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# **Evaluating Impact: Turning Promises into Evidence**

# Promoting Girls Education in Balochistan

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# 1. Background

☐ Balochistan: ☐ Largest province in Pakistan ☐ Low and geographically dispersed population density ☐ Poor performance in social indicators, especially education □Balochistan's education sector faces numerous challenges, such as ☐ Equitable access, despite an existing demand for education Quality ☐ The World Bank Education team is currently in the design stage for the project Promoting Girls Education in Balochistan, which is envisaged to support the Government of Balchistan's education reform.

# 2. Description of Intervention

☐ To combat the problem of poor equitable access, the GoB plans to expand primary school access to children, especially girls, through the establishment of gender-free schools in communities. ☐Gender-free schools have the following characteristics: □Co-education till Grade 5 ☐ Local female teachers only (single teacher teaching multiple grades) -☐ The community provides the site of the school □PTSMCs established under the intervention serve monitoring and management functions.



#### 3. Results Chain

**INPUTS** 

**ACTIVITIES** 

**OUTPUTS** 

**OUTCOMES** 

LONGER-TERM
OUTCOMES
HIGHER ORDER GOALS

- Government

   sanctioned
   teacher and
   teacher
   training;
- Funds to
   PTSMCs and capacity building;
- Teaching/ learning materials
- Inputs from the community: school site
- o Identification of potential communities for establishmen t of schools, based on selected criteria (location, availability of female teacher, # children)
- Recruitment of female teachers
- Establishmen t of PTSMCs, funding, etc.
- Supply of inputs

- Establishmen t of Genderfree schools
- Student
  enrolment at
  the primary
  level
- Functional PTSMCs
- Female teachers available

- Reduction in gender gap at the primary level;
- Increased enrolment at the primary level;
- Increased completion rates, esp. for girls;
- Improved learning outcomes

- Increased equitable access
- Improved quality
- Enhanced community mobilization

# 4. Primary Research Questions

- ☐ What is the impact on primary enrolment?
- □What is the impact on learning outcomes?
- □What is the impact on primary completion rate?



#### 5. Outcome Indicators

- ☐ Enrolment: Primary GER (ages 6-10)
- □ Learning Outcomes: Student assessment in Grade 3, follow-
- up in Grade 5
- ☐ Completion: At school-level and cohort-level



## 6. Identification Strategy/ Method

- ☐ All districts will be eligible for the intervention keeping political economy considerations
- ☐ Communities with no schools are identified; communities will be shortlisted for prioritization based on population density, number of children, female teacher availability, and community demand (to aid this GPS mapping/baseline survey of communities and their characteristics is planned)
- ☐ Schools are randomly drawn from the priority shortlist and the program is phased in randomly over the years



# 7. Sample and Data

- ☐ The sample size for the first phase of the Project is 100 communities and 100 control communities
- ☐ Secondary data will inform the short-listing process
- ☐ Primary data will be obtained from a baseline survey of 200 communities before implementation of the Project



## 8. Time Frame / Work Plan

- ☐ Short-listing of communities, including identification of treatment and control groups 2 months
- ☐ Baseline survey of 200 communities 3-4 months
- ☐ Follow-up survey Within 18 months of baseline survey
- ☐ Follow-up survey for learning outcomes First cohort of Grade 3



# 9. Sources of Financing

- ☐ Government resources
- ☐ Donor partner Technical Assistance

