**Annex 1**

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|  | Insert Fund specific logo, if applicable |

**[Name of Fund]**

**ANNUAL programme[[1]](#footnote-1) NARRATIVE progress report**

**REPORTING PERIOD: 1 january – 31 December 2009**

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| *Submitted by:* **Elizabeth Moundo, Director/UNESCO Accra Cluster Office**  **e.moundo@unesco.org**  **+233244587244** |  | *Country and Thematic Area[[2]](#footnote-2)**(Liberia: Grand Gedeh, Nimba, Lofa)* |
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| *Programme No:013(PBF/LBR/A-2)* ***MDTF Office Atlas No: 66676*** *Programme Title: Peace Human Rights and Citizenship Education* |  | *Participating Organization(s): UNESCO* |
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| *Implementing Partners:*   * **Ministry of Education** |  | *Programme Budget (from the Fund):* *For Joint Programme provide breakdown by UN Organization*  **$900,000** |
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| *Programme Duration (in months):* Start date[[3]](#footnote-3): **November 2008**  End date: **September 2010**   * *Original end date:* ***May 2010*** * *Revised end date, if applicable:* ***September 2010*** * *Operational Closure Date*[[4]](#footnote-4)*, if applicable:*   **Budget Revisions/Extensions:** *List budget revisions and extensions, with approval dates, if applicable* |

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| **Introduction:**  The Narrative Progress Report template is in line with the UNDG Standard Progress Report.  Building on continued efforts made in the UN system to produce results-based reports, the progress report should describe how the activities (inputs) contributed to the achievement of specific short-term outputs during the twelve month reporting period, and to demonstrate how the short-term outputs achieved in the reporting period collectively contributed to the achievement of the agreed upon outcomes of the Strategic (UN) Planning Framework guiding the operations of the Fund[[5]](#footnote-5).  In support of the individual programme reports, please attach any additional relevant information and photographs, assessments, evaluations and studies undertaken or published.  The information contained in the Programme Summaries and Quarterly Updates prepared by the Participating Organizations may be useful in the preparation of the Annual Narrative Progress Report. These Summaries and Updates, where applicable, are available in the respective Fund sections of the MDTF Office GATEWAY (<http://mdtf.undp.org/>). |
| **Formatting Instructions:**   * The report should not exceed 10-15 pages. * The report should be submitted in one single Word or PDF file. * Annexes can be added to the report but need to be clearly referenced, using footnotes or endnotes within the body of the narrative. * Do not change the Names and Numbers of the Sections below. |

# NARRATIVE REPORT FORMAT

# Purpose

This project seeks to foster greater tolerance, understanding of human rights and civic responsibilities among a significant portion of the population.

**Outputs**

1. Baseline and post-instruction on incidence of violence among teachers and students established in all schools in three counties.
2. Teachers are trained and equipped with the skills to teach Peace Education in their schools.
3. Students instructed in the curriculum for three hours each week (as specified in the curriculum).
4. Teachers coordinate clubs, recreational teams, and drama activities containing peace messages and include out-of-school youth.

5) Students engage in extra-curricular activities that reach out to out-of-school youth with PEHCED messages.

**Outcomes**

1. A more peaceful school environment and a segment of the population equipped with general conflict resolution skills, respect for human rights and knowledge that constitutes being a good citizen will contribute to national reconciliation and conflict management in several important ways.

# Resources

In addition to the 900,000 USD, the Government through the Ministry of Education is contributing 1.2million USD in kind to the project. This amount is being used to pay salaries for the 1300 trained teachers to teach Peace Education in their respective schools, as well as the personnel who mange the peace Education Resource center in one of the project implementation area(Grand Gedeh County).

The adjusted of staff salary downwards is the only major financial adjustment done by UNESCO according to the project document.

The financial operating procedure which is foreseen as a good practice suggests the transfer of fund directly to the implementing partner and vendors rendering services to the Project. The Ministry of Education which is the implementing partner works in close collaboration with UNESCO in relation to budget planning. UNESCO then submits the request to the UNESCO Cluster Office in Accra. Once approved funds are paid directly to the implementer and vendors who are selected through a competitive bidding analysis. The bottlenecks have really been the delays to release of funds to the project location for the scheduled implementation of the project.

*Human Resources:*

1 project Officer, 1 project Assistant, 1 Ministry of Education Focal Point/National Project Coordinator, 1 Driver

* Two consultants, OIL who has overall responsibilities to the project

# Implementation and Monitoring Arrangements

Considering the project objectives and goals, the project is being implemented in three phases so as to adequately achieve the desired goals. Phase One dealt with the training of Master trainers, as well as the conduct of a baseline survey to establish existing/prevalent issues of violence among teachers and students in the schools and the community at large; and training of master trainers with relevant skills to subsequently role out teachers training in the three counties through organized workshops. Phase Two is the training of teachers in Peace, Human Rights and Citizenship Education in order to reach the pupils in schools with the programme. And phase Three is the on-going instructional aspect where teachers will teach PEHCED as a single subject within the updated curriculum and be monitored by project staff and given substantial support when necessary for best results.

Procurement is done in strict adherence to UNESCO’s institutional procurement procedures for Regional office in Accra

Nothing has started in the area of monitoring teachers’ post training activities in their various schools. However, monitoring from a broader perspective is ongoing. UNESCO Antenna has oversight responsibility to monitor the process of the training and provide support where necessary

Baseline survey and evaluation is on the way, none of these activities have been undertaken as yet.

# Results

The program has been moving on a very slow pace level of delay cannot be overemphasized. However, it is being constructively implemented so as to obtain desire goals. Baseline survey has been delayed but will kick off in first week of April 2010. 40 master trainers were trained with relevant skills who subsequently trained teachers from selected schools. Two workshops have been completed in two counties involving 312 teachers(160from Grand Gedeh and 152 from Lofa). Plan for conduct of simultaneous workshops are in place and first two will commence on the 27th of March 2010.

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| **Outputs:** | **Progress:** | **% of completion** |
| Baseline and post instruction on incidence of violence among teachers and students established in all schools in the three counties. | Baseline is on the way. Consultant has been identified, and instrument is being prepared for reviewing. | 25% |
| Teachers are trained and equipped with the skills to   1. Train 40 master trainers in 10 day workshop 2. Train teachers in their respective counties/ Districts 3. Conduct refresher training for teachers 4. Distribute and develop training manuals for distribution to schools | First phase of teacher training was conducted from the 13th to the 22 of July 2009 in Grand Gedeh County with 160 participants from 56 schools in 46 towns within the 4 districts of the County.  Training manuals were developed, printed and distributed to participating schools in the County.  The second phase was held in Lofa from the 1 – 12 February for  152 teachers from 65 schools in three districts. In order to complete workshops within the remaining project time, simultaneous workshops have been schedule d to take place between March and May 2010, while the rest of the period will be used for monitoring. | 65% |
| Students instructed in PEHCED as part of the curriculum three hours per week | It has been reported by trained teachers in Grand Gedeh that more than half of the number of teachers that were trained have started teaching PEHCED in their  various schools in Grand Gedeh and Lofa Counties. | 80% |
| Students engaged in extra curriculum activities to reach out-of –school youth with PEHCED messages | N/A | N/A |

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| **Outcomes:** | **Progress:**  **{In terms of Indicators}** | **Variance** |
| 1) A more peaceful school environment | N/A | N/A |
| 2) Students and teachers understand the messages of the PEHCED curriculum and are able to use everything they have learned | Activities leading towards this outcome have been initiated with the training of teachers from several schools. Upon the re-opening of schools, there have been reports from several institutions on the progress made so far in mainstreaming  PEHCED into regular classroom activities. | On-going |

Administrative bureaucracies in respect of the timely and prompt release of funds for scheduled implementation periods. To mitigate this unfortunate trend, a two prong approach has been agreed to fast track the teacher training workshops.

There are partners that are directly or indirectly linked to the project, among them are Peace, Human rights and Citizenship Steering Committee that comprises UNESCO, UNMIL, UNICEF, UNHCR, SC/UK, and MOE provides umbrella management and overall oversight of the project. Material/Resource development- UNICEF, UNHCR &MOE in collaboration with UNESCO have contributed a great deal in the development of training resource materials for teaching and learning purposes. In addition to that, UNMIL and UNHCR are very supportive in facilitation and monitoring of on-going workshops with reinforcement of peace messages.

* Other highlights and cross-cutting issues pertinent to the results being reported on.

Teachers benefit in their general teaching methodology due to the interactive and participatory approach of Peace Education training

# Future Work Plan (if applicable)

Work plan is attached.

In order to fast and meet deadlines, one major adjustment in the implementation plan is to hold simultaneous workshops.

# Performance Indicators (optional)[[6]](#footnote-6)

* Not applicable as of this stage.

# Abbreviations and Acronyms

UNICEF ----United Nations Children’s Fund

UNHCR ----United Nations High Commissioner for Refugees

UNMIL ---- United Nations Mission in Liberia

UNESCO – United nations Educational, Scientific, and Cultural Organizations

MOE ---------Ministry of Education

SC/UK ----- Save The Children/ United Kingdom

PEHCED --- Peace, Human Rights & Citizenship Education

**Revised work plan for the PEHCED Project**

**January – September 2010**

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| 1. **Baseline and post-instruction on incidence of violence among teachers and students established in all schools in three counties.** | | | | | | | | | |
| Activity | Jan | Feb | Mar | Apr | May | June | July | Aug. | Sept |
| 1.1 Develop and test baseline tools | Work with members of the JSC to identify baseline survey experts to develop relevant tools /questionnaire for the baseline | Work with members of the JSC to identify baseline survey experts to develop relevant tools /questionnaire for the baseline | Select a county for the testing of the questionnaire by the team | N/A | N/A | N/A | N/A | N/A | N/A |
| 1.2 Conduct baseline survey in selected counties and communities |  |  | Baseline in first county | Baseline in the last two | N/A | N/A | N/A | N/A | N/A |
| 1.3 compile and submit baseline report |  |  |  |  | Produce draft copy of baseline report for revision and correction | N/A | N/A | N/A | N/A |
| **Budget** | $10,000.00 | | | | | | | | |
| 1. **Teachers are trained and equipped with the skills to teach** | | | | | | | | | |
| 3.2 Conduct training for teachers from selected schools in targeted counties/ Districts | Train 152 teachers in Voinjama Lofa County | Train 152 teachers in Kolahun Lofa County | Train 167 teachers in Ganta Nimba County | Train 166 teachers in Yarwein-Mensonnoh Nimba County | Train 166 teachers in Saclepea Nimba County | Train 167 teachers in Sanniquellie Nimba County | Train 167 teachers in Tappita Nimba County |  |  |
| 3.3 Supply teachers with training manual to conduct their session | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training | Supply teachers with relevant teaching materials during training |  |  |
| **Budget** |  |  |  |  |  |  |  |  |  |
| 1. **Students receive PEHCED instruction as a subject in the academy curriculum** | | | | | | | | | |
| 4.1 Teachers will teach PEHCED for three hours a week in schools |  |  | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan | PEHCED inclusive in regular lesson plan |
| 4.2 Students will be tested in PEHCED as any other subject |  |  | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly | PEHCED inclusive in periodic test schedule accordingly |
| **Budget** |  |  |  |  |  |  |  |  |  |
| 1. **Peace , Human Rights and Citizenship Education is a require course for the teaching profession** | | | | | | | | | |
| 5.1 Instruction in PEHCED for all students/teachers-to-be at the teacher training institutes |  |  |  |  |  |  |  |  |  |
| **Budget** |  |  |  |  |  |  |  |  |  |
| 1. **Out of school youth are benefited from PEHCED program** | | | | | | | | | |
| * 1. Teachers coordinate clubs, recreational teams, drama activities containing peace messages and include out-of-school youth |  |  |  |  |  |  | Engage youth recreation centers and community through collaboration for dissemination of PEHCED message through extracurricular activities | Ongoing activities with out of school youth | Ongoing activities with out of school youth |
| * 1. Students engage in extracurricular activities that reach out to out-of-school youth with PEHCED messages |  |  |  |  |  |  | Ongoing extra curriculum activities to include out of school youth | Ongoing extra curriculum activities to include out of school youth | Ongoing extra curriculum activities to include out of school youth |
| * 1. Sensitize community on PEHCED program |  |  |  |  |  |  | Hold meeting with community heads on program implementation strategies in Lofa county | Hold meeting with community heads on program implementation strategies in Nimba county | Hold meeting with community heads on program implementation strategies in Nimba county |
| **Budget** |  |  |  |  |  |  |  |  |  |
| 1. **PEHCED messages absorbed and regular instructional sessions held according to plan** | | | | | | | | | |
| 7.1 Regular field visit to monitor and evaluate progress |  |  | As part of activities during field visit |  |  | As part of activities during field visit |  |  | As part of activities during field visit |
| 7.2 Interviews with students and youth |  |  | Quarterly review by SC |  |  | Quarterly review by SC |  |  | Quarterly review by SC |
| 7.3 Periodic review of plan and amend activities plan if necessary |  |  |  |  |  |  |  |  |  |
| 7.4 Conduct refresher trainings for previously trained teacher |  |  |  |  |  | Select a topic that teachers need to be refreshed on as the result of the evaluation |  |  |  |
| **Budget** |  |  |  |  |  |  |  |  |  |
| 1. **Students and teachers as well as out-of -school youth understand the messages of the PEHCED curriculum and are able to use everything that they have learned** | | | | | | | | | |
| 78.1 Regular class room instruction given 3 times a week |  |  |  |  |  |  | Students and teachers exhibit none- violent interaction | Students and teachers exhibit none | violent interaction |
| 8.2 Regular extra curriculum activities held in selected locations |  |  |  |  |  | Liaise with partners and community leaders to involve out-of –school youth in the program | Liaise with partners and community leaders to involve out-of –school youth in the program | Liaise with partners and community leaders to involve out-of –school youth in the program | Liaise with partners and community leaders to involve out-of –school youth in the program |
| 8.3 Test of understanding and student survey |  |  |  |  |  |  | Monitoring tool |  |  |
| 8.4 Community youth group meeting/sessions |  |  |  |  |  |  | Organize community meetings to evaluate implementation and ensure impact | Organize community meetings to evaluate implementation and ensure impact | Organize community meetings to evaluate implementation and ensure impact |
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**Timeline and Budget**

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|  | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **August** | **September** |
| Grand Gedeh |  |  | **Baseline survey** |  |  |  |  | Monitoring | M&E |
| Lofa | 1st workshop | 2nd workshop |  | **Baseline survey** |  |  |  | Monitoring | M&E |
| Nimba |  |  | 1st Workshop | 2nd workshop | 3rd Workshop | 4th Workshop | 5th workshop | Monitoring | M&E |
| **Budget** | **$43,168+$3,436**  **($46,604)** | **$43,168+$3,436**  **($46,604)** | **$47,144 + 3436**  **($50,580)** | **$47,144 + 3436**  **($50,580)** | **$47,428 + 3436**  **($50,864)** | **$47,428 + 3436**  **($50,864)** | **$47,428 + 3436**  **($50,864)** | **?** | ? |

1. The term “programme” is used for programmes, joint programmes and projects. [↑](#footnote-ref-1)
2. E.g. Priority Area for the Peacebuilding Fund; Thematic Window for the Millennium Development Goals Fund (MDG-F); etc. [↑](#footnote-ref-2)
3. The start date is the date of the first transfer of funds from the MDTF Office as Administrative Agent. [↑](#footnote-ref-3)
4. All activities for which a Participating Organization is responsible under an approved MDTF programme have been completed. Agencies to advise the MDTF Office. [↑](#footnote-ref-4)
5. E.g. in the case of the MDG-F, it is important to show how the programme relates to the UNDAF and how it aims to support national development goals, including the Millennium Development Goals. The causal links and rationale between the joint programme, the thematic window of the MDG-F and the MDGs should be clearly stated. In the case of the Peacebuilding Fund’s Peacebuilding and Recovery Facility (PRF), show how the programme relates to the PBF Priority Plan’s objectives. For the UNDG Iraq Trust Fund, explain how the programme relates to the UN Assistance Strategy for Iraq, UN MDGs, ICI, NDS, etc. [↑](#footnote-ref-5)
6. E.g. for the UNDG Iraq Trust Fund and the MDG-F.

   List the main abbreviations and acronyms that are used in the [↑](#footnote-ref-6)