PARTICIPATORY APPROACH OF NON-GOVERNMENTAL ORGANIZATIONS (NGOs) TO RURAL DEVELOPMENT

A thesis Submitted to the University of Peshawar in Partial Fulfillment for the Award of Degree of Doctors of Philosophy in Sociology.

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All Praise Is Due To

ALLAH,

The Lord Of The Worlds.

The Beneficent, The Merciful.

Master Of The Day Of Judgment. Thee Do We Serve And Thee Do We Beseech For Help. Keep Us On The Right Path. The Path Of Those Upon Whom Thou Hast Bestowed Favours. Not (The Path) Of Those Upon Whom Thy Wrath Brought Down, Nor Of Those Who Go Astray.

(Al - Quran)

Dated 30/9/2006 Controller of Exams

APPROVAL SHEET

We hereby approve the thesis of Mr. Niaz Muhammad entitled "Participatory Approach of Non-Governmental Organizations (NGOs) to Rural Development" for the award of the degree of Doctor of Philosophy in Sociology.

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ABSTRACT

The study entitled Participatory Approach of NGOs to Rural Development was carried out on non- formal education, one of the sectors of the rural development. The Human development Foundation (HDF), Mardan was selected as study unit. It has been working on this activity through its implementing agent Tameer-e- Millat Foundation (TMF). Four major actors are involved in different capacities in the exercise of activity, which include the Community, the Development Organizations, the Parent Teacher Associations and the staff of HDF/TMF. The composite sample size of the four study elements was 280 from the total 26 selected schools both for boys and girls. The break up of the sample size is made as 130 from the community, 52 from the Development Organizations, 78 from the Parent Teacher Associations and 20 from the staff of HDF/TMF. The major theme of the study remained participatory approach and people's participation was seen in the phases of planning, decision-making, implementation, monitoring and evaluation through the study matrix (Development Participation Model).

The study findings are clearly indicative that the people of the target area fully participated in various activities of the education programme like planning, designing, implementation, and monitoring and evaluation. They got opportunity to express their views, criticize any component of activity and put forward suggestion of improvement in the meetings of the Development Organizations (DOs), the Parent Teacher Associations (PTAs) and even in the Advisory Board. Such direct and voluntary participation ensured increase in the enrolment rate, readjustment of dropout and left out cases, and improvement in the quality of education. It is noteworthy that community gave an affirmative response by sending their children both male and female to NGO based schools, and even girls outpaced boys in case of enrolment. The community moved forward up to the level of its best in providing material objects like building, electricity, safe drinking water and other things as needed beside its moral and intellectual support to the project personnel, which show the zeal and spirit of local people in the attainment of education for their children. The role of the Development Organization members was excellent and praise deserving from every aspect, as they did their best in dispelling the influence of wrong impressions created by the religious circle, wrong cultural

interpretations and vested interest people. Under the participatory mechanism, the people involvement in important decisions resulted in bringing the HDF to the track leading to the achievement of objectives. However, it was a shortcoming of the organization not to hand over its schools to the community due to their immature status and no appropriate finance management. The successful completion of schooling up to grade five provided an opportunity for mainstreaming of children at nearby middle or secondary schools. The quality of education at project schools is highlighted by the distinction of some of the students in their Secondary School Certificate (SSC) examination in the Mardan Board of Intermediate and Secondary Education.

ACRONYMS

ADB	Asian Development Bank
AP	Ammal Project
AP[R]	Ammal Project Rural
APPNA	All Pakistan Physicians in North America
BCARDS	Buddhist Centre for Action Research and Development Studies
BEP	Bihar Education Project
BK	Bala Kendro
CBS	Community Based School
CBGS	Community Based Girls School
CEC	Community Education Committee
CMS	Community Model School
CSP	Community Support Process
CSS	Community Support School
DFID	Department For International Development
DIL	Development In Literacy
DLG	De Laas Gul
DO	Development Organization
DPEP	District Primary Education Programme
DS	Day School
EFA	Education For All
FEC	Family Education Committee
FEF	Frontier Education Foundation
GOs	Government Organizations
HDF	Human Development Foundation
HDS	Home Based School
HRMDC	Human Resources Management and Development Centre
IRDP	Integrated Rural Development Programme
KDEP	Kasur District Education Plan
KK	Khwendo Kor

LG&RD	Local Government and Rural Development
M&E	Monitoring and Evaluation
MFTTU	Mobile Female Teachers Training Unit
NCHD	National Commission for Human Development
NFBE	Non-Formal Based Education
NFE	Non-Formal Education
NFS	Non-Formal School
NGOs	Non-Government Organizations
OECD	Organization of Economic Cooperation and Development
PEP	Primary Education Programme
PWMTTA	Participatory Watershed Management in Asia
PRA	Participatory Rural Appraisal
PTA	Parent Teacher Association
PWD	Public Works Department
Q-EFA	Quality Education For All
RWP	Rural Works Programme
SIDA	Swedish International Development Agency
SKEP	Swat Kohistan Education Project
SKP	Shiksha Karmi Project
SPO	Strengthening Participatory Organization
SRSP	Sarhad Rural Support Programme
TIPP	Tungabhadra Irrigation Pilot Project
TLC	Total Literacy Campaign
TMF	Tameer-e-Millat Foundation
TVO	Trust for Voluntary Organizations
VEC	Village Education Committee

CHAPTER 1
INTRODUCTION

1.1. Background of the Study

Pakistan is a developing country and its greater part of population is residing in rural areas that looks forward to the fulfillment of basic needs like education, health, food, shelter and sanitation etc. under the domain of rural development. The concept of rural development is not new. Education tops the list of its various components for its key role in the process of development. Development of a country is mandatory for the prosperity of its nationals, but in Pakistan, there looks a disparity in the provision of development facilities to the people of rural and urban areas that has led to affecting the development process in the rural belt (Chaudry, 2000).

The rural segment of the population is presenting its dismal picture in overall infrastructure due to many reasons. The sectors of education, health, sanitation, agriculture, communication, population welfare and safe drinking water are important for the rural people but they are not fully facilitated with them. The life of ruralites is too miserable. Like other citizens of the country they also deserve the basic amenities in various fields of the life. The government and its various functionaries are also aware of the situation but certain constraints and restraints are responsible behind it. On the other hand, the people are unaware of their basic rights and civic responsibility of the state, mainly for the reason of the uneducated status of them. They are strictly adhering to the traditional culture. If the government launches any development-oriented programme, that fails to give the targeted result right for the reason of not knowing the importance of the programme by the illiterate people. It is important to mention that our country also does not have the full practice of participation of the local people in the development programme, which is not good towards sustainability of development activity.

It is an undeniable fact to say that the development process in a country can be accelerated through an increase in the literacy rate. It is doubtless to say that the government and its policy makers, administrators and other concerned can facilitate their

nations by a number of innovative programmes aimed at planned change, but all these efforts shall not stand successful unless attention to augmentation in literacy rate is given. In Pakistan, particularly in the North West Frontier Province (N.W.F.P) the literacy rate is too critical, which is mainly hampering the whole development process in the rural belt, as no support by an illiterate community is supposed to come forth. The target province, like other parts of the country, experienced many development programmes launched under the conventional approaches, but these did not show any visible breakthrough to attract the people to participate therein. The following table illustrates the miserable state of education in NWFP.

Schools, Enrolment Rate and Number of students Per Teacher in NWFP

Status of Schools	School Number	Enrolled	% Age	Per school	Teachers	Per student
Government	22668	2131731	62	94	60446	35.2
NFBE	1531	59576	1.72	38.9	-	-
Maktab Mosque/Jica Schools	3349	146541	4.24	43.75	4678	31.39
Total	**27548**	**2337848**	**67.66**			

Source: Bureau of Statistics, GoNWFP (2004)

The table indicates consolidated enrolment rate in the province as 67.66%, which is still low and away from the required target. The NGOs based schools working under the Non-Formal Based Education (NFBE) have joined their hands in enhancing the enrolment and have contributed by shooting up 1.72 percent in the total enrolment rate of the province.

Low participation in female education is another eye-catching factor in the province of Pukhtoon, where women mobility is mostly limited to household activities. Women are generally on the lowest rung of the social hierarchy and usually least facilitated from benefits carried by the government organizations and non-government organizations, that is why the ratio of female education in the areas of Pukhtun has been

quite low and is presenting a dismal picture. A report entitled *Facts and Figures of Pakistan 2001* depicts literacy rate of female education as 23 percent against 50 percent of male in NWFP.

1.2 Statement of the Problem

Many steps for improvement in enrollment rate of both sexes were taken at different times by different governments but most of them failed to achieve their goals. New methods, techniques and interventions were applied but proved fruitless. As a matter of fact, rural community was neglected in the domain of its involvement in almost all activities related to the process of development, which did not provide the opportunity to go out of the shuttle of backwardness.

There has been a bad luck of the country that our planners have overlooked the contribution that people could make, and skills and capabilities they could utilize when get a chance to participate in project activities. The imposed development programmes from top to down were highly publicized and presented in exaggerated fashion but their real status was not exposed and kept hidden from the eyes of people. As known from facts, the myth of a country's development lies in community involvement in various activities of a project through direct or indirect means, but in Pakistan there exists quite reverse logic as ruling elite do not bother to identify the genuine solution to the problem and rely on adhocism. There is no precedence of sustainability of development programme in the country and a programme can get rolled down as and when the concerned government is toppled down, which is beyond the international phenomenon. It is an undeniable fact that programmes were launched in Pakistan just for the purpose to please the political elite and other type of elected representatives including Members to the National Assembly (MNAs), Members to the Provincial Assembly (MPAs) and Members to the Senate (Senators).

When the planners and other concerned all over the country realized the fact that no programme tuned to development could breakthrough unless the local people were involved in the project activities. Therefore, they reluctantly shouldered down such

responsibility on the Non-Government Organizations (NGOs) with the directive to move up with the theme of participatory development. Participatory approach has been applied for the last three decades in the rural segment of the population, which has remarkably succeeded in persuading the local people to ensure their participation in development activities of NGOs of various cadres in the country.

It is quite encouraging that NGOs have successfully been taking up this responsibility by implementing their participative approach based strategy. The existing study is related to the basic education, which is a major component of the rural development, and it has mainly concentrated on the role of the target NGO in education development through people's participation under participatory mechanism. It is added that the term participatory approach has not been used in strict sense of a particular tool in the study, but it has been taken in its broad sense indicating the stress on community participation in the education programme of the target NGO.

1.3 Significance of the study

The present study being first of its nature to review the role of participatory approach of NGOs in the primary education will be catering to the promotion of access to schools. It is imperative to mention that the present study has attempted to probe deeply into the multifarious forces, both supporting and opposing the idea of people's participation in response to every effort of development. It will make the people realized that participatory approach has ensured the devolution of centralized power to the local community under the idea to initiate *planning from below*, and hence the access of children will enhance in restriction free environment in the illiteracy gripped rural areas. It is further added that the readers of the study will come to know that through participation of local people in the education activity of Human Development Foundation, there has occurred a friendly atmosphere that has ultimately led to increase in enrolment rate in the target area. It is interesting to note that participatory approach has provided an opportunity to the community people to identify their real basic needs on their own, and such situation is tantamount to fill in the gaps in a study expected to happen any time. It is obvious to say that identification of needs of community by the

people themselves not only reduces the tension of project personnel but right consumption on right job is ensured.

The planners, educationists, economists, sociologists, anthropologists and other related actors involved in policy making of education will certainly utilize the study while formulating the education policy or undertaking any research activity on the skewed topic of people's participation in the development process of the country.

Non-Government Organizations (NGOs) have been working on the subject for sometimes but without any feedback of their activities. The study is potential to provide them an opportunity to identify the flaws, intended or unintended, in their already conducted studies and the way how to clutch off these, and the resultant correction in the project based studies to come afterward.

It is a must to mention that the Education Department particularly its Primary Wing may compare its previous reports with the findings of the study and fill the gaps to be found in their works.

The students of sociology, anthropology, social work, economics and other related departments would also have the opportunity to seek guidelines from it in their investigation, regarding people's participation in activities related to different compartments of human life.

1.4 Objectives of the Study

The study revolved around the following objectives.

- To make an in-depth study of the conceptual aspect of the participatory approach initiated by non-government organizations in the rural areas of Pakistan.
- To trace out the historical background and developed circumstances which have led to the mushroom growth of NGOs and their role in the rural development in participatory manner in Pakistan with special emphasis on the target area.

- To know the nature, mode, extent and dynamics of people's participation in the project activities including decision-making, implementation, monitoring and evaluation etc.
- To know the impact of the selected programme both in quantitative and qualitative terms on the quality of life of the people living in the rural areas.
- To identify the problems and issues, the concerned NGO has been facing in the implementation of programme.
- To identify the weaknesses and deficiencies (if any) in the participatory mechanism adopted by the NGO in exercise of its educational activity aiming at rural uplift.
- To propose "Guide-Lines" for effective implementation of participatory approach to be adopted by NGOs in their developmental activities in rural areas in future.

1.5 Assumptions in the Study

The following assumptions are made in the study.

- It is assumed that the process of forming social organization under the umbrella of Non-Government Organizations (NGOs) is likely to ensure maximum people's participation in various implementation phases.
- It is assumed that participatory approach is likely to lead the local people to strengthen their confidence of self-empowerment, which might increase the magnitude of people's participation in project activities.
- It is assumed that the results of various activities of NGOs are publicity directed. Now the question arises that what tangible results are being observed in the life of common man through education activity of the project.
- It is assumed that already existing negative impression about NGOs in the predominantly tradition ridden society might instigate the minds of local religious leaders, who could either put some impediments in the way of NGOs'movement in the area or prefer to be indifferent in regard to mobilizing community.

1.6 Organization of the study

In the essence of the report there have been given list of tables used in the analysis section of the thesis, acknowledgements, abstract and acronyms.

The first chapter, as normal, presents an introduction to the background of the study, statement of the problem, significance of the study, objectives, assumptions and organizations of the study.

The succeeding chapter comprises five sections. Section-A puts forward an introduction to the study area including the demographic profile, socio-economic characteristics and education statistics pertaining to the size of enrolment and number of educational centers in the target area. Section-B includes the structure and strategy plan of Human Development Foundation (HDF). Section-C gives description regarding the conceptual aspects of participatory approach and rural development. Section-D contains the summarized contents of case studies conducted earlier at different times in Pakistan, India, Jamaica, Peru, Sudan, Lao and Central Africa. Section-E includes various theories and models related to development.

Chapter three contains the method and procedure of the study in which details on the nature, universe and delimitation of the study, sample size and technique in the study and contents of the study matrix (Development Participation Model) have been given.

Chapter four analyzes people's participation in education activity. The tabular analysis has been made in the light of the answers given by the members of Community, Development Organizations, Parent Teacher Associations and Staff of the project.

Chapter five presents the findings of the study in precision (percentage), conclusions derived on the basis of study findings, and recommendations on the basis of study objectives for further improvement of education activity.

At the end there have been given Appendices in which the copies of three different interview schedules and questionnaire, and references of books, reports and journals have been incorporated.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 Rationale of the Chapter

The purpose of this chapter is to furnish guidance in evolving a comprehensive lay out of the study through the help of related materials, which included conceptual framework, demographic profile of the area, information on the structure and strategy plan of Human Development Foundation (target organization), studies related to participatory mechanism conducted earlier by different organizations at different times across and abroad the country, and related theories and models highlighting the role of participatory approach in development. All the theoretical stuff hints at pointing out the nature of the problem and associated factors, diverse modes of inquiry of the included studies, study procedure, and finding sketch in the form of abstract or executive summary. For this study, the research scholar made his utmost efforts to search out studies related to participatory approach carried out by various non-government organizations and government departments within Pakistan, India and other countries of the world. All studies were thoroughly checked, placed in chronological order and then their abstracts were developed. Besides, the chapter contains materials related to the very concept of participatory approach in reference to rural development that were made available after hectic efforts. It is needful to mention here that all these materials played an important role in providing a rational foundation to the designing of the research methodology and imparting of valuable guidelines on any required juncture in the existing study. This chapter has five sub sections.

Section A. It relates to the area profile of Mardan district in which population, topography, demographic characteristics and other related materials have been incorporated.

Section B. It carries information on the structure, objectives, vision and programme of the target organization, which was Human development Foundation.

Section C. It includes materials revealing the conceptual aspect of participatory approach, and rural development from various dimensions.

Section D. It includes the abstracts of case studies carried out by various government and non-government organizations in different parts of Pakistan, India and other countries of the world.

It is important to mention that these case studies have been placed in the following three sub sections

(i) Case Studies in Participatory Education; Pakistan Experience, (ii) Case Studies in Participatory Education; India Experience, and (iii) Case Studies in Other Countries (Jamaica, Peru, Sudan, Lao and Central Africa.

Titles of the Case studies conducted in reference to the topic are given below.

Case Studies in Pakistan

- Swat Kohistan Education Project (1981-88)
- Girls Primary Education (1991)
- Primary Education for Girls in Balochistan with Community (1992)
- Universal Primary Education (UPE) through National Commission for Human Development (NCHD) in Pakistan (1992)
- Community Based Education Programme for Tank under the Umbrella of Human Resource Management and Development Centre (HRMDC) 1995.
- Sudhaar and Quality Education For All (Q-EFA) 1995.
- Sarhad Rural Support Programme (SRSP) Education Project in Mansehra and Kohat districts (1997).
- Ammal Project Rural Provision AP[R], (A joint Venture of Go NWFP, Primary Education Programme, Frontier Education Programme, and Department for International Development (1998).
- Mashal Education centre
- Khwendo Kor and Development in Literacy (DIL) in Dir (A Study under KK Community Based Female School Programme) 2001.
- Kasur District Educational Plan (2004), A project Study specially focussed on Literacy Increase in Rural areas.
- Community Based Girls Schools in Swabi and Khyber Agency (Project Studies conducted by De Lass Gul, DLG).

Case Studies in India

- Community Participation and Empowerment in Primary Education in Rajasthan,
  - i. Rajasthan Shiksha karmi Project (1987).
  - ii. Rajasthan Lok Jumbish Project (1992).
- Bihar Education Project (in 27 districts).
- Primary Education in karnatka (5 Case Studies),
  - i. District Primary Education Programme (DPEP).
  - ii. Samuha Project of Rural Development (Education & Health of children).
  - iii. Vikasha Effect in Enrolment of the Labouring Children.
  - iv. Community Initiative from within case study of a Tribal Hamlet (Lambani Thanda).
  - v. Tuhgabhadru Irrigation Pilot Project (TIPP) Phase-II.

Case Studies in Other Countries

- Participation and Change in Education (A comparative Analysis of Case Studies from Jamaica and China).
- New Horizon Programme in Girls Education Development (A Country project Study in Peru), 1998.
- Area Development Schemes under Participatory Approach in Sudan (1990).
- Laos People's Democratic republic: Integrated Rural Development Programme.
- Central Africa Republic: Village Self-Development Project.

It is noteworthy that participatory approach is of greater significance in Asian Countries because community participation has been a problem of these countries in view of multifarious constraints of the rigid social structure. That is why development-oriented studies under participatory approach have been conducted at high frequency in developing countries including Pakistan and India on the top. ***Section E.*** It includes various theories and models related to the genesis of participatory development and importance of people's participation. The enclosures are;

Theories

i. Modernization Theory

ii. Dependency Theory

Models

i. Participatory Social welfare Management Model based on
   a. Bureaucratic Model
   b. Missionary Model
   c. Participative Model
   d. Promotive Model
   e. Chain Model

ii. Model for securing people's participation in rural area

iii. Participation Development Model (selected as study matrix)

Part-A

AREA PROFILE OF MARDAN DISTRICT

2.2 Geography

2.2.1 Name, Location, Boundary and Area

Mardan is the second biggest populated district of the province and lies at the distance of 50 KM approximately from the capital district Peshawar on its Northwest direction. The nomenclature of Mardan was kept after the name of Pir Mardan Shah, a prominent religious figure. In the essence it was a part of Peshawar valley, which first appears in history as part of Gandhara Kingdom. Mardan remained the constituent part of Peshawar district by 1937 and got an independent status of district, later on (MDCR, 1998).

The district lies from 34^0 05 to 34^0 32 north latitudes and 71^0 48 to 720 25 cast longitudes. It is bounded on the north by Buner district and Malakand protected area, on the East by Swabi and Buner districts, on the South by Nowshera district and on the west by Charsadda district and Malakand protected areas. The total area of the district is 1632 square kilometers.

2.2.2 Population Size, Growth and Distribution

The population of Mardan district has increased about four times since 1951. According to 1998 census, it is 1460 thousands as compared to 357 thousand in 1951 with 3.09 percent as growth rate. The average annual growth rate of the district remained almost similar during all intersensal period. It remained 3.03 percent during 1951-61, 3.23 during 1961-72, 2.81 during 1972-81 and 3.01 during 1981-98. The following table gives population and intersensal increase of the district 1951 onwards.

Table # 1

Comparative Table of Population and Various Kinds of Increase at Different Time

Description	1951	1961	1972	1981	1998
Population (In thousand)	357	481	697	881	1460
Intersensal increase (Present)	-	34.73	44.91	26.40	65.72
Cumulative Increase (Present)	-	34.73	95.24	146.78	308.96
Average Annual growth Rate in percentage (Present)	-	3.03	3.23	2.81	3.01

Source: *District Census Report, 1998*

The total area of the district is 1632 square kilometers having population density of 894.7 persons per square kilometer in March 1998, which were 480 persons in 1981.

2.2.3 Household Size

According to 1998 census, the average house holds size is 8.4 persons against 6.5 persons of 1981 census. This is quite interesting that the Nuclear Family is getting popular in majority of the areas of the province but the Mardan district is showing the reverse result as number of joint family is increasing.

2.2.4 Rural/Urban Distribution

As for the urban rural dichotomy is concerned, the urban proportion of the district is 20.2 percent of the total population against 79.8 percent of rural population.

2.2.5 Physical Features/Topography

Mardan district may broadly be divided into two parts, northeastern hilly area and southwestern plain. The entire northern side of the district is bounded by the hills. In the district, the highest points in these hills are Pajja or Sakra, 2056 meters high and Garo or Pato, 1816 meters high. The southwestern half of the district is mostly composed of fertile plain with low hills strewn across it. It is generally accepted that this plain once formed the bed of a lake, which was gradually filled up by the load of the river flowing into from the surrounding hills. From the foothills the plain runs down at first with a steep slope, which carried the rainwater to the lower levels and ultimately to the Kabul River.

2.2.6 Climate

The summer season is extremely hot. A steep rise of temperature is observed from May to June. Even in the months of July, August and September quite high temperature is recorded. During the months of May and June dust storms happen frequently at night. The temperature reaches its maximum particularly in the month of June, which normally remains 41 to 50^{0}C. Due to intensive cultivation and artificial irrigation the tract is humid and heat is oppressive. However, a rapid fall of temperature has been recorded from

October onwards. The coldest months are December and January. The mean minimum temperature recorded for the month of January, the coldest month, is 2.09^0C.

Most of the rainfall occurs in the month of July, August, December and January. Maximum rainfall is recorded in the month of August, which is 125.85 mm as high. Till the end of cold weather there are occasional thunderstorms and hailstorms. The relative humidity is quite high throughout the year while maximum humidity has been recorded in December as 73.33 percent.

However, there have been occurring changes in the weather all over the world due to environment factor and the targeted district is also under the influence.

Agriculture and Related Sectors

2.2.7 Agriculture

The land of Mardan is characterized by its best agricultural status. The fertile land is suitable for the cultivation of many crops especially for sugar cane and tobacco, and is rightly called as the land of sugar cane and tobacco. The other major crops grown in the area are maize, rice and mustard etc. Fruits and vegetables are also grown. Further details on Landuse pattern of the district for the year 1997-98 are given in the below table.

Table # 2

Landuse Pattern of Mardan District

S. No.	Land Utilization Status	Area in Hectares
	Total Area Reported	162085
1.	Cultivated land	112790
i.	Net Sown Area	96532
ii.	Current Fallow	16258
2.	Un-cultivated land	49295
i.	Forests	7938
ii.	Cultivable Waste	3217
iii.	Not available for cultivation	38140

Source: Agriculture Department, NWFP, 1997-98

2.2.8 Irrigation

The main source of irrigation is water canals including the Upper Swat canal, which irrigates mostly the areas in Mardan district whereas the Lower Swat canal irrigates the southwestern part of the district. Irrigation by tubwell and lift scheme is also observable in some of the areas.

2.2.9 Forestry

The table given below presents a sketch of area under forest, canals and roadsides with resumed land and private land conducive for plantation.

Table # 3

Forest Area in Mardan District

S/No.	Particulars of Forest	Area
1.	Along the roads	115 Kilometer
2.	Along the canals	1117 Kilometer
3.	Section 38 (Private land for Plantation)	4231 Acres
4.	Resumed land	3351 Acres

Source: Divisional Forest Officer, Mardan NWFP 1997-98

Industry and Trade

2.2.10 Industry

A small industrial estate has been set up wherein 66 factories were established but out of which 36 are operating and the rest have ceased functioning. Uptill 1997-98, there were 77 industrial units of sugar, tobacco, match, furniture, marble, flour mills, steel, aluminum goods and handicrafts etc.

2.2.11 Communication

Roads are the main means of transportation by which people move from one area to another in connection with their social relations and other necessary activities. The network of roads has been connected by metalled and unmetalled roads throughout the district and the wheel of life is moving around. There are 351 kilometers of metalled roads in the district.

2.2.12 Education

The Executive District Officer (Education) is the administrative head of the Schools and Literacy Department in the district. He monitors all schools under public and private sectors in all kind of activities and processes. There are some assistants with differently sit-positions at district and Tehsil levels and working under the EDO. The existing position of educational institutions in the district is as under:

Table # 4

List of Various Educational Institutions in Mardan Districts

S. No	Educational Institutions	Nos.
1.	Post Graduate College	1
2.	Degree College	6
3.	Intermediate	-
4.	Commerce College	1
5.	Vocational	1
6.	Higher Secondary School	10
7.	High School	87
8.	Middle School	112
9.	Primary School	1141
10.	Community Model School	10
11.	JICA- Middle School	3

Source: District Census Report, 1998

2.2.13 Literacy and educational attainment

The literacy ratio of district in the population aged 10 years and above is 36.45 percent. It has increased by 20.50 percentage points since 1981 when it was only 15.95 percent. The male literacy ratio is much higher at 53.50 percent as compared to 18.38 percent for female. The table gives comparative statement of literacy ratio by sex, and rural and urban differentiation in the light of 1981 and 1998 census reports.

Table # 5

Literacy Ratio by Sex and Rural/Urban Areas

Area	1981			1998		
	Both Sexes	Male	Female	Both Sexes	Male	Female
All Areas	15.95	26.08	5.10	36.45	53.50	18.38
Rural	14.04	23.81	3.64	33.31	50.92	14.93
Urban	26.90	38.82	13.62	48.27	62.83	31.83

Source: District Census Report, 1998

2.2.14 Enrolment Ratio

The enrolment ratio of children in the age 5-10 years from both sexes is 32.57 percent in the entire district. It delineates as 42.57 percent of male and 21.9 percent of female. The following table gives the detail of enrollment.

Table # 6

Enrollment Ratio by Sex and Rural/Urban Areas

Area	Both Sexes	Male	Female
All Areas	32.57	42.57	21.90
Rural	30.91	42.25	18.84
Urban	39.05	43.78	33.95

Source: District Census Report, 1998

2.2.15 Health

There are two Civil Hospitals, 5 Rural Health Centres, 50 Basic Health Centres, 2 Sub Health Centres, 13 Dispensaries, 2 M.C.H centres and one Leprosy unit facilitating the people of Mardan district.

Socio-Economic Characteristics of Mardan District

2.2.16 History

As mentioned above, Mardan district has been part of the Peshawar valley and after Alexander's invasion, it got momentum towards up gradation of its administrative status to district. The armies of Alexander arrived in the Indus valley from two different routes at a given time, one from the Khyber Pass directly and the other contingent led by

Alexander himself came in Buner after transit movement via Kunar, Bajaur, Swat in 326 BC After Alexander's departure, there passed on different regimes and after Nadir shah and Mughal Emperors, the Britishers ultimately intruded. After some hazards they spread to all-important parts of the sub continent under their expansionist policy and the province of Frontier (now a days called North West Frontier Province, NWFP) was set up in 1909, which was then bifurcated into Peshawar and Mardan districts in 1937.

2.2.17 Ethnicity and Tribes

Mardan district is mainly inhabited by the yousafzai pathans but the Lund Khwar valley has a sizeable Khattak population. The origin of the pathans is traced back to two brothers Khaki and Ghouri with whose names two tribes settled near Qandhar. The Ghouris subsequently expelled the Khakis and resultantly they settled near Kabul about the middle of the 13th century. When they increased in number and acquired wealth they split into three clans, the Yousafzais, Gigyanis and Turklays. At the end of 15th century, the Yousafzais and the Gigyanis moved to the plains of Peshawar and eventually ousted the Dalazaks and spread into the Buner district. Afterward they moved into Mardan district and the area was called the Yousafzai plain *(District Census Report, 1998)*

The other main tribe of Mardan is Khattak. The Khattaks trace their genealogy back to Lukman, surname Khattak, who was the son of Burhan and the grand son of Karran. The Khattak and Yousafzais were in state of perpetual war against one other before the reign of Emperor Aurangzeb. In the time of Aurangzeb, Khushal Khan Khattak, the great Pashto poet and warrior fell out with Aurangzeb and made peace with yousafzai. After the construction of upper and lower swat canals, the Mehmand tribe started penetrating in the district. They remained as petty tenants of the landlords of district and gradually by their hard work they replaced many of the landlords. The Mehmands are mainly found in northern Kamalzai and southern Kamalzai areas of Mardan Tehsil as well as in small number in other parts all over the district *(District Census Report, 1998).*

Besides these main tribes, some Sayyeds and Gujars are also found in the district. The Gujars are in greater number and some historians are of the view that they are the original inhabitants of the area.

2.2.18 Religion

The population of the district is almost Muslims who constitute 99.51 percent of the total population. The main minorities are Ahmadi and Christian who are 0.32 and 0.14 percent respectively. Other minority is Hindu who are 0.02 percent of the total population. The percentage of minorities i.e. Christian and Ahmadi is found in urban areas at the percentage of 0.62 and 0.46 against 0.92, and 0.02 percent of the same categories in the rural areas. The table gives the percentage distribution of the total population on the basis of religion with rural and urban dichotomy in 1998.

Table # 7

Percentage Distribution of Population by Religion Rural/Urban Areas

Religion	All areas	Rural	Urban
Muslim	99.51	99.69	98.81
Christian	0.14	0.02	0.62
Hindu	0.12	0.00	0.08
Ahmadi	0.32	0.29	0.46

Source: District Census Report, 1998

2.2.19 Dress

There is apparent difference in the dress of common people, educated people and upper class people. The upper class people are inclined to western dress. The middle and lower classes are generally wearing typical Pathan attire. The less cumbersome Qamiz with blanket or coarse chader has replaced the old wide and long coat (halqa) during winter season around the body. Chapplies are the most common footwear. Shalwar Qamiz (shirt and trousers) and Dopatta (a piece of cloth covering the head) are the dress of female. Purdah (veil) is universal among women in a form of a printed coarse chaddar or plain white chaddar or burqa.

2.2.20 Dwellings

The villages are divided into various wards locally known as Kandis wherein houses are congested. Each kandi is further occupied by sub-section. A house generally consists of two or three rooms and a courtyard termed as Ghollai and verandah. The cattle and poultry have a separate room where they are accommodated.

Each kandi of the village has its own mosque and a public place, which is locally known as Hujra. In most cases Hujra is considered the property of the Kandi and used for many purposes. The Hujras are commonly used for the settlement of public disputes beside public meetings. Residents of the kandi assemble there to smoke, hear news of the day and discuss the problems and issues of regional, national and international levels. It means that Hujra is having multi dimensional role. It is pertinent to mention that now a day the institution of Hujra is declining following the traditional faction and feuds of Pukhtun.

2.2.21 Culture, Customs and Traditions

Local culture is based on Islam and pukhtoon culture. Generally the people of the region are religious and they even do not think to have an accommodation for any customary way going beyond the spirit of Islam. The Sayyeds, Mians and Sahibzadas enjoy over and above respect in the area for their association with the religiously sacred families.

2.2.22 Faction and Feuds

The yousafzai pathans are brave, hospitable and courteous. However, a slight insult is considered a matter of honour, which sometimes results in violent conflict. The Pathans have an indigenous mechanism for conflict resolution, which is locally termed JIRGA, a council of elders. When Jirga fails to settle down differences between the disputants, then the aggrieved party is reluctant to look for justice through the state judicial establishment. All major criminal and civil suits are tried at the state courts and even some minor cases also go to the courts, as Jirga has seemingly ceased functioning in view of drastic social changes.

2.2.23 Marriage and other Customs

The local people like other parts of Pukhtun province solemnize their marriages enthusiastically and observe various ceremonies related to certain occasions. The relatives and friends from both the parties warmly participate in the jubilant and rejoicing activities. The birth of male child is also celebrated and sweets are distributed over the birth of a male baby. Even the jubilant families open fire in the air and exchange congratulation on the event. On the other hand, the birth of a female baby is either left unnoticed or mourned silently.

2.2.24 Death

The death of a person is mourned for three days and during this time the villagers, ward people, relatives, friends and other mourners participate in it. Women especially mourn the death by weeping loudly. Once the funeral rites are completed, alms are distributed to the poor at the graveyard. At the house of deceased the mourners are provided with food by relatives or friends of the deceased's family, as no food is cooked at that home under as a folkway. The condolence session continues for three days consecutively. On third day known as Qul, all kinds of mourners disperse.

2.2.25 Festivals and Fairs

Festivals and fairs are part of the pathans life. The most important festivals are the two Eids (Eid-ul- Fitr and Eid-ul-azha) on which every one particularly children look very much enthusiastic and rejoicing. On Eids, fairs are held and every inhabitant of the locality can participate in it.

Most of the people are farmers by their profession in villages. The number of industrial workers has increased after establishment of some factories in the district whereas a considerable number of people are engaged in the domain of business and government service.

2.2.26 Employed Population by Industry

Most of the working population i.e. 41.61 percent is engaged in agriculture, forestry, hunting and fishing. The remaining 58.39 percent belongs to the non-agriculture

sector. Out of those in non-agriculture sector, 21.93 percent are engaged in community's social and personal services followed by 15.53 percent engaged in construction. The persons engaged in whole sales, retail trade, restaurants and hotels are 8.27 percent. 3.1 percent of the workers are engaged in miscellaneous activities. Further details are as follows.

Table # 8

Employed Population by Status of Employment, Sex and Rural/ Urban Areas

Economic category	All Areas			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
All category	100	100	100	100	100	100	100	100	100
Self employed	44.23	44.92	49.33	49.33	50.05	19.82	29.08	29.60	10.66
Employee Govt	18.95	18.23	12.21	12.2	11.53	39.80	38.97	38.18	67.10
Employee Auto	4.68	1.69	1.75	1.75	1.77	0.99	1.48	1.46	2.08
Employee Pvt.	28.90	29.2	29.12	29.12	29.44	169.14	28.24	28.54	17.77
Employer	1.22	1.23	1.23	1.23	1.25	0.68	1.17	1.17	1.29
Unpaid Family	5.03	4.73	6.36	6.36	5.97	22.60	1.05	1.05	1.16

Source: District Census Report, 1998

Part-B

HUMAN DEVELOPMENT FOUNDATION (HDF)

2.3 Introduction

The Human Development Foundation (HDF) Mardan was established on 1st June 1999 as first branch of HDF services in Pakistan in continuation to the services network of Human Development Foundation of North America (HDFNA) working under the patronage of Association of Pakistani Physicians of North America APPNA. The mission of HDF is to facilitate a non- political movement for positive social change and community empowerment through mass literacy, enhanced quality of education, universal primary health care, and grassroots economic development. The foundation envisions mobilizing and enabling communities to plan, implement and manage an indigenous programme of integrated human development, which include the empowering of community participation on the top. HDF started its Education Programme with its Non-Formal Basic Education (NFBE) schools. However, soon HDF brought quite a few new additions to its education programme. The objectives of the education programme are listed below (HDF Annual Report, 2004)

2.3.1 Project Objectives

- To provide access to all children of the region having age group of 5 to 10 years either never enrolled or are dropouts from the school (Government or Private) by establishing Non-Formal Education (NFBE) schools.
- To develop strategies for improvement in the quality of learning within four walls of the classroom.
- To ensure activity- based child friendly, interactive and joyful learning in the school.
- To contribute in attaining acceptable level of learning outcomes among the students who graduate from HDF schools.
- To provide elementary and secondary education to the girls that graduate from primary schools either through HDF Child Friendly Community Schools or from any recognized institution.

- To facilitate the female Neo-literates to continue their education up to elementary schooling in future.

2.3.2 Many Roles in Targets Achievement

In implementation methodology of HDF education programme, the roles of the Development Organizations and Parent Teacher associations have a central position, which are laudable and every concerned does it under the same passion of thinking.

2.3.2.1 Development Organization (DOs)

Without social roots it will be very difficult for any NGO to step forward in any rural area. Under the same spirit HDF believed that the involvement of community in its programme would be useful and sustainable. HDF, therefor, formed community-based organizations called "Development Organizations". Development Organizations (DOs) are constituted at village level represented by the people for the people of the community. The members are chosen by the local people in view of their mental capability and spirit of welfare service and then the members move for onward action of election of various slots. These organizations are working to undertake all activities of HDF in the concerned area and the local people do pose the best of their confidence in them. The members of DOs are playing their bridging role between the project administration and local people. DOs have the edge to participate in all important processes, activities and decisions. The foundation is morally obligated to give proper weightage to the suggestion/guidance of the concerned Development Organization.

2.3.2.2 Parent Teacher Associations (PTAs)

The Development Organization after passing a resolution regarding the constitution of PTA moves ahead for its formal establishment. It has the strength of 7 members including one teacher, 5 parents and one from office bearers normally president or general secretary of the concerned DO. The PTA is considered responsible for motivating parents for provision of community owned building and its maintenance and contribution in the shape of other material objects. Raising SMF and its management, teachers' accountability and planning for future activity of education programme are

mainly included in its duty. DOs and PTAs both are responsible for sustainability of all activities in education programme.

2.3.3 Salient Features

- Teachers Training: Pre-service teachers training of 10 working days and In-service training of 5 to 6 days are arranged for improvement in their professional capability.
- Teaching methodology is activity based. Learning is participatory, joyful and interactive.
- Group work and peer learning is encouraged. Materials like pocket boards, flash cards, cutouts, charts, jigsaw puzzles, games, story making and story telling, poems, preparation and usage of big books etc are in routine practice in HDF schools.
- Excursion trips are arranged for entertainment of students.
- Teachers are taken to various institutions for the purpose to enhance their teaching skill and body of knowledge.
- Important national days like Independence Day of Pakistan, Defense Day, Child International Day etc are celebrated.
- Parents and teachers have regular contact for the sake of best educational progress of children.
- The performance of teachers and students is under keen observation.
- HDF has been covering its education activity nutshell through the help of another locally based organization Tameer-e-Millat Foundation (TMF) as an implementing agent. TMF has been strictly adhering to the HDF's designed programme and the thorough efforts of the DOs' members are going alongside in reaching to the targets of HDF (HDF Annual Report, 2004).

In start, the HDF faced some problems in the acceptance of its programmes but the formation of Development Organization at village level rolled down the problems, and the community people joined their hands with the HDF after they were involved in important processes of decisions like designing, planning, implementing, monitoring etc. Presently, there are working 50 schools both for boys and girls in the rural areas of Mardan district, imparting education up to 5th grade (HDF Annual Report, 2003).

Part-C

CONCEPTUAL ASPECT OF PARTICIPATORY APPROACH AND RURAL DEVELOPMENT

2.4.1 Participatory Approach Defined

Since long the virtues of participation have been pronounced and proclaimed. Much concern has been shown in recent years with regard to participation and rural development. The United Nations' Economic and Social Council has now recommended that the government should adopt popular participation as a basic policy measure in national development strategy and should encourage the widest possible active participation of all individuals and national non-government organizations in the development process in setting goals, formulating policies and implementing plans (UN Report, July 1975).

The meaning and definition of participation or participatory development or participatory approach is given in various contexts.

- Cohen (1977) defines as participation includes people's involvement in decision-making processes, in implementing programmes, their sharing in the benefits of development programmes and their involvement in efforts to evaluate such programmes.
- Ghai (1994) holds the view that participation can be seen as a process of empowerment of the deprived and the excluded. This definition indicates the recognition of differences in political and economic power among different social groups of society and differently placed classes' participation justifying the formation of organizations of the pool, which are democratic, independent and self-reliant.
- The Organization of Economic Cooperation and Development (OCED) in its report published in 1994, has made it clear that Participatory development stands for partnership, which is built upon the basis of dialogue among the various actors, during which the agenda is jointly set, and local views and indigenous knowledge are deliberately sought and respected. This views the role of people

important in decision-making and negates the idea of project carrying imported decisions

- The World Bank's report *The World Bank and participation* (1994) reveals that participation is a process through which the stakeholders influence and share control over development initiatives and the decisions and resources, which affect them.
- Oakley (1987) is of the view that Participation means to sensitize people and thus to increase the receptivity and ability of rural people to respond to development programmes and as well as to encourage local initiatives.
- Srinivasan (1994) defines that Community participation is a process of empowerment where villagers, regardless of their socio-economic and literacy levels, can increasingly take responsibility themselves to plan, manage control and collective actions. People's participation in developmental activities varies from society to society in relation to the existing cultural milieu.

Four decades long struggle of administrators, planners and policy makers, to bring about change and development in the rural society of Pakistan resulted in a viable and effective administration of development projects. Participative management approach may be adopted in which the governmental functionaries, members of voluntary organizations and beneficiaries should work collectively in planning decision making and implementation of development projects. This approach has been emphasized by the practitioners of development administration because it increases the sense of commitment and gives psychological satisfaction to the members particularly the beneficiaries who are sharing in these efforts. Therefore, the concept of involving people in development is not new to Pakistan, but it has been in practice in many forms over the last few decades producing some staggering results. SRSP and AKRSP have at their credit to start first under the participatory approach. In the beginning the new mechanism faced some problems from the religious and political circles in the rural community but these were resolved later on.

We can identify interpretation of participation in two broad and distinct areas of development. The distinctions between these are neither clear-cut nor mutually exclusive, but they do represent two different purposes and approaches to promoting participatory development (Abid Ullah, 2001: 158-170).

2.4.2 Participation as a Means to development:

Participation is seen as a process whereby local people cooperate or collaborate with externally introduced development programmes or projects. In this way participation becomes the means whereby such initiatives can be more effectively implemented. People's participation is sponsored by an external agency and it is seen as a technique to support the progress of the programme or project. The term "participatory development' is more commonly used to describe this approach and it implies externally designed development activities implemented in a participatory manner. This approach would appear to be quite widespread and essentially promotes participation as a means of ensuring the successful outcome of the activities undertaken.

There is need to differentiate between participation as means to an end and as an end itself, for achieving effective results. Participation when taken as means to an end is a way of harnessing the existing physical, economic and social resources of the rural people to achieve the previously established objectives of the development programme more efficiently and effectively. The strategy is to reform and improve. As an end in itself it is seen as a process, which unfolds over time, and its purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives and control its own developments. It involves a process of empowering and liberation for achieving power and the strategy is structural change (Abid Ullah, 2001).

Both kinds of participation imply possibility of very different power relations between members of a community as well as between them and the state and agency situation. The extent of empowerment and the involvement of the local population is more limited in the means approach. Most participatory approaches currently use participation as means. Participants' power to, their confidence in themselves, personal and collective abilities to exercise power within existing structural and institutional

constraints are enhanced in means approach. Ideally, development approaches should incorporate participation both as means and end, however in practice it is difficult to bridge the gap between the two as both aim at different goals, with different strategies.

2.4.3 Participation as an End to Development:

Participation is seen as a goal in itself. This goal can be expressed as the empowering of people in terms of their acquiring the skills, knowledge and experience to take greater responsibility for their development. People's poverty can often be explained in terms of their exclusion and lack of access to, and control of the resources, which they need to sustain and improve their lives. Participation is an instrument of change and it can help to break that exclusion and to provide poor people with the basis for their more direct involvement in development initiatives.

The critical issue to bear in mind is that people's participation in development is concerned with two things: I) structural relationships and the importance of developing people's capacities and skills to negotiate and to seek the resources and changes which they require in order to improve their lives; and ii) the methods and techniques whereby local people can be brought to play a part in development programmes and project etc. Both purposes are of equal importance; the former seeks to secure a longer term and sustainable development for poor people, the latter is crucial in providing immediate access to the benefits of development.

Form	Top-down	Bottom-up	Function
Nominal	Legitimization	Inclusion	Display
Instrumental	Efficiency	Cost	Means
Representative	Sustainability	leverage	Voice
Transformative	Empowerment	Empowerment	Means/ End

The above shown box synthesizes the range of interpretations of participation along a continuum on which participation moves from being merely nominal and representing little meaningful or direct involvement in development; to transformative participation, which results in people's empowerment and in direct and effective

participation. It is a useful exercise to see participation in terms of a continuum and, within the project context, to seek to develop it into this transformative role. Another way of distinguishing between different forms of participation is to think in terms of levels or degrees of participation. These can be understood along a continuum and can range from participation as essentially an act of manipulation to a degree of participation in which stakeholders become partners in the development initiative and begin to assume full responsibility for its management:

a) *Manipulation*: the lowest rung applies to situations of non-participation; where participation is contrived as the opportunity to indoctrinate.

b) *Information*: when stakeholders are informed about their rights, responsibilities, and options, the first important step towards genuine participation takes place. The main drawback at this stage is that emphasis is placed on one-way communication, with neither channel for feedback nor power for negotiation.

c) *Consultation*: this level entails two- way communication, where stakeholders have the opportunity to express suggestions and concerns, but no assurance that their input will be used at all or as they intended. Therefore, it could be said that at this level stakeholders are 'participating in participation'. The most frequent approaches to consultation are chaired meetings where stakeholders do not contribute to the agenda, public hearings, and surveys.

d) *Consensus building*: here stakeholders interact in order to understand each other and arrive at negotiated positions, which are tolerable to the entire group. A common drawback is that vulnerable individuals and groups tend to remain silent or passively acquiesces.

e) *Decision-making*: when consensus is acted upon through collective decisions, this marks the initiation of shared responsibilities for outcomes that may result. Negotiations at this stage reflect different degree of leverage exercised by individuals and groups.

f) *Risk sharing*: this level builds upon the preceding one but expands beyond decisions to encompass the effects of their results, a mix of beneficial, harmful, and natural consequences. Things being constantly in flux, there is always the

element of risk, where even the best accountability is fundamental at this level, especially when those with the greatest leverage may be the ones with the least at risk.

g) *Partnership*: this relationship entails exchange among equals working towards a mutual goal. Note that equal as applied here is not in terms of form, structure, or functions, but in terms of balance but in terms of balance of respect. Since partnership builds upon the proceeding levels, it assumes mutual responsibility and risk sharing.

h) *Self-management*: this is the pinnacle of participatory efforts, where stakeholders interact in learning processes, which optimize the well being of all concerned.

In the practice of participatory development to date, the following are the kinds of key principles, which have been seen to be more important (Abid Ullah, 2001).

2.4.4 Principles of Participatory Approach

2.4.4.1 The Primacy of People:

Whatever the purpose or ultimate goal of the project is, people's interests, their needs and their wishes must be allowed to underpin the key decisions and actions relating to the project. It is not a question of including people as and when it is felt by project management to be convenient; people must sit centre-stage and their interests taken into consideration during the whole course of the project.

2.4.4.2 People's Knowledge and Skills:

It must be seen as a potentially positive contribution to the project: a project which does not seek to make use of local knowledge and skills may not only be less effective but will also be squandering a useful resource. A participatory project should seek every possibility to base its activities upon local resources, both to avoid situations of dependence on external ones and also to help develop local capabilities, which will be important if the development is to be sustained. Participation is to do with developing people's capacities and this can best be achieved by building on and strengthening their existing knowledge and expertise.

2.4.4.3 People's Participation and Women Empowerment:

Participatory development should seek to improve gender inequalities through providing a means by which women can take part in decision-making. Women's participation must be transformative, not be merely tokenistic; while there are often enormous social and cultural barriers, which hinder women's participation. Participatory development should seek to bring about change and to create the circumstances where women's voices can also be heard. This is a sensitive and critical issue, but efforts to involve women in an appropriate manner must be central.

2.4.4.4 Autonomy as Opposed to Control:

As far as it is realistic to do so, seek to invest as much responsibility as possible for the project with the local people, and thus avoid having absolute control in the hands of project staff. Such a principle is not always realistic and it should not be pushed too far in such circumstances; but there must be a discernible move to minimize the control of project staff and to maximize the potential responsibility of local people.

2.4.4.5 Local Actions as Opposed to Local Responses:

Encouraging local people to make decisions and to take action within the broad parameters of the project, as opposed to merely responding passively to initiatives proposed by others. The more that these kinds of local initiatives can be encouraged, the more a sense of ownership will develop among local people; but the major obstacle may see project staff who are unwilling or unable to promote local ownership of project activities and outcomes.

2.4.4.6 Place for Some Spontaneity in Project Direction:

Promoting people's participation will mean that, as far as it is reasonably possible, the project to play an increasing role and to begin to assume some responsibility. Unless the project is able to plan for and to accommodate people's participation, it will remain a straightjacket and may push on to predetermined objectives regardless of whether local people are on board or not. Participatory projects do often take longer but, if they are truly participatory, the outcome is more positive and sustainable. When the above

principles are carried in by any project in exercise of its activities, the prospect of People's participation is likely to sustain. However, people's participation is such a phenomenon, which has never been unilinear and rather can go on the reverse direction also. It means that participation can face favourable and non-favourable situation from community.

2.4.4.7 The Pros and Cons for Participation

There are arguments for and against the promotion of greater people's participation. These arguments are less concerned with societal level participation in democratic and representative institutions, but more with people's participation in development activities. They can be summarized as follows:

2.4.4.8 Arguments for Participation

People's participation can increase the efficiency of development activities in that, by involving local resources and skills, it can make better use of expensive external costs:

- It can also increase the effectiveness of such activities by ensuring people's involvement, using of local knowledge and understanding problems and stay relevant to local needs;
- Participation helps to build local capacities and develop the abilities of local people to manage and to negotiate development activities;
- Participation can increase coverage when local people are able to assume some of the burden of responsibility and thus help to extend the range of activities of a development activity;
- Participation can lead to better targeting of benefits to the poorest via the identification of stakeholders to be most affected by the activities;
- Crucially participation can help to secure the sustainability of the activities as beneficiaries assume ownership and are willing to maintain its momentum; and
- Participation can often help to improve the status of women by providing the opportunity for them to play a part in development work.

2.4.4.9 Arguments against Participation

Participation costs time and money; it is essentially a process with no guaranteed impact upon the end product. Participation can greatly add to the costs of a development activity and therefore its benefits have to be carefully calculated;

- Processes of participation are irrelevant and a luxury in situations of poverty and it will be hard to justify expenditure on such a process where people need to be fed and their livelihoods secured;
- Participation can be a destabilizing force in that it can unbalance the existing socio-political relationships and threaten the continuity of development work;
- Participation is driven by 'ideological fervour' and is less concerned with seeking to secure direct benefits for people from development activities than with promoting an ideological perspective into development; and
- Participation can result in the shifting of the burden onto the poor and the relinquishing by national governments of their responsibilities to promote development with equity.
- The concept of participation was elaborated from various dimensions in the light of diverse modes of community but some thinkers have observed five key operational issues other than the contents of *pro argument column*, through which participation can be promoted.

2.4.4.10 Participatory Approach and NGOs' Collaboration

The participatory approach is exercised mainly by the NGOs of varying profile in the social context of Pakistan. The non-government organizations have effectively carried out the assigned responsibilities in spite of several hindrances and problems. Experience shows that the NGOs can be entrusted with specific programme responsibilities such as community mobilization, education and motivation, counteracting rumours, removing doubts and misconceptions, and social legitimization of new behaviours. They can thus function as an effective adjunct to the government's programme at the micro level. The NGOs in some cases also need support in terms of expert advice on professional matters. In spite of commitment to social development and amelioration of the weaker segments

of the society, and sound rapport with the community, the professional competence of the NGOs to carry out action research projects has been found to be somewhat limited. They need continuous guidance in planning, development of the programme, correlating efforts with performances, assessing the directions of change, identifying bottlenecks or short-circuits in the programme operations and in devising alternative intervention strategies. Such guidance is not available in many cases and can result in setbacks. There is an imperative need for developing an elaborate and effective management information system for assessing the progress of the programme as well as to identify the problem areas. This would help to enhance the effectiveness of the NGOs. Actually participation as such is not new in any community as it takes place as an economic, social, cultural and psychological functional necessity but participating in activities introduced by development agency is new. Principally, this was because the government and the bureaucracy have distanced themselves from the people and so the emphasis on encouraging and securing people's participation in the activities that are meant for their welfare and progress. It is observed that people's participation is a necessary component in rural development. Its essence lies in the proper coordination of individual and group efforts, which is possible through the process of community organization (Ikram Ullah, 2000).

2.4.5 Community Organization

Community organization is a process of functional grouping of people, which is a germane to people's participation in rural development. Community organization has been defined as a process initiated to bring about and maintain an adjustment between social welfare needs and social welfare resources in a given geographical area. As a disciplined method "community organization seeks to bring about a social climate in which it is easier to resolve group conflicts and initiate cooperative activity for the common good of the community". Community organization work concentrates its efforts in narrowing conflicts and enlarging the areas of cooperation. In short, the negative and destructive aspect competition is sought to be replaced by the positive and constructive aspects of cooperation. Community organization can cater the following benefits.

(a) Group thinking and common good,

(b) Division of labour and responsibility,

(c) Recognition of individual merit,

(d) Community work, and

(e) Group efforts are more effective than individual efforts.

It is obvious to say that all rural communities have certain levels and kinds of organization, which play an important role in rural development. Rural development and community development are two synonymous words, used at different times by the planners. Nowadays, rural development has been a matter of concentration of every developing country including Pakistan, as a major bulk of population lies in villages where basic facilities of life, education, health, and physical infrastructure are at critical stage. The Government Organizations (GOs) and Non Government Organizations (NGOs) have been assigned by different funding organizations to make a remarkable headway in bringing the rural communities at par with urban ones, by initiating interventions undermining social change in the institutions of rural societies of the country. Rural community can be developed in its two broad areas; the physical infrastructure and social infrastructure and that can be given the name of rural development. The detailed description on the concept and other related affairs to rural development can be glanced as under (Setty, 2002: 66).

2.4.6 The Concept of Rural Development

Before defining rural development it is necessary to understand the concept of development. Development is a subjective and value loaded concept, and has different meanings. The term is used differently in diverse contexts. It basically means unfolding, revealing, or opening up something, which is latent. The term development implies a change that is desirable, which is not identical in time, place and culture in view of different cultural milieu. However, development is cherished by all individuals, communities and nations, irrespective of their culture, religion, and spatial location (Singh, 2003:19).

Chamber (1983) defines that the term rural development is a strategy to enable a specific group of people, poor rural women and men, to gain for themselves and their

children more of what they want and need. It involves helping the poorest among those who seek a livelihood in the rural areas to demand and control more of the benefits of rural development. It becomes clear that rural development connotes overall development of rural areas with a view to improve the quality of life of rural people. In this sense, it is a comprehensive and multidimensional concept, and encompasses the development of agriculture and other allied activities, socio economic infrastructure, community services and facilities, and human resources in rural areas. *As a phenomenon*, rural development is the end-result of interactions between various physical, technological, economic, socio-cultural and institutional factors. *As a strategy*, it is designed to improve the economic and social well being of a specific group of people --the rural poor. *As a discipline*, it is multi-disciplinary in nature, representing an intersection of agriculture, social, behavioural, and engineering and management sciences. Rural development has three elements, given by Todaro (1977)

- *Basic Necessities of life*: People have certain basic needs, without which it would be impossible for them to survive. The basic necessities include food, clothes, shelter, basic literacy, primary health care and security of life and property.
- *Self-respect*: every person and every nation seeks some sort of self- respect, dignity, or honour. Absence or denial of self-respect indicates lack of development.
- *Freedom:* in this context, freedom refers to political or ideological freedom, economic freedom and freedom from social servitude. As long as a society is bound by the servitude of men to nature, ignorance, other men, institutions, and dogmatic beliefs, it cannot claim to have achieved the goal of development.

2.4.6.1 Objectives of Rural Development

The main objectives of rural development in all societies, irrespective of their economic, political and socio cultural systems are:

- To increase the availability and improve the distribution of life sustaining goods, such as food, clothes, shelter, health and security;

- To raise per capita purchasing power and improve its distribution by providing better education, productive and remunerative jobs and cultural amenities; and
- To expand the range of economic and social choices to individuals by freeing them from servitude and dependence.

In Pakistan, many projects were experienced under diverse approaches at different times by the different regimes, but they failed in melting the ice of stubborn attitude of local people to participate in development-oriented progarammes for many reasons.

2.4.7 The Nature of Community Development Projects in Pakistan

In Pakistan rural development projects started already in 1952 and under different project titles and partly differing approaches were implemented at a national scale until the early eighties. Despite a long history of dedicated efforts for rural development and sound concepts framing the rural development approaches, Pakistan today is looking back on a vast experience of failures in rural development.

Until the early 80's four major government rural development programmes were implemented at a national scale: the Village Agricultural and Industrial Development Programme (V-AID, 1952-61); the Rural Works Programme (RWP, 1963-72); the People's Works Programme (PWP, 1972-80) and parallel later integrated to it; and the Integrated Rural Development Programme (IRDP, 1972-1980).

In all of these programmes the target groups were identified as the rural poor. The programmes also were designed as multi-sectoral with strong elements of participatory involvement of the target groups. None of the programmes had the desired impact and despite all of them, the pace of development in the rural areas was hardly affected by these programmes, with the majority of the rural poor benefiting least. There are many factors that contributed to that failure, the most important are:

- The most common weakness of each programme was poor implementation capacity at the field level due to a strictly adhered departmental autonomy and mutual seclusion of the departments from each other with no powers on the part

of the respective programme offices to do anything in this respect. Hence, real multi-sectoral programme implementation hardly ever materialized.

- Local participation was a core element in all the programmes with a growing conceptual importance in the later programmes (PWP and IRDP). However, the underlying philosophy for local participation, i.e. to create the notion of self-reliance and self-help at the local level, also largely failed. More or less all of the programmes were operated as political rather than socio-economic programmes. Hence, generally a top-down approach imposing a centralized pattern of decision-making for local level operations was applied. Although the IRDP attempted a bottom-up approach of decentralized decision-making it soon also failed and the rural elite were taking over the lead in the IRDP participatory bodies.
- Under the military rule (1977-1988) development efforts in rural areas at national scale were channeled through the elected local councils of the newly strengthened Local Government system. Some infant but genuine local participation emerged during that period. With the Five Points Programme (1985-1988), however, funding for small projects in education, rural roads, drinking water, health and sanitation in rural areas was introduced by providing substantial budgets directly to the political representatives. This again undermined localized responsibilities of the elected councils.
- Under the civil governments from 1988-1997 the system of budget allocations to politicians was basically maintained and some new political programmes were added. These programmes of mainly small-scale infrastructure projects were implemented by District Committees that were basically run by nominated representatives of the respective ruling party.

None of these programmes had an institutional setting for conceptual or planning works. While all of these programmes were theoretically multi-sectoral and involved management structures for line agency co-ordination at the local level, each of the individual projects at the local level was implemented as a single unit and the

programmes in total were more or less a sequence of piecemeal operations of a sectoral nature.

These programmes were also meant to be "participatory" by the involvement of the machinery of Local Government, i.e. the elected representative local bodies during the period of military rule and through the same bodies, now established by nominations or purely local administrative bodies of the LG&RDD, under the civil governments thereafter. However, there was no concept on how participation was to be pursued. In all the programmes the prospective beneficiaries were not involved in project planning and participation usually ended once the communities had delivered their share in free labour in the implementation of small-scale schemes under such programmes.

Also the element of community participation has a long rooting in the history of rural development in Pakistan and is closely related to the multi-sectoral approach. Subsequently how local/community participation has been, and in many cases still is, practiced in government run projects is also affected by the traditions that have been built up in this historical process. Because Government services are organized along sectoral lines, project planners always thought that a combined/coordinated provision of the different Government services could adequately address village development needs. When government departments looked helpless to manipulate the situation, the role of Non-Government Organizations (NGOs) got shining as these organizations started moving ahead to involve the people in development carrying activities under the theme of empowerment at local level.

2.4.8 Non- Government Organizations and Their Role in Pakistan

It was only with the establishment of the NGOs in the late 70s that a new way of thinking emerged on how rural development and community participation can more effectively be promoted. In short, the new way of thinking entailed that it is not the multi-sectoral project organization but the establishment and effective empowerment of multi-purpose local level organizations that can promote an integrated pursuit of the rural development objectives. While in the beginning actual field operations of the NGOs in

the rural areas were marginal, the spread of these ideas and the involvement of NGOs in actual larger scale project implementation rapidly gained momentum since the mid 80s supported by two parallel but factually reinforcing developments in Pakistan.

- Like today's frustration with the mismanagement in the development NGOs, the situation on what happened to the multi-sectoral approach to rural development and the unsatisfactory developments in promoting local participation was critically observed in the donor community in the eighties. Towards the end of the 80s a level of frustration was reached that called for some radical changes. It was soon commonplace within the donor community that one of the most attractive means to overcome ongoing frustrations with Government run projects would be in the formal involvement of NGOs in the operation of larger scale area development projects. Since then the initially more or less unguided development in the NGO sector became more structured through the promotion of Support NGOs by international donors.
- For some provincial governments, like the Government of NWFP, the practical implications of the financial crisis, emerging in mid 80s and prevailing during the 90s have evoked policy reviews on the design and implementation of rural development projects. The Government was inevitably driven to mobilize development resources that could contribute to relax budgetary stress. As a result of this the Government NWFP identified the NGOs, who had access to the people in the villages, as a potential partner to mobilize such resources from within the village population itself.

Part-D

RELATED CASE STUDIES IN PARTICIPATORY EDUCATION

This part includes case studies in three sections i.e. case studies in Pakistan, case studies in India and case studies other parts of the world. These studies were thoroughly checked in the light of their relevance to the topic and then their abstracts were developed. A pattern was thought and all case studies were abstracted accordingly.

2.5 Case Studies in Participatory Education: Pakistan Experience

Various non-government organizations have had participatory approach for the development of primary education with different interventions in four provinces of Pakistan. The abstracts of studies conducted under participatory mechanism are given in chronological order.

2.5.1 Swat Kohistan Education Project (SKEP) Conducted by De Laas Gul (DLG) Based at Peshawar (1981-88)

2.5.1.1 Background of the Project

De Lass Gul (DLG) joined hands with the Swiss Agency Incorporation in the Swat Kohistan Education project (SKEP), which worked in the domain of female primary education. This project was initiated in 1981 and ended in June 1988. It covered three important tehsils of Swat District (Kalam, Bahrain and Madian). 29 schools known as Home Based Schools (HBS) are still functioning. The project stepped ahead with the following objectives.

- To impart pedagogical guidance to HBS teachers through in-service training to ensure the quality education+ during the post project-funding period and beyond.
- To carefully phase out the old pattern of Kalam Integrated Development Project (KIDP)'s financial and administrative support to HBS, while phasing in communities own abilities to realize financial, administrative, and monitoring support to HBS

- To maintain an active link with Community Based schools, a component of NWFP Primary Education Programme in order to get the HBSs recognized by the provincial government.

2.5.1.2 Interventions

The elements of interventions were formulated as under.

- Community Training
- PTA formation and training
- Teachers and staff Training

Under the policy adopted, major significance was given to the training of community as resultantly they were to be handed over to the Home Based Schools.

2.5.1.3 Achievements

- Trainings for teachers were arranged at different times, which were well participated by the teachers serving at HBS. In the trainings, knowledge on teaching methods, joyful mechanism, games etc was imparted. In Madian 23 teachers and in Kalam 11 teachers utilized the trainings.
- Community training was also held in which the vital role of education in development action was signified. It remained a continuous process in view of its all time importance.
- PTA training workshop was arranged at Peshawar, which was attended by the members. The PTAs held regular meetings and played their role in resolving problems raised momentarily
- Staff training flourishing their capacity level, managerial skill, implementation expertise and conceptual clarity on many ambiguous terms/situation was held.
- 13 HBS were handed over to PTAs with the instruction to be regularly convening the meetings, communicating with community and ensuring smooth functioning of HBSs management
- In the annual examination 658 out of 736 students passed their respective examinations and resultantly the pass percentage remained 89.4

- Convention on Social Mobilization was held, which benefited the staff upto maximum in attracting students at HBS in greater number
- Liaison with link departments remained in tact (DLG Report, 1998).

2.5.1.4 Observation

SKEP has a positive credit on its account to sustain and afford the finances of programme for a long period. The staff showed a tireless courage to combat continuously the resistance-sustained response of the local communities. Training to all segments involved in the action frame was a key issue of the programme, which brought fruitful result in regard to enrollment increase and quality learning by students. The DLG had an edge of experience in the formulation of PTAs, gained from its already conducted projects in different places at different times on the subject of education. However, some haphazardness in activities, objective formulation, training programmes and rigid social environment of Kalam also characterize the study.

2.5.2 Girls Primary Education Development Project (Impact of Innovative Activities Undertaken with Norwegian Grant)

2.5.2.1 Background of the Project

The Girls Primary Education Project was initiated in the rural areas of Pakistan in 1991.The project cost amounted to Rs.1762.955 million including a loan of Rs.1408.158 million from the Asian Development Bank and US$ 4.5m as grant-in-aid from the Norwegian Government. Although, the project aimed at introducing innovative activities at the community model schools over five years, but the central theme of the project considered the community support as bedrock to the success of innovative idea. The project moved forward with the following core aims by enhancing the motivational level of students and teachers, and making the school environment more attractive for girl students.

- Increasing enrollment
- Reducing drop-out
- Improving quality education.

2.5.2.2 Coverage of Programme

- 880CommunityModelSchoolsCMSs(516punjab+168Sind+127NWFP+69Balochistan) were established by September 1996 against the required number of 796,which exceed 10 percent
- Innovative items provided to CMSs included sports and recreational materials, teaching kits, free text books, educational toys, teachers training, school bags/stationery, reading/instructional materials, water pumps, incentives for students/teachers, sewing machines, seminars/workshops and motivational/media campaign.

2.5.2.3 Achievements

- Enrollment increased in all four provinces with encouraging result from the two backward provinces Balochistan and Sind. Province wise enrollment may be glanced as follows
- Enrollment number in Balochistan was 11385 in 69 CMSs at the average of 165 per CMS.
- Enrollment number in Sind was 6489 in 168CMSs at the average of 38.6 per CMS
- Enrollment number in NWFP was 13776 in 127CMSs at the average of 108.5 per CMS
- Enrollment number in Punjab was 56836 in 516 CMSs at the average of 110.1 per CMS
- Cent percent head teachers, teachers, parents and community leaders were found satisfied with innovative activities and they termed it a good breakthrough towards development of primary education
- Dropout was controlled to a considerable extent
- Community contributed in providing land for building construction and exposure of gaps through intellectual support (PEP Report, 2000).

2.5.2.4 Observation

Universal Primary Education (UPE) is a long cherish of Pakistan government envisaged by a sense to materialize the dream of multidimensional development of country, as seen at the back of advancement in education particularly in the domain of primary. The project undertaken for the purpose showed a remarkable headway toward the destination. The introduction of innovative activities in enrollment enhancement, decrease in dropout and improvement of quality education remained a good experience as it got succeeded in attracting the interest of students, teachers and parents. An excellent response from the province of Balochistan in regard to high enrollment is indicative of high amount of awareness among the rural communities for the reasons of being backward in education and establishment of TC hostels and community halls for boarding of outreach girls. Increase in enrollment was not an easy job but people in this regard showed a tremendous achievement in light of the hectic efforts involved in project from various positions. However, certain flaws have been noticed in the project report. District wise reports indicate result about decrease in dropout but the composite report is silent to give a consolidated position. Information on overall decrease in dropout was very much important, being the second major objective of the project. The other constraining aspect of information in question is incorporation of respondents'opnion instead of concrete position in some of the district reports. It is pertinent to mention that the exhaustive survey report requested by the Norwegian Government aimed at identifying the core problems impeding the way of universal primary education in Pakistan, but perhaps the exiting report being ambiguous on certain points in itself may generate some problems, and mistakes occurred in phase-1 are apprehended to recur in phase -11 of the project.

2.5.3 Primary Education for Girls in Balochistan with Community Participation (Government and Community Partnership under the Model of Community Support Process, CSP (1992)

2.5.3.1 Background of the Project

This project with broad vision of increasing girls' literacy across the province of Balochistan was started after a baseline study and experimental programme of Mobile Female Teacher Training Unit (MFTTU) in 1992, with 27 local female teachers training

at district Loralai. The study is really appreciative as it was conducted like extracting water from a hard stone. The report is silent to indicate the set of objectives and other activities. However, the components in irregular shape are placed as follows.

- To increase enrollment of female students in remote/backward and tradition ridden areas.
- To ensure an access to the targeted regularity of teachers aiming at quality and effective learning.
- To co-work by the partners under an agreement on streamlining certain activities such as financing of all kinds by the PED, and contribution in physical infrastructure and monitoring/protection by the community
- The project cycle was integrated on eleven steps indicating the whole nutshell of actions.
- Identifying the local female teachers with Middle as minimum limit of qualification.
- Inducting potential teachers with original documents.
- Compiling demographic profile of area.
- Organizing parents group.
- Forming Village Education Committee (VEC).
- Functioning of schools on informal basis for 3 months as probation at initial stage.
- Giving a considerable role to the Village Education Committee and Women Village Education Committee in teacher training and school operation followed by parents' participation.
- Signing an agreement for combine review meeting.
- Sanctioning of teacher's post and periodical performance review.

2.5.3.2 Achievements

Community remained very much co-operative in respect of providing land to schools as agreed upon. Parents and local leaders morally supported the team in almost all spheres where help was needed. The Community Support Schools (CSS) are performing well and reports showing the results in the light of monitoring and evaluation at different periods/stages are remarkably encouraging. Community mobilization also

ensured the community ownership of schools established under the Community Support Process (CSP).

2.5.3.3 Observation

The rationale of study report illustrates the interest of people in female education, as prior to CSP they used to send their female children for education in boys' schools. The study is further highlighted to scratch down the traditional thinking like observance of Purdah (veil) and negative impression against female education, and to cut down the influence of vested interest of political leaders and other elements who negated girls' education by one way or other in their respective area. Ammal project Rural Provision AP[R] (A Joint Venture of Government of N.W.F.P, Primary Education Programme (PEP), Frontier Education Foundation (FFF) And Department For International Development (DFID)

2.5.4 Universal Primary Education (UPE) through National Commission for Human Development (NCHD) in Pakistan

2.5.4.1 Background

National Commission for Human Development (NCHD) started its work in 16 districts of Pakistan with equal distribution in the four provinces. The chain of district-wise establishment was started in 1992 from Mardan, a district in the province of North-west Frontier. The basic aim of NCHD in the sector of education is to increase the enrollment rate and quality education by establishing the Feeder Schools in the target districts under the theme topic of the Universal Primary Education (UPE) The feeder schools lying at distance from Government or NGO based schools within an undefined vicinity proved quite helpful in accelerating the literacy rate and strengthening the enrollment in the areas of activities. The action strategy of NCHD has been framed as under.

- Integrated holistic approach of human development, focused on people's needs rather than uni- sector interventions
- Work within the existing system for improving service delivery and outcomes in social sector development

- Strengthening government's line departments through practical hands on projects
- Strengthening the implementing agents including the elected representatives and civil society organizations
- Volunteerism and community participation to ensure sustainability of the interventions
- Physical presence in the district for:
    - Providing a coordinating/support forum for district Education department and for NGOs.
    - Lobbying/advocacy and mass awareness on human development
    - Close monitoring and support
    - Effective communication and media usage for human development and poverty alleviation.

The operational overview concentrates on ensuring country participation, coordinate/support role for District Education and NGO, and monitoring and support.

2.5.4.2 NCHD Achievements Highlights

- By the month of February 2004, in the entire target district 4098 feeders schools were established.
- Feeder schools have succeeded in enrolling 189,171 against the total number of the out of school children identified as1036509.
- By adding the NCHD's enrollment 189,171 to the already enrolled number 717801, the total enrollment reached 906,972, which becomes 87.5% of the total children population in 16 target districts. It means that NCHD has moved forward and is away at narrow margin from the targeted enrollment of 100%.

2.5.4.3 Observation

The National Commission for Human Development (NCHD) has been showing an encouraging result in regard to getting close to its objectives in a very short time. The commission has introduced two new interventions in its programme in the shape of feeder schooling in the target areas and boosting of the spirit of volunteerism, which have

proved successful. It is pertinent to mention that inhabitants of the remote areas are willing to send their children for education but the far-flung status of area has been a back dragging force to materialize such aspiration of them. It is note worthy that the well-trained staff of the NCHD is also doing their best to keep the action strategy of the programme in its ideal shape. It is prospected in the light of the prevalent zeal and fervour of staff that the networking of commission can be extended to other parts of the country.

2.5.5 Community Based Primary Education Programme for Tank District under the Umbrella of Human Resources Management and Development Centre (HRMDC)

2.5.5.1 Background

Human Resources Management and Development Centre (HRMDC), Peshawar started a project in November 1995, after a need assessment survey with the target locales identified as severely backward in education. The programme included establishment of 10 Community Based Schools in the villages, Mullazai, Kaka Khel, Umar Khel, Ama Khel, Muhammad Akbar, Tajori, Kamala, Pirwana, Toran Nau, and Shahbaz of Tank district. The prime objective of the project was to enhance the literacy level of the rural population with special emphasis on girls' education in the target areas. The project took initiative with the following focal points in term of action strategy.

- Community Support
- Establishment of Village Education Committee (VEC), locally named as Taleemi Tolana
- Consent of Community Members in the Selection of VEC
- Phase wise training for school teachers including both CBS and government schools in the target area
- Selection of female teachers from the locality (if available)
- Selection of social organizer from the local community
- Liaison with Education Department and other link departments on important issues.

2.5.5.2 Achievements

- The following are outlined as important components of achievement.
- 10 Village Education Committees were formed with no remarkable problem
- Teachers were trained on subject content experience, improved way of teaching.
- Community members and project staff were trained and necessary information was furnished on the implications after successful completion.
- The project got succeeded in appointing local female teachers in some of the areas after hard efforts
- Project benefited 287 children to get primary education at the CBSs established in 10 villages during two years only.
- Communities contributed in providing chalks, electricity and the most important thing i.e. drinking water, which is at dearth in the target localities (HRMDC Report, 1997).

2.5.5.3 Observation

HRMDC took a bold initiative to start Primary Education Programme with the help of community in Tank, a remote district of the province. It is a good symptom that it succeeded in attracting 227 children as enrolled students at CBS through the untiring support of Taleemi Tolana, a village education committee. The project also got one step forward by appointing social organizer from the locality. Teacher training was arranged but some flaws were noticed because of not including proper orientation to community members on multidimensional coverage of education program, and no appropriate mechanism by the field staff to ensure maximum enrollment rate at the CBS. No basic but significant information in the shape of socio-economic and demographic status of the target areas and considerable arrangement of publicity through various channels of media about education programme of the HRMDC was made possible to be disseminated. Another negative point of the report on project is no mention of enrollment on the gender basis, although the main thrust of project was focused on the increase of girls' education. Besides, the project faced some shortcomings, which are enlisted as follows.

- Identification of female social organizer due to restriction on women mobility, lack of adequate security and low female literacy rate.

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- Unavailability of female teachers with at least Middle qualification in many villages.
- Unwillingness of community members to assume responsibility of the school and teacher's security.
- Weak structured NGOs in area.
- Difficult access to areas due to non- availability of metalled roads.
- Gross root illiteracy of community.
- No proper accommodation for female staff working with the team in Tank being a less facilitated area.

2.5.6 Sudhaar and Quality Education For All (Q-EFA) (Non-Formal Education Projects in Three Districts of the Punjab Province)

2.5.6.1 Background

Sudhaar, an eminent organization in the private sector stands with catalyst character to facilitate children on education from multi dimensions conducted projects in the districts of Kasur, Gujranwala and Sialkot in the province of Punjab. It started its programmes by establishing non-formal education centres in 1995, and by the year 2001 the Sudhaar has been showing an outstanding performance. These studies were conducted at the same time with the help of three different teams under the same package of activities, objectives and interventions. The core purpose of projects was to increase enrollment rate and quality learning by involving also those children who were working at work places in the target areas

2.5.6.2 Salient Features Of NFE's Centres

The education strategy for the target areas is highlighted on the basis of following activities based achievements.

2.5.6.3 Social Mobilization and Community Participation

- 170 school councils formed by government were mobilized and reorganized to work for schools development.

- More than 100 village Education Committees (VECs) in rural Areas and community Education Committees (CECs) were established in urban areas.
- More than 40 Family Education Committees (FECs) were organized and mobilized in rural areas with the assignment to have monitoring of, as well as taking part in managing the NFE Centres.
- Community contributed in cash @ 30% of the total infrastructure cost, which was Rs.1.5 million.

2.5.6.4 Institutional Development/Linkages

- More than 300 children mainstreamed from non-formal schools to Government and Municipal Schools in Kasur and Sialkot.
- Involvement of Government School teachers in managing Sudhaar's children writer club in Kasur with more than 300 children, children activities and teachers training programme.
- Members from NFS, Government and Municipal Schools.
- Encouragement of locally based NGOs in improving quality education in area.
- Quarterly exams were conducted with similar question papers in each project.

2.5.6.3 Programme Coverage

- 121 non formal schools and 291 government and Municipal schools were covered under various programmes
- More than 175 non formal school teachers and 700 government schools teachers benefited from the programme in multi discipline training
- 4300 children in NFS and 25000 children on the FES were benefited.
- District Education Department, District Administration and local government officials at various tiers were involved in programme implementation
- Teachers and school Monitoring system was implemented in all non-formal centers and more than 150 government and Municipal schools (Suddhar, 2000).

2.5.6.4 Observation

Sudhaar has done an appreciation worthy job in handling the activities with clear interventions of the three projects in the province of Punjab. The Channan Project of Kasur conducted for the tannery children showed a remarkable break through in spite of certain problems vis-à-vis no regular rapport with parents of children being their belongingness to remote areas, and increasing cases of romantic contacts among children of opposite sex studying at the same center. Such situation was apprehended to generate negative impression towards NGOs in the area. The working children are reportedly appreciative upto the extent of enthusiasm for the reason of their dream of education at Sudhaar's centres was materialized. The splendouring characteristic of the Channan centers under NFS in Kasur district was a positive response from the parents, which was in the shape of constitution of mother committees. These committees provided psychological tips regarding the personalities of their children, which proved very effective in enhancing the learning capacity of children.

2.5.7 Sarhad Rural Support Programme (SRSP) Education Programme in Mansehra and Kohat Districts

2.5.7.1 Background of the Project

Sarhad Rural Support Programme (SRSP), under its education strategy established 16 Community Based Schools (CBS) in Mansehra region and 14 CBSs in Kohat district in 1997. The strategy focuses on access of female education with special emphasis in those remote areas of the regions where no government schools are functioning. All 32 CBSs in the two regions were run with the help of 46 teachers both male and female. The SRSP stepped forward with three major objectives;

- To demonstrate replicable models for further adoption by provincial government
- To ensure the community participation/partnership
- To enable and motivate the children towards learning

2.5.7.2 Salient Features/Interventions of Project

- Provision of matching grant by each community

- CBS remained under the ownership and management of community with control in hands of big stakeholders. SRSP imparted training and guidance as and when needed.
- Village Education Committee (VEC) was formed for each CBS, which included 3 male and 3 female members
- VECs' members were trained on management and accountability skills, which proved effective especially in female students' enrollment.
- Exposure trips of students to best institutions and various organizations in the country were arranged
- Teachers received multi grade and joyful training

2.5.7.3 Out put

- The target of 900 students in each region was achieved with little bit numerical up and down on gender basis such as 481 girls and 419 boys in Mansehra, and 453 boys and 447 girls at the CBSs of Kohat
- The Mansehra chapter succeeded in establishing a centralized Examination Board for the conduct of class 5th examination of all 16 CBS in the region, which showed the best standard of quality education
- In one community Zameeri Village, the local people showed their best enthusiasm by upgrading the CBS up to class 6th for girls only
- Three communities ensured the admission of their children to class 6th in the nearest government run schools
- In Kohat region 2-3 hours special classes of the studying children at CBSs were arranged in the summer vacations, which improved the ratio of passing percentage (80+) (SRSP, 2001).

2.5.7.4 Observation

The project report has highlighted the fact that in the entire target places, the community leaders and village people extended their full co-operation in all terms including mainly in the management as well as sustainability of CBS, which is positively credited on the account of SRSP. However, explanation obscures here for the lesser

number of female teachers as compared to those of male teachers. It is obvious to write that the existence of female teachers is supposed to be more supportive to the obvious success of CBS but report of the studies conducted in Mansehra and Kohat regions has failed to give a solid reason for it. The findings indicate the financial constraint on the part of the communities and such situation is never appreciative for CBSs to dispose off all their matters in praise worthy way and in presence of prevalent constraint the sustainability process will surely face difficulty to stay on permanent basis. The community's positive response in term of encouraging enrollment of their female students at CBS in real sense is indicative to love education. The financial assistance by the SRSP in the shape of increase in size of OTG (One Time Grant) is supposed to provide help control the existing miseries of the CBS. It was observed from the report that the teachers were not imparted proper training on pedagogical skills, developing better understanding with students and motivation mechanism. Consequently, teachers faced certain difficulties in teaching and it also suffered the learning quality as well as enrollment ratio of students. Refusal to registering the CBS by the concerned department as private sector school was noticed as a discouraging element.

2.5.8 Ammal Project Rural Provision AP[R] (A Joint Venture of the Government of N.W.F.P, Primary Education Programme (PEP), Frontier Education Foundation (FFF) and Department For International Development (DFID)

2.5.8.1 Background

The Ammal Project was initiated in 1998 in the far-flung areas of three backward districts *D.I. Khan*, *Dir Lower* and *Dir Upper* of the North West Frontier Province. Strengthening Participatory Organization (SPO) Collaborated AP[R] in D.I. Khan as partner NGO, whereas the chapters of Dir lower and Dir upper districts were collaborated by the Khwendo Kor (KK) .The AP[R] was a joint initiative of the Frontier Education Foundation (FEF) and Department For International development (DFID) under the bilateral agreement for support to the Government of North West Frontier Province in its education programme under the Social Action Programme signed by the Government of Pakistan and the government of the United Kingdom in June 1996.

The thematic point of the project was to enhance female education by involving community. The AP concentrated on the following Key Questions as sratetigic objectives to reach the core aim of increase in enrollment.

- Community Mobilization
- Involving parents particularly mothers
- Improved teaching and learning
- Management information system

2.5.8.2 Interventions

Studies in the three districts centred on these interventions.

- Involvement of local community
- Selection of local female leader
- Provision of premises to Community Based School For Girls (CBS- G)
- Intensive pre and In Service Training for teachers
- Establishment of Village Education Committee (VEC) and Capacity building of members + staff of partner NGOs

2.5.8.3 Achievements

The studies conclude that the project got close to the main target of enrolling the girls at CBSs, which were 3350 female students and 200 male students. The ratio of girls was 93.5% against the required limit of 100%. AP also succeeded in imparting quality education as 54 out of 104 female teachers were provided opportunity to improve their pedagogical skills through teacher training courses of PTC & CT from Allama Iqbal Open University (A.I.O.U). Beside moral and financial support the local communities participated well by taking part in infrastructure like providing building, fences, doors, and other material things to the CBSs. It is worth underscoring that 38 Community Based Schools for Girls (CBS-G) were established in D.I.Khan, followed by the same number of Village Education Committees (VECs) for each gender in the target areas. Where as 32 CBS-G and corresponding number of VECs were formed in the two districts of Dir, the other area of study of the Ammal Project [AP]. The communities of these two

districts had little bit resentment towards the NGOS, spread by some-vested interest people in the area.

The D.I. Khan chapter further needs to be appreciated for its best performance as 23 out of total 38 CBSs were handed over to the district Education Office on the agreement to be absorbing at least one female teacher in each school handed over (SPO, 2003).

2.5.8.4 Observation

The project has succeeded in disseminating information about basic education and its importance. The door-to-door motivation campaign rendered by the members of the VECs proved to be quite effective and can be appreciated as a significant achievement in an ethnically diverse area. It is pertinent to mention that an agreement upon education plan by a community of divergent groups in an area characterized by a low educational profile and tribal differences. The elected representatives including Nazims, Naib Nazims and councilors have reportedly not shown their interest to hand with the project personnel in regard to make the required results more effective. It appears that the project also did not look for cooperation of people representing society from different positions on decisive turns. This study could be further improved if the community leaders, Nazims and other elected representatives would have been taken into regular contact and used as helping hand to the VECs. The significant point of D.I.Khan study is that a woman (mother) also utilized the education of her daughter hearing recitation of the Holy Quran, which is a clear cut impact on the one hand and shows the zeal for attaining education on the other. It also attracts the attention of education department, planners and other line departments to concentrate upon the knowledge seeking thrust of the poor and distantly placed communities. The studies indicate the continuity of education stream in target areas at stake as a serious problem because the project education offers up to grade 05 only and the students desiring for further education would certainly suffer due to non-availability of middle or high schools in 1 ½ K.M Vicinity. The AP[R] in Dir districts confronted an unfavourable situation in term of negative impression toward NGOs in general for the reason of strong hold of religious leaders and massive illiteracy in area.

2.5.9. Mashaal Education Centres (Non-formal Education and Skills Centre for Working Children)

2.5.9.1 Background

Human Resources Management and Development Centre (HRMDC) Peshawar established Mashall School for the working children in Tehkal, Peshawar in December 1999. The core aim of the NGO was to impart education at basic level to these children working at different work places. The school timing was in evening in view of engagement of the enrolled students in various work places, and at morning the employers did not allow them to go to school. MASHAAL is a local term, which means torch.

2.5.9.2 Achievements

- The Mashaal got successful in enrolling 17 children right at the time of its inception and the number increased to 38 just in one year after school started its functioning
- Government school's curriculum was implemented and students benefited accordingly.
- Two teachers were engaged at the task to teach the enrolled students. The teachers were qualified and polite enough, which played an important role in sustaining the enrolment matter.
- The parents looked quite happy and appreciative for such programme the HRMDC launched in the area (HRMDC, 1998).

2.5.9.3 Observation

The project of Mashaal was deemed to cater an excellent performance both on the development of literacy and skills among working children, but irregular attendance of children due to employers' rigid attitude, change in work place and no contact of children with their parents hampered the way leading to the designed success. It is also worth mentioning that project personnel did not show their remarkable interest and expertise to

save the Mashaal from the resistance carrying wind, which kept its flames at burning off point.

2.5.10 Khwendo Kor and Development in Literacy (DIL) Project in Dir (A Study under KK Community Based Female School Programme) Study Period 2001

2.5.10.1 Background

The Khwendo Kor (KK), working with the vision of women and children development in the province, started an education project with 41 CBS concentrating on exercise of Participatory Rural Appraisal (PRA) as mechanism of study in the Dir district with collaboration of Development In Literacy (DIL), Islamabad in October 2001. The two broad Objectives of the said project are highlighted as under:

- To create awareness among partner community regarding female education
- To improve female education in the target communities

2.5.10.2 Action Strategy

The action based planning includes

- To facilitate the formation and strengthening of female and male Village Education Committees (VECs) based on the concept of local management
- To arrange teachers training and provide support to them in implementing the education programme in befitting manner
- To ensure meetings/linkages with schools and literacy department as well as other link organizations/departments.
- To enhance staff capacity building through various orientation programmes
- To celebrate the EFA (Education For All) week and other important events in order to inculcate awareness among children
- To make joint efforts with the help of government for ensuring the sustainability of CBSs

2.5.10.3 Coverage

- In spite of resistance from religious circle, the KK and DIL's joint venture for shooting up the enrollment rate at CBSs succeeded remarkably. There were

opened 41 Community Based Schools supported by the project. In 3 years it attracted 1491 students (1342 girls + 149 boys), which is 90:10.

- Teachers were trained on quality teaching and also supported on various occasions when they developed any problem in regard to implementing the education programme.
- The VECs both female and male were provided with capacity building, improvement in financial management, and organizational development opportunities. Such situation indicates the amount of community participation in project.
- The out come of participatory Rural Appraisal (PRA) mechanism exercised in 8 villages was considerably encouraging.
- The team comprising personnel from both partner organizations conducted direct meetings with communities, which stood appreciative in terms of maximizing enrollment rate.
- Community extended its co-operation and the considerable reason was the quality education at CBSs.
- Students showed improvement in pronunciation and writing skills. They also participated well in schools programmes of various natures.
- The remarkable achievement of the project was the advertisement of teacher posts for 15 Community Based schools by the Dir District Education Department, which is really headway towards the appearance of sustainability.
- Community based schools under the project were handed over to the Education Department in a well-attended ceremony, participated by the Provincial Minister for Education among others (KK Report, 2004).

2.5.10.4 Observation

The KK, DIL project carried out a successful study in such an area where NGOs are strictly prohibited to move freely for strong hold of religious circle and deeply rooted illiteracy as two major reasons. The staff and other collaborating organizations did an appreciation deserving job. Regular mechanism of monitoring and evaluation beautified the achievement cycle of project activities. The success spell appears to have mainly

concentrated on strengthening the capacity building of teachers, community students and project staff. The role of teachers stands to be lauded for their fullest co-operation to the team, which conducted the exercise of PRA in identifying the problems. The co-operation from government department of education affixes confirmation of the quality learning and sustainability chances of CBSs. However, this is quite astonishing to note that inspite of rigorous training and information on education terminology, some of the teachers were still not acquainted with the basic term "drop out" indicated out by a monitoring report on the project. It is a petty thing but a teacher needs to know about. The report further indicates non-existence of PTAs in the target areas that are as important for an organization working on education as soul for a human body is.

2.5.11 Kasur District Education Plan (2001-2004) (A Project Study Specially Focused On Literacy Increase in Rural Areas)

2.5.11.1 Background of the Project

The Kasur District Education Plan KDEP) was started in 2001-2004 as first of its nature after the introduction of devolution plan in Pakistan, under which district based governments were constituted with the vision of transference of power to gross root level. The KDEP got aspiration from the Education for All (EFA) as declared by the Dakar conference held in 2000. The six guiding principles of EFA followed by the KDEP contained (1) including the excluded (2) the creation of inclusive, healthy, effective and protective learning environment for all, (3) engaging civil society (4) setting clear goals and targets (5) strengthening partnerships and (6) exploiting technology for learning. The KDEP looked forward to the collaboration of a prominent organization Sudhaar in development and implementation of the plan. The framework of the KDEP was developed on the basis of these objectives.

2.5.11.2 Objectives

- To utilize available resources effectively by building public private partnerships at all levels, and by establishing transparent financial management system with the involvement of primary stakeholders in the process

- To promote gross root education planning for appropriate prioritization and effective use of resources and to seek community resource to supplement government funds
- To seek the involvement, active participation and support of Union Councils/Tehsil/District Nazims and Naib Nazims in education planning and quality improvement
- To empower District Education Department in implementing effective monitoring and support systems to schools and enable the district to contribute to Quality Education For All (Q-EFA)
- To develop planning and analytical capabilities within the District Education Department to reduce dependency on provincial government in the spirit of the district devolution plan

2.5.11.3 The KDEP Established a Set of Targets Including.

- Raising enrollment by 40%
- Reducing dropout by 50%
- Improving examination results by 50%
- Improving standard of all level schools by 80%
- Ensuring activation school councils by 75%
- Ensuring community empowerment over school with 20% share for basic facilities in the school
- Training teachers with the target of 60%

2.5.11.4 Action Strategy

Action oriented frame was designed as under:

- To develop macro KDEP for 2001-2004 and micro plan for each financial year separately.
- To implement, monitor and review KDEP implementation status regularly with stake holders participation at all levels.
- To identify and collaborate with civil society organizations and build effective public-private sector partnerships for sustaining interventions in education sector.

- To enhance capacity of KDEP to meet the Q-EFA goals and targets.
- To undertake institution building in Kasur District to attain self-sufficiency in all aspects of education.
- To diversify resource-base by mobilizing resources from communities, private sector and international organizations

2.5.11.5 Achievements

The KDEP did its best to reach the targets of strategy through the help of various roles involved in the implementation strategy. By the month of June 2004, the KDEP showed advancements in some fields of activity.

- *Social Mobilization*: The KDEP team at first instance attracted the support of community in regard to sending of children to the nearest school, through the involvement of Nazim/Naib Nazim/Councillors
- *Teacher Training:* Teachers were trained on subject contents, multi grade teaching, child centred teaching and other pedagogical improvement, better understanding with students in order to keep children intact in absenteeism control mechanism and other tips containing motivational characteristic
- *Teaching Aids:* Educational kits, locally made materials were provided to schools (KDEP Report, 2004).

2.5.11.6 Observation

The KDEP as developed in the light of Education For All (EFA), a Dakar declaration for education improvement, showed positive role toward its major targets vis-à-vis increasing the enrollment and reducing the dropout. The Sudhaar with a professional approach, especially in the field of education helped the Kasur District Education Administration up to the maximum, but even then the required targets were not fully achieved for many reasons including the least interest of elected representatives as majority of them were illiterate. However, enrollment enhancement and reduction in dropout upto a considerable extent is still a tremendous achievement towards improvement in literacy rate. The project confronted some amount of resistance from communities but the KDEP's joint team did not lose its courage and brought the project

to the verge of appreciation deserving success. The study is silent to indicate about a special attention whether to have been diverted toward girls' education or otherwise. It is imperative to mention that gender disparity in traditions ridden society has affected the female education. The project study carried out by the District Government of Kasur is an experiment and gives an encouraging gesture to government of Pakistan to initiate such programmes in future with taking into consideration the mistakes and shortfalls of the project.

2.5.12 Community Based Girls Schools in Swabi and Khyber Agency (Project Studies Conducted by De Laas Gul, DLG)

2.5.12.1 Background of the Study

De Laas Gul (DLG) conducted two parallel studies in Swabi district and Khyber Agency with the financial Support of the Trust Voluntary Organizations (TVO), a funding organization working in all major cities of the country. The projects were targeted to establish 40 Community Based Girls Schools (CBGSs) in Swabi and 10 CBGSs in the Khyber Agency. The main focus of the two studies was on reducing repetition and dropout, increasing the enrollment rate and mainstreaming of children to the government schools. The action strategy mobilized community through counseling and media involvement. The studies were characterized by the interventions as given below.

- Establishment of PTAs
- Selection of local female teachers

2.5.12.2 Achievements

- 1200 girls were enrolled in the Community Based Girls Schools
- 50 Parent Teacher Associations were made in the respective areas.
- 6 schools in Swabi and 7 schools in Khyber Agency were handed over to the Education Department of NWFP for registration and recognition

2.5.12.3 Observation

The Laas Gul (DLG) did a marvelous job by establishing 10 community based girls schools in the Khyber Agency, which is perhaps the pioneer programme of its nature, 26 female teachers were made available from the locality, whereas male teachers were engaged in schools where female were not found. The local communities stood hesitant and did not let such programmes to stay. In spite of lack of education and paucity of resources in Khyber Agency, it must be considered a great achievement of the DLG. The PTA included five parents out of seven members. The handing over of some of the schools in both target areas is praiseworthy step. For administering the affairs, there should exist a School Management Committee (SMC) and donor organizations need to be convinced to step forward in regard to financing the school management committee up to a reasonable extent (DLG Report 1998).

2.6 Conclusion of the Case Studies (Pakistan)

The studies conducted in the past by various organizations all over Pakistan present a diverse picture of objectives, interventions, action strategy, capacity-building programmes and out- puts. However, commonality was observed in the element of people's participation in project activities as their major theme, and in objective of children's access to school. The projects confronted a blend of divergent situations in the diversified nature of cultural milieu in the respective areas, which gave different results. Majority of the local communities responded in welcoming manner to the project personnel striving to spread education of boys and girls and the local people extended their fullest cooperation in the spheres of intellectual guidance, financial assistance and enhancement of moral courage. This scenario indicates that people were interested in getting their children enrolled but poverty seems a main hurdle of the way. The studies reveal that in few areas the existing structure especially veil (Purdah) and no free mobility of women blocked the way of female education. The elected representatives including members to the Provincial Assembly, the National assembly, the senate, and the Union/Tehsil/District Councils were found with their no or least interest in motivating communities for literacy increase apparently for the reason of their vested interests. No registration emerged as a serious problem to a few Community Based Schools that

affected their functioning. In some cases the NGOs faced some hard situation generated by the vested interests elements in the shape of negative impression considering them as the agents of obscenity. Sustainability of education after Grade-5th was observed as a challenging problem with many organizations, as mainstreaming after completion of primary classes schooling looked obscure at many schools. However, the NGOs did their best within their limited resources by arranging various kinds of orientation programmes for developing pedagogical skill, furnishing a reasonable package of remuneration. They also smartly handled the influence of ethnic diversity in some sensitive areas. Coordination from the government, education department and other link departments to the NGOs was not inspiring and this situation was apprehended to leave bad impression on the donor countries/agencies in the long run. The Kasur District Education Project (KDEP) is the one in its nature to access in the light of the Dakar Declaration in respect of education proliferation under the slogan of Education For All (EFA). It was found that majority of the organizations had the potential to move forward with the charter of Dakar Conference but resource constraint was a dismal phenomenon.

2.7 Case Studies in Participatory Education: The India Experience

In India many projects have been launched on the development of primary education through community participation and empowerment but the frameworks of well-designed studies are given below.

Community Participation and Empowerment in Primary Education in Rajasthan:

There were conducted two major projects on primary education development in the Rajastan state with different interventions. The frameworks can be seen as follows.

2.7.1 Rajasthan Shiksha Karmi Project

2.7.1.1 Background of the Project

The Shiksha Karmi project of Rajasthan was initiated in 1987 to improve access to basic education in remote areas where existing primary schools were plagued with teacher absenteeism, non- functioning schools, and community despair and cynicism. The concept of Shiksha karma (SK) is based on the supposition that a change agent,

especially in the field of education, can work effectively if he/she belongs to the same locality. A key element of the *Shiksha Karmi* process is its emphasis on consensual functioning, with all decision related to schools taken in village education committee (VEC) meetings. The projects also seek to adhere to a spirit of partnership. Decision making and control over critical issues such as selection of personal, pace of expansion, forums and strategies for problem solving and generating approval have not yet become bureaucratized.

2.7.1.2 The Main Features of the Project

- Village/ hamlets are identified where primary schools are existent or dysfunctional, or where a significant proportion of children is out of school.
- The community is made aware of the need to have a functioning school and energized to act.
- An SK school is established after two local residents, preferably one male and female, with educational qualification of class VIII and V respectively, are identified with the help of the community, and appointed as SKs after specific, intensive training.
- Training of Shiksha Karmis is regarded as a continuous process designed to upgrade qualification, improve and promote teaching abilities, reinforce solidarity among them to act as social activists, and provide motivation and support. Regular annual training, and two days monthly review and problem solving meetings follow an intensive 41-days pre-service training.
- The project operates three different kinds of schools—Shiksha Karmi day schools; prehar pathshalas (schools of convenient timings) to cater to children unable to attend days school; and aangan pathshala (court-yard schools, which are non-formal schools mainly to prepare girls for entry to regular day schools or prehar pathshalas.
- The project has evolved a structure of training, support and monitoring by involving Shiksha Karmi sahyogis drawn from both the formal school system and

NGOs. In addition, the project has created a category of mahila sahyogis, part-time workers, mainly to escort girl students.

- To address the gender imbalance in the appointment of SKs, the project has set up mahila prashikshan kendras (residential training schools) for women SKs.
- The project involves a process of regular school mapping and continuous monitoring through specialized institutions, NGOs and VECs.This permits regular feedback and mid-course correction.

2.7.1.3 Mechanisms of Community Participation

- Generating dialogue around and about the school, within the educational administration and amongst the teachers.
- Initiating a dialogue by the SKP workers within the village, with the panchayat, local leaders and other concerned.
- Identifying gender-based age groups ranging from 18-33, the men with class 8th passed and women with the upper limit of primary education.
- Arranging intensive training through the school-teachers, local unemployed graduates and NGOs etc as trainers.
- Establishing 11- 15 members Village Education Committee (VEC) for every SK school including all castes, minority groups, educationally deprived groups and women.
- Identifying and training women in mahila prashikshan kendras to improve the access of girls to primary education.
- Involving the 28 NGOs working under the umbrella of SKP in training, educational support, monthly meetings etc.

2.7.1.4 Output of the Project

- Coverage area by the SK project: 32 districts.
- Schools opened: Day Schools (DS) 2,600 and Prehar Pathshalas Schools 4,335
- Enrolment: 2,02,000 total including 1,18,000 boys and 84,000 girls.
- Participation: Day Schools 85 percent and Prehar Pathshalas Schools 80 percent.

- Retention: Day Schools 65 percent and Prehar Pathshalas Schools 55 percent (Govinda R. and Diwan Rashmi, 2003).

2.7.2 Rajasthan Lok Jumbish Project

Rajasthan Lok Jumbish was initiated in 1992 by the Government of India and Go Rajasthan with the collaboration of the Swedish Agency for International Development (SIDA). The main objective of Lok Jumbish is to develop, demonstrate, catalyze and transform the mainstream education system with the objective of ensuring that every child has access to basic education (class I to VII). The project was started with the mission to mobilize, motivate and energize. It was designed to involve community through the processes, which are outlined as:

- To engage the community in analyzing information and exploring ways and means to make education available to all children.
- To empower the disempowered to participate—create a *mahila samooh* to help women gain information, knowledge and the confidence to participate in a large forum.
- To make demands on the community –commitment to sending and maintaining children in school, participation in improving school environment, etc.
- To respond sensitively to the demands made by the community for more teachers, buildings, *sahaj shishka kendras* (non-formal education centres), etc.
- To make the functionaries, teachers and others accountable to the community.

2.7.2.1 The Intervention of School Mapping and Micro Planning

- In this project the intervention of school mapping and micro planning was used as a core element of community participation. It was introduced by the international Institute of educational Planning, Paris. The illustrative sequence of school mapping activities is outlined asunder.
- Environment building—house to house contact.
- Formation of *preak dal* and *mahila samooh*, and their training.
- Confidence and skill building of *preak dal* for school mapping through training and other activities.

- Village meeting to introduce the concept and participation.
- Household survey followed by compilation of the data and cross- checking with school record.
- Preparation of school map.
- Preparation of village education registers.
- Village meeting to discuss results followed by planning and demand articulation.
- Enrolment day.
- Preparation of proposal for *sahaj shishka*, additional teachers, repairs of building, construction of rooms, etc.
- Establishment of *the bhavan nirman sirti* to monitor and support building repairs and maintenance, tree plantation, and other inputs.
- Organization of water for children
- Taking care of seating and other logistics.
- Starting *sahaj shishka* and enrolment of children.
- Formation of PTA and VEC.

2.7.2.2 Achievements

- Coverage area: 58 blocks
- Revenue villages: 9,755
- Core teams formed: 4,420
- Environment building done: 5,683
- Mahila Samooh formed: 2,816
- School mapping completed: 4,006(70.49percent)
- New primary schools opened: 383
- New Shiksha Karmi schools opened: 454
- Upgradation to upper primary schools: 227
- Sahaj Shiksha Kendras: 3,703
- Number of new primary school buildings: 125
- Number of school buildings repaired and rooms constructed: 773
- Cost for repairs was much lower than PWD estimates.

2.7.2.3 Impacts

Community participation and involvement opened such new avenues, which were not part of the original project design. These spin-offs really made Lok Jumbish very different from other projects. Some of the intended or unintended spin-offs are listed below.

- The involvement of parents ensured the existence of trained women in the target area and they started condensed courses for adolescent girls.
- The project enabled the adolescent girls to realize about their health and hygiene, and to discover the joys of childhood, which are other than the reading, writing and arithmetic.
- Short-term adolescent girls'education camps benefited in building self-esteem and self-confidence besides the opportunity to join the formal schools.
- School preparedness camps for children with disabilities were organized and problems of such children were brought home through school mapping.
- Muktangan pathshalas, the open schools with flexible timings, was another innovation. It made possible for the working children to continue the activity of collecting minor forest produce also.
- The initiative for survey buildings, constituting committees to oversee repair and maintenance or even new construction was transferred to the people. When the community became ready, women were trained to supervise construction and the levels of enthusiasm rose high due to the absence of delays (Govinda R. and Diwan Rashmi, 2003).

2.7.2.4 Observation

Rajasthan has the distinction of being the home of a range of highly visible innovations in primary education through the two main projects on the subject. The Shiksha karmi and Lok Jumbish mainly concentrated on increase in enrolment through the technique of community mobilization, which aimed at community participation and empowerment. The innovations of school mapping and the constitution of VECs were quite new educational interventions in Rajasthan. The local people were quite happy and

they gave a commendable feed back to the projects, as great increase in enrolment is a self-evident. However, the two innovative projects were entangled in bureaucratic and political battle and such scenario did not remain cooperative to the projects to play with strong arms in a bid to reach the targets from accurate line and length. Inspite, the SKP endeavoured its hard to manage survival but the other project LJP failed to sustain in non-favourable situation created by the above mentioned elements and some old values. The critical role of the Village Education Committees (VECs) needs to be put for slight criticism for not being energetic in combating the negative wind. Although teachers were provided with an ample opportunity to get oriented with time space training on pedagogical skill, but no role for them was determined to act as a link between the project and community in the shape of parent teacher association (PTA). Inspite of some nonfavouring situation, the designed frames of the two projects containing new methods of people participation were quite potential of the expertise and had the ability to attract children at schools.

2.7.3 Bihar Education Project

2.7.3.1 The Background

- The Bihar Education Project (BEP) covers all components of elementary education and has been expanded in a phased manner in 27 districts. Participatory planning and implementation are the important characteristics of the project and among the major components of the programme, the constitution of Village Education Committees (VECs) is also included (Govinda R. and Diwan Rashmi, 2003).

2.7.3.2 Educational Interventions

For the sake of better community participation, educational interventions were implemented and the detail is listed below.

- Total Literacy Campaign (TLC)
- Bihar Education Project and State Programme for Elementary Education Development.
- Lokshala Programme.

2.7.3.3 Achievements

- Creation of literacy districts: 40
- First phase of TLC completed: 16 districts
- Initiation of post TLC campaign: 14 districts
- Enrollment: 92.2 percent in 6-11 age group and 100 percent in 11-14 age group

2.7.3.4 Observation

The model of Total Literacy Campaign (TLC) is a distinction of the Bihar Education Project (BEP) as it played a great role in mobilizing the people in the shape of a movement in the target areas. It was seen that the initiation of the TLC through a massive environment-building campaign was a strong step towards mobilizing people, both literate and illiterate, for the cause of eradicating illiteracy. To ensure the greater extent of participation of the community people in project activities, the Lokashala programme was also incorporated as an educational intervention in the project. Under this intervention community was mobilized through many sources including the role of teachers as mobilizer also. However, teachers were not considered as a group but rather the individual role of teachers was necessitated under the view to avoid an impression of their monopoly in major decisions or other activities. It was a good perception of the project management because this could harm the view of decentralization of power on the one hand, and the community could also show its resentment, on the other. Lokashala moved ahead to convince the local people that the Bihar Education Project is independent in its all decisions, and hence it proved a successful project in regard to children participation in the light of parents'pleasure over the programme. However, the inclusion of influential as favourites, non-inclusion of retired and experienced people, no reconstitution of VECs, no proper response from government and irregularity in monthly meetings were observed as negative factors.

2.7.4 Primary Education in Karnataka: Case studies

There were conducted five case studies in different parts of the state of Karnataka in India. All these studies were undertaken from different dimensions but under the sole theme of community participation and organizations of diverse caliber did the job.

2.7.4 District Primary Education Programme (DPEP) in Karnataka

2.7.4.1 The Background

It was a bilateral government project under the thrust to augment the state government efforts to reach the target of universal primary education. It was carried out in 11 districts of the Karnataka State aiming at enrolment enhancement in marginalized groups particularly girls. The project has envisaged maximum community participation from development perspective. There were two major objectives.

- To break the caste and gender barriers among the students, teachers and the community members at large.
- To practice joyful learning and communicate the pedagogic philosophy to the community.

2.7.4.2 Techniques

- Review of curricula.
- Street Plays and Films.
- Establishment of new structure.
- Campaign and training.
- Dissemination of materials.

2.7.4.3 Procedure

Two villages were selected on the basis of baseline data and under a unique experiment 50 students were picked from each village. One village was identified as host and the other as guest. Each host child's house accommodated one guest child.

2.7.4.4 Communication Strategy

There were five steps involved in the communication strategy to ensure universal participation of children at schools both under the formal and non-formal system of education. The communication strategy included print and non- print media, which undermined inculcating awareness among the people about their potentials for demand creation. An intervention of media role in attracting the people was a distinctive

characteristic of the project. A social film Malka selectively screened was run, which highlighted the mother's empowered role in determining the prospect of the girl child.

- Conducting of *kala jathas* (cultural processions) and Enrolment drives.
- Organization of *chinarra melas* (children fairs).
- Preparation of films in a participatory mode encompassing the entire arena of primary education.
- Formation of Village Education Committees (VECs) and their training.
- Conducting of micro planning exercise. This component included five activities like (a) social mapping exercise (b) seasonal chart (c) resource mapping (d) children's survey and (e) children's workshop.

2.7.4.5 Achievements

- Increase in enrolment of children at schools.
- Considerable reduction in dropout rate.
- Innovation in pedagogy.
- Community participation in the functioning of primary education.

2.7.5. Samuha Project of Rural Development (Education & Health of Children)

2.7.5.1 The Background

Samuha, a leading NGO working for improvement in the quality of life, conducted a project in 51 villages of Deodurg Taluk of Raichur district with the partnership of Action Aid and PLAN International. The two pronged agenda of the integrated rural development included education and health of children as focal concerns. The education component further included two main programmes—*Balakendro* (BK) and *Suvidya.*

- BKs are early stimulation childhood centers and under this programme 52 centers are working in 51 villages, whereas Suvidya is a programme working for the improvement of primary education in terms of classroom interaction and under this programme the Samuha has shared as partner in 42 government schools in 51 villages. The main thrust of education project of Samuha remained around the quality of education through the technique of community mobilization. The

project contributed in supporting to govt. programmes by providing training to teachers, developing materials, need- based action to address diverse issues with the help of village committees. The targets and their achievement are given as under (Govinda R. Diwan Rashmi, 2003).

2.7.5.2 Goals

The two programmes are designed with goals outlined below.

Balakendro

- To establish centers for catering service of educating children upto 6years of age.
- To provide employment opportunity to the local women to act as BK teachers.
- To impart training to the BK teachers on teaching skill.

Suvidya

- To share with the DPEP schools in the area of mathematics teaching at primary classes.
- To train the teachers inside and outside the project in the subjects of mathematics, science and language.
- To establish the labs in each school and provide relevant materials.
- To undertake programmes like sports days, summer camps, scholarship assistance for girl children, child rights awareness, etc.

2.7.5.3 Achievements

- BK centers enrolled 3,043 children upto age of six years.
- Reduction in dropout rate was observed.
- 613 local women got employed at the strength of BK centers.
- Samuha provided nutritious food to the children on account of BK.
- Suvidya catered to 4, 489 children studying in from class I to V at 42 schools under the umbrella of DPEP and also played an important role in the effective implementation DPEP in the target area.
- Suvidya resource persons had regular visits of schools and imparted technical guidance and furnished innovation in pedagogic training to teachers.

- Suvidya constituted a small group of teachers (core group) from the community, who further extended the teaching skill.

2.7.6 Vikasana's Efforts in Enrolment of the Labouring Children

2.7.6.1 The Background

Vikasana is an NGO working in the district of Chikmagalur—a prosperous district in Karnataka. It started its career from work on the critical issue of child labour but a high dropout rate in education compelled the management of organization to add education programme as an entry point activity. The programme comprised non-formal education (NFE) for school dropouts and child workers, and functional literacy classes for adults. Child workers were motivated the NFE centers and subsequently enrolled in formal education. The Vikasana enrolled 27 children back to formal schools from the NFE centers in 1998-99.

Residential school was also included in the education programme. The community participated well by donating grains, millet, and cereals and vegetable. They also took charge of the maintenance of school buildings and the community paid 50 percent salaries of the teaching staff.

2.7.6.2 Salient Features of the Residential School

- Established on the top of hillock.
- Community provided labour and construction materials.
- 24 children having below 12 year of age were enrolled.
- Teachers were from the peripheral areas.
- Coaching classes for the labouring children were normally commenced in the month of June.
- Community participated in the shape of donating edible commodities, taking the charge of school maintenance, and paying half of the salaries to the teachers every month.

2.7.6.3 Achievement

- Reduction in child labour.
- Re-enrolment of dropout children.

- Increase in retention in schools.
- Community participation in the functioning of NFE centers and school.

2.7.7 Community Initiative from within—A Case Study of Tribal Hamlet (Lambani Thanda)

2.7.7.1 Background

It is a case study elucidating an individual effort for community development in the *Lambani Thanda,* a tribal hamlet in the district of Chitradrug. The hamlet comprises of 65 households and a population of 500. Lalitha Bai, aged 85, and popularly known as the great grandmother of the hamlet, took an active part in improving the living condition of the community members. Almost all the adults of these households were agricultural labourers and construction workers. The old lady seldom provided the children the dream of school going. She initiated to provide a child care facility to the community and, later on, the community members to organize the older women and men who were out of the workforce to take charge of childcare during the working hours. She formed groups of older people (4-5 in number) for this purpose. This arrangement proved agreeable for the community and has enabled the older children to attend schools regularly.

- Along with the provision of childcare, the group was also able to document and teach children their oral histories, stories and folk songs. The children were initially taught by a few educated youth of the community. Eventually youth groups demanded of the government to establish a school in the locality. This initiative led to the establishment of high school, and provision of electricity and water supply in the locality. It means that without any outside help (government organization or non-government organization) the community moved ahead for a drastic but positive change in all the important facets of life (Govinda R. and Diwan Rashmi, 2003).

2.7.7.2 Achievement

- The community members got aware of education and its importance.
- The children of the hamlet community were enrolled at hundred percent.
- The local people succeeded in getting alcoholism banned by the government in the hamlet.

- An overall improvement in the living condition of the community members occurred.

2.7.8. Tungabhadra Irrigation Pilot Project (TIPP)—Phase II

2.7.8.1 The Background

The TIPP is a bilateral Indo-Dutch project initiated for improvement in the living standard of male and female farmers on a sustainable basis in the target area. The project aimed at optimizing the use of scarce water under the best mix of technically possible, economically feasible and socially acceptable conditions. The village was backward and remote lying without road access. One of its objectives is to formulate gender policies that broaden the scope of opportunities from improved irrigation management and develop institutional structures that facilitate the participation of communities in interventions for redressing their problems in a participatory manner. The facilities of link roads, education and health did not exist, so the role of the representatives of the panchayat counsel was not praise- worthy. The society thus formed is based on the principles of both a development and cooperative society. The introduction of this society changed the negotiating capabilities of the community. The only school in the area consisted of four rooms with the strength of around 200 students. A single teacher did a heavy duty of teaching to them. The teacher posted to the school was perpetually on leave or visited the school infrequently. The development cooperative society took up the issue and settled down the problem by monitoring itself-the school functioning, teacher's attendance, children attendance, and resource mobilization for the maintenance and requirement of the school. It also initiated a process of voluntary service by the village youth (men and women) to interact with the children in the absence of teachers, organize functions and involve children in community work during health campaigns.

2.8 An Analysis of Case studies
Community Participation—Potential and Limitations

An analysis of community participation from the case studies necessitates identifying certain parameters that facilitate it. The factors that contribute towards participatory intervention by community are:

I. Identifying problems significant to the community.

II. Articulating and a demand for redressal.

III. Working together with people in planning intervention and implementation.

IV. Working towards increased awareness of the community's strengths and weaknesses.

V. Creating opportunities for local people to get involved in decision making.

VI. Building the community's capacity to find appropriate solutions to their needs.

VII. Identifying the potential of community members in mobilizing resources and in strategizing practical actions.

VIII. Creating the learning opportunities for every age group and, finally, a sense of ownership.

This involves representation of community members in decision-making bodies, in resource mobilization, and in access and utilization of resources.

The common feature that exists in the two studies of NGOs (Vikasana and Samuha) is a holistic approach. Their effort attempts to address all the developmental concerns impacting on the lives of community. However, the evolution of integrated process differs in both cases. Vikasana began its work addressing the issue of child labour. It started with non-formal education centers for child workers to re enroll them into formal education. Samuha commenced as a developmental organization and eventually took up primary education, focusing on the pedagogical issues. In their efforts to improve the quality of primary education, they complemented the governmental intervention i.e. DPEP. In the DPEP, with the fact of its being an externally funded government programme, what determines the sustainability of participation is the extent to which the communities are empowered. However, this empowerment process, being supply driven, is susceptible to any change in the policy or bureaucratic rearrangements and priorities. Quite often, such changes can undo the gains achieved. The community intervention in the Lambani hamlet is quite unique and an ideal situation wherein the community, without any external intervention, takes the responsibility of identifying issues of concern and finding solution from within the community. TIPP-II, though started specifically as an irrigation project, developed institutional structures in the form of development cooperative societies, to mediate between the panchayat and community.

This society comprising of community members has been able to access government programmes as resources, to mobilize the community, to demand accountability from other formal institutions and, finally, act as an agency.

2.9 Case Studies Conducted in Jamaica, Peru, Sudan, Lao and Central Africa

Case studies were conducted under the auspices of various organizations at different times in the following countries.

2.9.1 Participation and Change in Education (A Comparative Analysis of Case Studies from Jamaica and China)

2.9.1.1 Background

Jamaica being characterized by a colonial and missionary education system focused on better education for children from poor communities, whereas China concentrated on entering and completing the primary education by reducing the inequalities within the education system.

The project made headway with objectives in the form of planned change based on six points.

- Improved teaching and learning
- Improved community participation
- Improved school management
- Better provision and use of resources
- Improved school environment
- Improved regional and national system
- Change as a constant process

2.9.1.2 Interventions

- Mobilization of community resources in favour of schools
- Reaching the hardest to teach
- Improving teachers' understanding of students and their needs at school
- Enabling teachers to understand school environment
- School as an integral point of activities

- Sensitizing local voices and policy development; the need for transforming institutions.

2.9.1.3 Results of Participation

Participatory activities involved public social events that played an important role in constructing local knowledge in ways strongly influenced by existing social relationships especially by relations of gender, ethnicity, power, status etc

2.9.1.4 Observation

Getting different groups of poor women and men to participate equally at local level is not possible without simultaneously addressing the power relations which perpetuate exclusion of some groups.

Difference in wealth, status, gender, religion, ethnicity and education colours their perceptions and shape their needs and their likely role in any participatory activities. However, the study carries a good frame of objectives and interventions.

The existing social, economic, gender, political and cultural relations within communities, within family units, between community members and head teachers, and between community and government officials are often highly resistant to change precisely because they serve the interests of those who play a key role in defining and maintaining those relations

2.9.2 New Horizons Programme in Girls Education Development (A Country Project Study in PERU)

2.9.2.1 Background

New Horizons Programme was started in April 1998 with the financial assistance of USAID, focusing on the special objective *expanded opportunities for girls' education* in target areas. The programme intervened with these activities.

- To provide technical assistance to local organizations and individuals in carrying out actions to help girls stay in school
- To provide partnership in identifying and addressing the barriers to the srcome barriers in target areas.

2.9.2.2 Principal Results

- Increase of 7.9% nationally and 25.9% in target area of Ayacucho in estimated fifth grade attainment rates among rural girls
- Increase of 14.1% nationally and 32.7% in target areas belonging to urban segment of population
- Formation of a core group of organizations from different sectors, committed to improving girls persistence in school through the National and Regional Network
- Government and Civil Society organizations are active partners in the network
- Passage of national legislation supporting the education of rural girl during a period of rapid political change

2.9.2.3 Observation

The project made an access to improvement in enrollment of girls' education through its new approaches entitled New Horizons Programme, which mustered the community support. However, it is pertinent to mention that the community leaders failed in making public proclamation of the programme. Only 27 out of 62 community leaders' public proclamation showed least interest on their part. It is obvious to say that success oriented community participation is proportional to the support by the community leaders and in that context every programme needs to seek community leaders' support prior to any action being taken for the uplift of community. Low required competition rate and bold steps by the government remained the shortcomings of the project.

2.9.3 Area Development Schemes under Participatory Approach in Sudan

2.9.3.1 Background

The project of area development schemes was initiated by the Department of Support and Management Services, United Nations Secretariat, in Sudan in 1990. The major concern of the project was participatory approach, which aims at involving the beneficiaries (local people) in the process of development. The Government of Sudan executed the project with the collaboration of UNDP's Office of Project Service for the province of Kodofan; the Food and Agriculture Organization of the United Nations (FAO) for South Darfar; the International Labour Organization for North Darfar; and the

United Nations for Eastern States. The main goal is sustainable development through then process of popular participation and community development. Objectives of the project are as follows:

- To establish a fully functional organizational framework and ensure process for planning and implementing a comprehensive, community based development programme.
- To ensure an increase in wealth and improvement in the quality of life of the area's inhabitants through the implementation of community managed development and resource management sub projects.
- To identify, through study and testing, the viable development alternatives, which could subsequently be introduced as community- sub projects.

2.9.3.2 Salient Features

- Formation of Development Committees and specialized Village Associations at village level.
- Livestock Management Schemes came into being.
- Income generating opportunities through production-oriented activities.
- Managerial skill and leadership role were imparted to the trained local animator.
- Credit schemes were initiated in the target areas (UN Report, 1999).

2.9.3.3 Observation

The participatory approach has the credit to have ensured the process whereby democratically elected leaders got the leadership positions in the area. The prominent aspect the project was the position of the villagers as decision makers, who set themselves their own development priorities and participated in all stages of project implementation. This transition from traditional roles based upon ancient customs to the democratic pattern under participatory process is clear indication of profound transformation of the society. Sustainability and self-reliance of rural communities ensured the success of investment made programmes.

2.9.4 Lao People's Democratic Republic: Integrated Rural Development Project

2.9.4.1 Background

It was started by the Department of Development Support and Management Services in the Palaveck highland in the province of Vientiane. The overall goal of the project was to develop alternative agricultural and socio-economic activities for opium poppy growers. It concentrated on agriculture development, health, education and community development, and also imparted training in farming, health & nutrition, sanitation, breeding of livestock, fisheries, irrigation and agriculture extension services.

2.9.4.2 Achievements

- People generated their income through various activities in which training was imparted.
- The living condition of the target areas got improved.
- Malaria and other minor diseases were controlled through the help of field medical doctors recruited by the project.
- Local people were engaged in various activities of the project (UN Report, 1999).

2.9.4.3 Observation

Participation is the essential element of the project. it has been enhanced by strengthening and constituting the village based organizations entitled Development Committees and Women Organizations. The salient characteristic of the project was to build confidence on the local people as they were given the right to list their basic needs and consequently the project authorities worked on these.

2.9.5 Central Africa Republic: Village Self-Development Project

2.9.5.1 Background

One successful project using the participatory approach which contains a virtual checklist of the ingredients necessary to successful participatory development is the village self development project in the Central Africa Republic, initiated by the Development Support and Management Services. The main focus of the project remained on imparting training in, and launching various activities like health, agriculture,

commerce, livestock, grinding skill in manioc etc targeted at enhancing their expertise in various income-generating activities.

2.9.5.2 Salient Features

- The methodology encapsulated training_activity_monitoring.
- The local people were provided an opportunity to identify and give an order of priority to their basic needs themselves particularly in the areas primary health and income-generating activities, subject to the feasibility and availability of local resources.
- Local people contributed in half of the expenditure in the seed capital required for the micro activity.
- Local people were encouraged to take part in responsibility of various aspects of the implementation of the project.
- Project also concentrated on the role of women in the income-generation activities for the development of rural community (UN Report, 1999).

2.9.5.3 Observation

Given the participatory orientation, the project has established close relations with government officials at the national, district and community levels, and with village leaders and beneficiaries, whose collaboration is essential to the fulfillment of the project's goals.

Part-E

THEORIES AND MODELS RELATED TO RURAL DEVELOPMENT

2.10 Introduction

For a good study it is essential to search out a model or theory as study matrix as it helps determine the parameters of a study. It remained difficult to find out exactly related materials but even then hectic efforts were made to make available some theories and models related to topic from one aspect or other. A theory is expected to perform two major functions i.e. explanation and prediction of a phenomenon. There is no universally acceptable theory of rural development, which can explain the existing phenomenon of rural development and predict its future course. Theories studied for the purpose are just a set of hypotheses and propositions that constitute higher-level generalizations in the field of development. Another characteristic of some of the hypotheses propounded by development theorists is that they are not fully operational, in the sense that it is very difficult to test them, i.e. they are refractory. However, during the search of literature three models were found relative on the line of the existing study and one of them was selected as matrix. The routs and directions of study were put on the track of model.

2.10.1 The Modernization Theory

The dominant arguments of the capitalist school are embodied in what is known as the Modernization Theory or the 'Free World" model of development. The Modernization Theory was the justification for US hegemony in the context of the Cold War. Scholars who contributed to the growth and development of this theory comprised economists, sociologists, historians and anthropologists, and the determinants of development identified by them included both economic and non-economic factors. The essence of the theory was the transfer of Western technology and rationality, without changing class structure as a means of development, and removal of all social and ideological obstacles to such a process.

The Modernization Theory was based on several assumptions, some of which are briefly stated here.

1. Application of Western science and technology in order to increase production is essential for achieving development.
2. The process of development can be delineated into a series of stages, and all societies pass through those stages.
3. In the process of development, the traditional, social and political institutions are replaced by the modern ones.
4. Democratic forms of governance will replace traditional feudal forms of political power.

In a nutshell, the Modernization Theory presented the 'American way of life' as the epitome of modernity. It envisages that development can be achieved only through industrialization and urbanization, along with technological transformation of agriculture – an insight validated by the experience of newly industrialized countries of East Asia and South East Asia.

In the context of rural development, the Modernization Theory offers quite a few useful insights, such as the inevitability of the use of modern technology for increasing agricultural production, and the need for replacing traditional feudal institutions by new democratic ones, for a shift towards greater scientific temper, and secular values and norms. However, the theory has lost much of its appeal due to its failure to predict and explain many economic phenomena, such as the faltering of the post-World War II boom in the 1960s, worldwide depression in the 1970sand the shift in the terms of international trade in favour of developed countries. The theory also did not foresee the adverse environmental impacts of the capitalist/free market model of development, and its un-sustainability. In the face of these weaknesses and criticisms, the theory has taken a few new directions, such as international Keynessianism, with its emphasis on the establishment of a New International Economic Order and the Guarantee of Basic Needs and Structural Adjustments Programmes. However, these new initiatives do not directly address the problems of rural development, and to that extent are not relevant (Singh, 2003: 74-76).

2.10.2 The Dependency Theory of the Marxist School

The initial support for the Dependency Theory came from Latin America, particularly from the work of Raul Prebisch and his associates at the Economic Commission for Latin America (ECLA). However, the chief spokesman for the theory was Andre Gunder Frank, who dismissed the Modernization Theory as useless from a policy perspective. Frank asserted that the relation between rich and poor nations was not only beneficial to the latter, but also positively destructive, hindering and distorting their development. In his view, development and underdevelopment were both results of interactions between societies. He drew up detailed historical case studies of Chile and Brazil to support his assertions. The following are the main arguments of the Dependency Theory (Webster, 1984: 84).

1. The developed countries (the First World) could not have achieved the level of development that they have, without the systematic exploitation of the developing countries (the Third World).
2. That the process of development passes through a series of stages is an illusion. Developing countries cannot attain development following the path adopted by developed countries, so long as the exploitative world system exists.
3. Countries that are now poor were not so to begin with; rather they have been forced into the stage of under development by a global system of capitalist exploitation.
4. Developing countries can develop only by snapping their links with the developed countries.

The Dependency Theory was very popular in the 1970s, as it provided a plausible explanation to the perpetuation of the problems of poverty and stagnation in developing countries, despite concerted efforts at solving them. Development scholars realized the need for critically examining the existing relations between rich and poor countries, to find out whether they were benign and beneficial to the poor nations, or harmful. However, in the 1980s, the theory lost much of its initial popularity, and was criticized as being 'too deterministic' and 'too simplistic'. The basic argument of the theory that 'underdevelopment' in developing countries (the periphery) is the result of 'development'

in developed countries (the core/center) was falsified by the experience of the East Asian tigers. These tigers were initially dependent on the developing countries, (i.e. they were on the periphery), but in course of time they became highly developed and competitive, i.e., they moved from the periphery to the core. Besides, the theory did not consider the role of several internal factors, such as excessive population growth, underdeveloped human resources, shortage of natural resources and class struggle, in explaining the existence of 'underdevelopment'.

In the context of rural development, we could say that the theory provides a useful caveat that, while identifying the determinants of rural development, we should critically examine various intersectoral linkages (both backward and forward) and interactions, and determine whether they are beneficial to rural people or not. If not, necessary policy measures should be suggested to make the linkages and interactions beneficial to rural people. A similar exercise needs to be done at the national level., to find out which international economic and political relationships are beneficial, and which are harmful to economic development in general, and rural development in particular.

It is obvious to say that neither Modernization Theory nor Dependency Theory has clearly indicated the importance of community participation in the process of development (Singh, 2003: 77-79)

2.10.3 Participatory Social Welfare Management Model

This model was designed by the government of India through the help of various experts in the concerned field when it was realized that development being multi-dimensional phenomenon requires effective involvement of community in achieving its goals. In a developing country the resources for development at the command of government are very limited and scarce. As such in order to carry out local welfare measures effectively, community needs to be mobilized physically, psychologically, financially and materially.

The question at this juncture arises as to how the community could participate in social welfare programmes. The participatory social welfare management was developed

on the basis of five basic ideas (models) of community participation, which are given as under.

(a) Bureaucratic Model

In this type of participation, which is interested in accomplishing the goals, the major inputs and directives along-with resources come from the government. However, one of the unfortunate aspects of the post-independence administrative system is the over- emphasis and reliance on bureaucracy and ignoring effective involvement of the people in various development programmes. As a result, the responsibility for the implementation of development plans lies with bureaucracy.

(b) The Missionary Model

The missionary model stresses on the upliftment of the poor masses through institutional devices, created by some charismatic leaders. However, the problem with this model is that such institutions are mixture of different religious and sectoral feelings.

(c) Participative Model

R.N.Gupta pointed out that by way of motivating, mobilizing and involving more and more people, in planned social welfare activities and utilizing local resources, the community participation should be ensured. He further says that process takes on to its natural courses when the community starts participation in planning and decision-making as well as starts playing leading role in accomplishing the set goals directed to the welfare of the community and improvement of the quality of life. It was also apprehended that full involvement of community in all-important decisions might lead to the ouster of outside initiators. Here, the apprehension strikes at the roots of spirit of community empowerment

(d) Promotive Model

This model is based on the promotive actions of bureaucracy and the political elite. It is because of the fact that the common villagers do not realize the value of participation. They also do not know the methods and understanding of the kind of participation required therein. Once they understand the value of participation and are encouraged for that, they will move themselves and result will be self-motion.

(e) Chain Participation

In this type of model, it is generally believed that other four types of participation cannot take place in isolation. If at all they take place in isolation, the total goal is doubtful to be achieved. It is because of the fact that some type of interdependence, causality exists among them and one taking place in isolation cannot achieve the objectives unless it is supplemented and supported by the other models of participation. As such when we talk about chain participation, it is presumed that all models of participation are in action simultaneous and together. This helps in removing the bottlenecks coming in the way of community participation and the goals of participation fully achieved.

It is concluded that there looks a great amount of discrepancy in the five diverse ideas carrying model and it cannot match the environment of target area (Kumar, 1999: 141-144).

2.10.4 Model for Securing People's Participation in Rural Development

2.10.4.1 Introduction

E.D. Setty has presented this model on people's participation as a central feature of present thinking about rural development. There appears to be an increasing consensus that participation is essential for any effective development. From this pre-supposition arises the attendant question of how best it can be operationalized on the assumed grounds that more of it is beneficial. In what activities, in what manner and shape, can the participation be maximized? Can participation even be institutionalized?

In these latter terms, participation provides a potentially powerful tool, together with communication, education and conscientisation; present concerns with participation are rooted in a complex historical context. People's participation has been a constant theme since the beginning of rural development in all the Asian and African countries that have emerged free from the colonial power.

Further, we need to ask ourselves a few basic questions about some aspects of people's participation in rural development, which can be answered in the form of a model. The constituents of the model are as under:

2.10.4.2 What constitutes rural development?

In the analysis that follows, the terms "rural" and "community" are used in the same sense, denoting a rural settlement as distinct from towns and urban centers with large population and diversity in social structure and social and economic interactions.

2.10.4.3 What is People's Participation?

The development programmes could be classified into three broad categories: 1. Individual- based where in the target or the beneficiary is the individual and the participation is restricted to the individual (e.g. agriculture, livestock, poultry, family planning, nutrition and adult literacy): 2. Community –based, the projects or programmes that cover the total community or some segments of the community (e.g., irrigation, plant protection, contour building, roads, buildings, schools, community centres, mid-day meal programmes, environmental sanitation and activities of community-wide nature; and 3. Individual -cum-community based programmes. Some of the programmes mentioned above fall both under individual and community categories.

2.10.4.4 Concept and Objectives of People's Participation

In view of the nature of rural development programmes, most of them initiated by the development agencies, the participation of people could be as diverse as follows

1. Responding to the programme, accepting the process and adopting technology and innovations;
2. Extending moral support;
3. Participation in decision-making, cooperating in implementation;
4. Contribution of money, material and labour;
5. Taking initiative, mobilizing people and resources; and
6. Assuming leadership and ownership of projects.

2.10.4.5 Objectives of People's Participation

It is training for development involving people in the project, making them their own. It is to create a sense of awareness, a sense of participation, a sense of belonging, a sense of possession and ownership. It is to develop self- reliance, self-confidence, competence and managerial capacity. It is to train people to take initiative, accomplish and sustain their activities. It is to build up and reinvigorate communities and generate social action. It is to enable people to discover their strength, increase their aspiration level, and mobilize and chanalize their resources for productive purpose. Participation is bringing people to the core from the periphery, to activeness from passiveness, and to be thinkers, decision-makers, doers and implementers from acceptors.

2.10.4.6 Why people fail to participate?

People's participation depends upon the social and class structure of the rural community, the patterns and traditions of decision –making and carrying out communal and individual activities, the way people perceive the programmes and projects initiated by the development agencies, and people's own ability. Further, and importantly it depends upon what the development agencies expect from the people with respect to participation, the stipulations they make and the manner in which the agencies mobilize, motivate, encourage and facilitate people's participation.

Sometimes, group rivalry, cliques, conflicts within the community, vested interests, conflict in values, opposition to the programmes, and resistance to change and poor local leadership are factors as to why people fail to participate.

Whether it is the old or young, men or women, the barriers to participation are cultural, social, psychological, religious and political.

2.10.4.7 The Range and Variety of Participation

Participation is at various levels and it is of various kinds and modes. It is at the people's level at grassroots, and it is through people's representative leaders from the village council to the parliament, and through voluntary organizations, advisory bodies, consultative committees, seminars, workshops, conferences held at various levels. When participation is voluntary, it depends upon self-interest, obligations to the community and

socio-economic conditions of the family. Sometimes, the participation, mostly in terms of labour, material or money, is compulsory or is done under social pressure.

2.10.4.8 Magnitude of People's Participation

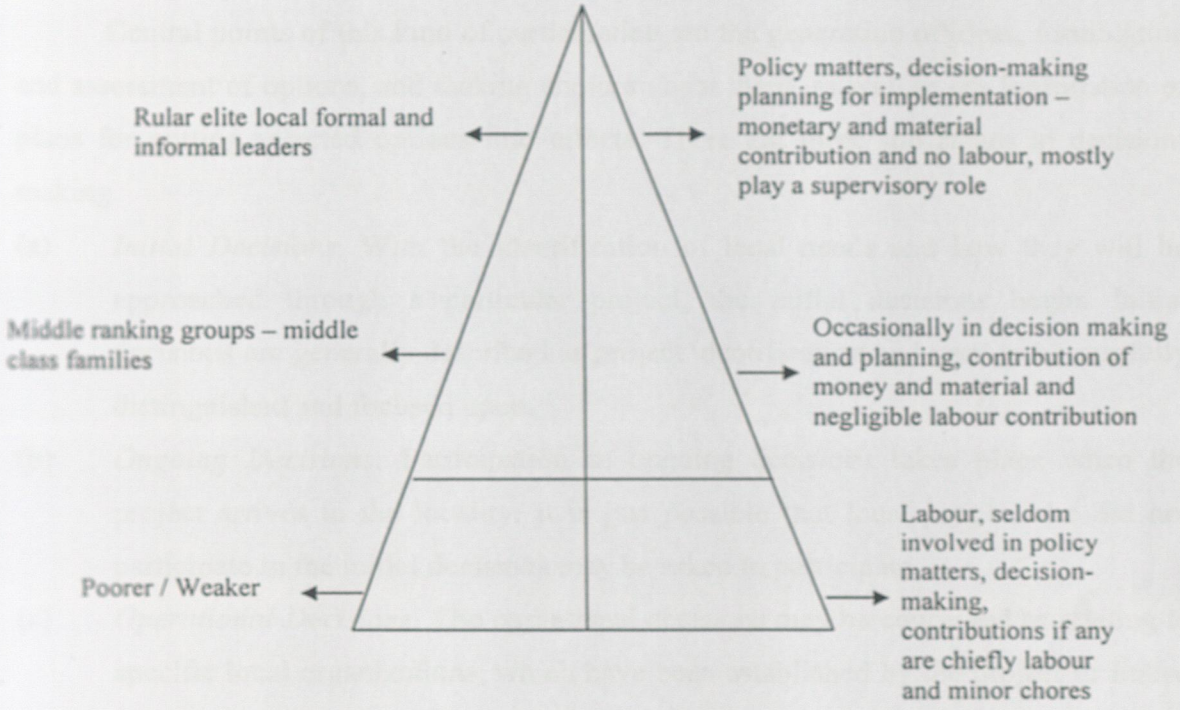
It is people's direct participation at the operational level and the participation of people's representative leaders at various level and in the heirarchy of rural development setup, in formulating policies, in decision-making and in the implementatin of the programme. The real measure of people's participation is their involvemnt in development activities.

In a broader sense, there is no realm in the life of the community wherin people's participation does not arise. It is energy and technique with massive potential to build healthy societies (Setty, 2002: 219-250).

2.10.4.9 Conclusion

People's participation is a necessary component in rural development. Its essence lies in the proper coordination of individual and group efforts, in fully utilizing the potential of the local institution, the higher level statutory bodies, the village cooperatives, the village school and other associate organizations such as farmers forums, youth clubs, women's clubs, and in proper harmonization of individual needs with group needs and group needs with national needs.

Model for securing people's participation in rural development



2.11 Development Participation Model

2.11.1 Introduction

R.V. Kumar, an Indian professor has developed this model on the basis of various development-related studies and models. The exponent of model has made a tremendous job, as it is reflective of hectic efforts in the shape of drawing a genuine picture of the rural areas of the South Asian countries. The other aspect of applicability is the accurate and systematic fitting of structuring components of the model spelling out the nature and concept of participatory development in well manner. That is why this model has been selected as study matrix. It includes three broad types like *kinds of participation, who participates and how participation takes place.*

2.11.2 Kinds of Participation;

It includes the following steps,

2.11.2.1 Decision-Making

Central points of this kind of participation are the generation of ideas, formulation and assessment of options, and making choices about them, as well as the formulation of plans for putting selected options into effects. There are three sub stages in decision-making.

(a) *Initial Decisions*. With the identification of local needs and how they will be approached through a particular project, the initial decisions begin. Initial decisions are generally described as project identification and need to be carefully distinguished and focused upon.

(b) *Ongoing Decisions*. Participation in ongoing decisions takes place when the project arrives in the locality. It is just possible that local people who did not participate in the initial decisions may be asked to participate.

(c) *Operational Decisions*. The operational decisions may be conceived as relating to specific local organizations, which have been established by the project or linked to the project in an effort to involve people in the delivery aspects of the enterprise. Here, the focus goes on voluntary organizations involved in the substantive activities of the project.

2.11.2.2 Implementation:

There are three main ways through which rural people can participate in the implementation aspect of the project.

(a) *Resource Contribution*. The contribution in regard to resources has a variety of forms such as provision of labour, cash, material goods and information.

(b) *Part in Project Administration and Coordination*. The local people can participate in two ways-either as hired employees or as members of various projects advisory or decision making boards. They can also be members of voluntary associations who are playing a role in coordinating their activities with those of the project

2.11.2.3 Benefits:

Three possible kinds of benefits can be expected from enlistment in the project. They are (1) material, (2) social, and (3) personal.

(a) *Material Benefits.* Such benefits can be summarized as an increase in consumption, income or assets.

(b) *Social Benefits.* In the fold of social benefits, basically, come the public goods. They may be characterized as services or amenities such as schools, health clinics, water system etc.

(c) *Personal Benefits.* Personal benefits are generally highly desired, though often not attended on an individual basis, coming rather to members of groups or sectors as these acquire more social and political power through the operation of a project.

2.11.2.4 Monitoring and Evaluation:

It is difficult to conceptualize this kind of participation in the context of analysis but it appears that through direct or indirect participation people can be involved.

Direct or Indirect Participation: It can occur in relation to actual project-oriented evaluation if there is any formal review process. One would like to know who participates in it, how continuously, with what power to achieve action on suggestions and so on. There may be informal consultation only, in which case, we would want to know the same kinds of things.

2.11.3 Who participates?

The participation of the rural poor or the poor majority is emphasized these days by government and development agencies. For getting information from the rural community, some of the groups whose characteristics warranted specific attention are generally of four types, which require making distinction like (1) local residents (2) local leaders (3) government personnel and (4) foreign personnel.

- *Local Residents.* The residual community includes a large and heterogeneous group made up of self-sufficient farmers, tenants of landowners, craftsmen and so on.

- *Local Leaders.* They have a long run involvement in the area in which they work. Usually they include (a) informal leaders like religious people and other notables of the areas, (b) associational heads like the chiefs of voluntary organizations, development organizations and so on, (c) local office holders like Nazims, elected representatives and other sorts of politicians etc.
- *Government Personnel.* They are assigned to an area for a certain period of time. Although they are not from the community where project is working but their coordination with the project in the enterprise of efforts centered at the same purpose is considered important. The role of other link departments also carries an important weight age but in the target area no other such department was found.
- *Foreign Donors.* Foreign donors' role stands important in putting soul to a project as it does a lot towards achieving its objectives with the help of agency aid. In the present study, All Pakistan Physicians in North America (APPNA) is doing this job upto the best of satisfaction of project administration.

2.11.4 How is participation occurring?

The low dimension of participation adds something qualitative to the analysis. Attention to it generations insights into such questions as why participation takes place, continues or declines, and why it has the particular pattern which it does. The amount distribution and trends of participation can be assessed basically by looking at who and what dimensions. But one would not like to be oblivious to the ways in which participation is occurring, such as (1) whether the initiative for participation comes mostly from above or from below or (2) whether the inducements for participation are more voluntary or coercive (3) the structure and (4) the channels of participation whether it occurs on an individual or collective basis, with formal or informal organization, and whether it is direct participation or indirect representation. Further consideration often may be given to (5) the duration; and (6) the scope of participation, whether it is once and for all, intermittent or continuous, and whether it extends over a broad or narrow range of activities. Finally, it will usually be useful to consider (7) empowerment, how much capacity people have to obtain from their involvement in decision making and implementation (Kumar, 1999: 8-21).

CHAPTER - 3
METHODS AND PROCEDURE

3.1 Nature of the study

The study was conducted under the descriptive method of research for the reason of its predominant position in the social sciences. Descriptive method is supposed to cover almost all realities and facts related to the study and that is why the social scientists and educationists have been practicing their investigative work under the descriptive research method. Descriptive research investigates how an existing phenomenon is related to some preceding event or what is the effect of that preceding event on the present condition. Its processes involve gathering and tabulating facts, elements of analysis and interpretation, and comparison or contrast as well as their measurement and classification. Data of descriptive research can be expressed both quantitatively and qualitatively. The importance of such research method in reference to the existing study can be seen in the form of bringing answer to some basic questions regarding the role of parents, teachers and community members in the access of children at school. The major objective of applying this method was to assess in easier form the participatory approach in education development in target area. The prominent features of the method, which helped in study, included examining a problematic situation, selecting appropriate subjects and sources of materials, providing an opportunity to observe community participation at different levels, describing, analyzing and interpreting data, and arriving at findings and conclusions in the clear form.

3.2 Universe

This study was confined to the education programme of a leading NGO, Human Development Foundation (HDF) in the rural area of Mardan, which is the second biggest district of the province of the North-west Frontier. The major focus of the programme is to increase enrolment under the non-formal method of schooling in various schools, being supervised by HDF with the help of Tameer-e- Millat Foundation (TMF), as an implementing agent. The TMF is in the field with the help of the locally based organizations Development Organizations (DOs) and Parent Teacher Associations

(PTAs) formed already by the HDF. In the education programme there are four active roles DOs, PTAs, Community and Staff of the HDF/MTF, and all of these were interviewed through different sheets of questions. These four decisive elements constitute the universe of the study.

3.3 Delimitation of the Study

As mentioned in the preceding chapter, rural development contains many sectors including education. Given the broad domain of education it was further restricted to the stratum of primary education under the non-formal education system being imparted at the HDF sponsored schools in the rural areas of Mardan. The study was focussed on the following dimensions.

a. People's Participation at Various Stages of Education Activity (as per contents of study model)
b. Role of Contributory Agents (Development Organizations and Parent Teacher Associations)
c. Community Support from Non-Material Aspect
d. Enrolment Increase
e. Dropout and Left out Children
f. Quality Learning
g. Resource Constraint
h. Political Interference
i. Teachers Training
j. Problems Related to HDF Education Programme.
k. Mechanism Pattern for Accommodating Tension-Oriented Situation

3.4 Study Matrix

The study was conducted in the light of a model "Development Participation Model" providing a proper footing to the study, which is based on participatory development. This model, as seen the best in applying to the study, eased all the pre and post study difficulties, and made possible to reach the study objectives/parameters evaluation in appropriate way. The model is given in tabular form for further explanation

of all basic contents. It includes three broad types like *kinds of participation, who participates and how participation takes place.*

3.4.1 Kinds of Participation:

It includes the following steps,

3.4.1.1 Decision Making:

Central points of this kind of participation are the generation of ideas, formulation and assessment of options, and making choices about them, as well as the formulation of plans for putting selected options into effects. There are three sub stages in decision-making.

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3.4.3 How is participation occurring?

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activities. Finally, it will usually be useful to consider; (7) empowerments, how much capacity people have to obtain from their involvement in decision-making and implementation.

DEVELOPMENT PARTICIPATION MODEL
(3 DIMENSIONS)

KINDS OF PARTICIPATION	WHO PARTICIPATES	HOW PARTICIPAITON TAKES PLACE
DECISION MAKING I. Initial II. On Going III. Operational	LOCAL RESIDENTS I. Labourers II. Farmers III. Craftsmen IV. Salaried	Concentration on the followings: 1. Top to Bottom + Bottom to Top 2. Voluntary or Coercive Participation 3. Structure 4. Channels of participation individual or collective 5. Duration 6. Scope of participation 7. Empowerment
IMPLEMENTATION I. Community Contributions II. Part in Administration & Coordination III. Enlistment Activities	LOCAL LEADERS I. Religious II. Informal III. Voluntary Associations IV. Local office holders	
BENEFITS I. Material II. Social III. Personal	GOVERNMENT PERSONNEL I. Education II. Department III. Other Link Departments	
MONITORING AND EVALUATION I. Direct II. Indirect	FOREIGN DONORS I. APPNA II. Any other	

3.5 The Sample Size/Techniques

It was very difficult to approach all the schools working at the strength of HDF. Hence under the sampling method, 26 HDF schools were selected as study units for the purpose of data collection in total 26 communities. The total number of schools in the sampled area was 50, which included 27 for boys and 23 for girls. Every community had two schools, one each for boys and girls. At first stage, 26 schools including 14 for boys and 12 for girls were identified and then related parents, Development Organizations, PTAs were interviewed. All 20 staff members of the HDF/MTF were interviewed. The sampling method for the rest three stakeholders can be justified, as in any research activity the whole of population is neither interviewed nor measured. Resultantly, the method of sampling is adopted to draw inferences or generalizations on the basis of careful observation. As for the theoretical background of the concept of sampling is concerned, it is the process of selecting a number of individuals for a study in such a way that the individuals represent a large group from which they are selected. Due to

divergence in the nature of study, the researchers are exercising different types of samplings.

Keeping in view the different nature of the four study elements of this study, various sampling techniques were used. The parents of school going children were interviewed under Simple Random Sampling. Under SRS, a sample can be chosen in such a way that any individual unit has the equal chance to be selected and that carries the same probability as others have in the population. The interviewed communities were 26 in number and 130 respondents were selected randomly from them with the representation of 5 from each village, where project schools were functioning. It is to be mentioned here that the District Census Report (DCR) was not well equipped to disseminate information regarding the population of every target village within the premises of the district. So, it was thought to identify the list of those households that were sending their children in different classes of primary section at the project schools. The researcher got the same list from the project administration. There were 1307 such households in the target 26 villages, and on the basis of whole it was thought to select 130 as consolidated sample size with the interval of each 10th household for the community component. Since the small localities had different sizes of populations, so it was considered better for the sake of equal representation to select five respondent families randomly from every locality. The Parent Teacher Associations were 50 in number and 10 of them were with functionless status. As known the fact that every PTA had total seven members including five parents and two teachers, so proportionately 52 parents from 26 selected PTAs with the interval of two and 26 teachers with the interval of every second were interviewed. 52 member respondents from 26 DOs were interviewed at the specified number of two from every such organization. The total staff members were 20 in number and all of them were approached for interview. Thus, the total sample size from all four stakeholders becomes 280. The break up of sample size is given in tabular form.

S.No.	Stakeholders	Sample	Representation
1	Community (Parents)	130	Every 10th (from 26 target villages wherein 1307 households were sending children to project schools)
2	PTA	78	50 Percent
3	Development Organization	52	2 Per Organization
4	Staff of HDF/TMF	20	100 Percent
			Total Sample Size: 280

3.6 Tools of Data Collection

The data were collected through pre-designed questionnaire and interview schedule. Questionnaire in close-ended form was developed for the staff working at the strength of HDF and TMF. Three separate sheets of interview schedule were designed for the members of the Development Organizations (DOs), Parent Teacher Associations (PTAs) and Community people. The questionnaire is a set of carefully selected and ordered questions prepared by an investigator to seek factual information from respondents or to find their opinion, attitude or interest. Whereas the close-ended form of questionnaire solves difficulties related to the very nature of questions and make it easy for respondents to fill in. It takes little time for a respondent to answer. The collected data is objective in nature and can easily be tabulated and analyzed. The Interview Schedule is the same thing with the addition of the presence of investigator in the field, mainly for the reason of uneducated or less educated status of the respondents. However, more accuracy of data and less consumption of time are the salient characteristics of such practice.

The questions of measuring scales in the study were thoroughly thought and finalized in the light of relevant literature, objectives and parameters of the study, and observation of the field regarding the perception of local people about their participation in education activity. Although all the tools were designed in English, but interviewing respondents under the interview schedule method was conducted in the local language *Pashto*. It is imperative to mention that all the tools of data collections were compiled in

the frame of the study model *Development Participation Model* and results were drawn accordingly. The study matrix proved very much helpful in the determination of study directions centered at the exact points of people's participation in all-important stages mentioned in the contents of the model.

3.7 Modality/Pre-testing

Modality. The research scholar personally interviewed the respondents from all the stakeholding strata through different tools of data collection. The prime purpose of this act by the researcher was to observe himself the practice of people participation in all major stages of decision, related to the education activity of Human development Foundation, and also to ensure the accuracy of information taken from them.

Pre-testing. Five copies of each tool of data collection were circulated among the concerned respondents for the purpose to tryout the applicability of questions included therein. After necessary omission and addition of questions, interviewing the respondents was initiated on regular basis. The tried out copies in the revised form were included in the total number of each group.

CHAPTER - 4

ANALYSIS OF EDUCATION ACTIVITY UNDER PARTICIPATORY APPROACH

The analysis chapter provides an opportunity to place in front the data collected from the defined study area and the analysis thereupon. As mentioned in the methodology, there are four stakeholders playing their role in the functioning of the education project of the Human Development Foundation in collaboration of implementing agent Tameer-e-Millat Foundation. The four stakeholders include, i) the people of local community, ii) the members of locally formed organizations Development Organizations (DOs), iii) the Parent Teacher Associations (PTAs) and iv) staff members of HDF and TMF. Section wise analysis of data is presented with special focus on community participation in the project activities.

SECTION -A

4.1 Community Participation in Project Activity

This is the important section of the four stakeholders, as community is the fundamental unit of the study and its members' participation in processes/ activities of the education project is the major theme of the participatory approach of the concerned organization. It is necessary to mention that the interviewed community members were parents of those children who were studying at schools. The following tables are giving data on the question of participation.

Table -1 Educational Status of the Community Members

S. No.	Level	Frequency	% Age
1	Illiterate	72	55.4
2	Under matric	22	16.9
3	Matriculate	20	15.4
4	F.A/F.SC	08	6.1
5	B.A/B.Sc.	05	3.9
6	M.A/M.Sc	03	2.3
Total		**130**	**100**

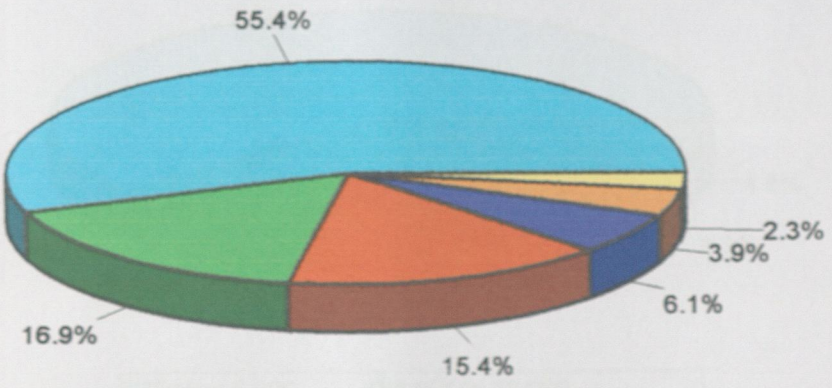


Figure-1

Table #1.indicates the educational status of those community members who were sending their children to schools. Majority of the community members being 55.4 percent were illiterate and only 2.3 percent respondents were in possession of master degree. This scenario apparently looks too discouraging for education improvement in sampled area, but this is quite pleasant to say that the community did not remain miser in extending its cooperation to the education project of HDF/TMF. This is why the project was receiving quite positive response from community inspite of massive illiteracy, social, cultural and other sorts of inconveniences.

Table -2 Monthly Income of the Community Members

S. No.	Income in Rupees	Frequency	%age
1	Below 5,000	79	60.8
2	5,001 to 10,000	33	25.4
3	10,001 to 15,000	12	9.2
4	Above 15,000	06	4.6
	Total	**130**	**100.**

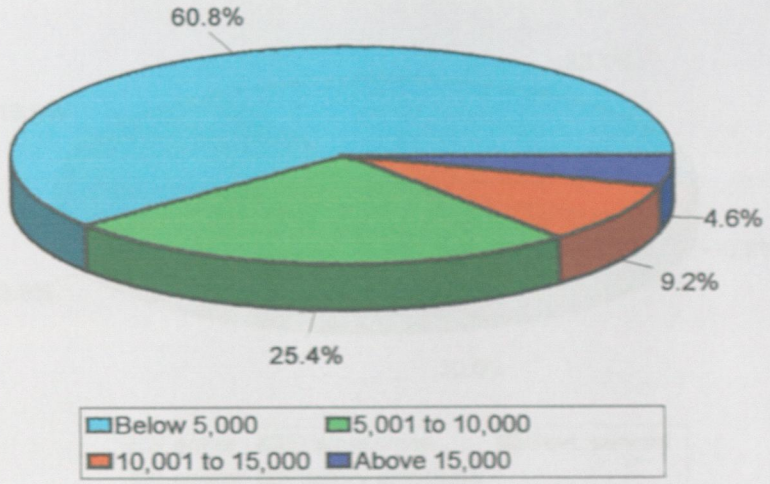


Figure-2

Table # 2 furnishes information on the financial position of the respondents. More than half of the sampled community i.e. 60.8 percent had below 5000 rupees per month income, which is the lowest one, and a meager portion being 4.6 percent had 15000 rupees monthly income. The data reveals the unpolished economic condition of the local population.

Table - 3 Profession of the Community Members

S. No.	Type	Frequency	%age
1	Farmer	43	33.1
2	Businessman	22	16.9
3	Govt. servant	18	13.8
4	Laborer	39	30
5	Factory employee	8	6.2
Total		**130**	**100**

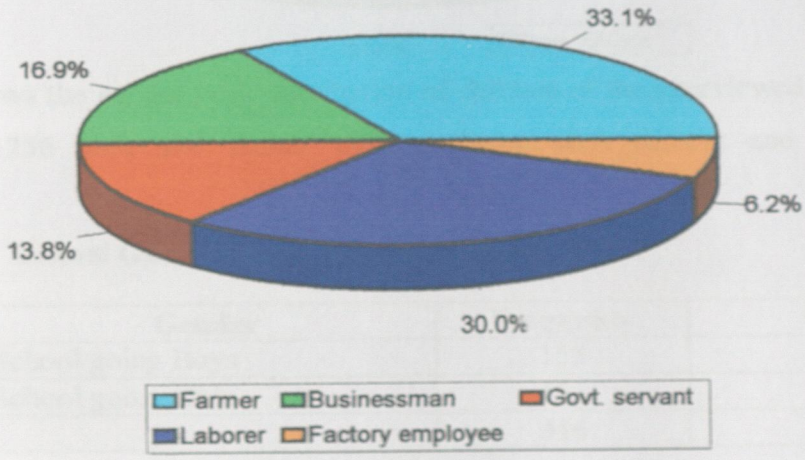


Figure-3

Table # 3 indicates the nature of professions of respondents they are involved in. 33.1 respondents had attachment to the profession of farming followed by labouring at 30 percent. Where as 16.9 percent of the community members had different nature of business. 13.8 percent were government servants. Only 6.2 percent parents of the studying children were working as employees in factories.

It looks identical to other parts of the rural belt of the country having agriculture as a major centre of activity.

Table -4 **Gender Wise Distribution of Respondents' Children**

N=498

S. No.	Gender	Frequency	%age
1	Boys	242	48.6
2	Girls	256	51.4
Total		**498**	**100**

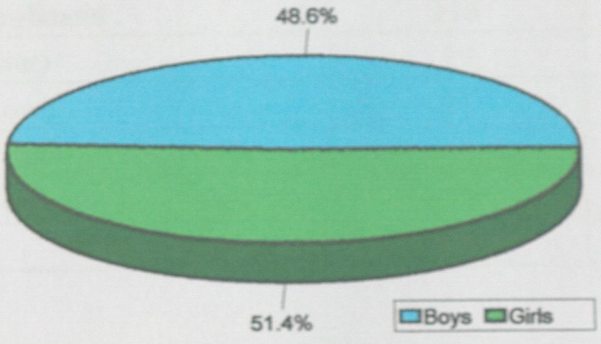


Figure-4

Table # 4 shows the gender wise distribution of children of the interviewed parents. They had 242and 256 male and female children being 48.6 percent and 51.4 percent respectively.

Table -5 **School Going Children of the Respondents**

N =316

S. No.	Gender	Frequency	%age
1	School going Boys	155	49
2	School going Girls	161	51
Total		**316**	**100**

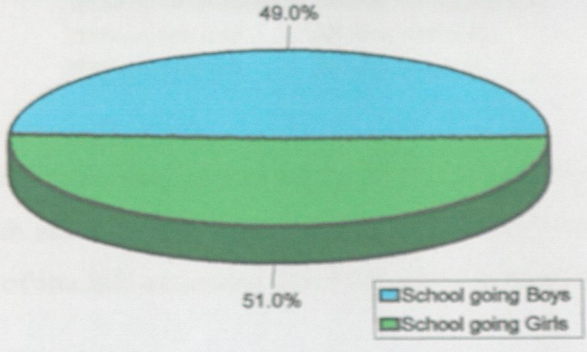


Figure-5

Table # 5 gives data of those children who were enrolled at schools. The enrollment of male children was 49 percent whereas that of female children was 51 percent.

This indicates the trend towards attaining of girls' education. It dispels cultural restriction as a wrong impression. Ratio between the total number of children of both sexes (table-4) and enrolment rate in the area is identical.

Table -6 Gender Based Enrolment Status of Children

N=316

S. No.	Gender	Frequency	%age
1	Boys 1st enrollment	98	31
2	Girls 1st enrollment	116	36.7
3	Boys (left out)	39	12.3
4	Girls. (left out)	23	7.3
5	Boys drop out	18	6
6	Girls drop out	22	6.7
Total		**316**	**100**

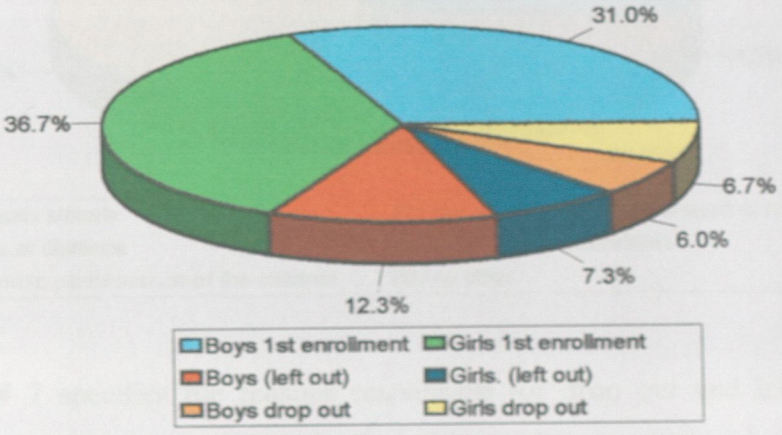


Figure-6

Table # 6 indicates the very nature of enrolment of children. Majority being 67.7 percent children of both sexes of the interviewed parents were enrolled for the first time. Enrolment percentage of the left out cases was 19.6 whereas that of drop out children was 12.7 percent.

Table -7 Reasons for Drop out/Left out Cases

N=102

S. No.	Reasons	Frequency	%age
1	Teacher harsh attitude	21	20.6
2	Education was not encouraged at home	32	31.4
3	School was at distance	11	10.8
4	Poor economic condition	82	80.4
5	Poor academic performance of the children	52	51
6	Any other	3	2.9

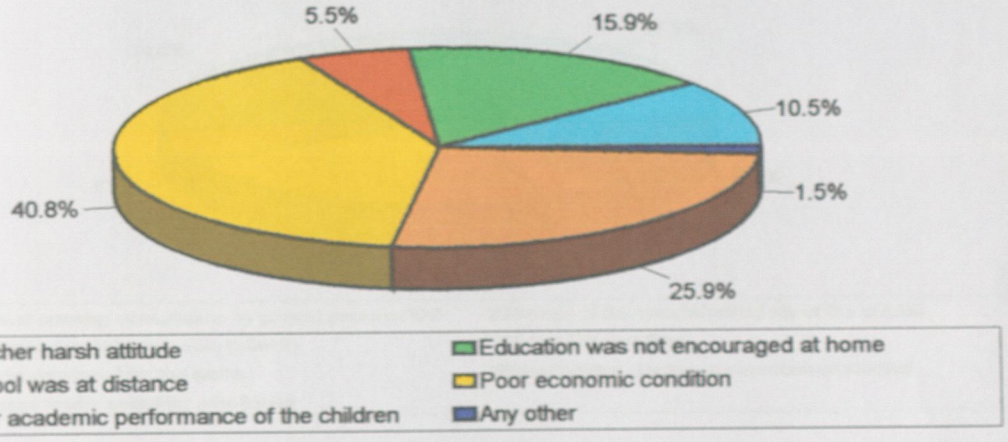


Figure-7

Table # 7 specifies the reasons responsible for drop out and left out children. Majority (80 .4 percent) mentioned the reason of poor economic conditions for discontinuity or not availing the chance of education by children. 51 percent viewed their weakness in academics, 31.4 parents mentioned non- availability of any supportive situation to their children at homes, 20.6 percent complained of harsh attitude of teachers and 2.9 percent ticked the column of *any other* mentioning their apathy in this regard.

Table -8 Sources of Knowledge about Education Programme

N=130.

S. No.	Sources	Frequency	%age
1	Before school opening consultation by project personal/DO	78	60
2	People of the area informed about the school	68	52.3
3	Walks/seminars/workshops/media publicity	17	13.5
4	Local DO mobilized	67	51.5
5	Imam Masjid convinced for the same	12	9.2
6	Nazim/other elected representatives advised	18	13.9
7	Family/lineage leader asked for enrollment	23	17.7

Figure-8

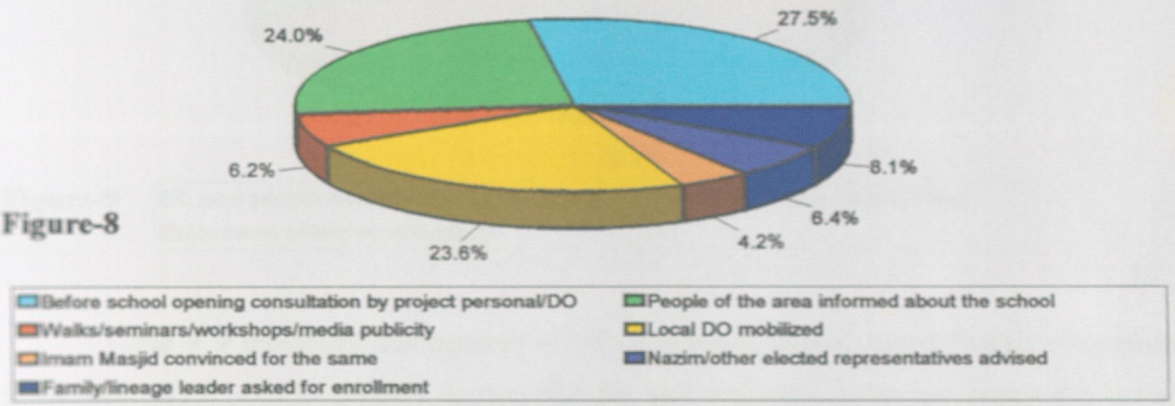


Table # 8 gives information on the sources through which the local people came to know about the opening of project-based schools in area. A considerable portion of community members being 60 percent admitted that they were consulted before the schools started functioning. Community members being 67 percent stated that the Development Organizations (DOs) played an important role in motivating the local people. 52.3 percent parents told to have been informed by the inhabitants of the community whereas 17.7 percent stated that family leaders informed them. Respondents being the Nazims informed 13.9 percent or other elected representatives and 9.2 percent disclosed that Imam- e- Masjid convinced them for the same. Whereas 13.5 percent respondents accredited it to the walks/seminars conducted by the project administration for inculcation of public awareness on its education programme.

Table -9 Perceived Reasons for Backwardness of Female Education in the Past

N=130.

S. No.	Reasons	Frequency	%age
1	Local people criticize female education	37	28.5
2	Women education is need less	36	27.7
3	No trend of female education	57	43.8
Total		**130**	**100**

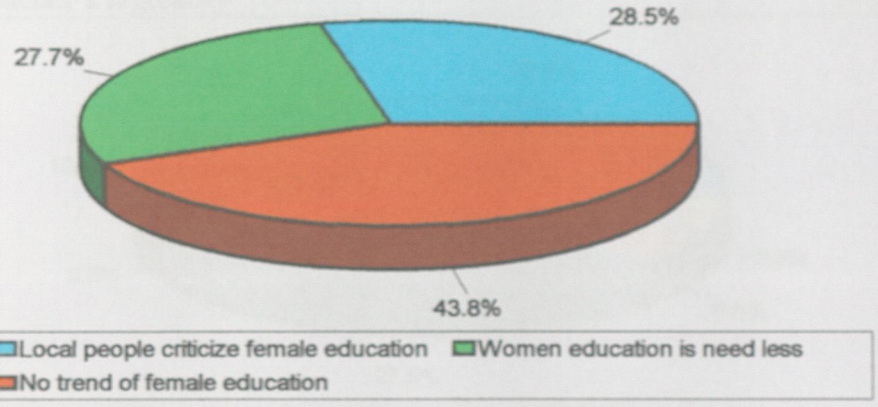


Figure-9

Table # 9 illustrates the perception of community people about female education in the past. 43.8 percent parents agreed that the backwardness of female education in the past was mainly for the reason of no trend in the tradition-ridden society. 28.5 percent community members perceived that local criticism blocked the way of female education followed by 27.7 percent such respondents who considered women education as needless for their families.

It is doubtless to say that female education has been backward for the reason of cultural constraint inherent and that was just due to the strict grip of illiteracy.

Table -10 Parents' Contacts with DO/PTA

N=130.

S. No.	Contacted bodies	Frequency	%age
1	PTA	103	79.2
2	DO	28	21.5
3	HDF/TMF	24	18.5
4	Academic matter	71	54.6
5	Child behavior	17	13.1
6	Teacher's regularity	15	11.5

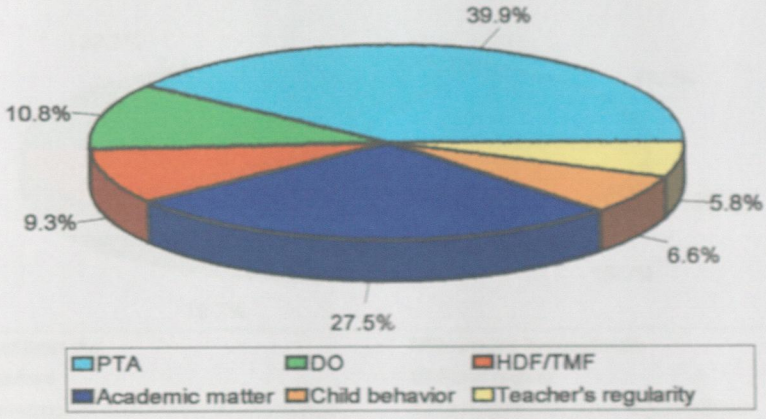


Figure-10

Table # 10 gives quite encouraging situation that local people established contacts with different bodies related to the education project. Majority of respondent parents being 79.2 percent freely contacted Parent Teacher Associations in regard to their children academic performance. 21.5 percent approached the DOs whereas 18.5 percent had contacts with the project personnel.

While explaining the purpose behind their liaison with different bodies, 54.6 percent did it for the purpose of getting information on the academic progress of their children. Parents being 13.1 percent asked about their children behaviour and 11.5 percent established their contact for the regularity of teachers in schools.

The frequent contact of parents with other related organizations is indicative of their interest in education of children as well as a reflection of sorrowful compensation for a great loss in the field of education caused by unfavourable thoughts and superstitions in the past.

Table -11 Community Interest in School Affairs

N=130

S. No.	Awareness	Frequency	%age
1	Quality of learning	36	27.7
2	Increase in enrolment	67	51.5
3	Infrastructure	22	16.9
4	Fund raising	41	31.5
5	Future strategy of community based school	33	25.4
6	Linkages with other organizations	9	6.9

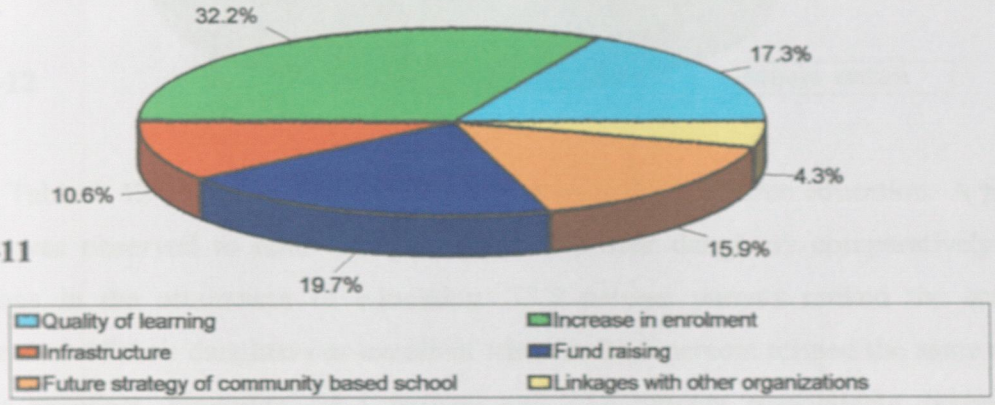


Figure-11

Table # 11 gives detail on community access to some important issues observed during the process of data collection. Parents being 51.5 percent kept themselves aware on the matter of enrolment at different times in schools. Whereas 31.5 percent, 27.7 percent, 25.4 percent, 16.9 percent and 6.9 percent parents inquired about the activities of fund raising, quality of learning, future strategy, infrastructure and linkages with other organizations respectively.

Table -12 Parents' Assessment of their Children Education

N=130

S. No.	Gender	Excellent	Normal	Not satisfactory
1	Boys	28	37	0
2	Girls	44	36	10

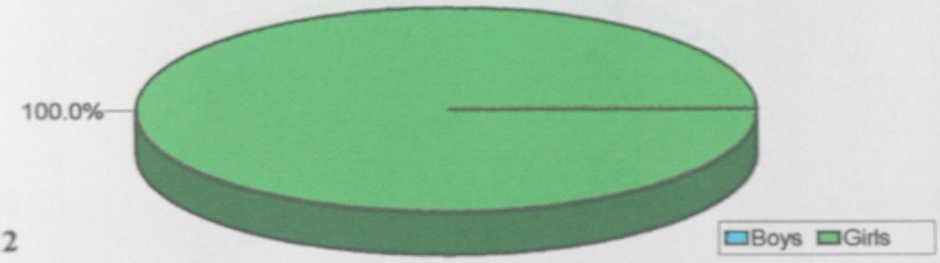


Figure-12

Table # 12 indicates parents' assessment over their children education. A positive change was observed to note that parents ranked their daughters comparatively better than sons in the attainment of education. 33.8 percent parents ranked the academic performance of their daughters as excellent whereas 21.5 percent termed the same of their sons as excellent. However, 28.5 percent and 27.7 percent respondents dubbed their daughters' and sons' performance as normal respectively. Only 7.7 percent parents were found dissatisfied with their daughters' academic performance.

Table -13 Community Members' Attendance in Meetings

S. No.	Participation in Meetings	Frequency	%age
1	Yes	82	63.1
2	No	48	36.9
Total		**130**	**100**



Figure-13

Table # 13 depicts the participation of community members in the meetings of Development Organizations. 63.1 percent respondents admitted to have been attending the same whenever they wanted. It indicates the availability of an ample opportunity to community members.

Table -14 Parents' Satisfaction over the DOs' Role

S. No.	Satisfaction	Frequency	%age
1	Yes	84	64.6
2	No	46	35.4
Total		**130**	**100**

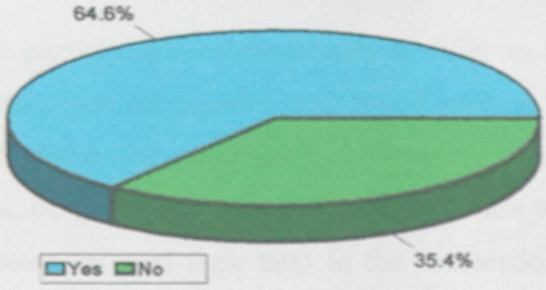


Figure-14

Table # 14 shows the view of community members on the role of DOs. Majority of the respondents being 64.6 percent confirmed their positive role in promoting education in the target areas.

Satisfaction over the role of DOs by the community affirms the involvement of community in major decisions for education promotion.

Table -15 Forms of Cooperation /Contribution

S. No.	Contribution	Frequency	%age
1	Sending your children to school	112	86.1
2	Convincing other to send their children to school	103	79.2
3	Coordinating/cooperating with DO/PTA	78	60
4	Keeping aware yourself about problems related the project	33	25.4
5	Helping in eradicating of problems	75	57.9
6	Contributing financially	24	18.5
7	Suggesting for increase in enrollment and quality education	36	27.7

Figure-15

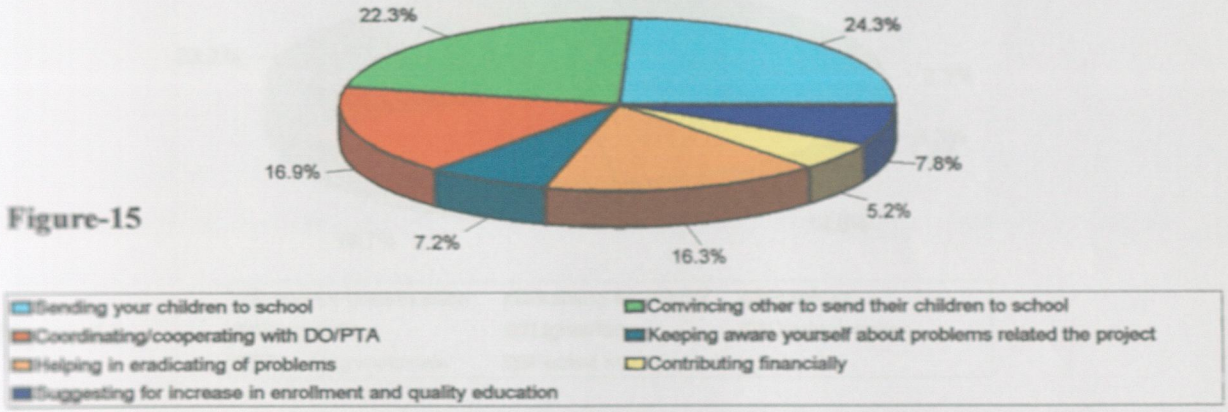


Table # 15 confirms the participation of community in different kinds of activities of the education programme. 86.1 percent parents were found sending their children to schools and 79.2 percent parents did a marvelous job by convincing others to send their children for education attainment. 60 percent admitted their cooperation towards PTAs/DOs. 57.9 percent respondent parents showed their help in the eradication of problems and 25.4 percent of them got the opportunity to have knowledge about problems they were confronting. 18.5 percent contributed financially whereas 27.7 percent ticked *any other* column mentioning their moral support.

Table -16 Community Contribution in Material Objects

S. No.	Resources	Frequency	%age
1	Land for construction	9	6.9
2	Building for school	112	86.1
3	Furniture	14	10.8
4	Electricity	92	70.7
5	Lights/fans	78	60
6	Drinking water	74	56.9
7	Teaching materials	5	3.8
8	Pocket money	13	10

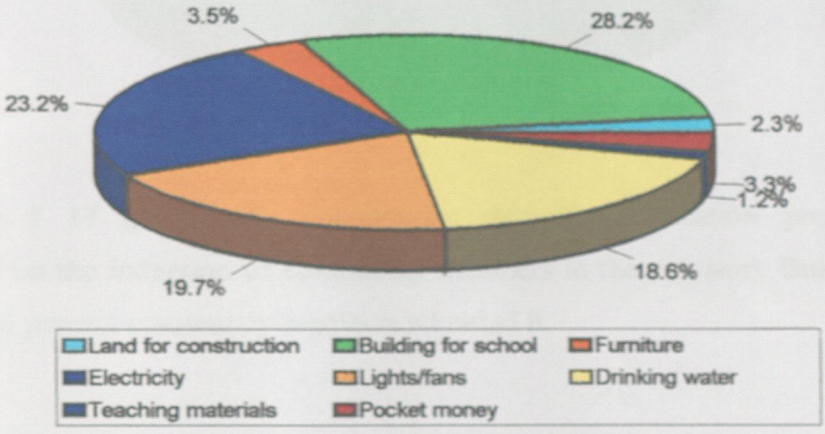


Figure-16

Table # 16 indicates the interest of local people in regard to providing buildings for project based schools, which is important towards the implementation process. 86.1 percent observed community people provided buildings for schools of HDF. Parents being 70.7 percent and 60 percent admitted the role of community in provision of electricity and lights/fans respectively whereas 56.9 percent were of the view that drinking facility was also extended.

The data is very much obvious to indicate that participatory approach of NGOs has been a successful experience as community not only participated in the process of implementation by providing certain valuable goods/objects but it also played role in extending education under the project to the rest of community.

Table -17 People's Participation in the Advisory Board

S. No.	Participation	Frequency	%age
1	Yes	71	54.6
2	No	59	45.4
Total		**130**	**100**

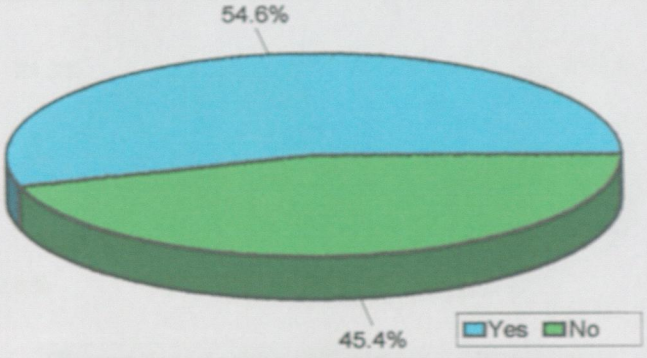


Figure-17

Table # 17 gives quite encouraging data that education project properly concentrated on the induction of community members in the Advisory Board/Governing Board as 54.6 percent community members admitted it.

Table -18 People's Access to Demands Presentation

S. No.	Items Demanded	Frequency	%age
1	Upgrading of school	63	48.5
2	Extension in school building	52	40
3	Free uniform	53	40.8
4	Rationalization of fee	69	53.1

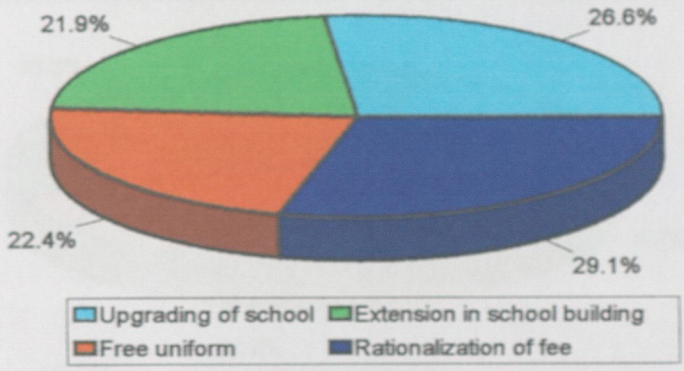


Figure-18

Table # 18 makes it clear that community people not only participated in programme activities by attending the meetings of various relevant bodies and sending their children to the project based schools, but they also voiced on different occasions for school up gradation, as indicated by 48.5 percent. A considerable number of respondents being 40.8 percent and 40 percent demanded the provision of free uniform and extension in the existing building of schools respectively. A simple majority i.e. 53 percent questioned the rational status of the existing fee structure. It means that community got its right of view expression on many occasions for further improvement in the programme and it was made possible by the participatory mechanism only.

Table -19 Community Involvement in Activities

S. No.	Activity	Frequency	%age
1	Planning	34	26.1
2	Monitoring	68	52.3
3	Internal evaluation	68	52.3
4	External evaluation	18	13.8
5	Any other	0	0

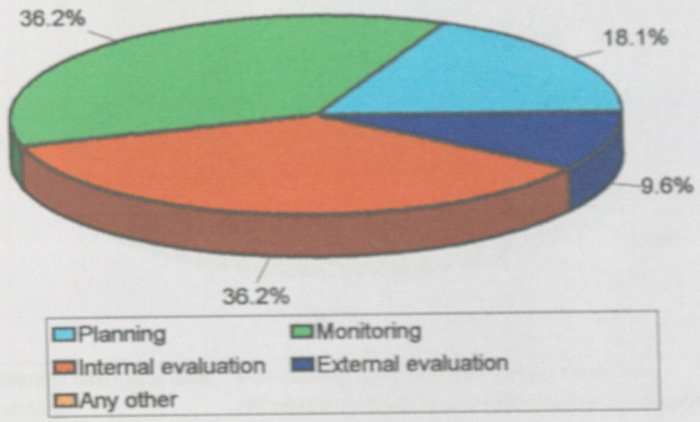


Figure-19

Table # 19 shows the observance of Community participation in direct manner in major activities of the project. Majority of the respondents being 52.3 percent confessed their involvement in the internal evaluation and monitoring whereas 26.1 percent and 13.8 percent agreed about community involvement in planning and external monitoring respectively.

Table -20 Parents' View on Impact of Education Project

S. No.	Contribution	Frequency	%age
1	Enhancing the literacy rate in the area	101	77.7
2	Providing opportunity for further education	93	71.5
3	Socializing the children	63	48.5
4	Helping in establishment of micro/meso level business	47	36.1

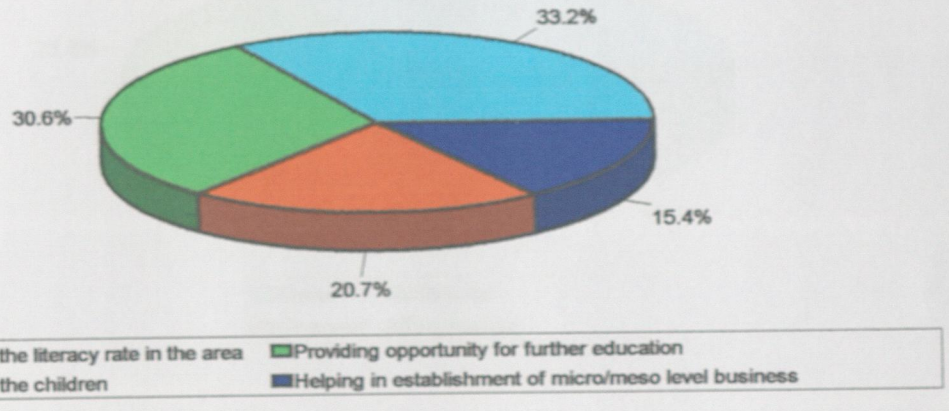


Figure-20

Table # 20 shows about the community perception towards the performance of project-sponsored schools. Majority of the parents being 77.7 percent identified the role of such schools in enhancing the literacy rate in the target area whereas 71.5 percent viewed project schools as creating an opportunity for continuity of further education after primary education. 48.5 percent and 36 percent respondents agreed that project schools were playing an effective role in children socialization as well as creating business opportunities respectively.

Table -21 Multifold Support of Community Members to Project

S. No.	Support	Frequency	%age
1	Moral	92	70.1
2	Material	71	54.6
3	Financial	32	24.6
4	Intellectual	81	62.3

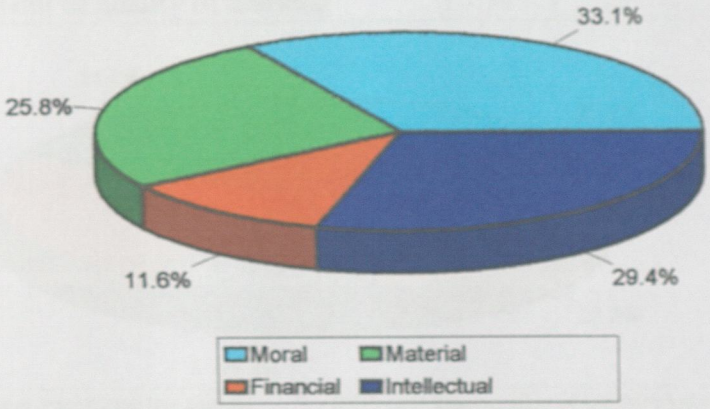


Figure-21

Table #21 indicates that community remained very much generous in extending different forms of support to the efforts initiated for increase of literacy. 70.1 percent respondents asserted that community extended moral support whereas 62.3 percent observed intellectual support and 54.6 percent told for providing material support. Respondents being 24.6 percent admitted financial support of community.

It is obvious to say that all forms of support demonstrate working relations between community and project administration and its whole credit goes to participatory intervention.

Table -22 Role of PTA in Education Improvement

S. No.	Role	Well	Good	Not satisfactory
1	Approaching /mobilizing the people	71	46	14
2	Proper looking after of children education	36	67	14
3	Interest in school related infrastructure	22	58	16
4	Enrollment Increase	88	25	8
5	Improvement in quality of learning	71	25	14

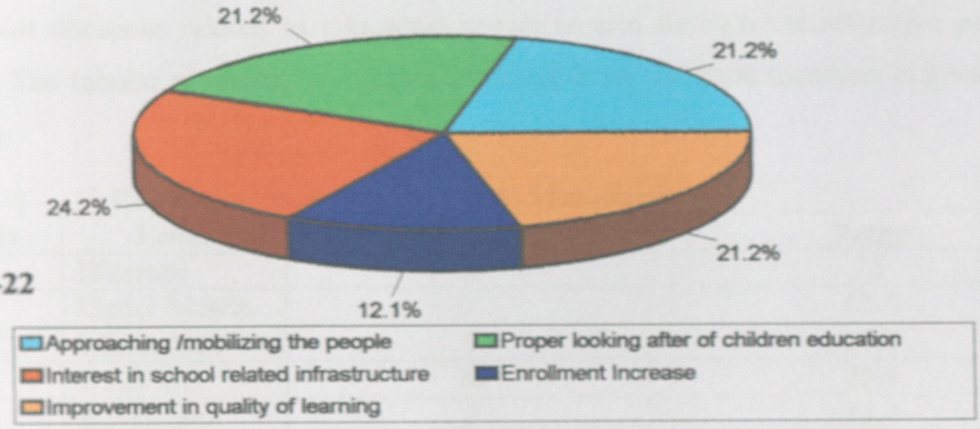


Figure-22

Table # 22 indicates the appreciation of community in favour of PTA on many junctures in encouraging the education project. Parents being 54.6 percent observed as highly appreciated the role of PTA in approaching and mobilizing the people whereas 35.8 percent and 10.8 percent rated such activity as good and not satisfactory respectively. 27.7 percent respondents lauded highly its role in looking after children education, 51.5 percent considered it good. Parents being 16.9 percent described the role of PTA in infrastructure praise worthy whereas 44.6 percent looked simply satisfied 67.7 percent respondents dubbed the role of PTA as highly contributory in increase of enrollment and 19.2 percent were found satisfied normally with the same role. 54.6 percent greatly favoured the role of PTA in improvement of quality learning and 19.2 percent showed their normal sense of appreciation

SECTION-B

4.2 Development Organizations' Participation in Project Activity

Development Organizations are locally formed organizations working as representative bodies on the basis of wards or villages. They genuinely represent the people by voicing their interests and that is the reason the local inhabitants pose their confidence in them. The role of DOs is per se an indirect participation of community in various important decisions of the project, but it has further created a conducive environment for the direct participation of general people of community in almost all important decisions related to education access in area through the education project of HDF. The tabular presentation of data obtained from the DOs members is given in this section.

Table -1 Education Status of the DOs' Members

S. No.	Level	Frequency	%age
1	Illiterate	13	25
2	Under Matric	7	13.5
3	Matriculate	9	17.3
4	F.A/F.SC	14	26.9
5	B.A/B.Sc.	7	13.5
6	M.A/M.Sc.	2	3.8
Total		**52**	**100**

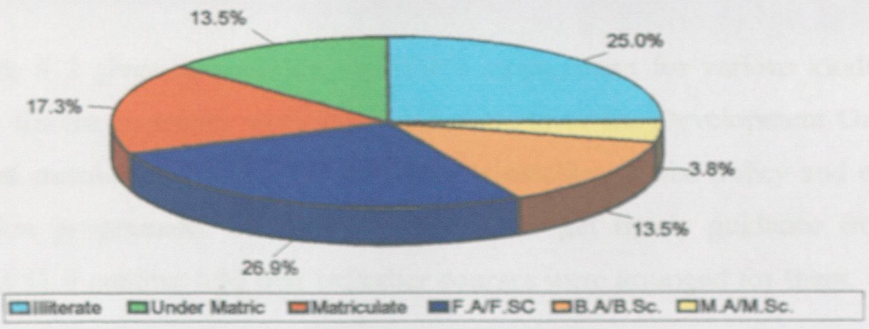


Figure-1

Table # 1 shows that majority of the DO members held a positive perception by their warm participation in various activities of the project, which is an indicative of welcoming gesture to efforts made for development of education. Members being 26.9 percent had intermediate as qualification, 25 percent were illiterate, 17.3 percent were

secondary school passed, 13.5 percent were graduate and only 3.8 percent were Master degree holders.

Table -2 Training Programme for DOs' Members

S. No.	Nature of training	Frequency	%age
1	Properly trained on motivation	22	42.3
2	Oriented with policy, objectives of project	44	84.6
3	Oriented with refresher courses	27	51.9
4	Imparted with time to time guidance	36	69.2
5	Any other	0	0

Figure-2

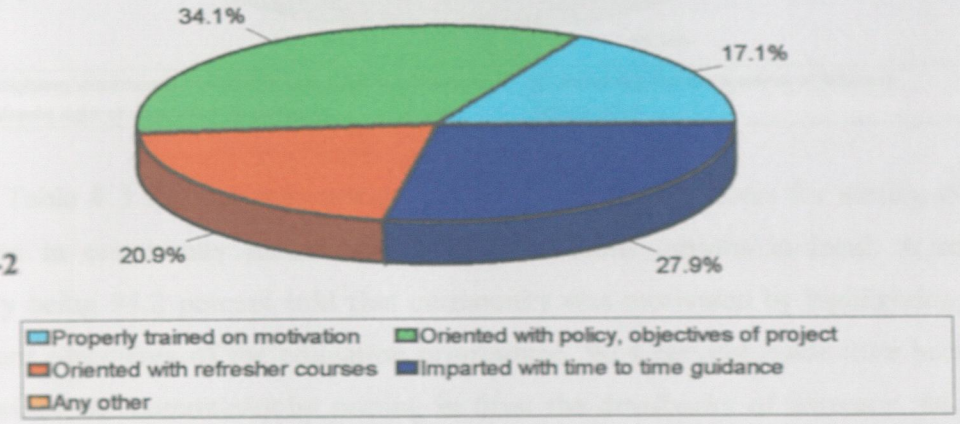


Table # 2 gives information on HDF's arrangement for various kinds of training programme for the members working as members at to the Development Organizations. 84.6 percent members viewed getting proper orientation on the policy and objectives of the education programme. 69.2 percent agreed to get timely guidance from resource persons and 51.9 percent told that refresher courses were arranged for them. 42.3 percent admitted to get training on the mechanism of motivation.

The data given in the relevant table indicates that the project left no stone unturned in imparting various kinds of training and orientation to the members for strengthening their capacity in the related field.

Table -3 Mobilization Pattern by the DOs' Members

S. No.	Types of Mobilization	Frequency	%age
1	Highlighting importance of objectives of project education	49	94.2
2	Explaining the draw backs of illiteracy	47	90.4
3	Children's right of education on parents	45	86.5
5	Any other	0	0

Figure-3

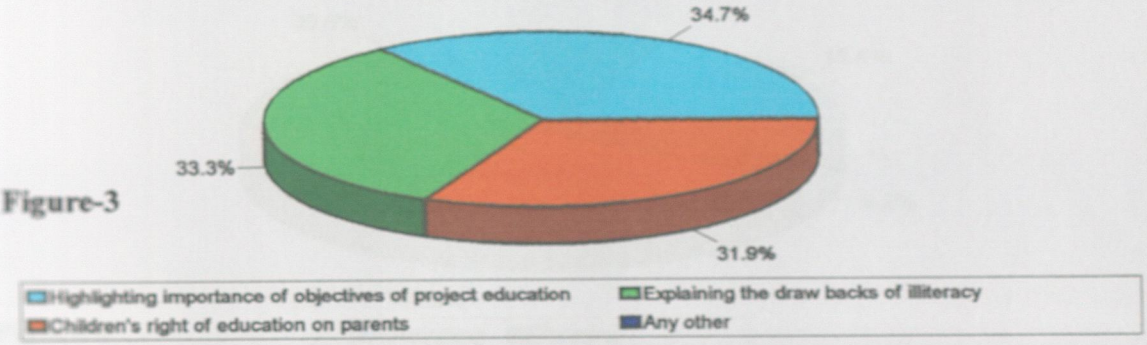


Table # 3 hints at information regarding the DO members for sorting out certain priorities in community mobilization through various options in hand. A remarkable majority being 94.2 percent told that community was motivated by highlighting the most important objectives of the education programme. 90.4 percent made their hectic efforts to convince the community by putting in front the drawbacks of illiteracy. 86.5 percent members pleaded education as a basic right of children over their parents. The strong affirmation to the three means of mobilization indicates the community people's thrust to send their children for the attainment of education. Such scenario depicts a critical exposure of the conservative mental outlook probably developed at the behest of vested interests people in the past, on the one hand, and no concrete efforts in this regard by various bodies working on the subject, on the other.

Table -4 Involvement of DOs in Education Project Activities

S. No.	Activities	Frequency	%age
1	Designing	18	34.6
2	Planning	30	57.7
3	Monitoring	41	78.8
4	Evaluation	9	17.3

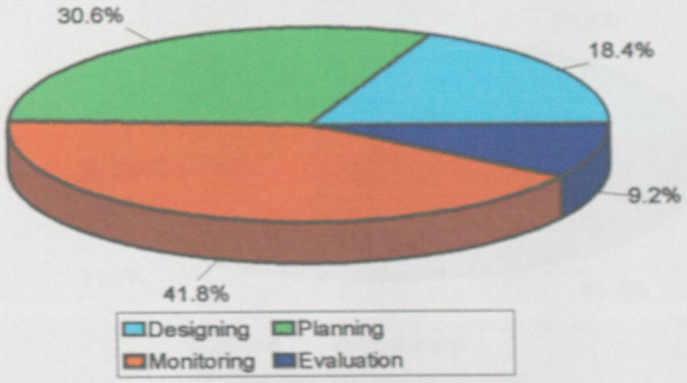


Figure-4

Table # 4 indicates a great trust as posed on the Development Organizations by the project authorities by involving them in various important activities like planning and monitoring. 78.8 percent of DO members agreed with their active role at the time of monitoring whereas 57.7 percent admitted their role in the process of planning. A considerable frequency of respondents being 34.6 percent also showed their involvement in the designing process. Only 17.3 percent of the members mentioned their role in the evaluation. Likewise community members the DO have been provided with the opportunity to participate in project related activities, which demonstrates their effective participation.

Table -5 Types of Support Extended to Project Personnel

S.No.	Support	Frequency	%age
1	Moral	48	92.3
2	Intellectual	32	61.5
3	Financial	16	30.8
4	Decision-making	44	84.6

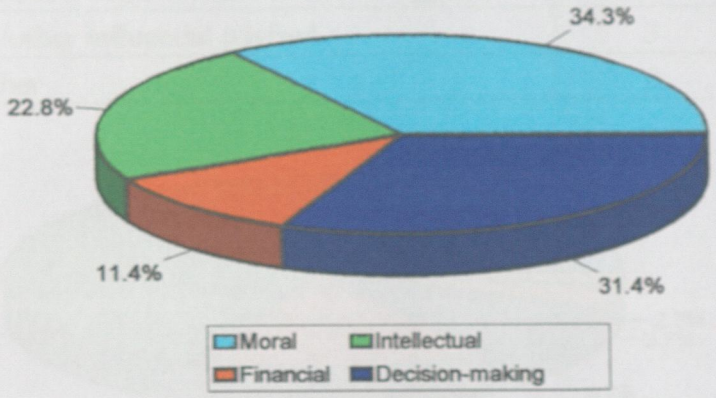


Figure-5

Table # 5 shows that community extended its multiple supports to the development organizations in respect of various activities project. 92.3 percent members admitted moral support by community, 84.6 percent told involvement of community in decision making, 61.1 percent mentioned intellectual support of community and only 30.8 percent DO members observed support of community in the matter of finances. The data on community support to development organizations look harmonized with those of community in respect of project personnel.

Table -6 Reasons Behind School Opening

S. No.	Reason for decision	Frequency	%age
1	During needs identification	50	96.1
2	Community people showed thrust for	42	80.8
3	Intellectuals demanded for	21	40.4
4	Religious people suggested for	13	25
5	Nazim/other Elected representative suggested	5	9.6
6	Khans/other influential advised	3	5.8
7	Any other	0	0

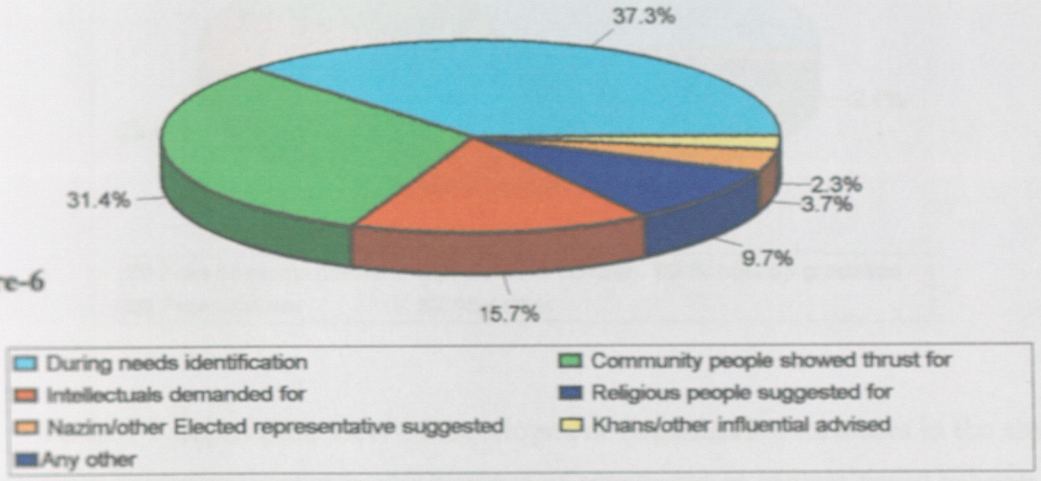


Figure-6

Table # 6 gives information on the role of DOs in the inception of schools in communities on their proposal. An overwhelming majority being 96.1 percent pointed out that during the needs identification schools were recommended to be established. 80.8 percent of members viewed community's thrust for the same before they were established. 40.4 percent, 25 percent, 9.6 percent and 5.8 percent of members termed the establishment of school as an outcome of demand put forward by the intellectuals, demand by the religious circle, on the suggestion of Nazims and other elected representatives, and on the advice of influential of the locality respectively.

Table -7 DOs' View for Improvement in Access to Schools

S. No.	Expectation of TMF	Frequency	%age.
1	Free books to children	42	80.8
2	Pocket to children	21	40.4
3	School up gradation	34	65.4
4	Free Uniform	45	86.5
5	Any other	3	5.8

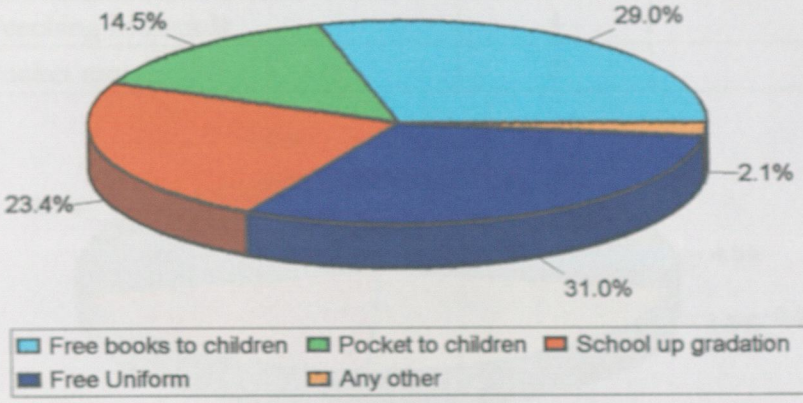


Figure-7

Table # 7 depicts the view of Development Organization members in the shape of certain steps for improvement in the increase of enrollment at project-based schools. 86.5 percent of the DO members looked for provision of free uniform to the children of community. 80.8 percent told for the free books to children, 65.4 percent viewed enrollment increase in the form of school upgradation, 40.4 percent suggested the provision of pocket money to children and 5.8 percent members replied in the column of *any other* suggesting excursion trips for students. It is analyzed that there is massive poverty in the target area and majority of families not sending their children for education wished the free provision of uniform and books etc.

Table -8 Community Contribution Extended to Project

S. No.	Resources	Frequency	%age
1.	Land for construction	9	17.3
2.	Building for school	51	98.1
3.	Furniture	4	7.7
4.	Electricity	48	92.3
5.	Lights/Fans	44	84.6
6.	Drinking Water	48	92.3
7.	Teaching Materials	4	7.7
8.	Pocket money	2	3.8

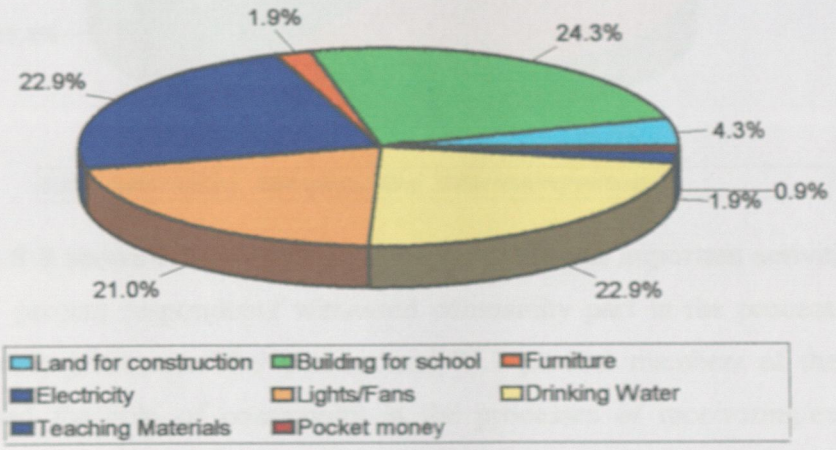


Figure-8

Table # 8 shows the endorsement of community cooperation in provision of material objects to the project schools. 98.1 percent of them observed that community extended cooperation in the form of buildings for schools. 92.3 percent admitted the provision of facilities like electricity and drinking water, 84.6 percent observed that community schools were facilitated with lights and fans. The data matches the same given in section *A* pertaining to the community analysis in the preceding phrase, and thus it is a decree of confirmation on the participation of community.

Table -9 **Community Participation in School Opening, Building Construction and Policy Making**

S. No.	Participation in	Frequency	%age
1	Decision making	43	82.7
2	Implementing	38	73.1
3	Monitoring/evaluating	40	76.9

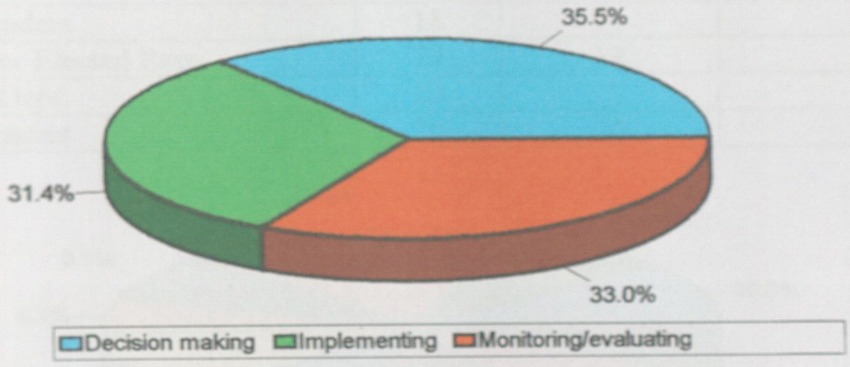


Figure-9

Table # 9 shows community participation in various important activities related to project. 82.7 percent respondents witnessed community part in the process of decision-making on many junctures. 76.9 percent and 73.1 percent members of the interviewed DOs confessed the role of community in the processes of monitoring/evaluating and implementing respectively. This table reflects the community participation in important decision vis-à-vis school opening, building construction and policymaking etc.

Table -10 Participation by Various Groups in Education Programme

Participant	Participation		
	Moral	Intellectual	*Material*
Laborer	22	0	0
Farmers	19	4	10
Educated	37	32	14
Crafts men	17	2	15
Religious People	12	12	0
Land Owners	24	16	21
Political Leaders	18	14	9
Nazim/Other Elected Reps	23	12	11
Education Dept.	22	7	0
Donor Agencies	16	16	16

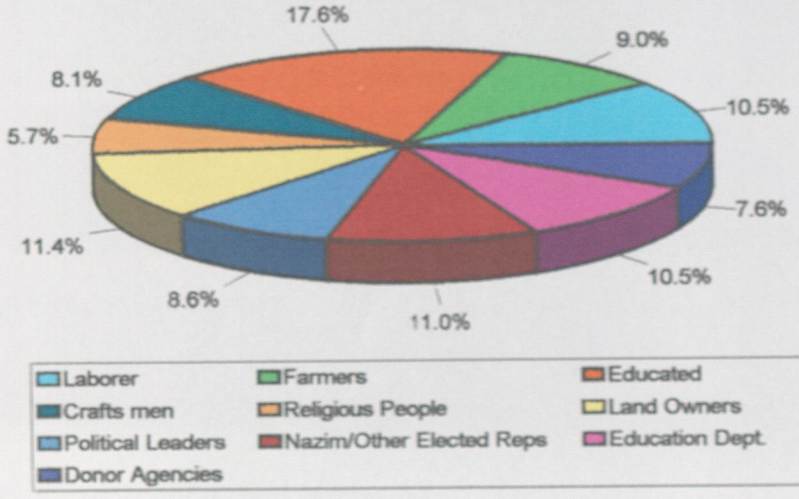


Figure-10

Table # 10 indicates participation of various quarters of life in the target area in regard to their support at various levels. 42.3 percent admitted that labourers extended their moral support. 36.5 percent viewed farmers extending their moral support followed by 7.7 percent saying for intellectual support and 19.2 percent in favour of material support. It was further observed in the light of answers of the DO members that 71.2 percent educated segment of the community extended moral support followed by 61.5 percent saying for intellectual support and 26.9 percent for material support. 32.7 percent members of the DOs viewed the craftsmen extending their moral support to the people engaged in the education programme followed by 3.8 percent and 28.8 percent observing their intellectual support and material support respectively. Religious people were viewed as cooperative in moral and intellectual support at 23.1 percent The DO members being

46.2 percent recognized that land owners extended moral support followed by 30.8 percent view favouring intellectual support and 40.4 percent as material support. 34.6 percent political leaders were also seen for extending moral support followed by 26.9 percent for intellectual support and 17.3 percent for material support. Nazims and other elected representatives were viewed for their moral support, intellectual support and material support by 44.2 percent, 23.1 percent and 21.2 percent respectively. DO members being 42.3 percent and 13.5 percent observed the Education department extending its moral support and intellectual support respectively. Donor agencies were told to have extended their moral, intellectual and material supports at 30.8 percent.

Table -11 **Reasons for No Withdrawal of Schools**

S. No.	Reasons	Frequency	%age
1	Schools are still unable	49	94.2
2	Under consideration	12	23.1
3	Non-awareness of community	34	25
4	No proper funding so far	36	69.2

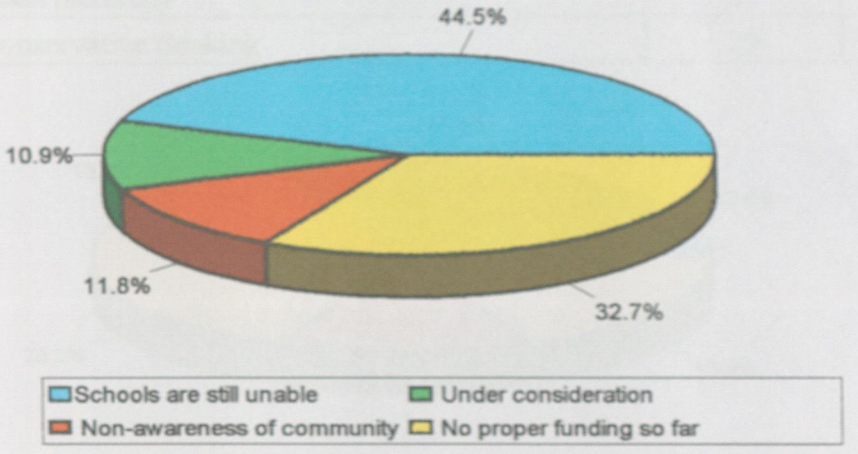


Figure-11

Table # 11 gives data about reasons restricting withdrawal of project schools. 94.2 percent DO members mentioned the immature status of schools as a major reason for not being handed over to community, so for. 69.2 percent termed financial constraint as hurdle of the way whereas 25 percent moved forward the non-awareness of community.

It is very much clear from the data the project schools are still in immature condition, and lack of management has further kept the project administration away from empowering community.

Table -12 Community Apprehensions towards NGOs

S. No.	Apprehension	Frequency	%age
1	Religious circle	22	42.3
2	Vested interest group	28	53.8
3	Non cooperation from government	22	42.3
4	Community's negative impression against NGOs	37	71.1
5	Class hierarchy	21	40.4
6	Conservative thinking	29	55.8

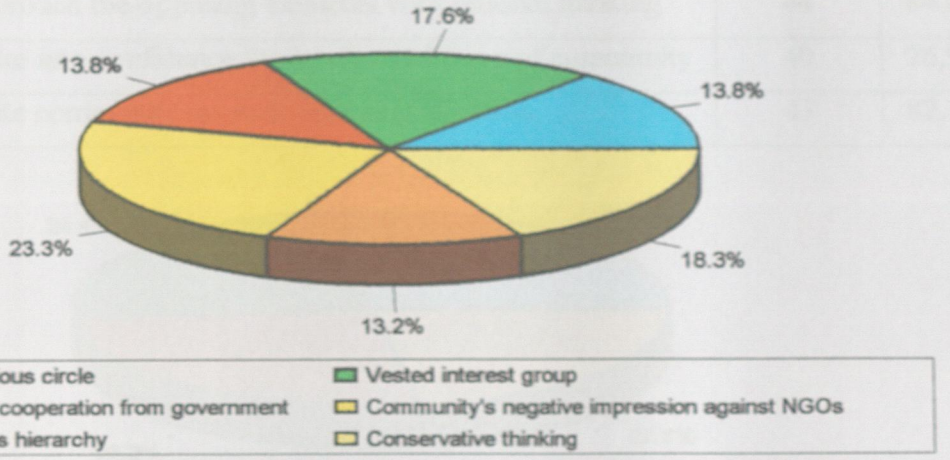


Figure-12

Table # 12 hints at reservations on the part of community. Although community did not show its frigid behaviour to cooperate in any activity initiated for education development in area, but even then community had certain reservations to the role of Non- Government Organizations (NGOs).

71.1 percent members thought that community had hidden seed of negative impression towards some NGOs for being funded by some objectionable donor agencies and ill perceived liberty of the NGOs'women not observing PURDAH (veil). 55.8 percent held a similar view of strong grip of the conservative thinking. It is note worthy that 53.8 percent respondents questioned the discouraging role of vested interest people existing in community. 42.3 percent blamed government for its non- cooperation and indifferent attitude 34.4 percent observed the role of religious circle as negative. 40.4 percent viewed class hierarchy as a responsible factor for demoralizing such efforts. The

present study dispels a wrong impression about the religious people for their negative role as major hurdle blocking the project activities, as less than a simple majority.i.e.34.4 percent only agreed with it.

Table -13 Mechanisms for making Situation Accommodative

S. No	Access	Frequency	%age
1	To Apprise community of the falsehood of negative impression	38	73.1
2	To Approach the opposing elements with rational thinking	44	84.6
3	To Take into confidence the intellectual force of community	40	76.9
4	To Unite community on such opposing situation	43	82.7

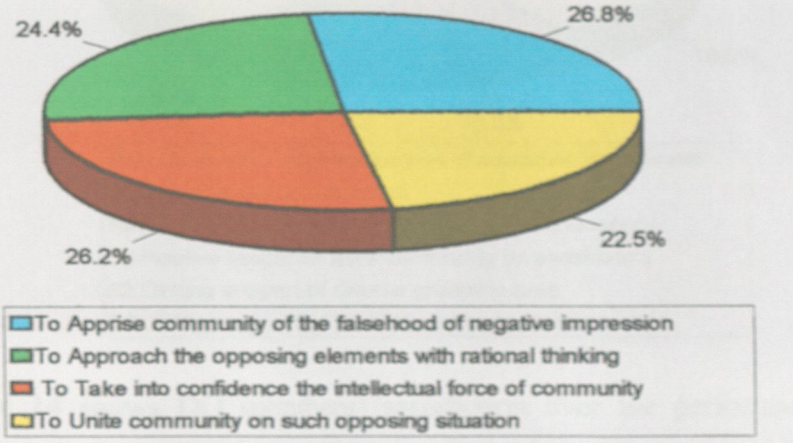


Figure-13

Table # 13 indicates the efforts of the project personnel as well as DO members they are doing to defuse untoward situation. 84.6 percent members observed that the project handled such situation by arguing with the opposing elements rationally, whereas76.9 percent of respondents observed the intellectual force of the community was also taken into confidence in this regard if there erected any unpleasant problem. 73.1 percent members from the DOs observed the project men convincing community people of the false nature of impression.

Table -14 **Satisfaction over Performance of Project Schools**

S. No.	Satisfaction over	Frequency	%age
1	Achieving the target/objectives of education programme	42	80.8
2	Imparting quality education	42	80.8
3	Having trained/talented and hard working teachers	40	76.9
4	Positive response from community (In enrollment)	37	71.1
5	Getting support of diverse groups in area	33	43.5
6	Getting support of intellectual people in area	35	67.3

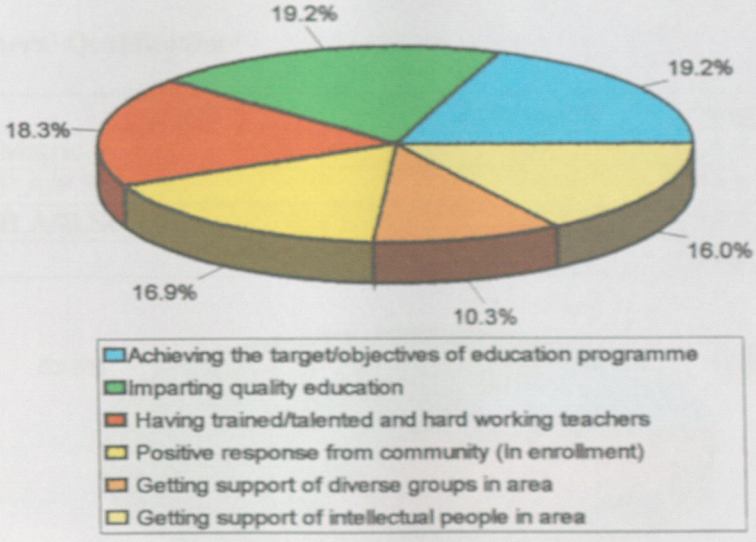


Figure-14

Table # 14 shows DO members' satisfaction over the performance of project schools in educating the community children. 80.8 percent members were found satisfied with the role of project in imparting quality education and the same respondents observed the project moving towards its target achievement. 76.9 percent considered that standard training of teachers was a plus point in break through of project. 71.1 percent lauded its role in enrollment enhancement. It is observable that intellectual community proved its galaxy in real sense by removing off almost all problems emerged at any turn and 67.3 percent members of the DOs recognized it.

SECTION-C

4.3 Parent Teacher Associations Participation in Project Activity

The Parent Teacher Association is working as an effective source of liaison between teachers and parents of the community. It has an important role in regulating the functional domain of educational institution with the help of project as well as community. The PTA was found with its contributory role in increasing the enrolment rate, decreasing the drops out and left over rates, and ensuring quality education in the target areas.

Table -1 Teachers' Qualification

N=26

S. No.	Level	Frequency	%age
1	Matric	04	15.4
2	F.A/F.Sc	14	53.8
3	B.A/B.Sc	08	30.8
Total.		**26**	**100**

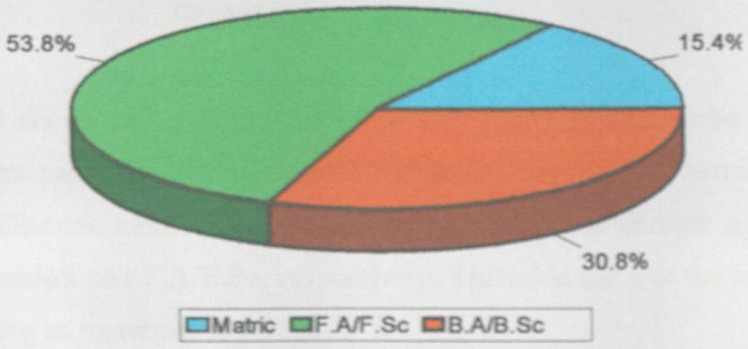


Figure-1

Table # 1 shows the qualification of teachers of the PTAs. 53.8 percent teachers had the qualification of F.A/F.SC, followed by 30 percent graduate teachers. Only 15.4 percent teachers had secondary school certificates.

It is worth underscoring that low level of teachers' qualification was mainly due to massive illiteracy and non- availability of high-qualified people in the target area. The following table figures out their qualification.

Table -2 Qualification of Parent Members

N=52

S. No.	Level	Frequency	% age
1	Illiterate	10	19.2
2	Matric	30	57.7
3	F.A/F.Sc	07	13.5
4	B.A/B.Sc	05	9.6
Total		**52**	**100**

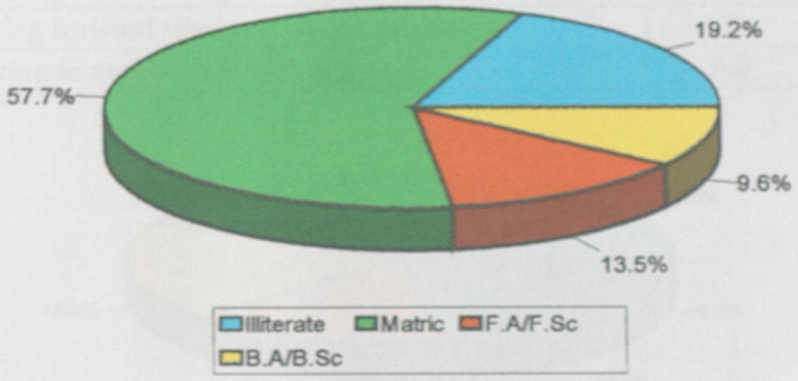


Figure-2

Table # 2 shows the qualification of parents working as members to the PTAs. 57.7 percent parent members of the Parent Teacher association were matriculate followed by 19.2 percent illiterate members as second major group. 9.6 percent and 13.5 percent parents had graduation and F.A/F.Sc. respectively. The table hints at the literacy status of the parents working as members to PTAs.

Table - 3 Role of PTA in Enrolment and Quality of Education

N=78

S. No.	Activity	Frequency	%age
1	Identifying the school age children	58	74.4
2	Motivating the parents	52	66.6
3	Ensuring quality education	39	50
4	Solving students related problems	64	82.1
5	Contacting parents in children academic performance	53	67.9
6	Ensuring teachers regularity	58	74.4
7	Putting forward teachers related problems	21	26.9
8	Sharing in monitoring/evaluation	Nil	0

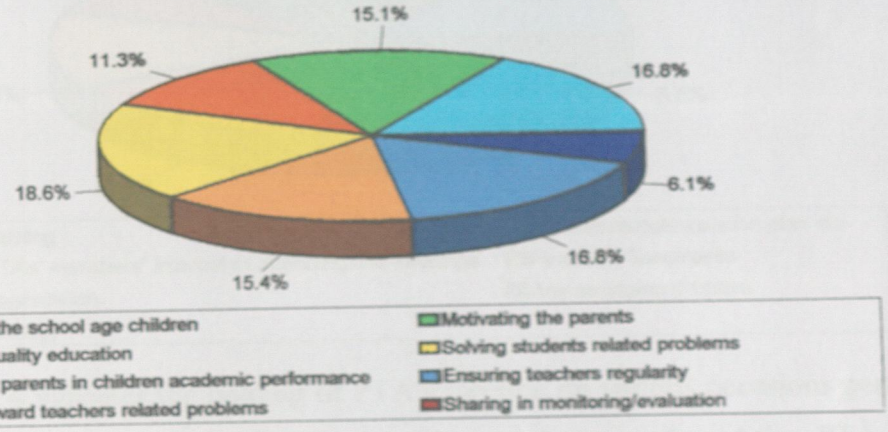


Figure-3

Table # 3 indicates the role of PTA in enrollment increase and betterment in quality education. Majority (74.4 percent) admitted that PTA had been proving helpful in the identification of children of school going age as well as ensuring the regularity of teachers during duty hours. More than half of respondents being 67 percent endorsed the role of PTA in establishing proper liaison with the parents of children in connection with their academic performance at their respective schools. The role of PTA was also observed in parents' motivation as indicated by 66.6 percent. Half of the respondents agreed with the role of PTA in ensuring quality education and 26.9 percent stated that it played its role in putting forward problems related to the teachers. As understood that the PTA plays an important role in improving access to schools and quality education in the sampled areas. Likewise all respondents from both the parents and teachers viewed the role of PTA helpful in settling down the confronting problems as emerged.

Table -4 Agenda Matter of PTA's Meeting

N=78

S. No.	Activities Discussed	Frequency	% age
1	Quality learning	42	53.8
2	Infrastructure/extension plan etc	78	100
3	Lack of PTAs' members' interest in attending the meetings	24	30.8
4	Financial Constraints	41	52.6
5	School Upgradation	52	66.6
6	Any emerging problem	63	80.8
7	Future Strategy	21	26.9

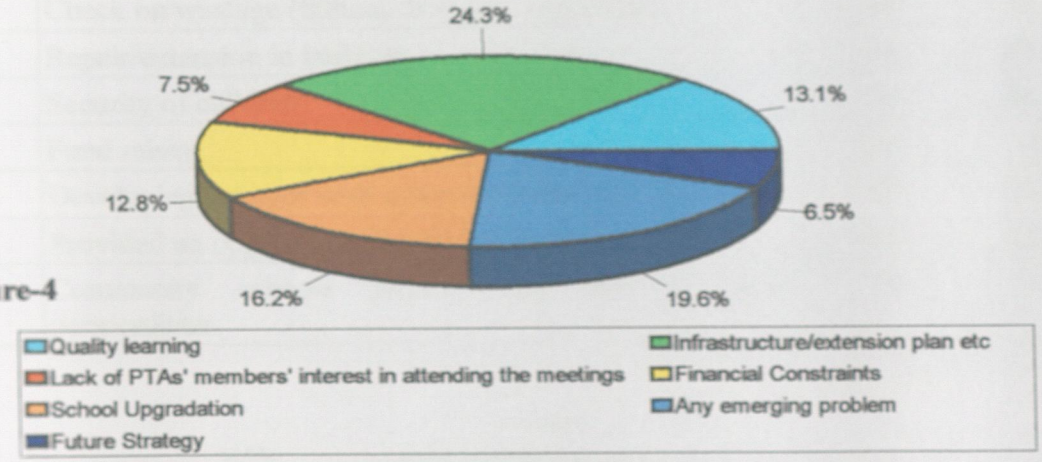


Figure-4

Table # 4 indicates the holding of PTA's meeting on various occasions pertaining to improvement of education. Hundred percent respondents confirmed that PTA played its role in ensuring the provision of infrastructure or any extension plan if needed. 80.8 members observed the PTA of in discussing any emergent problem related to teachers, students and schools. It moved ahead demanding the upgradation of project schools in the interest of community as viewed by 66.6 percent members. 53.8 percent members viewed discussing its role in opportunity creation for quality learning and 52.6 percent stated that PTA also discussed the matter of finances as a constraint in project activities. Whereas 30 percent respondents complained of least interest of PTA's members in meetings attendance and 26.9 percent respondents thought its role confined to evolving the future strategy. The members looked very much optimistic about the efficient role of the PTA following the fullest cooperation of project administration while considering the demands and suggestions streamlined during the meeting. Critical finances, if happened,

were discussed and PTA members deliberated frankly in disposing off the affairs. It indicates that PTAs were given free hands to move ahead for action as and when felt necessary for the sake of increase in literacy rate.

Table -5 Perceived Impact of PTA on Education Development
N=78

S. No.	Impact	Frequency	% age
1	Regularity of teachers	49	62.8
2	Access for enrolment	72	92.3
3	Check on wastage (failure, drop out, repetition)	48	61.5
4	Repair/extension in building	64	82.1
5	Security of children	38	48.7
6	Fund raising	24	30.8
7	Developing linkages with other organizations	42	53.8
8	Provided an opportunity for further education	37	47.4
9	Community schools proved help full in good personalities	26	33.3

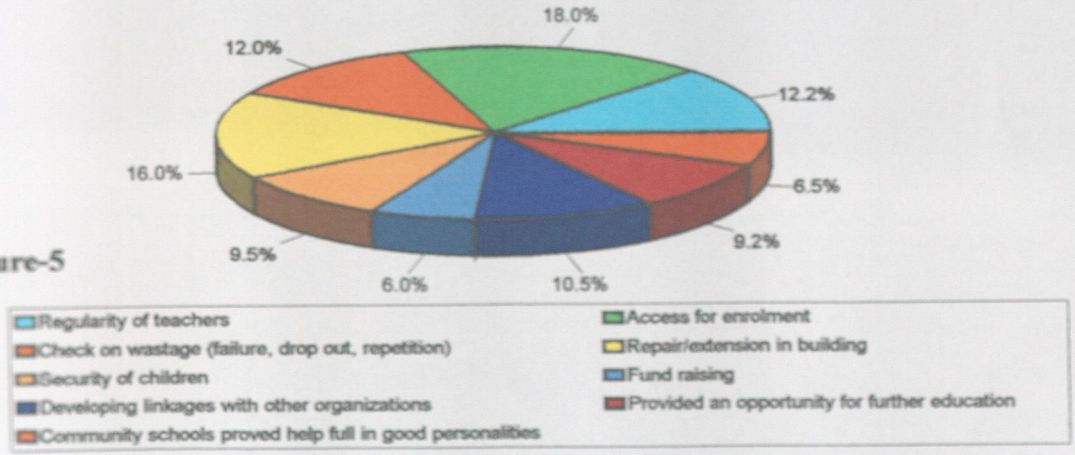


Figure-5

Table # 5 presents the view of respondents on the role of PTA in overall promotion of education in area. Great majority of PTA's members being 92.3 percent held the view that PTA made possible an access to schools, followed by 82.1 percent observing the impact in the shape of repair or extension in buildings. Whereas 62.8 percent visualized it in the shape of teachers' regularity in schools, 61.5 percent in the

shape of controlling educational wastage like failure, drop outs and repetition and 53.8 percent in the form of developing linkages with other organizations. PTA members being 48.7 percent deemed it effective in the security of children, 47.4 percent in providing an opportunity of mainstreaming to children for further studies and 33.3 percent observed project schools as contributory in the development of good personality of children.

The data reveal that the project schools have been proving helpful in accelerating the enrollment rate in the sampled areas. This speaks the zeal of local people for education attainment and control on educational wastage (failure, drop out and repetition) as well.

Table -6 PTA's View on Restraints in the Way of Participation
N=78

S. No.	Restraints	Frequency	%age
1	Religious circle	26	33.3
2	Vested interest groups	12	15.4
3	Non-cooperation from government	35	44.9
4	Communities negative impression against NGOs	39	50
5	Status rivalry of high-class people	40	51.3
6	Class hierarchy	Nil	
7	Conservative thinking	41	52.6

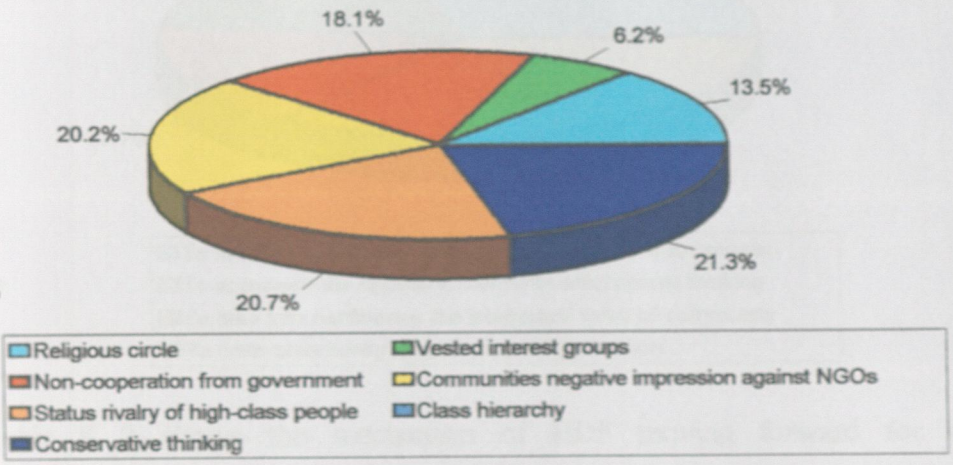


Figure-6

Table # 6 sketches many problems to progressing of non- government organizations due to the existence of some pushing down forces. The reason of the conservative thinking remained on the top in blocking an access to schools as deemed by 52.6 percent respondents. 51.3 percent viewed status rivalry of high class, 50 percent as negative impression by community and 44.9 percent as non-cooperation from government to the successful movement of NGOs in the target area. Religious circle's disfavoring attitude and nefarious role of vested interest groups were also mentioned by 33.3 percent and 15.4 percent respectively as impediments to the headway of such organizations.

It is obvious to say that the deeply rooted illiteracy of the community has fostered ill perceptions like conservative thinking and cultural orthodoxy, which have been sabotaging the growth of development oriented activities through the discouragement of community people to participate therein.

Table -7 HDF Strategy for Situation Control

N = 78

S. No.	Access	Frequency	%age
1	To apprise community of falsehood of negative impression	56	71.8
2	To approach the opposing elements with rational thinking	35	44.9
3	To take into confidence the intellectual force of community	34	43.6
4	To unite community on such opposing situation	67	85.9

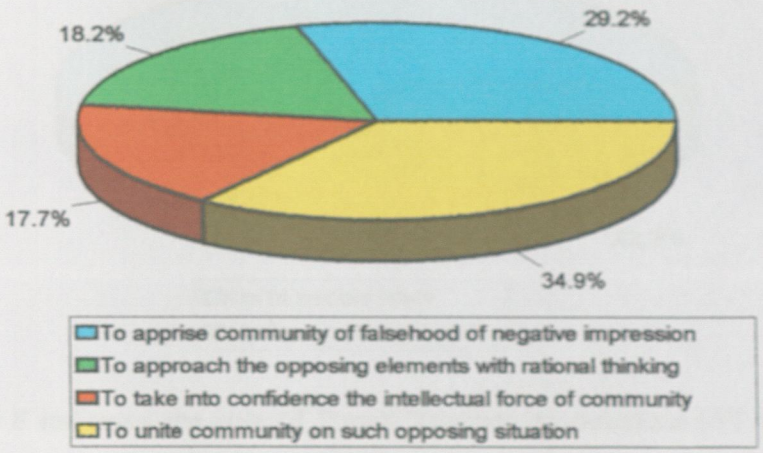


Figure-7

Table # 7 shows the mechanism of HDF moving forward for handling troublesome situation created by various quarters of the community. 85.9 percent agreed upon the point that the project personnel endeavoured to unite community to combat the malicious propaganda of the contentious forces followed by 71.8 percent interviewed members observing the role of project in apprising them of the false nature of negative impression. 44.9 percent told that the opposing elements were convinced through rational thinking whereas 43.6 percent disclosed that intellectual people were taken into confidence.

It is added that the skill of tension management is considered a success of an organization and the HDF has been doing its best in tension resolution. That is why the community particularly the educated section of the population extended cooperation in regard to participation.

Table -8 PTAs' Demand for School Upgradation

N=78

S. No.	Demand	Frequency	% age
1	Up to middle level	56	71.8
2	Up to secondary level	22	28.2
Total		**78**	**100**

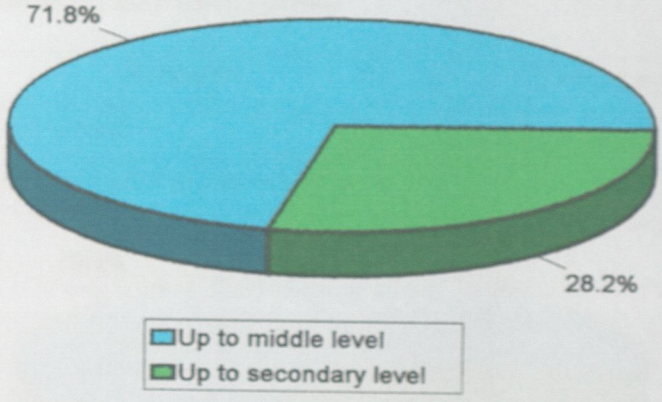


Figure-8

Table # 8 indicates the role of Parent Teacher Associations (PTAs) in regard to demanding the project authorities to upgrade the existing status of primary schools to the level of either middle or secondary. 71.8 percent and 28.2 percent of the members suggested the upgradation to the levels of middle and secondary respectively.

It is encouraging to note here that demand by PTAs illustrates the interests of their members in the improvement of literacy rate and academic performance of the existing schools.

SECTION-D

4.4 Project Staff on People's Participation in Project Activity

The view of staff from the two organizations Human Development Foundation and Tameer- e- Millat Foundation was sought on the criteria and subsequent action for school opening. The tabular presentation of data collected is given as follows.

Table -1 Criteria for School Opening

N=20

S. No.	Criteria	Frequency	%age
1	On DOs' Proposal	20	100
2	Community approaches directly	9	45

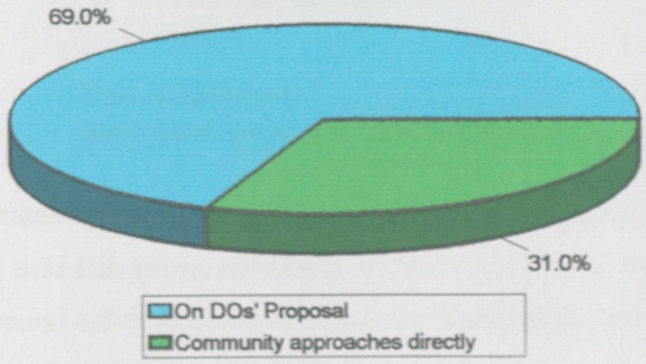


Figure-1

Table #1 gives data on criteria for school opening. All the interviewed personnel agreed to the point that schools were opened on the suggestion of the concerned DO. However, staff members being 45 percent added that sometimes schools were established on the direct contact of the community.

Table -2 Action on Proposal of School Opening

S. No.	Action on Proposal	Frequency	%age
1	Accepted Directly	8	40
2	Project team first investigates for the same	12	60

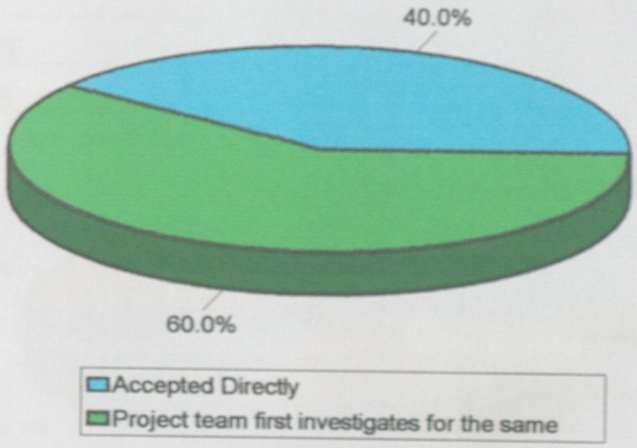


Figure-2

Table # 2 states about the procedure of subsequent action on the proposal. 60 percent respondents told that proposal submitted by the DOs was first investigated to dig out the status of demand either genuine or otherwise whereas the rest 40 percent observed the direct acceptance of proposals.

Table -3 HDF's Involvement in Activities

S. No.	Role	Frequency	%age
1	Planning	20	100
2	Organizing	20	100
3	Managing	14	70
4	Financing	20	100
5	Monitoring	20	100
6	Evaluating	13	65

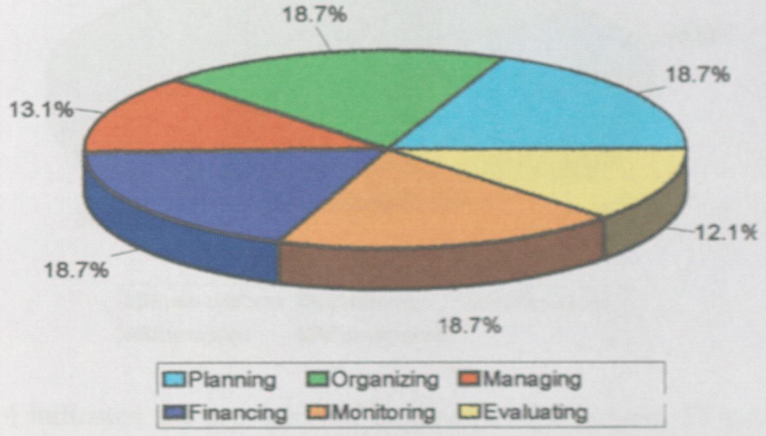


Figure-3

Table # 3 depicts the participation of HDF's involvement in various activities related to project. Hundred percent staff members endorsed their participation in the processes of planning, organizing and monitoring and financing. However, 70 percent mentioned their role in the managing activity and 65 percent in evaluating process also. It means that both the funding organization (HDF) and implementing organization (TMF) are performing their duty well to have supervision on the community action for the purpose only to keep their activities on the track.

Table –4 Facilities Provision by Project

S. No.	Facility	Frequency	%age
1	Free uniform	4	20
2	Stationery	15	75
3	School bag	0	0
4	Excursion	10	50
5	Conveyance	8	40

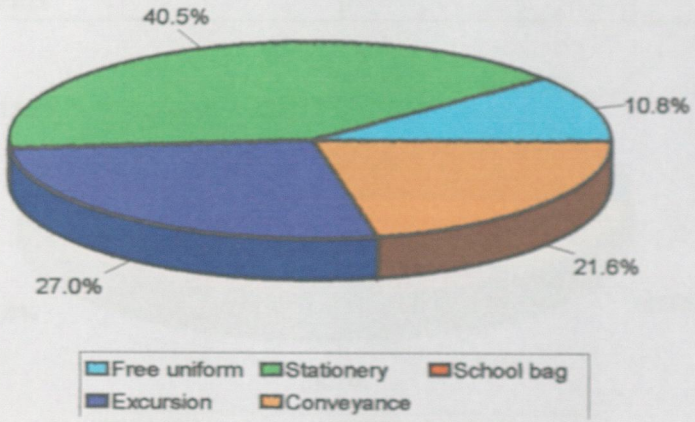


Figure-4

Table # 4 indicates the provision of facilities by the project. 75 percent of the staff members mentioned the provision of stationery to schoolchildren followed by 50 percent disclosing of excursion trips to various picnic spots in the province. However, majority of them i.e.80 percent denied the provision of free uniform to students in spite of fact that there was gross root poverty in the area.

Table -5 Provision of Materials by Project

S. No.	Materials Provided	Frequency	%age
1	Jute tats	16	80
2	Wooden desk	6	30
3	Furniture	14	70
4	Electricity	2	10
5	Safe drinking water	4	20
6	Equipments	7	35

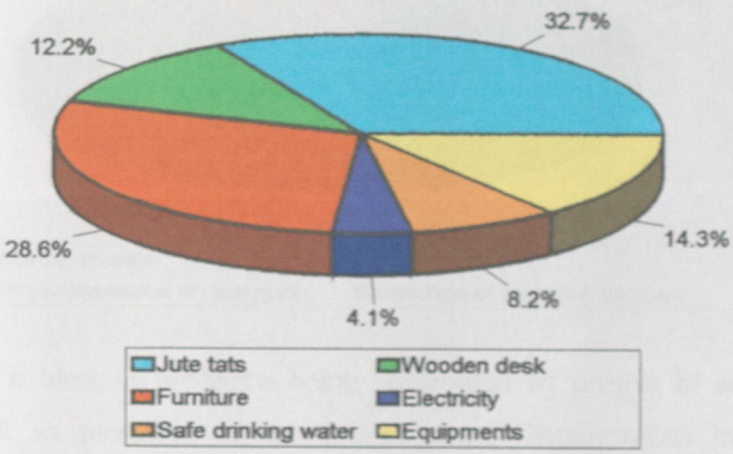


Figure-5

Table # 5 gives an account of material objects to the project schools. Supply of various items is one of the standing responsibilities of the project. The staff listed variety of things being provided to schools. 80 percent mentioned the provision of jute tats, 70 percent of furniture, 35 percent of equipment, 30 percent of wooden desks and only20 percent told that project also made arrangement for safe drinking water at schools etc.

It means that beside community the project administration also fulfilled its responsibility by sharing in the provision of the material objects to schools.

Table -6 Problems in Members' Selection

S. No.	Problems	Frequency	%age
1	Ethnic diversity	3	15
2	Status rivalry	1	5
3	Non-cooperation of community	4	20
4	Shortage of educated members	14	70

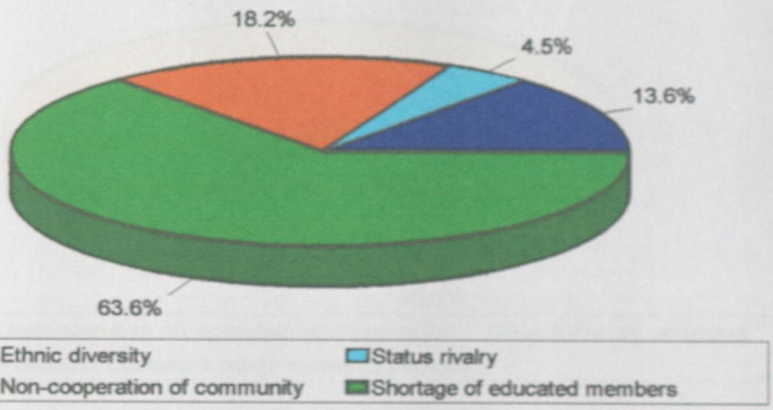


Figure-6

Table # 6 hints at problems being confronted by project in searching out local people to work as members to the Development Organizations in the capacity of volunteers. 70 percent staff members lamented at the shortage of educated people in the area and 20 percent complained of non- cooperation of community in this respect. This complaint of the staff looks beyond the fact and contradictory as the three other stakeholders of the project i.e. the community, the DOs and the PTAs have affixed the extension of their full cooperation to project activities on all junctures. Apart from it, the best performance of project schools is self-evident and without cooperation by community people the grooming of project was totally impossible. However, this meager number of the staffers might have dishearted of the conservative thinking of a few traditionalists. It is worth underscoring that some times some misunderstandings emerge unintentionally but these are not permanent in nature and can be settled down very soon.

Table -7 Orientation Programmes for the DOs' Members

S. No.	Programme Arranged	Frequency	%age
1	Understanding on agenda/objectives/policy	12	60
2	Lectures are arranged	0	0
3	Refresher courses through resource persons	8	40

Figure-7

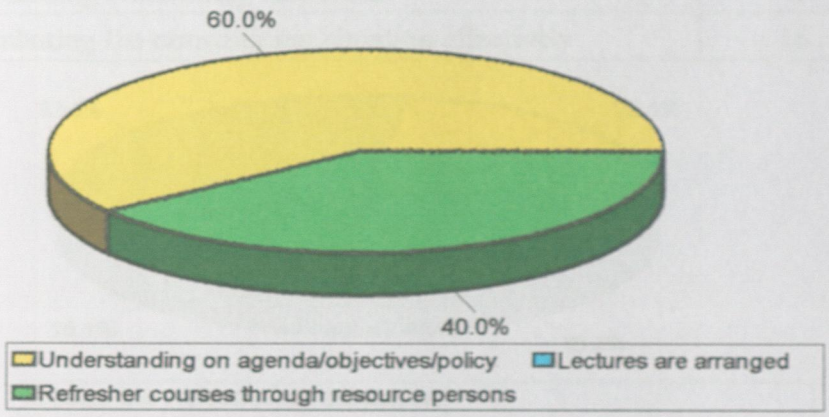


Table # 7 figures out the orientation programmes conducted for the members of DOs. The project does not seem enthusiastic here to arrange any lecture for the DOs' members to further flourish their potentials for the well being of project. 60 percent staffers told that the DO members were oriented only on the policy and objectives of the education programme. Less than majority i.e. 40 percent told of holding of refresher courses for the members of local organizations. It is a shortcoming on the part of project authorities not to pay proper heed to any orientation-based lecture for the general understanding of the people. It could further improve the capacity of the DOs' members if such lectures would have been arranged.

Table -8 Project Personnel's satisfaction over the Role of DOs

S. No.	Satisfaction Seen	Frequency	%age
1	Doing well in enrollment enhancement	12	60
2	Ensuring maximum peoples participation in project related activities	17	85
3	Harnessing community resources	8	40
4	Combating the constraining situation effectively	16	80

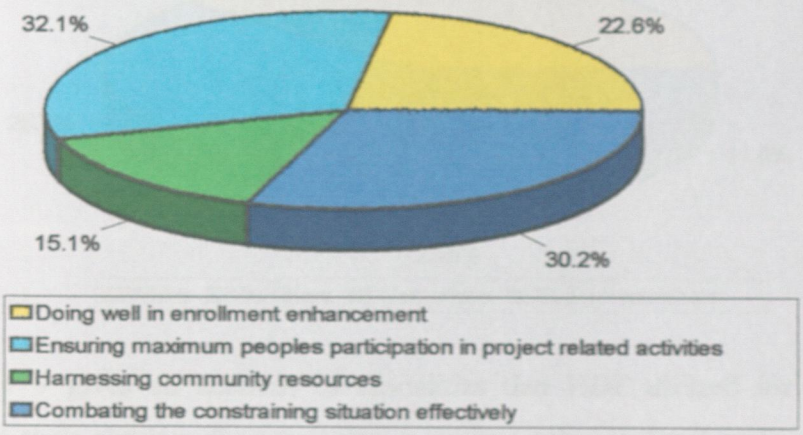


Figure-8

Table # 8 shows the amount of satisfaction over the role of DOs in achievement of project objectives. 85 percent of the staff lauded the role of community in ensuring its participation in project related activities. This is quite good that 80 percent staff members accepted the effectiveness of DOs in combating any constraining situation. 60 percent admired their role in enhancement of enrollment. It depicts cooperation of community and that is why the project has gone on the track leading to achieving its objectives.

Table -9 Mechanisms Used for Awareness

S. No.	Mechanism	Frequency	%age
1	Walks	13	65
2	Seminars	9	45
3	Workshops	8	40
4	Media involvement	4	20

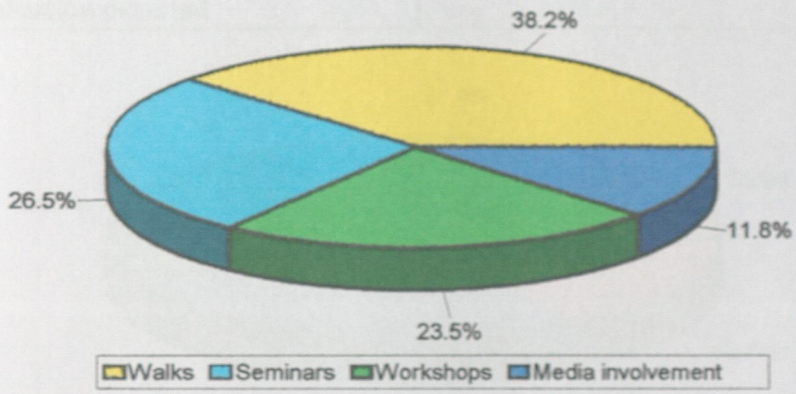


Figure-9

Table # 9 gives an account of modalities that HDF utilized for attracting the people to send their children for education at project schools. Staffers being 65 percent, 45 percent, 40 percent and 20 percent hinted at holding of the walks, seminars, workshops and involvement of the print media respectively. It is obvious to say that no intervention can stand successful until media is activated. The project did something in this regard within the limited finances but reality would be that to say that the publicity programme of HDF/TMF was not appreciation worthy. It is necessary to note here that the role of media has versatile acceptance in diffusing information to each corner of the area through its various channels, and it could further accelerate the rate of enrolment if attention would have been given towards it.

Table -10 Personnel's View on Community participation in Various Activities

S. No.	Activity Participated in	Frequency	% age
1	Designing	8	40
2	Advisory board	12	60
3	Monitoring	14	70
4	Evaluation internal	16	80
5	Evaluation external	10	50

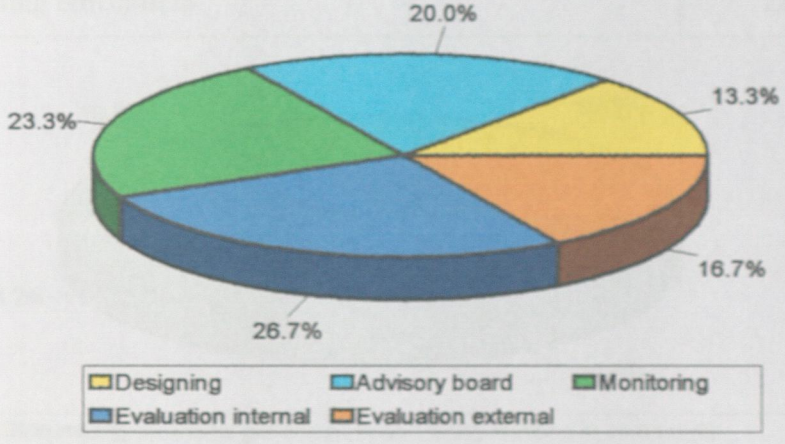


Figure-10

Table # 10 gives information on view of staff about community involvement in project activities. 80 percent observed their involvement in the activity of internal evaluation followed by 70 percent in the monitoring process. 60 percent favoured their induction in the Advisory Board and 50 percent mentioned their involvement in the external evaluation followed by 40 percent's view about community participation in the designing. It is very much clear to mention that community was involved in important stages of decisions and this situation looks contributory to the act of empowerment, which is the sole aim of participatory approach based project.

Table -11 Parents' Role Viewed by the Project Personnel

N=20

S. No.	Viewing the Role	Frequency	%age
1	Minimizing problems generated by the rivalry thinking in community	12	60
2	Quality learning through valuable suggestions	4	20
3	Improvement in infrastructure	11	55
4	Increasing enrollment	12	60

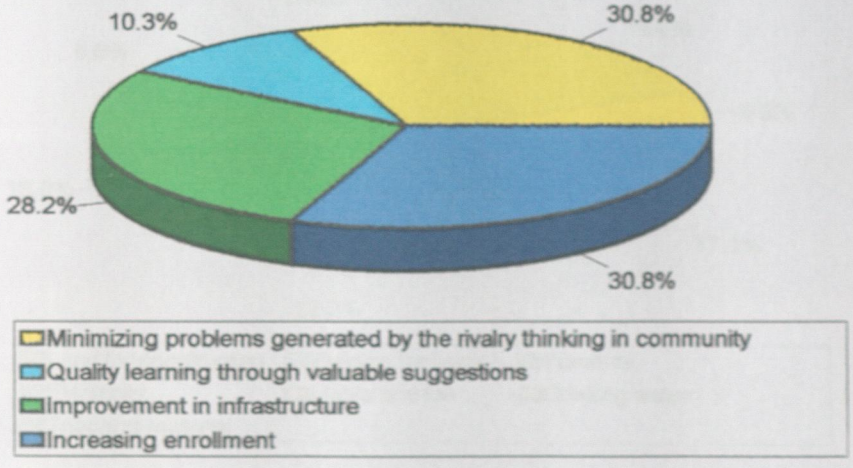


Figure-11

Table # 11 indicates the view of project personnel on the role of parents they are playing in enrolment increase. 60 percent of the interviewed staff appreciated their role in upward mobility of enrollment at project schools as well as down ward mobility in the magnitude of contentious thinking of the community people. 55 percent observed their role in the provision of infrastructure and 20 percent moved forward by mentioning their role in the improvement of learning standard through their valuable suggestions on different occasions. It further shows the extent of interest of community in placing an affordable position.

Table -12 Personnel's View on Utilization of Community Resources

S. No.	Resources	Frequency	% age
1	Land for construction	5	25
2	Building for school	13	65
3	Furniture	11	55
4	Electricity	7	35
5	Lights and fan	13	65
6	Drinking water	18	90
7	Teaching material	14	70

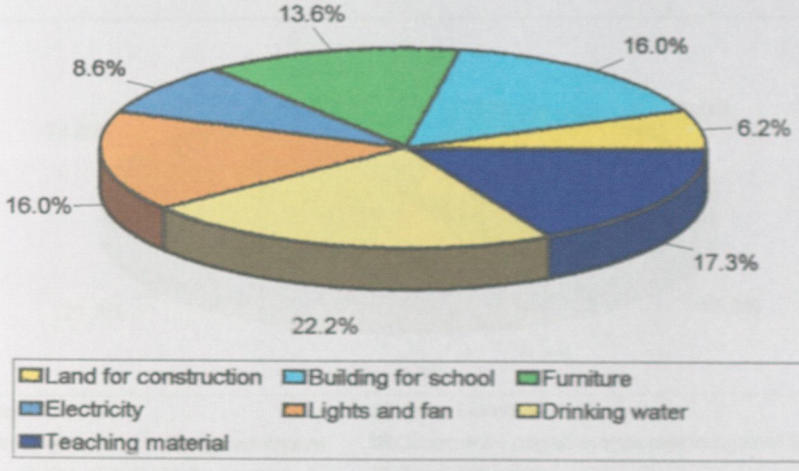


Figure-12

Table # 12 gives data on the contributory role of community in the provision of various material objects to the project schools. Majority of the staff being 90 percent held the view that community remained very much cooperative in regard to providing drinking water. Whereas 70 percent, 65 percent 55 percent, 35 percent and 25 percent furnished the information that community cooperated in provision of teaching materials, lights and fans as well as school buildings, furniture, electricity and extra land for construction of play grounds respectively.

Table -13 Project Staff's View on the Problems to NGOs

S. No.	Apprehensions	Frequency	% age
1	Religious circles	14	70
2	Vested interested groups	7	35
3	Non-cooperation from the government	9	45
4	Community negative impression against NGO	13	65
5	Status rivalry of high-class people	6	30
6	Class hierarchy	1	5
7	Conservative thinking	11	55

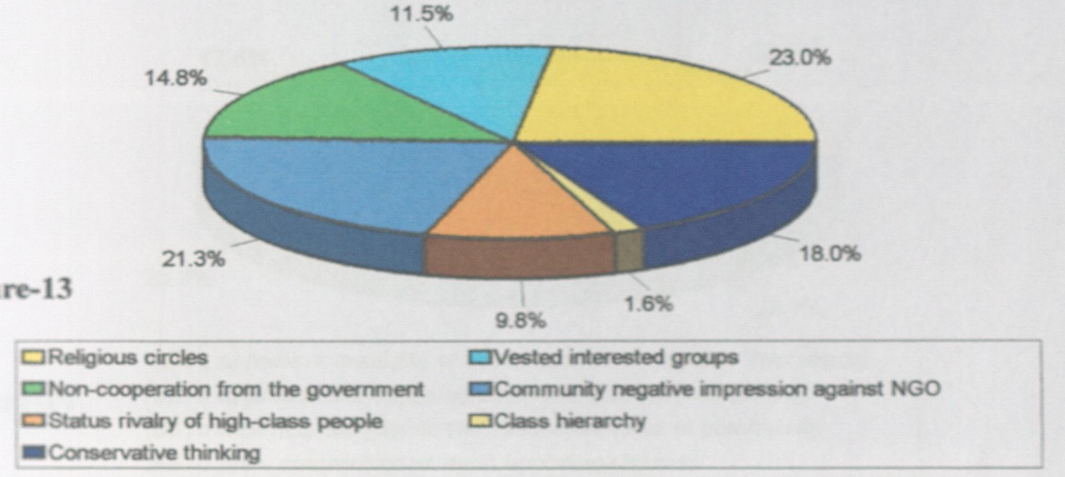


Figure-13

Table # 13 indicates the project staff's view on religious circle as a source to decelerating the speedy movement of NGOs in the target area and 70 percent respondents held such view. 65 percent of such respondents further explained that there was existing negative impression about the role of NGOs among the local people. 55 percent and 45 percent blamed the conservative thinking of the people and government's non-cooperative attitude as restraining forces respectively. Whereas 35 percent and 30 percent hinted at the negative role of the vested interest people and status rivalry of variably placed people respectively.

Table -14 Project Strategy for Situation Control

S. No.	Access	Frequency	% age
1	To apprise community of the falsehood of negative impression	16	80
2	To approach the opposing elements with rational thinking	10	50
3	To take into confidence the intellectual force of community	15	75
4	To unite community on such opposing situation	16	80

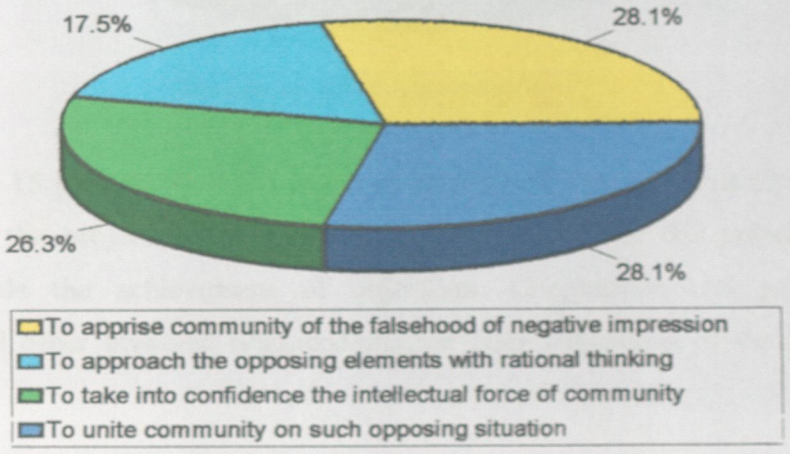


Figure-14

Table # 14 shows HDF strategy for controlling troublesome situation. Majority of the staff (80 percent) endorsed their role in dispelling the false status of negative impression against the NGOs and then taking community into confidence to combat such unfavourable situation. 75 percent mentioned to have an added advantage of intellectuals of the community for accommodating the situation and 50 percent deliberated on rational ground with the opposing elements on the topic.

Table -15 Objectives Achievement

S. No.	Objectives	Frequency	%age
1	Achieved	16	80
2	Not Achieved so for	4	20
Total		**20**	**100**

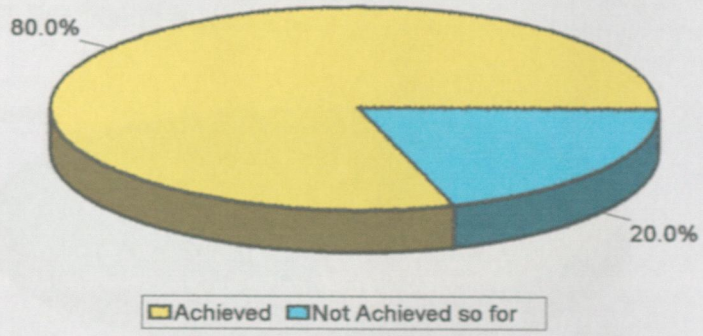


Figure-15

Table # 15 puts forward the worth of satisfaction over the education programme. 80 percent of the project staff showed their satisfaction over the project programme moving towards the achievement of objectives. Cooperation and participation by community and other involved organizations are clear indications of the success of the programme.

Table -16 Reasons for Non-Achievement of Objectives

N=4

S. No.	Reasons	Frequency	% age
1	No proper funding	3	75
2	No expected participation	0	0
3	No positive role of participation	0	0
4	No positive role of PTAs	0	0
5	No positive role of Dos	0	0
6	No proper mobilization	1	25

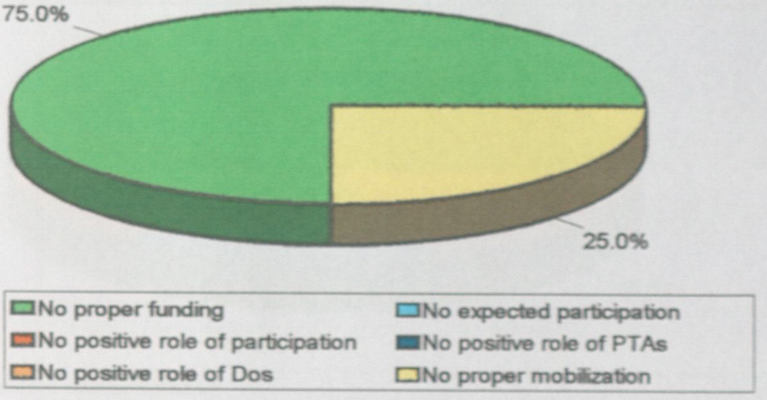


Figure-16

Table # 16 gives the description for dissatisfaction with HDF progress on straight track. Three out of four respondents having dissatisfaction termed no proper funding as responsible factor whereas one respondent observed no appropriate mobilization of community as responsible.

Table -17 Staff View on Impact of Education Programme

S. No.	Impact	Frequency	%age
1	Literacy rate jumped up	18	90
2	Project schooling has further provided opportunity of education	18	90
3	People have started sending girls to schools	17	85
4	Community based schools have helped in improving quality of education	14	70
5	Children studied/studying at your schools have developed good personalities	16	80

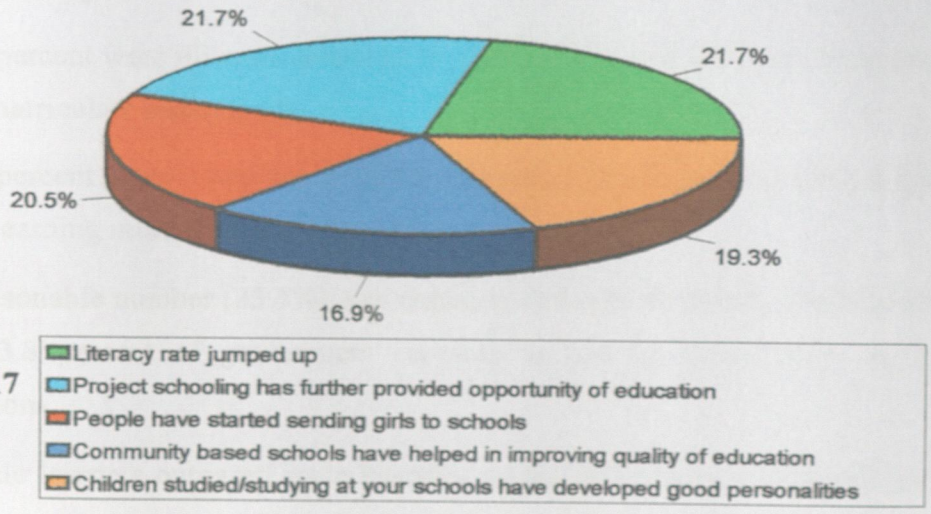


Figure-17

Table # 17 shows satisfaction with the outcome of the education programme started under the umbrella of Human Development foundation. Most of them being 90 percent viewed the impact of programme in the form of augmentation of enrolment size and creating opportunity for mainstreaming. This is quite encouraging that 85 percent of the community people were sending their girls for the attainment. 80 percent advocated the development of good personality of children studying at project based school whereas 70 percent observed the role of schools in the improvement of the quality of education. It indicates that project based schooling has proved helpful in overall activities related to increase in literacy rate in the target area.

CHAPTER - 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The major results came forth from the four studied segments of the universe during data collection are given below. It is pertinent to mention that the leading figures as well as numerically low but sensually significant figures of the tables are placed here. Findings are presented segment wise.

5.1 FINDINGS

5.1.1 Community:

- 55.4 percent were illiterate followed by 16.9 percent and 15.4 percent undermatric and matriculate respectively.
- 60.8 percent parents had below 5,000 rupees per month income. Only 4.6 percent were earning more than 15,000 monthly.
- A reasonable number (33.1%) was engaged in the profession of farming followed by 13.8 percent of government servants in various departments at different positions.
- Female learners outpaced male learners, as the percentage of studying girls was 51 against 49 percent of boys studying at the project run schools.
- The project based schools attracted 36.7 percent and 31 percent girls and boys respectively as first enrolment, 12.3 percent boys (left out) and 7.3 percent girls (left out), and 6.7 percent girls (drop out) and 6 percent boys (drop out) as re enrolment.
- 80.4 percent respondents held the view that their critical economic status kept away children from education, whereas 51 percent viewed poor academic performance as a standing behind drop out or left out case in the target community.
- 60 percent endorsed prior consultation before schools were opened followed by 51.5 percent mentioning mobilization of the Development Organizations (DOs) as

a source of information for the same. The seminars, walks and other media publicity did not remain remarkable as only 13.5 percent respondents admitted the holding of such progarmmes.

- Female education remained neglected in the past for three apparent reasons topped by 43.8 percent for no trend of female education in the area. Criticism of local people and perception of needless status of education also stressed the enrolment rate, as indicated by 28.5 percent and 27.7 percent respectively.
- 79.2 percent parents of the studying children had contacts with the Parent Teacher Associations (PTAs) whereas 54.6 percent did it for academic purpose.
- The community members kept themselves aware about the educational activities of project schools and 51.5 percent showed it by asking normally about enrolment at such schools.
- Parents assessed their female children better in study as 44 out of 130 parents considered their girls excellent against 28 parents considering their male children with the same remarks. While on the question of normal level of study, girls and boys were rated almost same. However, 10 parents looked dissatisfied about their daughters' education.
- 63.1 percent community members expressed their view that they had the opportunity to participate in the DOs' meetings whenever they wanted.
- A remarkable majority of the members being 64.6 percent showed their satisfaction over the role of Development organizations in increasing the access of children to schools.
- Community showed its involvement by taking part in various activities of the schools. 86.1 percent of the parents were sending their children of both sexes to schools and 79.2 percent of them also convinced others in the community members to send children for the attainment of education. 60 percent cooperated with the working organizations, DOs and PTAs, whereas 57.9 percent also extended their help in eradicating problems related to schools.

- 86.1 percent told that community provided building for schools. 70.7 percent, 60 percent and 56.9 percent admitted the provision of electricity, lights/fans and drinking water respectively.
- A simple majority (54.6 percent) admitted community participation in the advisory boards/ governing boards.
- 52.3 percent parents agreed that community was involved in the processes of monitoring and internal evaluation.
- The members of community were provided with an opportunity to share in important steps related to the education development in the area and 53.1 percent asked for rationalizing the tuition fee. Upgradation of school status was also demanded as indicated by 48.5percent of respondents.
- Majority of the interviewed parents being 77.7 percent recognized the role of project schools as contributory towards enrolment enhancement followed by 71.5 percent with the view that project schools provided an opportunity for further chances of education.
- The moral support of community to the project personnel related to the school administration was seen by 70.1 percent. Whereas 62.3 percent and 54.6 percent observed intellectual support and material support in varying shape respectively.
- Majority of the community members being 54.6 percent lauded the role of PTAs in mobilizing the people followed by their role in enrolment shoot up, indicated by 52.3 percent.

5.1.2 Development Organizations

- 26.9 percent DO members had Intermediate as qualification whereas 25 percent of members were illiterate.
- An overwhelming majority i.e. 84.6 percent admitted to have been oriented with the policy and objectives of the education project by the Human Development Foundation (HDF) and its implementing agent TMF. Members with 69.2 percent

and 51.9 percent agreed that they were imparted time-to-time guidance and refresher courses respectively.

- The DOs' members being 94.2 percent, 90.4 percent, 86.5 percent and 82.7 percent told that they highlighted the importance of education project, the drawbacks of illiteracy, realization of education as a basic right of children and the general utility of education as four fundamental contents of mobilization progarmme respectively.
- Members being 78.8 percent and 57.7 percent admitted their participation in the activities of monitoring and planning respectively.
- Majority of the DO members i.e. 92.3 percent, 84.6 percent and 61.5 percent viewed community members for extending their moral support, support in decision making and intellectual support respectively.
- 96.1 percent agreed to the point that the HDF opened schools in the light of need identification and 80.8 percent termed it a result of community thrust for these.
- Majority of the DOs' members being 86.5 percent thought the provision of free uniform to children as major source of improving accesses rate to school. Whereas 80 .8 percent looked for the provision of free books also.
- Almost all respondents i.e. 98.1 percent endorsed the provision of buildings for schools by the community followed by confirmation of 92.3 percent respondents for provision of electricity and safe drinking water. It is to be added that 84.6 percent of members witnessed the provision of lights and fans etc.
- Majority of the members being 82.7 percent, 76.9 percent and 73.1 percent held the view that community participated in the decision making, implementation and monitoring activities of school opening, construction and other related affairs respectively.
- The group of educated people was viewed by 71.2 percent respondents to have extended their fullest cooperation in the successful operation and functioning of project run schools in their respective areas. They viewed the cooperation of

political leaders and Nazims etc. not so much as done by the educated people irrespective of their economic status.

- 94.2 percent considered the unable condition of project schools as a major hindrance of the way of withdrawal under which the empowerment of school management/administration to community has not taken place, so for.
- 71.1 percent apprehended the negative impression of community as a major constraint in the way of progress of non-government organizations in the tradition-ridden society. Conservative thinking in such society was also deemed by 55.8 percent of respondents not favourable for the growth and functioning of NGOs.
- The DOs' members being 84.6 percent thought that convincing of the opposing elements might placate the grievances against NGOs in the area. Whereas 82.7 percent respondents brought forth the second probable solution in the shape of unity of local people to cope with the baseless opposition.
- The satisfaction of members, being 80.8 percent was observed over the role of the project education programme in the sphere of its speedy movement towards objectives as well as improving the quality of education. Th existence of trained teachers at the strength of project schools, community positive response in enrolment and intellectual support were also recognized by 76.9 percent, 71.1 percent and 67.3 percent DOs members respectively.

5.1.3 Parent Teacher Associations

- 53.8 percent PTA member teachers had Intermediate as qualification. Whereas the second largest number of qualified teachers being 30.8 percent was graduate.
- Parents having membership to the PTA being 57.7 percent were matriculate followed by 19.2 percent illiterate parent members.
- 82.1 percent observed the role of PTAs as effective in resolving the problems related to students' community. Another remarkable number i.e. 74.4 percent

also observed it in the identification of school age children and regularity of teachers' attendance in the schools during duty hours.

- All members agreed that PTAs discussed the infrastructure plan and next strategy regarding the objective achievement through full community participation. The members being 80.8 percent and 66.6 percent disclosed that any emergent problem to student community and upgradation of school status respectively were also discussed in the meetings at different times.
- 92.3 percent observed the impact of PTA upon children access to schools. 82.1 percent and 62.8 percent members also perceived its role in Repair/extension and developing linkage with other organizations respectively.
- 52.6 percent blamed conservative thinking for hampering the spirit of participation in project activities, whereas 51.3 percent and 50 percent perceived class discrimination and negative impression of community toward NGOs as resisting forces to project access in the area. It is pertinent to mention that majority of the PTA members did not agree to a general impression set about the religious circle for its negative role in this regard as only 33 percent endorsed it.
- 85.9 percent thought the community to be united on the question of scratching down the multifold restraint carrying impressions followed by 71.8 percent members, thinking community to be apprised of the baseless nature of diverse situation.
- 71.8 percent made an observation that PTAs emphasized upon the project administration to upgrade the existing status of primary schools to the middle level classes.

5.1.4 Staff of Projects

- All of the staff members both from HDF and TMF agreed that a project-based school was opened on the proposal of the concerned Development Organization (DO) and 60 percent added that schools were established after necessary verification.

- All of them endorsed their presence in the processes of planning, organizing, financing and monitoring, whereas 70 percent and 65 percent confirmed their involvement in managing and evaluating respectively.
- Majority of the staff members being 75 percent and 50 percent endorsed the provision of free stationery and school bags respectively.
- Staff members with 80 percent and 70 percent mainly recognized the provision of jute tats and furniture to project schools respectively.
- 55 percent complained of facing the problem of shortage of educated people at the time of DO members' selection.
- 60 percent staff agreed that the project managed orientation programmes for the capacity building of the DO members, whereas the rest 40 percent told about the arrangement of refresher course for them as well.
- 65 percent acknowledged that they managed walks for social mobilization followed by 45 percent and 40 percent for other modality i.e. seminars and workshops respectively.
- 80 percent, 70 percent, 60 percent and 50percent acknowledged community participation in the activities of internal evaluation, monitoring, advisory board and external evaluation respectively.
- 60 percent saw the role of parents important in enhancing enrolment rate and eradicating/ minimizing the influence of thinking diverse to the access of project in the domain of its education activity. 55 percent also considered it fruitful for improvement in the infrastructure.
- 90 percent accepted the utilization of community resources in the shape of safe drinking water, whereas 70 percent and 65 percent put forward their admittance for provision of teaching materials, and school buildings and lights/fans respectively.
- Staff members being 70 percent viewed resistance in their way from the people attached to the religious circle whereas 65 percent and 55 percent deemed the

negative impression about the role of NGOs and conservative thinking by the community as dissident situation respectively.

- 80 percent staffers looked for the need of the unity of community people, to dispel the wrong impressions about the role of NGOs after they are apprised of the baseless nature of such impressions. 75 percent considered it important to take the intellectual force of the area into confidence.
- 80 percent showed their satisfaction over the mobility of project towards its targets and 3 out of 4 dissatisfied respondents gave the reason of short funding for the education activity due to the limited resources HDF.
- The staff members from HDF and TMF looked very satisfied with the impact of their education project, as 90 percent observed it in the form of enrolment increase and mainstreaming for further education. However, 85 percent, 80 percent and 70 percent witnessed its impact on sending of female students to schools, development of good personalities of studying/studied children and improvement of quality education respectively.

5.2 Conclusions

Conclusion of the study is drawn on the basis of information collected from the members of four satkeholding groups of the education programme. The main thrust of the study revolved around the participatory mechanism in education development through a non-government organization, *Human Development Foundation* working in the rural vicinity of the Mardan district. The experience of involving the people of community in the process of rural development looked very much successful and no remarkable blockade in the way of progressing of NGO toward its destination was observed. The local people extended their maximum cooperation both materially and non materially. In this regard the hectic efforts of the locally established organizations "*Development Organizations*" have a significant role in attracting the local people to participate where they were wished to be. Members of the DOs were properly trained on the skill of community mobilization and programme objectives, and their capacity was enhanced through diverse forms of courses. The Parent Teacher Associations (PTAs) also did their

best in maximizing the extent of community participation in different kind of activities of the project and having proper check, which resulted in fostering the interest of local people in educating their children. It would not be an exaggeration to say that these organizations build up public confidence in the NGO to extend its education programme in a hesitation free environment in such an area where it was a very difficult job. The conclusion regarding participation by local people in multifarious activities is given as per the contents of the study matrix (Development Participation Model).

The local people were observed with their maximum participation in almost all important and decisive stages of the project. They were provided the opportunities to take part in the process of decision making, pertaining to school opening, its functionary matters and up-gradation matter through the forum of the Advisory board, PTA and DO. These associations gave proper coverage to the suggestions of community members and moved forward towards implementing what they demanded genuinely within the budgetary framework.

All the stakeholders agreed upon the provision of material cooperation by community, which included school buildings, electricity facility, lights & fans, and drinking water etc. The people also did not lag behind in extending their intellectual, moral and financial support to the project personnel in materializing its objectives. The educated segment of residents strongly defended the contents of education programme through their convincible reasoning and exploration of cogent answer to every question, and made the programme pervasive to the rest of the community. It is worth-mentioning here that the intellectual force identified some errors contradicting the local temperament at different times, which were rectified accordingly and this accommodative pattern of behaviour of project administration led to success in objectives achievement. It is very much clear to say that the provision of material commodities as well as intellectual support is the wholehearted acceptance of, and a welcome gesture to the education project, which was made possible by people's involvement in project activities. No organization can move ahead without the material cooperation of community and it must stand an achievement of HDF to have succeeded in this regard. Besides, the local people were provided with the opportunity to work as members on the advisory Board, working

as coordinating council between the project administration and local people. Parents from the community had also the opportunity to get their names entered as members at the strength of PTAs.

Through this project the targeted areas got standard schools in which the community children were admitted, and so averted a flow of young talent from the prospected darkness of ignorance in future. Some of the children got distinction in SSC level examinations held under the auspicious of Board of Intermediate & Secondary Education, Mardan. Children, who completed their stream of education from the schools of project, have got admission to highly standard institutions and they are with bright future to utilize their talent and might contribute remarkably to their family budget. It will not be an exaggeration to say that the project schools have enlightened the mind of community people and that is why they are sending their children to schools happily, now.

The bond of participation by local people seemed more strengthened when the community members were provided with an ample opportunity to take part in various capacities in the activities of managing, planning, monitoring and evaluation. However, people's participation in external evaluation was not as praise-worthy as it was in other processes. The wholehearted participation by community members in the monitoring and evaluating activities was always appreciated by project administration.

Educated segment of the community extended its maximum cooperation to the project personnel in melting the ice of influence of traditions ridden structure. Their all out cooperation from multi dimensions provided a solid foundation to the project schools to build public confidence in them, which paved the way for children access to schools. They combated intellectually and tactfully when any opposition to project activities emerged. It was their thorough effort that enabled the local people to participate in children access to schools, processes of education programme and other important decisions related to smooth functioning of schools. Low income people, tenant farmers, land farmers, craftsmen and other occupations related persons got themselves aware of project activities and participated in all events related to co-curricular activities without

any hesitation. Hence, participation by people created a conducive environment for education programme of HDF to flourish in the targeted areas.

The role of Mullahs (Religious Leaders) did not remain cooperative in the flourishment of education programme. The religious leaders could play a convincing role through their speeches/sermons on the occasions of religious congregations, but such scenario did not appear. All the stakeholders hinted at an invisible force, which had created negative impression against the NGOs for its vested interests. However, the local community and other assisting bodies succeeded in dispelling the said impression by the virtue of their unity. The Nazims and other elected representatives don't deserve appreciation for their passive and unenthusiastic role in this regard. One thing goes as positive on their account that they did not block the headway of project activities in area and somewhere they extended their frigid moral support. However, the persons attached to Development Organizations and PTAs did not let feel the impression of non-cooperation on the part of community members and filled the gaps in more befitting and systematic manner where they found.

The education department known as Schools & Literacy Department failed to establish proper liaison with the schools working in the private sector, seemingly for the reasons of heavy rush of work and no proper mechanism of monitoring and evaluation. Though the government has been emphasizing upon the need of appropriate supervision and check system for such educational institutions but there still looks some flaw in regard to complying with it.

Human Development Foundation is a chain organization as its branches are working in many districts of Pakistan with different programmes as per needs of the respective areas. However, the activities of health and education are ubiquitous. All Pakistan Physicians in North America (APPNA) is the only donor associate of HDF in running its network of activities. Since its establishment, no other organization has financed it. APPNA has a thorough check on its progress throughout the country and its teams of various levels have been regularly visiting all district offices of HDF.

It is worth-mentioning the management of HDF moved ahead with any project activity with suggestion or guidelines of the local people directly or through their various bodies like Development Organizations, Parent Teacher Associations etc. These bodies regularly met at their determined schedules and discussed thoroughly any emerging problem or people wish regarding improvement in education programme. Whatever they suggested under true spirit was accepted and took the shape of decisions.

The local people directly or through the Development Organizations (DOs) participated in all activities and decisions regarding education programme. Their participation was mostly voluntary and continuous. This is a remarkable characteristic of the inhabitants of the rural community to participate in an activity or programme collectively when they are convinced properly and such participation sustains for a long period without a break.

The local people were empowered by the HDF in regard to participate in all-important decisions and processes taking place there. They need no more motivation or other sort of convincing but it will not be wrong to say that they are convincing each other for sending children for attainment of education. They were provided membership on the advisory board and proper weightage was given to their suggestion. However, project schools are yet to be handed over to the community following their immature status. It must be mentioned here that handling of schools to community is included in the nutshell of HDF under its withdrawal policy, but due to the aforesaid reason the Human Development Foundation has not marched toward destination. It is prospected that implementation on withdrawal will further strengthen the confidence of community upon education programme.

Development Organizations members are fully participating in designing, decision-making, monitoring and evaluation processes of the project. The authorities of the education programme as well as local people have full confidence in them. They are like moving force for the whole programme. Parent Teacher Association was also empowered to play its role in improvement of education quality and resolution of problems related to teachers and students. It was PTA that recommended increase in the

salary of teachers and suggested steps for enhancement of enrolment and en excellent standard of learning at HDF schools. The role of these two bodies remained excellent in ensuring participation of general members of community in HDF programme of education in the target areas.

Schools working under the umbrella of Human Development Foundation succeeded in improving an access of children at HDF schools. The people showed their enthusiasm in sending children of both sexes for the attainment of education after they came to know the importance of education through the efforts of project. The HDF has got close to its target achievement in regard to enrolment matter in a very short span of time after some challenges in the beginning. The role of the members of the Development Organizations has been tremendous in mobilizing the local people towards accepting the education project of HDF. It must come on record that female children outpaced boys in the matter of enrolment and this must stand a hallmark contribution of the project that has smashed down the diverse thinking against female education in an orthodox structure of society. The project has created knowledge-loving situation in the area and the local people will no more avoid sending their children to schools irrespective of gender discrimination. One thing needs to be added here that the present study sets aside some baseless assumptions about girls'education in pukhtun society like "no productive role by women" after their education, deeming women as the guests of other's home after marriage, the creation of evils by women education and women education as tantamount to disturbing veil (Purdah).

The project has moved forward towards minimizing the drop out rate in the target area by readjusting the drop out cases as well as picking the left out children. It is added that nowadays the two important components of educational wastage (drop out and left out) have been drawing the attention of the educationists and other concerned quarters for improvement in enrolment rate. The excellent performance of HDF in education activity is a positive response to Education For All (EFA), a joint communiqué of world countries known as Dacar Declaration that emphasizes upon ensuring the access of all children to schools.

No doubt that the quality education also marks the good performance of education programme of HDF. Students graduated from the HDF schools have got distinctions at different tiers of education from various institutions throughout the region. The continuous monitoring of educational activities in schools, interests of PTA members and DO members, and remarkable cooperation/support of community particularly educated people enabled HDF schools to impart quality learning to students.

HDF managed pre-service and in-service trainings for teachers but these were of short span. There is no such requirement for a teacher of HDF school to be possessing professional certificate/degree as it is compulsory for government school teacher. However, they are sent to attend some advanced level conferences or workshops on education.

Deficient finances of HDF remained a hurdle of the way in up-gradation of its schools from the existing status to either middle or secondary level. The PTAs and DOs in their meetings demanded of the project authorities in this regard but it was not accepted for many reasons with weak financial condition on the top. This situation also disturbed the holding of various functions that could improve the mental horizon of students. Teachers training of high calibre, advanced refresher courses, workshops and seminars for enhancement of capacity were not arranged following the unfavourable finances.

This was a pleasant moment to note that the local political pundits did not create any impediment in the way of education programme of HDF. However, they showed their frigid behaviour in community mobilization.

It was observed that there existed a hatred impression against the role of NGOs in general, since the time the people came to know about its nomenclature. It was defamed by two apparent factors; one is the discouraging role of some ill-reputed earlier organizations and the other is the negative design of vested interest people who initiated a move to make the local mind instigated against the approaching of NGOs in the rural areas. It must be mentioned here that local people were misled at maximum in the past that generated as well as sustained certain restrictions in the shape of conservative

thinking and diverse form of customary practices, which kept the rural areas derailed from the track of development. HDF administration specially looked unhappy with the role of religious circle for its negative propaganda against all kinds of NGOs. This behaviour of project personnel was beyond the fact, as religious people, no doubt, remained non-cooperative but they did not negate the HDF launched education programme, nor they stopped the local people from cooperating with project staff.

The commitment of educated people, members of the Development Organizations and the Parent Teacher Associations played a sort of revolutionary role in the target community to ensure the access of children to project schools. The mechanism of uniting local people on the question and apprising them of reality in case of any fabricated situation of the divergent forces stood very much successful in dispelling such impression. It is a crystal clear fact that the intellectual force of the area not only eased all the tension of project administration but also made possible the achievement of a lookingly impossible target. That is why the local administration of HDF was with high sense of gratitude for the assisting elements.

8.3 Recommendations

It is an undeniable fact that any activity or pursuit aiming at exploring realities through research work brings forth some-thing new in a befitting manner, but that effort is not supposed to be complete in all respect and rather looks forward to improvement in the shape of suggestions. HDF has done a marvelous job towards accomplishing its objectives but even then their programme needs some attention for further augmentation of participation by the local people in the education development activity of the project. The following suggestions are put forward on the same direction of thinking, hopefully determined to attract the attention of the people attached to differently related quarters, which will surely play an important role in quantity expansion and quality improvement of primary education.

- As it is clear that the education project of the HDF is practiced under the participatory mechanism and at present people are involved in its many important processes like planning, monitoring, evaluation and advisory board etc, but the

existing manner of participation is not worth appreciation as this activity is taking place in irregular shape. The Human Development Foundation could further flourish the amount of acceptance of education programme by bringing the participation-oriented nutshell of activities on the systematic route. The views, opinions and suggestions of the people are sought on any related matter but unknowingly. They are weighed by accepting their brain drops but following no knowledge on their part behind the actions. The people can be sensitized of the importance of their participation in the major processes as well as internalizing into their mind that finally and ultimately will lead to the empowerment of community in the shape of handing over of school management. For this purpose the organization needs to evolve a strategy of public awareness in different forms of modules like walks, seminars, door to door motivation and involvement of media, and medium of instruction for their orientation must be in indigenous language as majority of community inhabitants are illiterate.

- As regards community mobilization with an efficient role in achieving the objectives of a programme, the role of educated members must be sought to serve as informal resource persons. If the same happens, it will be a remarkable breakthrough towards the expansion of primary education in the target areas. They can address the children at their classes and also participate in class group or panel discussions at different forum.

- Religio-political circles are tantamount to the mouth organ of a traditional society and taking them into confidence must stand a guarantee of success to the implementation policy of any programme in field. In the present study it was observed that political leaders abstained from the screen whereas religious leaders tried to discourage somehow the local people to extend their cooperation in this regard. It will be an added advantage if these two decision-making institutions are properly approached in effective manner in regard to extending their cooperation to field staff in quantitative expansion activities. Besides, the government should move ahead towards making it mandatory to ask the local bodies representatives to educate a specified number of children every year and in case of failure the

developmental fund of such union council should be stopped. The mullahs (religious people) also need to be approached promptly and convinced of reality regarding the versatile importance of education. It is hoped such efforts will not go in vain but rather cater up to the maximum in shooting up the literacy rate.

- The school management needs to make arrangement for observing Parents Day and other important days regularly, and parents of studying children and dignitaries from all public circles should be given opportunities to come in front and speak on the occasions. It is certain to say that by so doing their sympathy will generate, which will ultimately result in expanding the magnitude of community participation. It is pertinent to mention that at present some days are celebrated in project schools but scarcely.
- Coordination of the field activities was not praise-worthy. It attracts the attention of concerned quarters for improvement.
- Training programmes should be motivation oriented. At present there looks no rhythm in the targets of training programmes. For this purpose the more competent resource persons would be an added advantage towards the capacity building of teachers.
- Uniformity in curricula is an attention deserving problem of almost all schools running in private sector, as there are different series of publications presenting books of diverse contents. Such situation is embarrassing and this could be enumerated as one of the basic reasons blocking the access of children to schools. If the textbooks of same contents are introduced, it will not only relinquish disparity but will inculcate a spirit of competition among schools of the same caliber with the same textbooks. Interesting enough is that competition will require a bulk of talented teachers. In addition to similarity in textbooks, concentration should also be diverted towards the bases of materials. It will be in the interest of the things that the textbooks contain materials/ chapters in reference to the existing culture and religion.

- Although the local people are very much cooperative to the field staff and other instrumentals engaged in the field but the anticipated achievement could be further improved if the organization steps forward to give away shields, commendation certificates and other morale boosting credentials to the inhabitants cooperating on regular basis or for those who show an extra ordinary performance.

- Since majority of the people living in rural areas are poor, so they cannot afford the educational expenses of their children. The government has been distributing supportive stipend and free nutrition among school children through Pakistan Bait-ul –Mal, but it has been restricted to the government schools only. If the same is extended to the private sector schools as well, it will prove contributory to give a jump to the enrollment enhancement. It is on record that there is allocated a reasonable fund for poor students as educational stipend in every fiscal year but majority of them are unable to utilize for being unaware of the facility. The situation looks forward to its proper publicity through media, so that the deserving student could no more face this deprivation.

- As mentioned many times in the preceding chapters that the locally based organizations Development Organizations (DOs) and Parent Teacher Associations (PTAs) have been playing a pivotal role in the success of education programme of HDF. However, the DOs need to be further activated to show an extraordinary performance in laying down the network of education across the target area. The project administration is under obligation to explore the multidimensional problems being confronted by the members and then identify convincible solution to the problems. PTA, as known from nomenclature, is a representative body of teachers and parents must be contributing to boost up the efforts aimed at accelerating the children access to schools. Since one component of the association (teachers) is educated which is under heavy responsibility to come up with concrete suggestions for the uplift of education as well as control of any dissident move. But on the other hand, they deserve to look for the favourable

attention of project administration by increasing their salary package matching that of government school teachers.

- ✓ It was observed that sometimes the social organizers get succeeded in enrolment of children but they do not exercise proper follow-up, which normally results in their dropout. To control such situation the HDF needs to deliberate over the issue and find out a cogent solution, on the one hand, and develop a monitoring system to have a bird eye on dropout cases, on the other. The monitoring committee should include both the HDF staff and local people. By so doing the participation of community will further strengthen.

- ✓ The most important desire of the local people is to see the upgradation of the existing schools to the middle classes. The organization does not have strong finances to afford the extra expenses of upgradation in spite of fact that the personnel of HDF are also willing for it. Here, the concerned department is under obligation to see around and take a concrete step in this regard. It would be unjustified to ignore mentioning that assistance by education department would lead to positive result.

- ✓ It is categorically mentioned in the future strategy of HDF to hand over its schools to the community after five years, but it is yet to be followed as the project authorities held the view that the position of schools is unable to be handed over at this stage and such step would lead to drastic collapse. However, it is a fact that delay in withdrawal of schools might create many apprehensions and sabotages the existing passion of participation. The situation demands for an early handing over of the school administration and haste in this regard would rather cater a good result.

- ✓ At the end it is recommended that the other important sectors of the rural development like agriculture, primary health care and sanitation etc should be probed through researches at different levels by the researchers belonging to different organizations. It will help evolve an effective strategy for the development of rural areas of the country.

Appendix-A

PARTICIPATORY APPROACH OF NGOs TO RURAL DEVELOPMENT

(INTERVIEW SCHEDULE FOR COMMUNITY)

Serial No. _____

Village _____

Union Council _____

Name: . _____

1. Age: . _____
2. Sex: . _____
3. Education: (Put ✓ in the concerned box)

Illiterate	Under Matric	Matric	F.A/F.Sc	B.A/B.Sc	M.A/M.Sc	Any other

Profession: (Put any mark in the concerned box)

Farmer	Businessman	Govt. Servant	Labourer	Factory Employee	Any other

4. Monthly Income in Rupees: . _____
5. Children of School Going Age: . _____

Gender	Total Number	School Going	Nature of Enrollment		
			1st Enrollment	*Dropout*	*Left out*
Boys					
Girls					

6. **In case of drop out/left out from government schools:**

Reason	Yes	No
a. Teacher harsh attitude		
b. Education was not encouraged at home		
c. School was at distance		
d. Poor economic condition		
e. Poor academic performance of children		
f. Any other		

7. **How do you come to know about community-based school?**

Source	Yes	No
a. Before school opening consultation by project personnel/DO		
b. People of area informed about school		
c. Walks/seminars/workshop/media publicity		
d. Local DO mobilized		
e. Imam-e-Masjid convinced for the same		
f. Nazim/other elected representatives advised		
g. Family/lineage leader asked for enrollment		
h. Any other		

8. **In case of female members not attaining education**

Reason	Yes	No
a. No trend of female education in area		
b. Local people criticize female education		
c. Women education is needles		
d. Any other		

9. **Do you contact in regard to your children education with PTA and DO?**

Contact about	To whom			In what context			Complaint lodged against		
	PTA	*DO*	*HDF/TMF*	*A*	*B*	*C*	*Teacher*	*DO*	*PTA*
Academic progress							-	-	-
Complaint	-	-	-	-	-	-			

Demotation:

a. Academic matter b. Child Behaviour c. Teacher's regularity

10. **If not contacted because of**

Reason	Yes	No
a. Fear to be fruitless		
b. Hesitating to meet with concerned people		
c. No such idea you are possessing		
d. Any other		

11. **Are you involved/aware of school affairs like**

Involvement/Awareness	Yes	No
a. Quality of learning		
b. Increase in enrollment		
c. Infrastructure		
d. Fund raising		
e. Future strategy of community based school		
f. Linkage with other organizations		
g. Any other		

12. **Your children's education at community school**

Gender	Study status		
	Excellent	Normal	Not satisfactory
Boys			
Girls			

13. **Reasons for dissatisfaction**

Reason	Yes	No
a. No interest of children		
b. Less/no interest of teachers		
c. No proper schooling (like lack of written test, difficult text books, low qualified/untrained/low paid teacher)		

14. **How is the selection of DO members**

a. On the desire of project . _____

b. From grass root level . _____

15. **Monthly payment of children education fee and satisfaction**

Fee	Happily	Reluctantly
Rs. 5--10/-		

16. **Do you have the opportunity to attend the meeting of DO?**

a. Yes

b. No

17. **Are you satisfied with role of DO?**

Yes_____ No. _____

18. **In what capacity do you contribute to the education project?**

Contribution	Yes	No
a. Sending you children to school		
b. Convincing others for sending children to school		
c. Coordinating/cooperating with DO/PTA		
d. Keeping aware your self about problems to the project		
e. Helping in eradicating of problems		
f. Contributing financially		
g. Suggesting for increase in enrollment and quality education		
h. Any other		

19. **What facilities the community has provided to the community schools?**

S/No	Resources	Provided	Not Provided
a.	Land for construction		
b.	Building for school		
c.	Furniture		
d.	Electricity		
e.	Lights/Fans		
f.	Drinking water		
g.	Teaching Materials		
h.	Pocket money		

20. **Do you have the opportunity to work as member of Advisory/Governing/or other kind of supervisory Board in?**

School administration a. Yes_____ b. No. _____

21. **If yes, weightage is given to the suggestion/proposal of**

a. Community Yes_____ No. _____

b. DO members Yes _____ No. _____

c. PTA Yes _____ No. _____

22. **Is community ever asked for giving something new in the shape of activity in the existing education programme**

Activity asked for	Yes	No
a. Upgrading of school		
b. Extension in school Building		
c. Free Uniform		
d. Rationalization of fee		
e. Any other		

23. **Do you think that community based schools are contributing in the shape of**

Contribution	Yes	No
a. Enhancing the literacy rate in the area		
b. Providing opportunity for further education		
c. Socializing the children		
d. Helping in establishment of micro/meso level business		
e. Any other		

24. **Is community involved in the following activities**

Activities	Yes	No
a. Planning		
b. Monitoring		
c. Internal evaluation		
c. External evaluation		
d. Any other		

25. **What kind of support community provides in running the school affairs**

Support	Yes	No
a. Moral		
b. Material		
c. Financial		
d. Intellectual		

26. **View on the role of PTA working in the area for improvement of education**

PTA	Well	SO SO	Not satisfactory
a. Approaching/mobilizing the people			
b. Proper looking after of children education			
c. Interest in school related infrastructure			
d. Enrollment increase			
e. Improvement in quality of learning			

27. In your opinion what apprehension/reservation the community is possessing towards the NGO based schools.

_____

_____

_____

28. What do you suggest for maximum participation of people in the community based school programme of TMF/HDF

_____

_____

_____

Appendix-B

PARTICIPATORY APPROACH OF NGOs TO RURAL DEVELOPMENT

Interview Schedule for Development Organization

1. Serial No. _____
2. School Name: _____
3. Village Name: _____
4. Number of Schools of TMF/HDF in area: _____
5. DO Identity: _____
6. Union Council: _____
7. Name: _____
8. Age: _____
9. Sex: _____
10. Marital Status: _____
11. Education:
    a. Illiterate
    b. Under matric
    c. Matriculate
    d. F.A/F.SC
    e. B.A/B.Sc
    f. M.A/M.Sc
    g. Any other
12. Monthly Income Rs. _____
13. Profession _____
14. Position in DO _____
15. How long you are associated with _____
16. How did you make mind to join with DO under the umbrella of HDF?
    Is it through: (a) SO_____ (b) with own choice_____ (c) Imam Masjid _____
    (d) Nazim U/C _____ (e) community convinced _____(f) Any other____
17. Criteria under which you were selected. _____
18. Do you have the support of community? a. Yes ____ b. No _____

Support	Yes	No
Moral		
Intellectual		
Financial		
Decisive Making		

19. Name the activities in which DO is involved:
    a. _____
    b. _____
    c. _____

20. Involvement of DO in Education Project Activities

	Activities	Yes	No
a.	Designing		
b.	Planning		
c.	Monitoring		
d.	Evaluation		

21. How is community based school opened.

Criteria	Yes	No
a. on Proposal of DO		
c. Community directly demands		
d. Derived from Base line data		

22. If on proposal of DO, how does the DO make such decision?

Reason for decision	Yes	No
a. During needs identification		
b. Community people showed thrust for		
c. Intellectuals demanded for		
d. Religious people suggested for		
e. Nazim/other Elected representative suggested		
f. Khans/other influential advised		
g. Any other		

23. Are you

a. Properly trained on motivation _____
b. Oriented with policy, objectives of project _____
c. Oriented with refresher courses i. Continuous___ ii. Intermittent ___
d. Imported with time to time guidance _____
e. Any other

24. How do you mobilize community?

a. Highlighting importance of objectives of project education Yes___No__
b. Highlighting the importance of education in general Yes___No__
c. Explaining the draw backs of illiteracy Yes___No__
d. Children's right of education on parents Yes___No__
e. Any other

25. What problems have been confronting while motivating?

a. Social

_____

_____

b. Economic

_____

_____

c. Demographic

_____

_____

d. Environmental

_____

_____

e. Political

_____

_____

26. How do you approach the parents of children?

i. Directly _____
ii. Through relatives/friends _____
iii. Any other

27. In your view what does community expect to be provided with, in regard to improving the enrollment rate?

Expectation of TMF	Yes	No
a. Free books to children		
b. Pocket to children		
c. School up gradation		
d. Free Uniform		
e. Any other		

28. Do you cooperate with the PTA in the case of the enrollment?

Cooperation in	Yes	No
a. Contacting parents		
b. Helping in emergent problems solution		
c. Identifying drop out/left out cases		
d. Any other		

29. Is PTA meeting regularly for discussing the enrollment problem?

a. Weekly ___ b. Fortnightly_____ c. Monthly _____ d. Annually ____

30. **Are you satisfied with the role of PTA?**

In respect of	Yes	No
a. Enrollment Increase		
b. Quality learning		
c. Minimizing student related problems		
d. Any other		

31. **Do you see the role of community resources in TMF run schools as per following questions?**

S/No.	Resources	Provided	Not Provided
1.	Land for construction		
2.	Building for school		
3.	Furniture		
4.	Electricity		
5.	Lights/Fans		
6.	Drinking Water		
7.	Teaching Materials		
8.	Pocket money		

32. **Is community involved in opening of school, construction of building, policy making at the following processes?**

a. Decision making Yes_____ No _____
b. Implementing Yes _____ No _____
c. Monitoring/Evaluating Yes _____ No _____

33. **Participation by various groups in project education programme**

Participant	Participation			Opposing
	Moral	Intellectual	*Material*	
Labourers				
Formers				
Educated				
Crafts men				
Local Leaders				
Religious People				
Land Owners				
Political Leaders				
Nazim/Other Elected Reps:				
Govt. Departments				
Education Dept.				
Others Link Dept				
Donor Agencies				

34. **Has the school been handed over to the community?**

a. Yes
b. No

If No,

Reasons	Yes	No
a. Schools are still unable		
b. Under consideration		
c. No interest on part of community		
d. No proper funding so far		
e. Any other		

35. **Did your DO demand of including something new in education programme?**

Proposal	Demanded		Accepted	
	Yes	*No*	Yes	No
a. Opening of new school in area				
b. Giving more representation to community				
c. Giving more part to DO				
d. Making PTA's role more effective				
e. Acceleration in publicity				
f. Any other				

36. **What apprehensions did you observe/notice blocking the way of community participation in development oriented activities?**

Apprehension	Yes	No
a. Religious circle		
b. Vested interest group		
c. Non cooperation from government		
d. Community's negative impression against NGOs		
e. Status rivalry of high class people		
f. Class hierarchy		
g. Conservative thinking		
h. Any other		

37. **How does TMF accede to solve these circumstances?**

Access	Yes	No
a. To Apprise community of the falsehood of negative impression		
b. To Approach the opposing elements with rational thinking		
c. To Take into confidence the intellectual force of community		
d. To Unite community on such opposing situation		
e. Any other		

38. Your view on DO's role in the existing education programme

View	Positive	Negative
a. Role in Maximizing enrollment		
b. Community perception		
c. Convincing strategy		
d. Identifying drop out/left out cases		
e. Any other		

39. Are you satisfied with the existing performance of TMF based schools?

Satisfaction over	Yes	No
a. Achieving the target/objectives of education programme		
b. Imparting quality education		
c. Having trained/talented and hard working teachers		
d. Positive response from community (In enrollment)		
e. Getting support of diverse groups in area		
f. Getting support of intellectual people in area		
g. Any other		

40. How can the performance of the school be improved? Give your comments?

_____

_____

41. Being a community person, what do you suggest for the better rate of community participation in development oriented activities programmes?

_____

_____

Appendix-C

PARTICIPATORY APPROACH OF NGOs TO RURAL DEVELOPMENT

(INTERVIEW SCHEDULE FOR PTA)

Name: _____

Membership Status:

a. Teacher b. Parent c. DO Member

Office Holding in PTA (If Any) _____

1. **Qualification** _____

2. **PTA is formed**
   a. Before Designing the project
   b. After starting the project

3. **Role of PTA in increasing of enrollment and quality of education**

Activity	Yes	No
a. Identifying the school age children		
b. Motivating the parents		
c. Ensuring quality education		
d. Solving students related problems		
e. Contacting parents in children's academic performance		
f. Ensuring teachers regularity		
g. Putting forward teacher related problem		
h. Sharing in monitoring/evaluation		

4. **PTA meets**
   a. Once a week
   b. Once a fort night
   c. Once a month
   d. Any other

5. **Who acts as secretary of the meeting?**
   a. Teacher
   b. Parent
   c. DO member
   d. No such restriction exists

6. **What issues are discussed in meeting?**

Issue	Yes	No
a. Quality learning		
b. Infrastructure/extension etc.		
c. Lack of PTA members interest for not attending meetings		
d. Financial constraints		
e. School upgradation		
f. Any emerging problem		
g. Future strategy		
h. Any other		

7. **What impact do you perceive of PTA**

Impact	Yes	No
a. Regularity of teachers		
b. Access in enrollment		
c. Check on wastage (failure, drop out, repetition)		
d. Repair/extension in building		
e. Security of children		
f. Fund raising		
g. Developing linkage with other organization		
h. Provided a opportunity for further education		
i. Community schools proved helpful in good personalities		
j. Any other		

8. **What apprehensions did you observe/notice blocking the way of community participation in development oriented activities?**

Apprehension	Yes	No
a. Religious circle		
b. Vested interest group		
c. Non cooperation from government		
d. Community's negative impression against NGOs		
e. Status rivalry of high class people		
f. Class hierarchy		
g. Conservative thinking		
h. Any other		

9. **How does TMF accede to solve these circumstances?**

Access	Yes	No
a. To Apprise community of the falsehood of negative impression		
b. To Approach the opposing elements with rational thinking		
c. To Take into confidence the intellectual force of community		
d. To Unite community on such opposing situation		
e. Any other		

10. **Did the PTA ever demand for upgrading the cadre of education?**
    a. Up to middle level
    b. Up to secondary level

11. **If yes, was that not made possible due to**
    a. Enrollment rate is yet to reach its target
    b. Financial constraint did not materialize
    c. Any other

12. **What problems are PTA facing?**
    a. _____
    b. _____
    c. _____

13. **What suggestions you would like to give for further improvement?**
    a. _____
    b. _____
    c. _____

Appendix-D

PARTICIPATORY APPROACH OF NGOs TO RURAL DEVELOPMENT

(QUESTIONNAIRE FOR STAFF OF HDF/ TMF)

1. **Name:** _____
2. **Position:** _____
3. **Brief Information on project based schools**
   a. Criteria for school opening
      i. On proposal of DO _____
      ii. Community approaches directly _____
      iii. Derived from Baseline data _____
      iv. Any other _____
   b. If on DO's proposal, does TMF/HDF accept that
      i. Accordingly _____
      ii. Project Team Investigates Community for the same_____
   c. Roles involved in running the school affairs
      i. DO's members yes____ No _____
      ii. PTA Yes____ No _____
      iii. Community Yes _____ No. _____
   d. HDF's involvement in Education Project
      i. Planning yes____ No _____
      ii. Organizing yes____ No _____
      iii. Managing yes____ No _____
      iv. Financing Yes ___ No _____
      v. Monitoring Yes ___ No _____
      vi. Evaluating Yes ___ No _____

4. **What TMF Does (Facilitating + Spending)**

Section-A *Facilities provided to students*

Facility	Yes	No
Free Uniform		
Stationary		
School Bag		
Excursion		
Conveyance		
Any other		

Section-B *Facilities for schools*

Facility	Yes	No
Jute Tat		
Wooden desk		
Furniture		
Electricity		
Safe drinking water		
Equipments		
Any other		

Facilities for Teachers

Salary a. Fixed _____ b. As per government scale _____

Annual Increment a. Given _____ b. Not given _____

Other Incentives/Appreciation

a. Special Pay _____

b. One advance increment _____

c. Cash money _____

d. Shield/Certificate _____

Training a. Pre-Services _____ b. In-Service _____

Conveyance: a. Provided _____ b. Not Provided _____

v. *Satisfaction with the performance of DO member*

a. Doing well in enrollment enhancement Yes_____ No. _____

b. Ensuring maximum people's participation in project related activities. Yes____ No. _____

c. Harnessing community resources Yes_____ No. _____

d. Combating constraintful situation effectively Yes_____ No. _____

7. Community Involvement

7.1 *Modalities for inculcating awareness in community for enrollment of children*

Modality	Practiced		Output	
	Yes	No	Impressive	Not Impressive
Walks				
Seminars				
Workshop				
Media involvement				

7.2 *Involvement in planning, administration and co-ordination*

a. Designing Yes _____ No. _____

a. Advisory Board Yes _____ No._____

b. Monitoring Yes _____ No._____

c. Evaluation: Internal Yes ____ No.____ External Yes ___No.___

d. Attending in meeting of bodies

i. Continuously _____

ii. Intermittently _____

iii. Not participating

7.3 *A bird eye view on parents cooperation in*

i. Eradicating problems generated by rivalry thinking in community Yes/No

ii. Quality learning through valuable suggestions Yes/No.

iii. Improvement in Infrastructure Yes/No.

iv. Increasing enrollment Yes/No.

7.4 *Magnitude of community participation in various groups*

Local Residents	Normal	Enthusiastic	Indifferent	Opposing
Labourer				
Formers				
Educated Families				
Crafts men				
Local leaders				
Religious People				
Land Owners				
Political Leaders				
Nazims/Other Elected representatives				
Govt. Departments				
Education Dept.				
Others Link Depths				
Donor Agencies				

8. **Utilization of community resources in respect of TMF established schools**

Resources	*Provided*	
	Yes	No
Land for construction		
Building for school		
Furniture		
Electricity		
Lights and Fans		
Drinking water		
Teaching Materials (Books, uniform, etc.)		

9. **Enrollment in TMF based schools**

Year (since Inception)	No. of Schools			No. of out of School Children			Students enrolled			Transferr 3ed to govt. schools			Drop out	Retention	Teachers		
	B	G	T	B	G	T	B	G	T	B	G	T			M	F	T
First																	
2nd																	
3rd																	
4th																	
5th																	

Denotations: b= for boys g= for girls t= for total m= for male f= for female

10. **What practical problems have been blocking the way of increasing the number of enrollment of children?**

Problems	
Socio-cultural	
Demographic	
Economics	
Psychological	
Political	
Environmental	

Note: *Problems if more, can be written on the back side of this page*

11. **What are the apprehensions/reservations of community on NGO based schools other than constraints mentioned in Q. NO.11.**

Apprehension	Yes	No
a. Religious circle		
b. Vested interest group		
c. Non cooperation from government		
d. Community's negative impression against NGOs		
e. Status rivalry of high class people		
f. Class hierarchy		
g. Conservative thinking		
h. Any other		

12. **How does TMF accede to solve these circumstances?**

Access	Yes	No
a. To Apprise community of the falsehood of negative impression		
b. To Approach the opposing elements with rational thinking		
c. To Take into confidence the intellectual force of community		
d. To Unite community on such opposing situation		
e. Any other		

13. **Is the Role of PTA in enrollment of children effective?**

a. To some extent_____

b. To considerable extent _____

c. To Full extent _____

d. Not effective

14. **Is Relation between PTAs and DOs?**

a. Working

b. Non-cooperative

c. Hostile

d. Nominal

15. **Does the TMF have the policy of withdrawal of its schools?**

a. Yes _____ b. No. _____

If yes how many schools have been handed over to community _____

16. **If the policy is not implemented, so far. Give the reasons please**

_____

_____

17. **In the light of the monitoring and evaluation reports, do you think that TMF is on the track towards achieving its objectives?**

a. Yes _____ b. No. _____ c. To some extent_____

18. **If no, it is because of**

a. No proper funding _____

b. No Expected Participation _____

c. No positive Role of PTA's _____

d. No positive Role of DOS _____

e. No proper mobilization _____

f. Any other _____

19. **What impact do you see on the part of project based education programme so far, observed/realized?**

a. Literacy rate has jumped up. Yes___ No.___
b. Project schooling has provided further opportunity of education. Yes___ No.___
c. People have started sending girls to school. Yes___ No.___
d. Community based schools have helped in improving quality of education. Yes ____ No. _____
e. Children studied/studying at your schools have developed good personalities. Yes ____ No.____
f. Any other

20. **Does HDF have future strategy for further improvement in the field of education?**
Yes___ No.___

If Yes, specification will be appreciated.

21. **In your opinion what steps should be taken for further improvement in existing education project?**

_____

_____

_____

_____

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