

PCTFI Baseline Study Report 2015

CARE Bangladesh



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Table of Content

Executive Summary	7
Section 1: INTRODUCTION	8
1.1. Background.....	8
1.2. Goals and objectives of the baseline study.....	9
1.3. Baseline data collection.....	9
Section 2: Methodology	10
2.1 Study area	10
2.2 Sample size and sampling.....	11
2.3 Training and data collection.....	11
2.4 Data collection tools.....	11
2.5 Quality assurance.....	12
2.6 Data cleaning, coding and analysis.....	12
Section 3: Findings of the Baseline	13
3.1. Problem solving.....	13
3.2. Confidence.....	14
3.3. Future Aspirations/children vision.....	15
3.4 Creativity.....	16
3.5 Initiative.....	17
3.6 Leadership.....	17
3.7. Girls` participation.....	19
3.8. Team work.....	20
3.9. Safety.....	20
3.10. Enjoyment/Students positive attitude towards school.....	22
3.11. Bargaining capacity/negotiation skills/ability to influence.....	22
3.12. Children`s` ability to seek support.....	23
3.13. Boys` perceptions of girls.....	24
3.14. Barriers to education/reasons for dropout.....	25
3.15. Family sensitization/awareness.....	28
3.16. Parents understanding of relevance of education/Parents` support of education/ Community support of education.....	29
3.17. Plans for children`s future.....	29
3.18. Social/Gender norms.....	30
3.19. Workload.....	32
3.20. SMC`s understanding of their role/planning/visioning.....	33
3.21. SMC taking action to improve school.....	34
3.22. Self-monitoring.....	35
3.23. SMC accountability.....	35
3.24. Girl friendly school environment.....	35
3.25. SMC engagement with parents.....	37
3.26. SMC sustainability.....	37
3.27. Teacher support of children.....	38
Section 4: Conclusion	44
Appendices.....	46

List of Tables

Table 1: Result of the question 7 of CIF data.....	14
Table 2: Progression rate of the intervention schools from grade 3-5.....	16
Table 3: Shows the promotion rate in 2014.....	16
Table 4: Data shows the opinion of parents on who are good students in school.....	18
Table 5: Table shows the average attendance for the first quarter of 2015.....	18
Table 6: Promotion rate of the students from grade 1 to grade 5.....	19
Table 7: Attendance, promotion and progression rate of the intervention schools.....	21
Table 8: YLI data shows girls bargaining capacity to take decision.....	23
Table 9: Table shows the findings of dream balloon exercise with the girls.....	24
Table 10: Table shows the major findings from the dream balloon exercise.....	26
Table 11: Table shows the dropout rate of boys and girls in 2014.....	27
Table 12: Table shows the comparison of dropout rate of girls and boys.....	27
Table 13: Shows parents` opinion on girls` and boys` skill and right to education.....	28
Table 14: Table shows the average score of boys and girls that explored gender norms.....	31
Table 15: Table shows the average score of CIF survey with the parents.....	32
Table 16: Table shows workload in the household level.....	33
Table 17: Table shows the findings on safety at school.....	36
Table 18: Table shows the findings of the CIF questions that explored the girls` friendly school environment....	36

List of Graph:

Graph 1: Who can solve problems.....	14
Graph 2: Promotion rate of girls and boys.....	18
Graph 3: Who are good at school?	20
Graph 4: Attendance rate of girls and boys.....	21
Graph 5: Girls can take decision about their marriage.....	26
Graph 6: Dropout rate of girls and boys.....	30
Graph 7: Parents do not ask for household chores during exam.....	37
Graph 8: Students feel safe at school.....	40

Annexure

Annex 1: Data analysis framework..... 42

Annex 2: Youth leadership index survey questionnaire..... 44

Annex 3: CIF survey questionnaire..... 52

Annex 4: PCTFI evaluation framework..... 56

Annex 5: Timeline Activity Photos..... 59

Annex 6: Photos on data collection..... 62

Annex 7: Findings of YLI, CIF, and School data..... 66

Acronyms

SMC	School Management Committee
ADP	Annual Development Plan
CAP	Community Action Plan
GPS	Government Primary School
FGD	Focus Group Discussion
YLI	Youth Leadership Index
CIF	Common Indicator Framework
PTA	Parents Teachers Association
PEDP 3	Primary Education Development Program 3
PCTFI	Patsy Collins Trust Fund Initiatives
DPE	Directorate of Primary Education
WGLG	Woman and Girls Lead Global
GoB	Government of Bangladesh
TEO	Thana Education Officer
ATEO	Assistant Thana Education Officer
MoPME	Ministry of Primary and Mass Education
NEP	National Education Policy
NGO	Non-Government Organization

Executive Summary

PCTFI baseline study explored the existing barriers and opportunities for increased girls' participation, leadership and continuation of girls' education. It also investigated the existing and possible roles and responsibilities of different stakeholders who are important to improve the situation. Baseline data has been categorized under 27 key queries which have been summarized here into three parts; barriers and opportunities of girls' participation, underneath reasons behind not transforming into secondary education, an exploration of social and gender norms among the parents, SMCs, teachers and boys. It has also examined the attendance, dropout, promotion and progression rate of the students to explore the present scenario of girls' education both in primary education and transition to secondary level. According to the PCTFI baseline study most of the girl students informed that they do not have adequate opportunities to participate in the school activities. Baseline data also shows very low participation of the girls in the extracurricular activities in school and lack of social environment for girls. Lack of encouraging environment and poor leadership capacity are pushing back the girls' from school. Data shows the average score regarding participation and leadership is 1.7 out of 4 which depicts low participation and leadership of the girl students. In addition, a conducive environment at home to study is one of the hindrances that the study revealed. Distance from home and shortage of secondary school in the community is another significant barrier for the continuation of girl education. During the baseline study (2015) most of the parents and SMC members informed that while primary school is available almost in every village, secondary school is far from home. It has been also noted that the unsafe way to school aggravated by long distance from home thus parents are not interested to send their daughters to the secondary school. Baseline data also shows high score among boys and girls including parents regarding aspiration for higher study however, school data shows low attendance of both boys and girls especially of the fourth and fifth graders. Having 22.33 school days girls and boys attended an average of 14 and 11 days respectively which indicates lack of enthusiasm of the parents regarding their children's education. On the other hands, Government's limitation in attracting good teaching staffs, there is an evident inadequacy in the teaching capacities in general as well as specific to incorporating gender parity in teaching methods. Social norms continue to socialize teachers who are yet to believe in the concept of girls' emancipation and leadership. Most of the girls do not enjoy fearless environment and usually hesitate to speak out in front of teacher. Teacher involved girl students in the gender stereotype activities which indicated poor understanding of gender parity among teachers.

Chapter 1: Introduction

CARE Bangladesh PCTFI project aims to create an enabling environment for girls` participation and leadership in the government primary school and an easy transformation to secondary school so that girls can continue their education, thus ensure girls empowerment. PCTFI has developed a set of interventions following the theory of action. A baseline study has been conducted to understand the existing barriers and opportunities so that the project can achieve its goal and a better evaluation can be conducted later.

1.1 Background

Bangladesh has been working to improve its primary education system through Primary Education Development Programs. Throughout the years the county with high density of population and lack of adequate resources achieved significant progress especially on enrollment and gender parity in primary school. Having noteworthy attainments in primary education Bangladesh still cannot ensure remarkable achievement on many areas including retention, promotion, quality education and progression. Low promotion and progression rate indicates there are some drawbacks that hinder girls to enroll in the next grade or to enroll in the secondary education after completing grade five¹. Gender favoritism begins from the birth and prolongs throughout life in Bangladesh. As the statistics depicts, both girls and boys are not getting education of satisfactory standard. By age 11 only just over a quarter have achieved the expected minimum competencies of primary school. Besides low academic achievement, there is little opportunity for developing relevant life skills in schools. Although many girls continue with secondary school, their low competency level shows weakness from the very commencement of the secondary school. For those who do not go on to secondary school, their low competency levels will be a severe drawback to their contribution in economic and social areas throughout life. Almost 1.5 million girls are out of school according to a UNICEF survey. The exclusion of this high number of girls is a violation of the fundamental and basic right to education. Though there is high awareness in Bangladesh regarding the value of education, there are some groups of girls and boys who never enroll. These include working children, girls and boys with disabilities, children in urban slums, children of the ultra-poor and girls and boys living in geographical areas with limited access to schools. In many cases the girls are doubly disadvantaged; firstly many have not been enrolled and secondly who enrolled many of them could not continue.²

To understand the existing situation of girls` education in the Sunamganj context CARE Bangladesh PCTFI project initiated to conduct a baseline study in July 2015. The baseline study aimed to find out the barriers of girls education in the remote *haoar* area in two upazilla of

¹ Sources: <http://www.adb.org/projects/42122-013/main>; ADB. 2001.

² Source: http://www.unicef.org/bangladesh/education_463.htm

Sunamganj district of Bangladesh. Exploring 27 issues in this baseline study will guide the project to work accordingly achieving its goal, thus develop a set of interventions that properly works in the primary schools which will be replicated. Working with the SMCs, PCTFI is trying to establish a gender friendly school environment where girls will be able to enjoy a fearless, joyful school environment which will increase their participation and enhance their leadership capacity that finally encourage girls and their parents to continue education.

1.2 Objectives of the Baseline Study

The overall objective of this study was to provide accurate baseline information that would be used as a foundation for the monitoring and evaluation of the project.

The specific objectives were to

- Determine the baseline status on outcomes and output indicators as established in the pro monitoring and evaluation framework of the project.
- Identify key areas where to work more and if project needs any modified work plan or to change any strategy to achieve the goals and objectives of the project.
- To evaluate the project comparing the baseline findings with the end line evaluation.

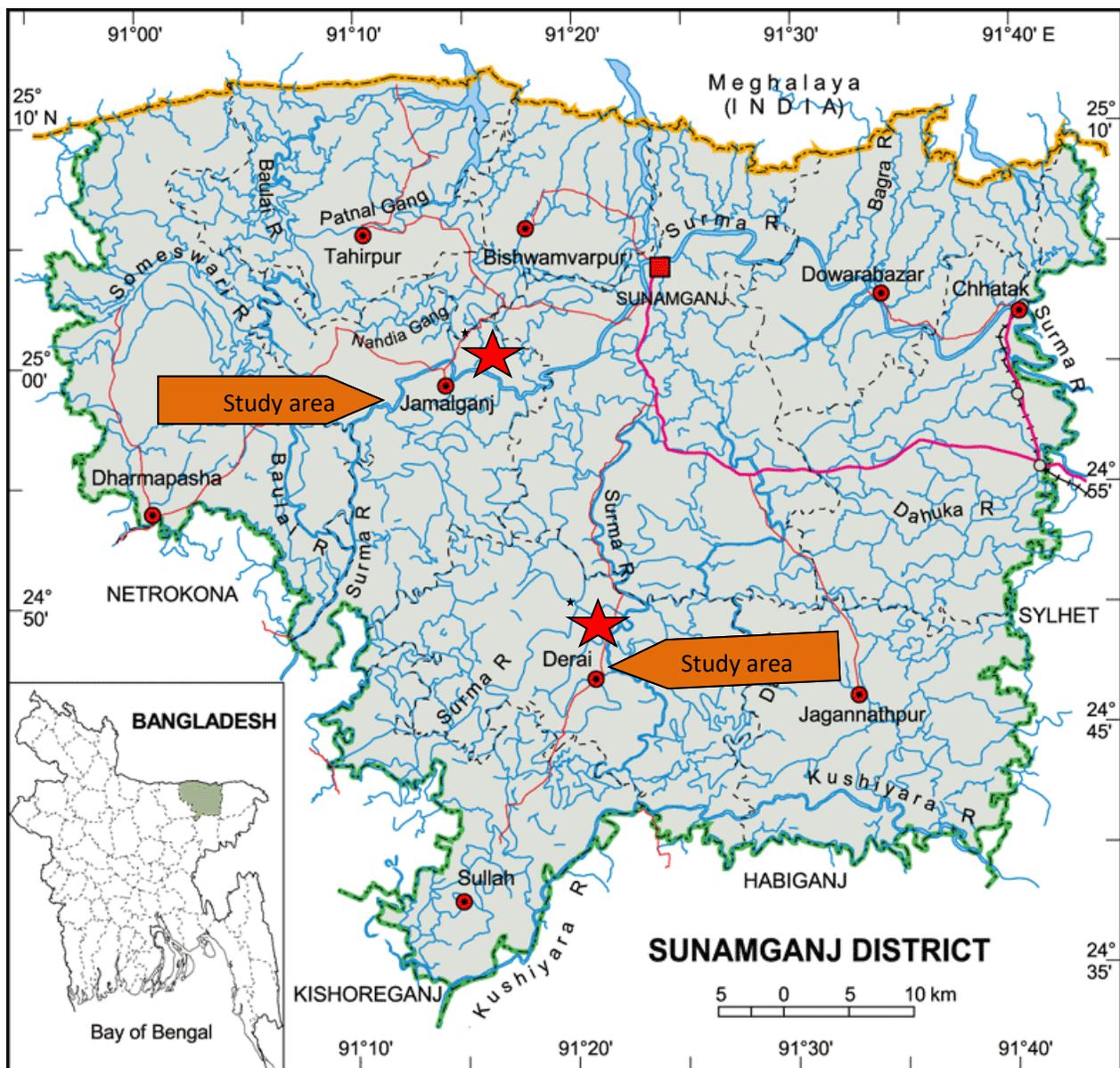
1.3 Baseline data collection

Baseline data collection started in the first week of July, 2015 and continued till the first week of September. Long summer vacation prolong the data collection days. PCTFI field team has been trained for the data collection. Six field facilitators have been engaged to collect qualitative data from ten school and quantitative data from all the thirty six schools

Section 2: Methodology

2.1 Study Area

Baseline study has been conducted in the same intervention area where PCTFI is working. So the study areas are two upazilla of Sunamganj district; Derai and Jamaiganj. PCTFI is working here and providing a set of interventions to ensure increased girls` participation and leadership in primary school and easy access of the girls to the secondary education. PCTFI is working in 36 primary schools and 20 secondary schools. Baseline study has been conducted only in primary schools. Figure 2.1 identifies the study sites.



2.2 Sample size and Sampling

Since there were both qualitative and quantitative data collection in the baseline study, sample size has been calculated separately for both qualitative and quantitative data collection. For the qualitative part purposive sampling has been done. Ten schools have been chosen considering the geographical location and duration of the intervention. Parents have been identified randomly while SMC members were fixed in every school and focus group discussion with 6 to 8 persons of the SMC. Eight boys and eight girls have been identified randomly from class 3 to 5 for conducting group discussion. For the quantitative part of the study 8 boys and 8 girls have been surveyed from each school of the 36 primary school. Six fathers and six mothers have been also survey in each school and chosen randomly.

2.3 Training and data collection

Six field facilitators have been trained for a week before starting data collection. To avoid biasness in data collection data collectors have been gone through rigorous training and altered work places among them. Two day field tests have been done and later discussed to make the data collection process easier and error free. Data collection has been supervised throughout the entire period of data collection. Feedbacks have been provided to the data collectors while any misunderstanding among the field team discovered. Regular check during this period has been made to ensure quality data. Substantial cross check, spot visit and conversations have been done among the team members to be reach in the same page.

2.4 Data collection tools

Baseline study used mix method techniques. Both qualitative and quantitative tools have been used in the baseline study. Following table shows the details of data collection tools that have been exercised in this study.

Methods	Tools	Number
Qualitative part	FGD with parents	10
	FGD with SMCs	10
	Story telling with girls	10
	Story telling with girls	10
	Dream balloon exercise with girls	10
	Timeline activity with parents	10
Quantitative part	YLI with girls	8*36= 288
	YLI with boys	8*36= 288
	CIF with father	6*36=216
	CIF with mother	6*36=216

	School data (Retention, attendance, completion, promotion)	36 school
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2.5 Quality assurance

Throughout the period of data collection special concentration has been given on quality assurance. To ensure high quality data investigator kept close contact with the data collectors and provided inputs while they needed. The quality of data collection was maintained by trained field supervisor through spot checking, cross checking, consistency checking and editing. Each day, field supervisors along with data collectors had a discussion on their works and got clarification if they had any confusion as a part of their work-day. Completed questionnaires submitted finally were reviewed by the field supervisor. Any errors, discrepancies and other problems were discussed and resolved at the end of each day and at weekly meetings. This sometimes resulted in a re-visit to the school and respondents. Any discrepancies were resolved with the original data collectors and supervisors.

2.6 Data cleaning, coding and data analysis

Quantitative data obtained from the field was entered in databases using Microsoft excel. All possible range and consistency checks were done to prevent errors during data entry. Investigators analyzed data under the guidance of the expert panel. Descriptive statistics were used as appropriate (frequency, mean, standard deviation, etc.) to describe the baseline quantitative data. For the qualitative part data has been coded under the emerging trends. After coding the qualitative part categorization and summarization has been done. A descriptive and cross analysis has been conducted based upon all the categorized and summarized qualitative data.

Chapter 3: Findings of the Baseline

3.1 Problem solving

Qualitative data shows that girls are enthusiastic to solve problems if they get proper support from the teachers and parents. Most of the students during dream balloon and storytelling exercise expressed their ideas how to work on a given issue like organizing any event just getting inspiration and motivation. In the dream balloon exercise they were asked to identify what type school they want to have and what are the key hindrances of not having such school. They were also asked to mark what kind of initiatives they will take to mitigate those hindrances as well as who will be the possible support giver in this regards. Among the ten schools all of the girl groups did the exercise excellently and analyzing those data it is found that they are quite okay to identify the problems and how to resolve them. Most of the girls identified their problem rightly, they focused on realistic problems such as lack of regular class, teachers` absenteeism, eve teasing, lack of amiability of teachers, stereotyped attitude of teachers, lack of school amenities that hinder them to attend the class regularly.

They have also drawn the possible ways to solve these problems. They reported that all these problems can be solved if the SMCs, teachers and community people are supportive, functional and enthusiastic to make the school as a good institution. They have also pointed out that the local education department as well as the local executive department need to be more supportive specially ensuring necessary resources to overcome those problems.

SMC qualitative data also shows that girls are good at problem solving however SMC wished their full support to the girls for taking any new initiatives for the betterment of the school. Most of the SMC members reported that they will provide economical and moral support to the girls as well as all students of the school when needed. SMCs focused on the limited resources that they can arranged for the school however, they urged the local government and local education department will be more supportive in this regard.

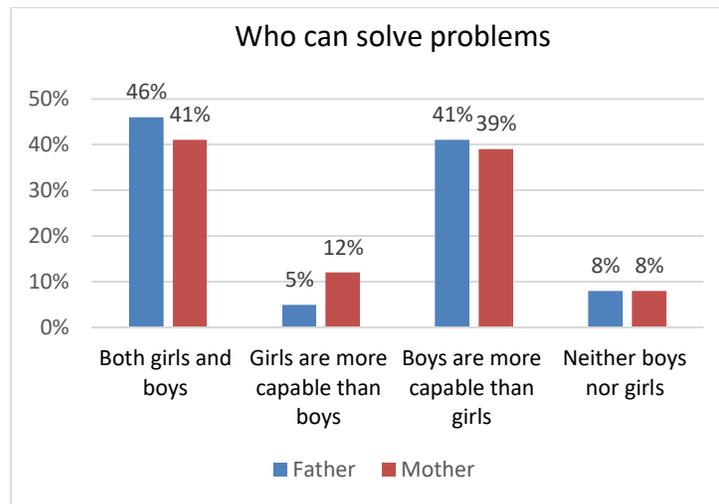
Students YLI data shows boys scored average 59 (70.3%) while girls scored 58.3 (69.4%) out of 84 in the first 21 question where individual level questions were explored. These findings indicate that girls and boys are almost equally confident about these individual level skills including problem solving.

However, CIF data shows a different picture regarding girls` problem solving ability. CIF data shows girls capability is very low. 43% respondents answered that girls and boys are equally capable to solve any problem. Only 9 % respondents reported that girls are more capable to solve any problem while 39% parents thought boys are more capable of solving problems. 9% parents thought neither boys nor the girls are capable to solve problems. So CIF data shows a gender bias norm of the parents where a large percentage of parents think

boys are more skilled to solve any problem. It also indicates girls do not get equal opportunity in the household level that boys have usually.

Question: 7 Who can solve problems			
	General	Father	Mother
Both girls and boys	43%	46%	41%
Girls are more capable than boys	9%	5%	12%
Boys are more capable than girls	39%	41%	39%
Neither boys nor girls	9%	8%	8%

Table 1: Baseline data on CIF question-7



Graph-1: CIF question-7

School data shows promotion rate is not satisfactory though the girls` promotion rate is little higher than that of boys but do not claim a good percentage of girls` promotion. From class 1-5 girls` average promotion rate is 76% where boys` is 75.2%. In grade 1, 75% girls got promoted in the next grade while the promotion rate for the grade 2 is almost same, 74%. However, it decreased for grade 3 and 67% of girls got promoted for grade 3. In grade 4 promotion rate is 72% while in grade 5 promotion rate is 92%. So, a large number of girls dropped out from the school in each grade every year which shows that they had to face a lot of troubles during this early stage of their life and did not find any way to get out of these.

Analyzing all these data it can be claimed that girls have the capability to identify problems and solutions as well but they need to have cooperation and support from parents, teachers, SMCs and the local body of the government to move forward.

Confidence

Most of the girls informed in the story telling that they are confident enough to organize or to arrange any events in the school if they have the guidance from their teachers which dictates their confidence level is okay and there is no sharp distinction among the boys and girls regarding confidence. Youth leadership index also shows that girls and boys scored almost same in the individual level questions.

Students YLI data shows boys scored average 2.8 (70.3%) while girls scored 2.7 (69.4%) out of 4 in the first 21 question where individual level questions were explored. These findings indicate that boys and girls are almost equally confident about these individual level skills including problem solving.

SMC qualitative data also supports student qualitative data. From the focus group discussion with the SMCs it is found that SMCs are supportive to any positive initiatives taken by the students. All the SMC members claimed that if the students whatever boys and girls take any initiative and they need any support including financial and ethical or moral they will give all sorts of support to the students. Some of the SMC members reported that they have already provided such support to the students such as buying volleyball and net for the boys (*Jallabaz GPS*) however, no SMC have any evident that they have provided such support to the girls separately. Neither girls nor SMCs have such distinguished example for the girl students. Analyzing these data it seems that girls are confident and SMCs are also supportive but it is unusual for girls and SMCs to sit together for such causes.

3.2 Future aspirations/children`s vision

Student qualitative data and dream balloon exercise shows that both boys and girls have sturdy future aspirations and they dreamt to have higher education and contribute for their family and society as well. Most of the girls informed that they even want to overcome any trouble to continue their education. Both fathers and mothers reported that they will encourage both their sons and daughters to complete their education. They will support till their children want to read. All the respondents claimed that children can pursue higher education till they want. All the respondents identified a positive timeline for their children and they have no plan to get them married in the next year specifically till they turn to eighteen. However father reported some gender stereotyped answer while asking whether they will permit their daughters to participate in a race where both boys and girls may participate together. One of the father quoted *“If girls participate in the race I have no problems but I will not allow my daughter to participate in the race with boys”*. Mothers seemed more liberal and reported that they have no problem since all the boys and girls are equal in primary stage however considering secondary level, they also have problem in this connection.

SMCs answered very positively regarding having a future aspiration of girls. They reported that they think it is necessary for both boys and girls to have better aspirations for their future. They claimed that they want all the girls will complete education and become service women in future thus contribute for their family. SMC also told that they will extend their support in this regard and will be supporting and assisting the students.

School data shows both boys and girls have a similar future aspirations in this stage. Progression rate between boys and girls are almost same. In the grade three girls` progression rate is only 65% while boys` is 63%. In the grade four both boys` and girls` progression rate is 69%. In the grade five both boys` and girls` progression rate is 89%. Analyzing this data it is found that there is no sharp distinction between boys and girls however, progression rate is not satisfactory since a large number of girls and boys are dropped out in each grade especially in grade three and four each year.

Progression	Grade	General	Boys	Girls
	3	64%	63%	65%
	4	69%	69%	69%
	5	89%	89%	89%

Table 2: Progression rate of the intervention schools from grade 3-5.

So, boys and girls have strong future aspiration where both parents and SMCs found supportive according the reported information however school data shows low percentage of progression rate what tell us there is a huge gaps between reported information and school data. Further investigation tells us that the reasons behind this low progression rate is not having friendly environment at both school and household so that students can get quality education and quality time to study.

Moreover transportation is a pivotal factor in the *haor* region specially enrolling children in the secondary school. Unlike primary school secondary school is not available in every village. So students in the secondary level need to travel few miles to attend in the secondary schools. Security issues, transportation costs and geographical locations in this case impact the progression rate especially in the grade 5. Following table shows lower progression rate in class five of the schools that have no secondary school in the same village or nearby.

Primary schools that had less than 80% progression rate		Boys` progression rate in grade 5	Girls progression rate in grade 5	Distance from the secondary school	Mode of transportation to secondary school	
Name of the school	Union and Upazilla				Dry season	Rainy season
Sutergaon GPS	Vatipara, Derai	75%	75%	3 KM	On foot	By boat
Kuchirgao GPS	Vatipara, Derai	75%	54%	2 KM	On foot	By boat
Chandrapur GPS	Saramongol, Derai	75%	50%	2 KM	On foot	By boat
Noagaon GPS	Vimkhali, Jamalganj	42%	100%	3 KM	<i>Leguna</i>	<i>Leguna</i>
Shermostapur GPS	Sujatpur, Jamalganj	69%	93%	3 KM	On foot	On foot
Sharomongol GPS	Sharomongol, Derai	70%	87%	1 KM	On foot	By boat
Alongjury GPS	Shaymerchar, Derai	100%	58%	1 KM	On foot	By boat
Kashipur GPS	Jamalganj	100%	71%	10 KM	On foot	By boat
Kartikpur GPS	Sharomongol, Derai	89%	63%	2 KM	On foot	By boat
Jarulia GPS	Derai.	91%	50%	2 KM	On foot	By boat
Nachini GPS		100%	63%	2 KM	On foot	By boat
Madurapur GPS	Vatipara, Derai	88%	77%	1 KM	On foot	By boat
Charnarchar GPS	Charnarchar, Derai	94%	67%	1 KM	On foot	On foot

3.3 Creativity

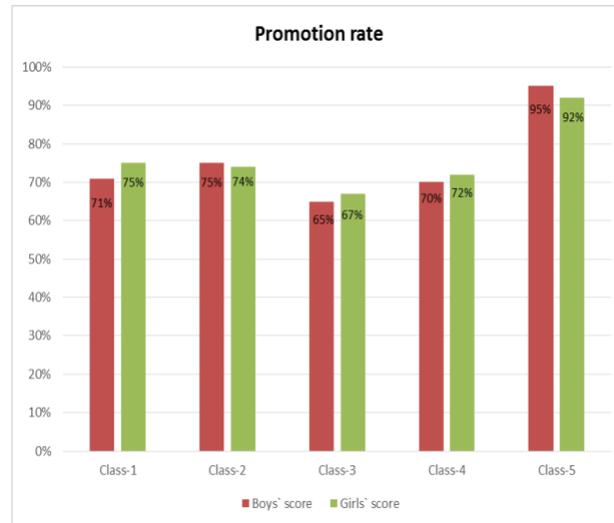
Students have explored their creativity while asking what they will do if they asked to organize a program in their school on an occasion. Girls interestingly described that they have their own plan to make the program successful. Most of the girls claimed that arranging such event in the school they need the guidance and support from their teachers and school management committee.

However girls did not have any extra ordinary ideas which may describe their creativity level very high. They have average level of creativity and they expressed those ideas what they were used to see and do in their school.

School data in this regard shows both boys and girls have an average promotion rate which also dictates their average level of creativity. In the grade one girls` promotion rate is 75% while boys` is 71%. In grade two girls` promotion rate is 74% while boys` is 75%. In grade three girls` promotion rate is 67% while boys` is 65%. In grade four girls` promotion rate is 72% while boys` is 71%. In grade five girls` promotion rate is 92% while boys` promotion rate is 95%. In grade five the rate is higher because teacher did not allow all students to sit in the final exam since it is the primary level completion exam and related with school's performance.

		General score	Boys` score	Girls` score
Promotion	1	73 %	71%	75%
	2	74%	75%	74%
	3	66%	65%	67%
	4	71%	70%	72%
	5	93%	95%	92%

Table 3: Shows the promotion rate in 2014



Graph-2: Promotion rate of boys and girls

Analyzing all these data it seems boys and girls have almost similar creativity level and both of their level is average. A good numbers of students do not achieve promotion each year and either repeat the same grade or drop out from the school. These data shows lack of quality education and lack of qualified teachers as well as lack of getting time to study at household is the reason behind of this failure. The graph also shows the similar promotion rate of boys and girls in all grade of the primary education. Boys score found high in grade 2 and five whereas girls score is higher in the rest grades of the primary education.

3.4 Initiative

From the dream balloon exercise girls showed their skill to take initiatives to solve a given problems. However, they also sought support from various stakeholders to execute their initiatives being pragmatic. Most of the girls during the exercise drew a very realistic picture of the initiatives that need to take to solve the hindrances that they identified. Story telling with the girls also provided the similar data regarding taking initiatives by the girls. Like student qualitative data similar findings have been come out during the focus group discussion with the SMCs. All the SMC members informed that they will support the girls

while taking any initiatives. However girls did not take such initiatives prior though SMC members claimed they will assist any initiatives enthusiastically.

YLI data shows a low level of individual score of boys and girls. Students YLI data shows boys scored average 59 (70.3%) while girls scored 58.3 (69.4%) out of 84 in the first 21 question where questions on the individual level skills were explored. These data shows that girls and boys have almost similar level skill taking initiatives however scores are not satisfactory since it is below 3 which indicates they have a lack of confidence that they can take new initiatives confidently.

3.5 Leadership

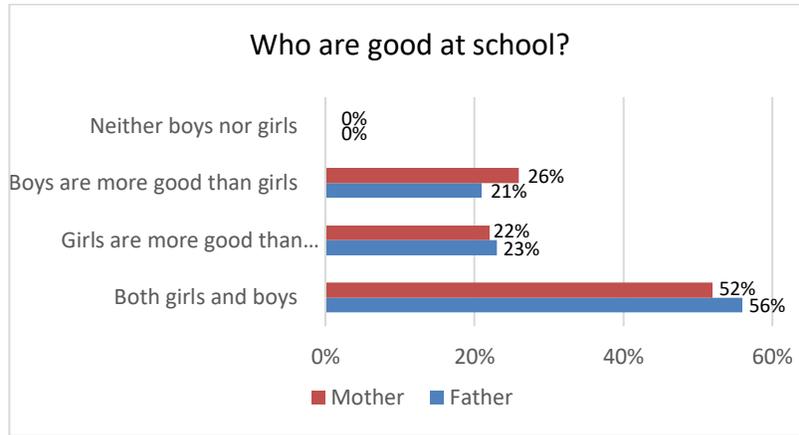
From the youth leadership index it is found that the average score in the individual level score is 2.8 out of four where boys score is 2.8 and girls` score is 2.7 out of 4 which indicates the leadership skill is not satisfactory though qualitative data shows both boys and girls are capable to lead any activities at their stage. Exploring the questions that asked what the girls do if they have been asked to arrange a program, girls reported that they will have a discussion among all their mates and teachers. They will list down the key activities and roles to be performed by whom. They designed a vivid structure of arranging a program which shows their latent leadership skills.

In the focus group discussion with the SMC members it is found that both boys and girls have the same leadership skills and they did not find any distinction between boys and girls. SMCs expressed their deep interest to help both boys and girls to develop the leadership and creative skills so that students can explore their talent in the larger sphere. SMC members also reported that they always patronize these types of activities which will bring positive changes in the life of their students.

However, CIF data shows low leadership skills of the girls since almost 50% respondents reported that they think either boys or girls are good at study. 24% respondents think that boys are more good at study in school where 22% respondents think girls are more good at study whereas 54% opinioned that both boys and girls can be good at study in school.

Question: 11 Who are the good students in school?			
	General	Father	Mother
Both girls and boys	54%	56%	52%
Girls are more good than boys	22%	23%	22%
Boys are more good than girls	24%	21%	26%
Neither boys nor girls	0%	0%	0%

Table 4: Data shows the opinion of parents on who are good students in school.

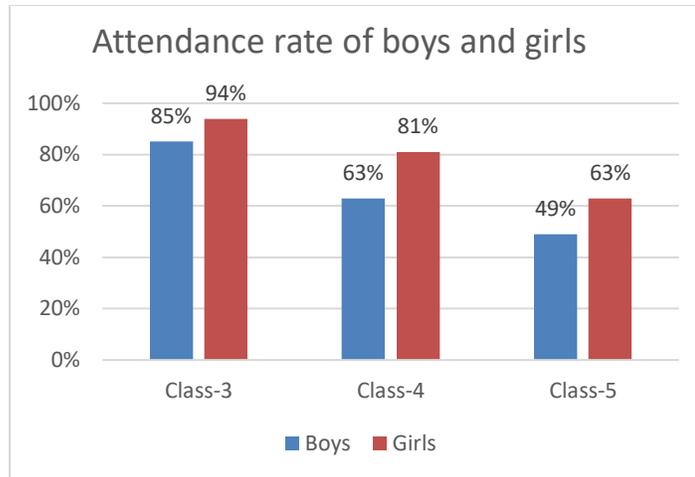


Graph -3: CIF question 11

School data shows that girls` have a better attendance rate than the boys. In the grade three girls` were present at school 21(94%) days while boys` were present 19 days (85%) out of 22.33 school days. In the grade four girls were present 18 days (80%) while boys were present 14 days (62%) out of 22.33 school days. In the grade five girls were present 14 days (62%) while boys were present 11 days (49%) out of 22.33 school days. Analyzing these data it is found that girls were present more in the school than boys thus girls were more proactive in study and other school activities as well. However data also shows a sharp decreasing rate of attendance from grade three to grade five which indicates in the upper grades of primary education both boys and girls engaged household chores and other activities. So there is a lack of consciousness among parents and lack of responsibility of teacher and SMC members to keep these kids in the school.

Attendance Jan-April 2015	Grade	General	Boys	Girls
	3	20 (22.33 school opened)	19 (85%)	21 (94%)
	4	16 (22.33 school opened)	14 (63%)	18 (81%)
	5	12 (22.33 school opened)	11 (49%)	14 (63%)

Table 5: Table shows the average attendance for the first quarter of 2015



Graph-4: Attendance rate of boys and girls in grade-3, grade-4 and grade-5

Promotion rate of the students shows that both boys and girls have an average promotion rate which also dictates their average level leadership capacity. In the grade one girls` promotion rate is 75% while boys` is 71%. In grade two girls` promotion rate is 74% while boys` is 75%. In grade three girls` promotion rate is 67% while boys` is 65%. In grade four girls` promotion rate is 72% while boys` is 71%. In grade five girls `promotion rate is 92% while boys` promotion rate is 95%. In grade five the rate is higher because teacher did not allow all students to sit in the final exam since it is the primary level completion exam and related with school`s performance. However data also dictates that a good number of girls do not get promotion each year and either repeats the same grade or leave school.

Promotion	Grade	General	Boys	Girls
	1	73 %	71%	75%
	2	74%	75%	74%
	3	66%	65%	67%
	4	71%	70%	72%
	5	93%	95%	92%

Table 6: Promotion rate of the students from grade 1 to grade 5

3.6 Girls` participation

Students reported that they usually get equal opportunity to participate in the school activities. Girls drawn a very distinctive picture how they will arrange a cultural program in their school premise if they have been asked to organize it. Girls also reported that they will participate and make the program successful including boys and from the guidance from their teachers and support from the school managing committee. However girls also told that they have been given some stereotyped activities by teachers like broom the floor of the classrooms, cleaning chair and benches and likewise.

Parents informed that they always support to participate in the extracurricular activities both of their sons and daughters equally. However, some fathers in the group discussion informed that they will not permit their daughter to participate in the games like race with boys but they have no problem if the game is with only girls. However mothers informed that they think it ought not to separate boys and girls in this very early stage. Analyzing the data it is found that gender and social norms sometimes hinder girls from participating extracurricular activities while lack of opportunities to participate exist in school.

CIF data also supports the existing biased social and gender norms among the parents. CIF data shows girls` limited opportunities to participate in various activities as almost 50% respondents reported that they think either boys or girls are good at study. 24% respondents think that boys are more good at study in school where 22% respondents think girls are more good at study whereas 54% opinioned that both boys and girls can be good at study in school.

School data shows that girls` have a better attendance rate than the boys which may indicate higher participation rate of girls. In the grade three girls` were present at school 21(94%) days while boys` were present 19 days (85%) out of 22.33 school days. In the grade four girls were present 18 days (80%) while boys were present 14 days (62%) out of 22.33 school days. In the grade five girls were present 14 days (62%) while boys were present 11 days (49%) out of 22.33 school days. Analyzing these data it is found that girls were present in the school more than boys thus girls were more proactive in study. Gender stereotyped attitude of parents and teachers hinders girls to participate more in the school activities. Though there is very little difference in the attendance rate between boys and girls, girls reported that they had to engage in various household chores and get less opportunity to participate in the school activities.

Promotion rate of the students shows that both boys and girls have an average promotion rate which also dictates their equal opportunity of participation. In the grade one girls` promotion rate is 75% while boys` is 71%. In grade two girls` promotion rate is 74% while boys` is 75%. In grade three girls` promotion rate is 67% while boys` is 65%. In grade four girls` promotion rate is 72% while boys` is 71%. In grade five girls` promotion rate is 92% while boys` promotion rate is 95%. In grade five the rate is higher because teacher did not allow all students to sit in the final exam since it is the primary level completion exam and related with school`s performance. However data also dictates that a good number of girls do not get promotion each year and either repeats the same grade or leave school. So those who did not promote in the next level had to face drop out eventually. It requires further investigation to know the reasons behind their failure but primarily data shows girls do not enjoy their school times even they do not enjoy fearless environment and many had to be the victim of taunt from the boys and ruthless behavior of the teachers.

3.7 Teamwork

Students qualitative data shows both boys and girls are good at teamwork. Asking a question what they usually do if teacher ask them to organize an event in the school most of the girls informed that they sit together for a discussion among all boys and girls and indentify the possible roles and responsibilities to be performed. Girls designed a vivid structure of arranging a program which shows their teamwork skill. Focus group discussion with the SMC members shows that students are good at teamwork. SMCs reported that usually boys and girls have been involved to organize all kind of school event and students work in groups according the guidance of teachers. SMCs also expressed their interests to continue support to the students if they seek so. From the youth leadership index it is found that the average score in the individual level score is 2.8 out of four where boys score is 2.8 and girls` score is 2.7 out of 4 which indicates an average level of teamwork skills among boys and girls.

3.8 Safety

In the youth leadership index issue of safety and security has been revealed. YLI data shows that both boys and girls feel safe in the school premise. YLI survey found an average score 3.1 out of 4 where both boys and girls scored 3 and 3.1 consecutively. According this data boys and girls feel safe but they did not score 4 out of 4 that indicate lack of confidence regarding safety and security also. Parents` CIF survey put two question regarding the safety and security of the children and found an average of 3.5 and 3.7 out of 4 where fathers` and mothers` average is also 3.5 and 3.7. These CIF data shows parents have a good level of confidence regarding the safety and security of their children specially girls in school.

Analyzing the school data it is found that data on attendance, promotion and progression rate also support YLI and CIF findings. Girls have a better attendance, promotion and progression rate than boys. But significant finding form these data reveals another picture of girls` education. Among the girls, attendance rate decreased gradually from grade three to five. Except grade five (Teachers do not allow all students to sit for the final exam in grade five due to school performance) in each grade almost 25% girls do not promote in the next grade and those who promoted for the next year almost 25% of them did not enrolled in the next grade. Though these data does not refer to insecurity of the girls in the school however it indicates a huge dropout rate in primary education which also dictates both boys and girls did not get quality education and joyful school environment. Qualitative data also shows that girls reported they had to face taunting from boys and boorish behavior of the teacher which gave them a sense of discomfort in the school.

Issues	Class	General score	Boys score	Girl score
Attendance Jan-April 2015	1			
	2			
	3	20 (22.33 school opened)	19 (85%)	21 (94%)
	4	16 (22.33 school opened)	14 (63%)	18 (81%)
	5	12 (22.33 school opened)	11 (49%)	14 (63%)
Promotion	1	73 %	71%	75%
	2	74%	75%	74%
	3	66%	65%	67%
	4	71%	70%	72%
	5	93%	95%	92%
Progression	1			
	2			
	3	64%	63%	65%
	4	69%	69%	69%
	5	89%	89%	89%

Table 7: Attendance, promotion and progression rate of the intervention schools.

3.9 Enjoyment/Students' positive attitude towards school

Qualitative information unveiled girls desire to attend school every day. Exploring a question if they face any trouble to go to school in the storytelling exercise most of the girls replied with a way to go to school if they had to face any hindrance in this regard. These data shows girls have a positive attitude towards school. In the separate focus group discussion with fathers and mothers most of the respondents informed that students should attend in the school regularly however, many parents also emphasized on performing household chores also. Some parents also defined the responsibilities that a boy or girl should have towards the family also. Analyzing all these data it is revealed that both boys and girls like to go to school every day and they dreamt to continue their higher education. Parents also expressed their interests and gratitude for their children's education however parents sometimes engage their kids in the household activities.

School data also shows a very low school attendance of both boys and girls. Analyzing the school data it found that both girls and boys had a very low attendance in grade four and five. In grade four girls' attendance rate is 81% while boys' is 63% and in grade five girls' attendance rate is 63% while boys' rate is 49%. These data shows many girls and boys remain absent in the school and qualitative data revealed that the reasons behind it were many folds. Students reported that they had been engaged in various household chores and many informed about the inconvenient transportation systems to the way of school are the key reason. Analyzing the progression rate it can be said that almost 25% students did not

enroll for the next grade ever getting promotion which also dictates lack of enthusiasm of the parents towards their girls` education.

3.10 Bargaining capacity/negotiation skills/ability to influence

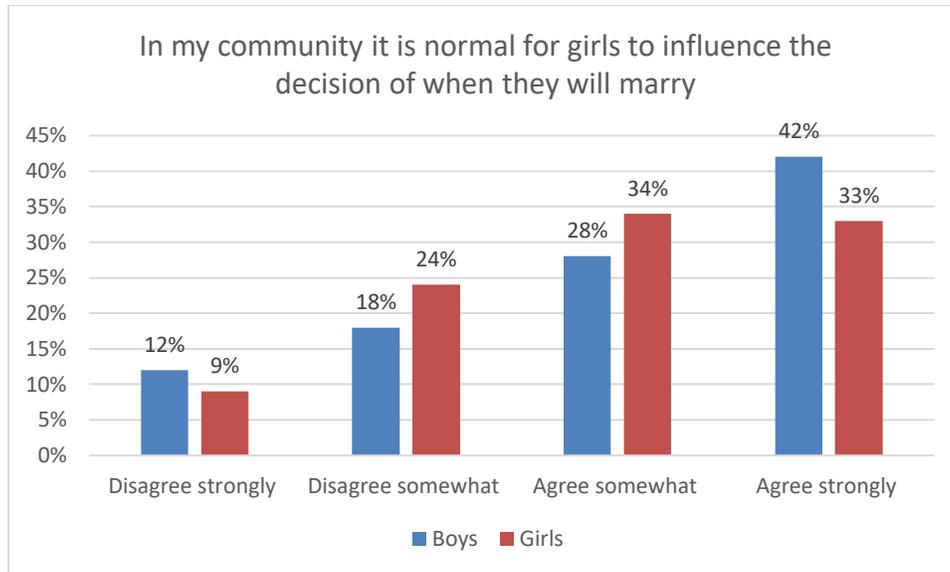
Qualitative data shows an average level of bargaining capacity of girls. Story telling exercise found that girls` can communicate with their mates effectively. Most of them also claimed that they will seek teachers` and SMCs` support if they need to however, all these are reported information and they had few real life experiences to pursue on such issues. All that they need the cooperation and supports from the teachers though many girls claimed they do not enjoy fearless environment in the school.

Parents` qualitative data shows that girls have low bargaining capacity whereas bargaining with the elders does not consider positively even. Exploring a question what a girl or boys should do asked to do household chores by elder sibling instead of going school most of the parents informed boy or girl should talk with the parents and make the elder convinced so that has been allowed to go to school. Many also told that student should listen to the elder also. These data indicates parents are conscious about the importance of going school however they also emphasized on accomplishing household chores. Students` qualitative data also unveiled that they had to engage with the household chores and get less time to study.

YLI data support this finding also. In the YLI survey it is found that girls had limited bargaining capacity since the data shows that 31% respondents reported that girls has limited rights to take the decision in while they will get married in the region. 33% girls responded that in this region girls could not take the decision when they will get married.

YLI question: 25: In my community it is normal for girls to influence the decision of when they will marry.			
	General	Boys	Girls
Disagree strongly	10%	12%	9%
Disagree somewhat	21%	18%	24%
Agree somewhat	31%	28%	34%
Agree strongly	38%	42%	33%

Table 8: YLI data shows girls bargaining capacity to take decision



Graph-5: YLI question no 25

Attendance data also proves girls` narrow capacity to bargain with the elder especially with parents. Very low level of attendance rate shows that girls had to engage in some other activities so that they sometimes could not attend in the class whereas qualitative data shows girls have a strong desire to attend in the school regularly. School data also shows that attendance rate is satisfactory for in the grade 3 (94%) however in the grade 4 it decreased into 81% and in the grade 5 it further decreased into 63%.

3.11 Children`s ability to seek support

Girls had been asked to exercise to define the possible support provider during the dream balloon exercise. Most of the girls did the exercise successfully and identified possible support providers. Analyzing the dream balloon data it is found that girls have proper ability to seek support. For an instance girls identified right persons for supporting them in the school context. Girls were asked to explore which type of school they would like to have or what would be their dream school look like. Most of the students identified the teachers, SMC members and local education department officials as the key support providers and in some cases local UP members and community elites will be the possible support providers.

Findings of youth leadership index survey also support the dream balloon exercise. YLI data shows girls scored an average of 2.7 while boys scored 2.8 out of 4 in the individual level questions that illustrate an average level of ability to seek support of both boys and girls. However qualitative data in this regard shows that both girls and boys have not the cordial access form the support provider always and in the most cases girls cannot reach to the all level of support providers. Girls know who the possible support providers are but they never go to them. Girls usually go to their teachers and most of the cases they do not get such supports that they wish to have.

Most common dream	Type of hindrance	Type of initiatives	Support
School will be cleaned	No janitor and while have, not perform duties	Requesting Head teacher to recruit janitor	Head teacher
Teacher will be supportive, cordial, present in class	Lack of qualified teacher, lack of education and training, lack of enthusiasm, absenteeism of teacher	Talk with parents, SMC, ATEO	Parent, SMCs and ATEO
Transportation system will be good and safe	Geographical context, haor region, lack of govt. investment, unsensitized community	talking about repairing road with Union parishad chairman, SMC for hiring boat	UP members and SMCs
Availability of electricity, fan, class room, safe drinking water, reading materials, technological instrument.	Lack of resources, Not functioning SMC, Lack of govt. investment. Reluctance of teachers, lack of govt. subsidy	Talking with parents and head teacher and SMC to make teachers accountable	Head teacher and SMC
Separate toilet for girls	Lack of resources	Talking with SMC and head teacher arranging resources for building toilet	SMC, Head teacher
No eve teasing, positive attitude of boys and teachers, communities and parents, fearless classroom environment	Unsensitized boys, teachers, community, parents. Conventional method of teaching by teachers.	Talking with parents, SMC and education officials to resolve this problem	Parent, SMCs and ATEO

Table 9: Table shows the findings of dream balloon exercise with the girls.

3.12 Boys` perceptions of girls

Data shows boys perception towards girls is associated with the deeply rooted social and gender norms of the greater society. In the storytelling exercise girls informed that they do not face any significant troubles from their boy mates. Boys also told that both boy and girls has the right to get education and anyone can be successful in life. However, girls informed that boys sometimes irritate girls, boys taunt them but it does not refer to any physical or sexual harassment. Many girls during dream balloon exercise informed that their one of the dreams of having a dreamt school is boys will be supportive and friendly towards girl student in the school premise. However, girls told that teachers engaged them sometimes in the stereotyped activities. From the qualitative data it has been found also that sexual division of labor also exists among both boys and girls. Asking a question on organizing an event in the school what will boys and girls do most of the girls informed that girls will sing, dance, recite poem while boys will do outside

works like arranging the events. Boys told almost the same information regarding arranging events in the school which refer that gender stereotyped perception among boys also.

Focus group discussion with the SMCs supports the same information that has been found in the students` qualitative data. Most of the SMC members informed that though they think both boys and girls have the similar possibility to achieve success in life through completing higher education however girl students face more difficulties to continue their education. SMC members identified poverty, lack of parents` consciousness, early marriage, engaging girls in the household chores, poor transportation system especially during the rainy season are the main causes behind it while boys student do not need to face most of these challenges except poverty of their parents. SMC members also informed that though boys of the primary school do not create any trouble to the girls as they are too young to do so but some indisposed boys teased the school girls and they got complains about it and took stringent initiatives to stop it.

3.13 Barriers to education/reasons for dropout

In the primary education of the country long faced challenge is dropout of the student. Exploring this issue significant data has been found in the qualitative and quantitative data. In the dream balloon exercise girl students were asked to explore dreams regarding their school. Girls did the exercise very enthusiastically and explored their dreams along with the hindrances. Analyzing these data it is found that most of the girls identified some common hindrances like engaging girls in the stereotyped activities by teachers in school, ruthless behavior of the teachers, absenteeism of the teachers, unfriendliness of the boys, submerged roads during rainy season and so on which make their school unpleasant. Moreover qualitative data shows that girls students have been engaged in house hold chores even they do not get adequate time to study during their exams. Sometimes poverty compels them to join with their parents to earn money for the family livelihood. Storytelling exercise uncovered that girls have a strong desire to come to school and they want to study in the secondary level also but for these circumstances the dropout rate is still so high. Following table shows major findings of the dream balloon exercise with the girls where girls disclosed the major hindrances that they faced in the school.

Hindrances	How girls suffer	Way to get relief
Lack of resources/infrast ructural amenities of the school	<ul style="list-style-type: none"> • No janitor or does not perform duties and girls are supposed to clean. • No separate toilet for girls and girls have use same toilet with boys. • No electricity and fan. Tough to concentrate in class. • No safe drinking water facility. • No common room or similar facilities for girls. • Lack of enjoyment in the school. • Lack of adequate materials for making the lesson enjoyable and play. 	<ul style="list-style-type: none"> • Arrange money to recruit a janitor and make accountable. • Functioning and accountable teacher and SMCs. • Govt. and local education department need to be more empathetic and supportive.

	<ul style="list-style-type: none"> • Lack of library facility in school. 	
Lack of cordiality of teachers	<ul style="list-style-type: none"> • Lack of skilled teacher and enthusiasm of teachers. • Absenteeism of teachers. • Engaging girls in stereotyped activity. • Lack of recognition by teachers. 	<ul style="list-style-type: none"> • Teacher should be more affable and supportive to the students. • SMC and education department should be more functional.
Teasing of the boys	<ul style="list-style-type: none"> • Boys are not friendly and sometimes irritate them in classroom and outside classroom. 	<ul style="list-style-type: none"> • Boys will be friendly and amiable towards girls.
Poor transportation system to come in school	<ul style="list-style-type: none"> • Geographical context of the <i>haor</i> region girls need to hire boat to come to school in the rainy season. • Boys can come to school folding their pant up to upper portion of their knee which is difficult for girls. 	<ul style="list-style-type: none"> • Local govt. should take proper action to build road and safe journey to school.

Table 10: Table shows the major findings from the dream balloon exercise.

Regarding dropout from the school timeline activity with parents provided dubious information. In the timeline activity with the parents both fathers and mothers explored their deep interest to continue their children`s education. Almost all the parents showed that they will not let their boy or girl married before the age of 18th. Although parents informed that they will not engage their children earning livelihood before completing secondary education. One aspect of these findings is the respondents who came were more conscious since teacher asked the parents for those interview and data collectors had little choices to have a better sampling among the parents.



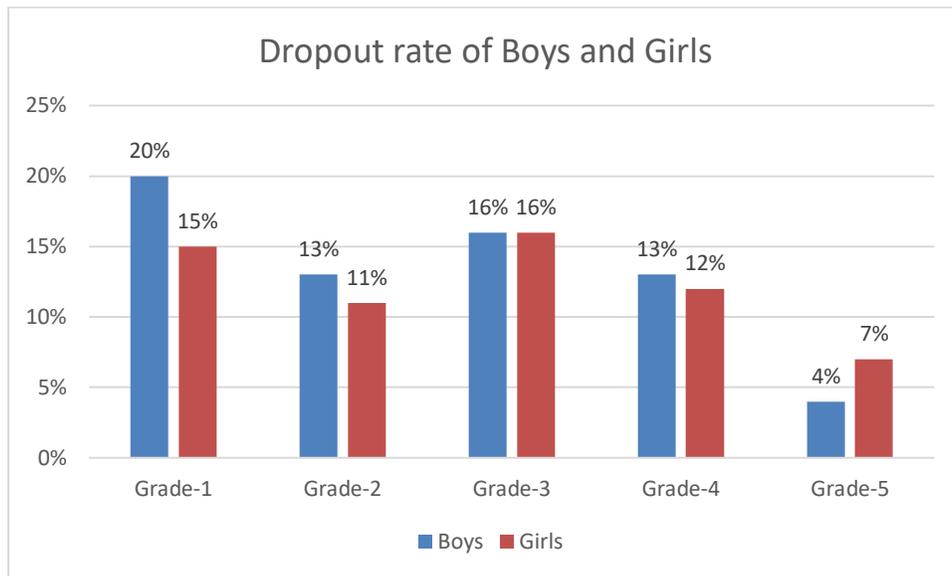
Photo 1: Photos show all cards of the timeline activity after the year 2018 which dictates no parents will engage their children in earning livelihood, will not let them married and will continue their education till children want.

However, school data shows girls dropout from the school is still high. According to the PCTFI baseline school data it is found that both boys and girls have high dropout rate throughout the

years of primary education. In the most early stage of primary education 20% boys and 15% girls have been dropped out while they were in grade one. In grade two 11% girls and 13% boys have dropped out. In grade three girls` and boys` dropout rate is 16%. In grade four 12% girls and 13% boys have dropped out. In the grade five 7% girls and 4% boys have dropped out. Following table depicts the dropout rate of boys and girls of the PCTFI intervention schools.

Dropout rate of boys and girls in each grade	Grade	General score	Boys	Girls
	1	17%	20%	15%
	2	12%	13%	11%
	3	16%	16%	16%
	4	12%	13%	12%
	5	6%	4%	7%

Table 11: Table shows the dropout rate of boys and girls in 2014.



Graph-6: Dropout rate of boys and girls

National data also supports this finding of baseline school data. From the national data it is found that dropout rate at the national level in primary school is 20.9% where boys` dropout rate is 24% and girls` is 17.5 % while in the Sunamganj context dropout rate is 29.6% where boys` rate is 33.8% and girls` is 25.3%. Following table shows a national scenario of dropout in primary education of both girls and boys in the national, divisional and district level.

Category	Issues	National Data (%)			Sylhet Division (%)			Sunamgang District (%)		
		General	Boys	Girls	General	Boys	Girls	General	Boys	Girls
Primary Education	Enrollment	97.7	96.6	98.8	92.1	88.85	95.35	89.55	86.1	93.0
	Dropout	20.9	24.3	17.5	23.0	26.4	19.6	29.6	33.8	25.3
	Completion	79.1	75.7	82.5	77.0	73.6	80.4	70.4	66.2	74.7

Table 12: Table shows the comparison of dropout rate of girls and boys. Data sources: <http://banbeis.gov.bd/data/index.php>

PCTFI baseline school data also shows very poor attendance rate of both boys and girls. Promotion and progression rate is not also satisfactory which eventually dictate a high dropout rate in the primary education in the Sunammangj context. Attendance data shows more than 19% girls were absent in class in the first four months in 2015 at grade 4. In grade five 37% girls were absent in class. On the other hand 25% girls did not promote for the next grade in an average. Again 25% girls did not get progression in grade three while 31% and 11% girls did not get promotion in grade four and five respectively.

Qualitative data of the SMCs shows the same findings that school data disclosed. Focus group discussion with SMCs found that there are many reasons behind the dropout of both girls and boys from the primary school. Most of the SMCs identified poverty as a generalized reason for being dropout from the school. They have also showed lack of consciousness among parents is the key reason also. However SMC members described different reasons exist for boys and girls. SMC members opined that girls' dropout has many folds. Early marriage, engaging in household chores, looking after younger siblings, assisting parents in income generating activities, not getting promotion for the next grade, poor transportation system, submerged *haor* roads are the key reasons of girls' dropout while boys dropout has very limited reasons like lack of parent's consciousness and poverty are the reasons that they outlined in the discussion.

3.14 Family sensitization/awareness

Students' qualitative data shows that family want and expect that their girls' and boys' education will be continued thus become successful in life. However storytelling exercise uncovered that most of the girls do not get adequate time to study during exam in household. Most of them had to engage in household chores thus become absent in the school.

Timeline activity and focus group discussion with parents contradict with the storytelling exercise in this connection. From the timeline activity it is found that almost all the parents were highly sensitive and aware regarding their girls and boys education. In the timeline activity neither fathers nor mothers were agree to send their kids for earning before they reach to 18 years instead studying in school. All the parents showed that they will get their girls married after 18 years old and boys after 20 years old. From the group discussion it is found that while asking what a boy or girl should do if he or she has been asked to work in household instead of going school for a particular day, most of the parents replied that parents normally encourage

their kid for going school however if such happens then student need to convince their parents and make them understood about the importance of going to school. Student can take support form teacher in this regard. Some of the parents told that boys and girls need to listen to the elders also and assist in the family works also. Some parents also told that if the family is needy then they will engage their kids in either household chores or income generating activities.

CIF data also shows that parents have a high sensitization and awareness about both boys` and girls` education. Exploring the issue in the CIF survey following result has been found. In the following chart it is seen than almost all the parents both father and mothers opinioned that they think both boys and girls have the same skill to read and write and should study in the secondary level.

Question no: (1=Disagree Strongly, 2=Disagree Somewhat 3=Agree Somewhat, 4=Agree Strongly)	General score (Out of 4)	Father (Out of 4)	Mother (Out of 4)
q1: It is important for boys to have the skills to read and write.	3.9	3.9	3.9
q2: It is important for girls to have the skills to read and write.	3.9	3.9	3.9
q3: Boys should study in the secondary level	3.9	3.9	3.9
q4: Girls should study in the secondary level	3.9	3.9	3.9

Table 13: Shows parents` opinion on girls` and boys` skill and right to education.

However, all these are reported data by the parents which has been crosschecked with the SMC members where SMC strictly blamed parents for their unconsciousness in this connection. Most of the SMC members informed that many of the parents are not conscious about their children specially girls` education. One the SMC member told that for some poor family education for their children is like lavishness since they cannot arrange three times meal for every day. He also claimed *“Eating must be the first choice than education”*. SMC members also outlined that they have done many things to improve the conscious level of the parents. They claimed that through parents` gathering and courtyard meeting they conveyed messages to the parents about the importance of girls` education.

School data also shows lack of parents` consciousness regarding their children`s education. Attendance rate shows that both girls and boys had a poor attendance rate in the class. In class four 19% girls were absent during the first four month of the year in 2015 while in grade five 37% girls were absent in the class. Boys` attendance rate is poorer than the girls. In class four 43% girls were absent in the class while 51% boys were absent in class five. These data revealed a poor sensitization among parents regarding their kids` education though parents reported that they want their children`s higher education and they are giving all possible support to their kids.

3.15 Parent`s understanding of relevance of education/Parents` support of education/community support of education

As discussed in the previous section that explored family sensitization and awareness parents` understanding of relevance of education has dubious features. Parents are sensitized according to the CIF parents` qualitative and CIF data however SMC qualitative data and school data does not support those reported data. According to the CIF data parents scored 3.9 on an average out of 4 where the level of their understanding had been explored. Again parents scored 3.6 and 3.7 average where the community perceptions regarding girls` education had been explored. All these reported data shows high level of understanding among parents and community on the relevance of education. Data also shows parents and community are supportive towards education of their children.

However, school data shows low rate of attendance and progression of both boys and girls which refer in practice level a huge number of girls and boys have dropped out from each grade in each year. YLI findings also shows this difference exist in family and community. In the YLI survey both boys and girls scored 3.4 out of 4 where asked whether parents look after children`s study or not. Most of the respondents choose the option that described parents look after their kid`s study. However in another question that explored children get adequate time to study at household during exam and parents do not engage them in household chores, boys scored 2.3 while girls scored 2.4 that depicts in reality both boys and girls do not get that support by their parents and community that parents claimed in the CIF and parents` qualitative data.

3.16 Plans for children future

According the timeline activity parents have a well-organized future plan for their children. Both fathers and mothers reported that they will continue their children education up to secondary level even higher than that. Almost all the respondents informed that they will not get their children married before the age of 18th and they will not also engage them in earning before 18th. All informed that they will let their children study till they want. In the focus group discussion parents also expressed their deep interest to continue their children`s education. Almost all the fathers and mothers informed that they will keep supporting and assisting their kids in this issue. During timeline activity all the respondents kept all four measurement card after the year 2018.

However parents` reported data does not match with school data. School data shows very low progression rate which dictates lack of parents` future plan though parents showed specific plan for their children in the timeline activity. School data shows in class three 35% girls and 37% boys did not get progression while in class four 31% girls and boys did not have progression. In class five 11% of girls and boys did not get progression. Along with this low level of progression promotion rate is also not satisfactory which indicates a huge gap between reported data and school data.

3.17 Social/Gender norms

Students` qualitative data that explored social and gender norms are the part of the greater society. However in primary education social and gender norms are not sharply exposed. For an instance school data shows a similar enrollment, promotion, attendance and progression rate between boys and girls in primary levels but in the secondary level situation may defer. Analyzing the qualitative data it is found that boys and girls have been considered equally in household and schools as a student. Disaggregated gender norms found in different format. Most of the girls informed while collecting qualitative data that they have been considered for some gender stereotyped activities both at school by teachers and in the household by their parents. It can be claimed that though gender disaggregation found distinctively in the secondary level but it sprouts from the primary education in school and in this young age in the household as well.

From the parents focus group discussion it is found that parents consider son and daughter equally. However some fathers in the focus group discussion found nurturing patriarchal gender norms. Mentionable in the remote Bangladesh people are religiously sensitive and believing in patriarchal gender norms and customs. In the group discussion one father informed that he will not permit his daughter to participate with the boys in race or football match though he agreed upon playing amongst girls only. Mothers found more liberal in this regard. Most of the mothers told that they do not disaggregate much between boys and girls in this early age however considering the secondary level they opinioned the same those fathers did.

Qualitative data collection with the SMCs revealed the deeply rooted gender and social norms amongst the people of the region. Exploring a question why girls who completed primary education many of them do not go to the secondary school, most of the respondents informed that lack of consciousness of the parents is the key reason. Most of the parents think that being a primary graduate their daughter can manage all the primary calculations that she needs, some of the respondents added. Exploring another question that asked what parents do while their daughter reads in class nine and got a marriage proposal from affluent family most of the SMC members replied that in this case parents will get their daughter married. Some replied that parents will let her study. Regarding some other question that explored social and gender norms most of the SMC members informed that in reality of this area most of the girls get married or started engaging in earning in secondary level education leaving school. Prime cause is poverty and lack of consciousness. Moreover submerged road, safety concern, social pressure on getting their daughter married are the key hindrances that boys need not to face. In the primary school girls and boys dropout rate is same where in secondary school girls dropout rate is more than boys as SMC calculated generally. Analyzing all the data collected in FGDs with SMCs it is found that social and gender norms though does not appear as key hindrance in primary level but it is a pivotal drawbacks for girls to continue secondary level education.

Youth leadership survey also supports SMC qualitative data where both boys and girls scored low. 4 questions were set up in the survey that measured students` perception regarding gender norms. Findings are as follows.

Question no:	General score (out of 4)	Boys (out of 4)	Girls (out of 4)
Q-22: I am allowed to leave the classroom if I need to (for example, to go to the bathroom).	2.1	2.1	2.0
Q-26: In my community it is normal for girls to play outside the home.	2.6	2.5	2.6
Q-27: In my community it is normal for boys and girls to play together.	2.6	2.6	2.6
Q-28: Both boys and girls in my family get medical treatment when they are sick.	3.3	3.4	3.3

Table 14: Table shows the average score of boys and girls that explored gender norms.

From the table it found that girls are not much welcomed to play outside the home and together with the boys. Teachers most of the time do not allow students to leave the class. Girls scored 2 out of 4 in this question on an average which means almost all the girls claimed they are not allowed to leave the classroom while needed. At household level regarding treatment most of the girls and boys thinks both get equal treatment care from the family when they are sick.

From the CIF survey with the parents, it is found that most of the parents have a better understanding on gender and social norms specially they think both boys and girls have right to get education and both have a better chance to get a job after completing school. Most of the parents informed that both girls and boys are good at school. CIF findings show positive and effective gender norms among parents which has been reflected in the school data also. School data finds a low rate of attendance and progression rate of both boys and girls where boys` rate is lower than girls. In grade four girls` attendance rate is 81% while boys` is 63%. Again in grade five girls` attendance rate is 63% while boys` is 49%. Regarding progression rate both girls` and boys` have the same rate. In grade four both boys` and girls` progression rate is 69% while in grade five progression rate is 89%.

Analyzing all these data it can be said that perception regarding gender and social norms among the respondents found positive specially in primary education though some fathers found possessing gender biasness in mind. However girls are the victim of gender and social norms in secondary education as both families and communities are not supportive towards the secondary education as they are regarding primary education of girls. However girls students reported that teachers engaged them some stereotyped works in school while in household they have to take participate with mother in the household chores that their brothers did not need to do. So this social and gender norms extravagate girls` education in secondary level eventually.

Question no (Q1-Q9) 1=Disagree Strongly 2=Disagree Somewhat 3=Agree Somewhat 4=Agree Strongly	Question no (Q7,Q10-Q13) 1= Boys and Girls Equally 2= Girls more than Boys 3= Boys more than Girls 4= Neither Boys nor Girls	Question no (Q15-Q16) 1= Rarely 2= Sometimes 3= Most of the Time 4= Almost Always	General score (Out of 4)	Father (Out of 4)	Mother (Out of 4)
q1: It is important for boys to have the skills to read and write			3.9	3.9	3.9
q2: It is important for girls to have the skills to read and write			3.9	3.9	3.9
q3: Boys should go to secondary school			3.9	3.9	3.9
q4: Girls should go to secondary school			3.9	3.9	3.9
q5: It is important for boys to complete secondary school so they can get better jobs			3.6	3.6	3.5
q6: It is important for girls to complete secondary school so they can get better jobs			3.7	3.7	3.6
q7: Who is able to solve problems?			2.1	2.1	2.2
q8: When making decisions about the local school, SMC members consider the needs of girls			3.4	3.4	3.4
q9: Men and women are equally influential in making community decisions.			2.2	2.2	2.2
q10: Who is good at school?			1.7	1.7	1.7
q11: Who gains self-confidence from attending school?			1.7	1.7	1.7
q12: Who has a better chance of getting well-respected jobs after completing school?			2.1	2.1	2.1
q13: Girls are safe at school.			3.5	3.5	3.5
q14: Boys are safe at school.			3.7	3.7	3.7
q15: I encourage girls in my family to study sincerely in school.			3.6	3.6	3.5
q16: I encourage boys in my family to study sincerely in school			3.7	3.7	3.6

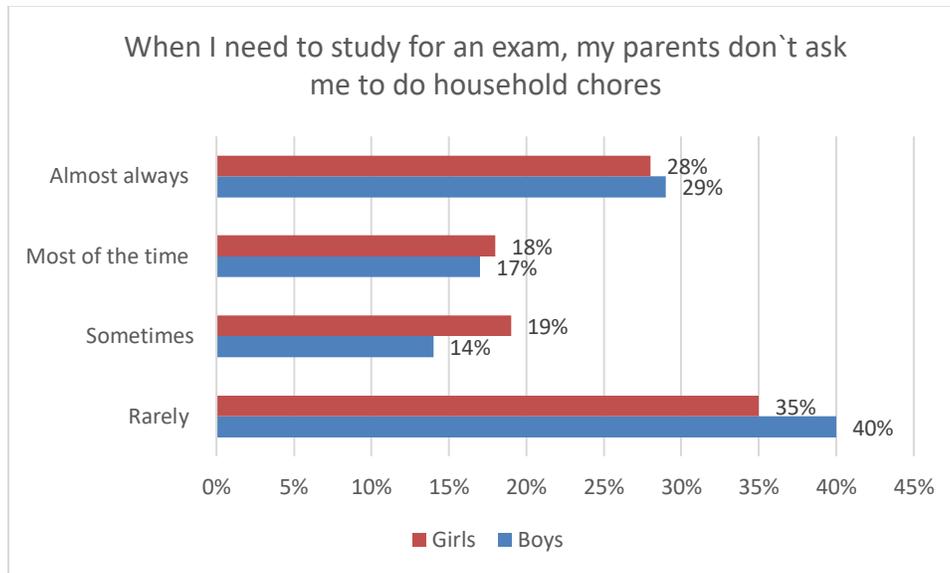
Table 15: Table shows the average score of CIF survey with the parents.

3.18 Work load

Youth leadership index survey with the students unveiled the workload of girls in the household level. Question that explored the work load at household found that 54% girls and boys informed that they had to engage in household chores even during exam period. Students` qualitative data also founds that parents engaged both daughters and son in household chores during exam time. However most of the parents told during focus group discussion that they tried to support children so that they can study while needed. Some of the parents told that doing household chores is also important. Some fathers opinioned that girls should help their mothers in household chores however they need to manage both household chores and study simultaneously. Some mothers mentioned, “Being girls also important to know household chores and it is good if girls can manage both”. Analyzing all these data unveiled that girls had to engage in household works and sometimes they did not get adequate time to study in household which affects on the attendance and promotion rate. Boys had to also support parents in income generating activities which also affects on their attendance and promotion rate. Following table shows the percentage of the respondents on answering a question on the involvement of household chores.

YLI question: 24: When I need to study for an exam, my parents don't ask me to do household chores.			
	General	Boys	Girls
Rarely	37%	40%	35%
Sometimes	16%	14%	19%
Most of the time	19%	17%	18%
Almost always	28%	29%	28%

Table 16: Table shows workload in the household level



Graph-7: YLI question no 24

Moreover, both attendance and promotion rate of the students support the YLI and qualitative data in this connection. Attendance data shows that 94% girls and 85% boys remained present in the class in grade three in first four months in 2015 however attendance decreased gradually in grade four and five. In grade four 81% girls and 63% boys remained present in class while in grade five it decreased further and eventually 63% girls and 49% boys remained in the class.

Promotion rate also shows a poor rate of boys and girls. On an average 25% both boys and girls did not promote in each grade of the year which depicts that students did not study well before exam at home.

3.19 SMC's understanding of their role/planning/visioning

Parents qualitative data shows most of the SMCs were functioning and working properly. Most of the parents informed that SMC members have been working for the betterment of the school and students. Parents informed that SMCs are working for ensuring enrollment, reducing dropout, infrastructural development of the school, ensuring teachers' regular present in the school, quality education etc. Parents also informed that SMCs sometimes asked them to come to

school for discussing on their children`s performance and way to improve further. Some SMCs built separate toilet for girl students, parent informed.

Focus group discussion with the SMCs also provided similar information regarding their roles and responsibilities. Most of the SMC members reported that they have been working for both infrastructural development and ensuring quality education for the school. Some SMCs informed that they are also working some other issues like stopping eve teasing, ensuring girls` participation in school. SMCs also reported that observing various days and talking with the parents have brought consciousness among mothers specially. Most of the SMC members told that they previously had not been informed their roles and responsibilities well however after getting training form PCTFI project of CARE Bangladesh they came to know that with effective monitoring and performing some other responsibilities tremendous improvement can be done with low cost, all they needed to be affable regarding their responsibilities. Both the group discussion with parents and SMCs proved that SMCs are playing vital role for a better school environment.

However, school data especially attendance, promotion and progression data does not dictate SMCs` effective performance. Besides, ensuring girls` participation and leadership still a challenge, data found. None of the SMCs took any specific initiative to prevent dropout of the girls, no SMCs found taking any specific future plan to overcome such drawback in near future. Though most of the SMCs informed that they will continue their journey without any external support like PCTFI, however it is yet to expect from them since some of the SMC members did not participate in their monthly meeting and some other assigned tasks.

3.20 SMC taking action to improve school conditions

As discussed in the previous section SMCs are working for infrastructural development and ensuring quality education. Data found most of the SMCs were functioning and trying to improve school conditions. SMCs have taken many initiatives in this regard and appreciated by parents also. SMCs collected resources from the community and did some development works. Few SMCs informed that they ensured separate toilet for girl students while few claimed they supported poor students so that underprivileged students can continue their study. Few claimed that they have built new class rooms while few claimed they arranged electricity and fan for the school.

However observation notes of the data collectors found electricity have been brought but students did not get the facility since it only worked in the teachers` room. Again separate toilet has been built but most of the toilet remained locked and students did not use it. Dream balloon exercise found that students desired some key amenities that most of the school did not have. In the dream balloon exercise girls reported that they had poor hygienic toilet, poor pure drinking water facility, poor communication system, no electricity and fan for the summer, insufficient

education materials, teachers' absenteeism and ruthless behavior of the teachers. All these data dictate unsatisfactory performance of the SMCs though most of the SMCs are suffering for financial crisis. Data also proves that SMCs need to be more functioning and sincere for the desired school development for which they are working for especially SMCs need to be more careful about ensuring gender and child friendly school environment that steer the ultimate goal and leverage the SMCs' success.

3.21 Self-monitoring

Most of the SMCs reported that they had a monitoring system that PCTFI introduced with them. SMCs practiced it once in every month. In that coordination meeting they took decisions about their performance and identified where they need to work more. "SMC were slept but PCTFI awakened them" One of the SMC members quoted. SMCs did not know about their roles and responsibility and how to improve the situation however, we came to know all about these after PCTFI started working with us, he added. Most of the SMCs also informed that they have been monitoring both the school performance and their works simultaneously. Some of the SMC members reported that through self-monitoring they came to know the impact of their working at school. They understood which tasks that planned to be accomplish has been done or yet to be done. They also told that they understand which member of the SMC is more sincere and they give responsibility according to the performance of the members.

However, analyzing some self-monitoring data unveiled that self-monitoring activity has been done with the support of PCTFI field facilitators and needs more time to be used to with the new self-monitoring system. SMCs have been practicing it but doubtfully they have not that much capacity yet to continue it.

3.22 SMC's accountability

Almost all the SMC members claimed that they have brought tremendous changes in school. SMC members informed that performance of these schools is better than others because of their continuous monitoring. They also claimed that they have achieved almost 100% enrollment, working to increase attendance, promotion and progression rate. Focus group discussion with the parents also supports that SMC's claimed. According the qualitative data SMCs found functioning and accountable however monitoring data found there is a gap between the SMC members and community people especially regarding the formation of SMCs in some of the intervention schools. Besides this challenge, SMCs reported that lack of resources and inactiveness of some members are also big challenges for them to reach their goals.

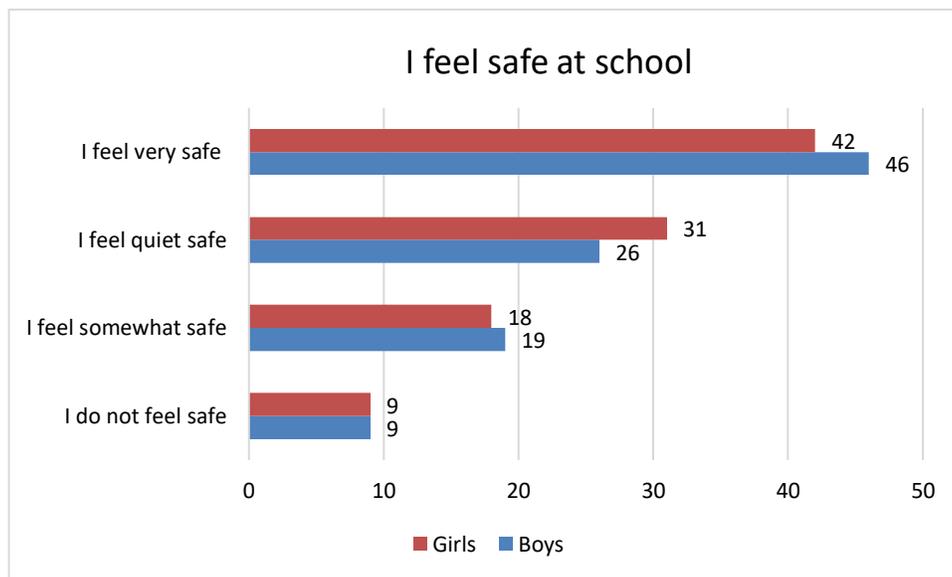
3.23 Girl friendly school environment

Both the qualitative and quantitative data shows that most of the primary schools are girls friendly. Focus group discussion with the parents also reported that girls are safe and parents had little concern about their girls while they stayed at school. All the reported information shows

that most of the schools are girl friendly. Students YLI survey found that 77% girls and 73% boys were not allowed to go outside even for toileting while needed. YLI data revealed that girls are safe at school but they often become a victim of ruthless behavior from teachers. Regarding safety and security YLI data found that 27% girls and 28% boys did not feel safe at school whereas rest of the girls and boys informed they feel safe at school. Following table shows the percentage of the respondents who opinioned regarding safety and comfort while in the classroom.

YLI question: 22: I am allowed to leave the classroom if I need to (for example, to go to the bathroom).			
	General (%)	Boys (%)	Girls (%)
Rarely	30	29	31
Sometimes	45	44	46
Most of the time	11	11	11
Almost always	14	16	12
YLI question 30: I feel safe at school			
I do not feel safe	9	9	9
I feel somewhat safe	18	19	18
I feel quiet safe	29	26	31
I feel very safe	44	46	42

Table 17: Table shows the findings on safety at school.



Graph-8: YLI question no 22

CIF findings with the parents also found the similar data regarding safety and security of boys and girls at school. Most of the parents opinioned that they think both boys and girls are safe at

school. Most of the parents also opined that SMC members considered the needs of girls while taking decision about school. Following table shows the average score of the parents on the girls` friendly school environment.

CIF question regarding girls` friendly school environment	General score Out of 4	Father s` score Out of 4	Mothers` score Out of 4
1. When making decisions about the local school, SMC members consider the needs of girls.	3.4	3.4	3.4
2. Girls are safe at school.	3.5	3.5	3.5
3. Boys are safe at school.	3.7	3.7	3.7

Table 18: Table shows the findings of the CIF questions that explored the girls` friendly school environment.

However, attendance data shows that both boys and girls did not enjoy their school ours very much. Both girls and boys had a poor attendance rate especially in grade four and grade five. Though this poor attendance rate had some other reasons however, lack of enjoyable environment is one the reasons as well. Girls informed in the qualitative interview that they did not enjoy fearless environment in the school because of the ruthless behavior of the teachers. Some of the girls also reported that they had been involved in some gender stereotyped activities by teachers in school also. Many girls informed that they did not have separate toilet, separate common room for girls and safe drinking water in the dream balloon exercise.

3.24 SMC`s engagement with parents

Most of the SMC members informed that they have been working for a better school environment specially after getting training from PCTFI project of CARE Bangladesh. In this regard they maintained regular contact with the parents. In the focus group discussion it is found that SMC members usually informed the parents about their children`s progress in the school. If anyone did not come school for many days SMC members contacted with their parents and asked to send their children to school. Most of the SMC members informed that mothers are more cordial than fathers about their children`s study. They asked mothers to come school on some day observation occasions and mothers enthusiastically came. Besides, SMC informed that they organized parents gathering once or twice in a year and had discussion with parents.

Focus group discussions with the parents have found the similar findings and most of the parents informed that SMCs were functioning and contacted with them on some special occasion. Most of the parents also expressed their happiness towards the SMCs` performance.

However, school attendance, dropout, promotion and progression data found that SMCs were good at ensuring enrollment but they did not achieve significant progress on keeping up retention, promoting and progression rate which reflects SMC need to increase their engagement with parents and community as well.

3.25 SMC sustainability

Exploring an issue that how SMCs will continue their journey without any external support like PCTFI, most of the SMCs informed that they did not know their roles and responsibilities either before PCTFI worked with them. Most of the SMC members informed that they were trained and they got experiences through working so they can continue all these works without any external support. One of the SMC members opinioned, *“PCTFI showed us how to improve the school condition with limited resources”*. Most of the SMCs members also requested the PCTFI to keep continuing the support that it did. However, they also told that if for any reason PCTFI leave the area they will continue their tasks. One of the SMC members told that all these are their responsibilities and they will continue it for the betterment of their children. One of the SMC members quoted,

“What CARE Bangladesh did, that is not like we could not do. But we have learnt a perspective from them and that is we don't need lot of resources to improve the school's condition. All that we need is sincerity and affability. If we arrange some resources and can monitor our progress we can continue all these works that CARE Bangladesh introduced us”

All the SMC members were found hopeful during focus group discussion that they will continue their journey and they will convey all these messages to the new committee after the expiration of the existing committee.

However, monitoring data and observations not found that SMCs were functioning but not sensitized on girls participation and leadership yet since girls participation, girls leadership and gender friendly school environment is still a challenge for the school. In these regards PCTFI needs to work more closely with the SMC members so that SMCs can realize the main goals and objectives of the project. PCTFI also needs to introduce an integrated mechanism so that SMCs and local education department can work together and support each other for the smooth continuation of the SMCs` journey.

3.26 Teachers` support of children

Most of the students informed during story telling exercise that primarily they sought support to the teachers. Most of the students told that teachers are supportive towards them. However girls also reported that sometimes they did not seek support from teachers since they did not have that courage to ask to the teachers. Youth leadership index survey also found the similar findings that almost 54% girls opinioned that they were not allowed to go outside during a class even they need to go for toileting. Dream balloon exercise also unveiled the similar findings. Many girls

mentioned their dream such as teachers will not be absent in the class and teacher will be affable towards them which described that girls even boys are not enjoying fearless environment in the school.

Moreover low attendance and promotion rate show the similar picture. Attendance data shows that in grade four 81% girls and 63% boys remained present in class while in grade five it decreased further and eventually 63% girls and 49% boys remained in the class. Promotion rate also shows a poor rate of boys and girls. On an average 25% both boys and girls did not promote in each grade of the year which depicts that teachers were not much supportive to the students.

Chapter 4: Conclusion

PCTFI, CARE Bangladesh initiated to conduct a baseline study using both qualitative and quantitative methods to explore the existing situation including both barriers and opportunities for girls' education. After analyzing and describing all these findings following recommendations have been found significant that the project needs to consider for a better and successful accomplishment of the project.

- The main drawback of the girls' continued education is most of the girls enrolled in grade one but dropped out while they were in grade three and four. Again those who completed primary education did not enroll in the secondary education. Dropout in the secondary education is tremendous which need further study however all these dropout need to be consider and work accordingly. In primary education main causes of dropout is girls were involved in household chores so that they did not attend school. Girls did not get adequate time to study during exam and eventually they did not get promotion. As a result either they had to repeat the same grade or they leave the school. Again in school girls did not get any friendly and supportive environment form the teacher which might leverage their aspiration to attend school every day. To develop the situation PCTFI need to work closely with the SMCs and parents, making them understand the situation so that parents send their girls to the school and girls get a fearless and enjoyable environment in the school which may increase girls' attendance and promotion thus progression as well.
- Geographical context was so important for the area however, baseline study found that in grade one and two both girls' and boys' attendance rate was high whereas from grade three attendance rate was low for both boys and girls. This attendance data shows that if geographical context becomes a significant drawback then one or two graders did not come to school while attendance rate was low from grade three to five. Analyzing this all qualitative and quantitative data show that girls and boys were involved in household works from grade three thus attendance rate became low from grad three. Attendance rate also decrease gradually from grade three to four more and in grade five most. It also depicts that elder students of primary school were engaged in household chores and they also did not enjoy their school hours as well.
- Teachers need to be more supportive and gender sensitive while SMCs need to be more functioning and sensitized thus PCTFI need to concentrate on this issue. PCTFI need to consider that performing regular activities of teachers and SMCs are important but it is more important for PCTFI achievement that how much the SMCs and teachers have been sensitized towards girls' participation, leadership, establishing girl friendly environment

and continuation of girls` education. SMC`s self-monitoring system need to be more systematic and organized so that SMCs can visualize their achievements.

- From the discussions with different respondents it is found that key reasons behind low transformation of the primary graduates to the secondary education are many folds. No single reasons can be identified since parents showed a deep interest for both their boys and girls to enroll them in secondary education however findings found that poverty, early marriage, involvement in income generating and household activity, distances of the secondary schools are the significant reasons behind not sending to the secondary schools. In the baseline study it has been explored that in each village there is a primary school but secondary school is far away in many villages and parents do not send their daughters especially concerning safety and security. Qualitative data unveiled that parents, students and SMC members identified the distance between home and secondary schools as a key reason for low transformation of girls in secondary school. Following table shows the schools with low transformation rate to the secondary school has a inconvenient transportation system to the secondary schools. Moreover in rainy seasons, students need to go to school through boat and it takes extra money for going to the schools identified as a hindrance by the SMCs since many parents are not enough solvent to arrange extra money to for transportation purpose.
- Gender and social norms is another key reason behind low transformation of girls to the secondary school and girls` education continuation. While boys have been deprived from the secondary education due to the poor economic situation of the parents girls` have to suffer more than that. In the Sunamganj context parents get their daughters married after completion of primary education. Parents have a social pressure as well as parents sometimes willingly get daughters married if they found any affluent and so called “good groom”. To mitigate the challenge PCTFI should work closely with the parents and community elites along with the SMCs. PCTFI in this connection should jointly work with other CARE Bangladesh projects such as “tipping the point” which works with the adolescent girls through fun Centre and WGLG.
- Last but not the least PCTFI need to look into some technical issues that will leverage its continuous achievement towards girls` empowerment. Introducing creative ideas and involving girls can steer the project on the right track. Enthusiastic attitude, lively presentation and high motivating capacity of the field teams are significant towards achieving the projects goals. PCTFI has achieved significant progress already however it is yet to reach its ultimate goal that is ensuring girls friendly environment thus increased girls participation and leadership, higher transformation to the secondary education thus continuation of girls education. Planned and systematic working strategy of the whole PCTFI team will assist to get the success in this regard. A sustainable working strategy

also needs to develop for the SMCs so that SMCs can continue the journey and educate the new SMCs likewise especially after the project completion.

Annex 1

PCTFI Baseline Analysis Framework

Category	Students Qualitative	Parents Qualitative	SMC Qualitative	Students YLI	Parents CIF	School Data
Problem-solving	Q1, Expectation tree, dream balloons		Q15	YLI	Q7	Promotion
Confidence	Q1, Q5		Q7, Q15	YLI		
Future aspirations/ children's vision	Q2, dream balloons, expectation tree	Q3, Timeline	Q14			Progression
Creativity	Q1					Promotion
Initiative	Q1, dream balloons		Q15	YLI		
Leadership	Q1, Q4, dream balloons		Q14, Q15	YLI	Q11	Attendance, promotion
Girls' participation	Q3	Q3	Q15		Q11	Attendance, promotion
Team work	Q4		Q15	YLI		
Safety				Q29, Q30	Q13, Q14	Attendance, promotion, progression
Enjoyment/ students positive attitude towards school	Q4	Q1				Attendance, progression
Bargaining capacity/ negotiation skills/ ability to influence	Q2, Q3	Q1		YLI, Q25		Attendance
Children's ability to seek support	Dream balloons			YLI		
Boys' perceptions of girls	Q5		Q10, Q12			
Barriers to education/ reasons for dropout	Expectation tree, dream balloons, Q1, Q2	Timeline	Q8, Q9			Attendance, promotion, progression
Family sensitization/ awareness	Q2	Timeline, Q1	Q3		Q1, Q2, Q3, Q4	Attendance

Parents' understanding of relevance of education/ parents' support of education/ community support of education		Timeline, Q4, Q5, Q2		Q23, Q24	Q1,Q2, Q3,Q4, Q5,Q6	Attendance, progression
Plans for children's future	Expectation Tree	Timeline				Progression
Social/ Gender norms	Q3, Q4, Q5	Timeline, Q1,Q2, Q3	Q2.Q3, Q6, Q7, Q8, Q13, Q14, Q15	Q22, Q26,Q27, Q28	Q1,Q2, Q3,Q4,Q5,Q 6,Q7, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16	Attendance, progression
Workload	Q3	Q1,Q2		Q24		Attendance, promotion
SMC's understanding of their role/ planning/ visioning		Q4, Q5	Q1, Q2, Q3, Q16			
SMC taking action to improve school conditions		Q4, Q5	Q1,Q2, Q3, SMC monitoring tool			Attendance
Self-monitoring			Q4			
SMC accountability			Q4, Q16, SMC monitoring tool			
Girl-friendly school environment		Q4, Q5	Q2, Q3, Q6, Q15, Q16, SMC monitoring tool	Q22, Q30	Q8, Q13, Q14	Attendance
SMC engagement with parents			Q8, Q10, Q11, Q12			
SMC sustainability			Q16			
Teacher support of children	Q1					Attendance, promotion

Annex 2
YLI Youth Survey

Instructions: GB cÖkœgvjvi Dëi n"Q wKkvi"i AvPiY I `„wófW½ mæúþK© Z_ msMÖn Kiv| Dëi ,wji g#a" f,j/mwVK wbw`©ó †bB| GwU †Kvb cixÿv bq Zzwg hZUzKz fvj cvi mrfvþe Zvi Dëi `v| †Zvgvi Dëi,wj †Mvcb ivLv nþe G,þjv †Zvgvi cwievi, eÜzevÜe ev wkÿKþ`i KvþQ cÖKvk Kiv nþe bv|

Introduction: The purpose of this questionnaire is to collect information on youth attitudes and behaviors. There are no correct or incorrect answers to these questions. This is not an exam. Answer honestly and as best you can. Your answers will be kept private. They will not be shared with your family, friends, or teachers.

Thank you for helping us!

- a. Avcbvi bvg wK? -----
What is your name?
- b. Avcwb cyiæl bv gwnjv? (mwVK Dëi wUK `v): cyiæl gwnjv
Are you male or female? (Please tick the correct answer) Male Female
- c. Avcbvi eqm KZ? -----
What grade are you currently attending?
- d. What school do you attend? _____

Practice Question Abykxjb cÖkœ				
<p>Instructions: GB mvþf©i cÖwZwU cÖþkœi Rb" PviwU Kþi Dëi †`lqv AvþQ (gvwbbv, wKQzUv gvwbbv, wKQzUv gvwbb, mæúyb© gvwbb) cÖwZwU cÖþkœi Rb" Ggb GKwU Dëi cQ>` Ki †hUvþZ Zzwg mæúyb© GKgZ A_ev wØgZ †cvlb Ki</p> <p>Instructions: For each of the statements on this survey there are four answer choices (rarely, sometimes, most of the time, and almost always). Choose the answer choice that comes closest to how often the statement is true for you.</p> <p>cÖwZ cÖþkœi Rþ" GKwU Dëi Nþi †MvjKþi `vM `v Please circle one answer for each question.</p>				
<p>hLbB Avgvi myþhvM nq, Avwg eoþ`i mvþ_ AvþjvPbv Kwí When I have an opportunity, I start conversations with adults.</p>	<p>LyeKg Rarely</p>	<p>gvþS gvþS Sometimes</p>	<p>þekxifvM mgq Most of the Time</p>	<p>memgq Almost Always</p>



GLb cvZv Dfë Avgiv iia Kwi Now, please turn the page and we will begin.

wb†`@@kbv: bx†Pi cÖkœ,wj†Z 4 ai†Yi DËi †`lqv Av†Q| (Lye Kg, gv†S gv†S, †ekxifvM mgq, cÖvq memgq) †h DËiwU †Zvgvi Rb¨ me†P†q †ewk cÖ†hvR¨ †mwU †e†Q bvl| cÖwZ cÖ†kœi Rb¨ GKwU DËi †e†Q bvl|

Instructions: For each of the following questions there are four answer choices (rarely, sometimes, most of the time, and almost always). Choose the answer choice that comes closest to how often the statement is true for you. **Please circle one answer for each question.**

Avgv bZzb KvR Ki†Z cQ›` Kwi hw`l memgq †m,†jv Avgvi Rvbv _v†Kbv	LyeKg Rarely	gv†S gv†S Sometimes	†ekxifvM mgq Most of the Time	memgq Almost Always
1. I like to try new activities that I may not know how to do.				
2. My friends ask me for advice.				
3. I recognize when people have different skills to contribute to a task.				

<p>wkÿK cov wR†M m Ki†j Avgvi †Kvb mgm"v nqbv </p> <p>4. I am comfortable when my teacher calls on me to answer a question.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>A†b"i aviYvi mv†_ wj bv n†j Avgv evwo†Z Avgvi aviYv, wj Av†jvPbv Kwi </p> <p>5. I contribute ideas to discussions at home even if they are different from others' ideas.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>ˆcy†j wKQz bv eyS†j Avgv cÖkœ Kwi </p> <p>6. I ask questions at school when I don't understand something.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avgv Avgvi fvebv, †jv Ab"†i ej†Z cvwi </p> <p>7. I can describe my thoughts to others.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avgv Avgvi mgeqmx†i Rb" D`vniY m,,wó Ki†Z cvwi</p> <p>8. The things I do set a good example for my peers.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 

<p>‡Kvb wmxvšÍ †blqvi Av‡M Avwg Zvi djvdj wb‡q fvwe </p> <p>9. I consider possible outcomes of my decisions before making them.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avgvi wmxv‡šÍi djvd‡ji `vwqZi Avwg wbB </p> <p>10. I accept responsibility for the outcomes of my decisions.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avwg eywS Avgi eZ@gv‡bi KvR Avgvi fwel`‡Z cÖfve †dj‡e </p> <p>11. I recognize when choices I make today can affect my life in the future.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avgvi Rb` †KvbwU ,jæZic~Y© Avwg Zv eyS‡Z cvwi </p> <p>12. I can show what is important to me with my actions.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>‡KD hw` Avgv‡K bv †ev‡S Z‡e Avwg wfbœfv‡e ZvK †evSv‡bvi †Póv Kwí </p> <p>13. If someone does not understand me, I try to find a different way of saying what is on my mind.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 

<p>Avwg Ab" ð`i GKwîZ n`q GjvKvi DbœwZi Rb" KvR Kivi Drmvn `B </p> <p>14. I encourage others to join together to help my community.</p>	<p>LyeKg Rarely</p> 	<p>gv`S gv`S Sometimes</p> 	<p>ðekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avwg evwo`Z Ab" ð`i Kv`R mnvqZv Kwi </p> <p>15. I cooperate with others to get things done at home.</p>	<p>LyeKg Rarely</p> 	<p>gv`S gv`S Sometimes</p> 	<p>ðekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>ðKD `cz`j Avgvi mv`_ Akvjxb AvPiY Ki`j Avwg Zv mn`RB eo`i ej`Z cvwi </p> <p>16. If someone treats me unfairly at school, I am comfortable telling an adult.</p>	<p>LyeKg Rarely</p> 	<p>gv`S gv`S Sometimes</p> 	<p>ðekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avgvi `^cœ c`i`Yi Rb" Avwg K`Vvi cwikÖg Ki`Z cvwi </p> <p>17. I am willing to work hard to achieve my dreams.</p>	<p>LyeKg Rarely</p> 	<p>gv`S gv`S Sometimes</p> 	<p>ðekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avwg GwM`q hvlqvi Rb" cwikÍbv Abyhvqx KvR Kwi </p> <p>18. I am better able to finish a task when I plan ahead.</p>	<p>LyeKg Rarely</p> 	<p>gv`S gv`S Sometimes</p> 	<p>ðekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 

<p>Avwg myþhvM †c†jB Avgvi mgeqmx†`i Rb` Kv†Ri Av†qvRb Kwi </p> <p>19. When I have the opportunity, I can organize my peers to do an activity.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avwg Avgvi `cz†ji †bZv n†Z AvMÖnx </p> <p>20. I am interested in being a leader at my school.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>Avwg †Kvb mgm`v mgvav†b Av†M Zvi KviY Rvbvi †Póv Kwi </p> <p>21. I try to understand the cause of a problem before trying to solve it.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>22. I am allowed to leave the classroom if I need to (for example, to go to the bathroom).</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
<p>23. My parents or caregivers ask me about my schoolwork.</p>	<p>LyeKg Rarely</p> 	<p>gv†S gv†S Sometimes</p> 	<p>†ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 

<p>24. When I need to study for an exam, my parents don't ask me to do household chores.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
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Part 2: For each of the following questions there are four answer choices (disagree strongly, disagree somewhat, agree somewhat, and agree strongly). Choose the answer choice that comes closest to what you believe. **Please circle one answer for each question.**

<p>25. In my community it is normal for girls to influence the decision of when they will marry.</p>	<p>Disagree Strongly</p> 	<p>Disagree Somewhat</p> 	<p>Agree Somewhat</p> 	<p>Agree Strongly</p> 
<p>26. In my community it is normal for girls to play outside the home.</p>	<p>Disagree Strongly</p> 	<p>Disagree Somewhat</p> 	<p>Agree Somewhat</p> 	<p>Agree Strongly</p> 
<p>27. In my community it is normal for boys and girls to play together.</p>	<p>Disagree Strongly</p> 	<p>Disagree Somewhat</p> 	<p>Agree Somewhat</p> 	<p>Agree Strongly</p> 
<p>28. Both boys and girls in my family get medical treatment when they are sick.</p>	<p>Disagree Strongly</p> 	<p>Disagree Somewhat</p> 	<p>Agree Somewhat</p> 	<p>Agree Strongly</p> 

Part 3: For each of the following questions there are four answer choices. Choose the answer choice that comes closest to what you believe. Please circle one answer for each question.

<p>29. I feel safe traveling to and from school.</p>	<p>I do not feel safe.</p> 	<p>I feel somewhat safe.</p> 	<p>I feel quite safe.</p> 	<p>I feel very safe.</p> 
<p>30. I feel safe at school.</p>	<p>I do not feel safe.</p> 	<p>I feel somewhat safe.</p> 	<p>I feel quite safe.</p> 	<p>I feel very safe.</p> 

Annex 3

Parent CIF Survey

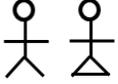
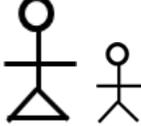
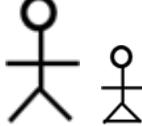
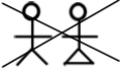
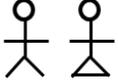
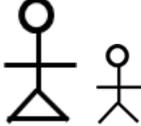
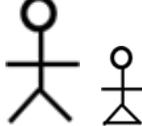
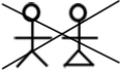
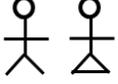
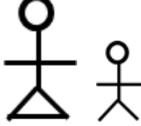
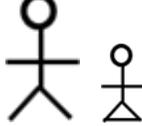
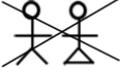
e. Respondent sex (please circle one) : Male Female

f. What is the highest level of schooling you have completed? Please circle one.

No schooling	Some secondary	Other: (please add) _____
Some primary	Finished secondary	
Finished primary	Above secondary	

Practice Item				
<p>Instructions: For the following statement, choose the answer choice that shows how strongly you agree or disagree with it (disagree strongly, disagree somewhat, agree somewhat, agree strongly).</p> <p>Please circle one answer for the following statement.</p>				
In my community neighbors help each other.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
				

1. It is important for boys to have the skills to read and write.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
2. It is important for girls to have the skills to read and write.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
3. Boys should go to secondary school.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
4. Girls should go to secondary school.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
5. It is important for boys to complete secondary school so they can get better jobs.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
6. It is important for girls to complete secondary school so they can get better jobs.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
7. Who is able to solve problems?	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 
8. When making decisions about the local school, SMC members consider the needs of girls.	Disagree Strongly 	Disagree Somewhat 	Agree Somewhat 	Agree Strongly 

<p>9. Men and women are equally influential in making community decisions.</p>	<p>Disagree Strongly</p> 	<p>Disagree Somewhat</p> 	<p>Agree Somewhat</p> 	<p>Agree Strongly</p> 
<p>10. Who is good at school?</p>	<p>Boys and Girls Equally</p> 	<p>Girls more than Boys</p> 	<p>Boys more than Girls</p> 	<p>Neither Boys nor Girls</p> 
<p>11. Who gains self-confidence from attending school?</p>	<p>Boys and Girls Equally</p> 	<p>Girls more than Boys</p> 	<p>Boys more than Girls</p> 	<p>Neither Boys nor Girls</p> 
<p>12. Who has a better chance of getting well-respected jobs after completing school?</p>	<p>Boys and Girls Equally</p> 	<p>Girls more than Boys</p> 	<p>Boys more than Girls</p> 	<p>Neither Boys nor Girls</p> 
<p>13. Girls are safe at school.</p>	<p>Girls are not at all safe.</p> 	<p>Girls are safe to some extent.</p> 	<p>Girls are safe to a large extent.</p> 	<p>Girls are totally safe.</p> 
<p>14. Boys are safe at school.</p>	<p>Boys are not at all safe.</p> 	<p>Boys are safe to some extent.</p> 	<p>Boys are safe to a large extent.</p> 	<p>Boys are totally safe.</p> 
<p>15. I encourage girls in my family to study sincerely in school.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 

<p>16. I encourage boys in my family to study sincerely in school.</p>	<p>LyeKg Rarely</p> 	<p>gv‡S gv‡S Sometimes</p> 	<p>‡ekxifvM mgq Most of the Time</p> 	<p>memgq Almost Always</p> 
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Annex 4:

Monitoring linkage with activity, output and outcome PCTFI, CARE Bangladesh

Objective	Outcome Indicators	Activity	Output	Output Indicators	
				Qualitative indicator	Quantitative Indicator
1. Enhance leadership and assertive capacities of girls to enable them to make informed choice about their options for education and emancipation	1. 1. Girls` active vision for problem solving (e.g. education/expression)	1.1.1. Conduct study 1.1.2. Extracurricular activities 1.1.3. Develop action plan 1.1.4. Self-monitoring tools 1.1.5. Quarterly reflection session 1.2.1. Community mentorship for girls and boys.	Increased opportunities for girls in school	Girls` involvement, participation and leading capacity in the activities of school Tools: Mina and Mita`s story, dream balloon , case study (when found)	% of increase in the YLI Tool: YLI Increased presence of girl student in class and school activities (once in a semester)
	1. 2. The extent to which girls participate in decision making processes within family for the continuation of education/prevention of early marriage	1.1.1. Conduct Study 1.2.1. Community Mentorship for girls and boys 1.2.2. Leadership training 1.2.3. Develop action plan 1.2.4. Reflection session	Girls` are able/confident to share their choices and option within family	extent to which girls are able to negotiate within their families; types of decisions girls can influence within their families Tools: Luna`s story, case study (when found)	
	1.3. The extent to which girls negotiate for equitable participation in school activities/sports/social activities	1.1.1. Conduct study 1.1.2. Extracurricular activities 1.1.3. Develop action plan 1.2.1. Community mentorship 1.2.2. Leadership training 1.2.3. Develop action plan	Increased leadership capacity to negotiate for equal participation in social and school events	Girls identified problems, solutions, new opportunities Tools: Story about participation in the class room, case study	

	1.4. Girls are able to express their vision and aspiration for their future	1.1.1. Conduct study 1.1.2. Extracurricular activities 1.1.3. Develop action plan 1.2.1. Community mentorship 1.2.2. Leadership training 1.2.3. Develop action plan	Building confidence among girls to express their aspiration	The extent to which girls have a vision for their future, less constricted by traditional gender norms (e.g. girls can complete higher education and perform greater role for family and society) Tools: Expectation tree, case study	
2. Promote girl friendly schools to promote continuation of education for girls	2.1. The degree to which SMCs are contributing to equal opportunities for girls and boys to participate in class room and extra- curricular activities	2.1.1. Development of training module 2.1.2. Training of trainers (TOT) 2.1.3. Refresher training on TOT 2.1.4. Training for SMC members 2.1.5 Refresher training for SMC members 2.2.1. Develop school base action plan 2.2.2. Reflection sharing session on school base action plan 2.3.1. Training on PML&E 2.3.2. Participatory monitoring tool development workshop 2.3.3. Regular class monitoring 2.3.4. Monitoring findings reflection session 2.3.5. Monthly	Improved capacities of SMC to promote and facilitate the empowerment of girls in school and the environment	The extent to which activities implemented by SMC members contributed to address the specific needs of girls and boys, ensuring attendance and participation Tools: FGD , case study	1. % of SMCs implementing activities to address the specific needs of girls and boys, disaggregated by type of activity 2. Amount of resources mobilized by SMCs for these activities Tools: Project monitoring form

		<p>monitoring findings sharing meeting with teacher</p> <p>2.4.1. Sharing meeting on gender friendly school</p>			
	<p>2.2. Increase the retention of girls in primary schools and transition to secondary schools</p>	<p>2.1.6. Develop guideline for CAP</p> <p>2.2.1. Develop school base action plan</p> <p>2.2.2. Reflection sharing session on school base action plan</p> <p>2.1.7. Prepare and implementation of CAP</p> <p>2.4.1. Sharing meeting on gender friendly school</p> <p>2.4.2. Development of indicators to assess girls' friendly environment of school.</p> <p>2.4.3. Implementation of action plan</p> <p>2.5.1. Organization</p>			<p>School form (attendance book)</p>

		mapping 2.5.2. Inception session at Union 2.5.3. Inception session at Upazila 2.5.4. Establish linkage and networking 2.5.6. Learning dissemination 2.5.7. Lobby with education department			
3. Create an enabling environment for community support for promoting and protecting girls' right to education and development opportunity	3.1. Enhanced community perception and recognition of the benefits of girls' education and delay of early marriage	3.1.1. Day observation 3.2.1 Community gathering 3.3.1 Sensitization meeting 3.1.3. Gathering of parents	Enhanced engagement of the community and parents to the joint initiative by SMCs and boys and girls	The extent to which parents and community people support girls' attendance and participation in school Tools: FGD, Case study	% change in parents' responses about girls' education, marriage and participation Tools: CIF
	3.2. Boys expressing acceptance and promotion of equitable leadership role of girls'	1.1.2. Extracurricular activities 3.1.2. Sports in school 1.2.1. Community Mentorship for girls and boys 1.2.2. Leadership training	Positive change of boys' perception regarding girl's leadership and Collective actions of boys and girls to promote girls' empowerment	Boys' reorganization and acceptance regarding girls' leadership role Tools: Role play, storytelling, case study	

Annex 5

Photos of timeline activity



Photo 1: Timeline activity exercise of Dattagram GPS shows all cards are after 2018.



Photo 2: Timeline activity exercise of Charnarchar GPS shows all cards are after 2018.



Photo 3: Timeline activity exercise of Dhonpur GPS shows all cards are after 2018.



Photo 4: Timeline activity of Palak Osmani and Jallabaz GPS show high aspirations of mothers on their children`s future.



Photo 5: Timeline activity of Kalipur GPS found high aspiration of parents on their children`s future.



Photo 6: Timeline activity of Kartikpur GPS shows one fathers kept a card before 2017 which indicates that his son will start earning in 2017 assuming while study in class 7. Another father kept a card for his daughter before 2017 which depicts his daughter will leave school in 2017 while studying in class 7.



Photo 7: Timeline activity of Razapur GPS shows both fathers and mothers showed high aspiration for their daughters and sons since all kept all cards after 2018.

Annex 6

Photos of baseline data collection



Photo 1: CIF survey with mothers



Photo: 2 Dream balloon exercise



Photo 3: Dream balloon exercise done



Photo 4: Focus group discussion with mothers



Photo 5: YLI exercise with girls



Photo 6: Story telling with boys



Photo 7: Girls were instructed by data collectors



Photo 8: Focus group discussion with fathers



Photo 9: CIF exercise with father



Photo 10: Focus group discussion with SMC members



Photo 11: Timeline activity with fathers



Photo 12: Story telling exercise with boys



Photo 13: CIF exercise with mother



Photo 14: A done dream balloon exercise



Photo 15: CIF exercise with the mothers

Annex 7

Findings of the YLI, CIF and School data

YLI:

Criteria	General score	Boys	Girls
Average score of q1-q21	58.6 (out of 84)	59 (out of 84)	58.3 (out of 84)
Average of the Percentage of q1-q21	66.6%	70.3%	69.4%
Average score of q22-q30	25.4 (out of 36)	25.5 (out of 36)	25.3 (out of 36)
Average of the Percentage of q22-q30	70.5%	70.7%	70.4%

Average score of YLI per question:

Question no:	General score	Boys	Girls	Question no:	General score	Boys	Girls
q-1	2.5	2.5	2.5	q-16	2.7	2.8	2.6
q-2	2.6	2.6	2.6	q-17	3.2	3.3	3.1
q-3	2.6	2.6	2.6	q-18	2.9	2.9	2.9
q-4	2.8	2.8	2.8	q-19	2.6	2.7	2.6
q-5	2.6	2.7	2.5	q-20	3.1	3.1	3.1
q-6	2.6	2.7	2.5	q-21	2.9	2.9	2.8
				Average of Q 1- Q 21	2.8	2.8	2.7
q-7	2.4	2.3	2.4	q-22	2.1	2.1	2.0
q-8	2.8	2.7	2.8	q-23	3.4	3.4	3.4
q-9	2.8	2.9	2.8	q-24	2.4	2.3	2.4
q-10	3.0	2.9	3.0	q-25	3.0	3.0	2.9
q-11	2.8	2.8	2.9	q-26	2.6	2.5	2.6
q-12	3.1	3.1	3.1	q-27	2.6	2.6	2.6
q-13	2.9	2.8	2.9	q-28	3.3	3.4	3.3
q-14	3.0	3.0	2.9	q-29	3.0	3.0	3.1
q-15	2.8	2.8	2.8	q-30	3.1	3.1	3.1

CIF:

Criteria	General score Out of 64	Father Out of 64	Mother Out of 64
Maximum	59	59	58
Minimum	38	42	38
Average	50	50	50
STDV	3	3.11	3.08

Criteria	General score (out of 64)	Father (Out of 64)	Mother (Out of 64)
Average score	50.3	50.3	50.3
Percentage of the average	78.6 %	78.6%	78.6%

Average score of CIF per question:

Question no	General score (Out of 4)	Father (Out of 4)	Mother (Out of 4)	Question no	General score (Out of 4)	Father (Out of 4)	Mother (Out of 4)
q1	3.9	3.9	3.9	q9	2.2	2.2	2.2
q2	3.9	3.9	3.9	q10	1.7	1.7	1.7
q3	3.9	3.9	3.9	q11	1.7	1.7	1.7
q4	3.9	3.9	3.9	q12	2.1	2.1	2.1
q5	3.6	3.6	3.5	q13	3.5	3.5	3.5
q6	3.7	3.7	3.6	q14	3.7	3.7	3.7
q7	2.1	2.1	2.2	q15	3.6	3.6	3.5
q8	3.4	3.4	3.4	q16	3.7	3.7	3.6

School Data:

Issues	Class	General score	Boys score	Girl score
Attendance Jan-April 2015	1			
	2			
	3	20 (22.33 school opened)	19 (85%)	21 (94%)
	4	16 (22.33 school opened)	14 (63%)	18 (81%
	5	12 (22.33 school opened)	11 (49%)	14 (63%)
Promotion	1	73 %	71%	75%
	2	74%	75%	74%
	3	66%	65%	67%
	4	71%	70%	72%
	5	93%	95%	92%
Progression	1			
	2			
	3	64%	63%	65%
	4	69%	69%	69%
	5	89%	89%	89%
Retention	1	82%	80%	85%
	2	88%	87%	88%
	3	84%	84%	84%
	4	87%	87%	88%
	5	94%	96%	93%
Dropout	1	17%	20%	15%
	2	12%	13%	11%
	3	16%	16%	16%
	4	12%	13%	12%
	5	6%	4%	7%