



MPTF OFFICE ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2020

<p>Programme Title & Project Number</p> <ul style="list-style-type: none"> Programme Title: Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa Programme Number (if applicable) MPTF Office Project Reference Number:³ 00119241 	<p>Country, Locality(s), Priority Area(s) / Strategic Results²</p> <p><i>Pakistan</i></p>
<p>Participating Organization(s)</p> <ul style="list-style-type: none"> Organizations that have received direct funding from the MPTF Office under this programme United Nations Development Programme (UNDP) and United Nations Children’s Fund (UNICEF) 	<p><i>Priority area/ strategic results:</i> <i>Increased equitable access to safe, secure, quality, inclusive education and learning by girls and adolescent girls in fragile settings.</i> <i>Due to close coordination with government and communities- mobilized mother to send their girls children to schools- enrollment has increased from 3,600 to 4010.</i></p> <p>Implementing Partners</p> <ul style="list-style-type: none"> National counterparts (government, private, NGOs & others) and other International Organizations Elementary & Secondary Education Department Khyber Pakhtunkhwa, Pakistan. Social Welfare Department Khyber Pakhtunkhwa and private contractors
<p>Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: 5,329,992. MPTF /JP Contribution⁴:</p> <ul style="list-style-type: none"> by Agency (if applicable) Agency Contribution by Agency (if applicable) Government Contribution (if applicable) Other Contributions (donors) (if applicable) USD 5,329,992 million <p>TOTAL: USD5,329,992</p>	<p>Programme Duration</p> <p>Overall Duration (36 months)</p> <p>Start Date⁵)15 August 2019</p> <p>Original End Date⁶ (15.12.2022)</p> <p>Current End date⁷(15.12.2022)</p>
<p>Programme Assessment/Review/Mid-Term Eval. Assessment/Review - if applicable <i>please attach</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i> Mid-Term Evaluation Report – <i>if applicable please attach</i></p>	<p>Report Submitted By</p> <ul style="list-style-type: none"> Name: Tanya Rzehak Title: Programme Manager Participating Organization (Lead): UNDP

¹ The term “programme” is used for programmes, joint programmes and projects.

² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](#)

⁴ The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)

⁵ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

⁶ As per approval of the original project document by the relevant decision-making body/Steering Committee.

⁷ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

Yes No Date: *dd.mm.yyyy*

Email address: tanya.rzehak@undp.org

ABBREVIATIONS AND ACRONYMS

ECE	Early Childhood Education
EMA	Education Monitoring Authority
E&SED	Elementary and Education Department
GAC	Global Affairs Canada
IEC	Information, Education and Communication
KP	Khyber Pakhtunkhwa
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NOC	No Objection Certificate
PITE	Provincial Institute of Teachers Education
PTCs	Parents Teachers' Committees
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

The "Improved Access to Quality Education" programme has been designed to address and strengthen gender-responsive community resilience in two newly merged districts of Khyber Pakhtunkhwa (KP) province by reducing the barriers preventing access to quality education for girls. To achieve this overall aim, the programme is addressing key issues related to access, quality, and oversight of schools, including pre-primary, primary and secondary schools to target girls while adopting rights-based and gender-responsive approaches. To promote the goal of equitable education for girls in the merged areas of KP, it is critical to restore access to education, to explore innovative approaches beyond formal schooling options and to support school readiness for girls at an early age while reaching the most disadvantaged and hard-to-reach. This report presents the progress made in from January 2020 to December 2020 for the realization of the programme's goal of improved access to quality education, in schools targeted for interventions.

During the reporting year, the outbreak of COVID-19 and corresponding precautionary measures enforced by Government affected implementation pace in some outputs. The pandemic presented a major challenge for programme implementation due to restrictions in movement and closures of schools, leading to delays in several activities. Despite these challenges, notable progress was made to achieve planned targets. The desk review for the gender-based analysis was finalized and is with government for review, parent teacher councils and Mother Groups were formed in 30 schools, and more than 3,600 children and 30 teachers were provided with teaching and learning materials. Because of all partners' dedication to adapt quickly and innovate, funds could be repurposed to respond to the COVID-19 emergency to support continuity of learning and safe school reopening and functioning. About 260 teachers were trained on SOPs or safe school reopening and essential COVID- related supplies were distributed in the 30 target schools. COVID-related information, education, and communication (IEC) material and worksheets were developed and distributed to 30 target schools, 55 target middle schools and 200 schools in close vicinity. A total of 30 girls' schools were rehabilitated (15 each in Khurram and Orakzai districts) benefiting 4010 students and furniture was provided to 38 schools (20 in Orakzai and 18 in Kurram) benefiting 5148 students (4010+1138). The schools lists were endorsed at 5 levels by the Directorate of Elementary & Secondary Education Department KP that includes i) ADP (Annual Development Plan) at district level ii) RRU (Return and Rehabilitation Unit, iii) IMU (Independent Monitoring Unit) and v) finally at the Directorate level by cross checking in their Education Management Information System. The process is adapted to avoid duplication of resources in case the Government plans to rehabilitate the schools through their own fund.

An internal assessment of the programme showed that the majority of the students and staff of the Directorate of Elementary and Secondary Education Department KP including District Education Officers, Assistant District Education Officers and showed satisfaction with the rehabilitated infrastructure, furniture and other support provided under this grant. By providing improved education facilities, the programme has improved attendance in girls' schools by creating a more conducive environment – field teams and district education officers reported an increase in enrolment from 3,600 students to 4,010 students in target schools.

The programme and Monitoring and Evaluation (M&E) unit of UNDP and UNICEF tracked the quality of the implementation process and progress throughout the year. During the reporting year, UNDP conducted six field missions jointly with government to monitor field implementation of activities while UNICEF conducted four. For quality assurance, the programme also placed procedures and systems to ensure that tangible and non-tangible deliverables meet quality standards. During the quality assurance process, rehabilitated infrastructures were regularly monitored through UNDP technical staff as well as a third-party engineering firm and district education offices to make sure that the rehabilitation work was carried as per the approved standards, design and Bill of Quantities (BoQs). Furthermore, UNDP plans to make a short video and story in 2022 to highlight the school's rehabilitation result.

I. Purpose

The programme aims to support the Government of Khyber Pakhtunkhwa, to increase girls' enrolment and retention in education by increasing access to equitable and gender-responsive educational services in line with SDG 4 and Article 25A of the constitution of Pakistan on free and compulsory education and 37 (b) on Lifelong Learning.

II. Results

i) Narrative reporting on results:

Outcome 1100: Increased equitable access to safe, secure, quality, inclusive education and learning by girls and adolescent girls in fragile settings. This intermediate outcome focuses on increasing the capacity of government and other stakeholders to reduce cultural and physical barriers to girls participating in education.

Immediate Outcome 1 (1120): Increased capacity of the government and non-state actors to reduce social, cultural, and physical barriers to girls participating in education. This immediate outcome result aims to improve access to quality education for girls by identifying barriers and improving the school infrastructure and related factors accordingly. Despite delays caused by

COVID-19, important progress was made, including the finalisation of a desk review of the gender-based analysis, and provision of teaching and learning supplies benefitting 30 teachers and more than 3,600 children. Furthermore, health and hygiene clubs were formed in 30 schools with 30 female teachers trained on health and hygiene management.

The programme further adopted an inclusive approach for the identification of potential girls' schools for rehabilitation. UNDP consulted with various stakeholders in the districts namely the District Education Officers, Directorate of Education, Merged Districts Directorate and Elementary & Secondary Education Department in this regard. UNDP rehabilitated all 30 targeted schools in the reporting year. Rehabilitation work included boundary walls, classrooms, windows, toilets, electrification, whitewash of schools' handwashing stations and construction of additional rooms. The students at these rehabilitated schools are employing handwashing practices in a safer and more secure school environment. As per the initial assessment 3,600 children were enrolled in these schools, after the rehabilitation the total enrolment number has increased to 4,010 students in target schools. As a result of the schools' rehabilitation 410 additional children have been enrolled in schools with a conducive and safe environment.

Output 1.1 (1121): Technical assistance provided to the Ministry of Education to conduct a joint gender-based analysis in merged districts of KP, identifying barriers and bottlenecks for equal access to education. A full gender-based analysis will allow an analysis of the root causes of gender inequalities impacting girls and boys different and shared accessed experiences in accessing education in merged districts. During the reporting period, a technical firm was engaged to conduct the planned gender-based analysis. While data collection in the newly merged districts was impeded by COVID-19 along with access issues due to denial of No Objection Certificate (NOC) for the technical firm, the desk review continued as planned and was finalized. The desk review highlights key findings on the status of gender equality and girls' education in merged districts. It applies a gender-based lens to strengthen the understanding of girls' education in the region, including opportunities and barriers, and can be a valuable tool for stakeholders to make informed decisions while designing and implementing projects for girls and women in the region.

Output 1.2 (1122): Damaged and destroyed schools rehabilitated (100) to increase the availability of girls' friendly school infrastructure. Under this output, UNDP has rehabilitated 30 girls' schools⁸, 15 each in Khurram and Orakzai districts benefitting 4010 students. After the verification, finalization and approval of the schools' list provided by the education department, UNDP deployed third-party engineering firm to undertake a detailed assessment of all the identified damaged schools in Kurram and Orakzai districts. The consultant assessed these schools and prepared cost estimates for the rehabilitation of the damaged schools. The scope of work was presented to the Education Department and analyzed by UNDP, UNICEF, and the Education Department. The rehabilitation work of schools was conducted through prequalified construction companies of UNDP. The preparation of BOQs and supervision/monitoring of the work was conducted by an independent consulting/engineering firm as well as by a team of UNDP engineers. UNDP has completed the rehabilitation work including, boundary wall, wash facilities, land development, roof repairing, construction of toilets and electricity among others in these schools including additional rooms in three schools. Details of the civil works in annexed below.

Output 1.3 (1123/1211): Essential supplies provided for teachers and students (furniture, stationary, school bags) To support a more girl-friendly and conducive learning environment, school supplies are being provided to all targeted schools. During the reporting period, School in a Box and ECE kits were procured and supplied to all 30 schools, benefitting approximately 3,600 children.

The project provided furniture to 38 schools⁹ against the target of 30. Additionally, eight schools were provided furniture and benefited 5148 students in all 38 schools. These additional schools were rehabilitated by education department and needed furniture package to become completed functional. On the request of district education office UNDP provided furniture package to five girls schools in Orakzai and three girls schools in Kurram Furniture package for a single school consisted of student benches and student desks, following standard specifications approved by the education department. UNDP selected vendors for the manufacturing and supply of furniture using a competitive procurement process based on quality, value for money, experience, and legal conditions. To ensure the quality of furniture, a technical consultant was engaged for quality assurance and pre-delivery inspection of the furniture supplied by the vendors. The quality monitor regularly inspected furniture and, as necessary, recommended rectifications on the spot in case of variations from the approved specifications. UNDP project team and District Education Offices conducted post-distribution monitoring of the quality and utilization of the furniture. The monitoring mission found that due to the availability of furniture, students have better learning environment.

Output 1.4 (1212): Awareness sessions for health and hygiene and menstrual hygiene management conducted and dignity kits distributed in 100 schools. Lack of awareness on menstrual health management and facilities in schools is a major reason for dropout or low attendance of adolescent girls. During the reporting period, health and hygiene clubs were formed in 30 target schools with

⁸ 30 school's civil works details in the data sheet (Annex-I)

⁹ Distribution plan was prepared and approved by district education offices (Kurram and Orakzai) (Annex-II)

approximately 300 girls as members to engage with their peers on these subjects. To ensure safe hygiene is sustained and institutionalised, 30 female teachers also participated in health and hygiene management sessions. Development of training material for adolescent girls is under development and after approval by the Education Department, awareness sessions will accordingly be held.

Immediate Outcome 2 (1110): Increased knowledge and skills of stakeholders (government, non-government, and community) to promote girls' access to inclusive and quality education in fragile settings. This immediate outcome result aims to enhance the knowledge and skills of relevant stakeholders to promote girls' education. While enrolment campaigns were cancelled in 2020 due the pandemic, important progress was made towards increased community engagement in girls' education through re-activation and formation of PTCs and Mother Groups in 30 schools. The training manual for Mother Groups was developed and pre-tested.

Output 2.1 (1111): Girl's enrolment and retention campaigns conducted with a focus on explaining and advocating the importance and value of girls' education. Prior to the pandemic, the programme was expected to conduct two enrolment and retention campaigns in the reporting period involving main stakeholders in communities who play a key role in upscaling girls access to education – these were however cancelled due to restrictions, i.e., closing of schools and public places and partial or full lockdown in places with high numbers of infections, imposed to curb the spread of the COVID-19 virus. In the second year of implementation, alternative ways to deliver enrolment campaigns, such as delivery via Mother Groups and radio will be explored in collaboration with the Education Department in case the COVID-19 situation does not allow for regular activities.

Output 2.2 (1112): Training provided to Parents-Teacher Councils/Associations and Mothers Groups to promote and monitor girls' access to education and engage in the prevention of harmful practices adversely affecting girls. The programme is supporting the reactivation and/or formation and training of PTCs and Mother Groups to support community-led mobilization to enroll and retain girls in school. During the reporting period, all 30 programme schools were supported to reactivate or form PTCs and ensure the notification of membership with the District Education Office. All 240 (all women) PTC members attended workshops to build their capacity, focusing on their roles and responsibilities including promoting girls' education and creating an enabling environment for their continuation. As part of capacity building, PTC members have been engaged in the development of School Improvement Plans (SIPs) that identify needs for schools, particularly for girls, for a conducive learning environment. At the policy level, the financial mandate of the PTCs has been supported through advocacy and further support was extended to ensure PTCs could set up bank accounts, as such 25 out of 30 PTCs have set up bank accounts to date. Once government funds are disbursed, support will be extended for the implementation of SIPs.

School management and District Education Officers supported the identification of mothers and grandmothers in communities, and the formation of Mother Groups in all target schools. During the reporting period, the training manual for Mother Groups was developed and pre-tested. Training of Mother Groups and their involvement in programme activities will be continued in the second year of implementation.

Immediate Outcome 3 (1130): Increased capacity of girls and adolescent girls to claim their right to education and make their voices heard in decision-making processes that affect them. This immediate outcome is aimed at increasing the capacity of girls to make their voices heard in decision making affecting their lives. This will not only increase the retention of the girls in the schools but will also reduce risk of child marriages. Due to COVID-19, the major focus during the reporting period was on planning, i.e., development of toolkits and training manuals, whereas other activities were postponed as they involved considerable engagement with communities and adolescents through group meetings and gatherings.

Output 3.1 (1131): Information and Life Skills development provided to adolescent girls to be agents of change for themselves and their communities. In the selected communities, the capacities of adolescents are being enhanced to serve as agents of change for upholding the right of girls to education and making their voices heard in decision making processes that affect them. During 2020, a life skills-based education manual was developed. The focus of the manual is on 10 core life skills comprising messages on child protection and education. The manual is developed to empower adolescents so that they can act as change agents in their communities to uphold child rights to education and protection. Special consideration has been given to the local context of the merged districts whereby the content has been adapted accordingly. The training manual was reviewed by UNICEF and GAC and comments were shared with the consultant for revision. A joint meeting of UNICEF and GAC was also arranged with the consultant for sharing the feedback and recommendations for improvement. The manual was revised based on the feedback and was finalised for pre-testing. A consulting firm was also hired during the reporting period for the pre-testing of the life skills development manual.

Output 3.2 (1132): Families, communities and decision makers supported to respect the rights of girls to education and support their protection from any form of abuse. To support the respect and right of girls to education and protection, families and key community members are being engaged in dialogue and training. Key individuals will be trained with a tailored toolkit that includes sessions on adolescent and girls' rights particularly, their right to education, protection, participation, and freedom of expression

among other topics. After completing the training, key community influencers would conduct sessions in their communities mobilizing other community members on adolescents' rights.

As per the revisions made in the workplan due to COVID-19, the major focus during the reporting period was on the development of training materials for families, communities, and decision makers to support and respect child rights to protection and education. Training materials were developed by the UNICEF supported consultant, focusing on promotion of the child rights to education and protection. The content was simplified to ensure the better understanding of community influencers, especially women - whose literacy rates are comparatively low in merged districts. Engaging activities and case studies are included in the manual to ensure that the subject matter is properly communicated to communities. A joint meeting of GAC and UNICEF was organised with the consultant to share comments and proposed revisions in the manual. To ensure efficacy of the manual, a pre-testing is also planned to be held in the coming months, for which a consulting firm is already on board.

Output 3.3 (1133): Capacities of public authorities and services strengthened to uphold girls' rights to education and protection. To ensure sustainability of any interventions in the newly merged districts, capacity building activities are being implemented targeting public authorities and services providers, including trainings of female and male officers on girls' rights to education and protection. They will also be supported to facilitate dialogue with women and men in communities on available opportunities for young people. Monitoring of interventions implemented with adolescents and key community influencers in the selected districts by public authorities will be supported to ensure quality, and to secure government ownership and possibly replication of the programme in other districts and communities.

Trainings of public authorities to uphold girls' right to protection and education is an essential component of this intervention. This will not only support in monitoring activities but will also serve as an agent for advocacy at various levels for the protection and education rights of children. Key public authorities focused under the programme include officials from the Education, Social Welfare and Health departments as well as law enforcement agencies, judiciary, and public administration. The training manual for capacity building of public authorities was developed keeping in view the unique local context of merged districts while the content emphasizes protection and education rights of children in global, national, and local contexts. A consultant hired for this purpose drafted the manual, which was shared with UNICEF and GAC for review. Feedback and comments were shared with the consultant and the manual was finalized for pre-testing to gauge the efficacy of its content and methodology.

Intermediate Outcome 1200: Improved Equitable and Coordinated Provision of Safe Quality and Gender Responsive Education from early childhood to middle/elementary school for girls and adolescent girls in fragile settings. This intermediate outcome focuses on improving equitable and gender-responsive education from early childhood for girls' in the two merged districts.

Immediate Outcome 4 (1220): Enhanced capacity of education stakeholders to provide quality gender-sensitive teacher training and safe, inclusive learning spaces for girls. This immediate outcome aims to build the capacity of education stakeholders to provide quality training for teachers and improve teacher attendance. In close collaboration with Provincial Institute Teachers' Education (PITE), this programme is providing support to monitor teacher attendance and to develop and deliver teacher trainings. Though the setup of 30 early childhood education centers had to be postponed to the second year of implementation due to COVID-19, key capacity building activities could take place. Two master trainers, one in each district were trained on early childhood education (ECE) methods and will be able to cascade trainings in target districts. Continuous support was provided to 55 middle schools.

Output 4.1 (1221/1222): Technical assistance provided to the Ministry of Education to reduce teacher absenteeism, and professional development training supported for teachers to improve student-centered and gender-responsive teaching practices. This programme seeks to provide capacity building to 310 teachers on child-centered and gender-sensitive teaching practices. Building on previous work done in collaboration with PITE for professional development for local teachers, a zero draft of the Teachers Training Manual on Child Centred Approach and Gender Responsive Teaching Practices is under development.

Teacher absenteeism has a strong impact on student performance both in terms of learning outcomes and enrolment. In the newly merged districts, female teachers are often hired from outside the target district, leading to frequent absenteeism because of long commute and passing through several security checks posts, leading to the hiring of local proxy teachers who are not qualified for the job. These issues have contributed to low quality education and demotivated students, which have led to girls' dropout and low enrolment. In response, the programme is supporting an extension of work of the Education Monitoring Authority (EMA), a government body responsible for the monitoring of delivery of government services and feedback to the Education Department, to strengthen coordination and planning for monitoring and regular reporting of teacher absenteeism. EMA is working in merged districts to monitor attendances of teachers and has initiated collection of data on gaps in staffing, infrastructure, and missing facilities in schools. However, due to COVID-19, this activity was postponed until the second year of implementation and some funds were repurposed for emergency response.

Output 4.2 (1213): Continuous education provided to girls who previously did not have access to post-primary education and are now enrolled in 55 middle schools. The programme supports 55 middle schools to allow 1,925 girls to continue their education. Through advocacy, all 55 middle schools have been included in the routine monitoring plan and district teams will monitor the attendance of teachers. To ensure quality learning and retention of students, teachers will be trained on child centered approaches and gender sensitive teaching practices. Further, this programme is supporting with teacher salaries in 55 middle schools. Schools were further targeted as part of COVID-19 emergency response and received contextualised information, education and communication materials on prevention and SOPs.

Output 4.3 (1113): New Early Childhood Education (ECE) supported for girls to ensure school readiness and on time enrollment of girls in schools centers established and supported. ECE plays a key role in supporting on time enrolment and retention. Building on work to establish early childhood education in the region, the project supports the delivery of ECE classrooms and associated services (materials, training, etc.) in 100 target schools with a focus on girls (60 per cent), supporting the uptake of ECE in merged districts.

However, due to COVID-19 restrictions, the delivery of 30 planned ECE classrooms and services was delayed. During the reporting period, two women master trainers (one from each district), were trained on early childhood education teaching methods to facilitate easy cascading of training in the districts¹⁰. A prototype of an ECE classroom was approved by the Elementary and Secondary Education Department and the prototype will be used as a model for setup of 100 classrooms in target schools in upcoming years.

III. Describe any delays in implementation, challenges, lessons learned & best practices:

The outbreak and rapid spread of COVID-19 in Pakistan had a major impact on programme implementation due to limited or no access to schools and communities. Furthermore, the uncertainty that COVID-19 caused made the very planning of activities a challenge as restrictions could change on very short notice to reduce the risk. In this part of the region, schools already stay closed for a longer period during winter season due to accessibility issues during harsh weather conditions - this coupled with closures due to COVID-19 means that children remain out of school for a very long time. In response to this situation, funds were repurposed to an extent to respond to the COVID-19 emergency.

Part of this programme was to conduct a gender-based analysis in the newly merged districts, including data collection in the field. However, the technical firm engaged could not obtain a no objection certificate (NOC) data collection in the newly merged districts. Furthermore, an uncertain security situation coupled with cultural sensitivities in the newly merged districts meant that access continued to be an issue. For instance, implementation of menstrual hygiene management related activities was challenging in this culturally sensitive context. To mitigate delays, it was agreed in collaboration with the government to frame related activities as health and hygiene management activities. As result, formation of 30 health and hygiene clubs and trainings of 30 teachers in health and hygiene management were conducted after this agreement with government.

IV. Qualitative assessment:

The programme brings together the expertise of the individual UN agencies to achieve the overall goal to improve learning outcomes for girls, including adolescent girls by reducing barriers that prevent their access to quality education. Through this programme, UNICEF and UNDP are further strengthening ways of working together at implementation level, including collaboration with government partners - instrumental for successful implementation. Progress achieved in the first year of programme implementation is already yielding crucial results as evidenced by an increase in enrollment from 3,600 students to 4,010 students, reported through field teams and district education officers.

¹⁰ Training materials have been developed using UNICEF internal funds (Annex-III)

Using the **Programme Results Framework from the Project Document / AWP** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

Table 1: Achievement of indicators at both the output and outcome level

ii) Indicator Based Performance Assessment:	
Reducing Barriers preventing Access to Quality Education for Girls in Tribal Districts of Khyber Pakhtunkhwa (2019-2022) LOG FRAME	
Ultimate outcome contributing to Global Affairs Canada G7 Commitment:	Improved learning outcomes for girls and adolescent girls in tribal districts of Khyber Pakhtunkhwa
Intermediate Programme Outcomes	1100 Increased equitable access to safe, secure, quality, inclusive education and learning by girls and adolescent girls in fragile settings 1200 Improved equitable and coordinated provision of safe, quality and gender responsive formal and non-formal education, from early childhood to end of secondary for girls and adolescent girls
Outcome level indicator	CG7Edu1: # of schools that have implemented changes to create welcoming spaces that respond to specific needs of girls CG7EDU2: # of schools (pre-primary, primary, secondary and non-formal learning spaces) with access to adapted infrastructure, specially trained teachers and materials (...) CG7EDU3: # of girls, adolescent girls and women benefitting from reduced barriers to education CG7ED4: # of teachers trained (m/f) according to national standards CG7ED5: # of boys and girls that complete their pre-primary, primary and secondary education and non-formal equivalents

X	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
Outcome 1 (1120) Increased capacity of government and stakeholders to reduce social, cultural, and physical barriers to girls participating in education.			

<p>Output 1.1 (1121) Technical assistance provided to MOE to conduct a joint gender-based analysis in MDs of KP, identifying barriers and bottlenecks for girls' access to education Indicator: Gender analysis available with number of solutions to overcoming bottlenecks and barriers to girls' education. Baseline: 0 Planned Target: 1</p>	<p>Planned 2020 target: 1 Indicator: 0 - Desk review completed, but comprehensive report not finalized</p>	<p>Due to delays caused by COVID-19 and access issues related to denial of No Objection Certificate, data analysis in the field could not be conducted and the comprehensive gender-based analysis could not be finalized as planned.</p>	
<p>Output 1.2 (1122) Damaged and destroyed schools (100) rehabilitated to increase the availability of girl-friendly school infrastructure Indicator: No of schools rehabilitated against the year I targets Baseline: 0 schools Planned Target: 30 schools</p>	<p>Planned 2020 target: 30 schools rehabilitated Indicator: 30 schools rehabilitated</p>	<p>No variation.</p>	<p>Handing Over Certificates for completion of civil work. These certificates are dully signed and stamped by respective school headmistress. Copies of the handing over certificate is submitted to the respective district education office, provincial directorate of education, and the UNDP Office.</p>
<p>Output 1.3 (1211) Essential teaching and learning supplies provided for 100 teachers and 12000 students Indicator: # of children received teaching and learning supplies, disaggregated by sex Baseline: 0 Planned Target: 12,000 (60% girls) Indicator: # of teachers received teaching and learning supplies, disaggregated by sex Baseline: 0 Planned Target: 100 (50% female)</p>	<p>Planned 2020 target: 3,644 Indicator: 3,644 (3644 girls) Planned 2020 target: 30 Indicator: 30 (100% female)</p>	<p>School in a Box and early childhood education kits were provided to children in 30 schools, reaching approximately 3,644 girls.</p>	<p>Field office activity report</p>
<p>Output 1.4 (1212) Awareness sessions for health & hygiene and menstrual hygiene management conducted and dignity kits distributed in 155 schools. Indicator: # of schools that have participated in health and hygiene orientation sessions Baseline: 0 Planned Target: 155 Indicator: # of schools that have established MHM Baseline: 0 Planned Target: 155</p>	<p>Planned 2020 target: 30 Indicator: 30 Planned 2020 target: 30</p>	<p>30 teachers were trained on health and hygiene management. Health and hygiene clubs were formed in 30 school, though restrictions imposed by the</p>	<p>Field office activity report</p>

	Indicator: 30	COVID-19 outbreak, training could not continue as planned. Focus for this reporting period remained on development of training materials.	
Outcome 2 (1110)¹¹ Increased knowledge and skills of stakeholders (government, non-government, and community) to promote girls' access to inclusive and quality education in fragile settings.			
Output 2.1 (1111) Girl's enrolment and retention campaigns conducted with a focus on explaining and advocating the importance and value of girls' education: Indicator: # of campaigns conducted, targeting equal numbers of women and men in HHs Baseline: 0 Planned Target 2022: 6	Planned 2020 target: 2 Indicator: 0	Due to COVID-19, no enrolment campaigns were conducted during the reporting period.	
Output 2.2 (1112) Training provided to Parent-Teacher Councils/Associations and Mothers' Groups to promote and monitor girls' access to education, and engage in the prevention of harmful practices adversely affecting girls Indicator: # of PTCs (minimum 33% women) and mothers groups trained and actively engaged to promote girl's education. Baseline: 0 Target: 155 Indicator: # of outreach community sessions completed for women and for men Baseline: 0 Planned Target: 465 communities (on average, each PTC reach 3 communities) Indicator: # PTC-led record available on girls enrolled and retained in education as a result of PTC community engagement Baseline: 0 Planned Target: 1	Planned 2020 target: 30 PTCs and 30 Mothers Groups Indicator: 30 PTCs and Mother Groups formed. Targeted PTCs have trained on roles and responsibilities and are engaged in development and implementation of School Improvements Plans. Planned 2020 target: 90 Indicator: 0 Planned 2020 target: 1 Indicator: 0	Due to delays caused by the COVID-19 outbreak, Mother Groups have not yet been trained. Due to school closures restrictions imposed due to COVID-19 outbreak, community outreach sessions were not conducted as planned, though PTCs were actively engaged in continuity of learning activities with communities. Due to school closures during most of the reporting period, no record on girl enrolment and retention could be setup.	Field office activity report, pictures

¹¹ Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

Outcome 3. (1130) Increased capacity of girls and adolescent girls to claim their right to education and make their voices heard in decision making processes that affect them.			
<p>Output 3.1 (1131) Information and Life Skills Based Education provided to adolescent girls</p> <p>Indicator: # of adolescents (boys and girls) who participate in group discussions on child rights Baseline: 0 Planned Target: 1,395 (9 in each community)</p> <p>Indicator: # of adolescents (boys and girls) who know their right to education and other human rights Baseline: 0 Planned Target: 6975 adolescents (1395 adolescents will further reach out to 5 adolescents in the community)</p>	<p>Planned 2020 target (revised after COVID-19 realignment plan): 0 Indicator: 0</p> <p>Planned 2020 target (revised after COVID-19 realignment plan): 0 Indicator: 0</p>	<p>Due to restrictions imposed by the COVID-19 outbreak, this activity could not continue as planned. Focus for this reporting period remained on planning and development of materials.</p> <p>Due to restrictions imposed by the government due to COVID-19 outbreak, this activity could not continue as planned. Focus for this reporting period remained on planning and development of materials.</p>	
<p>Output 3.2 (1132) Families, communities and decision makers supported to respect the rights of girls to education and support their protection from any form of abuse.</p> <p>Indicator: # of communities reached with messages on rights of girls to education and protection Baseline: 0 Planned Target: 155 communities</p>	<p>Planned 2020 target (revised after COVID-19 realignment plan): 0 Indicator: 0</p>	<p>Due to restrictions imposed by government due to COVID-19, this activity could not continue as planned. Focus for this reporting period remained on planning development of materials.</p>	
<p>Output 3.3 (1133) Capacities of public authorities and services strengthened to uphold girls' rights to education and protection.</p> <p>Indicator: # of trained frontline workers (aiming for minimum of 33% female) who know how to identify and refer girls out of schools to alternative learning centers and for other relevant protective services Baseline: 0 Planned Target: 100</p>	<p>Planned 2020 target (revised after COVID-19 realignment plan): 0 Indicator: 0</p>	<p>Due to restrictions imposed by the COVID-19 outbreak, this activity could not continue as planned. Focus for this reporting period remained on planning and development of materials.</p>	
Outcome 4 (1220) Enhanced capacity of education stakeholders to provide quality gender-sensitive teacher training and safe, inclusive learning spaces for girls.			

<p>Output 4.1 (1221/1222) Technical assistance provided to the Ministry of Education to reduce teacher absenteeism, and professional development training for teachers provided to improve student-centered and gender-responsive teaching practices</p> <p>Indicator: Functioning teacher attendance monitoring system in place Baseline: 0 Planned Target: 1</p> <p>Indicator: # teachers trained (50% female) Baseline: 0 Planned Target: 310 (50% female)</p>	<p>Planned 2020 target (revised after COVID-19 realignment plan): 0 Indicator: 0</p> <p>Planned 2020 target: 310 Indicator: 0</p>	<p>Due to COVID-19 outbreak, this activity was postponed, and funds repurposed for emergency response.</p> <p>Due to restrictions imposed by the COVID-19 outbreak, this activity could not continue as planned. Focus for this reporting period remained on planning, i.e., development of strategy and training material.</p>	
<p>Output 4.2 (1213) Continuous education provided to girls who previously did not have access to post-primary education and are now enrolled in 55 middle schools</p> <p>Indicator: # of middle schools supported Baseline: 0 Planned Target: 55</p> <p>Indicator: # of adolescent girls enrolled Baseline: 996 Planned Target: 1,925</p>	<p>Planned 2020 target: 55 Indicator: 55 middle schools have been incorporated into district monitoring plans and salaries have been timely disbursed to teachers.</p> <p>Planned 2020 target: 1,925 Indicator: 1,650</p>	<p>Due to school closures caused by the COVID-19 outbreak, training of teachers could not continue as planned.</p> <p>Due to school closures caused by the COVID-19 outbreak, enrolment campaigns could not continue as planned and enrolment did not increase as planned.</p>	Field office activity report
<p>Output 4.3 (1113) New ECE centers established and supported</p> <p>Indicator: # of ECE centers established and supported Baseline: 0 Planned Target: 100</p> <p>Indicator: # of young girls enrolled Baseline: 0 Planned Target: 2000</p>	<p>Planned 2020 target: 30 Indicator: 0</p> <p>Planned 2020 target: 600 Indicator: 0</p>	<p>Due to delays caused by COVID-19, no ECE centers have been established yet.</p> <p>Enrolment is 0 as no centers have been established.</p>	Field office activity report

III. Other Assessments or Evaluations (if applicable)

UNDP conducted a comprehensive technical assessment of schools to identify infrastructure needs that require rehabilitation. During this assessment, scope of work and designs were prepared based on which the rehabilitation work was implemented. This is not applicable to UNICEF during the reporting period.

IV. Programmatic Revisions (if applicable)

Given the evolving COVID-19 situation and its impact on vulnerable people, the programme was realigned with the government's emerging priority needs, epidemiological evidence and the defined strategies for the response to COVID-19 in KP province as a whole, as well as in the newly merged districts. The costed workplan was reviewed to repurpose education activities to respond to COVID-19 emergency with the purpose of reaching students with continuity of learning activities and to support safe school opening and functioning. Funds were used to support the KP Elementary and Secondary Education Department efforts for continuity of learning under COVID-19 response, by printing work sheets and IEC materials to 30 focus schools for first year of implementation, 55 middle girls' schools as well as an additional 200 schools adjacent to these schools in the focus districts of Kurram and Orakzai and safe school reopening and functioning by training of teachers on SOPs and provision of essential COVID-19 related supplies.

Specifically, targets and achievements for repurposed funds for COVID-19 respond are shared in the table below:

Table 2: COVID-19 response activities

Outcome	Outputs	Indicator	Achieved
Support continuity of learning and safe reopening/functioning of schools.	Distribution of COVID-19 related Information, Education and Communication material.	Target: 285 schools	IEC material distributed in 285 Schools.
	Development and distribution of calendars and work sheets for teachers.	Target: 285 schools	Calendars and work sheets distributed to 285 schools.
	Provision of essential COVID-19 related supplies.	Target: 285 schools	Soap and sanitizers distributed in 30 schools.
	Installation of handwashing units.	Target: 20 schools with high enrolment	School selection to be finalized after school assessment finalized. Procurement planned for Q1 of 2021.
	Teacher training on SOPs of safe school reopening.	Target: 260 teachers	260 teachers trained on safe reopening/functioning of schools.

Resources (Optional)

Annexes

Annex-I



Civil work activities
Database-schools.pdf

Annex-II (furniture distributed plan)



KURRAM~1.JPE



Orakzai schools
furniture distribution

<https://www.dropbox.com/sh/h8xzu47kfl7qfbo/AABeZxOW9OS5SFhsmuiDNvJza?dl=0>

Annex-III (Teacher Guide, Teacher Handbook, Teacher Training Manual)

Annex-IV



GAC Project Kurram
Story.pdf