



# EVALUATION REPORT



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## **Abbreviations**

|       |                                                            |
|-------|------------------------------------------------------------|
| TaRL  | Teaching at the Right Level                                |
| CAMAL | Combined Activities for Maximized Learning                 |
| CPD   | Continuous Professional Development                        |
| DCTE  | Directorate of Curriculum and Teacher Education Department |
| DDEO  | Deputy District Education Officer                          |
| DEO   | District Education Officer                                 |
| MPA   | Member Provincial Assembly                                 |
| PITE  | Provincial Institute for Teacher Education                 |
| PEF   | Punjab Education Foundation                                |
| OOSC  | Out of School Children                                     |
| SDEO  | Sub Divisional Education Officer                           |

## Executive Summary:

Under its constitution, Pakistan is committed to providing free and compulsory education to all children aged 5 – 16 years. In spite of this, almost 23 million children remain out of school. Furthermore, among those children actually enrolled in school, retention is an issue, with many dropping out or at risk of dropping out. This may be attributed to low quality of teaching, resulting in many students being left behind, not having gained the knowledge and understanding required for progressing through the grades at the expected pace.

In response to this, Idara-e-Taeem-o-Aagahi (ITA) has developed its *Chalo Parho Barho* (Let's Read and Grow) program of accelerated learning, targeting children aged 6-12 years who have either never been to school at all, or who have dropped out of school, as well as those in school who are at risk of dropping out. *Chalo Parho Barho* (CPB) camps had been working across underperforming districts of Sindh, Punjab, and Baluchistan, funded by international donors.

With support from Ilm Ideas 2, ITA has scaled up its program to reach two districts and tehsils in a new province, that is, KP, where it is working in two districts, Mardan and D I Khan, reaching out to 60,000 children through 1500 camps.

The evaluation activities for the CPB project, in order to gauge the effectiveness of the program, were conducted from September 17 - October 12, 2018 in the districts of D.I.Khan and Mardan and included a selection of 12 camps (six from each of Phase 1 and Phase 2, and six for boys and six for girls) using the following criteria:

|                                             |                                                         |
|---------------------------------------------|---------------------------------------------------------|
| One camp with over-subscription             | for each district (2) and each phase (2) of the project |
| One camp with approximately 40 participants |                                                         |
| One camp with over-subscription             |                                                         |

During the evaluation process, multiple research methods were employed which included desk-based document review, key informant interviews, focus group discussions and survey questionnaires.

Since the project is yet to be completed, this document reports the findings from Phase 1 and Phase 2 only and should not be used to make final judgements regarding project's efficacy. Moreover, the primary research (KIs and FGDs) at the community level is based on a small number of centres. This was partly because the camps were about to close at the time of the survey. Thus, there is a possibility that the responses may not be reflective of the wider community experience.

The CPB camps, on average, had an attendance rate of 82.3 per cent for out-of-school children and 89 per cent for at-risk students, which shows that the TaRL (Teaching at the Right Level) and CAMAL (Combined Activities for Maximized Learning) teaching methodologies employed by the project were successful in generating children's interest in these camps and accordingly in the learning activities. This resulted in more than 50 per cent of children showing improved learning outcomes on graduation from the camps. In addition to participation in the camps, out-of-school children were equipped with the necessary skillset for transitioning to mainstream school. 11,770, or 72 per cent of children were successfully mainstreamed during the initial phases of the project. With these numbers, the CPB project has already achieved the milestone of enrolling at least 25 per cent of the total out-of-school children (11,272 out of 45,090) for



the entire four-phases of the project within only two phases. Moreover, not only have these children been mainstreamed, but their learning levels, together with those of the at-risk students who attended the camps, have also, in most cases, been improved.

A report by VTT suggests that “there is an improvement in the learning outcomes of students as compared to baseline results. ITA’s intervention helped children in their early age to improve their learning outcomes which is one of the key objectives of the Ilm Ideas-2 program.”

During the focus group discussions, which were exclusively conducted for this evaluation report, parents argued that the design of CPB camps was such that the out-of-school and at-risk students could easily participate in them. The majority of parents were of the view that CPB provided an alternative and a low-cost medium of learning and that was why they were motivated to send their children to the camps.

Support for the initiative is also evident through the support provided by the provincial government of KP, which granted permission to ITA to use government school facilities for conducting the camps. This arrangement has been formalized in the form of MoUs. Additionally, the curriculum for CPB has been vetted and approved by the KP provincial curriculum departments, PITE (Provincial Institute for Teacher Education) and DCTE (Directorate of Curriculum and Teacher Education Department). These governmental departments have appreciated the material included in the CPB curriculum and have approved it for use in CPB camps. The provincial government has also entered into discussions with ITA with a view to adopting the project at provincial level.

It is of utmost importance that the project becomes sustainable and is continued in the long run as it is a hard core learning intervention measured at each level and has no distraction by delivery of inputs such as furniture/food or equipment. It is open to public scrutiny, and involves parents and community which increases the accountability of the intervention. It also serves as a capacity building exercise for teachers where they begin to generate the learning materials by understanding the principles of numeracy and literacy (phonics based / grammar focused), creating words/vocabulary, engaging with bundles (tens) sticks (units) etc. and many more knowledge activity products designed to empower some of society’s most marginalised children. CPB, in short:

- Is proven to improve education outcomes for children
- represents good value for money and the cost per child is low
- has been refined and improved over several years in different contexts
- is valued by government education officials at all levels
- targets children who are most in need

## 1. Project Description:

Under its constitution, Pakistan is committed to providing free and compulsory education to all children aged 5 – 16 years. In spite of this, almost 23 million children remain out of school, and according to UNESCO (The United Nations Educational, Scientific and Cultural Organization), Pakistan ranks second in the world for the proportion of such children, a disproportionate number of whom are female and/or are from marginalized communities. Furthermore, among those children actually enrolled in school, retention is an issue, with many dropping out, or at risk of dropping out. This may be attributed to low quality of

teaching, resulting in many students being left behind, not having gained the knowledge and understanding required for progressing through the grades at the expected pace.

In response to this, Idara-e-Taeem-o-Aagahi (ITA) has developed its *Chalo Parho Barho* (Let's Read and Grow) program of accelerated learning, targeting children aged 6-12 years who have either never been to school at all, or who have dropped out of school, as well as those in school who are at risk of dropping out. *Chalo Parho Barho* (CPB) camps had been working across underperforming districts of Sindh, Punjab, and Baluchistan, funded by international donors.

With support from Ilm Ideas 2, ITA has scaled up its program to reach two districts and tehsils in a new province, that is, KP, where it is working in two districts, Mardan and D I Khan. This support has allowed it to demonstrate CPB at a greater scale than has been achieved so far, and to engage with government and to advocate for their financial support to sustain the program. It is the vision of ITA that, based on the results of annual assessments, CPB camps are requested by provincial and district governments (to be implemented by ITA and other organizations) for in-school and out-of-school children in low performing areas of Pakistan to boost literacy and numeracy learning outcomes and to promote enrolment in schools while reaching out to most marginalized.

Thus CPB helps out-of-school children develop knowledge and skills in Urdu (or Pashto), English and Mathematics to enter formal school in a grade appropriate to their age. It also supports the retention of children in grades 3 - 5 who are at risk of dropping out to gain grade appropriate knowledge and skills, and so to catch up. Using data on enrolment and learning outcomes from the Annual Status of Education Report (ASER) and elsewhere, ITA works with government to identify and select low performing districts and tehsils which could benefit from the program. Villages with government schools are identified and then a household survey is conducted in the catchment areas of those schools to identify out-of-school children. (The CPB camps can only be established where there is a government school for the children to transition to.) 'Baithaks' or community meetings are held to disseminate results of the household surveys and to convince the community of the need to send OOSC to schools.

After the meetings, the CBP program is implemented as follows:

1. Identify community members who are willing to act as Para Teachers, bringing the out-of-school children to schools teaching them at CPB camps. These are either student volunteers from universities based in those districts or suitably qualified community members. (Community work has been made mandatory by almost all public sector universities where students are asked to join a community/civil society organization to gain practical experience of working in the field. The students in return get a letter of experience, also extra credit hours for spending time in the field.) para teachers must have a minimum BA qualification. ITA also recruits a volunteer for each camp, the minimum qualification in this case being FA.
2. Train the Para Teachers according to the CAMAL methodology - Combined Activities for Maximized Learning: a pedagogy created by Pratham India<sup>1</sup> to develop children's basic abilities in

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<sup>1</sup> Pratham is an Indian NGO who mission is "Every child in school and learning well". Its grassroots approach provides a program of accelerated learning and emphasises the need for every child to work at his/her/own level and pace.

reading and arithmetic. CAMAL facilitates learning through structured activities that lead to the development of different competencies, namely reading, writing, listening, speaking and doing. Teachers in the school are also invited to attend the training sessions. Initial training takes place over a period of six days and teachers are provided with extensive teaching material including teacher manuals, lesson plans, story picture cards as well as workbooks for all three subjects. ITA training officers provide assistance to para teachers/student volunteers on curriculum, material, methodology and assessment. The training officers will monitor each camp on weekly basis to help para teachers/student volunteers if they are facing any problems.

3. Set up CPB camps at the identified school premises or available community spaces (2-3 hours every day for 45 days). Depending on numbers, there may be separate camps for children in school and out of school .
4. Ensure Para Teachers bring the identified out-of-school children and in-school children to the camp. It was planned that each camp would accommodate up to 40 children.
5. A baseline assessment of all children in the camp is carried out after the first five days of attendance. For this, simple tools based on ASER instruments, are used.<sup>2</sup> The children are grouped according to their learning levels rather than by their grade and age. This is a defining feature of CPB: ***each child works at his or her own level and pace*** according to his or her particular aptitude and skill in an interesting and interactive manner.
6. Delegate each group a set of activities and materials appropriate for their level
7. Assess all children in the camp using the different sample tools after 15, 30 and 45 days; if a child progresses, the child can move into the next group. Figure 1 shows the progress of children towards being mainstreamed into school.
8. Mainstream children into the identified government schools (through school admission tests which are set by the Head Teachers of the respective schools) at the end of the 45 days.

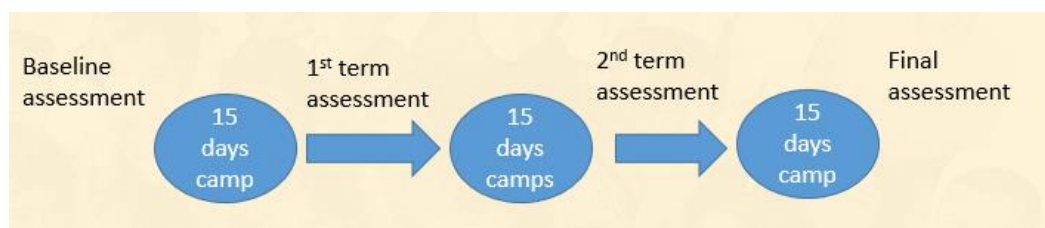


Figure 1: Lifecycle of each phase

Three phases of the project have been conducted so far:

To monitor progress of the project, monthly progress reports are compiled by coordinators who monitor attendance rates and progress of learning levels in the camps. Para Teachers develop progress charts which document learning levels of students. During spot checks by coordinators, five students are randomly selected and their learning levels are assessed to corroborate them with the progress charts.

<sup>2</sup> Developed from ASER tools which have been extensively used and tested throughout Pakistan and which have been reviewed and approved by the KP Provincial Institute for Teacher Education (PITE)

Figure 2 shows the staffing structure for the project.

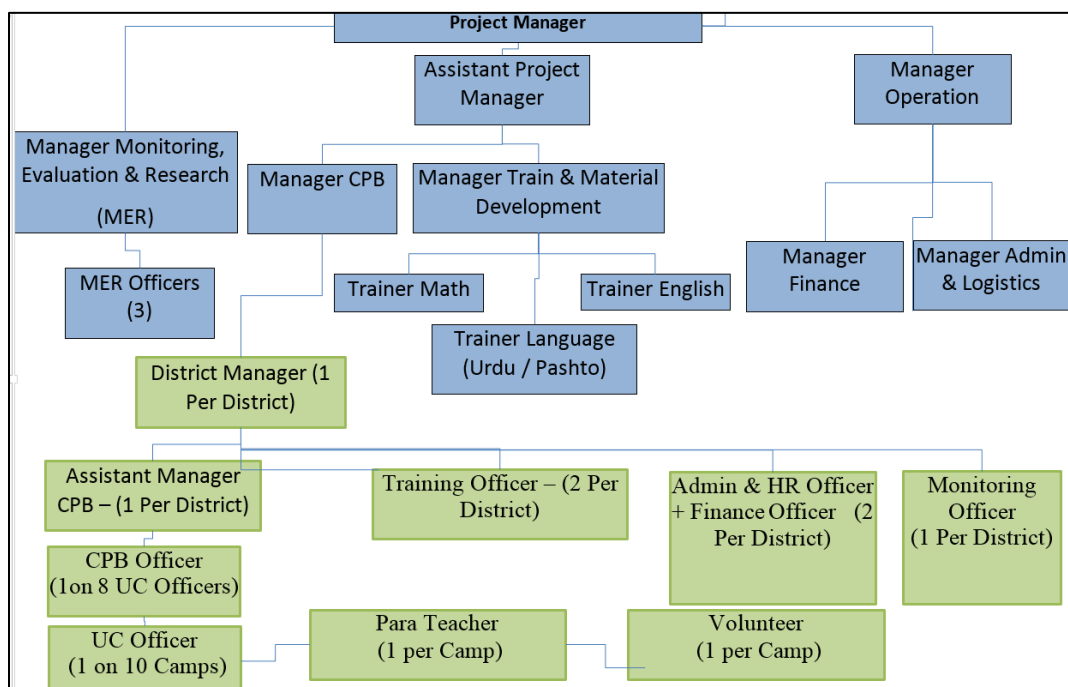


Figure 2: CPB organogram

## 2. Methodology Overview

The evaluation activities for the CPB project were conducted from September 17 - October 12, 2018 in the districts of D.I.Khan and Mardan and included a selection of 12 camps (six from each of Phase 1 and Phase 2, and six for boys and six for girls) using the following criteria:

|                                         |                                                         |
|-----------------------------------------|---------------------------------------------------------|
| One camp with over-subscription         | for each district (2) and each phase (2) of the project |
| One camp with approximately 40 students |                                                         |
| One camp with under-subscription        |                                                         |

This approach to sampling was effective for generating reliable findings for the overarching program-level evaluation purpose as it ensured that gender and geographic information was appropriately captured and reflected. During the evaluation process, multiple research methods were employed which included desk-based document review, key informant interviews, focus group discussions and survey questionnaires. Details regarding these methods are as follows:

- **Desk Review:** A comprehensive set of documents relevant to the project were consulted before and during the formulation of the evaluation plan to better understand the scope, scale, objectives



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and deliverables of the project. These documents included the Project Proposal, Project Reports, Baseline and Endline Assessments, and the Evaluation Report by Coffey International, among others.                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• <b>Key Informant Interviews (KII):</b> 6 Key Informant Interviews with head teachers (two male and four female) and para teachers were conducted in Mardan and D.I.Khan. Five were from rural schools and one was peri-urban.</li> <li>• <b>Focus Group Discussions (FGD):</b> 4 Focus Group Discussions (2 in each district – three in rural and one in peri-urban areas - were held with parents. 5-6 parents participated in each FGD.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Survey Questionnaires:</b> Data from CPB’s baseline and endline surveys was utilized to analyse the learning outcomes of the targeted children. In addition to this, information from baseline household survey was also included in the analysis.</li> </ul>                                                                                                                                                                                     |

The evaluation approach was adapted to the specific context of the project. Therefore, no children were included in the KIIs and FGDs as they were considered too young. Similarly, the community research teams were formed based on the gender and language specifications of the respective communities. In addition to this, the research approach also took into account the lifecycle stage of the project at the time when this study was initiated. Since CPB was first implemented in November 2017 and has completed only two phases since then, this evaluation report is based on Phase 1 and Phase 2 of the project.

For a list of key research participants, please see Annex 1 while detailed questionnaires used during KIIs and FGDs of the stakeholders can be found under Annex 2.

### 3. Limitations

The evaluation approach was designed to be appropriate and proportionate for understanding the project’s performance at this point in its lifecycle. All key findings were triangulated across the different stakeholder groups involved, across the two phases of the project, and across the two selected districts; both qualitative and quantitative methods were employed.

Since the project is yet to be completed, this document reports the findings from Phase 1 and Phase 2 only and should not be used to make final judgements regarding project’s efficacy. Moreover, the primary research (KIIs and FGDs) at the community level is based on a small number of centres. This was partly because the camps were about to close at the time of the survey. Thus, there is a possibility that the responses may not be reflective of the wider community experience. Furthermore, the information provided in these FGDs and KIIs comes from self-reported sources which may be subject to different types of bias. The evaluation team has attempted to mitigate these potential sources of bias through triangulation and validation exercises.

In addition to the aforementioned issues, it was not possible for the evaluation team to devise a strategy to attribute a direct causal impact of the project due to time and budget constraints. However, the baseline/endline results viz-a-viz the comparison groups are useful in this respect.

## 4. Evaluation Results

### 4.1 Relevance:

#### Who did the project target, reach and benefit?

**4.1.1 Who were the children who came to the camps?** The CPB camps targeted out-of-school children residing in the vicinity of a government school, together with at-risk in-school children from Grades 3 – 5. The project also sought to address gender inequalities (since there are a greater number of out-of-school girls, as compared with boys) and also those families marginalized by poverty, who find it difficult for various reasons to send their children to school. Districts D.I.Khan and Mardan in KP were selected for participation, since they were among the underperforming districts of KP, according to ASER data. The purpose of the project was to provide out-of-school children with the basic skills in a local language (Urdu/Pashto), English and Mathematics so that they could enter formal schools at an age appropriate grade. The at-risk students were those considered by teachers to have fallen behind to the extent that they were in danger of dropping out of school. The project aimed to help them to gain grade appropriate knowledge in order to improve their chances of retention.

| Phase       | District | Out of school |       | Total | At-risk students |       | Total | Grand total |
|-------------|----------|---------------|-------|-------|------------------|-------|-------|-------------|
|             |          | Boys          | Girls |       | Boys             | Girls |       |             |
| Phase 1     | D I Khan | 642           | 577   | 1219  | 183              | 194   | 377   | 1596        |
|             | Mardan   | 631           | 554   | 1185  | 233              | 187   | 420   | 1605        |
|             | Total    | 1273          | 1131  | 2404  | 416              | 381   | 797   | 3201        |
| Phase 2     | D I Khan | 2795          | 1891  | 4686  | 921              | 566   | 1487  | 6173        |
|             | Mardan   | 4870          | 4375  | 9245  | 1851             | 1576  | 3427  | 12672       |
|             | Total    | 7665          | 6266  | 13931 | 2772             | 2142  | 4914  | 18845       |
| Grand total |          |               |       |       | 3188             | 2523  | 5711  | 22046       |

Table 1: Total number of children in CPB Camps- Phase 1 and 2 (Source: Camp data)

Table 1 shows that during the first two phases of the program, a total of 22,046 children, all from rural or peri-urban areas, attended the CPB camps, comprising 16,335 OOSC and 5,711 at-risk students. In order to achieve its target, the project aimed to establish camps with up to 40 children, (comprising 30 out of school and 10 at risk children in each camp). In practice, some camps were over-subscribed and some had fewer than 40 children. This oversubscription and undersubscription had more to do with the number of out-of-school children available in the areas of interest and less with the way the recruitment drives were conducted. Encouragingly, an almost equi-proportional number of girls (47 per cent in Phase 1 and 45 per cent in Phase 2) participated in the CPB camps, indicating that the program was close to its targets on gender inclusion and equity. The fact that the participation rate for girls remains at less than 50 per cent may be explained by the lesser number of girls' government schools compared with those for boys. Each camp was centred on a government school, and was held in a gender segregated manner (in accordance with cultural and traditional norms of the region). Boys' camps were held in the premises of boys' schools and girls' camps at girls' schools. Thus, despite establishing camps in girls' schools, the girls to boys ratio could not be brought up to a 50 per cent (or greater) equity.

**4.1.2 Why were the children out-of-school?** Figure 3 illustrates information obtained during the baseline household survey of the camp participants. It was revealed that a large percentage of the children surveyed in the two districts (Mardan and D I Khan) had never been enrolled in a school. Furthermore, almost a quarter of participants from each district had dropped out for reasons such as poverty, lack of support and interest, no school nearby, and because of a poor law and order situation (as shown in Figure 4). In this way the program could be said to have targeted those families at the margins of society.

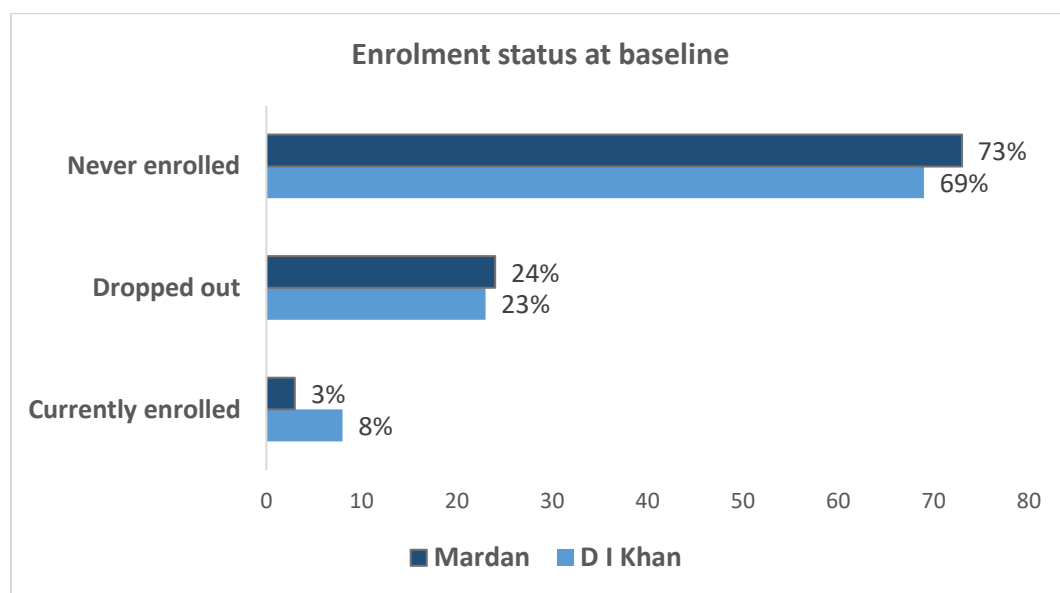


Figure 3: Enrollment status at baseline

For those who were not currently enrolled in school, poverty was the main reason given for children being out of school (in both districts), with lack of parental support coming not far behind. Since poverty is one of the main contributors to the incidence of OOSC, initiatives such as Chalo Parho Barho provide a low cost alternative for increasing enrollment and retention rates in the country through the accelerated learning models.

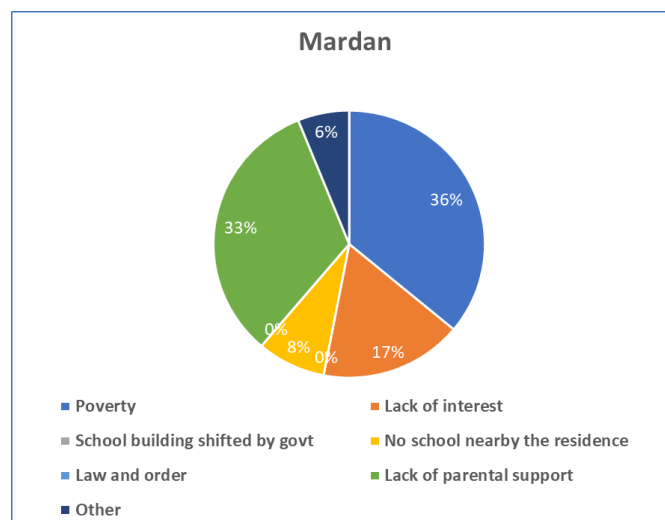
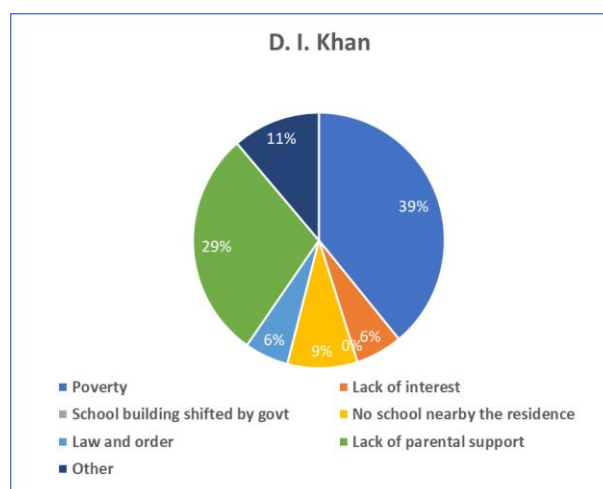


Figure 4: Reasons for students' dropping out of school

Similarly, for the in-school students who were identified through assessment of their learning outcomes as being at risk of dropping out because they had fallen behind in class, the CPB project provided a cost effective way of improving the learning outcomes of these students and thus improving their chances of staying enrolled in school. (See Section)



**4.1.3 What happened to the children after completing the camps?** In addition to participation in the camps, out-of-school children were equipped with the necessary skillset for transitioning to mainstream school. Table 2 in Section 4 (below) shows that 11,770, or 72 per cent of children were successfully mainstreamed during the initial phases of the project. With these numbers, the CPB project has already achieved the milestone of enrolling at least 25 per cent of the total out-of-school children (11,272 out of 45,090) for the entire four-phases of the project within only two phases. Moreover, not only have these children been mainstreamed, but their learning levels, together with those of the at-risk students who attended the camps, have also, in most cases, been improved. More details can be found in Section of this report.

| Phase       | District | Out of school |       | Total | Out-of-school mainstreamed |       | Total | Percentage mainstreamed |
|-------------|----------|---------------|-------|-------|----------------------------|-------|-------|-------------------------|
|             |          | Boys          | Girls |       | Boys                       | Girls |       |                         |
| Phase 1     | D I Khan | 642           | 577   | 1219  | 529                        | 476   | 1005  | 82.4%                   |
|             | Mardan   | 631           | 554   | 1185  | 589                        | 409   | 998   | 84.2%                   |
|             | Total    | 1273          | 1131  | 2404  | 1118                       | 885   | 2003  | 83.3%                   |
| Phase 2     | D I Khan | 2795          | 1891  | 4686  | 2127                       | 996   | 3123  | 66.6%                   |
|             | Mardan   | 4870          | 4375  | 9245  | 3516                       | 3128  | 6644  | 71.8%                   |
|             | Total    | 7665          | 6266  | 13931 | 5643                       | 4124  | 9767  | 70.1%                   |
|             |          |               |       |       |                            |       |       |                         |
| Grand total |          | 8938          | 7397  | 16335 | 6761                       | 5009  | 11770 | 72.0%                   |

Table 2: Number of OOSC mainstreamed into formal education

**4.1.4 what happened to the children after the camps?** While most of the total out-of-school children (72 per cent) have been enrolled in schools and a significant number of at-risk students have been brought at par with their peers, the project team believes that it would be worthwhile to track these mainstreamed children for the duration of the project, that is, until March, 2019. Therefore, apart from keeping a record of the numbers who were enrolled into schools after the completion of the camps, ITA is undertaking a tracking activity to ensure that those out-of-school children who were mainstreamed together with the

at-risk students who attended camps remained enrolled and have successfully integrated back into schools.

**4.1.5 Who were the para-teachers?** The selection and training process for para-teachers and volunteers has been described in Section above. During its first two phases the project trained 545 para-teachers and volunteers to work in CPB camps, and 436 government school teachers to teach according to a CAMAL methodology in schools. Possibly as a result of their training and experience working in CPB, some para-teachers were able to obtain full-time employment in government and private sector schools, which was a bonus for the teachers in question, but a loss to the project. FGDs with para-teachers indicated that their training was useful and relevant for anyone seeking fulfilment through service to the community, and an entrée into the world of basic education. These are some of the comments of the para-teachers:

*"The training that I got for the CPB camp has equipped me with the much needed skills in terms of student management and the direction in which the modern education system is moving towards."* D.I.Khan Phase 1

*"The design of the CPB camps has provided the out-of-school children with a chance to get an education. In this regard, I feel privileged to be a part of something which is for a social cause."*  
D.I.Khan Phase 2

*"I had a great experience during my time at the CPB camps. Children were not only learning through different activities, but also were taking a keen interest in everything."* Mardan Phase 2

*"CPB experience has come in handy for me as a prospective teacher by building my capacity. I have also been awarded with a certificate for completing the camp and it was due to this certificate that I have been hired by a private school in my area as a*

**How relevant do children and their parents / guardians think the project is to their education needs?**

#### **4.1.6 Was the program relevant to the educational needs of the students?**

Hajra Bibi's story provides a good example of how CPB has helped children from extremely challenged families, and is given in this short case study:



Hajra Bibi is currently a student of School Dewala No # 1 of Union Council Dewala and has also attended the camp in the same school. She was an out of school child and belongs to an extremely poor family with 6 sisters and 2 brothers. Her father passed away due to a heart attack and after that her family didn't have the resources to send her and her siblings to a school. Hajra's brothers are mentally handicapped while her sisters work as maids in different houses. Hajra used to study in a government school, but after her father's death, she dropped out. During the field team's visit to her village, the council officer approached her mother and told her about the CPB camps and how they would be beneficial for her child. It took a lot of convincing, but Hajra was finally allowed to attend the CPB camp. At first, she didn't participate in the camp activities and was really shy. The para-teacher realised that and asked other children to become Hajra's friend and to help her out. In addition to that, the para teacher also gave her individual attention and motivated her to participate in the activities. Hajra started improving and continued her education at mainstream school even after the camp was concluded.

*(Hajra Bibi is one of the 11,770 children who successfully transitioned to mainstream school during the first two phases of the project.)*

**4.1.7 What were the parents' perceptions of the program?** Equally important are parents' reasons for sending their children to CPB camps. During the focus group discussions, which were exclusively conducted for this evaluation report, parents argued that the design of CPB camps was such that the out-of-school and at-risk students could easily participate in them. The majority of parents were of the view that CPB provided an alternative and a low-cost medium of learning and that was why they were motivated to send their children to the camps. Others said that in the past poverty had prevented them from sending their children to school and that once the opportunity of enrolling them in the early grades had been missed, it had seemed impossible for the children to catch up on that early learning. Now, CPB was providing them with a chance to learn the skills they so badly needed in order to be mainstreamed into the schooling system, especially since the grouping of children according to the learning levels ensured that all were able to learn at their own pace. According to the parental perception survey, 85 per cent of parents in D.I.Khan and 82 per cent of parents in Mardan thought that their children were learning well in the CPB camps. The remainder were uncertain, though none of the parents surveyed found the CPB camps to be ineffective. Some of the comments given during FGDs give reasons for parental satisfaction:

*"CPB camps are an alternative and low-cost medium of learning for the OOSC as it is difficult for a farmer to afford educational expenses of five children. The camp is providing high quality education to my children, I feel that my children have gained self-confidence and knowledge."*  
(Parent, D I Khan)

*"This is the most effective method of learning, I have never seen my children taking this much interest in studies before. He was enrolled in school however he was not interested in studies but now he is taking interest in education because he practices the activities with his friends in neighborhood too."* (Parent, D I Khan)

**4.1.8 Did the teachers' think the program benefitted at-risk students?** As far as the academic performance of at-risk students is concerned, school teachers surveyed believed that they had observed a positive change in the attitude of these students once they had completed the camps. Teachers observed an increase of interest and good performance in tests and exams as well - a change which they attributed to students' participation in the camps. They expressed themselves willing to adapt the CPB methodologies for use in their classrooms for better learning outcomes of those students who are unable to learn through conventional methods. This is what some of the teachers had to say about the program's effect on the at-risk children:

*"Our children are learning at their pace, the skills they are gaining are truly remarkable."*  
(Parent, Mardan)

*"We're amazed that how this remedial learning process is keeping at-risk students from dropping out of school. Children not only learn, but also participate in class actively."* (Teacher, Mardan)

*"For better learning we must adopt CAMAL methodology in schools, because we have witnessed better learning outcomes and children acquire more knowledge through its activities. I believe that CAMAL methodology should be integrated within school syllabus."*  
(Teacher, Mardan)

**4.1.9 Was the project relevant to sectoral policies?** In 2010, Article 25-A of the Pakistani Constitution was created, stating that: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law." Similarly, the preface to the KP Education Sector Plan (2015 – 2020) states:

*"Tackling the causes of [our failure] to provide a basic service to the most vulnerable citizens in our society is one of the most important priorities of the current administration....The provincial government has a moral as well as constitutional duty to ensure that every child in Khyber Pakhtunkhwa, regardless of their personal circumstances, has the opportunity to go to school....It is important to consider effective ways of providing additional help for the poorest families who may find sending their children to school is a difficult economic decision to make. The third policy area for ESP 2015 is therefore to ensure that every child in the province has the chance to go to school and learn."*

KP Education Sector Plan (2015 – 2020)

With 1.8m children in KP currently out-of-school, and 22.84m in the whole of Pakistan, it is clear that the Government has a great deal of catching up to do, and innovative program such as CPB can play a significant role in putting an end to this educational crisis. CPB provides a time and cost effective bridge across which out-of-school children can gain access to formal education. The time-tested teaching

methodologies of TaRL and CAMAL and require a one-time investment in terms of teacher training, printing of the teaching material and allocation of space for activities to take place.

*“We, the Local Government of District Mardan / D I Khan...agree to partner ITA in continuation of our accelerated learning program Chalo Parho Barho ...for using the evidence-based participatory innovative approaches for bring out of school children to school with learning preparedness. Thhis is our commitment to Article 25 A for the right to education for all children aged 5 – 16 years of age.”*

*Sher Muhaammad, DEO, D I Khan*

## 4.2 Impact:

### To what extent did the project achieve its logframe outcome and output targets?

#### 4.2.1 Achievement of logframe targets

The logframe indicators for Phase 1 and 2 of the project, together with their achievement, are given in Table 3 below.

|            | Indicator                                                                                                        | Expected   | Achieved                                 |
|------------|------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------|
| Impact 1   | 'Number/percentage of children attending CPB camps with improved learning outcomes                               | 50%        | Urdu: 54%<br>English: 56%<br>Maths: 57%  |
| Impact 2   | Number of out of school children who graduate from CPB camps and are then enrolled in school                     | 16,250     | 11,770                                   |
| Outcome 1  | Percentage of children who complete the full CPB program                                                         | 90%        | 22,046                                   |
| Output 1   | Number of CPB camps conducted                                                                                    | 545        | 330 (Boys)<br>215 (Girls)<br>545 (Total) |
| Outcome 2  | Number of para teachers who undertake complete 5 day training and perform as per given guidelines                | 545        | 545                                      |
| Output 2.1 | Children's attendance rates at CPB camps (disaggregated by enrolment status, gender, age, geographical location) | 90%        | 82% (OOSC)<br>89% (At risk)              |
| Output 2.2 | Number of para teachers recruited in CPB training course                                                         | 545        | 545                                      |
| Output 2.3 | Learning material developed for each subject along with various learning activities                              | 3 subjects | 3 subjects                               |

Table 3: Logframe Indicators

## What impact did the project have on children's learning outcomes?

**4.2.2 Third party assessment of children's learning outcomes** Baseline and endline assessments of were conducted by a third party, VTT, on the learning outcomes of three subjects: Urdu literacy, English literacy and numeracy, since these were the areas focussed on in the CPB accelerated learning interventions. Assessments were conducted using ASER instruments designed to measure children's competency levels in respect of the Grades 1 and 2 curriculum, and which are used annually throughout Pakistan. Overall, 333 learners in the intervention group were compared with 542 learners in a comparison group. More detailed tables showing highlights of the assessment result (extracted from the VTT report) are given in Annex . The following three sections focus on the progression (or regression) of learners' performance as they moved through different levels of achievement between the baseline and the endline assessments:

### ii. Urdu literacy

Urdu literacy was measured on a five-level scale, as shown in Table 4:

| Levels of Urdu Literacy |               |                                                                                            |
|-------------------------|---------------|--------------------------------------------------------------------------------------------|
| Levels                  | Urdu Literacy | Description                                                                                |
| Level-1                 | Beginner      | Student is beginner and does not know anything.                                            |
| Level-2                 | Letter        | Student can identify Urdu letters correctly.                                               |
| Level-3                 | Word          | Student can read Urdu words with fluency.                                                  |
| Level-4                 | Sentence      | Student can read sentences in Urdu language properly and fluently read paragraphs as well. |
| Level-5                 | Story         | Student can read a story and comprehend it as well.                                        |

Table 4: Levels of Urdu literacy tested

Table 5 below shows a comparison of the assessments results for Urdu literacy, in which the baseline score of each individual learner is matched with his/her endline score, showing where the learners' performance (in terms of movement through the levels) has improved or deteriorated over the learning period.

The table indicates that the intervention group shows significantly fewer 'demotions', (that is, learners whose performance had actually deteriorated), while the percentage of learners whose performance showed no change between the baseline and endline is also less in the intervention group. Of those whose performance actually improved, the intervention group's performance was markedly better (with the exception of those improving by only one level, where the two groups were more or less the same). The VTT report concludes that: *"A close inspection reveals that more learners from the treatment group jumped from the lowest level to a higher level as compared to the comparison group. This shows improvement in the learning level and the movement from a lower level to a higher level of Urdu literacy."*

| Urdu literacy: Pair-wise Baseline and End Line Scores Matching |            |       |              |       |
|----------------------------------------------------------------|------------|-------|--------------|-------|
| Change in level                                                | Comparison |       | Intervention |       |
|                                                                | #          | %     | #            | %     |
| Four level demotion                                            | 8          | 1.5%  | 1            | 0.3%  |
| Three level demotion                                           | 16         | 3.0%  | 4            | 1.2%  |
| Two level demotion                                             | 22         | 4.1%  | 14           | 4.2%  |
| One level demotion                                             | 67         | 12.4% | 25           | 7.5%  |
| No change                                                      | 219        | 40.4% | 109          | 32.7% |
| Improved one level                                             | 151        | 27.9% | 87           | 26.1% |
| Improved two levels                                            | 49         | 9.0%  | 64           | 19.2% |
| Improved three levels                                          | 10         | 1.8%  | 24           | 7.2%  |
| Improved four levels                                           | 0          | 0.0%  | 5            | 1.5%  |
| Total                                                          | 542        |       | 333          |       |

Table 5: Urdu literacy - Comparison of baseline and endline scores matching of individual students  
(Source: VTT Report)

### iii. English Literacy

The English literacy assessment was also measured on a five-point scale, as follows:

| Levels of English Literacy |                  |                                                                   |
|----------------------------|------------------|-------------------------------------------------------------------|
| Levels                     | English Literacy | Description                                                       |
| Level-1                    | Beginner         | Student is a beginner level student and doesn't know anything.    |
| Level-2                    | Capital Letter   | Student can identify capital letters in English correctly.        |
| Level-3                    | Small Letter     | Student can identify small letters correctly.                     |
| Level-4                    | Word             | Student can read words in English language properly and fluently. |
| Level-5                    | Sentence         | Student can read a sentence and comprehend it as well.            |

Table 6: Levels of English literacy tested

Table 8 shows the matching of individual student scores between his/her baseline and endline results (as in the previous section). The results for English literacy show a fairly similar profile, in that the intervention group shows fewer 'demotions' and more 'improvements' than the comparison group with the exception of 'one level demotion' and 'one level improvement', where the outcomes are close. Marked differences are seen in the percentage of learners whose performance remained static between baseline and endline, and those improving by two or three levels. In all these cases, the intervention groups have done better. Regarding this result, the VTT reports states: "A close inspection reveals that more learners from treatment group made improvement from the lowest level to a higher level as compared to the comparison group. This improvement may be the effect of intervention".

| English literacy: Pair-wise Baseline and End Line Scores Matching |            |       |              |       |
|-------------------------------------------------------------------|------------|-------|--------------|-------|
| Change in level                                                   | Comparison |       | Intervention |       |
|                                                                   | #          | %     | #            | %     |
| Four level demotion                                               | 7          | 1.3%  | 2            | 0.6%  |
| Three level demotion                                              | 20         | 3.7%  | 4            | 1.2%  |
| Two level demotion                                                | 18         | 3.3%  | 9            | 2.7%  |
| One level demotion                                                | 57         | 10.5% | 34           | 10.2% |
| No change                                                         | 229        | 42.3% | 97           | 29.1% |

| English literacy: Pair-wise Baseline and End Line Scores Matching |            |       |              |       |
|-------------------------------------------------------------------|------------|-------|--------------|-------|
| Change in level                                                   | Comparison |       | Intervention |       |
|                                                                   | #          | %     | #            | %     |
| Improved one level                                                | 126        | 23.2% | 73           | 21.9% |
| Improved two levels                                               | 55         | 10.1% | 62           | 18.6% |
| Improved three levels                                             | 28         | 5.2%  | 47           | 14.1% |
| Improved four levels                                              | 2          | 0.4%  | 5            | 1.5%  |
| Total                                                             | 542        |       | 333          |       |

Table 7: English literacy - Comparison of baseline and endline scores matching of individual students

Source: VTT Report

### iii Numeracy

Numeracy was also measured on a five-point scale:

| Levels of Numeracy |                            |                                                            |
|--------------------|----------------------------|------------------------------------------------------------|
| Levels             | Arithmetic/Numeracy        | Description                                                |
| Level-1            | Beginner                   | Student is at a beginner level and does not know anything. |
| Level-2            | Number Recognition (1-9)   | Student can identify single digit numbers correctly.       |
| Level-3            | Number Recognition (10-99) | Student can identify up to double digit numbers.           |
| Level-4            | Subtraction                | Student can solve subtraction problems correctly.          |
| Level-5            | Division                   | Student can solve complex division questions.              |

Table 8: Levels of Numeracy tested

Table 9 shows matching of individual student scores between baseline and endline results (as in the previous sections). The results for numeracy once again show a pattern of fewer demotions and more improvements in the intervention group than in the comparison group. Most significant is among those who improved three levels, with 7.8 per cent from the intervention group, but only 0.7 per cent from the comparison group achieving this. 41 per cent of the comparison group achieved no change at all as compared with 33 per cent from the intervention group. The report writers comment: *“Overall ...it can be inferred that the intervention made a positive impact on the improvement of the learners..... From the angle of improvement from beginner to higher level it can be observed that the intervention groups made a greater improvement than the comparison groups”*.

| Numeracy: Pair-wise Baseline and End Line Scores Matching |            |       |              |       |
|-----------------------------------------------------------|------------|-------|--------------|-------|
| Change in level                                           | Comparison |       | Intervention |       |
|                                                           | #          | %     | #            | %     |
| Four level demotion                                       | 3          | 0.6%  | 0            | 0.0%  |
| Three level demotion                                      | 5          | 0.9%  | 0            | 0.0%  |
| Two level demotion                                        | 14         | 2.6%  | 10           | 3.0%  |
| One level demotion                                        | 61         | 11.3% | 22           | 6.6%  |
| No change                                                 | 223        | 41.1% | 110          | 33.0% |
| Improved one level                                        | 167        | 30.8% | 116          | 34.8% |
| Improved two levels                                       | 65         | 12.0% | 49           | 14.7% |
| Improved three levels                                     | 4          | 0.7%  | 26           | 7.8%  |
| Improved four levels                                      | 0          | 0.0%  | 0            | 0.0%  |



|       |     |     |
|-------|-----|-----|
| Total | 542 | 333 |
|-------|-----|-----|

Table 9: Numeracy - comparison of baseline and endline scores matching of individual students

Source: VTT Report

Figure 5 shows the overall percentage of children making some improvement in their learning outcomes compared with the baseline, indicating a comfortable achievement of the LFA impact target of “50% of children attending CPB camps with improved learning outcomes”. It also shows a significantly higher achievement of the intervention group as compared with the comparison group.

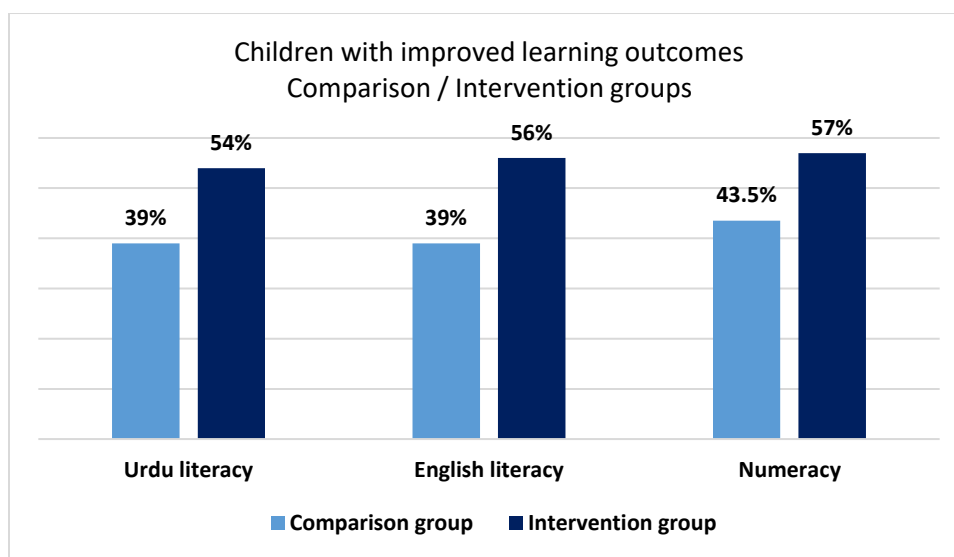


Figure 5: Percentage of children with improved learning outcomes – comparison and intervention groups

**4.2.3 Did the children progress from the camps to mainstream school?** One of the aims of the camps was to equip the out-of-school children with the necessary skillset for transitioning to mainstream school. Table 8 shows that 11,770, or 72 per cent of children were successfully mainstreamed during the initial two phases of the project. With these numbers, the CPB project has already achieved the milestone of enrolling at least 25 per cent of the total out-of-school children (11,272 out of 45,090) for the entire four-phases of the project within only two phases. Moreover, not only have these children been mainstreamed, but their learning levels, together with those of the at-risk students who attended the camps, have also, in many cases, been improved.

| Phase   | District | Out of school |       | Total | Out-of-school mainstreamed |       | Total | Percentage mainstreamed |
|---------|----------|---------------|-------|-------|----------------------------|-------|-------|-------------------------|
|         |          | Boys          | Girls |       | Boys                       | Girls |       |                         |
| Phase 1 | D I Khan | 642           | 577   | 1219  | 529                        | 476   | 1005  | 82.4%                   |
|         | Mardan   | 631           | 554   | 1185  | 589                        | 409   | 998   | 84.2%                   |
|         | Total    | 1273          | 1131  | 2404  | 1118                       | 885   | 2003  | 83.3%                   |
| Phase 2 | D I Khan | 2795          | 1891  | 4686  | 2127                       | 996   | 3123  | 66.6%                   |
|         | Mardan   | 4870          | 4375  | 9245  | 3516                       | 3128  | 6644  | 71.8%                   |

|             |       |      |      |       |      |      |       |       |
|-------------|-------|------|------|-------|------|------|-------|-------|
|             | Total | 7665 | 6266 | 13931 | 5643 | 4124 | 9767  | 70.1% |
| Grand total |       | 8938 | 7397 | 16335 | 6761 | 5009 | 11770 | 72.0% |

Table 10: Number of out-of-school children mainstreamed into formal education

**4.2.4 Tracking of mainstreamed students:** While most (72 per cent) of the total out-of-school children have been enrolled in schools and a significant number of at-risk students have been brought at par with their peers, the project team decided to go further and to track these mainstreamed children for the duration of the project, that is, until March, 2019. Therefore, ITA is undertaking a tracking activity, which began in November 2018, to investigate whether these children have remained enrolled and have successfully integrated back into schools. In all, 240 children from four camps were selected for tracking; the four camps were chosen to reflect the profiles of the camps (that is, peri-urban, rural, boys, girls) during the first two phases of the project. At the time of writing (January 2019) the tracker study was showing the following results:

#### Findings of study to track mainstreamed students

87 per cent of the mainstreamed out-of-school children have been tracked in the selected schools, meaning these students are currently enrolled.

In terms of gender disaggregation: 83 per cent of the out-of-school girls are still enrolled as opposed to 89 per cent of boys.

As far as the at-risk students are concerned, 92 per cent of those identified by their teachers as being at risk of dropping out are currently enrolled in schools.

### Did the project have any unexpected positive or negative effects (including spillover effects) on beneficiaries?

#### 4.2.5 Unexpected positive and negative effects on beneficiaries

- i. **Spillover effects into government schools:** CPB camps were located in local government schools, and the training of the para teachers also took place there. It was pleasing to see that many of the teachers of those schools took a significant interest in the training provided to para-teachers and in the camp itself. Through rough approximation, it is calculated that more than 400 government school teachers were exposed to the CPB trainings. At first these teachers became part of the camps as observers, but eventually they started actively participating in the camps while also replicating the CAMAL methods in their own classrooms:

*"During the CPB training process many head teachers and teachers have participated and discovered that this teaching method works wonders. Our teachers are not only appreciating this but they are also implementing CPB activities in their respective classrooms and it has resulted in positive results." (Head teacher, Mardan)*

*"I think this teaching methodology should be replicated in the classrooms, if we get permission from the school education department then CAMAL will be a breakthrough to decrease the drop-out rate of at-risk students." (Head teacher, D I Khan)*

- **Para-teachers' 'brain drain':** As far as para-teachers are concerned, 10 per cent of the total number of para-teachers who had attended CPB trainings left the program as they had found better-paying jobs. Those who continued working with the CPB program were given experience certificates, some of whom went on to be employed by the government in its schools through the regular mechanism. These para-teachers have appreciated the experience that they had gained through CPB camps and the role that this experience has played in their gaining employment in government schools.

### 4.3 Effectiveness:

**What type of interventions or activities have worked well, why and with what effect on the project's results?**

**4.3.1 Selection of camp locations:** The first step in the process of implementation of CPB camps was to select appropriate districts and tehsils. Using data on enrolment and learning outcomes from the Annual Status of Education Report (ASER) and elsewhere, ITA worked with the government to identify and select low performing districts and tehsils to take part in the program. Through this, districts of D.I.Khan and Mardan were selected for the program to be implemented. Moreover, the districts were also chosen based on their position in the provincial rankings of learning levels and enrolment rates (ASER 2015). Using these objective criteria for selection of camp locations in collaboration with the government imparted a face validity to the program from the outset and has helped to ensure the government's buy-in.

**4.3.2 Household survey and selection of children:** This exercise was worthwhile as it led to the identification of children who were most marginalized, who had never been enrolled, or had dropped out of school. Once identified, the parents of those children were motivated to send their children to the CPB camps in order to prepare them for entry into mainstream school. Similarly, cooperation and assistance of the teachers and para-teachers was sought to identify children considered to be at risk of dropping out at the schools where the camps were to be held. ASER Learning Assessment Tools were used to identify at least 10 at-risk children from classes 3-5 in each school. Their parents were then approached to allow their children to join the camps. The household survey went smoothly and provided valuable insights into project planning, and as a result, the project was able to achieve the targets (number of camp participants) which were set for the first two phases.

**4.3.3 Attendance rates at the camps:** The CPB camps, on average, had an attendance rate of 82.3 per cent for out-of-school children and 89 per cent for at-risk students. As discussed in Section above, the adoption of the CAMAL methodology, (according to which every child works at his/her own level and at his/her own pace) was motivating for the children, especially if their previous experience of failing to keep up with the rest of the class had proved too daunting. The learning materials and teaching approach used

in the camps were popular, as evidenced by the fact that teachers in the mainstream schools are keen to use them. (See below.) Additionally, the decision to limit daily sessions to 2 – 3 hours helped to keep the timings manageable for all concerned.

**4.3.4 Training and supervision of the para-teachers:** Since the areas in which this project was implemented were poverty stricken, para-teachers willingly volunteered for the trainings and the project in return for a nominal stipend and certificates. As a result of this trainings went well and drew in people in it from all walks of life, including, for example, politicians and lawyers. Even after the trainings were completed, field teams regularly provided the para teachers with refresher courses on the training material. These teams also regularly visited the camps to provide supervision and to ensure that the para-teachers didn't face any issues in the day-to-day management of the camps.

**4.3.5 Participation of government school teachers:** ITA has been working actively for the sustainability of the CPB project. Whilst trainings were being provided to the 545 para-teachers and an equal number of volunteers during the two phases, regular teachers from the government schools were also encouraged (by the project team, with agreement of the head teachers) to attend the trainings. Keeping this in view, the project team has decided to leave the teaching material which was used during the CPB camps in the respective government schools after the completion of the camp so that it may be utilized later by CPB-trained government school teachers.

M. Khalil, a resident of Maddi D.I.Khan, has been serving as a government teacher for the past 11 years. He was selected after the ITA team visited his school for introducing the CPB project and interviewed him. After this, he attended the trainings in which he was taught the CAMAL and TARL methodologies. In his own words, he learnt a lot since trainings like these were not usually conducted by the government. When he used his training to teach the CPB children, he saw that their learning levels improved. Currently, he is using the TARL and CAMAL methodologies to teach the students in his class in the government school. He wants the government to adopt these methodologies so that all of the government teachers and their respective students can benefit from them. *Case study from D I Khan*

**4.3.6 Support from government:** Support for the initiative is also evident through the support provided by the provincial government of KP, which granted permission to ITA to use government school facilities for conducting the camps. This arrangement has been formalized in the form of MoUs. Additionally, the curriculum for CPB has been vetted and approved by the KP provincial curriculum departments, PITE and DCTE. These governmental departments have appreciated the material included in the CPB curriculum and have approved it for use in CPB camps. The provincial government has also entered into discussions with ITA with a view to adopting the project at provincial level. (This is discussed in Section below.) The following are extracts from the comments of DEOs/SDEOs whose appreciation letters are given in full at Annex 3:

*"During the enrolment campaign I personally visited Councils Naivela, Giloti and Yarik, and found a very good number of satisfactory results. I would like to say that ITA must continue its CPB program for the good purpose of enrolling out-of-school children in one of the remote and ultra-poor districts of KP."*

Shair Muhammad, DDEO DI Khan

*"This project helps people and children in getting awareness of education and its importance to mankind. This project is trying to stop child labour, and helping the people to strive against poverty."*

SDEO (F), Mardan

*"I visited the camp: you are all working very hard. Soon I will discuss [CPB] with the Minister for Education of the Provincial Assembly. ITA is changing lives every day. Again thank you for your love for others."*

Iftikhar Ali Maswani, MPA PK 54 Mardan

*"We appreciate ITA's learning methodologies and other pertinent processes for gauging student learning and getting them admitted to their nearest school. We have observed that ITA has increased the overall admission of primary schools throughout the district."*

Zainullah, SDEO Paroo, D I Khan

#### What type of interventions or activities did not work well and why?

**4.3 7 Project design and ECE:** The design and methodologies of the CPB camps are not suitable for ECE. The camps were designed for children aged 6 - 12 years, but children younger than 6 also started participating in the camps. However, we have observed that the camps were not beneficial for these children.

**4.3 8 Number of students per camp:** Lack of space and overcrowding in some of the camps meant that in those cases para-teachers were unable to give individual attention to all of the students. We think that 30 to 40 students per camp are excessive, and that approximately 20 children is ideal.

**4.3.9 Camp timing:** Since some of the CPB camps were held in the evening and coincided with the timing of the Madrasahs/Madaris, some of the children who wanted to attend the camps more frequently were unable to do so.

#### What contextual factors outside the control of the project helped or hindered the success of the project?

**4.3.10 Support from Government:** The degree of support given to the project by the government has been commendable, and may be said to have been an instrumental factor in the project's success. The actual support given to date has been discussed in the previous section, and the next section of this report highlights discussions currently underway for possible full-scale adoption of the project methodology by the government and some of its attached educational bodies.

**4.3.11 Issues with the mainstreaming of out-of-school children:** Enrollment and mainstreaming of out-of-school children was completed smoothly during the first phase of the project as the provincial government had started its enrolment drive immediately after the completion of the CPB camps. Thus, the children who had participated in the camps were able to transition immediately. The issue arose at the end of the second phase since the CPB camps were completed before the summer vacations and there was a time lag between the completion of the camps and the government's enrolment drive. As result of this, ITA was unable to enrol 30 per cent of the total children graduating from the camps, the main reason for which was found to be the migration of families during summer vacations.

**4.3.12 Retention of para-teachers:** Retention of female para-teachers proved to be a challenge for the project team in camps which were held in distant parts of the districts; this was because of difficulties they experienced in accessing the camps at a distance. In addition to this, female para-teachers also found it difficult to attend those camps which were held after schools timings (because of space constraints within the schools) as it would mean that they were the only adult females present during the camp. This issue was most relevant for D.I.Khan. After Phase 2 ITA placed great emphasis on trying to recruit in the immediate vicinity of the school, but this remains an issue for the project. Another issue which was raised was that of low salary which resulted in some para-teachers looking for other employment. Some found positions in the private education sector, and some even secured positions in government schools; it may be conjectured that their experience in the camps contributed to this success on their part, and remaining para-teachers were encouraged by the aspiration that they were gaining valuable experience.

#### 4.4 Sustainability:

**To what extent has the project leveraged additional resources (financial or in-kind) from other sources to help sustain its activities?**

**4.4.1 ITA's track record in leveraging resources for CPB:** ITA has a good track record of leveraging funding from other sources in support of its CPB activities, including support from the Open Society Foundation to start CPB in two districts of Punjab in 2011/12. This support was extended by Dubai Cares to include three more districts in Punjab, two in Sindh, and three in Balochistan from 2014 – 2017. The project reached over 40,000 children and mobilized over 500 para-teachers in around 1000 camps across these districts. Two separate evaluations conducted to measure the impact of the program also demonstrated positive results building up the case to scale it up further, and thus funding was obtained from UK Department for International Development under the Ilm Ideas 2 program to take the project into KP Province in partnership with the KP government.

**4.4.2 Government contribution to CPB:** As has been highlighted throughout this report, the government of KP, specifically through the Elementary and Secondary Education Department, has contributed great in-kind resources to the project, mainly through allowing the use of it school premises for the CPB camps. Head teachers have also allowed their teachers to participate in para-teacher training and to adopt CPD methodology in their classrooms. Some teachers, in their spare time, have also served as para-teachers on the project. Currently ITA is in discussions with the KP government regarding the future of the project (see next section).

**How likely is it that project activities are expected to continue after funding from Ilm 2 ends (including being adopted by others) and why?**

**4.4.3 ITA's vision for CPB:** ITA does not seek to monetise its CPB project as a business. Rather, its vision for the project is that its work is taken up by government and/or donors (for example, international donors, corporates, foundations, philanthropists) who recognise the value generated by the program and are willing to commit funds to it. In this way, ITA (or whoever may take on the project) aims to reach at least 50,000 children through CPB camps each year, for the next five years. By the end of Ilm Ideas 2 funding, ITA will, at a minimum, have established the evidence base for the intervention that demonstrates the value of CPB (impact and cost) and they will have developed a range of analytical communication materials presenting this evidence to three key audiences: provincial government, donors and CSR. Moreover, the CPB program has already attracted extensive media coverage due to its high impact and it has been regularly featured in various news media. In support of these aims, ITA has developed a comprehensive Sustainability Strategy (Annex 4) which sets out the milestones to be achieved and efforts required in pursuit of sustainability for the project. Several aspects of the project's work have been targeted for sustainability which range from obtaining governmental support to equipping the teachers with appropriate teaching methodologies to carry on with the work of the program. These include:

- **Gaining official approval of the learning materials:** The provincial government's departments responsible for curriculum development and approval - (PITE and DCTE) , have vetted and approved the learning material that is being taught in CPB camps. These departments, along with other government officials, have also highly appreciated the same material and the project as a whole (see Section above). In addition to this, the project team has decided to leave the teaching material which was used during the CPB camps, in the respective government schools after the completion of the camps so that it may be taken up and used later by the (CPB) trained government school teachers.
- **Creating a critical mass of trained para-teachers:** The project trained 545 para-teachers in the first two phases, together with 545 volunteers and 436 regular school teachers. Having such a large body of actual and potential para-teachers provides a good long-term outlook; even those para-teachers who have been fortunate enough to secure the much sought-after employment in government schools are not lost to the project as they take their skills with them and can work with classes using CPB materials.
- **Building on government support:** The provincial government has provided a great keystone towards sustainability by granting ITA permission to use the premises of government schools for holding the camps. (This has also facilitated the close involvement of government school teachers in training, and the introduction of CPB materials into government schools.) For the purpose of formalization, this arrangement has been enshrined in an MOU. Building on this, district government officials and politicians from both of the districts involved have visited the CPB camps and have lent their full support to the project. (See Section above.) Farid Khattak (Director, Elementary & Secondary School Education Department, KP, visited the camps and appreciated the methodology, content and format being followed by trained para-teachers. District education officials in Mardan and DI Khan have also expressed their appreciation as evidenced by letters in Annex 3. Furthermore, the KESP<sup>3</sup> team recommended CPB as a possible solution for improving literacy levels in primary grades.
- **Discussions with government and other organisations:** Most importantly, the provincial government has recently entered into a series of discussions in order to fully understand the project with a view to adopting project methodologies into government schools. ITA is also in discussion with UNICEF for

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<sup>3</sup> KESP is a technical support programme for implementation of the KP Education Sector Plan 2015 - 20



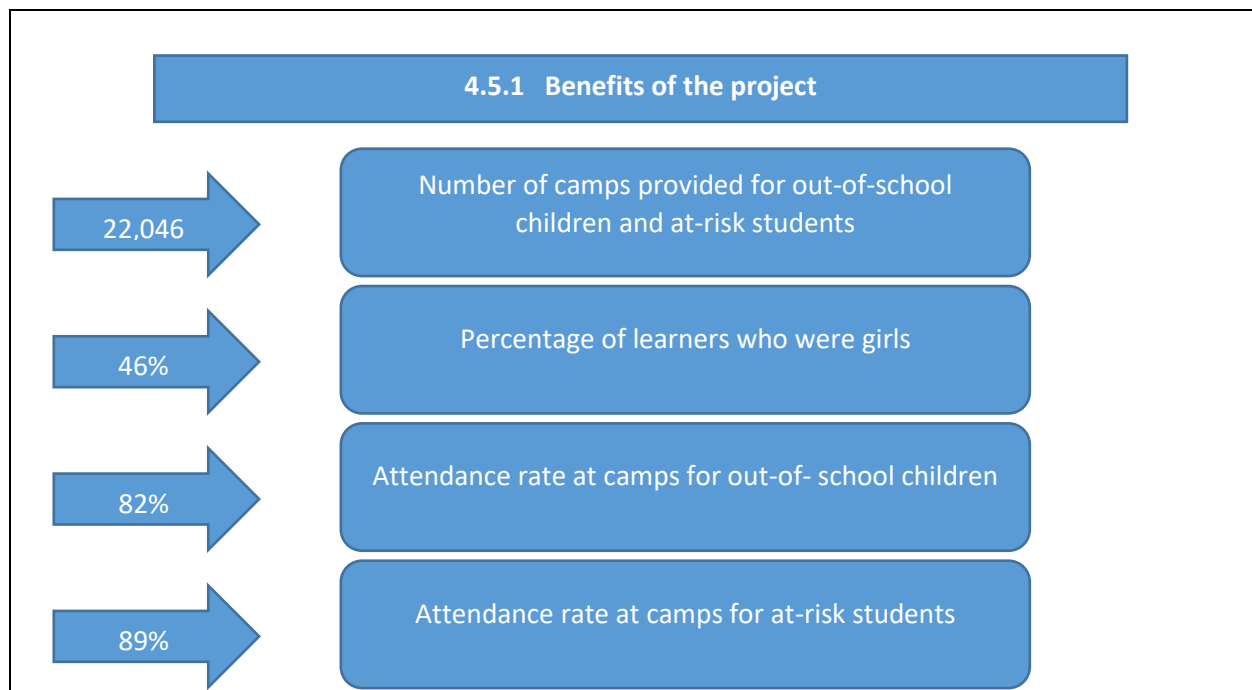
securing a donation which would help to realise its vision of extending the program into new districts of KP. As discussed in Section above, ITA can point to its track record in attracting donor funding as evidence of its ability to deliver measurable quality learning outcomes at low cost for children who are in greatest need.

It is of utmost importance that the project becomes sustainable and is continued in the long run as it is a hard core learning intervention measured at each level and has no distraction by delivery of inputs such as furniture/food or equipment. It is open to public scrutiny, involves parents and community which increases the accountability of the intervention. It also serves as a capacity building exercise for teachers where they begin to generate the learning materials by understanding the principles of numeracy and literacy (phonics based / grammar focused), creating words/vocabulary, engaging with bundles (tens) sticks (units) etc. and many more knowledge activity products designed to empower some of society's most marginalised children. CPB, in short:

- Is proven to improve education outcomes for children
- represents good value for money and the cost per child is low
- has been refined and improved over several years in different contexts
- is valued by government education officials at all levels
- targets children who are most in need

#### 4.5 Value for Money:

What quantity and quality of benefits did the project deliver?



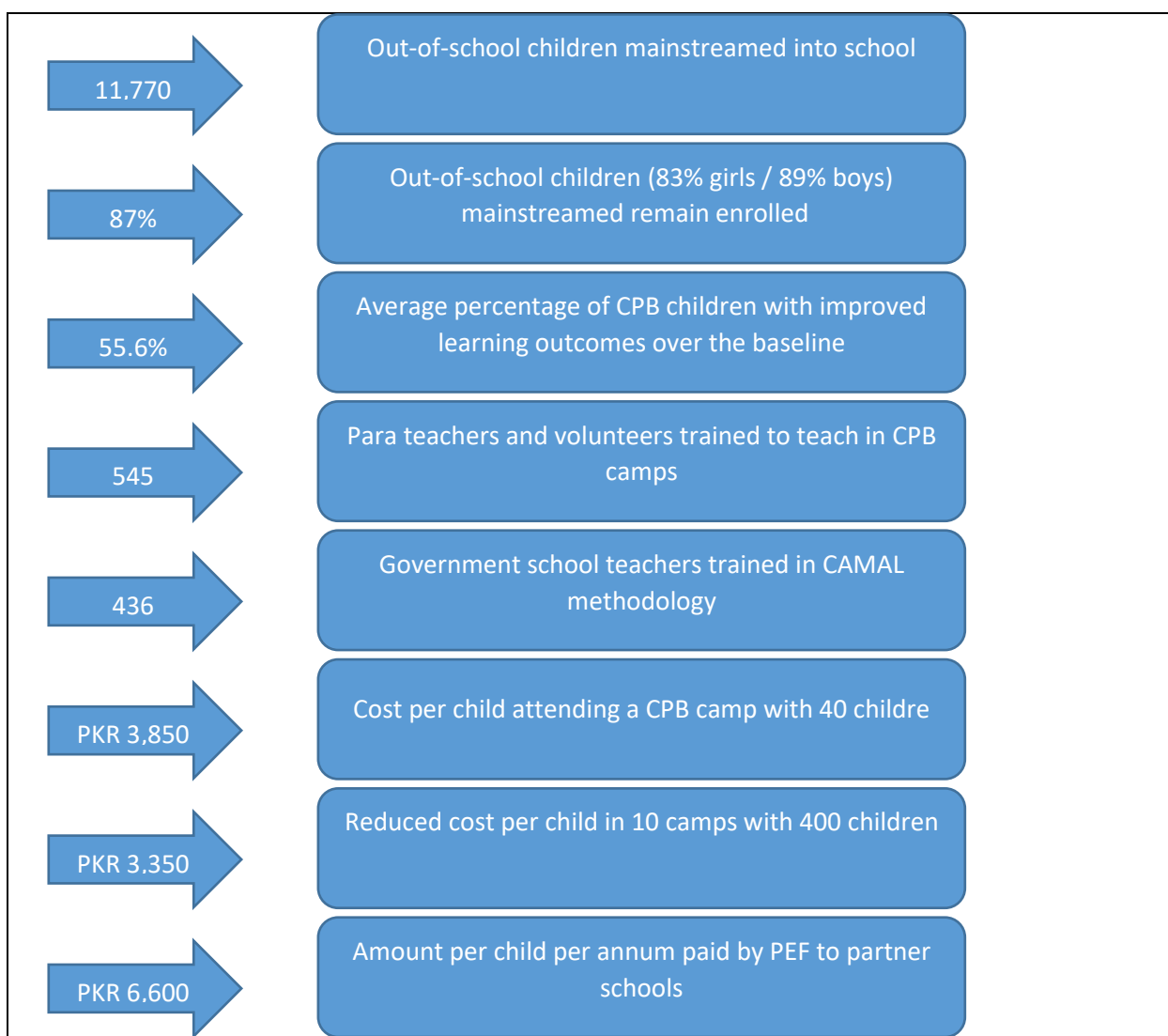


Figure 6: Benefits of the project – facts and figures

#### What scale and type of costs did the project incur and were they effective in delivering those benefits?

##### 4.5.2 Cost effectiveness

The CPB Project gives children what they need first: the basics at a relatively low cost. The total cost per child for the entire camp duration is approximately PKR 5000 which includes mobilization, learning materials, training, monitoring and documentation. However, the cost per child can be expected to decrease even further with the scaling up of the initiative as economies of scale are achieved. This observation is also strengthened by the costing trend shown in the existing CPB program: For one camp (40 children), the cost per child was estimated to be PKR 3850, which decreases to PKR 3300 for 10 camps (400 students).

Similarly, the cost per child through the CPB program is competitive in comparison with the “per child per year cost” of primary schooling incurred by government initiatives which are focusing on inclusion, enrollment and retention of children. For example, Punjab Education Foundation (PEF) pays PKR 6600 per

child per annum (PKR 550 per child per month) to its partner schools along with other management costs. The same model has been adopted by the Government of Sindh under Sindh Education Foundation as well. When compared with such initiatives, the CPB program may be considered to represent good value for money, especially when it not only equips the students who attend these camps with a similar set of skills but also brings out-of-school children into mainstream education and increases the retention of at-risk children in school.