DFID PROPOSAL FORM

SECTION 1: SUMMARY PROJECT DATA

1.1	**Project title**	Access to Post Primary and Life Skills Based Education for Girls
1.2	**Country**	Pakistan
1.3	**Locality(ies)/Region(s) within country(ies)**	1. District Thatta, Sindh 2. District Muzafargarh, Punjab
1.4	**Partner(s) in country**	1. Allama Iqbal Open University, Islamabad 2. Systems Foundation, Faisalabad 3. Indus Consortium 4. Aahung, Karachi
1.5	**Project duration**	36 months
1.6	**Proposed start date**	1/4/2011

SECTION 2: INFORMATION ABOUT THE UK ORGANISATION (APPLICANT)

Plan works in 66,886 communities globally with 62.4million people, and has over 100,000 regular supporters in the UK. Plan is in a unique position to demonstrate the importance and effectiveness of tackling the multiple, inter-locking challenges that currently prevent adolescent girls from fulfilling their potential. To implement value-for-money and effective programme and policy interventions, we will bring together a number of our existing strengths. Specifically:

- Strong local understanding of the situation of girls, and knowledge of effective ways of engaging with parents, traditional leaders and governments to promote girls' rights
- Large community footprint gained through our long-term community-based work
- Track record developed from Plan UK's current PPA of successfully empowering children and young people to hold service providers and government accountable for increasing their access to quality services
- A large and well-developed global portfolio of work on education
- Strengthened capacity in sexual and reproductive health and rights (SRHR) through Plan UK's 2009 merger with specialist agency Interact Worldwide, who advise Plan UK on our SRHR work
- Quality research on girls, e.g. the annual "Because I Am a Girl: State of the World's Girls" report
- A new global "Because I Am a Girl" campaign on girls' education, harnessing the combined convening and influencing power of the global Plan family in 48 developing countries, 21 developed countries, and offices in Brussels and Geneva linked to multilateral donors
- An ongoing global campaign to reduce violence in schools (Learn Without Fear)
- Substantial experience of engagement with international policy-makers on girls' issues
- Organisational commitment to and action on gender mainstreaming.

SECTION 3: CAPACITY OF ORGANISATION

3.1	**EXPERIENCE** - **Please outline your experience in relation to the issues targeted in the proposal and in this country**
	We work to ensure quality education through our school improvement programme. It increases the active involvement of children and adults in matters affecting children's education, and improves school leadership and teaching practices.
	Plan will build on this experience of implementing the AL and NFE programme in all programme units. The three campaigns BIAAG, UBR and LWF also focus on child protection, promoting child

rights (especially of girls) and creating a protective environment to ensure the fulfilment of rights of children. Plan under its DRR program is working in close collaboration with the district government in the selected districts. Plan also has the support of provincial government through a MoU for the implementation of EiE project in the same districts. Plan is opening its new programme unit in Thatta that will further strengthen our linkages with the government and the community.

We also work towards improving school facilities including infrastructure, equipment and material, and expanding and improving early childhood care and development.

For school development planning we focus on developing linkages with government for advocacy and working towards rights-based approaches for the identified stakeholders. Our 12 years experience with governance, advocacy and community schools enables us to intervene at post primary level of education for girls, with learning from previous experience being applied to enhance the enrolment and continuation of studies for girls in the targeted schools. Our projects at post primary level have included a Community Managed Schools project for secondary level girls in Mansehra, Adult Literacy and Non-Formal education program in Mansehra, Vehari and Chakwal and Life Skills Based Education project in Vehari.

3.2	**FUNDING HISTORY** - **Please provide a brief summary of your experience with projects of this size and scope**
	Our project of the community managed schools at Mansehra encompasses almost the size and scope of the project being proposed. This as being our pilot project of three schools was appreciated and the donor extended the grant to expand it to eight schools in the district. Unfortunately we couldn't continue with owing to attack on our office at Mansehra. The schools are being run by the community itself after the completion of the project which beggars description of sustainability.
3.3	**FRAUD -Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?**
	Please refer to section 13.14

SECTION 4: PROJECT BUDGET - *Note that this should be a summary extracted from the full budget submitted together with this application which must be presented in DFID financial years (1st April - 31st March).*

4.1	**Total Project Budget**	
4.2	**Total funding requested from DFID**	
4.3	**Funding requested from DFID in year 1**	
4.4	**If you have approached other donors for funding for this project, please give name of donors, reference number, and status of application. Please also list any contributions of your own.**	
	NA	

SECTION 5: CATEGORISATION	
5.1	**Project Core Subject Area**

	$\boxtimes$ Education	$\boxtimes$ Reproductive Health
	$\boxtimes$ Gender	$\boxtimes$ Violence against women/ girls/children
5.2	**Target Group**	
	$\boxtimes$ Children	$\boxtimes$ Communities

SECTION 6: **BASIC INFORMATION ABOUT THE PROJECT**		
6.1	**ACRONYMS -** Please list all acronyms used in your application and explain them in full.	
	- CSS Community Surveillance System - CSP Country Strategy Plan - DRR Disaster Risk reduction Programme - LSBE Life Skills Based Education - PRSP Poverty Reduction Strategy Papers - PTA Parent Teacher Association - PALS Program Accountability and Learning System - SMC School Management Committees - STI Sexually Transmitted Infections - SDP School Development Plan	
6.2	**BRIEF DESCRIPTION**	
	The aim of this project is to actively enhance the role and participation of girls in their own protection at both personal and at community level through the increased access of secondary education and provision of LSBE.	
6.3	**PROJECT SUMMARY - Outline the overall aim of the project, the expected outcomes, what change the project is intending to achieve and who will benefit.**	
	In Pakistan, girls are one of the most vulnerable and marginalised groups of society having limited or no access to education, health and other civic and human rights. Plan Pakistan intends to promote gender equality and empower girls through access to secondary education and information. The project aims at creating an "enabling" environment where adolescent girls are able to <u>complete</u> quality post primary education, and to be in a position to fulfil their own aspirations. Plan and partners would <u>advocate</u> with government, communities, families and parents to realise the value of post primary and life skills based education of girls, enabling them to make informed choices when it comes to their reproductive health information and services utilization and to contribute in the society as productive and empowered individuals. The projects aims to provide adequate staff and facilities at girl schools, formulate school development/ improvement plans, and strengthen School Management Committees (SMC) through clear policies, procedures and good practices. It safeguards the rights based intervention strategy. This serves both to engage community rights as well as to make implementers aware of their duties for improved school governance. Plan and partners will also develop a Community Surveillance System (CSS) to ensure safe travel for girls from and to schools. Young adolescents have a right to receive comprehensive information, education, health services, and other social and legal supports during this highly formative stage of their lives. In absence of such learning environment, the results are lack of knowledge on ASRH, lack of access to modern contraceptives, lower status and sexual harassment of women, an increase in HIV-infections and life-long psychological and physical damage. This project aims to counter these problems through	

the provision of holistic LSBE services. Adolescent girls and their parents will be sensitised on important issues such as HIV, unsafe pregnancy and abortion, sexual abuse and violence etc.

The project intends to increase the enrolment as well as completion of secondary school education by young girls; enabling them to make informed choices through protective environment through community surveillance and safe transport, creating access by bringing education facility at their doorstep through NFE initiatives, linking them with distance learning opportunity and improving education governance by engaging stakeholders in school development plan development process Moreover, our three years of community level experience of working with Adolescent girls compels us to include adolescent sexual reproductive health awareness initiatives, the school based "life skill Based-Education" (LSBE) for their healthier development.

SECTION 7: PROJECT RATIONALE	
7.1	**PROBLEM TO BE ADDRESSED - What problem will this project address? How was the problem identified? How will your project address the problem?**
	PROBLEM : Pakistan has the largest cohort of youth population in its history - comprising 16.5 and 25 million of adolescents aged 10 to 15 years and 15 to 24 years respectively. The proportion of female adolescents of age 10-14 and 15-19 is 9 million and 6.5 million respectively. Two third of the population live in urban areas and remaining live in rural areas. Patriarchal society promotes gender biased familial and social practices depriving girls of their right to education, health and other services and inhibiting their physical, social and mental development. For girls, the onset of puberty leads to significant restrictions on their mobility. The adolescent girls during this period are more likely to be "protected" from exposure outside the home, which restricts their access to education particularly at secondary level leading to early marriages. HOW WAS IT IDENTIFIED: The education indicators for girls in Pakistan show a steep drop-out after primary education level, as the overall completion rate at primary level is 61.5% with 71.4% boys and 51% for girls[i]; out of which only 41.22% girls enrol in elementary schools as compared to 58.78% for boys. The situation is worse in the rural areas where it falls as low as 36% for girls as compared to 47% for urban areas.[ii] At Secondary level the overall GER remains 33%, with 37% for boys and only 28% girls.[iii] The gender gap is high as only 22% of communities have girls' middle public schools compared to 26% for boys. About 7% of the communities have public schools at a distance of 1-2 km, while for 12% the nearest school is 3-5 km away and for 14% the distance is greater than 5 km. Travel costs and security concerns, especially for girls and the female teachers, are restraining factors. The districts have been selected on the basis of the low social indicators, including literacy rates especially among women and girls. Muzafargarh is the second district in Punjab with the lowest literacy rate of 28.5% (male: 40.9%, female: 14.8%). Thatta has an overall literacy rate of 32% (Male: 47%, Female: 13%). During the process of CSPIII development, extensive consultation held with children and other key stakeholders, the third party external evaluation of Plan's Adult Literacy and Non-Formal Primary Education in District Vehari, and the implementation of a DRR program in the areas, provided a functional data for impetus to work for the problems identified. There is significant evidence that adolescents' sexual and reproductive health (ASRH) knowledge

	enables them to make informed choices based on their knowledge of the consequences thereafter. The general perception that boys and girls under 18 are "too young" to need sexual and reproductive health information and services ignores the realities and environmental factors and denies young people from the practical knowledge and skills they need to protect themselves and their partners from STIs/HIV, pregnancy, unsafe abortion or childbirth, and sexual abuse or violence. Young adolescents have a right to receive comprehensive information, education, health services, and other social and legal supports during this highly formative stage of their lives. In absence of such learning environment, the results are lack of knowledge on ASRH, lack of access to modern contraceptives, lower status and sexual harassment of women, an increase in HIV-infections and life-long psychological and physical damage caused by unsafe abortions carried out as a result of inadequate prevention of unwanted pregnancies and illegality. Young people who seek reproductive health services often face judgmental health providers who offer neither confidentiality nor privacy. HOW WILLTHE PROJECT ADDRESS IT: The issue will be addressed through improving girls' access to secondary education through developing linkages with distance learning opportunities, alternative models of Non-formal education, improving school and community environment through engaging School Councils, Student Representative Councils, District Education Officials in School Development Planning process and its implementation, building capacity of education department officials in effective education planning, its implementation and monitoring to improve education governance, protection at community level through establishing a community surveillance system, ensuring safe transport to the girls and providing them information through LSBE. LSBE aims to empower adolescents to have skills, in addition to formal education, to deal in a responsible manner with their bodily changes and environmental exploitation. Linkages with local women organisation will be developed for advocacy and awareness-raising on the girls' post primary education and LSBE.
7.2	**COUNTRY STRATEGY(IES) AND POLICIES - How does this project support the achievement of DFID's country strategy objectives? In what way would this project support national policies and plans related to poverty reduction or other key sectoral areas (e.g. Poverty Reduction Strategy Papers, etc.)?**
	In compliance to DFID thrust 1.2, 5.1 and 5.2, Pakistan has not been able to meet the first MDG target of having equal numbers of girls and boys in primary and secondary education by 2005. The project aims to empower girls through access to education and information, as well as to increase the number of girls enrolling at secondary school level by providing a conducive and safe environment to support continuation of education. The project also aims to educate and sensitise families, communities and strengthen schools to combat the specific problems faced by girls trying to access education. The project focuses on improving the quality of education by involving all stakeholders in effective education planning for girls. In line with the PRSP, the project stresses girls' education as a step towards the reduction of poverty by increasing the volume of educated and skilled workforce. Addressing life skills will result in empowered adolescent girls, so reducing the ratio of early marriages, improving women health and thus contributing to a reduction in infant and maternal mortality rates.
7.3	**TARGET GROUP (DIRECT BENEFICIARIES)**

	The direct beneficiaries of the project will be 1200 girls between the ages 12-19 years in the target districts, who had discontinued after completion of their primary education, dropped out from elementary or secondary school, or are at the risk of dropping out due to access and protection issues. The selection of beneficiaries will be completed on the basis of the criteria to target the most marginalised groups willing to participate in the program. At least 25 students from each of the 48 communities will be included in the program that will constitute total 1200 girls.
7.4	**TARGET GROUP (INDIRECT BENEFICIARIES) - Who are the indirect (wider) beneficiaries? How many people are they and how have you determined this number? As above – please specify absolute numbers if possible.**
	Ten thousand community members will be the indirect beneficiaries of the programme.
7.5	**LESSONS LEARNED - What lessons have you drawn on (from your own and others' past experience) in designing this project?**
	The experience of working in the three program Units where Plan is implementing its education program namely Vehari, Chakwal and the Urban Slums of Islamabad the data reveals that in Vehari the enrolment in middle schools is 16% among girls as compared to 20% for boys. The current status of attending elementary schooling is 15.1% that declines to only 10.1% at the secondary level. The slums of Islamabad present a similar picture where elementary completion rate is 16% and at secondary level it drops to 7%. In Chakwal enrolment ratio among girls is 43% and 57% for boys, whereas, it becomes as low as 37% for girls in secondary schools as compared to 63% for boys. The above situation draws Plan's attention towards the importance of post primary education for girls. The previous learning shows that working at the primary education level has not brought about the expected level of change and empowerment among girls. The experience of another organisation also supports this finding that post primary education of girls opened new horizons for them and empowered them to make decisions about their future life. The situation of girls' secondary education in the proposed districts is such that it fits appropriate an intervention focused on girls empowerment through secondary education. Plan International Pakistan equally has more than three years of experience in LSBE, as well as contacts with two organisations providing adult literacy and secondary education to girls through non-formal approach. It has supported girls to pass their Matriculation Examination, after which allowing them to continue their higher secondary education, join technical vocational training institutes, information technology, textile designing etc .

SECTION 8: PROJECT DESIGN	
8.1	**APPROACH AND EFFECTIVENESS - Please provide details on the project approach (or methodology) to address the problem you have defined. Please justify the timeframe and scope of your project.**
	The project focuses round 3 interconnected processes: ▪ Identification and validation of human and other requisite resources ▪ Capacity and system development ▪ Research, Advocacy & Awareness Lack of access, non-protective environment and socio cultural constraints are the major factors that restrict girls from attending schools, despite the government providing free education. Therefore,

the project approach will target parents, communities, transporters, young boys and education department officials to provide an enabling environment where girls can go to schools.

The project aims at creating an enabling and a positive environment for girls by sensitising the community members and forming a community surveillance mechanism. The community surveillance committee will comprise of community influential's parents, religious leaders, men and boys. The committee will promote the rights of girls to education and envisioned to ensure a safe and supporting environment for girls to attend school.

 The access to education will be enhanced through alternative models, improving education governance and advocacy with key stakeholders.

Key activities include collaboration with stakeholders, publishing and distributing awareness material, conducting training workshops, developing and launching campaigns, and improving procedures and systems. The existing alternative models are a combination of adult literacy (i.e. basic level to enable girls to read and write) and the advanced level (i.e. fast track NFE designed to provide them with formal secondary education of 5 years in two and a half years). The first six months are focused on enhancing their literacy skills to switch them over to the NFE.

The project seeks to expand educational facilities through innovative and ground breaking approaches, such as engaging transport unions, alternative models for secondary education coupled with LSBE and establishing community surveillance, as well as building governance and planning capacity of government functionaries related to the education department. With a focus on most marginalised individuals and communities, it seeks to bring them into mainstream development processes and build on their capabilities in the broader sphere of national cohesion and development. The targeted beneficiaries would then act as role models in the process of social change for the neighbouring communities , promoting further expansion and rollout.

8.2	**VALUE FOR MONEY**
8.3	**BENEFICIARY INVOLVEMENT** **Please specify how the project beneficiaries will be involved in the implementation, management and monitoring of the project**

At the start of the project, girls and gatekeepers will be engaged in consultations to finalise the LSBE topics. The milestones will be shared and a mechanism will be developed for monitoring the milestones during the project implementation phase. Parents are the major gatekeepers to be taken on board to develop, manage and implement the innovative approach of community surveillance system alongside transporters and community leaders.

#	Beneficiary	Implementation	Management	Monitoring
1	Adolescent girls			√
2	Parents	√	√	√
3	Teachers	√	√	√
4	School management	√	√	√
5	Transporters (union)	√	x	x
6	Community	√	√	√
7	Policy-makers	x	x	√
8	Donor	x	x	√

8.4	**OTHER AGENCIES (WIDER CONTEXT) - What other agencies, including Government**

	are involved in the areas where this initiative will take place and how will you work with them? How will the project address gaps, complement other initiatives and avoid duplication?
	The Project is based upon a baseline conducted in the target area to initiate our Disaster Risk reduction Programme (DRR) programme. However, the particular focus on developing baseline for this program will be undertaken during the pre implementations phase of the project.
	At present, there is no such initiative in the target area on same or similar thematic area. The project would approach any future interventions to avoid duplications and develop synergies. This programme will set the pace for our education programme and the links that have been established will be used for the effective implementation of the project.
	Presently, Plan is implementing DRR through consortium of local partners in the proposed districts, and has developed a good rapport with local government and various civil society organizations. Plan has recently signed a MoU with the Provincial Education Department, Punjab for implementation of the project through local partners for EiE project and will work closely with the district education department. Plan has a good relationship with the Government of Sindh through DRR programme. Presence of the partners in the communities as well as in schools will help in engaging the stakeholders in the project activities. .
8.5	**SUSTAINABILITY** **What are the prospects for the benefits of the project being sustained after the funding stops?**
	How will services continue at the end of the project? Through our DRR programme we have already established Links with the local government and the stakeholders of primary and secondary importance. We will utilise these pre established links to strengthen community involvement for the continuity of post primary and life skills based education in the area. Through awareness raising, engaging stakeholders in education governance, development of linkages with distance learning, signing of MoU with the transporters and improving girls access to information through LSBE will remain the major strategies for sustainability of the interventions beyond the project period. Awareness campaigns will be launched to promote and strengthen the understanding on the rights of the children especially girls to information and education. *Why is the timeframe sufficient to reach the project's objectives?* The Project approach will be participatory and would involve all stakeholders. It would develop & put in place an internal monitoring & evaluation systems in the target schools. The improved policy & procedures of the PTAs & SMCs, trained teachers on the life skills positively impact the promotion of the girls' rights and effective involvement of stakeholders. The awareness campaigns and sensitization workshops would bring about an attitudinal shift among the rights holders and duty bearers that would provide a long-term support to girl rights. The policy & procedures, curriculums, training material etc will be owned by the stakeholders to continue the practice in the aftermath of the project. The Community Surveillance Committee comprised of boys and community members will shoulder the responsibilities of girls' mobility to school in a safe and protected environment, building their own capacity to resolve the functional bottlenecks in the way to adolescent girls' education and to ascertain the support of the relevant stakeholders. Moreover, support groups will be organized through engaging school going boys to act as role models for supporting girls' education and ensuring safe passage to and from the school for the girls. *How will the project support the achievement of sustainability?*

On the basis of our presence in the target area that facilitates many of the intervention requirements for this project for example the areas of social mobilization, identification and working relationships with government and other stakeholders. Plan foresee to bring the community and girl students to take forward the cherished objectives in three years and to further build upon it to keep the intervention rolling after the completion of the project. This project will benefit Plan to establish the supportive environment for the continuation of other projects depending upon the facilities and rapport being established during the implementation of this project. The activities like capacity development of the local government and the community on school development plans and the district education planning are particular to mention in facilitating post project activities and their sustainability. The flood rehabilitation phase could pretty well be the opportunity for the Plan ensuring government favour to work further for the provision of more opportunities to strengthen post primary education facilities on long term basis.

8.6	**CROSS CUTTING ISSUES**
8.6.1	**GENDER EQUALITY**
	The direct beneficiaries are adolescent girls, parents and community who will be engaged effectively to promote the importance of girl child education by creating protective environment and life skills acquaintance. It would bring about equity by enhancing the numbers of girl enrolment and bring it equal to that of boys.
8.6.2	**AGE - What impact will your project have on different age groups (e.g. children, youth and the elderly)? If the project involves work with children, how are child protection issues to be addressed?**
	The direct beneficiaries will be between 12 and 18 years of age. Awareness-raising will occur with a wider range of age groups, with parents and community members, and the active participation of boys is required in the Surveillance Committees.
8.6.3	**EXCLUDED GROUPS - How have you ensured that the needs of excluded and vulnerable groups, including people with disabilities and people living with HIV/AIDS are addressed within the project?**
	The girls that are being focused on constitute, socio-economically and culturally, marginalised groups. Children with special learning and health needs will be included in the target group and awareness, knowledge and skills will be promoted among primary duty bearers like parents and teachers etc on issues related to health, education and rights of these children. Those living with HIV/AIDS will likely be catered for through life skills education components.
8.6.4	**ENVIRONMENT - Please specify what impact (positive, neutral or negative) your project is likely to have on the environment. Please note the severity of the impacts and if negative, what steps you will take to mitigate these.**
	The project targets public schools and develops life skills around health and hygiene issues. The capacity development and awareness material will include information on unfriendly environmental practices and materials. The school latrines will be designed keeping in mind their environmental impact.

SECTION 9: PROJECT MANAGEMENT AND IMPLEMENTATION	
9.1	**PROJECT MANAGEMENT- Please outline what are the project implementation and management arrangements for this project.**
	The project will be implemented through existing consortium partners from DRR activities. New partnerships with specialised organizations will be formed depending on Plan needs and the

expertise of the prospective partners.

Plan's DRM Program is implemented in partnership with the *Indus Consortium for Humanitarian, Environmental and Development Initiatives,* composed of the following organisations in South Punjab and Sindh.

- *Rural Development Policy Institute (RDPI):* RDPI is a civil initiative aimed at addressing vulnerabilities and celebrating capacities of resource-poor rural communities for a sustainable rural development in Pakistan.
- *Doaba Foundation:* Doaba has developed models in Flood preparedness, DRR and Sustainable Livelihoods and firmly believe in the involvement of poor communities in the identification of vulnerabilities, prioritisation of development needs, negotiation of knowledge-based techniques, and community partnership.
- *HELP Foundation:* Aims to reduce poverty and suffering in the flood prone areas by working with communities and local governments. At their project sites, communities themselves have always carried out needs identification and prioritisation and assisted with sector decisions, highlighting constraints they face and opportunities they recognise.
- *Laar Humanitarian & Development Program (LHDP):* LHDP was established in 2006 as a non-profit, non-governmental, charitable organisation with the objective of providing an immediate response to any disaster situation.
- *Aarhung*: Established in 1994, Aahung has developed from a Karachi-based community project to a leading authority in the field of sexual and reproductive health and rights in Pakistan. It also works towards the prevention and management of SRHR issues, including child sexual abuse, violence against women, early and forced marriages, unwanted pregnancies, sexually transmitted infections, HIV / AIDS and sexual disorders

SECTION 10: MONITORING, EVALUATION, LESSON LEARNING AND BUILDING SUPPORT FOR DEVELOPMENT IN THE UK	
10.1	**HOW WILL THE PERFORMANCE OF THE PROJECT BE MONITORED? - What baseline information will you collect initially against which to show progress, how will you demonstrate progress (identifying interim indicators or milestones) and how will you assess impact? How will the logframe be used? Are the indicators sufficiently SMART?**
	Plan Monitoring and Evaluation System, PALS, and Plan Education Framework will be followed to monitor and evaluate performance of the project.
10.2	**BENEFICIARY INVOLVEMENT: How will you involve beneficiaries and other stakeholders in monitoring and evaluation?**
	The Project will adopt a rights based participatory approach to involve the stakeholders at implementation, management and monitoring levels. This ensures an internal monitoring and evaluation mechanism. The stakeholders' awareness on advocacy and procedures of management bodies will be taken care of. School Development Planning will remain the key process to engage stakeholders in improving education governance and expanding it at the Union Council level for effective district education planning and implementation. The stakeholders will be involved through the local networks, consultative meetings etc. Beneficiaries will also be involved through attending the performance review meetings, planning and implementation meetings and through dissemination of minutes of the meetings and reports.
10.3	**DISSEMINATION OF LEARNING: Please explain how the learning from this project**

	will be disseminated.
	The evaluation reports will be distributed among policy makers, donors and stakeholders, and annual progress sharing meetings will take place. The current information will also be available on PPA website.

SECTION 11: PROJECT RISKS AND MITIGATION

11.1	**MAIN RISKS - What are the main risks to the success of project? How will these risks be monitored and mitigated?** *Note that risk is not necessarily a reason to penalise a project. Projects might be good <u>because</u> they are taking risks and breaking new ground.*
	Political: The situation in the target areas is relatively unstable in terms of Livelihood and Displaced individuals. There is also the risk of oncoming political instability. In the event of any disaster, the local government in the area may change policies, and this may result in a shift in local leadership. In order to mitigate this relatively *low risk* the partners can ensure that the local leadership is on board regarding the project's targets and any significant changes that have to be made in the area. *Social:* Patriarchal and traditional attitudes remain embedded in the community in the target districts, and in this case, their priorities may lie with recovery after a disaster rather than capacity building and providing education to girls. In order to mitigate this *medium level risk* it is imperative that awareness raising session be provided to all gatekeepers (community, parents etc), to show them the importance of secondary and life skills based education of girls in the targeted areas. *Environmental:* As one of the target districts is a coastal area, it is prone to flooding and drought, which results in loss of livelihood and in many cases migration towards other cities and villages. The risk of another potential disaster may not be high considering recent events, however the after effects of the previous flood has left a significant impact on local inhabitants. Many families may still be considering migration, which is a potential risk keeping when classifying beneficiaries identified prior to project implementation. To mitigate this *medium risk* Plan staff would coordinate with the relevant local Partners on identification of the target group effectively within the districts. *Economic*: Economic risks may generate multiple interactive factors which could change the identified outputs of the project. This can be effectively tackled with the involvement of community and local government through participatory approaches. By this way a rise in inflation and overall cost per beneficiary will be addressed throughout the project life. Therefore this risk is *low* for this project. *Security:* There is considerable security risk in the target areas in terms of security of Plan and partner staff. This would be mitigated by providing Plan staff with adequate training on security, and giving security briefings.

SECTION 12: CAPACITY OF PARTNER ORGANISATIONS	
12.1	**Name of Organisation**	1. Allama Iqbal Open University, Islamabad 2. System Foundation, Faisalabad 3. Children's Global Network (CGN)

		4. Sindh Agricultural and Forestry Workers Coordinating Organization (SAFWCO) 5. Health and Nutrition Development Society (HANDS)
12.2	**Address**	
12.3	**Web Site**	1. www.aiou.edu.pk/ 2. www.systemfdn.com 3. www.childrenanddisaster 4. www.aahung.org
12.4	**EXPERIENCE - Please outline the experience of your partner in relation to their role and responsibility in this project (including technical issues and relevant geographical coverage)**	
	- Allama Iqbal Open University is mandated to work for distance education throughout the country. We are looking to develop linkages with this prospective partner to facilitate alternate education models for drop-out girl students for secondary school completion. - Systems Foundation developed and piloted Matric through Literacy in two years (Secondary level Education) model for working girls and boys in one district in Punjab, which was replicated by other organisations in other districts including Non- Formal and Literacy Department of the two districts. It will implement and provide technical support for non- formal education in the project selected districts. - Indus Consortium is the existing partner of DRR program that will facilitate the launch of the programme at community level and will help expanding linkages already developed with government and other partners. - Aahung is experienced and well reputed NGO in Sind. One of their expertises is LSBE. They are also a partner organisation in sharing learning on ASRHR.	
12.5	**CHILD PROTECTION (projects working with children and youth (0-18 years only) - What is your partner(s)' capacity in relation to child protection? How will you work with your partner(s) to ensure children are kept safe?**	
	The implementing partner will follow Plan's Child Protection Policy. Partners and their staff will be made aware of Plan's Child Protection Policy, will be signatories and adhere to it.	
13.14	**FRAUD - Are you aware of any fraudulent activity in your partner organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring?**	
	Nothing to date. Risk will be mitigated through financial control, including audits, payments on actual receipts, and regular monitoring.	

[i] First report on Education, Country Profile; NEC (2007-08)
[ii] *Pakistan Education Statistics* (2005-06); AEPAM
[iii] Pakistan: Country Gender Profile (2008); Sustainable Development Policy Institute (SDPI)