Project Proposal

Empowering Girls from Marginalized Rural Families for Continuing Education in District Nankana Sahib

**Sanjh Preet Organization**

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Section A: The Organization

1. Contact information

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| b. | Type of the organization - CBO/ NGO/ Private Sector/ Other – specify): | NGO |
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Section B: The Proposed Project

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| **Project Title:**  Empowering girls from marginalized rural families for continuing education in district Nankana Sahib | |
| Project Duration: | 11 months |

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| **Sector**: Education |

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| **Project Location** (District/Tehsil/Union Council/village):  ***District:*** Nankana Sahib; ***Tehsil:*** Nankana Sahib; ***UCs:*** 5 ; ***Villages:*** 25 |

1. Project Rationale/Justification:

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| Overall situation of out-of-school children: Pakistan has one of the lowest literacy rate in the comity of nations. About 22.6 million children, most of them girls, are still out of school. The present government had promised to raise the education budget to 4.0 per cent of the Gross Domestic Product (GDP), but only 2.6 per cent budget is being given for education. The low spending on education is one of the main reasons of Pakistan’s abysmal ranking on the world literacy map. It ranks 144 among 160 countries of the world with a literacy rate of 57.9. There are 22.6 million boys and girls out of school — that’s nearly half (44 per cent) of all children in the country and out of these more than half, 13 million (or 53 per cent) are girls.(Challenges of women education, The News, July 30,2017) There are 50.8 million children in Pakistan between the ages of 5 and 16, of which 22.6 million are out-of-schools that constitute 47% (54.5% out-of-school are girls). It is apprised that 77% of the total out-of-school children have never been to schools while remaining 23% are dropped out. Enrolment rates drop drastically at middle and high school level. The net enrolment rate (NER) at primary level is as low as 57%, while it drops to 22% at middle level and drops further to 14% at secondary (high) level. Gender disparity at middle and secondary levels worsens the situation further. Similar data sources confirm that only 51% of women in Pakistan have ever attended any school in their life time, while this ratio is reduced further in rural areas and in rural areas this number is even lower at 40%. Reasons include schools are situated far from the homes of girls and that education is expensive. (Alif Ailaan, the State of Education in Pakistan 2016).  Gender parity index (GPI); widening gender disparity  According to Pakistan education ATLAS 2015, primary level national gender parity index (GPI) is reported to be 0.81, while the same in Punjab is 0.91 and that most of the districts in Punjab stand between the national and Punjab province’s GPI range. At the same time, middle and secondary level GPI scores at national and provincial levels are considerably low as compared to primary level statistics revealing a fact that the gender disparity is widened with increasing grades *(National GPI is 0.73, while Punjab’s score is 0.81 for middle/ secondary while it is 0.81 and 0.91 at primary level)*. Going down to the districts, Jhang, Mianwali, Muzaffargarh, DG Khan and Nankana sahib are among the few districts with low GPI; majority showing between 0.50 and 0.60. It is pertinent to mention that Nankana tehsil is among the very few tehsils where middle and secondary level GPI is 0.35 to 0.40 confirming a fact that girls in tehsil Nankana have very little access to middle and secondary education.  Literacy situation  According to latest PSLM survey, literacy rate of rural female is reported to be 50% for 10 years and above while for 15 years and above rural female were only 44% literate indicating a fact that the literacy rate of rural female witnesses a drastic fall, exactly as elementary/ middle and secondary education experiences in case of girls in the same area. Literacy situation for urban female is significantly better; which means that literacy and education services are better in urban areas while in rural settings, these services are inadequate and results in poor literacy/ education indicators especially for females.  Supply side/ provision of schools, teachers; low enrollment of girls  This fact that girls at middle and secondary levels in Nankana Tehsil (near river Ravi bank especially) are not provided with equal opportunities to education is further reinforced when the situation is analyzed with respect to supply side; supply of schools and teachers. According to SED (school education department) Punjab, female schools are reported to be 51% in entire Punjab, while they are 32% in Nankana district. The SED website (August 01, 2017) also indicate that in district Nankana Sahib there are 70% primary while other 30% are middle and secondary schools in which female elementary/secondary schools are only 14%. *“These figures confirm a fact that girls’ education is still a big challenge.*  These estimates for girls are even alarming owing to cultural and socio-economic reasons and the poor supply side by the government with regards to the provision of schools and teachers for girls especially at middle, secondary and higher secondary education levels. Although district level statistics are difficult to obtain, but the trends especially for girls present a similar picture especially in rural settings.  Brief rationale and target Union Councils  Large number of out-of-school children especially girls above 10 years of age confirms a fact that middle/ elementary and secondary level enrollment is significantly less than an average recorded at primary level. Massive OOS number especially in rural areas is also revealed by a very low women literacy in rural areas, which is reported to be 50% for 10+ years’ population while rural women literacy for 15+ is further lowered to 44% (in Nankana district). This situation is generally termed as gender gap/ disparity which is reported to be 0.73 at middle level in Nankana district. This gap is furthered widened and recorded to be 0.40 for tehsil Nankana. Tehsil Nankana is one of the very few tehsils that shows very low girls enrollment at middle and secondary level in particular. These are among the key problems that have been evidently noted especially for rural girls. Such situation is normally caused by both low levels of supply and demand for girls’ education. Number of schools and teachers are less for girls than for the boys and that girls’ education is not being prioritized by the communities and parents.  Statistics have shown that majority of the out-of-school girls especially those above 10 (up to 19) are out of schools because of the fact that their families/ parents didn’t allow them to continue education beyond grade 5. Further, a number of girls are OOSs because of their vulnerability for being slow at learning (mild/ moderate learning/ physical disability) and that they remain excluded from schools because they belong to religious or ethnic minority or are extremely poor that they cannot manage educational expenses in situations where education is entirely free up to secondary levels.  Considering the above mentioned situation and related causes, Sanjh Preet initiated the project with the financial assistance of USAID and technical assistance of Allama Iqbal Open University(AIOU) and Plan Pakistan in target four union council of Nankana Sahib by establishing 32 Non Formal Elementary Schools to certify the 1200 primary passed girls(age 10-19) with elementary education. The main purpose of the project is to provide second chance of education to the girls who had left school after completing the primary education on account of the absence of elementary schools, poverty, social taboos, early child marriages and other related issues. Secondly in order to mobilize the parents and local community on girl’s education the project is also implementing social mobilization component in the four union councils.  The project adopted the developed non formal elementary education system of AIOU that include syllabus, text books, teacher trainings, assessments and certification. For that purpose Sanjh Preet jointly signed MoU with Bureau of University Extension & Special Programs (BUESP), Allama Iqbal Open University Islamabad and Plan Pakistan as technical partners for two years. Through this system it was planned to certify the target 1200 girls with elementary education in two years through seven semesters of each three months. For year one Sanjh Preet was funded by Small Grants & Ambassador Fund Program (SGAFP-NRSP) of USAID and have completed three semesters however remaining 4 semesters of year two will be completed with the support of different donors and philanthropies . The following are the key achievements of year one;   * Signing of the MoU with the AIOU University and Plan Pakistan for the technical support * Notification of the project steering committee by the district government to extend advisory role * Establishment of 32 Non Formal Elementary Schools and provision all necessary material and supplies including furniture, learning and education material * Enrolment of 1200 girls in the schools * Hiring of 40 teachers( one for thirty girls) and train on the start of each semester as per design of the AIOU system * Awareness raising and sensitization campaign with the local community of target 80 villages in target union councils on girls education * Successfully completion of semester three and fourth is in progress. * Organization 162 awareness raising session on girls education with local community * Organize 32 parent teacher committees and conduct monthly review meetings.   The proposal is being submitted to different donors for funding to make complete the elementary education of the enrolled girls. At the onset of the project, 1200 girls enrolled by establishing 33 non formal elementary schools however due to inevitable reason three non-formal elementary school had to close and 5 schools has been merged on account of less number of students as students mainstreamed and dropped out. Currently 900 girls are getting education in 25 non formal schools. This funding would assist the girls in completing the elementary education that otherwise wouldn’t have possible. |

1. Project Objectives

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| **Project Objective** | **Key Outputs** | **Activities** |
| Objective No. 1: Provide Education to 900 vulnerable girls to middle/ secondary level alternative learning programme for girls of 10-19 years. | 1. Allama Iqbal Open University extended technical support in certification of the 900 enrolled girls. | 1. Resigned-signed the MoU with Allama Iqbal Open University for second year to extend support in certification of the enrolled girls. 2. AIOU will also provide text books/reference material for the remaining each 4 semesters to the enrolled girls. 3. The University will also Train the teachers through 3 teacher’s trainings of 3 days each for non-formal middle schools on the onset of each 3 semesters. Through these trainings teachers are trained on curriculum, pedagogy, scheme of studies, lesson planning, co-curricular activities, and assessments etc. 4. AIOU will also conduct follow up visit to the non-formal elementary schools to assess the gaps and provide on job support to the project team and teachers for the improvement. 5. Four assessments will also conducted at the end of each semester by the university using their standard assessment system. 6. The AIOU will certify the qualifying girls with elementary education after completion of 8th semester. |
|  | 1. 25 non formal elementary schools extended educational services to 900 girls under the non-formal elementary education system of Allama Iqbal Open University. | 1. Existing 25 non formal elementary schools are extending education services to the enrolled girls in target villages of district Nankana Sahib. 2. 900 girls are regularly attending classes in already established and functional 25 non formal elementary schools. 3. Provide curriculum, textbooks, supplementary reading materials and stationery. 4. Conduct enrolment drives to enroll out-of-school girls not only in the non-formal system but also will help the government schools in getting enrolled the out of school children. 5. Project team provide monitoring and follow up support to the teachers and students in all the schools to ensure the quality of education in the schools 6. Conduct co-curricular activities in each schools to provide the girls in expressing their potentials. The activities may include indoor games, debates, and competitions, exhibition of their models and sports events. The national and internal days will also be celebrated at schools level. 7. In order to ensure the regularity and to discuss the student’s related issues monthly meetings will be conducted with parents in each school. In these meeting project team and teachers will have joint and individual sittings with parents to discuss the areas of improvements in the girls. |
|  | 1. Coordination and Linkages developed with Government departments and service providers to avail the services for the girls as well as for the target communities | 1. Conduct regular meetings of the district steering committee on the project that has already been notified under the deputy commissioner of district Nankana Sahib. 2. Develop liaison with Government departments/NGOs/other service providers in availing the services for the girls and communities like skill programs for girls/women, interest free loans and skill programs. 3. Meetings will also be conducted with elected representative to enhance the number of elementary/secondary schools for girls in the target areas as well as in the whole district. |
| Objective No. 2: To create, empower and strengthen “Communities of Support” to enable them act as supportive advocates for their girls, raise demand side and sustain inputs beyond the project life | 1. Empowered parents and communities as advocates of girl’s education through regular Parent Teacher/community Meetings in target villages. | 1. Strengthen the existing 25 village based community groups to support the non-formal schools and also to work as supporters of the girls education. 2. Conduct regular meetings with these community groups and conduct periodic awareness sessions on their roles particularly the issues facing to girls like early child marriages. 3. Organize at least one enrolment drive with the support of these community groups and parents in target UCs to bring more OOS in schools. 4. Facilitate parent-teacher meetings 5. Organize parent day in target schools |
|  | 1. Create safe and enabling learning environment in target non-formal middle/ secondary schools (by transforming schools into inclusive, gender responsive and child friendly schools) | 1. Provide training to 25 teachers to build their capacity on content mastery, pedagogical skills, inclusive, gender responsive and child friendly schools 2. Provide regular supportive pedagogical supervision (academic follow up/ mentoring) as part of the ongoing CPD (continuing professional development)/ in-service capacity building 3. Create monthly CPD forum for teachers of by conducting result oriented monthly meetings in which the progress of the month will be shared. The session will also be conducted to address the gaps on the basis of field observation. |
| Objective No.3 :  To advocate with Government Departments, Elected Representatives and Decision Makers on the right of Education particularly for girls elementary/secondary level education through conducting studies, organizing events and developing IEC Material | 1. Conduct Meetings with government line department and elected Representatives to provide the elementary schools in project target localities. | 1. Attend regular meetings with district steering committee on the project and share the progress and challenges as well. With evidence it would be tried to convince the DC to upgrade the primary schools into elementary level in target localities. 2. The meeting with the elected representatives will be conducted on the pertaining issues for girls in target localities as well in the district, As the project data shows out of enrolled 7% girls are married who are in age bracket of 10-19 years. It would be advocated with public representative to ensure the elementary education for all girls so that they can be protected from child marriages. |
| 1. Conducted Study of 5th class students of selected government schools to assess the future trend of these girls) whether they would be continuing education after 5th grade or not and reasons of not continuing). | 1. The study will be conducted in the government girls’ primary schools of project target villages to assess the future trends of 5th class students. The tools have already been developed by the Sanjh Preet management. With the approval of CEO Education it will be conducted under the supervision of Director Program Development & Quality Assurance. 2. Share the findings in the project steering committee also publish the report(depends on availability of budget) |
|  | 1. Organized Project Closing ceremony to share the best practices and lesson learned of the project with the project stakeholders and decision makers | 1. At the end of the project the closing ceremony will be organized in which the project stakeholders and decision makers would be invited. The project achievements, challenges faced and lesson learned will be shared with the participants. 2. The Project completion report will also be disseminated amongst the stakeholders in the event. |
|  | 1. IEC Material Developed and disseminated amongst the project stakeholders | 1. IEC material like project broachers, banners, standees, caps, play cards, posters will be developed and disseminated among the project stake holders. |

3. Implementation Methodology:

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| Sanjh Preet will adopt the following implementation strategies in implementation of the project  ***I– Commencing Activities:***  Initially, a Staff Orientation Session will be organized at SP’s Field Office at Nankana Sahib. In this full-day long session, headed by SP’s Senior Management, project staff will be acquainted with project objectives; nature of planned activities; the manner in which they will be undertaken; roles & responsibilities of each member with reference to the same; and potential challenges and expected results. Determination of communication channels, preparation of internal reporting schedule and deadlines for each deliverable will also be finalized.  ***II. Continuation of established non-formal elementary schools (NFE/SS)***   1. As the project is continuing since one year hence in year two Sanjh Preet is continuing 25 existing schools to support 900 girls in certification of elementary education with the support of Plan Pakistan. The 25 teachers are already there and continuing the functioning of the schools with the ratio of 1:35-40; to make sure that teachers are able to teach all subjects at middle levels. These teachers are being trained on the content, scheme of studies, lesson plans etc. at the beginning of the each semester. 2. The course structure followed in these schools will be the one prescribed by Allama Iqbal Open University (AIOU)[[1]](#footnote-1) under its accelerated learning program for middle level, whereby Grades VI-VIII are covered in an 24 month period. The said course is spread over 07 semesters, 3 semester has already been completed while 4 semesters to complete this year. All the technical support will be provided by the AIOU.   ***III – Hiring Teachers & Building Capacity:***   1. Each Non-Formal School will be manned by a 01-member female teaching staff. The staff is already on board and teaching in the schools. The teachers will be trained on the start of each semester by the trainers of the AIOU on the standard developed modules. In the four semesters the following strategy would be adopted in training the teachers;  |  |  | | --- | --- | | Training Teachers | | | No. of Trainees Per Batch | 25 | | No. of Batches | 04 | | Duration of Each Training Workshop | 03 – 04 Day | | No. of Training Workshops | 04 | | Training Venue | A Centrally Located Non-Formal School | | Resource Person | AIOU Trainers |  1. In addition to direct capacity building, SP will also ensure provision of on-going support and supervision during class-room sessions. Handled by Social Mobilizers/Education Officers (01 Per UC) under the supervision of project manager, this will primarily focus on:  * Regular supportive pedagogical supervision; * Academic follow up/ mentoring of teachers; * Discussion with teacher on her lesson plan; * Discussion with teacher on her strengths and weaknesses; * Carrying out children profiling i.e. assessment of learning, behavioral and health indicators; * DevelopingIndividualized Education Plan(IEPs) based on initial assessment; * Formulating learning goals, targets, strategies; and * Carrying out periodic assessment to gauge student progress;   Each of the 02 Social Mobilizers/Education Officers will be responsible for 25 schools in his respective area, with each school visited once every week.   1. To ensure that the said Officers perform the above assigned tasks to the best of their ability the organization will:  * Ensure their participation in the 03-day non-residential training exercise arranged for the teachers at the beginning of each semester, and * Arrange a 02-day non-residential orientation exercise headed by the project manager at SP’s Field Office.   ***IV – Mobilizing Community on girls education:***   1. To create awareness among communities and general public about importance of girls’ education, the organization will hold continuous meetings/sessions with the village based education committees. These sessions will be conducted by Social Mobilizers at a suitable, centrally located place in each village, given by the community free of charge. 2. In addition to these sessions, SP will also hold one to one meetings with parents of out of school girls, highlight the benefits of enrolling girls in Non-Formal Schools, and encourage them to choose education for their daughters. 3. The organization is confident that the above mentioned efforts will result in retention of 35-40 adolescent girls in each school till the completion of 8th semester.   ***V – Running Non-Formal Schools:***   1. All schools will be functional 06 days a week, for 04 hours each day. However, timings in each case are susceptible to change as per the mutual consensus of concerned teachers & students’ parents. 2. Each student will be provided with a set of text books[[2]](#footnote-2), notebooks, stationary and related learning material. 3. During the course of the project the following expenses will be taken up by the organization through donor funding:  * Schools’ Rent, * Teachers’ Remuneration, * Procurement of Stationary, * Payment of Utility Bills, and * School Repair & Maintenance  1. To ensure continued retention of girls in these schools, the organization plans on holding an hour-long session with students’ parents[[3]](#footnote-3), once in a month conducted by Social Mobilizers/Education Officers along with the concerned teachers, these sessions will be used for:  * Sharing with the parents the progress made by their girls; * Inquiring from them about any positive change in their girl’s behavior and personality as observed after enrollment; * Identifying with their assistance any areas that require further grooming and attention and working out a plan for addressing the same; * Finding out the constraints that led to non-enrollment of girls in the first place; and * Encouraging them to mainstream their girls into formal education.  1. Upon completion of the 24-month long course, those qualifying in the same will be awarded a certificate by AIOU. Following this the organization will facilitate these girls in getting mainstreamed in regular high schools in their area. Whereas for those not interested, linkages with institutes providing vocational training will be developed. 2. Here it needs to be pointed out that the proposed non-formal arrangement is only for the present intervention. Upon completion of this 24-month long course, the schools will be run as regular middle schools (where possible) with three separate grades where the curriculum prescribed by Punjab Text Book Board will be followed.   ***VI – Sustaining Non-Formal Schools:***  To keep the schools operational in the post grant period the organization has proposed the following line of action:   * SP will also make efforts to convert these schools into a social enterprise[[4]](#footnote-4) for teachers, by encouraging them to manage and run these as private institutions. The organization will work with them to develop a system whereby underprivileged girls are given education for free, while fee is charged from those who can afford it. * The organization will try to sustain these schools in collaboration with Punjab Education Foundation (PEF) through their existing programs. The meetings will be conducted with PEF to brief on the model and seek the sustainable options.   ***VII – Economic and social empowerment of selected girls:***  Project staff will identify and connect with existing social safety nets; e.g. BISP (Benazir income support program me), micro-credit schemes, appropriate vocational courses and other basic skills programs. The project aims to connect at least 100 girls to any of the above stated programs and help them become socially independent and be a strong source of inspiration for other girls of tis age.  ***VIII--Advocacy and networking for girls education***  Project will coordinate with Education authority at the district level to advocate for girls’ education agenda. The authority will be briefed about the progress on regular intervals and be facilitated to take appropriate actions to promote the girls education. Regular quarterly meetings will be held with the project steering committee and education authorities to share progress, lessons learned best practices and strategize areas of improvement. At the end the project jointly with DED and the district government (education authority) will hold a district level seminar to show case the project learning, best practices and a model that can be replicated in other parts of the district and province. |

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4. Proposed Project Beneficiaries

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| Beneficiaries are listed in the below given matrix:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Description** | **Schools** | **Beneficiaries** | **Category** | **Nature of benefit** | | Non-formal elementary/ secondary schools | 25 | 900 | Girls | Access to quality inclusive education, leadership, skills, computer, co-curricular activities and continuing education linkages, learning exchange program for enhanced exposure | | Communities of support (non-formal schools)/ SCs | 25 | 50 | Both men and women | Enhanced knowledge and skills to become supportive to schools (SDPs, campaigns, financial management etc. | | Teachers of non-formal schools | 25 | 25 | Female teachers | Teachers will be trained on content mastery, pedagogical skills, lesson planning, classroom management, positive discipline, child friendly and inclusive education approaches | | District education authority and local elected representatives |  | 50 | Both men and women | Knowledge of the authority personnel enhanced on education/ girls' education and they are facilitated in performing their role | | **Total** |  | **1,025** |  |  | |

5. Monitoring Strategy

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| *Operational transparency (programmatic & financial),*  Sanjh Preet has a comprehensive financial and procurement policy which will be followed in addition to donor guidelines to manage finances and procurement. Sanjh Preet is very particular in managing accounts and developing financial reports on monthly/ quarterly basis. These reports will be shared with the donor. The organization also undergoes regular annual audits and the proposed project will certainly be audited.  In order to ensure programmatic transparency, Sanjh Preet will provide regular orientation to the staff on Plan Pakistan’s prescribed rules and regulations especially the fraud policy jointly with organizations’ own control manuals. Implementation and monitoring of values, HR and other policies like fraud, use of IT equipment, program management policy/ guidelines will be implemented in its true spirit.  *Information management for reporting purposes and improvement of proposed interventions*  Quality assurance and program development unit of Sanjh Preet will develop LFA (logical framework analysis) and PMP (performance monitoring plan) following its “*Quality Assurance Policy*” for smooth and regular monitoring and management of the project. The PMP will specifically lead to purposeful and indicator based monitoring and reporting. The proposed PMP will include following variables:   1. Planned results (against objectives and at output levels as state din the project) 2. OVIs (objectively verifiable indicators) against each result/ outputs so that the project teams/ M&E persons are able to measure the results as per the OVIs 3. MoVs (means of verifications) against each OVI will also be specified in the PMP. These MoVs will sensitize the staff to gather necessary evidences to highlight that some activity/ result has been achieved and be reported 4. Data (disaggregated by gender etc.), 5. Data type (qualitative & quantitative), 6. Data collection methodology (interviews, FGDs, observation etc.), 7. Data collection frequency (monthly, quarterly etc.), 8. Data collection responsibility and deadline ( who will collect and by when) 9. Reporting (both descriptive/ qualitative and statistical/ quantitative, on monthly basis)   As a result of the regular data collection exercises as per the PMP, the project team will produce **“regular monthly descriptive/ analytical and statistical reports”** and conduct periodic reviews to reflect upon the gaps, strengths, lessons learned and best practices. |

6. Post-Project Management and Sustainability

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| Sanjh Preet plans to sustain the project through following ways:  *Mainstreaming*  Mainstreaming of vulnerable (at risk of dropping out) to neighboring formal schools will make sure that girls tend to continue their education which is the core of this project. In this way, closure of non-formal schools will not affect the continuity of education. Further, people will be mobilized to make locally appropriate arrangements for continuing education.  *Empowering girls and giving them a leadership role*  Girls’ social and economic empowerment and their leadership role is being seen as strong tools of sustainability. Well-equipped educated girls with leadership qualities will become a source of inspiration and attract more girls to education and keep them motivated to continue their education. Around 100 girls, who will be linked to vocational and social safety nets, act as ambassadors for the education of other girls from excluded groups.  *Convert the schools into social enterprise*  SP will also make efforts to convert these schools into a social enterprise for teachers, by encouraging them to manage and run these as private institutions. The organization will work with them to develop a system whereby underprivileged girls are given education for free, while fee is charged from those who can afford it.  *Empowering girls and giving them a leadership role*  The organization will try to sustain these schools in collaboration with Punjab Education Foundation (PEF) through their existing programs. The meetings will be conducted with PEF to brief on the model and seek the sustainable options. |

1. *Given at Annex-II.* [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)