



United Nations
Educational, Scientific and
Cultural Organization



Girls' Right to Education Program (GREP)

(Project/Program Number UNESCO/4500333165)

PROJECT TERMINAL REPORT

TAALEEM FOUNDATION

Lower Ground, State Life Building No. 5, Nazim-ud-Din Road, F-6/4, Islamabad

(www.tf.edu.pk)

Girls' Right to Education Program (GREP)-(Project/Program Number UNESCO/4500333165)

TF PROJECT TERMINAL REPORT

Basic Project Information

Project Name	Girl Right to Education Project (GREP)
Reporting Period	01 July 2017 to 30 September 2018
Implementing Partner	Taaleem Foundation
Project Completion Date	30 September 2018
Project Implementation District	Islamabad
Project Implementation Sites	Nilore and Tarnol of Islamabad
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TABLE OF CONTENTS

1	Executive Summary.....	6
2	Description of Project Implementation	7
2.1	Project Rollout and Staff Orientation	7
2.2	Baseline Report.....	7
2.3	Final Selection of Schools	8
2.4	GREP Implementation Strategy	8
2.5	Advocacy and Community Mobilization.....	8
2.6	Distribution of Books	12
2.7	Teacher Training Workshops.....	12
2.8	Training of School Support Group (SSG).....	14
2.9	Stakeholders Engagement and Coordination.....	14
3	Progress towards Results	16
3.1	Provision of Feeder Teacher	16
3.2	Provision of Missing Facilities.....	17
3.3	Provision of School Supplies and Training Material	19
3.4	Initiation of E-Learning Initiative at Target Sites	20
4	Sustainability And Exit/ Transition Strategy	22
4.1	Radio Programs	22
4.2	Media Coverage.....	24
4.3	Technology for Project Management.....	24
4.4	IEC Material	24
4.5	Challenges Faced During Project Implementation	25
4.6	Lesson Learnt.....	26

Annexures List

Abbreviations and Acronyms

FDE	Federal Directorate Of Education
ICT	Islamabad Capital Territory
LMS	Learning Management System
M&E	Monitoring And Evaluation
PTC	Parent Teacher Committee
SMC	School Management Committee
TF	Taaleem Foundation
SSG	School Support Group
TLA	The Little Art
ABES	Adult Based Education Society
MGT	Multi Grade Teaching

CHAIRMAN'S MESSAGE

Taaleem Foundation today is synonymous with 'bringing positive change in the lives of common Pakistani', pioneer in e-learning in Pakistan', 'opportunity' and 'discovery' for community. We are passionate about our work, and dedicate to expanding the knowledge horizon of our children. In the sphere of school education, Taaleem Foundation' initiatives make us distinct. For 29 years; almost three decades, we have sponsored educational change, opportunity, achievement, excellence and excitement across Pakistan. We are changing the national education structure through our award-winning beyond the classroom teaching and learning initiatives, enhanced teaching & learning programs, teacher training programs, qualifications, results, achievements, thus promoting social change and community re-engineering. I hereby thank Allah almighty for all this.

For the GREP project, I am whole heartedly grateful to UNESCO, Pakistan for their immense support and guidance that enabled Taaleem Foundation to improve future of the children and helped Taaleem Foundation in making a bright and prosperous Pakistan.

Dr. Zafar Iqbal Qadir

Taaleem Foundation.

1 EXECUTIVE SUMMARY

In Pakistan, Girls' right & access to education mainly relies on country's socio-economic development. Education indicators are comparatively encouraging in ICT and higher than country's average with literacy rate touching 84% as compared to nearly 58% for the overall country. On the contrary, the government primary school enrollment is 48 percent, which is less than the country's enrollment rate of 54%. Most of the out-of-school children are in the rural settings of ICT where lack of awareness about girls' education, long distances and financial constraints are the major concerns that impact girls' access to education.

In view of the foregoing, partnership developed between Govt. of Pakistan, UNESCO and Taaleem Foundation (TF) to bridge the gap through "Girls' Right to Education Project," a one year duration initiative that aimed to support the government's efforts in increasing access to and improving quality of girls education at the primary level. The initiative opted for a multi-pronged strategy by enhancing staff capacity, bridging the gap by providing the missing facilities in schools and advocacy at both the institutional and community level. Geographically, the project targeted 30 schools of Nilore and Ternol, two of the most marginalized areas in ICT.

The project objectives are:

- I. *To increase girls' enrolment at primary level through creation of a supportive family and community environment and building teacher capacities*
- II. *Retention of girl students by providing them with a comfortable physical and learning environment at the school level*
- III. *To improve quality of formal education at primary schools through use of innovative technologies*

For the research-based intervention of the project, a baseline survey carried out followed by combination of targeted activities that includes social mobilization, door to door visits, engaging communities through 30 fathers and 30 mother's groups, engaging local religious leaders, community elders, influential and local political leadership through 4 community conventions. The effort was further enhanced by need based provision of facilities in all 31 girls' schools that includes furniture to drinking water to the construction of latrines and walls.

Effective media engagement through 11 radio programs, social media campaign and print media coverage also provided extensive support to the project. During the course of the project, 15 capacity building sessions conducted, to enhance the capacity of 314 teachers that includes 216 female teachers were also enhanced on school management, school development plan making, school security and related issues. Recognizing the good work by TF teams, a 5-member delegation of Korean International Cooperation Agency (KOICA) visited 4 girls' primary schools and showed interest in expansion of GREP to other districts. Famous documentary maker and human rights activist visited TF supported schools and showed interest in making a video documentary on girl child education initiatives by TF.

The project faced challenges during the course of its life. This includes security concerns at few locations, availability of people for meeting in summer, distant locations and political situation. General elections were another challenge as people were busy in elections related activities. Staff turnover in the project was another area that intervened and dealt timely. Considerate time and effort along with meetings carried out on re-entry of data in the UNESCO portal due to technical malfunction resulting in data wipeout.

2 DESCRIPTION OF PROJECT IMPLEMENTATION

2.1 PROJECT ROLLOUT AND STAFF ORIENTATION

Immediately after the contract signing with UNESCO, TF initiated the process to acquire government NOC which finally materialized on 16 October 2017. The delay in getting NOC was due to approvals from each relevant government department and following up their procedures. To save time, the hiring process carried out in the month of July & August 2017 through advertisements on the TF website and other job groups. The newly hired project team oriented on the following areas:

- UNESCO and Taaleem Foundation
- Project Objectives and results
- Implementation strategy
- Project Management
- Financial Management.

An exclusive briefing on “Role and Ethics of Social Mobilization” was organized to equip the team with the ethics of social mobilization, potential challenges and their tentative solutions. To familiarize project staff with the target areas, orientation visits to the localities carried out where teams met with union council officials, school staff and other notables of localities.

2.2 BASELINE REPORT¹

TF team carried out baseline survey, targeting 53 schools in 46 villages of 17 Union Councils (UCs) in Nilore and Ternol. During implementation, 4 schools excluded from the scope of work of the baseline survey, making the list to 49 schools in or around these villages.

The baseline survey carried out to offer latest profiles of the target villages and target schools as well mark the missing facilities in these schools. The survey tools (questionnaire & FGD guide) designed and finalized under the technical guidance of the UNESCO

¹ Baseline report already shared with UNESCO.

team. CAPI (Computer Assisted Personal Interviews) method used to make sure data accuracy and real-time field team monitoring.

Finding of baseline report are mentioned below:

- a. In almost 80% of the surveyed schools, the respondents expressed an appetite for use of innovative technologies and agreed that the educational technologies can resolve some problems relating to get access to and quality of education. This would perhaps cut the rate of dropouts.
- b. Tarnol Education sector has 8 PTAs but only one of them is active. In Nilore Education sector, out of 4 PTAs only two were functional. Out of the total 86 members, not even a single mother is part of any PTA.
- c. Poverty and economic difficulties, non-availability of affordable and child friendly public transport; long distances between schools and communities; lack of awareness, illiteracy and lack of interest for parents; low standards of education in public sector schools; language barriers and gender-discrimination are the major reasons for low enrolment.
- d. Nearly 1/3rd of the surveyed schools need repair of the walls and the flooring of classrooms. Only 3 out of 49 schools, drinking water facility is not available. Two schools were having partially constructed boundary walls and 22 of them had no playgrounds.
- e. 17% of the toilets were without door-locks causing the issue of privacy and protection for the children, especially the girl child.

2.3 FINAL SELECTION OF SCHOOLS

As a result of the formal presentation of baseline study and GREP implementation strategy, FDE notified a list of 30 Girls Schools for further Support through GREP.

Another list of 4 girl's schools was also notified for deployment of e-School services. The approved school's list considers OOSC, Area profile, and schools profile as key indicators. With continuous follow-up, FDE notified their decision of working with TF to all relevant AEOs.

2.4 GREP IMPLEMENTATION STRATEGY

Based on the findings of baseline survey / assessment of the field area, TF proposed a live Implementation Strategy (IS) for GREP that developed keeping it in line with the national educational policy.

2.5 ADVOCACY AND COMMUNITY MOBILIZATION

Mobilizing communities to push for girl child education was TF major implementation strategy for the project. In this regard, a total of 120 mobilization & advocacy meetings were held. In

addition, 60 other meetings to conduct Focus Group Discussion (FGD) held and resulted in forming 30 Mothers Groups and 30 Fathers Groups at the target communities. These groups helped in sensitizing the community on enrolling their girl child in nearby schools as well as give local support to the project.

Type of meetings	Number of meetings
Mobilization & Advocacy Meetings	120

To create awareness on girl child education at a community level, cost effective local strategies like wall chalking, road side banners, public messages on public transport used. For increased effectiveness, banners in Urdu and local language pasted on public transport, messages aired through local cable channels. In addition, recorded messages of community elders and radio-in-a box campaign carried out in the target communities.



“We’ve been trying to get our child to school but unable to do so. This is the first time my child has entered in school and I am very happy.” A happy mother

For stakeholder’s coordination purposes, 90 meetings with school staff including principals were carried out. To increase local ownership and as a strategy, 2-3 committed community activists in the target village identified and tasked to work in close coordination with the TF’ field teams. To support target government schools, 30 School Management Committees or SMC consisting of men & women from local communities revitalized or developed (where no SMC found).

In order to understand attitudes & practices that affects girl child education, TF team managed to conduct Focus Group Discussion (FGDs), involving men and women from target areas of Nilore and Ternol.



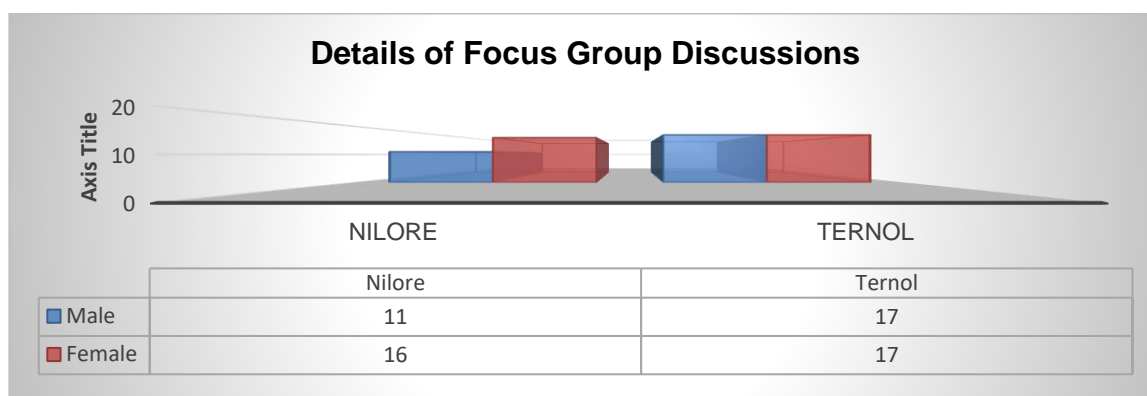
Figure 1 FGD in Ternol

Figure 2 FGD in Nilore

In total, 61 FGDs were carried out during the reporting period details of which are:

Table 01 – Details of Focus Group Discussions

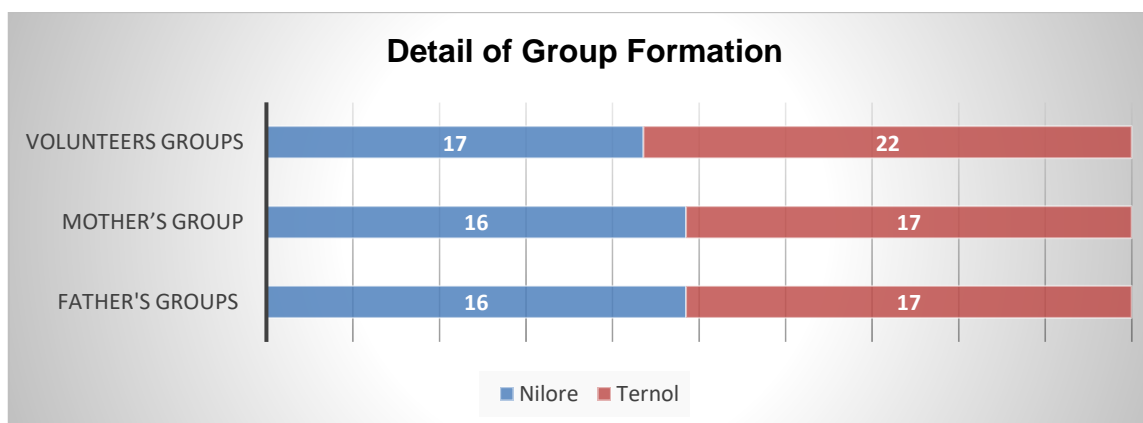
	Male	Female
Focus Group Discussions in Ternol	17	17
Focus Group Discussions in Nilore	11	16



To create local ownership of the project as well as support TF team in project implementation, 33 fathers' groups & 33 mothers' groups along with 39 volunteer groups comprising of males and females from the target communities were formed. The details of these groups are:

Table 02 – Details of Volunteer Mother & Father' Groups

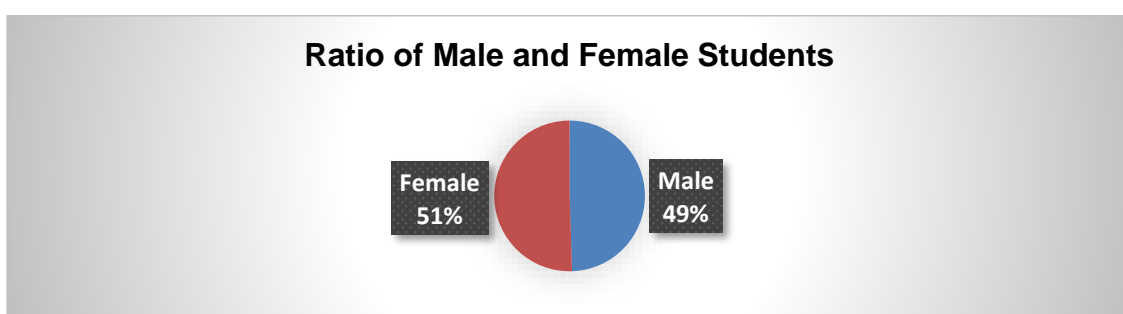
Type of Groups	Nilore	Ternol
Father's Groups	16	17
Mother's Group	16	17
Volunteers Groups	17	22



With appropriate mobilization and support of the community, TF-GREP team managed to identify and enroll 1364 out of school children (OOSC). The detailed breakdown is as under.

Table 03 – Details of Total Enrollment Carried Out During Project

KG		Grade 01		Grade 02		Grade 03		Grade 04		Grade 05		Grand Total		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
516	569	102	62	29	16	13	21	11	13	4	8	675	689	1364



The strategized & focused effort of TF team resulted in enrolment of more than 1000 children, who for the very first time has entered any school. The higher number of children in pre-primary grades suggests that people with younger children are more interested in sending their children to schools and can connect the relationship between a better future and education.



Figure 3 Enrolment Campaign in Ternol



Figure 4 Enrolment Campaign in NILORE

As seen in this project, it can also be hypothesized (a separate research could verify it) that people are now more interested in sending their girl child to school and continued efforts in this regard would make a significant difference in school enrolment.

“The school is very near to us but we never realized the importance of educating our children. Now they are enrolled we will regularly send them.”

Case study: Social Mobilization for Enrollment of OOSC in Noon, Ternol Education Sector.

It is a story of a father who is against girl's education. His son is a student of 6th class in IMSB Noon but his younger daughter 5 years old is not enrolled in any school. He said that I can't send my daughter in any school, because education is not necessary for girls and I don't have money for educational expenses of my daughter. In fact he is not aware about importance of girl's education. After his arguments and resistance, I am connivance his through religious point of view and in social context also. After 15 minutes discussion he agreed to send his daughter to school. Next day morning he is very happy and energetic because of the enrollment of his daughter in IMSG Noon.

2.6 DISTRIBUTION OF BOOKS

Reading and sharing stories can help a child get to know sounds, words and language, and can develop early literacy skills. It also sparks child's imagination and stimulates curiosity and help child's brain, social skills and communication skills development. It is essential for a child's success. All too often, the barriers faced by children with difficulty reading outweigh their desire to read and, without proper guidance, they never overcome them.



Figure 7 IMSG Dhoke Paracha staff receiving books



Figure 6 IMSG Pind Parian receiving books



Figure 5 TF staff handing over books to principal IMSG Darkala

Based on this, UNESCO after taking approval from FDE provided sets of 33 story books in both Urdu and English language. Developed by leading educational institutions and evaluated by a group of principals, TF initiated the drive and distributed these book sets to all of its target schools. The principals and teachers were highly appreciative of TF' unique strategy of inculcating reading habits in children.

2.7 TEACHER TRAINING WORKSHOPS

The unrestricted exploration of using art for teaching helps children form connections in their brain, it helps them learn and it's also fun that supports free play in children. In order to build capacities of school teachers from the target areas, TF through its partner The Little Angel (a local organization specializing in teaching through art) conceptualized and developed a series of training. A joint training for teachers from schools of Nilore and Ternol organized and participated by 55 teachers that aimed to build their skills on using art as a way of teaching.



Figure 8- School teachers in Teaching through Art Training

The workshop was of 3 days in which the first 2 days were of Activity Based Learning while the last day was of Visual Arts workshops in which different discussion and activities related to Activity Based Learning were undertaken by the participants.

“This is the first time I have participated in such an interesting activity and will use this skill in my teaching.”

To inculcate skills related to Mutli Grade Teaching (MGT), TF carried out 05 training workshops where 60 teachers participated and enhanced their skills. For this purpose, TF under the technical guidance of UNESCO team developed a comprehensive manual. Initially, the training content was spread on a four day session but upon FDE’ instruction, were rescheduled into three days. Under the sessions, capacity was built on the following areas:

- To Accommodate A Range Of Learning,
- Teaching,
- Assessment Methods
- Students Developmental Needs
- Continuum of Learning.

Due to large number of participants, schools from the target areas of Nilore and Ternol were clustered into groups.

The workshops also focused on Child Rights and psychological reasons for aggressive behavior of children and how to cope up with it in classroom setting.



Figure 9 Training on Multi Grade Teaching



Figure 10 SSG Train



Figure 11 Participants after Completion of training at Ternol

“The topics are very crucial for the teachers but unfortunately we the government teachers couldn’t get the opportunity to have trainings on them. We urge TF to organize more such trainings’

2.8 TRAINING OF SCHOOL SUPPORT GROUP (SSG)

Based on findings of baseline survey and to build the capacity of community, a training plan titled “Community and School Based Stakeholders Training on Schools Improvement” was devised and shared with UNESCO. Based on it, series of 15 trainings were carried out at both Nilore and Ternol sectors. The main idea was to enhance capacity of community representatives and other stakeholders on effective management of the school, leading to increased ownership and performance of the school.



Figure 12. SMC / SSG training certificate

The selected participants, both male and female from the community around the target schools were trained on themes related to management of school like:

- Role Of SSG In School Management;
- Creating Linkages Between Community And School Management;
- How To Revive, Organize & Manage Parent Teacher Association (PTA);
- Identifying Needs Of School And How SSG Can Support;
- Development School Development Plans

In the 15 trainings activity, a total of 314 participants from both Nilore and Ternol sectors were trained (participants details are attached as annexure). The training was a huge success and as a result, all the participating schools designed their “school Development Plans” and pasted at a prominence place within their schools.

“I’ve been teaching for many years but this is the first time I am having these sessions and I learned a lot.”

2.9 STAKEHOLDERS ENGAGEMENT AND COORDINATION

TF team during the course of the project established effective linkage with both the institutional stakeholders, community elders and the school management. Being the government counterpart, TF team was in close coordination with the Federal Directorate of Education (FDE) for assistance in implementation of the project. The MOU, between FDE and TF assisted in effective coordination with former Capital Administration & Development (CAD), Assistant Education Officers (AEOs) and relevant line departments.



Figure 13 Stakeholders Convention in Ternol

“We now have an idea of what needs to be done to educate our children”.

To enhance local ownership of the initiative, stakeholder’ engagement at local level was a prime feature of TF activities. Key stakeholders which include village elders, *Imam of masajids (mosques) and madrasa representatives, Numbardars*, political activists, elected local representatives, teachers, heads of schools, union council members and community at large were engaged in all the activities of the project.

This increased engagement also paved the way for enrollment of 1370 children in their respective local schools. To further this relationship and to highlight the importance of girl child education, TF teams managed to organize 04 local conventions at the target areas of Ternol and Nilore.

“Activities like this are very necessary we are very happy that people are now supporting us in getting our children educated. We will do everything and support everyone that comes in our locality to help us.”

Table 04 – Details of Community Conventions

Conventions	Date	Total Participants	Venue
Ternol Convention 01	12 May 2018	80	Jinnah Shaadi Hall
Nilore Convention 01	16 May 2018	60	Royal Banquet Hall
Ternol Convention 02	15 July 2018	82	Jinnah Shaadi Hall
Nilore Convention 02	15 July 2018	109	Iqbal Bandhan Shadi Hall , Nilore

During the implementation, TF team coordinated and engaged UNESCO officials on different stages of project and took technical guidance. A letter to Chairmen National Highway Authority (NHA) for construction of overhead bridge in Tarnol to facilitate and retain OOSC at IMSG Ternol (letter in annexure). Similarly, a letter was written to DG, FDE for the space issue of enrolled OOSC in IMS G9/1 School.

Case study of a student enrolled Anees Ahmad in IMS F 10\1

It was a big challenge to mobilize the parents to send the kids to school because they were from low labor class. We have enrolled 1364 OOSC in total but there are few ENROLLED OOSC who have Improved themselves just because of attending the school\education.

Anees Ahmad one of them was a car cleaner and used to earn 100/Rs per dyes, is 9 years old and still is helping hand to his parents HE worked so hard in past 5 months that he is the head boy in his class and stood first in all the class tests and quarter exams. He became well-behaved

and talks decently and also educates his parents how to live better life .He brought good changes to his brother and sister’s behavior as well. His small living area is very neat and clean and well managed .These all good changes are came due to having education in school. He became very helping hand to the community too.

3 PROGRESS TOWARDS RESULTS

3.1 PROVISION OF FEEDER TEACHER

During baseline survey and later in the implementation of the project, it came out that there are government schools in both Ternol and Nilore sector with all necessary facilities and a considerate number of enrolled students but are without any teachers or their number is lesser than the sanctioned positions. All this was seriously impacting the enrolment rates as parents were considering it wastage of their time and money to send their children to a school that has no teacher.



Figure 14 Training of feeder teachers at TF office

“I wanted to bring positive changes in the lives of our future generation but was unable to find a way. After getting a job as feeder teacher I have achieved my goals”

Considering the seriousness of the issue, TF team advocated the issue with FDE and relevant AEO and after subsequent meetings, 10 feeder teachers, 7 in Ternol and 3 in Nilore who were local residents of the respective localities in Ternol and Nilore got appointed. To equip these newly appointed teachers with necessary skills, an induction training session was held at TF head office.

A list encompassing details of appointed feeder teachers is attached below:

Table 05 – Details of Feeder Teachers Provided

Sr. #	Name Feeder teachers	Qualification	School Recommended
1	Ms. Rubina Umar	M.A (Educa.)	IMCG, Tarnol
2	Ms. Aqsa Majeed	B.A	IMSG (I-X) Naugazi Ternol
3	Ms. Rayna Sadiq	B.A	IMSG (I-VIII) Noon, Ternol
4	Ms. Nadia Asghar	B.A B.Ed.	IMSG (I- VIII) Dhoke Paracha
5	Ms. Yasmeen Akhtar	M.A	IMSG (BQB), Ternol
6	Ms. Ayesha Bibi	B.A	IMSG (I- VIII) Sarai Kharbooza
7	Ms. Saima Saeed	B.A	IMSG (I-V) Bheka Syedan

8	Ms. Misbah Zulfiqar	M.CS	IMSG (I-V) Tamma Nilore
9	Ms. Rashta Zulfiqar	M.A	IMSG (I-VII) Jhang Syedan Nilore
10	Ms. Maryam Nadeem	M.A	IMSG (I-X) Darkala

Annexure attached: Employment contracts of all 10 feeder teachers are available.

3.2 PROVISION OF MISSING FACILITIES

In order to ensure retention of enrolled students and provide them with supportive learning environment, a comprehensive physical review of schools from both Ternol and Nilore areas was carried out. During the process, needs were identified for each of these schools through TF team meetings with school staff.

The review results were shared with UNESCO & FDE and after their approval, TF under GREP project provided missing facilities in 31 government schools with an estimated 5000 direct student beneficiaries, according to their needs and available financial resources.



Furniture provision IMCG Sha Allah ditta



Furniture provision at IMSG BQB

Out of total 31 schools,

- 9 Schools Were Provided With Furniture That Includes Chairs, Tables, and Benches Etc.
- White Wash Was Done In 11 Schools,
- Roofs & Wall Repair In 02 Schools
- Overhead Water Tank Installation In 01 School
- 4 Schools Are Supported In Electrical Work, Including Installation Of Water Pumps, Ceiling Fans And Drinking Water Outlet.
- 01 School Was Provided With Whiteboards

Annexure attached: list of schools and missing facilities under GREP project.

Table 06 – Details of Missing Facilities Provided

S.No	School Name	Location	Missing Facilities
1	IMSG (I-VIII) Sara e Kharbooza	Tarnol	25 Benches
2	IMS(i-V) Bheka Sayedan	Tarnol	Installation of overhead water tank and pipe fitting with Motor
3	IMSG(I-VIII) Dhoke Paracha	Tarnol	25 Benches
4	IMSG(I-VIII) Dhoke Jurri	Tarnol	25 Bench & Tables
5	IMCG(I-VIII) Shah Allaha Ditta	Tarnol	Bench 23,Chairs 12,Round Table 3
6	IMSG(I-V) Saraye Madu	Tarnol	24 Benches
7	IMSG (I-X)BQB	Tarnol	Students Chairs35, Teachers Tables 2,Teachers Chairs 4, Round Tables 3, Kids colored Chairs 12
8	IMSG (I-VIII) shaikhpur Noon	Tarnol	Teachers tables 3, Teachers chairs 3, students benches 13, KG colored chairs 12, round tables 3
9	IMSG (I-V) Jhang Syedan	Nilore	2 classrooms white-washed
10	IMSG (I-V) Tamma	Nilore	2 classrooms white-washed
11	IMSG (I-V) Chappar Ghousta	Nilore	1 classroom white-washed
12	IMSG (I-V) Kijnah	Nilore	2 classrooms white-washed
13	IMSG (I-V) simly dam	Nilore	2 classrooms white-washed
14	IMSG (I-V) Dhoke Fatek Hall	Nilore	Big porch with roof white-washed
15	IMSG (I-V) Chaghtan	Nilore	2 classrooms white-washed
16	IMSG (I-V) Seevra	Nilore	Front school wall
17	IMSG (I-V) Darkala	Nilore	2 classrooms white-wash
18	IMSG (I-V) Chanioul Bhangial	Nilore	2 classrooms white-wash
19	IMSG (I-V) Noon	Tarnol	2 walls
20	IMSG (I-X) Nougzai	Tarnol	Installation of water pump/motor
21	IMSG (I-X) Bhadana kalan	Tarnol	2 classroom white-wash
22	IMSG (I-V) Golra	Tarnol	electricity work
23	IMSG (I-X) tarnol	Tarnol	Drinking water filter
24	IMSG (I-VIII) Pind paracha	Tarnol	2 classrooms white-wash, electric work

25	IMSG (I-V) Jhangi Syedan	Tarnol	2 classrooms white-wash
26	IMSG (I-V) Dhoke suleman	Tarnol	Floor repair
27	IMSG (I-V) dhoke Hasho	Tarnol	2 Ceiling fans with electric work
28	IMSG (I-V) Pind Parian	Tarnol	Staff room table 1
29	IMSG (I-V) Khana Naziabad	Nilore	roof repair
30	IMSG (I-V) Dherek Mohri	Tarnol	2 Whiteboards
31	IMSG F10/1	Urban	2 ROUND TABLES, 24 KGS COLORED CHAIRS

3.3 PROVISION OF SCHOOL SUPPLIES AND TRAINING MATERIAL

As per need of the target schools in Tarnol and Nilore sector, schools were provided high quality research based Multi Grade Teaching Toolkits.

As a strategy, MGT kits were first provided to the teachers who had participated in MGT Training Workshops organized by TF through its partner the Little Art (TLA).

The remaining schools were covered in second phase of MGT and ABL trainings. As requested by AEO of Nilore sectors and in order to be part of the process, the MGT toolkits were handed over to AEO Nilore office where they handed over the kits to their respective schools.



Figure 15 TF Team Handing Over Learning Kits to Schools

“We were trying to get these things but have a lot of procedures to follow causing delay in it. We are thankful to UNESCO & TF team for their support and efforts they have done”.

Table 07 Project Activities' Summary Table

Sr No.	Activity name	No of activities	Status
1.	Mobilization/Advocacy Meetings	120	Achieved
2.	Focal Group Discussion (FGDs)	60	Achieved
3.	Father Group Formation	30	Achieved
4.	Mother Group Formation	30	Achieved
5.	School / Community Visit	90	Achieved
6.	KIOKA delegation visit	1	Achieved
7.	FM Radio Broadcasting Programs	11	Achieved
8.	Community/stakeholders conventions	4	Achieved
9.	SSGs training workshops & Formation of school development plan(SDPs)	30	Achieved
10.	Training on Multi Grade Teaching	2	Achieved
11.	Training on Activity Based Learning	2	Achieved
12.	Activation/Formation of SMCs	30	Achieved
13.	Recruitment Activity of Feeder teachers	2	Achieved
14.	Feeder Teachers Induction training session	1	Achieved
15.	Missing facility Activity	31	Achieved
16.	E-Learning facility development including teacher training	04	In process
17.	Coordination meetings with Area Education Officers (AEOs) Tarnol & Nilore	16	Achieved
18.	Visit to FDE	10	Achieved
19.	TV Program	1	Achieved
20.	Distribution of MGT Kits	37	Achieved
21.	UNESCO Field assessment visit	1	Achieved
22.	UNESCO Field visit for documentary making	1	Achieved

3.4 INITIATION OF E-LEARNING INITIATIVE AT TARGET SITES

Learning is an ongoing process that must be purposeful and intentional for each student so that they may reach their fullest potential. An e-learning culture is one in which the emphasis is on the teacher, the student, and the technology used to facilitate that learning experience. Today, the use of web & IT based infrastructure to teach and learn is inevitable for both teachers and students. That's why online teaching & learning has become an important factor for education.

During the reporting period, efforts were made for providing the e-learning platform at target schools of Nilore and Ternol. In this regard, extensive coordination meetings were carried out

with FDE and as a result, total 04 schools, 2 each in Nilore and 2 Ternol were approved by FDE for the installation of e-learning equipment.

Table 8- Four Schools with e-learning facilities

E-Learning Facilities in Ternol	E-Learning Facilities in Nilore
IMS (I-V) Dhole Suleman	IMSG (I-X) Darkala
IMS (I-V) D-17	IMSG (I-V) Panjgran

For the e-learning initiative, capacity building session was organized at TF head office for seven selected teachers of the 04 target schools to build their skills on using e-learning equipment and how to incorporate e-learning in their routine teaching methodology.

Table 9 – Details of teachers trained on e-learning

Teacher Trained on E-Learning - Ternol	Teacher Trained on E-Learning - Nilore
04	03

Installation of the state of the art e-learning equipment was carried out through highly experienced technical team of TF e-learning program (ICT4E). At the time of filing of this report, complete and successful installation has been carried out in 3 schools while the 1 is under process.



Figure 16 e-learning installation in Darkala

4 SUSTAINABILITY AND EXIT/ TRANSITION STRATEGY

To ensure sustainability, the project has built the capacity of the SMCs, Mother' groups, Father' groups, School teachers and community at large to actively pursue the recommendations of the project and hold accountable the relevant authorities.

“Taaleem Foundation contributes very effectively in Girls education in rural areas of Islamabad.”

TF sensitized men and women can now facilitate and advocate for supportive environment for girls to acquire more education and exposure. Knowledge on basic CRC and issues related to education sector governance can open opportunities for communities to hold state machinery responsible and accountable for the accessibility, enrollment and quality of education in their respective area.

TF is a community focused organization which is active in ensuring good education governance for all especially for girls. Beyond the life span of the project, TF will be actively coordinating with FED and AEOs of Ternol and Nilore to make sure that the meetings between communities and district authorities with clear agenda and action plan continue in the future as well. **Visibility** In the inception phase of the project, it was decided that appropriately supportive communication measures will be taken for the promotion of project activities as well as donor. During the course of the project, in total, **15** sensitization workshops have been held for school teachers, education department officials, local community activists, civil society and youth with a total attendance of 314.

4.1 RADIO PROGRAMS

In order to create awareness on importance of girl child education and GREP project, 11 targeted radio programs on national wave that has an estimated outreach of 1900 kms across Pakistan were aired by the contribution of TF.

Contents of the radio programs were designed by TF staff .The contents were selected keeping in view the UNESCO and project objectives. Following were the major areas selected to conduct radio programs:

- GREP Introduction
- Need of working in ICT
- Constitutional provision on education
- Girls Education and Role of Civil Society
- Importance of Girls Education in Religion
- Role of Principals and Community in School Development
- Role of Educated Women in Society
- Role of Parents in Girls Education

- Importance of Education and Educational Material
- Components of Quality Education
- Local Communities role in education in ICT

As a strategy, the radio programs were designed for different target audience. The series of 10 radio programs with a title “*Aao Bacho School Chalain*” (Children lets go to school) was designed to mobilize parents to send their children to school and support project implementation. The programs were participated by TF’ former CEO, social mobilizers, principals from target schools.

Live phone calls were taken during the program and listeners were capacitated about importance of girl child education and its effects on different sectors in the country.

S.No	Program Name & Theme	Duration	Program Network
1	GREP Introduction and working in ICT	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
2	Girls Education and Role of Civil Society	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
3	Importance of Girls Education in Religion	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
4	Role of Principal and Community in School Development	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
5	Role of Educated Women in Society	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
6	Role of Fathers in Girls Education	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
7	Importance of Education and Book	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
8	Quality of Education	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
9	Girls Education and Role of Communities in ICT	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad

10	My Journey from School to University- Story of a Girl	20 Minutes	Radio Pakistan 585 Medium Wave Islamabad
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Out of the total 11 programs, there was 01 one hour duration program on FM channel in Islamabad, aimed to sensitize on Girls Right to Education. The program was designed to air in the initial phase of the project. The strategy went well and the listeners were informed about GREP, its core targets, area of implementation. The content was:

S.No	Program Name & Theme	Duration	Program Channel/Network
1	Kids Hour: GREP and Taaleem Foundation working in ICT for Children	1 Hour	Dosti Channel FM 98, National Wave

4.2 MEDIA COVERAGE

In addition, 4 case studies, media coverage of project activities in national and local print media were published. A brochure in easy to understand Urdu language, highlighting the salient features of the project was in-house conceptualized and distributed during project activities.

4.3 TECHNOLOGY FOR PROJECT MANAGEMENT

For communication and effective monitoring of the project activities, a Whatsapp group with the title “TF- GREP, UNESCO was initiated that has membership of all the project team, TF senior management, project manager GREP, Admin and finance personnel were added. The group proved extremely fruitful in fluffing the requirements of the project according to the project documents and requirements.

4.4 IEC MATERIAL

During the project period, cost effective local strategies like wall chalking, road side banners, public messages on public transport used. For increased effectiveness, banners in Urdu and local language pasted on public transport, messages aired through local cable channels. In addition, recorded messages of community elders and radio-in-a box campaign carried out in the target communities.



For community sensitization and considering the literacy level of the target area, a one page pamphlet under the guidance of chairmen TF in URDU language highlighting the importance of girl child education and objective of GREP project was developed. The pamphlet proved to be an effective tool that was shared with all the stakeholders, AEOs, FDE officials and community at large. The pamphlet was also distributed during other project activities like trainings, FGDs as well as father' & mother' group formation.



4.5 CHALLENGES FACED DURING PROJECT IMPLEMENTATION

Since TF is a community organization that has decades' long rich & dedicated work at grass root level, a number of challenges were faced by TF team that were timely and appropriately dealt by the highly experienced team. Below are few of the challenges that also provided learning platform for TF team.

1. There is an utmost need for a long term and sustained advocacy with policymakers at federal level with regard to Girl child education and school management. It came out during the implementation of GREP that school administration lacks uniform guidelines regarding role and function of PTAs / SSGs, which has led to a weak connection between PTAs and School Administration resulting to inactive PTAs.
2. TF mobilized all the communities around the target schools that led to enrolment of 1364 students but it is important to mention that admission of another more than 500 children, mainly girls were rejected by schools due to (a) distance from school, (b) parents have no CNIC or the child has no birth certificate / B- form which is the mandatory requirement for admission in public schools. It is important to mention that the target schools though very supportive to TF teams but couldn't assist the prospective parents in this regard. Accessibility to UC chairmen was another issue that was contributing in the non-issuance of birth documents. Considering the severity of the situation and as additional support, TF team met with NADRA officials who agreed to provide mobile registration van (MRV) at both Nilore & Ternol in the month of October 2018 that surely help parents in getting their CNICs or B form for their children (s).
3. An extensive baseline survey that has multiple level assessments is only possible in short span of time only if it is done with a number of partners with clear guidelines. For GREP, TF gets the support from its partners 'The Little Art' (TLA) and 'Adult Basic Education Society' (ABES) who provided support in each step of the assessment. Knowledge about OOSC in the community, participation of female respondents in survey, general resistance on the issue of girl education were among the top few that the baseline survey team faced very frequently.
4. During mobilization for school enrolment, 384 OOSC that belong to Afghan immigrant families were found. GREP project manager had meetings with AEOs, School Heads, FDE, CADD, and relevant ministries for facilitation of Afghan OOSC residing in these

areas. Since it was a national policy issue, the matter is still pending and no further development was observed.

5. The field challenges that have faced and reported by field staff, during advocacy and mobilization of community can be listed as under:-
 - To give awareness to the parents and to get them prepared to send their children to schools is considerably a difficult task.
 - They are mostly from Labour Class; live in mud houses or even in tents so they suffer from financial crisis
 - The child labour in the area was common and the children ageing above 7 years are earning hands for their families. They earn around Rs 100/- per day so their education in the schools is not preferred by their poor parents.
 - A few of the families are seasonal migrants. They hardly come for few months to earn their livelihoods and then go back to their native towns
 - The schools are located at far off distances so the parents have to cough out heavy charges on transportation of their children
 - Due to terrorism, the people in such areas are reluctant to send their children to schools because of confronting serious security issues
 - Non formulation of Admission Policy for Afghan Students, thus their almost 384 children were identified as OOSC

4.6 LESSON LEARNT

During the reporting period, following lessons were learnt by the TF team.

1. During the community mobilization activities, it was learnt that to strengthen the relationship between community champions/ influential, more frequent formal/informal communication and meetings are necessary. This will have an impact on the connection between school and community.
2. During Enrolment process, enrolment forms must have to be available at school that surely helps parents who are visiting schools for enrolment.
3. In order to build parents' confidence, SMC capacity building initiatives and their learning outcomes should be displayed at school for encouragement. To further this process, properly developed school development plans (SDPs) should be displayed at each school to cover all activities
4. Follow-up visits and sessions must be designed and implemented to gauge effectiveness and facilitate teachers to effectively implement ABL activities. TF being the key implementer and with its rich experience can guide the already trained teacher to replicate the trainings in their schools and train their co-teachers.
5. There is a big problem in the school due to lack of the financial and human resource, we have to enroll OOSC in the target areas with the coordination of relevant AEOs.
6. Long distance is also a major cause for the enrollment & retention mechanism.

7. Daily wages worker/maids also a terrible situation to meet with them for OOSC enrollment, so we arrange targeted meeting with their suitable adjustment. This will help more for identifying and for their further process.
8. Field findings as **Reason of Low Retention**

There are following reasons of low retention rate in Area Education Sector Ternol.

Ternol & Nilore Education Sector	Reason of low Retention
<ul style="list-style-type: none"> • IMSB Tamman • IMSB Naugazi • IMSB Karamabad • IMSB Ternol • IMSB Bhadana Kalan • IMSG Bhadana Kalan • IMSB Noon • IMSG Noon • IMSG Dhoke Jouri 	<ul style="list-style-type: none"> • Unavailability of rooms and teachers • Unavailability of transport
<ul style="list-style-type: none"> • IMSG Ternol 	<ul style="list-style-type: none"> • They don't have overhead bridge for crossing of G.T Road.
<ul style="list-style-type: none"> • IMCG Nilore 	<ul style="list-style-type: none"> • Afghan nationals and not having permission latter from FDE.

The end