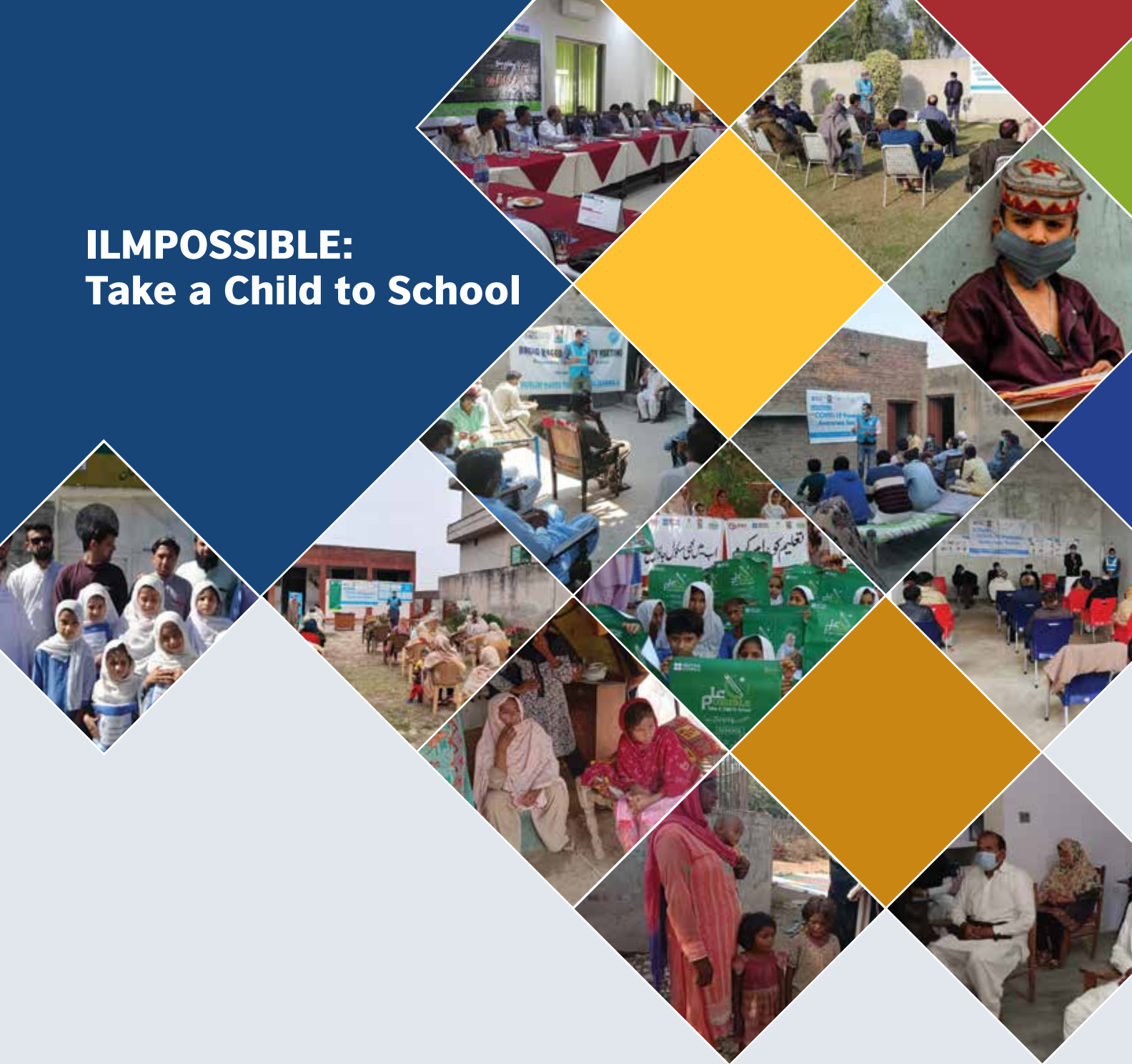


# ILMPOSSIBLE: Take a Child to School



## Power of Collective Action- Stories from the Field



**CHILDREN' S  
GLOBAL NETWORK  
PAKISTAN**



**CHILDREN' S GLOBAL NETWORK PAKISTAN**

**ILMPOSSIBLE: Take a Child to School**

**Power of Collective Action-  
Stories from the Field**



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Community Mobilizers from Sindh, Baluchistan and South Punjab at Mid-Year Review Session Sukkur



Community Mobilizers from Khyber Pakhtunkhwa and North Punjab at Mid-Year Review Session Islamabad



Participants of ILM Policy Dialogue Islamabad

# Content

<b>05</b>	Executive Summary
<b>07</b>	From the Desk of CEO
<b>08</b>	Background
<b>09</b>	Partner Organizations
<b>12</b>	Reaching the unreached
<b>14</b>	Connecting the Dots-
<b>16</b>	Self Help Initiatives by District Task Forces (2021)
<b>17</b>	Aligning Policy and Implementation- Stakeholder Engagement
<b>20</b>	Responding to COVID-19 Crisis-
<b>22</b>	Implementation of TACS- Intervention Districts
<b>23</b>	Finding Indigenous Solutions to Problems
<b>26</b>	Khyber Pakhtunkhwa (KP)
<b>38</b>	Baluchistan
<b>43</b>	Sindh
<b>61</b>	Punjab
<b>78</b>	Major Challenges and Mitigation Approaches
<b>80</b>	Lessons Learnt

# Acronyms

BC	British Council
CM	Community Mobilizer
DMC	District Mohalla Committee
DTF	District Task Force
GBES	Government Boys Elementary School
GGES	Government Girls Elementary School
GBPS	Government Boys Primary School
GGPS	Government Girls Primary School
MC	Mohalla Committee
PC	Project Coordinator
SAP	Social Action Project
SHI	Self Help Initiative
TACS	ILMPOSSIBLE - Take A Child to School
TMC	Taleemi Mohalla Committee
UC	Union Council

# Executive Summary

Pakistan encounters serious issues in education especially in terms of enrolment of children in school and more so girls, retention of learners, quality of teaching and learning, school infrastructure, supplies and facilities. Around 22.8 million<sup>1</sup> in the age bracket of 5-16 are out of school which makes 44% of the total children in this age group. In Sindh 52% poorest children are out of school (58% girls) whereas in Baluchistan 78% girls are out of school<sup>2</sup>. As a response to this glaring situation, three partners took a step hence opening avenues of hope for some of the most disadvantaged and unheeded children in the country.

As they say- a journey of thousand miles begins with a single step; the same goes true for “ILMPOSSIBLE: Take a Child to School Programme” (TACS). Through this Programme Children’s’ Global Network Pakistan collaborated with the British Council Pakistan and Educate a Child (EAC) to improve children’s’ retention in school. As the lead partner for the community mobilization of the Programme, CGN-P engaged local communities in various districts across Pakistan by forming Mohalla Committees (MCs). Those MCs comprised of young volunteers, influential figures from the local community, parents, teachers, and government representatives. The purpose of establishing MCs was to spread awareness about the education crisis in Pakistan, identify problems at the Union Council level, and figure out solutions therein. In particular, the MCs were focused on reducing the number of out- of-school children and dropouts.

Before the programme interventions, communities considered education as the sheer responsibility of state. Communities were not approaching the government school management and administration to discuss ways and means of enhancing quality of education, improving infrastructure and creating an ambient environment in the school. While there was a serious lack of awareness about the

common right of people to access education, community members were unwary of their own extra-ordinary potential to change the lives of children. In a nut shell, there was silence about OOSCs, dropouts, school infrastructure, access to education and all.

The project covered 60 districts in four provinces across Pakistan whereby 557 Mohalla Committees were formed with a total membership of 8419 members. Key activities included: awareness sessions, enrolment of out of school children and ensuring their retention, distribution campaigns for educational supplies, and provision of facilities in schools and much more. MCs have been closely working with parents, teachers, government education department, political leaders and other key stakeholders to achieve their objectives.

MCs were mandated to initiate Self Help Initiatives (SHIs) keeping in view the needs and demands in their contexts. MCs took up the challenge and engaged in various initiatives such as organizing enrolment campaigns, arranging and executing awareness sessions with parents of out of school children, mapping missing facilities in targeted schools and developing school improvement plans. MCs also made meticulous efforts in organizing co-curricular activities for children in schools (e.g. national/international days, health & hygiene activities, sports day, quiz Programmes etc.) They also took lead role in mobilizing resources for provision of missing facilities such as ensuring availability of drinking water, repair and maintenance, availability of functional toilets, adequate furniture, establishing mini school libraries, provision of school uniforms, shoes, bags and stationery.

Since 2018, Mohalla Committees formed under the programme have been planning and executing SHIs across Pakistan with the core objective to retain children enrolled in primary schools. It is encouraging to note that between

1 <https://www.unicef.org/pakistan/education>

2 IBID

the years 2018 and 2021; MCs were able to raise 114 Million PKR which was spent on various Self Help Initiatives (SHIs) over the years.

While the project exceeded its numeric targets, this model has worked marvellously beyond statistics. The immediate impacts are manifolds whereas the long term impacts are expected to be more vibrant. DTFs, MCs and the local communities have worked hand in hand hence revolutionizing the concept of education as a shared responsibility. This project has infused sparks of hope and purpose amongst the communities in general and social activists in particular.

The ILMPOSSIBLE-Take a Child to School programme came with a mission to make education accessible to all. The impacts were dramatic, revolutionary, unthought-of yet grounded. No one knew that a young volunteer from a remote village in Baluchistan will form a group of friends to enrol hundreds of children in the nearby school. It was no less than a dream that a young girl in Kohistan (KPK) will be able to attend school with boys. Likewise, it was beyond the imagination of a daily-wager in Sindh that his children would attend school one day; today he is dreaming of university level education for his children.

Establishment of DTF is a landmark initiative and has filled a huge gap that existed between the service providers (educational department and other decision makers) and the community at large. MCs were doing a lot of positive contribution to their respective areas however at district level there was a void which was rightly filled in the shape of DTFs. During the year 2021; through Self Help Initiatives (SHIs) the DTFs have been successful in spending Rs. 28.9 Million, collected on self-help basis as well as utilizing resources from government's unspent budgeted allocations and fundraising from various philanthropists, civil society organizations etc.

The contribution of MCs has been immense over the years in relation to project planning, implementation, raising awareness amongst communities and ensuring distribution of critical school supplies and materials to enable the process of the teaching and learning. A total

of 687 infrastructure projects were initiated whereas 399 distribution events were held whereby students received number of learning aids and supplies. With the help of 287 awareness sessions, MCs made strenuous efforts to raise awareness about education with a focus on girl's education. These are but few highlights of the immediate impact of the project. There are loads of stories depicting the unprecedented impacts in the field of education.

While the entire programme team was on the mission to make education accessible to all; there was the sudden influx of COVID-19 which changed things altogether. As a response to this crisis; Mohalla Committees established under ILMPOSSIBLE- Take A Child To School stepped forward to help communities with supply of food items and basic needs of life. During lockdown they did a unique contribution to the society. MCs across the country successfully raised funds of worth PKR 77.1 Million from different donors i.e. government institutions, local philanthropists, NGOs/ INGOs. Local philanthropists made their contributions out of the trust and confidence they have built over time with regard to the transparency and impact of MCs.

To put in a nutshell, the project has changed the entire concept of education, community mobilization and networking. This booklet presents data from all four provinces depicting the immediate impact of the programme on the lives of children in some of the most marginalized and unheeded communities. The book also presents selected stories from the field highlighting the commendable work of Mohalla Committees (MCs) and the District Taskforces that not only helped improve children enrolment and retention in schools but evolved a successful model of collaborative work within the communities, with social activists, thought leaders, political figures and the government, ultimately impacting the lives of many in different ways.

**The journey continues!**

# From the Desk of

## CEO & Founding Director CGN-P/ President Parwaan



Pakistan has the second highest number of out-of-school children in the world. According to a UNICEF report, 22.8 million children between the age of 5 and 16 years are not attending school in Pakistan. Girls are more unlikely to complete secondary level schooling than boys. While the government is making efforts to fulfil its obligation under Article 25-A of the constitution to provide education to all children between 5 and 16 years of age; there are still huge gaps and it is important for all stakeholders to contribute to this mission.

The Children's Global Network Pakistan (CGN-P) has been working towards the goal of education for all since 2002. In this drive CGN-P joined forces with the British Council under its "ILMPOSSIBLE: Take a Child to School Programme" (TACS). As the lead for the community mobilization aspect of the programme, CGN-P engaged local communities in various districts across Pakistan by forming Mohalla Committees (MCs). Those MCs comprised of young volunteers, influential figures from the local community, parents, teachers, and government representatives. The purpose of the MCs was to spread awareness about the education crisis in Pakistan, identify problems at the Union Council level, and figure out solutions for longstanding issues concerning children's access to school. In particular, the MCs were focused on reducing the number of out-

of-school children and dropouts. To supplement the work of MCs, we also established District Task Forces (DTFs) which gave additional strength to the programme.

We take pride in the immense work done by MCs and DTFs which brought immediate results and inspired many lives. Our journey was challenging yet exciting and rewarding. This booklet narrates our story of dedication, steadfastness and commitment. The contribution of MCs was truly inspiring. They intervened in different ways to ensure that children have access to school and their education continues. They organized enrolment walks in their communities, held meetings with local representatives and the education department, executed fundraising campaigns, went door-to-door in some cases to raise awareness, and so on. This programme has been a success because of the time and effort each MC member has invested for the cause. At the same time, it is also important to acknowledge the efforts of British Council, CGN-P team, District Taskforce members, Community Mobilizers, and our implementing partners who created accountability and monitoring mechanisms to help MCs achieve their goals. This programme has already shown remarkable results which has further strengthened our commitment to our goal of education for all. While the immediate outputs are much visible as the programme progressed; the long-term impacts are yet to be seen in the years ahead when the beneficiaries of this programme will be pursuing their career path and will be better positioned to serve back in their respective communities.

**Mehnaz Akber Aziz**

# Background

Children’s Global Network Pakistan in strategic partnership with British Council has been implementing “ILMPOSSIBLE Take a Child to School” in Pakistan since 2014. The successful implementation of the programme in 2019 resulted in expansion of the programme to 60 districts across Pakistan with 8419 Mohalla committee members. The project has done wonders in bringing out of school children to schools and retaining them. It is a sustainable model, helping communities understand Article 25A Right to Education, which reads, “The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”.

There are 10 Mohalla Committees present in each of the 60 districts working at Union Council (UC) level, with each MC having 15 members. CGN-P has also established District Taskforce which comprises of 15 volunteers from various fields in the community, including district administration, district education executives, parliamentarians, media, opinion leaders and executive body members from each MC. CGN-P empowers these Mohalla Committees and District Task Forces through a regular capacity building mechanism providing training to members on their roles and responsibilities and providing technical support in the field.

ILMPOSSIBLE: TAKE A CHILD TO SCHOOL Phase II was launched in January 2018, with the goal of enrolling 200,000 out-of-school children, aged 5 to 11 years, in primary schools and ensure 80% retention through the 3 year project cycle. Similar to the programme methodology in Phase I, ILMPOSSIBLE: Take a Child to School has a network of three strategic partners, and 23 local civil society organizations and planned to expand outreach to 60 districts, in all four provinces of Pakistan.

Following were the overall objectives and targets of the programme:

The programme will meet its prime goal of OOSC

enrolment and retention by: 1) deploying a cohort of 15,000 trained youth volunteers to increase the number of better-informed parents committing to enrolling 200,000 out-of- school-children and maintain retention across Pakistan; 2) setting up 550 independent community based committees comprising stakeholders who will ensure stronger coordination between schools, the education line department and the communities to improve retention and enrolment; and 3) implementing DOSTI (Life Skills through Sports) intervention in 400 schools which will contribute to a positive learning environment encouraging retention and preparing 500 teachers to play a leadership role in their communities.

Take a Child to School’s effectiveness in addressing the challenge of out-of-school children through successful partnerships recently won the programme the prestigious ‘Collaboration Award 2018’ awarded by the Bond International Development Network.

This booklet presents some selected stories out of a large number of stories which depict the relevance, efficiency and effectiveness of the programme. These success stories indicate the important role key stakeholders can play in bringing educational reforms under the momentum of pressure exerted by informed communities, which are able to hold them accountable for their roles.



# Partner Organizations

## BRITISH COUNCIL

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. British Council creates international opportunities for the people of the UK and other countries and build trust between them worldwide. In Pakistan, they have been working since 1948 in the areas of arts, education and English in all four provinces as well as in Pakistan Administered Kashmir, and Gilgit-Baltistan through their offices in Karachi, Lahore and Islamabad.

Pakistan has a very young population, while few of them experience the prospects for education and employment as compared to the West. By extending the range of opportunities for educational and personal development available to young people, the British Council is playing its role in strengthening Pakistani society as well as bringing together people from both countries.

British Council's programmes in Pakistan are mainly focussed on young people. With the aim

of building positive engagement within Pakistan and with the UK, BC works toward improving educational opportunities, giving a voice to young people, developing employable skills and strengthening links between universities in Pakistan and the UK. Underpinning all this is the English language as a vehicle for international understanding and for educational opportunity.

Under its Society mandate, the British Council helps citizens and institutions contribute to a more inclusive, open and prosperous society both locally and globally. BC partners with a range of civil society organisations, government ministries and international organisations to deliver high quality programmes in areas such as youth and community engagement, active citizenship, social entrepreneurship and youth centred research and policy debates.

More details can be found at [www.britishcouncil.pk](http://www.britishcouncil.pk)



## EDUCATE A CHILD (EAC)

Launched in November 2012, by Her Highness Sheikha Moza bint Nasser of Qatar, Educate A Child (EAC) is a global programme of the Education Above All Foundation (EAAF) that aims to significantly reduce the number of children worldwide who are denied their right to education. EAC, at its heart, is a commitment to children who are out of school to help provide them with opportunities to learn and as such, it contributes to the UN's Sustainable Development Goal 4: to ensure inclusive and quality education for all and promote lifelong learning. EAC works with partner organisations towards its mission to trigger significant breakthroughs in providing out of school children faced with extreme poverty, cultural barriers, and conflict-affected environments an opportunity for a full course of quality primary education.

### EAC's Objectives:

- Influence the enrolment and retention of at least 10 million out of school children (OOSC).
- Support the development of education quality so that children who attend school stay in school and have an opportunity to learn.
- Contribute to mobilizing USD 1 billion to support education and develop innovative financing mechanisms to foster programme sustainability.
- Keep the issue of out of school children at the top of global and national agendas

Further details about Educate a Child can be found on the link below:  
[www.educateachild.org](http://www.educateachild.org)



A programme of **education above all™**

## CHILDREN' S GLOBAL NETWORK PAKISTAN

CGN-P is a non-profit organization working in the education sector since 2002 through innovative interventions and policy reforms to improve access to and quality of education for children across Pakistan. The organization is implementing innovative models that aim to benefit children, parents and young people.

The areas of CGN-P work are child rights, early childhood care and education, interactive teaching and learning methodologies, social entrepreneurship, enrolment for universalization

of primary education, employability driven teacher's training for youth, knowledge management through district consultations, research and dissemination of data, capacity development of education providers, policy makers, planners, administrators, parents and youth, policy reforms through engaging political leadership and legislators and implementation of Innovative programmes with agile solutions for youth development and women empowerment.

[www.cgnpk.org](http://www.cgnpk.org)



**CHILDREN' S  
GLOBAL NETWORK  
PAKISTAN**

# Reaching the unreached- Inspiring lives- The impact of TACS programme in a nutshell:

The journey of this unique programme is much beyond statistics. The story of this programme is about a paradigm shift in the thought pattern of leaders and volunteers, a revolution in the field of social mobilization and a magic that worked just beyond limits. The biggest impact of the programme is a visible change in thinking at community level as well amongst the key stakeholders such as government authorities. It is believed that directing ones' thinking is the most challenging job whereas in the context of this programme, it is unbelievable that a change of this magnitude was witnessed. It is beyond imagination that couple of years back, education was considered a sheer state responsibility whereas the role of civil society was never conceived to be of prime importance. By dint of this programme, men, women, youngsters, social activists and others came to the forefront and led the process of change in a fascinating and inspiring manner.

Some of the immediate impacts of the programme are summarized below:

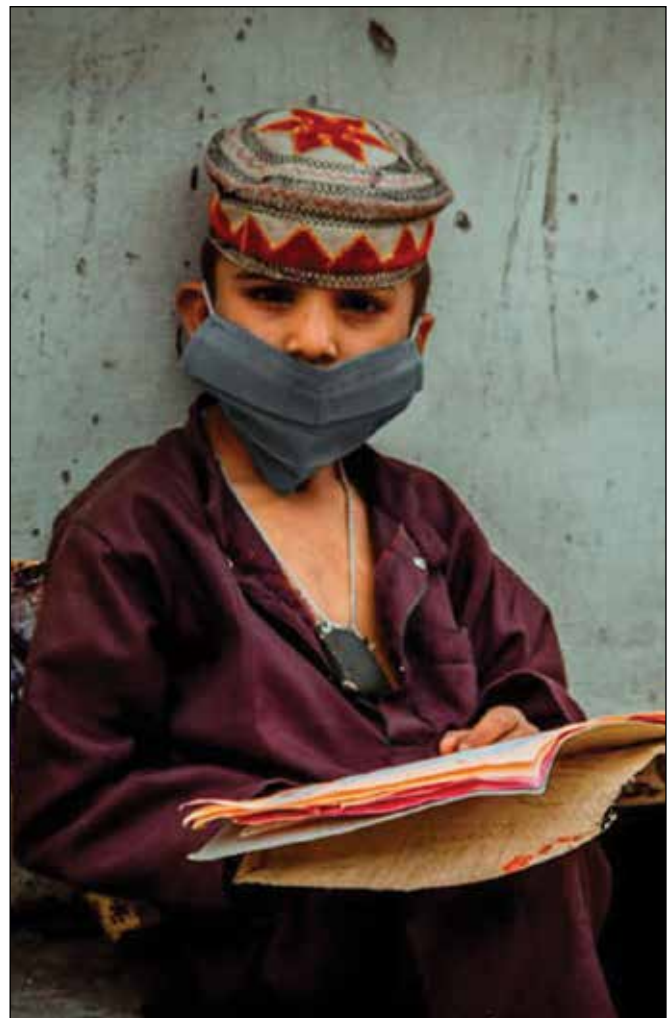
1. **Enthusing the concept of shared responsibility:** The programme has changed the concept of communities about rights and responsibilities. Before the intervention, communities in most of the programme areas thought that education is simply their right and they were expecting magic to happen without any effort from the community side. Now the culture has changed. Social activists and thought leaders have started realizing the immense power of community which can make wonders. More so, the concept of shared responsibility has permeated in the food chain of communities hence collective efforts and grounded actions with efficiency, effectiveness and greater impact.
2. **Creating an enabling environment:** Admission and retention of children in schools highly depends on the physical environment. Parents consider some important factors in the school before enrolling their children. For example, safe building including boundary wall, availability of furniture, washrooms, clean drinking water and the like are some of the major considerations for parents. A unique feature of this programme is the fact that it has positively impacted the physical environment of schools. Community volunteers, activists and other stakeholders worked hand in hand to ensure the availability of critical facilities in the schools hence increasing enrolment and ensuring retention of children. This is one of the biggest successes of the programme which was possible only due to the hard work and dedicated efforts of MCs.
3. **Making education accessible to all:** Regarding the enrolment of disadvantaged groups including girls, poor and others; MCs made strenuous efforts to make school the home of every child. Numerous campaigns, awareness sessions and house to house visits brought huge impact.
4. **Changing the notion of education being a basic right of each citizen:**

The programme has been successful in promoting the concept of education for all. Communities were oriented to Article 25-A for the first time which positively impacted their notion about education as for many parents it was the right of the elite class to educate their children.

5. **Evolving a sustainable model:** This model is a workable model in the context of Pakistan with few context specific tweaks if need be. Otherwise, the MCs and DTFs-combined together have the capacity to change the fate of children specially those who are still out of school due to one or another reason. This model has evolved as a result of critical thinking, careful planning and rigorous implementation.
6. **Reaching the unreached:** One of the most impressive features of the programme is that by dint of this programme, activists and professionals have reached those who are otherwise unheeded and unreached. The fruits of this programme has been reaped in some of the remotest and neglected areas in the four provinces which has set a trend that will keep making wonders.
7. **Enhancing capacities:** The nature of this programme is such that knowledge is at the core- whether school children or the community activities; everyone has been able to enhance their capacities in many different ways. The most exciting part is that the capacity of community has reached at a different level. They are now in a position to reach out to other public and private sources to increase their lot beyond education. In a way, this model has changed the lives of the communities and the way social work works!
8. **Optimizing resources:** The programme has taught the beneficiaries and stakeholder many lessons and one of the best lessons is optimal use of resources. Those include the existing resources within the schools and the government department to the potential resources available amongst

the community, philanthropists and donor agencies. Self Help Initiatives by MCs have set new standards for making the best use of resources with high impacts.

9. **Synergizing efforts:** By dint of this programme, community leaders and social activists have realized that working in siloes does not pay off hence the need for coordinated efforts and synergies. The model offers unique avenues for the MCs to operate while making the best use of DTF and other stakeholders.
10. **Happy Children- Welcoming schools:** The programme has succeeded as a harbinger of hope for children. With positive changes in the general environment of schools, improved teaching and learning practices and availability of supplies; children attend schools happily and that is where the real change is visible!



# Connecting the Dots- Formation of District Task Forces (DTFs)

CGN-P under ILMPOSSIBLE- Take A Child to School introduced the concept of District Task Force (DTF) to facilitate Mohalla Committees in resolving issues pertaining to schools in their respective areas. DTF is envisioned as a group of leaders/active volunteers from the district including one executive member from each Mohalla Committee and members from district administration, education department and other key government institutions. Members also represent the civil society, academia, literati, business community, legislature, and media.

The need of such a body at district level was flagged by MCs in 2019. They were in dire need of a forum that could help them achieve objectives which are beyond their capacity and outreach. As a result of DTFs, MCs are stronger and more impactful.

The primary objectives for the District Task Forces are.

- To support and complement the efforts of Mohalla Committees and other stakeholders like schools, Parents Teacher Councils etc. at district level for providing children their constitutional right to education. the service providers (educational department and other decision makers) and the community at large, MCs were doing a lot of positive contribution to their respective areas however at district level there was a void which was rightly filled in the shape of DTFs.
- To increase social connectedness and create a sense of belonging within communities and stakeholders that will lead to improve the education phenomena at grassroot and central district level. Mohalla Committees are now feeling more contented and enabled as they get immense support of DTF.
- To increase confidence and awareness amongst communities and to enhance communication and social skills of local community representatives leading towards influencing the planning and decisions of stakeholders such as the department of education. District administration and district education department showed a very supportive gesture in response to the issues presented by the MC members. As a result, plenty of pending/ major issues of public schools (e.g. suspension of construction work, teachers transfer posting, issuance of SMC funds, provision of furniture, re-opening of closed school etc) were resolved by relevant authorities at the same time. Relevant authorities requested district task force members to come up with written resolutions/ letters through proper channel to start the work on the discussed action points in few districts. District Task Forces at few districts are very impressive and active hence district government authorities are very supportive, which in a way is a positive step towards the sustainability of the programme.
- To inspire volunteers, community activists and parents so that they work closely with the objective to bring a positive change in the society through education and voluntary endeavors. District administration and education department

## Impacts of District Task Force Work:

Establishment of DTF is a landmark initiative as an integral part of the overall programme model. DTF has filled a huge gap that existed between

got deeper and clearer picture of work done by Mohalla committees in their respective areas. This practice led the tier one members especially the district administration, education department and elected representatives to strategically involved in the TACS programme activities and they also showed very keen interest in the resolution of education related issues programme. Mohalla committees work and their detail briefing in these meetings sensitized and motivated the tier one membership.



**In Umerkot, Advocate Poonjo Mal Bheel, Advisor CM Sindh** Said, “I am feeling proud that I became a member of this DTF, I am really inspired and acknowledge the work of Mohalla Committees who are working voluntarily and effectively for the betterment of education. We need to increase the maximum number of schools to provide access to children especially girls”. He ensured full support and cooperation with DTF team at each possible level for the betterment of education.

**In Swat Mr. MajeedUllah (Ex SDEO and Chairman of DTF)** shared his views and appreciated the program. He said that, “education is the basic need of all so we will work together for this under TACS.”.

**Mr. Naseem Wajid** DTF member said, “children and schools need more support now as compared to last all times so we have to support education through this platform of DTF”.



District Task Force Meetings from District Thatta & Sajawal

# Self Help Initiatives by District Task Forces (2021)

District Task Forces formed under ILMPOSSIBLE Take a Child to School programme initiated planning and executing Self Help Initiatives (SHIs) during 2021 after their orientations and action plans across Pakistan for retention of children enrolled in public primary schools to cope with the major issue of missing facilities.

Through Self Help Initiatives (SHIs) the DTFs have been successful in spending **Rs. 28.9 Million**, collected on self-help basis as well as utilizing resources from government's unspent budgeted allocations and fundraising from various philanthropists, civil society organizations etc. Following is the SHIs amounts collected and spent on various activities. Just during one quarter DTFs have shown impressive results. Many of their SHI projects are underway and we are expecting greater results in the times ahead.

Breakup of Amount Collected and Spent on SHIs by DTFs				
Province	In Cash Support by Govt. Line Departments	In Cash Support By DTF	Amount Collected from Philanthropists/ NGOs/ Individuals	Total Amount Spent
Sindh	17,900,000	417,500	641,000	18,958,500
KP	0	607,000	2,857,000	3,464,000
Punjab	634,000	2,526,000	3,304,500	6,464,500
Baluchistan	0	55000	0	55000
<b>Total</b>	<b>18,534,000</b>	<b>3,605,500</b>	<b>6,802,500</b>	<b>28,942,000</b>

Following is a detailed analysis on the thematic bifurcation of activities carried out under SHI.

Province	School Supplies	Provision of New Facilities/ Refurbishment of Existing Facilities	Distribution Campaigns	Total
Sindh	5	9	6	20
KP	2	5	4	11
Punjab	10	6	8	24
Baluchistan	0	1	1	2
<b>Total</b>	<b>17</b>	<b>21</b>	<b>19</b>	<b>57</b>

During the first quarter of 2021, DTF members have been successful in implementing **21** new projects on improving physical infrastructure of government primary schools. Moreover **19** campaigns were organized by DTFs to distribute uniforms, books, stationary, warm clothes, shoes, bags, etc. Supplies were provided to **17** Schools and a number of awareness sessions were also conducted under SHI's, which focused enrolment campaigns, medical camps and preventive measures regarding COVID-19.

# Aligning Policy and Implementation- Stakeholder Engagement

The hallmark of CGN-P's work is its continued coordination and communication with stakeholders. Efforts were made to remain engaged with key stakeholders including law makers, public representatives, policy makers and policy implementers especially those associated with public institutions at provincial and district level across Pakistan. This approach was instrumental in making the programme focus of discussions across the power corridors.

As part of advocacy and lobbying for promoting education with a focus on enrolment and retention; key stakeholders were engaged through various activities such as organizing summits, orientations, meetings and deliberations.

CGN-P utilized various platforms to communicate information about scope, impact and achievements of the TACS programme with media, donor agencies, and representatives of Provincial Ministries and Federal Ministry of Education. CGN-P involved key decision makers, government representatives and sector specialists to engage with Mohalla Committees, community members, young leaders to promote an environment of mutual learning and facilitation.

Children Global Network organized inception meetings at start of implementation with provincial education departments. Resultantly CGN-P got facilitation letters by provincial education departments that helped the implementing partners and overall programme team in many ways while coordinating with public institutions at field level.

TACS project also conducted District Education Officers Conferences at provincial level which paved ways for the Mohalla Committees to operate in close collaboration with the education department at district and union council levels.

MCs in collaboration with education departments organized enrolment campaigns for the enrolment of out of school children and also mobilized millions of rupees through education departments for provision of missing facilities in schools. CGN-P took yet another key step whereby lessons learnt from previous phase of the programme were shared with stakeholders specially the education department. Community mobilizers along with Mohalla Committee members met government representatives especially Education Department. Yet another milestone was to conduct DEO conferences in Sindh, Khyber Pakhtunkhwa, Punjab and Baluchistan.

All these initiatives were instrumental in making the programme a great success. For example Mohalla Committee Kukmang from district Abbottabad was invited by District Education Office during elections of Parents Teacher Councils and members from Mohalla Committee were added up in the new PTC. The DEO is also supporting MC members for utilization of PTC funds to improve enrolments and school conditions.

- Mohalla Committee Birir from district Chitral after the DEO conference in KP presented their school challenges to Mr. Ahsanul Haq, DEO Chitral who was very responsive. He endorsed the proposal and forwarded it to Agha Khan Rural Support Network for funds which was approved by AKRSP. Currently the repair and maintenance in GGPS Birir and GBPS Birir is accomplished.
- Mohalla Committee Lissan Nawab from district Manshera was successful in coordinating the school construction plan after the DEO conference. The process was facilitated and approved by the respective

DEO and now construction of additional room is accomplished at two Government Girls' schools.

- Mohalla Committee Misre Banda from district Nowshera was invited by Mr. Imtiaz Khan, DEO Nowshera in various school events, where MC members were provided platform to orient parents and community about their work under TACS programme as well as information on Article 25A.
- Mohalla Committee Sonwalahr II from district Jamshoro in coordination with Education department provided stationery and books to students of GPS Haji Syed Khan Gopand.
- Education department in joint meeting with Mohalla Committees Ananbostan, Mengal, Kishingi and City II from district Noshqi approved the provision of sports kits to students in their respective government schools.

The National Assembly in partnership with Children Global Network Pakistan, British Council and Pakistan Institute of Parliamentarian Services organized ILM Policy Dialogue during July 2019 in Islamabad. The main objective of this policy dialogue was to make recommendations for the effective implementation of Article 25A and strategies to enrol out of school children in Pakistan and support government efforts for SDG 4.

The Honourable Speaker of National Assembly said that the policy dialogue was first of its kind for its success in bringing together legislators and parliamentarians from the Federal and Provincial level at one platform for enrolling out of school children in Pakistan. The dialogue converged into the realization of increased interprovincial coordination for the development of the education sector. Dr. Fehmida Mirza, Federal Minister for Inter Provincial Coordination reiterated the need to make the constitutional rulings an implementable reality, as decreed in the 18<sup>th</sup> Amendment of the Constitution of Pakistan, whereby all provinces are bound to uphold their responsibilities via their ministries ordained for education. She further added that the federal government must perform its role of oversight and facilitate the provincial bodies for promoting education.

Dr. Murad Rass, Provincial Minister for Education, Punjab emphasized the need to adopt a single educational framework – with tailored curriculum and standardized examinations for all students of Pakistan.

The distinguished panellists also highlighted that better data collection and survey methods must be employed to identify and evaluate the on-ground situation and decisions should be based on facts and figures as opposed to judgements and perception.





# Responding to COVID-19 Crisis- Volunteer for once is Volunteer for good!

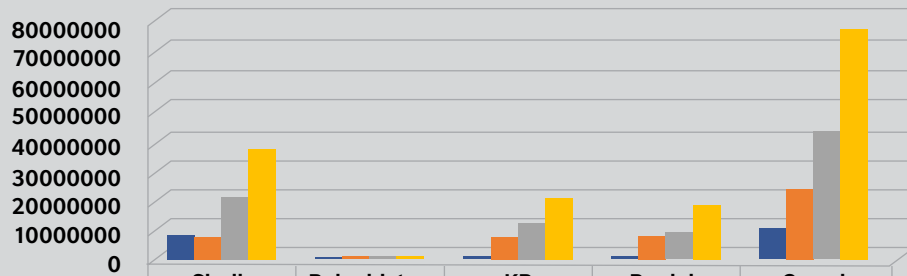
COVID-19 has posed unprecedented and unthought of crisis globally. It has also severely affected the daily life of the people especially marginalized segments of the society. Like other countries in the world, Pakistan was also badly affected by the pandemic. Due to lockdowns, fear of movement and sluggish economy; there was a huge impact on employment, businesses and all facets of life. During this crises, there were many who lost their jobs or businesses hence facing severe situations such as food scarcity, shortage of supplies and loss of hope for life. The impact of pandemic was obviously more serious on the poorest of the poor and marginalized groups of the society.

As a response to this crisis; Mohalla Committees established under ILMPOSSIBLE- Take A Child To School stepped forward to help communities with supply of food items and basic needs of life. Since 2014, these Mohalla committees are meant for education, improving retention of enrolled learners and bringing in the out of school children under the said programme which

they did with enthusiasm, energy and dedication. However, things changed altogether in the face of COVID-19 and Mohalla committees realized that they must play their role. During lockdown they did a unique contribution to the society. There are 550 Mohalla Committees in 60 districts of four provinces comprising of 15 members each who did commendable job in response to COVID-19 pandemic. Building on our long tradition of working closely with communities and promoting their well-being, the Mohalla Committees across 60 districts mobilized a variety of resources to help the communities who were in dire need. MCs across the country successfully raised funds of worth **PKR 77.1 Million** from different donors i.e. government institutions, local philanthropists, NGOs/ INGOs. Local philanthropists made their contributions out of the trust and confidence they have built overtime with regard to the transparency and impact of MCs. The graph below presents the total amount collected by MCs and spent on various activities.

MCs then conducted situation analysis at local

**Amonut Collected and Spent on Humanitarian Activities by Mohalla Committee**



	Sindh	Baluchistan	KP	Punjab	Grand Total
<b>In Cash Kind/Support by Govt. Department</b>	8120990	211000	997500	1549000	10878490
<b>In Cash Kind/Support by Mohallah Committees</b>	7808232	254500	7534611	8061902	23659245
<b>In Cash Kind/Support by Philanthropists/NGOs</b>	21196148	358000	12169719	8856136	42580003
<b>Total Amount Spent</b>	37125370	823500	20701830	18467038	77117738

level to understand the needs of different communities in terms of supplies and funds. It is noteworthy that MCs did all this work in the month of April and May, 2020 when the COVID-19 was at peak in Pakistan. Ultimately they reached 243,722 beneficiaries between 15<sup>th</sup> March and 15 June, 2020. MCs used all their past experiences of community mobilization in pursuit of this landmark achievement. Meanwhile CGN-P created a network (WhatsApp Group) of MC members and there they were able to share their achievements and experiences instantly. This approach helped them a lot to learn from each other's experience and sharing their unique insights.

MCs utilized the funds on various small scale projects such as conducting awareness raising campaigns about COVID-19, distributing personal safety kits, face masks, hand sanitizers and ration packs to the poorest families in collaboration with local philanthropists, govt. departments and NGOs/CBOs. MCs played a bridging role by engaging individuals and groups to watch video messages, and other information that British Council developed to create awareness amongst the general masses across Pakistan. MC members followed the SoPs and reached to families for awareness and support.



MCs also facilitated CGN-P to provide 1000 hygiene and educational kits to over 12000 school going children where parents were not able to provide guidance and materials for them during lockdown. MCs linked the communities and marginalized families with government schemes where they got cash and other support during

those challenging moments. MCs also connected the families to information/ advisories from state agencies from time to time.

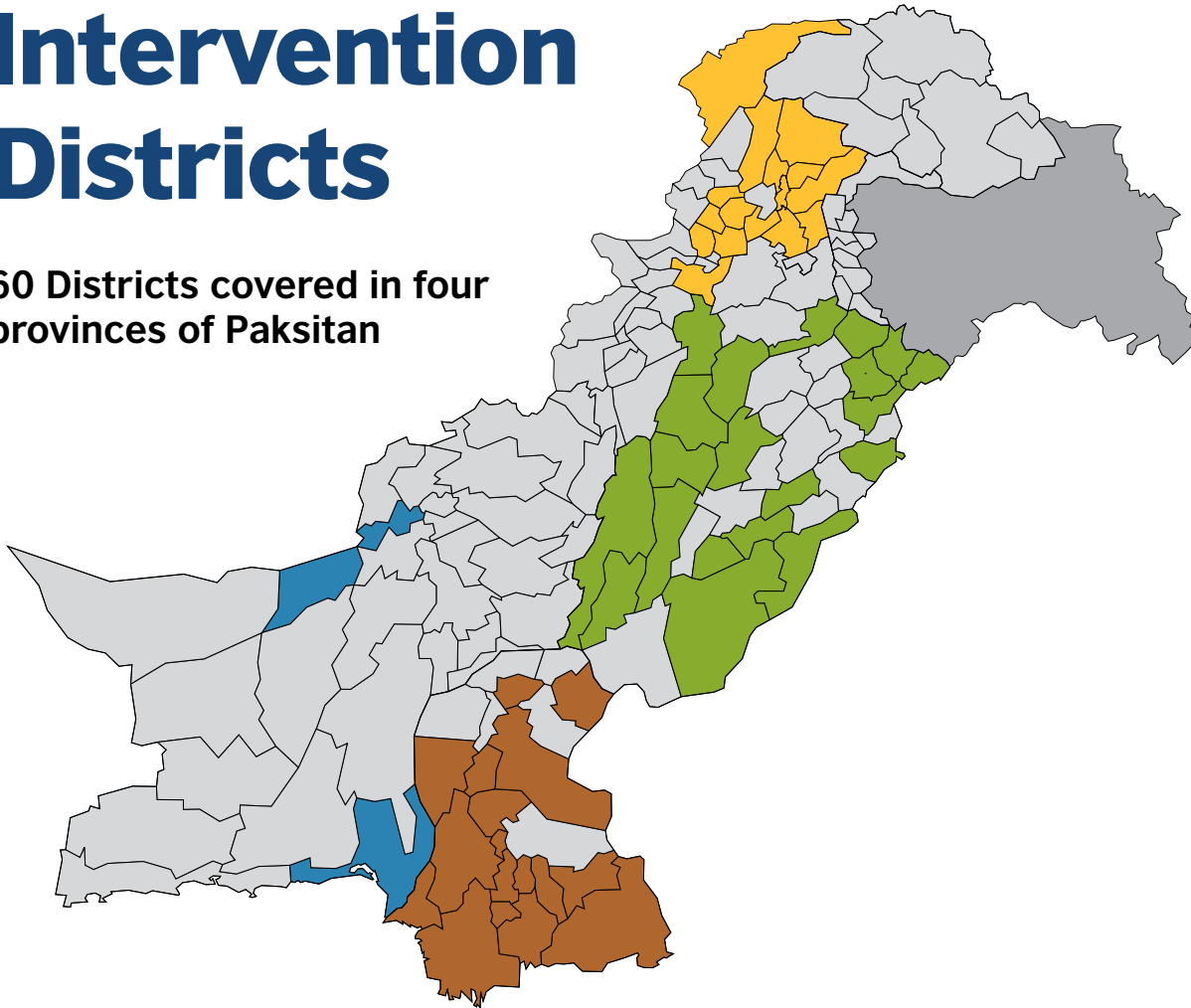
MCs faced numerous challenges while working with communities during the pandemic. One of the biggest challenges was the notion that COVID-19 is 'not real' or 'not fatal'. As a result, most of the people did not care about the virus and for them SOPs were just formalities. To address this challenge, MCs conducted 1343 awareness sessions to raise awareness amongst communities. To sum up, MCs demonstrated exceptional qualities of responding to emerging situations irrespective of its relevance to their core objective. This is what resilience is all about!



**Kohistan Lower is remote area of KP and most of people were unaware about the pandemic, hence there Mohalla Committee Dubair Bala and Dubair Khas organized a series of awareness sessions regarding signs and symptoms of corona virus and educated people regarding precautionary measures. Mohalla Committees also arranged 1500 masks on self-help basis and distributed amongst families.**

# Implementation of TACS- Intervention Districts

60 Districts covered in four  
provinces of Paksitan



Punjab	Sindh	KP	Baluchistan
1. Sheikhpura	22. Dadu	40. Kohat	58. Noshki
2. Kasur	23. Shaheed Benazirabad	41. Mardan	59. Quetta
3. Sahiwal	24. Hyderabad	42. Kohistan Upper	60. Lasbela
4. Gujrat	25. Jamshoro	43. Kohistan Palas	
5. Gujranwala	26. Ghotki	44. Kohistan Lower	
6. Sialkot	27. Khairpur	45. Peshawar	
7. Mianwali	28. Sukkur	46. Charsada	
8. Jhang	29. Shikarpur	47. Nowshera	
9. Jehlum	30. Noushero Feroze	48. Swabi	
10. Khushab	31. Sajawal	49. Malakand	
11. DG Khan	32. Thatta	50. Swat	
12. Rajanpur	33. Badin	51. Shangla	
13. Bhakkar	34. Tharparkar	52. Battagram	
14. Muzafargarh	35. Umerkot	53. Torghar	
15. Vehari	36. Karachi	54. Mansehra	
16. Bahawalpur	37. Mitiani	55. Abbottabad	
17. Bahawalnagar	38. Tando M. Khan	56. Haripur	
18. Narowal	39. Mirpurkhas	57. Chitral	
19. Bahawalnagar II(Chishtian)			
20. Layyah			
21. Lodhran			

# Finding Indigenous Solutions to Problems- Self Help Initiatives (SHIs)

## Social Action Projects planned and implemented by MCs (2018-2020)

Since 2018, Mohalla Committees formed under ILMPOSSIBLE Take a Child to School programme have been planning and executing Self Help Initiatives (SHIs) across Pakistan with the core objective to retain children enrolled in primary schools. It is encouraging to note that between the years 2018 and 2021; MCs were able to raise 114 Million PKR which was spent on various Self Help Initiatives (SHIs) over the years. The table below presents year-wise breakup of resources mobilized by MCs and spent on various projects.

Year	Amount raised and spent (Million- PKR)
2018	31
2019	32.5
2020-21	50.9
<b>Total</b>	<b>114.4</b>

During the year 2018, through SHIs the Mohalla Committees successfully mobilized and spent Rs. **31 Million** as shown in the table. The amount includes unspent budgeted allocations in the government department as well as money raised from local fundraising initiatives.

Province	Amount Spent on SAP in Rs.
Baluchistan	172,300
KP	24,211,011
Punjab	4,186,000
Sindh	2,788,350
<b>Grand Total</b>	<b>31,357,661</b>

This is a landmark achievement by MCs whereby they were able to reach **87,524** boys and girls in **516** government primary schools across Pakistan. Following table shows gender wise summary of beneficiaries in each province.

Districts	Schools	Beneficiary Boys	Beneficiary Girls
Baluchistan	45	632	805
KP	132	12587	6420
Punjab	208	24683	15621
Sindh	131	17102	9674
<b>Grand Total</b>	<b>516</b>	<b>55004</b>	<b>32520</b>

During 2019 through **566** Self Help Initiatives, the Mohalla Committees have been successful in mobilizing and spending **Rs. 32.5 Million**, collected on self-help basis as well as utilizing resources from government unspent budgeted allocations, donated by INGOs/NGOs local/ international philanthropists and community individuals.

Following is the breakup of SHI amounts spent on provincial basis:

Province	In Cash Support by Govt. Line Departments	In Cash Support By Mohalla Committees	Amount Collected from Philanthropists/ NGOs/ Individuals	Total Amount Spent
Sindh	1,24,000	767,000	28,216,70	3,712,670
Baluchistan	14,00,000	400,000	477,000	22,770,00
Punjab	1,163,500	4,217,625	33,954,45	87,765,70
KP	3,926,800	280,500	13,527,500	17,734,800
<b>Grand Total</b>	<b>6,614,300</b>	<b>5,665,125</b>	<b>20,221,615</b>	<b>32,501,040</b>

It is worth noting that the enthusiastic Mohalla Committee members and volunteers were able to reach **68,750** direct beneficiaries boys and girls through **380** government schools across Pakistan. Following table shows the beneficiaries of SHIs gender wise and province wise.

Province	Boys	Girls
Baluchistan	803	1785
KP	7528	2417
Punjab	18525	16684
Sindh	14170	6838
<b>Grand Total</b>	<b>41026</b>	<b>27724</b>

Between November, 2020 and March, 2021; through **463** Self Help Initiatives, the Mohalla Committees have been successful in spending **Rs. 50.9 Million**, raised on self-help basis as well as utilizing resources from government unspent budgeted allocations, donated by INGOs/NGOs local/ international philanthropists and community individuals.

Following is the breakup of SHI amounts spent province-wise:

Breakup of Amount Collected and Spent on SHIs				
Province	In Cash Support by Govt. Line Departments	In Cash Support By Mohalla Committees	Amount Collected from Philanthropists/ NGOs/ Individuals	Total Amount Spent
Sindh	13628700	980300	4486150	19095150
KP	3192530	826650	21635450	25654630
Punjab	409300	2754132	2444268	5607700
Baluchistan	0	276000	334000	610000
<b>Total</b>	<b>17230530</b>	<b>4837082</b>	<b>28899868</b>	<b>50967480</b>

Mohalla Committee members have shown outstanding performance hence reaching **81,463** direct beneficiaries boys and girls through **412** government schools across Pakistan. Following table shows the beneficiaries of SHIs gender wise and province wise.

Direct Beneficiaries - Boys & Girls				
Province	Boys	Girls	Total	
Sindh	11178	7815	18993	
KP	19512	8524	28036	
Punjab	14552	15345	29897	
Baluchistan	1831	2706	4537	
<b>Total</b>	<b>47073</b>	<b>34390</b>	<b>81463</b>	

The contribution of MCs has been immense over the years in relation to project planning, implementation, raising awareness amongst communities and ensuring distribution of critical school supplies and materials to enable the process of the teaching and learning. A total of 687 infrastructure projects were initiated whereas 399 distribution events were held whereby students received number of learning aids and supplies. With the help of 287 awareness sessions, MCs made strenuous efforts to raise awareness about education with a focus on girls education.

Year	New Projects Infrastructure implemented by MCs	Distribution Ceremonies	Awareness sessions
2018	241	132	157
2019	221	113	46
2020-21	225	154	84
<b>Total</b>	<b>687</b>	<b>399</b>	<b>287</b>



# KHYBER PAKHTUNKHWA (KP)



**18** Districts

**164** Mohalla Committees

# Paving the way to spread the light of knowledge- Challenging the storm of conventional norms!



Nasrat Bibi (age 8 years) belongs to District Kolai Pallas Kohistan located in the Union Council Batera. She got enrolled in the school during the year 2019. Nasrat's family comprises of 10 members including herself, five sisters, two brothers, and her parents. Her father is about 49 years old and does farming as well as unskilled labour. Her parents never attended school. Nasrat and her siblings are attending a local school which is actually for boys however girls also attend the school depending on the willingness of their parents. In Nasrat's case, it was the effort of Mohalla Committee volunteers who changed her course of life.

While narrating her story, Nasrat said her father was not in favour of enrolling his daughters in boys' school because the concept of girls education is very rare in the village hence parents mainly prefer boys' education. However, Nasrat was lucky that one of her relatives (volunteer) convinced her father that most of girls recently enrolled in said school and it will be beneficial for his daughter in terms of reading Holy Quran and other religious books easily and this was the turning point in Nasrat's life and she got admission in the school. Now Nasrat,

her sisters along with two younger brothers are attending school regularly. The project team also provided different games items and storytelling books which is a plus point for the children.

The story of Nasrat is the story of all the girls living in the Kohistan area. She lives in a mountainous area where accessing a school facility is inherently difficult and more so for girls for whom the social norms are more defiant than the physical barriers. In essence, there was little sign of girl's education in their village whereas boys were attending school. Nobody was interested in girl's education due to local norms and values.

The project team along with local volunteers and Mohalla Committee members conducted sensitization sessions with parents regarding importance of girl's education. Eventually the programme team ensured their admission in schools and now things have changed for the girls of this village altogether. As a result of this initiatives at least 15-20 girls have been enrolled who are now attending school regularly. Other parents are now also taking interest to enrol their daughters who are still out of school.

Nasrat has a big dream for her life. She wants to become a doctor if she is fortunate enough to continue her education beyond primary level. Nasrat is afraid that if secondary level education facility is not available in her village, she may not be able to move outside village due to socio-cultural restrictions. She is still determined that once she gets a good education she will be able to change the fate of her family.

# District ABBOTTABAD

## MOHALLA COMMITTEES

Dalola; Pattan Kalan; Bagh; Boi;  
Kukmang; Pind Kargo Khan;  
Pawa; Sherwan; Namli Maira.



## DISTRICT HIGHLIGHTS

- Mohalla Committees sensitized community regarding free education in the light of Article 25-A.
- MCs provided support in implementation of theTACS programme and succeeded in enrolling 3,050 out of school children.

### Achievements of Mohalla Committees:

- MCs have identified several missing services related to education in their communities and conveyed this to the education department.
- MCs have developed a strong relationship with all primary schools in their UCs by participating regularly in their monthly PTC meetings.
- MCs have worked to mobilize youth and encouraged them to play a vital room in their community.

This is the story of two schools where space was limited and the process of teaching and learning was badly jeopardized. The biggest challenge was availability of funds. So let us explore what magic worked here!

Government Public School Palarwai, Dalola did not have adequate space to accommodate all students. The Dalola Mohalla Committee (MC) worked with the school management to secure funding of PKR 1.6 million from the education department for the construction of two additional rooms in the building.

Similarly the building of Government Public School, Barwala had collapsed during an earthquake in 2005. As a result students did not have a classroom with a roof. MC Pattan Kalan raised Rs. 37,500 and constructed a sheltered space for the young learners



# District BHATTAGRAM

## MOHALLA COMMITTEES

Banian, Gijbori, Khair un Nas, Kuzabanda, Paimal Sharif, Peshora, Shumlai, Tikkia, Rajmera



Mohalla Committee Peshora started its work in Union Council (UC) Peshora, District Bhattagram, Khyber Pakhtunkhwa in 2018. This particular UC is quite scattered with somewhere between 5,000 to 6,000 households located 10 kilometres away from the main city. The schools are not only at distant locations from the households but also lack basic infrastructure. The school in Village Sham Seri, for instance is unable to cater to the needs of the 400 children in the village and surrounding hamlets. The village only has, what is known as a maktab school, i.e. a school with only one teacher and no roof.

In order to raise awareness about this issue and mobilize the community, Peshora MC under the leadership of Mr. Khayal Muhammad organized a community meeting in the village. Realizing the importance of this issue, one of the community members stepped forward to donate his house for the school. With the help of volunteers from the community, the MC enrolled 45 students in the new school (including 18 girls). Now the MC is focused on making sure these kids remain in school and more students get enrolled as well. The MC is constantly arranging awareness sessions in the community about the importance of education and is in the process of starting a fundraising campaign to build a proper school in the area.

Lighting schools ... enlightening the society... MCs installed solar systems in two schools by investing PKR 349,000



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	MC Banian	Whitewash	101	20,000
2	MC Gijbori	Drinking Water Supply Scheme	63	200,000
3	MC Khair un Nas	Drinking Water Supply Scheme	145	240,000/-
4	MC Kuzabanda	Repair work	134	60,000/-
5	MC Paimal Sharif	Struggle for Girls Middle school in Paimal Village	150	--
6	MC Peshora	Building for GMPS, Sham Seri	67	--
7	MC Shumlai	Installation of solar system	85	175000/-
8	MC Tikkia	Installation of solar system	63	173,000/-
9	MC Rajmera	Construction of additional classroom	78	800,000
		<b>TOTAL</b>	<b>886</b>	<b>1,020,000</b>

# District CHARSADDA

## Mohalla Committees paving ways for children to attend school!

Mohalla Committee Sholgara-II is working in Village Hisara Akbar Abad, UC Hisara Yaseenzai to combat dismissal rates of school enrolment in the village. The major source of employment in the village is daily wage work on neighbouring farms. People are therefore, unable to afford an education for their children and in most cases these children spend their day helping their parents in the field or at the house. Since the main entrance of the village is often inundated by an overflowing drain, it becomes very difficult for children while crossing it to reach their school. This discourages parents to send their children to school. The school is at the outskirts of the village which particularly discourages parents to let girls attend school as they are concerned about safety. These factors result in low attendance at the school and even dropouts.

The MC organized the community around fixing the entrance to the village and raised awareness about the importance of education. While the community members realized the importance of fixing the entrance; they were faced with financial constraints. Hence they volunteered and agreed to do physical labour in order to fix the entrance.

The entrance to the village now has a more robust drain, which is deeper and has slabs on the side that prevent it from overflowing. In addition to that the path over the drain has also been fixed. This has not only helped increase children's' attendance at the school but also other people in the village use this pathway to move around easily. The MC is now focused on raising awareness among the community to enrol their children, particularly girls, in school. In addition to that MC also monitors the retention of children at the school.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Khanmai 2	Enrollment walk in community	--	3,000
2	Dosehra	Provided school with a solar panel and UPS	260	200,000
3	Sholgara-2	Side wall and drainage repair	163	22,500
4	Sholgara-3	Ground filling and levelling	148	8,000
5	Khanmai	Water drainage system and school building repair work	138	12,000
6	Rokhana Sabawoon	Repair work in school	60	15,000
7	Ghunda Karkana	Provision of clean drinking water	239	12,000
8	Shiekho	Water pump motor installation	160	15,000
9	Rajjar-2	Ground filling at school	630	25,000
		<b>TOTAL</b>	<b>1,798</b>	<b>312,500</b>

## MOHALLA COMMITTEES

Khanmai 2, Dosehra, Sholgara-2  
Sholgara-3, Khanmai, Rokhana  
Sabawoon, Ghunda Karkana  
Shiekho, Rajjar-2



Water is life...Education is lifeline. MC ensures that the life of future leaders is safe and sound.



# District HARIPUR

## MOHALLA COMMITTEES

Kohsar, Soul, Shaheen, Ghanger,  
TDO, KDS, BDS,



## DISTRICT HIGHLIGHTS

- Mohalla Committees sensitized community regarding free education in the light of Article 25-A.
- MCs are actively working to address the needs of out of school children.
- MCs have provided several missing services related to education in their communities and conveyed their needs to the education department.
- MCs have developed a strong relationship with all primary schools in their UCs by participating regularly in their monthly PTC meetings.
- MCs have worked to mobilize youth and encouraged them to play a vital role in their community.

### OUTSTANDING MC MEMBER

Mohammad Ramzan is an active member of Pind Kamal Khan MC. In order to increase primary school enrolment in his community, he personally identified and reached out to households with children who are out of school. He convinced their parents and managed to get 10 of those children enrolled in the school. GPS Pind Kamal Khan only had 3 teachers for a total of 165 students. Mohammad Ramzan started working as a teacher in order to balance the student teacher ratio in his community.



# District MANSEHRA

## MOHALLA COMMITTEES

Sawan Mera, Madagucha, Lissan Nawab, Phulra, Lissan Thakral, JabbarGali, Kewai, Basala, Bhogarmang



### Re-opening the doors to future!

According to the FAFEN Report, UC Phulra had a huge number of out of school children. A team of community activists, comprising of 12 members was constituted. With mutual consensus, volunteers were trained to collect data of out of school children. During the survey it was identified that the school for the community, GPS Bandi Ghulam Haider had been closed because of low enrolment. Chairman of Taleemi Mohalla Committee organized a meeting with the Department of Education. After necessary verifications, the department approved re-opening of Government Primary School Bandi Ghulam. Currently 50 children are attending the school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS
1	Sawan Mera	The SawanMera Mohalla Committee provided free stationery to 200 students and sports equipment to different schools. Construction of classroom at GGP School, Seri Masand
2	Madagucha	The Madagucha Mohalla Committee provided furniture to 5 schools of Union Council Jabbardevli. It also provided one volunteer teacher for GPS Taar
3	Lissan Nawab	Provided stationery and sports equipment. Provided alternate building when the original was under construction. Construction of classrooms at GPS, Shrohta
4	Phulra	Built washrooms. Provided handpumps, Reopened GGP School, Bandi Ghulam Haider
5	Lissan Thakral	Constructed boundary wall of GPS, Lunda more buffa. Organised sports event for students
6	JabbarGali	Provided vehicles to students of CMGH School, Jabbar Devli. Also initiated college classes
7	Kewai	Managed the building of GMP School, Nehan Paris
8	Basala	Mobilised funds for new building of GP School, Basala. Generated 30,000 to get land for a track at school
9	Bhogarmang	Donated 4 kanal land for GGM School, Bakki. Provided new building for GP School, Bakki

# District PESHAWAR

## MOHALLA COMMITTEES

Lakarai Kaniza, Palosi Maqdarzai, Shahi Bala, Gharibabad, Abdara, Sufaid Dheri,



### Inspirational Volunteers

Haroon Khan resides in a small village in UC Palosi of Peshawar District. UC Palosi is divided into 4 small villages and Haroon Khan belongs to Parosi Maqdarzai. He was also the Nazim of Palosi Maqdarzai. In the larger community meeting he was selected as Chairman of the MC. Haroon Khan felt that Palosi Maqdarzai needed a playground. He collected funds from the government department and got donations from MC members and raised Rs. 30,000 to buy sports equipment. He contacted a villager to donate the land adjacent to school. Due to this, children are happy as they have a clean and safe playground nearby.

Shakeela Kamal works as a teacher at Government Girls Primary School. One of the tasks for the committee was to organise an enrolment walk with female students. At first, the task looked easy but when TACS team visited the schools, they refused. Shakeela Kamal acted as a bridge between TACS team and the Education Department. A meeting was scheduled with Samina Ghani DEO and Hafsa DDEO to discuss the plans. Miss Shakeela took permission from the student’s parents and also from the Circle Office of Hyatabad. On 27th September the Enrolment Walk was materialized.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Lakarai Kaniza	Guard tower in the school	300	5,000
2	Palosi Maqdarzai	Boundary wall repairing	120	1,000
3	Palosi Maqdarzai	Playground for village	150	30,000
4	Haji Banda	Whitewash school building	150	9,600
		<b>TOTAL</b>	<b>720</b>	<b>45,600</b>

# District SWABI

## MOHALLA COMMITTEES

Naway Sahar, Khushboo, Roshni  
Khidmat e Taleemi, Khidmat e  
Kalaq, Sabawaon, Baidari Taleem,  
Taleemi Jarga, Ujala



### Leading from the front! The role of Mohallah Committees

Bahadur Sher has been working as the Head of MCs in his vicinity. He took many initiatives. He helped in installation of solar panels in GPS, Patia and planting 2000 plants in 2018. He also held awareness sessions on right to information and right to services.

He participated in the district enrolment walk and organized the same at UC Level to minimize the ratio of out of school children (OOSC). His team enrolled 400 OOSC in the year 2018 and 150 in the year 2019. Being an executive member of the Mohalla Committee he also took initiatives in his neighbourhood. To retain the newly enrolled children, his committee organized sports week to engage those children in games. He also distributed Ramadan packages to 105 needy families and organised awareness sessions on education and dengue.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Naway Sahar	Provided 110 uniforms in 10 Government Girls Schools	110	55,000
2	Khushboo	Installed Solar Systems	55	175,000
3	Roshni	Distributed uniforms and planted 10,000 trees	900	100,000
4	Khidmat e Taleemi	Constructed classrooms	60	800,000
5	Khidmat e Kalaq	Installed hand pumps for clean drinking water	331	200,000
6	Sabawaon	Installed solar panels in classrooms	244	175,000
7	Baidari Taleem	Distributed 100 uniforms	100	50,000
8	Taleemi Jarga	Started summer camps to engage students	229	45,000
9	Ujala	Constructed classrooms	45	800,000
		<b>TOTAL</b>	<b>2,074</b>	<b>2,400,000</b>

# District SHANGLA

## MOHALLA COMMITTEES

Roshni, Ittefaq, Shaheen, Khidmat Khalq, Alfalah, Khair Khigara, Sahara,



### School resumes with the efforts of UMEED MOHALLA COMMITTEE

Established in 1988, the Government Boys Primary School is located in the upper portion of the mosque in Angan Cham. At that time the school had 128 students and 2 teachers. In 2006 the education department decided to fund the construction of a separate building for the school. The site where the school was constructed also had an 1100 volt PESCO electric line and 200 kilowatt transformer. Neither the education department nor PESCO shifted the electric line. In 2016 the school building was completed with the electric line still passing through the school. This was a grave danger for over 320 children and 9 teachers at the school. In October 2019 a short circuit in the transformer left one teacher and 6 children injured.



After this incident parents refused to send their children to this school until concrete action was taken about the high voltage electric line passing through the school. The school remained closed for a few days. In the same month the Mohalla Committee Umeed in UC Lilowani held a meeting with the education department, PESCO, and the Deputy Commissioner Shangla to resolve the issue.

After some discussions the deputy commissioner approved the funds PESCO needed to shift the electric line away from the school. After one week children were able to resume their classes in the school. This was a sign of safety for parents as well and they were comfortable sending their children back to school.

### OUTSTANDING MC MEMBER

Khalil Ur Rahman belongs to Village Basi in UC Alpuri, District Shangla. He is an active member in his Union Council and has been part of numerous projects under Sarhad Rural Support Program (SRSP). Most of the people in his village work on daily wages at the nearby coal mine. The local Government School does not have enough space to accommodate all students and they often have to sit in the corridors of the school. This is a huge factor in students dropping out of school.

Khalil met with the landlord who owned the land adjacent to the school and convinced him to donate part of it to the school. Additionally, he sought approval from the education department to provide funds to construct new classrooms on that land. Due to his efforts the education department has agreed to fund the expansion of the school. Khalil says that he is going to continue to spread awareness about the importance of education in his village and make sure that every child in his village goes to school.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	FUNDS (PKR)
1	Umeed	Construction of boundary wall	370,000
2	Ittefaq Khidmat e Khalq	Construction of classroom	600,000
3	Shaheen Roshn	Purchased land for school	1500,000
4	Khidmat Roshni	DWSS in GPS Alpuri	150,000
5	AlfalahPukari Taleem	Construction of washroom GPS, Larai Pir Khana	300,000
6	Khair KhAl Falah	Micro hydel power installed	800,000
7	SaharaAl Falah	Construction of street to school	1,100,000
8	Umeed Khair Khigara	Link road constructed to school	500,000
<b>TOTAL</b>			<b>5,320,000</b>

# District SWAT

## Bringing girls back to school- Mohallah Committee finds solution

Naseem Wajid -a renowned activist of his area and Chairman of Brekhna Mohalla Committee is also District Task Force member in Swat. His Union Council Shah Derai is 30 Km away from Kabal Chowk of Tehsil Kabal. Most of the people in this area work on farms for daily wages and have had no proper schooling. The Government Girls Primary School in Shah Dairi had collapsed due to an earthquake. The students at the primary school had to take classes in the middle school in the afternoon instead. Most of the parents did not feel comfortable sending their daughters to school in the middle of the day. Naseem and his MC visited the primary school to assess the damage and held meetings with the District Education Officer to release funds for its restoration. They were successful in securing funding for five classrooms for the primary school. Work on the site has already begun. Naseem hopes that he will be able to persuade the parents of girls to enrol them in the school again who dropped out of school in his community due to the persistent issue of the building which has been resolved now.



### MOHALLA COMMITTEES

Roshni, Brekhna, Bishmillah  
Totano Bandai, Galoch, Itihad  
Sher Khan Shaheed, Tall Dardyal  
Shaheen



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS
1	Roshni	Distributed notebooks in GP School, Dhero. Conducted an enrollment campaign at UC level.
2	Brekhna	Construction of classroom and installation of 2 hand pumps at GP School, Shah Derai
3	Bishmillah	Conducted a cleanliness and enrollment campaign at UC level.
4	Totano Bandai	Distributed notebooks at GP School, Ghakhi Bandai.
5	Galoch	Conducted an enrollment walk.
6	Itihad	Installed dustbin across the UC.
7	Sher Khan Shaheed	Distributed notebooks and school bags at different schools in UC.
8	Tall Dardyal	Distributed uniforms at GP School, Tall. Also distributed notebooks at GP School, Dardyal
9	Shaheen	Conducted an enrollment walk at UC level.

# District TORGHAR

## MOHALLA COMMITTEES

Bartooni, Dour Maira, Dadam  
Darbani, Judba, Shagai, Shahdag  
Tillisyedan, Gari Hassan Zai



### School resumes with the efforts of UMEED MOHALLA COMMITTEE

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6	Khair KhAl Falah	Micro hydel power installed	800,000
7	SaharaAl Falah	Construction of street to school	1,100,000
8	Umeed Khair Khigara	Link road constructed to school	500,000
		<b>TOTAL</b>	<b>5,320,000</b>

# BALUCHISTAN



**03**

**Districts**

**31**

**Mohalla Committees**

# “The journey continues!”

## An inspirational story from Baluchistan



Saeed Ahmad (age 26) is a young and energetic man with lots of aspirations. He has been part of active citizens' programme and his group has won a national level award as well. He is secretary of Mohalla Committee Qaziabad and member of District Task Force (DTF). He has fully devoted himself for bringing change in the lives of youth in Noshki, Baluchistan.

During an interview Saeed said “I am an active citizen and now a volunteer of Take a Child to School project. Since my first training; I along with my friends have carried out lots of Social Action Projects in our area. We have brought a reasonable change in the behaviours and perceptions of our youth and community at large. We succeeded to implement and run successful social action projects which helped us motivate people to think about change in the society”.

Saeed further added that the local people did not have an idea about the power of collective action which can bring great impacts without any cost. What matters is a collective wisdom and action. While the villagers were concerned about out of school children, they did not have any clue of how to enrol all those children. One day Saeed was contacted by the team of Azat Foundation and they discussed about the TACS project. This was a point of departure for Saeed and the rest of the story unfolded with wonders. He shared the idea with his friends merrily and got 15 young volunteers registered for the 3-Day TACS capacity building workshop.

Saeed mentioned that after attending the workshop, he had a meeting with his group and identified out of school children. They divided areas and went door to door to meet the parents of those children who were out of school. They explained about TACS project and how their children can benefit from the project intervention. To begin with, parents were quite reluctant but gradually they started appreciating the efforts of youth for education in the village. While some parents were reluctant due to low standard of government schools, the group gave them a hope about future plans on improving government schools as public entities. The team also distributed school bags amongst 45 children. Saeed further added and said, “We engaged community elders and Members of Mohalla Committee with us, we held meetings with the head teachers of girls' and boys' schools. They assured us of their full support in this regard but they also highlighted the issue of missing facilities in the schools like unavailability of drinking water, toilets and teaching materials etc in their schools. We assured them that Mohalla Committees will earnestly work to highlight those issues and will find solutions for those as well”.

Finally the group was able to enrol 100 children in the nearest Government schools. The group is paying regular visits to these schools and sometimes the team takes parents along to check the progress of their children and meet the teachers. The journey continues!

# District NUSHKI

## MOHALLA COMMITTEES

Kishingi, Bulghani, City II, Badini,  
Jamaldini, Mengal, Qadir Abad  
Anam Bostan, Mall



### Brightening girls' future

The village of Killi Dedar in the Union Council Mall has not received adequate attention from the state education department. As a result, female education has remained a particularly neglected issue in the village. There is low motivation among the community for sending girls to school. The MC met with community leaders in order to gain a better understanding of the issue. During these meetings it was highlighted that it is socially unacceptable for girls in the village to attend co-educational classrooms. Therefore, in the absence of a girls-only school, female enrolment remained low. The MC collaborated with an NGO called Global Partnership for Education and started working on constructing a school building for girls in the village. They met community members to gather resources for school building. As a result, a community member granted a portion of his land free of cost for the school building. While the construction of this school is underway, the MC arranged a temporary classroom for girls at the house of a local resident named Mr. Mohammad Usman. The future of girls is bright now!



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Kishingi	Constructed 60 foot boundary wall for GHS, Khairazi	134	20,000
2	Bulghani	Constructed water tank for GMS, Bulghani	70	10,000
3	City II	One electric water cooler for GHS, Jamalabad	130	8,000
4	Badini	40 desks for students at GMS, Tareez	40	2,000
5	Jamaldini	Painted GH School, Jamaldini	149	10,000
6	Mengal	Science lab equipment for BHS, Mengal	38	--
7	Qadir Abad	Painted GMS, Qadir Abad	78	13,000
8	Anam Bostan	20 desks for students at PS, Sardar Samad	39	--
9	Mall	Constructed one classroom with boundary wall at PS, Dedar	83	4,000
		<b>TOTAL</b>	<b>761</b>	<b>67,000</b>

# District QUETTA

## MOHALLA COMMITTEES

Shahdinzai, Kechibaig, Mengal Abad, Female Activists, Balilee



### Little by little, they are building future

The Mohalla Committee Kechibaig worked to improve the status of educational provision in their community. During the meetings of the MC, it was decided that the primary focus of their efforts would be on making sure that current students do not drop out of schools. The MC decided that one way to achieve higher school retention would be to improve the state of existing school facilities. The MC members identified several key areas in this regard. They noticed that quite often students drop out of school when their parents are unable to afford their school supplies. Thus the MC identified 100 needy students in their area and provided them free stationery and school bags.

The MC also noted that the state of the school building was quite poor. They carried out fundraising activities in their community and managed to collect Rs. 16000 through this initiative. This money was used to install a water tank in the local school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Shahdinzai	Repaired two washrooms in GGMS, Killi Khali	180	18,000
2	Kechibaig	Installed of water tank with connection in GGPS, Chakul Mina Khan	150	23,000
3	Mengal Abad	Constructed of wall for on one side of GBPS, Mengalabad	175	17,000
4	Female Activists	Added a room partition in classroom at GPS, Lal Abad	70	12,000
5	Balilee	Arranged for covered shelter for students of GPS, Chiltan Gali Sariab	80	9,000
<b>TOTAL</b>			<b>655</b>	<b>79,000</b>

# District LASBELA

## MOHALLA COMMITTEES

Kathore, Junobi Welpat, Shumali Welpat, Shumali Welpat 2, Gadore 1, Gadore 2, Kannar, Wahyara, Bela City



### Where there is a will- there is a way

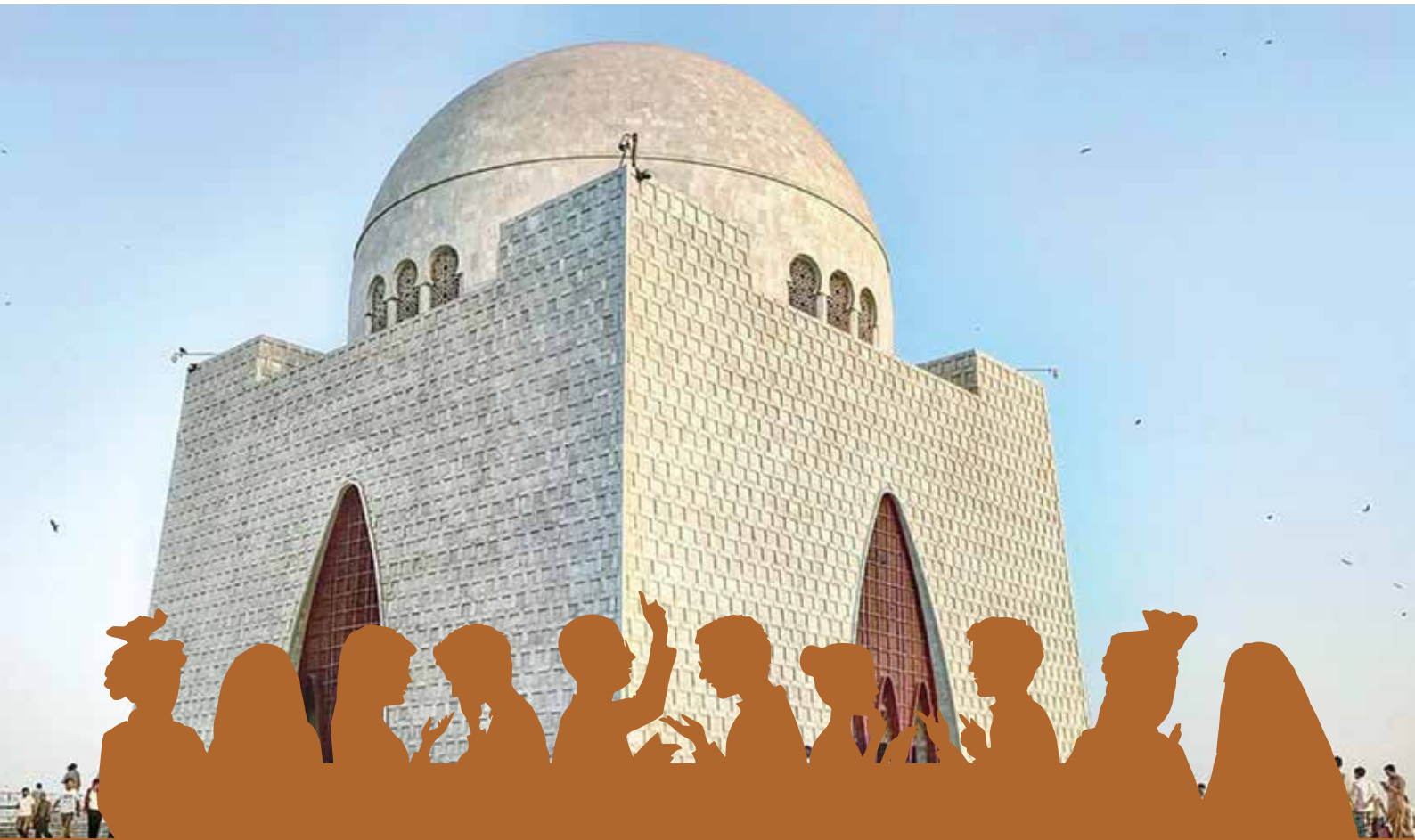
Since the last year, Mohalla Committee Wayara (MC) has been working to resolve some of the most pressing issues around education in Union Council (UC) Wayara, Labella, Baluchistan. The main vocation in the UC is fishing. Most of the families there do not have the means to enrol their children in school and instead put them to work. In particular the likelihood of girls attending school is very low. Another factor contributing to low enrolment in schools is the fact that the schools are located at distant places. The education department has also closed a number of schools due to low enrolment. Government Boys Primary School (GBPS) in Rata Larha Siyarani is one of the schools that was closed by the education department. The school building was completely damaged during an earthquake. MC met with a number of people in the community to discuss the reopening of the school and persuade them to enrol their children once the school is open. MC also spoke to the education department on behalf of the community and submitted a proposal to the Organization for Social Development Initiative (OSDI). OSDI approved a grant of PKR 30,000 to construct a temporary shelter so that the children can start their schooling. MC then asked Haji Navid Hashmi, District Education Officer, to assign a qualified teacher to the school and register it in Baluchistan Education Management Information System. Ghulam Hussain, a volunteer from the community started teaching the 84 children who got enrolled due to the efforts of the committee. MC is now working to upgrade the infrastructure of the school and get more teachers onboard.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Kathore	Sports Kits For 2 schools and provided stationary among 30 students	170	80,000
2	Junobi Welpat	Computers for Govt Primary school Siri wari. Provided note books to 20 students	95	100,000
3	Shumali Welpat	Provided clean water to school, also provided notebooks to 25 students.	175	600,000
4	Shumali Welpat 2	Renovation of Govt School Wakeel Chib.	55	30,000
5	Gadore 1	Water Facility in School and note books provision in 2 schools to 42 students	345	42,000
6	Gadore 2	Facility of Washroom with collaboration of Wash project	85	100,000
7	Kannar	Construction of Washrooms with the Help of Govt. Notebooks provided in schools to 26 students.	935	2,113,000
8	Wahyara	Stationary provision to 3 Schools to 50 students	84	30,000
9	Bela City	Provision of Books in 4 schools among 50 students shelter to one school,	97	47,000
		<b>TOTAL</b>	<b>2,041</b>	<b>3,142,000</b>

# SINDH



**18** Districts

**173** Mohalla Committees

# Changing minds means changing the world!



Reno Bheel the dweller of a countryside remote village in Matiari; head of a nine-member family and father of six children, had never ever thought that anyone of his family member would get any education. But change takes its own way to happen and ultimately unfolds with results-unthought of. That is what the story of Reno is all about.

Reno belongs to a family that is semi gypsy in nature mainly making their living from making and selling baskets out of wood sticks. The earning from the traditional vocation was only to fulfil the need of two-time meals. Therefore, they could not build their permanent home in any one place.

When ILMPOSSIBLE-TACS volunteers paid a visit to the village Kot Shams Din, Matyari, they came across Reno and asked him to enrol his children in the school. At first, it looked strange to him and he said; *“how come, education matters for us! neither my forefathers nor I have seen the school in our lives, and we are ladari( migrator), sometimes here and sometimes there!!”*

In this situation, ILMPOSSIBLE-TACS team was encountered with two big challenges i.e. how to change the mindset and secondly how to take care of the migratory nature of the family. As a strategy, on the one hand, they motivated Reno

by explaining to him the benefits of education and that it can be attained by anyone even if it is not a family tradition. On the other hand, the team approached the village feudal to allow Reno reside in one place for at least by the time his child has completed primary education in the village. As they say- if there is a will there is a way!! The efforts of volunteers overcame both challenges. Now three out of six children are attending School. In a recent conversation, Reno expressed his views in these words, *“We were unaware about the importance of education and never thought that our children can ever go to school as our family tradition dictated. Today with the support of the volunteers, our thinking has changed and now my son Chand and two daughters Mamta and Bhuri are regular in school. With this change in the family tradition, my relatives have also got inspiration from me and my children- thanks to the programme”.*

In essence this is not the end but just the end of a positive beginning that will lead to major changes hence transformation for the whole family. The vision of Reno has now reached different heights. He has started dreaming of a better life for his children, he assures *“what may come now in my way I will try my level best to educate my children and I hope that one day they will be able to attend Jamshoro (University).*

# District BADIN

## MOHALLA COMMITTEES

Dadu-1, Dadu-4, Makhdoom  
Billawal, Pir Mashaikh, Phulji  
Station



### Giving patronage to knowledge seekers!

District Badin suffers from a high incidence of poverty, low levels of literacy and a lack of importance attached to women's education. The Roshan Mustaqbil MC, led by Chairman Syed Meherban Shah, focused on solving some of these issues. The MC focused on the helplessness of out of school children in transitioning back to school. In order to ease their access to education, the committee established the Roshan Mustaqbil Tuition Centre. They reached out of school children, in particular girls, and encouraged them to attend the centre. The MC managed to hire two teachers from the local community who agreed to volunteer at the centre. They also successfully raised funds from within the community in order to provide students with the required class materials.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Nindo	Arranged chairs for 40 students	40	5,000
2	Roshan Mustaqbil	Opened free tuition center for OOSC and enrolled 47 children	47	--
3	Muhammad Khan Bhurgri	Installed a solar panel at school which lead to increase in attendance by 25%	55	--
4	Pahar Mari	Arranged potable water for 80 students at school. Installed a solar system which increased attendance at school by 40%.	146	3,000
5	Taleem Dost	Distributed stationery kits to 53 students.	53	--
6	Abdullah Shah	Arranged uniforms for 40 students of GBSS, Sachal Nohrio	40	5,000
7	Mithi 3	Provided drinking water for 57 students	57	--
8	Chakar Panhwar	Provided school uniforms and school bags to 34 students	34	2,000
<b>TOTAL</b>			<b>472</b>	<b>15,000</b>

# District DADU

## MOHALLA COMMITTEES

Kathore, Junobi Welpat, Shumali Welpat, Shumali Welpat 2, Gadore 1, Gadore 2, Kannar, Wahyara, Bela City



### Creating an enabling environment for young learners

Mohalla Committee Moundar visited the Government School at Moundar and discovered that the school does not have adequate furniture. The MC mobilized the community around this issue through an awareness campaign. The MC organized meetings in the community and asked the people to participate in solving the issue. The efforts culminated in a fundraising campaign where, through its advocacy, the MC was able to raise PKR 25,000 to provide 10 benches at the Government School.

Additionally, the MC is working towards developing a stronger connection between teachers and parents so that they can take more ownership of the school. The classroom environment at the school has improved tremendously after the addition of furniture. Moreover, the community is now looking to make further improvements in the school so that young learners are more inclined to stay in school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Dadu-1	MC members provided 2 solar fans and one solar panel for two classrooms of Government School at Abdullah Pahwar.	90	16,000
2	Dadu-4	MC members provided two solar fans for Government School in Soomrabad. Additionally, MC members contributed money to provide stationery for 30 boys and 30 girls at the Government School at Main Chano Shahabad.	60	9,000
3	Makhdoom Billawal	MC members raised funds to provide stationery 40 boys and 40 girls at the government school at Mako Panhwar.	80	5,000
4	Pir Mashaikh	MC members raised funds to provide stationery to 30 boys and 70 girls at Government School.	100	5,000
5	Phulji Station	MC members provided one cupboard, ten plastic chairs, four study tables and 300 different types of books at Government School, Main Campus, Phulji Station.	1,000	15,000
		<b>TOTAL</b>	<b>1,330</b>	<b>34,000</b>

# District GHOTKI

## MOHALLA COMMITTEES

Dadu-1, Dadu-4, Makhdoom  
Billawal, Pir Mashaikh, Phulji  
Station



### Help yourself and change your world!

Al Ghousia MC took several initiatives to improve the state of health and education in district Ghotki. In order to encourage parents in their community to enrol their children in school, the MC organized awareness walks in different villages in UC Kamoon Shaheed. Through their campaign 1600 out-of-school children were enrolled into 26 different schools in the UC. In order to provide resources to their local schools the MC carried out fundraising campaigns and managed to raise Rs. 5,06,570. Through these funds the MC provided several services to their communities. Free uniforms were provided to 100 poor students. School supplies and stationary were distributed among 200 students as well.

Moreover, the MC financially supported renovation of the school buildings of GBPS Mazar Chachar and GBPS Khamiso Chachar. The MC also convinced the district education officer to appoint an additional teacher in GBPS Mohammad Amin Chachar. The MC coordinated with health care providers to improve the provision of health services in their UC. In collaboration with Talha Medical Centre in Lahore, they organized free medical camps in the villages of Bagra Kori and Khamiso Chachar. As a result of this initiative a total of 160 patients received treatment and free medication.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES
1	Baghdadi	Repaired electric water cooler in GBPS,Changlani, and also planted trees.	--
2	Goth Sudhar MC	Installed New Hand pump in GBPS, Kaladi Installed Hand pump in GBPS Allah Bux Kaladi Plantation in GBPS, Sufi Rafique Distributed stationery among 287 students of GBPS, Sufi Rafiq	671
3	Social Rights welfare Mohalla Committee	Installed Hand pump in GBPS, Naseer Dhandhoo Repaired ceiling fan at GBPS, Arab Rind Hired a teacher for GBPS, Naseer Dhandhoo	215
4	Roshni MC	Distributed stationery among 70 students of GBPS, Esso Rajri Repaired roof of classroom at GBPS Allah Wasayo Laghari Reopened GBPS Esso Rajri with the help of DEO Ghotki Reopened GBPS sanko with the support of DEO Ghotki	200
5	Mehran Mohalla committee	Distributed stationery among 100 students of 2 schools in union council Adilpur Repaired hand pump at GBPS, Jan Mohammad patti	70
6	Roshan Mustaqbil Mohalla Committee	Opened new community based school at village Mangan Darri with the support of MC and villagers Distributed stationery among 200 students of 4 schools in UC Lohi	220
7	Al-ghousiya Mohalla Committee	Distributed uniforms among 100 students in 5 schools of UC Kamoon Shaheed. Distributed stationery among 200 students of 7 schools in UC Kamoon Shaheed.	300
<b>TOTAL</b>			<b>1,676</b>

# District HYDERABAD

## MOHALLA COMMITTEES

Roshni, Dharti, Sindh Sujag, Shah  
Latif, Seri, Morojabal, Ilm-dost, Sari  
Dars



### Managing resources- Win-Win situation!

The Sindh Sujaag Mohalla Committee (MC) was formed in 2015 under “ILMPOSSIBLE: Take a Child to School” programme. Since then the MC has been very active on issues related to school enrolment and education in Union Council (UC) Haji Sawan Khan Gopang. The MC members have built a strong network in their area and frequently coordinate with the education department as well as private school owners. This UC has over 7,000 residents and a majority of them work as daily wage laborers on nearby farms. According to Sindh Sujaag the schools in the area do not have adequate recreational facilities for children. This coupled with low quality of education at the school has led to poor enrolment and high rates of dropout at the school.

With a resolve to change the scenario, the MC met regularly with the community to get input on how to improve the school. It also contacted the Oil and Gas Development Company (OGDCL) that works in a nearby union council. A team from OGDCL met with the community and school administration to understand the needs of the students. OGDCL built a computer lab at the local school with 10 computers and also sponsored IT classes for children at the school. This had a positive effect on enrolment at the school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Roshni	Distributed uniforms to 50 students in 4 schools. Distributed school bags to 20 students in 2 schools. Provided 20 benches, 20 desks and 4 tables to one school.	200	155,000
2	Dharti	Renovated the playground at two schools. Also provided sports equipment like cricket bats and footballs.	320	20,000
3	Sindh Sujag	Established a computer lab with 10 computers at one school. Also provided two schools with 20 desks, 20 benches, 5 chairs, 2 tables. Provided 2 water coolers at 2 schools.	475	305,200
4	Shah Latif	Distributed uniforms and stationery kits to 40 students in two schools	40	9,000
5	Seri	Planted trees at one school.	80	3,000
6	Morojabal	Renovated 2 rooms at the school. Also provided the school with 20 benches and 4 chairs. Repaired the washroom at the school.	175	145,000
7	Ilm-dost	Planted trees at one school. Also provided water coolers to 5 schools. Re-opened two schools that had been closed.	630	7,500
8	Sari	Re-opened two schools that had been closed down. Also provided water coolers to two schools.	260	1,200
9	Dars	Provided the school with a water filtration system along with one water tank.	125	26,000
		<b>TOTAL</b>	<b>2,305</b>	<b>671,700</b>

# District KHAIRPUR

## MOHALLA COMMITTEES

Mehran, Sindhu, Agra Sujhag,  
Itahad, Aadarsh, Sobh



### Advocating for education- collective action!

When community leaders and volunteers gathered at the platform of ILMPOSSIBLE-TACS; the situation changed for young children who can now see the dreams of being future leaders and changing their world.

One of the main issues affecting student enrolment and retention in schools in Khairpur is lack of comfortable conditions for students at school. Khairpur is one of the hottest districts in the country with temperatures approaching 50 degrees Celsius. The MC met with influential people in the village and brought this issue to the forefront in its union council. This advocacy on behalf of the community led to the installation of solar panels in 15 schools in the union council. The students and teachers at those schools highly appreciated Sindhu Mohalla Committee for its efforts in making the school more comfortable. This has also had a positive impact on student attendance.



By joining forces with the government education department, MCs are making wonders.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Mehran	MC worked with the management committee at Government Boys Public School (GBPS), Golo Wahan and the education department released funds to renovate classrooms and provide furniture at the school.	297	70,000
2	Sindhu	Met with the UC Chairman and convinced him to provide furniture at schools as well as improve the infrastructure of 15 schools. Also installed solar panels in 15 schools.	2,250	135,000
3	Agra Sujhag	GBPS Faqir Nanik Yousif was provided with solar panels, four fans, water coolers and furniture. The MC also worked to set up a small library for the community through donations from NGOs and the community.	464	95,000
4	Itahad	Mobilized the community and NGOs in the area to donate money and books to the school.	300	10,000
5	Aadarsh	Fundraising campaign to provide the school with a solar panel.	157	25,000
6	Sobh	150 students participated in the conference organized by the MC with the support of UC Chairman. Also provided the local school with 2 solar panels and 4 fans.	1,020	155,000
<b>TOTAL</b>			<b>4,488</b>	<b>490,000</b>

# District MIRPUR KHAS

## MOHALLA COMMITTEES

Roshni, Dharti, Sindh Sujag, Shah Latif, Seri, Morojabal, Ilm-dost, Sari Dars



### Building schools- Building future!

The story of Village Natho Khan Muhajir in UC Kangoro reflects the power of community mobilization. Before the programme no one cared about out of school children but things are now different since 2018. The MC members and volunteers are working to enrol out-of-school children. Additional classrooms are being constructed with a ray of hope for the children of the village to get education.

A friendly classroom environment helps raise the motivation of learners. Two MCs in Mirpur Khas painted classrooms of schools to make learners feel home!



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Veesro	Provided stationery to 40 children Provided water coolers in 2 schools	212	14,000
2	Peace Humanity	Painted classrooms	150	17000
3	Dengan	Painted Classrooms	118	17000
4	Kangoro	Facilitated construction of classrooms	100	200,000
5	Dars	Painted classrooms	100	15000
		<b>TOTAL</b>	<b>680</b>	<b>263,000</b>

# District MATIARI

## MOHALLA COMMITTEES

Mehran, Sindhu, Agra Sujhag,  
Itahad, Aadarsh, Sobh



### Lightening schools - brightening the future!

Union Council Fateh Muhammad Shah is situated in Tehsil/Taluka Hala in District Matiari. The weather remains at extreme level during both summer and winter hence affecting the performance of learners in schools.

UC Fateh Muhammad Shah was facing numerous challenges in terms of education including the issue of out of school children. Out of 35 schools only 28 schools were functional with 5 schools having dangerous infrastructure. All the schools seriously lacked clean drinking water, washrooms and boundary walls. Apart from this, there was a serious issue of electricity with unplanned load shedding. This became a huge problem in the hot weather affecting attendance. To solve this issue, MC mobilized resources and distributed solar panels and fans in different schools which was an immediate relief for students attending those schools.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Bhale Dino Kaka	Provided water tank, solar system and furniture	853	540,000
2	Fateh Muhammad Shah	Distributed solar panels and fans	1825	983,000
3	Abdul Wahid Buriro	Distributed solar plates in schools	1865	136,000
4	Old Saeedabad	Provided solar plates and fans	90	35000
<b>TOTAL</b>			<b>4633</b>	<b>1,694,000</b>

# The Rising Girl



Paras Gul (age 8 years) belongs to village Kot Shams Din, district Matyari. The biggest hurdle for Gul to realize her dream of attending school was none but her parents as they were unaware of the importance of education.

In the autumn of 2019, the ILMPOSSIBLE-TACS volunteers were on the community awareness mission when they met Paras Gul in her village's street and asked her about the school. Her response was very disappointing yet hopeful as she responded "every night I pray to Allah that I may attend school one day. I asked my Ama and Baba (mother and father) but they did not allow me to go there".

From the next day onward the volunteers started to meet Paras' father to motivate him for enrolling Gul in the nearby primary school. However, there was a lot of resistance from his side. It took a good amount of time and effort and finally Gul found her way to the school!

Her enrolment proved as a turning point for the family as after joining the school she continuously requested her mother to get her younger brother to school. Upon her request, after a month her

brother was enrolled as well.

Since then she has been able to retain herself in the school because of her passion and love for learning.

*In a recent conversation, Gul said, "Since I have joined the school, I never get absent from the school, I wake up early, get ready myself and also help my brother. We always reach school before the teacher arrives. One day my mother was ill and my father asked me to take leave for few weeks to take care of my mother. But my mother said to my father she loves school and I will not snatch her happiness. Although, upon my return from school most of the work at home is done by me".*

Paras Gul has dreams not only for herself but also for the sibling and other children.

*"I will become a doctor and treat people while my brother will become a FOUJI (army officer). I will take my other two sisters to school when they grow older. Many children of my village do not come to school I wish they get the education and become Wada Manhoon (developed human)."*

# District NAUSHAHRO FEROZE

## MOHALLA COMMITTEES

Padidan, Bhambhari, Bella Wah  
Chaheen Suleman, Dangeja,  
Chanari



### Bridge to the future!

MC Bhambhari started its journey in 2016 in partnership with Management & Development Foundation (MDF) that is implementing British Council's project to enrol out of school children in government schools. After the enrolment of out of school children, MC team realized that children were having difficulty in reaching their schools due to a broken bridge over the water canal. The bridge connected villages to 4 government primary schools (GBPS, Kadir Bukhs Akhali, Hira Public School, Ghatti Stop, GBPS, Allah Bux Mari and GBPS, Mehmood Mubejo).

MC organised a meeting whereby they invited the Local Body Representative Chairman Mr. Muhammad Yousif Rajpe. MC collected Rs, 30,000 for the construction of the bridge. They created a Social Action Plan. This was done under the leadership of Muhammad Uris Khaskheli (MC Chairman) and Muhammad Yousif Mujebo. The MC also distributed 40 school bags and 70 Ajraks to different government primary schools.

For students, school bag is their treasure-trove. Giving them a school bag means giving them a chance to thrive. That is what MC Nausharo Feroze!



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Padidan	Provided school bags to 50 girls	50	15,000
2	Bhambhari	Provided school bags to 55 children	55	17,000
3	Bella Wah	Distributed stationery to 60 children	60	1,500
4	Chaheen Suleman	Distributed stationery	95	1,850
5	Dangeja	Installed water cooler	89	1,500
6	Chanari	Distributed stationery	121	2,000
		<b>TOTAL</b>	<b>470</b>	<b>38,850</b>

# Brave daughter of Nausharo Feroz



Ms. Farha belongs to an educated family. She has done her bachelors of science from Shah Abdul Latif University, Khairpur, Sindh. During field visits, the project team was in the process of identifying new volunteers for the training in 2020; whereby they met Farha – a highly dedicated and promising girl.

She is an intelligent and talented girl who believes in hard work to achieve her goals and objectives. She was given a brief introduction to the project, “Take a Child to School” by the British Council and implemented by Management & Development Foundation (MDF). She got inspired by all the activities related to the project. She was determined to take part and promised to work as a volunteer in the Capacity Building training for this project. Further, she also agreed to help the team identify female volunteers for this cause as most of the women in the area are reluctant to come out of their homes. She helped a lot in motivating women to play their part in being active citizens and also she made them realize the importance of education for both genders given the fact that even today in the rural

areas of Pakistan, education for women is still considered a taboo. At last, she became part of a training along with other female participants who came with her reference. She took part in the training actively for three days at Village Phull, UC Phull. After the capacity building training, Ms. Farha started the household Survey, and within a few days, she completed the task of household survey and identified 34 out of school children (OOSC) from different areas of the Phull village. She conducted several meetings with community members; and told them about the importance of education.

She emphasized the Article 25-A of the constitution of Pakistan, which is about education. Then, she took the children along with their parents and enrolled 2500 SC at GBPS Haji Raj Muhammad Phull and GBPS Allah Bux Khoso. She conveyed message of “Take a Child to School” to the people and advised them to enrol their children in the schools. We anticipate that the efforts of Farah will go a long way in the development of the villagers and they will witness significant change in their lives in the years ahead.

# District SHAHEED BENAZIRABAD

## MOHALLA COMMITTEES

Baakh, Naya Sawara, Roshni  
Mehran, Babul-ilm, Pirbhat,  
Bucheri



### Making education inclusive- An inspirational community action

Mr. Ghulam Rasool Shah is a community volunteer in UC Gupchani. During the enrolment drive of 2019, Mr. Shah worked with local teachers and members of the Mehran Mohalla Committee to conduct a survey of households in the UC. During this survey he identified 30 children in the age bracket of 6-13 years who were not attending school. Additionally, Mr Shah discovered that a differently abled child named Junaid was not enrolled in school as well. Mr. Shah met with Junaid's parents and tried to convince them to send Junaid to school. His parents did not bother much because of lack of awareness. Junaid especially needed a wheelchair in order to be able to attend school and his parents could not afford the expense.

Mr. Shah worked to facilitate Junaid's enrolment in school. He first met with the teacher at GBPS Muhammad Bux Magsi in order to discuss Junaid's situation and to obtain his support. He attended committee meetings of MC Mehran and brought up this issue. As a result of his efforts the MC decided to provide a wheelchair for Junaid which enabled him to enrol in school.



Solarizing schools-  
A drive to ensure  
bright future for 4462  
students!

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Baakh	Provision of 40 solar system along with fans and electric water pumps for drinking water to 29 boys' schools and and 3 girls' primary schools.	3,000	439,000
2	Naya Sawara	Provision of solar system and fan to one school.	145	11,500
3	Roshni	Provision of 2 solar panels and 2 fans to 1 school. Also constructed a large water storage system for one school. Provided furniture to one school.	198	25,000
4	Mehran	Provision of solar system fan, and furniture to 3 schools of UC Gupcahni. Also provided wheelchair for one student.	415	19,000
5	Babul-ilm	Provision of 1 solar panel and 1 fan to school.	104	10,000
6	Pirbhat	Constructed a boundary wall at GBPS, Dr.Ghulam Muhammad Jamali.	48	68,000
7	Bucheri	Provided one solar panel and one fan to school. Also provided, stationery kits and school bags to 52 students at GBPS, Bucheri.	552	7,000
<b>TOTAL</b>			<b>4,462</b>	<b>579,500</b>

# District SAJAWAL

## MOHALLA COMMITTEES

BFE Society, CE Development,  
Sakhi Badshah, Sufi Shah Inayat,  
Iqra, Sada Bahar, Roshni, Barkha,  
Shahbandar



### Re-opening school- The highway to success

Union council Keenjhar is an underdeveloped agricultural area of Sujawal. Most of the local families are engaged in agriculture. The UC faces several developmental challenges. It suffers from a high incidence of poverty, low literacy rates and a high dropout ratio in schools. There is also a lack of awareness among the community regarding the importance of education. Female enrolment remains particularly low because of the absence of female teachers. As a result of high dropout rates and low enrolment, several existing schools have closed down.

Sakhi Badshah Mohalla Committee focused its efforts on reopening local schools in their area. The MC met with officials from the education department and informed them of the situation. After considerable efforts by the MC, GBPS Umer Pussio School was reopened. Since Keenjhar is in a remote area, it is difficult to recruit qualified teachers to work in schools. One of the MC members, Mr. Ashiq Rahimoon and a community member Mr. Sharif Pussio volunteered to serve as teachers at the school



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	BENEFICIARIES	FUNDS (PKR)
1	Bright Future Education Society	110	21,000
2	Community For Educational Development	896	44,800
3	Sakhi Badshah Education	120	9,600
4	Sufi Shah Inayat Education	60	40,000
5	Iqra Education	80	14,500
6	SadaBahar Education	60	22,000
7	Roshni Education	150	7,500
8	Barkha Education	200	11,500
9	Shahbandar Education	270	13,500
	<b>TOTAL</b>	<b>1,946</b>	<b>184,400</b>

# District TANDO ALLAHYAR

## MOHALLA COMMITTEES

Baakh, Naya Sawara, Roshni  
Mehran, Babul-ilm, Pirbhat,  
Bucheri



### Making schools a place of hope

Ilm Roshni started its journey as a Mohalla Committee in 2019 of ARTS Foundation which is an implementing partner of British Council. The MC reopened a school, Government Boys Primary School Wangi Otha. In this area, the schools were scattered and children had no access to another school. Ilm Roshni organised meetings with the Education Department. Mr. Liaquat Younis, Chairman Ilm Roshni MC (UC Landhi Chairman) met with DEO Ali Muhammad Walhari, District Chairman Tando Allahyar, Hakeem Jarwar, TEO Education Tando Allahyar, Sona Khan Chandio, AC Tando Allahyar, Abdul Rasheed Zardari, DC Tando Allahyar, Imdad Pitafi, and MPA Tando Allahyar for the reopening of the closed school. They also provided handpumps to three schools each.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Ilm Roshni	Distributed 3 hand pumps and reopened a closed school, GBPS, Wangi Otha	410	42,000
2	Mehran	Enrolled 12 students in school. Planted trees and provided one laptop and printer in GBSP, Haji Kot Soomer	552	33,000
3	Sujaag	Reopened 2 schools and provided 2 water coolers	350	1,600
4	Itehad	Provided desk, 5 benches and 1 water cooler	280	5,800
5	Surhan	Planted trees around the school	220	1,000
<b>TOTAL</b>			<b>1962</b>	<b>83,400</b>

# District THARPARKAR

## MOHALLA COMMITTEES

Awal Taleem, Sojhro, Sujag Taleemi  
Sujag, Surhan, Pirbhat, Roshan  
Taleemi, Taleem Dost



### Making inroads to a brighter future

Sojhro MC started its journey in 2019, with the facilitation and support of Civil Society Support Programme that is implementing British Council's project. The people of village Dabhro Pasha were not willing to send their children to school. This village is near the Indian border and the sources of income are scarce. Whereas government teachers are not in place.

Sojhro MC conducted meetings with elected representatives in the area. All the representatives supported in reopening the school and also appointed two volunteer teachers. They were successful in enrolling 130 children. The children were provided with books, stationary. Trees were also those were planted as well.

By taking care of teachers, MCs are making their best to improve teaching and learning. MC Tharparkar worked to raise teachers' salary



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Awal Taleem	Provided sports kits	672	25,000
2	Sojhro	Provided books and stationary	199	22,000
3	Sujag Taleemi	Organised an awareness session and planted trees	229	30,000
4	Sujag	Provided sports kits and planted trees	185	25,000
5	Surhan	Organized awareness session	350	30,000
6	Pirbhat	Distributed stationary and books	95	5000
7	Roshan Taleemi	Helped in increasing teachers' salary	62	50,000
8	Taleem Dost	Provided stationary and planted trees	194	12,000
		<b>TOTAL</b>	<b>1,986</b>	<b>199,000</b>

# District THATTA

## MOHALLA COMMITTEES

PRE, SEA, ECE, Sujag,  
RoshanKhayal, Datar, GulManda,  
Gujjo, Bhanbhore



### Facilitating the future leaders!

Abdul Rauf Brohi has been volunteering as the Chairman of Mohalla Committee Union Council Jungshahi, since June 2014. This Mohalla Committee re-opened 8 schools, which were closed since 8 to 10 years. MC posted teachers in those schools with the support of Education department and conducted meetings with education officials regarding the issue of shortage of teachers. Every year this Mohalla committee organizes Enrolment rallies to raise awareness among parents. Now there are 150 students studying in one of the schools. The Mohalla Committee also distributed clothes and rations to school children. The MC installed a hand pump. The Mohalla Committee also organized the Free Medical Camp in Rural Health Center, with the approval of Deputy Commissioner Thatta.

In January 2017, a High Court judge called the District Education Officers, taking notice of the news, to revive the closed Government girls and boys school. At the order of the High Court, the school was restored and teachers were also appointed.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Public rights and education	Provided stationary to children of GGPS	383	19,150
2	Self education assistance	Provided electric water cooler	160	16,400
3	Empower child education	Provided a place for girls school	83	18,000
4	Sujag Education	Provided water cooler	70	3000
5	RoshanKhayal Education	Painted classrooms	45	12,000
6	Datar Education	Installed handpumps	45	15,000
7	GulManda	Installed handpumps	85	17,000
8	Gujjo	Repaired and purchased furniture	67	21,000
9	Bhanbhore	Provided furniture	65	20,000
		<b>TOTAL</b>	<b>1,003</b>	<b>141,550</b>

# District UMERKOT

## MOHALLA COMMITTEES

Sujjag, Al Mam'mor, Sujjagi, Sofi,  
Dost, Marvi, Sada Bahar, Wachan  
Roshni



### Bringing schools back to life- A step towards development

In Union Council Faqeer Abdullah there are 78 primary schools and 7 middle and higher secondary schools. There were a lot of issues in those schools such as lack of basic facilities, water deficiency and quality of education. Sujjag MC conducted assessments and visited different schools of UC Faqeer Abdullah to ascertain the issues of all the schools. After accumulating information of different schools, Sujjag MC made efforts to resolve the issues of inaccessibility of water facility and dilapidated condition of washrooms. Sujjag MC Union Council Faqeer Abdullah took steps to improve the educational activities and evaluated the infrastructural needs of the area. Sujjag MC members conducted meetings with school management of GBPS Faqeer Abdullah. They constructed the water tank and repaired the washroom as well. The situation is getting better for education which attracts the attention of both learners and their parents.



Educational gatherings  
and community events  
helped a great deal to  
increase enrolment and  
ensure retention.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Sujjag	Constructed 1 water tank, distributed hygiene kits	410	25580
2	Al Mam'mor	Provided 2 water coolers, registered CNICs	290	3400
3	Sujjagi	Provided water coolers, appointed 1 teacher	211	1600
4	Sofi	Established shelters and registered CNICs	521	31,500
5	Dost	Distributed stationary and planted trees	550	4,800
6	Marvi	Organised educational gathering	55	3500
7	Sada Bahar	Provided volunteer teachers	89	12000
8	Wachan	Organised sessions	78	1800
9	Roshni	Registered C	320	24000
<b>TOTAL</b>			<b>2,514</b>	<b>108,180</b>

# PUNJAB



**21** Districts

**189** Mohalla Committees

# District BAHAWALNAGAR

## DISTRICT HIGHLIGHTS

### MOHALLA COMMITTEES

Ehsas Organization, Phool, Hope, Sanan, Lal Deen, Pehla Qadam, Roshan Pakistan, Ujala, Waseela



- Provision of support kits to 300 needy children. The kits included: uniforms, shoes, school bags, stationery, shawls, and jerseys
- Provision of educational posters for school and stationery
- A total of PKR 985,000 spent by MCs in the district to provide uniform, stationery kits, and other school supplies.

### Finding in-house solutions to problems!

Mohalla Committee (MC) Ehsas started its journey in 2015 with Mojaz Foundation which was implementing a British Council project called “ILMPOSSIBLE: Take A Child to School”. The purpose of this project was to enrol out of school children. Ehsas was one of the strongest MCs in the project because it had developed strong links with the community through advocacy. Ehsas was also registered under society’s registration Act XXI 1860 in 2016 in order to continue its amazing work.

One of the main issues that Ehsas tackled was school enrolment. After several meetings with the community Ehsas identified a number of reasons for children not attending school. The main reason, the committee concluded, was the inability of the parents to afford school supplies. The committee developed an action plan to provide 300 students with school kits which would include uniforms, shoes, school bags, stationery, shawls, jerseys, and caps. To meet its goal, Ehsas ran a fundraising campaign in and around the community. In particular, Dr. Rizwan Ahmad Khan, who is well known in the community for his philanthropy, donated PKR 800,000. As a result of this effort the school has seen a tremendous increase in enrolment and retention. Ehsas hopes to continue its efforts to making sure that every child in the community goes to school.



# District DERA GHAZI KHAN

## MOHALLA COMMITTEES

Choti Zareen, Gausabad, Ilm-Noor,  
Ilm-Dost, Bait Mahmood Malana,  
Khakhi, Sameena Saddat, Lohar  
Wala



### Adopting schools with a sense of ownership!

Basti Bandowani Mohalla Committee started its journey in 2018 as Mohalla Committee of PWS (Participatory Welfare Services) which was implementing British Council's "ILMPOSSIBLE: Take A Child to School" programme. This was the first female MC in the programme and stands out in the district because of its amazing social mobilization and advocacy.

The Basti Bandowani MC met with the community and realized that one of the main reasons for low literacy rates in the area was that children were not staying in school long enough. They would go to school but often be sent home early on hot days because the school had no fan and the children had to sit on the ground. In order to rectify this issue, the MC organized a fundraising campaign in the community and got together the means to provide the Government Boys Elementary School Mamoori with a solar panel, solar fan, and 20 chairs. As a result of this intervention school children have a much more comfortable learning environment.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Choti Zareen	50 school bags and 80 stationery kits distributed in 2 schools.	130	8,000
2	Gausabad	Installation of one hand pump in school to provide children with potable water.	130	4,500
3	Ilm-Noor	50 school bags distributed in two schools along with furniture repairs on over 100 pieces of furniture.	150	10,000
4	Ilm-Dost	50 school bags and 60 stationery kits distributed in 2 schools.	110	8,000
5	Bait Mahmood Malana	80 pieces of furniture repaired in one school.	80	8,000
6	Khakhi	50 school bags distributed in two schools along with furniture repairs on 120 pieces of furniture.	170	10,000
7	Sameena Saddat	50 school bags distributed in one school. Also helped the school with rent for the building.	100	7,000
8	Lohar Wala	50 school bags distributed in two schools. Also constructed a footpath to facilitate children.	120	10,000
		<b>TOTAL</b>	<b>990</b>	<b>65,600</b>

# District GUJRANWALA

## MOHALLA COMMITTEES

Pindori Kalan, Winjowali, Ghaka Mitter, Jamky Chatta, Siad Nagar, Bhrooki Cheema, Mansorwli, Jorah Sian, MC Kotli Nawab



## DISTRICT HIGHLIGHTS

- Provided clean drinking water at Government Schools
- Distributed school uniforms and stationery kits among students
- Constructed new classroom at Government Girls Elementary School

### Keeping teachers in check! Mohalla Committee Kotli Nawab

The MC Kotli Nawab decided to carry out personal visits to local schools in order to assess their situation and identify problems. Through their visits, the MC members recognized that teacher absenteeism is a significant problem in their schools. The MC chairperson informed the state education department regarding this problem. The MC also worked to increase awareness among parents regarding the problem of teacher absenteeism. Due to their efforts the local education authorities took notice and officially reprimanded a teacher who took a long leave of absence from the school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Pindori Kalan	Provided clean drinking water facility.	170-200	85,000
2	Winjowali	Arranged ceiling fans.	65-70	10,000
3	Jamky Chatta	Provided the water facility in Govt. Girls High School Salloki Chatthta.	170-200	17,000
4	Mansorwli	Provided Stationary and Uniform	25-30	7,000
5	Jorah Sian	Construction of classrom	40	40,000
6	Kotli Nawab	Up-gradation of girls school (primary to Elementary)	125-150	--
<b>TOTAL</b>				<b>159,000</b>

# District JEHLUM

## MOHALLA COMMITTEES

Atta-E-Haq, Roshani, Rah-E-Nijat, Rah-E-Haq, Ujala, Rahbar, ilm-o-Amal, Mishal E Rah, Rah e Amal



### Combating child labour!

Child labour is a persistent problem in UC Golpur. Mr Yousaf Naz, President of the Rahbar MC, took several measures to address this issue. He personally met with parents of children who were working in factories. He informed parents about the curse of child labour and importance of sending children to school. He highlighted the need to eradicate child labour in several MC meetings as well as in his conversations with school staff members. As a result of his efforts the local factory owners have stopped hiring children and the school staff has agreed to play a more supportive role to decrease school dropout.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Atta-E-Haq	Repaired washrooms for girls	120	32,000
2	Roshani	Painted classrooms and repaired furniture	200	17,500
3	Rah-E-Nijat	Painted classrooms	Whole school	10,000
4	Rah-E-Haq	Painted classrooms and planted trees.	Whole school	15,000
5	Ujala	Built classroom at school.	55	150,000
6	Rahbar	Planted trees at school and distributed school bags.	40	8,000
7	ilm-o-Amal	Renovated the assembly hall at the school by adding floor tiles.	650	165,000
8	Mishal E Rah	Arranged non-formal schools for areas that are far from the main school.	45	--
9	Rah e Amal	Repaired boundary wall at school.	Whole school	15,500
<b>TOTAL</b>			<b>1,110+</b>	<b>413,000</b>

# The champion of girls education!

## A single man can change the fate of so many



Meet Mr Azam who belongs to Tehsil Pind Dadan Khan - one of the most neglected tehsils of District Jhelum. Inhabitants of this area are working on daily wages mostly in mines or farming. People are simple yet adhesive to traditional thoughts. Talking about any change is always a challenge as narrated by Azam.

Some of the major issues regarding education include: lack of awareness, school dropouts, dilapidated Infrastructure of government schools, greater influence of religious leaders in routine life of the people etc. One of the most important challenges with regard to education is lack of participation of girls in the education process specially after schools were merged in the area and parents decided to keep their daughters home. While this was the biggest concern for Azam, he also knew that for this particular issue, the key stakeholders are not parents rather the religious leaders! From his experience and common sense, he know that even if parents are somehow motivated to enrol their girls in co-education, there will be serious reactions from the religious corners.

After joining the DTF, Azam started working with his members who were highly motivated and experienced too. When Azam shared his concern about girls education, his team echoed the same but all of them were wondering about the ways

and means of ensuring girls access to school. Azam came up with an idea to engage with the religious leaders which seemed quite challenging for the team. He somehow motivated his team and finally they decided to meet the Imams of Masjids in the surrounding areas. Imams were ready to participate in the dialogue which went so well to the surprise and joy of Azam and his team. As a result of this dialogue, all the Imams in their Friday sermons emphasized on the importance of girls education. This was a sigh of relief for Azam and team.

According to Azam, “Community members are much aware of the importance of girls education and now most of the parents are willing to enrol their daughters in co-education schools. Community has realized that they all need to promote awareness and solve school issues collectively for better future of their kids”.

Azam doesn't stop here. About his next move, Azam narrated the following, “My next plan is construction of Government Girls Primary School Koura building. I with help of other members have highlighted this issue with education department as this school is in a rented building. The education department has promised to help us as much as they can and department is taking initiative on it”.

# District JHANG & LAYYAH

## MOHALLA COMMITTEES

Chanab Rang, Ujala, Jhang Rang, Iqra, Al-Khair, Haq Bahoo, Ilm Dost, Sanjh, Chowk Azam



### Giving children yet another chance to enter the school!

Jhang Rang Mohalla Committee (MC) has been working in Chah Baagaywala in Tehsil 18 Hazari, District Jhang since April 2019. Most of the people in this area work on neighbouring farms or are employed by local landlords. The literacy rate in the area is quite low. One reason for this is that the school is situated far away from the settlement. Children who attend school, often dropout because they cannot afford it or their household could use an extra set of hands at the farm.

Mohammad Rizwan, the youngest of five siblings, was seven years old when he had to drop out of school because his father fell ill and could not earn. His father Mukhtar Hussain was a daily wage worker who earned around PKR 8,000 per month. Rizwan has 3 older brothers who never went to school and instead work on daily wage like their forefathers. When Jhang Rang MC heard about Rizwan dropping out of school they mobilized the community around this issue. They convinced his parents to let Rizwan go back to school as soon as his father was back on his feet. Largely due to the advocacy effort of the MC, Rizwan was enrolled in school again. Moreover, his story was an example for the rest of the community and reinforce the MC's message about the importance of education.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Atta-E-Haq	Repaired washrooms for girls	120	32,000
2	Roshani	Painted classrooms and repaired furniture	200	17,500
3	Rah-E-Nijat	Painted classrooms	Whole school	10,000
4	Rah-E-Haq	Painted classrooms and planted trees.	Whole school	15,000
5	Ujala	Built classroom at school.	55	150,000
6	Rahbar	Planted trees at school and distributed school bags.	40	8,000
7	ilm-o-Amal	Renovated the assembly hall at the school by adding floor tiles.	650	165,000
8	Mishal E Rah	Arranged non-formal schools for areas that are far from the main school.	45	--
9	Rah e Amal	Repaired boundary wall at school.	Whole school	15,500
<b>TOTAL</b>			<b>1,110+</b>	<b>413,000</b>

# District KASUR

## Improving the basics for access to education School Development Mohalla Committee

### MOHALLA COMMITTEES

Educate Children, School  
Development, Educational  
Development, Tara Garh,  
ILMPOSSIBLE,



At times, seemingly small issues can impact the entire process of teaching and learning. With the aim to resolve burning issues related to education, the School Development Mohalla Committee has been working in Kasur Baroon Council of Tehsil Kasur. MC members realized that one of the key issues was lack of chairs in the school. The Mohalla Committee visited the school and observed that out of 50 students in grade 1, 20 did not have chairs to sit on. There were 35 students in grade 2, out of whom 10 did not have chairs.

This was discussed as an important agenda point in the MC meeting. Based on that, they raised funds through different stakeholders and provided the required furniture.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Educate Children	Planted trees	500	12,500
2	School Development	Provided Furniture to schools	231	21,000
3	Educational Development	Provided water tank and planted trees	1000	40,500
4	Tara Garh	Provided furniture to schools	300	20,000
5	ILMPOSSIBLE	Constructed classrooms	570	404,000
6	TACS	Constructed classrooms	276	35,000
7	Jaggian Taleemi	Provided water tank	200	29,000
8	Bazeed Pur Welfare	Provided water chiller and water tank	305	43,500
9	Sadiwal Taleemi	Provided sports material	200	21,500
		<b>TOTAL</b>	<b>3,582</b>	<b>627,000</b>

# District LAYYAH & BAKHAAR

## MOHALLA COMMITTEES

Shama, MC 67, Kotla Haji Shah, Lohanch Nashaib, Al Taleem, Roshan Taleem, Al Sehar Sahoo wala, Agahi Union and Umeed e Nao



### Al Taleem Mohalla Committee

#### Making schools a place of choice for young learners

Al Taleem started its journey in 2018 as a Mohalla Committee of SHER organisation. It took many initiatives in the area. Al Taleem identified the poor students in their community and decided to facilitate them by providing 270 needy students with school bags and stationery. The SHER organisation planned a meeting and made a brief social action plan in consultation with all MC members. The Mohalla Committee started a fundraising campaign. When the funds were collected, they distributed school bags among the students.

Al Sehar started its journey in 2018 as a Mohalla Committee of SHER organisation. Al Sehar identified that the parents of the students were unable to meet the education expenses of their children. It identified the poor children of different schools of their community and supported them. They created a social action plan to decorate classrooms and provide furniture. The SHER organisation planned a meeting and made a brief social action plan in consultation with all MC members. The Mohalla Committee started a fundraising campaign. When the funds were collected, they decorated classrooms and provided furniture.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Shama	Maintenance of water pump	280	12,000
2	MC 67	Classrooms were painted	350	18,000
3	Kotla Haji Shah	Walls of school were whitewashed	240	35,000
4	Lohanch Nashaib	Maintenance of water pump	250	1600
5	Al Taleem	Maintenance of water pump	250	2000
6	Roshan Taleem	Installed washbasin for children at school	280	15200
7	Al Sehar Sahoo wala	Installed washbasin for children at school	245	15000
8	Agahi Union	Constructed a room	217	12000
9	Umeed e Nao	Constructed a room	210	10000
<b>TOTAL</b>			<b>2,322</b>	<b>120,800</b>

# District MIANWALI

## Mohalla Committee Chapri- Engaging with parents

### MOHALLA COMMITTEES

Chapri, Sultan Khel, Vanjari, Pacca Kamar, Tani Khel, Kot Chandna, Mandakhel, Kamar Katcha and Kalabagh



MC Chapri started its journey in 2018 as Mohalla committee of SHER Isa Khel, District Mianwali that is implementing British Council's project, ILMPOSSIBLE, "Take A Child to School" to enrol out of school children into schools.

Parents were not willing to send their children to school because there were no washrooms in schools. In order to resolve this issue, MC Chapri organised a meeting. They started a fundraising campaign under the leadership of their Chairman, Umar Gul. They also met Haji Salim Khan, Counsellor of nearby area. He donated Rs. 45,000 for this. After the repair work, parents have started sending their children to school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Chapri	Planted trees in schools	73	1500
2	Sultan Khel	Planted trees in schools	102	2200
3	Vanjari	Provided 2 ceiling fans	118	7000
4	Pacca Kamar	Painted classrooms	130	8000
5	Tani Khel	Planted trees in schools	139	2300
6	Kot Chandna	Installed main gates in schools	54	8000
7	Mandakhel	Painted classrooms	69	--
8	Kamar Katcha	Conducted a session on hygiene and planted trees	159	4230
9	Kalabagh	Conducted a session on hygiene and planted trees	370	5700
		<b>TOTAL</b>	<b>1,214</b>	<b>38,930</b>

# District MUZAFFARGHAR

## MOHALLA COMMITTEES

Hayat e Gulshan, YadGar, Taleem Shadbad, Khaji Wala, Human Friends, Roshan, Chan Wala, Fazil Karloo and Jinnah



### Social Action for a big cause! Hayat-E-Gulshan Mohalla Committee

Hayat-e-Gulshan MC is working in UC Budh, Teshil Kot Addu. The MC started its journey in 2015 as MC of Participatory Welfare Services under British Council’s project, ILMPOSSIBLE.

The main issue faced by this MC was lack of awareness in the area about education. MC members conducted monthly meetings and approached politicians of the area. They got food packets for 150 families through funding provided by Nazma Sadiq. It also supported other MC members in developing a Social Action Plan and provided school bags to students. After successfully providing 150 food packets, 5 hand pumps and 850 school bags, there was a positive change. These actions gave a sigh of relief to parents and now they are comfortable enrolling their children to school.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Hayat-e-Gulshan	Distributed school bags and sports equipment	300	13,000
2	YadGar	Distributed school bags	80	10,000
3	Taleem Shadbad	Distributed school bags	70	10,000
4	Khaji Wala	Distributed uniforms and school bags	140	18,000
5	Human Friends	Distributed school bags	50	7,000
6	Roshan	Installed water pump	320	10,000
7	Chan Wala	Distributed stationary and school bags	230	10,000
8	Fazil Karloo	Repaired furniture	250	40,000
9	Jinnah	Distributed school bags	100	10,000
<b>TOTAL</b>			<b>1540</b>	<b>128,000</b>

# District NAROWAL

## Making life better for learners!

### Life Care Taleemi Mohalla Committee

Union Council Baran is situated at Pak-India border, 25 kilometres from the City of Shakargarh. It consists of 22 villages with a combined population of 13,500 people. According to one estimate more than 300 children were out of school in this area. Life Care Taleemi Mohalla Committee identified various issues in 15 different schools in UC Baran and worked with the community and education department to fix those issues. To take one example, Government Girls Primary School, Shehbaz Pur Village did not have electricity and had only one classroom for 127 students. Due to these conditions students were reluctant to attend school and the student retention rate was very low. The MC submitted an application to WAPDA to provide the school with electricity but to no avail. The MC then started a fundraising campaign and raised PKR 120,000 to provide the school with two solar panels, three fans, and two lights. The MC also added a corridor to the school with the funds it raised.

Similarly, the Government Primary School in Tarkhana Murida Village did not have a washroom. The school had 121 students and 6 teachers at the time. The MC launched an advocacy campaign on the importance of hygiene at the school and contacted the education department to provide funds for construction of two washrooms. After much lobbying from the MC the education department built one washroom at the school. This has definitely made life a little easier for the students and teachers at the school.

### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Bright Taleemi	Provided 2 ceiling fans to GGP School, 54-D. Provided 2 ceiling fans to GP School, Muza Khunday. Provided 2 water coolers to GGPS, Saidan Shah.	311	24,000
2	Care Taleemi	Provided one ceiling fan to GGCM School, 58-GD, and installed one water pump. Provided 1 ceiling fan GM School. Ara Tullah.	465	20,000
3	Bedar Taleemi	2 ceiling fans-GGP School, Nama Samoor. 1 ceiling fan - GP School, Ghous Pura. 1 ceiling fan-GP School, 64-GD. 1 Pedestal fan -GGP School, 25 Tukra. 15 Desks, 1 electric water cooler, 32' LCD TV Provided to GP School, Ghous Pura. Border painting in 3 classrooms at GGP School, Rukh Mirdad	666	213,000
4	Swera Taleemi	Installed 1 ceiling fan at GGE School, 56-GD	63	5,000
5	Hope Taleemi	Installed 1 ceiling fan, and planted trees and grass at GGP School, 113-9-L. Installed 2 ceiling fans at GGCM School, 114-9-L.	363	22,000
6	Dastgeer Taleemi	Installed 2 ceiling fans at GGCM School, 126-9-L. Provided 2 water coolers to GP School 130-9-L. Provided 7 water coolers to GGE School. 130-9-L. Installed 2 ceiling fans at GGP School, 129-9-L	588	34,500
7	Umeed-E-Sehar	Provided 2 ceiling fans to GGP School, 133-9-L. Provided 1 ceiling fan to GGP School, 51/5.L	168	15,000
8	Roshni Taleemi	Installed 1 ceiling fan at GGP School, 57/5.L. Provided 2 water coolers to GGP School, 51/5.L	157	9,000
9	Rehnumai Taleemi	Provided 1 ceiling fan to GP School, Chak Bandi. Provided 1 ceiling fan to GP School, Fatiyana	108	10,000
		<b>TOTAL</b>	<b>2,889</b>	<b>352,5000</b>

## MOHALLA COMMITTEES

Bright Taleemi, Care Taleemi, Bedar Taleemi, Swera Taleemi, Hope Taleemi, Dastgeer Taleemi, Umeed-a Sehar, Roshni Taleemi, Rehnumai Taleemi



# Youth Welfare Taleemi Mohalla Committee



- MC-YWT organized a medical camp in GGES, Motay Kalan after raising PKR 20,000 from the community. This was done in order to combat the high rate of truancy at the school due to various illnesses among students. The camp provided a free check-up to 250 students and also gave them free medicine. Provided electricity to GGPS, Pandori Fazal by filing an application to WAPDA. This school with five classrooms and 290 students is now fully electrified.
- Levelled the playground in front of GES, Khanowal. This ground used to fill up with water during the rainy season. Also planted 100 trees around the ground, so that the 270 students at the school have good shade in the summer.
- Distributed the child sport kits to 50 students at GGP School, Choura after a successfully raising PKR 17,000.

# District SAHIWAL

## A purposeful drive to facilitate the process of education

Shoukat Hayat Khan is the Chairman of Bedar Taleemi Mohalla Committee in UC Mirdad Maufi, Sahiwal. In 2018 his MC set out to identify and solve some of the most important issues regarding education in the union council. Shoukat highlighted the fact that a majority of people in his UC did not understand the importance of education for their children. After setting up meetings with the community and visiting schools he and his MC identified plethora of issues such as: inadequate furniture in classrooms; lack of water coolers for students; absence of fans in classrooms; dilapidated classrooms without paint; and absence of boundary wall.

Shoukat brought up these issues at the MC meeting and together they came up with a social action plan and based on that all the issues have been resolved. Currently the MC is making stringent efforts to increase enrolment of children in the school.

### Achievements of Mohalla Committees:

MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
Bedar Mohallah Committee, Mirdad Maufi.	<ul style="list-style-type: none"> <li>Provision of 2 ceiling fans - GGPS Nama Samoor</li> <li>Provision of 1 ceiling fan - GPS Ghous Pura</li> <li>Provision of 1 ceiling fan - GPS 64/GD</li> <li>Provision of 1 Pedestal fan - GGPS 25/Tukra</li> <li>Provision of 15 Desks - GPS Ghous Pura</li> <li>Provision of 1 Electric Water Cooler - GPS Ghous Pura</li> <li>Provision of 32" LCD - GPS Ghous Pura</li> <li>Boarder Painting in 3 Class Rooms - GGPS Rukh Mirdad</li> </ul>	666	213,000
Bright Mohallah Committee, Aurangabad.	<ul style="list-style-type: none"> <li>Provision of 2 Ceiling Fans - GGPS 54/GD</li> <li>Provision of 2 Ceiling Fans - GPS Muza Khunday</li> <li>Provision of 2 water cooler (24 Ltr.) - GGPS Saidan Shah</li> </ul>	311	24,000
Care Mohallah Committee, 58/GD.	<ul style="list-style-type: none"> <li>Provision of 1 Ceiling fan - GGCMS 58/GD</li> <li>Installation of 1 Water Pump - GGCMS 58/GD</li> <li>Provision of 1 Ceiling fan - GMS Ara Tullah</li> </ul>	465	20,000
Dastgeer Taleemi MC, 129/9.L	<ul style="list-style-type: none"> <li>Provision of 2 ceiling fans - GGCMS 126/9.L</li> <li>Provision of 2 plastic water cooler (24 Ltr.) - GPS 130/9.L</li> <li>Provision of 7 plastic water cooler (18 Ltr.) - GGES130/9.L</li> <li>Provision of 2 ceiling fans - GGPS 129/9.L Khurd</li> </ul>	588	34,500
Hope Mohallah Committee, 114/9.L.	<ul style="list-style-type: none"> <li>Provision of 1 ceiling fan - GGPS 113/9.L</li> <li>Plantation &amp; Grass - GGPS 113/9-L</li> <li>Provision of 2 ceiling fans - GGCMS 114/9.L</li> </ul>	363	22,000
Rehnumai MC, Murad Kay Kathia	<ul style="list-style-type: none"> <li>Provision of 1 ceiling fan - GPS Chak Bandi</li> <li>Provision of 1 ceiling fan - GPS Fatiyana</li> </ul>	108	10,000
Roshni Taleemi MC, 58/5.L	<ul style="list-style-type: none"> <li>Provision of 1 ceiling fan - GGPS 57/5.L</li> <li>Provision of 2 plastic water cooler - GGPS 51/5.L</li> </ul>	157	9,000
Swera Mohallah Committee, 59/GD	<ul style="list-style-type: none"> <li>Provision of 1 Fan - GGES 56/GD</li> </ul>	63	5,000
Umeed-a-Sehar MC, 133/9.L	<ul style="list-style-type: none"> <li>Provision of 2 ceiling fan - GGPS 133/9.L</li> <li>Provision of 1 ceiling fan - GGPS 103/9.L</li> </ul>	168	15,000
	<b>TOTAL</b>	<b>2889</b>	<b>352,500</b>

## MOHALLA COMMITTEES

Bright Taleemi, Care Taleemi, Bedar Taleemi, Swera Taleemi, Hope Taleemi, Dastgeer Taleemi, Umeed-a Sehar, Roshni Taleemi, Rehnumai Taleemi



# From access to quality! Bedar Taleemi Mohalla Committee



Nama Samoor is a small farming village in Union Council Mirdad Maufi which is situated near River Ravi. With a population of over 900 people; illiteracy and poverty are major issues in the village. The only school in the village GGP School, was established in 1997 which was in dire need of repair and infrastructural upgradation. The Bedar Taleemi Mohalla Committee identified this issue and mobilized the community around it. According to the committee, the entrance of the school remains inundated during rainy season which makes it difficult for children and staff to reach the school. Moreover, there was no separate washroom for girls and also there was not facility of safe drinking water. The classrooms in the

school were without ceiling fans which increased dropout rates during the summer.

The Bedar Tamleemi MC worked meticulously to resolve the issues. In due time they raised enough money and constructed a separate washroom for girls. They also installed a water pump and ceiling fans which brought positive results in terms of student retention. Moreover, the MC has been able to grab the community's attention towards importance of education. The MC is determined to tackle issues around enrolment and also to increase quality of education at the school in the times ahead.

# District SHEIKHUPURA

## DISTRICT HIGHLIGHTS

- Convinced parents to enrol their children in school.
- Enrolled 40 out of school children through advocacy.
- Arranged several community meetings with parents and influential in the community

### One person can change the society!

Kot Saleem is an economically disadvantaged area with a high incidence of poverty and poor education statistics. Many children in poor households work as labourer in workshops and agricultural lands. Their parents are not motivated to enrol them in school as they receive income from their children's work. Mr. Zia ul Hassan is member of a Mohalla Committee in Kot Saleem. He took several initiatives to raise awareness regarding education importance of enrolling out of school children.

He met influential members of the community and secured their support in favour of his efforts. He identified 40 out of school children and managed to enrol them in nearby schools. He continues visiting schools frequently to stay informed regarding the progress of those children in their schools.

## MOHALLA COMMITTEES

Hayat e Gulshan, YadGar, Taleem Shadbad, Khaji Wala, Human Friends, Roshan, Chan Wala, Fazil Karloo and Jinnah



# District SIALKOT

## MOHALLA COMMITTEES

Fazal Pura, Mitar, Kakran, Mir Moh, Bright Future



### Bringing joy to the nation builders! Mohalla Committee Fazal Pura

Fazal Pura is a small town in Tehsil Sambrial in Sialkot. The town’s main vocation is stitching footballs in nearby sports goods factories. The Mohalla Committee (MC) in Fazal Pura identified a number of areas that they could potentially work on. For instance the town needs better potable water and sewage system. The infrastructure of the two government schools has also been neglected for some time and was in need of repairs.

One particular issue that needed immediate attention was the playground in front of the Government Public School (GPS). This ground is much lower than the land around it and therefore fills up every monsoon season with water. With no proper drainage system it stays inundated for months. The Fazal Pura MC successfully mobilized the community around this issue and started a fundraising campaign. To the joy of the community, and in particular the children, the ground in front of GPS is now levelled.



### Achievements of Mohalla Committees:

	MOHALLA COMMITTEE	ACHIEVEMENTS	BENEFICIARIES	FUNDS (PKR)
1	Fazal Pura	The Fazal Pura Mohalla Committee in Tehsil Sambrial helped fill up a giant ditch at the Government Public School.	200	70,000
2	Mitar	Constructed staff room at local school	100	55,000
3	Kakran	Constructed a boundary wall at school and installed a water pump	200	65,000
4	Mir Moh	Provided uniforms to students	13	8,000
5	Bright Future	Set up a water filtration plant	15,000	350,000
<b>TOTAL</b>			<b>15,513</b>	<b>548,000</b>

# Major Challenges and Mitigation Approaches

**Awareness deficit:** While the programme has achieved significant milestones in a bid to retain learners in school and get out of school children enrolled; one of the biggest challenges is the readiness level of parents and communities as a whole with regard to their understanding about education, its benefits for the individuals and communities and the importance of enrolling a child in the school. Due to a serious lack of awareness, parents do not bother to make demand to the government to improve the school infrastructure and provide the facility of education in those areas where schools even do not exist. The programme team through its volunteers specially MCs has made significant strides to raise awareness not only about the importance of education but also the people’s right to education which is laid down in the constitution. This momentum needs to be continued and the word needs to be spread until communities are fully aware of the importance of education. Ironically there are families who think that given their family tradition of odd work and minor jobs, their children may not deserve to be educated. On top of that, female education is still considered a taboo in many areas where it becomes even more difficult to motivate parents and communities are large. Said that, the ILMPOSSIBLE-TACS approach worked so well with great results and huge impacts. Yet there is a long way to go!.....

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**Poverty:** Generally speaking, poverty is also one of the hindrances in the way to young boys and girls to access education even if schools are free of cost or fee is negligible. For poor parents, even buying uniforms, stationery and other requirements is a tall order given their economic situation. For them, education remains a least priority because it is a long term investment and they are not sure whether their children will be able to feed them after years of schooling or not. In many cases, children at a young age start contributing to the family income while engaging in child labour which stands more attractive for parents instead of losing the opportunity and getting them enrolled in the schools.....

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**Inadequate Educational Infrastructure:** The condition of schools in terms of the quality of construction, occupancy, facilities such as washroom, clean drinking water, playing area etc, distance from homes, and security of children specially girls remains yet another impediment in retaining enrolled children and brining out of school children in the school. While the level of response from government authorities is very low; it becomes the responsibility of local leaders, parents and social activists to ensure that schools are in functioning condition and delivery of education is at par with the needs and demands of present and future circumstances. The programme unique approach has

set the trend to overcome all such challenges. However, its sustainability is still a question as such efforts need long term intervention and presence.

**Lack of Coordinated Efforts:** In the absence of a strong coordination amongst different stakeholders including parents, government education department, civil society organizations and others; there is a wide gap which remains unattended. Parents are not well aware hence they do not have much to offer. However, if other stakeholders come to a common platform, things could be changed drastically. For example under the TACS programme; the formation of Mohalla Committees and District Task Forces gave voice to the children and their parents to fight for their rights. In a short span of time, the project made wonders only due to coordinated efforts. While lack of resources is one of the major issues, there is greater need to change the perspective. For example, presence of a potential volunteer in the neighbourhood is a big resource that can be used to harness resources from other sources such as government and others.....

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**Absence of a Culture of Dialogue:** Obviously due to lack of awareness amongst communities, there is a monopoly of certain vocal groups such as religious leaders and opinion makers who have somehow their links in the power corridors. This makes any conversation monotonous and uni-directional. For example, if a religious leader rules out enrolment of girls in the school, there are no stronger voices to make sound reasoning. Developing that culture is one of the most challenging ones and hence more time intensive. Unfortunately religious leaders do not prefer to be part of any awareness session or discussion. Therefore, need of the hour is to engage them in the dialogue process and make them understand about the nuances of time and need of education for both girls and boys. ....

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# Lessons Learnt

1. **Little Efforts can Make a Huge Difference:** Big dreams are always important however change happens with small steps and interventions. One has to demonstrate with example. For example, in one of the project areas in Jehlum, parents were not willing to enrol their daughter in the school due to merger of the boys and girls section. It was more of a family pressure and also the girl’s father had a notion that males and females cannot study or work together. In order to motivate the parents, the MC also took along one of the female and one male teacher from the school. The female teacher discussed with the parents and shared that she has been working with male colleagues since the merger of the school and there is no harm in doing so. This changed the perspective of parents and they allowed their girls to attend in co-education setup.....  
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2. **Charity Begins at Home:** Any effort for change can be more effective and long lasting if the agent of change is from within the context as opposed to outside forces. The later one results in more resistance and opposition. For example, when volunteers from within the communities visited their surrounding areas to get out of school children enrolled, it was more convincing for parents and they were ready for the change. In certain cases, community volunteers started teaching in the schools in order to motivate parents. ....  
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3. **Poverty is not just about Lack of Resources:** While poverty is one of the major issues in the programme areas, it is not all about lack of resources. It is also about the way things are being looked at from a community perspective. For example, volunteers or potential volunteers are never considered as resources for teaching or other social activities. Only salaried teachers or workers are considered as resources. This notion was seriously challenged by the huge force of volunteers who took lead and changed things drastically beyond the imagination of the local people.....  
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4. **Awareness Matters for each Individual:** Lack of awareness is one of the major issues which is needed at all levels for everyone including those who have some level of education but seriously lack awareness. For example, the constitutional right of education for all. In the entire programme area, it was realized that there is a serious lack of awareness about this. Due to this, people do not bother rather dare to ask the government authorities because they assume as if it is a special favour which is being asked from the government. Moreover,

children who were enrolled in the school later shared that they never realized about the importance of education until they started attending classes,

5. **Building Local Capacities Drives Sustainability:** While implementing the programme activities, our team worked closely with the local communities. Different interventions helped community members enhance their capacities for collective thinking and action. This is a step towards ensuring sustainability of the programme intervention. Engaging with key stakeholders and developing local capacities has been one of the major strengths of the programme.
  
6. **Community Contribution is Key for the Success of a Programme:** By dint of the programme, communities were mobilized not only to participate in the process of advocacy for their rights but more importantly, they were encouraged to raise funds and mobilize resources from potential sources. This is yet another aspect of the programme which paves the path towards sustainability of the programme.
  
7. **Inclusive Approach Works for Greater Success:** The nature of this programme is that decisions are not made in siloes rather in teams and with consensus of the different stakeholders. The programme management did not impose ideas on the communities instead they were encouraged to make their own decisions in a participatory manner.
  
8. **Transparency is the Treasure of a Programme:** One of the major thrusts of the programme was to be transparent and crystal clear in communication and coordination with the stakeholders including the government. While working closely with the communities, the team made its level best to demonstrate transparency at all stages. The level of trust and confidence of local communities unravelled when the team initiated fundraising activities at the community level during COVID-19 response. The overwhelming support offered by local philanthropists showed the level of trust they have about the programme and its processes.
 

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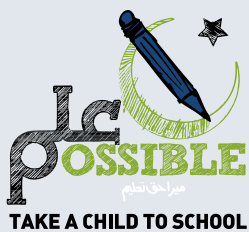
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9. **Engaging with the Government needs Consistency:** One of the most common issues is lack of attention from government authorities in terms of allocation of resources and maintaining the existing ones. Even the availability of teachers and supplies remains a big challenge. If not properly heeded, this brings a huge loss to the communities. However, timely action from within the community makes a huge difference. There could be different ways of keeping the government authorities in check. For example, the community activists along with some government representatives need to follow-up with the authorities and keep them reminding of the issues. Also another way is to create a situation of competition i.e.

bringing some changes through social action may create a sense of competition amongst the government authorities. More importantly there is dire need to develop a sense of ownership at the government level about such initiatives so that sustainability of the effort can be ensured.....

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**10. The Culture of Dialogue is Paramount:** Communities have the greatest strength but somehow their voices are strangled at different levels by various forces including those having political motives, religious persuasions or personal interests. Such forces keep the communities away from dialogues. Even if they want to speak, their voices are not heard or they don't reach the power corridors. Therefore it is important to create a culture of dialogue among stakeholders in the best interest of young children, their parents and the county at large.....

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**CHILDREN'S  
GLOBAL NETWORK  
PAKISTAN**