



## CRCF Project Completion Report

September 20, 2014 to June, 20, 2015

**Promotion of Child Rights  
in Cotton Farming Areas:  
capacity Building and  
Social Mobilization for  
Increased Enrolment and  
retention.**



**Reported By:**

*Muhammad Haroon (Project manager)*

## Project Synopsis

<b>Organization:</b>	Sanjh Preet Organization
<b>Rajanpur Office:</b>	Qurashi House near City Police station Officer Colony Rajanpur
<b>Date:</b>	Sep.20, 2014 to June 20, 2015
<b>Contacts Details:</b>	Pervaiz Akhter (Director Program)
<b>Head Office:</b>	57-J2 Johar Town Lahore
<b>Telephone:</b>	0300-4431697, 042-35301657
<b>Email Address:</b>	info@Sanjh Preet.Org.com,kamboh1@gmail.com
<b>Contact Person:</b>	Abid Hussin Gill (Chief Executive officer)
<b>Telephone:</b>	042-35301657

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## 1 ACRONYMS AND ABBREVIATIONS

<b>CRCFA</b>	Child Rights in Cotton farming Areas
<b>DCO</b>	District Coordination Officer
<b>EDO</b>	Executive District Officer
<b>PLC</b>	Project Literacy Coordinator
<b>CFS</b>	Child Friendly Schools
<b>SN &amp; HS</b>	School nutrition & health Supervisor
<b>CSRC</b>	Child school Representative Council
<b>BHU</b>	Basic Health Unit
<b>DLO</b>	District Literacy Officer
<b>DLM</b>	District Literacy Mobilizer
<b>SC</b>	School council
<b>UC</b>	Union council
<b>VEC</b>	Village Education Committee
<b>NADRA</b>	National Database & Registration Authority
<b>SWD</b>	Social Welfare Department
<b>NFBE</b>	Non formal Basic education
<b>MT's</b>	Master Trainers
<b>AEO</b>	Assistant education officer
<b>DTE</b>	District trainer educator
<b>MEA</b>	Monitoring and Evaluation Assistant
<b>UNICEF</b>	United Nations Children Education Fund

## **PREAMBLE:**

Pakistan is at the cross road to meet the challenges of educating the society both in the rural and urban areas. The deficiency and deprivation in the southern Punjab is more pronounced. Sanjh Preet Organization is determined to bring the social change through education in collaboration with UNICEF and under the ambit of Government of Punjab. To this affect a project recently executed by Sanjh Preet Organization with the technical and financial support of UNICEF to promote child rights in cotton farming areas. The Project primarily aims to focus on enrolment & retention of out-of-school laborer /working children and improving quality of education through training of teacher. We have succeeded in accomplishing the target in befitting manner. Over and above 21000 OOSC has also been registered in the target 170 schools.

A comprehensive strategy was evolved to accomplish the project in a befitting manner ensuring effective operational support for timely conduct of all interventions inbuilt in the PCA Joint Proposal, Work-Plan, and Budgets. The project was implemented in close consultation with provincial departments, district government/authorities, other stakeholders and UNICEF.

I must acknowledge guidance and support of Mr. Asif Abrar, Education Officer UNICEF, Mr. Abid Hussain Gill, Chief Executive Officer Sanjh Preet, Mr. Pervaiz Akhtar UNICEF Director Programs, Mr. Sajjad Haider Director Quality Program Development & Assurance and my Field Team for the continued efforts and support in successful implementation of the project.

Muhammad Haroon  
Project Manager  
Sanjh Preet Organization

# CHAPTER 1

## 1.1 SANJH PREET ORGANIZATION:

Sanjh Preet Organization is a right based organization working with marginalized and excluded group of society to provide them with fundamental rights so they are able to realize their potential and contribute to mainstream development. The organization has been working in sector of human rights including children and women rights, education, health, and youth and women empowerment since 2002 in Punjab and KPK provinces of Pakistan.

Currently “In Collaboration with UNICEF Punjab Sanjh Preet Organization (SPO) implemented the project entitled “Promotion of child rights in cotton farming areas (CRCF)” Capacity Building and Social Mobilization for increased Enrolment and Retention” in 170 Schools formal and non-formal schools in 12 targeted Union Councils of District Rajanpur. The Project primarily aims at enrolment & retention of out-of-school laborer/working children and improving quality of education through training of teachers in effectively using child friendly education approaches.

**1.2 PROJECT INTRODUCTIONS:** UNICEF, Provincial and District Governments have joined efforts to prevent and address the violation of child rights with a focus on reducing the children’s vulnerabilities in selected Union Councils of the largest cotton-producing districts of Punjab, through the project “Promotion of Child Rights in Cotton Farming Areas” (CRCF). Educational interventions of CRCF Project are based on the Problem Analysis that was conducted in year 2008, and later consultations were carried out with Provincial and Districts Governments and Authorities.

Implementation of CRCF project was started in year 2012 in a phased manner. Phase-I included Districts Rahim Yard Khan and Bahawalpur for the duration 2012 to June 2014, whereas Phase-II includes District Rajanpur for the duration July 2014 up to December 2017. During Phase-I, project interventions were initiated and completed in 215 villages in District Rahim Yard Khan and 161 Villages in District Bahawalpur.

CRCF is a convergence model project. UNICEF’s each programmer/thematic intervention is contributing to the fulfilment of child rights in a holistic manner using convergence approach. Educational components of CRCF project primarily focus on enrolment & retention of out-of-school laborer/working children and improving quality of education through training of teachers to effectively use child friendly education approaches. . Major focus was on reducing the children’s vulnerabilities in target areas of the project and the project helped approximately 21,000 Out of School Children (OOSC) to get enrolled in Non-Formal Basic Education Centers (NFBEs) & Formal Schools.

## 1.3 PROJECT OBJECTIVES:

- To focus on enrolment & retention of out-of-school laborer/working children and improving quality of education through training of teachers to effectively use child friendly education approaches.
- To enroll 17000 (boys and Girls) and maintain retention in 170 formal and Non formal schools and catchment areas.

#### 1.4: PROJECT TARGET AREAS:

- The project focused on 12 Union councils (UCs), 9 were in tehsil jumper while 05 were in Rajanpur. The Detail of Union Councils and Schools provided in following table.



## CHAPTER No: 2

This Chapter two illustrates the achievement status of the project; against the planned objectives and outputs. The table given below provides statements that verify the accomplishment of the planned objectives and planned outputs:

### 2.1 STATUS AGAINST PLANNED OUTPUTS

Planned Outputs	Achievement Status	Description of Progress
<b>Output 1:</b> Approximately 340 primary school teachers trained in interactive methods of teaching and non-violent disciplinary solutions	Achieved Fully	354 teachers (male 169 & female 185) were trained on interactive methods of teaching and non-violent disciplinary solutions. Training was delivered by the master trainers (DSD) in the form of clusters in two tehsils of District Rajanpur. In addition 2 days training refresher was also organized on interactive methods of teaching and non-violent disciplinary solution, gender sensitization, Child Rights, Learning to Live Together (Social Cohesion), multi-grade teaching, interactive and discovery learning and process for enhancing child friendly education in schools.
<b>Output 2:</b> 170 existing educational facilities in the target districts are child friendly and inclusive and provide “second chance education” programmer.	Achieved Fully	50 officials (10 females and 30 males) of the Education Department were trained through structured trainings and meetings. As a result of the meetings, these officials were orientated on the CFE and were convinced that following staff members should pay an active role in creating child friendly environment in all the target Schools and ensure enrolment of all OOSC.  In addition to structured orientation meetings, the project staff regularly met the officers and continued sensitizing them on child friendly approaches and organized regular joint monitoring and mentoring field visits to achieve the project desire results.
<b>Output 3:</b> Approximately 8,500 out-of-school working children have access to formal and non-formal education.	Achieved Fully	Around 9000 (50% girls) working children are enrolled in targeted formal and non-formal schools. For this purpose Sanjh Preet conducted 340 Broad Based Community Meetings (BBCMs) (2 in each targeted schools) at targeted Village for community sensitization/ mobilization for enrolment and retention of OOSC children in which approximately 13276 ( 1st Quarter.2014 (Male 4285 + Female 1665)

		<p>and in 3rdQuarter.2015 (Male 5365+Female 1961) parents, SC &amp;VEC members, AEO's DTEs, MEAs and community influential participated. During the BBCM's the Action plan for enrolment campaign was prepared and various responsibilities were assigned accordingly.</p> <ul style="list-style-type: none"> <li>Organized awareness campaigns Schools "Pardo Punjab Barhop Punjab" with the Coordination of District Education Department. The D.C.O formally inaugurated the enrollment campaign for the year 2015-16 by signing admission forms of four children as well as gave those textbooks, bags and stationery.</li> <li>Sanjh Preet organization extended support to Education Department in printing of promotional material and in preparing presentation for visit of Provincial Education Minister (<b>Mr. Rana Mashood</b>).</li> <li>Developed enrollment campaign plan and organized 12 Enrollment campaigns walks in targeted union councils to create awareness among the communities on importance of education and to achieve enrollment targets.</li> <li>Arranged joint household visits of Social Mobilizers and AEOs covering 170 villages to mobilize the opinion of parents'/guardian of OOSC and Follow-up to ensure that enrolment/retention take place.</li> </ul>
<b>Output 4:</b> At least 4,250 school drop outs are back in schools/ education system	Achieved Fully	<p>4,560 children including boys 2736 and Girls 1824 school drop outs are back in schools for continuing their education. In this regard Sanjh Preet team conducted series of mobilization meetings with the parents of drop out children. Organized joint household visits of Social Mobilizers to mobilize the opinion of parents'/guardian of OOSC and Follow-up to ensure that enrolment/retention take place.</p>

## 2.4 PROGRESS AGAINST INDICATORS:

Progress status against the indicators; OVIs (objectively verifiable indicators) as stated in the results framework in the PCA against each output:

Outputs	Indicators	Progress status
i. Existing District Working Group on Child Friendly Education (CFE-DWG) re-activated and regular meetings held on bi-monthly basis	# of meetings held on bi-monthly basis	<ul style="list-style-type: none"> <li>Re-activated existing District Working Group on Child Friendly Education (CFE-DWG).</li> <li>Conducted 9 progress review and planning meetings held in reporting period.</li> </ul>
ii CFE Master Trainers from DSD, L&NFBED engaged 3-Day training of 340 primary school teachers from targeted 170 schools (Formal/Non-Formal) and approximately 70 Education Mangers completed on a) Child Friendly Education approaches b) Development & implementation of school-specific CFE-EMIS (with particular emphasis on enrolment	# of PST and Education Managers trained  # of CFE-EMIS developed	<ul style="list-style-type: none"> <li>354 teachers (male 169 &amp; female 185) were trained on interactive methods of teaching and non-violent disciplinary solutions.</li> <li>CFE-EMIS Data base has been developed and compiled data of 134 schools on quarterly and monthly basis.</li> </ul>
iii Conducted joint field visits of Social Mobilizers (SM) and DTEs to target schools for a) providing mentoring support to teachers b) monitoring progress on school-specific CFE-EMIS (including enrollment and retention targets. 5 schools/week)	Mentoring tools developed and # of teachers mentored/month. Data on School-specific CFE-EMIS collected/updated/ month.	<ul style="list-style-type: none"> <li>DTEs used already developed mentoring tools and Conducted 36 joints field visits with SMs to 134 target schools for providing mentoring support to 290 teachers.</li> </ul>
iv. Provided required technical assistance to expand scope of existing CFE Software to accommodate CFE-EMIS data of 170 targeted schools	Extended CFE Software	<ul style="list-style-type: none"> <li>CFE data base developed and data of 170 schools fed and updated on monthly basis;</li> <li>CFS website has activated but project updates Could not be updated due to non-availability of copyrights from AIE</li> </ul>
v. Printed and disseminated a) Teachers' Training Module b) Teachers' Guide on Child Friendly Education	Newly printed materials disseminated to # of schools	<ul style="list-style-type: none"> <li>Designed, Printed and Disseminated 75 Teachers' Training Module and 750 Teachers' Guide on Child Friendly Education after training of the teachers.</li> </ul>
vi. Supported certification of target schools as Child Friendly through;	TORs for CFE-EMIS trends analysis	<ul style="list-style-type: none"> <li>Third Party Validation completed for certification of target schools as Child Friendly through; Conducting a sound/ highly</li> </ul>

Conducting a sound/ highly technical trends analysis of CFE-EMIS (Levels/Dimensions/Strategies of CFE)	developed. TORs for CFE review in sample schools developed. Sound agenda for advocacy event drafted.	technical trends analysis of CFE-EMIS (Levels/Dimensions, Strategies of CFE). <ul style="list-style-type: none"> <li>At district level conduct one advocacy event with CFE-DWG and district Government to certify target schools as Child Friendly.</li> <li>60 schools are certified as child friendly schools by district government on the basis of 3rd party validation.</li> </ul>
Vii Carried out joint field visit with EDO/DMO/PLCs to target schools to review CFS progress (One visit/month)	# of Govt. officials engaged in field visits	<ul style="list-style-type: none"> <li>Conducted 27 joint field visits of PM with EDO, DMO, PLC, DO Male/Female, and DTE's head to 170 target NFBE's/ schools to review CFS progress on monthly basis.</li> </ul>
Viii. Supported/ensured liaison with relevant departments on monthly basis to ensure completion of 100% Birth Registration, Health Screening and Polio/EPI Immunization of students of target school, water quality testing of target schools followed by initiating mitigation measures	# of regular meetings held	<ul style="list-style-type: none"> <li>Organized 15 coordination meetings with relevant department to ensure completion of 100% Birth Registration, Health Screening and Polio/EPI Immunization of students of target schools.</li> <li>Facilitated in getting 2868 children registered with union councils.</li> <li>Provided vaccination to 4,850 children during polio and EPI campaign.</li> </ul>
Ix. Engaged CFE Master Trainers (DSD, L&NFBE) and conduct 2-Day Refresher training of 340 school teachers from 170 schools (Formal/Non-formal) and 70 Education Managers in Feb; 2015	# of Teachers, Education Managers provided refresher training	<ul style="list-style-type: none"> <li>Organized 2 days training refresher for 354 teachers (male 169 &amp; female 185) and 30 education managers (AEO's DTE's &amp; MEA's) trained on interactive methods of teaching and non-violent disciplinary solution, gender sensitization, Child Rights, Learning to Live Together (Social Cohesion), multi-grade teaching, interactive and discovery learning and process for enhancing child friendly education in schools</li> </ul>
xiv. Ensured CRCF project targets (enrolment/retention) reflected in related District Campaigns and progress is periodically reviewed	# of consultation/meetings held with district authorities	<ul style="list-style-type: none"> <li>Conducted 6 progress sharing meetings with district line department to share enrollment and retention targets.</li> </ul>
XV. Conducted Broad Based Community Meetings (BBCM) at Village level for community sensitization/	# of BBCMs held	<ul style="list-style-type: none"> <li>conducted 340 Broad Based Community Meetings (BBCMs) (2 in each targeted schools) at targeted Village for community</li> </ul>



## CHAPTER: 3

### IMPLEMENTING STRATEGY

Chapter three is a qualitative description of all the major interventions of the project. It explains the objectives, proceedings, and other narratives associated with the planned interventions. Quantitative details, though have been explained in the above chapter, but have also been narrated under each activity/ intervention. Following are major interventions with details:

#### 3.1 MAJOR PROJECT INTERVENTIONS:

- Social mobilization for increased enrollment and retention involving Teachers of target schools (formal/non-formal), members of School Councils/Village Education Committees;
- Conduct 340 teachers training from formal/non-formal schools on Child Friendly Education Approaches through the master trainers(DTEs)
- Collect and digitize Child Friendly Education-Education Management Information System (CFE-EMIS) and carrying out systematic regular analysis of CFE-EMIS
- Conduct training of 170 School Councils/Village Management Committees for increased enrollment and retention on existing training module
- Information sharing with Provincial and District Authorities and relevant stakeholders related to the project in a timely manner (including District Steering Committee)
- Conducting Broad Based Community Meetings with local communities for enrollment of OOSC/drop out children
- Support to conduct Third Party Evaluation of target schools to notify target schools as Child Friendly
- Support to develop a short video documentary and 2 Human Interest Stories
- Support/facilitate UNICEF's contracted Third Party Monitors to complete their tasks
- Collect data of OOSC from District Education Department and verify at Household level
- Conduct monthly assessment of target schools and update CFE-EMIS
- Support/liaise with relevant department to ensure completion of 100% Birth Registration, Health Screening and Polio/EPI Immunization of students of target schools
- Liaise with relevant department to complete water quality testing of target schools and initiate mitigation measures
- Conduct district level advocacy events on importance of education for marginalized OOSC especially laborer children, also engaging corporate sector
- Share/present the project progress in district steering committee/working group meetings

The activities undertaken during the life of the projects are provided as below:

### 3.2 PROJECT LAUNCHING CEREMONY/ STAFF ORIENTATION:

In order to effectively engage and brief the district line department's officials, civil society and other key stakeholders on project Interventions at initial stage of the project team organized one day Project Planning and Orientation Meeting" on 16 October, 2014 at Zaiqa Restaurant Indus road Rajanpur.

There were two sessions in the meeting; during the first half all the participants were orientated on project interventions and discussed the collaborative areas and how to coordinate each other on the project. And in the second half of the day the project staff was briefed on the project target areas, targets, detailed implementation plan and other HR and financial matters. All the concerned line departments, NGOs and other stakeholders were participated in the meeting.

#### Government Representatives

- CRCF District Focal person for DCO office
- EDO Education
- Educational focal person for CRCF
- DO Elementary
- DO Secondary
- DO Labor
- District Literacy Officer
- EDO CD
- DO Social Welfare
- District Manager Sanatzar

#### NGOs

- Save the Children
- NRSP
- Jehandad Society
- Hayat Foundation
- NCHD

#### Project Staff: all project staff

### 3.3 TRAINING / ORIENTATION OF CRCF PROJECT TEAM:

Sanjh Preet Organization Organized a one day Training session in pursuant to the successful execution of project with project staff in Multan office. In session for Project Staff (Project Coordinator, Two IMOs, Ten Social Mobilizers were briefed on the project objectives and approaches of child friendly school and Early Childhood Education. The staff also trained on various themes like social mobilization, impacts of child labour on children and strategies to bring the children in schools. The selected staff was given orientation pertaining to the project activities and the project area and the detailed plan was shared with them to create commitment among the project team and share the project's vision with them. The detailed project implementation plans was also developed jointly with the project team. The responsibilities were allocated to the staff members against the each activity with clear roles.



### 3.4 ORIENTATIONS/CONSULTATIVE MEETINGS ON PROJECT PLANNING:

Sanjh Preet organization organized following consultation and orientation meetings:

- An orientation/consultative Meeting was held with Asif Abrar in the provincial office of UNICEF dated September 25, 2014 and developed detailed implementation plan(DIP) of CRCF Project.
- A day long orientation workshop with the departments and district government officials held that played a pivotal role in building a strong coordination with the departments. To seek the support of District Education Department in project implementation Sanjh Preet organized one project planning and orientation meeting in EDO Education Office Rajanpur, in which participants were Education Officers, Unicef Punjab, EDO Education, CRCF Project District Focal Person, Literacy Coordinator, DTE's, provincial coordinator and district managers of various NGOs working on UNICEF projects participated. In the session the participants were briefed on the project design, objectives and target. The participants were also requested for the supports in implementing the project.



- At Tehsil level Conducted two initial coordination meetings with DDEO,AEO's & DTE's(M&F) of target schools to share project interventions and developed joint plan for household visits to parents of OOSC to mobilize opinion of parents/guardian

#### **Issuance of circular/ notifications:**

- The EDO Education issued a circulars that concerned head teachers /teachers of 170 schools in the project UCs to facilitate the project activities aimed to increase enrollment and retention.
- Finalized list of targeted schools with the consultation of Literacy and Education department.

### 3.5 SCHOOLS ASSESSMENT:

- Finalized list of 170 Formal and NFBES schools in targeted UC's with the consultation of Education and literacy department (Formal Boys, 76 + Girls 57 & NFBES 37) on the following criteria;
  - CRCF target UCs;
  - Maximum UNICEF interventions
  - Clustering

- Conducted Baseline assessment in 170 targeted schools including (GPS 76 +GGPS 57+ NFBES 37 to updating of CFE-EMIS.

### 3.6 REACTIVATION OF DISTRICT WORKING GROUP:

Conducted 2 initial meetings with UNICEF focal person (CRCF Project) and district line departments for Re-activation of existing District Working Group on Child Friendly Education (CFE-DWG) and also finalized members list for CEF-DWG. On 1st December, 2014 DCO office notified the Child Friendly Education District Working Group (CFE-DWG) for the purpose of effective coordination to work as supervisory body of CRCF project at district level. And Conducted 8 progress review and planning meetings in reporting period.



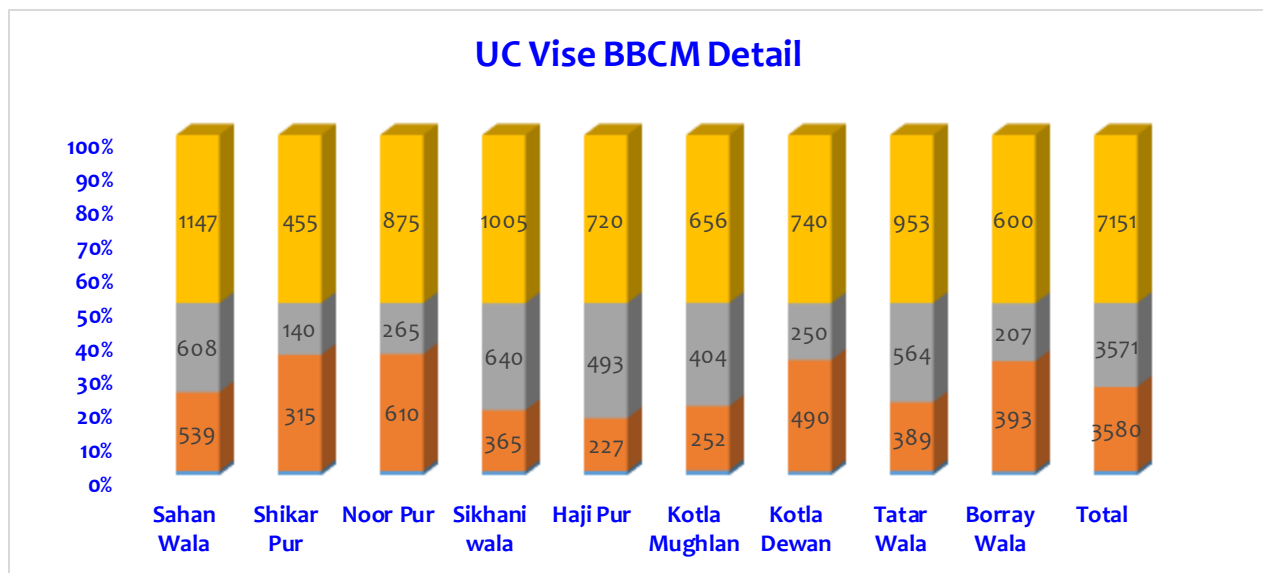
### 3.7 BROAD BASED COMMUNITY MEETINGS:

In order to ensure community involvement Sanjh Preet Conducted 340 Broad Based Community Meetings (BBCMs) (2 in each targeted schools) at targeted Village for community sensitization/ mobilization for enrolment and retention of OOSC children in which parents, SC &VEC members, AEO's DTEs, MEAs and community influential participated. During the BBCM's the Action plan for enrollment campaign has prepared and various responsibilities were assigned accordingly. Follow-up were organized for the updating of enrollment status of target OOSC.



**Table No: 1 Detail of 3<sup>rd</sup> quarter BBCMs:**

Sr. No	UC Name	# of BBCM	Male	Female	Total
1	Sahan Wala	27	539	608	1147
2	Shikar Pur	11	315	140	455
3	Noor Pur	21	610	265	875
4	Sikhani wala	23	365	640	1005
5	Haji Pur	17	227	493	720
6	Kotla Mughlan	18	252	404	656
7	Kotla Dewan	16	490	250	740
8	Tatar Wala	24	389	564	953
9	Borray Wala	13	393	207	600
<b>Total</b>		<b>170</b>	<b>3580</b>	<b>3571</b>	<b>7151</b>



### 3.8 LAUNCHING OF ENROLLMENT CAMPAIGNS:

In order to achieve 100% enrollment of Children of the age of group 5 years to 16 years and to ensure their retention Sanjh Preet organization launched enrollment campaign in 13 union councils of District of Rajanpur.

- **(In Phase 2014 to 2015)**

- During a massive enrolment drive (4th week of October 14) 4 to 9 years 4741 children including (boys 2392 & Girls 2049 & 300 NFBEs) were enrolled in 170 targeted formal and Non-formal schools.



- **(1st Phase 2015 to 2016)**

- Launched a new phase of Schools Reforms Road map **“Parho Punjab Barho Punjab”** with the Coordination of District education department. The D.C.O formally inaugurated the enrollment campaign for the year 2015-16 by signing admission forms of four children as well as gifted them with textbooks, bags and stationery.

Sanjh Preet organization extended support to Education Department in printing of promotional material and in preparing presentation for visit of Provincial Education Minister (**Mr. Rana Mashood**).

Of the activity;



**Table 2 Enrollment Drive Campaign- Schedule of activities**

S#	Major Activity	Sub-activities
1	Advocacy meetings	<ul style="list-style-type: none"> <li>• Planning meetings held with Education Department</li> <li>• Designed and finalized promotional material</li> <li>• Meetings with teachers/parents for OSC and drop out children' enrollment conducted;</li> <li>• Meetings held with Villages influence persons (religious leaders, UC's Secretary, etc) for Enrollment Campaign and displaying banners Posters in targeted areas.</li> </ul>

2	Friday) Sermons by Religious leaders, door to door meetings with community Public Awareness Walks	<ul style="list-style-type: none"> <li>Friday sermons delivered on the importance of education and to enroll children,</li> <li>Met with community at large in each union councils</li> </ul>
3	Broad based community meetings	<ul style="list-style-type: none"> <li>Meeting with community on refusal cases, outgoing school children and drop out children.</li> </ul>
4	Advocacy meetings with School teachers/SC's/VEC	<ul style="list-style-type: none"> <li>Meeting with all the Govt; school teachers and registered SC &amp; VEC members</li> </ul>
5	Public Awareness Walks	<ul style="list-style-type: none"> <li>Organized enrollment walks at UC's Level (where the ratio of out of school children is high)</li> <li>Awareness Session with parents and children,</li> </ul>
6	Meeting with Education department	<ul style="list-style-type: none"> <li>Meetings with AEO held and verified enrollment data.</li> </ul>
7	Press briefing with MEDIA	<ul style="list-style-type: none"> <li>Media engaged to promote the cause on broader level</li> </ul>

### Highlights of the sub-activities conducted under the Enrollment Campaign:

#### Advocacy meetings:

170 Advocacy meetings held with teachers, parents of drop out, outgoing schools and refusal cases at all focus union councils to motivate and mobilize them for children enrolment in nearest schools.



#### Display of Banners: Each banner on “Every child in School”

Total of 124 Steamers, bill boards and banners with key messages of “Every child in school Parho Punjab Bahro Punjab” were displayed at district level and in all focused union councils for awareness of the general masses and promoting literacy rate.

#### Advocacy Walks – Enrollment campaign:

Awareness walks were organized in each target UCs with the active support of Tehsils administrations, Education department, SC, VEC, school teachers and students.

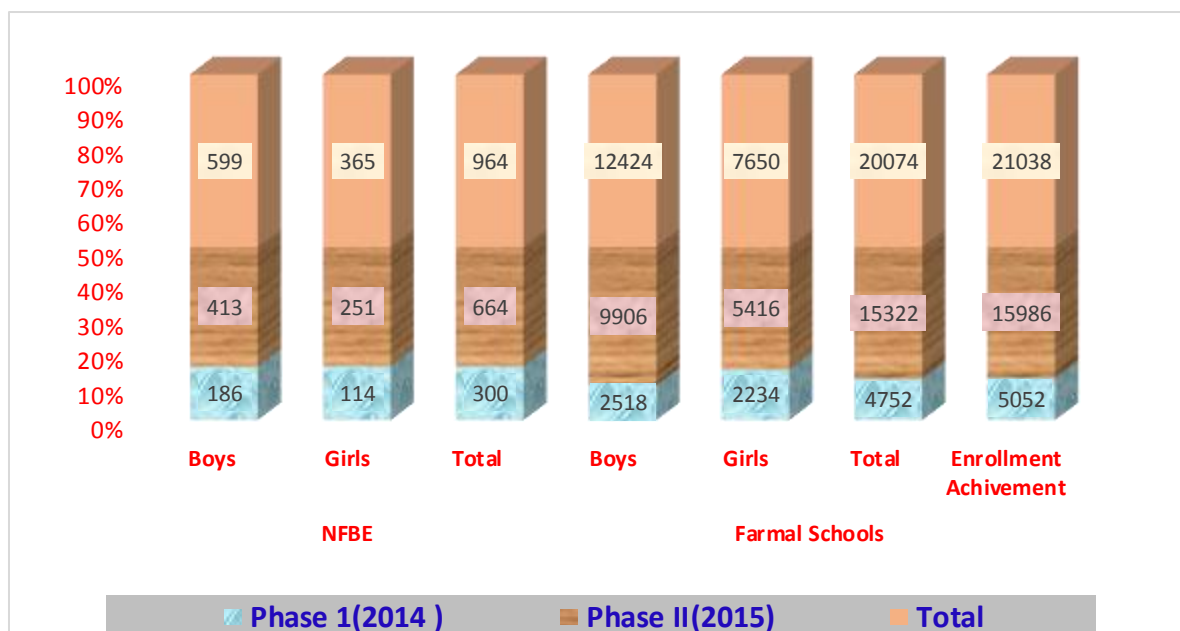


### No. of children enrolled:

Enrolled 21038 including 964 in NFBE's and 20074 Children (Boys 12424 & Girls 7650) were newly enrolled to various schools as part of the enrollment campaign.

**Table 3 Enrollment Status:**

Phase wise Progress	NFBE			Formal Schools			Enrollment Achievements
	Boys	Girls	Total	Boys	Girls	Total	
Phase I(2014 )	186	114	300	2518	2234	4752	5052
Phase II(2015)	413	251	664	9906	5416	15322	15986
Total	599	365	964	12424	7650	20074	21038



### Challenges:

- Female community interactions were a big challenge even for the female staff due to the cultural and traditional norms prevailing in the area.
- Hard areas to conduct awareness walks and hold door to door meetings with the household especially in Tehsil Jampur.



### 3.9 ORGANIZATION OF CHILDREN HEALTH & NUTRITION CLUBS/ GROUPS:

170 Children Representative Councils (CRC) (50% girls child) were formed at 37 NFBE's and 133 formal schools with prime objectives of; to engage the children in school development matters and provide voice in decision making matters of the school..



#### Why have an SRC?

##### Better decisions:

- To engage students in decision making processes relating to school and children matters;
- To improve in learning
- Better relationships within the school
- **Students have the right to be consulted and have their voices heard about decisions that affect them:**

#### An effective SRC

- ✓ **Educational:** Students develop skills in areas such as representation, communication and organization.
- ✓ **Democratic:** All students have a voice and are listened to.
- ✓ **Responsible and trusted:** Students were made responsible and engaged in decision making.
- ✓ **Respectful:** Mutual respect developed between students and all members of the school community.
- ✓ **Caring:** Students are committed to their school and care about what happens to it and in it; students care for each other.

#### Detail of SRC's:

S#	Tehsil	No of Clubs		No of CHC member		Total
		GPS	GGPS	Boys	Girls	
1	Rajanpur	40	26	400	260	660
2	Jampur	35	33	350	330	680
G. Total		75	59	750	590	1340

### 3.10 TRAINING OF TEACHERS & EDUCATION OFFICERS ON CHILD FRIENDLY APPROACHES:

To achieve the milestone of Child friendly School it was compulsory to train the teachers on child friendly education. Training was delivered by the master trainers (DSD) in the form of clusters in two tehsils of District Rajanpur

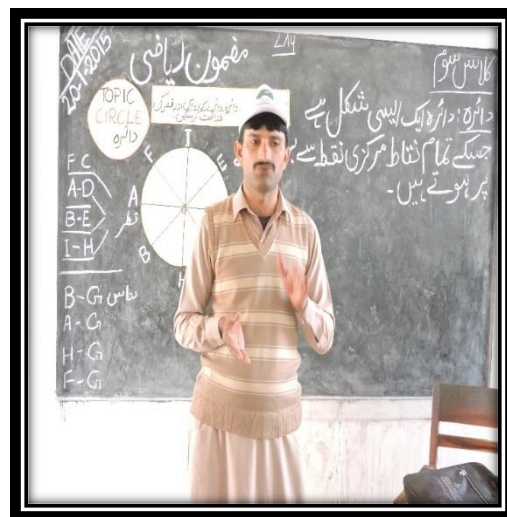
#### Participants:

310 teachers and 70 education Managers form 170 targeted schools of CRCF project.

#### Detail of Master Trainers:

Ten Master trainers were selected with mutual consultation of DSD and Education Department of District Rajanpur. Detail of MT's is given below:

1. Mr. Mohammad Nawaz	6. Mr. Attiquehman
2. Mr. Mahzad Zafar	7. Mr. Abdul Hameed
3. Mr. Mohammad shafi	8. Mr. Naseem Iqbal
4. Mr. Mohammad Shafi	9. Mr. Mohammad Waqas
5. Mr. Rafiq Ahmed	10 Mr. Nasrullah Malik



### 3.11 TRAINING OF MONITORING AND EVALUATION ASSISTANT (MEA'S) ON CHILD FRIENDLY APPROACHES.

#### Training Objectives:

- Enhance skills to Identify ways of positive reinforcement in the schools to strengthen a teachers desired behaviors on child friendly approaches.
- Develop results orientated and effective monitoring mechanism in the district on child friendly education.

#### Training methodologies:

The two days training methodology included diversity of methods, including presentations, brain storming, group work activities, debates, Questions & Answers, participatory exercises, joint discussions. The participants were given presentations on topic and through brain storming and mutual discussion.

Participants: 11 Monitoring and Evaluation Assistant.

#### Facilitator:

1. Muhammad Haroon (Project Manager)
2. Pervaiz Akhter (Director Program me)



### 3.12 REFRESHER OF TEACHERS & EDUCATION OFFICERS ON CHILD FRIENDLY APPROACHES:

Two days refresher training was conducted by engaging the DSD trainers. The two days refresher teachers training methodology included diversity of methods, including presentations, brain storming, group work activities, debates, Questions & Answers, participatory exercises, joint discussions. **Participants:**

354 Participants Including 324 teachers and 30 education Managers form 170 targeted schools of CRCF project.

#### **Detail of Master Trainers:**

Five Master trainers were selected with mutual consultation of DSD and Education Department of District Rajanpur. Detail of MT's is given below:

#### **List of Master Trainers for Teachers Training Refresher**



Sr. #	M.T Name	Contact No.
1	Attique Ur Rehman	0333-8825335
2	Abid Hussain Shakir	0333-6448081
3	Naseem Iqbal	0333-6448596
4	Imtiaz Rasool	0333-6447714
5	Zahid Hussain Shah.	0333-6449190

### 3.13 DEVELOPMENT OF CFE-EMIS DATABASE FOR CRCF PROJECT

In order to maintain CFE-EMIS data of monthly and quarterly assessment of 134 schools to analyze pattern changes of CFS approaches on monthly basis, Sanjh Preet hired the services of consultant to develop CFE-EMIS Database for CRCF project.

#### **Major tasks and Responsibilities to be accomplished:**

The consultant carried out following specific tasks in close coordination with Director Program and Project Coordinator of the project:

- Designed and DEVELOPED the CFE-EMIS Database for CRCF project
- Ensured accurate inputting of data received from various sources into database;
- Perform data analysis by producing graphs, charts, reports of an individual record etc. as directed by the Project Manager and Information Management Officer(IMO)
- Maintain and further develop the structure and format of the database as required, incorporating ideas and amendments from the CRCF project
- Trained CRCF project IMO's on the use of the database
- Developed and maintain documentation Database/design and operating manual on how to use the database for the CRCF project
- Worked with the CFE-EMIS Software to develop and maintain a user interface for the database,

in consultation with the IMO's and Project Manager;

- The IMO updated the data base on monthly base and generated reports as per requirement of the project staff and district working group.
- Shared following Indicators to incorporate in Software /database.

### CFE-EMIS Data base Face Sheet

<b>School Information</b> Emis_Code School_Name School_district School_Tehsil School_Basti/Mohalla School_Markaz School_Level_Type School_Gender School_UcName/Number School_HeadTeacher School_Head_Address School_ContactNo Sc_Head_Qualification School_UM School_UM_ContactNo UM_LastVisit UM_visitpermonth School_AEO Sc_AEO_ContactNo AEO_LastVisit AEO_visitpermonth School_MEA Sc_MEA_ContactNo MEA_LastVisit MEA_visitpermonth School_SH &NS Sc_SH&NS_ContactNo SH&NS_LastVisit	<b>School Building Status</b> Emis_code Constructed Semi-constructed Kachi CoveredArea(sqft) NonCoveredArea(sqft) NoRooms NoFunctionalToilets NoTeacherToilets NoStudentsToilets NoSeparateToiletsGirls Ground_CoveredArea	<b>School Facilities &amp; Resource</b> Emis_Code ParticularCode Classrooms office_Rooms Toilets Chairs Desk Run	<b>School Enrolled Students</b> Indicator_Code Emis_code Un-Admitted K-G Class_1 Class_2 Class_3 Class_4	<b>School Screening</b> Emis_Code Students_Reported EyeProblem VisionProblem EarProblem HearingProblem DentalProblem SkinProblem	<b>School HR Teaching Staff_1</b> Emis_Code Sanctioned Filled Vacant Volunteer Long_Leave Without_Leave_Absent	<b>School Facilities_Part</b> Particular_Code Particulars
	<b>School Learning Resources</b> ItemsCode Emis_Code FreeTextBooks SupplementaryReadingM Dictionary/Thesaurus TeachingKits/TaleemTas ECEKit Audio	<b>School Enrolled Indicators</b> Indicators/Number Indicators	<b>School_Council</b> Emis_Code Name Designation ContactNo AccountNo Bank BranchCode Balance Total_Expenditure Present_Balance Funds_Receivedfromgov Nonmeeting_Sc_Staffsquar Funds_Receivedfromotherg	<b>School_Farogh Taleem</b> Emis_Code AccountNo Bank BranchCode BalanceAvailable(Sb Total_Expend_year Funds_year Present_Balance_FTI	<b>School HR NonTeachingS...</b> Emis_Code Sanctioned Filled Vacant Volunteer Long_Leave Without_Leave_Absent	
	<b>School Teaching Staff</b> Emis_Code Teacher_Name Designation PresentGrade Posting_in_Edudept	<b>Learning Outcomes</b> Emis_Code Marks_Board_5th_Mean Marks_Board_8th_Mean Marks_DTE_Month1 Marks_DTE_Month2 Marks_DTE_Month3		<b>School Learning Items</b> ID Resources	<b>School HR Teaching Staff</b> Emis_Code Sanctioned Filled Vacant Volunteer Long_Leave Without_Leave_Absent	

### 3.14 EDUCATION MANAGERS FIELD VISITS:

In order to create ownership and ensure quality work Sanjh Preet Organized joint field visits with AEO's, DTE's, PLC & EDO Education and CRCF District Focal Person.

- Conducted 25 joint field visits of Social Mobilizers and AEOs in 170 target villages to mobilize the community and sensitizes the parents about children enrollment in nearest schools. Conducted 36 joints field visits with SMs to 134 target schools for providing mentoring support to 290 teachers and monitoring progress on school- specific CFE-EMIS (including enrolment and retention target).



### **Support of Education Department for CRCF Project:**

Focal person from Education Department, Mr. Sanah Ullah Sehrwani, extended full support of Education Department towards CRCF and especially for Sanjh Preet. He was deputed by EDO Education to support us on every step. He apprised about work with the department and also about the past work of CRCF project in the district.



### **3.15 3RD PARTY ASSESSMENT OF PROGRESS ON CHILD FRIENDLY EDUCATION IN SELECTED NFBE'S AND FORMAL SCHOOLS:**

In order to validation of child friendly school approaches Sanjh Preet organization in consultation and collaboration with District Government and UNICEF, engaged Consultant as third party to conduct review of CFS process vis-à-vis baseline (using CFS Software indicators) in 37 target schools (7, NFBE's 30 Formal Schools) and report to support certification process of maximum schools as CFS.

Consultant conducted one Week's Assessment and visited 37 Schools physically and interviewed EDO Education, DO (F), DO (M), AEO's, DTEs, Duty DEO's, District focal Person CRCF Project, and Project Manager of Sanjh Preet were interviewed. Overall 90% of



indicators are in favor of Child Friendly Education in Formal Schools, while 74% Indicators indicated that Child Friendly Education is being adopted in Non-Formal Schools. Consultant done a majors tasks such as:

#### **Finding Sharing with DWG/District Government**

After completing the study Mr. Rizwan (Consultant) shared detailed Objectives, tools and methods of the study for CFS certification.

#### **Major's findings of the 3<sup>rd</sup> Party study:**

- Enrollment has increased by 20-25% in each school
- Teachers and children clubs members are very well conversant with the CFS concepts and corresponding interventions that actually lead to CFS certification
- The target school's classroom teaching-learning process has witnessed substantial innovative and interactive delivery/ methods which accelerates the teaching and learning process and the help learners learn to their potential
- Students are well directed towards studies by including them in learning process – their participation in teaching and learning has enhanced
- Physical condition of schools is improved as both district Government and the local staff/ SC members and children take greater interest in improving their school under the SDP implementation
- Role of SC members seems to be improved with regard to retention
- Co-curricular activities and children clubs extended the confidence and level of responsibilities among children
- A careful analysis that has been done so far suggests that around half of the target schools will be certified as CFS.



#### **Views and Recommendation of District Working Group (DWG)**

- Initiate ECE classes to create joyfully learning environment in schools for ensuring children retention. **(DO Male Mr. Sana Ullah)**
- Need to link poorest families with social protection schemes. **(M. Javid Bait-ul Mall)**
- Need focused work on teachers' behaviors with children; friendly and affectionate **(Mr. Irfan District focal person CRCF Project)**
- The CRCF Program should not be left in completed. It requires continuous monitoring and mentoring mechanism. **(Mr. Iqbal Gillani)**



- The extension of project is the dire need of time otherwise retention of 19000 children will again suffer the same fate as happened in the past and the future of children of the area will be at stake. **(Mr. Sanaullah DO Education)**
- The teacher Training should be continued for the benefit of Children and their learning because it is an effective tools of behaviour modification. **(M. Yaqoob Sherwani ADLG)**
- In future must locate some budget for Non-Formal School's Teacher's Salary as stipend because they are performing well with low salary package and minimum resources. **(Mr. Ehtisham ul Haq PLC)**
- Need to work on separate fund for resource development for both type of schools to support Child Friendly Environment. ( NRSP)
- NFBE environment needs improvement (physical facilities and teaching-learning) **(Mr. Ehtisham ul Haq PLC)**

### 3.16 SUPPORTED CERTIFICATION OF TARGET SCHOOLS AS CHILD FRIENDLY THROUGH ADVOCACY EVENT:

In order to certify target schools as Child Friendly and to promote child rights in Cotton farming area Sanjh Preet organization in collaboration with District Govt. organized an advocacy seminar with CFE-DWG and district line departments **On the occasion of the World Day Against Child Labor 2015**, with theme of **"No to Labor & Yes to Education"** at district level. Over 300 working children, parents of working children, teachers, district line departments and civil society representatives participated in the event.



**Certification of 60 Model schools:** On this important day teacher's efforts were not ignored and certificates were distributed among those 60 schools that are certified as child friendly school and performed extremely well in project for providing child friendly environment in the school. Head teachers of the schools received certificate signed by DCO, ADC and EDO's. Honorable DCO awarded the certificates to the qualifying Schools as Child Friendly.



**Prize and awards Distribution:** Prizes were distributed among the children who performed very well in the seminar. Sanjh Preet presented best performance awards to Government officers (EDO's) in recognition of their Great Services for promotion of Child Rights and played vital role in the success of CRCF Project.

At the end of the seminar Mr. Muhammad Haroon (Project Manager SPO) thanks the entire participants on their presence in this seminar. **Molana Mohammad Ali (President of District Peace Committee)** prayed for the success of all efforts done by different organizations and district government for reducing the child labor in our society.



### **3.17 MEETING HELD IN SCHOOL EDUCATION DEPARTMENT LAHORE – Punjab on Wednesday 20 May 2015**

A Progress Review meeting was arranged by UNICEF in Committee room of School Education Department Lahore attended by all the stakeholders including UNICEF, Sanjh Preet Organization, and NCHD and. In the meeting Sanjh Preet team shared the progress of the project with School Education Department.

#### **PROGRESS REVIEW BY SANJH PREET/NCHD:**

On 18 June 2015 at Mushtaq Hotel Rajanpur a progress review meeting was arranged by UNICEF in which which Sanjh Preet shared the overall progress of the project. The participants included UNICEF, District Government Officials, NCHD and Sanjh Preet.

## CHAPTER 4

### 4.1 PROJECT SUCCESS STORIES:

#### **“I want to become a Doctor...to serve the humanity” (wish of Mohammad Asad)**

Mohammad Asad S/O Mohammad Esa is 12 years old, the youngest among his siblings (5 brothers and 2 sisters). Asad's family survives with very low income as his mother stitches and his father runs a small tea stall in the village. One of his elder brothers is engaged with salt sales to join hands for bread and butter of his family.

Asad was 5<sup>th</sup> grade student. Six months ago, he stopped going school because his father needed him on the tea stall. According to his father “He is poor head of the household and needs Asad to help him on tea stall. He added that Asad is energetic and active in dealing with customers”. On the other hand, Asad used to share with his father, his dream to become a Doctor for serving the people of his own village but his father always advised him not to dream like that, rather focus to run the tea stall.



Sanjh Preet Organization Team paid visit to GPS Basti Awan and met the head teacher. The team held a short test of 5<sup>th</sup> class where students responded very well but teacher exposed the sad story of a student who was one of the most intelligent students of 5<sup>th</sup> class but has left the school months ago. Sanjh Preet team decided to meet Asad and his parents.

Sanjh Preet team found Asad working on tea stall. Asad was dressed neat and well mannered. Team met his father and asked about his perception regarding importance of education. Asad's father replied that he pays 500 rupees per month to a helper for his tea stall. If his son works with him at the tea stall, he can save 500 rupees daily and his son will also be trained for the business.



Sanjh Preet team explained his father about importance of education and explained the way by which Asad can realize his dream. School Management Committee also tried to convince his father regarding the need for education at his current age. SP team made 3 visits to the tea stall and tried to convince Asad's father to continue his son's education even in spare hours after helping his father on the tea stall. Asad also requested his father to allow him continue his education. His father finally agreed to send his son back to school. He promised that he will help his child to become a doctor and Asad will continue the school regularly. After few weeks when Sanjh Preet Team Visited the School GPS Basti Awan and saw Mohammad Asad in 5<sup>th</sup> class there. Teacher thanked to Sanjh Preet Organization for helping children like Asad for the noble cause. Teacher told her expectation that Asad is so intelligent and we hope him top the class as well as the district. We wish and strongly hope that Asad will realize his dream.



Asad's father also appreciated the efforts and contribution of Sanjh Preet Organization. With this success the team's moral went so high to continue such efforts for the noble cause.

Visits, feedback, periodic review meetings and technical support visits.

The project progress weekly meetings were conducted regularly in which weekly progress had been shared and reviewed regularly. The monthly progress report is prepared by the project Manager and with the technical input of Programme Director was shared with UNICEF.

***"I like and feel very happy wearing school uniform"***

**uniform"** 12 years old girl Suriya Khalid lives in Basti Lal Khan Union Council Sahan Wal, with her parents, 5 sisters and 1 brother. She belongs to a poor family. Her Father is an Imam Masjid and also teaches Quran at Government Primary School, Basti Lal. He is the only bread winner of the family. He also works in fields for meeting the needs of food and shelter needs of his family.

Suriya passed 5<sup>th</sup> class in 2012 from GPS Basti Lal. For the sake of her family, she discontinued her education and started working as laborer in the fields (e.g. Cotton picking, cutting grass and caretaking of livestock).

Upon a visit, the head teacher of the Government school Basti Lal discussed the case of Suriya with Sanjh Preet Team. Teacher expressed that Suriya is a very intelligent girl but her parents don't give her permission to continue her education.

Sanjh Preet team met Suriya to know about the situation. Suriya told her wish to get further education and become a Doctor. ***"I like and feel very happy wearing school uniform and wish to continue my education but I am helpless due to financial position of the family"***, Suriya said.

SANJH PREET team met with her parents and sensitized them on the need and importance of girls' education. Her father (Imam Masjid) does not prefer the further education for his daughter. He had mis-conception about girls' education. He said that only religious education is necessary for girls. SANJH PREET team along School Council visited Suriya's home at Basti Lal. They tried to convince her parents about education as a basic right of every child and fundamental duty of parents to educate their children.



After a long logical session with her father, she finally was convinced on the need and importance of girls education and agreed to let his daughter go school for further education. Suriya has started as a private student with the help of head teacher of Basti Lal for preparing for the exam of 8th class. Her presence in the school have a positive encouraging impact on the other girls of the school to find ways for continuing their education. The head teacher is a kind lady and keeps motivating other students to have ambitions and work hard like Surya. Head teacher said *“I am very happy with this changed attitude of parents for continue education of their girl children”*. Head teacher often presents Suriya as a role model for other children. Suriya is an inspiration for other children’s too. Her parents paid thanks to Sanjh Preet organization for the efforts and guidance for better future of girls and the society.



### **“You showed me the way like a shining star”, Said Afzal.**

Muhammad Afzal, a **14 years** boy, lives in a small village Basti Gopang UC Shikarpur of district Rajanpur. Living in a mud house, he has his father, mother and five brothers. He is at 4<sup>th</sup> among his siblings. Belonging to a poor family, he worked as laborer in the fields. His father is a small farmer with 3 acre land and remained unable to send Afzal to school and bear the study expenses.

Knowing this, Sanjh Preet team visited School of Basti Gopang and discussed with school teacher about Muhammad Afzal. Teacher told that Afzal is very intelligent boy and he must continue his studies. SANJH PREET team along-with head teacher, visited Afzal’s parents and briefed them to send their child to the school. Afzal’s father refused to do that by saying “Afzal is earning hand of his family and he needs him to support financial needs of the family”. He added “I am a poor head of household and have no resources to bear educational expenditures of my son”. Afzal’s parents did not agree to send their child to the school.

After some days, in the meeting of School Council (SC), SANJH PREET Team floated the Afzal case and requested SC members to visit Afzal’s father to convince him for continuation of his son’s



education. Community members and teacher met the family and convinced to send the child in school.

Now Afzal regularly comes to school and studies hard to make his dream, of serving humanity, come true. SANJH PREET team requested the teachers to teach the Afzal with special attention, kind and love. The Headmaster agreed to enroll Afzal in GPS Basti Shaheed School to appear in examination of 5<sup>th</sup> class in 2015.

Afzal thanked Sanjh Preet Team for providing him a chance of continuing education for better future. ***"You showed me the way like a shining star"***, Said Afzal. He promised to continue his study with full devotion and become a Doctor. His father also thanked Sanjh Preet Organization for their efforts for the noble cause

### Another step toward change

Sadia Farooq D/o Farooq Ahmed who was dropped in class 3 about 10 months ago from Govt. P/S Basti Dasti UC Peer bux sharki district Rajanpur on economic grounds. Her mother took him field for cotton picking in this session and she helped her mother in earning 15000 rupees from this job but her study was suffering. Their parents were happy as she joined hands with parents in earning of bread. Sadia father is also daily wagger, she had 4 brother and 1 sister with father and mother at home.

During visit to said school it was notified that Sadia is dropped due to poverty, SANJH PREET team conducted a meeting with Sadia parents to resume their child education but their parents were reluctant to do, this was special task to solved SANJH PREET team visited again with community notable person and sensitized Sadia family on importance of education. In this particular Basti (Hamlet) community preferred their children used to work on the agriculture fields with the parents. The issue of child labor was prevailing in the vicinity and was increasing day by day. On other hand the illiterate youth and elderly were not aware of their basic rights due to illiteracy and now the coming generation was being gifted with the same evil of ignorance. But after mobilization the communities realized that most of their problems are related with illiteracy and they decided to cope with it. The communities of this deprived of hamlet sat together and decided to ornament their coming generation with education.



With powerful mobilization from SANJH PREET team Sadia brought back to school and now she is in class 3 and also member of School Representative Council. She is mobilizing others drop out children to resume their education.

## 4.2 MONITORING & EVALUATION:

The project Implementation Committee (CFE-DWG) was formed at district level includes EDO Health, Education, and EDO CD and DO Social Welfare who adopted various monitoring methods to ensure successful implementation of the project. Project Manager monitored the progress on a daily basis. Finance and Admin Officer ensured appropriate book keeping and logistical support to the project on daily basis. Programme Director based in Lahore provided programme oversight. Programme achievements measured throughout by site monitoring, community records, meetings record etc.



Sanjh Preet Rajanpur regularly reported to the Head Office in Lahore on weekly and monthly basis. The project used appropriate and effective monitoring and evaluation tools, including the monitoring matrix and monthly reporting format of UNICEF. Monthly and weekly review meetings were organized to ensure reflection on activities and designing of appropriate response and strategies for successful implementation of the project.



The project received management, coordination and technical support from the Sanjh Preet head office in Lahore and field office in Rajanpur. The project was closely monitored by Programme

## 4.3 REPORTING:

The project monitoring mechanism was developed in the initiation of the project. The monitoring and reporting format developed and all the information was collected on the developed formats. The project manager has been responsible for collecting information from the field team and compiles the reports. The monthly reports were shared with the program director who with technical finally submitted to UNICEF.

## 4.4 CONSTRAINS AND CHALLENGES:

- Postponement of the teachers training due to security reasons has affected/ delayed the project progress

- Project target UC's are scattered; thus requires more time and energies for implementation and internal monitoring
- In context of project it's hard to enroll and retain the children in NFBEs due to insufficient place, poor hygienic conditions, un-attractive class rooms and untrained teachers
- Supplies in NFBEs
- Project duration needs to be enhanced; additional time would provide opportunity to concentrate on quality aspects of CFS approach; supporting teachers in applying CFS approaches in the classroom, focus on retention jointly with SCs and children clubs.
- The phenomena/issue of less distance between NFBEs and formal schools should be addressed.
- Limited resources remained also an affecting factor as with less resources and budget it remained challenging to implement the project within far off areas of the project.
- Illiteracy and extreme poverty.

#### 4.5 RECOMMENDATIONS:

In light of the implementation the followings are the recommended points for the future design of the projects;

- Project design is excellent and need more time for effective implementation and follow up.
- Initiate ECE classes to create joyfully learning environment in schools for ensuring children retention.
- Develop and implement "School Safety Plan"
- Capacity building of SC's and VEC's.
- Need to link poorest families with social protection schemes.
- NFBE environment needs improvement (physical facilities and teaching-learning)
- Girls' schools are recommended to be upgraded to elementary and high schools as girls are not continuing education after completing 5th and 8th.
- Missing facilities can be addressed through local resource mobilization;
- Work on Model UC having 100 % enrolment and retention with local resource mobilization
- Support/ assistance to District Education Department Rajanpur on school convergence
- Need focused work on teachers' behaviours with children; friendly and affectionate
- Additional time to concentrate on quality aspects of CFS approach.

#### 4.6 CONCLUSIONS:

Overall, key project objectives were substantially achieved in terms of enrolled more than 21000 OOSC and empowering teachers, Parents, members of School Council for 170 targeted NFBE's & Government Schools. District line departments played an active role in increasing enrolment and retention in targeted areas. The project came out as a success in terms of learning to manage short term projects with maximum results. Although, Sanjh Preet has achieved 100 per cent of the planned targets in planned project duration, but it will take some time to assess the impact of the interventions being implemented by Sanjh Preet. However outcomes of the project can be assessed by the enrolment of f OOSC, retention of enrolled children and certification of 60 schools as child friendly schools and create

joyful learning environment with positive changes being made in the lives of children in the targeted schools compared to the pre-project situation.

Sanjh Preet team continuously reviewed the deficiencies and devised an adequate plan, which ultimately resulted in in-time and successful completion of the interventions. Efforts and diligence of Sanjh Preet' field staff must be recognized in this regard, who made tremendous efforts in completing all the project activities in short time.

#### **4.7 Sustainability of results:**

Circulars issued by the DCO office to EDO-E have further added to the ownership of the head teachers and teachers as well as SC's and VEC's. Additionally, the training of teachers & Education Managers on the Child friendly education (CFS) approaches has enhanced their knowledge and skills and have enabled them to use their expertise in building child friendly environment in their respective schools.

The media and advocacy campaign through Launching the enrolment campaign **“Parho Punjab Bahro Punjab”**, sports events, enrolment awareness walks have helped a lot in spreading the message to wider audience.