

## **Final Report - 2010**

**Human Security Fund Project:** Basic education/Literacy,  
Income Security and Employment for Vulnerable People  
including Children and Women in Bhutan

United Nations Children's Fund  
United Nations Development Programme  
United Nation's Population Fund  
World Food Programme

May 2011

## **Section I: Basic data/Summary**

1. **Date of submission:** 31 May 2011
2. **Benefiting country and location of the project:** Bhutan (All Districts, with focus on Zhemgang, Mongar, Dagana, Lhuntse, Thimphu, Samtse, Chukha, Bumthang, Trashigang and Paro Districts)
3. **Title of the project :** Basic education/Literacy, Income Security and Employment for Vulnerable People including Children and Women in Bhutan
4. **Duration of the project:** November 2007 to December 2010
5. **UN organization responsible for management of the project:** UNDP Bhutan
6. **UN executing partners:** UNDP, UNICEF, UNFPA and WFP
7. **Total project cost (including Programme Support Cost):** US \$ 2,175,449.10

### **Budget Details in US \$**

<b>Agency</b>	<b>Project cost</b>	<b>PSC</b>	<b>Total project budget</b>
UNDP	1,018,000.00	71,260.00	1,089,260
UNFPA	117,000.00	8,190.00	125,190
WFP	402,000.00	28,140.00	430,140
UNICEF	476,000.00	33,320.00	509,320
<i>Sub-total:</i>	<i>2,013,000.00</i>	<i>140,910.00</i>	<i>2,153,910.00</i>
AA-fee:	-	-	21,539.10
<b>Total:</b>	-	-	<b>2,175,449.10</b>

8. **Reporting period:** 01 January 2010 to 31 December 2010
9. **Type of report :** Final Report
10. **Executive summary:**

During the implementation in 2010, leading to the completion of project in December 2010, the following achievements were made under each objective with some visible changes as well as intangible impacts.

**Objective 1: Improved access and 15 child-friendly schools resulting in higher enrolment and completion of rural children, girls and boys, in primary education.**

To assist with the increase in school enrolment, particularly that of girls, WFP has been providing support to 3 schools for infrastructure improvement in constructing hostels and matron quarters. The construction of the last hostel was completed in 2010.

In 2010, the Ministry of Education launched a unique initiative to infuse values and principles of Gross National Happiness (GNH) into the education system under the umbrella of Educating for

GNH. Many of the features of Educating for GNH are present in CFS concept. UNICEF supported the Ministry to implement this initiative at the national level.<sup>1</sup>

To learn best practices in human values-based education, 80 school principals, teachers and education personnel were sent for a 15 day attachment course at Sathya Sai School in Thailand during June-July 2010. These participants were trained as Trainers (ToTs) to roll out educating for GNH to all school teachers in Bhutan.

In addition to implementing some of the good practices from Sathya Sai School in their own schools, a core group of these participants drafted a Training Module that will be further developed as a Training Manual, to train all school teachers in Bhutan on Educating for GNH. The training of teachers is envisaged to improve the current school practices and transform the school graduates into GNH-minded citizens that is, productive, caring and selfless, in addition to achieving academic excellence.

To disseminate information on educating for GNH, an interactive website, [www.educatingforgnh](http://www.educatingforgnh) has been designed and Ministry of Education (MoE) personnel have been trained on administration and maintenance of the website. It is likely to serve as a platform for teachers and practitioners of GNH within and outside Bhutan to access information, post good practices and participate in the discussion. In the long run, the website will also serve as an informative site for accessing literature on Educating for GNH.

**Objective II: Provision of clean drinking water in 20 community schools, latrine in 8 schools and kitchens with fuel stoves to improve school sanitation, and environment in 14 selected rural schools.**

Construction of kitchen and stores was undertaken in a total of nine schools over the project period. In 2010, construction of these facilities was completed in 5 schools. A total of 1,927 students, including 938 girls and 989 boys will benefit from this activity, which will lead to improved hygiene and sanitation in the kitchen and stores, and also the health of both the students and cooks. A total of 57 cooks were trained in nutritional cooking and proper storage of food. As a result, 11,306 students (5,480 girls; 5,826 boys) will receive nutritious meals.

For the provision of sanitation facilities, in 2010, construction materials were procured for 15 schools. 50 masons who were trained are engaged in quality construction of sanitation facilities. 200 water caretakers were trained and they are ensuring smooth operation and maintenance of facilities. 248 school health coordinators were trained and they are promoting health and hygiene practices among school children and nearby communities. Through these interventions, at least 10,000 school children are benefitting through improved health and better school attendance.

District Health Officers and Engineers, Municipal and Public Health Engineers and Emergency Focal Officers were supported to attend Integrated Emergency Preparedness Workshop.

**Objective III: Increased knowledge, skills and income of rural poor households through the provision of non-formal education, village skills training and the establishment of a network of Integrated Community Information Centres.**

---

<sup>1</sup> Bhutan is the first country globally to infuse GNH concept in all the schools.

## **Non Formal Education**

Under UNFPA's support, in 2010, a total of 36,000 copies of Teaching Learning Materials for Post Literacy Course were distributed to 720 NFE centres among 3,312 learners throughout the country. Materials covered application of Life Skill Education (LSE) in tackling HIV/AIDs, substance abuse, teenage pregnancy, domestic violence and reproductive health issues. Through collaboration with the Non Formal and Continuing Education Division, a Training of Trainers for 70 NFE instructors was conducted. In addition, a total of 275 NFE teachers, out of which 112 were females, from 5 districts were trained on LSE.

Since the beginning of the project in 2008 until end 2010, UNICEF provided support to 485 NFE instructors in acquiring the skills to teach life skills-based education and adult teaching methods. More than 3,000 NFE learners (70% women) gained knowledge and skills in good parenting skills, early detection of childhood disabilities and other life and livelihood skills. The newly acquired skills have greatly impacted in the improvement of learners' and their children's quality of life.

In the context of parliamentary democracy, which was initiated in Bhutan in 2008, life skills-based learning materials on Democracy, Citizenship & Rights, Waste Management and Anti-corruption were developed and printed for NFE learners to gain knowledge on the democratic processes and to become active participants in these processes. 80,000 copies of PLC texts (4,000 each for 20 titles) were re-printed (the first texts were printed in 2009) and distributed to all PLC centers across Bhutan in 2010. Furthermore, Life Skills Based PLC Instructor's Guide was printed and distributed to new PLC centers; 3 titles of Basic Learning Course (BLC) materials were reprinted and distributed to new NFE centres; 250 sets of solar lanterns (150 in 2010) were procured and distributed to 250 most remote NFE centers; and the NFE Training of Trainer's Manual was revised based on the revised curriculum.

In terms of support to out-of-school youths, especially between 15 and 24 years old, social mobilization and advocacy activities were conducted in 10 most needed districts. A 10-day cluster based in-service programme (CBIP)<sup>2</sup> covering all districts have equipped 200 new NFE instructors with the skills and knowledge required to conduct literacy courses effectively. NFE Stakeholders' Conference conducted in 10 impoverished districts have developed individual strategic plan of action to achieve 70% adult literacy rate by 2013. NFE Newsletter published for the first time has provided a platform for NFE learners and Instructors particularly in the remote areas for exchange of their best practices and challenges.

## **Community Information Centers (CICs)**

To ensure that Community Information Centers (CIC) can continuously provide affordable services to rural communities, they need to self-sustain in the future. A UNV specialist was hired to develop a sustainability framework, a business model for the CICs. After framing the model and an operational manual, the operators of six CICs in Mongar and Zhemgang were trained by the UNV specialist on the usage of the business model and the delivery of services. The activities conducted under this support included:

- ✓ Development of a business model and operations manual for CIC operators by the UNV specialist and its adoption by DIT; and
- ✓ Training of six CIC operators from Mongar and Zhemgang on the usage of the manual and business model and delivery of services to the rural communities.

---

<sup>2</sup> CBIP was developed to train NFE instructors in their region by clustering 3-4 districts together.

Approximately 100 people in the targeted districts have been trained in basic computer skills. NFE learners and instructors received user level training.

### **Income generation initiative**

Community income generating activities were supported to three selected communities in Samtse district through community mobilization and establishment of saving groups and by providing improved tools and equipment for quality product development. A weaving group has been formed with members from target communities. With provision of looms and yearns, it is expected that the community members will generate income, using the skills that they already possess. A savings scheme has been started within the group to inculcate saving habit among the members. A percentage of the funds generated from the sale of products are saved in this scheme to buy raw materials. A maize grinding machine has been provided to absorb the excess maize produced, which would otherwise be used for alcohol production or simply go to waste. This ensures that the excess maize would go into the food basket and lead to healthier diet for the community members.

### **Objective IV: Micro finance services for the rural poor households, particularly women, improved reaching the unreached.**

No activities were carried out in 2010 as they were completed by 2009.

### **Objective V: Increased jobs, self-employment and small business to reduce unemployment, particularly among youth and women.**

The Ministry of Labour and Human Resources have trained 63 unemployed youths in entrepreneurial skills development, out of which 53 potential entrepreneurs were provided with grants under Income Generation Start-up Programme (IGSP) to establish the small businesses in the three high poverty incidence Dzongkhags – Zhemgang, Samtse and Mongar. As a result, 44 micro-enterprises were established in 3 districts, creating 56 jobs for unemployed youth. The 44 micro enterprises are tailoring & gift shops, furniture, beauty parlour, photo shops, dairy farm, poultry, lemon grass extraction, bakery and restaurants.

The Ministry of Economic Affairs provided tools and equipment under the rural economy development programme (REDP) to establish small enterprises in the rural communities in other districts. Through this programme, 44 jobs were also created with the establishment of 10 rural enterprises. The creation of 56 jobs under the IGSP and 44 jobs under REDP contributed to the Government's target of 500 job creation for 2010, and enabled prospective entrepreneurs to set up businesses in the poorer districts.

The Department of Trade implemented a number of activities to promote Bhutan Seal of Excellence and Seal of Quality. The department conducted a workshop in two locations for the craft producer and artisans to educate on importance of quality for export market and how to improve the existing products. 28 females and 37 males (total 65) attended the workshop. Extensive marketing and promotion of the Bhutan Seal and the awarded products were conducted through advertisement in Druk Air in-flight magazine and local magazine (Drukpa magazine) to ensure wider outreach of information to various interested buyers.

A value chain analysis on cane and bamboo product was conducted by the Department of Cottage and Small Industry to determine how to improve the quality vis-à-vis the existing domestic market. The study revealed that new handicrafts have good demand in the market since the quality of product has improved and is meeting the requirement and taste of the consumers.

**Objective VI: Capacity of civil society organizations enhanced in supporting vulnerable populations and promoting gender equality**

In 2010, YDF trained 26 Non formal Education learners (24 females and 2 males) in tailoring and embroidery skills. The trainees who are all from the local community produce variety of products, such as *thangka*<sup>3</sup>, cushion cover, table runners and bags to generate additional income besides farming.

Activities related to promoting gender equality were completed in 2008.

**11. List of Abbreviations and acronyms:**

ADEO	Assistant District Education Officer
BDFCL	Bhutan Development Finance Corporation Limited
CFS	Child Friendly School
CICs	Community information Centers
CPS	Community Primary School
DEO	District Education Officer
DSE	Department of School Education
DYS	Department of Youth and Sports
IGSP	Income Generation Start-up Support Programme
M&E	Monitoring and Evaluation
NFCED	Non Formal and Continuing Education Division
NFE	Non Formal Education
PHED	Public Health Engineering Division
WASH	Water and Sanitation
MoAF	Ministry of Agriculture and Forest
MoEA	Ministry of Economic Affairs
MOIC	Ministry of Information and Communications
MoLHR	Ministry of Labour and Human Resources
MSME	Micro, Small and Medium Sized Enterprise
TOT	Training of Trainer
YDF	Youth Development Fund
Y-VIA	Young Volunteer In Action
PWD	People with disabilities
NFE	Non-Formal Education
RENEW	Respect, Educate, Nurture and Empower Women
VTI	Vocational Training Institute

---

<sup>3</sup> Hand-painted Buddhist religious art works

## Section II: Purpose

This section is a summary of the project as approved in the project document.

### a. Main objectives and outputs expected as per the approved project document;

Objectives	Outputs
<p><b>Objective I:</b> Improved access and 15 child-friendly schools resulting in higher enrolment and completion of rural children, girls and boys, in primary education. (WFP / UNICEF)</p>	<ol style="list-style-type: none"> <li>1) Improvement of facilities for three selected boarding schools in vulnerable/food insecure areas. (WFP)</li> <li>2) Quality enhancement training for district education officers and relevant teachers of remote and rural districts and schools (WFP)</li> <li>3) Capacity building of district education officers, assistant education officers, evaluation and monitoring officers and teachers of 15 selected community primary schools to implement and manage child friendly schools. (UNICEF)</li> <li>4) Monitoring and participatory assessment for continuous quality enhancement ( WFP and UNICEF for both Output 1 and 2)</li> </ol>
<p><b>Objective II:</b> Provision of clean drinking water in 20 community schools, latrine in 8 schools and kitchens with fuel stoves to improve school sanitation, and environment in 14 selected rural schools (WFP / UNICEF)</p>	<ol style="list-style-type: none"> <li>1) Improvement of the school environment related to feeding (WFP)</li> <li>2) Provide capacity-building assistance to Ministry of Education. (WFP)</li> <li>3) Provision of latrine in 8 selected community primary schools as the community's environment and sanitation models (UNICEF)</li> <li>4) 20 selected schools in remote communities are provided with clean drinking water. (UNICEF)</li> <li>5) Awareness on the importance of inclusive education, and health/sanitation (hygiene, waste management, use of latrines, etc.) raised in the unreached communities. (UNICEF)</li> </ol>
<p><b>Objective III:</b> Increased knowledge, skills and income of rural poor households through the provision of non-formal education, village skills training and the establishment of a network of Integrated Community Development Centers (UNICEF / UNFPA / UNDP)</p>	<ol style="list-style-type: none"> <li>1) Increased outreach and quality of non-formal education (NFE) in targeted rural communities (UNICEF)</li> <li>2) Provision of reproductive health, HIV/AIDS and gender classes as part of NFE</li> <li>3) Community income /employment generation programme using "One village-one product" model through formation of locally available resource persons, who will serve as village skills' instructors and organize village skills/product/market development courses covering 50 villages.</li> <li>4) Provision of access to information, knowledge and relevant market information, public documents/forms and learning materials through enhanced communication facilities and local human capacities.</li> </ol>
<p><b>Objective IV:</b> Micro finance services for the rural poor households, particularly women, improved reaching the unreached.</p>	<ol style="list-style-type: none"> <li>1) Participatory assessment on the needs and utility of micro finance services among rural poor households, particularly women</li> <li>2) Increased quality and outreach of microfinance services</li> </ol>

<b>(UNDP/ UNV)</b>	(credit and saving) through enhanced capacity of BDFC outreach staff.
	3) Enhanced financial management capacity of rural farmer groups, cooperatives and SMEs.
<b>Objective V:</b> Increased jobs, self-employment and small business to reduce unemployment, particularly among youth and women. <b>(UNDP/ UNV)</b>	1) In-depth analysis of existing job counselling and job search programmes in rural and urban areas of Bhutan in both formal and informal settings
	2) Development of job matching and counselling programmes linking the supply side and demand side
	3) Development and implementation of “Apprenticeship and Business advisory Programme” through involvement of local entrepreneurs of both small-mid scale enterprises and larger scale enterprises.
	4) Development and implementation of “IG (Income Generation) Start-up Support Programme”, with supporting package including technical training, equipment & raw materials, and start up seed grant, for estimated 50 unemployed/new business starters and/or small enterprises which will provide employment opportunities to the unemployed.
<b>Objective VI:</b> Capacity of civil society organisations enhanced in supporting vulnerable populations and promoting gender equality <b>(UNFPA/UNDP)</b>	1) Capacity of national NGO, “Respect, Educate, Nurture and Empower Women (RENEW)” strengthened in promoting gender equality, reproductive health, HIV/AIDS as well as in addressing gender-based and domestic violence.
	2) Capacity of handicraft training institutions (e.g., Handicraft vocational school, Vocational centre for disabled, Textile Museum and Textile Emporium) and local artisan groups strengthened with enhanced product quality and marketability.
	3) Support to national NGOs (Youth Development Fund) helping out-of-school children or youth due to poverty or other socio-economic difficulties to return to formal education system or to attend vocational training.

## **b. Reference to how the project tried to attain the human security objective**

[Note: explanation below includes activities that were completed prior to 2010.]

The project continued to focus on increasing the level of human security of vulnerable people, with particular emphasis on children and women of rural Bhutan through empowerment, including the provision of enabling environment, and in addressing issues related to rural poverty, illiteracy, school enrolment, unemployment, maternal health, and HIV/AIDS, using a holistic and multi-sectoral approach. It promoted targeted interventions tailored to the real needs of disadvantaged people and communities through providing access to information and introducing income generating activities.

The project provided access to information, which was aimed at enhancing communication facilities, human capacities and skills. The establishment of Community Information Centers (CICs) was intended to provide knowledge and access to relevant market information, public documents, forms and learning materials for the villagers in remote communities, including farmers and small-scale entrepreneurs.

Rural communities were supported with income generation initiatives through establishment of self help groups including most skilled and experienced local farmers, artisans and business persons. They were provided with necessary training and appropriate tools to improve the quality of their products and penetrate into new markets.

With the help of the project, Bhutan Development Finance Corporation, the only government recognised institution in Bhutan providing micro finance support in rural areas, expanded its coverage to support development of remote rural areas through the introduction of new micro credit scheme to facilitate existing and new cooperatives/ associations of farmers and other producers.

In order to increase school enrolment in rural areas, particularly that of girls, the project supported construction of boarding schools with matron quarters and made many schools in identified rural areas child friendly. Making schools child friendly will not only improve education quality but also access and retention of children especially in remote primary schools. Furthermore, educating for GNH initiative started in all schools of Bhutan will help students develop personality in a way that make them care more about nature and others. At a time when the world is facing degradation of human values, Bhutan could become a beacon of wellbeing to the rest of the world.

Life skills and livelihood skills acquired by the NFE learners supported under this project will equip them with the knowledge and skills to effectively handle challenges they face in their daily lives and to undertake economic activities, which will ultimately contribute to alleviating poverty. They will also acquire proper child rearing skills for better cognitive and emotional development of their children, and will be able to detect children with disabilities for possible care or to address their special learning needs. NFE learners' knowledge on democracy, citizenship and rights will enable them to make informed decision and participate actively in the democratic process.

The water and sanitation support will improve health and sanitation environment for both children and adults in the selected communities. Based on the regional findings that girls' enrolment increases by 33% with provision of water and sanitation facilities, Bhutan expects the same results through this intervention.

In addition to the job matching and counseling programmes, which had been initiated, the Job Fairs and the Income Generation Start-up Support Programme significantly contributed to creating awareness and building entrepreneurial mindset among unemployed youth. The Programme has been a major success in promoting an entrepreneurial culture and stimulated youth to embark on an entrepreneurial career in poverty stricken, remote areas. The IGSP is conceived as an important tool and a strategy for job creation, generating further employment by supporting self-employment ventures through provision of seed capital and necessary equipment and skills. In the course of implementation, due emphasis was given to supporting educated unemployed youth, particularly women.

Similarly, the project is anticipated to assuage the rising youth unemployment, particularly that of the early school leavers, disabled and/or socially and economically disadvantaged youth, through a skills training workshop of their interest, such as basic photography and film making. In order to increase the school enrolment ratio in rural areas, the project sponsored six scholarships to students from economically disadvantaged backgrounds. The project also focused on productively engaging youth in activities which promote their growth and development.

Finally, as a contribution to the ongoing initiatives to strengthen the civil society in Bhutan, this project provided knowledge and information to wider population on ill effects associated with gender based violence, substance abuse, and HIV/AIDs. This is strengthened through a support network established among the teachers of the non formal education system and the community support groups. *Voices of rural women in Bhutan*, a document dedicated to the women of Bhutan was produced in 2008 to document the lives of women living in the rural communities and raise awareness among decision makers, donor agencies and the wider community.

### **c. A listing of the main implementing partners**

A total of 10 Implementing Partners (IPs) from government, non-governmental and financial institutions were involved in the project implementation as below from the inception of the project.

#### *Government agencies:*

- a. Ministry of Education
  - Department of School Education (DSE)
  - Department of Youth and Sports (DYS)
  - Non-Formal and Continuing Education Division (NFCED)
- b. Ministry of Health
  - Public Health and Engineering Division (PHED)
- c. Ministry of Labour and Human Resources
- d. Ministry of Economic Affairs
- e. Ministry of Information and Communications

#### *Financial institution:*

- f. Bhutan Development Finance Corporation

#### *Non-governmental Organization:*

- g. Handicraft Association of Bhutan (HAB)
- h. Respect, Educate, Nurture, Empower Women (RENEW)
- i. Youth Development Fund (YDF)
- j. Tarayana Foundation (TF)

## **Section III: Results**

### **1. Main activities undertaken**

#### Objective I

- To assist with the increase in school enrolment, particularly that of girls, WFP provided support to 3 schools for infrastructure improvement in constructing hostels and matron quarters. The construction of all three hostels was completed (construction of one hostel was completed in 2010).
- Training of the district education officers along with the teachers of remote and rural district schools followed by regular monitoring was conducted in order to improve the quality of the school feeding programme.
- Training of Trainers (ToT) on Education in Human Values to 80 education personnel and teachers were conducted.
- Training on maintenance and administration of the GNH website was provided.
- All DEOs/Assistant DEOs, school principals and teachers in Bhutan were oriented on values and principles of GNH.

#### Objective II

- By 2010, fuel efficient stoves were provided to a total of 18 schools. Moreover, construction of kitchen and stores in 9 schools and the training of 119 cooks were undertaken to improve the hygiene and quality of school feeding.
- 21 DEOs, 8 ADEOs and 39 principals from various schools were trained as part of capacity building assistance to Ministry of Education.
- Construction materials for pour flush latrines were provided to 63 schools; about 6,000 children now have access to improved sanitation facilities.
- 40 schools were provided with gravity water supply construction materials, and rainwater harvesting materials were procured for three schools to improve access to alternative water sources; about 4,000 school children have access to improved water source.
- 248 school health coordinators were trained and are already promoting health and hygiene practices among school children and nearby communities.
- 50 masons were trained and are engaged in quality construction of sanitation facilities.
- 200 water caretakers were trained and are ensuring smooth operation and maintenance of facilities.

#### Objective III:

##### **Life skills based education**

- 485 NFE instructors were trained on life skills based education and teaching approaches for adult learners.
- Teaching Learning Materials on life and livelihood skills, good parenting skills, sanitation and hygiene, HIV/AIDS, substance abuse, teenage pregnancy, domestic violence and reproductive health issues were provided to all NFE learners.
- Three titles of basic literacy course (BLC) materials (2,000 copies each) were reprinted and distributed to new NFE centres across the country.

- 200 new NFE instructors from all 20 districts were trained on NFE policy, curriculum, adult teaching methodologies and life skills in a 10-day cluster based in-service programme (CBIP).
- Life skills-based reading materials on Democracy, Citizenship and Waste Management and on Anti-corruption were developed for PLC learners.<sup>4</sup>
- 6,000 (2,000 in 2009 and 4,000 in 2010) copies each of the 20 titles of PLC materials were reprinted to enable NFE learners in remote areas to continue the PLC programme.
- 250 (100 in 2009 and 150 in 2010) sets of solar lanterns are being procured for distribution to 250 remote NFE centers.
- 1,000 copies of Life Skills Based PLC Instructor's Guide printed for distribution to newly established PLC centers.
- NFE Newsletter was published for the first time and distributed to all the NFE Centres in the country.<sup>5</sup>
- The social mobilization and advocacy for encouraging particularly 15 – 24 year old out-of-school youths to enroll in the NFE programme was carried out in 10 districts that have high illiteracy rates.
- NFE Stakeholders' Conference was conducted in ten districts to develop strategic plan of action by every district to achieve 70% adult literacy rate by 2013.<sup>6</sup>
- The NFE Training of Trainer's Manual was revised based on the revised curriculum by making it more learner-centered and user friendly.

### **Community Information Centres**

- A business model and operations manual for CIC operators was developed by the UNV specialist and adopted by DIT.
- Six CIC operators from Mongar and Zhemgang were trained on the usage of the manual and business model and delivery of services to the rural communities.
- Information was disseminated on existence and the advantages of the CICs and on the future plans of the government regarding the CICs.

### **Community income/employment generation**

- Looms and yarn were provided for weaving place mats, scarves and cotton fabrics.
- Maize grinding machine was provided to the target communities to be used for their own consumption.
- A group has been formed with community members from all three target communities to initiate a saving scheme to inculcate saving habit and to enable them to buy raw materials for the production of handicrafts to generate income. Products are marketed through Tarayana Foundation's sales outlet.

---

<sup>4</sup> These materials will enable the learners to participate actively in democratic governance and make informed decisions in the socio-economic development of their own communities.

<sup>5</sup> The newsletter provided a platform for NFE learners and instructors to exchange their ideas and learn from each other.

<sup>6</sup> Some important issues addressed during the conference were, improving the system of resource distribution and monitoring of the programme, mobilization of community support for expansion of NFE in the remotest areas and identification of strategies to encourage particularly 15 – 24 year old out-of-school youths in the NFE programme.

Objective IV:

No activities were carried out in 2010.

Objective V:

- 63 unemployed youths were trained in entrepreneurial skills development, out of which 53 potential entrepreneurs were provided with grants to establish the businesses.
- 44 micro enterprises were established in target Dzongkhags of Mongar, Zhemgang and Samtse and 56 jobs have been created for unemployed youths.
- 11 rural enterprises (10 males & 1 female) were established in Mongar, Trongsa & Gelephu and 44 jobs were created.

Objective VI:

**Support to vulnerable youth**

- 26 NFE learners (24 females & 2 males) were trained on tailoring and embroidery skills.

**Support to Cultural Industry**

- 5 female and 6 male producers were awarded the Bhutan Seal Certificate.
- DOT conducted a workshop for the craft producer and artisans to educate on importance of quality for export market and how to improve the existing products.
- An extensive marketing and promotion of the Bhutan Seal and the awarded products were conducted through advertisement in Druk Air in-flight magazine and local magazine to ensure wider outreach of information to various interested buyers.

**2. Achievement of the outputs i.e. outputs accomplished and level of accomplishment (as measured against the stated outputs in the detailed outputs, activities and resource framework)**

Outputs	OVis	Progress	Recommendations/ Comments
<b>Objective I</b>			
1)Improvement of facilities for three selected boarding schools in vulnerable/food insecure areas (WFP)	Number of students benefitted	3 Hostels in Zhemgang, Lhuentse and Dagana are completed.	
2)Quality enhancement training for district education officers and relevant teachers of remote	Number of officers with the capability of enhancing quality of education	21 District Education Officers from Bumthang, Dagana, Trashiyangtse, Pemagatshel, Gasa, Zhemgang, Punaka, Trongsa and Samdrup	

and rural schools (WFP)		Jongkhar; 8 Assistant District Education Officers from Samtse and Chhukha; and 39 principals of various schools from the districts of Lhuentse, Thimphu, Trongsa, Zhemgang, Gasa, Mongar, Wangdue Phodrang, Trashigang, Samtse, Dagana, Haa, Tsirang, Sarpang, Punakha and Bumthang were trained.	
<p>3)Capacity building of DEOs, ADEOs, M&amp;E officers and teachers of 15 CPS to implement and manage child friendly schools (CFS). (UNICEF)</p> <p>3.1 Training of Trainers (ToT) on Education in Human Value</p> <p>3.2 Training on maintenance and administration of the GNH website</p> <p>3.3 All DEOs/ADEOs, principals and teachers oriented on values and principles</p>	<p>Number of DEOs, ADEOs, M&amp;E officers and teachers trained on managing CFS</p> <p>No. of teachers trained on Human values</p> <p>Availability of the website in public domain</p> <p>No. of DEOs/ADEOs, principals, and teachers trained</p>	<p>80 school Principals, teachers and Education personnel's Training of Trainers completed, with attachment at Sathya Sai School, Thailand. They will be the core trainers to roll out the Educating for GNH training to other teachers in the country.</p> <p>An interactive website-<a href="http://www.educatingforgnh">www.educatingforgnh</a> was launched by the Ministry of Education; Teachers and users using the website to enrich, share best practices, issues and concerns on Educating for GNH. The forum is part of the website and is very interactive in raising issues related to Educating for GNH.</p> <p>A draft training module on Educating for GNH is in place. This will be further refined into a training</p>	

of GNH	on Educating for GNH	manual and the training will be rolled out to all teachers from mid 2011.	
4)Monitoring and participatory assessment for continuous quality enhancement.(WFP)	Number of schools benefited from quality enhancement assessment		WFP: Funds for this activity were exhausted in 2008.
<b>Objective II</b>			
1) Improvement of school environment related to feeding.(WFP)	Number of kitchens and stoves improved	Construction of kitchen and stores in the remaining five selected schools was completed (Choekhorling CPS in Pemagatshel; Shingkar Lauri CPS and Zangtey CPS in Samdrup Jongkhar; Shongring CPS in Trashiyangtse; and Tshangkha LSS in Dagana).	
2)Provide capacity-building assistance to Ministry of Education.(WFP)	Number of cooks trained on nutritional cooking and hygiene  Number of teachers trained on nutrition and warehouse management	119 selected cooks from various districts (Chhukha, Dagana, Haa, Lhuentse, Pemagatshel, Samdrup Jongkhar, Samtse, Sarpang, Trashiyangtse, Trashigang, Trongsa, Tsirang, Wangdue Phodrang and Zhemgang) were trained for 7 days on nutritional cooking and hygiene.	
3)Provision of latrines in 8 selected CPS as the environment and sanitation models (UNICEF)	Number of community latrine built	63 schools are supported with sanitation facilities.	
4)20 remote CPS provided with clean drinking water. (UNICEF)	Number of schools with clean drinking water	40 schools are supported with gravity fed water supply system and Rainwater harvesting materials were provided to three schools.	
5)Selected remote communities are aware of inclusive	Number of communities enjoying	248 schools health coordinators were trained on hygiene promotion.	

<p>education, health/sanitation and waste management. (UNICEF)</p>	<p>improved healthy and hygienic environment</p>	<p>Youth Initiated Sanitation campaign conducted in four remote schools and communities.</p> <p>At least 5,000 villagers/parents of school children and school children have better knowledge and understanding of health and hygienic living.</p>	
<p><b>Objective III</b></p>			
<p>1) Increased outreach and quality of NFE in targeted rural communities (UNICEF)</p>	<p>Number of NFE learners with access to teaching learning materials on life skills education, HIV/AIDS, childhood disabilities etc.</p> <p>Number of NFE instructors trained on life skills, etc.</p>	<p>Over 3,500 NFE learners have access to quality life skills learning materials on HIV/AIDS, reproductive health, ECCD<sup>7</sup>, democracy and rights, gender based violence (GBV), waste management, etc.</p> <p>485 NFE instructors have the skills to teach life skills education.</p> <p>12,000 copies of Post Literacy Course (PLC) materials and 100 PLC Instructor's Guide printed and distributed to new PLC centres.</p> <p>150 solar lanterns procured and distributed to remote NFE centers enabling learners to attend NFE classes comfortably.</p> <p>At least 200 new NFE instructors trained in NFE curriculum, pedagogy and life skills to deliver NFE classes effectively.</p> <p>Ten districts that have high illiteracy rates had</p>	

<sup>7</sup> Early Childhood Care and Development

		developed strategic plans towards achieving 70% adult literacy rate by 2013 and the execution of the plans are under full swing in the ten districts.	
2) Provision of reproductive health, HIV/AIDS and gender classes as part of NFE	Number of trainers and NFE teachers trained on reproductive health and HIV/AIDS	A total of 36,000 copies of post literacy course covering application of LSE in tackling with HIV/AIDs, substance abuse, teenage pregnancy, domestic violence and reproductive health issues were distributed to 720 NFE centers among 3,312 learners throughout the country.  70 NFE teachers trained as ToT and 275 NFE teachers trained on LSE.	
3) Community income /employment generation programme using “One village-one product” model through formation of locally available resource persons, who will serve as village skills’ instructors.	Provision of tools/machinery and conducting skills/product/market development training in targeted villages	Looms and yarn were provided for weaving place mats, scarves and cotton fabrics.  Maize grinding machine was provided to the target communities.  A group has been formed with community members from all three target communities to initiate a saving scheme. Products are marketed through Tarayana Foundation’s sales outlet.	
4) Provision of access to information, knowledge and relevant market information, public documents/forms and learning materials through enhanced communication	Management manuals prepared- 2010	A Centre Management manual was developed for the operators of the CICs. Public-Private Partnership (PPP) model is currently adopted to sustain the center.  A workshop was conducted for the NFE	Need regular monitoring and technical backstopping.

facilities and local human capacities.		<p>learners and instructors in all of the 6 centers, to provide skill development classes in order to strengthen the center to provide a better learning environment and access to information.</p> <p>6 operators in each of the centers were trained on the Management Manual by the UNV specialist.</p>	
<b>Objective IV</b>			
1) Participatory assessment on the needs and utility of micro finance services among rural poor households, particularly women		No activities in 2010.	
2) Increased quality and outreach of microfinance services (credit and saving) through enhanced capacity of BDFC outreach staff.		-Do-	
3) Enhanced financial management capacity of rural farmer groups, cooperatives and SMEs.		-Do-	
<b>Objective V</b>			
1) In-depth analysis of existing job counseling and job search programmes in rural and urban areas of Bhutan in both formal and informal settings		Completed in 2009.	
2) Development of job matching and counseling programmes linking		-Do-	

supply and demand sides			
3) Development and implementation of “Apprenticeship and Business advisory Programme” through involvement of local entrepreneurs of both small-mid scale enterprises and larger scale enterprises.		-Do-	
4) Development and implementation of “IG (Income Generation) Start-up Support Programme”, with supporting package including technical training, equipment & raw materials, and start up seed grant, for estimated 50 unemployed/new business starters and/or small enterprises which will provide employment opportunities to the unemployed.	50 small enterprises or businesses supported providing employment or income opportunities for no less than 300 unemployed by the end of the project	63 unemployed youths were trained in entrepreneurial skills development, out of which 53 potential entrepreneurs were provided with grants to establish the businesses.  44 micro enterprises were established in target Dzongkhags of Mongar, Zhemgang and Samtse and 56 jobs has been created for unemployed youths	
<b>Objective VI</b>			
1) Capacity of national NGO, “Respect, Educate, Nurture, and Empower Women (RENEW)” strengthened in promoting gender equality, reproductive health, HIV/AIDS as well as in addressing gender-based and domestic violence.	Awareness on gender equality, reproductive health and HIV/AIDS raised	Implementation completed in 2008.	
2) Capacity of handicraft training institutions (e.g.	Product development and branding	A number of activities were conducted to promote Bhutan Seal of	

<p>Handicraft vocational school, Vocational centre for disables, Textile Museum and Textile Emporium) and local artisan groups strengthened with enhanced product quality and marketability.</p>	<p>strengthened</p>	<p>Excellence and Seal of Quality. A workshop for the craft producer and artisans was organized to educate them on importance of quality for export market and how to improve the existing products. Extensive marketing and promotion of the Bhutan Seal and the awarded products were conducted through advertisement in Druk Air in-flight magazine and local magazine to ensure wider outreach of information to various interested buyers.</p> <p>A value chain analysis on cane and bamboo product was conducted to determine how to improve the quality vis-à-vis the existing domestic market. The study revealed that new handicrafts have good demand in the market since the quality of product has improved and is meeting the requirement and taste of the consumers.</p>	
<p>3) Support to national NGOs (Youth Development Fund) helping out of school children or youth due to poverty or other socio-economic difficulties to return to formal education system or to attend vocational training</p>	<p>Number of out of school children and youth in difficult circumstances regaining access to education through vocational training and other NGO programmes</p>	<p>Funding was provided to YDF to train 26 NFE learners (24 females &amp; 2 males) in Bumthang district on tailoring and embroidery skills.</p>	

### 3. Achievements as measured against stated objectives

Objectives/Purpose	OVis	Progress	Recommendations/Comments
<b>Objective I:</b> Improved access and 15 child-friendly schools resulting in higher enrolment and completion of rural children, girls and boys, in primary education. <b>(WFP / UNICEF)</b>	School enrolment ratio  Proportion of girls and boys complete primary education	Over 300 girls, coming from remote rural communities, will benefit from the construction of hostels with toilets, shower blocks and matrons' quarters. The improved infrastructure in these schools along with a presence of a matron will ensure more girls to enroll in the primary classes and also retain the girls in higher classes to complete primary education.  36,317 students (17,568 girls and 18,749 boys) in 214 WFP assisted schools will benefit from the training given to 68 DEOs, ADEOs and principals.	Difficult to measure the above two within the project period.
	Number of child friendly schools.  Number of children benefiting from CFS.	Total number of schools practicing CFS is 37, in addition to the 7 model CFS schools.  Around 20,000 students are benefitting from CFS training. With the integration of values and principles of Gross National Happiness (GNH) with CFS, all schools in Bhutan are currently moving towards becoming child friendly schools. This will benefit over 160,000 children.	
<b>Objective II:</b> Provision of clean drinking water in 20 community schools, latrine in 8 schools and kitchens with fuel stoves to improve school sanitation, and environment in 14 selected rural schools <b>(WFP / UNICEF)</b>	Number of schools/students benefitted from stoves distributed  Number of schools/children benefitted from improved kitchen facilities	The construction of kitchen and stores in 9 schools will benefit around 1,927 school children (938 girls and 989 boys)  119 cooks trained will benefit 11,306 school children (5,480 girls and 5,826 boys)	

	<p>Number of schools supported with functional water and sanitation facilities in the selected Dzongkhags</p> <p>Reduced drop-out rate in targeted schools (no more than 5%)</p>	<p>Sanitation facilities constructed in 63 schools.</p> <p>Water supply schemes constructed in 40 schools, with rainwater harvesting.</p>	<p>It is difficult to measure the reduction in school drop-out rate as a result of this intervention at this stage.</p>
<p><b>Objective III:</b> Increased knowledge, skills and income of rural poor households through the provision of non-formal education, village skills training and the establishment of a network of Integrated Community Development Centers (UNICEF / UNFPA / UNDP)</p>	<p>Number of NFE learners equipped with skills of good parenting, life skills, knowledge of HIV/AIDS, livelihood skills, etc.,</p>	<p>Over 3,500 post literacy learners in districts including those in Dagana, Samtse, Zhemgang and Mongar are knowledgeable on good parenting skills, HIV/AIDS, reproductive health, gender-based violence, life skills and livelihood skills. 70% of the learners are women.</p> <p>More than 200 new NFE instructors have the knowledge and skills to conduct life and livelihood skills based NFE courses.</p>	
	<p>Number of rural households benefitted from income generation activities</p>	<p>83 households (304 males and 355 females) in three target communities benefitted from interventions either directly or indirectly. Indirect benefits are that people who are not members of the saving scheme supported under the project can still access small loans from the group; and those who are not in charge of operation and management of the maize grinder can derive benefits from the use of machine as they no longer have to walk a full day to access a grinder.</p>	
	<p>Number of families benefitted from information</p>	<p>A cumulative total of 7,000 people availing services from CICs since the inception of</p>	

	and knowledge given at CICs	the project.  100 school going children and dropouts trained in basic ICT training (Basic Computer course + Dzongkha Linux).	
<b>Objective IV:</b> Micro finance services for the rural poor households, particularly women, improved reaching the unreached. (UNDP/ UNV)	Number of households/ self help groups benefitted from micro credit services	This was covered in the 2009 report.	
<b>Objective V:</b> Increased jobs, self-employment and small business to reduce unemployment, particularly among youth and women. (UNDP/ UNV)	Number of people who became skilled workers through apprenticeship training and the number of people employed including self-employment  50 small enterprises or businesses supported providing employment or income opportunities for no less than 300 unemployed by the end of the project	63 unemployed youths were trained in entrepreneurial skills development, out of which 53 potential entrepreneurs were provided with grants to establish the businesses.  44 micro enterprises were established in target Dzongkhags of Mongar, Zhemgang and Samtse and 56 jobs has been created for unemployed youths	
<b>Objective VI:</b> Capacity of civil society organisations enhanced in supporting vulnerable populations and promoting gender equality (UNFPA/UNDP)	Strategies undertaken on promoting gender equality	Activities under RENEW were completed in 2008.	
	Number of artisans benefitted from product development courses/ marketability events	A total of 65 craft producer and artisans (28 females and 37 males) attended the workshop, which was organized to educate them on the importance of quality for export market and how to improve the existing products.	
	Number of out of	26 Non formal Education	

	<p>school children and youth in difficult circumstances regaining access to education through vocational training and other NGO programmes</p>	<p>learners (24 females and 2 males) were trained in tailoring and embroidery skills.</p>	
--	--	---	--

#### 4. Implementation constraints, including how they were addressed.

There was no notable implementation constraints faced by implementing partners in completing project activities in 2010, except one case reported during the establishment of CICs.

The mode of operation used for establishing the CICs was based on a public-private partnership (PPP) model. The selection criterion of the operators was set at a minimum education grade of class 6 or 8. However, it was found that not all operators were able to maneuver the computing due to lack of basic computer skills. To address this issue, it was recommended that the operators' qualification be scaled up to class 10 with some prior experience in computer training.

#### 5. Lessons learnt

##### 5.1 Working with partners

During the project implementation, it became clear that it is of vital importance that the selection of beneficiaries and targeted area(s) (e.g. schools) for intervention is conducted jointly with all the partners concerned (i.e. both among IP(s) and UN agencies) during the planning period in order to avoid duplications and create more programmatic synergies.

##### 5.2 Good Practice/Innovation

- Active involvement of the people based at the Geog (sub-district) level, for instance in identifying the appropriate location for the establishment of CICs was essential as they are the ones implementing the project activities and ensuring the quality outcome/ sustainability of efforts made through the project. It is envisaged that as part the process in the decentralization of authorities, locally based ICT officers at the District office will be monitoring the activities in their respective districts in the future. This would enhance the effective monitoring of the project, and enable the project to make timely corrective measures within its means as and when necessary while providing local offices with greater sense of ownership.
- During and after the monitoring visits, WFP shared the information collected from the field to the concerned sister agency (e.g. UNICEF), which contributed to a better coordination among the implementing agencies.

### 5.3 Application of human security concept

The project was aimed at empowering and increasing the level of human security of vulnerable people, mainly in the four most disadvantaged districts in the country, which were selected based largely on the Poverty Analysis Report developed by the Royal Government of Bhutan.

One component of the project aimed to improve access to primary education for rural children. This was to be attained through improvement of schools' infrastructures and improved school sanitation and environment. The project also aimed to provide capacity building to the RGoB in the smooth implementation of the school feeding programme and provision of clean drinking water through support to the various training and awareness raising programmes, and provision of materials and infrastructure. Furthermore, the project provided a holistic, integrated and targeted approach to poverty reduction, including through activities that contributed to income and employment generation in the remotest and most vulnerable communities, and building the resilience of the most disadvantaged groups against the spread of HIV/AIDS, gender based violence, substance abuse and other health related issues. Overall, the project recognized that in the absence of development strategies, policies and programmes in addressing the basic security of the most vulnerable people, any progress made in achieving the MDGs could be reversed. Hence, it was imperative to maintain geographical focus and concerted and multi-sectoral support, especially in poverty reduction interventions.

### 5.4 Project management

While the main responsibilities for overseeing the implementation of different activities under each output rested with each of the UN Participating Organisations, coordination and sharing of vital information occurred formally as well as informally wherever the agencies were jointly implementing activities under the same output. For instance, in providing training on NFE, UNICEF supported the training for temporary recruited NFE instructors while UNFPA trained NFE focal teachers who were selected among the regular school teachers in the rural areas. This kind of coordination at the working level has led to the smooth and effective implementation of the various project activities and achievements of key project deliverables. On the other hand, in the case of UNDP managed component of the project, it has become increasingly challenging to manage and report the HSF component separately in any particular AWP as there were other funding sources contributing towards the cCPAP/UNDAF outcome(s) and outputs. HSF funds were also spread out to a number of AWPs, and the frequent changes in the project focal persons under various AWPs further affected the reporting and monitoring of the progress. Ideally, there should have been a separate project coordinator recruited under the project to engage in the project reporting and coordination throughout the project period.

## **6. Important findings from project evaluations conducted in the course of the year.**

The project evaluation was conducted by independent consultants during the fourth quarter of 2010. The following findings are extracted, with some modifications from *The End of Project Evaluation Report*, prepared jointly by Mr. Saroj K. Nepal and Mr. Huw Beynon.

The evaluation found that the project has been very successful in delivering against the agreed objectives and outputs, which was verified to as great an extent possible through interviews with implementing partners and visits to project sites. It also indicated that the intervention has contributed to the protection and empowerment of the target beneficiaries and activities implemented are generally in response to the needs of the targeted communities. The majority of beneficiaries believe that this project has responded to some of the threats to their survival, livelihood and dignity and had brought improvements to their health, economic security and food security.

At Langdurbi, Ngatshang and Limethang Community Primary Schools (CPS), extremely positive impacts of improvements to school infrastructure and the Child Friendly Schools (CFS) initiative (Objectives 1 and 2) were witnessed. Schools where students were living in uninhabitable hostels, studying in dangerous, dilapidated classrooms, eating poor quality food, and suffering the effects of sub-standard sanitation with no separate facilities for girls and boys, have now been transformed. New hostels have been constructed and classrooms renovated; clean water supplies have been installed with separate sanitation facilities for boys and girls, while improvements have been made to the nutritional quality of the school feeding programme. Consequently, principals at all 3 schools noticed a marked improvement in student's health and academic achievement and it appears that drop-out rates have decreased and enrollment rates have increased. For example, the principal of Ngatshang CPS noted attendance had improved from around 80%-90% in 2009 to close to 100% by 2010, while the number of girls enrolled increased from 10 in 2008 to 17 by 2010.

The successful delivery of Objectives 1 and 2 demonstrate what can be achieved when UN agencies and implementing partners work together in a genuinely integrated fashion as the project tackled the full spectrum of threats that were compromising the student's education, health, and physical wellbeing. The evaluation recommended that the CFS initiative and the school infrastructure improvements be replicated nation-wide. However, parents of the students still faced economic and food insecurity and struggle to meet the cost of school uniform and nominal school fees. If this initiative is to be expanded to other communities, it should also address threats to the human security of the wider community to ensure gains made within the school gates are not lost to downturns outside.

Surveys were conducted on 44 beneficiaries of the Non-Formal Education (NFE) classes, the micro-finance scheme, the Community Information Centers (CIC) and the Income Generation Support Programme (IGSP). The survey results revealed that these initiatives have certainly responded to the needs of the target beneficiaries. For example, many of the unemployed young people participating in the IGSP now felt considerably more empowered being self-employed, self-sufficient and independent, while those who engaged in micro-finance reported significant improvements to their economic and food security. However, although the CICs have benefited the selected communities by reducing money and time spent traveling to access Xerox and fax services, the provision of computers and internet access for mainly illiterate rural farmers appears to be a top-down initiative rather than responding to the needs of the community.

However, despite the successful delivery on agreed outputs, overall, the report found that the project has not been implemented using the human security approach. Most implementing partners are not familiar with the concept and, although UN agencies have come together to implement this project and coordination has improved, agencies continue to work parallel to each other and there is little geographical cohesion with one initiative in one community and another initiative elsewhere. Thus, the project did not address the broad range of interconnected threats to human security in any given community.

The report points out that to ensure a genuine human security approach, agencies need to work beyond collaboration towards integration. The example of the CFS and school infrastructure activities is cited as an approach that should be replicated as it demonstrated what can be achieved when UN agencies and implementing partners work in an integrated manner to address the multiple and interrelated threats to human security. Furthermore, it was recommended that a network of 'One-Stop-Shops' be created to address the multiple needs of remote rural communities. The 'One-Stop-Shops' would include the provision of NFE classes, all services offered by the CICs, could provide the business training required by the IGSP, and act as the focal point for micro-credit savings clubs and 'one-Gewog-three-product' initiatives. Not only will this be a more cost effective way to reach remote populations, but will also ensure that the needs of rural communities are being addressed in a more holistic manner.

#### **7. Any actions taken or planned in response to the recommendations of project evaluations**

As per the corporate requirement, the UNDP Management Response to evaluation conducted on HSF project was prepared with timeframe and some actions were taken in response to the recommendations of the project evaluation (see Annex I).

#### **8. Percentage of budgeted funds actually spent till December 2010, based on 2010 interim financial statement**

Of total project budget: approximately 98%

#### **9. Impact of key partnerships and inter-agency collaboration**

An assessment on this formed part of the project evaluation conducted in 2010.

According to the report, a steering committee was established comprising of project managers and focal points from UN agencies and implementing partners which met almost on bi-annual basis. All involved agreed that the steering committee was extremely beneficial to enhance coordination among UN agencies and implementing partners, to share information and avoid duplication, and to help avoid multiple meetings and participation fatigue among beneficiaries.

However, the project has made limited advancement in adopting integrated approaches that address interconnected threats to human security, as per the UNTFHS Guidelines. Many agencies continued to work parallel to each other and there was limited geographical cohesion between initiatives although efforts were made among UN agencies initially to target mainly the three most needy districts. There were also other contributing factors restricting agencies' ability to work in the same communities at the time of project design. That is, there was absence of poverty and human security related data and information beyond district level; and UN agencies are confined to work within the outcomes and outputs set under the UN Development Assistance Framework (UNDAF) and Common Country Programme Action Plan (cCPAP). Thus, the UNTFHS have been used to contribute to, or in many cases to fill funding gaps in UN agencies' ongoing work. Therefore, in terms of addressing the broad range of interconnected threats to human security in any given community, while some collaborations were made possible among agencies working in the similar sector [e.g. Education support to infrastructure in schools (WFP and UNICEF) and training in NFE programme (UNICEF and UNFPA)], the majority of IPs operated in widely dispersed geographical areas in different sectors.

## 10. Impact of project on women, girls, boys and men respectively

No extensive study was conducted on the impact of project on each social/gender group as it is too early at this stage to assess any impact from the project implementation. The gender disaggregated data in terms of target population was included wherever possible in this report, including the following.

- 1) The target schools were selected based on areas with low girls' enrolment and food insecurity. The improvement in the schools' infrastructure is expected to encourage rural families to send girls to schools and will also help retain girls to complete primary education (the gender disaggregated data on beneficiaries are provided under each output in item #3: **Achievements as measured against stated objectives**).
- 2) More female NFE learners are trained in basic Dzongkha Linux at the CICs.
- 3) 100 school going children, including school dropouts are availing Basic Computer Course both in Dzongkha Linux and Microsoft Utilities.

## Section IV: Resources and financial implementation- HSF only

- a) **An outline of the total sources and uses of funds and a summary of the balance at the end of the project.**

*Table 1: Total sources of funds and summary of provisional resource balance at the end of the project, based on the 2010 interim financial statement:*

(US \$)			
	Previous periods (A) 01/01/2008 to 31/12/2009	Current Period (B) 01/01/2010 to 31/12/2010	Total (C=A+B)
<b>Sources of Funds</b>			
Human Security Trust Fund	2,175,449.10	0.00	2,175,449.10
Other Income	1,269.43	(1,269.43)	0.00
<b>Total Income</b>	<b>2,176,718.53</b>	<b>(1,269.43)</b>	<b>2,175,449.10</b>
<b>Uses of Funds</b>			
Disbursements			
WFP*	430,141.00	0.00	430,141.00
UNICEF	337,623.84	171,696.16	509,320.00
UNFPA	73,522.85	51,667.15	125,190.00
UNDP	674,484.27	384,104.69	1,058,588.96
AA Fees	0.00	12,923.00	12,923.00
<b>Total Uses of funds</b>	<b>1,515,771.96</b>	<b>620,391.00</b>	<b>2,136,162.97</b>
<b>Balance</b>	<b>660,946.57</b>	<b>(621,660.43)</b>	<b>39,286.13</b>
* Figures shown have been rounded off as per the reports submitted by the WFP			

**b) A provisional report on the financial implementation status (UN Agency-wise)**

Note: This section was also incomplete in 2009 report and is taken out due to unavailability of some of the agency-wise information and inconsistency in the figures provided vis-à-vis the financial statement.

**Annex I: UNDP Management Response to HSF evaluation**

<p><b>Evaluation Recommendation or Issue 1: A network of “One-Stop-Shops” be created to address the multiple needs of remote rural communities, including for example the provision of NFE classes, services offered by the Community Information Centres (CICs), business training required by the IGSP, and act as the focal point for micro-credit savings clubs and ‘one-Gewog-three-product’ initiatives. This will ensure the needs of communities are addressed in a more holistic and cost-effective manner.</b></p>				
<p><b>Management Response: This is being addressed to a large extent by the government as they are aiming to establish the CICs in each of the 20 districts, which may also be used for other public services to make them more of a “One-Stop-Shop”.</b></p>				
<p><b>Key Action(s): Relevant Annual Review and CPB meetings to discuss the recommendation, Government’s follow-up strategy and the remaining needs for UNDP support.</b></p>	<p><b>Time Frame</b>  December 2011</p>	<p><b>Responsible Unit(s)</b>  UNDP, RCO</p>	<p><b>Tracking*</b></p>	
			<p><b>Status</b></p>	<p><b>Comments</b></p>
<p><b>Evaluation Recommendation or Issue 2:</b>  Child Friendly Schools (CSFs) should be accompanied by</p>				

programmes that address the economic, food and health security needs of the wider community. For example, the micro-credit or NFE programme should also be implemented in communities where CFSs are being developed.				
Management Response: Better coordination and information sharing among UNCT and across different UNDAF Theme Groups to take place in programming.				
Key Action(s): UNCT and Theme Groups to ensure better coordination and integrated planning	Time Frame	Responsible Unit(s)	Tracking	
	December 2011	UNDP, TG Co-Chairs	Status	Comments
Evaluation Recommendation or Issue 3:  The number of computers provided at each CIC be reduced to 1 or 2 and that computer skills training be one of the main services offered at the CICs.				
Management Response: IP to be informed of the issue for any necessary actions.				
Key Action(s) Alert the Governance Unit focal person on the recommendation to discuss with IP.	Time Frame	Responsible Unit(s)	Tracking	
	March 2011	UNDP	Status	Comments
			Completed	IP was notified and responded that the number of computers provided at the CICs has been reduced to 2 or 3, depending

				<p>on the population density in the Gewog.</p> <p>Also, it was clarified that the main service offered at the CIC will not be reduced to computer skills training, especially since the Government To Citizen (G2C) services will be made available at all CICs in due course of the year. Furthermore, the IP is exploring the possibilities to co-locate other services like micro financing at the CICs.</p>
<p><b>Evaluation Recommendation or Issue 4:</b></p> <p>A more detailed market survey should be conducted to assist beneficiaries in establishing their business and more stringent</p>				

selection criteria of participants should be utilized. IGSP should be expanded, possibly working closely with high schools to capture school leavers who are facing unemployment. The business skills training could be taught at school for students in Class 10 and above. Also, the IGSP funds should be administered as micro-finance loans to ensure ownership of the funds and contribute to the sustainability of the programme.				
<b>Management Response: IP to be informed of the issue for any necessary actions and future programming.</b>				
<b>Key Action(s)</b> Address the recommendation with the concerned IPs as part of the 2011 AWP design process.	<b>Time Frame</b> March 2011	<b>Responsible Unit(s)</b> UNDP	<b>Tracking</b>	
			<b>Status</b> Completed	<b>Comments</b> Information shared with IP.
<b>Evaluation Recommendation or Issue 5:</b>  The micro-finance component of the project should be expanded to other communities. Loans should be given in communities where other initiatives are also underway in order to strengthen the human security impact of the micro-finance programme.				
<b>Management Response: Communicate the recommendation to the concerned stakeholders (e.g. UNCDF, BDFCL)</b>				
<b>Key Action(s)</b> UNCDF and BDFCL focal persons to be informed	<b>Time Frame</b>	<b>Responsible Unit(s)</b>	<b>Tracking</b>	

of the recommendation.	March 2011	UNDP		
			<b>Status</b> Completed	<b>Comments</b> Information shared with IP.
<b>Evaluation Recommendation or Issue 6:</b>  IPs at all levels and UN agencies to be fully informed of the over-all goal and objective of the project and receive training on any conceptual and operational approaches where appropriate. A focal point on human security within the UNCT should be created to help maintain knowledge on the human security concept as staff come and go. To increase buy-in on human security concept and to increase relevance to the national context, it should be emphasized that advancing human security can be a way to achieve GNH.				
<b>Management Response: UNCT/UNRC to ensure that future joint programmes be implemented with clear understanding of objective(s) and adequate training for staff and IPs.</b>				
<b>Key Action(s) Poverty TG to brief UNCT on the recommendation at its next meeting with UNCT and document the discussion.</b>	<b>Time Frame</b>  June 2011	<b>Responsible Unit(s)</b>  UNDP and RCO	<b>Tracking</b>	
			<b>Status</b>	<b>Comments</b>