

**FINAL
Evaluation Report
of**

**Kachhi Community Development Programme (KCDP)
(2018-2022)**
Digni number: 10617

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Funded by: Wycliffe Norway, Digni Norway



**for Kachhi Community Development Association (KCDA)
Mirpur Khas, Sindh**

**Evaluation conducted by:
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At a personal level I have been humbled at the absolute learning experience among people of the Kachhi community.

Abundant Blessings to ALL.
Jennifer Christine Jag Jivan and Mohsin Zia.

Evaluation Disclaimer

The Evaluation Report prepared by the Evaluation Team is for the use of KCDA and its donor partner Wycliffe-Norway and/or Digni. Further use and distribution of the report in whole or in part will require the consent of all parties concerned. The report relates to the scope of work as spelled out and agreed by KCDA, Wycliffe-Norway and/or Digni and the Evaluation Team in the Terms of Reference (see Annexure XIV). The Evaluation team does not take any responsibility regarding the adequacy of the information, assertions or comments made during the evaluations process through which it has formulated the recommendations.

Abbreviations/Acronyms

AVC	Audio Visual Centre
BHC	Basic Healthcare
BHCW	Basic healthcare workers
CLTS	Community Led Total Sanitation
CDG	Community Development Group
CWS	Asia-Community World Service Asia
Digni	A network of Christian organisations that are active in development. It receives annually a block grant from NORAD
EAD	Economic Affairs Division
FRC	Family Registration Certificate
KCDA	Kachhi Community Development Association
KCDP	Kachhi Community Development Program
SSEWA-PAK	Society for Safe Environment and Welfare Association - Pakistan
CNIC	Computerised National Identity Card
MLE	Multilingual Education
MoU	Memorandum of Understanding
NADRA	National Database and Registration Authority
PCDP	Parkari Community Development Program
PKR	Pakistani Rupees
PMS	Pak Mission Society
PCP	Pakistan Center for Philanthropy
PPI	Pakistan Partnership Initiative
RBM	Result Based Management
SHG	Self Help Group
SMC	School Management Committee
WASH	Water, Sanitation and Health
V.H.AP.	Village Health and Awareness Programme
Wycliffe Norway	A Christian organisation specialised in languages, member of Digni

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1. Executive Summary

The Kachhi Community Development Programme (2018-2022) (KCDP) is the third phase of a project for the uplift of the marginalized Kachhi community, run by Kachhi Community Development Association (KCDA) that was registered as an organization in 2005. The project has been supported by Wycliffe Norway and the Digni since 2007.

The evaluation is based on the third phase (2018-2022) of the project and conducted by a two member team. The Evaluation was conducted from March 2022-May 2022. The focus of the evaluation is through the RBM lens on the major themes of the project as civil society, health, education and human rights, inclusive of cross cutting themes as gender sensitivity, environment and conflict sensitivity. The areas of focus also relate to organizational capacities and development as finance, administration, human resources and governance with a keen eye on the risk factor and sustainability. The prism of relevance, effectiveness, efficiency, outcome and impact was the underlying catchword through which the project was evaluated. ‘The Empowerment Assessment Tool’ by Digni helped locate the intervention to a given context and thereby assessing to some degree the strides the project has made in a given context. KCDP reaches level 3 in terms of the Empowerment Assessment Tool.

The evaluation methodology consisted of review of data related to KCDP and KCDA, field visits, structured /semi structured interviews, meetings with community members, one to one interviews, consultations with different stakeholders as the Board of KCDA and all relevant staff from animators, field supervisors, teachers and KCDP staff, inclusive of senior project management team and donor partners Mr. Nathan Bremer from Wycliffe Norway and Mr. Rob Van den Heuvel consultant (online meeting).

While the overall direct beneficiaries reached (**17,674**) far exceed the actual targeted number of what the project states (**14,240**) there are yet certain recommendations made under the categories of Programme, Finance, Human Resources and Administration Procedures that KCDA needs to consider. The figure 406 under the thematic area education for school children is other than the 17,674 figure.

The following **Recommendations** are put forward for consideration to KCDA and its Board.

Programme

1. KCDA will need to look at its project design carefully and in order to reach a scale beyond ‘3’ it will need to concentrate on consolidation of its target areas and therefore its beneficiaries. It needs to take stock of what interventions it needs to carry forward with new inputs and focus on its existing target areas rather than expanding into new geographical areas just for the sake of expansion.
2. The role of different implementing stakeholders will need greater capacity building.
3. Greater linkage in connection with the animators, supervisors and community needs to be put back in place which once existed between KCDP staff and the community. Stronger follow-ups need to be designed as part of the programme intervention and not just ‘ordinary’ visits. There should be a strong connection between follow-ups and monitoring visits.
4. Capacity building of staff at all tiers is a must. KCDA will need to follow the policy of the ‘right person for the right job’. Special slots in budget line items will help facilitate capacity building of staff. Trainings for staff for their required responsibilities need to be put in place. Similarly, monitoring requires skill and dedication. Trainings on monitoring and evaluation need to be arranged for concerned staff.
5. Imparting quality education in schools (teaching and school management) from the end of KCDP staff and SMCs is highly desirable. SMCs and VDGs all will require on going trainings, both motivational and skill be it running of schools, fulfilling the civil society component or the health and human rights programmes. To improve quality education introduction of Child Friendly Schools and Multi-grade teaching will further help the schools to provide quality education. School enrolment of both girls and boys needs attention while for the health component trainings/awareness sessions on preventive measures or possible treatment for drug/alcohol

users can be further expanded.

6. Keeping in view of new interventions, environment / effects related to climate crises, especially women and children in terms of food security and women rights with a broader view of human rights rather than just the acquisition of National Identity Cards needs to be brought into the project framework. Similarly, short surveys on issues identified in the communities as increase in suicide rate or the hidden problem of domestic violence need to be carried out in order to address the deep seated issues existing in the communities.
7. Developing second line leadership will help sustain the organization. Short, mid and long-term plan of action will need to be developed for greater sustainability of the organization.
8. Given that nearly 15 years of time, effort and finances have been invested some form of data collection for future interventions cum impact study of some scale needs to be designed and conducted.
9. Strengthening of relationships needs to continue both with other civil society organizations and with the government. An advocacy strategy needs to be developed to strengthen all thematic areas of the project in relation to accessing rights of the right-holders.

Finance

1. KCDP management should build up its capacity in terms of financial management. Advance Level Trainings must be provided to staff involved in finance.
2. Budgeted vs. Actual Statements are prepared on a monthly basis but need to be shared and discussed specifically with relevant staff to maintain accurate monthly cash flows to foresee shortfalls.
3. The management can make strategic allocations of its financial resources by practicing unit based budgeting and presence of unit cost in an annual budget, to ensure effective and efficient use of allocated funds. KCDP management must monitor the budgets against monthly expenditures every month. Project management may have an opportunity to apply the following monitoring tools altogether or one of them on regular intervals to ensure budget control at all levels;
 - a. Cash flow management, b. Cash flow forecasting, c. Budget comparison sheet
4. KCDP must seek a wider base of donors who are committed to ongoing or one-off support. It may need to include development of other funding models and accountabilities, based on splits between core funding and project based funding. This should also include consideration of possible local donors.

Financial Policies and Procedures

A Written policy is there but it needs to be practiced more thoroughly considering of the following points.

5. Physical verification of cash should be done at the end of every day.
6. Internal control system over cash and procurement systems should be practiced thoroughly.
7. Financial Report should be made to provide financial situation at the end of each month i.e., what is spent and what is remaining against each head.
8. Asset register is maintained periodically to help inventory and calculate depreciation of assets. KCDA must continue doing so.
9. Fundraising strategy should be developed and implemented for future prospects.

Human Resources

1. Though KCDA HR policies and procedures exist, these should be implemented more thoroughly. Staff employment contracts should include, more specific and clear job descriptions and salary levels along with other standard operating procedure (SOP) like personal development plans, benefits, gratuity/provident fund if applicable, leaves, expenses, maternity/paternity benefits, advances, use of equipment, office discipline and Time sheets/attendance register properly signed by all staff members daily with time in and out and these records should kept in staffs' personnel files.
2. Regular performance appraisal system against objectives already exists and KCDA management should continue ensuring its practical implementation more thoroughly.
3. KCDA management should explore more growth opportunities for project staff to bridge the gap between target beneficiaries and KCDA objectives, particularly when KCDA as an organization and their programme focuses on community development.
4. KCDA management should ensure proper recruitment process from job advertisement to job offer and completion of three months' probation period job confirmation letter signed after successful probation period appraisal.
5. Staff salaries at all level should be reviewed and brought in line with at least the minimum wages set by the government of Sindh/Pakistan. Under a Supreme Court of Pakistan decision- Presently, Minimum Wage is fixed at Rs. 17,500/- per month for unskilled workers and Rs. 17,000/- to Rs. 23,000/- or Rs. 25,000/- as announced by the present Government for skilled, semi-skilled & highly skilled.

Administrative Procedures

1. Project management should develop Standard Operating Procedures (SOP) or Logistics Manual for smooth running of organizational and project processes.
2. The KCDA management should practice existing procurement/purchase policy thoroughly; proper system to handle petty cash and procurement manual to ensure transparency at all levels.
3. The organizational and project records, documents and files need to be kept in a locked cupboard.
4. Logbooks are maintained of each vehicle properly. Instead of using cash as advance for fuel, an option for KCDA management could be to sign a contract with any petroleum company or apply for issuance of computerized fuel card. Organizational vehicles should be safe guarded for maximum utilization.

2. Introduction, Background to KCDA & KCDP

2.1. Introduction: Jennifer Christine Jag Jivan (lead evaluator) and Mohsin Zia (team member) conducted the evaluation for the organization Kachhi Community Development Association (KCDA) for its project ‘Kachhi Community Development Program’ (KCDP) which is supported by its donor partner Wycliffe Norway and Digni. The evaluation began in March 2022 with the finalization of the report in May 2022.

KCDA has a long relationship with Wycliffe Norway and Digni when the latter began its support in 2007. Presently the third phase of the project is underway (2018-2022) and the evaluation is for the present phase though insights were drawn from previous phases too. A mid-term evaluation was carried out in 2020 though the consultant from abroad could not come to Pakistan in person on account of Covid-19 pandemic. A Pakistani counterpart did carry out some field visits, while the rest of the mid-term evaluation was conducted online.

2.2. Background to KCDA: KCDA is a love child of the director of the organization who himself belongs to the Kachhi community. His passion and his heart thus lie for the development of the Kachhi community per se. The journey of KCDA began in 2002 in a small veranda cum storeroom on the premises of the CCA Centre where the KCDA office is presently located. It began serving the Kachhi community through some its educational initiatives in the Kachhi language for the community. In 2004 with the acquisition of a vehicle, field visits began leading to need assessment surveys of the community. This further pushed the staff to get the organization registered in 2005 under the Societies Registration Act of 1860. In 2007 KCDA got the support of the Digni and Wycliffe Norway. The donor partnership continues to date and KCDA is highly thankful for this partnership.

2.3. KCDP: The Kachhi community are estimated at around 500,000 thousand or slightly more and mostly live in the Lower Sindh region of Pakistan. They are the marginalized of the marginalized as they not only belong to the non-Muslim population (a term used in the Constitution of Pakistan to describe religious minorities in Pakistan), but within the Hindu religious minority community, are a minority in numbers and religious connotations (‘untouchables’ as described in the project document/may also be referred to as Scheduled Castes as per Census Reports). The Kachhi’s live in multi-dimensional poverty – economically, socially lacking educational and health benefits, basic amenities as clean drinking water, employment opportunities, are at the mercy of the landlords, and observe cultural practices such as early child marriage. Though both men and women work long hours in the fields yet economic benefits which can be translated into leading more sound economic /financial lives is a far off dream. Furthermore, lack of recognition of their contribution to the economy has gone and goes unheard. A basic factor that their voice is not heard is the high levels of illiteracy in the community. This pushes them way backward from accessing benefits and opportunities. They are unable to access their rights because they are unable to articulate their rights. Opportunities for women are further shrunk, be it access to education, employment opportunity, mobility, having a say in her marriage, physical, emotional, psychological abuse and multiple health issues. A visit to a Kachhi village/hamlet is a stark reminder of the gap between the haves and the have-nots. Access to justice in the court of law would but be a dream.

The project unfolds and is implemented within this setup of trying “to improve their social, economic and political circumstances...” (Project Document, ‘Identification of the problem”).

3. Scope and Structure of the Evaluation

The scope and structure of the evaluation is as per stated in the Terms of Reference. (See Annexure XIV Terms of Reference)

4. Methodology

The evaluation consisted of a two-member team, the lead evaluator and a team member. It was a combination of a female and male member in order to gain access among community members both male and female, to be non-threatening through this gender balance, to gain their confidence, to be able to ask questions, get their comments separately (where needed/necessary female from females, male from males by respecting their social norms)

The methodology further included

1. Document/desk review of major documents such as RBM-Logframe, project documents, monthly, quarterly and annual reports, earlier evaluations and correspondence.
2. Field visits, meeting community members, including interviews with key stakeholders at the village level.
3. Round table discussions at the KCDA facilities with director, project manager, finance and admin personnel.
4. Presentations of KCDA and KCDP with the entire Project Staff, Admin, Finance and Monitoring staff.
5. SWOT Analysis, Time Line Exercise.
6. Discussions/interviews with staff personnel department wise and individual meetings including Animators.
7. Meeting the KCDA Board.
8. Interview cum meeting with representatives of the donor and consultant (via zoom/online).
9. Reviewing KCDA's routines, administration.
10. Writing of the Draft Report (to be shared with KCDA for feedback/input).
11. Writing of Final Report by May 2022.

4.1 Limitations of the Evaluation

The evaluators would like to acknowledge that though both evaluators have a fairly vast experience of the area and culture of the target community, yet both of them do not belong to this specific community, nor of the province of Sindh itself. The evaluators were in need of translators (though one had a greater understanding of the language than the other). Though extensive field visits were conducted, yet in all humility capturing nearly five years of work at the field level in five days, one needs to acknowledge that there is always so much more to learn.

5. Project Design

Over view of Project Components, Issues and Analysis

Below is stated the project goal, major components with outcomes and outputs and project objectives as per stated in the Project document (2018-2022) and RBM Logframe as per ToR.

The project goal is stated thus;

To enable and empower the Kachhi minority in the Sindh-province of Pakistan, to ensure sustainable development of their society through a mother-tongue based multi-lingual training program of primary and adult education, awareness of basic rights, health care skills, vocational skills, and a saving scheme; all of these with a focus on gender equality.

The project targets a total of 100 villages (50 new and 50 old). In order to reach these village communities, the project uses a unit and cluster level approach where 5 villages form 1 Unit and 4 Units make up 1 Cluster. Thus 1 Cluster consists of 20 villages. There are thus 5 Clusters as per project design for the organization and running of the project.

The Table below shows the three major components of the main project document (2018-2022) along with the ‘Outcomes’ and ‘Outputs’. The Table is a reflection of expected results and at times of the process to achieve these results.

	Components	Outcomes	Outputs
1	Civil Society	There is a high degree of organization in the Kachhi people Kachhi People are economically and socially strengthened and able to identify and solve their challenges together The Kachhi community are aware of their basic rights and are holding duty-bearers accountable	Local village management committees set up and enabled to handle village affairs Animators are selected and trained to help the VMC and lead the 5 Clusters Kachhi Governing System operational Self Help Groups are Operational among Kachhi women and men Kachhi women and men from VDC's and SHG's are trained in how to get a Birth Certificate and Identity Card VDC's members are aware of their rights and able to teach others
2	Health	Kachhi community is more aware about basic health & hygiene, make use of health facilities and are in better health	Village Health and Awareness Program (V.H.A.P.) established and operational
3	Education	Village based primary schools provide quality MLE education to Kachhi children Education in the mother tongue ensures inclusive education to learners	A village based MTB Multilingual Education Program for Kachhi children is operational Trained VMC members monitor village school MLE material is available and used in village schools Well-trained teachers provide quality education to learners Theatre performances on girls education increase enrolment of girls in village schools

Presented below is the Table of Project Objectives as described in the RBM Logframe and as part of the Evaluation Terms of Reference (ToR)

#	Theme	Impact	Outcomes
1	Civil Society	Indigenous people will prosper economically and socially; they are self reliant, united and self confident	Kachhi community is more aware about basic health and hygiene; Kachhi women are economically and socially strengthened; Practical training programmes improve the capacity and economic situation in the communities
2	Education	The Kachhi community is able to take control of its own sustainable development	Literacy ratio will increase among Kachhi community;

		through a programme of education for adults and multi-lingual education for children	Children get easy access to primary education in own village; Kachhi children pass primary and promote for secondary education
3	Human Rights	The Kachhi community is aware of its right and is increasingly able to claim them	The Kachhi people are aware of their basic rights; Able to raise their voices against violence Able to cast their vote in national elections Able to contact local government.

A cursory view at the two Tables shows that the ‘Theme’ of ‘Health’ is not stated separately as a theme in the above table but is taken up under ‘Civil Society’ as an outcome whereas ‘Human rights’ takes on the focus. The evaluation team however, focuses on both the Tables as part of their evaluation process.

To achieve the larger project goal of empowering the Kachhi community the project is designed by multi-layered stakeholder implementers. Using the ‘KCDP Organizational Hierarchy Structure/Organogram’ (See Annexure XII) one can easily see that the ‘foundation’ to reach the goal of the project are the Animators, numbering 10 in all (5 male/5 female, husband and wife). They are the direct link with the community, ‘social mobilizers’ to the core at the community level. They can be highly effective as belong to the community, live in one of the villages and so well connected with an encyclopedic knowledge and understanding of the situation and needs of the community, economic, cultural, religious and the issues connected with them. With the exception of the school teachers who live in the villages itself, the rest of the implementing stakeholders though belong to the Kachhi community (majority) do not actually live in the village community setting. The connecting ‘spark’ are thus the Animators, and hence the need for them to be fully attuned with the rest of the upward hierarchical structure of KCDP. This requires not only trainings and capacity building of the Animators but robust communication with concerned KCDP staff. The Animators do visit KCDA office at least on a monthly basis and if required more frequently, however, concerns were raised on clarity regarding schedules and being instructed well on time.

Given the 100 villages to be covered (5 Clusters, 20 villages in 1 Cluster) with only 5 couples, one can easily understand that if the Animator is robust the villages under her/him will fare well. One needs to understand that the women are dependent upon their husbands to travel as there are cultural issues as well as mobility issues and so if one Animator (spouse) cannot go for a visit, the other female drops out automatically.

The project design is integrative in approach and sets to empower not only the Animators but the village community as a whole through the formation of VDG, SMC and SHG. It is a means to help them be aware and articulate their needs and then make decisions for improving their living standards. By making decisions it gives confidence to the community members and empowers them to journey for greater rights. Other interventions as health and education further address the needs of the community.

The project thus has a layer of implementing stakeholders (KCDP Staff at KCDA office) who are trained in the various interventions of health, SHG, teachers along with School Supervisors, Liaison officer, Health trainers, SHG in-charge/mobilizer. These are overseen by the project officer. The tier moves on to the upper level of senior management and the director. The implementing design/structure at the organogram level seems workable, and should be so but the evaluators after interviews with the staff and at the community level are of the opinion that whether starting with the Animators or at the upper levels are all interconnected and all need to build their capacities. Along with this the staff at various tiers expressed a lack of motivation which again has affected the overall robustness of the project outcomes and impact (See Section 8 ‘Empowerment Tool’ & Annexure I SWOT Analysis). The KCDP staff sitting at the KCDA office opined that follow-up and recommendations by the M& E personnel and concerned department head need to develop action plans to address the challenges faced at the community level. Staff opined that KCDP staff at office level have become too dependent upon the Animators and ‘we’ have lost touch and therefore the quality of the interventions have suffered. A balance needs to be drawn. More in the ‘Key Findings.’

6. Key Findings

6.1. Key Findings as per Relevance, Effectiveness, Efficiency, Outcome and Impact (as stated in the ToR)

As stated in the section on ‘Introduction & Background to KCDA & KCDP’ the project was and still stands highly relevant. The needs of the beneficiaries in terms of not only access but in so many cases the very need to be aware of those needs continues to be a stark reminder of the gap and growing gap between the haves and the have-nots. There is no doubt that the target communities have been rightly chosen. The staggering economic instability, high levels of inflation, made much worse with global trends on account of Covid-19 pandemic has shrunk economic growth rates. As the report is being written television programmes in Pakistan are giving warning signals that if drastic and difficult decisions are not taken by the government to boost Pakistan’s economy we have the Sri Lankan economic crisis to look at. Difficult decisions means that inflation will go up further and when this happens the poor will further become poorer. Poverty rate in Pakistan stood at 39.3 percent in 2021 (spending below two dollars a day – 1.90 US dollars) This situation definitely impacts women more so and when the section in the RBM talks of health and hygiene or economic empowerment and thereby social empowerment of women one needs to keep a vigilant eye on the overall economic situation in Pakistan. This is being made worse by the present political instability.

6.1.1. Health: In terms of the health component of the Kachhi community, the focus is on women in particular. We further need to remember that the project KCDP is talking of the basics, yet the most vital aspects related to mother and child, cleanliness, information and knowledge, basic nutrition, family planning and so forth. Training of Traditional Birth Attendants (TBAs) / Midwifery is a key aspect of the project which is a key in saving lives of both mother and child. Child mortality rate is still high in Pakistan as is mortality during child-birth. In 2020 child mortality stood at 65.2 deaths per 1000 live births, while one in 89 women die during pregnancy and childbirth.

Training material on health is highly relevant and effective as it is easy to follow and understand. The methodology used is easy to follow, and is interactive. The sessions are conducted in the Kachhi language. It was also learned from the community and office staff that where training and capacity building on health and hygiene were conducted and awareness given on maternal health no deaths occurred during childbirth. This is a huge achievement. Polio is an issue in the country where many communities in Pakistan are reluctant to administer polio drops to their young children. However, the communities visited are well aware of this issue and readily administer polio drops to their young ones when the polio government teams visit their communities. Similarly the communities also readily got themselves vaccinated when vaccines were made available during the Covid-19. This does go to the credit of the KCDA health team. Family planning is being practiced to a great extent and many women did say that now they target for four children whereas before the number of children was much higher. This is directly affecting and contributing positively to the health of the mother and child. The team saw the installation of water pumps and community led total sanitation which is further contributing to the general health of the community. See Annexure IV ‘Achievements against Targets 2018-2021’ for further details. Certain indicators were achieved while some could not be achieved. Those achieved were distribution of first aid boxes and medicines in 5 schools, mid wives training and follow-up trainings while the annual schools students annual survey show that the target could not be achieved in terms of numbers. Reasons stated for target that could not be achieved were Covid and availability of transportation facilities.

6.1.2. Education: Education remains a challenge in Pakistan. Though the Constitution of the country talks of free and compulsory quality education from age 5 to 16 years (Article 25-A, Constitution of the Islamic Republic of Pakistan) but in reality educational facilities particularly in areas of the target project population remains a huge challenge. If government schools do exist and are functional (for there can be many ‘Ghost Schools’ – in the thousands), the issue of distance, mobility and security, particularly of girls remain a challenge. Given the traditional set up of not realizing the importance of education especially girls education, the fear of forced conversions and financial constraints are hurdles for children not receiving education and especially so for girls from achieving their potential.

The project only caters for the setting up of 5 new schools in the 50 new villages and some support to 10 schools set up in the previous project phase. So in actuality the project focuses on around 15 schools of a total of 100

villages (50 new + 50 old villages). However, given the scale of the need in the community for such an intervention, the project contributes a miniscule to the actual need. The schools function on the MLE system with generally one teacher to 15 plus students or more. There can be 30 + students in a given class as well and the grades of students varies in the given class. The school runs under the supervision of the School Management Committee.

The MLE system is definitely commendable and teachers trained is a plus point. The evaluators found that some teachers were more motivated than others. However, monitoring of teachers needs to be more vigorous by both the SMC, school supervisor/s and staff of KCDP. This particularly relates to class management and quality of education being imparted. Views expressed by KCDP staff pointed out that since salary of teachers is low given the cost of inflation it becomes difficult of ‘checking’ the teachers. Given their salary package they are doing much more. The evaluators found that the community would need to be mobilized and motivated further by KCDP staff in order to make the schools fully functional, financially and in terms of quality education. Enrolment of children in schools and especially girls has remained a challenge. See Annexure IV ‘Achievements against Targets 2018-2021’ for further details. Certain indicators were achieved while some could not be achieved. This is an indication that mobilization of the community and salary structure by KCDP and community has to be worked out. It was also found that teachers left and the school had to be closed till another replacement could be found. This of course impacted the learning goals of the students. However, as stated in the project outcomes and outputs as well as in the RBM Logframe there is no doubt that to a great extent that is being achieved. What needs to be further focused is the extent of how many students actually pass the government primary exam and how many go on to attend secondary education with a further breakdown of girls and boys going on to attend secondary education. See Annexure IV ‘Achievements against Targets 2018-2021 (Education) Those learners who passed primary school numbers 329 whereas the target was 720. The total number of girls who passed the primary exam was only 73, boys being 256. How many girls actually went on to attend primary school is extremely low as per known from interviews conducted. More data needs to be compiled in this regard though there are some very encouraging case studies.

It was also noted that as students of different classes sit together in the same class with the exception of one or two schools, MLE which is only for the first year of the students school life, training on Multi-Grade teaching methodologies along with Child Friendly Schools methods, need to be introduced for more effective and quality teaching environment and practices.

6.1.3. Civil Society: The project component on ‘Civil Society’ is about the economic betterment, social uplift, self confident, self-reliant Kachhi community of men and women. Achieving this is through trained Village Management Committees, Animators, Village Development Groups, formation of Self Help Groups, V.H.A.P. and capacity building of community for awareness and ability to raise their voices for their human rights with concerned authorities. (The evaluators are treating the sections on Civil Society and Human Rights as one)

During the project period one sees positive signs and many examples where Kachhi men and women have achieved great strides in becoming more aware of their rights and many of them developing the ability to raise their voices for their rights at the local governmental level. It is a long and arduous journey of struggle and overcoming obstacles be it in terms of breaking some traditional patterns (large families for example, education not given importance, girls education/literacy nil). Coming from the backgrounds of being the marginalized among the marginalized, with no economic stability to now seeing the community owning their own land/houses is a break through. Time and again it was reported that the Self Help Group has helped the community to utilize the money for some small business venture (setting up of a shop, using money for fee, during illness). As a community member reported it *“has helped reduce dependency upon the landlord. It has helped us to be more confident. Thanks to KCDA”*. Men and majority of the women do possess the Computerized National Identity Card (CNIC) which is a must to access further amenities provided by the government of Pakistan. It is a step for them to caste their vote and be part of the democratic process.

However, it was also noted that despite these strides it is still a long way off for the communities to be fully self-reliant and economically and socially prosperous communities. One can say that through KCDP, the ground is being prepared. At all tiers from the community members to the VDGs, to the animators, supervisors and staff, all will fare much better if further trainings, community mobilization and follow-ups are carried out more vigorously.

Raising voices is not an easy task in the given environment and particularly so when communities as the Kachhi community belong to the minority groups.

See Annexure IV ‘Achievements against Targets 2018-2021’ for further details. Certain indicators were achieved while some could not be achieved. Formation of VGDs was almost achieved along with trainings for men and women fully achieved. Great success was shown in the formation of women’s Self Help Groups while KCDP failed to achieve its target regarding men’s SHGs.

Overall one can say that lives are and have changed for the better through the intervention but results could have been better in terms of greater effectiveness had the different tiers of KCDP staff had greater coordination with the Animators, more follow-up visits and a better and more well developed monitoring system in place. Capacity building of staff at all tiers in their relevant responsibilities for quality control in the functioning and implementation of project activities, output, impact and outcomes is highly recommended. It is to be noted as data provided by KCDP staff that it has well crossed its projected target beneficiaries reaching 17,674 with a 49.83% female ratio and a 50.17% male ratio. The project document stated that it would be touching 14,240 direct beneficiaries from the districts of Tando Allahyar and Mirpurkhas. See Annexure III Total Number of Direct Beneficiaries 2018-2021 with Graphical Projection.

The project also as listed in the project document/proposal contributes to the following Sustainable Development Goals (SDGs) of health, education, women, gender and equality, culture and human rights.

- SDG 1: Poverty reduction through education and saving schemes
- SDG 3: Health improvement through midwifery training and basic healthcare training
- SDG 4: Quality Education through the Village Based Multi Lingual Education approach
- SDG 5: Gender Equality through awareness raising activities and saving schemes

6.2. Sustainability and Long Term Plans

The evaluators view the issue of sustainability in a multi-pronged scenario.

In terms of KCDA as an organization it is focused on the development of the Kachhi community. The organization needs to be aware of the pros and cons of such a concentrated focus on a particular group. The advantage is that its focus can help do something invaluable for the community and give all its attention to this community for their well-being and uplift. Yet this very approach also sets limits to the organization of helping and focusing on other communities and learning and gaining experience from other setups. By focusing on the Kachhi community alone the organization bounds its self geographically and limits its growth to serve other marginalized groups in the rest of the area/country. With such an approach the KCDA does not only end up with being a provincial level organization but rather a very local level organization too. This can have its repercussions on its sustainability and long terms plans of spreading its wings out.

Any organization is dependent upon the quality of the staff, qualification, experience, commitment and motivational levels to name a few. This is equally true of KCDA as an organization. As quoted by a number of staff themselves, motivational levels have dropped over the years and this is something that is hindering them from giving their 100 percent. Reasons being low salary packages, clear direction in terms of implementation of project activities, staff not being able to express itself on account of family ties. With the exception of a few staff, majority of staff are inter-related. It is a factor that needs addressing and a point raised by the Board of KCDA. Outside KCDA it portrays a certain image of the organization which is something that needs to be taken care of if the organization has to function more professionally. After evaluating the job descriptions/responsibilities, qualifications of certain project staff, the evaluators concluded that the policy of ‘right person for the right job’ requires deep consideration.

For long term plans and sustainability an organization further requires the development of second line leadership. Over the years there has been good progress and development in terms of HR, Finance Manager, Programme Manager, however, it is also noted that multi-tasking particularly of the programme manager along with looking at the details of implementation and report writing / correspondence at different tiers with different stakeholders /

EAD registration process is and has impacted the implementation process and quality of the programme KCDP. Furthermore, the director of the organization also handles many responsibilities outside the responsibilities of KCDA as director. The implementation of the key project of KCDP and KCDA then miss out on the vast experience and knowledge of the director. This is not to say that the director is not there, in fact he always makes himself available for programmes as and when needed. The evaluators were of the opinion that if someone from the senior management left, the organization would suffer a set back. For sustainability of the organization capacity building of staff should be part and parcel of an ongoing agenda.

KCDA enjoys healthy relations with other organizations and has a good network with many organizations as AVC, SSEWA Pak, PPI, PMS, CWS-Asia, PCDP and others. They share resource materials, lessons learned and gain from each other's trainings. All this adds to the sustainability and credibility of the organization. The fact that KCDA a generally smaller organization than those around it was the first to get through the EAD process by signing an MoU with EAD, being PCP certified and also registered with the Sindh Charity is no small feat. This definitely goes to the credit of KCDA as an organization. It has added to KCDA's credibility and given the organization the confidence that it can plough through huge amounts of work to get these registrations processed and done whereas many organizations have had to close down as they did not have the capacity to follow through the registration process or were not granted their registration status. Well-done KCDA.

Financial sustainability remains a challenge for KCDA. The given project KCDP does initiate some sustainability for the community in terms of the Self Help Groups or motivation of village school committees and village development groups for making the communities more independent and thereby more sustainable and more self reliant. But given the overall situation of the country, political and economic instability, high levels of poverty in the target communities, the financial sustainability of KCDA and KCDP is fragile. The organization does not presently have a diversified donor base hence the financial fragility.

6.3 KCDP /KCDA Finances

6.3.1. KCDP Finances

Financial Systems/Procedure "Exist" and book keeping carried out according to desired accounting standards. KCDP practices the double entry accounting system ensures smooth running operations, effective internal controls and quick overviews and also helps to generate several financial reports for internal and external purposes supported by the number of records/documents including vouchers, bills, invoices etc.

The evaluation team is genuinely impressed by the financial process. The centralized internal control and financial monitoring system helps management to strategically forecast their financial resources and take effective decisions.

In terms of Financial Management the evaluators found a number of strong points. These help to strengthen the process of financial management and budget control.

Financial Planning Process: KCDA believes in participation of its staff during the financial planning process. The management consults with project staff and the finance staff when developing the budget. In this way the realistic aspirations of ground realities at the field level get reflected in the budget.

Transparency: The transparency element is found within the entire existing financial management system as well as in the management while decision-making even involving the board members for key financial decisions.

Hardworking and Committed Financial Staff: The relevant financial management staff is hardworking and committed to their work. They produce a number of financial reports and take new initiatives for smooth operations. They have a desire to learn and improve their financial management skills.

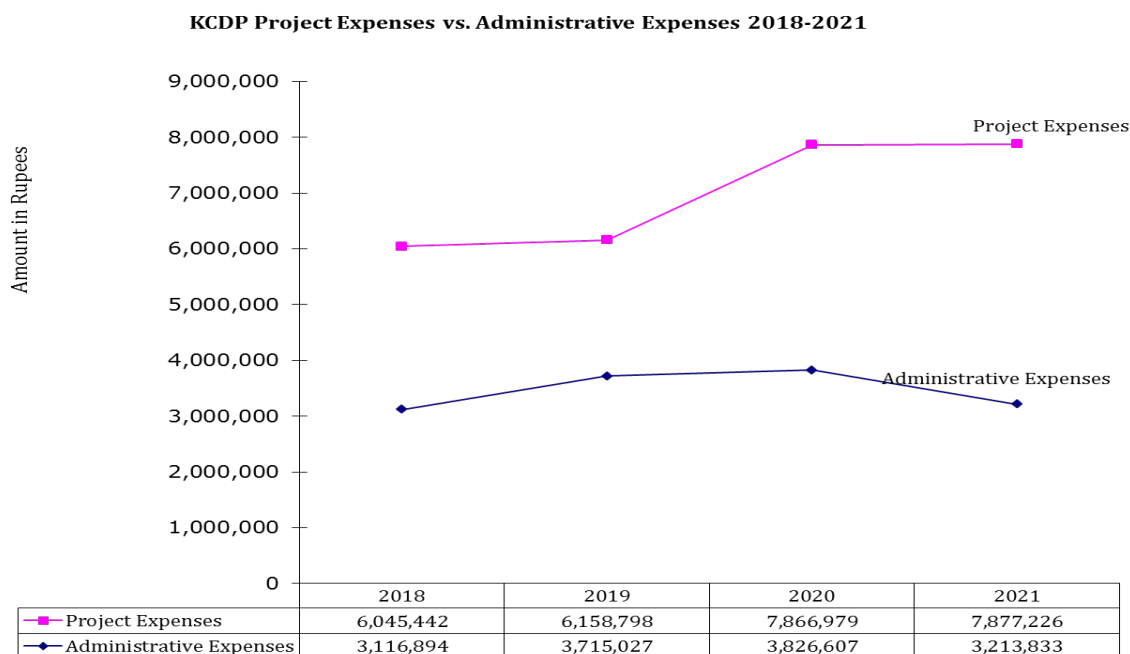
Financial Management and Financial Monitoring: Although a trained and qualified person looks after the finances of KCDP but the management needs to further improve its financial management skills. The management only gets a true picture of the financial spending on a quarterly base or at the end of the financial year although

Budgeted vs. Actual Statements are prepared on monthly basis. Thus the management is not aware of the amount available under each budget head after one month against set targets/project activities, which may create a problem in financial monitoring plus may retard their ability to take appropriate decisions if required.

Financial monitoring is a management tool and continuous learning needs to take place in order that financial monitoring tools are applied and practiced by the management. Financial monitoring affects the next annual planning.

6.3.2. Graphical Projection of KCDP Finance

The following graphs represent the KCDP's Project expenses Vs. Administrative expenses and KCDP receipts Vs. expenses 2018-2021.



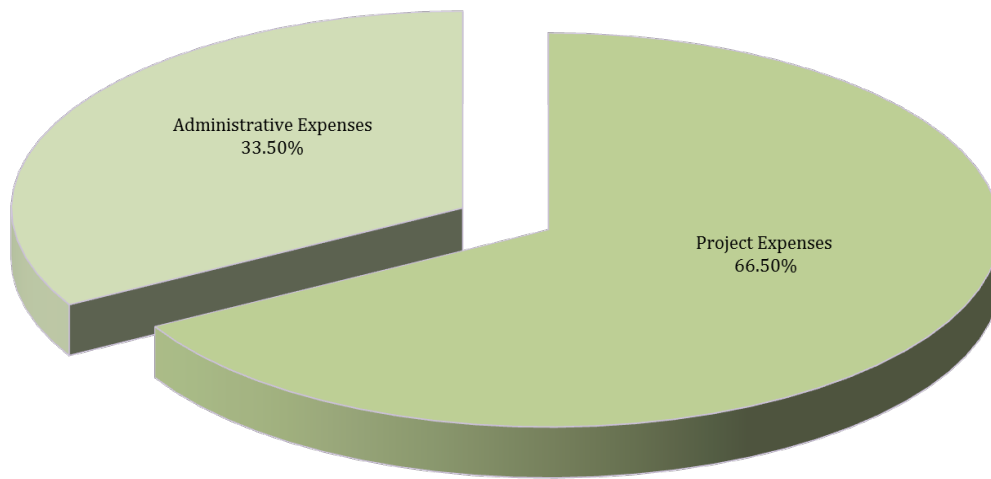
The project expenses and administrative expenses curve of KCDP show similar trends, the administrative cost are higher in 2019. There is a continuing increase in project expenses, due to increase in service delivery.

Note: The ratio of expenses will be as follows:

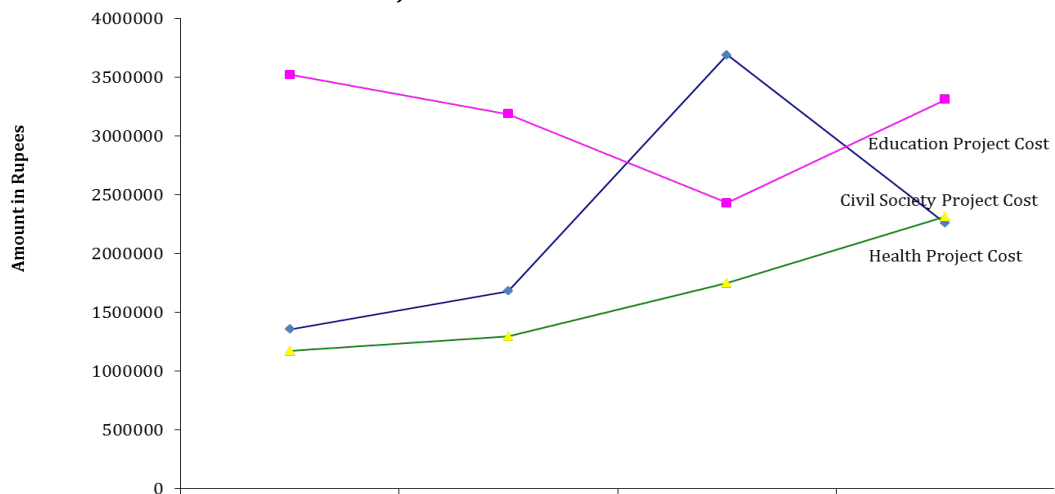
Years	Projects %	Administration %
2018	66	34
2019	62	38
2020	67	33
2021	71	29

The average project expenses are 66.50% whereas the average administrative expenses are 33.50% which is somehow a satisfactory figure (an ideal ratio of administrative expenses against project expenses is 20% to 30% but it's varies) and needs to be maintained by the management.

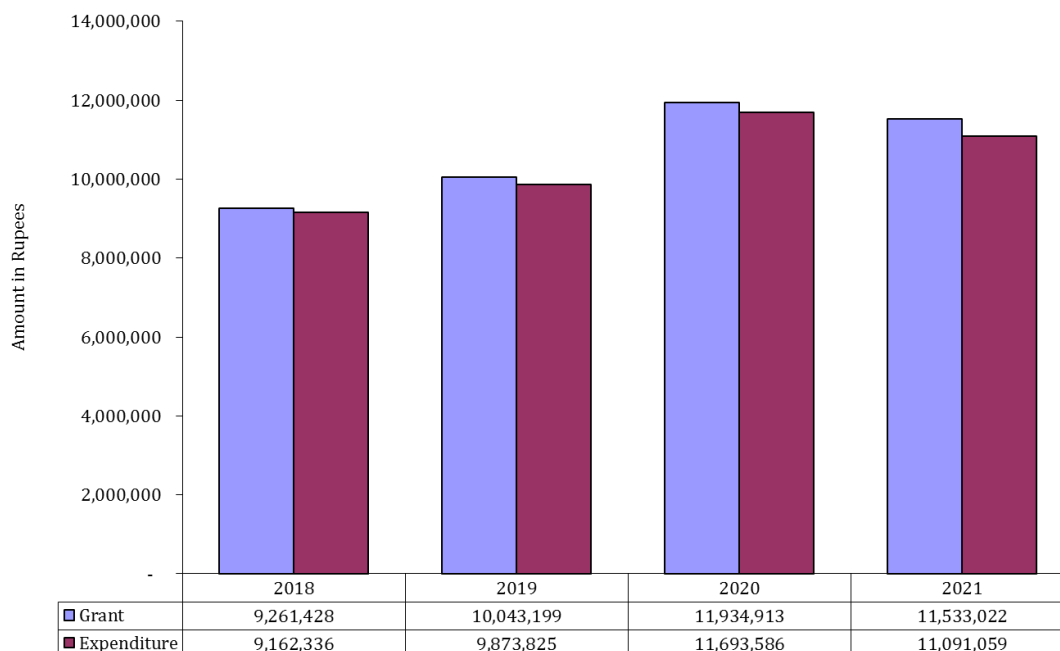
KCDP Project Expenses Vs Administrative Expenses Ratio 2018-2021



KCDP Projects Cost 2018 -2021



	2018	2019	2020	2021
—◆— Civil Society Project Cost	1355060	1680811	3688782	2256476
—■— Education Project Cost	3520200	3185084	2430371	3309002
—▲— Health Project Cost	1170182	1292903	1747826	2311748

KCDP Grant and Expenditure 2018-2021

The grant bar of Wycliffe-Norway is continuously rising which is a healthy sign. The bar is showing a rise in the year 2020 maximum due to flood relief grant. Grant and expenditure bars are showing satisfactory trends where expenditures were managed well against grants received in each year.

6.3.3. The Financial Sustainability

If the project gets closed or funding ends, the project objectives will not be sustained. The major source of KCDP for project initiation and continuation comes from the international donor. However, financial sustainability plan should be developed by the project management for the sustenance of project beneficiaries. Presently KCDP does not have a fundraising strategy, which includes funding principles or a more wide funding mix of institutional donors. This situation makes the organization vulnerable financially and affects/can affect its long-term sustainability.

6.3.4. Comments on KCDP Finances

The evaluation team observes on the basis of discussion with financial staff, management and documentation review that overall financial manual/procedures exist, but the recommendations should be considered for further improvement.

The internal financial controls check and balance system on the payments are practiced but require further improvement. Enhancement of the disbursement and reimbursement payment procedures will minimize any risk of embezzlement of project budget.

Improved financial procedures, monitoring and budgeting techniques will support KCDP management for a comprehensive view of the project funds. Except for the highlighted areas for further improvement mentioned earlier, the overall financial performance is satisfactory and justifiable to its impact and achievements.

6.4. Cross Cutting Issues

6.4.1. Gender Sensitivity: It goes to the credit of KCDA as an organization for being a gender sensitive organization and ensuring that women are given due opportunities to serve and grow. Health and SHG interventions are run by female staff as well as the programme manager is female who are all well respected.

The project itself has nearly 50% i.e., 49.83% of female beneficiaries. KCDA has not only improved the health conditions of women and children through awareness raising, kits, relevant resource material but have prevented mortality rate during birth of mother and child. The issue of child marriage (marriage conducted under 18 years of age) still persists but more and more women and men are talking of the negative consequences of early child marriage. Celebrations by women on March 8 is a well attended programme. The evaluators were present at the International Women's Day programme held and financed by women beneficiaries especially by women from the previous phase (See Annexure XIII Case Study 2). One of the high lights of the programme was the theatre performance on child marriage by a well-known local theatre group. The theatre was based on the technique 'Theatre of the Oppressed' by Augusto Boal, while known as 'Interactive Theatre' in Pakistan. Local women had the courage and confidence to stand up and take part in the theatre performance becoming 'Spec-actors' and changing the course of the theatre performance and its conclusion by acting out a different and more gender and women centered approach by denouncing early child marriage. The fact that many local men also came and saw the performance shows that men and women are talking of the same things. It is also noted that women SHGs are functioning better and creating opportunities where they can spend their own money i.e., have control over their own finances. This is a positive and empowering step.

During the conversation it was however found out that suicide rate among both genders women and men is quite high as well as divorce rate. The reasons behind suicide need further exploration as during the conversations and interviews conducted, suicide occurred not only for economic reasons but frustrations experienced at various levels seems to be at play (home, community, society). It was generally said during the interviews that those committing suicide were from the ages of 18 plus to 35. When divorced, women generally have to leave behind their children with the father/paternal grandparents which can be heart breaking resulting in depression. When explored by the evaluators on the process of divorce, it is 'flexible' in the sense the community elders seem to 'resolve' the divorce matter within the community. So the process of divorce as considered by the community is formal. Dissolution of marriage therefore does not reach the courts.

Civil society organizations had long been advocating for the registration of the Hindu Marriage Act which a few years ago was passed by the Sindh Assembly. Prior to this Hindu Marriages were not registered. Women thus had no proof that they were married to such an such person and could not claim pensions if widowed, right of inheritance in case of the death of the husband, children's maintenance etc.)

One wonders if the Hindu marriage gets registered within the governmental systems i.e., at the Union Council level and then at the NADRA data base and thereby as compiled in ones CNIC and FRC (Family Registration Certificate) as issued by NADRA, how can the community elders resolve the matter without any legal framework. This points that though the community (women especially) are now possessing CNICs, their marriages might well not being registered. Awareness raising in the community is much needed in this regard. For one foresees in future as Kachhi men and women will receive education, gain social and economic empowerment, be holders of land, gain access to governmental and other private jobs and amenities, registration of marriages for spouses and children becomes all the more important. This is another area where KCDA in future can work to address such issues. According to The Pakistan Demographic and Health Survey (2017-2018 around 28% women suffered domestic violence aged 15-49 years while The Economic Times gives the figure of 60-70% women suffering some form of abuse or violence. Here KCDA when it talks of human rights can as a first step concentrate on collecting data and making interventions of how to reduce domestic violence and awareness raising on the safeguards provided by the State. Concentration on changing attitudes at the social and cultural level on domestic violence may be other factors of exploration by KCDA.

Though KCDA is making inroads in the cultural, social and economic spheres of its target population yet one must realize that such communities live on the bare minimum facing mulit-dimensional poverty. The Base Line

study Report (2018) conducted by KCDA shows an average monthly income of not more than 8000 Pak rupees only, so when we talk of social and economic empowerment of men and women groups in particular it is a relative term in relation to the community. This bar eventually will need to be raised in terms of overall governmental parameters.

Writing with caution the evaluators however do see an overall change in comparison to the last ten years for the better in terms of living standards of target communities (cautiously stated), approach to life and life's problems with the view of how to seek solutions both socially and economically. This statement is written for the various CSOs and their donor partners from around the globe who have each played their part in making the world a little better by seeking to improve the lives of individuals and communities.

6.4.2. Environment: KCDP does not directly work in the areas of environment but whatever action it does to achieve its project targets one does not see that it can be a source of harming the environment.

However, one must realize that Pakistan is among the top ten counties in the world that will be and already is being impacted by climate change/climate crisis. This year for the first time Pakistan did not see the spring season. From winter season we went straight into the summer season, and that too screeching hot. The month of May is suffering around 9 degrees Celsius temperatures higher than usually recorded in May. Many parts touched /crossed 50 degrees Celsius, especially in the Sindh region. As the environmental minister stated a few days ago that Pakistan is suffering huge water crises and by 2025 for the first time in the official documents Pakistan will be a water stressed country. Given the target communities who already lack water supplies/clean drinking water, this is an area that needs to be addressed. Connected to water shortage, issues of food security will be high on the agenda. Such issues will impact already vulnerable communities manifold times. How can such communities become more resilient in the given environmental crises, is something where KCDA can make a difference.

6.4.3. Conflict Sensitivity: KCDA prides itself that it follows patterns where staff can handle conflicts within at the community level. It states that it has a conflict sensitive policy, which is appreciable. Believing in dialogue, at the field level animators, elderly women, leaders of the village, supervisors or the senior management take preventive measures from conflicts occurring. KCDA believe in addressing conflicts through dialogue. VDGs play their part in resolving community level conflicts.

At the field level, KCDA is highly sensitive to the cultural traditions of the Kachhi community. Belonging to the community itself, knowing the language, conflicts that might impact the working of the project activities are avoided by a sensitive contextual analysis. Moreover, the director and its staff are well respected in the field. Where some issue may arise is that KCDA members do not belong from the same faith tradition as their project target area and may pose some initial barriers. The community may think that KCDA is trying to convert the population. Such fears are soon dispelled by the staff as interaction increases with the community and relationships developed and strengthened between the communities and KCDA, increasing trust levels.

7. Risks

The risks mentioned in the project document (Risk Analysis Table) are valid from the project implementation factor, to its execution - be its governmental policies, cooperation/non-cooperation of Kachhi community, landowners or the availability/non-availability of the different stakeholders of the project. Financial resources always remain a challenge, not to forget the staff capacity in terms of responding to different stakeholder needs. Motivation/non-motivational factors of staff is also a risk as that may impact the quality of the intervention. Overall all major risk factors and measures to address those factors have been listed in the 'Risk Analysis' section of the project proposal. Where the challenge arose was fulfilling governmental policies and procedures which mainly fell on a few shoulders and took away major time from the project. This has had its major repercussions on the quality input, linkages with those in the field and in terms of effective monitoring, not only of what is happening on the ground/ but how things are being implemented. The example is the level of quality education being imparted in some of the schools visited.

8. Empowerment Assessment Tool

Below is the 'Empowerment Assessment Tool to give an idea of where does the project intervention stand.

		Degree and Level of Empowerment				
		Level 1: Output Individual or Community	Level 2: Output Individual or Community	Level 3: Output Individual or Community	Level 4: Output Community and/or Society	Level 5: Output Community/ Society/Stru ctural
Thematic Areas of Result	Strengthening Civil Society			X		
	Health			X		
	Education			X		
	Human Rights			X		
	Economic Empowerment			X		
	Environmental Sensitivity		X			
	Conflict Sensitivity			X		
	Gender Equality			X		
	Total Assessment of Project			X		

No doubt a lot of time, energy, effort and financial resources are being used. The vision is there, and the commitment by majority of the staff but certain placements in project responsibilities require 'the right person for the right job'. In his/her own capacity staff have huge experience but the placements need to be adjusted for more effective results in relation to the requirement of project targets. This has affected the overall results of the project interventions (activities) resulting in weakening of direct linkages between community and project target areas and KCDP and its target results. Moreover, there is an unequal distribution of workload on some staff in comparison to others affecting overseeing project implementation plans to satisfaction.

Due consideration is required in the project design. Though in terms of reaching out to beneficiaries as per

documentation of KCDP, the project has far exceeded the target beneficiaries from 14,240 to 17,674 (one table even mention 66 sessions/meetings conducted in 2021 where only 10 were to be held! See Annex IV Achievements against Targets 2018-2021, Education SMC Formation) yet it will do KCDA well to concentrate on consolidation of its target areas and therefore its beneficiaries. It needs to take stock of what interventions it needs to carry forward with new inputs and focus rather than expanding into new geographical areas just for the sake of expansion. In this connection the animators and supervisors need great capacity building, motivational and skill, to fulfill the required responsibilities. The project design while building the capacity of the community needs to hold in balance KCDA's own linkages with the community. As commented by a number of staff the project was running better when *we had greater contact with the communities*.

KCDA's partners, donor partners and others as well as KCDA itself will need to look at KCDA in its own right with its unique gifts to share in and with the community and not in the light of the other organizations working in a similar fashion. It will need to pace itself.

9. Good Governance

9.1. KCDA Board KCDA Board is a diversified board with relevant experience. It is ecumenical in outlook. It is a strength of KCDA as they all are well rooted and understand the context and environment in which KCDA operates. Their commitment to KCDA's vision and mission is highly commendable.

9.2. Monitoring Procedures: KCDP field visits, monthly/bimonthly meetings with the animators and monitoring visits by supervisors are a good way of ensuring feedback from the community. This feedback adds to the overall planning of future directions. KCDA is a very approachable and well accepted by the community at large and it needs to build on this foundation. However, for greater efficiency KCDA will need to further develop its programmatic monitoring procedures and see that they are followed. The evaluators many times found that proper record keeping of visits by KCDP staff at the field level was lacking. The purpose of monitoring visits needs to be discussed and the given formats though existing need to be assessed to draw learnings. At times visits are made but recommendations given are not followed through. It was also learned that there are multiple levels of reporting. Perhaps an assessment be made that the multiple levels of reporting are in actuality adding to the benefit of the project/programme or is just a duplication of work?

9.3. Security Policy: Presently a security policy does not exist. Given the present situation in the country KCDA needs to think on how to go about it.

9.4. Human Resources: The Human Resource Manual and job descriptions exist but are not clear to all the staff and some staff are of the view that these are not practically implemented. Although the management is using regular performance appraisals against objectives over which staff have control, but some staff feel a lack of associated incentives and recognition.

This caused difficulty to check for efficiency of the staff as against some standard set by the organization, although the organization does have a staff annual appraisal record. However, as most of the project staff members need more clarity in their roles and responsibilities, their capacity needs to be enhanced to get the desired results.

9.5. Administrative Written Procedures: The KCDA project staff has experience in running project activities and thus has a good understanding of the procedure framework, KCDA structure and communities' behavior. The vehicle log books are updated. Procurement/Purchase procedures do exist and practiced by the staff and officially approved by the KCDA management and board.

Although project implementation guidelines, purchase procedures, record keeping and filing system do exist but these need to be updated according to the existing requirements as a complete logistics manual.

10. Recommendations

10.1. Programme

1. KCDA will need to look at its project design carefully and in order to reach a scale beyond '3' it will need to concentrate on consolidation of its target areas and therefore its beneficiaries. It needs to take stock of what interventions it needs to carry forward with new inputs and focus on its existing target areas rather than expanding into new geographical areas just for the sake of expansion.
2. The role of different implementing stakeholders will need greater capacity building.
3. Greater linkage in connection with the animators, supervisors and community needs to be put back in place which once existed between KCDP staff and the community. Stronger follow-ups need to be designed as part of the programme intervention and not just 'ordinary' visits. There should be a strong connection between follow-ups and monitoring visits.
4. Capacity building of staff at all tiers is a must. KCDA will need to follow the policy of the 'right person for the right job'. Special slots in budget line items will help facilitate capacity building of staff. Trainings for staff for their required responsibilities need to be put in place. Similarly, monitoring requires skill and dedication. Trainings on monitoring and evaluation need to be arranged for concerned staff.
5. Imparting quality education in schools (teaching and school management) from the end of KCDP staff and SMCs is highly desirable. SMCs and VDGs all will require on going trainings, both motivational and skill be it running of schools, fulfilling the civil society component or the health and human rights programmes. To improve quality education introduction of Child Friendly Schools and Multi-grade teaching will further help the schools to provide quality education. School enrolment of both girls and boys needs attention while for the health component trainings/awareness sessions on preventive measures or possible treatment for drug/alcohol users can be further expanded.
6. Keeping in view of new interventions, environment / effects related to climate crises, especially women and children in terms of food security and women rights with a broader view of human rights rather than just the acquisition of National Identity Cards needs to be brought into the project framework. Similarly, short surveys on issues identified in the communities as increase in suicide rate or the hidden problem of domestic violence need to be carried out in order to address the deep seated issues existing in the communities.
7. Developing second line leadership will help sustain the organization. Short, mid and long-term plan of action will need to be developed for greater sustainability of the organization.
8. Given that nearly 15 years of time, effort and finances have been invested some form of data collection for future interventions cum impact study of some scale needs to be designed and conducted.
9. Strengthening of relationships needs to continue both with other civil society organizations and with the government. An advocacy strategy needs to be developed to strengthen all thematic areas of the project in relation to accessing rights of the right-holders.

10.2. Finance

1. KCDP management should build up its capacity in terms of financial management. Advance Level Trainings must be provided to staff involved in finance.
2. Budgeted vs. Actual Statements are prepared on a monthly basis but need to be shared and discussed specifically with relevant staff to maintain accurate monthly cash flows to foresee shortfalls.
3. The management can make strategic allocations of its financial resources by practicing unit based budgeting and presence of unit cost in an annual budget, to ensure effective and efficient use of allocated funds. KCDP

management must monitor the budgets against monthly expenditures every month. Project management may have an opportunity to apply the following monitoring tools altogether or one of them on regular intervals to ensure budget control at all levels;

- a. Cash flow management
 - b. Cash flow forecasting
 - c. Budget comparison sheet
4. KCDP must seek a wider base of donors who are committed to ongoing or one-off support. It may need to include development of other funding models and accountabilities, based on splits between core funding and project based funding. This should also include consideration of possible local donors.

Financial Policies and Procedures

A Written policy is there but it needs to be practiced more thoroughly considering the following points:

5. Physical verification of cash should be done at the end of every day.
6. Internal control system over cash and procurement systems should be practiced thoroughly.
7. Financial Report should be made to provide financial situation at the end of each month i.e., what is spent and what is remaining against each head.
8. Asset register is maintained periodically to help inventory and calculate depreciation of assets. KCDA must continue doing so.
9. Fundraising strategy should be developed and implemented for future prospects.

10.3. Human Resources

1. Though KCDA HR policies and procedures exist, these should be implemented more thoroughly. Staff employment contracts should include, more specific and clear job descriptions and salary levels along with other standard operating procedure (SOP) like personal development plans, benefits, gratuity/provident fund if applicable, leaves, expenses, maternity/paternity benefits, advances, use of equipment, office discipline and Time sheets/attendance register properly signed by all staff members daily with time in and out and these records should kept in staffs' personnel files.
2. Regular performance appraisal system against objectives already exists and KCDA management should continue ensuring it's practical implementation more thoroughly.
3. KCDA management should explore more growth opportunities for project staff to bridge the gap between target beneficiaries and KCDA objectives, particularly when KCDA as an organization and their program focuses on community development.
4. KCDA management should ensure proper recruitment process from job advertisement to job offer and completion of three months' probation period job confirmation letter signed after successful probation period appraisal.
5. Staff salaries at all level should be reviewed and brought in line with at least the minimum wages set by the government of Sindh/Pakistan. Under a Supreme Court of Pakistan decision- Presently, Minimum Wage is fixed at Rs. 17,500/- per month for unskilled workers and Rs. 17,000/- to Rs. 23,000/- or Rs. 25,000/- as announced by the present Government for skilled, semi-skilled & highly skilled.

10.4. Administrative Procedures

1. Project management should develop Standard Operating Procedures (SOP) or Logistics Manual for smooth running of organizational and project processes.
2. The KCDA management should practice existing procurement/purchase policy thoroughly; proper system to handle petty cash and procurement manual to ensure transparency at all levels.
3. The organizational and project records, documents and files need to be kept in a locked cupboard.
4. Logbooks are maintained of each vehicle properly. Instead of using cash as advance for fuel, an option for KCDA management could be to sign a contract with any petroleum company or apply for issuance of computerized fuel card. Organizational vehicles should be safe guarded for maximum utilization.

11. Conclusion:

KCDA is an organization that is on a journey of hope to do good and bring good to the marginalized of the marginalized – the Kachhi community that is spread out in lower Sindh and numbering around 500,000 people or slightly more. The journey of hope has been one of struggle, risk taking, uncertainty but a journey that has nonetheless brought great joy and satisfaction as a sense of liberation unfolds with each step taken when the shackles of the status quo are broken, in each individual story that becomes a living story.

May the vision and hope that KCDA journeys on bear much fruit.

ANNEXURE

ANNEXURE I

SWOT ANALYSIS

The KCDP staff, department wise and the senior staff split into groups. Each groups focused on the ‘Strengths’, ‘Weakness’ (Growth Areas), ‘Opportunities’ and ‘Threats’ as per their understanding, experience and analysis.

The following is recorded as per each presentation presented.

MANAGEMENT GROUP (Director/Senior Programme Manager)		
1	STRENGTHS	<ol style="list-style-type: none"> 1. Legal entity as KCDA is registered with PCP, EAD (Economic Affairs Division), FBR (Federal Board of Revenue), Sindh Revenue Board, Sindh Charity (in process) Districts Gov't. 2. Organizational Policies as HR, Financial, Procurement, Logistics, Travel, Child Protection Policy, ‘Safe guarding policy’ in place. Strategic Plan (in process, first draft presented to KCDA). 3. KCDA has a mandate and a functioning Board. 4. Staff from the local community (Field staff i.e., Animators as well as project staff). 5. Relations with the Community are strong. In times of sorrow and in times of joy KDCA stands with the community. Because of relations in the community have volunteers who support in health assistance. 6. Know about the cultures as belong to it. 7. MLE approach for education. Also adult literacy material. 8. Self Help approach + community cluster system approach. 9. Trained Staff (Animators + KDCP Staff) 10. Passion to work for the community (dedicated staff). 11. Capable people in Rattanbad to draw upon.
2	WEAKNESS (GROWTH AREAS)	<ol style="list-style-type: none"> 1. Need of organizational strengthening, which affects community work, also mobilization is weak. 2. Less resources to build 2nd line leadership / lack of vision oriented people / lack of ownership. 3. Less coordination among the team members. 4. Less follow-up strategy within the project. 5. Less publication of achievements. 6. Weak in reporting. 7. Organizational/Project /leadership/weakness. (Time management, project management, organized activities). (Can discuss more separately). 8. Staff behavior/less cooperation. 9. Unable to distribute MLE material in all MLE schools. 10. Utilization of project fund / Resources in few activities as not able to plan on time /affects implementation successfully. 11. Low salary packages in relation to gov't package.
3	OPPORTUNITIES	<ol style="list-style-type: none"> 1. MLE training Resource (Books, Teaching aid...) 2. Anti corruption course. 3. Community Self Help & Community Cluster System Approach. 4. Local Fund raising. 5. Community Outreach. 6. To build second line leadership. 7. To develop a result based approach. 8. Building staff capacity through trainings organized by other organizations/partners. 9. To coordinate well-known Hindu religious leaders for community motivation. 10. To form separate departments in the organization e.g., media, reporting, print media etc. 11. Morning devotion/personal reflection.
4	THREATS	<ol style="list-style-type: none"> 1. Key leadership can leave, capable and trained staff can leave. 2. Key donors can say ‘good bye’ / if global situation changes. 3. Migration of the community. 4. New compliances by the government or donors. Unnecessary demands by the government departments, Law Enforcement Agencies. 5. Religious leaders. 6. Natural disasters. 7. Inflation.

	8. Renewal of EAD/PCP.
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FINANCE, ADMIN, M & E		
1	STRENGTHS	<ol style="list-style-type: none"> 1. Resources. 2. Human resources. 3. Donors. 4. Systems (Financial) in place. 5. Different departments. 6. MoU with EAD signed. 7. Tax payer with FBR and SRB. 8. Policies exist. 9. Daily devotion. 10. Team work. Unity. 11. Audit reports. 12. M & E reports. 13. Strategic planning. 14. Data base record. 15. Multi-tasking. 16. Volunteers. 17. Permanent Settlements has begun.
2	WEAKNESS	<ol style="list-style-type: none"> 1. Proposal writing. 2. NOC (No Objection Certificate). 3. Low budget. 4. Government grants (not really tapped) 5. Multi-tasking. 6. Tax exemption. 7. New policies. 8. Second line leadership.
3	OPPORTUNITIES	<ol style="list-style-type: none"> 1. Community is needy and work is needed there. 2. New proposals. 3. Donors (new.) 4. Motivational programmes. 5. Government grants. 6. Fund raising. 7. New area can be explored.
4	THREATS	<ol style="list-style-type: none"> 1. EAD registration. 2. Government requirements. 3. Migration. 4. Staff resigning. 5. Land lords. 6. Demands from Law Enforcement Agencies.

EDUCATION (Tamachee & Ramje)		
1	STRENGTHS	<ol style="list-style-type: none"> 1. Communicate in the Kacchi language. 2. MLE material available. 3. Teachers from the Kacchi community. 4. Relations/communications among gov't school/our school/ teacher/supervisor. 5. Teachers have received trainings in MLE (primary level) 6. Staff from Kacchi community/know the culture.
2	WEAKNESSES	<ol style="list-style-type: none"> 1. Less children in the schools, especially girls. 2. Difficult to pay fee to the teacher, therefore teacher received less salary. 3. As the community (majority) do not own land, danger of migration, and the school phases out. 4. The schools are not registered with the government. 5. Lack of unity among the community. Personal differences can arise affecting the running of the school. 6. Child marriage, affects drop out ratio.
3	OPPORTUNITIES	<ol style="list-style-type: none"> 1. Importance of education realized. Education level increases in the Kachhi community. 2. As land ownership increases, establishing schools easier.

		3. Motivational programmes among the community. 4. Opening of schools in the communities.
4	THREATS	1. Religious leaders. 2. Government policies. 3. Land lords. 4. Migration. 5. Natural disasters. 6. Lack of cooperation from the community.

		HEALTH (Mithi, Meeran)
1	STRENGTHS	1. 139 midwives (TBAs) trained. 2. Resource material on health available. 3. Resource material available in Kachhi language. 4. PIT Latrine in use. 5. Children are vaccinated. 6. Communities make use/visit BHUs (Basic Health Units). 7. Trained staff.
2	WEAKNESS	1. Less coordination between government departments, BHUs and KCDP. 2. Record Keeping on Mid-wives/TBAs needs improvement.
3	OPPORTUNITIES	1. More resource material on health can be developed. 2. Coordination with government health departments. 3. Exposure visits of mid-wives. 4. Encourage community to work/mobilize community on health awareness issues.
4	THREATS	1. Migration. 2. Lack of visits. 3. Natural disasters. 4. Can conflict with religious interpretation (e.g., family planning)

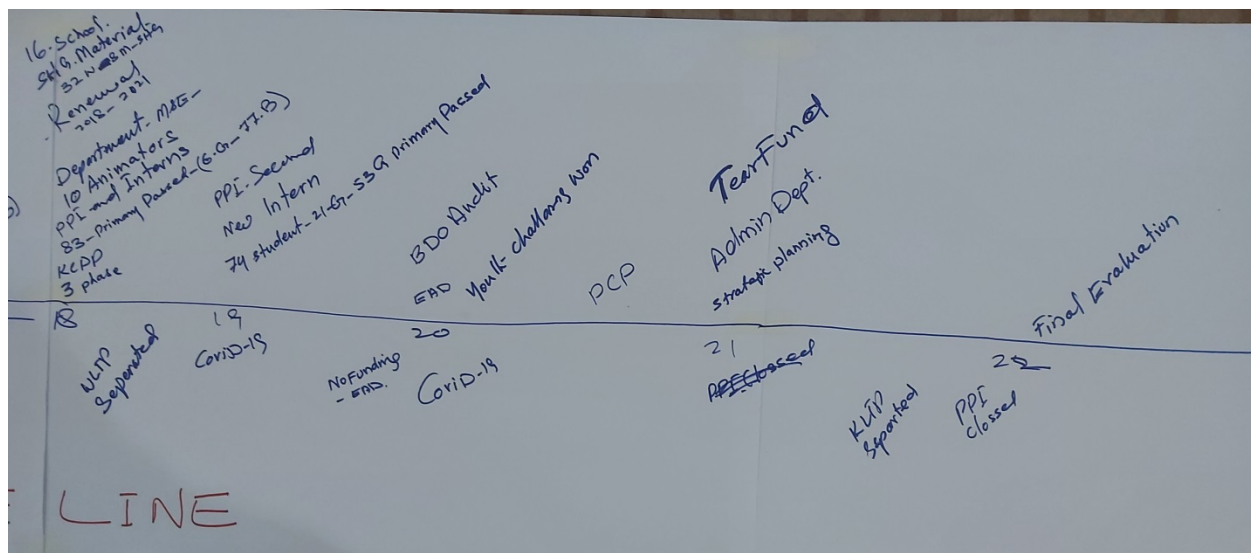
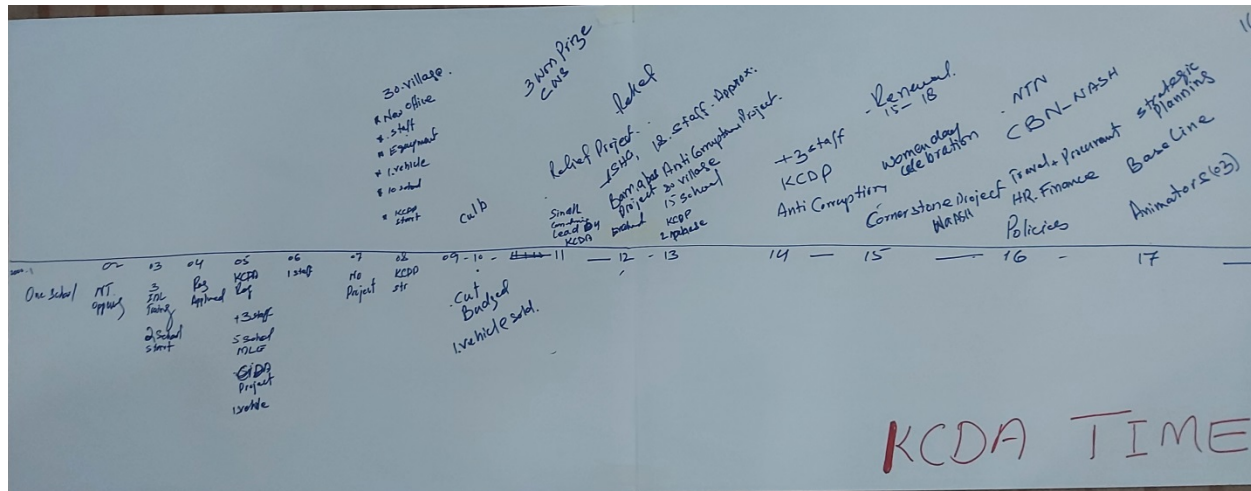
SELF HELP GROUP (Hani Satram, SHG supervisor, Shaheen Hero, social mobilizer, Chander liaison officer)		
1	STRENGTHS	1. SHG in Gujrati language, Saving register, pass book, SHG formats. 2. Female animators and staff/male animators. 3. Small businesses (small shops, love stocks, sewing machines etc). 4. All SHG members are Kachhi. 5. SHG leads to sustainability. 6. Good/successful case studies. 7. Good amount in SHGs. 8. Independence in financial decision making. 9. 'Small bank' in the form of SHGs.
2	WEAKNESS	1. Migration of groups. 2. Conflict in the group. 3. Old data/data management. 4. Female animators are uneducated. 5. SHG saving records/loan records, weak at times. 6. Record keeping weak. 7. Limited vehicles to visit. 8. SHG size is small. Less planning.
3	OPPORTUNITIES	1. Exposure visits for staff and community members to other SHGs. 2. Training of staff. 3. Government department linkages/relationship building especially with the local government. 4. Local contacts. 5. Inclusion of teenage girls in SHGs. 6. Cluster level association (CLA) formation. 7. Share experience with other organizations. 8. Find new donors. 9. Registration as CBOs (Community based organizations).
4	THREATS	1. Early child marriage. 2. Religious issue. 3. Stealing from SHG saving.

	<ol style="list-style-type: none">4. Men SHG less interested.5. Migration of groups or village migrating.6. Political situation/government issues.7. Natural disasters.8. Land lords.
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PRESENTATIONS BY DIFFERENT GROUPS FOLLOWED BY DISCUSSION.



**ANNEXURE-II
TIMELINE DRAWN BY THE KCDP STAFF**



As part of recalling ones organizational history, its journey, the KCDP staff and senior management went through the process of the Time Line exercise. The exercise initiated great moments of celebration as well as when tough times dawned on the organization. The more recent ‘tough times’ was the pandemic, or the EAD process while some staff recalled 2007 when there was no project at all. Overall the Time Line reflected the steady growth of the organization, from setting up of a proper office, increase in office assets, hiring of more staff, implementation of projects, organizational development through strengthening of organization via policies etc. By walking down memory lane, the staff felt gelled in as a family, the more senior staff to those who joined KCDA at various points in the journey of KCDA. The Time Line presented an overall picture of KCDA and helped staff to realize that organizations may face difficult times but with persistence, commitment and skill, one does overcome the challenges. There are always opportunities for new beginnings. The Time Line helped set the tone for the evaluation process in the coming days.

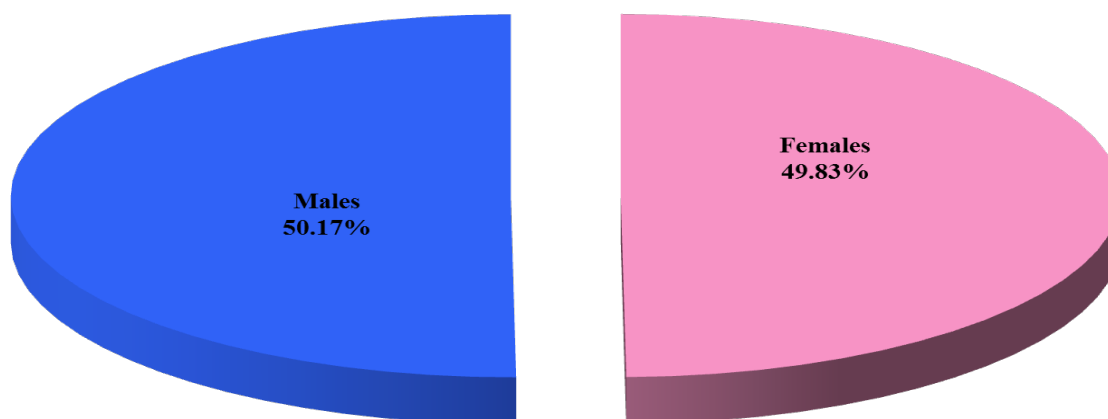
ANNEXURE III TOTAL NUMBER OF DIRECT BENEFICIARIES 2018-2021 with GRAPHICAL PROJECTION

Description	2018		2019		2020		2021		Total of All Years		Total number of Beneficiaries
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	
Civil Society (Clusters) Project's Direct Beneficiaries	7794	7793	8390	8389	8837	8837	8837	8837	8837	8837	17674
Education Project's Direct Beneficiaries (Boys/Girls)	370	189	254	125	305	150	244	162	244	162	406
Health Care Project's Direct Beneficiaries	495	1190	575	1580	1250	1377	1325	1335	1325	1335	2660
Total	8659	9172	9219	10094	10392	10364	10406	10334	10406	10334	
Numbers of Beneficiaries	17831		19313		20756		20740		20740		20740*

Note: The total number of direct beneficiaries (see thematic area 'Civil Society') stands at **17,674**, inclusive of thematic area 'Health Care', whereas thematic area Education is 406 which stands on its own. The table further shows a breakdown of direct beneficiaries from Health thematic area.

*The figure 20,740 is a cumulative figure of all three thematic areas. However, the direct beneficiaries are 17,674.

KCDP Target Beneficiaries-according to Gender 2018-2021



ANNEXURE IV ACHIEVEMENTS AGAINST TARGETS 2018-2021

Civil Society:

Activity	2018		2019		2020		2021	
	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Formation of VDGs	100 VDGs 400 old and 1000 new Total: 1400 (700 male, 700 female) members	100 1395 trained (727 male & 668 female)	100 VDGs 400 old and 1000 new Total: 1400 (700 male, 700 female) members	1280 trained Kachhi leaders (640 women & 640 men)	100 VDGs 400 old and 1000 new Total: 1400 (700 male, 700 female) members	1380 trained kachhi leaders (690 male & 690 female)	100 VDGs 400 old and 1000 new Total: 1400 (700 male, 700 female) members	1395 trained (727 male & 668 female)
Men SHG Formation	25 SHG for men 250 men member	08 Men SHGs formed 110 members	25 SHG for men 250 men members	10 SHGs formed 110 men members	25 SHG for men 250 members	24 SHG formed 254 members	25 SHG for men	22 SHG & 270 members
Female SHG formation	25 SHG for women(new groups & 39 Old Groups)64 SHGs 843 members old and new	71 SHGs 900 women members	50 SHG for women (new groups & 39 Old Groups)89 SHGs 1218 members	50 SHG for women(new groups & Old Groups)650 members	50 SHG for women(new groups & 39 Old Groups)89 SHGs	80 SHGs 973 women	50 SHG for women(new groups & 39 Old Groups)89 SHGs	92 SHG 935 women
SHG Trainings for Women	25 SHG Trainings	25 SHG trainings	25 SHG trainings	25 SHG trainings	0	0	0	0
SHG Trainings for men	0	0	0	0	25 SHG trainings	25 SHG trainings	0	0

Education

S.No	Activity	2018		2019		2020		2021	
		Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
1	15 Primary Schools (10 old & 5 new)	700 children (470 Boys, 230 Girls)	559 children (370 boys 189 girls)	700 children (470 Boys, 230 Girls)	379 students from 15 schools (Girls 125 & Boys 254	700 children (470 Boys, 230 Girls)	455(305 Boys ,150 girls)	700 children (470 Boys, 230 Girls)	15 Schools 406(244 Boys ,162 girls
02	SMC formation	10 sessions for 200 SMC members(80 female, 120male)	10 sessions for 200 SMC members(80 female, 120male)	10 sessions for 200 SMC members(8 0 female, 120male)	10 sessions for 200 SMC members (80 female, 120male)	10 sessions for 200 SMC members(80 female, 120male)	10 sessions for 200 SMC members (80 female, 120male)	10 sessions for 200 SMC members(8 0 female, 120male)	66 Sessions /meeting s (80 female & 120 male)

03	# of learners (# of girls, # of boys) graduate from primary education	100 Boys 80 Girls	83(Boys 76 & 06 Girls)	100 Boys 80 Girls	74(Boys 53 Girls 21)	100 Boys 80 Girls	56(40 Boys 16 Girls)	100 Boys 80 Girls	116(86 boys & 30 girls)
04	MLE Teacher's Training	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers	2 teacher trainings for 15 teachers

Health

Activity	2018		2019		2020		2021	
	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
3.1 Distribution of first aid boxes & Medicine in 5 schools	15 schools	15 schools	15 schools	15 schools	15 schools	15 schools	15 schools	15 schools
3.4 Midwives Training/Follow Up Training(60 Midwives)	20	20 birth attended trained	20	20	20	20	0	0
3.5 School Students Annual Survey (5 new & 10 old schools)	700 children; 550 from old schools and 150 from new schools (470 Boys, 230 Girls)	559 children (189 girls & 370 boys)	700 children; 550 from old schools and 150 from new schools (470 Boys, 230 Girls)	267 students from 12 schools (Girls 91 & Boys 175)	700 children; 550 from old schools and 150 from new schools (470 Boys, 230 Girls)	15 Schools 455(305Boys ,150 girls)	700 children; 550 from old schools and 150 from new schools (470 Boys, 230 Girls)	15 Schools 406(244 Boys ,162 girls)

ANNEXURE V

LIST OF TARGET VILLAGES

S.No	District	Cluster	Union Council	Village Name
1	Tando Allahyar	1. Chamber	1. Chamber	1. Dr. Almani (Javo Akhiani) (New)
2				2. Sadiq Sand (Kanji Mahalio) (New)
3				3. Karamshi Karu (New)
4				4. Iqbal Memon(Radhu Dungarani) (New)
5				5. Allah Bux Magsi (Bhuro Dungarani) (New)
6				6. Jeevan Patel (zardari farm) (New)
7				7.Mithu Patel (New)
8				8.Tarsi Patel (Karachi Hotel) (New)
9				9.Harji Patel (New)
10				10.Bawlo Patel (New)
11				11. Ramji Bhagat (Ghulam Nabi Shah) (New)
12				12. Bhato Village (New)
13				13 Bawo patel (New)
14				14 Narain bhagat (Paksangra) (New)
15				15 Manji Patel Misan (1) (New)
16				16 Manji Patel Misan (2) (New)
17				17 Anbo Patel (Wangi mori) (New)
18				18 Mir jagir (New)
19				19 Ranchor Patel (Old)
20				20. Ramji Patel(Wangi Mori) (Old)
21				21. Shalu Patel (Old)
22				22. Khoro Patel (Old)
23	2. Jhndo Mari	2. Meerabad	01. Lal Muhammad Makrani(Ramshi Karu) (New)	
24			02 Jam Nafees (Lakhman Halani)	
25			03. Lala Zahid Memon (Pancho Patel)	
26			04. Sher Muhammad Talpur	
27			05. Harji Patel old Meerabad	
28			06. Mashooq Mari Devo Patel	
29			07. Mubarik Makrani Anbu Patel	
30			08 Rano Patel Saraj mari	
31			09 Lal Muhammad Baloch Devo Patel	
32			10.Haji Gulu Baoch Nashu Patel	
33			11 Fatay Muhammad umrani Kanu Patel	
34			12 Daria Khan Mari Radhu Patel	
35			13. Sheno Farm Valo Patel	
36			14. Mir Murad Talpur Nanji Patel	
37			15 Gul Meer Mari Arjun Patel	
38			16 Naru Kachhi	
39			17 Tarsi Patel Somaar Kot	

40				18 Neelo Patel Somaar Kot
41				19.Dodo Patel (N)
42				20. Veho Patel (N)
43				21.Narsing Patel(Harsan) (N)
44				22. Keho Patel
45				23. Nashu Patel(Mir Nau Wathan) (N)
46				24. Manshing Patel Makrani Goth
47				25 Ramshi Patel (Dyam Khaskhali)
48				26. Manu Patel
49				27. Natho Patel *Pandi Goth)
50				28Panso Patel (Mool Chand)
51			Dasori	01. Ibrahim Shah Dhrmo Patel
52				02. Naroo Rakani new
53		Tando Allahyar	Tando Allahyar	01Taj Pur
54				02 Oqaf Khato
55				03 Bhato Stop Lakhman Patel
56				04. Shagan Patel(Bhato Stop)
57				05. Mahadevo Patel(Shoro Water)
58				06 Bawo Patel (Kamaro sharif)
59				07 Dhermo Patel (Karamro Sharif)
60				08. Hanso Patel Kowater
61				09. Shahu Patel Pir Kathi
62				10. Bacho Patel(Jamli Khan)
63				11. Khemo Patel(Jamli Khan)
64				12. Bachal Sand 1 & 2
65				13 Mal Thebho (Huri stop)
66				14 gul husain Neelo Patel
67				15. Manji Patel Mula Village
68			Bhukra Sharif	01 Khoro patel Animator Lakhman village
69				02Paanso patel
70				03 Kanji Patel
71				04 Roopa Ram Patel
72				05 Raidhan Patel
73				06 Hari Patel
74				07 Popat Patel /Mohan Patel
75				08 Naru Patel Kiriya shak TDR
76	Mirpur Khas	Mirpur Khas	Mumtazabad	01. Kamoo Patel
77				02 Mithu Bhugio
78		Kot Ghulam Muhammad	Jameel dhondkai	03. Sher Muhammad Khaskhali (Migrated)
79				04Nawab Abdul Aziz Tali Ramji Patel
80				05 Dr. Raiz Dharmo Patel
81				06Haji Lashari Dhano Patel
82				07. Nawab Abdul Aziz Tali Ramchand Patel

83				08. Nawab Abdul Aziz Tali Madhu Patel
84				09 Jamal zandario
85				10 Neelo wegro
86		Belaro	Shuja Ababd	01 . Mansign Vegra
87				02 Dr. Amershi
88				03 Mithu Bhugio/Rano Patel
89				04. Khoro Patel /Rasheed Mughio
90				05. Radhu Kachhi
91				06. Ramji Ragani
92				07. Hamro Hargani
93				08 Kachhi Colony
94				09 Esakhan mari Chetan Patel
95	Sanghar (Old)	Berani	Jam Nawaz	01. Neelo Patel (Kanji) Migrated
96	Area			02 Momayo Patel
97				03. Bhabu Patel
98				04. Devjee Patel
99				05. Mansing Patel
100				06 Mado Patel
101				07Poono Patel

**ANNEXURE VI
MULTILINGUAL EDUCATION SCHOOLS (MLE) AND COMMUNITY SELF SUPPORTED
SCHOOLS 2018-2021 WITH ENROLLED PERSON DETAILS.**

S. #	Name of schools	Teacher's Name	Village Name/Taluka /district	Boys	Girls	Total	School Status
01	Anmol Vidya Sagar Primary School	Ramesh	Panso Patel Village/Dasori/Tando Allahayar	12	08	20	Self-Support by community
02	Naya Suraj Primary School	Mr. Hero	Makrani Goth/Jhando Mari /TA	13	05	18	Self-Support by community
03	Naya Ujala Primary School	Ms.Suneeta & Ms. Hema	Manu Patel/Jhando Mari/TA	24	11	35	Self-Support by community
04	Nai Roshani Primary School	Mr. Shivram	Nashu Patel/Jhando Mari/TA	40	10	50	Self-Support by community
05	Chamkte Tare	Mr. Chander	Dodo Patel/Jhando Mari /TA	20	12	32	Self-Support by community
06	Naya Chand	Mr. Kishor	Bhato Stop/ Jhando Mari/TA	15	10	25	Self-Support by community
07	Naya Sawera	Mr. Raju	Devo Patel/Chamber /TA	10	07	17	Self-Support by community
08	Vidiya Sagar	Mr. Raidhan	Jaimal Patel/Mirwah/Mirpurkhas	13	09	22	Self-Support by community
09	Mamu Patel Primary School	Mrs. Lachmi	Mamu Patel/Doulat Legari /Mirpurkhas	17	26	43	Self-Support by community
10	Lakhman Halani	Mr. Gian	Lakhman Halani/Jhando Mari/TA	12	18	30	The new school supported by KCDP.
11	Kachhi Colony	Mrs. Shardha	Kachhi Colony/Shujabad/ Mirpurkhas	18	18	36	New school supported by KCDP.
12	Rano Patel	Mr. Popat	Siraj Mari/Jhando Mari/TA	11	09	20	New school supported by KCDP.
13	Naya Prem Sagar	Mr. Faqero	Khoro Patel/Bokhera Sharif/TA	30	23	53	New school supported by KCDP.
14	Malo Patel	Mr. Mavo	Malo Patel/Jhando Mari/TA	15	07	22	The new school is supported by KCDP.
15	Hooro Patel	Mr. Neelo	Hooro Patel/ TA	11	15	26	The New School supported by KCDP
	Total			261	188	449*	

*Note: The figure 449 shows student data of January to March 2022.

ANNEXURE VII**LIST OF MATERIALS, PRODUCTION AND PUBLICATION**

1. MLE Books
2. Kachhi Alphabets Flesh Cards
3. Counting Flesh Cards
4. Vegetables & Fruits Names Charts in Kachhi Gujrati, Sindhi & English
5. Alphabets Charts
6. Kachhi Qaida Small (Year 1 Term 2, 3, and 4)
7. Mathematics Small books (Year 1 Term 1 to 4)
8. Initial Reading Book (Year 1 Term 1)
9. Story Books (Year 1 Term 1 to 4)
10. Story Big Books (for teachers)
11. Kachhi Qaida Small (Year 2 Term 2, 3, and 4)
12. Story Books (Year 2 Term 1 to 4)
13. Mathematics Small books (Year 2 Term 1 to 4)
14. Poetry & General Knowledge books (for class 2nd to 5th)
15. MLE Small Books in an audio recording in Gujrati, Sindhi, and English)
16. Educational Motivational Songs and Videos
17. Literature Books (for class 2nd to 5th)
18. Teacher's Training Material
19. Teacher's Guide
20. Teacher's School Time Table in Pan flex
21. Activity Cards for MLE classes
22. School Management Committee Register
23. SHG Record-Keeping Register & Pass Books
24. Health Awareness Flesh Cards, Posters, Banners
25. Hand Washing Posters & Pan flex
26. Hepatitis posters & Pan flex
27. Malaria Awareness Pan flex posters
28. Midwife Training Manual
29. COVID-19 Awareness Poster
30. Child to child Health Book
31. Motivational Videos for community development, Unity, girls' education, and the importance of education
32. Monitoring Manual
33. Annual Calendar

ANNEXURE VIII

LITERATURE AND DOCUMENTATION CONSULTED

1. KCDP Project Document and/or Proposal 2018 - 2022
2. KCDP Annual Progress Reports 2018 - 2020
3. KCDP Audit Reports 2018 - 2021
4. KCDP Baseline Survey Report 2018-2022
5. KCDP Gender Analysis 2018-2022
6. KCDP GRF 2018-2022
7. KCDP RBM 2018-2022
8. KCDP Risk analysis 2018-2022
9. Empowerment Assessment Tool
10. KCDP Midterm Evaluation Report 2020
11. Organizational Profile Vision, Mission & Goal Statement of KCDP
12. KCDP PowerPoint Presentation to evaluation team (Civil Society, Education & Health)
13. Minutes of Board Meetings
14. List of KCDP staff and positions
15. List of Board Members
16. List of Advisory Board Members
17. Attendance Registers / Sheets etc.
18. Finance Records 2018-2021
19. Wycliffe Norway payment letters
20. Staff Appraisal Forms
21. Inventory / Assets Register
22. Stock Register
23. Vehicle Log Book
24. Human Resource Manual
25. Procurement guidelines
26. Finance Manual
27. Job Descriptions of the Employees
28. Human Resources Personnel's Files
29. Projects Files
30. Animators list
31. Report format of KCDP
32. Schools Students Enrollment Register (Supported by KCDA and Supported by Community)
33. Minutes Registers of Community meetings
34. MLE. SHG and Health Materials etc.
35. KCDP Organizational Hierarchy Structure / Organogram
36. Activity Plans of Civil Society, Education and Health projects
37. Statistical Information of Projects

ANNEXURE-IX
LIST OF BOARD MEMBERS

Sr. No	Name	Designation	Date of Join	Term of Office
1.	Mr. Paul	President	20-06-2015	2 nd Term
2.	Mrs. Lina Khalid	Vice President	14-08-2018	1 st Term
3.	Mr. Cheatan	Treasurer	4-09-2021	1 st Term
4.	Mr. Mithu	General Secretary	4-09-2021	1 st Term
5.	Mrs. Neelam	Member	06-04-2019	1 st Term
6.	Mr. Narsingh	Member	4-09-2021	1 st Term
7.	Mr. Obed Caleb	Member	4-09-2021	1 st Term
8.	Mrs. Virginia Samson	Member	06-04-2019	1 st Term
9.	Master Roopo	Member	20-06-2015	2 nd Term

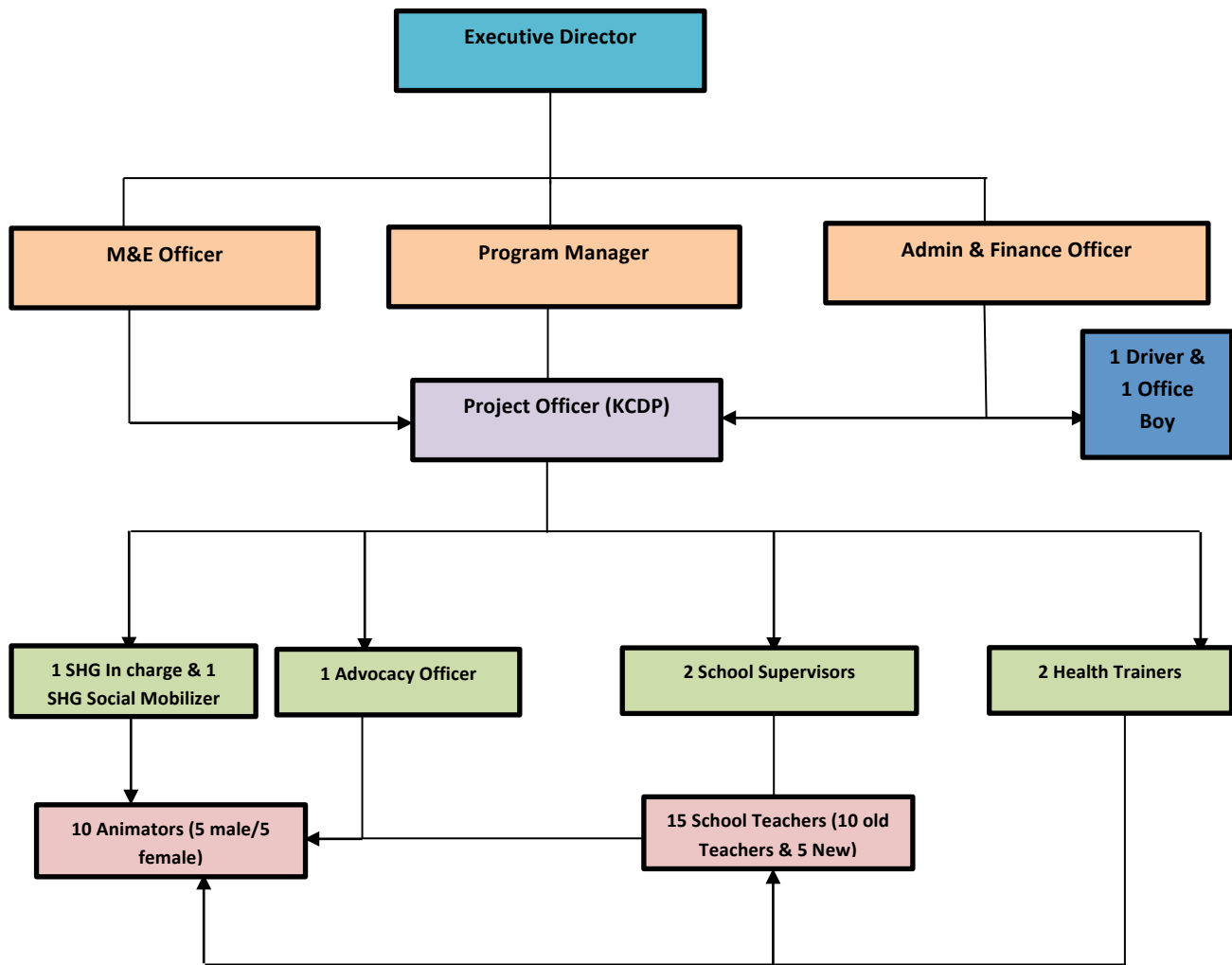
ANNEXURE-X
LIST OF GENERAL BODY MEMBERS OF BOARD

Sr. No	Name	Designation	Date of Join	Term of Office
1	Mr. Pancho	Member	4-09-2021	1 st Term
2	Mr. Kewal	Member	4-09-2021	1 st Term
3	Mr. Narsingh	Member	4-09-2021	1 st Term
4	Mr. Bawalo	Member	07-03-2020	1 st Term
5	Mrs. Samina	Member	4-09-2021	1 st Term
6	Mr. Dodo	Member	07-03-2020	1 st Term
7	Mr. Moti	Member	07-03-2020	1 st Term
8	Mr. Bhalo	Member	07-03-2020	1 st Term
9	Mr. Bijal	Member	07-03-2020	1 st Term

ANNEXURE XI**LIST OF STAFF MEMBERS, ANIMATORS AND TEACHER THOSE WHO ARE ON PAYROLL**

S.No	Name	Designation
1	Mr. Shamoan Samuel	Executive Director
2	Ms. Huma Abnair	Programme Manager
3	Mr. Ramji Charro	Finance Officer
4	Mr. Chander Mavo	Admin Officer
5	Mr. Aneer Adil (Left in 2021. Feb to April 2022)	Monitoring & Evaluation Officer
6	Mr. Tamachi	Project Officer
7	Mr. Ramjee Veho	Supervisor
8	Ms. Mithi Shamoan	Senior Social Mobilizer
9	Ms. Meeran Ramchander	Social Mobilizer
10	Ms. Honey Satram	SHG Supervisor
11	Mr. Chander Wibhu	Liaison Officer
12	Mr. Perbhu Kamoon	Support Staff
13	Mr. Arjun	Driver
14	Ms. Shaheen Hero	Social Mobilizer
15	Mr. Gian Radhu	M&E Assistant
16	Mr. Narian	School Supervisor
17	Mr. Naroo	Animator
18	Ms. Bagi	Animator
19	Mr. Pono Ji	Animator
20	Ms. Karmi	Animator
21	Mr. Lachhman	Animator
22	Ms. Galal Bai	Animator
23	Mr. Narsingh	Animator
24	Ms. Shugi	Animator
25	Mr. Ramjee	Animator
26	Ms. Mali	Animator
27	Mr. Gian	Teacher
28	Ms. Shardha	Teacher
29	Mr. Popat	Teacher
30	Mr. Faqero	Teacher
31	Mr. Mavo	Teacher
32	Mr. Neelo	Teacher

**ANNEXURE XII
KCDP ORGANIZATIONAL HIERARCHY STRUCTURE/ORGANOGRAM**



ANNEXURE XIII

CASE STUDIES

Case Study 1

Sunita and Hema of Manu Patel Village

As KCDP staff puts it, “Girls’ education is the single best investment that any society can make” and so the case study chosen is of two young grade 8 teenage girls, Sunita and Hema of Manu Patel village. Having passed their primary examination (grades 1-5) from KCDP MLE school that KCDA begun in 2013, the girls went on to continue their studies at the government middle/secondary school at some distance from their school.

However, the village teacher from where they had passed their primary found a new job and the SMC was having a hard time finding a new teacher. Lo and behold Sunneta and Hema stepped in to offer their services for they wanted the village children to have the same opportunity they had in attending school so that each child would be able to go to the next level of education. In the morning both girls attend their own school and in the afternoon after returning from school teach at the KCDP Self Help School.

Thanks to both young teachers, the parents who allowed these girls by defying cultural norms and the SMC, that 35 students (20 girls and 15 boys) are able to attend school. Attendance of girls is higher here on account of female teachers.

Today the parents of both Sunita and Hema are planning to let these girls study further if they so wish and are not talking of getting them married soon. The cycle of poverty and early child marriage is slowly being done away with through education. As KCDA reports, ‘The KCDP project impacted community lives and especially girls’ lives’. Sunita and Hema say, “if we are educated then we can develop”, our desire for our Kachhi girls to get an education and bring change to our community. “ It’s slow but its works. We are thankful to our parents, KCDA & other supporters” recounts Hema. Well done KCDA.



Case Study 2

Celebrating International Women's Day

A big day for the Kachhi women of KCDP – celebrating the International Women's Day on the 8th of March. The following case study is presented as reported in the Report of KCDP.

The SHG team and area animators decided to celebrate the International Women's Day at the cluster level on 8th March 2022. Though no budget allocation for the event this year the SHG & VDG group members, area animators, and the team decided to organize the event in one cluster and the women SHG group covered all administrative costs of the event. The area animator Mr. Narain & Mrs. Bhagi Narain conducted meetings with VDGs & SHG members in the Meerabad cluster. All cluster members agreed and each SHG contributed an allocated amount for the event. It was the first time when the community took initiative and organized the event with their own resources.



The event was based on two programs. One program is organized separately for women and another program was organized for the men. The KCDP civil society team led the men's program, Rev. Shamoan took the session and discussed the role of women in our society, family, and community. Girls education was also one of the most highlighted topics in the program.

The women's day event was based on the following activities.

- Introduction of the KCDP & Cluster level approach.
- SHG & VDG Groups Introduction.
- Mrs. Bhagi Narain (Area Animator) shared her life changing story among other women at the event.

- 10 SHG members shared their success stories in small business with other women.
- Theatre Performance on the problems of Early Child Marriage.
- Note of thanks by guests.

The evaluators were pleasantly surprised that though the main programme was held separately for men and women but later the men joined in too. A lot of discussion revolved around child marriage and the conclusion drawn was that we need to end this.

ANNEXURE XIV

TERMS OF REFERENCE

Terms of Reference final Evaluation KCDA
Period 2018-2022

About KCDA

Kachhi Community Development Association (KCDA) started its activities in 2002, and has several years' experience in working with the Kachhi people with work focussing on issues concerning the Kachhi people. KCDA began its work running community-based mother tongue education programs.

The KCDA was formally registered as an NGO in 2005 and continues to be involved in a number of initiatives developed in response to expressed perceived needs. KCDA is working with and approaching two districts (Mirpurkhas & Tando Allahyar). Kachhi Community Development Association (KCDA) is a community based organization. KCDA represents deprived and underprivileged indigenous group of society. It has been envisioned and initiated by Rev. Shamoos Samuel who also belongs to Kachhi community and is well aware about the issues faced by the community.

KCDA believes in transparency, team work and participatory approach and these are the key principles of organization. Since its inception KCDA is making efforts for the betterment of community's socio-economic status and cultural development through local leadership and rights based approaches. KCDA has implemented and managed projects on healthcare, education and socio-economic themes successfully. KCDA has also achieved remarkable milestones by implementing an anti-corruption policy within its own organization which in time built its capacity to develop resources to train other non-profit organization on this important matter.

KCDA has good working terms with district government, social welfare department and with other line departments as well. Kachhi Community Development Association is a registered organization with Society Act 1860 and operates under registration number 4153.

Project Title:

Kachhi Community Development Program

Background

The problem this project wants to address is the social, economic and political exploitation and exclusion of up to 500,000 Kachhi people scattered throughout the Lower Sindh region of Pakistan. The large majority of Kachhis 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 democratic processes.

In social terms, the problems centre on the Kachhis' perceived status within society. Within Hinduism the Kachhi communities are regarded as untouchables and among the Muslim majority as unbelievers; both see them as ethnically inferior. About 95% are peasant farmers, 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 KCDA received its first funding from NORAD, through Digni and Wycliffe Norway for implementing the Kachhi Community Development Programme. The program started to work in 10 villages with a focus on primary education in their mother tongue. By 2022 this program has grown. It is now serving 30 villages with a broad community development program including education, saving scheme, basic healthcare, midwifery, gardening and veterinary skills.

Project objectives as described in the RBM-Logframe

Theme	Impact	Outcomes
Civil Society	Indigenous people will prosper economically and socially; they are self-reliant, united and self-confident.	1. Kachhi community is more aware about basic health & hygiene, make use of health facilities and are in better health 2. Kachhi Women are economically and socially strengthened 3. Practical training programs improve the capacity and economic situation in the communities
Education	The Kachhi community is able to	1. Literacy ratio will increase among Kachhi community. 2. Children get easy access to primary education in own

	take control of its own sustainable development through a programme of education for adults and multi lingual education for children	village. 3. Kachhi children pass primary and promote for secondary education
Human Rights	The Kachhi community is aware of its right and is increasingly able to claim them.	1. The Kachhi people are aware of their basic rights 2. Able to raise their voices against violence 3. Able to cast their vote in national elections 4. Able to contact local government

The Evaluation

This evaluation has been ordered by KCDA and Wycliffe Norway. The content of the evaluation will be described in this document.

Purpose

The purpose of this evaluation is to:

1. Identify areas that need improvement. In this way this evaluation will support the learning process of all parties involved in this project.
2. Compare the budget with reports of actual spending to ensure that the project funds are used in accordance with applicable agreements and guidelines.
3. Observe that the objectives of the project were achieved and measure the level of achievements, outcomes and impact.

The Evaluator

The final evaluation will be performed by Miss Jennifer Christine Jag Jivan – Lead Consultant & Mr. Mohsin Zia consultant who has experience in project planning, project management, implementation and evaluation. She has been in senior leadership roles in a number of organizations. She led a number of evaluations, strategic planning workshops, proposal development exercises and training workshops of diverse nature. The CV of Miss Jennifer Christine Jag Jivan – Lead Consultant & Mr. Mohsin Zia consultant attached to this ToR.

Scope of the evaluation

The scope of the evaluation will include the following main areas whereas the points are listed in relation to their priority:

1. How does implementation of the program relate to the RBM-Logframe and the project documents?
The following will be evaluated:
 - a. Relevance of intervention objectives: Are they still consistent with needs of the beneficiaries, the country needs and donor policies?
 - b. Effectiveness: Have the anticipated results been achieved and were the activities carried out? How can this be proven (baseline, indicators of the RBM-Logframe)?
 - c. Efficiency: Are the resources like money, equipment and time, used effectively?
 - d. Outcome and Impact: This is about long-term results. 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? How can that be proven (baseline, indicators, reports, interviews)?
2. Sustainability and long term plans
 - a. How do the savings scheme and the consortium plans fit within the project's sustainability plans?
 - b. What opportunities are there for partnering with other organisations and the government?
 - c. How should key roles in the management team and succession be defined?
 - d. What other personnel issues need to be addressed?
 - e. Are there any aspects that prevent sustainability?
 - f. What are KCDA's long term plans, and what is their strategy for reaching them?
3. Audit of the financial management and budget control
 - a. Is the bookkeeping carried out according to international standards
 - b. Is the budget respected and were deviations correctly communicated with the donor?

4. Cross-cutting issues
Special attention will be given to the following cross cutting issues:
 - Gender sensitivity
 - o What does the project do to ensure gender equality and equity in the organization and the intervention?
 - o In what way has KCDA worked to identify barriers hindering women or men from participation in activities and achieving of project objectives?
 - Environment
 - o How is the environment considered in the project activities?
 - o In what way does the intervention affect the local environment?
 - Conflict sensitivity
 - o Does the organization have an understanding of the local context and potential risks for the project? How have they been working on conflict sensitivity?
 - o Do Kachhis suffer from conflict because of their low status? If so, how is KCDA assisting the community?
5. Risks
 - a) Were the risks mentioned in the project documents relevant?
 - b) Were certain risks missing from the risk assessment?
 - c) Were the measures taken to reduce the risk effective?
6. Empowerment Assessment Tool
 - a. Carry out an empowerment assessment using the Empowerment Assessment Tool provided by Digni
7. Good Governance
 - a. How are the local communities and beneficiaries involved in KCDA's decision making?
 - b. What security policies are in place, are they adjusted to the safety situation and are they implemented effectively?
 - c. What internal and external monitoring procedures are in place and are they respected?

Methods used

1. Document review, this will include all major documents such as RBM-Logframe, project documents, monthly, quarterly and annual reports, earlier evaluations and correspondence
2. Field visits, including interviews with key people at the village level
3. Round table discussions at the KCDA facilities with director and project manager
4. Discussions/interviews with personnel, including animators
5. Interviews with representatives of the donor (if possible)
6. Meeting the board
7. Studying KCDA's routines, administration

Reporting and timing

The evaluator will write an Evaluation Report in English based on the points stipulated in the Terms of Reference. The report should:

- Contain an executive summary (mandatory)
- Be analytical in nature (both quantitative and qualitative)
- Be structured around issues and related findings/lessons learnt
- Include conclusions and recommendations (should be concrete and prioritized)- what will be the consequences of ending the project, and what ought to be areas of focus for future continuation?

The evaluation will start in March 2022. A draft version of this report will be presented by the end of April 2022 to the director and project manager of KCDA and Wycliffe Norway to allow feedback and express concerns. The final version will be presented the latest by the end of May 2022. The report will be attached to the 5-year application to Digni and the 2021 Annual Report of KCDA to Wycliffe Norway.

Finances

Evaluation charges for Miss Jennifer Christine Jag Jivan – Lead Consultant and Mr. Mohsin Zia – Consultant: PKR. 570,000/= including tax. KCDA will sign two separate contracts with the Lead consultant & Consultant.
 - PKR 285.000 will be paid to the lead consultant & PKR 285.000 will be paid to the consultant. 50% of the evaluation charges will be paid as an advance to the lead consultant & consultant & 50% will pay after the submission of the final evaluation report.

The estimated expenses are PKR. 100,000/= (field travelling, accommodation & stay, various costs)

All costs related to the evaluation will be booked to the evaluation budget line for the 2022 KCDA Project. KCDA will keep a detailed record of all expenses made for this final evaluation.

Responsibilities**KCDA will be responsible for:**

- Write the Terms of Reference (ToR)
- Providing all information to the evaluator on request
- Prepare field visits, organising transport, etc.
- Providing food during field visits
- Providing translation, especially during visits and meetings in larger groups
- On request of the evaluator, organising meetings, inviting people, providing meeting places
- Providing feedback to the first draft of the evaluation report

The evaluator will be responsible for:

- Providing input to the ToR
- Performing the desk study in preparation for the evaluation
- Collecting information from KCDA
- Preparing questions for the field visits
- Writing the evaluation report

Wycliffe Norway will be responsible for:

- Giving feedback on the ToR, making sure it reflects the guidelines of Digni & is approved by Digni.
- Cooperating with the evaluator by providing information, answering questions or making suggestions
- Making sure that the Digni and other stakeholders will get a copy of the final evaluation report.

Rev. Shamoan Samuel
Executive Director-KCDA

Miss Jennifer Christine
Lead Consultant

Mrs. Agnes
Director, Wycliffe Norway

ANNEXURE XV
FIELD VISIT SCHEDULE & DETAILS OF VILLAGERS & BENEFICIARIES COVERED
DURING FIELD VISITS

KCDP EVALUATION
TENTATIVE FIELD VISIT SCHEDULE
06th March -12th March 2022

WORK DAYS	DAY & DATE 2022	ACTIVITIES	PARTICIPANTS	TIME
Day 1	Mar.06, SUN	Ms. Jennifer Jivan & Mohsin Zia will Travel to Karachi to Rattanabad		Morning Depart ISB 10:00 am Arrival KHI 11:55 am
Day 2	Mar.07, MON	<ul style="list-style-type: none"> • Meeting with KCDA Management • KCDP presentation by project staff • Intro about Evaluation/methodology • SWOT Analysis & Time line Analysis • Lunch Break • SWOT Analysis & Time line Analysis • Meeting with Program Manager & Finance Officer 	KCDA Management Project Staff MZ & JJJ KCDA Management Project Staff, Board Members, VDG, VMC.	09:30 – 10:00 am 10:00 – 11:30 am 11:30 – 11:45 am 11:45 – 01:00 pm 01:00 – 01:45 pm 01:45 – 04:30 pm 04:45 – 06:30 pm
Day 3	Mar.08, TUE	<ul style="list-style-type: none"> • Attending WOMEN’s DAY (Field) • Meeting with Women. • Meeting with Community Leaders, VDG, VMC, Teachers, Youth (Individual & group) • Meetings with KCDP’s Project Staff • Project & Financial documents review 	JJJ & MZ with Concerned Staff	09:00 – 01:00 pm Continued... Continued... 04:30 – 05:30 pm 05:45 – 06:45 pm
Day 4	Mar.09, WED	• Field Visit of TWO Clusters of NEW Villages (x No of Meetings & Meeting Locations to be decided by KCDP staff & evaluators) (Four Meetings)	Nominated by KCDP Staff	08:30 – 05:00 pm
Day 5	Mar.10, THURS	<ul style="list-style-type: none"> • Visit to three NEW Schools (Schools, Children, Teachers & Adult Learners) • Field Visit of ONE Cluster of OLD Villages (x No of Meetings & Meeting Locations to be decided by KCDP staff & evaluators) 	Nominated by KCDP Staff	08:30 – 05:00 pm
Day 6	Mar.11, FRI	<ul style="list-style-type: none"> • Meeting with KCDA Board Chairperson & Members (Individual) <ul style="list-style-type: none"> • Meeting with KCDA Executive Director • Meeting with Project Officer • Meeting with Admin Officer • Meeting with Program Manager • Meeting with Finance Officer.(Zoom) • Meeting with the Donor (zoom) 17 th March 2022		09:30 – 11:30 am 11:30 – 12:30 pm 12:30 – 01:30 pm 02:30 – 03:30 pm 05:15 – 06:15 pm 06:15 – 07:15 pm
Day 7	Mar.12, SAT	Travel back to Karachi to Islamabad		Depart at 09:30 am from Rattanabad Departure KHI 04:00 pm

Details of Villages/Community beneficiaries Covered during Field Visits

<u>Date</u>	<u>Day</u>	<u>Male</u>	<u>Female</u>	<u>School Boys</u>	<u>School Girls</u>	<u>TOTAL</u>	<u>From Number of villages</u>
08-03-2022	Tuesday	44	55	31	26	156	14
09-03-2022	Wednesday	39	37	13	17	106	05
10-03-2022	Thursday	14	27	32	37	110	07
		97	119	76	80	372	26