

**[UN BHUTAN COUNTRY FUND]**

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

**REPORTING PERIOD: 1 january – 31 December 2010**

|  |  |  |
| --- | --- | --- |
| Programme Title & Number |  | Country, Locality(s), Thematic Area(s)[[2]](#footnote-2) |
| * Programme Title: *Support to UNDAF Outcome 3:* ***By 2012, access to quality education for all with gender equality and special focus on hard to reach population improved***
* Programme Number *(if applicable)*
* MDTF Office Atlas Number:00073276
 | *Bhutan, Nationwide, Education*  |

|  |  |  |
| --- | --- | --- |
| Participating Organization(s) |  | Implementing Partners |
| *UNICEF, UNFPA, WFP* | Ministry of Education, Ministry of Agriculture and Forests |

|  |  |  |
| --- | --- | --- |
| Programme/Project Cost (US$) |  | Programme Duration (months) |
| MDTF Fund Contribution: * *UNICEF: $ 153,363; UNFPA: $ 29,729; WFP: $ 227,278*
 |  |  | Overall Duration |  |
| Agency Contribution* *by Agency (if applicable)*
 |  |  | Start Date[[3]](#footnote-3) | 16th December 2009 |
| Government Contribution*(if applicable)* |  |  | End Date or Revised End Date, *(if applicable)* | 31st December 2013 |
| Other Contribution (donor)*(if applicable)* |  |  | Operational Closure Date[[4]](#footnote-4) |  |
| TOTAL: $ 410,370 |  |  | Expected Financial Closure Date |  |

|  |  |  |
| --- | --- | --- |
| Programme Assessments/Mid-Term Evaluation |  | Submitted By |
| Assessment Completed - if applicable *please attach* Yes X No Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mid-Evaluation Report *– if applicable please attach* Yes X No Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Name: Pem Chuki Wangdi
* Title: Head, Management Support Unit
* Participating Organization: UNDP
* Email address: pem.wangdi@undp.org
 |

# Purpose

Under the UNDAF 2008-2012, one of the outcomes is to mutually support and help create the conditions for the Ex-com and participating agencies to make a more effective contribution to the development of Bhutan, to improve *access to quality education for all with gender equality and special focus on the hard-to-reach population.*

The additional fund enabled to undertake some of the activities planned under the Joint Annual Work Plan for 2010 of Quality Education Programme. It contributed to the following outputs and outcomes under the overall UNDAF Framework:

1. **CT Output 1.2:** *“Capacity of MOE and other partners at all levels including community in community/primary schools strengthened to manage child friendly schools and school feeding;” and*  under **CT Outcome 1:** *“Improved quality of education delivered by relevant stakeholders”*.
2. **CT Output 3.1.:** *“Community, primary, secondary and monastic schools/nunneries provided with water and sanitation facilities as well as health, nutrition and hygiene education;”*and **CT Output 3.2:** *“School feeding and infrastructures in selected primary/secondary schools provided”* under **CT Outcome 3:** *“School enrolment, particularly for girls, increased through improved facilities, school feeding and target advocacy.”*
3. **CT Output 4.1:** *“Capacity of key partners to promote healthy and positive behavior among young people through life skills education strengthened”* under **CT Outcome 4:** *“National capacity strengthened to address the emerging challenges faced by young people.”*

# Resources

*Good Practices and Constraints*

In line with the UN General Assembly Resolution 56/201 on the triennial policy review of operational activities for development of the United Nations system, UNDP, UNICEF, UNFPA and WFP (UNDG ExCom Agencies) adopted a common operational framework (known as the Harmonized Approach to Cash Transfers (HACT) Framework) for transferring cash to government and non-government Implementing Partners. Its implementation is expected to significantly reduce transaction costs and lessen the burden that the multiplicity of UN procedures and rules creates for its partners. As a HACT compliant country since 2008, the UN System (namely UNDP, UNICEF, UNFPA and WFP) in collaboration with the Royal Government of Bhutan (RGoB) have taken the necessary steps to ensure the effective implementation of the Framework in the country.

With the goal of reducing transaction costs on part of the Government and to address the issues related to the fund request and release to and from the UN agencies to the Implementing Partners, the UN agencies with the Ministry of Finance and the Gross National Happiness Commission developed a guidance note on the Financial Procedures for UN Assisted Projects directed towards streamlining and shortening the fund request and release process between the UN agencies and the Implementing partners. In addition, in a move towards using existing government reporting procedures, the UN agencies have adopted the Standard Progress Report template used by the government as the standard reporting format for the UN. Furthermore, in a strategic move to address problems related to the non-matching of financial years between the UN and the Government, the UN agencies adopted the 18 month rolling work plan, covering the months of January through June of the following year. This allows the Implementing Partners to incorporate UN supported activities into their respective sector work plans which follows the Government’s fiscal year.

Yearly trainings are organized for both implementing partners and UN agencies to refresh and redress problems faced in financial transactions.

# Implementation and Monitoring Arrangements

The UN in Bhutan operates in a National Implementation (NIM) environment. The Government implements the projects and accordingly handles almost all procurement related activities within their respective programmes. The UN agencies (namely UNDP, UNICEF, UNFPA and WFP) conducts periodic monitoring through assurance activities required under the HACT Framework such as field visits and onsite reviews conducted by UN staff, and scheduled/HACT audits by the Royal Audit Authority, Bhutan’s Supreme Audit Institution. The financial report is reported through the FACE (Funding Authorization & Certification of Expenditure) form and the progress is reported through Standard progress reports quarterly. Joint mid-year and annual reviews are also conducted as part of monitoring and evaluation of progress and performance. These reporting formats are aligned to the Government’s planning and monitoring system. In addition joint field visits, where applicable, are conducted to the project sites.

# Results

The UN Bhutan Country Fund has contributed to selected Outputs and covers three CT Outcomes under UNDAF Outcome 3: ***By 2012, access to quality education for all with gender equality and special focus on hard to reach population improved***.

Activities like training of teachers, principals, curriculum officers and education monitoring officials as core trainers to integrate human values in education; alignment of the School Self-Assessment Tool to performance management system by monitoring officials, incorporating human values-based educational practices and management tool contributed to **CT Output 1.2:** *“Capacity of MOE and other partners at all levels including community in community/primary schools strengthened to manage child friendly schools and school feeding;” and*  under **CT Outcome 1:** *“Improved quality of education delivered by relevant stakeholders.”*

Construction of toilets in schools for girls and boys contributed to **CT Output 3.1:** *“Community, primary, secondary and monastic schools/nunneries provided with water and sanitation facilities as well as health, nutrition and hygiene education.”* Study visits outside Bhutan, by participants from the Ministry of Education and the Ministry of Agriculture and Forests to learn vegetable farming with organic principles, constructions of hostels including shower blocks and toilets for girls and boys, and quarters for matrons and wardens in a remote school; food commodities purchased for schools mostly in remote areas has contributed to **CT Output 3.2,** *“Schooling feeding and infrastructures in selected primary/secondary schools provided”* under **CT Outcome 3:** *“School enrolment, particularly for girls, increased through improved facilities, school feeding and targeted advocacy.”*

Training of teachers, principals, school health coordinators and counselors contributed to **CT Output 4.1:** *“Capacity of relevant partners enhanced to further provide a supportive, preventive and participative environment for youth people”* under **CT Outcome 4:** *“National capacity strengthened to address the emerging challenges faced by young people.”*

Specific achievements include:

* Supply of 257 mt. of rice and 37 mt. of yellow split peas (YSP) to the Ministry of Education provided some 35,500 students with two meals a day of rice for a month, and a one meal a day of YSP for 52 days. The commodities were distributed to all 221 schools assisted by WFP in 2010. 70% of these schools are inaccessible by road and located in remote food insecure areas.
* 3 students, 6 teachers and 2 programme officers from the Ministry of Education and the Ministry of Agriculture and Forests learnt vegetable farming with organic principles and other technologies during a two- week study trip to West Bengal districts and Sikkim. In Sikkim with similar climatic conditions to Bhutan, the participants had the opportunity to see agricultural activities carried out with EM applications and organic farming, which could be replicated in their own school gardens. In addition, the programme officer from MoAF studied the database used by Maple Org Tech India Ltd, in Kolkata and learnt how to manage and keep track of various agricultural tools, seeds, etc, that is being distributed to the schools from the MoAF.
* The Training of Trainers programme on Life Skills Educations was conducted in 141 schools in 5 districts. A total of 3350 teachers underwent the 5 days training programme equipping them with the skills to deal with complex youth issues in schools. In addition, 36 titles of Life skills education materials are developed and disseminated targeting out of school youths through Non-formal Education programmes.
* Supporting efforts to reach the government’s target of achieving 70% literacy rate by 2013, 16 head teachers, 8 Gups (village head men), Dzongdas (district administrators) and non-formal education (NFE) instructors in 10 districts, including districts with low literacy rates were involved in the development of strategic plans for increasing the literacy rate. In addition, the International Literacy Day was observed through publications, advocacy and a competition in reading, writing and extempore among NFE learned from remote areas. Most of them were female learners.
* Toilets were constructed in 15 schools in Zhemgang, Chukha and few other districts benefiting over 1000 girls and boys. In addition, hostels constructed in one of the remote schools of Zhemgang district, is benefiting 75 girls and 57 boys. They now enjoy the hostel facilities inclusive of toilets and shower blocks. The school also has a matron’s and warden’s quarters attached to the hostels.
* Seventy persons consisting of Teachers, Principals, Curriculum Officers and Education Monitoring Officials were trained as core trainers at Sathya Sai School in Thailand on integrating human values in education. The practice at Sathya Sai school is very similar to Bhutan’s Educating for Gross National Happiness (GNH). After their return from the training the principals and teachers implemented some of the practices experienced in Thailand in their schools. The monitoring officials aligned the School Self Assessment Tool to performance management system, incorporating human values-based educational practices and management tool. The curriculum officials have begun looking at realigning school curriculum to human values-based education both through curricular and co-curricular activities. These core trainers will now be responsible for rolling out educating for GNH national initiative to all the teachers in Bhutan during 2011-12, using the three day training module developed during the December workshop.
* The Ministry of Education has launched a website called [www.educatingforgnh.com](http://www.educatingforgnh.com) as a platform to share practices on educating for GNH initiatives amongst wider stakeholders in and outside Bhutan. UNICEF supported a technical assistance to train the web administrators on maintenance of the website. The website is logged on frequently by many users, especially teachers to share the practices on educating for GNH in schools. The national initiative of educating for GNH has received positive feedback from people within and outside the country.

# Future Work Plan (if applicable)

Under the 2011 Annual Work Plan signed with key national counterparts (MoE and MoAF), the UN will continue to support similar programmes in the area of quality education programme through capacity building in life skills, educating for GNH, non-formal education, school feeding and other service delivery activities.

**VIII. INDICATOR BASED PERFORMANCE ASSESSMENT**

1. The term “programme” is used for programmes, joint programmes and projects. [↑](#footnote-ref-1)
2. Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF. [↑](#footnote-ref-2)
3. The start date is the date of the first transfer of the funds from the MDTF Office as Administrative Agent. Transfer date is available on the [MDTF Office GATEWAY](http://mdtf.undp.org/) (http://mdtf.undp.org). [↑](#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)