

Appendix 1 – April 2014 quarterly project report (Quarter Four)

This template is for both quarterly and annual reports. Additional annual reporting requirements are clearly marked at the top of each relevant section. At the top of each part of this report are approximate page allowances, which are provided as a guide.

When populating this report, you should consider (and reference where required) any additional data being submitted via the Fund Management System (FMS). Throughout this report, you should specifically highlight what you have done in response to any feedback from your Portfolio Manager or Monitors. Please note that in addition to capturing any areas of risk or concern in your formal reports, you should also raise these directly to your Portfolio Manager as they arise.

Part 1: Background information (pre-populated)

Part 1 contains all core project information, most of which will remain static throughout the project. This part of your completed report should fill 1 page.

SECTION 1.1: BACKGROUND INFORMATION				
1.1 Name of Lead Organisation	PLAN INTERNATIONAL UK			
1.2 GEC Project Title	SUPPORTING MARGINALISED GIRLS IN SIERRA LEONE TO COMPLETE BASIC EDUCATION WITH IMPROVED LEARNING OUTCOMES			
1.3 GEC Reference Number	5096			
1.4 Key partner organisation(s) <i>Highlight any changes to your key partner organisation(s) here</i>	INTERNATIONAL RESCUE COMMITTEE UK FORUM FOR AFRICAN WOMEN EDUCATIONALISTS – SIERRA LEONE HANDICAP INTERNATIONAL THE OPEN UNIVERSITY			
1.5 Country/ies targeted	SIERRA LEONE			
1.6 Level of education targeted <i>Mark the relevant level(s) with an 'X'</i>	<input type="checkbox"/> Lower primary <input checked="" type="checkbox"/> Upper primary <input checked="" type="checkbox"/> Lower secondary <input type="checkbox"/> Upper secondary			
1.7 Type of education targeted <i>Mark the relevant level(s) with an 'X'</i>	<input checked="" type="checkbox"/> Formal Education <input type="checkbox"/> Non-formal Education			
1.8 Project start & end dates <i>(dd/mm/yyyy)</i>	Start:	01/03/13	End:	31/03/16
1.9 Reporting period <i>(dd/mm/yyyy)</i>	From:	01/01/14	To:	31/03/14
1.10 Project Year <i>Mark the reporting year with an 'X'</i>	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3			
1.11 Date report produced <i>(dd/mm/yyyy)</i>	25/04/2014			
1.12 Name/position of primary person who compiled this report	Name:	Maggie Korde	Position:	GEC Project Manager
1.13 Name/position of contact point for correspondence relating to this project	Name:	Maggie Korde	Position:	GEC Project Manager
	Email:	Maggie.Korde@plan-uk.org		

Part 2: Project performance update

Part 2 requires an assessment of progress against your workplan and logframe for the last quarter, along with any changes to your project context, risks, value for money (VfM) and lessons learned since your last report. There is also the opportunity to capture any concerns you have in delivering the next quarter's milestones. Additional annual requirements are included for progress against outcome indicators and adherence to policies such as child protection. The approximate guide for this section is 12 pages (quarterly sections), with an additional 4 pages for the annual requirements (sections 2.8-2.11).

SECTION 2.1: EXECUTIVE SUMMARY

Provide a narrative here of how you feel the project is progressing, in particular any challenges or achievements you would like the Fund Manager to be aware of, but which are either not listed below or where further detail can be provided. This may include any unplanned positive or negative results from the project or any recent publications, press releases etc. It may be useful to complete this section after populating the rest of Part 2.

The five-month stay order instituted by the Ministry of Education, Science and Technology on the project was lifted late October 2013 and as reported in the Quarter 3 report, the written request for monitoring costs that was to accompany the lifting of this ban has not been forthcoming as yet and therefore the project has continued with its activities. Given the delay on this from the MEST, it is now a possibility that these costs may no longer be requested from the project by the MEST, however we continue to consider this a possibility until we have heard officially to the contrary from the MEST.

Building on from quarter 3, this quarter saw the continuation of key activities. In this reporting period, the project was able to meet 3 out of 6 milestones. For milestones not met (bursaries, accessibility support, study groups) activities have already commenced and would be completed in May with the milestones achieved in Quarter 5.

During this period the termly monitoring of our schools was started. This was preceded by meetings with the GEC M&E network and training of all partner field staff on the monitoring tools, data collection procedures and guidelines. Monitoring started but this was met with some challenges including, but not limited to:

1. Time constraints, as the staff implementing activities are the same staff conducting monitoring activities.
2. Costs of printing and reproducing questionnaires were vast at current scale. Funding allocated to monitoring in the existing budget is very limited.

A Monitoring and Data Quality Consultant was recruited during the reporting period to provide field-level support to partners on monitoring. The challenges highlighted by partners necessitated a meeting with the GEC M&E group in March to solely discuss monitoring challenges and the way forward. This resulted in scaling down the monitoring scope to just cohort (200) and control (80) schools, instead of 800 schools agreed on in quarter 3.

District coordination meetings among GEC partners continued with 2 meetings (February and March) held at each GEC targeted district. The main objective for these meetings is to create a platform for GEC partners in each district to reflect on successes, challenges, and lessons learnt. BRAC SL and MEST officials have been invited to attend these meetings, and so far we have seen improved collaboration among partners

Plan's GEC M&E Specialist attended this quarter's DFID Education Partners meeting and gave a presentation on the progress and challenges of implementing the programme.

During this quarter PWC made a monitoring and review visit to the project. Field visits were made to Kenema and Port Loko to meet with partner staff and project beneficiaries to obtain first-hand knowledge of the project,

(successes, challenges and lessons learnt etc) at district level. Recommendations from the quarter two visit have been responded to and we have also received the narrative Quarter 3 monitoring report from PWC and now await the financial report so we are able to have a holistic insight into all the issues and provide a management response to the issues.

SECTION 2.2: PROGRESS AGAINST WORKPLAN

2.2.1 Explain whether or not the activity milestones (as outlined in the Accountable Grant Arrangement (AGA) Special Conditions) for the last quarter were achieved as planned, using the table below. If your project has not met the agreed timescale for completion, please explain the reasons why and detail the remedial actions you have taken/are taking in the Narrative column. Please include an update for each milestone due in the last quarter.

Milestone	Planned completion date	Actual completion date	Narrative
Output 1 Quarter 4 6,480 primary annual bursaries and 5,400 JSS bursaries distributed	31 st March 2014	31 st May 2014	Activity incomplete: This activity has commenced with 20% of bursaries (2,376) distributed by IRC before closure of schools for the Easter break. Plan and FAWE (with 40% bursaries each) could not commence distribution as the beneficiary validation process needed to be completed first. This took much longer than was previously anticipated due to the fact that they have a larger portion of the bursaries to distribute. The validation process involves visiting each school again and checking beneficiary lists. The purpose for this was to ensure we have a list reflective of the current grade of beneficiaries. Initial selection by FAWE was completed in April 2013 (2 nd term) and since we could not distribute bursaries due to the MEST stay order, there was need to go back to every school to check 1) that the selection criteria was followed and 2) the current grades of each beneficiary. A bursary validation form was developed by Plan with inputs from partners and UKNO and used by partners. With the beneficiary validation process now completed, distribution by Plan and FAWE has been scheduled to start 1 st week of May when schools are back in full session and end 1 st week June.
Output 1 Quarter 4 20% of individual accessibility support for girls with disabilities	31 st March 2014	31 st May 2014	Activity incomplete: The process commenced in January 2014 with an accessibility assessment completed in order to identify 60 CWDs. The assessment identified 26 girls and 34 boys across 5 districts – 20 in Kenema, 20 in Moyamba, 10 in Port Loko, 7 in Kono and 3 in Kailahun - to

distributed			<p>individually benefit from various forms of assistive devices This exercise was completed in collaboration with the National Rehabilitation Centres. The National Rehabilitation Centres (in Bo, Kono and in Freetown) became part of the Ministry of Health and Sanitation (MoHS), Primary Care Directorate at the end of 2011. Handicap International is making use of its existing links with these centres to roll out this component of the project.</p> <p>Already, 7 out of the 60 CWDs have been provided with assistive devices for mobility. Distribution to the remaining 53 would be completed in May and the milestone achieved in quarter 5.</p> <p>Schools assessment started in November with the process completed in December in 261 primary schools. Accessibility/Adaptability Committees were formed at district level with community members and GEC consortium partners field staff making up these committees. 20 schools were selected to be made inclusive for children with disabilities.</p>
<p>Output 2 Quarter 3 592 (80%) study groups are established</p>	<p>31st March 2014</p>	<p>30th June 2014</p>	<p>Activity incomplete: Community mobilization and sensitization through community meetings have commenced. A risk assessment on study groups was also carried out in January by Plan, primarily to assess the risks associated with the establishment of girls study groups and recommend ways to avoid or minimize those risks. This report has been shared also with IRC and both partners are conducting community sensitizations and working towards implementing the assessments recommendations.</p> <p>The selection of study group facilitators would be completed in mid May and study group sessions started by end of May 2014. The formation of study groups requires partners to hold community meetings to sensitize community stakeholders on the project in general and specifically on the establishment of study groups (purpose and composition). These meetings have started, with the selection of study group facilitators as a key point of discussion.</p> <p>The community meetings also serve to ensure stakeholders (including children) are aware that these study groups would need to have facilitators selected by a committee made up of key stakeholders including children. Our 30 mentees, who already have been selected per target school, constitute a study group. Sensitization</p>

			would be completed end of April and selection of facilitators at the end of May.
Output 3 Quarter 4 3,600 teachers and head teachers trained on inclusive education and gender responsive pedagogy	31 st March 2014	30 th June 2014	Activity incomplete: Trainings have commenced since February 2014 and already 2332 teachers (678 female, 1654 male) have been trained. Training for the remaining 1268 teachers would be completed in May 2014.
Output 3 Quarter 4 180 board of governors are trained on code of conduct and girls' education	31 st March 2014	31 st May 2014	Activity incomplete: This activity is completed in four out of five districts – Kenema, Kono, Kailahun and Port Loko. Training has already commenced in the other district, Moyamba and already 24 out of 42 BoGs have been trained. The remainder (18) will be completed in May 2014.
Output 3 Quarter 3 130 trainers trained (On inclusive education, gender responsive pedagogy and teacher code of conduct)	31 st March 2014	31 st March 2014	Activity completed: This was a quarter 3 milestone that was started, but not completed the same quarter. It was therefore rescheduled for February of quarter 4 and now completed.
Output 4 Quarter 4 20 trainers (IRC and Plan project staff) trained on score card approach	31 st March 2014	31 st March 2014	Activity completed: The milestone indicated 20 trainers to be trained. However, CCU engaged Plan and IRC (the 2 organizations leading this activity) to explore the possibility of having all their field staff trained as there was little or no time for trainers to train other field staff. This was accepted by both partners who made available all their field staff for the training. Two training sessions were held, one in Port Loko for Plan/Pikin-to-Pikin staff and another in Kenema for IRC staff. Two facilitators from Plan International UK and Plan Technical Advisers facilitated the sessions. The training covered 72 staff (19 female, 53 male).
Output 4 Quarter 4 30 score-carding activities completed with children's	31 st March 2014	30 th June 2014	Activity incomplete: Prior to the commencement of the training of field staff on the scorecard tool, it was agreed that stakeholder mapping and introductory visits was necessary to be completed before engaging the children on the score carding activity. The inclusion of this step in the process is based on learning from the score carding process on the PPA and EQuIP Projects (other Plan Sierra Leone projects) where there was no structured guidance on how to engage stakeholders to have buy-in to the process. This resulted to some acrimony in two schools where the principals and

			<p>some parents were resistant to what the children said they wanted in their schools. They (principals and parents) questioned the idea of having children tell them what they should do.</p> <p>Adding this very important phase implied we needed more time to complete this process with school clubs than earlier anticipated.</p> <p>Plan and IRC therefore suggested the whole scorecarding process with school clubs be shifted to quarter 5. This was agreed and a scorecard work plan immediately developed to guide the process. The 1st phase of the process (stakeholder mapping and introductory visits) has started and score card activity would be completed with school clubs end of May 2014.</p>
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2.2.2 Using the table below, please provide an update per milestone (as outlined in the AGA Special Conditions) due to be completed in the next quarter, outlining any concerns you have with regards to meeting each milestone within the Narrative column.

Please also explain under ‘General update’ any concerns you have with regards to delivering your overall project timelines, and whether delivery is on track.

General update:

Milestone	Planned completion date	Estimated completion date	Narrative
Output 2 Quarter 5 1 -21,600 marginalised girls have been assigned mentors and are being mentored	30th June 2014	30th June 2014	As at time of reporting all 720 mentors have been trained and assigned to schools and mentoring reported to have started in some schools. Mentees are being organized into groups and formally introduced to their various mentors and their key roles made known to them (mentees). We expect mentoring to start in May in earnest, so by next reporting period we are able to provide detail narrative of how this has panned out.
Output 4 Quarter 4 2 -10 interface meetings at chiefdom level Y2 Q1	30th June 2014	30th June 2014	This milestone was scheduled for Q5 (i.e. Y2 Q1). Following on from the scorecard training with field staff in March 2014, the consortium agreed that doing scorecard activities with school clubs was not going to be possible the quarter in which it was scheduled (Q4). It was therefore rescheduled for Q5. Before any interface meetings are held, the score card activity should first have been run with school clubs. This will make school club members understand the process and feel confidently empowered to hold interface meetings at chiefdom level. As has been scheduled, having the 30 score card activity with school clubs in Q5 (April – June), interface meetings

			would therefore not happen the same quarter, but the quarter immediately following (i.e. Q6). There is already a separate work plan for doing scorecard activity with school clubs and this was scheduled to complete May 4 th , but signs are obvious that this would run up to June as partners (Plan and IRC) are behind schedule.
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2.2.3 Using the data you input into the FMS, please explain any variance of more than 10% between your forecast and request at an output level. Please note this may require explaining significant variances at a cost category level in order to provide a full and satisfactory level of detail. The Fund Manager will seek further clarification if required. Please add in more rows to the table below as required.

Output	Forecast cost	Requested cost	Actual cost	Narrative
Output 1	209,112	189,021	189,021	Activities under this output have started but not yet completed.
Output 2	247,689	187,348	187,348	Activities under this output have started but not yet completed. These include the study group activities and the monitoring of the learning assistants programme.
Output 3	198,375	152,572	152,572	Activities under this output have started but not yet completed. One key activity is the completion of the delivery of the in-service training on inclusive education, GRP and Code of Conduct for Teachers.
Output 4	73,625	36,208	36,208	Due to the change in approach to the score carding process, key activities scheduled for this quarter were not completed as planned. See detailed explanation in section 2.2.1

SECTION 2.3: PROGRESS AGAINST LOGFRAME

In addition to this report, the Fund Manager will review evidence of achievement of targets (as agreed in your logframe), through your submissions on the FMS, on an annual basis.

2.3.1 Using the table below, please provide a summary of progress against each output, with reference to each output indicator. Please follow the definitions below when populating your red, amber, green (RAG) status per output. You should also include details on any constraints to the progress of delivery against your logframe targets (and how these may be overcome over a given time period).

RAG definitions:

Red: Behind schedule to deliver output to agreed specification, timeframes and/or budget and no mitigating actions have been put in place, or are not possible in this circumstance.

Amber: Behind schedule to deliver output to agreed specification, timeframes and/or budget but mitigating actions have been put in place to rectify the issue.

Green: On schedule to deliver output to agreed specification, timeframes and budget.

Output	Output RAG	Narrative <i>e.g. Output Indicator 1.1 – Update on progress against indicator</i>
1 - Parental and community attitudes support girls education and financial and disability-related barriers to marginalized girls' education reduced	Amber	<p>1.1 % of girls receiving bursaries who complete an academic year</p> <p>Already 20% (i.e. 2,376) of total bursary beneficiaries for year 1 (i.e.11, 880) have been distributed. The remaining 80% could not be distributed by Plan and FAWE (each with a 40% share) as the bursary beneficiary validation process was still being completed. The distribution by Plan and FAWE of the remaining 80% would be completed at the end of May 2014. As at now, we cannot determine how many of our bursary beneficiaries would complete the academic year (this academic year) until distribution is completed in May and end of academic year report cards issued to pupils July 2014. Partners would then engage school heads between July and August to give reports of (1) how many of our bursary beneficiaries completed the academic year and (2) how many made it to the next grade. In addition, our termly monitoring of our cohort schools starting in quarter 5 would help us determine the attendance rate of our bursary girls.</p> <p>1.2. % parents/care-givers with girls of school-going age (appropriate for P5, P6 and JSS1 at baseline) citing financial barriers as a reason why their girl child is not in school</p> <p>Our baseline revealed that 53.80% of parents spoken to, cited financial barriers as reason why their girl child was not in school. We anticipate that the provision of bursaries would mean a slight reduction in this percentage. We will be able to determine and verify progress on this during midline and endline.</p> <p>1.3 # of CWD supported to attend Primary schools</p> <p>Already, the 130 CBR volunteers (38 female and 92 male) have been identified. These volunteers have been trained on disability issues to</p>

		<p>enable them to identify and select CWDs. Topics included among others, defining disability, CBR approach, CBR code of conduct, barriers to inclusion, cultural perceptions on disability, awareness raising.</p> <p>These CBR volunteers have held awareness-raising sessions on disability issues and have been identifying CWDs through this.</p> <p>Information Education and Communication (IEC) materials developed by HI were used during these awareness-raising sessions. These materials included comics for awareness raising purposes, information on disabilities through series of booklets as well as posters.</p> <p>Already, 1,160 CWDs (545 girls, 615 boys) have been identified across the 5 districts and enrolled in target primary schools, surpassing the 1000 year 1 target by 160 (i.e., 6%). Among these 1,160 CWDs are 103 out-of-school CWDs (47 girls, 56 boys) referred to appropriate schools by CBR volunteers and staff after engaging with parents and school authorities.</p> <p>Furthermore, the assessment of 261 primary schools across the five districts to identify 20 schools mostly in need of accessibility/adaptability was started in November with the process completed in December. Accessibility/Adaptability Committees were formed at district level with community members and GEC consortium partners' field staff making up these committees. 20 schools, 4 per district have been selected to be made inclusive for children with disabilities.</p>
<p>2-Girls have positive female role models and are supported to build the skills needed for life</p>	<p>Amber</p>	<p>% of girls who report attendance of girls study clubs</p> <p>Selection criteria and roles of study group facilitators and code of ethics have been drawn up by the consortium. All 720 solar lamps (1 per target school) have been procured and will be distributed when the groups have been formed and facilitators selected.</p> <p>Community sensitizations through community meetings on the purpose, importance, composition and functioning of study groups have started and are being carried out simultaneously with selection of study group facilitators. We anticipate these activities will be completed by mid May and study group sessions started by end of May 2014.</p> <p>In addition to midline, and end line data collection, termly monitoring visits of our cohort schools (200) – schools surveyed during baseline - would start 1st week May 2014. Results from this monitoring would help us ascertain % of girls attending study groups at the end of every term (starting this 3rd tem – April – June). We therefore now cannot determine % of girls reporting attendance of study group sessions.</p> <p>2.2 % of girls (by PS and JSS age) with comprehensive knowledge on avoiding unwanted pregnancy and contraceptives</p> <p>In order to understand girls' awareness of their bodies and sexual</p>

		<p>health during the baseline household survey, girls aged 12 and over were asked a series of True/False questions during the baseline regarding pregnancy risks and contraceptives. Out of 442 primary schools and 101 JSS girls interviewed, 7.32% and 14.61% girls respectively were able to give correct answers to questions about pregnancy and condom use. This clearly shows low awareness on SRHR issues which the project is addressing through the school clubs and mentoring program.</p> <p>Progress on this would be revealed during midline and endline.</p> <p>2.3 % of girls who believe they have a supportive female role model in their school or community</p> <p>The baseline household survey revealed that 56.45% of girls believed they had a supportive female role model in their school or community. A Girls’ Mentoring Guide Hand book containing adolescent sexual and reproductive health issues has been produced by FAWE Regional Secretariat in Nairobi, Kenya. A three-day training has been provided by FAWE to 19 FAWE GEC Project Staff including 15 Social Workers; 3 District Field Supervisors and 1 Project Manager</p> <p>As at time of reporting, all mentors (540 PS, 180 JSS) have been selected by FAWE. Assigning our 21,600 girls to these mentors and start of mentoring is schedule for Quarter 1 of Year 2. Mid-term and final evaluations would provide us data to show the trend from the baseline.</p> <p>2.4% % of LAs that completed the course</p> <p>Progress on this indicator would be determined after LAs are admitted to teacher training colleges and have taken their final year exams after 3 years. By the end of their courses, we expect to see 73% of the 550 LAs passing and being certified as teachers.</p> <p>In total 550 Learning Assistants are targeted through the life of the project (275 each in Years 1 and 2). Already 275 have been selected in Kailahun (137) and Port Loko (138) and assigned to primary schools across the 2 districts. These LAs have completed their induction program. Tutors (secondary school teachers in the two districts mentioned above) have been selected and fortnightly tutorials started in January. Tutors however had to stop tutoring as they were owed 3 months’ stipend. FAWE cited difficulties in accessing Splash (electronic payment method) to do the payment. The issue is now resolved and the 3 months’ payment have been effected.</p>
<p>3 -School staff and management supported to provide safe and inclusive learning environments</p>	<p>Amber</p>	<p>3.1 % % of girls agreeing they have been 'mistreated physically, sexually or insulted by a teacher'</p> <p>Our baseline revealed that 85.20% of girls interviewed agreed to have been 'mistreated physically, sexually or insulted by a teacher'.</p> <p>In addition to midline and endline data collection progress against this indicator will be monitored also through the score carding activity in</p>

60. JSS across the 5 districts commencing quarter 5. So as such, there is no progress to report on this at this time.

3.2: % of girls reported of having been subject to violence at school

The baseline revealed 52.29% of the girls spoken to, perceived violence to have reduced in their schools (Compared to 2012). We expect to see a slight increase in this percentage to 53.60% in 2014. As at time of reporting, progress on this has not been determined primarily because termly monitoring visits and score carding process have not commenced. These two, in addition to mid line and end line would help us determine progress on this

3.3 % # young women supported as learning assistants in schools

All Learning Assistants targeted for Year 1 (275) have been selected and inducted and assigned tutors, Learning Assistant Advisors and schools and have started attending tutorials in Maths and English. They have been clustered in primary schools where they can access tutorials easily and support each other. The Learning Assistants will take on roles as learning assistants for girls in grades 5 and 6 and for girls with special needs; this will contribute to improving learning outcomes for these primary school girls. 50% of the target has been reached and are currently being supported to perform their roles as LAs. Project management data via termly monitoring visits would be used to continue monitoring progress on this.

3.4 # mentors trained and holding meetings with girls regularly (i.e. at least once a month)

All 720 mentors have been selected and trainings across the 5 districts completed. Mentors will act as role models for the girls; they will also encourage their retention in school, their transition to JSS, and empower girls to have control over their sexual and reproductive rights. There is a mentoring manual with a section on girls' sexual and reproductive health and access to relevant services incorporated into the mentoring program. Assigning girls to mentors and mentors holding meetings with girls is scheduled for quarter 5.

3.5 % of school board members trained demonstrating improved knowledge of teachers code of conduct

Board of Governors have been registered and trained in all our 180 targeted schools.

As regards demonstrating knowledge, our termly monitoring visits starting May 2014 and the mid-term and final evaluations would help to determine what percentage of the 2160 board members that have been trained, are able to demonstrate improved knowledge of the teacher's code of conduct.

<p>4 -Girls voices and needs are listened to and responded to in educational decision-making</p>	<p>Green</p>	<p>4.1 # of JSS schools developed action plans based on the use of the score-card</p> <p>A project-specific scorecard has been developed by the consortium with support from the Plan UK Governance Team drawing lessons and learning from the score carding process on the SES, the PPA2 and the EQUIP projects in Sierra Leone. All Plan and IRC field staff were trained in March by the Plan UK Governance Team and Plan Sierra Leone Technical Advisers on the use of the scorecard and how to run this with school clubs.</p> <p>Following on from this training, the consortium agreed to reschedule the scorecard activity for Quarter 5. This was primarily because the inclusion of an additional phase to the tool development process, required partners to conduct stakeholder mapping and analysis and introductory visits to school and community stakeholders. It is only after running this activity with the school clubs that we would determine progress on this indicator.</p> <p>4.2: Number of interface meetings involving girls and duty-bearers</p> <p>The activity contributing to this indicator is scheduled to take place in Year 2 of the project.</p> <p>4.3 # schools with positive change on at least one scorecard indicator as a result of action plans</p> <p>Project management data through the score-carding process would reveal change recorded as a result of this activity. The action plans would have statements of change on issues the children wish to see. We have targeted to have 57 schools recording change in at least one scorecard indicator. We cannot now assess progress on this indicator until Year 2 after score carding activity with school clubs is completed.</p>
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<p>SECTION 2.4: CONTEXT</p>
<p>2.4.1 Outline any changes to the context in which the project operates and describe the impact this has had on your project. Please also explain whether there are any non-project related initiatives impacting on girls' education in your operational area. Your commentary should include (where relevant) progress against outcomes indicators, or concerns you have with achieving outcomes. Note that a full assessment against outcome indicators is required in your annual report (section 2.8).</p> <p>Establishing relationships/collaboration with disability service providers: Handicap International are establishing collaborative working relationships with the Rehabilitation Centres in Bo, Kono, Makeni and Freetown on the technical accessibility assessments of individual CWDs and schools in the five project districts. This was not part of the initial project strategy. The relationship created space for the project to benefit from the expertise of the Rehabilitation technicians/specialists. Already, 88 CWDs have been assessed by the centres in</p>

five districts with detailed reports of their diagnosis, medical history and recommended treatment/devices. The strategy adopted was to adhere to the national Rehabilitation Policy and Disability Act whereby children with disabilities are entitled by law to free rehabilitation services; and to connect families to relevant service providers, essential not only in the initial assessment but in the subsequent monitoring and follow up.

Handicap International are also establishing relationships/collaboration with Sight Savers and the National Eye Health Programme (NEHP) aimed at reaching out to visually impaired children. The NEHP has committed to conduct screening of these children in the five districts through the Regional Eye Health Teams. It was agreed as follows: three personnel will be used in each district for the screening/assessment. The team will also train teachers to be part of the process. Handicap International need to identify clusters of places in each district for the screening (examination centres). Handicap International plan to organize sensitization sessions with communities – using radio, loud speakers/megaphones and place notices at Peripheral Health Unit (PHUs/health centres. Handicap International will also work closely with PHUs, District Medical Officers (DMO) and District Director of Education (DDE)- to have focal point persons. The outcome of the screening will inform the nature of support and devices to be provided.

Similarly, the national structures in charge of the other forms of impairments i.e. intellectual, hearing, and speech will be engaged in the coming months.

This is a good move given the fact that the CWDs targeted in the GEC project would all not be provided with devices (only 300 would be provided with devices) through our project, so collaborating with national structures providing disability services is a plus to the project.

SECTION 2.5: SHARING EXPERIENCES, LESSONS AND ADVICE

2.5.1 Please provide at least one experience or lesson that has emerged in the last quarter. We are looking at both positive and negative lessons – and an understanding of the reasons behind these. For example:

- Describe an intervention that has been successful/unsuccessful – and what was learned
- Describe a challenging situation that has been addressed – and what was learned

The range of projects supported by the GEC offer an important evidence base as to the success (or not) of certain interventions. It also offers the opportunity to develop a constant cycle of improvement as the projects can learn from each other throughout the programme. Projects are required to share the lessons they are learning each quarter so that these can be collated, analysed and shared between projects. As certain themes and tools emerge, this information will form the basis of accessible materials for a broader audience, with a view to informing the development of future programmes.

Situation <i>Describe the situation (and context) from which the learning arose.</i>	Learning <i>Explain the learning and any recommended actions that should be taken in the future.</i>
Plan and IRC are part of two UK aid-funded consortia programmes; GEC with Plan as lead agency and Improving Schooling in Sierra Leone (ISIS) with IRC as lead agency. GEC targets three districts in the eastern region, Kenema, Kailahun and Kono while ISIS also targets the same districts in that region.	In order to reduce the likelihood for duplication of efforts and reduce the potential to dilute impact and sustainability, organisations or partners planning to implement programmes in the same country, region, district and community with similar objectives and results need to engage in much stronger coordination. A meeting between ISIS and GEC partners working in the 3 districts (Kenema, Kono and Kailahun) is been scheduled for 1st week May. This is to have both lists of beneficiaries compared to see where

<p>During monitoring visits by Plan in the reporting period, possible duplication of bursary beneficiaries between the GEC and ISIS was observed. This was confirmed by IRC who are leading the ISIS project in that region and also the GEC lead partner in the same region.</p> <p>DFID in-country was leading a process of ensuring school selection was well coordinated to avoid duplication, but this was unsuccessful. GEC was the first project to select target schools (and list made available to ISIS, GEC, UNICE, etc) so it was expected that any other DFID project doing the same activities should do school selection outside GEC schools. This was not the case in the eastern region as we have found out. In addition, the selection of schools and beneficiaries was uncoordinated between the two consortia.</p> <p>Unfortunately, neither the beneficiaries nor the community stakeholders came forward with any cases of such duplications of efforts and it was difficult to detect them due to lack of coordination.</p> <p>This uncoordinated approach between the GEC and ISIS deepened more during the five month MEST stay order on GEC activities. The GEC field staff were out of the field during the three months (July-September 2013) after just brief introductions to the communities while ISIS continued to operate and did beneficiary selection without recourse to GEC which had selected its beneficiaries before the stay order.</p> <p>Now that both ISIS and GEC operate in the same schools or communities there exists potential risks that some beneficiaries will see this as an opportunity to exploit the interventions of the two programmes. This has the potential to undermine sustainability as communities continue to focus more on relief expectations instead of development. This of course will also skew the evaluated results of our programme as it will be hard to measure</p>	<p>compromises can be made and how duplication can be avoided going forward.</p> <p>A meeting between the GEC and ISIS senior officials is also being proposed.</p>
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<p>additionality with regards to improvements attributed to our programme and the ISIS programme.</p>	
<p>Continued engagement with MEST officials both at national and district levels. This is working well as they are informed of every activity at the district level. They been actively participating in such activities as development of training manuals and trainings, especially of teachers and Board of Governors on teachers code of conduct.</p>	<p>A much stronger engagement at MEST central level will also add value to the implementation of the project.</p>

SECTION 2.6: RISKS

2.6.1 Please provide an updated risk register. *It is expected that each project manages their own risk register, which should include the fields in the template below as a minimum (if you have a more detailed risk log, you can attach this separately instead of completing the template below). Note that you should raise any significant risks to your Portfolio Manager as they arise, in addition to capturing them here. Enter new lines to the template below as needed.*

Field definitions:
 Risk Description: describe the risk cause and the impact it may have on your project.
 Likelihood: enter whether you judge the likelihood of this risk occurring as rare, likely, possible, likely or almost certain (refer to risk management guidance within the Handbook).
 Impact: enter whether you judge the severity of the impact this risk may have to your project as insignificant, low, medium, major or severe (refer to risk management guidance within the Handbook).
 Mitigating Actions: describe what you are doing to either stop this risk from happening or reduce the impact this risk may have if it materialises.
 Date Raised: enter the date this risk was identified.
 Open or Date Closed: if this risk is open, enter 'Open'. If closed, enter the date it was closed (please do not remove closed risks from this register).

Risk Description	Likelihood	Impact	Mitigating Actions	Date Raised	Open or Date Closed
<p>Coordination: Poor coordination among partners leads to delay in implementation and reporting or duplication with other DFID programming</p>	Low	High	<p>The GEC CCU is coordinating with partners and have agreed with partners that monthly district coordination meetings are held to ensure all partners understand and be knowledge about what other partners are doing. This has commenced and so far they have been going well. There are also GEC M&E meetings that bring M&E staff from all partners</p>	1 April	Open

			<p>to discuss M&E-related issues. In addition there is also the Steering committee that meets monthly to discuss programmatic and financial issues.</p> <p>The GEC Executive committee brings heads of partners together on a quarterly basis to discuss high level issues and make strategic decisions.</p> <p>The Plan GEC Chief of Party also attends DFID Sierra Leone's Education Consortium partners meetings and also the MEST and NGO partners' coordination meetings. All this are efforts to ensure better coordination and understanding among all partners.</p>		
Coordination: Overlap and duplication between the GEC programme and other education programmes in Sierra Leone	High	Medium	DFID have the leading role in-country on overview of education programmes and subsequently of prevention of duplication of interventions. However where this has failed, the Chiefs of Party for the two large education programmes in the country (GEC and ISIS) will begin meeting regularly to discuss where this is happening, if it can be avoided and what actions to take.	May	Open
Attitudinal: Community resistance due to cultural and traditional practices	Low	High	The awareness raising and campaigning involving traditional and religious leaders complement the outreach activities by stakeholders like the School Clubs to increase the understanding in communities and help to surmount this barrier. The PACs, BoGs and CBR Volunteers will also have an advocacy role.	1 April	Open
Attitudinal: Boys threaten	Low	Medium	The programme is	1 April	Open

girls' success, putting them at risk of potential harm			<p>designed to include boys in activities related to SRH and children's clubs, and score cards.</p> <p>In terms of longer term action, the GEC Consortium conducts research on potential harm to female-only student programming to advocate for more inclusion of boys. The GEC also seeks to create synergies with other Plan and partner project that exclusively target men and boys.</p>		
Health: Outbreak of cholera	High	Medium	Inventory of hand-washing stations was captured during school intake/selection process. The GEC Consortium can coordinate with the Education Consortium and BRAC on prevention and response.	1 April	Open (particularly through rainy season)
Health: Outbreak of Ebola Virus	Medium	High	Consortium partners are aware of the virus and have been provided with fact sheets from the Ministry of Health and Sanitation and partners are using every community interface session and meeting to sensitize stakeholders including children. Activities in certain areas were postponed when the outbreak was judged to be a risk to project staff and beneficiaries.	February 2014	Open
Education specific: Learning assistants not passing exams at end of tutorial sessions	Medium	High	Ensure that adequate monitoring and support is given to the trainee teachers and that the curriculum is designed in close partnership with Teacher Training Colleges. Weekly tutorials are held and these tutorials closely monitored by Maths and English Specialists from the Freetown Teachers' College.	1 April	Open

Education specific: Teacher strikes	Medium	Low	The DIPs have taken into consideration such delays so as to affect project progress minimally.	1 April	Open
Education specific: Teacher turnover	Medium	Medium	The programme will ensure that adequate monitoring and supervision is given to the teachers to foster motivation. The trainings that teachers would be involved in would also serve as in-service training to improve their skills and understanding of issues that help or hinder education outcomes	26 July	Open
Education specific: Closure of Government Schools	Medium	Medium	The CCU will ensure that school and beneficiary selection criteria are in place and are used to select new schools and beneficiaries.	February	Open
Financial: Mentors are not paid their monthly stipends on time and mentoring sessions are stopped	Medium	Medium	Payment of mentors to be made via Splash accounts, and will be centralised. Monthly field reports from coordination meetings will be sent to COP for monitoring purposes. As part of financial reporting, electronic receipts of payment to mentors would be made available to the COP, so CCU can independently verify this	26 July	Open
Financial: Study Group Facilitators are not paid their monthly stipend on time and study group session are stopped	Medium	Medium	Study group facilitator would receive a small monthly stipend paid via Splash and this would be centralized. Monthly field reports as well as termly monitoring visits would be reveal when payments are done thus putting the CCU on alert to engage partners on any emerging issue. As part of financial reporting, electronic receipts of payment to mentors would be made available to the COP, so CCU can independently verify this	20 December	Open
Financial: LA Tutors are not paid their monthly stipends	Medium	High	Tutorials that would be held fortnightly would be	20 December	Open

and tutorials stopped			monitored and tutors as well as LAs would be interviewed about progress on this. . Already, as of the reporting quarter, tutorials were on hold in April as tutors they were owed 3 months (Jan-March)stipend while arrangements were being with Splash. This has been resolved and payment (Jan-April) have been effected end of April and tutorials currently ongoing		
Financial: Corruption or fraud among Consortium members or partner organisations	Low	High	The CCU is responsible for ensuring adequate monitoring and audits and encouraging transparent practices amongst partners. Given the challenges that some partners faced maintaining compliance on procurement processes in particular, Plan is now providing support in these processes and is also providing financial training to partner staff to mitigate against this risk.	1 April	Open
Financial: Inflation	High	Low	Inflation has been calculated into the budget.	1 April	Open
Financial: Foreign exchange rates severely reduce budget	Medium	Medium	This requires close coordination among GEC partners and communication with the donor as and when this arises to determine an appropriate course of action.	1 April	Open

SECTION 2.7: OTHER

2.7.1 Outline any other items that you wish to bring to the Fund Manager's attention.

Note that you are able to communicate with the Fund Manager at any time outside of the reporting cycles, if needed.

Additional information required for annual reporting

The following 3 sections only require completion for the annual report.

SECTION 2.8: ASSESSMENT AGAINST OUTCOME INDICATORS **(ANNUAL REPORT ONLY)**

2.9.1 Please provide a narrative assessment (bullet points are acceptable) of progress towards each of the indicators below. This section should align with your numerical update for each outcome indicator on the FMS.

Attendance (for PbR):

Retention:

Learning:

Leverage1 (leverage of other funds):

Leverage2 (sustainable mechanisms):

You should reference here how you are building local capabilities, whether you are on target for delivering your exit strategy, whether you have retained support from government, community and private sector (where applicable) as well as your awareness of the project's environmental impact and how you are managing this.

SECTION 2.9: ASSESSMENT AGAINST OUTPUT INDICATORS **(ANNUAL REPORT ONLY)**

In addition to this report, you are required to update your log frame on an annual basis. This update should include what was actually achieved against what was expected to be achieved for each output indicator. Please include updates at the outcome level from external evaluations, where possible.

2.10.1 Provide a narrative summarising progress against each output and any associated recommendations.

Include the following components for each output:

- **Assess performance as measured by the specific output indicators included in your logframe against the relevant targets. Set out exactly what was expected to be achieved and what was actually achieved, including the evidence used to assess performance. If you have failed to meet a target, explain why and outline the remedial actions that have been / will be undertaken to improve performance.**
- **Summarise any recommendations for future action related to the output (e.g. future targets, risk rating, impact weighting, and assumptions). Note that the formal process (see Handbook) for requesting logframe changes must be followed.**

SECTION 2.10: CHILD PROTECTION POLICY **(ANNUAL REPORT ONLY)**

2.11.1 Please provide a narrative as to how you are maintaining and adhering to your child protection policy and ensuring that your partner organisations are doing the same.

Partners have their individual Child Protection Policies and have shown commitment to their implementation. The policies have clear guidelines on appropriate behaviour of staff and volunteers, towards children; consultation of

children; clarity on organisational disciplinary procedures; and seeking prior consent on stories/images /photos of children.

The CCU through Plan's Child Protection and Child Rights Advisor has also conducted training of all GEC partners staff on child protection and key topics included how to report an abuse, general characteristics of child abuse victims, categories of abuse, reporting and responding to child abuse cases, and barriers to reporting child abuse. Partners have also shown commitment to do in-house refreshers of their staff on their child protection policies before end of 2014 and to share such reports with CCU.

There is however need for partners to make children and communities they work with more aware of their child protection policies. This is to enable children and communities to know what acceptable behaviour for staff is and what they should do when staff fail to adhere to such policies. Partners have shown commitment to start working on this and would be able to give us update next reporting quarter.

SECTION 2.11: IATI requirements (ANNUAL REPORT ONLY)

2.12.1 Please briefly describe here how you have met the IATI requirements this year. Please refer to IATI guidance within the Handbook.

Section 3: Financial Update

Your quarterly and annual project financial update will be input manually into the FMS.