

UNICEF Iraq

PROGRESS Report to the Government of Australia

"Increasing access to quality primary education through improving water and sanitation facilities and educational opportunities for disabled children and youth"



SC/2010/0120

March 2012

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I. EXECUTIVE SUMMARY

This is the second year of project implementation during which the major focus in the first year was to finalize the WASH assessment resulting in the schools selection process. During the reporting period, much of the work on the ground progressed well within the proposed schedule.

Under the WASH programme 194 schools were selected and detailed Bill of Quantities (BoQs) were finalized in 166 schools; hygiene clubs established in 148 schools; and, 324 teachers from 162 schools were trained on sanitation and hygiene promotion. In addition 68 staff from directorates of education and NGO partners in 18 Governorates were trained on Child Friendly WASH design, implementation and supervision.

The Education programme started implementing the Education component in 97 out of the 194 schools already selected by the WASH programme. Three partnerships were established to implement the Child Friendly School (CFS) initiative, where inclusion of children with disabilities in and out of schools will be ensured through improved school management, teacher training, provision of school supplies and Child-Friendly WASH facility adequate for disabled children as well as community awareness activities. The major project results achieved during the reporting period also included: finalization of National Education Strategy that emphasizes mainstreaming of children with disabilities into the regular school system; an operational viable pilot inclusive and CFS program in all 18 governorates of Iraq ensuring access to quality education for all children in the school catchment area; and enhanced planning and management capacity of the schools and school administration to ensure access to quality education to all the children in regular school system; and, training of Trainers was conducted for teachers in 200 targeted schools.

II. PURPOSE

The main purpose of the project is to **increase primary school enrolment and attendance for 100,000 students in 200 schools in the most vulnerable communities in Iraq** with a focus on two components: one is on WASH in Schools and the other is inclusive education for children with disabilities. The first component focuses on i) improving school health and hygiene in schools in the most vulnerable communities by conducting a comprehensive baseline assessment on water and sanitation in schools in 26 target districts of the Iraq Humanitarian Action Plan (IHAP), ii) developing child-friendly WASH design packages and improving water and sanitation facilities and school health / hygiene education in 200 schools selected based on the assessment results. The second component is built on the first phase of the project implemented by UNICEF in 2009-2010 with the generous contribution of AusAID. The focus of this second component is i) to increase the inclusion of children with disabilities into the education through support to the policy / strategy development around inclusive education; ii) developing capacity of the government to implement policies and initiatives at national,

governorate and community levels in selected locations; and, iii) implementation of those policies and initiatives in the 200 selected schools for WASH in Schools programme.

III. RESULTS

1. Main Activities Undertaken and Results Achieved:

Objective 1: Water, Sanitation and Hygiene - *To increase access to water and sanitation services in targeted primary schools. The activities will include sustainable operations and maintenance, training and capacity building, and participatory hygiene education focusing on life skills.*

The major results achieved towards objective 1 during the reporting period are finalization of WASH in Schools assessment in 3064 primary schools, finalization of partnership agreements with 5 partners for implementation of WASH in schools projects in 194 schools, finalization of detailed Bill of Quantities for rehabilitation/upgrading of water and sanitation facilities in 166 schools, establishing hygiene clubs in 148 schools, training of 324 teachers from 162 schools on sanitation and hygiene and hygiene promotion sessions in 51 schools. In addition, 68 staff from Directorates of Education and implementing partner NGOs in 18 Governorates were trained on Child Friendly WASH design packages implementation and supervision.

1.1 WASH in Schools Assessment

WASH in Schools assessment was completed in 4157 primary schools (3064 school buildings) in 49 priority districts in 15 Governorates of Iraq. A database was established to record the findings of the assessment, which will be provided to the Ministry of Education (MoE) for future updating and use. UNICEF will also distribute the findings of the report to all partners for use in planning WASH in Schools programmes.

1.2 Development of Child Friendly WASH Design Packages

In close collaboration with the MoE, 12 water, sanitation and hygiene facilities standard design packages have been developed and approved by the MoE. The designs will be used for upgrading of WASH facilities in 30 schools as part of this project.

In addition, three training courses were organized for North, South and Centre Zone Governorates of Iraq on newly developed design facilities and implementation and supervision of Child-Friendly WASH in Schools programme. A total of 68 participants from all 18 Governorate's Directorates of Education (DoE), the School Building Department and implementing partner NGOs participated in the three trainings.

1.3 Improving Water, Sanitation and Hygiene (WASH) Facilities for 200 schools

Based on the findings of the assessment and in consultation with the MoE at National and Governorate levels and in partnership with five international and national NGOs, rehabilitation and upgrading of WASH facilities was launched in 194 schools in the Governorates of Baghdad (15 schools), Diala (15), Wassit (15), Anbar (15), Missan (15), Muthana (15), Basra (15), Missan (15), Qadissya (15), Najaf (13), Salhadeen (19), Ninewa (13), and Dohuk (14). A detailed assessment of the rehabilitation and construction needs of all 194 schools has been completed and detailed BoQs (Bill of Quantities) completed for 166 schools in which the bidding process started by partner NGOs.

The rehabilitation and upgrading work includes provision of WASH facilities for disabled children in all targeted schools, improving and rehabilitation of school latrines and sewerage systems, provision of water storage tanks, improving and construction of hand washing facilities, rehabilitation of water taps and water pipelines, provision of water

filtration facilities in schools where unprotected water wells or rivers are main water sources and provision of solid waste facilities in schools.

1.4 Hygiene Promotion and Training of Teachers on Hygiene and Sanitation

The same 194 schools targeted with improving water, sanitation and hygiene facilities were also targeted by hygiene education and training of teachers. During the reporting period hygiene clubs have been formed in 148 schools and hygiene promotion activities focusing on disease transmission and hand washing started in 51 schools. A total of 324 teachers from 162 schools also trained on hygiene and sanitation and participated on organizing the formation of hygiene clubs in their respective schools.

In addition, hygiene promotion materials like posters and children booklets were designed and printed by UNICEF and partner NGOs, which are all being used in the targeted schools.

1.5 Capacity Development of Government and School Staff on WASH in Schools

Training of school administration and Parent Teacher Association members have also been planned in all target schools and will include management and operation and maintenance of water, sanitation and hygiene facilities. Preparations by implementing partners in targeted schools has been completed and the training sessions are expected to be conducted from March – June 2012 in all targeted schools.

In addition, three hygiene promotion trainings are scheduled for March 2012 for school health staff in 18 Governorate Directorates of Education (DoE). The training is expected to increase knowledge and skill of DoE staff in the governorates on participatory hygiene and sanitation programme in schools and monitoring and supervision of school health and environment. The trainers were selected from the National MoH Public Health Department who are certified trainers of hygiene promoters.



Objective 2: Education - *To increase the inclusion of children with disabilities into the education sector, through the development of contemporary and inclusive policies, strategies, programming approaches and initiatives which will also seek to improve the quality of education for children with disabilities.*

The focus of the project during the reporting period was on developing national and sub-national level capacities that contribute to development of enabling policies, procedures, approaches and pilot initiatives that pave the way forward for inclusive and child friendly delivery of education at the school level.

Enabling support for national level strategic plans, subnational capacity development and school level demonstration of inclusive and child friendly delivery of education has been to support and demonstrate inclusive and child friendly education; this was simultaneously carried out during the reporting period. The Education component at the school / community level commenced in 97 schools out of the 194 schools already supported by the WASH programme through three partnerships with international implementing partners. The partnerships will support implementation of Inclusive CFS concept through participatory school-based planning and management with activation of Parents Teachers Association (PTAs). Also, a total of 106 master trainers were trained on CFS teacher training package as well as education for children with special needs, who will conduct cascade teacher training in 200 target schools.

2.1 Development of Inclusive Child-Friendly School (CFS) strategy

The National Education Strategy for Iraq (NESI) has been finalized with technical support from UNICEF, UNESCO and the World Bank. Strategic choices for education mainstreaming of children with disabilities into the regular public school system was emphasized by UNICEF during the strategy development process to ensure that future education development projects under the national education strategy mainstream children with disabilities.

As one of the lead agencies in the Iraq Public Sector Modernization program (I-PSM), UNICEF was responsible for the development of a Roadmap for the 2nd phase of IPSM implementation to develop an effective governance and management public administration system for delivery of education. The Education Sector Roadmap is near completion and inclusive of child friendly education through school based management as an integral part of the sector roadmap, which will pave the way forward to governance and management of the Iraq education system.

In addition to strategic and administrative level interventions, during the reporting period, UNICEF ensured piloting included Child Friendly schools in all 18 governorates based on three principles of "Child-Centeredness", "Democratic Participation" and "Inclusiveness", that enable the schools to be responsive to different disparities, which hamper children to be enrolled and continue studying.

Meanwhile, as a lead agency for Sector Coordination for education, UNICEF advocated for mainstreaming education of children with disabilities into the regular school system at each forum of coordination among international partners in education in Iraq.

2.2 Capacity Development of the Government for the policy development and implementation

National and sub-national level capacity enhancement to support inclusive and child friendly schools has been the major focus during the reporting period. At the national level advocacy and system development to support planning and management at the local level has been the main focus, whereas at the sub-national level development of procedures, involvement of stakeholders, local NGOs support to involve communities and participatory school improvement plans at the schools has been the main focus.

Joint Annual and Mid-Year planning meetings involving MoE and DoE: Planning and management capacities of the officials at the ministerial and directorate level in the governorates have been enhanced through their direct involvement in the development of annual and mid-year plans. Officials from the MoE and DoEs sat together for three days to develop joint plans of implementation in 200 schools to make them more inclusive and child friendly. The steps to involve parents, communities and school administration to ensure access for all children to schools were agreed in the two separate joint planning meetings during August 2011 and later during December 2012. Both planning meetings proved to be capacity enhancement events that not only created a shared understanding among the MoE and DoE officials about the existing challenges and opportunities but these events were also very instrumental in agreeing on mechanisms and procedures to support decentralized school based management that ensures access and quality to all the children in each school vicinity.

Joint orientation and Management planning workshops with International NGO partners, MoE and DoEs: Three separate joint planning workshops have been held that involved minimum of two officials from each of the 24 DoEs. These joint planning workshops enhanced a shared understanding among governorate officials and resulted in joint plans of action in 200 school communities to ensure enrolment of all children in schools, including children with disabilities. Preparing schools: to receive all the children with an equitable access and nondiscriminatory delivery of education to harness the potential of each child accordingly were the shared understanding among the international implementing partners in schools and the officials from MoE and DoEs during the joint planning workshops. Developing the same level of understanding and ensuring its implementation in all the 200 schools is the next step planned for the coming six months.

School Based Planning and management: Enhanced planning and management capacities have also been introduced at the school level through the involvement of communities, school management, and parents. Enabling support from the DoEs and MoEs to form and reactivate PTAs, have been agreed and facilitated. With the approval of the MoE, two focal persons in each of the DoE have been identified and involved in CFS planning meetings. These focal persons are part of the national core group of CFS and are the resource persons for each DoE to support planning and implementation of the inclusive education program.

In conclusion, the foundation in terms of shared understanding of ministerial officials, governorate functionaries and school management has been laid and during the coming months the focus will continue on the enhancement of further capacities at the school level to implement the plans and consolidate the good practices to make schools more inclusive and child friendly. Implementation of 200 school improvement plans is the set target for the following nine months.

Involvement of National NGOs: In addition to joint planning workshops sub-national level capacity strengthening has been ensured with the involvement of national local NGOs together with the international implementing partners. Grooming and supporting at least one national NGO in each zone has been an integral part of the cooperation agreement with the international implementing partner NGOs. The International Rescue Committee (IRC) and Danish Refugee Council (DRC) who have been engaged to support the implementation at the sub-national level, are engaging national NGOs to train them in supporting inclusive education strategies at school level through involvement of communities and school management. These national NGOs will be trained as community mobilizers, and support the school / community level activities, such as PTA activation, conducting school-self assessment and developing and implementing School Improvement Plan (SIPs) with technical support of international implementing partners. This will enhance local capacity of each locality on the ground, which pave the ground work for replication of the CFS model to other communities in its locality.

2.3 Implementation of Inclusive CFS initiative in 200 schools and communities

The activities under the education component of the project were aligned with the WASH schools assessment. Together with the Ministry of Education and Directorates of Education at the governorate level a total of 97 schools out of the 194 schools covered by WASH were selected to serve as a model for inclusive and child friendly education. These activities will be expanded to more schools which are covered by the WASH programme in order to reach the target of 200 school.

To ensure the sustainability of the inclusive CFS initiative in targeted schools, improving the school management through increased participation of the school communities has been the main focus.

During the reporting period, two new partnerships were finalized in addition to the already established partnership with IRC, reaching all the 15 governorates within which the 97 schools are located. The two partners are the Danish Refugee Council (DRC) who cover five governorates in the south, and the International Organization for Migration



(IOM) who covers Najaf. The purpose of the partnership is to strengthen School-Based Management through activation of PTAs and developing participatory and inclusive School Improvement Plan (SIP) in each school. PTAs have been reactivated in 37 schools, of which the PTA and school management members were trained to conduct school self assessment, followed by a participatory and inclusive school improvement plans that ensures access to quality education for all the children in school. These plans consist of required physical facilities, teacher continued professional development to meet the teaching and learning needs of all children, sustained community/home school linkages, a school based education information system (each child's profile and his/her learning needs as per their background and potential), adequate and suitable teaching learning material, zero corporal punishment and instead alternate positive disciplining and participatory school management and development. Inclusion of all children including disabled ones will be ensured through

this process, and where necessary adequate measures will be planned and implemented to enable those disabled children to attend schools and learn and develop to their full potential.

Implementation of school improvement plans with a developed accountability and transparency procedures will be the next step that will not only contribute to improved quality of inclusive and child friendly education at the school level but will also contribute to development of school maintenance strategies very much needed in the current

country context. Also, the PTA will ensure the proper planning and monitoring of WASH rehabilitation by engaging the PTA in preparation of BoQs as well as monitoring and certification of the payment. Also, the PTA will be closely involved in the school health and hygiene promotion activities.

Teacher Trainings: Based on the study undertaken by CARA, with the support of AusAID, a special training package has been designed to create a group of inclusive education master trainers at the institute of teachers education. Three training courses to train master trainers were conducted during the reporting period. The first course was for 40 master trainers (17 female; 23 male) on Inclusive Education with a special focus on children with disabilities. The training focused on how to create conducive and friendly environments in school for children with special needs, so that every child in school can learn and develop to their full potential. The second training was for another 39 master trainers (18 female; 21 male) on the CFS teacher training package in order to improve quality teaching. The training course included the CFS concept, child-centered teaching methodology, Early Childhood Development (ECD), psychosocial support, community engagement and school management. The third group of 27 supervisors (16 female; 11 male) were trained to better supervise this initiative. The plan is to conduct cascade training for teachers in the targeted 200 schools by ensuring inclusion of out of school children and children inside the schools and classrooms.

2. Challenges and Lessons Learned:

During the reporting period the major challenge is security, which restricted monitoring visits by UNICEF staff to some targeted schools. This was mitigated by deploying local field monitors for day to day monitoring and also engaging the DoEs at all levels of implementation of the programme.

Coordination between different departments of DoEs in some governorates was another challenge which delayed implementation of some activities. In order to avoid such delays UNICEF organized joint meetings for all concerned departments of DoEs for both WASH and Education programmes from five governorates of the southern zone to create mutual understanding of Child Friendly School programmes by all departments and ensure coordination at all levels of implementation and monitoring of the programme.

3. Monitoring and Evaluation:

For monitoring and supervision, the WASH programme is building the capacity of school health and school building departments of DoEs in all 18 governorates on monitoring and supervision of school hygiene education programmes and on monitoring and supervision of rehabilitation and upgrading of school water, sanitation and hygiene facilities respectively. The programme is also building the capacity of school administration staff and PTAs in each targeted school who are involved in the planning, implementation and monitoring of WASH in schools programme. In addition UNICEF deployed six field monitors for day to day monitoring of school WASH activities in targeted schools to support UNICEF WASH officers in Basra, Erbil, Baghdad and the country office, and to supervise and monitor the activities being implemented by partner NGOs.

For the Education programme, quality monitoring has been ensured through close coordination with MoE and the DoEs at the governorate level. CFS national and local committees in each DoE were established, and CFS focal points were identified to follow up all the activities under CFS initiative. In addition, the UNICEF country office as well as the three zonal offices in Erbil, Baghdad and Basra conducted field visits to monitor the work on the ground including the training.

4. Key Partnerships and Inter-Agency Collaboration:

a) Key Partnerships

The main counterpart for both Education and WASH components of the programme is MoE and its Directorates in the governorates.

For implementation of water, sanitation and hygiene activities in the targeted 200 schools, the WASH section entered a partnership agreements with five NGOs working in different areas: with the Danish Refugee Council for 60 schools in Governorates of Basra, Muthanna, Missan and Thiqr; with Relief International for 45 schools in Anbar, Najaf and Qadissiya Governorates; with Premiere Urgence for 43 schools in Baghdad, Diyala and Wassit Governorates; with Qandil for 32 schools in Ninewa and Salhaddine Governorates; and, with KURDS for Dohuk Governorate. In addition, private consultants are engaged for the development of WASH in Schools design packages and development of hygiene promotion materials.

For the implementation of the education component of the programme, three partnerships were established between the UNICEF Education section and three international NGOs, namely the International Rescue Committee, Danish Refugee Council and International Organization for Migration. It is planned to expand the schools covered by the above mentioned NGOs in order to cover all the 200 schools targeted by both Education and WASH programmes.

b) Inter-Agency Collaboration

Although there is no major inter-agency activity under this programme, as a co-chair of sub-Priority Working Groups – Education and Water/Sanitation under the United Nations Development Framework (UNDAF) 2011-2014, UNICEF continues sharing information, coordination and consultation with other UN agencies active in the two sectors. UNICEF is also an active participant of multi-sectoral coordination mechanisms such as the Humanitarian Working Group, chaired by the Office for the Coordination of Humanitarian Affairs (OCHA), the Humanitarian Country Team and the Inter-Agency Information Analysis Unit (IAU) of UNAMI.

IV. FUTURE PLANS

The activities planned for the next six months using the generous contribution from AusAID are the following:

Objective 1:

- Training of School Health department staff for 18 Governorate Directorates of Education on hygiene and sanitation promotion in schools;
- Development of additional hygiene and sanitation promotion materials in coordination with Ministry of Education;
- Rehabilitation/upgrading work of WASH facilities in 194 schools;
- Training of school administration staff and PTA members from 194 target schools; and,
- Establishing hygiene clubs in an additional 46 schools and hygiene promotion in all 194 target schools.

Objective 2:

- Conduct training of teachers and school counselors on Inclusive Education by the master trainers trained;
- Select additional schools to reach the goal of 200 schools;
- Conduct a national Early Childhood Development (ECD) seminar to review the concept of ECD, advocate the importance of ECD for improving school readiness, and agree on way forward for ECD strategy and curriculum revision;
- Procurement of school supplies including necessary furniture, basic teaching and learning materials, supplementary learning materials; and,

- Planning for awareness campaign for ensuring that all children in the catchment area of the selected schools irrespective of ability, sex, geographical location or language access education.

V. EXPRESSION OF THANKS

UNICEF seizes this opportunity to express its sincere appreciation for the contributions made by AusAid. Your generous support has enabled us to support the Government of Iraq to modernize its social policies, rebuild its institutions, improve its nationwide delivery of services, and develop targeted area-based responses in areas of acute child vulnerability to give a boost to the attainment of the MDGs. Millions of children have benefitted and millions more stand to benefit from these efforts, which are all contributing to the start of building an Iraq that is fit for its children. On behalf of the entire UNICEF team, we thank you once again for your generous support to the realization of our commitments to protecting the rights and improving the well-being of Iraq's children and women.

Annex 1: Result Framework

Objective	Expected Results	Planned Activities	Performance Indicator	Progress
Objective 1: Increase access to water and sanitation services in targeted primary schools. This will include sustainable operations and maintenance, training and capacity building, and participatory hygiene education focusing on life skills.	1.1: Baseline Assessment conducted in primary schools in 26 priority districts	Baseline assessment in all Primary schools in 26 Vulnerable districts	WASH in schools baseline assessment; (B=0, T-3000 schools)	<ul style="list-style-type: none"> WASH in schools assessment for 4157 primary schools completed (3887 in 26 priority districts and (270 schools from 4 governorates of CARA project).
	1.2: Child-friendly designs and standards for water and sanitation facilities, including hygiene education guides, developed and agreed;	Develop Child-Friendly designs and standards for WASH facilities	Child-friendly water and sanitation designs; (B = 0 school; T= Design Packages)	<ul style="list-style-type: none"> 12 different standard design packages developed and approved by MoE A consultation and review workshop on design packages has been conducted for stake holders 68 participants from 18 Governorate DoEs and Partner NGOs trained on the new designs
	1.3: 200 schools with 100,000 students have improved child –friendly water and sanitation facilities	Rehabilitate/upgrade WASH facilities in 200 schools with Child-Friendly designs	No. of schools with improved water and sanitation facilities; (B=0 school; T=200 schools)	<ul style="list-style-type: none"> Detailed assessment for rehabilitation/upgrading works completed in 194 schools with over 82,000 students in 13 Governorates Detailed BoQs for rehabilitation/upgrading finalized for 166 schools Bidding for rehabilitation/upgrading work started for 106 schools.
	1.4: At least 100,000	Training of teachers in	No. School environment	<ul style="list-style-type: none"> 148 school hygiene clubs

Objective	Expected Results	Planned Activities	Performance Indicator	Progress
	primary school students have adopt key hygiene practices;	200 schools on life skills and hygiene and sanitation Establishing and training of hygiene clubs in 200 schools Conduct participatory hygiene education focusing on life skills and hygiene in 200 schools	and health clubs established/ strengthened (B=0 school; T=200 teachers) No. of Teachers Trained on hygiene and sanitation (B=0 school; T=200 teachers) No. of school children reached with key hygiene promotion activities (B=0 school; T=100,000 students)	formed <ul style="list-style-type: none"> 324 school teachers from 162 schools trained on hygiene and sanitation Hygiene promotion materials for school children developed and hygiene education sessions conducted in 51 schools reached over 20,000 school children
	1.5: At least 250 school and government staff has strengthened capacity for management of water, sanitation and hygiene facilities in schools;	Conduct training for 250 school and government staff on management of WatSan facilities	No. of school and government staff trained. (B=0; 250 government staff)	<ul style="list-style-type: none"> Preparations completed for training of school administration staff and Parent Teachers Association members in 162 schools. Hygiene Training for school health departments in 18 DoEs to be conducted in March 2012.
Objective 2: To increase the inclusion of children with disabilities into the education sector, through the development of contemporary and inclusive policies, strategies, programming approaches and	2.1: A strategy to include Iraqi children with disabilities into the education sector is developed and implemented	Development and implementation of a strategy for providing inclusive education to disabled children as a component of the National Education Strategy	National strategy for disabled children developed and implemented (B= N/A; T=strategy developed)	Mainstreaming and inclusive education have been incorporated in the National Education strategy. It will be ensured to incorporate the same in the national education strategy project development stage.
	2.2: Curricula encompassing the most	Revision of existing curricula for ECD and	Type and number of curricula developed	Activities will start in middle 2012.

Objective	Expected Results	Planned Activities	Performance Indicator	Progress
initiatives which will also seek to improve the quality of education for children with disabilities.	critical mental and physical disabilities are developed and used in the classrooms	primary education	and/or revised (B=0; T=TBD) * Note: the target will be decided based on results and recommendations of study on education for children with disabilities, which is to be completed by end of 2010.	
	2.3: Government staff is trained in planning and implementing new policies, strategies and programmes	Train Government staff in planning and implementation of the new policy, strategy and programmes.	Number of government staff/official trained in new policies and approaches (B=0; T=60)	At least 36 high level officials have been trained in inclusive and CFS education from the directorate level and 10 from various sections of the MoE.
	2.4: Teachers and school staff are trained in inclusive education teaching methodologies	Develop the capacity of the teachers, other education and health functionaries and caregivers on the new strategy/programme and relevant teaching methodologies	Number of teachers, headmasters and supervisors trained on inclusive education methodologies (B=0; T=5000)	A total of 106 master trainers (51 female; 55 male) have been trained on Inclusive CFS training package. The cascade teacher training will start soon.
	2.5: Schools are rehabilitated and equipped meeting global standards	Support the MoE in their school rehabilitation work to ensure that global standard for schools are being met	Number of schools meeting global standards (B=0; T=200)	Procurement orders under preparation
	2.6: At least 100,000 students and 5,000 teachers are equipped with learning and teaching material	Supply schools with necessary furniture, teaching and learning materials, and library books that are adequate	Number of children and teachers equipped with supplies (B=0; T=100,000 students)	Procurement will start at the beginning of 2012

Objective	Expected Results	Planned Activities	Performance Indicator	Progress
		for disabled children		
	2.7: At least 200 schools are equipped with recreation kits	Provision of learning and play materials for children in the targeted 200 schools	Number of schools equipped with recreation kits (B=0; T=200 schools)	Procurement will start at the beginning of 2012
	2.8: PTA and community members are informed and trained on inclusive education guidelines	Awareness campaign and community mobilization of parents/caregivers and school communities on the importance of quality education for all children, specially the disabled and other vulnerable children	Number of PTAs activated (B=0; T=200) Community members trained on PTAs (B=0; T=2,000)	Two partnerships were established with IRC and DRC and IOM. The planning workshops were conducted, and the training of community mobilizers for IRC and IOM have been conducted and training for the DRC staff is planned for April, 2012

* Under the Performance Indicator: B = Baseline; T = Target