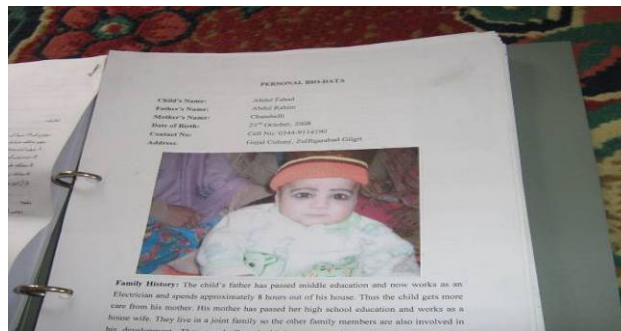


**EXTERNAL EVALUATION REPORT OF
AGAH WALIDAIN PROJECT IN GILGIT-BALTISTAN OF
PAKISTAN**

**A PROJECT OF
RUPANI FOUNDATION AND
AGA KHAN EDUCATION SERVICES PAKISTAN**



The Founder and Chairman of Rupani Foundation CEO of the Aga Khan Education Services



Tracking the Development of a Child



Children and mothers learn together



*International Consultant, Program Director
AW & National Coordinator AKES, P*

**CONDUCTED BY
DR. MOLA DAD SHAFI
SHARIFULLAH BAIG
ABIDA BAGUM**

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EXECUTIVE SUMMARY

The aim of this external evaluation report is to analyze and assess the overall impact and the degree of accomplishment of the goal, purpose and objectives of Agah Walidain (i.e. Informed Parents) Program specified in the project manual. This external evaluation is conducted by a team of educationalists from Aga Khan University's Professional Development Centre, North (AKU-PDCN) who have several years experience of designing and conducting the early childhood education and development programs in the context of Gilgit-Baltistan. The Program Director of Agah Walidain provided the researchers a terms of reference (ToR) as the prime guideline and parameter for the external evaluation which was mutually agreed by the evaluation team and Agah Walidain Project officials.

It is to provide a context for the description of the evaluation findings that this report starts with elucidating project's core values, goals, purpose, objectives and the proposed mechanism for the program delivery to the ultimate beneficiaries. Qualitative approach has been adopted as the main study method for this evaluation, however, simple arithmetic calculations have been embedded into the investigation campaign in order to better analyze, evaluate and present the data. For data generation, multiple tools such as semi structured interviews, observations, focus group discussions and document analysis have been used to gather in-depth data about the objectives of the evaluation.

The objectives for evaluation, mentioned in the ToR, were: (i) to evaluate the project's initiative of capacity building of the family support motivators; (ii) to gauge the establishment and effective utilization of the child and parent resource centre; (iii) to examine the utility of age-appropriate toys and books provided to children; and (iv) to assess the learning levels of children and parents from the Agah Walidain Program. However, in addition to the above key objectives, the ToR also required the evaluation team to closely examine the frequency and effectiveness of the sessions conducted for mothers and fathers; evaluate the involvement and engagement of grandparents in the awareness raising sessions conducted for them; see the utility and impact of the translated reading materials provided to teachers and parents, evaluate the development and utilization of low- and no-cost teaching and learning materials and scrutinize the overall progress, achievements, challenges and results of the program. Likewise, the evaluation

of relationships and partnerships of the program with other organizations has also been mentioned in the ToR as a prominent objective for this study.

Amongst the numerous findings of the study enthusiasm and commitment of mothers for learning emerged as a pleasant surprise and a very strong indicator of project's impact. However, participation of fathers in the program was much lower than that of mothers. Likewise, there was substantive evidence of considerable positive change in children in terms of their social, linguistic, emotional and physical development. The family support motivators demonstrated a high level of professional commitment and a considerable knowledge and pedagogy of the content. However, there were areas where further improvement can be made in this regard. The staff demonstrated the sense of collegiality and team work, and showed deep-rooted commitment and sense of loyalty to the institution led by the Program Director. The curriculum which has later been translated into Urdu was found very much relevant to the program objectives and powerfully helpful for the learning of the mothers and children.

The communication links between Agah Walidain and the US office of Rupani Foundation seems to be very smooth and fast paced. The US office plays a supportive and facilitative role in the overall operations of the Agah Walidain Project. However, this study also revealed some slow processes in operational relationships between Agah Walidain and the core office of Rupani Foundation Pakistan which seems to be part of the transition period as the Chief Executive Officer has recently left the job and an Acting Chief is exercising the responsibilities. The Rupani Foundation has a broader level (country level) of partnership with Aga Khan Education Services which in the beginning contributed to the initiation of Agah Walidain Project. However, the project seems autonomous for its operational matters and only need-based meetings are held between the officials of the project and Aga Khan Education Service Pakistan.

The major sectarian groups living in the region (i.e. the Sunni and Shia sects) have been brought into the program and have shown their appreciation for and willingness to partner with the Foundation to achieve the programmatic goals. This widespread acceptance of the program is highly significant for its possible expansion in the years to come.

The physical environment at both the centers was found attractive and eye-catching, fully decorated with age-appropriate materials and toys. However, there is room for further improvement in terms of increasing the quantity of instructional materials, providing a bigger room with attractive displays of low- and no-cost materials.

The study also revealed the high levels of enthusiasm of grandmothers to participate in and contribute to the program. Since this segment of the population (i.e. grandparents) comprises of mostly retired people with having ample time to spare for the program activities and learning of the children, this study recommends providing the grandparents a more proactive role in the program.

The slow processes such as finance and reporting between the core office of Rupani Foundation Gilgit Pakistan and Agah Walidain project seems to be a product of the transition period which may be impermanent. However, the organizational structure can be further improved and a communication audit can be launched to see different alternative options of communication and reporting among the three offices.

It is important to explore the options of formal sessions of professional development and exposure visits for family support motivators to further enhance their professional capacities in early childhood education and andragogy. Keeping in view the level of interest and attachment of the community with the program a more spacious building at both the centers is recommended. The relationship with Aga Khan Education Service Pakistan may be strengthened at the operational level to make the partnership more fruitful and rewarding for the local people.

The program seems to have gained gradual acceptance and recognition among the general public as a prime contributor to the social development through educating the mothers and working on the holistic development of children. Therefore, it can be avowed that the program has achieved its objectives to a satisfactory extent and reflects a great potential of expansion in other parts of Gilgit-Baltistan.

INTRODUCTION AND BACKGROUND OF THE STUDY

The Rupani Foundation in collaboration with Aga Khan Education Services Pakistan has launched the “Agah Walidain” (informed parents), Program aimed at benefiting the families and children of Gilgit-Baltistan through an early childhood

development initiative. This program formally commenced in March 2009, endeavoring to provide knowledge and support for positive parenting from prenatal to three years of child development. In this regard the program has two resource centers in two different locales of the region, one in the vicinity of Gilgit city and the other in Gitch a village of district Ghizar.

Core Values of the Program

- Prenatal to three years of a child's life is critical for his/her brain development and earliest relationships and experiences that a baby has. It helps to set the stage for lifelong growth in emotional and other competencies
- Home is the first school and parents are the best and first teachers.
- All families and their children deserve to have the best possible opportunities to succeed.
- Investing in high quality early care and learning is essential to reduce the achievement gap for low income young children.
- A comprehension and appreciation of the history and diversity of cultures is essential in serving families.

Mission, Goal, Purpose, and Objectives of the Program

The mission of the program is to:

Empower parents for optimum development of their children and to set a pathway of lifelong learning through timely information and support during the first three years.

The goal of this project is to provide a comprehensive program of education for parents and primary caregivers of children from prenatal to three years of age. The purpose of this project is to assist parents and primary caregivers in building their parenting skills and thus becoming their child's most influential teachers.

Followings are the objectives of the project:

- Increase knowledge and enhance parenting skills of parents and primary caregivers to become active agents of change in the child's holistic development;
- Create a safe and positive parenting environment at home;
- Alleviate stress from parenting and promote a peaceful environment;

- Engage parents in regular literacy activities with their children;
- Identify critical areas of need through regular assessment and ongoing screening of the child.

The child should receive:

- An active, positive and stimulating environment to grow in;
- Love and nurturing for optimum development of their brain and body;
- Appropriate care as needed through ongoing screening and early intervention.

Program and Service Delivery Mechanism

The program delivery is through trained field support staff known as “Family Support Motivators (FSMs)” under the direct guidance and support of the Program Director. Parents receive prenatal and postnatal information through formal sessions at the Resource Centers of the program and monthly home visits by the Family Support Motivators.

The Program Director and Family Support Motivators educate parents on age-appropriate milestones and parenting topics suited to the age of the child. They are educated about the age-appropriate stimulating activities, show how to play with the child and challenge his/her problem solving skills and observe the child’s developmental growth. Each month the parents have homework on observing and tracking the child’s growth, interests, activities and reactions and record them in a journal. The parents are encouraged and emphasized to read to their children and attend monthly family sessions at the resource centers. Field staff observes the parent interactions with the child at home and at play in the resource centers, tracks the child’s developmental milestones and screen child’s need for further intervention.

Objectives of the Evaluation

Objectives for evaluation have been mentioned in the terms of reference provided by the Program Director of Agah Walidain. These objectives are considered as the prime parameters for designing the scaffolding of the evaluation methodology. Interventions are resulting in meeting the purpose and goals and objectives of the program. Followings are the Program objectives:

- To evaluate the extent to which the capacity building of the family support motivators and participants from parent organization has been achieved during the initial year of the project;
- To evaluate the proper establishment and effective utilization of the child and parent resource centre;
- To assess the provision of age-appropriate toys and books according to the children's milestones at the centre;
- To assess the learning level of children and parents who are part of the Agah Walidain program;
- To evaluate the regularity and effectiveness of mother's and father's sessions;
- To see the level of involvement and participation of grandparents in their sessions;
- To assess the utility of the translated reading materials offered to parents;
- To see the development of low- and no-cost materials and its effective utilization and management;
- To evaluate the progress, achievements and results of the program;
- To identify the challenges faced at the operational level of the program;
- To assess the quality of management and leadership of the program;
- To assess the nature of partnerships and relationships involved in the program;
- To evaluate the level of technical and practical support from core and main offices of the Rupani Foundation for the Agah Walidain project.

METHODOLOGY

Qualitative approach has been adopted as the main paradigm of the study. Qualitative approach focuses on gathering descriptive data from the natural context and therefore is more concerned with processes rather than merely relying on outputs with an inductive mode of data analyses and meaning making through participant's perspectives. However, simple arithmetic collection, analyses and representation of the data are an integral component of the study. The usage of multiple tools of information collection helps in generating rich and in-depth data and provides an opportunity for triangulation. Therefore, following multiple tools like interview, observations, focus group discussions, document analysis and tracking success stories were employed for data collection.

Sampling

Stratified random sampling method has been adopted for the selection of parents for interview and focused group discussions (FGDs) at both centers of Gilgit and Gitch. Four (04) fathers and eleven (11) mothers were interviewed at Gitch centre whereas five (05) fathers and thirteen (13) mothers were interviewed at Gilgit centre. For group discussion ten (10) mothers from Gitch centre and an equal number of mothers from Gilgit centre were selected as study participants. Same procedure was adopted for the selection of grandmothers. Five grandmothers each were selected from Gitch centre and from Gilgit centre to participate in the group discussions. The group discussions were arranged for mothers and grandmothers of Gilgit at the Gilgit centre and for the mothers and grandmothers of Gitch at the Gitch centre. Since the Agah Walidain Program has divided the parents in four groups, efforts were made during the sample selection to give equal representation to all groups. The availability of fathers to be included in the sample was a problem. The fathers who fall in the sample through the procedure of stratified random sampling were not available in the region. Therefore, the fathers at both the centers were interviewed on the bases of their availability.

Furthermore, one mothers' session and two open sessions were observed at Gilgit centre and same procedure was followed for observations at Gitch centre. Three home visits of family support motivators at Gilgit and three such visits had been observed at the Gitch centre. Two success stories were tracked and documented from both centers.

There are two family support motivators at each centre therefore altogether four family support motivators were taken as study participants. Apart from that the Program Director, Acting Chief Executive Officer, Rupani Foundation Pakistan and the General Manager of Aga Khan Education Services Pakistan, North were interviewed as study participants.

Data Generation

Interviews

Interviewing people of any age can probe an interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives. Therefore, semi-structured interviews were one of the main data generating methods. These tools were designed to exclusively cater to the needs of the study and were shared with the Program Director to seek her feedback before the actual administration. These specifically designed tools were used to interview the following respondents:

- Parents (both fathers and mothers)
- Family Support Motivators
- Program Director
- General Manager, Aga Khan Education Services Pakistan
- Acting Chief Executive Officer, Rupani Foundation Pakistan

Observation

Observation involves the systematic viewing of people's actions and the recording analysis and interpretation of their behavior. As the program focuses on bringing about a behavioral and attitudinal change in parents and children, observation of certain activities were used as another prominent tool of data generation. Observation and semi-structured interviews mutually compensated each other for the enrichment of the data generated. At times the observations provided useful insights for asking further questions during the semi-structured interviews and simultaneously some of the interview responses opened avenues for further observations. Considerably rich data were generated by making:

- Observations of Mothers sessions
- Observations of children's sessions
- Observations of home visits by family support motivators

Documents Analysis

Documents like operational manual, terms of reference for evaluation, sample of weekly, monthly, bi-annual and annual report evaluation of the parent's sessions, the training materials, children portfolios, family support motivators' resource guide, session records, parent evaluation records and some other relevant documents provided valuable inklings for this evaluation study. Documents analysis complemented observations and interviews employed as data generating methods for this study. However, we were able to analyze those documents which were provided to us by the Program Director.

Focused Group Discussions (FGDs)

Focus Group Discussions were arranged for parents and grandparents separately. The prime aim of these discussions was to evaluate the extent of shared understanding among parents and grandparents about the objectives of the project and their learning from the project. These discussions further intended to comprehend the nature and level of difference of opinion among parents/grandparents about parenting the children of zero to three years and the root causes of those differences. Following FGDs were part of the data collection campaign:

- FGDs with mothers
- FGDs with grandmothers

Tracking the Success Stories

The success story cases mentioned in the Annual Report were tracked to verify through interviews with mothers and interaction with the children. It intended to understand the reasons behind the success and factors contributing to the success stories. Therefore, two to three such cases were tracked and evaluated.

Data Analysis

Data were furnished into an evaluation matrix and the thematic findings were extracted out of this matrix. This study adopted grounded theory approach by reading and re-reading the data to extract themes. It employed the process of organizing, general sense making, coding, drawing themes and finally interpreting and making meaning out of the collected data.

Ethical Considerations

First of all, the participants were informed about the nature, purpose, time and methods involved in the study. Secondly, they were selected with their voluntary consent for participating in the study. Furthermore, participants were given the right to see the interview transcripts for clarification or adjustments in their views at the end of the interview, if any. In this study conscious consideration regarding the privacy and confidentiality was maintained to secure the participants rights, including the use of pseudonyms to replace the real names. The participants were given the right not to respond to any question which they felt harmful and risky for themselves. In this regard all the information was kept secure and confidential to ensure that there is no risk of any type for the participants.

DATA ANALYSIS AND MAJOR FINDINGS

Capacity Building of Family Support Motivators

The family support motivators demonstrated a high level of professional commitment and a general hardworking attitude. Although they demonstrated an energetic engagement and interest with their professional responsibilities, the family support motivators realized and at times in their interviews openly admitted the stress of professional workload that they experience everyday. They possessed enough knowledge of age-appropriate toys and books according to the children's milestones. During the home visits, open sessions and mother's sessions they displayed a considerable command over the content of the program which is intended to be delivered to the parents and children. This demarcates the better worth and utility of the training imparted to the family support motivators at the beginning and during their services as part of their on-going professional development campaign. In this regard a family support motivator states, "The training helped me in working with age-appropriate books and toys. It also helped me in taking open sessions and monthly sessions. It helped me in office management and in maintaining child portfolio" (Interview family support motivator Gilgit). In another interview a family support motivator narrates, "Yes, the handouts given to us were very useful. We used them as guidelines. You see we have extended families with our own problems. It really helped us in dealing with such problems while we were visiting homes and families" (Interview family support motivator Gitch).

The caring attitude of the family support motivators towards the children was another positive disposition observed during the sessions and home visits (home visits, Gitch and Gilgit). We observed a family support motivator taking a



child in her lap with love and affection. The child was equally responsive with a positive attitude (Observation, home visit Gilgit).

Furthermore, the observations revealed that some of them have acquired useful skills of resource development as during our open session observations in Gilgit we saw the family support motivators developing useful teaching and learning materials from the low- and no-cost



materials. Likewise, we noted during the document analysis that the family support motivators have developed good skills for file and handout management. The portfolios of children and the family support motivator's manual (guide) were found neat and professionally organized. However, at few occasions we found lapses in their record keeping in terms of children enrolment and registration in various groups at Gilgit Center.

Apart from that, in the sessions we felt that these family support motivators need more training to develop deeper insights on issues related to Early Childhood Education Development and clarify their misconceptions. The family support motivators themselves pointed towards the need of early childhood development training as part of their on-going professional development campaign. This was realized by a family support motivator in the following words, "I realized that five-day training is not enough. I didn't get thorough understanding on child psychology, which sometimes created problems during my field work" (Interview protocol Family Support Motivator, Gilgit).

The observations revealed that the family support motivators sometimes relied on lecture method while conducting the sessions for mothers. During the open and mothers sessions we observed some family support motivators facing difficulty in dealing with the mothers. However, they tried the activities suggested for children to gain the attention of these adults (Open session Gitch; Mothers sessions Gilgit). The document analysis revealed that in their evaluation of the session, some of the mothers have also suggested including them in planning and implementing various activities at the centers (Document Analysis Gilgit). Thus, we felt these family support motivators may be trained in Andragogy to effectively gain parent's attention and ensure their maximum engagement in the proceedings of the sessions.

Proper Establishment and Effective Utilization of Resource Centers

The resource centers look neatly organized and properly managed both in terms of cleanliness and accessibility of children to the resources. The cupboards containing the resources are short enough to be within the reach of a very young child. The children were observed freely going to the cupboards and taking any of the resource they wished to play with. The family support motivators and other staff members of the project were always found mindful to maintain the cleanliness of the overall physical environment and proper order of the resources (Open Sessions Observation Gitch and Gilgit).



At Gilgit center, the overall stock of the age-appropriate toys and materials reflect to be a mix of expensive toys purchased from the market and the toys locally made from the low- and no-cost materials (Open Sessions Observation Gilgit). This indigenous production of such age-appropriate toys and materials will strongly help in making the program more affordable for the low income families of this remote mountainous region. The overall display of eye-catching colorful paintings, charts, and other materials present an attractive, friendly and inviting environment for the children. We observed that children loved to be in the resource center for as long as possible because of the attraction created at the centers.

Both the centers provide a more physically cramped and restricting environment for the children to freely move and interact with the materials as well as with the family support motivators as part of their social learning. The available physical space in comparison with the number of children attending the center at any given time was observed to be diminutive (Open Session Observation Gitch and Gilgit). The fundamental principle of early childhood education emphasizes the availability of enough space for a child to freely move around. A family support motivator also pointed to this limitation of classroom environment and said, “At the Center there needs to be



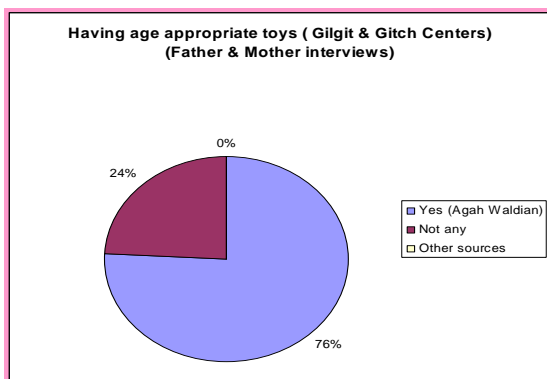
more space for the children to freely move around and interact with each other. But currently, children feel constrained by the inadequate space in the Center. This building is not purposefully built” (Interview Family Support Motivator Gilgit).

We observed many indigenous toys and other materials made up of low- and no-cost materials at Gilgit centre but somehow the significance of developing indigenous teaching and learning materials has not been understood by the family support motivators at Gitch Center. We found scarcity of resources and toys made up of low- and no-cost materials at Gitch center as the overall displays reflect a picture of purchased items from the market. This has serious implications not only for effective teaching and learning of children at the center but developing locally made instructional materials is also important for the sustainability of the project. (Open Sessions Observation Gitch).

Age-Appropriate Toys and Books

Availability and provision of age-appropriate materials have been ensured at both centers as the cornerstone of the program. The children in the open sessions and during home visits by the family support motivators were provided with age-appropriate toys and learning materials according to their developmental milestones (Open Session and Home Visit Observations Gitch and Gilgit).

However, at both centers we observed scarcity of some attractive toys. These toys are just one or two in numbers at each center which ultimately lead children to fights for the possession of these toys. We witnessed children fighting for particular toys at both the centers (Open session Gitch; Open session Gilgit). But this program has also influenced the attitudes of the mothers who are part of Agah Walidain. A trend of keeping



Age-appropriate toys for children at home are being recognized as a worthy investment and are increasingly becoming popular in the jurisdiction of both the centers. According to the data 76 % of the sample

parents have developed age-appropriate toys for their children at home with the help of Agah Walidain, which demonstrates a commendable impact of the project initiatives on the attitudes of parents.

Learning Level of Children and Parents

The program has made a far-reaching impact on the overall learning attitude of the mothers. Our interviews with family support motivators, mothers and the observations at the sessions revealed a high level of confidence and learning attitude in mothers. They were engaged and enjoyed playing with materials at the centre and in each case we noticed their high motivation to learn from the instructional materials. A family support motivator speaks about this attitudinal change in the following words, “I also realized that parents’ and grandparents’ attitudes have changed significantly. Before their participation in the project they thought that children did not know anything. But after participating in the sessions at the center they have started appreciating how children learn and have realized children’s ability to learn new things” (Interview Family Support Motivators Gilgit).

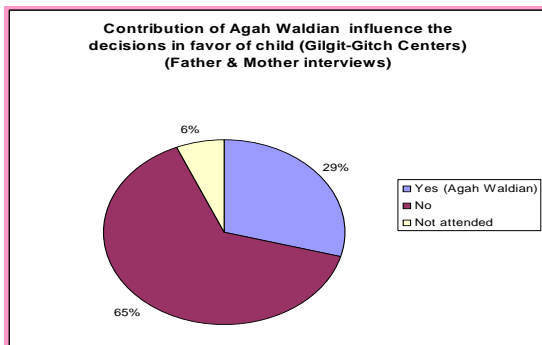


Parents at Gitch Centre also expressed their learning from Agah Walidain Project. For instance, a mother narrates, “I got parenting information from Agah Walidain to take care of Usman (i.e. pseudonym used for her child). They guided me to take care of his health and cleanliness (Interview Protocol Parents Gitch). A mother even pointed towards the basics of child learning and maintained, “I learned that young children can learn from the early years and should be given age-appropriate toys” (Interview Protocol Parents Gitch). While expressing his learning from the project a father commented: “They provide information about nurturing of children, behavior, management and creating a safe and happy environment at home” (Interview Protocol Fathers Gitch). A mother commented on the nature and level of support received from Agah Walidain



project and said, “I got support on violence, punishment, language development, story telling, poems sharing and children’s needs regarding their ages”(Interview Protocol Parents Gitch).

The parents at Gilgit center were found equally energetic and eager to learn from the Agah Walidain Project. In an interview a father stated, “Agah Walidain Project provided me knowledge about the psychological and physiological growth of children at the various stages of their age. So I try to apply this knowledge in the upbringing of my child and convey these important messages to my other family members and friends” (Interview Protocol Parents Gilgit). A mother narrated her learning in the following ways, “The awareness on mental development and speaking and story telling was very helpful for us. Through this we became conscious for children’s needs and proper ways of behaving with children and became more conscious and curious for the new coming child. It is a good opportunity!” (Interview Protocol Mothers Gilgit).



Overall this project has started influencing the family decisions in favor of the child and his/her holistic development. The data revealed 29% sample parents have been able to influence the family decisions in favor of the child by the help of Agah Walidain, which is a good achievement in a

period of one year.

Furthermore, there was substantial evidence of mothers learning from this program which was repeatedly noticed during home visits with family support motivators. It was observed that the mothers have tried their level best to implement their learning in the home environment. Some mothers have established children’s corners in their homes, some have made age-appropriate toys out of the low- and no-cost materials and some have bought expensive toys and materials for their children. These materials are being actively accessed and used by the children.

Another important development observed at Gilgit center was the inclusion of the children and mothers from sister communities (i.e. the Sunni Muslims). We observed mothers of sister communities actively participating in various activities at the Gilgit

center such as regularly attending the mothers and open sessions along with their children (Observation Open Session, Mothers Session Gilgit Center). The program staff is keen enough and happy to include them as an integral part of their daily routine. In this regard a family support motivator comments, “we have some children from sister community. They are very much attached to me and are learning at a very high speed; I feel this is my achievement” (Interview Family Support Motivator Gilgit).

The children were found equally enthusiastic and willing to learn and socialize at both the centers. The high level of children’s engagement with the materials and toys at both the centers demarcate their deep involvement in the learning process. The tracking of success stories and some of our observations revealed the enhanced holistic development in terms of their social skills, linguistics, physical, moral, brain and emotional development. During open sessions children were enjoying with toys, coloring objects, reading with their mothers and family support motivators and making fun with and doing actions on music. A thirty six month old child read most of the words from ABC book. One and a half year old child tried to draw with a pencil. Children were confident and were enjoying by touching, feeling, observing, making different things and playing with different toys and objects (Open Session Gilgit). In this regard a family support motivator narrates, “I like the open sessions, because children make a lot of improvement in such sessions. This is helpful for them in future for their high scope education. We have majority of illiterate mothers who get the opportunity to learn here” (Family support motivator Gitch).

But the high level of holistic improvement was not found uniform for all the enrolled children. During our observations at the centers it revealed that some children were hesitating to join others in the learning process. They were feeling as strangers in the group and trying to isolate themselves from the rest of group members. Even during the home visits there was a variation in the learning level among the children (Open session, home visit observations at Gilgit and Gitch). The same variation in the learning level was also observed for mothers. Some mothers demonstrated a high level of commitment and engagement in the program while very few exceptions showed relatively less attachment with the project (Mothers session observations at Gilgit and Gitch)

Lack of Fathers Participation

Lack of fathers' participation was found evident at both Gilgit and Gitch centers. We even found difficulty to approach the fathers who fell in the range of stratified random sampling, and thus they were interviewed on the basis of their availability. Majority of those who were interviewed were not fully aware of the activities being carried out by the program. They frequently referred to their wives for details. For instance, one of the fathers interviewed in Gitch stated, "They are good! But I don't get time to go and talk to them. I am very busy in my work. My wife regularly goes there and she is in contact with the project team" (Interview Protocol Father Gitch). Another father also gave an identical response and said, "I have never met the people of Agah Walidain. My wife attends sessions with them and she sometimes tries to influence the decisions by demanding toys for the child" (Interview Protocol Father Gitch). A father from Gilgit center commented, "To be very honest, I don't know. I have very little time to interact with my kids. My job nature keeps me away for 12 to 14 hours from my family in a day" (Interview Protocol Father Gilgit). But they all agreed that Agah Walidain Program contributed to the educational development of their children.



Regularity and Effectiveness of Sessions

The attendance of fathers in the open sessions was found negligible. The document analysis and our own observations revealed that a small group of fathers have attended very few sessions. The situation for mothers is quite contrasting with majority of mothers actively and regularly attending the sessions. However, little exception of irregularities due to family problems was also observed in the case of mothers (Document Analysis at Gitch and Gilgit Centers).



Consequently, a low level of awareness about the program and its activities was found in the case of fathers. However, this level of awareness is high in the case of

mothers. Majority of the mothers are active and regular visitors of the centers and thus equipped with greater awareness about and involvement in the program. A high level of commitment for the implementation of learning from the sessions was demonstrated by majority of the mothers. During the home visits we found signs and efforts of such implementations in their home environment (home visit observations).

Linguistic barriers were found evident in the open and mothers' sessions at Gilgit. The semi urban setting of Gilgit city presents a multicultural and multi linguistic environment. It was at times proving difficult for the family support motivators to choose a language as medium of instruction which is easy to understand for all the mothers because some of them were not able to understand Urdu. In this regard a family support motivator maintains, "Language was the biggest challenge. As you know we speak many languages such as wakhi, Brushaski, Khwar and Shina. I was able to speak only Shina and Urdu. So in the beginning language was a barrier in my communication" (Family Support Motivator Gilgit). At Gitch center this problem was resolved by using Shina language which is the lingua franca of the region.

Grandparents' Participation in the Sessions

The grandmothers participating in the group discussions demonstrated an energetic and eager attitude to be part of the program and learning. They showed their awareness about the program which they indirectly achieved through the interaction with their grandchildren. An illiterate grandmother pronounced many English words learned from her grandchild who is part of the Agah Walidain program. She maintained, "Even we can be a part of this program; I have good friendship with my grandchild. I also learn with him. I can say, "hands," "eyes", nose," "mouth", "cow" "cat" etc. I have learnt these words from my grandchild. Now the time has changed and we need to change ourselves accordingly" (Focused Group Discussion Grand Parents Gilgit). This demarcates



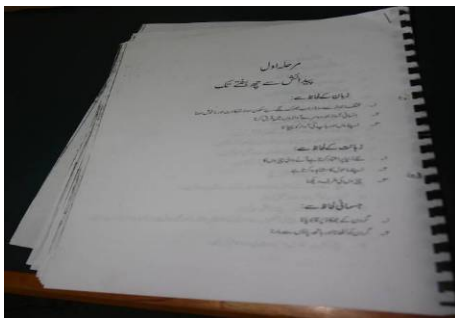
the importance and willingness of grandparents to be included in the program. These grandmothers demanded to be included in the program as, according to them, they are too old to do the physical work in the fields and therefore they have ample time for such activities. Endorsing the above statement of the grandmother, another grandmother added: “See she is right we are retired people. We have time to contribute to the project initiatives. You should include us and our old husbands in this project, hahaha” (Focused Group Discussion Grand Parents Gilgit).



Even mothers have supported this idea of including grandparents in the program in order to provide a smooth and uniform nurturing environment for the children. In this regard a mother maintains, “It is very important to educate all family members to give same messages to children. Especially, grandparents need to be educated because they take much care and take much favors of their grandchildren”(Focus Group discussions, Gilgit).

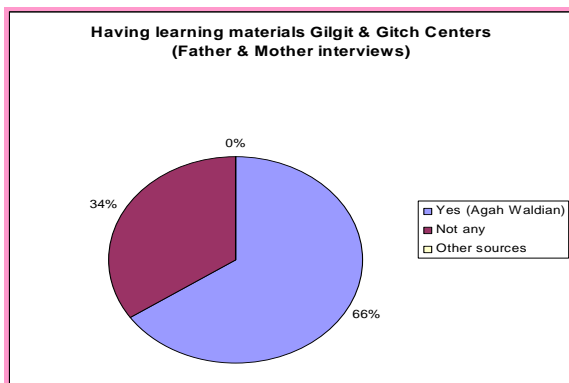
Apart from their enthusiasm the overall composition of the program demonstrates that these grandparents have not adequately been provided the opportunity to be part of and feel with the program. This is endorsed by the fact that there have been no regular sessions for them, except some gatherings in which they helped in making indigenous toys and materials and safety charts (Document Analysis Gilgit)

The Curriculum and Translated Reading Materials



The Curriculum and translated materials contain comprehensive and relevant information for parents about the developmental milestones of the children. These materials and handouts are comparatively easy to understand. A father explained the utility of handouts in the following words. “I attended their sessions and read the handouts. They have changed my perception. I got the idea that children learn from the very first day of their age” (Interview Protocol Parents Father Gitch). A father from

Gilgit states “From handouts, I enhanced my understanding on child development and learning” (Interview Protocol Parents Gilgit). An illiterate mother who can not read elucidates, “We get handouts. My husband and elder child reads it for me. I can see the pictures. The Agah Walidain Project people told me how to take care of children at home” (Interview Protocol Parents Gilgit). This means that the translated materials are important initiatives to reach out the low educated segment of the society. A mother maintains, “Family support motivators of Agah Walidain provided me reading materials. They brought it to my home. I regularly read the handouts provided by the family support motivators” (Interview Protocol Parent Gilgit). In short, we found enough evidences of the utility of the curriculum and translated materials for enhancing the learning level of the parents. According to the data 66% of the sample parents have affirmed to receive and benefited from the learning materials provided by the Agah Walidain.



Variation in the provision of translated material was observed between both the centers. During the home visits the provision of regular handouts to the parent’s seemed to be a normal practice at Gilgit but we could rarely see this practice as part and parcel of the home visit at Gitch (Home

Visit Observation Gitch and Gilgit). Furthermore, even the Urdu handouts could be quite difficult to understand for the illiterate mothers both at Gilgit and Gitch centers. The case of an illiterate mother who can not read has already been explained above, how she gets help from her husband and elder child to read the handouts for her

Development and Effective Utilization of the Low- and No-Cost Materials

A good initiative of developing indigenous resources from low- and no-cost materials has been taken at Gilgit centre. The displays in the



cupboards at the centre represent a good proportion of such materials (Open Session Observation Gilgit). It was even more pleasing to note, during the home visits, that mothers also contributed to the development of locally made teaching and learning materials (Home Visits Gilgit).

However, we would like to again highlight the fact that at the Gitch Center the Evaluation Team members felt the need for more instructional materials developed using the indigenous materials. For the overall displays at this center reflected a predominant picture of purchased items from the market, it requires enhanced, focused efforts by the project team to minimize their reliance on the commercial products.

Operational Challenges

A management committee between the project and the core office of Rupani Foundation Gilgit was established to ensure the smooth relationships between the two offices in terms of their finance, general management and procedural requirements. This body was a highest level management coordination committee comprised of the Chief Executive Officer of Rupani Foundation Gilgit, the finance manager and the Program Director of the AW –IP project. In this regard the Program Director of the project narrates, “We had formed a management coordination committee which met every month to talk about our progresses, challenges and any issues with recommendation for improvement between the two offices. We were very successful and the committee was very effective” (Interview Protocol Program Director). During the evaluation, it was explored that the Chief Executive Officer has recently left the job and replaced by an acting chief in the office. Therefore, we could not capture his views in this regard.

However, at present the project staff seems to face some problems in getting timely financial support for the operations of their various activities. The funding for the project is channeled through the core office of the Rupani Foundation at Gilgit which involves comparatively longer time and creates procedural complications. In this regard the Program Director of the Agah Walidain admits that, “Timely financial assistance from core office has been a problem at the moment” (Interview Protocol Program Director). While discussing the same issue of finance the Acting Chief Executive Officer at core office defended their point of view in the following words. “Although Agah Walidain is an autonomous program but sometimes there are difficulties of funding

between these two offices. It becomes very difficult for us to allocate and divide the funds among various projects. So the funding is sometimes a problem” (Interview Protocol Acting Chief Executive Officer Core Office).

However, we found it to be a temporary issue and a byproduct of the transition period at the core office of Rupani Foundation Gilgit. The Chief Executive Officer who was fully in picture has recently left the job and the acting chief has just taken over. After taking his time for adjustment the new Acting Chief Executive may replicate the previous procedure of management coordination committee between the two offices or may find a creative option for the cultivation of a smooth organizational management of the programs.

The availability of transport seems to be yet another challenge at operational level of the project. The program has two operational outlets one at Zulfiqarabad Gilgit and the other at Gitch of Ghizar district. Both the centers are at a distance of sixty kilometers from each other which involves approximately two hours drive. A family support motivator from Gitch narrates, “Traveling is a problem. I come from the nearby village Signal. Sometimes, I had to go to Gilgit office and for that purpose, I do not have any allowance for my travel or we do not have office van. This is a problem” (Interview, Family Support motivator Gitch). Keeping in view the societal culture of Gilgit city, the home visits of family support motivators’ seem to be difficult without a transport facility. Explaining their difficulties a family support motivator maintains, “Home visit in Gilgit city is very difficult for a girl to go to homes on foot. We face many comments from boys in the street” (Interview Family Support Motivator Gilgit).

In spite of their heavy workload the family support motivators and the Program Director were found to be extensively involved in general administration and financial record keeping (Observation and Document Analysis). A family support motivator is responsible for exercising the administrative functions at the Gitch center. This extra burden consumes a considerable amount of time and energy of the staff members who are supposed to contribute in the teaching and learning processes. These family support motivators feel it as an extra burden. To use the words of a family support motivator, “I am a family support motivator but have to do additional work as an administrative and

finance assistant. It is an extra burden on me” (Interview Family Support Motivator Gitch).

In order to overcome this difficulty volunteers have been employed to facilitate in both administration and teaching and learning processes. But our study reveals that there is a high level of turnover and lack of full commitment demonstrated by these volunteers which further complicated the situations (Document Analysis).

Management and Leadership

The Program Director’s role as a mentor for the continuous professional growth of the family support motivators emerged as an important overarching theme and salient



feature of the project. She provided new learning opportunities to the family support motivators in Gilgit Center. In this regard the Program Director maintains, “In my service to the organization, I have always been mindful to practically show and demonstrate the values and behaviors

which we wanted the project staff to reflect in and through their work. For the last one year I have been mentoring the family support motivators at Gilgit and Gitch centre and now I am happy that they have learnt many things”(Interview protocol Program Director).

These views of the Program Director were almost confirmed by a family support motivator in the following words. “The Project Director supported me throughout my professional work. She helped me in my field work and, more specifically, she supported in developing low- and no-cost materials. Whenever, I faced any issue, I shared with her and she facilitated me very well. I have learnt a lot from the Program Director” (Interview, Family Support Motivator Gilgit). Another family support motivator comments, “I had no formal training. But Madam (Program Director) was my mentor. I learned from her about handouts, age-appropriate books and toys, monthly fields and report management, principles of home visits and developmental milestones”(Family Support Motivator Gilgit).

The overall organizational culture within the Agah Walidain reflects a collaborative, friendly and collegial environment. Our observations revealed a good working relationship and a team-work spirit within the project. The physical environment was neat, clean and attractive at both the centers.

However, at few occasions, it was observed that there are flaws in the proper management of office data and records. For instance, while searching for the enrolment of the parents and children the family support motivators particularly experienced difficulties in providing a final and complete list of parents (Document Analysis Gilgit).

Partnerships and Relationships

The relationship dynamics within the Agah Walidain Project was found to be friendly and collegial. The family support motivators of both the centers shared their



problems without any hesitation with the Program Director and they could approach and meet with her whenever they felt the need to do so. A direct and speedy professional relationship channel was observed between the Program Director and the US office of the Rupani

Foundation. The Program Director maintains, “With the US office, we are in contact almost every day, I send weekly and monthly reports, even I contact with the US-based Management any time because they play a major role in facilitating me for the project” (Interview Protocol Program Director). We observed her making phone calls and sending e-mails to the US-based Chief Executive Officer on regular basis with reference to the project affairs. Such relationships are important for quick and timely decision making. This channel seems to be an added advantage for the project to timely accomplish its various objectives and activities.

The document analysis exposed that the Aga Khan Education Services is a partner of Rupani Foundation at the country level and has contributed in the initiation of the Agah Walidain project. The General Manager of the Aga Khan Education Services maintains, “We are not involved in their operational matters. They are independent and empowered in their operations (Interview Protocol General Manager Aga Khan

Education Services Pakistan). When we asked her about the level of involvement and the frequency of meetings with the Program Director she commented, “We meet only on need basis. The Program Director contacts me whenever, there is a need for meeting (Interview Protocol General Manager Aga Khan Education Services Pakistan). The Program Director of Agah Walidain project also confirmed by saying, “With Aga Khan Education Services Pakistan our meetings are only on need basis, specifically for issues of buying land for project and in other project related matters”(Interview Protocol Program Director). This relationship has contributed at the initial stages but the project seems to be autonomous at the operational level under the prevailing circumstances.

The observation and interviews revealed some slow processes of relationships between the core office of Rupani Foundation at Gilgit and the Agah Walidain project. These issues were particularly related to the financial aspect and the reporting mechanism. In this regard the Program Director of Agah Walidain maintains, “Currently, we are facing problem as there is a discontinuation of the CEO’s services. The process of finance (e.g. acting CEO was not authorized for signatures at the beginning) is taking time so the children faced problem of heating arrangements. Therefore, it was difficult to face the parents” (Interview Protocol Program Director). While elucidating the nature of relationships the local Acting Chief Executive Officer narrates, “Yes, finance the only problem! The Agah Walidain people feel that we should solve their problems on priority basis, but our problem is the proper allocation among various projects. Secondly, they are reporting to US office directly and also sending reports to us, this double communication is also sometimes confusing” (Interview, Acting Chief Executive Officer). However, these issues seem to be small in their nature and byproducts of the transition period. We observed a joint informal party of the Agah Walidian and Rupani Foundation staff. They were discussing their professional challenges in a very friendly and frank environment and were probing alternative solutions as a team. This seems to be an encouraging sign and can positively contribute in their future professional relationship dynamics.

KEY FINDINGS

- The learning level of mothers and their enthusiastic attachment and commitment for learning with the program emerged as a key achievement of the program over

the last one year. In spite of variation in their educational background, the mothers who were part of the program seemed to have developed an understanding of the program objectives and program's significance for them in nurturing their children. However, the participation of fathers in the program appeared to be very low. Inadequate participation and apparently lack of interest of fathers in the program can have serious implications for the sustainability of the program.

- The program has been able to create an impact on the holistic development of the children who are regular part of this project. A considerable positive change was evident in the children in terms of their social, linguistic, emotional and physical development.
- The high level of learning, demonstrated by mothers and grandmothers who mostly come from an illiterate background shows the considerable contribution of the program towards the literacy enhancement in the region.
- The objective of building the capacities of the family support motivators seemed to have been effectively achieved. The family support motivators interviewed and observed during the study demonstrated a high level of professional commitment and a considerable knowledge and pedagogy of the content. However, at occasions we found room for improvement in FSMs professional development.
- The quality of leadership and management, within the program jurisdiction seemed to be effective. The staff demonstrated a sense of collegiality and team work led by the Program Director, who remained accessible and an acceptable mentor for the rest of the staff.
- The inclusion of parents and children from sister communities and their high level of commitment towards the program is quite apparent and encouraging. This general acceptance of the program may contribute in any future expansion of this project.
- A neat and clean environment is provided to the children and mothers at both centers. There are age-appropriate materials and toys at both centers available and easily accessible for parents and children. However, there is room for further

- improvement in terms of increasing the quantity of some materials, providing a bigger room and more inclusion of low- and no-cost materials.
- Financial support to the project by the Rupani Foundation office Gilgit is slower than expected which sometimes created distastefulness between the two offices. Both the management of Agah Walidain and core office of Rupani Foundation have their own priorities, preferences and reasons for financial allocations and provisions. However, it seems to be a result of the transition period they are experiencing at the Rupani Foundation office Gilgit.
 - The level of support and guidance by the US office of Rupani Foundation to the Agah Walidain seems to be timely and prompt. The Program Director has close coordination with the Chief Executive Officer and consultant of Rupani Foundation US for the academic and others affairs of the project. However, the core office of Rupani Foundation Gilgit seems to be a little away from this fast pace communication channel.
 - The partnership of Rupani Foundation with Aga Khan Education Services had been very active at the initial days of the project. However, with the passage of time and extension, the project has become autonomous in its operational matters.

RECOMMENDATIONS

- The enthusiasm of grandmothers for participating in the program reflects their willingness and intentions of contributing to the learning of their grandchildren. The grandparents are mostly retired people with having ample time to spare for the program activities and learning of the children. Therefore, they may be given a more active role to play in the future operations of the Agah Walidain project.
- Some interviews with the family support motivators and the observations of different sessions and home visits revealed that the family support motivators sometimes face difficulties in attracting the parents for the mothers' and open sessions. Therefore, it is suggested to further enhance their capacities in terms of early childhood education and andragogy through formal sessions of professional development and exposure visit.

- Keeping in view the interest of the community and the high level of mothers' and children's participation in the program, we suggest to have bigger buildings with more space at both the centers providing enough space for mothers and children to interact. Apart from this more toys and materials and transport facility emerged as an important need of this program.
- The relationship with Aga Khan Education Services needs to be strengthened and their expertise utilized in order to make the program more fruitful and rewarding for the local people.

CONCLUSION

As a whole the program seems to have made considerable contributions in terms of holistic development of the children and in raising awareness and enhanced learning attitude of mothers in the target villages. Moreover, the program has gained gradual acceptance and recognition among the general public as a prime contributor to the social development through early years education and development. Hence, it can be affirmed that the program has achieved its overall objectives to a satisfactory extent. Even the sister community children and mothers have approached and became part of the program. Keeping in view the prevailing circumstances, the program seems to have a great potential of expansion in other parts of Gilgit-Baltistan. The valuable efforts put in by and the stimulus emanating from the founders and management of Rupani Foundation are highly commendable as the program is addressing one of the very important human development needs of this beautiful but underserved and underprivileged area called Gilgit-Baltistan.

APPENDICES

Interview Protocol for Family Support Motivators

External Evaluation
Agah Walidain
A Project of
Rupani Foundation

Background Information

1-Academic Education 2-Experience in years

3-Gender 4- Venue

5- Training period 6- Age

7- Marital status

8- Experience in ECD before joining the program-----

Training of FSM'S

- 9- Can you briefly narrate the nature of your training programme?
- 10- What major themes main steps were involved in the training you received?
- 11- Do you feel this training helps you in your job performance? If yes, in what ways? Please, give few examples.
- 12- What challenges you faced during the training period?
- 13- What suggestion you would like to give for bringing improvement in future trainings?
- 14-Did you get any professional support on the job, during your work at the Resource Center? How? Please, explain

Activities of FSM'S

15-Can you briefly narrate your daily routine of work at Agah Walidain project?

16- What is the one activity that helps you professionally and you really enjoy in your work? How it helps you?

17-What is the one activity that you don't like in your work and why?

18- Can you narrate an event/ example that you feel is your biggest achievement in your job performance?

19- What are the frequent problems that you come across during your job and how do you overcome?

20- What suggestions you would like to give for the overall improvement of the Agah Walidain project?

Interview Protocol for Parents
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

Background Information

1-Parent Group

Pregnant Mothers	First Child
Second Child	Third onward

2- Gender

Mother	Father
--------	--------

3- Home

Rural	Urban
-------	-------

4-Family

Extended	Separate
----------	----------

5- Sleeping room

Separate	In Kitchen
----------	------------

6- Income level of parent in Pak Rs. -----

7- Source of Income-----

8- Age at the time of Marriage

Mother	Father
--------	--------

Any other

9- Animal keeping

10- Marriage

Arranged	Love Marriage
----------	---------------

Separate Vicinity	Same Vicinity
-------------------	---------------

12- Educational Level of parent

No schooling	Primary	Matric
Graduation	Masters onward	

11- How do you parent your child? What is your parenting style?

Modeling mother in law	Own style
Any other	

14- Language spoken-----

15- Number of family members-----

16- Do you have a child's corner or separate place for your child's toys and books-----?

13- Who is the main caretaker of the child? -----

Social and Family relationship dynamics

- 1- Who is the main decision maker in your family matters and why?
- 2- To what extent you feel you can influence those decisions in favor of your child?
- 3- Is there any contribution of Agah Walidain project in helping you to influence the family decisions in favor of your child? Can you share an example?
- 4- If yes what type of support you received from Agah Walidain project?
- 5- What are your views about girl's education? To what level they should be given education and why?
- 6- How the older siblings interact with younger children? Are they expected to look after the young ones? Is there any play time, story time in the activities of siblings with each other?

Parenting the Child

- 7- How and from where did you get the parenting information when you were expecting the child? If the information is provided by AW-IP in what ways you found it helpful?
- 8- Have you done any reading about parenting information? If yes who provided and guided you to do this reading and in what ways?
- 9- Did you get any parenting information from AW-IP after the child is born? Who provided you and what type of information?
- 10- What does the FSM's do during their home visits? What kind of toys and books they had for their children before and what they have now?
- 11- How do you rate yourself in parenting skills, good, better best? And why?
- 12- How you interact with your infant? How is she/he stimulated? Do you see/ feel any change in your child's behavior, technical and social skills and language improvement?

13- How you interact with your toddler? How is she/he stimulated? Do you see/ feel any change in your child's behavior, technical and social skills and language improvement?

Materials for infant and toddlers

14- Do you have any learning material such as books and Low Cost and No Cost materials for your infant or toddler? If yes how you got it and who helped you?

15- Do you have any age appropriate toys for your infant or toddler? If yes how you got it and who helped you?

16- Do you feel you have benefited from the information shared by the field staff of Agah Walidain? Can you share an example?

Out of the programme child

17- What school does your child study now?

18- How is her/his performance level there? Do you think, he/she is doing differently from the other children in his/her classroom? If yes why?

19- Do you read stories to your child? Do you take your child to AW-IP for the open sessions and why?

20- Do you feel Agah Walidain project has any contribution in the present achievement of your child? If yes how?

Interview Protocol for CEO Rupani Foundation Pakistan

Gilgit Baltistan office

External Evaluation

Agah Walidain

A Project of

Rupani Foundation

- 1- What was the nature and level of support Rupani foundation Pakistan provided to the Agah Walidain project?
- 2- What was the nature and level of operational relationship Rupani foundation Pakistan had with the project Agah Walidain?
- 3- How frequently do you meet the management of Agah Walidain project?
- 4- In your opinion, to what extent the project has achieved its priority goals and objectives
- 5- What tangible evidence do you have to support your claim for attaining the project objectives?
- 6- What were some of the frequently occurring problems in the project? In your view, what were the causes and how you handled?
- 7- How frequently do you meet the management of Agah Walidain and AKESP to discuss the operations of the project?
- 8- Have you ever confronted with any type of relationship issue with the Agah Walidain Project? If yes what was the nature of the issue and how you resolved?
- 9-Where do you see the future of the project Agah Walidain?
- 10- What was the philosophy behind the cultivation of a partnership with AKESP for conceiving the project of Agah Walidain?
- 11- Have you ever confronted with any type of relationship issue with Agah Walidain and AKESP? If yes what was the nature of the issue and how you resolved?
- 12-In future if the same project is replicated what type of relationship will you suggest among Rupani foundation, AKESP and Agah Walidain project.

Interview Protocol for Programme Director
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

Project Objectives and operations

- 4- To what extent do you feel the project has been able to achieve its priority goals and objectives?
- 5- What tangible evidence do you have to support your claim for attaining the project objectives?
- 6- While leading the project, what event you would consider as your biggest achievement and why?
- 7- Have you experienced any dilemma during the project? If yes what was it and how you overcome that dilemma?
- 8- What were some of the frequently occurring problems in the project? In your view, what were the causes and how you handled?

Rupani Foundation support

- 9- What was the nature and level of support you enjoyed from Rupani foundation Pakistan and USA for your project?
- 10- At any stage of the project have you ever felt you need more support than the existing level? If yes what type of support you desired or wished to have?
- 11- Have you ever confronted with any type of relationship issue with any of the above mentioned supporting offices? If yes what was the nature of the issue and how you resolved?

Relationship with Aga Khan Education Services

- 12- What was the nature and level of relationship the project had with Aga Khan Education Services Pakistan?
- 13- Have you ever confronted with any type of relationship issue with AKESP? If yes what was the nature of the issue and how you resolved?
- 14- In future if the same project is replicated what type of relationship will you suggest among Rupani foundation, AKESP and Agah Walidain project?
- 12- How frequently do you meet the management of AKESP and Rupani Foundation to discuss the operations of the project?

Interview Protocol for General Manager AKES North
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

- 1- What is the level of support and contribution to the project of Agah Walidain by the AKES North?
- 2- What was the nature and level of operational relationship Aga Khan Education Services Pakistan had with the project?
- 3- How frequently do you meet the management of Agah Walidain and Rupani Foundation to discuss the operations of the project?
- 4- In your opinion, to what extent the project has achieved its priority goals and objectives?
- 5- Where do you see the future of the project Agah Walidain?
- 6- Have you ever confronted with any type of relationship issue with Agah Walidain and Rupani foundation? If yes what was the nature of the issue and how you resolved?
- 7- In future if the same project is replicated what type of relationship will you suggest among AKESP, Rupani foundation and Agah Walidain project?
- 8- What was the philosophy behind the cultivation of a partnership with Rupani foundation for conceiving the project of Agah Walidain?
- 9-How and in what ways the project of Agah Walidain has contributed to the overall case of development in general and to the mandate of AKESP in particular?

Focus group Discussions for Grand Parents
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

of participants: _____ Host: _____

Date: _____ Site: _____

Questions:

- 1- What kind of differences do you see between your own child at his/her time and your grandchild? Can you identify some key reasons for the differences?
- 2- What are your beliefs and practices about parenting and nurturing your grand child? Has your practice about parenting changed because of AW-RF? Can you please, share one/two examples from your experiences?
- 3- What are your aspirations for the future of your grand child?
- 4- What the word culture mean to you? What do you value and would like to keep as traditional practices?
- 5- What does your experience tell us about the past and present child rearing practices? Any positive or negative comments and why?
- 6- How you would define misbehavior of a child? Give examples of some of the behavior from your grandchild that would not be acceptable to you?
- 7- How do you handle such misbehaviors? Such as when your grand child does something you do not like or does not listen to you- how do you handle it?

Focus Group Discussions
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

of participants: _____ Host: _____

Date: _____ Site: _____

Questions:

1-What are your beliefs and practices about parenting? What do you think is your parenting style? How do you talk and meet your child's needs?

2-What are your aspirations for the future of your child? Do you think, it's important to talk and play with your kids and toddlers for their better future?

3-What the word culture mean to you? What do you value and would like to keep as traditional practices?

4-How you would define misbehavior of a child? Give examples of some of the behavior from your child that would not be acceptable to you?

5-How do you handle such misbehaviors? When your child does something you do not like- how do you handle it

6-What do you do when you as parents and other family members do not agree with each other? How do you re-act to each other? Please, give one / two examples?

Observation Manual for Children and Parent Sessions
External Evaluation
Agah Walidain
A Project of
Rupani Foundation

Observation and activities	Analysis and Comments
Lesson learned	