KnK JAPAN
Children without Borders

Kokkyo naki Kodomotachi

KOKKYO NAKI KODOMOTACHI (KnK JAPAN) PAKISTAN (Children without Borders)

TERMINAL EVALUATION REPORT 2020

This evaluation report depicts the achievements and results of the program; promoting girls' education through improved learning environment in KP Province.

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Abbreviations

S.NO	Abbreviation	Explanation
1	ASDEO	Assistant Sub District Education Officer
2	NGO	Non-Governmental Organization
3	INGO	International Non-governmental Organization
4	KnK	Kokkyo Naki Kodomotachi
5	NPO	Non-Profit Organization
6	KP	Khyber Pakhtunkhwa
7	EAD	Economic Affair Division
8	MoU	Memorandum of Understanding
9	FWA	Friends Welfare Association
10	KAP	Knowledge Attitude Practices
11	ERRA	Earthquake Rehabilitation Reconstruction Authority
12	DRU	District Rehabilitation Unit
13	SSI	Semi Structured Interview
14	FGD	Focus Group Discussion
15	PTC	Parents Teachers Council
16	MoFA	Ministry of Foreign Affair
17	HR	Human Resource
18	PKR	Pakistani Rupee
19	M&E	Monitoring & Evaluation
20	OOSC	Out of School Children
21	SDG	Sustainable Development Goals
22	SRC	School Representative Council
23	DEF	District Education Forum
24	RCC	Reinforcement of cement concrete
25	LW-PC	Lightweight Pre Engineered
26	GGPS	Government Girls Primary School
27	GPS	Government Primary School
28	GGMS	Government Girls Middle School
29	GGHS	Government Girls High School
30	QTY	Quantity
31	CFIS	Child Friendly Inclusive School Standards
32	CAG	Community Advocacy Group
33	IMU	Independent Monitoring Unit
34	E&SE	Elementary and Secondary Education
35	SDP	School Development Plan
36	UC	Union Council
37	PERRA	Provincial Earthquake Reconstruction and Rehabilitation Authority
38	ODA	Official Development Assistance

1. Introduction

1.1. KnK Japan

Kokkyo naki Kodomotachi (hereafter KnK) is a humanitarian and educational private association with an international vocation, established in Japan in 1997. Its members, volunteers, local and international staff-members, all acting in a volunteer and devoted spirit, agree to honor the following principles:

KnK provides assistance to disadvantaged children and youth. It provides them with educational and professional skills, offers them shelter and protection when necessary, assists them to reintegrate their families and their communities, assists them to fructify their talents and to restore their dignity, and helps them to become independent and fully respected citizens. KnK assists children and youth, and works with its partners, regardless of their race, gender, religion, political or other beliefs. KnK establishes a better mutual understanding between those children and youth and people from other countries, especially children and youth from Japan. KnK promotes its partners to ensure them the best efficiency to achieve their goals.

1.2. KnK Japan in Pakistan

KnK Japan in Pakistan is active in Pakistan since 2005 working for the earthquake affected people in state of AJK and Khyber Pakhtunkhwa province of Pakistan. KnK Japan has established schools and dormitories and provided children and youth with professional training, guidance to parents and teachers in five villages in the affected districts of Mansehra (North-West Frontier Province, present-day Khyber Pakhtunkhwa or KPK Province).

In January 2010, KnK started a huge project of rebuilding the schools damaged or destroyed by the earthquake in Kashmir and Mansehra District. During a period of four years, forty schools were built and transferred to the Ministry of Education of Pakistan.

In September 2010, KnK moved into Kohistan and Shangla Districts, on the upper Indus River, to establish and support seventy nine (79) temporary schools in a flooded area. • In 2014, following the building of schools in Mansehra District, KnK started a program of building twenty schools over a three-year period in Azad Jammu and Kashmir. In these two programs of rebuilding schools in Mansehra, Azad Jammu and Kashmir, KnK also hosted training sessions for parents, communities, and teachers, conferences, guidance and organizational meetings, in collaboration with the Educational Department (Ministry of Education of Pakistan).

 Since 2005, KnK has been running its programs in Pakistan with its local partner "Friends Welfare Association", and with the support of Japan Platform and people all over the world.

1.3. Registration in Pakistan

KnK Japan is registered with Ministry of Interior (MOI) Pakistan on March 24, 2016 under registration number (4/2/2016-PE-III).

Khyber Pakhtunkhwa province of Pakistan, wherein KnK Japan and Friends Welfare Association Pakistan are collaborating on education with government is facing huge challenge of gender disparity in term of access to education. The aim of the program is "Promoting girls education through improved learning environment" with a particular focus on those who are out of school, by improving and strengthening the school learning environments". The major components of the program are given as under,

- School Facility Improvement for the Promotion of Girls' Education
- Training Session for Teachers, Parents and Students for Further Improvement of school Environment and Enhancement of Girls' Education
- Awareness Raising Activities to Promote Girls' Education
- Organization and Strengthening of Collaboration System Between Education Department and Schools

2. Executive Summary

On July 19, 2017, Kokkyo Naki Kodomotachi (KnK Japan) with its local partner Friends Welfare Association and Government of Pakistan's line departments with the financial support of Ministry of Foreign Affairs (MOFA) Japan has initiated the three years program (2017 to 2020) of "Promoting girls' education through improved learning environment in Khyber Pakhtunkhwa (KP) province".

The program has improved 19 school facilities with all requisites essential from the 9 union councils of the District Mansehra. Total of 1575 persons and 49% female including teachers, PTC members and students have participated in the events of capacity building. Total of the 19 PTCs and SRCs were established and strengthened by the program. Over 3853 local communities were mobilized and engaged for the promotion of girls' education through local advocacy groups. 39 Government education officials were trained and 61 education officials were directly involved for the better school management in respect to improve teachers' attendance, using modern teaching techniques and students' academic performance.

Evaluation study shows that the total of out of school children in the program villages of nine union councils are 2583 of which 2431 children were enrolled in the program schools. The achieved percentage remained 95%. The numbers of enrolled students in the 19 program schools increased from 3030 to 4621. The increase in the existing enrolled students retained at 34%. The program impacts the students' survival, retention and transition in the better way. Evaluation found that the survival ratio at primary level stand at 76% and completion at 61%. Moreover, completion ratio at secondary level retained at 48%. Program's effectiveness result into increase of 74% transition ratio at primary level and 43% at secondary level. Program has focused the quality of the teaching and best classroom practices through its quality inputs. The teachers' attendance improved from 70% to 96%, while 90% teachers have improved their teaching capacity and 85% were found practicing modern teaching techniques along with improving classroom practices. Evaluation study indicates that the capacity building program and enhanced participation of local communities through strengthening Parents Teachers Councils have effectively improved the functionality of PTCs and implementation of school development plans (SDP).

84% of PTCs have actually implemented SDPs by using PTC Funds and government conditional grant as well. The school students' participation is the instrument to harness the qualities and potential of children for their school development and quality education. Program has established 19 School Representative Councils (SRCs), of which 100% are functional and 90% are attending their meetings and programs regularly. The analytical results reflect that 85% SRCs involved and participated in their school management affairs. Similarly, 65% SRCs have actively planned and undertook the school based projects. Program has directly involved and provided opportunities of participation to more than 4000 children.

Community mobilization, engagement and awareness are the integral part of the program. Program mobilized and engaged more than 3853 members from the local communities of nine union councils. The established Community Advocacy Groups (CAGs) have launched massive and effective mobilization and awareness

campaign on the promotion of girls' education. These efforts resulted in increase of girls' enrolment to 39% at primary, 35% at middle and 10% at higher secondary level from the nine union councils of District Mansehra. CAG proved as vigilant forum to highlight the girls' education related issues and implement the right solutions with the liaison and support of the Education Department and local political representatives. CAGs strived to establish and upgrade the education facilities for access to girls' education at middle and secondary level.

The coordination and collaboration among the local communities, teachers, students and Education Department has been established through meetings, joint monitoring visits, information sharing and review meeting on the program progress. Evaluation study reveals that 90% School are facilitated by the education department through disbursement of conditional grants. The coordinated and collaborated efforts improved the school management and maintained physical and learning environment of program schools. Study also reveals that 100% of the concerned education officials at both Provincial and District level are well aware on the program planning, implementation and maintaining.

Key findings of Discussion by Evaluation Criteria

Relevance:
The evaluation study found that the program design was appropriate to the problems to be resolved at its design stage and its stated objectives correctly addressed the identified problems or real needs.

The program was particularly designed to address vulnerability of school age children that lacked adequate educational facilities. The purpose of the program was judged to be substantially relevant throughout the implementation period.

The program's outputs generally scored uniformly well in terms of the relevance of their purpose. The program is also relevant in relation to the National Education Policy 2017, Millennium Development Goals (MDGs) No. 2 and 3, the MoFA's strategy to the education sector and the KP Education Blueprint and strategic plans. The relevance of the program was found highly satisfactory.

Efficiency:
The study reveals that program resources (both; human and financial) were satisfactorily transferred into the intended results since the target numbers of beneficiaries have successfully accessed schools with enabling learning environment. It is found that FWA/KnK has managed the funds for the program and established coordination and monitoring mechanism at both office and field level.

It is found that program was implemented through effective planning, coordination and consultation with the prime stakeholders. The organizational management remained adaptable and able to resolve problems, provided advice and support and helped to build the capacity of the communities and local concerning institutions through cohesive coordination. The program was able to complete its core activities within the proposed timeframe and budget. Overall the efficiency of the program was considered satisfactory.

Effectiveness:

Effectiveness was found to be highly satisfactory as all the results directly contributed to the program overall objectives through providing better improved school facilities, capacity building, strengthening PTCs, SRCs, Community Mobilization, engaging and establishing coordination and collaboration with stakeholders. Program has delivered results including increased enrollment of out of school children, teachers' effectiveness, school management, students' participation and establishment of coordination and liaison with stakeholder of the program.

Impacts:

The achievements at purpose level contributed directly to attain the program's overall objective stated as "To promote girls education through improved learning environment", these intervention contributed to reduce the number of out of school children.

School facilities improvement, capacity building, strengthening school players (PTCs, SRCs and Community members), Mobilization, engagement and establishing coordination and collaboration mechanism have guaranteed access to improved learning environment among the beneficiaries. The increased competency in modern teaching methodology resulted into improved opportunities for quality education.

The program has proved its impact with the increased attendance and enrollment of school age children. It has enhanced the opportunities for out of school children particularly girls in the area. The Provincial, District Education Department and District Government Mansehra, have summarized the program as 'well aligned with KP Education plan".

In summary the program has achieved benefits for the target beneficiaries, which will have a wider overall effect on a larger number of school age children. These achievements contributed directly to achieving the overall objective and the impacts were therefore found to be satisfactory.

Sustainability:

The program puts more focus on the increase of girls' education through improved learning environment, building capacities of teachers, strengthening PTCs and Students' participation and revitalization of local responsive mechanism which contributed to an increased sense of local ownership.

 Institutional sustainability has been increased by working more in collaboration with provincial and district level government institutions. The program has strengthened education department, teachers and local communities to sustain the program interventions. In terms of financial sustainability, District Government and Education Department have been working in an environment where the provincial government is in a position to maintain established educational environment.

 Analysis of measures that have been integrated and put in place for the sustainability of program it has been concluded that program sustainability is found satisfactory.

3. Purpose of Evaluation

The main purpose of the terminal evaluation is to explain the outputs and outcomes of the three years program. Evaluation focuses the relevance, efficiency, effectiveness, impact and sustainability of the program. It also presents the overview of the program design with challenges and lessons learnt. The specific objectives of the terminal evaluation are the following:

- The terminal evaluation study generates evidence based results of the program to meet the expectation of stakeholders.

- Evaluation will describe the programmatic development to address the needs of the communities, children and educational institutions.

- The Evaluation will highlight and discuss the aspects of the program, best practices and methodologies to invent new approaches of practices.

- Assessing the outcomes and impacts of the program with the aspects of change theory in the development of education

- Communicate the impacts of the program with stakeholders and funding agencies

4. Methodology of Evaluation (Evaluation Focus)

Evaluation data was collected through:
- Comprehensive review of program documents,
- Individual interviews and focus group discussions with program beneficiaries
- Direct observations.

To the extent possible, information was triangulated, validated and cross-checked to analyses the aspects that determine the five parameters, namely: relevance, effectiveness, efficiency, impact and sustainability.

The documents reviewed included the program proposal (including the logical framework), technical and financial reports, and program reports. The program reports were found to be particularly helpful in examining the program progress in program timeline. The evaluation sampling criteria was done through consultation with the program staff to ensure equity in gender and geographical distribution.

4.1 Evaluation Design:

The evaluation design has been derived under the log frame approach. The evaluation has focused the impacts (short term), efficiency and effectiveness of the achieved outputs of the program. The design vividly explains that evaluation also include the process which produce the results of the program.

Evaluation design

Goal	
Purpose	Impacts (Results) → Evaluation
Outcomes	
Outputs	Efficiency and Effectiveness → Monitoring
Activities	

Results → Process
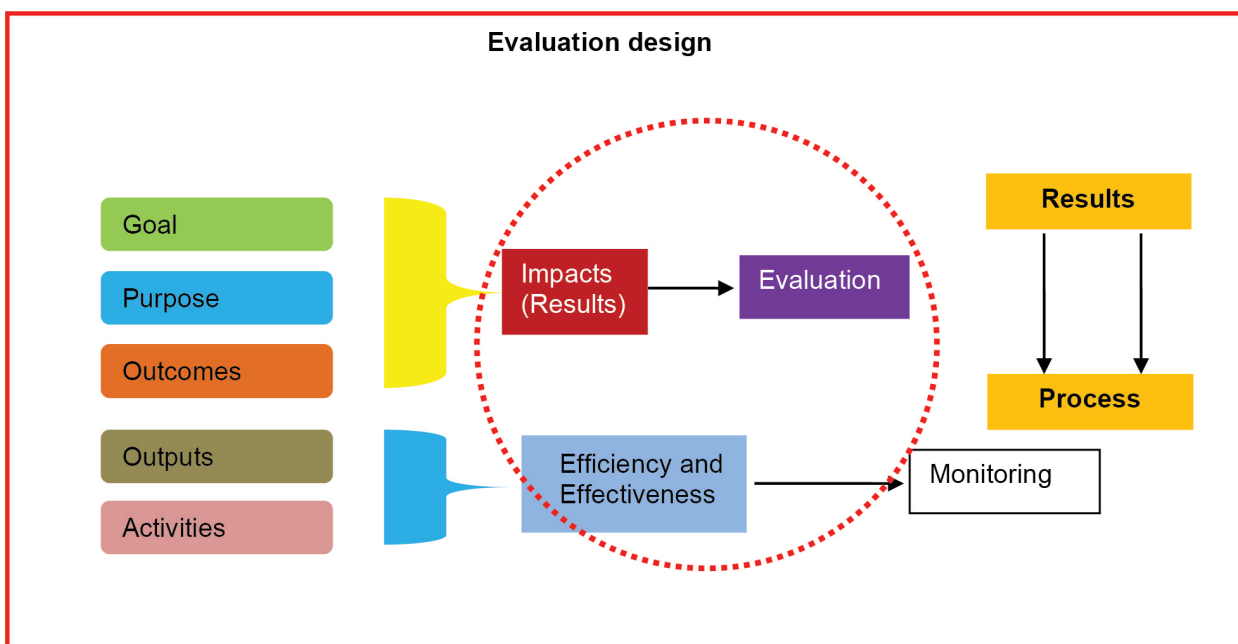
The figure clearly illustrates the evaluation design of the program. The program evaluation on the completion is known as mid-term evaluation. The medium level evaluation or terminal evaluation focuses the intermediate outcomes of the program.

4.2 Data sources and methods:

Evaluation indicators, performance measures, data sources, and methods used in the evaluation are described in this section. A clear description of how the evaluation was implemented will assure transparency and credibility of evaluation information.

The evaluation matrix has been developed which clearly indicates the evaluation criteria, data sources, and data collection methods. The matrix also indicates the basis of judgment (or criteria) on which data was collected, sorted and analyzed. (Annexure: Evaluation matrix).

The stakeholders involved in the evaluation are the following:

1. Education Department
2. Teachers
3. Students
4. Local Communities
5. ERRA/DRU
6. Program team

Data analysis approach is encompassing the triangular verification of the information collected by different stakeholders. The following steps have been taken for the collection of data;

a) Desk review of the program development and reports
b) Focus group discussions with teachers, students and members of the local communities including Parents Teachers Councils
c) Semi-structured interviews are also the source of the data
d) Physical Observation of the school facilities improvement

5. Participants of the Evaluation:

Tools	Frequency	# of total target participants	# of actual participants		
			Male	Female	Total
Physical Observation of school facilities	12	12	8	5	13
Semi-structured interviews (SSIs)	7	7	4	3	7
Focus group discussions (with teachers, students and communities)	14	140	93	55	148
Desk review	1	6	5	1	6
	34	165	110	64	174

Total of 174 persons have participated in the evaluation process and shared their views and comments on the program results.

6. Local Partner Organization Capacity to roll out the program interventions:

FWA has been working for the last 14 years. Five (5) departments are well established and delivered efficiently for program planning, development, implementation and monitoring. The following sections are functional accordingly:
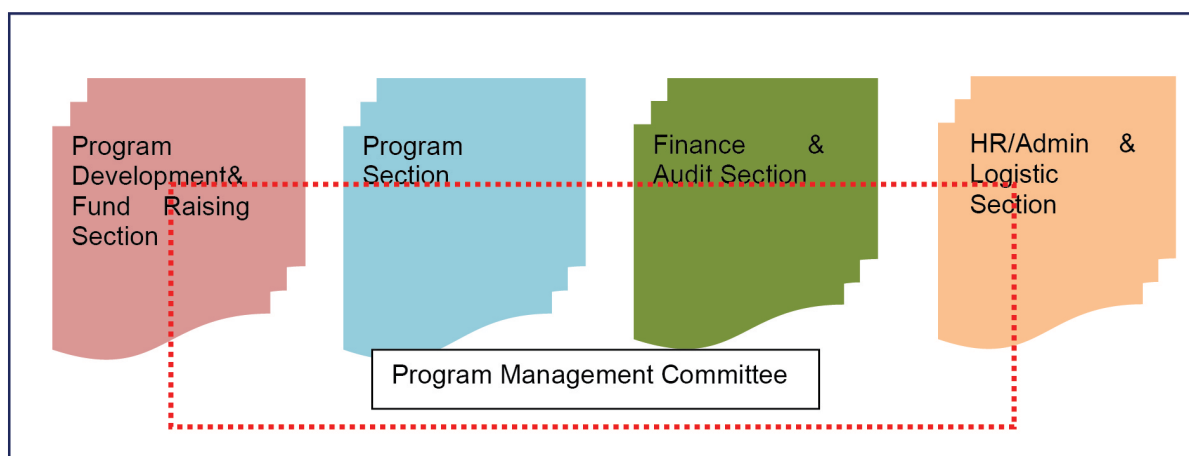
The figure illustrates that organization is mature and have a strong capacity to design, develop and implement the programs. The above mentioned sections have their operational manuals and policies guidelines which support the organization to deal with all functions in accordance with agreed and approved policies and manuals. The following instruments were analyzed during the evaluation of the program:

1. Program Policy Manual
2. Finance Policy
3. HR Policy
4. Procurement and logistic policy manual
5. Safeguarding policy

6.1 Program Resources:
MoFA and KnK provided adequate funds for the program implementation. FWA has placed twelve (12) highly experienced and capable staff for the planning, implementation and monitoring of the program interventions. The program was also facilitated by the supporting departments as finance, logistic and HR/Administration. The security measures have also been maintained by the immense support of organization and District Administration. The logistics support is also provided to staff for field activities. Head office resources pool also provided backstopping support to field staff as well as government institutions.

Human Resource	Qualification	Experience
Project Manager	MBA	Professional development practitioner (15 years' experience in development sectors)
Project Coordinator	Master in Arts	Expert Development sector (13 years' experience in development sector)
Project Engineer	B.Tech(civil)	Expert Engineer (15 years' experience in community based infrastructure development)
Assistant Project Engineer	DAE (civil)	Experienced Engineer (13 years' experience in community based infrastructure development)
M&E Office	Master in Arts	M&E Specialist (20 years' experience in development sector)
Community Mobilizers and Master Trainer	Master in Arts	Expert Community Development (15 years' experience in field operations and coordination including training)
Finance Manager	MBA (finance)	Expert (10 years' experience in finance management)
HR/Administration Manager	MBA (HR)	HR Professional (12 years' experience in administration and Human Resource Management)

7. Program Development Stages

Logic models are becoming an increasingly common feature of systematic reviews, as is the use of Programme theory more generally in systematic reviewing. Logic model offers a framework help to 'think' conceptually at various points during the review and can be useful tool identifying study inclusion and exclusion criteria, guiding the research strategy, identifying relevant outcomes, identifying mediating and moderating factors, and communicating review findings.

7.1 Logic Model category by program Development stages:

External Factors
Education policy
Education System and funding
Local environmental factors
Local population
School standards

Accompanying potential school level outputs
School standards/policy

Outputs
19 schools' facilities (buildings) improved with Safe and learning environment and essential requisite facilities such as furniture for children and teachers, safe potable water and clean toilets etc.

Teachers equipped with Pedagogical techniques are teaching in the 19 program schools

Parents Teachers Councils including local communities and education department have established strong liaison and working relationship.

School Representative Council established and participated in school affairs through demonstrating their abilities and life skills

Community Advocacy Groups established and functional to promote girls' education among the communities as well as education department

Education department officials, school management and local communities are well connected, and established strong links

Intervention inputs
Funds available
Program Management
Engineers, trainers and monitors

Aims
Focused on aims

Modified design characteristics
Involvement of professional engineers, community mobilization experts
Involvement of communities, teachers and students
Focus improve teaching/pedagogical techniques through integrating national curriculum

Core Elements of the program
1) School facilities improvement,

2) Training and follow-up with teachers, parents and students,

3) Community mobilization and establishing an advocacy system to promote awareness raising of girls' education, and

4) Strengthening cooperation among Education Dept., schools and communities

School level moderates
Reconstruction of School building
Out of school children
Quality Girls' education
Children enrolment
Teachers' capacity
Participation of communities, teachers and students

Intermediate Outcomes
Safe and friendly environments especially for female students is equipped and improved in selected 19 schools
Improved Enrolment of Out of school Children (OOSC) especially girls at target eight UCs where target schools are located.
Improved percentage of transition of female students from primary to secondary level at target (19) Schools
Teachers' motivations and quality of classes are improved
Schools, households, parents and local communities can cooperate and actively participate for improvement of girls' education and school management,
SRCs are composed of students who practice mutual cooperation between girls and boys, act more on their initiative on school activities and school matters
Each stakeholder recognizes realities and barriers regarding girl's education, and enhances the understanding on girl's education and girl's social participation,
Promotion system of girls' education improved including local govts., community representatives, civil organizations and community residents.
Collaboration system between local education department and schools to share and coordinate information and project sustainability is established and secured sustainability through developing and improving of management capacities and ability of operations.

Process matrices
Adherence
Socioeconomic and socio-demographic factors
Acceptability
Relevance

Macro-level distal Outcomes
Empowering women and improve the socio economic development of the area

The logic model helped to design research evaluation with the aspect of literature review and development of questions responding the criteria of evaluation. It is important to consider an evolving evaluation model, because programs are dynamic and change over time. Progress is affected by many aspects of the political and economic contexts. When it comes to evaluation, the stages are not always a once-and-done sequence of events.

The stage of development conceptual model complements the logic model. Figures show how general program evaluation questions are distinguished both by logic model categories and developmental stages. This places the evaluation within the appropriate stage of development (i.e., planning, implementation, and maintenance). The model offers suggested starting points for asking evaluation questions within the logic model while respecting the developmental stage of the program.

8. Program Description: (Results, conclusion description and interpretation)

8.1 Purpose of the program:

In Pakistan, a number of issues are raised on account of low attendance in school education. In such situation, provision of equitable quality education can lead to improvement of child protection and development, in particular disadvantaged girls caused by gender based discrimination, and overall human security. Recognizing these issues, the Ministry of Foreign Affairs Japan also steps in through their international partnership (KnK Japan) with civil society's organization (FWA) and governments for holistic development of vulnerable and unstable societies.

The program aimed to provide equitable quality formal primary and secondary education to girls, with a particular focus on those who are out of school, by improving and strengthening the school learning environments. It also targeted to achieve SDG goal that ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

8.2 Statement of Need:

In KP province, there are 2.5 million out-of-school students among 71 million children who are supposed to enjoy school education, and UNICEF reports that students' dropout rate and child labor are serious problems.

The major reasons of the high drop-out rate are attributed to a lack and low maintenance of school buildings, low quality education, such as teachers' dominant educational approach and teachers' frequent absence. In particular for girls, their parents don't allow them to go to schools because of a lack of school building, hygienic facilities and deficiency in female teachers. It is concerned that dropout from school education promotes gender gap, girls' early marriage and heavy engagement in domestic work, which are major factors of poverty, low-income and loss of creation of future employment opportunities.

Furthermore, knowledge and awareness for the importance of girl's education and gender based discrimination are very low and limited among communities and staff of the local education department; therefore they are not capable of making big progresses on these issues. In another aspect, efforts to improve the awareness of the importance of girls' education and education quality are not made from the local community side, as students and parents have few chances to participate in school development activities.

8.3 The program Summary:

KP province suffers from a huge gap in gender in term of access to education. In Mansehra Dist., where KnK has established a close collaboration with the government, KnK and FWA implements 1)school facilities improvement, 2)training and follow-up with teachers, parents and students, 3)community mobilization and establishing an advocacy system to promote awareness raising of girls'

education, and 4)strengthening cooperation among Education Dept., schools and communities, in 19 selected schools (primary, middle &high), to improve school environment and secure drop-outs' access, especially girls' access to education. The program focuses on public schools in Mansehra in three phases,(Reference: approved KnK project summaries)

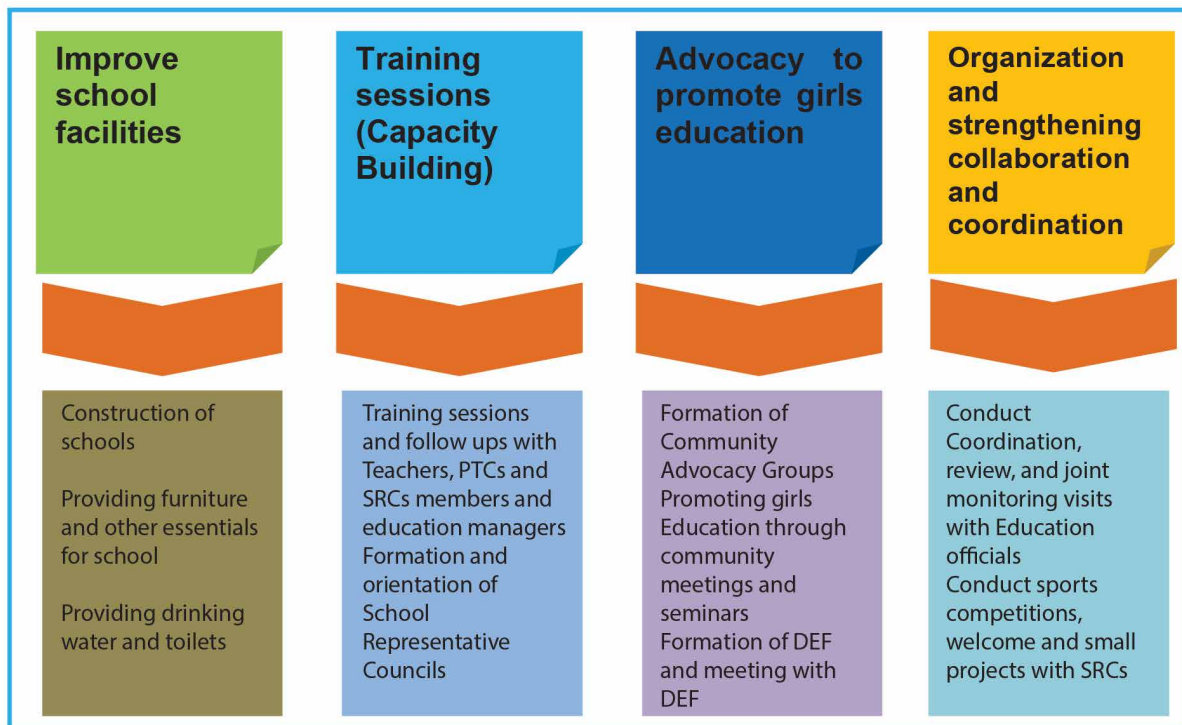## 8.4 Logical Model of Program: (Activities, Outputs, Outcomes)

Activities	Results	indicators
C-1: School Facility Improvement for the Promotion of Girls' Education		
Construction of schools building Providing furniture and other essentials for school Providing drinking water and toilets facilities	Safe and friendly environments especially for female students are equipped in selected 19 schools, Improved Enrolment of Out of school Children (OOSC) especially girls at target nine UCs where target schools are located. Improved percentage of transition of female students from primary to secondary level at target (19) UCs	Safe and protective physical environment especially for female students is ensured at target nineteen (19) schools. Enrolment rate is improved from 50% to 95%, Dropout rate of female students is decreased from 60% to less than 0 %, and Female completion rate is improved from 55% to 70%. (Completion rate of primary education is 70% at present, secondary education is 65% at present) Transition rate from primary to secondary for girl's students is improved to 70%.
C-2: Training Sessions with Staff of Local Education Department, Teachers, Parents and Students for Improving Girls' Education		
Training sessions with teachers Training sessions with Education managers Training sessions with PTCs s members and follow up Conduct Generic sessions with teachers Follow up with teachers, PTCs and SRCs members and education managers Formation and orientation of School Representative Councils	Teachers' motivations and quality of classes are improved, Schools, households and local communities can cooperate for improvement of girls' education and school management, Parents recognize the importance of girls' education and they will positively participate in school management activities through PTC and support their children's study and developmental process, and SRCs are composed of students who practice mutual cooperation between girls and boys, will act more on their initiative on school activities and school matters	Ensured Action plans and actual implementations done by the education department officials, Teachers' attendance is improved from 70 % to 96 %, 85% of Teachers practiced teaching methods learned from the training, 90 % of teachers is improved teaching methods, PTCs get functioned and 84 % of PTC members implement actions (school development plans) to improve girl's education in schools and/or communities, 70 % of parents of female students attend PTC, and 100% PTCs hold meetings regularly, 100% SRCs formed and oriented on their roles and responsibilities SRC meetings are regularly held and participated 90% members including girl children, Actual implementations to enhance the importance of girl's education done by SRCs.

Activities	Results	indicators
C-3: Community Mobilization and Establishing an Advocacy System to Promote Awareness Raising of Girls' Education		
Formation of Community Advocacy Groups Formation of DEF and meeting with DEF Promoting girls Education through community meetings and seminars	Each stakeholder (govt., community, parents, and educators) recognizes realities and barriers regarding girl's education, and enhance the understanding on girl's education and girl's social participation, Promotion system of girls' education will be made including local govts., community representatives, civil organizations and community residents.	Organized and Oriented 8 Community Advocacy Groups (CAGs) on the roles and functions CAG meetings are regularly held, (at present, no meetings are held). Actual implementation of advocacy groups (1 or more per group), appealing on promoting girls education to government and village communities (enrolment of out of school children) Collect cases of improvement of understanding on girl's education among local villagers Dialogue with local communities on KAP survey's results in terms of community awareness improvement,
C-4: Organization and Strengthening of Collaboration Systems Between Education Department , Schools and Community		
Conduct Coordination, review, and joint monitoring visits with Education officials Conduct sports competitions, welcome and small projects with SRCs	Collaboration system between local education department and schools to share and coordinate information is established. Education department officials will develop their management capacities through co-monitoring visits and program sustainability is secured. Education Department officials' ability of operation and management have improved to sustain program interventions	Actual implementation of measures or action plan that education department officials made, and 80% of the education department officials will answer that they could realize the importance of information sharing and coordination with schools. Examples of implementation of school management improvement which officials of department of education followed (more than 2 examples during the period),

Reference: Approved program summaries of three phases

8.5 Program Activities

The program activities have been designed under the main four components. The figure gives a glance to activities under the components:

Improve school facilities	Training sessions (Capacity Building)	Advocacy to promote girls education	Organization and strengthening collaboration and coordination
Construction of schools Providing furniture and other essentials for school Providing drinking water and toilets	Training sessions and follow ups with Teachers, PTCs and SRCs members and education managers Formation and orientation of School Representative Councils	Formation of Community Advocacy Groups Promoting girls Education through community meetings and seminars Formation of DEF and meeting with DEF	Conduct Coordination, review, and joint monitoring visits with Education officials Conduct sports competitions, welcome and small projects with SRCs

### 8.5.1 School Facility Improvement for Girls' Education

Total of 19 schools including 16 primary schools, one (1) girls' junior high school and 2 girls' high school have been reconstructed. – All of these provided education under very vulnerable learning environments i.e. Open sky school / temporary shelters) were chosen with an assistance of local authorities, and fully equipped school buildings along with hygienic facilities have been reconstructed in line with the govt's criteria. There was strong need of targeting girl' junior high and high schools, because of gender discrepancy in secondary education. These schools were chosen in the areas that have potential of large number of students' to expand the opportunity for female students to continue education at secondary level. In addition to school buildings, other facilities and necessary educational equipment have also been provided.

8.5.1.1 Phase wise facilities improved

# of Schools (facilities improvement)			Total Schools
Phase-I	Phase-II	Phase-III	Total
4	8	7	19

Promoting girls education through improved learning environment in KP Province

8.5.1.2 Geographical coverage:

The program has been implemented in the nine union councils of District Mansehra.
The figure depicts the number of targeted schools in each Union Council.

# of Schools per target Union Councils
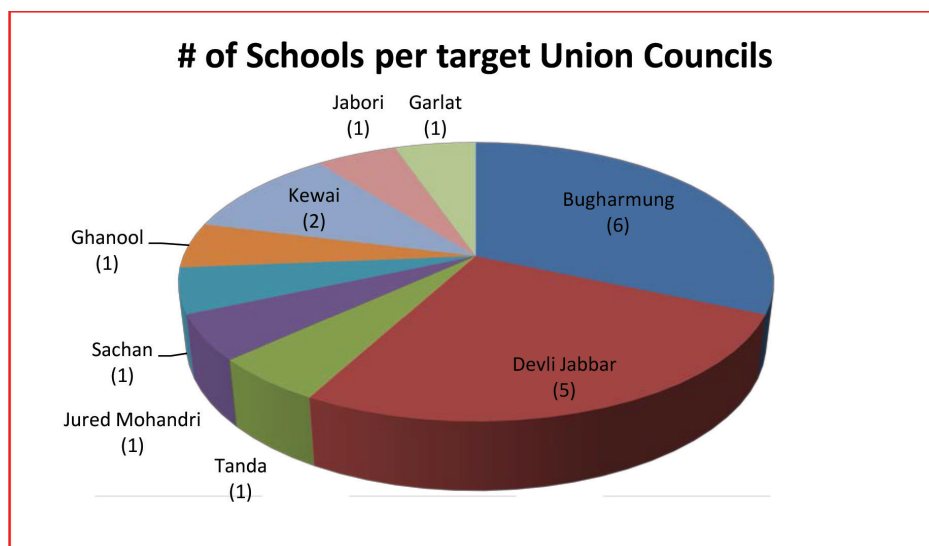
8.5.1.3 Detail of Schools facilities improvement

Phases #	UC Name	Name of schools	Type of Structure
1	Bhogharmung	GPS Bakki	RCC (Reinforcement of cement concrete)
2	Bhogharmung	GGPS Chontri	Lightweight Pre-Engineered (LW-PE)
3	Tanda	GPS Bajna	RCC
4	Devli Jabbar	GPS Thar	RCC
5	Devli Jabbar	GPS Chota Bala	LW-PE
6	Garlat	GGMS Garlat	LW-PE
7	Bhogharmung	GPS Baki Nalla	LW-PE
8	Bhogarmung	GGPS & GPS Nadhar	LW-PE
9	Jared Mohandri	GGHS Jared	RCC
10	Sachan	GPS Tereda Panjool	RCC
11	Devli Jabbar	GPS Katha Bala	LW-PE
12	Devli Jabbar	GPS Chapri Katha	LW-PE
13	Jabori	GPS Niki Mohri	LW-PE
14	Kawai	GPS Ratta Nalla	RCC
15	Bhogharmung	GPS Basala	LW-PE
16	Bhogharmung	GPS Qazikhait	LW-PE
17	Devli Jabbar	GGPS Baso	LW-PE
18	Kewai	GGHS Kewai	RCC
19	Ghanool	GGPS Baida Ghanool	LW-PE

8.5.1.4 Detail of furniture provided by program:

S.No	Description	Planned Qty	Distributed Qty	# of served schools
1	Desk/Benches	949	949	19
2	Rostrum	78	78	19
3	Steel Almarah	22	22	19
4	Notice Board	21	21	19
5	Office Tables	7	7	6
6	Office Chairs	48	48	4
7	Principal Chairs	6	6	4
8	Students Chairs	80	80	2
9	Side Rack	8	8	2
10	Stools for lab	80	80	1

8.5.2. Training Sessions with Staff of Local Education Department, Teachers, Parents and Students for Improving Girls' Education

The training sessions were undertaken with teachers, members of Parents Teachers Councils (PTCs), school representative councils (SRCs) and education managers from the local education department to promote safe learning environment where all children can equally learn without any gender discrimination.

8.5.2.1 Detail of Training Sessions:

Activities	Targets	Ach	Variance	Target participants	# of participants		
					Male	Female	Total
Teachers Training	3	3	0	111	57	54	111
PTCs training	3	3	0	151	112	57	
SRCs training	3	3	0	186	103	83	186
Education Manager's training on CFIS	1	1	0	29	29	10	39
Generic Sessions	19	19	0	96	14	46	60
Welcome campaign & sports competitions	7	7	0	1000	480	530	1010

Total of 1575 persons including teachers, PTC members and students have participated in the events of capacity building. Of the 49% (780 out of 1575) female attended the events.

8.5.3 Advocacy and Community Mobilization to Promote the Awareness of Girls' Education

To foster the community mobilization and engaging local communities, Community advocacy groups were formed at village and Union council level to share issues on girl's education. The groups comprised of 10 representative members from the respective Union Councils. The groups have undertaken several lobbying activities to encourage the local authorities to improve opportunities for girl's education.

Two KAP studies were carried out in the 5 union councils of District Mansehra by involving variety of stakeholders such as students, parents, teachers, villagers and persons from the local authorities.

Advocacy campaign also included the informative material to raise awareness among the stakeholders and partner communities. About 3,000 newsletters, brochures and posters, containing the subject of enhancement of girls' education and promoting behavioral change of villagers, have been issued and distributed to the target schools and other concerned in the target areas.

Activities	target	Ach	Variance	# of participants
Conduct KAP Study	2	2	0	345
Formation of CAGs	8	8	0	80 (10*8)
Meetings of CAG	16	16	0	400(16*25)
Development of Newsletter and broacher/posters	6	6	0	3000
Village seminars	5	5	0	320
District Education Forum	1	1	0	55
District Education Forum meeting	1	1	0	45

8.5.4 Organization and Strengthening of Collaboration Systems between Education Department, Schools and Community

Thirty Nine (39) education officials (managers) were oriented on the program interventions and standards for Child friendly inclusive schools. The plan was drawn to engage local education department rigorously in all stages of the program development. In this connection joint monitoring visits, coordination, progress review meeting and follow ups were planned and conducted regularly.

Activities	Targets	Achieved	# of participants		
			Male	Female	Total
ASDEOs meetings	15	13	7	5	12
Joint Monitoring meetings	22	19	12	7	19
Coordination meetings	9	9	8	7	15
Progress review meetings	6	9	10	5	15
Generic Sessions	19	19	14	46	60
Welcome campaign & sports competitions	7	7	480	530	1010

8.5.5 Beneficiaries of three years program:

	# total	Male	Female
Direct Beneficiaries			
Students	4621	2079	2542
Teachers	111	57	54
Education Officials	69	45	24
PTCs members	169	112	57
Community members	1300	1000	300
Total	6270	3293	2977
Indirect Beneficiaries			
Local village communities	119,600	62192	57408
Total	**125,870**	**65485**	**60385**

9. Outputs of the program:

- 19 schools facilities (buildings) have been improved, safe learning environment is provided with essential requisite facilities such as furniture for children, teachers, safe potable water and clean toilets etc.

- 111 school Teachers equipped with Pedagogical techniques and are teaching in the targeted schools

- 19 Parents Teachers Councils including local communities and 39 education officials got exclusive training and have strong liaison and are establishing good working relationship

- 19 School Representative Councils established and participated in school affairs through demonstrating their rights, abilities and life skills

- 8 Community Advocacy Groups established and are engaging communities and education department for the promotion of girls' education

- Of 50 meetings including joint monitoring visits by engaging 61 education officials have established and strengthened collaborative efforts for the improvement of school management and coordination

10. Outcomes of the program

10.1 Safe and friendly environments especially for female students is established in selected 19 schools,

It was physically observed that the program's schools have protective physical environment with well-ventilated rooms, veranda and play areas. The schools also have all adequate facilities including electric fans, contingent lights, clean drinking water, and group latrines for both girls and boys students. During the discussion the students' satisfactory level was found very high.

Evidence-1:

Shamim Akhtar of Grade-7th from GGHS Jared told that I never dreamed such beautiful school in remote village of Khagan Valley, Mansehra District. This is my second year in this school. My first year was very disturbing because of non-availability of rooms and benches. I sat on the stone in open sky for the whole year. No one can realize the vulnerable situation of my school. I was about to leave my studies in last year with very solid and valid reasons including teachers absentees, no teaching, no classroom, no examination and most of the my class fellows has the same feelings. One day I listened from my teacher, that FRIENDS/KnK will reconstruct our school building. That was a big news and I remember that all of my class fellows were very excited and started jumping in happy mood.
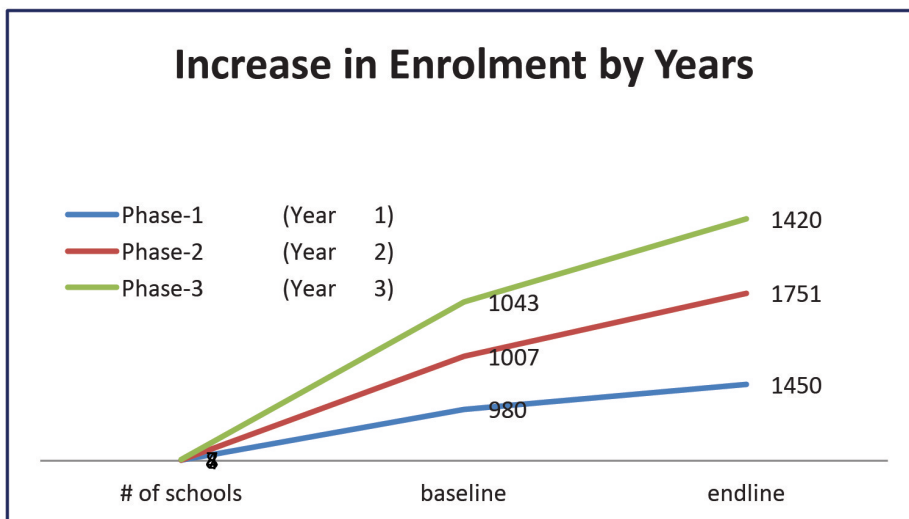
Within few months the environment was completely changed. New school building was reconstructed and the day we shifted to new school building will remain most memorable day of my life. Now I study in a school that has facility of furniture, toilet, boundary wall and playground and is safe from tough weather condition. Now I feel much improvement while learning lesson in classroom and performing classroom activities. Our teachers are now regular and teach us with full zeal. Now I can't think of leaving school with such an improved environment. (12th December 2019)

Hameeda Gull (GGMS Garlat, secondary school teacher) commented that I have been teaching in this school for last seven years. Our School's building was destroyed in the 2005 earthquake. We have tried best to request the relevant departments for the reconstruction of our school. But we were never heard. We had have many meetings with the provincial and district officials for the reconstruction of the building. Local MPAs and MNAs were also contacted but it remained fruitless. I felt very dishearten because of teachers and students absentees. Out of seven, two teachers went on long leave, which affected the academic performance of my students. We faced this situation not for two or three years but for 14 years. In such situation only 280 students (instead of 500) have completed their junior high school education. Reconstruction of new school building with provision of all necessary facilities has considerably improved students attendance, enrolment, academic performance and attendance of teachers.
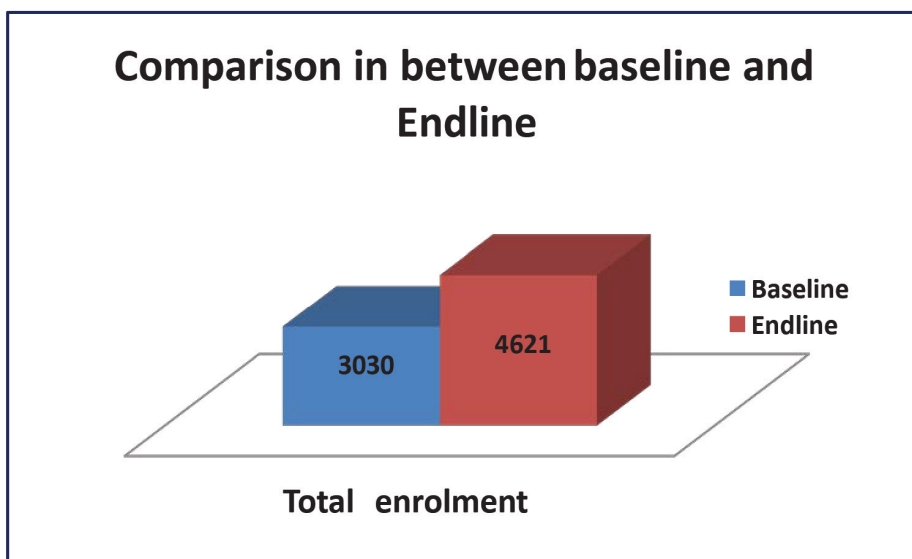
10.2 Improved Enrolment of Out of school Children (OOSC) especially girls at targeted nine UCs

Review of program's reports and filed level data reveals that the enrolment of out of school children particularly girls has increased from 50% to 95%. Statistics of the enrolment is given in detail in the following figure.

10.2.1 Enrolment

Increase in Enrolment by Years

- Phase-1 (Year 1)
- Phase-2 (Year 2)
- Phase-3 (Year 3)

	# of schools	baseline	endline
		980	1450
		1007	1751
		1043	1420

10.2.2 Comparison of increase in enrolment

Comparison in between baseline and Endline

- Baseline: 3030
- Endline: 4621

Total enrolment

The increase in existing enrolled students retained at 34%.

## 10.2.3 Enrolment of Out of school Children:

Total number of out of school children in nine union councils of the program were 2583. Out of these 2583 out of school children, 2431 were enrolled as a result of program interventions. Thus the achieved percentage of enrolled out of school children remained at 95%.

10.2.3.1 Detail of children population in target villages by out of school and enrolled children

Villages	Village Population (2017)	Projected Children population	# Out of school children enrolment		
			Baseline (from start of program) OOSC	Endline (end of the program) ENROLMENT	Achieved %
Baki Pakha	1601	256	128	106	83
Chontri	1222	196	98	85	87
Bajna	3407	545	273	373	137
Thar	2024	324	162	131	81
Chota Bala	1178	188	94	99	105
Katha Bala	1443	231	115	93	81
Chapri Khata	1451	232	116	56	48
Baki Nalla	1203	192	96	54	56
Nidhar	899	144	72	112	156
Jareed	5000	800	400	320	80
Treda Panjool	1833	293	147	141	96
Niki Mohri	1280	205	102	157	153
Ratta Nalla	1194	191	96	115	120
Kewai	1738	278	139	80	58
Qazikhait	1222	196	98	50	51
Basala	1505	241	120	237	197
Baso	1443	231	115	40	35
Baida Ghanool	1075	172	86	80	93
Garlat	1575	252	126	102	81
	32293	**5167**	**2583**	**2431**	**average 95%**

Source: Data source is census report 2017, village survey and IMU data bank

10.2.3.2 Comparison between Out of School and Enrolled Children
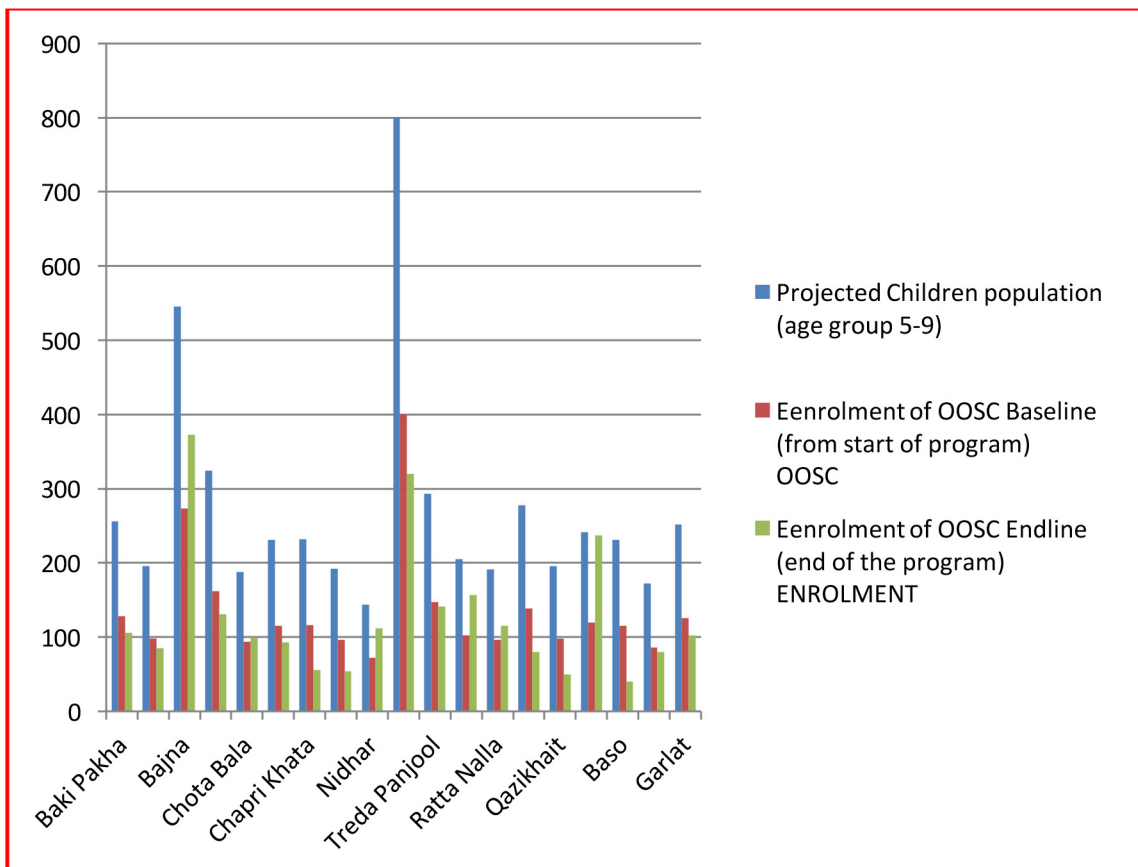
10.3 Improved percentage of transition of female students from primary to secondary level at target (19) Schools.

Reference to KP Department of Elementary and Secondary Education statistics for the year 2018-19, the retention at primary education level from kachi to 5th grade is 62% for boys and 45% is for girls. While at the secondary level it is 57% for boys and 52% for girls. The survival ratio found in the statistics report is 58% for boys and 42% for girls. Comparison of this statistics with the 16 primary program schools shows that survival ratio improved from 50% to 76%. This increase is a result of providing safe and enabling learning environment in the program schools.

10.3.1 Primary level Survival and Completion rate

Survival and completion rate of school children was extracted after having detailed review of assessment (baseline) report and program's completion reports. The survival rate of the students in 16 primary schools of program is 76% and completion rate is 61%. The survival rate was calculated at grade 4 and completion rate at 5th grade over the cycle of six years. On the other hand the survival at secondary level found at 52%. Comparing 42% of completion rate given by KP-E&SE, program achieved 48% particularly in girls' secondary education from target 3 Secondary Schools.

Definition:
Percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition.

Calculation method:
Divide the total number of students belonging to a school-cohort who reached each successive grade of the specified level of education by the number of students in the school-cohort i.e. those originally enrolled in the first grade of primary education, and multiply the result by 100. The survival rate is calculated on the basis of the constructed cohort method, which uses data on enrolment and repeaters for two consecutive years.

Reference: http://uis.unesco.org/en/glossary-term/survival-rate-grade#slideoutsearch

#	UC Name	Name of schools	# of students in 2015	# of students in grade 4	# of repeaters	# of students in 5th grade	survival rate%	# graduated from primary education	completion rate%
1	Bhogharmung	GPS Bakki	80	45	3	42	68	41	51
2	Bhogharmung	GGPS Chontri	45	35	1	34	82	33	73
3	Tanda	GPS Bajna	210	190	1	189	93	185	88
4	Devli Jabbar	GPS Thar	189	176	3	173	93	170	90
5	Devli Jabbar	GPS Chota Bala	70	58	0	58	84	55	79
6	Bhogharmung	GPS Baki Nalla	54	37	4	32	69	30	54
7	Bhogarmung	GGPS & GPS Nadhar	25	16	2	14	68	12	48
8	Sachan	GPS Tereda Panjool	24	13	1	12	71	10	42
9	Devli Jabbar	GPS Katha Bala	67	47	4	43	73	40	60
10	Devli Jabbar	GPS Chapri Katha	23	17	0	17	75	15	65
11	Jabori	GPS Niki Mohri	67	38	0	38	69	35	52
12	Kawai	GPS Ratta Nalla	78	42	0	42	75	40	51
13	Bhogarmang	GPS Basala	178	165	3	162	92	155	87
14	Bhogharmung	GPS Qazikhait	27	19	1	18	71	16	59
15	Devli Jabbar	GGPS Baso	20	9	0	9	65	7	35
16	Ghanool	GGPS Baida Ghanool	29	17	2	15	63	14	48

Source; baseline data, KP-E&SE and reports

The program achieved average of 61% completion rate at primary school.

10.3.2 Table: Secondary level Survival and Completion rate

#	Name of schools	# of students in 2015	# of students in 6 grade	# of repeaters	# of students in 10th grade	survival rate%	# graduated from secondary education	Completion rate%
17	GGMS Garlat	72	72	2	39	54	38	29
18	GGHS Jared	45	37	5	26	58	25	45.
19	GGHS Kewai	65	19	2	29	45	27	71
		182	128	9	94	52%	90	

48% average

Source; baseline data, KP-E&SE and reports

10.3.3. Transition from primary to secondary level and High Secondary level

Unfortunately, some of the Union Councils have no middle or high school for girls in the District Mansehra. Therefore the access of the girls to secondary education is more difficult due to long distance of secondary schools. For instance union council Kewai has a middle and high school for the population that is scattered across 7 to 8 kilometer in hilly area. In mountainous areas access is very challenging. In this scenario the transition rate among girls is not so satisfactory.

The transition rate from primary to secondary level was found 74% in average. While the transition rate of the secondary to high secondary level is 43%. The below table gives the detail of the transition rate at both primary and secondary level.

Definition
Number of students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.

Calculation method
Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

Reference: http://uis.unesco.org/en/glossary

10.3.3.1 Table: Transition rate from primary to Secondary and secondary to high secondary level

#	UC Name	Name of schools	# of passed students	# of enrolled students in 6th grade	Transition rate%
1	Bhogharmung	GPS Bakki	41	31	76
2	Bhogharmung	GGPS Chontri	33	27	82
3	Tanda	GPS Bajna	185	169	91
4	Devli Jabbar	GPS Thar	170	150	88
5	Devli Jabbar	GPS Chota Bala	55	37	67
6	Bhogharmung	GPS Baki Nalla	30	22	73
7	Bhogarmung	GGPS & GPS Nadhar	12	8	67
8	Sachan	GPS Tereda Panjool	10	7	70
9	Devli Jabbar	GPS Katha Bala	40	35	88
10	Devli Jabbar	GPS Chapri Katha	15	12	80
11	Jabori	GPS Niki Mohri	35	29	83
12	Kawai	GPS Ratta Nalla	40	28	70
13	Jabori	GPS Basala	155	97	63
14	Bhogharmung	GPS Qazikhait	16	7	44
15	Devli Jabbar	GGPS Baso	7	4	57
16	Ghanool	GGPS Baida Ghanool	14	13	93
					74% Average
Transition Secondary to High Secondary level					
17	Garlat	GGMS Garlat	38	20	53
18	Jared Mohandri	GGHS Jared	25	12	48
19	Kewai	GGHS Kewai	27	8	30
					43% average

Source: School follow up and Completion Reports

10.4 Teachers' motivations and quality of classes are improved

Indicators:
- Ensured Action plans and actual implementations done by the education department officials
- Teachers' attendance is improved from 75 % to 96%
- 85% of Teachers practiced teaching methods learned from the training
- 90 % of teachers have improved teaching methods

10.4.1 Teachers' attendance:

#	Name of schools	# of teachers	Attendance ratio
1	GPS Bakki	5	90
2	GGPS Chontri	6	92
3	GPS Bajna	11	95
4	GPS Thar	6	95
5	GPS Chota Bala	2	97
6	GGMS Garlat	8	95
7	GPS Baki Nalla	2	97
8	GGPS & GPS Nadhar	6	96
9	GGHS Jared	14	95
10	GPS Tereda Panjool	2	97
11	GPS Katha Bala	2	97
12	GPS Chapri Katha	2	97
13	GPS Niki Mohri	4	95
14	GPS Ratta Nalla	3	98
15	GPS Basala	7	97
16	GPS Qazikhait	4	98
17	GGPS Baso	2	99
18	GGHS Kewai	8	93
19	GGPS Baida Ghanool	2	97
		96	96% average

Source: Baseline and School Follow up reports

96% of teachers' attendance during the academic year (2018-2019) reflects the improved teachers' attendance in program schools.

10.4.2 Teachers practiced teaching methods:

Desk review of programs' documents reveals that teachers' capacity building events were planned and conducted to focus modern teaching methods and techniques. It was also found that pre and post assessment of the teachers' practices were conducted and analysis was reported accordingly. The analysis of assessment is briefly given in below table:

Pre-Assessments Analysis (Baseline)	Post-Assessment Analysis (Endline)
56% of teachers try their best to organize the classroom while just 2% have skills to manage their classrooms.	90% of teachers are organizing their classrooms well
8% of teachers provide clear directions for classroom tasks	75% of teachers understand the methods/strategies for classroom management.
40% of teachers did not use classroom tasks to involve the students while 30% teachers have expertise to use classroom tasks	81% of teachers use classroom tasks to involve the students and 65% have expertise to practice classroom tasks during their lesson.
28% of teachers maintained positive relationship with their students	92% of teachers maintained the positive relationship with students and able to practice with their students
44% of teachers conduct different types of assessment techniques during the lesson	95% of teachers use the different techniques of assessment during lesson
8% of teachers use activities that promote collaboration, discussion and interaction	75% of teachers use the variety of tasks that promote collaboration, discussion and interaction during the classroom lesson and shown their motivation
32% of teachers apply structured behavioral approach in their classrooms	88% of teachers apply structured behavioral approach through their lesson plans
65% of teachers use brainstorming, motivational and triggering in the beginning of lesson	90% of teachers use brainstorming, motivational and trigging questions in the start of lesson
54% of teachers communicate clear plan and objectives of their lesson	90% of teachers' communicate clear plan and objectives of lesson and motivate students
48% of teachers try to use range of teaching techniques to involve all students of class	75% of teachers use the range of teaching techniques to involve all students in classroom
5% of teachers use heterogeneous and homogeneous grouping in the classroom practices	65% of teachers use the grouping approach; heterogeneous and homogeneous in their classrooms

Source: Generic Session Report 2019

Discussion with teachers, review of pre and post assessment of teachers reveals that 90% teachers have improved teaching methods (understanding level) but 85% teachers are practicing modern teaching methodologies in the program's schools. A specific report on the mentoring sessions also indicates the finding acquired through classroom observation are giving an analytical view of teachers' effectiveness and course of action.

Classroom observation indicates that mostly teachers have shown their command on their content topic and started to deliver the lessons by using interactive methods. There are few schools where there are less teachers compared to the enrolment of the students. They used multi-grade teaching strategies. In this scenario classroom task could not be undertaken by teachers. The teachers in some other schools are practicing this strategy to involve the students through classroom tasks. Most of the teachers have vast experience of teaching. But the incorporation of new methods, techniques and strategies to keep all students with the learning process need further improvement in their lesson plans. However, some of the teachers had well-written lessons' plans for teaching his/her class. They were delivering their lessons by using modern techniques and methods. It was found that teachers conducted these activities regularly during the classroom teaching. Some of the teachers are going to include other innovative activities to enhance students' understanding on the topics. But it was closely observed that teachers were doing grouping on the basis of '' students seated in proximity' 'The most of the teachers ask questions to students in the start of lesson, but the questions were not motivational. Some teachers used trigging question technique as brainstorming to assess their prior knowledge on the topic. It was observed in the classroom that most teachers use simple technique of assessment; asking questions in the last part of the lesson. Beside this, the teachers also conducted short summative tests during the instructional time. Teachers used different techniques but observation depicts that short lecture, reading, using blackboard for writing or drawing of figures and task assignment. Some of those teachers applied different techniques combining interactive discussion, group discussion, and motivational activities in the classroom.

10.5 Schools, households, parents and local communities can cooperate and actively participate for improvement of girls' education and school management

Indicators:
100% of PTCs hold meetings regularly with 70 % participation of female PTC members
PTCs get functioned and 84 % of PTC members implement actions (school development plans) to improve girl's education in schools / communities

The program reports indicate that 19 Parents Teachers Councils are functional and holding their monthly meetings regularly. It also reveals that 38% of female members of PTCs regularly participated in the monthly meetings. The PTCs meetings discussed the action points and implementation of school development plans. Major issues that were fluently discussed in the school development plan were teachers' deficiency, teachers' attendance and academic performance. The school development plan proved as very effective tool to gauge the development progress with transparency and accountability. Total of 16 PTCs (84%) from the program schools have actually implemented their School Development Plans. The below table gives clear pictures of PTCs fund utilization capacity and school management and development:

10.5.1 Specific cases: (evidence)

PTCs	Plans Implemented
GPS Bakki	PTC of GPS Baki is active, well connected with local community and district education department. PTC has constructed school boundary wall and maintained reconstructed school building with the conditional grant from KP Education Department. PTC strived to identify the out of school students and increased 35% of school enrolment through its campaign.
GGPS Chontri	PTCs Chontri has implemented its School Development through getting conditional grant from the government. PTCs constructed and completed the projects including boundary wall, group latrine, recreational equipment in playground and appointed volunteer teacher to meet the deficiency in their school.
GPS Thar	The Parents Teachers Council of GPS Thar is active, fully functional and participated in their school management affairs. It composes of 8 members from the local communities. The main issue was the reconstruction of destroyed school building and safe learning environment for school children. PTC has played very effective role in the reconstruction of School building and acquired conditional grant from the KP government to construct boundary wall in the school. PTCs took an innovative initiative to bring out of school children to school. The council has involved local Masjid Imam in the enrolment campaign and got 34 children enrolled in school. Now the annual increase in the enrolment is 20%. PTC has strong liaison with local community and with education department.
GPS Chota Bala	PTC of Chota Bala School has implemented school development plan, including construction of boundary wall and group latrines. PTC was trained on the project management, record keeping and community participation. There is an issue of teacher deficiency in school. PTC has conducted various meetings with education department and local political representatives and is striving to meet the needs of teachers.
GGMS Garlat	GGMS Garlat has female members in their council. The council has constituted male support group from the parents' of children. The support group along with council members started its immense campaign for the up gradation of middle school to high school for the girls. They succeeded and local MPA has got approval from the provincial government. Garlat PTC has implemented the conditional grant provided by Government.
GGPS & GPS Nadhar	Parents Teachers Council of GPS Nadhar has achieved the 80% increase in enrolment for Girls and Boy primary school. The increase resulted in the emerging demand of one more teacher. PTC has furnished their school with safe boundary wall and latrine blocks separately for both boys and girls and improve physical environment by using their conditional grant. PTC has appointed volunteer teacher from the local area from the PTC fund with the approval of higher authority.
GGHS Jared	Jared is the main revenue village of UC Mohandri in Khagan Valley. Government Girls High School has been reconstructed in 2019 with the support of FWA and KnK Japan. The group of female members of the council is active and is efficiently managing the internal school affairs. With the support of local communities and community based organization, PTC has raised the demand of higher secondary school before government officials and Members of KP Assembly. 23 girls will graduate from secondary education of this school, but there is no facility of higher secondary education in the area. PTC has implemented conditional grant for school improvement and meet the needs of the school and students. PTC strived for the increase of enrolment and obtained 42% increase in existing enrolment.
GPS Niki Mohri	Parents Teachers Council of GPS Niki Mohri has very strong liaison with local political leader ship and District Education Office. PTC has got 1 million funds from the KP government and implemented two projects including boundary wall and latrines. Niki Mohri has population of 5000 people. There is dire need of middle school for girls. PTC has put this issue with local representative and education department. The case is in progress with government.

PTCs	Plans Implemented
GPS Ratta Nalla	Ratta Nulla is the small village of UC Kewai. Government Primary school has total 154 numbers of students. PTC has conducted household survey to identify the out of school children. PTC chalked out the strategy to organize the broad meeting of the village community in the Masjid after Jummah prayer. This strategy was the best practice of the PTC and 80 children were registered for the next year enrolment of academic year.
GPS Basala	Parents Teachers Council of GPS Basala has effectively implemented its school development plan. PTC has constructed two classroom, boundary wall, latrines and recreational equipment for the students. This resulted in 65% increase in the enrolment of the children. The pathway to school was not metaled and almost inaccessible for children especially in winter season. PTC has chalked out the plan for casting a concrete on this access road. PTC has contacted with NGO, got approved their proposal and casted concrete (100rft) on access road to school. This impacted in increase of students' attendance from 90 to 98%.
GPS Qazikhait	GPS Qazikhat is the only educational facility for the children of village Qazikhait. Previously it had very small piece of land, allocated for school. PTC support group along with Masjid Imam strived for the reconstruction of school building. PTC has played her pivotal role to convince the community member and succeeded to donate the spacious land for school. Along with this initiative they launched awareness campaign for girls' education. Finally PTC got success to bring 32 girl children to school.
GGHS Kewai	The demarcation of school land was clarified with the efforts of PTC. PTC of Kawai with the participation of education department and local community members successfully clarified the land demarcation and maintained a constant follow up with education department and community members. Additionally, PTC has mitigated the challenge of low rate of enrolment in their school. During this (2019-20) academic year 20% increase in the enrolment of girls in high school was attained.
GGPS Baida Ghanool	School building of GGPS Baida Ghanool was demolished in 2005 earthquake. Part of the land on which school building existed was also eroded in an earthquake and remaining land was not technically feasible for reconstruction. PTC of GGPS Baida Ghanool was advised to provide suitable land for reconstruction of school building with the consensus of education department. PTC actively responded and after developing consensus with local community and education department donated a required land for school reconstruction. After reconstruction of new school building more than 100 students are enrolled with 60% increase in enrolment during the first academic session.

Source: Generic Session Report 2019

**10.5.2 Analytical results of the PTCs follow ups and monitoring:**
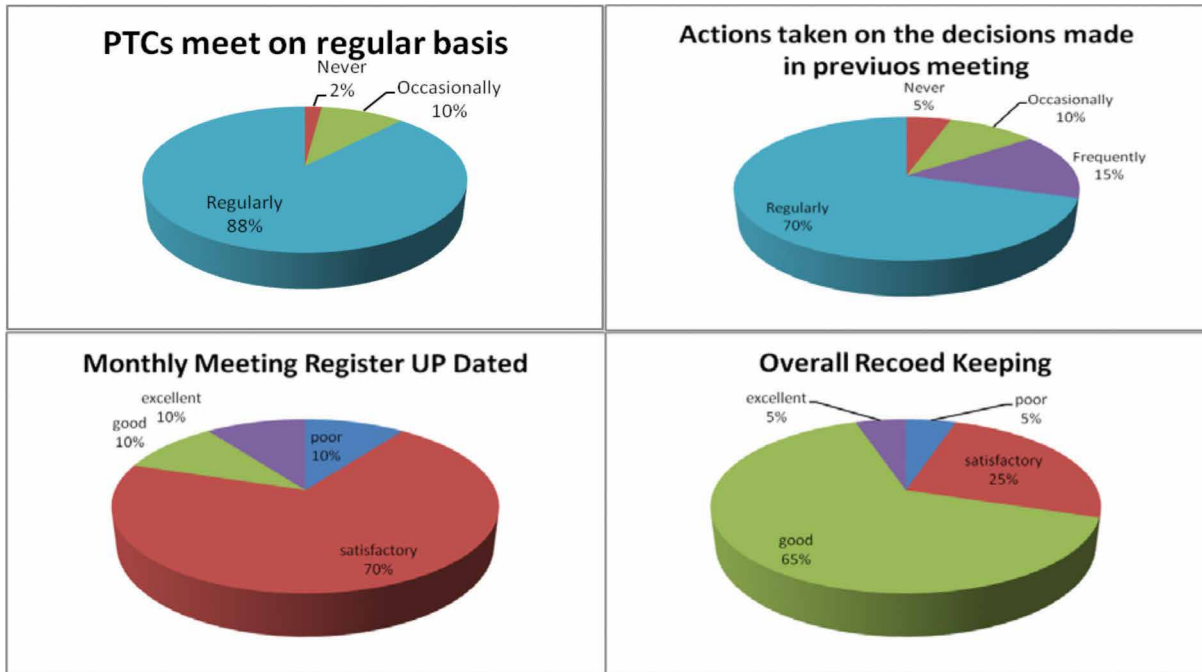
10.6 SRCs are composed of students who practice mutual cooperation between girls and boys, act more on their initiative in school activities and school matters

Indicators:
100% SRCs formed and oriented on their roles and responsibilities
SRC meetings are regularly held and 90% participation including girl students
Actual implementations to enhance the importance of girl's education done by SRCs.

The reports indicate that school representative councils were established in 19 program schools and oriented well on their roles and responsibilities. Documents, reports and discussion with School Representatives indicate that 100% of SRC are functional and 90% students including girls attended their meetings and programs. The analytical results presented in the below table reflect that 85% of SRCs are involved and participates in their school management affairs. Similarly, 65% of SRCs have actively planned and undertaken the school based projects.

10.6.1 Analytical results of the SRCs follow ups and monitoring:
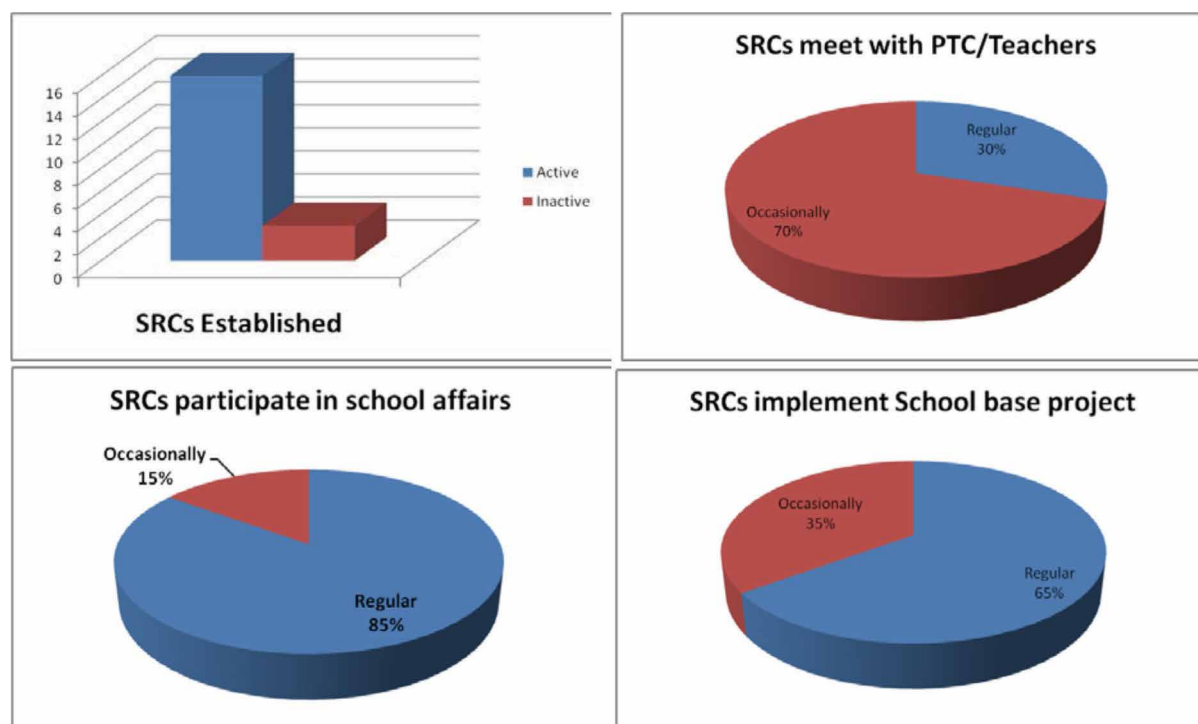
10.6.2 Specific evidences cases of School Representative Councils:

SRCs	Activities and School Based Projects
GPS Bakki	Students Representative Council of GPS Baki comprises of 10 members including girls' students. SRC has organized events of sports and speech competitions in their school. SRC has launched door to door campaign for the girls' enrolment in the school. This has resulted in overall increase of school enrolment.
GGPS Chontri	Students' Representative council of GGPS Chontri is active and participating in school affairs. SRC has planned and prepared dust bin from the local available material. SRC members have visited each classroom and depicted the pictures of a neat and clean classroom for the sensitization and motivation of students. After this movement they provided handmade beautiful dustbin to each classroom. Teachers have appreciated these efforts of the SRC members and head teacher held special meeting with the members of SRC. Mrs. Shahista remarked that SRC interventions in school have promoted self-confidence and conscience of self-help among the children. "I really appreciate students council at school"
GPS Thar	GPS Thar has very active and vigilant students' representative council. SRC of this school has strived for well-maintained classrooms, clean latrines and play area. SRC made the plan of "green school". Through this plan SRC has planned one hundred ornament plants in their school premises and installed flower pots in the front of each classroom.
GPS Chota Bala	SRC of GPS Chota Bala comprises of 8 members. SRC has organized school based events including sports, speech and arts competition. SRC has strong linkages with their Parents Teachers Council. They jointly planned and organized appreciation event for their school and gave awards to teachers and position holders from the students. SRC also participated in the enrolment drive organized by PTC and local community.

SRCs	Activities and School Based Projects
GGMS Garlat	Government Girls Middle School Garlat is the school situated in the main revenue village of UC Garlat. Now the total enrolment of this school is more than hundred. SRC has played their active role in school based activities and projects. SRCs organized a cultural event in their school which was also attended by their mothers. The cultural event included local traditional miniskirt of mehndi and songs. SRC Captain Maheen expressed her views that this event was an exclusive and very entertaining, we enjoyed very much. On the other hand it has boosted our interest in school which become a seeking school. Garlat school also got first position in the district level sports competitions in Mansehra.
GPS Baki Nalla	Baki Nalla School has active Students Representative Council. It has 35% girls' students' members. SRC has planned and conducted Bazm-e-Adab (literary program) in their school. SRC has planned to get subscription from their affordable students colleagues. SRC has given note books and school uniform to ultra-poor students of the school. They also have acquired the support from PTC members and teachers. PTC Chairman Afzal Khan appreciated SRC members for such type initiative. This initiative helped in the improvement of school enrolment.
GGPS & GPS Nadhar	SRC of GGPS & GPS Nidhar comprised of 10 members with 70% of its members are girls. SRC has played active role in improving the school environment. They have organized enrolment campaigns and have enrolled 40 girls in current academic session. SRC regularly organize and manage the school based projects such as morning assembly, literary programs, and cleanliness campaigns and games competitions.
GGHS Jared	It is well said that school is not only study center but it is cultural hub for the whole community. GGHS Jared has mostly young and adolescent girls' students. SRC of this school is to some extent is mature than primary level schools. SRC has planned a cultural event comprising; showcasing local handicrafts, handmade decoration pieces, local traditional cooked food and demonstration of local heritage. SRC has also organized school based in door games competition among different grade. A reasonable number of mothers of students participated in the event. SRC has also taken an initiative to identify the out of school girls (particularly those who had left their school before the reconstruction of school) and brought them back to school. Jared SRC is planning to distribute a letter (written by students) to parents and mothers for the registration of out of school girls particularly primary graduates. SRC organized welcome campaign during the school opening ceremony, in which 90% of students participated.
GPS Niki Mohri	SRC of GPS Niki Mohri comprised of both boys and girls students. Literacy rate among households of the village is low. This has adverse effect on school going children. SRC of GPS Niki Mohri is actively playing its part in the school affairs. One such instance is that SRC has organized a welcome program during the School Handing Taking Ceremony. It was very interesting and entertaining program. Officials from education department were special guest of this program. Taking advantage of the occasion SRC member Fatima Bibi asked a question of concern from the education official. "We have no middle school nearby, so what we do after completion of our primary education". The education official smiled and replied politely, ''we are trying our best for this facilities for our beloved daughters". But it is my request to all, don't leave your studies. It was astonishing moments for whole participants.
GPS Ratta Nalla	The Students' Representative Council of GPS Ratta Nalla has organized sports competition in the school. The position holders were awarded trophies by Education Officials. The Council has also organized campaign for out of school children enrolment. SRC has taken this initiative with the coordination of their Parents Teachers Council. SRC has formed five Mohallah based groups of students for the identification and enrolment of out of school children in the school. SRC has also established their strong link with their teachers including head teacher. Mr. Nasir Ahmad, Captain SRC has commented that teachers and students relationship of this school is exemplary.

SRCs	Activities and School Based Projects
GPS Basala	GPS Basala has 48% girls in their school. The SRC comprised of 12 members including 5 girls. SRC has organized sports completion in their school. The position holders were awarded by the Head Teacher of the school. SRC has launched "whole school cleanliness" campaign with the support of their teachers. Actually this action was proposed by the girls' students of the school. 80% of students actively participated in this campaign.
GGHS Kewai	Government Girls High School Kewai is one of the remote Union Council of District Mansehra. The enrolment of the school is less than expectation. The SRC comprised of 12 members, all are female members. The members of SRC are active and take keen interest in the school based activities. SRC organized quarterly event of speech competition. SRC has worked out the strategy to improve the attendance of students. They have planned and conducted door to door visits at household level. SRC got success to register 12 girls in the different grades and further improve the students' attendance at 25%. SRC has hold many meetings with PTC chairman and members on the issues of students' attendance.

Source: Progress, follow-up and Monitoring Reports

10.7 Each stakeholder recognizes realities and barriers regarding girl's education, and enhances the understanding on girl's education and girl's social participation,

> **Indicators:**
> Organized and Oriented 8 Community Advocacy Groups (CAGs) on the roles and functions
> CAG meetings are regularly held, (at present, no meetings are held)

Through field based observation, primary data collection and documents/reports review it was found that 8 community advocacy groups were established through proper procedures and these groups played their active role for the promoting of girls' education. It has been found that a vigilant local advocacy system is in place with strengthened networking channel.

10.7.1 Description of Established Community Advocacy Groups:

Name of UCs	# Rep Villages	CAG members
Devli Jabbar	3 (Mealbut, Jabbar, Devli)	12
Sachan Kalan	3 (Banda, Giar Sachan, Sachan Kalan)	13
Jabori	4 (Jabori, Banda Giasach, Cheela Bagh, Kuz Bela)	10
Bhogarmung	3 (Bhogarmung, Baki, Garan Thali)	15
Kewai	3 (Kewai, Bonja, Paras)	10
Jured Mohandri	1 (Jured)	10
Garlat	1 (Garlat)	10
Ghanool	2 (Ghanool, Baida Ghanool)	10
Tanda/Bajna	2 (Tanda, Bajna)	10

The Community Advocacy groups represent 20 revenue villages from 9 union councils of District Mansehra. Most of the CAG representatives directly belong to local government system and local community based organizations.

10.8 Supportive system for girls' education will be made that include local govts., community representatives, civil organizations and community residents.

> **Indicator:**
> Actual implementation of CAG advocacy activities including advocacy on promoting girls' education with community and the government

References to documents review, Focus group discussions, individual interviews it has been concluded that Community Advocacy Groups were found active and vigilant to their issues, particularly relating to girls' education in nine union councils of program's areas.

Furthermore, Community Advocacy Groups that exists at Union Council level have successfully advocated the issues related to girls' education in their respective areas. These groups have established strong linkages with other development actors working in the district including education department, NGOs, INGOs and government projects.

These groups are well connected with their local, provincial and national political leaders and have ability to advocate their issues. Community Advocacy Groups are found vigilant regarding their educational issues and creating awareness on the education. The targeted nine union councils of program in District Mansehra have 115 girls' primary, 9 girls middle and 7 Girls high schools. The total of 7020 in primary, 907 in middle and 1401 girls are enrolled in High schools.

10.8.1 Baseline: UC wise Girls Enrolment

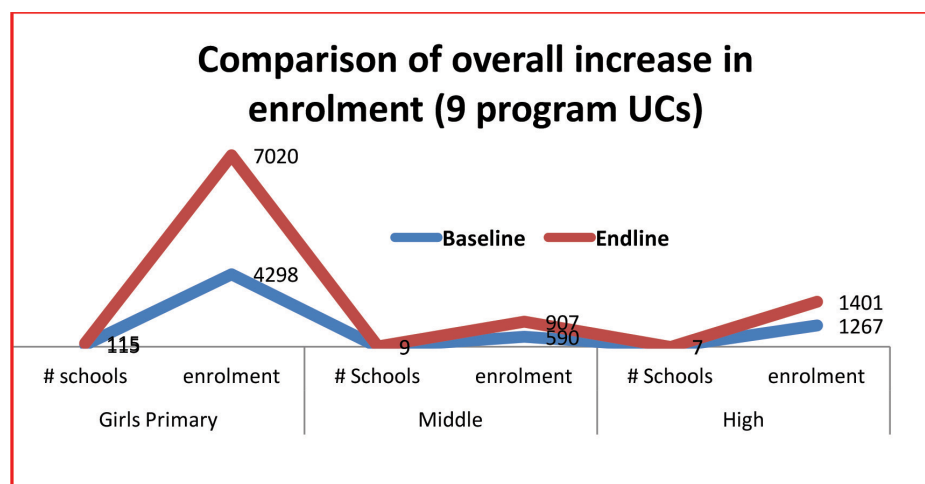| UCs	Girls Primary		Middle		High		Total Schools	Grand total enrolment
	# schools	enrolment	# schools	enrolment	# schools	enrolment		
Garlat	17	678	2	134	1	284	20	1096
Ghanool	27	1122	1	90	2	300	30	1512
Kewai	13	476	1	45	1	71	15	592
Mohandri	17	689	2	155	1	298	20	1142
Bhogharmung	11	299	1	89	0	0	12	388
Jabbar Devli	9	289	1	67	1	113	11	469
Jabori	9	367	1	10	1	201	11	578
Sachan Kalan	12	378	0	0	0	0	12	378
	115	**4298**	**9**	**590**	**7**	**1267**	**131**	**6155**

Source: Baseline data analysis

10.8.2 Endline: UC wise Girls Enrolment

UCs	Girls Primary		Middle		High		Total Schools	Grand total enrolment
	# schools	enrolment	# schools	enrolment	# schools	enrolment		
Garlat	17	949	2	200	1	308	20	1457
Ghanool	27	1534	1	105	2	357	30	1996
Kewai	13	701	1	59	1	80	15	840
Mohandri	17	1226	2	263	1	320	20	1809
Bhogharmung	11	666	1	165	0	0	12	831
Jabbar Devli	9	753	1	98	1	123	11	974
Jabori	9	582	1	17	1	213	11	812
Sachan Kalan	12	609	0		0		12	609
	115	**7020**	**9**	**907**	**7**	**1401**	**131**	**9328**

Source: KP E&SE/IMU data site and FGD Discussion

10.8.3 Comparison of increase in Enrolment:

Comparison of overall increase in enrolment (9 program UCs)

Baseline — Endline

7020
4298
115
9
590 907
7
1401
1267

schools   enrolment   # Schools   enrolment   # Schools   enrolment
Girls Primary   Middle   High

CAGs have targeted to enroll out of school girls at primary and secondary level in targeted program's union councils. They have planned to increase the ratio of enrolment and leave no child out of school. Owing to this a massive campaign along with household identification and collection of data of out of school girl's children was conducted. These efforts resulted in increase of the girls' enrolment i.e. 39% at primary, 35% middle and 10% at high secondary level. The awareness campaign and movement were also undertaken to create the demand of girls' education in order to reduce the poverty and social disparity among the women. The focus group discussion and interviews have vividly indicated that most of the community members agree with girls' education but unfortunately facilities doesn't exists for girls education at secondary level. Data in above table shows that one union council has no high school facility for the girls. CAGs strived to mitigate these challenges with the close coordination and liaison with government and political representatives. These efforts resulted in following outcomes at community level and government level.

- At Village Bakki in union council Bugharmung a formal girls' secondary school has been approved by the KP government.
- CAGs have particularly focused the issues of allocating teachers in the schools to improve academic performance of the students. In this regard CAGs have successfully approved teachers (sanctioned posts) for the school.
- Long distance schooling facilities is the stark issue of the District. CAG noticed the issue of mobility of school girls which is the most valid reason of dropout of young girls. CAG has contacted with government, organizations and local philanthropist and discussed the provision of mobility support. On the continuous request and follow-up of the CAG Devli/ Jabbar, FWA with the support of "the Waterloo Foundation" provided a school vehicle for the pick and drop of girls in UC Devli/Jabbar to access Girls High School Meilbut. CAG has been managing and sustaining the initiative for the last three years. More than 100 young girls have completed their secondary education by availing this facility. (Reference: CAG Report)

10.9 Collaborative system between local education department and schools to share and coordinate information and program sustainability is established and secured through developing and improving of management capacities and ability of operations.

Indicators:
Actual implementation of measures or action plan that education department officials made, and 80% of the education department officials will answer that they could realize the importance of information sharing and coordination with schools.
Examples of implementation of school management improvement, which officials of department of education followed (more than 2 examples during the period),

The findings of Focus group discussions and interviews show that the stakeholders including education department are fully satisfied with the program. The smooth implementation, satisfaction of local communities, teachers and students transitioned through the well-coordinated and collaborated efforts. The collaboration of the provincial and local education department established a system

of quality program outputs and outcomes. The prime objective of the program to reach out the real beneficiaries (out of the school children and local communities) was achieved.

The rigorous joint monitoring visits, formal and informal discussions with the education officials brought the understanding of the program with the policy and procedures. The discussion also reveals that government officials own the program design and results.

10.9.1 Evidential Results:

Review of reports reveals that an exclusive system of information has been established between the organization and education department. The periodical reports were found and disseminated properly to education department. The coordination meetings record shows that most of the official are well aware about the program interventions and provided support both at office and field level. On the other hand the education officials both at provincial and district level have conducted cohesive monitoring visits which helped to improve school management. Total 19 schools have been assessed by using Child Friendly Inclusive School standards. The result of the assessment indicated that the overall academic performance of the students retained at 85%, school management including teachers, students attendance improved 95%, school development (boundary wall, group latrine, construction of classrooms and maintenance of school building) achieved 90%. More importantly, education department has given very valuable suggestions and committed their support for the school improvement.
(Reference: Coordination meetings /joint monitoring reports)

100% of the education officials are well aware on the importance of information sharing. Program has been sharing and disseminating the relevant information regularly with Education department. The participation of the education officials found 90% in the different activities of the program.
(Reference: Semi Structure interviews/Meetings reports)

The interviews reveal that 80% (local education department) officials have received trainings on the school management improvement and development. 90% of program schools are being facilitated by the education department through disbursement of conditional grants and causal funds. The trained and capable education officials paid their regular visits to schools and conducted meetings with parents, teachers and students. 98% of schools are found well maintained and improved with learning and physical environment. In this regards the circle in charges monitor the schools regularly.
(Reference: Handing Taking Report/School Follow ups reports)

KP Education department praised the program design and immediate results of the program. They found optimistic on the adopting of the design and strategy of this particularly program and suggested for the replication in the other areas.
(KP Education Department Coordination Meeting)

11. Evaluation criteria description

11.1 KEY FINDINGS AND DISCUSSIONS

11.1.1 Relevance

The Program; "promotion of girls' education through improved learning environment" is relevant to current policy, need of the Provincial and District Government and Education Department, and is also part of "KP Education sector Plan". The program interventions were also in line with the provincial and District Education Department, ERRA, PERRA, and PDMA. The Program was also relevant to the Japanese Official Development Assistance (ODA) policy for Pakistan which acknowledge education related project as one of the prioritized areas. The target group (i.e., the boys and particularly girls from the very remote areas, teachers and local communities) lagged behind in education and learning opportunities on account of non-availability of educational facilities. The Program particularly met their requirements, as more than 97 percent of the respondents answered that the Program met their needs of required educational environment. Therefore, the Program is considered to have high relevance.

11.1.2 Effectiveness

The Program Purpose, "promoting girls' education" through improved learning environment" was for the most part achieved. The program design was such that there would be 100% enrolment of out of school age girls, who have had no or limited access to improved learning environment and quality education. This result of evaluation proved that the program's activities have made effects by enrolling 95% of OOSC, 61% of completion rate at primary level and transition rate from primary to secondary level attained at 74% in average. On the other hand program has brought 85% improvement in teaching methods and academic performance of the students. Apparently, the attendance of students particularly girls improved to 96 percent.

In terms of the program, the program schools have best conducive learning environment compare to other schools in district. The enrolment was increased to 4621 students, with 45% of boys and 55 % of girls have access to schools that have improved learning environment and quality education.

During the period, teachers, PTC and SRC trainings, KAP Study, generic sessions, district education forums, meetings, school based events with students (SRCs) and seminars were effectively conducted. The competency including knowledge and skills of teachers, PTC and SRC members were improved during the program as a whole. The evaluation results depict that the only 84% of PTCs have implemented their school development plans and 85%, of SRCs have started their active role in School education and management. This result of evaluation proved that the program's activities contributed effectively in increase in enrolment, teachers' effectiveness, attendance and active participation of PTC and SRC members. Given all of this empirical evidence, the effectiveness of the Program reached highly satisfactory level.

11.1.3 Efficiency

FWA adopted a participatory approach whereby it provided major external support for the promotion of girls' education through improved educational infrastructure, capacity building and resource materials.

 Review of the program documents revealed that program resources (both; human and financial) were satisfactorily transferred into the intended results since the target numbers of beneficiaries have successfully accessed schools with enabling learning environment and trained teachers.

 It is found that FWA/KnK have managed the funds for the program and established coordination and monitoring mechanism at both office and field level. Moreover, the ability of FWA managers/focal person to mobilize partners, government and community support on the local level assisted in promoting the program to the intended beneficiaries.

Education Department, focal persons and school teachers have ensured massive support to program team at field level. This ensured ample assistance to the local partners in the implementation of the program. The program cultivated coordination with Education Department and local partner in planning, development and monitoring.

The planning and coordination made efficient delivery of program interventions. Consistent consultation in management committee meetings of the stakeholders to review program progress helped in achieving program results. The FWA/KnK management remained adaptable and able to resolve problems, provided advice and support and helped to build the capacity of the communities and local concerning institutions through cohesive coordination. The donor (MoFA Japan) and education department also maintained a close interaction in the program. The program was able to complete its core activities within the proposed timeframe and budget. Overall the efficiency of the program was considered satisfactory.

11.1.4 Impact

It is too early to evaluate the impact from the viewpoint of unbiased status. After the completion of the program, the enrolment, attendance of students and teachers were steadily increased. Improvement of school facilities has guaranteed access to quality education among the beneficiaries. The increased competency at conceptual level knowledge and skills did result to improved learning environment. On other hand Parents Teachers Councils and Students Representative Councils including women support groups have actively participated in learning environment and school development.

The Education Department and local communities are well aware and managing the issues of girls education in the areas. The program has had positive impact on the capacities of teachers, the physical conducive learning environment and students learning at level best. The reconstructed schools buildings, teachers' efficiency and community participation have also provided aspirant environment in the areas.

These achievements contributed directly in achieving the overall goal and the impact was therefore found to be satisfactory.

11.1.5 Sustainability

The program emphasize more focus on the increase of girls' education through improved learning environment, enhancing capacities of teachers, PTCs , students and reinforcing the local education department which contributed to an increased sense of local ownership.

Institutional sustainability has been increased by working in collaboration with provincial and district level government institutions. This is evidenced by the adoption of the model demonstration of program and approach to promote girls' education particularly in very remote and rural areas of District Mansehra.

In terms of financial sustainability, District Government and Education Department have been working in an environment where the provincial government is in a position to maintain established learning environment. The program has strengthened education department, teachers and local communities to sustain the program interventions.

The education and competency provided to the beneficiaries is life-long, allowing the flow of benefits to their families and the society at large which has increased the likelihood of continuity of these benefits even after the conclusion of the program.

After analysis of the measures that have been put in place at local and institutional level for sustainability, the conclusion is that it was found satisfactory.

12. CONSTRAINTS AND CHALLENGES

Several challenges encountered by the program included:

- Development of consensus between all the stakeholders was a great challenge which was tackled through frequent meetings, mobilization, and written consensus, formation of construction committees, community undertaken and monitoring visits from all stakeholders.

- Incessant rains and weather conditions have resulted in frequent stoppage of construction activities and caused a delay of program for about ten days.

- Political, economical and security turmoil and particularly Indian invasion (Balakot Case) have resulted in the escalation of the prices and delay in completion of school reconstruction within give time line that were also frequently reported by the construction firms.

13. LESSONS LEARNED

■ The direct involvement of the local communities and stakeholders in program implementation is vital to the success of a program because this provides a direct link of program performance to systems of local control and develops a sense of ownership, which greatly contributes to sustainability

■ Communities are willing to be partners in development and are willing to contribute if well mobilized and sensitized. A community taking a role in the local development and management of facilities is empowering and cost-effective. For sustainability, the program should encourage community contributions in supporting program activities in their localities

■ The inclusion of cross cutting issues i.e. gender, accessibility and protection is a good approach of advocating for these issues

■ The motivation and stability of the program management are vital factors to considered for smooth implementation and performance

■ The coordination among other humanitarian agencies on information and experience sharing have contributed a lot in cost effectiveness of the program.

■ Capacity of staff to undertake and manage infrastructure program has increased in the course of the program

■ Independent monitoring from Education, DRU and ERRA has provided valuable feedback and ensured government guideline implementation both in process and results

■ The coordination among concerned government departments on information and experience sharing has contributed a lot in cost effectiveness of the program.

14. RECOMMENDATIONS

- There has been a significant need to improve and emphasize capacity building, mobilization and follow up mechanism as regular program component with the allocation of appropriate budget.

- There is need to advocate accessibility and protection issues of the children regarding their right to education and participation among the network of school children, Parents Teachers Councils, CBOs, government institutions and civil society organizations

- The program is in line with government education policies and can be replicated in any other needy areas.

- There is dire need to focus to improve the educational environment in district Mansehra, but it would be pertinent to address the educational needs of vulnerable school age children of conflict areas including KP merged Districts of KP.

- National and provincial statistic of girls' education at secondary level reflects vast disparity. The program should envisage more focus on the girls' secondary education especially in rural and remote areas.

Annexures

Annexure 1:

Evaluation Matrix

Five Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Sources	Data Collection Methods
	Main questions	Sub questions				
Relevance	- What is the evidence base and assessment process for determining needs? - How did project's activities relate to people's own need? - Are national approaches to reconstruction of educational institutes consistent with donor and NGO policies? - How did KnK/Friends education programming relate to development activities? - Are KnK/Friends approaches to education project in line with those of other donors, governments and partners? - What was driving a shift from rehabilitation/ recovery to development programming (improving educational facilities and/or donor and political pressures)? - How did KnK/Friends educational development programming relate to those of other actors (UN agencies, NGOs, government,)?		Access to better educational facilities are ensured	Needs for improvement of educational environment Comparison with national and NGOs policy and approaches Comparison with IEE and other development programmes Comparison with KnK/Friends educational program and other actors	Need assessment and process National Policy/ approaches NGO policy and approaches Questionnaire	Documents review SSI with education department and NGO
Effectiveness	- Have project activities with objectives related to promote the girls' education met stated objectives? - Did teachers, students and communities receive useful training? - Were project objectives and activities designed in such a way that activities were able to meet objectives around improvement of educational environment?		Access to better educational facilities are ensured teachers, PTC and SRC members are started to actively take part in betterment of school education	Quantitative and qualitative information	Project document Questionnaire	Document review SSI with teachers and communities FGD with children

	Questions	Indicators	Criteria	Sources	Methods
Efficiency	• Do targeting criteria relate to project objectives? • What proportions of children's educational needs were being met (in terms of % of population and volume of assistance)? • Were groups/people with particular vulnerabilities included (gender)? • Were the resources of KnK/Friends and its cooperating partners (human and financial) sufficient to carry out planned activities effectively? • How do project costs for improvement of educational environment compare across other NGO's/programmes? • Have planned improvement of educational environment related activities been implemented as planned? • How well are monitoring and evaluation mechanisms contributing to analysis of the improvement of educational environment? • How do costs for improvement of educational environment activities compare to other forms of educational programming? Timeliness: Did students, teachers and communities receive services timely?	reconstructed in line with government guideline Necessary facilities are provided with the reconstructed schools teachers from the schools are trained with modern pedagogy PTC members from the schools come to aware and play their role in school education SRC members from the schools are become aware of their right to receive education	Criteria for project interventions, beneficiaries, comparison of resources and conducted activities Comparison of cost for improvement of educational environment and other NGOs or programmes Achievements against planned activities with timeline Monitoring and evaluation of project results	Specifications and drawings of schools construction, targeted beneficiaries according to baseline Financial inputs Planning documents M&E reports Other donor or NGO programmes with budget Project report	Documents review Meeting and interview with Project Manager and coordinator SSI with teachers, communities FGD with students
Impacts	• What contribution did project activities make to processes of improvement of educational environment (both in terms of reconstruction of schools and capacity building of teachers, students and communities)? • Were there any unintended positive or negative impacts? Were potential negative impacts of reconstruction of schools and trainings of teachers, students and communities on department or of work requirements on improvement of educational environment considered? • How were impacts different according to gender, age and disability?	Number of children in school age attends school All class are conducted based on modern teaching method	Changes in the number/percentage of children (boys and girls including persons with difficulties) Views of the children, communities and teachers of improvement of educational environment (in term of structure and services by teachers and communities)	Project report School visits Questionnaire	Documents review SSI with teachers and communities FGD with students

Five Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Sources	Data Collection Methods
	Main questions	Sub questions				
Sustainability	• What were the exit / long term strategy for the improvement of educational environment programme? • How sustained was the impact of reconstructed school building on betterment of educational environment? • Are assets built by project (improvement of educational environment) being maintained? Are local stakeholders – disaster affected populations, local authorities and civil society – being adequately consulted in determining needs and programme strategy? Were both men and women consulted?		Access to better educational facilities are ensured	Operation and maintenance system of schools Views of stakeholders on sustainability of assets and activities which were carried out for improvement of educational environment	Review of handing taking documents, minutes of consultations with stakeholders	Document review SSI with education department, teachers and communities FGD with children

Annexure 2:

تجزیاتی جائزہ مطالعہ کے لئے سوالات

مطابقت وموزونیت :

☆ کیا ضروریات کا تعین کرنے کے لئے کوئی شہادتی جائزہ موجود ہے؟

☆ منصوبے کی سرگرمیاں مقامی لوگوں کی ضروریات سے کیسے متعلق ہیں؟

☆ کیا این۔جی۔او نے سکولوں کی تعمیرِ نو سے متعلق ملکی اور عطیات دینے والے اداروں کی پالیسیوں یا حکمت عملیاں مستقل طور پر اپنایا ہوا ہے؟

☆ کیا KnK جاپان/فرینڈز پاکستان کے تعلیمی پروگرامز دیگر ریلیف اور ترقیاتی سرگرمیوں سے متعلق یا ہم آہنگ ہیں؟

☆ knk جاپان/فرینڈز پاکستان کی سکولوں کی تعمیرِ نو سے متعلق تمام حکمت عملیاں عطیات دینے والے اداروں، آفات زدہ حکومتوں اور پارٹنرز سے ہم آہنگ ہیں؟

☆ ہنگامی اقدامات سے فوری ریکوری اور ترقیاتی پروگراموں کی طرف پیش قدمی کی پیچھے کیا محرکات تھے؟ (مثلاً بہتر تعلیمی سہولیات، عطیات دینے والے ادارے یا مقامی سیاسی دباؤ کی وجہ سے یہ پیش قدمی ہوئی)

☆ knk جاپان/فرینڈز پاکستان کے تعلیمی پروگرامز، دیگر کام کرنے والے اداروں (NGOs UN،اور گورنمنٹ) سے کیسے ہم آہنگ ہیں؟

موئثریت :

☆ کیا پراجیکٹ میں بیان کردہ تمام سرگرمیاں اور مقاصد لڑکیوں کی تعلیم کو فروغ دینے کے مقاصد سے متعلق ہیں؟

☆ کیا اساتذہ، طلبہ اور مقامی لوگوں نے مفید تربیت حاصل کی ہے؟

☆ کیا پراجیکٹ کے مقاصد اور سرگرمیوں کو اس طرح ڈیزائن یا مرتب کیا گیا جس سے لڑکیوں کی تعلیم کو فروغ دینے کے لئے بہتر اور سازگار ماحول کے مقاصد حاصل ہو سکیں؟

روانیت :

☆ کیا ہدف کیا گیا طے شدہ معیار پراجیکٹ کے مقاصد سے متعلق یا ہم آہنگ ہے؟

☆ کتنے بچوں (لڑکوں اور لڑکیوں) کی تعلیمی ضرورت کو پورا کیا گیا؟ (آبادی کی شرح اور دی گئی امداد کا موازنہ)

☆ کیا منصوبے میں مقامی افراد (جن میں معمر، معذور، خواتین اور مرد شامل ہیں) کو شامل تھے؟

☆ کیا knk جاپان/فرینڈز پاکستان یا اسکے معاون اداروں کے وسائل (انسانی اور مالیاتی) بہتر اور موئثر طریقے سے سرگرمیوں کو انجام دینے کے لئے استعمال کیا تھا؟

☆ دیگر اداروں کی سکولوں کی تعمیرِ نو پراجیکٹ کی لاگت اور knk جاپان کے اس پراجیکٹ کی لاگت کا موازنہ کیا ہے؟

☆ کیا مرتب (Planned) شدہ سرگرمیوں کو متعین وقت میں انجام دیا گیا ہے؟

☆ مجوزہ مانیٹرنگ سسٹم نے کیسے لڑکیوں کی تعلیم کے فروغ کے پروگرام کا جائزہ لینے میں اہم کردار کیا ہے؟

☆ لڑکیوں کی تعلیم کے فروغ کے پروگرام کی سرگرمیوں کی لاگت کا دوسرے تعلیمی پروگراموں کا موازنہ کیسے کیا گیا؟

☆ کیا طلبہ، اساتذہ اور مقامی کمیونٹی کو پروگرام سے متعلق سہولیات بروقت فراہم کی گئیں؟

اثرات :

☆ لڑکیوں کی تعلیم کے فروغ کے منصوبے کی سرگرمیوں نے تعلیم کے فروغ کے عمل میں کیا کردار (دونوں صورتوں میں؛ سکولوں کی تعمیرِ نو، اساتذہ، طلبہ اور مقامی لوگوں کی استعداد کاری) ہے؟

☆ اس منصوبے کے حوالے سے کیا مطلوبہ یا منفی اور غیر مطلوبہ یا منفی اثرات سامنے آئے ہیں؟ کیا جاندار منفی اثرات جو سکولوں کی تعمیرِ نو، اساتذہ، طلبہ اور مقامی کمیونٹی کی تربیت یا ترقی یا کام کی ضرورت کو مدنظر رکھا گیا تھا؟

☆ کیا منصوبے نے صنفی، معمر اور معذور افراد کے سطح پر اثرات مرتب کئے ہیں؟

پائیداریت:

☆ لڑکیوں کی تعلیم کے فروغ کے پروگرام کی تکمیل کے بعد اور اس پروگرام کو جاری رکھنے سے متعلق کیا حکمت عملی اختیار کی گئی ہے؟

☆ لڑکیوں کی تعلیم کے فروغ کے پروگرام کے اثرات کو کیسے پائیدار بنایا گیا ہے؟

☆ پروگرام کے تمام اثاثہ جات (سکول کی عمارت، فرنیچر، وغیرہ) محفوظ اور قابل استعمال بنانے کے اقدامات کیے گئے ہیں؟

☆ کیا مقامی فریقین؛ مقامی تنظیمات، انتظامیہ، ضلعی محکمہ تعلیم اور ضلعی حکومت سے ضرورت کے تعین میں مشاورت کی گئی ہے اور اس مشاورت میں دونوں مرد و خواتین شامل تھے؟

Annexure 3:

سوالنامہ برائے انفرادی انٹرویو

تحقیقی جائزہ مطالعہ برائے لڑکیوں کی تعلیم کا فروغ

(ہیڈ ٹیچر)

سوال نمبر 1: منصوبے کی سرگرمیاں مقامی لوگوں کی ضروریات سے کیسے متعلق ہیں؟

کیا آپ کی نظر میں فرینڈز پاکستان کا سکول کی تعمیر نو کا منصوبہ مقامی لوگوں کی ضرورت کو پورا کرتا ہے؟ اور کیسے۔۔۔؟

سوال نمبر 2: knk جاپان/فرینڈز پاکستان کے تعلیمی پروگرامز، دیگر کام کرنے والے اداروں (NGOs، UN، اور گورنمنٹ) سے کیسے ہم آہنگ ہیں؟

کیا علاقے میں حکومتی اداراہ (مثلاً محکمہ تعلیم) فرینڈز پاکستان کے علاوہ اقوام متحدہ کا ادارہ یا کوئی ملکی یا بین الاقوامی تنظیم سکولوں کی تعمیر نو کا کام کر رہی ہے اگر نہیں تو کیوں نہیں۔۔۔۔؟

سوال نمبر 3: کیا پراجیکٹ میں بیان کردہ تمام سرگرمیاں اور مقاصد لڑکیوں کی تعلیم کو فروغ دینے کے مقاصد سے متعلق ہیں؟

آپ کے خیال میں اس گاؤں میں سکول کی تعمیر نو سے لڑکیوں کی تعلیم کو کیسے فروغ مل رہا ہے۔ اور مقامی لوگ اس سے کوئی فائدہ حاصل کر رہے ہیں؟ اور کیسے۔۔؟

سوال نمبر 4: کیا اساتذہ، طلبہ اور مقامی لوگوں نے مفید تربیت حاصل کی ہے؟

فرینڈز پاکستان کی جانب سے دی گئی تربیت کا اساتذہ اور طالبات کو کوئی فائدہ ہوگا اور لڑکیوں کی تعلیم کو اس سے کیسے فروغ ملے گا تفصیل سے بتائیں؟

سوال نمبر 5: کیا پراجیکٹ کے مقاصد اور سرگرمیوں کو اس طرح ڈیزائن یا مرتب کیا گیا جس سے لڑکیوں کو فروغ دینے کے لیئے بہتر اور سازگار ماحول کے مقاصد حاصل ہو سکیں؟

سوال نمبر 6: کیا ہدف کیا گیا طے شدہ معیار پراجیکٹ کے مقاصد سے متعلق یا ہم آہنگ ہے؟

کیا سکولوں کی تعمیر نو سے طلبہ کی تعداد، سکول میں بہتر تعلیمی ماحول اور طلبہ کی تعلیمی کارکردگی میں متوقع اضافہ ہو سکے گا؟

سوال نمبر 7: کیا طلبہ، اساتذہ اور مقامی کمیونٹی کو پروگرام سے متعلق سہولیات بروقت فراہم کی گئیں؟

سوال نمبر 8: لڑکیوں کی تعلیم کے فروغ کے منصوبے کی سرگرمیوں نے تعلیم کے فروغ کے عمل میں کیا کردار (دونوں صورتوں میں؛ سکولوں کی تعمیر نو، اساتذہ، طلبہ اور مقامی لوگوں کی استعداد کاری) ہے؟

سوال نمبر 9: اس منصوبے کے حوالے سے کیا مطلوبہ مثبت یا مثبت اور غیر مطلوبہ مثبت یا منفی اثرات سامنے آئے ہیں؟ کیا جاندار منفی اثرات جو سکولوں کی تعمیر نو، اساتذہ، طلبہ اور مقامی کمیونٹی کی تربیت یا ترقی یا کام کو مدنظر رکھا گیا تھا؟

سکولوں کی تعمیر نو اور دیگر سرگرمیوں سے کیا اثرات مرتب ہوئے ہیں (یا ہوں گے)۔ کیا کوئی منفی اثر بھی ہو سکتا ہے؟

سوال نمبر 10: پروگرام کے تمام اثاثہ جات (سکول کی عمارت، فرنیچر، وغیرہ) محفوظ اور قابل استعمال بنانے کے اقدامات کیے گئے ہیں؟

فرینڈز پاکستان سکولوں کی تعمیر اور ضروری فرنیچر فراہم کر کے چلا جائے گا۔ تو عمارت کو اسی طرح خوبصورت، صاف ستھرا اور توڑ پھوڑ سے محفوظ کیسے رکھا جائے گا۔ آپ کیا طریقہ اختیار کریں گے؟

Annexure 4:

سوالنامہ برائے انفرادی انٹرویو

تحقیقی جائزہ مطالعہ برائے لڑکیوں کی تعلیم کا فروغ

اے۔ڈی۔او

(پلاننگ اینڈ ڈویلپمنٹ، محکمہ تعلیم مانسہرہ)

سوال نمبر 1: کیا ضروریات کا تعین کرنے کے لئے کوئی شہادتی جائزہ موجود ہے؟

سوال نمبر 2: کیا این۔جی۔او نے سکولوں کی تعمیر نو سے متعلق ملکی اور عطیات دینے والے اداروں کی پالیسیوں یا حکمت عملیاں مستقل طور پر اپنایا ہوا ہے؟

سوال نمبر 3: ہنگامی اقدامات سے فوری ریکوری اور ترقیاتی اور ترقیاتی پروگراموں کی طرف پیش قدمی کی پیچھے کیا محرکات تھے؟ (مثلاً بہتر تعلیمی سہولیات، عطیات دینے والے اداروں یا مقامی سیاسی دباؤ کی وجہ سے یہ پیش قدمی ہوئی)

سوال نمبر 4: جاپان/فرینڈز پاکستان کے تعلیمی پروگرامز، دیگر کام کرنے والے اداروں (UN، NGOs، اور گورنمنٹ) سے کیسے ہم آہنگ ہیں؟

سوال نمبر 5: کیا پراجیکٹ کے مقاصد اور سرگرمیوں کو اس طرح ڈیزائن یا مرتب کیا گیا جس سے لڑکیوں کی تعلیم کو فروغ دینے کے لیئے بہتر اور سازگار ماحول کے مقاصد حاصل ہوسکیں؟

سوال نمبر 6: دیگر اداروں کی سکولوں کی تعمیر نو پراجیکٹ کی لاگت اور knk جاپان کے اس پراجیکٹ کی لاگت کا موازنہ کیا ہے؟

سوال نمبر 7: مجوزہ مانیٹرنگ سسٹم نے کیسے لڑکیوں کی تعلیم کے فروغ کے پروگرام کا جائزہ لینے میں اہم کردار کیا ہے؟

سوال نمبر 8: لڑکیوں کی تعلیم کے فروغ کے منصوبے کی سرگرمیوں نے تعلیم کے فروغ کے عمل میں کیا کردار (دونوں صورتوں میں ؛ سکولوں کی تعمیر نو، اساتذہ، طلبہ اور مقامی لوگوں کی استعداد کاری) ہے؟

سوال نمبر 9: لڑکیوں کی تعلیم کے فروغ کے پروگرام کی تکمیل کے بعد اور اس پروگرام کو جاری رکھنے سے متعلق کیا حکمت عملی اختیار کی گئی ہے؟

سوال نمبر 10: لڑکیوں کی تعلیم کے فروغ کے پروگرام کے اثرات کو کیسے پائیدار بنایا گیا ہے؟

سوال نمبر 11: پروگرام کے تمام اثاثہ جات (سکول کی عمارت، فرنیچر، وغیرہ) محفوظ اور قابل استعمال بنانے کے اقدامات کیے گئے ہیں؟

Annexure 5:

سوالنامہ برائے فوکس گروپ ڈسکشن

تحقیقی جائزہ مطالعہ برائے لڑکیوں کی تعلیم کا فروغ

برائے پی۔ٹی۔سی ممبران / ایس۔بی۔او ممبران

نمبر شمار	سوالات	ردِعمل (Refelction)
1	کیا پراجیکٹ میں بیان کردہ تمام سرگرمیاں اور مقاصد لڑکیوں کی تعلیم کو فروغ دینے کے مقاصد سے متعلق ہیں؟	
2	کیا پراجیکٹ کے مقاصد اور سرگرمیوں کو اس طرح ڈیزائن یا مرتب کیا گیا جس سے لڑکیوں کی تعلیم کو فروغ دینے کے لیئے بہتر اور سازگار ماحول کے مقاصد حاصل ہوسکیں؟	

	3	کیا اساتذہ، طلبہ اور مقامی لوگوں نے مفید تربیت حاصل کی ہے؟
	4	کتنے بچوں (لڑکوں اور لڑکیوں) کی تعلیمی ضرورت کو پورا کیا گیا؟ (آبادی کی شرح اور دی گئی امداد کا موازنہ)

	کیا knk جاپان/فرینڈز پاکستان یا اسکے معاون اداروں کے وسائل (انسانی اور مالیاتی) بہتر اور موثر طریقے سے سرگرمیوں کو انجام دینے کے لئے استعمال کیا گیا تھا؟	5
	کیا طلبہ، اساتذہ اور مقامی کمیونٹی کو پروگرام سے متعلق سہولیات بروقت فراہم کی گئیں؟	6

7	اس منصوبے کے حوالے سے کیا مطلوبہ مثبت یا منفی اور غیر مطلوبہ مثبت یا منفی اثرات سامنے آئے ہیں؟ کیا جاندار منفی اثرات جو سکولوں کی تعمیر نو، اساتذہ، طلبہ اور مقامی کمیونٹی کی تربیت یا ترقی یا کام کی ضرورت کو مد نظر رکھا گیا تھا؟	
8	پروگرام کے تمام اثاثہ جات (سکول کی عمارت، فرنیچر، وغیرہ) محفوظ اور قابل استعمال بنانے کے اقدامات کیے گئے ہیں؟	

Annexure 6:

<div dir="rtl">

سوالنامہ برائے فوکس گروپ ڈسکشن

تحقیقی جائزہ مطالعہ برائے لڑکیوں کا فروغ کی تعلیم

برائے ایس۔آر۔سی ممبران

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نمبر شمار	سوالات	رد عمل (Refelction)
1	کیا پراجیکٹ میں بیان کردہ تمام سرگرمیاں اور مقاصد لڑکیوں کی تعلیم کو فروغ دینے کے مقاصد سے متعلق ہیں؟	
2	کیا اساتذہ، طلبہ اور مقامی لوگوں نے مفید تربیت حاصل کی ہے؟	

		3
	کتنے بچوں (لڑکوں اورلڑکیوں) کی تعلیمی ضرورت کو پورا کیا گیا؟ (آبادی کی شرح اوردی گئی امداد کا موازنہ)	