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| Danish organisation | Wycliffe Danmark |
| Title of the intervention | Fighting poverty: Gawri community speaking up for equal basic education in Pakistan  |
| Partner name(s) | Gawri Community Development Programme (GCDP) |
| Amount applied for | 499,374.00 DKKR |
| Country(ies) | Pakistan |
| Period (# of months) | 24 |

* **Objective and relevance

1.1 The Main Purpose of the Intervention**

The main purpose of the suggested project is to consolidate previously started efforts to strengthen civil society to lobby and advocate for sustainable equal access to education for children, in particular girls, of the Gawri minority language community in Pakistan. As such it will contribute especially to Sustainable Development Goals 4 (quality education), 10 (reduced inequality) and 17 (partnerships for the goals). There is a strong focus on the hard-to-reach and those who are at risk of being excluded, marginalized, or otherwise disadvantaged in their pursuit of educational opportunities.

**1.2 Description of the Previous Project**

During 2019-2022, CISU has funded a project to support the Gawri Community Development Programme (GCDP) to address key challenges of language of instruction in education with the long-term vision to improve the lives of the Gawri Community in Pakistan. This project was building on activities already started by GCDP to address key challenges in language of instruction in the Gawri community. To gain more momentum and work towards sustainability, it was necessary to increase efforts. Between March 2019 and January 2022, CISU funded a project to help GCDP to work towards two objectives to address the challenges of the language of instruction in the schools in Gawri communities. The first objective focused on equipping GCDP and community members to advocate for mother tongue based multilingual education (MTB MLE) in the community as well as for official recognition by the Ministry of Education (MoE) of the use of the minority language in primary schools. The second objective focused on strengthening the already existing MTB MLE programme so that the results could be used for advocacy and lobbying.

To meet the first objective seven Community Advocacy Groups (CAG) were formed in the Gawri villages. Six of the CAGs were with men and one of them with women. In the traditional culture of the Gawri, men and women do not mix easily in public functions, hence the gender based CAGs. The CAGs were trained and coached by staff members of GCDP during monthly visits. The groups have been promoting MTB MLE in their communities and guiding people to change their attitudes towards education, especially education in the mother tongue. Most of the villages in which these CAGs function have developed a positive attitude towards MTB MLE. In addition, representatives from these groups have been part of the advocacy meetings with politicians lobbying alongside GCDP using their own experiences as important tools for advocacy. Furthermore, having a female advocacy group, made sure that education for girls is also promoted by Gawri community. Traditionally, education for girls has not had any priority in the culture as girls are expected to stay at home, have a family and care for the family.

In addition to the CAGs, GCDP has been actively lobbying for the implementation of The Khyber Pakhtunkhwa Promotion of Regional Languages Authority Act, 2012. This is important for sustainability purposes and the government to take ownership of the MTB MLE programme. This act was passed in 2012 by the Pakistani government stating that local languages are allowed to be used as language of

instruction in primary schools. So far, five regional languages have been included in the schools’ curriculum, but Gawri is yet to be included. Through an NGO called FLI, GCDP has collaborated with several other minority languages to lobby for their languages to be included. They have done so by lobbying and networking with politicians at different levels in government as well as with like minded national and international NGOs. Their efforts have borne fruit as a member of the parliament has established a committee that is preparing to present to the parliament the suggestion of including Gawri and eight other languages in the Act of 2012. GCDP is also represented on the committee. Due to COVID-19, the work of the committee has been paused, but it will soon resume its work again. Furthermore, the Khyber Pakhtunkhwa Cultural and Tourism Authority is now actively looking at education and language. In November 2021, they organised a conference together with UNESCO Pakistan on "Safeguarding the intangible cultural heritage of Khyber Pakhtunkhwa province". They invited representatives from the Gawri community to participate in the conference and contribute to the discussions. The momentum to include the Gawri language in formal education is growing.

To meet the second objective, to strengthen the already existing MTB MLE programme so that the results could be used for advocacy and lobbying, GCDP engaged in further development of materials for the MTB MLE project. The MTB-MLE materials for grade 2, 3 and 4 were developed and a total of 288 books were printed for each grade. Furthermore, 26 reading books were printed and teacher’s guides for the teachers. Nine teachers were trained and a total of 413 pupils (186 boys and 227 girls) were part of the intervention attending the 6 pilot schools. These pilot schools are private schools, started and supported by GCDP and the communities in which they are. The Gawri people took a great interest in the MTB MLE schools. They were happy with the teaching methods and observed that their children in the pilot schools were learning better than their children in the government schools. In this way, the MTB MLE schools are creating wider acceptance of the Gawri language in education as many Gawri adults were wondering if this language would be useful at all in education. Furthermore, as the MTB MLE schools are closer to the homes of the pupils, more young children come to school, especially the young girls of whom Gawri parents tend to be very protective. Currently, 55% of the students at the MTB MLE schools are girls, while at the public school only about 5% of the students are girls. Besides this, the MTB-MLE classes have not been overcrowded with pupils and the school fees have been affordable to the parents. All of this is leading to the Gawri community requesting GCDP to start similar schools in other villages.

While the above pilot was going on, the COVID-19 pandemic started. It also affected the project and activities had to slow down or stop completely. Hence the project period was extended. Also challenges with opening a separate bank account for the pilot project caused some delay to the first pilot funded by CISU.

While the previous intervention was quite successful, further strategies and steps are necessary to secure momentum and gained progress. For the Gawri children to benefit from MTB MLE it is necessary that the Gawri language is officially included in the Khyber Pakhtunkhwa Promotion of Regional Languages Authority Act, 2012. That would mean that the government schools in the Gawri area will also start teaching using the Gawri language and the materials developed for MTB MLE. It is also necessary for the MTB MLE teaching materials to be approved by the textbook board so that they will be printed and distributed by the government. Also, to establish more CAGs, in particular CAGs with women, more private schools will be started near homes of students, more girls will get access to education and the community can lobby with the government for better and accessible education in their area.

**1.2 Context of the intervention**

The project focus is on the Gawri people live in Khyber Pakhtunkhwa province in the mountains of Northern Pakistan, in the upper reaches of the Swat river. They are a small minority group of about 120.000 people of which 35.4% are younger than 15 years of age. They speak the Gawri language, which is a vibrant language used by all generations. Pakistan is a multilingual country where more than 65 languages are spoken (Lewis, Simons, & Fennig, 2018). Urdu and English are perceived to be elevated languages and as such given and much higher status than the other languages in Pakistan. During the last 20+ years, the Gawri community is becoming more aware of how language is linked to their own development and how this link is still missing in education.

By default, Urdu and English are used in primary education. Gawri children who start education are just about directly excluded from education as they do not understand the language used in the classroom. This means that many Gawri children drop out of school and/or fail to grasp even the basic literacy and mathematical skills necessary for ordinary life. Furthermore, primary schools tend to be further away from home (about 5 km). To get to the schools, the children have to walk in mountainous terrain. Parents are concerned about their daughters' safety to walk this distance. A recent survey showed that only about 1.5% of the Gawri females have attended education (Torwali, 2015). As education is in a foreign language and schools are not always close to homes, girls are even more excluded from education than boys. The above have led to the situation that the Gawri people have been marginalised and excluded from education for generations and the community faces different kinds of hardship and poverty. Yet, education could be a way out of poverty and hardship as it would allow Gawri children in the future to engage with the outside world, find work and earn an income.

**1.3 The intervention**

The suggested intervention builds on the efforts started by the previous pilot project and keep the momentum going that was built up by the previous project to ensure quality mother tongue based education for the Gawri children, in particular girls. The project will work towards social justice for the Gawri people as quality mother tongue bilingual education will be a step out of the poverty circle, they are entrapped in. The project will work towards two main objectives:

*Objective 1: Strengthening the capacity of civil society to lobby and advocate for sustainable MTB MLE education for the Gawri people, in particular for girls*

The previous project has already shown that strengthening the capacity of civil society is important, but also that strengthening the capacity of the Gawri community through the advocacy groups is important. This effort will continue and be expanded to strengthen GCDP experience to ensure that can continue to participate in the committee that is preparing to present to the parliament the suggestion of including Gawri and eight other languages in the Act of 2012. When the Gawri language is part of the language act, then it will be mandatory for the government of Pakistan to implement this act. This means that also public schools in the Gawri area will start to use the Gawri MTB MLE materials, the MoE will become responsible for the curriculum materials and provide them to the schools. The MoE will also have to train teachers to teach the Gawri language curriculum. Thus, having the Gawri language influenced the language act of 2012 is a very important step towards sustainability of the current efforts. Furthermore, six more CAG’s will be established to ensure that more people in the Gawri community can promote MTB MLE within the community, create a wider acceptance for the use of Gawri language in education, and raise their voices for good education. Also, several CAG members will participate in meetings with local politicians to raise the voices of the community. Besides this, seeing the power of the female CAG in promoting access to education for girls, during this project, a deliberate focus on including women in the advocacy groups will take place. As the Gawri culture puts restrictions on free interaction between male and female members in society, it is necessary to establish separate CAGs for women. The women advocacy groups will not only promote the use of the Gawri language in education, but they will also support (most uneducated) mothers in sending their girls to school and on how to help their children with education even if they have not received education themselves. As the learning materials are in their own language, they are able to help their young children much more than they are currently aware of.

Also, the private MTB MLE schools will work towards sustainability by systematically ensure contributions in finance, time and resources.

*Objective 2: Strengthen the current MTB MLE programme by having the MTB MLE curriculum materials approved by the MoE textbook board, engage MoE staff in the MTB MLE pilot activities and carry out a learning assessment.*

GCDP is currently running an MTB MLE programme in six private schools and the foundations of the MTB MLE programme are well established in the six private schools. During the current intervention a few steps will be taken to finalize the curriculum materials for grade 1-5, to deliberately include the government officials in all aspects of the MTB MLE programme as well as engage the community in further supporting the private schools to work towards sustainability of the private schools.

GCDP will update the MTB MLE materials for grade 1-4 based on feedback from key stakeholders and then submitted to the textbook approval committee for their validations. When the MTB MLE textbooks for Gawri are approved, they can officially be used by any school in the Gawri area to provide MTB MLE education. This will contribute towards a sustainable MTB MLE programme for Gawri. At the same time, the MTB MLE materials for grade 5 will be developed. The teachers of the six private schools will be trained how to use the grade 5 materials and provide their feedback on the materials as they used it in schools. Government officials will be trained to supervise and provide on the job support to MTB MLE programme. Furthermore, GCDP will perform an assessment of learning results in the MTB MLE schools and use these results to lobby with local government, local communities and other NGOs to provide resources to education of the MTB MLE private Gawri schools.

To prepare the government officials for MTB MLE in public schools as well as to create wider acceptance of MTB MLE in Gawri schools, government officials will participate in all activities and trainings for Gawri MTB MLE programme, including: materials development, assessment, training, and monitoring, assessment and supervision. This will enable them to get thoroughly familiar with the MTB MLE programme and see its success in the classrooms and communities. When the Gawri language is part of the language acts and the MTB MLE text books are approved by the textbook board, the MTB MLE programme can also be implemented in the 31 public schools in the Gawri area.

Also, GCDP will actively lobby with the community, local stakeholders and local government to ensure that in the long term the 6 private MTB MLE Gawri schools become sustainable. The strategy for the coming two years is to make sure the Gawri community increases their contributions to the ongoing cost of private schools. Currently, the Gawri community provide the school buildings and maintain them, they pay for the utilities and the salary of one teacher. During the two years of the project, GCDP and the CAGs will work with the community to ensure they increase their contributions to the running cost of the schools in kind, finances and other resources. Parents will be asked to pay an annual fee and a monthly tuition fee for their child in school. Furthermore, GCDP and the CAGs will work with the community to contribute to the salary of another teacher. Part of the strategy is also to ensure that Pakistan based organisations contribute to the schools, rather than donors from outside the country. Currently, NGO FLI pays for the salary for 3 teachers and 1 supervisor. GCDP and the CAGs will lobby with other organisations and institutions in the area and country to also carry some ongoing cost of the schools. One other donor has already expressed a strong interest to join this effort. Also, GCDP and the CAGs will work with the local government to provide a greater contribution (financial and time) to the private schools. There is a reasonable chance that this might happen as there are only few public schools in Gawri area. During the two year period of the project, CISU will be asked to contribute 39% to the ongoing cost of running the private schools, which includes the salaries of five teachers and one school supervisor.

Figure 1 below summarizes how the different parts of the intervention will lead to MTB MLE education being available for the Gawri Children: the community is strengthened in being active citizens and realise their linguistic rights as well as capacitate them to participate in education decision making processes that influence their lives and environments. They can speak up for education issues, understand the importance of their language in education and they have shown their commitment by starting the private schools in their areas and taking ownership of the schools. Furthermore, as part of this effort, girls have been benefiting greatly as education came close to their homes, in a language they understand and mothers have learned to see the importance of education of their girls and are able to speak to others in society about the importance of education for girls. Also, through their local NGO GCDP as well as through religious leaders and politicians, the Gawri people have been participating in public engagement to push for the Gawri language being accepted as language of instruction in primary schools. To ensure that the policy environment is ready for a sustainable MTB MLE education for Gawri, the Gawri community have been lobbying to include Gawri the language act of the region, and that the textbooks for MTB MLE have been developed will be approved by the textbook board. By ensuring these two aspects, the MTB MLE curriculum will become part of the government’s responsibility and ensure that textbooks will be printed, distributed and the MTB MLE curriculum will be implemented in the government owned schools, which currently are 31 schools as well as the six private schools.

*Figure 1 Summary of Intervention Process and Sustainable outcome*

The intervention will have a low negative impact on the climate and environment as the project will be carried out by a local NGO in the area and most of the activities take place locally. During the lifetime of the project, it is expected that one international trip will be made to monitor and evaluate the project. In the long run, it is expected that this project will have a positive impact on the climate and environment as quality education will be provided to young students and through the education system they will become familiar with climate and environment issues. Also, they will be able to access resources and trainings that help them and their communities to understand how to improve their own environment and change their habits so that they have less negative impact on climate change. Furthermore, by strengthening civil society, the community will be able to lobby and advocate for more issues and rights than just quality education.

**2. The partnership/collaborators**

The project period recognizes two main partners, namely the Gawri Community Development Programme and Wycliffe Denmark and a supporting partner, Forum for Language Initiative.

2.1 **Gawri Community Development Programme**

The Gawri Community Development Program (GCDP) is a local, registered, non-governmental organization which is dedicated to community development in the Kalam area through provision of education and health care facilities. GCDP has 20 employees and a board of 8 members. GCDP is focusing on quality education for the Gawri children using the mother tongue in education.

In 2008, in collaboration with the Forum for Language Initiatives (FLI), GCDP started to pilot Gawri MTB MLE schools. In these schools Gawri children learn to read, write, and do math in their own language (Gawri), while they also learn Urdu and English as a subject.

GCDP will be the implementing partner of the project and will be responsible for caring out the activities in the project including the advocacy efforts with politicians and other NGOs. They will be responsible for forming and training six new CAGs based on their experiences based on the pilot project. Together with the community they will be planning and executing the events for the international literacy day and mother language day. GCDP will also be responsible for the activities in the schools, developing teaching materials and training teachers as well as lobbying for making the schools sustainable and advocating for the local government to accepting the private schools as public schools.

**2.2 Wycliffe Denmark**

Wycliffe Denmark is a non-profit faith-based organisation taking language as a key for development. Through its main activities it aims to help minority language communities to succeed in life, improve their livelihoods and relate well to mainstream cultures. It sees education in mother tongue as a crucial step in this development. Wycliffe Denmark is part of a global network of partner organizations sharing a common vision.

Wycliffe Denmark has received grants from CISU for four projects in Kenya, Ghana and Pakistan. One in Kenya which was implemented in 2009-2012. One in Pakistan is currently being implemented and will end in January 2022. In Ghana a pilot project has been implemented and an extension of the project is currently being implemented. All four projects have had the objective to strengthen the civil society in order to improve the situation and livelihood of minority language groups. The projects in Pakistan and Ghana have had advocacy as a main objective.

This new project and the continuing partnership with GCDP is part of Wycliffe Denmark’s strategy of continuing to be involved in mother tongue education for minority groups to improve their livelihood and preserve their culture and language. In addition, it goes along the lines of creating awareness among the Danish population of the situation of minority groups. The partnership between the two organizations has been strengthened throughout the project period through sharing of information and discussing the intervention.

Wycliffe Denmark will be responsible for monitoring the project’s implementation, finance, bookkeeping and auditing. The work will be carried out by the director and the bookkeeper in close connection with the board of the organisation, especially the board chair. GCDP will submit financial reports to Wycliffe Denmark once every month and a narrative report every three months. Wycliffe Denmark will follow up with feedback on each report. Based on the financial report the request will be accepted or GCDP will be asked to make adjustments. In the previous project Wycliffe Denmark introduced GCDP to the Mango’s Health Check and the Accountability Dialogue Tool.

During this project the relationship between GCDP and Wycliffe Denmark will be strengthened by continuing the capacity building of GCDP’s financial department through help from the book keeper of Wycliffe Denmark. We will also discuss the possibility of applying for support for another project benefitting the Gawri people to continue strengthening the cooperation between the organizations. It was not possible to do a project visit during the pilot project due to Covid19. Since the leaders of the organizations have not been able to meet face to face yet we hope that will be possible in the next project. Meeting and discussing in person will give the opportunity to strengthen the relationship between the organizations further.

**2.3 Forum for Language Initiatives**

A strategic partner in this programme is the Forum for Language Initiatives (FLI). GCDP already works together with FLI. Its focus is on are on building capacity for language development and literacy and education projects in minority language communities. FLI was founded in 2003 and functions as a resource and network centre for the Northern Region language communities in Pakistan FLI actively networks at national level using a network of influencers that could change language policy to recognise other languages of Pakistan. GCDP has been partnering with FLI on lobbying and advocacy for the Gawri language. For the activities mentioned in this proposal, GCDP will engage FLI to: 1) Participate in advocacy for policy change for education. 2) Provide salaries of three additional teachers and one supervisor.

**3. Target groups, objectives, and expected results**

**3.1 Target groups**

The main target group benefiting from the intervention is the Gawri community. Within the Gawri community different target groups can be identified: the NGO GCDP, village advocacy groups in different villages, teachers, primary school children and their parents, and finally local politicians and community leaders.

The local NGO GCDP will take the lead in implementing the MTB MLE project. They will benefit from the project as it will increase their skills in lobby and advocacy for language in education. Furthermore, GCDP will increase their skills and experience in MTB MLE as the pilot programme will expand in scope and indicator focussed assessment will be carried out. Also GCDP will expand their network and networking skills allowing them as a local NGO to engage in more public debates and lobby for rights for the Gawri people.

In the Gawri community, at least 6 new advocacy groups will be established in villages that will focus on parents and key leaders in the community who will receive training in advocacy and will strengthen their ability to advocate for their culture and language. Each CAG has between 6-10 members. At least two of these community advocacy groups will consist of women, who will actively advocate with other women and men for access to education for the Gawri girls. The CAGs will reach out to their communities to explain the benefits of MTB MLE as well as encouraging education for girls. They will also provide information to parents (especially the mothers) how to provide support to their young children’s education even when they themselves have not benefited from education. In addition to training on advocacy and lobbying, the advocacy groups will learn how to maintain a school in the local area. Having a good primary education in their own village will contribute to the development of the whole village.

The direct beneficiaries of this project will be the Gawri 250 children (45% boys and 55% girls) and their parents. The children will receive education in their mother tongue and learn the national languages as subjects. This will provide them with the opportunity to learn, prepare for further education and appreciate their cultural heritage and environment. Currently 55% of the students in the MTB MLE schools are girls, compared to only 5% in the public schools. As such, the private MTB MLE schools have a very significant influence on the lives of girls. The children’s parents will enjoy seeing their children learn, acquire their own language well and appreciate the Gawri culture and identity while at the same time seeing them develop into young people who can engage at local, national and international level. Also, as the education is provided in a language that parents speak, they will be able to interact with their children on what is being learned and encourage them to do well in their education. In the long run, this project will enable the Gawri community to break out of the poverty circle. In a few years time, all Gawri children starting primary education in public schools and private schools will benefit from this project as MTB MLE can be implemented in all Gawri schools (public and private).

About 10 local politicians and five religious leaders will benefit as they receive skills and knowledge on how to lobby and advocate for what they hold dear, their own language(s) and cultural heritage. Furthermore, as they start to understand the language issue in development better, they will be able to ensure better services for their own people and promote a better development of the region.

**3.2 The objectives and expected results**

As mentioned above the current project has two objectives. Each will be briefly explained and expected results will be listed.

*Objective 1: Strengthening the capacity of civil society to lobby and advocate for* ***sustainable*** *MTB MLE education (public and private) for the Gawri people.*

The previous project has already shown that strengthening the capacity of civil society is important to lobby for inclusion of the Gawri language in the language act of 2012. This is an important milestone towards sustainability of the MTB MLE education for the Gawri people. The following result is expected:

**Result 1.1 - Parliament approves the inclusion of the Gawri language in the Khyber Pakhtunkhwa Promotion of Regional Languages Authority Act, 2012.**

Main activities to reach result 1.1:

* Two advanced training for better advocacy to the GCDP staff and governing board
* GCDP participate in the committee to present the inclusion of the Gawri language in the language act of 2012.
* 8 lobbying and advocacy visits to government officials
* 8 round-table discussions with local and national politicians
* 2 government education officials visiting Gawri schools to see the success of the programme.
* 2 seminars with government and NGO officials
* Promote the Gawri language at least one national conference.
* Bimonthly advertise work of GCDP in medias and conferences/seminars in Pakistan and abroad

Furthermore, at community level for private schools, it is also important they become sustainable and are carried by the community and the community has the skills to reach out to others to provide support. The following result is expected:

**Result 1.2 - Six additional community advocacy groups have been established and are active in lobbying in the communities and with local politicians**

Main activities to reach result 1.2

* Start 6 community groups among men and women in the area and expand the network in Gawri community
* Train the new 6 community advocacy groups, on MTB MLE issues and education for girls.
* Monthly visits to CAGs to provide ongoing support and help with planning activities in the community.
* Selected CAG members will engage in advocacy meetings with government officials.
* Celebrate mother language day and literacy day in the Gawri communities.

The MTB MLE programme is piloted in private schools. These private schools are right in the communities and ensure access to education for girls and boys. The private schools are still partially funded by an outside donor and need to become sustainable within their own contexts. During the current project, different strategies will be employed to encourage the Gawri community to take the ownership of these private schools.

**Result 1.3 - The MTB MLE private schools in the Gawri community are being supported by the Gawri committee themselves and other local actors (sustainability).**

Main activities for this result

* GCDP works with the CAGs to establish systematic financial, people and resource support to private schools, including provision of school buildings, maintenance of school buildings, paying for utilities of school buildings, cleaning school buildings.
* CAGs have meetings with parents to establish sustainable ways for parents to pay an annual registration fee for their child to enter school and pay a minimal monthly tuition fee from each child
* CAGs work with community leaders to support school related meetings by providing refreshments.
* CAGs meet with government officials and policy makers demanding office building, free stationery and inclusion of their mother tongue in education

*Objective 2: Strengthen the current MTB MLE programme by having the MTB MLE curriculum materials approved by the MoE textbook board, engage MoE staff in the MTB MLE pilot activities and carry out a learning assessment.*

The MTB MLE curriculum materials need to be updated, finalized and approved by the textbook boards so that they can be used officially in primary schools in Gawri area. Furthermore, the MoE staff in the Gawri area needs to be familiar with the MTB MLE curriculum so that they can implement it well in the future in 31 public schools in the Gawri area in the near future. There are four expected results for this objective:

**Result 2.1 - MTB MLE curriculum for grade 1-4 is approved by textbook board of Pakistan.**

Main activities for this result:

* Collect feedback on the grade 1-4 materials from teachers, children and key stakeholders.
* Revise the MTB MLE materials based on the feedback.
* Submit the updated MTB MLE materials for validation to the textbook board of Pakistan.

**Result 2.2 - MTB MLE curriculum materials for grade 5 are developed and used in the pilot schools.**

Main activities for this result:

* Organise workshop to develop MTB MLE curriculum materials for grade 5
* Print pilot materials for the teachers and school children in private schools
* Train 9 teachers to use the grade 5 materials with the students in the private schools
* Collect feedback on the grade 5 materials from teachers, children and key stakeholders.
* Update the grade 5 materials as needed.
* Submit the updated MTB MLE materials for validation to the textbook board of Pakistan.

**Result 2.3 - MoE staff are participating in all MTB MLE activities, including materials development, supervision and monitoring, training and CAGs.**

Main activities for this result:

* Meet with the provincial education officers to request involvement of MoE staff in all MTB MLE activities.
* Officially invite education officers to all MTB MLE events and activities.
* Continue to interact with MoE to monitor and evaluate the MTB MLE programme.

**Result 2.4 - Learning assessment is carried out in the pilot schools to capture learning gains through the MTB MLE programme.**

Main activities for this result:

* Identify learning assessment team (including the MoE).
* Develop learning assessment tools
* Carry out the learning assessment with pupils who are in grade 2 and 4.
* Analyse the learning assessment and present the findings to the MoE and CAGs
* Use the learning assessments to improve the programme for the children.
* Use the learning assessment results in publications

**4. Intervention-related information work in Denmark**

The information work will be a campaign about the importance of mother tongue education for preserving the culture and language of ethnic groups in Pakistan. Stories and photos from the project will be shared at talks with Wycliffe Denmark’s stakeholders as well as in articles in the organisation’s own media expressions such as newsletters and social media. Different relevant magazines and newspapers will be contacted for the purpose of bringing articles about mother tongue education for minority groups. Wycliffe Denmark will look into the opportunity for doing a take-over of CISU’s Instagram profile to post news from the project to a wider group than Wycliffe Denmark’s usual target group to raise the awareness of the worth of preserving local languages and cultures and give an insight to the UN Sustainability Goals and the importance of meeting them.

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