

From: Tanya.Belleau@international.gc.ca
To: [Abdul Haseeb](mailto:Abdul.Haseeb@undp.org)
Cc: zlateef@unicef.org; [Tanya Rzehak](mailto:Tanya.Rzehak@undp.org); [Bilal Azeem](mailto:Bilal.Azeem@undp.org); [Jennifer Topping](mailto:Jennifer.Topping@undp.org); tracie.henriksen@international.gc.ca; luke.myers@international.gc.ca; Arshad.Gill@international.gc.ca; arshad@fssp.com.pk; [Mustafa Mahmood](mailto:Mustafa.Mahmood@undp.org); [Mari Matsumoto](mailto:Mari.Matsumoto@undp.org); [Charles Bagabo Tumushabe](mailto:Charles.Bagabo.Tumushabe@undp.org); [Hanna Fjellstrom](mailto:Hanna.Fjellstrom@undp.org)
Subject: Global Affairs Canada's approval - RE UN Annual Progress Report 2020 Consolidated Joint Programme for Improved Access to Quality Education in Tribal Districts of KP
Date: Wednesday, October 6, 2021 7:39:34 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.jpg](#)
[image006.jpg](#)
[image007.jpg](#)
[Response to GAC comments \(August 23rd 2021\) Follow-up comments from GAC \(Oct.6\).docx](#)

RE: Global Affairs Canada's approval of the UN Annual Progress Report 2020 on the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa.

Dear Abdul Haseeb,

I hope this email finds you well. This email is to confirm Global Affairs Canada's approval of the annual progress report, submitted by your office on September 2, 2021. Please find attached a few follow-up comments for your awareness for which we would appreciate to receive some clarifications for our files. Thank you for your patience with our input on the UN Annual Progress Report, as we went through transitions and other urgent matters at the High Commission in Pakistan with the situation in Afghanistan.

Thank you and do not hesitate to reach out to me, would you have any further questions. To note, I will be arriving to post in Islamabad on Monday October 18.

With regards,

Tanya

Tanya Belleau
Analyst, Development Assistance, Pakistan | Analyste, Aide au développement, Pakistan
Afghanistan and Pakistan Division | Division de l'Afghanistan et du Pakistan (OAA)
Asia Pacific Branch | Secteur de l'Asie-pacifique (OGM)
tanya.belleau@international.gc.ca
Telephone | Téléphone : +1 343 203 5001 / +1 613 218 8571
A5 - 125 Sussex Drive, Ottawa (ON) Canada
Government of Canada | Gouvernement du Canada

From: Abdul Haseeb <abdul.haseeb@undp.org>
Sent: September 2, 2021 4:50 AM
To: Marshall, Sara -KGSF <Sara.Marshall@international.gc.ca>
Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <Christopher.Khng@international.gc.ca>; Henriksen, Tracie -OAA

<tracie.henriksen@international.gc.ca>; Gill, Arshad -ISBAD -DA
<Arshad.Gill@international.gc.ca>; askhan51@yahoo.com; Mustafa Mahmood
<mustafa.mahmood@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; Charles
Bagabo Tumushabe <charles.tumushabe@undp.org>; Belleau, Tanya -ISBAD -DA
<Tanya.Belleau@international.gc.ca>; Warren, Agnes -OAA
<Agnes.Warren@international.gc.ca>; Tanya Rzehak <tanya.rzehak@undp.org>; Mari
Matsumoto <mari.matsumoto@undp.org>; Hanna Fjellstrom <hfjellstrom@unicef.org>
Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated
Annual Progress Report of the Joint Programme for the Improved Access to Quality
Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Sara Marshall,

Please find attached revised edited and clean version for your consideration. We have also added responses in the response sheet.

One clarification on the data as this point is coming back again. The students number are calculated from two data sources. i) EMIS database of the education dept. ii) UN baseline assessment. Please note that the EMIS data was updated in 2019 hence it does not provide latest information. The UN baseline was conducted in early 2020 hence is more recent. The numbers will not remain same due to multiple reasons such as graduation to next grade, dropouts due to seasonal migration and so on. In the end of the project UN can do comprehensive analysis that can inform us about the actual results.

The comments that required changes/edits in the report have been addressed accordingly.

Thank you.



Abdul Haseeb
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Stabilisation and Development Programme
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From: Abdul Haseeb

Sent: Friday, August 20, 2021 6:54 PM

To: 'Sara.Marshall@international.gc.ca' <Sara.Marshall@international.gc.ca>

Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <christopher.khng@international.gc.ca>; tracie.henriksen@international.gc.ca; Arshad.Gill@international.gc.ca; askhan51@yahoo.com; Mustafa Mahmood <mustafa.mahmood@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; Charles Bagabo Tumushabe <charles.tumushabe@undp.org>; Tanya.Belleau@international.gc.ca; Agnes.Warren@international.gc.ca; Tanya Rzehak <tanya.rzehak@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; 'Hanna Fjellstrom' <hfjellstrom@unicef.org>

Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Sara Marshall,

Greetings from Pakistan.

Thank you for your email, we are preparing the responses and revisions in the report and shall share with you early next week.

Thank you for heads up on the changes within GAC. On behalf of the UN, we appreciate your role and support extended during the implementation of the project. We would also like to welcome Tanya Belleau and look forward to working with her new role once she is posted in country.

Warm regards



Abdul Haseeb
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From: Sara.Marshall@international.gc.ca <Sara.Marshall@international.gc.ca>

Sent: Wednesday, August 18, 2021 11:50 PM

To: Abdul Haseeb <abdul.haseeb@undp.org>

Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <christopher.khng@international.gc.ca>; tracie.henriksen@international.gc.ca; Arshad.Gill@international.gc.ca; askhan51@yahoo.com; Mustafa Mahmood <mustafa.mahmood@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; Charles Bagabo Tumushabe <charles.tumushabe@undp.org>; Tanya.Belleau@international.gc.ca; Agnes.Warren@international.gc.ca

Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Abdul Haseeb,

I hope you are well.

I just wanted to follow-up with you on this, as I would like the team to be able to look at the final versions of the reports as soon as possible.

I also wanted to take this opportunity to inform you that after I have had the chance to look

at the final version of the documents, I will be moving to the Environment and Climate Action team in GAC's partnerships branch.

For the time being, Arshad Gill will continue to be your main point of contact on the project at the High Commission of Canada to Pakistan. In September, Tanya Belleau (copied above) will arrive in Pakistan, and will become the new focal point for the project at the high commission.

My replacement has not yet been identified, but you can reach out to Agnes Warren (copied above) as the Acting Deputy Director for the Pakistan Development Program on any urgent items until August 27. After that period, you can reach out to Tracie Henriksen on any items (she is remaining as the Deputy Director for the Pakistan Development Program at GAC's headquarters).

Finally, I wanted to note that Christopher Khng, who was our Head of Cooperation at the High Commission of Canada to Pakistan, is now back in Canada. Luke Myers will be the new Head of Cooperation, and will start his assignment at the high commission in early September.

It has been a real pleasure to work with you, Tanya and other UNDP and UNICEF team members over the past two years (including during my visit to Pakistan in February 2020).

I look forward to receiving and reviewing the final versions of the reports.

Best regards,
Sara

Sara Marshall

Senior Development Officer | Agente principale de développement
Pakistan Development Program (OAA) | Programme de développement du Pakistan (OAA)
Asia Pacific Branch (OGM) | Secteur de l'Asie-Pacifique (OGM)
Sara.Marshall@international.gc.ca
Telephone | Téléphone : 343-548-4435



From: Marshall, Sara -OAA
Sent: August 5, 2021 12:30 PM
To: Abdul Haseeb <abdul.haseeb@undp.org>
Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <Christopher.Khng@international.gc.ca>; Henriksen, Tracie -OAA <tracie.henriksen@international.gc.ca>; Gill, Arshad -ISBAD -DA <Arshad.Gill@international.gc.ca>; askhan51@yahoo.com; Mustafa Mahmood <mustafa.mahmood@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; Charles Bagabo Tumushabe <charles.tumushabe@undp.org>
Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Abdul Haseeb,

I hope you are well.

Attached please find GAC's follow-up comments on the narrative report, as well as on the financial report.

We look forward to receiving your responses to these follow-up comments, as well as revised copies of the reports.

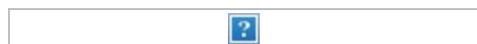
Thank you very much,
Sara

Sara Marshall

Senior Development Officer | Agente principale de développement
Pakistan Development Program (OAA) | Programme de développement du Pakistan (OAA)
Asia Pacific Branch (OGM) | Secteur de l'Asie-Pacifique (OGM)

Sara.Marshall@international.gc.ca

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From: Marshall, Sara -OAA

Sent: July 26, 2021 9:53 AM

To: 'Abdul Haseeb' <abdul.haseeb@undp.org>

Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <Christopher.Khng@international.gc.ca>; Henriksen, Tracie -OAA <tracie.henriksen@international.gc.ca>; Gill, Arshad -ISBAD -DA <Arshad.Gill@international.gc.ca>; askhan51@yahoo.com; Mustafa Mahmood <mustafa.mahmood@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; 'Charles Bagabo Tumushabe' <charles.tumushabe@undp.org>

Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Abdul Haseeb,

Thank you for submitting the revised report. We are reviewing it, and we will get back to you with our feedback this week.

The 5th tranche was processed here at HQ – it should be received by the MPTF soon.

Best regards,
Sara

Sara Marshall

Senior Development Officer | Agente principale de développement
Pakistan Development Program (OAA) | Programme de développement du Pakistan (OAA)
Asia Pacific Branch (OGM) | Secteur de l'Asie-Pacifique (OGM)

Sara.Marshall@international.gc.ca
Telephone | Téléphone : 343-548-4435



From: Abdul Haseeb <abdul.haseeb@undp.org>
Sent: July 20, 2021 2:50 AM
To: Marshall, Sara -OAA <Sara.Marshall@international.gc.ca>; Mari Matsumoto <mari.matsumoto@undp.org>
Cc: zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <Christopher.Khng@international.gc.ca>; Henriksen, Tracie -OAA <tracie.henriksen@international.gc.ca>; Gill, Arshad -ISBAD -DA <Arshad.Gill@international.gc.ca>; askhan51@yahoo.com; Mustafa Mahmood <mustafa.mahmood@undp.org>
Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Sara Marshal,

Thank you for detailed feedback on the annual report 2020. We have revised the report in light of the feedback/comments provided by GAC. Please find attached edited and clean version of the report and responses to the comments.

Kindly also update on the 5th tranche release that is due in July 2021. If it has been transferred to MPTF, please let us know.

Best regards



Abdul Haseeb
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From: Sara.Marshall@international.gc.ca <Sara.Marshall@international.gc.ca>
Sent: Thursday, July 1, 2021 3:37 AM
To: Mari Matsumoto <mari.matsumoto@undp.org>
Cc: Abdul Haseeb <abdul.haseeb@undp.org>; zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Jennifer Topping <jennifer.topping@undp.org>; Khng, Christopher -ISBAD -DA <christopher.khng@international.gc.ca>; tracie.henriksen@international.gc.ca; Arshad.Gill@international.gc.ca; askhan51@yahoo.com
Subject: RE: Inputs on Annual Progress Report of 2020 from UN - Re: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality

Education in Tribal Districts of Khyber Pakhtunkhwa

Dear Ms. Mari Matsumoto,

I hope this e-mail finds you well.

Attached please find GAC's comments on the narrative report, as well as on the financial report. Additional comments on the narrative report are provided in the attached PDF version. Moreover, the list of the 30 rehabilitated schools that is referred to in the comments is attached, for ease of reference.

We look forward to receiving your response to these comments.

Thank you very much,
Sara

Sara Marshall

Senior Development Officer | Agente principale de développement
Pakistan Development Program (OAA) | Programme de développement du Pakistan (OAA)
Asia Pacific Branch (OGM) | Secteur de l'Asie-Pacifique (OGM)

Sara.Marshall@international.gc.ca

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From: Charles Bagabo Tumushabe <charles.tumushabe@undp.org>

Sent: May 26, 2021 3:34 PM

To: Henriksen, Tracie -OAA <tracie.henriksen@international.gc.ca>; Marshall, Sara -OAA <Sara.Marshall@international.gc.ca>; Khng, Christopher -ISBAD -DA <Christopher.Khng@international.gc.ca>; Gill, Arshad -ISBAD -DA <Arshad.Gill@international.gc.ca>; askhan51@yahoo.com

Cc: Abdul Haseeb <abdul.haseeb@undp.org>; zlateef@unicef.org; Tanya Rzehak <tanya.rzehak@undp.org>; Bilal Azeem <bilal.azeem@undp.org>; Tanya Rzehak <tanya.rzehak@undp.org>; Mari Matsumoto <mari.matsumoto@undp.org>; Jennifer Topping <jennifer.topping@undp.org>

Subject: 2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa

**THIS MESSAGE IS SENT ON BEHALF OF MS JENNIFER TOPPING,
EXECUTIVE COORDINATOR, MULTI-PARTNER TRUST FUND OFFICE, UNDP**

Dear Partners,

I am pleased to submit to you the **2020 Consolidated Annual Progress Report of the Joint Programme for the Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa** covering the reporting period 1 January to 31 December 2020, which can be found on the [Joint Programme GATEWAY page](#).

The Consolidated Annual Report has been consolidated by the Joint Programme team and the MPTF Office, with the narrative portion consolidated by the Joint Programme team based on reports provided by the Participating UN Organizations, and the financial portion consolidated by the MPTF Office based on end-year official financial data provided by the respective Participating Organizations' headquarters.

I am also pleased to announce to you that the UNDP MPTF Office **2020 Sources and Uses of Funds**

Statement is also available on the [Joint Programme GATEWAY page](#).

Any comments or suggestions you or your colleagues may have on the reports are most welcome and can be addressed Ms. Mari Matsumoto, Fund Portfolio Manager in New York at mari.matsumoto@undp.org.

The MPTF Office looks forward to our continued partnership.

Best regards,
Jennifer Topping



Jennifer Topping

Executive Coordinator

[Multi-Partner Trust Fund Office](#)

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17 Goals to transform our World

MPTF OFFICE ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2020

| | |
|--|--|
| <p style="text-align: center;">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 (<i>if applicable</i>) MPTF Office Project Reference Number:³ | <p style="text-align: center;">Country, Locality(s), Priority Area(s) / Strategic Results²</p> <p><i>Pakistan</i></p> <p><i>Priority area/ strategic results: Increased equitable access to safe, secure, quality, inclusive education and learning by girls and adolescent girls in fragile settings. 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: CDN 7 million MPTF /JP Contribution⁴:</p> <ul style="list-style-type: none"> <i>by Agency (if applicable)</i> Agency Contribution <i>by Agency (if applicable)</i> Government Contribution (<i>if applicable</i>) Other Contributions (donors) (<i>if applicable</i>) CDN 7 million <p>TOTAL: CDN 7 million</p> | <p style="text-align: center;">Programme Duration</p> <p>Overall Duration (<i>36 months</i>)</p> <p>Start Date⁵)</p> <p>Original End Date⁶ (<i>15.12.2022</i>)</p> <p>Current End date⁷(<i>15.12.2022</i>)</p> |
| <p style="text-align: center;">Programme Assessment/Review/Mid-Term Eval.</p> <p>Assessment/Review - if applicable <i>please attach</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p> <p>Mid-Term Evaluation Report – <i>if applicable please attach</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p> | <p style="text-align: center;">Report Submitted By</p> <ul style="list-style-type: none"> Name: Tanya Rzehak Title: Programme Manager Participating Organization (Lead): UNDP Email address: tanya.rzehak@undp.org |

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.

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:: 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. 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.

Output 111: 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 112: 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.

Output 113: New ECE centers established and supported: 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 districts⁸. 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.

Immediate Outcome 1120: Increased capacity of the government and stakeholders) 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 teachers and children in 30 schools. 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.

⁸ Training materials have been developed using UNICEF internal funds (Annex-III)

As per the data from the department of Education management information system (EMIS) that was provided to the UNDP in December 2019, a total of 4,927 students were present in the 30 schools. However, in April 2020 the UN conducted baseline assessment through its Third Party – The SPECTRA Engineering Firm, and found that only 3,600 students were enrolled in these schools. The UNDP itself validated the third party's findings through paying field visits to the randomly selected schools among the concerned 30 schools. During validation exercise, Admission Registers of these schools were observed to confirm the third-party findings. Explaining the difference between EMIS enrollment and the UN findings, the education department and the teachers present at the schools hinted multiple reasons for decrease in the enrollment numbers. These reasons included different timeline on which the data was collected, seasonal migration, shifting to other cities, and promotion of students to higher grades etc.

Output 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 1122: Damaged and destroyed schools rehabilitated (100) to increase the availability of girls' friendly school infrastructure. Under this output, UNDP has rehabilitated 30 girls' schools⁹, 15 each in Khurram and Orakzai districts benefiting 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 1123: Furniture distributed to the rehabilitated schools:

The project provided furniture to 38 schools¹⁰ 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 completely 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.

Provision of furniture to 08 additional schools will not deviate the project from providing furniture to 70 more schools that are to be rehabilitated through GAC funding. The total budget allocated to furniture line will not exceed the approved budget. Since UNDP follows value for money approach and procurement is done through competitive process, therefore, the UNDP received lower price quotation from the competing suppliers. The money thus saved was diverted to purchasing additional sets of furniture. It goes without

⁹ 30 school's civil works details in the data sheet (Annex-I). In early 2021 (time period which is not covered in this annual report), UNDP's field staff informed the office that the Tagha Saam primary girls' school (which is located in Orakzai and was rehabilitated through GAC funding in 2020 and was handed over to the education department) has been demolished by a contractor that was engaged by another organization. Ostensibly, this was clear indication of lack of coordination within the education department for allocation of schools to different organizations for rehabilitation. The UNDP escalated the demolition issue with the education department and asked for an inquiry. This inquiry report is currently being compiled by the Directorate of Education, after a field inquiry was completed in July 2021. The UNDP will decide about future course of action in light of the Directorate of Education's report and after consultation with the GAC. UNDP will report about the demolished school to GAC through a special supplementary report or through annual report 2021. Further, demolition of school in early 2021 has no impact on the progress presented in this annual report of year 2020. The UNDP will re-assess the situation and will report any change in the progress figures and results because of the school demolition will be reported in the next annual report.

¹⁰ Distribution plan was prepared and approved by district education offices (Kurram and Orakzai) (Annex-II).

saying that the UNDP does not compromise on the quality of procured material at any time. In the given case, furniture quality was ensured by deploying a technical consultant to check the quality of wood and steel during manufacturing. The district education office has also acknowledged the quality of the items.

Provision of furniture to 08 additional schools on behest of the education department proved pivotal for enhancing the learning environment in these schools. As mentioned above, the UNDP team and district education offices conducted post-distribution monitoring and noted increase in enthusiasm for learning and teaching among the students and teachers at these schools. Such increase in zeal is generally associated with incentives like new furniture and new learning material etc.

Immediate Outcome 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 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 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 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 1210: Enhanced capacity of education stakeholders to ensure the provision of safe, inclusive learning spaces for girls. This immediate outcome is aimed at enhancing the capacity of stakeholders to provide safe and inclusive learning opportunities for girls. Teaching and learning materials were provided to 30 schools and preparations to provide awareness sessions for health and hygiene in schools made. Continuous support was provided to 55 middle schools.

Output 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 4,010 children.

Output 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 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.

Output 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. According to the UNDP's base line assessment, 996 girls students were enrolled at the time (April 2020) when the baseline exercise was done. After the intervention(s) and community mobilization, enrollment from these 55 middle schools increased to 1,650 against the target 1,925. 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.

Immediate Outcome 1220: Enhanced capacity of education stakeholders to provide quality gender-sensitive teacher training. 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) and the Education Monitoring Authority (EMA), this programme is providing support to monitor teacher attendance and to develop and deliver teacher trainings.

Output 1221: Professional development training provided to teachers, particularly female 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.

Output 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. 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.

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.

With continued strong collaboration with the education department, UNICEF will ensure that implementation of activities is not further delayed and focused on achieving results. UNICEF will continue to engage and support field teams on a regular basis to frequently visit schools for monitoring of implementation.

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.

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 1100: Increased equitable access to safe, secure, quality, inclusive education and learning by girls and adolescent girls in fragile settings | | | |
| Output 1110: Increased knowledge and skills of stakeholders (government, non-government and community) to promote girls' access to inclusive and quality education in fragile settings. | | | |

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| <p>Output 1111: <u>Girl’s enrolment and retention campaigns conducted with a focus on explaining and advocating the importance and value of girls’ education:</u> Indicator: # of campaigns conducted, targeting equal numbers of women and men in HHs Baseline: 0 Planned Target 2022: 6</p> | <p>Planned 2020 target: 2 Indicator: 0</p> | <p>Due to COVID-19, no enrolment campaigns were conducted during the reporting period.</p> | |
| <p>Output 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</p> <p>Indicator: # of PTCs (minimum 33% women) and mothers groups trained and actively engaged to promote girl’s education. Baseline: 0 Target: 155</p> <p>Indicator: # of outreach community sessions completed for women and for men Baseline: 0 Planned Target: 465 communities (on average, each PTC reach 3 communities)</p> <p>Indicator: # PTC-led record available on girls enrolled and retained in education as a result of PTC community engagement Baseline: 0 Planned Target: 1</p> | <p>Planned 2020 target: 30 PTCs and 30 Mothers Groups Indicator: 30 PTCs (eight members in each with only female members in girl schools) and Mother Groups (ten members in each) formed. Targeted PTCs (with a total of 240 members) have trained on roles and responsibilities and are engaged in development and implementation of School Improvements Plans.</p> <p>Planned 2020 target: 90 Indicator: 0</p> <p>Planned 2020 target: 1 Indicator: 0</p> | <p>Due to delays caused by the COVID-19 outbreak, Mother Groups have not yet been trained.</p> <p>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.</p> <p>Due to school closures during most of the reporting period, no record on girl enrolment and retention could be setup.</p> | <p>Field office activity report, pictures</p> |
| <p>Output 1113: New ECE centers established and supported 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> | <p>Field office activity report</p> |

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| <p>Outcome 1120 Increased capacity of government and stakeholders to reduce social, cultural, and physical barriers to girls participating in education.</p> | | | |
| <p>Output 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 1122: Damaged and destroyed schools (100) rehabilitated to increase the availability of girl-friendly school infrastructure Indicator: No of schools rehabilitated against the year 1 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 1123: Furniture distributed to the rehabilitated schools. Indicator: No of schools received furniture 38 Baseline: 0 schools Planned Target: 30 schools</p> | <p>Planned 2020 target: 30 schools Indicator: 38 schools rehabilitated</p> | <p>The government provided the furniture distribution plan for 38 schools (08 additional schools) on need basis. These eight schools were removed from the Annual Development Plan and added under GAC funded project, due to dire need of furniture for students in these schools.</p> | <p>Delivery receipt and district education offices report</p> |
| <p>Outcome 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> | | | |

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| <p>Output 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 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 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> | |
| <p>Outcome 1210: Enhanced capacity of education stakeholders to ensure the provision of safe, inclusive learning spaces for girls.</p> | | | |
| <p>Output 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)</p> | <p>Planned 2020 target: Children enrolled in 30 schools Indicator: 4,010 (100% girls)</p> | <p>School in a Box and early childhood education kits were provided to children in 30 schools, reaching approximately 4010 girls.</p> | <p>Field office activity report</p> |

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| <p>Indicator: # of teachers received teaching and learning supplies, disaggregated by sex Baseline: 0 Planned Target: 100 (50% female)</p> | <p>Planned 2020 target: 30 Indicator: 30 (100% female)</p> | | |
| <p>Output 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</p> <p>Indicator: # of schools that have established MHM Baseline: 0 Planned Target: 155</p> | <p>Planned 2020 target: 30 Indicator: 30 (100% female)</p> <p>Planned 2020 target: 30 Indicator: 30 (total of 450 members)</p> | <p>30 teachers were trained on health and hygiene management.</p> <p>Health and hygiene clubs were formed in 30 school, though restrictions imposed by the COVID-19 outbreak, training could not continue as planned. Focus for this reporting period remained on development of training materials.</p> | <p>Field office activity report</p> |
| <p>Output 1213: Continuous education provided to girls who previously did not have access to post-primary education and are now enrolled in 55 middle schools 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> | <p>Field office activity report</p> |
| <p>Outcome 1220: Enhanced capacity of education stakeholders to provide quality, gender-sensitive teacher training.</p> | | | |
| <p>Output 1221: Professional development training provided to teachers, particularly female teachers, to improve student-centered and gender-responsive teaching practices. Indicator: # teachers trained (50% female) Baseline: 0</p> | | <p>Due to COVID-19 outbreak, this activity was postponed, and funds repurposed for emergency response.</p> | |

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| <p>Planned Target: 310 (50% female)</p> <p>Output 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</p> <p>Indicator: Functioning teacher attendance monitoring system in place Baseline: 0 Planned Target: 1</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 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> | |
|---|---|--|--|

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 (Two safe reopening of school guidelines distributed in each school – one with guidelines for communities and one with guidelines for students). |
| | Distribution of calendars and work sheets for teachers. | Target: 285 schools | One academic calendar distributed in each of the 285 schools. Work sheets distributed to 285 schools benefitting 14,650 students, including 7500 girls. |
| | Provision of essential COVID-19 related supplies. | Target: 285 schools Revised target: 30 | Soap and sanitizers distributed in 30 schools benefitting 4010 girl students. |
| | 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 (128 male and 132 female) 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/h8xzu47kf17qfbo/AABeZxOW9OS5SFhsmuiDNvJza?dl=0>

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

Annex-IV



GAC Project Kurram
Story.pdf