



Baseline Survey Report

Baseline Survey to determine and track girls at risk of drop-out from schools

Under the Project

**"Mobilizing Girls to work with Schools to create girl-friendly Learning
Environment"**

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Submitted to

Indus Resource Centre(IRC)

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1. Introduction

Due to lockdowns and school closures many girls have been forced to the unpaid domestic labor and assist their parents. Large families keep their small girls of family in full day domestic work. In such situations, schools were the only time when girls had some sort of different environment. Many families in rural areas have wedded their daughters in early age, which otherwise would have been delayed in normal situation. Girls especially those passed out primary grades are vulnerable to continue their education. Their chances of drop outs are very high. The community behaviors and support systems are weak in order to encourage girls to go to the schools and get education.

Responding the needs of girls, the Indus Resource Centre with support of Malala Fund has planned to initiate a one-year project "Mobilizing Girls to work with Schools to create girl-friendly Learning Environment" with 30 schools in district Jamshoro, Sindh. As, the COVID-19 pandemic has increased the chances of girls being more vulnerable to recover and attain their education.

The project seeks to address the issues related to the: 1) Continuity of learning of girl children, which has been affected the COVID-19 pandemic; and 2) Retention and enrollment of girls through addressing the gender disparities in education system.

2. Methodology

With the agreement of the study consultant and IRC, following methodology was finalized to conduct this baseline study;

Qualitative methods will be applied. For qualitative data Focus group Discussions (FGDs) will be conducted with teachers, students and the parents/ communities. Key Informant Interviews (KII) will also be conducted with the District Education Officials of Jamshoro .

Sample size:

Activity	Taluka Manhand	Taluka Sehwan
10 FGDs with Girls	05 FGDs with students	05 FGDs with students
02 FGDs with teachers	01 FGDs with teachers	01 FGDs with teachers
10 FGDs with communities	05 FGDs with communities	05 FGDs with communities
03 KIIs with Stakeholders	District Education Officer, Head teacher and	

	Educationist (From the Civil Society Organization)
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10 FGDs of girls/students, 02 FGDs of teachers, and 10 FGDs of communities will be conducted. Cluster approach will be used to arrange the FGDs. The number of the participants per FGD will be 8-10 persons and the duration of FGD will be 50-60 minutes- The FGD will be recorded through audio if permissible by the participants. 03 KII will be conducted one each with District Education Officer, head teacher and Educationist (From the Civil Society Organization).

The Study Framework

#	Questions	Suggested tools
1	How the COVID-19 pandemic does have affected education and learning of girls in project area?	FGDs with students/teachers and KIIs head teachers
2	How does community/ parents have reacted to the girls' education /learning during the closures of schools? Are there any special measures or steps taken by them to support the continuity of girls' education?	FGD with communities/KII with Educationists
3	What do girls think about their continuity of education/ learning during the period of closure of schools?	FGDs with girls students

3. Findings

Perceptual data is collected for this study from students, teachers, parents and SMCs. It provides an insight at the current situation girls education in two talukas of Sindh (Majhand and Sann city).

COVID-19 pandemic effects on girls' education and learning

Schools reopening and dropouts

All schools in both locations are opened as confirmed by all participants of this study. But the rate of school returning girls is very low. Majority of students think that over 40% of the girls are not returning to the schools which is very alarming. The situation is worst at Government Boys High School Manjhand where less than 40% of the girl students have returned to school. In Government Girls High School Pakka Channa, Government Girls High school Bajara and Government Girls Middle School- Manjhand only 40 to 50% of the total girls have returned to the schools. At Government Girls High School Sann about 50 to 60% girls have returned. The situation at Government Boys Higher Secondary School Sann, Girls High School Manjhand and Government Higher Secondary School Sann is relatively better, where student respondents reported to have over 70% girls students back to school. Only Government Higher Secondary School Sann students have reported that over 90% of the total girls are back.

This view is also reflected by the teachers, who think over 40% girls are not returning at any location. Teachers at Government Girls High School Sann perceive the number of girls dropped out to be as high as 60%. Parents also believe that the number of girls dropped out is about 60%.

School Management Committees (SMCs) have a mixed perception about the girls dropped out where every school management believe on a different percentage of dropped out girls from less than 10% to upto 60%. This view could be perceived due to the rate of girls returning to their respective schools. SMC at Government Girls High School Sehwan perceived the drop out to be less than 10%, Government Boys High School Karampur between 20 to 30%, Government Middle School Mian Bux Khoso 30 to 40%, Government Girls Elementary School Pakka Channa 40 to 50% and SMC- Government Boys High School Sann between 50 to 60%. A detailed breakdown of responses is provided in the tables 1-4 below

Table 1 Girls dropped out percentage (Students)

School Name	Less than 10%	10-20%	20-30%	30-40%	40-50%	50-60%	More than 60%
Girls High School Manjhand		x					

Government Girls High School PakkaChanna						x	
Government Boys High School Manjhand							x
Government Boys Higher Secondary School Sann			x				
Government Higher Secondary School Sann	x						
Government Girls High school Bajara						x	
Government Girls Middle School- Manjhand						x	
Government Girls High School Sann					x		

Table 2 Girls dropped out percentage (Teachers)

School Name	Less than 10%	10-20%	20-30%	30-40%	40-50%	50-60%	More than 60%
Government Girls High School Sann						x	
Government High School Karampur					x		

Table 3 Girls dropped out percentage (Parents)

Location	Less than 10%	10-20%	20-30%	30-40%	40-50%	50-60%	More than 60%
Manjhand City						x	
Sann City						x	

Table 4 Girls dropped out percentage (SMCs)

School Name	Less than 10%	10-20%	20-30%	30-40%	40-50%	50-60%	More than 60%
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SMC-Government Boys High School Sann						x	
Government Girls Elementary School PakkaChanna					x		
Government Middle School MianBuxKhoso				x			
Government Boys High School Karampur			x				
Government Girls High School Sehwan	x						

Reasons for dropouts and possibility of future dropouts

Since the percentage of girls' dropout is quite significant, it is important to know the reasons behind this dropout. All categories of respondents were asked about the reasons and different respondents stated different reasons.

According to the students themselves **the biggest reason for girls' dropout is transportation problems as stated by 33% of the students.** Since there were no separate transportation already for girls and COVID-19 has made it worse. Now due to social distancing the already limited seats for females have been halved. The number of public transports has not increased and in simple terms the capacity for females has been decreased by 50% now. The second reason for dropout is the fear for health and safety. It is evident that public transportation is used by everyone and vehicles do not get disinfected, so the students are in constant fear of catching the virus. The other problem is that most of the schools do not have health and safety equipment (masks, sanitizers, hand washing facilities) and do not follow the proper SOPs, so students do not feel safe in this environment and they prefer to stay at home. As discussed earlier that parent's livelihood and income has a direct impact on education, so this is the third major reason along with "parents do not allow" for the dropouts as stated by 13%.

Teachers reiterate the fear about health and safety as the major reason for the girls' dropout from the school as stated by the 60% of the respondents. It is followed by transportation problems and financial issues by 20% of the respondents. This fear of health can create more problems like stress and anxiety.

Parents have their own point of view about the girls' dropouts. The decrease in income has driven most parents to stop their daughters from going to schools as stated by 50% of the respondents. Parents also think that they are only comfortable to send their daughters to female teachers and the shortage of female teachers is the second biggest reason behind the girls' dropout as stated by 36%

of the parents. The third main reason is that the education of a girl is not considered as important by the parents as a boy's education as stated by 14%.

According to SMCs the biggest reason behind the dropout of girls is the fear of health and safety 57% followed by financial issues 29%. Shortage of female teachers and girls' education are also the issues behind girls dropouts as stated by 7% SMCs.

Table 5 Reasons for drop outs

Column1	Students	Teachers	Parents	SMCs
Parents do not allow	13%	0%	0%	0%
Transportation problem	33%	20%	0%	0%
Financial issues	13%	20%	50%	29%
Students own decision	4%	0%	0%	0%
Got married	4%	0%	0%	0%
Changed school	4%	0%	0%	0%
Fear about health and safety	21%	60%	0%	57%
Girls' education is not considered important	4%	0%	14%	7%
Shortage of teachers (Female teachers)	0%	0%	36%	7%

Both teachers as well as SMCs are of the view that dropout could be increased further and half of the returning girls could be dropped out of school in future due to rising cases of COVID-19, transportation and financial issues.

As the number of dropouts are very high, so it needs high encouragement from the schools for parents to send back their daughters to school. When asked the students and parents if schools are actively encouraging parents to send back their daughters. Majority of students (88%) and 100% parents are not satisfied with the efforts of schools for encouraging parents to send back their daughter.

On the other hand, when teachers and SMCs were asked, how do they retain a potential dropout from leaving. They stated that they arrange meetings with that student, her parents and with the communities. Teachers also stated that they involve SMC if they suspect a potential dropout.

Community/ parents reaction to the girls' education

Part of life most affected by COVID-19

COVID-19 has affected all parts of life from health and livelihood to free movement. But the most important part is disturbed education. Pakistani population has a very higher percentage of school going age children. The whole education sector has been disturbed badly. In a society which is already conservative about girls' education, COVID-19 has made the situation of girls' education worse.

In this baseline study, all the categories of respondents were asked which part of their life is most affected by COVID-19 and what are the reasons behind the significant dropped out of girls from school. It was also asked that do they perceive a further dropout of girls from schools in the near future.

Majority of the respondents confirmed that education is the part of their life which most affected by the COVID-19 pandemic. According to students the most affected part of their life is disturbed education as confirmed by 40% of the respondents, followed by stress and mental wellness 21%, livelihood and income 15% and fear about health 13%. Least number of respondents (11%) think that confinement at home is the most affected part of their life. When we talk about education disturbance, it includes, schools' closure, uncertainty about future classes, subject understanding. It was stated by the students that they are promoted to next classes without examination and now they are afraid how would they understand the advance concepts of next classes when they are not clear about the concepts of previous classes. It is very common in Pakistan that students revise and refresh the subjects before exams and they are ready to grasp the advance concepts. But in the current scenario, they didn't revise the subjects of last class as there were no exams.

Teachers again put the disturbed education as the most affected part of their lives along with the livelihood and income both by 31% of the respondents. It is important to understand that, although government kept on paying salaries to teachers during the closure of schools but many private schools either decreased or stopped the salary of their teaching staff as stated by the respondents. This has affected the livelihood and income of the private teachers and as a result when schools reopened there was a shortage of teachers. 23% of the teacher faced the issue of stress and mental wellness. It is understandable due to the uncertainty around their livelihood and health. Confinement at home and fear about health affected the least number of respondents (8%).

Since parents have different priorities than their student children so naturally the most affected parts of their lives were different from the students. The majority of parents 43% considered their livelihood and income to be the most affected part of their lives followed by 29% who thought disturbed education of their children is the most affected. Stress and mental wellness as well as confinement at homes affected least number of respondents 14%. It is important to understand that any effects on the livelihood of parents directly affects their children education in these areas. So, in order for a child to attend school, parents' financial stability is important.

SMCs are directly related to education management so in their view the most affected part is education as stated by an overwhelmingly large number of respondents (90%). They consider livelihood and income, and fear about health to be second most affected part of life as stated by 5% each.

Table 6 provides answers against each category in details.

Table 6 Most affected part of life

Category	Students	Teachers	Parents	SMCs
Education is disturbed	40%	31%	29%	90%
Confined at homes	11%	8%	14%	0%
Livelihood and income	15%	31%	43%	5%
Stress and Mental wellness	21%	23%	14%	0%
Fear about health	13%	8%	0%	5%

In order to further understand the problems faced the returning students and look at the future dropout prospects, returning students were asked about the difficulties they now face in school after the reopening. Majority of the students 30% still fear about their health followed by 23%, who think that their schools do not have enough health, safety and prevention equipment. Many schools do not even have a hand washing facility. Most of the schools do not provide masks and sanitizers to the students for protection. Similarly, 23% also stated that their education is still disturbed. They did not grasp the concepts of last grade fully and now struggling to understand the more advanced concepts taught in their new classes. Students also feel that their social life is not the same, they cannot freely meet, play or hangout with their school friends due to COVID-19 restrictions and fear of health as stated by 13% of the respondents. As schools are unable to provide masks and other safety equipment, student themselves do not have financial means to buy these for themselves as stated by 10% of the respondents.

Table 7 depicts the responses against this question

Table 7 Difficulties faced by returning students

Reason	Percentage
Fear about health and safety	30%
Lack of safety, hygiene and prevention equipment (sanitizer, water etc)	23%
Disturbed social life	13%
Lack of financial means for safety equipment	10%
Education is disturbed (Do not understand concepts)	23%

Education during the lock down

Although schools were closed during the lock down but it was expected that students will continue to learn through out that periods. In contrast to this expectation, 100% of the students stated that they did not learn anything during the lock down. This is a very serious issue, because we cannot rule another lockdown in future. Not learning at homes will not only stop the current studies of the girls but it could also discourage them from future education. Another aspect which should not be ignored about girls is that they are expected to be taking care of their family, so the time they have at home could all be utilized for serving the family.

Perception about the gender roles

Just like any other aspect of life, gender plays an important role in the education. Study tried to explore the impact of COVID-19 on education of boys and girls separately. These questions were asked directly from the students and their parents.

Students were asked in case of financial difficulties who is more likely to be taken off from the school a boy or a girl and majority of the students think that a girl will be taken off from the school as stated by 63% of the students. The rest of the respondents think there is no discrimination in their households but none consider that a boy could be taken off from the school instead of a girl due to financial constraints.

This view is further echoed by the parents as 100% of them stated that a girl will be taken off from the school instead of a boy. Table 8 shows the responses of students and parents

Table 8 Taken from school due to financial difficulties

Taken off from school due to financial difficulties	Students	Parents
A boy	0%	0%
A girl	63%	100%
No discrimination	37%	0%

To further inquire about gender norms specifically in the context of COVID-19, where health issues are common, it was asked that who takes care of sick members of the family. 100% of the student respondent confirmed that girls will be taking care of the sick members. Some student express view that this is something suitable for girls and not boys. Similarly, 100% of the parents expressed the same views that a girl will take care of sick.

It shows in case of a chronic or extended sickness of a family member, girls are at risk of being dropped out even if there are no financial difficulties. Students as well as the parents have a view that a skill like embroidery is more important for a girl than conventional education.

Girls Views on their education

As discussed earlier that students were expected to learn throughout the school closure periods, but 100% of the girls stated that they did not learn anything during the lock down. They were not learning through any online medium and they were not learning anything on their own either. A future lockdown is in sight due to the third wave of COVID-19 and not learning at homes will not only stop the current studies of the girls but it could also discourage them from future education. The reasons behind not learning at home apart from the lack of learning support are that girls are expected to be taking care of their family and taking care of sick persons. It is also learned and discussed previously that girls are mostly likely to be taken off from the school in case of parents' financial difficulties and girls agree to this.

Going to school not only provides the opportunities for learning but it also provides social interaction for girls. In the conservative society where girls cannot roam freely outside their home, schools are the only safe social space they get. Due to schools closure they have lost access to this social activity too. There are no school clubs or other social places at the moment where girls can hangout with their friends in these areas.

It is evident that there is an urgent need of sensitization of the parents to understand about the stereotyping of the gender roles as well advocacy for equal rights of education for girls. It is also important to provide safe social spaces to girls. A safe social space which provides skill learning (i.e., embroidery, knitting etc.) can also encourage their parents to send their daughters there.

Availability of essential supplies and knowledge of the current situation

As discussed, earlier girls' education is mostly stopped at home, so it is important to provide enabling environment to girls' for going to school. For that this study asked the teachers and SMCs if they have enough supplies of masks, sanitizers, hand washing facilities and if they are implementing the COVID-19 SOPs developed by the government for schools reopening.

The results are not very encouraging. Teachers stated that they do not have masks, sanitizers or even hand washing facilities for the students. Similar views are expressed by the SMCs that they don't have supplies. It was mentioned that schools are practicing social distancing but social distancing alone is not enough to make students and parents feel safe. In order to provide enabling environment for girls, it is important to have enough supplies and hand washing facilities. Teachers should encourage students to wash hands frequently along with the social distancing.

When asked about the SOPs, all teachers and SMC members stated that they are fully aware of the SOPs. But only 40% of the SMCs and none of the teacher had received any training or orientation on the SOPs. Most of them learned about the SOPs through social media. Incomplete knowledge is dangerous and all teachers as well as SMCs need proper orientation on the Covid-19 school SOPs.

A majority of students 75% are satisfied by the steps taken by schools for COVID-19 but 100% of parents are not satisfied. If the teachers are not fully aware of the SOPs then it is understandable

that students have no knowledge of SOPs either. That seems the main reason behind the higher satisfaction level of students with the steps taken by the schools.

4. Recommendations

Transportation/commuting to school is one of the major reasons preventing girls from returning to schools. It is understandable that a project cannot provide transport facilities to students so it is recommended that project embed some kind of activities which encourage formation of parent committees. These committees should further be tasked to draw a mechanism where group of parents should be able to hire transportation for their daughters exclusively. In this way the fear of health would also be addressed.

Parents' livelihood is directly connected to the education of their children. In case of financial difficulties parents take their children off the school and girls are the first victims. So it is recommended that some kind of monetary incentive to be offered to parents for sending their daughters to school. It will take the financial burden off from parents' shoulders and also encourage them to be part of this project.

Parents are reluctant to send their daughters to school due to shortage of female teachers due to culture norms and trust issues. The project should either include hiring of female teachers or advocacy for the hiring of female teachers in the design

Passing students to next grade without exams has shown its own problems of students' understandings. It is recommended that the project develop some kind of evaluation criteria for students, so they can go through it before passing to next grade. It is also recommended that the project encourage teachers to repeat the concepts of previous grades, so all students can come to same pace of learning.

As per the general norms of the area, parents prefer their daughters to have some kind of skill over conventional education. Program design can embed skill learning (sewing, knitting, embroidery etc) with the conventional education. In that way parents would be more inclined towards sending their daughters to school.

As the study shows that all schools are short of health and safety equipment (Mats, sanitizer etc.) as well as hand washing facilities, a WASH component should be included in the project. Supplies

should be provided for the students if budget allows otherwise, advocacy for the provision of supplies should be done.

SMCs, Teachers, Students and parents all need a thorough orientation on the SOPs of COVID-19 and required health and hygiene practices required. Orientation sessions should be designed at both school and community level.

It is very important to change the perception about the girl's education as it is not considered as important as boys' education. Community sensitization sessions are required to change this perception. Also sessions about the gender roles and responsibilities are needed to change the perception that only girls are supposed to take care of sick and elderly.

Girls need to have access to more than one safe social space. It is recommended that future programming look into the aspect of establishing school clubs and girls' safe spaces. It is also recommended that these spaces provide the opportunities for skill learning/vocational training for encouraging their parents to send them to these spaces. Girls will also benefit from learning skills along the school education.

5. Annex 1: Data collection Tools

Checklist for Focus Group Discussion with Teachers

School name

Taluka name

Gender of FGD participants (M/F)

Names of participants

Education details of the participant (Highest degree)

1

2

3

4

5

6

7

8

Introduction and Rapport building

Introduce yourself and explain the purpose of your visit

What part of life of this area is most affected by COVID-19?

Are schools reopen in this area? If not, what are the Reasons?

Demographics

Population of the area	
No of Households	
Percentage of males and females	
Literacy rate	
No of girls of school going age	
No of girls going to school pre COVID-19	
No of girls continuing to go to school post COVID-19	
Any deaths due to COVID-19 in the area	

Detailed discussion

How do you think the COVID-19 has affected the lives of the students and teachers in generally? Do you think the effects of COVID-19 are different for girls and boys? If yes, then please provide details.

Do you see a significant drop in the number of girls coming back to school as compared to pre COVID-19 situation? Do you think the number of girls' dropout is greater than the number of boys drop out post COVID-19? What could be some of the possible reasons for this dropout?

If you think there is a drop in the number of girls returning to school, what do you think is the percentage of dropout? (Less than 10%, 10% to 20%, 20% to 30%, 30% to 40%, 50% to 60%, greater than 60%)

Do you think is there any possibility for the girls who have returned to school drop out in the near future due to COVID-19, if yes what percentage of enrollment do you think could further be reduced?

If you find a girl is at the risk of dropout, what steps you take to retain her in the school? (Prob to get as much details as you can)

What steps are you taking to encourage parents to send back their daughters to school? (Prob to get as much details as you can)

Do you know about the COVID-19 SOPs for schools reopening developed by the government, has anyone oriented the teachers on those SOPs? (In case of “Yes” further probe what are the SOPs)

Is your school following the COVID-19 SOPs developed by the government? Do you have enough supplies of sanitizers, soaps and masks? Does the school provide hand washing facility enough for all students and teachers?

Have you heard about Indus Resource Centre’s program “Mobilizing Girls to work with Schools to create girl-friendly Learning Environment”? (Probe for details)

Checklist for Focus Group Discussion with School Management Committee (SMC)

School name

Taluka name

	Name of the participant	Education details of the participant (Highest degree)	Gender of FGD participants (M/F)
1			
2			
3			
4			
5			
6			
7			
8			

Introduction and Rapport building

Introduce yourself and explain the purpose of your visit

What part of life of this area is most affected by COVID-19?

Are schools reopen in this area? If not, what are the Reasons?

Demographics

Population of the area	
No of Households	
Percentage of males and females	
Literacy rate	
No of girls of school going age	
No of girls going to school pre COVID-19	
No of girls continuing to go to school post COVID-19	
Any deaths due to COVID-19 in the area	

Detailed discussion

How do you think the COVID-19 has affected the lives of the students and teachers in generally? Do you think the effects of COVID-19 are different for girls and boys? If yes, then please provide details.

Do you see a significant drop in the number of girls coming back to school as compared to pre COVID-19 situation? Do you think the number of girls’ dropout is greater than the number of boys drop out post COVID-19? What could be some of the possible reasons for this dropout?

If you think there is a drop in the number of girls returning to school, what do you think is the percentage of dropout? (Less than 10%, 10% to 20%, 20% to 30%, 30% to 40%, 50% to 60%, greater than 60%)

Do you think is there any possibility for the girls who have returned to school drop out in the near future due to COVID-19, if yes what percentage of enrollment do you think could further be reduced?

If you find a girl is at the risk of dropout, what steps you take to retain her in the school? (Prob to get as much details as you can)

As a member of School management committee, what step did you take to maximize the number of girls returning to school?

What steps are you taking to encourage parents to send back their daughters to school? (Prob to get as much details as you can)

Do you know about the COVID-19 SOPs for schools reopening developed by the government, has anyone oriented the teachers on those SOPs? (In case of “Yes” further probe what are the SOPs)

Is your school following the COVID-19 SOPs developed by the government? Do you have enough supplies of sanitizers, soaps and masks? Does the school provide hand washing facility enough for all students and teachers?

As a member of School management committee, what steps have you taken to ensure that SOPs are being followed and what happens in case of SOPs violation.

Have you heard about Indus Resource Centre’s program “Mobilizing Girls to work with Schools to create girl-friendly Learning Environment”? (Probe for details)

Checklist for Focus Group Discussion with Parents

Taluka name

Gender of FGD participants (M/F)

	Names of participants	Education details (Highest degree)	No of school going daughters pre COVID-19	No of daughters dropped out post COVID-19
1				
2				
3				
4				
5				
6				
7				
8				

Introduction and Rapport building

Introduce yourself and explain the purpose of your visit

What part of your life is most affected by COVID-19?

Are schools reopen in this area?

Demographics

Population of the area	
No of Households	
Percentage of males and females	
Literacy rate	
No of girls of school going age	
No of girls going to school pre COVID-19	
No of girls continuing to go to school post COVID-19	
Any deaths due to COVID-19 in the area	

Detailed discussion

Do you think the dropout number of girls is significant? If yes, then what are the possible reasons for this dropout?

How many girls do you think are returning to school post COVID-19? (Less than 10%, 10% to 20%, 20% to 30%, 30% to 40%, 50% to 60%, greater than 60%)?

If you are not sending back your girls to school then what are the reasons? What kind of support will help you to send your girls back to school?

If your daughter is going back to school, what factors could force you to remove her from the school in the light of COVID-19?

In case of financial difficulties, who is more likely to be taken off from the school a daughter or a son?

In case a family member's illness, who is more likely to take care of the sick, a girl or a boy?

Do you think schools are actively encouraging communities to send girls back to school? Please explain in details in case of agreeing or disagreeing. What more would you suggest to schools?

Do you think the steps taken by the schools to prevent the spread of COVID are satisfactory? If no then what is lacking?

Have you heard about Indus Resource Centre's program "Mobilizing Girls to work with Schools to create girl-friendly Learning Environment"? (Probe for details)

Checklist for Focus Group Discussion with Students

Taluka Name

School Name

	Names of participants	Education details (Current class enrolled in)	Continuing school or dropped out	Current class/grade
1				
2				
3				
4				
5				
6				
7				
8				

Introduction and Rapport building

Introduce yourself and explain the purpose of your visit

What part of your life is most affected by COVID-19?

Are schools reopen in this area?

Demographics (Note the responses of every participant for this section in the provided box)

No of girls in your school Pre COVID-19								
No of girls in your school Post COVID-19								
No of girls in your class Pre COVID-19								
No of girls in your class Post COVID-19								

Detailed discussion

How many girls in your school are returning to school post COVID-19? (Less than 10%, 10% to 20%, 20% to 30%, 30% to 40%, 50% to 60%, greater than 60%)?

If you are not going back to school please tell the reasons in details.

If you are continuing school post COVID-19, what difficulties do you face as compared to pre COVID-19 situation? (Probe for details)

In case of financial difficulties, who is more likely to be taken off from the school a daughter or a son?

In case a family member's illness, who is more likely to take care of the sick, a girl or a boy?

Do you think the steps taken by the schools to prevent the spread of COVID are satisfactory? If no then what is lacking?

Do you think schools are actively encouraging communities to send girls back to school? Please explain in details in case of agreeing or disagreeing. What more would you suggest to schools?

Did you continue learning during the closure of schools? If yes, please explain in details how

Does your school provide you sanitizer, soaps, and hand washing facilities?

Have you heard about Indus Resource Centre’s program “Mobilizing Girls to work with Schools to create girl-friendly Learning Environment”? (Probe for details)

Checklist for Meeting with District education officer, Head teacher and Educationists

Demographics

Population of the area	
No of Households	
Percentage of males and females	
Literacy rate	
No of girls of school going age	
No of girls going to school pre COVID-19	
No of girls continuing to go to school post COVID-19	
Any deaths due to COVID-19 in the area	

5. What is the situation of COVID-19 in your area generally? How do you think it is affecting the education specifically?

7. How do you decide about the closure and reopening of schools in the light of pandemic?

8. Are you receiving any kind of support for education resumption from the humanitarian sector (NGOs)? If yes, please tell us, which organizations are helping you and how
9. Do you seek more assistance from the humanitarian actors? If yes, please tell us about the support you required most for the successful resumption of education activities?
10. Are schools following the government's SOPs in this area? How do you ensure that?
11. Does the rate of enrollment for students decreased after the reopening of school? If yes, how much decrease have you witnessed?
12. Do you think the number of girls dropped out is more than the number of boys dropped out post Covid-19? If yes, please tell us about the percentage of drop out for both boys and girls independently.
13. Do you think parents treat education of boys and girls differently? If yes, please provide details.
14. Do you think the School management committees are working effectively to convince parents for sending back their daughters to school? If no, what more is desired from them?
15. What do you think are the common reasons for the greater number of girls' dropout in pandemic scenario, as it affects both boys and girls similarly?
16. What further steps are needed to motivate and encourage the parents send back their daughters to schools?
17. Have you heard about Indus Resource Centre's program "Mobilizing Girls to work with Schools to create girl-friendly Learning Environment"? If yes, what do you think about this program and what improvement would you suggest to this program?