

## PROJECT PROPOSAL



### **Home for SHE (*Struggle, Hope, Empowerment*)** For Girls at Risk in Punjab

***Duration of the Project***  
**April 01, 2009 to March 31, 2014**

***Submitted By:***

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***Submitted To:***

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## PROJECT SUMMARY SHEET

1. **Project Title:** Home for SHE (Struggle, Hope, Empowerment) for girls and women at risk in Punjab
2. **Project Location** Union Council Sangla Hill, Tehsil Nanka Sahib, District Sheikhpura
3. **Project Period** April 01, 2009 to March 31, 2014
4. **Direct Beneficiaries**
  - 300-400 members of Community Groups (CGs)
  - 150 girls and women will take shelter
  - 500 girls and women learning vocational skills
5. **Indirect Beneficiaries**
  - Families of girls at risk (GAR)
  - Families of trained girls and women
  - Local community and family members of CGs in awareness raising activities.
  - Local administration and local bodies
6. **Total Budget (Rs.)** Rs. 33,945,737
7. **KNH Contribution (Rs.)** Rs. 29,702,520 (87.5%)
8. **PEB / EPS Contribution (Rs.)** Rs. 4,243,217 (12.5%)
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11. **Contact Person at PEB:** Mrs. Veeda Javaid, Executive Director PEB,  
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## **Organizational Background**

The Presbyterian Education Board is an autonomous Board under the auspices of the Presbyterian Church of Pakistan and is supported by the Presbyterian Church (USA) and other churches and organizations worldwide. Its purpose is to provide high quality education fully informed by and rising out of its Christian values and roots. The scope of work of PEB is to establish primary and secondary schools, higher education and vocational, professional and technical training for children regardless of race or creed; and hostels for Christian children.

The Presbyterian Education Board (PEB) started its formal educational work in 1858 through the support of the Presbyterian Church USA and other church-run organizations. In 1972 the Pakistani Government nationalized all Urdu medium schools and colleges in Province Punjab, including ten schools run by the Presbyterians. It was not until 1998 that PEB started to receive some of its nationalized schools and boarding houses back from the Government. The schools were in a seriously deteriorated state. The Presbyterian Education Board is now managing fourteen schools in different areas of the Punjab particularly Sargodha, Sangla Hill, Pasrur, Kasur, Lahore, Rawalpindi, Sialkot, Martinpur, four Boarding Houses, two Girls at Risk Projects and a School for Special Education.

The **vision** of PEB is to provide an enduring way the highest quality education responsive to the needs of the child with preparation for the needs and demands of the 21<sup>st</sup> Century. We wish to offer this education to children of all religious backgrounds regardless of their ability to pay, who choose to come to Christian institutions – not to be converted but to receive high quality education fully informed by Christian values.

The **mission** of PEB is to provide high quality education that addresses the needs of all individuals morally, physically, intellectually, socially and spiritually so essential for each individual's quality of life. The PEB exists to provide the human and financial resources necessary for educating children their mind, body and spirit within an environment that embodies the core values of self-discipline, integrity, tolerance, respect for others, fairness and justice in all of our dealings. We value all religious traditions while being rooted in our own Christian tradition. Christian students will be empowered and enabled to deepen their faith and their sense of community with one another. All students will be educated to have a spirit of service and a quality of character that will enable them to be able to contribute positively in society as citizen-leaders of their community, their church, their country and the world. They will be prepared to successfully compete when they reach intermediate and higher education and as they prepare for the world of work.

The vision and mission statements of PEB are in accordance with the Convention on the Rights of Children (CRC), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and National Education Policy 1998-2010 of Government of Pakistan. The interventions of PEB promote high quality education to ensure that children's best interests are met and they live a life at its fullest. The female education is also promoted and encouraged at PEB and the maximum number of girls' enrolment is also ensured. PEB also intervenes to help women and girls at risk through prevention, rehabilitation and empowerment efforts. The PEB has initiated different projects which aim to benefit community mainly women in vocational training, self help, community development and violence against women.

PEB has implemented a project titled "Home for Girls at Risk" with the financial cooperation of KNH Germany. The project was implemented from June 2006 to December 2008. The basic purpose of the project was to help the women and young girls who were victims or at risk of violence and social abuse. It also aimed to help such women in preventing the violence against them and take effective and sustainable steps for their empowerment. The project was implemented with the rural and semi-urban women of Sangla Hill and District Nankana Sahib.

### **1. Description of context and problem analysis**

Pakistan came into being on August 14, 1947. With 2.2% annual growth rate, Pakistan has become the sixth largest population in the world with nearly 172.8 million people (2008 World Population Data Sheet, Population Reference Bureau, USA). Nearly 70% of the population lives in rural areas. With an average annual per capita income of US\$720, Pakistan is listed among low-income countries. It ranks 134 out of 177 countries in the UNDP Human Development Index Report 2006. The prevalence of poverty varies significantly among rural and urban areas and from province to province, from 14% in urban Sindh to 41%

in rural North-West Frontier Province (NWFP). About 95% population of Pakistan are Muslims, while 5% are other religious minority groups. Unequal distribution of resources is one of the major problems of Pakistan and due to this almost 40% of the population lives below the poverty line. This poor segment of society which lives mostly in rural areas lacks access to basic needs such as education, health, and safe drinking water and sanitation services. This situation severely undermines capability of the poor communities to secure gainful employment and is a major cause for increasing income poverty and their social exclusion from developed society. Pakistan is also a 'high risk low prevalence country' concerning HIV/AIDS virus with estimated cases between 70,000 - 80,000 people, or 0.1 percent of the adult population. Currently security has also become another major concern in Pakistan.

In the socio-political life of Pakistani society traditional gender roles define a woman's place in her home but not at the workplace. Male is defined as the breadwinner. Consequently, society in general invests far less in women than men. Women in Pakistan suffer from poverty of opportunities throughout their lives. The female literacy is 29% if compared with male literacy which is 55%. Female labour rates are exceptionally low as compared to men. Violence against women and girls, including domestic violence, rape, honour killings, acid attacks and trafficking are uncontrolled in Pakistan. The legal code discriminates against women and girls and creates major obstacles in seeking redress for acts of violence. According to the human rights groups, the cases of honour killings largely go unreported and the victims include very young girls. Government's initiatives to improve the rights of women yet have a limited impact. Similarly, the women of low income families are also victims of trafficking across the globe. According to the recent statistics of UNFPA, 80% of the 600,000 people trafficked across international borders each year are women and girls. Sadly, these include more than 25,000 women from Pakistan.

The Punjab Province of Pakistan is by far the country's most populous and prosperous region and is home to the Pakistanis from all provinces. Total population of the province is 80 million. Total geographical coverage is 205,344 km<sup>2</sup> and is located at the north-western edge of the geologic Indian plate in South Asia. The province is divided into 35 districts. Punjab contributes 51.8% to 54.7% in country's GDP.

Women constitute 47.5% of the total population of the Punjab province, while only 35.10% are literate. The women in Punjab bear the brunt of increasing poverty, colossal human deprivation, poor governance, discrimination based on customary laws and civil & military strife. Women in general are subject to numerous issues including obstacles in getting employment, lack of access to basic and higher education, low wages, sexual harassment, draconian laws, restrictions to participate in mainstream politics, social discrimination & differences, domestic labour, poor access to health facilities, honour killings, and poor quality of life and living conditions. Rural and semi-urban women are comparatively the bigger victims.

Amongst various issues of women in Province, the violence against women (VAW) ranks at the top, as almost every woman face at least some kind of discrimination or violence in her life. This also includes the most severe forms of honour killings, kidnapping, rape, murder, and physical violence. According to the Human Rights Commission of Pakistan (HRCP) women from both urban and rural settings face violence but the number is higher in rural areas. It is higher due to lack of education and legal awareness among rural women, but it also does not mean that the urban areas have eliminated the violence against women. The statistics in comparison to other developing countries is higher in Pakistan.

The women in rural areas of Nankana Sahib in Punjab also face similar issues. Majority of the women live in rural areas and suffer from various kinds of violence at household, communal and social levels. The women are treated as second grade citizens, not allowed to get education or participate in the developmental activities. Discrimination against women in this part of the Punjab starts from the birth and lasts throughout their lives. Birth of a girl child is considered as misfortune for the family while a boy child is given high importance. The girl continues to face it throughout her life, as she grows. She is discriminated for nutritious food, clothing, upbringing,, education, choice of life and everything. Upbringing of boys is given importance being the bread winners of family in future, whereas the upbringing of girls seems like a useless investment. The forced marriages, child marriages, exchanged marriages are very common in these areas. The labour role of girls and women is of value in the family as they fetch water

for family, household chores, work in the fields, collect fodder for livestock and taking care of all the male family members. The ratio of sexual abuse is also high in these areas.

During the assessment in the project areas PEB observed that majority women in the target areas have been subject to sexual violence and sexual harassment in their lifetime. The children and young girls are more exposed to such issues as the young children are not aware of the sexual harassment. At the same time it was observed that community does not consider sexual harassment and violence against women as a serious issue. They think it is the duty of women to serve men and are supposed to follow the footsteps of men, according to the tradition, culture, and religion. The situation is even worse when the abused girls and women are not given appropriate medical care, psychosocial counselling, shelter and legal aid. Such cases are taken as any other criminal cases of theft and robbery and are tried to be solved at community level in the presence of community elders who normally decide against the abused women and girls. The legal redresses are not manipulated. Thus most of the women remain voiceless and continue facing the trauma and discrimination throughout their life. The female headed families usually face such issues more often.

To respond to the situation, PEB took the matter seriously and initiated to help such women victims of violence or at risk of violence in their family or community of the rural settlements of Tehsil Sangla Hill of District Nankana Sahib. PEB designed a project titled "Home for Girls at Risk" and received financial support from KNH in June 2006 for 3 years of project duration. Education Promotion Society (EPS) facilitated PEB in implementing the project. The project provided shelter, formal and informal education and trauma counselling to the girls and women at risk in Sangla Hill and its surroundings. The project empowered such women against exploitation and abuse. It also enabled them to become healthy and productive members of their community by learning skills and earning their own living.

Based on the useful interventions, now PEB has planned to expand the project to more communities in Sangla Hill and surroundings and with a broader approach. During PEB's interaction with these communities it was assessed that the cases of violence against women and girls abuse are comparatively higher in this area than other areas of Punjab. The social, economic and political situation of women in this area is below the mark, while the women continue to face problems due to poverty and customary laws of the areas. In the previous phase, the project was named "Girls At Risk (GAR) Project" but now with more inclusive approach, it is named as "Struggle, Hope and Empowerment (SHE) Project". The scope of work now is broader than initial phase of project. Secondly, the name GAR sounded alarming in the communities. Through participatory methodology PEB changed the name of project to SHE Project after consultations with the communities, staff and partners.

## **2. Project Description**

To address the situation of women and girls in the project areas PEB has planned a five years project with different interventions to meet the project objectives.

*The five key intervention areas have been identified by PEB.*

**Firstly**, the project duration is five years and has multiple extensive activities which need good planning and preparation and the preparatory phase of six months to one year will be allocated for this component. PEB will focus on project systems and personnel development, staff hiring, training of trainers, and planning of implementation. PEB will develop its internal systems for project and will organize training on organizational management for the project staff to improve its management systems and internal controls including financial, administrative, human resources and record keeping. The staff will also be trained in other skills as monitoring and evaluation, documentation, report writing, team building, social mobilization, self help group approach, stress management, first aid and psychosocial counselling, human rights based approach (HRBA), health & hygiene and Participatory Rapid Appraisal (PRA). Exposure visits will also be organized for more clarity and experience sharing on social mobilization, women's income generation and linkages development. The baseline survey of the selected project areas will be conducted to set the guidelines for proper implementation of the project. Monitoring and evaluation systems will be developed for project.

**Secondly**, PEB will work on social mobilization in the target communities particularly among the women from poorest of the poor families and the women at risk of facing violence and abuse. Trained social mobilizers (women and men) will mobilize the communities in 20 villages to form 20 Community Groups (CGs), at least one per village. Each CG will consist of at least 25 members and will meet bi-monthly and will organize and participate in the awareness raising activities at the village level. The project staff will participate in the CG meetings for facilitation and awareness raising. A great focus will be given to promote income generation aptitude and entrepreneurial capacity among the members. The CGs will support the field team of PEB in village profiling in participatory way. The detailed village profile of each village will be developed to be used for project planning and implementation. The Project team will develop linkages with relevant line departments and stakeholders to promote the concept of the project and gain support for successful implementation of the project. The CGs will also identify and tap the resources for women victims of violence for support services to rehabilitate them after being abused. Initially project and later CGs will maintain relationship with police department to provide legal redresses to the victims and punish the culprits/abusers. The links with health departments and Basic Health Units (BHUs) will also be established to provide immediate medical and first aid to the victims of severe forms of violence. The local administration will also be mobilized to support the project in their constituencies. The CGs will facilitate the implementation of all the project activities at the village level, particularly the awareness sessions on a larger scale. They will work as co-partners to co-implement the project in their respective villages.

**Thirdly**, PEB will promote awareness on violence against women and other issues discriminating women and children in the project areas. The information and knowledge dissemination will be done through CGs meetings, special workshops / sessions and interactive theatre performances and sharing of relevant materials on human rights. PEB will promote emotional therapy techniques among the community members so they take into account the liability of providing emotional support to the victims of violence. Interfaith harmony will also be promoted and strengthened as community in project area belongs to different religious backgrounds. Self grooming and up-bringing sessions will be conducted for girls in community members with key topics on personality development, treating others nicely and knowing good and bad. The importance of girls' education and their emotional and physical needs with the growing age will also be highlighted through interactive theatre as the girls start facing gender discrimination at the household level. The education on life skills will be imparted to the communities.

The awareness raising on human rights and violence against women will be promoted through using different methodologies i.e. community sessions, workshops, legal aid sessions, and celebration of different international days. The women, children and community elders will participate in these activities.

Community awareness on family health & hygiene will be promoted on different themes including personal hygiene, waterborne diseases, child nutrition, HIV/AIDS, TB, and promoting environmental protection through plantation and activity based workshops with community.

**Fourthly**, the project will provide services to the women victims of violence or at risk of facing different kinds of violence. A manual of procedures will be developed, including the detailed procedures and formats to be used for identification of the cases of violence against women or at risk, assessment, provision of temporary shelter, legal aid procedures, rehabilitation services and detailed terms and conditions. The project will provide educational services to the girls and women at risk, to get formal and non-formal education respectively. The victims in need of temporary shelter will be enrolled in the temporary shelter of PEB at Sangla Hill, generally upto six months but it can be extended if needed. The cases needing legal aid will be assessed thoroughly and will be provided legal aid by the experienced lawyer. The cases for legal aid may also be referred to four other major human rights organizations including Human Rights Commission of Pakistan (HRCP), AGHS Legal Aid Cell, National Commission for Justice & Peace (NCJP), and Centre for Legal Aid Assistance and Settlements (CLASS), as per need. During the stay at shelter house the women will be trained in different vocational skills and if required basic functional literacy. The girls and women in the temporary shelter will be rehabilitated back in their homes within six months and the mediation role will be done by the field staff, CGs and community elders. The project team will continue to follow up such rehabilitated cases afterwards to ensure their safety and elimination of risk. The cases of violence against women will be documented and recorded for reference and baseline for action.

**Fifthly**, the women in the communities will be trained in different marketable skills which they can further use to earn their living and become economically independent. It will also discourage the traditional labour trends in the community where most of such cases of violence and abuse occur. The income generation activities and interventions have been identified to provide alternative employment solutions to women and girls so they can receive product making and marketable skills and become self employed. The PEB field staff and CGs will identify the training needs in the project areas and conduct trainings through vocational centres at the village level and at the project office as per the community needs. The vocational centres at village level will be identified and requested by the CGs after a thorough need assessment, with the guidance of project team. During the assessment the community identified following marketable trades as training possibilities:

- Food preservation skill (pickles making), kitchen gardening and home plantations
- Drafting, stitching, cutting and designing, Knitting, Basic embroidery
- Crafts making (Tie and die technique, Jewellery making, Bags making, Friendship bands making, Flower making, paintings (Fabric, glass)
- First aid training
- Training on technical repairs (electric, sewing machine etc.)

PEB will also support the trained women in identifying and linking to different markets for selling their products. This will be part of the vocational trainings. For value addition and product improvement exposure visits will be arranged for successful trainees, with the potential to become Master Trainers (MTs). PEB will devise a marketing and sale strategy for the women entrepreneurs for order work from markets of Sangla Hill, Faisalabad, Gujranwala, Sheikhpura, Sialkot, Sargodha, Lahore, Nankana Sahib and Islamabad. The interested and potential entrepreneurs will be trained in book keeping and simple accounting to apply in their day to day business and will be facilitated in developing their own business plan. PEB will also promote linkages of entrepreneurs with different Micro Finance Institutions (MFIs) and other institutions to get loan for the expansion of their businesses, if required.

#### **4. Project Approach**

The project is based on three basic actions intended, as per the plan.

##### **4.1 Prevention**

The project will promote awareness raising among the women, girls, men and community stakeholders at large scale on the issue of girls at risk and violence against women in the project areas. Expanded information and awareness will help the participants understand the concepts and issues of violence against women and gender sensitivity. The local women will be aware of their human rights and will also transfer this knowledge to their family members and children especially girls. They will be preventing the cases of violence against women and abuse in their communities through strong networking with each other. The women victims of violence can share the issues they faced, with other women in the area so their voice will be heard by the stakeholders. Role of CGs is also to motivate their family men to help them in getting their due human rights at family, community and society levels. The community elders will also be aware of the legal, constitutional and human rights of women and girls; and will be socially pressurised to give women their due rights and help them reduce the incidences of violence against them.

##### **4.2 Rehabilitation**

The project will apply the integrated approach for rehabilitation by providing services in temporary shelter to the women and girls at risk. Among the services include formal and non-formal education, vocational training, business development training & technical backstopping for entrepreneurs, exposure visits, market linkages development and value addition for their products. Psychosocial support will be provided to the victims and also the legal aid through the services of project and if required the cases will be referred to other human rights groups and free legal aid providers. The stay at temporary shelter will help the women and girls to learn legal and para-legal procedures for legal redresses. This component of the project has been designed for rehabilitation and support services for the victims of violence in the project areas.

##### **4.3 Empowerment**

The project has been designed to empower the local women through social mobilization, formation & capacity building of CGs. The members will be trained in various skills as well as personality development aspects by building awareness to respond the cycle of violence against women. The CGs will be trained in organizational management skills to manage their groups effectively and professionally. Awareness raising will be done regarding the basic concepts in controlling violence against women and legal procedures for legal action. Women are generally the most disadvantaged members of society due to their low financial status. The project will facilitate women in their own income generation towards achieving financial independence. Once they are financially independent and socially organized, they will be part of decision making at their family level and their voice will be heard at different forums. They can also participate in politics at local level for political and social empowerment.

## **5. Project Design**

### **5.1 Goal**

Socio-economic status of the women and girls in selected areas of Punjab is improved, confidence and self-esteem is enhanced, and they are contributing towards the betterment of their households and society.

### **5.2 Purpose**

Girls and Women in the target communities have secured their social, cultural and economic status in the society.

### **5.3 Objectives**

Objective 0: Establishing effective and efficient project management mechanisms to ensure proper implementation, monitoring and internal controls.

Objective 1: Mobilizing and strengthening Community Groups (CGs) by enhancing their skills, knowledge & participation to take collective initiatives on their own.

Objective 2: Promoting awareness at community level on various social, economic, communal and health issues with special focus on women and children's rights.

Objective 3: Identifying, rehabilitating and providing legal aid services for girls/women at risk and victims of different forms of violence.

Objective 4: Women (including girls and women at risk) in the target communities are effectively managing their economic activities.

### **5.4 Expected Results / Outcomes:**

Expected Result / Outcome 0: Project management mechanisms are effectively in place to ensure achievement of the desired results of the project.

Expected Result / Outcome 1: Poor and marginalized women in the community are organized and taking collective development initiatives on their own.

Expected Result / Outcome 2: Community has improved awareness on various social, economic communal and health issues.

Expected Result / Outcome 3: Girls/women at risk have access to and have benefited from the project services (immediate relief and rehabilitation).

Expected Result / Outcome 4: Communities have enhanced product development, business development and marketing skills.

### **5.5 Indicators**

#### Indicators for Project Goal:

- Women and girls take part in the economic activity.
- Women participate in the decision making at household level with confidence.
- Men are more supportive of women participation in the social and economic activities.

#### Indicators for Project Purpose:

- Girls and women in the target communities are actively involved in addressing their social, cultural, and economic problems.
- Community is more supporting of issues relating with the girls / women at risk.

#### Indicators for Objective 0:

- By Mar 2014, Project staff is confident and skilled in social mobilization, communication, networking, facilitation, project management and financial management.
- By Mar 2014, Project record is regularly updated and filed to make the data readily accessible when required.
- By Mar 2014, Project staff is well capacitated in handling issues at community level.
- By Mar 2014, 90% relevant staff has capacity to further train the community members in respective aspects.
- By December 2009, the baseline data is available for the selected villages.

Indicators for Objective 1:

- By Mar 2014, at least 20 CGs are formed in 20 project villages (at least one per village), with proper record keeping systems.
- By Mar 2014, at least 60% of CGs are functional and involved in joint activities on their own.
- By Mar 2014, the project is well connected to the relevant govt. departments and civil society organizations, improving accessing accessibility of community for the services.

Indicators for Objective 2:

- By Mar 2014, Muslims and Christians communities are participating in each others' festivals.
- By Mar 2014, communities are more aware of the;
  - human rights particularly women, and children
  - basic health hygiene practices
  - most common infectious diseases
  - care for the environment

Indicators for Objective 3:

- By Mar 2014, 150 girls and women at risk are provided shelter at the centre.
- By Mar 2014, 30% of the women & girls at risk (in centre) are skilled in the centre.
- By Mar 2014, at least 50% of the GAR cases are successfully rehabilitated in their families.
- By Mar 2014, 100% of the rehabilitated cases are documented as success stories of the girls/women at risk who are reconnected back with the society.

Indicators for Objective 4:

- By Mar 2014, 500 skilled women and girls exist in the target communities.
- By Mar 2014, at least 30% of the skilled women are successfully marketing their products in various markets.
- By Mar 2014, at least 10% of women/girls producers have direct linkages with markets.
- By Mar 2014, 10 vocational centres are operational in the target villages.

## 6. Planned Activities

### Activities for Output 0:

#### **1. Project Systems and Personnel Development**

The project systems will be developed in the project preparation phase and the staff will be trained in key skills needed to manage the project effectively and efficiently.

##### **1.1. Development and training on organizational management systems and internal controls (financial, admin, and HR systems and relevant record keeping and filing) with refreshers.**

The internal policies and organizational management systems of SHE project and PEB will be developed for efficiency and effectiveness. Manual including financial management, administration, human resources policies and procedures will be developed for SHE project after consultation and review of existing manuals. Proper record keeping systems will also be developed including filing and database. This will be on-job training conducted by external consultant for the 13 project staff (program & admin staff excluding support staff).

##### **1.2. Development and training on effective monitoring and evaluation mechanism with refreshers.**

Training will be conducted on monitoring and evaluation with the staff of PEB to train them on concepts and practices of monitoring, mentoring and evaluation. The training will be on-job by external consultant for 13 project staff (program & admin staff excluding support staff). The training will be later followed up by refreshers.

### **1.3. Documentation, report writing and case studies writing with follow up and refreshers.**

Training will be conducted on documentation of cases of violence against women, child abuse and women rights violations in the Punjab Province. The training will be on-job by external consultant for 13 project staff (program & admin staff excluding support staff). The training will be later followed up by refreshers.

### **1.4. Team Building training (staff taking project as a whole)**

A team building training will be organized to help participants overcome issues within staff psychologically and professionally. The training will be conducted with the objective that staff has to take the project as one entity. The trainings will be conducted by external consultant for 13 project staff (program and admin excluding support staff).

### **1.5. Social mobilization, communication skills training, ethics to work in community, How to conduct workshop/awareness sessions in community, networking and village profile development using PRA tools with refreshers**

The project staff will be trained in the skills needed to work in the community including social mobilization concepts, practices, skills; communication skills, facilitation skills to conduct awareness raising sessions in the community, village profiling, networking and participatory need assessment techniques like Participatory Rapid Appraisal (PRA). The trainings will be conducted by the external experts for 13 project staff (program and admin).

### **1.6. Training on self help group approach – By KNH experts**

The self help group (SHG) approach is new to PEB and the project staff. It will be useful for the SHE project staff to receive this training as a future possibility, if the CGs identify potential groups in the village to become SHGs at a later stage and can link these group with the SHG project of PEB (in planning). The training will be acquired from KNH or KNH trained experts for 13 project staff (program & admin staff excluding support staff).

### **1.7. Stress Management & Conflict Resolution Training**

A training on stress management and conflict resolution will be conducted to help the staff members overcome their psychological issues, job stress and peer pressures and learn the skills to cope with similar issues with the community and particularly women and girls at risk or victims of violence. The duration of the training will be 3 days and 13 project staff (Program and admin) will participate in the training.

## **2. Training of Trainers (TOT) for Staff**

The project staff will be trained in different subjects related to project implementation further to impart those trainings at field level. This will include learning facilitation skills also.

### **2.1. First Aid and Counselling (TOT)**

A TOT will be organized for project staff on First Aid and Counselling with main topics of identification of physical and psychological problems and immediate first aid. It will be a training on both physical and emotional first aid. The duration of the training will be 6 days initially in year 1 and later the refresher session for 3 days in year 3. The training will be delivered by external experts for 13 project staff (program and admin).

### **2.2. Training on Human Rights Based Approach (TOT)**

A TOT will be organized on human rights based approach for project staff to enhance the skills and upgrade the knowledge of project staff on human rights, gender sensitization, gender based discrimination, child rights and its application in project implementation. The duration of the training will be 6 days initially and then later a follow up of 3 days. The TOT will be conducted by external consultant and 13 staff members (program & admin) will participate in the trainings.

### **2.3. Personal Health and Hygiene Training (TOT)**

A TOT will be organized on personal health & hygiene for project staff to get skills in personal health and hygiene to aware communities on it. After the training staff will conduct sessions during the CGs meetings in different villages. The training will be of 5 days and will be conducted by external consultant for 13 staff members (program & admin) of the SHE project.

### **2.4. Participatory Rapid Market Appraisal & Market Linkages Development (TOT)**

A TOT will be organized on participatory rapid market appraisal on basic contents of market assessment, linking to appropriate markets, development of business plan, book keeping, sales and marketing. The training will be delivered by external consultants for 13 staff members (program and admin) and may also include potential entrepreneurs from community. The duration of the training will be 5 days initially and a follow up training will again be 5 days.

### **2.5. Staff Exposure Visits**

Exposure visits will be organized for project staff for experience sharing, learning from the experiences of other organizations working on the same objectives. The duration of each exposure visit will be 3 days and 3 such visits will be organized in project life and for 13 project staff (program and admin).

## **3. Project Planning**

The project planning will be done through using participatory approaches to develop project proposal and conduct baseline survey, by external consultant.

### **3.1. Project Proposal Development**

The project proposal is developed after thorough field assessment and with participatory approach. A workshop was conducted for field validation exercise and to identify the project activities, define the objectives, and results with the active participation existing project staff. The duration of the exercise was 18 days. It was participated by PEB, EPS and existing project staff from Sangla Hill, Martin Pur and Sargodha.

### **3.2. Baseline Study**

At the start of SHE project, a detailed baseline study will be with the facilitation of external consultants. The consultants will apply different research methodologies including PRA techniques for data and information collection from the communities in the selected villages of project area. A comprehensive report will be developed based on the findings of the baseline survey that will set the basis of project and will support the implementation. Baseline data will be later used for the monitoring, mid-term review and final evaluation of the project.

## **Activities for Output 1:**

### **1. Social mobilization among the communities in project area**

The trained staff of the project will work in the communities on social mobilization and social organization to sensitize the communities on gender and development issues and to find solutions to such issues.

#### **1.1. Formation of Community Groups**

In 5 years of project duration, 20 Community Groups (CGs) will be formed in 20 villages, at least one per village. Five new villages will be added every year except last year. Last year the project activities will be consolidated in all the 20 villages of the project area. In the CGs, participation of maximum number of women will be ensured. Each CG will consist of at least 25 members and will meet bi-monthly and will organize and participate in the awareness raising activities at the village level. Regular savings in the groups will not be compulsory unless group members are interested themselves. The record of savings will be available in the books of CGs, maintained by the CG members / leaders. The savings will be kept in a bank account in the name of that particular CG and the accounts register including day book and cash book will be maintained by the CGs. The CGs will co-implementing partners in implementing the project activities at the respective village level.

#### **1.2. Regular Periodic Meetings**

The CGs will organize regular bi-monthly meetings and the maximum participation in all the meetings will be ensured. The groups will maintain the record of every meeting regularly, particularly the activities and sessions conducted. The project staff will participate in the CG meetings for facilitation and conducting awareness raising sessions on various aspects.

### **1.3. Developing Village Profile**

Each CG and project staff will jointly develop village profile of the respective village. The participants will use different methodologies including interviews, reference material, community meetings, PRA techniques and other need assessment techniques to collect maximum data to develop village profile.

## **2. Linkages development**

SHE project will maintain linkages with relevant line departments in the project area and relevant organizations working in the project area or elsewhere in Pakistan. The purpose is dual, one is to get support in implementation of project, second is to get facilitated by sharing similar experiences.

### **2.1. Meetings with Police Officers, Medical Officers, Basic Health Units (BHUs) & Local Administration**

SHE project staff will conduct meetings with police officials, medical officials, Basic Health Units (BHUs), local administration and human rights organizations to maintain good working relations and access best possible support from the available structures, regarding implementation of various components of the project.

## **3. Monitoring, Mentoring and Evaluation (MME)**

The level of monitoring, mentoring and evaluation has been set for different times. A comprehensive setup will be developed at the start of project.

### **3.1. Regular monitoring/follow up visits**

Regular monitoring and follow visits will be done by the project staff including Project Director, whereas the monitoring reports will be documented for each visit and submitted.

### **3.2. Quarterly monitoring/follow up visits**

On quarterly basis the monitoring will be done by PEB and EPS. The reports of the monitoring will be prepared and shared with KNH for their update and feedback.

### **3.3. Annual Monitoring**

SHE project will prepare a annual report every year and sent to KNH, PEB and EPS. The annual monitoring will be done by external consultants. The annual report will be shared with external consultant as a basis to the annual monitoring. The reports will be prepared and submitted to PEB and KNH for their action on the issues highlighted in the yearly monitoring reports.

### **3.4. Mid-Term Evaluation/Review**

The mid-term evaluation will be done in April 2011 by external consultants. The evaluation methodology will include various assessment techniques like interviews, community visits, focus group discussions (FGDs), review of records, monitoring reports and meetings with staff etc. The findings of evaluation and data of the project will be assessed against the project LFA, project workplan and baseline report.

### **3.5. Final / Post Implementation Evaluation**

The final evaluation will be conducted by external consultants. The methodology will include review of mid-term and monitoring reports, various assessment techniques like interviews, community visits, focus group discussions (FGDs), meetings with staff and review of monitoring and other project reports etc. A project level workshop may be organized as well. The findings of evaluation and data collected will be assessed and evaluated against the LFA indicators, project work plan of 5 years, data from baseline survey. The assessment will be done on five major areas of project relevance/appropriateness, project effectiveness/achievements, efficiency, sustainability and impact. Each area will consist of recommendations for future plans and strategy.

## **4. Publications and Extension Materials**

In the start of project, a project brochure will be developed and printed in Urdu and English both for orientation of the project at various levels. Approximately 1000 copies of each will be published. During project implementation, other extension material will be developed in form of posters or flyers etc. as per need.

## **5. Annual Newsletter**

At the end of every project year, SHE project will develop and print a newsletter on annual basis, both in English and Urdu. This will include success stories from the project implementation, stories of the women and girls rehabilitated in their families successfully, encouraging stories and messages from the beneficiaries. Urdu version of the newsletter will be shared in the communities during CGs meetings and other events. Annually 500 copies of the newsletter will be printed and circulated widely, also among similar projects and organizations.

## **Activities for Output 2:**

### **1. Interactive Theatre Training and Performances**

A group of volunteers will be selected from staff and community activists, and trained in interactive theatre tools, methodology and performing skills. Initial training will be of 8-10 days at the start of second year of project, where as a follow up training will be conducted in next quarter for 5 days. This will include preparation of performances on selected subjects, as well as field testing of the performances by the trained theatre group. This training will be conducted by external consultant specialized in interactive theatre tools. A group of approximately 15 volunteers will be trained. It will be residential training. Few selected performances will be prepared and will be perform at different villages in the project areas at a larger scale for mass awareness. A total of 17 performances will be conducted by the theatre group in 5 years of project period, as in second year after the training 2 performances will be conducted, while in later years 5 each performances will be conducted. After the Interactive Theatre group has mastered the skill, they can prepare new performances on the new subjects in community, regarding mass awareness and will continue the performances.

### **2. Collection of Relevant Extension Materials**

SHE project will collect extension material / IEC material developed by different organizations on human rights, women rights, child rights, health, hygiene, gender based discrimination, education, gender sensitization and any other relevant subject. SHE project will also enrol itself to get newsletters and magazines published by different organizations for the regular capacity enhancement of project staff.

### **3. Community awareness on social issues**

Awareness raising sessions will be organized with community in bi-monthly meetings of Community Groups and organized sessions with the community. The awareness raising on social issues is mainly part of the regular field visits of the project staff, especially CGs meetings.

*The awareness raising sessions will be organized on the following themes:*

- 3.1. Counselling sessions / therapy (regularly during CGs meetings)
- 3.2. Promotion of interfaith (through interactive theatre performances periodically, 2 in year 2 and then 5 each in year 3 - 5)
- 3.3. Self grooming sessions (regularly during CGs meetings)
- 3.4. Awareness raising on girls upbringing (regularly during CGs meetings)
- 3.5. Being adult training / life skills training (regularly during CGs meetings)

### **4. Community awareness sessions on human rights.**

Awareness raising sessions on human rights will be done in bi-monthly meetings of Community Groups and organized sessions with the community. Some of these are done through regular field visits of the project staff, especially CGs meetings; other sessions will be conducted in CGs meetings wbut with the religious or other activists. Major international days will also be celebrated related to project theme during the project implementation and for a long term impact.

*The sessions will be organized on the following themes:*

- 4.1. Violence against women awareness (regularly during CGs meetings)

- 4.2. Women and children's rights sessions (regularly during CGs meetings)
- 4.3. Legal aid, legal rights and procedures (by legal experts in CGs meetings / sessions, 5 sessions each year since 2<sup>nd</sup> year)
- 4.4. Celebrate religious festivals in the target communities (2 major festivals of Muslims and Christians each, every year)
- 4.5. Celebrate international peace day (once every year event with peace activists)
- 4.6. Celebrate international women's day (once every year event with women activists)
- 4.7. Celebrate children's day (once every year event with child stars)

### **5. Community awareness on family health & hygiene and environment issues.**

Community awareness on family health & hygiene and environmental issues will be increased through formal community visits and informal meetings. The activities are incorporated in the field work of the project staff. Every visit of field staff in the community will be with an awareness raising package on different themes.

*The major themes to be covered in this component of the project will be:*

- 5.1. Personal hygiene sessions – community / healthy food (by experts in CGs meetings, 2 sessions in year 1, while 5 sessions each in later years)
- 5.2. Water borne and infectious diseases (by experts in CGs meetings, 2 sessions in year 1, while 5 sessions each in later years)
- 5.3. Better environment, diet, for children (by experts in CGs meetings, 2 sessions in year 1, while 5 sessions each in later years)
- 5.4. Campaign on health, HIV, hepatitis, TB and other common diseases (by experts in CGs meetings, 5 sessions each year since 2<sup>nd</sup> year)
- 5.5. Mother care (by experts in CGs meetings, 2 sessions in year 1, while 5 sessions each in later years)
- 5.6. Environment at village level (activity based, 2 sessions in year 1, while 5 sessions each in later years)
- 5.7. Plantation day celebration with children and adults (by experts in CGs meetings, 5 sessions each in first 4 years)

### **Activities for Output 3:**

#### **1. Quality shelter to the victims at risk (temporary)**

SHE project will provide temporary shelter to approximately 150 girls and women from all over Punjab, as per the cases identified, during 5 years of project life. These women and girls will be provided shelter as per the criteria of SHE project and by following the manual of policies and procedures. These cases will be registered in the shelter facility separately created in the premises of Christian Girls School, Sangla Hill. The school going girls will be accommodated in regular boarding house of PEB and will be given formal education during their stay, where as the total expense of such girls will be paid by SHE project. For women at risk there is a separate facility available including accommodation, food & fuel and vocational training.

#### **1.1. Develop the manual of procedures to be adopted in identification, assessment, shelter provision, provision of facilities, and rehabilitation.**

SHE project will develop a manual of policies and procedures to be adopted for identification, assessment, shelter, facilities and rehabilitation of the women and the girls living in the shelter house. It will include the formats to be used in the process as well as guidelines of handling such cases. It will specify the provision as per project for psycho-social and legal support and rehabilitation of such women and girls. The manual will be developed by external consultant with vast experience in providing support services to women victims of violence and most importantly with an experience of manual development. This will be developed in a participatory way with the SHE project staff. Staff will also be oriented to use the manual.

#### **1.2. Formal education for the girls at risk for the duration in shelter.**

The young girls of school going age who will take shelter in the shelter house will be enrolled as students in the boarding school of PEB in the same location and will be encouraged to continue their studies and

the girls beyond school age can get functional literacy in addition to vocational training, if they want. 150 girls and women will get these services in 5 years.

#### **1.2.1. Food and other logistics support in the fully equipped boarding house for formal education of girls.**

For all the girls at risk, SHE project will pay full cost of boarding, lodging, food etc. to the boarding house. This will be paid on monthly basis against the number of such girls enrolled. A complete record of these girls will be maintained with the SHE project as well as boarding house. The accommodation will be on room sharing basis with common latrines which are hygienically clean and fit for use. Clean drinking water is available at the PEB boarding house as well as the shelter house. Other recreational needs of the children will also be fulfilled during their stay.

#### **1.3. Extension of the facility for adult cases for accommodation, food & fuel, medical, legal aid, entertainment and bedding.**

SHE project will extend the shelter facility with the support of PEB, on basis of the existing facility for accommodation of women at risk. The facility will be extended so the women can have better facility and more women can be accommodated. After extension the shelter house will have capacity of 10 women and small children accompanying them. In shelter, they will be provided accommodation, food & fuel, medical treatment, legal aid, vocational training, entertainment opportunities. Before their rehabilitation, they will also be given opportunity for food for work at the shelter house.

#### **1.4. Emotional therapy and confidence building.**

Emotional therapy and psychosocial social counselling sessions will be organized with the women victims of violence who will take refuge in the shelters house. A full time counsellor will also be available at the shelter house for their psycho-social support and to help them get back to normal life. Their confidence and morale will be boosted so they can easily recover from psychological problems. The SHE project staff will also receive trainings in counselling as emotional first aid.

#### **1.5. Skill development and functional literacy (if required).**

The women and girls in the shelter house will be trained in different marketable vocational skills by a vocational trainer, so they can earn their livelihood after going back to their normal life. If some of these women are interested, additionally in the vocational centre they can also learn basic functional literacy.

#### **1.6. Involvement in the food for work activity.**

The women who will stay in the shelter houses will be given opportunity and preference for short term jobs in the shelter house as per their potential e.g. cleaning, cooking etc. This way they will pay in kind for using the shelter facility.

#### **1.7. Rehabilitation of the GAR in their families within 6 months**

As per policy, SHE project will accommodate any GAR cases for upto six months maximum, but in case of long term or no-return cases, alternate arrangements will be made six months time or earlier. The project through various sources will try to settle down the issues with GARs cases and their families within the given time frame. Wherever not possible SHE project will accommodate GARs for extended period until her problems are not solved. Such case will be documented in full detail to justify the extension of stay.

#### **1.8. Follow up of the rehabilitated girls/women at risk to ensure improvement**

The project will conduct follow up visits to the rehabilitated girls and women to ensure if the risk is fully eliminated and they are not at risk again. Their counselling and moral support will also continue through CGs meetings. They will also be mobilized to visit SHE project office for keeping close contact to avoid any future risks.

#### **1.9. Documentation of case studies**

SHE Project team will document the case studies of the girls and women who will receive the services of the project. The case studies will be shared with project stakeholders including line departments, human rights organizations, community, EPS and KNH and will be printed in the annual newsletters also.

## **Activities for Output 4:**

### **1. Organize skills trainings for the girls and women in communities**

SHE project will organize vocational training courses for women and girls both at the shelter house as well as in the communities. The purpose is to empower women economically by learning marketable skills and with an exposure to market. This will help them earn livelihood for their families and get respect as well as participation in decision making. Vocational centre will operate at the shelter house on regular basis, whereas in the communities every year 2 centres will simultaneously operate on need basis. In total 10 vocational centres will operate during 5 years, where as if some of the centres operate for less than a year or 6 months duration, the number of centres operated in communities will increase. Duration of one vocational centre in a community depends on the need. If the need is fulfilled in 6 months, the centre will shift to another village. All the trainees will pay a small fee for attending the course. This amount will be recorded by the training instructor in the books and will be utilized in the centre.

#### **1.1. Identification of the training needs for skill development in the selected communities**

Though in the initial assessment during project planning, need for various skill trainings was identified through the existing project team, but these are initially proposed skills. SHE project will conduct a TNA in the communities to identify their respective skill training needs and the trainings will be conducted accordingly. The TNA will be conducted by the project staff during the CGs meetings and based on that community vocational centres will be initiated.

#### **1.2. Identification and registration of trainees**

SHE project staff will identify and register the trainees in the communities. The vocational centre can only start in a village with at least 20-25 participants. Following is the criteria to be applied, if more participants are registered. Girls with one or more of the following criteria will be given priority;

- Women and girls who have been victims of violence and who are at risk of violence and abuse.
- Girls from very poor and deserving families
- Girls and women from female headed families
- Girls and women unable to continue their education
- Women interested to improve their quality of life through learning marketable skills and have potential as well.

Following are the initially identified skills but other marketable skills can be included in the list. It will be identified in TNA to be conducted by staff, but it is important to select the skill that has a big number of learners to economize the cost. In 5 years of project, approximately 500 women and girls will be skilled from these vocational centres.

Sr.	Trade	Duration	Frequency
1	Food preservation skill (pickles making)	3 days	2 times in project life
2	kitchen gardening and home plantations	3 days	2 times in project life
3	Drafting, stitching, cutting and designing, knitting, basic embroidery	Regular in vocational centres	
4	Crafts making (tie and die technique, jewellery making, bags making, friendship bands making, flower making, paintings (fabric, glass)	7 days per year	Once a year
5	First aid training	3 days per year	Once a year
6	Training on technical repairs (electric, sewing machine etc.)	3 days each	Once in year 1 & once in year 3

#### **1.3. Identification of markets for community products**

In addition to skill building, SHE project will also identify potential markets for the products of women entrepreneurs. These girls and women will be guided and motivated to start their small scale businesses at household level with market oriented approach. Initially the local markets will be explored and then outside markets also.

### **1.3.1. Exposure visits**

SHE project will organize exposure visits for the women and girls to provide them opportunity to learn about different products, markets, sale, value addition, and product improvement. A total of 20 such visits will be organized for 20 communities.

### **1.3.2. Order work**

Like in the previous phase, SHE project will continue to identify markets and potential clients and get order work for the skilled women and girls in shelter homes as well as communities. More markets will be explored locally and internationally for marketing of these products.

### **1.3.3. Business Plan and Book Keeping Training**

The women entrepreneurs will be trained in basic skills to start their business through training on business plan and book keeping. Through training they will be guided to assess the feasibility of their enterprise and future prospects. The training will become part of the curriculum of vocational centres but also will be separately conducted through external consultant. It will be a 4 days training during year 2- 4 and will accommodate various potential participants.

## **7. Implementation Strategy**

### **7.1 Project Management Committee (PMC)**

PEB will ensure smooth management of the project through a Project Management Committee (PMC) consisting of Executive Director PEB, Director EPS, Project Director and Project Coordinator. In the first year of project implementation, PMC will meet once a month on regular basis to plan and review the activities of the project. The PMC will also meet otherwise if required. All the project related issues will be discussed in the meetings, and the plans for next month will also be shared. From year 2 onwards, PMC will meet on quarterly basis to review the progress and further planning for next quarter, however Project Director and Project Coordinator will continue to meet for monthly planning once a month.

### **7.2 Role of External Consultant in Implementation**

KNH has mandated DevCon Development consultants to support PEB in proposal development for SHE project. DevCon is also given the role in project systems and personnel development. DevCon will develop and conduct on-job training of staff in organizational management systems, internal controls (financial, admin, HR systems, relevant record keeping and filing) and this will also include job descriptions of the project staff. DevCon will also be involved in developing monitoring systems for SHE project, training the staff in that and annual monitoring of the project.

### **7.3 Community Participation**

The policy of PEB is to implement all its projects and programs with the active participation of communities at all levels e.g. assessment, planning, program design, implementation and monitoring & evaluation. The local participation will be ensured through Community Groups (CGs) in all communities and the CGs will ensure membership of maximum women from village. As the CGs will get organized SHE project will sign Memorandum of Understanding (MOUs) with all the CGs with clearly defined responsibilities of both partners.

### **7.4 Community Groups**

Community Groups (CGs) will act as co-implementers of the project in their respective village. CGs will participation of the majority from the village in mass awareness raising events. Total 20 CGs will be organized in the project in 20 project villages, considering the villages of at least 150 households. The CGs will develop the bylaws and will formalize the membership system. Above 50% membership of women will be ensured. Bi-monthly meetings of CGs will be organized with the proper record keeping and will be maintained at the office of CG. The project staff will regularly attend the CGs meetings and will facilitate the CG in building their systems and conducting the meetings as well as maintaining the records. CGs will organize activities at local level for awareness raising and trainings as per the project plan, in coordination with the project staff. The CGs will also identify the cases of GAR and will do the initial assessment to recommend these cases to the project team. CGs will be responsible to organize any of the project related activity in the village. At a later stage CGs will identify any potential SHG to be linked with the SHG project of PEB. CGs will continue to be involved throughout the project implementation and

will build capacity, so in future it can formally register as a Citizens Community Boards (CCBs) and CBOs under Social Welfare Department.

### 7.5 Internal lending Strategy of CGs

If some of the CGs chose to collect savings and keep a proper record of it, they can open a bank account in the name of their CG. It is also an option to chose internal lending from the CGs savings, but only with the consent of all saving members. In such case CG can develop Its own methodology of lending systems and beneficiaries, purpose and objectives.

### 7.6 Self Help Approach Strategy

SHE project will be the overall strategy to reach out in the community and at the same time the PEB staff will be orientated with the SHG concept and its pre-requisites. Simultaneously with the implementation of SHE project interventions, staff will also build capacities of community groups on SHG concept that will further orient and motivate the communities on SHG approach and its benefits. This process will eventually become the basis for formation of SHG groups through a motivation process initiated by the community itself. During the first two years, the project will focus on SHE project activities and also building PEB and project credibility in the communities. During this period, staff and community groups will be capacitated to fully understand and absorb the SHG approach and concept and hence can start some initial motivation sessions with the community. During the mid-term project review, SHG interventions will also be assessed separately to see the level of success achieved in this regard and whether PEB staff and communities are prepared and have been capacitated and motivated enough to incorporate SHG into the current SHE project. The most deserving women and poorest of the poor will be selected to be members of SHGs. The training on SHG approach will be acquired from KNH. KNH will further identify opportunities of exposure and trainings for the staff of SHE project to build their capacity to start SHGs. The EPS will also provide technical support if required in this regard.

### 7.7 Identification Strategy for Risk Cases in Community:

The cases of abused women and girls will be referred by the CGs and local field staff. A form will be filled and signed by the concerned women and girls with a request to SHE project to help them. The signed form will be considered as memorandum from the victims. It will be verified by three community members including CG in their village. The related documents will also be attached to the form including Computerised National Identity Card (CNIC), Form B, copy of First Information Report (FIR) if lodged, and recommendation letter from the CG including recommendations of 2 community members. The case will be forwarded by the field staff to the Project Coordinator who will recommend it to Project Director for approval in PMC. Once the case is registered with SHE project, the woman or girl will be enrolled in the centre for temporary shelter and vocational training. The cases which need legal aid will be provided legal aid by the legal consultant. If more cases of legal aid approach then the cases will be referred to other human rights groups. The temporary shelter cases from the project areas will be provided shelter whereas the cases of GAR from throughout the Punjab Province will be identified for legal aid and documentation. Any cases identified from other areas of Punjab, will also come through some referrals and will go through the same process of approval.

### 7.8 Monitoring & Evaluation Strategy

Monitoring and evaluation will be done at the different levels in the project. Internal monitoring and evaluation will be conducted by SHE project management, PEB and EPS, whereas external monitoring, mentoring and evaluation will be done by external consultant (DevCon). *Details are in Monitoring & Evaluation Section.*

## 8. Project Management

Position	Number	Time	Responsibilities
Executive Director (ED)	1	10%	Official chief executive of SHE project, overall management, human resources management, administration & financial controls, representation at differnt forums, fund raising, internal auditor, quality control, timely implementation and progress reports. The position is based in PEB head office. Communicates and responds to KNH in coordination with EPS.

Project Director (PD)	1	70%	Project management, overall responsible to ensure project implementation as planned. Responsible to organize PMC meeting, monthly in year 1 and quarterly from year 2 – 5 of project. Responsible for staff hiring, plan of action, implementation strategy, internal and external reporting systems, overall supervision & monitoring of the project activities, mentoring and backstopping of the project staff, data analysis, periodic reviews of the activities, annual report of project and evaluation of the activities completed against indicators in LFA. For financial matters coordinates with AFO. The position is based in PEB head office with frequent availability at the project office in Sangla Hill. Reports to ED.
Associate for Finance (AF)	1	15%	Overall financial management, overall financial records, internal auditing, human resources management, administrative affairs, procurement and maintaining close coordination with Finance & Administration Officer at field office. The position is based in PEB head office and reports to ED, coordinates with PD.
Project Coordinator (PC)	1	100%	Responsible for implementation of project activities at field, supervision of field activities and field staff, data collection, supervision of logistics services, report writing, trainings, awareness raising activities, and supervision of field staff for execution at field level as per monthly plans. Additionally, supervising financial and administrative affairs at field office level. The position is based in field office at Sangla Hill. Coordinates with PD on regular basis. Reports to PD.
Admin & Finance Officer (AFO)	1	100%	Financial management, administrative affairs, procurement, logistics, book keeping, record keeping, and financial reports at field level. The position is based in field office Sangla Hill.
Social Organizer (SO) - 2 male	2	100%	Responsible for the social sector and will be responsible for social mobilization, social organization, need assessment, field activities, field reports, awareness raising, counselling, trainings and meetings in the field. The male social organizer will work with men of the communities. The positions are based in field office at Sangla Hill.
Social Organizer (SO) - 2 female	2	100%	Responsible for the social sector and will be responsible for social mobilization, social organization, need assessment, field activities, field reports, awareness raising, counselling, trainings and meetings in the field. The female social organizer will work with women of the communities. The positions are based in field office at Sangla Hill.
Master Trainer (MT) - Vocational	1	100%	Responsible for vocational training component of the project, organization training events, selection of trainees, record keeping, lesson plans, exams of trainees and reports of the activities. The position is based in field office Sangla Hill.
Trainer at community vocational centres (2 per year)	10	100%	The trainers at community vocational centres will provide training to student in the field level vocational centres. Each year 2 trainers will be hired. The positions are based in the community under the supervision of field office of Sangla Hill.
GAR Councillor	1	100%	Legal aid, legal counselling, psychosocial support, linkages development with human rights organization and line agencies and training at field level. The position is based in field office Sangla Hill.
Driver	1	100%	Driving, vehicle maintenance, vehicle cleaning, log book, road security. The position is based in field office Sangla Hill.
Security Guards	2	35%	Responsible for security of the staff in the office premises, as

			well as women in shelter. The position is based in field office Sangla Hill.
Office Boy/Cook	1	35%	Responsible for in house services including office maintenance and cooking. The position is based in field office Sangla Hill.

## 9. Stakeholders

The role of other stakeholders is also important because they not only benefit themselves from the awareness activities but also in turn could be better prepared to provide the much needed support to the human rights cause, in legal, educational, administrative, religious, economic and socio-political spheres. In the project area and its vicinities, these stakeholders are:

Organization (s)	Role
Presbyterian Education Board (PEB)	Project management, implementation, financial management, monitoring & evaluation, project documentation, project reporting.
Education Promotion Society (EPS)	Facilitation support, technical backstopping, financial reviews and budget preparations.
Kindernothilfe.e.V. (KNH)	Financial support, technical support, ongoing mentoring.
Community Groups (CGs)	Identification of cases of VAW, referral to SHE, linkages with community, support for beneficiaries of project.
Local Police Stations	Identification of cases of VAW, FIR, legal action, legal awareness.
Human Rights Commission of Pakistan (HRCP)	Training & facilitation, legal aid, legal guidance, IEC material on human rights.
AGHS Legal Aid Cell	Training & facilitation, legal aid, legal guidance, IEC material on human rights.
National Commission for Justice & Peace (NCJP)	Training & facilitation, legal aid, legal guidance, IEC material on human rights.
Centre for Legal Aid Assistance and Settlement (CLASS)	Training & facilitation, legal aid, legal guidance, IEC material on human rights.
Society for the Protection of the Rights of the Child (SPARC)	Training & facilitation, legal aid, legal guidance, IEC material on child rights.
Sahil	Training & facilitation, legal aid, legal guidance, IEC material on child sexual abuse.
ROZAN	Training & facilitation, legal guidance, IEC material on violence against women and mental health.
Media	Application of gender sensitive code of conduct for violence reporting, ensuring the voice of voiceless heard, publication of articles and features on violence against women.
DevCon Development Consultants (pvt) Limited	Technical support, capacity building, mentoring & monitoring, reviews, evaluations.

## 10. Target group(s)

### Direct Beneficiaries:

Direct beneficiaries of the project include following groups;

- 300-400 members of CGs
- 150 girls and women who will take shelter.
- 500 girls and women learning vocational skills

### Indirect Beneficiaries:

- Families of GARs
- Families of trained girls and women
- Local community and families of members of CGs who will participate in awareness raising activities.
- Local administration and local bodies

## 11. Relevance of the project

### **11.1 Relevance with Community Needs:**

PEB organized a validation exercise to validate the project need in the target areas and to develop the project proposal based on real needs of the target communities. DevCon provided facilitation support for validation exercise and proposal development with the assistance and consultation of PEB and EPS. The following steps were followed:

- Initial meeting was held between DevCon, PEB and EPS at PEB Lahore to set the framework for revising the first proposal submitted by PEB. It was decided to conduct a field visit and then a planning workshop with project team.
- A 2 days field visit was conducted in the project area in end of May 2009. At the Sangla Hill centre, met with the existing staff of the project. The project manager also accompanied.
- A workshop was conducted with staff with contents on development of project objectives, results and activities, training need assessment (TNA) among staff and community, area identification, criteria for village section, conduction of SWOT analysis with staff and management of PEB and EPS.
- LFA was drafted by DevCon and shared with PEB and EPS in a meeting at PEB. Comments, suggestions and changes were made during the meeting.
- LFA was further revised and sent to PEB and EPS for final sharing. PEB and EPS are jointly working on budget revision, staffing and organizational structure.

Through following validation exercise the relevance of the project with community needs was assessed and incorporated in the project proposal document for future course of action.

### **11.2 Relevance with CEDAW & CRC:**

- The project will compliment Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) with its efforts to reduce violence against women and discrimination against women.
- The project will adhere to UN Resolution 1325 on Protection and it will express concerns for women and young girls with their equal participation in the project as decision makers (SHGs) and as beneficiaries.

### **11.3 Relevance with MDGs:**

- The project will contribute to MDG 1 (eradicate extreme poverty and hunger) through vocational training and business development of project beneficiaries. The interventions will help the beneficiaries to earn their livelihood and overcome their poverty.
- The project's training & capacity building component will compliment all eight MDGs, which focuses on capacity building of SHGs and stakeholders that further the agenda of the project.
- The project will contribute to MDG 2 (achieve universal primary education) through formal and non formal education for beneficiaries.
- The project will compliment to MDG 3 (promote gender equality and empower women) through reducing incidences of violence against women, recognition of women rights, female education and women participation in development).

### **11.4 Relevance with National Policies and Strategies:**

- The livelihood component of the project will contribute to Pakistan Poverty Reduction Strategy 2003 of Government of Pakistan.
- The formal and non-formal education component of the project will contribute to Pakistan's New Education Policy 1998-2010 of Government of Pakistan.
- The project overall will contribute to Gender Reforms Action Plan 2002 of Government of Pakistan

## **12. Sustainability**

The project activities have been designed in a way that the activities will sustain even after the project completion. The project focuses on training, awareness raising, support services and socio-economic development of the women in the project areas. During the project implementation SHE project will identify the existing support services from different other organizations that provide services in shelter, psychosocial counselling, legal aid and socio-economic development of women. SHE will sign memorandum of understandings (MOUs) with those organizations for future collaboration. SHE will explore the support mechanisms available in the government institutions also.

SHE will also explore opportunities of socio-economic development of women by establishing linkages with formal micro finance institutions (FMIs) and will link them with its beneficiaries to get micro credit services and business training. SHE will also contact Chamber of Commerce & Industry of District Nankana Sahib to support the small scale entrepreneurs.

The infrastructure at field level will be transferred to the concerned CGs. The preference will be given to the CGs which will be registered under the law i.e. CCB or Social Welfare etc. PEB will prepare a detailed agreement for transferring of the assets and infrastructure. The agreements will have clearly defined role of the transferee after exit of SHE. The witnesses of the agreements will be the elders of the community and at least signatures of 5 community elders trusted by the community will sign the agreement as witnesses.

PEB has good working relationship with different donors and organizations. The funding partner organizations are satisfied with the progress of PEB and many new partners are approaching PEB for partnership for new development interventions. PEB will generate funds for project sustainability and for extensions and expansion of the project services.

### 13. Risk Mitigation Strategy

Risk Analysis and Risk Management can help us assess the risk and guide us to decide the action plans to minimize the risks. Following risk factors are identified.

Risk	Magnitude	Mitigation Strategy
The families will not accept back the girls in the family.	High Risk	SHE will organize meetings with families and try to lessen the magnitude of the risk. Peer pressure from other community members will also be manipulated.
Less cooperation from government officials	Low Risk	SHE has allocated time and resources for mobilization and sensitization of the government officials and line agencies. PEB will meet the relevant ministries wherever the support becomes difficult.
Political interference	Low Risk	SHE staff will regularly meet with the political figures of the area to gain the support to run the project in their areas and manipulate their political commitment to the people of their area.
Religious discrimination	Low Risk	SHE will organize awareness raising activities on interfaith harmony including meeting with the clergy and religious people of people from Muslim and Christian backgrounds.
Caste and class discrimination	Low Risk	It will be tackled through strong social mobilization.
Lack of trust by the victim families	Low Risk	The secrecy and confidentiality will be ensured wherever required by victims. Their names and problems will not be disclosed.

### 14. Reporting, Monitoring and Evaluation

#### 14.1 Reporting Procedures and Methods:

The annual narrative / progress reports will be developed from the field reports, field data and case studies by the project staff and further submitted to the KNH as narrative reports as per the below schedule. The financial reports will be developed by the Associate for Finance and Finance & Administration Officer and further submit to the KNH as per the schedule below:

S#	Type	Timeframe	Responsible	Submission to
1	Narrative Report	Quarterly	Project Director & Project Coordinator	KNH
2	Financial Reports	Quarterly	Associate for Finance, Finance & Administration Office	KNH

3	Annual Reports	Annually	Project Director & Project Coordinator	KNH
4	Annual Audit	Annually	Associate for Finance, Finance & Administration Office	KNH
5	Project End Report	After Project Completion	Executive Director, Project Director & Project Coordinator	KNH
6	Financial Report	After Project Completion	Finance Associate	KNH

#### **14.2 Monitoring Procedures and Methods:**

The monitoring will be done internally and externally. Internally the monitoring will be done by the Monitoring and Evaluation Department of Pak-CDP on monthly and quarterly basis. The external monitoring will be done by the donor on six monthly basis.

Timeframe	Scope	Who	Tracking Source
Regular follow up visits (Internal)	During field visits	Field Staff	Field reports, field visits, activity reports, training reports, meetings with project staff, interviews, focus group discussions (FGDs).
Quarterly Monitoring (Internal)	20 Times	PEB Head Office	
Annual Monitoring (external)	5 times	External Consultants (DevCon)	

#### **14.3 Planned Evaluation:**

The evaluation will be done twice as per the project plan.

Timeframe	Scope	Who	Tracking Source
Mid-Term Review	Once in project time frame	External Consultants	Field reports, field visits, activity reports, training reports, meetings with project staff, interviews, focus group discussions (FGDs).
Post Implementation Final Evaluation	Post Implementation	External Consultants	