



# End of Project Evaluation of LIFE SKILLS for KIDS

Evaluation Dates  
October 22 to Jan 23

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## EXECUTIVE SUMMARY

LSK (2015-23), Life Skills for Kids, is a holistic intervention undertaken by ITA and Store Enso (SE) with facilitation from Bulleh Shah Packaging (Pvt) to withdraw children in targeted waste picking sites from hazardous waste picking labor. The intervention implemented a long term formal education program which also focused on pre-vocational skills/activities and provided Life Skills Based Education for children in waste collecting communities while reskilling them. A significant number of the children targeted in this intervention have been involved in waste picking which is a hazardous occupation. These children are not only vulnerable to lethal environmental, physical and mental health risks but also less likely to attend school.

The project targeted the unserved and underserved waste picking communities in vicinity of six dumping sites in Lahore. LSK targeted these six locations to provide education and life skills opportunities to 640 children along with vocational/pre-vocational skills to afford them skill and opportunities of safer livelihood. It aimed to eliminate the worst forms of child labor and has exceeded the targets set at the outset of the project. In last eight years, 78% students have passed primary among these 16% have also completed middle. The project actively engaged and empowered communities towards alternate options for health, nutrition and economic solutions for their children. Over the span of eight years, nutritious fresh lunches were provided to LSK students every day. Whereas, free medical checkups were arranged for students on quarterly basis. However, during COVID-19 daily health checks were performed to ensure their safety. The project focused on improving the health, hygiene, communication and interpersonal skills related outcomes of the targeted children. Under this project, targeted parents and siblings of the enrolled children were also provided technical and vocational trainings. Furthermore, it connected social and vocational networks for lifelong wellbeing of children/youth.

Store Enso (SE) and Bulleh Shah Packaging (BSP) provided a yearly budget for providing multiple quality services to the beneficiaries by creating a supportive, protective and enabling environment for targeted children inside school and in communities. The endterm evaluation of the project not only documents the achievements and challenges faced and overcome by the project but also provides an opportunity to the implementing partners to reflect on the future needs of any such project.

The evaluation was conducted between October 2022 to Jan 2023 employing mix methods strategies. The evaluation team reviewed project documents, visited the project sites and beneficiary communities, conducted focus group discussions, and key informant interviews. The team also conducted semi-structured interviews with the project staff and beneficiaries analyze the performance of the project over the years against the selected evaluation dimensions.

The evaluation addresses the following questions:

1. What was the relevance of the project? Was it adequately designed to achieve the desired objectives? (Relevance)
2. What were the outcomes/effects/ achievements of the project? (Outcomes)
3. Was the project able to achieve its objects effectively? (Effectiveness)
4. Were there any synergies between the various components of the project? (Synergies)
5. Will the project activities and benefits continue beyond the project? (sustainability)
6. What challenges were encountered during the project and how they were dealt with? What are the recommendations based on the lessons learnt?

## **RELEVANCE**

There was consensus among the respondents of the study that the learning opportunities and services provided to the students and communities through LSK were highly relevant to the needs of the served communities. The life skills imparted to the students have enabled them to seek alternative means of employment instead of engaging in hazardous occupation of waste picking practiced in the community. The project also provided access to hitherto absent quality education and co-curricular activities to the targeted children in these underserved communities. The students, parents, community members unequivocally commended the program and stressed on the need of continuing it and expanding it.

## **OUTCOMES**

The project documents and responses of parents, students, teachers and project staff indicate that project has successfully achieved desired objectives. The responses of parents, children and teachers were overwhelmingly positive. Many parents and children expressed gratitude for the educational opportunities provided by the project. Parents reported significant changes in the behaviors and lives of their children due to the project's interventions.

## **EFFECTIVENESS**

The effectiveness of the project was ensured by building excellent rapport in the targeted communities and creating synergies in all aspects of the project. The project empowered the targeted children by providing them quality education, requisite life skills and vocational skills to help them secure safer alternative means of livelihood. The project employed strategies like actively involving the beneficiary communities and obtaining regular feedback from parents which resulted in increasing effectiveness of the project. This approach fostered a sense of ownership among them of the project achievements and facilitated to create an enabling environment for the students. The project design also embedded elements like providing regular trainings to the teachers to ensure that they are able to deliver on the project objectives effectively.

## **SYNERGIES**

The project catered to multiple needs of vulnerable children in these underserved communities. The interlinked objectives created a facilitating ecosystem to effectively withdraw the beneficiary children from hazardous labor and provide them opportunities to reskill and empower them while ensuring their wellbeing.

In order to eliminate the worst form of child labor the project implemented a long term formal education program which also focused on pre-vocational skills/activities and non-formal life skills. In the formal education program, the government approved curriculum was used which facilitated their mainstreaming in to formal schools after they have graduated from LSK.

The Life Skills Based Education (LSBE) curriculum designed by SOE- LUMS was used to strengthen their self-esteem, build communication skills, interpersonal and intrapersonal relations. Teachers used LSBE manual to integrate these skills in class and out of class activities. The activities aimed to increase their self-confidence, promote hygienic practices, build confidence, create self-awareness, respect and empathy for others. The LSBE also sensitized students about good and bad touch in a culturally sensitive manner.

The complementarity between the formal and non-formal life skills based education was enhanced by the other components of the project. Under this project, regular nutritious meals were provided to the children in school, along with periodic health checkups and psycho-social support to ensure their holistic physical and mental wellbeing. The project also actively engaged with the targeted communities and provided vocational trainings to mothers and siblings of the selected beneficiaries of the educational component to ensure a nurturing and enabling environment that facilitates them to withdraw from hazardous labor and provide alternate means of livelihood. The project aimed to create a supportive, protective and enabling environment for targeted children inside school and in communities. It connected social and vocational networks for lifelong support and wellbeing of the beneficiaries. The synergies in various components of the project played significant role in delivering desirable outcomes.

## **SUSTAINABILITY**

The project aimed to create life-long learners who are motivated to ensure their well-being. It has involved the parents, families and targeted communities in project activities to create ownership and ensure the continuation of best practices beyond the project timelines. Many of the parents interviewed shared their intention to continue the education of their children. The sustainability is also ensured by following an effective exit strategy and actively facilitating the mainstreaming of the beneficiary children into government, private schools and madrassas to enable them to continue their education. Similarly, the beneficiaries of the vocational trainings are now linked to the market via an online platform to ensure sustainability.

## CONCLUSIONS

This project has successfully achieved its desired outcomes of providing long term formal education, life skills based education and pre-vocational skills to vulnerable children in garbage collecting communities. The respondents unanimously praised the remarkable results achieved by the project. The students and parents appreciated the impact of the project on the lives of the beneficiary children.

## INTRODUCTION

### CONTEXT AND ORIGIN/OVERVIEW OF THE PROJECT

Store Enso in collaboration with ITA and Bulleh Shah Packaging (Pvt.) Limited, took an initiative of Life Skills for Kids (LSK) project on 1<sup>st</sup> January 2015, to provide life skill-based education for working children (girls & boys) involved in waste collection. Most of the waste pickers reside in slum areas in the target district of Lahore where the dumping sites are located. The project is implemented in the following locations targeting eight waste sites:

LSK schools	Targeted Waste Picking Site
Niaz Baig Campus (Established by ITA)	Niaz Bai Pind and Kattar Band Road
LDA Campus (Established by ITA)	Talli Wala Khoo
DRC-1 (Established by ITA)	Chandrai
DRC-2 (Established by ITA)	Engineers Town and Tibba Pind
Gujjar Colony School (Established by BSP/SE)	Gujjar Colony
Mahmood Booti (Established by BSP/SE)	Ring Road and Bhogiwal



**Pictures taken during the community visit. A student is standing outside her hut watching the evaluation team interact with community members.**

This initiative aimed to eliminate worst forms of child labor in selected target locations by providing education and life skills opportunities to identified children along with pre-vocational skills to help them maximize options for safer livelihood opportunities.



The project has following goals:

## PROJECT GOALS/AIMS

- Eliminate Child Labor through the implementation of a long term formal education program for working children combining curricular and pre vocational activities
- Engage and empower communities towards alternate options, health, nutrition and economic solutions for their children effectively withdrawing them out of labor.
- Provide formal and non-formal life skills based educational arrangements for target groups and children
- Connecting social and vocational networks for lifelong wellbeing of children/youth

The aforementioned goals were achieved by using following strategies:

- ITA operated six flexible day long schools/centers structured to cater to the needs of rag picking children (5-11/12 years) operating from 9:00 am to 4:00 pm in double shift with the aim of withdrawing them from hazardous work. Desk review and interviews indicate that four schools were operational prior to the launch of the project. Remaining two schools were setup within two months of the project launch. In order to ensure maximum engagement, the schools were operated in the morning and afternoon shifts.
- All the enrolled children were provided free uniforms, shoes, sweaters, bags, books, stationary etc. to facilitate their learning and remove any associated expenditure.
- To fulfil the nutritional needs of the children fresh nutritious lunch was provided to each child enrolled in the skills. On weekly basis milk and fruits were also provided to effectively meet their nutritional needs.
- Quarterly medical checkups were provided to each student to ensure their good health.
- All the enrolled children were provided life skills based education and pre-vocational skills training.
- Beneficiary children, their mothers and siblings were provided technical and vocational skills to encourage them to engage in alternative occupations and facilitate their withdrawal from hazardous labor.
- The beneficiaries of the skill development trainings were provided opportunities to sell their products and services and earn incomes. An online platform '*hunar trash*' is also created to provide a platform to the artisans to reach out to potential customers effectively.

## EVALUATION PROCESS

### PURPOSE OF THE EVALUATION/ EVALUATION SCOPE AND CRITERIA

The third party evaluation independently assess and document the impact of each and every service provided by LSK over lifespan of the project. It begins by giving an overview of the project, documents its outcomes and highlights its achievements over the span of eight years. For the evaluation purpose it analyses the performance against the goals and objectives and success criteria set at the outset of the project. It evaluates the performance against the scope, schedules and budgets allocated during the inception of the project. The report also documents the risks and challenges encountered and addressed during the course of the project. Finally, it gives recommendations based on the lessons learned during the implementation of the project. The following evaluation dimensions delineated below provided the guidelines to ensure rigorous analysis:

**Impact:** *What changes have the project brought in the lives of the project's direct and indirect beneficiaries and communities? Are there any variations in evidence in terms of impact against the stated objectives across project sites and why?*

**Relevance:** *How relevant were the objectives of the project for the targeted communities? Are project objectives and methodologies relevant to the local contexts?*

**Effectiveness:** *How effective was the project in achieving desired outcomes and impact? What changes it has brought in these peripheral/ marginalized communities?*

**Efficiency:** *Was the financial outlay managed in a cost effective manner to achieve desired outcomes and impact? Did the project make efficient use of the grant?*

**Sustainability:** *Are the changes in capability likely to be sustained? Will the project activities benefit the beneficiaries beyond the project duration? What follow up support, is needed or provided to ensure sustainability of the achieved results?*

**Synergies:** *How did the project component interact and what were the outcomes?*

**Equity:** *Which social groups have benefited from the project? What is the gender ratio of the beneficiaries? Is there an evidence that children with disabilities, belonging to minority groups, or from marginalized communities have benefited from the project?*

**Replicability:** *Can the project be replicated or renewed to continue? What tools and methodologies can be employed to increase its impact?*

### DATES AND SITES OF THE EVALUATION

For the evaluation purpose all project sites and some selected communities were visited by the evaluation team. The team conducted the FGDs and IDI's on project sites. The data was conducted between September 2022 to December 2022 employing triangulation of quantitative and qualitative methods. The evaluation/documentation process was guided by following timelines:

Preliminary meeting with ITA	August 2022
Developing Evaluation/ documentation Plan & Tools	September 2022
Initial field visits to all project sites + Project Document review + Successful stories + Data Collection	September 2022
Data collection, Analysis, Documentation	October. November & December 2022
Submission of Draft Report	Mid-January 2023
Submission of Final Report	End of January , 2023

## METHODOLOGY & METHODS OF DATA COLLECTION

The evaluation used variety of sources, methods and types of information to verify and validate the data and to document the achievements and impact of each and every service provided under LSK covering 8-year period of the project. In addition to evaluating/documenting activities, achievements and challenges of the project, the report also gives recommendations after deliberation with multiple stakeholders of LSK for further improvement and future action.

In order to develop the evaluation's design, methodology, relevant evaluation tools, field movement plan and to finalize the scope and timelines of the evaluation initial meetings were held with the project manager at ITA. A consensus was created on a set of ethical considerations to be undertaken during the evaluation/documentation of the process. During these meetings, the direct and indirect project beneficiaries, implementing partners were identified.

### **Evaluation Tools/ Data Collection Methods:**

#### **1. Review of Project Documents:**

Project documents were reviewed to obtain sufficient information against the outcomes, outputs, processes and results to understand the project, its approaches and methodologies and for identifying the causal attributes for achievements and failures of the project. Monthly progress reports against the indicators, pre and post assessments of trainings and capacity enhancing initiatives were reviewed to help identify and analyze the changes project has brought. This included review of the official budgets and project documents for evaluation against the selected evaluation dimensions.

#### **2. Key Informant Interviews:**

Using purposive sampling, semi-structured interviews were conducted with the project head, field coordinators, principals of the schools, mothers, students and community members to solicit answers to key evaluation questions on effectiveness, efficiency, sustainability etc. Key informant interviews were conducted with principals and the selected project staff.

### **3. Most Significant Change Approach:**

The approach was used to determine the qualitative changes LSK has created in the lives of the selected beneficiaries. Selected project beneficiaries narrated changes they have experienced during the course of project.

### **4. Focus Group Discussions:**

Focus group discussions were held in each locale of the project with the parents, community elders to evaluate/document the changes brought by the project and get recommendations for the improvement. These discussions elicited responses which highlighted on aspects of effectiveness, equity, efficiency and sustainability of the project. A total of six focus group discussions were held out of which two were with the children and the remaining discussions were with the mothers of the enrolled children. Each focus group discussion had six to eight participants. The FGDs were conducted in the school premises.

### **5. Evaluation form**

An evaluation form was developed which was filled by the project implementing staff i.e. school principals, teachers, and field coordinators and principals. A total of thirty-one participants returned these forms.

### **6. Visits of the Project Sites:**

All the school established under the project were visited for the purpose of evaluation. The visits enabled the evaluators to ascertain if the buildings were well equipped and safe. Selected communities were also visited with the project manager and field coordinators which permitted the evaluators to judge the nature of relationships of the project staff with the community members.

## EVALUATION FINDINGS

This section of the evaluation report begins with briefly listing the results and outcomes of the project and further delineates the services provided under LSK. The multiple interlinked services provided during the span of eight years are evaluated against the selected dimensions.

## RESULTS AND OUTCOMES

**The project benefitted 640 children over the course of eight years.**

The project **exceeded the target** of achieving 50% primary graduation of the project beneficiaries. It has **successfully achieved 78% primary graduation**. Among these 62% (394) have completed primary and 16% (105) have completed middle. Whereas, remaining 22% (141) are in primary.

During the course of the project it was ensured that **70% of the children enrolled in LSK schools pass the annual exams conducted in the school every year.**

**Life Skills Based Education was provided to the enrolled students**

**Each enrolled child was provided free fresh nutritious lunch on school days everyday**

**Each student was provided free uniforms, bags, sweaters, caps, shoes, books, stationary etc provided in the beginning of every term**

**Over 350 targeted beneficiaries were reskilled and facilitated towards safe alternate livelihood opportunities to sustainably withdraw them from hazardous labor**

## SCHEDULE AND COSTS

The project documents revealed that the schedules were largely met as planned at the outset. The project delivered on the following timelines commitments:

- Holding community meetings every Saturday
- Conducting a parent teacher meeting once a month
- Conducting regular classes four days a week
- Organizing sports day every Friday
- Conducting weekly exam every Friday
- Doing activities every Saturday
- Providing fresh lunch everyday
- Providing two uniform sets every year

- Ensuring 50% passing rate of each grade
- Conducting monthly evaluation of teachers and coordinators
- Organizing two TVET course yearly in each campus
- Organizing a biannual Emergency and First Aid training facilitated by BSP
- Conducting First term, Mid Term and Final Term exam each year
- Organizing Annual Sports Day
- Organizing Annual Result Day
- Organizing Annual Teacher’s Conference

Most of the schedules were followed by the project. The variance in schedule was caused occasionally due to unforeseen circumstances like Covid-19, release of funding etc. During the project records were maintained meticulously to ensure compliance with the timelines and ensure transparency and accountability. At school level, records of student assessments, activity logs, lesson plans, slips of medical checkups, separate attendance registers for students, teachers and staff, security checklists, food details, community meetings, event celebrations, monthly calendar of activities etc. were maintained.

Similarly, the budget sheets indicate that the agreed timelines and budget commitments were largely adhered to throughout the course of the project. The budget was approved and updated every year and monthly financial reports were shared with BSP to ensure transparency and accountability. Some of the project deliverables like the frequency of medical checkups and recreational visits varied as they depended on the budget allocations.



Records were meticulously maintained in each school

## HIGHLIGHTS/ IMPORTANT ASPECTS OF THE PROJECT

This section outlines the important aspects of the project. Each aspect of the project is analyzed against the goals, objectives and success criteria set at the outset of the project. The performance of each aspect of the project is discussed hereunder keeping in view the selected evaluation dimensions.

### 1. ESTABLISHING ACCESSIBLE AND WELL EQUIPPED SCHOOLS

One of the goal of the project was to empower underprivileged children involved in garbage collection by giving them access to education, essential life skills, and vocational training to enable them to find alternative source of income. To achieve this goal, **six flexible day long schools**/centers were operated by ITA. The buildings for setting up the schools were formally rented under agreements in the vicinities inhabited by communities engaged in garbage collection. In order to ensure that maximum attendance and to make the intervention cost effective and impactful it was ensured that

the buildings are on a walkable distance for the students. Also, to maximize the outreach and access to the schools, if needed, **free transportation** was provided. During the focus group discussions mothers appreciated the provision of the facility of free transport.

While renting it was ensured that the building has three to four rooms with two toilets, one kitchen and courtyard and sufficient capacity for 100 -110 students were rented. During the data collection and interviews with the students it emerged that almost all the students referred to the school as '**hamara school**' meaning 'our school'. Even those students who are now mainstreamed to other schools referred to LSK in the same way. The fondness with which they spoke of the school showed that it remained a place where they felt they belong. In most of the discussions students talked about their schools a safe space where played, enjoyed and learned.



## 2. PROVISION OF FREE EDUCATION

Under this project formal and non-formal education was provided to 640 students over the course of 8 years. The project has successfully eliminated the child labor through the implementation of long term formal education program for working children by combining curricular and pre-vocational activities.

Related to this service LSK successfully achieved following two targets set at the outset of the project:

**The project exceeded the target of achieving 50% primary graduation of the project beneficiaries.** It has successfully achieved 78% primary graduation. Among these 62% (394) have completed primary and 16% (105) have completed middle. Whereas, remaining 22% (141) are in primary.

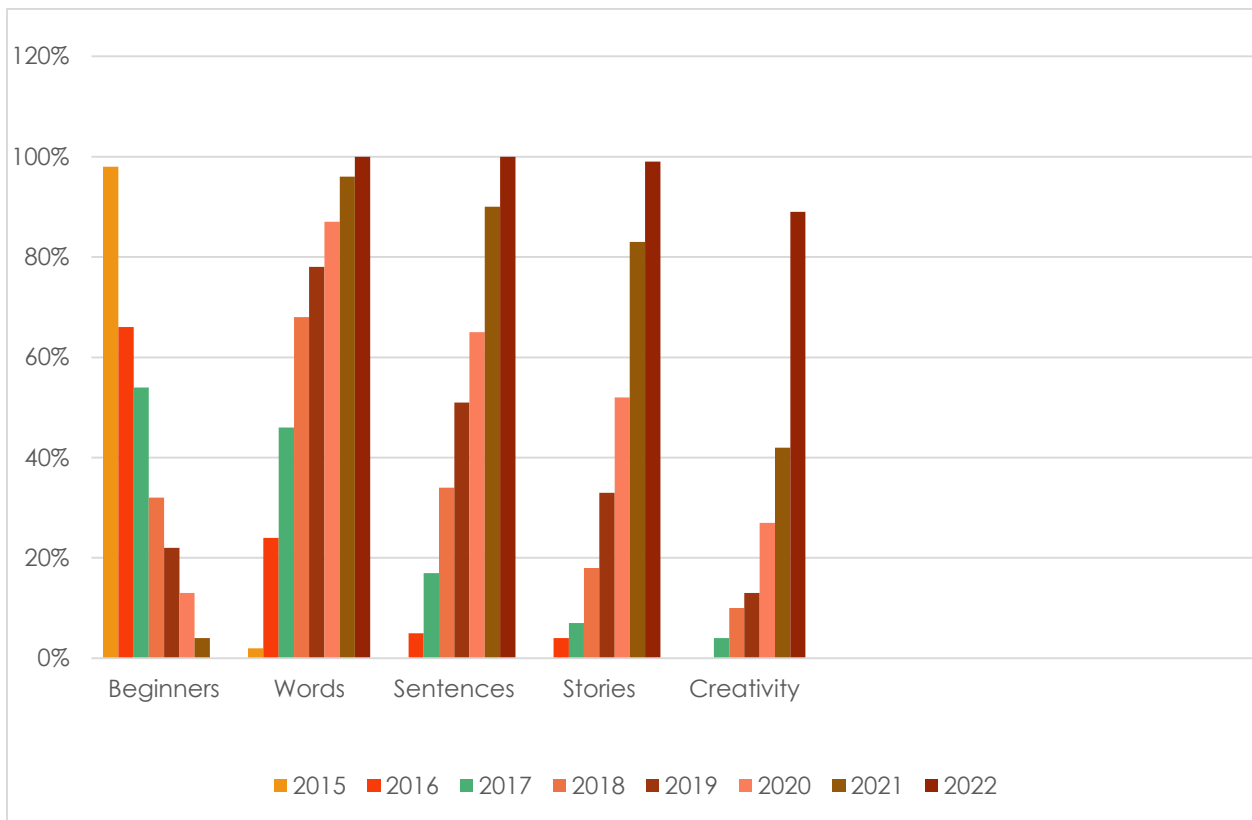
The project also ensured that **70% of the children enrolled in LSK schools pass the annual exams conducted in the school every year.**

## 3. ENSURING PROVISION OF QUALITY EDUCATION

The evaluation findings indicate that to ensure the quality of education LSK engaged the assistance of two ITA led organizations, School Assessment for School Improvement (SASI) and ASER Pakistan, both familiar working with low cost schools and children's learning as independent unbiased team, to

perform the assessment of the children (including learning baseline in preparation for tracking throughout the duration of the project).

A baseline learning test was taken for placement of children in different learning bands. This baseline assessment was conducted in collaboration with ASER Center of Research and Governance and Life Skills for Kids project. Based on the results of these tests, a profile of each child was prepared. These Individualized Education Profiles, IEPs, were created and maintained for tracking them throughout the project. The graphical representation of the transformational skills enhancement over the period of the project is given below:



Source: Project documents

Discussions with project staff indicate that students were regularly assessed on each Friday to keep a track of their progress and take remedial actions whenever needed.



Along with assessing students regularly teachers were also trained on various aspects of effective teaching and class management to create an enabling environment for the young learners. The group discussions and survey with the teachers reveal that trainings were provided on remedial learning, multigrade teaching & classroom management, Accelerated Learning Program, teaching methodologies, copy checking and paper checking, Blended Learning, Tech enabled Learning, Lesson Planning & LSBE, Digital Security and on using modern digital class applications. Along with the teacher's trainings regular evaluations of the teaching staff were carried out each Friday. The teachers who continuously performed well in evaluations and capacity building sessions were given appreciation certificates.



Parents have proudly displayed the awards achieved by their child in their hut

#### 4. PROVISION OF LIFE SKILLS BASED EDUCATION AND NON-FORMAL EDUCATION

During the inception phase students began by learning through non-formal classes. The formal classes began after a year for which the syllabus of Punjab Text book board was also used. The children between 12-14/15 years were enrolled in senior section of the school and were taught non-formal education syllabus based on literacy, numeracy and functional English language skills. In addition to the non-formal education Life Skills Based Education, LSBE, was also provided to these students.

LSK LSBE manual was designed by a team of School of Education, SOE, at LUMS. The applied curriculum contained nine units and spanned over 12 hours of learning through instruction and activities. The designed curriculum is structured into the five themes and covers following topics:

1. Importance of the life-skills based education
2. Understanding the process of growing up physically, emotionally and cognitively
3. Adopting and maintaining hygienic and healthy practices
4. Developing self- esteem and confidence
5. Practicing mindfulness and self-reflection
6. Awareness about good and bad touch
7. Sensitization on gender issues and rights
8. Understanding and practicing various ways to effectively communicate
9. Developing interpersonal and social skills

The life skills activities were integrated in the regular lesson plans and reinforced during other school activities. The evaluating findings show that some of the life skills sessions were also held in the targeted communities to create more impact of the learning. To increase the effectiveness of the themes discussed in the LSBE sessions, additional sessions on safety and self-defense strategies and on internet and digital safety were also organized. Another strategy employed to develop interest and ownership of the students in these sessions was to nominate the Life Skills Ambassador (LSA) who trained students from each class and led the LSBE sessions with assistance of LSA.

## 5. RECREATIONAL AND CO-CURRICULAR ACTIVITIES

Recreational and co-curricular activities were strongly embedded in the program design. According to the project staff, children were encouraged to develop their innate talents and gain exposure by participating in these activities. Depending on their interest they participated in speech contests, singing competitions, dramas and tableaux. During interviews, students reported doing mimics, engaging in storytelling and writing sessions, doing physical exercises, playing badminton and cricket, reciting poetry, creating art work on various occasions.

Students actively celebrated national and international days, religious festivals like Eid, Milad, Christmas. Excursion tours and recreational visits to places of educational interest were regularly arranged for students to provide them exposure via indoor and outdoor activities. They regularly participated in Pakistan Learning Festival (PLF), formerly Children Literature Festival (CLF), organized by ITA.

In order to keep the children physically active and healthy, ITA also provided sports and recreational facilities for indoor and outdoor play. An annual sports day and cricket match was organized in which students participated enthusiastically. The students from different campuses competed with each other to get the maximum prizes. At the campuses arrangements were made to play simple games such as puzzles, board games, football, cricket and badminton etc. for the children according to their age and development level.

A student led learning initiative by ITA, *Fun K Rang Bachon K Sang*<sup>1</sup>, provided these children to showcase their talents and build their confidence. These sessions were facilitated by the teachers and helped them explore their interests and develop their communication skills. LSK students regularly participated in this Facebook Live every Friday at 3:00 pm. Similarly, students were regularly encouraged by placing their profiles and achievements on Facebook pages of LSK<sup>2</sup> and ITA . During

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<sup>1</sup> Fatima, Minahil, students of LSK, doing a Facebook live storytelling sessions

: [https://www.facebook.com/watch/?extid=CL-UNK-UNK-UNK-AN\\_GK0T-GK1C&v=481801610421008](https://www.facebook.com/watch/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C&v=481801610421008)

In another episode Iqra did a storytelling telling session, Ali did a science experiments and Anmol did a session on Arts and Crafts  
<https://www.facebook.com/itacec/videos/1048956785654889>

<sup>2</sup> Facebook page of LSK: <https://www.facebook.com/Life.Skills.for.Kids.LSK>

interview students excitedly shared their experiences of participating in these Facebook lives and their achievements being highlighted on Facebook newsfeed of ITA. The highlighted achievements ranged from their creative endeavors, personal triumphs and resilience or stories of serving in their communities during Covid.

## 6. DAILY PROVISION OF FREE NUTRITIOUS LUNCH ON SCHOOL DAYS

One of the most important service provided under the program was the regular daily fresh nutritious meals. The students were provided quality lunch on daily basis in all six campuses throughout the project duration.

Nutritious food menu was developed after discussion with the nutritionist in which following items were provided every week: Meat, rice, vegetables, milk, eggs, lentils, fruits. Occasionally, street foods like *naan tikki*, *rolls* and *samosas* were also provided on the demand of students. All the parents and students interviewed for the evaluation purpose commended this aspect of the project unanimously. They hailed the project for catering to the nutritional needs of the students which not only improved the physical wellbeing of the beneficiary students but also inculcated healthy eating practices among them.

## 7. PROVISION OF HEALTH AND HYGEINE SERVICES

Regular medical camps and mobile health checkups were organized in the community for general medical checkup of students, staff members and community beneficiaries. The project documents show that HBV-HCV tests of all the students were conducted. If anyone was found infected they were provided treatment. These checkups were done on monthly basis. These included dental and eye checkups. If any student needed medicine it was provided free of cost on the prescription of the doctor. Along with the medicine multivitamins were also provided to the students when needed on the recommendation of the visiting medical teams. These medical checkups and interaction with the medical teams encouraged the students to adopt healthy practices reinforcing the lessons taught in classes to maintain cleanliness and hygiene. The stress on the adoption of healthy and hygienic practices among the students also created a spillover effect of creating awareness among the community members around these issues. During the field visits parents shared how their children put in an effort to ensure cleanliness in their abodes and try to maintain personal cleanliness.

LSK remained open partially during Covid-19. The school staff ensured compliance with the government provided SOPs in campuses as well as designated **at Community Learning Spaces** (study points created in community huts). During COVID-19, regular checkups were done and health record of the children and staff was maintained to ensure safety of the students.

## 8. FREE SCHOOL SUPPLIES

The students enrolled at LSK were provided free two uniforms, two pairs of shoes, sweater, cap, bag, stationery, text books, note books and many things other things annually. These supplies were regularly given to ensure that the parents do not have to worry about the school associated expenditures. The interviewed parents appreciated the regular provision of free school supplies. Under this project, free supplies were also provided to the students being mainstreamed to encourage parents to ensure continuity of the education of their children.

## 9. VOCATIONAL & TECHNICAL SKILL DEVELOPMENT

ITA in partnership with Pakistan Industrial and Technical Assistance Center (PITAC) facilitated the trainings of LSK students from 12-14/15 were provided with pre-vocational skills in order to equip them with skills which can provide them alternate economic solutions in future. Project documents show the collaboration between ITA and PITAC also aimed to facilitate the job placement of trainees.

The breakdown of trainees is as follows:

Skills	No. of trainees
Electrician	13 boys
AC/ Refrigerator repair	11 boys
Beautician	15 girls
Tailoring and dress designing	100 girls
Embroidery and crochet work	42 girls

The LSK TVET initiative benefitted the parents and siblings of the children enrolled in LSK. The campuses in Gujjar Colony and Niaz Beg also served as LSK vocational training centers for girls/women. The trainings were provided by certified trainers. Project documents indicate **that out of 350 trained females graduates 300 graduates are currently** supplementing incomes through certified skills. The trained beneficiaries are provided an online platform to directly sell their products and services on and sustain their incomes.

## 10. CONNECTING SOCIAL AND VOCATIONAL NETWORKS: *HUNAR TRASH*

*Hunar Trash*, i.e., sculpting skills, is an online sales initiative to connect the LSK TVET trained artisans, from the targeted marginalized communities, with the market. It has a dedicated Facebook page where customers can place orders<sup>3</sup>. This initiative is undertaken to ensure sustainability of the outcomes achieved by the beneficiaries by connecting the social and vocational networks for their benefit.

Out of the total enrolled beneficiaries, 60 are working with *Hunar Trash*. Among these 20 are involved in uniform stitching and 10 each in making decoration material, masks, dress stitching and dress cutting. So far those involved in uniform stitching have generated above 1 million rupees. Those making other items have fetched a revenue of around 50,000 rupees. According to the project record, the average income of the trained artisans ranges from 10,000 to 25,000 rupees per month.

The orders have been commissioned by ISYD (Institute for Social and Youth Development), PLF (Pakistan Literature Festival), a Private School from Rahim Yaar Khan, ROZAN, PAHCHAAN, a Private school from Lahore, Vceela, Siyani Sahelian (ITA), GODH, Bulleh Shah Packages

The graduates are linked to customers for producing school uniforms, stitching & designing garments for creating customized bedding-and patchwork throws with embroidery and crochet work, table/sofa covers, craft hangings, fabric dolls, bags, pouches etc, safety masks and PPE kits, laptop bags and cloth bags, Sindhi rillies (bed Sheets). The beneficiaries of the TVET training have also displayed their work in artisan exhibitions arranged by TVET.

## 11. ESTABLISHING COMPUTER LABS TO PROVIDE DIGITAL LEARNING

Recognizing the importance of computer literacy, under the project 5 computer labs were established in LSK campuses with 5 working stations in each campus. A computer manual was prepared and trained instructors in each campus provided digital literacy. Of the total, 231 students attended these computer courses. Students learnt skills like CV making, business card development and video editing using online software. During interviews, students proudly displayed these skills by showing the videos and the content they have created. Some of the students created content for ITA's Facebook page. Project document shows that 383 students completed basic computer classes in LSK computer labs. Among these 150 students learnt video editing<sup>4</sup> and InPage (an Urdu writing software).

## 12. MAINSTREAMING THE BENEFICIARY CHILDREN

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<sup>3</sup> Link of Facebook page of Hunar Trash: <https://www.facebook.com/hunartarashITA>

<sup>4</sup> A specimen of a story edited by a student can be seen in the beginning of Episode 22 of student led Facebook live session of 'Fun k rang bachon k sang' [https://www.facebook.com/watch/?extid=CL-UNK-UNK-UNK-AN\\_GK0T-GK1C&v=626360828847205](https://www.facebook.com/watch/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C&v=626360828847205)

**The project staff informed during the interviews that an Accelerated Learning Program (ALP)** was launched to ensure the primary and middle graduation for all students. The project staff has facilitated the parents for **mainstreaming** the beneficiary children to ensure they continue to learn as an exit strategy. LSK has provided the Primary completion certificates and school leaving certificates to all the outgoing students so they can easily secure admissions in other schools. The school coordinators, principals and teaching staff has played an active part in mainstreaming the children. They have also maintained regular contacts with the children and their families to follow-up on their progress in order to ensure the sustainability of the projects achievements. The project record shows the following mainstreaming actions:

- 394 students have been awarded with primary completion certificates along with school leaving certificates to facilitate admission in regular schools
- 460 students have been admitted in government schools and 143 students got admissions in private schools and *madrassahs*
- 63 students got admission in 9<sup>th</sup> class with Science subjects

The Focus Group Discussions with the parents revealed that school staff was actively involved in helping the graduating students secure admissions in other schools. All the parents and students interviewed during the course of evaluation expressed strong desire to continue their education. While majority of the students were able to get admissions in other institutions some of them were constrained due to structural issues. These issues ranged from unavailability of school in their vicinity, discriminatory admission policies, unavailability of personal documents, and at times cultural practices.

The LSK staff canvassed the parents and community members to ensure the continuity of formal education for the graduating students. The principals and coordinators often accompanied the parents to help them navigate the admission processes. They identified and visited the schools in the proximity of the communities and facilitated the admission processes by accompanying the parents to the schools and securing the admissions of the graduating students. The staff also actively facilitated the community members to get the “b form” which is a requisite to get admissions in formal schools.

### 13. SOCIAL INTERVENTIONS

The project team facilitated the families facing economic hardships during Covid-19 by registering them in *Ehsaas* Program. *Ehsaas* is a flagship social protection program of federal government. Some of the students were also registered with subsidiary *Waseela-e-Taleem* program to help them continue their studies. LSK team actively facilitated the community members to get the “b form” These forms are a pre-requisite to get registered in formal schools. One mother shared how despite being discouraged by her husband she went to her native city upon encouragement from the school principal and obtained the “b form” to get her two children mainstreamed into the government school nearby.



## 14. COMMUNITY ENGAGEMENT

Community engagement has remained an integral component of the project from its inception. Project documents indicate that weekly meetings on every Saturday were held in the community and a monthly a meeting was held in the school. The project used different opportunities to motivate children to persist in the program by actively engaging with the communities.



**A proud mother presenting award to her position holder daughter**

The efforts and achievements of the children were recognized and appreciated by actively involving the parents and community members to create ownership among them. To mitigate the effect of school closures during Covid-19, classes were conducted in the community spaces. An active campaign was launched and even in sweltering summers the classes continued in the huts of trusted community members. ITA's campaign used a slogan meaning home and neighborhood have become schools (گھر اور محلے سکول بنے سارے). In addition to conducting classes in community 'Kitab gari' visits were made to involve community and attract young learners and develop the habit of book reading among them<sup>5</sup>. The interviewee parents were highly

appreciative of the teachers and the project staff for continuing classes during the pandemic. For them it signified their commitment towards the cause of educating these underprivileged children.



**Project Manager interacting with the mother of an LSK student**

During community visits it was observed that project staff had very cordial relations with the beneficiary families. They were warmly greeted and also sometimes discussed issues that they were facing ranging from the health of their loved ones or updates on their daily domestic activities and schedules. The nature of the interaction indicated that they trusted the project staff. The interviewees shared that during Covid-19 awareness sessions on preventive measures against Covid-19 were also held in selected communities. The consistent community engagement strategies employed during the project resulted in creating trust among the

<sup>5</sup> Kitab gari is a mobile library initiative by ITA

community members which resulted in increasing the impact of the project to ensure holistic well-being of the beneficiary children.

## CONCLUSIONS

The project exceeded the target of achieving 50% primary graduation of the project beneficiaries. It has successfully achieved 78% primary graduation. Among these 62% (394) have completed primary and 16% (105) have completed middle. Whereas, remaining 22% (141) are in primary. The project also ensured that 70% of the children enrolled in LSK schools pass the annual exams conducted in the school every year.

These educational outcomes were successfully achieved by employing strategies which actively engaged the students and wider community. The strategy to encourage students to become peer educators empowered them and increased impact of the project. The involvement of adolescent children to teach younger children also promoted a sense of responsibility among them while nurturing their leadership qualities. These peer educators also played an important role and helped school coordinators to engage and motivate other children in the community.

Another significant outcome is the positive impact of the program on the wider community. The vocational training of the mothers and siblings led to additional income streams which resulted in improving the socio-economic circumstances of the beneficiary students. Similarly, the rapport building strategies employed in the community played a significant role in achieving the desired outcomes and gaining trust of the beneficiary communities. These activities ranged from regular community visits and meetings, holding classes in community spaces during COVID-19 and conducting free medical checkups. Active involvement of the communities resulted in building trust and creating ownership of the project and its goals in the targeted communities.

To conclude, this project has successfully accomplished its objectives of providing long-term formal education, life skills-based, and pre-vocational skills to vulnerable children in the designated garbage collection communities. The positive impact of the project on the lives of beneficiary communities was unanimously acknowledged by both students and parents. It is important to acknowledge that, while the project has achieved remarkable success, the challenge it addresses is much larger and extend beyond the scope of a single organization. The statistics mentioned in this report specifically refer to the target beneficiaries of the project. It is evident that the project has made significant contributions and brought about positive changes in the lives of the beneficiaries throughout the project years. However, addressing the scale, prevalence, and practices related to child waste picking requires collaborative and concerted efforts from multiple development actors to effectively resolve this issue.



## CHALLENGES & RISKS FACED

The project team faced multiple challenges in the initial phase of the project due to the particular nature of the targeted communities. During the interviews with the project staff following salient issues were identified:

1. The targeted communities usually reside in slums like makeshift arrangements and do not settle in a place for long. They are highly mobile and frequently migrate due to multiple reasons ranging from personal disputes to forced evictions by the landowners. Therefore, not all the children enrolled in the beginning of the project were retained till the end.
2. The dumping sites have extremely dangerous levels of toxic air and unhygienic conditions which creates health risks for the project teams as well when they are visiting the communities.
3. These communities have no basic facilities like safe drinking water, education, electricity and have inadequate health and hygiene facilities.
4. The literacy rate in these communities are extremely low. The educational opportunities in these communities are almost absent. The stigmatization and stereotyping of these communities also result in children facing discrimination. Sometimes children hailing from these communities are denied admissions in the formal schools present in the vicinity. These issues coupled with lack of mentorship and parental support demotivates the children and discourages them to get education.
5. Parents in these communities sometimes prefer religious education and have mistrust of formal schooling. The preference may be stemming from their values or because they do not see any utility of education. In context of lack of opportunities, they prefer their children to earn their livelihoods than ‘wasting’ time in schools.
6. The communities are closely knit and do not easily trust the outsiders. Some of the harmful practices in the community like marrying their children at young age and setting bride price remain largely unabated. The disputes among families or different groups in the communities also create a hostile social environment.
7. Another challenge faced by project staff was the tendency among the beneficiary families to extend the holidays on religious occasions like *Eid* and *Ashura* etc. Due to their nomadic lifestyles, they tended to leave the communities for a long periods of time. Sometimes the holidays might last more than a month to attend marriages or funerals etc resulting in their children missing out on learning and school activities.
8. The community members have nomadic lifestyles and rarely settle at one place for a long span. They rarely have identity cards and other necessary documents like birth certificates or “b forms” of their children. This also creates problems for their children in securing admissions in formal schools.

## BEST PRACTICES TO ADDRESS CHALLENGES

1. The rapport building strategies employed in the community played a significant role in achieving the desired outcomes and gain trust of the beneficiary communities. These activities ranged from regular community visits and meetings, holding classes in community spaces during COVID-19 and conducting free medical checkups. Active involvement of the communities resulted in building trust and creating ownership of the project and its goals in the targeted communities.
2. The continuous acknowledgment and appreciation of efforts and achievements of school leadership, teaching staff and students played an important role to motivate them and continue their efforts against the odds. Parents were actively involved to celebrate the achievements of their children. On annual result day the parents were asked to present awards to the children showing outstanding or satisfactory performance throughout the year.
3. The exposure visits, excursion trips and active participation in co-curricular activities played a significant role in building confidence of the children and improving their interpersonal skills.
4. The strategy to encourage students to become peer educators helped to create impact of the project. The involvement of adolescent children to teach younger children also promoted a sense of responsibility among them while nurturing their leadership qualities. These peer educators also played an important role and helped school coordinators to engage and motivate other children in the community.

## **LESSON LEARNED DURING IMPLEMENTATION**

1. A multidimensional holistic approach to withdraw children from hazardous labor can work. An enabling environment that nurtures them intellectually and caters to their health and nutritional needs while re-skilling them and empowering their communities can facilitate them to withdraw them from hazardous labor.
2. A strategic yet flexible approach to educate children while keeping view their contextual realities plays a significant role in providing them education. A strictly disciplinarian environment only discourages them from benefiting from any educational opportunity.
3. Complete withdrawal of children from hazardous labor cannot happen at once and children need constant support, encouragement and access to safer alternative means of livelihood to enable them to transition. Teaching them skills and providing them opportunities to practice and earn from these skills empowers them to withdraw from unsafe labor.
4. Creating a nurturing environment at school alone cannot ensure wellbeing of the vulnerable children and active involvement of parents is necessary to ensure their physical and mental wellbeing.
5. Active involvement of communities and being cognizant of their value systems plays a significant role in achieving the desired outcomes. Empowering communities helps to create ownership of the desirable objectives.

## RECOMMENDATIONS BASED ON LESSONS LEARNED

1. The holistic approach to withdraw children from the hazardous labor is worthy of continuation and must be sustained and supported in these underserved communities. For this purpose, further funding should be sought to continue the project for these underserved and stigmatized communities.
2. It is also recommended to capitalize on the excellent rapport built with the project beneficiaries and the targeted communities and keep the connections intact by initiating a monthly meet-up to ensure the sustainability of the desired outcomes. An alumni support network of the beneficiary children can be created that can continue to support each other to achieve their full potential and ensure sustainability of the successfully achieved outcomes.
3. ITA should communicate the theory of change employed in the project along with the lessons learnt with the federal and provincial ministries as supporting evidence to adopt holistic and flexible child-centered participatory practices in the government-run schools to address the issues of out-of-school children and reach out to underserved communities like those targeted by LSK. The achievements of the project must be shared with other non-state actors, to mainstream the practices implemented in this project to reach out to out-of-school children.
4. The project has employed effective and innovative strategies to create an impact. It is recommended that the best practices and learned lessons be shared via academic/professional publications with communities of practice through knowledge sharing at academic platforms. The dissemination of information about the program will create long-term impact of the program. The communication across multiple platforms will increase visibility of the project and its achievements.
5. For any future endeavor a comprehensive learning and evaluation strategy should be developed at the inception of the project to ensure consistency in the evaluation process throughout the project against the baseline indicators and take timely course-corrective measures. Delineating a comprehensive evaluation strategy at the outset of the project also provides the implementing partners and project staff to have feedback loops and self-evaluation criteria to evaluate the progress of the project and incorporate a continuous learning and accountability component in the project design.



### **‘My life would have been so different without LSK’ – Aqsa Khalid**

Aqsa Khalid was part of the first cohort of students at LSK. Aqsa was inspired by the kindness and active spirit of her teachers and aspires to become a teacher herself one day. She often helped her teachers to maintain class discipline and assisted them in daily class activities.

Aqsa comes from a joint family system with modest means of living. Keeping this in mind, she has completed a vocational course for stitching and hopes to pursue it professionally in order to generate a side-income once she is old enough to earn. Aqsa has been mainstreamed into a local government school near Kahna where she is pursuing her education.

### **‘Whatever I am today, it is because of LSK’ – Bilal Manzoor**

Bilal Manzoor was an excellent student as LSK school. He was considered one of the best students in his class and held distinction. Bilal also helped other students in their studies. He was also the captain of the school cricket team and led his team with skills and confidence.

Bilal has a passion for becoming a tailor and shared this interest with his teacher. His teacher then enrolled him in a tailoring workshop. Bilal was thrilled with this opportunity and attended the workshop regularly after school. He quickly developed his tailoring skills, even though he had to leave school due to family obligations. He has now completed his primary education and has fully honed his tailoring skills. Currently, Bilal is working on his own and making a good income to support his household.



### **‘My teachers at LSK changed my life’ – Irum Razzaq**

Irum Razzaq had little interest in her studies initially. Her parents were also hesitant to send her to school. However, with the support of her teachers, who took responsibility for her transportation to and from school, Irum gradually developed a passion for learning and began to excel in her studies. Despite her success, Irum faced pressure from her extended family to stop her studies and focus on

marriage proposals. However, her parents, who believed in the importance of education, refused to give in to these pressures and even moved to a new home in the same community to avoid any further altercations.

Irum is known as trustworthy and responsible member of her community, and was often asked to distribute aid and assistance. She also took on volunteer tasks responsibly during the COVID-19 pandemic. She began to teach her younger siblings and other children in her community. Her community sees her as a role model for other children and many parents send their children to take tuition classes from her. Irum is determined to continue her education and teaching others has become a hobby for her. Her parents are proud of her accomplishments.

### **‘I loved everything about *my* school’ – Sajid Bhola**

Sajid Bhola hails from Summandry, Faisalabad. A couple of years ago, his father moved the family to Lahore’s Multan Chungi community in search of better earning opportunities. His father took up work of a waste collector. Despite having no formal education, Sajid’s father had a lifelong interest in education. However, due to financial difficulties, he was unable to continue his own studies and instead focused on providing for his family.

Sajid learnt about LSK from his cousins who were also rag pickers. He told his father about this school which was providing uniform and bags along with quality education who visited the school with him and enrolled him. His father made sure to check on his studies every night as he is determined to ensure a better future for him. Sajid joined LSK LDA campus then got admission at Bagrian Campus when his family relocated to another community nearby. Currently, he is going to a tuition center to prepare for the exams of 9<sup>th</sup> class.

## APPENDICES

1. *KII – Interview Guide for Team Lead/Implementing Staff/ Partners*
2. *Guide for In-depth Interviews with selected parents*
3. *Guide for FGDs with parents*
4. *Guide for In-depth Interviews with selected teachers*
5. *Guide for In-depth Interviews with selected Students to document Stories of Change*
6. Guiding questions for holistic documentation/evaluation purposes and the list of documents for Desk Review *List of documents for Desk Review*

### 1. *KII – Interview Guide for Team Lead/Implementing Staff/ Partners*

Name:

Designation/role:

1. When did you join the project?
2. For how long you have been associated with the project?
3. What were the aims and objectives of the project?
4. How the LSK's various components interacted with each other and what were the outcomes?
5. Were there any variations in project strategies across project sites? Why?
6. Do you think project was relevant for the targeted communities? How?
7. Were the project activities, objectives and methodologies relevant to the local contexts? How?
8. What challenges were faced in implementing the project and how they were tackled?
9. How effective was the project in achieving desired outcomes and impact?
10. What changes it has brought in the lives of the project beneficiaries?
11. Has the project enhanced the capabilities of its beneficiaries? How?
12. What changes it has brought in the targeted peripheral/ marginalized communities? Which social groups have benefited from the project? What is the gender ratio of the beneficiaries? Is there an evidence that children with disabilities, belonging to minority groups, or from marginalized communities have benefited from the project?
13. Do you think the changes project has managed to create are sustainable? Will the project activities benefit the beneficiaries beyond the project duration?
14. What follow up support, is needed or provided to ensure sustainability of the achieved results?
15. Was the financial outlay managed in a cost effective manner to achieve desired outcomes and impact? Did the project make efficient use of the grant?
16. What changes did you observe in in students as a result of LSK project?
17. What changes did you observe in teachers as a result of this project?
18. How did the team reach out to the potential students?
19. What considerations were kept in mind? What strategies were used?
20. Did project teams identified needs of the students who needed special assistance or additional support?
21. Was any special assistance provided?
22. Were there any changes in their behavior, well-being?
23. How was the project seen by officials, stakeholders?

24. Were there any criteria to recruit the teachers and staff? Were there any challenges in the recruitment or training of the staff? How were these challenges overcome?
25. Was the attrition of students, teachers and staff a challenge? How was this overcome?
26. Were the individual profiles of every student maintained to track their progress during the project?
27. Was there any mechanism in place to incentivize dedicated teachers? Did it work?
28. Which strategies were used to ensure efficiency and effectiveness of the initiatives taken by LSK?
29. Please List the Life Skills imparted to the students.
30. How Life Skills Based Education was integrated in the formal education?
31. During this project Covid-19 brought the world to standstill. What strategies were used to offset the impact of school closure on the students?
32. What challenges are being faced in mainstreaming of these children?
33. How the progress was monitored?
34. Was this project rewarding for you?
35. What do you think have been the main achievements of the project?
36. What is the impact of the project?
37. Is it important to continue this work or particular elements of it?
38. What should be the next steps to ensure sustainability of this work?
39. What changes can be made if a similar initiative is to be taken or this project is to continue?
40. Can the project be replicated or renewed to continued? What tools and methodologies can be employed to increase its impact/ sustainability?

## ***2. Guide for In-depth Interviews with selected parents:***

Name:

Age:

Marital Status:

Academic Qualification:

Occupation:

Household income:

Number of children:

How many children are enrolled at LSK?

How did you learn about the LSK?

When did you enroll your children? For how long your child has been enrolled?

Why did you enroll your child/children?

What do you think about LSK?

What changes you have observed in your child, in her life due to the project?

What changes did you see specifically see in the attitudes, behaviors, learning levels, and wellbeing of the students as a result of the project here?



What was the quality of buildings used for schools? Were there any safety issues? Were the buildings in proximity to the community?

Has this project been rewarding for you or your family? How?

How has the project benefited you in your personal life?

Note: IDIs with four beneficiaries of livelihood component of the project who have received TVET trainings and are gainfully employed.

### **3. FGD Guide for parents:**

With parents in each school around following themes:

View about the project

Personal and community level benefits of the project

Views on the implementation of the project

Recommendations for improvement

### ***4. Guide for In-depth Interviews with selected teachers***

Name:

Age:

Marital Status:

Academic Qualification:

Occupation:

Prior Experience:

Household income:

Designation:

For how long you have been associated with LSK?

What are some of the things you liked about this project?

What were the objectives of this project?

Do you think that project has achieved its objectives?

What did you do differently because of this project?

What changes did you see in the attitudes, behaviors, learning levels, and wellbeing of the students as a result of the project here?

How were the Life Skills Based Education integrated with the school syllabus? Do you think it benefitted the students? How?

Did you see changes in teacher-student relations as a result of LSK?

Did you see any changes in the attitude of teachers here as compared to other places?

What were the challenges you faced as a teacher here?

Did you receive any trainings? Did it benefit you?



Has this project been rewarding for you?  
How has the project helped you in your personal life?  
What are some of the ways in which project could have been improved?  
Is it important to continue this work or particular elements of it?

**5. Guide for In-depth Interviews with Selected Students**

Name  
Age  
Grade  
Gender  
Academic qualification and occupations of parents  
No. of Siblings and their academic qualifications and occupations  
For how long you have been enrolled in the school?  
What did you like about the school?  
What did you dislike about the school?  
Did you like the teachers at the school? Why?  
Did you ever face any problem in the school? What?  
What changes do you see in your life because of LSK?  
How do you think your life would have been if you not studying at LSK?  
How did you find the school environment? What facilities were available for learning, playing, and enjoying?  
Which games you used to play in school? How frequently? Did you like being in school?  
Did you make a lot of friends here?  
What do you want to become when you grow up?  
How has been your performance in the class?  
What are some of the things you have learnt at LSK which have helped you in your life?  
Write and narrate your life story (they will be asked probing questions around the narratives of their identity, belonging, community and school life)  
Draw what an average day at LSK looked like?

**6. Guiding questions for holistic documentation/evaluation purposes and the list of documents for Desk Review:**

Following project documents are to be reviewed for evaluation against selected evaluation dimensions and to assess the progress against the desired outputs, outcomes, and achievements of the project:

School Assessment for School Improvement (SASI) and ASER’s baseline survey
Quarterly Progress Reports against indicators (March, June, September, December)
Monthly Progress Reports against the indicators

Financial Reports
Attendance registers (staff, TVET, teachers, students)
Staff's evaluation
Principal's checklist
Record of trainings for teachers/ staff
Pre & post training assessments
Stock registers (for utilities provided to students and schools)
No. of books, uniforms, stationary items provided
No. and quality of meals provided
Records of community meetings
Progress reports of students (enrolments and learning levels)
Drop out list/ reasons
Event participation/ celebration log
Record of extracurricular activities (evidence for participation in CLF etc)
Record of trainings for teachers/ staff
Log/Calendar of monthly activities
Weekly assessment plans
Record of medical facilities for students + health and hygiene related activities

The desk review will allow to ascertain the number of direct and indirect beneficiaries of the project. Data will use be used to document/evaluate following aspects along with other:

No. of girls and boys receiving Life Skills based education

No. of working children involved in waste collection or other hazardous occupations

No. of children engaged in garbage collection who were completely withdrawn from labor through learning and life skills program.

Targeted skills for formal school basic reading, writing and general knowledge and life skills, including health and hygiene, safety and communication skills) and their progress on these skills

The targeted skills (pre-vocational/vocational skills) for children aged 12-14/15 or mothers of the children and their progress on these skills

Which aspects of the functional literacy were used with the children? What were the baseline and end line results?

How and to what end the bridge programs were designed for the drop outs?

What were the results of baseline learning test? Number and frequency of children placed in different learning bands? What was their progression?

How many children were placed in accelerated learning pathway to place them in an age/stage appropriate level?

How many teachers were trained for this bridging approach? Number, nature and frequency?

How were "targeted" life skills integrated in to all activities? In lesson planning and the education objectives to be achieved on regular basis?

Were 70% of the children enrolled in LSK schools passing the annual exams conducted in school?

How many are mainstreamed into regular middle or high income schools, government private divide?

Is primary graduation of 50% of the targeted children is ensured by ITA?

Were the individual profiles of every student maintained to track their progress during the project?

No. of principals, school/field (same) coordinators, see organogram

No. of students, genders, socio-economic ethnic backgrounds

Ascertain the number of parents, mothers/ fathers benefited from the program, their socio-economic and educational backgrounds, value systems etc.

No. of teachers, staff, their qualifications