

KAP BENEFICIARY SURVEY REPORT

Knowledge, Attitudes and Practices
among Parents and Caregivers of
Children Enrolled in CLP

Evidence on Parental Engagement
and Education Outcomes in
Khyber Pakhtunkhwa and Punjab



INFORMING
PROGRAMME
DECISIONS



STRENGTHENING
PARENTAL
ENGAGEMENT



DRIVING BETTER
EDUCATION
OUTCOMES



KP & PUNJAB
COMPARATIVE
INSIGHTS

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Executive Summary

The ILMpact Catch-Up Learning Programme (CLP) has delivered clear and measurable improvements in parental knowledge, attitudes, and practices related to children's education across Khyber Pakhtunkhwa (KP) and Punjab. Evidence from the KAP beneficiary survey indicates substantial positive shifts in perceptions and behavior, with more than 96% of parents reporting improved views of girls' education following program participation.

The analysis covers five thematic areas: household characteristics and livelihoods, knowledge of education, attitudes toward inclusive and equitable schooling, parental engagement practices, and perception change. Findings show that while baseline attitudes towards education were generally positive, structural and economic barriers constrained parental ability to act. The program has addressed these constraints by strengthening knowledge, reinforcing positive beliefs, and translating these into consistent engagement behaviors. This is reflected in high levels of parental involvement, including 91.2% of parents reporting regular communication with teachers.

Programme impact is particularly notable in KP, where baseline attitudes towards girls' education were less progressive compared to Punjab. The CLP has contributed to narrowing this gap by shifting perceptions and encouraging more inclusive decision-making around education.

Overall, the evidence suggests that the ILMpact CLP is an effective behavior-change intervention with strong community uptake and demonstrable impact. It has not only improved perceptions but also supported sustained parental commitment to education, positioning it as a credible and scalable model for addressing out-of-school children in similar contexts.

1. Programme Overview & Survey Rationale

Pakistan continues to face a significant challenge of out-of-school children, which remains a critical barrier to achieving equitable access to education. A substantial proportion of children, particularly girls, children with disabilities, and those from low-income households, remain excluded from the formal education system. The ILMpact CLP was developed as a target intervention to address these disparities by engaging directly with communities in Khyber Pakhtunkhwa and Punjab, two of the country's most populous provinces.

The Knowledge, Attitudes, and Practices KAP beneficiary survey was designed to understand the parental perspectives and behaviors related to education, while also assessing the extent to which program participation has influenced these dimensions. Insights into what parents know, believe, and do are critical for understanding and predicting sustained enrolment and learning outcomes. The survey captured data across six key domains: household demographics and livelihoods; children's educational history; intra-household decision-making; beliefs related to gender and disability; parental engagement practices; and self-reported changes in attitudes. Findings were analyzed at the provincial level to enable a comparative assessment between KP and Punjab.

1.1. Methodology

This study employed a cross-sectional survey design to collect data from parents and guardians of students enrolled in the CLP program across Punjab and Khyber Pakhtunkhwa (KP). A multi-stage sampling strategy was adopted to ensure representation across geographic locations and minimize selection bias.

Stage 1: Selection of Districts and Schools

The sampling process commenced with the identification of districts within Punjab and KP. Within each district, seven (7) schools were selected, resulting in a total sample of 105 schools. Schools were selected using a random sampling technique to ensure unbiased representation across different districts and school contexts.

Stage 2: Selection of Students

For each selected school, a sampling frame comprising students enrolled in the CLP program was developed. From this list, fifteen (15) students per school were selected using simple random sampling. This ensured that each eligible student had an equal chance of being included in the study.

Stage 3: Selection of Respondents

The parents or guardians of the selected students were identified as the primary respondents. Each selected student corresponded to one parent or guardian, thereby

enabling the collection of household-level information related to student participation and program outcomes.

Stage 4: Sample Size

The intended sample size was based on selecting 15 students per school across 105 schools. The final achieved sample consisted of 1,534 respondents. The slight deviation from the target reflects minor non-response or respondents' unavailability at the time of data collection.

Stage 5: Data Collection

Data were collected using a structured questionnaire designed to capture key indicators of student engagement and parental perceptions of the CLP program. The survey instrument was administered directly to respondents to ensure accurate, clear, and complete responses.

Stage 6: Data Management and Quality Assurance

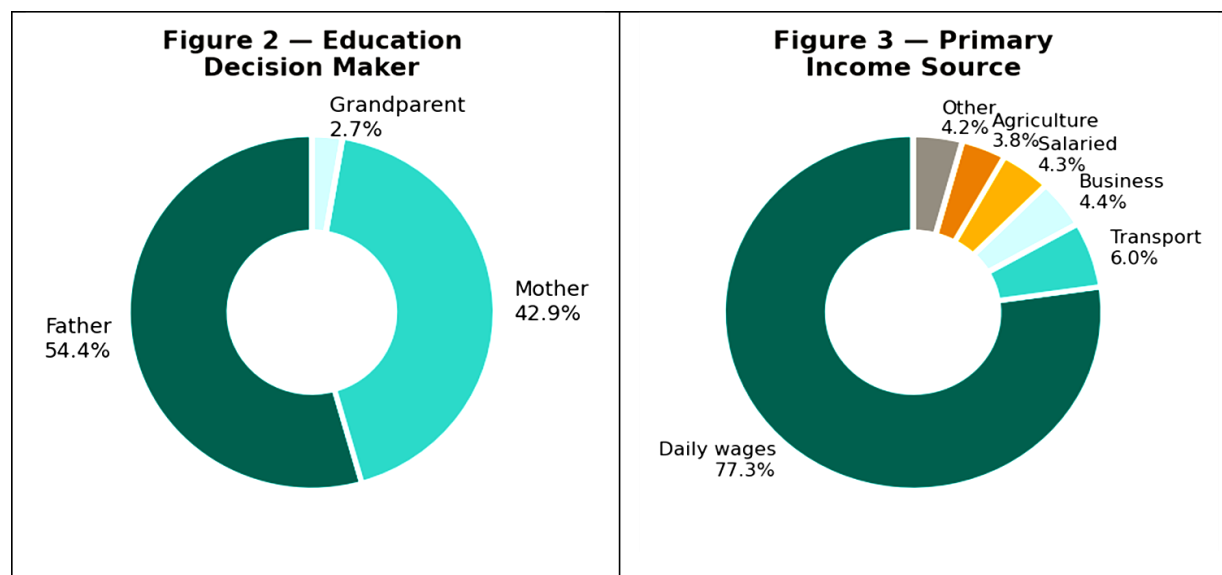
All collected data were systematically recorded, compiled, and prepared for analysis. Quality assurance measures included consistency checks and basic validation procedures to ensure data reliability. Confidentiality and anonymity of respondents were strictly maintained throughout the data collection and analysis process.

1.2. Household Dynamics and Education Access

The figures highlight two critical structural dimensions that shape children's access to education and parental engagement capacity. In terms of education decision-making, fathers are the primary decision-makers in the majority of households (54.4%), followed by mothers (42.9%), with a small proportion attributed to grandparents. This distribution indicates that while decision-making is somewhat shared, male dominance remains significant, particularly in more traditional settings. The relatively high proportion of mothers involved also suggests an opportunity to strengthen inclusive decision-making through targeted engagement strategies.

The economic profile of households is heavily concentrated in daily wage labour, which accounts for 77.3% of primary income sources. Other income categories, such as transport, business, salaried work, and agriculture, represent only small shares. This concentration reflects a high level of economic vulnerability, where income instability and time constraints can directly affect children's education, including attendance, continuity, and parental involvement. Together, these findings underline that both household power dynamics and economic conditions are key determinants of educational access and highlight the need for interventions that address not only attitudes but also structural barriers.

Figure 1 & 2 — Household Decision Maker and Primary Income Source



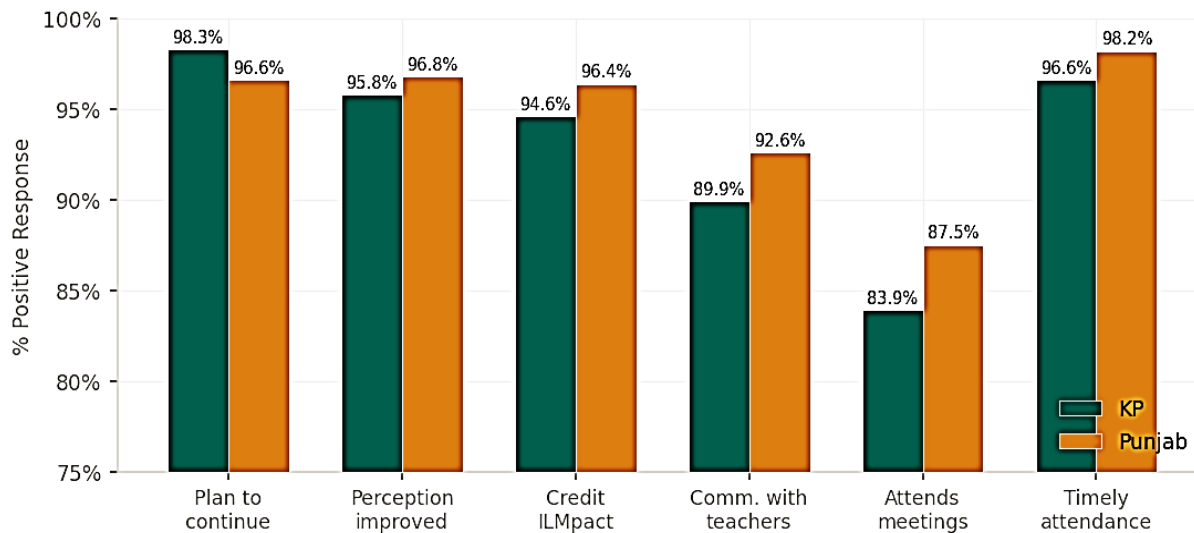
Note: Household structure and economic context shape access to education and parental engagement capacity.

2. Parental Engagement and Transformative Impact

Key outcomes highlight the program's strong performance and relevance, with consistently high positive results observed in both Khyber Pakhtunkhwa (KP) and Punjab. Parental intention to continue children's education is nearly universal in both regions, slightly higher in KP at 98.3% compared to Punjab at 96.6%, indicating a particularly strong future commitment among KP households. Additionally, perceptions of girls' education have improved significantly across both regions, with Punjab slightly ahead at 96.8% versus 95.8% in KP. The attribute of these positive changes to the ILMpact program is also notably high, surpassing 94% in both provinces, confirming the program's direct role in changing attitudes.

Differences between provinces are more apparent in parental engagement behaviors. Punjab consistently reports higher levels of communication with teachers (92.6% vs 89.9% in KP) and attendance at program meetings (87.5% vs 83.9%), likely to reflect differences in accessibility and local implementation conditions. Timely attendance is also slightly higher in Punjab (98.2% vs 96.6%), although both provinces show strong adherence. Overall, while Punjab shows greater consistency in engagement indicators, KP demonstrates an equally strong, if not stronger, commitment to future educational intentions. These findings suggest that addressing participation barriers in KP could further improve program outcomes and better align engagement levels with the already high parental motivation.

Figure 3: Key Programme Outcomes by Province



Note: Values represent % positive response across both KP and Punjab provinces for six major outcome indicators.

3. Economic Background of Parents

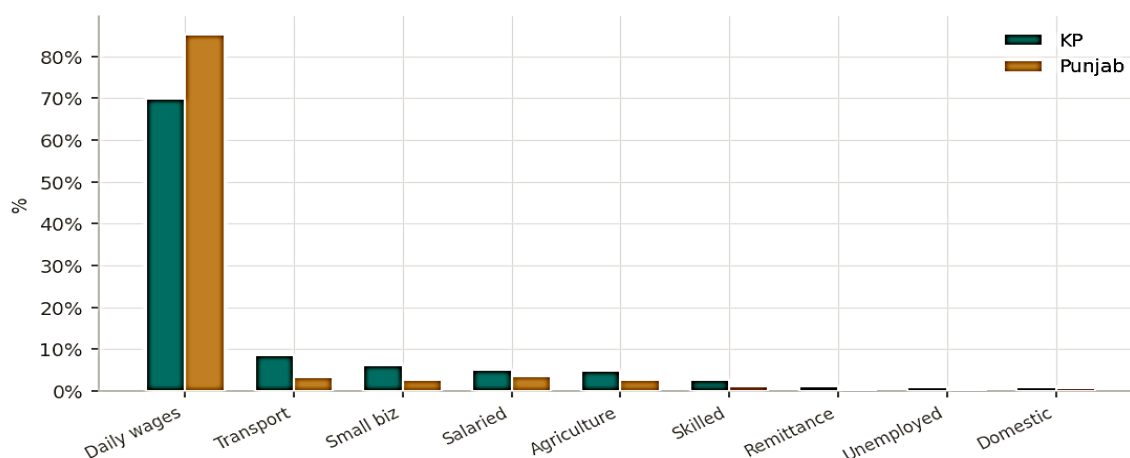
The distribution of household income sources shows a significant concentration in daily wage labour across both Punjab and Khyber Pakhtunkhwa (KP); however, this trend is notably more pronounced in Punjab. In Punjab, approximately 85% of households identify daily wage labour as their primary source of income. This reliance highlights the region's economic structure, which heavily relies on informal, often unstable employment opportunities. In contrast, Khyber Pakhtunkhwa presents a slightly different picture, with around 70% of households reporting daily wage labour as their main income source. This indicates that KP has a relatively more diversified economic landscape, encompassing a wider array of livelihood options beyond just daily wage work. The greater economic diversification in KP suggests less vulnerability to the fluctuations associated with informal wage labour, which is particularly critical for household economic stability and resilience against external shocks.

In both provinces, secondary income sources, such as transportation services, small business ventures, salaried jobs, and agricultural activities, account for only modest shares of overall income. Notably, these alternative income streams are consistently more pronounced in Khyber Pakhtunkhwa (KP). This trend suggests that households in KP may have a slightly more diverse array of income-generating activities, which can offer them some resilience in the face of economic challenges or sudden financial shocks.

However, the widespread scarcity of stable income sources, particularly salaried employment, in both provinces underscores significant economic vulnerability among residents. This situation has important consequences for education, as many families rely heavily on daily wage labor, which is characterized by income fluctuations, unpredictable

schedules, and time constraints. Consequently, this precariousness increases the likelihood that children might be pulled out of school to contribute to the family's financial needs, further jeopardizing their educational prospects and long-term stability.

Figure 4 Household Income Sources by Province (%)



Note: Top 9 income categories shown. Daily wage labour dominates in both provinces but is more pronounced in Punjab.

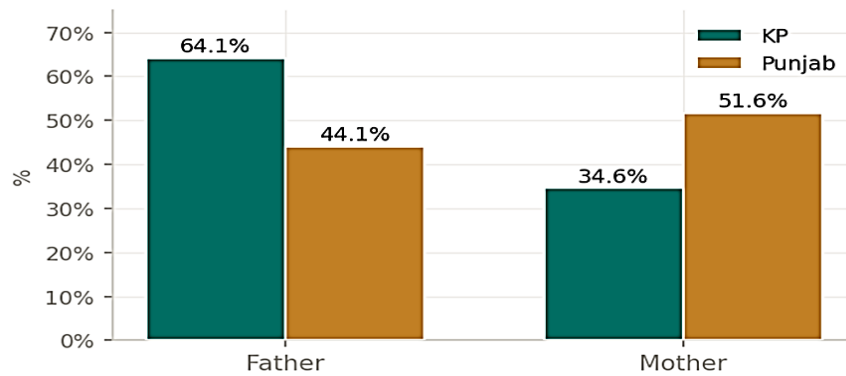
4. Household decision-making structure

Household decision-making plays a critical role in determining children's access to education, including enrolment, continuity, and investment in learning. Who holds decision-making authority within the household often shapes priorities around schooling, particularly for girls and other marginalized groups. Understanding these dynamics is essential for designing interventions that effectively influence behavior and improve education outcomes.

The figure presents the distribution of education decision-making authorities within households across KP and Punjab, highlighting clear gender differences between the two provinces. In KP, fathers are the dominant decision makers, accounting for 64.1% of decisions related to children's education, compared to 34.6% for mothers. This indicates a more traditional household structure in which decision-making is largely concentrated among male caregivers.

In contrast, Punjab shows a more balanced, and in some cases reversed, pattern. Mothers are the primary decision makers in 51.6% of households, exceeding fathers at 44.1%. This suggests comparatively greater female participation in education-related decisions in Punjab. These differences are significant for program implementation, underscoring the need for province-specific engagement strategies. In KP, effective behavior change efforts will require stronger involvement of fathers, while in Punjab, leveraging maternal influence may be particularly effective in sustaining educational outcomes.

Figure 5: Education Decision Maker by Province



Gender & Power: In KP, fathers control education decisions in 64.1% of households, nearly double the rate at which mothers do so (34.6%). This underscores the importance of specifically engaging male caregivers in awareness and attitude-change activities in KP communities.

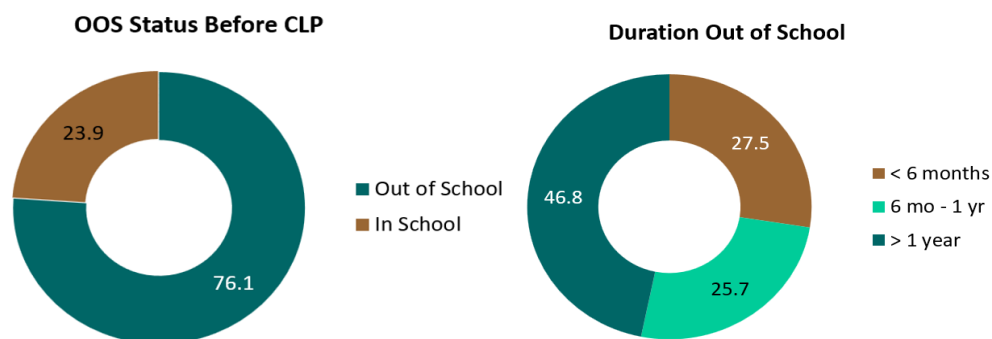
5. Out-of-School Status and Duration Prior to CLP Enrolment

The results highlight a high level of educational exclusion among children prior to programme enrolment, with a large proportion experiencing extended periods outside the formal schooling system. The data indicates that the program is successfully targeting children who are most at risk of long-term disengagement from education.

A substantial majority of children, 76.1%, were out of school prior to joining the CLP, while only 23.9% were already enrolled. This confirms that the programme is effectively reaching its intended target population of out-of-school children.

Among those who were out of school, the duration of exclusion is significant. Nearly half (46.8%) had been out of school for more than one year, while 25.7% had been out for 6 months to 1 year, and 27.5% for less than 6 months. This pattern suggests that many children are returning to education after a prolonged absence, likely associated with substantial learning loss. The findings reinforce the need for structured remedial and accelerated learning approaches to help children catch up and successfully transition into formal education.

Figure 6 & 7: Out-of-School Status and Duration Before CLP



Note: Among children who were OOS, 46.8% had been out of school for more than one year before CLP enrolment.

Key Concern: Nearly half (46.8%) of children were out of school for more than one year before CLP enrolment. This extended absence underscores the need for accelerated remedial learning approaches within the programme to bridge foundational gaps.

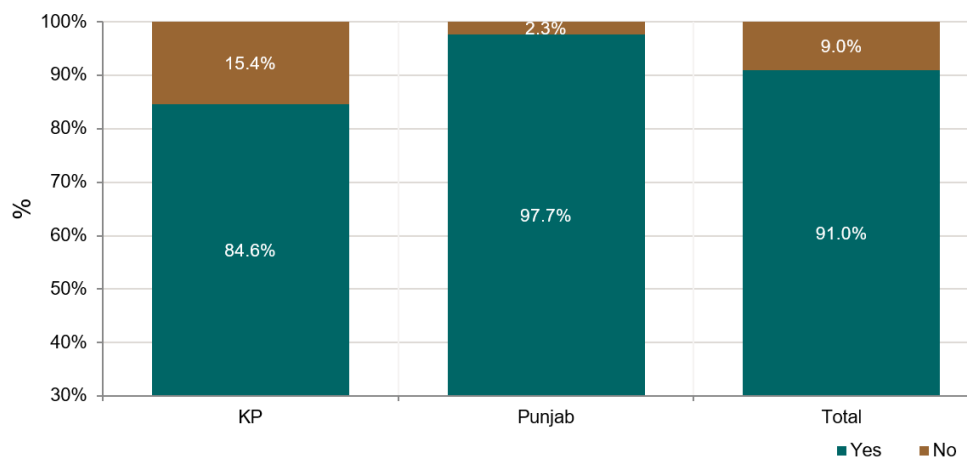
6. What Parents Know About Education & Their Child's Rights

A key measure of knowledge was whether parents believed girls should continue education beyond primary school before taking part in the CLP. The KAP beneficiary Survey, conducted before the program, captures initial attitudes that the program intends to influence. Overall, attitudes are mostly positive, with 91.0% of respondents endorsing education for girls beyond the primary level. This reflects a generally supportive baseline across the program communities, forming a solid foundation for the intervention.

However, this aggregates a significant provincial disparity. In Punjab, support is near universal at **97.7%**, with only a very small proportion expressing disagreement. In contrast, KP records a lower level of support at **84.6%**, with **15.4%** of respondents not supporting continued education for girls. This represents a **13.1 percentage point gap**, highlighting a materially less progressive baseline in KP.

This difference significantly impacts how programme is designed and targeted. The greater resistance observed in KP indicates that behavior change initiatives need to focus more on addressing core social norms, especially among primary household decision-makers. Although general attitudes are promising, narrowing this initial gap is essential for achieving fairer outcomes in girls' education across both provinces.

Figure 8: Pre-CLP Belief: Girls' Education Beyond Primary



Note: There's a 13.1 percentage point difference between KP (84.6%) and Punjab (97.7%), indicating a significant disparity.

Girls' Education: Support for girls' education beyond primary is high at 91%, indicating a strong baseline for programme engagement. However, a 13.1 percentage point gap between KP (84.6%) and Punjab (97.7%) highlights persistent regional disparities that require targeted behavior change efforts, particularly in KP.

7. Parental Beliefs About Inclusive & Equitable Education

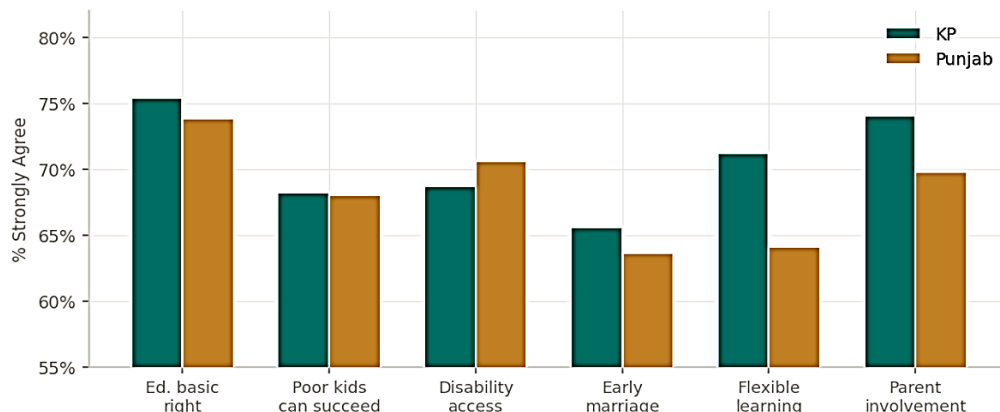
Parental attitudes towards education are strongly positive across both provinces, with high levels of agreement on key principles of inclusion and learning. The findings suggest a supportive social environment that can enable sustained educational participation. However, variations across specific attitude areas highlight opportunities for more targeted programme engagement.

The figure presents a comparative analysis of "strongly agree" responses to six key attitude statements on education, disaggregated by province. Overall, both KP and Punjab demonstrate consistently high levels of positive attitudes, with strong agreement rates exceeding 63% across all indicators. This reflects a broadly supportive normative environment for education, including for marginalized groups.

Differences between provinces are relatively modest but provide important insights for programme targeting. KP records higher levels of strong agreement on most indicators, including education as a basic right (75.4% vs 73.8%), flexible learning (71.2% vs 64.1%), and parental involvement (74.0% vs 69.8%). The largest gap is observed in attitudes towards flexible learning, where KP exceeds Punjab by 7.1 percentage points, suggesting stronger openness to alternative learning pathways. Conversely, Punjab slightly outperforms KP in disability-related access (70.6% vs 68.7%), indicating comparatively stronger inclusion attitudes in this area.

These findings suggest that while both provinces exhibit strong pro-education attitudes, there are nuanced differences in the emphasis placed on education. KP demonstrates stronger alignment on engagement and adaptive learning approaches, while Punjab shows marginally stronger attitudes towards inclusion for children with disabilities. These variations highlight opportunities for tailored messaging and programme design to reinforce existing strengths and address specific gaps within each province.

Figure 9: Attitude Comparison: Strongly Agree Rates by Province



Note: Strongly Agree rates by province. Positive gap = KP higher; negative = Punjab higher.

Attitudes with Key Variations: Parental attitudes towards education are strongly positive across both provinces, providing a solid foundation for programme implementation. However, variations across specific themes, particularly flexible learning and disability inclusion, highlight the need for targeted, context-specific engagement.

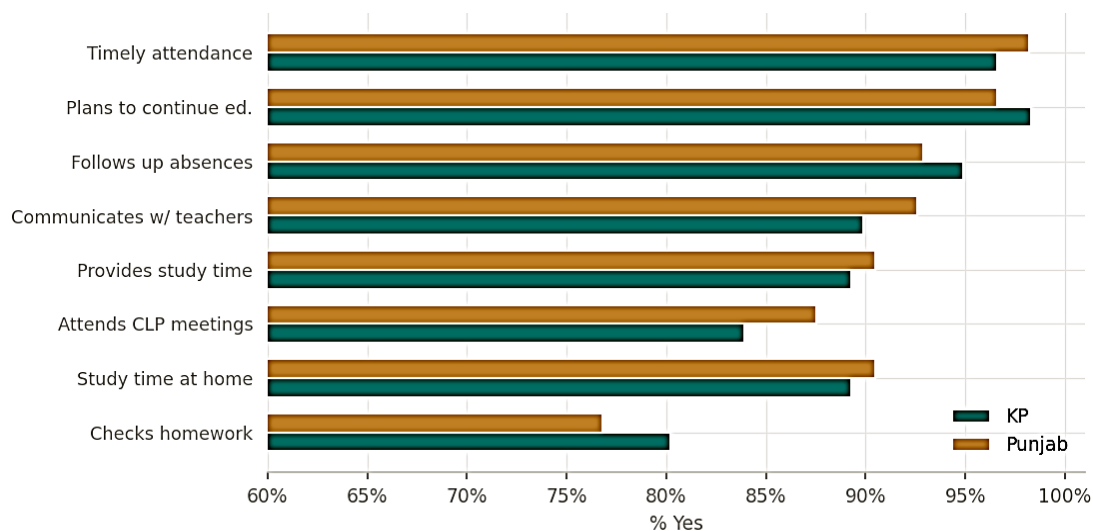
8. Parental Engagement Behaviors in and Beyond the Classroom

Parental engagement levels are consistently high across both provinces, indicating strong behavioral uptake following program participation. All reported practices exceed 76%, suggesting that parents are not only supportive of education but are actively involved in their children's learning. This reflects a shift from passive attitudes to sustained behavioral engagement.

The figure shows strong performance across key indicators, with timely attendance and intention to continue education approaching universal levels in both KP and Punjab. KP records slightly higher rates in forward-looking behaviors such as planning to continue education and following up on absences, indicating a strong commitment once parents are engaged. In contrast, Punjab demonstrates marginally higher performance in routine engagement practices such as communication with teachers, provision of study time, and attendance at CLP meetings.

Despite these positive trends, some variation remains in specific practices. Homework checking records the lowest levels of engagement, particularly in Punjab, while meeting attendance is also comparatively lower in KP. These gaps point to practical constraints such as time, literacy, or access, rather than a lack of willingness. Overall, the findings indicate that while parental engagement is strong across both provinces, targeted support in specific areas could further strengthen consistent involvement in children's learning.

Figure 10: Parental Engagement Practices by Province (%)



Note: X-axis starts at 60% to accentuate differences. All practices report an overall score above 76%.

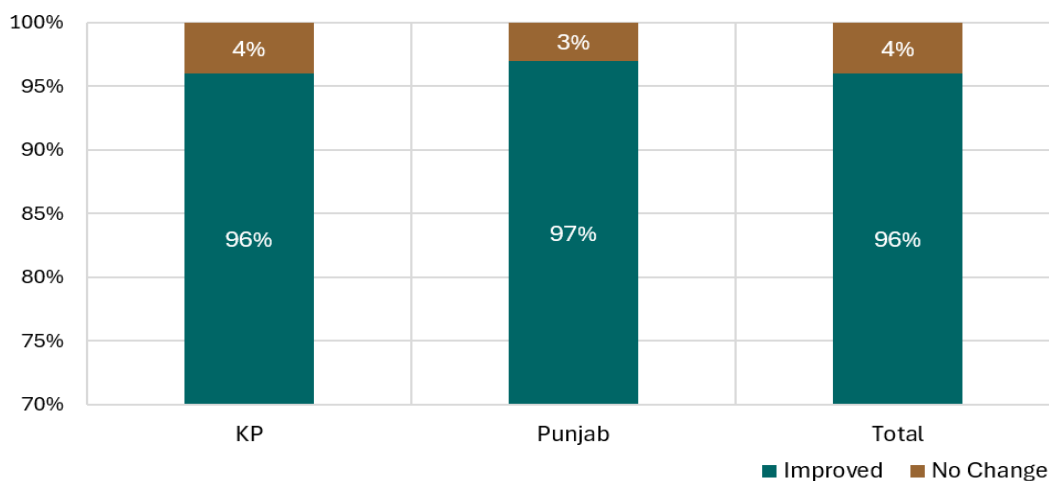
Confidence Gap: "I feel confident in supporting my child's learning progress" recorded the lowest agreement of all self-attitude statements, with 7.7% disagreeing overall (KP: 4.2%; Punjab: 11.4%). Strong parental commitment can be achieved when engagement is effectively activated, but sustained support is needed to address practical barriers such as time, access, and literacy.

9. How CLP Transformed Community Mindsets

Perception change indicators assess the extent to which participation in the CLP has influenced parental attitudes, particularly regarding girls' education and the inclusion of marginalized groups. These indicators represent some of the most critical outcomes in the analysis, as they capture shifts in beliefs that are likely to sustain educational engagement beyond the duration of the programme.

Findings show consistently high levels of improvement in perceptions across both provinces, despite differing baseline attitudes. In KP, where initial views were less progressive, 95.8% of parents reported improved perceptions, compared to 96.8% in Punjab, where baseline attitudes were already stronger. Notably, 95.5% of parents attribute these changes directly to the ILMpact Programme. This high level of attribution, rather than to external influences such as broader social change or media, provides strong evidence of the programme's direct impact on shifting community attitudes.

Figure 11: Perception Change: Girls' Education by Province



Key Lesson: 95.5% of parents credit ILMpact for changing their views, indicating exceptionally strong programme impact. Sustaining these gains will require continued engagement beyond the programme.

10. KP vs Punjab: Similarities, Gaps, and Divergence

While outcomes are strong across both provinces, greater variation is observed in KP, reflecting differences in household dynamics, social norms, and geographic context that

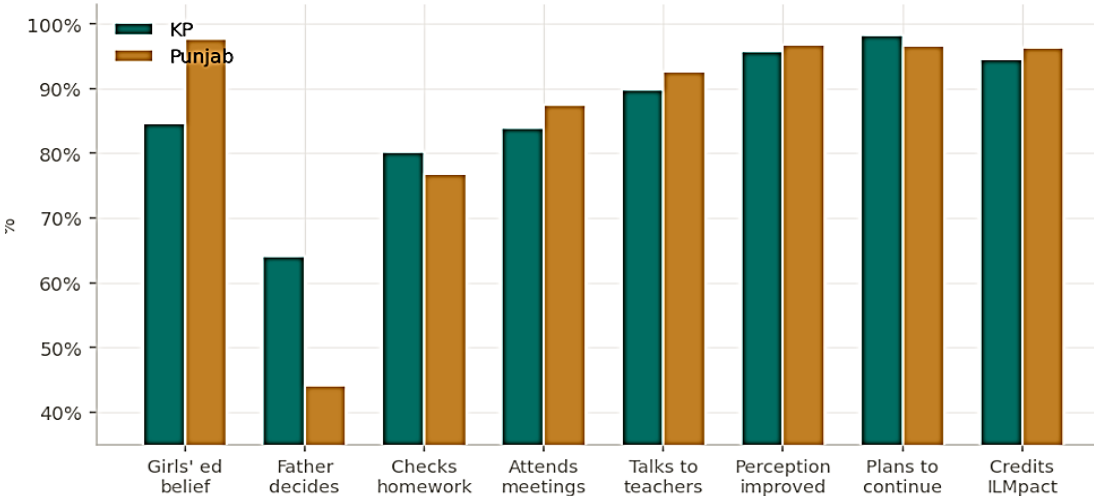
may influence programme delivery. Recognizing these distinctions is important for ensuring that implementation approaches remain responsive to local conditions.

The figure compares key education indicators across KP and Punjab, showing consistently high performance in both provinces. Indicators such as perception improvement, intention to continue education, and programme attribution exceed 90% in both contexts, demonstrating strong parental engagement and positive behavioral outcomes. Notably, a higher proportion of children in Punjab were out of school prior to enrolment (79.8% vs 72.5% in KP), indicating that the programme is reaching a slightly more disadvantaged cohort in that province.

Differences between provinces are evident across specific indicators, with several notable gaps. The largest gap is observed in pre-CLP beliefs on girls' education, where Punjab exceeds KP by 13.1 percentage points, highlighting a significant difference in attitudes. In contrast, KP shows a 20 percentage-point higher rate of father-led decision-making, reflecting more traditional household dynamics. Punjab outperforms KP in engagement-related behaviors, including attendance at meetings (by 3.6 points) and communication with teachers (by 2.7 points), while KP shows slightly higher levels of homework checking (by 3.4 points) and intention to continue education (by 1.7 points). Differences in perception improvement and programme attribution remain minimal, with gaps of less than 2 percentage points, indicating consistently strong outcomes across both provinces.

These gaps highlight that while overall performance is similar, the nature of engagement differs across provinces. Addressing larger structural and attitudinal gaps, particularly around girls' education and decision making in KP, alongside improving access-related engagement constraints, will be critical for optimizing programme impact.

Figure 12 : Head-to-Head: KP vs Punjab Across Key Indicators



Key Lesson: Strong outcomes can be achieved across diverse contexts, but addressing underlying social norms and engagement gaps is critical to ensure equitable impact.

11. Strategic Recommendations for Programme Strengthening

Building on the programme's demonstrated success, four strategic recommendations given below are identified to deepen impact, address provincial disparities, and support sustained educational participation among CLP-enrolled children.

- Given that fathers are the primary decision-makers in 64.1% of households in KP, targeted engagement with male caregivers is critical. This should include structured community dialogues, male-led advocacy initiatives, and peer networks to influence decision-making and support girls' education. This represents a high-impact entry point for improving enrolment and retention outcomes in KP.
- With 21.4% of parents not regularly checking homework, increasing to 23.2% in Punjab, and 7.7% lacking confidence in supporting learning, there is a clear need for practical home-based support. The programme should introduce simple, low-literacy learning toolkits alongside short parental guidance sessions, designed to be accessible in Urdu, Pashto, and Punjabi.
- A significant proportion of children (46.8%) had been out of school for more than one year prior to enrolment, indicating substantial learning gaps. To address this, structured remedial learning pathways focused on foundational literacy and numeracy should be integrated into programme delivery, particularly for children with prolonged absence from formal education.
- While 97.5% of parents intend to continue their child's education after CLP, this intent must be translated into actual enrolment. A structured transition approach should be established to support this process, including formal school linkages, documentation support, and systematic tracking of enrolment outcomes following programme completion.

Priority Action: The findings from this KAP beneficiary survey should be leveraged to promote continued and increased funding. With a program attribution rate of 95.5% and perception improvement rates exceeding 96%, these evaluation results are exceptional in education behavior-change efforts and strongly support expanding the program.

12. Conclusion

The findings of KAP beneficiary Survey demonstrate clear evidence of positive change in parental attitudes, behaviors, and engagement with children's education. Families whose children were previously out of school, many for extended periods, have re-engaged with learning and show a strong commitment to continuing education. High levels of perception improvement, sustained parental involvement, and future education intent indicate a shift from passive participation to more active support for children's learning.

Differences between provinces remain relevant to program design, particularly regarding gender norms and household decision-making in KP, where targeted engagement of male caregivers is required. However, these variations do not detract from the overall finding that the programme is delivering strong and consistent results across both contexts, contributing to positive behavioral and attitudinal change.

Looking ahead, key implementation priorities include addressing learning gaps among children returning after prolonged absence, strengthening parental capacity to support learning at home, and ensuring effective transition from CLP to formal schooling. These challenges represent areas for programme strengthening and scale-up, rather than limitations of impact, and provide a clear pathway for enhancing and sustaining outcomes.

<p>Strongest Outcome</p> <p>96%+ of parents report improved perceptions of girls' and marginalized children's education, an exceptional behavioral outcome for a community-level intervention.</p>	<p>Highest Priority Gap</p> <p>The 13.1-point pre-CLP belief gap between KP and Punjab on girls' education beyond primary signals the need for sustained gender-focused dialogue in KP.</p>
<p>Strongest Asset</p> <p>97.5% of parents plan to continue their child's education after CLP, a conversion intent that the programme must now actively support through structured school-transition pathways.</p>	<p>Overall Verdict</p> <p>The evidence from this KAP Beneficiary Survey analysis makes a compelling case for continued investment, geographic expansion, and deeper integration of the ILMpact Programme within Pakistan's education ecosystem.</p>