# Annual Narrative Progress Report 2020

Submitted to: Global Affairs Canada

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Number:</td>
<td>7408772</td>
</tr>
<tr>
<td>Donor Reference:</td>
<td>P007055</td>
</tr>
<tr>
<td>Project Duration:</td>
<td>August 2019 – September 2022</td>
</tr>
<tr>
<td>Reporting Period:</td>
<td>January – December 2020</td>
</tr>
<tr>
<td>Project Location:</td>
<td>Rangamati, Bandarban and Khagrachari Districts of Bangladesh</td>
</tr>
<tr>
<td>Donor(s)/Fund(s):</td>
<td>Global Affairs Canada (CAD 9.9 Million)</td>
</tr>
<tr>
<td>Implementing Agencies</td>
<td>UNDP</td>
</tr>
<tr>
<td>Strategic Areas:</td>
<td>UNDP Strategic Plan: Advance Poverty Eradication in all its forms and dimensions</td>
</tr>
<tr>
<td></td>
<td>UNDP CPD Outcome: Increase opportunities, especially for women and disadvantaged groups to contribute to and benefit from economic progress</td>
</tr>
<tr>
<td></td>
<td>UNDAF Output: Policy framework improved for decent work for all and skills development programmes, particularly for vulnerable women, youths and marginalized populations.</td>
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<tr>
<td>RHCWs</td>
<td>Reproductive Health Care Workers</td>
</tr>
<tr>
<td>HDC</td>
<td>Hill District Council</td>
</tr>
<tr>
<td>KHDC</td>
<td>Khagrachari Hill District Council</td>
</tr>
<tr>
<td>RHDC</td>
<td>Rangamati Hill District Council</td>
</tr>
<tr>
<td>BHDC</td>
<td>Bandarban Hill District Council</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>ToT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>a2i</td>
<td>Access to information</td>
</tr>
<tr>
<td>ESI</td>
<td>Education Strategic Intervention</td>
</tr>
<tr>
<td>MoCHTA</td>
<td>Ministry of Chittagong Hill Tracts Affairs</td>
</tr>
<tr>
<td>MoPME</td>
<td>Ministry of Primary and Mass Education</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>VSC</td>
<td>Victim Support Center</td>
</tr>
<tr>
<td>LoA</td>
<td>Letter of Agreement</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organizations</td>
</tr>
<tr>
<td>ESI</td>
<td>Education Strategic Intervention</td>
</tr>
<tr>
<td>PEDP</td>
<td>Primary Education Development Programme</td>
</tr>
<tr>
<td>DYD</td>
<td>Directorate of Youth Development</td>
</tr>
<tr>
<td>TTC</td>
<td>Technical Training Center</td>
</tr>
<tr>
<td>PIC</td>
<td>Project Implementation Committee</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>MMC</td>
<td>MultiMedia Classroom</td>
</tr>
<tr>
<td>RHCWs</td>
<td>Reproductive Health Care Workers</td>
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</tbody>
</table>
Executive Summary

Education and learning are the backbone of any society. Therefore, The Constitution of Bangladesh has provision for free and compulsory primary education. However, in the era of 4th industrial revolution, traditional education system is not good enough to stay ahead and economic boost. Skilled based education is necessary to meet the future industrials demand. Hence, at present, empowerment of women through education and skills development is a priority development agenda for Bangladesh.

Despite the commitment of the Government of Bangladesh to the World Declaration of Education for All (1990) and the Dakar Declaration (2000) to achieve universal enrolment in primary education by 2015, the national primary net enrolment rate is estimated at 80 percent and the quality of primary education is unsatisfactory. To begin to address this situation the Government has launched the ambitious and comprehensive national Primary Education Development Programme (PEDP) 4. In rest of the Bangladesh where girls dropout rate in secondary schools are high due to social barriers, for CHT education is almost out-of-reach due to remote access to schools and escalated violence in the hill tracts (The Daily Star, April 4, 2019). National PEDP 4 and Secondary Education Programmes will have some impact on the CHT and bring some improvement, but unless the programmes adapt their interventions to the realities of the CHT and its peoples, the region will still remain behind in terms of quality of and access to education especially for the girls, ethnic girls and women in conflict-affected situations. By realizing this and in line with this above stated vision, Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts funded by Global Affairs Canada is an education and skill development project to empower women and girls in the region. The project has started supporting to a total of 2,100 adolescent girls in 3 hill districts under CHT region of which 1,200 girls and adolescent girls, particularly from the ethnic minorities and person with disabilities will get improved equitable access to safe, quality and inclusive education. In addition to this 900 girls will be trained on different market demanded vocational skills., The project will also provide infrastructural support to 300 schools and enhance the capacity of 900 teachers from those 300 schools.

This annual report covers the progress of the project activities of from January- December 2020. The project could not make the desired progress as per the plan because all the educational institutions were closed from January to December 2020 to control the spreading of COVID-19 outbreak. The majority of the project activities in 2020 were with the vital education stakeholders i.e students, teachers, guardians, school management committee, government officials from the education departments. During this pandemic, it was very difficult to reach and mobilize them to start the key interventions of the project.

During this reporting period, the project has developed partnership with 3 Hill District Councils namely Khagrachari Hill District Council, Bandarban Hill District Council and Rangamati Hill District council. HDCs are the key responsible for implementing the majority of the project activities, such as increasing the capacities of the education stakeholders, increasing capacity if the girls and women to claim their rights to education, upgrade the facilities in school, and increase the educator’s capacity to apply gender-responsive method.
After selecting the project partner, 26 project orientation programs were conducted in 26 Upazillas. A total of 300 schools in 3 districts (100 schools in each district) were selected based on some set criteria and in consultation with management of HDCs, District Education Officers and other stakeholders. 179 Mothers’ Clubs (MC) have been formed and completed all schools profiling in three hill districts. Among them, 30 in Khagrachari, 68 in Rangamati and 63 in Bandarban district. A total of 83 mother’s club orientation programs were conducted where about 2,016 committee members participated. To raise the awareness on importance of girls education 4500 T-shirts have been printed and distributed among the project beneficiaries and stakeholders. Besides, the project has selected 60 sites/ office spaces for establishing the gender-responsive youth and adult learning centers. A rapid assessment to select trade for skills training has been completed. After the assessment the project has initially selected some trades for skills training.

Some ongoing activities might take some time to complete, such as the recruitment process of reproductive health workers is at the very last stage. These reproductive health workers will promote health and hygiene practices among the school going girls in the project working areas. Interviews have been carried out and they will be onboard the end of 1st quarter of 2021. The procurement of digital classroom equipment is ongoing with support from the a2i project. Two needs assessments are ongoing i.e. repairing damaged or destroyed classrooms and Single-sex toilets construction in the school premises. After the assessments, requirement of classroom or school renovation and construction of single-sex toilet will be identified. Based the assessment the project will provide support to selected schools to improve classroom setting and construct single-sex toilet in the school premises. Development of an online space/platform, “Konnect for Chittagong Hill Tracts (CHT) learners and adolescents” for the CHT youth and adolescents to engage learners has been started.

Finally, the project has taken the initiative to develop some partnerships. Firstly, the hiring of NGOs for community mobilization is at the final stage after the second round of advertisement. It is expected the NGOs will be onboard by the first quarter of 2021. To train the girls on traditional and non-traditional trades, the project is in the process of developing a partnership with both Directorate of Youth Development (DYD) and Technical Training Center (TTC) in 3 districts.

In the following year, UNDP will develop the remaining partnership with NGOs and TVET institutes and continue to work for increasing skills and competencies of the education stakeholders, develop the capacity of the girls from the ethnic communities to claim their rights, upgrade school infrastructure for safe learning environment for girls, increase the capacity of the educator to provide gender-responsive education, providing skill development training, entrepreneurial support and job placement.
Introduction

Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts is a gender responsive education project that supports dismantling the major barriers to education for the girls and women in CHT. The project will support a total of 2,100 adolescent girls in CHT region of which 1,200 girls and adolescent girls, particularly from the ethnic minorities and person with disabilities will get improve equitable access to safe, quality and inclusive education. Another 900 girls will be trained on different market demanded vocational skills. In addition, the project will also provide infrastructural support to 300 Schools and enhance the capacity of 900 teachers from those 300 schools.

Intervention Area: The area will include all 3 Hill districts in the Chittagong Hill Tracts (CHT) Region of Bangladesh: Rangamati, Bandarban and Khagrachari covering all 121 Unions of 26 Upazilas. A specific guideline is using for the selection of working areas, communities and households by involving District, Upazila and Union Development Coordination Committees and traditional leaders.

The main activities of the project in the twelve months of year 2020 are as follows; Project setup, development of partnership, selection of schools, school profiling, formation of mother’s club, conduction of project orientation, assessment of damaged and distorted class room and single sex toilet, market demanded trades for skills training, and community mobilization. This annual report covers the project progress and achievements for the period from 1 January to 31 December 2020. The main body of the report sheds light on the key results and progress of the project.
Major accomplishments

**Rapid Market Assessment (RMA)**
RMA was conducted to identify trades suitable for the target group. Trades have been selected for skills training through analyzing employment opportunities, youths’ preferences, training opportunities and social inclusion opportunities in the target areas.

**Partnerships**
Three Letter of Agreements (LoAs) were signed with Hill Districts Councils (HDCs): Khagrachari Hill District Council, Bandarban Hill District Council and Rangamati Hill District council to implement the project at the field level. 3 HDCs have signed LoA with the police department in Rangamati, Bandarban and Khagrachari. Additionally, a contract has been signed with **Creative Soft Technology** to develop an online space/platform, “Konnect for Chittagong Hill Tracts (CHT) learners and adolescents.”

**Selection of Schools**
Total 300 schools have been selected in 3 districts of CHT region. Profiling of all those schools have been completed.

**Formation of Mother’s Clubs**
A total of 179 mother’s clubs are formed with 5,679 members. 83 mother’s club orientation programs are conducted where about 2,016 committee members participated.

**Awareness Campaign**
4500 T-shirts have been published and distributed among the project beneficiaries and stakeholders to raise awareness on the importance of girls’ education.

**Site Selection and Assessment**
Selected 60 sites/ office spaces for establishing the Gender-responsive youth and adult learning centers. Needs assessment for both repairing damaged or destroyed classrooms and Single-sex toilets construction in the school premises in on going.
Results

This section will provide information on progress on the outcome of the project against each indicator. There will also be information on progress towards the target according to indicators.

Ultimate Outcome: Improved gender-empowering learning outcomes among CHT women and girls

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased enrolment and retention rate for girls in primary, secondary and skilled based education in CHT</td>
<td>% of enrolment rate increased for girls in primary and secondary education</td>
<td>• 47% in primary&lt;br&gt;• 51% in secondary</td>
<td>80% increased both in primary and secondary education</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td></td>
<td>% of retention rate increased for girls in primary and secondary education against baseline</td>
<td>• 89.5% in Primary&lt;br&gt;• 72.7% in secondary</td>
<td>80% both in primary and secondary</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td></td>
<td>% of girls and women in skilled based education against baseline</td>
<td>• 19%</td>
<td>90%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

Intermediate Outcome 1: Increased access and retention of girls and adolescent girls, particularly those from ethnic minorities and including those with disabilities, in primary and secondary education.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of girls have access to safe learning environment</td>
<td>• 49%</td>
<td>90% of girls have access to safe learning environment by 2021</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td>% of retention rate of girls in education</td>
<td>• 89.5% in Primary&lt;br&gt;• 72.7% in secondary</td>
<td>90% of retention rate for girls to school by 2021</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>
**Intermediate Outcome 2**: Improved quality of education in primary and secondary schools for girls, adolescent girls and women

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of schools with gender-responsive teaching materials</td>
<td>0</td>
<td>300 schools by 2021 (100 in 2019, 200 in 2020)</td>
<td>300 schools in 2020</td>
<td>0</td>
</tr>
<tr>
<td># of teachers applying gender responsive teaching methods</td>
<td>0</td>
<td>900 teachers by 2021 (300 in 2019, 600 in 2020)</td>
<td>700 teachers in 2020</td>
<td>0</td>
</tr>
<tr>
<td>% of girls, adolescent girls/women with access to gender-responsive teaching materials</td>
<td>0</td>
<td>100% of girls/women by 2021</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

**Intermediate Outcome 3**: Increased employability and business opportunities for adolescent girls and women, particularly those from ethnic minorities and with disabilities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of employment/business opportunities created for adolescent girls and women and WWD</td>
<td>TBD (2020)</td>
<td>1,000 by 2021 (0 in 2019, 700 in 2020 and 300 in 2021)</td>
<td>900 in 2020</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td>% of girls and women contributing to household income through skilled based education followed by employment/business opportunities</td>
<td>13.5%</td>
<td>80% girls and women contributed to HH income by 2021</td>
<td>0%</td>
<td>This indicator is applicable for 2021.</td>
</tr>
</tbody>
</table>

**Immediate Outcome 1**: Increased skills and competencies among education stakeholders (teachers, parents, local communities, CSOs etc) to ensure equitable access to safe and inclusive education by girls from ethnic minorities and with disabilities.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of targeted education stakeholders that have increased</td>
<td>0</td>
<td>80% of increased understanding of targeted education stakeholders by</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

This indicator will be measured in 2021.
understanding on reducing barriers for girls and women in access to education

### Immediate Outcome 2: Increased capacity of girls and women to claim their rights of education and make their voices heard in decision-making processes

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of girls and women that have increased capacity to claim their rights to education.</td>
<td>42% (2019)</td>
<td>60% of targeted girls and women claim their rights to education.</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

### Immediate Outcome 3: Upgraded gender-responsive infrastructure and facilities in schools to create safe and inclusive learning spaces for girls.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of girls benefited through upgraded gender responsive facilities in school</td>
<td>0 (2020)</td>
<td>1,200 girls by 2021 (400 in 2019, 800 in 2020)</td>
<td>1200 girls in 2020</td>
<td>0</td>
</tr>
<tr>
<td># of women seeking services from improved victim support centres (VSCs)</td>
<td>0 (2020)</td>
<td>300 women (50 in 2019 and 250 in 2020)</td>
<td>250 women in 2020</td>
<td>In Progress. MoU signed with Police and VSCs will be installed in Khagrachari and Bandarban districts.</td>
</tr>
<tr>
<td># of gender-responsive infrastructure upgraded</td>
<td>0</td>
<td>822 gender-responsive infrastructures upgraded by 2021 (300 Class Rooms, 300 toilets, 200 School Boats, 20 Residential Boarding Facilities, 2 Victim Support Centers)</td>
<td>No target for 2020</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td># of environmental assessment carried out before any construction work</td>
<td>0</td>
<td>1 assessment completed</td>
<td>No target for 2020</td>
<td>This indicator is applicable for 2021.</td>
</tr>
</tbody>
</table>
Immediate Outcome 4: Increased teaching skills of teachers to provide gender-sensitive and environmentally responsive education to girls, adolescent girls and women.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of teachers increased technical knowledge to provide inclusive and gender sensitive education</td>
<td>0</td>
<td>900 teachers by 2021 (0 in 2019, 700 in 2020 and 200 by 2021)</td>
<td>700 in 2020</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

Immediate Outcome 5: Increased vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of girls and women completed vocational skill enhancement course</td>
<td>0</td>
<td>1,000 of targeted girls/women by 2021</td>
<td>500</td>
<td>This indicator will be measured in 2021</td>
</tr>
<tr>
<td>% of girls and women increased in vocational / non-traditional field of employability (women in driver, welding, electrician, plumber, etc)</td>
<td>0%</td>
<td>60% of trained women by 2021</td>
<td>0%</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>

Immediate Outcome 6: Enabled business environment for adolescent girls and women, for employment and business opportunities.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Data</th>
<th>Targets cumulative</th>
<th>Targets for 2020</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of public-private partnership on employment and business opportunities for adolescent girls and women</td>
<td>0</td>
<td>3 partnerships with TVET/TTC by 2021</td>
<td>3</td>
<td>This indicator will be measured in 2021</td>
</tr>
</tbody>
</table>
Progress of the Project Activity

Intermediate Outcome 1: Increased access and retention of girls and adolescent girls, particularly those of ethnic minorities and including those with disabilities, in primary and secondary education

Output 1.1 Community outreach sessions conducted to sensitize and advocate on the importance and value of girls’ and women’s education.

Activity 1.1.1: Programme orientation at Upazila level with respective stakeholders

During this reporting period, a total of 26 project orientation programmes were conducted in 26 Upazilas across the CHT region. Among them, 6 orientations in Khagrachari district, 10 orientation each in Rangamati district and Bandarban district. Orientation programmes were conducted at the respective Upazila Parishad Conference Room.

Main Objectives of the Programme:

➢ To orient and inform all Upazila level stakeholders, including project beneficiaries about the project activities and project related necessary information.
➢ To seek cordial support and assistance from the upazila level administration and public representatives in implementing the project activities smoothly in the field.

Locally elected public representatives from Upazila Parishads and Union Parishads, Local Upazila Administrations, teachers from some selected primary and high schools, Police personnel from local police stations, representatives from Upazila Primary Education and Upazila Secondary Education Office including Upazila Resource Center, Department of Women and Child, Department of Youth Development, Health and Family Planning
Department, traditional leaders i.e. Headman & Karbari, local development professionals working with Health and Education Component etc. were present in these programmes. The respective Upazila Parishad Chairman were the Chief Guests while Upazila Nirbahi Officers chaired the programmes. Mr. Shane Alam, Chairman of Khagrachari Sadar Upazila, expressed that “this women education programme is very much necessary for the development of the women in CHT. In the CHT region women are lagging compared to the plain land areas of Bangladesh. I hope through this project, women in the CHT region will be benefited and I will provide all the necessary support from the upazilla administration”

The project focal person participated in the programs as representative of SID-CHT, UNDP and shared important information on the project with the stakeholders present in the events.

<table>
<thead>
<tr>
<th>District</th>
<th>duration (Days)</th>
<th># of events</th>
<th>Participants</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rangamati</td>
<td>1</td>
<td>10</td>
<td>320</td>
<td>52</td>
</tr>
<tr>
<td>Bandarban</td>
<td>1</td>
<td>10</td>
<td>312</td>
<td>62</td>
</tr>
<tr>
<td>Khagrachari</td>
<td>1</td>
<td>6</td>
<td>163</td>
<td>45</td>
</tr>
</tbody>
</table>

**Outcomes of the program:**

➢ One of the immediate outcomes of the orientation program was that after the programme government officials became more supportive in providing information and involvement of the stakeholders in various events of the project became easier. Such as the education officer has provided the education related document to the project officers after the orientation session.

➢ A common understanding was created among the various stakeholders that how the project will help the community people and positive impact of the project in the society.

➢ Assurance provided from the stakeholders (i.e. Upazila administration, Education Department, Public Representative etc.) for their assistance in programme implementation.

**Challenges:**

To conduct the programmes, the project team has faced various challenges, some of the key challenges are mentioned below.

• Arranging such a program with government stakeholders during COVID-19 pandemic was bit challenging. Additionally, to ensure the participation of the initiative was also challenging.

• Some of the stakeholders urged to enlist their nearby schools in the project list of schools without knowing the criteria of selection.

**Activity 1.1.2 Monthly staff coordination meeting at district level**
Monthly staff coordination meeting is a regular activity of three HDCs. HDCs arrange meeting each month with all concerned staff following the implementation plan. All field level staff of the project share Upazila level project progress and challenges in these meetings. In relation to the practical field challenges, senior project staff provided all the necessary guidance and support to field staff for smooth implementation at the field level. Concerned focal persons from HDCs and UNDP were present in these meetings and provided program related technical and managerial guidance to the project staffs to implement the scheduled field activities by ensuring quality. All the staff coordination meetings were held following a pre-set meeting agenda and decisions were taken accordingly.

Some objectives of the meeting were:
- To strengthen coordination among the senior management staff and field staff for ensuring smooth implementation of the project.
- Share the project progress in the respective field based on the approved work plan as well as field challenges that are facing while implementing the activities.
- Discuss the possible strategies and methods for smooth implementation at the field level.
- To discuss the field challenges and seek support from their senior management to mitigate those challenges.
- Share the lessons learned from the field and incorporate those in future programme implementation.

After fixing meeting agenda, all the field staff were requested the venue and date to present in the meeting with their progress report. It provided a mechanism for participants to discuss and develop a common understanding of key capacity-building issues and priority needs.

It’s an opportunity to review and consider ways of addressing the gaps or overlaps between existing activities. Furthermore, the meeting facilitated the exchange of views and ideas aimed at improving the planning. Project-related all necessary agenda has been discussed in
the meeting, followed by project-related decisions taken through mutual discussions and a work plan for next month.

<table>
<thead>
<tr>
<th>District</th>
<th>Meeting duration (Days)</th>
<th># of meeting</th>
<th># of staff</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Rangamati</td>
<td>1</td>
<td>3</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Bandarban</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Khagrachari</td>
<td>1</td>
<td>3</td>
<td>27</td>
<td>18</td>
</tr>
</tbody>
</table>

**Activity 1.1.3:** Conduct ToT for resource pool on Professional development of educational leaders, Head Teachers, Asst. Head Teachers, DEO, USEO, AS and advanced teachers;

This activity will be conducted in next year (2021) as per the project implementation plan.

**Activity 1.1.4:** Capacity building on Professional development of educational leaders, Head Teachers, Asst Head Teachers, DEO, USEO, AS and advanced teachers at Upazila level; (5 days)

This activity will be conducted in next year (2021) as per the project implementation plan.

**Activity 1.1.5:** ToT on life skills counselling for students' (5 days)

During this reporting period, the hiring process of a national consultant for developing the training module on the “Life Skills Counselling for students” is in progress. The Terms of Reference (ToR) finalized. The RFP has been circulated for interested and qualified NGOs for proposal submission. The ToR has been designed to engage a technical firm to develop ICT based effective digital training module with quality learning contents on the “Life Skills Counselling” for students and adolescents of the Chittagong Hill Tracts. In addition, the firm is expected to provide Training of Trainers (ToT) on the developed module of “Life Skills Counselling” for students and adolescents of the Chittagong Hill Tracts for the selective teachers of various schools of the CHT.

**Activity 1.1.6:** Conduct training for selective teachers at Upazila level on life skills counselling for students (3 days)

After finalization of the training module on life skills counselling of students for selective teachers at Upazila level, this activity will take place. It is expected that this activity will start from the second quarter of 2021.
Activity 1.1.7: Training of project staff on community outreach sessions & community mobilization

This activity will be conducted once the 3 implementing partners (NGOs) for 3 hill districts are onboarded and operational in the field after recruiting all field staff. The selection and finalization processes of the implementing partners are in progress and hopefully the NGOs will be onboard in the second quarter of the next year (2021).

Activity 1.1.8: Conduct community outreach sessions in community level

UNDP will develop partnership with three local NGOs to conduct community outreach sessions at community level. Currently, UNDP is running the process of selecting those communication NGOs through a competitive process. Hopefully the NGOs will be onboard in the second quarter of the next year (2021). However, during this period, all necessary background work i.e. field preparation, session plan and module development, etc. are developed as per plan.

Activity 1.1.9: PIC Meeting at RHDC (Bi-monthly)

During this reporting period, 4 Project Implementation Committee (PIC) meetings were conducted by two implementing partners KHDC-3 and RHDC-1. The meeting’s major agenda was to share the progress and challenge all projects of HDC including “Women and Girls Empowerment through Education and Skills” Project. The major objectives of the meetings were:

❖ To strengthen coordination among the HDCs LoA project staff, HDC management and SID-CHT, UNDP for ensuring smooth implementation of the project.
❖ To share the project progress of the project activities based on the approved work plan/target and share the field challenges faced by the project staff while implementing the project activities
❖ Share the possible strategies and mitigation measures considering the field challenges for smooth implementation of the project activities in the field.

Chairman of KHDC Speaks in PIC Meeting on 7th December 2020
PIC meeting at RHDC on 21st September 2020
Activity 1.2.1: Selection of schools/ educational institutions for training and workshop participation

During this reporting period, a total of 300 schools in 3 districts (100 schools in each district) were selected in consultation with HDCs and other relevant stakeholders. Honorable Chairman of 3 HDCs called on meetings with all respective stakeholders i.e. district education departments, headteachers from some selective high schools, focal persons (members of HDCs) from HDCs, representatives from UNDP and senior LoA project staff to discuss the issue. Firstly, the District education department made a school list in consultation with the upazila level education offices and local administration and sent to HDCs. Finally, all respective senior management members, including HDC chairman, sat together and finalized the schools' list through critical evaluation considering the local context and necessity.

The schools from remote areas with poor infrastructure and need assistance function effectively are considered and given preference in selection process. Beside this, the schools where co-education system exists and girls' high schools were also given preference in selection. Some primary schools in some Upazilas were also taken into consideration, where presence of high schools are very limited and inadequate.

Activity 1.2.2: Conduct orientation on eliminating gender-based discriminatory practices in schools for project staffs

A day-long orientation event on “Gender-based violence elimination in schools for project staff” was held at the KHDC Conference Room on 11 November 2020. All KHDC staff of Khagrachari district participated in the programme. The main objective of the programme was to orient the participants on the eliminating Gender-Based discriminatory practices in Schools so that they can understand the issue very clearly and conduct training to the selective teachers in the field. A total of 15 participants attended the session. Among them, 8 were male and 7 were female.
**Purpose and Methodologies of the Training:**
The training was conducted through quality lectures, power point presentation, open discussion, discussion on speech, question and answersession, practical role play, group work and presentation.

Jhuma Dewan (Ms.), Chief, Gender and Community Cohesion component and Uchingmong Chowdhury, Programme Officer from the project facilitated the entire training sessions. The topics discussed during the training were: basic concepts on GBV, causes and context analysis, attitude and perception on GBV, power and GBV, types and consequences of GBV, communication skills and guiding principles, survivor centered approach of community empowerment and so on.

Through the daylong training, participants identified strengths, weakness, challenges and opportunities for strengthening field-level work to address gender-based violence in schools. Participants agreed that each of them is responsible for addressing gender-based violence, and their individual actions can make a difference and eliminate GBV in schools.

**Activity 1.2.3: Conduct awareness raising training at Upazila level on eliminating gender-based discriminatory practices with teachers**

This activity has not been started in field but hopefully it will be started from the second quarter of next year (2021). During this reporting period, all the preparatory and necessary ground work i.e. developing module and methodologies, preparing session plan and finalizing contents, producing pictorial training materials etc. are developed.

**Activity 1.2.4: Conduct school-based awareness raising interactive workshops for guardians, SMC members, Mothers' Clubs on eliminating gender-based discriminatory practices.**

This activity has not started in field but hopefully it will be started from the second quarter of next year (2021) once the schools are reinstated. During this reporting period, all the preparatory and necessary ground work i.e. developing module and methodologies, preparing session plan and finalizing contents, producing pictorial training materials etc. are developed.

**Activity 1.2.5: Organize International Women's Day (8th March)**

In March 2020, the project had taken all the preparation to organize rally, art competitions and seminar to celebrate International Women's Day (8th March). However, all the activities were postponed from the field due to COVID-19 pandemic. The project will celebrate International Women's Day in the next year in each district if the COVID-19 pandemic situation improves and school are reopened.
Output-1.3: Formation of 300 active Mothers’ clubs in schools to prevent discriminatory and harmful practices towards girls in schools.

Activity 1.3.1 Mothers' Club formation and profiling in schools

During this reporting period, a total of 179 Mothers’ Club (MC) have been formed and completed schools profiling in 3 districts following the approved formation guideline. Among them, 30 in Khagrachari, 68 in Rangamati and 63 in Bandarban district. Member of the mothers’ club were selected among the women guardians of the selected schools.

The main objective of forming the active Mothers’ Clubs in the working areas is to prevent discriminatory and harmful practices towards girls in schools.

During the mothers’ club formation and profiling programme, all concerned stakeholders i.e. Head Teachers and Assistant Teachers of respective Schools, President/Secretary of School Managing Committees (SMC) and Parents Associations members, and Mothers of students in the respective schools were present.

These mother clubs will act as a catalyst to prevent discriminatory and harmful practices towards girls in schools, increase retention of girls’ students, awareness raising on Hygiene and Menstrual Management for the young girls at home and schools. All the Mothers’ Club (MC) committee members were certified and endorsed by Head Teacher and School Management Committee of the respective school for avoiding any debate about the MC related issues. The committee structure and members were comprised of 31 members. The mother club committee structure size is kept similar in all 3 HDCs.

A useful written guideline/ constitution for the Mothers’ Club was developed by the staff personnel where Mothers’ Club related all information i.e. formation systems, committee structure, committee duration, roles and responsibilities of the MCs. are mentioned clearly.
To make the programme more effective, the project has provided to all committees the necessary management equipment i.e. register book, attendance form of the participants. All committee members were well informed about the main objectives of forming the mothers club as well as how to prevent harmful practices and discrimination towards girls along with some possibilities steps to ensure hygiene management in the schools.

Table 3: Status of formation of Mothers’ clubs in project schools

<table>
<thead>
<tr>
<th>District</th>
<th># clubs formed</th>
<th># of members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rangamati</td>
<td>68</td>
<td>2887</td>
</tr>
<tr>
<td>Bandarban</td>
<td>48</td>
<td>1488</td>
</tr>
<tr>
<td>Khagrachari</td>
<td>63</td>
<td>1304</td>
</tr>
</tbody>
</table>

Activity 1.3.2. Orientation of Mothers’ Club members in selective schools (1 Day)

During this reporting period, 2,016 committee members of the total 83 Mothers’ Clubs were oriented on the main guiding principles following the MC's approved implementation guideline. The main issue of discussion of the orientation programme were the contextual analysis, necessity and importance of MC, purposes and functions of the MC, main roles and responsibilities of the MC etc.

The programs were conducted through informative lectures, powerpoint presentation, open discussions, question and answer sessions, guest lecture’s session etc. The upazila based staff of the project organized these orientation workshops by fixing a suitable date and venue in consultation with the Head-teacher of the schools. Here, the teachers at each school were very helpful and without their cooperation, the project might not have been able to organize these orientation workshops during pandemic situation.

Table 4 Status of orientation of Mothers’ Club members in selective schools

<table>
<thead>
<tr>
<th>District</th>
<th>Training duration (Days)</th>
<th># of training</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rangamati</td>
<td>1</td>
<td>20</td>
<td>633</td>
<td>633</td>
<td>633</td>
<td></td>
</tr>
<tr>
<td>Bandarban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khagrachari</td>
<td>1</td>
<td>63</td>
<td>1304</td>
<td>1304</td>
<td>1304</td>
<td></td>
</tr>
</tbody>
</table>

At Machalong Junior-Secondary School, Rangamati district
Activity 1.3.3 QTR meeting of Mothers' Club (MC) in the selective schools

This activity has not been started yet. The project has just completed the mother’s club formation in all the districts. After completion of all the MC orientation programme, this quarterly meetings will take place. By this time, the project has developed the QTR meeting conduction guideline in consultation with all respective stakeholders.

Activity 1.3.4 Quarterly School visit by Mothers' Club to ensure hygiene, cleaning school premise and students' cleanliness

This activity has not been started yet. The project has just completed the mother’s club formation in all the districts. After completion of all the MC orientation programme, this quarterly school visit by MCs will take place. By this time, the project has developed the quarterly school visit programme implementation guideline in consultation with all respective stakeholders.

Output-1.4: Modality developed and implemented for local actors (Teachers, NGOs, Civil Society Organizations) to monitor and address the barriers to girls’ school attendance and completion

Activity 1.4.1 Reactivate the existing education focused committees of selective Union Parishads (Depends on school selection)

This activity was not purposively conducted during this reporting period as almost all Union Parishads (UP) of the working areas were very close to new election as per the government plan. The election commission of Bangladesh has scheduled the first phase of next Union Parishads (UP) election in Bangladesh on April to June 2021. So, there is a high possibility of change of some existing public representatives specially the Chairman and ward members of the Union Parishads in the working areas. So, the project decided to carry out this activity after the UP election with the newly elected public representatives. By this time, the project had developed the implementation and strategic implementation guideline for this activity in consultation with all respective stakeholders.

Activity 1.4.2 Quarterly meeting of education focused committees of selective Union Parishads

Quarterly meeting of education focused committees will be carry out in the next year (2021) after reactivating the existing committees.
Activity 1.4.3 Orientation of the education focused committee of Union Parishad on monitoring the barriers of girls' education at upazila level (1 Day)

This activity will be carried out in the next year (2021) after reactivating the existing education focused committees of selective Union Parishads. The project has developed essential orientation guidelines, roadmap for future implementation and keeping close contact with all respective public representatives in the working areas.

Activity 1.4.4 Conduct QTR School Management Committee (SMC) meeting in the selected schools

This activity has not been conducted yet. During this reporting period as the project was engaged in selection and the profiling of the targeted school in three districts. Hopefully, all SMCs will carry out the QTR meetings as per the scheduled plan in the next year. By this time, the project has developed the QTR meeting conduction guideline for SMC in consultation with all respective stakeholders.

Activity 1.4.5 Yearly monitoring visit of education focused committees of Union Parishads to schools

Monitoring visit of education focused committees of Union Parishads to schools will be conducted on after reactivating the existing education focused committees of selective Union Parishads. During this reporting period, the education focused committees in different unions under the project were not functional therefore the visits did not took place. The project has developed monitoring visit guidelines in consultation with the project stakeholders.

Output-1.5: Pocket guides to preparedness, response and recovery to gender-based violence developed and distributed among the govt. and non-govt. actors in education sector

This activity will be conducted next year (2021) as per the project implementation plan.

Output-1.6: Creative communication materials developed to increase awareness on importance of girls’ education for socio-economic advancement of all

1.6.1 Publish yearly wall calendar with clear messages on importance of girls’ education and women related positive issues

This activity will be organized in the 1st quarter of 2021 following the project implementation plan. During this reporting period, the project has collected necessary photographs from the field, drafted and finalized the messages in consultation with all key personnel, drafted the frame for calendar and submitted to senior management for approval.
1.6.2 Print/ publish T-Shirts and different posters on the occasion of IWDs for raising public awareness (Polo T Shirt with Collar, quality synthetic with color logo and message)

During this reporting period, the project has printed 4,500 T-Shirt with clear messages as part of 16 Days of Activism against Gender-based Violence (25 November to 10 December 2020) and disseminated to the school children and other respective stakeholders.

The main objective of printing those T-shirts was to reach all the stakeholders including community peoples with the positive messages for raising public awareness. For smooth operation and implementation of this activity, a printing committee was formed for selecting contents, messages, quality photographs and ensuring quality production. After printing of the T-shirts those were distributed among the students of the schools and community people and project stakeholders.

In all the districts, during the distribution, UNO, head teacher/ assistant teacher of the respective schools, upazilla education officer was present. All the distribution was conducted following safety measures considering the COVID-19 situation.

``T-shirts are nice and the messages are very practical. We can link it with our personal life’’ - expressed Ms. Sumaiya Akhter, a class nine student of Guimara Govt. High School, Khagrachari District.
### Status of Distribution of IEC materials

<table>
<thead>
<tr>
<th>District</th>
<th>Name of materials published</th>
<th>No of Materials published/printed/received</th>
<th>No. of materials distributed</th>
<th>No. of materials in stock</th>
<th>Place where the IEC materials were distributed/used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rangamati</td>
<td>T-Shirt</td>
<td>1500</td>
<td>1500</td>
<td>0</td>
<td>Selected schools and education department</td>
</tr>
<tr>
<td>Bandarban</td>
<td>T-Shirt</td>
<td>1500</td>
<td>1500</td>
<td>0</td>
<td>Do</td>
</tr>
<tr>
<td>Khagrachari</td>
<td>T-Shirt</td>
<td>1500</td>
<td>1500</td>
<td>0</td>
<td>Do</td>
</tr>
</tbody>
</table>

#### 1.6.4 Print/ publish quality booklets (Pages-8, GSM- 150 Mat Paper, Paper size-A4, 4 colour) on girl’s health and hygiene related issues

During this reporting period, the project has initiated the processes of hiring an Individual Consultant for developing a tailor-made guidebook on “Reproductive Health and Hygiene Management (RH&HM) for adolescent girls in CHT”. As a part of the process, a request for proposal has been floated in national dailies and in job portals. Hopefully, in the first quarter of next year (2021), the consultant will be onboard and operational.

#### 1.6.5 Print/ publish quality posters on girls health and hygiene related issues (Standard size-17 x 22.5 inches, GSM- 150 Mat Paper, 4 colour) with message

This activity is kept for next year as per the project implementation plan.

#### 1.6.6 Print quality paper book/ guidebook on menstrual hygiene management for girls and distribute

This activity is kept for next year as per the project implementation plan.

#### Activity 1.6.7 Organize International Girl’s Child Day at the Upazila level in coordination with govt. & non govt. actors

This activity is kept for next year as per the project implementation plan.

#### Activity 1.6.8 Distribute e-learning materials to the selected schools (Above 5 GB Pen drive for 100 Schools)

This activity is kept for next year as per the project implementation plan.
1.6.9 Develop Visual awareness commercial and visual aids for all learning centers.

This activity is kept for the next year as per the project implementation plan.

Output-1.7: Gender-responsive community policing strengthened in collaboration with schools for prevention of gender-based violence in communities

Activity 1.7.1: Sharing workshop with District Police on LoA (HDC and Police) and proposed activities

During the reporting period, the project has started the process of developing a partnership with the police department. Hopefully, the partnership will be started from the 1st quarter of 2021. The project has finalized the Memorandum of Understanding (MoU) with all the required documents such as activity plan and budget in consultation with the police department and HDCs. The 3 district police departments have also agreed to work with the HDCs through the MoUs. The MoUs will be made in between the 3 HDCs and 3 District police departments following all official proceedings and policies. The MoUs are supposed to be signed by the end 2020 but a big management shift took place in all the HDCs. The entire senior management and the governance body of the HDCs have changed. As a result, the signing ceremony with the police got delayed. The project is waiting to get new dates from HDCs management & the police department.

Activity 1.7.2: Conduct awareness raising sessions at Union level on different issues related to GBV by District police (Through LoA)

This activity will be organized by the district police department. MoU signing process is currently underway. Hopefully, the awareness raising sessions will start from the first quarter of next year (2021).

Activity 1.7.3: Print & distribute quality posters on GBV and available services of VSC

This activity will be organized by the district police department. MoU signing process is currently under way. Hopefully, this activity will start from the first quarter of next year (2021).

Activity 1.7.4: Hiring consultant to review the existing module and finalize the training module on prevention of GBV and Gender sensitivity

The project has already engaged an expert individual National Consultant, Ms. Monjun Nahar, to develop the training module and facilitate training to sensitize police and other relevant stakeholders of CHT under the SID - CHT project of UNDP. Ms. Monjun Nahar is
very well known for her profound working experience with both UNDP & the police department. She has already drafted the training module on the “Prevention of GBV and Gender sensitivity” and shared it with the local police department for their feedback and careful review.

**Activity 1.7.5: ToT on prevention of GBV and Gender sensitivity**

The project appointed national consultant in finalizing the module on “Prevention of GBV and Gender sensitivity”. Upon finalization of the training module and MoU signing ceremony in the next quarter, the project will arrange the proposed 3 batches ToT for the prospective participants from district police. Through the ToTs a resource pool will be developed who will later provide trainings to the other police personnels on prevention of GBV and Gender sensitivity at thana level.

**Activity 1.7.6: Conduct intensive training to police personnel (Thana Based) on prevention of GBV and Gender sensitivity**

This activity will be organized by the district police under the signed MoU. So, after the signing ceremony, a resource pool from the district police will be developed through ToT. These resource persons will then facilitate these trainings at the Thana Level.

**Activity 1.7.7: Refurbishment of Victim Support Centre**

This activity will start upon signing MoU with the district police department in the next year (2021).
Immediate Outcome 2: Increased capacity of girls and women to claim their rights of education and make their voices heard in decision-making processes.

Output-2.1: 1,200 Reproductive Health Care Workers (RHCWs) from across the region trained to provide reproductive health services to adolescent girls and women in under-served areas.

The project has initiated the process of recruiting reproductive health workers in all three districts with the help of HDCs. The Terms of References (ToR) and job description for the RHCW have been developed. The recruitment processes of the Reproductive Health Care Workers (RHCW) i.e. paper circulation, recruitment board formation, recruitment plan, selection criteria etc. has been started. It is expected that all the Reproductive Health Care Workers will be onboard by the 1st quarter of 2021. It is planned that all RHCWs will be recruited locally based on the duty station and close proximity of the selected project schools.

2.1.2: Provide training to Reproductive Health Care Workers (RHCW) (3 Days)

Training of reproductive health care workers will start after completion of the recruitment process of the RHCWs. During this reporting period, the project completed all the necessary ground works (i.e. budget analysis, training contents and materials finalization, module development, resource person selection for course facilitation etc.) for arranging the training effectively. A three day long intensive training module containing all essential contents and topics has been drafted and shared with reproductive health expert personnel.

Output-2.2.: Awareness raising sessions provided to girls on their rights to education and reproductive rights.

This activity will be conducted once the 3 implementing partners (NGOs) for 3 hill districts are onboard and operational in the field after recruiting all field staff. The selection and finalization processes of the implementing partners are in progress and hopefully NGOs will be onboard in the first quarter of the next year (2021). During this reporting period, the project has completed all the preparatory ground work i.e. developing session plan, content developments, module and methodologies, preparation of session plan and finalizing contents, producing pictorial training materials etc. in line with the objectives of the activity and local context.
Output-2.3 Facilitate provision of comprehensive package of support i.e. access to legal aid to 300 vulnerable GBV victims and provide GBV victims with livelihood and counselling support

This activity will be conducted once the 3 implementing partners (NGOs) for 3 hill districts are onboard and operational in the field after recruiting all field staff.

Output 2.4 Dignity kits for menstrual hygiene management distributed in schools and adult learning centers

This activity will be conducted once the 3 implementing partners (NGOs) for 3 hill districts are onboard and operational in the field after recruiting all field staff.

Output-2.5: Capacity building provided to 1200 RHCWs on producing disposable sanitary napkins using affordable, biodegradable materials for improved SRH condition of girls

The project has contracted with the Aspire to Innovation project UNDP (A2I) to run an innovative challenge fund for making this assignment more effective and practically fruitful as the A2I has profound expertise and technical skills with this sort of interventions. The challenge fund will help the project to find a solution to eco-friendly sanitary pads prepared from readily available resources gathered from CHT area. Therefore, after series of consultation the A2i and SID-CHT teams have come up with real problem statements, detail budget and work plan to initiate the challenge fund. A concept note has been prepared for clear understanding of the administrative mechanism between two projects for this initiative. As per the plan, the capacity building training will provide to RHCWs on producing disposable sanitary napkins using affordable, biodegradable materials for improved SRH condition of girls once all the RHCWs are onboarded.

Output-2.6: 20 Gender-responsive youth and adult learning centers established, with access to computers and internet, especially for adolescent girls and women.

Among the many activities under this project, the “Gender-responsive youth and adult learning centers” has been initiated with the objective on empowering young girls and women in CHT through functioning as a multi-purpose center for adult women and girls for learning, social hang out, awareness raising, access to information and dissemination, display and promote sell of innovative products that would be initiated within the scope of the project. This intervention focuses on gender responsive youth and adult learning centers with television, computers, internet facilities, capacity development, career counseling and other support services.
As per the plan, during this reporting period, a total of 60 sites/office spaces has been selected for the Gender-responsive youth and adult learning centers with all office essential (i.e. office furniture, Television, sports items, daily newspapers, chairs, table, books, etc.), especially for adolescent girls and women. In achieving this activity, the project has developed a strategic guideline where all implementing mechanism is narrated clearly to run the gender responsive youth & adult learning centers in the upazila level.

Implementing partner HDCs in consultation or with the involvement of local representatives and administration have selected the sites of gender responsive adult learning centers. The rest of the sites will be selected and finalized in 1st quarter of 2021 in consultation with all local level stakeholders. This intervention is focused on promoting effective gender-responsive adult learning for women and girls, career counseling and other support services.

Output 2.7 Safe spaces for girls’ expression of their concerns and networking established in schools.

This activity is kept under NGO budget. The NGO hiring processes is under way following UNDP’s procurement policies. Hopefully, selection process of the NGOs will be completed by the end of 1st quarter of 2021.

Activity 2.8: Purchase 21 inches TV, Printer and chair (6 Numbers) (Wooden) & 2 tables (Wooden), Book Shelves, Books, Sports Materials(Chess and Carom) Magazines, Newspaper for each centers

HDCs have already started the procurement process following their official procurement policy with the support from UNDP. Procurement circular with specification of the equipment has been floated. After careful evaluation, a capable vendor will be selected to supply and deliver all the items to learning centers. It is expected that the procurement and distribution process will be completed by the 1st quarter of 2021.
**Immediate Outcome 3: Upgraded gender-responsive infrastructure and facilities in schools to create safe and inclusive learning spaces for girls.**

**Output-3.1: Damaged or destroyed classrooms and schools repaired and upgraded in line with best practices in disaster risk reduction and using environmentally sound construction methods.**

During this reporting period, a need assessment was conducted for damaged or destroyed classrooms and schools in the project listed school. To carry out the study, first a need assessment survey tool was prepared. After that the project field staff were trained on the tool. Currently the project field staff are carrying out this assignment in the field with the support from the school authority / management. Based on the findings of this assessment, the project management will decide how many schools will get this benefit, what types of support can be provided. The respective engineer from the engineering department of the 3 HDCs is assisting to the project in conducting the assessment as it requires construction works related experience and expertise.

**Output-3.2: Single-sex toilets constructed in schools to ensure basic and menstrual hygiene management**

During this reporting period, a needs assessment was conducted to assess the status of toilets facilities in schools. As a part of conducting the study, firstly, an assessment tool was prepared and reviewed by the senior management. Through several stages of review, the the tools was finalized. A day long training on the tools for the project staff was conducted before data collection. Currently the project field staff are carrying out this assignment in the field with support from the school authority / management. Based on the assessment schools will be supported to construct single-sex toilets in the selected schools’ premises to ensure basic and menstrual hygiene management of the students. The respective engineer from the engineering department of the 3 HDCs is assisting to the project in conducting the assessment as it requires construction works related experience and expertise.
Output-3.3: Eco-friendly and safe school boats provided for transportation of students, especially girls, to reduce travel distances and improve the safety.

As per the project implantation plan this activity will be conducted in 2021

Output-3.4: Gender-sensitive residential boarding facilities well-repaired and adapted to specific needs of girls, women and female teacher for the secondary and higher secondary education.

The project will support to establish gender sensitive residential boarding facilities in some selected secondary and higher secondary educational institutions at the district and Upazila levels. During this reporting period, among the 3 districts, only in Rangamati district has conducted a need assessment/ survey by the field project staff to find out the residential boarding facilities in the project working areas. The RHDC management has formed a committee for hostel selection. After the assessment, the selection committee have selected a total of eight hostels from eight different schools for renovation. After selection, Technical and Training Office visited to all selected hostels and conducted a consultation meeting with School/Hostel Managing Committees. Finally, one engineer from the engineering department of RHDC prepared an estimated budget in consultation with hostel/school committee. The construction works will start in next year (2021) based on the feasibility study report and the allocated budget.

The rest 2 (two) districts will carry out this activity in 2021 following the approved project implementation plan of respective district.

Output 3.5: Victim Support Centers (VSC) refurbished and operationalized in the Sadar police station compound of Khagrachari and Bandarban hill districts

Although Victim Support Centers (VSC) has a huge demand and a noticeable positive impact for GBV survivors, there are only one Victim Support Center (VSC) which is operating by the district police in Rangamati district. So, taking consideration of public needs and demands, the project will support to Khagrachari and Bandarban district police to refurbish and operationalize another two VSCs in their compound. This activity will be done through signing MoU between the concerned HDCs and district police. So, district police will be mainly be responsible to carry out this activity as per plan. 2 new Victim Support Centers will be installed by the district police through the MoU in next year (2021).
Immediate Outcome 4: Improved teaching capacities of teachers to provide quality, gender-sensitive and environmentally responsive education to girls and adolescent girls.

Output 4.1: Training for teachers on digital-based curriculum and use of low-cost and ethnically sensitive educational materials, followed by on-the-job support and performance monitoring

Activity 4.1.1.: Procure and distribute smart TV, laptops, solar panels and internet to 100 selected schools

During this reporting period, only in Khagrachari district council (KHDC) has taken the initiative to procure the MultiMedia Classroom (MMC) facility with smart TV, laptops, solar panels for 100 selected schools as per specification mentioned in the LoA. The A2I programme of UNDP is assisting to purchase these items as per the approved specification following the government procurement policy as they have sound expertise and proficient skills on the multimedia class rooms in plain land. All selected schools in the working areas will be well equipped with smart TV, laptops, solar panels etc. and the project will provide these equipment with the assistance of A2I project of UNDP, who have already provided many such equipment to educational institutions across the country.

The main objective of this intervention is to provide all necessary modern learning equipment to the selected school. As a result, students will get scope to familiarize them with the modern amenities in the remote schools.

Activity 4.1.2: ToT on digital-based curriculum and use of low-cost and ethnically sensitive educational materials (3 Days)

This activity will be conducted in next year (2021) as per the project implementation plan and strategy.

Activity 4.1.3: Training for teachers on digital-based curriculum and use of low-cost and ethnically sensitive educational materials (20 Participants per batch)

This activity will be conducted in next year (2021) as per the project implementation plan and strategy.
Activity 4.1.4: Adaptation of learning materials to respond to the educational needs of girls and women

The project has started working in association with the A2I project to develop “System tools of Konnect for Chittagong Hill Tracts (CHT) learners and adolescents”. This site will help the young learners from across the CHT region to get access the learning materials through using simple technology. The objective of activity is to create an online space/platform for the CHT youth and adolescents to engage learners, share and enrich CHT adolescent soft skills, career skills and academic solution through online and offline solution. To develop this system the project has already hired a technical firm “Creative Soft Technology”. They have already started designing the system after finalizing the contents of the platform. Special attention to be given on the gender perspective and context (Social, political, cultural and economic) of the Chittagong Hill Tracts. Incorporate a gender lens throughout the content and service process.

Activity- 4.2.1: ToT for project staffs on on-the-job mentoring provided to teachers in schools on gender and conflict-sensitive educational practices (psycho-social trauma, peace education, community cohesion etc.).

This activity will be conducted in next year (2021) as per the project implementation plan and strategy.

Activity- 4.2.2: Provide intensive training to the selected teachers on-the-job mentoring on gender and conflict-sensitive educational practices i.e. psycho-social trauma, peace education, community cohesion etc. issues. (2 Days)

This activity will be conducted in next year (2021) as per the project implementation plan and strategy.
Output 4.3: Local environmental awareness to prevent environmental destruction in CHT included in curriculum for girls and women in schools.

Activity- 4.3.1: Organize Art competition at upazila and district level on environmental issues

The project had all the preparation to organize Art competition at upazila and district levels on environmental issues to celebrate World Environment Day. But the competition was not finally organized due to COVID-19 pandemic as all the mass gathering was restricted at that time as a mitigation measure.

Activity- 4.3.2: Organize street drama and local ethnic cultural program on environmental issues

This activity will be organized on World Environment Day 2021. During this reporting period, project has explored drama teams in field, prepared the draft scripts for day observance and prepared all the other operational plans in association with all respective stakeholders.

Activity- 4.3.3: Printing of adult learning materials addressing gender dimensions in environmental destruction in CHT.

This activity will be organized on World Environment Day 2021. During this reporting period, the project has drafted the learning material's content and prepared all the other operational plans in association with all respective stakeholders.

Output 4.6: CHT-specific adult learning materials addressing gender dimensions developed and applied in adult learning centers

This activity will be conducted in the next year (2021) as per the project implementation plan and strategy.

Output 4.6: Training and support provided to government and non-government education actors on minimum standards for education; preparedness, response, recovery, gender- based violence prevention and safe learning space in educational institutions

This activity will be conducted in the next year (2021) as per the project implementation plan.

Output 4.7: Mass awareness on disaster risk reduction included in education curriculum of schools in CHT

This activity will be conducted in the next year (2021) as per the project implementation plan.
Immediate Outcome 5: Enhanced employable vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women

Output 5.1 Support provided to technical vocational training institutions to improve women’s participation in Technical and Vocational Education Training (TVET) programs.

Through this activity, selected TVET institutes in CHT region will be supported to improve accommodation facilities for girls, classroom renovation, renovation of single sex toilet and safe learning space for girls. During this reporting period, the project conducted a mapping of TVET institutes in CHT region. After the mapping, the project has conducted several meetings with DYD and TTC in three districts to discuss the scope of work and operation mechanism. Hopefully, the project will be able to sign the contract with the TVET institutes in the first quarter of 2021. After signing of the contract, this activity will be implemented in the field.

Outputs 5.2 Technical support provided to governments and NGOs on development of TVET programs for girls and women

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 5.3 Skill development courses/TVET on vocational and technical skills provided to 1000 youth, especially adolescent girls and women.

Through this activity, project will provide training to 1,000 youth, especially adolescent girls and women. During this reporting period, the project has conducted a Rapid Market Assessment to select the trades in demand in CHT region. Based on the findings of the report, trades which are in demand will be selected.

Outputs 5.4 Training/TVET on entrepreneurship in non-traditional fields (i.e. outsourcing skills, graphic designing) provided to adolescent girls and women

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 5.5 Training on modern energy technology i.e. Improved Cook Stoves (ICS) provide to women

During this reporting period, the project has been preparing the process to launch a Challenge Funds in collaboration with Access to Information Programme (a2i), and Government agencies to explore an eco-friendly modern technology on the improved cook stove (ICS) that will provide to women in CHT. It is expected that the challenge fund will be launched in the second quarter of 2021. The main objective of this activity is to ensure
women’s empowerment in the Chittagong Hill Tracts (CHT) region of Bangladesh by providing access to sustainable energy services. The project will use the following approaches to achieve this target:

▪ First, empower women groups with skills upgrade and incentives to innovate locally relevant and environmentally sound ICS.
▪ Second, increased public awareness on the benefits of ICS that will create demand for modern energy technologies.
▪ Third, engage local stakeholders and policy makers in dialogues to promote market-based solution for alternative and green technology for women in CHT.
▪ Fourth, establishment of a center of excellence on modern energy technology in CHT with research, training and technological innovation facility.

The prize will be awarded at the end of the contest to the applicant that best addresses the cumulative criteria for “Efficiency”, “Reliability”, “Innovative Design”, “Easily Usability”, “Environment Friendliness” and “Marketing Strategy”.

Outputs 5.6 On-the-job training under CHT Volunteers scheme provided to 100 youth, including fresh graduate women

During the reporting period, the project has drafted the ToR of on-job training under CHT Volunteers scheme. The volunteers will be recruited in the next year.
Immediate Outcome 6: Enabled business environments for adolescent girls and women, for increased employment and business opportunities.

Outputs 6.1 Study and analytical research carried out on prospects of CHT youth in traditional and non-traditional job market and business sectors.

During this reporting period, the project has conducted a Rapid Market Assessment to select the trades in demand in CHT region. The main objective of the study was to infetify both traditional and non-terdional trades which are suitable for CHT girls and women. To conduct the study a sample survey was conducted with potential students, TVET providers and major employers in the CHT region. A total of 104 youths, 9 training institutes, 69 employers were interviewd from 26 Upazillas of CHT region. Currently, the data analysis process is going on. Based on the findings of the report, trades which are in demand will be selected.

Outputs 6.2 High level consultation for policy advocacy with government and private sectors organized for improved employment opportunities for CHT youth.

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 6.3 Partnership with TVET institutes established for increased job creation for girls and women.

This activity will be conducted in the next year (2021) as per the project implementation plan.

output 6.4 Partnerships established with private sector for apprenticeships and job placement opportunities for women

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 6.5 Innovative business ideas funded for adolescent girls and women.

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 6.6 Market for modern energy technology (i.e. Improved Cook Stoves) developed for women entrepreneurs.

This activity will be conducted in the next year (2021) as per the project implementation plan.
Output 6.7 Social mobilization sessions on negative impacts of smoke from traditional cooking methods are carried out for local women’s mass awareness.

This activity will be conducted once the 3 implementing partners (NGOs) for 3 hill districts are onboard and operational in the field after recruiting all field staffs. The selection and finalization processes of the implementing partners are in progress and hopefully communication NGOs will be onboarded in the first quarter of the next year (2021).

Outputs 6.8 Scholarships for post-secondary and skill training in non-traditional fields provided to women, including those with disabilities especially in areas of study where women are under-represented.

This activity will be conducted in the next year (2021) as per the project implementation plan.

Outputs 6.9 Gender Analysis

This activity will be done in next year (2021). By this period, the Terms of Reference (ToR) for this activity is drafted and waiting for senior management’s approval for further actions. The gender analysis of the CHT region will help to understand the current gender equality context of both men and women based on the relevant criteria useful for the project. It will also help to identify the gender gaps and formulating strategies to reduce them.
Partnership, Coordination and Stakeholders Engagement

In achieving all targeted objectives and goal, the project is working directly with different government, local government councils and non-governmental institutions in the Chittagong Hill Tracts (CHT). For example, the project has made 3 Letter of Agreements (LoA) with 3 Hill District Councils (RHDC, KHDC and BHDC) to implement specific activities for this project in CHT. Beside this, the HDCs have contracted Memorandum of Understanding (MoU) with 3 district police departments to implement some specific interventions that closely related with police department in the upazila and community levels. For TVET activities, the project is working directly with other two government institutions i.e. Directorate of Youth Development (DYD) and Technical Training Center (TTC) in 3 districts through partnership processes. The project also has partnership agreements with A2I programme, one of the country wide flagship programme of UNDP that have profound expertise and sound technical skills on the e-governance, innovation lab, public service innovation & transformation, ICT based skills etc.

At national level, the SID-CHT project has a National Steering Committee (NSC) and a Project Implementation Committee (PIC). It follows the relevant GOB and UNDP planning and policy frameworks including the Project Document that is jointly agreed by the GOB and UNDP. The National Steering Committee, headed by the Minister of MOCHTA, provides policy guidance on the implementation of the programme. The Project Implementation Committee (PIC), headed by the Secretary of MOCHTA, oversees implementation of the programme ensuring coherence and performance across projects.

At the local level the project is coordinated with District Development Coordination Committees, headed by the Chairmen of Hill District Councils, and Upazilla and Union Development Committees headed by their respective Chairmen. Hill District Councils are responsible for primary and secondary education in the CHT so they will be crucial stakeholders of this project. At district level, the Project Implementation Committee (PIC), headed by the Chairman of HDCs, are responsible to oversees implementation of the programme ensuring coherence and performance across projects. Beside this, the project staffs are sitting in meeting regularly with project agendas, field challenges and sharing possible actions to implement the project activities & settle the challenges.
Project Management

This project is being managed by UNDP with overall guidance and instructions of the Ministry of Chittagong Hill Tracts Affairs (MoCHTA), Government of Bangladesh as the MoCHTA is the executing agency assume overall ownership and responsibility for programme activities and is accountable for the results. This approach promotes national and local ownership, accountability, national capacity development and sustainability. UNDP is responsible for the development of partner coordination, joint administration of resources allocated by development partners, the mobilization of additional resources and project assurance. It also provides technical inputs, guidance on international best practices and support to the executing agency to identify and resolve bottlenecks in implementation. For ensuring programme quality and effective management, the project is working directly with the CHT local government institutions i.e. 3 Hill District Councils (HDCs), 3 hill district police departments, education departments, Department of Youth Development and Technical Training Centers etc. Apart from the government agencies, the project is in the process of hiring 3 local NGOs to implement the awareness raising and legal support parts of the project activities in the field by engaging all necessary local stakeholders.

The project is being implementing by the Gender and Community Cohesion component led by the Chief Gender and Social Cohesion under the overall supervision of the National Project Manager. Other supportive units/teams of SID-CHT such as the three District teams of Bandarban, Rangamati and Khagrachari, the Planning, Monitoring & Reporting unit (PMR Unit), the Operations team and the MoCHTA Coordination Team, also supporting in implementation of the project. At the country office level, implementation and assurance role is being overseen by the country office SMT.

The project is taking all necessary precautions and affirmative actions to avoid corrupt practices in all level of the programme implementation stages and closely monitor all implementing partners in the field. The project is maintaining standards of conduct to govern the performance of its staff, including corrupt practices in connection with the award and administration of contracts, grants, or other benefits, as set forth in the Staff Regulations and Rules of the United Nations, the UNDP Financial Regulations and Rules, and the UNDP Procurement Manual.
Communications

As 2020 is the first year of implementation, a lot of communications activates was supposed to take place considering awareness campaign, courtyard sessions, day observation, printing and publication of IEC materials. However, due to county wide spread of COVID-19 outbreak majority of these activities were postponed. Therefore, this year has not been very effective in terms of communication activities. On top of this, schools were closed almost throughout the year. Amid of all these, few communication and visibility activities took place.

To conduct all the communication activities, UNDP has started the process of hiring 3 NGOs through a competitive process. Hopefully the NGOs will be onboard in the first quarter of the next year (2021). Project has printed 4,500 T-Shirts with clear messages as part of 16 Days of Activism against Gender-based Violence (25 November to 10 December 2020) and disseminated them to the school children and other respective stakeholders. Project has also started the process of hiring a consultant to develop pocket guidebook on preparedness, response and recovery to gender-based violence. The project has also collected necessary photographs from the field, drafted & finalized the messages in consultation with all key personnel, drafted the frame for calendar and submitted to senior management for approval. During this reporting period, the project has floated a request for proposal for hiring an Individual Consultant for developing a tailor-made guidebook on “Reproductive Health and Hygiene Management (RH&HM) for adolescent girls in CHT”.

Monitoring and Evaluation

Monitoring and evaluation the project is always a high priority for UNDP. Therefore, an M&E plan of the project was developed following the UNDP’s monitoring and evaluation guideline. This monitoring and evaluation plan has helped the project to monitor the project progress continuously and evaluate the result time to time. During this reporting period, project activities were monitored as per the M&E plan and it helped the management to take informed decision to govern the project.

According the requirement of the M&E plan several databases have been designed such as activity tracker, school profiling database, Reproductive health worker database, mothers club database, school management committee profile, GBV case management profile. After development of all those forms and databases, two days long training on those from and databases were conducted with partner staffs in each district. Currently, All the partner organization are managing data using those forms and databases.

The project has commissioned the commissioned the baseline survey of the project. An independent research organization, IRG Development Services Limited, has been hired to conduct the study. The objective of the study is to establish the baseline value of the project indicators which will be used later to compare the progress. Draft report of the baseline survey has been submitted. After reviewing the draft report project team have given their feedbacks and the team is currently awaiting the final report. The following infographics presents the key M&E activities accomplished by the project during the second year of the project:

Infographic on Key M&E activities during 2020
Challenges, Lessons Learned and Way Forward

- During this reporting period, COVID-19 has hampered the project implementation works as well as all field activities were postponed for a long time due to less movement and public gathering restrictions by GoB. On the other hand, because of this current prolonged lockdown, income opportunities have reduced significantly for most of the communities in the CHT. Thus, education of the girls might become less prioritized.

- To cope with the COVID-19 situation, the project has adopted online meeting more frequently within the team members. As a result, project staffs’ capacity on virtual communications (Zoom, Team, etc.) have increased. Moreover, the consultants are also adapting new way of working. As such, their consultation meetings were held through using various virtual communication tools like zoom, skype, telephonic meeting etc.

- The project has faced several challenges to work with the school teachers and the management committees as all the schools were closed due to COVID-19 pandemic. Head teachers were not at school while school profiling was going on, So the project had to communicate several times to motivate them for coming in school to provide school related data. Sometime head teachers were not in their house and went to native villages as the schools remained closed for a long time.

- Recruitment of Reproductive Health Care Workers (RHCWs) was one of the challenges during the period. It was difficult to run the recruitment process during the pandemic because physical interview was not possible and applicants with such profiles do not have access and expertise to attend for online exam.

- It was difficult to engage education related all target groups i.e. students, teachers, school management committee or mothers’ forum etc. in school-based programmes like mother club formation, orientations and school profiling due to the pandemic situation and long-time closure of schools.

- Availability of water is a major challenge to ensure health and hygiene facilities at school for the girls as more than 80% of the selected schools do not have water sources to use the single sex toilets. Almost all the schools were selected from the hard to reach and remote areas.

- Getting district wise capable implementing partners in the the CHT region is a very difficult task. Most of the local NGOs in this region do not have a good yearly financial turnover and sound management skills to follow the UNDP standard policy and procedures.
Next Steps

In 2021 the project will take the major following steps:

- Hiring three NGOs to support implementation of gender sensitive social mobilization initiatives.
- Hiring one firm for content development for Life Skills Counselling for Students.
- Capacity building on Professional development of educational leaders, Head teachers, Asst Head Teachers and advanced teachers
- Conduct training for selective teachers at Upazila level on life skills counselling for students
- Conduct training on eliminating gender-based discriminatory practices in schools for project staffs, teachers, guardians, school management committees and mother club members.
- Conduct community outreach sessions in community level
- Conduct awareness raising training at Upazila level on eliminating gender-based discriminatory practices with teachers
- Reactivate the existing education focused committees of selective Union Parishads
- Print and publish IEC materials on girl’s health and hygiene related issues
- Signed LoA with police Department
- Established 2 victim support in Khagrachari and Bandarban with support from police department
- Conduct intensive training to police personnel (Thana Based) on prevention of GBV and Gender sensitivity
- Recruitment and orientation of 300 Reproductive Health Care Workers (RHCWs)
- Establish Gender-responsive youth and adult learning centers at District Level
- Repaired and upgraded Damaged or destroyed classrooms and schools
- construction of Single-sex toilets in selected schools
- Selection of schools for school boats in Rangamati district
- Study and analytical research carried out on prospects of CHT youth in traditional and non-traditional job market and business sectors
- Support to technical vocational training institutions to improve women’s participation in Technical and Vocational Education Training (TVET) programs (Based on need assessment of logistics and infrastructure)
- Provide training to girls and women in non-traditional trades and create employment
## Interim Financial Status

Financial expenditure from January to Dec'2020

<table>
<thead>
<tr>
<th>Financial expenditure from January to Dec'2020</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme cost</td>
<td>46,170</td>
</tr>
<tr>
<td>Operation Cost</td>
<td>391,031</td>
</tr>
<tr>
<td><strong>Total Project cost</strong></td>
<td><strong>437,201</strong></td>
</tr>
</tbody>
</table>
Purba Siyal Bukka Govt. primary school is one of the selected schools of the project. It was established in 1966 at Betbuniya, Kawkhali Upazila of Rangamati. Ms. Swapna Dey, who has been serving her duty as a headteacher since 2016 in this respective school. She has always dreamed of forming a mothers’ club at the school but failed to manage the way she expected. However, when the WGETES project approached to her about forming Mothers’ clubs, she felt like returning back to her dream. Project has supported to form a mothers’ club in this school with assistance from the respective guardians. Apart from it, there have been many positive outcomes through the members of this mothers’ club. The activity has managed to build new bonds within the communities, students and teachers for joint efforts and action. Swapna Dey explained how the project’s approach has given them a boost and the plus point is that the guardians have enthusiastically embraced it. Now, they have started to think about the schools surrounding environment as well as sharing their thoughts for the betterment of the school. The chairperson of the mothers’ club has decided to observe the first Thursday of every month as a cleaning day to sweep the school yards, organize themselves to bury the garbage to keep the schools surroundings neat and clean.
### Annex-2: photo gallery

<table>
<thead>
<tr>
<th>Program Orientation at Alikadam Upazila</th>
<th>Program orientation at Barkal Upazila</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Orientation at Kaptai Upazila</td>
<td>Mothers club formation at Daner Langadu Junior-secondary school</td>
</tr>
<tr>
<td>Mothers club formation at Bhalukiya junior-secondary school</td>
<td>Mothers club formation at Sakrachari junior-secondary school</td>
</tr>
</tbody>
</table>
Dilapidated condition of washroom at Wagga High School

Dabua Vanu Brikko High School’s washroom at Kawkhali Upazila

Orientation program with members of MC at Bosonto Junior-secondary school

Orientation program with members of MC at Uttor Yaringchari Senamoitri junior-secondary school