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EVALUATION REPORT



**UDF-PAK-09-329 - Youth Action for Democracy (YAD) - Strengthening
Democracy by Empowering Youth in Pakistan**

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All errors and omissions remain the responsibility of the authors.

Disclaimer

The views expressed in this report are those of the evaluators. They do not represent those of UNDEF or of any of the institutions referred to in the report.

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I. EXECUTIVE SUMMARY

(i) Project Data

The *Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan* project sought to increase the participation of youth in the democratic processes in Pakistan. Its intended outcomes were to: 1) increase youth participation in voting; 2) increase the awareness of youth on human rights and democracy; 3) increase knowledge and opportunities for young women to freely participate in the political system; 4) increase youth-led discussions and activities around democracy; 5) establish stronger networks between youth and pro-democracy and rights advocates; and, 6) create dissemination tools to showcase youth concerns and attitudes towards democracy.

This was a two-year USD 250,000 project (1 February 2011 - 31 January 2013). It was implemented by the Youth Parliament of Pakistan (YPP), a Pakistani Non-Governmental Organization (NGO) based in Lahore. Its main intended activities were to:

- Undertake a situational analysis of youth and their attitudes towards democracy;
- Create Youth Democracy Teams (YDT), organize youth discussions, workshops and roundtables;
- Link the YDT's with democratic activists in each district who would form Democracy Resource Banks (DRBs);
- Provide non-formal educational events for youth;
- Publishing a quarterly youth magazine and implement a democracy essay and a video competition; and,
- Distribute voter registration forms to youth to encourage their registration.

(ii) Evaluation Findings

The project objectives were directly **relevant** to the needs to strengthen the democratic awareness and understanding of the youth in Pakistan. Youth form the majority of the population and in surveys less than a third thought that democracy was the best form of government. These objectives were also directly relevant to the institutional vision of YPP which focuses on building youth leadership and understanding of their role in community services. According to YPP, it had a core group of 250 registered youth and a database of more than 100,000 from which it could draw participants. The project strategy seemed logical, forming YDT's which would then organize meetings with other youth in the districts, and extending project reach through the use of informal education (theatre), print, broadcast, and social media. It also intended to link youth with democratic activists who would form Democracy Resource Banks, and hold national essay and video contests on democracy. The timing for the project was also opportune, starting two years before the national election, which was expected to be the first time that a civilian government would hand over power to another civilian government through the ballot box.

According to the project reports and evaluation interviews, most of the activities were completed and the project was extremely **effective**. However, there was very little hard data available for the evaluators' use. The Final Narrative Report was not completed until more than a year after the project was finished, and done by remaining YPP staff and youth district managers primarily on recollection and what was in the midterm report. From the information that was available, the project did not seem to be active until month five when it selected and oriented a core group of about 30 youth, and then in month 12 when the first peer dialogue started. The YPP Facebook page, which still has project posts and photos and can serve as a type of project archive, shows these were done with about 30 youth using participatory

methods. Certificates were provided for the completion of the Human Rights Education (HRE) trainings that YPP did in coordination with the Ministry of Human Rights. There are only about ten activities posted and it had nothing on the DRBs or on the informal education that was to be done through two theater groups. YPP did effectively use the star power of its Chairman, a well known singer, to promote YPP and the project, which should have enabled the project to reach a wide spectrum of youth and democratic activists. It also held a national essay contest, handing out cash prizes to the top three winners, and held a large national symposium on youth and democracy at the end of the project.

The use of cascading systems to reach youth and undertake workshops should have been an **efficient** way to reach a broad spectrum of youth. YPP used portions of the European Commission's human right education material (COMPASS) for some of its training which avoided unnecessary efforts to develop their own materials. However, the efficiency of the project is a question. As noted, reporting was sparse and YPP had difficulty completing the FNR after the fact. From what is available, most of the project seems to have been implemented in year two and if it recorded activity level data, this did not appear to have been systematically collected and aggregated and then used for project management or monitoring purposes. UNDEF and the Swedish Development Agency (SIDA) received an anonymous complaint in 2014 that YPP had only done a few of the activities they had funded. SIDA will be assessing the YPP administrative systems in May 2014. At this point, this more programmatic UNDEF evaluation is unable to corroborate or discount the allegations because of the dearth of available data.

The **impact** of this project is impossible to assess for the same reasons. There is official registration and turnout data for youth available, but this is not attributable to the project given the scale of the project and the millions of youth in the country. From the impressions of the evaluators, this project, if implemented as reported, likely empowered some participants, especially the girls, those from rural, poor or conservative areas and LGBTs. It is also likely to have: raised the awareness of the participants on the value of civic and political participation and the importance of voting; motivated some youth to register and vote in the May 2013 elections; motivated some youth to participate more in the elections—especially as observers; and, increased the visibility and improved the image of youth participating in democracy building efforts. The YPP Chairman became a very visible head of a political party youth wing during the project. However, from what was available to the evaluators, the project appeared to have been implemented apolitically and was not perceived as anything more than youth empowerment and democracy promotion.

YPP continued to undertake similar activities with youth after the end of the project with SIDA funding. The continued interest of some youth in democratic activities was evident in the four youth who ran as candidates and those who acted as citizen observers for the 2013 elections. They can be expected also to be active in the upcoming 2014 local elections. The information and experience gathered from workshops are likely to remain with the youth as they go into the workforce and assume adult responsibilities. The domain for the interactive website reportedly created for the project expired and is no longer accessible, but there is a record of some project activities on the YPP Facebook page. Those items though are now years back and take purpose and effort to find. There is a 10 minute UN documentary on the project focusing on one of the female participants which is still available on You Tube, although You Tube is not available in Pakistan.

(iii) Conclusions

The **project purpose was important and needed** within the context. Youth are the majority of the population and are the future of Pakistan, and there is a critical need to develop

positive role models for democratic development in the context. The **project strategy was well designed** and if implemented as planned should have provided for an effective effort. In particular, cascade systems and mechanisms such as a national essay contest and informal education are good and cost-effective ways to extend project reach. **Project monitoring and reporting systems were insufficient** for effective project management and oversight. The **project lacked adequate attention in year one** and, in essence, seemed to have become a one-year project. This evaluation is **unable to confirm whether all reported activities occurred** and in the quantities reported because of the lack of data and inconsistencies in the information available. The **project might have had more significant results** than was visible to the evaluators, but without having tracked its outputs or its results, there is no way to know.

(iv) Recommendations

For similar projects in the future, the evaluators recommend **expanding efforts to educate youth and increase their awareness** on the meaning of democracy and the value of political participation. This could be done by expanding the number of youth involved in core teams, doing more frequent but shorter sensitization activities than longer trainings, making the HRE training an on-line certificated course, and/or doing annual democracy video and essay contests. There should also be **more comprehensive institutional monitoring and reporting systems developed** for projects that document project implementation and administration, and a **monitoring and evaluation plan adopted that can measure results as well as outputs**. These systems should systematically collect, aggregate and report on project progress and indicators, and be used for project management and oversight.

II. INTRODUCTION AND DEVELOPMENT CONTEXT

(i) The project and evaluation objectives

Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan (UDF-PAK-09-329) was a two-year USD 275,000 project implemented by the Youth Parliament of Pakistan (YPP). USD 25,000 of this was retained by UNDEF for monitoring and evaluation purposes. The project dates were from 1 February 2011 to 31 January 2013. Its main objective was to strengthen the understanding and capacity of youth to participate constructively in the democratic processes in Pakistan. It intended to do this through: 1) creating and training Youth Democracy Teams (YDT) that met regularly to discuss relevant issues; 2) creating Democracy Resource Banks (DRB) of civic and political activists to serve as mentors for the YDT's; 3) supporting various wider-spread awareness raising events; 4) developing a youth charter requesting government to mainstream human rights education and democratic citizenship for youth; and 5) supporting voter registration for youth.

The evaluation of this project is part of the larger evaluation of the Rounds 2, 3 and 4 UNDEF-funded projects. Its purpose is to “contribute towards a better understanding of what constitutes a successful project which will in turn help UNDEF to develop future project strategies. Evaluations are also to assist stakeholders to determine whether projects have been implemented in accordance with the project document and whether anticipated project outputs have been achieved”.¹

(ii) Evaluation methodology

The evaluation took place in January - April 2014 with field work done in Pakistan from 24 to 28 March 2014. The evaluation was conducted by Sue Nelson and Ghulam Murtaza, experts in democratic governance. The UNDEF evaluations are more qualitative in nature and follow a standard set of evaluation questions that focus on the project's relevance, effectiveness, efficiency, impact, sustainability and any value added from UNDEF-funding (Annex 1). This report follows that structure. The evaluators reviewed available documentation on the project and on the issue of youth participation in Pakistan (Annex 2).

The field work in Pakistan was done by the national expert, with the international expert participating virtually. The national expert met with the YPP, implementing partners, the British Council, and participants in the project in Lahore and Multan. A sample of participants from other districts was interviewed by phone. The list of persons interviewed is provided in Annex 3.

During the preparatory work, the evaluators identified several issues which they followed up on during their interviews. These included:

- **Nature of partnerships with different implementers**, some of which were government ministries, and how these contributed to the effectiveness, impact and sustainability of the project results;
- **Extent and attribution for results** as YPP had an ambitious programme built on existing structures and activities funded by other donors; and,
- **Lessons learned** as the project seems to have been able to negotiate the difficult area of democracy promotion in a context where democracy is not well understood.

In addition, the team assessed the issue raised by UNDEF:

¹ Operational Manual for the UNDEF-funded project evaluations, p. 6.

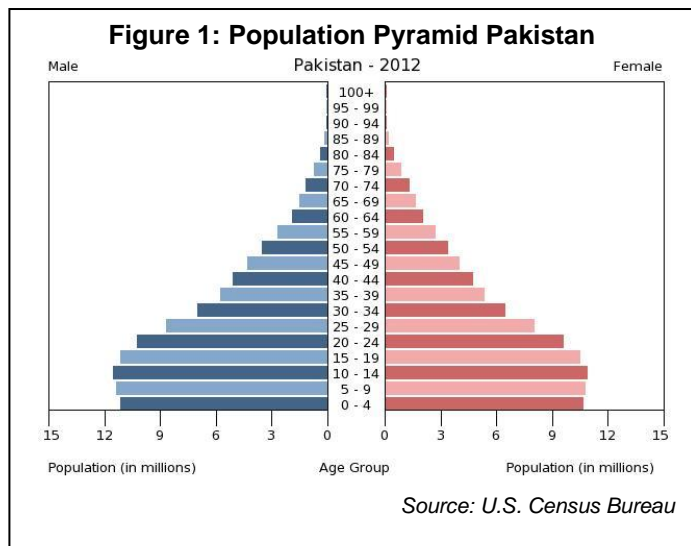
- **Possible overlapping of funding with SIDA-funded activities** which had been an issue raised in an anonymous e-mail to UNDEF.

(iii) Development context

Pakistan is an Islamic federal republic of 196 million people. At the provincial level it has elected Provincial Assemblies and Chief Ministers, and Provincial Governors who are appointed by the President. The national parliament is bicameral, composed of the National Assembly and Senate. The President is indirectly elected. Pakistan has a history of coups, attempted coups and military led governments. The 2013 elections were the first time that an elected civilian government handed over power to another elected civilian government.

A number of democratic reforms were made after the 2008 elections. These reduced presidential power, strengthened parliament, liberalized the media and strengthened human and women’s rights. However, Pakistan still faces a myriad of issues including economic and governance challenges, terrorism, militancy and sectarian violence. Pakistan is 127 out of 175 countries on Transparency International’s Corruption Perception Index and many politicians are perceived as a part of this problem. Between 2010 and 2012 there were also devastating floods that resulted in a humanitarian crisis in many rural areas. Urban migration had also led to megacities and congestion.²

Pakistan has a young population, with youth making up more than 60 percent of the population (Figure 1), and a third of the voters. These youth face many challenges. Pakistan is in the low human development category, ranking 146 out of 187 countries and territories on the *Human Development Index*. Only 43 percent of the 18-24 year olds are literate.³ Roughly a quarter of the population is below the poverty line, but almost half of it is considered to be in multidimensional poverty. Women have fewer opportunities than men, with Pakistan ranked at 123 out of 146 countries in the 2012 Gender Inequality Index.⁴



Pakistan also faces serious problems from domestic extremism, violence and intolerance, with more than 47,000 lives lost in terrorist-related violence in the past decade. Different religious, political and militant organizations operate within Pakistan, some of which radicalize youth.⁵ In the Next Generation report, only 14 percent of youth identified themselves as Pakistanis, while 75 percent identified themselves by their religion. They trust the military and religious educational institutes more than in the police, local or national governments and the courts⁶. In an election survey done by The Asia Foundation (TAF) before the 2008 elections, only one in three youth were interested in politics and discussed elections with their family and friends. Interest in politics and intention to vote was more affected by income than by gender. Youth have the least confidence of any age group in the

² Background is based on the EU Election Observation Mission’s final report on Pakistan’s 2013 general elections.

³ TAF *Voter Education Survey Report, Pakistan National and Provincial Elections, 2007/2008*, p vi

⁴ UNDP, *Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World, Pakistan*

⁵ USIP, *Radicalization of Youth in Pakistan*

⁶ British Council, *Next Generation*, pps 11 and 15

integrity of elections with only 17 percent of the 18 - 24 year olds interviewed believing that the election results were accurate compared to 31 percent of those above 50 years of age⁷.

III. PROJECT STRATEGY

(i) Project approach and strategy

With this project, the Youth Parliament of Pakistan intended to enhance the knowledge and understanding of democracy and human rights among Pakistani youth, and increase their engagement in these processes. It intended to do this by addressing some of the key constraints with the intention of mainstreaming democracy in Pakistani society. These issues were:

- **Youth apathy and their lack of confidence in the power of voting.** YPP felt most youth were disillusioned and did not believe their vote could make a difference. As a result there was a low voter registration and turnout rate for youth.
- **Lack of trust in the political system** which YPP felt youth thought was inequitable and catering to the needs of a few. It also felt that the lack of opportunity for youth to participate kept them on the periphery of the political system.
- **Misinformation about the concept of democracy and human rights** which some perceived as part of a Western agenda to change Pakistani society. This perpetuated the youths' lack of trust and nonparticipation in the political system.
- **Bureaucratic voter registration process** which is frustrating for youth and hindered its accessibility, so the process was ignored by youth.

By developing strategic partnerships and activities that addressed these areas in different parts of the governance sector, YPP felt this project could help to strengthen the understanding of youth on the meaning of democratic governance and increase their constructive participation in Pakistan's democratic processes.

In particular, YPP intended to:

- **Build the capacity of youth** through peer group discussions, workshops, disseminating information, and training on democracy, human rights and related issues. These workshops and cascade training events were to be organized at the local level in all 18 districts. In addition, YPP also expected to use the Council of Europe's COMPASS training manual on human rights for young people to train YPP participants. YPP also intended to facilitate arrangements with the Election Commission of Pakistan to ease voter registration for youth and promote their registration through project activities.
- **Mobilize a youth focus in communities** through the DYT's and DRBs. Youth were to be clubbed together in the Youth Democracy Teams to encourage their ownership of the project and help them to understand the concept of democracy. These YDT's were to be linked with others active in the community. Mentors and support to YDT's were expected to be mobilized through the creation of Democracy Resource Banks (DRB) comprised of local notables and pro-democracy activists. They were also to be trained on the YDT content so that they understood the YDT's activities. It also

⁷ TAF, OpCit, p 84

intended to develop a youth charter of demand for mainstreaming human rights education and democratic citizenship that it planned to deliver to the Prime Minister.

- ***Use of media and other information/communication/education tools to bring attention to the issues of youth.*** YPP intended to record the district and national youth roundtables with media partners for broadcasting. The project also intended to develop an interactive website to provide youth with information about democracy and human rights issues in the country. Another intended activity was publishing a 24 page youth magazine entitled “Youth Ink” that was to be published every quarter during the project.

The intended outcomes for this project were:

- Increased participation in electoral processes by youth in 18 districts;
- Increased awareness among project youth on human rights and democracy;
- Increased knowledge and opportunities for young women to freely participate in the political system;
- Increased promotion and dissemination of youth-led discussions and activities around democracy;
- Strengthened networks between young people and veteran pro-democracy and rights activists at the local levels; and
- Creation of major dissemination tools to showcase youth concerns and perceptions about prevailing democratic system in the country and highlight good practices and attitudes of youth.

YPP based this project on its ongoing activities and structures created in earlier projects. According to the Project Document it had 125,000 registered members across Pakistan, most of which were youth workers and/or youth activists. It had established District Youth Assemblies in 18 districts where the UNDEF project was to work. These created a core group of 250 youth activist who organized regular meetings with YPP members at the community levels. The direct beneficiaries for this project were to be an expanded core group of 4,500 persons from the DYAs, with another 22,000 indirect beneficiaries from their registered members participating in the community-level activities. To help ease implementation and ensure sustainability, YPP also intended to share the content of the youth training with at least 25 influential persons per district so that they understood their nature and could lend their support to the YPP activities in their areas.

The main project assumptions for these activities were that: YPP could use its existing structure of Youth District Assemblies and its existing network of youth members as the core group for this project, and that they could expand downwards to the community level and change misperceptions about the concept of democracy and build support for democratic governance among young people, and that there would be enough support for this activity among communities and local notables that it could implement project activities in conservative and tribal areas as well as in the more urban and liberal ones.

YPP also identified some risks for the project. These included implementing a project focused on democracy and human rights in conservative districts that lack support and receptivity for democratic concepts, and a reluctance by youth to participate in these types of projects because of opposition by extremist groups and terrorist acts carried out against NGOs and others. Other risks included the perception among some youth that private media (television) is an agent of the West and is working against the interests of the country, and the possibility of a change of government that would not support democratic development work. Another risk was that the government agencies may not participate as planned as no memorandums of agreement had yet been signed.

YPP intended to mitigate these risks by building on the community relationships developed through their DYAs and their work in the communities, and by developing support for the participating youth and the project activities by local notables and activists in each district. This was to be done through the creation of the Democracy Resource Banks and by including students of religious schools (Madrasas) along with religious leaders in some trainings and activities.

YPP also intended to include at risk youth (school drop outs, religious minorities, sex workers, etc) in its cascade activities use them as multipliers to reach other disadvantaged youth. YPP took gender considerations into account and stated that more than 40 percent of its youth members were female, but it also stated that its activities are planned according to the realities on the ground.

The YPP district youth assembly structure was intended to provide sustainability for the project’s activities and results. According to YPP, these are legal entities with continuing support from different donors. YPP also intended to negotiate with the Ministry of Youth Affairs to recognize YPP as a representative forum of youth in Pakistan through a legislative act, with their centers declared as Youth Activity Centers. YPP also stressed youth ownership of the activities in its design which is an indispensable element of sustainability.

(ii) Logical framework



Increased awareness and participation of youth on democracy, governance and human rights

<ul style="list-style-type: none"> • Create and train 18 YDTs • 54 YDT peer group discussions with 2,700 youth • 36 YDT workshops for 1,800 members • 90 cascading events (non-formal education) • 36 district, 2 national Youth Roundtables • Registration of youth as voters 	<ul style="list-style-type: none"> • Better understanding of human rights and democracy amongst youth (male and female) in 18 districts • Increased opportunities for girls to freely participate in the political system • Reduced levels of apathy among youth on issue of democracy • Increased number of youth registered to vote 	<p>Increased participation of youth in the community and electoral processes</p> <p>Increased participation for girls and women in the political processes</p> <p>Strengthened democratic values and governance</p>	<p>Increased levels of trust in the political system</p> <p>Equal political participation</p> <p>Strengthened human rights</p>
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Increased promotion of youth-led discussions and activities around democracy

<ul style="list-style-type: none"> • Develop Democracy Resource Banks • Publish “Youth Ink” magazine quarterly • Interactive website access through provision computer in each DYA • Recording and broadcasting of Youth Roundtables 	<ul style="list-style-type: none"> • Increased promotion and dissemination of youth-led discussions and activities • Use of a variety of media to reach youth • Stronger networks established between youth and veteran pro-democracy and rights activities 	<p>Inclusion of and more support for youth issues in policy discussions</p> <p>Expanded reach by democracy promoters and activists with youth</p>	<p>Stronger democratic values among youth</p> <p>Increased levels of trust in political system</p>
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IV. EVALUATION FINDINGS

(i) Relevance

The project was directly relevant to the mandate of the grantee, YPP, which works on issues of youth, ages 18 - 35. The project matched its vision and mission which is to *empower youth with the ability to understand the importance of their role in community services and to nurture their leadership qualities*⁸. YPP participated in a large British Council effort in 2009 to undertake a study on Pakistani youth entitled *Next Generation* which provided baseline information for this project design. The findings of that study demonstrated the need to increase youth awareness and understanding of the concept of democracy. According to that report, only 33 percent of Pakistan's youth believed that democracy was the best form of government and only 10 percent had a great deal of confidence in national or local government, the courts or the police.⁹ Pakistan also had a history of military takeovers, and sensitizing youth to the value of the democratic process and transfer of power through the ballot box was extremely important.

According to YPP, it had a core group of 250 registered youth members and a nationwide database of 125,000 other youth from which it could draw participants for the project. The project strategy seemed logical, forming District Youth Assemblies from within its core youth to organize meetings with other youth members within their districts, and to extend the project reach through the use of theatre, print, broadcast and social media. Linking youth with influential media and democratic activists also seemed relevant as it could provide mentors for these youth and support their activism as well as provide reassurance for parents on the value and legitimacy of the activities, in particularly for the girls in conservative areas.

The timing for the project was opportune. This was two years before the general elections which would give the time needed to implement a civic education program and build the awareness of participants as to the importance of participating in that process, of registering to vote and of voting. This was the first time that a civilian government was able to complete its five year term in office and hand over power over to another civilian government through elections as provided for in the constitution.¹⁰ These 2013 elections were for the National Assembly, four provincial assemblies (Punjab, Sindh, Balochistan and Khyber Paktunkhwa), the Federal Capital of Islamabad (FATA) and the Federally Administered Tribal Areas.

(ii) Effectiveness

The strategy as developed in the Project Document looked to be an effective way to reach large number of young people through different but mutually supportive activities and

Figure 2: YPP Presence in 18 Districts



Source: YPP, YouTube

⁸ YPP, <http://www.youthparliament.org.pk/about.html>

⁹⁹ British Council, Pakistan, *The Next Generation*, p vi

¹⁰ EU, *Election Observation Mission Pakistan, 2013, Final Report*, p 8

mediums focused on increasing their democratic awareness and participation. It maximized volunteerism and forged links with government institutions that should have resulted in effective and sustainable efforts. According to project reporting and the interviews held with remaining project staff and participants, almost all of the activities were undertaken and outputs delivered. However, there was not enough hard information available on implementation for the evaluators to be able to verify this or to assess the project's effectiveness.



Participants in YAD Orientation Session, June 2011 Lahore - YPP Facebook Photo

The YPP Facebook page provides a type of archive that still shows photos posted of some of the activities and a timeline for those activities. According to this, project activities started in June 2011 with a call for applications from district youth as field researchers and interested members for the YAD project. This generated about 30 posts by interested youth, many of which seemed excited about the prospects of participating in this type of a project. This was followed up almost immediately with an **orientation session** (Figure 3). From the group photos, about 30 youth attended. The

next postings were in November-December 2011 calling for applications for “*young, intelligent and hardworking individuals and youth networks/organizations*” to help register students to vote, attend at least one training workshop on how to use COMPASS, and hold five activities within the district. The selected youth attended a **peer group discussion** workshop held in mid-January 2012 with about 30 participants (Figure 4). According to project reporting, similar discussions were held by the youth district project managers and YPP trainers in 12 districts with 1,800 youth. These workshops included discussions on the results of a situational analysis done reportedly by two project-contracted researchers in 18 districts. A copy of that situational report was not available for the team however, if this was done, it would have been an effective way to disseminate and discuss information on youth attitudes and democratic practices such as voting; especially as YPP stated that it had brought in politicians and others to join the discussions. This would have broadened the experience and increased its importance as it meant that the youth were not just talking to each other but to policy and opinion makers.



Participants in HRE Training - March 2012, Karachi - YPP Facebook Photo

The next activities posted were **Human Rights Education (HRE)** training workshops for YDT members held in February and March 2012 in Multan, Karachi, Hyderabad, and Sargodha. According to the Final Narrative Report (FNR), 36 of these workshops were held in 12 districts and reached 1,800 young people. The photos illustrate the participatory methods used that included lecture, breaking out into small group work and reporting back to the larger group. The COMPASS materials were integrated into a training manual entitled:

“*Youth Action for Democracy- Strengthening Democracy by Empowering Youth*”. Certificates of participation were handed out (Figures 5 and 10). This is a good reward for the youth who attended as it provides tangible evidence that they participated in a workshop which they could use later as they apply for jobs and other things, such as scholarships. As can be seen in the photos, the youth seemed to enjoy the trainings. The trainers and district project managers had only positive comments about the workshops in the interviews and thought they were highly effective.

An August 2012 post shows that a delegation of YPP youth from Rawalpindi/Islamabad met with the Chief Editor of the Daily Ausaf. This was probably part of the efforts to link youth with the prominent community members who formed the **Democracy Resource Banks**. This idea of linking youth with respected members of the community and who could serve as role models for the youth is a good one in any context, but especially in one such as Pakistan’s, where the concept of democracy is not well understood and many are wary of it. However, there was no other information available on the DRBs.

YPP also effectively used the star appeal of its Chairman to promote YPP and project activities to reach a wide spectrum of youth and political/civic activists for its DRBs. As a well known singer, the Chairman has a large fan base, and used his artistic connections to develop the multi-media component of the project. This included scripting and recording youth roundtables in Lahore for distribution through CD shops and other outlets. YPP also developed a



Participants Democratic Citizenship Training, May 2012 Kashmir - YPP Facebook Photo

Youth Ink magazine with youth volunteers as writers, editors and production staff. According to YPP, eight editions were done, and 500 copies of each were distributed for free at universities and bookstores. These covered different theme such as art, sports, arts and youth affairs. There is no information however on its actual reach, usage or on the youth that worked on the magazine to help indicate its effectiveness.

Information on the **cascade trainings** and informal civic education efforts was also limited. The YDT were to hold sensitization session on democracy and citizenship in different colleges and universities, as well as encourage the youth to register to vote. District project managers talked about these efforts in Balochistan, Khyber Pakhtunkhwa and Punjab. Two of these efforts were posted on YPP’s Facebook page, one in May done in Kashmir (Figure 6) and another in September 2012 (no location specified). These cascade trainings seemed to use the same participatory techniques as the workshops and from the photos had good attendance and interested participants.

Informal education efforts were undertaken through the theatre groups with drama and puppetry. According to reporting and interviews with the two theatre groups contracted to do this work, most of these efforts targeted less educated and illiterate youth in slum and rural areas. They report reaching 22,000 indirect beneficiaries. The effectiveness of this effort and the cascade training is unknown because of the lack of data.

Girls seemed well represented in most of the workshops posted, even though YPP reported having problems finding female participants, especially in smaller and more conservative areas, such as Balochistan and Sindh provinces and in Jhang district. Trainings were segregated in conservative areas and female trainers were used, while most university

meetings were done in mixed groups. The first and third prize winners in the national essay contest were also girls.

YPP held a National Democracy Essay Competition in June 2012 in partnership with the Ministry of Human Rights. YPP said it received hundreds of essays. They shortlisted 12 essays and the youth themselves voted for the winners through the internet. The awards were handed out at a public ceremony, and the three top winners received cash prizes (Figure 7). The Project Document also anticipated a video contest which did not seem to have been done even though this was reported as completed in the FNR. This could have been extremely effective in reaching youth given the popularity of the medium.



First Prize Winner National Democratic Essay Contest - YPP Facebook Photo

Project activities culminated in an Intergenerational Democracy Symposium in December 2012 (Figure 8). About 200 youth attended this conference from all over Pakistan. It featured an impressive range of speakers including national and regional deputies and senators, a retired judge, and the Minister of Youth Affairs of Sindh. The intention was to expose youth to veteran democracy activists and to the message that even though “*there are many flaws in Pakistan’s politics, young people must realize that participatory democracy in the only way the country can progress*”¹¹. It had two themed sessions, “*Bridging the Gap: Democracy in Pakistan*” and “*Building Inclusive Democracy in Pakistan: Mirage or Reality??*” along with a cultural evening. Youth were able to ask questions and have them answered by the panel. It received good press coverage and seemed to be a good send off for the end of the



Intergenerational Democracy Symposium in Lahore, 12 December 2012 - YPP Facebook Photo

project. The Youth Charter of Demand to Mainstream Human Rights Education and Democratic Citizenship in Pakistan, which was reportedly compiled during the project activities, was to be presented at the end of the conference and subsequently submitted to policy makers and political parties. However, the evaluators do not know if that part was done.

(iii) Efficiency

From the attachments to the Milestone Verification Mission Report done for UNDEF by an external verifier, YPP did use some of the expected project management systems, such as sign in sheets for trainings. However, this information apparently was not systematically collected and put into an institutional system where it could be aggregated and used for project management, monitoring and reporting purposes. Otherwise, YPP could have used it to complete the Final Narrative Report and provided the evaluators with basic project data. The FNR was done more than a year after the fact by the project trainer, based primarily on

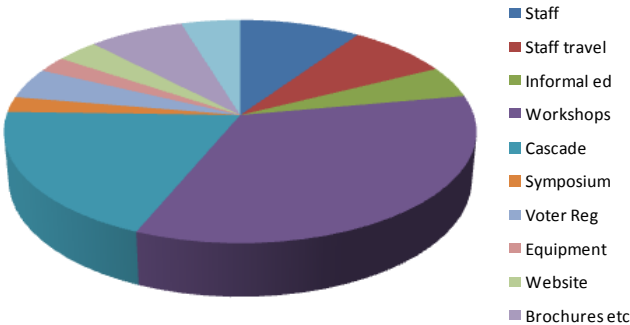
¹¹ Express Tribune, *Inculcating democratic attitudes: ‘Youth must shed poor image of democracy*

the midterm report information and her recollections and those of the remaining district project managers on what happened in year two. As such, the data should be considered as indicative rather than actual results.

In early 2014, UNDEF and the Swedish International Development Cooperation Agency (SIDA) received an anonymous tip that YPP had only done a few of the activities each had funded in their separate projects. This evaluation coordinated with SIDA regarding this information. SIDA will be fielding an evaluation in May 2014 to assess the YPP administrative systems and will share this information with UNDEF. At this point, for this more programmatic evaluation, the evaluators are unable to corroborate or discount the accusations because of the lack of information available.

As noted, there were no activity level reports or lists of activities by location and date available for the evaluators. Only one or two examples of the different workshop activities were posted on the YPP Facebook page, and there were no posts for any of the other activities reported in the FNR. YPP only told the evaluators that it did not have more information as the project manager had already left the organization and the Executive Director who reportedly oversaw the project had passed away in 2013.

Figure 3: Budget Allocations



From the timeline of the postings, it appears that YPP was only able to conduct one project at a time, doing the SIDA funded project for most of 2011, UNDEF for 2012 and SIDA again in 2013. This raises the questions of institutional capacity, staffing and having enough core youth volunteers to work on different things. The different donor-funded activities were clearly identifiable in the Facebook photos as YPP had good branding for its activities and used different banners for different activities, all of which included the donor(s)' and/or partner(s)' logos.

There is one HRE training (March 2012) that shows two different banners and donors at one event. Synergizing or leveraging efforts funded by different donors is a good practice as it helps stretch donor funds, but by looking at YPP financial systems the project audit may say whether project funding was accounted for separately from the funds of other donors, that it went for the project activities as reported, and that there was no double funding of efforts or staff.

This timeline also means that almost the entire project was implemented from months 12-23, even though its mid-term report (March 2012) lists the bulk of the activities as well underway or almost complete.

According to the Project Document which provides a breakdown of intended allocations by programmatic areas,¹² staffing and management costs were estimated at only about 22 percent of the project budget. There were two full time persons paid for by the project-- the national program manager and a trainer and 25 percent time of the YPP finance officer. The

¹² The final financial report which only provides the budget by line item totals did not vary substantially from the illustrated budget.

budget anticipated that the two full time staff would each undertake 58 trips outside YPP's base in Lahore over two years, spending 167 days and 53 nights out each.

The cascade system would have needed to work very well and require a minimum of their time, as the five-day workshop for YDTs in 36 locations alone would require 180 days of time per person. One would also assume that this same project staff would have also had to supervise the remainder of the 151 trainings, 90 cascading events and other efforts undertaken by the project such as Youth Ink magazine and the voter registration drives. More staff time was also required for project reporting and performance monitoring purposes.

In addition to cascade training systems and using Facebook to reach youth, YPP used other methods that should have increased its efficiencies. For example, for its HRE training, YPP used *COMPASS A Manual on Human Rights Education with Young people*, This was developed by the Council of Europe and translated into many languages. This was a smart choice as it eliminated the need to develop materials, and instead used an existing and well respected curriculum that covered the range of issues that YPP wanted to cover. It simply had to pull out the chapters it wanted to use, such as "electioneering" and "democracy", and reproduce them. The COMPASS materials even included a guide for practitioners on how to use the material and suggested different learning activities.

(iv) Impact

The impact of this project is impossible to assess without reliable performance data that is attributable to this project. The project used indicators based on number of youth registered to vote, youth turnout, female youth turnout and youth enrolment in political parties and other civil society groups. It reportedly collected this type of data during the start up of the project, however, the baseline numbers were not provided in reporting, nor were the end-of-project numbers, if collected, that could have provided for a comparison between them. The other outcome indicators used were project outputs.



HRE Training March 2012 Hyderabad - YPP Facebook Photo

The FNR asserts that there was an increase of 30-32 percent of youth registered nationally as voters. This project may have contributed to that increase, but given the millions of voting age youth in Pakistan and the myriad of other factors that go into registration, attribution for this to this project is not possible. The FNR also states that the YDT members taking a "special interest in politics" increased by approximately 10 percent, resulting in a 15-20 percent increase in their enrollment in political parties, There appears to have been no data collected that could substantiate this or to indicate cause and effect. In interviews, YPP said four youths had run as candidates as a result of this project. The evaluators interviewed one of these, who confirmed that he had run for a seat in his provincial assembly in Rawalpindi District for the Awami Muslim League Pakistan, but lost. He did attribute his motivation to run for office to his

"Participation in this project has given me a whole new horizon of awareness about the importance of 'My Right to Vote' and how a young person, like me, from a non urban area can create a ripple effect of change in attitudes of people."
Ms. Warda Shafiq Bhatti, Shiekhpura

YPP experience, but also said that he had been interested in politics since college.

There is no data available on the use of the interactive project website as user statistics were not tracked and the domain subsequently expired, so they are unable at this point to retrieve any information.

The evaluators can only provide their impressions of what this project might have accomplished extrapolating from the information provided in interviews, project reporting and from the posts on the YPP Facebook page. The testimonials provided were glowing. There was also a 10 minute UN film made on the project, focusing on one of the female participants. She was a lawyer and the film discusses the difficulties of women working in a male dominated field such as law. Although this film shows a few project activities in passing it is not possible to attribute the success of this female lawyer to this project as that process would have started long before the project started.

The film does however illustrate the importance of reaching out to youth, and to marginalized youth in particular, as these are the ones who have the least opportunities to be exposed to egalitarian thinking and the real meaning of concepts such as human rights and democracy. This group not only includes girls, but rural and poor youth, those from conservative areas and transgender participants. As noted in the testimonial provided by the Chairperson of the She-male Rights Association (text box) their inclusion, not only as participating youth, but as speakers, acknowledged their rights to participate as equals and of the value of their perspectives.

These types of project activities **are likely to have empowered those participants.** In particular, through their peer and mentor interactions and through the knowledge and skills that the training would have provided them. Even a short, one-day effort can make a meaningful difference if it is appropriately targeted and the youth are followed up with by their mentors.

In addition, assuming the activities were undertaken as reported, it is likely that this project:

- ***Raised awareness of participants on the value of civic and political participation, and the importance of voting*** and planted the seeds for youth to take a more active and constructive interest and role in this regard;
- ***Motivated some youth*** who were not registered or intending to register, ***to register as voters and to vote in the May 2013 elections;***
- ***Increased the opportunities for some youth to register to vote*** by providing information and forms on the process, especially for marginalized youth and girls in conservative areas who might otherwise not have the ability or confidence to register on their own;
- ***Motivated some youth to participate more in the electoral process,*** resulting in at least four youth running for office and 260, according to YPP, being trained as observers by the Election Commission; and,
- ***Increased the visibility and improved the image of youth participating in***

“Transgenders in Pakistan had lost all their hopes to get recognition as citizens of Pakistan. Through inclusion in this project, which focused on democratic attitudes and values, as participants and speakers, we gained confidence and attention of media where our concerns were showcased. I want to thank Youth Parliament of Pakistan and UNDEF for providing us support and reasons to organize a movement to stand up for our ‘right to vote’ and citizenship by involving us in the project of Youth Action for Democracy and Human Rights.”

Ms. Amas Bobby, Chairperson, She-male Rights Association

democracy building efforts through the national essay contest and national symposium as well as linking the youth to the DRBs.

The YPP Chairman was the most vocal and visible advocate for youth participation in the project. During the project he became the very visible Youth Wing President of the Pakistan Tehreek-e-Insaf (PTI) Party. Several of the district project managers were also reportedly close to different parties and politicians. Ensuring the impartiality of a project such as this one is essential otherwise it can become perceived as politically motivated or partisan. However, there were no indications in interviews or reporting, that the project was partisan or favored any particular party or candidates.

(v) Sustainability

YPP is continuing to undertake similar activities with youth with SIDA funding. It should be noted that the programmatic reporting provided to SIDA in 2013 was much more comprehensive than what was provided in the UNDEF reporting.

Some of the youth are continuing to participate in the SIDA funded project, while others observed the 2013 elections as citizen observers. Local elections will also be held in November and December 2014 and some of the YDT youth can be expected to participate in those processes as well.

The education and experience provided to the youth through the project are likely to remain with them as they go into the workforce and take on adult responsibilities. It would have been interesting to have done a baseline of project participants in 2011 and continue to track them over the years, as what they do in the future will be the true test of the impact of the project and the sustainability of its results.

“The ‘Youth Action for Democracy’ is first of its kind project executed by Youth Parliament of Pakistan, at the national level. It has bridged the gap between democratic stakeholders, political units and youth of Pakistan by creating a space for dialogue. For me, this project has made a remarkable shift in thought process and approach towards concept of democracy and importance of being an active and socially responsible citizen..”

**Mr. Adeel Rao, Lahore, 2nd Prize
Winner, Democracy Essay Competition**

The domain for the project website expired and is no longer accessible. A record of the project events is on YPP’s Facebook page, but as the items are now years back, they take purpose and effort to find.

The UN film is available on YouTube, although YouTube is not available in Pakistan. As of the date of the evaluation, it had received 554 views. There are also clips of other YPP-related efforts there, although most are not products of this project.

IV. CONCLUSIONS

Based on the evaluation findings, the team concludes:

(i) The project purpose was important and needed within a context such as Pakistan's. Youth are the majority of the population and the future of the country. There is a critical need for this type of awareness raising and developing positive youth role models to combat disillusionment, apathy and misunderstanding about democratic governance and human rights. This conclusion follows the findings on relevance, effectiveness, and impact.

(ii) The project strategy was well designed and should have provided an effective base for the project and its activities if implemented as planned. It was holistic and constructive, linking youth to each other and with mentors, and by using a cascade system of volunteers could reach large numbers of other youth. Mechanisms such as holding a national contest was an easy and rewarding way to raise the profile of the effort, increase reflection about the meaning of democracy, and reach a broader spectrum of youth. This conclusion follows the findings on relevance and effectiveness.

(iii) Project monitoring and reporting systems were insufficient and not institutionalized. Information on project activities and results were not systematically recorded, collected and checked by YPP for project management and oversight purposes. If it had, more information would have been available for this evaluation even if the key project personnel were no longer there. This conclusion follows the findings on effectiveness, efficiency, impact and sustainability.

(iv) The project lacked adequate attention in year one. If the project was adequately staffed, both with paid personnel and volunteer youth at district levels, who were used according to the implementation plan and project budget detailed in the Project Document, the project should have been able to start on time and been implemented for the full two years, rather than for the 13 or so months that is reflected in the limited information available to the evaluators. This conclusion follows the findings on effectiveness and efficiency.

(v) This evaluation is unable to confirm whether all reported activities occurred and in the quantities reported. The information available from project reporting, the Milestone Report, the YPP Facebook page, and the interviews were not complete or consistent enough to compensate for the lack of supporting documentation. As a result, the evaluators are unable to make a finding about the actual extent of the project activities and number of participants, and the use of project staff. This conclusion follows the findings on effectiveness, efficiency and impact.

(vi) The project might have had more significant results than was visible to the evaluators, but it is not possible to know as it did not track its performance or measure its results. Although it reportedly did a baseline at the start of the project, this was not repeated at the end and the project results reported in the FNR are most likely YPP's

perceptions of its performance rather than actual performance. This conclusion follows findings on effectiveness, efficiency and impact.

V. RECOMMENDATIONS

To strengthen similar projects in the future, the team recommends:

(i) Expand efforts to educate youth and increase their awareness on the meaning of democracy and the value of political participation. This is a long-term endeavor, but is essential for the consolidation of democracy in a context such as Pakistan. Consider cost-effective ways to ramp up activities, such as expanding the number of core volunteer youth teams and doing more frequent but shorter sensitization activities (instead of fewer longer trainings); taping the HRE course and making it available as an on-line certificated course (or series of courses); and by doing annual democracy video and essay contests promoted widely through social media. In this leverage the opportunities available to connect youth with local councils, and with the 2014 local electoral process. This recommendation follows conclusions (i) and (ii).

(ii) Develop a more comprehensive institutional monitoring and reporting system for projects so that data is systematically collected at all levels and aggregated at the district and national levels. Maintain an archive of project records and project products. This data should be used by project management and oversight systems to ensure project implementation is on track, identify potential problems and develop solutions to address them. This should use standard templates, require monthly activity reports from every district where activities take place that are then aggregated into quarterly and then annual reports at the national level. This recommendation follows conclusions (iii) (iv), (v), and (vi).

(iii) Adopt a monitoring and evaluation plan with indicators that can measure results as well as outputs. The monitoring and reporting system should include disaggregated tables that track the number of outputs (for that month and cumulative against targets) as well as progress made towards outcomes. Outcome indicators should be directly tied to project activities, such as percentage increase in civic participation of youth, and with relevant data collected at the start and end of the project so that the two can be compared to measure the difference. A short knowledge, attitude and practice questionnaire could be developed and given to participants at the start of the project and at the end. Comparing the answers will show if there are any changes and their extent. This recommendation follows conclusions (v) and (vi).

VI. OVERALL ASSESSMENT AND CLOSING THOUGHTS

The results of the follow up Next Generation survey, *Next Generation Goes to the Ballot Box*, are not encouraging. It found that 94 percent of the youth surveyed felt Pakistan was going in the wrong direction, up from the 2009 figure of 86 percent. The disinterested level of youth in politics also rose from 38 to 52 percent, and those who were very interested decreased from 11 to 8 percent. Only 18 percent of those surveyed were proud of the way democracy had worked in Pakistan. At the same time, there is still a lot of hope for the future. Seventy-seven percent of the youth surveyed said their generation would make Pakistan a better country¹³.

Efforts to engage, encourage and empower youth to make a positive difference in very difficult and constrained circumstances are admirable. This project sought to leverage the energy of youth through volunteerism and education to increase their understanding of how a democracy should work, foster tolerance for diversity and engage them constructively in the Pakistani democratic and electoral processes. With its enormous youth bulge, Pakistan's future is in its youth, and these efforts are needed to help them to make a better future for themselves and for their nation.

VIII. LIMITATIONS, CONSTRAINTS AND CAVEATS

The evaluation took place more than a year after the end of the project. In that time the project manager had left the organization, and the YPP Executive Director had passed away, leaving *"the organization in a serious emotional and temporal turmoil"* that YPP was still trying to recover from¹⁴. The Final Narrative Report was done in March 2014. The project trainer and remaining staff did the report but had difficulty finding information to complete it. As a result, it was based primarily on what was reported in the MidTerm Narrative Report, which UNDEF needed to supply to them as they could not locate their copy, and on their recollections of the project.

Interviews with the remaining project trainer, YPP staff and youth district project managers provided only generalized information and perceptions about project activities. There is an archive of posts from the project period still available on the YPP Facebook site which provided a timeline and evidence of a score or so of the project activities. There was no other information available about the other several hundred workshops/trainings that were reportedly done or on the informal civic education activities done through the two theatre groups, a video contest, or the democracy resource bank elements of the project. The attachments to the Milestone Report provided a glimpse of the training material used and the sign in sheets for that workshop. The short UN film on the project primarily highlighted on one of the female participants who was a lawyer and how difficult it was for her to become a lawyer in a male dominate field, rather than the project activities themselves.

As a result, the team extrapolated from the information that was available to make its findings and was unable to confirm the accuracy of the reports provided to UNDEF.

¹³ British Council, *Pakistan: Next Generation Goes to the Ballot Box*.

¹⁴ YPP, *MidTerm Narrative Report on "Know Your Rights" Program*, p 36

VIII. ANNEXES

Annex 1: Evaluation questions:

DAC criterion	Evaluation Question	Related sub-questions
Relevance	To what extent was the project, as designed and implemented, suited to context and needs at the beneficiary, local, and national levels?	<ul style="list-style-type: none"> Were the objectives of the project in line with the needs and priorities for democratic development, given the context? Should another project strategy have been preferred rather than the one implemented to better reflect those needs, priorities, and context? Why? Were risks appropriately identified by the projects? How appropriate are/were the strategies developed to deal with identified risks? Was the project overly risk-averse?
Effectiveness	To what extent was the project, as implemented, able to achieve objectives and goals?	<ul style="list-style-type: none"> To what extent have the project's objectives been reached? To what extent was the project implemented as envisaged by the project document? If not, why not? Were the project activities adequate to make progress towards the project objectives? What has the project achieved? Where it failed to meet the outputs identified in the project document, why was this?
Efficiency	To what extent was there a reasonable relationship between resources expended and project impacts?	<ul style="list-style-type: none"> Was there a reasonable relationship between project inputs and project outputs? Did institutional arrangements promote cost-effectiveness and accountability? Was the budget designed, and then implemented, in a way that enabled the project to meet its objectives?
Impact	To what extent has the project put in place processes and procedures supporting the role of civil society in contributing to democratization, or to direct promotion of democracy?	<ul style="list-style-type: none"> To what extent has/have the realization of the project objective(s) and project outcomes had an impact on the specific problem the project aimed to address? Have the targeted beneficiaries experienced tangible impacts? Which were positive; which were negative? To what extent has the project caused changes and effects, positive and negative, foreseen and unforeseen, on democratization? Is the project likely to have a catalytic effect? How? Why? Examples?
Sustainability	To what extent has the project, as designed and implemented, created what is likely to be a continuing impetus towards democratic development?	<ul style="list-style-type: none"> To what extent has the project established processes and systems that are likely to support continued impact? Are the involved parties willing and able to continue the project activities on their own (where applicable)?
UNDEF value added	To what extent was UNDEF able to take advantage of its unique position and comparative advantage to achieve results that could not have been achieved had support come from other donors?	<ul style="list-style-type: none"> What was UNDEF able to accomplish, through the project, that could not as well have been achieved by alternative projects, other donors, or other stakeholders (Government, NGOs, etc). Did project design and implementing modalities exploit UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues?

Annex 2: Documents Reviewed:

British Council, *Pakistan: Next Generation Goes to the Ballot Box, Youth Survey 2012-2013 National Data*, 2013

European Union, COMPASS, *Information on Human Rights*,
<http://eycb.coe.int/compass/en/contents.html>

European Union, Election Observation Mission, *Final Report, Pakistan 2013*, 2013

Express Tribune, *Inculcating democratic attitudes: 'Youth must shed poor image of democracy'*, by Aroosa Shaukat, 13 December 2012 <http://tribune.com.pk/story/479019/inculcating-democratic-attitudes-youth-must-shed-poor-image-of-democracy>

Norwegian Peacebuilding Resource Centre, *Social media in Pakistan: catalyst for communication, not change*, by Michael Kugelman, August 2012

The Asia Foundation, *Voter Education Survey, Pakistan National and Provincial Elections 2007/2008, A Report Based on a Nationwide Public Opinion Survey*, 2008

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UDF-PAK-09-329, *Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan, Project Document*

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UDF-PAK-09-329, *Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan, Milestone Verification Mission Report No. 1*, February 2012

UDF-PAK-09-329, *Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan, Milestone Verification Mission Report No. 2*, December 2012

UDF-PAK-09-329, *Youth Action for Democracy (YAD) - Strengthening Democracy by Empowering Youth in Pakistan, Power Point Presentation*, 2013

United Nations, *Pakistan One United Nations Programme, 2013 - 2017*, undated (unsigned version)

United Nations, *Pakistan: Youth and Democracy*, YouTube,
<http://www.youtube.com/watch?v=0F7GY7p2EGw>

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U.S. Census Bureau, *Pyramid Graph- Pakistan*,
<http://www.census.gov/population/international/data/idb/region.php?N=%20Results%20&T=12&A=separate&RT=0&Y=2012&R=-1&C=PK>

United States Institute of Peace, *Youth Radicalization in Pakistan*, in PeaceBrief 167, 26 February 2014

YouTube, *Abrar-ul-Haq President PTI youth wing, Exclusive interview* by Umar Farooq-HCP, 28 April 2012, <http://www.youtube.com/watch?v=chaZ5k6NQ8o>

Youth Parliament of Pakistan, website <http://www.youthparliament.org.pk/yad.html>

Youth Parliament of Pakistan, Facebook page,
https://www.facebook.com/youthparliamentofpakistan?hc_location=timeline

Youth Parliament of Pakistan, *Know Your Rights!!! A National HRE Program by Youth Parliament.* YouTube, <http://www.youtube.com/watch?v=z8gNdpuSOAI>

Youth Parliament of Pakistan, *MidTerm Narrative Report on "Know Your Rights", 2013* (SIDA-funded project)

Youth Parliament of Pakistan, *Youth Parliament of Pakistan Theme Song*, YouTube, <http://www.youtube.com/watch?v=12CHjEcY9qk>

Annex 3: Persons Interviewed

24 March 2014	
Interviews in Lahore	
Abrar Ul Haq	Chairman Youth Parliament of Pakistan
Israr Ul Haq	Executive Director Youth Parliament of Pakistan
Maryem Axeem	General Manager Youth Parliament of Pakistan
Dr. Rizwan	Director Projects Youth Parliament of Pakistan
25 March 2014	
Hammad Malik	District Project Manager Rawalpindi, Youth Parliament of Pakistan
Saqib Javed	District Project Manager Mirpur, Youth Parliament of Pakistan
Tahir Arif	Trainer, Youth Parliament of Pakistan
Adnan Mirza	Trainer, Youth Parliament of Pakistan
Andeel Ali	District Project Manager, Karachi Youth Parliament of Pakistan, by phone
Javeria Qamar	Trainer Youth Parliament of Pakistan, by phone
Tahir Mehmood	Trainer British Council (Active Citizen Program), by phone
26 March 2014	
Warda Shafiq Bhatti	YPP Participant
Sadia	Senior Program Manager, British Council Islamabad, by phone
Mehwish Shoukat	President Maqsad Theater
Fasahat ul Hassan	President Kahawat Theater
27 March 2014	
Travel to Multan	
Zohaib Amjad	District Project Manager / Trainer, Multan, Youth Parliament of Pakistan
Noman	Participant (Multan), Youth Parliament of Pakistan
28 March 2014	
Rabia	Participant (Multan), Youth Parliament of Pakistan
Danish	Participant (Multan), Youth Parliament of Pakistan
Azeem	Participant (Multan), Youth Parliament of Pakistan
Adnan Almed Nisar	Participant, Rawalpindi District, Provincial Assembly Candidate May 2013, by phone

Annex 4 : Acronyms

FNR	Final Narrative Report
HRE	Human Rights Education
NGO	Non-Governmental Organization
SIDA	Swedish International Development Agency
UNDEF	United Nations Democracy Fund
UNDP	United Nations Development Programme
USD	United States Dollar
TAF	The Asia Foundation
YAD	Youth Action for Democracy
YDT	Youth District Teams
YPP	Youth Parliament of Pakistan