

**Evaluation and Documentation**

**Of**

**Universal Primary Education Project  
Sialkot**

**By**

**Organization and Management Development Center**  
Institute of Leadership and Management



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# Executive Summary

UNICEF is mandated to provide opportunities for fulfilling the rights of the children enshrined in the Convention of the Rights of Child ratified by Pakistan in 1994. Education is one of the important components of development of child. Primary education is considered as minimum level of essential education for a child as a part of fulfilling their right to education. Primary education is an important project of the UNICEF – Government of Pakistan Country Programme 1999-2003. UNICEF advocated to the Government of Punjab to work together and ensure that all the children of Sialkot between the age of 5-7 go in the school. This will also be the first district in Pakistan that will be achieving 100% children going to school. After series of discussions an agreement was reached with the Education Department (ED), Punjab to develop strategy and implement a Universal Primary Education project in three districts (Sialkot, Rawalpindi and Bahawalpur) in Punjab.

UNICEF through its project plan of actions had agreed to provide financial support of Rs. 41.848 Million for three years (1999-2001) to support additional inputs needed for the project. Sialkot is a familiar district to UNICEF in terms of relationship with the district officials, civil society and the communities. In addition to other national programmes like Polio-eradication, EPI projects, UNICEF had also been the partner with ILO and Save The Children Fund UK for eradication of child labour project. The UPE Project for Sialkot was designed to achieve the following three objectives.

- To achieve 100% enrollment for children in the age group 5-7 years
- Retention of these children in school for at least five years; and
- To bring about attitudinal change among the communities in support of UPE

UPE is unique initiative that requires collaborative effort of all possible partners on long-term basis that requires change of attitudes of the partners. Extensive social mobilization was required to change attitude. The strategies followed in the implementation of the project include the following.

- Community based planning target setting and monitoring
- Focus on enrolment and completion for 5-7 age out of school children
- Partnership building among government departments /organizations, community and civil society
- Launching district level mobilization to support micro planning in project area
- Capacity building for improved district education system and sustainability

Sialkot holds a population of 2.7 million living in an area of 3,016 square kilometer with an estimated density of 903 / sq. km. Sialkot is one of the populous districts of the country. Sex ratio is 100 female to 105 male. For age group of 5-9 children the sex ratio of the district has been worked out as 106. Adult literacy ratio is the 58.9 percent in 1998 as compared to provincial figure of 46.6%. The literacy ratio for males is 65.9 percent as against 51.5 percent for females. The primary enrollment in Sialkot is in March 1998 stands at 74%, which is above the national average of 75%.

The project monitoring reports indicated that the 100% enrollment of 5-9 years children was achieved in October 2000. To carry out the verification, UNICEF hired services of a Karachi

based Consultant for independent review of this claim. The survey conducted by the Consultant revealed that enrollment rate is 94% with a dropout rate of 1%.

In order to have deeper understanding of factors contributing success of the project or any improvement in the strategy, UNICEF and the Education Department, Punjab decided to document project processes and do formative evaluation with major focus on advocacy and social mobilization with following objectives.

- *To document project experience in terms of design and implementation*
- *To evaluate UPE project objective regarding attitudinal change among project stakeholders*
- *To inform decision makers about successes and lessons learned from this project*

It was decided to adopt participatory approach for this evaluation study to ensure the participation of all the stakeholders. The following techniques were used.

- *Meetings with UNICEF, Education Department's staff and other project stakeholders to understand project and assignment.*
- *Identify stakeholders and key role players in project design and implementation.*
- *Participatory workshop for determination of study questions and instruments design.*
- *Discussions and meetings with identified stakeholders*
- *Focused Group Discussions (FGDs) with stakeholders*
- *In depth interviews with key role players.*
- *Household field survey to identify various aspects of attitudinal change in the communities.*

The key findings of the evaluation are summarized as under.

- *UPE Sialkot has been able to achieve enrollment rate of 97% with dropout rate of 0.7% only*
- *Community is not fully at a stage where it can self-propel to achieve the UPE objectives. The mobilization of the community in enrolling the children has to be continued. Three years period cannot be considered adequate to establish attitudinal change. Project has to continue.*
- *Gender and urban-rural difference of enrollment is not significant.*
- *The main decision-makers for the admission of the child to school are the parents (88%).*
- *Most of the parents (95%) own the decision for the enrollment of the child as their personal desire.*
- *Home visits by teachers have been observed in 25% cases with varied frequency. Parents' visits to schools are about in 89% cases. 65% are making monthly visit.*
- *Corporal punishment is still common (about 48%) with significant inter-tehsil, gender and government-private schools differences.*
- *Education Department is the key partner in the project implementation but teachers have a feeling that they are being treated as merely order-fulfillers. The operational staff of the education department need to be involved in planning process and made community focused.*
- *Partnership building, social mobilization, monitoring system and capacity building have emerged as key successful interventions. Broad based community meetings and out reach work of the ME's were instrumental to these interventions.*
- *Additional enrollment has put pressure on the existing resources and infrastructure. Vacant posts of teachers are complicating the situation.*

Major recommendation of the evaluation are summarized as under:

- *Developing reach-out policy so the officers themselves visit the schools so that they understand the community's concern for UPE.*
- *The support for capacity building initiatives introduced under UPE should be continued till such time some alternative and institutionalized system is developed.*
- *The monitoring system for the project may be made "a learning system" that is open enough to learn from failures and analyze the reasons to ensure success in future staff.*
- *Continuous supportive supervision through learning coordinators or otherwise of teacher's teaching methods and student's learning assessment is recommended.*
- *The teachers have a front line responsibility towards success of UPE. This responsibility is to bring about attitudinal changes in the community about education of the child. The vacant positions of the teachers should be filled to relieve their burden.*
- *Extra curricular activities involving communities should be encouraged in the schools. This will provide frequent chances of healthy interactions between communities and teachers. Monthly Teacher – Parents can be another measure to improve teacher-parent interactions.*
- *School Councils' meetings are another forum that needs to be strengthened and formalized.*
- *Corporal punishment needs to be discouraged. Child friendly environment in the school needs to be created. This will require attitudinal change of teachers and parents as well. A well planned and focused campaign need to be launched for this purpose.*
- *The inter-tehsil differences observed in Sialkot suggest that next study should be more tehsil focused.*
- *The study suggests that replication of Sialkot model at other places would require a number of adaptations.*
- *A set of indicators for periodic monitoring and evaluations should form part of the project and baseline survey covering these indicators should be the first project activity.*
- *The study indicates that the private sector is out stepping government sector. The Education Department is still confined to control on the government institutions. Even lack of basic information on private sector is a major issue. The Education Department should re-align to meet requirements of new emerging realities.*
- *Data reveals that parents are the main contributors for enrollment of the child (88%). Parents need to be main focus for communication campaigns in new project areas.*
- *The analysis suggests that this is the right time for starting movement for education as right of the child. The UNICEF may start advocacy campaign for this purpose.*

# Chapter 1 Project Evolution and Conceptualization

## 1.1. Country Program

Under the Master Plan of Operations for the Country Program (CP) for Children (1999-2003) signed between the Government of Pakistan and UNICEF, the education program is composed of three projects namely:

- Primary Education
- Early Child Care for Development
- Education for Out-of-School Youths and Adolescents

The primary education project objectives focus on increasing primary school participation, completion and achievement for all children aged 5-9 years in selected districts. The guiding strategies as set out in the MPO include community participation, good governance, focus on gender and disadvantaged groups, partnerships, assessment and analysis from a 'rights' perspective and, resource mobilization.

### 1.1.1. Selection of Sialkot and Support by Punjab Government

Prior to supporting UPE Project in Sialkot District, UNICEF was already in the district actively involved under Atlanta Agreement (14 February 1997) on a project to eliminate child labor from soccer ball industry. The other collaborating partners were Sialkot Chamber of Commerce and Industry (SCCI), and International Labor Organization (ILO). Subsequently, Save the Children (SCF) – UK, Pakistan Bait-ul-Mal and a few NGOs including Bunyad Literacy Commission Council (BLCC) and Adult Basic Education Society (ABES) all joined hands to work for awareness raising and child labour elimination.

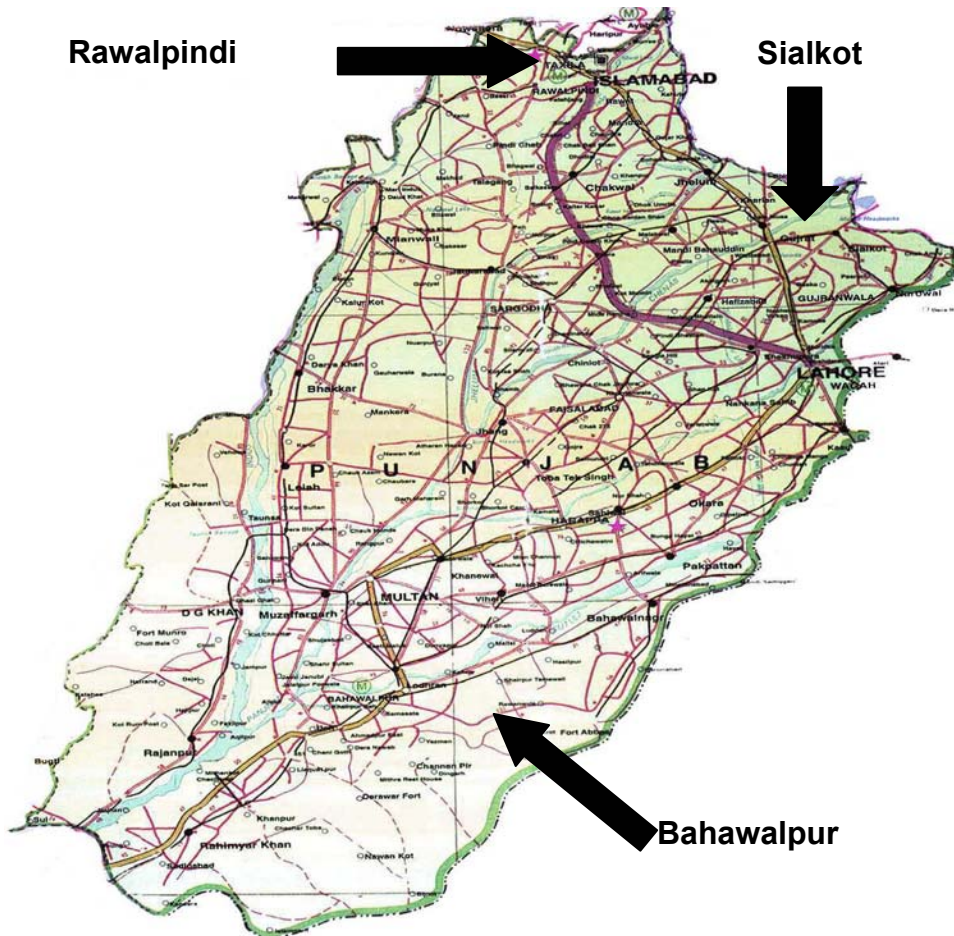
The child labour elimination strategies used under this Atlanta Agreement included both remedial and preventive measures. The remedial measures focused on how to get the children out of the workplace for their rehabilitation, non formal education and skill development, whereas the preventive measures focused on how to keep the child away from such practice through enrolling young children in primary school at an early age and raising awareness at community and grass root level.

Primary education thus became a major intervention for preventing child labor at an early age and thus eliminating it in the long run. UNICEF, therefore, broadened its focus and switched over to continuing targeting all the children rather than to focus exclusively on child labor issue. This meant that UNICEF had its prime focus on preventive strategies while the other partners kept their working more of corrective nature. The Education Department, Government of Punjab being already concerned about deteriorating state of affairs in education sector assigned a very high priority to UPE and considered it as an opportunity to demonstrate new strategies for enrolment and retention. The political will and support was one of the strengths to actualize objectives of this program in Punjab. UNICEF at that time had agreed with the Government of Punjab to collaborate for improvement of education system in Punjab.

UNICEF in this backdrop, advocated for UPE at all levels including detailed sessions with political leadership as well as senior officials of the Education Department.

With UNICEF already supporting activities in Sialkot and the existing education statistics at that time in 1999 i.e. 74% enrollment (as per 1998 Housing and Population Census) and 34% dropout rate at primary level made Sialkot a good contender to receive Test District status.

After further deliberations between the Education Department and UNICEF, Government of Punjab decided to add two more districts and agreed to launch UPE Project in the three districts of Punjab including Sialkot, Bahawalpur and Rawalpindi.



Later on, The Education Department conceived that the UPE project be started in another one district each of the then eight divisions of Punjab in 1999 through Government's own resources. These districts were as under:

- Rawalpindi
- Gujranwala
- Bahawalpur
- DG Khan
- Multan
- Lahore
- Faisalabad
- Sargodha.

## 1.2. Project Area

Sialkot is one of the central districts of Punjab with good small and medium industry base. The rural areas are predominately agriculture and industries are mostly concentrated in Sialkot city and Daska. Salient features of this district have been briefly described in the following paragraphs.

### 1.2.1. Demographic Features

Sialkot holds a population of 2.7 million living in an area of 3,016 square kilometer with an estimated density of 903-persons/sq. km. This places Sialkot among most populous districts of the country. Sex ratio is 100 female to 105 male. There is wide variation among rural-urban, which is 103 males for 100 females in rural and 111 males in urban areas, respectively. For age group of 5-9 children, the sex ratio of the district has been worked out as 106. There are three tehsils, 121 union councils and 1,543 Mauzas in the district.

### 1.2.2. Literacy

Adult literacy ratio in the district has increased from 30.8 percent in 1981 to 58.9 percent in 1998 as compared to province where change has been from 27.4% to 46.6%. The literacy ratio for males is 65.9 percent as against 51.5 percent for females. The ratio is much higher in urban when compared with rural areas both for male and female. The table below shows the literacy ratio by rural and urban areas for 1998.

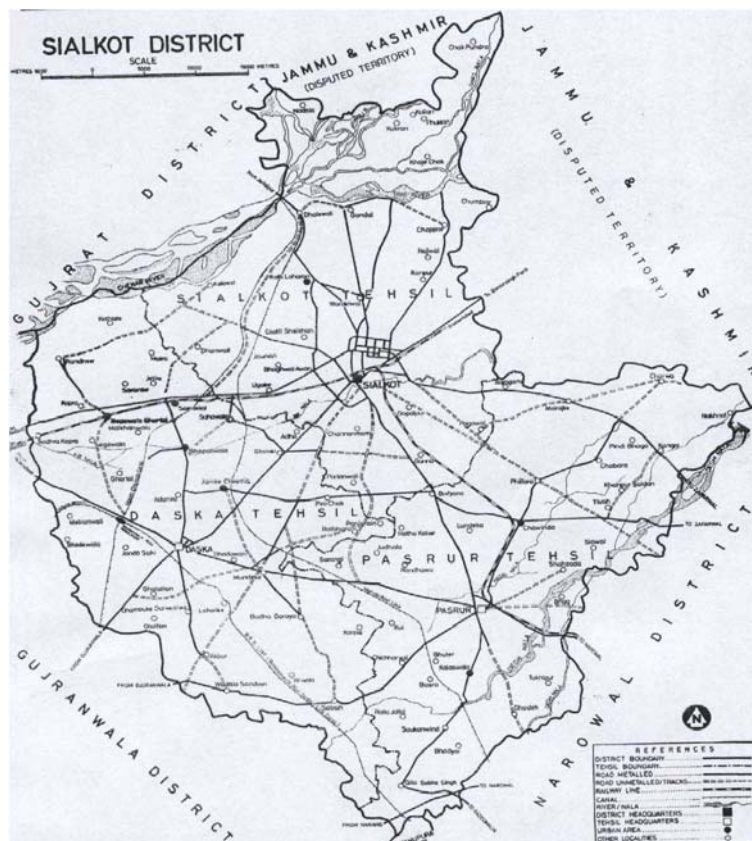
**Table 1-1: Literacy Ratio by Sex and Rural / Urban Areas**

<u>Urban/ Rural</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Urban	76.0%	68.2%	72.3%
Rural	62.0%	45.5%	53.8%
<b>District Total</b>	<b>65.9%</b>	<b>51.5%</b>	<b>58.9%</b>

*Source: 1998 District Census Report of Sialkot*

### 1.2.3. Enrollment Ratio

Enrollment ratio is defined as the proportion, in percentage, of student in age 5 to 24 years population. This ratio was 54.9 percent in 1998 (population census data) with significant rural-urban and male-females differences. The Table 1-2 below provides details of these differences.



**Table 1-2: Enrollment Ratio by Sex and Rural / Urban Areas**

<u>Urban / Rural</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Urban	58.1%	59.1%	58.6%
Rural	55.4%	51.7%	53.6%
District Total	56.1%	53.6%	54.9%

*Source: 1998 District Census Report of Sialkot*

### 1.2.4. Primary School Enrollment

The primary school enrollment in Sialkot appears to be encouraging even before start of UPE project. The District Census Report for Sialkot (April 1998) can be considered as authenticated and reliable source to provide figures for baseline estimation. The Census Report indicates 74% enrollment as per Table 1-3 also briefly referring to rural-urban and male-female differences. Urban areas have a better enrollment ratio than rural areas as can be expected in such developing areas. From the gender base disparity viewpoint it is obvious that though the difference is not much pronounced but still female enrollment is on the lower side than male enrollment.

**Baseline**  
Enrollment was  
74%  
*Source: Sialkot  
District Census  
Report 1998*

**Table 1-3: 5 – 9 Years Student Population (March 1998)**

<u>Urban / Rural</u>	<u>Gender</u>	<u>Population 5-9</u>	<u>Below Primary</u>	<u>Primary</u>	<u>Others</u>	<u>Total Students</u>	<u>Enrollment Ratio</u>
<b>Rural</b>	<i>Male</i>	156,081	112,060	2,223	1,471	115,754	74%
	<i>Female</i>	146,336	102,727	2,046	1,000	105,773	72%
	<b>Total</b>	<b>302,417</b>	<b>214,787</b>	<b>4,269</b>	<b>2,471</b>	<b>221,527</b>	<b>73%</b>
<b>Urban</b>	<i>Male</i>	47,723	35,869	691	426	36,986	78%
	<i>Female</i>	44,797	32,924	821	457	34,202	76%
	<b>Total</b>	<b>92,520</b>	<b>68,793</b>	<b>1,512</b>	<b>883</b>	<b>71,188</b>	<b>77%</b>
<b>District Total</b>	<i>Male</i>	203,804	147,929	2,914	1,897	152,740	75%
	<i>Female</i>	191,133	135,651	2,867	1,457	139,975	73%
	<b>Total</b>	<b>394,937</b>	<b>283,580</b>	<b>5,781</b>	<b>3,354</b>	<b>292,715</b>	<b>74%</b>

*Source: 1998 District Census Report of Sialkot*

### 1.2.5. Educational Resources

There are 3,321 educational institutions in Sialkot district imparting education from the level of mosque/primary up to postgraduate levels. The number of institutions, enrollment and teaching staff available is given in Table 1-4 below.

**Table 1-4: Institutions by Sex, Enrolment and Teaching Staff**

Sr. No.	Type of Institute	Institute		Teaching Staff	
		Male	Female	Male	Female
1	Primary	835	1,192	3,217	2,807
2	Middle	175	119	2,120	1,304
3	Secondary	129	66	3,369	1,553
4	Higher Secondary	3	7	170	334
5	Inter/ Degree Colleges	8	5	265	127
6	Mosque Schools	782	-	1,412	-
<b>Total</b>		<b>1,932</b>	<b>1,389</b>	<b>10,553</b>	<b>6,125</b>

*Source: Punjab Development Statistics 1999*

### 1.3. Project Agreement

While preparing the project agreement, Government of Punjab agreed to contribute by providing textbooks to class 1 children, funds to School Management Committees now called School Councils for school improvement and furniture, teachers' training, incentives and rewards to teachers and SMCs and establishment of feeder school at locations where there were no schools. UNICEF Pakistan was using its general funds for survey and data collection, social mobilization, NGO support, monitoring and assessment, and quality improvement.

The draft project agreement prepared jointly by Education Department in collaboration with UNICEF was discussed with P&D Department, District Administration and various institutional heads prior to its finalization

The Education Department agreed in principal<sup>1</sup> to allocate funds of Rs 598.41 million (US \$ 4 million) per UPE District under the Development and Non-Development Budget for 1999-2000 to 2001-02.

#### KEY POINTS FROM PROJECT AGREEMENT

**Agreement for project “Universal Primary Education in Sialkot (UPES)” between Education Department and NGOs (implementing agencies) and UNICEF (Supporting Agency)**

#### **Financial Implication**

UNICEF:           Rs. 15,309,000 (US\$ 312,000) in 1999  
                       Rs. 11,202,000 (US\$ 228,000) in 2000  
                       Rs. 15,337,000 (US\$ 313,000) in 2001

Collaboration Period: Jan 1999 – Dec 2001

#### **Objectives**

*Overall (3-yrs):*

To achieve 100% primary level enrollment of 5-7 years age group in District Sialkot by 2001  
 Bring attitudinal change among all the communities towards UPE through continuous motivation

#### **Implementation Strategies**

1. The community will be involved in the project to set the target for enrollment and defining and implementing a suitable strategy with local wisdom (including collaboration from SMC/SC). NGOs

<sup>1</sup> Letter from Zafar Mehmood Secretary Education to Bijaya Rajbhandari on 1 June 1999

will facilitate this process of social mobilization in favor of UPE. The target setting and monitoring plan shall ensure coverage of socially marginalized children in UPE process.

2. The target age group shall be 5-7 years. This will make it possible so that no child misses the opportunity of joining primary school.
3. The project will ensure strong partnership with Government, community and civil society. NGOs and will facilitate SMCs/SC and community for this purpose. They shall also sensitize the other partners like Sialkot Chambers of Commerce and Industry, retired army personne Army, District authorities and other NGOs in favour of UPE.
4. Sialkot Tehsil that has already undergone many small projects for testing UPE strategy shall be started with as Pilot Tehsil for UPE in entire Sialkot District.
5. The EMIS cell of the district will be strengthened through technical assistance to capture the data that will be filtering from villages to district level for monitoring system. This data will be utilized for planning, monitoring and analysis.

#### **Organization and Management Structure**

At provincial level the project will be coordinated by the Programme Officer Education, UNICEF Lahore under the overall supervision of Resident Programme Officer and the Additional Secretary (SAP) under the Secretary Education, Government of Punjab.

At the district level, the project will be managed jointly by the DEO Elementary (Male and Female) or the CEO as the case may be, and the Project Coordinator UNICEF Sialkot. A Project Management Team (PMT) headed by DEO / CEO shall be established including Project Coordinator (UNICEF), consultants and NGOs for project planning and control. A District Steering Committee (DSC) headed by Deputy Commissioner Sialkot and including Sialkot Programme Forum, representation from various district heads (Education, LG&RDD, Social Welfare, Health, Labour and PID), army, Sialkot Chamber of Commerce and Industry, MPAs / MNAs and Media.

#### **Monitoring and Evaluation Requirements**

Monitoring will be done at the community level. A community based monitoring system will be established in District EMIS Cell. Monitoring will be carried out by PMT with following indicators:

1. Percentage of 5-7 disadvantaged children enrolled in class 1
2. Percentage of 5-7 disadvantaged children dropped out after enrolment in class 1
3. Number of volunteers participating in the enrollment drive
4. Number of education plans prepared by communities
5. Number of meetings and held by the SMCs and Parent Committees
6. Number of communities sending the monitoring reports
7. Number of villages achieving UPE enrollment targets

# Chapter 2 Project Objectives, Design and Process

## 2.1. Project Background

One of the important mandates of the UNICEF is to provide opportunities for development of potentials of the children to enable them to play their due role in society. Education is one of the important components in child development. The UNICEF – Government of Pakistan Country Program 1999-2003 places emphasis on quality of life for children. This includes Primary Education as key project of the Education Program. That is considered determinant for the quality of life. The Primary Education Project has the following objectives.

- ◆ *Increase primary school participation and completion for all children aged 5-9 years*
- ◆ *Improve children's mastery of basic concepts, skills and values, with at least 75% achievement in tests of basic competencies after four years of primary education or equivalent.*

The first objective focuses on coverage and access where as the second deals with complex issues of improvement of quality of education. Universal Primary Education is a tested methodology for improving access, retention and quality of education. The Government of the Punjab was deeply committed to improve educational status of the province in shortest possible time in view of its educational policy and the Punjab Compulsory Education Act 1994.

## 2.2. Project Objectives

The UPE Project for Sialkot was designed to achieve the following three objectives. All three objectives were linked closely converging on one i.e. achieve 100% enrollment and sustain it:

- To achieve 100% enrollment for children in the age group 5-7 years; and
- Retention of these children in school for at least five years
- To bring about attitudinal change among the communities in support of UPE

## 2.3. Project Strategies

UPE is a unique initiative that requires collaborative efforts from all possible partners on long-term basis. This can be expected only from the change in attitudes of the partners. Extensive effort was needed to bring required change in attitudes through social mobilization for education as a right of the child and sustained support for the same. Strategies for implementation of the project include the following:

- ◆ Community based planning, target setting and monitoring
- ◆ Focus on enrolment and completion for 5-7 age out of school children
- ◆ Partnership building among government departments /organizations, community and civil society
- ◆ Launching district level mobilization to support micro planning in project area
- ◆ Capacity building for improved district education system and its sustainability

## 2.4. The Process

As UNICEF was working in the area prior to launching UPE initiative in Sialkot, this provided as excellent background experience for the project. As on 28 April 1999<sup>2</sup>, Adult Basic Education Society – (ABES) and Bunyad Literacy Community Council (BLCC), two partner NGOs had already conducted 10 training events in which 677 teachers from 244 schools located in 18 Union Councils (UC) participated. School infrastructure improvement work completed in 60 schools. After completing 100% enrollment in 4 schools BLCC took up 13 further villages. The focus was on developing a process with the head teacher of the school as lead person. Data on out-of-school children was compiled at 50 locations. 37 Non-formal centers were opened till that time, accommodating 1000 out of school children. This experience greatly helped in refining the implementation strategies for UPE and also in orienting new NGO partners on social mobilization techniques and data collection and analysis.

As the Government of Punjab had shown a great interest in improving the education level, a visit was arranged for Secretary Education and a politician to Bangladesh to learn about some of the success stories of that country. Around the same time, UNICEF was also preparing to develop the strategy. This visit helped in designing the project.

Government of Punjab continued demonstrating its interest when it constituted Universal Primary Education Committee (UPEC) on 31 August 1999 headed by the Minister Education. This Committee was to monitor UPE projects on quarterly basis, to guide various agencies for spreading education in Punjab and make recommendations to different agencies and donors for improvement of existing situation. Government of Punjab also took the opportunity of literacy day of 8 September to launch of UPE in three UPE districts as a part of the advocacy to raise the profile of UPE. The flag with UPE symbol was designed and hoisted during this ceremony. Copy attached.

### **Launching ceremony of UPES – 8 Sep 1999**

The ceremony was held in Jinnah Stadium Sialkot in presence of Minister Labour and Manpower, DC Sialkot, UNICEF Staff, members of DSC, government teachers and others.

As the Project progressed further, searching for more and more partners who could be relevant and helpful to project continued. The efforts were made to motivate the local religious leaders (Pesh Imaams) at the village level to support UPE. It was felt necessary to have the support of religious scholars of various sects to influence the respective Pesh Imaams. However this did not work out very effectively due to their strong religious affiliations and misconceptions.

UNICEF also approached Pakistan Army and found very receptive. The Army assured full cooperation for using the retired army personnel in UPE. Pakistan Council for Social Welfare and Human Rights (PCSWHR), an NGO partner working in UPE Sialkot had a chance to meet with the President of Pakistan, A presentation was made before President for UPE Sialkot. The

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<sup>2</sup> Progress Report – UNICEF Sialkot Project as on 28 April 1999

President asked for a regular update on the progress of project from Secretary Education, Govt. of Punjab. This provided a great impetus to the project.

Giving quality education was one of the key objectives of UPE, a task force / think-tank (The Core Group) was formed under the chairmanship of DEO in April 2000. Its role was to carry out learner assessment, develop model lessons, learning landmarks and training modules and serve as a resource group.

Within 9 months after start of the project 545 villages and urban locations (about one-third) had achieved 100% enrollment of 5-7 years children in Sialkot Tehsil<sup>3</sup>. The immediate need then was to review the on-going strategy and scale up the UPE programme covering entire Sialkot District by end of year 2001. For this purpose a Strategy Development Workshop on Social Mobilization was held in Sialkot in joint collaboration with District Administration of Sialkot.

The success of the first phase (mainly led by NGOs) and continuous interaction with Education Department provided the necessary impetus to, and confidence in, the Education Department to develop an accelerated strategy for UPE, solely basing on their own human resources. This was a major achievement, and shared by both male and female DEOs with equal enthusiasm. In this strategy the role of NGOs is supportive instead of being pro-active, stepping in the process to facilitate the ED when required, and then taking a back-up role when ED finds it to be in-charge of the affairs.

During the second phase of the UPE project that started on 26 July 2000 Education Department Officials were so much motivated that they accepted the challenge to take up the rest of tehsils – Daska and Pasrur. Progress Report for July as prepared by UNICEF showed that 100% enrollment was achieved in 454 villages and by September 2000, Progress Report for this month showed that 100% enrollment was achieved in 1341 villages showing remarkable increase in the coverage.

During September 2000 rationalization of teachers was carried out by the NGOs to identify the areas with surplus and deficit teachers. This was shared with the education department so that the shortage of the teachers could be facilitated. On the quality front for UPE, ABES in September 2000 took tests of the children for analysis so that the training module could be based upon the findings of these tests. The NGOs held Union Council meetings with teachers for planning on work on quality of education. Such meetings included setting learning landmarks, teaching methodology to be used, and method of assessment of the children. As a part of the support to quality education in the UPE districts, UNICEF also provided supplementary reading material (SRM) in 500 primary schools. Training was provided to the teachers on the use of SRM and a positive correlation was found between training of teachers and attempts to utilize the material. Teachers' transfers however lead to non-utilization where applicable.

By October 2000, it was reported that almost all target population in the Sialkot district was covered. UNICEF engaged Karachi based consultant, Raasta Development Consultants for field verification of enrollment using the cluster sampling technique. Field verification was done through a sample of 30 clusters from three tehsils each with 7 children in each cluster. This was to have an accuracy of within plus or minus 10% with 95% confidence level. The Raasta verification study reported an enrolment status of 94% as quoted below:

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<sup>3</sup> Letter from Tariq Saeed, Programme Officer UNICEF Lahore on 2 June 2000

- 1) Sialkot district's overall primary school enrolment has gone up from 84% to 94% since the start of the project. Enrolment was highest in Daska at 99% and lowest in Pasrur at 89%.
- 2) Half of the children were enrolled in government schools, except in the Sialkot tehsil where 55% were enrolled in private schools.
- 3) Out of the 6% not enrolled, only 1% was found to be dropouts. The remaining 5% were 'stay-outs' or never enrolled who may include children needing special education. Of this latter group, 62% were in the 5-7 age groups.

Secretary Education (schools) suggested UNICEF that a project monitoring office be set up in Lahore for better coordination and implementation of UPE in three districts. It would also conduct third party validation of the progress of UPE and develop uniform material for training. The Secretary also recommended that in order to run the monitoring office, suitable human resource might be hired and equipped with necessary office equipment. Reciprocating to this suggestion, UNICEF welcomed the idea of UPE monitoring cell at Lahore and an agreement was prepared accordingly. This agreement could not be signed later due to various changes and procedural constraints in the Government system.

Under the UPE Agreement, Government of Punjab supplied textbooks in the district. The quantity of books was however found to be less than requirement – mainly because the supply was based on enrollment figures of last year enrollment. They were also not delivered at right time, and were without involvement of School Council. This information gathering was manifestation of excellent feedback system that developed UNICEF developed through its partners NGOs.

The education department tried to solve the problem of acute shortage of teachers by posting temporary teachers but the situation remained desperate. As last resort UNICEF sought support of corporate sector, which provided salary support to 80 teachers for interim period.

## **2.5. Capacity Building**

The capacity building of NGO as well as Education department at district level was a major area of support. Through NGOs, the capacity of communities was further enhanced in local level planning such as conducting surveys and preparing village education plans. Meanwhile working on establishing good relationship between teachers and parents resulted in closer interaction and cooperation between them.

The capacity of district training institutions (GCET) was built through involving in development and conducting training programmes. Opportunities to learn new teaching techniques were provided by UNICEF to senior GCET staff who later took the responsibility of holding regular training of teachers.

Database development for the children that are enrolled and to be enrolled in future was a major achievement in capacity building part of the project. This was also used for monitoring purposes and described in more detail under Monitoring of the Project.

## **2.6. Involvement of Corporate Sector in UPE**

Meetings held with officials of SCCI revealed that they were in complete agreement with the need of primary education for children and they consider it as an effective preventive step towards elimination of child labor. They showed their reservation regarding active role of government officials as demanded by UPE process and wanted UNICEF to play a major role. SCCI formulated a committee to monitor the progress of SCCI on UPE and to have liaison with UNICEF / respective NGO to assess the need of particular school / village / union council.

When UPE project started showing success, UNICEF mobilized Sialkot corporate sector so they play their role in favor of UPE. In this regard, adoption of some Union Councils for UPE was one of the strategies to take in their input.

On 11 Mar 2000 the Launching Ceremony of “Community – Private Sector Partnership for UPE in Sialkot” was held. DC Sialkot and Representative UNICEF Pakistan addressed the launching ceremony. An appeal to adopt Union Councils was made by President of SCCI and resulted an unexpectedly high response. A total of 15 Union Councils were adopted by the corporate sector each contributing to an extent of Rs 200,000 per union council. Matching contribution was to be provided by the local communities. The number of sponsors later increased to 22.

In addition to the locally based corporate sector, Reebok Trading Far East approached UNICEF<sup>4</sup> for collaboration to UPE in May 2001. UNICEF has prepared a draft proposal targeting out of school working children and is under active consideration by both organizations.

*Reebok Interest*  
An Important  
Spin Off

## 2.7. Implementation Mechanism

In view of multi-sectoral nature of the project, the Deputy Commissioner of the district (post abolished in August 2001 after the Devolution) was chosen to be the project director to coordinate activities of different implementation partners. However, the key role for the project implementation remained with the Education Department. The social mobilization and monitoring potential of NGOs was fully exploited. UNICEF continued to play its role as technical and financial support agency. The relationship between different implementation partners is indicated in Figure 2-1.

The project management structure was designed in a way that it allows real involvement of implementation partners in planning, implementation and monitoring. The project targets and activities were finalized in participatory and consultative manner. Field monitoring was done through Monitoring Extenders (MEs). A project Steering Committee was constituted with Deputy Commissioner as Chairperson. This committee had been holding periodic meetings to review the progress of the project. All implementation partners presented progress on the project activities relating to them and decisions were taken to improve implementation. The monitoring system of this project worked very well and has contributed a lot to ensure smooth implementation.

## 2.8. Management of Sialkot Field Operations

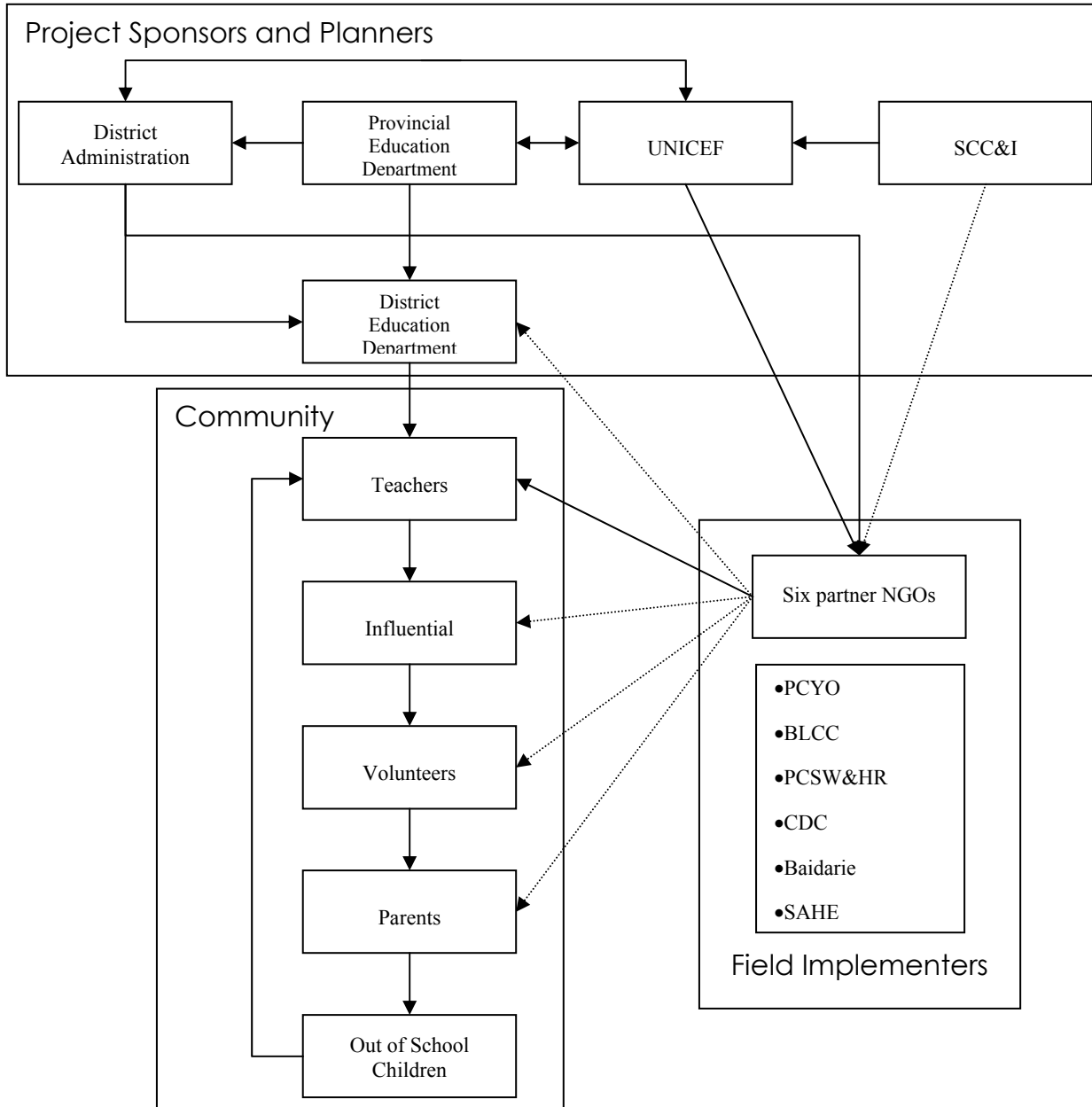
UNICEF decided to manage both the UPE and Child Labour Project through Sialkot based field staff under the direct supervision of UNICEF Punjab thus shifting over the operational management of Child Labour Project from Islamabad to Lahore. The Sialkot based staff included the following staff:

1. Project Coordinator – 1
2. Community Development Officer (F) – 1
3. Community Development Officer (M) – 2
4. Secretary / Admin Assistant – 1
5. Data Analyst – 1
6. Drivers – 2

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<sup>4</sup> Note for Record from Mr. Azhar Khan, Coordinator UNICEF Sialkot on 10 May 2001

**Figure 2-1: Levels and Processes of Interaction between UPE Partners**



UPE funds released by UNICEF was agreed to be used under the management of DC as per project requirements. The Finance Department agreed<sup>5</sup> for opening personal ledger account of DC for UPE assisted by UNICEF after the notification by the Education Department. UNICEF and the DC jointly assessed the potential of the NGOs and approved.

NGOs carried out the field monitoring management of UPE operations. In fact Monitoring Extenders (MEs) and Project Coordinators (PCs) were conceived as the main frontline staff to

<sup>5</sup> Letter from Sh. Javed Hassan Under Secretary (Tech. Try.) to DC Sialkot on 12 August 1999

interact with communities and the teachers. For every 30 villages (average 200 households per village), one ME was designated whereas each of the six NGOs had one Field Manager for overall field supervision and planning. The selection criteria was devised for MEs and FMs and agreed with NGOs.

## **2.9. The Assignment**

UNICEF and the Education Department, Punjab decided to document project processes and carry out formative evaluation. Initially it was thought that evaluation by a third party would provide objective findings, however due to the wider range of stakeholders, it was decided that participatory evaluation will be carried out. Secondly, the project focus converges on attitudinal change that necessitates active participation of the key role players. Thirdly, evaluation of advocacy and social mobilization strategy is being evaluated as part of Mid Term Review of the Pakistan Country Programme 1999-2003. The term of reference (TOR) finally prepared may be seen at **Annexure A**. After going through competitive process, Organization and Management Development Center of Institute of Leadership and Management Lahore were taken on board.

The total assignment comprises of two components i.e. project documentation and project evaluation. This report covers evaluation part of the project and a separate report has been prepared on documentation of the project design, implementation and monitoring process. The report broadly follows the report structure contained in the terms of reference. The methodology for the evaluation part of the assignment will be discussed in the next chapter.

# Chapter 3 Evaluation Objectives and Methodology

## 3.1. Objectives of Evaluation

The apparent success of the UPE project in Sialkot District in rapidly raising enrollment may provide example of a workable model for replication elsewhere in the country or for going to scale in other districts of Punjab. Realizing this, the Punjab Education Department and UNICEF felt that an extensive evaluation of the project is required to document successes and failures for guidance in the future projects. The following are the objectives of this evaluation.

- ◆ To document project experience in terms of design and implementation
- ◆ To evaluate UPE project objective regarding attitudinal change among project stakeholders
- ◆ To inform decision makers about successes and lessons learned from this project

As indicated in the terms of reference, the evaluation would broadly cover the following areas:

- ◆ Project background and environment
- ◆ Project objectives, design and implementation strategies
- ◆ Project management structure and process in terms of the role of different implementing partners (i.e. Punjab Education Department, NGOs/ INGOs, District Administration, Sialkot Chamber of Commerce and Industries, Army, the various communities and families, local religious leaders, Islamabad level partners and supporters such as ILO, etc.):
- ◆ Project inputs and outputs
- ◆ Training and capacity building of the Punjab Education Department, NGOs and Sialkot authority and communities, including project monitoring and data base system
- ◆ Financial analysis of the project using cost concepts relevant to the social sectors
- ◆ Spin off effects of the project

The evaluation would specifically focus on the following key areas to achieve objectives.

- ◆ Confirmation or otherwise the claim for the achievement of target for 100% enrollment with acceptable level of dropouts.
- ◆ Critically examine strategies adopted for enhancing enrollment and reducing dropouts.
- ◆ Examine extent of acceptability and ownership of the project by communities.
- ◆ Evaluate strategies adopted by the implementers to bring about attitudinal changes in communities about child education.
- ◆ Examining sustainability of project without external support.

## 3.2. Methodology

The evaluation was based on participatory approach to achieve higher level of ownership of the findings of the study. The main techniques used for the study included the following.

- ◆ Meetings with UNICEF, Education Department's staff and other project stakeholders to understand project and assignment.
- ◆ Identify stakeholders and key role players in project design and implementation.

- ◆ Participatory workshop for determination of study questions and research instrument design.
- ◆ Discussions and meetings with identified stakeholders
- ◆ Focused Group Discussions (FGDs) with stakeholders
- ◆ In depth interviews with key role players.
- ◆ Household field survey to identify various aspects of attitudinal change in the communities.

### **3.3. Project Stakeholders**

As indicated earlier, the UPE project offers an example of a complex participatory project involving a large number of organizations in project design and implementation. The following stakeholders were identified who had contributed to UPE Sialkot.

- ◆ Education Department (Government of Punjab) / District Education Authorities.
- ◆ District Administration at Sialkot
- ◆ Sialkot Chamber of Commerce and Industry
- ◆ NGOs & CBOs
- ◆ UNICEF and ILO
- ◆ Army
- ◆ Supervisors and teachers
- ◆ Religious and political leaders
- ◆ Local communities, influentials, parents and children

#### **3.3.1. Evaluation Parameters**

Initial consultative meetings were held with UNICEF Lahore / Sialkot offices as well as with Education Department. One-day participatory workshop was organized at Sialkot to finalize the evaluation process and parameters. More than 60 participants from different segments of community involved in UPE project participated in the workshop. The background of the UPE project including concept, purpose, process, need, strategies and stakeholders participation was introduced to the participants. The workshop helped to identify the roles played by various stakeholders in achieving the goals of the project. Proceedings of the workshop also provided information regarding strategies and mechanism adopted during project implementation for gearing social mobility and capacity building of project partners.

An inception report was prepared based on the outcome of the workshop and other consultative meetings. The inception report provides details of work methodology to be adopted for carrying out the evaluation process. It was realized that the following areas should be explored to provide adequate information for the evaluation study.

- Teachers' attitude
- Parents' Attitude
- Influentials' attitude
- Parents-Teacher Interaction
- Children's attitude and dropout factors
- Enrollment status (spot checks)
- NGOs role in social mobilization

In addition documentation work was also in progress. As a result of initial study it was revealed that no baseline survey was conducted. The only data available was the estimation of UNICEF

Lahore and Education Department for the enrollment rate (verified by Housing and Population Census April 1998 as 74%) and for drop out figure of 34%. No study was available regarding the state of community attitudes that were to be changed (improved towards UPE) as result of the UPE project. This lack of baseline figures indicated that evaluation exercise could not assess the change in attitudes – but it can describe the present state of affairs regarding attitudes.

The details of study questions and appropriate technique are shown in **Annexure B**. The questionnaire for household surveys and check lists for in-depth interviews and focus group discussions were designed that may be seen at **Annexure C**.

### **3.3.2. Household Survey**

Attitude of parents, children and community members about education and interventions and strategies of the project is the core area for the study. Household survey of an appropriate sample size was one of the main activities of this study. This sample survey design is explained below.

### **3.3.3. Sampling Frame**

Entire district has been divided into two natural domains i.e. urban and rural. Within urban domain, each municipal corporation, municipal committee and cantonment board has been divided into charges according to the 1998 census delimitation. Each town committee has been treated as an independent charge. Then all charges were divided again into circles as per 1998 census delimitation. The above framing has been carried out separately for each tehsil. Household survey has been conducted in sample households. The secondary sampling units (SSU) in urban areas are circles and for rural areas the SSU are Mauzas. Within each SSU households were treated as Primary Sampling Units (PSU). The SSUs were treated as natural clusters because of the heterogeneity of the population characteristics with respect to demographic, economic and social features.

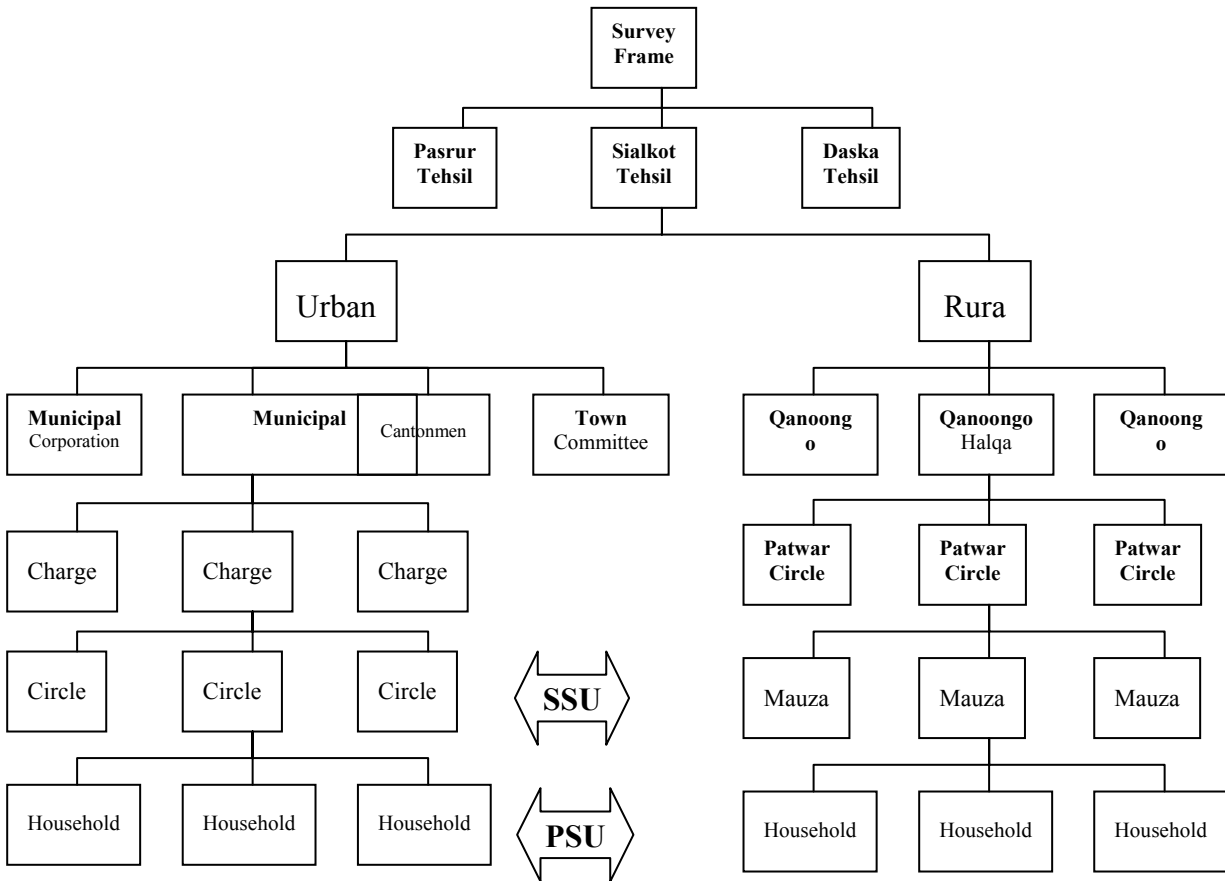
### **3.3.4. Sampling Procedure**

The selection of SSU was done with systematic random selection whereas PSUs were selected with random systematic selection technique. Two-stage cluster sample with systematic random selection design was chosen for selection of SSU and PSU, permitting self-representation of large urban and rural areas.

### **3.3.5. Sample Size**

A sample of 0.25% based upon households was drawn with a minimum confidence level of 95%. This sample was derived based upon a study already conducted in the same area by Population Census Organization, Government of Pakistan and Population Council. This study indicated standard deviation of 2.19 and 2.20, respectively. As a result of this sampling procedure, 18 total clusters were selected with expected confidence level of 95%. Out of these 18 clusters, six were in urban areas of three tehsils and remaining 12 were from rural area. The total households therefore, included in the survey sample design were 774.

As the sample was designed on the basis of 1998 Population and Housing Census, so there were many household that were added to locality since census was held in 1998. To cover additional household not accounted for in census report additional proformas were filled in the field. These proformas were completely in line with systematization of sample. Sample size, therefore, increased from 774 to 933.



### 3.4. Focus Group Discussions and Interviews

UPE objectives include working on attitudes of community to make the project sustainable. The involved a large number of implementation partners each influencing the project outcomes in different way. Data collection through household questionnaires is a good and tested tool to get reflections of the end users with adequate flexibility and ease. Qualitative research tools like FGDs and stakeholder interviews are important for documenting opinions of other implementation partners. These were also necessary to include many stakeholders in the process of evaluation with a sense of ownership of evaluation.

Because of tight time frame, FGDs was a workable solution as the enumerators training to interview certain groups could be avoided. Consultant core group also met the participants and obtained first hand knowledge about their mind set – leading to studying their attitudes.

A series of FGDs and in-depth interviews were conducted with the participants of initial participatory workshop. These were carried out in project areas at tehsil level. For conducting FGDs, at least 15 to 20 members were selected to draw conclusions through group discussions. Time line was finalized with UNICEF Sialkot and owing to transportation ease it was decided to conduct as many FGDs at UNICEF Sialkot Office as possible. As the UNICEF had more relations and sound in Sialkot especially with UPE stakeholders so it extended its cooperation to arrange these FGDs by calling invitees.

Certain FGDs however were conducted at other places ---- These were with students of primary classes (male and female both, separately) and School Councils. The sampling carried out for household survey was utilized for random selection of sites for such FGDs. Meanwhile Consultants also personally interviewed teachers in such schools to strengthen the results of FGD conducted with teachers in UNICEF Sialkot office.

In addition to judging the community attitudes, outcome of these discussions also meaningfully contributed to the understanding of operational methodologies and strategies of UPE project. Research questions designed for various stakeholders are given in Appendix.

# Chapter 4 Household Survey

## 4.1. Household Survey Data Analysis

The household sample survey was conducted as an essential part of the assignment for evaluation of UPE project in Sialkot. The questionnaire used in the survey may be seen at **Annexure C**. The household survey basically focuses on establishing the enrollment and dropout rates and identifying the attitudinal status at household level about UPE and education of the child. The survey was also supposed to confirm the otherwise the claim for achieving UPE project objectives. The gender, regional and urban-rural disparities can also be analyzed from the data collected. Some cross analysis of the survey provides in-depth understanding though not directly related to the assignment but to enhance knowledge of project implementers and designers for improving implementation of this project and design similar projects in future.

The sample design and methodology of the survey has been explained in detail in Section 3.3.3 Sampling Frame and Section 3.3.5 Sample Size. Finding and conclusions of the UPE Evaluation Project discussed in the following paragraphs have been drawn on the basis of extensive data analysis collected through household survey.

It is important to mention here that UPE project was implemented in two phases with different approaches followed for each phase. In first phase, NGOs were doing all activities and were taking main project load. Their main area of operation was rural Sialkot Tehsil. In second phase, the Education Department took over the leading role in project implementation. The Department used its teachers as the primary field force to carry out the project enrollment part. NGOs were still working but this time they were set to work as support to Education Department. This difference of approach could result some differences in results of UPE project and so outcomes of the household survey are described on basis of tehsils as well. The tehsil based analysis help to understand regional disparities within the district and provide useful information for planning similar project in future.

## 4.2. Confirmation of Enrollment

The households survey covered 1376 children age 5-9 in the entire district out of which 1340 were enrolled. The percentage enrollment comes to 97%, which is close to 94% estimated in the Raasta Development study done early this year. It may be seen from Table 4-1 below that the results for dropout for both studies are in conformity. Variations can be attributed to sampling procedures and the time difference between the studies. There was no significant difference of enrollment status between rural and urban areas.

**Table 4-1: Comparative Position of Enrollment Studies**

Parameter	Tehsil/District	Raasta	UPE Evaluation
Enrollment Rate	Sialkot District	94%	97%
	Sialkot	94%	99%
	Daska	99%	94%
	Pasrur	89%	99%
Drop Out Rate	Sialkot District	1.2%	0.7%
	Sialkot	1.5%	0.7%
	Daska	0.0%	1.3%
	Pasrur	2.2%	0.0%

### 4.3. Dropped-Out Children

The detailed analysis of 10 dropped out children has been undertaken and may be seen in the Table 4-2. The total number of students dropped out is too small to provide meaningful analysis for the reasons for dropout.

**Table 4-2: Dropped out Children**

	Continuing			Yes	No	Total
	Yes	No	Total			
<b>Daska Total</b>	441	6	447	98.7%	1.3%	33%
<b>Pasrur Total</b>	347	0	347	100.0%	0.0%	26%
<b>Sialkot Total</b>	541	4	545	99.3%	0.7%	41%
<b>District Total</b>	1329	10	1339	99%	0.7%	

### 4.4. Regional Disparities of Enrollment

It appears from Table 4-3 below that there appears little variation in enrollment ratios in urban and rural areas. There is no major Inter-tehsil variation.

**Table 4-3: Rural / Urban Enrollment by Tehsil**

Tehsil	Locality	Yes	No	Grand Total	Yes	No	Grand Total
Daska	Rural	352	22	374	94%	6%	79%
	Urban	95	5	100	95%	5%	21%
<b>Daska Total</b>		<b>447</b>	<b>27</b>	<b>474</b>	<b>94%</b>	<b>6%</b>	<b>100%</b>
Pasrur	Rural	292	2	294	99%	1%	84%
	Urban	55	0	55	100%	0%	16%
<b>Pasrur Total</b>		<b>347</b>	<b>2</b>	<b>349</b>	<b>99%</b>	<b>1%</b>	<b>100%</b>
Sialkot	Rural	346	1	347	100%	0%	63%
	Urban	200	6	206	97%	3%	37%
<b>Sialkot Total</b>		<b>546</b>	<b>7</b>	<b>553</b>	<b>99%</b>	<b>1%</b>	<b>100%</b>
District	Rural	990	25	1015	98%	2%	74%
	Urban	350	11	361	97%	3%	26%
<b>District Total</b>		<b>1340</b>	<b>36</b>	<b>1376</b>	<b>97%</b>	<b>3%</b>	<b>100%</b>

## 4.5. Enrollment By Gender Group

Enrollment data by gender group is given in Table 4-4 below. Tehsil wise enrollment position of male children ranges from 94% in Daska to 99% in Pasrur and Sialkot. This indicates that tehsil-wise variation in enrollment is not very high. The variation of female children is significant among tehsils that ranges from 100% in Pasrur to 92% in Daska.

**Table 4-4: Tehsil Wise Enrollment of Children by Gender Group**

Tehsil	Gender	School Going Status			Percentage	
		Yes	No	Grand Total	Yes	No
Daska	Female	183	16	199	92%	8%
	Male	264	11	275	96%	4%
	<b>Total</b>	<b>447</b>	<b>27</b>	<b>474</b>	<b>94%</b>	<b>6%</b>
Pasrur	Female	165	0	165	100%	0%
	Male	182	2	184	99%	1%
	<b>Total</b>	<b>347</b>	<b>2</b>	<b>349</b>	<b>99%</b>	<b>1%</b>
Sialkot	Female	261	3	264	99%	1%
	Male	285	4	289	99%	1%
	<b>Total</b>	<b>546</b>	<b>7</b>	<b>553</b>	<b>99%</b>	<b>1%</b>
District Total	Female	609	19	628	97%	3%
	Male	731	17	748	98%	2%
<b>District Total</b>		<b>1340</b>	<b>36</b>	<b>1376</b>	<b>97%</b>	<b>3%</b>

## 4.6. Enrollment by Type of School

Analysis showed comparatively higher trend of people to get their children enrolled in government schools than in private schools in Daska and Pasrur. On contrary to this, parents in Sialkot showed a greater interest in private schools rather than in Government Schools. The inter-tehsil difference is significant. Private enrollment ranges from 25% in Pasrur to 62% in Sialkot Tehsil. This variation appears to be associated with income level of the household (See Table 4-5 and **Error! Reference source not found.**).

**Table 4-5: Children enrollment by type of Schools**

Tehsil	School Type			Percentage		
	Private	Government	Total	Private	Government	Total
Daska	195	252	447	44%	56%	33%
Pasrur	88	259	347	25%	75%	26%
Sialkot	338	208	546	62%	38%	41%
<b>Total</b>	<b>621</b>	<b>719</b>	<b>1340</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>

#### 4.7. Characteristics of Household Head of Enrolled Children

The educated people being aware of real benefits of the education are presumed to be motivated for educating their children. The outcomes of this survey confirm this assumption. The data in Table 4-6 indicates the level of education of head of the household of the enrolled child. Only 27% of the household heads were matriculate (10 years of education) or above. Those with matriculation plus education desire their children to be educated beyond matriculation. About 65% heads of the household are educated and appear to be a large and significant group; could have been quite instrumental in the movement for UPE. The literacy rate calculated from the survey is in conformity with the Population Census 1998 results (Male literacy 66%).

**Table 4-6: Level of Education of Household Head**

Education	Number				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Above Matric	27	26	56	<b>109</b>	6%	8%	10%	<b>8%</b>
Matric	82	77	94	<b>253</b>	18%	22%	17%	<b>19%</b>
Middle	54	72	119	<b>245</b>	12%	21%	22%	<b>18%</b>
Primary	113	45	104	<b>262</b>	25%	13%	19%	<b>20%</b>
Uneducated	171	126	173	<b>470</b>	38%	36%	32%	<b>35%</b>
Unknown	0	1	0	<b>1</b>	Not Valid	Not Valid	Not Valid	<b>Not Valid</b>
<b>Grand Total</b>	<b>447</b>	<b>347</b>	<b>546</b>	<b>1340</b>	<b>33%</b>	<b>26%</b>	<b>41%</b>	<b>100%</b>

#### 4.8. Occupation of Household Heads

Occupation of household head is closely linked to the level of education and economic status and can help providing some link with the education of the child. . Table 4-7 below provides data regarding occupation of the household and enrolled children. Out of 1340 children covered by the survey, parents of 1326 children responded the question regarding their occupation. The prevalent occupations of the household heads of school-going children were of low-income nature – mainly labor, 47%, basic services (like shop keeping, cobbler, etc.), 20% and agriculture, 12%. There is wide variation in occupation of the household heads amongst the tehsils.

**Table 4-7: Occupation of Household Heads of Enrolled children**

Occupation	Number of Children				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Agriculture	48	75	30	<b>153</b>	11%	22%	6%	<b>12%</b>
Labor	288	112	225	<b>625</b>	65%	32%	42%	<b>47%</b>
Service	50	94	122	<b>266</b>	11%	27%	23%	<b>20%</b>
Other	52	58	159	<b>269</b>	12%	17%	30%	<b>20%</b>
Nothing	4	6	1	<b>11</b>	1%	2%	0%	<b>1%</b>
Unknown	5	2	9	<b>16</b>	Not valid	Not valid	Not valid	<b>Not valid</b>
<b>Grand Total</b>	<b>447</b>	<b>347</b>	<b>546</b>	<b>1340</b>	<b>33%</b>	<b>26%</b>	<b>41%</b>	<b>100%</b>

#### 4.9. Income of the Head of Household and Enrollment

Data in Table 4-8 below shows that income level of parents of the children enrolled played important role in choice of school for their children. The data indicates that parents with higher

income have prefer to send their children to privately run schools probably assuming that private schools provide quality education and better school environment. These two qualities are assumed to be less pronounced in government schools. The statistics show that there is a tendency to shift children from government schools to private schools In addition, there are wide in-tehsil variations. Sialkot had 63% children from families with income less than Rs. 5000 per month where as this figure was 88% for Pasrur and 90% for Daska. It is interesting that 79% children belonging to the families with income more than Rs. 7000 per month in Sialkot tehsil were admitted in private schools where as 60% children of same income group in Daska and 69% in Pasrur were in private schools. These results are based on parents of 1309 children out of 1376.

**Table 4-8: Income Level and Choice of School**

Tehsil	Income	Children Enrolled			Percentage		
		Government	Private	Grand Total	Government	Private	Over All
<b>Daska Tehsil</b>	Less than 3k	154	79	233	66%	34%	53%
	3k to 5k	74	87	161	46%	54%	37%
	5k to 7k	10	17	27	37%	63%	6%
	More than 7k	6	9	15	40%	60%	3%
	<b>Total</b>	<b>244</b>	<b>192</b>	<b>436</b>	<b>56%</b>	<b>44%</b>	<b>33%</b>
<b>Pasrur Tehsil</b>	Less than 3k	149	40	189	79%	21%	55%
	3k to 5k	80	34	114	70%	30%	33%
	5k to 7k	22	5	27	81%	19%	8%
	More than 7k	4	9	13	31%	69%	4%
	<b>Total</b>	<b>255</b>	<b>88</b>	<b>343</b>	<b>74%</b>	<b>26%</b>	<b>26%</b>
<b>Sialkot Tehsil</b>	Less than 3k	74	61	135	55%	45%	25%
	3k to 5k	75	129	204	37%	63%	38%
	5k to 7k	33	80	113	29%	71%	21%
	More than 7k	16	62	78	21%	79%	15%
	<b>Total</b>	<b>198</b>	<b>332</b>	<b>530</b>	<b>37%</b>	<b>63%</b>	<b>40%</b>
<b>Sialkot District</b>	Less than 3k	377	180	557	68%	32%	43%
	3k to 5k	229	250	479	48%	52%	37%
	5k to 7k	65	102	167	39%	61%	13%
	More than 7k	26	80	106	25%	75%	8%
	<b>Total</b>	<b>697</b>	<b>612</b>	<b>1309</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>

#### 4.10. Dropout Rate

The analysis of dropout rate is one of the important parameters to evaluate performance of UPE. Pre-project drop out rate of 34% has been reported (Study conducted by Social Welfare Department, Punjab University). The present study indicates a major improvement of dropout rate. As indicated earlier, the figures reported under this study are in agreement with assessment earlier done for this purpose. The district average dropout is estimated to be 0.7%. In addition, there is some minor variation among tehsils. Pasrur has touched zero and Daska is still high as 1.3%. Sialkot with 0.7% drop out rate remains close to the district average. Interestingly dropout rate for female (0.8%) is comparable to the dropout for male students (0.7%). Daska Tehsil is the highest for male dropout rate of 1.9%. It appears that Sialkot figures are exceptionally high and warrant further investigation. Table 4-9 below provides further details for the interested reader.

**Table 4-9: Dropout Rate of Children by Gender and Tehsil**

Tehsil	Gender	Drop Outs			Percentage		
		No	Yes	Total	No	Yes	Total
Daska	Female	182	1	183	99.5%	0.5%	41%
	Male	259	5	264	98.1%	1.9%	59%
	<b>Total</b>	441	6	447	98.7%	1.3%	33%
Pasrur	Female	165	0	165	100.0%	0.0%	48%
	Male	182	0	182	100.0%	0.0%	52%
	<b>Total</b>	347	0	347	100.0%	0.0%	26%
Sialkot	Female	256	4	260	98.5%	1.5%	48%
	Male	285	0	285	100.0%	0.0%	52%
	<b>Total</b>	541	4	545	99.3%	0.7%	41%
District	Female	603	5	608	99.2%	0.8%	45.4%
	Male	726	5	731	99.3%	0.7%	54.6%
	<b>Total</b>	1329	10	1339	99.3%	0.7%	100.0%

#### 4.11. Key Decision Makers in Child Enrollment

Survey results indicate (Table 4-10) that both mother and father are key persons in admission process of children in school. About 90% of total children enrolled were those admitted by parents (44% mothers and 45% father). This indicates that the social mobilization strategy of directly targeting parents for admission of children to primary classes is well-focused and successful approach. The parents own that getting admitted in school is their independent decision.

**Table 4-10: Gender of the Person Who Admitted Child in School**

Admitted by	Gender	Tehsil				District Percentage
		Daska	Pasrur	Sialkot	Total	
Mother	Female	95	84	128	307	53%
	Male	91	60	117	268	47%
<b>Mother Total</b>		<b>186</b>	<b>144</b>	<b>245</b>	<b>575</b>	<b>43%</b>
Father	Female	64	61	108	233	39%
	Male	137	93	137	367	61%
<b>Father Total</b>		<b>201</b>	<b>154</b>	<b>245</b>	<b>600</b>	<b>45%</b>
Brother	Female	4	1	6	11	32%
	Male	8	7	8	23	68%
<b>Brother Total</b>		<b>12</b>	<b>8</b>	<b>14</b>	<b>34</b>	<b>3%</b>
Sister	Female	4	0	7	11	52%
	Male	3	2	5	10	48%
<b>Sister Total</b>		<b>7</b>	<b>2</b>	<b>12</b>	<b>21</b>	<b>2%</b>
Relatives	Female	16	13	6	35	45%
	Male	23	11	9	43	55%
<b>Relatives Total</b>		<b>39</b>	<b>24</b>	<b>15</b>	<b>78</b>	<b>6%</b>
Other	Female	0	6	3	9	38%
	Male	1	9	5	15	63%
<b>Other Total</b>		<b>1</b>	<b>15</b>	<b>8</b>	<b>24</b>	<b>2%</b>
<b>Total</b>		<b>446</b>	<b>347</b>	<b>539</b>	<b>1332</b>	<b>100%</b>

## 4.12. Reason for Educating Child

Change of parents' perception about usefulness of education for their child can be considered a measure to estimate their attitude about child education. It has been observed that parents of almost all children showed their interest in enrollment of their children in schools. The responses to the structured question on this issue indicate the most of the parents (61%) (Table 4-11) send their children to school only for education. Inter-tehsil variation on this issue was limited (58-65%). This indicates that at present majority of parents understands that education is necessary for their children. However, most of them could not indicate as to why it is necessary. Only 39% of the parents could indicate some objective of putting children in school. 31% indicated that education helps to convert children to be a good citizen in community. The remaining 8% argued that education was necessary as it brings economic benefit to the family.

**Table 4-11: Reason for Providing Education to Children**

Reason	Tehsil				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Education	288	211	311	810	65%	61%	58%	61%
Good Human Being	117	74	224	415	26%	21%	42%	31%
Source of Earning	39	61	2	102	9%	18%	0%	8%
Total	444	346	537	1327	33%	26%	40%	100%

## 4.13. Persuasion for Admission of Child

Majority of this group (95%) responded that the admission of the child was made on personal desire of parents. Inter-tehsil variations are significant (Pasrur 89%, Daska 98% and Sialkot 96%). This high percentage of parents' responses that they had admitted the child at their own desire is indicative of two things. Either the people are self-motivated and are aware of advantages of education for the child or they have started owning this responsibility as a result of social mobilization movement that was undertaken in the district as part of the project.

The baseline data indicates that Sialkot had enrollment rate of 74% prior to the project. This level of enrollment was based mostly on desire of the parents without any additional motivational campaign. The concept of owning an action or doing it on motivation of someone else is a complex phenomenon and makes it difficult to estimate contribution of the mobilization campaign. A safe conclusion in the present situation is that sharp rise of enrollment rate from 74% in 1998 to 97% in 2001 is attributed to the project interventions.

**Table 4-12: Persuasion for Admission of Child**

Pursuance Factor	Tehsil				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Personal Desire	431	304	502	1237	97%	89%	96%	95%
Teacher Visited	4	3	10	17	1%	1%	2%	1%
Community Pressure	0	0	1	1	0%	0%	0%	0%
Child's Will	5	1	0	6	1%	0%	0%	0%
Others	3	33	11	47	1%	10%	2%	4%
Grand Total	443	341	524	1308	34%	26%	40%	100%

#### 4.14. Teacher Visit to Absent Child's Houses

The conventional social services delivery assumes that any person requiring services should visit the provider. The UPE project, as a new initiative motivated the teachers to take care of their students if they remain absent from school for more than six days even if it requires house visiting. This was essential to check the reason for absenteeism, retain students and reduce dropout. This practice also had potential for establishing continuous and sustainable liaison with the community and parents. In first participatory workshop, NGOs and MEs mentioned about the practice of teacher's visit to houses when children remains absent for a long period. This was considered as a good indicator for motivation of teacher that is one of the outcomes of social mobilization. The Table 4-13 shows that the frequency of such visits is significantly high (about 25%). Non-availability of baseline data for this variable makes it difficult to measure change over the project period. However, the data is indicative healthy trend.

**Table 4-13: Home Visits of Teachers**

Frequency of Visit	Tehsil				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Always	17	4	11	32	4%	1%	2%	2%
Often	49	38	24	111	11%	11%	4%	8%
Sometimes	93	47	55	195	21%	14%	10%	15%
No	286	258	449	993	64%	74%	83%	75%
Grand Total	445	347	539	1,331	33%	26%	40%	100%

#### 4.15. Parents visits to the School

Similar to the teacher's visits to homes it is also important to observe frequency of parents' visits to school to discuss schooling affairs and progress of their children. This was established as a strong indicator for social mobilization of community in first participatory workshop. Results of the survey in Table 4-14 indicate that a large majority of parents has started visiting schools at least once in a year. The parents who never visit the school are in small minority (11%). One visit each month is the majority (65%). This indicates high interest of parents in education affairs their child.

**Table 4-14: Parents Visits to Schools**

Frequency of Visits	Tehsil				District Percentage
	Daska	Pasrur	Sialkot	Total	
More than once in a month	4	21	9	34	3%
Once a month	294	198	360	852	65%
Once in two months	77	58	31	166	13%
Six months after	15	8	48	71	5%
Yearly	16	4	20	40	3%
Never	33	55	61	149	11%
<b>District Total</b>	439	344	529	1312	100%

#### 4.16. Parents Appreciation for Education

The attitudinal upward trend of parents aims to change their thinking about requirement of educational level for their children. The survey figures indicate that they wish for higher education for their children. The data indicates that 35% of the parents would like to have their children achieve at least matriculation. 65% parents desire higher education for their child. The most interesting is that only a negligible proportion of population (1%) considers primary level of education satisfying their needs. The project has also indicated the increase in the importance attached to the child's education.

**Table 4-15: Parents Aspiration for Education level of the Child**

Maximum Education	Tehsil				District Total
	Daska	Pasrur	Sialkot	Total	
Above Matriculation	236	210	394	840	63%
Up to Matriculation	199	131	137	467	35%
Up to Primary	10	4	2	16	1%
<b>Grand Total</b>	<b>445</b>	<b>345</b>	<b>533</b>	<b>1323</b>	<b>100%</b>

#### 4.17. Corporal Punishment

The corporal punishment has been a common practice in Pakistan and it has rarely been realized as a counter productive activity for the learning and growth of the child. Even a good proportion of parents does not know the bad effects of this practice. Improving education environment in schools, including elimination of corporal punishment, has been one of the key areas in UPE project. Restricting teachers from corporal punishment is a major task to be accomplished. Table 4-16 shows the frequency of corporal punishment being practiced in schools of Sialkot district. Responses can be divided as "yes" and "no" (yes including "Sometimes" category as well). 48% of the children are still subjected to corporal punishment. This indicates that efforts are still required to curb this menace.

**Table 4-16: Corporal Punishment to Children**

Frequency of Punishment	Tehsil				Percentage			
	Daska	Pasrur	Sialkot	Total	Daska	Pasrur	Sialkot	Total
Yes	7	43	23	73	2%	12%	4%	6%
Sometimes	201	187	159	547	46%	54%	30%	42%
No	219	98	342	659	50%	28%	65%	50%
Don't know	9	17	5	31	2%	5%	1%	2%
<b>Total</b>	<b>436</b>	<b>345</b>	<b>529</b>	<b>1310</b>	<b>33%</b>	<b>26%</b>	<b>40%</b>	<b>100%</b>

The Table below paints an interesting picture. 52% of the students like their teacher in spite of frequent corporal punishment. Another 36% like the teacher to some extent. Only 10% children don't like the teacher at all. Teacher liking in case of no punishment jumps to 81%. Even in case of less frequent punishment teacher liking reaches the level of 74%. Teacher disliking falls to 3% in no punishment cases. These figures indicate that the popularity of the teachers sharply declines with the increasing frequency of corporal punishment.

**Table 4-17: Corporal Punishment and Liking of Teacher by Children**

Frequency of Punishment	Teacher Liking	Tehsil			District Total	District Percentage
		Daska	Pasrur	Sialkot		
Yes	Yes	5	20	13	38	52%
	Somewhat	0	18	8	26	36%
	No	2	3	2	7	10%
	Don't know	0	2	0	2	3%
<b>Yes Total</b>		<b>7</b>	<b>43</b>	<b>23</b>	<b>73</b>	<b>6%</b>
Sometimes	Yes	139	144	113	396	74%
	Somewhat	49	31	29	109	20%
	No	7	10	10	27	5%
	Don't know	4	2	0	6	1%
<b>Sometimes Total</b>		<b>199</b>	<b>187</b>	<b>152</b>	<b>538</b>	<b>41%</b>
No	Yes	175	72	285	532	81%
	Somewhat	29	25	37	91	14%
	No	4	1	12	17	3%
	Don't know	11	0	4	15	2%
<b>No Total</b>		<b>219</b>	<b>98</b>	<b>338</b>	<b>655</b>	<b>51%</b>
Don't know	Yes	8	10	4	22	71%
	Somewhat	0	5	0	5	16%
	No	1	0	0	1	3%
	Don't know	0	2	1	3	10%
<b>Don't know Total</b>		<b>9</b>	<b>17</b>	<b>5</b>	<b>31</b>	<b>2%</b>
<b>Total</b>		<b>434</b>	<b>345</b>	<b>518</b>	<b>1297</b>	<b>100%</b>

**Table 4-18: Corporal Punishment – Government Vs Private Schools**

Punishment Frequency	Number of Students			Percentage		
	Government	Private	Total	Government	Private	Total
Yes	49	24	73	7%	4%	6%
Sometimes	315	232	547	45%	38%	42%
No	316	343	659	45%	56%	50%
Don't know	20	11	31	3%	2%	2%
<b>Grand Total</b>	<b>700</b>	<b>610</b>	<b>1310</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>

It appears from the Table 4-18 that corporal punishment is practiced in 52% cases in government schools whereas in private schools this practice is prevalent in 42% cases. This difference does not appear to be significant in case of gender (Table 4-19)

**Table 4-19: Corporal Punishment- Gender Difference**

<b>Punishment Frequency</b>	<b>Female</b>	<b>Male</b>	<b>Grand Total</b>	<b>Female</b>	<b>Male</b>	<b>Grand Total</b>
Yes	37	36	73	6%	5%	6%
Sometimes	234	313	547	39%	44%	42%
No	312	347	659	52%	49%	50%
Don't know	13	18	31	2%	3%	2%
<b>Grand Total</b>	<b>596</b>	<b>714</b>	<b>1310</b>	<b>45%</b>	<b>55%</b>	<b>100%</b>

It seems difficult to find some elaborate explanation for achieving high rate of enrollment (97%) with very low dropout rate (0.7%) in presence of corporal punishment of 47%. There are a number of possible answers that can help to explore this phenomenon.

- ◆ Extensive monitoring and follow up by the ME's and pressure of the community build up through social mobilization is forcing the children to stay in school even against their will.
- ◆ The corporal punishment and development of attitude against this menace is not explicitly defined in the social mobilization process of the project. This leaves a wide scope for working in this area in future.
- ◆ As a general social standard, children at school consider that teacher has a *quasi-parental authority*. The society or community has not been so conscious about this to consider it as a wrongdoing

This gives a fair indication that though social mobilization activity has made the teacher and parents to meet each other for the sake of children, but the attitudinal shift will be more visible when corporal punishment is abolished. This for sure, will make schools a more attractive place for children. The discussion identifies the potential for improvement of school environment making it friendlier for the children. Efforts need to be expedited to put and end to the menace of corporal punishment.

# Chapter 5 Findings of Focus Group Discussions

## 5.1. Focus Group Discussions (FGD's)

Focused Group Discussions are effective tool for qualitative research. People with similar or different background are grouped together as per need of the issues to be discussed. Focus group discussions were organized to draw soft and somewhat diffused information and opinions of various stakeholders involved in the implementation of UPE Project in Sialkot. The findings of different group discussions are summarized in the following paragraphs.

## 5.2. Discussion with Officers of Education Department

This group consisted of senior officials from District Education Department. These therefore include Executive District Officer (EDO), District Education Officers (DEOs) and Assistant Education Officers (AEOs). The DEOs included the persons who were part of the strategy making, implementation especially when DoE actively used its manpower in second phase of UPE project. Key observations and results of the FGD conducted with these officials are as follows:

- Owing to being actual implementers on ground from Government of Punjab, District Education Department had the first hand knowledge of the UPE project.
- UPE project is a one-time intervention with a final aim to foster the UPE as a process in community. DoE has the responsibility as part of community to execute this process. All project implementation responsibilities therefore need to be converged gradually to the Education Department to ensure sustainability.
- Education Department's staff is still institution focused. Its interaction with communities and the parents is far less than the level demanded by UPE as self-sustained process. They need to be made community focused and should know about the events taking place around that affect education of the child.
- UNICEF has been able to produce a database system linked with regular updating procedure with the help of its partner NGOs. Currently DoE utilizes this feedback and monitoring system but there is no advancement towards how DoE will be able to run this system at its own – without any external assistance. It has a tracking system that depends on organizational set-up. This system is quite lethargic and there is no parallel system for cross check. For UPE process sustainability, it is of utmost important as to how DoE at its own could run this monitoring system. Currently no concrete steps are taken in this regard.
- The district education authorities should be having all powers to ensure smooth functioning of the education system i.e. appointments, postings and transfer of teachers and also power for repairs and purchases. Delegation of authority for local level decision-making can help to enhance efficiency. This means in contrast to present set-up, a relatively decentralized management system is required at DOE.

- School learning atmosphere is critical for self-sustained low dropout rates. Currently owing to UPE project intervention the absconder children are brought back to school. This also involves a high social pressure created by social mobilization process. For self-sustainable low dropout rates it is imperative that teachers attitude are uplifted and fostered. The UPE has taken initiatives in this direction but project time is quite insufficient to foster better attitudes. There is need to monitor and maintain better quality of education, teacher's regularity / punctuality, student's attendance, enrollments and dropouts in a systematic and extensive way.
- Increased enrollments have put pressure on the existing resources and infrastructure. There is need to provide infrastructure for schools according to requirement i.e. construction / repair of buildings, providing furniture / fixtures and other utilities. A thorough strategy is required to bear this load – otherwise withdrawing foreign catalytic involvement would expose teachers to take the higher load without social appreciation (this low appreciation level could be expected considering that attitudinal uplift has not fully fostered).

Considering the replication issue, this point gets more importance – the baseline figures of enrollment in district were quite encouraging (74%). If the project is replicated in other districts with lower level of pre-project enrollment rate, a successful enrollment phase of UPE will produce a much greater pressure on infrastructure as well as the quality of learning. The quality aspect is affected, as the students-teacher ratio will increase in direct proportion to the margin contributed by UPE intervention. So lower the baseline enrollment and higher the UPE success in enrollment phase more comprehensive plans would be required to maintain the required education quality.

- UPE has been quite successful in capacity building of teachers and Learning Coordinators. Though the long-creeped lethargic nature of system created a lot of difficulties in this regard but work-starved individuals specially welcomed the effects. This capacity building of teachers and Learning Coordinators has helped to create awareness in the community regarding importance of education and their sense of participation in this process.

The main difficulty of using the capacity built-up people was the erratic transfer pattern. Those who were trained could not transfer the techniques to successors. Rationalization of teaching staff (before such training is conducted) as function of actual teaching load and then using the teachers for a longer time at same place can work better.

### **5.2.1. Discussion with Teachers of Education Department**

Teachers got a central position in UPE irrespective of whether Education Department made them to work as part of its manpower (second phase of project) or they were instrumented through NGOs (as in first phase of UPE). Their position is also important, as they are a part of the prime triangle of project (teacher – parent – children), and also part of the community. They are part of UPE intervention from the time it is started to the time when they need to provide a sustainable learning environment.

All teachers in the FGD were of the view that the achievement of enrollment targets has been made possible through extensive and collaborative efforts of all UPE Project implementation partners. Teachers highlighted that:

- The existing school buildings are neither proper nor adequate. Additional admissions are putting more pressure. This was in consistency with the point discussed with officials of DoE regarding pressure on teachers as result of enrollment raise due to UPE intervention.
- The teacher – student ratio is not satisfactory in some areas especially remote locations. Most of the posts of teachers are lying vacant and there are frequent transfers. This was again the extension of the points already discussed in FGD with officials of DoE.
- The schools have furniture neither for students nor for teachers. This point was in fact really not related to strategies of UPE project. The aim was to let the community at least start the education and then depend on its own resources to make it a self-sustained process rather than looking at someone alien to come and help.
- Corporal punishment is still going on. This was in consistency with the finding of the household survey that indicated 48% of the children still get such punishments.
- In order to initiate mobilization process in the community, Education Department and UNICEF had a viewpoint that owing to increased responsibility of teachers it is necessary to build capacity of teachers with the help of Education Department and NGO's. There was general feeling in the FGD that this strategy worked satisfactory. However, the achievement of enrollment targets put forward a new challenge for retention, improvement of school environments and quality of education. This will require additional efforts.
- Teachers were of the view that they were handling overburden situation of poor student – teacher ratio and less essential facilities. UPE has made them to work even more than they were doing earlier. Merely Rs. 75 were provided as compensation for this additional pressure. This indicated a very important finding regarding ownership of UPE project by teachers. They were further probed to find the situation. The result was that teachers were feeling that it is their department, which has put additional work on teachers. The UPE activities became a part of official command and orders system rather as a community based work. It was in uniformity with a point raised in FGD with MEs that during second phase certain steps as detailed in UPE Process manual were jumped over due to pressure of enrollment number race by education department.

### **5.2.2. Learning Coordinators (LCs) and Monitoring Extenders (MEs)**

The focus group discussion with Learning Coordinators (LCs) and Monitoring Extenders (MEs) provided useful information in context with successful implementation of the project. Teachers are the most instrumental personnel achieving the objective of the project as they have direct contacts with department, NGO's, parents, children and other community members in the project area. Keeping in view the importance of the teachers, Education Department and UNICEF entrusted teachers with duties regarding:

- Ensure 100 percent enrollment by visiting each household
- Hold teacher – parents monthly meetings to appraise parents regarding progress of their children
- Arrange broad based community meetings with the help of LC's and ME's to create sense of ownership and bring about attitudinal change among the community.

This was a huge responsibility and would have not been possible without extensive training. The training was provided under UPE to the teachers regarding improved methods of teaching through training in elementary training schools. The demonstration / model lectures by LC's were another tool to improve teaching skills of the teachers. The phonetic method of teaching was introduced through trained and committed Monitoring Extenders. These steps have created education friendly environment in the schools and will go long way to improve education standards.

The LCs will be a logical and good replacement of the MEs when UPE will be made a part of Education Department. This highlighted during FGD with officials of DoE as well. However, a special training is required for LC to enable them to respond to higher level of demand. A limited experimentation of such working could provide excellent model to be used further.

The broad based communities meetings helped teachers to raise funds on self-help basis from community for improvement of school infrastructure. It is also a healthy sign on part of community's participation in the promotion of education. This is the real sprit of the social mobilization process and will contribute a lot to the sustainability of the project. This contributory participation is creeping into society due to their awareness regarding realization that education of the child is community's joint responsibility.

This was one of the main targets of the UPE.

### **5.2.3. Discussion With School Councils**

During the course of FGD's held with school councils, it has been observed that school council also have been playing active role in social mobilization due to creation of sense of ownership. The school councils have been participating actively in school affairs. School councils are monitoring the day-to-day affairs of school. In spite of handicap of low education level of members of the councils in most of the schools, these councils are performing their duties diligently because their contribution is being valued by the society and respected.

# Chapter 6 Financial Cost Analysis

The UPE project is a multi-partner project where a number of organizations are contributing either financially or otherwise. The detailed analysis of such multi-supporter and multiple outcome (additional enrollment, attitudinal change, capacity building etc.) projects is extremely complex and would be difficult. Effort will be made to keep the analysis simple and focused.

The key financial contributors for the project include Education Department and the UNICEF. The contribution of the Education Department is the budgetary allocation being made available to Sialkot District as usual. The discussions reveal that the government has not made any specific provision for supporting UPE activities in the District. The contribution of the UNICEF for this project has rarely been used as substitution for the activities those are otherwise supposed to be covered through expenditure from the government resources. This indicated that the UNICEF contribution is being spent on the additional activities (system development, plan preparation, extensive monitoring, support for NGOs for project activities, capacity building and social mobilization etc.). This financial analysis assumes that the UNICEF supported expenditure is the real added financial support for UPE project.

The UPE has contributed to enhanced enrollment of children through social mobilization and extensive monitoring. The additional enrollment that can be attributed to the project interventions can be measured. However, it is extremely difficult to relate it to the social mobilization efforts. This analysis will treat both these aspects separately and try to draw some conclusions that can be used for designing future projects

## 6.1. Unit Rate for Additional Enrollment

It is estimated that the additional enrollment that can be attributed to the project is 50,138 students. This figure if calculated on the basis of pre-project enrollments, current enrollment level and demographic changes in conformity with the estimates reported through project monitoring system. Assuming major financial contributor for the additional expenditure to be UNICEF, the following formula (1) can be used for this purpose.

$$UC = \frac{F}{\Delta E} \dots\dots\dots (1)$$

Where,  
*UC* = Unit Cost  
*F* = Funds Used

Expense on Supplies and Equipment =	PKR	8,682,446
Cash Assistance =	PKR	38,170,975
<hr/>		
Total financial support from UNICEF = <i>F</i> =	PKR	47,304,421

Enrollment increase attributed to project = 50,138 (approximately)

Cost per enrollment = 47,304,421 / 50,138 = PKR 943

The average unit cost for additional enrollment works out to be Rs. 943. This figure needs to be used with caution. The key project intervention consuming resources is social mobilization, which is location-based rather than based on number of enrollments. Social mobilization efforts would be almost similar even if the number of out-of-school children in a location is a few or too many. The location-based cost analysis will be more useful.

It is prudent to have a financial unit costing from another angle. The project was carried out in three tehsils with 2,117 total locations. A location was defined as a collection of 200 households. The expenses on locality are of fixed nature. For example, one ME has to look after the affairs of 30 locations irrespective of the number of out-of-school children. Community walks and other mechanisms have to go through as part of the social mobilization process. These efforts do not depend on the number of children present in the community. If the cost is calculated on the location basis, the cost per location comes out to be PKR 22,345, which if divided by the number of houses becomes PKR 112.

## 6.2. Distribution of Expenditures

The total expenditure incurred by UNICEF was used under a variety of heads. The table below provides some insight on the distribution of the expenditure incurred on the project from 1999 to 2001.

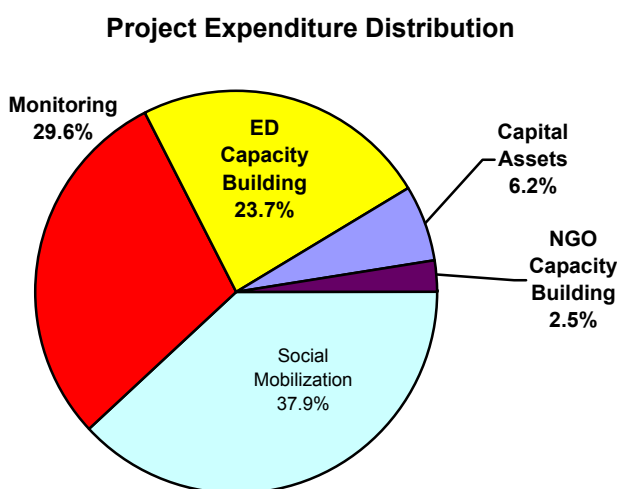
**Table 6-1 – Financial Cost Distribution**

Head	Amount	Percentage
Social Mobilization	17,951,599	37.9%
Monitoring	14,019,622	29.6%
ED Capacity Building	11,194,121	23.7%
Capital Assets	2,949,005	6.2%
NGO Capacity Building	1,190,074	2.5%
<b>Total</b>	<b>47,304,421</b>	<b>100.0%</b>

The social mobilization was the major consumer of funds, followed by monitoring that constituted about 30% of the total expenditure. The capacity building of the Education Department, which is an investment for the days to come, consumed 23%.

## 6.3. Conclusion

Social mobilization is a soft input and difficult to be identified as a physical reality. The development efforts in Punjab are more geared towards raising physical infrastructure. The interventions with non-tangible outcomes are vulnerable to criticism. The same is the position in UPE Project. The soft inputs like social mobilization are critical when enhancing access to social services requires an attitudinal change of the people. The data analysis indicates that the attitude of the people in Sialkot District has undergone a major change during the UPE Project.



## Chapter 7 Conclusions

The Evaluation of UPE project Sialkot has been done in a way that most of possible information sources have been tapped. Based on the discussion in the preceding sections, the following conclusions can be made.

- **Enrollment rate of 5-9 year children comes out to 97% with 95% confidence.** The enrollment rate is in fairly close to earlier findings under Raasta Study, which concluded enrollment rate of 94%. These figures confirm that enrollment rate has reached close to 100%. This evaluation study indicates the dropout rate of 0.7% that is close to earlier estimated to be 1.2% in Raasta study. Again these estimates are close to each other. The slight variation can be attributed to a number of operational reasons and sample related errors. This indicates that plan and strategy for the UPE for Sialkot district has been successful.
- **Replication of Sialkot model at other places needs to be taken with care.** Sialkot had got some special advantages. Firstly, the rate of enrollment at the time of start of the project was fairly high (74%). The high literacy rate of the parents is another contributing factor for quick response. Finally, a successful UNICEF/ILO/SCCI child labour project prior to UPE has been a major advantage for this project.
- In addition, the replication of this project in areas with very low baseline enrollment will cause a very high pressure. This pressure will be built up within project life and so the institutional capacity of education system would become critical. Even in Sialkot increase in the school admissions is putting pressure on the existing resources. Classrooms, furniture and teachers are short of requirements. These deficiencies will adversely effect school environments especially the government schools. The deficiencies of the school teachers are there due to vacant posts.
- Non-availability of baseline data on the knowledge, aptitude and practices (KAP) has been a major problem to measure change in the attitude over the project period. This suggests that baseline survey should be an essential prerequisite for start of project in new district.
- The proportion of students in government schools in the district is 54%. There is wide inter-tehsil variation ranging from 62% private sector enrollment in Sialkot tehsil to only 25% in Pasrur. This variation needs to be kept in view for new project design because choice of type of school is influenced greatly by economic forces. This study reveals that 75% children from household with income of Rs. 7000 and above were enrolled in private schools. On other hand 32% children from lower income group (Income less than Rs. 2,000) had access to private schools.
- The data reveals that parents are the main contributors for enrollment of the child (88%). The parents need to be main focus for communication campaigns in new project areas. This also reinforces the idea that social mobilization should be aimed at parents as prime focus.

It has been revealed that there is a high level of awareness amongst parents regarding requirement of education. But they are not aware of real benefits of education for their children. The people perceiving education as means for earning have been reduced to 8% only. On the contrary, parents of 99% children have a desire to educate their children beyond primary. It appears that social mobilization efforts have contributed to get people aware of requirement but they are not aware of real use it.

- The data reveals that efforts have been made to change attitude of the people about education of the child. The non-availability of baseline data makes it difficult to estimate this change. However, a number of outcomes of the study support this statement. The visit of the teachers (25% cases) to child's house and parents' visits to school (89% cases with 65% regular monthly visits) is indicative of attitudinal change. Further 95% children are enrolled in schools with desire of their family. Desire for higher education (99% cases for beyond primary) is another supporting evidence.
- Corporal punishment is still common (47% cases). The inter-tehsil variation is also significant. The incidence of corporal punishment is 35% in Sialkot as compared to 72% in Pasrur.
- The incidence of corporal punishment amongst private and government schools is 42% and 52% respectively. This variation is significant and may be amongst factor contributing for higher preference for private schools.
- It is ascertained that the people have started owning the project. People own the enrollment decision and are also contributing for improvement of the schools environment and facilities. People have started taking interest in school affairs directly as well as through school councils.

There appears some improvement but the attitude of the staff of the Education Department is still institutional. They need to be oriented for outreach activities.

**Spin off effects:** The success of UPE has started attracting stakeholders in the education sector for new undertakings.

- Encouraged by the success of the on-going project, Education Department has decided to launch UPE project in eight more districts in Punjab
- International donor agencies are also taking interest in the project. Prominent donors like Reebok have made a number of study visits. Impressed by the achievements of the project, they expressed their willingness to finance similar type of projects in other parts of the country.
- Capacity building of the MEs has gifted Sialkot a good pool of persons. Such pool can be quite instrumental for utilization in certain social mobilization related projects.

## Chapter 8 Recommendations

The possible recommendations that stem from the analysis of this formative evaluation study can be placed under two broad categories. Firstly, those suggestions that can help to improve implementation of UPE project in Sialkot and can also be useful for implementation agencies in UPE Bahawalpur and Rawalpindi. The second set of recommendation will be relevant to new UPE projects to be designed and started in the future. However, most of the recommendations cover different aspects of both categories and a clear split is difficult.

### 8.1. Improved implementation of UPE Project Sialkot

There is nothing denying the fact that education has multi-sectoral dimensions. However, future of the UPE is closely linked to the Education Department. The Education Department will have to play crucial role in post enrollment phase of UPE for sustaining this effort. Secondly, enrollment is not a one time activity and has to be repeated every year and for all times to come. The following suggestions are made to converge UPE project gradually to Education Department so that sustainability of the project is ensured.

- 1) Developing **reach-out** policy so the officers themselves visit the schools and let the community feel their concern for UPE. This will improve project monitoring. Similar outreach systems need to be developed and implemented for the teachers to ensure that they feel responsible for every school-age child in the community. This will ensure sustainability of the UPE initiative.
- 2) The support for **capacity building** initiatives introduced under UPE should be continued till some alternative and institutionalized system is developed. The teachers should be equipped for using joyful learning techniques and use of training kits at primary level. The benefits of this capacity building should be equally accessible to government as well as private sector.
- 3) The **monitoring system** for the project may be made “a learning system” that is open enough to learn from failures and analyze the reasons to ensure success in future. The failures should not be concealed at any cost but taken up positively as a challenge by both officers and lower staff. The success should adequately appreciate and made known to everyone. The possible interventions may include:
  - i) Motivating teachers and Learning Coordinators (LC’s) of the district so that they own the project to a greater degree and feel as a part of UPE team.
  - ii) There is need to develop attitude to own failures both by officers and the lower staff rather passing on the bug.
  - iii) Training needs to be from top to bottom.
  - iv) Maintaining quality at workplace through “*Jidoka*” maintaining quality by involving workers at “*Gamba*” (work place).
  - v) Appreciation of good performers by rewards.
- 4) Continuous supportive supervision through learning coordinators or otherwise of teacher’s teaching methods and student’s learning assessment is recommended. The learning coordinator’s position is dynamic one and more community-related responsibilities could be entrusted to them. They can takeover some of the roles of Monitoring Extenders.

- 5) **The Teachers** have a front line responsibility towards success of UPE. This responsibility is to bring about attitudinal changes in the community about education of the child. The vacant positions of the teachers should be filled to relieve their burden. Hiring of English teachers on permanent basis instead of contract employment is another issue requiring attention. This will bring in job satisfaction; affiliation with schools and department can do better human resource management.
- 6) **Extra curricular** activities involving communities should be encouraged in the schools. This will provide frequent chances of healthy interactions between communities and teachers. Monthly Teacher – Parents ca prove to be another measure to improve teacher-parent interactions. School Council Meeting is another forum that needs to be strengthened and formalized.
- 7) **Corporal punishment** needs to be discouraged for providing child friendly environment in the school. This will require attitudinal change of teachers and parents as well. A well planned and focused campaign need to be launched for this purpose.

**Evaluation Lessons:** This evaluation reveals a number of interesting points that provide guidance for better designing of similar project for other areas and for similar studies for other project districts.

- 1) The inter-tehsil differences observed in Sialkot suggest that next study should be more tehsil focused.
- 2) The study suggests that **replication of Sialkot model** at other places would require a number of adaptations. Sialkot had some advantages including high pre-project enrollment and high adult literacy rates. Availability of eradication of child labor project prior to UPE was an advantage for this project. The new project sites will have different social development level and environment. Therefore, district specific projects based on environments of each district will have to be prepared.
- 3) A set of indicators for periodic monitoring and evaluations should form part of the project and **baseline survey** covering these indicators should be the first project activity.
- 4) The study indicates that the **private sector** is out stepping government sector. The Education Department is still confined to control on the government institutions. Even availability of basic information on private sector is a major issue. The Education Department should realign to meet requirements of new emerging realities.
- 5) The data reveals that **parents are the main contributors** for enrollment of the child (88%). The parents need to be main focus for communication campaigns in new project areas.

The analysis suggests that this is the right time for starting movement for **education as right of the child**. The UNICEF may start advocacy campaign for this purpose. The Education Department is centralized and most of the decision-making is difficult and time consuming. Secondly, the Education Department would be the key partner for sustainability of the project. This suggests that effort should now be focused to gradually converge responsibility for project implementation to Education Department. For this matter it is also imperative to bring decision-making levels near to the community. AEOs could be given a better role regarding promotions, and transfers of teachers.

**UNITED NATIONS CHILDREN'S FUND**  
**Terms of Reference for Consultants and Contractors**

**“Evaluation and Documentation of UPE Project, Sialkot”**

1. **Programme information:**

<b>Programme :</b>	<b>YT-001</b>	<b>Planning, Monitoring and Evaluation</b>
<b>Project :</b>	<b>02</b>	<b>Broadening Knowledge Base</b>
<b>Sub-Project</b>	<b>01</b>	<b>Broadening Provincial Knowledge Base, Punjab</b>
<b>Activity</b>		<b>8.1.1. Evaluation and Documentation of UPE Project, Sialkot</b>

2. **Background/Justification:**

In 1999, the Department of Education (Punjab) and UNICEF signed an agreement regarding a project to achieve Universal Primary Education (UPE) in Sialkot for a period of three years. The project is a prime example of new, experimental initiatives on the part of GOP-UNICEF Program of Cooperation and partners at the community level to bring about sustainable change. The project has two fundamental but challenging objectives:

- To achieve 100% enrolment for children in the age group 5-7 years; and
- To bring about attitudinal change among communities in support of UPE.

The project's multiple partners and stakeholders include provincial and district education officials, teachers, NGOs, Deputy Commissioner, Army, Sialkot Chamber of Commerce and Industry, and ILO. A District Steering Committee, headed by Sialkot's Deputy Commissioner, is responsible for managing the project. Six local NGOs act as the catalysts for developmental change and are responsible for much of the advocacy, social mobilization and capacity-building work.

Near 100% enrolment was being reported in villages in the project area in 2000. Hence, at the beginning of 2001, an independent survey was carried out primarily to determine progress being made on the enrolment and retention objectives alone. The assessment was carried out in all three tehsils of Sialkot, Daska and Pasrur, using a 30-cluster random sampling survey technique. Each cluster contained 7 children in the age group 5-9 years (instead of 5-7 years specified by the project objectives), so as to capture all the primary school age population, including those children who were 7 years old at the start of the project. The core findings of the assessment are as follows:

- a) Sialkot district's overall primary school enrolment has gone up from 84% to 94% since the start of the project. Enrolment was highest in Daska at 99% and lowest in Pasrur at 89%.
- b) Half of the enrolled children were enrolled in government schools, except in the Sialkot tehsil where 55% were enrolled in private schools.
- c) Out of the 6% not enrolled, only 1% was found to be dropouts. The remaining 5% were 'stay-outs' or never enrolled who may include children needing special education. Of this latter group, 62% were in the 5-7 age group.

The above findings were widely accepted by the authorities and communities in Sialkot, as the verification of the enrolment claim was taken on as a challenge by all contributors to the initiative, especially the Sialkot District Administration, District Education officials, local NGOs and corporate sector actors.

3. **Purpose and Objectives:**

The apparent success of the UPE project in Sialkot District in rapidly raising enrolment may provide example of a workable model for replication elsewhere in the country or for going to scale in other districts of Punjab. Realizing this, the Punjab Education Department and UNICEF felt that an extensive evaluation of the project is necessary to document the model or experience, its implementation process and effectiveness, as well as appraise the project's second objective regarding attitudinal change among Sialkot communities in support of the UPE. Hence, the purpose of the evaluation is principally to inform decision-making regarding successes and lessons learned thus far from the Sialkot UPE.

The proposed evaluation would assess the objectives, major strategies, achievements and outcomes, constraints, cost-effectiveness and sustainability of the UPE Project in the Sialkot District, as per the Project Agreement with the Punjab government and in relation to pertinent initiatives in the GOP-UNICE Master Plan of Operations, 1999 – 2003. The evaluation would focus on the following areas:

- i. *Project background and environment:* How did the project originate and did a similar project exist prior to this? How was the project planned and was there an agreed upon baseline? How participative were the planning processes? What is the project setting in terms of demographic, social, economic, government or unique (i.e. attentive elite, bureaucracy, civil society or private sector) characteristics?
  - ii. *Project objectives, design and implementation strategies:* Are the objectives still relevant and being met satisfactorily? Are the objectives and strategies linked based on a valid assumption of connection? What strategies have worked best or have not so well?
  - iii. *Project management structure and process in terms of the role of different implementing partners (i.e. Punjab Education Department, NGOs/INGOs, District Administration, Sialkot Chamber of Commerce and Industries, Army, the various communities and families, local religious leaders, Islamabad level partners and supporters such as ILO, etc.):* How does the project function (process), and what are the individual and synergistic contributions of these collaborating partners? Do the service deliverers and beneficiaries understand, accept and own the project? Can the project become partially or completely self-sustaining if donor funding is withdrawn?
  - iv. *Project inputs and outputs:* How much of the project elements have been put into action, including capital assets, fiscal expenditures and personnel? How much goods and services have been produced and distributed under the project?
  - v. *Training and capacity building of the Punjab Education Department, NGOs and Sialkot authority and communities, including project monitoring and data base system:* What difference has the project made in technical capacity and systems for institutionally addressing the objectives? Is there an effective information system in place for continuously monitoring progress and improving interventions?
  - vi. *Financial analysis of the project, using cost concepts relevant to the social sectors:* What are the estimated costs of achieving the objectives achieved? How might these costs compare with other alternative approaches to achieving the same objectives, i.e. cost-effectiveness?
  - vii. *Spin off effects of the project:* What are the unanticipated outcomes of the project, both positive and negative? How might these be capitalized upon or avoided in the future?
3. **Duty station:** Lahore/Sialkot with frequent fieldwork travels for consultation of stakeholders, community meetings and collection of data throughout the project area.
  4. **Supervisors:** Bijaya Rajbhandari, Provincial Chief, UNICEF Lahore

## Methodology

In order to enhance reliability and objectivity, it has been decided to incorporate the involvement of an independent firm to carry out the evaluation. The evaluation firm is required to undertake this assignment following the principles of **participatory evaluation**. This means that the stakeholders (government, UNICEF, civil society and beneficiaries) must *own* the evaluation. The evaluation firm is required to include these project stakeholders in decision-making about the design, data analysis and formulating of recommendations. The firm will facilitate and guide project participants to identify the major evaluation questions and field research issues, keeping in full view the “intended” objectives and strategies of the project and *de facto* objectives and strategies developed or understood by stakeholders during implementation. However, to safeguard the objectivity of the findings, the firm will ensure a sound field methodology for data collection and analysis, while still involving the beneficiaries as much as possible at every critical stage along the way.

Towards completion of the evaluation, the firm is required to conduct 1-2 days workshop to present findings and receive feedback before finalizing the evaluation report.

#### 5. **Major tasks to be accomplished:**

The evaluation firm will undertake the following tasks:

1. Meet with the Punjab Government and UNICEF officials in Lahore to discuss the assignment. UNICEF Planning, Monitoring and Evaluation Section to join in the discussion.
2. Meet with project partners and key stakeholders in Sialkot to discuss the assignment, its participatory approach and methodology and to establish dates for the fieldwork.
3. Review, synthesize and summarize all pertinent information and documentation related to the project, including the following:
  - a. Project objectives, design and implementation strategies;
  - b. Project setting, history and evolution;
  - c. Readily available information on the major project inputs and outputs;
  - d. Project implementation and management structure including the role and contribution of collaborating partners (Education Department, District Administration, UNICEF, ILO, NGOs/INGOs, Sialkot Chamber of Commerce and Industries, the Army, the Sialkot communities, families, religious leaders, etc.);
  - e. Monitoring and data base system;
  - f. Budgets and expenditures for 1999, 2000 and 2001 and unit costs.
4. Prepare a draft work-plan and participatory tools for the assignment, including a detailed design of the initial participatory workshop.
5. Conduct a participatory workshop with key partners in Sialkot and prepare the evaluation design, instruments, work-plan and schedule.
  6. Field test and revise the field research instruments.
  7. Undertake field data collection, coding and analysis.
8. Document the evaluation process and outcomes and combine with the information gathered in task #3 into a draft report.
9. Distribute the draft report to all key participants, including community focal points.
10. Facilitate a mini-workshop with the all partners and selected beneficiaries or their focal points to review the draft report, and enrich analysis and recommendations for finalizing of the report
11. Document the workshop process and outcomes, and incorporate agreed upon changes, conclusion and recommendations.
12. Once approved by the Punjab/Sialkot-UNICEF evaluation management team, provide UNICEF Lahore with five copies of the final report for distribution to the government and all concerned.

#### 6. **End Product: (e.g. final report, article, document etc.):**

The assignment outcome would include a report (in MS Word formats for the text and MS Excel for data

tables and graphs) providing detailed analysis of the project design, implementation mechanism and outcome and recommendations for improvement of the project design and potential/ possibilities of up scaling. The report would be written in English, and prepared with due attention to proper grammar, punctuation and spelling as to be professional in appearance as well as in content. The report would include an Executive summary outlining the major findings of the study, neatly drawn and easily readable graphs, charts and tables supplementing and complementing the text, however, not replace or overwhelm them. The completion of UNICEF evaluation summary sheet will be mandatory. [While not mandatory, UNICEF suggested Contents of the Evaluation Report is attached for the firm's reference and guide.]

The firm will provide five reproducible hard copies and two readily printable electronic copies (on floppy or CD) of the final report. The firm will also submit all raw data compiled/produced for the evaluation, in soft and hard copies.

7. **Time-frame:** Four months (from 1-08-2001 to 30-10-2001)

8. **Qualifications or specialized knowledge/experience required:**

Institutions and firms of good standing, which have adequate experience in research and monitoring, infrastructure and potential to carryout the assignments of this size and nature, are eligible to apply. The team members identified should have substantial experience and would, *inter-alia*, include, Educationists, Statisticians, Sociologist/Anthropologist and Computer Specialist. The manager must have a sound experience in social mobilization and an understanding of the working of the Government Departments. A signed copy of CV of the proposed team members should accompany the technical proposal.

#### **Box IV-4: Suggested Contents of Evaluation Report**

##### *1. Title page*

- Name of the service, programme or project evaluated
- Name and address of the organization the report is submitted to
- Names and organizations of the evaluators
- Date

##### *2. Table of Contents*

##### *3. Acknowledgments (optional)*

- Identify those who contributed to the evaluation.

##### *4. Executive Summary*

- Summarize the activity evaluated, the purpose of the evaluation and the methods used, the major findings, and the recommendations in priority order.
- 2-3 pages (usually) and able to "stand alone" without reference to the rest of the report.

##### *5. Introduction*

- Describe the activity being evaluated (the setting and problem addressed, objectives and strategies, funding).
- Summarize the evaluation context (purposes, sponsors, composition of the team, duration).

##### *6. Evaluation Objectives and Methodology.*

- List the evaluation objectives (the questions the evaluation was designed to answer).
- Describe fully the evaluation methods (e.g., what data were collected; specific methods used to gather and analyze them; rationale for visiting selected sites).

7. *Findings (sometimes called findings and conclusions)*

- State findings clearly with data presented graphically in tables and figures. Include effects of the findings on achievement of programme goals.
- Explain the comparisons made to judge whether "enough progress" was made.
- Identify reasons for accomplishments and failures, especially continuing constraints.

8. *Recommendations*

- List the recommendations for different kinds of users in priority order. Include costs of implementing them.
- Link recommendations explicitly with the findings, discussing their implication for decision-makers.
- A proposed timetable for implementing/reviewing recommendations

9. *Lessons Learned (optional)*

- Identify lessons learned for those planning, implementing or evaluating activities other than those under consideration based on this evaluation.

10. *Appendices*

- List of persons interviewed and sites visited.
- Data collection instruments (copies of questionnaires, surveys, etc.).
- Terms of Reference.
- Abbreviations.
- Cost of the Evaluation.
- Country data.

## Study Questions and Appropriate Technique

### **Partner NGOs (checklist for FGD)**

- Profile of the NGO – date of establishment/ registration under which act/ back ground of the same work/ office address
- How many schools have been established in coordination with NGOs and community so far?
- Why UNICEF selected you as a partner NGO?
- Why all the children were not going to schools earlier?
- What were your perceptions about the Project?
- What strategies were adopted for the project?
- How the community was mobilized?
- What was the criterion to select MEs?
- How MEs were trained?
- What was the frequency of the MEs to the field?
- What was the way to check the visits and frequency of the MEs to the field?
- What was the impression of NGOs in the community and how did you remove it?
- How teachers and govt. education department helped you?
- Do you think that if you had adopted some other strategy it would have been more effective?
- Please determine your strengths and weaknesses?
- Can you suggest any measure to evaluate the success or failure of the project?
- How far the goals have been achieved?
- How this project can sustain with out funding?
- How do you evaluate your Performance?
- Suggestions to improve the project?

### **Monitoring Extenders MEs (checklist for the FGD)**

- Profile of the MEs – experience/education/age/residence/ back ground of the same work/ earlier job
- Why NGOs selected you as ME?
- Why all the children were not going to schools earlier?
- What were your perceptions about the Project, when you came to know about it?
- What strategies did you adopted for the project?
- How you have tried to mobilize the community?
- Did you get any training and what sort of training was given to you?
- What was your frequency of visiting the field?
- Whom did you contact in the community?
- Who was more helpful and problematic in the community?
- What difficulties did you face in the field?
- What was the impression of NGOs in the community and how did you remove it?
- How teachers reacted to your message and helped you?
- Do you think that if you had adopted some other strategy it would have been more effective?
- Please determine your strengths and weaknesses?
- Can you suggest any measure to evaluate the success or failure of the project?
- How far the goals have been achieved?
- How this project can sustain with out funding?
- How do you evaluate your Performance?
- Suggestions to improve the project?

### **Teachers (checklist for the FGD)**

- Profile/ name / education/ age/ experience/ residence/ official status

- Do you know any education project other UPE in the same area?
- Does any one contact you and did you play any role in that project?
- Number and frequency of MEs Visits to teachers
- What was the message of MEs about the UPE project?
- What was your understanding about the project?
- Did you think that it would be successful?
- What strategies did you applied for increase in enrolment?
- When and how government education department informed you about this project?
- Whom did you contact in the community?
- Methods or strategies used to convince parents?
- Who was more helpful and problematic in the community?
- Who was more supportive for child education from Mother and Father?
- Does any sort of financial or materiel help was provided to the poor children?
- Does Parents come to inquire about their children education?
- How and what level of help is been extended by the Influential?
- What was the response of the influential when you contacted them?
- How and what level of help is being extended by the Parents?
- How and what level of help is being extended by Education department?
- What is the attitude of the children towards teacher and school?
- Bringing in some definite number of the out of school primary age children into school, efforts and successes.
- \*Check list of physical infrastructure of the school as variable in the drop outs

### **Local Community (checklist for the FGD)**

- What do you know about the UPE project?
- Did any one come to your village for motivation of community?
- What do you think about child education? (Necessity, right, no knowledge).
- Do you think that education should be for both sexes?
- Is there any development in educational set up in your village?
- Have you ever participated in any developmental project in your community?
- How is your village school (about infrastructure)? Condition
- What facilities should be given to school?
- Does teacher come every day to the school?
- Does teacher contact you on some occasions?
- Does teacher beats up children and what do you think about it? (Corporal punishment)
- What do you think about private education?
- What your children will do in future if they get education?
- What is the school going habits of children in village?
- Do children like school, teachers and education?

### **Education Department (checklist for the FGD)**

- How UPE project was initiated?
- What were your perceptions about the Project?
- What strategies you adopted to promote the project?
- How you participated in the project? (Directly or Indirectly)
- What was the level of motivation of the teachers in the project?
- How you motivated teachers for their effective role in UPE?
- How is your (being senior official) behavior/attitude towards teachers?
- How the project can sustain with out funding from UNICEF and resources of Govt.?
- What problems did you face in the implementation of the project?
- Do you think that if you had adopted some other strategy it would have been more effective?
- Can you determine strengths and weaknesses of Education Department?
- Can you suggest any measure to evaluate the success or failure of the UPE project?

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\* School infrastructure list will be provided to each surveyor in order to record the facilities.

- How was the community mobilized into UPE project?
- How far the goals have been achieved?
- How do you evaluate the performance of the all project participants?
- Suggestions to improve the project?
- Do you think that same model could be implemented in other areas of the Pakistan, adopting similar strategy or any changes are proposed?

### **School Councils (SCs)**

- Physical condition of schools.
- Adequacy of instructional material.
- Teacher student ratios.
- School environment.
- Facilities.
- Discipline.
- Quality of learning.
- Corporal punishment

### **Teachers' Attitude**

- Regularity / Punctuality in school.
- Refraining to a great extent from the corporal punishments
- Reasons of the absenteeism / irregularity.
- Teachers record (lists of the children etc.) for the UPE project
- Number and frequency of MEs Visits to teachers to cross check MEs statements
- Incentives offered to children – cross check from children
- Parent's interaction with teacher
- Community (Influentials) response to teachers to measure the change
- Influentials contribution towards schools and SMCs
- Parents contribution towards school
- Education Department contribution to the schools
- Check list of infrastructure of the school as variable in the drop outs
- Children attitude towards teacher (is it respectful or not) in order to measure teachers' approach (Politeness, Rudeness, Frustrating, Irritating, Satisfied)
- Teachers professional pride (High moral, Demoralized)
- Personality and Hygiene

### **Parents' Attitude**

- Behavior with teachers
- Enrolled children to the schools
- Increased visits to their children schools (follow up)
- Discussing their children performance with teacher
- Newborn registration with appropriate authorities.
- Personal involvement in school-infrastructure and physical improvement.
- Effective message from whom?
- Aspirations of the parents towards their children life and learning.
- Concern about quality of education
- Poverty factor, income and social status.

### **Influential 's Attitude**

- Financing and managing the large meetings of the community
- Arranging financial support to school operations
- Bringing in some definite number of the out of school primary age children into school system
- Number and frequency of visits to the parents
- Methods or strategies used to convince parents about education
- Influentials behavior with teachers and school administration

- ❑ Check on school discipline, teachers presence and punctuality

### **Parents Teacher Interaction**

- ❑ Start of Parents Teacher Meetings (PTM)
- ❑ Regularity meetings of parent – teachers
- ❑ Discussion between parents and teachers for solving problems related to children and school

### **Children’s Attitude and Dropout Factors**

- ❑ School going habits, regularity and punctuality.
- ❑ School uniform, personal hygiene.
- ❑ Likeness for school, teachers and peers.
- ❑ Disliking for school, teachers and peers
- ❑ Ambitions about education, career and future life.
- ❑ Fear of corporal punishment
- ❑ Asking absent children for the reason of absence
- ❑ Fear of teacher (Psychological)
- ❑ Behavior of teacher students
- ❑ Teachers regularity (cross check from children)
- ❑ Parent Teacher meetings confirmation from children
- ❑ Level of understanding (knowledge and learning quality)
- ❑ Observational check list of the school infrastructure and learning environment

### **NGOs role in Social Mobilization**

- ❑ Role of MEs
- ❑ Impression of NGOs in the community
- ❑ Check and balance of MEs visits
- ❑ Documented evidence of visits
- ❑ Hands on problem solving methods
- ❑ Problems from the MEs and ways to deal with
- ❑ NGO’s methodology adopted for UPE
- ❑ Success and failures if any
- ❑ Suggestions for further refinement and improvement.
- ❑ Institutional strengthening requirements

### **Identified Tools and Target Respondents for Evaluation**

- |                                    |   |
|------------------------------------|---|
| ❑ Partner NGOs                     | FGD   |
| ❑ MEs                              | FGD   |
| ❑ Chamber of Commerce and Industry | FGD/ In-depth interview                                 |
| ❑ Government Education Department  | FGD/ In-depth interview                                 |
| ❑ Teachers                         | FGD   |
| ❑ Volunteers/ Influential          | FGD   |
| ❑ Parents                          | House hold survey through Semi structured questionnaire |
| ❑ Children                         | FGDs  |

## UPE Flag

