

Project Title:

***Empowering Girls from Marginalized Rural Families for
Continuing Education in District Nanakana Sahib***

Final Progress Report

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EXECUTIVE SUMMARY

This report elucidates the progress, made during the period starting from September, 2017 to 8th September, 2018. Focusing the project objectives, a total number of 900 girls were imparted education through 25 non-formal elementary education schools. On the basis of MOU, which was re-signed with the Allama Iqbal Open University (AIOU) for second year to extend support in certification of the already enrolled girls; the Bureau of University Extension and Special Programs (BUESP) team conducted assessment of the remaining 4 semesters, by engaging the local invigilators and supervisions. In total, five teachers training were arranged, in which capacity of 29 teachers was built on lesson planning scheme of study, class room management etc., and further, oriented on health & hygiene, hair caring, beauty tips, balance diet and other beauty skills. On the onset of each semester, text books, stationery and other supplementary material was provided in all the 25 non formal elementary schools. In total, 600 co-curricular activities were arranged (two activities in one school in a month), the activities included sports, quiz, drawing competitions, Bazme Adab, celebrations of national and international days in which students were provided chances to express their potentials' to the visitors.

275 monthly meetings (covering 25 non-formal elementary schools) were conducted, in which 815 parents (662 mothers, 153 fathers) regularly participated; the objective of the meetings was to ensure the regularity of the students and discuss their day to day problems and performance with their parents. An enrollment drive with the collaboration of District Education Department was launched in the project area by enrolling the out of school children by the Chief Executive Officer (Education) during a seminar, which was organized in District Nankana Sahib, in which all the stakeholders concerned i-e personnel's of education department, representatives of civil society organization, bar associations, private school owners and teachers, parents, and students etc. participated. Day to day monitoring and follow up visits were conducted by the project team, and provided mentoring support to the teachers. Major achievements are as under;

- Enrolled 900 girls in 25 Non-Formal Elementary Schools. 697 girls students successfully completed seven semesters of elementary classes and certified by the AIOU;
- Capacity of 29 teachers of non-formal elementary schools was enhanced on content mastery, pedagogical skills, inclusive gender responsive and child friendly schools;
- Aware and sensitize the members of the communities on girl's education in the targeted area.

Project Objectives

1. Provide Education to 900 vulnerable girls to middle/ secondary level alternative learning programme for girls of 10-19 years.

2. To create, empower and strengthen “Communities of Support” to enable them act as supportive advocates for their girls, raise demand side and sustain inputs beyond the project life
3. To advocate with Government Departments, Elected Representatives and Decision Makers on the right of Education particularly for girls elementary/secondary level education through conducting studies, organizing events and developing IEC Material

Beneficiaries

In total, 13,715 were benefited, 900 girls in accessing to quality inclusion education, improving leadership skills, participating in co-curricular activities and continuing education linkages program for enhanced exposure, capacity of 815 parents (both fathers and mothers) were enhanced in mastering effective parenting skills and ability to support their daughters in learning, and 12,000 members of the communities were aware of and ensured their participation in promoting girls education in their respective areas.

ACTIVITIES AND ACCOMPLISHMENTS

Objective 1: Provide Education to 900 vulnerable girls to middle/ secondary level alternative learning programme for girls of 10-19 years.					
Key Outputs	Title of Activity	Target	Progress	Description of Progress	
Allama Iqbal Open University extended technical support in certification of the 900 enrolled girls.	Re-sign the MoU with the Allama Iqbal Open University	1	1	<p>MOU was re-signed with the AIOU for the second year to extend support in certification of the already enrolled girls. It was agreed that both parties would:</p> <ul style="list-style-type: none"> • Collaborate in implementing the project in accordance with their mandates. • Consult each other for the technical/advisory services during the implementation of the project in accordance with MOU. <p>On the basis of MOU, the BUESP team conducted assessments of the four remaining semesters, by engaging the local invigilators and supervisors already identified by AIOU.</p>	
	Provide text books/reference material for the remaining 4 semesters to the enrolled girls	4	4	Text books/reference material of four semesters was provided to the students by the Allama Iqbal Open University.	
	Arrange teachers training for non-formal middle schools by the Allama Iqbal Open University.	4	5	Five teachers' training was organized, in which 29 teachers were trained on lesson planning, scheme of study, class room management and beauty art etc.	
	Conduct assessments, at the end of each semester by the AIOU, using their standard assessment system.	4	4	Assessments of four semesters of the enrolled students were conducted by the Allama Iqbal Open University.	
25 non formal	Eextend education	25	25	25 Non-formal elementary	

elementary schools extended educational services to 900 girls under the non-formal elementary education system of Allama Iqbal Open University.	services to the enrolled girls in the targeted villages of district Nankana Sahib, through the existing 25 non-formal elementary schools.			schools were made fully functional and educational services were extended to the 900 girls enrolled in the targeted villages of District Nankana Sahib.
	900 girls are regularly attending classes in already established and functional 25 non formal elementary schools.	900	900	Girls regularly attended their classes in the established & functional 25 non formal elementary schools.
	Provide curriculum, textbooks, supplementary reading materials and stationery.			Text books of four semesters, supplementary reading material and stationery were provided to the enrolled students in non-formal elementary schools.
	Provide monitoring and follow up support to the teachers and students in all the schools to ensure the quality of education in the schools			Day to day monitoring and follow up visits were conducted by the project team, and provided mentoring support to the teachers and students on lesson planning, delivery of model lessons, scheme of study, co-curricular activities, students performance and community participation etc. Mentoring support was provided by the project staff and the personnel's of AIOU during field visits and by arranging monthly teachers meetings. The overall objective was to improve the quality education and retention of girl's students in schools.
	Conduct co-curricular	600	600	600 co-curricular activities

	activities in each schools to provide the girls in expressing their potentials. The activities may include indoor games, debates, and competitions, exhibition of their models and sports events. The national and internal days will also be celebrated at schools level.			were arranged. Drawings and paintings competitions were conducted in each school wherein the students were encouraged to portray their education related issues and problems through paintings. Further, students' drawings and paintings were published in the IEC material.
	In order to ensure the regularity and to discuss the student's related issues; conduct monthly meetings with parents in each school.	300	275	275 monthly meetings (covering the 25 non-formal elementary education schools) were conducted in which 815 parents in each meeting (662 mothers, 153 fathers) participated. The main objectives of conducting these meetings were to; <ul style="list-style-type: none"> • Ensure the regularity of students; • Discuss their day to day problems; • Share their performance with parents.
Coordination and Linkages developed with Government departments and service providers to avail the services for the girls as well as for the target communities	Develop liaison with Government departments/NGOs/other service providers in availing the services for the girls and communities			A number meetings were conducted with the District Education Department; progress of the project was shared and the possibilities of joint enrollment drive in the targeted areas were explored; in collaboration with the District Education Department, a seminar was conducted on 15 th May, 2018 and enrollment drive was launched in the project area.
Objective No. 2: To create, empower and strengthen "Communities of Support" to enable them act as supportive advocates for their girls, raise demand side and sustain inputs beyond the project life				
Empowered parents and communities as	Strengthen the existing 25 village based	300	300	300 meetings were conducted with the village

advocates of girl's education through regular Parent Teacher/community Meetings in target villages.	community groups to support the non-formal schools and also to work as supporters of the girls education.			based community groups.
	Conduct regular meetings with community groups and conduct periodic awareness sessions on their roles, particularly the issues facing to girls like early child marriages.		252	Meetings with community groups were held on regular basis to sensitize them about their roles and responsibilities
	Organize at least one enrolment drive with the support of these community groups and parents in target UCs to bring more OOSC in schools.	1	1	An enrollment drive was launched in the project area with the collaboration of District Education Department; enrollment drive was initiated by enrolling a few out of school children in schools during a seminar, which was organized in District Nankana Sahib
	Organize parent day in target schools	1	1	Parents' day was celebrated in 25 non-formal elementary schools
Create safe and enabling learning environment in target non-formal middle/ secondary schools (by transforming schools into inclusive, gender responsive and child friendly schools)	Provide training to 25 teachers to build their capacity on content mastery, pedagogical skills, inclusive, gender responsive and child friendly schools	25	27	Capacity of 27 teachers was build in content mastery, pedagogical skills, inclusive, gender responsive and child friendly schools.
	Provide regular supportive pedagogical supervision (academic follow up/ mentoring) as part of the ongoing CPD (continuing professional development)/ in-service capacity building	25	29	Provided regular support to the 29 teachers in pedagogical supervision (academic follow up/mentoring) as part of the ongoing Continuing Professional Development (CPD), and in service capacity building by the project team as well as by the AIOU team.

	Create monthly CPD forum for teachers, by conducting result oriented monthly meetings in which the progress of the month will be shared. The session will also be conducted to address the gaps on the basis of field observation.	12	11	In total, 11 CPD monthly forums were arranged
Objective No.3: To advocate with Government Departments, Elected Representatives and Decision Makers on the right of Education particularly for girls elementary/secondary level education through conducting studies, organizing events and developing IEC Material				
Conduct Meetings with government line department and elected Representatives to provide the elementary schools in project target localities.	Attend regular meetings with district steering committee on the project, and share the progress and challenges as well, with evidence it would be tried to convince the DC to upgrade the primary schools into elementary level in targeted localities.	4	1	Regular meetings with the representatives of the District Government were conducted and project progress was shared with them. One steering committee was conducted, target was not achieved due to frequent transfers of DCOs, however, regular progress of the project is being shared with the District Education Department
	Conduct meetings with the elected representative to enhance the number of elementary/secondary schools for girls in the target areas as well as in the whole district.	4	5	Five meetings were conducted with the elected representatives. They were mobilized to play their role in advocating for increasing the number of elementary and secondary schools in the project targeted areas.
	Conduct study in the government girls' primary schools of project target villages, to assess the future trends of 5 th class students.	1	1	Covering the four targeted Union Councils, a study of 5 th class girl's students was conducted. The study was designed to find out the trends of girl's education towards education after 5 th class and to ascertain the factors that stop girls in continuing education after 5 th .
	Share the findings in the project steering	1	1	Findings of the study were analyzed and shared with

	committee also publish the report (depends on availability of budget)			the stakeholders concerned.
Organized Project Closing ceremony to share the best practices and lesson learned of the project with the project stakeholders and decision makers	Conduct project closing ceremony	1	1	Project closing ceremony was conducted
	Develop project completion report and disseminate among the stakeholders	1	1	Completion report was compiled and shared the stakeholders concerned.
IEC Material Developed and disseminated amongst the project stakeholders	Develop and disseminate IEC material like project brochures, banners, standees, caps, play cards, posters among the project stakeholders.	1	1	IEC material was designed and placed and distributed among the beneficiaries and other stakeholders.

Trainings

Sr. #	Training Title	Date
1	Five-day teachers training on teaching methodologies, class room management, scheme of study, lesson planning and content of 5 th semester.	8 th Dec, 2017 to 12 th Dec, 2017
2	Five-day teachers training on teaching methodologies, class room management, scheme of study, lesson planning and content of 6 th semester.	26 th March, 2018 to 30 th March, 2018
3	One-day capacity building teachers training on beauty art.	24 th April, 2018
4	Five-day teachers training on teaching methodologies, class room management, scheme of study, lesson planning and content of 7 th Semester.	29 th June, 2018 to 3 rd July, 2018
5	One-day capacity building teachers training on beauty art.	7 th August, 2018

KEY CHALLENGES AND RECOMMENDED ACTIONS

Challenges	Actions
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Early marriages of students	Community meetings were organized and community members were oriented about the adverse consequences of the early girls' marriages on the health of the girls.
Irregularity of working students	Parents were mobilized and oriented about the importance of education and drawbacks of the irregularity of the students. Parents were motivated to manage the work by themselves during the study hours of students so that the girls could attend their schools on regular basis.

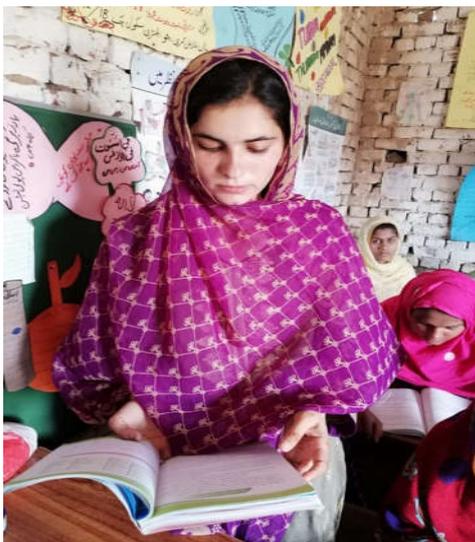
Lesson Learnt

1. The problem being deeply embedded in the community, a community based approach to the problem seems to be most effective, in bringing about a change from within.
2. On-going awareness sessions are imperative, during the project activities and after maturity through volunteers, for bringing about positive attitudinal change in the communities.
3. On-going teachers training are essential for improving the quality of education and equipping them to play the role of change agents in the local communities.
4. It is lesson learnt that Government and communities are the fundamental pillars for sustaining the project activities.
5. It is useful to have in built mechanism in the project for ensuring the participation of the community, and raise the level of people's awareness about the issues involved.
6. In order to mobilize communities more effectively, training of social mobilizers is imperative. They must be equipped with necessary motivational skills and knowledge not only to raise the awareness level of the people but also support them to own the project activities.
7. The formation of local committees and their active participation in project activities, play pivotal role in reaching the real targeted beneficiaries, helping in conflict resolution, and sustaining the project interventions.

Case Studies

Just Because I 'M Losing, Doesn't Mean I 'M Lost

Sajida Sarfraz, 22 years old is a resident of chak # 18 District Nankana Sahib which is a remote area with limited to non-existent facilities for basic life. The unavailability of resources and the socio-economic status of Sajida's family painted a starkly somber future for her.



"I did my primary schooling from a non-formal set up by the SUDHAAR-ITA Alliance in 2008 and just a few years later, my parents got me married to (my now ex-husband) Ghulam Rasool. I was just 12 while he was 40 years old", Sajida narrated. Looking at the age gap, it is palpable that this relationship was damned. Sajida's account of her briefly wedded life was only short of the sound effects abundantly supplied in a horror story. Rasool, as described, abused the innocent pre-teen emotionally and physically in his so-called efforts for "keeping me with him ... so I don't disobey him and run away"

Eventually, Sajida moved back with her parents. Her father is a peasant and mother is a housewife. Also cohabiting the small house are Sajida's three brothers, their wives and children, a divorcee sister and another sister. Getting her out of her abusive marriage was not an option but a necessity to save her life. It took three years of struggle and a "Punjaet" to get Sajida out of her troubled and unhappy marriage.

"I was cleaning the yard when I heard someone asking me if I wanted to study. I replied, why you are making fun of me", recalled Sajida. An avid teacher of Sanjh Preet, Azra, invited her to the non-formal elementary school which was established by the Sanjh Preet Organization with the collaboration of Plan International Pakistan.

Initially hesitant, Sajida is currently studying in the 6th semester of middle classes. The love of education, commitment and effort she puts is an axiom of her vocation, yearning and ambition to succeed. She may not be very affluent herself, yet she is ready to be the voice of people who don't have a voice for themselves. Recently, she has raised PKR 10,000 (USD 100) to help a special child get a tricycle.

Sajida is a lyric turned into life "*Just because I'm losing, doesn't mean I'm lost*". Her misery of being a divorcee and subhuman treatment from the significant ones makes it difficult for her to thrive; yet, it stands no chance in front of her aspiration, hopefulness and optimism.

"I was engaged to a 44 years old man again but he refused to marry me", said Sajida with teary eyes, "It breaks my heart but my school is my refuge ... It is my respite". I pray that Allah brings good for me in future and I am hopeful about it."

Not only is she punctual in her class but also a bright student who proved herself to be a change agent in the community. In the future, she is interested to continue her study, and play a key role in mobilizing the parents, not to marry their daughters in early ages.

A Journey of Hope

Muqaddas Rani, 16 years old, resident of chak # 16 Districts Nankana Sahib, is a classmate of 60 girls in non-formal elementary schools. "It was amazing moment for me and my eyes got wet, when I heard that I secured third position in semester three exams, and from that day, I felt, my dreams are going to be fulfilled" said Muqaddas Rani to her teacher at the time of result announcement. She had passed the primary level by securing 2nd position from her village school, but could not continue education due to the issues of poverty and access to school. Since there was no elementary school in her village, thus her parents were not willing to give her permission to go outside of the village to get elementary education. "I would have been in the field or got married, like others, if Non-formal Elementary Education School would have not been opened at my door step", said Muqaddas.

She is the only sister of her four brothers. Her mother Kalsoom, who worked from dawn to dusk, is supported by Muqaddas Rani in her household work, and seasonal crop labour. At the age of 11, another twist came in her life, when she was engaged, and shortly a Nekah ceremony was conducted, but unfortunately she was divorced, before the departure from her parent's home to in-laws.

When the non-formal elementary education school was established in her village, she wished to continue her education, but her grandparents did not give permission. Gradually, they were convinced by the members of the local committee and she was permitted to enroll herself in the non-formal elementary school. "I am studying as well as extending supporting to my family in household work; this is due to the fact that school is present at my doorstep. Learning different skills and stitching course in my syllabus helped me to start stitching in the evening for income generation", said confident Muqaddas.

Not only is she punctual in her class but also support her teacher in reducing the absenteeism of students from schools, and proved herself a change agent in the community. Her members of the family were also happy with her study, and support at household work. In the future, she wants to become a lawyer.