



Strengthening Voice and Accountability Programming in the Education Sector

Free and Fair Election Network (FAFEN)
www.fafen.org

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LIST OF ABBREVIATIONS

AGHE	Association of Global Humanists and Ethics
AEDO	Assistant Education District Officer
AEO	Assistant Executive Officer
AMDO	Al Mustafa Development Organization
CAG	Citizen Action Group
CBO	Community Based Organization
CGPA	Centre for Governance and Public Accountability
CLWPD	Children Living with Physical Disabilities
CRC	Constituency Report Card
CRCP	Consumer Rights Commission of Pakistan
CSDO	Child and Social Development Organization
CSO	Civil Society Organization
CYAAD	College of Youth Activism and Development
DCO	District Coordination Officer
DFID	Department for International Development
DO	District Officer
EDO	Education District Officer
EMIS	Education Data Management Information System
EO	Executive Officer
FAFEN	Free and Fair Election Network
FGD	Focus Group Discussion
GB	Gilgit-Baltistan
GINI	Governance Institute Network International
ICT	Islamabad Capital Territory
INGO	International Non-Governmental Organization
I-SAPS	Institute of Social and Policy Sciences
KDA	Kainat Development Association
KPK	Khyber Pakhtunkhwa
NGO	Non-Governmental Organization
PLSEN	Political Leadership Support Education Network
RTI	Right to Information
SDS	Sindh Development Society
SPARC	Society for the Protection of the Rights of the Child
TDEA	Trust for Democratic Education and Accountability
UKAID	United Kingdom Agency of International Development
VEC	Village Education Committee

EXECUTIVE SUMMARY

This report is unique in terms of its approach, methodology and content. It is not an evaluation or assessment of education projects in Pakistan, but instead, a validation that the results attributed to these countrywide interventions are an outcome of rigorous implementation of Voice and Accountability (V&A) programming. The validation exercise included seven projects supported by IIm Ideas and four by other donors.

The uniqueness of this report and its methodology stems from the distinctiveness of the IIm Ideas projects, which strengthened investment in informed and sustained engagement of right-holders (citizens) with duty-bearers (elected and public officials) for improved education delivery. The IIm Ideas-supported projects focused on education access, quality and governance, for Pakistani children between the ages of 5 and 16 years.

Central to this report has been the focus on application of V&A criteria, prescribed by IIm Ideas, in diverse socio-political contexts of Pakistan where education governance is weak and failing the country on many critical development indicators. The country is off-track on the United Nation's Education for All (EFA) objectives and the second Millennium Development Goal (MDG) of achieving universal primary education. As per the 2013 Annual Status of Education Report for Pakistan, approximately half of all Pakistani children between the ages of 5 and 16 years cannot read a sentence in their own language and 17% of these children cannot recognize numeric digits. Contributory factors for this situation include low spending in the education sector and lack of government attention to improving this sector's governance against the backdrop of weak public demand and accountability.

This report is the result of six months of extensive desk and field research to inform its findings and recommendations for improvement of future V&A programming in the education sector specifically, and other areas of development interest generally. It is not a comment on the quality of any specific project and its interventions, but an effort to improve the V&A-related project cycle for sustainable results in terms of policy, legislative and administrative improvements through meaningful public engagement and governmental accountability.

This report consists of five chapters. **Chapter 1** provides a brief introduction to the project. **Chapter 2** presents a context analysis, including key definitions under V&A programming, and a brief account of current educational policies, with a specific focus on avenues of public participation in education governance. This chapter also covers broader dimensions of Capability, Accountability and Responsiveness (CAR) framework by Department for International Development (DFID) and focuses on the V&A criteria developed by IIm Ideas which guides the methodology for validation. **Chapter 3** provides a description of the methodology and details the purpose and intent of the assessment tools used to analyze the V&A interventions. It also provides an overview of the process which led to the selection, solicitation and validation of different civil society organizations (CSOs) and their respective projects which have been examined in this report. **Chapter 4** maps key findings of the V&A interventions and builds on the need for developing an overall strategy to improve education delivery in response to citizens' demands. It also recommends ways to improve sustainability of V&A interventions and mechanisms for collective policy advocacy and reform. **Chapter 5** provide case studies which showcase key elements of effective V&A programming in the education sector.

The report has been prepared under Education for All - Making it Possible Project (November 2014-August 2015) implemented by Trust for Democratic Education and Accountability-Free and Fair Election Network (TDEA-FAFEN) with the generous support from IIm Ideas. The project was originally conceptualized to conclude with an advocacy and media campaign on the basis of findings and recommendations of the report for improved governance of the education sector. However, the scope

of the project was redefined with an exclusive focus on the validation exercise to ensure an in-depth exploration and analysis of V&A processes, and provide informed recommendations for improved V&A programming in the future.

The validation methodology employed the ‘process audit’ approach by uniquely employing qualitative and quantitative research techniques to explore processes used by V&A projects to deliver project results. Of particular importance has been the context, which is crucial in the assessment of the V&A process. The validation involved direct engagement with key project stakeholders including implementers in the field, rights-holders and duty-bearers directly engaged under the projects. A triangulation of information was used for the purpose of validation of the V&A process. The exercise allowed identification of social, political and economic variables crucial for consideration at the time of the conceptualization of the project, which may be contextual. In general, the competing priorities of achieving project outputs and ensuring that an effective process has led to these outputs have been identified as one of the major impediments in developing sustainable institutional mechanisms that can act as an agency to articulate and aggregate the interests of rights-holders and effectively engage with duty-bearers to strengthen the ambit of public accountabilities. In addition, ad hoc mechanisms and decisions by rights-holders without legislative or regulatory cover can result in a greater focus on short-term results, further eroding public trust in the government’s ability to deliver. Therefore, the validation exercise weighed the capability of citizens to engage with the government to hold greater importance to a V&A intervention as compared to the government’s responsiveness without an active or informed engagement of citizens.

The efficacy and depth of the process, therefore, has been central to validate the sustainability of project results. The process is simple but requires thoroughness at each step—credible evidence is employed to strengthen the capability of citizens to engage with the government and hold it accountable for greater responsiveness, efficiency and transparency at the local level, in the short-term, and improved policy, legislative and administrative frameworks, in the long-term, for sustainability of project results. The report, therefore, provides a process assessment and contains useful recommendations for the improvement of V&A programming in Pakistan.

The findings of the study reveal key aspects of effective V&A interventions:

- Development and utilization of relevant and reliable research facilitates effective citizen engagement with duty-bearers and improved demand articulation for administrative, policy or legal reforms. The use of participatory research methods ensures that the needs of marginalized groups are highlighted and enjoy greater ownership and response from the government.
- Formal and direct engagement of citizens with duty-bearers may take time to transform into a relationship but is a prerequisite for recognition of citizen groups by duty-bearers as an actor having a role in a particular thematic area under education. Furthermore, citizens utilizing participatory spaces available to them under the existing statutes to contribute to decision-making are likely to evoke a government response.
- Participatory citizen groups comprising carefully selected volunteers with an understanding of a particular issue and an interest in its solution lead to formation of institutional mechanisms that are sustainable and proactive. Targeted and need-based investment in citizens’ skills and capacities also enables them to effectively engage with duty-bearers.
- Institutional mechanisms, which include citizens and their groups, and have a long-term vision, not only assist V&A interventions in the short-term, but also ensure sustainability of action. Projects with a focus on legal and administrative reforms for improved access and quality of education are effective since the change is sustainable, affects a higher number of people and results in improved responsiveness. However, short-term results such as administrative decisions

provide the impetus for long-term legal reforms, and at the same time, give citizen groups the sense of achievement, which is important for their sustainability.

- Projects creating political incentives for elected representatives and political parties are more likely to result in policy or legal actions.
- Projects having an exhaustive understanding of legislative and administrative frameworks governing education, which as such is also reflected in the implementation design, are more likely to engage duty-bearers meaningfully. Furthermore, a realistic improvement in the existing administrative framework is more likely to yield a government response as compared to a demand whose solution requires legislative or policy reform, which is gradual and is usually not possible in project life span of a couple of years.

CHAPTER 1: INTRODUCTION TO EDUCATION FOR ALL – MAKING IT POSSIBLE

Pakistan is off-track on the United Nation’s Education for All (EFA) objectives and the second Millennium Development Goal (MDG) of achieving universal primary education. The accomplishment of universal primary education requires all children of school-going age to not only be enrolled in school but also to complete primary schooling. As per the 2013 Annual Status of Education Report for Pakistan, around half of all Pakistani children between the ages of 5 and 16 cannot read a sentence in their own language and as many as 17% of these children cannot recognize numeric digits.

Article 25-A of the Constitution of Pakistan guarantees the provision of free and compulsory education to all children aged 5 to 16 years, but it has yet to yield its expected dividends. Most of the work currently being done in the area of education focuses either on service delivery or the identification of problems, and the solutions being advocated are mostly budgetary recipes. While inadequate budgetary allocation has indeed been an obstacle, the proverbial “throwing money at the problem” alone will not fix the deep-rooted issues of Pakistan’s education sector. The most critical among these issues is weak governance of the education sector, which in turn yields limited and inefficient use of resources. Policymakers therefore need to turn their attention to finding ways to ensure better utilization of existing budgets, improved accountability of teachers and education administrators, meaningful involvement of communities in school management, enhanced transparency processes for recruitments, optimal use of existing infrastructure, greater autonomy to districts for non-fiscal measures to improve education as well as fiscal incentives for tehsils and districts that show improvements in literacy rate, better education sector data management and analysis, simplified enrolment and complaints processes, and the use of new technologies wherever they will aid efficiency.

The identification, advocacy, popularization and employment of practical, workable and sustainable solutions that ensure optimal use of existing government resources will lead to constructive reforms in the education sector as well as increased access to quality education for Pakistan’s children. Therefore, the project was designed to deliver on the following objectives:

1. Identify, analyze and document replicable, scalable and effective V&A models in the education sector.
2. Advocate for the endorsement and adoption of these models to public and private sectors (policy makers, legislators, NGOs, parliamentarians etc) to contribute towards improved education governance.

The selection of successful interventions was conducted in the context of their implications for V&A programming in the education sector. Central to the selection process, was evidence furnished by implementers at their experience-sharing/consultative workshops. Keeping in view the social, political and institutional diversity, the experience-sharing/showcasing events were arranged in 18 different locations across the country to ensure a realistic snapshot of successful models. A well-defined template, based on criteria to be developed in consultation with Ilm Ideas team, was provided to invitees to these events well ahead of time to enable them to present their projects in a standardized format. The selected interventions/projects were validated through independent beneficiary analysis and stakeholders’ analysis by trained researchers employing a mix of quantitative and qualitative tools. The validation involved people who directly or indirectly benefitted as well as service providers who were directly or indirectly engaged. The project was originally conceptualized to conclude with an advocacy and media campaign on the basis of findings and recommendations of the report for improved governance of the education sector. However, the scope of the project was redefined to focus exclusively on the validation component keeping in view its evolving scope and potential usefulness of the findings and recommendations to inform V&A programming in future.

CHAPTER 2: CONTEXT ANALYSIS

2.1 The Space for Voice and Accountability in the Education Sector

The overall aim of cultivating V&A is to enable rights-holders (citizens) to raise their demands with duty-bearers (public and elected officials and institutions) to elicit their response, often in the form of administrative, policy or legislative decisions, which result in improved education governance and delivery. The institutionalization of a culture where voice mechanisms link citizens to the state in a manner such that state officials identify and accept the need to respond to the citizens' demands is the crux of 'accountability'. Voice and Accountability are closely related concepts, with 'voice' entailing citizens' ability to raise issues and articulate their demands for accountability of public officials and processes.

Goetz and Gaventa (2001) conceptualize 'voice' as a continuum; strengthening voice on the one hand and receptivity to voice by government institutions on the other hand, conceptualized as mutually reinforcing. They emphasize the importance of not taking engagement as a given even if voice mechanisms are in place. The presence of voice mechanisms which do not enable citizens to register demands, complaints and grievances undermine the core principles of V&A: participation, inclusion, and accountability.

While an effective voice is necessary to hold public officials accountable, it alone is not sufficient, as accountable relationships depend upon the level of responsiveness of duty-bearers and existing power relations between the government and the governed. It depends upon the enabling environment, the nature of the state and its institutions, and the nature of the social contract between state and its citizens. The nature of citizenship depends upon the institutional and legal frameworks that ultimately govern the accountability relationship between the state and its citizens. These legislative and institutional frameworks provide an enabling environment, or vice versa, that defines the way voice is exercised by citizens to demand public accountability, while responsiveness to demands and the extent to which the state presents itself for accountability depends upon the political context and citizens' empowerment. Although citizenship provides the backdrop for V&A; empowerment of citizens, level of public participation and capabilities to demand accountability define the state-public power relation.

2.2 Policy Framework

The Voice and Accountability approach of the project demands inquiry into the existing legislative framework that provides space for citizens' inclusion and participation in education governance structure. 'Space' refers to mechanisms available within the governance structure that enable citizens to raise their voice in order to influence government policies and processes. To successfully implement V&A based projects it is important to understand the availability of this space and how to best utilize it in order to strengthen public voice and establish vertical accountability.

Voice refers to both the capacity of people to express their views and the ways in which they do so through a variety of formal and informal channels and mechanisms.

Accountability refers to the nature of a relationship between two parties. A relationship may be characterized as lacking in accountability or highly accountable.

"The state shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner that may be determined by law"

2.2.1 Article 25-A

Article 25-A of the Constitution of Pakistan guarantees the provision of free and compulsory education to all children aged five to sixteen, but it has yet to yield its expected dividends. Most of the work currently being done in the area of education focuses either on service delivery or the identification of problems, and the solutions being advocated are mostly budgetary recipes. While inadequate budgetary allocation has indeed been an obstacle, the proverbial “throwing money at the problem” alone will not fix the deep-rooted issues of Pakistan’s education sector. The most critical among these issues is weak governance of the education sector which is augmented by lack of public participation in decision making and lack of vertical accountability.

Policy Actions: Sindh’s Right of Children to Free and Compulsory Education Act, 2013 Section 16:

1. School Management Committees (SMC) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).
2. The tenure of the SMCs shall be enhanced, so that the members are able to make use of their experience.
3. To promote greater utilization of allocated funds, Governments shall move from financial audit to performance or output based audit system for SMCs.
4. Head teachers shall be trained in social mobilization to involve the community effectively.
5. Awareness campaigns shall be launched, at the District, Tehsil and Union levels to sensitize communities about their role in school education.

Pakistan’s Legislative Framework on Education underwent a significant overhaul following the 18th Constitutional Amendment. The Educational system was devolved to allow provinces more autonomy, control over ownership of budget allocation and overall service delivery. The abolition of the Federal Ministry of Education in 2011 was followed by devolving responsibility to provinces to implement Article 25-A of the constitution.

In order to implement Article 25-A of the Constitution of Pakistan, provinces formulated further legislation that would allow delivery of free and compulsory education to

all children of ages five to sixteen. Islamabad Capital Territory was the first to pass the Right to Free and Compulsory Education Act 2011, followed by Punjab, Baluchistan and Sindh while Khyber Pukhtunkhwa’s (KP’s) bill is under review by the provincial assembly. The status of the Act in Azad Kashmir (AJK), Gilgit-Baltistan (GB) and Federally Administered Tribal Areas (FATA) is still in nascent stages. Furthermore, while devolution has meant a transfer of decision making from the federal powers to provinces and constituencies, a central body which would be accountable for international commitments (post MDG and EFA) does not exist. Article 140-A of the 18th amendment also provided for further devolution to districts; however a clear roadmap of how this devolution would empower the districts is still undecided.

The Right to Free and Compulsory Education Act 2011 provides space for voice and accountability through citizen participation in school management by way of formulating School Management Committees (SMCs).

Such legislation in other provinces would ensure establishment of similar public committees that seek to bridge the gap between citizens and the government so that they may be able to raise demands

“Every school shall constitute a school management committee with the equal representation from Government, teachers, parents of children admitted and management of the schools in such school, which shall be headed by the Principal or Head of an Institution of such school. This management committee shall have nine members including Principal or Head of Institutions.”

Article 25-A: Constitution of Pakistan

to elicit response in terms of improved education governance and delivery. These School Management Committees serve as point of entry for citizens to be included in the decision making process. V&A framework of the project can utilize the available legal space by empowering citizen groups and consolidating public demand.

The National Education Policy 2009 also emphasizes the need for community involvement in the decision making process and policy development. The need to further empower the SMC as an avenue of community inclusion and participation is particularly recognized and explicitly expressed in the policy document, which states:

‘For the New Education Policy to succeed it has to be a collaborative exercise with the stakeholders, at all levels of education, policy development and programme delivery.’

2.3 DFID CAR FRAMEWORK

DFID’s briefing note drawing on a white paper published in 2006 defines accountability as “the processes, norms and structures that require powerful actors (governors) to answer for their actions to another actor (the governed), and/or suffer some sanction if the performance is judged to be below the relevant standard”.

This definition sums DFID’s Capability, Accountability and Responsiveness (CAR) framework: the capability of a state is contingent on the level of its accountability and responsiveness to citizens. The element of reciprocity determines the nature of governance and parameters such as V&A can then help determine the level of capability in a particular sector or the workings of the state as a whole. A brief overview of the CAR framework can be defined as follows:

Capability - the extent to which government and elected officials are able to carry functions within the preview of their office.

Accountability - the level of duty, which is reciprocated by the public institutions and governments to the citizens.

Responsiveness - the extent to which policies and institutions are placed to uphold the rights of citizens such as access to public services, equality, human rights and transparency.

Access to education for all and the quality of education is a basic and essential measure of this CAR framework. V&A interventions discussed in this report assess how the CAR framework can be strengthened to support governance in education. The success and limitations of these initiatives can be noted as attempts to complement the government’s ongoing efforts to enhance education access across the country. **See Annexure A**

CHAPTER 3: VALIDATION FRAMEWORK & METHODOLOGY

Understanding and measuring the quality of service delivery in the education sector as one aspect of governance is a multi-dimensional process, which requires examination of all context-based variables. A deficit of governance in education as evaluated through a weak or limited V&A model specific to Pakistan requires a resolution from within the existing structure. In other words, finding ways of translating the weaknesses of the education sector into potential strengths is dependent on the existing socio-economic and cultural context which frames the Pakistani society. This is not to ignore the generalized problems associated with service delivery in the education sector globally but to avoid the imposition of an externalized model which fails to take account of the local issues. Bearing this in mind, the project relied on local and district based V&A interventions conducted by organizations working in the education sector and with a history of active involvement with the community in the regional or local setting.

TDEA-FAFEN devised a robust and rigorous methodology for the validation of V&A programming. Since the purpose of this report was to ascertain the underlying processes that were employed by the selected projects to yield a result, the V&A criteria prescribed by IIm Ideas comprising five complementary steps formed the basis of the validation methodology. These steps were also taken as the process that is crucial for the sustainability of an intervention. These process steps included the following:

- a. The project undertook reliable and relevant evidence for informed advocacy;
- b. The project effectively mobilized the rights-holders (citizens) and enhanced their capacity to engage with duty-bearers (government);
- c. The project effectively facilitated the rights-holders to develop institutional mechanism or structure to aggregate public demand and elicit duty-bearers response;
- d. The institutional mechanism developed as a result of the project intervention has the potential for sustainability or replicability; and
- e. The project interventions have yielded results in terms of administrative or policy decisions to improve access to quality education.

Each of the criteria was further operationalized into questions to study the applicability, usefulness and relevance of each V&A criterion during the validation of selected projects. See Annexure B for Validation Question against the V&A Criteria. The following principles were kept in mind in developing the validation framework:

a. Evidence-based

The framework is informed by the project proposals and their progress reports and literature review of varying legislative and administrative dispensations, which provided analytical pointers for the development of validation instruments. Project-specific instruments were, therefore, developed in order to capture the uniqueness of every intervention.

b. Process-driven

The framework was designed to validate the V&A process and to understand the application of the IIm Ideas' V&A criteria. The project results, outcomes and outputs were also examined to assess sustainability of the initiative.

c. Comprehensive and Flexible

The methodology is driven by the need for validation of V&A projects implemented in diverse socio-political contexts and under different legislative and administrative frameworks. In addition, the level of institutional development was also kept in mind in developing this methodology.

d. Non-Inquisitive

The framework relies on triangulation of information to validate the process adopted by the projects.

3.1. Research Methodology

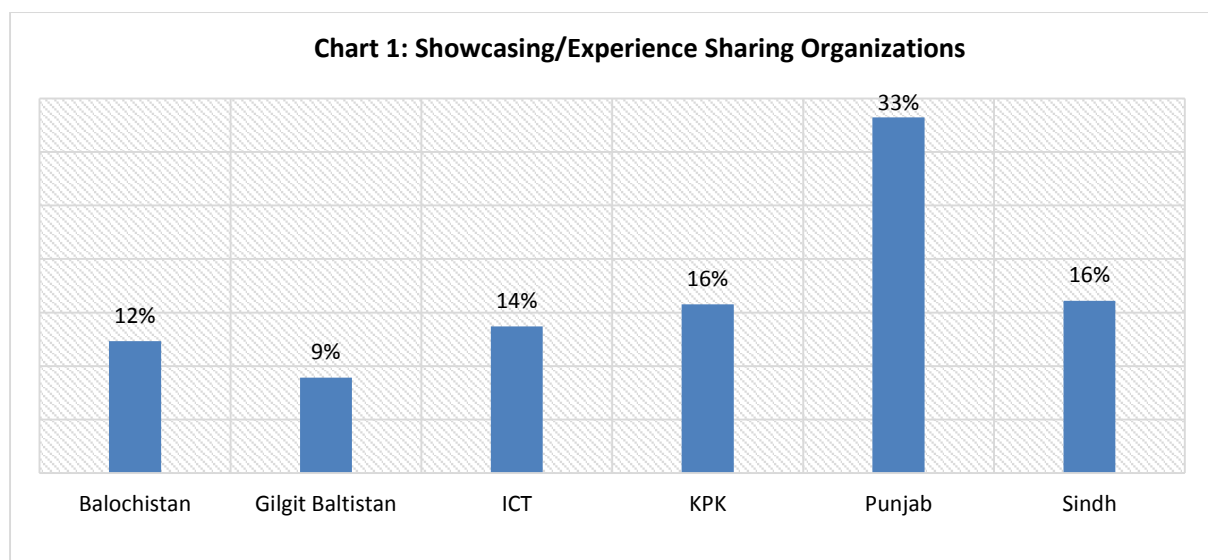
A four-step research methodology was used to execute this validation exercise. From selection of projects to the conduct of field research and final analysis of primary data, rigor was exercised in order to minimize the element of bias in the interest of objectivity and avoid commenting on the quality of the results, outcomes and outputs made by the projects under question. The following illustration depicts the methodological steps undertaken through the course of this validation:

Illustration 1: TDEA-FAFEN Validation Methodology



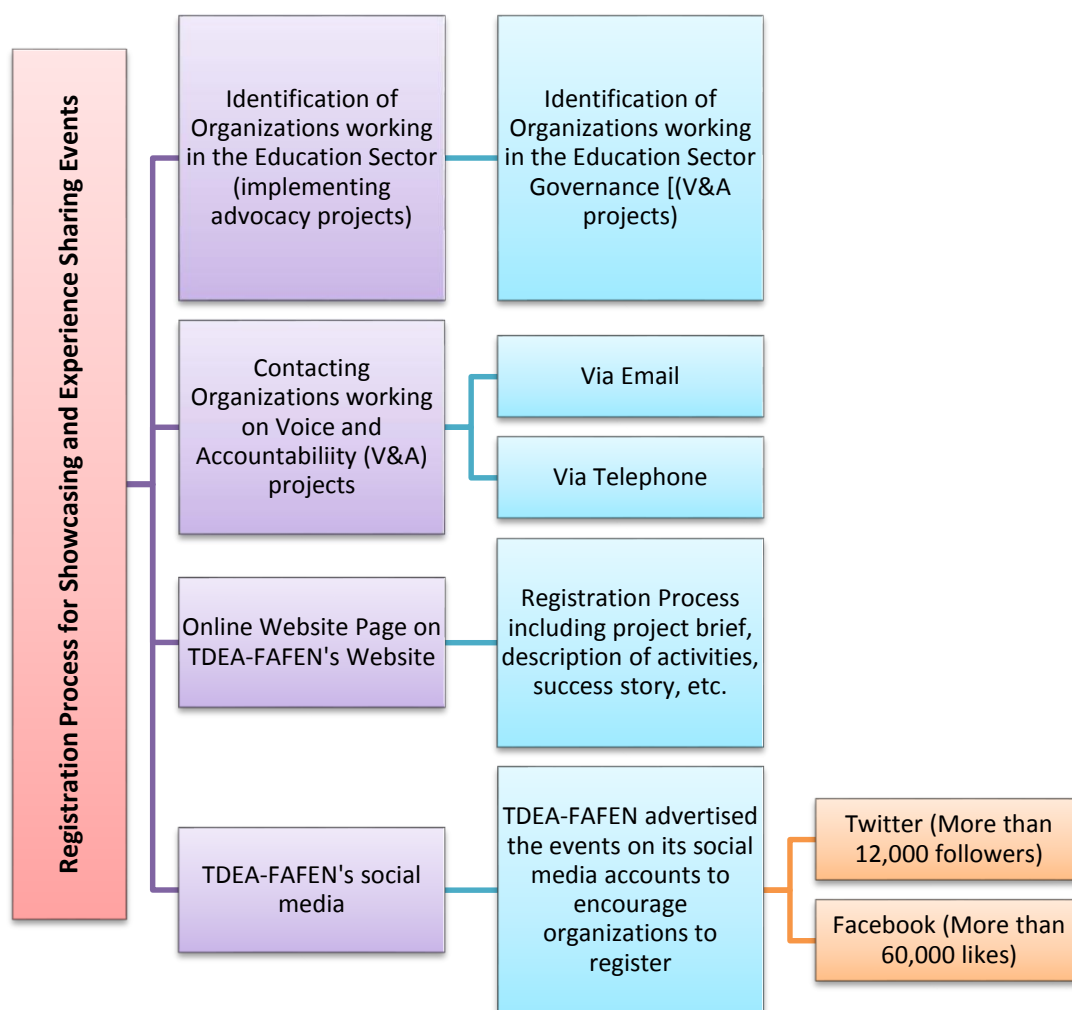
3.1.1. Selection of Projects for Validation

Education for All – Making it Possible conducted a total of 18 showcasing and experience-sharing workshops across Pakistan where provincial-level implementers of education projects were invited to present their interventions. A total of 201 organizations (including 12 Ilm Ideas partners) were contacted to showcase their interventions at 18 locations. Of these, 155 organizations, including three Ilm Ideas partners, attended these showcasing/experience sharing events. The following graph shows the region-wise details of the events:



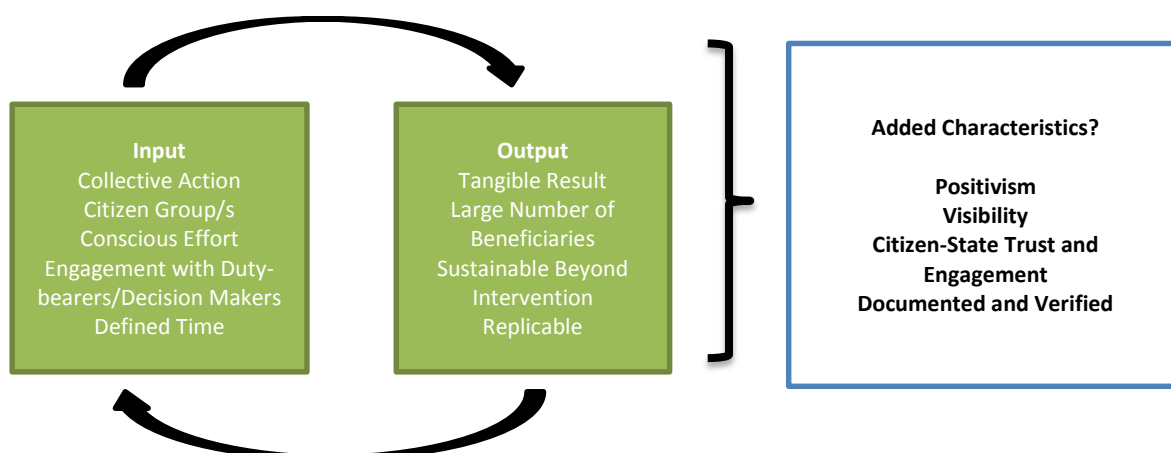
TDEA-FAFEN created a webpage on its website for the organizations to register for these events. The following registration process was adopted for showcasing and experience sharing events:

Illustration 2: TDEA-FAFEN Validation Methodology



Each organization invited at the showcasing events was provided a template for presentation at these events to ensure sharing of information in a standardized manner for the ease of shortlisting for validation. A total of 11 facilitators were trained to conduct these workshops through two-day training which covered areas critical to V&A programming in the education sector in Pakistan. A template for initial assessment of projects (See Annexure C) was provided to the facilitators to mark the presenters in order to shortlist education projects that are implementing V&A intervention for improved governance. The following template was used:

Figure 1: Assessment Model



As many as 269 projects were initially long listed after the showcasing events and desk review. These projects were then contacted to furnish more information on their intervention using a project description template that was designed to draw the specificity of their interventions and whether it implemented the V&A process falling within the overall purview of the Ilm Ideas criteria on the subject. Only 155 projects responded with details. Following a final review of the project descriptions, 11 projects were shortlisted for field validation. These projects included:

Table 3: List of Organizations selected for field validation

Sr. No.	Organization Name	Area	Project Name	Project Funder
1	CGPA (Centre for Governance and Public Accountability)	Peshawar	Improving Social Accountability in Education Sector in KP	Ilm Ideas
2	I-SAPS (Institute of Social and Policy Sciences)	Rahim Yar Khan	Improving Access and Quality of Education through Political Voice at District and Constituency Levels	Ilm Ideas
3	AGHE (Association of Global Humanists and Ethics)	Diamer	Advocacy Campaign through Community Networking for Promotion of Girls' Education in District Diamir, Gilgit	Ilm Ideas
4	SPARC (Society for the Protection of the Rights of the Child)	Multan	Communities Taking Charge Bringing Quality Back Into Primary Schools	Ilm Ideas
5	GINI (Governance Institutes Network International)	Faisalabad	Citizens' Voice and Public Accountability in Mainstreaming Children with Physical Disability through access to Quality Education	Ilm Ideas
6	CYAAD (College of Youth Activism and Development)	Quetta	Scalable Civic Education and Engagement Program	Ilm Ideas
7	CSDO (Child and Social Development Organization)	Sialkot	Child and Adolescent Protection	UNICEF
8	KDA (Kainat Development Association)	Larkana	Social Accountability Initiative for Social Service Delivery	USAID
9	CRCP (Consumer Rights Commission of Pakistan)	Jhelum	Articulating Citizens' Voice for Accountability in Education	Ilm Ideas
10	AMDO (Al-Mustafa Development Organization)	Dera Ghazi Khan	Education is My Right	Local Philanthropists
11	SDS (Sindh Development Society)	Dadu	Helping Girls into Schools through School Improvement and Advocacy	OXFAM

3.1.2. Project Reviews for Development of Specific Validation Tools

Considering the fact that the context is crucial for assessment of any V&A intervention and becomes even more important for the implementation of V&A process, each selected project was reviewed for the development of checklists that were to be implemented during the validation exercise in the

project areas. To keep the review consistent, the following documents were studied for projects that were supported by IIm Ideas:

- a. Project Descriptions
- b. Final Progress Reports

A team of 10 researchers comprising TDEA-FAFEN staff and independent researchers were trained for this evaluation at a two-day workshop. The review was systematic and methodical to ensure that the validation tools were developed on the basis of consistent and accurate information, qualitative and quantitative, provided by the project implementers through their period reporting. The IIm Ideas team closely assisted the exercise and provided useful feedback. The project documents were reviewed against a set of key questions for the development of project-specific validation instruments to be used during the fieldwork in the project implementation areas.

Rationale of the V&A intervention (project):

- a. What is the problem/issue?
- b. What are the core reasons of the problem/issue?
- c. Brief situational analysis
- d. What are the main characteristics affecting the project?
- e. Core strengths, weaknesses, opportunities and threats (challenges/hurdles)

Geographical Outreach

- a. How many beneficiaries are positively affected by the intervention?
- b. What is the geographical scope?
 - i. Communities
 - ii. District
 - iii. Province
 - iv. Nationwide
- c. What is the number of beneficiaries?
- d. How has the project catered to marginalized communities?

Citizen Action

- a. Were any citizens/groups involved in executing the V&A intervention (project)?
- b. Was there any capacity building/capability of citizens to engage with duty-bearers/representatives conducted?
- c. What is the existing situation/current state of affairs?

Engagement with Duty-Bearers/Representatives

- a. Were there any:
 - i. Awareness and sensitization meeting/s
 - ii. Briefing sessions
 - iii. Interface meetings
 - iv. Group meetings
 - v. Mobilization workshop/s
 - vi. Advocacy seminars
- b. What is the documented response of duty-bearers/representatives?
- c. How many meetings were held with the duty-bearers/representatives?
- d. Do the duty-bearers/representatives recognize the problem/issue?

Project Design

- a. Activities
- b. Timelines

- c. Results
- d. Outcomes
- e. Goal

Basing on the information drawn from the review exercise, the trained team of researchers developed the following set of project-specific instruments:

1. Eleven Checklists for Entrance Meeting with project field staff (See Annexure D)
2. Eleven sets of Guide Questions for FGD with project beneficiaries (See Annexure D)
3. Eleven sets of Interview Schedule for Key Informants including members of citizen groups, teachers, administrative staff of schools, relevant government officials and Civil Society Organizations (CSOs) (See Annexure D)

3.1.3. Field Research for Validation

Field research was the most important aspect of this validation exercise. The team of trained researchers employed a mix of quantitative and qualitative tools including document review, focus group discussions (FGDs) and key informant interviews (KIIs) for the validation exercise. As mentioned earlier, the purpose of the validation was to review the applicability of the V&A process in diverse socio-political contexts and under varying administrative dispensations in order to understand the usefulness of the interventions as well as assess the contextual factors that may inhibit the efficacy of one or more of the prescribed steps.

3.1.3.1. Entrance Meetings

Trained researchers visited each target area to gather the relevant process-related information of the intervention. Each researcher conducted an entrance meeting with the relevant project staff to explore the strengths, weaknesses and opportunities emerging in implementation, organizational affiliations, key indicators of success (e.g. citizens' collective action and engagement with government officials for improved service delivery in education), delivery of V&A intervention and a situation analysis to understand the potential for sustainability.

The team of researchers conducted a total of 11 entrance meetings with 24 staff members. See Annexure E.

3.1.3.2. Focus Group Discussions (FGDs)

The purpose of conducting FGDs was to collect information from a group (six to 15 participants). Participants interacted with the researcher who asked guide questions designed to yield insight into desired process and results in relation to a specific project. The team of researchers held FGDs and community interviews with beneficiaries to explore project results, nature and quality of citizen engagement, implications of intervention for beneficiaries and effectiveness of communication activities.

As many as 23 focus group discussions were held at 11 locations for validation. These FGDs were attended by 173 participants – 137 men and 36 women. See Annexure F.

3.1.3.3. Key Informant Interviews (KIIs)

The purpose of key informant interviews was to collect information from a wide range of stakeholders (both direct and indirect) including communities, teachers, school staff, government departments and civil society organizations about the intervention being validated. As many as 34 interviews were conducted as part of the validation process. See Annexure G.

3.2 Analysis of Primary Research to Draw Findings and Recommendations

TDEA-FAFEN conducted the validation of 11 projects through stakeholder and beneficiary analysis. While the findings cannot be generalized, the recommendations are thorough and systematically drawn. These recommendations can assist civil society organizations in designing future V&A initiatives in education governance in Pakistan.

Considering that the methodology was based on the principle of non-inquisitiveness, various V&A process steps were discussed in research engagements with rights-holders, duty-bearers which included elected and public officials and the project staff in order to confirm that they have almost similar level of understanding, if not completely similar, about the project results. The primary data was thoroughly gleaned, cleaned and analyzed to validate seven Voice and Accountability projects.

3.2.1 Limitations of Research

1. TDEA-FAFEN conducted field research for 11 organizations. However, the primary research and subsequent findings were consolidated for seven organizations. The rest of the organizations did not share sufficient information and data during primary research to conduct a rigorous analysis on the basis of the V&A criteria.
2. The projects have concluded and it was difficult to approach the project staff as well as direct beneficiaries in some cases.
3. In some cases, a relatively smaller number of women attended the FDGs and community interviews due to cultural hurdles. No women attended the focus group discussion in Diامر.
4. Although TDEA-FAFEN marketed the showcasing and experience sharing events, limited number of organizations turned up for the events and shared their work. In addition, most of the projects were focused on service delivery.

CHAPTER 4: KEY FINDINGS, LESSONS LEARNT AND RECOMMENDATIONS

The validation exercise yielded exhaustive primary data on the process-related aspects of the V&A interventions under study. While the purpose of the analysis remained a detailed comment on the applicability of the V&A criteria in diverse socio-political contexts under varying legislative and administrative dispensations, the quality of each of the steps that should ideally be followed was also independently analyzed with a view to studying its relationship with project results. The validation was purely based on in depth information acquired through multiple research techniques, including secondary data review and data collected from project stakeholders and beneficiaries during the field research, which included citizens, journalists, CSO representatives, members of bar associations and elected and public officials.

The following steps, which together form a V&A process, have been assessed and commented upon in order to draw findings, key learnings and recommendations that may contribute to the improvement of future V&A programming in the education sector in particular and other areas of development interest in general:

- a. The project undertook reliable and relevant evidence for informed advocacy
- b. The project effectively mobilized the rights-holders (citizens) and enhanced their capacity to engage with duty-bearers (government and elected representatives)
- c. The project effectively facilitated the rights-holders to develop institutional mechanism or structure to aggregate public demand and elicit duty-bearers response
- d. The institutional mechanism developed as a result of the project intervention has the potential for sustainability or replicability
- e. The project interventions have yielded results in terms of administrative or policy decisions to improve access to quality education

A process is validated with respect to its applicability, usefulness and relationship with the result, which ideally is a documented response from duty-bearers, on the basis of nearly similar appreciation of its scope, quality and efficacy by key project stakeholders—the implementers, the rights-holders and the duty-bearers. This is in line with the conceptual framework that guided development of the validation methodology to assess the V&A process which requires thoroughness at each step—credible evidence is employed to enhance the capability of citizens to engage with the government and hold it accountable for greater responsiveness, efficiency and transparency at the local level, in the short-term, and improved policy, legislative and administrative frameworks, in the long-term, for the sustainability of the project results.

Key findings, learnings and recommendations of the validation exercise against the V&A criteria are provided below:

4.1 Relevant and Reliable Evidence to Inform Advocacy

Key Findings

- **Relevant and reliable research containing credible evidence tends to evoke a greater response from duty-bearers and improves the possibility of their meaningful engagement with the rights-holders.**
- **Relevant and reliable evidence leads to effective citizen engagement with duty-bearers for administrative, policy or legal reforms.**
- **Robust and contextualized research tools lead to feasible recommendations for targeted and informed advocacy. Participatory research methods customized to study a certain context tend to highlight issues and plausible solutions that are reflective of the needs of all community members including children, women and marginalized groups.**

- **Wide dissemination of research studies in local languages enable citizens to understand and comprehend the complexities of education V&A, thereby enhancing community appreciation of the root causes of an issue as well as their buy-in for proposed solutions.**

In order to have effective citizens' engagement with duty-bearers, including elected and public officials, relevant and reliable evidence establishes the issues which require urgent attention and solution for improved education governance. The projects which conducted initial research, comprising baseline surveys, situational analysis, comparative analysis between districts, etc. have had higher success in achieving results in the form of either administrative, policy or legal reforms. Realistic and representative information reflects the needs, priorities and interests of the local constituencies. The data and information gathered by projects advanced a particular cause for local communities, including children, women and marginalized groups. Moreover, the projects disseminating research studies in local languages enabled stakeholders, especially right-holders, to effectively use the information and data for pressure-building and advocacy with duty-bearers for better education service delivery.

It was observed that projects which employed mix-method research methodologies and conducted a combination of primary and secondary research were successful in framing informed recommendations for concerted and concentrated advocacy efforts. Sound and robust research assisted projects in identification of key stakeholders, including duty-bearers and pressure groups. Moreover, the use of government's data, where available, is recommended, as it is deemed authentic and accurate and attains higher buy-in from duty-bearers.

The element of gathering relevant and reliable evidence to inform the advocacy strategy is of prime importance for a V&A intervention to be successful, replicable and sustainable beyond the project life. In Pakistan, there is limited articulation of the causes (rather than symptoms) of education issues in different regions and of how societies have transformed. This is partly the result of a scarcity of research and evidence about what works and under what circumstances. It is therefore significant for V&A interventions to gather relevant information to qualify the root-cause of the issue in a particular target area. In addition, the research should be rigorous, verifiable and replicable by other projects. Rigorous research means employing appropriate research tools to meet the objectives of the study, which leads to generating data-backed recommendations for improved education delivery. Replicability refers to the extent to which a re-study of a phenomenon repeats the findings of an initial study. Verifiable research means that the evidence gathered is substantiated and the findings can be confirmed by other researchers.

Key Learnings

Sound information and data (evidence) ensure that the advocacy and policy demands are realistic and representative of the needs, priorities and interests of the constituencies. **AGHE's** 'Advocacy Campaign through Community Networking for Promotion of Girls' Education Project' was designed to improve access to education for girls in Diامر, which included a component of attitudinal and behavioral change in the community. The research component for generating primary, reliable and relevant information was crucial as it helped identify key stakeholders in the community and gauge the majority voice regarding the state of girls' education in the far-flung localities in Diامر such as the tehsils of Darail, Tangeer, Thakniyat and Thore. It also brought to light the specific obstacles faced by the community in sending their female children to school and their high dropout rates. It was the first time that a research study on girls' education in Diامر was conducted. AGHE employed a rigorous mixed research methodology to extract information from primary sources through field activities which included a survey, community questionnaire tailored to the type of subject being questioned, interviews with community leaders and FGDs with men and women separately. Subsequently, AGHE designed its advocacy strategy to include relevant community members to tackle

the primary issues identified through the robust research. As a result, the evidence based proposal of home-based schools advocated under the initiative, was both feasible and reflective of the needs of the community.

Similarly, **I-SAPS** initiative for Improving Access and Quality of Education through Political Voice at District and Constituency Levels gathered evidence regarding key low-performance issues related to access and school quality education in Lodhran, Muzaffargarh and Rahim Yar Khan. Evidence was generated in the form of District Education Plans and Constituency Report Cards, which provided an analysis of demand and supply of education taking into account public, private and other forms of provision, providing needs for schools, teachers and governance structures required for basic education for boys and girls. The project used government's data for gathering relevant and reliable research. I-SAPS also collected data by holding consultative sessions and FGDs with direct and indirect beneficiaries as well as service providers. The data and information gathered was the right mix of information to design their advocacy strategy to generate incentives for politicians and elected representatives for improvement of education governance in the three target districts. The Constituency Report Cards developed created a sense of responsibility and competitiveness among politicians and elected representatives, ensuring that they took keen interest in resolving the issues highlighted by the research.

CGPA analyzed education budgets for the two target districts—Charsadda and Nowshera—separately to assess the state of education spending in these areas. CGPA used both primary and secondary data to generate evidence. CGPA reviewed secondary sources of information such as education budgets, education statistics and other relevant documents in addition to conducting FGDs with both right-holders and duty-bearers. The project also conducted visits to elementary and secondary schools to gauge the physical infrastructure. The findings revealed an inefficient budget-making process that yielded unrealistic budgets which have been subjected to revisions in the subsequent years and inadequate allocations for budgets underlined with gender disparities. While these findings drove CGPA's advocacy campaign, the focus expanded to include the public use of right to information (RTI) as ordained by the Right to Information Act 2013. The project also built capacities of citizens, journalists and CSOs on the subject to seek information that they consider necessary in order to make their social and political decisions.

Recommendations

- 1. It is essential that projects generate research-based reliable and relevant evidence through scientific means for informing the implementation and advocacy strategies. The research component is crucial as it leads to generating of data-backed recommendations for policy, administrative or legal reforms.**
- 2. It is important that research should be replicable and rigorous. To enhance uptake of research findings by key stakeholders, including duty bearers, formal or informal sharing of research methodology prior to its conduct with relevant duty-bearers is highly effective in attaining their buy-in for the findings.**
- 3. In instances where primary research is not possible, government data and information provide credible secondary data sources to gauge the existing quality of education, access to schools and other education governance issues. However, information gathered by projects should be verifiable by independent sources.**
- 4. The research should explore contextual factors such as local power dynamics in order to better plan an advocacy campaign that provides specific and realistic entry points/avenues of redress.**
- 5. The public communication plan should focus more on solutions of an issue than the issue itself to lead to a meaningful engagement with duty-bearers. Public sharing of findings should be strategized to avoid their misuse, selective interpretations or sensationalism.**
- 6. The public communication plan should ideally employ local languages for greater outreach.**

4.2 Effective engagement between right-holders with duty-bearers

Key Findings

- **Formal and direct engagement of citizens with duty-bearers may take time to transform into a relationship but is a prerequisite for recognition of citizens groups by duty-bearers as core stakeholders having a role within a particular thematic area.**
- **Using interpersonal relationships with duty-bearers may result in quick access to decision-making and sometimes quick-fix solutions but must be formalized for sustainability.**
- **Citizens using participatory spaces available to them under the existing statutes to contribute to decision-making are likely to evoke a government response.**
- **Consistent use of correspondence, Right to Information and formal institutional complaint mechanisms with regulatory follow-ups evoke greater responsiveness among duty-bearers.**
- **All engagements of citizens with duty-bearers that are documented and publicized have a potential of yielding long-term solutions.**

Rights-based development reinforces the notion that development is not about providing welfare to passive recipients but is about facilitating and securing their basic entitlements as rights-holders¹. It is about supporting impoverished and marginalized women and men in their processes of self-identification as rights-holders and in the strengthening of their voice and influence. The state has the principal legal responsibility for respecting, protecting and fulfilling rights and should therefore always be addressed in rights-based programming at the relevant strategic levels and entry points. Duty-bearers are first and foremost the state actors in positions of power and control that are necessary for effecting the required change at the different levels.

Partnerships, linkages and alliances need to be formed with relevant public bodies to establish appropriate forums where citizens and civil society groups can raise demands about inadequate policies and inefficiencies; seek clarifications; raise their concerns about performance and management of relevant departments; and propose recommendations for reforms. Involvement of formal local citizens' associations is also important as these groups will continue to work after the duration of the project life. The sustainability of citizen action groups is only contingent on active interest from the community and grassroots participation.

Developing citizen groups' capacity is also a key factor as they are better able to articulate demands and not only raise voice but also translate it into tangible actions. Government actions alone are insufficient to improve governance unless the capacity of citizens is also built to hold the public institutions accountable. A sustained citizen engagement with institutions for evidence-based and informed demands is a prerequisite to inculcate a sense of responsibility among the duty-bearers to be responsive as well as diligent. Community Advocacy Groups (CAGs) have the potential of becoming strong platforms for organizing and shaping the collective demands of a community on a specific issue but their sustainability and longevity can become compromised once the project ends. In projects which were able to sustain strong CAG after the end of funded projects consisted of individuals or a group of individuals with a strong vested interest, high level of awareness, a long term progressive vision and experience of mobilizing people. However, the presence of these individuals is an exception rather than the norm and the tendency of CAGs to disintegrate is higher.

Key Learnings

As many as five out of seven organizations effectively engaged rights holders with duty-bearers. Based on relevant and reliable evidence, citizen groups engaged with duty-bearers, including elected and public officials for improved service delivery. **I-SAPS**, for instance, did not form typical citizen groups,

¹ Rights-Based Commitment, DCA Programme Policy: Rights-Based Commitment, Church Aid Service, accessed at https://www.danchurchaid.org/.../DCA_Rights-Based_Commitment.pdf

but instead Political Leadership Support Education (PLSE) Networks, which aimed to bridge the gap between citizens and elected representatives. These networks comprised elected representatives and local politicians, bar council members, and teachers etc. to engage with duty-bearers for improving access and quality of education in Lodhran, Muzaffargarh and Rahim Yar Khan.

CRCP and its networks created increased demand for better education services for children. The project received support from government departments due to consistent and direct engagement between members of the citizen groups (Tehsil and District School Councils) and public officials such as Education District Officers (EDOs), Assistant Education District Officer (AEDOs), and elected representatives in the target districts.

AGHE facilitated the formation of Village Education Committees (VECs) at the local level and Education Support Networks (ESNs) at the district level to engage with duty-bearers for the adoption of home-based schools which ensure girls' education in the remote district of Diامر. The VECs were entrusted with the task of helping to motivate the community to overcome their prejudices against female education and provide oversight to schools, while the ESNs framed policies based on recommendations made by the VECs and the community's demands. The engagement between the Women Welfare department and citizens through these forums ensured that home-based schools were adopted by the Department. However, since the department has devolved in 2015, future investments should be made in the local support groups developed by AGHE, for the uptake of such schools by the Education Department in Diامر.

SPARC mobilized community members through the formation of Community Advocacy Groups, (CAGs) in Multan and Bahawalpur. The CAGs comprised mobilized parents and community members with an active interest in improving public sector education. These advocacy groups raised their concerns and demands for improving quality of education, enrollment and retention of children in public schools with government officials. The engagement between citizen groups and duty-bearers was successful as it has received recognition and support of the district government².

Recommendations

- 1. Aggregating citizens' demands and aspirations through effective engagement between rights holders and elected and public officials is essential for the success and sustainability of the action.**
- 2. Focused and concerted efforts for forming and facilitating citizen groups are important as they can collectively raise their voice for policy, administrative and legal reforms.**
- 3. Breaking social barriers and challenging hierarchy in areas with uneven power dynamics, religious intolerance and patriarchy is difficult to overcome through short term attempts at mobilizing community members. In order to overcome these social barriers, the volunteers constituting CAGs should have a deep understanding of socio-political issues in the area and build strong interpersonal relationships with local community members.**

4.3 Institutional mechanism or structure developed to aggregate public demand and elicit duty-bearers' response

Key Findings

- Citizen groups comprising carefully selected volunteers with an understanding of a particular issue as well as interest in its solution lead to formation of institutional mechanisms that are sustainable and proactive.**

² Key Informant Interview conducted on April 29, 2015 of Assistant Education Officer (AEO), District Education Office, Multan

- **Targeted and need-based investment in the enhancement of skills and capacities of members of citizen groups enables them to effectively engage with duty-bearers. Customized trainings and mentoring for groups, therefore, yield greater dividends in terms of their impact and sustainability.**
- **Groups that invest in institutionalization such as election of office-bearers, documentation, visibility strategy, etc. tend to last beyond project lives as compared to those that only focus on achieving project results.**

It is essential that citizens come together not only to access education services but also to improve the processes under which they are being provided, for better education governance and efficiencies in Pakistan. Networking and collaborations with partners such as media, bar associations, and CSOs working on a similar cause will lead to an increased outreach and visibility, collective advocacy action and pressure-building, and yield better outputs and results.

V&A interventions have the potential to act as catalysts for long term change especially in the education sector as communities are provided with opportunities to bring about change which directly affects their quality of lives. No matter how insignificant a V&A project may seem on the surface, it is therefore not without impact since it carries the potential for building on citizen agency which could challenge future relations of hierarchical power. In circumstances where community members are unable to take their concerns to duty-bearers, informal channels such as community events, school plays and workshops for citizens and public officials not only offer an opportunity for better communication, but also allow duty-bearers to see the potential for positive change for themselves.

Key Learnings

The network of citizen groups, formal citizen associations and government officials formed by **CSDO** worked to ameliorate the condition of children suffering from the malaise of exploitation of child labor in Sialkot, Narowal and Gujranwala. The project facilitated the formation of free school systems by the community in partnership with government departments. The project was successful as it has received traction from government departments³ due to consistent and direct engagement through a platform-technical committees--between citizen groups and duty-bearers such as the Chamber of Commerce and Industry (CCI), Pakistan Workers' Federation (PWF), Education District Officers (EDOs), Assistant Education District Officer (AEDOs), Punjab Education Foundation, and other elected representatives of Narowal, Sialkot and Gujranwala Districts. The involvement of Sialkot Chamber of Commerce and Industry (SCCI) was instrumental as it took the lead in engaging with the duty-bearers as well as local philanthropists and business community.

CRCP's Parental Voice for Quality Education formed Tehsil School Councils and District School Councils to strengthen voice and create a bottom-up demand-side accountability mechanism. As many as 14 Tehsil School Councils (TSCs) were established in the target districts where Jhelum and Gujranwala had four TSCs each while Gujrat and Mandi Bahauddin had three each. Similarly, four District School Councils (DSCs) were formed; one in each district. The TSCs and DSCs were successful in improving school conditions due to the limited access and funds available to local School Management Committees⁴ (SMCs).

CGPA facilitated the formation of CSO Networks in Nowshera and Charsadda with representation from bar associations and local media as part of the effort to develop a relationship between the citizens and public and elected institutions at the district and provincial levels. The project capacitated these CSO networks, orienting them to undertake their responsibilities to reach out to citizens for greater

³ Key Informant Interview conducted on May 5, 2015 of Assistant Education Officer (AEO), Education Directorate, Sialkot

⁴ Key Informant Interview conducted on May 4, 2015 of District Education Officer, Secondary Schools, Office of District Education, Jhelum.

mobilization and awareness for improved governance through transparent and efficient budgetary utilization. However, the management of these networks remained a challenge. Due to internal dynamics, these groups have not been successful in effectively engaging with the duty-bearers as they worked in isolation. CGPA conducted most of the advocacy activities related to the right to information and institutional transparency directly with the government authorities⁵.

The formation of Political Leadership Support Education Networks by **I-SAPS** comprised elected representatives, government officials and political leaders based on the number of constituencies in Lodhran, Muzaffargarh and Rahim Yar Khan. This institutional mechanism was successful as it brought them together to establish a platform for public demand on educational issues. The politicians and elected representatives took keen interest in the project as it generated constituency report cards and ranking which created a sense of competition among them⁶. In addition, through these networks, 227 applications were submitted, and in response 59 actions were taken by the authorities to address the issues. These PLSE networks also shared citizens' demands and aspirations and project findings at the provincial level with the government⁷.

Recommendations

- 1. Investments in enhancing the capacity of groups in developing systems and processes of their work, decision-making and representation enhance the stake of group members in sustaining the structure.**
- 2. V&A interventions should be designed in a manner through which citizens' demands and aspirations are aggregated by institutional mechanism or structure to elicit duty-bearers response. Structures developed to aggregate citizens' demands take ownership of the issues in the target areas leading to an effective engagement with duty-bearers. Institutional mechanisms assist projects in enhancing duty-bearers responsiveness to critical education governance challenges such as teachers' attendance, missing facilities, school management committees, student drop-outs, access to schools, budgetary allocations, etc.**

4.4. Proposed mechanism indicates the potential for sustainability or replicability

Key Findings

- Working closely with existing professional associations, school management committees, bar councils, journalist groups, etc. helps create the essential synergies amongst civil society as well as develops collective advocacy positions and actions to continue work over a longer term.**
- Investments in the capacity-building of the existing relevant structures such as school management committees, and parent teachers' associations etc. and facilitating development of their representative networks for advocacy on policy and legislative issues may facilitate sustainability of V&A interventions in the education sector.**
- Institutional mechanisms, which include citizens and their groups, and have a long-term vision not only assist V&A interventions in the short-term, but also ensure sustainability of action.**

Key Learnings

No quick fixes or overnight resolutions are possible for problems which are deeply entrenched within the organizational roots of a society; for example extreme class hierarchies such as feudalism and bonded labor are major obstacles to empowering citizens. Given such circumstances, raising awareness is inadequate if citizens are unable to take ownership and lack the capacity of challenging

⁵ Key Informant Interview conducted on April 4, 2015 of Assistant Director, Directorate of Elementary and Secondary Schools

⁶ Key Informant Interview conducted on May 8, 2015 of Education Director Officer, Rahim Yar Khan

⁷ Key Informant Interview conducted on May 8, 2015 of Member Provincial Assembly, Liaquat Pur, Rahim Yar Khan

or addressing the bureaucratic inadequacies in their respective constituency. However, in order to improve access to quality education and governance, meaningful advocacy efforts should yield into administrative, policy or legal change which leads to sustainability and replicability.

It is important that V&A interventions are designed in a manner that is replicable and sustainable. Development of research products, institutionalization of informal mechanisms and structures and aligning project goals with government priorities contribute to sustainability of an intervention.

Institutional mechanisms should address the lack of education, especially in conflict ridden and sensitive regions where social, cultural and economic barriers to formal education exist; short-term delivery based strategies may diverge from the core of the issue, thereby reinforcing the very cultural norms which are the causes of structural impediments to education. For example, although **AGHE's** home based schools for girls in Diamer are one step towards increasing female literacy, they do not empower girls and teachers to be educated and teach in formal or public institutions. As a result, the initiative does not address the regressive consequences of female illiteracy. Similarly, while AGHE's home-based schools were adopted by the Women Welfare Department which indicates sustainability of the intervention, the concerns regarding the operation of formal and informal systems of education⁸ and the demarcation between the two is unsustainable in the long haul. A successful model which leads to progressive and sustainable change would require some element of formalization at a future date by the Education Department⁹.

Sustainability of V&A processes does not entail that the entire model is replicated or scaled up, but instead that effective components are taken forward; for instance, I-SAPS developed Constituency Report Cards and Rankings (updated on a six monthly basis) which are utilized by local government officials to assess the state of education in their constituencies. The utilization and ownership of the rankings by government officials and their scale-up through Alif Ailaan funding point towards long term sustainability of the tools developed.

Recommendations

- 1. V&A interventions should be designed in a manner that the community and government take direct ownership of the education governance issues as well as the initiative.**
- 2. As with most governance projects, the longevity of the V&A program is contingent on eliciting successful response from both duty-bearers and citizens. Short term programs are likely to have limited results as the projects may not deliver self-sustaining mechanisms comprising community members. Short-term V&A projects may explore synergies with existing associational forms in addition to investing in new structures.**
- 3. V&A projects should collaborate efforts with partners (CSOs) implementing similar initiatives for improvement of education governance to avoid duplication of effort as well as get maximum gains.**
- 4. V&A projects must actively work to develop political incentives for elected representatives and politicians to invest their time, effort and resources in improving education. The institutional mechanisms developed under the project should focus on raising community awareness and public demands for education in areas of electoral interest to politicians. In addition, citizen groups must be facilitated through targeted capacity building efforts to engage in negotiations with politicians.**

⁸ Focus Group Discussion on April 28, 2015 with Village Committee Members in Darail, Diamer

⁹ Key Informant Interview conducted on April 29, 2015 of Deputy Director (DD), Directorate of Education Gilgit

4.16. Results in administrative or policy decisions to improve access to quality education

Key Findings

- **Projects having an exhaustive understanding of legislative and administrative frameworks governing education, which is also reflected in the implementation design, are more likely to engage duty-bearers meaningfully.**
- **A realistic improvement in the existing administrative framework is more likely to yield a government response as compared to a demand whose solution requires legislative or policy reform, which is gradual and requires long term interventions.**
- **Short-term results such as administrative decisions provide the impetus for long-term legal reforms, and at the same time, give citizen groups the sense of achievement, which is important for their sustainability.**
- **Projects creating political incentives for elected representatives and political parties are more likely to result in policy or legal actions.**

Key Learnings

V&A interventions can be conceptualized as processes designed to the end of producing better education models and solutions for sustainable policy, legal and administrative change. In order to achieve sustainable results, advocacy efforts must target administrative, policy or legal change to improve access to quality education and improved governance.

GINI advocated for inclusive education for Children Living with Physical Disabilities (CLWPDs) in Sargodha, Faisalabad, Khushab and Gujranwala. The project generated a public discourse on the need for policy and legislation to protect the rights and entitlements for CLWPDs. As a result of the lobbying activities with local Member Provincial Assembly (MPA), citizens' demands were translated into Private Members' Bill—the Punjab Inclusive Education for Children with Physical Disabilities Bill—introduced and sent to the Law Department for consideration¹⁰.

AGHE's advocacy efforts focusing on the Women Welfare Department led to the adoption of three home-based schools. These home-based schools, established exclusively for girls catering to more than 200 children who had formerly been out of school, were being run by the department. However, the fate of these home-based schools is a challenge as the Women Development Department does not exist in the current government's setup after the GBLA elections 2015.

I-SAPs initiative 'Improving Access and Quality of Education through Political Voice at District and Constituency Levels' was implemented in three southern districts of Punjab province. The project worked to consolidate public demand for greater and effective political voice and oversight of issues relating to access, quality and governance of primary and secondary education in three districts through a range of interrelated activities. The initiative yielded results in the form of administrative actions by the district government officials for improved education service delivery.

Recommendations

1. **V&A interventions should be designed in a way that contributes to improved responsiveness and accountability through providing forums/platforms to enhance engagement of citizens/CSOs with public bodies/elected representatives, thus leading to administrative, legal or policy change.**
2. **V&A projects should articulate citizens' demands and aspirations in terms of specific recommendations for policy, legal and administrative reforms, which may be presented to elected and public officials sympathetic for action.**

¹⁰ Key Informant Interview conducted on May 8, 2015 of Member Provincial Assembly, Liaquat Pur, Rahim Yar Khan.

- 3. V&A projects should form parliamentary caucuses/groups and work with elected representatives sympathetic to education sector reforms so that they may propose amendments to existing policies or introduce new pieces of legislation for improved education governance.**
- 4. The project activities should be designed around existing governmental policy frameworks and strategies for an informed dialogue. Such activities may be sustainable as the government will take direct ownership of these interventions. Moreover, these activities can be implemented in other regions, facing similar issues, within a same province**

CHAPTER 5: CASE STUDIES OF VALIDATED PROJECTS

AGHE: Cross-sectoral networking and advocacy for girls' education in Diامر

I. Programme Overview

The Diامر district in Gilgit-Baltistan is one the poorest in the region¹¹ with a significant percentage of population living below the poverty line. Although literacy rate for both men and women is low, female literacy is the lowest in the region. According to a report of the United Nations, the literacy rate in Diامر is estimated to be around 10%, and for its females, it has never gone beyond an abysmal 0.02%¹².

One of the constraints to female education is the pervasive patriarchal and tribal culture which does not lend support to female education. In the past, schools for girls had to be shut down due to threats from local tribes and militants alike. A system of co-education, even at the primary level, is opposed by religious and tribal leaders who frequently intervene in the decision-making process for families around girls' education. There is, however, a perception that schools segregated by gender would elicit greater acceptance by parents and community members¹³.

To meet these challenges and bring about a change in the region's mindset towards enhanced literacy among girls, the Association of Global Humanists and Ethics (AGHE) initiated an advocacy campaign to raise awareness and strengthen support for the need for female education in Diامر. The project titled, 'Advocacy Campaign through Community Networking for Promotion of Girls' Education' was designed to support the community and lobby policy-makers and government officials responsible for providing educational facilities in the district.

The project operated on a number of different levels: it established citizen networks in villages and organized village education committees (VECs) and education support networks (ESNs) at the district level and held workshops with these groups to raise awareness. In addition, AGHE adopted a grassroots level approach to providing education for females by establishing six multi-grade home-based non-formal girls' schools at the primary level in three tehsils of Diامر¹⁴. The home-based schools were based on the concept of 'One teacher-One classroom' and they were established in areas without access to any school within a radius of 1.5 kilometres. More than 200 out-of-school girls have been enrolled in these schools.

Project Objectives

- *Exploring the state of girls' education in the district of Diامر and conceptualizing limitations faced by families through a situational analysis*
- *Increasing female enrollment in the available formal and non-formal schools through community mobilization and awareness-raising*

¹¹ United Nations Development Programme (UNDP), 2014 Human Development Report "Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience," accessed at:

<http://www.undp.org/content/dam/undp/library/corporate/HDR/2014HDR/HDR-2014-English.pdf>

¹² A small grant supports remote Diامر District in Pakistan and leads to large impacts, International Fund for Agricultural Development, Pakistan, 2012, accessed at: <http://asia.ifad.org/web/pakistan/home/-/news/4891/normal?&>

¹³ Meeting with Project Staff on May 4, 2015 in Islamabad. The report can also be accessed at

<http://pr.hec.gov.pk/Chapters/296S-1.pdf>,

¹⁴ Diامر comprises of Chilas, Darail and Tangeer Valleys

II. Programme Mechanism

AGHE began its efforts by collecting evidence in order to conduct a comprehensive situational analysis¹⁵ of girls' education in the region. During the survey, 300 households from 12 union councils of three tehsils in District Diamer were selected as sample.¹⁶ It further extracted information from primary sources through field activities that included 11 school observations¹⁷, a survey, a community questionnaire tailored to the type of subject being questioned, interviews with 12-15 community leaders¹⁸ and FGDs with men and women separately. The FGDs were conducted in far-flung localities in the district such as the tehsils of Darail, Tangeer, Thakniyat and Thore with inputs from community elders and political and religious leaders. The report helped identify key stakeholders in the community and gauge the majority voice regarding the state of girls' education in the region. It also highlighted specific obstacles faced by the community in sending their female children to school and their high dropout rates. The situational analysis report helped in identifying the evidence gaps and provided information on status of girls' education in Diamer.

"The project was a success because the government tried to intervene and start home-based schools but it failed; however, the intervention undertaken by AGHE is commendable because the intervention did promote girls' education in Diamer."

Mr. Fareed Ullah Khan -
Deputy Director Education, Gilgit

The research findings identified several barriers to girls' education including the non-availability of schools in nearby areas, gender discrimination as perceived by parents, lack of facilities in girls' schools, parental need for girls for domestic work, unaffordability of education, absenteeism of teachers and significance of cultural norms in deterring girls' education. While, over time, community elders and religious leaders have shown more openness to girls' education, a solution was needed which entailed some sort of separate learning premises exclusively for girls in line with cultural norms.

"It was a very good initiative to open home-based schools in district Diamer because the people of district Diamer don't send their females to schools rather than socio-cultural norms in Diamer restrict females from acquiring education."

**Mr. Bashir Ahmed - Former
MLA Gilgit Baltistan Legislative
Assembly (GBLA-15)**

To that end, AGHE initiated a capacity-building campaign based on a concept of home-based schools that catered only to female children. Six schools were established in local houses donated for the purpose by the community members. Teachers and staff were provided with basic infrastructure and facilities suitable for a compact setup. The schools were located in areas where no other public or private institutes existed previously.

¹⁵ Situation Analysis Report on Status of Girls Education in Darail-Diamer-Gilgit Baltistan.

¹⁶ As mentioned in the AGHE Annual and Final Progress Report (January 2013 to January 2014) submitted to Ilm Ideas by AGHE

¹⁷ ibid

¹⁸ ibid

“VECs continue their steering and oversight functions on non-formal grounds. Some of the home-based schools have been taken over by the GB government and female teachers have been hired from the same vicinity. For those schools which were not adopted and the teachers have not been hired, the local education committee, on a self-help basis, hired a teacher through a barter system, i.e., the teacher educates the children and in exchange, her household and agricultural duties are looked after by the community.”

Muhammad Akbar - VEC Member – Darail, Diamer

To promote mobilizing efforts aimed at galvanizing the community, VECs were formed consisting of six members each. However, only males could be included in these committees as females could not participate due to cultural constraints and barriers to their mobility. The VECs were entrusted with the task of helping to motivate the community to promote female education by participating in project events and getting their daughters enrolled. Religious and community elders were involved in the VECs which supported AGHE in engaging and motivating people to bring their girls to schools. The inclusion of male community members and religious leaders was an effective strategy used by AGHE to facilitate girl’s empowerment in a culturally conservative area.

In addition to the VECs, three district level ESNs were formed, each comprising 10 members, including political workers, media representatives, religious leaders, education specialists and local non-governmental organizations (NGO) members. The VECs were in charge of overseeing schools’ administration issues and the provision of services. Based on the recommendations made by the VECs and community’s demands, ESNs framed policy

demands. The ESNs were, in essence, projecting the voice of Diamer at the regional level with government authorities in the administrative capital of Gilgit.

The institutional mechanism of the dual VEC-ESN structure was given capacity-building support in the form of a training manual, and IEC material for VECs and seminars and workshops for ESNs. These sessions were aimed at improving members’ knowledge and understanding on issues related to female education in Diamer.

The VECs and ESNs effectively engaged with duty-bearers--both elected representatives and public officials. Meetings were held with key decision-makers and legislators of the region to brief them about the objectives of the project and attain their buy-in. The challenges and issues related to girls’ education in Gilgit and specifically Diamer were presented and discussed. Additionally, major findings of the project research study were shared and potential way forward were discussed.

AGHE also designed a media campaign for the promotion of girls’ education. Since radio is the main source of news and information for the majority of the population of Diamer, AGHE organized talk shows in local languages as well as in Urdu to raise awareness about the state of education in the area and the importance of young girls’ education.

III. Programme Results

AGHE's initiative has been a success in lobbying government support as the schools have been adopted by the Gilgit-Baltistan Women Welfare Department. Of the six home based schools established, three have been formally adopted. In a society where females experience numerous constraints on their mobility and decision making, these schools offer an opportunity to learn and set the foundation for long-term social change. Similarly, a strong local network has been established to address the problems of low literacy among females in Darail and Tangir.

KEY RESULTS ACHIEVED

- Improved Societal Sensitivity Towards Girls Education
- Aggregation of Citizens' Demands for Girls' Education and Government's Accountability

While this initiative of gender segregated schools operated from homes now allows girls to be educated in a secure environment, the project's success in empowering the community had to be within the confines of the patriarchal boundaries. Furthermore, limited resources allow only basic infrastructure and limited training opportunities for teachers. However, a long-term sustained effort is required to challenge structural barriers to female education and their participation in the society. In spite of these limitations the project has proved sustainable as the communities feel the need to carry the model forward. The project's success has also attained support from politicians to lobby for more funding. Advisor for Tourism, Sports, Heritage and Women Welfare, Sadia Danish said in a Seminar conducted by AGHE, "The Government has already established 25 home-based schools and work on other 25 is in progress. We stand with those who work for promoting girls' education in Diamer."

CSDO - Leveraging Public-Private Partnerships to Increase Enrollment and Retention of children from the Most Vulnerable Groups

I. Programme Overview

Pakistan faces an education crisis, with nearly half the population of school aged children being out of school. Nearly 25 million children¹⁹ are out-of-school due to social, cultural and economic constraints. Similarly, according to UNESCO, Pakistan has the world's second highest population of out of school children while two-thirds of Pakistan's out of school children are girls.

Despite being a signatory to International Labour Organization's (ILO) treaties and national legislation prohibiting child labour, vulnerable children continue to suffer from the malaise of exploitation, especially through child labor. According to the national child labor survey²⁰, nearly 3.3 million children (73% boys and 27% girls) under the age of 14 years are working as labourers in the country – mostly due to rising poverty and unemployment. Children are forced to do menial jobs to support themselves or their families and although the problem is widespread across the country, it is especially compounded in areas with factories or industrial networks due to easy availability and flexibility of work. To ameliorate the conditions of such working children, the Child and Adolescent Project (CAP) was launched in three districts of Punjab, Sialkot, Narowal and Gujranwala²¹, under which free school systems were established by the community in partnership with Child and Social Development Organization (CSDO), and government departments. These schools are called *Talim-ul-Amal* Centers and are directly attributable to community-led efforts to create sustainable education solution for vulnerable children.

The CAP project was initiated in May 2009 in collaboration with UNICEF, where CSDO managed to continue its activities beyond the funding period through support from government departments and the business community. The direct beneficiaries of this initiative include child laborers, children from minority backgrounds (such as gypsy families or those involved with brick kiln work), orphans, children with special needs, children who dropped out-of-school or received no formal education, and children from underprivileged backgrounds.

Project Objective

Provision of free and compulsory education to children from vulnerable groups in Sialkot, Narowal and Gujranwala.

Pakistan is signatory to the:

- ILO Convention on the Worst Forms of Child Labour (No. 182);
- ILO Forced Labour Convention (No. 29);
- ILO Abolition of Forced Labour Convention (No. 105);
- UN Convention on the Rights of the Child (CRC).

National Legislation on:

- The Employment of Children Act (ECA), 1991
- The Bonded Labour System (Abolition) Act, 1992
- The Prevention and Control of Human Trafficking Ordinance (promulgated in October 2002)

¹⁹ UK - Department for International Development (DfID), Alif Ailaan, 2014, 25 million broken promises: the crisis of Pakistan's out-of-school children, Islamabad, accessed on: http://www.alifailaan.pk/broken_promises

²⁰ Labour Force Survey 2013-14 (Annual Report), 32nd Issue, Government of Pakistan, Statistics Division, Pakistan Bureau of Statistics, May 2015, accessed on: <http://www.pbs.gov.pk/content/labour-force-survey-2013-14-annual-report>

²¹ According to Alif Ailaan's report (2014, 25 million broken promises: the crisis of Pakistan's out-of-school children) around 14.7% Children are out-of-school in Sialkot, 13.1% in Narowal and 17.7% in Gujranwala.

II. Programme Mechanism

The CAP initiative was designed to aggregate the voice of parents and community members to improve access to quality education for vulnerable children in Narowal, Sialkot and Gujranwala. The approach provided an effective mechanism for demand articulation and collective advocacy to enable increased enrolment and retention in schools. A bottom-up, vertical accountability mechanism was established by using formal citizen groups such as CCI and PWF as platforms to engage with the Punjab Education Department and the district governments for the model's institutionalization. The initiative acted as a private-public partnership facilitator which targeted the most vulnerable children to provide a public good without any cost.

The project mobilized volunteers to form 32 community-based protection committees to identify and enroll out of school children and monitor their progress. Volunteers were engaged by social mobilizers through meetings with community elders who were responsible for convening community groups to provide mentorship or information that would enable them to send their children to school.

For the purpose of effective community engagement, CAP facilitated the formation of three technical committees in collaboration with CCI, PWF, local businessmen and the district governments. The technical committees met with community groups to discuss the needs of local schools and redress local issues specific to vulnerable children. Community-based committees, each comprising 15 members, were responsible for enrolling 4,308 children at the *Talim-ul-Amal* Centers.

The technical committees were presided over by district government officials, who were responsible for developing key strategies for the *Talim-ul-Amal* Centers. With a view to ensuring community ownership and oversight over the process, these committees remain involved with the local committees to ensure optimal fund utilization and management for the *Talim-ul-Amal* Centers.

“Two of my daughters study at the Talim-ul-Amal Centre in grade 3 and 5. They have gotten good positions in class, which is the result of the hard work by teachers. I am very happy that my children are receiving education. Earlier it was not possible.”

Mehndi Handil, a father of two daughters receiving education at Talim-ul-Amal

“The owners of the brick kilns are not happy that our children are getting education. However, the local and technical committees have provided a safeguard to us. We are illiterate but we don't want our children to be like us.”

Shehnaz Ali, a mother of a child receiving education at Talim-ul-Amal Center

In order to formalize this process and create an inclusive education environment for Children with Disabilities (CWDs), the project signed a Memorandum of Understanding (MoU) with the Punjab Welfare Trust for the Disabled (PWTDD). These children were identified and enrolled by the local committees. Currently, 368 special children are able to attend school at the *Talim-ul-Amal* Centers with other children, reducing their alienation in the community and helping to promote harmony and understanding. The Centers also provide counseling and therapeutic sessions to the special children.

The CAP project has employed innovative citizen engagement tactics which were quite effective in creating ownership over the advocacy agenda. These included activities such as street theatres with participation from students, publishing and airing testimonials and success stories on local media to highlight community achievements. Additionally, recreational events were held to provide community members an opportunity to participate in various activities which create community cohesion such as

sports and musical competitions, especially amongst students. CAP also created capacity support activities for 61 teachers at the *Talim-ul-Amal* Centers so that they are able to work better with children with diversified learning needs and capacities.

Despite all the support from the community and government departments, several measures still need to be taken to improve the school environment and services. For example, active support from the government is limited to free books from Punjab Education Foundation, classroom sizes are too large to be accommodated within the facilities, teacher student ratio is poor, and the school buildings require significant improvements. However, due to mobilization of the community members, accompanied by successful institutionalization of an active forum, citizens are able to meet government representatives and members of the business community to raise their demands for improved education services. A key ingredient of success has been a focus on providing citizens with the right information to be able to raise demands with government representatives. Similarly, government representatives are provided with specific statistics or plans to target their efforts. For example, information regarding education budgets, student performance, statistics regarding vulnerable groups, and gender disaggregated data all contribute towards a meaningful dialogue between rights holders and duty-bearers.

We want to study, to become something in life, to identify ourselves, to change our life and become good persons in life after getting education.

Majid Khan and Muhammad Adeel, children receiving education at Talim-ul-Amal Center

III. Programme Results

This project is a substantial achievement by CSDO owing to the synergies developed with the public and private sector to support the 17 schools that were initially funded by UNICEF. CSDO has been highly effective due to its unique approach of Sialkot Chamber of Commerce and Industry (SCCI) taking the lead in supporting its projects and schools.

Concerted advocacy efforts led by CSDO and its citizen networks created increased demand for better education services for vulnerable children through adoption of these schools. This received traction from government departments due to consistent and direct engagement between citizen groups and duty-bearers such as the Chamber of Commerce and Industry (CCI), Pakistan Workers' Federation (PWF), Education District

KEY RESULTS ACHIEVED

- Public-Private Partnership between citizens, professional association and government for better education for vulnerable children
- Improved society sensitivity towards child labor

Officers (EDOs), Assistant Education District Officer (AEDOs), Punjab Education Foundation, and other elected representatives of Narowal, Sialkot and Gujranwala Districts. As a result, CAP's schools have now been registered with the Punjab Education Department, while other administrative affairs and operational costs for teachers' salaries and missing facilities are being funded by local philanthropists and businessmen.

The CAP project was initially funded by UNICEF in 2009 and was successfully completed in 2012. However, after the donor phase out, CSDO collaborated with PEF to continue its efforts and work.

The CAP project has proven to be well-designed and sustainable as it effectively engaged with the local business community. This is the fourth year since CSDO stopped receiving funds for this program from UNICEF. However, all 17 schools are running sustainably albeit conditions which need improvement.

The fact that CSDO was conceptualized as a response to the 1997 Atlanta Agreement—an agreement between ILO and UNICEF to combat child labor—shows the business community’s concern to alleviate the condition of children linked to the industry. It is in the interest of the business community to improve the ethical image of their industries and products worldwide by de-linking child labourers from their factories.

GINI - Improving access to quality education, facilities and services for children living with physical disabilities (CLWPDs)

I. Programme Overview

Children living with physical disabilities (CLWPDs) in Pakistan are particularly disadvantaged. Living in a society generally insensitive to their physical disabilities, a majority of these children are also systemically excluded by the state through lack of measures that enable them to access public educational institutions. Public and private schools set up for physically disabled children are far and few and not sufficient to cater to their needs.

While it is difficult to estimate an accurate number of persons with disabilities (PWDs) in the absence of reliable official statistics, they accounted for 2.49 percent of the total population in 1998²². According to a study conducted in 2014, children with disabilities are 43.4% of the total persons with disabilities, with 58.4% male and 41.6% female.²³ The state and societal apathy towards this segment of population is in contradiction to the rights and entitlements that Pakistan's constitution promises to persons with special needs. The commitment of access to free, high-quality education for all children between the ages of five and 16 years cannot be more explicit than envisaged by Article 25-A, enacted in April 2010 as part of the Eighteenth Constitutional Amendment Act.

Pakistan is signatory to the:

- United Nations Convention on the Rights of Persons with Disabilities on 25 September 2008

National Legislation on:

- National Policy for Disabilities, 2002
- National Action Plan, 2006

Project Objective

- Voice articulated and amplified to reflect the education needs and demands of CLWPDs and their parents;
- To improve accountability of legislators in Khushab, Sargodha, Guiranwala and

Subsequent to the amendment, Pakistan ratified the United Nations Convention on the Rights of Persons with Disabilities on July 5, 2011. Article 24 of the Convention binds the ratifying parties to recognize the right of persons with disabilities to education. More so, it also requires the state parties to realize this right without discrimination and on the basis of equal opportunity. The State is required to ensure an inclusive education system at all levels of education. Education of PWDs must foster their participation in society, their sense of dignity and self-worth and the development of their personality, abilities and creativity.²⁴

Although there have been specific state-level measures to ameliorate the economic conditions and circumstances of PWDs such as allocation of a two percent job quota for them in public institutions, none of them addressed the issues of inclusive education. The National Plan of Action for Persons with Disabilities enacted in 2006 is a rare document that identified inclusive education as one of the 17

²² The Pakistan Census Organization (PCO) in its 1998 national population census has provided data about disability under seven categories: Crippled; Insane; Mentally Retarded; Multiple Disability, Blind; Deaf, Mute and Others. According to the Census data, the Persons with Disabilities constituted 2.49 per cent of the overall population. Data reveals that 55.7 per cent of disabled people are found in Punjab, followed by 28.4 per cent in Sindh, 11.1 per cent in KP (formerly known as NWFP), 4.5 per cent in Balochistan, and 0.3 per cent in Islamabad.

²³ Disability: Situation in Pakistan, Dr. Kausar Waqar, Agha Khan University 2014, accessed at: <http://www.itacec.org/document/gaw/gaw2014/2.%20Disability%20Pages%202.pdf>

²⁴ Convention of Rights of Persons with Disabilities (CRPD), Article 24 of the Convention, accessed at: <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx#42>

critical areas of intervention. However, efforts to introduce inclusive education remained weak in a country that is facing an education emergency with more than 25 million children in the school-going age not attaining any education.

Against the backdrop of little investments made by state and society in improving the conditions of PWDs, the Governance Institute Network International (GINI) initiated a project in December 2013 to advocate for inclusive education for CLWPDs in Punjab. The project, titled 'Citizen's Voice and Public Accountability in Mainstreaming Children with Physical Disability through Access to Quality Education' is uniquely placed in terms of its intervention focus that sought to generate public discourse on the need for policy and legislation to protect the rights and entitlements of this otherwise marginalized section of society.

Implemented in four districts of Punjab, namely Sargodha, Khushab, Gujranwala and Faisalabad, the project strategized support among all relevant stakeholders—community, CLWPDs and their families, legislators, government officials and teachers—as critical to developing the kind of pressure that is needed for the provincial government to respond.

"Due to the intervention by GINI, journalists have started to highlight the issues faced by children living with physical disabilities"

Mr. Ramzan

Reporter ATV & Senior President Press Club, Faisalabad

"The mainstreaming of special children with the general students will help them socialize with other citizens and will make them responsible citizens. GINI's project can be replicated in other parts."

Dr. Najma Afzal

Member Provincial Assembly (MPA, Punjab Assembly)

"With the involvement of GINI, now my son is studying at home. The thinking of my son has changed and now I have hired a home tutor for him."

Mr. Asghar Ali, father of a disabled child.

More specifically, the project aimed at identifying needs of the target beneficiaries, gaps and weaknesses of existing governance frameworks, capacity gaps of teaching staff and resource constraints through systemized research as a prerequisite for recommendations for policy and legislation to be endorsed by all relevant stakeholders through public outreach and mobilization. Facilitation of informed community engagement with relevant elected and public officials for greater attention to the educational needs of CLWPDs was considered instrumental for sustaining the work on project objective which was long-term and sought enactment of a legislative framework for inclusive education.

II. Programme Mechanism

The GINI Project was initiated with a rigorous baseline study in central Punjab districts of Sargodha, Faisalabad, Khushab and Gujranwala to assess the needs and priorities of potential beneficiaries. A mix of qualitative and quantitative research approaches were employed to generate relevant and reliable evidence to inform advocacy. For meaningful advocacy and outreach, a review of international conventions and relevant articles²⁵ of the Constitution of Pakistan was conducted.

It was for the first time that the extent to which CLWPDs have access to quality education in mainstream schools was determined, along with the factors that limit this access and policy actions

²⁵ GINI conducted a literature review of UNCRC, UN-CRPDs, Article 25-A of Constitution of Pakistan, National Education Policy 2009, Right to Information Laws (of all four provinces), Punjab Education Rules of Business 2011, Inclusive Education initiatives of Punjab Government and debates at the provincial assembly on the subject.

required to overcome these hurdles. Moreover, the study²⁶ identified that low enrolment and retention of children with disabilities are majorly due to economic reasons i.e. lack of resources to support education and allied expenses, primarily commutation to schools. The availability of trained teachers and disabled-friendly physical infrastructure such as ramps for wheelchairs is another issue that restricts their access to nearby schools. Enrolment requirements involving documentation or age-appropriateness constitute entry barriers for CLWPDs. Enrolment drives at the local level often ignore special children primarily because data regarding their presence among the local population is non-existent. GINI also conducted a Public Expenditure Review to scrutinize development and recurrent budgets to identify expenditure patterns and cost allocation across administrative and management tiers in the provincial and district governments.

KEY RESULTS ACHIEVED

- Articulation of agenda for policy reform and crystallization for advocacy at provincial level.
- Submission of Bill of Rights in Punjab Assembly, reflecting the needs and demands of stakeholders.
- Securing of commitments by provincial legislators and representatives of the Punjab Education Department for policy actions based on the Bill of Rights.
- Improved societal sensitivity towards CLWPDs.

The findings of the study were instrumental in designing the project's advocacy strategy which equally weighed the efforts to enhance the capability of the community to raise voice and public officials to respond to it. Accountable relationships between the community in need and relevant elected and public officials through informed engagements and interactions were facilitated as part of the project strategy.

Central to this strategy was the project's engagement with CLWPDs and their parents, as their views and support were critical in developing recommendations for policy reforms, which was considered essential for long-term and sustained resolution of the issues experienced by CLWPDs in accessing education. As many as 16 stakeholder dialogues were held with CLWPDs and their parents, community elders, members of local community based organizations (CBOs)/non-governmental organizations (NGOs), school teachers, special education staff and education departments' officials to develop a consensus agenda for advocacy—the Bill of Rights which contained 21 specific evidence-based policy recommendations. This bill sought to encourage the provincial government to review its existing policy and legislation to ensure inclusive education of CLWPDs in mainstream schools where facilities and the learning environment should also be made conducive to address their special learning needs.

Subsequently, GINI launched a campaign to create awareness and sensitization among key stakeholders for their enhanced buy-in for the Bill of Rights. As part of this campaign, the project facilitated eight district advocacy workshops attended by a number of key government officials. These workshops emphasized the necessity for government responsiveness to the needs of the citizens and gathering input on specific points of the Bill. Existing regulatory provisions on government responsiveness were referred to at these workshops in order to inculcate a sense of duty among officials towards citizens. Similarly, four training workshops with local journalists for informed coverage were held. In addition, a media campaign was launched on three radio channels, and three²⁷ TV talk shows were held to highlight issues and challenges faced by CLWPDs. The campaign led to greater visibility and understanding of the project objectives as well as fomenting local community support for the cause.

²⁶ ILM IDEAs Voice and Accountability Fund, Baseline Project Report - Citizen's Voice and Public Accountability in Mainstreaming Children with Physical Disability through Access to Quality Education

²⁷ ILM Ideas QPR July 2015

Alongside the advocacy campaign, the project invested in improving the capacity of the education department's staff, teachers and legislators on inclusive education. GINI trained 480 teachers of mainstream schools in all four districts and 120 special education teachers for managing educational needs of CLWPDs. Specific sessions were held to improve their knowledge and skills in line with international best practices.

Equally important was developing an informed constituency among legislators and key influencers in the province. Eight legislators were trained on provisions of the Convention on the Rights of Persons with Disabilities and Article 25-A of the Constitution through two provincial capacity building workshops. They were selected on the basis of their relevance to the issues surrounding children with disabilities. GINI employed the existing local networks of CBOs/CSOs to advance its advocacy with the Punjab government on policy and legislative reforms for inclusive education. A multi-tiered and well strategized effort focused on soliciting support of local elected representatives and government officials for the Bill of Rights. This laid the groundwork for the formation of a political leadership network of nine Members of Provincial Assembly (MPAs) and local government officials in the future. The network aims to include Education District Officers (EDOs), Assistant Education District Officers (AEDOs) and District Coordination Officers (DCOs).

The project employed an effective combination of community pressure and traditional factors including social connections with local government authorities and legislators to push for the Bill of Rights to be received for consideration by the provincial government. The Bill of Rights has been submitted as a Private Members' Bill by Ms. Kaneez Akhtar, a PML-N MPA on the reserved seat for women, for consideration by the Punjab Assembly—a major sustainable gain of the project.

III. Programme Results

It is a key achievement for the project that it has been able to attain the buy-in of government officials, legislators, community members and teachers for inclusive education within a short span of 18 months. The policy recommendations generated by the project are under consideration at the provincial Law Department for further action, which, according to the project, is considering specific legislation to address the issues raised by the Bill of Rights.

In addition, the project was able to enhance societal sensitivities towards persons with disabilities. The project has created a conducive learning environment for CLWPDs in Sargodha, Faisalabad, Khushab and Gujranwala. Many CLWPDs currently enrolled in special education institutes have been able to benefit from mainstream school education. The project facilitated the capacity building of teachers at mainstream schools. Earlier, certain categories of CLWPDs were enrolled in mainstream schools but could not experience desired outcomes because of teachers' lack of awareness regarding their special needs.

I-SAPS: Strengthening political voice at the district and constituency levels in Southern Punjab

I. Programme Overview

Pakistan presents a bleak picture in terms of the state of education in the country. Almost one in every 10 children who are out of primary school worldwide lives in Pakistan, placing the country second in the global ranking after Nigeria.²⁸ According to Alif Ailaan's data, nearly 25 million children²⁹ are out-of-school due to social, cultural and economic factors.

One reason for this dismal ranking is access to quality education, which has been consistently dwindling due to little government focus and investments in improving education governance, notwithstanding low spending. The low literacy rate is also in contravention to the constitutional guarantees provided to the citizens in Pakistan. Article 38(d) explicitly provides that the state shall provide basic necessities of life such as food, clothing, housing, education and medical relief for all citizens, irrespective of sex, cast, creed or race. Similarly, the state is dutiful under Article 37 (b) to removing illiteracy and providing free and compulsory secondary education within a minimum possible period. But the commitment of access to free, quality education for all children between the ages of five and 16 years cannot be more explicit

Pakistan is signatory to the:

- UN's Millennium Development Goals, 2000
- UN Convention on the Rights of the Child (CRC).

National Legislation on:

- 18th Amendment in Constitution of Pakistan- Article 25-A

than envisaged by Article 25-A enacted in April 2010 as part of the Eighteenth Constitutional Amendment Act.

Project Objective

Increased public demand resulting in enhanced voice and actions of political leadership regarding education issues at the constituency and district level

Despite the fact that the state acknowledges and commits to free and compulsory education with Article 25-A in the Constitution of Pakistan, political will and action remains weak to handle this issue, which is now commonly dubbed as an 'emergency'. Education continues to be treated by the relevant government departments as a technical issue; political parties and their

representatives do not see political and electoral incentives in making investments to improve the education sector. Other reasons for a general political disinterest include weak public demand, lack of availability of evidence-based analysis and information on issues in the education sector, and lack of technical backstopping for politicians on these issues.

I-SAPS initiative titled 'Improving Access and Quality of Education through Political Voice at District and Constituency Levels' was implemented in three southern districts of Punjab province, and leads other provinces in the education statistics. However, southern districts of the province lag behind and face what is mostly described by citizens in southern Punjab as 'systematic discrimination'. All districts located in this zone including three focused districts of this initiative i.e. Lodhran, Muzaffargarh and Rahim Yar Khan, represent various degrees of achievement and deprivation simultaneously. Each of the three districts have access to a fairly large political capital and each of them is engaged with

²⁸ According to the data published by UNESCO Institute of Statistics 2013

²⁹ UK - Department for International Development (DfID), Alif Ailaan, 2014, 25 million broken promises: the crisis of Pakistan's out-of-school children, Islamabad, accessed at: http://www.alifailaan.pk/broken_promises

different spaces of political influence at some level and represents a wealth of human resource, relationships, and alliances which can raise the political profile of education in these districts.

The project worked to consolidate public demand for greater and effective political voice and oversight of issues relating to access, quality and governance of primary and secondary education in three districts through a range of interrelated activities. First, the production and dissemination of research and evidence provides entry points to education champions and active citizen groups to enter into a bargain for better education of children within each district. Second, an institutional platform was created in each district where public demand for education was discussed and debated by political leaders and other stakeholders.

II. Programme Mechanism

I-SAPS project started by gathering evidence regarding key low-performance issues related to access and quality of education in public schools in Lodhran, Muzaffargarh and Rahim Yar Khan. District Education Plans were prepared based on the data collected through eight consultative sessions and three FGDs with relevant stakeholders including community members, public officials and elected representatives and also from the data of PMIU of education department. The findings of District Education Plan were used as a base for the advocacy efforts used in motivating the district governments to adopt the district education plans as the main agenda for reforming the education sectors in the target districts.

The findings of the study were instrumental in designing the project's advocacy strategy which equally weighed the efforts to enhance the capability of the community to raise its voice and public officials to respond to it.

I-SAPS prepared Constituency Report Cards (CRCs) for 29 constituencies of the three districts which were updated on six-monthly basis. The purpose of CRCs was to provide constituency wise analysis and information regarding situation of education to the political leaders and citizens. The report cards presented an analysis of the education indicators and statistics specific to each constituency. The CRCs created a sense of accountability among politicians as it kept them informed about the needs and critical issues such as school enrolment and teacher and student attendance. On the basis of these cards, after every six months, each constituency of the target districts was ranked on key indicators such as release of funds, expenditure, teacher and student attendance and provision of missing facilities.

The traditional information deficit at the local level and the information asymmetry between the government and the governed contributed to weak mechanisms of political accountability even at the most decentralized level of service delivery. To address this, the rankings and data generated in the project were developed at the constituency and district level, and the stakeholders that were mobilized (citizens as well as CSOs) were also at the constituency level, making the numbers and rankings sensible and relevant for the citizens as well as for their elected-representatives. By

"The research findings of I-SAPS were very informative. We will keep the findings in mind while devising future strategies for the region"

Ms. Zabeeha
Assistant Education Officer (AEO),
Rahim Yar Khan

"The project was very effective as it identified the issues through its constituency ranking cards while identification of the issues was the responsibility of Punjab Government. I-SAPS had done great research which is appreciable."

Islam Aslam
Member Provincial Assembly
(MPA), Punjab Assembly

strengthening the mechanisms of voice and accountability, information was exchanged at the local level between the community and its elected representatives and hence the likelihood of success and sustainability of project efforts for improvements in service delivery were considered to be fairly high.

Politicians and members of the civil society working for promotion of the right to education in Pakistan, both at the local and district level, often lack access to evidence-based analysis and information on the issues and needs of the education sector in their respective areas. The purpose of the PLSE was not just evidence based advocacy but also creating a collaborative platform for community and political representatives. Therefore, for effective advocacy, I-SAPS formed three Political Leadership Support Education (PLSE) Networks in each district, comprising of bar council members, local government representatives, and teachers. The objective was to bring them together to consolidate public demand on education issues so that needs of the districts were discussed and actions debated. Fifteen six-monthly stock take meetings³⁰ were held with the networks to collect details about the current education situation of respective districts and constituencies.

"They usually visited and asked us about the data of missing facilities in schools and also discussed about the awareness sessions which they (I-SAPS) had conducted in the schools."

Ghulam Hussain
Executive District Officer-Education
Rahim Yar Khan

The project mobilized active citizens, school council members and civil society members within the project interventions to raise voice for quality education. The citizens submitted 227 applications for specific actions of which 70 applications have been endorsed by the government. In response, the authorities have taken 59 actions to address key issues—provision of boundary walls, toilets, electricity, furniture and teachers in schools.

Ongoing mobilization meetings were held with key stakeholders that included active citizens, political leaders, media representatives, school council members, bar council members, government officials and civil society representatives in the three target districts. PLSE networks utilized the evidence to mobilize parental voice and initiate an informed public debate through workshops and policy formulation meetings

III. PROGRAMME RESULTS

The project generated public demand for greater and effective political voice and oversight of issues in access, quality and governance of primary and secondary education. This has led to creating a critical mass of active political leadership acting on issues of out-of-school children and low enrolment, poor learning, teacher and pupil attendance, and the need for school improvement at the District and Constituency levels. The government took actions against the petitions filed and provided missing facilities in the schools.

The constituency rankings developed a sense of competition among the districts that resulted in the availability of facilities in public schools. The six-monthly rankings for the constituencies worked well for the districts as the elected representatives were keen to improve the situation of their respective areas based on the rankings of I-SAPS information.

³⁰ IIm Ideas Quarterly Progress Report (QPR) July 2015

Moreover, I-SAPS was able to consolidate citizens' demands and empower them to raise their voice for the right to quality and better education services in public schools. The voice raised by the communities pressured the duty-bearers and authorities to be responsive in providing basic education services to people.

KEY RESULTS ACHIEVED

- Awareness among communities to raise their demand regarding missing facilities in public schools through submission of petitions and the endorsements by government
- Six-monthly constituency rankings were developed and disseminated which resulted in improved political response from elected representatives at the local level

CGPA: Engaging stakeholders to demand social accountability in the education sector

I. Programme Overview

Transparent and optimal utilization of public money becomes crucially important in countries where development funding has traditionally remained low. Low spending directly corresponds with the state of education but governance of available resources correlates with the quality of services with a consequence on public trust and enrollment. The state of education in Pakistan, particularly at the primary level, is among the worst in the region due to low state allocation for the education sector and dismal governance.

In 2013-14, the literacy rate in Pakistan was 58%, ranking the country at 113 in the world³¹, a far cry from achieving universal primary education for all by 2015 as required under the country's commitment to MDGs. The literacy rate, and consequently social development, in the country significantly varies across regions. After devolution under the 18th Amendment, the role of the federal government is nominal in education and the provinces are now responsible for the sector. The devolution of education to the provinces under the Eighteenth Constitutional Amendment Act in 2010 has not improved the situation, with the literacy rate stagnating around the vicinity of 60 percent. While education is a provincial function and activities at the primary and secondary levels are carried out at the district level, the full management structure is complex and involves inputs at federal, provincial and district levels. Districts, however, have ultimate responsibility for identifying needs and allocating resources for primary and secondary education. Problems in the way funds are transferred and with regard to district government autonomy, however, make the use of those funds ineffective and inefficient. The lack of efficient manpower at the District level results in misallocation of the education budget.³²

The literacy situation has been of particular concern in Khyber Pakhtunkhwa and Balochistan which have been reeling under a deadly wave of terrorism and insurgency for more than decade. In Khyber Pakhtunkhwa alone, there were more than 0.4 million children in 2013 - 2014 who were out of school.³³ The incumbent government in the province that took power following the General Election in 2013 took both fiscal and non-fiscal measures to address the issue. Government oversight of schools has been strengthened to improve transparency, the budgetary allocation has increased by a significant 17% since 2013-14 – Rs. 72,688 million in 2013-14 and Rs.87, 569 million in the 2015-16 budget³⁴ which would help in providing better management, missing facilities and quality education services to schools.

Project Objectives

- *Conducting an analysis of the provincial education budget and developing ways to enhance transparency and accountability in its utilization*
- *Mobilizing the community to consolidate its demands from the education sector and engaging with duty-bearers for their fulfillment*

³¹ Ministry of Finance- Economic Survey (2013 – 2014) http://www.finance.gov.pk/survey/chapters_14/10_Education.pdf

³² Report on Budget Support to Education in Pakistan.
http://www.cfr.org/content/thinktank/cue/report_dbs_in_pakistan.pdf

³³ Pakistan Education Statistics Report (2013- 2014)

³⁴ Ministry of Finance, Khyber Pakhtunkhwa Government, Annual Budget Statement 2015-16, accessed on <http://www.financekpp.gov.pk/FD/attachments/article/251/Annual%20Budget%20Statement%202014-15.pdf>

The provincial government has taken significant measures to improve transparency and access to public information through enactment of Right to Information Act 2014. In addition, a more precise breakdown of non-developmental and developmental budgets has been provided in, for example, the Budget 2015-16 passed by the Provincial Assembly.

However, the government actions alone are insufficient to improve governance unless the capacity of citizens is also built to hold public institutions accountable. Sustained citizen engagement with institutions for evidence-based and informed demands is a prerequisite to inculcate a sense of responsibility among the duty-bearers to be responsive as well as diligent in using public funds where they are direly needed. This also ensures a societal check on wastage of resources and institutional inefficiencies that lead to under spending earmarked for developmental purposes.

“Accountability at the upper level has improved. We, for the first time, have a better understanding of the procedure of government/provincial budget. An improvement has come in the planning of the budget. We write articles on the education budget. Now we know how the education budget is allocated.”

**Bashir-Ul-Abrar, Reporter
(Nawa-e-Waqt)**

The Centre for Governance and Public Accountability (CGPA), a Peshawar-based not-for-profit organization with a niche on the matters related to the right to information and institutional transparency, initiated a distinctive project that sought to strengthen public accountability of funds allocated for education in Nowshera and Charsadda districts. Initiated in 2013, the project titled Improving Social Accountability in Education Sector in Khyber Pakhtunkhwa premised on informed citizens advocacy for need-based, efficient and transparent utilization of education budgets for improved governance and education services. CGPA conducted a Provincial Education Budget Analysis and District (Charsadda and Nowshera) Education Budget Analysis for financial years (2011 – 12), (2012 – 13) and (2013 – 14).

Research tools for budgetary analysis were employed to identify the weaker areas of financial management of the Provincial education budget that either led to wastages or under-utilization. This analysis provided evidence for citizens, teachers, students and education-focused civil society organizations (CSOs) to engage with government education officials, elected representatives and political leadership for greater transparency and improved accountability of the district-level education administration. The advocacy strategy employed public awareness and outreach for the use of provincial law on the Right to Information (RTI) to create both pressure and incentive for government officials and representatives to open up for engaging with citizens on an otherwise complex subject of budgetary utilization.

II. Programme Mechanism

Crucial to any voice and accountability intervention is evidence that is gathered through rigorous and replicable research. The education budget analyses for elementary and secondary education for Nowshera and Charsadda, were comparative research analysis of budgets in order to assess the state of education in the province and two districts in the light of the MDGs and to assess the trend regarding the allocation of funds and its expenditure over a period of time. It also looked at the entire budget cycle to identify gaps, bottlenecks and weaknesses that yield inefficiencies, under-utilization and wastages. In addition, the allocations were studied to analyze regional, gender and rural-urban priorities. Secondary sources of information such as budgets, education statistics and other relevant documents about education sector policies, development and governance were officially acquired from Provincial Finance Department, Pakistan Bureau of Statistics, Education Management Information System and Elementary and Secondary Education Department to conduct comparative

analyses for covering three years – 2011 to 2014. Meetings and discussions with government officials involved in the budget-making process helped understand the complex budget-cycle, which was further used for public awareness. A number of the government officials that participated in budget analysis workshops held by CGPA included District Officers, District Education Officers and Assistant Education Officers.³⁵

To contextualize this analyses, visits to selected elementary and secondary schools were conducted in order to gauge the state of physical infrastructure. The issues of the quality of service were identified through FGDs with teachers and parents, whose feedback helped correlate the lack of resources and inefficient utilization with weak governance.

One of the key findings of these analyses has been an inefficient budget-making process that yielded unrealistic budgets which have been subjected to revisions in the subsequent years. Inadequate allocations for budgets underlined by gender disparities were identified as the major cause for the absence of basic facilities in elementary and secondary schools as well as high teacher-students ratio affecting the quality of learning. There is a major difference in allocation of funds for salary and non-salary budget. The analysis of the budgets also showed that maximum expenditure of budget is employee related which gives minimum room for providing enough funds for maintaining proper facilities in schools. Therefore, the allocation for non-salary is not sufficient to meet the rising needs of primary and secondary education sector.³⁶ At a macro-level, the study established a disconnect between provincial government policy and priorities and budgetary allocations for districts. This essentially is a consequence of lack of citizen participation in local level decision-making processes.

While the study strongly recommended an objective provincial financial award for realistic allocation to districts, it underlined the need of citizen participation in the budget-making process ideally through institutionalized mechanism under the Khyber Pakhtunkhwa Local Government Act 2013. It also recommended to the provincial government that *ad hoc* inter-sectoral re-allocations through a fiscal year should be discouraged particularly from primary to secondary level as they further compromise the attainment of education-related milestones at the district level.

The project also undertook the development of a School-Based Management Model (SBM), whose findings were compiled into a study. The SBM model focused on devolving provincial powers in the education sector to the district and school level. The major focus was devolution of financial and administrative powers to schools through formation of Parent Teacher Associations (PTAs).

The exhaustive district budget analysis helped inform the development of CGPA's advocacy and public outreach plan, which was the mainstay of the project. The findings of the budget analysis were informative for the government officials, particularly those pertaining to the patterns of expenditure who attended the briefings organized by CGPA in Nowshera and Charsadda.

Alongside its actions to orient the government officials and other stakeholders on the need for transparent budgetary process, CGPA engaged communities in the target districts to oversee schools in order to strengthen local level accountability for improved governance. Through an extensive survey, Community Scorecards were developed in eight villages of two tehsils in the target districts to gauge community perception about the quality of education in elementary, middle and secondary schools.

³⁵ Entrance Meeting on April 08, 2015 with Project Staff (Mr. Malik Masood) At CGPA, Peshawar Office.

³⁶ Extracted from CGPA's Education Budget Analysis Report of Khyber Pakhtunkhwa from fiscal year 2011 – 2012 to fiscal year 2013 – 2014.

As many as 27 indicators to assess availability of staff, infrastructure and facilities; access to schools, public participation in school management and scholarships; and quality of services such as teaching, hygiene, monitoring of schools by government functionaries, etc. were included in questionnaires developed for focus group discussions with relevant stakeholders. CGPA conducted 32 FGDs with communities, parents, teachers and students. Four FGDs were conducted with 157 participants in Nowshera (80 men and 77 women) and 159 in Charsadda (79 men and 80 women).³⁷

A teacher used the Right to Information tool to acquire information regarding EDO and ADOs' office expenditures. The requested information has been made available. However, he has been suspended from his duties till date.

These scorecards indicated a host of factors that community perceived led to low enrollment and retention in schools. FGD participants identified insufficient staff in schools to cater to the needs of the students as one of the major issues hampering the quality of education. Similarly, community members highlighted missing facilities such as furniture as basic as desks and chairs, fans, blackboards, boundary walls, libraries and sport material as adversely affecting the learning environment in schools where their children are enrolled. Commutation to schools at a distance and non-availability of transport were cited as another deterrent, particularly by parents of female students. Despite government policy to the contrary, corporal punishment was said to be prevalent in schools.

The issues of financial governance in the education sector and the objective state of educational institutions in the two districts provided CGPA with a strong basis to foster alliances with education-focused CSOs in the two districts. The CSO networks played a vital role in creating awareness among civil society organizations in the target areas on social accountability tools such as the RTI Act. The efforts of CSO networks paved the way for improved awareness and communities started using the RTI Act as a tool for enquiring information regarding attendance of teachers and funds for SMCs etc. from the district government. Two separate CSO Networks in the target districts were formed and mobilized with representation from civil society organizations, bar associations and local media as part of the effort to develop a relationship between the citizens and public and elected institutions at the district and provincial levels.

In order to ensure an informed engagement of these networks with the duty-bearers, the project designed two separate trainings for their members covering subjects such as need for better education governance and budgetary transparency and use of social accountability tools including the right to information for accountability and effective governance. Alongside advocacy, the networks were also oriented to undertake their responsibilities to reach out to citizens for greater mobilization and awareness for improved governance through transparent and efficient budgetary utilization. While the management of these networks due to internal dynamics has remained a challenge, the project was able to employ their collective influence for meaningful engagements with duty-bearers.

A target-orientated advocacy campaign was launched to leverage community effort for enhanced transparency in the utilization of education budgets. A series of interface and awareness meetings in two districts followed by a provincial seminar was arranged to bring all relevant stakeholders to a platform for effective advocacy and engagement.

A total of 61 awareness and sensitization meetings were conducted in two districts, with PTAs (Parent-Teacher Associations), representatives from CSOs, journalists and bar associations and potential local government candidates. An encouraging citizen response only underlined the importance people attach to education governance. As many as 885 participants (435 men and 450 women) attended

³⁷ As mentioned in Community Score Card Survey Report (Nowshera and Charsadda) June, 2014 by published by CGPA.

these meetings. The RTI Act 2013 was an area of focus during these meetings where PTAs demonstrated with practically sending RTI requests to relevant district government departments and stakeholders, how to use social accountability tools to advocate for transparent, accountable and effective education sector budgeting.

In addition to the education-related governance issues, these meetings focused on the procedure of using the right to information to acquire information that is needed by communities to build their advocacy with relevant government departments. The project also worked with the education department in two districts to ensure that they understood their legal responsibilities under the provincial right to information law.

These sessions were followed by four interface meetings of trained PTA members and representatives of CSOs and media with education department officials including Executive District Officers (EDOs) and Assistant District Officers (ADOs) with two interface meetings in each district (Nowshera and Charsadda). The events allowed the citizens to create a direct relationship with relevant officials and raise evidence-based education-related demands. Such interactions enhance public confidence in their abilities to communicate with otherwise authoritative and inaccessible government stakeholders and at the same time allow the officials to get a firsthand knowledge of public issues.

For the promotion and government adoption of its SBM, the project conducted three consultative workshops with CSOs and journalists where the findings of the experiment were shared and fiscal and administrative devolution to the level of districts and schools was emphasized. The project was also able to brief the Provincial Education Officer, EDOs and AEDOs on School-Based Management Model.

III. Programme Results

The project generated a strong evidence base to establish the need for budgetary transparency for effective and need-based utilization. Simplifying an otherwise complex process for citizens, the evidence not only yielded public interest but also engaged public officials and representatives. An improvement in citizens understanding of budgetary processes is a long-term investment that feeds into strengthening public accountability on a sustained basis.

KEY RESULTS ACHIEVED

- Information shared by education department under RTI Act as a result of the CSO networks lobbying efforts
- Communities enabled to use their right to information act and make the authorities accountable for their duties

Equally important has been the project's focus on the public use of right to information as prescribed under the Right to Information Act 2013. Trainings on the subject have allowed citizens to know that they have a legal right to seek information that they consider necessary in order to make their social and political decisions. Attendance and performance of teachers and PTA expenditures is some of the information that they have the right to know under the relevant provincial statutes. The use of RTI was popularized as an effective social accountability tool.

However, more work is required to ensure the implementation of the relevant laws on right to information. An inherent resistance to transparency, although diluting, continued to hinder the flow of public information to citizens. CGPA was able to receive a response on a number of RTI requests made to relevant education departments, as a result of which government data on elementary and secondary school budget utilization etc. was made available to the community. Efforts are still underway to follow up on remaining requests for information submitted to various government departments.

CRCP: Aggregating parental voice for quality education in Central Punjab

I. Programme Overview

Pakistan is signatory to a number of international treaties and conventions on the advancement of the education and the rights of children. The most recent of such undertakings has been the MDGs endorsed by more than 200 countries at the Millennium Summit in September 2000 held under the aegis of the United Nations. The second MDG binds the state parties to achieve universal primary education by 2015. In keeping with its commitment to the goal, Pakistan inserted Article 25-A to the country's constitution as part of the Eighteenth Constitutional Amendment that guarantees free and compulsory education for all citizens between the ages of five and 16 years.

The constitutional realignment was considered a major victory of the advocates for universal education in Pakistan at the time but subsequent efforts by the provinces, to which the subject was also devolved in 2010, to reorient policy, legislative and financial frameworks to protect the right to education envisaged by Article 25-A, remained weak. The consequence has been the dismal state of public sector education system and an alarmingly low literacy rate, which still struggles around 58%³⁸, one of the worst in the world. The country currently has one of the world's largest population of out of school children. Marred by public distrust due to poor quality of services and weak governance, the gap between public sector education and the community continues to increase, with the latter having no formal or informal means to participate in the management of schools and hold education administrators accountable for lapses.

To fill the said gap, the Punjab Government notified a School Councils Policy which envisaged financial regulations and institutional mechanisms for participation of parents and communities in schools management and development. As a result, school councils comprising parents³⁹ were constituted in 50,000⁴⁰ *maktab*, primary and middle schools. Although a significant step to foster the involvement of parents and communities in school management, it does not sufficiently enable them to have their voice heard at the appropriate government tiers responsible for education policy making and service delivery i.e. the provincial and district education department. The gap is a major obstacle to demand side accountability in the education system of Pakistan.

To fill this institutional vacuum, CRCP introduced an innovative model to empower communities, specifically parents, as consumers of education service and to aggregate their voices and demands to hold the district education management accountable for the state of education services in public schools in four districts of Punjab. An innovative *Maapay*⁴¹ Model was developed as central to

"School council's structure was very effective and the TSC and DSC raised number of issues of schools and highlighted the poor condition. Through their efforts the number of school conditions improved."

Raja Shahid Nawaz
General Secretary, PML-N, Jhelum

"I really appreciated this model of CRCP as it is very innovative and helped us out for resolving and pointing out things. This model gave voice to parents and activated the inactive SMCs."

Dr. Asad Aman
DEO Secondary and Additional
Charge of EDO, Jhelum

³⁸ Pakistan Standard of Living Measurement, 2012-13

³⁹ MAAPAY Model: Parental Voice for Quality Education by CRCP. ISBN: 978-969-8525-44-6, Consumer Rights Commission of Pakistan

⁴⁰ Ibid

⁴¹ In Punjabi language, the meaning of maapay is parents

providing vertical reach to communities and parents by fostering the institutional mechanisms of Tehsil School Councils (TSCs) and District School Councils (DSCs) to strengthen their voice and to create a bottom-up demand-side accountability mechanism.

II. Programme Mechanism

The Parental Voice for Quality Education project was launched in two districts of Jhelum and Gujrat in 2012 and was scaled up to two additional districts, Mandi Bahauddin and Gujranwala in 2013. The project benefitted school going children, parents, communities, School Management Committees and District Education Management in the target districts, reflecting an overall inclusive approach based on synergies and constructive engagements among all relevant stakeholders for collective benefits.

Central to this intervention has been CRCP's innovative *Maapay Model*⁴² through which the interests of parents and communities were aggregated through a newly developed institutional platform (TSCs and DSCs) to articulate a public demand that then guides advocacy efforts and subsequent engagements with relevant decision-makers. Evidence-based and systematically planned advocacy efforts led by CRCP and the TSCs and DSCs created increased demand for better education services for children. The project received support from government departments due to consistent and direct engagement between DSCs and TSCs and public officials such as Education District Officers (EDOs), Assistant Education District Officer (AEDOs), and elected representatives in the target districts.

In the first stage under the *Maapay Model*, 14 TSCs were established in the target districts where Jhelum and Gujranwala had four TSCs each while Gujrat and Mandi Bahauddin had three each. Similarly, four DSCs were formed with one in each of the four districts. The TSCs included 210 members while DSCs had 60 members.⁴³

Each district and tehsil council consisted of 15 members. The DSCs and TSCs members were trained by expert CRCP trainers for effective engagement with duty-bearers particularly to enable them to articulate issues in their interactions with decision-makers. CRCP provided guidelines during trainings of DSC and TSC on School Improvement and Planning, Budget Advocacy and Education Data Management Information System (EMIS) to build the capacity of the council members.⁴⁴ As a result of their advocacy efforts, TSCs and DSCs submitted 1065⁴⁵ applications to Executive District Officers (EDOs) Education, Deputy District Education Officers (DDEOs) and Assistant District Officers (ADOs) seeking specific measures for the improvement of infrastructure and services in the schools in the project area.

"We really benefitted from CRCP's project because three years ago, this school was totally dead. After the efforts of CRCP and TSC and DSC, we received electricity and landowners gave passage to school."

Naseer Butt, Member SMC and Father

Two roundtable discussions were also conducted with public representatives and government officials which were aimed at sharing the role and importance of DSCs and TSCs. Furthermore, four policy

⁴² This *Maapay Model* was based on school councils under School Councils Policy 2007 as mentioned in the *Maapay Model* report published by CRCP. The Innovative *Maapay Model* was the development of new tiers of School Councils at the Tehsil and District level which provided an institutional platform to aggregate parental voice.

⁴³ MAAPAY Model: Parental Voice for Quality Education by CRCP. ISBN: 978-969-8525-44-6, Consumer Rights Commission of Pakistan.

⁴⁴ It can be verified from the report CRCP provided on *Maapay Model* under capacity building of school council's category.

⁴⁵ Ilm Ideas QPR July 2015.

dialogues were held in the target districts while two were conducted at the provincial level, in Lahore. The role of TSCs and DSCs and the importance of raising parental voice were highlighted with the participants that included elected representatives, political party office-bearers, government officials and media persons.

To leverage this effort, CRCP further created 14⁴⁶ Children Groups by selecting active students in public schools and held quarterly meetings with them. The purpose was to create opportunities for children to discuss issues regarding their respective schools. The organization also provided the community with specific toolkits for the formation of tehsil and district school councils, school improvement and planning (SIP), budget advocacy, EMIS, data analysis and improved liaison between tehsil and district school councils. The purpose was to popularize the need of informed engagements with the duty-bearers to ensure improved responsiveness and sustained solutions to public issues.

As a result of their efforts throughout the course of this intervention, the higher level School Council members submitted 666 applications seeking specific resolution of issues at schools in the four districts where government responded to 405⁴⁷ and took action on 323⁴⁸ applications related to the provision of electricity, drinking water, washrooms, boundary walls, building, classrooms, construction, furniture, provision of teachers, transfer of teachers and provision of funds to SMCs. The role played by councils and government response led to improvement in infrastructure and service in 219 schools—99 in Jhelum, 51 in Gujranwala, 48 in Gujrat and 21 in Mandi Bahauddin.⁴⁹

An important element of the project has been its investments in garnering larger community and political support for education. CRCP involved political leadership by conducting meetings with the elected representatives, office bearers of political parties and other socially and politically relevant individuals who were planning to contest the upcoming local government elections in each district. Meetings were held with 597⁵⁰ politicians for seeking their support for improved public sector education delivery. Around 70⁵¹ politicians signed commitment letters to make education a priority in their campaign in the upcoming local government elections in their respective districts.

This public outreach was supplemented by a media campaign on print media and through radio and SMS. Different information and communication packages such as a documentary, tehsil report cards and issue papers were developed for a sharper focus on evidence and the need for greater involvement of community in education governance. Radio messages on the effectiveness of the *Maapay* Model were broadcast on different radio channels. Policy dialogues, roundtables and annual conventions were held, which were covered both by print and electronic media. New technology was also put to use as an inexpensive tool to reach out to public—SMSs were sent to citizens in the four districts to increase awareness on the project's work.

The initiative also led to greater liaison between CRCP and the provincial education department. In April 2014 when the Punjab government initiated their Enrollment Campaign in the province, CRCP was requested to support the initiative by arranging awareness walks and inviting different stakeholders to participate in such events. Education stakeholders actively participated in the campaign and child enrolment in public schools was increased.

⁴⁶ Figure mentioned in CRCP's Annual Progress Report (December 2013 to November 2014) submitted to Ilm Ideas by CRCP.

⁴⁷ MAAPAY Model: Parental Voice for Quality Education by CRCP. ISBN: 978-969-8525-44-6, Consumer Rights Commission of Pakistan.

⁴⁸ Ilm Ideas QPR July 2015.

⁴⁹ The information was shared by CRCP in the Maapay Model study-Parental Voice for Quality Education.

⁵⁰ MAAPAY Model: Parental Voice for Quality Education by CRCP. ISBN: 978-969-8525-44-6, Consumer Rights Commission of Pakistan.

⁵¹ Ibid.

As part of CRCP's advocacy campaign, a number of key meetings were conducted with the education department officials to present issues and problems regarding quality of education and conditions of schools in the project districts. One of the recurrent themes of these meetings remained possible ways to make the School Councils more effective. CRCP and its networks consistently advocated with elected and public officials for the adoption of *Maapay* Model for its replication in the province keeping in view the alarming proportion of out-of-children in Punjab. A number of key MPAs in the target districts were engaged throughout the course of the intervention and pledged their support for the endorsement and replication of the TSCs and DSCs in other districts of Punjab.

III. Programme Results

The project was initiated in 2012 and was successfully completed in April 2015. One of the significant gains of the project has been its potential for sustainability. CRCP managed to continue its activities beyond the funding period through support from DSCs and TSCs in the project implemented areas. What needs to be specifically noted is that the *Maapay* Model actively worked to empower TSCs and DSCs to act independently to raise issues and engage with public and elected officials for the fulfillment of their mandate. These democratic groups continue to function beyond the project's life, and are a reflection of the community's ownership of the work that the project initiated.

The *Maapay* Model has filled an important institutional gap and strengthened the voice of parents and communities in education-related decision-making. This model itself is significant in terms of its ability to create political incentives for elected representatives and local level political leadership in prioritizing education in their agendas. The fact that the institutions developed through the project were able to draw commitments from elected representatives for greater focus and measures for potential government adoption of the *Maapay* Model reflects their enhanced ability to effectively negotiate the importance of community participation in school management. A few examples of this success is the approval of the construction of additional classrooms and the upgrade of a primary school to middle school in tehsils Jhelum and Phalia by two MPAs as a result of direct engagement and demands raised by citizens.

KEY RESULTS ACHIEVED

- Channeled parental and community voice into education related decisions
- Increased parental demand for better education services
- Endorsement from parliamentarians for adoption and scale up of the *Maapay* Model
- Active and independent engagement of TSCs and DSCs in mobilizing and aggregating parental and community demand

In 2015, parliamentary questions focusing on CRCP's model for Parental Voice were submitted in the Punjab Assembly by MPA, Mr. Razaqat Hussain Gujjar to Mr. Rana Mashood, Education Minister, Punjab for endorsement and uptake in additional districts of Punjab for improved governance and accountability of education services in schools.

SPARC: Bridging the gap between public and private schools to contribute to improvement in quality of public primary education

I. Programme Overview

Pakistan is a signatory to a number of international conventions on education that prioritize its commitment to raising the educational standard of its population. These include UN's Millennium Development Goals, adopted in 2000, which included the injunction to achieve universal primary education by 2015⁵²; UNESCO's Dakar Framework for Action, which similarly sets out targets such as the provision of quality education to all children, especially those that might be marginalized, such as females, minorities and the extremely poor⁵³; and UN's Convention on the Rights of the Child, which stresses on the right of children to a free primary education that meets specific criteria geared towards the attainment of a better quality of life⁵⁴.

Pakistan is signatory to the:

- UNESCO's Dakar Framework for Action, 2000;
- UN's Millennium Development Goals, 2000;
- UN Convention on the Rights of the Child (CRC).

National Legislation on:

- Article 25-A in Section 9 of the Constitution (Eighteenth Amendment) Act – Right to Education, 2010

All of these agreements place a special emphasis on the provision of quality education for all, particularly at the primary level, which ensures the foundation of literacy in a nation's youth that fuels future progress. These moral obligations are further ratified through the adoption, in 2010, of Article 25-A into the country's Constitution, which requires the state to provide free and compulsory education to all children between the ages of five and sixteen. This responsibility, however, has not been carried out effectively so far, leading to surmounting issues of education sector governance coupled with weak political will to prioritize the most urgent issue of low literacy in the country.

Project Objective

Increase accountability of and elicit response from the government to support improvement in public schools through evidence based advocacy.

A major outcome of the governance deficit in the Pakistani education sector is manifested in the unprecedented exodus of students from the public school system to private school systems. The proliferation of schools in the private sector has been a rising phenomenon since the 1980s and the popularity of these schools has increased in the wake of deteriorating public

school standards. According to the Pakistan Education Statistics, enrollment in public schools has increased at a snail's pace compared to nearly four-fold increase in private school enrollment from approximately 1.5 million pupils in 1992-93 to 6.5 million in 2013-14⁵⁵. Additionally, the poor performance of public schools is one of the contributors to the country's high dropout ratio which stands at 33% at the primary level in 2015⁵⁶.

⁵² UN Millennium Project, 2006, accessed at: <http://www.unmillenniumproject.org/goals/gti.htm#goal2>

⁵³ World Education Forum, 2000, accessed at: http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf

⁵⁴ UNICEF, Fact Sheet: Summary of Rights under the CRC, accessed at: http://www.unicef.org/crc/files/Rights_overview.pdf

⁵⁵ Pakistan Education Statistics. Academy of Educational Planning and Management, 2015, accessed at: <http://www.aepam.edu.pk/Index.asp?PageId=18>

⁵⁶ Alif Ailaan Pakistan District Education Rankings 2015, accessed at: <http://www.sdpi.org/publications/files/Alif-Ailaan-Pakistan-District-Education-Rankings-2015.pdf>

The preference for private schools arises from general public distrust in the state and its institutions in delivering quality education services as well as lack of governance at various tiers. Although private schools differ in quality from each other since they are not regulated by any formal regulation or legislation, they are considered to be more effective providers of superior quality education in comparison to public schools and are increasingly being preferred over the latter.

This disparity was also identified by the Society for the Protection of the Rights of the Child (SPARC) as a gap that needs to be filled. Its 'Communities Taking Charge: Bringing Quality Back into Education' Project focused on analyzing and addressing the limitations of service delivery in public schools in Punjab's southern districts of Multan and Bahawalpur. The project aimed at identifying the gap between public and private schools in target districts by involving Citizen Advocacy Groups (CAGs) and mobilizing communities to work towards demanding improved quality of education services in public schools in their area.

II. Programme Mechanism

The SPARC project was designed to contribute towards raising the standard of education delivery by involving all stakeholders including the community members, officials from major education departments and staff from public schools to work collectively for this common cause. SPARC identified prevailing gaps in public school education and community perception of private schooling through research, and increased accountability of district officials through citizen actions, demands and media engagement. Using a combination of research and grassroots level advocacy, it aimed at increasing community capacity to engage with public officials in order to advocate for reforms in public schools. The aim was also to mobilize communities through the development of CAGs to demand for improvement in school facilities in their respective areas.

The project was initiated with a research report to identify the growing trend of children going to private schools in comparison to public schools.

This research was a first step in enabling the organization

to develop an effective evidence based advocacy campaign. A total of 64 public and private schools in the two districts were studied for their best practices to formulate recommendations for improvement of quality of education in the public sector.

"At one of the katcheries I raised the issue of a school that did not have a teacher. The EDO took notice of the problem and subsequently teachers were appointed to that school."

Community Member, Multan

"This model was perfect for awareness. [It] has given awareness to school councils that they should take note and improve the state of public schools."

Mr. Ismail Ansari
Assistant Education Officer
(AEO), Multan

"Most of our schools were not in a good condition; but through SPARC's efforts, the schools' conditions improved and people started enrolling their children."

Community Member, Multan

SPARC conducted this study in selected Union Councils of Multan and Bahawalpur. The sample frame of public and private schools was obtained from the district education department in each district covering only urban and semi urban areas. As many as 32 schools, 16 public and 16 private, were selected in each district, stratified on the basis of tuition fee. Stratified sampling was used to provide a comparative dimension to the research study of private

schools in the region and to act as a guide to improve the performance of public schools. Ten case studies highlighting why children shifted from public to private sector schools were included in the research study following two Key Informant Interviews (KIIs) with Executive District Officers (EDOs). In each district, 32 FGDs were conducted where 16 were with parents of children shifting from public to private schools and the other 16 were with parents of children enrolled in public schools. The total number of FGDs conducted in Multan and Bahawalpur were 64. This primary data was used to develop an evidence base to inform policy and provide recommendations for the improvement of quality of education in public schools. Some of the major reasons highlighted in the research that informed parents' choice of school for their children include the physical distance of public schools impeding access, missing basic facilities, non-responsive school management and lack of qualified teaching staff.

SPARC mobilized community members through the formation of 32 Community Advocacy Groups, (CAGs), 16 in each district. The CAGs comprised mobilized parents and community members with an active interest in improving public sector education. These advocacy groups then raised their concerns and demands for improving quality of education, enrollment and retention of children in public schools to relevant government officials in the target districts.

To facilitate coordination and cooperation between beneficiaries and public office-bearers, 21 public meetings (known as *katcheris*) were organized to raise issues and complaints regarding quality of education in public schools. The district education department was invited to respond to public concerns and demands in order to establish a dialogue between the two most important stakeholders of education (rights holders and duty-bearers). These meetings paved the way for community members to lodge multiple complaints with the education authorities, thereby increasing public accountability in the education sector. The *katcheris* were attended by 255 community members (171 men and 84 women) in Multan whereas 394 (220 men and 174 women) in Bahawalpur. Major issues highlighted in these public meetings were mainly regarding the provision of missing facilities in public schools. Relevant Assistant Education Officers (AEOs) assured community members of their support while addressing their demands. As a result of the advocacy efforts of the CAGs and regular meetings in the form of *katcheris*, a citizens' Charter of Demands was developed in coordination with SMCs and relevant community members in the area. This Charter of Demands was shared with district and provincial government officials.

As part of its initiative, SPARC also disseminated information regarding gaps in public sector schooling to various stakeholders. As many as 1,500 copies of their research report was published in English and Urdu and shared with major stakeholders such as; ministries, INGOs, local NGOs, UN bodies, media houses, government departments and other Civil Society Organizations.

Under its advocacy efforts to engage rights holders with duty-bearers and increase awareness regarding their research findings, SPARC organized one provincial level seminar in Lahore and two district-level seminars in Multan and Bahawalpur. These seminars were attended by the Punjab Education Minister, Punjab Secretary Education, Executive District Officers (EDO), Assistant Executive Officers AEOs and elected representatives of Multan and Bahawalpur. The seminars provided an effective platform for apprising the authorities of the gaps in the education sector and garnering their support for improvement.

As part of its advocacy work, media was also engaged by SPARC to highlight and raise awareness on issues related to public sector schooling and future recommendations. Articles based on SPARC's research were written on the identified gaps and published in five local newspapers in Bahawalpur and two newspapers in Multan. A total of 34 radio talk shows on the state of public sector education were conducted in Multan, and Bahawalpur to discuss and amplify the results of SPARC's work. The purpose for highlighting the issues and identifying gaps of public schools through media was to give

increased coverage and exposure to the demands of community members. SPARC also conducted a TV talk show to discuss the education budget with a focus on public sector schooling. Additionally, three PSAs (Public Service Announcements) were developed and aired on various local TV channels in the two districts. A documentary was also developed highlighting the state of children and quality of education in public sector schooling in the two districts. This was also aired on local TV channels to increase general community awareness on the state of public schools in their areas.

III. Programme Results

The project was effective in increasing the community's capacity to engage with public officials and elected representatives in voicing their demands. It provided a platform to citizens in the target districts to understand and discuss gaps that have resulted in the shift of children from public to private schools in their community and advocate with relevant government officials for improvement in education services

SPARC's efforts resulted in successfully engaging communities through CAGs, and government officials, legislators and media representatives through public forums such as the regular *katcheri* meetings. The involvement of CAGs was able to enhance the demand of communities and helped in aggregating their voice to reach respective authorities.

The project created an enabling environment for communities to better understand issues in public schooling specific to schools in their districts and provided a strong platform in the form of CAGs for citizens to raise their voice using information provided through SPARC's research. Furthermore, using evidence to guide their advocacy strategy strengthened SPARC's efforts in engaging relevant government officials to demand increased accountability. While a Charter of Demands was developed to consolidate citizens' voice and advocate for a direct response from relevant government departments, consistent lobbying by CAG members with relevant district officials could further increase prospects of a direct political intervention for improved education services in the two districts.

KEY RESULTS

- Increased responsiveness of duty-bearers through public actions, citizen advocacy and media engagement
- Mobilized communities through the development of CAGs and raised their voice to advocate for better education services.
- Improved societal capacity to engage with duty-bearers and media

Project Glossary

Access to quality education: Provision and accessibility to free and compulsory education by children aged 5 to 16 years.

Advocacy Actors: Political leadership, elected representatives, education experts and government officials.

Advocacy: The process of influencing policy actors through campaign and consultative workshops based on successful and scalable voice and accountability interventions.

Article 25-A of the Constitution: Newly incorporated article in Pakistan's Constitution through 18th Amendment which guarantees right to basic and compulsory education to every child between the age of 5-16 years.

Beneficiary Analysis: Approaching end line beneficiaries of a project/program to analyze outcome and impact of intervention.

Broken Promises: Out-of-school children who should be given education as per Article 25-A of the Constitution.

Budget Utilization: Use of allocated financial resources.

Budgetary Allocations: Financial resources allocated to education sector in Pakistan.

Campaign: Advocacy activities aimed to influence policymakers and decision-makers.

Citizens' Action: People's involvement in the process of change for educational improvement.

Citizens' Engagement: Involvement of citizens for collective action for an intervention to improve the current situation.

Consultative Workshops: Engagement with duty-bearers, elected representatives and education experts to seek their feedback on sustainability and replicability of successful interventions.

Data Management: Routine documentation of data and management by district/tehsil education departments.

Education for All - Making it Possible: Article 25-A of the Constitution provides for free and compulsory education to every child aged 5 to 16 years so it is possible that every child is given his/her constitutional right of getting education.

Education Governance: Governance in education is means by which public/private educational institutions are formally organized and managed in Pakistan.

Enrolment Rate: Rate that depicts the induction of new students in schools.

Evaluation and Analytical Framework: Modules and methodology for analysis of successful models to be validated.

Evidence Based: Intervention that is based on research and needs of people for improving education governance.

Expected Dividends: Implementation of Article 25-A in letter and spirit ensuring basic and compulsory education is being provided to every child between the ages of 5 to 16 years in Pakistan.

Experience Sharing/Showcasing Event: Formal event to provide platform to civil society organizations to present their work on education governance under voice and accountability model.

Fiscal incentives: Monetary grants for schools/districts that show improvement in literacy rate.

Funding Agencies: Local/international donor agencies that provide financial resources for implementing projects/programs in Pakistan.

Geographical Outreach: Areas/regions of program/project where it is being implemented in the country.

Greater Autonomy: Transfer of powers to districts for taking up non-fiscal measures in education sector.

Impact on Education Governance: Effects of successful voice & accountability (V&A) models on means by which public/private educational institutions are formally organized and managed in Pakistan.

Impactful advocacy: Meaningful advocacy for education governance reforms unlike mere cosmetic measures of identification.

Institutional Diversity: Understanding dynamics of regional, social and political nature within an institution.

Learning achievements: Attaining objective of the project to achieve quality education.

Naming and Shaming: Holding public officials/institutions and political parties responsible and criticizing them over existing problems.

Non-fiscal Measures: Steps taken by the government and policymakers to improve education governance in Pakistan, other than monetary allocations.

Optimal Use of Existing Government Resources: Refers to best and viable use of government resources in education sector development.

Policy Brief: Briefing paper prepared on the basis of stakeholder analysis report for suggesting changes in the existing legal and legislative frameworks on education.

Political Will: Translating demands into legislative actions which are reflective in government's fiscal and non-fiscal measures for education governance reforms in Pakistan.

Positive Approach: Honest efforts to improve the state of education governance in Pakistan.

Quantitative Tools: Methods used to analyze and quantify a project against predefined indicators.

Replicability: Characteristics of success a model that can be repeated in other parts of the country to attain similar results.

Retention of Students: Efforts aimed at holding students in schools and stop their dropout.

School-Going Age Children: Children aged 5 to 16 years.

Second Millennium Development Goal (MDG): United Nation's goal to achieve development through sending children to schools (Pakistan is a signatory to achieving the second MDG by 2015)

Service Delivery: Temporary and short-term work undertaken in education sector to facilitate limited number beneficiaries than proposing sustainable solutions.

Service Providers: Individuals/groups/institutions providing services in education sector such as teachers/schools/colleges.

Snapshot: A summary project detailing its purpose, goal, activities, results and beneficiaries.

Stakeholder Analysis: Identifying all persons, groups and institutions who may have an interest in a project and taking steps to manage their interests and expectations so that it runs as smoothly.

Standardized Format: Uniform set of indicators for assessing/grading a project.

Success Model: A model selected out of identified models for validation and replication.

Success Stories: Stories which document and narrate the success of a project/intervention in a specific area within specified timeframe.

Sustainable solutions: Long-lasting solutions that can ensure optimal use of education sector resources.

Utilization of existing budgets: Underspensing of already allocated budget for education sector.

Verification and Validation: Process of confirmation and authentication from all relevant stakeholders about claims/successes made through projects/programs by civil society organizations.

Voice and Accountability Intervention: An intervention for education governance reforms process by engaging citizens with duty-bearers

Annexure A: List of Education Related Projects Funded by DFID in Pakistan

DFID has invested a total of PKR 204,664,347,381.26 in the education sector over the last decade in Pakistan.

Sr. No.	Projects ⁵⁷	Amount GBP	Amount PKR
1	Punjab Education Support Programme II	313,399,997	49,388,862,227
2	Pakistan National Cash Transfers Programme	300,299,995	47,324,426,362
3	Khyber Pukhtunkhwa Education Sector Programme	183,500,873	28,917,994,326
4	Skills Development Programme	85,500,000	13,473,987,750
5	Poverty Reduction Budget Support I	85,000,000	13,395,192,500
6	Earthquake Reconstruction & Rehabilitation Programme	83,750,620	13,198,302,081
7	Poverty Reduction Budget Support II	60,115,442	9,473,622,562
8	Education Fund for Sindh	43,999,999	6,933,981,842
9	Punjab Economic Opportunities Programme (PEOP)	29,999,992	4,727,713,739
10	Ilm Ideas Phase II	25,000,000	3,939,762,500
11	Punjab Devolved Social Services Programme	22,164,538	3,492,920,625
12	Transforming Education in Pakistan	17,713,614	2,791,497,287
13	Interim Support to Education in North West Frontier Province	13,600,000	2,143,230,800
14	Interim Support to Education in Khyber Pakhtunkhwa Province Pakistan	8,129,998	1,281,210,449
15	Innovation Fund for Education	5,999,997	945,542,527
16	Education Sector Voice and Accountability Project	4,999,999	787,952,342
17	Pakistan Education Task Force	2,663,463	419,736,465
18	Support to Government of Northwest Frontier Province Provincial Reforms Programme	2,496,497	393,424,210
19	Gender in Education Policy Support Programme (GEPSP)	2,247,506	354,185,594
20	The Punjab Education Sector Reform Roadmap	2,072,795	326,652,800
21	Building DFID's Operational Research and Impact Evaluation Capability in South Asia	1,785,449	281,369,800
22	Strategic Opportunities Fund	1,625,313	256,133,888
23	Strengthening Education in Pakistan	909,663	143,354,247
24	Community participation in education	684,997	107,949,019
25	Systematic review and research mapping programme South Asia	572,500	90,220,561
26	Support to the Government of Balochistan	476,684	75,120,869
Total		1,298,709,931	204,664,347,381

⁵⁷ Data and statistics from <http://devtracker.dfid.gov.uk/countries/PK/projects/>

Annexure B: Validation Question against Criteria

Criteria	Validation Questions	Sources of Information
The project undertook reliable and relevant evidence for informed advocacy	Reasons that led to collection of evidence	Project development methodology.
	Reasons for choice of research method?	Research development plans. Profile of Lead Researcher/s. Literature review. Process, etc.
	What were the research questions?	Research development plans. Profile of Lead Researcher/s. Literature review. Process, etc.
	Were research questions prepared on the basis of review of available research or any other process?	Planning notes.
	Robustness of the research methodology and instrument developed?	Research methodology. Profile of Lead Researcher/s.
	Was the research robust?	Research Plan. Training Notes of Filed Researchers. Monitoring Checks. Notes from review of primary data.
	Was the research method employed appropriate to generate evidence?	Analytical framework. Inferences.
	Process of inferring recommendations from research? Who was involved?	Process documents.
	Were advocacy positions of the organizations based on inferences drawn from research?	Public positions. Advocacy materials. Correspondence.
	The training materials used for citizens groups are based on advocacy options based on research-based recommendations?	Training materials. Interviews with citizens, etc.
	Is it primary or secondary data collection? Is credible and updated data being used? Was government data used? Policy briefs/papers, charter of demands and bills etc. developed?	Project reports. Analytical framework. Research development plans. Research plan. Research methodology.
	The data used to advance the cause of a particular group of people: e.g., young children, women, marginalized groups etc. requires political commitment and will.	Analytical framework. Research development plans. Research plan. Research methodology
	Sound information and data (evidence) ensure that your advocacy and policy demands: Are realistic and representative? Provide evidence about the problem, likely impact of change, feasibility of possible solutions, and indicate who is responsible to make change?	Research methodology. Research development plans. Final report.

Criteria	Validation Questions	Sources of Information
	Accurately represent needs, priorities and interests of your constituencies?	
The project effectively mobilized the rights-holders (citizens) and enhanced their capacity to engage with duty-bearers (government)	Partnership/linkages with relevant public bodies to establish appropriate forums where citizens and civil society groups could ask questions, seek answers, raise concerns about performance and suggest reforms?	Project reports. Interviews with public officials. Interviews with citizens.
	Identification of the relevant target beneficiaries and stakeholders	Project development methodology. Research development plans. Project staff interviews. Capacity building initiatives of staff
	Mobilization of stakeholders (including government, etc.) and community members	Project reports. Capacity building initiatives. Training reports. Training manuals. Selection criteria for mobilization of stakeholders (including initial research conducted)
	Informing stakeholders: Have sensitization and awareness meetings been conducted?	Project reports. Training reports. Interviews with project staff.
	Capacities: Has capacity building been provided? Has there been improvement in capacities (how has this been measured)? For instance, are citizens better able to articulate demand and raise their voice?	Project reports. Training Manuals. Interviews with citizens (beneficiaries, etc.).
	Citizens and CSOs' engagement with political parties and elected representatives for seeking commitments, demand performance, ask critical questions about inadequate policies, inefficiencies, complaints, follow up and seek responses	Interviews of citizens. Interviews of duty-bearers (including elected and public representatives).
	How has this project helped bring people together? The focus on forming, facilitating and capacitating citizen groups.	Project development plans.
	Are the duty-bearers are responsive to the demands raised by citizen groups (rights bearers)	Project reports. Interviews with duty-bearers. Project findings and results. Interviews with right-holders
The project effectively facilitated the rights-holders to develop institutional mechanism or structure to aggregate public	Citizens are coming together not only to get services but also to improve the processes under which these are being provided. Improved education governance.	No. of demands raised for services and its response from respective government departments. Interviews with citizens. Interviews with project staff. Project development plans
	Number of networks developed? Frequency/regularity of meetings as per targets?	Project documents. Networks related documents. Interviews with network (organizations, groups, etc. meeting minutes, discussion points, etc.)

Criteria	Validation Questions	Sources of Information
demand and elicit duty-bearers response	Common platform for demand articulation?	Project reports. Demands raised for services and its response from respective government departments.
	Increase in duty-bearers' responsiveness (have any responses been received?)	Monitoring Checks. Notes from review of primary data. Interviews with citizens (direct beneficiaries, etc.).
	Networking and collaboration with other partners	Project documents. Networks related documents. Interviews with network (organizations, groups, etc. meeting minutes, discussion points, etc.)
	Citizens are not only raising voice but also translating their voice into tangible action – engaging with state institutions	Project documents. Project reports. Interviews with citizens (direct beneficiaries, indirect beneficiaries).
The institutional mechanism developed as a result of the project intervention has the potential for sustainability or replicability	Implementing organization's priorities and resources for scaling up	Interview with organization head. Interview with project staff. Interview with organization's unit heads (to assess the role of M&E, program development, etc.)
	Government and community ownership for initiative	Project reports. Interview with direct beneficiaries. Project correspondence with duty-bearers.
	Are tools and materials developed under the project accessible? Are they being utilized elsewhere, particularly by the government?	Interviews with duty-bearers. Project reports. Monitoring reports.
	Promotion of informed public dialogue around the policies and strategies	Project reports. Interviews with duty-bearers. Interviews with direct beneficiaries.
	Contributed towards improving internal governance and strategic planning of public institutions	Fresh initiatives by the government (on-site verifications). Interviews with government officials (duty-bearers)
	Monitoring/oversight mechanisms to highlight good performance vis-à-vis bad performance (demand accountability in order to improve).	Interviews with government officials (duty-bearers)
The project interventions (as sequenced above) have yielded results in terms of administrative or policy decisions to improve access to quality education	Assess government's response?	Project reports. Interviews with project staff. Direct responses by the government.
	Number of administrative actions taken? Was it need-based/rationale? What was the advocacy process? Attribution of results	Interviews with project staff. Interviews with government officials, etc. Interviews with direct beneficiaries. No. of policy reforms (in the form of bills or other parliamentary intervention, etc.) introduced in the assemblies. No. of notifications by the government. No. of notifications by the district governments. Project reports
	Number of policy decisions? Was it need-based/rationale? What was the advocacy process? Attribution of results	

Criteria	Validation Questions	Sources of Information
	Has the project contributed to improved responsiveness and accountability through providing forums/platforms to enhance engagement of citizens/CSOs with public bodies/elected representatives?	Project reports. Institutional mechanisms (change, etc.). Interviews with citizens or citizen groups (including civil society, etc.).

Annexure C: Assessment of Projects at Showcasing and Experience Sharing Events

A. Scrutiny Checklist

Sr. No	Indicator	Marks														
		Org 1	Org 2	Org 3	Org 4	Org 5	Org 6	Org 7	Org 8	Org 9	Org 10	Org 11	Org 12	Org 13	Org 14	Org 15
1	Collective Action															
2	Citizen Group/s															
3	Conscious Effort															
4	Engagement with Duty-bearers/Decision Makers															
5	Defined Time															
6	Defined Budget															
7	Tangible Result															
8	A large number of beneficiaries															
9	Sustainable beyond intervention															
10	Replicable															
11	Positivism															
12	Visibility															
13	Citizen-State trust and Engagement															
14	Do you like this model															
15	Presentation and Commitment															
16	Your Comments															

DOCUMENTATION FORM

Education for All – Making it Possible

Date: _____

Name of Representative: _____ Designation: _____

Contact Details and Number: _____

Title of the Success Model: _____

Name of Project: _____

Name of Funding Organization: _____

Target Area/s: _____

How was the issue identified? _____

What were the difficulties faced in carrying out the activity (*mention only external obstacles encountered by the staff while carrying out his/her work that are beyond the control of the project/organization*)?

In case of failure, what are the possible reasons for the failure?

Why do you think it is a success?

What was the immediate result of the activity?

How many people were benefitted from the intervention?

*** No service delivery issue will be reported in the form.**

Annexure D: Tools for Validation

AGHE

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

1. Introductory Questions

- How long have you been working with AGHE? Were you directly or indirectly involved in implementing the project “Advocacy Campaign through Community Networking for Promotion of Girls’ Education in District Diamir”?
- Did you face any challenges in implementing the project activities due to the security situation in Diamer? And how did you cope with the situation?

2. Situational Analysis

- What is the status of girls’ education at primary level in district Diamir? Kindly elaborate?
 - **Note:** Please ensure that the discussion is related and restricted to the survey.
- What were the major findings of the survey? How did the survey help AGHE framework the subsequent set of activities? Was the survey conducted by an external consultant?
 - **Note:** Please collect a copy of the survey report. Also check if AGHE prepared an advocacy /action plan for the action on activities (please ask for the advocacy/work/action plan, if any)
- How inclusive were the Focus Group Discussions (FDGs) conducted for finalizing the situational analysis? Did AGHE prepare specific questionnaires for local community leaders, parents, stakeholders and teachers? Who prepared the questionnaires?
 - **Note:** A total of 300 households from 12 union councils of three tehsils in District Diamir were selected as sample. Quantitative data was collected from this sample through questionnaire. What was the methodology of the situational analysis? Was it improvised or adopted? Were there some people who participated in more than one Focus Group Discussion (FDG)? (Collect the questionnaires prepared for the FDGs, if possible)
- What was the gender-ratio and age-mix of the Focus Group Discussions (FDGs) conducted for the situational analysis?
 - **Note:** If the project staff is aware about the exact number, please collect evidence. Probe about the methodology adopted for including women in the FDGs
- What was the methodology for observation of the schools? Was it improvised or adopted?
 - **Note:** What was the criterion for selection of the schools for observation? Did an external consultant conduct the observation? What were the major findings of the observation?
- How were the findings of the survey communicated to the duty-bearers (including government officials and elected representatives)?
 - **Note:** After how many attempts were the AGHE’s staff members able to meet the government officials/MLAs.

- What was the government's response on the community scorecards? Did AGHE receive a formal or an informal response from the government? What was the response?
 - **Note:** A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- Were the findings of the situational analysis survey communicated to the community members including teachers, parents and local community leaders?
 - **Note:** What was the general response by the community members? Were they able to use the information in their advocacy meetings?

3. Establishment of Home-Based Schools

- Was the home-based schools methodology adopted or improvised by AGHE? Why were the home-based schools established? Was this idea of home-based schools communicated to the government officials? Was this idea of home-based schools communicated to the communities? How did you use AGHE solutions to influence relevant decision-makers?
 - **Note:** If the methodology was adopted, please probe about the source.
- How the idea of Home-Based Schools communicated to the government officials? How did you use AGHE solutions to influence relevant decision-makers?
 - **Note:** Was the idea of Home-Based Schools shared through a report in a conference, meeting or presented by a delegation)? Who did you present these findings to in the district/province? [Note: the designation of the official e.g. Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO)] Did AGHE face any challenge in approaching the government officials?
- Did you share the idea of Home-Based Schools with elected representatives? Were the elected representative (MPA or MNA) from the government or opposition? Did you face any challenge in approaching the elected representative?
 - **Note:** A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- Did AGHE conduct any research study for Home-Based School before the establishment the specific needs for the school? Need Assessment? How did situation analysis help design advocacy strategy for improving the state of girls' education?
 - **Note:** For example learning environments, staff required, trainings for staff, monitoring the performance of school, grade-specific materials and guides for teachers and children, curriculum/syllabi,
- Did AGHE advocate with the government for the allocation of budget Home-Based Schools?
- Which difficulties did you face for convincing community members to support AGHE's initiative of Home-Based Schools? Did you face any resistance from locals and tribal elders for promotion of girls' education?

4. Formation of Village Education Committees

- What was the purpose of establishing village education committees? How did AGHE identify the members for the Village Education Committees (VECs)? Did it include members of the School Management Committee/Parent-Teacher Associations?
 - **Note:** Probe about the selection methodology for the selection of VECs
- What were the Terms of Reference (ToRs) of the Village Education Committees? How many times did the VEC meet?
 - **Note:** Probe about the location of the meeting. Were they held at AGHE's office or at local vicinity? Collect meetings minutes, if possible.

- Did the VECs directly interact with the Local Government Authorities/Officials/Elected Representatives for establishment of Home-Based Schools?
- Was there any capacity building initiative undertaken by AGHE for the members of the VECs? How did the VECs conduct the monitoring of schools? Did AGHE prepare a methodology for monitoring the performance of Home-Based Schools? Was the methodology improvised or adopted?
 - **Note:** If the response is positive, please inquire about the methodology of training. What was the medium of language of the training?
- Did the VECs share the findings of their monitoring with Community Members/Government Officials/Elected Representatives/Project Staff?
 - **Note:** Did the project use the VEC's monitoring findings for advocacy with relevant officials? Did the project use the performance of Home-Based Schools (as a success story) with relevant officials?
- Did any member of the Village Education Committee drop out?
 - **Note:** Probe about the participants who opted to drop-out from the committee. Was the membership open/evolving?
- Did VECs face any challenges from the Community? If yes, what were those challenges

5. Formation of the Education Support Networks at Tehsils and District Level

- How were the participants for the Education Support Networks at the Tehsil and District Level selected? What was the criterion for selection of participants? Were the participants from the local community? Were there any participants who were part of the Village Education Committees as well as Education Support Networks?
- What role did the Education Support Networks play for the establishment of Home-Based Schools? How was their role different from the Village Education Committees?
- Did AGHE prepare a manual for the training of Education Support Networks (ESNs)? What was the methodology of the training?
- **Note:** Probe about the capacity building initiative for the networks? Who conducted these trainings for Education Support Networks (ESNs)?
- What was the gender-ratio and age-mix of the Education Support Networks (ESNs)? How many women were part of these Education Support Network (ESNs)?
- What advocacy initiatives did the Education Support Network take for the Home-Based Schools? Which government officials did AGHE approach at the provincial and district levels? Did they approach district level departments? Was their response positive?
- **Note:** In case of a positive response, check if there was a formal or informal response by the elected representative/s
- Which elected representatives did AGHE approach at the provincial levels? Was their response positive?
- **Note:** In case of a positive response, check if there was a formal or informal response by the elected representative/s
- Have any of the recommendations been taken up by the government?
- **Note:** In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting

6. Advocacy at UC, Village, District and Provincial Level.

- What was the result of Advocacy Campaign through Community Networking for Promotion of Girls' Education in District Diamir? Did it lead to any policy, legislative or administrative change?
- Was the Charter of Demands presented to the Government/Elected Representatives? What was their response?

- **Note:** In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting
- Which government officials did AGHE approach at the provincial and district levels? Did they approach district level departments? Was their response positive?
- **Note:** In case of an affirmative reply, collect evidence
- Which elected representatives did AGHE approach? Were they from the government or opposition? Was their reply affirmative?
- **Note:** In case of an affirmative reply, collect evidence
- How did AGHE distinguish between lobbying and advocacy?
- **Note:** Follow up question based on the trainings for VECs and ESNs
- Are there any other organizations in education doing work similar to AGHE's model? If yes? Did AGHE collaborate with them?

The End

Focus Group Discussion with VEC and ESN Members

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIT, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

a. General Questions:

- i. How long have you known the organization?
- ii. Have you ever worked as an employee of AGHE? Have you also volunteered for other Community Based Organizations?
- iii. How long have you known/associated or interacted with AGHE?
- iv. When and how did you hear about this initiative?
- v. How did you get involved and what did you learn from your involvement?
- vi. How do you think the community has benefitted from this project? Has the girls' education in your vicinity increased due to this intervention by AGHE?
- vii. What is the current situation after AGHE's intervention?

b. Specific Questions:

i. Situational Analysis and Establishment of Home-Based Schools:

Do you think there was a need for Home-Based Schools? How are they different from other schools in District Diamer? What are your views on their effectiveness? Is there anything which makes them difficult to adopt? (Note: adoption by the government)

ii. Development and Training of Village Education Committees and Education Support Networks:

- Did the trainings by AGHE to monitor schools assist you? How were you trained on advocacy activities for Home-Based Schools?
- How did the training and social accountability tools help you contribute to improving education sector governance in your district/village?
- Did you get any training manual? If yes, how did it help you understand and tackle core education issues in your district/village?

iii. Advocacy and lobbying with the Relevant Authorities

- Who did you engage with the concerned authorities and decision-makers? [Note: Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO), Member Legislative Assembly (MLA)] What was their response?
- What change did you see in the state of girls' education after the establishment of home-based schools?
- What were the challenges regarding girls' education in your district? How did you tackle those challenges?
- What challenges did you face while approaching the relevant officials for the advocacy of Home-Based Schools?

c. Miscellaneous

- i. Do you think such initiatives can be successful in other districts?
- ii. Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from AGHE? (*Note: the organization head, VEC member, ESN members, project staff*)

b. Established of Home-Based Schools:

- What is your perception of Home-Based Schools? Was the idea shared with you or your staff? How are these Home-Based Schools different from the rest of the schools in the district?

c. Village Education Committees and Education Support Networks

- Were you approached by the Village Education Committees (VECs) for the uptake of the Home-Based Schools in district Diامر?
- Were you approached by the Education Support Network (ESNs) for the uptake of the Home-Based Schools in district Diامر?
- Do you think this project is a success? Can it be replicated in other districts of GB for the betterment of girls' education?

d. Advocacy and lobbying

- How did you respond to the demands raised by VECs/ESNs/Project Staff demands of Home-Based Schools?
- Why did you support the initiative of setting up of informal schools? How do you think they are different from the regular schools?
- Which issues were highlighted by VECs and ESNs about education in district Diامر through the seminars you may have attended? And what was your response?

e. Miscellaneous

- Did you issue any notification/directives in response (to the advocacy for Home-Based Schools in District Diامر)?

CRCP

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with CRCP? Were you directly or indirectly involved in implementing the project *“Articulating Citizen’s Voice for Accountability in Education (ACVAE)”*?
- Did you face any challenges in implementing the project activities? Did you face any challenges in approaching the government officials or elected representatives?

b. Model Development- Establishment of Higher level School Councils at District and Tehsil level

- Did CRCP conduct a need assessment or secondary research before the model development? Why did you feel the need of establishing new model of school council at District and Tehsil level? What gaps did you identify regarding the performance of existing school councils?
 - Note: Please ask if they conducted the any research regarding the working of existing School Councils
- Did you consult the School Education Department and Program Monitoring and Implementation Unit before establishing District and Tehsil level councils? What was the response of government representatives regarding this new model for school councils?
- Did you face any challenges while approaching the government officials regarding the District and Tehsil School Councils? What was their response?
 - Note: If the response is in affirmative, collect evidence – letter, notification, etc.
- What was the composition of the District and Tehsil School Councils? Was the methodology of the council adopted or improvised? Did CRCP prepare any guidelines before the formation of the councils?
 - Note: If the response is affirmative, collect evidence.
- Did you mobilize the existing school councils in the respective districts? If yes, ask the total number of participants who are also part of other formal structures? How were these school councils different from the existing structures in the form of School Management Committees/Parent Teachers’ Associations?
 - Note: Please do ask the details of formation of higher level school councils from four districts. Jhelum, Gujrat, Mandi Bahauddin, Gujranwala. CRCP formed 7 Tehsil and 2 district level council in District Mandi Bahauddin and District Gujrat

c. Capacity Building of Higher Level School Councils

- Did CRCP prepare any manual for the trainings/workshops of Tehsil and District Schools Councils? Was the training/workshop conducted by an external consultant? Did CRCP conduct a secondary research – on areas of improvements in school management, planning,

and budget? What was CRCP's methodology? Was it improvised or adopted? How did CRCP conduct the data analysis (refer to EMIS data analysis)?

- Note: If CRCP has prepared a manual for the workshops, collect evidence. Also ask for the training modules prepared for School Improvements and Planning, Budget Advocacy and EMIS Data Analysis
- What was the purpose of forming groups of children? How did CRCP select the children for the groups? What was the methodology of selection?

d. Liaison of Tehsil and Districts School Councils and Vertical Feedback System

- How effective were the Tehsil and District School Councils in engaging with the Education Officials in the respective district? What was the mechanism of vertical feedback systems? Was the system prepared, adopted or improvised?
- What was the response of the education (government) officials in response to engagement with Tehsil and District School Councils? Did they take issue/complaints on their own, or a CRCP's staff member/s attended these meetings with them?
 - Note: Please ask about the number of complaints that have been forwarded to EDOs, DDEOS and AEOS and also ask corresponding questions regarding their response regarding the complaints. Also collect meeting minutes or decision points of these meeting.
- What were the key findings of the impact study CRCP conducted for Tehsil and District School Councils? What was the methodology of the assessment? Who conduct the impact study? Were the findings shared with the participants of the councils?
- Were the findings of the impact study also shared with government officials and elected representatives? What was their response? Did they adopt the model or some of the findings/recommendations of CRCP?

e. Communication and advocacy for internalizing and scaling up the model

Were the findings of the impact study communicated and the performance of DSC and TSC shared with elected representatives?

What was the response of the government representatives on the model of TSC and DSC and how did they cooperate with them for improving the quality of education?

How did you engage the local and provincial parliamentarians and shared the concept of district and tehsil council?

Did the local representatives sign the commitment letters for improving the state of education? What response did they give in fulfilling those commitments?

f. Media Engagement

- What role has been played by media in highlighting the concept of TSC and DSC?
- How did you engage the provincial parliamentarian and the member of standing committees? Did they participate in provincial policy dialogue or you had one to one meetings?
- What was the response of the parliamentarians on the research study and did they commit anything for adopting the model of TSC and DSC?

Focus Group Discussion with TSCs, DSCs, Parents and SC members

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

a. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of CRCP? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with CRCP?
- When and how did you hear about this initiative?
- How did you get involve and what did you learn from your involvement?
- How do you think the parents and communities have benefitted from this project? Has the TSC and DSC performed effective role in addressing the issues of schools?
- What is the current situation of the school councils? Are they fully active and performing their role in addressing the issues of schools?

Specific Questions:

b. Model Development of TSC and DSC:

- What was the reason of establishing the high level school councils? Was the existing council functional or not?

c. Capacity Development of Higher Level School Councils

- How did they build your capacity regarding the SIP, budget advocacy and the EMIS system? How did those trainings help you in improving the state of education in your area?
- How the trainings help you in defining your roles and responsibilities?
- Did you get any training manual? If yes, how did it help in understanding the gap in performing your effective role?

d. Advocacy and Lobbying with the Relevant Authorities

- How did you engage with the concerned authorities and decision-makers and the community members? How many meetings have been arranged with government representatives and education officials?
- How many complaints were lodged by you in those meetings? What response did you receive from the government representatives?
- How do you see the role of media in highlighting the importance of TSC and DSC?
- Do you think that media played an effective role in improving the state of education in particular area?
- What kind of commitments has been made by elected representatives for improving the state of education? What action did they take in fulfilling those commitments?

e. Miscellaneous

- Do you think such initiatives can be successful in other districts?
- Ask participants if they would like to add anything which might have been missed out during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from CRCP? (Note: the organization head, TSC and DSC member, project staff)

b. Model of TSC and DSC:

- How do you see the role of TSC and DSC in improving the state of education? Do you think that this concept can bring improvement in the education system?
- Were you approached by the TSC and DSC for discussing the issues that they were facing at the school level? What was your response against their complaints?
- How do you see the vertical feedback system? Is it effective to resolve the school issues at district and tehsil level?
- Do you think this project is a success? Can it be replicated in other districts of Punjab for improving the state of public schools?

c. Advocacy and Lobbying

- How did you respond to the demands raised by TSC & DSC and the community members?
- What commitments have been made by you for improving the state of education?

d. Miscellaneous

- Did you issue any notification/directives in response to those commitments you have been made by TSC and DSCs?

CYAAD

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with CYAAD? Were you directly or indirectly involved in implementing the project “*Scalable Civic Education and Engagement Program (SCEEP)*”?
- Did you face any challenges in implementing the project activities due to the security situation in Quetta and Loralai? And how did you cope with the situation?

b. Situational Analysis

- What are the key components of action research framework? Kindly elaborate?
 - **Note:** Please ensure that the discussion is related and restricted to the Research Study.
- What was the civic education innovations used that were piloted, validated and shared with education authorities? What kind of material was prepared for civic education? What is civic education manual?
 - **Note:** Please collect a copy of the civic education innovations and manual. (please ask for the piloted and validated innovations presented to the authorities, if any)
- On which criteria did you select teachers for civic education? And what kind of comprehensive training they were given? Who developed the training manual for the teachers?
 - **Note:** A total of 60 teachers (33 females and 27 males) were given comprehensive training on civic education. Please ask for the training manual developed for the training.
- What type of exposure did you provide to the students about civic education concept and practices? What was the gender ratio and age mix of students provided with exposure?
 - **Note:** Probe about the methodology adopted for students’ exposure to civic education.
- How was the lesson delivery been used as an important aspect of civic education? What kind of lessons was delivered at both districts? How were the civic education manual applied in schools?
 - **Note:** Probe about the weekly application of civic education manual in schools and ask for copy of civic education manual.
- What was the response of schools, CSOs and government authorities and receiving civic education material? Did you receive any positive or negative feedback? Did you get any formal notification from the authorities regarding civic education material?
 - **Note:** After how many attempts were the CYAAD’s staff members able to meet the government officials. A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- What kind of mentoring sessions were delivered to the teachers? And in your opinion how did it help the teachers’ in enhancing their capacity for civic education?
 - **Note:** Please ask for copy of mentoring sessions manual.

c. New Civic Education Model

- Can you briefly tell us about new civic education model?
 - **Note:** Ask for a copy of civic education model.
- Was the civic education model methodology adopted or improvised by CYAAD? Why was there a need to develop new civic education model?
 - **Note:** If the methodology was adopted, please probe about the source.
- Was this new model communicated to the government officials and communities? How was it communicated? How did you use CYAAD's new civic education model to influence decision makers?
 - **Note:** Was the idea of New Civic Education Model shared through a report in a conference, meeting or presented by a delegation)? Who did you present these findings to in the district/province? [Note: the designation of the official e.g. Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO)] Did CYAAD face any challenge in approaching the government officials?
- Did you share the idea of New Civic Education Model with elected representatives? Were the elected representative (MPA or MNA) from the government or opposition? Did you face any challenge in approaching the elected representative?
 - **Note:** A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- With the new civic education model, How were the teachers and students engaged in it? What themes were used for lesson delivery?
 - **Note:** e.g., leadership conflict, dialogue and debate, right and responsibilities.

d. Formation of Joint Working Groups (JWGs) and Student Forums

- What was the Joint Working Groups? And how were they formed? What type of stakeholders was involved in JWGs?
- Which difficulties did you face for convincing community members to support CYAAD's JWGs? Did you face any resistance from locals and tribal elders for promotion of civic education and for supporting students in finalizing their social action projects?
- What was the purpose of establishing JWGs? Did it include members of the School Management Committee/Parent-Teacher Associations?
 - **Note:** Probe about the selection methodology for the selection of JWGs
- What were the Terms of Reference of the JWGs? How many times did the JWG meet?
 - **Note:** Probe about the location of the meeting. Were they held at CYAAD's office or at local vicinity? Collect meetings minutes, if possible.
- Did the JWGs directly interact with the Local Government Authorities/Officials/Elected Representatives for improving civic education at two districts? How many notifications were received for recognition of JWGs by district authorities
- What were the social action projects? What were the topics identified by JWGs for collective social action of community? How did the JWGs contribute in launching social action projects?
 - **Note:** Please ask for any material on social action projects.
- Did the JWGs share the findings of their consultation with Community Members/Government Officials/Elected Representatives/Project Staff/Students?
 - **Note:** Did the project use the JWG's findings for advocacy with relevant officials?
- How was student forum established? What was the methodology used for student forum? What was the purpose to form student forums?
 - **Note:** Probe about the participants who opted to participate in student forums.

- Did any member drop out from JWG or student forums? Please explain the reason for dropping out.
- Did JWG or student forum face any challenges or hurdles while conducting activities?

e. Social/Youth Action Projects

- Who designed the social action projects? What themes were adopted for the projects? Who were engaged in these projects?
- What role did the JWG and communities played in social action projects?
- Did CYAAD communicated to the authorities, government officials, elected representatives about the social action projects? What was the response given by them?
 - **Note:** Probe about any formal notification for endorsing the social action projects.
- How many MOU's and declarations were signed with the education authorities? Did it benefit CYAAD's project in any way?
- Which government officials did CYAAD approach at the provincial and district levels? Did they approach district level departments? Was their response positive? What role did the authorities play in CYAAD's project?
 - **Note:** In case of a positive response, check if there was a formal or informal response by the elected representative/s
- Which elected representatives did CYAAD approach at the provincial levels? Was their response positive?
 - **Note:** In case of a positive response, check if there was a formal or informal response by the elected representative/s
- How has social action projects helped in enhancing collaboration among educational authorities, youth, government, civil society and local leaders?
 - **Note:** In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting

f. Advocacy at UC, Village, District and Provincial Level.

- What was the result of *Scalable Civic Education and Engagement Program*? Did it lead to any policy, legislative or administrative change?
- Did CYAAD's project improve interaction among teachers, students, relevant government department and stakeholders on social issues? How was the interaction improved?
 - **Note:** In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting
- How was there increased identification and resolution of social issues? What methodology was used to identify the issues?
 - **Note:** Please collect evidence
- Which elected representatives did CYAAD approach? Were they from the government or opposition? Was their reply affirmative?
 - **Note:** In case of an affirmative reply, collect evidence
- How did CYAAD distinguish between lobbying and advocacy?
 - **Note:** Follow up question based on JWG and student forums
- Are there any other organizations in education doing work similar to CYAAD's model? If yes? Did CYAAD collaborate with them?
- What measures were taken for sustainability beyond the life of the project? Is it still functional?

Focus Group Discussion with JVGs and Teachers

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIT, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

1. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of CYAAD? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with CYAAD?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project? Has the civic education been increased due to this intervention by CYAAD?
- What is the current situation after CYAAD's intervention?

Specific Questions:

a. Situational Analysis:

Do you think there was a need for CYAAD's Civic Education model? What are your views on its effectiveness? Is there anything which makes difficult to adopt this model? (Note: adoption by the government)

b. Training of Teachers:

- Did the trainings by CYAAD on civic education assist you? How were you trained on advocacy activities for Civic Education model?
- How did the training tools help you contribute to improving education sector governance in your district/village?
- Did you get any training manual? If yes, how did it help you understand and tackle core education issues in your district/village?

c. Role of Joint Working Groups:

How were you involved in social action project?

d. Advocacy and Lobbying with the Relevant Authorities

- Who did you engage with the concerned authorities and decision-makers? [Note: Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO), Member Legislative Assembly (MLA)] What was their response?
- What change did you see in the state of young students' education after the establishment of civic education model?
- What were the challenges regarding young students' education in your district? How did you tackle those challenges?
- What challenges did you face while approaching the relevant officials for the advocacy of civic education?

e. Miscellaneous

- Do you think such initiatives can be successful in other districts?
- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from CYAAD?

b. Establishment of Civic Education Model

- What is your perception of civic education model? Was the idea shared with you or your staff? What are your views on its effectiveness?

c. Joint Working Groups

- Were you approached by the Joint Working Groups (JWGs) for the uptake of the Civic Education Model in Quetta and Loralai?
- Were you approached by the CYAAD for the uptake of the Civic Education in Schools?
- Do you think this project is a success? Can it be replicated in other districts of Quetta for the betterment of young students' education?

d. Advocacy and Lobbying

- How did you respond to the demands raised by JWGs/Students Councils/Project Staff demands of Civic Education?
- Why did you support the initiative of civic education model?
- Which issues were highlighted by JWGs about education in district Quetta/Loralai through the seminars/meetings you may have attended? And what was your response?

e. Miscellaneous

- Did you issue any notification/directives in response (to the advocacy for Civic Education in Quetta and Loralai)?

ISAPS

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with GINI? Were you directly or indirectly involved in implementing the project “*Citizen’s Voice and Public Accountability in Mainstreaming Children with Physical disability through access to quality education*”?
- What were the main hurdles in implementing the project and what were the mechanics used to cope with those challenges?

b. Base-line Research

- How was the research carried out to devise a mechanism to introduce broadening access to better quality education for children living with physical disabilities in Punjab? Kindly elaborate?
 - Note: Please ensure that the discussion is related and restricted to the baseline survey and research components.
- How the stakeholder prospecting has been done for the baseline survey conducted? And what methodology was used in identification, classification and qualifications for the incumbency?
 - Note: This will entail the design and methodology of the baseline survey conducted.
- Can you comment on the designing of survey forms for the baseline studies? Also explain the three modules of the survey forms.
- How the literature review/public expenditure review took place? And what methodology was used to understand the dynamics of planning and expenditure of government taken on board.
- What inspired GINI to take this initiative, shaped as a community-led moment backed by legislators?
 - Note: This will serve as validating tool for the theme of the project as well as objective/goal of the project.
- Have you coordinated with stakeholders at the inception phase to introduce, solicit input, and ensure support and participation?
- What was the gender ratio of the FGDs you conducted with educationists at the inception phase of the project? And how many FGDs were conducted?
 - Note: A formal response can be the process, methodology and criteria as well as number of FGDs conducted.
- How was the selection and training of Enumerators for baseline survey of 600 CLWPDs conducted? And what was the training and IEC material used for training?
 - Note: In affirmative response, you will get the methodology with exact locations of training and also provide documentary evidence to the question.

c. Stakeholders Dialogues and Network Establishment:

- What was the main aim and purpose of the stakeholders’ dialogue? And what was the composition of these dialogues? (Parents of CLWPDs, teachers, community elders)
 - Note: To probe into the consultation process and collection of citizen’s voice and support for the project.

- How the findings and recommendations from the Stakeholders dialogue utilized in coordination and advocacy with the legislators ahead in each district?
- Note: Were the findings shared through a report in a conference, meeting or presented to a delegation?
- Did you share the findings of baseline survey, stakeholders' dialogues with elected representatives? Were the elected representative (MPA or MNA), from the government or opposition? Did you face any challenge in approaching the elected representative?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting.
- What response did you receive from concerned authorities against the evidence based research followed by Provincial Advocacy Networking and evolving of participatory bill of rights? Did GINI receive any formal or an informal response from the elected representatives? What was the response?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting.
- Did GINI engage with active public representatives, political leaders in respective districts to disseminate the findings and encourage them to speak for this initiative?
 - Note: To gauge the political leadership's participation with respect to public demand.
- Did the engagement with MPAs and Political leaders help the community?
 - Note: To probe into the technical assistance provided to citizens to develop public engagement to decision makers

d. Media Advocacy, Capacity Building, Bill of Rights and District Mobilization Workshops:

- Did GINI conduct any media workshop or capacity building training for media correspondents for effective Media Advocacy of the project?
 - Note: To build Media understanding of the education issues of the respective districts
- In how many rounds the district mobilization workshops were conducted in respective districts? And what was the outcome of these workshops?
- Did participated audience devise any action? And has any consensus been built? What was the impact of the workshops?
 - Note: These workshops allowed thorough discussion, on each point of Bill of Rights. Participation was made by right-holders and duty-bearers.
- What was the medium of language/s of the training?
 - Note: Probe if the training was conducted by a staff member or an expert
- What was the positive impact of the Workshops and Advocacy sessions? Did they propose any policy reforms ensuring sustainability and effective implementation of commitments?
- How many news items, media reports were published by media personnel and what was the response of public officials or elected representatives?
- How did GINI foresee the concept of Political Leadership support for the initiative? Was it adopted or improvised?
- What was the Mechanics for the communal advocacy? Was that rooted at both capacity and resources?
- How do you think that the training for the general school teachers and Special school teachers imparted pedagogical knowledge and skills for CLWPDs?
- Did you attend any meeting/s of the network in any of the four districts? How was the Bill of rights debated over by the stakeholders? And what impact it had over the education department hierarchy and Political leadership? Please briefly comment

- Note: This is to gauge the interest of the Political leadership in Education as a priority.
- Have any of the meaningful steps been taken up by the policy makers to accommodate inclusive education in Punjab, subsequent to your advocacy?
 - Note: In case of an affirmative reply, collect evidence. The evidence may be in form of a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice.
- Was the evolving participatory bill of rights introduced any policy reforms in accordance with the aspirations and needs of the CLWPDs?
- What lessons have been learnt by GINI as an implementing organization, till the compilation of the end line survey report for this project?
 - Note: Follow up question based on Participatory approach for reforms, Collective Voice for Community and Involvement of Parliamentarians in Project Activities.
- Are there any other organizations in education sector, doing work similar to GINI's model? If, yes? Did you collaborate with them?

Focus Group Discussion with Stakeholders

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

1. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of GINI? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with GINI?
- When and how did you hear about this initiative?
- How do you think the Children with disabilities benefitted and got access to quality education in aftermath of this initiative?
- What is the current situation after GINI's intervention? Did it contribute enough in aliening the discrimination in provision of education to Children with Disabilities?

Specific Questions:

a. Baseline Research:

- Have you heard of any survey conducted by GINI at your district for raising voice to provide education to Disabled Children? What are your views on their effectiveness? Is there anything which makes it difficult to adopt? (Note: adoption by the government)
- How many of you have participated in District Mobilization workshops or Advocacy Seminars organized by GINI for this particular project?

b. Network Establishment and Advocacy Workshop:

Have you heard of/seen GINI's establishment of Network for Advocacy on Education reforms? What are your views on their effectiveness? Were you part of any consultation exercise, consultative session conducted in line with research for the development?

c. Bill of Rights:

- Have you been involved in any of the sessions, Advocacy seminars, organized in line with the evolving of bill of rights?
- How beneficial were the briefings in linking civil society and community with the Policy makers to highlight the issues in access of primary and secondary education for CLWPDs?
- Do you think that the enrolment rate of CLWPDs increased in mainstream school after this intervention?
- Did you get any training manual? If yes, how did it help to understand the core issues of the disabled child in acquiring the mainstream school education?

d. Advocacy and Capacity Building of Teachers:

Do you think that GINI gained ample success in providing main stream school to the disabled children after this intervention's advocacy and capacity building trainings and workshops?

e. Policy Meetings of Legislators and Network Members:

- Did you attend any debate or sensitization meetings? If yes, how did you benefit from it and did you raise any pertinent issue with regard to education of your respective district?
- Were you provided any booklets and information tools (IEC Material) for informed advocacy? If yes, please name them?

f. Miscellaneous

Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from GINI?

Note: the organization head, Citizen Groups, Project staff

b. Baseline Research and Surveys:

- What is your perception of baseline survey conducted by GINI to identify the number of CLWPDs? Were they shared with you or your office?
- How do you foresee the contribution of GINI's established network of CSOs, CBOs, NGOs and Community teachers and its community led movement backed by legislators to bring disabled children AT PAR with other school going children in mainstream schools?

c. Bill of Rights:

- Have you heard of/seen GINI's bill of rights document? What are your views on its effectiveness? Is there anything which makes them difficult to adopt?
- Have you participated in any workshops, seminar or Policy Dialogue organized by GINI?

d. Teachers Training and Capacity Building:

- How do you foresee the impact of training for teachers and school staff to attain knowledge with regard to educating CLWPDs?
- How did you see the idea of bringing students with disabilities AT PAR with the normal children at mainstream schooling through this initiative?
- Do you think this project is a success? Can it be replicated in other districts of Punjab for generating public demand mainstream schooling for disabled children?

e. Political Leadership and Government Officials Support:

- Were you approached by the GINI to be part of this Project? If yes, In what capacity did you contribute in the Project?
- Have you heard/or seen any research findings regarding schooling, enrolment, dropout, retention rate of CLWPDs in Punjab?
- How do you think, Stakeholders Dialogue, Advocacy workshops, development of Bill of rights, Training and Advocacy seminars will contribute towards bridging the gap between normal children going to school and CLWPDs in attainment of education?

- Which issues were highlighted by community members' and journalists about education sector issues in access, quality and governance through the applications/through seminars you may have attended? And what was your response?

f. Miscellaneous

- Did you issue any notification/directives in response to the recommendations made by GINI's, through its advocacy seminars and Bill of rights?

SPARC

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with SPARC? Were you directly or indirectly involved in implementing the project “Communities Taking charge: “Bringing Quality Back into Primary Schools”?”
- Did you face any challenges in approaching the parliamentarians/duty-bearers? What was their general response to the intervention?

b. Situational Analysis

- What were the findings of the situational analysis? What were the primary reasons of the growth of private schools? What is the drop-out ration in public schools?
 - **Note:** Please ensure that the discussion is related and restricted to research study based on the gap of private and public schools.
- Can you share some example of those students who were withdrawn from public schools and enrolled in private schools?
 - **Note:** Please collect the research report along with the 10 case studies.
- How did you compile the information of public and private school in the each district? Did you sign a Memorandum/s of Understanding (MoU) with the Government and/or with private schools to collect information regarding private and public schools?
 - **Note:** Did you face any challenge regarding collecting the data of public schools?
- How inclusive were the Focus Group Discussions (FDGs) conducted for finalizing the research study? Did SPARC prepare specific/individual questionnaires for parents and children? Who prepared the questionnaires? Were these tools prepared by an external consultant?
- What was the general response of the Education District Officers of Bahawalpur and Multan regarding the study? Did they help in providing the relevant data? Did they cooperate in finalizing the research study?
 - **Note:** 20 Key Informant Interviews were conducted with the EDOs of Bahawalpur and Multan districts.
- What was the gender-ratio and age-mix of the Focus Group Discussions (FDGs) conducted for the research study?
 - **Note:** 32 FDGs were conducted in each district with fathers and mothers. If the project staff is aware about the exact number, please collect evidence and also collect the research tools. Probe about the methodology adopted for including women in the FDGs
- How were the findings of the research study communicated to the duty-bearers (including government officials and elected representatives)?
- Were the findings of the research study communicated to the parents and the community members?

- **Note:** What was the general response by the community members and the parents? How did it help in forming the community advocacy groups?

c. Formation of Community Advocacy Groups (CAGs)

- What role has the CAGs performed for the improving in the current state of public sector schools in the both districts? What was the selection criterion for the selection of Community Advocacy Groups (CAG)? What was the gender ratio of these advocacy groups?
 - **Note:** Ask a corresponding question about the composition of the community advocacy groups? (There were a total of 32 CAG members -- 16 in Multan and 16 in Bahawalpur)
- How the CAGs have been empowered and linked with school management committees and what kind of the role and responsibilities perform by the both for improving the poor state of primary public schools? How did you build the capacity of both CAGs and the SMCs?
 - **Note:** Do probe the numbers of CAGs and SMC members. How many people have been trained and performed their role being the watchdog?
- How many schools have been visited by the CAGs members and what kind of the problems were identified by them? Can you explain any example of CAGs advocacy efforts improved the state of public schools?
 - **Note:** 383 children were enrolled in Bahawalpur due to the efforts of CAGs. Do ask How do they convince and what is the current state? What kind of the advocacy initiatives were taken by the CAGs member and the SMCs?
- How effectively the CAGs highlighted the issues of primary public school and engaged government stakeholders for resolving those issues?

d. Arrangement of *Katecheries* and Public meetings

- How many *katecheries* and public meeting have been arranged and how effective were they in influencing the decision of duty-bearers for improving the existing situation of primary schools?
 - **Note:** Do probe for the people participation. How many people have been the participated in those meetings and what kind of the response did they get from the education representatives?
- Can you explain about the multiple complaints that were lodged by the parents and community members in the *katechries*, public meetings and what was the response of the education representatives for addressing those issues?
 - **Note:** Please do ask the corresponding question. What were the main complaints and what kind of the commitment have been made by the school facility representatives for providing the missing facilities? How many complaints have been addressed at that time and afterwards?
- How helpful were those meetings (public hearing and *katechries*) in building linkages between the duty-bearers and the community members?
- Can you explain about the charter of demand that was designed to serve a basis for advocacy? How those demands have been communicated to elected representatives and duty bears?
 - **Note:** Please do probe with more questions. What were the demands and What response did they receive by the elected representatives and duty-bearer for fulfilling those demands? Did you get any endorsement from duty-bearers?

e. Media engagement

- How important role have been played by media in uplifting the state of the primary public schools? How did you engage media personnel with the community members to undertake the fact findings mission?

- **Note:** Probe about the performance and cooperation of electronic and print media. Also asked about the three PSM and the documentary those were developed for advocacy purposes.
- How effective was the media engagement in highlighting the plight of public schools and explaining their challenges? Was the media advocacy were helpful to influence the decision makers for addressing the issues of public schools?

f. Advocacy at District and Provincial level

- What was the result of the advocacy efforts have been done by the CAGs members for uplifting the state of Public schools? What was the response of elected representative at district level? Did they take any action against the complaints of the community members?
 - **Note:** if the answer is yes than probe for examples.
- Was the Charter of Demands presented to the Government/Elected Representatives? What was their response?
- How did you engage the provincial parliamentarian and the member of standing committees? Did they participate in provincial seminar or you had one to one meetings?
- What was the response of the parliamentarian on the research study and did they commit any thing for addressing the issues of primary public schools?
- Have you received any endorsement on the charter of demand from any Elected Representative/Government Official?
- Which government officials did SPARC approach at the provincial and district levels? Did they approach district level departments? Was their response positive?
 - **Note:** In case of an affirmative reply, collect evidence
- Which elected representatives did SPARC approach? Were they from the government or opposition? Was their reply affirmative?
 - **Note:** In case of an affirmative reply, collect evidence

Focus Group Discussion

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General

Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIT, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

1. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of SPARC? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with SPARC?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project? Has the state of primary public schools improved with this initiative? Have you seen the increased enrolment in public schools?
- What is the current situation of public school after the SPARC intervention?

Specific Questions:

a. Situational Analysis on the exodus of student from Public to private schools:

- What were the reasons behind the growth of private schools? What were the gaps identified between the private and public schools?

b. Formation of Community Advocacy Groups:

- How you have been engaged in the project activities? What roles have been performed by you being the member of CAGs?
- How the trainings did help you in defining your roles and responsibilities?
- Did you get any training manual? If yes, how did it help in understanding the gap in public sector schooling?

c. Advocacy and Lobbying with the Relevant Authorities

- How did you engage with the concerned authorities and decision-makers and the community members? Have you attended katecheries and public hearing?
- How many complaints were lodge by you in those meetings? What response did you receive from the government representatives?
- How do you see the role of media in highlighting the issues and challenges of public school?
- Do you think that media played an effective role in improving the state of primary public schools?
- Have you been the part of fact finding mission and visited the school of both districts?
- What was the charter of demand? Have you presented the charter of demand to decision makers? Do they commit any thing or endorse your recommendations?
- What challenges did you face while approaching the relevant officials for bridging the gap between private and public schools?

Miscellaneous

- Do you think such initiatives can be successful in other districts?
- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. **General Questions**

- What do you know about the project?
- Who did you meet from SPARC? (Note: the organization head, CAGs member, project staff)

b. **Research Analysis on Private and Public School:**

- What do you say about the research study and the reason they have identified for the Exodus of student from public to private school?

c. **Community Advocacy Groups**

- Were you approached by the CAGs for improving the state of primary public schools? Have you been participated in kacheires and public hearing?
- Were you approached by the journalists for uplifting the state of primary public schools?
- Do you think this project is a success? Can it be replicated in other districts of Punjab for improving the state of public schools?

d. **Advocacy and Lobbying**

- How did you respond to the demands raised by CAGs and community members and parents?
- What were the main complaints of the people regarding the services of primary public schools? What was your response? Have you addressed those issues?
- What was the Charter of demand? Did you endorse their recommendation for uplifting the poor state of primary public schools?

e. **Miscellaneous**

- Did you issue any notification/directives in response (to the advocacy bridging the gap between private and public schools)?

AMDO

Meeting with Project Staff

Name of Researcher: _____

Place: _____ Venue: _____

Date: _____

General Remarks:

a. Introductory Questions

- How long have you been working with AMDO? Were you directly or indirectly involved in implementing the project “Education is My Right (Girls Education)” in Dera Ghazi Khan?
- What were the main hurdles in implementing the project and what were the mechanics used to cope with those challenges?

b. Situational Analysis

- How was the policy analysis conducted? What was the outcome? Please elaborate.
 - Note: Please ensure that the discussion is related and restricted to the situational analysis
- How were the stakeholders involved in conducting the policy analysis for oversight and facilitation of reforms?
 - Note: Please ask a corresponding question regarding the recommendations of the policy analysis.
- Which issues did you identify in situational analysis on child dropout ratio?
- What internal and external forums were used for policy analysis?
 - Note: If the project staff is aware about the number of forums and its details, please collect evidence. Probe about the methodology adopted for situational analysis.
- What inspired AMDO to conduct situational analysis for policy recommendations?
 - Note: AMDO used internal, external forums. Please ask for evidence.
- What was the basis for collective action report?
- What were the deficiencies identified in collective action report in budgetary and administrative procedures? Did the government uptake those recommendations presented in collective action report? What evidence was provided during the research?
 - Note: Please ask for evidence of the recommendations presented to the government.
- Did the government easily understand the collective action report?
 - Note: What was the general response by the government officials? Were they able to use the information in their policy recommendations?

c. Policy Analysis

- Was the policy analysis methodology adopted or improvised by AMDO?
 - Note: If the methodology was adopted, please probe about the source.
- How the recommendations were communicated to the government officials?
 - Note: Were the findings shared through a report in a conference, meeting or presented by a delegation)? Who did you present these findings to in the district/province? [Note: the designation of the official e.g. Secretary, Additional Secretary, Education District

Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO)] Did CGPA face any challenge in approaching the government officials?

- Did you share the findings of the policy analysis with elected representatives? Were the elected representative (MPA or MNA) from the government or opposition? Did you face any challenge in approaching the elected representative?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- What response did you receive from concerned authorities against research analysis of administrative and budgetary procedures? Did AMDO receive a formal or an informal response from the government? What was the response?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting.)
- How did the collective action report work as the basis for advocacy efforts? How were these efforts carried out? What practical recommendations were gathered during the research?
 - Note: In AMDO's policy analysis, they have presented practical recommendations for removing administrative and budgetary hurdles.

d. Development and Training of Education Planning Working Group (EPWG)

- How did AMDO select EPWG? Were the members of EPWG working directly or indirectly in education sector? Were there any members who were not willing to join the group?
 - Note: Probe about the selection methodology for the selection of members for EPWG
- How many members was part of the EPWG? How many sessions were held of EPWG? Where were these meetings held mostly?
 - Note: Probe about the location of the meeting. Were they held at AMDO office?
- Did the EPWG's members devise an action advocacy plan during the training sessions held in Dera Ghazi Khan? What was the impact of the training?
 - Note: The EPWG worked as an advisor to the district government for enhanced administrative management and better aligned budgetary allocations. (If possible, please ask for the media coverage for the EPWG. Also seek for the names of the members of the group)
- After the meetings and awareness sessions of EPWG, did the EPWG itself hold any of the sensitization and awareness meetings with stakeholders (including community, children club, school management and local government representatives)
 - Note: Probe about the number initially shortlisted, and the total number of participants appearing during the awareness sessions
- What was the medium of language/s of the training?
 - Note: Probe if the training was conducted by a staff member or an expert
- Did any member of the group drop out of the training?
 - Note: Probe about the participants who opted to drop-out of the training sessions.
- How did the EPWG aid in the removal of administrative and procedural hurdles in the way of reforms implementation?

- How did EPWG monitor the progress in budgetary procedures and administrative management? What measures were taken to make this EPWG sustainable beyond the life of the project? Is it still functional?
- Did you face any challenges while imparting the training session? If yes, what were those challenges
 - Note: Balance between competition and collaboration

e. Formation of Student Club

- How did AMDO envisage the concept of student club? How were the members of student club selected?
- How did AMDO help in increasing the enrolment and retention of children in schools specially enrollment of girls' in schools?
- What role did AMDO play in decreasing the girls' dropout ratio, violence cases in schools? How did AMDO come to know about the violence cases in schools? And what steps were taken to deal with those cases?
- How was the school clubs involved in AMDO's project activities?
- What was the general response of the provincial government, district government and schools regarding the EPWG and student clubs? Did they find it practical? What were the issues flagged by them?
- Have any of the recommendations been taken up by the government (provincial, district or schools)?
 - Note: In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting

f. Advocacy and lobbying with the government for access to and improvement of quality education in Dera Ghazi Khan.

- What was the result of the advocacy related work? Did it lead to any policy, legislative or administrative change?
- Which government officials did AMDO approach at the provincial and district levels? Did they approach district level departments? Was their response positive?
 - Note: In case of an affirmative reply, collect evidence
- Which elected representatives did AMDO approach? Were they from the government or opposition? Was their reply affirmative?
 - Note: In case of an affirmative reply, collect evidence
- How did AMDO distinguish between lobbying and advocacy?
 - Note: Follow up question based on the awareness sessions
- Are there any other organizations in education doing work similar to AMDO's model? If yes? Did AMDO collaborate with them?

Focus Group Discussion with CSO Network

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

a. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of AMDO? Have you also volunteered for other Community Based Organizations
- How long have you known/associated or interacted with AMDO?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project?
- What is the current situation after AMDO's intervention?

Specific Questions:

b. Collective Action Report:

- Have you heard of/seen AMDO's Collective Action Report? What are your views on the recommendations and their effectiveness? Is there anything which makes them difficult to adopt? (Note: adoption by the government)

c. Policy Analysis:

d. Development and Training of Education Planning Working Group (EPWG):

- Did the trainings by AMDO to monitor progress of administrative management assist you? How were you trained on advocacy activities for improved budgetary procedures and administrative management in education sector?

- How did the training and social accountability tools help you contribute to improving education sector governance in your district?
 - Did you get any training manual? If yes, how did it help you understand the core education issues in your district?
- e. Developed Student Clubs:**
- How did you contribute to developing student clubs? Is it still in place or adopted by any public or private school? What are your views on student clubs?
- f. Advocacy and Lobbying with the Government for Improving Access and Quality of Education**
- Did you attend any awareness or sensitization meeting? If yes, how did you benefit from it?
 - Were you provided budget booklets and information tools for informed advocacy? If yes, please name them?
 - How do you see the role of your group? Is it functional and in what way is it beneficial for education sector in your district?
 - Who did you engage with the concerned authorities and decision-makers? *[Note: Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO), Member National Assembly (MNA), Member Provincial Assembly (MPA)]* What was their response?
- g. Miscellaneous**
- How did the project help in improving access and quality of education specially girl's education, in your district?
 - Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from AMDO? (*Note: the organization head, EPWG, project staff*)

b. Education Planning Working Group (EPWG):

- What is your perception of working of EPWG? Is it effective in improving the performance of education department?

c. Policy Analysis:

- Have you heard of/seen AMDO's policy analysis documents? What are your views on their effectiveness? Is there anything which makes the recommendations difficult to adopt?
- Does the government think the recommendations of collective action report can help in improving the existing mechanism of governance? How can it help school management?
- Do you think this project is a success? Can it be replicated in other districts of Punjab for transparent, accountable and effective education sector?

d. Advocacy and Lobbying with the Government

- Were you approached by the EPWG and did it aid in the removal of administrative and procedural hurdles in the way of reforms implementation?
- How did policy analysis recommendations and EPWG's involvement contribute to improving budget procedures and administrative management in education sector?
- Which issues were highlighted by community members, EPWG's and student clubs about education sector through the applications/through seminars you may have attended? And what was your response?

e. Miscellaneous

- Did you issue any notification/directives in response to the recommendations made by AMDO's policy analysis recommendations?
- How do you think education, particularly girls' education has improved in Dera Ghazi Khan after AMDO's interventions?

KDA

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with KDA? Were you directly or indirectly involved in implementing the project “Social Accountability Initiative for Social Service Delivery (SAISSD)”?
- Did you face any challenges in implementing the project activities?

b. Situational Analysis

- What is the status of education in districts of upper Sindh after implementing the project? Kindly elaborate?
 - Note: Please ensure that the discussion is related and restricted to the Survey.
- What were the major findings of the baseline survey? How did the survey help KDA framework in subsequent set of activities? Was the survey conducted by an external consultant?
 - Note: Please collect a copy of the baseline survey report. Also check if KDA prepared an advocacy /action plan for the action on activities (please ask for the advocacy/work/action plan, if any)
- Did you find any gaps in the baseline research regarding education in Sindh? Kindly elaborate?

c. Formation of Informal Community Based Network (TCLs and DSCs):

- How many members was part of the informal community based network?
- What was the gender-ratio and age-mix of the informal community based network?
 - Note: If the project staff is aware about the exact number, please collect evidence.
- Did any training was given to the members of informal community based network?
- What was the medium of language/s of the training?
 - Note: Probe if the training was conducted by a staff member or an expert.
- Did any member of the network drop out of the training?
 - Note Probe about the participants who opted to drop-out of the training sessions. Were they from the civil society, bar associations, media, etc.
- Did you face any challenges while imparting the training session? If yes, what were those challenges?
 - Note: What was the general response by the community members? Were they able to use the information in their advocacy meetings?

d. Increasing Awareness among Citizens through Awareness Sessions and Social Media:

- What methodology was adopted to increase awareness among citizens?
 - Note: If the methodology was adopted, please probe about the source.
- Did KDA organize any session with the community? If yes, then what was the gender ratio of male and female in the sessions?
- Did the brochures/pamphlets were distributed in the community awareness sessions?
- What were the key public service messages of social accountability of Government service provider departments broadcasted on FM Radio?

e. Capacity Building of media persons, CSOs and Officials:

- How did KDA select the civil society organizations, Media persons and officials on RTI for trainings? Were the CSOs working directly or indirectly in education sector? Were there any CSOs who did not join the network?
 - **Note:** Probe about the selection methodology for the selection of CSOs, media persons and officials for the network
- How many member organizations, media persons and officials was part of the network? How many meetings were held of the network? Where were these meetings held mostly?
 - **Note:** Probe about the location of the meeting. Were they held at KDA office, bar association office or press club
- How many RTI requests were filed by CSOs and journalists and what was the response of government officials?
- What measures were taken to make this network sustainable beyond the life of the project? Is it still functional?
- Did you face any challenges while imparting the training session? If yes, what were those challenges?
 - **Note:** Balance between competition and collaboration

f. Advocacy through Civic Engagement:

- What was the result of *Advocacy Campaign through civic engagement in Districts of Upper Sindh*? Did it lead to any policy, legislative or administrative change?
- To what extent the linkages between TLCs/DSCs and Govt: Line departments have strengthened through this advocacy campaign?
- What was the response of the government officials?
- Which elected representatives did KDA approach? Were they from the government or opposition? Was their reply affirmative?
 - **Note:** In case of an affirmative reply, collect evidence
- Are there any other organizations in education sector doing work similar to KDA's model? If yes? Did KDA collaborate with them?

Focus Group Discussion with CSOs Network

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of KDA? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with KDA?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project? Has the education in your vicinity increased due to this intervention by KDA?
- What is the current situation after KDA's intervention?

Specific Questions:

a. Situational Analysis:

Have you heard of KDA's baseline survey?

b. Development and Training of CSOs, Media Persons

- Did the trainings by KDA assist you? How were you trained on advocacy activities for improving education?
- How did the training and social accountability tools help you contribute to improving education sector governance in your district/village?
- Did you get any training manual? If yes, how did it help you understand and tackle core education issues in your district/village?

c. Advocacy and Lobbying with the Relevant Authorities

- Who did you engage with the concerned authorities and decision-makers? *[Note: Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO), Member Legislative Assembly (MLA)]* What was their response?
- What change did you see in the state of education after the project intervention?
- What were the challenges regarding education in your district? How did you tackle those challenges?
- What challenges did you face while approaching the relevant officials for the advocacy of RTI and Education?

d. Miscellaneous

- Do you think such initiatives can be successful in other districts?
- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from KDA? (*Note: the organization head, TLC/DSC member, project staff*)

b. Informal Community Based Networks

- Were you approached by the informal community based network (TLCs/DSCs) for the improvement of education in Upper Sindh districts?
- Were you approached by the KDA for improvement of education Upper Sindh Districts?
- Do you think this project is a success? Can it be replicated in other districts of Sindh for the betterment of education?
- How did you respond to the demands raised by Informal Community based network of education?
- Which issues were highlighted by informal community based network about education in district Sindh through the seminars you may have attended? And what was your response?

c. Miscellaneous

- Did you issue any notification/directives in response (to the advocacy for education In Upper Sindh Districts?)

CGPA

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with CGPA? Were you directly or indirectly involved in implementing the project “Improving Social Accountability in Education Sector in Khyber Pakhtunkhwa”?
- Did you face any challenges in implementing the project activities due to the security situation in KP? And how did you cope with the situation?

b. Community Scorecards Survey

- Did you find any gaps in the research regarding education sector budgeting in Khyber Pakhtunkhwa? Kindly elaborate?
 - Note: Please ensure that the discussion is related and restricted to the Community Scorecards Survey.
- Did you involve Parent-Teachers’ Association (PTAs) in the research survey?
- Note: It is important to activate the PTAs. Please ask a corresponding question regarding the recommendations of the Community Scorecards Survey – regarding establishing of parallel structures
- How inclusive were the Focus Group Discussions (FDGs) conducted for finalizing the community scorecards?
 - Note: A two-stage random sampling method was applied for the selection of locations in Charsadda and Nowshera. Participants of CSC included parents, students and teachers on the demand side, while on the supply side; participants were comprised of teachers and education department.) Were there some people who participated in more than one Focus Group Discussion (FDG)?
- What was the gender-ratio and age-mix of the Focus Group Discussions (FDGs) conducted for the community scorecards?
 - Note: If the project staff is aware about the exact number, please collect evidence. Probe about the methodology adopted for including women in the FDGs
- What inspired CGPA to design the category for the community scorecard
 - Note: CGPA used three broad categories viz. availability, accessibility and quality)
- How was the community scorecards’ findings communicated to the duty-bearers (including government officials and elected representatives)?
 - Note: After how many attempts were the CGPA’s staff members able to meet the government officials/MPAs
- What was the government’s response on the community scorecards? Did CGPA receive a formal or an informal response from the government? What was the response?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- Did the community members easily understand the concept of community scorecard?

- Note: What was the general response by the community members? Were they able to use the information in their advocacy meetings?

c. District and Provincial Budget Analysis

- Was the budget analysis methodology adopted or improvised by CGPA?
 - Note: If the methodology was adopted, please probe about the source.
- How the findings were communicated to the government officials?
 - Note: Were the findings shared through a report in a conference, meeting or presented by a delegation)? Who did you present these findings to in the district/province? [Note: the designation of the official e.g. Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO)] Did CGPA face any challenge in approaching the government officials?
- Did you share the findings of the district and provincial budget analysis with elected representatives? Were the elected representative (MPA or MNA) from the government or opposition? Did you face any challenge in approaching the elected representative?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- What response did you receive from concerned authorities against in-depth research analysis of district and provincial budget? Did CGPA receive a formal or an informal response from the government? What was the response?
 - Note: A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting.)
- Did CGPA advocate school based budget allocation as one of its recommendations of the budget analysis?
 - Note: In CGPA's budget analysis recommendations, they have recommended for decentralization of budget. Generally, the budget allocations are made district-wise)

d. Development and training of CSO networks on education budgeting

- How did CPGA select the civil society organizations for trainings? Were the CSOs working directly or indirectly in education sector? Were there any CSOs who did not join the network?
 - Note: Probe about the selection methodology for the selection of CSOs for the network
- How many member organizations were part of the network? How many meetings were held of the network? Where were these meetings held mostly?
 - Note: Probe about the location of the meeting. Were they held at CPGA office, bar association office or press club
- Did the network's members devise an action advocacy plan during the training sessions held in Nowshera and Charsadda? What was the impact of the training?
 - Note: The civil society organizations raising demands based on evidence/data for their interventions; Media reporting on education budget has improved (if possible, please ask for the media coverage by the network members. Also seek for the names of the members of the network)
- After the two trainings, did the network itself hold any of the sensitization and awareness meetings with stakeholders (including PTAs, other CSOs, journalists, bar association members and local government representatives)
 - Note: Probe about the number initially shortlisted, and the total number of participants appearing during the training sessions
- What was the medium of language/s of the training?

- Note: Probe if the training was conducted by a staff member or an expert
 - Did any member of the network drop out of the training?
 - Note: Probe about the participants who opted to drop-out of the training sessions. Were they from the civil society, bar associations, media, etc.
 - How many RTI requests were filed by CSOs and journalists and what was the response of public officials?
 - What measures were taken to make this network sustainable beyond the life of the project? Is it still functional?
 - Did you face any challenges while imparting the training session? If yes, what were those challenges
 - Note: Balance between competition and collaboration
- e. Conceptualized and developed School Based Management Model**
- How did CGPA envisage the concept of school based management model? Was it adopted or improvised?
 - Did CGPA pilot this model in any of the schools in Charsadda or Nowshera?
 - How did CGPA incorporate the international best practices in the school based management model?
 - Note: As the population of Indonesia, Philippines and USA are not heterogeneous, how did CGPA improvise and link it up with the local context
 - Were there any weaknesses identified in the school based management model developed?
 - What was the general response of the provincial government, district government and schools regarding the recommendations of the school based management model? Did they find it practical? What were the issues flagged by them?
 - Note: What are the constraints – rules' based, resource based or both
 - Have any of the recommendations been taken up by the government (provincial, district or schools)?
 - Note: In case of an affirmative reply, collect evidence. The evidence may be in form a formal response that can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting
- f. Advocacy and lobbying with the government for transparency in KPK education budgeting and uptake of the School Based Management Model.**
- What was the result of the transparency related work? Did it lead to any policy, legislative or administrative change?
 - What was the nature of RTI requests lodged by citizens? How many of these RTI requests were addressed? How many RTI requests were lodged by the CSOs network formed under the project? How many of these requests were addressed?
 - Which government officials did CGPA approach at the provincial and district levels? Did they approach district level departments? Was their response positive?
 - Note: In case of an affirmative reply, collect evidence
 - Which elected representatives did CGPA approach? Were they from the government or opposition? Was their reply affirmative?
 - Note: In case of an affirmative reply, collect evidence
 - How did CGPA distinguish between lobbying and advocacy?
 - Note: Follow up question based on the training workshop
 - Are there any other organizations in education doing work similar to CGPA's model? If yes? Did CGPA collaborate with them?

Focus Group Discussion with CSO Network

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIT, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

a. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of CGPA? Have you also volunteered for other Community Based Organizations
- How long have you known/associated or interacted with CGPA?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project?
- What is the current situation after CGPA's intervention?

Specific Questions:

b. Community Scorecards Survey:

- Have you heard of/seen CGPA's scorecards? What are your views on their effectiveness? Is there anything which makes them difficult to adopt? (*Note: adoption by the government*)

c. District and Provincial Budget Analysis:

- Have you heard of/seen CGPA's district and provincial budget? What are your views on their effectiveness? Is there anything which makes them difficult to adopt? *(Note: adoption by the government)*

d. Development and Training of CSO Networks on Education Budgeting:

- Did the trainings by CGPA to monitor education budgets assist you? How were you trained on advocacy activities for transparent education budgeting?
- How did the training and social accountability tools help you contribute to improving education sector governance in your district?
- Did you get any training manual? If yes, how did it help you understand the core education issues in your district?

e. Conceptualized and Developed School Based Management Model:

- How did you contribute to developing school based management model? Is it still in place or adopted by any public or private school? What are your views on school based management model?

f. Advocacy and lobbying with the government for transparency in KPK education budgeting and uptake of the School Based Management Model:

- Did you attend any awareness or sensitization meeting? If yes, how did you benefit from it?
- Were you provided budget booklets and information tools for informed advocacy? If yes, please name them?
- How do you see the role of your network? Is it functional and filing the Right of Information requests for accountable and transparent education sector?
- Who did you engage with the concerned authorities and decision-makers? *[Note: Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO), Member National Assembly (MNA), Member Provincial Assembly (MPA)]* What was their response?

g. Miscellaneous

- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from CGPA? (*Note: the organization head, CSOs network, project staff*)

b. Community Scorecards Survey:

- What is your perception of scorecard survey on the performance of education department? Were they shared with you or your office?

c. District and Provincial Budget Analysis:

- Have you heard of/seen CGPA's district and provincial budget analysis documents? What are your views on their effectiveness? Is there anything which makes them difficult to adopt? (*Note: are they rule based or resource based*)

d. Conceptualized and Developed School Based Management Model:

- Does the government think the school based management can help in improving the existing mechanism of governance? How? Can it help PTCs?
- Do you think this project is a success? Can it be replicated in other districts of KP for transparent, accountable and effective education sector?

e. Advocacy and lobbying with the government for transparency in KPK education budgeting and uptake of the School Based Management Model:

- Were you approached by the CSO networks for the uptake of the school based management model?
- How did budget analysis and community perception contribute to increasing budget allocations for repair and maintenance?
- Which issues were highlighted by community members, journalists and CSO networks about education sector budgeting through the applications/through seminars you may have attended? And what was your response?

f. Miscellaneous

- Did you issue any notification/directives in response to the recommendations made by CGPA's community scorecards and budget analysis?

SDS

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with SDS? Were you directly or indirectly involved in implementing the project “*Helping Girls into Schools through Social Improvement and Advocacy in Dadu and Shehdakot*”?
- Did you face any challenges in implementing the project activities due to the security situation in Dadu and Shehdakot? And how did you cope with the situation?

b. Situational Analysis

- What is the status of girls’ education at primary level in district Dadu and Shehdakot? Kindly elaborate?
 - **Note:** Please ensure that the discussion is related to the campaign of SDS.
- Did you conduct any survey regarding the situation of flood affected schools? If yes, then what were the findings? How did the survey help SDS framework in the subsequent set of activities?
 - **Note:** Please collect copy of the survey report.
- How did you mobilize the community for the rehabilitation of the schools affected by the 2010 flood? What kinds of the initiative have been started by the SDS for mobilizing the community leaders, parents, and teachers?
- How many schools have been rehabilitated in the respective areas?
 - **Note:** What was the criterion for selection of the schools for rehabilitation?
- How were the findings of the survey communicated to the duty-bearers (including government officials and elected representatives)?
- **Note:** After how many attempts were the SDS staff members able to meet the government officials for the rehabilitation of schools and improving the enrollment of school in particular areas?
- What was the governments’ response on the situation of damaged schools? Did SDS receive a formal or an informal response from the government? What was the response?
- **Note:** A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting).
- Were the findings of the situational analysis survey communicated to the community members including teachers, parents and local community leaders?
- **Note:** What was the general response by the community members?

c. Community Mobilization

- What was the community mobilization strategy? How did you sensitize community regarding the importance of girl's education and school rehabilitation? What was their level of participation in the improvement of girls' education?
 - **Note:** Please ask about the details of mobilization strategy and also about the community response.
- How effective was the interactive theaters performances for mobilizing community to improve the performance of school in respective areas? What was their response and how did this step influence on their decision regarding the enrolment of girls in school?
 - **Note:** Please ask how helpful were the theater performance for improving the state of girls education particular area? Why people of that area were not giving preference to girl's education? Please also probe about the themes of the theaters performances?
- How did you link the importance of girls' education with school rehabilitation? Why people of Dadu and Shehdadkot did not focus on girls' education? What were the main reasons?
- Why did you organize the Mach kachehries in two districts? How helpful were the Mach kachehries in improving the enrollment of both girls and boys? Who have participated in Mach kachehries?
 - **Note:** Please ask about the participants(elected representatives, SMC members, teachers and parents) and their response for the improvement of education governance in respective area
- How did the Mach kachehries and advocacy efforts influence on the decision of community members and decision makers for the improvement of existing situation in schools?
- What kinds of the issues have been highlighted by the community members regarding the education of girls? Did they also highlight issues related to missing facilities of schools?

Capacity Building of Teachers and the SMCs

- How effective were the trainings of teachers and SMC members? How did it help in improving the performance of school in respective areas?
- Did you develop any module for trainings? Have you organized trainings for both the districts? How many teachers have been benefited from the trainings?
 - **Note:** If yes please ask for the module? Probe about the teachers performance after wards
- What kind of the trainings have been provided to children for participating in project activities?
- How effective were the training in improving the school level performance and increased enrollment?
 - **Note:** Please probe for the examples and enrollment rate of students specifically about girls.

f. Advocacy at District and Provincial Level.

- What were the results of *consultative sessions which have been conducted at both districts Dadu and shehdadakot?*
- What kinds of issues have been highlighted by the community members? What was the response of government officials and elected representatives?

- What was the response of the government representatives on the administrative issues? Did they take any steps for improving the existing situation? Did they endorse the community recommendations?
 - **Note:** In case of an affirmative reply, collect evidence
- How helpful were the consultative meetings and seminars in building the strong linkages among the community members, government officials and elected representatives?
 - **Note:** In case of an affirmative reply, collect evidence
- How effective were the provincial meeting in influencing the decision of policy makers? What kind of the policy level recommendations have been put forward? What was the response of the policy makers on those recommendations?
 - **Note:** Follow up question related to those suggestion and recommendations
- How helpful were the project advocacy efforts in improving the state of girls' education in respective areas? Kindly ask about the question of current situation.

Focus Group Discussion with Teachers, SMCs and Community Members

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

a. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of SDS? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with SDS?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project? Has the girls' education in your vicinity increased due to this intervention by SDS?
- What is the current situation after SDS intervention?

Specific Questions:

b. Situational Analysis (school rehabilitation and girls education):

- How many schools have been rehabilitated after the intervention of SDS? How did they improve the state of girls' education in respective areas? What challenges were girls facing regarding their education?

c. Mobilization community through theater performance and Mach Kachehries

- Did they organize some theater performance regarding the importance of girls' education? How effective were those initiative in improving the state of girls' education and school performances?

- Have you participated in *Mach Kachehries*? How helpful were those *kachehries* in addressing the issues of school with influential leaders?
- Did you see any improvement in schools after the intervention of SDS? Did they provide any training to teachers and SMCs for improving their performances?
- How did they involve community in school management plan and the local government for focusing on the girls' education?

d. Advocacy and Lobbying with the Relevant Authorities

- Who did you engage with the concerned authorities and decision-makers? *Education District Officer (EDO), Assistant District Officer (ADO), Deputy District Officer (DDOs), Member Provincial Assembly (MPA)] What was their response?*
- What change did you see in the state of girls' education after the intervention of SDS?
- What were the challenges regarding girls' education in your district? How did you tackle those challenges?
- What challenges did you face while approaching the relevant officials for the advocacy of girls' education?

e. Miscellaneous

- Do you think such initiatives can be successful in other districts?
- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from SDS? (*Note: the organization head, community member, Teachers SMC members, project staff*)

b. School Rehabilitation and Girls Education:

- How many schools have been rehabilitated? How did you focus on the girls' education? What were the main issues of girls' education that were highlighted in various Mach Kachhehries and seminars?
- Were you approached by the community members for addressing the issues of girls' education and provision of missing facilities in girls' school? What was your response?
- What were the main challenges of girls' education in respective areas and how did you resolve them? Did you take any particular policy measures that were suggested by the community members and the members of civil society organizations?
- Do you think this project is a success? Can it be replicated in other districts of Sindh for the betterment of girls' education?

c. Advocacy and Lobbying

- How did you respond to the demands raised by community members, teachers and students regarding the missing facilities of schools?
- Did you commit to rearrange the SMCs in the respective areas? How did you find the SDS training for SMCs and teachers? Do you think the trainings were helpful in improving their performance?
- Which issues were highlighted by teachers, community members and parents about education in district Dadu and Shehdadkot through the seminars you may have attended? And what was your response?

d. Miscellaneous

- Did you issue any notification/directives in response (to the advocacy regarding the importance of girls' education and school management plan)?

CSDO

Meeting with Project Staff

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. Introductory Questions

- How long have you been working with CSDO? Were you directly or indirectly involved in implementing the project “*Child and Adolescent Protection in Gujranwala, Narowal and Sialkot*”?
- Did you face any challenges in implementing the project activities?

b. CSDO School System:

- Briefly explain about the CSDO School System?
- What is the current Status of CSDO School System?

c. Role of Media:

What role has been played by media in the project activities?

d. Community Based Child Protection Committees:

- How did you involve community in the project?
- Did you involve parent and teachers in the committee?
- What was the gender-ratio and age-mix of the committee?
 - **Note:** If the project staff is aware about the exact number, please collect evidence. Probe about the methodology adopted for including women in the committees
- What was the general response of the community members towards the project?

e. CSDO and Education Department Association:

- Did you face any challenges in approaching Education Department?
- How was the concept of CSDO School System communicated to the Education Department?
 - **Note:** Were the findings shared through a report in a conference, meeting or presented by a delegation)? Who did you present these findings to in the district/province? [Note: the designation of the official e.g. Secretary, Additional Secretary, Education District Officer (EDO), Assistant Education District Officer (AEDO), District Officer (DO)
- What response did you receive from concerned authorities against CSDO School System? Did CSDO receive a formal or an informal response from the Education Department? What was the response?
 - **Note:** A formal response can be either an appreciation of the initiative or a notification endorsing for adopting the practice. An informal response is a verbal appreciation in a town hall meeting.
- Have any of the recommendations been taken up by the Education department?

f. Capacity Building of Project Staff/Teachers

- What were the criteria for training of teachers and staff project?
 - **Note:** Probe about the selection methodology for the selection of Teachers for Training
- How many member organizations were part of the network? How many meetings were held for the network? Where were these meetings held mostly?
 - **Note:** Probe about the location of the meeting. Were they held at CSDO office, bar association office or press club
- Did the network members devise an action advocacy plan during the training sessions held in Sialkot and Narowal? What was the impact of the training?
- After the two trainings, did the network itself hold any of the sensitization and awareness meetings with stakeholders (including PTAs, other CSOs, journalists, bar association members and local government representatives)
 - **Note:** Probe about the number initially shortlisted, and the total number of participants appearing during the training sessions
- What was the medium of language/s of the training?
 - **Note:** Probe if the training was conducted by a staff member or an expert

g. Development of Accounting Software:

- Can you explain the accounting software which was developed for CSDO project?

Focus Group Discussion with CSO Network

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

Introduce yourself to the group members and explain the subject (EFA-MIP, V&A and importance of listening to the beneficiaries). Please follow these steps:

- Introduction of participants, moderator and team members
- Agenda and objectives
- A word about the FGD exercise
- Rules of respectful conversation with element of mutuality and sensitivity of cultural issues

Welcome and thank participants (in Urdu or local language)

Explain afore-stated purpose of the session

Introduction: Please tell your name, occupation and how long have you known (organization name)

Ground Rules:

- Be honest: your comments will be documented and remain confidential
- The session will be recorded to write a report but it will not be shared with anyone
- Be respectful: no personal attacks; you can disagree but in calm and respectful manner
- Stay on the subject: listen to others attentively and participate actively
- The most important rule is that one person speaks at a time
- You might be tempted to jump in when someone is talking but wait until (s)he finishes
- There is no right or wrong answer; just be candid, frank and honest
- Please give others opportunity to speak for meaningful participation
- You do not have to agree with the views of other group members
- Does anyone have any questions? If yes, respond to queries
- Let us begin now.

1. General Questions:

- How long have you known the organization?
- Have you ever worked as an employee of CSDO? Have you also volunteered for other Community Based Organizations?
- How long have you known/associated or interacted with CSDO?
- When and how did you hear about this initiative?
- How did you get involved and what did you learn from your involvement?
- How do you think the community has benefitted from this project?
- What is the current situation after CSDO's intervention?

Specific Questions:

a. Community Based Child Protection Committee:

Have you heard of CSDO's community based child protection committee? What are your views on its effectiveness?

b. Capacity Building Of Teachers:

- Did the trainings by CSDO assist you? How were you trained?

- How did the training tools help you contribute to improving education sector governance in your district?
 - Did you get any training manual? If yes, how did it help you understand the core education issues in your district?
- c. Conceptualized and Developed CSDO School System:**
- How did you contribute to developing CSDO School system? Is it still in place or adopted by any public or private school? What are your views on CSDO School System?
 - Were you provided booklets and information tools? If yes, please name them?
- d. Miscellaneous**
- Ask participants if they would like to add anything which might have been missed during the discussion?

Key Informant Interview

Name of Researcher: _____

Place: _____

Date: _____ Venue: _____

General Remarks:

a. General Questions

- What do you know about the project?
- Who did you meet from CSDO? (Note: the organization head, Community Based Child Protection Committees, project staff)

b. CSDO School System:

- Have you heard of CSDO's School System? What are your views on its effectiveness?
- Does the government think the CSDO School System can help in improving the existing mechanism of governance? How can it help PTCs?
- Do you think this project is a success? Can it be replicated in other districts of Punjab for transparent, accountable and effective education sector?

c. Advocacy and lobbying with the government for transparency in Punjab education and uptake of the CSDO School System:

- Were you approached by the CSDO network for the uptake of CSDO School System?
- Which issues were highlighted by community members, journalists and CSDO's Committee about education through seminars you may have attended? And what was your response?

d. Miscellaneous

- Did you issue any notification/directives in response to the recommendations made by CSDO's School System?

Annexure E: Entrance Meeting

Sr. No.	Entrance Meeting	Designation	Organization
1	Mr. Faisal Abbassi	Director Programs	AGHE
2	Mr. Imtiaz Ali Naqvi	National Coordinator	AMDO
3	Ms. Jaweria Masroor	Education Officer	
4	Ms. Anam Farooq	Program Officer	
5	Mr. Ayaz Hussain	Finance Officer	
6	Mr. Faiz Rasool	Project Coordinator	
7	Mr. Muhammad Anwer	Chief Executive Officer	CGPA
8	Mr. Malik Masood	Project Coordinator	CRCP
9	Ms. Rabia Sahbbir	Project Coordinator	
10	Mr. Hassan Iqbal	Program Officer	
11	Mr. Ijaz Ahmed	Project Head	CSDO
12	Mr. Jan Muhammad	Program Officer	CYAAD
13	Ms. Noor Bano	Finance Officer	
14	Mr. Rizwan Ansari	Project Coordinator	
15	Mr. Abdul Jabbar	District Manager	GINI
16	Mr. Amjad Pervaiz	Country Director	
17	Mr. Salman Humayun	Chief Executive Officer	I-SAPS
18	Mr. Abdul Jabbar	District Manager	KDA
19	Mr. Ahmed Bux Channa	Program Manager	
20	Mr. Yasin Chann	Coordinator Jagerta Theater Group	
21	Mr. Ghafar Malik	Director	
22	Ms. Asma Bibi	General Manager	SDS
23	Ms. Saman	Project Coordinator	
24	Mr. Khurram	Project Manager	
			SPARC

Annexure F: Focus Group Discussions

Sr. No.	Focus Group Discussion	Place	Organization
1	Focus Group Discussion with Parents and Teachers	Darail, Diamir	AGHE
2	Focus Group Discussion with VEC and Community Members	Darail, Diamir	AGHE
3	Focus Group Discussion with Community Members	Dera Ghazi Khan	AMDO
4	Focus Group Discussion with CSO Network	Dera Ghazi Khan	AMDO
5	Focus Group Discussion with Student Club	Dera Ghazi Khan	AMDO
6	Focus Group Discussion with Community Members	Nowshera	CGPA
7	Focus Group Discussion with CSO Network	Nowshera	CGPA
8	Focus Group Discussion with Journalists	Nowshera	CGPA
9	Focus Group Discussion with Community Members	Jhelum	CRCP
10	Focus Group Discussion with DSC	Jhelum	CRCP
11	Focus Group Discussion with TSC	Jhelum	CRCP
12	Group Interview	Sialkot	CSDO
13	Focus Group Discussion with Teachers and Joint Working Group	Quetta	CYAAD
14	Focus Group Discussion with Student Council Members	Quetta	CYAAD
15	Focus Group Discussion with Parents	Faisalabad	GINI
16	Focus Group Discussion with Political Leadership Support for Education Network (PLSE)	Rahim Yar Khan	I-SAPS
17	Focus Group Discussion with SMCs/Parents	Kashmore	KDA
18	Focus Group Discussion with TLC and DSC Members	Kashmore	KDA
19	Focus Group Discussion with Community and Theater Group	Dadu	SDS
20	Focus Group Discussion with CSOs and Theater Group	Dadu	SDS
21	Focus Group Discussion with Citizen Advocacy Groups	Rahim Yar Khan	SPARC
22	Focus Group Discussion with Journalists	Rahim Yar Khan	SPARC
23	Focus Group Discussion with Civil society Members	Rahim Yar Khan	SPARC

Annexure G: Key Informant Interviews (KIIs)

Sr. No.	Key Informant Interviews	Designation	Project Validated
1	Ms. Roohi Gul	Head Teacher - Home-Based School, Darail, Diamer	AGHE
2	Mr. Fareed Ullah Khan	Deputy Director Education, Gilgit	AGHE
3	Mr. Muhammad Saleem	Education District Officer - D.G.Khan	AMDO
4	Mr. Juma Khan	Assistant Education District Officer - D.G.Khan	AMDO
5	Ms. Najma Arshad	Member Provincial Assembly - D.G.Khan	AMDO
6	Mr. Sultan Mehmood	Additional Director, Planning and Development, Khyber Pakhtunkhwa	CGPA
7	Ms. Hamim Khan	Assistant Sub-Divisional Education Officer, Nowshera	CGPA
8	Ms. Meraj Hamayun Khan	Member Provincial Assembly - Peshawar	CGPA
9	Mr. Abdul Shakur	Assistant Director - Elementary and Secondary Education, Khyber Pakhtunkhwa	CGPA
10	Mr. Raja Sajid Nawaz	General Secretary - PMLN	CRCP
11	Mr. Hafiz Ahmed Tariq	District Monitoring Office, Jhelum	CRCP
12	Dr. Asad Aman	DEO Secondary Schools, Additional Charge of EDO, Jehlum	CRCP
13	Engineer Shabbir A. Ansri	Assistant Education Officer	CSDO
14	Mr. Armaghan Subhani	Member National Assembly, Sialkot	CSDO
15	Mr. Chaudary Ikram	Member Provincial Assembly, Sialkot	CSDO
16	Mr. Fazal Jilani	President Sialkot Chamber of Commerce and Industry	CSDO
17	Mr. Barkat Shah	Researcher	CYAAD
18	Ms. Sabeeha Baloch	Head Teacher -- Government School for Girls, Quetta	CYAAD
19	Ms. Rizwana Ghani	Head Teacher -- Lady Sandiman Girls High School (LSGHS) Quetta	CYAAD
20	Mr. Arshad Mehmood Walah	Assistant Education Officer -- Faisalabad	GINI
21	Mr. Bashir Ahmad Goraya	Education District Officer -- Faisalabad	GINI
22	Mr. Ramzan Khan	Local Journalist -- Faisalabad	GINI
23	Dr. Najma Afzal	Member Provincial Assembly, Faisalabad	GINI
24	Mr. Abdul Hameed	Director Officer (Special Education), Faisalabad	GINI
25	Mr. Islam Aslam	Member Provincial Assembly, Rahim Yar Khan	I-SAPS
26	Ms. Zabeeha	Assistant Education Officer, Rahim Yar Khan	I-SAPS
27	Mr. Ghulam Hussain	Education District Officer, Rahim Yar Khan	I-SAPS
28	Mr. Syed Abdul Ghaffar Shah	District Education Officer, Kashmore	KDA
29	Abdul Sukoor Somoro	Former District Education Officer, Kashmore	KDA
30	Ms. Khursheed Awan Deputy	District Education Officer Female, Kashmore	KDA

Sr. No.	Key Informant Interviews	Designation	Project Validated
31	Ms. Zubaida Memon	Tehsil Education Officer, Johi, Dadu	SDS
32	Mr. Ismail Ansari	Assistant Education Officer, Multan	SPARC
33	Mr. Rai Mansab	Member Provincial Assembly - Multan	SPARC
34	Mr. Ramzan Anjum	District Education Officer, Multan	SPARC

ABOUT FAFEN

Free and Fair Election Network (FAFEN) is a nationwide network of 42 Pakistani civil society organizations. It has been working since 2006 to strengthen democratic systems and promote active citizenship and is now governed by Trust for Democratic Education and Accountability (TDEA). With its primary mandate to observe elections and seek reforms to improve the quality of elections, FAFEN managed unprecedented long-term voter education and election observation initiatives that got 20,000 Pakistani citizens from every district of the country directly involved in the general election process in 2007-08.

In 2013, FAFEN deployed more than 40,000 trained, non-partisan long and short-term observers to monitor all phases of general election. FAFEN election observation has yielded valuable insights into the quality of the electoral process and enabled generation of critical recommendations for reforms in the constitutional, legal and procedural frameworks that govern elections in Pakistan.

In addition to its vibrant Electoral Oversight, Research and Reforms Program, FAFEN has developed innovative techniques to observe the functioning of Parliament and Provincial Assemblies in order to advocate for parliamentary reforms for a more accountable, transparent and responsive legislative governance. Under its Parliament Oversight, Research and Reforms Program, FAFEN directly observes and objectively reports on the proceedings of all elected Houses in Pakistan.

FAFEN mobilizes and facilitates citizens engagements with elected and public institutions across Pakistan as a prerequisite for strengthening democratic accountabilities as part of its Electoral Governance Oversight, Research and Reforms Program. These activities fit in with the core FAFEN's objective of promotion of active citizenry—a critical ingredient of a vibrant democratic system.

Free and Fair Election Network

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