



# ENDLINE EVALUATION REPORT

Empowerment of the Girl-child  
through Sustained Education



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## EXECUTIVE SUMMARY

Pakistan Youth Change Advocates (PYCA), launched a 3-year project in 2017 that spearheaded the empowerment of the girl-child through sustained education. The goal of the project was to create an enabling environment at the community and policy level to ensure sustained education for girls at the secondary level in Khyber Pakhtunkhwa province. The project envisaged to accomplish the following results:

- By the end of 2019, eight (8) Community Education Champions having necessary leadership and community mobilization skills, will have created demand among the local communities for girls' education in the target areas.
- By the end of 2019, six (6) districts of Khyber Pakhtunkhwa<sup>1</sup> province will have the necessary community support and government patronage through legal and policy reforms for sustained secondary education of the girl child.
- By the end of 2019, girls' enrolment in the six (6) target districts<sup>2</sup> will experience a 25% increase compared to baseline figures.

The demographic focus in this campaign was Khyber Pakhtunkhwa (KP). To be specific, six districts in the province served to be the locus of activities undertaken by PYCA. These districts were 1) Peshawar 2) Nowshera 3) Swabi 4) Abbottabad 5) Mansehra and 6) Lower Dir.

Furthermore, "Community Education Champions" with the identified leadership and community mobilization skills were recruited to conduct community sessions and perform information dissemination, as well as the distribution of IEC material such as pamphlets. In addition, a plethora of IEC with PYCA's signature slogans of "Kaam Say Kaam 12 Jamatain" and "Beti Parhao" were disseminated in the target districts to pique community interest and mobilize the community regarding the importance of educating the girl-children.

On the legislative front, a multitude of political parties on the forefront of Pakistani politics were approached to include and promulgate the issue of girls' education in their respective manifestos, with a majority of them answering the call-to-action favourably.

On the digital front, the #کے\_سے\_کے\_12\_جماعتیں and #BetiParhao hashtags were propagated throughout Facebook, Instagram, and Twitter. Many celebrities and political figures were asked to join the dialogue and promote girls' education on their respective social media accounts, which generated a mixed amount of audience feedback.

This endline evaluation utilized a comprehensive desk review, which involved reviewing Annual School Census reports of KP. These were correlated with the qualitative analysis conducted by the Ideas for Life Trust's team, in which telephonic interviews were conducted in the target districts. Interviews with PYCA team members and prominent political figures also helped illustrate how various activities were conducted and what limitations were faced to that end. Furthermore, social media metrics were also utilized to ascertain PYCA's efficacy in dissemination of social media messaging on various platforms such as Twitter, Instagram and

1 The six project districts of Khyber Pakhtunkhwa province are: 1) Peshawar 2) Nowshera 3) Swabi 4) Abbottabad 5) Mansehra and 6) Lower Dir  
3 The six project districts of Khyber Pakhtunkhwa province are: 1) Peshawar 2) Nowshera 3) Swabi 4) Abbottabad 5) Mansehra and 6) Lower Dir

Facebook. It should be noted that due to the COVID-19 pandemic, interviews were conducted over telephone as it was not feasible to travel or to meet individuals or groups face-to-face.

In terms of relevance, this endline evaluation finds that the project was indeed relevant as the project design helped pinpoint issues such as socio-cultural barriers that hinder girls' education in the target districts. Furthermore, its mandate to target secondary education for girls was relevant as the status quo of boys and girls during their formative primary education years is largely at par with each other, whereas during their secondary education years, there is a sharp decline in girls' attendance at school. It should be noted that social media messaging was relevant, but not as effective as on-the-ground IEC dissemination and community sessions, as the target demographic is still quite new to the digital foray.

This evaluation has found that throughout the course of PYCA's campaign, there has been a positive uplift in the number of quantifiable resources available to promulgate girls' education in the target districts. Schools are, by and large, better equipped now than they were at the start of the campaign. This is based on metrics such as the availability of boundary walls, water supply, electricity and toilets. It should also be noted that there are a lot more female teachers employed in these districts, which is in direct correlation to the increasing demand in these areas. This is all a direct result of budget allocations being 57.13% higher in the 2019-2020 period as compared to the 2016-2017 period. The gender parity index of the six districts shows mixed results, with Lower Dir, Peshawar and Swabi showing the greatest uptick in equalization of the parity between the attendance of boys and girls in schools at the secondary level.

In terms of sustainability, this evaluation believes that the project objectives are in line with the priority of the current government and most of the other predominant political parties in Pakistan. However, it should be noted that sustainability cannot be accurately gauged on the merits of these mandates being included in party manifestos. According to various community dialogues, this evaluation has ascertained that local communities are experiencing a paradigm shift in terms of how they view girls' education. With increasing societal acceptability of girls attaining secondary education, it can be deduced without reasonable doubt that PYCA's mandate would be sustainable even after secession of the campaign activities. That being said, it should be noted that social mobilization needs to be amplified to increase community outreach for optimal results.

## 1. METHODOLOGY

This evaluation utilized both desk review and qualitative methods. This data collection approach was meaningful to explain and interpret phenomena, address questions and ascertain the theoretical perspectives at different levels regarding the situation of education in Khyber Pakhtunkhwa in general and in the target districts, specifically. While reviewing available literature, the evaluation looked into the situation of girls' enrolment at the secondary level in the target districts of Khyber Pakhtunkhwa in 2016 and also noted changes in girls' education between 2017 and 2019. Similarly, it also analysed the situation of dropouts at the secondary level in the target districts of Khyber Pakhtunkhwa. The evaluation also noted budgetary allocations, percentage change in the education budget in the target districts and spending of the development budget on new structures created or improved to enhance girls' access to secondary education in Khyber Pakhtunkhwa since 2017. The evaluation also looked into policy changes and/or improvements to facilitate girls' secondary education in Khyber Pakhtunkhwa and the at federal level since 2017.

During the desk review, relevant documents shared by PYCA such as the project proposal, work plans, progress reports, routine monitoring data and digital media metrics were also reviewed. The evaluation design was finalized on the basis of the desk review. Quantitative data was also reported through comparison of education statistics in Khyber Pakhtunkhwa and the target districts therein.

On the qualitative front, impact was gauged through interviews with PYCA team, donor representative, local education champions who volunteered their services for this intervention, community members (including young girls) and officials from the Khyber Pakhtunkhwa Department of Elementary & Secondary Education. Similarly, legislative changes and/or improvements to facilitate girls' secondary education (KP and Federal) since 2017 were also reviewed in terms of their relevance and impact to the situation of girls' education, especially in the secondary education sector.

### 1.1. Limitations of the Evaluation

- No face-to-face interviews could take place because of the COVID-19 pandemic, limiting all data collection to telephonic interviews and WhatsApp calls, and tabulation on the Google forms, to support in the analytics.
- Baseline requisite information was unavailable for comparison with the current dataset.
- The availability of the Education Champions was a challenge during the endline evaluation; only five education champions could be interviewed.
- Annual Statistics Report pertaining to basic facilities such as boundary walls, toilets, electricity, etc. existed for 2018 and not for 2016-2017. Accordingly, the evaluators made a benchmark of 2015-2016 ASC, therefore data will be skewed.
- The evaluation was based on a small sample size. Hence, the findings cannot be generalized to all the project districts based on this.

## 2. KEY FINDINGS

The key findings are presented under the headings of Relevance, Effectiveness, Efficiency, Impact and Sustainability.

### 2.1. Relevance

The project was found relevant as its design helped address issues and concerns regarding girl-child education in those areas where socio-cultural barriers continue to hamper girls in their pursuit of education, especially secondary education.

That said, a lot more work needs to be done in these areas to raise awareness about the limited access of most girls to formal secondary education. It was also noted that current predictions for future outcomes are positive, but not as substantial as they have the potential of being. Subjectively speaking, it was noted that the current year's outcomes were 70% better than those of the previous year.

The use of IEC material and slogans in regional election campaigns advocating girls' education were also noted as positive signs indicating the shifting status quo and greater acceptance by the communities. It should be pointed out that the dissemination of a greater number of printed material throughout the area would have yielded better results in terms of community awareness.

### 2.2. Effectiveness

#### 2.2.1. Identification and Capacity-building of Education Champions



The project selected eleven (11) education champions in the target districts. These comprised of seven (7) senior education champions who had a track record of voluntarily working on issues of girls' access to education in their areas and four (4) new or young education champions. The young education champions were selected from the universities in KP.

The existing and new education champions were trained on girls' education, leadership and digital advocacy during the first year of the project.



## 2.2.2. Launch of the Advocacy Campaign in Khyber Pakhtunkhwa

Following the finalization and capacity-building of the local education champions, PYCA developed and launched a two-pronged advocacy campaign. This campaign engaged the communities on one hand and media (mass and social) on the other. The campaign consisted of community sessions, district branding with key messages, door-to-door distribution of pamphlets, painting school walls, press conferences and social media campaigns.



The PYCA team met with the representatives of major political parties including Pakistan People's Party (PPP), Pakistan Muslim League-Nawaz Group (PML-N), Pakistan Tehreek-e-Insaf (PTI), Jamaat-e-Islami (JI), Jamiat-e-Ulema-e-Islam-Fazal-ur-Rehman Group (JUI-F) and Awami National Party (ANP), to get their commitment to prioritize girls' education at secondary level through their manifestoes before the 2018 general elections.



Following these meetings, a Manifesto Review Brief was developed by PYCA to lead the agenda on follow-up meetings with the representatives of the major political parties to ensure their commitment to girls' education, especially at the secondary level. The majority of the responses were positive towards girls' education.



Table 1: Commitment to Prioritize Girls' Education as Highlighted in the Manifestoes of 2013

SR. No.	Political Party	Education	Girls' Primary Education	Girls' Secondary Education	Social Justice Leading to Improved Education for Girls
1	PML (N)	Yes	Yes	No	No
2	PTI	Yes	Yes	No	Yes
3	PPP	Yes	Yes	Yes	Yes
4	ANP	Yes	Yes	Yes	Yes
5	JUI-F	Yes	No	No	No
6	JI	Yes	Yes	Yes	No

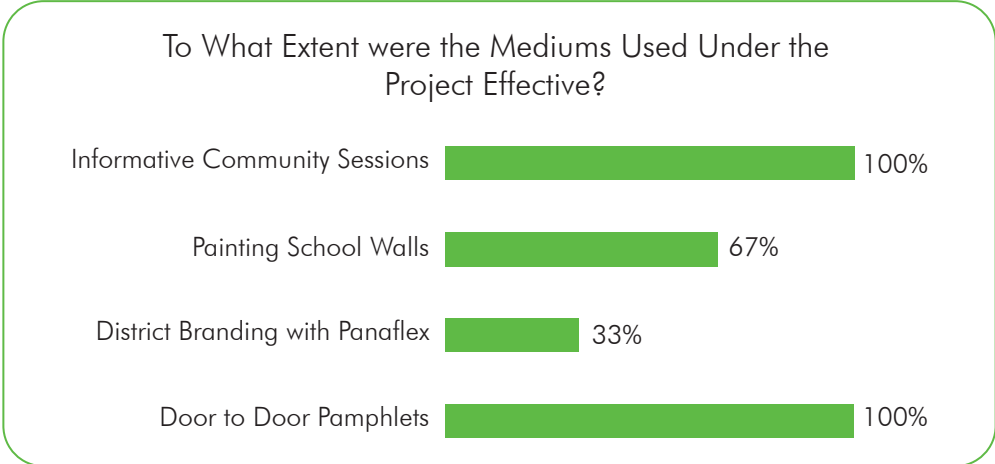
Table 2: Commitment to Prioritize Girls' Education as Highlighted in the Manifestoes of 2018

SR. No.	Political Party	Education	Girls' Primary Education	Girls' Secondary Education	Social Justice Leading to Improved Education for Girls	Increased Budget Allocation
1	PML (N)	Yes	Yes	No	No	Yes
2	PTI	Yes	Yes	Yes	No	Yes
3	PPP	Yes	Yes	Yes	Yes	Yes
4	ANP	Yes	Yes	Yes	Yes	No
5	JUI-F	Yes	No	No	No	No
6	JI	Yes	No	No	Yes	No

To bridge the gap between direct campaigning at the community level and policy advocacy at the provincial and federal levels, meetings, seminars and social media were used as the primary tools. PYCA also engaged communities in the target districts through pledges affirming parents’ commitment to continue girls’ education beyond primary; testimonials of community members endorsing girls’ education at the secondary level; and writing letters to the Chief Minister and the provincial Minister for Education, raising demands for better education facilities and improvement of girls’ access to secondary education.

Based on the responses in Figure 1: it is easy to deduce that, one on-one communication with affected members of the communities was crucial. Press conferences were successful because they served a feedback loop mechanism of information dissemination. Not only were they educating people in physical attendance but the publicity generated in the local print media also helped proliferate PYCA’s message throughout the community. It was also noted that not all women had the liberty to see public banners or even attend the press conferences and community sessions, which is why door-to-door pamphlet distribution was imperative as it allowed the mobilizers to not only disseminate IEC material but to also explain it first-hand.

Figure 1: Effectiveness of the Mediums Used



During the tenure of the program, an accumulative outreach of 15,346,175 was achieved through activities in the community as well as through advocacy campaigns on several mass and social media platforms.

**2.3. Efficiency**

PYCA opted for a no-cost extension due to exchange rate gain and devaluation of the Pak Rupee. The savings were used during the no-cost extension phase.

PYCA diverted some of these resources to adopt a classroom in a government school to provide accelerated learning to out-of-school girls between 8 to 14 years, in Islamabad Capital Territory. The proposal came forward during one of the meetings with Ms. Wajeeha Akram, Parliamentary Secretary Federal Education and Professional Training.

PYCA selected seven senior education champions as opposed to four (4) committed to the donor. These champions comprised of four (4) women and three (3) men. This arrangement facilitated in reaching out to the communities in KP where women observe purdah and strict segregation is maintained between men and women.

While the selection of education champions provided greater mileage in recognising the efforts of those who are working for the promotion of girls' education in the target districts in KP, their efforts could only mobilize the local community to an extent owing to budgetary limitations and then the COVID-19 outbreak towards the end.

### 2.4. Impact

When asked about the impact of the project on supporting and promoting secondary education for girls in their respective districts, the champions were quick to point out that the efforts made by PYCA were a step in the right direction, but a more hands-on-ground approach needs to be sustained in the future to cement project narratives and objectives in the target regions.

Figure 2: Change in Societal Behaviour towards Girls' Education at the Secondary Level

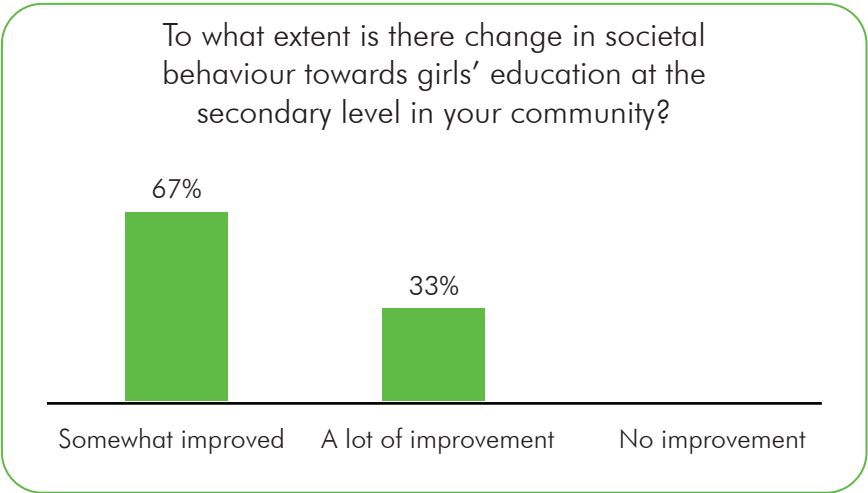
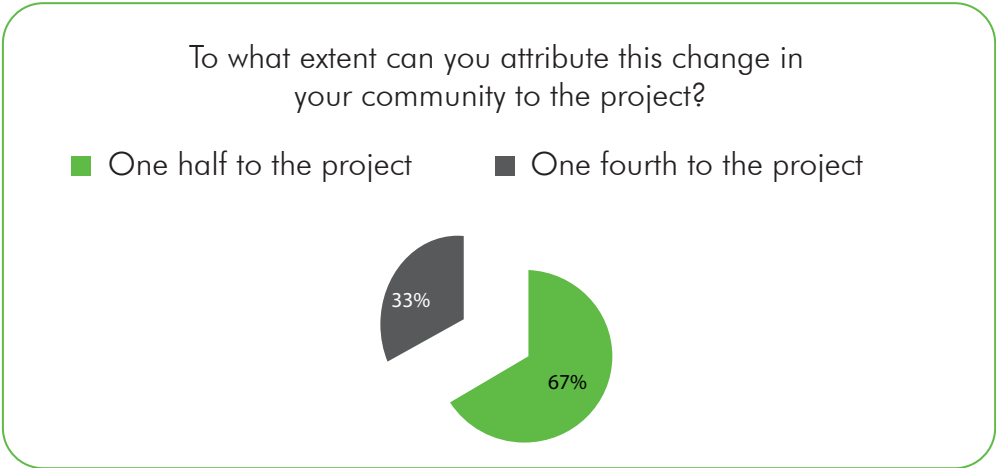


Figure 3: Change in community behaviour attributed to the project



Khyber Pakhtunkhwa has seen many developments in girls' education over the last five years, including the initiation of stipend programs and prioritizing the provision of missing facilities in girls' schools. Ever since the new education sector plan and district education plans were developed in 2015, there have been numerous measures taken by the Khyber Pakhtunkhwa government. The law was promulgated on free and compulsory education in 2017. In the meantime, legislative work was also initiated towards teachers' reforms, textbook board and education monitoring authority. In 2018, school quality management initiative was launched. Also planned was the accelerated learning programme.

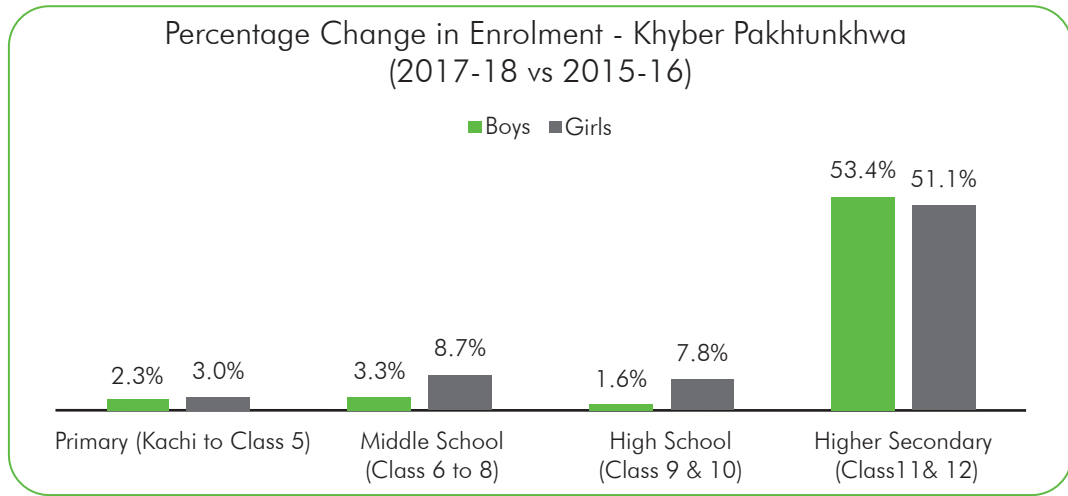
The emphasis of the project, especially towards the end of the stipulated project period remained on policy advocacy. This policy advocacy had three important asks, i.e. (a) more allocation of resources for girls' education, (b) effective utilization of education budget and (c) enhancement of Article 25-A to include 12 years of free, compulsory and quality education for every Pakistani child.

Article 25-A, inserted in the Constitution of Pakistan through 18th Amendment, bestows upon the citizens the right to education as it necessitates the State to provide free and compulsory quality education to all children of the age of five to sixteen years. It did not specify the years of education, and generally implies education up to Matric. The specific details, if added, can further help in clarifying the concerns which are there due to the emphasis on age rather than on the number of school years. PYCA team held several meetings at the federal and provincial levels to include 12 years of free and compulsory quality education in Article 25-A. The PYCA team also took into consideration Pakistan's commitment to allocate 4% to 6% of the GDP for education and met with the Parliamentary Secretary for Education towards this effect. However, with the allocation of 2.7% during the fiscal year 2019-2020, the government is far from realizing both the asks.

The evaluation team believes that it is not enough to emphasize on the supply side of girls' secondary education through the provision of adequate facilities and teaching staff but the impeding factors such as local culture and norms that raise girls with the mind-set to prioritize homemaking over other aspects of life including education must also be emphasized. It was therefore important to focus on policies concerning early marriages in the target areas along with the advocacy on teachers and infrastructure. However, the focus was shifted more on education related advocacy due to the nature of the project.

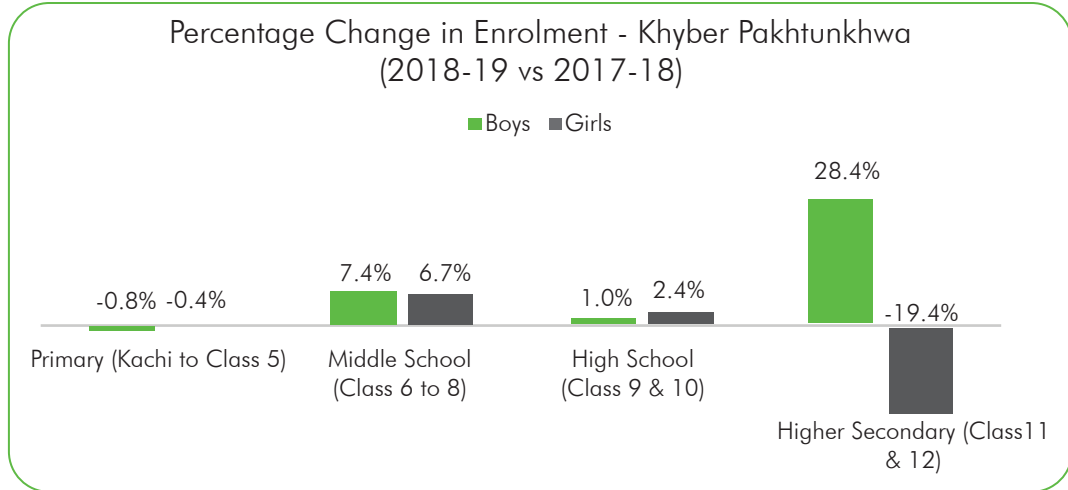
**Figure 4** illustrates a trend highlighting the growing acceptance of secondary education for both boys and girls. This is due in part to changing perspectives about the benefits of attaining secondary education. In some rural areas where secondary education is not necessarily accessible, we can see an increase in girl-child enrolment at the middle, high school and higher secondary levels.

Figure 4: Change in Enrolment 2017-18 vs 2015-16



From Figure 5, the disparity of female enrolment at the secondary level illustrates persistent cultural and social trends to keep girls at home after matriculation. With male enrolment rising exponentially towards the higher secondary end of the spectrum, we can see that there still exists a chasm between acceptance of girls' education with that of boys' education. Education up to grade 10 is considered sufficient for girls as enrolment is still positive during class 9 and 10.

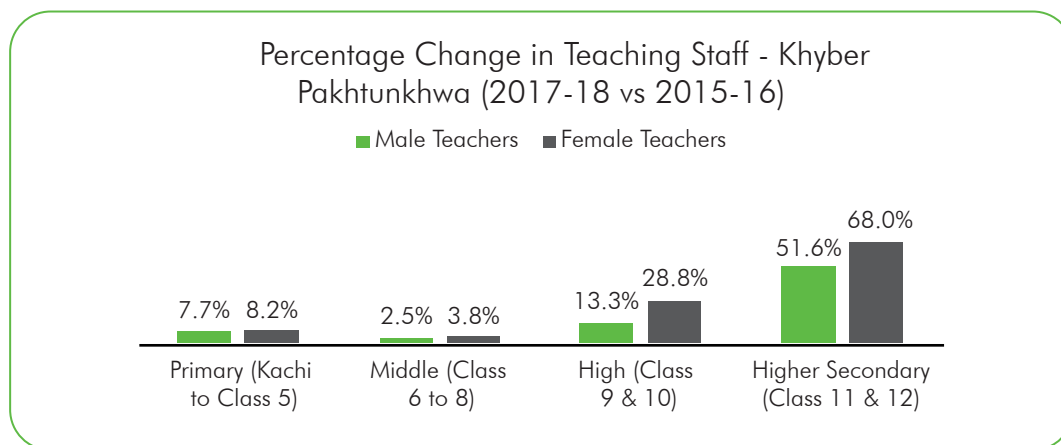
Figure 5: Change in Enrolment 2018-19 vs 2017-18



Source 2: Review of Secondary Data

It is evident from **Figure 6** that awareness campaigns by both the government and private sector pertaining to educational reform have contributed to the upward trend of both male and female teachers joining the workforce.

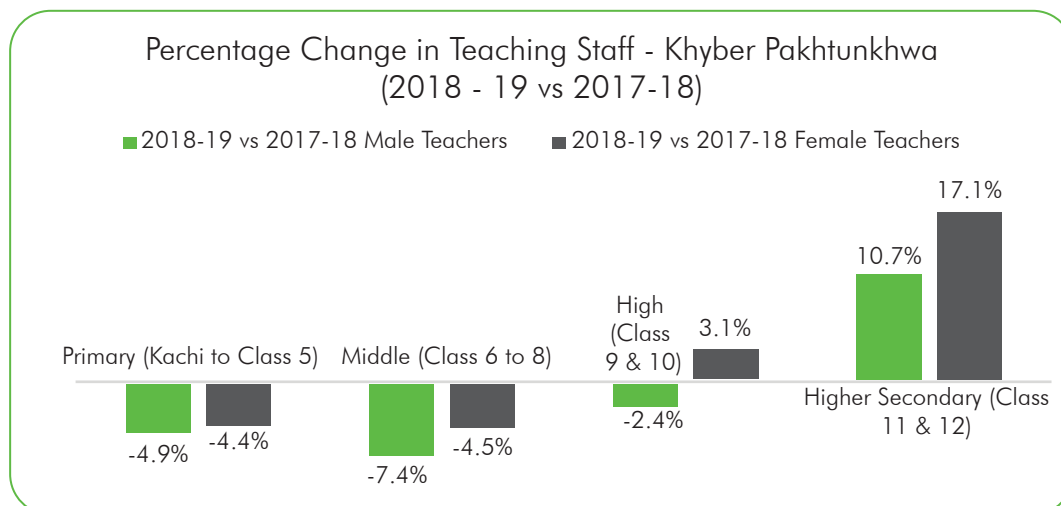
Figure 6: Percentage Change in Teaching Staff 2017-18 vs 2015-16



Source 3: Review of Secondary Data

The aforementioned trend is again reinforced through the data shown in **Figure 7** with a 17.1% rise in female teaching staff at the secondary level in 2018-19. This is again a good indication of overall female enrolment and it can also be inferred that a higher need for female teachers positively correlates to the demand of their employment in the first place.

Figure 7: Percentage Change in Teaching Staff 2018-19 vs 2017-18

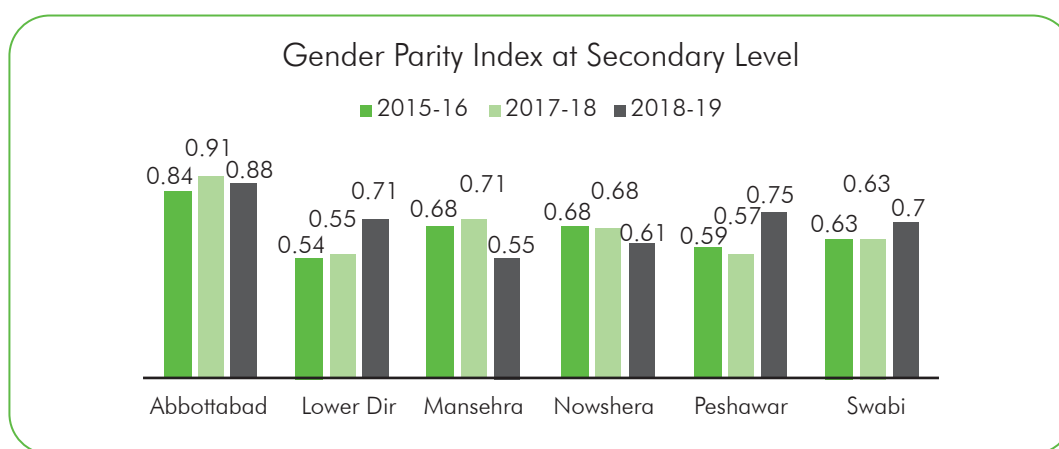


Source 4: Review of Secondary Data



Moving onto analysing gender parity at the secondary level, it can easily be seen how people’s outlook changes when it comes to keeping girls in school after a certain standard of education, usually matriculation. As shown in **Figure 8** Abbottabad has the strongest gender parity in terms of enrolment in secondary educational institutions, which is again due largely to the middle to upper class demographics in the area. Lower Dir and Peshawar had the worst gender parity index in 2015-2016 but made the most improvement out of the other four (4) districts in this study. This can be largely attributed to governmental and social awareness campaigns to inform people about the benefits of educating girls to a higher standard of education. Furthermore, legislative changes and subsidies in the educational sector have also paved the way for the betterment of the status quo.

Figure 8: Gender Parity Index at Secondary Level



Source 6: Review of Secondary Data

As illustrated in Table 1, facilities overall have improved across all the six districts with the exception of boundary walls in Abbottabad and Lower Dir.

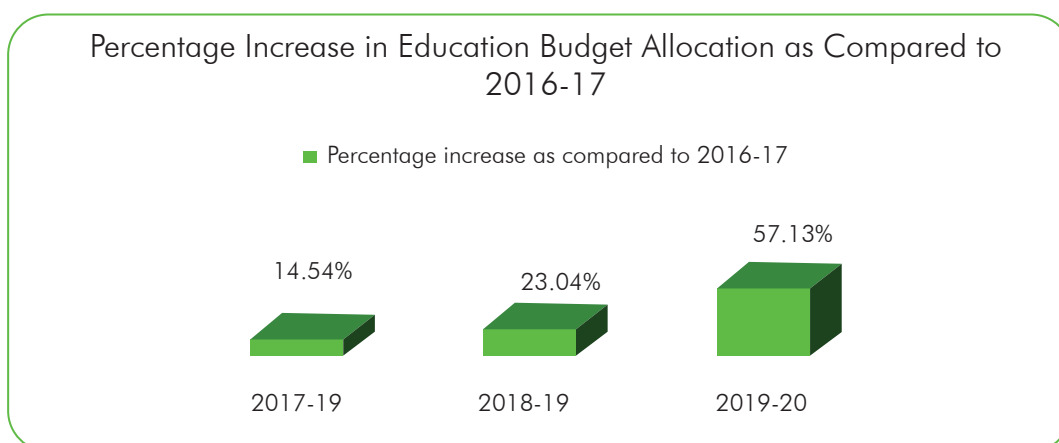
Table 3: Percentage of Girls’ Middle Schools without Basic Facilities 2018-19 vs 2017-18

%age Government Middle Schools for Girls without Basic Facilities								
District	Boundary Wall		Water Supply		Electricity		Toilet	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Abbottabad	4.9%	12.2%	18.5%	8.5%	25.9%	18.3%	3.7%	2.4%
Lower Dir	1.5%	3.3%	17.9%	19.7%	9.0%	8.2%	3.0%	1.6%
Mansehra	4.2%	2.6%	21.1%	11.7%	25.4%	19.5%	1.4%	1.3%
Nowshera	4.3%	0.0%	4.3%	7.1%	23.4%	7.1%	0.0%	0.0%
Peshawar	0.0%	0.0%	6.6%	5.1%	21.1%	2.5%	0.0%	0.0%
Swabi	0.0%	0.0%	3.3%	1.7%	6.7%	1.7%	0.0%	0.0%

Source 7: Review of Secondary Data

**Figure 9** illustrates that in 2016-17, the total budgetary allocation for education in Khyber Pakhtunkhwa was 118.93 billion rupees, which was increased to 136.22 billion rupees in 2017-18. It was further increased to 146.33 billion rupees in 2018-19 and 186.88 billion rupees in 2019-20. The budget projections included salary, non-salary and development budgetary allocations. Comparing with 2016-17, there was a 14.54% increase in budget allocation in 2017-18, 23.04% increase during 2018-19 and a 57.13% increase during 2019-20. The share of education budget in the overall provincial budget has also slightly increased from 23% each in 2017-18 and 2018-19 to 24% in 2019-20.

Figure 9: Percentage Increase in Education Budget Allocation for Education



Source 8: Review of Secondary Data

## 2.5. Sustainability

Much of the burden of advocacy is shared by the government itself in terms of long-term efforts to continue girls' education at the secondary level. Its own priorities are in sync with the project objectives, which results in achieving the project objectives in the long-term. PYCA has been part of the NGO Coordination Committee on Education in KP. However, there is need to see how this arrangement would be sustained once the project and its extension period are completed, post the COVID-19 halt in the activities. There is interest and willingness of local communities to continue girls' education at the secondary level. There is a need to enhance social mobilization to maximize community outreach through direct interaction with the parents and community side by side with the use of social media tools.



### 3. CONCLUSION

The progress of the project, “Empowerment of the Girl-child through Sustained Education,” remained largely on track. The project was developed with a view to place local education champions at a pivotal position to carry forward the agenda of girls’ secondary education at the district level.

The project focused on an advocacy campaign integrated with the 2018 election, through consultations with the representatives of the major political parties, to prioritize girls’ education in their manifestoes.

The improvement in enrolment of girls at the secondary level can be attributed to not only the positively changing perspectives on and acceptance of secondary education for girls but also because of private sector and government efforts to make educational institutions ubiquitous and accessible. Furthermore, social media, television, print media and advertisement campaigns promoting higher education of girls can also be attributed to the positively changing perspectives about education.

The project has not only raised awareness about the issue but has also made strides in providing legislative and political groundwork by working with policymakers to make sure that people are not only aware of Article 25-A, but that it is also implemented to its true potential.

Given Pakistan’s rising online infrastructure and market penetration, the availability of the internet and social media platforms therein to the masses is becoming more ubiquitous with the passage of time. PYCA recognized an avenue where capitalizing on social media messaging to champion their mandate proved to be successful.

#### Box 1: Salients of the Social Media Campaign #BetiParhao

PYCA’s social media campaign titled, #BetiParhao trended at first place in the Twitter sphere of Pakistan for more than 6 hours on 24th January 2020. Between January 23rd to January 31st, 5,048 tweets were generated with 34 million impressions and a reach of 9.6 million.

Sentiment scores of #BetiParhao illustrate a neutral to somewhat positive trend amongst users. 13.8% of the users responded positively as compared to 2% responding negatively. In aggregate, 84.2% were either neutral or undefined. Sentiments by number of impacts illustrates a similar outcome, with 75.1% neutral or undefined with 21.8% responding positively and 3.1% responding negatively. The predominant sentiment by the number of tweets illustrates an aggregate of 79.4% undefined or neutral, with 18.7% being positive and 1.9% being negative.

Metrics gauged for the #BetiParhao social media campaign, are:

- Text tweets: 379 (7.51% of total engagement)
- Replies: 404 (8% of total engagement)
- Retweets: 3,692 (73.14% of total engagement)
- URLs/Pictures: 713 (14.12% of total engagement)

## 4. RECOMMENDATIONS

- There is a need to focus on career counselling, technical and vocational education and entrepreneurial training of the girls enrolled at the secondary level.
- The project should focus more on social mobilization, besides advocacy and media campaigns.
- There is a need to raise awareness among the local community in KP regarding laws related to education, such as “The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017.”
- Like other sectors, the COVID-19 pandemic has also changed the education landscape. More resources are required to be invested into developing online instruction and learning platforms for schools in the public sector.



## 5. Annexure: Evaluation Matrix

DAC Criteria / Evaluation Areas	Key Questions	Key Indicators	Data Collection Tools	Data Analysis Sources
Relevance	To what extent is the project relevant to support girls' secondary education <sup>3</sup> , in the target districts <sup>4</sup> in Khyber Pakhtunkhwa?	100% respondents confirm the project's relevance to support girls' secondary education in KP	<ol style="list-style-type: none"> <li>1. Interview with the education champions</li> <li>2. FGDs with the community at the two districts</li> <li>3. Case Study</li> <li>4. Interview with the PYCA team</li> <li>5. Review of literature and relevant project documents</li> </ol>	<p>Number of respondents finding the project relevant to support girls' secondary education</p> <p>Scale:            1. Very relevant            2. Somewhat relevant            3. Not relevant at all</p>
	How does the project reach out to the communities to support girls' secondary education in the target districts in KP?	<p>Number of respondents confirm the use medium in the project for enrolment and retention of girls' education at the secondary level (campaign at the community level, mass media (Print &amp; electronic) and social media)</p> <p>Analysis of social media to be through social media analytics (Reach – Gender segregated, age, Quantity and quality of engagement, action and follow ups on the ground, and what type of content worked best (text-based post, infographics and video)</p>	<ol style="list-style-type: none"> <li>1. Interview with the education champions</li> <li>2. FGD with the community at two districts</li> <li>3. Interview with the PYCA team</li> <li>4. Review of literature and relevant project documents</li> <li>5. Social media analytics</li> </ol>	<p>% community and education champions knowing about campaign at the community level, print, electronic and social media. Social media analytics to measure eyeballs, quantum and type of engagement around the content. Based on the above, identify the most effective medium</p> <p>Scale:            1. Very effective            2. Somewhat effective            3. Not effective at all</p>

<sup>4</sup> The Secondary education covers the middle (Grade 6, 7 & 8), high school (Grade 9 and 10) and higher secondary (Grade 11 & 12)

<sup>5</sup> These districts include Peshawar, Nowshera, Swabi, Mansehra, Abbottabad, and Lower Dir

How did the project reach out to the concerned departments in implementation of relevant laws in KP and at federal level to increase girls' enrolment and retention in the target districts?	No of respondents confirming about project reaching out to the concerned departments in implementation of article 25-A in KP and at the federal level.	<ol style="list-style-type: none"> <li>1. Interview with the relevant provincial and federal government departments</li> <li>2. Interview with the PYCA team</li> <li>3. Review of literature and relevant project documents</li> </ol>	Number of respondents confirming about project reach to the concerned departments in implementation of relevant article 25-A in KP and at federal level
How did the project reach out to the concerned authorities for passage of relevant laws such as minimum age of marriage bill to reduce barriers to girls' secondary education in KP?	No of respondents confirming about the project reach to the concerned authorities for passage of relevant laws in KP and at federal level to reduce barriers to girls' secondary education in the target districts.	<ol style="list-style-type: none"> <li>1. Interview with the relevant provincial and federal government departments</li> <li>2. Interview with the PYCA team</li> <li>3. Review of literature and relevant project documents</li> </ol>	Number of respondents confirming about project reach to the concerned authorities in passage of relevant laws in KP and at federal level to reduce barriers to girls' secondary education in the target districts.
To what extent has resource utilization remained efficient in the project?	<p>%age change of per unit cost in the final year as compared to the first year of the project.</p> <p>Per unit cost to reach out on social media through PYCA's platforms (both for paid and organic reach).</p> <p>Per unit cost to reach out on mass media.</p> <p>Per unit cost to solicit action on social media. (likes, comments, messages from the community).</p> <p>Per unit cost to reach out the community through community campaign.</p>	<ol style="list-style-type: none"> <li>1. Interview with the PYCA team</li> <li>2. Review of literature and relevant project documents</li> </ol>	<p>Evidence through financial reporting on %age change of per unit cost</p> <p>Evidence through financial reporting and advocacy outreach through mass media, digital media and community campaign.</p>
To what extent is there improvement in societal attitudes towards girls secondary education <sup>6</sup>	100% Education champions confirm improvement in societal attitudes toward girls' secondary education	<ol style="list-style-type: none"> <li>1. Interview with the Education Champions</li> <li>2. FGDs with the Community at the two districts</li> <li>3. Case Study</li> </ol>	<p>Number of respondents confirming change in societal attitudes towards girls' secondary education</p> <p>Scale:</p> <p>1 A lot of improvement</p> <p>2 Somewhat improved</p> <p>3 Not improved at all, rather declined.</p>

<sup>6</sup> The Secondary education covers the middle (Grade 6, 7 & 8) and high school (grade 9 and 10)







What is the %age increase in girls' enrolment at the secondary level?	%age increase in girls enrolment and retention at the secondary level as compared to base year in 2017.	1. Review of literature and relevant project documents.	%age increase in the girls enrolment at the secondary level in target districts as compared to base year 2017, as informed by the annuals education reports in the project districts and confirmed by respondents.
What is the %age decrease in girls' dropout at the secondary level?	%age decrease in girls' dropout at the secondary level as compared to base year in 2017	1. Review of literature and relevant project documents.	%age decrease as compared to base year 2017 as informed by the annuals education reports in the project districts and confirmed by respondents.
How many new structures are created to enhance girls' access to secondary education in the target districts?	Number of new structures created to enhance girls' access to secondary education in the target districts? at the middle and high schools, since the base year 2017?	1. Review of literature and relevant project documents.	Number of new structures created as compared to base year 2017 evidence through provincial government reports/statistics in KP and confirmed by the community at the two districts and also confirmed by the respondents.
What is the improvement in structures to enhance girls access to secondary education in the target districts?	Number of improved structures to enhance girls access to secondary education in the target districts (class rooms, boundary wall, drinking water, electricity and toilets) since the base year 2017?	1. Review of literature and relevant project documents.	Number of improved structures as reported in the provincial government reports / statistics since the base year 2017 and also confirmed by the respondents.
What is the improvement in budget allocation and consumed on girls' education in the target districts in KP?	%age increase in budget allocation on girls' education since the base year 2017 in the target districts in KP?	1. Interview with the relevant provincial and federal government departments. 2. Interview with the PYCA team. 3. Review of literature and relevant project documents.	%age increase in budget as reported in the provincial government reports / statistics since the base year 2017
	%age increase in budget consumed on girls' education since the base year 2017 in the target districts in KP?		%age increase in budget consuming as reported in the provincial government reports / statistics since the base year 2017





What are the number and impact of legislative changes and/or improvements to facilitate girls' secondary education in KP and at federal level?	No of respondents confirming about the number and impact of legislative changes and/or improvements to facilitate girls' secondary education in KP and at federal level.	<ol style="list-style-type: none"> <li>1. FGDs with the community at the two districts.</li> <li>2. Interviews with the Education Champions</li> <li>3. Interview with the relevant provincial and federal government departments</li> <li>4. Interview with the PYCA team.</li> <li>5. Review of literature and relevant project documents.</li> </ol>	<p>Number of new and/or improved legislative changes since 2017</p> <p>100% community volunteers confirming number and impact of legislative changes or improved</p>
Do Education champions have the capacity to raise awareness about girls' secondary education at the end of the project?	100% Education champions interviewed, sharing they have full capacity to raise awareness about girls' secondary education at the end of the project.	<ol style="list-style-type: none"> <li>1. Interview with the Education champions</li> <li>2. Case Study</li> <li>3. Review of literature and relevant project documents.</li> </ol>	<p>Education champions confirm their capacity</p> <p>Scale:  1 Full capacity  2 Partially equipped  3 No capacity at all</p>
Do communities resolve to continue girls' secondary education?	%age respondents confirm that they continue girls' secondary education.	<ol style="list-style-type: none"> <li>1. FGDs with the communities at two districts.</li> <li>2. Interview with the PYCA Team.</li> <li>3. Interview with the relevant provincial and federal government departments.</li> <li>4. Case Study</li> </ol>	<p>%age respondents confirm that they will continue girls' secondary education</p> <p>Scale:  1 Will continue by all means  2 Not sure  3 Will not continue</p>





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