hub total	5
	Schools	7	Head teacher	7
			Teacher	7
			Parents FGD	7
			Students FGD	7
			School total	28
<i>District total</i>				33
RahimYar Khan	Hub	1	DPM	1
			Teacher	1
			Trainer	1
			Parents FGD	1
			Students FGD	1
			Hub total	5
	Schools	12	Head teacher	12
			Teacher	12
			Parents FGD	12
			Students FGD	12
			School total	48
<i>District total</i>				53
Muzafargarh	Hub	1	DPM	1
			Teacher	1
			Trainer	1
			Parents FGD	1
			Students FGD	1
			Hub total	5
	Schools	6	Head teacher	6
			Teacher	3
			Parents FGD	6
			Students FGD	6
			School total	21
<i>District total</i>				26
Total				112

3. Evaluation Questions

Given the complexity of the intervention and the monitoring and evaluation strategy put in place, an overall evaluation of the programme can only take place when the different cohorts of beneficiaries have completed the programme and the different sources of data have been collected, captured, cleaned and shared with the evaluation team. Therefore, it is necessary to have data on initial household characteristics, as well as baseline, midline and endline, for all strands in all 159 partner schools and hubs, to be able to engage in a meaningful way with a comprehensive evaluation.

This evaluation used data from CPB (cohort 1 and 2), STM and STP to answer the evaluation questions outlined in Table 8. Data from all other strands, and for the outstanding CPB cohorts, is expected in March 2020 and therefore it is out of the scope of this evaluation.

Table 8: Evaluation Questions

Question No.	Evaluation Question	Programme strand evaluated	Methodology & Data
Q1.	<p><i>What is the relationship between the different strands of the remedial learning programme and literacy and numeracy skills of identified girls?</i></p> <p><i>How do the results differ for girls who are dropouts and those that never went to school?</i></p>	Chalo Parho Barho (CPB); Short Term Primary (STP); Short Term Middle (STM)	<p>CPB 1&2 - Quantitative analysis (descriptive statistics) of CPB cohorts 1 and 2 data provided on 20th November 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>STP – Quantitative analysis (descriptive statistics) of STP data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>STM – Quantitative analysis (descriptive statistics) of STM data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>These data were provided by ITA</p>
Q2.	<i>What is the relationship between providing transport facilities in hubs and enrolment and retention in remedial learning program?</i>	Chalo Parho Barho (CPB); Short Term Primary (STP); Short Term Middle (STM)	CPB 1&2 - Quantitative analysis (descriptive statistics) of CPB cohorts 1 and 2 data provided on 20 th November 2019. Data is available on

			<p>learning levels at baseline, midline and endline.</p> <p>STP – Quantitative analysis (descriptive statistics) of STP data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>STM – Quantitative analysis (descriptive statistics) of STM data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>These data were provided by ITA</p> <p>Qualitative data analysis of primary data collected from participants.</p>
Q3.	<p><i>What is the relationship between enrolment in the programme and specific non-cognitive outcomes such as aspirations, perceptions and empowerment for dropout and never enrolled students?</i></p>	<p>Quantitative: Chalo Parho Barho (CPB); Short Term Primary (STP); Short Term Middle (STM);</p> <p>Qualitative: Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)</p>	<p>CPB 1&2 - Quantitative analysis (descriptive statistics) of CPB cohorts 1 and 2 data provided on 20th November 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>STP – Quantitative analysis (descriptive statistics) of STP data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p> <p>STM – Quantitative analysis (descriptive statistics) of STM data provided on 31st December 2019. Data is available on learning levels at baseline, midline and endline.</p>

			These data were provided by ITA Qualitative data analysis of primary data collected from participants.
Q4.	<i>What is the additional influence of providing information sessions to parents and enrolment and retention in remedial learning program for dropouts and never enrolled students?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q5.	<i>What is the relationship between technological innovations (such as delivering secondary level classes through technology) and attendance, engagement levels and learning outcomes of students?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q6.	<i>What is the relationship between enrolment in the programme and participation in income generating activities as well as the income generated?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q7.	<i>Were inputs (staff, budget, etc.) and activities (i.e. trainings etc.) delivered in a timely manner? What checks are in place and how effective are they in ensuring that minimum quality standards have been met?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q8.	<i>What are the key challenges associated with recruiting as well as retaining adolescent girls in remedial learning programs?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q9.	<i>How relevant is the intervention to the education development priorities and scale of challenges at the national and provincial level?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q10.	<i>What are the lessons learned and best practices of this programme?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q11.	<i>Were there any unintended outcomes or effects of the programme on the identified girls or other stakeholders?</i>	Long Term Primary (LTP) Long Term Middle (LTM) Long Term Matric (MATRIC)	Qualitative data analysis of primary data collected from participants.
Q 12.	<i>Has the programme delivered good value for money?</i>	All strands	Quantitative analysis of all data provided by ITA

4. Analysis and Key Findings

4.1 Development of Variables for Quantitative Analysis

Chalo Parho Barho

The tools used to collect quantitative data that fed into the analysis of the CPB programme included the children's learning assessment that measured numeracy and literacy at baseline, midline and endline and the beneficiary's questionnaire that measured non-cognitive outcomes at baseline and endline.

These tools were administered to over 4,000 girls who participated in the programme after they had previously dropped out of school (6%) or had never previously enrolled in school (94%) across Bahawalpur (40%), Muzaffargarh (30%) and Rahim Yar Khan (30%). CPB provides the foundational literacy and numeracy skills and therefore it is tailored at girls with the lowest academic background, either those who had previously dropout and gained no foundational skills or those who have never attended school.

Numeracy

Numeracy outcomes were measured in three main areas; reading, single digit and double digit. There were four levels within each of these areas. Figure 5 outlines these levels in detail. Modelled on the Annual Status of Education Report (ASER) numeracy tool, children do not attempt all levels as the testing process is adaptive to the child. The test starts with level 11 and continues in a descending order until the child answers a question. The child is then marked at this level. Sample children are all tested using the same tool regardless of age, grade or schooling status.

Figure 5. Numeracy Testing Tool Level Descriptors

Area	Level	Descriptor
Reading	0	Cannot identify any number
	L1	Number recognition (1-9)
	L2	Number recognition (10-99)
	L3	Number recognition (100-200)
Single Digit	L4	Addition
	L5	Subtraction
	L6	Multiplication
	L7	Division
Double Digit	L8	Addition
	L9	Subtraction
	L10	Multiplication
	L11	Division

Figure 6. Literacy (English) Testing Tool Level

Descriptors

Literacy (English)

Literacy in English was measured using five main areas; reading, meaning, story reading, comprehension and picture. There were varying numbers of levels within each area. Figure 6 outlines these areas in detail. Like the numeracy testing tool, children do not attempt all levels as the process is adaptive. The test starts with reading, which has three levels and acts as an indicator for which questions the child attempts in this section. If a child is marked as a ‘beginner’ they do not answer any further questions. If a child can read a ‘word’, they only attempt the ‘word’ level in the ‘meaning’ area. If a child can read a ‘sentence’, they attempt all questions in this section. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Area	Descriptor
Reading	Beginner
	Word
	Sentence
Meaning	Word
	Sentence
Story reading	Story reading
Comprehension	Question 1
	Question 2
Picture	Picture Q1 - Q12

Literacy (Urdu)

Literacy in Urdu was measured using four main areas; reading, listening/writing, picture name and read & think/write. There were varying numbers of levels within each area. Figure 7 outlines these areas in detail. Once again, children do not attempt all levels as the process is adaptive. The test starts with reading, which has four levels and acts as an indicator for which questions the child attempts in this section. If a child is marked as a ‘beginner’ they only answer the listening/writing section, if a child is marked at ‘word’, they answer the listening/writing section and the picture name questions and if a child is marked at ‘sentence’ or ‘story’ they answer all sections. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Figure 7. Literacy (Urdu) Testing Tool Level

Descriptors

Area	Descriptor
Reading	Beginner
	Word
	Sentence
	Story
Listening/writing (Q 1 - 4)	Beginner
	Wrong
	Right
Picture name (Q 1 - 2)	Beginner
	Wrong
	Right
Read/think& write (Q 1 – 3)	Beginner
	Wrong
	Right

It is important to highlight that all three CPB assessments measure the proportion of children who are able to achieve at least a level of competency. These assessments do not measure average attainment in all sections as children only attempt the highest level that they are able to achieve and not any level below this. It is therefore assumed that children are able to perform any level below their highest competency achieved. This is important in order to understand the presentation of results in this report.

Non-cognitive outcomes

Eight non-cognitive outcomes were measured in this study; self-reliance, decision-making ability, awareness of women’s rights, communication skills, achievement, positive life attitude, acceptance of good qualities and belief in gender equality. These were measured in the Beneficiary Survey using a varying number of binary (yes/no) questions per area at both baseline and endline. We developed a four-scenario coding grid to measure the

development of each girl’s attitudes, perceptions and beliefs over the course of the programme. Figure 8 describes these four scenarios. Girls either moved from a ‘yes’ at baseline to a ‘no’ at endline or a ‘no’ at baseline to a ‘yes’ at endline or they answered ‘yes’/‘no’ at both data collection points.

Figure 8. Non-Cognitive Outcomes Scenarios

Yes to No	Yes
No	No to Yes

It is important to highlight here that we do not assume only positive changes in non-cognitive outcomes as significant for the programme. For instance, if we take belief in girls’ ability to make decisions about their health the programme can positively change these from not believing that this is possible to believing that they can make decisions. At the same time, the programme can also sustain the beliefs of those who felt they were able to make decisions about their health and remained convicted that this is the case. Additionally, the programme could have actually changed the beliefs of some girls, who perhaps previously thought that they could make decisions and actually know that there had more information can actually assess the challenges of making such decisions. Perhaps the group which remains unchanged from the programme contain those girls who during the period of the evaluation did not believe that they could have decisions about their health. These issues need to be taken into consideration when analysing the responses on non-cognitive outcomes.

Short Term Primary (Grade 5)

This element of the programme targets girls who previously dropped out of school with basic learning and provides them with the Grade 5 curriculum. The data collection tools used to collect the quantitative data that fed into the analysis of the STP programme included the children's learning assessment (see Appendix 1) that measured numeracy and literacy at baseline, midline and endline and the beneficiary's questionnaire that measured non-cognitive outcomes at baseline and endline.

These tools were administered to 1,543 girls across Bahawalpur (37%), Muzaffargarh (33%) and Rahim Yar Khan (30%) who participated in the programme in a school (96%) or in a hub (4%).

Numeracy

Numeracy outcomes were measured through one question in each of the five main areas; finding place value, solving fraction problems, identification of HCF, verifying associative property and conversion of values. Sample children are all tested using the same tool regardless of age, grade or schooling status and attempted every question. The maximum number of marks that could be allocated per question was four and moved on to the next question. Respondents were awarded up to four marks for each question attempted. Therefore, as shown in Figure 9, girls could be awarded up to 20 marks for the numeracy test.

Figure 9. Numeracy Testing Tool Descriptors

Area	Question	Marks Available
Finding place value	Q1	4
Solving fraction problems	Q2	4
Identification of HCF	Q3	4
Verifying associative property	Q4	4
Conversion of values	Q5	4
Max no of marks allocated	20	

Literacy (English)

Literacy in English was measured through ten questions, each of which explored a different area in literacy and had different maximum amounts of marks available. Figure 10 outlines these areas in detail. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status. Those who could not answer the question were not awarded any marks for that question and moved on to the next question. As demonstrated in Figure 10, respondents could secure between one and six marks per question, with 20 marks available in total in the Literacy in English test.

Figure 10. Literacy (English) Testing Tool Descriptors

Area	Question	Marks Available
Understanding preposition	Q1	1
Use of forms of verb	Q2	1
Sentence making	Q3	1
Understanding use of punctuation	Q4	1
Sentence making	Q5	2
Knowing rhyming words	Q6	1
Identification of antonyms	Q7	1
Form of verbs	Q8	1
Reading	Q9	5
Writing	Q10	6
Max no of marks allocated		20

Literacy (Urdu)

Literacy in Urdu was measured through one question in each of the eight main areas outlined in Figure 11. As demonstrated in this figure, there were also varying numbers of marks that could be allocated for each question (from one to six marks, with 18 available in total). Those who could not answer the question were not awarded any marks for that question and moved on to the next question. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Figure 11. Literacy (Urdu) Testing Tool Level Descriptors

Area	Question	Marks Available
Find antonym words	Q1	1
Find masculine and feminine words	Q2	1
Understanding past, present and future tenses	Q3	3
Sentence making	Q4	1
Object identification	Q5	1
Identify common noun	Q6	1
Urdu reading comprehension	Q7	5
Paragraph writing	Q8	5
Max no of marks allocated		18

Daily literacy and numeracy tasks

The child’s ability to perform everyday literacy and numeracy related tasks were measured through four questions in four main areas; addition of currency, time on clock, common calculations and financial calculations. Sampled children attempted every question. Those who could not answer the question were not awarded any marks for that question and moved on to the next question. As shown in

Figure 12. Daily tasks Testing Tool Descriptors

Area	Question	Marks Available
Daily tasks	Q1	1
Time calculations	Q2	1
Common calculations	Q3	1
Financial calculations	Q4	1
Max no of marks allocated		4

Figure 12, the maximum number of marks that could allocated per question was one. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Each of the academic tests given to girls enrolled in the STP followed a more traditional test taking structure, whereby girls attempted all questions in the test or in a section of the test. Given the increasing level of difficulty some girls were unable to continue responding to more difficult questions or to move to another section of the test. For the analysis presented below, we are able to identify the average number of marks (or points) achieved by girls in each of the tests and sections. We are also able to provide the percentage of girls who were able to correctly respond up to 1 question, up to 2 questions and so on. This provides with a cumulative function which can be plotted for baseline, midline and endline to understand the distributional changes in assessments over time. Finally, girls who were enrolled in STP have had schooling experience and therefore they had all previously dropped out from school.

Non-cognitive outcomes

Eight non-cognitive outcomes were measured in this study; self-reliance, decision-making ability, awareness of women’s rights, communication skills, achievement, positive life attitude, acceptance of good qualities and belief in gender equality. These were measured in the Beneficiary Survey using a varying number of binary (yes/no) questions per area at both baseline and endline. We developed a four-scenario coding grid to

Figure 13. Non-Cognitive Outcomes Scenarios

Yes to No	Yes
No	No to Yes

measure the development of each girl’s attitudes, perceptions and beliefs over the course of the programme. Figure 13 describes these four scenarios. Girls either moved from a ‘yes’ at baseline to a ‘no’ at endline or a ‘no’ at baseline to a ‘yes’ at endline or they answered ‘yes’/‘no’ at both data collection points. As with CPB, we remain cautious with the interpretation of these results as the STP programme could have sustaining as well as transforming effects on non-cognitive outcomes for girls.

Short Term Middle (Grade 8)

This element of the programme targets girls who previously dropped out of school with basic learning and provides them with the Grade 8 curriculum. The data collection tools used to collect the quantitative data that fed into the analysis of the STP programme included the children’s learning assessment (see Appendix 1) that measured numeracy and literacy at baseline, midline and endline and the beneficiary’s questionnaire that measured non-cognitive outcomes at baseline and endline.

These tools were administered to 921 girls across Bahawalpur (29%), Muzaffargarh (38%) and Rahim Yar Khan (32%) who participated in the programme in a school (94%) or in a hub (6%).

Numeracy

Numeracy outcomes were measured in two main areas; making sets and problem solving. As outlined in Figure 14, one question assessed the former, with four questions assessing the latter. Sampled children attempted every question. Those who could not answer the question were not awarded any marks for that question and moved on to the next question. Respondents were awarded up to four marks for each question attempted. Therefore, as shown in Figure 14, girls could be awarded up to 20 marks for the numeracy test.

Figure 14. Numeracy Testing Tool Descriptors

Area	Question	Marks Available
Making sets	Q1	4
Problem solving	Q2	4
	Q3	4
	Q4	4
	Q5	4
Max no of marks allocated		20

Literacy (English)

Literacy in English was measured using five main areas; sentence correction, change sentence form, punctuation, reading and writing. There were varying numbers of questions in each area and marks available within each question. Sampled children attempted every question. Those who could not answer the question were not awarded any marks for that question and moved on to the next question. As demonstrated in Figure 15, respondents could secure between one and seven marks per question, with 20 marks available in total in the Literacy in English test. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Figure 15. Literacy (English) Testing Tool Descriptors

Area	Question	Marks Available
Sentence Correction	Q1	1
	Q2	1
	Q3	1
Change sentence form	Q4	2
Punctuation	Q5	1
Reading	Q6	7
Writing	Q7	7
Max no of marks allocated		20

Literacy (Urdu)

Figure 16. Literacy (Urdu) Testing Tool Descriptors

Literacy in Urdu was measured through one question in each of the nine main areas; singular plural, word completion, word meaning, use in sentence, sentence correction, separate verb, reading, application writing and summary of poetry. Once again, there were varying numbers of marks available for each question (from one to six marks, with 24 marks available in total). Figure 16 outlines these in detail. Sampled children attempted every question. Those who could not answer the question were not awarded any marks for that question and moved on to the next question. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

Area	Question	Marks Available
Singular plural	Q1	1
Word completion	Q2	1
Word meaning	Q3	1
Use in sentence	Q4	2
Sentence correction	Q5	2
Separate verb	Q6	2
Reading	Q7	4
Application writing	Q8	5
Summary of poetry	Q9	6
Max no of marks allocated		24

Daily literacy and numeracy tasks
Figure 17. Daily tasks Testing Tool
Descriptors

The child's ability to perform everyday literacy and numeracy related tasks were measured through four questions in four main areas; daily tasks, time calculations, common calculations and financial calculations. Sampled children attempted every question. Those who could not answer the question were not awarded any marks for that question and moved on to the next question.

Area	Question	Marks Available
Daily tasks	Q1	1
Time calculations	Q2	1
Common calculations	Q3	1
Financial calculations	Q4	1
Max no of marks allocated		4

As shown in Figure 17, the maximum number of marks that could allocated in the Daily Tasks test per question was one. Once again, sample children are all tested using the same tool regardless of age, grade or schooling status.

As with STP, academic tests for STM followed a more traditional test taking structure, whereby girls attempted all questions in the test or in a section of the test. Given the increasing level of difficulty some girls were unable to continue responding to more difficult questions or to move to another section of the test. For the analysis presented below, we are able to identify the average number of marks (or points) achieved by girls in each of the tests and sections. We are also able to provide the percentage of girls who were able to correctly respond up to 1 question, up to 2 questions and so on. This provides with a cumulative function which can be plotted for baseline, midline and endline to understand the distributional changes in assessments over time. Finally, girls who were enrolled in STM have had schooling experience and therefore they had all previously dropped out from school.

Non-cognitive outcomes

Figure 18. Non-Cognitive Outcomes Scenarios

Eight non-cognitive outcomes were measured in this study; self-reliance, decision-making ability, awareness of women’s rights, communication skills, achievement, positive life attitude, acceptance of good qualities and belief in gender equality. These were measured in the Beneficiary Survey using a varying number of binary (yes/no) questions per area at both baseline and endline. We developed a four-scenario coding grid to

Yes to No	Yes
No	No to Yes

measure the development of each girl’s attitudes, perceptions and beliefs over the course of the programme. Figure 18 describes these four scenarios. Girls either moved from a ‘yes’ at baseline to a ‘no’ at endline (e.g. moving from believing in gender equality to not believing in gender equality) or a ‘no’ at baseline to a ‘yes’ at endline (e.g. moving from not believing in gender equality to believing in gender equality) or they answered ‘yes’/‘no’ at both data collection points (e.g. believing in gender equality at both points). As with CPB and STP, we remain cautious with the interpretation of these results as the STM programme could have sustaining as well as transforming effects on non-cognitive outcomes for girls.

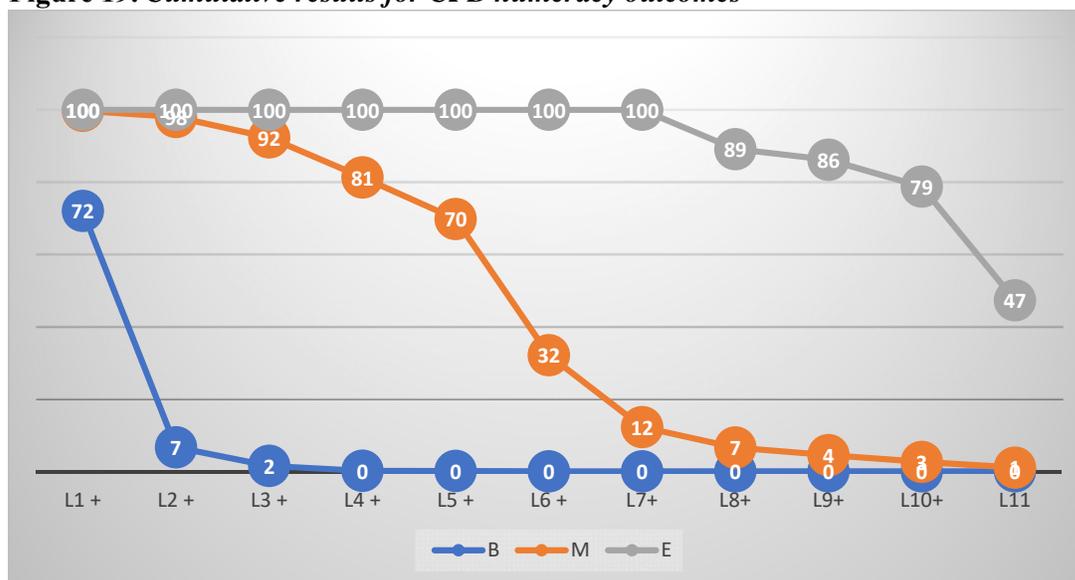
4.2 Analysis

Chalo Parho Barho

Q1: What is the relationship between CPB and the literacy and numeracy skills of identified girls? How do the results differ for girls who are dropouts and those that never went to school?

As outlined in the *Development of Variables for Quantitative Analysis* section (section 4.1.), children did not attempt all levels in the CPB numeracy test as the testing process is adaptive to the child. The test starts with level 11 and continues in a descending order until the beneficiary answers a question. The child is then marked at this level. Figure 19 presents the cumulative numeracy results for all sampled children. As demonstrated, while only 72% of girls could complete any level at baseline, all girls could complete at least level 1 at midline and baseline. At endline, 89% of girls could complete level 8 or above, with 47% of girls completing the highest level, level 11. During baseline, none of the girls enrolled in the CPB were able to complete level 8 and only 7% of the girls were able to complete this level during midline. In summary, while no girl was able to perform double digit division when joining the programme, 47% of all girls were able to perform double digit division at the end of the programme and 89% were able to perform double digit additions.

Figure 19. Cumulative results for CPB numeracy outcomes



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

Table 9 introduces the proportion of girls that achieve each level in the numeracy test at baseline, midline and endline for the overall sample and also subdivided according to girls who had dropped out of school or those who have never been enrolled in school. This table presents proportional results and not cumulative which were previously shown in Figure 19. We found that overall almost 28% of girls were not able to answer any question in the numeracy test at baseline. Of the girls who had previously dropped out of school, 32% were unable to answer any question in the test, which is a higher proportion than for girls who had never been enrolled to school (27.7 were unable to answer any question in the test at baseline). During baseline,

the highest level achieved by any girl who had previously dropped out of school at baseline was level 3. In contrast, the highest level achieved by any girl who had previously never enrolled at school at baseline was level 5. By midline, girls from both groups were able to achieve level 11. During endline, almost 55% of girls in the drop-out group and almost 47% of the never enrolled group were achieving a level 11, indicating their ability to perform a division. Girls who dropped out were more likely to achieve this level than girls who had never been to school.

Table 9: The proportion of all sampled children, drop-out and never-enrolled students achieving each level

	Overall %			Drop-out %			Never enrolled %		
	Baseline	Midline	Endline	Baseline	Midline	Endline	Baseline	Midline	Endline
0	27.98	0.24	0	31.94	0	0	27.74	0.26	0
L1	65.36	1.73	0	65.78	0.76	0	65.33	1.79	0
L2	5.13	5.67	0	1.52	4.18	0	5.35	5.77	0
L3	1.38	11.02	0	0.76	3.04	0	1.42	11.51	0
L4	0.04	11.52	0	0	11.41	0	0.05	11.53	0
L5	0.11	37.66	0	0	50.19	0	0.12	36.90	0
L6	0	19.87	0	0	14.45	0	0	20.20	0
L7	0	5.70	10.87	0	6.84	4.56	0	5.63	11.25
L8	0	2.08	2.96	0	2.66	1.90	0	2.05	3.02
L9	0	1.88	7.41	0	3.04	8.37	0	1.81	7.35
L10	0	1.56	31.44	0	2.28	30.42	0	1.51	31.50
L11	0	1.05	47.33	0	1.14	54.75	0	1.05	46.87

As also outlined in the *Development of Variables for Quantitative Analysis* section (section 4.1.), children did not attempt all levels in the CPB literacy in English test. Similar to the numeracy test, English was an adaptive test. The test starts with reading, which has three levels and acts as an indicator for which questions the child attempts in the literacy in English test. If a child is marked as a ‘beginner’ they do not answer any further questions. If a child can read a ‘word’, they only attempt the ‘word’ level in the ‘meaning’ area. If a child can read a ‘sentence’, they attempt all questions in this section. Therefore, sample sizes vary depending on the data collection phase and the girls’ results at the previous level. Table 10 (a) presents the proportion of girls that achieve each level in the ‘reading’ section at baseline, midline and endline based on girls who dropped out of school or never enrolled in school. While there is no difference at baseline amongst the two groups (i.e. 95% of all remain in the beginner level), by endline 90 & 91 percent of girls who had previously dropped out or never been enrolled achieved a sentence in the reading section of the English test.

Table 10(a): Proportion of girls achieving each level in the ‘Reading’ section of the Literacy in English test by all sampled children, drop-out and never-enrolled students

	Overall			Drop-out			Never enrolled		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Beginner	95	7	0.09	95	8	0	95	7	0.09
Word	5	77	9	5	80	10	5	77	9
Sentence	0	16	91	0	12	90	0	16	91

Note. Sample size for baseline, midline and endline (overall n = 4,564, drop-out n = 263 and never enrolled n = 4,301)

Table 10 (b) presents the proportion of girls that that can answer question 1 in the ‘Meaning’ section of the Literacy in English test by all sampled children, drop-out and never-enrolled students. As demonstrated, while only 51% could answer this question at baseline, this rose to 81% at midline and 90% at endline. Those who had previously dropped out of school were more likely than those who never enrolled to be able to answer this question at baseline (54% versus 51%) and at midline (87% versus 81%). By endline, little over 90% of all girls were able to answer this question, with little difference between those who had previously dropped out and those who were never enrolled.

Table 10(b): Proportion of girls that can answer question 1 in the ‘Meaning’ section of the Literacy in English test by all sampled children, drop-out and never-enrolled students

	Overall			Drop-out			Never enrolled		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1. Word	51	81	90	54	87	90	51	81	91

Note. Sample size for baseline (overall n = 234, drop-out n = 13 and never enrolled n = 221) midline (overall n = 4,240, drop-out n = 239 and never enrolled n = 4,001) and endline (overall n = 4,480, drop-out n = 262 and never enrolled n = 4,218).

Lastly, Table 10 (c) presents the proportion of girls that can answer the remaining questions in the Literacy in English test by all sampled children, drop-out and never-enrolled students. As demonstrated, none of the sampled children could complete the ‘sentence’ level in the ‘Meaning’ at baseline. However, by midline, 87% of girls who had previously dropped out of school and 90% of those who had never enrolled in school could complete this question. This rose to 94% for those who had dropped out of school but, interestingly, dropped to 87% for those who had never enrolled at endline. Those who previously dropped out of school were more likely than those who had never enrolled to be able to correctly answer all the other questions at midline and endline.

Table 10(c): Proportion of girls that can answer the remaining questions in the Literacy in English test by all sampled children, drop-out and never-enrolled students

	Overall			Drop-out			Never enrolled		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Meaning Q2. Sentence	0	90	88	0	87	94	0	90	87
Story reading	0	10	86	0	13	90	0	10	86
Comprehension Q1	0	94	87	0	97	88	0	94	87
Comprehension Q2	0	92	88	0	94	90	0	92	88
Picture (% correct of 12 questions)	0	26	85	0	33	86	0	26	77

Note. Sample size for baseline (overall n = 0, drop-out n = 0 and never enrolled n = 0) midline (overall n = 720, drop-out n = 31 and never enrolled n = 689) and endline (overall n = 4,117, drop-out n = 220 and never enrolled n = 3,882).

Like literacy in English, literacy in Urdu was measured through a testing process that was adaptive to the child. As outlined in section 4.1., the test starts with reading, which has four levels and acts as an indicator for which questions the child attempts in this section. If a child is marked as a ‘beginner’ they only answer the listening/writing section, if a child is marked at ‘word’, they answer the listening/writing section and the picture name questions and if a child is marked at ‘sentence’ or ‘story’ they answer all sections. As such, sample sizes vary depending on the data collection phase and the girls’ results at the previous level.

Table 11(a) outlines the proportion of girls achieving each level in the ‘Reading’ and ‘Listening/Writing’ sections of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students. For the overall sample, 87% of girls were at beginner level in baseline. By the endline, 36% of girls were at sentence level in Urdu and 60% at story level. By subgroups, 64% of girls who had previously dropped out of school achieved story level and 60% of girls who were never enrolled in school achieved this level. Four questions were given for listening and writing in Urdu (Table 11a). Nearly 60% of girls had beginner level in these questions in baseline and an additional 15 to 30% responded these questions incorrectly. This leave around 13 to 26% of correct responses to listening and writing in Urdu during baseline. During endline, nearly all girls managed to respond these questions correctly (97%). There are very small differences whether girls drop out of were never enrolled in their ability to respond to these questions correctly during endline.

Table 11(a): Proportion of girls achieving each level in the ‘Reading’ and ‘Listening/Writing’ sections of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students

	Overall			Drop-out			Never enrolled		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Reading									
Beginner	87	3	0	90	5	0	87	3	0
Word	10	74	4	6	74	6	10	74	3
Sentence	2	19	36	3	18	30	2	19	37
Story	.7	4	60	.4	3	64	.8	4	60
Listening/writing Q1									
Beginner	60	3	2	75	2	2	59	4	2
Wrong	27	7	1	14	11	3	28	7	1
Right	13	89	97	11	88	95	13	89	97
Listening/writing Q2									
Beginner	72	3	2	85	3	1	71	3	2
Wrong	15	7	1	8	9	3	16	6	1
Right	13	91	97	7	87	96	13	91	97
Listening/writing Q3									
Beginner	58	3	1	76	3	3	57	3	1
Wrong	27	5	2	12	6	3	28	5	2
Right	14	91	97	12	90	94	14	91	97
Listening/writing Q4									
Beginner	59	3	1	81	3	.4	58	3	1
Wrong	15	5	2	6	7	3	16	5	2
Right	26	92	97	13	90	96	26	92	97

Note. Sample size (overall n = 4,564, drop-out n = 263 and never enrolled n = 4,301)

Building on this, Table 11(b) outlines the proportion of girls achieving each level in the ‘Picture naming’ section of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students. While a third (33%) of all sampled girls were marked as ‘beginners’ at baseline for question 1 and 23% of girls were getting this question ‘wrong’, this dropped to 1% and 2% of girls, respectively, at endline. Girls who had never enrolled in school were more likely than those who had dropped out of school to get both questions right at midline and endline, although the differences are small (only 1 to 2 percentage points).

Table 11(b): Proportion of girls achieving each level in the ‘Picture naming’ section of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students

		Overall			Drop-out			Never enrolled		
		BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1	Beginner	33	2	1	40	1	2	33	2	1
	Wrong	23	6	2	12	9	3	24	6	2
	Right	44	93	97	48	90	95	43	93	97
Q2	Beginner	34	2	1	32	3	2	34	2	1
	Wrong	24	7	2	12	9	2	25	7	2
	Right	42	91	97	56	88	96	41	91	97

Note. Sample size for baseline (overall n = 598, drop-out n = 25 and never enrolled n = 573) midline (overall n = 4,397, drop-out n = 246 and never enrolled n = 4,151) and endline (overall n = 4,564, drop-out n = 263 and never enrolled n = 4,301).

Lastly, Table 11 (c) outlines the proportion of girls achieving each level in the ‘Read/think&write’ section of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students. Like Table 11 (b), while almost a third (31%) of all sampled girls were marked as ‘beginners’ at baseline for question 1 and 22% of girls were getting this question ‘wrong’, this dropped to 5% and 5% of girls, respectively, at endline. Importantly, at endline, nearly all girls were getting the questions right, with over 90% of girls achieving correct responses on the three questions about read, think and write. There are small differences in these achievements by the status of girls, whether they had dropped out or were never enrolled.

Table 11(c): Proportion of girls achieving each level in the ‘Read/think&write’ section of the Literacy in Urdu test by all sampled children, drop-out and never-enrolled students

		Overall			Drop-out			Never enrolled		
		BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1	Beginner	31	7	5	12	8	3	33	7	5
	Wrong	22	20	5	25	27	4	21	19	5
	Right	47	74	90	63	65	93	46	74	90
Q2	Beginner	31	10	5	25	15	3	32	10	5
	Wrong	25	20	4	0	32	5	26	20	4
	Right	44	70	91	75	53	92	42	70	91
Q3	Beginner	19	2	2	0	0	2	20	2	2
	Wrong	45	6	2	50	5	3	44	6	2
	Right	37	92	96	50	95	95	36	92	96

Note. Sample size for baseline (overall n = 134, drop-out n = 8 and never enrolled n = 126) midline (overall n = 1,245, drop-out n =66 and never enrolled n =1,179) and endline (overall n = 4,564, drop-out n = 263 and never enrolled n = 4,301).

Short Term Primary

Q1: What is the relationship between STP and the literacy and numeracy skills of identified girls?

As outlined in Section 4.1., STP numeracy outcomes were measured through one question in five areas. The maximum number of marks that could be allocated per question was four and moved on to the next question. Therefore, girls could be awarded up to 20 marks for the numeracy test. Table 12 presents the numeracy results for all sampled children. As shown, the mean number of marks awarded was 5, 7 and 14 for baseline, midline and endline respectively. The difference of

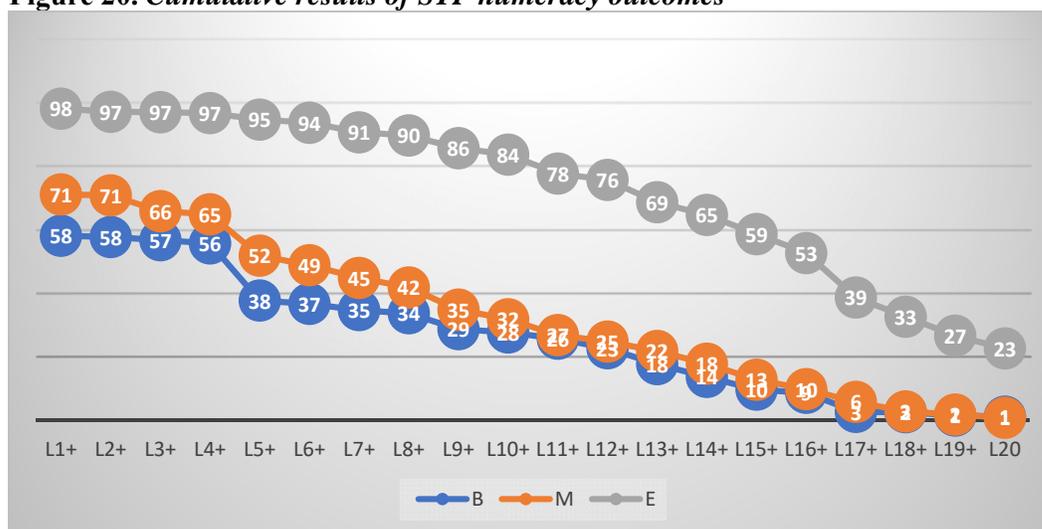
Table 12: Descriptive statistics for numeracy outcomes

	Mean	SD	% girls securing 20 marks	Obs
Baseline	5	5.73	1	1,543
Midline	7	5.91	1	1,543
Endline	14	5.04	23	1,543
Difference Midline – Endline				7***
Difference Baseline – Endline				9***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

marks awarded was statistically significant between both midline and endline (7) and baseline and endline (9). Table 12 also shows there was quite a substantial increase in the proportion of girls achieving the highest score, 20, between baseline/midline (1%) and endline (23%). Figure 20 presents the cumulative results of this test. Here we show the proportion of girls who achieved at least 1 mark, at least 2 marks and so on. Results show that only 58% of girls were able to complete any numeracy level at baseline. This increased to 71% by midline and to 98% by endline. Achieving at least 10 points was possible for 28% of girls during baseline, for 32% of girls in midline, but for 84% of girls during endline. In fact, by endline data collection 53% of all sampled girls were achieving 16 marks or more across the numeracy test (and less than 10% of girls managed to achieve this during baseline).

Figure 20. Cumulative results of STP numeracy outcomes



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

As outlined in Section 4.1., literacy in English for STP was measured through ten questions. Respondents could secure between one and six marks per question, with 20 marks available in total in the Literacy in English test. Table 13 presents the literacy in English results for all sampled children. As demonstrated, the mean marks awarded for this test at baseline was 6. This increased to 8 at midline and 16 at endline. The difference in the mean number of marks awarded from midline to endline and baseline to endline was statistically significant. No girl could reach the highest number of marks, 20, at baseline or midline. However, 9% of girls were achieving 20 marks at endline.

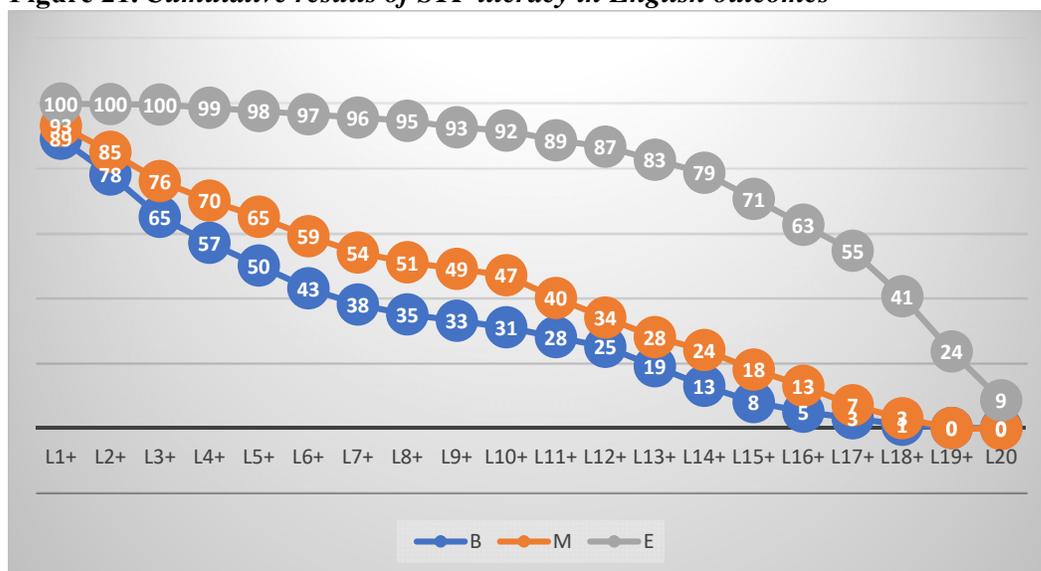
Table 13: Descriptive statistics for literacy (English) outcomes

	Mean	SD	% girls securing 20 marks	Obs
Baseline	6	5.34	0	1,543
Midline	8	5.73	0	1,543
Endline	16	3.78	9	1,543
Difference Midline – Endline				8***
Difference Baseline – Endline				10***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 21 presents the cumulative results of this test. As shown, at baseline, 89% of girls could secure at least one mark in the English literacy test. This increased to 93% at midline and by endline all girls could secure at least one mark. Achieving at least 10 points was possible for only 31% of girls during baseline and 92% of girls during endline. Achieving at least 16 point was possible for 63% of girls at endline and only 5 in baseline.

Figure 21. Cumulative results of STP literacy in English outcomes



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

Literacy in Urdu was measured through one question in eight areas. There was one to six marks available per question, with 18 available in total. Table 14 shows that, like literacy outcomes in English, literacy in Urdu results for all girls at baseline and midline are closely linked. The mean number of marks awarded was 10 at baseline and 11 at midline. However, this increased to 18 at endline. This difference is, as demonstrated in Table 14, statistically significant to 1%. Additionally, 2% of girls at baseline and 3% of girls at midline were securing 20 marks. This increased to 19% by endline.

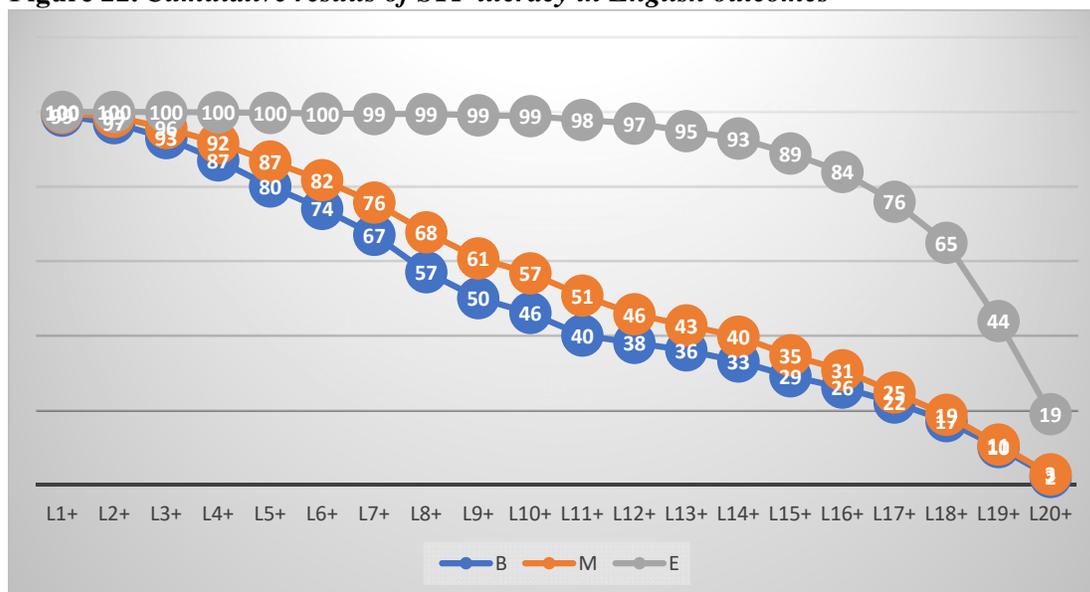
Table 14: Descriptive statistics for literacy (Urdu) outcomes

	Mean	SD	% girls securing 20 marks	Obs
Baseline	10	5.78	2	1,543
Midline	11	5.47	3	1,543
Endline	18	2.42	19	1,543
Difference Midline – Endline				7***
Difference Baseline – Endline				8***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 22 shows the cumulative results of the literacy in Urdu test. Almost all girls managed to secure at least 1 point in the test already in baseline. So, achieving more than 10 point was possible for 46% of girls in baseline but nearly all girls managed to achieve at least 10 points during endline. More than 16 point was only achieved by 26% of girls in baseline, but 84% of girls in endline.

Figure 22. Cumulative results of STP literacy in English outcomes



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

As described in Section 4.1., the child’s ability to perform everyday literacy and numeracy related tasks was measured in four areas. The maximum number of marks that could be allocated per question was one. Therefore, the maximum number of marks that could be awarded for this test was four. Table 15 outlines the descriptive statistics for this test. As shown, girls only managed to achieve one correct response, on average during baseline. By endline, girls managed to achieve on average 3 points. This change was statistically significant at 1%. Securing full marks was possible for only 10% of girls at baseline, but 56% of girls achieved full marks (4 out of 4) during endline.

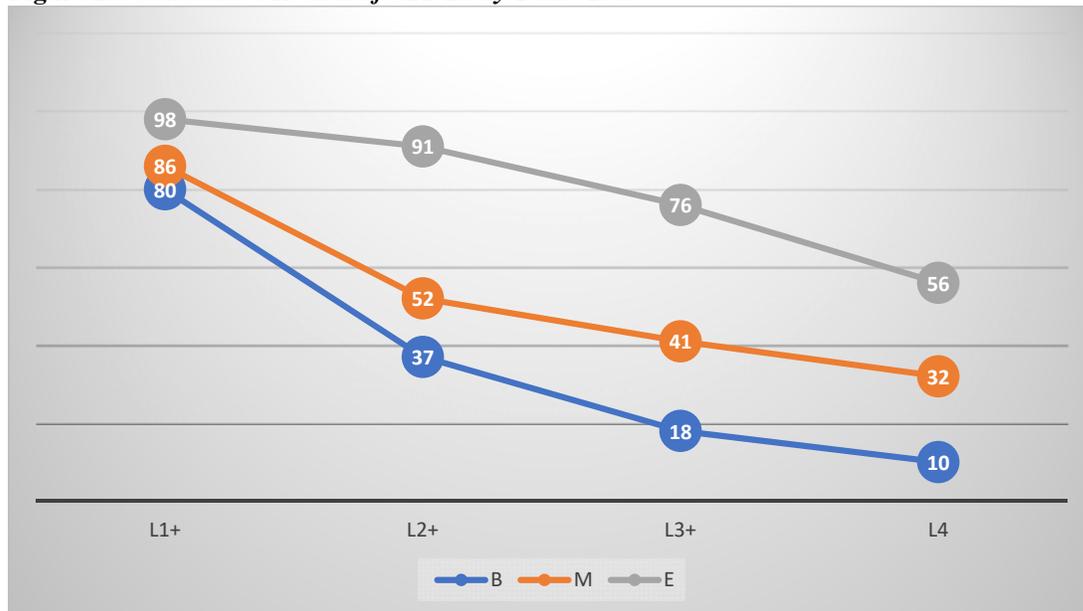
Table 15: Descriptive statistics for daily tasks

	Mean	SD	% girls securing 4 marks	Obs
Baseline	1	1.18	10	1,543
Midline	2	1.51	32	1,543
Endline	3	1.05	56	1,543
Difference Midline – Endline				1***
Difference Baseline – Endline				2***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 23 presents the cumulative results of this test. Achieving at least one mark was possible for 80% of girls during baseline, but 98% of girls managed to secure at least 1 point in endline. There are substantial increases in those who achieved the highest score, 4 marks, from baseline to midline (10% and 32%, respectively) and from midline to endline (32% to 56%).

Figure 23. Cumulative Results of STP Daily Tasks Test



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

Short Term Middle

Q1: What is the relationship between STM and the literacy and numeracy skills of identified girls?

As outlined in the previous *Development of Variables* section, STM numeracy outcomes were measured in through five questions in two areas. Respondents were awarded up to four marks for each question attempted. Therefore, girls could be awarded up to 20 marks for the numeracy test. Table 16 demonstrates that the mean number of marks achieved was 7 at baseline, 8 at midline and 14 at endline. These differences were statistically significant.

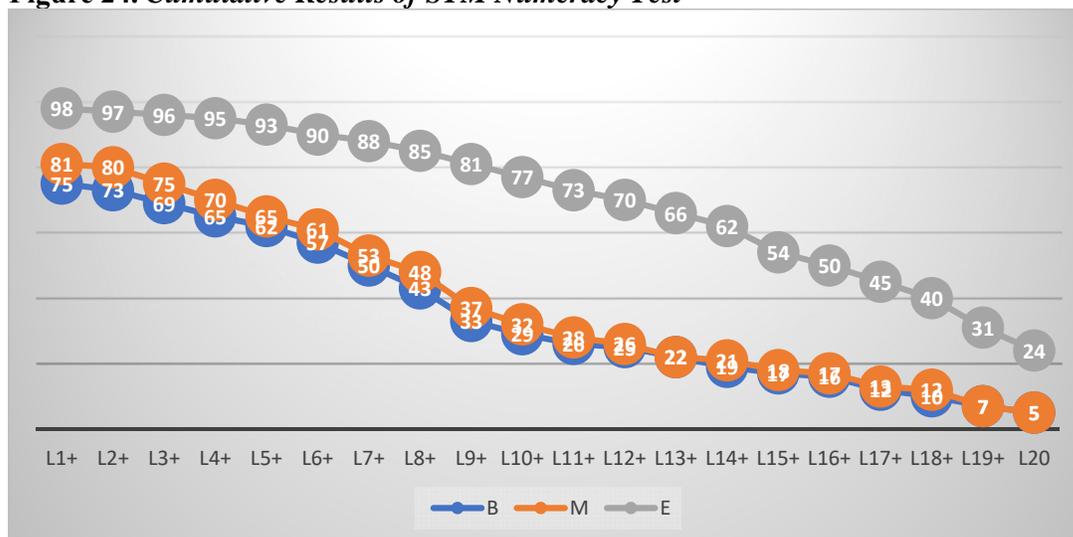
Table 16: Descriptive statistics for numeracy outcomes

	Mean	SD	% girls securing 20 marks	Obs
Baseline	7	6.35	5	921
Midline	8	6.17	5	921
Endline	14	5.59	24	921
Difference Midline – Endline				6***
Difference Baseline – Endline				7***
<i>Note *** p<0.01, ** p<0.05, * p<0.1</i>				

Interestingly, while only 5% of girls were securing the highest available number of marks in the STM numeracy test (20 marks) at both baseline and midline, this increased substantially to 24% of girls at endline.

Figure 24 presents the cumulative results of this test. At baseline, 75% of girls achieved at least one mark, at midline this increased to 81% and at endline this had increased to 98%. Achieving at least 10 marks was possible for 29% of girls in baseline and 32% of girls in midline, but by 77% of girls at endline. Achieving more than 16 points, which is more than three quarters of the test correct was possible for 50% of girls in endline, but just 16% in baseline.

Figure 24. Cumulative Results of STM Numeracy Test



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

Literacy in English in the STM programme was measured using five main areas as outlined in Section 4.1. There were varying numbers of questions in each area and marks available within each question. Respondents could secure between one and seven marks per question, with 20 marks available in total in the Literacy in English test. Table 17 outlines the descriptive statistics for this test. At baseline, the mean number of marks awarded was 7. At midline, this increased to 9 and at endline, this increased to 15. The difference between these means was statistically significant between midline and endline and baseline and endline. Additionally, 11% of girls managed to achieve full marks in the English literacy test in endline, when only 1% of girls managed full marks in both baseline and midline.

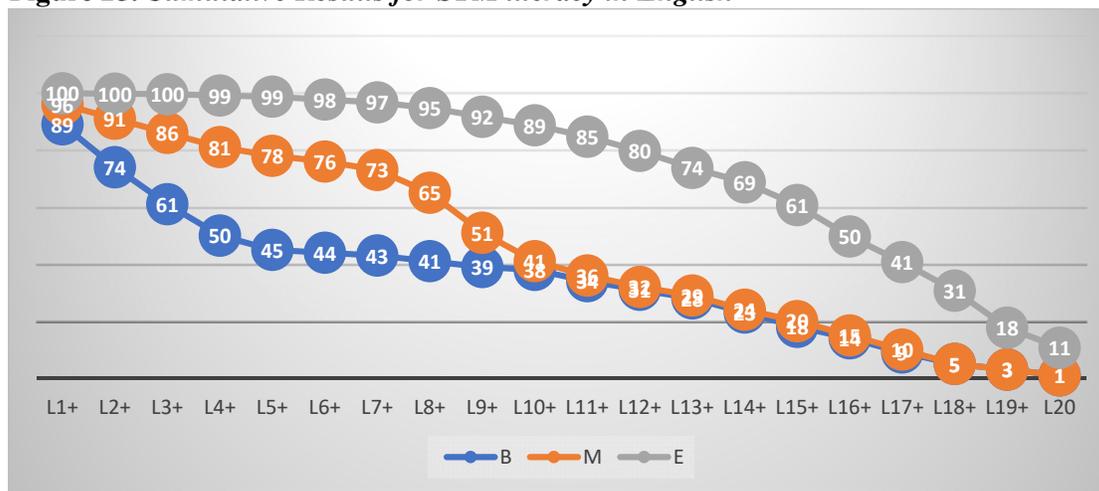
Table 17: Descriptive statistics for literacy in English outcomes

	Mean	SD	% girls securing 20 marks	Obs
Baseline	7	6.26	1	921
Midline	9	5.20	1	921
Endline	15	3.92	11	921
Difference Midline – Endline				6***
Difference Baseline – Endline				8***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 25 presents the cumulative results in English literacy tests. Results show that 89% and 96% of girls could secure at least one mark in the literacy in English test at baseline and midline respectively. By endline, all girls could secure at least one mark on the test. This pattern persists as we move further up the possible number of marks. Achieving at least 10 points was possible for 38% of girls at baseline but 89% of girls achieved at least 10 points in endline. Finally, about half of the girls achieved at least 16 points in endline, when this was possible for only 14% of girls at baseline.

Figure 25. Cumulative Results for STM literacy in English



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

As outlined in the previous section, literacy in Urdu for STM was measured through one question in nine main areas. Once again, there were varying numbers of marks available for each question (from one to six marks, with 25 marks available in total). Table 18 outlines the descriptive statistics for this test. Once again, while there is little difference between the average achievement in Urdu between baseline and midline (girls achieved on average 12 points in baseline and 14 points in midline). By endline, the average achievement increased to 22 points. With respect to the proportion of girls achieving all answers correct (here 25 points), at baseline and midline only 2% of girls secured full grades. This increased to 10% at endline.

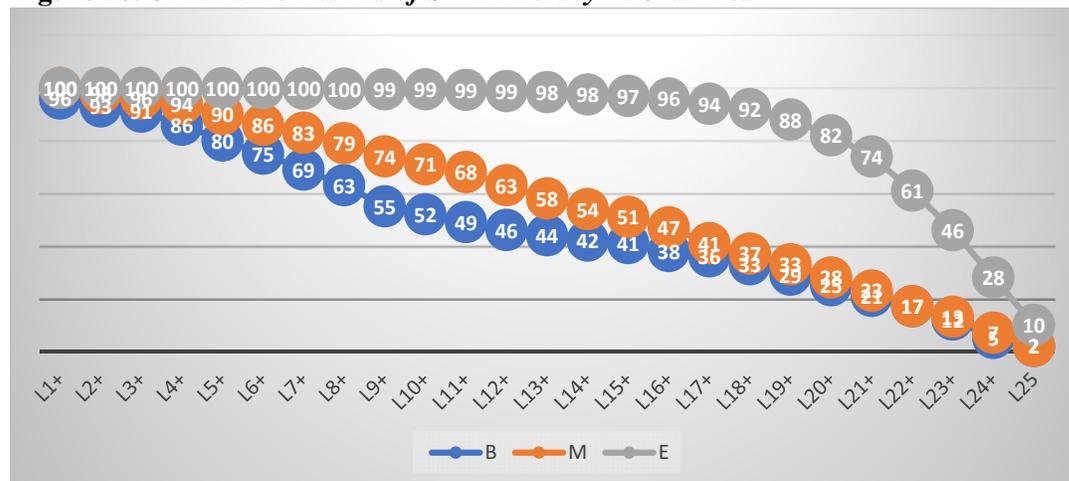
Table 18: Descriptive statistics for literacy in Urdu outcomes

	Mean	SD	% girls securing 25 marks	Obs
Baseline	12	7.83	2	921
Midline	14	6.77	2	921
Endline	22	2.95	10	921
Difference Midline – Endline				8***
Difference Baseline – Endline				10***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 26 presents the cumulative results of this test. At baseline, 96% of girls were securing at least one mark in this test. By midline and endline, this increased to 100%. Achieving around 13 points, which is little over 50% of the exam correct, was possible for 44% of girls at baseline and 58% at midline, but nearly all girls (98%) managed to complete at least half of the exam by endline. Finally, achieving 20 points or more (which is little over three quarters of the exam correct) was possible for only one quarter of girls in baseline, but for 82% at endline.

Figure 26. Cumulative Results of STM Literacy in Urdu Test



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

As for STP, the child’s ability to perform everyday literacy and numeracy related tasks were measured through four questions. The maximum number of marks that could be allocated in the Daily Tasks test per question was one, with an overall maximum of 4. Table 19 shows at baseline the average percent of correct responses was 1. By the endline, girls were able to respond correctly to 3 of these questions, on average. With respect to achieving full marks, this was possible only for 11% of girls at baseline but over half of all girls achieved full marks in daily literacy and numeracy tasks by endline.

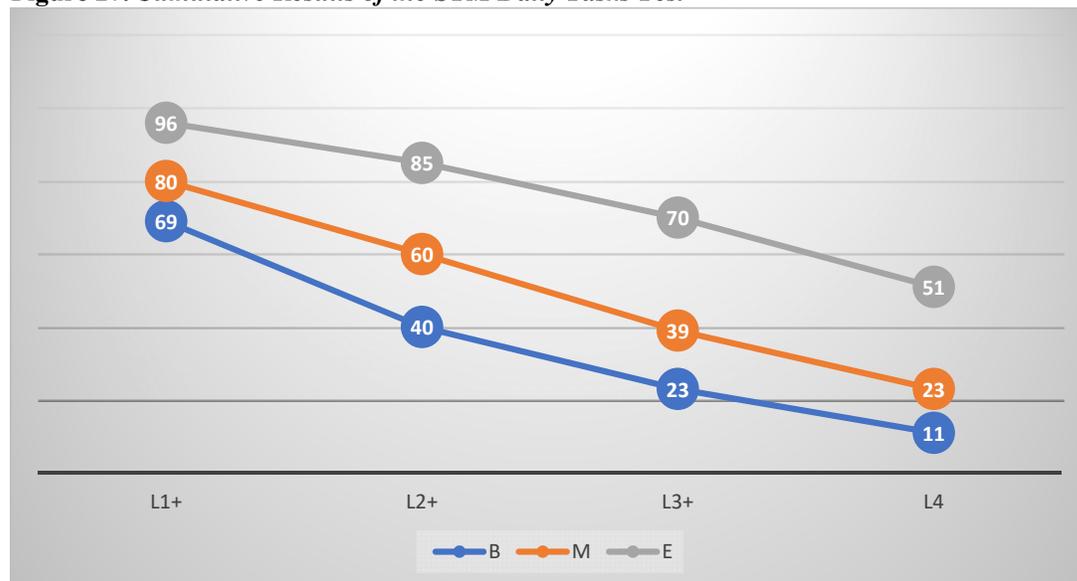
Table 19: Descriptive statistics for literacy in Urdu outcomes

	Mean	SD	% girls securing 4 marks	Obs
Baseline	1	1.33	11	915
Midline	2	1.43	23	921
Endline	3	1.19	51	921
Difference Midline – Endline				1***
Difference Baseline – Endline				2***

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 27 presents the cumulative results of this test. Only 69% of girls achieved at least one point in baseline, but by endline 96% of girls achieved at least 1 point. There is a slight increase in those who achieved the highest score possible, four marks, from baseline to midline (11% and 22%, respectively) and a substantial increase from midline to endline (22% to 51%).

Figure 27. Cumulative Results of the STM Daily Tasks Test



Source. SS Monitoring Data

Note. Graphs report cumulative figures of girls achieving that level or above

Q2: What is the relationship between providing transport facilities in hubs and learning and retention in remedial learning program?

Chalo Parho Barho

Table 20 outlines the overall numeracy results for all sampled children as well as for those based in a hub (all of whom receive a transportation stipend) or in a school. As demonstrated, at baseline, 26% of girls in a hub could not identify any number at all (Level 0) and 54% of girls in a hub could only recognise single digit numbers (Level 1). However, by midline, 75% of girls in a hub were achieving a Level 5 or above. By endline, 69% of girls in a hub were achieving the highest level (Level 11), double digit division. On the other hand, 28% of girls in a school could not identify any number at all (Level 0) and 66% of girls in a school could only identify single digit numbers (Level 1) at baseline. By midline, 70% of girls in school were achieving a level 5 or above, a result comparable to girls in Hubs. By endline, however, 47% of girls achieved the highest level (Level 11), double digit division, which is significantly lower than for girls in the Hubs. Taken together, achievement of Level 10 or Level 11, however, we found that 79% of girls in Hubs and in schools managed to achieve at least Level 10 or above.

Table 20: The proportion of all sampled children, hub-based and school-based students achieving each level in the numeracy test

	Overall			Hub			School		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	27.98	0.24	0	25.52	0	0	28.06	0.25	0
L1	65.36	1.73	0	54.48	8.28	0	65.72	1.52	0
L2	5.13	5.67	0	8.28	7.59	0	5.02	5.61	0
L3	1.38	11.02	0	6.90	0	0	1.20	11.38	0
L4	0.04	11.52	0	1.38	7.59	0	0	11.65	0
L5	0.11	37.66	0	3.45	28.28	0	0	37.97	0
L6	0	19.87	0	0	8.97	0	0	20.23	0
L7	0	5.70	10.87	0	2.07	2.76	0	5.82	11.13
L8	0	2.08	2.96	0	1.38	2.07	0	2.10	2.99
L9	0	1.88	7.41	0	13.10	15.17	0	1.52	7.15
L10	0	1.56	31.44	0	8.28	11.03	0	1.34	32.11
L11	0	1.05	47.33	0	14.48	68.97	0	0.61	46.62

As also outlined in the *Development of Variables for Quantitative Analysis* section (section 4.1.), children did not attempt all levels in the CPB literacy in English test. Similar to the numeracy test, English was an adaptive test. The test started with reading, which has three levels and acts as an indicator for which questions the child attempts in the literacy in English test. If a child is marked as a ‘beginner’ they do not answer any further questions. If a child can

read a ‘word’, they only attempt the ‘word’ level in the ‘meaning’ area. If a child can read a ‘sentence’, they attempt all questions in this section. Therefore, sample sizes vary depending on the data collection phase and the girls’ results at the previous level. Table 21 (a) presents the proportion of girls that achieve each level in the ‘reading’ section at baseline, midline and endline based on hub- and school-based girls. 95% of all girls were marked as a ‘beginner’ and 5% of girls were marked as able to complete the ‘word’ level at baseline. This was skewed in favour of those who were based in a hub, 9% of whom were able to complete the ‘word’ level compared to only 5% of school-based girls. However, this trend reverses at midline and endline where girls based at a school are outperforming those based at a hub. For instance, 66% and 8% of hub-based girls could complete the ‘word’ and ‘sentence’ levels, respectively, at midline whereas school-based girls were more likely to achieve both, at 78% and 16%. At endline, the proportion of girls achieving the ‘sentence’ level increased for both groups to 83% for hub-based girls and 91% for school-based girls.

Table 21(a): Proportion of girls achieving each level in the ‘Reading’ section of the Literacy in English test by all sampled children, hub and school-based students

	Overall			Hub			School		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Beginner	95	7	0.09	91	27	0	95	6	0.09
Word	5	77	9	9	66	17	5	78	9
Sentence	0	16	91	0	8	83	0	16	91

Note. Sample size for baseline, midline and endline (overall n = 4,564, hub-based n = 145 and school-based n = 4,419)

Table 21 (b) presents the proportion of girls that that can answer question 1 in the ‘Meaning’ section of the Literacy in English test by all sampled children, hub and school-based students. As demonstrated, while only 51% could answer this question at baseline, this rose to 81% at midline and 90% at endline. Those who were based at a hub were less likely than those based at a school to be able to answer this question at baseline (38% versus 52%) and at midline (75% versus 81%). However, this reverse at endline with 96% of those based in a hub able to answer this question and only 90% of those based at a school able to do so.

Table 21(b): Proportion of girls that can answer question 1 in the ‘Meaning’ section of the Literacy in English test by all sampled children, hub and school-based students

	Overall			Hub			School		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1. Word	51	81	91	38	75	96	52	81	90

Note. Sample size for baseline (overall n = 234, hub n = 13 and school-based n = 221) midline (overall n = 4,240, hub-based n = 104 and school-based n = 4,136) and endline (overall n = 4,480, hub-based n = 144 and school-based n = 4,336).

Lastly, Table 21 (c) presents the proportion of girls that can answer the remaining questions in the Literacy in English test by all sampled children, hub and school-based students. As demonstrated, none of the sampled children could complete the ‘sentence’ level of the ‘Meaning’ section at baseline. However, by midline, all of those based at a hub and 90% of those based at a school could complete this. This dropped for both at endline (to 96% and 88% respectively) but this can be explained by the increased sample sizes as a result of the adaptive

nature of the test. While hub-based students were also more likely to outperform school-based students in the picture naming questions at endline (91% to 84%), school-based students outperformed hub-based students for every other question at endline.

Table 21(c): Proportion of girls that can answer the remaining questions in the Literacy in English test by all sampled children, hub and school-based students

	Overall			Hub			School		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Meaning Q2. Sentence	0	90	88	0	100	96	0	90	88
Story reading	0	10	86	0	50	84	0	10	86
Comprehension Q1	0	94	87	0	27	85	0	95	87
Comprehension Q2	0	92	88	0	0	85	0	93	88
Picture (% correct of 12 questions)	0	26	85	0	90	91	0	25	84

Note. Sample size for baseline (overall n = 0, hub-based n = 0 and school-based n = 0) midline (overall n = 720, hub-based n = 11 and school-based n = 709) and endline (overall n = 4,117, hub-based n = 120 and school-based n = 3,997).

As outlined above, literacy in Urdu was measured through a testing process that was adaptive to the child. As outlined in Section 4.1., the test starts with reading, which has four levels and acts as an indicator for which questions the child attempts in this section. If a child is marked as a ‘beginner’ they only answer the listening/writing section, if a child is marked at ‘word’, they answer the listening/writing section and the picture name questions and if a child is marked at ‘sentence’ or ‘story’ they answer all sections. As such, sample sizes vary depending on the data collection phase and the girls’ results at the previous level.

Table 22 (a) outlines the proportion of girls achieving each level in the ‘Reading’ and ‘Listening/Writing’ sections of the Literacy in Urdu test by all sampled children, hub-based and school-based students. For the overall sample, 87% of girls were at beginner level in baseline. By the endline, 36% of girls were at sentence level in Urdu and 60% at story level. By subgroups, only 39% of girls based at a hub achieved story level at endline and 60% of girls who were based at a school achieved this level.

Four questions were given for listening and writing in Urdu as outlined in Table 22 (a). Nearly 60% of girls had beginner level in these questions in baseline and an additional 15 to 30% responded these questions incorrectly. This leaves around 13% to 26% of correct responses to listening and writing in Urdu during baseline. During endline, nearly all girls managed to respond these questions correctly (97%). There are very small differences whether girls are based at a hub or school in their ability to respond to these questions correctly during endline.

Table 22(a): Proportion of girls achieving each level in the ‘Reading’ and ‘Listening/Writing’ sections of the Literacy in Urdu test by all sampled children, hub-based and school-based students

	Overall			Hub			School		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Reading									
Beginner	87	3	0	71	17	0	87	2	0
Word	10	74	4	15	44	3	10	75	4
Sentence	2	19	36	4	21	58	2	19	36
Story	.7	4	60	10	18	39	.5	4	60
Listening/writing Q1									
Beginner	60	3	2	36	6	0	61	3	2
Wrong	27	7	1	23	6	.7	27	7	1
Right	13	89	97	41	88	99	12	89	97
Listening/writing Q2									
Beginner	72	3	2	33	4	0	73	3	2
Wrong	15	7	1	37	25	7	15	6	1
Right	13	91	97	30	71	93	12	91	97
Listening/writing Q3									
Beginner	58	3	1	39	8	0	59	3	1
Wrong	27	5	2	23	16	5	27	5	2
Right	14	91	97	38	76	95	13	92	97
Listening/writing Q4									
Beginner	59	3	1	41	6	0	60	2	1
Wrong	15	5	2	25	18	3	15	5	2
Right	26	92	97	34	76	97	25	93	97

Note. Sample size (overall n = 4,564, hub-based n = 145 and school-based n = 4,419)

Building on this, Table 22 (b) outlines the proportion of girls achieving each level in the ‘Picture naming’ section of the Literacy in Urdu test by all sampled children, hub- and school-based students. While a third (33%) of all sampled girls were marked as ‘beginners’ at baseline for question 1 and 23% of girls were getting this question ‘wrong’, this dropped to 1% and 2% of girls, respectively, at endline. Once again, the differences between the two groups are minimal (1 to 2 percentage points) with those based at a hub more likely to answer question 1 right at endline and those based a school more likely to answer question 2 right at endline.

Table 22(b): Proportion of girls achieving each level in the ‘Picture naming’ section of the Literacy in Urdu test by all sampled children, hub-based and school-based students

		Overall			Hub			School		
		BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1	Beginner	33	2	1	55	17	1	31	1	1
	Wrong	23	6	2	21	5	0	24	6	2
	Right	44	93	97	24	78	99	45	93	97
Q2	Beginner	34	2	1	57	18	1	32	2	1
	Wrong	24	7	2	19	9	4	25	7	2
	Right	42	91	97	24	73	95	43	91	97

Note. Sample size for baseline (overall n = 598, hub-based n = 42 and school-based n = 556) midline (overall n = 4,397, hub-based n = 118 and school-based n = 4,279) and endline (overall n = 4,564, hub-based n = 145 and school-based n = 4,419).

Lastly, Table 22 (c) outlines the proportion of girls achieving each level in the ‘Read/think&write’ section of the Literacy in Urdu test by all sampled children, hub- and school-based students. While almost a third (31%) of all sampled girls were marked as ‘beginners’ at baseline for question 1 and 22% of girls were getting this question ‘wrong’, this dropped to 5% and 5% of girls, respectively, at endline. Importantly, at endline, nearly all girls were getting the questions right, with over 90% of girls achieving correct responses on the three questions. Girls based at a school were more likely than those based at a hub to answer question these 3 questions correctly.

Table 22(c): Proportion of girls achieving each level in the ‘Read/think&write’ section of the Literacy in Urdu test by all sampled children, hub-based and school-based students

		Overall			Hub			School		
		BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
Q1	Beginner	31	7	5	50	32	5	28	5	5
	Wrong	22	20	5	5	20	19	25	20	4
	Right	47	74	90	45	48	76	47	75	91
Q2	Beginner	31	10	5	45	52	6	29	8	5
	Wrong	25	20	4	15	28	12	26	20	4
	Right	44	70	91	40	20	81	45	72	91
Q3	Beginner	19	2	2	55	11	1	12	2	2
	Wrong	45	6	2	0	19	6	53	5	2
	Right	37	92	96	45	70	93	35	93	96

Note. Sample size for baseline (overall n = 134, hub-based n = 20 and school-based n = 114) midline (overall n = 1,245, hub-based n= 54 and school-based n =1,191) and endline (overall n = 4,564, hub-based n = 145 and school-based n = 4,419).

Short Term Primary

Table 23 outlines the overall numeracy results for sampled children based in a hub (all of whom receive a transportation stipend) or in a school. The first key observation is that girls at Hubs were more likely to be low achievers at baseline. For instance, no girl in the Hub achieved over 10 points in the numeracy test at baseline, while 25% of girls in schools achieved already over 10 points in numeracy at baseline.

As demonstrated, at baseline, 61% of girls in a hub could not complete any numeracy level (coded as a 0). However, by endline, only 3% of girls in a hub could not complete any numeracy level. Similarly, 41% of girls in a school-based programme could not complete any numeracy level at baseline whereas by endline data collection only 2% of girls in a school-based programme could not complete any numeracy level.

Overall, we find that a smaller proportion of girls in schools achieved on average lower grades, whereas a higher proportion achieved the higher grades compared with girls Hubs. For instance, achieving the highest score at endline, 20 out of 20, was possible for 12% of girls in Hubs but 23% of girls in schools. The difference of 11 percentage points is statistically significant, as shown in Table 23.

Table 23: Numeracy results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	61	10	3	41	30	2	20***	-20***	1***
1 – 5	26	67	14	22	20	4	4***	47***	10***
6 – 10	13	23	22	12	21	16	1***	2***	6***
11 – 15	0	0	29	17	19	26	-17***	-19***	3***
16 – 19	0	0	20	7	9	29	-7***	-9***	-9***
20	0	0	12	1	1	23	-1***	-1***	-11***
Mean marks achieved	2	4	12	5	7	15	-3	-3	-3

Table 24 outlines the overall English literacy results for those girls attending a hub and those attending the programme at a school. Similar to numeracy scores, girls at Hub were more likely to be lower performers in English literacy in baseline compared to girls in schools. For instance, no girl in the Hub achieved over 10 points in the English literacy test at baseline, while 29% of girls in schools achieved already over 10 points in this test at baseline.

As shown in Table 24, while no girls based in a hub or a school achieved the highest score of 20 points at baseline or midline, 6% of girls reached this by endline in Hubs and 9% in schools. Similar to the results achieved with the numeracy test, we found that a higher proportion of

girls in schools managed to achieve higher average grades than girls in Hubs, particularly achievement of more than 16 out of 20 points.

Table 24: Literacy (English) results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	15	4	0	11	7	0	4***	-3***	0***
1 – 5	81	41	6	45	34	2	36***	7***	4***
6 – 10	4	45	16	15	17	7	-11***	28***	9***
11 – 15	0	10	27	24	28	26	-24***	-18***	1***
16 – 19	0	0	45	5	14	56	-5***	-14***	-11***
20	0	0	6	0	0	9	0***	0***	-3***
Mean marks achieved	3	6	14	6	8	16	-3	-2	-2

Table 25 demonstrates the literacy results in Urdu for all hub and school-based students. The distribution according to initial performance also holds, whereby girls at Hubs were more likely to be lower performers in the Urdu literacy test in baseline compared with girls in schools. With respect to their progress with the test over the course of the programme, at baseline 91% of girls in a hub only achieved a score of 10 or under. However, by endline, this completely shifted as 99% of girls in a hub or schools were achieving a score of 11 or over. Girls based at a school were more likely to achieve the highest levels at endline, with 20% achieving between 21 and 24 points whereas only 9% of the girls in Hubs achieve grades in this range.

Table 25: Literacy (Urdu) results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	1	0	0	1	0	0	0***	0***	0***
1 – 5	41	13	0	23	18	0	18***	-5***	0***
6 – 10	49	54	1	34	31	1	15***	23***	0***
11 – 15	7	32	26	14	19	13	-7***	13***	13***
16 – 19	2	1	64	26	29	66	-24***	-28***	-2***
21 – 25	0	0	9	2	3	20	-2***	-3***	-11***
Mean marks achieved	6	9	16	10	11	18	-4	-2	-2

Table 26 demonstrates the results related to the child’s ability to perform everyday literacy and numeracy related tasks for hub and school-based students. Interestingly, while students based at a school were much more likely to score higher at baseline (no hub-based student scored over a 2 at baseline compared to 19% of school-based students) hub-based students outscored school-based students at the highest possible score point. In particular, 61% of girls in Hubs achieved four (out of four points) at endline while 56% of girls at schools achieved the highest grade. This achievement is interesting in light of the previous findings that girls from Hubs were more likely to be lower performers.

Table 26: Daily tasks results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	33	7	0	19	15	2	14***	-8***	-2***
1	65	28	12	42	34	7	23***	-6***	5***
2	2	29	17	20	10	14	-18***	19***	3***
3	0	1	10	9	9	21	-9***	-8***	-11***
4	0	35	61	10	32	56	-10***	3***	5***
Mean marks achieved	1	2	3	1	2	3	0	0	0

Short Term Middle

Table 27 outlines the overall numeracy results for sampled children based in a hub (all of whom receive a transportation stipend) or in a school. The first key observation is that girls at Hubs were more likely to be low achievers at baseline. For instance, no girl in the Hub achieved over 16 points in the numeracy test at baseline, while 19% of girls in schools achieved already over 16 points in numeracy at baseline.

As demonstrated, at baseline and at midline, 39% of girls in a hub could not complete any numeracy question. However, by endline, only 8% of girls in a hub could not complete any numeracy question. Similarly, 24% and 18% of girls in a school-based programme could not complete any numeracy related question at baseline and midline, respectively, whereas by endline data collection only 1% of girls could not complete any numeracy question. Importantly, gains show that girls in schools were more likely to achieve the highest grades. For instance, only 14% of girls in Hubs achieved 16 points or higher grades at endline, whereas 50% of girls in schools achieved this score. Again, this comparison needs to be made with care since girls at schools started at a higher level of competences in numeracy than girls at Hubs.

Table 27: Numeracy results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	39	39	8	24	18	1	15**	21***	7***
1 – 5	30	30	6	16	20	9	14**	10***	-3***
6 – 10	29	29	24	31	34	19	-2**	-5***	5***
11 – 15	2	2	48	10	12	21	-8**	-10***	27***
16 – 19	0	0	10	14	11	25	-14**	-11***	-15***
20	0	0	4	5	5	25	-5**	-5***	-21***
Mean marks achieved	3	3	11	7	8	14	-4	-5	-3

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table 28 outlines the overall English literacy results for sampled children attending a hub and those children attending the programme at a school. Similar to numeracy scores, girls at Hub were more likely to be lower performers in English literacy in baseline compared to girls in schools. For instance, no girl in the Hub achieved over 5 points in the English literacy test at baseline, while 56% of girls in schools achieved already over 5 points in this test at baseline. At endline, there is a significant shift in achievement for girls in both Hubs and schools. As shown in Table 28, 79% of girls in Hubs were now able to achieve more than 6 correct responses (out of 20) in the English literacy test. For girls in schools, 52% were able to achieve more than 16 out of 20 points at endline (when only 16% managed to obtain this achievement at baseline). Again, it seems like girls in schools were more likely to outperform girls in Hubs, however, this is not a like for like comparison as girls in Hubs were more likely to be underperformers at baseline.

Table 28: Literacy (English) results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	22	22	0	11	3	0.11	11***	19***	-0.11***
1 – 5	78	78	21	42	17	0.79	36***	61***	20***
6 – 10	0	0	43	10	41	12	-10***	-41***	31***
11 – 15	0	0	26	21	24	35	-21***	-24***	-9***
16 – 19	0	0	10	15	14	41	-15***	-14***	-31***
20	0	0	0	1	1	11	-1***	-1***	-11***
Mean marks achieved	1	1	9	7	10	15	-6	-9	-6

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table 29 demonstrates the literacy results in Urdu for hub and school-based students. The distribution according to initial performance also holds, whereby girls at Hubs were more likely to be lower performers in the Urdu literacy test in baseline compared with girls in schools. As shown in Table 29, at baseline 92% of girls in a hub achieved 10 marks or under. However, by endline, all girls in a hub were achieving 11 marks or over. Girls based at a school were more likely to achieve higher marks at baseline and midline than those based a hub. However, they also made substantial gains at endline when compared to baseline. For instance, 51% of girls in a school achieved 11 marks or above at baseline and this increased to 99% of girls at endline.

Table 29: Literacy (Urdu) results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	6	0	0	4	0	0	2***	0***	0***
1 – 5	50	54	0	18	11	0.11	32***	43***	-0.11***
6 – 10	36	38	0	25	18	1	11***	20***	-1***
11 – 15	10	10	14	10	21	3	0***	-11***	11***
16 – 19	0	0	52	18	27	22	-18***	-27***	30***
20 – 24	0	0	34	21	22	65	-21***	-22***	-31***
25	0	0	2	2	3	10	-2***	-3***	-8***
Mean marks achieved	6	6	19	13	15	21	-7	-9	-2

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table 30 demonstrates the results related to the child's ability to perform everyday literacy and numeracy related tasks for hub and school-based students. Again, girls in schools were more likely to outperform girls in Hubs on these tasks. For instance, none of the girls in the Hubs achieved 3 or 4 correct responses in baseline whereas 26% of girls in schools achieved 3 or 4 correct responses in these daily literacy and numeracy tasks. With respect to progress, 35% of girls in Hubs managed to achieve 3 or 4 correct responses by endline. For girls in schools, 72% managed to achieve 3 to 4 correct responses by endline. There is certainly a higher proportion of girls in schools achieving the highest grades compared to girls in Hubs, but again girls in Hubs started at a lower level of performance during baseline.

Table 30: Daily tasks results for hub and school-based students

Marks achieved	Hub			School			Difference		
	BL %	ML %	EL %	BL %	ML %	EL %	BL %	ML %	EL %
0	57	57	14	29	18	3	28***	39***	11***
1	24	24	24	29	20	10	-5***	4***	14***
2	20	20	27	17	21	15	3***	-1***	12***
3	0	0	29	14	17	18	-14***	-17***	11***
4	0	0	6	12	24	54	-12***	-24***	-48***
Mean marks achieved	1	1	2	1	2	3	0	-1	-1

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Retention

In terms of the likelihood of student drop-out within these programmes, Table 31 demonstrates that hub-based students are more likely to drop out of two out of three programmes. Hub-based students were more likely, at 12%, than the school-based students, at 6%, to drop out of the CPB programme. Hub-based students were also more likely, at 28%, than the school-based students, at 23%, to drop out of the STM programme. However, school-based students (31%) are more likely than hub-based students (29%) to drop out of STP. While this difference is statistically significant for all three programmes it is important to note that the smaller sample size for hub-based students skews the percentage findings. The high percentage of drop-out, particularly for hub-based students, can also be explained by the high number of student drop-out within the first two cohorts where girls were deliberately sent home to avoid duplication of numbers (as they were already enrolled in public schools but joined the hub due to free transport) and to avoid having underage/overage girls in the cohort. Finally, it is also worth highlighting that all interventions for the different strands started at the Hubs before these were rolled out in schools. Hence, many of the challenges faced with respect to enrolment criteria were more likely to occur at the Hubs than at schools.

Table 31: Drop-out figures for hub and school-based students

	Hub	School	Difference
CPB	12%	6%	6***
<i>N</i>	57	799	
STP	29%	31%	-2***
<i>N</i>	39	1099	
STM	28%	23%	5***
<i>N</i>	30	401	

Note *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Findings from Qualitative Data

Primary qualitative data collected from various stakeholders including head teachers, parents, students, teachers from the schools and the hubs allows us to triangulate the findings from the quantitative data. Across all three districts, long distances between schools and home were cited as a major impediment to girls attending school. Transport has also been cited as a major logistical barrier for teachers as well as for students. Numerous teachers interviewed across the three districts reported costs of travel, safety while travelling and long distances as key constraints to them not only attending training sessions (e.g. at the hub) or attending work (be it at the hub or at school).

A common response to the question as to why girls had dropped out previously from education was cited as the lack of safe and affordable transportation to and from schools. It was also noted that by some stakeholders that even in instances where parents could afford to send girls to school, escorting them to and from school on a daily basis was not a feasible option due to a lack of safe transport. An unequivocal response from headteachers, teachers and parents alike stated that provision of transportation would and does increase enrolment of girls in school. There was a recognition by head teachers and parents that many girls were still not attending school because they could not afford the expenses of travel and therefore the facilitation of transport was seen as a beneficial attribute of this programme where provided. Parents also voiced concerns about the safety of girls when travelling to and from school particularly if this involved crossing agricultural land. The provision of transport, they felt, would lay to rest these concerns and they reported being more willing to allow their daughters to attend schooling. The transportation facility provided by ITA also ensures that girls were always in groups when travelling to and from school which, according to parents, increased their safety and was a major factor that led the parents to allow the girls to attend school.

One respondent (the District Project Manager, DPM) from a hub provided details of how efficiently the transport facilities worked in their setting. This facility allowed students from up to 13 km away from the hub to attend the hub and covered approximately 6-7 villages using 3 vans (two belonging to ITA and one contracted through a private vendor who had undergone a selection process). The respondent also noted that all drivers have been trained and that they have not received any complaints from anyone about the transport facility. DPM respondents from other hubs also reported similar practices in relation to driver training and all driver bio-data being checked and recorded by the programme staff. These driver training sessions have been reported to have been conducted on an on-going basis as opposed to a one-off initial basis to confirm adherence to the rules. A DPM also noted that the enrolment and retention rate according to him has increased due to this facility which he recognises as the 'only safe means of transport for students especially from deserted areas. Due to limited budgets, the DPM reported the existence of a waiting list. These findings are indicative that the transport facilities provided through ITA in this programme have been instrumental in improving enrolment and retention in the programme according to the various stakeholders interviewed. In places where the transport facility was not offered, respondents were of the view that had this facility been available, girls' access to schooling and their retention would have shown an improvement.

Q3: What is the relationship between enrolment in the programme and specific non-cognitive outcomes such as aspirations, perceptions and empowerment for dropout and never enrolled students?

Chalo Parho Barho

As outlined in Section 4.1., non-cognitive outcomes were measured using data from the Beneficiary Survey through a varying number of binary (yes/no) questions per area at both baseline and endline. A four-scenario coding grid was developed to measure the development of each girl's attitudes, perceptions and beliefs over the course of the programme. Girls either moved from a 'yes' at baseline to a 'no' at endline or a 'no' at baseline to a 'yes' at endline or they answered 'yes'/'no' at both data collection points.

Table 32: Self-reliance results (baseline-endline)

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
15%	8%	16%	8%	15%	8%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
46%	32%	40%	36%	46%	32%

Self-reliance: As shown in Table 32, 15% of girls believed that they were self-reliant before the programme but no longer believed this following the programme (yes to no). On the other hand, 32% did not believe that they were self-reliant before the programme and did following the programme (no to yes). 46% of girls did not believe that they were self-reliant both before and after the programme (no). 8% believed that they were self-reliant both before and after the programme. In terms of the two different groups, those who had previously dropped out of school and those who had never enrolled in school, 36% of girls who had previously dropped out of school had a positive change in their belief in their self-reliance (no to yes) compared to 32% of girls who had never enrolled in school who had this change in belief. However, 16% and 15% of these girls, respectively, had a negative change in this belief (yes to no). 48% of girls who had previously dropped out of school had no change in opinion after participating in the programme (40% did not believe they were self-reliant both before and after the programme, 8% believed they were self-reliant at both baseline and endline). Similarly, 54% of girls who had never enrolled in school had no change in opinion after participating in the programme (46% did not believe they were self-reliant both before and after the programme, 8% believed they were self-reliant at both baseline and endline).

Table 33: Decision-making ability (health) baseline and endline results

Decision-making ability: The beneficiary survey asked girls about their belief in their ability to make decisions about three areas; their health, career and education. As demonstrated in Table 33, 34 and 35, these preliminary results show a similar trend across all three areas for all girls and girls who had previously dropped out versus girls who had never enrolled. In terms of the overall results for table 33, 15% of girls believed that they could make decisions related to their health before the programme but no longer

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
15%	15%	17%	18%	15%	15%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
33%	37%	26%	39%	33%	36%

believed this following the programme (yes to no). On the other hand, 37% did not believe this before the programme and did following the programme (no to yes). 33% of girls did not believe this both before and after the programme (no). 15% believed that they could make these health-related decisions both before and after the programme. In terms of the two different groups, girls who had previously dropped out of school are more likely than those who had never enrolled in schools to have had a positive change in their belief in their decision-making abilities regarding health. They are also more likely to maintain a positive opinion of their decision-making ability before and after the programme. However, they are also more likely here to move from believing that they can make these decisions before the programme to not being able to do so after the programme (17% for those in the drop-out group versus 15% in the never enrolled group)

In terms of the overall results for table 34, 15% of girls believed that they could make decisions related to their career before the programme but no longer believed this following the programme (yes to no). On the other hand, 34% did not believe this before the programme and did following the programme (no to yes). 35% of girls did not believe this both before and after the programme (no). 16% believed that they could make these career-related decisions both before and after the programme. In terms of the career decision-making skills of the two different groups, girls who had previously dropped out of school are more likely than those who had never enrolled in schools to have had a positive change in their belief in their decision-making abilities regarding career (35% versus 34%). They are also more likely to maintain a positive opinion of their decision-making ability before and after the programme (18% versus 16%). However, like the health-related decision making table above, they are also more likely here to move from believing that they can make these decisions before the programme to not being able to do so after the programme (16% for those in the drop-out group versus 15% in the never enrolled group).

Lastly, Table 35 shows that 15% of girls believed that they could make decisions related to their education before the programme but no longer believed this following the programme (yes to no). On the other hand, 37% did not believe this before the programme and did following the programme (no to yes). 25% of girls did not believe this both before and after the programme (no). 24% believed that they could make these education-related decisions both

before and after the programme. In terms of the two different groups, once again, girls who had previously dropped out of school are more likely than those who had never enrolled in schools to have had a positive change in their belief in their decision-making abilities regarding education (39% versus 37%). They are also more likely to maintain a positive opinion of their decision-making ability before and after the programme (27% versus 23%).

Table 34 & 35: Decision-making ability (34. career, 35. education) baseline and endline results

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
15%	16%	16%	18%	15%	16%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
35%	34%	31%	35%	35%	34%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
15%	24%	12%	27%	15%	23%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
25%	37%	22%	39%	25%	37%

Women’s rights: Table 36 shows that 16% of girls were aware of their own rights before the programme but no longer believed this following the programme (yes to no). On the other hand, 32% did not believe this before the programme and did following the programme (no to yes). The majority, 39% of girls did not believe this both before and after the programme (no). 14% believed that they were aware of their own rights both before and after the programme (yes). There is a similar pattern to the decision-making tables demonstrated in Table 36. 34% of girls who previously dropped out of school were not aware of their rights as a woman and were aware of these following the programme. This is compared to 32% of girls who never enrolled in school. On the other hand, 16% and 16% of girls who dropped out of school and never enrolled, respectively, were aware of their rights before the programme but indicated that they were not after the programme.

Table 37 shows that 15% of girls were aware of laws relating to women before the programme but no longer believed this following the programme (yes to no). On the other hand, 30% did not believe this before the programme and did following the programme (no to yes). Once again, the majority, 40% of girls did not believe this both before and after the programme (no). 12% believed that they were aware of these laws both before and after the programme (yes). Unlike the comparison of girls aware of their own rights above, girls who previously dropped out of school were slightly less likely to indicate that they were now aware of laws protecting women after the programme (30%) compared to those who had never enrolled (31%). Those who never enrolled in school were more likely to indicate that they were aware of these laws both before and after the programme (44%) when compared to those who had dropped out (41%).

Table 36 & 37: Awareness of women’s rights (36. Own rights, 37. Laws) baseline and endline results

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
16%	14%	16%	16%	16%	13%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
39%	32%	34%	34%	39%	32%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
15%	12%	17%	11%	15%	12%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
43%	30%	41%	30%	44%	31%

Table 38: Communication skills baseline and endline results

Communication skills: Table 38 shows that 14% of girls felt that they had communication skills before the programme but did not after the programme. This is compared to 37% of girls who felt that they did not have these skills before the programme but did following the programme. 33% of girls felt that they had these skills both before and after the programme and 17% felt that they did not have these skills before or after the programme. As shown in table 38, once again, those who dropped out of school were more likely to indicate a positive change in their communication skills following the programme (39%) compared to those who never enrolled in school (37%). Similarly, those who dropped out of school were less likely to have a negative view of their communication skills before and after the programme (13%) than those who were never enrolled (17%).

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
14%	33%	16%	33%	14%	33%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
17%	37%	13%	39%	17%	37%

Table 39: Belief in ability to achieve baseline and endline results

Achievement: Table 39 shows that 14% of girls felt that they had an ability to achieve before the programme but did not after the programme. This is compared to 39% of girls who felt that they did not have this before the programme but did following the programme. 27% of girls felt that they had this belief both before and after the programme and 20% felt that they did not have these skills before or after the programme. As outlined in Table 39, 37% of girls who dropped out of school previously indicated at baseline that they could not achieve what they set their mind to but after the programme felt that they could. Unlike the other non-cognitive indicators, those who never enrolled in school were more likely than this group to make this change (39%). However, sticking with existing patterns, those who never enrolled in schools were also more likely to have this negative belief both before and after the programme (20%) compared to those who dropped out of school (18%).

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
14%	27%	15%	30%	14%	27%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
20%	39%	18%	37%	20%	39%

Table 40: Positive life attitude baseline and endline results

Positive life attitude: As shown in Table 40, in terms of these girls' overall view of their life, the majority of girls felt that they had a positive life attitude both before and after the programme (48%). On the other hand, 9% of these girls had a negative view of their life attitude both before and after the programme. In terms of the number of those who had a change in attitude, those who dropped out of school previously were more likely to have a positive change in attitude (39%) compared to those who never enrolled (32%). They were also less likely to have a negative belief both before and after the programme (6%) compared to those who never enrolled (9%).

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
11%	48%	11%	45%	11%	48%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
9%	32%	6%	39%	9%	32%

Table 41: Good qualities baseline and endline results

Good qualities: Table 41 shows that 9% of girls felt that had good qualities before the programme but did not after the programme. This is compared to 31% of girls who felt that they did not have these before the programme but did following the programme. The majority of girls, 54%, felt that they had this belief both before and after the programme and 6% felt that they did not have these before or after the programme. Similarly, as shown in Table 41, those who dropped out of school were more likely to have a positive change in regards their good qualities (33%) when compared to those who never enrolled (31%).

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
9%	54%	11%	51%	9%	54%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
6%	31%	5%	33%	6%	31%

Gender equality: Lastly, the beneficiary survey measured girl’s opinions around differing standards for girls and boys in five areas; health, nutrition, education, sports/play/creative expression and arts. As shown in Table 42, 43, 44, 45 and 46 there is no pattern across these five areas. The vast majority of girls believed that there shouldn’t be differing standards for girls and boys across health (48%) and nutrition (51%) both before and after the programme. Those who dropped out of school previously are slightly more likely than those who were never enrolled to be of this opinion in terms of health. Whether a girl is a member of either of these groups does not appear to impact this in nutrition. A significant proportion of these girls believed there should be differing standards before the programme but changed their mind after the programme for health (30%) and nutrition (28%). There are also similarities between sports/play/creative expression and arts. Those who dropped out of school previously are more likely to have changed their opinion from there should be to there shouldn’t be any differing standards in sports/play/creative expression (44%) and arts (43%). This is compared to those who never enrolled who made this change in opinion at 37% and 36% for sports/play/creative expression and arts, respectively.

Table 42 - 46: Gender equality (42. Health, 43. Nutrition, 44. Education, 45. Creative Expression, 46. Arts) baseline and endline results

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
30%	10%	29%	6%	30%	10%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
48%	13%	49%	16%	48%	13%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
28%	9%	26%	51%	28%	51%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
51%	12%	7%	16%	9%	12%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
36%	16%	29%	15%	36%	16%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
35%	14%	37%	19%	35%	13%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
37%	16%	44%	14%	37%	17%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
33%	13%	32%	10%	34%	13%

<i>Overall</i>		<i>Drop-out</i>		<i>Never enrolled</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
37%	15%	43%	13%	37%	15%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
36%	12%	34%	10%	36%	12%

Short Term Primary

Like the CPB non-cognitive section, non-cognitive outcomes for STP were measured using data from the Beneficiary Survey through a varying number of binary (yes/no) questions per area at both baseline and endline. A four-scenario coding grid was developed to measure the development of each girl’s attitudes, perceptions and beliefs over the course of the programme. Girls either moved from a ‘yes’ at baseline to a ‘no’ at endline or a ‘no’ at baseline to a ‘yes’ at endline or they answered ‘yes’/‘no’ at both data collection points. However, where CPB measured outcomes for those who dropped out of school versus those who had never enrolled, STP and STM analysis was done on hub versus school analysis as, programmatically, STP and STM focused only on those who had previously dropped out of school so, as a result, there was no data around the never enrolled.

Table 47: Self-reliance baseline and endline results

Self-reliance: Table 47 shows that no girl felt that they were self-reliant before the programme but did not after the programme. This is compared to 21% of girls who felt that they were not before the programme but did following the programme. The majority of girls, 53%, felt that they were not self-reliant both before and after the programme and 27% felt that they were before and after the programme. As shown in Table 47, 22% of girls who were based at a school for the programme had a positive change in their

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	27%	0%	71%	0%	25%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
53%	21%	29%	0%	54%	22%

belief in their self-reliance (i.e. they did not believe that they were self-reliant before the programme and did believe this at endline). On the other hand, no girl based in a hub for the programme had a positive change in their belief. 79% of girls who were based at a school had no change in opinion after participating in the programme (25% believed they were self-reliant at both baseline and endline and 54% did not believe they were self-reliant both before and after the programme). Conversely, all of those based at a hub had no change in opinion after participating in the programme. However, they were more likely to maintain their ‘positive’ belief (71%) than a ‘negative’ belief (29%).

Table 48: Decision-making ability (health) baseline and endline results

Decision-making ability: The beneficiary survey asked girls about their belief in their ability to make decisions about three areas; their health, career and education. Table 48 shows that no girl felt that they had health related decision-making abilities before the programme but did not after the programme. This is compared to 30% of girls who felt that did not before the programme but did following the programme. 31%, felt that they did not have these skills both before and after the programme and 39% felt that they did before and after the programme. As demonstrated in Tables 48, 49 and 50 these preliminary results show a similar trend across all three areas. Echoing the STM data, a majority of both girls based at a hub and girls based in a school were likely to maintain the beliefs they had before the programme upon completion of the programme. In each of the three cases, across both subsets of girls, respondents were more likely to have a positive belief than a negative belief both before and after the programme.

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	39%	0%	67%	0%	38%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
31%	30%	23%	30%	31%	10%

As demonstrated in Tables 48, 49 and 50 these preliminary results show a similar trend across all three areas. Echoing the STM data, a majority of both girls based at a hub and girls based in a school were likely to maintain the beliefs they had before the programme upon completion of the programme. In each of the three cases, across both subsets of girls, respondents were more likely to have a positive belief than a negative belief both before and after the programme.

Table 49 & 50: Decision-making ability (49. career, 50. education) baseline and endline results

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	39%	0%	64%	0%	38%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
36%	25%	36%	0%	36%	26%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	45%	0%	75%	0%	44%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
22%	33%	6%	18%	22%	34%

Women’s rights: Table 51 shows that no girl felt that they had an awareness of their own rights before the programme but did not after the programme. This is compared to 36% of girls who felt that did not before the programme but did following the programme. 27% felt that they did not have these skills both before and after the programme and 37% felt that they did before and after the programme. Table 52 shows that, like Table 51, no girl felt that they had an awareness of laws relating to women’s rights before the programme but did not after the programme. This is compared to 37% of girls who felt that did not before the programme but did following the programme. 28% felt that they did not have these skills both before and after the programme and 35% felt that they did before and after the programme. Table 51 and 52 show that 37% of girls based at a school were not aware of their rights as a woman and were aware of these following the programme. This is compared to 22% of girls who were based at a hub. Similarly, girls who were based at a school were more likely than those based at a hub to not be aware of laws protecting women’s rights before the programme but become aware of these following the programme (38% and 26%, respectively).

Table 51 & 52: Awareness of women’s rights (51. Own rights, 52. Laws) baseline and endline results

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	37%	0%	75%	0%	35%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
27%	36%	3%	22%	28%	37%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	35%	0%	71%	0%	33%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
28%	37%	3%	26%	29%	38%

Table 53: Communication skills baseline and endline results

Communication skills: Table 53 shows that, once again, no girl felt that they had communication skills before the programme but did not after the programme. This is compared

to 31% of girls who felt that did not before the programme but did following the programme. 16% felt that they did not have these skills both before and after the programme and 54% felt that they did before and after the programme. Once again, in line with STM data, Table 53 shows that girls who were based at a school for the programme were more likely to indicate a ‘positive’ change in their communication skills following the programme (31%) compared to those who were based at a hub (23%).

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	54%	0%	74%	0%	53%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
16%	31%	3%	23%	16%	31%

Table 54:
Belief in ability to achieve baseline and
endline results

Achievement: Table 54 shows that no girl felt that they had a belief in their ability to achieve before the programme but did not after the programme. This is compared to 29% of girls who felt that did not before the programme but did following the programme. 18% felt that they did not have these skills both before and after the programme and 53% felt that they did before and after the programme. Table 54 outlines that 29% of girls based at a school indicated at baseline that they could not achieve what they set their mind to but after the programme felt that they could. In comparison, those who were based at a hub were less likely than this group to make this change (19%).

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	53%	0%	78%	0%	52%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
18%	29%	3%	19%	19%	29%

Table 55: Positive life attitude baseline and
endline results

Positive life attitude: As demonstrated in Table 55, in terms of these girls’ overall view of their life, most girls felt that they had a positive life attitude both before and after the programme

(64%). On the other hand, 9% of these girls had a negative view of their life attitude both before and after the programme. In terms of the number of those who had a change in attitude, those who were based at a school were more likely to have a positive change in attitude (26%) compared to those who were based at a hub (22%). However, those based at a hub (77%) were slightly more likely than those based a school (64%) to hold a positive attitude both before and after the programme.

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	64%	0%	77%	0%	64%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
9%	26%	1%	22%	10%	26%

Table 56: Good qualities baseline and endline results

Good qualities: Table 56 shows that no girl felt that they had good qualities before the programme but did not after the programme. This is compared to 22% of girls who felt that did not before the programme but did following the programme. 7% felt that they did not have this both before and after the programme and a majority, 72%, felt that they did before and after the programme. Table 56 also shows that, alternatively, when considering girls who believed whether they had several good qualities, those who were based a hub were more likely (88%) than those based at a school (71%) to believe this both before and after the programme. Consequently, those based at a school were more likely to make a positive change after the programme (22% vs 12%).

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	72%	0%	88%	0%	71%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
7%	22%	0%	12%	7%	22%

Gender equality: Lastly, the beneficiary survey measured girl’s opinions around differing standards for girls and boys in five areas; health, nutrition, education, sports/play/creative expression and arts. As Tables 57-61 show, most girls maintained that there shouldn’t be differing standards for girls and boys across health (54%), nutrition (65%), education (44%), creative expression (49%) and arts (50%) both before and after the programme. Those based within a school or a hub during the programme are more likely in all five cases to maintain this belief at both data collection points. A significant proportion of all girls believed there should be differing standards before the programme but changed their mind after the programme for nutrition and creative expression (24%).

Table 57 - 61: Gender equality (57. Health, 58. Nutrition, 59. Education, 60. Creative Expression, 61. Arts) baseline and endline results

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
16%	30%	9%	77%	16%	28%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
54%	0%	14%	0%	56%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
23%	12%	30%	0%	22%	13%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
65%	0%	70%	0%	65%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
18%	38%	29%	59%	18%	37%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
44%	0%	12%	0%	45%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
24%	27%	14%	45%	24%	26%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
49%	0%	41%	0%	50%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
21%	29%	17%	48%	21%	28%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
50%	0%	35%	0%	50%	0%

Short Term Middle

Like the CPB non-cognitive section, non-cognitive outcomes for STM were measured using data from the Beneficiary Survey through a varying number of binary (yes/no) questions per area at both baseline and endline. A four-scenario coding grid was developed to measure the development of each girl's attitudes, perceptions and beliefs over the course of the programme. Girls either moved from a 'yes' at baseline to a 'no' at endline or a 'no' at baseline to a 'yes' at endline or they answered 'yes'/'no' at both data collection points. However, where CPB measured outcomes for those who dropped out of school versus those who had never enrolled, STP and STM analysis was done on hub versus school analysis as, programmatically, STP and STM focused only on those who had previously dropped out of school so, as a result, there was no data around the never enrolled.

Table 62: Self-reliance baseline and endline results (%)

Self-reliance: Table 62 shows that no girl felt that they were self-reliant before the programme but did not after the programme. This is compared to 37% of girls who felt that did not before the programme but did following the programme. 37% felt that they were not self-reliant both before and after the programme and 37% felt that they did before and after the programme. As shown in Table 62, 38% of girls who were based at a school for the programme had a positive change in their belief in their self-reliance (i.e. they did not believe that they were self-reliant before the programme and did believe this at endline).

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	26%	0%	43%	0%	25%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
37%	37%	29%	27%	37%	38%

This is in comparison to 27% of girls who were based at a hub for the programme. 62% of girls who were based at a school had no change in opinion after participating in the programme (25% believed they were self-reliant at both baseline and endline and 37% did not believe they were self-reliant both before and after the programme). Similarly, 72% of those based at a hub had no change in opinion after participating in the programme. However, they were more likely to maintain their 'positive' belief (43%) than a 'negative' belief (29%).

Table 63: Decision-making ability (health) baseline and endline results (%)

Decision-making ability: The beneficiary survey asked girls about their belief in their ability to make decisions about three areas; their health, career and education. Table 63 shows that no girl felt that they were able to make decisions around their health before the programme but did not after the programme. This is compared to 36% of girls who felt that did not before the programme but did following the programme. 30% felt that they did not have these skills both before and after the programme and 35% felt that they did before and after the programme. Table 64 shows that no girl felt that they had the ability to make decisions regarding their career before the programme but did not after the programme. This is compared to 35% of girls who felt that did not before the programme but did following the programme. 31% felt that they did not have these skills both before and after the programme and 34% felt that they did before and after the programme. Lastly, Table 65 shows that no girl felt that they had the ability to make decisions regarding their education before the programme but did not after the programme. This is compared to 36% of girls who felt that did not before the programme but did following the programme. 22% felt that they did not have these skills both before and after the programme and 41% felt that they did before and after the programme. As demonstrated in Table 63, 64 and 65 these preliminary results show a similar trend across all three areas. A majority of both girls based at a hub and girls based in a school were likely to maintain the beliefs they had before the programme upon completion of the programme. In each of the three cases, across both subsets of girls, respondents were more likely to have a positive belief than a negative belief both before and after the programme.

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	35%	0%	39%	0%	34%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
30%	36%	25%	35%	30%	36%

Table 64 shows that no girl felt that they had the ability to make decisions regarding their career before the programme but did not after the programme. This is compared to 35% of girls who felt that did not before the programme but did following the programme. 31% felt that they did not have these skills both before and after the programme and 34% felt that they did before and after the programme. Lastly, Table 65 shows that no girl felt that they had the ability to make decisions regarding their education before the programme but did not after the programme. This is compared to 36% of girls who felt that did not before the programme but did following the programme. 22% felt that they did not have these skills both before and after the programme and 41% felt that they did before and after the programme. As demonstrated in Table 63, 64 and 65 these preliminary results show a similar trend across all three areas. A majority of both girls based at a hub and girls based in a school were likely to maintain the beliefs they had before the programme upon completion of the programme. In each of the three cases, across both subsets of girls, respondents were more likely to have a positive belief than a negative belief both before and after the programme.

Table 64 & 65: Decision-making ability (64. career, 65. education) baseline and endline results (%)

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	34%	0%	41%	0%	33%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
31%	35%	35%	24%	31%	36%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	41%	0%	35%	0%	42%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
22%	36%	29%	35%	22%	36%

Women’s rights: Table 66 shows that no girl felt that they were aware of their own rights as a woman before the programme but did not after the programme. This is compared to 35% of girls who felt that did not before the programme but did following the programme. 33% felt that they did not have this awareness both before and after the programme and 32% felt that they did before and after the programme. Table 67 also shows that no girl felt that they were aware of laws relating to women before the programme but did not after the programme. This is compared to 39% of girls who felt that did not before the programme but did following the programme. 32% felt that they did not have this awareness both before and after the programme and 29% felt that they did before and after the programme. Table 66 and 67 show that 35% of girls based at a school were not aware of their rights as a woman and were aware of these following the programme. This is compared to 29% of girls who were based at a hub. Similarly, girls who were based at a school were more likely than those based at a hub to not be aware of laws protecting women’s rights before the programme but become aware of these following the programme (40% and 27%, respectively).

Table 66 & 67: Awareness of women’s rights (66. Own rights, 67. Laws) baseline and endline results (%)

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	32%	0%	39%	0%	32%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
33%	35%	31%	29%	33%	35%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	29%	0%	35%	0%	28%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
32%	39%	37%	27%	32%	40%

Table 68: Communication skills baseline and endline results (%)

Communication skills: Table 68 shows that no girl felt that they had communication skills before the programme but did not after the programme. This is compared to 35% of girls who felt that did not before the programme but did following the programme. 17% felt that they did not have this both before and after the programme and 48% felt that they did before and after the programme. Once again, girls who were based at a school for the programme were more likely to indicate a ‘positive’ change in their communication skills following the programme (36%) compared to those who were based at a hub (29%), as demonstrated in Table 68.

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	48%	0%	45%	0%	48%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
17%	35%	25%	29%	16%	36%

Table 69: Belief in ability to achieve baseline and endline results (%)

Achievement: Table 69 shows that no girl believed in their ability to achieve before the programme but did not after the programme. This is compared to 39% of girls who felt that did not before the programme but did following the programme. 15% felt that they did not have this both before and after the programme and 47% felt that they did before and after the programme. As shown in Table 69, 39% of girls based at a school indicated at baseline that they could not achieve what they set their

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	47%	0%	45%	0%	47%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
15%	39%	31%	24%	14%	39%

mind to but after the programme felt that they could. In comparison, those who were based at a hub were less likely than this group to make this change (24%).

Table 70: Positive life attitude baseline and endline results (%)

Positive life attitude: Table 70 shows that, in terms of these girls' overall view of their life, the majority of girls felt that they had a positive life attitude both before and after the programme (61%). On the other hand, 10% of these girls had a negative view of their life attitude both before and after the programme. In terms of the number of those who had a change in attitude, contrary to other non-cognitive markers, those who were based at a hub were more likely to have a positive change in attitude (31%)

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	61%	0%	59%	0%	62%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
10%	28%	10%	31%	10%	28%

compared to those who were based at a school (28%). However, those based a school (62%) were slightly more likely than those based a hub (59%) to hold a positive attitude both before and after the programme.

Table 71: Good qualities baseline and endline results (%)

Good qualities: Table 71 shows that no girl felt that they had good qualities both before the programme but did not after the programme. This is compared to 27% of girls who felt that did not before the programme but did following the programme. 7% felt that they did not have this awareness both before and after the programme and, the majority, 66% felt that they did before and after the programme. Unlike the last table, when considering girls who believed whether they had a number of good qualities, those who were based a hub were more likely (71%) than those based at a school (66%) to believe this both before and after the programme, as outlined in Table 71. Consequently, those based at a school were more likely to make a positive change after the programme (27% vs 18%).

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
0%	66%	0%	71%	0%	66%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
7%	27%	12%	18%	7%	27%

Gender equality: Lastly, the beneficiary survey measured girl’s opinions around differing standards for girls and boys in five areas; health, nutrition, education, sports/play/creative expression and arts. As reported in Tables 72-76, the majority of girls maintained that there shouldn’t be differing standards for girls and boys across health (52%), nutrition (55%), education (43%), creative expression (42%) and arts (48%) both before and after the programme. Those based within a school during the programme are more likely in all five cases to maintain this belief at both data collection points. A significant proportion of all girls believed there should be differing standards before the programme but changed their mind after the programme for health (33%), nutrition (27%) and education (36%). There are also similarities between sports/play/creative expression and arts. The second highest category across these areas was girls who maintained that there should be differing standards for girls and boys in sports/play/creative expression (39%) and arts (31%).

Table 72 - 76: Gender equality (72. Health, 73. Nutrition, 74. Education, 75. Creative Expression, 76. Arts) baseline and endline results (%)

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
33%	15%	47%	14%	32%	16%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
52%	0%	39%	0%	56%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
27%	18%	35%	18%	27%	18%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
55%	0%	47%	0%	55%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
36%	21%	47%	16%	35%	21%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
43%	0%	37%	0%	44%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
18%	39%	35%	27%	17%	40%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
42%	0%	37%	0%	43%	0%

<i>Overall</i>		<i>Hub</i>		<i>School</i>	
<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>	<i>Yes to No</i>	<i>Yes</i>
21%	31%	39%	27%	20%	31%
<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>	<i>No</i>	<i>No to Yes</i>
48%	0%	33%	0%	49%	0%

Findings from qualitative data

This programme has raised awareness of the importance of education in general but in particular the importance of educating girls. There has been a recognition from interviewed stakeholders that as a result of this programme, not only are girls more aware of the benefits of schooling and their own abilities but that the wider household (be it their parents or their siblings) but also the wider community have become more aware of the value of educating a girl.

Interviewed girls have suggested that this programme have given them an opportunity to ‘prove their mettle’ and that it has enhanced the belief about the benefits of an educated mother both on her own children and on wider society. Interviewed girls reported that as a direct result of

‘My self-confidence gave me security’

(Student)

participating in this programme, they felt that they were able to raise their voices more, that they had gained self-confidence, obtained knowledge about their rights and a recognition of their talents. Girls across the three districts reported feeling more empowered to making life decisions and more confident that they could have a

more secure future as a result of participation in the SS programme. Girls noted that their resilience had improved and that their perceptions on how they can face life’s challenges were more positive. In particular, the provision of self-defence classes was highlighted as a contributing factor to this improved confidence.

Whilst some parents were initially very reluctant, this programme according to parents themselves as well as school staff, has increased parental trust and belief in their daughters. Parental aspirations about daughters’ future careers have also improved with one parent stating that they now dream of their daughter becoming a doctor and with several parents suggesting that they now aspire to their children achieving higher levels of education than they would have otherwise. Some even suggested that they wished the programme covered higher levels of education. Parents and teachers also reported that the girls had become more confident as a result of this programme.

Both parents and children recognised that the programme had created a passion for education amongst them and had resulted in them learning about the importance of education. The programme has been attributed with the benefit of encouraging the participants to not only study now but study further and aspire to better jobs and employment. Both parents and girls recognise the benefits that this education will also provide to the household as a whole but even to younger siblings getting educated. Some parents also recognised the value of educating their daughters for the rewards in the marriage market.

Teachers and head teachers also reported that the SS programme had changed the girls’ mindsets and given them the perception that they would in fact be unlucky if they did not get an education. It was also noted to have changed their aspirations with girls now aspiring to be teachers, to study beyond primary and middle levels, and to earn money to help support their families. It was noted by one teacher that this programme has empowered girls and given them a voice. She recounted an anecdote where one girl’s engagement was broken off when she enrolled in the programme, but she convinced her parents to allow her to continue schooling.

One head teacher noted that girls had started to believe that they are as good as boys and that they can achieve as well as them. This changed mindset as a result of the SS programme was seen as a tremendous contribution to girls' education in these contexts. The LSBE sessions in particular were noted as teaching elements to empower the students making them more aware of their rights. It was also noted that financial management and personal hygiene information sessions were of particular use.

There was evidence that girls' participation in education through this programme had started to shift some community and cultural norms. Some girls, for example, reported that initially reluctant community members, on seeing the benefits of enrolling girls and no negative repercussions that they had anticipated (e.g. girls behaviour deteriorating as a result of schooling), enrolled their own children in the programme. This latter element was particularly credited to the fact that the SS programme imparted lessons on morality, on religion and on key issues of importance to the local context.

Q4: *What is the additional influence of providing information sessions to parents and enrolment and retention in the remedial learning programme for dropouts and never enrolled students?*

Key Qualitative Findings

Parental information sessions are run regularly and tend to be well attended. Their value in encouraging the enrolment and retention of girls in schools was noted by all stakeholders. Providing these sessions to girls and perhaps even to the wider community could be of further benefit. Stakeholders noted the critical role of programme staff in raising awareness about this programme and encouraging parents to attend it.

Most stakeholders reported an average of about 4-7 session parental information sessions in the past one year. Some settings reported up to more than 2 sessions per month. Many respondents noted that they had attended these sessions with some noting difficulty in attending due to time and work constraints. It was also noted that many parents could not attend due to the fact that they work away from home. However, some parents also reported that in these instances' teachers visited them in their homes to provide the information directly to them to encourage participation of their daughters in schooling.

Some parents felt enlightened not only on the benefits of education through these sessions, but they also highlighted the fact that some parents overlook the outcomes of this increased education such as the ability of programme girls to share the financial burden of the family. Some highlighted ways in which this could be an advantage to the family with one respondent noting the spillover effect on younger siblings' education through having an older sister undergoing the programme.

A large majority of the respondents noted their opinion that the parental information sessions had a positive effect on both enrolment and retention with several stating that had it not been for these sessions, where they have had to work hard to convince parents to send their daughters to schools, student attendance would suffer. Students were overwhelmingly positive about the value of these sessions with the view that if it were not for these sessions, *'our parents would have never known the importance of education and we would have never known about this school.'* Students additionally reported that these sessions would also be beneficial for the girls to attend (who reported that because the sessions were organised during school time they could not be attended) and that a key focus of these should be on the importance of education and availability of facilities.

Some parents also noted that the parental information sessions helped them to become more empowered and informed themselves in making decisions with regards to the upbringing of their daughters. One parents even noted: *'we are illiterate, we do not have enough information about this. We will cooperate to whatever is suggested to us, we have complete trust...they will decide what is better for the children.'*

'Now we proudly tell everyone that our daughters have passed 8th standard and they will keep studying to become teachers. Girls are very happy and content, they want to get educated and employed.'
(Parent)

The value of providing information to parents on educating girls was noted by several head teachers. One head teacher reiterated the view that these sessions were instrumental in changing attitudes particularly in areas where the community itself is

mostly illiterate. The head teacher noted the instance in which she had to repeatedly encourage parents to send their girls to school by incentivising them through free transport and educational resources. Despite these incentives, some parents still showed a reluctance to educate their daughters as they feared that the girls would 'run away after their education'. The head teacher's persistent encouragement and imparting of information was a critical factor in encouraging these parents to send their girls to schools under this programme. One head teacher, for instance, also noted that these sessions are geared towards motivating and encouraging parents to send their daughters to school, to provide them information on the facilities the programme provides and the value of an education for their daughter. Some head teachers were of the opinion that these information sessions were so valuable that they should be run in places where they have not been implemented to encourage girls to attend schools.

Q5: *What is the relationship between technological innovations (such as delivering secondary level classes through technology) and attendance, engagement levels and learning outcomes of students?*

Key Qualitative Findings
Leveraging the use of technology has propelled the programme and provides a critical key to further scaling.

The flexibility provided by the online delivery of courses (through the Edkasa intervention) has been extolled as a major virtue of this programme. It allows girls to study at home and teachers to teach from anywhere when needed. Attendance rates and engagement with the programme has been reported to have been enhanced due to the use of this technology. However, the data on which these results are based are limited², however some stakeholders have suggested that this could be useful tool to widen participation in the programme. Internet speed and power shortages have been a limitation for this delivery format.

A major concern for some parents (as reported by a head teacher in Rahim Yar Khan) was their daughters being taught by male teachers. There was a recognition that girls were very interested in science and maths subjects and the lack of female teachers in these fields impacted girl's ability to study these areas. Online classes have mitigated these parental safety concerns and allowed more girls to study STEM subjects.

² The Edkasa intervention has been implemented in a smaller number of schools. Within our sample, this intervention had been implemented in two schools and the findings represent the views of respondents from these two schools only.

The mobile cinema initiative (SOC), has also been instrumental in raising awareness about the importance of girls' education and about girls' rights³. According to parents in Rahim Yar Kahn, mobile cinema 'has sparked the lost hope in students.' Respondents noted that the documentary motivated students to engage in education even within the limited resources they faced. In particular, it was noted that this documentary helped them to improve planning for their future, in setting goals, as well as making them aware of their rights. Some girls interviewed were of the opinion that this video format was particularly effective as it helped the viewer to understand the message more clearly and to remember it for a longer period of time. The content of the mobile cinemas was lauded by a head teacher who noted that videos such as those discouraging early marriages and early pregnancies have been especially valuable in changing girls' mindsets.

Improvements to the programme in terms of the use of technology were suggested by stakeholders. These included the following: further topics should be covered, and more videos created; videos should be played multiple times to reiterate the key message. In addition to this, one stakeholder also highlighted the fact that '*everyone has a mobile phone*' and that this technology could be harnessed and used by the SS programme to further engage with parents and students.

Q6: *What is the relationship between enrolment in the programme and participation in income generating activities as well as the income generated?*

Key Qualitative Findings

The evidence on this is limited given that the qualitative data collection is based on participants who are currently enrolled in the SS programme. Whilst there is an unequivocal recognition that their income generating activities would benefit their financially constrained households, robust evidence on the impact of the programme on income generation is something that will need to be evaluated through long term data collection efforts. However, based on respondent views about some alumni members who have graduated and stakeholder perceptions, girls' income generation activities are viewed as a very positive (potential) outcome of the programme.

The financially constrained environment in which the programme is being implemented would suggest that additional income generating activities of girls would be a big advantage to the households in which they live. This theoretical assumption has been evidenced by some primary data collected across the three districts where interview respondents provided anecdotal evidence of instances where this was the case. For example, a hub respondent (DPM) from Muzaffargarh recounted instances of great pride for girls and parents once girls were earning an income of their own after participating in the programme and learning vocational skills that they were now putting into practice. This respondent provided an example of one girl who was now earning a very respectable salary as a tailor for her community. There were several other anecdotes demonstrating girls undertaking work e.g. conducting tuition classes, setting up an online tailoring business etc.

'Daughters are not a burden anymore'
(DPM)

³ As with the Edkasa intervention, mobile cinemas were provided to a limited number of schools. Within our sample, there were 2 schools where the mobile cinema intervention had been provided and our results are based on findings from these two schools.

Women play an important role in managing expenses and running households. Therefore, not only is this extra income important, another important aspect of the SS programme is the provision of financial management lessons highlighting the fact that their daughter's education may result in them being able to assist in household budgeting and money management. This is an important aspect of the programme as these girls cannot only contribute financially but also through these additional skills that they would have acquired.

Some of the wider benefits of girls' earnings were demonstrated through the suggestion that early marriage may be delayed by girls' abilities to contribute financially in their parental homes as most early marriages appear to be financially driven. Some girls also noted the view that any extra income they could earn or are earning could really benefit their financially constrained households but also that this contribution had many non-material benefits such as girls feeling like less of a burden and feeling valued by their families and peers.

Q7: *Were inputs (staff, budget, etc.) and activities (i.e. trainings etc.) delivered in a timely manner? What checks are in place and how effective are they in ensuring that minimum quality standards have been met?*

Key Qualitative Findings

Overall the findings are very positive on the timeliness and adequacy of programme inputs. However, stakeholders have made some useful suggestions on how the programme efficacy can be improved for example, the length of teacher training, language of training materials and the speed at which the curriculum is delivered to the participants.

According to stakeholders, the resources received through the SS programme, were mostly noticed to have been sufficient and to have arrived in a timely manner. One hub DPM noted that they were provided with a work schedule with timelines so that they could ensure that they have completed their work in a timely manner and that this outcome is shared. Training sessions, parental sessions, tests, exams etc. were all managed well and on time due to these programme requirements. Despite the positive feedback relating to programme inputs, there was a widespread recognition that generally across schools, there is a lack of funds, with schools facing limited resources in relation to both staff as well as facilities. Toilets, classrooms and furniture were highlighted as key inputs lacking in many schools. Whilst these elements were not the remit of the SS programme, it must be acknowledged that they could have impacted on the efficacy of the delivery of the programme due to their larger effect on the environment within which children are learning. One programme resource area that a stakeholder suggested could be improved would be the provision of additional items such as sweaters and shoes. Similarly, further funding for technology and computer resources was also advocated for.

Whilst some respondents noted that the programme duration was sufficient, others felt that they could have benefited from a longer time period as the speed of the course meant that they found it more challenging to keep up. It was therefore suggested by some stakeholders to increase the duration of the programme to allow for those learners who needed the extra time to learn in an effective manner.

At the district level, officials noted however, that levels of programme staff were not sufficient and that given the long distances that needed to be covered, both programme staff and budgets

need to be improved. The lack of qualified teachers in remote areas was also highlighted as this has resulted in the hiring of less qualified teachers in some villages. Delays in the payment of teacher salaries by ITA were also highlighted by a couple of respondents although overall this did not appear to be a concern across the majority.

Teachers noted that the SS programme offered a very child-focused and needs-based training, allowing teachers to teach students according to their needs. Teachers felt that the training that they received was *'very useful'* and pertinent given the situations in which they teach. In particular time management and classroom management skills were highlighted as training areas that were valued. Additionally, teachers were of the opinion that the training helped to equip them in relation to the types of situations and problems that they faced as teachers in these challenging contexts. Teachers also noted the importance of the content of the training they were provided with examples of being taught about harassment and stopping corporal and severe punishment of pupils by teachers.

Teacher trainers at the hubs reported that training content and information was sufficient and provided in a timely manner with appropriate notice. They reported that teacher attendance at training was generally very high. Some teacher trainer respondents were of the opinion that field teachers could benefit from more and longer training. They suggested that for all teachers training should be spread over 3-4 days rather than one day to enable trainers to explain the topics in depth and with more clarity. School-based sessions should also be organised to allow more field teachers to attend. It was also suggested that training manuals should be provided in Urdu to allow all teachers to access them more effectively. In relation to training material content, it was suggested that legal and regulatory information should also be included, for example, to raise awareness about laws relating to marriage, child labour etc.

Q8: *What are the key challenges associated with recruiting as well as retaining adolescent girls in remedial learning programs?*

Key Qualitative Findings

Pakistan is faced with similar challenges as those globally faced by children, and in particular girls, in accessing education. Access to schools, cultural norms and financial constraints are the most critical challenges facing girl's education in the country. Mitigating these factors should and is a focus of the SS programme and the wider education agenda.

Girls, parents, head-teachers, teachers and programme staff alike all acknowledged the same critical deterrents to the enrolment and continued retention of girls in school. These challenges were identified to include the following:

- 1) Distance from school to home;
- 2) Financial constraints of the household;
- 3) Parental and community perceptions that the education of girls not only is not valuable but could even be detrimental (e.g. to their moral values);
- 4) Education is more important for boys than for girls;
- 5) Child work in and out of the household and
- 6) Early marriage should be encouraged in the place of continuing education.

Convincing parents to enrol and educate their daughters was highlighted as the biggest challenge to bringing girls into school and keeping them there. However, several stakeholders noted that once girls were attending school and parents (as well as the wider community) started

'This programme has impacted the narrow-mindedness of society positively'

(DPM)

observing the benefits of their schooling, this hurdle was overcome and the positive spill over effects manifested to other members of the community who also then enrolled their girls into school. Some parents reported a key motivating factor for enrolling their girls in the programme was the provision of additional resources such as uniforms, books, stationery etc.

Safety concerns form an important, real and credible concern to girls schooling. As highlighted in this evaluation, provision of transport to schools has played an important role in mitigating these risks. Additionally, some stakeholders indicated that the programme had facilitated safety in the travel to school in other ways. An example was given of the programme '*bringing together*' girls so that they could form schools and walk to school together, thereby increasing their safety and appeasing parental concerns.

Similarly, students and parents were very concerned about teacher attitudes and behaviours and, in some instances, stakeholders highlighted this as a reason for not sending girls to school. The attitude of programme staff, their training and the confidence that they instilled in parents through the information sessions and door-to-door visits, were reported by several stakeholders as an important element encouraging them to build trust and confidence that their children would learn in a safe and effective manner. Parents interviewed during the course of data collection indicated that they had been impressed by the teachers that they met from the SS programme and they felt that these teachers would provide good role models to their children. This was reported to have given parents' encouragement and confidence that they would teach the girls well and treat them well.

Some stakeholders suggested that a critical aspect of the programme has been and should continue to be the focus on both mothers as well as fathers. Many mothers were of the opinion that their spouses make most of the decisions and, therefore, engaging with fathers was seen as a critical tool. It was also suggested that the programme should focus on encouraging and supporting mothers in their right to make joint parental decisions.

Another challenge noted by programme staff was the difference in delivering the programme to girls who have never been to school as opposed to those who have attended school in the past. Stakeholders suggested that this challenge could be overcome through more focused training and resources for the former given that they appear to require more attention due to the fact that they have never attended a school. This is also the case for girls who have been out of school for a long period of time because whilst they may have been learnt some of the elements of the curriculum, by being out of school that learning is likely to have been lost.

Q9. *How relevant is the intervention to the education development priorities and scale of challenges at the national and provincial level?*

Qualitative Findings

Most stakeholders (head teachers, teachers and district and provincial level stakeholders) held the view that the SS programme offered targeted support to girls in extremely vulnerable and challenging contexts in Pakistan. In doing so, it aligns well with the provincial and national education priorities.

District and national level stakeholder responses were useful in informing us about this particular question. Whilst they acknowledged the importance of such programmes, one respondent called it ‘a drop in (the) ocean’. Nevertheless, the respondent held positive views about the value of such programmes and the importance of scaling such efforts to meet provincial and national needs. The expansion of the programme, according to this respondent, can be achieved through hiring qualified teachers and through higher budgets. Another district level stakeholder noted that the SS programme was well targeted by focusing specifically on the girl-child, something the stakeholder passionately upheld as a critical need for Punjab and for Pakistan. In particular, several stakeholders noted the importance of encouraging girls into schools to prevent the cases of child and early marriage in the society. Stakeholders noted the importance of changing mindsets which are very difficult to shift. However, interviewed stakeholders felt that mindsets of parents and girls can change, albeit slowly, through such interventions that focus on increasing girls’ participation in schools.

Q10. *What are the lessons learned and best practices of this programme?*

Qualitative Findings

The SS programme provides a holistic and comprehensive package of support to marginalised girls. Engaging with parents and communities, equipping girls with literacy and numeracy as well as wider life skills, challenging cultural norms and attempting to change well-entrenched mindsets are some of the best practices demonstrated by this programme.

It was noted by several participants that the biggest challenge facing girl’s education is in relation to the higher levels of education. Several interviewees and focus group participants stated that cultural norms encouraged early years of education for girls but that the greatest barrier was the recognition of the importance of educating girls up to and beyond the matriculation levels. This programme, therefore, is critical because not only does it provide the foundation stages to allow girls who have never been to school to catch up to their peers and have an opportunity to learn more, but also allows girls who have dropped out to complete levels of education that would not have otherwise been deemed important or acceptable. By also changing girls’ aspirations, this programme has opened up the opportunity for parents and community acceptance of girls going to school beyond the primary level.

District/national level stakeholders noted that a key lesson from this programme is that it is possible to provide basic education to children who would otherwise be considered ‘lost causes’. This programme has offered the opportunity for many girls to acquire basic education and start reading and writing when they were not capable of doing either before enrolment in the programme. By equipping girls (and

‘Education of women can change generations’
(Teacher)

sometimes teachers and parents) with knowledge about awareness of women's rights, about self-defence techniques and about issues as diverse as financial management and hygiene, this programme has improved their confidence and self-belief. Some stakeholders noted that whilst the mindset of some people has changed, that of others remains unchanged. However, changing mindsets and deep-rooted cultural norms takes time and stakeholders acknowledged this.

Given the challenging contexts within which this programme operates, some district/national level stakeholders have noted that offering a stipend, especially to girls from the lowest socio-economic strata, might be an effective means of increasing enrolment even further.

Amongst some of the best practices of the programme identified by several stakeholders were the fact that girls have become independent, that they are literate and numerate, have learnt key skills which allow them to make a living. The Life Skills Based Education (LFSE) was especially lauded by several stakeholders as not only equipping girls with valuable skills but by also empowering them through more confidence and self-belief. The usefulness of the programmes offered to the girls was reflected in several examples: a girl who sells clothes online that she is stitching herself; and another who is delivering things door to door to earn money; another girl who is running an educational centre for the community children; another reported tutoring other children to generate a small income for her family as a result of the SS programme. These examples indicate the variety of changes in girls and their families lives through various strands of the programme. Some stakeholders suggested additional elements that could be added to the programme such as computer and IT literacy, culinary skills etc.

In addition to the direct benefits to the girls themselves, stakeholders have lauded the benefits to the families through this programme. Several stakeholders have unequivocally noted the changed mindset of parents, of families and of communities. It was noted, for example, that *'it was a very backward area (which) had a very rigid perception of teaching girls but now they have changed...we have enlightened the house with knowledge'*.

Some of the other key important lessons' stakeholders highlighted that they had observed during this programme were:

- 1) The importance of continuing education irrespective of age;
- 2) Awareness about the importance of education and the role it can play in the girl's future;
- 3) Facing every challenge of life with courage and not losing hope;
- 4) Lessons in ethics, self-defence communications and life skills;
- 5) The importance of giving parents information and practical examples of how this education will help them and their daughters is the most convincing way of getting them on board.
- 6) Experiencing the benefits of the programme then encourages further enrolment and continued retention of girls across the wider community.

Q11. *Were there any unintended outcomes or effects of the programme on the identified girls or other stakeholders?*

Qualitative Findings

The SS programme has generated several positive unintended consequences and in particular achieved spillover effects, both within the household of the programme girls, as well as in the wider community within which they reside. This primary data collection exercise has not brought to light any negative unintended consequence of this programme.

Some unintended consequences reported by stakeholders are listed below:

1. Some parents reported that the programme had had an impact on the wider community and even where other community members were against the education of girls, they now also send their girls to school to secure their futures in the hope that they can lead a better life. These spill over effects have had more far reaching impact than perhaps the initial programme intended.
2. Another spillover effect within the household noted by parents in one district was the impact of having an educated elder sister on younger sibling's education outcomes.
3. Whilst the teaching of ethics and morality was not a targeted component of the programme, several parents and teachers have highlighted this as a critical element in encouraging them to enrol the children into the programme and to continue to allow them to attend. There were many misconceptions about the impact education can have on the behaviour of girls and these appear to have been laid to rest through incorporating this type of learning into the programme. It has alleviated parental fears that education is contradictory to their cultural and religious beliefs. Many parents and teachers stated that the religious education provided as part of this programme, particularly in relation to teaching girls about their role in the community towards national betterment and their civic responsibilities and the respect and recognition towards their elderly and towards society is a very good feature of the programme.
4. It was also suggested that by enrolling girls in schooling, they have not only engaged in academic pursuits, but that SS has also encouraged them to undertake other beneficial activities. Some stakeholders suggested that being part of this programme has encouraged their children to engage in co-curricular and extra-curricular activities alongside their academic syllabus learning.

Q12. *Has the programme delivered good value for money?⁴⁴*

Findings

Based on the data received, it is not possible to conclusively comment on value for money of this programme. However, some initial indications are provided in the text below.

Achieving Value for Money (VfM) is a critical component of any programme. It relates to the maximisation of the impact of each pound/dollar spent in improving the education of its beneficiaries. VfM analysis involves gaining a better understanding the costs of an intervention and the resulting impact allowing more informed and evidence-based choices in a process of continuous improvement. VfM goes beyond just reducing costs and lowering spending but focusing on analysing what is driving the costs and ensuring the desired outcomes are being achieved at the right level of quality and for the right price. Conducting VfM analyses improves

⁴⁴ More cost information is expected from ITA and this section will be updated accordingly.

transparency and accountability in operations and ensures that resources are used optimally to achieve intended outcomes. Dfid uses the 4Es framework in assessing VfM for any given programme.

Figure 28: DFID’s 4Es Framework

<p>Economy: assess the degree to which inputs are being purchased in the right quantity and at the right price.</p> <p>Efficiency: assess how efficiently the project is delivering its outputs, considering the rate at which intervention inputs are converted to outputs and its cost-efficiency.</p> <p>Effectiveness: assess the quality of the intervention’s work by assessing the rate at which outputs are converted into outcomes and impacts, and the cost-effectiveness of this conversion.</p> <p>Equity: degree to which the results of the intervention are equitably distributed.</p>

Source: DFID’s Approach to Value for Money (VfM), Department for International Development, London, UK.

Economy

An assessment of the expenditure reports for July 2018-September 2019, provided by ITA, would indicate that expenses and costs are in line with approved DFID budgets. This would suggest that the programme is managing its budget in line with targets that have been agreed with the funder. The largest proportion of the costs (as would be expected) relates to personnel costs. However, given the data provided by ITA and the lack of data pertaining to other similar programmes as a comparator, it has not been possible to undertake a robust analysis of VfM. It has been estimated that transport forms a significant proportion of the parental cost of sending girls to school (35%), therefore the provision of this facility by ITA at PKR 485 (USD 3.3)/month per child is an important cost saving factor that has encouraged more girls to attend schools. However, this has resulted in costs that are beyond the control of the implementer namely that the cost of transport is highly dependent on inflation rates and petrol prices and this could adversely affect the provision of this facility (March – June 2018 Quarterly Report, ITA).

ITA has reported the following per child/learner costs:

- Rs. 3900 (£19.1) for CPB(including books, stationery, teacher salary).
- Rs 4100 (£20.1) for 6-month primary/middle completion.
- Rs. 5000 (£24.5) for 3 months certified vocational course or Rs. 1700/month i.e. £8.3 (includes books, stationery, trainers’ salary, materials etc.)⁵

The total average cost per beneficiary over the life of the programme has been estimated to be £102 (Quarterly Report March 2018-June 2018, ITA). Given that this programme is reaching the poorest and most marginalised children in the most challenging circumstances and given that the government school cost per student annually at middle and secondary schools is £134, suggests that the SS programme provides value for money.

Efficiency & Effectiveness

This report has indicated (based on quantitative data analysis of ITA-provided monitoring and evaluation data on enrolment and learning outcomes) that this programme has resulted in

⁵ Exchange rates calculated as on 31 January 2020.

increases in not only the enrolment of girls (an increase in enrolment due to the programme of a 100% given that these girls would not otherwise be learning) but also an increase in learning outcomes (numeracy and literacy). In total, the programme has reached 16858 beneficiaries in the remedial learning strand. Based on analysis of learning data from over 4000 girls enrolled in cohorts 1 and 2 of the CPB programme, over 1500 girls enrolled in the STP and over 900 participants in the STM strands, overall learning outcomes across all strands for girls enrolled in these strands of the SS programme. Our analysis above shows, for example, that in the CPB cohort, by endline all girls were achieving level 7 or above in numeracy. Similar improvements were seen in literacy where 81% of girls were achieving 12 marks or below at baseline but by endline, 87% of girls were achieving 12 marks or more. Given that these girls are the most marginalised and vulnerable, it must be noted that interventions that reach these types of beneficiaries are often more costly and the most difficult of pupils to teach. Therefore, achieving these increases in learning outcomes at what appears to be reasonable cost is creditable.

5. Conclusions

- **The SS programme has been delivered in an effective and efficient manner.** This report has found (using qualitative data collection) that not only have inputs of the programme been of sufficiently high quality and quantity, they have also reportedly been delivered in a timely and efficient manner on the whole. This evaluation has found that the SS programme has been well designed. This has meant that it has not only effectively been delivered to those girls that it aims to target but that this has been done in an efficient manner. Planning and budgeting of inputs appear to have been comprehensive with key targets being met. It would appear that resources are not only adequate for programme delivery but they have also reached schools and hubs in a timely manner. It would appear that there are adequate numbers of teachers delivering the programme and that these teachers are reported to be well-trained to deliver the curriculum. Impressive improvements in learning outcomes also provide evidence of the efficacy of this programme particularly because it aims to reach highly marginalised girls.
- **The success of the SS programme (as measured through learning outcomes triangulated with qualitative interviews with key stakeholders) has provided evidence that improved learning outcomes through remedial learning are possible even in difficult settings:** Learning outcomes have been analysed using quantitative data across the CPB, STP and STM strands of remedial learning. The results provided on numeracy and literacy outcomes have shown that girls who are enrolled in all these strands have benefited from the programme and have demonstrated improvements in their learning outcomes as measured between the baseline and the endline. These results are positive for both never enrolled and dropped out girls. This is a very encouraging finding as measuring progress in learning outcomes is an incredibly important goal for all education systems and in this scenario is even more encouraging given that the girls targeted by the SS programme are amongst the most vulnerable and marginalised. Therefore, achieving these impressive results through a short-term programme that is remedial in nature, is targeting girls who otherwise would not receive an education and are potentially more challenging to teach, are living in environments where cultural norms are resistant to their education, is even more laudable.
- **Transport facilities matter more in environments with strong cultural norms and financially constrained households:** long distances to schools, high travel costs, cultural norms resistant to educating girls, unsafe journeys to and from school, are some of the huge challenges facing girls' education in many contexts. The provision of safe transportation to and from schools and education hubs can help alleviate parental concerns and financial pressures that may otherwise prevent girls from going to school. Qualitative data collected from the SS programme has indicated that many girls would not otherwise have schools or hubs had it not being for the provision of transport. Therefore, these evaluation findings would suggest that the provision of transport facilities form a critical additional input to improving girls' education and is, therefore, a very important characteristic of the SS programme that could be replicated in other programmes given the extensive research base that indicates that distance to school and safety concerns remain a critical barrier for girls' schooling worldwide. In particular, DFID has recognised this issue through evidence from the Girls Education Challenge funding initiatives.

- **There is evidence of improvements in non-cognitive outcomes of girls participating in this programme.** The quantitative and qualitative data analysis and results on the non-cognitive outcomes measured (such as girls' perceptions of aspirations and empowerment) would indicate that overall the SS programme can be judged to have either a positive or no effect on girls' non cognitive outcomes. Whilst the qualitative data provides an overwhelmingly positive indication of this positive result, the quantitative data shows that whilst the SS programme (across the various strands) has improved (and not worsened) non-cognitive outcomes for girls in a large number of cases, there are still many girls (according to the quantitative data) whose perceptions of their cognitive outcomes have remained the same before and after being part of the programme. This report would therefore recommend, that this could be an area of further focus for the intervention given these initial positive findings. It should be noted that participation in such programmes could potentially have a perceived negative impact on non-cognitive outcomes if participation in a programme increases awareness of these characteristics if participants become more aware of these characteristics by participating in the programme. Taking self-confidence as an example, participation in such a programme will change not only a girl's perception of what self-confidence is but also change her judgement of her own self-confidence because the peer group to which she is now relating will have changed.
- **Information sessions can help break down cultural barriers:** The findings from qualitative data gathered as part of this evaluation have indicated that parental information sessions have not only been run regularly but have largely been well attended. Stakeholders interviewed noted the value of these sessions in encouraging the enrolment and retention of girls in schools. The role of programme staff in raising awareness about the programme and in engendering trust in the programme has been highlighted as a key positive attribute of SS. One suggested enhancement is to provide information sessions not just to parents of participants but also to participating girls and to the wider community who may not be aware of and involved in the programme already.
- **Leveraging technology creatively is a potential opportunity to enhance programme delivery and reach.** Very preliminary (and limited in scope) qualitative analysis of the Edkasa intervention suggests that the online delivery of courses could be a major virtue of this programme as it allows girls to study at home and for teachers to teach from anywhere when needed. It also overrides safety concerns and other barriers to girls going into educational institutions. It also helps resolve the problem of very limited qualified teachers in particular subjects such as STEM.

6. Appendix I: Qualitative Primary Data Instruments

Hub District Programme Manager Interview Schedule

Question ID	Question	Translation
s0_q0	"Advancing Action for Adolescent Girls "; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
s1_q1	District Name	Hub kis zilay me hai?
s1_q2	Hub Name	Hub ka naam
s1_q3	Name	naam
s1_q4	Year of joining the hub	Hub join krne ka saal
s1_q5	How long have you been working as a District Program Manager?	ap kitne arsay se DPM k tor per kaam kr rahay haan?
s1_q6	Experience as DPM in this school?	apko kitna arsa ho gaya ha is school ma DPM k tor per kaam krte howay?
s1_q7	Have you served in any other hub as DPM?	Kya aap kisi aur hub main DPM taqarur rahe hain?
s1_q8	Highest Qualification	Aap nae kis darjay taak Taleem hasil ki hai? Apni zeada se zeada taleemi kabliyat btayeen.
s1_q9	District of original residence	rehaishi zila
s1_q10	Current district of residence	mojooda rehaishi zila
s2_q1	As part of the SS intervention, free transport facilities are meant to have been provided. Have transport facilities been provided in this hub?	Siyani sehli program k tehat muft transport ki sahoalat muhaya ki jani thi. kya apko qareebi markaz ma transport ki saholiyaat mayasir haan? 1) amad o raft ki khidmaat mohiya krne wala kon hai? B) kya wo gair rasmi tor per paise le raha ha iss saholat k mayasir honay per??
s2_q2	Who is the service provider and what is the mechanism of picking and dropping the girls? Probe: A spot or pick from home service?	
s2_q3	If the transport services are provided , what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agar transport ki sahoalat muhaya ki gayi hai tou aap k khiyaal se iss tarah ki saholat se tadarak k programo me andraj ya school me rehne k faislo par kis tarah asar hota hai? Agar transport ki saholat muhaya nahi ki gayi tou, aap k khiyaal se agar yeh saholat mutarif karvayi jati tou tadarak k programo me andraj ya school me rehne k faislo par kya asar parta?

s2_q4	Are there any kind of complains that you receive from parents and students about the provision. If yes, what kind?	Kya walden ya talibilmun ki taraf se koi shikayat hai? Agar haan tou kis kisam kii?
s5_q1	In your opinion, was staff for the programme sufficient ?	Kya aapki raey me iss program k liye staff ki tadad kafi thi?
s5_q2	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
s5_q3	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	Apki raey ma, kya program ke andr mojoood sargarmiyaan waqat per (jaise training session wagaira)faraham ki gai?
s5_q4	On a scale of (1- 5), how is the quality of the staff implementing the program in shools of this ditrict?	(1-5) ki seerhi per, amlay ki kya qabliyaat thi jo is program k liye faraham kiya gaya?
s5_q5	On a scale of (1-5), how timely do you think is the budget provided to the hub?	(1-5) ki seerhi per, budget kitna waqt per faraham kiya gaya tha?
s5_q6	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
s6_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
s6_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqar rakhnay k mutaliq kuch ahem challenges kya haan? Masaal k tor par school se fasla, ya phr koi sakafti rukavatain wagera
s6_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan?
s6_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Apke khyaal ma iss program se kch behtreen tareeqaqr kya ha?
s6_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
s6_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
s6_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
s6_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan? Stake holders wo log hotay hain jinhain iss program ki wajah kisi na kisi darjay par koi asar hua ho.
s6_q9	In your opinion, has the programme provided good value for money?	Apki raey ma kya program ne raqm ki achi qeemat mohaya ki ha?
s7_q1	Do you think the programme model in schools of this district replicated perfectly?	Kya apko lagta ha k iss zilay k schooloon ma program ka model sahe se nakal kiya gaya ha?
s7_q2	How much of a difference does the extra features of hub schools create in final outcome of girls' employment prospects? A)Transport B)Vocational lessons C) Life trainers	Larkiyoon k roozgar k imkanaat k hatmi nataij ma markaz (hub) ki izafi features kitna faraq paida krti haan a) transport b) vocational asbaaq c) zindagi ki tarbiyaat dene walay usatza (Life trainer)

s7_q3	What challenges do you face in replicating this model in schools? Probe: Resistance from staff, lack of training of staff in schools etc.	Schoolon ma iss model ko dohranay ma apko kin challenges ka samna howa? jaise k : staff ki mazahmaat ya amalay ki tarbiyaat ka fuqdaan wagaira
s7_q4	What are the monitoring mechanisms that you use to make sure that the programme is fully implemented in these schools?	Nigrani k kon se tareeqa e qar haan jo app in schoolon ma iss program ko muqamal tor per nafiz krne k liye istemal krte haan?
s7_q5	Where do you think hubs perform better than schools in developing skills in female students?	Apke khyaal ma hubs ki kargardagi kahan behtr rahi haan khawateen talba ko maharaat dene ma?
s7_q6	What are your recommendations to scale this programme in a more efficient manner?	Iss programme ko zada moasar andaaz ma scale krne k liye apki kya raey ha?
s7_q7	What measures do you think schools need to take to make sure that the programme is implemented properly?	Apke khyaal ma iss program ko sahe tareeqay se nafiz krne k liye schoolon ko kya iqdamaat uthanay ki zaroorat ha?
s7_q8	What measures do you think ITA should take in order to ensure better replication of programme in government schools?	Apke khiyaal ma sarkari schoolon ma program ki behtr tareeqay se nafiz krne k liye ITA ko kya iqdaamaat uthanay chahiye?
s8_q1	How helpful do you think the online matriculation classes been?	Aap ki raye main online matric classes kitni faidamand saabit hui?
s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagera
s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behtr kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zaada faidamand saabit ho sakte hain?

Hub Parents Instrument

Theme	Question ID	Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	District Name	School kis zilay mae hai?
Demographics	s1_q2	School Name	School ka naam kya hai?
Demographics	s1_q3	Name	Aap ka naam kya hai?
Demographics	s1_q4	Child name	Bachay ka naam kya hai?
Demographics	s1_q5	relationship to child (mother/father/guardian)	Aap k bachay k sath kya taluq hai?
Demographics	s1_q6	Grade child is currently enrolled in	Bacha iss waqt kon c class me hai?
Demographics	s1_q7	Child roll number	Bachay ka class me roll number kya hai? Enumerator khud enter karay.
Demographics	s1_q8	Please note which intervention the child has received? Long term primary, long term middle or matriculation. ONLY ONE WILL BE MENTIONED PER CHILD	Shumar kuninda: Braye mehrbani yeh note karain k bachay ko kon c intervention mili hai? Long term primary, Long term middle ya phir matriculation. Aik bachay k liye sirf aik hi intervention select ki ja sakti hai.
Demographics	s1_q9	Number of months child has been in this school	Bachay ko iss school me dakihl huay kitne maheenay ho chukay hain?
Demographics	s1_q10	Has the child been to a school other than this one prior to enrolment in this school (YES/NO)?	Kya bacha iss school me dakihl hone se pehlay kisi aur school me bhi dakhil reh chuka hai ya nahi?
Demographics	s1_q11	If so, why did the child drop out of the previous school? (might need to give probes - school too far, financial issues, household chores etc.)	Agar haan tou, bachay ne apna peechla school kyu chora? School boht dour tha, maali masail ki wajah se, gharelo kaam ki wajah se wagera wagera.

Demographics	s1_q12	Highest Qualification of parent/guardian	walideen ne kaha taak taleem hasil ki hui hai?
Demographics	s1_q13	Current district of residence	Majooda riyaaesh k zilay ka naam kya hai?
Transport	s2_q1	If your child has studied at a hub, have transport facilities been provided to you? a) who is the service provider? b) Is he charging you informally?	Agar aap ka bacha hub me parhta ha tou kya ussay transport ki saholat muhaya ki jati hai? Agar haan tou: Yeh transport ki saholat kon muhaya karta hai? Kya jo transport muhaya karta ha wo iss cheez k gaor rasmi tour par paisay bhi leta ha aap se ya nahi?
Transport	s2_q2	If the transport services are provided , what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agar transport ki saholat muhaya ki gayi hai tou aap k khiyaal se iss tarah ki saholat se tadarak k programo me andraj ya school me rehne k faislo par kis tarah asar hota hai? Agar transport ki saholat muhaya nahi ki gayi tou, aap k khiyaal se agar yeh saholat mutarif karvayi jati tou tadarak k programo me andraj ya school me rehne k faislo par kya asar parta?
Parental information sessions	s3_q1	Are you aware of any parental information sessions being provided?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	What were some of the important themes that were discussed in these sessions? For example, life skill based trainings, vocational trainings, etc?	in maloomati sessions ma kon se ahm naqaat zair e bahaas rahay? Jaise k skill training ya vocational training wagaira
Parental information sessions	s3_q3	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal me koi aisi maloomat haan jo inn session ma shamil ki ja skti ha?
Parental information sessions	s3_q4	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q5	In which month did the last session took place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q6	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyaar ki ha?
Parental information sessions	s3_q7	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	Agar aap nae kuch sessions ya tamaam session ma shirkaat ni ki to iski kya wajohaat rahein hain?
Parental information sessions	s3_q8	Do you feel that these sessions were useful in helping to improve enrolment and/or retention amongst participants?	kya apko lagta ha ye session umeedwaraan ma indraaj ya barqari ko behter banay ma madadgar sabit howay?
Parental information sessions	s3_q9	(where sessions were not held, ask the parents) if parental information sessions had been held, do you think these would have helped improve enrolment/retention?	(Jahan sessions ni howay, walideen se pochain) agr wahan maloomati session karayay jatay kya wo

			madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3_q10	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(jahan session ni howay, walaideen se pochain) agr walaideen se mutalaq information session howay hotay tu, in session ka format kya hona chahiye tha ar wo kis kism ki malommaat honi chahiye?
Non-cognitive outcomes	s4_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umagoon) ko bhi behtar banata ha?
Non-cognitive outcomes	s4_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behtr howay (jaise school janay ki qadr wagaira)?
Non-cognitive outcomes	s4_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyaar honay ka ahsas howa ha?
Income generation	s5_q1	In your opinion, has involvement in the programme increased girls' participation in income-generating activities?	apki ki raey ma, kya program ma shamoliyyat ne larkiyoon ki amdani paida karnay wali sargarmiyoon ma shirkat ma izafa kiya ha?
Income generation	s5_q2	If so, what types of activities have they been involved in to generate further income?	agr aisa ha tou, wo mazeed amdani paida krne k liye kis kism ki sargarmiyoon ma mulawas rahay haan?
Income generation	s5_q3	Would you be willing to quantify any new income generated by the girls?	kya ap larkiyoon k zariye hasl ki janay wali kisi nayi amdani ki miqdaar ko samajhnay k liye tyar haan?
Income generation	s5_q4	How important is any additional income for the family?	kunbay k liye izafi amdani kitni ahm ha?
Income generation	s5_q5	How has this income being used by the family?	ye amdani kunbay ma kis trah istemaal ho rahi ha?
Benefits & Challenges	s6_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s6_q2	what role did programme staff play in supporting the enrolment of your child into the programme?	Program k staff/amlay nae aap k bachay ko iss program me dakhil karne k liye kya kardar adda kea?
Benefits & Challenges	s6_q3	what influence do other stakeholders have in enrolment into the programme?	Baqi stake holders ne aap k bachay ko iss program me dakhil karne me kya kardar ada kea? Stakeholder wo log htay hain jinhain iss program ki wajah

			se kisi na kisi satah par koi na koi asar ho raha ho.
Benefits & Challenges	s6_q4	how do you as parents perceive transition to formal institutions after completing the long term primary, middle or matric programme that your child has been a part of?	Walideen ki hasiyat se aap apne bachay ki ba-zabta schoolo me muntakli ko iss program k khatam hone k baad kis tarah daikhtay hain? Long-term primary, middle or matric programs.
Benefits & Challenges	s6_q5	what factors have influenced your decisions as parents on your child's continued schooling?	Walideen ki hasiyat se kon kon se anasar aisay hain jinho ne aap k bachay ki parahayi jari rakhne walay faislay ko asaar kea hai?
Benefits & Challenges	s6_q6	what are the key factors that affect transition to formal institutions after the end of the long term matriculation programme? (note that this can be asked from all parents however it is critical to those whose children are part of the long term matric programme)	Taveel ul miyad matric k program k khatam hone k baad ba-zabta school me muntakil karne walay faisalay k peechay ahem awamil kon kon se hain? (shumar kuninda k liye note: Yeh sawal sab walideen se pucha ja sakta ha laikn yeh sawaal un walideen k liye boht ahem hai jin k bachay taveel ul miyad matric k program ka hisa hain.
Benefits & Challenges	s6_q7	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqar rakhnay k mutaliq kuch ahem challenges kya haan? Masaal k tor par school se fasla, ya phr koi sakafati rukavatain wagera wagera
Benefits & Challenges	s6_q8	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan aur kya in ki wajah se larkeo ko madad mili? Maslan: Accelerated Learning remedial programs k tehad
Benefits & Challenges	s6_q9	In your opinion, what are some of the best practices that have emerged from this programme?	Aapk khiyaal me iss program se kon kon se achay tareeqay kar niklay hain?
Benefits & Challenges	s6_q10	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s6_q11	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s6_q12	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?

Benefits & Challenges	s6_q13	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Comparison	s7_q1	What do you think is the difference in implementation and results of this programme in schools vs hubs	Aap k nazdeeq schools aur hubs main is programme k nifaaz aur nataij main kya faraq hai?
Edsaka	s8_q1	How helpful do you think the online matriculation classes been?	Aap ki raye main online matric classes kitni faidamand saabit hui?
Edsaka	s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagera
SOC	s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
SOC	s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behter kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zaada faidamand saabit ho sakte hain?

Hub Students' Instrument

Theme		Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	Name	Naam
Demographics	s1_q2	Child name	bachay ka naam
Demographics	s1_q3	Grade child is currently enrolled in	bachay ki jamat
Demographics	s1_q4	Please note which intervention the child has received? Long term primary, long term middle or matriculation. ONLY ONE WILL BE MENTIONED PER CHILD	
Demographics	s1_q5		
Demographics	s1_q6	Child roll number	bachay ka hazri number
Demographics	s1_q7	Number of months child has been in this school	bachay ko iss school ma kitne maheene ho gae haan?
Demographics	s1_q8	Has the child been to a school other than this one prior to enrolment in this school (YES/NO)?	bachay ne kbi school badla?
Demographics	s1_q9	If so, why did the child drop out of the previous school? (might need to give probes - school too far, financial issues, household chores etc.)	Agar haan, tou bache k school chorne ki wajja kya thee? (Faasla, muashi wajah, gahreloo kaam)
Demographics	s1_q10	Current district of residence	mojooda rehaishi zila
Transport	s2_q1	If you have studied at a hub, have transport facilities been provided to you? a) who is the service provider? b) Is he charging you informally?	Agr amad o raft ki saholat mayasir ha tou tadarak k program ma andraaj ya barqarri ko bhtr banay k liye in saholiyaat ki kya taseer ha? Agr ni toh, agr ye saholyaat faraham ki gayi toh, iss program ko behtr banay ma madad milti?
Transport	s2_q2	If the transport services are provided, what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agr amad o raft ki saholat mayasir ha tou tadarak k program ma andraaj ya barqarri ko bhtr banay k liye in saholiyaat ki kya taseer ha? Agr ni toh, agr ye saholyaat faraham ki gayi toh, iss program ko behtr banay ma madad milti?

Parental information sessions	s3_q1	Are you aware of any sessions that have been provided to your parents as part of the programme?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal koi aisi maloomat haan jo inn session ma shamil ki ja skti ha?
Parental information sessions	s3_q3	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q4	In which month did the last session took place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q5	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyaar ki ha?
Parental information sessions	s3_q6	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	agr ap ne tamaam session ma shirkaat ni ki to iski kya wajohaat rahein?
Parental information sessions	s3_q7	Do you feel that these sessions were useful in helping to improve enrolment and/or retention amongst participants?	kya apko lagta ha ye session umeedwaraan ma indraaj ya barqari ko behtr banay ma madadgar sabit howay?
Parental information sessions	s3_q8	(where sessions were not held, ask the parents) if parental information sessions had been held, do you think these would have helped improve enrolment/retention?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3_q9	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
opinions and perspectives	s4_q1	In your opinion, what are some of the reasons that girls drop out of school?	Aap k nazdeeq kin wajooahat se larkian school chorr deti hain?
opinions and perspectives	s4_q2	Are there any critical times in girls' lives when they are most likely to drop out of school?	Kya koi aise khaas umer ya time hai jub larkian school chorti hain? Agar haan tou kub?
opinions and perspectives	s4_q3	what do you think are the motivating factors for girls to resume education once they have dropped out?	Aap k nazdeeq larkion ko wapis school main daakhla lene k lie kya cheezein hausla afzai kar sakti hain?
Benefits & Challenges	s5_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s5_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqara rakhnay k mutaliq kch ahm challenges kya haan?
Benefits & Challenges	s5_q3	What in your opinion are some of the key lessons that have been learnt from this programme?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan?
Benefits & Challenges	s5_q4	What in your opinion are some of the key lessons that have been learnt from this programme? for	Apke khyaal ma iss program se seekhe jane wale ahem sabaq

		example, accelerated learning through the remedial programme - do you feel that it has helped you? In what ways?	kya hain? Jaisa k tadreesi amal main taizi? Kya aap ko lagta hai aisa huwa hai aur kis tarha?
Benefits & Challenges	s5_q5	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s5_q6	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s5_q7	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s5_q8	In your opinion, what could be done to improve the programme?	Ap ki nazar main program ko behter banane ka kya tareeqa hai?
Benefits & Challenges	s5_q9	do you aspire to continue education after the programme?	Kya aap is program k baad bhi taleem jaari rakhna chahti hain
Benefits & Challenges	s5_q10	do you see this programme as a pathway into mainstream education or as an end in itself?	Kya aap is program ko aala taleem k lie ek raaste ki nazar se dekhti hain ya phir is program k zariye haasil kii gai taleem hee aap ka taleemi lihaaz se aakhri maqsad hai?
Benefits & Challenges	s5_q11	are you comfortable with the pace of the course given that you are being taught 3 grades curriculum within a 12 month period?	Kya aap course ki speed aap k lie asaan hai kyunk is program k mutabiq 3 grades ka course 12 maah main khatam kia jata hai
Benefits & Challenges	s5_q12	where you have witnessed peers dropping out of the programme, why do you think this is?	Kya aap ne apne doston ko is program ko chorte huwe dekha hai? Agar haan, tou iski kya wajooahat hain?
Benefits & Challenges	s5_q13	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyaar honay ka ahsas howa ha?
Income generation	s6_q1	In your opinion, has involvement in the programme increased your/other girls' participation in income-generating activities?	apki ki raey ma, kya program ma shamoliyyat ne larkiyoon ki amdani paida karnay wali sargarmiyoon ma shirkat ma izafa kiya ha?
Income generation	s6_q2	If so, what types of activities have they been involved in to generate further income?	agr aisa ha tou, wo mazed amdani paida krne k liye kis kism ki sargarmiyoon ma mulawas rahay haan?
Income generation	s6_q3	Would you be willing to quantify any new income generated by the girls?	kya ap larkiyoon k zariye hasl ki janay wali kisi nayi amdani ki miqdaar ko samajhnay k liye tyar haan?
Income generation	s6_q4	How important is any additional income for the family?	kunbay k liye izafi amdani kitni ahm ha?
Income generation	s6_q5	Can you give some examples of how this income has been used by the family?	ye amdani kunbay ma kis trah istemaal ho rahi ha?

Non-cognitive outcomes	s7_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umagoon) ko bhi behtar banata ha?
Non-cognitive outcomes	s7_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behter howay (jaise school janay ki qadr wagaira)?
Non-cognitive outcomes	s7_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyar honay ka ahsas howa ha?
Edsaka	s8_q1	How helpful do you think the online matriculation classes been?	Aap ki raey main online matric classes kitni faidamand saabit hui?
Edsaka	s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagara
SOC	s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
SOC	s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behter kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zada faidamand saabit ho sakte hain?

Hub Teacher Trainer Instrument

Theme	Question ID	Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	District name	School kis Zilay me hai?
Demographics	s1_q2	School name	School ka naam
Demographics	s1_q3	Name	naam
Demographics	s1_q4	Year of joining the school	school join krne ka saal
Demographics	s1_q5	Experience as teacher	tajarba barae ustaad
Demographics	s1_q6	Grade that you are teaching	jamaat jisse parha rahay
Demographics	s1_q7	Subject that you are teaching	mazmoom ja parha rahay
Demographics	s1_q8	Highest Qualification	taleemi qabliyaat
Demographics	s1_q9	Year of joining the school	school join krne ka saal
Demographics	s1_q10	District of original residence	rehaishi zila
Demographics	s1_q11	Current district of residence	mojooda rehaishi zila
Transport	s2_q1	Have transport facilities been provided in a hub close to you? a) who is the service provider? b) Is he charging you informally?	Siyani sehli program k tehat muft transport ki sahoalat muhaya ki jani thi. kya apko qareebi markaz ma transport ki saholiyaat mayasir haan? 1) amad o raft ki khidmaat mohiya krne walay kon hain? B) kya wo gair rasmi tor per paise le raha ha iss saholat k mayasir honay per??
Transport	s2_q2	If the transport services are provided , what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agar transport ki sahoalat muhaya ki gayi hai tou aap k khiyaal se iss tarah ki saholat se tadarak k programo me andraj ya school me rehne k faislo par kis tarah asar hota hai? Agar transport ki saholat muhaya nahi ki gayi tou, aap k khiyaal se agar yeh saholat mutarif karvayi jati tou tadarak k programo me

			andraj ya school me rehne k faislo par kya asar parta?
Parental information sessions	s3_q1	Are you aware of any parental information sessions being provided?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	What were some of the important themes that were discussed in these sessions? For example, life skill based trainings, vocational trainings, etc?	in maloomati sessions ma kon se ahm naqaat zair e bahaas rahay? Jaise k skill training ya vocational training wagaira
Parental information sessions	s3_q3	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal koi aisi maloomat haan jo inn session ma shamil ki ja skti ha?
Parental information sessions	s3_q4	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q5	In which month did the last session took place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q6	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyaar ki ha?
Parental information sessions	s3_q7	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	Agar aap nae kuch sessions ya tamaam session ma shirkaat ni ki to iski kya wajohaat rahein hain?
Parental information sessions	s3_q8	Do you feel that these sessions were useful in helping to improve enrolment and/or retention amongst participants?	kya apko lagta ha ye session umeedwaraan ma indraaj ya barqari ko behtr banay ma madadgar sabit howay?
Parental information sessions	s3_q9	If yes, on a scale of 1 to 5, how useful do you think were these sessions?	Agr haan to (1-5) ki seerhi per, ye session kitne mofeed sabit howay?
Parental information sessions	s3_q10	(where sessions were not held, ask the parents) if parental information sessions had been held, do you think these would have helped improve enrolment/retention?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3_q11	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(jahan session ni howay, walaideen se pochain) agr walaideen se mutalaq information session howay hotay tu, in session ka format kya hona chahiye tha ar wo kis kism ki malommaat honi chahiye?
Non-cognitive outcomes	s4_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umagoon) ko bhi behtr banata ha?
Non-cognitive outcomes	s4_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behtr howay (jaise school janay ki qadr wagaira)?
Non-cognitive outcomes	s4_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyaar honay ka ahsas howa ha?

Income generation	s5_q1	In your opinion, has involvement in the programme increased girls' participation in income-generating activities?	apki ki raey ma, kya program ma shamoliyyat ne larkiyoon ki amdani paida karnay wali sargarmiyoon ma shirkaat ma izafa kiya ha?
Income generation	s5_q2	If so, what types of activities have they been involved in to generate further income?	agr aisa ha tou, wo mazeded amdani paida krne k liye kis kism ki sargarmiyoon ma mulawas rahay haan?
Income generation	s5_q3	Would you be willing to quantify any new income generated by the girls?	kya ap larkiyoon k zariye hasl ki janay wali kisi nayi amdani ki miqdaar ko bayan kar saktay hain?
Income generation	s5_q4	How important is any additional income for the family?	kunbay k liye izafi amdani kitni ahm ha?
Income generation	s5_q5	How has this income being used by the family?	ye amdani kunbay ma kis trah istemaal ho rahi ha?
Efficiency of programme provision	s6_q1	Were you provided any specific training and/or support to help in the provision of this programme? Please explain	Aap ko iss program ko lagu karne k liye koi khas training ya madad farham ki gayi thi? Braye mehrbani tafseel se btayeen
Efficiency of programme provision	s6_q2	If yes, was this training/support sufficient? If not, please explain how it could be improved	Agar haan tou, aap k mutabiq yeh training/madad kafi thi iss program ko lagu karne k liye? Agar yeh training ya madad kafi nahi thi tou iss k ilawa aur kya kya kea ja sakta tha?
Efficiency of programme provision	s6_q3	In your opinion, was staff for the programme sufficient ?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s6_q4	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Efficiency of programme provision	s6_q5	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	Apki raey ma, kya program ke andr mojud sargarmiyaan waqat per (jaise training session wagaira)faraham ki gai?
Efficiency of programme provision	s6_q6	In your opinion, were activities that were delivered of sufficiently high quality?	Apki raey ma, jo sargarmiyaan karae gai unka miyaar kya tha?
Efficiency of programme provision	s6_q7	what areas were you specifically trained on? Was the duration of the training sufficient in equipping you with the necessary skills	Aap ko kin areas pe train kia gaya? Aur kya in trainings ka doranya aapki skill development k lie kaafi tha?
Benefits & Challenges	s7_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomni tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s7_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance from school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqar rakhnay k mutaliq kuch ahem challenges kya haan? Masaal k tor par school se fasla, ya phr koi sakafti rukavatain wagera wagera
Benefits & Challenges	s7_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan aur kya in ki wajah se larkeo ko madad mili?

			Maslan: Accelerated Learning remedial programs k tehad
Benefits & Challenges	s7_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Aapk khiyaal me iss program se kon kon se achay tareeqay kar niklay hain?
Benefits & Challenges	s7_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s7_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s7_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s7_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s7_q9	In your opinion was it more difficult ro teach beneficiares considering they had dropped out of school or never enrolled? Please explain why?	Aap ki raye me, aisi bacheo ko parhana zeada mushkil sabit hua jo k school chor chuki thi ya kabhi bhi school dakihl hi nahi hui thi?
Edsaka	s8_q1	How helpful do you think the online matriculation classes been?	Aap ki raye main online matric classes kitni faidamand saabit hui?
Edsaka	s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagera
SOC	s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
SOC	s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behter kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zaada faidamand saabit ho sakte hain?

School DLO Instrument

Theme	Question ID	Question	Translation
Introduction	s0_q1	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Efficiency of programme provision	s1_q1	In your opinion, was staff for the programme sufficient ?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s1_q2	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
Efficiency of programme provision	s1_q3	In your opinion, were the transport vehicles provided?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s1_q4	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
Efficiency of programme provision	s1_q5	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	apki raey ma, kya sargarmiyaan waqt per pabandi se krwai gai thi?
Efficiency of programme provision	s1_q6	In your opinion, were activities that were delivered of sufficiently high quality?	apki raey ma, jo sargarmiyaan karwai gai wo ala miyaar ki thi?
Efficiency of programme provision	s1_q7	On a scale of (1-5), how timely was the budget provided?	(1-5) ki seerhi per, budget kitna waqt per faraham kiya gaya?
Efficiency of programme provision	s1_q8	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Efficiency of programme provision	s1_q9	On a scale of (1- 5), what was the quality of the staff provided for the program?	(1-5) ki seerhi per, program ma faraham kiye gaye amlay ki kiya qabliyaat thi?
Benefits & Challenges	s2_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s2_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqara rakhnay k mutaliq

			kch ahm challenges kya haan?
Benefits & Challenges	s2_q3	What in your opinion are some of the key lessons that have been learnt from this programme?	Apke khyaal ma iss program se seekhe jane wale ahem sabaq kya hain? Jaisa k tadreesi amal main taizi? Kya aap ko lagta hai aisa huwa hai aur kis tarha?
Benefits & Challenges	s2_q4	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se seekhe jane wale kch behntreen tareeqaqr kya ha?
Benefits & Challenges	s2_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s2_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana k iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s2_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s2_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s2_q9	In your opinion, has the programme provided good value for money?	Apki raey ma kya is program ne raqm ki achi qeemat mohaya ki ha?
National and provincial level	s3_q1	In your opinion, what are some of the key priorities and challenges in the education system sector provincially?	Apki raey ma, nizam e taleem k shobay ma qomi ar soobai tor per kch ahem targihaat ar challenges kya haan?
National and provincial level	s3_q2	In your opinion, how relevant and appropriate has this intervention been in meeting national and provincial education development priorities?	Apki raey ma, qoumi ar subai taleem ki taraqi ki tarjeehaat ko pora krnay ma ye program kitna munasib raha ha?
National and provincial level	s3_q3	In your opinion, how could this programme have been improved in relation to the national and provincial contexts?	Apki raey ma, qaoumi ar subai aitebaar se behtar banaya j skta ha?
National and provincial level	s3_q4	What have been some of the key lessons, positive and negative, that have been learnt from this programme that can help inform national and provincial strategy going forward?	Iss program se kya seekha gaya, koi ahm sabaq, musbaat ya maanfi, jo qoumi ar soubai hikmat e amlki ko agay barhanay ma madad de skti ha?
National and provincial level	s3_q5	What other interventions do you feel can help improve enrolment and retention of adolescent girls in your national/provincial context?	Apki raey ma, ar kaise program kiye ja sktay haan jo larkiyoon ka indraaj/barqarar rakhnay ma bhtri la sta ha?
Edsaka	s4_q1	How helpful do you think the online matriculation classes been?	

Edsaka	s4_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	
SOC	s5_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	
SOC	s5_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	

School Head Teacher Instrument

Sections	Question ID	Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	District Name	School kis zilay me hai?
Demographics	s1_q2	School Name	School ka naam
Demographics	s1_q3	Name	naam
Demographics	s1_q4	Year of joining the school	school join krne ka saal
Demographics	s1_q5	How long have you been working as a Head Teacher?	ap kitne arsay se head teacher k tor per kaam kr rahay haan?
Demographics	s1_q6	Experience as head teacher in this school?	apko kitna arsa ho gaya ha is school ma head teacher k tor per kaam krte howay?
Demographics	s1_q7	Highest Qualification	Aap nae kis darjay taak Taleem hasil ki hai? Apni zeada se zeada taleemi kabliyat btayeen.
Demographics	s1_q8	Year of joining the school	school join krne ka saal
Demographics	s1_q9	District of original residence	rehaishi zila
Demographics	s1_q10	Current district of residence	mojooda rehaishi zila
Transport	s2_q1	As part of the SS intervention, free transport facilities are meant to have been provided. Have transport facilities been provided in a hub close to you? a) who is the service provider? b) Is he charging you informally?	Siyani sehli program k tehat muft transport ki saholat muhaya ki jani thi. kya apko qareebi markaz ma transport ki saholiyaat mayasir haan? 1) amad o raft ki khidmaat mohiya krne wala kon hai? B) kya wo gair rasmi tor per paise le raha ha iss saholat k mayasir honay per??
Transport	s2_q2	If the transport services are provided, what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agar transport ki saholat muhaya ki gayi hai tou aap k khiyaal se iss tarah ki saholat se tadarak k programo me andraj ya school me rehne k faislo par kis tarah asar hota hai? Agar transport ki saholat muhaya nahi ki gayi tou, aap k khiyaal se agar yeh saholat mutarif karvayi

			jati tou tadarak k programo me andraj ya school me rehne k faislo par kya asar parta?
Parental information sessions	s3_q1	Are you aware of any parental information sessions being provided?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	Are you aware of some of the themes that were discussed in these sessions? For example, life skill based trainings, vocational trainings, etc?	Agar haan tou, kya aap ko ilam hai k in maloomati sessions ma kon se ahm naqaat par baat ki jati hai? Jaise k skill training ya vocational training wagaira
Parental information sessions	s3_q3	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal koi aisi maloomat haan jo inn session ma shamil ki ja skti ha?
Parental information sessions	s3_q4	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q5	In which month did the last session take place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q6	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyaar ki ha?
Parental information sessions	s3_q7	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	Agar aap nae kuch sessions ya tamaam session ma shirkat ni ki to iski kya wajohaat rahein hain?
Parental information sessions	s3_q8	If yes, on a scale of 1 to 5, how useful do you think were these sessions?	Agr haan to (1-5) ki seerhi per, ye session kitne mofeed sabit howay?
Parental information sessions	s3_q9	Do you feel that these session were useful in helping improve enrolment?	Kya aapko lagta hai iss tarah k sessions ki wajah se school me andraaj par koi musbat asar hua hai?
Parental information sessions	s3_q10	Do you feel that these session were useful in helping improve retention amongst participants?	Kya aap ko lagta hai k iss tarah k sessions ki wajah se shirkat karne walo ki barqarari par koi musbat asar hua hai?
Parental information sessions	s3_q11	(where sessions were not held, ask the parents) if parental information sessions had been held, do you think these would have helped improve enrolment/retention?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3_q12	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(jahan session ni howay, walaideen se pochain) agr walaideen se mutalaq information session howay hotay tu, in session ka format kya hona chahiye tha ar wo kis kism ki malommaat honi chahiye?
Non-cognitive outcomes	s4_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umagoon) ko bhi behtr banata ha?
Non-cognitive outcomes	s4_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behtr howay (jaise school janay ki qadr wagaira)?

Non-cognitive outcomes	s4_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyaar honay ka ahsas howa ha?
Efficiency of programme provision	s5_q1	In your opinion, was staff for the programme sufficient ?	Kya aapki raey me iss program k liye staff ki tadad kafi thi?
Efficiency of programme provision	s5_q2	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
Efficiency of programme provision	s5_q3	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	Apki raey ma, kya program ke andr mojud sargarmiyaan waqt per (jaise training session wagaira) faraham ki gai?
Efficiency of programme provision	s5_q4	On a scale of (1- 5), what was the quality of the staff provided for the program?	(1-5) ki seerhi per, amlay ki kya qabliyaat thi jo is program k liye faraham kiya gaya?
Efficiency of programme provision	s5_q5	On a scale of (1-5), how timely was the budget provided?	(1-5) ki seerhi per, budget kitna waqt per faraham kiya gaya tha?
Efficiency of programme provision	s5_q6	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Benefits & Challenges	s6_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s6_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islami program mein no umer larkiyoon ko bharti krne ar barqar rakhnay k mutaliq kuch ahem challenges kya haan? Masaal k tor par school se fasla, ya phr koi sakafti rukavatain wagera wagera
Benefits & Challenges	s6_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan?
Benefits & Challenges	s6_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Apke khyaal ma iss program se kch behreen tareeqaqr kya ha?
Benefits & Challenges	s6_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s6_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s6_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s6_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan? Stake holders wo log hotay hain

			jinhain iss program ki wajah kisi na kisi darjay par koi asar hua ho.
Benefits & Challenges	s6_q9	In your opinion, has the programme provided good value for money?	Apki raey ma kya program ne raqm ki achi qeemat mohaya ki ha?
National and provincial level	s7_q1	In your opinion, what are some of the key priorities and challenges in the education system sector nationally and provincially?	Apki raey ma, nizam e taleem k shobay ma qomi ar soobai tor per kch ahem targihaat ar challenges kya haan?
National and provincial level	s7_q2	In your opinion, how relevant and appropriate has this intervention been in meeting national and provincial education development priorities?	Apki raey ma, qoumi ar subai taleem ki taraqi ki tarjeehaat ko pora krnay ma ye program kitna munasib raha ha?
National and provincial level	s7_q3	In your opinion, how could this programme have been improved in relation to the national and provincial contexts?	Aapki raye me, qoumi aur subayi satah par iss program ko kis tarah se behtar banaya ja sakhta tha?
National and provincial level	s7_q4	What have been some of the key lessons, positive and negative, that have been learnt from this programme that can help inform national and provincial strategy going forward?	Iss program se kya seekha gaya, koi ahm sabaq, musbaat ya maanfi, jo qoumi ar soubai hikmat e amla ko agay barhanay ma madad de skti ha?
National and provincial level	s7_q5	What other interventions do you feel can help improve enrolment and retention of adolescent girls in your national/provincial context?	Aap k khiyaal mae iss k ilawa kon kon se programs ko qoumi aur subayi tansaar me lagu kea ja sakhta ha jis se no-umer larkiyon ki school me andraaj aur school me rehne k faislay par musbat asar ho?
Edkasa	s8_q1	How helpful do you think the online matriculation classes been?	Apke khyaal ma online matric ki class kitni mawaan sabit hoi?
Edkasa	s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Inn classoo ma darpaish kin masaayal ka samna raha (jaise k bijli ka na hona, lecture ki raftar, ya online zarayay)
SOC	s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Mobile cinema taleem ki ahmiyaat ar khawateen k haqqoq k baray ma shaur ujagar krne ma kitna mofeed raha ha?
SOC	s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	App iss ma kis trah behtri layain gy ya iske mutabadal zarayay jo apke khyaal ma haan khawateen k haqqoq ar taleem ki ahmiyaat k baray ma shaur ujagar krne ma karamad sabit ho sktay haan?

School NLO Instrument

Theme	Question ID	Question	Translation
	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Efficiency of programme provision	s1_q1	In your opinion, was staff for the programme sufficient ?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s1_q2	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
Efficiency of programme provision	s1_q3	In your opinion, were the transport vehicles provided?	Apki raey ma, amad o raft ki garyaan faraham ki gai thi?
Efficiency of programme provision	s1_q4	In your opinion, was the provision of budget timely?	apki raey ma, budget time per faraham kiya gaya tha?
Efficiency of programme provision	s1_q5	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	apki raey ma, kya sargarmiyaan waqt per pabandi se krwai gai thi?
Efficiency of programme provision	s1_q6	In your opinion, were activities that were delivered of sufficiently high quality?	apki raey ma, jo sargarmiyaan karwai gai wo ala miyaar ki thi?
Efficiency of programme provision	s1_q7	On a scale of (1-5), how timely was the budget provided?	(1-5) ki seerhi per, budget kitna waqt per faraham kiya gaya?
Efficiency of programme provision	s1_q8	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Efficiency of programme provision	s1_q9	On a scale of (1- 5), what was the quality of the staff provided for the program?	(1-5) ki seerhi per, program ma faraham kiye gaye amlay ki kiya qabliyaat thi?
Benefits & Challenges	s2_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s2_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqara rakhnay k mutaliq

			kch ahm challenges kya haan?
Benefits & Challenges	s2_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se seekhe jane wale ahem sabaq kya hain? Jaisa k tadreesi amal main taizi? Kya aap ko lagta hai aisa huwa hai aur kis tarha?
Benefits & Challenges	s2_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Apke khyaal ma iss program se seekhe jane wale kch beh-treen tareeqaqr kya ha?
Benefits & Challenges	s2_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s2_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana k iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s2_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s2_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s2_q9	In your opinion, has the programme provided good value for money?	Apki raey ma kya is program ne raqm ki achi qeemat mohaya ki ha?
National and provincial level	s3_q1	In your opinion, what are some of the key priorities and challenges in the education system sector nationally?	Apki raey ma, nizam e taleem k shobay ma qomi tor per kch ahem targihaat ar challenges kya haan?
National and provincial level	s3_q2	In your opinion, how relevant and appropriate has this intervention been in meeting national and provincial education development priorities?	Apki raey ma, qoumi ar subai taleem ki taraqi ki tarjeehaat ko pora krnay ma ye program kitna munasib raha ha?
National and provincial level	s3_q3	In your opinion, how could this programme have been improved in relation to the national and provincial contexts?	Apki raey ma, qaoumi ar subai aitebaar se yeh program kaise behtar banaya j skta ha?
National and provincial level	s3_q4	What have been some of the key lessons, positive and negative, that have been learnt from this programme that can help inform national and provincial strategy going forward?	Iss program se kya seekha gaya, koi ahm sabaq, musbaat ya maanfi, jo qoumi ar soubai hikmat e amli ko agay barhanay ma madad de skti ha?
National and provincial level	s3_q5	What other interventions do you feel can help improve enrolment and retention of adolescent girls in your national/provincial context?	Apki raey ma, ar kaise program kiye ja sktay haan jo larkiyoon ka indraaj/barqarar rakhnay ma bhtri la sta ha?

School Parents' Instrument

Theme	Question ID	Question	Translation
	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Efficiency of programme provision	s1_q1	In your opinion, was staff for the programme sufficient ?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s1_q2	In your opinion, was the provision of budget timely?	Apki raey ma, kya budget time per mayasir tha?
Efficiency of programme provision	s1_q3	In your opinion, were the transport vehicles provided?	Apki raey ma, amad o raft ki garyaan faraham ki gai thi?
Efficiency of programme provision	s1_q4	In your opinion, was the provision of budget timely?	apki raey ma, budget time per faraham kiya gaya tha?
Efficiency of programme provision	s1_q5	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	apki raey ma, kya sargarmiyaan waqt per pabandi se krwai gai thi?
Efficiency of programme provision	s1_q6	In your opinion, were activities that were delivered of sufficiently high quality?	apki raey ma, jo sargarmiyaan karwai gai wo ala miyaar ki thi?
Efficiency of programme provision	s1_q7	On a scale of (1-5), how timely was the budget provided?	(1-5) ki seerhi per, budget kitna waqt per faraham kiya gaya?
Efficiency of programme provision	s1_q8	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Efficiency of programme provision	s1_q9	On a scale of (1- 5), what was the quality of the staff provided for the program?	(1-5) ki seerhi per, program ma faraham kiye gaye amlay ki kiya qabliyaat thi?
Benefits & Challenges	s2_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s2_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqara rakhnay k mutaliq

			kch ahm challenges kya haan?
Benefits & Challenges	s2_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se seekhe jane wale ahem sabaq kya hain? Jaisa k tadreesi amal main taizi? Kya aap ko lagta hai aisa huwa hai aur kis tarha?
Benefits & Challenges	s2_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Apke khyaal ma iss program se seekhe jane wale kch beh-treen tareeqaqr kya ha?
Benefits & Challenges	s2_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s2_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana k iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s2_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s2_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s2_q9	In your opinion, has the programme provided good value for money?	Apki raey ma kya is program ne raqm ki achi qeemat mohaya ki ha?
National and provincial level	s3_q1	In your opinion, what are some of the key priorities and challenges in the education system sector nationally?	Apki raey ma, nizam e taleem k shobay ma qomi tor per kch ahem targihaat ar challenges kya haan?
National and provincial level	s3_q2	In your opinion, how relevant and appropriate has this intervention been in meeting national and provincial education development priorities?	Apki raey ma, qoumi ar subai taleem ki taraqi ki tarjeehaat ko pora krnay ma ye program kitna munasib raha ha?
National and provincial level	s3_q3	In your opinion, how could this programme have been improved in relation to the national and provincial contexts?	Apki raey ma, qaoumi ar subai aitebaar se yeh program kaise behtar banaya j skta ha?
National and provincial level	s3_q4	What have been some of the key lessons, positive and negative, that have been learnt from this programme that can help inform national and provincial strategy going forward?	Iss program se kya seekha gaya, koi ahm sabaq, musbaat ya maanfi, jo qoumi ar soubai hikmat e amli ko agay barhanay ma madad de skti ha?
National and provincial level	s3_q5	What other interventions do you feel can help improve enrolment and retention of adolescent girls in your national/provincial context?	Apki raey ma, ar kaise program kiye ja sktay haan jo larkiyoon ka indraaj/barqarar rakhnay ma bhtri la sta ha?

School Students' Instrument

Theme		Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	Name	Naam
Demographics	s1_q2	Child name	bachay ka naam
Demographics	s1_q3	Grade child is currently enrolled in	bachay ki jamat
Demographics	s1_q4	Please note which intervention the child has received? Long term primary, long term middle or matriculation. ONLY ONE WILL BE MENTIONED PER CHILD	
Demographics	s1_q5		
Demographics	s1_q6	Child roll number	bachay ka hazri number
Demographics	s1_q7	Number of months child has been in this school	bachay ko iss school ma kitne maheene ho gae haan?
Demographics	s1_q8	Has the child been to a school other than this one prior to enrolment in this school (YES/NO)?	bachay ne kbi school badla?

Demographics	s1_q9	If so, why did the child drop out of the previous school? (might need to give probes - school too far, financial issues, household chores etc.)	Agar haan, tou bache k school chorne ki wajja kya thee? (Faasla, muashi wajah, gahreloo kaam)
Demographics	s1_q10	Current district of residence	mojooda rehaishi zila
Transport	s2_q1	If you have studied at a hub, have transport facilities been provided to you? a) who is the service provider? b) Is he charging you informally?	Agr amad o raft ki saholat mayasir ha tou tadarak k program ma andraaj ya barqarri ko bhtr banay k liye in saholyaat ki kya taseer ha? Agr ni toh, agr ye saholyaat faraham ki gayi toh, iss program ko behtr banay ma madad milti?
Transport	s2_q2	If the transport services are provided, what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agr amad o raft ki saholat mayasir ha tou tadarak k program ma andraaj ya barqarri ko bhtr banay k liye in saholyaat ki kya taseer ha? Agr ni toh, agr ye saholyaat faraham ki gayi toh, iss program ko behtr banay ma madad milti?
Parental information sessions	s3_q1	Are you aware of any sessions that have been provided to your parents as part of the programme?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal koi aisi maloomat haan jo inn session ma शामिल ki ja sakti ha?
Parental information sessions	s3_q3	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q4	In which month did the last session take place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q5	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyar ki ha?
Parental information sessions	s3_q6	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	agr ap ne tamaam session ma shirkaat ni ki to iski kya wajohaat rahein?
Parental information sessions	s3_q7	Do you feel that these sessions were useful in helping to improve enrolment and/or retention amongst participants?	kya apko lagta ha ye session umeedwaraan ma indraaj ya barqari ko behtr banay ma madadgar sabit howay?
Parental information sessions	s3_q8	(where sessions were not held, ask the parents) if parental information sessions	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session

		had been held, do you think these would have helped improve enrolment/retention?	karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3 q9	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
opinions and perspectives	s4 q1	In your opinion, what are some of the reasons that girls drop out of school?	Aap k nazdeeq kin wajooahat se larkian school chorr deti hain?
opinions and perspectives	s4 q2	Are there any critical times in girls' lives when they are most likely to drop out of school?	Kya koi aise khaas umer ya time hai jub larkian school chorti hain? Agar haan tou kub?
opinions and perspectives	s4 q3	what do you think are the motivating factors for girls to resume education once they have dropped out?	Aap k nazdeeq larkion ko wapis school main daakhla lene k lie kya cheezein hausla afzai kar sakti hain?
Benefits & Challenges	s5 q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s5 q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance fom school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqara rakhnay k mutaliq kch ahm challenges kya haan?
Benefits & Challenges	s5 q3	What in your opinion are some of the key lessons that have been learnt from this programme?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan?
Benefits & Challenges	s5 q4	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - do you feel that it has helped you? In what ways?	Apke khyaal ma iss program se seekhe jane wale ahem sabaq kya hain? Jaisa k tadreesi amal main taizi? Kya aap ko lagta hai aisa huwa hai aur kis tarha?
Benefits & Challenges	s5 q5	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s5 q6	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s5 q7	In your opinion, were there any un-intended positive or negative outcomes of the	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?

		programme on other stakeholders?	
Benefits & Challenges	s5_q8	In your opinion, what could be done to improve the programme?	Ap ki nazar main program ko behter banane ka kya tareeqa hai?
Benefits & Challenges	s5_q9	do you aspire to continue education after the programme?	Kya aap is program k baad bhi taleem jaari rakhna chahti hain
Benefits & Challenges	s5_q10	do you see this programme as a pathway into mainstream education or as an end in itself?	Kya aap is program ko aala taleem k lie ek raaste ki nazar se dekhti hain ya phir is program k zariye haasil kii gai taleem hee aap ka taleemi lihaaz se aakhri maqsad hai?
Benefits & Challenges	s5_q11	are you comfortable with the pace of the course given that you are being taught 3 grades curriculum within a 12 month period?	Kya aap course ki speed aap k lie asaan hai kyunk is program k mutabiq 3 grades ka course 12 maah main khatam kia jata hai
Benefits & Challenges	s5_q12	where you have witnessed peers dropping out of the programme, why do you think this is?	Kya aap ne apne doston ko is program ko chorte huwe dekha hai? Agar haan, tou iski kya wajooat hain?
Benefits & Challenges	s5_q13	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyar honay ka ahsas howa ha?
Income generation	s6_q1	In your opinion, has involvement in the programme increased your/other girls' participation in income-generating activities?	apki ki raey ma, kya program ma shamoliyyat ne larkiyoon ki amdani paida karnay wali sargarmiyoon ma shirkat ma izafa kiya ha?
Income generation	s6_q2	If so, what types of activities have they been involved in to generate further income?	agr aisa ha tou, wo mazeed amdani paida krne k liye kis kism ki sargarmiyoon ma mulawas rahay haan?
Income generation	s6_q3	Would you be willing to quantify any new income generated by the girls?	kya ap larkiyoon k zariye hasl ki janay wali kisi nayi amdani ki miqdaar ko samajhnay k liye tyar haan?
Income generation	s6_q4	How important is any additional income for the family?	kunbay k liye izafi amdani kitni ahm ha?
Income generation	s6_q5	Can you give some examples of how this income has been used by the family?	ye amdani kunbay ma kis trah istemaal ho rahi ha?
Non-cognitive outcomes	s7_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umangoon) ko bhi behtar banata ha?
Non-cognitive outcomes	s7_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behter howay (jaise school janay ki qadr wagaira)?
Non-cognitive outcomes	s7_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyar honay ka ahsas howa ha?

Edsaka	s8 q1	How helpful do you think the online matriculation classes been?	Aap ki raye main online matric classes kitni faidamand saabit hui?
Edsaka	s8 q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagera
SOC	s9 q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
SOC	s9 q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behter kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zaada faidamand saabit ho sakte hain?

School Teacher Instrument

Theme	Question ID	Question	Translation
Introduction	s0_q0	"Advancing Action for Adolescent Girls"; crafted interventions for accelerated learning, service delivery and capacity building of out of school and highly marginalized adolescent girls (aged 9-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills. Activities and support services for accelerated learning interventions included free transport, trained teachers, book material and stationery. The department provided monthly stipend, uniform learning materials, certifications and training in financial inclusion with market linkage. This form is an agreement to participate in a research study. Please be aware that, as a participant in this research, your identity will be kept confidential.	
Demographics	s1_q1	District name	School kis Zilay me hai?
Demographics	s1_q2	School name	School ka naam
Demographics	s1_q3	Name	naam
Demographics	s1_q4	Year of joining the school	school join krne ka saal
Demographics	s1_q5	Experience as teacher	tajarba barae ustaad
Demographics	s1_q6	Grade that you are teaching	jamaat jisse parha rahay
Demographics	s1_q7	Subject that you are teaching	mazmoom ja parha rahay
Demographics	s1_q8	Highest Qualification	taleemi qabliyaat
Demographics	s1_q9	Year of joining the school	school join krne ka saal
Demographics	s1_q10	District of original residence	rehaishi zila
Demographics	s1_q11	Current district of residence	mojooda rehaishi zila
Transport	s2_q1	Have transport facilities been provided in a hub close to you? a) who is the service provider? b) Is he charging you informally?	Siyani sehli program k tehat muft transport ki saholat muhaya ki jani thi. kya apko qareebi markaz ma transport ki saholiyaat mayasir haan? 1) amad o raft ki khidmaat mohiya krne walay kon hain? B) kya wo gair rasmi tor per paise le raha ha iss saholat k mayasir honay per??
Transport	s2_q2	If the transport services are provided , what in your opinion has been the effectiveness of these facilities in improving enrolment and/or retention in the remedial learning programme? If the transport services are not provided, in your opinion had these facilities been provided, would it have helped improve enrolment and/or retention in the remedial learning programme?	Agar transport ki saholat muhaya ki gayi hai tou aap k khiyaal se iss tarah ki saholat se tadarak k programo me andraj ya school me rehne k faislo par kis tarah asar hota hai? Agar transport ki saholat muhaya nahi ki gayi tou, aap k khiyaal se agar yeh saholat mutarif karvayi jati tou tadarak k programo me

			andraj ya school me rehne k faislo par kya asar parta?
Parental information sessions	s3_q1	Are you aware of any parental information sessions being provided?	kya app walideen ke malommati session ke baray ma jantay haan?
Parental information sessions	s3_q2	What were some of the important themes that were discussed in these sessions? For example, life skill based trainings, vocational trainings, etc?	in maloomati sessions ma kon se ahm naqaat zair e bahaas rahay? Jaise k skill training ya vocational training wagaira
Parental information sessions	s3_q3	Was there any information missing in these sessions that you felt should have been included?	kya apke khayal koi aisi maloomat haan jo inn session ma shamil ki ja skti ha?
Parental information sessions	s3_q4	How many sessions were conducted in the last year?	pichle 1 saal ma kitne sessions krayay gae haan?
Parental information sessions	s3_q5	In which month did the last session took place?	kon se mahinay ma akhiri session karaya gaya?
Parental information sessions	s3_q6	How many sessions did you attend in the last year?	App ne ab tk kitne sessions ma shirkat akhtiyaar ki ha?
Parental information sessions	s3_q7	If you did not attend some or all of the sessions, what were factors that prevented you from attending them?	Agar aap nae kuch sessions ya tamaam session ma shirkat ni ki to iski kya wajohaat rahein hain?
Parental information sessions	s3_q8	Do you feel that these sessions were useful in helping to improve enrolment and/or retention amongst participants?	kya apko lagta ha ye session umeedwaraan ma indraaj ya barqari ko behr banay ma madadgar sabit howay?
Parental information sessions	s3_q9	If yes, on a scale of 1 to 5, how useful do you think were these sessions?	Agr haan to (1-5) ki seerhi per, ye session kitne mofeed sabit howay?
Parental information sessions	s3_q10	(where sessions were not held, ask the parents) if parental information sessions had been held, do you think these would have helped improve enrolment/retention?	(Jahan sessions ni howay, waalideen se pochain) agr wahan maloomati session karayay jatay kya wo madadgar sabit hotay andraj ar barqara ma ?
Parental information sessions	s3_q11	(where sessions were not held, ask the parents) if parental information sessions had been held, what format should these sessions have taken and what is the type of information they would have liked to have received?	(jahan session ni howay, walaideen se pochain) agr walaideen se mutalaq information session howay hotay tu, in session ka format kya hona chahiye tha ar wo kis kism ki malommaat honi chahiye?
Non-cognitive outcomes	s4_q1	In your opinion, did enrolment in the programmes improve girls' aspirations (educational aspirations as well as job aspirations)?	apki raey ma, kya program ma indraaj larkiyoon ki umangoon (taleemi umangoon ke sath sath mulazmat ki umagoon) ko bhi behtar banata ha?
Non-cognitive outcomes	s4_q2	In your opinion, did enrolment in the programmes improve girls' perceptions of education (e.g. the value of attending school etc.)?	kya apki raey ma, kya program ma inderaj se larkiyoon ki taleem k baray ma tasraat behr howay (jaise school janay ki qadr wagaira)?
Non-cognitive outcomes	s4_q3	In your opinion, do you feel that engaging with the programme has made girls feel more empowered? How?	apki ki raey mein, kya apko lagta ha k program ma shamil say larkiyoon ko zada baikhtiyaar honay ka ahsas howa ha?

Income generation	s5_q1	In your opinion, has involvement in the programme increased girls' participation in income-generating activities?	apki ki raey ma, kya program ma shamoliyyat ne larkiyoon ki amdani paida karnay wali sargarmiyoon ma shirkaat ma izafa kiya ha?
Income generation	s5_q2	If so, what types of activities have they been involved in to generate further income?	agr aisa ha tou, wo mazeed amdani paida krne k liye kis kism ki sargarmiyoon ma mulawas rahay haan?
Income generation	s5_q3	Would you be willing to quantify any new income generated by the girls?	kya ap larkiyoon k zariye hasl ki janay wali kisi nayi amdani ki miqdaar ko bayan kar saktay hain?
Income generation	s5_q4	How important is any additional income for the family?	kunbay k liye izafi amdani kitni ahm ha?
Income generation	s5_q5	How has this income being used by the family?	ye amdani kunbay ma kis trah istemaal ho rahi ha?
Efficiency of programme provision	s6_q1	Were you provided any specific training and/or support to help in the provision of this programme? Please explain	Aap ko iss program ko lagu karne k liye koi khas training ya madad farham ki gayi thi? Braye mehrbani tafseel se btayeen
Efficiency of programme provision	s6_q2	If yes, was this training/support sufficient? If not, please explain how it could be improved	Agar haan tou, aap k mutabiq yeh training/madad kafi thi iss program ko lagu karne k liye? Agar yeh training ya madad kafi nahi thi tou iss k ilawa aur kya kya kea ja sakta tha?
Efficiency of programme provision	s6_q3	In your opinion, was staff for the programme sufficient ?	Apki raey ma program ma lagaat kafi thi (amla, budget wagaira)?
Efficiency of programme provision	s6_q4	On a scale of (1-5), how reliable was the transport facility?	(1-5) ki seerhi per, transport ki saholaat kitni qabil e aihtaamad thi?
Efficiency of programme provision	s6_q5	In your opinion, were the activities within the programme delivered within a timely manner (e.g. training sessions)?	Apki raey ma, kya program ke andr mojud sargarmiyaan waqat per (jaise training session wagaira)faraham ki gai?
Efficiency of programme provision	s6_q6	In your opinion, were activities that were delivered of sufficiently high quality?	Apki raey ma, jo sargarmiyaan karae gai unka miyaar kya tha?
Efficiency of programme provision	s6_q7	what areas were you specifically trained on? Was the duration of the training sufficient in equipping you with the necessary skills	Aap ko kin areas pe train kia gaya? Aur kya in trainings ka doranya aapki skill development k lie kaafi tha?
Benefits & Challenges	s7_q1	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into education in general?	Apki raey ma, amomi tor per no umer larkiyoon ko bharti krne ar inki taleem ko barqara rakhnay k kch chalanges kya haan?
Benefits & Challenges	s7_q2	In your opinion, what are some of the key challenges associated with recruiting and retaining adolescent girls into remedial education programmes such as Siyani Sahelian? For example, distance from school or any cultural barriers?	apki raey ma Siyaani Saheliyaan jaise islahi program mein no umer larkiyoon ko bharti krne ar barqar rakhnay k mutaliq kuch ahem challenges kya haan? Masaal k tor par school se fasla, ya phr koi sakafti rukavatain wagera wagera
Benefits & Challenges	s7_q3	What in your opinion are some of the key lessons that have been learnt from this programme? for example, accelerated learning through the remedial programme - has it helped the girls?	Apke khyaal ma iss program se mutaliq seekhay gae kch ahem sabaq kya haan aur kya in ki wajah se larkeo ko madad mili?

			Maslan: Accelerated Learning remedial programs k tehad
Benefits & Challenges	s7_q4	In your opinion, what are some of the best practices that have emerged from this programme?	Aapk khiyaal me iss program se kon kon se achay tareeqay kar niklay hain?
Benefits & Challenges	s7_q5	In your opinion, what have been some of the key benefits of engaging with this programme for adolescent girls?	Apki raey ma, no umer larkiyoon k liye iss program ma shamil honay k kya fawaid haa?
Benefits & Challenges	s7_q6	In your opinion, what have been some of the key benefits of engaging with this programme for the families of adolescent girls?	Apki raey ma, no umer larkiyoon k ahl e khana ko iss program ma shamil honay k kya fawaid rahay haan?
Benefits & Challenges	s7_q7	In your opinion, were there any unintended negative consequences of the programme for the girls?	Apki raey ma, kya larkiyoon k liye koi manfi nataij rahay haan iss program ma shamil honay ki waja se?
Benefits & Challenges	s7_q8	In your opinion, were there any un-intended positive or negative outcomes of the programme on other stakeholders?	Apki raey ma, kya dosre stake holders per program k koi gair masad tor per manfi ya masbaat nataij bar amad howay haan?
Benefits & Challenges	s7_q9	In your opinion was it more difficult ro teach beneficiares considering they had dropped out of school or never enrolled? Please explain why?	Aap ki raye me, aisi bacheo ko parhana zeada mushkil sabit hua jo k school chor chuki thi ya kabhi bhi school dakihl hi nahi hui thi?
Edsaka	s8_q1	How helpful do you think the online matriculation classes been?	Aap ki raye main online matric classes kitni faidamand saabit hui?
Edsaka	s8_q2	what are some of the challenges that have been faced in these classes (e.g. lack of electricity), pace of lecture? Online medium?	Aap ko in classes main kin challenges ka saamna huwa? Jaise k bijli k masail? Lecture ki speed wagera
SOC	s9_q1	how useful have the mobile cinema's been in raising awareness about the importance of education and the rights of women?	Aap k nazdeeq mobile cinemas aurton k haqooq aur taleem ki ehmiyet ki agahi k lie kitne faidamand saabit huwe?
SOC	s9_q2	How would you have improved on this or are there alternative means that you think may be useful in raising awareness about the rights of women and the importance of education?	Aap is program ko behter kaise kar sakte hain ya koi aise tareeqe maujood hain jo aurton k haqooq aur taleem ki ehmiyet ki agahi k lie zaada faidamand saabit ho sakte hain?

Appendix II: Final School Sample

District	School Name	School type	School level
Bahawalpur	Rubina Girls School Wahi Hussain	Community Center	High
Bahawalpur	Bilal School Basti Peeran	Community Center	High
Bahawalpur	Al Aziz Model Public School	Community Center	Middle
Bahawalpur	Aaghi Public School Mouza Hatheji	Community Center	Middle
Bahawalpur	NFE Basti Jabail	NFBE	Primary
Bahawalpur	NFE Basti Khaji Wala	NFBE	Primary
Bahawalpur	NFE Jalalabad	NFBE	Primary
Muzaffargarh	jinnah public High school	PEF	High
Muzaffargarh	Al-Falah Public School Naseer Abad	PEF	High
Muzaffargarh	Danish Fareed Public Middle School	PEF	High
Muzaffargarh	NFE Basti pipple wala	NFBE	Middle
Muzaffargarh	BECS Basti Budh	NFBE	Middle
Muzaffargarh	NFE Mandi Maveshi	NFBE	Primary
Rahim Yar Khan	GGES darri Azeem Khan	Community Center	High
Rahim Yar Khan	Community Center 48/NP	Community Center	High
Rahim Yar Khan	Orient high school	NFBE	High
Rahim Yar Khan	NFE Mud Darbari	NFBE	High
Rahim Yar Khan	NFE Basti Darkhan	NFBE	High
Rahim Yar Khan	GGES Qadir buksh bhagwaila	Government	High
Rahim Yar Khan	NFE Sawan Awan	NFBE	High
Rahim Yar Khan	NFE Basti Raees Saeed	NFBE	Middle
Rahim Yar Khan	community center 7/np	Community Center	Middle
Rahim Yar Khan	Community Center Sewa Ram	Community Center	Middle
Rahim Yar Khan	GGHS 55 P RYK	Government	Middle
Rahim Yar Khan	NFE 173 P SDK	NFBE	Primary

Appendix III: Photos from the Field

Display of TVET work



TVET training



Stakeholder interview



Teacher Interview



Parents Focus Group Discussion



TVET training at Hub



Hub Trainer Interview

