



PROJECT COMPLETION REPORT

ILMPOSSIBLE

**Take a Child to School
2021**





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EXECUTIVE SUMMARY

Rural Aid Pakistan has successfully implementing ILMPOSSIBLE: Take a Child to School (TACS) project in the rural areas of Narowal and Sahiwal districts with partnership of British Council. Rural Aid Pakistan progressed this objective through comprehensive community mobilization and sensitization approach and achieved this milestone successfully and objectively.

By the end of May 2021, **13869** out of school children (OOSC) including **6217 girls** enrolled in government schools by youth volunteers and **99%** children retained. To progress these objectives, at onset the Rural Aid Pakistan team has launched extensive social mobilization process to sensitize community actors in project focused districts and conducted 14 broad base community meetings (BBCM) at Union Council level and 1006 (441 women and 565 men) engaged, oriented and sensitized on project scope and implementation modalities. The project geared progress and formed **18** education Mohallah Committees (MCs) with 260 men and women members including parents, teachers, civil society, local decision makers, women activists, youth volunteers and local representatives and trained these community actors through capacity building workshops. The main purpose of their capacity building were to strengthening enabling environment and raised general awareness about the issues taken under project, establishing a vocal and expressive network of volunteers, social network to address the issues of out of school children and their retention by themselves.

The project also formed **02** District Education Task Forces (DETF) in Narowal and Sahiwal with 49 men and women members with the objective to strengthen the achievements of various Mohalla Committees, complement the departmental efforts at grass root level to ensure the access to the quality education and supporting communities in taking-up the self-help initiatives or improvements in education facilities. The project having progressive network of village and Union Council (UC) gate keepers. Resultantly, project shown impact-oriented success in projected areas. The project MCs have taken **59** self-help school improvement and successful advocacy initiatives and benefitted 9975 teachers and school children.

The champions of Mohalla committee's site with the neighbor communities, collaborated with schools and education department to increase enrollment, retention and convinced communityThe champions of Mohalla committee's site with the neighbor communities, collaborated with schools and education department to increase enrollment, retention and convinced community influencers for conducive learning environment in 92 schools through fundraising, installation of water facilities, construction of class rooms & washrooms, installation of ceiling fans, medical camps, playground leveling, hygiene promotion activities, etc.

The project initiative has built the capacity of **958** youth volunteers (675 men and 283 women) on community mobilization, child enrollment cycle and child retention. The trained ILMBASSADOR took initiatives at grass root level and played vital role for identification of out of school children, community mobilization, enrollment of out of school children and their retention. The project has also progressed **34** child enrollment walks at Union Council and District level. Under this initiative total 1607 community members participated (1088 men, 271 women and 248 young children) and sensitized.

The main purpose of these public walks to aware and mobilize the common people on child education and their responsibilities for enrollment of out of school children. Under this project 16 male and female Dosti Sport Teachers and 04 youth volunteers trained for planning and implantation of dosti sport activities at school level and Rural Aid Pakistan has distributed dosti sport kits to **13** selected Dosti schools for the enhancement of curriculum activities. The trained dosti teachers conducted dosti sport activities at school level and **1543** school children (748 boys and 795 girls) directly participated in dosti sport activities at school. The project has also initiated district level Dosti Supprt competitions and 1694 students, teachers, education department officials and other stakeholders participated in these activities.

ABOUT RURAL AID PAKISTAN

Rural Aid Pakistan is a non-profit organization registered with SECP under section 42 of the Companies Act, 2017 and certified by Pakistan Centre for Philanthropy (PCP). Rural Aid Pakistan is working at grass root level in rural areas of Pakistan to fight against poverty and empowering the marginalized and vulnerable rural communities for sustainable development without considering gender, race, religion and disability.

ASPIRATIONS

We are independent and free from political, ethnic, and religious affiliations. We help people in need regardless of caste, creed, or nationality. We have a set of principles that we follow during the planning and execution of our work. Rural Aid's principles are designed to achieve excellence and promote:

- a). Transformation: We believe that immediate actions, innovations--within our programming can support healthy transformations.
- b). Empowerment: Community Empowerment is core to our intervention; we believe that empowerment is the key to development accelerations.
- c). Partnership and Collaboration: We respect and value integrations thrive on our collaboration, we build bottom to top partnerships to add more diversity to our development and humanitarian programs.
- d). Transparency and Accountability: We are transparent and accountable, we care and maintain accuracy in our commitments, we are always accountable to our partners and supporters and communities.
- e). Equality: We believe in the equality of human being; our thoughts and actions are free from all sort of disparities and inequalities.
- f). Creativity and Sustainability: We always welcome new ideas, accept change we take calculated risks to add sustainability to our actions.

VISION

A society with improved living standards without poverty and discrimination.

MISSION

Empowering the marginalized and vulnerable segments through providing sustainable development solutions.

Strategic Principles

Rural Aid Pakistan is working through the right-based approach in this way our primary target groups are always women and girls because we believe that empowering marginalized and the vulnerable segment is a way to bring radical transformations in the society.

We follow the following strategic principles as crosscutting in all of our programming approaches. Hence, we design;

- Community led & gender-sensitive
- More collaborative
- Environmentally sensitive
- Researched based & scalable programs



ABOUT ILMPOSSIBLE: Take a Child to School (TACS)



Rural Aid Pakistan is implemented ILMPOSSIBLE: Take a Child to School (TACS) project in the rural areas of Narowal and Sahiwal districts with partnership of British Council. The British Council and Educate A Child (EAC) have come together to support and implement this project in Pakistan to improve primary school enrolment and retention. The project aims to enroll out of school children (OOSC) aged 5 to 11 years in government primary schools and ensure that each child completes the primary school cycle. Educate A Child (EAC) is a new global initiative launched by Her Highness Sheikha Mozza bint Nasser of Qatar, which specifically aims to reduce the number of children worldwide who are not going to schools yet.

As per the constitution, every child in Pakistan is entitled to free and essential education

States: 25-A Right to education –The state shall provide free and compulsory education to all children of the age of 5 to 16 years in such a manner as may be determined by law.

Vision: EAC acts from a rights-based approach to education. We focus on enabling children to realize their right to an education by eliminating the obstacles they face. By working in partnership and emphasizing innovation, scale and sustainability, we want to enable every child fulfill their right to education.

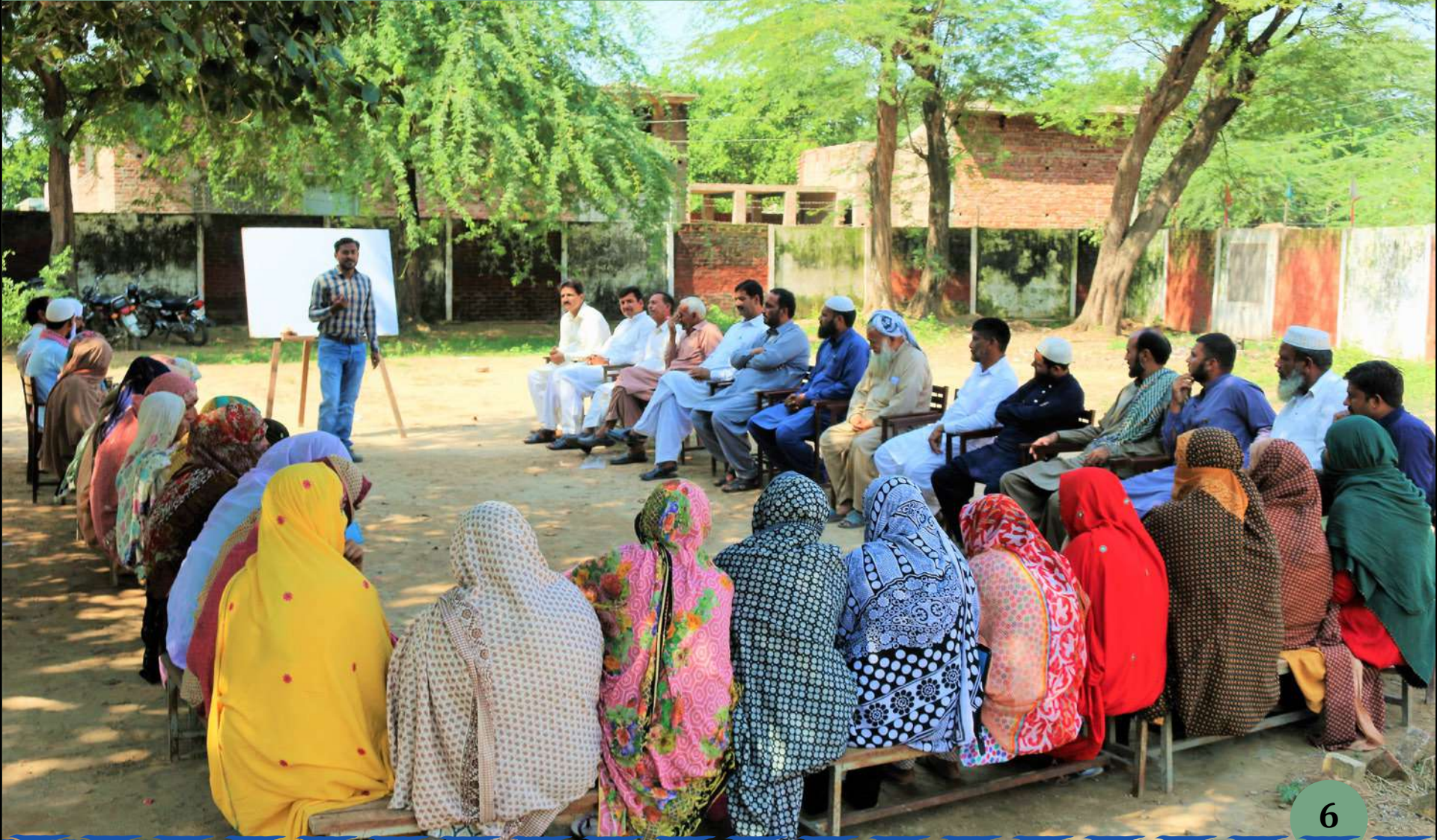
Mission: EAC works with partner organizations toward its mission to trigger significant breakthroughs in providing out of school children faced with extreme poverty, cultural barriers, and conflict-affected environments an opportunity for a full course of quality primary education.

Objectives:

- This project aims to enroll out of school children in primary schools in Pakistan and retain at least 80% through a complete primary cycle by mobilizing youth volunteers, parents, teachers, communities and local education departments.
- Support the development of education quality so that children who attend school stay in school and have an opportunity to learn



IMPLEMENTATION METHODOLOGY



ILMPOSSIBLE: Take a Child to School (TACS) project activities revolve around mobilizing youth volunteers, parents, teachers, communities and local education departments. Through this community mobilization approach, communities are empowered to take part in enrolment drives and supporting schools and parents in identifying and resolving issues around enrolment of out of school children and their retention. The project approach creates ownership within communities and helps to ensure sustainability. The model can be broken into three parts:

Creating a Network of Local stakeholders: ILMPOSSIBLE: Take a Child to School used the approach by working with local communities, activists and community groups and education departments, who shared the goal of improving enrolment and retention rates amongst Out of School Children (OOSC) in Pakistan.

Engaging and Training of Youth Volunteers: The Rural Aid Pakistan engaged young volunteers as ILMBASSADORS and Education Mohalla Committees in their respective areas and trained on community mobilization, planning, identification of OOSCs, implementing enrolment cycles and monitoring. These ILMBASSADORS are working with parents, teachers and communities to build awareness and addressing issues related to infrastructure, teacher absenteeism, girl's education and child retention. The idea was to create champions for education, to spark a movement where communities take ownership of 'Education for All' along with the state. It builds on a strong community interaction component where youth volunteers are trained and engaged in an on-going enrolment campaign to identify and enroll out-of-school children. They then mentor the children in the primary schooling cycle across the four provinces of the country.

Identifying and Appealing to Schools and Communities: Based on data collected, these groups identified and prioritized schools and communities with large number of out-of-school children and high drop-out rates. The enrolment drives comprised of community meetings in villages and neighborhoods, door-to-door campaigns, school visits, individual and group meetings with parents whose children are out-of-school or dropped out. It also involved interaction with the education department, district authorities, and community influencers like elders, member of provincial and national



assemblies, and other activists. These activities were focused on raising parents' awareness, assisting teachers and schools with enrolling children, and generating support for schools to accommodate new enrolments and improve retention.

Dosti Sport Program: The primary objective of Dosti sport initiative was to encourage children to stay in school by enhancing their learning experience through sports activities, improving their engagement through interactive story telling-session and cultivating a better student-teacher bond. The primary reason for the general disinterest amongst students was the monotonous school day and a student-teacher bond that required significant improvement. DOSTI is a highly interactive programme that focuses on the key aspects of the learning environment in school, and incorporates activities both inside and outside the classroom to promote a higher level of engagement. Keeping in view the current environment and typical day of learning in public schools, it was decided to develop content around activities that would enhance student's interest in school, the lack of which has led to increase in dropout rates.

In addition to sports activities that aim to promote a healthier lifestyle along with providing students with a fun activity, DOSTI also focuses on building basic life skills through relatable stories. To understand the content, we can broadly divide the DOSTI School sessions in two categories:

1. DOSTI Stories
2. DOSTI Physical Activities

The target audience of DOSTI was students enrolled in grade 1 and 3, keeping the age group in view it was decided the best avenue to instill life-skills education was through something that they could relate to and retain. Children of the target age group, respond well to stories instead of standalone lectures or activities, to ensure they retained their learning 5 character were created and stories were developed around their daily adventures to learn new things. The characters were developed carefully to represent the various character traits of students in a typical classroom. The idea behind each story was to equip students with basic life-skills lessons that would encourage them to think about the relevant theme and act accordingly by changing their attitude and behavior towards certain things that they would not have thought about before. The stories were developed around the following themes:

1. Hygiene and Cleanliness
2. Feelings and Emotions
3. Environment and Positive Action
4. Diversity
5. Habits and Hobbies
6. Rights and Responsibilities
7. Curiosity and Learning

Another aspect of a healthy school day that is completely missing from public schools is extra-curricular activities including sports. The second and equally important part of DOSTI is Physical Education. The second and equally important part of DOSTI component is Physical Education. The main objective of including sports was to provide the students with an interesting and fun activity in an otherwise monotonous school day whilst promoting healthy activity. SoLF in consultation with British Council developed 20 games and 10 warm ups.



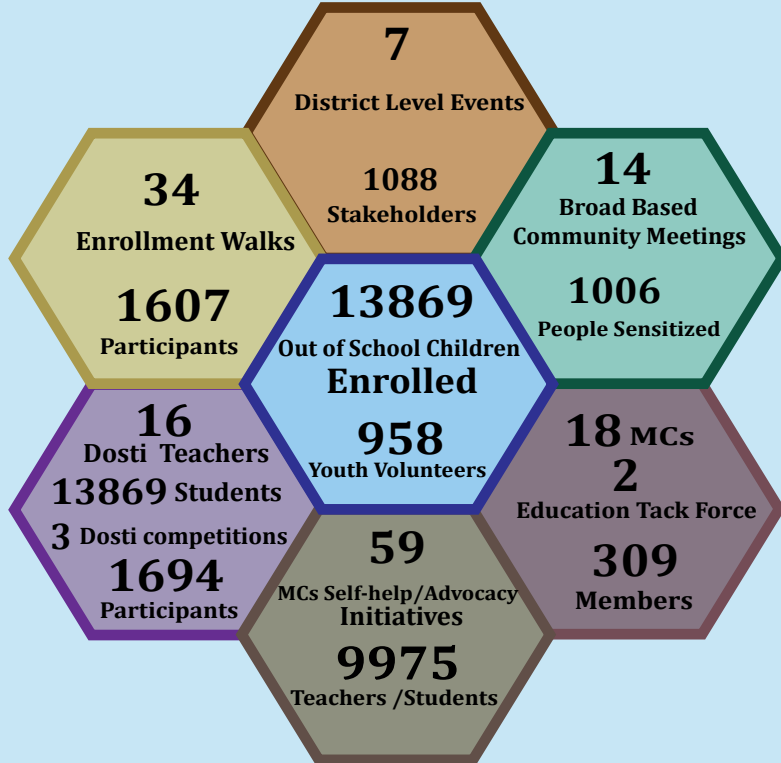
KEY ACHIEVEMENTS



Our School
Neat and Clean
Access to ALL for Healthy Living



Activities wise Project Beneficiaries



Community Mobilization

Broad Base Community Meetings: The project team has conducted extensive social mobilization process to gear to sensitize community actors in project UCs and schools. Total 14 community meetings conducted at Union Council level and 1006 (441 women and 565 men) educated and sensitized on project objective and methodology, importance of child education and community organization for collective actions. Through these meetings mobilize public opinion in order to promote child education and enroll out of school children.

Formation and Strengthening of Education Committees: During the project life total 18 Education Mohallah Committees (MCs) with 260 men and women members including parents, teachers, civil society, local decision makers, women activists, youth volunteers and local representatives in Narowal and Sahiwal districts. Rural Aid Pakistan build the capacity and capability of all MCs through training workshops. These workshops were designed with the objectives of achieving following results; Firstly, to strengthening enabling environment and raised general awareness about the issues taken under project; secondly establishing a vocal and expressive network of volunteers who could really deliver; thirdly through these workshops we have trained our MC members to address the issues of out of school children and their retention by themselves. These well oriented and trained MCs are playing a great role for awareness raising, problem identification, action planning, monitoring, advocacy, self-help school's improvement initiatives and child retention.

Formation and Strengthening of District Education Task Force

Formed 02 Education Task Forces at district level in Narowal and Sahiwal with 49 men and women members including chairman of Mohallah committees, education department, social Welfare department, Bar Association, teachers, Parents, youth volunteers, media and local government representatives. The main purpose of this task force is to strengthen the achievements of various Mohalla Committee, complement the departmental efforts at grass root level to ensure the access to the quality education and supporting communities in taking-up the self-help initiatives or improvements in education facilities. The members of task force showed greater interest for the betterment of education inclusion.

Self-help School Improvement and Successful Advocacy Initiatives of MCs

During the reporting life the project shown impact oriented success in district Narowal. The project MCs have taken 59 self-help school improvement and successful advocacy initiatives and benefitted 9975 teachers school children. The champions of Mohalla committee's site with the neighbor communities, collaborated with schools and education department to increase enrollment, retention and convinced community influencers for conducive learning environment in 92 schools through fundraising, installation of water facilities, construction of class rooms & wash-rooms, installation of ceiling fans, medical camps, playground leveling, hygiene promotion activities, etc. The project has also progressed key advocacy initiatives taken by Mahhala committees. They have built strong backward and forward linkages with community and school actors.



Child Enrollment Walks

During the project time frame out of school children enrollment in schools was standing agenda of project. To cope this 34 child enrollment walks conducted at Union Council and District level and 1607 community members (1088 men, 271 women and 248 young children) participated and sensitized. The main purpose of these public walks to aware and mobilize the common people on child education and their responsibilities for enrollment of out of school children. Community influencer and key actors be part of this walk and highlighted this at UC and village level.

Capacity Building of Youth Volunteers/ILMBASSADOR

During the project life total 958 youth volunteers (675 men and 283 women) trained through 30 training workshops. Rural Aid build the capacity of these youth volunteers on community mobilization, child enrollment cycle, child retention. These trained ILMBASSADOR is working at grass root level and playing a vital role for identification of out of school children, community mobilization, enrollment of out of school children and their retention. These volunteers committed towards the goal of changing the future of the children in their communities possibly the future of their community.

Enrollment of Out of School Children

During project life Rural Aid Pakistan geared comprehensive mobilization and sensitization approach to increase enrollment of children in schools. Resultantly all community actors especially youth volunteers took tangible initiatives and total 13869 out of school children including 6217 girls enrolled in government schools by youth volunteers in Sahiwal and Narowal district. As per the verified data, 99% children retained in schools.





Dosti Sport Program

A). Dosti Teacher Training: SOLF trained 16 male and female Dosti Sport Teachers and 04 youth volunteers for planning and implantation of dosti sport activities at school level.

B). Distribution of Dosti Sport Kits in the Ceremony: Rural Aid Pakistan organized “Distribution of Dosti Sport Kits” ceremony in Narowal with the participation of EDO Education, education department officials, school management and distributed dosti sport kits to 08 selected Dosti schools for the enhancement of curriculum activities and retention of the enrolled children in that schools.

C). Dosti Sport Activities at Schools: The trained dosti teachers conducted dosti sport activities at school level and 1043 school children (498 boys and 545 girls) directly participated in dosti sport activities at school.

D). District level Annual Dosti Sports Competitions: After completion of sports sport annual plan at school level, 3 Annual District level Dosti Sports events conducted and 241 boys/girls participated in the following game competitions:

1. 100 Meter Race
2. Lemon on A Spoon Race
3. Sack Race
4. Three Leg Race
5. Obstacle Relay
6. Soccer Race
7. Skipping Rope Race
8. Mix-it-up Relay

1694 students, teachers, education department officials, government officials, youth volunteers, members of education mohallah committees, parents, local government representatives, community activists, women and media representatives participated. At the end of these competitions the prizes distributed among the 1st, 2nd and 3rd position holder students and schools.



SCHOOL IMPROVEMENT INITIATIVES

Rural Aid Pakistan successfully implemented the following school improvement grants by British Council with the collaboration of local Education Mohallah Committees:

A). Construction of school wall and clean drinking water facility in Government Primary school & Girls Elementary School village Panwan: completed the construction of school wall (187ft with 8ft height) and clean drinking water facility. The total cost of construction is PKR 252920 including 20% contribution of local Education Mohallah Committee.

B). Construction the Class Room for Students in Government Elementary School, Village khral Kahna: Completed the construction the class room (20 x 14ft) and corridor (7ft x 14ft) for students. The total cost PKR 255,000 including 20% contribution of local Education Mohallah Committee.

C). Provision of Furniture and Clean Water Facility in GGPS Nama Samoor village: provided furniture for 121 students, electric water cooler and installation water tank for washrooms. The total cost is PKR 250,000 included PKR 50,000 contribution of local Education Mohalla Committee.



COORDINATION, NETWORKING AND ADVOCACY



The 7 district level events conducted for appreciation and acknowledgement of the services, coordination networking and advocacy between youth volunteers, education mohallah committees and relevant government department and other decision makers. The During the reporting period the following events conducted:

Event	Participants		
	Men	Women	Total
Acknowledgement and Appreciation Ceremony Narowal	143	71	214
District Community Event Narowal	136	67	203
District Community Event Sahiwal	158	3	161
District Community Event Narowal	153	73	226
District Community Event Sahiwal	155	12	167
Education Forum Narowal	37	15	52
Education Forum Sahiwal	61	4	65
Total	843	245	1088

1088 Members of Mohallah committees, teachers, parents, youth volunteers, women, representatives of Media, government education department, local government department, social welfare department, bar associations, CSOs, local government representatives, community activists, religious and minorities leaders actively participated in these events. These events played a great role for coordination, networking and advocacy, sharing of experiences, lesson learnt, challenges and project achievements. The following key officials participated in these events:

1. Mr. Ahsan Iqbal Federal Minister for Planning, Development & Reforms
2. Mr. Kevin McLaven Director British Council
3. Mr. Khawaja Mohammad Waseem Butt Member Provincial Assembly
4. Mr. Rana Manan Khan Member Provincial Assembly
5. Ms. Wajiha Akram, MNA and Parliamentary Secretary of Education Pakistan
6. Mr. Sardar Mahindar Pas Singh (MPA - Parliamentary Secretary of Human Rights & Religious Affairs Govt. of Punjab)
7. Mr. Hassan Jamil, Head of ILMPOSSIBLE Take A Child to School-British Council
8. Mr. Ch. Naeem Ikhlq (Voice Chairman Municipal Committee Shakargarh)
9. Mufti Abdul (Project Manager TACS Punjab)
10. Mr. Anwar Baryar (Assistant Commissioner Shakargarh)
11. Mr. Mazamal Yar (Deputy Director Social welfare Narowal)
12. Muhammad Jawad Ch (Member Punjab Advisory Council, Ministry of Information & Culture, Punjab)
13. Dr. Syed Riaz Hussain Hamdani (Director – Sahiwal Arts Council)
14. Mr. Saad Bajwa (Project Coordinator Punjab – British Council)
15. Mr. Rana Muhammad Ajmal Khan (Chairman TMA – Chichawatni)
16. Mr. Rana Muhammad Farooq (Vice Chairman – District Council Sahiwal)
17. Mr. Rana Khalid Parvaiz (Additional Director Local Government, Narowal)
18. Mr. Noman Tarar Assistant Commissioner
19. Mr. Shahzad Munir Vice Chairman District Council, Narowal
20. Mr. M. Aslam District Officer Education, Narowal
21. Mr. Ch. Sajjad Munir Deputy Director Local Government, Narowal
22. Mr. Asif Sharazi District Monitoring Officer, Narowal
23. Mr. Mohsin Irshad (Assistant Director – Social Welfare Department Sahiwal)



MONITORING AND EVALUATION

To ensure the effective and efficient project Rural Aid Pakistan has a very strong participatory monitoring and evaluation system at office and field level. All the activities planned and monitored as per agreed indicators and Project Monitoring Framework (PMF).

Objectively Verifiable Indicators (OVIs) and their Means Of Verification (MOVs) identified in favor of all activities in a participatory manner. The organization develop project monitoring plan to ensure quality and compliance of project interventions. Regular field visits conducted by the M&E team and involved regular meetings with project staff and education mohallah committees to discuss / resolve issues and identify ways to continually improve the activities. During the process the following activities conducted:

- a) Enrolment verification by M&E and project staff
- b) Monitoring of volunteers
- c) Monitoring of MC activities and progress
- d) Monitoring of DOSTI activities in school
- e) Retention Monitoring
 - status of retention of children
 - Key strategies employed to ensure retention
 - Challenges in retention

Monthly, quarterly and annual planning and progress review meetings were held at field and office level. This helped to encourage participants to review their work and their initiatives and to act collectively in improving the situation of their areas. A satisfactory number of participants attended the meetings and the aims & objectives of the project were reviewed. All the problems, which are faced by implementation team, were discussed and developed monthly action plans.



KEY CHALLENGES AND MITIGATION STRATEGY

We faced the challenge of youth volunteer's identification and their retention because our project area is located at PAK-India border and remote rural area. Due to lack of employment opportunities majority of educated youth migrated to other cities for employment, business and labor.

We handle the issue by changing our youth volunteer selection strategy and we engaged more female volunteers in these areas and committed male youth volunteers living in project areas long term basis and involved in local livelihood sources i.e. agriculture, livestock, shop keeping, etc.

- Parents Motivation of out of school children (OOSC): Due to the poverty and involvement of these children in local hotels, bricks company, motorcycle workshops and agri labor and parents are not agree to enroll their child due to the earning hands.

We conducted the joint meetings of volunteers and MCs in these UCs for action planning regarding the parent's mobilization. We handle the issues by joint parents' mobilization sessions with youth volunteers and MC members. MC locally launched fundraising campaign for these children and supported these children by provision of uniform, shoes and stationery items among the vulnerable child.

- Lack of coordination between MCs and school management: Rural Aid Pakistan team conducted coordination meetings with education department and local education officers (AEOs) and involve them in all project activities regularly.

Due to this the AEOs now is active part of MCs and DETF. The Effect of the strategy the good relationship is developed between MCs, youth Volunteers and education department and achieved all tasks smoothly.





LESSON LEARNT

The participatory approach is a key factor to form the effective MCs, selection of the committed youth volunteers, change in community and parents' behavior and understanding of child education & rights.

Regular monitoring and evaluation of project activities at each level lead to achieve project goals with minimum distractions and always helpful to identifying new ways and models in solving problems.

Youth volunteer's and MCs commitment ensures effective community mobilization, learning and development of change agents at community level.

Better planning is helpful to get better results & target achievements in due time.

Through timely feedback and gaps identification process is very helpful to improving actions in timely and qualitative manners.

Community based consultation is an effective means of adopting strategies to social environment. Enrollment walk was the best tool to engage and sensitize general masses.

Participatory approach is a very helpful tool for better involvement, learning, confidence building and skill enhancement of youth volunteers, MCs and project staff

Establishing mohallah committees at the grass root level help in effective coordination and community involvement.

Involving religious leaders, govt. officials and education department provide stronger support on wider scale.





PARTNERS OF THE PROJECT



Rural Aid Pakistan: Rural Aid Pakistan is project implementation organization in Narowal and Sahiwal districts.



British Council: The British Council UK's foremost cultural relations organization dedicated to building trust and understanding between people from different cultural backgrounds in Pakistan, their focus is mainly on education, skills for employability, English, creativity and active citizenship.



School of Leadership Foundation (SOLF): SOLF is the strategic partner on content and capacity building of TACS facilitator and community mobilize.



Children Global Network Pakistan (CGN-P): Children's Global Net Work (CGN) will conduct government level advocacy, obtain government buy-in through MOUs and provide practical support in addition, CGN responsible for the formation and activation of Mohallah Committees nationwide.



Rural Aid
P A K I S T A N

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