

# **Evaluation of Young Champions Initiative for Girls' Education**

**Submitted to UNICEF**

**By**

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**Feb 27, 2015**

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## **ACKNOWLEDGEMENTS**

I am deeply indebted to the many community members, teachers and young champions who shared valuable information and gave their views about their experiences as participants in the YCI. I am also grateful to staff members from Balochistan Boys Scouts Association, Hayat Foundation, *Jahandad* Society for Community Development JSCD and Help In Need. I am also thankful to and United Nations Girls' Education Initiative and School Education Department officials, particularly Mr. Qaisar Rashid and Ms. Sobia Fazilat.

Let me also take this opportunity to thank UNICEF programme staff in Islamabad and the provincial offices for their availability, openness and transparency in sharing the insights regarding the YCI project and for supporting the evaluation process and field visits. I would also like to express my gratitude to UNICEF Evaluation Office in the country office and at ROSA for their valuable inputs and advice.

I am also grateful to Virginia Khan for editorial support.

Aslam Aman  
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Feb 25, 2015

## LIST OF ACRONYMS AND ABBREVIATIONS

AJK	Azad Jammu Kashmir
BBSA	Balochistan Boys Scouts Association
BGGA	Balochistan Girl Guides Association
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRPD	Convention on the Rights of Persons with Disabilities
DAC	Development Assistance Committee
EFA	Education for All
FATA	Federally Administered Tribal Areas
GB	Gilgit-Baltistan
GEM	Gender Empowerment Measure
HF	Hayat Foundation
IDPs	Internally Displaced Persons
JSCD	<i>Jahandad</i> Society for Community Development
KG	Kindergarten
KP	Khyber Pakhtunkhwa
LSBE	Life Skills Based Education
MGDs	Millennium Development Goals
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
OCF	Office of Child Facilitation
PBSA	Pakistan Boy Scouts Association
PGEI	Pakistan Girls' Education Initiative
PGGA	Pakistan Girl Guides Association
ROSA	UNICEF Regional Office for South Asia
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
SED	School Education Department
SMC	School Management Committee
SRC	School Representative Council
TIJ	<i>Taleemi Islahi Jirga</i>
ToT	Training of Trainers
TOR	Terms of Reference
UC	Union Council
UDHR	Universal Declaration of Human Rights
UNCRC	UN Convention on the Rights of the Child
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VSO	Voluntary Services Overseas
WHO	World Health Organization
YCI	Young Champions Initiative
YCIGE	Young Champions Initiative for Girls' Education

## **EXECUTIVE SUMMARY**

### **Overview of the evaluation**

This document presents the evaluation, conducted by an independent evaluator, of the Young Champions Initiative for Girls Education (YCIGE), usually referred to as the Young Champions Initiative (YCI). The Initiative is a flagship programme of the South Asia United Nations Girls Education Initiative (UNGEI, [www.ungei.org](http://www.ungei.org)) which is a partnership of organizations committed to narrowing the gender gap in primary and secondary education. YCI also seeks to ensure that, by 2015, all children complete primary schooling, with girls and boys having equal access to free, quality education. UNGEI's work is driven by Millennium Development Goals 2 and 3. YCI involves developing young men and women (aged 11 to 18) as role models to promote education for girls and boys. The YCI initiative was particularly important for Pakistan because the country lags behind in achieving the target for Universal Primary Education (UPE).

The evaluation focuses on projects implemented under the rubric of YCI after 2009. Twelve different projects were implemented under YCI in three provinces: Punjab, Balochistan and Khyber Pakhtunkhwa (KP) and the Federally Administered Tribal Areas (FATA). Of the 12 projects, eight (8) were implemented in Punjab; two were implemented in KP, and one each was implemented in Balochistan and FATA. The projects in Punjab were implemented between 2009 and 2012, while the projects in KP, FATA and Balochistan were implemented in 2012.

### **Evaluation objectives and intended audience**

The objectives of the evaluation were to:

- Determine the relevance, effectiveness, efficiency, early outcomes and sustainability of YCI according to United Nation Evaluation Group standards.
- Provide all parties/stakeholders with an understanding of the current achievements, successes, lessons learnt and areas for future improvements through actionable recommendations.
- Assess the implementing partners' capacity, monitoring mechanism and orientation on applying a results-based approach as well as ability to document results;
- Determine early outcomes that may have been achieved so far or the potential for the achievement of outcomes.
- Take stock of existing programs, projects, activities and partnerships under the Young Champions Initiative and recommend a strategy for future programming by defining new partnerships and potential areas of collaboration.

The evaluation covers the period from 15<sup>th</sup> October 2009 to October 2013 when the evaluation was commissioned. Intended audiences of the evaluations are UNICEF, the implementing partners, and provincial education departments in the different provinces where YCI projects have been or will be implemented. The evaluation report may also be used by agencies which may be interested in learning from UNICEF's experience of

implementing a project for bringing out of school children into the education mainstream, using Young Champions.

### **Evaluation Methodology**

As advised in the TOR the main thrust of the evaluation methodology was qualitative. The evaluator used both primary and secondary data. The evaluator used the following methods for data collection: a desk review, a stakeholders' workshop, personal interviews with key informants, group interviews, verification visits to schools and telephonic interviews.

An inception meeting with the UNICEF Education team was held in Islamabad in October 2013. An Inception Report was approved in March 2013. Fieldwork took place between April 29<sup>th</sup> and July 31<sup>st</sup> 2013. Data was analyzed using content analysis and inductive analysis. OECD/Development Assistance Committee (DAC) criteria, with the addition of Gender Equity and Human Rights dimensions, were used. The evaluation combines elements of an end-of-project and a formative evaluation. That is, it contains substantive recommendations that suggest ways of moving forward.

### **Key Findings and Conclusions**

**YCI, with its focus on out of school children, particularly girls, is highly relevant to community needs, country priorities and UNICEF's mandate.**

YCI directly addresses a key UNICEF mandate - to provide basic education and gender equality. YCI is also aligned with UNICEF's current country programme with its focus on bringing out of school girls and boys to school.

The Implementing Partners in Punjab claim that a total of 12,105 out-of-school children (5,832 girls and 6,273 boys) were enrolled in school as a result of the YCI. **The implementing partners in Punjab were considerably effective in enrolling out of school children, but claims regarding the total number of enrollments need to be treated with caution.**

**The cost per child enrolled in Balochistan was USD 36.73. In Punjab the cost per child enrolled in the school is USD 24.71 for JSCD and USD 19.10 for Faisalabad.** A comparison for cost per unit for partners in Balochistan and partners in Punjab is not realistic, given the difference in context and the nature of the projects.

**Those Young Champions who were more active played an important role in mapping (i.e. identifying and locating) and enrolling out of school children.**

**YCI was implemented as isolated projects in Punjab, Balochistan, KP and FATA with few vertical linkages with the country office and no horizontal linkages among the different projects.**

**The programme was not guided by a systematic, rigorous inquiry into the causes of children's exclusion from school.** YCI addressed only one of the many factors that keep children out of school. A UNICEF study on out of school children is available but the programme did not take stock of the findings.<sup>1</sup>

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<sup>1</sup> Study on out of school children, UNICEF, June 2013.

**Limited monitoring or the absence of monitoring was a notable weakness of the projects implemented.** The reporting mechanism was weak, with a resulting lack of progress reports and analysis of impediments. Considerable institutional memory has been lost, through lack of documentation and key staff no longer being available.

**Despite notable coordination with the Punjab School Education Department (SED), YCI was not firmly embedded in or integrated with the education system's enrolment drives at the District and school levels in Punjab.**

**There was no focus on creating opportunities and mechanisms for experience-sharing among the different UNICEF provincial offices and implementing partners, resulting in (i) a duplication of efforts and (ii) the partners and UNICEF provincial offices not being able to build on each other's experience.** The only exception was Punjab.

**The programme is not sufficiently informed by Pakistan-specific awareness of GE and HR issues.** No money was allocated for specific resources to address gender and human rights. YCI is broadly aligned with the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC). The programme adheres to the International Convention on the Rights of the Child (CRC). YCI is not aligned with the Convention on the Rights of Persons with Disabilities and its Optional Protocol.

It is not possible to address in any detail the question of "What key changes have taken place with respect to girl's education and gender equality since PGEI was formed, with focus on the three outcome areas?"

Assumptions regarding sustainability, which rested on linking community Young Champions with Government Education Departments and Social Welfare Departments, were unrealistic.

The programme did not develop a sustainable or scaleable model and the scope of YCI was insufficient for the scale of the issue.

### **Key Recommendations**

- While there is great merit in engaging Young Champions in enrolling out of school children, YCI should be used as well as a broader framework to engage existing youth and adolescent groups across different programmes of UNICEF.
- With the recommendations outlined in Section X in mind, YCI should also be implemented across additional regions of Pakistan, including Sindh, Gilgit-Baltistan and Azad Jammu and Kashmir (AJK).
- The organizing logic framework for YCI should be developed at the UNICEF country office. With the support of experienced managerial support, the framework should include: a well-developed theory of change; a strong GE and HR strategy that is integral to the framework of the programme; a stakeholders' analysis; a strong monitoring system, including a well-developed Results Framework with detailed process, output and outcome indicators; a sufficient

budget, a rigorous implementation plan and process and a sophisticated communications (i.e. reporting and analysis) plan.

- YCI should be integrated with the UPE drives at the district and school levels, rather than the implementing partners and Young Champions working in parallel with existing enrollment drives in the schools and the District Education Departments.
- Opportunities should be created, and mechanisms developed, for formal and informal experience-sharing among UNICEF provincial offices and UNICEF's implementing partners in the different project areas in Pakistan. Opportunities to share experiences with similar UNICEF projects in South Asia should also be created.
- Communication and information sharing regarding YCI between the UNICEF Country office and the provincial offices should be strengthened.
- To maintain contact with Scouts or Girl Guides after they graduate, UNICEF should try to engage "open scouts", i.e. those who have already finished school and are studying in colleges or working. A database of such people should be maintained by implementing partners and PBSA and PGGA. It is acknowledged that gender-based limitations make this more feasible for male than female graduates.

# 1 OBJECT OF THE EVALUATION

## 1.1 Background of the Initiative

The Young Champions Initiative (YCI) is a flagship initiative under the South Asia United Nations Girls' Education Initiative (UNGEI). The Initiative is a flagship programme of the South Asia United Nations Girls Education Initiative (UNGEI, [www.ungei.org](http://www.ungei.org)) which is a partnership of organizations committed to narrowing the gender gap in primary and secondary education. YCI also seeks to ensure that, by 2015, all children complete primary schooling, with girls and boys having equal access to free, quality education. UNGEI's work is driven by Millennium Development Goals 2 and 3. YCI involves developing young men and women (aged 11 to 18) as role models to promote education for girls and boys. The YCI initiative was particularly important for Pakistan because the country lags behind in achieving the target for Universal Primary Education (UPE).

The YCI model was inspired by the success of similar models in addressing different social issues around the world. The model is premised on clear evidence that young people are more receptive to the knowledge they receive from their peers and celebrities.<sup>2</sup>

The implementation of YCI in Pakistan predates its launch by UNGEI in Pakistan in 2010. The pilot YCI was initiated in 2007 by a group of UNICEF staff members who had attended a Training of Trainers (ToT) course on YCI in Nepal. At that time YCI was piloted in KP and Punjab. In KP more than 450 Scout Master Trainers from the KP Boy Scouts Association were trained. They then trained 5,700 Scouts<sup>3</sup> drawn from 300 Government schools in 16 districts as Young Champions. UNICEF facilitated the Scouts to undertake advocacy campaigns and to engage in co-curricular activities such as sports competitions, essay contests and Arts and Science Exhibitions. These Scouts also took part in relief activities for Internally Displaced People in KP in 2009.

In Punjab Young Champions were identified through the Office of Child Facilitation set up under the Department of Social Welfare with the assistance of UNICEF Punjab. The Young Champions were trained on Life Skills Based Education, organized into adolescent clubs and networked together to support child protection activities. The available documents (e.g. project proposals for YCI in Punjab and reports for planning workshops) do not indicate the number of Young Champions trained.

As noted above, the YCI projects in Punjab and KP between 2007 and 2009 were implemented as stand-alone pilot projects. No documents on the pilot project were made available to the evaluator. In 2009, at a regional-level consultation meeting in Nepal, UNICEF Pakistan was asked to build on the experiences of YCI in Punjab and KP and to replicate YCI in all the provinces as well as Azad Jammu and Kashmir (AJK) and Gilgit-Baltistan.<sup>4</sup>

## 1.2 The Context

### Access to Education

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<sup>2</sup> UNICEF. "Concept Note for Young Champions Initiative for Girls, 2007.

<sup>3</sup> Ages not mentioned in the documents

<sup>4</sup> Regional consultation meeting report

As 2015 approaches Pakistan is far from reaching its Millennium Development Goals (MDGs) for education. The poor state of education is evidenced by the adult literacy rate of 58 per cent in 2011-12<sup>5</sup> and its poor global standing in terms of educational achievement. Pakistan stands at 113 out of 120 countries assessed on the Educational Development Index<sup>6</sup>. The Gross Enrollment Rate (GER) for primary schools (ages 5-9) was 91 per cent in 2012, but the Net Enrollment Rate (NER) at 57 per cent was abysmally low.<sup>7</sup>

Of the many issues that affect education in Pakistan the most glaring is that of out of school children. In 2011 this number was 5.4 million, comprised of 3.3 million girls and 2.1 million boys.

An additional challenge is the high dropout rate. The retention rate at the primary level (Classes 1-5) is 70 per cent (71 per cent for boys and 68 percent for girls). The transition rate to secondary school is even lower. According to Pakistan Education Statistics, only 15 per cent of children who enroll at the primary level make it to the secondary level.<sup>8</sup>

Children with physical or developmental disabilities face even greater challenges. School buildings are not physically accessible and they face negative attitudes from peers and teachers. . The education system is indifferent to the specific needs of children with disabilities and is ill equipped to meet the challenges involved in making education more inclusive.<sup>9</sup> As a result, children with disabilities cannot realize their potential and fully participate in the society

Despite the fact that 42 per cent of the population has never attended school, Non-Formal Education (NFE) does not receive sufficient attention. According to the Pakistan Education Statistics 2012 there are only 13,213 Basic Education Community Schools having an enrollment of 550,000, compared to 133,349 formal primary schools, indicating that the potential of NFE for education is not fully realized.<sup>10</sup>

### Quality of Education

The poor quality of education is another concern: this is caused by teacher absenteeism; poorly qualified and untrained teachers; the lack of textbooks and other teaching and learning materials; an outdated curriculum; the lack of community involvement' the lack of or poor quality of monitoring and the absence of a teacher-appraisal system.

One of the most striking features of Pakistan's education system is its inherent inequality. Literacy is largely urban focused. The percentage of the population who ever attended school is much higher for urban areas (75 per cent) than in rural areas (49

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<sup>5</sup> Government of Pakistan Statistics Division. *PAKISTAN SOCIAL AND LIVING STANDARDS MEASUREMENT SURVEY (2011-12)* .

<sup>6</sup> SPARC. *The State of Pakistan's Children 2012*.

<sup>7</sup> Government of Pakistan Statistics Division. *PAKISTAN SOCIAL AND LIVING STANDARDS MEASUREMENT SURVEY (2011-12)* .

<sup>8</sup> UNESCO *Situational Analysis of Education Sector in Pakistan, 2011*

<sup>9</sup> Society for the Protection of Rights of the Children (SPARC). *The State of Pakistan's Children 2012*.

<sup>10</sup>UNESCO: *UNESCO Country Programming Document 2013-201* .

percent). Inequality is strikingly visible along a gender divide, with 47 percent of girls and young women and 70 per cent of boys and young men being educated. A major disparity also exists between disabled and non-disabled persons, with only 51 institutions for the disabled across the country, most of which are located in urban areas.

On the Gender Parity Index (GPI) in primary education Pakistan has shown some progress since 2010, with an increase from 0.88 in 2010-11 to 0.9 in 2011-12. However, the GPI at the secondary education level shows little change, increasing from 0.79 in 2010-11 to 0.81 in 2011-12.<sup>11</sup>

Child labour is one of the most important issues related to child rights in Pakistan, with significant negative implications for children's access to education. Estimates for the number of school-aged children engaged in child labour vary from 3.3 million to 12 million. It is believed that at least one quarter of these children are involved in the worst forms of child labour, including slavery, commercial sexual exploitation of children, using children to commit a crime, and work that is harmful to their "health, safety or morals." The involvement of children in any kind of work compromises their rights to education, health and protection and puts them at the serious risks of abuse and exploitation.<sup>12</sup>

Low financial allocations for education are a major cause of the poor state of education. Despite a commitment to increase allocations for education up to seven per cent of the budget in the Education Policy 2009, spending on education has actually shrunk from 2.5 per cent of the budget in 2006 to 2.1 percent in 2011.<sup>13</sup> Most of the current allocation is spent on recurring costs and only 10 per cent of the budget is spent on education quality-improvement measures such as teacher training, monitoring, curriculum development and the provision of school facilities (e.g. toilets, water supply and boundary walls).. Only 20 per cent to 30 per cent of allocated funds are utilized, which points to a severe lack of capacity for planning and implementation and poor accountability mechanisms.

Through the 18<sup>th</sup> Constitutional Amendment (2011), 16 Ministries, including Education, have been devolved to the provinces. Provincial autonomy *per se* is an important positive development, but so far the efforts made by the Provincial governments for the protection of child rights (including the right to education) are insignificant. Despite the existence of legislation to address child-rights issues, no serious efforts have been made by the national or provincial governments to collect information on matters that can compromise children's rights. Lack of capacities in policy formulation, planning and programme management is thought to be key challenges that prevent the Provinces and other administrative areas from actualizing the benefits of devolution.<sup>14</sup>

### The Role of Disasters

Long-standing challenges related to education have been further compounded by natural and man-made disasters, a number of which have struck Pakistan in the last decade. The damage caused to the education sector by the floods of 2010 and 2011

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<sup>11</sup> <sup>11</sup> Government of Pakistan Statistics Division. PAKISTAN SOCIAL AND LIVING STANDARDS MEASUREMENT SURVEY (2011-12).

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*

was estimated at USD 449 million.<sup>15</sup> In all 10,192 schools were affected, of which 886 were completely destroyed. Many schools have also been destroyed in FATA and KP as a result of conflict after 2009.

### 1.3 Project Description

This evaluation focuses on 12 projects implemented under the rubric of YCI between 2009 and 2013. Although some attempts were made at the UNICEF Country Office level together with provincial offices in 2010 to develop a common strategy for implementing YCI across the country, the YCI programme was implemented in the different provinces as discrete projects with differing approaches, methods and strategies. The projects all utilized Young Champions.

There is no single document that describes all the projects implemented under YCI or provides an overall framework for the programme. Table 1.1 provides a snapshot of the YCI projects implemented (or not implemented) in the provinces and regions of Pakistan where YCI was recommended by UNICEF ROSA to be replicated.

**Table 1.1: Projects Implemented Under YCI, 2009-2012**

Province/Region	Partners	No of Projects	Implementation Period
Punjab	Hayat Foundation and JSCD	8 (4 per partner)	October 15, 2009 – December 30, 2012
KP	ACTED Help in Need	2	2012
Balochistan	BBSA	1	April-December 2012
FATA	Hayat Foundation	1	2012
Sindh	Not applicable	0	Not applicable
AJK	Not applicable	0	Not applicable
Gilgit-Baltistan	Not applicable	0	Not applicable

The objectives and scope of the 12 implemented projects differed considerably. The projects implemented in each province are briefly described below.

#### YCI in Punjab

As indicated in Table 1.1 the implementation of YCI in Punjab pre-dates all other provinces and regions. YCI in Punjab was implemented in partnership with two local NGOs: the *Jahandad* Society for Community Development (JSCD) in Lahore and the Hayat Foundation (HF) in Faisalabad. Between October 2009 and December 2012 UNICEF supported JSCD and the Hayat Foundation in implementing four projects ranging in length from three to nine months.

The implementation of YCI in Punjab can be divided into two phases:

1. In the first phase (October 15, 2009 –June 30, 2011) UNICEF implemented YCI in 40 Union Councils (UCs) in two districts (20 UCs each in Lahore and Faisalabad) in

<sup>15</sup> The World Bank. *Disaster Need Assessment 2012*

partnership with JSCD in Lahore and HF in Faisalabad. The key objectives of the project during the first phase were:

- a. To reduce dropout rates and to improve primary school retention among children, especially girls in classes 1–2 in forty selected UCs: 20 each in Lahore and Faisalabad.
  - b. To enroll disadvantaged, marginalized out-of-school children (migrants, child labourers, street children, etc.) in schools (both formal and non-formal) in selected UCs.
2. In the second phase (March 1, 2013 to December 30,2012), UNICEF Punjab decided to replicate the programme in four additional districts (Pakpatan, Bahawalnagar, Kasur and DG Khan) in partnership with JSCD and HF. The key objectives of the projects implemented in the second phase were:
- Transformation of 1,600 Scouts and Guides (800 each) into Young Champions through interactive and leadership learning lessons;
  - Enrollment of 40,000 out-of-school, most marginalized and vulnerable children in formal and non-formal selected participating schools in six districts (50% to be achieved during 2012 and the rest in 2013);
  - Back to back enrollment of over-aged out of school children in approximately 60 non-formal education centers in six Districts through community mobilization activities by Young Champions;
  - Retention of 13,083 previously enrolled children (from 2009-2011) in collaboration with respective NGOs in Lahore and Faisalabad districts.

In this phase UNICEF implemented a 10-month long project in partnership with HF and JSCD in six districts (two original and four additional districts) in Punjab. UNICEF supported the partners in undertaking social mobilization activities and identifying and training Scouts and Girl Guides as Young Champions responsible for enrolling out of school children. The next logical step *i.e.* to enroll out of school students was not taken because UNICEF did not continue the funding.

#### YCI in Balochistan

UNICEF implemented a 9-month long project for enrolling out of school children in partnership with the Balochistan Boy Scouts Association (BBSA). The project was implemented in eight relatively more deprived districts from April 2012 to December 2012. UNICEF had identified BBSA as its implementing partner. BBSA trained district Organizers and Deputy Organizers (an official of District Education Department who also served as Deputy Organizers for the Boys Scouts or Girls Guide Association) who in turned trained unit leaders (school teachers appointed as focal person for scouting or girl guiding) to identify and train Scouts and Girls Guides as Young Champions.

The key objectives of the project were:

- Providing access to 125,000 primary-school aged children (boys: 60,000 and girls: 65,000) to quality education in 2,500 schools in the eight focus districts by involving parents, with the support of Scouts and close coordination of the District/Provincial Education Departments;

- Capacity of 25,000 Scouts is enhanced for creating support for enrolment of out of school children, data collection, advocacy and mobilization of communities on the importance of education;
- Enhancing the capacity of Scouts' unit leaders from eight targeted districts to revive and train the Scouts, create support of enrolment enhancement and act as master trainers at the district level.

### Khyber Pakhtunkhwa

UNICEF supported two partners, Help In Need, a local NGO based in Attock, and ACTED, an international NGO, to implement the enrolment projects. Unlike in Punjab and Balochistan, the training of Young Champions was a relatively small component of a larger project called Welcome to School, implemented to rehabilitate schools destroyed or damaged as a result of conflict and floods. The project implemented by Help in Need was implemented in Shangla, a remote District of KP.

Help in Need did not train community Young Champions, nor did it work with Boy Scouts and Girl Guides. Instead it trained 194 teachers from 185 schools as master trainers to identify and train 1,850 students (10 per school) as Young Champions. Help in Need did not carry out a formal enrollment campaign during the project as this was outside the scope of work agreed with UNICEF. No further projects were implemented under YCI by Help in Need. No information was made available related to the project implemented by ACTED.

### FATA

The identification of Young Champions and the enrollment of out of school children was one of the components of a larger project, Welcome to School, which was implemented in the Mohmand and Bajaur agencies of FATA. Other components of the project included rehabilitation of physical infrastructure, training of teachers, provision of school supplies and community mobilization. The Welcome to School project was implemented by the Hayat Foundation (HF), one the partner NGOs of UNICEF in Punjab. HF was selected because it was already operating in FATA and had prior experience of implementing YCI in Punjab. Building on its experience of YCI in Punjab, HF identified Young Champions from the community and trained them to identify out of school children. The difference in strategy compared to Punjab was that in FATA, HF worked very closely with *Taleemi Islahi Jirgas* (the equivalent of SMCs or PTAs in other parts of Pakistan). The Young Champions identified out of school children and enrolled them in the school with the assistance of these *Taleemi Ishali Jirgas*.

## **1.4 Theory of Change/Conceptual Framework**

No Theory of Change is elaborated in the project documents. Based on the review of projects documents and interactions with various stakeholders, an underlying theory of change has been identified and is presented below and summarized in Figure 1. Broadly speaking, the theory describes theories of change for various projects implemented in different provinces, but it is most closely aligned with the theory of change underlying YCI projects implemented in Punjab.

### **INPUT to OUTPUT**

**IF** youth from a community (or Boy Scouts and Girl Guides) interested in serving as volunteers for the promotion of education are identified **AND** organized in groups and trained in mapping school children and are motivated to contribute to the society **AND** are provided with uniforms and books to give to out of school children **AND** are helped to set up non-formal centers in areas where there are no government schools (in case of Punjab) **AND** if they are facilitated by the project staff to organize awareness raising events such as walks and seminars, hold meetings with the community, media representatives and parliamentarians **AND** if they are supported and monitored by the partners, UNICEF and School Education Department, **THEN** Young Champions will identify out of school children in their communities and enroll them in the schools **AND** also engage with the schools and parents to reduce dropout rates.

### **OUTPUT TO OUTCOME**

**IF** out of school children are enrolled and retained in the schools the number of out of school children will significantly decrease **AND** the dropout rate will decrease.

### **RISKS**

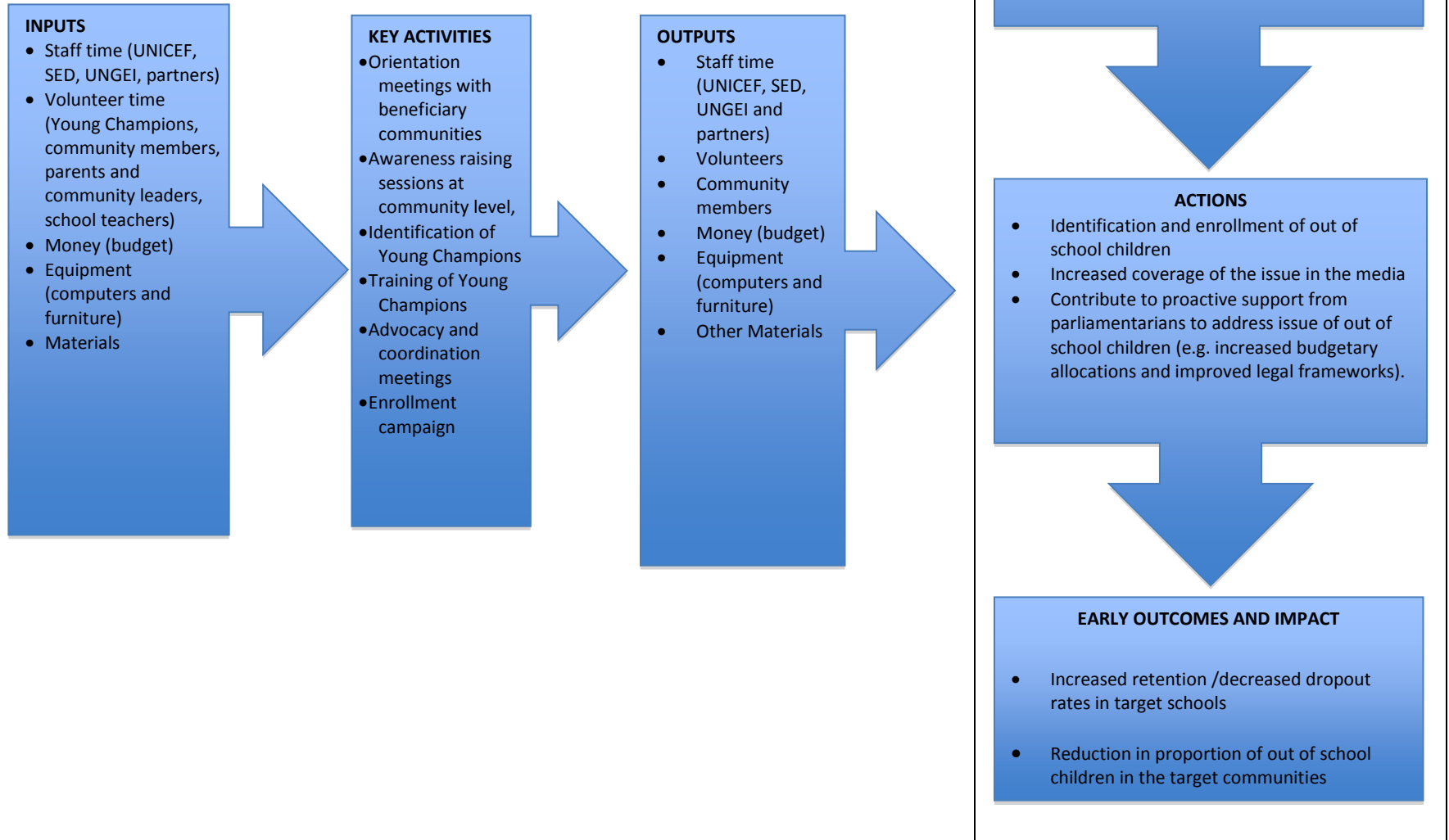
The project proposals did not include a complete Results Framework. The most recent project proposal (i.e. the project proposal for replication of projects in six additional districts in Punjab from April 2012 to December) did include a grid representing a monitoring plan. It listed outputs, indicators, a baseline, means of verification, and frequency of reports, but no associated risks were identified.

### **RESOURCES**

The resources employed to achieve the outcomes included the following:

- Resources provided by UNICEF (financial, technical backstopping, monitoring and material resources e.g. computers, printers, furniture and other supplies)
- Resources contributed by partners (financial contribution, staff time for planning implementation and monitoring of project activities, and office space)
- Volunteer time contributed by Young Champions and the community
- Staff time of UNGEI for monitoring and coordination
- The time spent by Education Department staff for monitoring project activities
- The time contributed by other stakeholders such as media representatives and Parliamentarians to participate meetings and workshops organized by project implementers. Some journalists from print media also reported on the YCI activities in the respective newspapers.

**Figure 1: Schematic Diagram Representing Theory of Change**



## 1.5 Project Management

The project was implemented in partnership with local NGOs (in Punjab and KP) and with the Boy Scouts Association in Balochistan. During the second phase of YCI implementation in Punjab, PBSA and PGGA were also taken on board although their involvement was rather informal. In Punjab SED was expected to monitor project activities, although in reality SED was unable to fulfill this expectation. UNICEF was responsible for providing funds, technical backstopping and monitoring.

## 1.6 Resources

It is not possible to state the total monetary value of the 12 projects implemented by the partners in the three provinces and FATA because budget-related information for the two projects, one implemented by ACTED in KP and the other implemented by HF in FATA, was not made available to the evaluator.

The cumulative budget of the remaining 10 projects was PKR 97,032,078 (USD 970,320.78). A total of 63.77 per cent of the cumulative budget was allocated to two projects: 1) implemented by Help in Need in Shangla, KP and 2) implemented by BBSA in Balochistan.

The share of these two projects is higher partly because the value of the projects implemented by Help in Need represents the value of a larger project, Welcome to School, of which the training of YCs was only a smaller component. The project implemented in Balochistan was spread over eight districts. The projects implemented in Punjab were mostly concentrated in peri-urban and suburban areas of Lahore and Faisalabad, with the exception of the projects implemented in 2012 which were implemented in six districts.

The total value of the YCI projects implemented by UNICEF in Punjab was PKR 35,152,025 (USD 35,1520.25), which was 36.23 per cent of the total value of the 10 projects. The total value of the project does not reflect expenses UNICEF has incurred in managing these projects.

## 1.7 Key Stakeholders

The key stakeholders in Punjab were UNICEF, the Provincial Education Department, and District Education Departments, partner NGOs, PBSA, PGGA, community leaders, Young Champions, public and private schools where out of school children were enrolled, head teachers, teachers and the parents of children who were identified and enrolled in the schools.

The key stakeholders in Balochistan were UNICEF, the Provincial Education Department, District Education Departments, BBSA, schools, head teachers, teachers, community and Boy Scouts, and the parents of children in enrolled in the school.

The key stakeholders in KP were the Education Department, community members, 185 schools, head teachers of the schools, 194 teachers trained to identify and train Young Champions from the school, the Young Champions, and the parents of Young

Champions.

In FATA the key stakeholders included the Directorate of Education for FATA, officials of the Directorate of Education in Bajaur and Mohmand Agencies, members of *Taleemi Islahi Jirgas*, Young Champions, schools where children are enrolled, children enrolled in schools and parents of out of school children enrolled in the schools and the school children in the targeted schools.

## **2 Evaluation Purpose, Objectives and Scope**

### **2.1 Evaluation Purpose**

The purpose of the evaluation, as stated in the TOR, was “to establish the extent to which the PGEI supported Young Champions initiative has achieved and continues achieving its intended outputs and outcomes at the country level generally and for youth particularly, and suggest ways to build on and strengthen existing initiatives.”

The evaluation was commissioned at an important juncture. Having enrolled 12,105 out of school children (5,832 boys and 6,273 girls) in the 40 target UCs in Faisalabad and Lahore, with the assistance of local implementing partners, UNICEF Punjab was planning to roll out the YCI in four additional districts. UNICEF Punjab has conceived a new partnership model that involves bringing on board PBSA and PGGGA. The capacities of PBSA and PGGGA are being built to take up this role more effectively. UNICEF Pakistan was also interested in exploring the status of the implementation of YCI in other provinces and regions as well as wanting to learn why the implementation of YCI had been delayed in the other provinces. The evaluation was also expected to draw lesson learnt from the YCI experience in Punjab so that other provinces could build on this experience both in terms of following the good practices and avoiding errors.

The findings of the evaluation are expected to inform future programming of UNICEF, the implementing partners and the Boys Scouts Associations and Girl Guides Associations in the Provinces, FATA, AJK and GB. It is hoped that the findings will inform the policy and practices of government Education Departments in those provinces.

### **2.2 Objectives of the Evaluation**

The objectives of the evaluation, as stated in the TOR, with necessary modifications made in light of initial meetings with the UNICEF team (and included in the inception report) are listed below. The modifications consisted of (1) refining the focus of the evaluation (see Section 3.1) and (2) the addition of UNICEF-defined GE and HR criteria, since the OECD/DAC criteria are neutral regarding these issues. Besides, it was also agreed with UNICEF team that even though TORs ask for assessment of impact it would not be realistic to assess the impact at this stage. Therefore, the consultant would try to document some outcomes.

- Determine the relevance, effectiveness, efficiency, early outcomes and sustainability of YCI (as per UNEG standards).
- Provide all parties/stakeholders with an understanding of the current achievements, successes, lessons learnt and areas for future improvements through actionable recommendations.

- Assess the implementing partners' capacities, monitoring mechanisms and orientations on applying a result-based approach as well as ability to documenting results;
- Determine early outcomes that may have been achieved so far or the potential for the achievement of outcomes.
- Take stock of existing programs, projects, activities and partnerships under the Young Champions Initiative and recommend a strategy for future programming by defining new partnerships and potential areas of collaboration.

### 2.3 Scope and Management of the Evaluation

There was some internal inconsistency in the TOR with regard to the scope of the evaluation. For example, the purpose as defined in the TOR appears to suggest that the focus is on establishing whether the "PGEI supported young champions initiative has achieved and continues achieving its intended outputs and outcomes." In other sections the TOR (e.g. first specific objective in the TOR) appears to make both PGEI and YCI the focus of the evaluation. However, during initial discussions with the UNICEF team in Islamabad it was clarified that the focus would be on evaluating the Young Champions Initiative, particularly the projects implemented in Punjab. The agreed scope of the evaluation, also documented in the inception report, is given below:

- Assessing the implementation of YCI in 40 UCs in Lahore and Faisalabad by Hayat Foundation and the *Jahandad* Society for Community Development.
- Evaluating social mobilization activities carried out in preparation for replication of the project in four additional districts in Punjab
- Evaluating the potential of a new model of partnership which involves including PBSA and PGGA along with a local NGO to spearhead the enrollment of out of school children
- Evaluating the status of implementation in the other provinces and highlight challenges that have caused delays in implementation and identify lessons learnt.

The time period to be covered is from 15th October 2009, the year the YCI was initiated in Pakistan, and October 31<sup>st</sup> 2013, when the evaluation was commissioned.

In terms of geographic coverage, the evaluation covered Punjab, Balochistan, Sindh, AJK, FATA, and AJK. The consultant visited all four provincial capitals (Lahore, Karachi, Quetta and Peshawar) and Muzaffarabad, the capital of AJK.

Target groups and beneficiaries covered by the evaluation include:

- Relevant UNICEF staff in Islamabad and provincial offices;
- The Management of implementing partners and project staff;
- Young Champions;
- Education Department Officials (or equivalent departments in different provinces and regions);
- Parliamentarians (in places where Parliamentarians and other policy makers were engaged);
- Community members and parents (mothers and fathers) of out of school children and children enrolled in the schools under YCI;
- PGGA and PBSA representatives (wherever they were engaged); and

- Key informants (persons who are thought to be knowledgeable about the issue of out of school children).

### 3 Evaluation Methodology

#### 3.1 Evaluation Criteria and Evaluation Questions

The evaluation used OECD/DAC evaluation criteria to focus the evaluation questions. The application of DAC criteria entails assessment of projects/programmes on the following dimensions: relevance, effectiveness, efficiency, sustainability and impact of development efforts<sup>16</sup>. DAC criteria were selected because to date they remain the most influential standards in the field of development evaluation.<sup>17</sup> However, since DAC criteria are neutral regarding gender and human rights, both overriding considerations for UN agencies, UN criteria were used to assess whether and to what extent the YCI addressed human rights and gender issues.

Key questions the evaluation aimed to address were:

- What are the key accomplishments of the project?
- Did YCI address the key priorities and mandates of government, UNICEF and needs of the target communities?
- How efficient were partners in implementing projects under YCI?
- How effective were UNICEF and its implementing partners in achieving objectives of the project?
- What are some of early outcomes of the projects implemented in Punjab?
- How sustainable are the results achieved UNICEF and its implementing partners?
- What are the key lessons learnt from the YCI?
- Based on the assessment of YCI what are the key recommendations for the future programming for UNICEF and its implementing partners?

#### 3.2 Evaluation Process

The evaluation began with an inception meeting with the UNICEF Education Team in Islamabad. It was followed by a review of project documents provided by the Education team. Following this review a stakeholders' meeting was organized in Lahore (November 16<sup>th</sup> 2013). The stakeholders' meeting was attended by representatives of the implementing partners in Punjab (HF and JSCD), PBSA, PGGGA, UNGEI, UNICEF and SED. Based on the document review and the discussions held in the stakeholders' meeting the consultant submitted an inception report. This report was revised in light of

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<sup>16</sup> OECD, 'DAC Criteria for Evaluating Development Assistance', Development Assistance Committee. Available at: [http://www.oecd.org/document/22/0,2340,en\\_2649\\_34435\\_2086550\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.html).

<sup>17</sup> Thomaz Chianca. *The OECD/DAC Criteria for International Development Evaluations: An Assessment and Ideas for Improvement*. Evaluation in International Development. March 2008

the comments received from the ROSA team: a revised inception report was submitted to UNICEF on Feb 17th, 2013.

The fieldwork began with a one-day visit to Muzaffarabad, AJK. The purpose was to explore first hand why YCI was not implemented in Kashmir and to identify any potential for implementing the project. The consultant held meetings with the Education Officer of UNICEF, the Commissioner of the Boy Scouts Association, AJK and the Commissioner of the Girl Guides Association, who were seen by UNICEF as potential partners in case YCI is implemented in AJK at a later stage.

Further field visits were delayed because both implementing partners (HF and JSCD) had expressed reservations regarding the utility of an evaluation after the lapse of almost two years. A planned visit to Peshawar, scheduled for May 7<sup>th</sup>, was delayed owing to a family emergency for one of the key staff members responsible for coordinating the evaluation visit. Further field visits did not began until May 12<sup>th</sup> 2012 when the consultant visited Quetta. There the consultant interviewed the Education Officer, UNICEF Balochistan and the Secretary BBSA, YCs and other stakeholders. On May 19<sup>th</sup> 2013 the consultant visited Karachi and held meetings with the Education Officer for Sindh and another government official and held a meeting with a group of youths involved in the project. On May 20<sup>th</sup> a meeting was held with the reference group members in Lahore to orient them on the methodology for the evaluation and the fieldwork in Punjab. This was a precursor to a more detailed field visit to the target areas of HF and JSCD.

Table 3.1 below lists the districts visited by the consultant in Punjab. Of the four additional districts where the project was implemented, two (Kasur and Pakpattan) were chosen in consultation with UNICEF and implementing partners.

**Table 3.1: Districts Visited in Punjab for the Evaluation**

Partners	Target Districts of First Phase	Sample of Additional Districts Added During Second Phase
Hayat Foundation	Faisalabad	Pakpattan
JSCD	Lahore	Kasur

The consultant visited Faisalabad from 22-24 May 2013. He held interviews with, among others, the staff of HF, representatives of the Education Department and officials of PBSA (interview checklists are provided in Appendix 4). The consultant visited a random sample of five schools in three UCs for verification of enrollments. During the visit to Pakpattan (May 25<sup>th</sup>) the consultant visited a government school and interviewed, among others, female Young Champions, a former official of PBSA and a politician who was an Education Caucus member.

Between 26-28 May the consultant visited Lahore and held interviews with JSCD officials and visited three target UCs in Lahore. This was followed by a visit to Kasur on May 28<sup>th</sup>. On the last day of the field visit to Punjab, the consultant held two group interviews, one with PGGA staff and the other with PBSA officials in their respective offices in Lahore.

The postponed visit to Peshawar was held on July 1<sup>st</sup>, 2013. During the visit the consultant held interviews with Education Officers for KP and FATA and a representative

of Help in Need. The consultant also telephonically interviewed a representative of the Hayat Foundation who was responsible for implementing the project in FATA. ACTED, the implementation partner in KP, could not be contacted since relevant project staff of ACTED were not accessible.

Following the completion of the field visits the consultant also engaged a research assistant to hold telephonic interviews with a sample of YCs. Prior to the field visits the consultant had requested lists of Young Champions for this purpose but the lists with contact numbers were not provided prior to the field visit. Following the field visits the Hayat Foundation and JSCD compiled partial lists and provided these to the consultant. JSCD provided a list of 200 Young Champions with contact numbers and the Hayat Foundation provided a list of 36 Young Champions. The target was to interview 40 Young Champions from Lahore and Faisalabad but the majority of phone numbers were apparently old numbers and no longer in use. Only 13 Young Champions (12 boys and one girl) could be interviewed by telephone: this included eight from Faisalabad and five Lahore. Eight teachers who were trained by Help in Need in District Shangla were also telephonically interviewed. These interviews were held in August 2014th.

### **3.3 Data Collection Methods Used**

As advised in the TOR the main thrust of the evaluation methodology was qualitative. The methods used for the data collection are listed below:

- **Desk review:** This included a review of key project documents provided by the UNICEF office, those obtained during the data collection process and other relevant literature (List of documents reviewed in Annex 10).
- **Stakeholders' workshop:** This was held in Lahore and attended by representatives of partner organizations in Punjab including PBSA, PGGA, UNICEF, UNGEI, and SED. The purpose was to inform the stakeholders about the evaluation process and to seek critical feedback about the proposed evaluation methodology.
- **Key informant interviews:** Interviews were held with UNICEF officials at the head office and in provincial offices, with key staff members of partner organizations, PGGA and PBSA officials, school heads, teachers, parents, community members and Young Champions.
- **Group interviews:** Interviews were held with Young Champions, parents, PBSA and PGGA representatives and teachers.
- **School visits for verification of enrollments:** In all, 10 schools were visited to verify enrollment figures and to confirm the presence of trained Boy Scouts and Girl Guides. The list of students enrolled was used to verify the presence or absence of students enrolled through the YCI.
- **Telephonic interviews:** In all, 23 telephonic interviews were held, of which 13 were with Young Champions, eight were teachers trained by Help in Need, one was a politician and one was a PGGA trainer in Kasur (Punjab)

### 3.4 Data Analysis

Data was analyzed using a combination of two approaches for qualitative data analysis: 1) Content Analysis and 2) Analytical Induction. Content analysis entails examining documents or speech to see what themes emerge and how these themes relate to each other. It also takes into account both latent emphasis and over emphasis. Analytical induction involves looking at an event and developing a hypothetical statement about what happened, then examining similar events and exceptions to judge the strength of the hypothesis.

### 3.5 Ethical Considerations

The consultant took into account UNICEF's guidelines on ethical standards for evaluations and other general guidelines on ethics. The three basic principles "considered the foundation of all regulations and guidelines governing research ethics"<sup>18</sup>: 1) respect for participants, embodied in informed consent which is designed to empower individuals; 2) beneficence, which involves weighing risks to a person participating in a research study against the importance of the knowledge to be gained; and 3) justice, which implies not using vulnerable groups as research participants for the benefit of more privileged groups. More specifically the consultant abided by the following guidelines<sup>19</sup>:

- Before seeking information from the participants the consultant informed the respondents about the purpose of the evaluation, informed them that their participation was entirely voluntary and sought their consent for participation.
- The consultant respected the right of institutions and individuals to provide information in confidence and data was "de-identified" to ensure that sensitive data is not traced to its sources.
- During the evaluation the consultant was sensitive to the beliefs, manners and customs of socio- cultural environments of the participants.
- The consultant was sensitive to issues of discrimination and gender inequality.
- It was understood that the evaluation was not expected to evaluate the personal performance of individuals involved in the project. The evaluator made every effort to balance the evaluation of management functions with consideration for this principle.

### 3.6 Quality Assurance Mechanisms

- The consultant has extensive experience of conducting qualitative interviews. He conducted all the interviews in the field himself.
- To ensure the high quality of data collection the consultant recorded and then transcribed the interviews. Interviews were recorded with the permission of informants. Multiple backups of recorded interviews were taken to ensure the safety of the data.
- The consultant remained in touch with the UNICEF team and shared regular updates.

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<sup>18</sup> Roberto Rivera, David Borasky. *Research Ethics Training Curriculum (2<sup>nd</sup> Ed)*. 2009.

<sup>19</sup> *Ibid*.

### 3.7 Limitations

- As noted above, there is no document that described the overall YCI programme in Pakistan. There was no Results Framework and an overall budget for the countrywide YCI programme in Pakistan. The only Results Framework and budgets available are for the projects implemented in Punjab and even these Results Frameworks are not fully developed. The lack of an overarching Results Framework limited the evaluator's ability to assess the YCI against overall indicators.
- There was insufficient data, and insufficient access to UNICEF staff and Young Champions, to identify and analyze the "key changes [that] have taken place with respect to girl's education and gender equality since PGEI was formed, with focus on the three outcome areas".
- There is no consolidated database of students enrolled under the YCI, not even for Punjab. Each partner in Punjab does have lists in printed form. The lists were not provided to the consultant earlier when requested, but were provided to him during the field visits. The lists did not contain the registration numbers of the students. Therefore, it was extremely challenging for the schools to verify whether the students included in the lists were enrolled in the schools and whether these enrollments resulted from the YCI. For verification the consultant had to rely on the memories of the head teachers.
- It was also difficult for confirm whether students whose names appear in the list were actually enrolled by the YCs. The lists were mostly developed based on the details of enrollments sent by Young Champions and were not immediately verified by the partners.
- A major concern expressed by the School Education Department (SED) in Punjab was lack of access to (or non-existence of) lists of students enrolled under the YCI. Although lists were provided to the consultants in hard copy form, these lists were not available with UNICEF Punjab and had not been provided to SED. The partner representatives did not give plausible answers when asked why, if they had the lists in hard copy form, they did not share the lists with the SED.
- Most of the contact numbers of Young Champions provided by the partners (35 by Hayat Foundation<sup>20</sup> and 200 were by JSCD) were not accessible. Therefore only 13 telephonic interviews could be conducted. No contact numbers of Young Champions from Balochistan, Shangla or FATA were available at all.
- No record or data was made available by KP UNICEF related to ACTED. Similarly, budget information for the FATA and ACTED projects was not available.
- Most individuals who were hired by the implementing partners to work on the YCI projects have left the partner organizations at the end their contracts. They were not accessible for interviews. The consultant overcame this constraint by interviewing the most well-informed staff available in the partner organization.

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<sup>20</sup> List provided by Hayat Foundation was of those YC who were apparently more contactable.

- A number of staff members of UNICEF who were directly involved in conceptualizing and managing the project have left UNICEF and it was not possible to trace relevant project documents. As a result considerable institutional memory is lost.

## 4 Findings

### 4.1 Key Project Accomplishments

Between 2009 and 2011 the Hayat Foundation and JSCD trained 507 Young Champions (235 Girls and 272 Boys) and enrolled 12,105 out of school children (5,832 boys and 6,273 girls) in schools in 40 target UCs.

During the second phase (March 1, 2012 to December 2012) UNICEF through its partners drew 1,200 Boy Scouts and 1,200 Girl Guides from target schools in six districts. They trained 200 Scouts and 200 Girl Guide from each district (i.e. 10 Scouts or Guides per school, drawn from 20 boys' and 20 girls' schools) in identifying out of school children and enrolling them in school. The partners also conducted social mobilization activities to prepare the ground for enrolling out of school children. However, the partners stopped short of enrollment because UNICEF did not extend the projects. Even though the Young Champions were drawn from the PBSA and PGGGA network, PBSA and PGGGA were not included as formal partners. Their role was limited to providing informal support to partner NGOs.

#### ***Balochistan***

The Balochistan Boy Scouts' Association trained 12,229 Young Champions against an ambitious target of training 25,000 Boy Scouts and Girl Guides in identifying out of school children and enrolling them in schools. BBSA claims that within the project period the Young Champions successfully enrolled 6,076 children in schools within the eight target districts. Even though BBSA had hoped to continue this work UNICEF did not approve additional projects.

#### ***Khyber Pakhtunkhwa***

The project was implemented in Shangla, a remote district of KP. Under the project, Help in Need trained 194 teachers from 185 schools as master trainers to identify and train 1,850 students as Young Champions (10 students/school from 185 schools). Help in Need did not carry out a formal enrollment campaign during the project as it was outside the scope of the project. No further projects were implemented under YCI by Help in Need.

#### ***FATA***

The Hayat Foundation identified and trained 2,000 Young Champions (1,200 boys and 800 girls) in the Mohmand and Bajaur Agencies. Young Champions identified out of school children and, with the assistance of *Taleemi Islahi Jirgas* (the FATA version of SMCs or PTAs), enrolled them in schools. The Hayat Foundation claims that it has contributed to the enrollment of 8,000 students in the Mohmand and Bajaur Agencies in 2012.

### 4.2 Significant Operational Changes in YCI Punjab

In 2012 UNICEF Punjab decided to replicate the programme in four additional districts (Pakpattan, Bahawalnagar, Kasur and DG Khan). At the same time UNICEF also decided to change its strategy of engaging Young Champions (YCs). Until then YCs had been identified by implementing partners directly from the communities. However, it was realized that with no institutional affiliation

beyond the project period, the Young Champions were not able to continue their work. Therefore, the need to identify partners with more sustainable linkages with youth was highlighted. The idea of engaging PBSA and PGGA as partners, which had been explored in the early stages and then put on the back burner, was revived. Since PBSA and PGGA are permanent school-based structures, it was hoped that engaging PBSA and PGGA would address the issue of sustainability.

The new partnership model entailed partnerships with three different institutions in each district: PBSA, PGGA and one local NGO. While in the past only local NGOs had been responsible for all the activities on the ground, the new model limited the role of local NGOs to the training of Young Champions and the social mobilization activities in the communities. Under the new model Young Champions were drawn from PBSA and PGGA. The Young Champions under the direct supervision of PBSA and PGGA were supposed to take part in the school enrollment campaigns.

Although PBSA and PGGA were identified as partners, it was assessed during the evaluation that their systems, particularly with respect to financial management, project planning and reporting, did not comply with the requirements of UNICEF for partnership. To address this issue UNICEF Punjab commissioned an organizational capacity assessment of PBSA and PGGA. In light of the recommendations UNICEF organized trainings for PBSA and PGGA staff.<sup>21</sup> Meanwhile UNICEF signed partnership agreements with existing partner NGOs to implement the project in six districts (two existing and four additional districts).

UNICEF through its partners drew 1,200 Boy Scouts and 1,200 Girl Guides from target schools in six districts. They trained 200 Scouts and 200 Girl Guide from each district (i.e. 10 Scouts or Guides per school, drawn from 20 boys' and 20 girls' schools) in identifying out of school children and enrolling them in school. The partners also conducted social mobilization activities to prepare the ground for enrolling out of school children. However, the partners stopped short of enrollment because UNICEF did not extend the projects. Even though the Young Champions were drawn from the PBSA and PGGA network, PBSA and PGGA were not included as formal partners. Their role was limited to providing informal support to partner NGOs.

## 4.2 Relevance

As a means of improving literacy by enrolling out of school children, and particularly in its focus on girls, YCI was highly relevant since Pakistan has the world's second highest number of out of school children, reaching close to 5.5 million.<sup>22</sup>

YCI was also relevant in its focus on high dropout rates, since these contribute to the poor state of education in Pakistan, where the survival/retention rate at

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<sup>21</sup>

*UNESCO Institute for Statistics database cited in Policy Paper 14, June 2014.*  
<http://www.uis.unesco.org/Education/Documents/fs-28-out-of-school-children-en.pdf>

primary level is 70 per cent (71 per cent for boys and 68 per cent for girls). Transition rates to secondary classes are much lower and vary by location. According to the Pakistan Education Statistics, only 15 per cent of children who enroll at the primary level make it to the secondary level.<sup>23</sup>

In theory, the YCI programme directly addresses multiple strands of “basic education and gender equality” which is one of the key focus areas for UNICEF. It touches strands such as equitable access, innovation in education, girls’ education and gender equality. The YCI programme recognizes that full and complete access to free, quality education is a basic human right. It also acknowledges that girls suffer severe disadvantages and exclusion in the education system throughout their lives as students.

There is an underlying recognition that innovation in education includes, but is not limited to, the use of technology. Innovation can take many forms, including a partnership, product or process.<sup>24</sup> An innovative feature of the YCI programme is using young men and women as champions of change to enroll out of school children and decrease dropout rates.

The YCI programme is also in line with the direction of UNICEF after 2015. UNICEF acknowledges the need to “finish the unfinished business of EFA and MDG agendas.” The Global meeting on EFA, held in May 2014, endorsed a shared vision for a post-2015 education agenda and pledged to “galvanize international support behind the overarching goal to “ensure equitable and inclusive quality education and lifelong learning for all by 2030.”<sup>25</sup>

YCI is in line with UNICEF’s existing country programme (UNICEF Country Programme 2013-2017) for Pakistan. Greater focus on out-of-school girls and boys was one of the key programmatic foci highlighted in the country programme in order to achieve the Millennium and Sustainable Development Goals. The focus on out of school children was expected to be translated into practice in the form of tracking and audits of out-of-school children and programmes for re-entry.<sup>26</sup> YCI is relevant because it aimed to achieve exactly this.

YCI is also in line with country priorities. The Pakistan Poverty Reduction Strategy Paper, a key public policy document that reflects the government’s commitment to its international donors for macroeconomic, structural and social policies and programmes to promote growth and reduce poverty also, recognizes that “after the eradication of extreme poverty and hunger, the most important of the MDGs is the attainment of universal primary education”.<sup>27</sup>

In theory, YCI was supposed to be a programme implemented in different provinces of Pakistan: in practice it was implemented as independent and rather isolated projects in three out of four provinces and in two FATA Agencies.

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<sup>23</sup> UNESCO *Situational Analysis of Education Sector in Pakistan, 2011*

<sup>24</sup> [http://www.unicef.org/education/bege\\_73537.html](http://www.unicef.org/education/bege_73537.html)

<sup>25</sup> *Beyond 2015: The Education We Want*. <http://globaleducationfirst.org/4161.htm>

<sup>26</sup> UNICEF *Country Programme 2013-17, Strategy Paper*. v Version: August 2012.

<sup>27</sup> *Pakistan Poverty Reduction Strategy Paper 2013*. pp. 155

The target groups for the projects were clearly identified. They all aim to benefit out of school children from marginalized and poor areas. Districts include both urban and rural areas in Punjab, KP, FATA and Balochistan. Even in urban centers such as Lahore and Faisalabad, the areas selected were poor and marginalized.

YCI was inspired by UNICEF's global and Pakistan-specific experiences, but it was not underpinned by a systematic and rigorous inquiry into the causes of children not being enrolled in school. A UNICEF study on out of school children is available but the programme design does not appear to take stock of the findings.<sup>28</sup> As a result, the underlying programme theory described above is rather linear (i.e. it assumes that by sensitizing communities, parents and children, out of school children can be enrolled in schools), while the UNICEF study points to a complex inter-play of factors that prevent children from going to school and/or remaining in school. YCI appear to address only one of the many factors that keep children out of school i.e. a lack of awareness or initiative on the part of parents or the community in general.

To some extent the programme did provide some support in the form of books and uniforms to the poor students, although the program design does not appear to address or even sufficiently recognize the more pressing issues or causes of children being out of school: e.g. poverty, poor physical infrastructure, including bathrooms, lack of space and distance from school that militate against the enrollment of children, especially girls, in schools.

The programme was meant to develop a scale-able model. Therefore, with 5.4 million children out of school in Pakistan, the scope of YCI was much smaller than the scale of the issue of out of school children in Pakistan. Even within target districts the scale of the problem is much larger than the programme could possibly address. For example, according to UNICEF Balochistan in Quetta alone, 117,000 children are out of school while the project target for the 8 districts in Balochistan was 125,000 children.

The programme was meant to reinforce government initiatives for Universal Primary Education (UPE). In Punjab the YCI reinforced the actions of the government in that it contributed to reducing the number of out of school children, but YCI was not fully integrated with the government system. For example, barring exceptional cases, the Young Champions Initiative worked independently of enrollment drives conducted by schools through teachers. Most of the school heads and teachers interviewed for the evaluation mentioned they also got the communities to enroll out of school students, yet none of them mentioned that they ever asked or used the Young Champions for support. Some teachers compared YCI favorably with the UPE drive undertaken by schools, itself an indication that they worked independently of each other.

Similarly, except in FATA where Young Champions worked with *Taleemi Islahi Jirgas* (TIJ), the equivalent of SMCs and PTAs in other provinces, the YCI did not entail linkages with SMCs. Community mobilization activities were performed without any link or coordination with the SMCs, where these existed. One of the

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<sup>28</sup> Study on out of school children, UNICEF, June 2013.

partner staff members in Punjab mentioned that they deliberately did not involve SMCs because most SMCs are not functional. Even though a monitoring report developed by the SED had recommended the involvement of SMCs/PTAs, this recommendation was not implemented by the partners and was apparently not followed-up on by the SED.

There is a tacit assumption in the underlying theory of change that training Young Champions would lead to increased performance of Young Champions and partner organizations (including PBSA and PGGA). This in turn, the theory assumes, would translate into positive change at the community level. The model does not recognize that capacity is only the potential to perform. Translation of individual capacity into performance (or translation of individual capacity to organizational performance) is influenced by numerous internal and external factors. External factors include social and cultural milieu, as well as technology and economic trends (e.g. political and economic hold on rural poor). Internal factors for an organization include the following: incentive and reward systems, organizational climate or culture, organizational history and traditions, leadership and management style, clarity and acceptance of the organization's mission, extent of shared norms and values that promote teamwork and the pursuit of organizational goals and organizational structure.<sup>29</sup>

### 4.3 Efficiency

With the projects' duration ranging from three to ten months, the targets set for the projects were too ambitious. A case in point is the project implemented by BBSA in Balochistan. BBSA agreed to identify and train 25,000 Young Champions, but was able to train 12,229 Scouts and Guides as Young Champions. Interactions during the evaluation with Young Champions in Punjab also suggest that not all of them were given the opportunity to attend the training for Young Champions. Similarly, the proposal for the second phase of the project in Punjab (March to December 2012) aimed to enroll 20,000 out of school children (50 per cent of the total target of 40,000: 20,000 boys and 20,000 girls). This target was dropped and the partners realistically revised it to the identification and training of 2,400 Young Champions (1,200 girls and 1,200 boys) and social mobilization activities in six districts during the nine-month project from April 2012 to December 31, 2012.

Implementing projects of shorter duration (as happened in Punjab) also affected efficiency because each project required the same amount of time for mobilizing staff (and other resources) and a closing period. Retaining project staff in the hope of the next project tends to be expensive for partners, but releasing project staff and rehiring them when the next project is approved took time and was inefficient. It was also de-motivating for some of the staff members who went through a cycle of being employed, then were jobless.

Project teams were able to hire sufficient numbers of qualified staff from the project areas and implementing projects. It was commendable to note that HF was able to deploy staff and achieve the established targets in FATA.

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<sup>29</sup> Lusthaus, Charles, et al. *Organizational Assessment. A Framework for Improving Performance*. Inter-American Development Bank, Washington, D.C. International Development Research Centre Ottawa, Canada. 2002.

The absence of opportunities and structures for experience-sharing and mutual learning meant a duplication of effort and missed opportunities to learn from each other. An example of duplication of effort is the development of training manuals and training materials for the Young Champions. Instead of coordinating and developing a training manual that could be modified for use by all the partners, the implementing partners in each province developed their own training manuals and/or materials. BBSA in Balochistan and the implementing partners in Punjab engaged external consultants to develop the training manuals.

The partners have been able to achieve most of the targets within the stipulated time, the exceptions being some very ambitious targets set by BBSA , including the target of mapping (i.e. identifying and locating) 125,000 out of school children. A notable target missed in Punjab was the delay in developing training manuals for Young Champions. The manual was completed after all the trainings were imparted in the hope of using it in future.

Since the projects were implemented in different contexts and the projects implemented in different provinces had different designs, the projects are not realistically comparable in terms of cost. However, the costs for the Hayat Foundation (in Faisalabad) and JSCD were similar because scale and context was similar. The following tables and graphs provide an analysis of costs for the different projects. The costs for ACTED and the Hayat Foundation's project in FATA were not available for analysis. Therefore, the analysis is restricted to YCI in Punjab, Baluchistan and a project implemented by Help in Need in Shangla district of KP.

**Table 4.1: Cost per Child Enrolled in the Schools**

Partners	Targets	Achieved	Project Budget (USD)	Cost/Child Enrolled (USD)
BBSA	43,096	6,076	223,177	36.73
Help in Need	-	-	21,385	
Hayat Foundation in FATA		2000	Not available	
JSCD		5242	129,520	24.71
Hayat Foundation (Faisalabad)		6,863	130,470	19.01

Sources: Project documents

Assuming that the numbers reported by the partners regarding enrollments are accurate (despite some caveats noted in the section on effectiveness), the cost per child enrolled in Balochistan is USD 36.73. In Punjab the cost per child enrolled in the school is USD 24.71 for JSCD and USD 19.10 for Faisalabad. A comparison for cost per unit for partners in Balochistan and partners in Punjab is not realistic, given the difference in context and the nature of the projects, but a comparison of partners in Punjab shows the HF to be relatively more cost-efficient than JSCD.

#### 4.4 Effectiveness

Since the Young Champions Initiative was implemented as independent and isolated projects in different provinces, no overall objectives for the programme were defined. As a result the projects implemented in different provinces have different objectives, although they do appear to contribute to the goal of reducing the number of out of school children.

##### **YCI Punjab**

UNICEF Punjab and its partners in Punjab had two different sets of objectives for the first phase and second phase. The main objectives of the projects implemented in the first phase were:

- a. To reduce dropout rates and to improve primary school retention among children, especially girls, in classes 1–2 in forty selected Union Councils in two districts (20 union councils in 2 districts – Lahore and Faisalabad in Punjab).
- b. To enroll disadvantaged, marginalized out-of-school children (migrants, child laborers, street children, etc.) in schools (both formal and non-formal) in the selected UCs.

For the first objective no specific outputs were identified in the results framework, but the progress reports developed by the partners suggest that it was intended that the first objective would be achieved as a result of cumulative efforts, particularly through increased awareness about education in the communities in general, as well as in parents, teachers and children. It was also intended that the Young Champions would engage with teachers and students to sensitize them and make school environments more conducive and welcoming for children from marginalized communities (e.g. working children, street children, migrants and the extremely poor). The desk review and the discussions with stakeholders, including UNICEF staff, SED officials, District Education Department officials, teachers, staff and Young Champions show that this objective did not receive much attention. In the first place, no attempt was made to collect school specific dropout and retention rates so as to be able to measure the decrease in dropout rates. The implementing partners themselves do not claim achievement on this count. In fact, it was rather unrealistic to expect that through three short-term projects implemented in 20 UCs this objective would be achieved.

For the second objective the main focus of the projects implemented during the first phase was to enroll disadvantaged and marginalized out-of-school children (migrants, child laborers, street children, etc.) in selected schools and non-formal education centers. Both implementing partners in Punjab have been considerably successful in achieving this objective. Table 4.2 below shows (1) the number of out of school children identified in 2009 through a mapping survey in the target UCs, (2) the number of out of school children enrolled and (3) enrolled children as a percentage of out of school children identified by the partners.

**Table 4.2: Number of OOSC Identified and Enrolled in Punjab**

No. of children	JSCD	HF	Total
Number of identified OOSC	5,825	7,152	12,977
No. of enrolled OOSC (2009-11)	5,242	6,863	12,105
Percentage of identified OOS children enrolled	90%	96%	93%

The data in the table shows that both HF and JSCD have been effective in enrolling out of school children in the target UCs. It shows that more than 90 per cent of children identified as out of school in 2009 were enrolled in schools during the 2010-2011 enrollment campaign led by Young Champions. Overall, of the total of 12,977 out of school students identified by the partners in the target UCs 12,105 (93 per cent) were enrolled in schools. However, it must be noted that the number of identified children does not represent the total number of out of school children in the target UCs. The number of children identified as out of school by the Young Champions was less than the indeterminate number of all out of school children in the target UCs.

Table 4.3 provides a gender-wise and partner-wise breakup of the enrollments.

**Table 4.3: Gender-wise Distribution of Out of School Children Enrolled**

Partner	Boys	Girls	Total	Percent of Identified OOSC
HF	3,297	3,566	6,863	56.70
JSCD	2,535	2,707	5,242	43.30
<b>Totals</b>	<b>5,832</b>	<b>6,273</b>	<b>12,105</b>	<b>100</b>

Table 4.3 shows that HF has been able to enroll more children compared to JSCD, partly because the number of out of school children identified by HF was higher than that of JSCD. HF was also able to enroll six per cent more identified out of school children compared to JSCD, using similar resources.

Without a representative survey, it is not possible to conclusively verify the total number of enrollments claimed by the implementing partners in Punjab. However, to collect some qualitative evidence regarding enrollments the consultant visited 10 randomly-selected schools in Faisalabad, Pakpattan, Lahore and Kasur. Insights gathered during verification suggest that it would be very challenging to establish verified enrollments or to establish how many children were enrolled as a direct result of project activities. Interestingly, until July 2012 the implementing partners had not provided the School Education Department with the lists of students they had enrolled, making it difficult for SED

to verify the enrollments or sources of enrollments using their own means, even though an attempt to verify enrollments was not made.

Verification visits to schools in Lahore and Faisalabad highlight following challenges that make the verification very difficult:

- There was a significant period of time between the enrollments done in 2010-2011 and the present (when the evaluation was conducted), making it extremely difficult to rely on recall method for verification of the large number of students in the target schools. Looking at the lists some teachers and head teachers were able to recall that some students were studying in their schools or had studied there in the past. It was not possible to establish whether those who had left the schools were dropped out or had left the school because of migration of their parents.
- Neither HF nor JSCD kept records of the registration number (referred in Urdu to as *Dakhla-Kharaj* number) of the students, making it challenging to trace the students. Head teachers and teachers in the sample schools visited for the evaluation were able to verify some of the names mentioned in the list, but they could not verify the whole list because registration numbers were not available.
- Even if students had been traced, it is challenging to attribute enrollment to a particular agency. Relying on the list is also difficult because during the verification visits to schools the consultant also came across names of students studying in the schools who had never been out of school. They were simply transferred from other schools.
- Verification is also challenging because under the Universal Primary Education drive all the teachers are required to visit their communities and enroll out of school students. Since teachers and Young Champions worked independently of each other for enrollment a detailed verification involving SED could become a source of contention between school management and local partners (i.e. there is a risk that claims may overlap).
- Most enrollments were recorded based on reports sent by Young Champions and these reports were not always independently verified by the partner organizations soon after the enrollments were made. Both organizations do claim that they subsequently conducted a verification exercise and reported a 67 per cent retention rate.

The challenges mentioned above, particularly the evidence that some students claimed to have been enrolled by the partners may not have been out of school in the first place, suggest that total number of enrollments claimed by partners should be treated with a considerable degree of caution. This is more so in case of JSCD, because evidence of enrollment was weaker for JSCD. However, having mentioned these caveats it is also important to note that the consultant came across considerable qualitative evidence during interviews with teachers, Young Champions, project staff and parents which shows that the Young

Champions have been notably effective in enrolling out of school children. However, this evidence was stronger in case of HF than JSCD. Comparing the enrollments carried out via Young Champions with those carried out by teachers, a primary school Principal in Faisalabad said:

*“In my school around 100 students were enrolled by young champions ... we also go to the community to enroll kids under universal primary education [drive] but the Young Champions were more effective in enrolling children in schools.”*

Another teacher from Faisalabad said, *“Young Champions from the area enrolled many kids. Since the Young Champions were local they were more effective in convincing parents to send their children to schools.”*

By 2011 UNICEF had realized that working with community Young Champions was not sustainable because the Community Young Champions did not have any sustainable institutional affiliation with the partner organizations beyond the project period. Expectations that Young Champions would be linked with government Education Departments and the Social Welfare Department proved unrealistic. To overcome this limitation, UNICEF decided to work with PBSA and PGGA because they operate a province-wide network of Scouts and Guides. In short, with or without projects the PBSA and PGGA work with school-based youth across Punjab at all times.

The objectives identified for the second phase of the project (March-December 2012) reflect the change in direction. The objectives for the second phase were:

- Transformation of 1,600 Scouts and Guides (800 each) as Young Champions through interactive and leadership learning lessons;
- Enrollment of 40,000 out of school, most marginalized and vulnerable children in formal and non-formal selected participating schools in six districts (50 per cent to be achieved during 2012 and the rest in 2013);
- Back to back enrollment of over-aged out of school children in approximately 60 non-formal educational centers in six districts through community mobilization activities by young champions;
- Retention of 13,083 (actual number was 12,105) previously enrolled children (from 2009-2011) in collaboration with respective NGOs in Lahore and Faisalabad districts.

For the first objective the partner organizations exceeded their targets and identified 1,200 Scouts and 1,200 Girl Guides in six districts and trained them as potential Young Champions. They were selected from 240 secondary and high schools (120 boys' and 120 girls' schools) spread over six districts. A representative survey may be required to verify the reported coverage, but evidence collected using interviews with PBSA officials, PBSA trainers, head teachers, teachers, girl guides and scouts confirmed that the partner organization did indeed identify scouts and girl guides and trained them in identifying and enrolling out of school students. For example, the former District Secretary of PBSA, who had worked closely with the HF team, confirmed that the HF team diligently trained scouts in all 40 schools (20 girls' and 20 boys' in 20 UCs of

Pakpatan), including schools located in remote and difficult to access areas. He said he could confirm this because he had personally monitored their activities as the then District Secretary of PBSA.

The second and third objectives were included in the project proposal for the second phase, jointly prepared by UNICEF and the partner organizations. These objectives (expectations) were not built into the work plan and budget for projects implemented by JSCD and HF between March-December 2012. The partners were not required to enroll students during the project period. They were only required to identify and train Scouts and Guides and carry out social mobilization and advocacy activities during this phase. It was hoped that these objectives would be addressed during the subsequent phases of the project.

Regarding the fourth revised objective, two different figures for total enrollment appear in the documents: 13,083 and 12,105. The latter is the more recent and corrected figure. Even though retention of previously- enrolled students was one of the objectives, no particular efforts were planned and implemented to ensure retention. The only activity planned was a validation survey which both partners conducted. The results of the validation survey are presented in Table 4.4.

**Table 4.4: Results of Validation Survey Conducted by HF and JSCD**

Category	JSCD			HF			Total
	Boys	Girls	Total	Boys	Girls	Total	
Enrolled	2,535	2,707	5,242	3,297	3,566	6,863	<b>12,105</b>
Dropped out	507	575	1,082	361	176	537	<b>1,619</b>
Retained	1,601	1,775	3,376			4741	<b>8,117</b>
Percentage of Retention	63%	66%	64%			69%	<b>67%</b>
Dropout Rate	20%	21%	21%	11%	5%	8%	<b>13%</b>
Others							<b>19%</b>

Table 4.4 shows the results of the validation surveys conducted by HF and JSCD. It shows that the retention rate of 12,105 out of school students who were enrolled by the implementing partners of UNICEF Punjab was 67 per cent. The dropout rate was noted to be 13 per cent. The remaining 19 per cent included students who migrated to other areas or were promoted to senior classes and left the school or students who moved to non-formal education centers. It is worth noting that gender disaggregated data for students retained is not available from the Hayat Foundation.

### **YCI in Balochistan**

There were three major objectives of the project implemented in Balochistan:

- a. Providing access to 125,000 children (boys: 60,000 and girls: 65,000) to quality education in 2,500 schools in eight focused districts of Balochistan

by involving parents with the support of scouts and close coordination of district/provincial education department in the focused districts

- b. Capacity of 25,000 scouts is enhanced for creating support for enrolment of out of school all children, data collection, advocacy and mobilization of communities on importance of education
- c. Capacity of scouts unit leaders from 8 targeted districts is enhanced to revive and train the scouts and create support of enrolment enhancement and act as master trainers at district level

The objective A is not appropriately phrased, but further details shared by BBSA reveal that the actual target was the 'mapping' of 125,000 children in the eight target districts to determine whether they were in or out of school. They fell short of achieving this ambitious target, but were able to map (i.e. identify) 85,684 children, a creditable accomplishment. BBSA found that out of those 85,684 children, 42,409 (roughly 50 per cent) were out school and the rest were going to school. It was not within the scope of the evaluation to verify the extent of outreach in Balochistan, but since BBSA had adopted a cascading model they may well have achieved the target of identifying out of school students.

Although student enrollment was not one of the targets for the project, BBSA claims to have enrolled 6,076 students in eight districts. According to a UNICEF Balochistan official BBSA went beyond the requirements to enroll students. Some respondents interviewed for the evaluation, however, contend that many enrollments claimed by BBSA were for Kindergarten. These children, according to these respondents, would have been enrolled in any case, with or without the project. Lists of students enrolled were requested but were not made available.

For objective (b) the BBSA and UNICEF wanted to leverage the project to revive scouting in Balochistan. BBSA had targeted to identify and train 25,000 Scouts and Guides (21,250 Boy Scouts and 3,750 Girl Guides) in basic scouting activities, mapping and enrolling of out of school children and conducting school enrolments drives. They fell short of yet another ambitious target (given Balochistan's difficult and sparsely-populated terrain and comparatively large number of districts to cover, as well as floods and the security situation) and trained 12,299 Scouts against the target of 25,000.

For objective (c) the BBSA established a target of training 2,500 Unit Leaders (i.e. teachers responsible for scouting or girl guiding in a school). It was able to train 1,507 Unit Leaders with the help of Scout organizers who were trained at the provincial level. The target could not be achieved owing to external challenges such as flash floods, long winter vacations in schools and the non-availability of teachers in schools as well as issues related to the payment of Daily Subsistence Allowance (DSA) that the BBSA was supposed to pay.

### **YCI in KP**

In KP the identification of Young Champions was one of a myriad of activities included in the Welcome to School project. Under the project implemented by Help in Need, 1,850 students were identified and trained as Young Champions.

Other activities included the training of Parent Teacher Associations (PTAs), training of teachers and head teachers, the formation of School Representative Councils and training on Life Skills Based Education (LSBE) as well as training on Disaster Risk Reduction for teachers and head teachers.

### **YCI in FATA**

No written documents were available for YCI in FATA. Documents were requested from UNICEF FATA but HF were not able to provide any project documents. Based on the interviews with a UNICEF representative and a representative of HF in FATA, it is claimed that HF identified and trained 2,000 Young Champions in FATA.

### **Partnerships**

It was not possible to clearly establish from the review of documents and discussions with key partner staff how and why particular partners were selected for the implementation of the projects in Punjab. The UNICEF team did perform a risk assessment of the partners but it is not clear which other organizations were considered for partnership before selecting HF and JSCD as partners. It appears that no partner-mapping exercise was conducted to identify organizations with expertise in working with youth. Both the Hayat Foundation and JSCD appear to have significant experience and expertise in relief, rehabilitation and some aspects of community development, but youth development does not appear to be the *forte* of any of these organizations, though JSCD did indeed work with what they called 'water champions' in the past. Documents were requested but documents which could shed light on partner selection process were not available. This raises questions about process of selection of partners.

In Baluchistan UNICEF considered the Baluchistan Boys Scouts Association (BBSA) as a natural partner to work with because: 1) BBSA is a long-standing partner of UNICEF, 2) it has the capacity to implement complex projects, and 3) no other organization in Balochistan boasts a large network of youth (Scouts).<sup>30</sup> According to the Education Officer, UNICEF Balochistan, they were mindful that if they identified Young Champions through NGOs it would not be sustainable; they also did not want to create a parallel system, but wanted instead to benefit from a network that is deeply rooted in the education system. The Balochistan Girl Guide Association (BGGA) was not directly involved in the implementation because of capacity issues such as limited human resource, financial management and procurement.

In KP UNICEF worked with two NGOs: a local NGO, Help In Need, and an international NGO, ACTED. In KP, YCI was not a stand-alone project; it was an extension of a large project funded by UNICEF, Welcome to School. In the absence of access to detailed records and the inability to interview the most relevant staff members, it was not possible to establish whether a mapping

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<sup>30</sup>BBSA has been working with UNICEF since early 1980s. Notable projects implemented by BBSA with UNICEF included a project for Oral Rehydration and Brother Joins Meena. BBSA also implemented projects with agencies like WPF, Plan International, USAID and World Health Organization (WHO).

exercise in KP was carried out to identify NGOs with the most relevant expertise. Help In Need did have experience of implementing a project in which they had developed School Representatives Councils (SRCs), but it was not possible to establish why ACTED, an international NGO, was selected to implement the project.

In FATA YCI was implemented by HF, which was selected because of its experience of implementing YCI in Punjab and it was already working in FATA. Another reason cited by a UNICEF official is that a key staff member of UNICEF KP, who was transferred from Punjab, had recommended HF because he was happy with their work in Punjab.

### Young Champions

As the name indicates, the Young Champions were the central figures and main vehicles for promoting education. Therefore, it is important to explore who the Young Champions are, how they were identified, what motivates them to work as Young Champions and what was/is their expected role.

According to UNICEF and the implementing partners the potential Young Champions in the context of the YCI were individuals (both girls and boys, aged 11 to 18) who had an interest in promoting education, particularly girls' education, and were ready to take part in enrolling out of school children. The Young Champions themselves believe that a Young Champion is one who is ready to contribute to education and enroll out of school children without any consideration for monetary benefits. Young Champions in the context of YCI are not of one type. They are:

- Youth from the community with no necessary prior institutional linkages (in the case of the Young Champions identified during the first phase of YCI in Punjab and in FATA);
- Girl Guides and Boy Scouts (in the case of Punjab during the second phase of the project and in Balochistan); and
- Students trained by teachers to serve as Young Champions in Shangla (identified by Helping Hand).

Table 4.5 shows the number of community Young Champions identified and trained by partners in Punjab during the first phase of the YCI.

**Table 4.5: Number of Young Champions (Punjab)**

Partner	Total
JSCD	260
Hayat Foundation	247
<b>Total</b>	<b>507</b>

Table 4.6 shows the number of Boys Scouts and Girls Guides trained as Young Champions in Punjab during the second (replication) phase of YCI and those trained in Balochistan.

**Table 4.6: No of Scouts and Girls Guides Trained as Young Champions (Punjab and Balochistan)**

Partner	Girls	Boys	Total
BBSA			12,229
Hayat Foundation	600	600	1,200
JSCD	600	600	1,200
Total			

Table 4.7 shows the number of young champions identified and trained by partners in FATA and KP. The data for ACTED was not available.

**Table 4.7: Young Champions in FATA and KP**

Partner	Girls	Boys	Total
Hayat Foundation in FATA	1,200	800	2,000
Help in Need			1,850
ACTED			-
<b>Total</b>			<b>4,357</b>

The numbers of Young Champions trained in FATA and Shangla are not comparable because of differences in their involvement in activities. For example, the Young Champions identified by Help in Need did not undertake any enrollment drive as it was outside the scope of the project they had implemented.

The numbers of Young Champions trained and engaged in activities are available but the records maintained by the implementing partners are silent about the profiles of Young Champions. It is rather surprising that the partners do have such important information as the gender, average age of the Young Champions, their ethnic background, economic status, educational qualification or types of jobs they do. This is a major weakness with potential negative implications for decision-making.

No strict criteria were followed for the selection of Young Champions. With some exceptions, anyone who was ready to volunteer to enroll out of school children was selected as a Young Champion. In Punjab, in some instances it appears that potential candidates were formally interviewed and those who qualified were selected. In some cases an active individual from a community was chosen as the focal person who was then given the task of identifying other Young Champions.

When asked what motivated them to become young champions, all of those interviewed during the evaluation said they were motivated by the cause. They mostly said they were motivated because it was for the welfare (*Falahi kam*) of their community. One of the Young Champions interviewed for the evaluation, when asked what had motivated him to become involved, said:

*“Our area is backward and most people are illiterate. I thought if I could help even one child succeed in his career it would be a success, as it would*

*help our community. If someone from our community succeeds in becoming a doctor he/she can serve people from the community or if he becomes a policeman he may help the people with an FIR or some other issue.”*

Although training was one the requirements for becoming a Young Champions, not all of them received the training. For example, a group of a very active and motivated Young Champions interviewed in Faisalabad did not even know about any training conducted. According to HF in this case only group leader was trained who then informally trained other group members (the group leader was not available to confirm this).

It seems that both UNICEF and the partners focused more on the instrumental value of Young Champions (i.e. utilizing them as vehicles for enrolling students or meeting their targets) with little or no focus on the personal or professional development of the Young Champions. The trainings imparted to Young Champions focused primarily on identifying out of school children and enrolling them in schools. This is illustrated by a quote from an interview with a Young Champion in Punjab. When asked what he had learned in the training course he said, “*the training was more about filling out forms ... it was not a training that would include many other things.*” This answer also echoes other responses and shows that the focus was on achieving targets for enrollment with little or no focus on developing the Young Champions as leaders.

As noted, practically everyone who was identified and trained to take part in project activities as a Young Champion was considered to be a Young Champion, without regard to their performance. As a result neither the implementing partners nor UNICEF appear to make a formal distinction between those who performed well and those non-performers who did not live up to expectation or promise.

#### Coordination and cross learning

Apparently, because YCI was not conceptualized as a single programme at the country level, there was little or no focus on creating opportunities for cross learning among the partners in the project areas. Barring initial attempts (i.e. meetings and a workshop held in 2009) to conceptualize to a programme at the country level, which in any case did not come to fruition, no further inter-provincial meetings or workshops were held to share experiences and learn from each other’s experiences. However, the implementing partners in Punjab and UNICEF Punjab did have a number of opportunities to share their experiences in the form of coordination meetings at provincial level.

Communication related to YCI between the UNICEF provincial offices and UNICEF head office also appeared to be very weak. The only project documents available with the Education team at the Head Office were for projects implemented in Punjab by the Hayat Foundation and JSCD. The UNICEF Head Office did not have even basic details of the projects implemented in other locations. One of the Education Officers in one of the provinces, commenting on the lack of communication between the UNICEF Head Office and the provincial office, said that they (the Education Department) did not share the details on activities and outputs because they were never asked to share them by the Head Office. Nor did they feel the need to share any information regarding progress

with the Head Office. It is, however, noted that in another project implemented by UNICEF, (the Social Cohesion Project), the project teams in the UNICEF Provincial and Head Offices hold regular coordination and experience sharing meetings. This is a feature found wanting in the case of YCI.

One result of the lack of synergy among the implementing partners in the different provinces was a duplication of efforts. This is reflected in the fact that each partner developed its own training manual or training materials for the Young Champions. Even though a training manual for the Young Champions was developed at UNICEF's Regional Office for South Asia (ROSA) , and was given to the Pakistan office for necessary adaptations, the manual was apparently not made available in all the provincial offices. Both in Punjab and Balochistan the implementing partners hired the services of external agencies to develop training manuals for training the Young Champions. Coordination and synergy could have saved time and resources.

Another example of the negative implication of not having any formal or informal mechanisms for experience sharing between provinces and partners is that the partners cannot learn from either positive experience or the pitfalls of the different approaches adopted elsewhere. In Balochistan, UNICEF implemented the project with PBSA while in Punjab it took three years to appreciate the limitations of working directly with community Young Champions. One respondent interviewed for the evaluation was surprised to know that UNICEF Punjab was working directly with Community Young Champions through local NGOs, with no role for the Boy Scouts Association. He also said they [the Young Champions] did not share their concerns openly because they did not want to appear to be interfering.

### **Monitoring**

Monitoring was one of the weakest links in YCI, not only in Punjab but also in other provinces. In Punjab monitoring was partly compromised by the floods of 2010 and 2011, as the floods diverted the attention of UNICEF staff to relief work in flood-affected areas. One indicator of weak monitoring is absence of any monitoring reports produced by the UNICEF provincial office in Punjab.

There was an expectation on the part of UNICEF that the School Education Department (SED) would regularly monitor project activities. Even though a senior SED official did visit some participant schools in Faisalabad and Kasur, the SED did not seem to share this expectation regarding regular monitoring visits. According to a senior SED official, they facilitated the implementing partners by writing letters of support to remove any hurdles at the district level, but they did not have sufficient time and resources to monitor the project activities regularly.

HF and JSCD, implementing partners in Punjab, also recognize that they were not able to monitor and verify the enrollment of students reported by the Young Champions to the extent they wanted. Both organisations in most cases used the enrolment data provided by the Young Champions. The most important concern expressed by the Young Champions was limited follow-up and monitoring from the implementing partners, which, according to them, affected their motivation, even though they were very happy with the work they were doing.

The quality of monitoring was also an issue that needs to be highlighted. Indicators for monitoring were not developed until 2012, making it difficult to monitor project activities systematically. Possible indicators were discussed in a joint meeting with UNICEF and the partners but those were not finalized. In the absence of agreed indicators for monitoring, monitoring remained rather informal, partly reflected by the absence of formal monitoring reports. The only monitoring reports available for desk review were two monitoring reports produced by the UNICEF Head Office in Islamabad and four monitoring reports developed by SED and the UNGEI cell. These reports do not reflect a systematic review of YCI.

Weak monitoring was also an issue in the other provinces: In KP and FATA the poor security situation prevented the UNICEF staff from regularly monitoring project activities. In KP, to address this issue, monitoring was outsourced a third party, but the focus of monitoring done via third party was more on verifying targets related to the rehabilitation of physical infrastructure. In Balochistan the project activities were spread over a large area (eight districts) and the duration of the project was only nine months (including summer holidays). Because of resource limitations and the fact that distances were long, it was challenging to monitor project activities. According to some respondents in Balochistan the absence of intensive monitoring means that some of the claims regarding enrollment of students in Balochistan may be unrealistic.

#### The New Strategy for YCI in Punjab (2013 and Beyond)

Having recognized the limitations of working with community Young Champions with no sustainable institutional affiliation, UNICEF Punjab decided to engage PBSA and PGGA as partners along with local NGOs. While PBSA and PGGA appreciated the opportunity of working with UNICEF, they felt bypassed or left out when it came to the actual implementation of the project. They contend that the partners NGOs worked with Boy Scouts and Girl Guides in the districts without even signing a Memorandum of Understanding (MOU) with the PGGA and PBSA Head Offices.

While senior officials of PBSA and PGGA were not quite eager to take part in a replication phase of the project without a formal agreement, the implementing partners were able to win the support of their district chapters. According to a former District Secretary of PBSA they facilitated the partner NGOs against the wishes of their superiors in Lahore because they looked at the project as an opportunity to revive the Boys Scouts and Girls Guides. The implementing partners also noted that unlike senior PBSA and PGGA officials, the district chapters were quite supportive. PBSA's and PGGA's head offices did not actively stop the district chapters from working with implementing partners out of respect for UNICEF.

UNICEF did not work directly with PBSA and PGGA because they were identified as high-risk partners. In order to address capacities, one of the identified problems, UNICEF commissioned institutional capacity assessments of PBSA

and PGGA and organized a number of training courses. <sup>31</sup> It is understandable that UNICEF could not engage directly with PGGA and PBSA because their systems were weak, but it is surprising to note that UNICEF did not look into the possibility of contracting PBSA and PGGA as a subsidiary to work with local NGOs where, for example, responsibility for managing funds could have been given to local NGOs. This would also have helped PBSA and PGGA to gradually build their institutional capacities. At the very minimum they could encourage local NGOs to sub-contract project activities to PGGA and PBSA. This would help to build the ownership of the YCI by PGGA and PBSA.

While shifting their focus away from community based young Champions to Girl Guides and Boy Scouts, UNICEF Punjab and its implementing partners have not taken into account the potential limitations of working with Girl Guides and Scouts. Scouts and Girl Guides are school-based but they leave school after passing 10th grade and become as inaccessible as community based Young Champions. Senior Girl Guides and Scouts typically study in 9th and 10th grades and leave school within a year or two of the training. It is difficult to retain their capacities unless additional Scouts or Girls Guides are trained. Some of the Scouts trained by the HF and JSCD under the project have already passed out of schools.

The mobility of Girl Guides is a challenge, particularly in remote and conservative areas. They cannot easily go out to do the survey and motivate parents to send their children to schools. If they do go out, their mobility remains limited to their immediate neighborhoods or to their relatives. For example, two Girl Guides interviewed for the evaluation mentioned that it was not possible to move around in the village to conduct a survey and talk to people. Therefore, they would try to talk to women who would visit their homes. In the socially more conservative districts like tribal parts of D.G. Khan it is even more challenging to work with Girl Guides and also more challenging for Girl Guides to work. Such limiting factors were not taken into account while designing the replication phase.

It is also important to note that Scouting and Girl Guiding is not functional in all the schools. Scouting and Girl Guiding is relatively more vibrant in urban areas; in remote rural areas they tend to be dormant or non-existent. This is true for Punjab as well as for other provinces. In schools where the Scouting and Girl Guide movements were dormant or did not exist, the project helped to form new groups, although the sustainability of these would remain precarious,

Based on the experience of the project in Balochistan other limitations of working with Scouts were also noted: teachers who work as Scouts Organizers or unit leaders in schools may not be active or may be too old to bear the additional demands of scouting; if deputy organizers are not provided transportation costs they do not actively take part in the project activities. Limited follow-up and absence of rewards for achievements can also compromise the success of the project.

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<sup>31</sup> UNICEF engaged a private consulting company to conduct the institutional assessment.

The quality of scouting is also an issue. The quality varies from place to place. There is there is also an element of scouting being dependent on money in case of donor-funded projects. Commenting on the role of money in scouting, one of the respondents said that, with the introduction of donor funded projects in BBSA *“the spirit of scouting is compromised and scouting has adopted ways of NGOs (“scouting ki rooh kam ho gai hay and NGO style aa gaya hay,”)*. This is a risk UNICEF, partners, and Scouts and Girl Guides Association need to remain cognizant of.

#### 4.5 Early Outcomes

The evaluation identified a number of early outcomes which were not identified as potential outcomes in the project documents. These are unintended partly because a theory of change for YCI was not elaborated and the results framework was not fully developed. A well-developed results framework and a well-defined theory of change would have identified some of these outcomes.

It is not possible to establish whether claims regarding the number of children enrolled are correct. An independent sample survey may be required to establish the veracity of the claims made, although the experience of evaluation shows that because of limitations in record keeping it would be challenging to conduct a sample survey. Qualitative information collected for the evaluation does suggest that the YCI project has contributed to increased enrollment. As a result, the reduction in the number of out of school children can be counted as one the outcomes of the project.

A more discernible early outcome of the project is increased awareness among Young Champions, community members and school teachers about the issue of out of school children. A group of Young Champions in Faisalabad said that when they collected information about out of school children in their area they realized that more than 80 per cent of the children in their community were not going to school.

An increase in the knowledge and skills of the Young Champions is another outcome of the project. Many of the Young Champions interviewed for the project mentioned improvements in their speaking skills and confidence as a result of their participation in the project. One of them said that earlier he was shy and would not be able to speak in front of a small gathering of people; now, he said, he easily talks in front of a group of people and makes convincing arguments.

Increased awareness and knowledge among teachers who conducted training of scouts in Balochistan and Punjab and teachers who conducted training for students in Shangla is another unintended outcome or impact worth noting.

Increased capacity of BBSA, PBSA and PGGA is yet another unintended impact of the programme noted by respective officials. BBSA had considerable prior expertise in

Naveed is a member of the Young Champions group in Hajveri Town in Faisalabad. Naveed had stopped going to school after finishing 8<sup>th</sup> grade because his parents were unable to pay for his education. He wanted to quit school and work. At that time he came in contact with the Young Champions group in his area. They encouraged him to continue his education if at all possible. They spoke to his parents and also provided some financial support. Today he is completing his high school (FA) education. He says if it were not for the Young Champions group he would have left his education and would be working somewhere as a labourer.

project management, but the BBSA Secretary believes that this project has further augmented their capacity. PBSA and PGGA, through the institutional assessments, were better able to appreciate the limitations of their management systems, particularly programme support systems. Both organizations believe that as a result of the capacity building intervention their capacity has increased. They said that they were better able to make use of computers and their financial management and HR practices have improved considerably.

Discussions with Young Champions and their parents indicate that the parents were very happy with the involvement of their children, which they see as a healthy activity that can benefit their community. Some Young Champions said their involvement in the project has improved their standing and image in the community. They feel that they are respected more. One of the Young Champions said *“when a parent whose child I have enrolled points at me and says that he had helped my child to go to school, I feel elated.”*

At least some of the school teachers and government officials believe that they can benefit from Young Champions for their own enrollment drives. An Assistant Education District Officer (AEDO) in Faisalabad said that, having seen that Young Champions are more effective than teachers in enrolling students, they are thinking of engaging Young Champions along with their own teachers for the Universal Primary Education drive. However, what he said did reflect institutional thinking rather his own assessment. This is an interesting thought but he had not done anything to this effect so far.

The project has contributed to reviving (at least for the duration of the project) Scouting, especially in areas where scouting had been or risked becoming dormant. For example, according to the Secretary of BBSA there had been a serious risk of scouting going into dormancy in Harnai and Sherani districts, which the project had helped to reverse. The Hayat Foundation and JSCD staff confirmed similar outcomes in their target areas, especially in D.G. Khan and FATA. For Punjab this was an unintended outcome but in Balochistan this was one the key outcomes BBSA had wanted to achieve.

The potentially positive impacts of the YCI in Punjab are somewhat compromised because the project design does not address the underlying causes which prevent children from going to school. The causes identified by different respondents - and also highlighted in various progress reports and monitoring reports developed by SED - are:

- Poverty, which keeps the children away from school. Parents cannot afford to pay for books uniforms and monthly fees;
- Poor condition of schools and lack of access to latrines;
- In case of younger children some parents feel that they are still too young to be enrolled;
- People do not pay attention to girls' education;
- Children work and earn an income for the family (survival issues take precedence over long-term gains);
- Traditions do not encourage sending girls to school; and

- Teacher absenteeism is a big issue (teachers do not go to school but their attendance records are taken care of).

#### 4.6 Sustainability

A stated exit strategy for projects implemented in Punjab during the first phase was linking Young Champions with the Government Education Department and the Social Welfare Department so that they can continue to work with them. The partners learnt with experience that this was a very strong but unsupportable assumption. Not only was linking them with government difficult, tracing the Young Champions after the end of the project itself was quite a challenge. The Hayat Foundation and JSCD had realized that sustaining the interest of the Young Champions was very challenging because they did not have any sustainable affiliation with the partners. Therefore, they decided to shift the focus away from the community Young Champions to the Boy Scouts and Girl Guides.

UNICEF Quetta, on the other hand, selected BBSA as a partner. They believed that Boy Scouts and Girl Guides, being a formal network across Balochistan, would be more sustainable to work with. The experiences of BBSA highlight some limitations of working with the Scouts that could potentially compromise the sustainability of the programme: for example

- once the Scouts pass secondary school they become less accessible;
- scouting is not effective in all the schools;
- scouting may be activated or revived during the project period but once the project ends scouting can become dormant again;
- monetary incentives often attached with donor-funded projects can potentially harm the voluntary spirit.

The implementing partners had hoped that the YCI programme would continue beyond 2012 and that they would have opportunities to enroll children through the Girl Guides and Boy Scouts. They did not anticipate that the programme would come an end, prematurely in their view. According to the Secretary of the BBSA they were told that the programme would continue for six to seven years, but the funding stopped and the momentum they had built was lost. He said they had even confirmed to districts that the programme would run for a period of four years.

A concern expressed by the implementing partners was the uncertainty surrounding the funding. Funding was provided in the form of projects of short duration, ranging from three to 10 months. They said they were never sure whether the next phase would be supported or not. The absence of a long-term commitment had negative implications for the continuity of their relationship with the Young Champions and the communities they worked with. Community Young Champions also shared that they did not expect that the work of enrolling out of school students would come an end soon. They were taken aback when the project ended because the implementing partners did not contact them. Some had learnt through informal channels that the project was closed and others did not know why the implementing partners had stopped contacting them. The Hayat Foundation and JSCD they were also under the impression that

UNICEF would continue to support this work and had conveyed this to the communities and schools. A Young Champion explained the effects of the closure of the programme with the following example:

*"if a shopkeeper closes his shop unannounced for 20 days, for first few days his clients might visit the shop hoping to see the shop open, but after a few days they would stop coming ... thinking that shop is closed. In the end, the shop would lose its clients."*

He said that the same thing had happened to them. The momentum they had built was suddenly lost when the HF stopped work in their area. He felt it was very likely that the parents [of out of school children] might curse them, thinking that the Young Champions did not follow-up with them.

#### **4.7 Gender Equality and Human Rights**

Although YCI was broadly aligned with the Convention on the Elimination of All Forms of Discrimination of Against Women (CEDAW) and the Convention on the Rights of Children (CRC), it is not informed by tailor-made human rights and gender analysis. The objectives of the various projects implemented under YCI broadly address GE and HR, but the results framework does not clearly state any GE and HR objectives and qualitative and quantitative indicators related to GE and HR. The results achieved, such as increased awareness among communities about education and sensitization and the improved capacities of Young Champions and the staff of partner organizations can potentially contribute to the increased realization of GE and HR. The intervention, however, does not address the underlying causes of inequality and discrimination.

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### **5 Conclusions**

YCI, with its focus on bringing out of school children, particularly girls, into the education mainstream, was highly relevant to country needs as Pakistan has the second highest number of out of school children in the world. YCI directly addresses one of UNICEF's key mandates - to provide basic education and gender equality. YCI, which uses youth as champions of change, represents a social innovation to address the unfinished business of EFA mandated by the Education MGDs. YCI is also aligned with UNICEF's current country programme with its focus on bringing out of school girls and boys to school.

In principle, YCI was supposed to be conceptualized and implemented as one programme: in practice it was implemented as isolated projects in different provinces with few vertical linkages with UNICEF country office and no horizontal linkages among the implementing partners. Variations in the approaches adopted in different provinces was not necessarily the result of deliberate and considered strategy; rather, it was the result of UNICEF provincial offices and partners not benefiting from each other's experience. One result of this was duplication and missed opportunities for mutual learning. Against the expectation YCI was also not implemented in all the provinces and regions.

The programme design was not underpinned by a systematic and rigorous inquiry into the causes of children being out of school. As a result, the underlying theory of change is rather linear and therefore does not recognize or deal with the complex inter-play of factors that prevent children from going to school. This has implications for the effectiveness and sustainability of the outcomes.

The implementing partners in Punjab, more notably the Hayat Foundation, were relatively effective in enrolling out of school children, but claims regarding the total number of enrollments in progress reports need to be treated with caution, particularly in the case of JSCD.

The limitations of working with community Young Champions have been recognized, but there is sufficient evidence to suggest that assumptions regarding the sustainability of working with PBSA and PGGA may also need critical scrutiny.

Even though there was coordination with SED at the provincial level and the YCI contributed to the goals of UPE, YCI was not firmly embedded in or integrated with the education system at the district or school levels in Punjab, as evidenced by the fact that both schools and implementing partners ran parallel enrollment campaigns.

It appears that while selecting the implementing partners a partner-mapping exercise was not carried out to identify organizations with strong expertise in developing and managing youth-focused projects. The UNICEF risk assessment does not appear to give sufficient weightage to those capacities related to programmes. Instead it appears to focus more on the capacities related to support functions such as Financial Management, Procurement and HR.

Young Champions, at least those who were active, played an important role in enrolling out of school children, but limited follow-up and exclusive focus on using Young Champions as vehicles for enrollment of out of school children meant that opportunities to focus on the personal development of young champions were largely missed. As well, anyone and everyone who was identified and trained as potential Young Champion was counted as one, without making a distinction between those who realized their promise and those who did not.

There was little focus on creating formal or informal mechanisms and opportunities for experience sharing among the UNICEF provincial offices and

the implementing partners, resulting in duplication of efforts and partners not being able to build on each other's experience.

Lack of monitoring was a notable weakness of all the projects implemented. Monitoring was partly compromised by the floods and the security situation and partly by limited attention given to monitoring. SED, which was supposed to monitor YCI activities according to the project design, did not share this expectation, indicating limited ownership of the YCI on part of SED. It must be mentioned that SED were not paid for monitoring the project, but it was expected that SED would monitor the project as part of their mandate to enroll out of school children under UPE.

The potential for strengthening and reviving scouting and girl guiding offered an important incentive for PBSA and PGGA to partner with UNICEF, but PGGA and PBSA were only informally involved in the YCI implementation, resulting in PGGA and PBSA feeling being left out and bypassed. Some of the known limitations noted above (i.e. of working with PGGA and PBSA) are not recognized, which can potentially compromise the effectiveness of projects UNICEF Punjab might implement in future.

The project has contributed to some intended and unintended outcomes and impacts. The outcomes and impacts related to Young Champions included their increased knowledge and awareness about out of school children and improved confidence and personal skills such as speaking. Increased awareness among teachers engaged in training Young Champion is another beneficial outcome. A revival of scouting and girl guiding and increased capacities of PBSA, PGGA and BBSA is yet another outcome.

Assumptions regarding sustainability, which rested on linking Young Champions with Government departments, did not prove realistic. Linking Young Champions with government departments and tracing Young Champions after the end of the project was a challenge. Engaging Scouts and Girl Guides as Young Champions is a good strategy but this in itself is not free from the risks related to sustainability. Scouts and particularly Girls Guides can become equally untraceable after they pass out of school.

The programme is not sufficiently informed by Pakistan-specific awareness of GE and HR issues. No money was allocated for specific resources to address gender and human rights. YCI is broadly aligned with the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC). The programme adheres to the International Convention on the Rights of the Child (CRC). YCI is not aligned with the Convention on the Rights of Persons with Disabilities and its Optional Protocol.

## **6 Lessons Learned**

It is evident that the YCI programme suffered from a series of structural problems, each of which contributed to the issues and limitations identified in this

evaluation report. The problems originated in two closely-related things: one is insufficient knowledge (or application of knowledge) of the social and economic contexts of Pakistan as these relate to education, gender and disability. There is also little evidence of knowledge of these issues (e.g. poverty, distance from schools, the social demands for gender-segregation in schools, the limited space for growth in classrooms, the limited number of teachers) in the regions and Districts where the programme was implemented. There is no evidence of any lessons learned from the pilot projects were taken into account for the Pakistan project. Nor were large-scale Projects such as the Punjab Education Sector Reform Programme for British Council implemented Active Citizenship Programme was consulted for 'lessons learnt'. There is also no evidence of a social survey/scoping study being conducted before the Pakistan programme was designed.

Although there was reliance on country-wide education data, apparently there was no District-specific understanding of the number of out-of-school children, or on the specific factors in each District that keep children out of school. Incorporating knowledge of these local factors might have resulted in a more effective and efficient programme that UNICEF and others could learn from. This point will be especially salient when expansion to other parts of the country is being planned. It is also the case that locally 'notable' people can become another kind of Champion for this kind of project.

The second foundational problem was the lack of three critical planning tools: a realistic Theory of Change, an overarching Logic Framework and a tightly-integrated implementation plan. In the absence of relevant 'ground-level' information and conceptual tools, goals were not articulated; milestones for each stakeholder were not established and therefore not adhered to; and levels of responsibility and accountability were not sufficiently laid out.

A related issue is that expectations about several aspects of the programme were not articulated clearly, and therefore were not formulated into responsibilities for which people could be held accountable. There was, for instance, an expectation that the Department of Social Welfare would be involved, but no funding was available for this, and no agreed responsibilities or accountability frameworks were established. There are other examples. Similarly, the hope that 'communities' would take on 'ownership' is unrealistic in a deeply hierarchical social system.

The lack of monitoring and high quality reporting, which resulted in an apparent lack of analysis and therefore learning, means that little knowledge is available on which to build a 'scaled up' or replicated project. Creating mechanisms for planning, knowledge sharing and coordination can prevent costly mistakes and improve the efficiency and effectiveness of the projects.

The budgeting process, including the determination of funding amounts to each category of stakeholder, and the allocation of funds based on realistic expectations, was a problem. One resulting issue is that uncertainty about funding can undermine the confidence of implementing partners and stakeholders and prevent them from taking a long-term approach. The implementing partners in Punjab and Balochistan had expected the funding to

continue and had communicated this understanding to their target communities. The unexpected closure of funding and uncertainty regarding possible funding made communication with the stakeholders, particularly with communities, very difficult.

It appears that the programme was not flexible: i.e. was not 'agile' enough (for the reasons indicated above and throughout the evaluation report) to identify different problems in different parts of the programme area, and to respond to them creatively and realistically and to learn from them. Nor was it able to capitalize on good examples. This problems relates to management methods, the presence or absence of specific kinds of expertise (including gender and disabilities in children, neither of which seems to have been present) and the degree of ability at each level of responsibility to collect, analyze and plan, based on up-to-date programme knowledge.

There was no planning for any aspect of sustainability and no common understanding of the term on the part of 'stakeholders'. To cite one of many examples, engaging Young Champions is an effective way of identifying and enrolling out of school children, but it is necessary to provide continuous follow-up and financial and professional support to sustain their interest. Otherwise, the outcomes achieved by the project will remain isolated events. The Boy Scouts and Girl Guides Associations provide a large and sustainable network of youth to work with. Many donor-funded projects can provide opportunities to engage Scouts and Guides in more meaningful activities that can contribute to the welfare of people, although the influence of money can potentially dilute the voluntary spirit of scouting.

## 7 Recommendations

S. No	Recommendation	Priority	Responsibility
	<b>Programme and Project Design</b>		
1	While there is great merit in engaging young champions to enroll out of school children, YCI could be used as broad framework to organize involvement of youth across different programmes. UNICEF is already engaging youth and adolescent groups under different programmes e.g. social cohesion programme in different parts of Pakistan. In other words, YCI could provide a framework for mainstreaming youth across all the UNICEF interventions.	Medium	UNICEF
2	YCI should be scaled-up across different regions of Pakistan, including Sindh, Gilgit-Baltistan, AJK where YCI was not implemented in the past. Implementation of the previous recommendation would entail scaling up across different regions. However, while scaling up	Medium-term	UNICEF

	other recommendations given in the report should be given due consideration.		
3	Project design should be underpinned by a systematic and rigorous inquiry into the causes of the problems the YCI is trying to address. A study on Out of School Children conducted by UNICEF in 2013 is available. The findings of that study should be used to inform the design of future projects to be implemented under YCI.	Medium-term	UNICEF
4	Given UNICEF's adherence to GE and HR, projects should be informed by rigorous Gender and Human Rights Analyses tailored to the Pakistan and to the regions of Pakistan.	Medium-term	UNICEF
5	The absence of an overall programmatic framework is a notable weakness of YCI. If UNICEF decides to continue YCI in Pakistan an overall organizing framework for the programme should be developed at the country office level. It should include, but not be limited to, an education-specific theory of change, gender, poverty and education expertise, stakeholders' analysis, a results matrix, a monitoring plan, a budget and a communication plan.	Medium-term	UNICEF and partners
6	A theory of change specifically designed for YCI should be elaborated clearly in writing and included in training programmes. This is especially important for programmes of an experimental nature that introduce and test an innovation.	Medium-term	Partners and UNICEF
7	YCI should be integrated with the UPE drive at the school level. The implementing partners and Young Champions, instead of working in parallel with the enrollment drives that the District Education Departments and schools are supposed to undertake, should work to reinforce these efforts. This will develop greater ownership of the Young Champions in the District Education Departments and the schools. Since Scouts and Girl Guides are school-based it would be far easier to integrate their efforts with school-based efforts for UPE than was possible when the partners worked with community-based Young Champions.	Medium-term	Implementing partners and UNICEF
	<b>Implementation</b>		
8	<b>Partner selection:</b> It is not clear whether the	Medium	UNICEF

	<p>experience of partners in undertaking youth focused projects was considered during the identification and selection of partners. It appears that a mapping of NGOs to identify those with experience of implementing youth development projects was not performed. While engaging partners for similar programmes in future it would be advisable to perform rigorous mapping exercises of NGOs or organizations with the most relevant expertise.</p>	and Long-term	
9	<p><b>Partnerships:</b> Risk assessments performed by UNICEF should give considerable weightage to programme capacities. At present, risk assessments apparently focus more on the assessment capacities related to support functions such as financial management, procurement and Human Resources.</p>	Medium and Long-term	UNICEF
10	<p><b>Partnerships with PBSA and PGGA:</b> The feeling of being “left out” on the part of the PBSA and PGGA could be detrimental to the effectiveness and sustainability of future projects. Instead of signing an agreement with the partner NGO and relying on informal support from PBSA and PGGA, UNICEF could either sign an agreement with a local NGO with PBSA and PGGA as junior partners. Alternatively, UNICEF could facilitate a formal agreement among partner NGOs, PBSA and PGGA.</p>	Medium-term	
11	<p><b>Documentations and Record Keeping:</b> Loss of institutional memory as a result of people leaving their positions and the lack of important documents for the evaluation reflects weaknesses in relation to 1) documentation practices, 2) document management and retrieval systems and 3) transfer of ownership of institutional memory (handing on and taking over). These weaknesses may or may not reflect a norm, but at least in the context of YCI the causes of these weaknesses should be identified and addressed.</p>	Immediate	UNICEF
12	<p><b>Mechanism for Experience Sharing:</b> Opportunities should be created and mechanisms should be developed for formal and informal experience sharing among UNICEF provincial offices and implementing partners in different provinces. Specific results</p>	Medium-term	UNICEF

	related to experience sharing and learning should be included in the results framework and a sufficient budget should be allocated for this.		
13	<b>Communication:</b> Communication and information sharing regarding YCI between UNICEF Country office and provincial offices should be strengthened. This can be done by designing a communications strategy and implementation plan.	Long Term	UNICEF
14	<b>Communication:</b> Uncertainty regarding funding keeps implementing partners guessing. Communication about funding should be more open and transparent.	Medium-term	Partners and UNICEF
15	<b>Young Champions:</b> Young Champions should not only be used as vehicles for achieving project outputs. Young Champions should be helped to achieve their personal development goals so that their capacities as young leaders are enhanced. This would involve continuous support and mentoring.	Medium-term	Partners
16	<b>Young Champions:</b> Partners should collect detailed information about Young Champions, including, but not limited to, name, age, address, contact information, education, economic background, interests, profession (if they are working) and references. The information should be maintained in a comprehensive database for Young Champions. The database should also keep records of their progress and activities as Young Champions. This information should be kept with the permission of parents and its safety should be ensured.	Medium Term	UNICEF
17	<b>Young Champions:</b> Labeling every individual identified and trained by the partners as a Young Champion, without making a distinction between those who realized their promise and those who did not, is a limitation of the YCI that can reduce incentives for good performance. Individuals should be identified and trained only as “potential young champions” and once trained they should be given targets related to project outputs and personal development. Those who successfully achieve these targets should be qualified and recognized as Young Champions. Exceptional performers should also be recognized for their meritorious	Medium Term	Implementing partners

	performance in the form of an appreciation certificate or a training opportunity or both.		
18	<b>Sustainability:</b> To address the limitation of losing contact with Scouts or Girl Guides after they pass out of school, UNICEF should try to engage “open scouts”, those who have already finished school and are studying in colleges or working somewhere. BBSA has successfully used such Scouts to conduct trainings under the project. Engaging “open girl guides” is likely to be more challenging however.		PGGA and PBSA
19	<b>Sustainability:</b> To replace a batch of Young Champions who pass out of school a new batch should be trained to work as Young Champions. Since Unit leaders would be trained it would not be difficult to train other Scouts. A training module imparted to Scouts and Girls Guide can be refined further to mainstream it in the Scouts and Girl Guides Curriculum. Scouts interested in contributing to educational efforts in their communities can be asked to take up this module.		PGGA and PBSA
<b>Monitoring and Evaluation</b>			
20	<b>Monitoring:</b> Strong-monitoring systems should be built. This can begin with a well-developed Results Framework for the YCI with detailed indicators for monitoring. It should be augmented by appropriate budget allocations, the hiring of competent and experienced individuals and strong management support. Monitoring specialists should be part of the project management teams within UNICEF as well as in partner organizations	Medium-term	UNICEF and Partner
21	<b>Monitoring:</b> Like UNICEF FATA and UNICEF KP, UNICEF Punjab could use third partly monitoring to ensure sustained monitoring of the projects.	Medium-term	UNICEF
22	<b>Monitoring:</b> In case SED is given the responsibility for the monitoring (as was expected in case of YCI in Punjab) the responsibility should be accompanied by resource allocation to help them expand or adapt their systems to include monitoring of YCI.	Medium-term	UNICEF

## **Annexes**

## Annex 1: UNITED NATIONS CHILDREN'S FUND Terms of Reference for Consultants and Contractors

Programme information:

Programme (No. & Name)	: Education
Project	: Pakistan Girls Education Initiative PGEI
Sub-Project: (No. & Name)	: Young Champions Initiative for Girls Education
CCF No.	:

**1. Purpose of assignment:**

The key purpose of the evaluation of the PGEI Young Champions program is to establish the extent to which the PGEI supported young champions initiative has achieved and continues achieving its intended outputs and outcomes at the country level generally and for youth particularly, and suggest ways to build on and strengthen existing initiatives.

**2. Background**

Pakistan Girls Education Initiative (PGEI) is a bottom up structure that evolved as a result of three years of advocacy and social mobilization of civil society organizations, development partners, policy makers, concerned interest groups and community groups. It was launched officially by the Ministry of Education during December 2010 in Islamabad. Since then the PGEI has established linkages with key policy makers involving Parliamentarians, ministries of Education, School Department, Associations of Boys Scouts and Girls Guide and community groups. The UNGEI supported partnership in Pakistan is '*Pakistan Girls Education Initiative PGEI*'. Young Champions (YC) initiative is a PGEI strategy to facilitate youth as role models to promote girl's education and raise awareness about various forms of discrimination faced by girls and disadvantaged groups.

The Young Champions Initiative for Girls (YCIGE) is a strategic approach that is inclusive of both boys and girls, advocate evidence-based policy informed by community-level needs and priorities and emphasize early gender socialization and adolescent empowerment. It captures the motivational drive for the most marginalized and vulnerable Out of School Children (OOSC) to revive their rights to education. The PGEI has been supporting community based youth engagement and activism through capacity building, grass root mobilization and campaigning for the rights of children who remain out of schools by fellow students and friends. PGEI has formed partnerships with diverse groups of youth including boy scouts and girl guides, most deprived and vulnerable girls and students to advocate for out of school children to complete full school year cycle. This component was initiated in Punjab through Gender in Education Policy Support Project (GEPSP)/PGEI through two selected NGOs Jahandad Society for Community Development (JSCD), Lahore and Hayat Foundation (HF), Faisalabad. PGEI collaborated with grass root organizations to support community level youth campaigns for enrolment of out of school children, orientation and capacity building of girls guide and boys scouts and provision of sports and recreational facilities to youth groups, especially girls in selected districts of Pakistan. Furthermore PGEI initiative provides a strong basis to launch and maintain focused approach on Girls enrolment and retention through gender lens

The PGEI is supporting the young champion's portfolio through a long term partnerships with Punjab Boys Scouts Associations (PBSA) and Pakistan Girls Guide Association Punjab (PGGA) due to their wide network. These partnerships are also being planned in other provinces in Pakistan with Islamabad in the lead role in advocating for the Young Champions Initiative for Girls

Education in Pakistan. The associations will be provided with institutional capacity support to mainstream systems, identify new programs for boy scouts and girls guides and instill leadership skills in youth groups.

#### a. Scope and Objectives of Evaluation

The evaluation will cover all the four provinces of Pakistan including FATA, AJK and GB. The evaluation is expected to be completed within a maximum period of 90 days with an estimated 60 days level of effort. The assignment will follow a sequential approach as laid out later. It will involve interviews with key team members from UNICEF, Provincial staff members, implementing partners, CSOs, boy Scouts and Girls Guides, Associations, teachers and any other stakeholders. It will cover the following three dimensions of PGEI work in Pakistan by applying the equity focus lens.

- The overall effectiveness of PGEI initiatives and partnerships in Pakistan
- The effectiveness, efficiency and relevancy of PGEI supported young champion's initiative at Provincial, District and Village level.
- The evaluation is also expected to make recommendations for up scaling of the young champions work, identify new partnership opportunities and linkages

The evaluation is expected to evaluate achievement of the planned results, whether processes were efficient and participatory and also assess UNICEF's specific role and contribution and propose measures to increase relevance, effectiveness and efficiency of the YCI and PGEI in order to strengthen the future implementation of the same.

Specific evaluation objectives include:

- Determining the relevance, effectiveness, efficiency, impact and sustainability of YCI and PGEI initiatives (as per UNEG standards given below).
- Providing all parties/stakeholders with an understanding of the current achievements, successes; lessons learnt and areas for future improvements through actionable recommendations.
- Assessing the implementing partners' capacity, monitoring mechanism and orientation on applying a result-based approach as well as ability to documenting results; Since this is a formative evaluation, it will mainly focus on the outputs of the programme and YC Initiative and therefore, will assess and review the results achieved by the programme. Moreover, the evaluation will also try to capture any early outcomes that may have been achieved so far or the potential for the achievement of outcomes.
- Reviewing three key components of PGEI, i.e. Parliamentary Caucus, civil society groups and Young Champions. The consultant shall take stock of existing programs, projects, activities and partnerships under the Young Champions and recommend a strategy for future programming by defining new partnerships and potential areas of collaboration.
- Providing a comprehensive mapping of the PGEI partnerships;

Assessing the operational efficacy of the implementing partner(s), capture major achievements; gaps and areas for improvement; lessons learnt besides all relevant and pertinent aspects of the Programme, both its design and implementation with emphasis on the results and achievements of the Programme.

The findings and conclusions will be used for improving the evidence-based planning and decision-making in scaling up this program.

b. UNICEF/UNEG Evaluation Criteria

Taking in to account the UNICEF/UNEG criteria, the following standard questions related to the criteria of relevance, efficiency, effectiveness, impact and sustainability must be answered by the evaluation:

c. Efficiency

The evaluation will assess the efficiency of the project by comparing to the allocated resources with results obtained and will present a measured opinion on the following questions:

- To what extent the results obtained justified the costs incurred?
- To what extent the total scope of work was as could be expected in view of the inputs?
- To what extent the project/initiatives have produced high quality results and outputs?
- To what extent all parties involved in implementation had the necessary professional prerequisites, experience, expertise and attitudes to produce planned results in an effective and timely manner?

Effectiveness

The evaluation will assess the Theory of Change underlying the initiative as outlined in original documents and in view of the experience with implementation to answer:

- To what extent the design from the outset could have offered more in terms of achieving the intended outcomes and the impact of the Programme?
- To what extent the Programme has been able to achieve any early outcomes or has the potential to achieve outcomes?
- To what extent the Programme outputs/outcomes presented in the original plan/proposal were successfully and effectively produced?
- To what extent project networked and consulted sufficiently with all concerned stakeholders taking into account different social, economic and ethnic background and other factors related to equity concerns?
- How the program has created any positive or negative impact about girls' education among the fathers, religious leaders, and community members?
- To what extent UNICEF/GOP have networked and consulted sufficiently with other relevant agencies in the process of Programme formulation and implementation.
- What has been the quality of output and outcome level monitoring and how it has contributed to the project achievements? How have corresponding outputs delivered by the project affected the outcomes, and in what ways have they not been effective?
- What key changes have taken place with respect to girl's education and gender equality since PGEI was formed, with focus on the three outcome areas?
- To what extent the approach adopted to roll out the young champions work at community, village, District, Provincial and National level is effective in all the four provinces of Pakistan?
- What could be some potential and innovative opportunities for youth engagement at community and policy level for education?
- How could the existing work of PGEI for youth be up scaled and mainstreamed into policy discourse?
- What could be some potential adolescent groups that PGEI could engage with for promotion of girls education?

- What could be some potential institutes and policy level stakeholders that PGEI could form partnerships with in future?

d. Relevance

The evaluation will consider the intended outputs and outcomes to form an opinion on:  
To what extent these have practical relevance to the overall goals as set out in the Programme document. If so, specify what this relevance is and, if so, how this can be presented to a larger audience?

- To what extent are PGEI's goals relevant to the national development context?
- To what extent are PGEI's goals relevant to UNICEF's strategic Programme areas?
- Evaluate the strategies used in this Programme in light of national (GOP) and other policies and initiatives to see as to what extent these have been relevant to national policies and targets.
- Consider what lessons could be drawn from this Programme/initiative for the national developmental and UNICEF priorities?
- How relevant was selection of implementing partners for achieving PGEI's or UNICEF's goals in education?

e. Sustainability

The evaluation will:

- Assess political will on part of GoP and other partners to measure as to what extent such an initiative can be sustained without external assistance (referring to national policies and political discourse at the policy level).
- What is the prospect of the sustainability of UNICEF's interventions related to the outcome? Provide recommendations for ensuring sustainability.
- Indicate if the scaling up/replication of the project or methodology elsewhere is feasible and make recommendations to ensure the same.
- An analysis of the underlying factors beyond UNICEF's control that influence the sustainability options.

Other related concerns:

The evaluation will:

- Consider all aspects related to the program's cost effectiveness and evaluate the extent to which alternative implementing methods could have been applied to increase the cost effectiveness.
- Answer: To what extent the project(s) has dealt efficiently and effectively with all matters related to implementation as well as financial risk management?
- Consider as to what extent all matters related to financial management, including procurement procedures for goods and services have been appropriately handled in light of the UNICEF's zero tolerance to corruption policy?
- View the Programme through a gender and equity lens and consider as to what extent were girls from different backgrounds, ethnicities or disadvantaged groups affected differently by the intervention?
- Give an opinion on possible strengths and weaknesses in UNICEF/GOP management routines and administrative procedures for implementing the project effectively.

All UNICEF's evaluations need to assess the degree to which initiatives have supported or

promoted gender equality, equity concerns and uses UNEG guidance on integrating equity and gender equality in evaluations. Consultant needs to ensure compliance to UNEG standards.

f. Lessons learnt/ recommendations:

- The consultant is expected to formulate a set of specific, actionable recommendations for any re-orientation of the future program, identify the necessary actions required to be undertaken, who should undertake those and what the deadline should be; in order to remove or minimize the problems identified and to ensure efficient and effective implementation and to achieve relevant UNICEF goals. The improvement and suggestions will also have implications for partners therefore recommendations must be carefully and constructively phrased in a neutral manner.

### 3. Proposed Methodology

The consultant is expected to devise an evaluation framework with detailed methodology and tools to be deployed for assignment. He/she will be expected to select from both qualitative and quantitative approaches and appropriate methods that could fulfill the queries presented in this ToR. The inception report must provide a detailed methodology to address the objectives of this study, key questions outlined above, to gather relevant field data and comply with the UNEG Evaluation criteria given above keeping the following indicated guidelines in mind:

- The consultant is expected to start with a detailed literature review of all existing information including assessment reports of Boy Scouts and Girls Guide Associations, in-house review reports conducted, TNA, PGEI strategy, partner's performance reports, monitoring reports, strategy papers, presentations, manuals and others that would be provided by the UNICEF focal person for this evaluation.
- Wherever necessary, quantitative study design may be used for statistically assessing the situation in YCI and PGEI targeted schools against outcome and output indicators in the results framework.
- The main thrust of the evaluation will be a qualitative design that will give an in-depth understanding of the findings and help reach valid conclusions and actionable recommendations.
- The quantitative approach shall include key informants' semi-structured interviews (with the Young Champions, key implementing partners' staff, Girls' Guide and Boy Scouts Association staff members; school teachers, community leaders and local government officials. And Focus Group Discussions with groups of young champions and other stakeholders.
- The consultant will prepare interview guides for Key Informant Interviews and key questions for FGDs in the inception report to be provided to UNICEF.

Sampling Methodology: The mission would draw up a sound methodology to cover beneficiary base of the select projects through most appropriate sampling techniques. A representative sample will be formulated ensuring balanced geographical coverage including rural and urban divide; all relevant social and contextual factors focusing on equity concerns. The sample frame (stakeholders categorized into primary and secondary) should be defined clearly.

The consultant will work closely with national and provincial UNICEF offices and will take into

account all the comments provided by the Reference Group that will be formed for this evaluation and UNICEF's country and regional offices. The final report shall present in-depth information and analysis of young champion's work being done across Pakistan; provide conclusions based on verifiable evidence; and present actionable recommendations for a better and more effective future implementation.

Duty station: Islamabad with travel to provinces ( as and if required)

Supervisor: Dr. Euphrates Gobina - Chief Education Section

Major tasks to be accomplished: (Estimate the time required to complete each task)

Tasks to be Accomplished (deliverables)	Proposed Time Line
a. Review of existing materials including CCPD, UNGEI strategic planning document, UNICEF reports, performance reports by implementing partners, PCAs, monitoring reports, review reports, quarterly/bi annual and annual financial/performance reports and any other important documents	1 week  1.5 week
b. Preparing of draft evaluation framework, tools and approaches	
Field visits , meetings and discussions with key stakeholders, partners and UNICEF staff [ national & provincial] level	2 weeks
Consolidation and compilation of field data	2 weeks
Preparation of PowerPoint and draft report	2 weeks
Finalization of Report	
a. Final review by PCO, Reference Group and ROSA	5 weeks
b. Incorporation of comments and feedback	1.5 week
c. Preparation and Presentation at the Dissemination event	1 week

- End Product: (e.g. final report, article, document, etc.)  
The consultant is expected to deliver the following products.
- An inception report including a detailed methodology and work plan
- Evaluation tools

- Draft report after completion of field work
- Audit trail (systematic chart of comment) of all comments provided by all stakeholders – what is agreed and incorporated and what is not with explanations.
- Presentation of revised draft report to UNICEF and reference group
- Final report after incorporation of comments from all stakeholders (with visuals) including a strategy and an action plan to help implement the recommendation of the evaluation
- Excerpts from focused group discussions, interviews and field visits.
- The field visit reports and interviews shall be made annexures to the final document.
- Presentation at the final dissemination workshop at national level to all key stakeholder

4. Time-Frame: A total of 45 working days (Level of Effort) spread over an estimated 120 Calendar Days (preferably from October 1, 2013 to January 2014)

5. Starting Date: October 1 , 2013

6. Completion Date: January 31, 2014

7. Qualifications or specialized knowledge/experience required:

The consultant must have:

- At least 10 years of professional experience in the development sector;
- Worked on cross-sectoral large-scale gender, youth and education project and programs in a lead capacity, experience in conducting assessments, evaluations, impact assessments and project appraisals
- Relevant qualifications in gender, education or other relevant social sciences, at minimum Masters level, from a recognised institution
- Excellent report writing and facilitation skills
- Experience of working on program design, development, conducting impact and end project of project evaluation related to issues of gender, youth and education in Pakistan;
- Expert knowledge of Pakistan’s socio-cultural context and proven appreciation of its wide diversity especially with regards to development discourse in the country
- Proven familiarity with the UN system in Pakistan
- Willingness to accept the assignment at short notice
- Excellent workshop facilitation skills are highly desired
- Fluency in English, Urdu and any other regional language

8. Schedule of Payments

Inception Report	20% of the total payment
Draft report and power point presentation	30 % of the total payment
Final Report and Dissemination Workshop	50% of the total payment

**Annex 2: Finding Conclusions and Results (FCR) Matrix**

Findings	Conclusions	Recommendations
<p><b>Relevance</b></p> <p>The project was relevant in the context of Pakistan which has the world’s second highest number (close to 5.5 million) of out of school children.</p> <p>YCI was also relevant in its focus on addressing dropout rates, a significant problem for boys and girls, but especially so for girls.</p> <p>YCI directly addresses multiple strands of one of the key focus areas of UNICEF’s “basic education and gender equality” mandates.</p> <p>The YCI programme is also in line with the direction of UNICEF after 2015. UNICEF acknowledges the need to “finish the unfinished business of EFA and MDG agendas.”</p> <p>YCI is in line with UNICEF’s existing country programme (UNICEF Country Programme 2013-2017) for Pakistan. Greater focus on out-of-school girls and boys was one of the key programmatic shifts highlighted.</p> <p>YCI is in line with UNICEF’s existing country programme (UNICEF Country Programme 2013-2017) for Pakistan, with its greater focus on out-of-school girls and boys being one of the key programmatic focal points.</p>	<p>YCI, with its focus on bringing out of school children, particularly girls, into the education mainstream, was highly relevant to country needs as Pakistan has the second highest number of out of school children in the world. YCI directly addresses one of UNICEF’s key mandates - to provide basic education and gender equality. YCI, which uses youth as champions of change, represents a social innovation to address the unfinished business of EFA mandated by the Education MGDs. YCI is also aligned with UNICEF’s current country programme with its focus on bringing out of school girls and boys to school.</p> <p><u>Programme Design</u> In principle, YCI was meant to be conceptualized and implemented as one programme: in practice it was implemented as isolated projects in different provinces with few vertical</p>	<p><u>Programme Design</u> The absence of an overall programmatic framework is a notable weakness of YCI. If UNICEF decides to continue YCI, an</p>

<p><u>Programme Design</u> YCI was implemented as independent and rather isolated projects. There is not a single document that provides an overall framework and budget that can give YCI the semblance of a programme.</p> <p>UNICEF has inspired YCI global and Pakistan specific experiences, but it was not underpinned by a systematic and rigorous inquiry into the causes of children not being enrolled in school. Even known causes were not consciously taken into account.</p> <p>To some extent the programme did provide some support in the form of books and uniforms to the poor students, although the programme design does not appear to address or even</p>	<p>linkages with UNICEF country office and no horizontal linkages among the implementing partners. The variation in approaches adopted in different provinces was not necessarily the result of a deliberate and considered strategy; rather, it was the result of UNICEF provincial offices and partners not benefiting from each other's experience. One result of this was duplication and missed opportunities for mutual learning.</p> <p>The programme design was not underpinned by a systematic and rigorous inquiry into the causes of children being out of school. As a result, the underlying theory of change is rather linear and therefore does not recognize or deal with the complex inter-play of numerous factors that prevent children from going to school. This has implications for effectiveness and sustainability of the outcomes.</p>	<p>overall organizing framework for the programme should be developed at the country office level. It should include, but not be limited to, a programme-wide and education-specific theory of change, stakeholders' analysis, results matrix, monitoring plan, budget and a communications plan. Gender equity and children's rights should also be integrated into the entire framework.</p> <p>The programme design should be underpinned by a systematic and rigorous inquiry into the causes of the problems the YCI is trying to address. A study on Out of School Children conducted by UNICEF in 2013 is available. Findings of the study should be used to inform the design of future projects to be implemented under YCI.</p> <p>An explicit and relevant theory of change</p>
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<p>sufficiently recognize the more pressing issues or causes, such as poverty, overcrowded classrooms and distances children must travel to reach school.</p> <p>There is a tacit assumption in the underlying theory of change that training Young Champions would lead to increased and effective performance by the Young Champions and partner organizations (including PBSA and PGGA). The theory assumes that this performance would translate into positive change at the community level. The model does not recognize that ‘capacity’, while necessary, is only the potential to perform.</p> <p>The programme was meant to develop a scale-able model. With 5.4 million children out of school in Pakistan, the scope of YCI was much smaller than the scale of the issue.</p> <p>The programme was meant to reinforce government initiatives for Universal Primary Education (UPE). In Punjab the YCI reinforced the actions of the Government, in that it contributed to reducing the number of out of school children, but YCI was not fully integrated with the government system.</p> <p>Except in FATA where Young Champions worked with <i>Taleemi Islahi Jirgas</i>, (the equivalent of SMCs and PTAs in other provinces), the YCI did not entail linkages with</p>	<p>Even though there was coordination with SED at the provincial level and the YCI contributed to the goals of UPE, YCI was not firmly embedded in or integrated with the education system at the district or school levels in Punjab, as evidenced by the fact that both schools and implementing partners ran parallel enrollment campaigns.</p>	<p>should be elaborated clearly in writing and included in training programmes. This is especially important for programmes of an experimental nature that introduce and test any innovation.</p> <p>YCI should be integrated with the UPE drive at the school level. The implementing partners and Young Champions, instead of working in parallel with the enrollment drive that the District Education Departments and schools are supposed to undertake, should work to reinforce these efforts. This will develop greater ownership of the Young Champions in the District Education Departments and the schools. Since Scouts and Girl Guides are school-based it would be far easier to integrate their efforts with school-based efforts for UPE than was possible when the partners worked with community-based Young Champions.</p>
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<p>SMCs. Community mobilization activities were performed without any link or coordination with the SMCs, where these existed.</p>		
<p><b>Efficiency</b></p>		
<p>With the projects' duration ranging from three to ten months, the targets set for the projects were too ambitious.</p> <p>Implementing projects of shorter duration (as in Punjab) also affected efficiency because each project required time for mobilizing staff (and other resources) and a closing period.</p> <p>The absence of opportunities and structures for experience-sharing and mutual learning meant a duplication of efforts and missed opportunities to learn from each other.</p> <p>The partners have been able to achieve most of targets within the stipulated time, the exceptions being some very ambitious targets set by BBSA, including the target of identifying and locating 125,000 out of school children</p> <p>Since the projects were implemented in different social contexts and were implemented in different provinces with different designs, the projects are not realistically comparable in terms of cost.</p>	<p>The partners have been able to meet most the targets within the stipulated time, but the duration of the projects negatively impacted efficiency.</p>	
<p><b>Effectiveness</b></p>		

<p>No specific outputs were identified for objectives related to improvements in retention rates at the primary level (Objective 1 in Punjab), but it was hoped that this objective would be achieved as a result of cumulative efforts, particularly through increased awareness about education in the communities.</p> <p>HF and JSCD have been effective in enrolling out of school children in the target UCs. Their documentation shows that more than 90% of the children identified as out of school in 2009 were enrolled in schools during 2010-2011 enrollment campaign led by Young Champions. Overall, of the total of 12,977 out of school students identified by the partners in the target UCs 12,105 (93%) were enrolled in the schools.</p> <p>Without a representative survey, it is not possible to conclusively verify the total number of enrollments claimed by the implementing partners in Punjab. However, qualitative evidence gathered during the evaluation's verification visits suggest that it would be very challenging to verify enrolments and to establish how many children were enrolled as a direct result of project activities.</p> <p>Until July 2012 the implementing partners had not provided the School Education Department with the lists of students enrolled, making it impossible for SED to verify the enrollments or sources of enrollments using their own means.</p>	<p>The implementing partners in Punjab, more notably the Hayat Foundation, were relatively effective in enrolling out of school children, but claims regarding the total number of enrollments in progress reports need to be treated with caution, particularly in the case of JSCD. The limitations of working with community Young Champions have been recognized, and there is sufficient evidence to suggest that assumptions regarding the sustainability of working with PBSA and PGGA may also need critical scrutiny.</p>	
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<p>Partner organizations exceeded the target of identifying <u>1,600 scouts and guides (800 each)</u> and identified 1,200 Scouts and 1,200 Girl Guides in six districts and trained them as potential Young Champions. Young Champions were selected from 240 schools (120 boys' and 120 girls' schools) spread over six districts.</p> <p><u>Partnerships</u> It is not clear from evidence gathered how and why particular partners were selected for the implementation of the projects in Punjab. Both the Hayat Foundation and JSCD appear to have significant experience and expertise in relief, rehabilitation and some aspects of community development, but youth development does not appear to be a <i>forte</i> of any of these organizations.</p> <p><u>Young Champions</u> It seems that both UNICEF and its partners focused exclusively on the instrumental value of Young Champions (i.e. they were utilised as vehicles for enrollment of students or meeting project targets) with little focus on the personal development of the Young Champions. The trainings imparted to the Young Champions focused primarily on identifying out of school children and enrolling them in schools.</p> <p>Although training was one of the requirements for becoming a Young Champion, not all of Young Champions received the training.</p>	<p><u>Partnerships</u> It appears that while selecting the implementing partners a partner-mapping exercise was not carried out to identify organizations with strong expertise in developing and managing youth focused projects. The UNICEF risk assessment does not appear to give sufficient weightage to capacities related to programmes. Instead it appears to focus more on capacities related to support functions such as Financial Management, Procurement and HR.</p>	<p><u>Partnerships</u> Partner selection: It is not clear whether the experience of partners in undertaking youth focused projects was considered during the identification and selection of partners. Apparently, a mapping of NGOs to identify NGOs with experience of implementing youth development projects was not performed. While engaging partners it would be advisable to perform mapping exercise of NGOs or organizations with the most relevant expertise.</p> <p>Risk assessments performed by UNICEF should give considerable weightage to programme capacities. At present, risk assessment apparently focus more on the assessment capacities related to support functions such as financial</p>
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<p>Practically everyone who was identified and trained to take part in YCI project activities as a Young Champion was counted as one, without regard to their performance. As a result implementing partners as well as UNICEF do not appear to have made a formal distinction between those who performed well and those non-performers who did not live up to expectations or promise.</p> <p>The number of Young Champions trained and engaged in activities are available but the records maintained by the implementing partners are silent about the “profiles” of Young Champions. It is rather surprising that the partners do have such important information as the average age of the Young Champions, their ethnicities, economic status, educational qualification and the types of jobs they do, if any. This is a major weakness. .</p> <p><u>Coordination and learning</u></p> <p>There was little or no focus on creating opportunities for cross learning among the partners in different provinces.</p> <p>YCI-related communication between UNICEF’s provincial offices and the UNICEF Head Office appeared to be very weak.</p> <p>One result of the lack of synergy among the</p>	<p><u>Young Champions</u></p> <p>Young Champions, at least those who were active, played an important role in enrolling out of school children, but limited follow-up and exclusive focus on using Young Champions mostly as vehicles for enrollment of out of school children meant that opportunities to focus on the personal development of young champions were largely missed. As well, anyone and everyone who was identified and trained as potential Young Champion was counted as one, without making a distinction between those who realized their promise and those who did not.</p>	<p>management, procurement and Human Resources.</p> <p><u>Young Champions</u></p> <p>Young Champions should not only be used as vehicles for achieving project outputs. Young champions should be helped to achieve their personal development goals so that their capacities as young leaders are enhanced. This would involve continuous support and mentoring.</p> <p>Young Champions: Labelling every individual identified and trained by the partners as a Young Champion, without making a distinction between those who realized their promise and those who did not, is a limitation of the YCI that can reduce incentives for good performance.</p> <p>Individuals should be identified and trained as “potential young champions” and once trained they should be given targets related to projects outputs and personal development. Those who successfully achieve these targets should be qualified and recognized as Young Champions. Exceptional performers</p>
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<p>implementing partners in different provinces was a duplication of efforts, as reflected by the fact that each partner developed their own training manual or training materials.</p> <p><u>Monitoring</u> Monitoring was one of the weakest links in YCI, in all provinces.</p> <p>Against the expectations built into the design of the YCI projects in Punjab, SED was not able to regularly monitor YCI activities in the field. Even though senior SED officials did visit some participant schools in Faisalabad and Kasur, SED did not share the expectation (which was never formalized in an agreement) that they would conduct regular monitoring visits.</p> <p>HF and JSCD, the implementing partners in Punjab, were not able to monitor or verify the enrollment of students reported by the Young Champions. In most cases they used the data related to enrollments provided by the Young Champions, in their progress reports.</p> <p>The quality of monitoring that was conducted was very low. No monitoring indicators were developed until 2012, making it impossible to monitor project activities.</p> <p>The New Strategy for YCI in Punjab</p>	<p><u>Coordination and learning</u> There was little focus on creating formal or informal mechanisms and opportunities for experience sharing among the UNICEF provincial offices and the implementing partners, resulting in duplication of efforts and partners not being able to build on each other's experience, whether positive or not.</p> <p><u>Monitoring</u> Monitoring was a notable weakness of</p>	<p>should also be recognized for their meritorious performance in the form of an appreciation certificate or a training opportunity or both.</p> <p>Implementing partners should collect detailed information about Young Champions, including, but not limited to, name, age, address, contact information, education, economic background, interests, profession (if they are working) and references. The information should be maintained in a comprehensive database for Young Champions. The database should also keep records of their progress and activities as Young Champions. This information should be kept with the permission of the parents and the Young Champions and its safety should be ensured.</p> <p><u>Coordination and learning</u> Mechanism for Experience Sharing: Opportunities should be created and mechanisms developed for formal and informal experience sharing among UNICEF provincial offices and between and among the implementing partners in the different provinces. Specific results related to experience sharing and learning should be included in the results framework and a sufficient budget should</p>
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<p>PBSA and PGGA appreciated the opportunity to work with UNICEF, but they felt excluded when it came to actual project implementation. They had no formal role in the implementation of the project (i.e. no MOU was signed with them). UNICEF did not directly work with PBSA and PGGA because they were identified as high-risk partners.</p> <p>While shifting their focus away from community based Young Champions to Girl Guides and Boy Scouts UNICEF Punjab and its implementing partners have not taken into account the potential limitations of working with Girl Guides and Scouts: a major challenge is the limited mobility of Girl Guides particularly in remote and conservative areas.</p> <p>Scouting and Guiding are not functional in all the schools in the project area. Both Scouting and Guiding are relatively more vibrant in urban areas; in remote rural areas they tend to be dormant or non-existent.</p> <p>Lessons learnt from Balochistan indicate that teachers who work as Scouts Organizers or unit leaders in schools may be inactive or may be too old to bear the additional demands of scouting.</p> <p>If deputy organizers are not provided with transportation costs they do not actively take part in the project activities; limited follow-up and the absence of rewards for achievements can also compromise the effective</p>	<p>all the projects implemented. Monitoring was partly compromised by the floods and the security situation and partly by limited attention given to monitoring. SED, which was supposed to monitor YCI activities according to the project design, did not share this expectation, indicating limited ownership of the YCI on part of SED. It must be mentioned that SED were not paid for monitoring the project. Rather, they were expected to monitor the project as part of their mandate to bring out of school children into the education system.</p> <p><u>The New Strategy for YCI in Punjab</u> The potential for strengthening and reviving scouting and girl guiding offered an important incentive for PBSA and PGGA to partner with UNICEF, but PGGA and PBSA were only informally involved in the YCI implementation, resulting in PGGA and PBSA feeling being left out and bypassed. Some known limitations of working with PGGA and PBSA are not recognized, which can potentially compromise the effectiveness of</p>	<p>be allocated for this.</p> <p>Communication and information sharing regarding YCI between the UNICEF Country office and provincial offices should be strengthened.</p> <p><u>Monitoring</u> Like UNICEF FATA and UNICEF KP, UNICEF Punjab could use third party monitoring to ensure sustained and effective monitoring of the projects.</p> <p>In case SED is given the responsibility for the monitoring (as was expected in the case of YCI in Punjab) the responsibility should be accompanied by resource allocation to help them expand or adapt their systems to include monitoring of YCI.</p> <p>Strong monitoring systems should be designed and implemented. This can begin with a well-developed Results Framework for the YCI with detailed indicators for monitoring. It should be augmented by appropriate budget allocations, the hiring of competent and experienced individuals and strong managerial support. Project-specific training and mentoring in monitoring</p>
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<p>implementation of the project.</p>	<p>projects UNICEF Punjab might implement in future.</p>	<p>should also be provided, especially for District-level monitoring staff.</p> <p><u>The New Strategy for YCI in Punjab</u>  The feeling of being “left out” on the part of the PBSA and PGGA could be detrimental to the effectiveness and sustainability of future projects. Instead of signing an agreement with the partner NGO only, and relying on informal support from PBSA and PGGA, UNICEF could consider signing an agreement with a local NGO as the lead partner. This NGO would be responsible for fund management and PBSA and PGGA would be implementation partners. Alternatively, UNICEF could facilitate a formal agreement among partner NGOs, PBSA and PGGA.</p>
<p><b>Unintended Outcomes</b></p>		

<p>A discernable early outcome is increased awareness among the Young Champions, community members and schoolteachers about the issue of out of school children. Increased knowledge and skills among the Young Champions is another outcome.</p> <p>Similarly, increased awareness and knowledge among the teachers who conducted the Scouts' training in Balochistan and Punjab and those who conducted training for students in Shangla is another unintended outcome worth noting.</p> <p>Increased capacities of BBSA, PBSA and PGGA is another unintended impact that was noted by the respective officials. BBSA had considerable prior expertise in project management, but the BBSA Secretary believes that this project has further augmented the organisation's capacity.</p> <p>The project has contributed to reviving (at least for the duration of the project) Scouting, especially in areas where Scouting was dormant or at risk of becoming dormant.</p> <p>A possible, unintended and negative impact involving the Scouts and Girl Guides movements in donor-funded projects is that payment for services can potentially</p>	<p>The project has contributed to some intended and unintended outcomes and impacts. The outcomes and impacts related to Young Champions included increased knowledge and awareness among Young Champions about out of school children and improved confidence and personal skills such as speaking. Increased awareness among teachers engaged in training Young Champion is another beneficial outcome. A revival of scouting and girl guiding and increased capacities of PBSA, PGGA and BBSA is yet another outcome.</p>	
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<p>compromise the voluntary spirit of these movements.</p>		
<p><b>Sustainability</b></p>		
<p>The assumptions regarding the sustainability of YCI in Punjab, which rested on the potential for linking Young Champions with the Government Education Department and the Social Welfare Department, proved to be unrealistic. The partners learnt with experience that this had been a very strong assumption. Both linking them with government and tracing Young Champions after the end of the project were difficult.</p> <p>There are problems with the Scouts' involvement: once they pass out from secondary school they become less accessible (this is also the case for Girl Guides); scouting is not effective in all the schools; scouting may be activated or revived during the project period but once the project ends scouting can become dormant again. The monetary incentives often attached to donor-funded projects can potentially harm the voluntary spirit of Scouting and Guiding.</p> <p>The implementing partners had hoped that the YCI programme would continue beyond 2012 and they would have opportunities to enroll children through the Girl Guides and Boys Scouts. They did not anticipate that the programme would come an end prematurely.</p>	<p>Assumptions regarding sustainability, which rested on linking Young Champions with Government departments, did not prove realistic. Linking Young Champions with government departments and tracing Young Champions after the end of the project were both challenging. Engaging Scouts and Girl Guides as Young Champions is a good strategy but in itself is not free from the risks related to sustainability. Scouts and particularly Girls Guides can become untraceable after they pass out of school.</p>	<p>An overarching concern is that uncertainty regarding funding keeps the implementing partners guessing. Decisions about funding should be discussed and agreed with partners during, rather than after, decision-making.</p> <p>Another broad concern is that communication should be more open and transparent. This will contribute to strengthening and sustaining the programme and projects.</p> <p>To address the limitation of losing contact with Scouts or Girls Guides after they pass out of school, UNICEF should try to engage "open scouts", those who have already finished school and are studying in colleges or working somewhere. BBSA has successfully used such Scouts to conduct trainings under the project. However, engaging "open girl guides" is likely to be far more challenging. .</p> <p>A 'replacement' batch of Young Champions should be trained to take on the role while the current batch is still in school. Since Boy Scout Unit leaders</p>

<p>Uncertainty surrounding the time period of funding is another concern that compromises the effectiveness of implementation.</p> <p>The implementing partners were concerned by the uncertainty surrounding the funding. Funding was provided in the form of projects of short duration, ranging from three months to 10 months. The partners were never sure whether the next phase would be supported or not.</p>		<p>would already be trained it would not be difficult to train other Scouts.</p> <p>A training module imparted to Scouts and Girl Guides can be refined further to mainstream it in the Scouts and Girl Guides Curriculum. Scouts interested in contributing to educational efforts in their communities can be asked to take up this module.</p>
<p><b>Gender Equity and Human Rights Dimensions</b></p>		
<p>YCI is broadly aligned with the Convention on the Elimination of All Forms of Discrimination of Against Women (CEDAW) and the Convention on the Rights of Child (CRC). It is aligned with CEDAW in that YCI recognizes the discrimination girls face in accessing education and strives to provide opportunities to both girls and boys.</p>	<p>Although YCI was broadly aligned with the Convention on the Elimination of All Forms of Discrimination of Against Women (CEDAW) and the Convention on the Rights of Children (CRC), it is not informed by specific human rights and gender analyses.</p> <p>The objectives of the various projects</p>	<p>Given UNICEF's commitment to GE and HR, projects should be informed by tailor-made Gender and Human Rights Analyses, based on CEDAW, the CRC and the laws of Pakistan.</p>

<p>The YCI is informed by UNICEF’s global experience and experience in Pakistan, but it is not informed by tailor made human rights and gender analysis. It is also not informed by systematic needs assessment and the interests of diverse groups of stakeholders.</p> <p>The objectives of the various projects implemented under YCI broadly address GE and HR, but the results framework does not clearly state any GE and HR objectives. As a consequence responsibility for ensuring adherence to GE and HR principles is not assigned or fixed.</p> <p>The results frameworks do not include GE and HR related qualitative and quantitative indicators or baseline information. Some quantitative indicators do address GE and HR e.g. gender dis-aggregated data for the number of girls and boys enrolled, but qualitative indicators did not receive attention either in the results framework or in project reporting.</p> <p>The results achieved, such as increased awareness among communities about education and sensitization and improved capacities of Young Champions and the staff can potentially contribute to the increased realization of GE and HR.</p>	<p>implemented under YCI broadly address GE and HR, but the results framework does not clearly state any GE and HR objectives and qualitative and quantitative indicators related to GE and HR. The results achieved, such as increased awareness among communities about education and sensitization and the improved capacities of Young Champions and the staff of partner organizations can potentially contribute to the increased realization of GE and HR. The intervention, however, does not address the underlying causes of inequality and discrimination.</p>	
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	<p>consistent with the intended impacts and effects?</p> <ul style="list-style-type: none"> <li>• To what extent did the design of the programme respond to needs of the target population (girls, boys, parents and community in general in the target villages)</li> <li>• To what HR &amp; GE dimensions have been considered during the design YCI?</li> </ul> <p><u>GE and HR Dimension</u></p> <ul style="list-style-type: none"> <li>• Extent to which the YCI is aligned with international instruments (CEDAW, CRPD, CRC), regional conventions, standard and principles of HR and GE?</li> <li>• Extent to which the YCI is informed by substantive and tailored human rights and gender analyses?</li> <li>• Extent to which YCI is informed by needs and interests of diverse groups of stakeholders?</li> </ul>	FGDS	
<p>Efficiency Measures the outputs — qualitative and quantitative — in relation to the inputs.</p>	<ul style="list-style-type: none"> <li>• To what extent did the YCI utilize its human and financial resources and time efficiently? Were the staffing arrangements adequate and programme worked with trained workforce? To what extent outputs were delivered within time and budget?</li> <li>• Did the project deliver all items/outputs that were agreed up in the original scope?</li> </ul>		<p>To collect information around efficiency the team shall look into the relevant parts of the reports and other project documents. Also the team shall discuss this with Concern and IPs</p>

	<p>Were chosen indicators appropriate and easy to collect?</p> <ul style="list-style-type: none"> <li>• To what extent was there variation between plan and actual implementation? Were all project change requests documented and approved? If the scope was extended, were budgets and timelines adjusted properly?</li> <li>• Were stakeholders (UNICEF, Government Education department, implementing partners, legislators, media, young champions, schools and communities) satisfied with the quality of project deliverables?</li> <li>• Were there any additional/exceptional deliverables that added value to the project?</li> <li>• Was information accurately collected, stored and treated by the project management? Did the project provide sufficient follow-up of activities to avoid distortion from original objective?</li> <li>• To what HR &amp; GE dimensions have been considered during the implementation of YCI? What impact did this have on the efficiency with which programme was implemented?</li> </ul> <p><u>HR and GE Related Questions</u></p> <ul style="list-style-type: none"> <li>• Were sufficient resources (financial, time and people) allocated to integrate HR and GE in the design, implementation and</li> </ul>		<p>through FGDs and interviews.</p>
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	<p>monitoring and evaluation of the YCI?</p> <ul style="list-style-type: none"><li>• To what extent HR and GE a priority in the overall intervention budget?</li><li>• What are the costs of not addressing HR and GE</li><li>• Were YCI used resources in an efficient way to address HR and GE in the implementation?</li><li>• Were there any constraints (political, practical, and bureaucratic to addressing GE and HR? How were these challenges addressed?</li><li>• Was use of resource to address HR and GE in line with corresponding results achieved?</li></ul>		
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<p>Effectiveness A measure of the extent to which YCI attained its objectives.</p>	<ul style="list-style-type: none"> <li>• To what extent were the objectives/results and intended outputs of YCI were achieved or are likely to be achieved?</li> <li>• To what extent did each implementing partner achieved objectives/results and intended outputs of YCI?</li> <li>• To what extent did YCI in different province achieved the objectives/results and intended outputs?</li> <li>• What major factors influenced the achievement or non- achievement of the objectives?</li> <li>• What worked best for the achievement of the objectives?</li> <li>• What did not work? What could have been done differently?</li> </ul> <p><u>HR and GE Dimension</u></p> <ul style="list-style-type: none"> <li>• Are HR and GE objectives clearly stated in the results framework including short and medium term objectives?</li> <li>• Is the responsibility for ensuring adherence to HR and GE objectives well-articulated in the performance monitoring framework and implementation plans?</li> <li>• Does the intervention have specific qualitative and quantitative indicators and baselines to measure progress on HR and GE?</li> <li>• Were there systematic efforts to include various stakeholders including those who are most likely to have their rights</li> </ul>	<p>Desk review</p> <p>Appreciative inquiry workshop</p> <p>Key informant interviews (KIIs)</p> <p>Focus Group Discussions</p> <p>Survey Questionnaire</p>	<p>Project documents (progress reports and monitoring reports)</p>
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	<p>violated?</p> <ul style="list-style-type: none"> <li>• To what extent implementation of YCI involved efforts to build the capacity of rights holders and duty bearers?</li> <li>• Was monitoring data collected and disaggregated according to relevant criteria (gender, age, ethnicity, location, income etc.)</li> <li>• Was sufficient information collected on specific indicators to measure progress on HR and GE?</li> <li>• Was monitoring information adequately shared with stakeholders, duty bearers)</li> <li>• How was monitoring data on HR and GE used to improve the YCI intervention during its implementation?</li> <li>• Were main results achieved by the intervention towards the realization of HR and GE?</li> <li>• Did the results validate the HR and GE dimensions and theory of change?</li> <li>• To what degree were the results achieved equitably distributed among the targeted stakeholder groups?</li> <li>• Do the intervention results contribute to changing attitudes and behaviors towards HR AND GE? Do the results contribute to reducing the underlying causes of inequality and discrimination?</li> <li>• Did the intervention contribute to the empowerment of the rights holders to demand and duty bearers to fulfill HR and GE norms?</li> </ul>		
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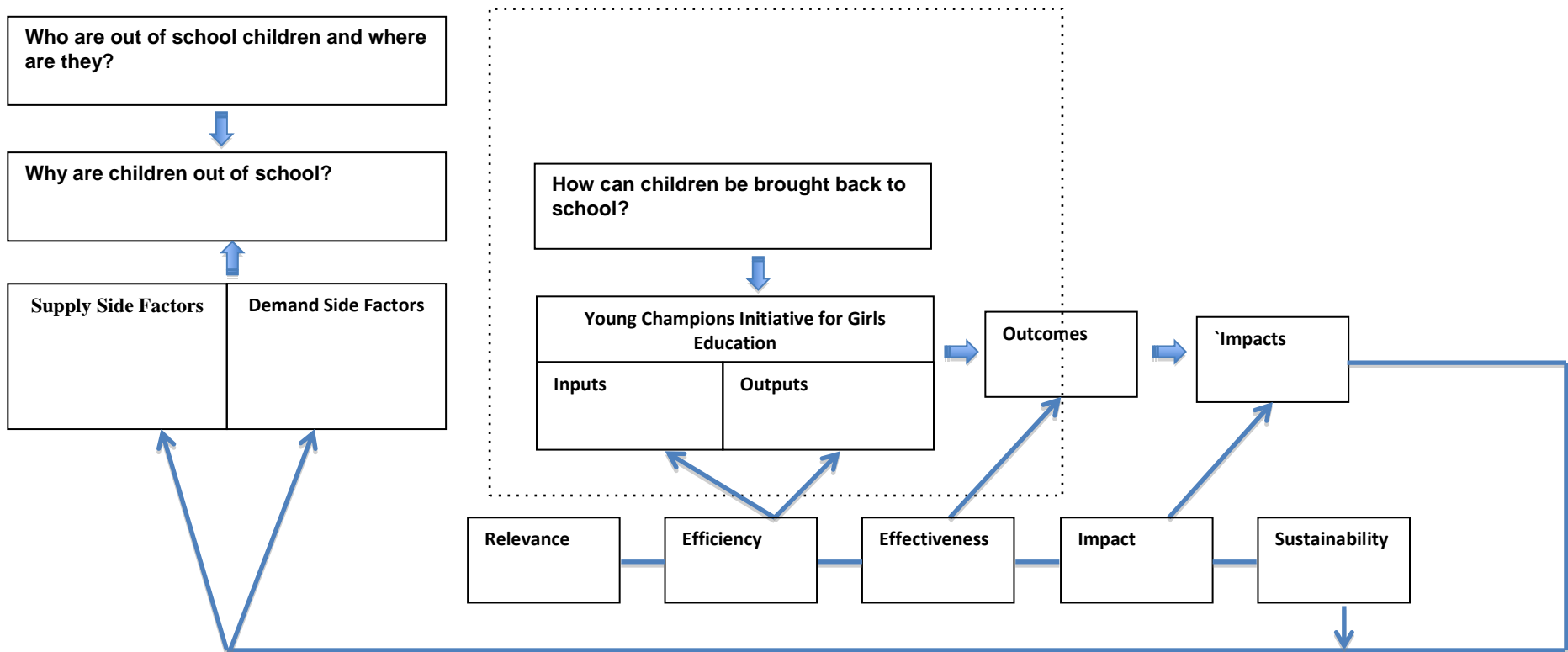
<p><b>Impact</b> The positive and negative changes produced by YCI, directly or indirectly, intended or unintended. Impacts can be immediate and long-term.</p>	<ul style="list-style-type: none"> <li>• What impacts (intended, unintended, negative and positive) the programme have on young champions?</li> <li>• What impacts (intended, unintended, negative and positive) the YCI have on immediate environment of young champions (close and extended family and friends)?</li> <li>• What impacts (intended, unintended, negative and positive) the YCI have on the target community?</li> <li>• What impact did YCI had on the schools (where out of school girls and boys were enrolled)</li> <li>• What impact did the YCI have on stakeholders (government, legislators, media)</li> </ul> <p><u>Questions Related to HR and GE</u></p> <ul style="list-style-type: none"> <li>• Did the intervention envisage any specific impacts on HR and GE? Were there indicators for assessing HR and GE related impacts?</li> <li>• How did YC activities related to intended long-term results on HR and GE?</li> <li>• Did the monitoring system capture progress towards long-term results on HR and GE?</li> <li>• Were there any positive or negative unintended effects on HR and GE during implementation and how were those addressed?</li> <li>• Did the YCI lead to the realization of</li> </ul>	<p>Desk review</p> <p>Appreciative inquiry workshop</p> <p>Key informant interviews (KIIs)</p> <p>Focus Group Discussions</p> <p>Survey Questionnaire</p>	<p>Project documents (progress reports, monitoring reports, literature)</p> <p>Project stakeholders (UNICEF, partners, young champions, Officials of School Education Departments and District Education Departments, media, parliamentarians)</p> <p>Community members</p> <p>Beneficiary students, parents, head teachers of schools where students are enrolled.</p>
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	<p>targeted HR and GE norms for the stakeholders?</p> <ul style="list-style-type: none"> <li>• Did the intervention activities and results in HR and GE influence the work of other organizations and programmes?</li> </ul>		
<p><b>Sustainability</b> Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Retention of the students is a key element of sustainability.</p>	<ul style="list-style-type: none"> <li>• What is the retention rate (how many girls and boys who were enrolled in the schools are still continuing their education? How many have dropped out?</li> <li>• What are the prospects young champions or partner organizations continuing to work for the promotion of education, particularly girls' education?</li> <li>• What aspects of the YCI programme are replicable elsewhere?</li> <li>• Under what circumstances and/or in what contexts would the programme be replicable?</li> <li>• What elements of the programme (design, implementation and M&amp;E) have been successful and could offer replicability in the similar or other contexts?</li> <li>• Did the project analyze socio-cultural matters and the institutional/political environment before taking strategic choices? What were those and how do those attribute to project sustainability?</li> <li>• What challenges does UNICEF, partners and UNICEF need to overcome to sustain the benefits for the YCI programme?</li> <li>• Were elements of exit strategy addressed</li> </ul>	<p>Quantitative Survey</p> <p>Desk review</p> <p>Appreciative inquiry workshop</p> <p>Key informant interviews (KIIs)</p> <p>Focus Group Discussions</p>	<p>Beneficiary students, parents, head teachers and officials of district education departments</p>

	<p>during the implementation?</p> <p><u>Questions related to HR and GE</u></p> <ul style="list-style-type: none"> <li>• Did the intervention include an appropriate sustainability and exist strategy to support HR and GE?</li> <li>• To what extent were stakeholders involved in the preparation of exit strategy?</li> <li>• Did the YCI design address institutional and organizational challenges to advancing the HR and GE agenda?</li> <li>• Were elements of exit strategy addressed during the implementation?</li> <li>• To what extent were national and local organizations involved in different aspects</li> <li>• Did the intervention activities aim at promoting sustainable changes in attitudes, behaviors and power relations between the different stakeholder groups?</li> <li>• How as monitoring data on HR and GE used to enhance sustainable change on these issues?</li> </ul>		
Additional Dimensions			
Lessons Learned	<ul style="list-style-type: none"> <li>• What are the key achievements of the YCI?</li> <li>• What aspects of the programme worked well?</li> <li>• What aspects of the programme did not work well? What were key challenges?</li> <li>• What could have been done differently?</li> <li>• Why did the YCI programme work in</li> </ul>		

	<p>Punjab?</p> <ul style="list-style-type: none"> <li>• What did the UNICEF team in Punjab do differently to implement the programme rather successfully?</li> <li>• What worked well and what did not work well in Punjab?</li> <li>• Why did not it work in other provinces?</li> <li>• What are some of the recommendations for future programming?</li> <li>• Was there any cross learning between different provinces and different partners?</li> <li>• How and to what extent can the achievements be replicated and the mistakes be avoided in future?</li> </ul>		
Recommendations	<ul style="list-style-type: none"> <li>• Recommendations to be drawn from the findings of evaluation of YCI for improvements in sustainability and future programming</li> </ul>		

**Annex 4: Schematic Diagram Representing Framework for Analysis**



## Annex 5: Tools Used

### 1. Interview guide for interview with Project Staff in UNICEF Islamabad

- What was the program philosophy and did it reflect the values of UNICEF?
- What values were promoted by the project and were these values clearly articulated?
- How was the programme designed? How was the program contextualized?
- What was the role of the UNICEF office, Islamabad?
- How were partners identified for the project?
- What were the criteria for identification of the partners?
- Who are youth champions? What were the criteria for identification of youth champions?
- Is there a consolidated project document (other than PCAs with the partners e.g. conceptual framework, Theory of Change and Operational Matrix)?
- What kind of technical backstopping did the UNICEF Office, Islamabad provide?
- What are the key achievements of the program?
- What challenges did you face in implementing this program?
- How were challenges met? What challenges could not be overcome and why? What did these challenges mean for the effectiveness of the program?
- What performance management and monitoring mechanisms were in place to monitor the progress of the project? How was the project monitored? What indicators were used to monitor progress and achievements?
- What could have been done differently? What could have been improved?
- If UNICEF were to do this project again what would they do differently?
- What are the reasons for non-performance of the project in other provinces? How were resources allocated for the project used?
- In your opinion what are the impacts of the project?
- How can these impacts be sustained?
- In your opinion how this work could be sustained in future?
- It was noted in the review that capacity of HF and JSCD was a serious concern. How did it affect the implementation? Did it actually affect the implementation and to what effect?
- Which recommendations given in the internal review have been implemented?
- What effects did the absence of a training manual have?
- Is there a consolidated MIS for the project? If not, why was an MIS system not developed?
- How were project interventions harmonized with the Chief Minister's School Reform Road Map (it is mentioned as the strengths of YCIGE)
- The overall thrust of UNGEI is improving gender equality by promoting the rights of girls. How was it decided that the project in Pakistan would focus on both girls and boys? Why it was decided?
- What is the retention rate of children enrolled through YCI?
- What strategies were used to ensure retention rates?
- How was technology employed to make the project more efficient and effective?
- It was hoped that Non-formal Education centers would be handed over to the Pakistan Boys Scouts Association (PBSA) and the Pakistan Girl Guide Associations (PGGA) for further support. Did this happen?

- Was a ToT conducted? If ToT was not conducted how did the Young Champions perform? What was compromised in the process if there was no ToT?
- At the time of internal review training manual was not complete. Was this done subsequently?
- What specific skills did the project develop among youth to make them champions of change?
- What process did the project provide the participants (champions of change) to examine the issues facing their communities (particularly those related to girls' education) and to increase their knowledge of those issues?
- What opportunities were provided to the participants to apply knowledge, skills, and understandings through meaningful services to the community? What was the quality of these opportunities? Were these opportunities sufficient?
- Did the programme design as well as implementation process recognize the need for a systems approach that “defines leadership as a complex system involving the skills, abilities, and knowledge of the leader, the skills, abilities, and knowledge of the followers and the context in which all interact”?
- Does the program recognize that people learn in different ways?

## **2. Interview guide for UNICEF Provincial Focal Persons**

- What was the role of the UNICEF provincial office in implementing of YCI?
- How were partners identified for the project?
- What were the criteria for identification of the partners?
- Who are Youth Champions? What were the criteria for identification of Youth Champions?
- What kind of support did UNICEF provincial office provides to the partners?
- What are the key achievements of the project? What are the partner-specific achievements?
- What challenges did you (UNICEF provincial office) face in implementing the project? How were challenges met? Which challenges could not be met? What implications did these challenges have for implementation of the project?
- What could have been done differently?
- In your opinion what are the impacts of the project?
- How can these impacts be sustained?
- It was expected that UNICEF provincial offices would work with other partners at the provincial and district levels to encourage a multi-sectoral response to the broad range of issues in girls education. Which partners did UNICEF Punjab work with? What was the nature of multi-pectral response?
- How were project interventions harmonized with the Chief Minister's School Reform Road Map (it is mentioned as the strengths of YCIGE)
- How were issues of corporal punishment, child rights, child labor, child abuse and child health addressed? (These were supposed to be addressed through cross-sectoral strategies and referral mechanisms at the district level in collaboration with concerned departments such as Literacy Department, Social Welfare Department and Health Department (Lady Health Workers Programme).
- What was the role of the UNGEI cell (UNGEI cell was supposed to be the hub of coordination, monitoring, evaluations and reporting)?
- What is your assessment of the partners' performance?
- It was noted in the review that the capacities of HF and JSCD were a serious concern. How did this affect the implementation? Did it actually affect the implementation and to what effect?
- What's the progress on recommendations given in the review?
- What effects did the absence of training manual have?
- The overall thrust of UNGEI is improving gender equality by promoting rights of girls. How was it decided that the project in Pakistan would focus on both girls and boys? Why it was decided?
- What is the retention rate of children enrolled as a result of YCI?
- What strategies were used to ensure good retention rates?
- It was hoped that Non-formal Education centers would be handed over to the Pakistan Boy Scouts Association (PBSA) and the Pakistan Girl Guide Associations (PGGA) for further support. Did this happen?
- If TOT was not conducted how did young champions performed? What was compromised in the process?
- At the time of the internal review the training manual was not complete. Was this done subsequently?

## **3. Questions for management of partner organizations (HF and JSCD)**

- What is the history of the organization?

- What is the relevance of the project to their history, experience and policies?
- How were they identified as a partner?
- What was their role in designing the project?
- What context specific features were included in the design of the project?
- How did they select the Youth Champions? Who were they? Those who were sent to Nepal for training, who were those? What criteria were applied for their identification?
- What did you do to prepare youth to play their role as champions?
- What activities you carry out to prepare them for this role?
- What skills did you focus on building to help the youth champions carry out their roles?
- What opportunities did you give youth champions to practice?
- What are the key achievements of the project?
- What challenges did your organization face?
- What challenges did they overcome successfully and how?
- What challenges were they not able to overcome?
- What was their experience of partnership UNICEF?
- What monitoring and accountability mechanisms were developed for the smooth functioning of the partnership? How did these work in practice?
- If a ToT was not conducted how did the Young Champions perform? What effect did this have on their performance? Did it compromise their performance or performance of the project?
- At the time of internal review the training manual was not complete. Was this done subsequently? If what was the effect of this?
- How were issues of corporate punishment, child rights, child labor, child abuse and child health addressed? (These were supposed to be addressed through cross-sectoral strategies and referral mechanisms at the district level in collaboration with concerned departments such as Literacy Department, Social Welfare Department and Health Department (Lady Health Workers Programme).
- What is the retention rate of children enrolled through the YCI?
- What strategies were used to ensure retention rates?
- It was hoped that Non-formal Education centers would be handed over to the Pakistan Boy Scouts Association (PBSA) and the Pakistan Girl Guide Associations (PGGA) for further support. Did this happen?
- If you were to do this project again what would you differently?
- What were the impacts of the project? (Impact on youth champions, impact on communities, impact on the organizations).
- How can the outcomes of the project be sustained? Can these be sustained at all?
- What can be done to sustain the outcomes of the project with support or without support from UNICEF?

#### **4. Interview guide for Young Champions**

- How did you learn about the YCI?
- How were you identified as a Youth Champion? Who identified you and who approached you?
- Why were you selected as a YC?
- In your opinion what characteristics distinguished you from those (say your friends) who were not selected as champions?

- What kind of trainings did you receive after being identified as a youth champion?
- What was your experience of the training?
- What was your expectation of the responsibilities of your role in the project?
- Were these expectations right and important? What is the importance?
- What opportunities did the project provide you to engage with the community?
- Who did you engage with? Which stakeholders did you engage with?  
(Community members, department of education, parliament, media, literacy department, Social Welfare Department (SWD))
- What was the nature of engagement with each of these stakeholders?
- What was the outcome of these engagements?
- What challenges did you face? What challenges did you overcome and how?
- What challenges you could not be overcome?
- How were the challenges of retention, provision of teachers, safe and child friendly spaces for accommodation new entrants were dealt with? What did Youth Champions do to address these challenges?
- Did you teach in a non-formal basic education center? What was the experience?
- How many children did you help enroll? How did you convince the children to enroll in school? Why were they not enrolled? How did the family overcome the challenges which had prevented their enrolment previously?
- How did the project change you, if it did?
- Did your experience as a Young Champion have any impact on your family? What impact, if any, did your experience have on your family?
- What impact did you have on the community? How did you work with other young champions?
- What were the primary drivers that lead to so many children being out of school?
- What had these children been doing before being enrolled?
- What strategies did you use to enroll out of school children? Which strategies worked and which strategies did not work?
- Did you use social media to promote girls' education and education of out of school children? If so, how?
- Did you and other young champions have any access to policy makers?
- How did you engage with those policy makers (e.g. in the Parliamentary Caucus)?
- What was the outcome of your engagement with parliamentarians, if any?
- What interactions do the Young Champions have with media? How did you engage with the media? Who in the media did you engage with? How often did you interact with media?
- What was the outcome of your engagement with the media?
- How can this work be sustained? What is the way forward for you? What if you did not receive any support? What are you currently doing?

##### **5. Interview guide for UNICEF School Education Department Officials**

- What do you know about the YCI?
- What is the mandate of YCI?
- What was SED's role in YCI?
- What was SED's role in designing YCI?
- What is the importance of work being done by UNICEF and its implementing partners under YCI?
- What was their role in executing the program?

- What role did SED have in monitoring the project?
- What was the nature of the partnership with partners and UNICEF?
- What activities did you and implementing partners do together?
- What were the outcomes?
- What strategies did you adopt to support YCI?
- What support did SED provide to the project for advocating on different educational issues?
- SED was supposed to maintain systematic information management and response setup. Does it exist?
- How did the project report its progress to SED? In what form? What were the main achievements reported by the project? How did you use the reports?
- How satisfied is SED with the work done by UNICEF and its partner in your district?
- How satisfied you are with SED's contribution to the project?
- What were the strengths of the programme?
- What could have been improved? What should have been done differently?
- Which other actors in the districts are involved in enrolling out of school children?
- What do you know about the results of the YCI initiative?
- What are chances of this work being sustained?
- How cost effective is the work done by the partners under YCI?
- Who could continue this work if the support from UNICEF stops?
- What was the role of monitoring? What did you learn about successes and issues during the monitoring visits?
- If you were given a choice what would be done differently?

## **Annex 6A : Agenda for the meetings with stakeholders in Lahore**

Date 16 December 2013

Time 9.00 a.m. – 1.30 p.m.

Welcome remarks	09.00 – 09.15
Introduction of participants	09.00 – 09.25
Objectives of the evaluation and agenda	09.25 – 09.40
Breakaway group 1	09.40 – 10.20
Presentations and Q&A	10.20 – 10.45
Tea	10.45 – 11.00
Breakaway group 2	11.00 – 11.40
Presentations and Q&A	11.40 – 12.15
Breakaway group 3	12.15 – 13.00
Presentations and Q&A	13.00 – 13.30
Closing	13.30 – 13.40

## **Annex 6B: Questions for Breakaway Groups in Stakeholders' Workshop**

Successive breakaway groups would be asked to consider and report on the following questions. Each time they will consider a few questions and present answers to the plenary. Presentations will be followed by questions and answer sessions and a discussion.

### Questions for Breakaway Group 1

- What was the importance of the YCI programme?
- What was the role of each stakeholder group?
- What was the experience of each stakeholder group with the project?
- What is your assessment of the role played by each stakeholder group?
- What resources were required to perform this role?

### Questions for Breakaway Group 2

- What were the key achievements of the project?
- What challenges did each stakeholder group face in performing their role?
- What challenges did they overcome and how?
- What could have been improved?
- How efficient was the project? Could this be done with fewer resources and if so how?

### Questions for Breakaway Group 3

- What were the impacts/outcomes of the project?
- What were the impacts of the project on each stakeholder group?
- What were the impacts of the project on the communities?
- What should be the way forward?
- How could these impacts be sustained, with or without the support of UNICEF?

## Annex 7: Work Plan for Field Visits

Activity	Date
Travel to AJK	Tuesday, April 29, 14
Travel to Peshawar	7 May, 2014
Field work in Peshawar	7-8 May, 2014
Return from Peshawar	Thursday, May 8, 14
Travel to Quetta	Monday, May 12, 14
Fieldwork in Quetta	13-14 May
Travel from Quetta to Isb.	Wednesday, May 14, 14
Travel to Karachi	Sunday, May 18, 14
Field Work in KHI	Monday, May 19, 14
Travel to KHI to Lahore	Monday, May 19, 14
Meetings with Reference Group in Lahore	Tuesday, May 20, 14
Travel to Faisalabad	Wednesday, May 21, 14
Field Work in Faisalabad	22-24 MAY
Travel to Pakpattan	Saturday, May 24, 14
Field Work in Pakpattan	Sunday, May 25, 14
Travel from Pakpattan to Lahore	Sunday, May 25, 14
Field Work in Lahore	May 26-27
Field Work in Kasur	Wednesday, May 28, 14
Meetings with PBSA and PGGA in Lahore	Thursday, May 29, 14

## Annex 8: Micro Plan for Field Visits in Punjab

<b>Date</b>	<b>Indicative Time</b>	<b>Activities</b>	<b>Logistical Arrangements</b>
<b>20 May</b>	10. 00 - 1130	Meeting with Reference Group	UNGEI to organize
	14. 00 – 15. 00	Interview with the consultant who conducted organizational capacity assessments of PBSA and PGGA	UNGEI to organize
<b>21 May</b>	08.00-13.00	Travel to Faisalabad	Stay in Faisalabad
	13.00-5.00	Interviews with HF management and relevant project staff	
<b>22-May</b>		Interviews with the community leaders and religious leaders in the target communities	
		Validation visit to schools (2-3 schools) (interviews with Principal, teachers and children enrolled by Young Champions)	
		Interviews with Young Champions	
		Interviews PBSA and PGGA representatives (District chapter, if any)	
<b>23-May</b>		Interviews with media representatives	
		Validation visit to 2-3 schools (interviews with principal, teachers and children enrolled by Young Champions)	
		Interviews with the community leaders and parents	
		Interviews with Young Champions	
		Travel to Pakpatan (second half of the day)	Overnight stay in Pakpatan
<b>24-May</b>		Meetings with stakeholders (communities, education department, Young Champions)	

		and others the project worked with)	
		Travel from Pakpatan to Lahore	Stay in Lahore
<b>25-May</b>		Compilation of data collected from the Field	
<b>26 May</b>	09.00-13.00	Interviews with JSCD management and relevant project staff	
		Meetings with the community leaders, religious leaders, parents of children enrolled in the schools	
		Validation visit to 2-3 schools (where OOSC were enrolled)	
		Interviews with Young Champions	
		Interviews with relevant media representatives (those who may have supported YCI activities)	
<b>27-May</b>		Interview with Parliamentary Caucus members	
		Interviews with PBSA and PGGA representatives (Provincial and District chapter officials)	
<b>28-May</b>		Validation visit to 2-3 schools (interview with Principal, teachers, enrolled students)	
		Interview with the community leaders, religious leaders, parents	
		Interview with Young Champions	
<b>29-May</b>		Travel to Kasur	
		Meetings with stakeholders in Kasur (communities, education Department, Young Champions and others the project worked with)	
		Travel to Lahore	
	6.30 p.m.	Travel from Lahore to Islamabad (Evening Flight)	

**Annex 9: List of People Met**

<b>Name</b>	<b>Designation</b>	<b>Affiliation</b>	<b>Province /Region</b>	<b>City where interview was conducted</b>	<b>Date</b>
Syed Asma Andrabi	Education Officer	UNICEF	AJK	Muzaffarabad	30-Apr-14
Mushtaq Shaikh	CEO	<i>Idara Taleem-o-Agahae</i> (ITA)	AJK	Muzaffarabad	30-Apr-14
Lubna Sadaf	DMC member	GGPS Mohajar Colony	AJK	Muzaffarabad	30-Apr-14
Shumaila	DMC member	GGPS Mohajar Colony	AJK	Muzaffarabad	30-Apr-14
Waheed	SMC Member	GGPS Mohajar Colony	AJK	Muzaffarabad	30-Apr-14
M/s Nyghat Mubashir	State Commissioner Girl Guides Association/ Director of Public Instructions-DPI Female, AJ&K	State Girl Guides Association	AJK	Muzaffarabad	30-Apr-14
Raja Ikhtlaq Ahmed	State commissioner Boys Scouts Association/ Senior Director Benazir Income Support Programme-BISP	State Boys Scouts Association	AJK	Muzaffarabad	30-Apr-14
Sadaf Fatima Bhojani	Education Officer	UNICEF	Sindh	Karachi	19-May-14
Shella Rashid Uddin	Head of Education	UNICEF	Sindh	Karachi	19-May-14
Group of Boys and Girls	Community	Community members	Sindh	Karachi	19-May-14
Ghulam Nabi	Deputy Programme Manager	Reform Support Unit, Department of Education Government of Sindh	Sindh	Karachi	19-May-14
Reference Group Meeting		UNICEF, SED, UNGEI, HF, JSCD, PBSA, PGGA	Punjab	Lahore	20-May-14
Mohammad Nadeem	Admin. and Accounts Manager		Punjab	Faisalabad	21-May-14

Muhammad Umair	Project Coordinator		Punjab	Faisalabad	21-May-14
Muneeb Ahmed	Operations Manager		Punjab	Faisalabad	22-May-14
Junaid Abbas	Young Champion	Hayat Foundation	Punjab	Faisalabad	22-May-14
Farhan Asghar	Young Champion	Hayat Foundation	Punjab	Faisalabad	23-May-14
Shoiab Hasan	Young Champion	Hayat Foundation	Punjab	Faisalabad	24-May-14
Mohd. Muzamil	Young Champion	Hayat Foundation	Punjab	Faisalabad	25-May-14
Mohd. Waqar	Young Champion	Hayat Foundation	Punjab	Faisalabad	26-May-14
Mohd. Abdil	Young Champion	Hayat Foundation	Punjab	Faisalabad	27-May-14
Ms. Sarwat	Head Teacher	MC Girls School Hajweri Town	Punjab	Faisalabad	22-May-14
Noor Hussain	Head Teacher	MC Boys School B 220, UC 272	Punjab	Faisalabad	22-May-14
Asma Perveen	Young Champion		Punjab	Faisalabad	22-Jun-14
Zahid Perveen	Young Champion		Punjab	Faisalabad	22.06.2014
Saba Safdar	Young Champion		Punjab	Faisalabad	22.06.2014
Shamim Akhtar	Parent		Punjab	Faisalabad	22.06.2014
Tahira Perveen	Parent		Punjab	Faisalabad	22.06.2014
Aneela Perveen	Parent		Punjab	Faisalabad	22.06.2014
Mohammad Akram	Head Teacher	Boys MC school (where Muzamil was interviewed)	Punjab	Faisalabad	22.06.2014
Muzamil	Young Champion	Near School	Punjab	Faisalabad	22.06.2014
Interview with head teacher of male school			Punjab	Faisalabad	22.06.2014
Akhtar Waqar Rizvi	Young Champion		Punjab	Faisalabad	23.06.2014
Mohammed Imran	Principle	Al-Zuhab Educare School	Punjab	Faisalabad	23.06.2014
Saba Yaseen	Young Champion (Girls Guide)		Punjab	Faisalabad	23.06.2014
Nazia Farzana	Community member	Community member (neighbor of Saba)	Punjab	Faisalabad	23.06.2014

Sadar Sajjad	AEO	District Government, Faisalabad	Punjab	Faisalabad	23.06.2014
Amna Ahsan	Gilrs Guide Trainer	PBSA	Punjab	Faisalabad	24.06.2014
Aijaz Maqbool	Secretary District Scouts	PBSA	Punjab	Faisalabad	24.06.2014
Aijaz Maqbool	Secretary District Scouts	PBSA	Punjab	Faisalabad	24.06.2014
Sabir Masoor	PST Teacher	MC Elementary School, Alam Gunj	Punjab	Faisalabad	
Jamila Bashir	Social Mobilizer	HF	Punjab	Faisalabad	24.06.2014
Bushra Iqbal	Principal	Government High School UC 128 Pakpattan	Punjab	Pakpattan	25.06.2014
Swahila	EST Teacher	Government High School UC 128 Pakpattan	Punjab	Pakpattan	25.06.2014
Rashida	Young Champion (Girl Guide)	Government High School UC 128 Pakpattan	Punjab	Pakpattan	25.06.2014
Shamona	Young Champion (Girl Guide)	Government High School UC 128 Pakpattan	Punjab	Pakpattan	25.06.2014
Mohd Shafi	PBSA	District Scouts Secretary	Punjab	Pakpattan	25.06.2014
	District Coordinator	NCHD	Punjab	Pakpattan	25.06.2014
Dr. Saima	Project Manager	JSCD	Punjab	Lahore	26.06.2014
Shams Uddin	Project Officer	JSCD	Punjab	Lahore	26.06.2014
Mehmood Maseh	Community member	Community member	Punjab	Lahore	
Mehmood Maseh Junior	Young Champion	JSCD	Punjab	Lahore	
Fareeha Saeed	Principal	Government Primary School (Jawda)	Punjab	Lahore	27.06.2014
Zeerna Hayat	Former Principal	Government Primary	Punjab	Lahore	27.06.2014

		School (Jawda)			
Rukhsana Khursheed	Head teacher	Government Primary School Mustafaabad	Punjab	Lahore	27.06.2014
Uzma Hamdeed	Teacher	Government Primary School Mustafaabad	Punjab	Lahore	27.06.2014
Mujeeba Rehan	Project Coordinator, D.G Khan	JSCD	Punjab	Lahore	27.06.2014
Inam Ul Haq	Head teacher	Government Elementary School Gopayra	Punjab	Kasur	28.06.2014
Riaz	PET	Government Elementary School Gopayra	Punjab	Kasur	28.06.2014
Mohammad Kashif	Young Champion	JSCD	Punjab	Kasur	28.06.2014
Meeting with PGGA Team		PGGA	Punjab	Lahore	29.06.2014
Mohd. Abdul Farooq	Circuit Organizer	PBSA	Punjab	Lahore	29.06.2014
Akhtar Ali Raana	Regional Scouts Organizer	PBSA	Punjab	Lahore	29.06.2014
Mohammad Riaz	Education Officer, KP	UNICEF	KP	Peshawar	01.07.2014
Nisar Ahmad	Education Officer, FATA	UNICEF	FATA	Peshawar	01.07.2014
Shahzad Mughal	YCI Project Coordinator in FATA	Hayat Foundation	FATA	Peshawar	11.07.2014
Muhammed Rizwan Bashir	Manager Education	Help in Need	KP	Shangla	11.07.2014
Muqaddisa Mehreen	Former Education Specialist	UNICEF (Former)	Islamabad	Islamabad	11.07.2014

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