

28 February 2018

## Management response Wycliffe

Final evaluation Parkari Community Development Program  
QZA-12/0763-187; Digni nr. 10542

The final evaluation for Parkari Community Development Program (PCDP), for the program period of 2013-2017, was conducted during the spring of 2017, and the final report presented in June 2017. The evaluation was carried out by Clinton Robinson, an independent consultant with vast experience in development work, especially educational projects.

The Purpose of the evaluation is as stated in the ToR and evaluation report:

*The purpose of this evaluation is to assess whether the objectives of the project were achieved, whether the strategy was relevant, how effectively the funds were spent and to what extent the project has led to long-term sustainable results. The ToR further specified that the results should be compared against the project logframe, with particular regard to relevance, effectiveness, efficiency, and outcomes and impact. Among these concerns, the ToR gave special emphasis to examining and assessing the sustainability of the processes and results of PCDP activities in Parkari communities.*

### The evaluation process

The evaluation was carried out in a professional and timely manner. Communication and cooperation has been open and transparent between the evaluator, PCDP, and Wycliffe. PCDP has provided all necessary documentation without delay. Mr. Robinson did a good and thorough job, producing a very comprehensive report.

### Conclusions and findings

Wycliffe is satisfied with the conclusions and findings of this evaluation. It has successfully confirmed our notion that the project is indeed doing well, following the agreed plans, and having success in reaching the target group. In this section we will mention some aspects of the conclusions and findings that we find important to comment:

- Wycliffe wants to highlight the evaluator’s praise for the project achievements. We agree that PCDP has done a tremendous job, reaching a large number of people with limited means. They have succeeded in reaching their planned targets. This indicates an able project management team, and the quality of a project that we are proud to be supporting.
- Wycliffe wants to praise PCDP for its ability in innovation and cost-effectiveness. They manage to do very much with very little funds. For example, they have started cost-effective primary-plus classes to cater for the need of secondary schooling in remote villages, and started the Each-one-teach-one campaign to encourage the literate to teach their family and friends in their spare time.
- Many of the recommendations will, however, not be possible due to limited financial resources. Wycliffe wants to highlight the work PCDP already has done to secure the sustainability of the project, through among other things, the Community Development Network (CDN system). We want to encourage PCDP to continue the work on the CDN system and future sustainability, as well as to seek out other donors to increase the program and reach more of the target group.
- There is a need to continue capacity building and work on the M&E in the organization to secure the results in the future. Capacity building for staff on several levels are needed to gather the necessary numbers for the RBM.
- In the report it is noted that “Norad funds, channelled through the Digni Consortium, were in fact lower than the original budget request, resulting in reduced annual disbursements. This overall reduction in the budget meant that some activities were affected; the report notes where this was the case.”<sup>1</sup> Wycliffe wants to comment that the risk of budget cuts had been clearly communicated with PCDP, and was as such no surprise to the project. We do, however, acknowledge the difficulty such a cut has for the project. It should also be noted that the currency exchange rate between NOK and PKR has developed during the project period in a way unfavourable for the recipients in Pakistan, causing them to receive less than expected.
- While the Executive Director and Managing Director of PCDP are highly skilled, Wycliffe is concerned about the lack of expertise and competence in PCDP. Other members of the management team and staff need further training to secure the smooth running of the project in the future, and to make sure the top management is not overloaded.
- Wycliffe requests that PCDP carefully follow the local regulations, complete government registration, and keep an open and transparent communication with Wycliffe about any complications or changes.
- Wycliffe acknowledges the recommendations from the evaluator, and commits to help PCDP follow up the recommendations as described in their management

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<sup>1</sup> Final evaluation PCDP, p.6

response. The request for annual training in different topics, including RBM/logframe development, is noted.

Wycliffe is very pleased with the way the evaluation was conducted, and is thankful to both the evaluator and PCDP for good cooperation during this process. The evaluation has successfully proved what we already knew; that PCDP is doing exceptionally good work. We are proud to be partnering with PCDP.

Yours sincerely,



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*Director, Wycliffe Norway*



Margrethe Lia  
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# P PARKARI C COMMUNITY D DEVELOPMENT P PROGRAMME

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## PCDP's Core Activities

### Advocacy & Awareness Project (AAP)

- o Community Building (Units/Clusters/Zone)
- o Youth Development
- o Capacity Building
- o Community Economic Stability

### Parkari Literacy Project (PLP)

- o Multilingual Education
- o Education Awareness
- o Adult Literacy
- o Community Self Help Schools
- o Secondary Education

### Health Care Project (HCP)

- o Health & Hygiene
- o Safe Motherhood
- o Basic Health Care and Midwifery Trainings
- o Hospital Assistance
- o Free of cost OPD services
- o Child to Child health awareness

### Development & Relief Project (DRP)

- o Vocational Skills
- o Income Generating Activities
- o Water & Sanitation
- o Emergency Response

### Production & Publication Department (PPD)

- o Distribution of Awareness raising material
- o Parkari to Parkari and Urdu & English Dictionary
- o Publication of Quarterly Parbhat Magazine in Parkari

### Parkari Audio Visual Project (PAVP)

- o Recording & Production of Audio Cassettes & CDs
- o Production of Documentaries

### Parkari Literature Translation Project (PLTP)

### Monitoring & Evaluation (M&E)

## PCDP Management Response to Final Evaluation 2017

PCDP management values the work of the evaluator to conduct the final evaluation and compile the comprehensive report and its contributions to learning and the enhancement of PCDP's performance. PCDP agrees that the end of project evaluation report captures the progress so far made and concurs with the lessons and majority of the findings and recommendations. This response serves to outline PCDP's reaction to specific points raised in the report and highlight commitments to undertaking specific recommendations to improve future PCDP's projects.

The mechanism of Community Development Network (CDN) was highly appreciated, whilst the need of strategic plan for the organization as a whole was also felt. PCDP agrees to articulate and implement a new 5-year strategic plan (2018 – 2022) for the organization. It will provide a framework for medium to short term planning and initiatives in organizational development. It will also include PCDP's efforts to strengthen the CDN structure and foster the sustainability model of self-resourced development through the membership fees and cooperative societies. Over all it is encouraging to note that majority of the targets planned in 2013-2017 are achieved. A narrative assessment of the programme results, through which the relevance, effectiveness and impact of the project interventions were described and analyzed are presented in the report. At some points it was difficult to measure results due to the lack of a comprehensive M&E system. Responding to this issue, the reestablishment of the Monitoring and Evaluation Department is one of PCDP's priorities. The hiring of competent and experienced M&E manager, with redefined responsibilities, will improve the function and reporting mechanism.

Some of the recommendations related to programmes are encouraging but at present PCDP is limited to take any action due to lack of financial resources. The equitable provision of schooling within a single and unified model is not possible as the difference between the MLE and self-help school systems is due to budget and project duration limitations. Same issue is found for continuing expansion of educational opportunity, but PCDP's plan to start primary plus classes in villages will provide the opportunity for children, especially girls, to continue their education after primary.

It is highly recommended that PCDP should urgently take measures to diversify its funding sources. PCDP is making efforts and seriously working to expand partnership inside and outside of Pakistan to access new funding opportunities. It is a necessary element of PCDP's future planning. The membership in the consortium is one of PCDP's key steps to search for funding opportunities for joint ventures.

In conclusion, it is exciting to see that the final evaluation report highlights some significant progress made by the project as well as highlighting some key challenges that remain to be addressed. We will endeavor to ensure recommendations are acted upon in future projects in order to ensure the project's objectives and outcomes are achieved.

Mr. Poonam Paschal  
Executive Director  
PCDP

## PCDP Management Response

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*To the recommendations from Final Evaluation 2017*

Recommendations	Approved/ disapproved	PCDP's Response
<b>a. Strategic planning</b>		
<p>1. Articulate a strategy for long-term sustainability, which includes but is not limited to the CDN, and addresses also institutional development and capacities, and use the strategy for short to medium term planning;</p>	Approved	<p>PCDP Management plan to articulate and implement a new 5 year strategic plan (2018 – 2022) for the organization. This plan will include all relevant parts of the vision of PCDP and particularly focus on the capacity needed to support local development initiatives. This will include not only financial capacity, but also PCDP's ability to find funding for its projects from institutions such as governments and large foundations. The 5 years strategic planning is expected to take place in the second quarter of 2018.</p> <p>The 5-year strategy will provide a framework for medium to short term planning and initiatives in organizational development by providing capacity building opportunities to staff and establishing systems in the organization.</p>
<p>2. Upgrade skills in planning, in particular for RBM / log-frame development and including the design and definition of indicators.</p>	Approved	<p>The Management team has worked on improved planning skills in order to develop RBM/Log-frame. Recently, PCDP developed the RBM document for the 5 year new project application. While designing this new RBM, PCDP got a lot of additional experience in the logic of the RBM system. Further training of the M&amp;E department (see Recommendation 23) will lead to even more understanding of RBM.</p> <p>Moreover, PCDP has requested annual external facilitators from Wycliffe for organizing trainings in different topics, including RBM/logframe development for project managers and staff in management positions.</p>
<b>b. Sustainability and model of development</b>		
<p>3. Continue to develop the CDN as</p>	Approved	PCDP has already introduced phase II to

<p>a model of self-directed, self-resourced development, with its component of potential institutional sustainability through membership fees, and document thoroughly the pilots of Phase II;</p>		<p>the CDNs, including the concept of cooperative societies. These cooperative societies within the CDN system will establish a model of self resourced development of the Parkari community. One of the objectives of this is to realise new financial sustainability through the introduction of membership fees for cooperative societies in all 21 CDN clusters.</p>
<p>4. Link the model of development explicitly to the SDGs (in reports etc), in particular the intention to 'leave no-one behind' and to 'start with the most vulnerable first';</p>	<p>Approved</p>	<p>PCDP has clearly explained in the new project document how PCDP's programs directly addresses SDGs. PCDP will try to show and proof results of activities related to the SDGs in reports, newsletters etc.</p>
<p>5. Design a visibility and communication strategy in order to share the model, its principles and lessons more widely.</p>	<p>Approved</p>	<p>PCDP has structured a team that is responsible to attend social events organized by the community. It will use these platforms to publicize the model of CDN, especially in the area of self-resourced development. For broader level visibility, PCDP will share this model more widely through newsletters, website, and conference presentations.</p>
<p><b>c. Programmes</b></p>		
<p>6. Education (schooling for children): re-design the strategy for equitable provision of schooling within a single, unified model of establishing, supporting and resourcing schools, maintaining and strengthening the multilingual approach based on the mother tongue;</p>	<p>Acknowledged</p>	<p>The difference between the MLE and self-help school systems is due to budget and project duration limitations. Therefore this recommendation will require a longer-term approach based on consultations among the PCDP management team and with communities of the CDN network.</p>
<p>7. Develop a plan for continuing expansion of educational opportunity, to include girls' enrolment, middle school grades, unreached villages;</p>	<p>Acknowledged and partially approved</p>	<p>The budget will not allow to expand the program, but PCDP has plans to start primary plus classes in primary schools to ensure middle schooling in unreached villages. PCDP will set up 8 primary plus classes, 2 every year, from 2018 – 2022.</p>
<p>8. Extend in-service teacher training to all PCDP schools (under a new unified model);</p>	<p>Approved</p>	<p>PCDP has planned to organize monthly meetings as in-service teachers training for all PCDP schools within an incorporated training model. The teachers will be called on monthly basis to share their progress and challenges faced in teaching. PCDP's literacy project team will</p>

		provide additional training to enhance their teaching skill.
9. Education (adults): review and upgrade adult literacy provision to offer adults a level of independent literacy use; analyze the literate environment (what and why people read and write) as a basis for defining literacy purposes; identify specific sources of funding for this activity;	Approved	Adult literacy writer's workshop is planned in 2018. PCDP will review and upgrade the material for adult literacy in the first half of 2019. To find specific sources of funding, PCDP will write concept notes for the adult literacy program and will submit to various networks where PCDP has recently been registered such as Global Giving.
10. Cultural areas: ensure continuing investment in promoting Parkari culture as an essential element of empowering the community;	Approved	PCDP is sensitive about preserving Parkari culture and language through literature and other means. PCDP is known as a pioneer in keeping Parkari language in written form alive. PCDP will continue to produce a variety of written material such as in Parbhat Magazine, Parkari books written by Parkari writers, Parkari Dictionary, pamphlets, charts, calendars etc.  PCDP will try to find extra funds in order to produce audio and video material promoting Parkari culture in the community.
11. Strengthen initial and in-service training for Basic Health Care Workers and other field staff as noted in this report;	Approved	It is a part of PCDP's internal strategy to improve capacity of staff by providing capacity building opportunities. These training sessions will take place during follow-up visits.
12. Explore with communities possible new areas of intervention, such as: additional areas of vocational training for both women and men; entrepreneurial / small business training; environmental protection activities; agriculture-related activities;	Acknowledged	This is included in PCDP's long-term wish list but is not included in the budget of the 2018 – 2022 project. PCDP will try to find funders who are interested in funding a vocational skills or TVET project.
13. Keep programme priorities under review, as CDN members give input on needs and demands;	Approved	PCDP will organise regular meetings to allow CDN members to give feedback about PCDP's interventions.
<b><u>d. Administration, management and funding</u></b>		
14. Urgently devote significant effort to identifying new funding	Approved	PCDP has already begun seriously working to expand partnership inside and outside

partners, both inside and outside of Pakistan;		of Pakistan to access new funding opportunities. It is a necessary element of PCDP's future planning. PCDP will continue the partnership with the consortium to avail short-term joint projects. To find new donors PCDP will utilize the networks wherein PCDP recently got registered. PCDP will conduct exposure visits of donor agencies with well-prepared presentations, concept notes, etc.
15. Keep salary levels for all staff under review as the funding situation develops and raise salary levels as possible;	Approved	While working on the budget for the new application, PCDP consciously focused on this issue. PCDP management tried to increase the salary level of staff with the lowest scale to medium; higher staff salaries were decreased and lower salaries were increased. In addition, PCDP tries to find funding from other funding sources in order to increase the resources of the organization.
16. Establish a single programme database, based on each village and including pending requests for management of further planning;	Acknowledged	PCDP wishes to design a centralized database, but due to limited funding this will probably not be possible during this project period.
17. Introduce an automated system of regular back-up of computer files.	Approved	During the first half of 2018, PCDP will install an auto back-up system by installing software on all of its computers.
<b>e. Gender</b>		
18. Urgently appoint at least two women to the PCDP Board;	Approved	PCDP is also in favor of gender balance at higher management level; in the first quarter of 2018 two women members will be included in PCDP's board.
19. Continue to identify female animators and, over time, seek ways for women to function as Cluster-in-Charges	Approved	During the next 5 years PCDP will increase the number of female animators from 2 till 6. PCDP will continue to address cultural barriers so that female animators will be a big support for women in the cluster.
20. Work with SMCs and VCs to identify, train and appoint more female teachers;	Approved	PCDP will continue to give priority to hire literate women/girls when selecting teachers.
21. Continue to foster gender balance at all levels of PCDP departments and leadership positions;	Approved	PCDP emphasis and encourages competent women to join PCDP projects/departments and take leadership roles. Being a community-based

		organization, it is a challenge to hire capable women from the Parkari community, as very few of them have the necessary qualifications. For some positions females from other communities can be hired for PCDP departments.
22. Work consciously within and outside the organisation to find new opportunities to give PCDP female staff greater responsibilities and visibility.	Approved	PCDP will bring gender balance in practice not only at the level of management, but at all levels of the hierarchy. Women staff will be given opportunities to take part or attend meetings/events outside the organization in order to represent the organization to government officials, social welfare departments, government line departments etc.
<b>f. Capacities</b>		
23. Review functions and capacity of M&E department, increasing its level of expertise and further defining its role and relationships in the organisation;	Approved	Management is planning to redefine the responsibilities and improve the function of the Monitoring and Evaluation Department by hiring a competent and experienced person in first quarter of 2018.
24. Reinforce capacity in reporting from the field – accuracy, completeness, relevance;	Approved	With the help of a newly hired M&E Officer, PCDP will improve its reporting mechanism by redesigning its formats in order to obtain more accurate reports from the field.
25. Regularly check on capacity needs of Cluster-in-Charges, female animators, and Unit-in-Charges, so that they can adequately guide, advise and facilitate CDN villages.	Approved	Refreshing courses and special training material on relevant thematic areas will be designed to improve the capacity of female animators, cluster and unit-in-charges. Capacity, performance and training needs will be reviewed regularly during training organised by the human resources department.
<b>g. Leadership and succession</b>		
26. Develop a leadership succession plan in consultation with the current leadership and the Board;	Approved	In order to secure long-term leadership PCDP will regularly assess the performance of existing senior management staff to determine who would qualify for future leadership roles and what extra training is needed for them to fit such a role. A detailed leadership succession plan will be finalized by the end of second quarter of 2018.
27. Invest in senior management	Approved	In the second quarter of 2018, PCDP will

<p>through a deliberate process of capacity development, exposure and mentoring.</p>		<p>make an assessment of capacity needs of senior management as a basis for further development. Opportunities to broaden the exposure of senior management to development approaches will be pursued through contacts in Pakistan and international NGO communities, and attempts will be made to allocate funding for these efforts.</p>
<p><b>h. External relations</b></p>		
<p>28. Maintain and strengthen relations with relevant government departments and consider cooperation based on specific interventions of limited scope and duration (but not open-ended);</p>	<p>Approved</p>	<p>PCDP has established a good relation with district level government and line departments through involving and informing them about PCDP's aim and interventions. PCDP is working to access government verification departments to obtain registration at national level as well.</p> <p>There is a set of training planned in next 5 years to build the capacity of cluster-in-charges and for other community people. These trainings will enable the community to improve linkages with government line departments. Through better relations, Parkari community will be able to get benefits from government schemes and subsidies.</p>
<p>29. Further develop links with NGOs and networks active in related areas, particularly at national level;</p>	<p>Approved</p>	<p>PCDP will continue to expand its circle of partnership locally and nationally. In this connection the management is planning to propose/generate/reserve funds (see also Recommendation 27). Funds is required for attending events/meetings organized by national networks or partner organizations. At some places there is a membership fee required to get registered with a network. Therefore these activities will be included in organization's budget.</p>
<p>30. Explore the possibility of sharing PCDP experience in regional and international meetings, conferences and events.</p>	<p>Approved</p>	<p>PCDP management will pursue and include this recommended point in future planning of the organization, and will explore possibilities through wider contacts (see also Recommendation 29).</p>

# Parkari Community Development Programme - PCDP

## Report of the Final Evaluation 2013-2017



**Clinton ROBINSON**  
**Consultant**  
**June 2017**

**REPORT**  
**of the Final Evaluation of Project:**  
**Pakistan: Norad QZA-12/0763-187; Digni 10542 – 2013-2017**  
**Parkari Community Development Programme (PCDP)**

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**Clinton ROBINSON**  
**Consultant**

**Overview**

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I also express my heartfelt gratitude to Ms Erona Paschal, Managing Director of the Parkari Community Development Programme, who was the focal point for the evaluation and who gave unstintingly of her time in order to provide the necessary information and input.

Thanks are also due to all the staff of PCDP in the field and headquarters for their willing cooperation in the evaluation process, and to Mr Matthew Yousaf for interpretation.

I would like to thank Ms Margrethe Lia of Wycliffe Norway and Mr Rob van den Heuvel, consultant to Wycliffe Norway, for their support in making the necessary arrangements for the evaluation, as well as Mr Tom Jørgen Martinussen of the Royal Norwegian Embassy in Islamabad for his valuable assistance in obtaining a visa for Pakistan, and Mr Muhammad Bilal Aziz, of UNESCO, and Mr Sajid Baloch, Deputy Delegate of Pakistan to UNESCO, for their helpful advice.

Finally, my thanks go to the villagers of Kavro Paro, Karchi Paro, Vershi Colony and Bheemo Paro in Sindh Province, Pakistan, for their open welcome to this stranger who had so many questions to ask.

Clinton Robinson  
Paris  
14 June 2017

## A. Introduction

The Parkari Community Development Programme (PCDP) grew out of work in the 1980s on the development of the Parkari language and culture, with a strong emphasis on literacy. Incorporated in 1999 and officially registered in 2003, PCDP has grown into a locally owned and directed non-governmental organisation (NGO) engaged in multiple aspects of development throughout the Parkari community; its vision is expressed as: "...an empowered Parkari Community – literate, healthy, self-reliant, socially integrated and free from socio-economic oppression." An overview of its history, activities and principles can be found at [www.parkaricdp.org](http://www.parkaricdp.org) and [www.pcdp-uk.org](http://www.pcdp-uk.org). Since 2004 PCDP has received funding through the NGO funding modalities of the Canadian International Development Agency (CIDA) 2004-2007 and of the Norwegian Agency for Development Cooperation (Norad) 2007-2017.

## B. Purpose and scope

This report covers the final evaluation of the five-year period 2013-2017, during which Norad provided funding to PCDP received through Wycliffe Norway, a member the Digni Consortium which is one of the NGO partners of Norad. The final evaluation was commissioned jointly by Wycliffe Norway and PCDP and took place in April and May 2017, with a visit to PCDP in Pakistan from 8 to 23 April; the itinerary and schedule are found in Appendix 1. After feedback from Norway and Pakistan, the report was finalized in June 2017.

According to the terms of reference (ToR – see Appendix 9), the purpose of this evaluation is to assess whether the objectives of the project were achieved, whether the strategy was relevant, how effectively the funds were spent and to what extent the project has led to long-term sustainable results. The ToR further specified that the results should be compared against the project logframe, with particular regard to relevance, effectiveness, efficiency, and outcomes and impact. Among these concerns, the ToR gave special emphasis to examining and assessing the sustainability of the processes and results of PCDP activities in Parkari communities.

Given that the Norwegian funding constituted by far the largest proportion of PCDP's resources for its development programme over the last five years, the evaluation covers all the programme activities as well as the structure and functioning of the institution. Again, the perspective of sustainability will be a key lens through which to make assessments of all these aspects.

It is worth noting that Norad funds, channelled through the Digni Consortium, were in fact lower than the original budget request, resulting in reduced annual disbursements. This overall reduction in the budget meant that some activities were affected; the report notes where this was the case.

## C. Context

The context in which PCDP operates is the major factor which determines the nature, role, interventions, impact and future of the organisation. The outcomes of this funding period can only be understood against the background of the context – a context that is both historically conditioned and currently dynamic. The project<sup>1</sup> and its interventions were affected by the opportunities and above all the constraints of the context, and at the same time had the purpose of achieving significant change in the context, thus enabling the realisation of the project objective of ‘improving the lives of the Parkari people in the Sindh region of Pakistan, eradicating discrimination and maximising opportunities for self-directed development’ (Prosjekdokument 2012: 1). That document, the Annual Reports of the project, the Mid-Term Evaluation Report, and the websites present the nature of the context, and it will suffice here to recall the essential features which impinged on the outcomes of the project:

- **Geographical conditions:** located in the east of the Province of Sindh in the south-east of Pakistan, the Parkari community is spread over arid and desert areas; the environment is harsh and difficult. Part of the area (known as the ‘barrage zone’) is under year-round irrigation by a system of canals bringing water from the north of the country; the extensive agricultural production of the region is only possible because of irrigation. Seasonal flooding occurs from time to time (last major flood 2011). The eastern part of the Parkari area is desert (known as the ‘desert zone’), with low annual rainfall which is currently unpredictable (with the influence of climate change). Minimal agriculture is possible, with livestock being the main activity. Drought is frequent, leading to the migration of the population on a seasonal basis to the irrigated area.
- **Minority status:** the Parkari community is one of several ethnic minorities in Sindh province, all of which are marginalised in relation to the majority community. Minority status is characterised by both religious and social status: the Parkari people are majority Hindu, with a Christian minority among them. Within the Hindu caste system, the Parkari were considered untouchables and were thus the lowest of the low in the social hierarchy, and considered inferior by the Muslim majority. It is worth noting the religious and caste affiliations are indicated on the National Identity Card of the Parkari people (and of other minorities) and that surnames also reveal ethnicity.
- **Cultural and linguistic difference:** the Parkari people have their own language and culture, distinct both from the majority Sindhi-speaking population of the province and the Urdu-speaking population across the country.<sup>2</sup> Cultural differences include many aspects of social and individual relations and behaviour, and are also evident in dress styles. The Parkari language has been in use in written form for educational and other purposes since the 1980s, alongside Sindhi and Urdu.

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<sup>1</sup> Throughout this report the term ‘project’ is used as shorthand to indicate the programme of PCDP in the last five years of Norwegian funding. It should not be construed as an endorsement of the project approach to development.

<sup>2</sup> Note that Urdu is the national language of Pakistan, spoken as a second language by some but not all of the country’s minority populations.

- **Discrimination and exploitation:** in addition to the ascribed low minority status, the Parkari face active discrimination and exploitation. Decades, if not centuries, of such treatment have led to an internalisation of this status and a consequent acceptance, to a certain extent, of discriminatory practices; in other words, the Parkari often expect to be discriminated against, and until recently could find no way to resist. Discrimination is manifest, for example, in lack of access to government services, lack of civic participation and voting rights, and physical and social separation. Examples of exploitation include situations when majority-community members, at their command, expect instant compliance and immediate work/service from any Parkari community member, withholding of wages/payment, expulsion from housing or land.
- **Gender roles:** traditional gender roles assigned no autonomous decision-making power to women, with men in full control of women's lives. Women were expected to grow food, provide meals and care for the family, bear children and generally do the bidding of their male relatives. They had no control over financial or other resources.
- **Economic status:** the Parkari community is among the poorest in Pakistan, with extremely low cash income, and a tenuous hold on resources such as land or agricultural production. What resources they have are often held in the form of cattle, which are turned into cash for ceremonies or medical emergencies. Most Parkari are landless labourers, working and living on the land of landlords from the majority community and at his complete disposal; this includes not only work, but also using them as leverage for his power base (particularly if his workers have voting rights). Sharecropping is the most common form of payment, or occasionally by wage, and such an existence is always precarious. As the local saying goes: "Everything after God is the landlord."

The report will return to these features as necessary to show how the project addressed them or was affected by them. At this point, it is important to note that the project interventions were designed to bring socio-economic change in the situation of the Parkari people, fully cognizant of the forces involved, of the long-term nature of such change and of the intangible and attitudinal shifts that are required. Each section of the report will specify the progress and challenges encountered.

## D. Methodology

This final evaluation took place about eight months before the formal end of the project in December 2017, allowing an evaluation of almost 4.5 years of the 5-year project cycle. The reason for this was to enable timely consideration of the possibility of further funding from 2018. It is important to note that a mid-term evaluation took place in 2014 (van den Heuvel 2014) and the results of that evaluation have informed this process.

The purpose of this evaluation is therefore twofold:

1. To assess the relevance, effectiveness, efficiency, sustainability and impact of the project, defined as the five-year period of funding from Wycliffe Norway/Digni/Norad 2013-2017;
2. In the light of that assessment, to examine the future potential of PCDP as part of considering its suitability for funding support beyond 2017.

## 1. Methods

Both of the above purposes required a thorough assessment of current progress and impact. In addition, the second purpose required input on future prospects based on the perceptions of the project stakeholders and on the analysis and recommendations provided in this evaluation. The choice of methods and survey instruments reflected these two kinds of information needed.

- Review of documentation : PCDP reports, evaluations, project proposal, baseline survey, village data, websites, other internal documents;
- Discussions with Wycliffe Norway's staff and consultant through e-mail and Skype;
- Discussions in PCDP facilities with the Executive Director and Managing Director;
- Interviews and discussions with PCDP personnel, including those in charge of project and administrative departments and field clusters;
- Meetings with the PCDP Board Chairman and Members;
- Visit to four project villages in the Barrage Zone; visits to the Desert Zone were not possible as they require special police and military authorisation from Islamabad; the duration of the evaluation visit to Pakistan did not allow for an application to be made or processed.

Specific guides for interviews and discussion/focus groups were prepared in advance – these can be found in Appendix 8.



On the practical level, any movement of the evaluator away from the immediate vicinity of the PCDP headquarters required a police escort, even including a visit to Mirpurkhas, the closest town (6 km from PCDP). This requirement precluded any informal contacts or observations in the surrounding environment.

The stakeholders consulted are shown in the following table, with an indication of the topics addressed in each case:

**Table 1: Stakeholders consulted**

Category	Role/Function in relation to the project	Topics addressed
<b>Donor</b>		
	Wycliffe Norway	Evaluation process and priorities; project history; logistics
	Consultant to Wycliffe Norway	
<b>Management</b>		
<b>Leadership</b>	Executive Director	Context of operation, institutional governance, capacity and challenges, implementation methods and difficulties, management processes (financial, personnel), sustainability (impact, institutional, financial...), future prospects
	Managing Director	
	Programme Coordinator	
<b>Departments</b>	Finance Officer	Financial procedures and safeguards
	Project Managers	Responsibilities, achievements and challenges, institutional relations and governance, capacity and training, community relations, factors in the external context, future prospects
	Cluster-in-charges	
<b>PCPD Board</b>		
	Chairman	Governance and institutional development, factors in the external context, perspectives on organisation's achievements, partnerships and external relations, challenges and difficulties, sustainability, future prospects
	Members	
<b>Community-level actors / Community Development Network (CDN) participants</b>		
<b>Education</b>	School management committees: female and male	Responsibilities, value of education, teacher needs and capacity, challenges
	School supervisors	Responsibilities, needs, capacity, challenges
	Teachers	Training, pedagogical approaches
<b>CDN</b>	Village committees	Role, village projects, needs, savings, results
<b>Health</b>	BHCW and midwives group	Role, results, capacity, challenges
<b>External actors</b>		
	Government officials	NGO relations; perceptions of PCDP
	Landlord	Role of education; perceptions of PCDP
	Partner NGO	Cooperation with PCDP; role and focus

Other stakeholders were sought but were not available: adult education supervisors (none available in villages visited); additional landlords (did not wish to be interviewed).

## 2. Analytical framework

The ToR refer to the five criteria for assessing development projects: relevance, effectiveness, efficiency, impact, sustainability. All these aspects will be addressed, in the following ways:

- Relevance: discussion of the relevance of project interventions and results will be woven into the narrative account of sections G below which deal in turn with the project departments of PCDP;
- Effectiveness and efficiency: after presentation of the quantitative results of the project in F below, an assessment of these aspects is included in section G;
- Impact: remarks on impact are included in the narrative section G below and in the concluding section;
- Sustainability: this aspect receives special attention, as detailed in the ToR; the report will therefore devote a section to this (section L), as well as references in the narrative section G and concluding section.

A further framework of analysis is the Sustainable Development Goals and Agenda (SDGs) adopted by the international community in 2015; the concluding section will assess the links between PCDP and the SDGs.

The following sections of the report present, first, the results achieved against the quantitative targets of the RBM logframe and annual updates, and second, narrative discussion of qualitative aspects of the interventions of each project department.

## E. Programme principles

In designing its intervention strategies, PCDP gave close attention to the nature, structures and constraints of the context, described briefly in section C above. In undertaking this evaluation it was essential to understand the principles on which PCDP intervention is based; four key principles underpin the intervention strategy:

- PCDP aims at the **transformation of society**, not merely the improvement of the quality of life – a long-term approach, which recognises the need for shifts in values, relations, structures, behaviour and attitudes and which integrates interventions into this process;
- PCDP expresses Parkari identity and works from within the **local cultural context**, validating positive aspects and seeking to transform those that inhibit human rights – an approach based on respect for cultural practices and the need for the Parkari community to relate to broader cultural horizons;
- PCDP strongly emphasises **communication** – local language, dialogue, feedback, transparency, trust – with the aim of developing local ownership and cooperative relations with and among communities, and has developed mechanisms to promote effective communication;

- PCDP works for **self-directed, self-resourced development**, using intervention design and implementation to build on people's potential at every level and increase the sense of possibility and opportunity, collectively and individually.

## F. Programme results

### 1. Achievement of outcomes and results

In order to assess the overall achievement of results, it is necessary to lay out the planning process by which targets were set over the life of the project hitherto. Although an initial logframe was included in the project proposal, with targets, the planning process in fact went through a number of different stages:

- A 'PCDP Logframe January 2013 – December 2017' formed part of the project proposal that was accepted for funding;
- In 2013, the first year of project implementation, the funder adopted a new format for logframes, known as a 'results-based management' or 'RBM' logframe. PCDP responded accordingly by developing a logframe in the new format, divided into three parts as per the funder requirements: Indigenous People, Education, Human Rights. These amended logframes were initially provided to the evaluator by the consultant to the donor, but they turned out not to be the final versions. This was discovered only after extensive discussions on the spot with PCDP;
- No systematic baseline data were available at the start of the project. As part of improving strategic planning, PCDP conducted a baseline survey in 2015 (PCDP 2015b), whose data will be valuable in the future – an update of the baseline survey will need to precede any further project, ensuring that the data are in line with the objectives and indicators to be developed;
- As a further part of the funder requirements, an annual application for actual disbursement of funding must be submitted, according to any revisions of the budget available, along with the amended budget and activity plan. Since the budget was reduced in some years, this meant that targets also had to be revised, which in essence resulted in targets different from those in the (amended) logframe. Nevertheless, the updated annual targets are the basis for the assessment of results in Table 3 below;
- Furthermore, the funder amended the format of the annual application in the fourth year of the project, presenting information in a different way.

These changes and complexities threw up three significant practical consequences:

- They increased considerably the transaction costs to be borne by PCDP;
- They required further upgrading of capacities on the part of PCDP, in addition to the training and guidance that was provided; this need will form part of the recommendations of this report;
- They rendered the process of assessing the achievements against targets an unnecessarily complex undertaking.

In consequence, the evaluator worked intensively with the PCDP management to achieve a consistent and clear approach, resulting in, first, a table (Table 2) showing high-level outcomes of the project according to the indicators shown in the RBM logframes, and second, a table labelled '*PCDP's Activities and Targets and Results 2013-2016*' (Table 3) showing detailed quantitative results from the project.



**Table 2: Project Outcomes 2013-2016**

Outcomes from revised/updated logframes	Baseline data (2015 survey)	Target end 2017	Outcomes end 2016
<p><b>Indigenous people:</b> Parkari Community has organized itself into units, clusters and zones with representatives establishing contact with provincial and national government decision-makers about community concerns and pursuing solutions</p>	<p>Quantitative 283 communities 47,226 people 57 units and 10 clusters 10 trained leaders</p>	<p>Quantitative # of communities # of people # of units and clusters # of trained leaders</p>	<p>510 villages 86,382 family members (people) 102 units, 18 clusters 18 trained leaders</p>
<p>Because communities are more aware of the need for saving and are putting into practice the training they have had in health, education, advocacy, leadership, economic management and vocational skills, their living conditions have improved</p>	<p>Qualitative: In 30.5% of villages is a trained midwife to deal with maternal health issues In 20% of villages people are aware of animal diseases and care</p>	<p>Qualitative: In 41% of villages is a trained midwife to deal with maternal health issues In 26% of villages people are aware of animal diseases and care</p>	<p>No percentage data available – numbers of people trained in midwifery and veterinary skills are shown in Table 3</p>
<p><b>Education:</b> Parkari children will have access to primary and secondary education through MLE schools and self-help schools. Those children that have finished their education will have access to support activities to help them for higher education, vocational training and jobs</p>	<p>Quantitative: 23 primary schools 2007-2012 40 trained primary teachers 2007-2012  815 boys, 244 girls in primary end 2012  3 secondary schools 2007-2012 5 trained secondary teachers 2007-2012 80 boys, 15 girls in secondary end 2012</p>	<p>Quantitative: 32 primary schools 2012-2017 70 trained primary teachers 2012-2017  70% boys, 30% girls in primary end 2017  7 secondary schools 2012-2017  30 trained secondary teachers 2012-2017 80% boys, 20% girls in secondary end 2017</p>	<p>29 MLE schools; 26 Self-help schools (functioning end 2016) 36 trained MLE teachers;<sup>3</sup> 119 Self-help teachers Total enrolment end 2016: MLE total: 1053 (F 230, M 823) Self-help total: 1041 (F 298, M 743) 4 secondary schools  11 trained teachers  No overall population or enrolment statistics to calculate rates</p>

<sup>3</sup> This is the number of individual teachers trained – some of these attended more than one training session over the life of the project (cf Table 3).

Outcomes from revised/updated logframes	Baseline data (2015 survey)	Target end 2017	Outcomes end 2016
	Qualitative: 54.5% boys and 34.5% girls 5-13 years going to school	Qualitative: 60% boys and 40% girls 5-13 years going to school	No baseline data to calculate percentages
<b>Parkari adults will have access to rights-based adult education in their own mother tongue</b>	Quantitative: 38 adult literacy classes 2007-2012 38 trained adult literacy teachers 2007-2012 15 women and 152 men in adult literacy classes end 2012	Quantitative: 135 adult literacy classes 2012-2017 135 trained adult literacy teachers 2012-2017 30% women and 37% men in adult literacy classes end 2017	67 adult literacy centres 2013-2016 67 trained adult literacy teachers  No baseline data to calculate percentages
	Qualitative: 34.5% men and 9.5% women are literate	Qualitative: 34.5% men and 9.5% women are literate	No baseline data to calculate percentages
<b>Women and men have increased income because they have learned a practical skill</b>	Quantitative: 0 sewing centres 0 sewing teachers 0 trained participants	Quantitative: 250 sewing centres 250 sewing teachers 2000 trained participants	125 sewing centres 140 sewing teachers More than 1000 men and women received sewing skill in training centres
	Qualitative: 0% of participants have realized a job or higher income	Qualitative: 50% of participants have realized a job or higher income	No baseline data to calculate percentages
<b>Human Rights: Communities area aware of their rights, have set up a system to claim their rights and have delegated members to be involved as human rights activists</b>	Qualitative: 27% of villages in desert zone are aware of voters' list 8% of households in barrage zone own their own piece of land (Baseline 2015: 1% owned their own land)	Qualitative: 40% of villages in desert zone are aware of voters' list 10% of households in barrage zone own their own piece of land	No baseline data to calculate percentages  651 plots purchased (an estimated 2600 households)

Table 3 below should be read with two important considerations in mind:

- Results data were available for four of the five years of the project by the time of the final evaluation, and so the targets have been adjusted accordingly; this enables a clear picture of the level of achievement over 80% of the project duration;
- The final column of the chart shows the reasons for discrepancies between targets and results, where there is significant deviation; thus any discrepancy due to reduced annual budgets is indicated here.

**Table 3: Project Activities Targets and Results 2013- 2016**

*PCDP submits application every year to Wycliffe Norway for the project including new time frame and budget. Please note that the target of each year is changed due to revision in budget compare to the original plan submitted for 2013-2017.*

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
<b><u>Theme: Indigenous People</u></b>											
<b>1. Awareness &amp; Advocacy Program (AAP)</b>											
<b>1.1 Community Building Project</b>											
1.1.1 Conduct # of sessions on awareness in development issues in villages	363	333	436	446	150	155	220	220	1169	1154	
1.1.2 Set up & train # of male & female additional Village	50	50	100	100	50	50	0	0	200	200	

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
Committees in all clusters											
1.1.3 Organize refresher courses in leadership and school management in # of villages	313	283	436	439	463	463	220	220	1432	1405	<i>Community's engagement in harvesting</i>
1.1.4 Set up & train #of Unit based discussion group facilitators( <i>Each responsible for 25 villages</i> )	63	67	88	88	93	88	93	93	337	336	
1.1.5 Set up & train 18 Cluster based discussion group facilitators ( <i>Each responsible for 5 units</i> )	12	12	16	16	18	16	18	18	64	62	<i>Activity planned in Desert area was not done because PCDP didn't have the NOC from district Government</i>
1.1.6 Set up & train Zonal based discussion group facilitators (Each responsible for Barrage and Desert Zones)	4	1	2	2	2	2	2	2	10	7	<i>Community was busy with their field work and crops so 3 trainings in 2013 not completed</i>
1.1.7 Organize meetings on Unit level once in two months.	365	365	528	937	558	528	540	540	1991	2370	
1.1.8 Organize quarterly meetings on Cluster level	4	4	4	4	4	4	4	4	16	16	
1.9 Organize 1 Zonal based annual conference	1	1	1	0	1	0	1	0	4	1	<i>It is a grand event for community and all 18 clusters are supposed to participate. But due to</i>
											<i>frequent drought and restrictions from government in desert</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
											<i>area the event could not organized.</i>
1.1.10 Organize # of workshop to introduce membership approach as PCDP supports in the barrage area. (phase-II activity)	0	0	0	0	0	0	31	31	31	31	<i>This activity initiated in year 2016 especially for Pilot interventions of CDN Phase-II</i>
<b>2. Healthcare Program (HCP)</b>											
<b>2.1 Health &amp; Hygiene Project</b>											
2.1.1 Conduct #of information sessions on healthcare, hygiene & family planning	34	34	34	34	25	25	10	16	103	109	
2.1.2 Conduct #of child to child health awareness sessions	40	40	50	50	40	40	40	40	170	170	
2.1.3 Train women and men in basic healthcare as Basic Health Care Workers (BHCW)	20 men 20 women	20 men 20 women	20 men 20 women	19 men 17 women	20 men 20 women	20 men 20 women	20 men 20 women	21 men 19 women	160	156	<i>4 selected trainees in 2014 were engaged in crops and could not participate</i>
2.1.4 Distribute BHCW Kits	40	40	40	36	40	40	40	40	160	156	Same as above
2.1.5 Assist women in family planning operations	No specific target		No specific target	10	No specific target	13	No specific target	8	No specific target	31	
2.1.6 Hospital Assistance	No specific target	0	No specific target	69	No specific target	80	No specific target	157	No specific target	306	

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
<b>2.2 Safe Motherhood Project</b>											
2.2.1 Conduct information sessions on Safe motherhood, pre-natal care and post-natal care.	34	34	34	34	25	34	10	16	103	109	
2.2.2 Train women in midwifery	40	40	40	31	40	40	40	40	160	151	<i>Community women were engaged in crops and could not participate</i>
2.2.3 Distribute Midwifery Kits	40	40	40	31	40	40	40	40	160	151	Same as above
2.2.4 Conduct free of cost OPD service programs in vulnerable villages	2	2	10	10	5	10	5	5	22	27	
2.2.5 Organize 20 follow up visits to trained BHCWs & Midwives	40	40	40	29	20	19	20	20	120	108	<i>Due to monsoon, the team was not able to travel.</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
2.2.6 Production of awareness raising material i.e print material	Translate and produce 2 books and design 8 pamphlets on healthcare awareness	produced 2 books on healthcare and design 8 pamphlets on healthcare awareness	Translate and produce 2 books and design 8 pamphlets on healthcare awareness	Prepared 4 pictorial pamphlets with subtitles in context of health care awareness. completed	production of 8 pamphlets on healthcare awareness	Produced 5 awareness raising pamphlets on health and hygiene	Translate and produce 2 books and 8 pamphlets on healthcare awareness	Translated 1 book from Urdu to Parkari 10 pamphlets are produced and printed about health & hygiene and safe motherhood topics	Translate and produce 6 books and 32 pamphlets on healthcare awareness	Translated and produced 3 books and 27 pamphlets on healthcare awareness	
<b>2.3 (DRP) Village Veterinary Skills Training Project</b>											
2.3.1 Train assistant teachers and others in veterinary skills	36	36	36	36	38	19	38	16	148	107	<i>Due to limited budget the set target has not been achieved.</i>
<b>2.4 (DRP) Water and Sanitation</b>											
2.4.1 Install Hand Pumps	100	50	30	30	30	30	30	30	190	140	
2.4.2 Construct Toilets	50	40	109	85	128	128	0	0	287	253	<i>This activity cancelled in year 2016 due to budget</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
											<i>cut</i>
2.4.3 Construct small well	20	20	40	20	0	0	0	0	60	40	<i>This activity cancelled in 2015 &amp; 2016 due to budget cut</i>
<b>3.(AAP) Community Economic Stability Project</b>											
3.1 Conduct awareness sessions on importance of saving and saving schemes.	616	616	436	758	463	463	463	114	1978	1951	
3.2 Set up a saving scheme with villages	363	86	436	436	250	250	125	125	1174	897	
3.3 Organize # of TOT workshops for #of Unit in-charges and assistant in-charges and # of workshops in # of villages to introduce Cooperative society program	80 workshops in 80 villages	80 workshops in 80 villages	2 TOT workshops for unit In-charges	4 TOT workshops for unit In-charges	2 TOT workshops for unit In-charges	organize 80 workshops in 80 villages and 6 TOT workshops for unit in-charges	organize 80 workshops in 80 villages and 6 TOT workshops for unit in-charges				
3.4 Communities receive support for implementation of Cooperative society groups	160	172	80	80	100	100	100	100	440	452	
<b>4. Parkari Audio Visual Project (PAVP)</b>											

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
<b>4.1 Recording &amp; Production of Audio Cassettes &amp; CDs Project</b>											
4.1.1 Production and distribution of Mobile SD Cards	0	0	0	0	0	0	400	100	400	100	<i>Till year 2015 this activity cancelled due to budget cut</i>
<b>4.2 Capacity Building</b>											
4.2.1 Project related training personnel	0	0	0	0	0	0	0	0	0	0	<i>This activity cancelled due to budget cut</i>
4.2.2 Artistic workshop	0	0	0	0	0	0	0	0	0	0	<i>This activity cancelled due to budget cut</i>
<b>Theme: Education</b>											
<b>ACTIVITIES (DEPARTMENTS)</b>											
<b>1. (PLP) A Multilingual Education Project for Parkari Children</b>											

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
1.1 Produce teacher resources for primary schools in Parkari, Sindhi, and English	Produce 10 sets (1 set includes 6 books) of teacher resources for MLE year 1 <i>(total 60 books in 10 sets)</i>	Produce 10 sets (1 set includes 6 books) of teacher resources for MLE year 1 <i>(total 60 resource books)</i>	Produce 10 sets of teachers' resource (1 set include 6 books for MLE year 2 <i>(total 60 books in 10 sets)</i>	Produce 10 sets of teachers' resource (1 set includes 6 books for MLE year 2 <i>(total 60 books in 10 sets)</i>	Produce 10 sets including 6 books for teacher resources for primary teacher <i>(total 60 books in 10 sets)</i>	Produce 10 sets (1 set including 6 books of teacher resources for primary teacher <i>(total 60 books in 10 sets)</i>	Produce 10 sets (1 set including 6 books of teacher resources for primary teacher <i>(total 60 books in 10 sets)</i>	Produce 10 sets (1 set including 6 books of teacher resources for primary teacher <i>(total 60 books in 10 sets)</i>	Produce 40 sets (there are 60 books in 10 sets of teacher resources for Primary teachers <i>(total 240 books in 40 sets)</i>	Produce 40 sets (there are 60 books in 10 sets of teacher resources for Primary teachers <i>(total 240 books in 40 sets)</i>	
1.2 Train # of Teachers from the Local Communities for Multilingual Schools	20	20	20	20	20	20	20	20	80	80	

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
1.3 Produce classroom materials in Parkari, Sindhi and English for MLE classes	Produce 300 sets) each set has 10 books that includes Story book, workbooks and math books as well	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 300 sets each set has 10 books that includes Story book, workbooks and math books as well)	Produced 1200 sets) each set has 10 books that includes Story book, workbooks and math books as well)	Produced 1200 sets each set has 10 books that includes Story book, workbooks and math books as well)	
1.4 Provide Scholarships to students/children											<i>This activity was eliminated in 2014 because PCDP is providing scholarships through apprenticeship programs (Edu. 4.2 set up apprenticeship program)  In table 1.4 number was given to another activity</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
											<i>mentioned here: 1.4 organize # of festivities for schools children and parents</i>
1.4 Organize # of festivities for school children and parents	6	4	6	4	6	6	6	3	24	17	
1.5 Organize School day celebration in schools	N/A	N/A	N/A	N/A	No specific target	3	0	0	No specific target	3	<i>this activity added in time frame from year 2015 activity cancelled in 2016 due to budget cut</i>
1.6 Organize writer workshops for review of MLE storybooks, development of material for MT and further years	2	2	2	1	2	2	0	0	6	5	<i>activity cancelled in 2016 due to budget cut</i>
1.7 Set up and equip 10 MLE schools	10	10	10	10	0	0	0	0	20	20	<i>activity cancelled in 2015&amp; 2016 due to budget cut</i>
1.8 Train # of village committees (10 for men 10 for women) in management of schools	20	20	20	20	0	0	0	0	40	40	<i>activity cancelled in 2015&amp;2016 due to budget cut</i>
1.9 Conduct Monthly Teachers' Meetings	22	22	20	20	20	20	20	18	82	80	
1.1.9 Organize# of refresher courses for all MT, Primary & Secondary teachers.	N/A	N/A	N/A	N/A	Organize 6 refresher	Organized 6 refresher	organize 4 refresher	organized 4 refresher	8	8	<i>this activity added in time frame from year 2015</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
					courses for all MT, Primary and Secondary teachers	r courses for all MT, Primary and Secondary teachers	courses for old MLE teachers	r courses for old MLE teachers			
<b>1.10 Community Self-help Schools (CSHS) Project</b>											
1.10.1 Train teachers for Community Self-Help Schools (CSHS)	train 46 teachers for CSHS	trained 38 teachers for CSHS	train 30 teachers for CSHS	trained 21 teachers for CSHS	train 30 teachers for CSHS	trained 30 teachers for CSHS	train 30 teachers for CSHS	trained 30 teachers for CSHS	136	119	
1.10.2 Set up and equip Community Self-Help Schools	Set up and equip 46 CSHS	Set up and equipped 38 CSHS	0	0	Set up and equip 15 CSHS	Set up and equipped 15 CSHS	Set up and equip 15 CSHS	Set up and equipped 15 CSHS	91	68	<i>activity cancelled in 2014 due to budget cut</i>
<b>2. (PLP) Village Based Secondary Education</b>											
2.1 Community builds# of secondary facility	Community builds 2 secondary facility	Community built 2 secondary	Community builds 1 secondary	Community built 1 secondary facility	Community builds 1 secondary facility	0	Community builds 1 secondary facility	0	5	3	<i>activity cancelled in 2015 &amp; 2016 due to budget cut</i>

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
		facility	facility								
2.2 Conduct trainings of Secondary teachers	hiring and training of 30 teachers	hired and train 30 teachers	hiring and training of 21 teachers	hired and train 18 teachers	organize teachers' training for 21 teachers	conducted teachers' training for 19 teachers	Organize 4 trainings for secondary teachers	Organized 4 trainings for secondary teachers	76	71	
2.3 Buy Solar panels and computers	6	0	1	0	1	0	1	0	9	0	activity cancelled 2013-16 due to budget cut
<b>3. (PLP) Village Adult Education Project</b>											
3.1 Organize # of adult literacy writers workshop	1	1	1	0	1	1	1	0	4	2	activity cancelled in 2014 & 2016 due to budget cut
3.2. Train additional adult education teachers	37	37	15	0	15	15	15	15	82	67	activity cancelled in 2014 due to budget cut
3.3. Set up and equip adult education centers	37	37	15	0	15	15	15	15	82	67	activity cancelled in 2014 due to budget cut
3.4 Produce adult literacy material	0	0	0	0	Produce 15 sets of adult literacy material (1 set includes 12 books)	Produce 15 sets of teachers' resource and 225 sets	Produce 15 sets of adult literacy material (1 set includes 12	Produce 15 sets of teachers' resource and 225 sets	Produce 30 sets of adult literacy material (1 set include	Produce 30 sets of teachers' resource and 450 sets	activity cancelled in 2013 & 2014 due to budget cut

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
						of rights based educational material	books)	of rights based educational material	s24 books)	of rights based educational material	
3.5 Buy solar based lamps	6	6	0	0	0	0	0	0	6	6	
3.6 Each one teach one Youth Campaign	N/A	N/A	N/A	N/A	No Specific Target	583 adult students participated	No Specific Target	Conducted assessments held by 18 volunteers with 32 students	No Specific Target	583 adult students participated  oConducted assessments held by 18 volunteers with 32 students	<i>this activity added in time frame from year 2015</i>
<b>4. (AAP) Youth Development Project</b>											
4.1 Organize Carrier guidance workshops for future leaders	2	2	2	2	2	2	2	4	8	10	
4.2 Set up apprenticeship programs	25	25	50	50	50	54	25	25	150	154	

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
<b>5. (DRP) Village Based Vocational Skills Training Project</b>											
5.1 Train women trainers in handicraft and embroidery for women and girls	20	20	20	20	20	20	20	21	80	81	
5.2 Distribute handicraft kits	20	20	20	20	20	20	20	21	80	81	
5.3 Set up village based sewing centers	50	50	20	20	30	30	25	25	125	125	
5.4 Train sewing teachers for sewing centers	50	58	20	20	30	30	25	25	125	133	<i>in 2013 evening sewing classes used to happen in sewing centers and for this reason we trained 8 additional teachers</i>
<b>Theme: Human Rights</b>											
<b>ACTIVITIES (DEPARTMENTS)</b>											
<b>1. Awareness and Advocacy</b>											
1.1 Organizing workshops to aware people about their rights and set up activists	4	4	8	12	8	8	8	8	28	32	
1.2 Production of awareness raising materials, i.e. printed material, audio/video material, documentaries, film shows, etc. •Add new words in Parkari	Add 1000 new words in dictionary and publish 4	Added 2325 new words in dictionar	Add 1000 new words in diction	Added 4362 new words in dictionar y and	Add 1000 new words in dictionary and publish 4	Added 2403 new words in dictionar y and	Add 1000 new words in dictionar y and	Added 1785 new words in dictionar y and	Add 4000 new words in diction	Added 10875 new words in dictionar y and	

Description	Year 2013		Year 2014		Year 2015		Year 2016		Total Target 2013-2016	Total Results 2013-2016	Comment
	Target	Results	Target	Results	Target	Results	Target	Results			
Dictionary • Publish 4 editions of Parbhat Magazine	quarterly editions of Parbhat Magazine	y and published 4 quarterly editions of Parbhat Magazine	ary and publish 4 quarterly editions of Parbhat Magazine	published 4 quarterly editions of Parbhat Magazine also designed PCDP's Calendar for 2015	quarterly editions of Parbhat Magazine	published 4 quarterly editions of Parbhat Magazine also designed PCDP's Calendar for 2016	publish 4 quarterly editions of Parbhat Magazine	published 4 quarterly editions of Parbhat Magazine also designed PCDP's Calendar for 2017	ary and publish 16 quarterly editions of Parbhat Magazine	publish 16 quarterly editions of Parbhat Magazine Designed calendars for three years 2015-16-17	
1.3 Interactive theatre	0	0	0	0	0	0	0	0	0	0	<i>This activity cancelled due to budget cut</i>

## 2. Recommendations of the Mid-term Evaluation

The ToR asked for an assessment of the extent to which the recommendations of the Mid-Term Evaluation of 2014 had been taken into consideration during the remainder of the project. This assessment is to some extent woven into the body of this report, but for the sake of clarity, an overall assessment is provided here. Using the set of summary recommendations contained in the ToR (which refer to the section *Recommendations* in the Mid-term Evaluation Report), the following tables provides a concise assessment.

**Table 4: Responses to Mid-Term Evaluation Recommendations**

Recommendation from Mid-term Evaluation	Assessment of response to the recommendation
1. Pay fair salary to Cluster-in-Charges	No change in CiC salary levels because 1) the general salary increase of 2016 was cancelled following donor advice <sup>4</sup> , 2) the proportion of salary costs in any future project is advised to be reduced
2. Consider testing membership fees from communities who are longer in the program	This is implemented in Phase II of the Community Development Network (see section L.1 of this report)
3. Hire more women Cluster-in-charges	No change, for reasons of restrictions on female mobility (see section K.3 of this report)
4. Provide extra training to Cluster-in charges	Extra training for CiCs and Project Managers in 2015 by external trainer; Executive Director, Managing Director and Programme Coordinator also provide training
5. In order to reduce dependency on a sole donor, find additional sources of funding	Applications made to USAID (but requisite certification not in hand) and LEAD (no response received); applications pending to Digni (in addition to this project), and US-based CBN. A one-year grant was successfully obtained from Cornerstone Trust (USA). Exploration of other donors in process, both national and international. Support via PCDP-UK.
6. Strengthening relations with the Sindh	One cooperative project completed (PCDP as lead agency), second in process (PMS

<sup>4</sup> The donor had excluded CiC salaries from this advice, but PCDP decided not to make any increase.

<b>Consortium</b>	to lead)
<b>7. Improve systems of measuring results</b>	Creation of the Monitoring and Evaluation Department (see also section I.3 of this report)
<b>8. Expand the risk analysis matrix to include areas not addressed</b>	Risk analysis updated annually and included in annual disbursement request to Wycliffe Norway/Digni
<b>9. Emergency preparedness policies and routines should urgently be approved</b>	Security manuals approved, and a local inter-NGO emergency response committee set up
<b>10. Include salary taxes as a part of the budget</b>	Done
<b>11. Extra training or qualified personnel is needed in the areas of project design, management and reporting</b>	PCDP hired an external consultant for three years to work on improving governance, organisational development and aspects of management
<b>12. Crafts, there should be more variety in products and awareness of economic principles</b>	Product range and designs expanded (including greetings cards, beadwork, paper holders, ...) but marketing still a problem

## **G. Assessment of results**

The following sections present a narrative assessment of the programme results, through which the relevance, effectiveness and impact of the project interventions are described and analysed. Attention is given both to the positive aspects of progress and the challenges that are faced. Education is the key to long-term and sustained change in the Parkari community, and this evaluation gave special focus to this aspect of PCDP's work.

### **1. Education**

The need for the education interventions of PCDP is clear from the data on schooling and adult literacy collected during the 2015 Baseline Survey (PCDP 2015b):

- Girls between 5 and 13 years not in school: 91%
- Boys between 5 and 13 years not in school: 82%
- Female adult literacy rate (in any language): 1%
- Male adult literacy rate (in any language): 27%

These data refer to the Parkari community and reflect the broader lack of opportunity of this and other minorities in the province. Government schools exist in the area, and so why do Parkari children not attend them? These schools do not meet the needs of the Parkari population, in the following ways:

- The school is often too far for children to go, particularly for girls as their parents consider them to be at risk of abuse or molestation if they walk alone or in small groups;
- Some government schools are known as 'ghost schools' which exist in name only, possibly with physical infrastructure, but which do not function at all. The budgets and buildings of such schools may be diverted to other uses by powerful interests;
- Government schools make no provision for minorities – they do not use the mother tongue, may punish children for not understanding in class, and discriminate against minority children;
- Teaching and learning are of low quality, including the problem of teacher absenteeism; parents know this and avoid sending their children to those schools.

Other barriers to education include the attitudes of certain landlords who are not in favour of their labourers and their children claiming rights to education or receiving it. However, with a new, more educated generation of landlords, these attitudes are changing, with an increasing number recognising the need and value of education for everyone. Further, a recently retired government education official stressed the pervasive corruption that exists in the government school system, extending from the official registration of schools, to teacher selection and the passing of examinations. Because of this and the other factors mentioned

above, he was in no doubt as to the value and need of PCDP schools.<sup>5</sup> In consequence, it is clear that while the government has responsibility to fulfil the right to education, it does not do so. In this situation, PCDP educational intervention provides accessible, relevant and affordable education to a minority community, with the strong promotion of girls' education, and is a significant contribution to the education of the next generation in (this part of) Pakistan.

PCDP faces a growing demand for education from Parkari villages, as they see the advantages of communities where schools have already been established. As of March 2017, PCDP had about 50 outstanding requests to establish new schools, with a preference for the MLE type of school which, until now, received 5 years of funding. A strong motivation for educational demand is to have a school in or very close the village so that girls can safely attend. PCDP makes it clear that villages must meet certain conditions for setting up schools: a minimum of 25-30 children of 6-10 years, focus on the enrolment of girls, providing classroom space, selecting a suitable teacher, setting up male and female school management committees (or a joint committee), and financial support.

#### **a. Girls' education**

Education for girls received particular focus from PCDP, both in terms of sensitizing parents to the value of education for their daughters, and in broader terms of addressing the status and rights of women and gender relations (see section K.3 below). Although the numbers of girls enrolled has fluctuated during this project (See Table 5 below), the cultural change cannot be underestimated: on the one hand, girls were felt to be at risk whenever they are outside the family compound, unless accompanied by a male family member, and on the other hand, girls were destined for marriage (often at an early age), not for professional work or careers. Now some girls aspire to be teachers and doctors – when parents were asked during the School Management Committee discussions whether they would allow their girls to pursue these aspirations, they said they would and added significantly: “we will not force them to get married.” In a different village, another parent noted that her daughter had attended a PCDP school and was now a teacher and “nothing bad has happened to her.” Little by little, such experiences are shifting attitudes and opening up new opportunities for girls.



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<sup>5</sup> The official's estimate for the whole of Pakistan was that 50% of education is provided through the government system, with the other 50% being provided by various forms of private provision. Those who get jobs later are mostly products of the private system. He observed: “The government system is for poor people.”

Under this project (2013-2016), PCDP established 20 MLE schools, 68 Self-help schools and 3 Middle schools up to the end of 2016. The enrolment over four years is shown in the following table.

**Table 5: Participants in PCDP education programmes 2013-2016**

	MLE schools		Self-help schools		Middle schools		Adult literacy programmes	
	M	F	M	F	M	F	M	F
<b>2013</b>	757	265	627	314	100	18	584	180
<b>2014</b>	820	226	570	364	81	12	<i>[not budgeted in 2014]</i>	
<b>2015</b>	766	217	528	150	91	11	182	97
<b>2016</b>	823	230	743	298	99	16	194	58

A school supervisor recounts how girls began to attend the school where he was a teacher:

A volunteer school opened in 2003 in Vershi Colony with 25 boys (no girls), and became a PCDP MLE school in 2005. The school began to organize special events on significant days in the national calendar, with performances by the children, which parents could attend. Shortly after becoming a PCDP school, it organized such an event with the presence of staff from the PCDP office, among them the freshly appointed Education Coordinator, Ms Erona Paschal. To the amazement of those present at the festivities, she gave a speech in front of the school staff, children and parents; this was the first time they had ever seen one of their own Parkari women standing up and speaking publicly in front of a crowd. This sent a powerful message and was a role model for the girls and women. Immediately after this event, parents enrolled 12 girls in school – this was the first batch of Parkari girls to start their education in that area. Subsequently, the same girls launched a campaign to motivate other girls to go to school, and one of them started a literacy class for adult women. As of 2017, 47 girls are enrolled from that community – 29% of the school's enrolment, and 57 girls have completed their basic education there.

Over the 10 years since 2007, 1,176 Parkari children passed the primary and secondary school leaving certificate, including 228 girls. In that time, at least 31 students from PCDP schools have returned as teachers in their own or neighbouring villages, of whom 9 were women. Among them 18 students still work as teachers in their village schools. The fluctuating enrolment figures in Table 5 above reflect a number of factors:

- Opening of new schools in villages where there was hitherto no school;
- Closure of a number of both MLE and Self-help schools (for reasons see below in this section);

- Changes in the project budget from one year to the next.

## **b. Quality**

Despite the fluctuating numbers, it is important to stress that PCDP schools maintain a consistently high quality of learning, particularly when compared with government schools. In the March 2017 end-of-year primary-level examinations, the PCDP school in Vershi Colony achieved second place out of the 64 schools in the Union Council area (see Appendix 2). On other occasions, anecdotal evidence indicated that the teachers in government schools into which PCDP students were transferred were surprised at their levels of competence in basic skills, asking which school they had come from. As a result, PCDP students were placed in a higher learning group. Moreover, the reputation of PCDP schools for quality has led some parents from the Muslim majority to place their children there – a striking reversal of the situation previously where minority children had to join majority schools for any education at all.

The reasons for higher performance are not hard to find and reflect the same factors identified in other countries and contexts, but which are rarely integrated as features of mainstream educational systems; in the PCDP context, these factors include:

- A multilingual approach which focuses on the use of the child's mother tongue (Parkari language) in learning basic literacy and numeracy skills, with oral reinforcement in Parkari once the language of instruction switches to Sindhi; this removes the barriers of comprehension, anxiety, and the impossibility of active participation in learning, thus enabling the child to focus on learning skills without simultaneously having to learn a new language.
- Availability of special designed learning and teaching materials which, crucially, include a range of graded reading material in the mother tongue; these supplement the instructional materials and give the child practice – and enjoyment – in reading. This feature is to be especially commended.
- Strong and close engagement of the community in the management of the school through the School Management Committees (one male, one female) that PCDP requires each school to establish. Their role includes the following:
  - Monitoring teachers' presence;
  - Encouraging children to come to school, and their parents to send them;
  - Checking the cleanliness of children, and of the school compound;
  - Arranging teacher salaries raised by the community;
  - Undertaking regular maintenance of the school infrastructure.

These roles create a strong framework of accountability of the school and its teachers to the community.

- Use of locally rooted and known teachers; they are known to the parents and the community, and they know the children and their families. These bonds express themselves in strong teacher commitment, paralleling the commitment and accountability of the school as a whole. This contrasts starkly with the lack of

local rootedness and accountability of many teachers in the government school system.

PCDP further reinforces quality teaching and learning through its training and supervision systems. The Education Training Coordinator stressed the differences between PCDP training and that received by government teachers:

- Literacy instruction: PCDP initiates teachers into the 'multi-strategy method' which provides both for phonics/word attack (workbook track) and whole language approaches (storybook track), which include children expressing themselves and sharing their own stories;
- Lesson plans (known as the 'preparation register'): a standard timetable across schools, including a focus on classroom interaction (government teachers have no lesson plans);
- Balanced curriculum: using the mother tongue of the children enables teachers to include a wide range of topics and subjects, since the language of schooling is known; the government school curriculum is focused only on learning Sindhi;
- Interactive methods: PCDP explicitly trains teachers in unlearning their own traditional passive classroom experience and introduces more demanding, interactive pedagogy;
- Corporal punishment: banned in PCDP schools, with other disciplinary approaches introduced;
- Individual attention: teachers know the children and encourage them to be confident in their learning.

School supervisors support teachers through regular visits, teachers' meetings, interaction with the School Management Committees and the Village committees, as well as arranging textbook distribution, renewing school registration, giving training, assisting in organising special events, and interfacing with government departments. These roles are further supported by the Project Manager and her team at the PCDP office. School supervisors also check and transmit teacher and student attendance records, and file reports of their visits and meetings, according to established formats.

The training schedule (see Table 6 below) allows for multiple sessions of five days' duration. While this is minimal, the duration was set in accordance with the possibility of teachers to be away from their families and livestock; two weeks was tried but found to be impractical.



### **c. MLE and Self-help schools**

Over the life of this project, PCDP adopted the twofold strategy of establishing MLE schools and Self-help schools – their respective characteristics are shown in the Table 6 below. The number of MLE schools was limited since the required funding input was higher; the MLE school was originally set up as the best model of primary education for the Parkari as a linguistic, social and cultural minority, on the basis of international good practice. PCDP developed Self-help schools as a response to the demand for education, seeking to make scarce resources go further in enabling a larger number of children to receive an education. Thus, Self-help schools are an initial and minimal effort to extend educational opportunity in relevant and appropriate ways, building on community commitment and support.

In terms of continuing their education, children must be enrolled in an officially registered school. The majority of MLE schools are registered, but no Self-help school is registered. This means that children are officially enrolled in a (distant) government school while actually receiving their education in their own village in a PCDP school. We noted earlier the recognition by government teachers of the higher quality of PCDP education, thus enhancing the performance of the government school where they are officially registered.

**Table 6: Comparison of MLE and Self-help schools**

Feature	MLE	Self-help
Grades offered	primary: 1 pre-year + grades 1-5	at least: grade 1
	middle (elementary): grades 1-8	at most: grades 1-5
Language of instruction	Parkari: 1.5 years...	Parkari: 6 months...
	...then Sindhi with oral Parkari support	...then Sindhi with oral Parkari support
Teacher training: initial	5 days	5 days
follow-up	4x5 days over 2 years	5 days after 6 months
in-service	monthly teacher meetings	--
Supervision visits	2 per month minimum	2 per month minimum
Average teacher starting salary	2500 PKR	2500 PKR
External funding support	5 years	1 year
Status after funding ends	67% continued with full or partial community support	21% continued with full community support
	33% closed	79% closed
Textbook provision:		
	Parkari	PCDP
Sindhi	government	government
Transfer to govt school	after grade 5 or 8	after grade 5 (or earlier)
Government registered	62%	none
School management committee	yes	yes
Building constructed by	Community (primary and primary+)* PCDP (middle/elementary)	Community

\* Primary+ refers to primary schools with one or two further grades added, but without the full middle school cycle.

MLE and Self-help schools have continued beyond the funding provided by this project where the community has been able to mobilise local resources to do so. This is in itself a remarkable achievement, even if it was not possible in every case. For Self-help schools, three outcomes have been observed:

- They have become permanent and fully supported by the community, with ongoing supervision and training input by PCDP;
- They have moved to a new location, either because of migration (particularly under drought conditions in the Desert Zone), or because the landlord no longer allowed the school to operate on his land;
- Having seen the value of education, parents have begun to send their children to other schools in the area.

The closure of schools is mostly due to the lack of capacity of Parkari communities to sustain provision of resources for the school; in conditions of poverty, this is not surprising, but it is regrettable that external support has not been available to partner with committed communities.

The dual strategy of MLE and Self-help schools was therefore a creative compromise between demand and resources, and the analysis of this evaluation leads to the conclusion that a new, single system should be considered, to enable existing schools to continue and to cope with expanding demand. While it is not within the purview of the evaluation to propose new strategies, a relevant approach to all schools could be to offer a subsidy at a certain percentage of costs (perhaps on a per capita basis), with the community finding the balance. It would be important to include all relevant costs in the calculations, including training, supervision, teaching and learning materials, teacher salaries, and other costs. The recommendations include the suggestion to explore possible options of this kind.

#### **d. Ongoing education**

In an effort to provide educational opportunities beyond primary education, PCDP opened Middle schools, offering grades 6 to 8. Four such schools now exist, with three being established in this project. Three are in the more deprived Desert Zone and one in the Barrage Zone. PCDP established Middle schools on strict criteria: an existing and long-term relationship of the village with PCDP through active participation in the Community Development Network (CDN), and having committed teachers. Table 5 above shows fairly consistent enrolment, and the enrolment of girls, though modest in numbers at this point, is a huge step forward, given the cultural restrictions on girls once they reach the teenage years.

PCDP provided 154 scholarships during the project period in order to enable children with inadequate resources to continue their education beyond Middle school, into the final four grades of secondary education and higher education.

Two further issues should be mentioned:

- PCDP sensitizes teachers to inclusive education, giving equal chances to children with disabilities; parents of these children often request the assistance of PCDP for hospital visits or in obtaining aids such a wheelchair.

- PCDP relies on village communities to provide water in schools for sanitation and drinking, using the hand pumps installed by other PCDP programmes.

#### **e. Adult education**

The adult education programme ran for three of the four years 2013-2016, with budget cuts leading to its cancellation in 2014 (see Table 5 above for enrolment data). The programme focused on basic literacy and numeracy, basing the content on issues relevant to the learners, such as early marriage and human rights. After the one-year course in Parkari literacy, learners were able to sign their names, read important documents such as those relating to the landlord, and do simple calculations for running businesses. Through PCDP, simple reading books on human rights, an alphabet book, story books, and books on Parkari culture, riddles and proverbs were available for purchase at subsidised prices. These books were developed through writers' workshops – a strategy to make use of local knowledge – but this activity was cut owing to budget reductions.

Literacy teachers are selected at village level, with attention to identifying people who had the respect of adult learners, and were paid by PCDP. Their training consisted of 5 days initially and a further 5 days after three months. The School Supervisors and Cluster-in-charges gave supervision and support through visits to the classes, which were held for the most part in the teacher's home, in the evenings with solar-powered lamps supplied by the project.

In an attempt to promote adult literacy even in the absence of an adequate budget, PCDP introduced a scheme of 'each one, teach one'. Based on an international model of the same name, the scheme sought to multiply literacy learning opportunities by appealing to literate people, young or older, to share their skills with someone wishing to learn. While it has the advantage of using volunteers, who benefitted from some orientation, it is difficult to sustain, as the numbers of participants show, decreasing from 583 adult learners in 2015 to 32 by the end of 2016.

In 2016, PCDP received requests from 48 villages for literacy classes, although the annual plan allowed for only 15 to be started. In order to address the need for adult literacy and to respond to requests for classes, PCDP must address at least the following four key issues:

- Identify adequate and sustained sources of funding specifically allocated to literacy learning for adults;
- Research the nature of the literate environment – that is, achieve a good understanding of the purposes and uses of written communication in all its forms (print, digital, poster, etc) and focus the literacy programme on enabling learners to participate fully in that environment;
- Consider extending the learning period or adding a second level to enable adults to become fully independent readers and writers in Parkari, with the possible option of going on to learn other languages (Sindhi, Urdu, English);
- Re-institute writers' workshops to provide an ongoing stream of relevant and enjoyable reading material and encourage the expression of local culture.

A recommendation is included to pursue these strategies.

#### **f. Education indicators**

In assessing the impact of the educational work of PCDP, the internationally recognised indicators would provide the best measure: primary gross and net enrolment rates, survival and completion rates, and effective transition to secondary schooling, all disaggregated by gender. Adult literacy rates for women and men would provide an overall assessment of the state of education among the whole population. The fact that PCDP is not able to compile data on these indicators is, to a relatively minor extent, due to the need for greater capacity in collecting and analysing the necessary data, but to a much greater extent to the lack of basic demographic data for Sindh Province (and potentially for Pakistan more broadly, although this evaluation cannot comment on the overall national situation). PCDP described the challenge of educational statistics in Sindh as follows:

- PCDP is not aware of any school enrolment data, gender-disaggregated or not, for districts in Sindh;
- Demographic data are not available; a census is planned for 2017, but this will not disaggregate the population by ethnic group; it will be based on pre-determined social categories including religion and caste. The census data will therefore not provide a basis for assessing educational progress among the Parkari as such;
- Government figures on adult literacy were cited for Sindh Province as a whole for 2015 at a level of 60%, on the basis that being literate means being able to sign one's name;
- National statistics such as those reflected in the Global Education Monitoring Report (UNESCO 2016) are of little use in understanding the situation at provincial level, and their accuracy may be questionable since, for example, the government sees but does not keep records of those in PCDP schools (and therefore perhaps not of other non-governmental schools either).

Despite this lack of official data, PCDP sampled Parkari households in the 2015 Baseline Survey (PCDP 2015b) and found the results indicated at the start of this section.

Data collected by PCDP over the course of the project include the numbers of children in school and of adults participating in literacy programmes, as shown above, but a further household survey would be necessary to assess progress in percentage terms. An updated baseline survey prior to any further project would be a means to do this. Discussions with the PCDP leadership indicated a willingness to develop new indicators, given appropriate capacity development and the resources to implement surveys. It is worth noting that if PCDP could develop a (more) comprehensive set of educational statistics, the organisation would blaze a trail that other organisations and the government itself could follow.

### **g. Challenges in education**

Participants in the evaluation interviews and discussions identified a range of challenges and concerns with regard to the implementation of the PCDP education programme. Some of these are already articulated above, for example the challenge of finding a single model to support multilingual primary education or the concerns surrounding the effectiveness of the adult education programme. Other challenges were mentioned as follows:

- Funding support: funding is far and away the key challenge of maintaining and expanding education for the Parkari community. Remarkably, local communities which manifest very low levels of disposable resources (ie poverty) give substantial support to their schools, in some cases covering the costs 100%. This is a testimony to the promotion of sustainable processes that PCDP has consistently undertaken. So the challenge is not complete absence of funds, but rather the need for financial support in order that, on the one hand, the specific approach and high quality of PCDP education can be maintained, and on the other hand, so that more Parkari children can benefit from accessible an affordable education at least up Grade 8 (completion of the basic education cycle).
- Salary levels: teachers, school supervisors and other education personnel are



Former PCDP students – now teachers in Karchi Paro MLE school

paid well below levels of government teachers and those of other non-governmental organisations. The commitment and local networks and accountability of the personnel keep them working, but there is an urgent need to review salary levels and bring them up to a more realistic level. Since PCDP schools continue to function and perform well, it appears to the public that PCDP provides all the funding, which is not the case at all.

- Teachers: as schools expand numbers and grades there is a need for more teachers, particularly those with the skills to teach at Middle school level. As part of this, it will be essential to recruit more female teachers, as this will be a significant factor in drawing more girls into school and provide positive role models.
- Teaching and learning materials: the MLE approach requires the use of specially designed materials, which have been in use since at least 2007. Schools maintain control of stocks of materials which are handed out to students and returned on a daily basis. However, after 10 years, many of these materials are in poor physical state, long past their shelf life. Renewal of stocks is urgently needed to maintain the quality of the approach.
- Lack of government cooperation: PCDP schools cooperate with government to obtain registration of schools, and if necessary to register children in government schools so that they can take examinations and gain recognition of their studies. On occasion, the government department or specific school does not cooperate as they would prefer to have what they see as good students directly enrolled in their schools. Of course, the students would not perform to the same levels in the government system.
- Takeover by NGOs: in some cases, other NGOs take over the running and funding of self-help or MLE schools founded by PCDP. While this is in theory a positive development as it enables children to continue their education, in fact it means a loss of the pedagogical model developed by PCDP, in particular the multilingual approach. Again, this argues for sustained funding of the PCDP education programme.
- Computer equipment and instruction: both parents and education personnel raised the need for children, particularly in the Middle school grades, to learn how to use computers and to have access to them, since their use is increasingly part of life even in rural areas.
- School management committees: their performance is variable, and some need further development of their capacity in understanding and implementing their responsibilities.
- Supervision transport: many of the school supervisors (and other local PCDP personnel) rely on 10-year-old motorbikes for transport, with corresponding unpredictable travel arrangements in the harsh conditions of rural roads. This is an unnecessary burden on top of a demanding role.

## **2. Awareness and Advocacy**

The inclusion of a department addressing awareness and advocacy is based on the need to change the status and conditions of the Parkari community as a minority, so that the community begins to see itself not as merely exploited and passively suffering discrimination, but as the main agent to bring about change, taking charge of decisions affecting their lives and circumstances. With this aim, the department deals with human rights, the Community Development Network and with aspects of economic empowerment.

### **a. Human rights**

As indicated in the project results table (Table 3 above), this project ran a large number of awareness sessions on human rights for both men and women. The challenge was to generate enough awareness and understanding so that communities began to claim their rights vis-à-vis rights bearers, such as the government and landlords. Thus awareness included both basic analysis of the minority and marginalised situation of Parkari communities and instruction in how to claim basic rights and resist exploitation. This systematic and persistent approach has begun to bear fruit in new patterns of behaviour and of collective and individual confidence and self-assertion. Woven into the promotion of rights awareness is also the question of gender status and relations – this topic will be addressed separately in section K.3 of this report.

The importance of this work in human rights cannot be over-emphasised, since it goes to the root of the causes of decades, if not centuries, of marginalisation – alongside PCDP's other programmes which also contribute to empowering the Parkari minority.

In practice, workshops for men and women have addressed the following:

- Land acquisition, with the aim of enabling Parkari communities to escape the bonds of the landlords and settle permanently on land that belongs to them;
- Police department, particularly the duties of the police towards all Pakistani citizens and the procedures for making claims and complaints to the police, and where to go with complaints about the police when necessary;
- Introduction to relevant laws and administrative procedures, including obtaining a national identity card and voting rights.

More specifically for women, workshops have also addressed the value of education for them and their daughters, participation in decision-making in the family (for example, regarding marriage of their daughters), seeking mediation in situations of domestic violence, awareness of health and hygiene and setting up small businesses.

According to a PCDP female animator, work with women's groups requires repeated input and discussion, facing initial scepticism grounded in cultural patterns of subordination. Initial responses to rights awareness were to ask how they could protect their daughters and how they could move forward. From a position of being afraid to contact government departments, they now have the confidence to request their National Identity Card and to speak up in front of men – in many cases, the separate male and female Village Committees and School Management Committees now meet together with women confident to make their contribution, and the men recognising the changed dynamics.

In discussion with male Cluster-in-charges and female animators, the following vignettes were shared in the space of just a few minutes – an indication of the fast-changing situation with regard to human rights:

- Faced with a landlord who demanded more work than expected and after participating in awareness sessions, the Parkari landless labourers collectively decided not to work for that landlord any longer and moved to another location.
- In the Desert Zone, high-caste people expect Parkaris to work for them on demand, even if they are merely passing by; they now simply refuse to do so.
- The government distributed subsidies, but not to members of the Parkari community; they protested and the government was obliged to give them the subsidies.
- Parkari community members have presented themselves as candidates in elections, with one being voted in at the local level (Union Council).
- Government health services (vaccinations) were provided only to the Muslim majority, but the Parkari complained and now benefit from the same services.
- One Parkari man said he used to keep his women at home, but “now they are free.”
- Groups of four to five women now get loans from the bank (with all the procedures that involves), run their own business (buying/selling animals) and keep the money they earn.

As part of the awareness of human rights and the role of PCDP in promoting them, many disputes which were formerly brought to the landlord or the police for settlement are now dealt with by the community themselves, without recourse to often discriminatory bodies. The Cluster-in-charges described occasions on which they played a mediating role in conflict within and between families and villages. This new-found cooperative spirit and expression of united effort is a result of the dialogue and trust established over the years of patient awareness-raising.

#### **b. Community Development Network (CDN)**

PCDP developed the CDN as a way of structuring its relations with Parkari communities and of facilitating them to organise their own development. The structure is based on grouping villages, each with its own male and female committees, into units, and units into clusters, each with a facilitator/trainer known as a Unit-in-charge or a Cluster-in-charge, as follows:

**Table 7: Structure of the Community Development Network**

Entity	Responsible body	Composed of	Facilitated by
Village	Male village committee Female village committee	Villagers	Committee chairpersons
Unit	Unit committee	Leadership of 5 village committees	Unit-in-charge
Cluster	Cluster committee	Leadership of 5 unit committees	Cluster-in-charge

Currently the Clusters are grouped into two geographical zones: Barrage Zone (irrigated area), and Desert Zone (not irrigated, restricted access close to the Indian border).

With data reaching back to 2009, the number of clusters grew from 4 to 18, and the number of registered adults from 936 to 27,740. This latter figure represents a total of 86,382 family members. Appendix 3 gives details of year-by-year progress.

Villages apply to become members of the CDN network, and then PCDP provides orientation to the benefits and obligations of membership and the way the network functions. Applications to join are frequently received on the basis that villagers perceive the progress achieved in villages that are already members.

The purpose of the CDN at each level is to discuss and set development priorities based on local needs and perceptions. In this way, it promotes ownership of development and collective responsibility for implementing projects, with or without PCDP support – CDN member villages may or may not request and work with PCDP services. In fact, PCDP facilitators work to raise the confidence levels of villagers to use the resources at their disposal, small though they may be, without expecting or waiting for support or, worse, handouts from the outside. The CDN has played a role in generating increased trust and support in the Parkari community – as the mediation efforts mentioned earlier testify.

The CDN also promotes cooperation across villages, units and clusters. Examples of such cooperation include emergency support to a village that burned to the ground, and assistance to people needing expensive medical treatment. The economic cooperation involved is described in the next section.

Cluster-in-charges make at least monthly visits to units and villages to work with local committees at each level, give advice and, if necessary, mediate in village disputes. They meet together and with their supervisor at monthly meetings, and have opportunity at least twice a year to visit other clusters for mutual learning and support (many indicated more frequent visits).

Since 2016, PCDP initiated CDN Phase II as a means of increasing local sustainability – section L.1 of this report explains and assesses this process.

### **c. Economic empowerment**

Village awareness sessions included an introduction to savings schemes, both individual and collective. Starting with the small amounts of money available to Parkari individuals, savings clubs were set up between individuals at village level, where each person saves an amount they choose, on a regular (for example, weekly) basis. Once the balance reached 5,000 rupees, the saver could take out a loan of double that amount over six months or a year, with interest fixed at 10% whatever the loan period. During the meeting of a village committee, villagers spontaneously shared their stories of the effect of the savings scheme:

- Having saved 20k rupees, a villager took a loan of 40k and purchased a buffalo, selling it one year later for 110k. He then purchased 2 more buffaloes and sold them after one year. With the proceeds he bought land on which to build a house.
- Through the messages of PCDP not to 'waste money' or 'use drugs/alcohol', a villager facing a bad situation said he was shown the right path. Now he has his children in school, has established a flour mill with a loan, and purchased a plot of land for a house.
- After attending PCDP sewing classes, a young woman bought a sewing machine and makes clothes for others; with the proceeds she bought a buffalo and also continues to sew. Meanwhile she is pursuing her education in grade 11.

The initial savings scheme was developed more recently to add a collective approach where villagers contribute to a village-based scheme with the use of the money decided upon collectively for the village as a whole – the fund may be used, for example, for a water pump, for school construction or improvements or even to purchase land for settlement. Village funds are held in separate bank accounts and do not pass through PCDP's books.

A further development of the savings scheme is now being developed as part of CDN Phase II – see section L.1 below.

These savings schemes demonstrate that even with very low resources it is possible to put small amounts aside regularly with positive cumulative effects over time – this process is entirely new in the Parkari community.

### **3. Health care**

During this project, PCDP focused on basic health care and on safe childbirth, through the training of basic health care workers and midwives. Information and awareness sessions aimed to raise levels of hygiene and health awareness, as well as increasing understanding of pre- and post-natal care. The results table (Table 3 above) shows that targets were met (with minor deviations) both for training and for the range of awareness sessions.

After Basic Health Care workers (male and female) and midwives (married women) were trained, they received a basic kit of equipment and medicines. They receive no payment from PCDP and do not charge for their service (they charge for medicines and replace them on a rolling basis), but may receive some compensation from the villagers served. Midwives often receive a gift after delivering a baby, with higher amounts when it is a boy. The aim is to train a basic health care worker and a midwife for each village, but currently some personnel are on call for several villages.

Provision of these health services meets the basic need of improving hygiene, both personal and in the house/compound through an understanding of common threats to health. In addition, recognition of symptoms and the need to address them is often lacking. This underpins the focus on preventive health care, although giving treatment for common ailments and minor injuries is necessarily part of the approach. So-called 'quick doctors' give treatment in some villages – untrained men using unhygienic practices (such as multiple uses of the same syringe) and charging for their services. PCDP's basic health care intervention counters and resists these existing practices.

Some women selected for midwife training have experience as traditional birth attendants, but not necessarily so. They face the challenge not only of low awareness of what happens in pregnancy and childbirth, but also cultural taboos, such as withholding the first breast milk from the baby on the grounds that it is already 'old'. The awareness sessions, given in the local language by local women, address both the biological and cultural aspects. Information sessions for men also include knowledge on pregnancy, and PCDP-trained health personnel observed during interviews that male attitudes are changing, with a growing recognition of the care and nutrition that a pregnant woman needs.

PCDP provided hospital assistance to 306 people during 2013-2016, on demand as sick people presented themselves for help. If they require hospitalisation, PCDP provides transport and accompanies the sick person to the hospital, which is an unfamiliar environment and where they would be unable to communicate without interpretation. Since the budget for this service is limited and hospital expenses can be considerable and beyond the reach of Parkari villagers, PCDP staff at headquarters may contribute from their own funds to enable the patient to receive the necessary treatment. This expression of solidarity testifies to the spirit of collective commitment in serving the community.

Both basic health care workers and midwives expressed the need for further training, in diagnosis, the use of medicines, and the administration of injections. Current training is packaged as 3 x 2 days over three months, with no follow-up or in-service training. Their effectiveness would increase if such training were provided. The basic health care department researches information and produces awareness-raising materials (eg posters, flipchart presentations) from existing medical literature and from the internet, putting it into Parkari and presenting in an easily accessible format. Packaging this with further personnel training will be an important development in continuing to raise standards of health and hygiene in the community.

#### **4. Development and relief**

The Development and Relief department focuses on seven action areas:

- Disaster response: PCDP responded to flood emergencies in 2010 and 2011 by seeking additional funds. No disaster response was triggered during the current project period.
- Hand pump installation: based on a tubewell, hand pumps were installed in 140 of the 190 locations planned, with the decrease due to budget cuts in 2013.
- Toilet construction: toilets are of flush type, with villages ensuring the necessary water supply. Villages are selected if they are on their own land. For villages on

landlords' land, local materials are provided so that they can be moved is the village migrates. 253 of the planned 287 toilets were constructed in 2013-2015, with the activity cancelled in 2016 due to budget cuts.

- Wells: 40 of the 60 planned wells were built, with no activity in 2015 and 2016 due to budget cuts.
- Handicraft training: most handicraft production, for example decorated bed covers, is for local use, not for sale. Women are eager to train the next generation in these skills, as they enhance marriage prospects.
- Veterinary assistant training: the 5-day training covers basic diagnosis of animal illnesses and teaches the assistants to administer injections. They cooperate with government veterinary services and personnel, by phone for consultations and through participation in government training, as available. PCDP maintains a database of the assistants trained. Budget limitations reduced the number of trainees over the four years from 148 (planned) to 107 (actual).
- Sewing centres: with instruction for men and women, these centres enable villagers to practice tailoring and set up in business. For men, this means setting up a public tailoring shop in a market area or migrating to larger towns in search of business. Women develop their business at home, sewing clothes for other women. When asked about the scope of the tailoring market ('how many tailors does a village need?'), there is strong and regular demand as new clothes are required for marriages (marriage season November to March) and religious/cultural festivals. Target numbers of trainees were reached during the project.

New areas of vocational training should include entrepreneurial skills to set up and run a small business, as well as agriculture and horticulture skills. Motorbike and mobile phone repair are also offered by PCDP, but were not funded under this project, although demand for such training is strong. New areas of vocational training for women should also be explored.

PCDP conducts assessments of skill needs with the aim of reducing dependence on agriculture and providing viable local alternatives for those who would otherwise migrate to cities with little prospect of employment. A key component of further training should be the capacity to research and identify markets for any products or services, so that training may result in viable and sustainable businesses.

## **5. Production and publication**

PCDP supports its educational programmes and its cultural development activities through the Production and Publication Department. It aims to generate materials which validate and promote the Parkari language and culture, with the broader social aim of raising cultural self-esteem, asserting confidence in Parkari identity as part of Pakistani citizenship, and combating the negative attitudes to Parkari culture found amongst the wider population and frequently internalised by the Parkari themselves.

From the global perspective of the pressure on minority languages and cultures and the loss of human diversity that occurs as a result, this department serves to keep the expression of Parkari identity alive, going beyond mere preservation.

Key interventions include the following:

- Ongoing work on a Parkari-Sindhi-English dictionary: started in 2002, this work continues with addition of 28 000 words during this project, using software that not only presents definitions but also includes illustrative sentences showing richness of usage and meaning. Publication of the dictionary is planned for the end of 2017, and will be a major cultural event.
- The department publishes a quarterly news and information magazine in Parkari entitled 'Dawn'. This regular publication serves to strengthen literacy skills while providing informative and enjoyable local content, drawing on original contributions from the villages. It also includes news of PCDP activities, poetry, and relevant articles translated from Sindhi. It is produced in print run of 500 and is sold at subsidised price to ensure affordability by local villagers (cost = 60 PKR, sale price = 10 PKR). The department reported that the magazine has a consistently good reception by the community.
- A popular Parkari-language calendar was published for 2015, 2016 and 2017.
- The department also edits and publishes story books/readers using local cultural material, again as a means to stimulate and strengthen literacy use.
- An intervention focused on interactive theatre was cancelled owing to budget cuts.

Many development interventions, even those devoted to minority populations, deal with social and structural issues which underlie power relations, but neglect the importance of validating and developing local culture as a way of building self-confidence and increasing the capacity of the minority to take a full and active part in the wider society, secure in their own identity. PCDP is to be commended for giving consistent attention to this aspect of development.

## **6. Parkari Audio Visual**

The Parkari Audio Visual department is the audio/video counterpart of the print activities of the Production and Publication department. Thus the department records and produces materials in oral form, using SD cards that can be inserted in mobile phones. Material includes educational topics (human rights, health information), cultural topics (songs, stories), and religious materials.

Under this project, developing capacity to produce and distribute educational and cultural materials was planned, but cancelled owing to budget cuts. The only activity funded was the distribution of 25% of the SD cards included in the project.

The importance of cultural production in this context was noted in the preceding section, and applies to this department also. In the light of budget cuts, it seems that some of these cultural activities were among the first to be axed. In the longer term, it is essential that the

more tangible aspects of development be underpinned by continuing attention the intangible heritage, as a motivating and confidence-building measure.

## H. Governance and institutional development

### 1. Governance

PCDP's governance mechanisms appear to work well, with twice yearly Board meetings which receive management reports and accounts and focus discussion on accountability for results and on key issues facing the organisation, not on the management of programmes. As well giving advice and ideas, the Chairman identified two key issues currently: security in the light of the precarious position of minorities in Pakistan, and government registration – keeping up with ever changing and more demanding procedures for registration at additional levels and with newly created bodies.

The seven Board members, currently all male, are drawn from local professionals working in other, largely non-governmental, organisations. There is an urgent need to appoint at least two women to the Board (one might feel herself isolated) given the focus of PCDP on gender issues and the increasing number of female members of staff. In addition to formal Board meetings, the Chairman consults in a more informal way with the Executive Director, as necessary.

Two further mechanisms provide input and balance in management decisions:

- An advisory committee of community leaders, largely from the Barrage Zone, which meets about four times a year to give informal input from the perspective of the communities that PCDP serves;
- An internal management committee composed of the directors, coordinator, finance manager and senior department heads which meets four times a year to review progress and organisational health.

### 2. Institutional structure

The institutional structure is shown in the chart in Appendix 4; this was provided as a 'draft' version, but is the most recent one. It is therefore likely to be amended. The structure is clearly shown, with lines of reporting that for the most part represent the reality observed on the ground. Given that it is a draft, the following comments may be helpful in determining the final structure:

- Dual reporting is shown in places: the Finance Department and the Quality Assurance/Resource Mobilization (QA/RM) Department (the latter still under development) are shown as reporting equally to the Managing Director and the Executive Director – the direct lines to the Executive Director should be eliminated. Further the QA/RM Department is shown as having some kind of relationship to the Programme Coordinator – this should be clarified.
- The field-level structure is only partially represented: the Desert Zone structure is shown in detail, presumably because PCDP runs an office there as it is 400 km

from the headquarters and has a designated manager. However, the equivalent structure/lines of management of the Barrage Zone are not shown, although it has a larger number of clusters.

- Leadership roles: while the reporting lines from Executive Director to Managing Director and Programme Coordinator are shown, these posts need clear job descriptions to avoid overlap. The particular roles of the ED and MD are discussed below.

From interviews and discussions, it is clear that the key positions in organising work in the field are those of Cluster-in-charges, supported by Unit-in-charges.<sup>6</sup> Cluster-in-charges have the role of trainers, managers, and on occasion mediators in the community. They are the key link in reporting from the field and meet once a month at headquarters to give activity and financial reports, as well as receiving training and input from PCDP leadership. Further, it is clear that regular communication founded on building mutual awareness and trust, transparency, listening and dialogue has been a priority and has resulted in a high quality of working relationships in the organisation.

The Programme Coordinator, who had previously worked for PCDP and then returned to her current post after graduate studies and work in other organisations observed that PCDP had grown in professionalism, particularly in the areas of planning, reporting, use of electronic communication, and a regular and structured timetable of meetings to ensure the free and consistent flow of information (see Appendix 5 for the 2017 meeting plan). In addition, the engagement of a consultant in organisational development has led to greater attention to data management, website management, job descriptions and clarification of responsibilities and lines of accountability.

During this evaluation, relevant and up-to-date data were provided rapidly on request and the records of all departments were open to inspection and found to be in good order. Record-keeping and data transmission/reporting, together with appropriate checks and balances, result in accessible information, with minimal gaps or loss of time/energy to seek out necessary data. It is in the use and processing of these data that further progress may be made, particularly for the purposes of strategic planning. A recommendation is included to that effect.

### **3. Leadership**

The ToR call for an assessment of 'key roles in the management team and succession', as well as for comments on the personnel code of conduct, including nepotism/family ties. In response, the leadership roles of the Executive Director and the Managing Director are discussed here. The profiles of the two people filling these roles currently are as follows:

- Executive Director (ED): he is the co-founder of PCDP<sup>7</sup> and has spent his working life serving the Parkari community of which he is a part; he enjoys high respect in the minority and majority communities. His vision of self-directed, self-sustaining development is the foundation of PCDP's approach, and resulted in

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<sup>6</sup> Note that Cluster-in-charges are permanent paid staff of PCDP; Unit-in-charges are volunteers.

<sup>7</sup> The other co-founder is a British man (Dr Richard Hoyle, SIL International) who worked in Pakistan in the 1980s and 1990s and who now gives some support in fundraising for PCDP in the UK.

the creation of the Community Development Network. In 2014, PCDP set up the post of Managing Director, and now all day-to-day operations and decisions are made at that level, with consultations with the ED as necessary. In addition to his role as CEO of PCDP, the ED focuses on strategy development, in particular the structure and role of the Community Development Network, as well as planning for further implementation of Phase II and the attendant need for monitoring and documenting its expansion and achievements. He further plays the major role in external representation of PCDP. The ED and the Managing Director report jointly to the Board, and the ED is a joint signatory with Board members on PCDP accounts.

- Managing Director (MD): she began her professional life as a school teacher and joined PCDP in 2005 as the Education department manager, later becoming Programme Coordinator in 2011, and then assuming the MD role in 2014. She has undergraduate and graduate qualifications and is currently pursuing a second masters degree in leadership and management alongside her MD duties. She is responsible for all current management decisions and oversees all PCDP departments, with a Programme Coordinator having delegated responsibility for the programme departments. She is the daughter of the Executive Director (see below).

Commenting on the above leadership situation, two observations should be made (with further discussion of the family ties below):

- The ED has reached the stage/status of 'elder statesman' in the Parkari community, and has recognised that by reducing his daily responsibilities while continuing to work on the vision and future strategy of PCDP. The next stage should be to step aside from line management responsibilities and focus on external connections, both in Parkari communities (by, for instance, continuing to share the vision in villages not yet part of the CDN) and in relation to partners more broadly.
- The Mid-Term Evaluation of 2014 took place as the MD assumed her role and the evaluator noted at the time that she needed greater confidence in order to fulfil her role. At the time of this final evaluation, it is clear that she now has the confidence to give leadership, has a broad view and commitment to the aims of the organisation and shows potential for further leadership. Close questioning of the MD and observation of her relations in the organisation showed that she fulfils the role not as the daughter of the ED, but in her own right, commanding respect among the staff, with the evident capacity (if she would so wish) to assume overall PCDP leadership in the future. Further areas for development will include taking more responsibility for representing PCDP externally on a daily basis – a task requiring both sensitivity and some boldness to push the gender boundaries culturally imposed on a woman from a minority ethnic group. She has the English-language and intercultural skills to foster broader links within and outside Pakistan.

Within PCDP a number of staff have family ties – both to the family of the founder/ED and between other members of staff. It should be noted that the generally low level of education

in the Parkari community means that the availability of sufficiently trained staff is severely limited and depends on families who gave importance to educating their children. Further, the marginalized status vis-à-vis the majority population means that only Parkari staff can gain the full trust of communities, in current circumstances. The impact of PCDP and its focus on building partnerships for sustainability between communities and the organisation is only possible because the Parkari people see PCDP as their own organisation, serving their needs with full understanding and commitment.

The PCDP leadership is aware of the dangers of nepotism that such a situation may bring, but noted also the advantages in the Parkari community of demonstrating male and female commitment by both husband and wife working for the good of the community; this is the case of the four female animators (operating at cluster level) who are all the wives of the corresponding male Cluster-in-Charge. This enables the woman to travel (women must travel with a male relative) as well as to give focused attention to the role and potential of women in the community. While PCDP is looking for ways to appoint female Cluster-in-charges (see section K.3 below), the current 'family' arrangement goes half way to meeting that goal.

To comment on family ties: if indeed it was 'nepotism' one would expect to find family members enjoying particular privileges with the accompanying jealousy on the part of their colleagues. As far as this evaluation could observe, that is not the case. Rather, family members are accepted by colleagues in the basis of common commitment, fair-handed treatment and personal competence. We should also note that family ties extend seamlessly into clan ties and Parkari ethnic identity, as is the case in many situations of indigenous peoples.

## **I. Finance and Administration**

### **1. Financial management**

This evaluation was not an audit of accounts, and so the following remarks refer to financial procedures and safeguards. After interviews and discussions with the Finance Manager and his staff the following observations may be made:

- The Finance Department is aware of the Digni Financial Control Questions/Manual, and responded to them in the interview;
- Three signatories are used for bank accounts, with any two required on each occasion;
- The Board examines the accounts twice a year;
- Project accounts are submitted to Norway for analysis/questions before finalizing;
- A local audit is carried out by an independent auditor every year;
- Training in the anti-corruption policy of Digni is given to all staff, and to each new staff member as they join; this evaluation observed high standards of honesty promoted from the leadership of the organisation, and no case of corruption was signalled to the evaluator;

- Monthly accounts are closed out 2 to 3 days after the end of each month, with receipts and vouchers from the field submitted by the Cluster-in-charges at their end-of-month meeting;
- Cashier sheets were examined and showed that cash floats had to have management approval, all cash transactions are counter-signed; cashier records are checked by the bookkeeper;
- Monthly cash and bank reconciliations are checked separately by the bookkeeper and the accountant;
- During the evaluation, financial records were produced on request, with no delays.

**Currency exchange:** It was noted that the funder has sought to adapt currency transfer procedures from Norway (Norwegian kroner – NOK) in order to avoid multiple exchanges (for example, through US dollars as was the case in earlier projects) and the worst effects of fluctuating exchange rates. Thus Pakistani rupees (PKR) are purchased in Norway and made available directly to the project in their Karachi account. This limits transfer costs, but does not eliminate the unpredictability of exchange rates – over the duration of the project the NOK-PKR rate decreased from 1:17 to 1:12, thus providing the major reason for budget cuts.

**Donor diversity:** over 90% of PCDP's total income over the project period came from the Norwegian funds. As indicated in the Mid-Term Evaluation report, PCDP should urgently take measures to diversify its funding sources, and has made efforts to do so (see Table 4 above). These efforts have up to present been only partially successful and further focused action is necessary, addressing funding options within Pakistan, through national networks, and from international donors. The work of the consultant engaged as a result of the Mid-Term Evaluation includes exploration of new possibilities. Discussions with the Managing Director indicated that PCDP is aware of a number of options, but needs to expand its access to information and networks, as well as devoting increased activity to making relevant contacts.

**Salary levels:** the PCDP management recognises that the salary levels of certain staff are below what they should be and below what other organisations offer for comparable work. As indicated in Table 4 above, PCDP did not feel able to implement the recommendation to raise Cluster-in-Charge salaries after the Mid-Term Evaluation, for the reasons shown. However, PCDP will have to address salary levels if it is to retain the staff in whom it has invested through training. Newly hired staff do not accept the historically low levels of PCDP remuneration, which leads to the anomalous situation of some newer, less experienced staff having higher salaries than those with many years of experience and service. While attrition is still within limits currently, clearly staff will increasingly feel the pull of more attractive offers elsewhere.

## 2. General administration

**Human resources:** the Human Resources department manages the personnel issues of the 79 staff of PCDP including: daily attendance records, leave requests, 'gate passes' for special absence permission, hours worked, lateness, loans and salary sheets, and

separation procedures. Sample records were produced on request for this evaluation and were found to be in order, correctly completed, with the employee's and management signatures.

**Logistics:** the Logistics department manages the physical assets of PCDP, with all assets logged and entered into a database. Vehicle management, building maintenance and consumable supplies are properly recorded and checked.

**Web-site:** PCDP uploaded a new website in April 2017, and at the time of the evaluation it needed further tweaking and correction to ensure it provides a smooth interface for the user. The website is in English (as the previous one also).

### 3. Monitoring & Evaluation

In response to the Mid-Term Evaluation recommendation to improve the monitoring and measurement of programme results, PCDP set up a Monitoring and Evaluation department. Its responsibilities focus on receiving monthly reports of activities and outputs from programme departments which it assesses against the department's own action plan. It then produces a compiled report for the management. The M&E department has the mandate to follow up with department managers where the action plan has not been fully implemented and to make village visits to ask questions to project staff (eg teachers), check school attendance sheets and other records, and make observations on implementation on the ground. Standard instruments for collecting these data have been developed.

The department currently faces a number of challenges:

- Given that the data of its reports are already collected by programme departments, there is a need to review the purpose and role of the M&E department in order to clearly define the value it adds;
- The M&E department currently engages in monitoring. Is it also mandated to carry out evaluations, and if so, of what kind?
- M&E requires a thorough understanding of the nature and development of indicators of different kinds and at different levels; the capacity of the department will need to be considerably strengthened in this area;
- The department does not currently make use of the 2015 baseline survey data; since this survey will need updating, the department should have the capacity to design and implement the new survey.

### 4. Databases

PCDP collects and stores large amounts of data on its programmes, the villages in which it operates and on the CDN. However, these data are currently held in a variety of ways and are not easily accessible across departments or for management purposes (including tracking results). For example, the Advocacy and Awareness department has records of the interventions undertaken in each village of the CDN, with the year of implementation, by cluster, unit and village (see Appendix 6 for a sample sheet). A differently structured database has been developed by the ED to document the extent and participation of the CDN (see sample page in Appendix 6). Other departments hold data on people trained in

workshops (teachers, health personnel, etc). In addition, new requests for assistance for villages in the form of handwritten letters addressed to PCDP are held in paper files in the relevant department, so that there is no easy overview of the demand for PCDP services – information that would be of value in strategic planning for the future.

Further, the data are held largely in Word format, not in a database such as Excel. This means that specific data and reports cannot be generated easily or in standard formats.

For the data on programmes – CDN and its committees, interventions, field programme personnel, requests for intervention – it would be a major improvement if a single database were created, with appropriate levels of access and authority to enter or change data. This will require technical assistance based on a thorough assessment of information needs.<sup>8</sup>

On a technical level, current work on computers is backed up manually by departments about once a quarter. An automated daily back-up system should be acquired and implemented.

## J. Risks

The Project Proposal included a risk analysis with assessment of level of risk in each case and explanations of the circumstances in which the risk might become reality. These risks were by and large noted as assumptions in the initial logframe. The annual disbursement applications included updated risk analyses as necessary, with a fully revised table prepared for the 2016 application. This updates the initial analysis, adding emerging risks and removing those that were no longer relevant, as well as noting possible mitigation measures.

In the revised analysis, a more succinct set of risks is presented, with clearer indication of what procedures and processes are in place to mitigate them. Greater attention is rightly paid to the risks, or threats, to the project posed by factors in the social and political context. Such factors are paramount not only because of the history of Parkari status and socio-economic role, but because the project, almost in its entirety, challenges existing power structures, working to realise the rights of the Parkari community and fundamentally change their status.

The risk that 'available financial resources don't meet the need' is real and worrying; however, the mitigation measures should include the increasing community-level commitment to find ways to sustain local activities (eg education). These will not provide all the resources necessary – far from it! – but are a sign that local sustainability is taken seriously (see also section L *Sustainability* below).

## K. Cross-cutting themes

The ToR identify three cross-cutting themes: environment, conflict sensitivity and gender. These are important aspects of the project as a whole and are woven into a number of programme interventions.

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<sup>8</sup> Information received since the field phase of this evaluation indicates that work on a 'centralized data system' is included in the action plan of consultant hired in 2017, but is yet to start.

## 1. Environment

As described in the introduction, the Parkari community lives in a harsh physical environment, in which the western part benefits from the system of irrigation canals. With regard to the management of environmental factors, the Parkari people themselves have limited responsibility: the management of the irrigation system at the macro level is managed by government, and at the micro level (of each farm/plot) by the landlord. In the same way, the management of agricultural land is under the control of the landlords who own it. Generally, landlords own thousands of hectares of land. The exception is where Parkari communities or family groups have purchased their own land; however, this is primarily sufficient only for settlement/building houses, not for agriculture.

The scope for environmental intervention is therefore limited under present conditions, and PCDDP focused in this project on two aspects: awareness-raising as part of working with village committees, and tree-planting on land that belongs to the community. The installation of hand pumps and their maintenance/use also falls under the responsibility of the village committee. PCDDP's emergency response intervention addressed flooding, but it did not occur during this project.

In the drought-prone Desert Zone, communities migrate to the Barrage Zone (irrigated area) in search of water and pasture during the most extreme periods of the year. This migration is most frequently temporary, but disrupts project interventions, particularly children's schooling. PCDDP's response to this was to make education provision in those areas as flexible as possible, adapting the school calendar, enrolling children temporarily in schools in the areas to which people migrate, or facilitating the migration of teachers with the children in order to continue their learning.

Environmental issues are critical to the future development of the community. In addition to land and water management, tree-planting should receive greater attention and investment. A further additional area requiring intervention, after assessment of options, is recycling, particularly of plastic, and more generally the management/disposal of waste/garbage.

## 2. Conflict sensitivity

The Parkari community is not currently directly affected by conflict, as certain parts of northern or urban areas of Pakistan. However, as the risk analysis shows, there are a number of underlying tensions regarding minority-majority relations, relations with landlords, and with regard to differences of religion. As is well-documented by national and international journalism, Pakistan's blasphemy laws are often used for political ends or revenge against religious minorities, of which the Parkari are one.

PCDDP adopts three broad approaches to the possibility of conflict:

- It seeks to maintain regular and open channels of communication with government authorities and comply with administrative demands; the latter frequently change and increase, placing new demands on the organisation;
- It seeks to be in constant communication with landlords and other locally powerful individuals, negotiating and explaining programme interventions and acting with caution when landlords show resistance;

- The field personnel of PCDP, particularly the Cluster-in-charges and Unit-in-charges, often serve as mediators in local conflicts between villages or families; this role has grown as PCDP sensitized communities to the advantages of settling disputes within the community and according to Parkari cultural patterns, rather than appealing to external bodies (police, landlords, ...). Currently, some government and police departments refer Parkari disputes that they become aware of to PCDP personnel, having seen this to be a more effective solution. Mediation is a necessary and important part of the field personnel's role, which is of course additional to their main project responsibilities. During this evaluation, a number of cases, past and current, were shared with the evaluator.

### 3. Gender

Traditionally, Parkari women are subordinate in every way to men and could take no part in decision-making at family or village level. As part of its human rights work, PCDP aimed to change the status of women and enable them to play a full role in socio-economic development. In the past – and still today – the potential of women was neither recognised nor developed.

PCDP focused on gender relations, in particular women's rights, in the following ways:

- Requiring both male and female Village Committees and School Management Committees as a condition of PCDP intervention;
- Conducting repeated rights awareness sessions at village level, recognising the need to change long-held, internalised perceptions of subordination and exploitation;
- Promoting the value of girls' education, through discussion and showing examples of educated women as teachers and role models;
- Empowering women through safer childbirth and infant care, and through family planning awareness and education;
- Developing greater economic autonomy through savings schemes and support to developing women's businesses;
- Building women's confidence to claim their rights in specific ways such as applying for/obtaining a National Identity Card and voting rights.

The outcome of these measures is visible in the community where women now:

- Speak up in front of men, with some separate committees now meeting jointly;
- Take part in family decision-making – for example, regarding the education and marriage of their daughters, and regarding family planning;
- Have autonomous financial resources and means of economic independence;
- Set up and run businesses, such as home-based shops with feminine products and tailoring;
- Send their girls to school ;

- Support each other actively in pursuing their rights.

Further work should include specific interventions with adolescent girls – awareness on health and sexual issues, education, work opportunities, etc. Work with men also requires reinforcement, as it is their behaviour and attitudes that restrict the development of women's potential.

While recognising that gender-related change must come from inside the local culture and communities, PCDP interventions constitute a slow but steady revolution for the empowerment of women.

At the organisational level, 15% of the total personnel<sup>9</sup> (79 people as of April 2017 – PCDP 2017c) are female, rising to 27% of PCDP leadership (senior management and department heads). As the Mid-Term Evaluation noted, it is at the field level that more progress in employing women needs to be made, particularly at the level of Cluster-in-charges. PCDP's senior management is aware of this need, which presents tough challenges in the cultural environment of rural Sindh.

PCDP received 6 to 8 applications from women for Cluster-in-Charge positions, but the challenge is how women can organise regular visits to units and villages. A woman cannot travel alone, but must be accompanied by a man and specifically a male relative. The current female animators travel with their husbands (as noted earlier) but could not travel with an unrelated man. A further challenge is the current difficulty, or impossibility, of a woman to work with men in order, for example, to form a village committee. We should note that this is a problem of male attitudes, not women's hesitancy or PCDP restrictions. PCDP continues to explore innovative possibilities for the deployment of women in the field, while working to change behaviour and attitudes in gender relations, as described above.

The Executive Director observed that PCDP's work in promoting women's rights is 'on the right track' – through girls' education (including scholarships for further study) and presenting female staff as role models – but it will take time to bring extensive social change. Slowly the revolution is happening!

## **L. Sustainability**

### **1. Strategy for sustainability**

The ToR give particular prominence to the question of sustainability, both in terms of the factors that promote or may inhibit it, and in terms of the future direction of and support for PCDP. Sustainability is a question that needs addressing in planning development intervention, not merely in assessing project performance in the past. In this regard, PCDP gave attention to sustainability issues already from 2008,<sup>10</sup> drawing, coincidentally, on principles developed by the current evaluator.<sup>11</sup> The concern for sustainable change is also evident in the use of terms in PCDP's literature/website, such as 'self-reliance' or 'self-help'.

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<sup>9</sup> This includes support staff, such as guards and drivers – jobs that are unlikely to be available to women even in the medium to long term.

<sup>10</sup> Lalchand et al. 2008

<sup>11</sup> The evaluator supplied PCDP with an unpublished updated version of the relevant paper (Robinson 2016)

How, then, does PCDP foster sustainability, given the high levels of poverty and low levels of education in the Parkari community?

PCDP developed the Community Development Network (CDN – see also section G.2.b above) as a means of mobilising collective political will for development, common commitment, and cooperative action, based on the structure described previously. During the current project, PCDP launched Phase II of the CDN, with the following aims:

- Move the village committees from a focus on cooperating in PCDP interventions to undertaking their own projects;
- Expand the collective savings scheme into a fund which is an integral part of membership of the CDN and which is managed by the village and/or the unit, with its own bank account;
- An amount of 5 or 10 PKR per day for each adult member has been suggested;<sup>12</sup>
- Use a proportion (25% is suggested) of the savings as a membership fee of CDN, providing partial support for PCDP services to the village; 75% to be used for projects determined by the village;
- Provide PCDP services only to villages that are part of the network;
- Set criteria for further villages to join the network (as currently);
- Provide a devolved mechanism for local capacity development and the local

#### **CDN system as envisioned by the PCDP Executive Director**

“In this system, villagers aged 18 or above, both men and women, will have their own individual part to play. They will be given a personal identity number, and will be registered members. In this way the members themselves will set up every part of the system, thus promoting ownership, responsibility and self-reliance. A committee of 12 Parkari people, known as the Village Committee, is established for each village. 5 village committees are linked together as a Unit. In this system, the relationship between Parkari people will be strengthened, by linking village to village, Unit to Unit, and Units to a Cluster, which consists of 5 Units. In each village, there is one Men's Committee, and one Women's Committee.

In this system, through the care, self-reliance and awareness of the Parkari people, knowledge of human rights, means for development, and the involvement of men and women in the democratic process, the local population will be benefited. The basic aims of the system are to raise up local leadership, to give knowledge about savings schemes, to increase the desire for education, to find joint solutions for problems, to free people from the oppression of exorbitant local loans, abusive feudalism and an unjust system of landownership, and to help them be masters of their own destiny.” (PCDP n.d.)

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<sup>12</sup> PCDP calculates that 5 PKR per day for all registered adults (currently 27,740) would generate 49,932,000 PKR annually (= over US\$475,000). This is hypothetical at this beginning stage, but shows the potential of such a scheme.

management of development initiatives;

- Foster cooperation among villages and units in mutually supportive initiatives;

CDN Phase II was launched in 2016 in 25 selected villages of the Barrage Zone, villages that were particularly active and long-standing in Phase I. PCDP conducted awareness and orientation sessions, with the aim of promoting the unity and trust necessary for the network to succeed. This builds on the years of interaction and dialogue between PCDP as a Parkari-owned organisation and an increasing number of villages. PCDP receives a steady stream of applications to join CDN, based on the fact that villages perceive the benefits of membership in villages that are already members. Every new village must fulfil the criteria of membership, and to date no village has shied away from joining by not wishing or not being able to fulfil the criteria.

Villagers are already familiar with the notion of collective saving and application of savings to collectively decided projects, but the idea that villagers would in effect give part of their scarce resources to support PCDP is bold and innovative. Thus the evaluator enquired multiple times and from multiple stakeholders whether they thought this scheme could work and what views villagers have already expressed on it. The answers were consistent: first, the scheme is presented to villagers as part of Phase II orientation for discussion and feedback. Second, reaction was favourable, and the reasons given for this were that PCDP is seen as a locally owned organisation that has shown itself to be a genuine and committed partner in Parkari development, not seeking its own ends or trying to feather its own nest. The CDN Phase II is currently in its pilot phase, and the splitting of funding between village projects and PCDP support is yet to be implemented.

Sustainability raises questions beyond the development of CDN Phase II, which is focused on self-directed and self-resourced development in villages. Other questions of capacity, focus, new initiatives and the role of PCDP are raised in the following section.

## **2. Future considerations**

### **a. Developing greater capacity**

This evaluation revealed areas where PCDP should continue to develop its capacity in order to fulfil its role:

- In education, school supervisors expressed the need for further training in monitoring progress, handling meetings, and working with the community; for teachers, training in subject areas particularly for Middle School level, and for English, as well improvements in pedagogy;
- In health, training in diagnosis, treatments, and follow-up/in-service training;
- For Cluster/Unit-in-charges, refresher training in leadership and facilitation, in women's rights, in legal issues to advise village committees;
- For management, expansion of capacity in proposal writing beyond top leadership, reporting skills for field staff (more complete, inclusion of significant events/changes), training in educational indicators and data/statistics, in literacy

programme planning, in monitoring and evaluation processes, and upgrading of levels of English competence among department staff;

- For leadership, exposure to other organisations and initiatives (inside and outside Pakistan), training in professional representation of PCDP experience in professional and academic conferences to share the unique approach and gather broader strategic input.

#### **b. New areas of activity?**

Where development intervention is meeting community needs, there is always the question of how far an organisation should expand its activities in order to meet other needs and respond to new opportunities. In the case of PCDP, the answer to this question is not driven merely by analysis or assessment of community needs and surveys, but rather by the expression of what communities themselves see as opportunities to improve the quality of their lives. Without suggesting that PCDP should, or should not, pursue such requests from communities, the following possible areas/ideas were expressed at various levels during the evaluation:

- Vocational training for young people in new areas beyond those currently offered;
- Horticulture, apiculture and fisheries (ponds);
- Solar cooking;
- Environmental activities (see section K.1 above);
- Information and communication technology (ICT) skills;

#### **c. What kind of organisation?**

With regard to the longer-term future, the question arises as to what kind of organisation PCDP should become. The Executive Director articulates a vision in which PCDP facilitates the increasing social status and freedom of the Parkari community, underpinned by growing confidence and educational levels, better health, a stronger economic base, and living on their own land. The means include greater local capacity, both technical and managerial, and ongoing growth in dialogue, trust and unity in the community as a whole. The Board articulated the vision in a similar way, stressing holistic, not merely economic development. Successful implementation of Phase II of the CDN will move PCDP even more into the role of capacity developer and facilitator, with less direct implementation of projects on the ground, since the communities themselves will carry them out. The role of PCDP as an intermediary with government, other external partners and, crucially external funding agencies, is likely to grow in importance.

Government officials and others raised the question of whether PCDP should offer services to other ethnic groups beyond the Parkari. The advantages of the current ethnic focus were spelled out in section E above, and these factors will continue to be valid particularly as many more Parkari villages are yet to benefit from PCDP's services and because of their distinctive marginalized status. PCDP also receives requests from the majority population and other minorities to benefit from its services, particularly education and vocational training. The Board discussed this issue (they are drawn from various ethnicities) and considered that the Parkari focus of PCDP is both justified and advantageous. Nevertheless,

it would be judicious to offer limited services to other groups for the sake of broader perceptions; this may include accepting some majority children in PCDP schools as already happens in some cases, and including their young people in some vocational training (for example, high-demand skills in motorbike and mobile phone repair).

#### **d. Leveraging PCDP experience**

For the future, a further important question arises: how can the experience of this project best be leveraged to draw in other professional and funding partners, both nationally and internationally? What kind of communication and networking strategy will result in greater visibility and then lesson-learning for the benefit of PCDP itself and work in other similarly marginalized groups? An investment in technical assistance to work with PCDP on a focused and strategic (and context-sensitive) communication policy could dramatically increase the organisation's impact in Pakistan and beyond.



Left to right: Evaluator, Executive Director, Managing Director

## **M. Conclusions**

In conclusion, this project has made remarkable progress not only in improving the quality of life of particular villages and communities, but also in changing the underlying social structures which have kept Parkari communities marginalized and in thrall to powerful forces of domination. In terms of learning the lessons of the last five years, there is scope to build on achievements and to further improve the processes, interventions and impact of PCDP.

In light of progress and potential, therefore, a concise summary of PCDP's strengths, the linkages with the international Sustainable Development Goals, a note on the role of donors, and a set of recommendations are presented below.

## 1. Strengths

In implementing the project since 2013 and building on its experience since its creation, PCDP manifested strengths in the following areas:

- A deep understanding of the context in which social change takes place and of the power relations which act as constraints on development;
- A clear and long-term vision of the need to effect the structural change necessary to end marginalization and provide equitable life chances to Parkari people;
- A strong belief in the potential of Parkari communities and promotion of self-confidence and cultural self-esteem;
- An unswerving focus on making change happen at the grassroots through empowering interventions in villages;
- An integrated approach to improvements in the quality of life in the villages of the community;
- Good and frequent communication at village level, facilitated by use of Parkari, and showing that the Parkari language and culture are as good as any other;
- An emphasis on addressing the minority status of Parkari communities:
  - through awareness of human rights as Pakistani citizens;
  - fighting exploitation by other groups (legal and police matters, relations with landlords);
  - developing an independent economic life (savings, skills, businesses);
  - education of the next generation (quality learning, committed communities);
  - improved health and safer births, clean water;
  - working to give respect and rights to women as full partners in development, recognising and developing their potential.
- Committed and motivated staff who understand and clearly articulate the vision of PCDP, both in the field and in the central office;
- Strong leadership focused on developing a spirit of service to the community and stressing the importance of the intangible values that underpin successful collective effort: dialogue, transparency, integrity, mutual support, trust and unity,
- A plan for community ownership of their own development through the CDN which can be sustained and expanded and has a clear structure.

## 2. Links with the Sustainable Development Agenda

As the international community pursues the 2015-2030 agenda of the Sustainable Development Goals, the work of PCDP is central to achieving the equity which is a fundamental feature of the agenda. The United Nations Resolution stressed the need for attention to the most marginalized groups on the planet:

As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first. (United Nations 2015:3)

With this commitment to leave no-one behind and the understanding that the SDGs will not be met until they are met for everyone, the focus on groups such as the Parkari community is central and essential. This project shows that progress is possible and demonstrates effective strategies to move forward. Several general principles emerged from the approach adopted by this project which should inform work with similarly marginalized, socially/culturally distinct, poor and exploited groups:

- Development must take place on their own terms, starting with (but also looking beyond) their own cultural framework and ensuring full communication by using their own language;
- Interventions will only be locally owned if they have been discussed fully by local people, both the leaders and the people, the women and the men;
- Contextually appropriate forms of organization – groups, committees, associations – will stimulate collective vision and strengthen collective self-confidence;
- Transparency, trust, listening, dialogue are absolutely central – a process which enables local people to see their role in partnership with an organisation;
- Attention to the value and use of the local language and culture will give easier access to learning and development processes and will also raise cultural self-esteem and self-respect with a consequent effect on the social status of the group;
- Interventions will proceed best when they are fully prepared and proceed at a pace agreed with local communities and their structures;
- Intervention – and therefore funding – will need to give full attention to the above aspects, including those that are specific to group identity and social consciousness; this may be more expensive in money terms, but it is the only way to ensure successful and sustainable improvements in the quality of life in the long term.

### **3. Note on the role of donors**

Donor support to PCDP has been an essential partnership in achieving the results documented in this report. The current donor has supported PCDP for ten years, and this has been a necessary part of effecting social change in the Parkari community. PCDP has tackled numerous aspects of social and economic change, recognizing from inside the community (their privileged perspective) that changes in values, behaviour and attitudes are a long-term process.

With its shorter-term horizons of accountability and demand for results within the timeframe of discrete projects, a donor agency may well feel that ten years of support ought to be

enough. This is to underestimate the forces at work in the context, the depth of internalized negative values, and, more generally, the amount of time that real change takes to become rooted in the society and expressed in new norms or behaviour.

In the case of the Parkari community, PCDP has taken the long view – looking not only at project results, nor even only at changed behaviours in particular areas of life, but at the social and cultural mechanisms necessary for people to take charge of their own socio-economic change – planning, organizing, cooperating, implementing, and learning from their experience. This approach is not only appropriate given the context, but, based on the principles adopted, serves as a model for community-based, self-directed change and development. In this regard, there are compelling arguments not only to (continue to) fund particular interventions and programmes, but to invest in the organisation as an institution that can demonstrate and extend the model of development it has adopted. PCDP offers the opportunity of a partnership with the potential to have an impact in Pakistan and further afield to show how the poor and marginalized communities can increasingly take charge of far-reaching socio-economic change in their own context.

#### **4. Recommendations**

##### **a. Strategic planning**

1. Articulate a strategy for long-term sustainability, which includes but is not limited to the CDN, and addresses also institutional development and capacities, and use the strategy for short to medium term planning;
2. Upgrade skills in planning, in particular for RBM / logframe development and including the design and definition of indicators.

##### **b. Sustainability and model of development**

3. Continue to develop the CDN as a model of self-directed, self-resourced development, with its component of potential institutional sustainability through membership fees, and document thoroughly the pilots of Phase II;
4. Link the model of development explicitly to the SDGs (in reports etc), in particular the intention to 'leave no-one behind' and to 'start with the most vulnerable first';
5. Design a visibility and communication strategy in order to share the model, its principles and lessons more widely.

##### **c. Programmes**

6. Education (schooling for children): re-design the strategy for equitable provision of schooling within a single, unified model of establishing, supporting and resourcing schools, maintaining and strengthening the multilingual approach based on the mother tongue;
7. Develop a plan for continuing expansion of educational opportunity, to include girls' enrolment, middle school grades, unreached villages;

8. Extend in-service teacher training to all PCDP schools (under a new unified model);
9. Education (adults): review and upgrade adult literacy provision to offer adults a level of independent literacy use; analyse the literate environment (what and why people read and write) as a basis for defining literacy purposes; identify specific sources of funding for this activity;
10. Cultural areas: ensure continuing investment in promoting Parkari culture as an essential element of empowering the community;
11. Strengthen initial and in-service training for Basic Health Care Workers and other field staff as noted in this report;
12. Explore with communities possible new areas of intervention, such as: additional areas of vocational training for both women and men; entrepreneurial / small business training; environmental protection activities; agriculture-related activities;
13. Keep programme priorities under review, as CDN members give input on needs and demands;

**d. Administration, management and funding**

14. Urgently devote significant effort to identifying new funding partners, both inside and outside of Pakistan;
15. Keep salary levels for all staff under review as the funding situation develops and raise salary levels as possible;
16. Establish a single programme database, based on each village and including pending requests for management of further planning;
17. Introduce an automated system of regular back-up of computer files.

**e. Gender**

18. Urgently appoint at least two women to the PCDP Board;
19. Continue to identify female animators and, over time, seek ways for women to function as Cluster-in-Charges
20. Work with SMCs and VCs to identify, train and appoint more female teachers;
21. Continue to foster gender balance at all levels of PCDP departments and leadership positions;
22. Work consciously within and outside the organisation to find new opportunities to give PCDP female staff greater responsibilities and visibility.

**f. Capacities**

23. Review functions and capacity of M&E department, increasing its level of expertise and further defining its role and relationships in the organisation;
24. Reinforce capacity in reporting from the field – accuracy, completeness, relevance;

25. Regularly check on capacity needs of Cluster-in-Charges, female animators, and Unit-in-Charges, so that they can adequately guide, advise and facilitate CDN villages.

**g. Leadership and succession**

26. Develop a leadership succession plan in consultation with the current leadership and the Board;
27. Invest in senior management through a deliberate process of capacity development, exposure and mentoring.

**h. External relations**

28. Maintain and strengthen relations with relevant government departments and consider cooperation based on specific interventions of limited scope and duration (but not open-ended);
29. Further develop links with NGOs and networks active in related areas, particularly at national level;
30. Explore the possibility of sharing PCDP experience in regional and international meetings, conferences and events.

## N. Appendices

### 1. Itinerary

Date	Activity	People involved	Role / Comments
3-6 April	Documentation		Reading and analysis
7 April	Skype discussion	Ms Margrethe Lia Mr Rob van den Heuvel	Aid and Development Project Coordinator, Wycliffe Norway Consultant to Wycliffe Norway and PCDP
8 April	Depart Paris		
9 April	Arrive Karachi		Transfer to PCDP at Rattanabad
	Greetings and installation	Mr Poonam Paschal Ms Erona Paschal	Executive Director Managing Director
10 April	Planning of evaluation	Ms Erona Paschal	Schedule, participants, logistics
	Interview	Mr Poonam Paschal	Executive Director
	Interview	Ms Erona Paschal	Managing Director
	Interview	Ms Premi Mavji, Project Manager	Parkari Literacy Project (PLP) <i>Mr Matthew Yousaf, interpreter (also for subsequent interviews and groups)</i>
	Interview	Mr Dhanji Chohan, Assistant Project Manager	Production and Publication Project (DPP)
11 April	Interview	Mr Simon Goel, Assistant Project Manager	Awareness and Advocacy Project (AAP)
	Interview	Mr Moolchand Solanki, Project Manager	Development and Relief Project (DRP)

Date	Activity	People involved	Role / Comments
	Interview	Mr Riaz Joel, Finance Officer	Finance Department
	Interview	Mr Arif Allahrakha, Human Resources Manager	Human Resources
	Interview	Mr Bansi Solanki, Logistics Manager	Logistics Department
12 April	Interview	Mr Matthew Walji	Regional Office Manager, responsible for the Desert Zone, Nagar Parkar
	Interview	Ms Hannah Aneer	Programme Coordinator
	Interview	Mr Amir Sohail	Monitoring and Evaluation Officer
	<i>Review of information gathered</i>		
13 April	Village visit: Kavo Paro	Self-help school (Classes 1-5)	Discussions with teachers, children, village elder
	Village visit: Karchi Paro	MLE school (Classes 1-5)	Discussions with teachers, children
		Village committee	Discussions with joint meeting of women's and men's committees
		Mr Ali Hassan	Interview with local landlord/landowner
	Village visit: Vershi Colony	MLE school (Classes 1-8)	Visits to classes, discussions with teachers
		School Management Committee	Discussions with joint meeting of women's and men's committees
	Village visit: Bheemo Paro	Basic Health Care Workers and Midwives	Discussions with female (3) and male (2) staff
14 April	Focus Group	Cluster-in-charges and female animators	20 participants: 16 M, 4 F
	Interview	Mr Gerald Angelo	Consultant to PCDP on organizational and management issues

Date	Activity	People involved	Role / Comments
	Interview	Ms Nazoo Pibhu	Animator, Desert Zone
	Interview	Mr Pehlaj Kolhi	Cluster-in-charge, Barrage Zone
	Interview	Mr Somji Parmar	Field Coordinator
15 April	Focus group	School supervisors	6 male participants, Desert and Barrage Zones
	Interview	Mr Netraj Chano	Education Coordinator, Desert Zone
	Interview	Mr Sooraj Kumar	School Supervisor, Barrage Zone
	<i>Review of information gathered</i>		
16 April	<i>Rest day</i>		
17 April	Interview (2)	Ms Premi Mavji, Project Manager	Parkari Literacy Project (PLP)
	Interview	Mr Shamoos Samuel	Chairman, PCDP Board
18 April	Interview (2)	Mr Poonam Paschal	Executive Director
	Interview	Mr Jokim Goel, Project Manager	Parkari Audio Visual Project (PAVP)
	Interview	Mr Ramchand Solanki	Education Training Coordinator
	Filling information gaps	Ms Erona Paschal	Managing Director
	Consultation/discussions	PCDP Board Members (7)	Focus on strategic issues (Special Board Meeting)
	Working session (RBM)	Ms Erona Paschal Ms Hannah Aneer	Managing Director Programme Coordinator
	Discussions	Mr Hamid Sheikh	Deputy Director, Education Department, Mirpurkhas District (recently retired)
19 April	Interview	Mr Junaid Mirza	Assistant Director, Social Welfare Department, Mirpurkhas District

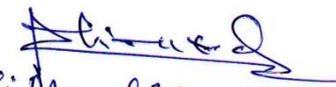
Date	Activity	People involved	Role / Comments
	Filling information gaps	Ms Erona Paschal	Managing Director
	Visit to KCDA and discussions	Mr Shamoon Samuel Ms Huma Aslam	Executive Director, Kachhi Community Development Agency (KCDA) Project Manager, KCDA
	<i>Review of information gathered</i>		
20 April	Discussions	Ms Erona Paschal	Managing Director
	<i>Study of additional documentation requested and received</i>		
21 April	<i>Data organization and analysis</i>		
	<i>Preparation of debrief sessions</i>		
	Debrief – for staff	Rattanabad-based PCDP staff	Feedback to staff on strengths, challenges and impact
	Evaluation process review	Ms Erona Paschal	Managing Director
	Debrief with leadership	Mr Poonam Paschal Ms Erona Paschal	Executive Director Managing Director
22 April	Outstanding queries	Ms Erona Paschal	Managing Director
	Depart PCDP Rattanabad		Transfer to Karachi for flight
23 April	Depart Karachi		
May / June	Write report		First draft, feedback and final version

## 2. PCDP School Award Letter

Annual EXAM - 2017

Annual EXAM of CBPS. Haji Ghulam Muhammad.  
Ahmedani @ VERSI KOLHI conducted on Dated.  
16-03-2017. Cps. Haji Gh. M. Ahmedani @ Versi Kolhi.  
(AMAR-ROOPLO-PARKARI) got 2nd Position in UC  
Dumbalo in 64 Schools. All the Teachers are  
Hard worker. Specially Mr. Versi is hard working  
For the Development of Education and also for  
his Community. day and Night.  
We hope. That with this hard working this School  
will get First Position in the future.

  
SUPERVISOR PRIMARY EDUCATION  
U/C DUMBALO TALUKA MATLI

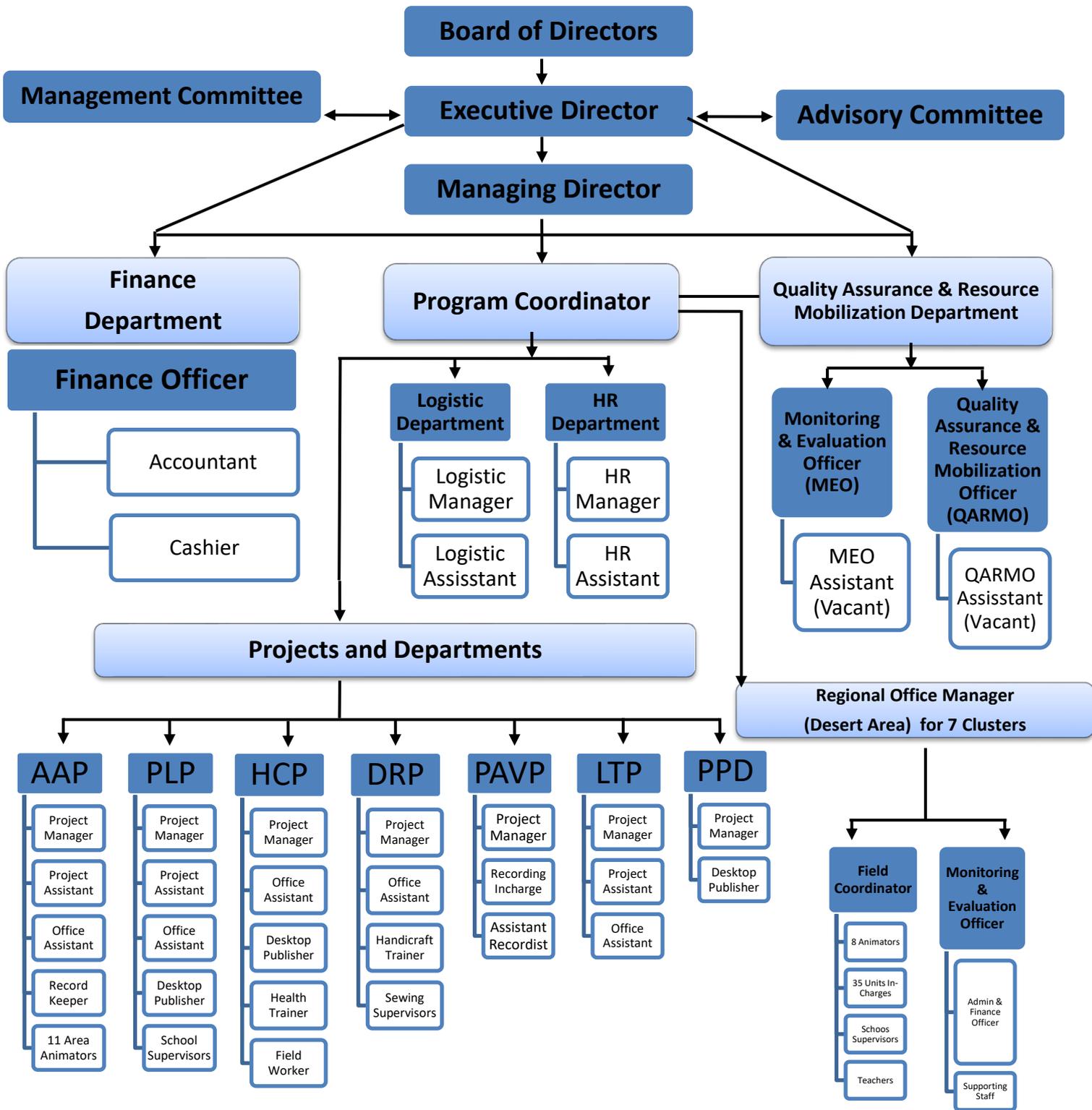
  
Ali Muneed Korai  
Member Exam. Committee

  
M. Ramzan Korai  
Member EXAM Committee.

### 3. Community Development Network: 2009-2016

Year	Clusters Area	No. of Clusters	No. of Units	No. of Villages	Total Registered Families	Total Registered Adults	Total Family Members
2009	Desert	04	11	78	468	936	2808
	Barrage	03	08	38	950	1905	5700
	<b>Total</b>	<b>07</b>	<b>24</b>	<b>116</b>	<b>2950</b>	<b>2841</b>	<b>17700</b>
2010	Desert	05 (including 01new)	16	105	2625	5250	15750
	Barrage	05 (including 02new)	18	82	2050	4110	12300
	<b>Total</b>	<b>10</b>	<b>34</b>	<b>187</b>	<b>4675</b>	<b>9360</b>	<b>24600</b>
2011	Desert	05	26	128	2766	5638	16596
	Barrage	05	28	135	2622	5407	10814
	<b>Total</b>	<b>10</b>	<b>54</b>	<b>263</b>	<b>5388</b>	<b>11045</b>	<b>27410</b>
2012	Desert	05	28	137	3318	7901	19908
	Barrage	05	26	126	2612	5407	15672
	<b>Total</b>	<b>10</b>	<b>54</b>	<b>263</b>	<b>5930</b>	<b>13308</b>	<b>35580</b>
2013	Desert	07 (including 02new)	29	144	3483	7504	20658
	Barrage	05	28	139	4428	8900	26568
	<b>Total</b>	<b>12</b>	<b>57</b>	<b>283</b>	<b>7911</b>	<b>16404</b>	<b>47226</b>
2014	Desert	07	40	198	5006	10194	29886
	Barrage	09 (including 4 new)	52	260	7513	14940	48678
	<b>Total</b>	<b>16</b>	<b>92</b>	<b>458</b>	<b>12519</b>	<b>25134</b>	<b>78564</b>
2015	Desert	07	40	198	5006	10194	29886
	Barrage	09 (including 2 new)	62	312	8816	17546	56496
	<b>Total</b>	<b>18</b>	<b>102</b>	<b>510</b>	<b>13822</b>	<b>27740</b>	<b>86382</b>
2016	Desert	07	40	198	5006	10194	29886
	Barrage	11	62	312	8816	17546	56496
	<b>Total</b>	<b>18</b>	<b>102</b>	<b>510</b>	<b>13822</b>	<b>27740</b>	<b>86382</b>
<b>Total</b>	<b>Desert &amp; Barrage</b>	<b>18</b>	<b>102</b>	<b>510</b>	<b>13822</b>	<b>27740</b>	<b>86382</b>

#### 4. PCDP Organisational Structure



**Abbreviations:**

**AAP:** Awareness & Advocacy Project    **PLP:** Parkari Literacy Project  
**HCP:** Health Care Project    **DRP:** Development & Relief Project  
**PAVP:** Parkari Audio Visual Project    **PPD:** Production & Publication Project  
**LTP:** Literature Translation Project    **HR:** Human Resource

### 5. PCDP 2017 Administrative Meeting Plan

Meeting Title	Frequency	Due Date	Meeting Timings	Meeting Called by	Responsible Person to prepare and disseminate Agenda/Minutes
<b>Board Meetings</b>	<b>Biannually</b> <i>(Third Saturday)</i>	<b>March 18, 2017</b> <b>September 16, 2017</b>	<b>from 10:00 am to</b> <b>1:00 pm</b>	<b>Executive Director</b>	
<b>Management Committee Meetings</b>	<b>Quarterly</b> <i>(Last Month of every Quarter and Second Monday of this Month)</i>	<b>April 10, 2017</b> <b>August 15, 2017</b> <b>December 11, 2017</b>	<b>from 10:00 am to</b> <b>1:00 pm</b>	<b>Executive Director</b>	<b>Hannah Aneer</b>
<b>Advisory Committee</b>	<b>Biannually</b> <i>(Friday &amp; Saturday)</i>	<b>April 14-15, 2017</b> <b>October 13-14, 2017</b>	<b>from 10:00 am</b> <b>to</b> <b>5:00 pm</b>	<b>Executive Director</b>	
<b>Managers' Meeting</b>	<b>Monthly</b> <i>(First Friday of Every Month)</i>	<b>January 6, 2017</b> <b>February 3, 2017</b> <b>March 3, 2017</b> <b>April 7, 2017</b> <b>May 5, 2017</b> <b>June 2, 2017</b> <b>July, 7, 2017</b> <b>August 4, 2017</b> <b>September 1, 2017</b> <b>October 6, 2017</b> <b>November 3, 2017</b> <b>December 1, 2017</b>	<b>from 10:00 am</b> <b>to</b> <b>1:00 pm</b>	<b>Managing Director</b>	<b>Hannah Aneer</b>
<b>Staff Meeting</b>	<b>Monthly</b> <i>(Last Friday of Month)</i>	<b>January 27, 2017</b> <b>February 24, 2017</b> <b>March 31, 2017</b> <b>April 28, 2017</b> <b>May 26, 2017</b> <b>June 30, 2017</b> <b>July, 28, 2017</b> <b>August 25, 2017</b> <b>September 29, 2017</b> <b>October 27, 2017</b>	<b>from 10:00 am</b> <b>to</b> <b>5:00 pm</b>		

Meeting Title	Frequency	Due Date	Meeting Timings	Meeting Called by	Responsible Person to prepare and disseminate Agenda/Minutes
		November 28, 2017 December 8, 2017			
Weekly Planning Meeting	Once in a Week <i>(Every Thursday)</i>		From 11:00am to 11:45am	Program Coordinator	Hannah Aneer
Planning and Assessment Meetings of Projects/ Departments	Monthly	25 <sup>th</sup> of Every Month	From 11:00am to 12:10pm	Program Coordinator	Hannah Aneer
Department/ Project Managers' Internal Meeting( with Team)	Monthly <i>(First Week of Month)</i>	2 <sup>nd</sup> of Every Month	From 11:00am to 11:45am	Project/ Department Managers	Project/ Department Managers
Monitoring Meetings with Projects	Monthly <i>(Second Week of Month)</i>	10 of Every Month	From 11:00am to 12: 10pm	M&E Officer	M&E Officer

Prepared by

Hannah Aneer

Program Coordinator, PCDP

Approved by:

Erona Paschal

Managing Director, PCDP

## 6. Database sample sheets

### Parkari Community Development Programme (PCDP) Sample of village intervention record sheet (one page only)



#### Advocacy & Awareness Project (AAP)

Rabta (Cluster) Name Karanti No: 29 Area: BR A. Code No: 03

Animator's Name Phelaj Working area Kapri Mori ,UC Chamber Tehsil Chamber District Badin

**Cluster (Rabta) No.29 Karanty** Village Shanker

**Unit (Akta) No.01 Prem Parkash** Village Javraj

Name of Unit Incharge : **Vishram Parmar S/o Jawraj Patel**, Contact No.

#### Project activities according to Unit , Village & area base

Village Name: Javraj Paro Village No.01	Village Name: Doonaro Paro Village No.02	Village Name: Heroji Paro Village No. 03	Village Name: Shankar Paro Village No.04	Village Name : Natho Paro Village No.05
<b>1. Advocacy &amp; Awareness Project (AAP)</b> 1. Orientation Sessions 2012 (08) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 2. VC Meetings Male & Female) 2012 (10) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 3. Monthly meetings VC (Mal & Femal) 2012 (10) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 4. Awareness Sessions Saving 2012 (05) 2013 (07) 2014 (5) 2015 (5) 2016 (5)	<b>1. Advocacy &amp; Awareness Project (AAP)</b> 1. Orientation Sessions 2012 (09) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 2. VC Meetings Male & Female) 2012 (11) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 3. Monthly meetings VC (Mal & Femal) 2012 (07) 2013 (06) 2014 (5) 2015 (5) 2016 (5) 4. Awareness Sessions Saving 2012 (08) 2013 (04) 2014 (5) 2015 (5) 2016 (5)	<b>1. Advocacy &amp; Awareness Project (AAP)</b> 1. Orientation Sessions 2012 (10) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 2. VC Meetings Male & Female) 2012 (10) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 3. Monthly meetings VC (Mal & Femal) 2012 (07) 2013 (09) 2014 (5) 2015 (5) 2016 (5) 4. Awareness Sessions Saving 2012 (07) 2013 (08) 2014 (5) 2015 (5) 2016 (5)	<b>1. Advocacy &amp; Awareness Project (AAP)</b> 1. Orientation Sessions 2012 (08) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 2. VC Meetings Male & Female) 2012 (08) 2013 (12) 2014 (5) 2015 (5) 2016 (5) 3. Monthly meetings VC (Mal & Femal) 2012 (08) 2013 (09) 2014 (5) 2015 (5) 2016 (5) 4. Awareness Sessions Saving 2012 (07) 2013 (08) 2014 (5) 2015 (5) 2016 (5)	<b>1. Advocacy &amp; Awareness Project (AAP)</b> 1. Orientation Sessions 2012 (09) 2013 (10) 2014 (5) 2015 (5) 2016 (5) 2. VC Meetings Male & Female) 2012 (10) 2013 (11) 2014 (5) 2015 (5) 2016 (5) 3. Monthly meetings VC (Mal & Femal) 2012 (08) 2013 (10) 2014 (5) 2015 (5) 2016 (5) 4. Awareness Sessions Saving 2012 (05) 2013 (05) 2014 (5) 2015 (5) 2016 (5)
<b>2. Parkari Literacy Project (PLP)</b> 1. Peer Sakhi CSHSP School 2012-2013 2. Chaman CSHSP 2013-2014 3. 4. 5.	<b>2. Parkari Literacy Project (PLP)</b> 1. Prem Sagar CSHSP- 2013-2014 2. 3. 4. 5.	<b>2. Parkari Literacy Project (PLP)</b> 1. 2. 3. 4. 5.	<b>2. Parkari Literacy Project (PLP)</b> 1. Pari Nagar VAEP 2015-2016 2. 3. 4. 5.	<b>2. Parkari Literacy Project (PLP)</b> 1. Kalpna CSH School (01) 2013-2014 2. Chahat VAEP Center 2013-2014 3. 4. 5.
<b>3. Health Care Project(HCP)</b> 1. (1) Trained BHCW Women 2009 2. (2) Sefer Mother hood Session 2009 3. (3) Health & Hygiene Session 2009 4. (1) Trained Midwives Women 2013	<b>3. Health Care Project(HCP)</b> 1. (1) Trained Midwives Women 2013 2. 3. 4. 5.	<b>3. Health Care Project(HCP)</b> 1. (1) Trained Midwives Women 2009 2. 3. 4. 5.	<b>3. Health Care Project(HCP)</b> 1. (4) Trained Midwives Women 2009 2. (2) Sefer Mother hood Session 2009 3. (3) Health & Hygiene Session 2009 4. (1) Trained Midwives Women 2008	<b>3. Health Care Project(HCP)</b> 1. Trained Midwives Women (02) 2013 2. BHC Workar (02) 2013 3. 4. 5.
<b>4. Development &amp; Relief Project (DRP)</b> 1. Relief Scheme (01) (01) 2011 2. Handpump Scheme (01) 2010 3. Sewing Center (01) 2013 4. Handicraft Scheme (01) 2013 4. Toilets Scheme (1) 2015 5.	<b>4. Development &amp; Relief Project (DRP)</b> 1. Relief Scheme (01) (01) 2011 2. Handpump Scheme (01) 2010 3. 4. 5.	<b>4. Development &amp; Relief Project (DRP)</b> 1. Relief Scheme (01) (01) 2011 2. Handpump Scheme (01) 2013 3. 4. 5.	<b>4. Development &amp; Relief Project (DRP)</b> 1. Relief Scheme (01) (01) 2011 2. Veterinary Taminig (01) (01) 2010 3. Veterinary Taminig (01) (01) 2016 4. 5.	<b>4. Development &amp; Relief Project (DRP)</b> 1. Relief Scheme (01) 2011 2. 3. 4. 5.

Analysis & Evaluation Report of VC & Akta (Unit)

**Sample of CDN information sheet by Cluster (first page only)**

Akta(Unit) Name: Gom Sudar Akta No: 01 Area: NP

A. Code No: 01 Working area Adhgam

UC Nager Tehsil Nager District Tharparkar

S. No.	Name of Village	Total Population		Total Register Members		CNIC		PRC & Domicile		Vote		Marriage Certificate		Total Children		Total Ltrate & Illtrate				Birth Registration Certificate			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	Boy	Girl	Boy		Girl		Bo y	Girl
																		Ltrate	Illtrate	Ltrate	Illtrate		
1.	Doda Ro Vandio	24	24	33	17	30	14	1	0	26	15	0	0	34	32	30	4	16	16	0	0		
2.	Paroo Councilor	30	30	20	18	18	14	1	0	12	12	0	0	26	19	16	10	3	16	0	0		
3.	Ratani Paro	28	28	25	22	27	22	0	0	18	14	0	0	48	34	21	27	3	31	0	0		
4.	Panani Paro	19	19	22	21	17	14	0	0	17	15	0	0	25	24	9	16	4	20	0	0		
5.	Mangoni Paro	19	19	22	22	18	17	1	0	15	15	0	0	29	28	14	15	0	28	0	0		
<b>Total</b>		<b>120</b>	<b>120</b>	<b>121</b>	<b>105</b>	<b>110</b>	<b>81</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>71</b>	<b>0</b>	<b>0</b>	<b>162</b>	<b>137</b>	<b>90</b>	<b>72</b>	<b>26</b>	<b>111</b>		<b>0</b>		

**Illiterate & Ltrate ( Boys, Girls & Youth)**

S. No.	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	04	05	03	03	5	3	3	2	5	0	3	0	0	0	3	3	2	0	2	0	0	0	0	0
2.	05	01	03	2	2	0	2	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
3.	10	01	05	1	4	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4.	03	02	04	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

5.	04	0	03	0	5	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	<b>26</b>	<b>09</b>	<b>18</b>	<b>8</b>	<b>18</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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## 8. Interview and discussion guides

### Extended focus group with clusters-in-charge

- Please describe your role.

### **Two groups + feedback: Community Development Network**

- How does the Community Development Network function? How does a village join it?
- What is your opinion on the plan for CDN membership fees?
- What do villages want from the CDN?
- What training do village committees need to be part of CDN?
- What kind of support should PCDP give to villages in the CDN network?
- In the villages of your cluster, are the committees/people able to continue projects without PCDP support? Which projects? How do they find the resources?

### **Each participant to write answers to the following questions:**

1. To whom do you report?
2. How often do you meet face to face with your supervisor?
3. How often do you meet the other clusters-in-charge?
4. How many times did you hold meetings for units-in-charge in 2016?
5. How many times did you visit each of the 25 villages in your cluster in 2016?
6. How many other clusters did you visit in 2016, for example, to learn from different experience?

### **For general discussion in the group:**

- What challenges do the units-in-charge face in your cluster?
- What are training needs in your cluster: for units-in-charge? For yourself? Others?

### Human rights

- How have human rights changed in the communities you work with? What is the best way to continue improving human rights for communities?
- What is the best way to improve the status of women? What change in women's status do you observe?
- Have you encountered resistance to the promotion of human rights? In what ways? How do you respond?

### Results and future

- In the last year and a half, did any PCDP interventions close down in your cluster? If so, why?
- What do you think are the most important parts of PCDP's work in your cluster?
- What improvements in the quality of life have you observed in your cluster?

- What is your view of the management processes/structures of PCDP?  
Communication, accounting procedures, planning...
- In what ways can PCDP improve its work?

## **Units-in-charge**

How long have you been a unit-in-charge?

What kinds of projects does PCDP have in the villages of your unit? Schools, adult literacy, health, awareness, savings, sewing/handicrafts, toilet construction, water pumps, others?

Which of these is the priority for the villages? Are there different priorities in different villages?

Tell us how well the village committees work.

Are they aware of CDN Phase 2? If so, how did they react to the idea of fees?

How many MLE or self-help schools are there in the villages in your unit?

How many boys and girls in the schools?

In class 2, can the children read and write at that level? Give us some examples of children learning well or not so well.

Tell us how well the school management committees work.

How many men and women are doing tailoring? Do they earn money from that? Do they earn money in other ways because of PCDP

What change have you observed in the behaviour of women in the five villages?

...and in the behaviour of men?

In what ways has the village worked to claim their rights... with the police? With the landlord? In other ways? Please give us some examples.

What are the challenges in your work?

What would help you do your work better?

### **School management committees**

- How long have you had a school in your village?
- MLE or Self-help school? Which grades?
- How many children attend? Girls? Boys?
- Are there more children in your community who do not go to school? What is the reason they do not attend? What would motivate them/their parents for them to attend?
- How many have dropped out? What do they do if they are not in school?
- What happens to the children who complete all the grades?
- What level of education does the teacher have? What teacher training has s/he received?
- What are your responsibilities in managing the school?
- What training have you received for your role?
- What further training do you need?
- What problems does the school face?
- If PCDP could no longer support the school, what would you do? Would the school continue? (MLE schools)
- Why have some self-help schools closed?
- What are the school's links with the government schools, government inspectors or other officials?
- How do you coordinate between the male and female committees?
- What do you expect from PCDP?
- What difference has education made to the children in your community?
- Why do you think education is important in your community?

### **Teachers' focus group**

For each teacher: for how long? Which grade(s)? What level of education do they have?

Group:

- What support does the school have from the community? Parents?
- Are there more children who should be in school in the community where you teach? Why are they not in school?
- How can more girls be enrolled in school?
- What contact do you have with the families of the children? Do you visit them? Why?
- What training have you had as a teacher?
- What further training would you like to have?
- What kinds of teaching and learning materials do you use?
- What further materials do you need?
- What is your view of using a multilingual approach?
- What records do you keep of children's attendance and progress?
- Where do you send these records?
- What do you do when a child drops out of school?
- What are the main challenges in the school where you teach?
- What contacts do you have with government schools and teachers?
- What kind of support would you like from PCDP?
- What do you like most about being a teacher?

### **School supervisors: extended focus group**

- When you go to a school, what do you check?
- What training have you had as a supervisor?
- What further training would you like to have?
- What records do you keep of teachers' attendance and performance?
- Where do you send these records?
- What do you do when a child drops out of school?
- What are the main challenges in the schools that you supervise?
- What are the differences between your schools and government schools?
- What contacts do you have with government schools and teachers?
- What kind of support would you like from PCDP?
- What do you like most about your work?

Two groups: then compare findings: school and community

- What support do the schools have from the community? Parents?
- How often does the school management committee meet? Does it work well?
- Are there more children who should be in school in the community where you teach?  
Why are they not in school?
- How can more girls be enrolled in school?

Discuss in pairs and report back

- What is your view of using a multilingual approach?
- Does it work?
- Are there ways to improve it?

**Village committee: focus group**

- How often do you meet?
- How do you keep records of your meetings?
- How do you communicate between the male and female committees?
- What projects have you done in the village?

Community Development Network

- Your village is member of the CDN – how does that help you?
- Other comments on CDN?
- Have you heard about the idea of membership fees for village projects and supporting PCDP? What do you think about that?

Savings and cooperative groups

- Do you have a savings group? How many people participate?
- How many have taken loans?
- What do they use the loan for?
- Have you used the savings for village projects? What kinds of projects?

What are the main needs now in your village?

What new projects would you like to start?

Describe how PCDP has helped your village. How has the village changed?

What do you expect from PCDP in the future?

**Basic health care workers: focus group or interview**

- What are your responsibilities?
- How many villages do you serve?
- What are the health problems you deal with?
- What are the most common health problems that you deal with?
- What are the messages you communicate in health awareness sessions?
- What improvements in hygiene have you observed?
- Do villagers pay for your services? If so, how much do they pay?
- Do you have the medicines and equipment you need?
- What training do you have?
- What training do you need?
- What kind of contact do you have with local doctors? How far is it to the nearest doctor?
- What kind of contact do you have with local hospitals? How far is it to the nearest hospital?
- What are the challenges and difficulties in your work?
- Please describe an urgent case you have recently dealt with. How did you handle it?

## **Parkari Community Development Programme (PCDP)**

### **Meeting of the Board for discussion with the evaluator of Norwegian funding**

**18 April 2017, 1pm to 2pm  
Rattanabad**

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#### Questions for discussion

1. As a Board, do you get adequate information for you to know what PCDP is doing and what its priorities are?
2. Should the Board meet more often, or less often?
3. What kinds of difficulties does PCDP currently face?
4. What kinds of new connections, if any, do you think it is important for PCDP to make? Other NGOs? Government departments? International organisations? Others? What would be priority?
5. What should be the role of PCDP in relation to the majority population or other minority groups? Should PCDP respond to their requests for assistance?
6. How do you see the future development of PCDP? Will it have to change or adapt? If so, in what ways?

## 9. Terms of Reference

### Parkari Community Development Programme (PCDP) Final Evaluation of project period 2013-2017 (Pakistan 10542) Terms of Reference

#### Background and purpose

The problems this project address are the social, economic and political exploitation and exclusion of up to 1.2 million Parkari people scattered throughout the Lower Sindh region of Pakistan. The large majority of Parkaris live in poverty and lack sufficient opportunities to receive an adequate education and so illiteracy rates are high. The combination of poverty and a lack of educational opportunities contribute to their ignorance of and minimal involvement in the democratic processes.

The Parkari communities are regarded as untouchables and among the Muslim majority as unbelievers; both see them as ethnically inferior. About 99% are peasant farmers, either owning land in the desert area where drought is frequent, or living as land-less farm labourers in the irrigated areas where they are at the mercy of landowners. Most villages lack the basic essentials of clean drinking water and available educational and health services. Women and children are the most disadvantaged.

In 2007 PCDP received its first funding from NORAD through Digni and Wycliffe Norway for implementing the Parkari Community Development Programme. It has steadily grown since then, and by the end of 2015 more than 85.000 people from 510 communities of this minority group were participating in the program. The focus areas of this program are: education, human rights, health, and capacity building in the area of self-governance.

#### Summary of projected outcomes

<b>Outcomes RBM-Logframe</b>		
<b>Indigenous people</b>	<b>Education</b>	<b>Human Rights</b>
<p>1. Parkari community has organized itself into units, clusters and zones and representatives establish contact with provincial and national government decision-makers about community concerns and pursuing solutions.</p> <p>2. Living conditions have improved because they started to save money, followed education, were assisted by advocacy,</p>	<p>Parkari children have access to primary and secondary education through MLE schools and self-help schools.</p> <p>Parkari adults have access to right based adult education in their own mother tongue.</p> <p>3. Parkari children who have finished their education have support activities to help them for higher education, vocational trainings and jobs.</p>	<p>1. Communities are aware of their rights, have set up a system to claim their rights and have delegated community members to be involved as human rights activists.</p>

learned leadership, economic management and vocational skills.		
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### **Purpose**

The purpose of this evaluation is to assess whether the objectives of the project were achieved. Was the strategy chosen relevant? Was the money spent effectively? Did the intervention lead to long term, sustainable results? Would the results of this project justify a new application for the period 2018 – 2022?

### **Scope of the evaluation**

#### **The RBM-Logframe and related programs**

The results of the program should be compared with the indicators of the RBM-Logframe. In addition the following issues should be evaluated:

1. Relevance of intervention objectives: Are they still consistent with needs of the beneficiaries, the country needs and donor policies?
2. Effectiveness: Have the anticipated results been achieved and were the activities carried out? How can this be proven?
3. Efficiency: Are the resources like money, equipment and time, used effectively?
4. Outcome and Impact: How did the program change the lives of people and the communities in the area of health, economy, education and changes for the future, social and otherwise?

#### **Sustainability and long term plans**

1. Are the opportunities for partnering with other organisations and the government well used?
2. What are PCDP's long term plans, and what is their strategy for reaching them?
3. What is the probability of continued benefit once the project with support from Digni / Wycliffe is completed?
4. How would the Community Development Network (CDN) strategy shape the new 5-year project? (CDN is the Self Governing System that has been set up with the objective to make the Parkari responsible for their own development.)
  - a. How would it help to sustain "old" cluster
  - b. How would it build "new" clusters towards sustainability
  - c. How it help to sustain PCDP as an organisation
5. Does the savings scheme contribute to the sustainability of the CDN? If so, how?
6. Are there any aspects that prevent sustainability?
7. How should key roles in the management team and succession be defined?
8. What other personnel issues need to be addressed in order to guarantee a smooth continuation of the program?

### **Risks**

1. Were the risks mentioned in the project documents relevant?
2. Were certain risks missing from the risk assessment?
3. Were the measures taken to reduce the risk effective?

### **Good Governance**

In the context of this evaluation, the following areas are included:

1. How are the local communities and beneficiaries involved in PCDP's decision making?
2. Do family ties play a role in this project? If so, how are they justified?
3. How does PCDP function as a legal entity?
4. What policies are in place? And what are the procedures/routines that make sure they are followed? For example:
  - Financial procedures
  - Anti-corruption code of conduct and policies
  - Personnel code of conduct
    - Avoiding nepotism

### **Cross cutting themes**

- Environment
  - How is the environment considered in the project activities?
  - In what way does the intervention affect the local environment?
  - Are Parkaris victim of climate change?
- Conflict Sensitivity
  - Does the organization have an understanding of the local context and potential risks for the project? How have they been working on conflict sensitivity?
  - Do Parkaris suffer from conflict because of their low status? If so, how is PCDP assisting the community?
- Gender Sensitivity
  - What does the project do to ensure equality and equity in the organization and the intervention?
  - In what way has PCDP worked to identify barriers hindering women or men from participation in activities and achieving of project objectives?

### **Previous evaluation**

1. How far had the recommendations of the mid-term evaluation of 2014 an effect on the strategy and actions of the program?
2. How far are they taken in consideration?

Summary recommendations:

1. Pay fair salary to Clusters in Charge
2. Consider testing membership fees from communities who are longer in the program
3. Hire more women Cluster-in-charges
4. Provide extra training to Clusters in Charge
5. In order to reduce dependency on a sole donor, find additional sources of funding
6. Strengthening relations with the Sindh Consortium
7. Improve systems of measuring results
8. Expand the risk analysis matrix to include areas not addressed

9. Emergency preparedness policies and routines should urgently be approved
10. Include salary taxes as a part of the budget
11. Extra training or qualified personnel is needed in the areas of project design, management and reporting
12. Crafts, there should be more variety in products and awareness of economic principles

**Various**

1. New developments
2. Challenges and blessings
3. Various subjects not covered in the above lists

**Methods used**

1. Document review, this will include all major documents such as project documents, monthly, quarterly and annual reports, earlier evaluations and correspondence
2. Studying available baseline information
3. Round table discussions in PCDP facilities with director and project manager
4. Discussions with personnel, including those in charge of clusters
5. Discussions with Wycliffe Norway's staff and consultant through e-mail and Skype
6. Meeting the board
7. Looking at PCDP routines, administration
8. Field visit, to conduct well prepared interviews with key people

**Person visiting**

The evaluation will be carried out by .....

**Program**

Day and date	What	Comments

**Finances**

All costs will be covered by Wycliffe Norway. Most costs will be booked to the evaluation budget-line for the 2017 PCDP Project. PCDP will keep a detailed record of all expenses made for this final evaluation.

**Reporting and timing**

The evaluator will write an evaluation report based on the points stipulated in the Terms of Reference. The report will refer to the points mentioned under scope of the evaluation, and will include conclusions and recommendations. A draft of this report will be presented to the director and project manager of PCDP by April 2017 and Wycliffe Norway in order to allow feedback. The final version will be presented to Wycliffe Norway in May 2017. The report will be attached to the 2017 Annual Report of PCDP and be considered with their 5 year application 2018 – 2022.