

Mid Term Narrative Report
Community World Service Asia and Week of Compassion

Section 1: Project Summary table

1.1 Project Name:	Improving Girls Education in Bamyan
1.2 Reporting Period:	1 st February 2023 to 20 th September 2023
1.3 Project Location:	Bamyan, Afghanistan
1.4 Implementing Partner(s):	Community World Service Asia (CWSA)
1.5 Start date and planned completion date of project	01 st February 2023 – 30 th December 2023
1.6 Funds from WoC this project year:	USD 100,000
1.7 Total Funding this Financial Year including funds from other donors (if there are other donors, please provide donor names and funds provided by them individually, and how long the other donors are / have been providing funding (less than one year, one year or multiple years)	Not applicable

Section 2: Context

Please describe **any new issues** in the current social/economic situation related to the geographic region, the communities that are being targeted for the project, and the organisation and project history (any changes to the background section of the proposal).

- a. *Has the context changed during project implementation, requiring a shift in the project design? If so how and what changes have resulted?*

The overall education system in Afghanistan has been distressing as the Taliban after taking over in 2021 banned Afghan girls from receiving secondary education. This made Afghanistan the only country in world where girls are prohibited from going to school beyond primary level. The Taliban government had also taken several steps to erase women from different aspects of public life as they barred women from attending university, banned coeducation, specified certain major subjects for women students (like Journalism, law, agriculture, veterinary science and economics), and have also made religious tests compulsory for teachers¹ during hiring process. The program also have one of the activities that involves hiring of teachers and team carried out process smoothly while preferring candidates with relevant subject based knowledge and experience.

The government have also replaced the Ministry of Women's Affairs with Ministry of Propagation of Virtue and Prevention of Vice and also ordered professional working women to stay at home until further notice. This created a challenge to the women staff working with NGOs. Arrangements were ensured by CWSA to keep women team members onboard by allowing to work from home. The women staff had active and meaningful participation despite working remotely and have significantly contributed in teacher's trainings and field level activities after seeking formal approvals from Ministry of Education (MoE) which highlights their dedication and commitment to programs overall goal.

The project implementation also faces challenges due to lengthy Memorandum of Understanding (MoU) processing at government level as Ministry of Education (MoE) keeps on updating their process and keep on asking for additional information.

The Taliban government have also banned women from travelling long distance without mahram and have not allowed them to use public transport if they are alone. These all steps makes women access to education difficult.

- b. *Whether your agency undertakes any other programmes and activities which complement this project*

Currently most of the programs in Afghanistan by CWSA are related to Disaster Risk Reduction (DRR) and cash distribution in emergency. These projects compliment girl's education program as they have access to marginalized communities and with their reference team is able to have better coordination and assessment to reach them.

- c. *Any changes in the staff or organisational capacity to implement this project.*

An orientation session was conducted on child safeguarding policy for the project staff and relevant guidelines were shared with them by the team manager.

¹¹ <https://www.usip.org/publications/2023/04/taking-terrible-toll-talibans-education-ban>

Section 3: Activités, Outputs, Outcomes

This section is to summarise what was intended to occur in the project and what has happened so far, and to explain any variance/difference between what was planned (in the proposal) and what occurred.

<p>Project Objective:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase girls' enrolment and access to quality education through improved education system at the 15 targeted schools in Bamyán. <input type="checkbox"/> Improve quality education by building capacity of teachers on pedagogical skills and safe and friendly learning environment. 			
<p>SUMMARY OF ACCOMPLISHMENTS:</p> <p>During this reporting period, team successfully processed MoU with Ministry of Education followed by location finalization in coordination with Education Directorate (ED). Team had put in lot of effort to make progress and implemented activities. Below are the details of the activities:</p>			
Outcome/output	Activity (per year)	Accomplishments/actual figures	ANALYSIS/COMMENTS/ VARIANCE
Outcome 1: Access of students, specifically girls increased to quality education in project areas.			
<p>Output1.1: Education centres established for primary girls student in two eligible targeted schools</p>	<p>Activity 1.1.1 Establishment of education courses for English language.</p>	<p>Activity is in progress as per plan.</p>	<p>2 education centers were established in a government schools where students needed additional support in improving their understanding of English and Mathematics. The selection of schools for these centers was done in coordination with Education Directorate (ED). Through these centers, 300 students were provided with support, while the initial target was 220 students. Provision of teachers and other learning materials like whiteboard, carpet, charts, marker) and stationary (notebook, pen, pencil, rubber, sharpener) was ensured.</p>
	<p>Activity 1.1.2 Establishment of education courses for Mathematics subject.</p>		

<p>Output 1.2: Community Based School (CBS) established under project are running smoothly</p>	<p>Activity 1.2.1 Establishment and Functioning of Community Based schools</p>	<p>Activity is in progress as per plan.</p>	<p>4 CBS are established in 4 villages to accommodate 4 classes of 80 students (girls). 4 teachers have been hired and are carrying out their classes with students and they are regularly monitored by the project team. Observations drawn out of these visits and feedback is regularly shared for further improvement. Students have also been provided with stationary, books and all necessary learning materials.</p>
<p>Outcome 2: Improved quality education and increased students' enrolment/, better teaching skills, safe learning environment and awareness raising of communities</p>			
<p>Output 2.1: Community leaders and parents effectively collaboration for increased enrolments of students with specific attention to girls and decrease in dropout rates in the targeted schools.</p>	<p>Activity 2.1.1 PTCs and CDCs coordinate in the communities to increase enrolments through awareness session.</p>	<p>Completed</p>	<p>15 Parents Teachers Committee (PTC) and Community Development Council (CDC) meetings were conducted during the reporting period and team had active participation in these meetings. These meetings stressed for importance of girls education and their enrolment in regular schools.</p>
<p>Output 2.2: Community leaders and parents effectively collaboration for increased enrolments of students with specific attention to girls and decrease in dropout rates in the targeted schools.</p>	<p>Activity 1.2.2 Awareness raising sessions of importance of education and child right</p>	<p>Completed.</p>	<p>15 awareness sessions on the importance of child rights and girls education were conducted with 225 participants (199 women and 26 men). The sessions went quite interactive where parents were able to raise their concerns and suggestions.</p>
<p>Output 2.3: Community leaders and parents effectively collaboration for increased enrolments of students with specific attention to girls and decrease in dropout rates in the targeted schools.</p>	<p>Activity 1.2.3 12 Monthly Meeting of PTC, CDC on address absenteeism especially due to impact of school closure, child marriage, child labor, forced marriage</p>	<p>Completed</p>	<p>Team participated in 15 meetings and shared project achievements with PTC and CDC members. The meetings were primarily focused around prevention of absenteeism in schools while other problems and suggestions were also discussed among the participants.</p>
<p>Outcome 3: Improved quality, safe and friendly environment with better teaching skills, school monthly supplies distribution and establishment of student's playground.</p>			

<p>Output 3.1 Essential school supplies provided to targets schools on monthly bases improved learning.</p>	<p>Activity 3.1.1: Establishment of playground</p>	<p>Activity is in progress as per plan.</p>	<p>Team has received the permission letter for construction of 5 playgrounds from the Ministry of Education (MoE) to complement play based learning. The construction process has been completed in one of the schools namely Sorkh Qul school, for the rest of the schools Aqrabat, Samara, Walayyat, Shahidan, it will be completed by the mid of October 2023.</p>
<p>Output 3.2: Teachers and school management teams receives trainings for improved education.</p>	<p>Activity 2.1.2: Monthly school supply distribution.</p>	<p>Activity is in progress as per plan.</p>	<p>5 rounds of distribution of school supplies have been completed to compliment learning process. The school supplies include chart, marker, white paper, pen, stapler and pins, white board to 15 schools to gauge the learning process.</p>
<p>Output 3.2: Teachers and school management teams receives trainings for improved education.</p>	<p>Activity 3.2.1: 2 teacher trainings on pedagogical skills</p>	<p>Completed</p>	<p>All teachers are hired and trainings have been conducted with 40 teachers from the CBS and education centres. The training covered various topics related to pedagogical skills like: plan, method, classroom management, teaching materials, and role of teachers.</p>

3.1 Program progress narrative

Please provide a narrative description of the above table including the logical flow of how the activities contributed to the outputs and the overall change desired.

Establishment of Education Centres (English and Mathematics)

After receiving the signed MoU from the Ministry of Education (MoE), team finalized school with direct consultation of Education Directorate from the 15 selected school under the project to establish 2 education centers (Mathematics and English) for grade 4 to 6 and the classes are currently underway. 80 girls are attending the school and learning both English and Mathematics. At the end of three phases approximately 2500 students are expected to benefit from these centers.

Establishment of CBS (Community Base School)

All the selected areas for CBS are about 3 to 6 kilo-meters far from the nearest government school and didn't have any access to educational facility. We have strategically selected central and accessible areas for the CBS to minimize environmental barriers for students traveling from home to school. Team also conducted several meetings with the CDCs and students' parents in the respective villages, to encourage them to send their children to the CBS. In this context 4 CBS are established in 4 villages to accommodate 4 classes of 80 students (girls). 4 teachers have also been hired and are being regularly monitored by the project team where they share the observations for further improvement. Following are the details of CBS:

#	Classes	Province	District
1	Ab Bala class	Bamyan	Central Bamyan
2	Gandom Shah class		
3	Khoshkak class		
4	Jaw Palal class		

Hiring of Teachers

Hiring of teachers was carried out in 15 selected government schools which were finalized in coordination with the Education Directorate. There were a total of 100 candidates, including persons with disabilities, who had applied for the position and after a thorough interview and test, 21 teachers were hired which includes 15 for selected government schools; 4 for the Community Based Schools, 2 for the education centers.

#	Schools	Province	District
1	Aqrobat	Bamyan	Central Bamyan
2	Bariki Shahidan		
3	Borghason		
4	Emam Mohammad Baqer		
5	Golestan		
6	Haji Mohammad Husain		
7	Jawkar		
8	Nal Shira		
9	Sare Ahangaran		
10	Sare Qul Topchi		
11	Shahidan		
12	Sorkh Qul		
13	Somara		

14	Velayat		
15	Zikiria		

Awareness Raising Sessions

Our team organized 15 awareness raising sessions with the community residing in the vicinity of 15 project target schools. These session were participated with a total of 225 participants (26 men and 199 women) on various topics including child rights, the significance of girls’ education, child abuse, child labor, and child marriage. These sessions aimed to sensitize the communities and promote the enrollment of girls into schools.

Monthly School Supply

The team distributed monthly supplies to 15 selected schools, aiming to equip the children with essential learning and teaching materials and support their learning process. These supplies include items like charts, markers, whiteboards, white paper, pens, staplers, and pins, however, the selection of supplies may vary to accommodate the specific requirements of each school. Teachers have expressed that these materials have greatly aided their day-to-day teaching efforts, particularly given the limited support provided by the current government

Establishment of Playground

To ensure a stimulating and enjoyable learning environment for students in schools, we have undertaken the initiative to establish playgrounds in five schools as part of the project. The establishment process is completed in one of the selected schools i.e Surkhqul whereas rest of the four are underway name Aqrabat, Samara, Walayat, Shahidan after completion these schools will be formally handed over to the schools upon completion. The selection of schools for the playground provision, along with the necessary map approvals, was a comprehensive collaborative effort conducted in close coordination with the Education Directorate (ED).

Teachers Training

Two training sessions were conducted for 40 women teachers in Bamyan province focusing on pedagogical skills. Five key elements of teaching were discussed during the training sessions; planning, teaching methodologies, teaching materials, classroom management and the role of teachers (both positive and negative). The sessions featured a blend of practical and theoretical instruction, fostering an interactive and engaging learning environment that was highly appreciated by the participants and the newly recruited and less-experienced teachers found them to be particularly useful. The sessions were also lauded by the Bamyan Education Directorate.

Monthly PTC and CDC Meetings

Parent Teachers Committee (PTC) and Community Development Council (CDC) are the structures that exists in all schools. Through this program these platforms were strengthened through regular monthly meeting and different issues related to schools like: absenteeism of students, drop out were discussed in detail. 15 meetings were conducted in the reporting period and most of the issues along with solutions were discussed in these meetings around problems related to schools and absenteeism of students.

Section 4: Target groups and beneficiaries (1-2 pages)

4.1 Was the beneficiary selection process undertaken as planned in the project proposal? Note any variances and explain how your organisation has ensured impartiality and non-discrimination on the basis of race, religion, ethnicity, nationality, gender and age.

The beneficiary selection process was undertaken as planned in the project. In this regard selection of school for the project involves close collaboration with the Education Directorate (ED) of the relevant area since they maintain a comprehensive record of all schools, including their specific service requirements. ED consistently recommends those schools that are in dire need of support and are not receiving services from any other NGO.

The CBS classes are established for eligible students in the far areas from public schools, according to Education Department procedure for establishment of CBS classes.

As the project is mainly focuses on girl’s education, all the appointed teachers under the project are female teachers, all 15 schools under the project are girls schools and all other activities more than 80 percent project participants are women.

4.2 Equity and inclusion: how is this project including all relevant marginalised groups?

This project is focusing on the areas in Bamyan Province with the largest population of Hazara, Sadat and Tajek people who are particularly vulnerable and long persecuted minority groups in the region. In addition, all activities are aligned with their needs and the targeted groups encompass members from diverse ethnic and religious backgrounds.

4.3 Breakdown of beneficiaries by output

Note: Please refer to Annexure II for beneficiary tables

Section 5: Lessons Learnt –Successes & Difficulties

Difficulties / Challenges and associated effects on project	Actions Taken to address these challenges of difficulties	Lessons Learnt – what were the key factors contributing to these challenges and the key factors in addressing/ mitigating the effects?
Prohibition of working women to work in offices.	Recognizing the significance of women staff in the project's implementation, CWSA made the decision to allow them to work from home until the situation becomes more stable. This proactive measure ensures the continued involvement and contribution of staff, enabling the project to operate efficiently despite the prevailing circumstances.	The presence and involvement of women staff in the project hold a crucial role in the delivery of project services. Their active participation is highly valued, as they bring unique perspectives, skills, and contributions to the project. Recognizing their importance, the project places significant emphasis on ensuring the meaningful engagement and empowerment of women staff members throughout all project activities.

Repeated changes in MOU's template and policies regarding education projects	The process of signing the MOU faced delays due to added changes in the already exiting process by making number of comments. However, through diligent follow-up, proactive adjustments, and effective communication, the project team managed to navigate the necessary revisions and complete the MOU process within a relatively short timeframe.	Since these changes are external variables so, team and project activities were adjusted accordingly, and regular and strong follow-up should take place.
Change in the process for the establishment of play areas in the schools.	Made necessary changes to maps and address the requirement by coordinating with engineering department to approve the maps. Also the request was raised to provide school maps which team also ensured to provide with strong follow ups.	The challenge was mainly due to external factors but team was able to address due to strong follow ups and coordination's.

Section 7: Coordination

Please provide an outline of:

- a. *Whether your agency undertakes any other programmes and activities, or coordinates with other agency projects, which have complemented this project.*

None, during project period.

- b. *How this project relates to other relevant national development strategies and policies, and what kind of assistance the concerned Governmental offices have provided to implementation, and*

The project activities are always designed in such a way that the government policy is fully implemented and the important problems of the educational sector are taken into consideration. Quality education, Gender equality, peace justice and strong institutions are the three major goals of National Education Strategy Plan (NESP). The project is directly contributing to these three goals by providing awareness raising sessions, teacher trainings and PTC, CDC meetings. The project team also actively shares performance reports and welcomes monitoring and evaluation by relevant governing bodies. All project activities were conducted under close supervision and coordination of the state's relevant line department. They provided support in project design, selection of schools, designing of training material, trainings and follow up from the schools. The government line department emphasised the importance and outcome of the project among target communities to ensure their active participation.

Section 9: Future Opportunities

Please outline your recommendations regarding next steps for this program or for other opportunities to work together (including other funding opportunities).

According to current restrictions on education projects of international NGOs, the online education can be a good opportunity for all students including high school students especially girls who are not

allowed to attend school or any education center. For example, online English program for high school girls in areas that students access internet is an alternative solution for current challenges.

Section 12: Project Outcome Sustainability (*a paragraph*)

The project outcome sustainability is a key element of a beneficial and effective project. The CBS students will be referred to the nearest public school by the end of project and the school's directorate will follow up with joining the students to relevant schools. The education Centers' students will benefit from the learnt knowledge and skills at school in higher grades. The trained teachers will be able to use their knowledge of pedagogy and teaching skills as they continue working in the education sector. The awareness raising sessions encouraged more than 200 families to support their children's education and increased their knowledge about child rights and adopting positive strategies for their childrens' upbringing.

Dreams Unveiled

Jowkar is a mountain village located on the slopes of Baba Mountain in Bamyan province, Afghanistan. While the village boasts captivating natural beauty and fresh air, its distance from urban areas has resulted in limited facilities and opportunities. Access to education and healthcare is particularly pressing. Among the village's inhabitants is the family of Sajia.

At just 12 years old, Sajia is the eldest among her siblings—two brothers and a sister. Four years ago, her deep desire for education prompted her parents to enrol her in the nearest school, located 4.2 kilometres away from their remote village of Jowkar. Despite the lack of transportation options and the family's financial constraints, Sajia embarked on an impressive daily journey of 8 kilometres by foot to attend school. Alongside her academic pursuits, she also assisted her parents with farming and shepherding duties during her free time.

In a village where education is a challenge for girls, Sajia's determination stands out. The village's geographic features, coupled with inclement weather conditions such as cold temperatures, rain, flash floods, and landslides at the beginning of the academic year, make accessing the school particularly difficult.

Sajia attended school from the first grade until the middle of the academic year. However, walking in harsh weather—cold, rain, and strong winds—caused her to fall ill. Her legs became immobilized, and she also experienced severe chest pain and headaches. Following medical advice, she was cautioned against long walks and exposure to cold weather. Despite her eagerness for education, these health challenges forced Sajia to leave school. Although her health recovered by the year's end, her parents were apprehensive about her returning due to her health struggles. Consequently, she assisted her mother with household tasks. Nonetheless, she maintained a persistent dream of one day returning to school.

Sajia's disappointment took a turn towards hope when her father announced the establishment of a community-based school in their village during dinner one evening. Swift to respond, she visited the school with her father and was the first to register for the school. Launched in 2023 as part of the education project by Community World Service Asia and Week of Compassion, this school has provided 20 girls of Jowkar, including Sajia, with uniforms, stationery, books, and the opportunity to pursue their educational aspirations.

"The idea of going back to school never seemed possible. I am so happy that I can finally attend school, study, and use my colour pencils for drawing. I always wished for colour pencils to create drawings of blue skies and rainbows. Learning to read was also a dream of mine, so I could read the sentences in storybooks filled with colourful pictures. Now, I can draw and read those storybooks to my siblings," she shares with a joyful smile.

According to her father, Ali, Sajia is an exceptionally bright student who consistently completes her homework punctually. *"Although initially shy, she has shown remarkable improvement over time, growing into a more confident learner. She stands among the top students in her class."*

“We are filled with joy and extend our gratitude to CWSA for establishing a school in our village. This is an invaluable and exceptional service we have ever received. Our village is situated in a remote area, making it challenging for children to access education. This school has instilled hope in our girls who were previously confined to domestic chores. The presence of a parents’ council at the school further ensures that all parents are well-informed about their daughters’ progress and learning. Additionally, this school is inclusive, welcoming every child. With all amenities provided at no cost, families from diverse social backgrounds can send their children without the burden of extra expenses,” expressed Ghani, the Head of the Community Development Council (CDC) in Jowkar village.

Improving Girls Eductaion - Detailed Beneficiaries Table _ (WoC)

No	Activity	Planned			Achieved Y 22-23										
		Number of Sessions	Project Pax per Session	Total Pax	Number of Sessions	Teachers	Boys	Community	Government	Total	Achieved	Variance			
					Men	Women	Girls	Men	Women						
1	Establishment of Math course	1	120	120	0	0	40	0	0	0	40	40	80		
2	Establishment of English course	1	120	120	0	0	40	0	0	0	40	40	80		
3	Establishment CBS	2	40	80			80				80	80	80		
5	Awareness Raising Session on Importance of Education	15	15	225				26	199		225	225	0		
6	Monthly PTC and CDC Meetings Regarding Issues of Returnees and IDPs	12	7	84	15	3		60			78	78	6		
7	Establishment Play Grounds	5	1450	7250			1450				1450	1450	5800		
8	Monthly School Supply Distribution	9	345	3105			1725				1725	1725	1380		
9	Teacher trainings on pedagogical skills	2	20	40	0	40				0	40	40	0		
10	Hiring School Teachers	1	15	15	15	15					15	15	0		
	Total			11039	15	58	3335	86	199	0	3693	3693	7346		

Project Name	Improving Girls Education in Banyan
Location	Banyan
Partner	Community World Service Asia
Start Date:	1-Feb-23
End Date:	30-Dec-23
No of Months	11
Total Budget USD	USD 100,000
Exchange Rate Used	1 USD/AFN
	87

INCOME			
Date	Description	AFN	USD
06-Apr-2023	Funds received	8,649,605.93	99,955.00
Average Exchange rate		86.54	

Budget Codes	Activity code	Project Activity	Unit	Unit type	No of Units	Unit Cost USD	Nos	%	Cost/Unit (AFN)	Total Budget		Expenses		Variance		Utilization %	
										Total Cost ARN	Total Cost USD	AFN	USD	AFN	USD	AFN	USD
1 Activity Personnel																	
1.1 Staff Costs																	
10045001	1.1.1	Program Manager/officer	Month	Month	12	715	1	100%	62,205	746,460	8,580	265,311	3,194	481,149	5,386	36	37%
10045002	1.1.2	Community Mobilizer (2)	Month	Month	24	325	1	100%	28,275	678,600	7,800	193,034	2,318	485,566	5,482	28%	30%
10045003	1.1.3	Monitoring & Evaluation Officer	Month	Month	12	1,300	1	10%	113,100	135,720	1,560	65,169	776	70,551	784	48%	50%
10045004	1.1.4	Finance Officer	Month	Month	12	1,100	1	10%	95,700	114,840	1,320	21,607	250	93,233	1,070	19%	19%
10045005	1.1.5	Operation/HR Manager	Month	Month	12	3,300	1	10%	287,100	344,520	3,960	125,283	1,500	219,237	2,460	36%	38%
		Sub-Total							586,830	2,020,140	23,220	670,404	8,038	1,349,736	15,182	33%	35%
Staff Benefits																	
10045006	1.1.6	Program Manager/officer	Month	Month	12	158	1	100%	13,746	164,952	1,896	19,681	238	145,271	1,658	12%	13%
10045007	1.1.7	Community Mobilizer (2)	Month	Month	24	90	1	100%	7,800	188,651	2,168	62,850	759	126,071	1,409	33%	35%
10045008	1.1.8	Monitoring/Evaluation Officer	Month	Month	12	277	1	10%	24,099	28,919	332	13,919	166	15,000	167	48%	50%
10045009	1.1.9	Finance Officer	Month	Month	12	244	1	10%	21,228	25,474	293	4,650	54	20,824	239	18%	18%
10045010	1.1.10	Operation/HR Manager	Month	Month	12	573	1	10%	49,851	59,821	688	25,921	286	35,901	401	40%	42%
		Sub-Total							116,784.45	4,67,816	5,377	124,751	1,503	343,065	3,874	27%	28%
		Total Personnel Cost							703,164.45	2,487,956	28,597	795,155	9,541	1,692,802	19,056	32%	33%
1.2 Travel Costs																	
10045011	1.2.1	Program travel mail & accommodation	Trp	Person	2	200	2	100%	45,882	18,529	800	38,014	460	145,515	340	21%	57%
		Total Travel Costs							45,882.35	18,529	800	38,014	460	145,515	340	21%	57%
2 Non- Personnel Inputs																	
2.1 Activity Supplies																	
10045012	2.1.1	Establishment of education centers (English and Math)	Center	Month	2	180	9	100%	15,660	281,880	3,240	197,733	2,344	84,147	896	70%	72%
10045013	2.1.2	Community Based School (CBS)	School	Month	2	279	9	100%	24,273	436,914	5,022	225,497	2,826	211,417	2,196	52%	56%
10045014	2.1.3	Hiring School Teachers	Person	Month	15	180	9	100%	15,660	2,144,100	24,300	1,009,481	12,882	1,104,619	11,718	48%	52%
10045015	2.1.4	Teacher Training Workshop	Training	Workshop	2	1,050	1	100%	91,350	182,700	2,100	185,882	2,270	3,182	270	102%	113%
10045016	2.1.5	Honorarium for Teacher Training Workshop	Person	Day	2	1,000	1	100%	87,000	174,000	2,000	-	-	174,000	2,000	0%	0%
10045017	2.1.6	Establishment of Play Grounds	Playgrounds	Time	5	2800	1	100%	243,600	1,218,000	14,000	-	-	1,218,000	14,000	0%	0%
10045018	2.1.7	Awareness Raising Session	Sessions	Time	15	77.4	1	100%	6,734	10,107	1,161	67,500	865	33,507	296	67%	75%
10045019	2.1.8	Monthly PTC and CDC meeting	Meetings	Month	12	140	1	100%	12,180	146,160	1,860	69,097	877	77,063	803	47%	52%
10045020	2.1.9	Monthly School Supply Distribution	Event	Time	15	100	1	100%	8,700	130,500	1,500	136,307	1,591	5,807	91	104%	106%
		Total Activity Supplies							505,457	4,785,261	55,003	1,891,437	23,856	2,893,764	31,547	40%	43%
Total Program Cost																	
3.4 Monitoring and Evaluation																	
10045021	4.1	Monitoring visits, reports and travel	Visits	No. of visits	1	150	4	100%	13,050	52,200	600	26,840	315	25,360	285	51%	52%
		Total Monitoring Design & Evaluation							13,050	52,200	600	26,840	315	25,360	285	51%	52%
4.3 Overhead cost																	
10045022	4.1.1	Overhead cost (lump sum)			15,000				1,305,000	870,936	10,002	389,028	5,043	481,168	4,960	45%	50%
10-045-023	4.1.2	Reser-Pay			4,998				4,998	4,998	4,998	432,480	4,998	432,480	-	100%	100%
		Total Cost							2,572,254	8,379,143	100,000	3,573,014	43,812	4,806,129	56,188	48%	44%
		Surplus/(deficit)										5,076,592					

Pictorial View
Improving Girls Education Program (WoC)
February – September 23



Awareness raising sessions



Monthly school supply distribution to 15schools



Math and English centers



Hiring of school teachers



PTC and CDC meetings



Five days Teacher Training on pedagogical skills



CBS classes under project



Establishment of 5 play grounds under the project