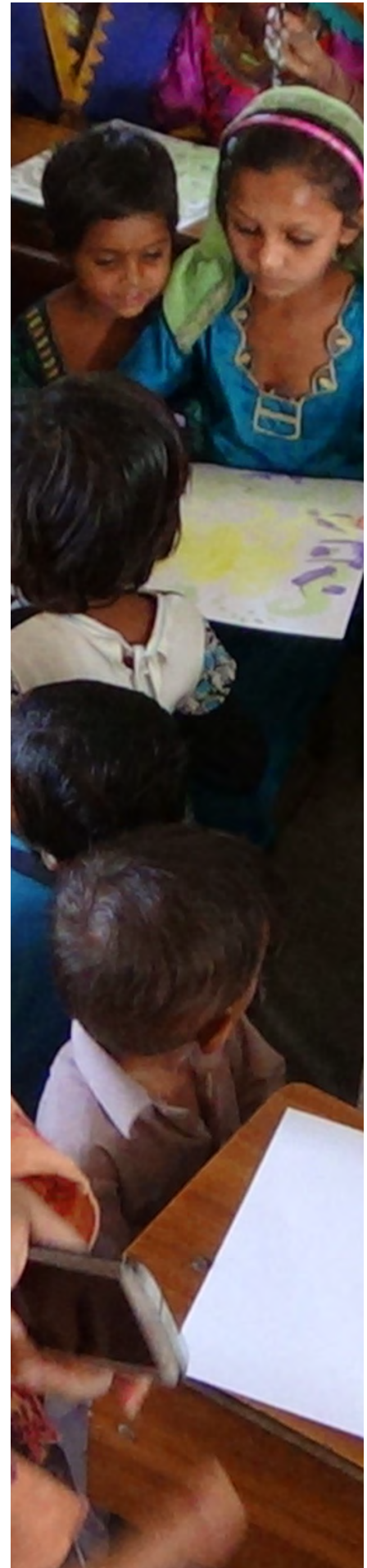


# Eye on Corruption: Empowering Women for Change



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## CHAPTER I: INTRODUCTION

Grant agreement has been signed between Transparency International e.V. (Secretariat), Germany and Transparency International Pakistan as Partner Organization. The implementing organizations are Heritage Foundation of Pakistan and TIP. The program is being conducted under TI's Innovation Grant funded by People's Engagement Program (publicized in July 2013).

The title of the grant is "Eye on Corruption: Empowering Women to Change" and the period of the project is from 1st October to 31st December 2013.

The following outputs are part of the Project:

- Women Committees set up and trained (on corruption, using ALAC, using street theatre etc.).
- Dissemination: people's engagement activities (street theatre, workshops etc.) organized by the trainees.



*Ar. Yasmeen Lari addressing the 1st Women's Assembly*



*1st Women's Assembly, Moak Sharif*

## CHAPTER 2: SCHEDULE OF THE PROJECT

The schedule was designed in order to fulfil the requirements as detailed in the original proposal. For this purpose a greater effort had to be expended in order that the communities could be prepared for effective implementation of the project.

The following assemblies have been held:

DATES	EVENT	VENUE
31 Oct	First Women’s Assembly Conducted by HF CEO and TIP MM	Villages Moak Sharif and Khakoo Wasan
29-31 Oct	Mobilization of community by HF field staff	Both villages
30-31 Oct	Organization for the event; arrangements for setting up, ordering event activity material as well as refreshments etc. by HF field staff and other village helpers	Both villages



*Mural Painting Activity, Moak Sharif*

DATES	EVENT	VENUE
22 Nov	Second Women’s Assembly Conducted by HF Trainer HZ and TIP MM, Translator HF Social Mobilizer Sumaira	Villages Moak Sharif and Khakoo Wasan
20-22 Nov	Mobilization of community by HF field staff	Both villages
21-22 Nov	Organization for the event; arrangements for setting up, ordering event activity material as well as refreshments etc. by HF field staff and other village helpers	Both villages

# 2.0 SCHEDULE

DATES	EVENT	VENUE
6 Dec	First Children's Assembly – Mural painting Conducted by HF HZ and TIP MM, Translator HF Social Mobilizer Sumaira	Villages Moak Sharif and Khakoo Wasan
5-6 Dec	Mobilization of community by HF field staff	Both villages
5-6 Dec	Organization for the event; arrangements for setting up, ordering event activity material as well as refreshments etc. by HF field staff and other village helpers; Par-hoPakistan Centre helpers	Both villages; and primary schools



*Distribution of snacks after the Creative Arts Activity, Moak Sharif*

DATES	EVENT	VENUE
19 Dec	Second Children's Assembly – painting sessions Conducted by HF HZ, Translator HF Social Mobilizer Sumaira	Villages Moak Sharif and Khakoo Wasan
18-19 Dec	Mobilization of community by HF field staff	Both villages
18-19 Dec	Organization for the event; arrangements for setting up, ordering event activity material as well as refreshments etc. by HF field staff and other village helpers; Par-hoPakistan Centre helpers	Both villages; and primary schools



*Children's Creative Arts Activity, Khakoo Wasan*

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

DATES	EVENT	VENUE
20 Dec	Third Women's Assembly – painting sessions Conducted by HF HZ and TIP MM, Translator HF Social Mobilizer Sumaira	Villages Moak Sharif and Khakoo Wasan
18-20 Dec	Mobilization of community by HF field staff	Both villages
18-19 Dec	Organization for the event; arrangements for setting up, ordering event activity material as well as refreshments etc. by HF field staff, TIP staff and other village helpers; ParhoPakistan Centre helpers	Both villages; and primary schools
21 Dec	Wrapping up project by HF Field Staff	Both villages



*Distribution of sweet-meats after the Women's Assembly, Moak Sharif*

DATES	EVENT - Theatre Activity	VENUE
30 Oct	Audition for theatre group by Arif Bahalim	Moak Sharif
3-6 Dec	Briefing and practice by Visual World in Karachi	Karachi
25-28 Dec	Practice in HF Training Centre	Moak Sharif
29 Dec	Performance in front of audience by children trained for theatre	Moak Sharif and Khakoo Wasan



*Theatre Training Workshop by Arif Bahalim, Moak Sharif*

**WOMEN'S ASSEMBLIES**  
*Eye on Corruption – Empowering Women to Change*  
**MOAK SHARIF & KHAKOO WASAN**

**Facilitators:** HF Ar. Hina Zaidi and TIP Ms. Maryam Mughal; Translator HF Social Mobilizer Ms. Sumaira.

Ms. Sumaira to identify potential Maa Committee members by visiting both the villages during days before the event.

Consider giving Maa Committee members an identification e.g. name tag/green duppatta/jacket?

**Requirements:**

- 10 no. cell phones and 10 Rs. 1,000 credit cards
- 1 no. laptop computer and printer (already at Moak Sharif); the second laptop computer to be given to school in Khakoo Wasan. [Naheem Shah has already employed a computer technician who will provide assistance in both villages.]
- Mithai boxes for all participants, including school children.
- Art material for all school children.

**SCHEDULE**

**DEPARTURE: 6:30 am from Karachi**

**HF-TIP PROGRAM:**

**Introduction to Technology**

Facilitators to speak in Urdu; translation in Sindhi

**0930 Arrival at Moak Sharif**

Checking on preparations

Have women assembled in shamiana on chairs

All ParhoPakistan Centre children to be assembled on darries

Arrange for painting session in Government School

**1000 Briefing by Ar. Hina Zaidi (HF)**

Hina to prepare the speech regarding the program.

Emphasis on education and all mothers must send their children to school (either Government School or ParhoPakistan Centre

Explain about Maa Committee

- 1000 **Simultaneous painting session at Govt School**, organized by Teacher Heer.
- 1045 **Speech by Ms. Maryam Mughal (TIP)**  
How to use the cell phones.  
The responsibilities of Maa Committee  
Distribute the numbers of TIP and HF. Get laminated A-4 size with the two logos, to be placed in Govt. School and ParhoPakistan Centre.
- 1130 Sweatmeats and drinks to assembly of women and children  
**Shift venue to Govt School**
- 1140 Gift of laptop and printer to teacher and students of Moak Sharif School  
Presented by TIP on behalf of Transparency International.  
Have an agreement prepared to be signed by the Teacher.
- 1150 **Leave for Village Khakoo Wasan**
- 1220 **Briefing by Ar. Hina Zaidi (HF)**  
Speech as at Moak Sharif  
Emphasis on education and all mothers must send their children to school (either Government School or ParhoPakistan Centre  
Explain about Maa Committee
- 1220 **Simultaneous painting session at Govt School**, organized by Teacher of PP Centre
- 1300 **Speech by Ms. Maryam Mughal (TIP)**  
How to use the cell phones.  
The responsibilities of Maa Committee  
Distribute the numbers of TIP and HF. Get laminated A-4 size with the two logos, to be placed in Govt. School and ParhoPakistan Centre.
- 1345 Sweatmeats and drinks to assembly of women and children  
**Shift venue to Govt School**
- 1350 **Visit to Government School – Record conditions**
- 1400 Return to Khakoo Wasan  
Lunch at Moak Sharif
- 1500 Record issues raised by community in order that TIP should take it up with relevant government departments.  
e.g. How can one teacher teach all grades and all ages (as in Moak Sharif)?  
Do all teachers attend school in Khakoo Wasan.  
What incentives mothers need to send children to school?
- 1600 **Leave for Karachi**



## Eye on Corruption: Empowering Women for Change

### Third and Last Women's Assembly Moak Sharif and Khakoo Wasan – 20<sup>th</sup> December 2013

#### Program

1. Get one of the women to recite the Quran.
2. Get one of the Hindu women to recite from Bhagvat Gita.
3. Welcome by Maryam from TI-P
4. Explanation of the program by Hina: the formation of the Maa Committee, the expected improvements and their continuing role.
5. Explanations by Sumaira as to how the cell phones could be used as PCOs as a form of earning so that they can continue to work for improving school attendance and education.
6. Repeat again the discussion that was held on the first assembly (conducted by YL and Sumaira).
7. Get each committee member to give a report as to what she has been able to do: How many children are now going to school? If teachers are attending? What else needs to be done in each school etc.
8. Get women in the assembly to talk about the impact of the Maa Committee. As many as possible should get up and relate what benefits are now accruing. Are they letting their children to go to school rather than sending them into fields? Do they think the children have more interest in the schools etc.
9. Conclude by thanking on YL behalf for their cooperation.

Hina to note down what the Maa Committee has said and what is the reaction of the village women.



*Women and children Assembly, Moak Sharif*

## CHAPTER 3: PROJECT DETAILS

### 3.1 FOCUS ON WOMEN

The program is designed in order to get mothers engaged in education of their children. Various options applied so far have hardly ever considered women as active participants for improving school attendance. Although it is widely known that community pressure is essential for better performance of school teachers, mothers have not been considered stakeholders in the process. Many reasons are cited: women are mostly illiterate or they have no social standing therefore their word will not carry weight etc. Most of the time the fact that mothers have the greatest stake in their children has been entirely overlooked.

There is a synergy in the approach of Heritage Foundation and TI-P. Heritage Foundation is carrying out several women-centred initiatives in its humanitarian aid projects and TI-P believes in the empowerment of women through an understanding of their rights. Accordingly, the program was designed in order to make the mothers central actors in the project.

For this purpose, an effective technique utilized by Heritage Foundation in arranging assemblies of women, has been adopted. This method is important as it makes it possible to provide detailed information to the congregation at the same time. Usually HF encourages participation of women along with their babies and children. This facilitates attendance by mothers, since most have to tend to their children themselves. During the assemblies it is possible not only to impart information but also to elicit views and comments by participants.

Accordingly, assemblies need to be organized in a manner which allows women to be able to voice their opinion, participate in discussion and also express what their own views are. Both HF and TI-P believe that it is the right of communities to be informed regarding the programs that are conducted for their benefit.

In HF's experience, the assemblies are critical in providing motivation and



2nd Women's Assembly, Khakoo Wasan

# 3.0 PROJECT DETAILS

encouragement to women as important members of a community.

The innovation in the present project is to assign an important role to mothers which would lead to:

1. Getting out-of-school children into schools by developing an understanding of the importance of education as well as other children's rights.
2. Applying pressure on teachers to attend school regularly, along with improvement in school environment.

The occasion is also used to discuss rights of women, the need to become self reliant by becoming literate, access to better health and nutrition, emphasis on hygiene and hand washing etc.

It goes without saying that only one assembly is not likely to accrue entirely satisfactory results. For effective outcome, it is important to reiterate the salient features of the project several times. The more assemblies that can be held the greater progress would be made. Due to time constraint only 3 assemblies could be held. These should be increased to 5 nos., which are held with lengthening time period in between. For example, the first 3 to be held at one month interval, the fourth after 1 months and the last one after 2 months. Thus, the program duration would be 8 months. During this time it will be essential to keep contact with Mothers Committees and to ensure that the assignment given to them are being carried out. This will provide sufficient time for the project to be established on firm grounds with assured sustainability.



*Yasmeeen Lari addressing the women's Assembly*

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Introductory Assembly	Cellphone Intro - tasks given	Reiteration Right to education	Maa Committee Reports	Review of Children and Teacher attendance	Maa Committee Reports	Maa Committee Reports	Analysis of deficits and challenges

### 3.2 BACKGROUND

Two villages have been selected in view of the existing linkage of Heritage Foundation with them. As they had been devastated during the floods of 2011 and 2012, Heritage Foundation has provided shelter to almost all the households residing in in the two villages. Thus it has a good working relationship with the community in both villages. In addition since HF is concentrating on economic empowerment of women and has begun several initiatives, women in the villages have been able to comprehend the gravity of the situation due to the existing social deficits and particularly the lack of education. This has been clear since the opening of HF's pre school ParhoPakistan (Read Pakistan) Centres (PPC) in May and August 2013, which has drawn many out-of-school children into PPCs in both the villages.



*Children's Art Activity, Moak Sharif*

Government primary schools have been functioning in both the villages; however several issues have been noted in the last couple of years:

- a. Only one teacher is normally seen; even that attendance is erratic.
- b. The school buildings are in a pitiable condition – no funds have been expended on the upkeep of the school structures.
- c. Many school going children do not attend the schools.
- d. The attendance varies and there is no pressure for the families to send

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

- their children to school.
- e. During various months, children are subjected to child labour and forced to work in fields by their parents.
- f. There is no overseeing body – although parents –teachers organizations exist, however, they do not seem to be effective.
- g. The relevant government department does not carry out any monitoring or evaluation of the facility.

During the last few years, particularly since 2005 Earthquake, HF has built several schools in Hazara (in the north) and Upper Sindh. On the instruction of CEO Heritage Foundation, HF has carried out several experiments in various areas where public sector schools were built by HF. Unfortunately, no amount of motivation provided to teachers, or induction of volunteers to be engaged in teaching provided satisfactory results.

### 3.3 PHILOSOPHICAL BASIS OF THE PROGRAM

The concept is based on a paper written by Ar.Yasmeen Lari, CEO, Heritage Foundation 'Alternative Approaches' for dealing with disaster affected communities detailing how to deal with social deficits of communities, particularly low literacy levels. It goes without saying that every successive disaster that the communities are confronted with, their capacity for withstanding calamities keeps on getting diminished. Since 2010, due to recurring annual flooding, it is clear that as soon as they begin to recover from the last disaster, they are confronted with a new one. Thus, the nexus between core poverty and vulnerability continues to become stronger. To expect communities with little or no assets to be able to recover on their own would be unrealistic.

However, the basis for developing community strength is to begin to deal with social deficits which have been identified by HF as follows:

- a. Lack of safe shelter and poor knowledge of technical information to enable families to build themselves.
- b. Poor choice of locations as these areas are the only ones available to the poor.
- c. Lack of knowledge regarding preparedness in order to provide safety for themselves.
- d. Extremely low literacy levels, thus making the vulnerable unable to work out safety measures for themselves.
- e. Poor health especially among children and women, weak physical attributes and common factor of malnourishment.
- f. Poor hygiene conditions as being unable to separate the animals (live-stock) from themselves.
- g. All pervading open defecation and inability to create hygienic conditions.
- h. Lack of safe potable water thus frequent incidence of water borne diseases leading to poor health condition.
- i. Reliance on farming along; lack of diversification of livelihood opportunities.
- j. Lack of capacity building of women to undertake activities for the improvement in their lives along with improvement in the lives of their families.



*Moak Sharif Primary School - Before*



*Moak Sharif Primary School - After*

### 3.4 DYSFUNCTIONAL TO FUNCTIONAL SCHOOLS - FROM NEGLECT TO SUSTAINABILITY

For a nation which has stepped into the 21st century, it is suicidal if no mechanism is in place which would encourage its vast population to become literate to embrace education. Even as Malala Yousufzai trails a blaze emphasizing the need for education and spearheads a ‘No child left behind’ movement, a vast majority of the children of the country face a future of abject poverty. They are unlikely and unable to partake of the level playing field provided by technology in a century that is propagated as the *Century of Knowledge*.

It has therefore become incumbent on all Pakistanis to strive to spread literacy and love of education as much as possible.

The unfortunate state of existing public schools requires an overhauling. It requires out of the box solutions, which would provide motivation to the existing public school system to deliver. It is clear that setting up alternative private schools, although laudable, can never provide education to children of the masses who have no chance under the prevailing conditions today. It is also clear that the public school system must be made to work since that is the only salvation for the children and the country itself.

The following methodology is therefore essential:

1. Strategy to be put in place which would incorporate activities that provide income to schools, thus making them sustainable.
2. Motivation to teachers and students alike to aspire towards greater achievements.
3. Engagement of the community as a pressure force which would persuade the teachers to deliver what they have been tasked with.
4. Empowering mothers in communities to apply pressure on teachers through constant checks on their attendance, at the same time, to see



Moak Sharif Primary School Veranda - Before



Moak Sharif Primary School Veranda - After



Sumaira, Maa committee member, briefing the Women’s Assembly, Moak Sharif

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

that all that government school supplies are available.

5. Providing mothers' committees with recourse for complaint to an independent body e.g. Transparency International-Pakistan or Heritage Foundation, to apply pressure on relevant government department.

### 3.5 STRUCTURE OF THE PROGRAM

Heritage Foundation has developed the following methodology after a great deal of deliberation and interaction with village communities and particularly women. As a joint program with TI-P additional emphasis on corruption and rights of women and children has further strengthened the program.

#### 3.5.1 Local Female Role Model

The introduction of local role models such as the Stove Sister (the Chulah Adhi) a HF Social Franchisee, who has gone on to build 150 stoves in the last few months, has provided the breakthrough. The fact that she has been interviewed by several Pakistani TV channels as well as foreign radio station has brought enormous prestige to somebody that is one of their own. This has demonstrated that if any woman of the village has the will, she could also do the same. The fact that Meerzadi now also drives a rickshaw, the first female rickshaw driver in the entire province is no mean achievement. This has given mobility and freedom that was unheard of before.

#### 3.5.2 Local Mothers' Committee

The establishment of the Mothers' Committee is path breaking. The role of mothers/women has hardly ever been acknowledged, let alone giving them responsibility to take an active role and that they could make a difference has come as a surprise to them.

#### 3.5.3 Confidence Building Among Women

The frequent interaction with women and holding their assemblies by arranging special functions has never been done before except by HF when the shelter program was launched and continued through HF's program "Women Centred CBDRM (Community Based Disaster Risk Management)". This is the first time however, that exclusive women's assemblies are being held. That women are being provided respect and importance by arranging for chairs and then provided refreshments has been a great motivator. This gesture alone has raised the respect for women by men of the community.

#### 3.5.4 Introduction of Technology - Use of Cell Phone

By providing women with cell phones is a symbol of confidence reposed in the females. This has provided them with a sense of freedom since they are now able to connect with others. The fact that they can use it as a PCO (public call office) provides them with a great source of income. Additionally, they can listen to songs and are also entertained. They use the phone to either call the teachers to see if they are coming to school regularly, at the same time, this provides them the tool to be able to report absences to TI-P or HF. The provision of cell phones has already given them tremendous pride as a symbol of the responsibility that has been reposed in them.



Moak Sharif Primary School, Classroom - Before



Moak Sharif Primary School, Classroom - After



Moak Sharif Primary School, Classroom - Before



Moak Sharif Primary School, Classroom - After

Each Maa Committee member is required to visit the families in her assigned circle, and provide information regarding improved school attendance. This oversight by the committee members also provides a check if reduction in child labour has been achieved.

### 3.5.5 The Importance Village Assemblies

The experimental work carried out jointly by Heritage Foundation and TI-P has demonstrated the following:

- a. Assemblies of women where they are able to discuss and talk about their issues are essential in order to provide confidence to women enabling them to take necessary steps.
- b. The discussion regarding women's rights and child's rights are essential in order for them to understand the necessity of education and eradication of illiteracy.
- c. Developing an understanding regarding their role to apply pressure in order to attain their own rights and the rights of their children.
- d. Knowing that they are not alone in this struggle, but other organizations such as HF and TI-P are behind them, is a source of immense strength.
- e. Formation of a committee of 5-6 women who can consult with each other and take action, has already shown positive results.
- f. The responsibility that they are tasked with, is being seriously taken up by them with a great deal of commitment. This is clear from their visits to their neighbours who are persuaded to send their children to school.
- f. Responsibility to gather out-of-school-children into school – a movement to stop child labour in fields unless they go to school as well.



Moak Sharif Primary School, Main Gate - Before



Moak Sharif Primary School, Main Gate - After



Moak Sharif Primary School gifted with a Laptop computer and Printer

## CHAPTER 4: PROJECT TOOLKIT

### 4.1 TOOL I

#### 4.1.1 Introduction to the Project

Title of the Project: Eye on Corruption: Empowering Women For Change  
Make Dysfunctional Schools into Functional Schools: Neglect to Sustainability

#### 4.1.2 Name of Organizations Conducting the Project

Heritage Foundation in partnership with Transparency International-Pakistan

#### 4.1.3 Details of the program – its aims and objectives

- To encourage attendance of out-of-school children into schools.
- To make schools sustainable and enable replicability in other areas.
- To make dysfunctional schools into functional schools.
- To engage community through the Maa (Mothers') Committees by empowering them through information and tools to wield pressure for the benefit of the community.
- To introduce the rights of women and children.
- To give communities confidence to fight against corruption in all forms.

#### 4.1.4 Name of the Sponsor



*2nd Women's Assembly, Khakoo Wasan*



The funding is being provided by Transparency International. The title of the project is Innovation Grant- Eye on Corruption: Empowering Women for Change.

The grant has made it possible to hold several women’s assemblies and children’s creative activities in two selected villages in Sindh. As a result of mobilization and women’s assemblies, selected women from each village who showed potential and volunteered have formed Maa (Mothers) Committees. Through their pressure on both teachers and mothers/fathers, non-functional or neglected government primary schools are being made functional.

#### 4.1.5 The Project Area

The project is being conducted in two villages of District Tando Allahyar in Lower Sindh: Moak Sharif and Khakoo Wasan.

#### 4.1.6 Reason for Selection

These have been selected as Heritage Foundation has carried out extensive rehabilitation work in both villages. The work carried out in Khakoo Wasan has been completed through support from Spiritual Chords, a South African charity. HF has also carried out many programs due to which the community, particularly women are moving forward. Accordingly, HF has good relations with the community who have confidence in HF, making it possible to quickly motivate them for activities that are beneficial for them. Since HF is keen to make up social deficits, the project allows increase in literacy levels in the area, along with introduction of the rights of women and children.

#### 4.1.7 Project Period

The time period of the project is limited. It is being conducted from September to December 2013. However, in view of the deep involvement of HF in the villages, HF will continue to monitor and provide assistance where necessary in order that the program is taken to its logical conclusion i.e. both public primary schools become functional, aim to get regular and a high level of attendance of both teachers and school children. Additionally, efforts are required in order to begin income generating activities for long term sustainability as functional schools.



3rd Women’s Assembly, Moak Sharif

Task	Yes	No
<b>Basic Information</b> 1. Background information about the CSO 2. Details of the current project 3. Project contact information		
<b>Report on Project Implementation</b> 4. Regular reports on project performance 5. Financial reports 6. Information about significant project changes		
<b>Opportunities for Involvement</b> 7. Dates and locations of key participation events 8. Specific contact details for making comments or suggestions 9. Details of how to make complaints and expected responses		

Adapted from A. Jacobs (2005) ‘Accountability to Beneficiaries: A Practical Checklist’, draft, Mango for Oxfam GB.

#### 4.1.8 Benefits of the Project

The benefits are enormous, as the test case will demonstrate that with limited interventions and out of the box solutions i.e. involvement of mothers, it is possible to make public institutions functional, in order to attain high literacy levels.

#### 4.1.9 The Formation of Maa Committee and its Role

The Maa Committees are critical in getting the project off the ground. The members have volunteered to carry on the tasks they are given, which became clear to them after the First Village Assembly. As they have access to all households and all mothers, they can play a crucial role in getting out-of-school children into school. Once aware of their strength, they are able to pressurize teachers to perform. They will however, need assistance to get the government to provide the items that are the right of the children: better school environment, and supply of books, uniforms etc.



*Aamni, Maa Committee member, gifted with cellphone by Maryam Mughal, Kha-koo Wasan*

### 4.2 TOOL 2

#### 4.2.1 Accountability Framework

It is important to provide information to beneficiaries and the donor agency, as well as field staff of the organization.

### 4.3 TOOL 3

#### 4.3.1 Involving Female Community Members

The following tools are developed for informing and involving communities, particularly women, who are seen as ‘Agents of Change’.



*Distribution of sweet-meats, Moak Sharif*

### 4.3.2 Initial Information about the program

Utilize the field team and particularly social mobilizers to inform mothers about the activity. If there are any other active members e.g. HF has its ParhoPakistan teachers and humanitarian assistance program staff members and village staff, they should all be utilized in order to achieve maximum attendance of village female population.

The following groups should be informed well in time:

- a. School teachers.
- b. Notables of the community
- c. Parent-Teacher Committees
- d. Mothers

### 4.3.3 Information Regarding Events to be Held

A few days prior to the event as many women and children should be encouraged to attend as possible. This can be achieved through staff engaged in programs being conducted in the area:

- a. CSO's social mobilizers
- b. Teachers of ParhoPakistan Centres
- c. Other members of the field staff
- d. Identified helpers in the community e.g. HF's social franchisees, beneficiaries of HF's programs etc.

### 4.3.4 Village Assemblies

The village assemblies should be addressed by HF/TIP staff. As much as possible arrangement for translation in local language should be made.

The following format should be followed:

- Introduce speakers and team members.
- Explain the reason for the assembly.
- Encourage women to participate by asking them to answer questions about themselves.
- Try to break the ice since women are usually shy and have not had the chance to speak up.
- Those who provide appropriate answers, ask the audience to clap for them.
- Thank the assembly for finding the time from their busy schedule to attend the event. Rural women are usually very busy due to the work in the fields, taking care of a large number of children, cooking, cleaning, tending livestock, bringing water to the house etc. Unless specially motivated, they might not feel inclined to attend an event, the value of which is not clear to them.

## 4.4 TOOL 4

### 4.4.1 Women's Assemblies

It is important to arrange for at least 3 assemblies over a 3-month period. The assemblies should be organized in a manner so as to elevate the status of women in the community. For this purpose it is essential to make the



*Amani, Maa Committee member, Khakoo Wasan*



*Children's Creative Art Activity, Moak Sharif*

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

arrangements which gives due respect to them. Among the most important factors is to provide respect and dignity to women, who have not been given much respect or importance. The importance provided to them will help to provide weightage to the word of Maa Committee members by both men and women. The projects devised should aim at long term impact in involving women in socially relevant activities and to become active in improving their own environment.

1. Erect a shamiana with a kanat (enclosure) around in order to respect the desire for privacy.
2. Provide chairs for all women to sit, while durries (floor covering) can be provided for children.
3. Arrange for a loudspeaker and public address system.
4. Let national songs be blared from the speaker
5. At the conclusion of the meeting, provide some form of refreshment – sweat meat boxes and fruit drinks are usually very welcome.

### 4.4.2 First Assembly

- The First Assembly should be conducted with a great deal of fanfare.
- The modules developed by Heritage Foundation should be utilized.
- Emphasis should be on the importance of sending children to school.
- Discuss the rights of both women and children.
- Inform regarding the formation of Maa (Mothers) Committee – which will be essential in order that schools should become functional and attendance of both teachers and children is assured.
- Discuss that 5-6 women will need to volunteer in order that the committee could be formed.
- Provide information as to the reason for the formation of Maa Committees
- Speakers and social mobilizer should identify those who seem interested and are willing to volunteer.
- In the intervening period between the assemblies, social mobilizers and other interested females of the village should visit various households and elicit concurrence of women willing to be members of Maa Committee.



*Mural Painting Activity, Moak Sharif*



*Distribution of snacks after the Creative Painting Activity, Moak Sharif*

### 4.4.3 Second Assembly

The Second Assembly should be devoted to recapping what had been discussed in the First Assembly.

The discussion should focus on the requirements for a better future for their children. In addition to the need for education, other aspects regarding clean environment and health of children and mothers should also be discussed.

The selection of Maa Committee members should be made.

Cell phones and credit for each month (Rs. 1,000) should be gifted to Maa Committee members along with the rules of their use in front of the Assembly. This will increase the respect of the Maa Committee in the eyes of the community and especially mothers, who are being asked to send their children to school.

### 4.4.4 Third Assembly

The third Assembly should be held to assess the impact of the program.

Ask Maa Committee members to give their report:

- a. How many extra children are now going to school from their circle.
- b. Are the teachers attending school.
- c. Has the environment in the school improved.
- d. What are their findings about the reasons for not going to school.
- e. How can more be done in order that each child goes to school in the village.
- f. What else is needed to make schools functional.
- g. Do they know the telephone numbers of HF and TI-P for reporting

Ask the Women's Assembly about the impact of the program:

- a. Are they pleased that their children are going to school and that the school has become functional.
- b. What help do they need in making a success of the program.

## 4.5 TOOL 5

### 4.5.1 Formation of Maa Committee

The formation of Maa Committee consisting of suitable members is essential for the success of the program.

The more enthusiastic they are and the more confidence they gain, the better will be their performance.

### 4.5.2 Use of Technology – Supply of Cellphones

The gift of cellphones normally costing only Rs. 2000-3,000 with credit for three months, has been devised as an effective mechanism to provide necessary motivation.

This is also the inbuilt mechanism for the sustainability of the program in order that women are able to use them as PCOs (public call office) after the program ends in 3 months.



2nd Women's Assembly, Khakoo Wasan



Sumaira, 3rd Women's Assembly, Moak Sharif

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

- a. These will be used to call the teachers telling them to attend school.
- b. Report to HF or TI-P if the teachers become lax.
- c. These can be used as PCOs in order to begin earning an income.

The methodology of the use of cell phones should be explained in order that the Maa Committee members are able to make full use of the cell phones, leading to the success of the project as well as a generator of income for themselves.

### 4.5.3 Mothers Circles to Ensure School Attendance

Other responsibility of the Maa Committee is for each member to be responsible for a circle of between 25-30 households, depending upon the number of households in the village.

They will visit each mother in their circle and exhort them to send their children to school.

They will discourage mothers from sending their children for child labour; in case it is essential, the child must go to school and later to the workplace/field.

### 4.5.4 Interaction with Teachers

The Maa Committee will also be responsible for interacting with school teachers. They should inform them that their children must be given education and teachers must attend school regularly. They should let the teachers know that now they have recourse to HF and TIP for making complaints. That HF and TIP will take the matter up with the relevant government department in case the teachers are not present or are not willing to teach. This pressure seems to be effective, as the teachers in both villages have begun to attend school regularly.



*Draupata, Maa Committee Member, Moak Sharif*



*Children's Creative Art Activity, Moak Sharif*

## 4.6 TOOL 6

### 4.6.1 Technology for Motivation of Teachers and Students - Importance of Laptop Computers

The trainers should check if there is any improvement in the attitude of the teacher(s) by visiting the schools and finding out regarding their attendance and whether there is any improvement in the school environment.

To provide encouragement to the teachers and school children, provide the following after the First or Second Assembly.

- a. Internet connection
- b. Laptop computer

In the experience of HF, the laptop acts as a magnet for students and teachers alike.

The laptop is also part of the sustainability mechanism as the school can begin to provide an internet and Skype service and begin to charge, thus as an income generation tool to improve school facilities.

If possible, provide a computer teacher in schools in order to provide computer literacy. Also not included in the TI project, HF has already provided the services of a computer teacher who is teaching the use of computers to school children.



*Laptop Computer and Printer gifted to Khakoo Wasan Primary School*

## 4.7 TOOL 7

### 4.7.1 Creative Arts to the Rescue

Most children in the literacy-deficient areas have been deprived of any creative activities. Most do not even know how to use a pencil or a brush. Due to this reason HF promotes creative arts activity.

- a. Arrange for a shamiana and durries in order that children are comfortable.
- b. For large scale murals, provide hardboard base, cloth as canvas, paint of different colours, containers for mixing different colours, brushes of different sizes.
- c. If it is difficult to organize mural painting, arrange for large sized paper, brushes and paints, or coloured crayons.
- d. Provide a theme for them to paint.
- e. Choose the best for production as greeting cards.

Distribute refreshment packs after the session has been completed.



*Excited children at Creative Arts Activity, Moak Sharif*

## 4.8 TOOL 8

### 4.8.1 Creation of Local Theatre Group by Village Children

- a. Provide training to selected youth by a professional theatre group
- b. Prepare skits on themes of 'Say no to corruption', 'Every child must go to school', 'No child labour' etc.
- c. Provide proper gear to the performing village children actors.
- d. Enable them to perform in different villages – allow them to charge for their performances in order to assure sustainability.

Due to lack of reading skills, it is a challenging task to get children memorize dialogues.

The methodology adopted was to prepare a play through a professional theatre group. The play was recorded and an actor of the group went to the villages, where selected children were taught to memorize their dialogues.

This has been a cumbersome procedure and has required a great deal of effort on the part of the theatre group.

It is also important to provide a musical instrument e.g. a dugdagi (used for monkey dancing) or a dhol (local drum used at weddings), which will attract the crowd to attend. Since HF has built elevated platforms (for its community based disaster risk management program), they lend themselves well as a stage. Similar arrangement can be made in other areas, in order that the performances are conducted at a slightly higher ground.

The performances have been found to be of particular interest to women and children.



## 4.9 TOOL 9

### 4.9.1 Making up Physical Deficits of Schools

In the long term it is essential to carry out a physical audit of the school premises.

This audit has been carried out by HF, in order that the deficits could be made up. Most public schools, especially in the rural areas of Pakistan and particularly Sindh, are short of basic amenities. In the interest of school children, it therefore becomes important that interventions are made through outside sources to see that each school is equipped with necessary facilities.

The following procedures should be adopted:

- a. Graphic and photographic survey of the conditions of the premises.
- b. Preparation of site layout maps to show critical elements e.g. toilets, drinking water, playground/play areas, enclosures for activities e.g. permaculture, trees and plantation.
- c. Developing a procedure for making up deficits e.g. making toilets functional, arranging for playgrounds, ensuring clean drinking water etc.
- d. Methods for income generation to make schools sustainable.





## 4.10 TOOL 10

### 4.10.1 Holding a De-briefing/Review Meeting

The meeting allows the project staff to meet and share information. This occasion should be used to document information, assessment and conclusion regarding the project.

### 4.10.2 Conduct of the Meeting

The head to act as a moderator to ask questions and elicit responses regarding various aspects of the project. The findings should be prepared as short notes that can form the basis for the final report. If field staff cannot be present at the meeting input from them should be arranged through cell phone/Skype.

### 4.10.3 Questions for Project Staff

- Assessment in response of participants between the First Assembly, Second and the Third Assembly.
- Report of Maa Committee members – how successful do they think they have been?
- What are the suggestions/findings of Maa Committee for each village.
- How do the findings help to fine tune the program?
- What is the difference in the attitude of teachers? What improvements have been reported or observed.
- What is not working well.
- What do we need to do to improve impact.

In the case of the project the feedback has been very positive. The trainers and other project staff have reported a great deal of activity on the part of Maa Committee members.



*Briefing about values and ethics*



## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

The dilapidated school in Moak Sharif has been repaired and painted through the efforts of the teacher.

The Maa Committee members have been visiting the schools and threatening the teachers with reports to HF/TIP in case they do not attend school. They have been encouraging mothers to send their children to school and thus enrolment/attendance has increased.

The teacher, who used to send school children to work in his field to pick vegetables etc., has now stopped doing so. Children who were scared of being sent for farm labour, has now begun to attend school. The formation of Maa Committee as a pressure group is acknowledged to be an effective force in the community.

The Maa Committee members are highly motivated and feel that they are using their efforts for the good of the community and especially for children's education.

### 4.10.4 Way Forward

After having created a positive force in a remote rural community, it is essential that other tasks should also be worked out for the Maa Committee members as they feel highly motivated and willing to take on other tasks as well.

Among the next steps could be the following:

- a. Teaching members to read and write.
- b. Getting them to begin one of HF's social enterprises in order for them to earn better.
- c. Provide them with a monthly task for the improvement of the school environment.
- d. Getting them to identify those mothers whose children have the most attendance. Monthly functions should be held to provide gifts to mothers in order to provide motivation to all mothers.
- e. Reporting on all those households whose children are being used as farm labour by either teachers or parents, especially if this means that they have to skip school.
- f. Identify other ills or other forms of corruption in society.
- g. Mobilize Maa Committee to stop the use of gutka among children (also adults if possible).

## 4.11 TOOL II

### 4.11.1 Setting up a Reporting Mechanism

Receiving complaints and responding to them is considered essential for accountability purposes. Accordingly, an effective mechanism must be put in place. The project requires a greater degree of diligence in ensuring that the complaints are encouraged and responses provided as speedily as possible.

### 4.11.2 Information



The Maa Committee as well as the community should be informed how to make a complaint. They have to be informed that it is their right to do so.

Print out contact numbers of both HF and TI-P and place laminated copies in prominent places, e.g. schools, ParhoPakistan centres and training and other centres.

Inform that HF and TIP can deal with the complaints that relate to corruption, lack of teachers or suitable educational materials, and any other that related to the government education department.

Women should be encouraged to report any corrupt practices in the field – illegal cutting of trees, lack of teachers attendance, enforced child labour by teachers or families.

The procedure for dealing with complaints should be explained to as many people as possible.



#### 4.1.1.3 Reporting Mechanism

Provide contact numbers to participants for making complaints. These numbers should be widely available and should be placed in as many places as possible.

In the case of the project, HF and TIP numbers for reporting, laminated forms have been placed in schools, ParhoPakistan Centres, and other community buildings to make them widely available.

#### 4.1.1.4 Ease of Accessibility

Ensure that access to the complaints process can be easily practiced and one that provides anonymity to the complainant.



## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

Ensure that those who are shy or lack confidence are specially encouraged to make complaints.

Through special sessions or visits, encourage women to come forward if they see unfair practices.

In view of large-scale illiteracy, more verbal complaints are likely to be lodged and arrangement should be made in order to facilitate verbal complaints.

Encourage the community, particularly women to make complaints through the Maa Committee who have cell phones, and will be able to transmit the message to HF/TIP.

HF is making arrangements for its social mobilizers to encourage reporting. Since HF's personnel are available, this work can be handled.

In addition, Maa Committee members are being encouraged to use the reporting system and also encourage others to do so.

### 4.11.5 Procedures for Complaints

It is advisable to develop a standard complaints form in which verbal complaints can also be recorded.

For the sake of record, a receipt should be provided to the complainant. If it is not possible for them to sign, a thumb print against the name of the complainant should be ensured.

Create a mechanism for investigation and ensure that full record of the complaint as well as the action is recorded.

Ensure that the complaints file is confidential and not available for public viewing.

In the case of the project, a reporting form has been developed. HF and TIP are making arrangements to deal with complaints.

### 4.11.6 Response Mechanism

In order for the community to repose confidence in the process, it is important that the complaints are very carefully handled and that a response is expeditiously provided.

Uniformity of action is critical and a similar action to the same kind of complaint should be provided.

### 4.11.7 Learning from Experience

A data base should be maintained in which complaints and their responses should be recorded.

Learning from past experience can be very useful and the data thus recorded can be used to incorporate improved methodologies for better and more efficient outcome.



## 4.12 TOOL 12

### 4.12.1 Reporting System

For the success of the project it is important that reports should be made to the community and particularly women.

The presentations should be short and to the point in order to keep the attention of the audience.

These should be formulated in order to relate to the level of understanding of the community.

It must be understood that there is a high level of illiteracy in rural areas, especially among women. Further, women have never been given sufficient importance to be invited for discussion. Also they are shy and not used to speaking in public.

### 4.12.2 Provide Information in an interesting manner

To keep the attention of the audience/participants it is important that the presentation is made in an interesting manner. Since there are few among rural communities who can read, it is important to use graphical material for better comprehension.

The key points need to be emphasized through the use of images and graphical interpretation.

### 4.12.3 Dialogue with the Audience

In most villages it is rare for women to participate in any discussion. In our experience, most rural women have hardly interacted with other women



## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

(except on marriages and deaths and that too within their own family). This may be the first such opportunity for them where they are being encouraged to participate in a discussion. It is likely that most of the women will not have the confidence to stand and speak up. It is therefore important to provide special encouragement to draw them into the discussion and ask them to speak their mind.

It may be necessary to ask them pointed questions to elicit their views. In case there are any divergent opinions that are logical these should be taken into consideration and appropriate answers should be provided. Sometimes arranging for a panel discussion can also yield positive results. HF has done that in its Training Centre at its Eco-Village Moak Sharif, and such discussions have proved to be very reassuring in instilling confidence among women.

### 4.12.4 Listening to the Community

When conducting any programs in village communities, it pays off to be attentive to their views. The persons conducting the program should be able to handle the discussion even when opposing views are expressed. Keep a positive attitude in order to end the discussion with good humour.

Crack a joke where possible, get the women to smile or laugh. Good humour can result in positive feedback and will leave a good after taste among participants.

## 4.13 TOOL 13

### 4.13.1 Concluding the Program

The following steps may be adopted in order to make the conclusion of the



program smooth and transparent. All stakeholders and agencies who have been involved in the project should be informed regarding the program and its conclusion.

The following communications mechanisms are useful and may be adopted:

- a. Acknowledging the contribution of field staff and others who participated in the work.
- b. Writing a letter to the community leaders, teachers etc.
- c. Hold meetings to provide concluding remarks to parent teacher committees, Maa committees, and other community members.
- d. Report on project achievement and learning.
- e. Holding special group meetings with mothers and Maa Committee members.
- f. Collecting stories about positive community reaction and successful implementation.
- g. Inviting feedback comments on activities undertaken.
- h. Prepare a photographic exhibition of the events and set it up in the schools.
- i. Develop record of lessons learnt.

[Toolkit Concept based on  
'The Good Enough Guide'. Ed. Sheryl Haw et al: Oxfam GB 2007.]

## CHAPTER 5: TRAINING MODULES

### 5.1 PREAMBLE

#### 5.1.1 Which are the Organizations Conducting the Program?

- Introduction to Heritage Foundation (HF)
- Introduction to Transparency International-Pakistan (TIP).

#### 5.1.2 What is the program?

- Women's Committees trained on combatting corruption in education and mobilizing mothers against child labour and improved school attendance.
- Dissemination / people engagement activities (village assemblies, street theatre, workshops etc. organized for the trainees.

#### 5.1.3 What are the Objectives?

- To develop a program which is sustainable and can be replicated in other areas where government/public schools are currently defunct or dysfunctional.
- This objective will be achieved through women's committees (Mothers Committees or Maa Committees) trained on corruption through dissemination of information and organizing people's engagement activities for large scale awareness.
- The program is designed to benefit women and children, introduce them to their rights and encourage activities which would improve school attendance by children and improved teaching by teachers.

#### 5.1.4 What are the Challenges?

The challenges for conducting such a program are as follows:

- Due to societal and social constraints women are generally not encouraged to take decisions.
- There is a lack of information about the rights of women and children.
- In view of 100% illiteracy among women, the level of understanding of the issues is likely to be low.
- Predominant language is Sindhi, which will require that the information is provided in a manner that it can be fully understood.

# 5.0 TRAINING MODULES



## 5.2 SESSION ORGANIZATION

### 5.2.1 SESSION 1 – Introduction

- Introduction to the TI Innovation Grant forming the basis of the program
- Role of Heritage Foundation
- Role of Transparency International

### 5.2.2 SESSION 2 – Definitions

- Procurement of CNIC
- Opening Bank Account
- Women's Rights
- The Rights of the Child

### 5.2.3 SESSION 3 - Implementation

- Responsibilities of Maa Committees
- Encouragement to families to send children to school

### 5.2.4 SESSION 4 - Reporting System

- Reporting procedure to Heritage Foundation and Transparency International-Pakistan

## 5.3 TRAINING MODULES

### 5.3.1 SESSION 1: Introduction

#### 5.3.1.1 Introduction to the Program

The program has been designed in order that your children are able to get a better life.

- Without education they will not have a future.
- We would like you to understand that you can help in securing a better future for your children.
- You have to treat both girls and boys in the same way.
- Your girls and boys should all go to school.
- We need to select 5-7 women as Maa Committee. Each Maa Committee member will be responsible for atleast 35 households.
- Only those who will agree to provide help in order that all children of 35 houses begin to go to school and they are prepared to make reports, will be provided cell phones.
- These cell phones will be on loan. They should be used to report regarding the success or difficulties in getting children to school by informing TI-P or HF personnel.
- The cell phones can be used to earn money. You can offer other women to be able to talk on the phone and charge them for the time they use the phone. This way you will begin to earn money. But you have to be responsible and continue to encourage children and parents to attend school.

#### 5.3.1.2 The Role of Heritage Foundation

Heritage Foundation is providing you help – they have built your homes that are safe from rain and floods.

- You have roofs that are strong and without an leakages



- You are now safe in your homes.
- You need to now work hard so that you improve your own lives.
- You need to grow food on your roof or in your yard to have food security.
- You have to separate animals so that your children do not have garbage and dirt around them and can be healthy.
- You need to take care that you drink clean water – have a bottle of water for each child separately. These should all be labeled in different colours for different children. They should take the water directly from the tap or hand pump and drink directly from the bottle.
- You should build your KaravanChulah in order that you do not get smoke into your eyes.
- Emphasis on hygiene and use of clean drinking water:  
You should make sure to avoid disease by learning to wash your hands and your children's hands with soap before touching food, after going to bathroom, before and after eating food, and after touching any thing dirty that might be a cause of sickness.
- Heritage Foundation has set up your ParhoPakistan Centre (PPC) so that your children could learn to speak English and learn computers. Make sure that all your children go to either ParhoPakistan Centre or to the local Primary School.

### 5.3.1.3 The Role of Transparency International Pakistan

- TI-P is keen to help you to have access to education.
- You have to report any issues which hamper this process, to HF and TI-P
- You have to find out how many teachers are being employed by the government.
  - Do all the teachers come to school to teach.
  - Find out why they do not come to teach your children.
  - In case teachers do not come to school you should report to HF and TI-P to help.
  - A Maa (Mothers) Committee, consisting of mothers will be formed. The members will be given cell phones and they should use them to report to HF/TIP in order that they could procure necessary assistance for you.

## 5.3.2 SESSION 2: Definitions

### 5.3.2.1 Procurement of CNIC

#### a. What is CNIC? Why is it important?

- Do you have a CNIC?
- All women should have their own NIC. The procedure for procurement of NIC can be explained. Arrangement can be made for them to travel to the nearest NIC office.
- The following documents are required:
  - Birth certificate or Old NIC
  - Matriculation Certificate or CNICs of immediate blood relatives.

### 5.3.2.2 Opening a Bank Account

#### a. What is a bank account? Why is it important?

- All women should have their own bank accounts in order that they have control over the money that they earn themselves.
- Having your own bank account is very useful:
  - Your money is safe
  - By saving money in the banks you start having reserves for a rainy day
  - You can get advances and loans

### 5.3.2.3 The Rights of Women

#### a. What are the rights? Why are they important?

- To incorporate the principle of equality of men and women. Women can play a productive role in all spheres of life. They should be allowed to retain their full potential and their voice must be heard.
- To ensure protection of women against discrimination. Women must understand the challenges they are facing. Once that is done it will be possible to provide help to end any discrimination against them.
- To enable economic empowerment for the well being of women. They need to develop skills which provide them with income generation activities, and earnings over which they need to have control

### 5.3.2.4 The Rights of the Child

#### a. What are the rights? Why are they important?

- The right to survival - all children need to be healthy and they should be taken care of.
- Develop to their fullest potential – children should be educated in order to use their capabilities for leading a better life.
- Protection from harmful influences, abuse and exploitation – ensure that are busy with gainful pursuits, they should not be beaten up or used only for farm labour – as long as they go to school they can also go to the field to help their parents. But nobody else should exploit them for child labour.
- Participate fully in family, cultural and social life – this means that parents and especially mothers should make sure that children spend time with them. They should be engaged in family activities and have access to play and recreational activities. They should not have to face any kind of violence either at home or in school.

#### b. The following principles are important:

- Non-discrimination: they should be provided all facilities, without use of bias if differences are found among children due to religious orientation, ethnic group, or gender. For example, girl children and those belonging to communities other than Muslim, should be particularly encouraged.
- Devotion to the best interest of the child.
- All efforts should be made so that they grow up healthy, and are provided education. Their views should be taken into consideration for all aspects of their development.

### 5.3.3 SESSION 3:Implementation

#### 5.3.3.1 Responsibilities of Maa Committees

a. **The Maa Committee will consist of 5-7 mothers.**

They should volunteer to work for bringing about change in their community.

b. **Each member of Maa Committee will be responsible for 30-35 families.**

c. **Each member should ensure the following:**

- That all children above the age of 5 attend either ParhoPakistan Centre or Government School.
- That even if children have to work in the fields, they should do so before or after school hours.
- That all mothers and fathers understand the importance of sending children to school.
- That all teachers appointed for ParhoPakistan or government school are available during school hours.
- That lapse on the part of mothers/fathers in not sending children to school is reported to Heritage Foundation staff.
- That non-attendance of school teachers is reported to TI-P.

d. **Provision of cell phones**

Selected Maa Committee members will be provided with cell phones during the second workshop. Those performing well, will continue to keep the cell phone. The members will be given instructions on the use of cell phones and also allowed to use it as an income generation tool by providing phone service to the community.

e. **Encouragement to families to send children to school**

- The importance of school attendance will be discussed at all assemblies held in the village by HF.
- Maa Committee members will discuss the difficulties faced by them and seek help from community members.
- Members should visit schools once a month to discuss the progress with school teachers
- Those mothers who send their children to school and have the most attendance will be provided gifts by HF on a monthly basis.
- The teacher who is voted best by school children will be provided a gift after every 3 months by HF

f. **Use of Performing Arts**

Street theatre by Karavan Natak Co., consisting of youth trained as actors, will be performed in villages to underscore the importance of education. In order to ensure sustainability, the troupe will charge a small fee for their performance.

g. **Use of Creative Arts**

Painting sessions will be organized for children to develop their interest in attending school as part of learning environment.

### 5.3.4 SESSION 4: Reporting Procedure

#### 5.3.4.1 Reporting Mechanism

- Introduction to reporting mechanism as being important for the effectiveness of the program.
- Provision of telephone numbers of HF and TIP where complaints can be lodged and slackness on the part of government agencies can be reported.

#### 5.3.4.2 Procedure for Action

- TIP will take immediate action in contacting the relevant government department/official.
- HF/TIP will provide immediate response to the complainant and do everything possible to provide redress.
- Reporting will be kept confidential and nobody else will know about the complaints that are filed.

## CHAPTER 6: ACTIVITY REPORTS

### 6.1 REGULAR REPORTING

#### Reporting Mechanism

While conducting any project and its programs, an important aspect is regular and detailed reporting regarding the activities that are undertaken during the Project period.

It is for this reason that detailed accounts and documentation of all aspects of implementation are maintained. These are also essential to keep grant-givers and partners informed about regarding various activities that have been implemented.

For the Project being undertaken by HF and TI-P, and due to the importance of the program it was considered critical to ensure proper recording. Thus, on the one hand written reports have been maintained, at the same time, photographic and video recording of all aspects of the program has been carried out.

Being a seminal project, which is likely to have widespread impact, along with the innovative aspects that have been built in, it was considered essential to monitor and follow each event. Due to detailed recording and subsequent discussions with field staff and participants, it is clear that the project has a great deal of potential and can be replicate. It is also clear from the reports that rural women, even though living in remote, disadvantaged areas, are ready to become members of society. If provided prepare guidance and backing from civil society organizations, they are prepared to take up the social ills which have kept them in a state of backwardness and dispossession.

The reports indicate that the design of the program which has several non-traditional methodologies built in.

# 6.0 ACTIVITY REPORTS

## EYE ON CORRUPTION – EMPOWERING WOMEN TO CHANGE

First Assembly of Women held on 31<sup>st</sup> October 2013

Held at HF Eco Village Moak Sharif and Madiba Village Khakoo Wasan, Tando Allahyar, Sindh

Heritage Foundation

Ar. Yasmeen Lari, CEO

Ms. Sumaira, Social Mobilizer

Transparency International-Pakistan

Ms. Maryam Mughal & Colleague

### 1. INTRODUCTION

Women’s Assemblies were held in two target HF villages: Eco-Village Moak Sharif and Madiba Village Khakoo Wasan.

These first assemblies were introductory meetings, in order to introduce women to the concepts of importance of education, the need for children’s well being, women’s rights and children’s rights according to modules developed by Heritage Foundation.

The task of eye on corruption and empowerment of women in remote rural areas of Pakistan is extremely challenging. The communities suffer from abject poverty, high level of illiteracy, poor health and lack of resources/livelihoods. Women are the worst sufferers, as not only do they bear the burden of household chores and care of the family and children, they have to carry out extremely hard farming activities as well. It is with the background of 100% illiteracy among mothers, a state of dispossession and enormous social deficits in communities where the program has been undertaken.

It is also with the back ground of involvement of Heritage Foundation in having constructed shelters for almost the entire affected population (over 300 zero carbon footprint shelters) under its program *Build Back Safer with Vernacular Methodologies* and confidence of the community in HF’s programs, that there is optimism about the success of the HF-TIP program.

### 2. STATE OF GOVERNMENT PRIMARY SCHOOLS

The schools in both villages have been non-functional. In anticipation of the grant, HF has activated the government school at Moak Sharif. Through encouragement and small funding from HF, the teacher has become highly motivated. The school has been cleaned, repaired and painted and the teacher has begun to come regularly to teach children. However, due to child labour on farms, the attendance is irregular.

This activity is being undertaken in the Khakoo Wasan school as well and it is hoped that the school will become functional. The attendance in the school is very low.

### 3. ASSEMBLIES

In both villages they were informed that in view of the presence of HF in the village, and TIP’s willingness to take up matters with relevant authorities, they should inform the two organizations if they required any help in taking the programs forward.

For the assemblies, shamiana (awnings) were erected with chairs for adults and durries (matting) for children.

On the conclusion of the event, sweatmat boxes were distributed among women (and men in the case of Village Khakoo Wasan) and all others served with fruit drinks.

The first meetings were very successful as awareness raising events. This is the first time that the concept of the need for community action, particularly by women, has been introduced. This will strengthen other attempts of Heritage Foundation in order to bring about a change in the mindset for preparedness in case of disaster, importance of livelihood through low cost techniques and placing communities on the path of self reliance. The introduction of corrupt free society, and the importance of core values are essential in order to deal with social deficits and core poverty in the area.

### **MOAK SHARIF ASSEMBLY**

The assembly was attended by approximately 100 women and 70 children. The meeting was addressed by Ar. Yasmeen Lari, CEO, Heritage Foundation and Maryam Mughal of Transparency International-Pakistan. The translation from Urdu to Sindhi was carried out by HF's Social Mobilizer Sumaira.

Women were asked if they had Identity Cards and whether any had their own bank accounts. Only 6 women did not have ID cards, but none had any bank accounts. In discussing the importance of education, women were asked to volunteer for ensuring that all children of the village either went to HF's ParhoPakistan Centre or to the Government Primary School. Several women raised their hands. The names were noted by Ms. Sumaira in order that further discussion should take place with them. If they are willing to take on the responsibilities, cell phones will be provided to them.

The assembly was informed that due to the intervention of HF, the government primary school was now functional and the community needed to strengthen the procedures and regular attendance of the teacher and students.

### **KHAKOO WASAN ASSEMBLY**

The assembly was attended by 100 women, approximately 90 men, and 40 children. The meeting was addressed by HF and TI-P, including translation in Sindhi.

A guest from South Africa Ms. Shagufta Khan also addressed regarding the importance of hygiene, and also for men to respect women and to desist from acts of verbal or physical violence against women and children.

When asked if they had Identity Cards, most responded with an affirmative; however on a query regarding bank accounts, neither men nor women had any bank accounts. Women were asked if they would volunteer for the task of getting children to school. In the case of the Khakoo Wasan village also, several women raised their hands. The names were noted by Ms. Sumaira in order that further discussion should take place with them.

The next assemblies are planned for the middle of November 2013, when Maa (Mothers) Committees of women volunteers will be formed. If women volunteers are willing to take on the responsibilities, cell phones will be provided to them.





## Eye on Corruption – Empowering Women to Change

### Second Women Assembly

Second Assembly of women held on 22<sup>nd</sup> November 2013

Held at HF Eco Village Moak Sharif and Madiba Village Khakoo Wasan, Tando Allahyar, Sindh

Heritage Foundation

Transparency International

Ar. Hina Zaidi

Ms. Maryam Mughal

Ar. Mariyam Nizam

Ms. Sumaira, Social Mobilizer



#### INTRODUCTION:

The second women's assemblies were held in the target HF villages namely Eco-Village Moak Sharif and Madiba Village Khakoo Wasan.

The purpose of this round of assemblies was to take the introductory meetings further and explain the objective of introducing technology to the women.

#### ASSEMBLIES:

In both villages they were informed that in view of the presence of HF in the village, and TIP's willingness to take up matters with relevant authorities, they should inform the two organizations if they required any help in taking the programs forward.

As compared to the first meeting, the second assembly was more focused on training the selected women for the Ma committee. However, there were other men, women and children gathered to participate in these assemblies too.

**MOAK SHARIF:**

The assembly was attended by approximately 50 women and 30 children. The meeting was addressed by Hina Zaidi from Heritage Foundation and Maryam Mughal of Transparency International Pakistan. The translation from Urdu to Sindhi was carried out by HF's Social Mobilizer Sumaira. The selected women of the Ma Committee were front and centre. They were given a brief summary of the first assembly where the reason for holding these workshops and the project was discussed. Most of the women agreed that education is very important. It was stressed by Hina that the women send their children to school. Those in the committee were told about their responsibilities. Each woman was responsible for around 30 families in the village and her foremost duty was to make sure that the children in these were going to school.

A small ceremony was held where the women were given the mobile phones. Then they were told why they were being given mobile phones and what to do with them. Their foremost duty, they were told, was to communicate with the government school teachers and report any irregularity to TI Pakistan. They were encouraged to meet and communicate with the school teachers to ensure punctuality and tardiness in their attendance. They were given important/emergency numbers to call including the ALAC's hotline for reporting any corruption.



Hina Zaidi from Heritage Foundation gives an introduction to the women.



Our social mobilizer and translator, Sumaira, translates the address from Urdu to the much better understood regional language of Sindhi.



An art activity at Moak Sharif's government school.

They were then taught how to use the phones. Two out of the five knew how to use them already and assisted those that were confused. Laminated copies of these numbers will also be put up in the school and village area. They were also told that they will be given a Skype tutorial through which they will be able to see and talk to anyone in the world.

After the assembly concluded, the team shifted to oversee a painting session that was being simultaneously held in the village's government school for the children. The school has been cleaned and is now up and running thanks to the ground staff and the women involved. They now have a functional school with a permanent teacher. After the painting session, a conversation was had with the teacher of the school. He was presented with a laptop and printer for use by anyone in the village especially the children and the women.



The HF team with TI Pakistan's Maryam Javid take a photo with the school teacher and students of the village.

## Eye on Corruption – Empowering Women to Change

### Children’s Mural Painting

Children’s Mural Paintings Event held on 6<sup>th</sup> December 2013

Held at HF Eco Village Moak Sharif and Madiba Village Khakoo Wasan, Tando Allahyar, Sindh

Heritage Foundation

Transparency International

Ar. Hina Zaidi

Ms. Maryam Mughal

Ms. Sumaira, Social Mobilizer

#### INTRODUCTION:

The Children’s Mural Painting activity was a creative awareness activity as a part of the Eye on Corruption – Empowering Women to Change.

Under the grant for the creative arts program for children was held in the selected villages of Moak Sharif and Khakoo Wasan. The program consisted of a briefing regarding the corruption of basic children’s right and awareness about eradication of child labour. The briefing was conducted by Ar. Hina Zaidi and Maryam Mughal. After the briefing the children painted on fabrics using paints and brushes.

This Mural painting event was the first of its kind held in these villages. The children’s reactions were of pure glee. The excitement was clearly visible as they dipped their brushes in the colourful liquid and created patterns to their liking.

The idea of the briefing was that they paint images in the lines of anti-corruption or education and basic rights. The children’s skills are not that advanced when it comes to drawing and painting, the pictures they created were of general nature. They painted flowers, animals, houses, and Pakistani flags.





## Eye on Corruption — Empowering Women to Change

### Children's Painting Activity

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Children's Painting Activity held on 19<sup>th</sup> December 2013

Held at HF Eco Village Moak Sharif and Madiba Village Khakoo Wasan, Tando Allahyar, Sindh

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Heritage Foundation

Ar. Hina Zaidi

Ms. Sumaira, Social Mobilizer

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#### INTRODUCTION:

The innovation Grant by Transparency International provided an opportunity to create awareness amongst the women to children about the importance of education and ensuring school attendance by both the teacher and the children.

The aim of the creative arts activities is to create an interest with the children in education as well as teaching about their rights and moral values.

The creative activity began with a talk by Ar. Hina Zaidi with the children about the importance of education. The children were asked about the importance of education and what would they like to achieve out of an education, what would they like to be when they grow up. Many children responded ecstatically to this question with answers of "I want to be a doctor" or "I want to be a teacher". It was visible that the children understood the importance of education and had a clear yearn for learning.

#### MOAK SHARIF:

The creative arts activity at Moak Sharif included a total of 120 children from the Moak Sharif Primary School, GhazainSaif ParhoPakistan and Sukhmal ParhoPakistan Centres. The children displayed a great deal of excitement painting with different coloured paints.





**KHAKOO WASAN:**

The Creative Arts activity at Khakoo Wasan included a total of 90 children from Khakoo Wasan Primary School and Khakoo Wasan ParhoPakistan Centre. The Children at first were excitedly waiting for the activity to begin, eagerly took the paper and paints of their choosing to draw pictures of their liking. There were many future doctors and teachers and also a policeman present amongst the children, when asked by Ar. Hina Zaidi what they would like to become when they grow up with a proper education.





## Eye on Corruption — Empowering Women to Change

### Third Women Assembly

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Third Assembly of women held on 20<sup>th</sup> December 2013

Held at HF Eco Village Moak Sharif and Madiba Village Khakoo Wasan, Tando Allahyar, Sindh

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Heritage Foundation

Transparency International

Ar. Hina Zaidi

Ms. Maryam Mughal

Ms. Sumaira, Social Mobilizer

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#### INTRODUCTION:

The third and final Women Assembly was held on 20<sup>th</sup> December, 2013 at the villages of Moak Sharif and Khakoo Wasan. As the first and second assembly focused on the selection of “Maa committee” and assigning of responsibilities.

The responsibilities of the committee included to create awareness amongst the women of the community to encourage and ensure that all children begin to go to school, while being agents of change. Each Maa-committee member was responsible for talking to the mothers of 25-30 households.

The other responsibilities of the Maa-committee were to talk to the Government school teachers and ensure they come to school regularly and treat children properly.

The Third Women Assembly focused on getting a report from each Maa-Committee member, as to how have they functioned as agents of change, and what were the outcomes and problems faced by them during their mobilization. The community women were also asked for their feedback on the work done by the Maa-Committee.

#### MOAK SHARIF:

The Women assembly in Moak Sharif was attended by over 90 women and 25 children. The assembly started off at 10:30<sup>am</sup> with words of gratitude and a summary of the purpose of the Maa-Committee by Ar. Hina Zaidi and Maryam Mughal. HF’s Social Mobilizer Ms. Sumaira Shoukat translated for the better understanding of the village women in Sindhi.

Each Maa-Committee member came forth and talked about their input in ensuring the children attend school. Accounts of the Maa-Committee members are as follows.





**Sumaira:**

“Before the teacher would not come to school to teach the children. The teachers have now started coming to school regularly when we warned them about complaining against them to the authorities”

**Drupata:**

“I went and talked to other mothers in my village and explained to them how education is important, that the children must attend school for a better future. Many of these women have now started sending their children to school.”

**Rozina:**

“We all requested the teacher to come regularly to school and treat children with care. Treating children with proper care and love in school is important. The children would learn more when they are treated with respect and they will have more interest in learning.”

**Jamna:**

“I asked all the women to send their children to school. The children will come and tell their mothers the teacher is not coming to school. When I and other Maa-Committee members would go check the teacher would be in school, and we will tell the children it’s important for them to get proper education and send them to school.”

**Sindh Bai:**

“The school teacher used to take the children from school to his lands to pick vegetables. Since the Maa-Committee has been active and keeping a close watch at school, the teacher has stopped taking children to his lands now and attends class regularly.”



**KHAKOO WASAN:**

The Women Assembly at Khakoo Wasan was attended by 45 women and 30 children. The assembly commenced at 12:45<sub>pm</sub> with a brief introduction about the project and the Maa-Committee by Ar. Hina Zaidi and Maryam Mughal. HF's social mobilizer Ms. Sumaira Shoukat was present as the Sindhi translator.

Each Maa-Committee member provided the attendants of the assembly with the briefing of their contribution towards ensuring the attendance of children at the Government School of Khakoo Wasan. Accounts of the Maa-Committee members are as follows.



**Aamani:**

“I talked to the teachers and warned them if they do not come to school regularly and performed better, they will lose their jobs. The teachers were scared and are now coming to school regularly.”

**Jaima:**

“The children were not attending school regularly before the Maa-Committee. Now that I talked to the mothers, the children are cleaner and attending the school.”

**Radha:**

“The children are now attending both the Government School and the ParhoPakistan Centre, before they would only go to the ParhoPakistan Centre. This will ensure a better educated future for the children of Khakoo Wasan”

**Kanwal:**

“I and other Maa-Committee members we check whether the children are attending the school regularly or not every day.”

**Janat:**

“We sent our children to school, and talked to other mothers to do the same. I want to see more children attend school and contribute to making this village better and educated”



The Innovation Grant by TIP, included gifts of a Laptop and Printer for Moak Sharif and Khakoo Wasan Primary Schools each. The Moak Sharif School was presented with the Laptop and printer gift in the 2<sup>nd</sup> Women's Assembly, where as the Khakoo Wasan School was presented with the gift at the end of the 3<sup>rd</sup> Women's Assembly.



## CHAPTER 7: LESSON LEARNT

On 23rd December 2013 a review was carried out by HF and TIP personnel who had been engaged in conducting the program regarding the results of the Project.

There was general consensus that, in spite of the short time and the challenges faced due to remote location of villages and a largely non-literate population, the results have far exceeded the expectation. The optimism is based on the following:

1. The Maa Committee is extremely enthusiastic and is confident that they would be able to continue to carry out the assignments assigned to them.
2. The provision of cell phones has provided a surprisingly liberating affect. Maa Committee members feel confident and a sense of responsibility as they know that they will be able to carry out reporting regarding attendance of both teachers and school children.
3. The distribution of families as circles provides specific responsibility and the Maa Committee members have been able to focus on those particular mothers to encourage them to send their children to school.
4. Since HF and TIP have reached out to the women in each village through discussion and women's assemblies, mothers feel confident that they have recourse to these organizations and can bring their problems to the fore.
5. The value of assemblies cannot be over stated. The fact that village women could get together and have a discussion regarding topics of their interest has been eventful. Those who had never spoken in public were encouraged to express themselves. That they did so, is remarkable and praiseworthy.



Women gathered for Maa- Committee reports, Khakoo Wasan

6. Maa Committee members' feedback

The comments made by Maa Committee members are very encouraging. These are recorded in the report prepared for the Third Village Assembly. The comments make the following evident:

- a. The threat of the Maa Committee to the teachers that they will report to HF and TIP, has helped in improved attendance.
- b. The interaction with mothers by Maa Committee members in their circle has helped in improved attendance by enrolled students as well as encouraged enrollment of out-of-school children.
- c. The interaction of committee members with teachers is helping in better behavior of teachers towards students.
- d. The importance of children to go to school is being reinforced, particularly among mothers.
- e. School teachers are no longer sending school children as child labour to work in their agricultural fields.
- f. Mother Committee members themselves are now motivated to send their children to school and quote this as example to other mothers.

7. Introduction to technology

- a. Provision of laptops and internet connection has provided another attractive facility to schools. Computers act as magnets that draw young people to them. The employment of a computer teacher who is providing children with computer literacy is making its impact in encouraging students to attend school.

8. Creative Art Activity

- a. The painting sessions by children have also been encouraging. Most of the children had only rarely had a chance to draw or paint. The painting of murals was an entirely a novel experience. For many the use of brushes and paints was entirely new. The results have been surprisingly good, with production of many excellent artworks. These sessions are extremely important in order to encourage children to attend school. These sessions bring about a level of excitement and interest in an otherwise dull and monotonous environment. Certain numbers of artworks have been selected in order to print greeting cards.
- b. The paintings prepared by children are being exhibited in the two schools in order to encourage students to continue to draw and paint.

9. Street Theatre Activity

- a. The training of a batch of children as a theatre group for performances in villages has provided another interesting activity being conducted under the supervision of Maa Committee, to promote the importance of education. There was much interest among villagers, particularly women and children, in watching the performance of the children.
- b. Performing arts and especially street theatre is likely to be a great booster for creating interest in getting all school-going-age children to attend school.

RECOMMENDATIONS FOR WAY FORWARD/PROJECT SUSTAINABILITY

In order to continue with the program for ensuring that 90% children in each village are in school, and teachers' attendance is assured the following steps are required:

- a. Meetings with Relevant Government Departments  
Meetings with District Government/Education Department officials to



Maa Committee, Khakoo Wasan



Hina Zaidi and Maryam Mughal in conversation with the women assembly, Khakoo Wasan

## EYE ON CORRUPTION-EMPOWERING WOMEN TO CHANGE

ensure that monitoring is arranged for teachers' regular attendance, and all facilities and supplies sanctioned by government are provided in schools.

### Regular Maa Committee Meetings

b. Holding bi-monthly Maa Committee meetings to assess their performance and to check if there are any hurdles or issues that require resolution. A report should be prepared through the help of HF's social mobilizer.

### c. Extending Scope of Maa Committee

Extending the scope of Maa Committee to also report any social ills or practices that are harmful particularly those that have a negative impact on women and children.

### d. Creating Extra-curricular Children's Activities

- Sports contests
- Creative art – drawing/painting sessions
- Skill and craft training for school children

### e. Creating Community Awards

- Monthly or bi-monthly awards (gifts) to mothers whose children log maximum attendance.
- Annual Maa Committee Award (gift) as the most active and effective member.
- Annual Best Teacher Award.

### f. Spreading the Message

- Encouraging teachers in Functional Schools to adopt two other schools for starting the program. Provision of transport in order that they could visit nearby schools and relate their own story.
- Arrange for visits of Maa Committee to nearby villages to relate their story and provide encouragement to mothers to send their children to school.

### g. Creating HF-TIP Eye on Corruption Fund

HF and TIP should create a joint fund by pooling resources for spreading the methodology for ensuring improved attendance in other villages.



*Sumera addressing the women at Khakoo Wasan*



*Women Assembly, Khakoo Wasan*