



GLOBAL  
PARTNERSHIP  
for EDUCATION



# GPE Programme in Afghanistan

## Annual Report

### 2017



March

2018

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## ACRONYMS

ACE	Academic Council for Education
ALP	Accelerated Learning Programme
AS	Academic Supervision
CA	Coordinating Agency
CBE	Community Based Education
DEO	District Education Office
DSM	District Social Mobiliser
DSMS	Department of School Management Shuras
EFA	Education for All
EIP	Education Interim Plan
EMIS	Education Management Information System
EQRA	Education Quality Reform in Afghanistan
EQUIP	Education Quality Improvement Programme
GA	Grant Agent
GE	General Education
GIRoA	Government of the Islamic Republic of Afghanistan
GPE	Global Partnership for Education
GPEPCU	GPE Programme Coordination Unit
HRDB	Human Resource Development Board
HRMU	Human Resource Management Unit
ISD	Infrastructure Service Department
LEG	Local Education Group
MBE	Mosque Based Education
MoE	Ministry of Education
MoF	Ministry of Finance
NESP	National Education Strategic Plan
NPA	National Procurement Authority
OOSC	Out-of-School Children
PED	Provincial Education Directorate
PSMC	Provincial Social Mobilisation Coordinator
QFT	Qualified Female Teachers
SE	Supervising Entity
SMS	School Management Shura
TED	Teacher Education Directorate
TVET	Technical Vocational Education and Training

## Executive Summary

Established in 2002, the Global Partnership for Education (GPE) is a multi-stakeholder partnership and funding platform that stimulates global and national support for education in developing countries, focusing on the poorest and most vulnerable children and youth. GPE supports the ambition and vision of the new global goal for education calling for inclusive, equitable quality education for all by 2030.

In 2011, Afghanistan was admitted to the GPE, a critical milestone in the development of the Education Sector and received US\$55.7 million GPE grant. The overall objective of the programme in Afghanistan, is to increase and sustain equitable access to education in 13 provinces and 40 target districts that have low education indicators, high gender inequalities, difficult access (rural, remote, underserved, etc.) and insecure conditions.

The programme consists of four priorities that aim to increase and sustain equitable access to education. Priority one *“strengthening community and social mobilisation at the local level”* aims to strengthen community and social mobilisation with a view of addressing social cultural, traditional and political barriers to education; focusing on support for girls’ education. The second priority *“expanding and reinforcing multiple pathways to education”* aims to increase access to basic education by expanding alternative basic education programme. The third programme priority *“increasing the number of qualified female teachers in areas with high gender disparity”* aims to increase girls’ enrolment in the target districts through an expansion in the number of qualified female teachers with a focus on creating enhancing sustainable local capacities. The objective of the fourth priority *“streamlining policy and administrative systems in the Ministry of Education (MoE)”* is to improve the effectiveness and efficiency of the MoE in planning and formulation of policies and strategies.

The GPE programme, at the outset, had the original duration of three years from 2012 to 2015. However, pursuant to three no-cost extensions and extension of the grace period, the programme completion and closure date is 30 June 2018. The major activities completed during 2017 included continuation of community based education (CBE) and accelerated learning programme (ALP) classes; procurement and implementation of remaining School Improvement Plans (SIPs); extension of contracts with programme teachers, including qualified female teachers and other central and sub-national MoE programme staff, social mobilisers, engineers, coordinators and others; conducting programmatic activities for reopening of closed schools; training of school management shura (SMS) members; conducting programme orientation and closure workshops and other capacity building activities; and development of policies and strategies for improvement of quality and accessibility of education.

A gradual and sustained improvement has been observed across the programme priorities and components as well as enhanced communication with the provinces, better field reporting, and strengthened data collection. On average 83 percent<sup>1</sup> of the targets of the operational plan for 2017 were achieved with 51.2 percent of the planned budget expended and 29.5 percent committed with a 19.3 percent of unspent balance against the 2017 budget.

- In Priority One, the community and social mobilisation at local level have been strengthened with a view of addressing social cultural and political barriers to education; developing greater understanding of and support specifically for girls’ education; increasing school enrolment and performance, particularly for girls; and

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<sup>1</sup> Excludes Strategy 2.3.

ensuring social support and a protective environment in and around the schools. Most of the targets have been fully achieved except for delays with the procurement and implementation of SIPs, especially in remote and insecure areas.

- For Priority Two, 39,025 students (19,018 girls and 20,007 boys) continued their education in 1290 CBE classes and 440 ALP classes in the target districts and by the end of December 2017, 814 CBE and 310 ALP classes have transited to hub schools. 52 out of 100 planned closed schools have been re-opened.
- In Priority Three, 228 qualified female teachers have been deployed to target districts with their contracts renewed and vacancies refilled. Given the strict and centralised examination process required for qualified female teachers and the fact that programme districts are some of the most volatile in the country, deploying 228 female teachers is encouraging.
- In Priority Four, the policies on Social Mobilisation and CBE have been finalised and endorsed. The policies and strategies on Preschool Education, Communication and Teachers' Relocation have been drafted and anticipated to be finalised in June 2018.

## Programme Overview

In March 2011, Afghanistan was admitted to the GPE, a critical milestone in the development of the education sector in Afghanistan. This international endorsement of the plan of the Government of the Islamic Republic of Afghanistan (GIROA) to achieve the goals of Education for All (EFA) was an important vote of confidence as reflected in the Afghanistan’s National Education Strategic Plan (NESP)-II and the Education Interim Plan (EIP) that served as the basis for the country’s entry into the GPE.

The overall objective of the programme in Afghanistan, funded by the US\$55.7 million GPE grant, is to increase and sustain equitable access to education in 13 provinces and 40 target districts that have low education indicators, high gender inequalities, difficult access (rural, remote, underserved, etc.) and insecure conditions. The GPE programme, at the outset, had the original duration of three years from 2012 to 2015. However, pursuant to three no-cost extensions and extension of the grace period, the programme completion and closure date is 30 June 2018.

The GPE programme is implemented through a consultative process led by the Ministry of Education (MoE) and involving a large number of stakeholders from the Ministry of Finance (MoF), development partners and civil society organisations. The Human Resources Development Board (HRDB) and Development Partners Group, the equivalent of the Local Education Group (LEG) in Afghanistan have played a major role in the management and coordination of the programme.

The GPE programme priorities have their strategic origins in the EIP, and offer opportunities to build on previous successful experience. UNICEF in its capacity as Supervising Entity (SE)/ Grant Agent (GA) has been providing programmatic and fiduciary oversight to the MoE in its efforts towards achieving these four priorities:

1. Strengthening community and social mobilisation and governance systems at the local level (US\$ 22.8 million, 41%);
2. Expanding and reinforcing multiple pathways to education (US\$ 19.4 million, 35%);
3. Increasing the number of qualified female teachers in areas with high gender disparities (US\$ 6.9 million, 12%); and
4. Streamlining policy and administrative systems in the MoE (US\$ 6.6 million, 12%).

The programme targets 40 districts in 13 provinces namely (Badghis, Daikundi, Farah, Ghor, Helmand, Kandahar, Khost, Nimroz, Nuristan, Paktia, Paktika, Uruzgan and Zabul). The targeted locations are largely insecure, underserved, difficult to access, have lowest education and economic indicators with high gender inequalities.

The programme focus lies primarily on primary and basic education and the strategic objectives address the most critical challenges in the sector, namely: (i) low access rates in primary education, (ii) need to overcome traditional obstacles to enrolment through alternative approaches, (iii) need to take affirmative action in favour of girls’ education, and (iv) need to continue to build the capacity of the MoE to deliver quality education services.

The GPE programme adopts a “convergence” approach, meaning that all four of the programme priorities are being implemented in the same districts for maximum impact. Strategies such as community and social mobilisation; relations and links between social mobilisers and

communities; a common policy framework and initiatives to strengthen MoE capacity are expected to be mutually reinforcing.

Strong efforts have also been made to ensure synergy and coordination with existing and forthcoming educational initiatives, including not only those funded by donors and international organisations, but also other GIRoA initiatives and programmes. The major value add of the GPE programme is its focus on the most disadvantaged populations in Afghanistan and the potential to make quality education accessible in remote, rural and specifically insecure communities. The delivery of appropriate education services by the GIRoA is a critical component in building trust in the State and in the social contract between citizens and their government. Programme priorities include:

### **Programme Priority 1: Strengthen community and social mobilisation and governance systems at the local level.**

Community support and involvement have proven to be determining factors in school enrolment and attendance. In Afghanistan, the development of SMS, modelled on traditional community-based structures, has proven to be particularly effective. The formulation and implementation of SIPs, including maintenance of schools, through the SMS expected to yield rapid results.

By involving communities, especially the elders, religious and community leaders, in promoting the school as protected environment and zone of peace, education is positioned as an essential building block towards broader, national peace and reconciliation.

### **Programme Priority 2: Expand and reinforce multiple pathways to education.**

Alternative approaches to education are often the solution where formal systems fail. They allow the flexibility necessary to tailor solutions to local realities. The three selected approaches: CBE, ALP and mosque-based education have already proven successful in getting more Afghan children, especially girls into schools. Direct community involvement and ownership, an intrinsic part of the alternative approaches, was continued as it was critical to the success and sustainability of these efforts.

Priority is given to facilitating bridges between formal and non-formal systems. To the extent possible, formal schools were expected to serve as hub schools and support the newly-established CBE and ALP classes. Under-served areas were identified jointly by District Education Offices (DEOs) and Social Mobilisers to ensure a needs-based approach. Wherever possible, community teachers were identified from the same villages, employed and trained. The GPE programme also aimed to reopen schools closed due to insecurity by mobilising the community and by providing a transition fund to cover the running costs of the school pending its reintegration into the regular system.

### **Programme Priority 3: Increase the number of qualified female teachers in areas with high gender disparities.**

Given the strong correlation between the number of female teachers and the number of girls attending school, and given that female teachers are especially scarce in the target provinces, the third GPE programme priority focused on increasing the number of female teachers in insecure, rural, and remote districts.

The two strategies identified to increase female teachers in such districts were: (i) to use a system of incentives to encourage female teachers from urban areas to go and work in districts without female teachers; and (ii) to support accelerated and simultaneous teacher training for adolescent girls in the targeted districts.

#### **Programme Priority 4: Streamline policy and administrative systems in the MoE.**

Strengthening the education system capacity in policy review, budget management, and administrative functions has been important on the Government’s agenda.

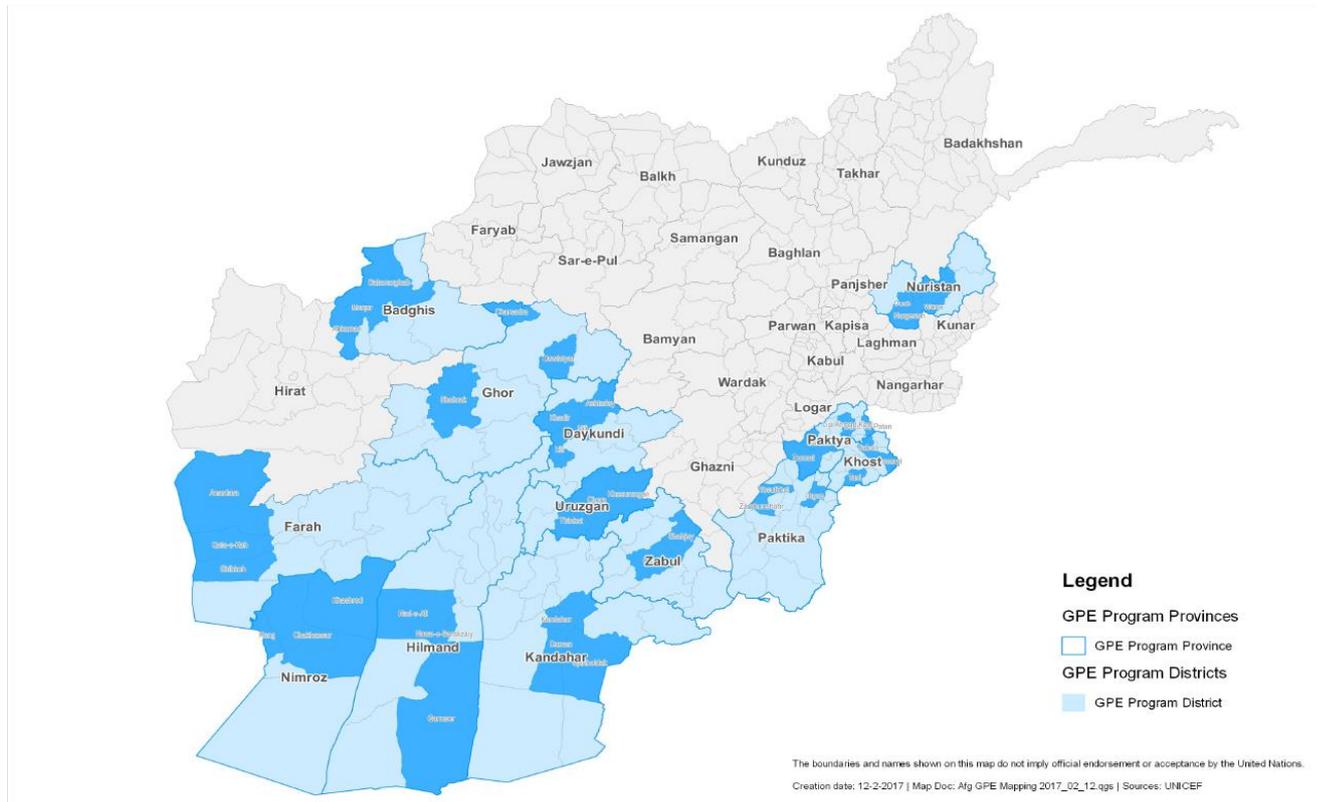
Capacity building of the education system was envisioned through: (i) building a system of policies, procedures, and standards; (ii) increasing the capacity and sustainability of the MoE’s human resources in planning and monitoring; and (iii) strengthening the coordination and resource mobilisation function in the MoE. Education Management Information System (EMIS) system required strengthening with a focus on effectiveness and relevance.

Taking into account the potential difficulties posed by the security situation in the selected provinces and districts, the design of the GPE programme included a number of mitigation strategies. Ensuring the prior support of elders, local and religious leaders were crucial prior to starting work on the first three programme priorities in any given district.

#### **GPE programme target provinces and districts.**

Target Province	Target District
<b>Badghis</b>	Ab-Kamari, Muqur, Murghab
<b>Daikundi</b>	Ashtarly, Kiti, Khadir
<b>Farah</b>	Anar-Dara, Sheb-e-Koh, Pusht-e-Koh
<b>Ghor</b>	Dawlatyar, Shahrak, Charsada
<b>Helmand</b>	Garamser, Marja, Nawa
<b>Kandahar</b>	Daman, Dand, Spin-Boldak
<b>Khost</b>	Sabarai, Tanai, Terzayee
<b>Nimroz</b>	Chakhansur, Kang, Khashrod
<b>Nuristan</b>	Dowab, Nurgram, Paron, Wama
<b>Paktia</b>	Dande-Pathan, Gardez, Ahmad-Khail, Ahmad-Abad
<b>Paktika</b>	Khair-Kot, Urgun, Yusuf khail
<b>Uruzgan</b>	Chenartu, Khas-Uruzgan, Tirin-Kot
<b>Zabul</b>	Qalat, Shajoy

## Map of GPE programme target provinces and districts



## Annual Progress Report – 2017

During the reporting period, the MoE with support from UNICEF focused on implementation of the operational plan and established coordination among Provincial Education Directorates (PEDs), provincial social mobilisation coordinators (PSMC), provincial engineers, district social mobilisers and others involved in the implementation of the operational plan. An orientation workshop on operational plan with participation of 52 key programme representatives from target provinces was organised in April 2017 in Kabul, which resulted in enhanced implementation, monitoring and reporting of the programme at the provincial and district level. The programme closure workshops at provincial levels were conducted with participation of 319 (22 percent female) programme representatives, social mobilisers, engineers, CBE and ALP teachers, qualified female teachers and other beneficiaries to document the programme's overall achievements, challenges, and lessons learnt.

The major activities completed during 2017 included continuation of community based education (CBE) and accelerated learning programme (ALP) classes; procurement and implementation of remaining School Improvement Plans (SIPs); extension of contracts with programme teachers, including qualified female teachers and other central and sub-national MoE programme staff, social mobilisers, engineers, coordinators and others; conducting programmatic activities for reopening of closed schools; training of school management shura (SMS) members; conducting programme orientation and closure workshops and other capacity building activities; and development of policies and strategies for improvement of quality and accessibility of education.

A gradual and sustained improvement has been observed across the programme priorities and components as well as enhanced communication with the provinces, better field reporting, and strengthened data collection. On average 83 percent<sup>2</sup> of the targets of the operational plan for 2017 were achieved with 51.2 percent of the planned budget expended and 29.5 percent committed with a 19.3 percent of unspent balance against the 2017 budget.

During the implementation period, a number of challenges persisted that include continual and exacerbated insecurity and political instability in some GPE targeted provinces i.e. Uruzgan, Zabul, Helmand, Nimroz, Nuristan, Badghis and Farah; significant delays in procurement of good and services for SIPs due to bureaucratic procurement procedures, low capacity of the procurement department, and other administrative barriers; low capacity of some vendors to fulfil their contractual obligations; and gaps in inter-departmental communication and coordination both horizontally within the MoE and vertically with the sub-national education departments.

### Programme Priority 1: Strengthening community and social mobilisation and governance system at local levels.

#### Strategy 1.1: Enhance community and social mobilisation.

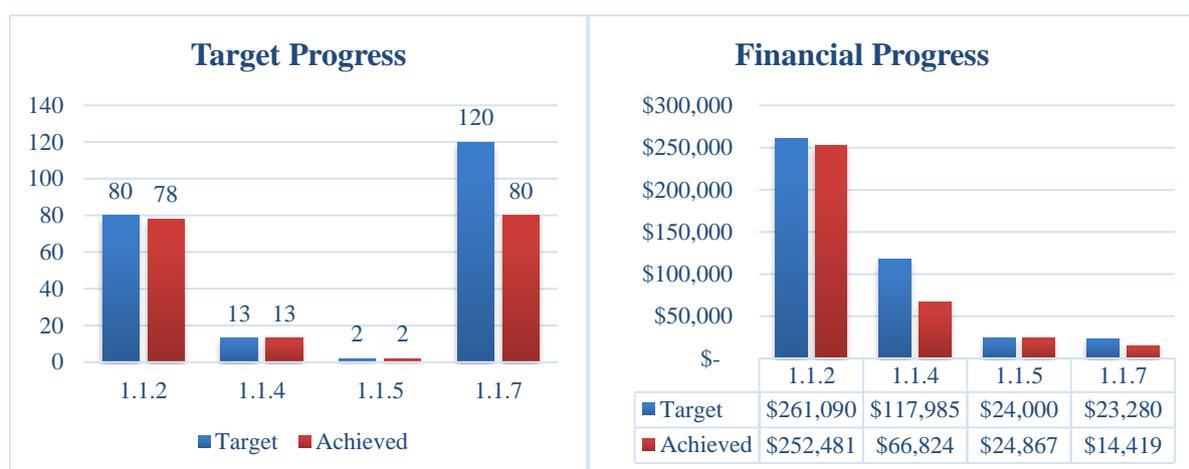
The tables below show progress achieved against set benchmarks and activity-level budget expenditures.

Budget Line Item	Activity indicators	Programme Target				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)

<sup>2</sup> Excludes Strategy 2.3.

1.1.2	Number of District Social Mobilisers on board and paid	80	78	2	3%	\$261,090	\$252,481	\$8,609	3%
1.1.4	Number of Provincial Social Mobilisation Coordinators on board and paid	13	13	0	0%	\$117,985	\$66,824	\$51,161	43%
1.1.5	Number of bi-monthly meetings conducted among PSMCs, DSMs, PEDs, and DEOs / Quarterly Review Workshops at central level	2	2	0	0%	\$24,000	\$24,867	(\$867)	-4%
1.1.7	Number of regular events/meetings organised and registered / Field Monitoring Visits at provincial level	120	80	40	33%	\$23,280	\$14,419	\$8,861	38%
<b>Total</b>						<b>\$426,355</b>	<b>\$358,591</b>	<b>\$67,764</b>	<b>16%</b>

Note: The operational plan for 2017 didn't include all programmatic activities outlined in the overall operational plan of the GPE programme as some of them had been completed by 2016. Thus, the numbers in the tables are inconsistent.



**1.1.2:** The contracts of district social mobilisers (DSMs) were extended to ensure continued community and social mobilisation in GPE target districts. Only two vacancies for DSMs in Helmand and Nuristan have not been filled during the reporting period due to lengthy HR recruitment procedures and unavailability of qualified candidates.

**1.1.4:** All 13 provincial social mobilisers (PSMs) were on board in 2017, however 43% of the budget for this activity was not utilised because the liabilities for 2016 were overestimated. If 2016 liabilities are excluded, then the actual expenditure is US\$ 66,824 which is 88% of 2017 budget and 12% budget variance occurred due to staff turnover in Khost and Paktia provinces.

**1.1.5:** Bi-monthly meetings have been replaced with quarterly review workshops on operational plan orientation and implementation. Two workshops were conducted as per plan which focused on provision of programme management, implementation and reporting guidance to provincial staff.

**1.1.7:** Field monitoring visits have been organised for monitoring of programme activities at provincial level. 80 out of 120 monitoring visits were conducted and the remaining have not been conducted by the PEDs because of volatile security situation. The currency exchange rate fluctuation caused the 5% variance in the budget utilisation.



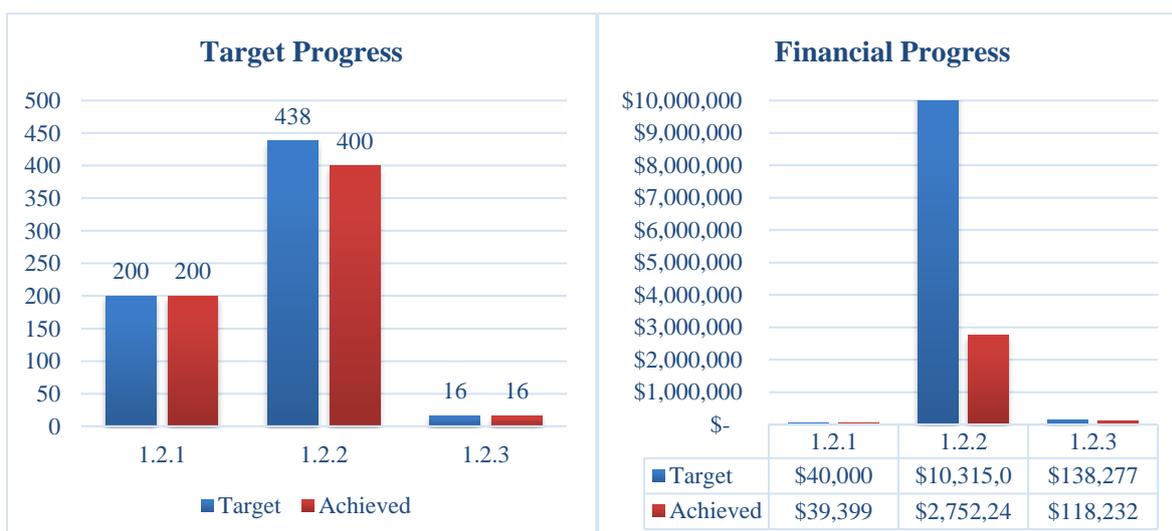
Community and Social Mobilisation Workshop in Marja District, Helmand Province (7-March-2017)



Community and Social Mobilization Workshop in Muqur District, Badghis Province (15-Feb-2017)

**Strategy 1.2: Strengthen school governance for quality schools.**

Budget Line Item	Programme Target					Financial Target			
	Activity indicators	Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
1.2.1	Number of SMS trained for SIP implementation	200	200	0	0%	\$40,000	\$39,399	\$601	2%
1.2.2	Number of developed and implemented SIP	438	400	38	9%	\$10,315,022	\$2,752,247	\$7,562,775	73%
1.2.3	Number of engineers recruited for SIP implementation	16	16	0	0%	\$138,277	\$118,232	\$20,045	14%
	<b>Total</b>					<b>\$10,493,299</b>	<b>\$2,909,878</b>	<b>\$7,583,421</b>	<b>72%</b>



**1.2.1:** All targeted 200 SMSs in 40 districts have been trained on SIPs implementation and sustainable maintenance through one-day trainings organised by the provincial engineers with the support of DSMs.

**1.2.2:** Under this activity 438 SIPs were planned to be procured and implemented with total budget of US\$ 10.2 million including carried over US\$ 3.8 million of liabilities from 2016. 400 SIPs (construction and goods) have been successfully contracted resulting in a target variance of only 9%. The budget variance constitutes 73% due to outstanding US\$ 5.4 million of contractual payments to vendors that will be processed upon the completion of work during the programme closure period and unspent/uncommitted amount of US\$ 2.1 million. There have been significant delays in timely procurement of SIPs due to lengthy and bureaucratic procedures and in implementation of SIPs due to escalation of security risks in target districts and provinces and unfavourable weather conditions (snow falls and inaccessibility of roads) especially in first half of the year.

**1.2.3:** A total of 16 engineers were on board as per the plan to follow up on SIP projects in target provinces and districts. Of the total, 3 senior engineers were stationed in Kabul for strengthened coordination and management. Target achievement is 100% and budget utilisation is 86% due to staff turnover for a short period during 2017.



*SIP: Waterwheel in Terzai District, Khost Province (2017)*



*SIP: Boundary wall in Dawlatyar District, Ghor Province (2017)*

## **Programme Priority 2: Expanding and reinforcing multiple pathways to education.**

### **Strategy 2.1: Expand access to CBE.**

Budget Line Item	Activity/ indicators	Programme Targets				Financial Targets			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
2.1.2	Number of kits purchased and distributed to CBE students	42,000	29,279	12,721	30%	\$630,000	\$463,758	\$166,242	26%
2.1.3	Number of teachers recruited for CBE classes	1,290	1,290	0	0%	\$1,573,810	\$1,457,646	\$116,164	7%
	<b>Total</b>					<b>\$2,203,810</b>	<b>\$1,921,404</b>	<b>\$282,406</b>	<b>13%</b>



**2.1.2:** The school kits include basic learning materials for class teachers and students such as stationary, white boards, desks, chairs, water flask, carpet, pens, papers, markers, etc. As per the operational plan for 2017, the programme planned procurement and distribution of 42,000 kits among teachers and students. However, as the actual number of classes and students were less than it was originally planned, only 29,279 (70 percent) kits were procured and the remaining 1,233 were provided from the previous years’ stock.

**2.1.3:** 1,290 teachers, including 134 female teachers, continued their duties as CBE class teachers serving 30,512 students (14,834 girls and 15,678 boys). No new recruitments were planned for 2017, however few were recruited replacing the teachers who left during the reporting period.<sup>3</sup>



*CBE Class: Tanai District, Khost Province 2017*

<sup>3</sup> Contracts, recurrent costs of the programme, including teachers’ and other programme staff salaries, were funded by the GPE grant only until 30 June 2017 (the end of effectiveness period). Subsequent continuation of activities in the second half of 2017, particularly new contracts, were funded by another grant from USAID.

**Strategy 2.2: Expand access to ALP for over-age students, especially girls.**

Budget Line Item	Activity indicators	Programme Target				Financial Targets			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
2.2.2	Number of kits purchased and distributed to ALP students	11250	8550	2700	24%	\$348,750	\$339,166	\$9,584	3%
2.2.3	Number of teachers recruited for ALP classes	440	440	0	0%	\$475,238	\$457,125	\$18,113	4%
	<b>Total</b>					<b>\$823,988</b>	<b>\$796,291</b>	<b>\$27,697</b>	<b>3%</b>



2.2.2: As per the operational plan for 2017, the programme planned procurement and distribution of 11,250 kits among teachers and students. However, as the actual number of classes and students were less than it was originally planned, only 8,550 kits were procured.

2.2.3: 440 ALP teachers, including 69 female teachers, continued their duties as ALP class teachers serving 8,513 students (4,184 girls and 4,329 boys). No new recruitments were planned for 2017, however few were recruited replacing the teachers who left during the reporting period.



ALP Class: Nawa District Helmand Province 2017

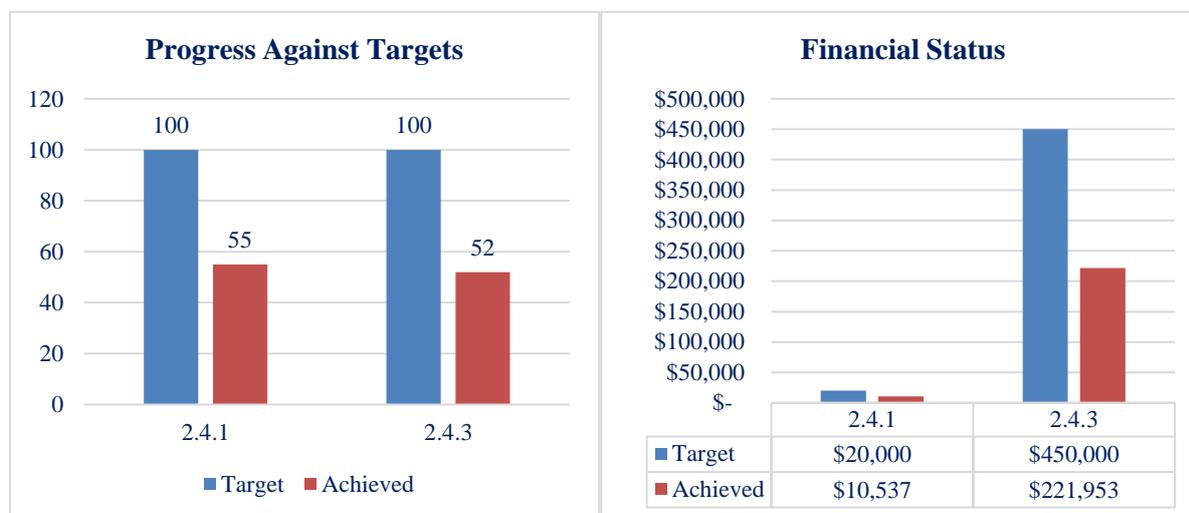
**Strategy 2.3: Strengthen mosque-based education.**

Budget Line Item	Activity indicators	Programme Targets				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
2.3.2.1	Recruit the <i>mullahs</i> to teach in the Mosque-Salaries of <i>Mullahs</i>	237	0	237	100%	\$45,030	\$0	\$45,030	100%
	<b>Total</b>					<b>\$45,030</b>	<b>\$0</b>	<b>\$45,030</b>	<b>100%</b>

**2.3.2.1:** No activities regarding mosque-based education were planned for 2017, however US\$ 45,030 was budgeted to cover the liabilities from previous years for provision of overdue salaries of 237 *mullahs* in Ghor province. Given that estimated liabilities were not substantiated with valid and signed contracts and other supporting documents, the payments were not processed.

**Strategy 2.4: Reopen schools.**

Budget Line Item	Activity indicators	Programme Targets				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
2.4.1	Number of meetings and focus group discussions held / Organise regular events for reopening of closed schools	100	55	45	45%	\$20,000	\$10,537	\$9,463	47%
2.4.3	Mobilise SMS for the utilisation of emergency fund for re-opening of closed schools	100	52	48	48%	\$450,000	\$221,953	\$228,047	51%
	<b>Total</b>					<b>\$470,000</b>	<b>\$232,490</b>	<b>\$237,510</b>	<b>51%</b>



**2.4.1:** This activity pursued the guidelines for identification of closed schools and provision of emergency funds for reopening. Out of 100 planned meetings and focus group discussions with community elders regarding reopening of closed schools, only 55 meetings were conducted during 2017. The remaining 45 meetings and focused group discussions for reopening of closed schools were not be conducted because of exacerbated security situation in target districts.

**2.4.3:** Following the community level meetings and focus group discussions, the emergency funds (~US\$ 4,500 per school)<sup>4</sup> were provided leading to reopening of 52 schools. Allocated

<sup>4</sup> US\$ 4,500 emergency funds were allocated for reopening of each closed school in GPE’s targeted districts for the whole period of academic year (9 months) – 500 each month. The allocated budget was transferred to respected

funds were used for repair of damages in the buildings, purchase carpets, tents, blackboards, stationary and other necessary teaching and learning materials among others. 52 reopened schools (45 primary, 5 lower secondary and 2 upper secondary) have 259 active classes with 8,471 children enrolled (1,437 girls and 7,034 boys). School principals, teachers and other support staff working in reopened schools have been covered by official *Tashkeel*<sup>5</sup> positions.



Focus group discussion for reopening of closed schools in Qalat District, Zabul Province 2017

### Summary table of reopened schools in 2017

No	Province	Meetings for reopening of schools			Number of schools provided with emergency funds	
		Target	Actual	%	Target	Actual
1	Helmand	6	6	100	6	6
2	Badghis	22	18	81.8	22	16
3	Farah	5	5	100	5	5
4	Ghor	2	2	100	2	2
5	Kandahar	20	13	65	20	13
6	Nimroz	24	5	20.8	24	4
7	Paktia	5	0	0.0	5	0
8	Paktika	1	1	100	1	1
9	Uruzgan	5	0	0	5	0
10	Zabul	10	5	0	10	5
11	Khost	0	0	0	0	0
12	Daikundi	0	0	0	0	0
13	Nuristan	0	0	0	0	0
<b>Total</b>		<b>100</b>	<b>55</b>		<b>100</b>	<b>52</b>

#	Province	Number of reopened School	Number of Active Classes	Number of staff covered by <i>Tashkeel</i> positions				Number of Admitted Students		
				Teacher	Principle	Cleaner	Other (Storekeeper)	Boys	Girls	Total
1	Helmand	6	42	29	6	2	1	1705	50	1755
2	Badghis	16	80	19	0	4	0	1824	134	1958
3	Ghor	2	17	11	1	2	0	378	214	592

provinces through *Mustofiat* and the procurements were contracted in an open bidding by a joint committee under direct supervision of PEDs. The distributions were managed by PEDs.

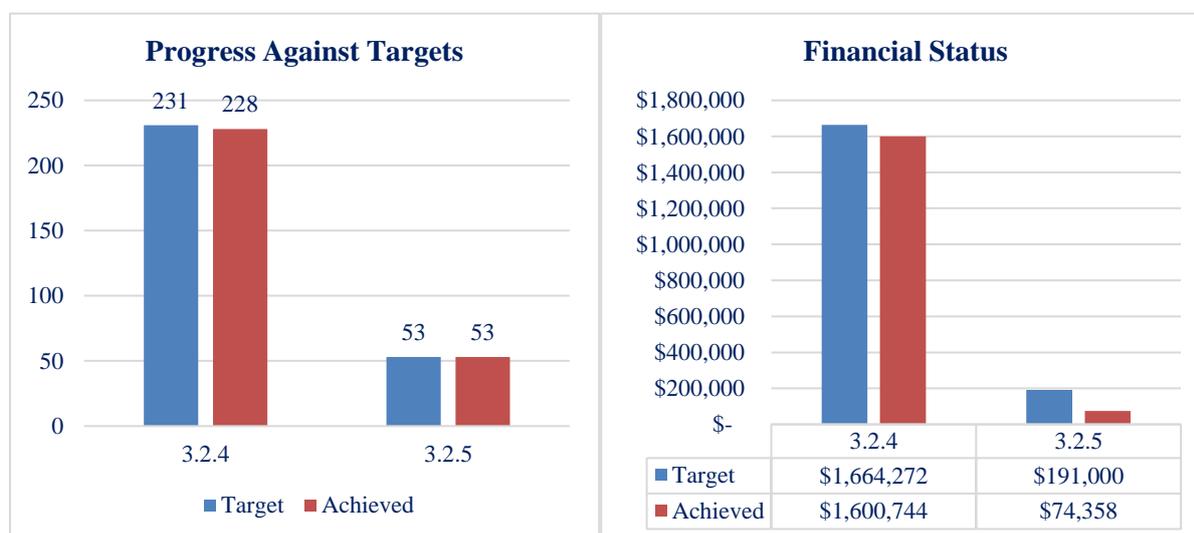
<sup>5</sup> Government official slots for civil servants.

4	Kandahar	13	59	30	4	6	0	1615	374	1989
5	Nimrooz	4	21	24	0	3	0	676	0	676
6	Paktika	1	4	4	0	0	0	120	0	120
7	Zabul	5	15	18	0	2	0	538	72	610
8	Farah	5	21	8	0	0	0	178	593	771
<b>Total</b>		<b>52</b>	<b>259</b>	<b>143</b>	<b>11</b>	<b>19</b>	<b>1</b>	<b>7034</b>	<b>1437</b>	<b>8471</b>

### Programme Priority 3: Increasing the number of qualified female teachers in areas with high gender disparities.

#### Strategy 3.2: Recruit, train and deploy female teachers from urban centres to the local level.

Budget Line Item	Activity indicators	Programme Target				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
3.2.4	Number of qualified female teachers contracted / Salaries of Qualified Female Teachers (QFT)	231	228	3	1%	\$1,664,272	\$1,600,744	\$63,528	4%
3.2.5	Number of deployed female teachers along with spouses in 40 districts receiving relocation allowances	53	53	0	0%	\$191,000	\$74,358	\$116,642	61%
<b>Total</b>						<b>\$1,855,272</b>	<b>\$1,675,102</b>	<b>\$180,170</b>	<b>10%</b>



3.2.4: The activity supported deployment of experienced female teachers (Grade 12 and above) from urban centres to rural areas. In 2017, from 231 teachers whom held contracts in 2016, 175 teachers renewed their contracts, while 53 were replaced by new teachers. 3 positions remained vacant.

3.2.5: 53 qualified female teachers who were recruited in 2017 received their relocation allowances (US\$ 1,000 per teacher). In addition, 21 teachers recruited in 2016 received their relocation allowances. Under-expenditure totalling to 61% of the projected budget indicates

high-staff turn-over among qualified female teachers who had not completed six month of their contract, a mandatory requirement for relocation allowance entitlement.



QFT Class: Spinboldak District Kandahar Province 2017

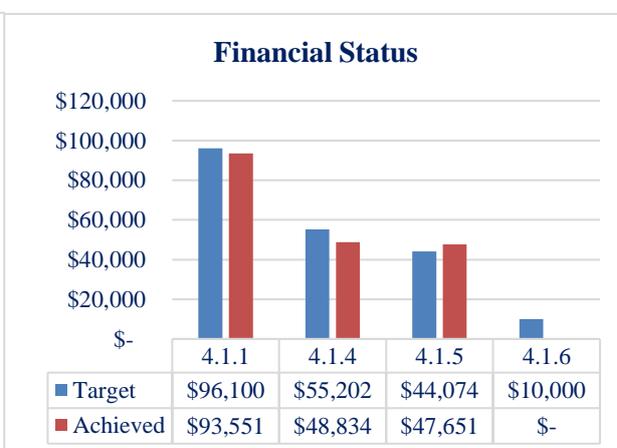
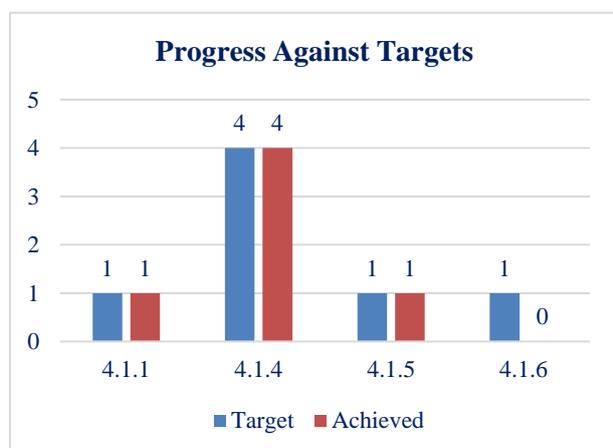


Qualified Female Teacher: Tamana Dakhee girls school, Khost Province 2017

## Programme Priority 4: Streamlining policy and administrative systems in the MoE.

### Strategy 4.1: Enhance policy review and development.

Budget Line Item	Activity indicators	Programme Targets				Budget			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
4.1.1	International consultant's remuneration for development of strategies, policies and other manuals / Salaries of international consultants	1	1	0	0%	\$96,100	\$93,551	\$2,549	3%
4.1.4	Number of National Technical Advisors recruited /Salaries of National Technical Consultants	4	4	0	0%	\$55,202	\$48,834	\$6,368	12%
4.1.5	Equipment Provided to the ACE and Technical Advisors	1	1	0	0%	\$44,074	\$47,651	(\$3,577)	-8%
4.1.6	Policies, procedures and standards disseminated and communicated	1	0	1	100%	\$10,000	\$0	\$10,000	100%
	<b>Total</b>					<b>\$205,376</b>	<b>\$190,036</b>	<b>\$15,340</b>	<b>7%</b>



4.1.1 – 4.1.4: One international and four national consultants was recruited and led the MoE’s efforts in development of required policies and strategies.

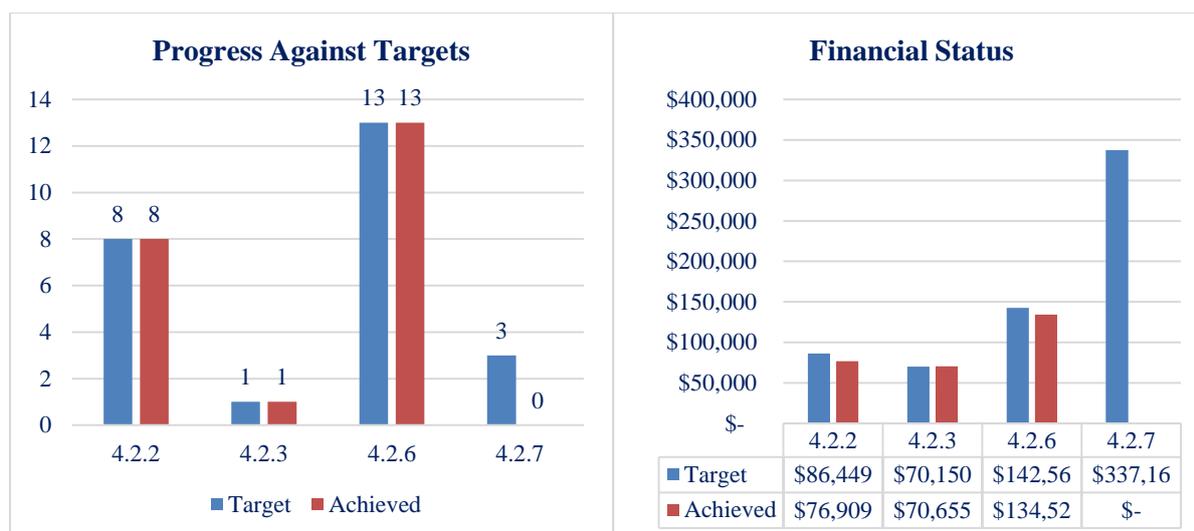
4.1.5: The equipment (colour printers, photocopiers, scanners) has been procured and delivered to the Academic Council at central level for the amount of US\$47,651.

4.1.6: Three policies and two strategies were planned to be developed, endorsed and disseminated. Social Mobilisation strategy and CBE outreach policy have been finalised and endorsed by the MoE. The Preschool Education Policy and Communication Strategy have been developed and submitted for review and endorsement. The Female Teacher Relocation policy has been drafted and shared with stakeholders for further inputs. Development process entailed inclusive participation of all relevant stakeholders, including development partners, through well-established coordination working groups under the NESP Steering Committee. The below table shows the progress towards finalisation of policies and strategies:

No.	Policies and Strategies	Status	Expected date of Endorsement
1.	Social mobilisation strategy	Endorsed	Sep 2017
2.	CBE outreach policy	Endorsed	Dec 2017
3.	Early education development policy	Submitted for endorsement	15-April-2018
4.	Communication strategy	Submitted for endorsement	30-May-2018
5.	Female teacher relocation policy	Draft version is prepared	30-June-2018

**Strategy 4.2: Strengthen MoE capacity for improved planning and monitoring.**

Budget Line Item	Activity indicators	Programme Target				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
4.2.2	Number of master trainers recruited and trainings provided to the MoE staff / For the training of provincial staff of planning and evaluation directorate	8	8	0	0%	\$86,449	\$76,909	\$9,541	11%
4.2.3	Number of trainings conducted for DEO and PED staff	1	1	0	0%	\$70,150	\$70,655	(\$505)	-1%
4.2.6	Number of system developers and analysts received their salaries	13	13	0	0%	\$142,568	\$134,521	\$8,047	6%
4.2.7	Equipment and running cost for the EMIS module development	3	0	3	100%	\$337,160	\$0	\$337,160	100%
4.2.8	Develop an integrated system that includes school and spot surveys and other third-party testing and assessments in EMIS/Implementing and Decentralizing Certification System in PEDs	1	1	0	0%	\$724,700	\$664,392	\$60,308	8%
<b>Total</b>						<b>\$1,361,027</b>	<b>\$946,477</b>	<b>\$414,551</b>	<b>30%</b>



**4.2.2:** As per the operational plan, 8 master trainers were recruited to train PEDs and DEOs in planning, monitoring and evaluation (M&E) and reporting. The variation in the budget line is explained by staff turnover in the second quarter of 2017.

**4.2.3:** The trainings on planning, M&E and reporting for 110 participants from PEDs and DEOs were conducted from 7-9 May of 2017.

**4.2.6:** 12 EMIS officers were recruited on time, whereas the recruitment of one EMIS officer was delayed in the first quarter of 2017 resulting in 6% under-utilisation in the budget line.

**4.2.7:** Procurement of equipment (MS SQL server licenses for EMIS central and provincial servers, solar systems for four provinces, and utilities, such UPS, power supplies, regulators and etc.) for development EMIS HR module was planned under this activity. However, the MoE was not able to finalise procurement before the end of the grant effectiveness date.

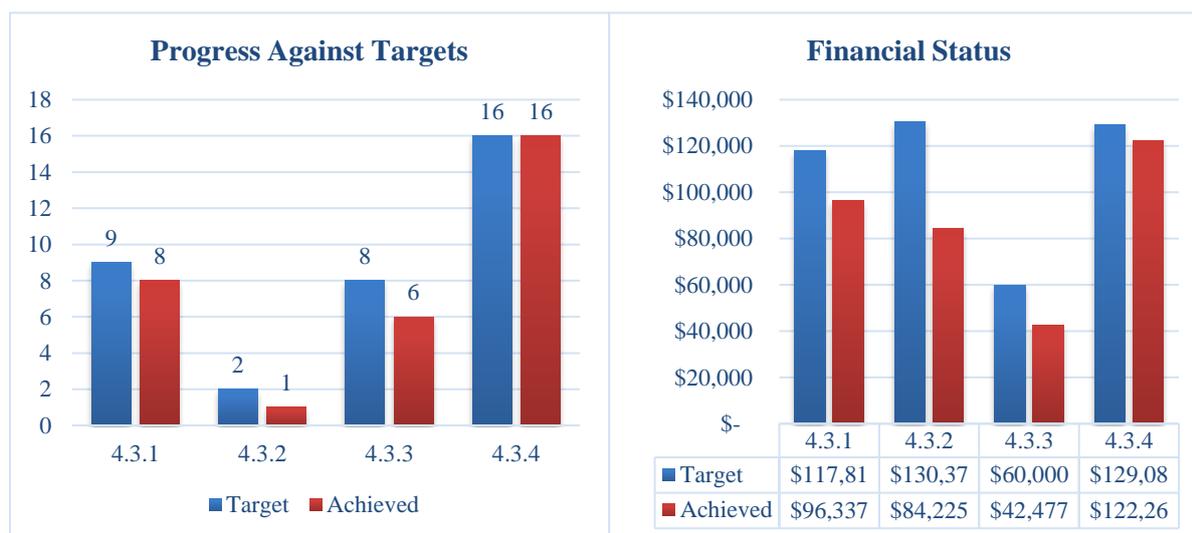
**4.2.8:** The main activity was to develop an integrated system that includes schools, spot surveys and other third-party testing and assessments in EMIS, however it was revised to introduce a decentralised school certification system, which contributes to strengthening of provincial EMIS systems through provision of network storages for automated and transparent issuance of Grade 12 certificates for students and depositing EMIS data (e.g. payment, HRMIS, GIS). In 2017, the system was introduced and equipment for network storage was procured and installed in 20 PEDs.

### **Strategy 4.3: Strengthen the management, coordination and resource mobilisation function in the MoE.**

Budget Line Item	Activity indicators	Programme Target				Financial Targets			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
4.3.1	Implement resource mobilisation function /Salary for the member of coordination unit	9	8	1	11%	\$117,817	\$96,337	\$21,480	18%
4.3.2	Provide for operation and equipment /Establishment cost for the coordination	2 <sup>6</sup>	1	1	50%	\$130,375	\$84,225	\$46,150	35%

<sup>6</sup> The target of 2 represents two initial quarters of 2017. There were no expenses during the first quarter – only in the second quarter.

	unit such as office set-up, further, communication (Top-up Cards), etc.								
4.3.3	Develop strategy /ToRs for PMCU and Rally MoE departments to endorse strategy/Capacity development of the GPE Coordination Team, etc.	8	6	2	25%	\$60,000	\$42,477	\$17,523	29%
4.3.4	Implement internal and external management coordination function /Provide support to Finance and Accounting Department, Procurement Department, Human Resources Management Unit and Academic Supervision Department.	16	16	0	0%	\$129,081	\$122,269	\$6,812	5%
<b>Total</b>						<b>\$437,273</b>	<b>\$345,308</b>	<b>\$91,965</b>	<b>21%</b>



**4.3.1:** The GPEPCU staff continued performing their functions for internal and external GPE programme management and coordination and provision of support to Finance and Accounting, Procurement, Human Resource, Academic Supervision, General Education Directorates among others. Given that the position of public relation and communication coordinator was vacant in the first quarter of the year and human resource coordinator resigned in the second quarter, the unspent balance is US\$ 21,480 (18%) of the total budget, which also includes an overestimated by US\$ 9,907 liability from the previous year.

**4.3.2:** Operational expenditures for the programme included procurements of equipment, transportation allowances, top up cards payments, office furnishing, printing and stationary, and other miscellaneous expenses. The MoE spent only 65% of the allocated budget due to failure of vendors to deliver goods (laptops, projector and office utilities) according to terms and conditions.

**4.3.3:** As part of capacity building of MoE, three staff of GPEPCU (Social Mobilisation Coordinator, Finance and Procurement Coordinator and Public Relation and Communication Coordinator) benefitted from a 7-day training on Leadership, Project Management and Result-Based Monitoring and Evaluation in Cape Town, South Africa. In addition, three other members of the GPEPCU benefitted from a 7-day training on report writing and management in Pune, India.

**4.3.4:** 16 technical advisers have been assigned to different directorates and departments to increase capacity building efforts and further contribute to the implementation of the GPE programme.

## Summary of Financial Expenditures – 2017

Priority Programme Strategies	Financial Progress Report			
	Budget (US\$)	Actual (US\$)	Budget variance (US\$)	Budget Variance (%)
Programme Priority 1-Strategy 1.1: Enhance community and social mobilisation	426,355	358,591	67,764	16%
Programme Priority 1-Strategy 1.2: Strengthen school governance for quality schools	10,493,299	2,909,878	7,583,421	72%
<b>Sub-total Programme Priority 1</b>	<b>10,919,654</b>	<b>3,268,469</b>	<b>7,651,185</b>	<b>70%</b>
Programme Priority 2-Strategy 2.1: Expand Access to CBE	2,203,810	1,921,404	282,406	13%
Programme Priority 2-Strategy 2.2: Expand Access to ALP	823,988	796,291	27,697	3%
Programme Priority 2 Strategy 2.3: Strengthen mosque-based education	45,030	0	45,030	100%
Programme Priority 2-Strategy 2.4: Reopen schools	470,000	232,490	237,510	51%
<b>Sub-total Programme Priority 2</b>	<b>3,542,828</b>	<b>2,950,185</b>	<b>592,643</b>	<b>17%</b>
Programme Priority 3-Strategy 3.2: recruit, train and deploy female teachers from urban centres to local levels	1,855,272	1,675,102	180,170	10%
<b>Sub-total Programme Priority 3</b>	<b>1,855,272</b>	<b>1,675,102</b>	<b>180,170</b>	<b>10%</b>
Programme Priority 4-Strategy 4.1: Enhance policy review and development	205,376	190,036	15,340	7%
Programme Priority 4-Strategy 4.2: Strengthen MoE capacity for improved planning and monitoring	1,361,027	946,477	414,551	30%
Programme Priority 4-Strategy 4.3: strengthen the management, coordination, and resource mobilisation function in MoE	437,273	345,308	91,965	21%
<b>Sub-total Programme Priority 4</b>	<b>2,003,676</b>	<b>1,481,820</b>	<b>521,856</b>	<b>26%</b>
<b>Grand Total</b>	<b>18,321,430</b>	<b>9,375,577</b>	<b>8,945,854</b>	<b>49%</b>

Following table shows the overall budget implementation rate for the whole duration of the programme.

Programme Priority	Total Program Budget (US\$)	Budget implementation		Total (US\$)	Unspent Balance (US\$)	Implementation Rate (%)	Unspent Rate (%)
		Expenditure-Cash (US\$)	Commitments (US\$)				
	A	B	C	D=B+C	E=A-D	F=D/A	G=E/A
Priority 1	24,115,327	16,464,142	5,393,667	21,857,809	2,257,518	91%	9%
Priority 2	19,616,603	19,023,958	-	19,023,958	592,672	97%	3%
Priority 3	6,140,288	5,960,119	-	5,960,119	180,169	97%	3%
Priority 4	5,827,783	5,305,928	-	5,305,928	521,855	91%	9%
<b>Total</b>	<b>55,700,001</b>	<b>46,754,147</b>	<b>5,393,667</b>	<b>52,147,814</b>	<b>3,552,187</b>	<b>94%</b>	<b>6%</b>

Out of total programme budget (US\$55.7 million), US\$46.7 million (84 percent) has been expended until 31 December 2017. There are additional commitments of US\$5.39 million (13 percent) related to SIPs which are expected to be spent during the programme closure period. Hence, the overall implementation rate of programme is expected to be \$52.1 million, constituting 94 percent of the total programme budget. The remaining 6 percent (US\$3.5 million) will be considered as unspent and uncommitted balance.

**Fund Reconciliation**

Fund movement activities	----- US\$ -----		
	Receipt	Spent	Balance
Received from UNICEF on 10-Oct-2012	9,000,099	-	9,000,099
Cash Expenditure from Jan to Jun 2013	-	341,938	8,658,161
Cash Expenditure from Jul to Dec 2013	-	1,760,539	6,897,622
Received from UNICEF on 13-Apr-2014	18,856,755	-	25,754,377
Cash Expenditure from Jan to Jun 2014	-	1,594,477	24,159,900
Cash Expenditure from Jul to Dec 2014	-	9,712,468	14,447,432
Cash Expenditure from Jan to Jun 2015	-	2,225,008	12,222,424
Cash Expenditure from Jul to Dec 2015	-	7,991,025	4,231,399
Received from UNICEF on 26-Apr-2016	3,629,196	-	7,860,595
Received from UNICEF on 15-Oct-2016	8,294,554	-	16,155,149
Cash Expenditure from Jan to Jun 2016	-	1,713,462	14,441,687
Cash Expenditure from Jul to Dec 2016	-	11,644,018	2,797,669
Received from UNICEF on 20-Dec-2016	15,919,396	-	18,717,065
Add: Correction of errors 2015	17,745	-	18,734,810
Less: exchange loss for the years of 2013, 2014 and 2015	-	413,325	18,321,485
Adjustment of amount which was wrongly debited in bank	-	7,275	18,314,210
Cash Expenditure from Jan to Jun 2017	-	6,105,620	12,208,590
Add: Correction of errors 2016	8,705	-	12,217,295
Exchange loss	-	1,312	12,215,983
Cash Expenditure from Jul to Dec 2017	-	3,269,955	<b>8,946,028</b>
	<b>55,726,450</b>	<b>46,780,422</b>	

Fund closing balance	US\$
Balance with Da Afghanistan Bank on 31-Dec-2017	8,305,285
Receivable from provinces	640,743
Cumulative balance as on 31- Dec -2017	8,946,028

## UNICEF’s observations and remarks

This section provides the SE’s observations and remarks to the Annual Report 2017 covering highlights of a) key programmatic and fiduciary support provided by UNICEF to the MoE; b) challenges and lessons learned c) field monitoring results; and d) outline of future work for effective closure of the programme.

### Summary of SE support to MoE

*Programme Component:* In 2017, UNICEF provided support to MoE and GPEPCU in developing, reviewing, endorsing, implementing, monitoring and reporting on the 2017 Operational Plan of the GPE programme; assisted the relevant directorates and departments with timely monitoring and accelerated implementation of the programme by regularising of the high-level coordination meetings; continued to bridge and facilitate the communication between the GIRoA and GPE Secretariat regarding GPE in-country and global processes; increased the frequency of bilateral meetings with the Procurement and Infrastructure Services Department (ISD) to closely follow up on the progress of procurement, contracting and implementation; introduced a communication and tracking system for monitoring of contracts with timely provision of feedback to provinces and MoE about delays in provision of salaries of teachers. To document the programme’s overall achievements, challenges, and lessons learnt, UNICEF organised closure workshops at provincial levels with participation of 319 (22 percent female) programme representatives, social mobilisers, engineers, CBE/Accelerated Learning Programme (ALP) teachers, qualified female teachers and other beneficiaries. Furthermore, UNICEF coordinated the application process for a new US\$298 million multi-donor programme, entitled Education Quality Reform in Afghanistan (EQRA).

*Fiduciary Component:* In 2017, UNICEF together with a fiduciary advisor, Grant Thornton, supported the MoE and GPEPCU with fiduciary oversight and monitoring of programme implementation in targeted provinces. Major fiduciary support and services included: i) communicating the results of the 2016 field monitoring visits back to the MoE for remedial actions; (ii) conducting 2017 field monitoring visits and producing final reports, (iii) producing quarterly updates, semi-annual and annual progress reports for the MoE and GPEPCU for action; (iv) providing substantial support to the GPEPCU in development and implementation of the Programme’s Operational Plan; and (v) providing technical assistance in overall financial planning and reporting. Furthermore, external audits of the GPE programme for the years ended 2013, 2014, 2015 and 2016 have been finalised and actions have been taken to address the finding and recommendations, including two cases of misuse for the amount US\$ 121,714, which were not accounted for and have been mishandled and misappropriated in Daikundi and Ghor provinces. The agreement has been reached with the MoF and MoE about the refund of misused funds.

### Implementation challenges and issues

MoE’s Challenges with GPE Programme Implementation	UNICEF’s Support to Mitigate the Challenges as the Supervising Entity
<b>General:</b> Insufficient inter-departmental coordination and information sharing from national to sub-national levels	a. Increased the frequency and reinforcement of high-level coordination meetings to strengthen inter-departmental coordination at all level.

<p><b>General:</b> Collaborating with MoE and other Government Officials to address programme delivery/due diligence issues</p>	<p>a. As SE, UNICEF provided technical support and advice to MoE’s relevant directorates and departments to assist them with timely monitoring and accelerated implementation of the programme by emphasizing on the continuation and regular convening of high-level coordination meetings to assist timely programme delivery;</p> <p>b. UNICEF contracted an auditing firm to conduct the audit of the GPE Programme for years ended 2016.</p>
<p><b>General:</b> Risk analysis (identifying programme delivery/due diligence issues in a timely manner)</p>	<p>As SE, UNICEF provided following supports:</p> <p>a. Assured the acceleration of the GPE Programme’s internal and external audits as mentioned in the Grant Agreement;</p> <p>b. Continued to finance and participate in the GPE Programme Orientation and Closure workshops at national and provincial levels;</p> <p>c. Assured that the MoE implements the M&amp;E Framework by building the capacity of national, provincial and district level Programme staff.</p>
<p><b>General:</b> Acting as an interlocutor between the Government of Afghanistan, MoE, and GPE Secretariat</p>	<p>As SE, UNICEF provided the following support:</p> <p>a. Continued to bridge and facilitate communication between the Government, MoE, and GPE Secretariat regarding GPE in-country and global processes;</p> <p>b. Facilitated the preparation and submission of the MoE’s request for grace period extension to the GPE Secretariat for approval.</p> <p>c. Coordinated GPE Secretariat’s field missions to Afghanistan.</p>
<p><b>Programme Priority 1:</b> Significant delays in procurement, contracting and implementation of SIPs due to bureaucratic procurement procedures (e.g. rejection of applications by National Procurement Authority) and escalating security situation in targeted provinces and districts.</p>	<p>As SE, UNICEF provided following support:</p> <p>a. Increased the frequency of bilateral meeting with the Procurement and Infrastructure Services Department (ISD) and contractors/vendors to closely follow up on the progress of procurement, contracting, and implementation of SIPs;</p> <p>b. A comprehensive list of SIPs affected by insecurity has been shared with MoE leadership with a request for support and coordination with other government bodies, particularly security agencies at provincial level. Furthermore, alternative ways have been considered for monitoring of work progress in insecure provinces i.e. getting reports from school administrators, local council members, and other local stakeholders at districts.</p>
<p><b>Programme Priority 2 &amp; 3:</b> a. Delays in payment of salaries to CBE, ALP, qualified female teachers and MBE mullahs due to errors in contracting process;</p>	<p>As SE, UNICEF provided following support:</p> <p>a. Introduced a communication and tracking system for monitoring of contracts with timely provision of feedback to provinces for rectifying the errors</p> <p>b. The process of re-opening of closed schools was initiated that resulted in the re-opening of 52 closed</p>

b. No progress in re-opening of closed schools until 2017.	schools and admission of 8,471 students (7,034 boys and 1,437 girls) in schools in the GPE targeted provinces.
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## Field Monitoring

UNICEF through its fiduciary adviser, Grant Thornton carried out field visits to the GPE target provinces/districts and provided reports to UNICEF which were shared with the MoE and GPEPCU to address shortcoming and challenges identified in the field visits. Following is the summary of findings from the field monitoring of sample 67 classes (1,789 students including 1,012 boys and 777 girls) in 36 districts of 12 provinces.

### Enrolment and attendance

- a. Average enrolment is 27 students per class with an attendance rate of 87 percent, which indicates an increase of 3 percent compared to 84 percent attendance rate in 2016. Average enrolment per class varies provincially, with Helmand having an average of 31, while Badghis 18 students are enrolled per class. The attendance rates also differ from province to province, with Paktia and Nuristan having an attendance rate of 95 percent, while Nimruz has 44 percent. Both the enrolment and attendance rates were found to be higher for male students compared to the female students. Inconsistencies were identified in the enrolment data provided by GPEPCU and the data collected from the field. Such variations raise concerns on the accuracy of the programme reporting system.

### Teacher attributes

- b. Of 67 teachers, 56 (83.6 percent) were male and only 11 (16.4 percent) were female. 87 percent of teachers received trainings for four or fewer days, which is much lower than the minimum required duration to build teacher capacity in instructional techniques, classroom management and student assessment.
- c. More than 81 percent teachers complained about the delay in salary ranging from 2 to 4 months. This, however, shows 9 percent decrease in the number of complains compared to 2016 (where the complaint rate was 90 percent with delayed duration from 1 to 12 months).
- d. Of 67, 39 teachers had a secondary education, 23 undergraduate, and only 5 teachers (all male) had a master level education.
- e. Use of physical punishment was reported in 18/67 classes (27 percent), mostly in Farah, Nuristan, Nimroz, Paktia, and Paktika, Farah, Nuristan and Nimroz provinces, while it was not reported in 49/67 classes (73 percent).
- f. 39 teachers (58.2%) had educational qualification up to school levels (Grade 12 and below), 23 teachers (34.3%) had a bachelor degree and only 5 teachers (7.5%), all males, had a master's qualification (see table below). Since graduation is the desirable qualification, more than half of the teachers lacked the requisite basic qualifications for the job.
- g. All the surveyed 39 QFTs were found teaching in the government schools with 3 to 5 years teaching experience. 22 QFTs had 14 years of education and 14 had a university bachelor degree (16 years of education). However, 3 QFTs were found with only secondary education, whereas according to the program QFTs are supposed to have at least 14 years of education.

**Class attributes**

- g. *Commencement of classes:* Out of the 67 selected classes, 38 (57 percent) started in 2015 while the remaining 29 (43 percent) classes started in 2016. The data indicates that, despite the slow start and a number of no-cost extensions, the project continued to run classes as well as start new classes throughout the five years of its life from 2013 to 2017 contributing to the project continuity, including continuity of teachers and students and ensuring that the initial gains of the project were not wasted or lost.
- h. *Timings and durations:* Based on students and teachers' attendance register all selected CBE and ALP classes were found to be running for 6 days per week with time ranging from 8.00 a.m. to 1.00 p.m. According to CBE policy, the time duration of CBE/ALP classes is defined 3 hours a day while monitoring findings show that the time duration differs in the CBE/ALP classes from 3-6 hours per day. This depends more on the community need, which is practiced by the teachers in the classes.
- i. *Facilities:* The majority of visited classes have adequate physical facilities and teaching learning aids (adequate space, properly defined boundary walls, drinking water availability, toilets, water coolers, chairs/floor mats, black boards, chalk boxes, teachers text books, stationary, weekly working plan, global map, and white pages) except for toilets and water coolers, which were found only in 64 percent and 70 percent classes respectively. The results are highly encouraging and show significant improvements compared to 2016, where only 50 to 60 percent of classes had textbooks and stationaries and less than 30 percent classes had teachers' guide and maps. Overall, 35 (52 percent) classes were in a "good", 31 (46 percent) in an "average" and only 1 class in a "poor" condition.
- j. *Links with hub schools:* For 67 surveyed classes, 15 percent of classes are at the distance of 1 - 2 km, 36 percent at the distance of 2.5 – 3 km, 25 percent are at the distance of 3.5 - 4 km, 9 percent are at the distance of 4.5 - 5 km, and 15% in more than 5 km distance from the hub school.
- k. *Transition to hub schools:* In the selected sample of 67 classes, a total of 1,465 students including 909 boys (62 percent) and 556 girls (38 percent) transitioned to hub schools out of which 942 students (64 percent) were admitted in the hub schools (65 percent boys and 35 percent girls) showing an overall dropout rate of 36 percent (58 percent boys and 42 percent girls).

**School Management and Supervision**

- l. The findings of the survey of all 67 selected classes reveal that all SMSs were properly functioning. SMSs were reported to have from 3 to 15 members (96 percent male and 4 percent female), however SMS members of only 43 classes (64 percent) were found to have received the formal prescribed trainings, including training in management, leadership, planning, M&E, supervision, quality control and dispute resolution. The low representation of female members in SMSs is a matter of concern and needs to be urgently addressed.

**SIP Interventions**

- m. 41 out of 42 visited SIPs were constructed as per specifications and design and were in useable condition. Among the observed SIPs, two had minor damage due to insufficient maintenance, five lacked utilities (electricity and water), and only one was not constructed in accordance with its approved design. Overall, the condition of 34 SIPs was "good," while the condition of 8 SIPs was "average," which indicate improvement in SIPs construction compared to previous year (2016), where 4 SIPs were reported damaged and

7 not constructed in the right locations. It can be construed that the improved physical facilities have a direct correlation with the increased enrolment, attendance and possibly improved learning.

## **Future work**

UNICEF will continue to provide technical support to MoE and GPEPCU to ensure effective programme completion and utilisation of funds before 30 June 2018. This will be done by building on previous lessons learnt, timely identification of bottlenecks, and accelerating programme implementation and finalisation of SIPs.

During the programme closure period, UNICEF will support the MoE with finalisation pending activities, processing the payments against liabilities and commitments, completion of external and internal audits for 2017 and first half of 2018, closure of accounts and development of final programme completion report and lessons learned document. UNICEF will also support the MoE and the World Bank with the finalisation, endorsement and implementation of the EQRA.

## Annexure

### Annex – 1: Programme and financial progress

Budget Line Item	Activity indicators	Programme Target				Financial Target			
		Target	Achieved	Variance	Variance (%)	Budget (US\$)	Actual (US\$)	Variance (US\$)	Variance (%)
<b>Strategy 1.1: Enhance Community and Social Mobilisation</b>									
1.1.2	Number of District Social Mobilisers on board and paid	80	78	2	3%	\$261,090	\$252,481	\$8,609	3%
1.1.4	Number of Provincial Social Mobilisation Coordinators on board and paid	13	13	0	0%	\$117,985	\$66,824	\$51,161	43%
1.1.5	Number of bi-monthly meetings conducted among PSMCs, DSMs, PEDs, and DEOs / Quarterly Review Workshops at central level	2	2	0	0%	\$24,000	\$24,867	(\$867)	-4%
1.1.7	Number of regular events/meetings organised and registered / Field Monitoring Visits at provincial level	120	80	40	33%	\$23,280	\$14,419	\$8,861	38%
	<b>Total</b>					<b>\$426,355</b>	<b>\$358,591</b>	<b>\$67,764</b>	<b>16%</b>
<b>Strategy 1.2: Strengthen School Governance for Quality Schools</b>									
1.2.1	Number of SMS trained for SIP implementation	200	200	0	0%	\$40,000	\$39,399	\$601	2%
1.2.2	Number of developed and implemented SIP	438	400	38	9%	\$10,315,022	\$2,752,247	\$7,562,775	73%
1.2.3	Number of engineers recruited for SIP implementation	16	16	0	0%	\$138,277	\$118,232	\$20,045	14%
	<b>Total</b>					<b>\$10,493,299</b>	<b>\$2,909,878</b>	<b>\$7,583,421</b>	<b>72%</b>
<b>Strategy 2.1: Expand Access to CBE</b>									
2.1.2	Number of kits purchased and distributed to CBE students	42,000	29,279	12,721	30%	\$630,000	\$463,758	\$166,242	26%
2.1.3	Number of teachers recruited for CBE classes	1,290	1,290	0	0%	\$1,573,810	\$1,457,646	\$116,164	7%

	<b>Total</b>					<b>\$2,203,810</b>	<b>\$1,921,404</b>	<b>\$282,406</b>	<b>13%</b>
<b>Strategy 2.2: Expand access to ALP for over-age students, especially girls</b>									
2.2.2	Number of kits purchased and distributed to ALP students	11250	8550	2700	24%	\$348,750	\$339,166	\$9,584	3%
2.2.3	Number of teachers recruited for ALP classes	440	440	0	0%	\$475,238	\$457,125	\$18,113	4%
	<b>Total</b>					<b>\$823,988</b>	<b>\$796,291</b>	<b>\$27,697</b>	<b>3%</b>
<b>Strategy 2.3: Strengthen mosque-based education</b>									
2.3.2.1	Recruit the <i>mullahs</i> to teach in the Mosque-Salaries of <i>Mullahs</i>	237	0	237	100%	\$45,030	\$0	\$45,030	100%
	<b>Total</b>					<b>\$45,030</b>	<b>\$0</b>	<b>\$45,030</b>	<b>100%</b>
<b>Strategy 2.4: Re-open Closed Schools</b>									
2.4.1	Number of meetings and focus group discussions held / Organise regular events for reopening of closed schools	100	55	45	45%	\$20,000	\$10,537	\$9,463	47%
2.4.3	Mobilise SMS for the utilisation of emergency fund for re-opening of closed schools	100	52	48	48%	\$450,000	\$221,953	\$228,047	51%
	<b>Total</b>					<b>\$470,000</b>	<b>\$232,490</b>	<b>\$237,510</b>	<b>51%</b>
<b>Strategy 3.2: Recruit, Train and Deploy Female Teachers from Urban Centres to the Local Level</b>									
3.2.4	Number of qualified female teachers contracted / Salaries of Qualified Female Teachers (QFT)	231	228	3	1%	\$1,664,272	\$1,600,744	\$63,528	4%
3.2.5	Number of deployed female teachers along with spouses in 40 districts receiving relocation allowances	53	53	0	0%	\$191,000	\$74,358	\$116,642	61%
	<b>Total</b>					<b>\$1,855,272</b>	<b>\$1,675,102</b>	<b>\$180,170</b>	<b>10%</b>
<b>Strategy 4.1: Enhance Policy Review and Development</b>									
4.1.1	International consultant's remuneration for development of strategies,	1	1	0	0%	\$96,100	\$93,551	\$2,549	3%

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	policies and other manuals / Salaries of international consultants								
4.1.4	Number of National Technical Advisors recruited /Salaries of National Technical Consultants	4	4	0	0%	\$55,202	\$48,834	\$6,368	12%
4.1.5	Equipment Provided to the ACE and Technical Advisors	1	1	0	0%	\$44,074	\$47,651	(\$3,577)	-8%
4.1.6	Policies, procedures and standards disseminated and communicated	1	0	1	100%	\$10,000	\$0	\$10,000	100%
	<b>Total</b>					<b>\$205,376</b>	<b>\$190,036</b>	<b>\$15,340</b>	<b>7%</b>
<b>Strategy 4.2: Strengthen MoE Capacity for Improved Planning and Monitoring</b>									
4.2.2	Number of master trainers recruited and trainings provided to the MoE staff / For the training of provincial staff of planning and evaluation directorate	8	8	0	0%	\$86,449	\$76,909	\$9,541	11%
4.2.3	Number of trainings conducted for DEO and PED staff	1	1	0	0%	\$70,150	\$70,655	(\$505)	-1%
4.2.6	Number of system developers and analysts received their salaries	13	13	0	0%	\$142,568	\$134,521	\$8,047	6%
4.2.7	Equipment and running cost for the EMIS module development	3	0	3	100%	\$337,160	\$0	\$337,160	100%
4.2.8	Develop an integrated system that includes school and spot surveys and other third-party testing and assessments in EMIS	1	1	0	0%	\$724,700	\$664,392	\$60,308	8%
	<b>Total</b>					<b>\$1,361,027</b>	<b>\$946,477</b>	<b>\$414,551</b>	<b>30%</b>
<b>Strategy 4.3: Strengthen the Management, Coordination and Resource Mobilisation Function in the MoE</b>									
4.3.1	Implement resource mobilisation function /Salary for the member of coordination unit	9	8	1	11%	\$117,817	\$96,337	\$21,480	18%

4.3.2	Provide for operation and equipment /Establishment cost for the coordination unit such as office set-up, further, communication (Top-up Cards), etc.	2	1	1	50%	\$130,375	\$84,225	\$46,150	35%
4.3.3	Develop strategy /ToRs for PMCU and Rally MoE departments to endorse strategy/Capacity development of the GPE Coordination Team, etc.	8	6	2	25%	\$60,000	\$42,477	\$17,523	29%
4.3.4	Implement internal and external management coordination function /Provide support to Finance and Accounting Department, Procurement Department, Human Resources Management Unit and Academic Supervision Department.	16	16	0	0%	\$129,081	\$122,269	\$6,812	5%
	<b>Total</b>					<b>\$437,273</b>	<b>\$345,308</b>	<b>\$91,965</b>	<b>21%</b>

**Annex – 2: Activities excluded from the report**

*Activities completed before 2017*

Activity code	Activity	Remarks
1.1.1	Development of training material and guidelines for the training of social mobilisers	Completed in-house
1.1.3	Trainings of PSMCs, DSMs, DEOs, PEDs, and members of the Academic Supervision Department	Major part of the activity completed in 2016
2.1.1	Identification of areas where CBE classes are required	completed activity with 85% burn rate
2.1.4	Training of CBE teachers	Activity completed by Dec 2016 with burn rate of 82%
2.2.1	Identification of areas where ALP classes are required	Activity completed with 26% burn rate due to overestimated budget
2.2.4	Training of ALP teachers	Activity completed by Dec 2016 with burn rate of 88%

2.3.2	Training of Mullahs and MBE teachers	Activity completed in December 2016 with the burn rate of 46%
2.3.3	Distribution of textbooks and learning materials to students and teachers	Activity completed in December 2016 with the burn rate of 93%
3.2.1	Launch of campaigns for the recruitment of female teachers	Activity completed by December 2016 with the burn rate of 100%
3.2.2	Conduct 2-week orientation trainings for female teachers and QFTs	Activity completed by December 2016 with the burn rate of 13%
3.3.1	Training on pedagogy to adolescent girls and other female members of the community	Activity completed by December 2016 with the burn rate of 99%
4.2.5	Development of new EMIS and its related modules	Activity completed with the burn rate of 42%.
4.2.8	The development of an integrated system that includes school and spot surveys and other third-party testing and assessments in deployed EMIS	Activity completed with the burn rate of 100%.

***Activities excluded in 2017 with no budget allocation***

Activity code	Activity	Remarks
1.1.6	Development of training material for advocacy issues assessed and identified	Initial budget of US\$ 5,000 remain unspent
1.1.8 & 1.1.9	Development and implementation of communication strategy based on need assessments	Initial budget of US\$ 225,000 remain unspent
2.3.1	Development of strategy for Mosque Based Education	Excluded activity with initial budget of US\$ 20,000.
2.4.2	Development of mechanism for the utilisation of emergency fund	Excluded activity with an initial budget of US\$ 10,000
3.1.1	Development and implementation of support strategy	Excluded activity with an initial budget of US\$ 15,000. Refer Priority 4.2 for ongoing similar activities.
3.2.3	Developed and implemented of teachers' incentive strategy	Excluded activity with the initial budget of US\$ 5,000
4.1.2	Development of strategy paper on policy review	Excluded activity with the initial budget of US\$ 5,000
4.1.3	Identification of priority areas for development of policies, procedures and standards for the concern department under the MoE	Excluded activity with no budget allocated.

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4.2.1	Development of training programme for planning, monitoring, evaluation and reporting	Excluded activity with the initial budget of US\$ 30,000
4.2.4	Appointment of provincial data collectors, quality assurance specialists, system administrator, statistics specialist and administration officer	Excluded activity with no budget allocated.

### Annex – 3: Summary of improvements in SIPs

From the total 26 reported instances, follow-up/ corrective actions details were received from MOE.

Province	School/ location of SIP	SIP type	Matter	ISD feedback	GTA's comments
<b>Kandahar</b>	Dande Alkonika village of Dand District	Water pump	The water pump was functioning well but taps were damaged	As per the PED report, the damaged water tapes are repaired	Matter resolved, but pictures not provided
<b>Khost</b>	Ghondi Menz Kali, District Tarzai	Toilet	As per initial design the toilet was English but a simple design toilet was built. Hand wash facility not found.	As per PED report, the change in the toilet design was approved.	Matter resolved
	Tani District, Daor Kali School	Toilet	Toilet was constructed at 150 meters from the school, apparently, this is because the school already had a toilet; consequently, the toilet is not being used by the students	As per the PED report, the existing facilities in school are not enough and new school building is planned in the same area. This SIP will be utilised at that time.	Matter replied, however planning document referred here was not shared
	Ghondi Menz Kali School, District Tarzai	Water pump	The water pump was functioning well but taps were damaged	The damaged taps 5/10 will be repaired	Matter exist
<b>Paktika</b>	Village Ali Khaile, District Urgan	Water pump & Toilet	The washroom pipe was damaged, the walls were cracked, there were no taps; no one was using the washroom and water pump.	Submersible is under used and at the time of visit GTA members also said the same thing that the submersible was used instead of Taps and hand pump.	There is no electric connection or generator with the facility. Submersible pump is against the original design which can harm the students. Broken hand pump/taps can be observed.
	Arinia High School, Zamrikot Haji Zahir Masjid, District Yousaf Khaile	Water pump	Water pump was constructed, but is not used by students and staff as the taps and hand pump are damaged.	Submersible system installed. Hand pump and all accessories are in store room.	Submersible system is against the design. This system can only be used when electricity is available or a generator and its fuel is available.
	Hasina High School, District Khaikot	Toilet	Wash room not being used as its parts are damaged, and people have put the school materials	The SIP is now cleared from materials and under the use of students	Pictures not provided

			including heater, wood and other things in the wash room.		
<b>Zabul</b>	Kochi Kali village of Shahjoy District	Water pump	Water pump was constructed out of the school, the pump was damaged and there was no hand pump or taps (looks like not fitted from the inception). The facility is not used by any one, as the school itself is closed.	As there was no boundary wall and school was closed, the equipment was uninstalled and handed over to the school principal.	Matter still exist
<b>Nuristan</b>	Qaziabad Primary School, District Wama	Toilet	The school is not active and therefore the washroom is not used by the students.		Matter still exist
	Dewa Primary School, District Parun	Water pump	Schools itself is under construction since long time and therefore SIP facility is under the use of local people. Due to rough use, locks, handles and basin have been damaged	The school is near to its completion and thereafter it will be repaired.	Matter still exist
	Hawari Pasta High School, District Doab	Toilet	SIP was constructed against the design and basic construction standards. There were no gates, windows, stairs, slopes, or ground levelling etc. The stones were used in walls without any enforcing material like cement/ clay etc. The structure is not usable and was found to be very risky for students.	As per PED, GTA visited some other facility instead of GPE SIP.	GTA in the presence of ISD and UNICEF representatives observed the pictures of improved which was same SIP GTA visited. No further explanation and picture received from ISD.
<b>Paktia</b>	Khawaja Hassan School, District Gardez	Toilet	The toilet is being used as a store room and students are not given access to use it as a toilet even after two years of its completion	Due to school under construction, books were put in the washroom to secure them. Now it is functional and available for use.	Facility is cleaned and pictures were sent along with the report by PED
<b>Badghis</b>	Agha Sofi School, Naswan, District Abkamary	Toilet	There is no school building or boundary wall, but still toilets were constructed	The facility is repaired/ renovated. As per ISD there are several schools without any building and boundary wall and student can	GTA observed no class/ students or any sign of classes. Facility is away from populated area.

				study anywhere (as per the MoE circular.	
	Qaichaq Primary Girls School, District Abkamary	Toilet	SIP was changed from Sange Law to Kapchaqe Primary Girls School; there is no school building, instead toilets were built in 2015. The roof and walls are cracked, the pipelines, water system and tapes were in very poor condition. The well water system and electricity system is not functioning as per local reps, the toilets were damaged by villagers.	As per ISD there are several schools without any building and boundary wall and student can study anywhere (as per the MoE circular.	Pictures from inside were not sent against the issues raised in the provincial report.
	Sangzard, district Moqor	Toilet	SIP was constructed in 2013; as per local staff it was destroyed by Taliban. There is only a boundary wall but no school building. Toilets are in very poor condition and never used.	The commode and grill was damaged by unknown persons. In this year, it is included in the budget of ministry and all problems will be solved.	Matter still exist
	Chashme Dozdak School for Girls, District Moqor	Water pump	Water pump functioning normally, 405 girls benefiting; however, 2 out of 12 taps damaged	It is included in the budget of ministry of education and will be repaired soon.	Matter still exist
	Chashme Sultan, district Moqor	Toilet	Poor workmanship, walls and roof were in bad condition, toilets and hand wash facility broken.	Ministry of education is informed regarding the need of repair and maintenance.	Matter still exist
<b>Helmand</b>	Block 5-E High School in District Marja	Water pump	In water pump 3 out of 10 taps of water pump were in working condition	Water taps are damaged by students and replaced several times. Damaged tapes are replaced now	Matter resolved
<b>Daikundi</b>	Royan Markazi boys & Girls High School, Kiti District.	Toilet	One cabin of toilet was used as store room	Now the wash room is cleared from the materials and is functional.	Matter resolved
<b>Ghor</b>	Dahani Balacha village of Shahrak District	Toilet	The SIP is constructed according to design but the finishing and painting work was not observed.	These issues are under the knowledge of MoE. Engineers and PED assured that these issues	Although claimed, but evidences of

	Dahane Balacha Primary School of Shahrak District	Water pump	SIP was found damaged. As per the engineer, students have broken the water pump while school teachers stated that the construction was not good. As there is no hand pump and tap, the facility is therefore of no use.	will be resolve before final payment to contractors.	improvements are available
	Tablak Village of District Dowlatyar	Water pump	The water pump facility found as damaged with no hand pump and taps. SIP constructed in 2016 but not used at all.		
	Tablak Girl's School of District Dowlatyar	Toilet	The SIP was constructed according to design but the finishing and painting work was not observed.		
<b>Nimroz</b>	Darwish Village School of District Kang	Water pump	Water pump built far away from the school between the village houses and was not functional.	Water pump constructed away from school because the water was sour. The land of this well is property of school. The Varshal of pump was damaged which was is now repaired.	Although repair made, but cannot be verified from the pictures
	Ali Abad Village of Khashrood District	Water pump	There is an existing water pump facility which is now damaged; the newly constructed SIP is not under use.	The water of existing water pump was sour and was not suitable for drinking.	Matter resolved