

EVALUATION REPORT

Of



Parkari Community Development Programme (PCDP)
Rattanabad Mirpurkhas, Sindh-Pakistan

DONOR PARTNER



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GLOSSARY

BHC	Basic Healthcare
BHCW	Basic healthcare workers
BRC	Birth Registration Certificate
CDN	Community Development Network
CiC	Cluster in Charge
CSP	Civil Society Project
CLTS	Community-Led Community Sanitation
CNIC	Computerized National Identity Cards
EAD	Economic Affairs Division
ED	Executive Director
FO	Finance Officer
HQ	Head Quarters
IAL	Institute of Applied Linguistics
IT	Information Technology
KCDA	Kachhi Community Development Association
MEAL	Monitoring Evaluation Accountability & Learning
MD	Managing Director
MLE	Multilingual Education
MOU	Memorandum of Understanding
NADRA	National Database Registration Authority
HCP	Health Care Project
NIC	National Identity Card
NGO	Non-Government Organization
NOC	No Objection Certificate
OPD	Out Patients Department
ORS	Oral Rehydration Supplement
PCDN	Parkari Community Development Network
PCDP	Parkari Community Development Programme
PKR	Pakistani Rupees
PLP	Parkari Literacy Project
PMS	Pak Mission Society
PPAF	Pakistani Poverty Alleviation Fund
PPI	Pakistan Partnership Initiative
PVDP	Participatory Village Development Program
SDGs	Sustainable Development Goals
SLDP	Sindh Language and Development Programme
SSEWA-PAK	Society for Safe Environment and Welfare Association–Pakistan
SSGs	Saving Scheme Groups
TBA	Traditional Birth Attendant
VDC	Village Development Committee
WASH	Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

The Parkari Community Development Programme (PCDP), a non-profit community-based organization started by the Parkaris, has been working with the Parkari community since 1999. PCDP wants to eradicate the situation of poor health care, illiteracy and injustice done to and within the Parkari community of rural Sindh.

During PCDP's journey since 1999, it has worked with multiple donors. Wycliffe Norway has been supporting PCDP since 2007. PCDP has successfully completed two project phases helping the target Parkari community to work on the lines of becoming stronger and more unified. Donor's support to this marginalized group has widely impacted the lives of Parkari people. At the start of current phase 2018 it run a total of 562 Parkari hamlets/villages of four districts of Sindh; Umarkot, Badin, Tando Allahyar and Mirpurkhas and after getting permission from Economic Affairs Division (EAD) Ministry of Economic Affairs of Pakistan in 2020 PCDP currently runs a total of 297 Parkari hamlets/villages in two districts of Sindh; Tando Allah Yar and Mirpurkhas.

This report is the result of an evaluation carried out by external evaluators at the request of PCDP management and agreed upon by donor Wycliffe-Norway. The evaluation team took a participatory approach with the aim of assessing the impact of PCDP while ensuring overall accountability and sustainability of the project. The findings and recommendations are based on the feedback given by various stakeholders and information and data provided by the project team itself. The team used different methodologies to analyze the projects and its operations which include semi-structured interviews, field visits, group discussions, general observations, interaction with students, documentation review, timeline and SWOT analysis. Field visits were carried from 28th March – 02nd April, 2022. The evaluation was conducted for the years 2018-2022 with the civil society, healthcare and education as the major focus.

The programme goal is to empower the Parkari minority living in Sindh, Pakistan, to ensure sustainable development of their society through a mother-tongue based multi-lingual education program for children, mother-tongue based adult education in human rights, vocational and healthcare skills training, and an economic management system for the local communities; all of these with a focus on gender equality.

The Programme activities build itself on the widely believed perception that providing multi-lingual education, adult literacy, health and hygiene sessions and prosperity of civil society will help raise the standard of living of the poor as they will be able to earn a good income for they will be able to access new opportunities. Individual successes will act as role models to inspire others to follow the same path and subsequently influence and change the whole community be it through literacy, improved health conditions, economic growth and basic rights. In this regard PCDP holds a network approach among the people it serves.

Under this project target beneficiaries are becoming unified through the platform of Community Development Network (CDN) established by PCDP where five villages form a unit and five units form a cluster. Because the majority of the target beneficiaries are illiterate and live in the rural areas they are often unaware of their basic human rights which has historically resulted in the violation of their rights for generations. Animators/Cluster in Charge and staff played their pivotal role to raises awareness and strengthen Parkari people on human rights, socioeconomic prosperity and other social issues of the community effectively. PCDP gained good support of Community Development Network (CDN) villages through membership fees and will fund their own village-based development activities is remarkable.

Programme management commenced the project activities tranquilly. After initiation of the project activities, communities accepted PCDP due to its image built on 15 years 'experience. Despite the fact

that the challenges faced by PCDP due to EAD and COVID-19, from 2018 to 2021 overall achievement under PLP Project by 83% and Health Care Project (HCP) by 75% and Civil Society Project (CSP) by 98%. The quality of project activities can be intensified by setting strategic directions, using advance community development approaches, effective project design, effectual activity planning with financial perspective, existing of strong functional monitoring and capacity building of project staff including Animators/Cluster in Charge.

PCDP sets-up and equips village-based primary MLE and self-help schools which enables Parkari students to complete primary grades (1-5) and then qualify for admittance to government middle schools (Grades 6-8). PCDP has created a pool of MLE trained teachers concentrating on child centered methods. The result is that the classroom environment is conducive towards learning. The students are confident in presenting their lessons learnt through reading and writing. However, the teacher/student ratio in some schools visited is 1 teacher for 30-40 students. This can be challenging particularly since the classes are multi-grade.

In order to provide basic literacy skills to illiterates, PCDP runs adult education centers for men and women now they can write their name easily. The target beneficiaries also have opportunity to learn sewing skills, under the supervision of trained sewing skill teacher.

PCDP's healthcare project raises awareness about health & hygiene and safe motherhood and trains women in midwifery as Traditional Birth Attendant (TBA) and basic healthcare. It organizes free of cost Out Patient Department (OPD) services programs to provide proper diagnosis and treatment of minor illnesses by providing free medicines.

The evaluation team acknowledges the level of acceptability and recognition of PCDP among the communities, operating on the basis of higher spiritual values, serving effectively in interfaith context-Hindus, Muslims and Christians and thus fulfilling integral mission and definitely contributing towards the Sustainable Development Goals (SDGs).

The programme has made significant progress towards meeting its objectives. However, concentration in further strengthening its capacities in terms of developing relationships with other stakeholders-NGOs, government education department, local leaders etc., mobilizing communities to take greater roles and responsibilities and fulfilling their commitment towards the running of schools and overcoming the present lack of facilities, monitoring, as well as strengthening its financial management skills and financial sustainability remain a challenge that PCDP needs to address .

The commitment of donor partners Wycliffe-Norway is a great strength for PCDP as it enables it to continue with its operations. Without this continuous support it would have been impossible for PCDP to reach the marginalized Parkari community of rural Sindh.

The evaluation team is grateful to Mr. Rob van den Heuvel, Mr. Nathan Bremer, the Board members, PCDP management and entire Staff, teachers, the beneficiaries/students and the Parkari communities whom they met during the evaluation process. Without their cooperation, this present exercise could not have been possible. We thank Wycliffe-Norway for trusting us to carry out this evaluation.

A. INTRODUCTION

A.1. BACKGROUND

The Parkari people live in the remote southeast region of Pakistan. They have several social and economic problems such as illiteracy, poverty and lack of education. Many work as slaves for landlords and are treated unjustly and with contempt. They are deprived of food and clean water, health services, and access to education. They are discriminated and deprived of their rights. In all of this oppression women and children are the most disadvantaged and vulnerable. The Parkari Community Development Programme (PCDP), a non-profit community-based organization started by the Parkaris, has been working with the Parkari community since 1999. PCDP wants to end the situation of poor health care, illiteracy and injustice done to and within the Parkari community.

PCDP's vision is to empower the Parkari Community and to instill confidence which comes from being free and autonomous. To accomplish this goal PCDP has developed a long term plan for the financial sustainability of its community. PCDP continue follow this plan in which villages of the Community Development Network (CDN) become PCDP supporters through membership fees and will fund their own village-based development activities. The unity among the CDN villages throughout all years and the trust that PCDP has gained from the Parkari people give courage and confidence to fulfil this plan successfully.

PCDP has received Digni support through Wycliffe-Norway since 2007. Since then the Parkari people have seen big improvements and development as a result of this program. PCDP has successfully completed two project phases helping the Parkari community to become strong and unified. Digni's support to this marginalized group has widely impacted the lives of Parkari people.

The measure of success during all these supporting years has been significant; increased rate of literacy among Parkari children and adults, better health and hygiene situation, improved economic and social status. Many visible changes in the community show that the Parkari people are more united and are taking steps towards their own development. Also a strong possibility, activities started by PCDP are continuing after project phase out, and there is physical and financial sustainability in community.

Here the evaluation team would like to acknowledge that the love for Parkari community is dear to the PCDP team. It works among community who tend to migrate from village to village on account of problems with the landlord; issues related to human rights, less salaries, religious discrimination etc. Since majority of the community belongs to Parkari tribe there is the risk of migration or closing down of project activities. Initiative of permanent settlement concept will help these communities to stay in one place and think of their development on a long term, basis.

A. 2. NEED FOR EVALUATION

The PCDP management requested to conduct the evaluation of their ongoing Project # 10542 (Digni) for the previous four years January 2018 – December 2022, the actual length of this project is from 2018 to 2022. The major focus of the evaluation is civil society, education and healthcare run by PCDP.

A. 3. PURPOSE OF THE EVALUATION

The purpose of this evaluation is to assess the following key areas of the project:

- Assessment of the objectives, outcomes and impacts achieved from this project.
- Assessment of the project effectiveness. Were project funds appropriately used?
- Assessment of the project long-term sustainability. What can we learn and do better to improve this?

A.4. EVALUATION OBJECTIVES

Scope of evaluation:

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

A.5. EVALUATION PROCESS

The evaluation process is known as “organization response to its external environment by synchronizing the internal environment”. The entire exercise was based on a participatory approach and the evaluation team applied various tools and methodologies to facilitate the process to analyze the current situation and set the targets realistically for Lesson Learned and/or growth areas; and to adopt a plan on how to achieve a set of targets as related in the recommendations.

A.6. EVALUATION TEAM

The Evaluation team consisted of; Miss Jennifer Christine Jag Jivan (Consultant) and Mohsin Zia (Lead Consultant)

A.7. LIMITATIONS OF THE EVALUATION

Language barrier

The team acknowledges that communicating with the community could not have been achieved had it not been for Ms. Erona Paschal Matti and Ms. Regina Paschal the evaluation team’s official interpreter. None of the evaluation team member knew the language of the communities it visited, nonetheless, this difficulty was overcome by our interpreters, and from the community itself there were some who could understand and converse in Urdu language.

Culture disparity

None of the evaluation team member with the exception of the interpreter belonged to the communities it visited. Though they had read about them, were aware of such communities and their problems, had visited such communities before, yet none of them come from such a background as the communities they visited. The team wishes to acknowledge this.

Field visit time clashed with working hours of the community members

The visits clashed with the working hours of the communities, who work in the fields all day. The Evaluation team however, thanks PCDP staff/Animators/Cluster in Charge who for most of the part still managed to bring a number of their target beneficiaries to meet with the evaluation team.

A.8. METHODOLOGY

The following tools were employed during the evaluation:

1. Semi structured interviewing
2. Key informant interviews
3. Group discussions
4. SWOT Analysis (see Appendix I)
5. Direct observations
6. Visits to target areas and interviewing the beneficiaries
7. Reviewing of children's work/copies
8. Reviewing of Minutes Registers (Animator/Cluster in Charge field records)
9. Reviewing of Materials (Education, Health care and Civil Society)
10. Review of available documentation and records
11. Analysis of information and discussion with the staff/Management/Board Members/donor

A.9. EVALUATION DISCLAIMER

The report is prepared by The Evaluation Team for the use of PCDP, Wycliffe-Norway and/or Digni and is not to be distributed in whole or in part to any other person without prior consent of the declared parties. This report only relates to the scope of exercise as spelled out and agreed by The PCDP Management, Wycliffe-Norway and/or Digni and The Evaluation Team in the Terms of Reference (TOR See Annexure XIV) of the evaluation. Accordingly, The Evaluation Team does not take and accept any responsibility regarding the adequacy of the information, assertions or comments given during the evaluation process, through which it has formulated the recommendations.

B. KEY FINDINGS

Evaluation team met with PCDP Management, Board Members, the Donor Wycliffe-Norway (via Zoom), Target Beneficiaries/Communities, Community Leaders/Members (Clusters and/or CDN), Project Staff and Animators/Clusters in Charge of the project. Following programme strengths and lesson learned were identified.

B.1. PROGRAMME STRENGTHS

B.1.1. Acceptance and Credibility in Parkari Community:

PCDP is working in Sindh since 1999 (over 23 years) and know the reality and core needs of interior Sindh and providing support in different areas of needs therefore the acceptance and credibility was seen in the Parkari community and they warmly welcome the interventions of PCDP.

B.1.2. Service to Marginalized Communities

PCDP is serving the marginalized Parkari community with dedication and commitment. It operates effectively and definitely contributing towards the Sustainable Development Goals (SDGs). Awareness of the importance of civil society, healthcare and education among the communities has steadily increased over the years as seen in the increase in the overall accomplishments of PCDP. However, due to differences with the landlord, community dispersed or permanent settlement (a good reason), some natural disaster as the flood of 2020 which increased the marginalities.

B.1.3. Process of Serving through Integral Mission

The project is based on a non-discriminatory approach. Integral Mission emphasizes on meeting human needs in the name of the Almighty. PCDP contributes towards the social growth of its target Parkari community by providing quality civil society enrichment, education and healthcare without any gender and religious discrimination. The project activities show practical concern, care and love for beneficiaries which is the bases of integral mission. A non-discriminatory approach also promotes unity and interfaith harmony among different faiths within the communities.

B.1.4. Parkari Community Ownership:

During dialogue with community the ownership towards the program was seen which shows that at certain level the project activities are transferred to their minds and will be replicated in future. Community participation in different activities for their self-sufficiency and economics stability (labor work, tailoring/sewing, shop keeping at village as well as at town level, veterinary services, midwifery/TBAs services, installation of hand pump and self-made pit latrines) was there, which shows ownership and positive attitude towards the project primary components. The evaluation team's field observations and beneficiary interviews revealed that access to education/adult literacy, health and hygiene/midwifery/TBAs skills, and veterinary skills and under civil society activities Parkari target beneficiaries are becoming unified through the platform of Community Development Network (CDN- where five villages form a unit and five units form a cluster) to strengthen their civil society role. Easier access to these project activities, target beneficiaries owed the project activities as it made their life easier especially effective awareness raised concerning permanent settlement of Parkari communities which is worth for them.

B.1.5. Donor Commitment and Accountability

The donor is committed not only for provision of finance but also provided the technical expertise through performing monitoring and evaluation exercises. The financial assistance provided to PCDP indicates the confidence that the funding partner have in its ability to follow its objectives. The funding partner over the years has supported PCDP and without this continuous support it would have been impossible for PCDP to achieve its targets. Wycliffe-Norway has over the years shown commitment for provision of finance. Presently the donor is interested to learn about the project strengths, the lesson learned and findings from the evaluation for future commitment on its part for social and economic uplift of the Parkari community in which it serves.

B.1.6. Culturally Appropriate Material

Among others, one of the outstanding factors that significantly contribute towards the success of PCDP is the culturally appropriate materials produced in the tribal/local languages (Parkari). These materials include books, flash cards, flex charts and posters. Local custom are explored, researched and contextualized in order to intervene in the communities. This increases their acceptance level tremendously and as a result it supports PCDP to achieve its desired results.

Developing such materials takes a lot of effort and research and it goes to the credit of PCDP that it carefully researches the cultural norms and practices and gives due respect to each culture and customs of targeted tribal Parkari community. The target audience has an opportunity to learn in their own mother tongue which increases their interest level and also enhances understanding on education, health and social issues.

B.1.7. Staff Capacity

The PCDP staff and Animators/Cluster in Charge have an imperative role in the implementation of the project activities. Their commitment towards their organization and its objectives has enabled PCDP to reach out to the most deprived tribal Parkari community of Sindh with a purpose to meet the overall goal “To empower the Parkari minority living in Sindh, Pakistan, to ensure sustainable development of their society through a mother-tongue based multi-lingual education program for children, adult education in human rights, vocational and healthcare skills training, and an economic management system for the local communities; all of these with a focus on gender equality.”

The staff members have relevant and practical experience required for effective implementation of activities. Coordination among different departments and staff members also help them in achieving the required results. The staff members have potential to grow and achieve their targets. Energetic Animators /Cluster in Charge are committed and have a friendly behavior with the target beneficiaries. Animators / Cluster in Charge come from the very communities they serve which, is an added invaluable strength to the entire programme.

At PCDP the Animators/Cluster In charge carry out the outreach programme in the villages are hired on the prerequisite that their wives will assist them in their work. As such the assistance provided by the wives may be considered as part of balancing the gender prerequisite. It may however, be noted that the wives are not given any monetary/financial benefits for their input. Presently there is 01 male School Supervisor, 11 male and 04 female Animators/cluster in charge to run the animation activities in 297 targeted villages.

B.1.8. Strengthening Civil Society through Community Development Network (CDN)

Civil Society component of PCDP played very effective role to sensitize the Parkari people for their self-reliance and community empowerment as whole. Parkari people to establishing a Community Development Network (CDN) with the facilitation and practical expertise of PCDP management to building relationships at a grass roots level and unifying where five villages form a unit and five units form a cluster. The CDN has a pivotal role in building vision for sustainable development of the Parkari community, a great impact in lives of people who are part of the community development network. They work together as a unified community and are able to identify and solve their challenges together.

Under the CDN Parkari community have opportunity to and gain access to better livelihood through self-help groups, small business initiatives and sewing skills training, collectively they purchase land for permanent settlement. They have access to trained basic healthcare workers, midwives and veterinarians. Health and hygiene conditions are improved. The project gives opportunity to adults to attend adult literacy classes though completion of Adult Literacy Classes remains a challenge. However majority of parents are keen to educate their children. Self-help schools are functioning and are running self-supportively but the evaluators learned that other organizations have or had their input in these schools.

People are helping each other in time of need especially taking care of most deprived segment of society. The leadership of CDN is accessing local government officials and NGOs for the purpose of Parkari community well-being and economic prosperity with the coordination of their cluster in-charge. As part of women empowerment many women are also involved in decision making at domestic level but choosing a spouse for themselves is still long way.

By the end of 2021, there were 11 functional clusters with 59 units and 297 villages. 43410 people from 7235 households were registered in CDN. The Committees formed at various levels with the representation from the village, unit and cluster level for the effective management of the CDN structure, having access to enhance organizational and leadership skills through capacity building opportunity organized at unit and cluster level to become the voice of voice less. PCDP build the capacity of Cluster in Charge on monthly basis so they can effectively communicate with government officials on behalf of Parkari community communal issues, like now Pakistan National Database & Registration Authority (NADRA) issues totaling 762 (2018 to 2021) Computerized National Identity Cards (CNIC) to the Parkari citizens of Pakistan.

The PCDP's interventions are fully dedicated to bringing sustainable change among the targeted Parkari community. PCDP fosters its sustainability plans through the community development network (CDN) system, as means of mobilizing and motivating Parkari community to take cooperative actions for their own development. Establishment of a Model Cluster is intended to present a model to other clusters about the key aspects of sustainable development, this initiative definitely having positive impact and become a benchmark for other clusters to adopt best practices to become self-sustained.

Community Economic Stability component effectively raised awareness about the importance of saving. Saving Scheme Group or Self Help Group members join together and collect money to support one another and utilize their savings for further expansion of their existing small business and this concept leads towards strengthen cooperative society concept, where people learned about business opportunities fully from initiation to efficiently running. The management committee is ultimately responsible for smooth running of the cooperative society.

A significant achievement of PCDP is Career guidance and/or counseling for youth (both girls and boys) with the aim to motivate youth to continue further education through apprenticeship / scholarship program and find a job as well as illiterate youth (both girls and boys) are offered vocational skills

training. Youth provided opportunity, sewing skill, basic health care skill, veterinary skills and few running their own small businesses is appreciable and worth for youth.

B.1.9. Access to better health

Healthcare component of PCDP effectively raises awareness about health & hygiene and safe motherhood and trained Parkari people in midwifery (or traditional birth attendant-TBA) skill and basic healthcare. Additionally free medical camps or free of cost Out Patient Department (OPD) services for proper diagnosis and treatment of minor illnesses with provision of free medicines on spot played very significant role in healthy Parkari community.

Targeted Parkari community people living in rural setup adopted basic health and hygiene practices such as hand-washing, clean drinking water, protecting food from flies, have stop practicing open defecation, handling garbage and wastage, healthy environment, etc. The Parkari people (from CDN villages) who attended these sessions have improved their health and hygiene conditions, Applying their learning on regular basis and the Parkari community well empowered to understand the importance of personal hygiene, especially hand washing, consumption of healthy food, and keeping the environment clean. Consequently, the better hygiene practices are reducing the risk of diseases and improved health which ultimately improves the livelihood of the family as well as community at large.

PCDP's trained midwives and/or traditional birth attendant play a vital role in the improvement of maternal and neonatal health of Parkari rural community women. Having a trained midwife in a rural setting is real blessing when conditions leading to death are prevented with actual medical care throughout their pregnancies and especially at the time of delivery or childbirth. Pregnant women have regular visits to PCDP's trained midwives for check-ups purpose and this is free of cost. PCDP's trained midwives also providing services to other villages which include the communities with higher status who in the past considered Parkari people as lower caste, which really measured as real women empowerment.

Effective awareness of safe motherhood among Parkari rural women reduces maternal mortality and its impact on reducing pregnancy related health risks. The women who attended the awareness sessions share their knowledge with other women and give special care to pregnant women of their own family which leads multiplier effect. Parkari women are now fully aware and consider using family planning methods to avoid abortion and rather chose family planning operations (Tubal ligation), helping Parkari rural women reduce pregnancy related health risks and promote safe pregnancies and childbirth. Adolescence hygiene sessions are identified very beneficial among young girls.

Basic Healthcare Workers (BHCWs) trained by PCDP are such a blessing for people living in villages where transportation facilities remain a challenge and getting first aid in emergency situations. BHCWs also motivate people to take good care by practicing hygiene routines. Furthermore, BHCWs provide treatment to surrounding villages which is also a real blessing. Parkari people are contented to have access to basic health care services at their door step, especially in times of emergency.

PCDP also proven care for animals/livestock which are real assets of the communities in rural setting; trained veterinarians are the front line warriors of defense against animal diseases and helps farmers to have timely treatment and vaccination for their livestock herds. Veterinarians raise awareness effectively in Parkari community regarding livestock production for income generation which empowers the Parkari community towards economic prosperity and trained veterinarians are using this skill for their own income generation.

To eliminate open defecation Parkari people mobilized towards Community Led Total Sanitation (CLTS) approach. Communities are counseled about the harmful effects of open defecation and

encouraged to build toilets to become ODF (open defecation free) villages and positive change in the community has been observed, people are highly motivated to have toilets in their homes and adopting hygiene practices by avoiding open defecation.

B.1.10. Access to education

PCDP is serving the marginalized Parkari community with dedication and commitment and has delivered education to the children within their existing resources. Space provided by the communities has helped in establishing schools which demonstrates ownership of the schools by the communities.

PCDP village-based primary MLE and self-help schools enables many Parkari students to complete primary grades (1-5) and qualify for admission to government middle level schools (Grades 6-8) and to continue further education till Grade 10 or higher. PCDP runs an apprenticeship / scholarship program especially for girls who complete their village-based primary schools. The scholarships are designed so that students continue studies after primary grade. This initiative is admired by the targeted Parkari community.

Community self-help school approach can be very effective that encourages the Parkari community to start self-help schools with available resources generated within the community. The evaluators visited some self-help schools that had reached up to grade 5. The self-help school approach definitely ensures sustainability of the programme intervention. PCDP schools use the child's mother tongue 'Parkari' for initial literacy and numeracy, leading to Sindhi/Urdu and English. Thus students can enhance their learning ability in commonly used languages in Pakistani education system.

MLE trained teachers recruited from Parkari community concentrate on MLE to promote child friendly environment. The result is that the classroom environment is conducive towards learning. Many students are confident in presenting their lessons learnt through reading and writing. Interactive trainings with practical methods and techniques that the teachers receive enable them to teach in a child-friendly atmosphere. Teaching Materials, teacher guide/manual and teaching in Parkari, Sindhi, Urdu and English, developing the four language skills in the primary school with other teaching aids as flashcards, charts, Pena flex and MLE education ladder chart etc. are helpful and useful for teachers for lesson planning. The educational material used for teacher training and curriculum can be highly relevant and helpful for providing quality education when used to its full capacity.

It's highly evident from the schools visited that the teachers are trained to creatively make and use low cost materials as teachings aids. The materials are not just there 'for decoration' purposes, but the way children were using these materials with great familiarity, ease and fun whether for English or mathematics reflected on the regular use of these materials as well as the effectiveness of bringing across the particular concept to the child/children at hand. Furthermore, it is also a source of learning for children to effectively use waste/low cost materials/resources productively for learning purposes.

The classroom environment is conducive towards learning. The classrooms are neat and clean and decorated with relevant teaching materials. Eye contact between teacher and students was a great plus point. Children enjoy coming to school and participate actively in the interactive activities. Both girls and boys are given equal opportunities and there hasn't been any case of discrimination among the students in terms of gender. There is a significant element of empowerment for girls through the provision of education.

During visits, observed a high confidence level among some students who were good in writing, reading and speaking. Their reading and comprehension skills in Parkari/Sindhi were impressive. The students confidently presented their lessons through songs, reading, writing and general questions and answers. Attendance registers of students/teachers were also maintained. Majority of the students had

books/copies. Despite multi-grade settings where for the majority of the schools there is only one teacher, the classes were well disciplined. It is to be noted that on account of the conducive learning environment for both girls and boys. However, the teacher/student ratio in some schools visited is 1 teacher for 30-40 students. This can be challenging at times particularly when the classes are multi-grade. School Management Committees (SMCs) playing a vital role in smooth running of village schools especially self-help schools. All of PCDP's schools have SMCs ensuring gender balance and responsible for smooth execution of educational activities in schools and it's proven as sustainable education approach at Parkari villages 'level if the PCDP phase out. By involving SMCs and community the pattern of setting the process of transparency and accountability at the community level which involves the lives and future of their children is being laid. It is empowerment of the community at another level.

PCDP effectively runs adult education centers for men and women (women are more committed towards adult literacy classes) In order to provide basic literacy skills to illiterates, and its observed that adults can write their name easily. A very impressive idea and an effective tool used to promote volunteerism in the community 'Each One Teach One', especially empowered youth to provide free teaching services to illiterates of their own extended family members and/or neighbours.

The target beneficiaries both women and men learned sewing skills, and earn a decent income ultimately contribute to better livelihood and their financial sustainability. Women have become more empowered, independent and respected well because of good financial contribution for their families to meet the both ends well.

B.1.11. Gender Balance Concept

In Pakistani culture, men are influential at family, community and national level and privilege to have maximum opportunities for social uplift and economic growth. Women's are considered as dependent segment of the communities. PCDP worked for development of women in many projects and have a lesson that women development cannot be done by addressing only on femininity. For that reason PCDP served 43410 total direct beneficiaries from 2018 to 2021 during current phase and out of total 22854 are females and 20556 are males direct beneficiaries resulting 53% are females and 47% are males direct beneficiaries (see annexure III). Gender and Development creates uniqueness in itself by applying gender balance approach ensures equal participation and involvement of men and women as it is necessary to have their ownership on the same developmental issue. This is a positive step in the right direction.



B.1.12. Significant signs of Empowerment:

Marginalized people always ignored and have no power and thought to be depended. It's evidently observed a big change in the mindset of Parkari community especially men. Basic human rights were practiced and people united against violation or exploitation. Parkari people are fully aware about their domestic level rights; grassroots level issues they are facing and dealing on daily basis and learn the art to encounter injustice well and successful to form a peaceful community where basic human rights and

dignity of all men, women and children are well respected. Parkari women are now given more respect and have freedom to participate and share their input in family decisions also actively involved in decision making in Community Development Network and at community level initiatives. People have gained power as they joined hands and united to raise their voice against injustice.

The programme has evidently contributed in improving the psychosocial quality of life of the individuals and families that it has served. Repossession of self-value and self-respect by many of those who were assisted by PCDP is a worth stating achievement of the programme that helped people to put in use their learning and skills to generate income to sustain themselves and their families.

PCDPs 'intervention has been able to bring a change in stereotypical social behavior and attitude. The sensitization of Parkari community at large and the use of available resources on such social issues have fostered a positive attitude towards the marginalized and ostracized.

B.1.13. Village Development Committees (VDCs)

According to PCDP reports and documents 500 VDCs (250 in 2019 and 250 in year 2020) were formed and trained. It strengthens the Parkari community at large and created the sense of responsibility and accountability towards their family, village and project activities.

B.1.14. Visible outcome:

According to PCDP reports and documents shared with donor and evaluators, programme management commenced the project activities tranquilly. Despite the fact that the challenges faced by PCDP due to EAD, COVID-19 and natural calamity, overall activities achievement from 2018 to 2021 under PLP Project by 83% and Health Care Project (HCP) by 75% and Civil Society Project (CSP) by 98% (youth development project activities were over achieved in 2020 (See Annexure V). The quality of project activities can be intensified by setting strategic directions, using advance community development approaches, effective project design, effectual activity planning with financial perspective, existing of strong functional monitoring and capacity building of project staff. **Brief overview of significant outcome and/or achievements;** it is noted that programme activities were not underway at its normal pace from 01st day of January 2022 to 31st day of March 2022 because of delay in programme funding of current year.

Description	Total 2018	Total 2019	Total 2020	Total 2021	Total of all Four years
Village Development Committees	00	250	250	00	250
Saving Scheme Groups	57	40	27	43	167
Registered at NADRA for CNIC	233	230	110	189	762
Trained Basic Healthcare Workers (men)	10	10	10	10	40
Trained Basic Healthcare Workers (women)	10	10	10	10	40
Trained Midwives	20	20	20	20	80
OPD programs(Out Patients Department (health)	15	05	05	10	35
Hospital Assistance	58	120	91	94	363
Community Led Total Sanitation (CLTS) Sessions	30	30	03	30	93
Adolescence Hygiene Sessions	05	05	05	10	25

Healthcare & Hygiene Sessions	10	10	04	10	34
Safe motherhood Sessions	10	10	04	10	34
Multilingual Education Schools	09	09	09	06	33
Self-Help Schools	10	10	05	05	30
Secondary School (Established in 2012)	00	00	00	00	01 (Functional School)
Village Adult Education Centres	10	10	10	06	36
Trained Sewing Skill Teachers	00	10	10	15	35
Sewing Skill Centres	00	10	10	15	35
Trained in Veterinary Skills	10	10	10	20	50
Hand Pumps Installation (self-initiative of Parkari People)	18	62	00	127	207
Construction of pit latrine (self-initiative of Parkari people)	94	50	51	95	290

Formation of Clusters	Number of Units	Number of Villages	Total Registered Families	Total Registered Adults	Total Family Members
11	59	297	7,235	14,599	43,410

For further details See Annexure VI

B.1.15. Support in Achieving Global Networks 'Goals /Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030 ensure that all people enjoy peace and prosperity. The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations.

The PCDP overall goal and objectives are contributing in achieving Sustainable Development Goals (SDGs) by its programme intervention focuses on:

- SDG-1 No poverty (Income generating schemes, vocational trainings, supporting communities to start small businesses through saving programs and cooperative societies)
- SDG-2 Zero Hunger (Indirectly touching where there is no poverty there is zero hunger)
- SDG-3 Good Health and Well-being (health and hygiene awareness sessions for women, children and men, by organizing training for men and women as basic healthcare workers, focusing on maternal health by training women in midwifery and through safe motherhood awareness sessions)
- SDG-4 Quality Education (providing equal quality education opportunities to girls and boys using mother-tongue based multilingual education at village level, village-based adult education focusing on rights awareness, and upgrading level of learning through technical and vocational skills 'education)
- SDG-5 Gender Equality (empower all women and girls, by focusing on eradicating gender inequality through providing equal opportunities for women and men in all PCDP's programs)
- SDG-6 Clean Water and Sanitation (raising awareness through hygiene and CLTS sessions-Community-Led Total Sanitation, encouraging community to construct toilets at household/village level, installing hand pumps for safe drinking water.)
- SDG-8 Decent Work and Economic Growth (increasing sense of saving among the community, supporting communities to start small businesses, building capacity in entrepreneurship skills)

- SDG-10 Reduced Inequalities (unifying the Parkari community through the structure of clusters and community development network to promote equality among Parkari community)
- SDG-11 Sustainable Cities and Communities (unifying the Parkari community to buy land for permanent settlement – free from socio-economic pressure of landlords, supporting community to take development initiatives)
- SDG-13 Climate Action and/or Environment (indirectly touches on environmental and natural resource management)
- SDG-16 Peace, Justice and Strong Institutions (raising awareness and doing advocacy through human rights workshops and sessions, addressing issues like the local landlord's practice of extortion and abuse, acquirement of national identity cards, and provision of voting registration forms in the vernacular, providing legal assistance to vulnerable for legal procedures, organizing sessions on peace and interfaith harmony)

The programme objectives reflect the same challenges and the programme overall goal seeks to mobilize Parkari community to work together and campaign for justice for those who are poor, suffering and oppressed through the effective partaking of Community Development Network.

B.1.16. PCDP Management:

PCDP management is motivated and committed to their programme goal and has delivered significant access to quality education and access to health facilities and Strengthening Civil Society within their limited resources. Their staff is flexible and motivated and adopts a positive attitude towards problem solving. The program staff is experienced and trained. They are particularly blessed in the person of Mr. Poonam Paschal for his vision, commitment and skill in envisioning quality interventions for the marginalized which he has been able to inspire among his staff on the same lines. Over the years PCDP management has developed leadership skills especially of Ms. Erona Paschal Matti as second line leader and other staff at Head office and in the target areas. This is seen where members from the community were first groomed and now have reached at higher level.

The management has striven and continues to strive to develop relations with external stakeholders as landlords, government representatives, organizations/NGOs and networks that will help achieve programme goals in a more effective way. Developing these relations and maintaining and sustaining them are not always an easy task. One of the greatest strengths and contributions of PCDP management is that it has been able to develop a good internal culture of support, trust, and team-work - "PCDP has a Christian family culture!"

B.1.17. Diverse Board

The Board is professional and from diverse backgrounds. They bring in a wealth of experience related to development; health, education, language expertise. Presently the Board consists of seven members, five male and two females. Board members are willing to support the noble cause of PCDP through their voluntary services. Similarly, some of the members have adequate experience in their particular fields. They are always ready to support PCDP by providing their services if requested, whereas the Chairman of the Board commented that, "PCDP is highly professional organization in this area and we are learning from their experience and expertise in relevant fields of development sector".

B.1.18. Infrastructure:

PCDP has its rented office in Rattanabad, Mirpurkhas Sindh. It has equipment and vehicles. The programme management has the advantage for initiation and execution of its activities by using its own infrastructure.

B.1.19. Comments from Community

Mr. Moolchand from Doongro Paro Village, district Tando Allahyar (Civil Society)

Moolchand is a member of PCDP's saving groups. He took a loan from his group and started a small business of selling fruits and vegetables using a cart. He continued saving and moved to a market place where he setup a small shop on a roadside. Later after few years he expands his business and shifted to the main market. Currently he has two shops and running a very successful business which makes him a very good example for other Parkari people.



Ms. Gaini from Ram Nagar Village, district Tando Allahyar (Education)

Gaini is a student of grade 9 and is enthusiastic to become a teacher. She participated in PCDP's Each One Teach One voluntary campaign and helped eight illiterates of her village to have basic literacy skills. Later, she became a teacher in PCDP's village based adult literacy center where she taught 17 women of her village. She didn't stop there. After completion of one year adult literacy project she started a small shop with her savings from the salary she received as a teacher. She continues moving towards achieving her goals.



Ms. Warzoo of Teekam Paro/Village, Tando Allahyar (Health)

Warzoo belongs to a village where people are less aware about their first aid treatment. In 2018, Warzoo attended a basic healthcare worker training facilitated by PCDP's healthcare project team and at the end of the training she got first aid medicine kits to serve parkari community. She said, *"I am thankful to PCDP that they gave me training opportunity to help others and serve the poor and needy sick persons to overcome their sufferings"*



Ms. Puri from Roopo Paro/Village, district Tando Allahyar (Civil Society)

Puri is a widow and has been engaged with PCDP for last 10 years. She attended several meetings and training sessions and has now become an active member of PCDP's community development network. She is a confident woman and has built her skill in advocacy and lobbying. She helps rural women raise their voice against injustice. She has been actively working with Pakistan's National Database & Registration Authority (NADRA) for helping rural women to get identity cards.



B.2 LESSON LEARNED

B.2.1. Programme Management Strategic Directions

Well defined programme strategies identify ways to accomplish activities which lead to the fulfillment of objectives within a specific time period. Programme management strategic directions with involvement of stakeholders make processes more easier and smooth to carry out project activities.

Presently the action planning are highly focused on the 'physical 'side i.e., civil society, health, education/adult literacy lack momentum as well as their level of standard has to be raised for desired and/or greater quality. The education and health program do meet the basic needs of the community however, for the adult literacy component need improvement.

If Civil Society component (Clusters and/or CDN) is a priority area then strategic directions of how to expand and consolidate this aspect of the programme area needs to be formulated and an effective policy made as how effectively are the new skills being used by the communities.

B.2.2. Strategic Monitoring Procedures

Project monitoring procedures are not specific to measure the efficiency and effectiveness of progress of project activities and personnel. The Management/Board or higher authorities cannot take an effective decision or formulate strategic direction as they do not have enough monitoring reports and information. In the current monitoring procedures, it is difficult for the Management and the Board to handle project issues and define policy guidelines if they do not have proper information.

The number of activities might be recorded, how effective they might be in terms of quality is a factor that is lacking. Monitoring 'reports' prepared by MEAL staff (PCDP established MEAL department in last quarter of 2021 and staff has never received a proper monitoring training) on the activities carried out by the staff were present to some extent but as mentioned earlier monitoring procedures are not specific to measure the efficiency and effectiveness of progress of project activities and personnel. For programme component it is mainly through when visits are made, some community members relate what they have learned. The number of activities might be recorded, how effective they might be in terms of quality is a factor that is lacking.

As per PCDP it has developed an initial 3 – 4 pager draft monitoring guidelines and procedures but these monitoring guidelines and procedures have yet to be further developed, approved and finalized. Developing strategic monitoring procedures for the programme components and for the organization itself will contribute towards the efficiency, transparency and accountability of the programme and/or organization.

B.2.3. Present Staff Capacity

PCDP has been providing trainings to its staff members that have resulted in improved skills of its workers however; there is still a great need to provide further trainings to its staff members that will enable them to take on activities on their own without depending on the top management all the time. PCDP is practicing staff development programme/on job capacity building programme for updating the skills and qualifications of its staff members in a systematic manner and staff find it difficult to improve their qualifications and develop a professional approach.

B.2.4. Networking with Like-Minded Organizations

Presently networking with other organizations is done on a limited scale. It has relations with SSEWA Pak., PVDP, KCDA, IAL, SLDP, PMS, CWS, PPI and others where they invite resource persons from each other's organizations to help facilitate their projects. Exposure visits, experience sharing with like-minded organizations is not done in project activities implementation for working strategies development.

However, there is no planned and set policy of how to expand and consolidate its networking for a more effective work approach. Similarly, there is a lack of how to develop joint partnerships with other organizations particularly zooming in on how to improve and strengthen its output in the fields of civil society/Clusters/CDN, health/hygiene and education/adult literacy component.

B.2.5. Community/School Management Committees (SMCs) Mobilization

No doubt PCDP has done well by developing a strategy to link up with the community in all those places where they have established their schools and there are some positive effects (see section 'Programme Strengths 'B.1.10.'). However, the evaluation team found the communities/School Management Committees lacking in mobilization and focused vision on how to develop the school further and how they can effectively play a positive role in running the school. Most of the communities visited lack a pro-active approach to addressing the schools needs or of how to lead the school towards self-sustainability. There is a lack of how to prioritize school needs. Certain commitments like constructing latrines, providing better space/classroom are not being fulfilled by the communities and therefore a greater focus on strengthening SMCs regarding their roles and responsibilities is tottering.

Meetings of SMCs take place monthly, a workable strategy of how many visits by the School Supervisor to the communities, and how much to depend on second hand information through animators/cluster in charge etc. has to be worked out to satisfaction. Some documentation is available regarding SMCs (during school visits the teacher showed us the monthly minutes of the SMC meetings of the previous one–three months, and some data is available at the PCDP office), but it is an area that is in the process of development at the PCDP management office level.

B.2.6. Staff Salary

The teaching staff is paid a minimum salary of PKR 5,500 per month and female animators are paid a minimum salary PKR 7,722 and Clusters in Charge are paid PKR 11,583 per month as full time employees. The staff is finding it extremely difficult to meet their daily expenses particularly on account of the high cost of living. As of July 1, 2021 the minimum salary set for unskilled labourer is Rs. 17,500 per month (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/-) for skilled, semi-skilled & highly skilled). PCDP management along with its donors needs to address, justify and rectify the pay scale. The present government has announced it to be Rs. 25,000/-.

B.2.7. Teacher-Student Ratio, Lack of Space and Lack of facilities

The classes taught are in a multi-grade setting. Teacher-student ratio of over 30-40 plus then is a challenging situation both for the teacher as well as the PCDP management who need to groom the teacher on the one hand, as well as cater for the salary of the teacher. As enrolment rate increases and pressure from communities to take their children increase PCDP will face new challenges. It will need to chalk out policies as to how far it can stretch itself and its teacher.

As enrollment rate increases students tend to sit cramped on the floor. There are no tables (in most of the schools visited) where students can freely write or where the black board is not in a good condition.

In some schools the room/hut provided is not spacious enough for the entire class (multi-grade class) to fit in. In few villages SMCs allocated plot/land at central place for school construction. None of the schools visited has safe drinking water and Latrines facility for children. The SMCs also fails to take notice and address these needs.

B.2.8. Concentration on the Environment

As in the global context so in Pakistan, people need to take drastic steps to protect the environment. Parkari community member at large and especially Children need to be taught and encouraged to look after the environment.

B.2.9. Saving Scheme Groups (SSGs)

Though SSGs have inculcated among community members positive habits of saving, spending in relation to ones income, to utilize their savings for further expansion of their existing small business and this concept leads towards strengthen cooperative society concept etc., yet the amount of savings are very erratic from group to group. Some groups reported savings in hundreds and one even in thousands – if they had got it right (within a short span and a small group of members, comparison among groups that started saving at the same time and more or less the same number of members), others were more systematic encouraging savings in small amounts per month. This is more in keeping with the economic background of the member.

Presently there is some knowledge (some better than others) on the concept of SSGs and its working on the part of animators/cluster in charge but it is not sufficient. More training is definitely required and safety nets built to ensure that savings are intact/safe as well as record keeping be made more stringent as is not the case in every SSG.

B.2.10. Second Line Leadership

PCDP has invested greatly (and wisely) in developing second line leadership at the management level. However, it needs to develop a team of people for second line leadership. Also top line leadership is currently dependent upon 1 or 2 individuals and were one or both left for any reason the organizations operations would be significantly impacted. Furthermore, presently, experience of second line leadership is concentrated on the programme management side that does not mean to say that developing expertise in a particular area is not good but preparing one for leadership roles requires broader experience (monitoring, financial/administrative, fund raising expertise etc.)

B.2.11. Governance-Role of the Board

PCDP Board can be a forum where it can provide effective support to the organization in conducting its operations. The Board is diverse with members having expertise in different areas that could have further strengthened PCDP especially in terms of planning, fund raising and other internal functions of PCDP.

Although the Board members are committed and want to contribute positively towards the organization's success but still majority of the Board members need to have a better understanding of the mission of PCDP and also need to actively involve and coordinate with PCDP so as to be better aware of PCDP's activities. The Board meets twice a year as a result of this the Board members are unable to play a more effective role in monitoring the organizations activities. Similarly the structure of the board and its role is not clear even to the Board members thus they are unsure of their role as Board members. Presently the tenure of the treasurer is over but the treasurer continues to operate.

B. 2.12. Restricted Donor Base

Currently PCDP has one major donor Wycliffe-Norway (PCDP-UK is supporting for one small component presently) that have been its long standing partners. However, presently PCDP does not have a fund raising strategy which includes funding principles or a more wide funding mix of institutional donors which can positively contribute towards its strategy of consolidation, sustainability and even expansion in the project activities and or other dimensions of Organization's overall objectives. This situation makes the organization vulnerable financially and affects/can affects its long term sustainability.

B.2.13. Grants Officer/Fund Raising Strategy

Consolidating the efforts of PCDP of many years is a challenge particularly in terms of raising financial support, identifying new funding partners and developing partnerships. Other than the Executive Director who writes proposals, the PCDP management does not have a person trained in fund raising or who has time especially allocated to apply and write grant proposals. There is thus a gap of how to generate more funds for implementation of PCDP work.

C. FINANCIAL EFFICIENCY

C.1. Financial Management

PCDP practices the Double entry accounting system according to desired accounting standards, and generates several financial reports for internal and external purposes supported by the number of records/documents including vouchers, bills, invoices etc. The process of financial planning is done by the core team (ED, MD and FO). The centralized internal control and financial monitoring system helps management to tactically 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.

- PCDP believes in participation of its staff during the financial planning process. The management consults with the project team and finance staff when developing the budget. In this way the realistic aspirations of ground realities at the field level get reflected in the budget.
- The transparency element is found within the entire existing financial management system as well as in the management while decision-making.
- The relevant financial management staff is hardworking and committed to their work. They produce a number of financial reports and taking initiatives for smooth operations. They have a desire to learn and improve their financial management skills.

Although a trained and qualified person look after the finances of PCDP 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 basis or at the end of the financial year as Budgeted vs. Actual Statements is not prepared on monthly basis specifically. Thus the management is not aware of amount available under each budget head after one month against set targets/project activities, which creates a problem in financial monitoring plus retards their ability to take appropriate decisions if required.

C.2. Financial Monitoring

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.

C.3. Financial Sustainability

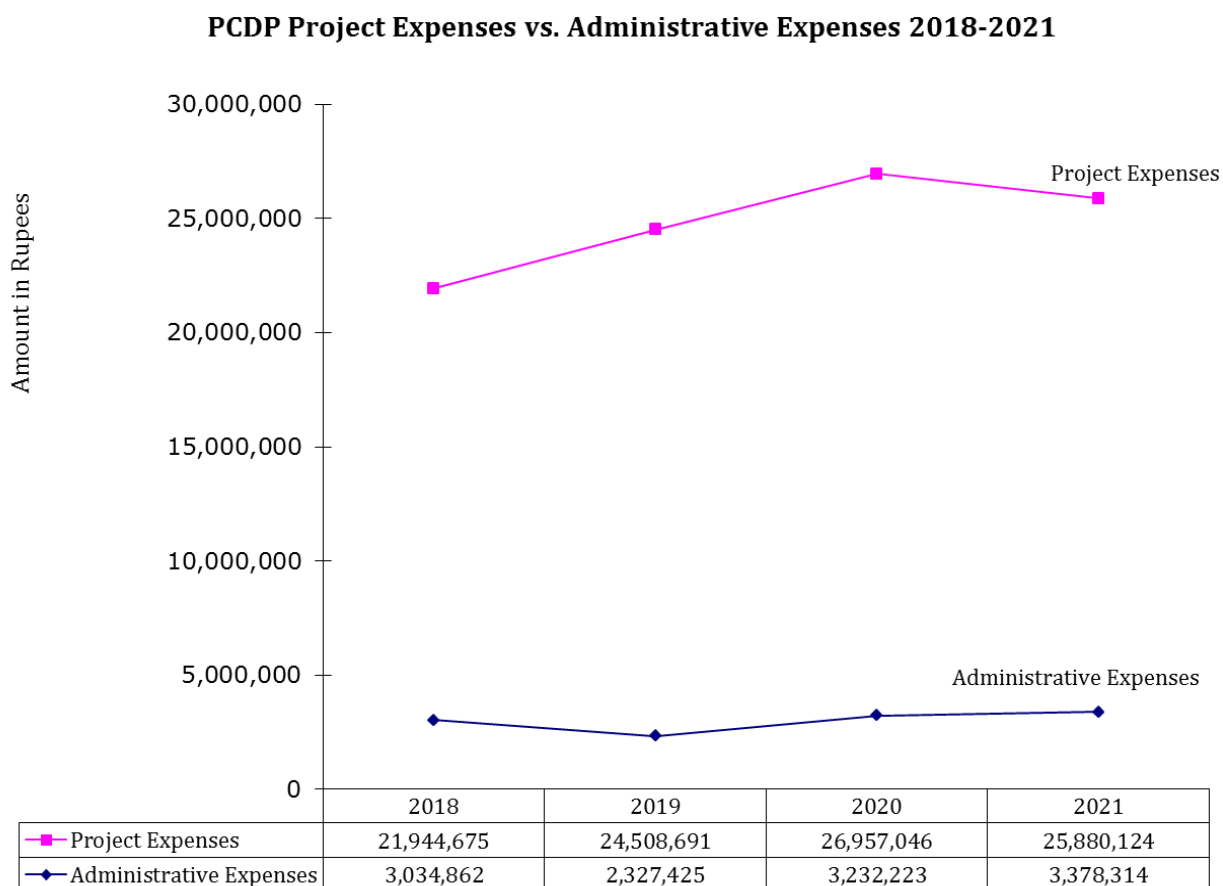
Presently PCDP does not have a fundraising strategy which includes funding principles or a more wide funding mix (see F.12.1.) of institutional donors. This situation makes the organization vulnerable financially and affects/can affects its long term sustainability.

C.4. Financial Policies and Procedures

Financial policies and procedures exist and most of the financial and accounting decisions undertaken are on the basis of understanding of finance person and management and its need to be strengthened further.

C.5. Graphical Projection of PCDP Finance

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



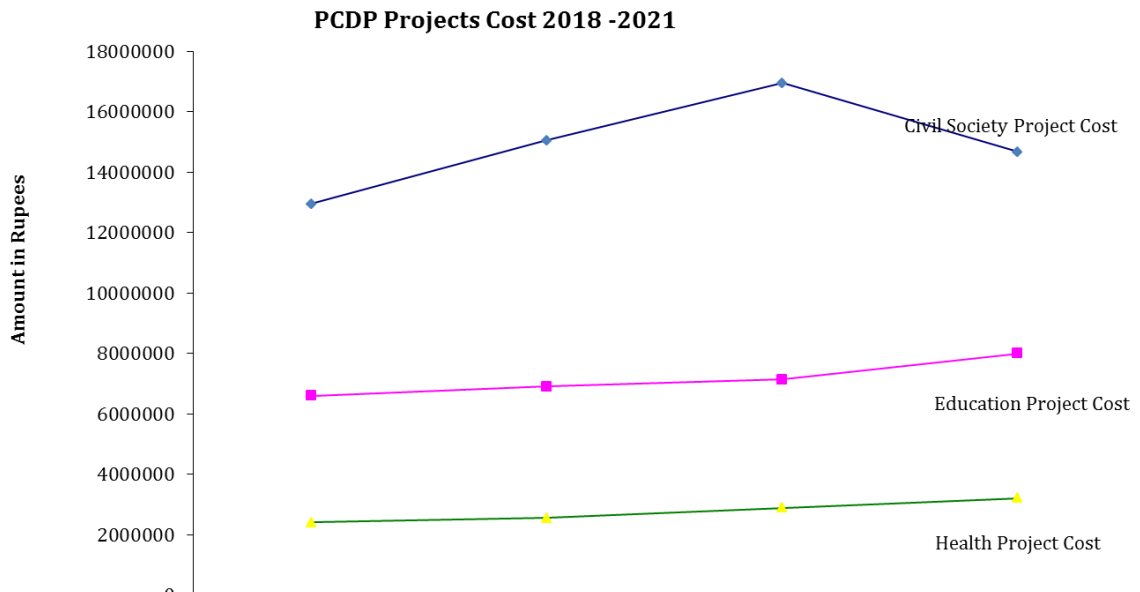
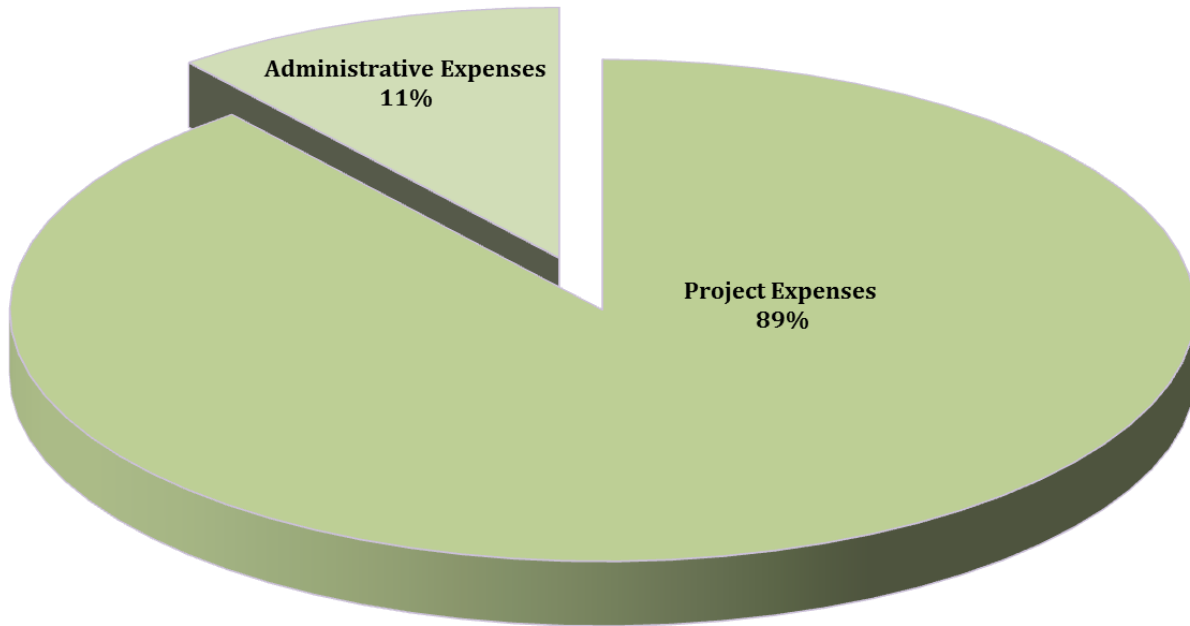
Note: The ratio of expenses will be as follows:

Years	Projects %	Administrative %
2018	88	12
2019	91	09
2020	89	11
2021	88	12

The project expenses and administrative expenses curve of PCDP show similar trends, the project cost are higher in all four years.

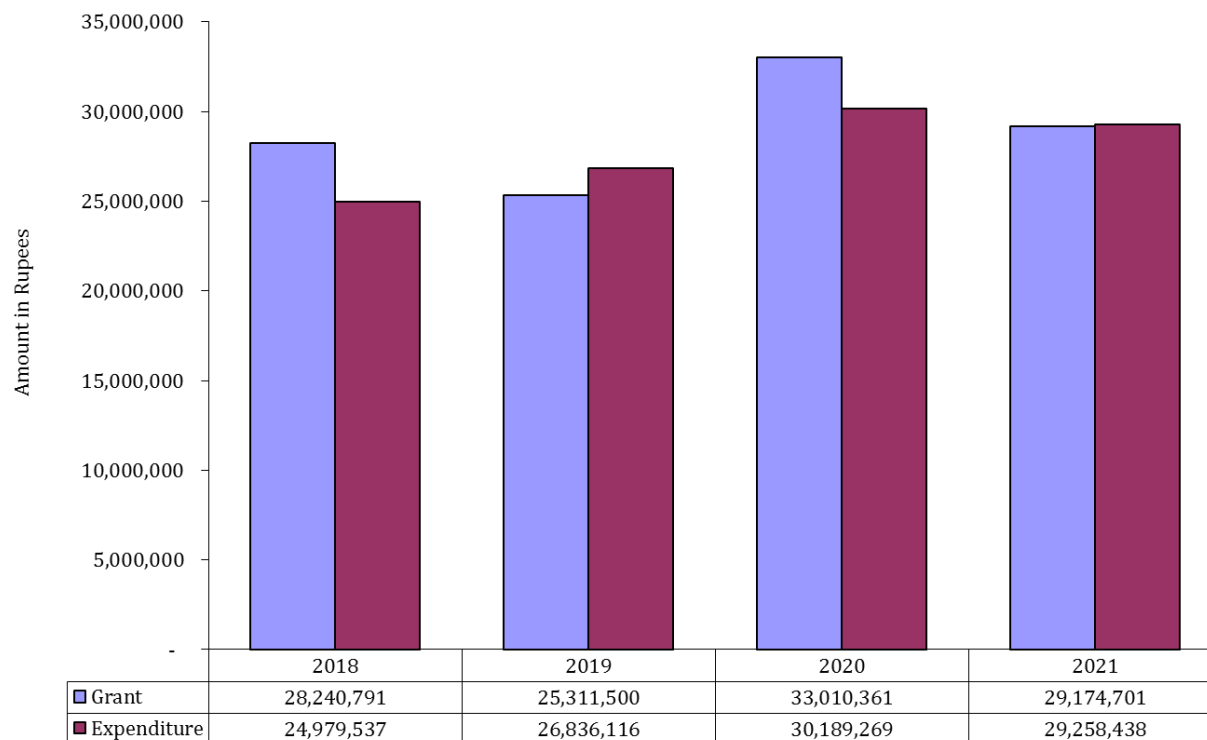
There is a continuing increase in project expenses; due to increase in service delivery and this is very healthy sign. The average project expenses are 89% whereas the average administrative expenses are 11% which is very impressive figure and its need to maintain by the management.

PCDP Project Expenses Vs Administrative Expenses Ratio 2018-2021



	2018	2019	2020	2021
◆ Civil Society Project Cost	12939577	15052884	16941537	14661696
■ Education Project Cost	6591685	6904946	7132647	8004804
▲ Health Project Cost	2413413	2550861	2882862	3213624

PCDP Grant and Expenditure 2018-2021



The grant bar (Wycliffe-Norway funds) is continuously rising which is a healthy sign. The bar is showing a rise in the year 2020 maximum due to COVID-19 relief and Flood Response Project. Grant and expenditure bars are showing satisfactory and/or usual trend where expenditures were managed against grants received in each year.

PCDP 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.

Comments on PCDP Financial Performance

The evaluation team observes on the basis of discussion with finance office staff, management, documentation and data review that overall financial manual/procedures exist, but the recommendation 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 PCDP management for a comprehensive view of the project funds. Except for the addressing areas mentioned earlier, the overall financial performance is satisfactory and justifiable to its impact and achievements.

D. RELEVANCE, EFFECTIVENESS AND AFFIRMATIVE IMPACT OF PROGRAMME INTERVENTION

D.1. Empowerment of Local Communities

The key foundation of implementation process of the programme interventions is through the cooperation of the local community who with the approval of the PCDP management select an animators/cluster in Charge/teachers from the community itself. The process of nourishing and grooming the animators/cluster in Charge/teachers through ongoing trainings enables them to gain relevant skill and methodologies.

Community participation by developing a sense of ownership – community responsible to provide space for school and other activities etc., developing relationships with the government has created a sense among communities where they feel empowered to take steps for the further development and the community. The process of forming Community Development Network is also on the increase. PCDP by working and drawing its human resource from the local communities has empowered the very rural local Parkari community of interior Sindh.

D.2. Empowerment of Women

Girls/Women are given an equal chance to enroll in the school/sewing skill centres/Basic healthcare workers training/Midwifery training as well as are treated respectfully. The participation of girls/Women in all the class and activities was wonderful. The presence of women teachers (wherever possible) is a big boost for the women of the area who are encouraged to follow suit. Parents/Husbands/Elders are 'proud 'to send their girls/women to school/sewing skill centres/Basic healthcare workers training/Midwifery training. The education received by girl students, the opportunity given to female teachers and sewing skill holders, Basic healthcare workers, Midwives is contributing towards the empowerment of women in very practical terms.

D.3. Positive Impact on General Outlook and Self-worth increased

On account of bringing communities together, interacting with them, organizing them to form SMCs, SSGs, developing a sense of ownership regarding the running of the community affairs, forming SSGs, the formation of CDN, has impacted positively on the general outlook of the target community. They feel a sense of self-worth and pride that they are part of a noble cause that can truly affect the lives of their children and themselves in very positive ways. Increasing ones sense of self-worth among the down-trodden classes is no easy accomplishment that PCDP has been able to instill. Once this is engendered ingenuity and resourcefulness on the part of people knows no bounds. It is up to PCDPs future planning of how is utilizes this to the optimum.

D.4. Building Relationship Across Communities

The PCDP Programme is there for all to draw upon. The programme operates and serves all irrespective of race, caste, colour, and creed. PCDP thus not only provides quality project delivery among its target population but builds relations across faiths and communities. Through its intervention it provides a platform where all can gather, learn and share from each other. In a context where the overall situation of Pakistan is one of growing extremism and intolerance, building relations across communities is definitely commendable.

D.5. Personality Development

It is observed that confidence level among target beneficiaries has increased through the introduction and continuation of civil society activities, primary education, and adult literacy, followed by health and hygiene sessions. During discussions with community members, the latter, along with families and relatives highly appreciated the positive change in behaviour and attitudes of the beneficiaries. Recognition of creative and innovative thoughts and better communication has begun the process of transformation of their personality in a positive manner. There is an overall positive change in their personality.

D.6. Social Behavioral Change

There is a difference in the social practices of the target beneficiaries due to civil society activities, education/adult literacy and health and hygiene sessions. The way they act and react, discuss, share and exchange their ideas with other community members has dramatically improved. In whichever community the evaluation team visited, the women always commented how their husbands and sons have become more responsible towards family matters. They have provided a base for beneficiaries to share their ideas by participating in awareness raising activities. This psychological change is noticed and target beneficiaries' interest and participation in education, different training sessions and interactive motivational sessions are the effects of positive psychological transformation.

D.4. Improved Living Conditions

The programme activities accelerate the beneficiaries' socioeconomic uplift which ultimately improves their living standard as many community now living on their own piece of land and /or plots. Awareness and capacity building campaigns has created interest in practical implementation of what is taught and learned with a better understanding. The behavior towards reduction of consumption helped the beneficiaries 'to recognize the house management. The application of learned skills in saving schemes and/or self-help group activities economically uplifted. These all positively produced the improved living style in the Parkari families.

D.7. Value and Respect

The beneficiaries from the project target communities are low paid and live hand to mouth. The beneficiaries manage to carry on their work and health and hygiene classes and other motivational sessions. By attending these classes/sessions these groups show greater self-esteem. Moreover, they have now begun to use their skills for income generation activities and particularly the men regularly contribute financially towards the family income. The family members and relatives acknowledge their efforts and positive attitude. Their self-respect and value has increased among family members and the community as they have now become constructive members of the community. However, attendance adult literacy class remains a challenge.

D.8. Improved Social Interaction

The programme has provided a forum to the families for relationship building. As relationships have improved there is greater coordination for collective efforts to get rid of the vicious cycle of poverty. Provision of equal opportunities without any discrimination has developed a sense of affection and respect at individual, family and community level.

D.9. Empowerment Assessment (Output, Outcome, Impact)

		DEGREE AND LEVEL OF EMPOWERMENT				
THEMATIC AREAS OF RESULTS		Level 1 Output	Level 2 Output	Level 3 Outcome	Level 4 Outcome	Level 5 Impact
		Individual or Community	Individual or Community	Individual or Community	Community and/or Society	Community , Society/ Structural
	Strengthening civil society				X	
	Good health				X	
	Peaceful coexistence				X	
	Environmental stewardship			X		
	Quality education			X		
	Economic empowerment			X		
	Gender Equality				X	
Total Assessment of Programme				X		

LEVEL 3 (Outcome): Environmental stewardship, Quality education, Economic empowerment

LEVEL 4 (Outcome): Strengthening civil society, Good health, Peaceful coexistence, and Gender Equality.

The project increased access to domestic hygiene especially sanitation through construction of Households Pit Latrines and self-made latrines. Access to improved sanitation has effects beyond reducing the health impacts of open defecation. Parkari people started to adapt the CLTs and trying to avoid using open fields for defecation which is contributing in the environmental sustainability.

As per project goal, the overall socio-economic growth is observed in project life, it's evidently observed a notable change in the mindset of Parkari community. Health awareness and importance of education is realized and have a multiplier effect. Project beneficiaries are engaged in economic activities for their families, they are becoming unified and on the right track of economic expansion. Basic human rights were practiced and people united against violation or exploitation. Parkari are aware about their domestic level rights; grassroots level issues facing and dealing on daily basis and learn the art to encounter injustice well and successful to form a peaceful community ensuring Gender equality. The target beneficiaries have capacity and passion to attain their desired objectives for larger impact, definitely this will lead them towards their socioeconomic prosperity, restoring dignity inspiring change in near future.

E. SUSTAINABILITY

At any stage, the sustainable development is seen as putting stick in the wheel of development. It is a need for intentional positive consideration for sustainable development. It would therefore be prudent that conceptual aspect of sustainability should be considered as pro development, pro-poor, pro-human rights and pro-economy.

E. 1. Conceptual Sustainability

To the greatest extent possible, the project activities have been designed in a manner that ensures community involvement and participation in implementation so as to enhance the sustainability of the project. The existing approach being utilized by PCDP in its targeted areas is that the project builds the capacity of local animators/clusters in charge and these animators/clusters in charge then work among the Parkari communities and share the newfound knowledge and skills with other community members. The awareness raising activities on civil society, health and educational aspects are playing a positive role in bringing about behavioral changes in these communities which will help in transformation of the coming generations for a sustainable and better future. And even if the project ends the knowledge and awareness gained will still be with the community members and continued to be practiced.

E. 2. Financial Sustainability

PCDP is significantly dependent on foreign funding to continue its operations. However, these are not enough to effectively support PCDP as an organization in case of any financial crunch. The major source of PCDP for project initiation and continuation comes from the international donor Wycliffe-Norway.

If programme closed or funding ends, it will be difficult for the project to continue its activities and the project objectives will not be sustained. However, financial sustainability plan should be developed by the PCDP management for project beneficiaries 'sustenance. The key to financial sustainability is to develop relationships with an eye to the future as well as meeting today's needs. This means building the confidence of donors over time.

E. 3. Strong Stakeholder Relationships

True 'partnerships 'occur when back-up, financial and technical support is made available in the good and bad times; the project management should build up and maintain a positive relationship with all stakeholders. The project should be initiated according to the capacities of the implementing organization.

F. RECOMMENDATIONS

F.1. Programme Management Strategic Directions

F.1.1. Project management should develop Programme Management Strategic Directions / Programme Strategies through involvement of key stakeholders* and define the project activities by conducting strategic planning exercise before designing the project proposal/document for next phase and/or for five years.

**A person with an interest or concern in something; an organization, system or community in which all participants are seen as having an interest in its success.*

F.2. Strategic Monitoring Procedures

F.2.1. PCDP Programme management should identify the monitoring procedures and guidelines according to the project strategies and activities. These guidelines should be in context to ensure accountability and measure the performance of staff and project activities.

Programme management should develop a document of “Monitoring Procedures” containing:

Monitoring strategy

- Guidelines
- Restrictions
- Scope

Monitoring approaches

- Desk monitoring
- Performance reports, quarterly and annually onsite review

Monitoring tools

- Quarterly monitoring reports from staff
- Six months monitoring reports from Managing Director
- Progress report analysis & Plan to Activity Sheet on annual basis
- Planned visits and surprised visits
- Annual Monitoring Consolidated Sheet

F.2.2. MEAL section should have a female team member (on part time or on assignment basis) to facilitate the team especially for health/hygiene/adolescent activities specific to females.

F.2.3. PCDP management should build up the capacity in terms of Monitoring, Evaluation, Accountability and Learning (MEAL). Advance Level Trainings must be provided to staff involved in MEAL department.

F.3. Present Staff Capacity

F.3.1 PCDP needs to formulate a systematic and possibly extensive need based trainings/capacity building/on job training opportunities for the entire staff including Animators/cluster in charge on: community mobilization, problem solving and decision making, outreach program initiation, development studies, micro enterprise development, report writing, project planning, proposal writing, fundraising and project management.

- F.3.2. Project staff, animators and teachers need extensive training in the field of multi-grade teaching methodology, adult literacy/skill based literacy, health hygiene, CLTS approach, WASH "water, sanitation and hygiene" approach, self-help group approach. At times internships may be arranged where PCDP staff can go to another organization for on the job training.

F.4. Networking with Like-Minded Organizations

- F.4.1. Programme management should expand and develop its networking linkages with like-minded organizations, networks and Government line departments to achieve the programme goal and its objectives in an efficient manner. Networking should be based on a number of exposure visits (learning by doing), availing capacity building opportunities, discussions and experience sharing on organizational strengths and growth areas.

F.5. Community/School Management Committees (SMCs) Mobilization

- F.5.1. To draw out the optimum from the communities/SMCs PCDP should; set realistic targets and goals for the communities in conjunction with them. The targets set must be followed through in order that communities realize that once targets are set they need to be achieved (unless there is a genuine reason). PCDP should ensure communities understand commitments and responsibilities (through SMC meetings and trainings)
- F.5.2. Develop and implement SMC training programme for greater understanding of what SMCs entail, of their roles and responsibilities. Run SMC seminars with other group members of SMCs (formed by PCDP or SEF/government formed SMCs) for shared – learning and capacity building
- F.5.3. Discuss with SMCs to envision and implement a fee structure and increase role of SMC and student council in raising funds for running of schools at the community level and enhance role of animators/cluster in charge to identify critical requirements and communicate them to SMCs
- F.5.4. PCDP needs to focus and improve its community mobilization strategy. It should encourage and guide the SMC members about the concept of saving which could help them solve school level problems and address the needs of children and school such as construction of latrines, providing clean drinking water, planting trees around the school, buying/repairing furniture or floor sheets and creating a safe environment etc.

F.6. Staff Salary

- F.6.1. 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.

F.7. Teacher-Student Ratio, Lack of Space and Lack of facilities

- F.7.1 PCDP will need to reframe its policy regarding teacher-student ratio particularly since enrolment rate increases and the situation is multi-grade. The community involvement regarding teacher-student ratio should be jointly agreed upon.
- F.7.2 Mobilization and commitment of SMCs to address the issue of lack of space and facilities (clean drinking water, latrines etc.) is a must for PCDP management.

F.8. Concentration on the Environment

- F.8.1. PCDP should provide awareness about less use of plastic bags, proper garbage handling and other related harmful practices which are not favorable for our environment. Plant a tree or trees by the school children and villagers will contribute towards the environmental sustainability.
- F.8.2. Quality education is beyond the text book syllabus, something that needs to be inculcated among staff, children and community in very practical ways. Exploring partnerships with other NGOs working on environment has to be further explored and strengthened by PCDP.

F.9. Saving Scheme Groups (SSGs)

- F.9.1. PCDP needs to facilitate CDN and further develop operational guidelines for SSGs and device a proper monitoring system and more stringent record keeping on SSG savings and PCDP management should conduct trainings for relevant staff on SSGs, its concept, its functioning etc.
- F.9.2. PCDP needs to involve the village development committee to see if it needs to set some kind of limit/cut off point for saving per week/month per member. This is to ensure that there is no pressure to give more and more money in order to save.

F.10. Second Line Leadership

- F.10.1. It is necessary both to develop succession planning for all top roles (including identified deputies in case of absence) and to be on-developing a small group of senior leaders. Developing second line leadership should be more broad-based, it should include developing expertise in the person/s his/her area of work and study (PCDP is doing that), but also in the other areas of PCDPs work to provide an overall understanding and experience of how projects / programmes / organizations are run.

F.11. Governance-Role of the Board

- F.11.1. The board structure should be reviewed after selecting a new Treasurer and orientation given to Board members in this regard.
- F.11.2. The management Board should also focus on the project activities as it has a deep relationship with financial operations. The purpose of sharing project activities is to ensure monitoring and reviewing strategies.
- F.11.3. The PCDP board should meet on bi-annual intervals regularly. An accountability element at all levels enhances the project management capacities towards project progress.
- F.11.4. The formulation of an Executive Committee after careful selection from among the Board members will facilitate the functioning of PCDP. It is suggested that the Executive Committee meet on a quarterly basis (three times) per year to fully assess the direction in which the organization is going, formulate policies, check the financial situation.

F.12. Restricted Donor Base

F.12.1. PCDP should develop its fundraising strategy and further broaden its donor base which would include involving local donors, networking with institutional donors developing a broader funding mix and developing fundraising principles. Fundraising strategy should include the following steps:

- What are the resources being raised for- clarity of targets.
- Efficiency level of staff and management
- External funding environment
- Current funding mix
- Planned funding mix
- Communication with potential donors
- Strategies for each funding source
- Planning for fundraising work
- Procedure for approaching donors
- Implementation and reviewing of fundraising work

For fundraising PCDP should identify appropriate sources of funding which could include the following:

- Individual donors & Volunteers/friends
- Churches
- Income-generation activities
- Trusts or foundations
- Funding from other countries, such as government funding agencies and foreign and national institutional donors.

F.13. Grants Officer/Fund Raising Strategy

F.13.1. PCDP needs to explore possibilities of new recruitment. A development officer should be employed (grant/proposal writer and fund raiser) to improve the financial sustainability of the project, as relying on the one existing major donors is not the long-term solution.

Financial Efficiency

F.14. Financial Management

F.14.1. PCDP management should build up its capacity in terms of financial management. Advance Level Trainings must be provided to staff involved in finance.

F.14.2. Budgeted vs. Actual Statements should be prepared on monthly basis specifically and relevant staff should maintain accurate monthly cash flows to foresee shortfalls.

F15. Financial Monitoring

F.15.1. Practice of Unit based budgeting and presence of unit cost in an annual budget, the management can make the strategic allocation of its financial resources to ensure their effective and efficient use. PCDP 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 level;

- Cash flow management
- Cash flow forecasting
- Budget comparison sheet

F.16. Financial Sustainability

F.16.1. Fundraising strategy should be developed and implemented for future prospect. PCDP should 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.

F.17. Financial Policies and Procedures

F.17.1. Written policy must be practiced considering of the following points:

- Physical verification of cash should be done at the end of every day.
- Internal control system over cash and procurement systems should be practiced thoroughly.
- 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.
- Asset register should be maintained periodically to help inventory and calculate depreciation of assets.

G. CONCLUSION

The project enjoys considerable benevolence from the Parkari community which is a very valuable asset, it took years to build and very few development organizations have such good will. It can be safely concluded that the project is creating a positive change in the lives of its target beneficiaries which is also recognized by the community.

This recognition and respect is the outcome of years of hard work by the PCDP management, and entire staff. This remarkable respect and considerable benevolence that PCDP enjoys within the communities is a truly valuable asset and can be used as a foundation to build further goodwill keeping in line with the mission of the PCDP. A major hallmark was achieved and PCDP signed a MOU with EAD for the duration of two years (May 2021 to May 2023). Now PCDP is also Centre for Philanthropy (PCP) Certified Organization which gives PCDP a new level of legitimacy.

Throughout the journey of PCDP's work in the Parkari community, PCDP is very focused on building community sustainability plans. PCDP is continuously experiencing new ideas and practicing new approaches helping Parkari people to become self-reliant. During the five year project (2018-2022), PCDP introduced three additional innovative approaches which were not part of the 5-year project but to give a direction to the community sustainability. PCDP added these approaches and tested in the community.

'Ashram, instills a sense of giving' a place where people are coming and getting free of cost hospital assistance, proper guidance and medical treatment. Ashram uses a participatory approach where people are donating funds for helping deprived people of the community. This approach is to motivate Parkari people to become generous and share their resources for helping others. From traditional, religious vision Ashram is a well-known principle. This idea can be very beneficial for present project bringing some more positive results.

'Pariwar, unity among community' is about building relationships within the community with the objective to work as a group instead of as an individual. This approach helping people to work together for development initiatives that is buy own land, build and sustain a school, set-up a business or set-up a vocational training program. On the long term it supports the sustainability of the community.

'Model Cluster, leading through example' a role model for the CDN clusters, PCDP has started establishing a model cluster, with major components are self-help schools, adult education, clean environment, better health, self-help groups, business initiatives, and having their own land and own house. All these activities are village based and self-supported by the community of model cluster.

Adding and testing new approaches proves that PCDP is an ongoing project and continuing learning from its experiences. However, PCDP needs to develop strategic directions, Capacity building of existing staff and appoint of a "Development Officer" as grant/proposal writer and fund raiser to improve the financial sustainability of the project, as relying on the one existing major donors is not the long-term solution and it would be a catalyst in the transformation of PCDP.

The existence of PCDP has great magnitude to provide valuable services through execution of development project to improve the quality of life of the marginalized Parkari community. There is no doubt that immense opportunities of growth lie before PCDP, its challenge lies in consolidating its present capacities in order to realize its full potential and its own desire to move forward. Once these are addressed it will definitely strengthen the organization and will be instrumental in achieving its goal more fully.

The evaluation team, however, wishes to congratulate the entire PCDP management and staff for contributing towards SDGs efficiently!

ANNEXURE

ANNEXURE-I

SWOT ANALYSIS (Summarized by the Evaluation team)

PCDP current project staff was involved in the SWOT Analysis. Strengths, Weaknesses/growth areas, Opportunities and Threats exercise. The evaluation team facilitated the group to analyze the current situation of PCDP current phase 2018-2022. Be it noted that the evaluation team preferred to use the term “Growth Areas” instead of the term “Weaknesses”.

STRENGTHS

The PCDP staff shared projects’ strengths. The integral mission, organizational values, in-depth understanding of mission and programme goal and immense support from communities were the main strengths identified according to the participants. The culturally appropriate material and approach, education in mother tongue/local languages were identified as strength. In addition the well-equipped infrastructure is value added to the programme.

The management is utilizing human resources effectively and to the best of its capacity. Moreover, the support provided by donors as Wycliffe-Norway and others is also considered a great asset. The ownership from community in the formation of systematic structure of CDN and Parkari community now more unified. Other major strengths identified by the project staff are the services and material/books provided by it to the underprivileged Parkari communities.

The staff is hardworking and committed. It has received capacity building opportunities to enhance their relevant knowledge. PCDP has good relationships with their stakeholders and it practices a participatory approach by involving, target communities and other stakeholders. The achievement of gender balance approach is worthwhile step taken by the PCDP to serve the humanity without discrimination.

GROWTH AREAS/WEAKNESSES

Although PCDP has a fairly reasonable infrastructure and committed staff, but there is room for improvement. The project staff highlighted some weaknesses/growth areas in the organizational culture, which are in the areas of;

- Educational qualification of project staff is also considered to be inadequate
- Programme Management Strategic Directions
- Strategic Monitoring Procedures
- Networking with in line departments (Government)
- Networking with like-minded organizations

There is a need to devise a systematic approach to identify the training needs of the staff team to help them build their capacity to be more productive. Most of the staff members have limited educational qualifications which limits their growth in their specific role and thus hinder organizational growth. The need for animators/cluster in charge staff to be more knowledgeable and skilled is pertinent. Procedures of project implementation, record keeping and filing system exist but need improvement to satisfy the requirement of the written administrative procedures.

The EAD registration process and migration of target beneficiaries during the project life affects the project implementation process and activities. The relationships with the board members need to be further strengthened for effective service delivery.

OPPORTUNITIES

During the implementation phase PCDP has received opportunities to improve and strengthen their existing knowledge base and experience. This has helped establish new services in the community for the marginalized beneficiaries. The programme has an ideal opportunity to develop strong and healthy relationships/networking with non-governmental organizations and government line departments. This would facilitate its activities and contribute in the sustenance of the organization and its smooth functioning.

Though the project staff is committed and has received training opportunities it still needs professional capacity building trainings related to their relevant fields. PCDP has a great opportunity to strengthen the target communities at the grassroots level by initiating vocational skills development programme, opportunities for their socio-economic development. The mission of PCDP is based on a holistic approach which, gives it the leverage for expansion and serve humanity more effectively.

THREATS

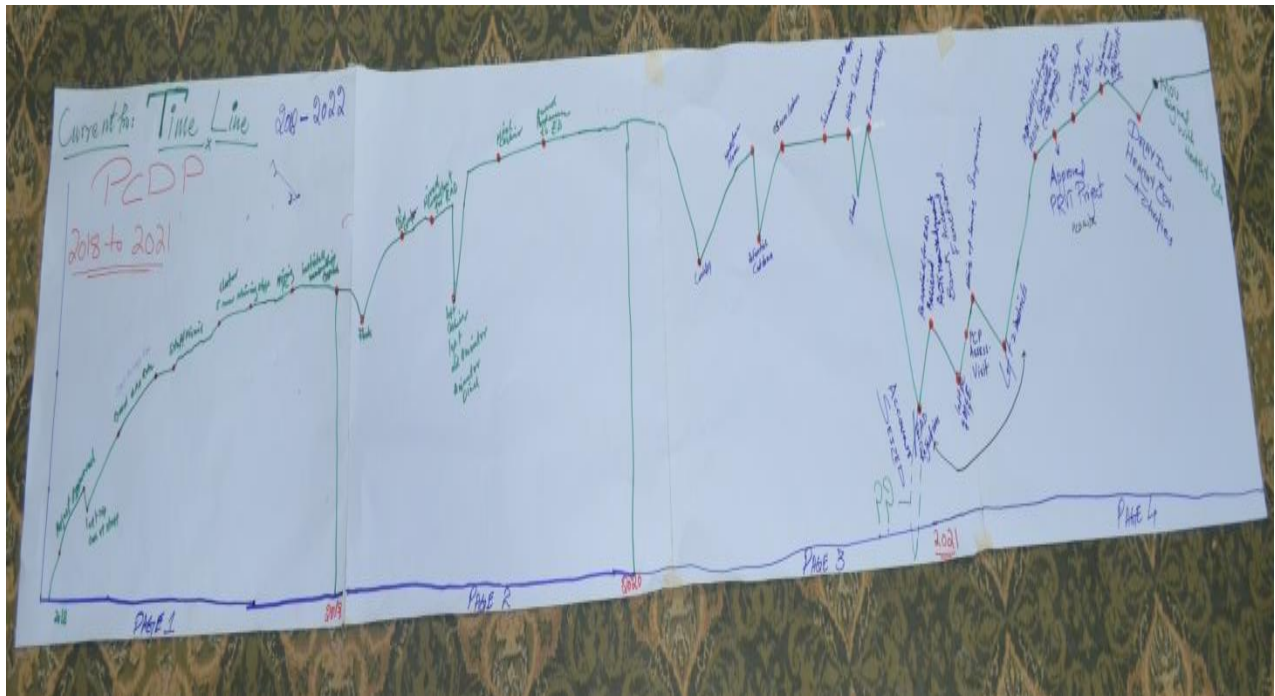
The main threats identified by the project staff are government restrictions/EAD renewal process/Covid-19/law and order/security situation of the country that affects/can affect the project activities. Dependency on external bursary and rigid/negative behaviors of people in positions of power plus political anarchy and economic conditions of people were identified as weaknesses which, can also pose as a threat.

NOTE: *SWOT Analysis output is completely based upon the input given by the PCDP staff. The Evaluation Team has summarized it accordingly. In case of any contradiction between the Strengths, Weaknesses/Growth Areas, Opportunities and Threats, it must not be considered as an error in summarization or an input by the Evaluation Team. SWOT should be taken as a valuable effort by the staff and management of PCDP.*



ANNEXURE II

TIMELINE DRAWN BY THE PCDP STAFF



The Timeline was used in a most participatory manner, involving the entire staff. It was meant as a 'learning' tool for the 'new' staff of how, when and why PCDP started this new phase in year 2018. The participants walked down memory lane, jotting down major events/interventions and turning points in the history of PCDP. It gave a focus to the staff of where they started from, and where they are presently located. From it sprung thoughts of what kind of future directions will eventually be needed to consolidate the work of PCDP which was actually conceptualized in the 1983's.

ANNEXURE III**TOTAL NUMBER OF DIRECT BENEFICIARIES 2018-2021**

Description	2018			2019			2020			2021			Total of All Four Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
By Covering all Three Thematic Areas															
Civil Society (Cluster/CDN) Project's Direct Beneficiaries	28742	31504	60246	31880	43366	75246	42996	44796	87792	20556	22854	43410	20556	22854	43410*
Education/Adult Literacy Project's Direct Beneficiaries (Boys/Girls/Male/Females)	1292	528	1820	1191	846	2037	1267	890	2157	1338	779	2117			
Health Care Project's Direct Beneficiaries	1342	2036	3378	1728	2123	3851	558	841	1399	1526	2297	3823			

*Note: # of clusters, units, villages and beneficiaries decreased as a result of MOU signed with EAD, so the numbers of beneficiaries in Civil Society or CDN are calculated cumulatively. Total numbers of beneficiaries from all three thematic areas are 43410, the total number of beneficiaries from Health and Education is included in the CDN/Civil Society.

ANNEXURE IV

ACHIEVEMENTS AGAINST TARGETS

Civil Society Project (CSP)

Theme: Civil Society																					
Activities	Year- 2018			Year- 2019			Year- 2020				Year- 2021				Year- 2022			Target 2018-2022	Result 2018-2022	Explanation Notes (If the target is not achieved)	
	Target	Result	%	Target	Result	%	Target	Revised target	Result	%	Target	Revised target	Result	%	Target	Result	%	Target	Result	%	
CS.1.1.1 Organized orientation sessions for clusters-in-charges to introduce membership approach (Phase II)	02	02	100%	02	02	100%	0	0	0	0	0	0	0	0	0	0	0	04	04	100%	Target Achieved
CS.1.1.2 Identify and select units (1 model unit from	04	04	100%	02	02	100%	0	0	0	0	0	0	0	0	0	0	0	06	06	100%	Target Achieved

funds in bank accounts opened in units																						requirement for bank
CS.1.1.10Train/Assist community of units in utilization of funds (i.e Need assessment and submission requests to Unit Committee for approval etc.)	04	0	02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	06	0	100%	Account could not be open due to so many document requirement for bank
CS.1.1.11Organize follow up clusters to support in continuation of Phase II	11	11	100%	11	11	100%	11	08	08	73%	11	0	11	100%	11	02	18%	53	43	81%	02 Cut done due to COVID-19 09 plan in 2022	

<p>CS.1.1.12Organized unit level meetings to share the revised strategy of phase II</p>	04	04	100%	0	0	0	70	42	42	60%	0	0	0	0	0	0	0	0	74	46	62%	28 Cut done due to COVID-19
<p>CS.1.1.13Organized village level meetings to share the revised strategy of phase II</p>	0	0	0	0	0	0	354	249	249	70%	0	0	0	0	0	0	0	0	354	249	70%	105 Cut done due to COVID-19
<p>CS.1.2.1Organized cluster-based conferences to raise awareness about community's self-sustainability</p>	05	05	100%	04	04	100%	13	06	06	46%	10	06	06	60%	05	0	0	0	37	21	57%	11 Cut done due to COVID-19 and 04 left 02 Districts due to EAD 05 plan in 2022

<p>CS.1.2.2Organized Trainings for Cluster-in-charges on effective service delivery with government officials</p>	02	02	100%	02	02	100%	02	01	01	50%	02	0	02	100%	0	0	0	08	07	88%	01 Cut done due to COVID-19
<p>CS.1.2.3Organized Exposure Visit for clusters & units-in-charges to take sustainable initiatives</p>	01	01	100%	01	01	100%	01	0	0		01	0	01	100%	0	0	0	04	03	75%	01 Cut done due to COVID-19
<p>CS.1.2.4Organized capacity building trainings for Clusters-in-charges on</p>	02	02	100%	02	02	100%	02	0	02	100%	02	0	02	100%	0	0	0	08	08	100%	Target Achieved

of selected cluster																						
Organized 06 unit level meetings in 06 units	0	0	0	0	0	0	0	0	0	0	06	0	06	100%	Continue		0	06	06	100%	Target Achieved And Continue	
Organized 01 cluster level program/conference	0	0	0	0	0	0	0	0	0	0	01	0	01	100%	Continue		0	01	01	100%	Target Achieved And Continue	
CS.1.3.1 Identification and selection of the area / region/ district according to the requests submitted from the community	0	0	0	05	05	100%	05	0	05	100%	0	0	0	0	0	0	0	0	10	10	100%	Target Achieved
CS.1.3.2 Identification and	0	0	0	05	05	100%	05	0	05	100%	0	0	0	0	0	0	0	0	10	10	100%	Target Achieved

<p>CS.2.2.3 Conducted orientation sessions for selected people clusters who are interested to establish or extend their business</p>	05	05	100%	06	06	100%	05	0	0	0	05	0	05	100%	0	0	0	21	16	76%	05 Cut done due to COVID-19
<p>CS.2.2.4 Form Management Committees (MC) (1 committee consisting 7 members)</p>	05	05	100%	06	06	100%	05	0	0	0	01	0	01	100%	0	0	0	17	12	71%	05 Cut done due to COVID-19
<p>CS.2.2.5 Organized trainings for management committees</p>	01	01	100%	01	01	100%	01	0	0	0	01	0	01	100%	0	0	0	04	03	75%	01 Cut done due to COVID-19

(10 MC members), 02 from each committee) running the Cooperative Society																						
CS.2.2.6 Open joint bank accounts for Cooperative Society groups and signing MOU	05	0	0	06	0		05	0	0	0	05	0	0	0	0	0	0	0	21	0	0	Account could not be open due to so many document requirement for bank
CS.2.2.7 Organized trainings for cashiers selected from each MC for dealing financial process	01	01	100%	01	01	100%	01	0	0	0	01	0	01	100%	0	0	0	04	03	76%	01 Cut done due to COVID-19	
CS.2.2.8	10	10	100%	12	12	100%	10	0	0	0	10	0	10	100%	0	0	0	42	32	70%	10 Cut done due	

level																						
CS.3.4 Organize NADRA campaigns for obtaining CNICs	02	02	100%	02	02	100%	02	0	0	0	02	0	01	50%	02	0	0	10	07	90%	01 Cut done due to COVID-19 and 02 plan in 2022	
CS.3.5 Parbhat magazines	04	04	100%	04	04	100%	04	04		100%	04	0	04	100%	04	01	25%	25	21	84%	Target Achieved 03 plan in 2022	
Parkari Book	02	02	100%	02	02	100%	0	0	0	0	0	0	0	0	0	0	0	04	04	100%	Target Achieved	
Pamphlets/ Charts	05	05	100%	05	05	100%	05	03	03	60%	05	0	05	100%	05	05	0	25	18	72%	02 Cut done due to COVID-19 and 05 plan in 2022	
PCDP Calendar	01	01	100%	01	01	100%	01	0	01	100%	01	0	01	100%	01	0	0	05	04	80%	Target Achieved	

Parkari Literacy Project (PLP)

Activities	Theme Education																	Target 2018 - 2022	Result 2018- 2022	Total %	Remarks
	Year- 2018			Year- 2019			Year- 2020				Year- 2021				Year- 2022						
	Target	Result	%	Target	Result	%	Target	Revised Target	Result	%	Target	Revised Target	Result	%	Target	Result	%	Target	Result		
Edu.1.1.1 Organized 10 refresher courses for old MLE schools	02	02	100 %	02	02	100 %	02	01	01	50 %	02	01	01	50 %	02			10	06	60%	02 refresher courses are planned in 2022 02 refresher courses were cut down in 2020- 2021 due to COVID-19
Edu.1.1.2 Conducted 40 Monthly Teachers’ Meetings for MLE school teachers	08	08	100 %	08	08	100 %	08	06	06	75%	08	06	06	70%	08	01	1%	40	29	73%	07 monthly meetings are planned in 2022 04 monthly meetings were cut down in 2020 & 2021 due to EAD and COVID-19
Edu.1.1.3 Organized 26 festivities for school children and parents	06	06	100 %	06	06	100 %	02	---	02	100%	06	03	03	50%	06	01	1%	26	18	69%	05 festivities planned in 2022 03festivities were cut down in 2021 due to EAD and COVID-19

International Mother L Day 2. World Environment Day 3. Independence Day (Aug: 14 th) 4. International Literacy Day 5. International Day of Peace 6. World Teacher's Day																					
Edu.1.1.4 Organized 20 School day celebrations in schools to raise funds for school sustainability	04	04	100 %	04	04	100 %	04	02	02	50%	04	13	13	325%	10			35	23	66%	<i>10 school days celebrations planned in 2022</i>
Edu.1.1.5 Organized 1 writer workshops for review of	01	01	100 %															01	01	100 %	<i>Target Achieved</i>

interview of 30 teachers from the local communities for 30 CSH schools																							
Edu.1.1.10 Set up and trained 30 School Management Committees (SMCs)	10	10	100 %	10	10	100 %	05	---	05	100 %	05	---	05	100 %	00	---	00	30	30	100%	Target Achieved		
Edu.1.1.11 Organized 10 trainings/refresher courses for 30 teachers for 30 CSH Schools	02	02	100 %	02	02	100 %	02	---	02	100 %	02	---	02	100 %	02			10	08	80%	02 Workshops planned in 2022		
Edu.1.1.12 Produced teacher resources and classroom materials for 30 CSHS	10	10	100 %	10	10	100 %	05	---	05	100 %	05	---	05	100 %	00	---	00	30	30	100%	Target Achieved		

classes																						
Edu.1.1.13 Set up and equipped 30 Community Self-Help Schools	10	10	100 %	10	10	100 %	05	---	05	100 %	05	---	05	100 %	00	---	00	30	30	100%	Target Achieved	
Edu.1.1.14 Conducted 40 Monthly Teachers' Meetings for CSHS -- school teachers	08	08	100 %	08	08	100 %	08	04	04	50%	08	04	04	50%	08	01	1%	40	25	63%	07 monthly meetings planned in 2022 08 monthly Teachers meetings were cut down in 2020 & 2021 due to EAD & Covid-19	
Edu.1.1.15 Selected 8 Primary schools for extension towards secondary/e lementary at village level	02	02	100 %	02	02	100 %	02	---	02	100 %	02	---	02	100 %	02			10	08	80%	02 PR classes planned in 2022	
Edu.1.1.16 Setup 8 Primary Plus secondary classes	02	02	100 %	02	02	100 %	02	---	02	100 %	02	---	02	100 %	02			10	08	80%	02 PR classes are planned in 2022	
Edu.1.1.17 Conducted	02	02	100 %	02	02	100 %	02	01	01	50%	02	01	01	50%	02			10	06	60%	02 trainings are planned in 2022	

10 trainings for 8 primary plus secondary class teachers																					2 workshops were cut down in 2020 & 2021 due to EAD & Covid-19
Edu.1.2.18 Organized 10 refresher courses for 3 secondary schools teachers	02	02	100 %	02	02	100 %	02	01	01	50%	00	---	00		00			10	05	50%	02 Districts left due to EAD issue
Edu.1.2.19 Conducted 40 Monthly Teachers' Meetings for all secondary class teachers	08	08	100 %	08	08	100 %	08	05	05	63%	00	---	00		00			40	21	53%	02 Districts left due to EAD issue
Edu.2.1.1 Identification and selection of 26 villages to setup 26 VAEP centres	10	10	100 %	10	10	100 %	---	10	10	100 %	06	---	06	100 %	00			26	36	138%	Open 10 VAEP centers extra because of good exchange rate
Edu.2.1.2 Conducted need	10	10	100 %	10	10	100 %	---	10	10	100 %	06	---	06	100 %	00			26	36	138%	Target Achieved

assessment survey in 26 selected villages																					
Edu.2.1.3 Identification, selection and interview of 26 teachers from the local communities for 26 VAEP centres	10	10	100 %	10	10	100 %	---	10	10	100 %	06	---	06	100 %	00			26	36	138%	Target Achieved
Edu.2.1.4 Produced teacher resources and classroom materials for 26 VAEP classes	10	10	100 %	10	10	100 %	---	10	10	100 %	06	---	06	100 %	00			26	36	138%	Target Achieved
Edu.2.1.5 Organized 6 trainings for 26 teachers for 26 VAEP centres	02	02	100 %	02	02	100 %	---	02	02	100 %	02	---	02	100 %	00			06	08	133%	Conducted 2 additional VAEP Centre's training due to increment of VEAP centers numbers.
Edu.2.1.6 Set up and	10	10	100 %	10	10	100 %	---	10	10	100 %	06	---	06	100 %	00			26	36	138%	Achieved 10% extra

Health Care Project (PLP)

Activities	Theme Health																Total Target 2018-2022	Total Result 2018-2022	Total %	Remarks
	Year- 2018			Year- 2019			Year- 2020				Year- 2021			Year- 2022						
	Target	Result	%	Target	Result	%	Target	Revised Target	Result	%	Target	Result	%	Target	Result	%				
Awareness sessions on healthcare & hygiene	10	10	100%	10	10	100%	10	4	4	40%	10	10	100%	10	0	0%	50	34	68%	10 sessions are planned in 2022
Adolescence Hygiene sessions and distribution of kits	5	5	100%	5	5	100%	5	N/A	5	100%	10	10	100%	5	1	20%	30	26	86.6%	04 sessions are planned in 2022
Train community members (men and women) in basic healthcare	20	20	100%	20	20	100%	20	N/A	20	100%	20	20	100%	20	0	0%	100	80	80%	20 community members (men and women) in basic healthcare are planned in 2022

Provide Hospital Assistance to community people (As per need)	As per need	58		As per need	78		As per need			75	As per need			As per need			As per need	305		
Awareness sessions on Safe motherhood, pre-natal care, post-natal care and family planning	10	10	100%	10	10	100%	10	4	4	40%	10	10	100%	10	0	0%	50	34	68%	10 sessions are planned in 2022 6 sessions were cancelled in 2020 due to COVID-19
Organize training for women in midwifery	20	20	100%	20	20	100%	20	N/A	20	100%	20	20	100%	20	0	0%	100	80		20 women in midwifery training planned in 2022
Conduct free of cost OPD service programs in vulnerable villages	15	15	100%	5	5	100%	5	N/A	5	100%	10	10	100%	5	0	0%	40	35		5 OPD planned in 2022
Assist women in family planning operations (As per need)	As per need	11		As per need	21		As per need		10		As per need	11		As per need	12		As per need	53		

Train community members in veterinary skills Organize kit distribution ceremony for trained veterinarians	10	10	100%	10	10	100%	10	N/A	10	100%	20	20	100%	10	0	0%	60	50		10 Train community members in veterinary skills planned in 2022
Organize 30 CLTS sessions in 30 villages	30	30	100%	30	30	100%	30	3	3	10%	30	30	100%	30	0	0%	150	93	62%	30 CLTS sessions are planned in 2022
Communities build toilets	-	34		-	50		-		51		-	94		-	19		-	248		

ANNEXURE-V**ACHIEVEMENTS AGAINST TARGETS IN PERCENTAGE (2018-2022)****Main Thematic Areas of Civil Society Project (CSP) (Targets revised in 2020)**

Main Thematic Area	Annual Target 2018	Achieved	%	Annual Target 2019	Achieved	%	Annual Target 2020	Revised target	Achieved	%	Annual Target 2021	Achieved	%	Annual Target 2022	Achieved	%	Total Target 2018-2022	Total target Achieved 2018-2022	%	Remarks
Community Building	460	448	97	954	954	100	2115	1103	1645	149	1137	1133	100	1086	227	21	4740	4407	92.97	Cut done due to COVID-19 & EAD Issue
Community Economic Stability	205	217	106	211	205	97	217	84	111	132	189	187	99	160	10	6	849	730	85.98	Cut done due to COVID-19 & EAD Issue
Youth Development	29	64	221	29	36	124	29	2	33	1650	29	26	90	29	0	0	118	159	134.75	Cut done due to COVID-19 & EAD Issue
Human Rights	24	24	100	24	24	100	22	14	14	100	22	16	73	22	6	27	106	84	79.25	Cut done due to COVID-19 & EAD Issue
Result	131% Target Achieved Year 2018			105% Target Achieved Year 2019			508 % Target Achieved Year 2020			91% Target Achieved Year 2021			14% Target Achieved upto March 2021			Overall 98% Target Achieved in 5 year (2018 to 2022)				

Main Thematic Areas Health Care Project (HCP)

Main Thematic Area	Annual Target 2018	Achieved	%	Annual Target 2019	Achieved	%	Annual Target 2020	Achieved	%	Annual Target 2021	Achieved	%	Annual Target 2022	Achieved	%	Total Target 2018-2022	Total Result 2018-2022	%	Explanation Notes (If the target is not achieved)
Health & Hygiene	35	35	100	35	35	100	35	29	83	40	40	100	35	1	2.86	180	140	77.78	Cut done due to COVID-19 & EAD Issue
Safe Motherhood	45	45	100	35	35	100	35	29	83	40	40	100	35	1	2.86	190	149	78.42	Cut done due to COVID-19 & EAD Issue
Village Veterinary Skills Training	10	10	100	10	10	100	10	10	100	20	20	100	10	0	0.00	60	50	83.33	Cut done due to COVID-19 & EAD Issue
WASH Promotion	30	30	100	30	30	100	30	3	10	30	30	100	30	0	0.00	150	93	62.00	Cut done due to COVID-19 & EAD Issue
Result	100% Target Achieved Year 2018			100% Target Achieved Year 2019			69 % Target Achieved Year 2020			100% Target Achieved Year 2021			02 % target Achieved upto March 2022			Overall 75 % Target Achieved in 5 year (2018 to March 2022)			

Main Thematic Areas Health Care Project (HCP)

Main Thematic Area	Annual Target in 2018	Target Achieved	%	Annual Target in 2019	Target Achieved	%	Annual Target in 2020	Target Achieved	%	Annual Target in 2021	Target Achieved	%	Annual Target in 2022	Target Achieved	%	Total Target 2018-2022	Total Result 2018-2022	Total % in planned Activities	Remarks
Multilingual Education (MLE)	11	11	100	10	10	100	7	7	100	7	7	100	10	2	20	45	37	82.22	06 monthly meetings & 2 refresher courses are planned in 2022
Community Self-help Schools	10	10	100	10	10	100	5	5	100	5	5	100	10	2	20	40	32	80.00	06 monthly meetings & 2 refresher courses are planned in 2022
Festivities for school children and parents	6	6	100	6	6	100	2	2	100	6	3	50	6	1	17	26	18	69.23	05 festivities planned in 2022 03 festivities were cut down in 2021 due to EAD and COVID-19
School day celebrations for sustainability	4	4	100	4	4	100	4	2	50	13	13	100	10	0	0	35	23	65.71	10 school days celebrations planned in 2022. 02 celebration were cut down in 2021 due to COVID-19
Primary plus classes	2	2	100	2	2	100	2	2	100	2	2	100	2	0	0	10	8	80.00	02 PR classes are planned in 2022
Secondary school Activities	10	10	100	10	10	100	6	6	100	0	0	0	0	0	0	26	26	100.00	02 Districts left due to EAD issue
Village Adult Education Project (VAEP)	10	10	100	10	10	100	10	10	100	6	6	100	0	0	0	36	36	100.00	Achieved 10% extra
Each one teach one Youth Campaigns	20	20	100	20	25	125	20	21	105	20	20	100	20	0	0	100	86	86.00	20 volunteers planned in 2022
Village based sewing centres	0	0	0	10	10	100	10	10	100	15	15	100	5	0	0	40	35	87.50	05 sewing centres planned in 2022
Result	100% Target Achieved Year 2018			103% Target Achieved Year 2019			95 % Target Achieved Year 2020			94% Target Achieved Year 2021			08 % target Achieve upto March 2022			Overall 83% Target Achieved in 5 year (2018 to March 2022)			

ANNEXURE-VI**Clusters Details 2018 to March 2022-Civil Society Project (CSP)**

S. No.	Name of Animator with Cluster & Area Code No.	Age	No. of Units	No. of Villages	Total Registered Families	Total Registered Adults	Total Family Members
1	Cluster In-charge: Alam s/o Razo Cluster No.49-52-A. Code 06	Old	6	30	737	1459	4422
2	Cluster In-charge: Talokchand s/o Harji Cluster No. 57-60-A. Code 08	Old	5	25	708	1476	4248
3	Cluster In-charge: Bheroo s/o Damaro Cluster No. 61-64-A. Code 09	Old	6	30	669	1340	4014
4	Cluster In-charge: Loveji s/o Verjee Cluster No. 65-68 B-A. Code 10	Old	5	27	627	1248	3762
5	Cluster In-charge: Chander s/o Deyaram Cluster No. 77-80-A. Code 13	Average	6	30	807	1640	4842
6	Cluster In-charge: Valjee s/o Devandass Cluster No. 81-84-A. Code 14	Average	6	30	791	1613	4746
7	Cluster In-charge: Kewal s/o Madho Cluster No. 93-96-A. Code 17	Average	5	25	607	1212	3642
8	Cluster In-charge: Sajan s/o Misri Cluster No. 97-100-A. Code 18	Average	5	25	599	1222	3594
9	Cluster In-charge: Govind s/o Damaro Cluster No. 105-108-A. Code 20	New	5	25	558	1108	3348
10	Cluster In-charge: Pancho Mall s/o Kewo Cluster No. 113-116-A. Code 22	New	5	25	565	1134	3390
11	Cluster In-charge: Khiro s/o Amaro Cluster No. 121-124 -A. Code 24	New	5	25	567	1147	3402
Total 11 Clusters			59	297	7235	14,599	43,410

ANNEXURE-VII**Village MLE Schools, Self Help Schools, Adult Education Centre and Sewing Skill Centres with Enrolled Person details**

YEAR	Sr. #	School's Name	Location Village Name /Taluka/District	Boys / Males	Girls / Females	Total Enrolled Persons	Teacher Name / Instructor Name
Multilingual Education Schools (MLE)							
2018	1.	Jeewan Jot Parkari School	Village: Karachi Paro Taluka: Mattli District: Badin	126	37	163	Manchand s/o Shamlo Paras d/o Shamlo Lovji s/o Kasturo Dhanji s/o Wishano Arjan s/o Bharoo
	2.	Aman Parchar Parkari School	Village: Shankar Paro Taluka: Mattli District: Badin	17	12	29	Vaise s/o Shankar
	3.	Parbath Parkari School	Village: Gayanchand Paro Taluka: Nindo District:Badin	25	13	38	Nahalchand s/o Gayanchand
	4.	lok Sagar Ja Moti Parkari School	Village: Savai Paro Taluka: Digri District:Badin	46	13	59	Kanji s/o Sajan
	5.	Prem Parchar Parkari School	Village: Alloji Goel Paro Taluka:Tando Bhago District:Badin	40	18	58	Lemon s/o Aloji
	6.	Moolchand Parkari School	Village: Moolchand colony Taluka:Chamber District:Tando Allayar	20	29	49	Meeran d/oMoolchand

	7.	Ekta Parkari School	Village: Kewal Paro Taluka:Chamber District:Tando Allayar	105	21	126	Rano S/o Kevo Kunbhraj s/o Harji
	8.	Sujag Parkari School	Village: Missri mal Paro Taluka:Chamber District:Tando Alliyar	27	11	38	Sajan s/o Missri mal
	9.	Parkash Parkari School	Village: Thakro Paro Taluka:Judho District:Mirpurkhas	53	14	67	Chander s/o Kanji
2019	1.	Jeewan Jot Parkari School	Village: Karachi Paro Taluka:Mattli District:Badin	117	45	162	Manchand s/o Shamlo Paras d/o Shamlo Lovji s/o Kasturo Dhanji s/o Wishano
	2.	Aman Parchar Parkari School	Village: Shankar Paro Taluka:Mattli District:Badin	28	15	43	Vaise s/o Shankar
	3.	lok Sagar Ja Moti Parkari School	Village: Savai Paro Taluka: Digri District:Badin	44	17	61	Kanji s/o Sajan
	4.	Parbath Parkari School	Village: Gayanchand Taluka: Nindo District: Badin	32	15	47	Nahalchand s/o Gianchand
	5.	Prem Parchar Parkari School	Village: Alloji Goel Paro Taluka:Tando Bhago District:Badin	41	18	59	Lemon s/o Aloji
	6.	Ekta Parkari School	Village: Kewal Paro Taluka:Chamber District:Tando Allayar	73	20	93	Rano S/o Kevo Kunbhraj s/o Harji
	7.	Parkash Parkari School	Village: Thakro Paro Taluka:Judho District:Mirpurkhas	48	15	63	Chander s/o Kanji

	8.	Aman Parkari School	Village: Missri mal Paro Taluka:Chamber District:Tando Alliyar	38	5	43	Ravoo s/o Somji
	9.	Barth Parkari School	Village: Ram colony Taluka:Digri District:Mirpurkhas	35	15	50	Paiso s/o Walji
2020	1.	Lok Sgar ja Moti Parkari School	Village: Amero Colony Taluka:Sindhri District:Mirpurkhas	34	18	52	Gianchand s/o Raichand
	2.	Anmol Parkari School	Village: Jhoojho ParoTaluka:Chamber District:Tando Alliyar	31	11	42	Prem s/o Shamdass
	3.	New Kiran Parkari School	Village: Kanji Paro Taluka: Pithoro District:Umarkot	38	30	68	Khumbo s/o Paroo
	4.	Prem Parchar Parkari School	Village: Alloji Goel Paro Taluka: Tando Bhago District:Badin	36	23	59	Lemon s/o Aloji
	5.	Ekta Parkari School	Village: Kewal Paro Taluka: Chamber District:Tando Allayar	83	20	103	Rano S/o Kevo Kunbhraj s/o Harji
	6.	Parkash Parkari School	Village: Thakro Paro Taluka: Judho District:Mirpurkhas	37	09	46	Chander s/o Kanji
	7.	Aman Parkari School	Village: Missri mal Paro Taluka: Chamber District:Tando Alliyar	39	8	47	Ravoo s/o Somji
	8.	Barth Parkari School, Ram colony	Village: Ram colony Taluka: Digri District: Mirpurkhas	41	15	56	Kheemraj s/o Walji
	9.	Jeewan Jot Parkari School	Village: Karachi Paro Taluka: Mattli	112	30	142	Lovji s/o Kasturo Dhanji s/o Wishano

			District: Badin				Arjan s/o Bharoo
2021	1.	Lok Sgar ja Moti Parkari School	Village: Amaro colony Taluka: Sindhri District: Mirpurkhas	15	15	30	Gianchand s/o Raichand
	2.	Barth Parkari School	Village: Ram colony Taluka: Paban District: Mirpurkhas	20	15	35	Ajay s/o Durango
	3.	Parkash Parkari School	Village: Thakro Paro Taluka: Jhudo District: Mirpurkhas	49	12	61	Chander s/o Kanji
	4.	Anmol Parkari School	Village: Baghat Poonja ram Taluka: Chamber District: Tando Allahyar	21	10	31	Darshi s/o Hudo
	5.	Aman Parkari School	Village: Somji Paro Taluka: Chamber District: Tando Allahyar	18	09	27	Ravoo s/o Somji
	6.	Ekta Parkari School	Village: Kevo Kolhi Taluka: Chamber District: Tando Allahyar	82	23	105	Rano S/o Kevo Kunbhraj s/o Harji
Community Self-help Schools							
2018	1.	Barth Parkari Self-help School	Village: Ram colony Taluka: Digri District: Mirpurkhas	20	15	35	Pesio s/o Dhengo
	2.	Roshan Tara Self-help Parkari School	Village: Peero Paro District: Mirpurkhas Taluka: Digri	26	04	30	Rajesh s/o Devji
	3.	Gayan Gopal Self-help	Village: Rawto Colony	11	13	24	Hajo s/o Wakhto

	Parkari School	District: Mirpurkhas Taluka: Digri					
4.	Deep Parkari Self-help School	Village: Versi Colony District: Mirpurkhas Taluka: Digri	31	15	46	Poonamchand s/o Hameerchand	
5.	Lok Sagar Parkari Self-help School	Village: Bhopatram Colony District: Mirpurkhas Taluka: Digri	33	12	45	Hariram s/o Bhojo	
6.	Naya Ujala Parkari Self-help School	Village: Doongro mal District: Tando Allahyar Taluka: Chamber	60	10	70	Preetam s/o Soorto	
7.	Anmol Parkari Self-help School	Village: Jhoojho Paro District: Tando Allahyar Taluka: Chamber	33	11	44	Premchand s/o Shamdass	
8.	Gayan Sagar Parkari Self-help School	Village: Bhamon Paro District: Tando Allahyar Taluka: Jhando Mari	22	07	29	Ambaram s/o Kano	
9.	Prem Jot Parkari Self-help School	Village: Natharam Paro District: Tando Allahyar Taluka: Chamber	17	13	30	Alamchand s/o Ramchand	
10.	Naya Savera Parkari Self-help School	Village: Jalo jamadar District: Tando Allahyar Taluka: Chamber	45	15	60	Jeevan s/o Persho	
2019	1.	Bright moon Girls Parkari Self-help School	Village: Kewo Paro District: Mirpukhas Taluka: Sindhri	18	27	45	Raj kumar s/o Chamio
	2.	New Hope Parkari Self-help School	Village: Amero colony District: Mirpukhas Taluka: Sindhri	28	23	51	Gianchand s/o Raichand
	3.	Ujjala Parkari Self-help School	Village: Nagji Bhagat Paro District: Mirpukhas Taluka: Sindhri	26	24	50	Sarang s/o Maroo
	4.	New Deep Parkari Self-help	Village: Kanji Mal Paro	54	23	77	Ghansham s/o Shanker

	School	District: Mirpukhas Taluka: Sindhri					
5.	Roshani Parkari Self-help School	Bhomon Paro District: Mirpukhas Taluka: Sindhri	20	23	43	Ravachand s/o Bhomon	
6.	Parathna Parkari Self-help School	Village: Harji Paro District: Umarnkot Taluka: Pithoro	20	17	37	Veerji s/o Paroo	
7.	New Kiran Parkari Self-help School	Village: Paro Kalani District: Umarnkot Taluka: Pithoro	26	43	69	Koonbho s/o Paroo	
8.	Jeewan Sudhar Parkari Self-help School	Village: Gulab rai Colony District: Umarnkot Taluka: Kunri	32	33	65	Gulab rai s/o Kalaram	
9.	Anmol Parkari Self-help School	Village: Jhoojho Paro District: Tando Allahyar Taluka: Chamber	22	5	27	Prem s/o Shamdass	
10.	Gayan Sagar Parkari Self-help School	Village: Bhomon Paro District: Tando Allahyar Taluka: Jhandomari	18	5	23	Anbaram s/o Kano	
2020	1.	Little Angels Parkari Self-help School	Village: Dhayo Paro District: Mirpukhas Taluka: Sindhri	22	10	32	Jeewan s/o Hariyo
	2.	New Hope Parkari Self-help School	Village: Sono Paro District: Mirpukhas Taluka: Sindhri	15	14	29	Chanta d/o Veerji
	3.	Little Light Parkari Self-help School	Village: Bharmal Paro District: Mirpukhas Taluka: Sindhri	27	14	41	Moolchand s/o Valji
	4.	Bright Moon Parkari Self-help School	Village: Aidan Paro District: Mirpukhas Taluka: Sindhri	20	15	35	Rano s/o Gango
	5.	Little Flower Parkari Self-help School	Village: Chettan Paro District: Tando Allahyar Taluka: Chamber	18	10	28	Dayaram s/o Mavo

	1.	Little Flower Parkari Self-help School	Village: Chettan Paro District: Tando Allahyar Taluka: Chamber	24	09	33	Dayaram s/o Mavo
	2.	Bright Moon Parkari Self-help School	Village: kanji paro District: Mirpurkhas Taluka: Sindhri	19	05	24	Ghamsham s/o Sunkar
	3.	Roshan Ujjala Parkari Self-help School	Village: Ram Basti District: Tando Allahyar Taluka: Masubozdar	22	18	40	Sarantee d/o Govind
	4.	Nirmal Jot Parkari Self-help School	Village: Ram Nagar District: Tando Allahyar Taluka: Chamber	35	15	50	Khetraj s/o Asan
	5.	Roshan Tara Parkari Self-help School	Village: Hardass District: Tando Allahyar Taluka: Chamber	30	05	35	Aassan s/o Pirbhu
	6.	Gayan Sagar Parkari Self-help School	Village: Bheroo Paro District: Tando Allahyar Taluka: Tando Allahyar	46	14	60	Neemji s/o Teekam
	7.	Lok Sagar Parkari Self-help School	Village: Sukho Paro Taluka: Shujabad District: Mirpurkhas	17	23	40	Jugdess s/o Kheemon
Sewing Skills Centres							
2019	1.	Jalo jamdar	Taluka: Chamber District: Tando Allayar	0	14	14	Kashi w/o Ghaman
	2.	Perboo Patel Paro	Taluka: Chamber District: Tando Allayar	0	15	15	Haswati d/o Perboo
	3.	Bhagwano Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Pooja w/o Gomchand
	4.	Veerji Kahvio Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Karmon w/o Metho
	5.	Kewo mal Kahvio Paro	Taluka: Sindhri District: Mirpurkhas	0	16	16	Revena w/o Darampal
	6.	Paroo kalani Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Hawa w/o Chandiram

	7.	Shalo Kohli Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Panchi w/o Kanji
	8.	Peero goal Kohli Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Gome w/o Nanakram
	9.	Mehro Patel Paro	Taluka: Sajaband District: Mirpurkhas	0	04	04	Rani w/o Chettan
	10.	Sono Patel Paro	Taluka: Digri District: Mirpurkhas	0	09	09	Rani w/o Tarachand
2020	1.	Bhomon Modri	Taluka: Tando Allahyar District: Tando Allahyar	0	12	12	Champa w/o jeram
	2.	Dhono Paro	Taluka: Chamber District: Tando Allahyar	0	13	13	Shanti
	3.	Ratan lal Paro	Taluka: Sindhri District: Mirpurkhas	0	15	15	Rasham w/o Teekam
	4.	Daji Kalani Paro	Taluka: Sindhri District: Mirpurkhas	0	12	12	Anita d/o Paroo
	5.	Amero colony	Taluka: Sindhri District: Mirpurkhas	0	12	12	Radha w/o Rasingh
	6.	Madho Paro	Taluka: Sindhri District: Mirpurkhas	0	16	16	Kavita d/o Tejo mal
	7.	Bejalo Paro	Taluka: Sindhri District: Mirpurkhas	0	15	15	Haryan
	8.	Kewo Paro	Taluka: Sindhri District: Mirpurkhas	0	14	14	Revena w/o Darampal
	9.	Jethani Paro	Taluka: Sindhri District: Mirpurkhas	0	16	16	Meeran w/o Kheeraj

	10.	Bhagwano Paro	Taluka: Sindhri District: Mirpurkhas	0	15	15	Pooja w/o Gomchand
2021	1.	Ram basti kolhi colony	Taluka: Masubozdar District: Tando Allahyar	02	10	12	Gaini d/o Humraj
	2.	Bhagwano Paro	Taluka: Landhi District: Tando Allahyar	0	10	10	Atiyon w/o Ranso
	3.	Asan Paro Ram Nagar	Taluka: Landhi District: Tando Allahyar	0	12	12	Bharmi w/o Poono
	4.	Patel Dongro Paro	Taluka: Chambar District: Tando Allahyar	0	10	10	Tari d/o Dongro
	5.	Patel Chettan Paro	Taluka: Khokhar Farm District: Tando Allahyar	0	10	10	Parwati w/o Mohan
	6.	Patel Bhero Paro	Taluka: Khoakhar Farm District: Tando Allahyar	10	0	10	Teekam s/o Perbato
	7.	Patel Veerji Paro	Taluka: Khokhar Farm District: Tando Allahyar	0	12	12	Kasri w/o Soorto
	8.	Peero Patel Paro	Taluka: Shujababd District: Mirpurkhas	0	10	12	Meeran w/o Nagji
	9.	Hariram Patel Paro	Taluka: Shujababd District: Mirpurkhas	0	10	10	Parwati d/o Satram
	10.	Versi Patel Paro	Taluka: Shujababd District: Mirpurkhas	01	11	12	Gudhi w/o Raoji
	11.	Pooniyo Paro	Taluka: Kot Gulam M District: Mirpurkhas	03	07	10	Megho w/o Kanji
	12.	Soomji Paro	Taluka: Kot Gulam M District: Mirpurkhas	0	08	08	Patoo w/o Soomji
	13.	Lelo Goal	Taluka: Sindhri District: Mirpurkhas	0	10	10	Ganga w/o Gujshi
	14.	Khano mal	Taluka: Sindhri District: Mirpurkhas	0	10	10	Samery w/o Khano
	15.	Dheno Paro	Taluka: Sindhri District: Mirpurkhas	0	10	10	Demon w/o Chettan

Village Adult Education**VAE Centre -2018**

Sr. #	Teachers Name	Village Centre Name	District	Male	Female	Total
1	Govind ram s/o Bhano ji	Aman Parkari Adult Female Centre	Tando Allahyar	07	13	20
2	Jeevan s/o Persho	Jeewan Sudhar Parkari Adult Female Centre	Tando Allahyar	0	20	20
3	Neno mal s/o Devji	Anmol Parkari Adult Male Centre	Tando Allahyar	12	13	25
4	Jama Bai w/o Tejo	Perbhat Parkari Adult Female Centre	Mirpur khas	14	04	18
5	Rano s/o Kevo	Sooraj Parkari Adult Female Centre	Tando Allahyar	10	11	21
6	Ganga Bai d/o Revo	Soch Sujagar Parkari Adult Female Centre	Mirpur khas	21	0	21
7	Kanji s/o Sajjan	Diya Parkari Adult Male Centre	Mirpur khas	00	25	25
8	Thawer s/o Rawtoo	Sagar Parkari Adult Combine Centre	Mirpur khas	00	16	16
9	Heman dass s/o Mavoo	Nirmal jot Parkari Adult Male Centre	Mirpur khas	00	15	15
10	Vishni w/o Gayanchand	Deep Parkari Adult Female Centre	Mirpur khas	13	12	25
				77	130	207

VAE Centre 2019

Sr.#	Teachers Name	Village Centre Name	District	Male	Female	Total
1	Praim s/o Peero	Purchar Parkari Adult Canter, Balo Kohli	Mirpur khas	23	00	23
2	Mukesh s/o Pancho	Parbhat Parkari Adult Canter, Kewo Colony	Mirpur khas	00	19	19
3	Nanjee s/o Dayaram	Anmol Parkari Adult Canter, Jugshi Village	Mirpur khas	06	15	21
4	Jamna bai d/o Madhoo	Roshan tara Parkari Female Adult Canter, Balo Kohli	Mirpur khas	00	23	23
5	Kiran w/o Chander	Sagar Parkari Female Adult Canter, Rano Kohli	Umer kot	00	25	25
6	Moolchand s/o Hamero	Aasha Parkari Adult Canter, Hero Gogoni	Mirpur khas	09	12	21
7	Gulab rai s/o Kalaram	Nirmal Jot Parkari Adult Canter, Gulab colony	Umerkot	07	15	22

8	Longe bai d/o Shankar	Deep Parkari Female Adult Centre, Peero mal Village	Mirpur khas	00	22	22
9	Heman s/o Mavoo	Nirmal jot Parkari Adult Centre	Mirpur khas	00	26	26
10	Jeevan s/o Persho	Jeewan Sudhar Parkari Adult Female Centre	Tando Allah Yar	00	24	24
				45	181	226

VAE Center 2020

S.#	Teachers Name	Village Center Name	District	Male	Female
1	Kashtori w/o Chander	Aasha Parkari Adult Female Center Lagdiro Paro	Umer kot	00	15
2	Maream w/o Sunny sunil	Roshan Nagari Parkari Adult Female Center-	Umer kot	00	14
3	Monika d/o Jeram	Jeewan Sudhar Parkari Adult Female Center	Ume rkot	00	15
4	Gaine w/o Somar	Sagar Parkari Adult Female Center-Dodo Paro	Umer kot	00	15
5	Raju s/o Mono mal	Parbhat Parkari Adult Female Center-Sono Paro	Badin	00	13
6	Hero s/o Bharmal	Deep Parkari Adult Female Center-Bharmal Paro	Badin	00	15
7	Dilchand s/o Ado	Nirmal Jot Parkari Adult Female Ramchand Paro	Badin	00	15
8	Kevita d/o Tejo mal	Hope Parkari Adult Female Center-Mada Paro	Mirpur khas	00	16
9	Neelan w/o Bhagwano	Anmol Parkari Adult Female - Bhagwano Paro	Mirpur khas	00	15
10	Kekoo d/o Padmon	New KiranParkari Female Center-Amero Paro	Mirpur khas	00	16
				00	149

VAE Centre 2021

Sr.#	Teachers Name	Village Centre Name	District	Male	Female	Total
1	Bhagwan Dass s/o Chano	Sagar Parkari Adult Centre	Tando Allah Yar	20	00	20
2	Gzala d/o Hemraj	Nirmal Jot Parkari Adult Female Centre	Tando Allah Yar	05	20	25
10	Prem s/o somji	Diya Parkari Adult Female Centre	Tando Allah Yar	10	10	20
4	Anita d/o Alam mal	Deep Parkari Female Adult Centre	Mirpur khas	00	20	20
5	Nadiya d/o Tilokchand	Soch Sujhar Parkari Adult Female Centre	Mirpur khas	00	20	20
6	Ramesh s/o Nasho	Sooraj Parkari Adult Male Centre	Tando Allah Yar	09	11	20
				40	85	125

ANNEXURE-VIII

LIST OF MATERIALS, PRODUCTION AND PUBLICATION

Civil Society Project (CSP) Material List

1. Saving Self-Help Groups (charts)/Saving Scheme Groups (charts)
2. Cooperative Society training (charts)
3. Awareness on sustainability banner and charts.
4. Career guidance workshop banner and charts.
5. Motivational Shows (Video Clips on Education, Unity, Natt Sudhar Ashram and Sustainability charts.)
6. Training Manual on Human Rights (banner and charts).
7. Natt Sudhar Family Membership, Natt Sudhar Ashram Donation receipt book
8. Natt Sudhar Ashram Donation Box

Health Care Project (HCP)Material List

Health & Hygiene Awareness Session Charts/Flash Cards

1. Hand washing and nails cutting
2. Protecting food items from flies
3. Affects of open defecation
4. Difference between healthy and weak children
5. Prevention from Malaria
6. Precautions, causes, symptoms and prevention from HIV
7. Precautions, causes, symptoms and prevention from Hepatitis
8. Precautions, causes, symptoms and prevention from Diarrhea
9. Importance of clean drinking water – methods of purification

Safe Motherhood Awareness Session Charts/Flash Cards

1. Importance and time duration for breastfeeding
2. Proper diet for mother and pregnant women
3. Prenatal and Postnatal care
4. Importance of family planning – methods
5. Avoid consumption of inappropriate addictive things in pregnancy
6. Importance of vaccines needed for pregnant women and infants

Basic Healthcare Workers Training Chart/ Flash Cards

1. Training Manual with lessons (1-18 chapters)
2. Abdominal diseases – types, causes, prevention, treatment
3. Importance of ORS – how to make it at home
4. Malaria – causes, symptoms, prevention, treatment
5. Treatment for burnt skin
6. Treatment of viral infections – fever, cold, cough, etc.
7. Bandage/dressing of wounds or injuries
8. Orientation on medicine kit and uses for relevant diseases

Production and Publication Material List

S.#	Name of Material
1.	Parkari Dictionary (Written by Richard Hoyle and Poonam Paschal)
2.	In-search of Truth (Written by Poonam Paschal)
3.	Parkari Kori Ithas (<i>Parkari History Book</i>)
4.	The Hidden Treasure of Wisdom (Written by Poonam Paschal)
5.	Parbhat Quarterly Magazines
6.	Pamphlets
7.	Brochures
8.	PCDP Review Book
9.	Annual Calendar
10.	Sindhi Alphabet with Parkari Sounds Chart
11.	Parkari Literature Chart
12.	Certificates
13.	Service cards of PCDP staff
14.	Pena flex
15.	Tea Mug of PCDP
16.	Annual Reports (Printed)

Parkari Literacy Project (PLP) Material List

Multilingual Education Project (MLE)			Community Self-help School Project (CSHSP)		Village Adult Education Project (PLP)		Village based Sewing Center (VBSC)	
S.#	Name of Materials	Quantity	Name of Materials	Quantity	Name of Materials	Quantity	Name of Materials	Quantity
1.	Teacher Guide	01	Teacher Guide	01	Teacher Guide	01	Teacher Manual	01
2.	Pre Primer Book	31	Pre Primer Book	31	Alphabet big book	20		
3.	Sindhi and Parkari Book	31	Sindhi and Parkari Book	31	Parkari Alphabet Book	20		
4.	Parkari Alphabet Book	31	Parkari Alphabet Book	31	Math's Book-1	20		
5.	Parkari Bhano Book	31	Parkari Bhano Book	31	Human Rights based Term -1	20		
6.	Primer book	31	Math's Book-1	31	Human Rights based Term -2	20		
7.	Topic wheel	31	Math's Book-2	31	Human Rights based Term -3	20		
8.	Song's book	31	Math's Book-3	31	Human Rights based Term -4	20		
9.	Math's Book-1	31	Story Books term 1,2,3,4 Year-1	64				
10.	Math's Book-2	31	Alphabet Picture Pena flex Chart	01				
11.	Math's Book-3	31	Sindhi & Parkari Alphabet Pena flex Chart	01				
12.	Math's Book-4	31	MLE Education Ladder Chart	01				
13.	Math's Book-5	31						
14.	Math's Book-6	31						
15.	Story Books term 1,2,3,4 Year-1	64 books						
16.	Story Books term 1,2,3,4 Year-2	64 books						
17.	Alphabet Picture Pena flex Chart	01						
18.	Sindhi & Parkari Alphabet Pena flex chart	01						
19.	MLE Education Ladder Chart	01						

ANNEXURE-IX**LITERATURE AND DOCUMENTATION CONSULTED**

1. PCDP Project Document and/or Proposal 2018 - 2022
2. PCDP Annual Progress Reports 2018 - 2021
3. PCDP Audit Reports 2018 - 2021
4. PCDP Baseline Survey Report 2018-2022
5. PCDP Gender Analysis 2018-2022
6. PCDP GRF 2018-2022 + Results till 2020
7. PCDP RBM 2018-2022 + Results till 2020
8. PCDP Risk analysis 2018-2022
9. Empowerment assessment Tool
10. PCDP Midterm Evaluation Report 2020
11. Organizational Profile Vision, Mission & Goal Statement of PCDP
12. Departmental presentations to evaluation team (Civil Society, Education & Health)
13. List of PCDP staff and positions
14. List of Board Members
15. List of Advisory Board Members
16. PCDP Brochure and previous Publications
17. Lists of Publications and Material produced for last 4 years
18. Attendance Sheets etc.
19. Finance Records 2018-2021
20. Wycliffe Norway payment letters
21. Staff Appraisal Forms
22. Inventory / Assets Register
23. Stock Register
24. Vehicle Log Book
25. Human Resource Manual
26. Logistics Manual
27. Finance Manual
28. Job Descriptions of the Employees
29. Human Resources Personnel's Files
30. Projects Files
31. Animators / Cluster in Charge list
32. Report format of PCDP
33. Students Enrollment Register (MLE, SHS & Adult Literacy)
34. Minutes Registers of Community meetings
35. MLE, Adult Literacy and Health & Hygiene Materials etc.
36. PCDP Organizational Hierarchy Structure / Organogram
37. Activity Plans of Civil Society, Education and Health projects
38. Statistical Information of Projects

ANNEXURE-X**LIST OF BOARD MEMBERS**

S. No.	Name	Designation	Address
01	Mr. Aneel David	Chairman	House No. 27, Mohalla Marvi Town, Mirpurkhas.
02	Mr. Lal chand	Vice President	Goth Khan Chandio, Sarki, Tipal Ghar, Kunri
03	Mr. Bhooro Khiloo	General Secretary	House No. 125, Mohall, Malhi Colony, Phase 3, Mirpurkhas.
04	Mr. Meer Khan	Treasure	Malhi Colony, Deh 110, Tapal Ghar, Mirpurkhas, District, Mirpurkhas.
05	Mr. Kastoor Chand	Executive Member	House No. 13, Mohalla Garibabad, Ward 13, Digri, District, Mirpurkhas.
06	Mrs. Trijan Bai	Executive Member	Goth Pir Sarhandi, Dak Khana, Samro Shah Hasan, Tehsil, Samro, District, Umerkot.
07	Mrs. Madhuri	Executive Member	Mohammad Hashim Somoro, Dak Khana, Noukot, Tehsil Diplo, District Tharparkar.

ANNEXURE-XI**LIST OF ADVISORY COMMITTEE MEMBERS**

S#	Full Name	Address
1	Mr. Doctor Jai Parkash	Kunri
2	Mr. Chander Tano mal	Samaro
3	Mr. Advocate Heman	Mirpurkhas
4	Mr. Khempaldas	Kunri
5	Mr. Tulsidas	Sindhri
6	Mr. Bhoora Lal Sofi	Umarkot
7	Mr. Porkho Goel	Umarkot
8	Mr. Bhagt Wishano	Pholadiyon
9	Mr. Dadu	Sindhari
10	Mr. Bhanji Goel	Shadi pali
11	Mr. Kastorchand	Digri
12	Mr. Kaljee Mal	Chamber
13	Mr. Nehalchand	Khai Pithor
14	Mr. Mako jee Ladhoni	Sanjarchang
15	Mr. Sajan Laghero	Sanjarchang
16	Mr. Sarang	Khipro
17	Mr. Bhagat Sono Bozoni	Gichar
18	Mr. Advocate Bhoroo	Samangoth
19	Mr. Anchal Singh	Makhan Samon
20	Mr. Sukho Goel	Makhan Samon
21	Mr. Chander Solanki	Bashirabad
22	Mr. Esardas	Aatna Mori
23	Mr. Walo	Doltabad
24	Mr. Harchand	Doltabad
25	Mr. Bhero	Sindhri

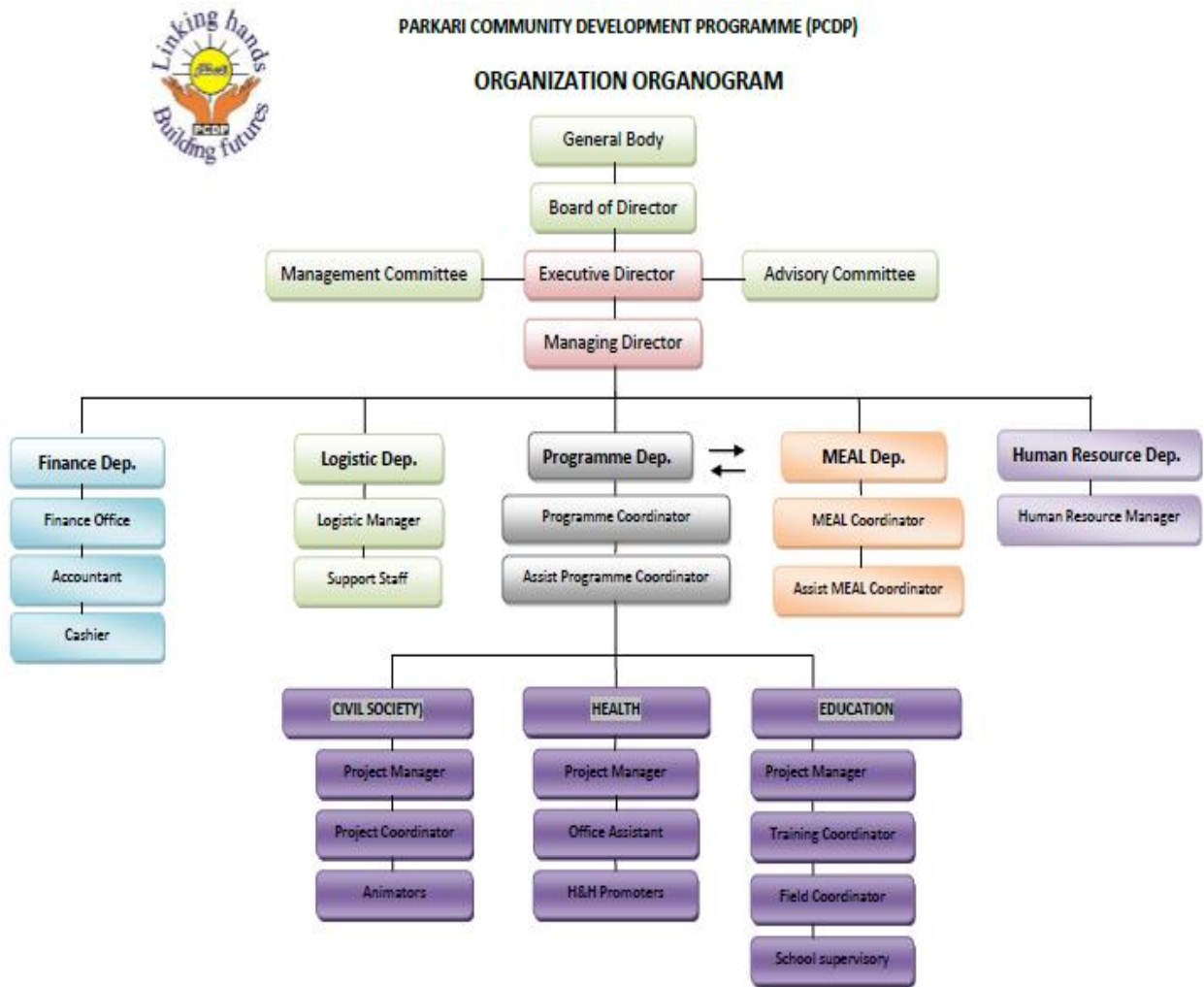
ANNEXURE-XII**LIST OF STAFF MEMBERS**

S#	NAME	Designation	Department/Project
1	Mr. Poonam Paschal	Executive Director	Management Department
2	Ms. Erona Paschal Matti	Managing Director	Management Department
3	Mr. Abran Michael	Programme Coordinator	Management Department
4	Ms. Rehana Komal	Assistant Programme Coordinator	Management Department
5	Mr. Riaz Masih	Finance Officer	Finance Department
6	Mr. Mavji Bherio	Accountant	Finance Department
7	Ms. Kiran Silverter	Cashier	Finance Department
8	Mr. Zenas Noble	MEAL Coordinator	MEAL Department
9	Mr. Waqas Ahsan	Assistant Meal Coordinator	MEAL Department
10	Mr. Wilson Emmanuel	Logistic Manager	Logistic Department
11	Mr. Joseph Polous	Driver	Logistic Department
12	Mr. Pathu Parmar	Kitchen Staff	Logistic Department
13	Mr. Hothi Parmar	Night Watchman	Logistic Department
14	Mr. Simon Goel	Project Manager (CSP)	Civil Society Project
15	Mr. Gaino Masih	Training Coordinator	Civil Society Project
16	Mr. Prem Ladho	Production and Publication Head	Civil Society Project
17	Mr. Ramchand Paroo	Field Coordinator	Civil Society Project
18	Mr. Lovejee	Cluster in Charge / Animator	Civil Society Project
19	Mr. Talukchand	Cluster in Charge / Animator	Civil Society Project
20	Mr. Valji mal	Cluster in Charge / Animator	Civil Society Project
21	Mr. Bheroo Damro	Cluster in Charge / Animator	Civil Society Project
22	Mr. Chander Kumar	Cluster in Charge / Animator	Civil Society Project
23	Mr. Kewal Madho mal	Cluster in Charge / Animator	Civil Society Project
24	Mr. Sajan Misri	Cluster in Charge / Animator	Civil Society Project
25	Ms.Hawa w/o Chandi ram	Female Animator	Civil Society Project

26	Ms. Kiran w/o Chander	Female Animator	Civil Society Project
27	Ms. Parveeti w/o Valji	Female Animator	Civil Society Project
28	Mr. Govinda Damroo	Cluster in Charge / Animator	Civil Society Project
29	Ms. Kaveeta w/o Govinda	Female Animator	Civil Society Project
30	Mr. Kherrio s/o Amro	Cluster in Charge / Animator	Civil Society Project
31	Mr. Alam s/o Rajo	Cluster in Charge / Animator	Civil Society Project
32	Mr. Panchomal Kevo	Cluster in Charge / Animator	Civil Society Project
33	Ms. Premi Mavji	Project Manager (PLP)	Parkari Literacy Project
34	Mr. Durango	School Supervisor	Parkari Literacy Project
35	Ms. Regina Paschal	Project Manager (HCP)	Health Care Project
36	Mr. Polous Goel	Health & Hygiene Promoter	Health Care Project
37	Ms. Razu Polous	Health & Hygiene Promoter	Health Care Project
38	Mr. Kishna Indiryas	Office Assistant (HCP)	Health Care Project
39	Mr. Mathew Walji	Project Coordinator	Health Care Project
40	Mr. Moolchand	Multipurpose Worker	Health Care Project
41	Mr. Soorto Goel	Kitchen Staff	Logistic Department (Support Staff)
42	Mr. Eric Hothi	Driver	Logistic Department (Support Staff)
43	Mr. Darshi	Driver	Logistic Department (Support Staff)
44	Mr. Gaino Solanki	Night Watchman	Logistic Department (Support Staff)
45	Mr. Ibn-e-Azhar	Gate Keeper	Logistic Department (Support Staff)
46	Mr. Shan Hanif	Janitor	Logistic Department (Support Staff)
47	Mr. Shagan s/o Kewal	Gardner	Logistic Department (Support Staff)
48	Mr. Arif	HR Assistant	Human Resource Department

ANNEXURE-XIII

Organizational Hierarchy Structure / Organogram



ANNEXURE-XIV

TERMS OF REFERENCE

Parkari Community Development Programme (PCDP) Final Evaluation of project period 2018-2022 (Pakistan 10542)

Terms of Reference

Background

The Parkari people live in the remote southeast region of Pakistan. They have several social and economic problems such as illiteracy, poverty and lack of education. Many work as slaves for landlords and are treated unjustly and with contempt. They are deprived of food and clean water, health services, and access to education. They are discriminated and deprived of their rights. In all of this oppression women and children are the most disadvantaged and vulnerable.

The Parkari Community Development Programme (PCDP), a non-profit community-based organization started by the Parkaris, has been working with the Parkari community since 1996. PCDP wants to end the situation of poor health care, illiteracy and injustice done to and within the Parkari community.

PCDP's vision is to empower the Parkari Community and to instill confidence which comes from being free and autonomous. To accomplish this goal PCDP has developed a long term plan for the financial sustainability of its community. PCDP continue follow this plan in which villages of the Community Development Network (CDN) become PCDP supporters through membership fees and will fund their own village-based development activities. The unity among the CDN villages throughout all years and the trust that PCDP has gained from the Parkari people give courage and confidence to fulfil this plan successfully.

PCDP has received Digni support since 2007. Since then the Parkari people have seen big improvements and development as a result of this program. PCDP has successfully completed two project phases helping the Parkari community to become strong and unified. Digni's support to this marginalized group has widely impacted the lives of Parkari people. The measure of success during all these supporting years has been significant; increased rate of literacy among Parkari children and adults, better health and hygiene situation, improved economic and social status. Many visible changes in the community show that the Parkari people are more united and are taking steps towards their own development. Also, activities started by PCDP are continuing after project phase out, and there is physical and financial sustainability in community.

Summary of Project Outcomes:

CIVIL SOCIETY

1. There is a high degree of organization in the Parkari community
2. Parkari people are economically and socially empowered and able to identify and solve their challenges together
3. Communities are aware of what their rights are, and how to claim them.

HEALTH

1. The Parkari community has improved health and access to basic healthcare services
2. Morbidity and mortality in live stocks decrease improving the livelihood of the Parkari people

EDUCATION

1. The Parkari people obtain quality Multi Lingual Inclusive Primary and Secondary Education at a village level
2. Education in the mother tongue ensures inclusive education to learners

Purpose

The purpose of this evaluation is to assess the following key areas of the project:

1. Assessment of the objectives, outcomes and impacts achieved from this project.
2. Assessment of the project effectiveness. Were project funds appropriately used?
3. Assessment of the project long-term sustainability. What can we learn and do better to improve this?

Scope of the evaluation

The RBM-Logframe and related programs

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

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

Concrete areas in order of priority

Sustainability and long term plans

1. What opportunities for partnership exist with other organisations and the government? In which ways can the current partnerships be better utilized and improved?
2. Looking at PCDP's long term plans, which strategies ought to be change or reconsidered for reaching them, and how would the Community Development Network (CDN) strategy shape the new 5-year project? (CDN is the Self Governing System that has been set up with the objective to make the Parkari responsible for their own development.)
 - a. How would it help to sustain "old" cluster?
 - b. How would it build "new" clusters towards sustainability?
 - c. How it help to sustain PCDP as an organisation?
3. Does the savings scheme contribute to the sustainability of the CDN? If so, how?
4. Are there any aspects that prevent sustainability?
5. Assess whether key roles in the management team should be better utilized or restructured? If so, how?
6. What other personnel issues need to be addressed in order to guarantee a smooth continuation of the program?

Risks

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

Good Governance

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

1. How are the local communities and beneficiaries involved in PCDP's decision making?
2. Do family ties play a role in this project? If so, how are they justified?
3. How does PCDP function as a legal entity?

4. ¹What policies are in place? And what are the procedures/routines that make sure they are followed? For example:
 - Financial procedures
 - Anti-corruption code of conduct and policies
 - Personnel code of conduct²

Cross cutting themes

- Environment
 - How is the environment considered in the project activities?
 - In what way does the intervention affect the local environment?
 - Are there any specific factors presumably related to climate change which affect the Parkari community?
- Conflict Sensitivity
 - Does the organization's understanding of the local context and potential risks for the project enable them to adequately work on conflict sensitivity?
 - Does PCDP's assistance of the community properly interpret and take into consideration the low status of the Parkari people? If so, how? Any recommendations for further thought.
- Gender Sensitivity
 - Which measures are in place to ensure equality and equity in the organization and their activities?
 - Are there any barriers which hinder women or men from participation in activities and achieving of project objectives?

Empowerment Assessment Tool

- Carry out an empowerment assessment using the Empowerment Assessment Tool provided by Digni

Previous evaluation

1. Looking at the recommendations of the mid-term evaluation of 2020, what changes were made on the strategy and actions of the program and what effect did this have in the years thereafter?

Summary recommendations:

1. Continue implementing the project using the same strategy as before
2. Make the villages of your old mature clusters self-sustainable as soon as possible
3. Continue giving more and more responsibilities to the Cluster in Charges
4. Make sure that the Clusters in Charges are paid a decent salary and that their travel and fuel costs are reimbursed. The same counts for the salaries of the Managing director and the Finance Officer, they should be paid a fair salary in line with their responsibilities and rank.
5. Consider having a local office per cluster and make a special project for a (refurbished?) laptop for each CiC.
6. The amount of membership fee should be decided by PCDP and its partners, but I suggest an amount of 600 rupees (3 euro or 31.5 NOK) per person per year or more. This would perhaps

¹ Point 4 ought to be a “cursory overview and not an extensive report”

cover the salary costs of the Cluster in Charges and allow some extra for local costs and projects.

7. Consider the possibility of making CDN an independent organisation with its own rules and procedures
8. When starting with micro credits, consider working with local trustworthy micro credit providers. If possible, PCDP should mediate between the lender and provider, but should not become involved in the administration.

Methods used

1. Document review, this will include all major documents such as project documents, monthly, quarterly and annual reports, earlier evaluations and correspondence
2. Studying available baseline information
3. Round table discussions in PCDP facilities with director and project manager
4. Discussions with personnel, including those in charge of clusters
5. Discussions with Wycliffe Norway's staff and consultant through e-mail and Skype
6. Meeting the board
7. Looking at PCDP routines, administration
8. Field visit, to conduct well prepared interviews with key people including the representatives of community development network such as unit in-charges and village development committee members and other community stakeholders. The evaluator will record feedback by employing focus group discussions with beneficiaries and/or key stakeholders using participatory approach, semi structured interviews, questionnaire (if needed), direct observation and will add other evaluation tools if required.

Person visiting

The evaluation will be carried out by lead consultant Mr. Mohsin Zia and consultant Jennifer Christine.

Program/Itinerary

To be filled out with the evaluator

Day and date	What	Comments
March 14 th – 18 th , 2022 (Monday – Friday)	Preparation of tools and methodologies	
March 28 th , 2022 (Monday)	Travel to PCDP Office Rattanabad – Mirpurkhas Preliminary meeting with PCDP team and SWOT Exercise.	Travel from Islamabad to Karachi and to Mirpurkhas
March 29 th – April 01 st , 2022	Meetings/discussions/interviews with office & field based staff, project management, board, etc. Field visits, meetings with community and other direct beneficiaries Meetings/discussions with donor in late evenings (if required)	PCDP head office + field areas
April 2 nd , 2022 (Tuesday)	Travel to Islamabad	Travel from Mirpurkhas to Karachi and to Islamabad
April 6 th – 21 st , 2022	Data consolidation & Report writing	
April 22 nd – 25 th , 2022	Discussion with PCDP management on the first draft of report	

April 29 th , 2022 (Friday)	Submission of a draft of the Evaluation Report to PCDP	
May 25 th , 2022 (Wednesday)	Submission of a final version of the Evaluation Report to Wycliffe Norway	

Finances

The costs will be covered under the evaluation budget-line for the 2022 PCDP Project. PCDP will keep a detailed record of all expenses made for this final evaluation. For more information see the attached budget.

Reporting and timing

The evaluator will write an evaluation report based on the points stipulated in the Terms of Reference. The report will refer to the points mentioned under scope of the evaluation, and will include concrete conclusions and recommendations in such a way that all parties involved can learn. A draft of this report will be presented to the executive director and managing director of PCDP by April 2022 and Wycliffe Norway in order to allow feedback. The final version will be presented to Wycliffe Norway in May 2022. The report will be attached to the 2022 Annual Report of PCDP and be considered with their 5 year application 2023 – 2027.

Signed:

Date:
The Evaluator

Date:
PCDP

Date:
Wycliffe Norway

ANNEXURE-XV

FIELD VISIT SCHEDULE

**PCDP EVALUATION
FIELD VISIT SCHEDULE
28th March – 02nd April 2022**

WORK DAYS	DAY & DATE 2022	ACTIVITIES	PARTICIPANTS	TIME
Day 1	Mar.28, MON	<p>Ms. Jennifer Jivan (JJ) & Mohsin Zia (MZ) will Travel to Karachi to Rattanabad</p> <ul style="list-style-type: none"> • Meeting with PCDP Management • PCDP PPT/Presentation by project staff • SWOT Analysis & Time line Analysis 	<p>PCDP Management PCDP Management & Staff All Staff, 2 or 3 board members, & Community Leader (if possible)</p>	<p>Depart ISB 10:00 am Arrival KHI 11:55am Rattanabad 04:30 pm 04:45 – 05:00 pm 05:00 – 05:45 pm 05:45 – 08:30 pm</p>
Day 2	Mar.29, TUE	<ul style="list-style-type: none"> • Field Visit of Target Area Covering 10 to 15 Goths/Cluster/CDN • Meeting with Animators/H&H Promoter/School Supervisors (Individual & group) • Meetings with Project Manager(s) / Staff <ul style="list-style-type: none"> • Documentation review 	<p>3 villages/stops with people from nearby villages of CDN</p> <p>Civil Society Project staff (2) Healthcare Project staff (4) Education Project staff (3)</p>	<p>08:30 – 01:00 pm Continue</p> <p>02:30 – 04:30 pm</p> <p>04:30 – 07:30 pm</p>
Day 3	Mar.30, WED	<ul style="list-style-type: none"> • Field Visit of Target Area Covering 10 to 15 Goths/Cluster/CDN • Meeting with Animators/H&H Promoter/School Supervisors (Individual & group) • Meetings with Project Coordinator(s) / Staff <ul style="list-style-type: none"> • Documentation review 	<p>3 villages/stops with people from nearby villages of CDN</p> <p>Program Coordinator + Assistant Program Coordinator</p>	<p>08:30 – 01:00 pm Continue</p> <p>02:30 – 04:30 pm</p> <p>04:30 – 07:30 pm</p>
Day 4	Mar.31, THURS	<ul style="list-style-type: none"> • Field Visit of Target Area Covering 10 to 15 Goths/Cluster/CDN • Meeting with Animators/H&H Promoter/School Supervisors (Individual & group) • Meetings with Manager(s) / Staff (Finance, HR & Logistics) • Documentation review 	<p>3 villages/stops with people from nearby villages of CDN</p> <p>Finance Department staff (3) HR Department staff (1) Logistics Department (8 including support staff)</p>	<p>08:30 – 01:30 pm Continue</p> <p>02:30 – 04:30 pm 04:30 – 07:30 pm</p>

Day 5	Apr.01, FRI	<ul style="list-style-type: none"> • Meeting with PCDP Board Chairperson & Members • Meeting with PCDP Animators • Meeting with MEAL Coordinator • Meeting with PCDP Executive Director • Meeting with Managing Director • Documentation final Review (if any) • Meeting with the Donor (via Zoom) Later on 11th April 2022 		09:00 – 11:30 am 11:30 – 01:00 pm 02:00 – 03:30 pm 02:30 – 04:30 pm 04:30 – 06:30 pm 06:30 – 07:30 pm
Day 6	Apr.02, SAT	Travel back to Karachi to Islamabad		Depart at 09:30 am from Rattanabad Depart KHI 04:00 pm

Details of Villages/Community beneficiaries Covered during Field Visits

S.N o	Date	Day	Male	Female	Under 18 (School Boys/Youth)	Under 18 (School Girls/Youth)	PWDs	TOTAL	From Number of villages
1.	29-03-2022	Tuesday	99	77	70	47	02	295	18
2.	30-03-2022	Wednesday	130	176	85	116	01	508	21
3.	31-03-2022	Thursday	30	33	60	45	00	168	09
			259	286	215	208	03	971	48