



Final Report

Final Evaluation of Phase I of the Stabilisation and Development Programme (SDP) – Former FATA Transition and Recovery Programme (FTRP)

United Nations Development Programme Pakistan

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(SDP, UNDP comments on Final Draft incorporated/addressed)

Evaluation conducted and reported by:
SEBCON (Pvt.) Ltd.



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Programme Summary Sheet		
Project/outcome title	Stabilization and Development Programme (SDP) Former FATA Transition and Recovery Programme (FTRP)	
Atlas ID	00095343	
Corporate outcome and output	<p>Outcome: UNSDF Outcome 6: By 2022, the resilience of vulnerable populations is increased by addressing and mitigating naturally and human-induced disasters, including climate change mitigation and adaptation measures, and sustainable management of natural resources.</p> <p>Outputs: 6.1: National and provincial policies, systems and institutions enabled to achieve structural transformation and promote inclusive economic, social and political opportunities. 6.2: Revitalized productive capacities are sustainable and generate employment opportunities and improvement in sustainable livelihoods as part of broader development efforts.</p>	
Country	Pakistan	
Region	Regional Bureau of Asia and Pacific - RBAP	
Project dates	Start	Planned end
	1 May 2015	31 December 2022
Project budget	\$ 65,871,397	
Project Implementation area	Merged Districts of Khyber Pakhtunkhwa: 1. Khyber, 2. Kurram, 3. North Waziristan, 4. South Waziristan, 5. Orakzai and 6. Frontiers Regions of Bannu, Tanka and Peshawar	
Funding source	United States Agency for International Development (USAID), Government of the United Kingdom Department for International Development (DFID), European Union (EU), the Government of Japan, Global Affairs Canada and the United Nations Central Emergency Response Funds (CERF)	
Implementing party	UNDP	

Evaluation information		
Evaluation type (project/ outcome/thematic/country programme, etc.)	Project Evaluation	
Final/midterm review/ other	Midterm	
Period under evaluation	Start	End
	1 May 2015	December 2019
Evaluators	SEBCON	
Evaluator email address	sebcon.isb@gmail.com	
Evaluation dates	Start	Completion
	5th August 2020	28th February 2021

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Acronyms

NMDs	Newly Merged Districts
FATA	Federally Administrated Tribal Areas
KP	Khyber Pakhtunkhwa
FTRP	FATA Transition and Recovery Programme
SRRS	FATA Sustainable Return and Rehabilitation Strategy
CPD	UNDP Country Programme Document for Pakistan
SDP	Stabilization and Development Programme
UNEG	United Nations Evaluation Group
UNDP	United Nations Development Programme
BOS	Bureau of Statistics
UNOCHA	Office for the Coordination of Humanitarian Affairs
TDPs	Temporarily Displaced Persons
USAID	United States Agency for International Development
DFID	Department for International Development UK
EU	European Union
GOP	Government of Pakistan
UN	United Nations
SDGs	Sustainable Development Goals
UNSDF	United Nations Sustainable Development Framework
NOC	No Objection Certificate
CO	Community Organisation
KII	Key Informant Interview
FGD	Focus Group Discussion
CPI	Community Physical Infrastructure

1 Executive Summary

Context

The Newly Merged Districts (NMDs), erstwhile Federally Administered Tribal Areas (FATA), have long been an area of strategic importance and remain one of the most insular and underdeveloped regions of Pakistan. Lack of access to basic services and productive livelihood opportunities continue to affect a large proportion of the tribal population. The region remains a unique administrative setup of Pakistan and, following the merger, it is still challenged by multifaceted security, political, legal, administrative and economic issues. After 9/11, erstwhile FATA went through turbulence and faced a fragile situation when the neighboring Afghanistan came on the hit-list of the world community due to presence of militancy and globally wanted non-state actors and their unlawful activities, which became potential threats to the world community and their strategic and military interests. It was natural that the effects spilled over to the bordering area of Pakistan. Since the conflict surfaced in the region, military operations were carried out which resulted in massive displacement of the local population to other parts of the country. Women, children and elderly people suffered greatly due to this displacement.

In light of the multifaceted problems confronting the people of the Newly Merged Districts, and particularly in the context of displacement and return of the local people to some of the tribal areas, the Governments of Pakistan and Khyber Pakhtunkhwa (KP), in a joint collaboration with the UNDP and development partners, initiated the FATA Transition and Recovery Programme (FTRP) in May 2015 to complement the efforts of the Government in enabling the safe and voluntary return of the people to their homes, communities and areas. However, following the merger of FATA into KP in 2018, the Programme (FTRP) re-aligned its priorities and was renamed Stabilisation and Development Programme (SDP) with the objective of complementing the efforts of the Government for relief, recovery and sustainable peace to address the problems of the local population in five merged districts of KP, i.e. Khyber, Kurram, Orakzia, North Waziristan and South Waziristan and Frontiers Regions of Bannu, Tanka and Peshawar.

The Programme

SDP Phase-I (May 2015-Dec 2019) was designed around four outputs: a) enhancing community resilience and social cohesion; b) promoting economic development opportunities; c) improving access to quality education; and d) improving access to social services. FTRP, and then SDP, kept its design evolving in view of the strategic context and suffering of the local population (as stated above), and the commitments of the national and regional authorities, United Nations and development partners. The major policy and strategic priorities provided in the FATA Sustainable Return and Rehabilitation Strategy, Vision 2030 of the Federal Government, Tribal Decade Strategy 2020-30, Integrated Development Strategy 2014-18, and Strategic Development Partnership Framework 2014-18, were kept in consideration while designing the FTRP/SDP. Moreover, the SDP interventions also contributed to the UNDP Strategic Plan through related Outputs and Country Programme Contributing Outcome (UNSDF/CPD by 2022), by contributing specifically to CPD 6.1 and 6.2, and aligning with the concerned SDGs. It is pertinent to add here that the development partners who joined hands with the Government and UNDP included United States Agency for International Development (USAID), Government of the United Kingdom Foreign, Commonwealth and Development Office (FCDO), European Union (EU), the Government of Japan, Global Affairs Canada, and the United Nations Central Emergency Response Funds (CERF).

The implementation arrangements of the SDP ensured ownership of the stakeholders, particularly national, provincial and local authorities, and they were kept in the loop on programme accomplishments, issues and strategic matters through the Project Review Board, donor coordination, sharing of periodic programme progress reports, and donor interactions with the beneficiaries and state authorities.

Programme Evaluation

After completion of the first phase of SDP in December 2019, UNDP Pakistan in 2020 commissioned the evaluation of the programme with an aim to assess its overall impact. Research-based methodology was adopted in the evaluation process with a cross-sectional evaluation using United Nations Evaluation Group (UNEG) evaluation criteria (efficiency, effectiveness, relevance, impact and sustainability, with human rights and gender equality) by employing a mixed method approach including: a) desk review of relevant documents; b) beneficiary survey questionnaire; c) cognitive feedback interview questionnaire at policy and programme management levels; (d) cognitive feedback interview questionnaire – field implementation level; and, e) focus group discussions. In the data analysis, all quantitative and qualitative data gathered at field level has been triangulated in order to address the research questions in a comprehensive manner, and to develop meaningful evidence-based conclusions and recommendations.

The Evaluation Report presents a clear picture of the SDP, based on UNEG evaluation criteria, and SDP outputs, findings, lessons learned and recommendations, and is a source of valuable knowledge for the stakeholders (users). The Report will also help to facilitate new programme designing and related future interventions.

Findings of Programme Evaluation: The findings of this evaluation indicate that the SDP was successful to the extent that it contributed to the strategic priorities of the Government of Pakistan, Government of Khyber Pakhtunkhwa, and the UN Country Programme Outcome 6 and related Outputs 6.1 and 6.2.

The findings are presented under four outputs of SDP based on the UNEG evaluation criteria of relevancy, efficiency, effectiveness, impact and sustainability, with a cross-cutting lens of human rights and gender equality.

The **Relevancy** of SDP found that programme activities and results were relevant and catered the needs of the target beneficiaries and communities. The programme is in-line and relevant to a great extent with the national and provincial development priorities. The field activities undertaken in the project areas were relevant to SDP outputs. On the **Efficiency** side, it has been found that the project management structure was efficient in generating the expected/targeted results and that the UNDP project implementation strategy and execution has been efficient. The programme was also efficient because the beneficiaries and stakeholders were showing their satisfaction on the support provided to them. SDP was **Effective** as it contributed to the country programme outputs and outcomes, and national and provincial development priorities, and has achieved more than 90% of the results. It has been found that strong coordination with the government, consultation with the communities, involvement of local committees, and skilled staff, were the factors that contributed to achieving the intended country programme outputs. It has also been found that the **Impact** of SDP has been positive as far as lives of the beneficiaries are concerned. The project managed to solve major issues / problems related to some important interventions under each output. It was noted that changes in social and economic development at the level of individuals, institutions and communities have been seen. The evaluation revealed that most of SDP's interventions are **Sustainable**. Assessing the sustainability factor of the programme, it has been noted that important interventions that are durable

include livelihoods, capacity building, school rehabilitation, training of teachers, enrolment, monitoring of schools, etc. **Human Rights and Gender Equality** aspects were incorporated in the designing of the project, and these aspects were also kept as a priority so that women, girls and disadvantaged groups were not ignored during project implementation, thus trying to ‘leave no one behind’. Partners were trained on gender inclusion and sensitized male members of communities worked together with local authorities and partners to include women and men in the whole process of educating and sensitizing at all levels. Regarding gender equality, integration and participation, it is pertinent to add that the ideal level of achievement was not possible due to low literacy rates in the Newly Merged Districts, social constraints for women, and security issues. However, SDP succeeded in what has been done under various interventions in all the outputs of the SDP, leaving satisfactory achievements and results pertaining to women’s economic empowerment, enhanced school enrolment of girls, access to services, and community empowerment.

Conclusion: There was relevancy between the project and the needs of the target community. The project was in line to a great extent with the national and provincial development priorities and UNDP programme outputs and outcomes. It was found that the project management structure was efficient in generating the expected results and that the UNDP project implementation strategy and execution has been efficient. It was noted that SDP contributed to the UNDP Country Programme outcomes and outputs as well as national and provincial development priorities. The impact aspect of SDP was assessed, and almost all of the beneficiaries and key informants confirmed a positive impact. It was also noted that the project was successful regarding the sustainability of major interventions.

Recommendations

Given the tribal culture, huge geographic area (27,000 km²), lag in infrastructure, insufficient basic social services and more than 5 million inhabitants (2.4 million+ female population) of the Newly Merged Districts, **the UNDP may revisit the target audience needs assessment methodology and processes for SDP future interventions to provide social, economic and development assistance in a more encompassing manner** so that ‘no one are left behind’ (especially women and vulnerable) as some of the respondents mentioned they were not involved in the needs identification process. This will further assist in (a) prioritizing the needs of beneficiaries and (b) empowering more women.

Engaging communities and stakeholders on project strategies, workplans and expenditure is important to increase their awareness and ownership for durability of results; hence, **the UNDP may reexamine the SDP implementation and outreach methodologies for further supporting and enhancing project results’ efficiency** with reference to community engagement and basic social services.

Though SDP has significantly contributed towards achievement of the UNDP country programme outcomes and outputs, the national and provincial development priorities in addressing the needs of communities in NMDs based on respondents’ feedback; however, **the Governments of Pakistan and Khyber Pakhtunkhwa, and Development Partners (multilateral and bilateral) may consider further funding to diversify and deepen programming (livelihoods, skills, public private partnerships, education, health, employment, social protection assistance – BISP, Ehsaas –, women rights, community physical infrastructure, municipal services, roads, etc.) in a strategic and sustainable manner** as the Newly Merged Districts have a huge geographic area with substantial population size and voluminous needs for infrastructure and basic social services, which cannot be addressed in short-term with limited funding, collaborations and programming.

2 Introduction and Background

This Evaluation Report presents the findings, analysis, conclusions and recommendations resulting from the independently conducted evaluation of the Stabilization and Development Programme (SDP), formally known as FATA Transition and Recovery Programme (FTRP), being implemented by UNDP Pakistan. The evaluation covers the timeframe from May 2015 to December 2019.

The Newly Merged Districts (NMDs) or Merged Areas (MAs) of Khyber Pakhtunkhwa, formerly known as the Federally Administered Tribal Areas (FATA), is a region situated midway along Pakistan's border with Afghanistan, with the Durand Line forming its western border. The region has long been an area of strategic importance, but since the Soviet invasion of Afghanistan the region has experienced a high level of instability and insecurity due to militancy. Given the specific context of the area, it remains one of the most insular and underdeveloped regions of Pakistan. Lack of access to basic services and productive livelihood opportunities continue to affect a large proportion of the population. The area remains a unique administrative region of Pakistan and, following the merger, it is still challenged by multifaceted security, political, legal, administrative and economic issues. The total population of the MAs is approximately 5.01 million including 2.55 million men, 2.45 million women, and 27 transgender people (Pakistan BOS 2017), while the region is spread over an area of 27,220 sq.km situated on the country's north-western border, along with a 600-km boundary (Durand Line) separating Pakistan and Afghanistan.

Following 9/11, the FATA region developed a fragile situation. The militancy and conflict in the region and subsequent counter-military operations led to devastation and unrest. Massive displacement of the local population to other parts of the country resulted in a human disaster and adversely impacted the lives of the people, particularly women, children and the elderly. Even before militancy and unrest, the region had faced numerous social and economic problems, severely lacking development with respect to economic and social infrastructure, human capital, service delivery, governance structure and social cohesion. In the post 9/11 period, rising militancy in the region and subsequent counter-military operations led to the devastation of private and public infrastructure in the area. Since 2008, successive waves of mass displacement, mainly resulting from militancy, have weakened the region's community fabric. Poverty is prevalent and private properties and public infrastructure and livelihood sources have been shattered due to decades of militancy and subsequent counter-military operations in the area, followed by the Operation Zarb-e-Azb launched in North Waziristan in June 2014, and subsequently Operation Raad-ul-Fasad in June 2016 by the Pakistan Army against the militants. These operations broke the militants' hold over most of the region but also displaced millions of residents, shattered homes, and ruined livelihoods. In April 2016, the Office for the Coordination of Humanitarian Affairs (UNOCHA) reported that a total of 5.3 million people were temporarily displaced, and a total of 4.3 million had returned in the same period.

2.1 Addressing the Issues

Addressing the issues and people's sufferings, United Nations Development Programme (UNDP) initiated the FATA Transition and Recovery Programme (FTRP) in May 2015 to complement the efforts of the Government of Pakistan and the Government of Khyber Pakhtunkhwa in enabling the safe and voluntary return of Temporarily Displaced Persons (TDPs) to their areas of origin, with a focus on relief, recovery and sustainable peace. However, following the merger of FATA into KP in 2018, the Programme re-aligned its priorities and supported the Government's policies aiming at development and growth of the Newly Merged Districts of KP through the Stabilization and Development Programme (SDP).

In light of the multifaceted problems confronting the people of the MAs, and particularly in the context of displacement and return of Temporarily Displaced Persons (TDPs) in Khyber, North Waziristan, South Waziristan, Kurram and Orakzai Tribal Districts, the Government of Pakistan and the Government of Khyber Pakhtunkhwa – jointly collaborating with the United Nations Development Programme and development partners (donors) – have planned and initiated development interventions to provide sound solutions to the problems and make the return and re-settlement of the local population dignified and peaceful.

It is pertinent to add that significant political and constitutional development took place when the Government of Pakistan, on 2 March 2017, considered a proposal to merge the tribal areas (formerly FATA) with the Khyber Pakhtunkhwa province, and repealed the Frontier Crimes Regulations of 1901. In May 2018, the Parliament of Pakistan voted in favor of an amendment to the Constitution (25th Constitutional Amendment) for the merger. The merger was an exceptional development of constitutional rights and governance structures to an underdeveloped region with traditionally limited access to economic, social, political and legal rights for the people, particularly women.

3 SDP Interventions and Strategic Context

Responding to the problems of the people with sustainable solutions, UNDP – with the financial support of development partners/donors [USAID, DFID, EU, the Government of Japan (Go-Japan), Global Affairs Canada and CERF], and ownership of the national, provincial and local authorities and other stakeholders – launched the SDP to complement the efforts of the Government for supporting and facilitating the safe and secure return process of TDPs, along with measures for relief, recovery and sustainable peace, aligned with the FATA Sustainable Return and Rehabilitation Strategy (SRRS). The SDP’s implementation is spread over a period of four years and eight months (May 2015-Dec 2019) in the first phase.

SDP was designed aiming to support the Government in fostering a stable environment in the MAs, improving access to basic services, livelihood sources and economic opportunities, thereby contributing to their overall development and stability. SDP was designed around four main and reinforcing areas:

- a) Enhancing community resilience and social cohesion to support civil society participation;
- b) Increasing access to basic services through improved physical infrastructures;
- c) Promoting livelihoods and catalyzing the economic recovery processes; and
- d) Removing barriers of access to education and creating an enabling environment to foster peace building.

The designing and implementation of the SDP was undertaken in the strategic context and commitments of the Government of Pakistan, Government of Khyber Pakhtunkhwa, United Nations, UNDP and other development partners.

The Government of Pakistan made positive strides to address development challenges through structural economic reforms, democratic transition, improved internal security, and focused large-scale initiatives for human capital development, stabilization and poverty alleviation. The commitment of the GoP for the development of the backward areas is envisaged in “Vision 2030”.

Partnerships with the Government, international and national partners are essential to implement activities in the NMDs. UNDP will strengthen its existing partnerships with several key stakeholders including the Government of Pakistan, Civil Society Organisations, sister UN Agencies (WFP, UNICEF, UN Women and FAO), donors as well as the private sector. Furthermore, UNDP will seek to identify new funding opportunities and donors to support ongoing work. UNDP will engage partners at various stages of the programme cycle – from programme design and implementation, to review and revision – enabling an effective and efficient contribution to the implementation of the programme.

The Government of KP, in the Integrated Development Strategy (2014-18) and Strategic Development Partnership Framework (2014-18), also made firm commitments to address the issues confronting the formerly FATA, now NMDs. The Government is committed to achieve many objectives pertaining to governance, economic, social, and environmental matters. The FATA Transition and Recovery Programme (FTRP) was launched in May 2015 to support the returns with a focus on relief, recovery and sustainable peace, and was designed to support the FATA Sustainable Return and Rehabilitation Strategy (SRRS).

UN and UNDP, through strategic visions and plans, are committed to supporting the Government in addressing the various challenges. In the context of SDP and support for NMDs and their local population, the following strategic context is important to understand the programme in a holistic manner vis-à-vis the evaluation.

SDP interventions contribute to the following outputs from the UNDP Strategic Plan:

Output-3.1.1: Core government functions and inclusive basic services restored post-crisis for stabilization, durable solutions to displacement, and return to sustainable development pathways within the framework of national policies and priorities.

Output-1.1.2: Marginalized groups, particularly the poor, women, people with disabilities and displaced, are empowered to gain universal access to basic services and financial and non-financial assets to build productive capacities and benefit from sustainable livelihoods and jobs.

Country Programme Contributing Outcome (UNSD/CPD by 2022) envisions that the resilience of vulnerable populations is increased by addressing and mitigating natural and human-induced disasters, including climate change mitigation and adaptation measures, and sustainable management of natural resources. The SDP broadly contributes to four outcomes of the UNSD including: Outcome-1: Economic Growth; Outcome-6: Resilience; Outcome-7: Education & Learning; and Outcome-8: Gender Equality. The programme implementation strategy is aligned with the UNSD at every level of the project cycle including the design, implementation and monitoring.

SDP has also contributed in achieving the CPD outcome by contributing specifically to CPD 6.2 which focuses on sustainable revitalized productive capacities, generating employment opportunities, and improvement in sustainable livelihoods, as part of broader development efforts, and through CPD 6.1 which focuses on national and provincial policies, systems and institutions enabled to achieve structural transformation and promote inclusive economic, social and political opportunities.

Following is a brief description of these outputs, and how they relate to the CPD outputs.

- Output-1: Communities engaged to promote social cohesion and participate actively in the rehabilitation process. (GEN2)
- Output-2: Improved economic development opportunities for communities. (GEN2)
- Output-3: Improved access to basic services. (GEN2)
- Output-4: Economic and social empowerment of women promoted and strengthened. (GEN3)

Furthermore, the SDP is contributing to five SDGs through the programme outputs:

- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- SDG 5: Achieve gender equality and empower all women and girls.
- SDG 6: Ensure availability and sustainable management of water and sanitation for all.
- SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
- SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

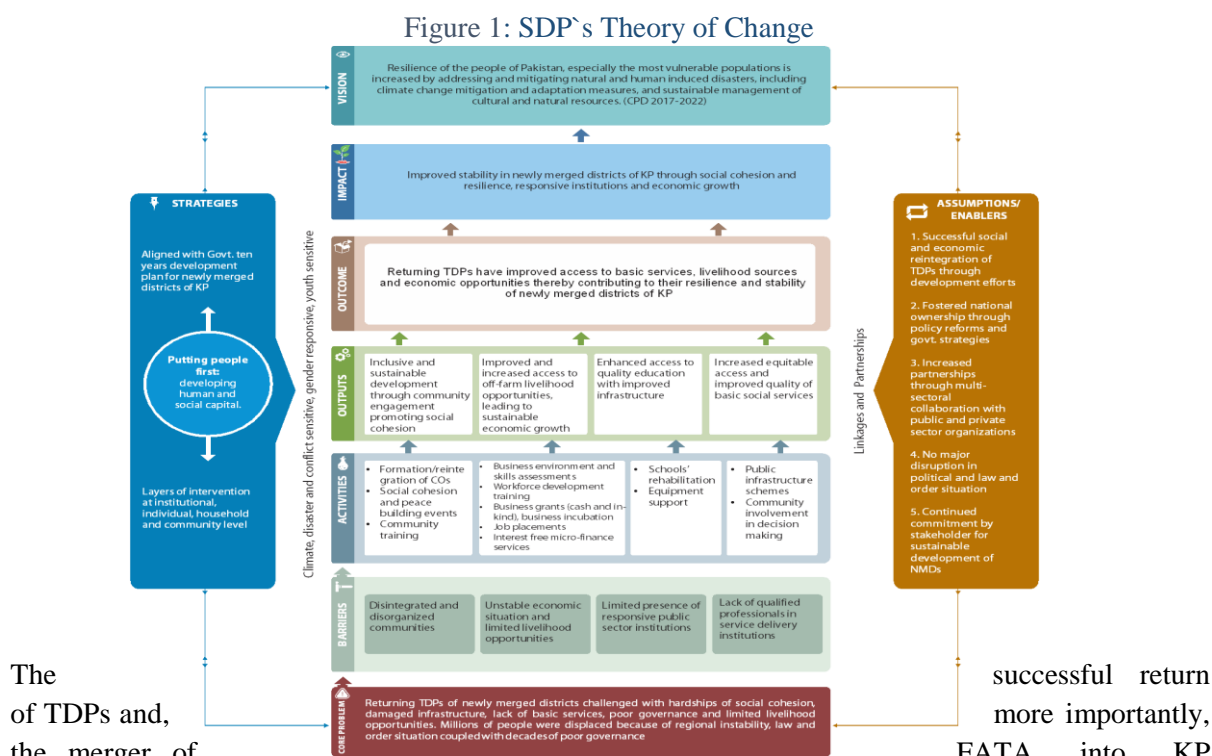
3.1 Theory of Change

SDP has developed a dedicated results model for every output based on the assumption that the returning population of the NMDs will be faced with hardships of damaged infrastructure, social cohesion and vulnerability, lack of basic services and limited livelihood opportunities, and community reintegration. The barriers that are aggravating this core problem are: a) lack of formal constitutional and governance structure; b) unstable economic situation and market structure; c) the

limited presence of responsive and accountable public sector institutions; and d) limited availability of qualified professionals in service delivery institutions.

SDP Theory of Change (ToC), provided below, was reviewed against the feedback received from beneficiaries and key informants under the outputs during the evaluation.

The pictorial presentation of the TOC is shown in the following figure.



The of TDPs and, the merger of following the 25th Constitutional Amendment and the Tribal Decade Strategy 2020-2030, provide a sound foundation to revise the underlying assumptions of the TOC, particularly those pertaining to constitutional and governance prerequisites. Some suggestions, based on a review of SDP's documents, for the realignment of activities and outputs envisaged in the Theory of Change are provided in the following table:

Table 1: Suggestions for Realignment of Theory of Change

Output	Description	Suggestions
Vision	Resilience of the people of Pakistan, especially the most vulnerable population, is increased by addressing and mitigating natural and human induced disasters, including climate change mitigation and adaptation measures, and sustainable management of cultural and natural resources. (CPD 2017 – 2022)	
Impact	Improved stability in newly merged districts of KP through social cohesion and resilience, responsive institutions and economic growth.	
Outcome	Returning TDPs have improved access to basic services, livelihood sources and economic opportunities, thereby contributing to the resilience and stability of the newly merged districts of KP.	

Output	Description	Suggestions
Output 1	Inclusive and sustainable development through community engagement, promoting social cohesion.	Revise according to the current Output 1 language: Enhancing Community Resilience and Social Cohesion to Support Civil Society Participation
Activity	<ul style="list-style-type: none"> • Formation / reintegration of community organisations • Social cohesion and peacebuilding events • Community trainings 	Replace the word 'reintegration' by 'reactivation' in bullet 1.
Barrier	Disintegrated and disorganized communities.	
Output 2	Improved and increased access to off-farm livelihood opportunities, leading to sustainable economic growth.	Revise according to the current Output 2 language: Promoting Livelihoods and Catalyzing Economic Recovery Processes
Activity	<ul style="list-style-type: none"> • Business environment and skills assessment • Workforce development training • Business grants (cash and in-kind), business incubation • Job placements • Interest-free micro-finance services 	Add the new activity, i.e. Create short term employment opportunities through cash-for-work intervention.
Barrier	Unsustainable economic situation and limited livelihood opportunities.	
Output 3	Enhanced access to quality education with improved infrastructure.	Revise according to the current Output 3 language: Removing Barriers of Access to Education and Creating an Enabling Environment to Foster Peacebuilding
Activity	<ul style="list-style-type: none"> • Schools' rehabilitation • Equipment support 	Add the new activity, i.e. Capacity building of Education Department and local communities for better service delivery.
Barrier	Limited presence of responsive public sector institutions.	
Output 4	Increased equitable access and improved quality of basic social services.	Revise according to the current Output 4 language: Increasing Access to Basic Services through Improved Physical Infrastructures
Activity	<ul style="list-style-type: none"> • Public infrastructure schemes • Community involvement in decision-making 	
Barrier	Lack of qualified professionals in service delivery institutions.	

The vision, impact and outcomes need to be reviewed and aligned with the Tribal Decade Strategy 2020-2030 in a consultative process involving key national, provincial, district and local stakeholders including selected beneficiaries and resources (financial, material, human resource) in a separately designed activity.

4 Evaluation of SDP

After completion and closing of the first phase of SDP, UNDP Pakistan commissioned the final evaluation of the programme. It is pertinent to mention that no baseline of SDP was conducted due to access and security issues in the region, thus this is the first evaluation of the programme. The aim of the evaluation is to assess the overall impact of the programme including compilation of lessons learned and recommendations, and facilitating new programme designing and related future interventions.

Evaluation of the SDP is crucial for the stakeholders, particularly Government of Pakistan, Government of Khyber Pakhtunkhwa, donors and the United Nations, because of their joint efforts and donors' funding (USAID, DFID, EU, the Go-Japan, Global Affairs Canada and CERF) to address the problems of TDPs and provide relief, recovery and sustainable peace after they return to their areas. Measuring impact of the programme in the target areas and the target audiences was mandatory for the stakeholders not only to justify the deployed resources but to provide information on the progress against the implementation, and the lessons learned, to donors, UN agencies and the governments for designing future programmes of a similar nature. Moreover, it is also important for the stakeholders to know about SDP in term of its efficiency, effectiveness, relevance, impact and sustainability, along with cross-cutting aspects of the programme, i.e. human rights and gender equality, inclusiveness, and the environment. The results of the evaluation study are useful for the supply and demand side actors. Policy-level interventions for the vulnerable population and future programmes and strategy should be designed keeping in view outcomes of this evaluation study, recommendations and lessons learned, as well as the latest situation in the NMDs. On the other hand, the local authorities should also come up with development initiatives for the local populations, particularly the poorest of the poor, women, special persons, transgender people, and children, by utilizing the experience and lessons learned pertaining to SDP.

4.1 The Evaluation Report

The Evaluation Report presents a clear picture of the SDP (evaluation criteria) in terms of its relevance, efficiency, effectiveness, impact, sustainability, with human rights and gender equality as crosscutting interventions. The outputs and outcomes of the SDP Evaluation, particularly the findings and recommendations, are a source of valuable knowledge for the stakeholders (users). The Report contains objectives of the study, methodology and tools, along with findings, lessons learned and recommendations emanating from the evaluation exercise, which will assist the government authorities, donors and UNDP to design future development interventions for the same or similar geographic areas and target populations in a more realistic and result-oriented manner.

Moreover, the Evaluation Report examines relevant documents of the UNDP including ProDoc, project quality assurance reports, annual work plans, project annual reports, result-based monitoring reports, financial reports, minutes of project board meetings, and other documents as literature review. Meetings with stakeholders were conducted to ascertain their views and experiences with the SDP. They included UNDP management and relevant units, the SDP team, donors, government agencies, civil society organisations and implementing partners.

4.2 Evaluation Scope and Objectives

“Evaluation is a means to strengthen learning within our organisation to support better decision-making and promote learning among stakeholders” (UNDP Evaluation Guidelines, 2019). An evaluation also fosters accountability and transparency of UNDP actions and deliverables within the organisation and by stakeholders. This evaluation will also assist UNDP to ensure its policies,

strategies and plans are aligned with the UN 2030 Agenda and Sustainable Development Goals, in addition to national and provincial priorities of Pakistan.

The evaluation criteria for intended findings and recommendations include relevance, efficiency, effectiveness, impact and sustainability along with cross-cutting elements, i.e. human rights and gender equality.

Newly Merged Districts (NMDs) have a tribal culture and, hence, there are limited opportunities for women to participate for their freedom and development. Thus this evaluation will also reflect on the gender perspective and women's empowerment. The objectives of the evaluation include:

- Evaluating the overall impact of the SDP;
- Compiling lessons learned;
- Providing recommendations to improve programme design for future interventions.

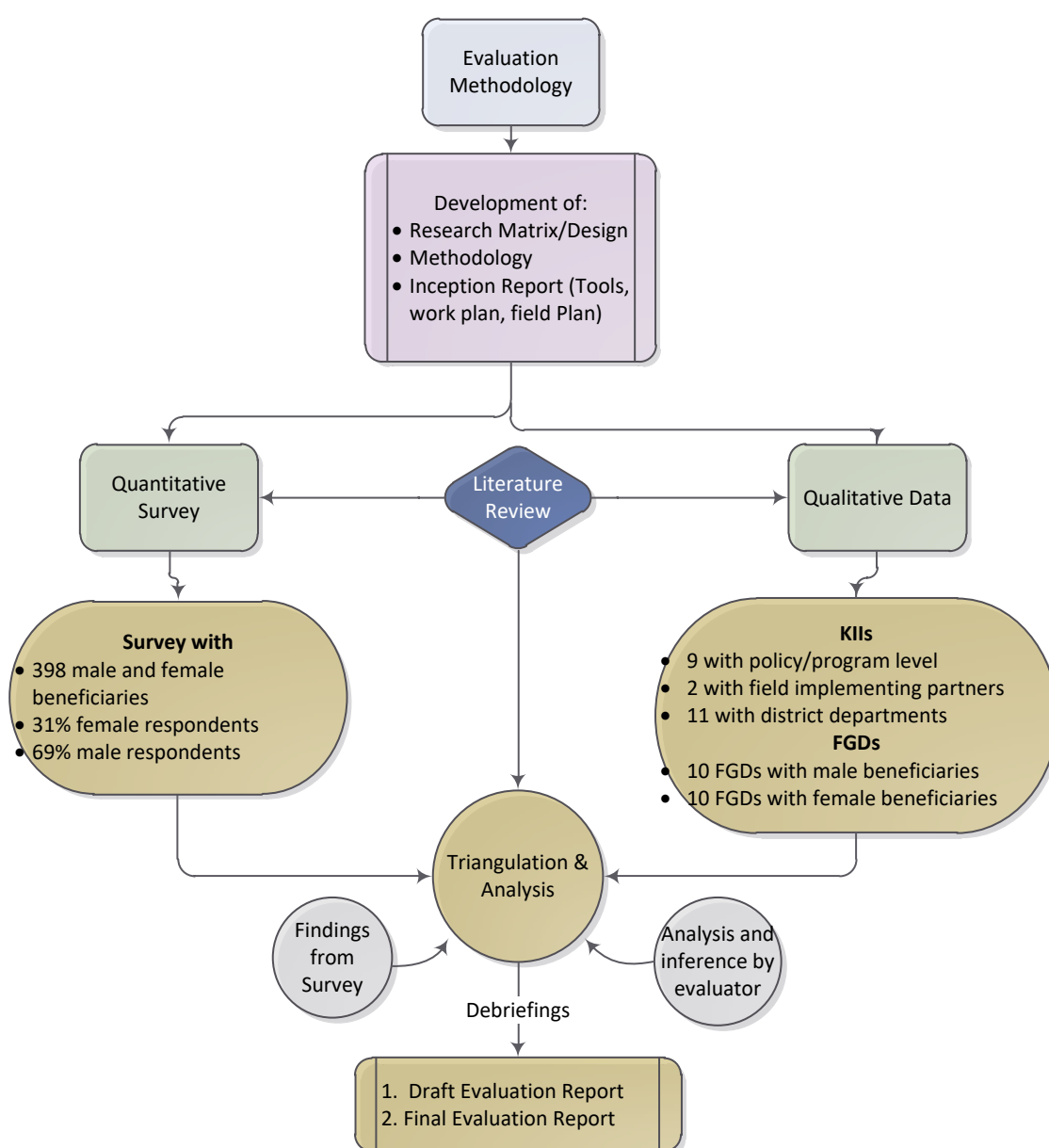
The scope of the evaluation covered the interventions carried out from the inception of SDP in May 2015, until 31 December 2019. The geographic area for the evaluation included selected districts of former-FATA (Khyber, Kurram, Orakzai, North Waziristan and South Waziristan), and Frontier Regions (FRs) of Peshawar, Bannu and Tank. Target audience of the evaluation included government counterparts, development partners/donors, UN agencies, implementing partners, NGOs/CSOs, private sectors, and individual beneficiaries/communities.

5 Approach and Methodology

This cross-sectional evaluation has been conducted using UNEG criteria by employing a mixed method approach including review of secondary information and interviews with the selected stakeholders and beneficiaries from sampled programme districts. A detailed plan for conducting the evaluation is noted in **Annex 7**. In short however, four key methods were deployed for this evaluation:

- Beneficiary Survey Questionnaire (Annex – 4)
- Focus Group Discussion (FGD) Questionnaire (Annex – 5)
- Key Informant Interview (KII) Questionnaire – policy level & programme management level (Annex – 6.1)
- Key Informant Interview Questionnaire – field implementation level (Annex – 6.2)

Figure 2: Evaluation Methodology



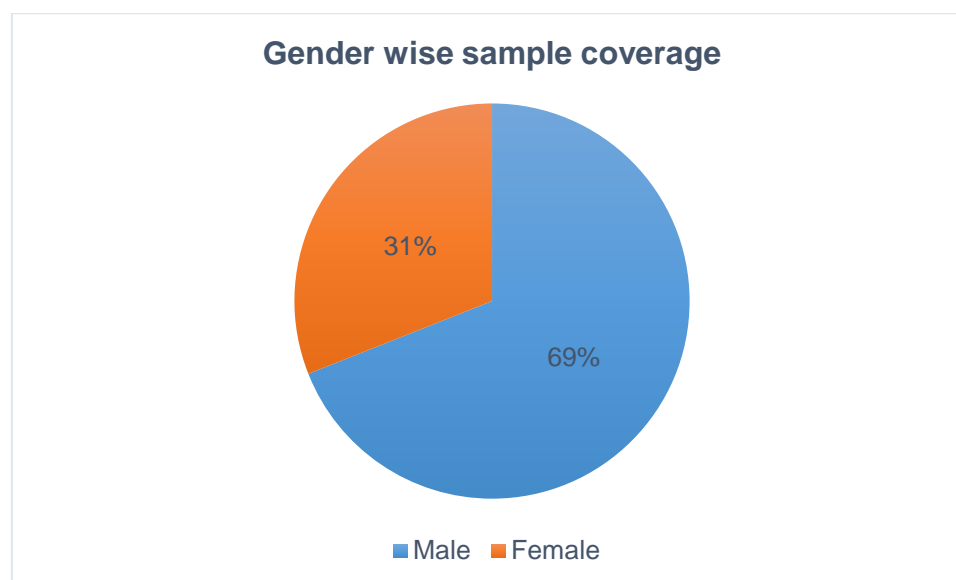
5.1 Sampling & quantitative part of the evaluation:

A sample size was selected considering non-response factors, exposed population, cost and time constraints. Keeping in view the objectives of the study, a sample size of 400 beneficiaries (level of confidence around 95% with a 10% margin of error) comprising 25 project communities were selected from 5 districts. However, 398 beneficiary interviews were successfully conducted. A two-stage stratified sample design was adopted. The project communities and beneficiaries in a district were the first and second stage-sampling units respectively. The details of the sample size distributed among the beneficiaries under the four programme outputs are presented in the table below.

Table 2: Sample Distribution

District	Output 1: Community Engagement and Social Cohesion		Output 2: Improve Livelihoods Opportunities		Output 3: Access to Quality Education with Improved Infrastructure		Output 4: Access to Basic Social Services		Total	
	#	%	#	%	#	%	#	%	#	%
Khyber	5	14%	56	18%	3	11%	10	37%	74	19%
Kurram	3	9%	62	20%	7	26%	1	4%	73	18%
North Waziristan	23	66%	44	14%	5	19%	6	22%	78	20%
Orakzai	4	11%	54	17%	11	41%	10	37%	79	20%
South Waziristan	0	0%	93	30%	1	4%	0	0%	94	24%
Total	35	100%	309	100%	27	100%	27	100%	398	100%

Figure 3: Gender wise sample coverage



Qualitative part of the evaluation: The Team Leader conducted online KIIs with 9 policy/programme level partners and 2 field implementation level partners. The qualitative researchers conducted 11 KIIs at the field level in the five programme districts. Following are details of the stakeholders:

KIIs at Islamabad: USAID, DFID

KIIs at Peshawar: UNDP SDP, Planning and Development Department, SRSP and Islamic Relief

KIIs at District Levels: KIIs were conducted at the district level with stakeholders from the Education Department, Agriculture Department and the Commissioner Officers

Focus Group Discussions at District Level: A total of 2 qualitative researchers (one male and one female) conducted 20 FGDs (10 with male beneficiaries and 10 with female beneficiaries). The details of FGDs held in each district are given in Annex 7.

5.2 Data analysis & triangulation:

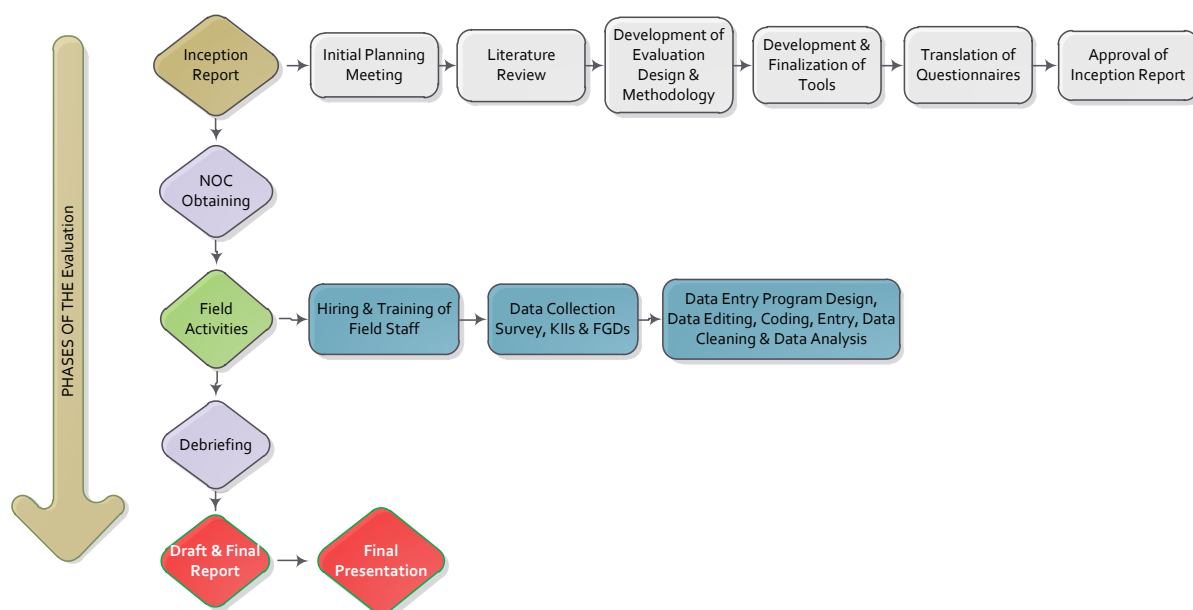
All quantitative and qualitative data gathered at field level for the purpose of the study was triangulated in order to address the research questions in a comprehensive manner, and to develop meaningful evidence-based conclusions and recommendations.

The qualitative findings were scrutinized and examined by team specialists to identify key themes and trends occurring in the responses from semi-structured in-depth interviews/open-ended interview questions.

Similarly, frequency tables, correlations, associations, and causal effects were prepared wherever applicable to examine the interlinkages and relations, and causality among different variables depending on the study objectives and requirements of the quantitative data analysis. The data analysis was carried out in Excel and SPSS and presented in graphic form in the Final Report using bar charts, pie charts and line charts.

Below is the flow of steps involved in this evaluation.

Figure 4: Flow of the Assignment



5.3 Potential risks & mitigation plan:

Since the areas under this assignment have different geographical locations and are sensitive areas, elements of potential risks were described during the inception of the evaluation. Risks due to the socio-cultural environment, security issues and the granting of the NOC were some un-predictable situations, which disturbed the deadlines.

The project NOC was compulsorily required to work in the NMDs, especially to carry out any field survey and related activity. The NOC process and approval took an unexpected amount of time. SEBCON consulted UNDP's Security/Civil Military Coordination Officer to discuss the NOC obtaining process, possible delays, and workable solutions for the field work. It was concluded that the travel NOC was sufficient for the field work. The travel NOC was issued to SEBCON in two phases due to some delays at the NOC issuing authority's end. In the first phase, the NOC was issued for South and North Waziristan, whereas in the second phase the NOC was issued for Kurram, Khyber and Orakzai districts. Keeping in view the anticipated risks and mitigation measures, SEBCON managed to complete the assignment within the allowable NOC timeframes.

Other risks identified were unavailability of survey respondents and their refusal to participate in the survey at the time of start of the interview process. Such situations usually waste time, resources and personal efforts. To avoid this, proper introductions were made and the purpose of the survey was clearly explained to the beneficiaries, and formal consents were obtained. In the practical environment, some other issues also emerged, for example, there was an ample time gap between the second phase of the field survey and the training due to delays from the NOC authority. SEBCON thus had to conduct refresher training for the field teams before start of the second phase of the survey.

5.4 Project performance & results:

During SDP implementation, UNDP tracked progress of the project and shared the results in the form of annual progress reports with the stakeholders. It is worthwhile to present here a glimpse of the accomplishments from 2015 to 2019, in quantitative and qualitative terms, by marking the output on a scale of 1 to 5 as per the following criteria:

Table 3: Scale Qualitative Accomplishment

Inadequate (1)	Project outputs will likely not be achieved and/or are not likely to be effective in supporting the achievement of targeted outcomes.
Poor (2)	The Project is expected to partially achieve targeted outputs, with less than expected levels of quality.
Satisfactory (3)	The Project is expected to achieve targeted outputs with expected levels of quality.
High (4)	The Project is expected to over-achieve targeted outputs and/or expected levels of quality.
Exemplary (5)	The Project is expected to over-achieve targeted outputs and/or expected levels of quality, and there is evidence that outputs are contributing to targeted outcomes.

The Project was rated on this scale at 4 (High) from 2015 to 2019 (a four-year period).

Table 4: Quantitative Accomplishments

CPAP Outcome: By 2022, the resilience of the vulnerable population is increased by addressing and mitigating natural and human-induced disasters, including climate change mitigation and adaption measures, and sustainable management of natural resources.			
Indicator(s): 6.1: National and provincial policies, systems and institutions enabled to achieve structural transformation and promote inclusive economic, social and political opportunities.	Baseline: Total target group = 250,000 Target group benefitting = 220,000 Proportion target group benefitting = 88%	Target(s) 2019: Total target group = 600,000 Target group benefitting = 550,000 Proportion target group benefitting = 92%	Achievement(s): Total target group = 600,000 Target group benefitting = 461,164 Proportion target group benefitting = 84%
6.2: Revitalized productive capacities are sustainable and generate employment opportunities and improvement in sustainable livelihoods as part of broader development efforts.	People (Men & Women) = 407,800 Women = 163,120	People (Men & Women) = 723,600 Women = 289,440	People (Men & Women) = 477,199 Women = 241,375

SDP outputs, interventions and results are provided in the following table.

Table 5: SDP Outputs, Interventions and Results

OUTPUT	1. ENHANCING COMMUNITY RESILIENCE AND SOCIAL COHESION TO SUPPORT CIVIL SOCIETY PARTICIPATION
INTERVENTIONS	<ul style="list-style-type: none"> • Formation/reactivation of Community Organisations • Social cohesion and peace building events • Community trainings
RESULTS	<ul style="list-style-type: none"> • Formed/reactivated 912 Community Organisations (COs) including 248 women's COs • Rehabilitated 562 community physical infrastructure schemes through COs • Organised 82 social cohesion events to promote integration and community engagement • Established two community platforms
OUTPUT	2. PROMOTING LIVELIHOODS AND CATALYZING ECONOMIC RECOVERY PROCESSES
INTERVENTIONS	<ul style="list-style-type: none"> • Create short term employment opportunities through cash for work intervention • Business environment and skills assessments • Workforce development training • Business grants (cash and in-kind), business incubation

	<ul style="list-style-type: none"> • Job placements • Interest-free micro-finance services
RESULTS	<ul style="list-style-type: none"> • Micro-finance loans provided to 723 individuals (64 women) through two newly established Akhuwat branches in Bara and Landi Kotal • Technical, vocational and livelihoods training imparted to 3,776 individuals • In-kind support (business kits) provided to 1400 including 363 women • Short-term employment opportunities provided to 3,003 individuals through creating 135,000 working days (cash-for-work) • Business management skills training imparted to 3,615 individuals • Business and livelihood grants provided to 6,253 returnees • Toolkits provided to 2,430 trainees • Three months' apprenticeship provided to 950 youth • Job Placement Centre established in FATA DA and placed 26 youth in local industry and three women were linked with businesses • Conducted Market Assessment Study in Khyber, North Waziristan, Orakzai and Kurram districts
OUTPUT	3. REMOVING BARRIERS OF ACCESS TO EDUCATION AND CREATING AN ENABLING ENVIRONMENT TO FOSTER PEACEBUILDING
INTERVENTIONS	<ul style="list-style-type: none"> • Schools' rehabilitation • Equipment support • Capacity building of Education Department and local communities for better service delivery
RESULTS	<ul style="list-style-type: none"> • Revived 836 government schools alone and in partnership with UNICEF • Brought back 19,613 students to school through enrolment drives and community mobilization • Formed and trained 761 Taleemi Islahi Jirgas (TIJs) / Parent-Teacher Councils (PTCs) • Trained 2,003 Government school teachers • Provided learning materials and teaching kits to 755 rehabilitated schools • Provided furniture to 346 schools • Organised exposure visits for 101 officials of the Education Department • Trained 57 officials of Education Department, Govt. of KP • Furniture and equipment provided to 16 selected district Education Department
OUTPUT	4. INCREASING ACCESS TO BASIC SERVICES THROUGH IMPROVED PHYSICAL INFRASTRUCTURES
INTERVENTIONS	<ul style="list-style-type: none"> • Public infrastructure schemes • Community involvement in decision-making
RESULTS	<ul style="list-style-type: none"> • Constructed/rehabilitated 95 public sector infrastructure schemes which include: <ul style="list-style-type: none"> • 39 drinking water supply schemes, 15 powered through solar panels • 24 irrigation channels • 12 roads, three PCC link roads, two shingle roads and one cause-way • 10 street pavements • Two micro-hydel power stations • A sports stadium and a children's park

6 Findings & Analysis of Evaluation Study

This evaluation of SDP focusing on its four programmatic outputs has been completed using UNEG criteria of relevancy, efficiency, effectiveness, impact and sustainability, with a cross-cutting lens of human rights and gender equality. The consulting firm (SEBCON) has undertaken the evaluation for UNDP, who implemented the SDP with financial support from development partners. The evaluator has compiled the results using UNEG criteria within the following programmatic outputs: a) enhancing community resilience and social cohesion; b) promoting economic development opportunities; c) improving access to quality education; and, d) improving access to social services. Findings of this evaluation are based on the data collected using tools designed for this study, including data from survey questionnaires filled by 398 respondents, 20 FGDs held in five districts of Khyber Pakhtunkhwa (4 FGDs in each district), 13 KIIs at field level and 11 KIIs at policy level. It is pertinent to mention that the questions in all these tools were based on the UNEG criteria.

6.1 Overall Summary of Findings

This section presents the overall findings of the responses of beneficiaries, key informants' interviews and focused group discussions against UNEG criteria of relevancy, efficiency, effectiveness, impact and sustainability along with some cross-cutting issues (gender, minorities).

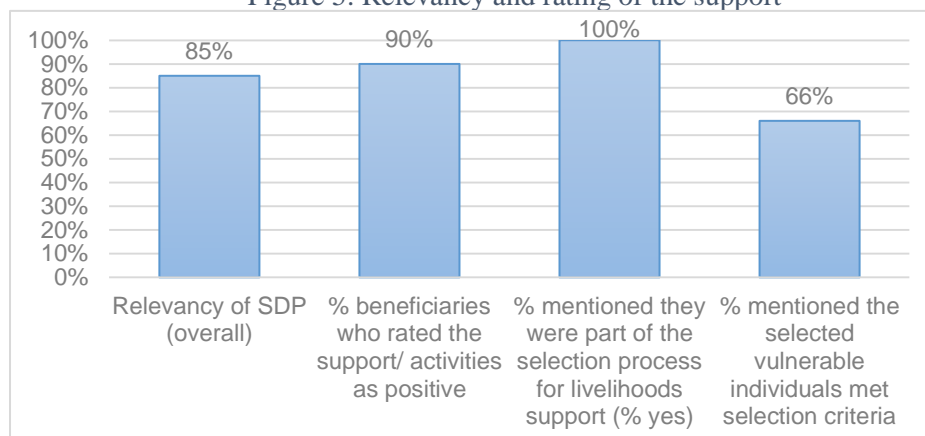
It was found that the SDP was successful to the extent that it contributed to the strategic priorities of the Government of Pakistan (Vision 2030), Government of Khyber Pakhtunkhwa (IDS and SDPF), and UN Country Programme Outcome 6 and related outputs 6.1 and 6.2, as described below and also in Section 7, and the programme accomplished most of the desired results.

6.1.1 Relevancy

Analysis of the responses of the beneficiaries and key informants regarding efforts of the project in their areas shows that the programme activities are relevant to the needs of the target communities as these were properly identified at the beneficiaries' needs' assessment stage. The programme is in line to a great extent with the national and provincial development priorities and the programme's outcomes and outputs. As the areas supported through this programme remained much behind the development goals, there is a huge lag in terms of infrastructure and there is a major need for comprehensive community engagement programs to enhance the status of the community.

Most of the respondent beneficiaries (85%) mentioned that the support provided by SDP was relevant to their needs and 90% of the respondent beneficiaries gave a positive rating to the support/ activities they received. Regarding livelihood support, 100% of respondents shared that they were part of the selection process of vulnerable individuals in their community, and 66% respondents shared that the selected vulnerable individuals met the selection criteria. All, 100%, of respondent beneficiaries recall school campaigns, an enrollment drive or a community event for increasing student enrollment in schools of their area. They also appreciated the provision of "chairs and tables for students and teachers" and "cupboards" for their schools.

Figure 5: Relevancy and rating of the support



According to the analysis of responses from **FGDs**, most of the respondents were of the opinion that the activities implemented by the project were very relevant and actually according to their needs. They shared that clean drinking water was a serious issue and it was resolved by establishing tube-wells and water pumps. Flooding was another grave issue and the canals/waterways work solved the problem to a great extent; however, they shared that a protection grill was also needed, especially around the canals flowing in the middle of the villages. Link roads were constructed and streets were paved that helped the community, especially roads to far-off areas, and it also helped them in accessing basic health services. Similarly, garbage places were also constructed that helped the communities to dispose solid waste. Women in these areas are now very skilled and they support their families through embroidery and stitching work, therefore polishing their skills was important and a need of the local women. Vocational skills training centers helped many women in acquiring skills, while sewing machines helped them in running their tailoring businesses from homes.

When asked which of the development needs were not met by the project, they shared that most of the deserving women were not given machines and tools. (This may be because NMDs have more than 2.4 million women, whereas the SDP target was to reach 289,440 for all the outputs). They demanded trainings in agriculture, and centers to assist women in connecting them to markets. They also shared that there is a need for basic health units in their villages. Many streets are not properly paved and there is still mud everywhere on the streets which needs attention. Irrigation lanes in the fields also need to be repaired. Water boring is not functional and drinking water is also not available. The pipe size is not sufficient to fulfill the required supply of drinking water. The diameter of the pipelines supplied to the households from the main tank is not the same and is very small, because of which water is not equally distributed/supplied to the households – only one household gets water. There is a likelihood that this feedback by the communities is due to the fact that the NMDs have huge development needs compared to the existing insufficient infrastructure covering an area of about 27,220 square kilometers and a population of more than 5 million (2.45 million women and 2.55 million men).

The analysis of **KIIs** depicts that almost 70% of the respondents showed their full agreement when asked whether there is relevance between the strategy outlined in the SDP Project Document, and the priorities of the NMDs. Those who agreed mentioned that the needs were discussed with them first and the UNDP decided on the interventions following these discussions.

According to most of the respondents of the KIIs, the project contributed to the achievement of its objectives “to a great extent”, and the SDP implementation strategy has been responsive to the needs and priorities of Government counterparts and beneficiary communities, as well as the emerging

development scenario of the NMDs, like “link roads, water facilities, canals, school rehabilitation and small businesses for women and farmers”, which were among key priorities.

Voices from KIIs

“In the beginning, the return of the communities and their rehabilitation was a major issue in North Waziristan and timely assistance of UNDP’s FTRP helped the government and administration to reach out to the communities and far-flung areas affected by the displacement and operation. At that time, the major issue was provision of shelters and schools, connectivity through link roads, and clean drinking water. I believe that the project helped the government and administration to meet the development priorities of NW.”

“The help and assistance given to us under SDP was according to our government and local communities’ needs. We needed rehabilitation of schools, renovation of some colleges damaged during conflict, we needed washroom facilities and boundary walls, and they helped us.”

“Development of infrastructure such as roads, rehabilitation of schools, support to communities in the form of cash for work, embroidery centers for women, agriculture support, etc., were priority areas of NMDs, which were mostly covered by the project.”

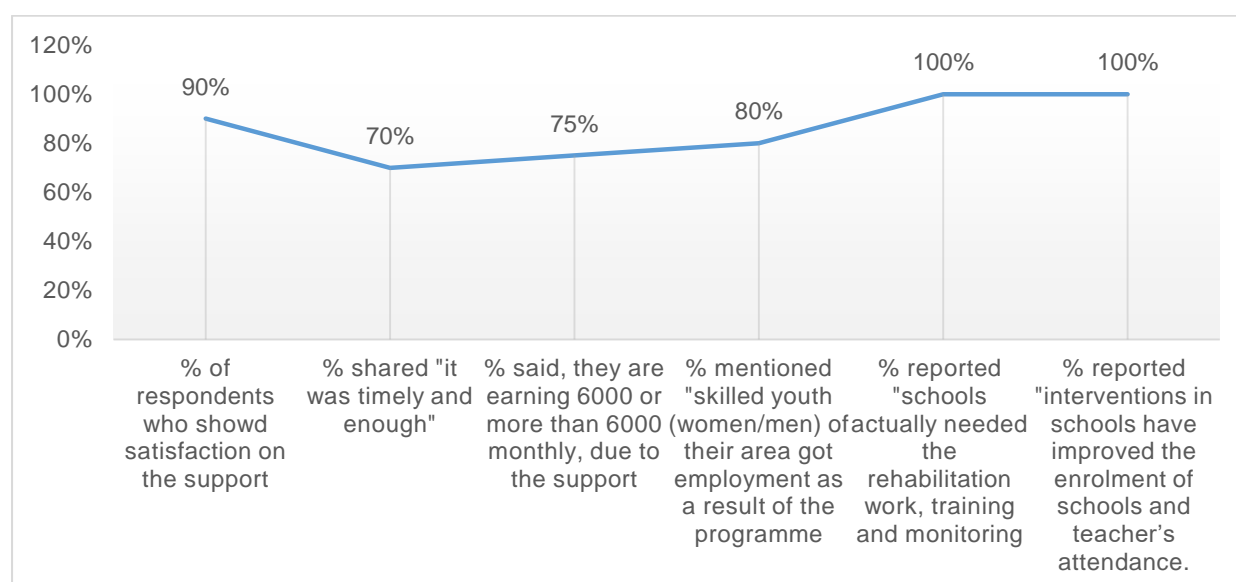
About the gaps, it was unanimously agreed by the respondents that the project achieved what it planned but its coverage was limited, and while some people benefitted, many vulnerable and deserving people remain in need. The work of the project regarding development, provision of livelihood opportunities, supporting soft activities such as sports and others, played an important role in serving the communities and priorities of some local people. However, water is one area that especially requires attention. There is a huge need for small dams in the areas, and more work is required in agriculture. Many schools also need repair and rehabilitation, and many widows and vulnerable women need skill-based training so that they may start their own businesses.

6.1.2 Efficiency

While analyzing data from the beneficiaries and key informants against the efficiency of the programme, it was observed that the project management structure was efficient in generating the expected/targeted results and that the UNDP project implementation strategy and execution has been efficient, which is also evident from the work carried out and reported by respondent beneficiaries during the interviews.

The programme was also efficient because most of the respondents, both from the community and the key informants (90%), expressed their satisfaction on the support provided to them, and 70% reported that the support was timely and sufficient. Likewise, to assess the efficiency of the support, the respondents were asked about the income they earned through the project support in the form of cash-for-work, and almost 75% reported that they were earning 6,000 or more on a monthly basis. Almost 80% of the respondent beneficiaries shared that skilled youth (women/men) of their area received employment as a result of the employment exchange arrangement in collaboration with the local authorities. Similarly, 100% of the respondent beneficiaries reported that the schools actually needed the rehabilitation work, and that the trainings of teachers and the monitoring of schools were essential, which has improved the levels of enrolment at schools and teachers' attendance.

Figure 6: Efficiency (satisfaction, timeliness and results of the support)



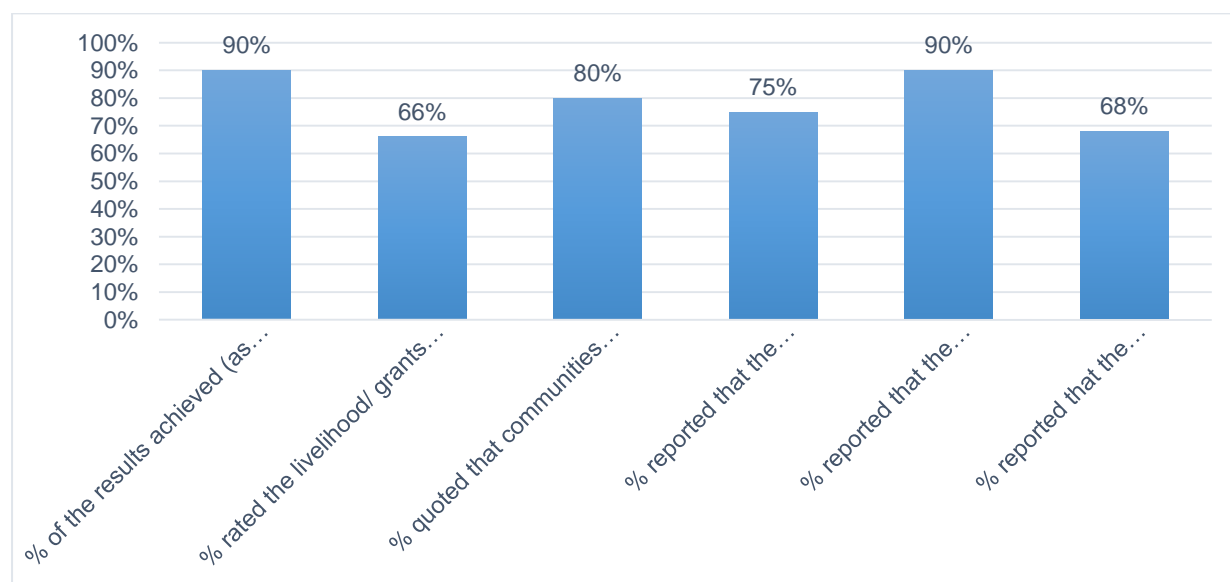
It may be noted that most of the respondents (more than 80%) had no idea about the budget/costs involved in the activities or the budget heads/areas where their CO spends money. On the other hand, those beneficiaries who received cash grants, stipends or internships had proper knowledge of the costs, and their responses reveal that the project was efficient in generating the required results and that the costs per activity represented a fair value for money.

6.1.3 Effectiveness

Analysis of the beneficiaries' responses with regards to the effectiveness of the activities shows that the programme contributed to the country programme outputs and outcomes and the national and provincial development priorities, and has achieved more than 90% of the results, which are validated by the responses/data. Regarding reference to the strengthening of community organisations through social mobilization, 38% respondents shared that their CO conducts regular meetings, and when asked about the participation in meetings, almost 55% had attended 3 or more meetings. Regarding social cohesion events and meetings between communities and the Government for restoring trust in the Government, 50% of the respondent beneficiaries mentioned that they received reports of the social cohesion events/meetings, and 25% of the respondent beneficiaries shared that these events and meetings were effective in restoring trust and confidence between the communities and the Government.

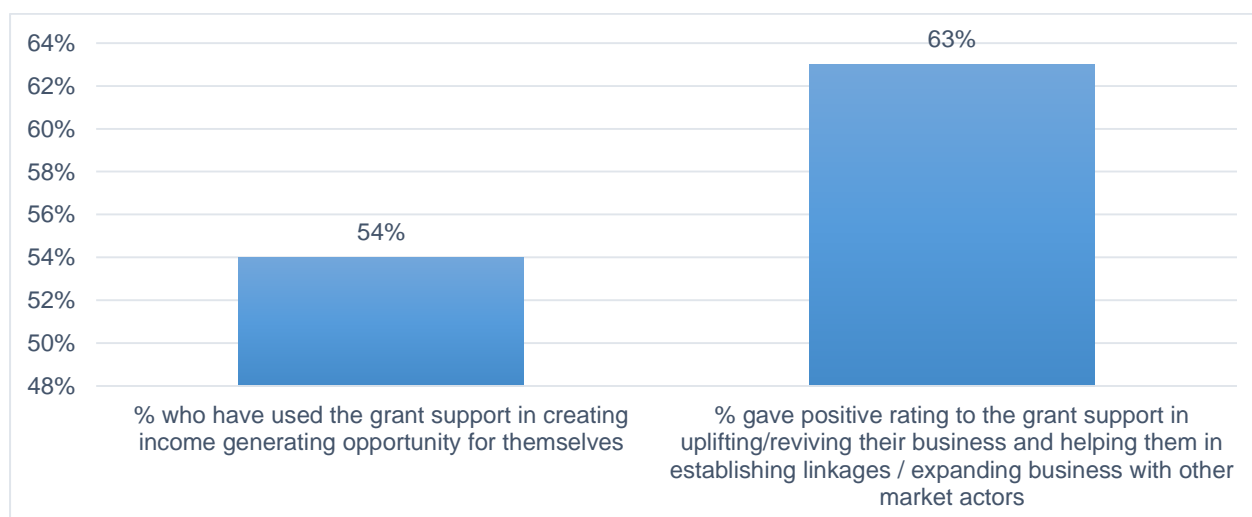
Almost 66% of the respondents rated the livelihood/grant support as positive and significant, especially in addressing the needs of female members. Most of the respondents (80%) quoted that the communities were benefiting from project interventions as per the objectives of the project. The programmatic interventions have been successful in addressing the immediate needs of the communities, especially interventions involving livelihoods/jobs/grants and stipends, as almost 80-90% of the respondent beneficiaries reported that these activities enhanced their skills and are supporting them in earning for their families. In total, 75% of the respondent beneficiaries reported that the vocational/technical trainings and internships contributed to addressing their needs, 90% reported that the vocational/technical training and internship opportunities enhanced their skills, and 68% of the respondent beneficiaries reported that the vocational trainings helped them create income generating opportunities for themselves.

Figure 7: Effectiveness (results achieved and feedback on support)



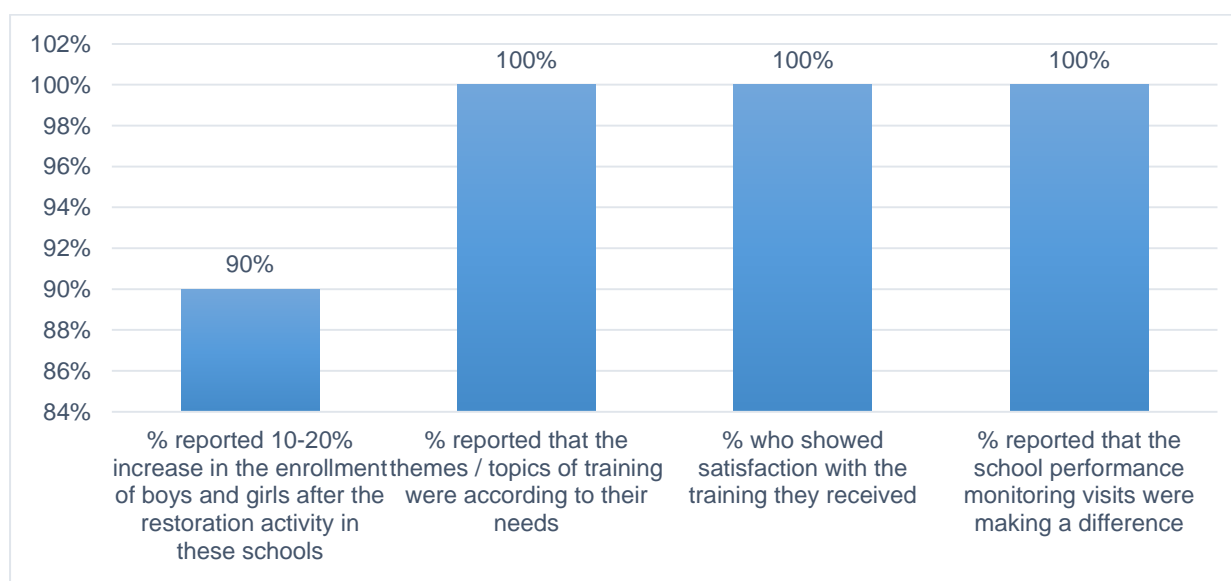
Similarly, more than half of the respondent beneficiaries (53.8%) have used the grant support in creating an income generating opportunity for themselves and that the business grants contributed in addressing their needs as identified at the beginning of the project. Almost 63% gave a positive rating to the grant support for uplifting/reviving their business, and for helping them in establishing linkages/expanding their business with other market actors.

Figure 8: Effectiveness of grant support



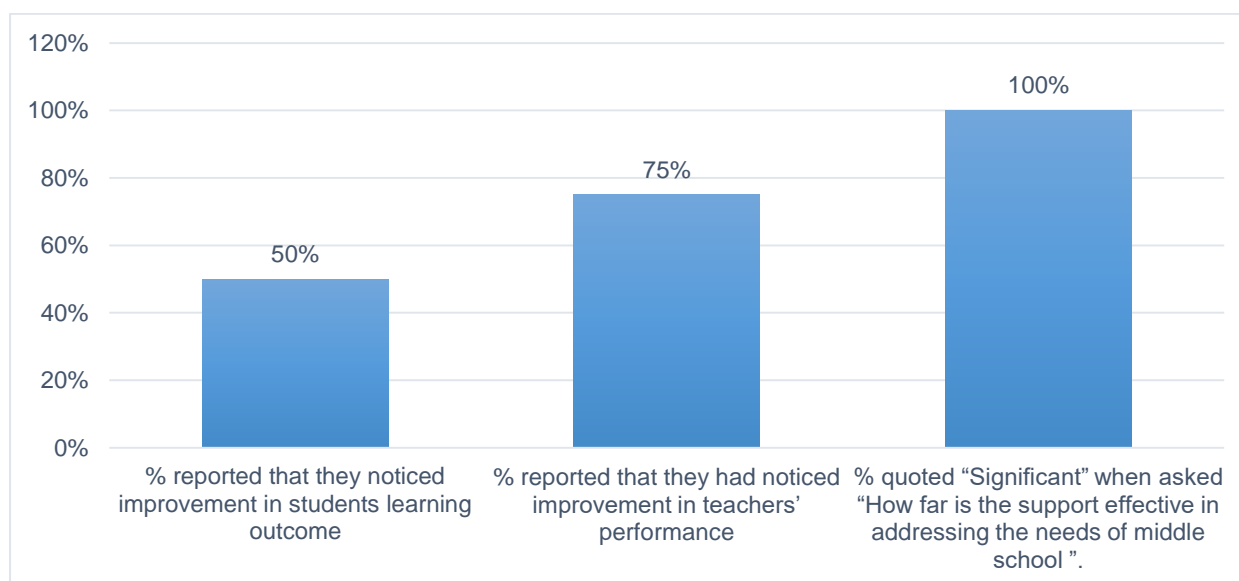
Almost 90% of the respondent beneficiaries reported that there has been a 10-20% increase in the enrollment of boys and girls after the restoration activities in these schools. Almost 83% rated the support as being effective in addressing their needs, and 70% rated the support effective in addressing the needs of females. All of the respondents reported that the themes/topics of training were according to their needs, and they were satisfied with the training they received. They also shared that the school performance monitoring visits were making a difference.

Figure 9: Effectiveness of the support provided to schools



Respondents also reported that prefabricated structures and tent schools were still functional in their area and almost 100 new male students and 40 girls were enrolled in the prefab schools, while 175 boys and 200 girls were enrolled in the tent schools. About 50% reported that they noticed improvements in the students' learning outcomes, and 75% reported that they had noticed improvements in the teachers' performances due to the trainings and monitoring activities. Similarly, 100% quoted "significant" when asked "how far is the support provided by FATA Elementary Education Foundation under SDP effective in addressing your middle school needs".

Figure 10: Improvement in students' learning and teachers' performance



Almost 60% of the respondents from **FGDs** shared “we are very happy with the support provided, as it relieved our burden to a reasonable extent,” but they were asking for more work to be done. They were also happy with the embroidery and stitching trainings, which helped some of the females in establishing their own small-scale boutiques and tailoring shops. More than half of the respondent beneficiaries (55%) agreed that SDP activities contributed towards addressing the needs of their areas, which were identified at the beginning of the project. When asked to mention the needs that were addressed, the respondent beneficiaries shared that “water channels, tube wells, canals and link roads’ were constructed; some women were registered in skill development centers and were provided with money, machines and certificates; renovation/repair and paint work in schools, streetlights and paving of streets was also carried out; solar panels were installed, and construction of washrooms/latrines was carried out; seeds and other materials for agricultural needs were provided to farmers; while trainings were provided to teachers, shopkeepers and electricians”.

When asked to mention the **gaps/needs that remain to be addressed**, the respondent beneficiaries shared that “most of the deserving women were not given machines and tools”. They demanded trainings in agriculture, and demanded centers to assist women in connecting them to markets. This may be because of the fact that NMDs have more than 2.4 million women, whereas the SDP target was to reach out to 289,440 for all the outputs.

According to FGD beneficiaries, the “Livelihoods and Economic Opportunities” project helped them in agriculture-based activities, improved their livelihood, and helped many of them to improve their standard of life. By enabling them to run their small businesses, the programme improved the livelihoods of the target people and beneficiaries. The training centers helped the women in polishing their stitching skills, while livestock helped women in sustaining their families through the sale of milk and dairy products.

When asked in which areas does the project have the fewest achievements, 50% of the respondents mentioned different areas, while 50% did not respond. Some of them quoted “in areas where local clergy has not been taken on board” because the local clergy mostly controlled work in these areas, while some of them mentioned “military controlled areas” because of the fear of the military. Some of them mentioned “far flung areas” and “security risk areas” because most of the project people were scared of going to those areas due to security issues.

According to respondents of **KIIs**, strong coordination with the Government, consultations with the communities, involvement of local committees and skilled staff were key factors that contributed in achieving the intended country programme outputs, while limited coverage and security concerns were factors that contributed to not achieving the intended country programme outputs. Similarly, interventions like rehabilitation of schools, small businesses for widows and women, link roads and skill-based trainings were the ones with the greatest achievement, and areas which were safe (not controlled by militants) and urban areas were covered properly, while areas controlled by militants or those not secured/rural were left without support.

Almost all of the respondents shared that the targets have been achieved under each project output, but the selected targeted areas created a sort of mistrust between the administration and tribes living in other underdeveloped or deprived areas. The people from deprived areas think that they are ignored, and other areas are preferred and this, instead of improving social cohesion, is creating rifts and mistrust.

Voices from KIIs regarding Output 2 activities

“I would say that it was a wonderful effort by empowering communities by giving them livelihood and economic opportunities.”

“It helped farmers in improving their crops and production, which improved their economic opportunities and livelihood.”

“The distribution of livestock in the communities and specifically to women have helped them to sustain themselves.”

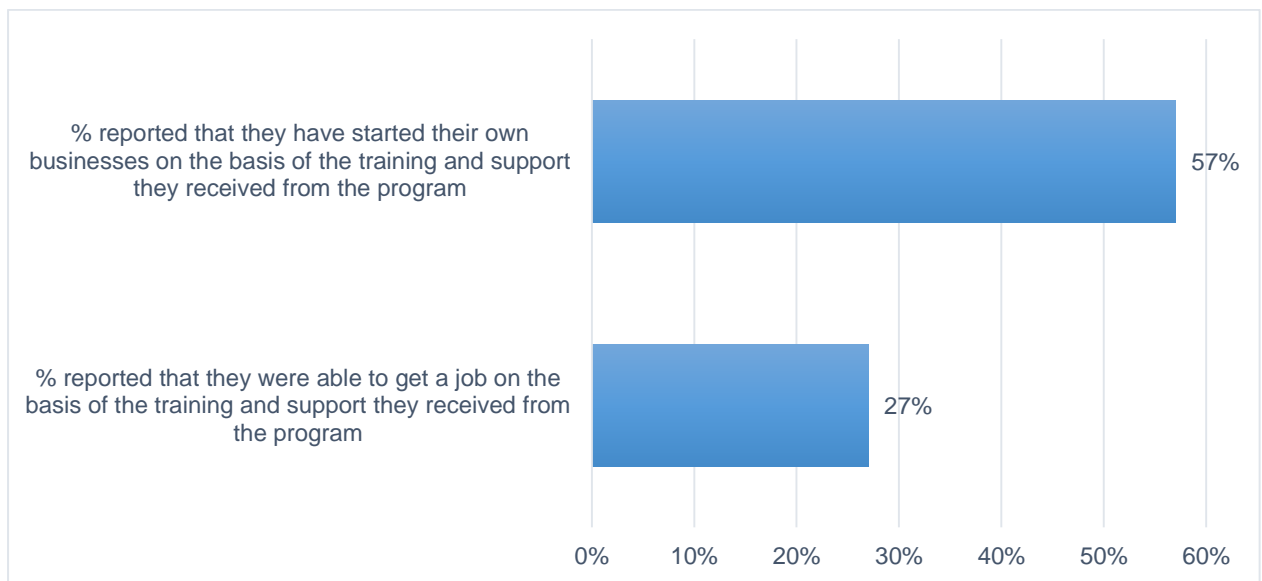
“I observed that cash for work, capacity building trainings and agriculture support has helped the local people of affected areas. Although I would suggest that some funding and grants should also be given to these people to earn for themselves. There are several embroidery centers which are also not connected to the market.”

6.1.4 Impact

According to the overall perception of the beneficiaries and their opinions on the design, implementation, incorporation of their concerns, and impact on the quality of their life, the programme had a positive impact on the lives of the beneficiaries. The project has solved major issues/problems related to water, pavement and cleaning of streets, gutters and *nalas*, repair work in schools, and of roads. Likewise, the social cohesion events and meetings helped them in coordinating and identifying problems like school infrastructure, tube-wells, roads and solar systems. The livelihood support helped them in the expenses while meeting the requirements of daily needs, and the skills provided to women are helping them in generating income to support their families.

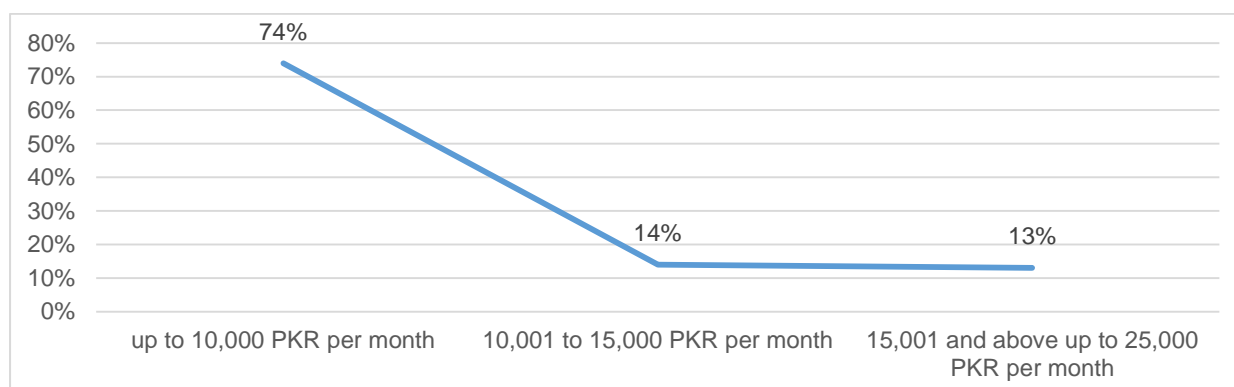
Almost 27% of the respondent beneficiaries were able to get a job and 57% of the respondent beneficiaries have started their own businesses on the basis of the training and support they received from the programme.

Figure 11: Impact of the training



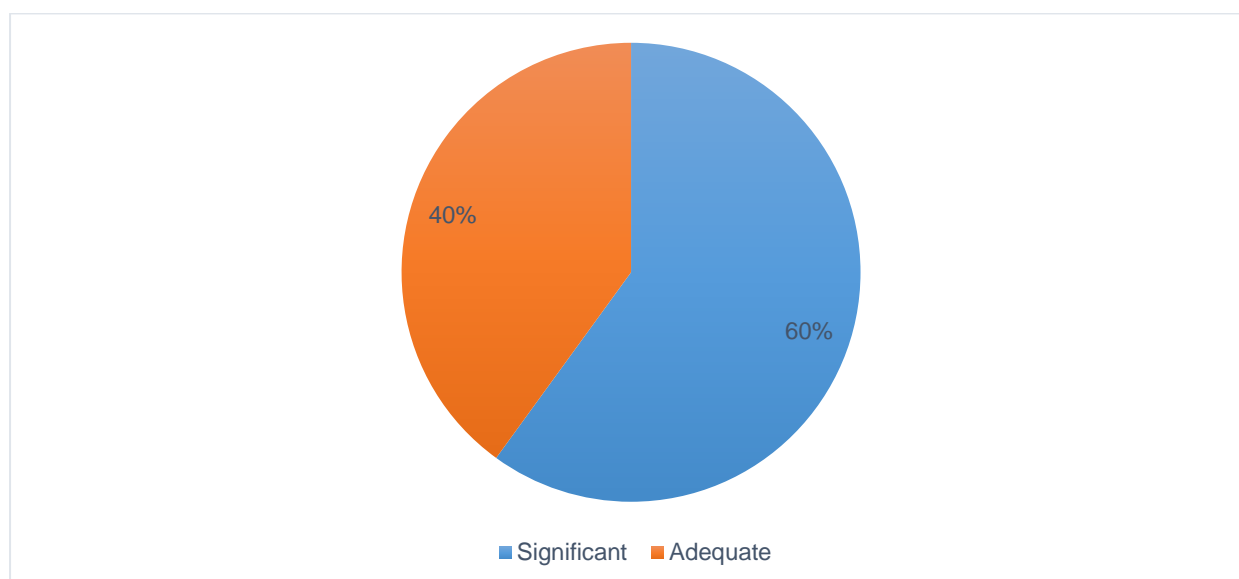
When they were asked about the income they generated on a monthly basis because of the support, almost 74% were earning “up to 10,000 PKR per month”, 14% were earning “10,001 to 15,000 PKR per month”, while 13% were earning “15,001 to 25,000 PKR per month”.

Figure 12: Income they generate on monthly basis due to the support:



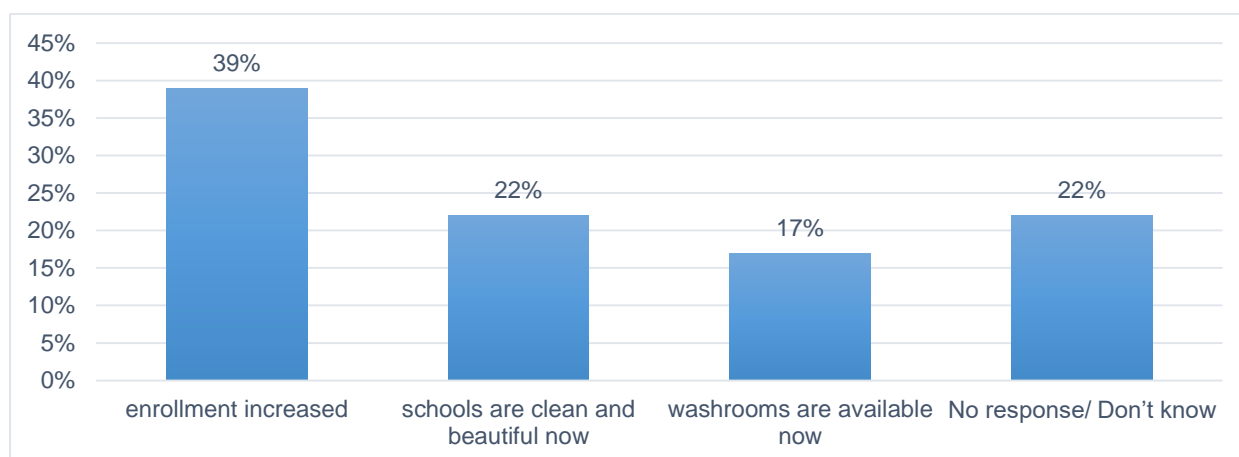
Similarly, 100% of the respondent beneficiaries shared that they were satisfied with the internship/apprenticeship program, where 20% of them shared that they got a job on the basis of the internship/apprenticeship, and they mentioned that they generate almost PKR10,000 average income in a month. In total, 60% of the respondent beneficiaries quoted “significant”, and 40% mentioned “adequate” when they were asked to rate the contribution of their income in their socio-economic uplift. Similarly, 80% of respondents shared that they have started their own work on the basis of the internship/apprenticeship, which supports them in meeting their urgent needs.

Figure 13: Rating of contribution of the programme in their socio-economic uplift



When the respondents were asked about the changes brought about by the rehabilitation of schools and restoration of facilities in their areas, almost 78% mentioned different changes, like 39% reported “enrollment increased”, 22% reported “schools are clean and beautiful now”, and 17% reported “washrooms are available now”.

Figure 14: Changes brought by the school rehabilitation and restoration of facilities:



Likewise, they also reported that the rehabilitation of schools resulted in the access to education for female students, and the training provided awareness to teachers and students, and that they felt very encouraged and motivated. Schools are clean and beautiful, there is no smell, and students happily come to school now. The school performance monitoring visits have brought changes to the learning outcomes of male and female students and also the performance of teachers, with comments like “there is regular attendance of students”, there has been an “increase in enrollment”, “improvement in students’ results”, “regular attendance of teachers”, and “teachers are active”, etc.

All respondent beneficiaries mentioned that they have noticed changes in the school environment after receiving furniture, equipment and learning materials. They further specified this while mentioning that “students and teachers are very happy now, with increased interest in schooling due to the enhanced environment of the schools”.

According to the respondents from **FGDs**, “provision of clean water”, “streets pavements”, “provision of machines and tools”, “link roads”, “solar lights”, “support to shopkeepers and women” were the most beneficial activities for them.

When asked about the changes brought about by the programme, 90% of the respondent beneficiaries mentioned “supply of clean drinking water improved the health of individuals; canals helped in dealing with floods; and tools helped people in improving their productivity and carrying out their economic activities”. Likewise, they also mentioned “the roads, tube-wells, canals; and that the renovation of schools helped our children to go to school, improving enrollment; and the programme provided livelihood opportunities”.

According to the respondents from **KIIs**, trainings, grants, tool kits, cash-for-work, and microfinance greatly impacted the lives of the beneficiaries, increasing their incomes, and women, especially widows, are earning from their homes and this would contribute to women’s empowerment and would ultimately decrease the burden at the household level. Likewise, the support to schools has increased the attendance of students and teachers due to enhanced facilities and a clean environment. This has also increased the parents’ trust in the education system. Similarly, the infrastructure component (link roads, canals, rehabilitation, etc.) have enhanced greater accessibility, especially to facilities, for people.

Voices from KIIs

“We are not denying the fact that these activities have a positive impact but these activities need to be extended to far-flung areas instead of concentrating only on urban tehsils and areas. I would say that construction of link roads in some areas has made life easier for locals, and schools’ renovations,

specifically girls' schools' boundaries, have helped in increased attendance, but we need to reach out to far-flung areas, because life in those areas is not easy and needs support”.

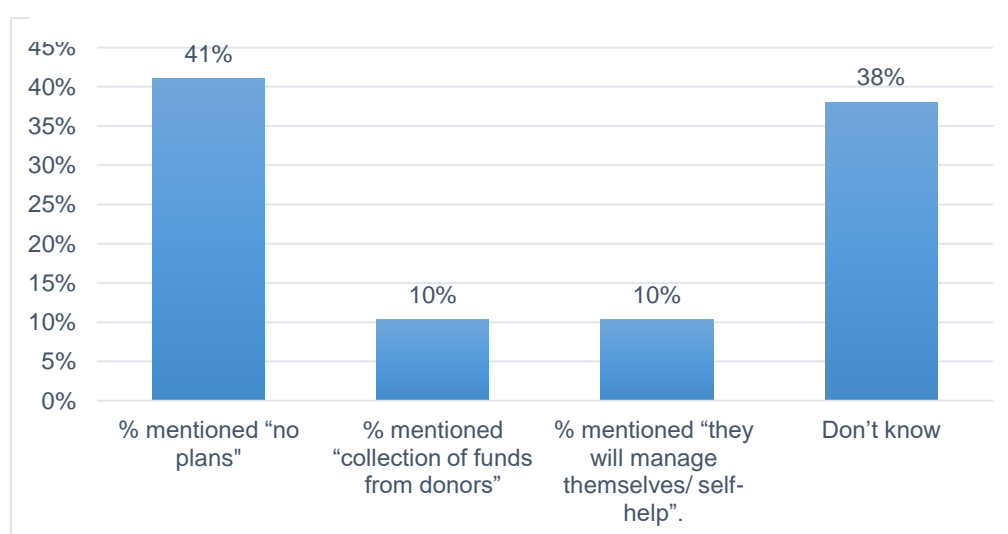
When asked to assess what changes in the social and economic development at the level of individuals, institutions and communities (intended and unintended, positive and negative) have been brought about by the programme, most of the respondents shared that commenting on such changes at this level is not possible. However, while assessing the changes in social and economic development at the level of individuals, they mentioned that the livelihood components have brought changes at the individual level while increasing their productivity via trainings and equipment. The school rehabilitation and paint work has improved the situation of schools and thus increased enrollment has been witnessed, and this would further improve low enrollment rates in schools. They also quoted that at least there is an increase in the demand of such activities amongst the communities, which is a good omen because people are now more aware about their rights as citizens of the state. With activities related to agriculture, farmers were able to compete in the urban markets and this created further opportunities for them. There was no negative impact reported as such, except that those vulnerable families who have not received support were complaining that they have been deprived.

6.1.5 Sustainability

Assessing the sustainability factor of the programme, the responses from beneficiaries reveal that livelihood-focused activities were more sustainable as compared to others, because these interventions provided opportunities to beneficiaries to start or develop their own businesses. Likewise, the sustainability aspect of the project was successful in areas like capacity building programmes, particularly provision of business grants, interest free loans, and skills trainings for youth, as these would continue to benefit the beneficiaries even after exit of the donor.

However, the respondent beneficiaries (83%) also shared that the COs might not be quite helpful in the future because of a lack funds. When asked “if funds are not available or sufficient, what plans do they have to support their COs to meet their funding requirements”, most of them mentioned “no plans” (41%), 10.34% mentioned “collection of funds from donors”, while 10.34% shared “they will manage themselves/ self-help”.

Figure 15: Plans of the community to support their COs after exit of SDP

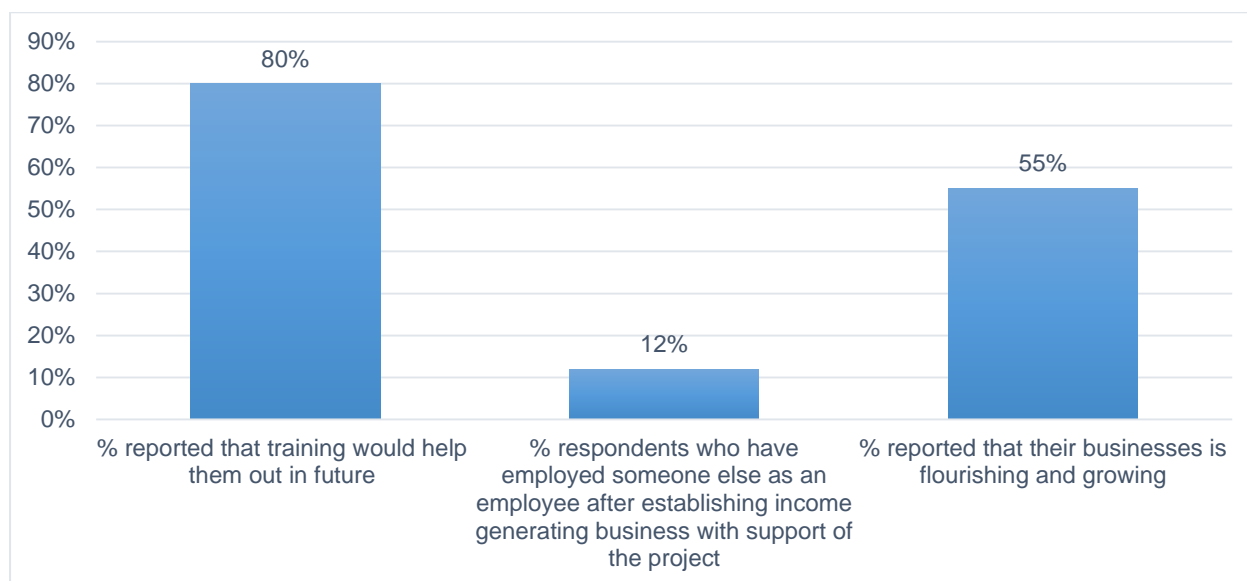


Similarly, 25% of the respondent beneficiaries shared that they would continue to participate in community platforms, meetings and social cohesion events even after SDP completion and, when

asked “who will fund these events and meetings after SDP”, 75% of the respondent beneficiaries shared that they would organize these meetings with support from villagers/donation/self-help.

While exploring the sustainability aspect further, 80% of the respondent beneficiaries mentioned that the training they received would help them out in the future and that they would like to obtain more trainings/refreshers to upgrade their skills. Similarly, 12% of the respondent beneficiaries have employed another person as an employee after establishing income generating businesses with the support of the project, and 55% of the respondent beneficiaries reported that their businesses were flourishing and growing.

Figure 16: Sustainability of the support



When asked as “how local authorities will continue employment exchange activities after completion of SDP”, 80% of the respondent beneficiaries shared that the local authorities would continue employment exchange activities through awareness, financial support/grants, skills and training, while 9% among these mentioned through self-help.

Regarding school rehabilitation, training of teachers and students, all of the respondent beneficiaries (100%) reported that they were going to continue monitoring of schools, teaching and learning. They also shared that since they were local to the areas, they could easily continue monitoring of schools, teaching and learning outcomes. Likewise, 75% of the respondent beneficiaries reported that they would establish prefabricated structures and tent schools in the future, and when asked about how they will fund the prefabricated structures and tent schools, they mentioned that they would do it with their own money/self-help and, if needed, they would ask the Government for support. They will increase students’ enrollment in schools of their area after SDP completion through “enrollment campaigns”, “awareness raising amongst parents” and “walks”. They will fund school campaigns, enrollment drives and community events after SDP completion through self-help and via school funds. When asked about future funding, after SDP, for furniture, equipment and learning materials, the respondent beneficiaries mentioned that “we will collect funds from villagers/self-help”. Below are the tasks/actions and plans mentioned by the beneficiaries.

Actions/tasks to maintain and operate the completed school rehabilitation and restoration of facilities of their area and other activities after SDP completion:

- They will properly monitor the schools and activities (almost 50% quoted this)

- They will take good care of cleanliness
- Some of them stated that the help of community or NGOs would be required (9%)

Steps to identify school rehabilitation and restoration of facilities of their area after SDP completion:

- Through help of the community (43%)
- We are local and know the needs of the area (17%)
- We will ask the teachers of the schools (30%)
- We will consult with the village councilor (9%)

Key steps on how female members will identify school rehabilitation and restoration of facilities of their area after SDP completion:

- Through help of the community (22%)
- They will ask the female teachers of the schools (26%)
- Through the help of PTCs (13%)

Sources to fund school rehabilitation and restoration of facilities of their area after completion of SDP:

- Through PTCs and school funds (13%)
- They will collect funds from locals/self-help (22%)
- They will ask for help from village councilor (4%)
- They will ask the Government (22%)

Plans to further improve their monitoring of school planning and skills on a regular basis:

- Coordination between parents and teachers
- Ask Government to visit frequently
- Departmental coordination

Regarding CPI schemes, when they were asked as to how they will continue with these schemes, 21% of respondent beneficiaries shared “these are very costly and not possible for us”, 29% mentioned “they will spend their own money”, 14% mentioned “via donation”, and 35% mentioned “no plan yet”. When asked how they would identify CPI schemes/needs, 36% mentioned that “they are from the area and know about the village needs”, while 64% responded “don’t know”. When asked how female members will identify CPI scheme/needs, all of them (100%) responded with “don’t know”. When asked how they will fund them, 21% responded “donations from the villagers”, while the rest of them were not clear about it.

According to 20% of the respondent beneficiaries, the internships/apprenticeships would have a long-term future impact on their development, 80% of them did not know about the long-term future impact and neither do they have any proper plan for the future after the SDP program. Similarly, when asked to specify as to “how they plan to continue to get future employment if a job placement center is not there in their area”, the respondent beneficiaries shared that there is no employment center currently either.

According to the responses from the **FGD** respondents, the trainings imparted to men helped them in getting jobs in different urban areas, and some are now in the Middle East working as electricians, drivers, and masons. Women beneficiaries were given interest-free loans, sewing machines and trainings, and many of them are now stitching and doing embroidery as a business to sustain their families. All of the respondents (100%) wished that these interventions continue in the future and the needy ones are supported.

When asked about “the extent to which the community physical infrastructure, market infrastructure and public infrastructure schemes are sustainable after the phase-out of the programme”, the

discussion revealed that interventions like trainings and provision of tools were the sustainable ones because those trained and provided with tools had started their own businesses.

Most of the respondent beneficiaries had no idea when asked if “are there any financial risks that may jeopardize the sustainability of project outputs”, while some of them (25%) mentioned “yes, it might, if any facility of water provision or canal is damaged then there is no mechanism to repair it”.

According to respondents from the **KIIs**, the provision of business grants, loans, and skills training for the youth were sustainable to a greater extent, because almost all of the beneficiaries under this component had started their own businesses and were earning enough to support their families, especially the females, who had initiated their businesses and were equally contributing to the finances of their families. Likewise, the establishment of local committees was also useful, as they were regularly looking after the work done and if there were any issues, these were raised and communicated to the Government.

None of them shared specific financial risks that may jeopardize the sustainability of project outputs, however some of them mentioned “mega projects such as road-links damaged by floods and rains might have issues as it is not possible for the poor communities to sustain the maintenance”, “flooding is a serious issue and that needs special attention. It is costly too, therefore it needs Government and donor attention”.

Some of them mentioned that the area is highly deprived, and availability of financial and economic resources to sustain the benefits achieved by the project is hardly possible, and the Government needs to try its best to allocate resources to sustain the benefits achieved by the project. A few of them, though, had no idea about this.

All of the respondents shared that none of the UNDP actions pose an environmental threat to the sustainability of project outputs.

Most of them said “none to my knowledge” when asked about “the risk that the level of stakeholders' ownership will be sufficient to allow for the project benefits to be sustained”.

Most of the respondents shared “community, stakeholders and beneficiaries understand their needs and when some facility is very important, then everyone in the community contributes in their given capacity to sustain it”.

Voices from KIIs

“If one goes out to Wana bazaar then there you would see many shops that started with the funds from SDP, many embroidery and skills centers are still running in different Madrassas, and the females are earning for themselves. In infrastructure, many link roads are intact, and maintenance is being done by the communities with the help of the administration”.

6.2 Output Wise Findings

The findings in triangulated forms under the four outputs of SDP, based on evaluation parameters (criteria), are presented in this section. The findings present the stakeholders' and beneficiaries' independent views, experiences and suggestions using research tools such as Beneficiaries Questionnaires, Focus Group Discussions and Key Informant Interviews.

6.2.1 Output-1: Communities engaged to promote social cohesion and participate actively in the rehabilitation process

Major Interventions: *Formation/reactivation of Community Organisations, social cohesion and peace building events, and community trainings.*

Snapshot of Key Achievements Under Output 1
<ul style="list-style-type: none">• Formed/reactivated 912 Community Organisations (COs) including 248 women COs• Rehabilitated 562 community physical infrastructure schemes through COs• Organised 82 social cohesion events to promote integration and community engagement• Established two community platforms

Overall, activities under Output 1 were highly appreciated by the beneficiaries and, based on the responses, it may be assumed that the programme has achieved the required results as per target and resources allocated under this output (almost 90%), and that the support was relevant, efficient, effective, impactful and, to some extent, sustainable, as outlined in details below. However, the needs of the target areas are huge, given the geographic spread of the area and population size, and a lot of further support is required as mentioned by the respondents.

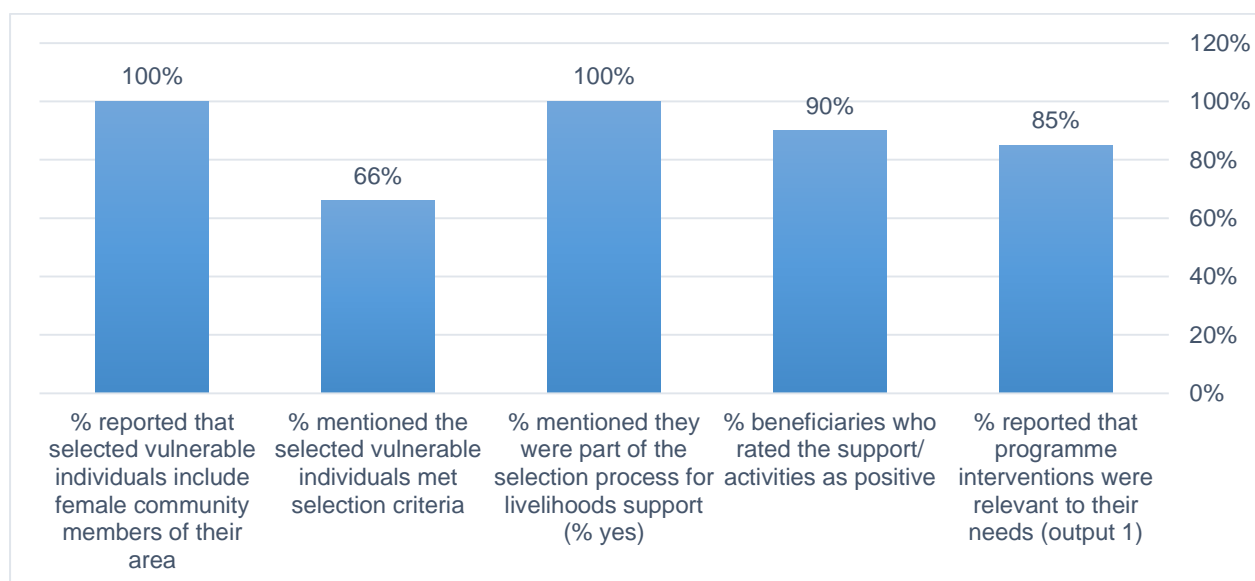
Relevancy

Analysis of the responses regarding efforts of the project for community engagement and social cohesion justifies that there is relevance between the activities of the programme and the needs of the target community. To a great extent, the programme is in line with the national and provincial development priorities and the programme's outputs and outcomes. However, the areas supported through this programme remain very behind the development goals and there is a significant lack of infrastructure and mobilization. There is a need for comprehensive community engagement programs to enhance the status of the community.

Most of the respondent beneficiaries (85%) mentioned that the support provided was relevant to their needs, and initiatives like engagement of communities through different platforms, linkages with governments, rehabilitation efforts in roads, streets and schools, and the provision of grants, remained successful and had a positive impact on the beneficiaries as they and their community organisations were properly involved in the identification, implementation or monitoring of activities. Likewise, 90% of the respondent beneficiaries gave a positive rating to the support/activities.

Regarding livelihood support, 100% of the respondents shared that they were part of the selection process of vulnerable individuals in their community, selected for livelihood support/grants, 66% respondents shared that the selected vulnerable individuals met selection criteria, and 100% of the respondents shared that the selected vulnerable individuals include female community members of their area.

Figure 17: Relevancy and rating of the support under Output 1



Although 64.3% of the respondent beneficiaries shared that they were consulted by SPD-UNDP for the selection of CPI schemes at the needs identification stage, but according to all the respondent beneficiaries, no female members of their community participated in the CPI schemes' identification process owing to traditional and cultural norms, and the nature of the CPI schemes. Similarly, 57% did not agree with the statement "these CPI schemes were designed to address different needs of men and women".

The findings resulting from FGDs and KIIs in relation to Output 1 activities are provided below.

Most of the **Focus Group Discussion (FGD)** respondents were of the opinion that the activities implemented by the project were very relevant and were actually according to their needs. Almost 60% of the respondent beneficiaries reported that mostly males were involved in the needs assessment and identification of gaps, and that most of the women were not consulted. It is mainly due to the fact that NMDs are a tribal region with limited opportunities for women to publicly participate in meetings and events, and this is an area the Government and development partners need to focus on in future interventions. Almost 50% of the respondents (mostly female) did not give any response when they were asked about the project's contribution in the achievement of their development needs, while 25% reported that it has "largely contributed", 20% mentioned "to some extent", while 5% quoted "none".

Consultation and involvement of stakeholders (government, community, etc.) was essential and inevitable. It was also observed during the **Key Informant Interviews (KIIs)** that stakeholders (relevant departments of the Government) at provincial, district and even community level and committees were involved in project implementation and, based on their consensus, beneficiaries were selected and activities were conducted. Overall, the responses revealed that the approach was participatory from the start of the programme. Regarding needs, a detailed assessment was conducted in consultation with district stakeholders and communities and, based on the assessment, the most vulnerable beneficiaries were selected and support was provided. For every support, there were proper consultations with communities and other stakeholders.

Efficiency

If we look at the efficiency of Output 1, the findings of the **beneficiaries' survey**, **FGDs** and **KIIs** indicate that the beneficiaries who received cash grants, stipends or internships had proper knowledge of the costs. Their responses reveal that the programme was efficient in generating the expected/targeted results and that the UNDP implementation strategy and execution had been efficient, which is also obvious from the work carried out and reported by respondent beneficiaries during interviews. However, most of the respondents had no proper idea of the UNDP implementation strategy, and the budget/costs involved in some activities as they do not concern them.

Likewise, according to 86% of the respondents, their Community Organisation (CO) issues and circulates the agenda of meetings in advance, and according to 62%, minutes of the meetings are also circulated by the CO amongst its members. Moreover, 75% of respondent beneficiaries shared that the community platform informed them about upcoming events, meetings and issues in advance.

However, 100% of the respondent beneficiaries quoted “No” when asked “whether minutes of meeting or reports of events are circulated by community platforms among community members of their area”, and only 25% of the respondents shared that the records of the minutes are maintained.

Effectiveness

The analysis of responses regarding effectiveness of the activities under Output 1 shows that the programme contributed to the country programme outcomes and outputs and national and provincial development priorities, as validated by the data. In total, 75% of the respondent beneficiaries shared that the community platforms were functional. Regarding the strengthening of community organisations through social mobilization, 38% shared that their CO conducts regular meetings and when asked about participation in these meetings, almost 55% had attended 3, or more than 3 meetings. 66% of the respondents rated the livelihood/grants support as positive and significant in addressing their needs as well as the needs of female members.

Regarding social cohesion events and meetings between communities and the Government for restoring trust in the Government, 50% of the respondent beneficiaries mentioned that they received reports of social cohesion events / meetings, and 25% of respondent beneficiaries shared that these events and meetings were effective in restoring trust and confidence between the communities and the Government.

Regarding improving social cohesion and community engagement, there was no response from the respondent beneficiaries of 15 **FGDs** (75%), while 20% (respondents of 4 out of remaining 5 **FGDs**) mention “No”, and 5% (respondents of 1 **FGD**) mention “Yes, it did”. This is an area of concern, which the Government and development partners may like to focus on in future interventions. According to 50% of the respondent beneficiaries, “yes, the communities are benefitting”, however there is no response from the respondent beneficiaries of 5 **FGDs** (25%), while the remaining 25% were not sure about it and had no idea. Most mentioned “in target area” when asked in which areas does the project have the greatest achievements, while no one mentioned the areas specifically, and 50% of the **FGDs** did not respond. Those who responded (around 50%) shared that the “community support to the project” was the supporting factor for the smooth execution of project activities and contributed in achieving these outputs. When asked in which areas does the project have the fewest achievements, most of the respondents mentioned “in areas where local clergy is not taken on board”, because the local clergy mostly controlled the work in these areas. Almost 30% of the respondents were of the opinion that “beneficiary communities have been involved in project implementation”, 20% opted “no one was involved”, while there was no response from 50% of the **FGDs**. Those who quoted that they were involved, were also asked to share how they were part of implementation, e.g. participating in project planning meetings, monitoring visits, etc., where most of them had no idea,

while a few of them mentioned that they were engaged during the identification/assessment process and community meetings.

Almost all of the respondents of **KIIs** shared that the targets have been achieved under each programme output, but the selected targeted areas' development and progress created a sort of mistrust between the administration and the tribes living in other underdeveloped or deprived areas. The people from deprived areas think that they are ignored, and other areas are favored which, instead of improving social cohesion, is creating rifts and mistrust. This is an aspect that requires attention of the Government and development partners and needs to be addressed in future interventions.

According to respondents, strong coordination with the Government, consultation with communities, involvement of local committees, and skilled staff are the factors that contributed to achieving the intended country programme outputs, while limited coverage and security concerns were factors that contributed to not achieving the intended country programme outputs. Some of the respondents had no idea about the country programme outputs.

Respondents rated the involvement of stakeholders, including beneficiary communities, in programme implementation as "good." They shared that they were involved from the start to the end of the activities, especially the local village level committees and, where possible, their feedback was also incorporated.

The respondents mentioned "market assessment/report, focus on transgender people, increased coordination with the Government and the private sector to employ tribal people, linking trainees with industries and companies, reaching maximum people and far-flung areas, and a large numbers of grants (>4000)" as areas that need focus in the future.

Impact

According to the overall perception of the beneficiaries and their opinions on the design, implementation, incorporation of their concerns and impact on the quality of their life, the programme had a positive impact on the lives of the beneficiaries. The project has solved major issues/problems related to water, pavement and cleaning of streets, gutters and *nalas*, and repair work was carried out in schools and on roads. Likewise, the social cohesion events and meetings helped them in coordination and identification of problems like school infrastructure, tube-wells, roads and solar systems. Livelihood support helped them in expenses while meeting the requirements of daily needs, and the skills provided to women were helping them in generating income to support their families.

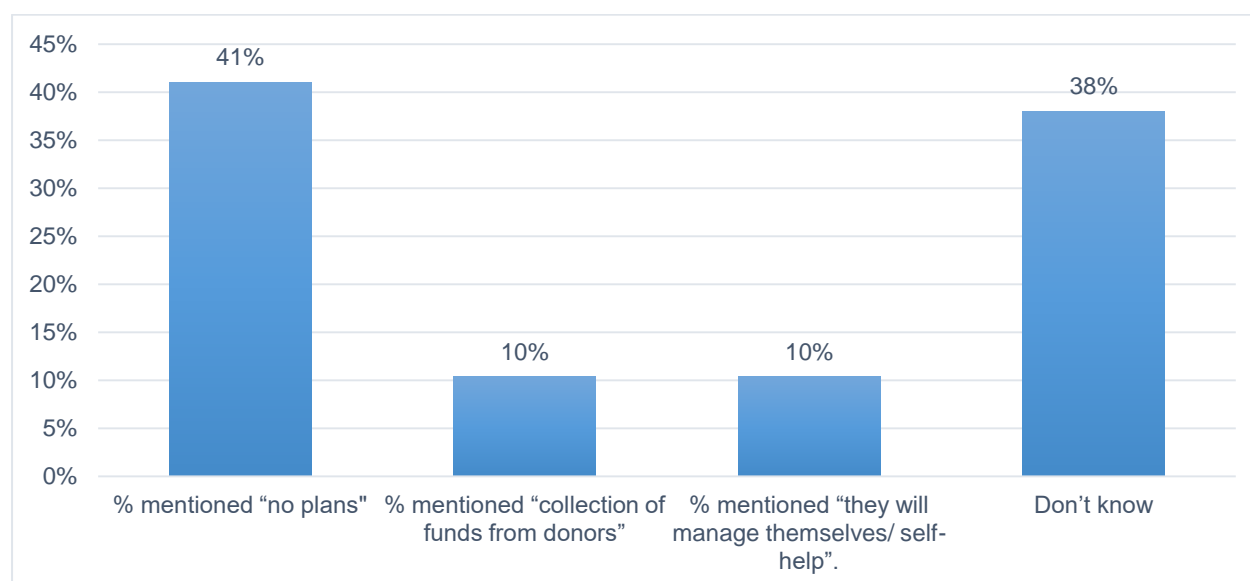
According to respondents of **KIIs**, keeping in view the tough conditions of the area, there has been a huge impact of the project, especially in terms of businesses run by women, resettlement and rehabilitation, and trust has increased with the Government because of the education and health interventions and the quality of services, e.g. the learning environment improved, student enrollment and teachers' attendance increased. Other donors are also encouraged in investing in the area now, as donor confidence has increased, and more funding is now expected. Third party monitoring, which happened for the first time in the NMDs, has opened discussion on improving the schools' learning environment in these areas. Overall, the project has had a very positive impact. Programmes like community (youth and women) engagement and ownership, access to services i.e. improved education, water supply, skills training, etc., committees with structure and mechanisms, PTCs, creation of jobs and employment opportunities (900 youth got jobs or set up a business; 90 markets were rehabilitated where people made parking are visible), all had a very positive impact on the overall situation in the area. In areas like North and South Waziristan and Khyber, the programme achieved results in the areas of trainings, business incubation plans, and \$1500 grants, including for

females. Businesses and academic institutes informed that before the UNDP interventions, they had no idea incubations could be done in the NMDs.

Sustainability

Assessing the sustainability factor of the programme, the responses of beneficiaries revealed that livelihood activities were more sustainable as compared to others, because these interventions have provided opportunities to beneficiaries to start or develop their businesses. However, the respondent beneficiaries (83%) also shared that the COs might not be quite helpful in the future because they have no funds available. When asked that if funds are not available or sufficient, what plans do they have to support their COs to meet their funding requirements, most of them (41%) mentioned “no plans”, 10.34% mentioned “collection of funds from donors”, while 10.34% shared “they will manage themselves”.

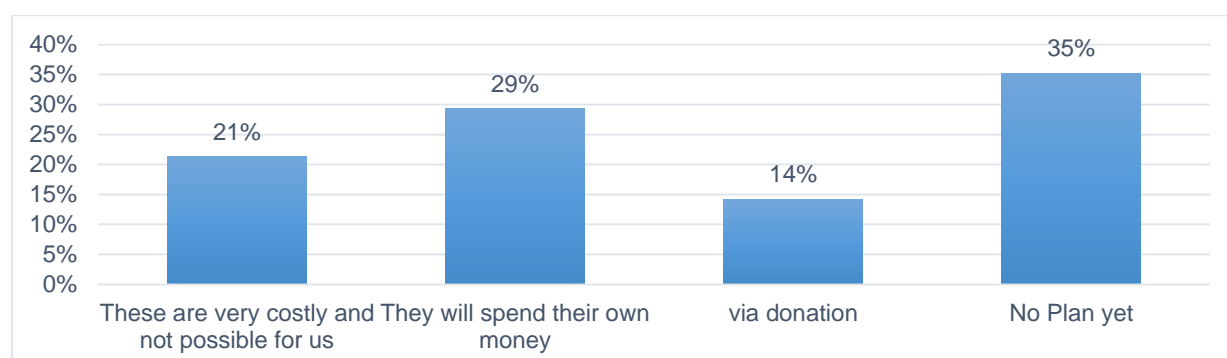
Figure 18: Plans the community has to support their COs in funding after exit of SDP:



Similarly, 25% of the respondent beneficiaries shared that they would continue to participate in community platform meetings and social cohesion events even after SDP completion and, when asked “who will fund these events and meetings after SDP”, 75% of the respondent beneficiaries shared that they would organize these meetings with support from villagers/donations/self-help.

Regarding CPI schemes, when asked as to how they will continue with these schemes, 21% of the respondent beneficiaries shared that “these are very costly and not possible for us”, 29% mentioned “they will spend their own money”, 14% mentioned “via donation”, and 35% mentioned “no plan yet”.

Figure 19: How the community will continue with these CPI schemes after SDP:



When asked how they would identify CPI schemes/needs, 36% mentioned that “they are from the area and know about the village needs”, while 64% responded “don’t know”. When asked how female members will identify CPI schemes/needs, all of them (100%) responded with “don’t know”. When asked how they will fund them, 21% responded with “donations from the villagers”, while rest of them were not clear about it.

According to the participants of **KIIs**, COs are actively engaged in the long-term operation and sustainability of the schemes. They are supervising the completed schemes and regularly communicate the issues when and as they arise. They also shared that the Government has a mechanism in place for sustainability of the infrastructure schemes.

None of them shared specific financial risks that may jeopardize the sustainability of programme outputs, but some of them mentioned “mega-projects such as road-links damaged by floods and rains might have issues as it is not possible for the poor communities to afford the maintenance”, “flooding is a serious issue and that needs special attention. It is costly too, therefore it needs government and donor attention”.

All of the respondents shared that none of the UNDP actions posed an environmental threat to the sustainability of programme outputs.

Most of the respondents shared that the “community, stakeholders and beneficiaries understand their needs and when some facility is very important, then everyone in the community contributes in their given capacity to sustain it”.

None of the respondents mentioned any mechanisms, procedures and policies which exist to allow primary stakeholders to carry forward the results attained on gender equality, empowerment of women, human rights and human development.

Keeping in view the situation of the area, which has been deprived for decades, every stakeholder/community realizes this and is trying their best to support the programme’s long-term objective as there is a huge need for work in all sectors in this area. They mentioned “we all want development, progress, employment, economic prosperity, and social cohesion in the area and support every endeavor in the tribal areas”.

The establishment of local committees and capacity development of community organisations are also sustainable, as they are regularly looking after the work carried out and if there are any issues, these are raised and communicated to the Government.

6.2.2 Output 2- Improved Economic Development Opportunities for Communities

Major interventions: *Create short term employment opportunities through cash for work interventions, business environment and skills assessments, technical / vocational skills trainings, workforce development trainings, business grants (cash and in-kind), business incubation, job placements, interest-free microfinance services, etc.*

Snapshot of Key Achievements Under Output 2

- Micro-finance loans provided to 723 individuals (64 women) through two newly established Akhuwat branches in Bara and Landi Kotal
- Technical, vocational and livelihoods training imparted to 3,776 individuals
- In-kind support (business kits) provided to 1400 including 363 women
- Short-term employment opportunities provided to 3,003 individuals through creating 135,000 working days (cash-for-work)
- Business management skills training imparted to 3,615 individuals
- Business and livelihood grants provided to 6,253 returnees
- Toolkits provided to 2,430 trainees
- Three months' apprenticeship provided to 950 youth
- Job Placement Centre established in FATA DA and placed 26 youth in local industry and three women were linked with businesses
- Conducted Market Assessment Study in Khyber, North Waziristan, Orakzai and Kurram districts

Activities under Output 2 were highly appreciated by the communities and, based on the overall response, it may be assumed that the programme achieved the required results as per targets and allocated resources. It has been found that the support was relevant, efficient, effective, impactful and, to some extent, sustainable, as outlined in details below.

Relevancy

Analysis of the beneficiaries' responses regarding efforts of the programme for boosting livelihood and economic activity, justifies the relevancy of the project to the needs of the target communities. In total, 70% of the respondents shared that the project team carried out needs' assessments in consultation with them for the provision of support. Similarly, more than 90% of the respondents agreed that the activities met their development needs, and 86% thought that the provided skills and competencies matched the current needs of their area. 100% of the respondents reported that they had received vocational training before offering internship/apprenticeship opportunities to them.

When asked about the details of programme activities, the respondent beneficiaries of **FGDs** knew about SDP activities under Output 2, i.e. provision of sewing machines, embroidery centers for women, business/enterprise development, provision of grants to shopkeepers, and trainings of shopkeepers. It was known that women in these areas are very skilled and they support their families by doing embroidery and stitching, therefore polishing their skills was important and a need of the local women. Centers helped many women in acquiring skills, while sewing machines helped them in running their tailoring businesses from homes. Almost 60% of the respondent beneficiaries reported that mostly males were involved in the needs assessment and identification of gaps, and most of the women were not consulted. This is owing to the fact that NMDs are a tribal area with a tribal culture, requiring support of the Government and development partners to bring positive changes for empowering women. The respondent beneficiaries shared a few gaps which are still unmet such as provision of sewing machines, cash, trainings, and the fact that girls who were already enrolled in Madrassas were given admission in embroidery centers.

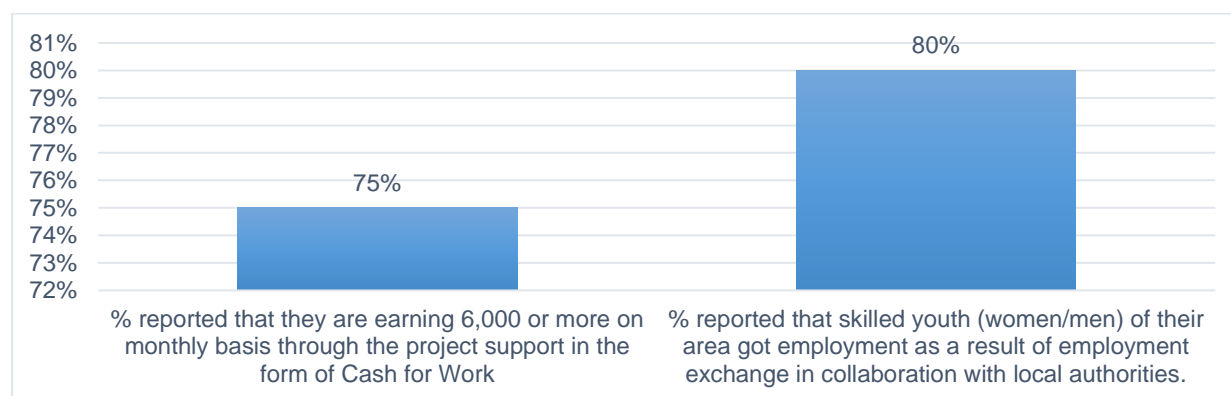
About the gaps, the respondents of **KIIs** mentioned that many widows and vulnerable women remained who need skill-based training so that they may start their own businesses. The project contributed to the achievement of its objectives "to a great extent", but regarding NMDs' priorities, there is a lot of need for the provision of livelihood opportunities. Small businesses for women and farmers were among the key priorities. Many women, especially widows, were trained in business skills and provided with equipment and were now earning for their families and supporting their incomes at the same level as the men, thus contributing to changes in the perspective of the people.

The programme was designed keeping in view the priority areas of interest in NMDs, which were discussed with the Government, donors and other stakeholders, to match them with the priorities of national and provincial governments. The region has remained deprived of facilities since long and there was urgent need for interventions like boosting livelihoods, skills development, temporary employment activities/business opportunities, capacity building, dialogues and business development, rehabilitation, trainings, women's economic and employment opportunities, rehabilitation of schools and other infrastructure, etc.

Efficiency

Regarding efficiency, almost 90% of the respondents showed their satisfaction on the support provided to them, and 70% reported that it was enough support. However, only half of them reported that they received associated training while half of them did not receive any, but no such observation was received that indicates any negative impact related to this. Likewise, to assess the efficiency of the support, the respondents were asked about the income they earned as a result of the project support in the form of cash-for-work, and almost 75% reported that they were earning 6,000 or more on a monthly basis. Almost 80% of the respondent beneficiaries shared that skilled youth (women/men) of their area received employment as a result of the employment exchange intervention in collaboration with local authorities.

Figure 20: Efficiency of the Skill, youth employment, and earnings due to the support:

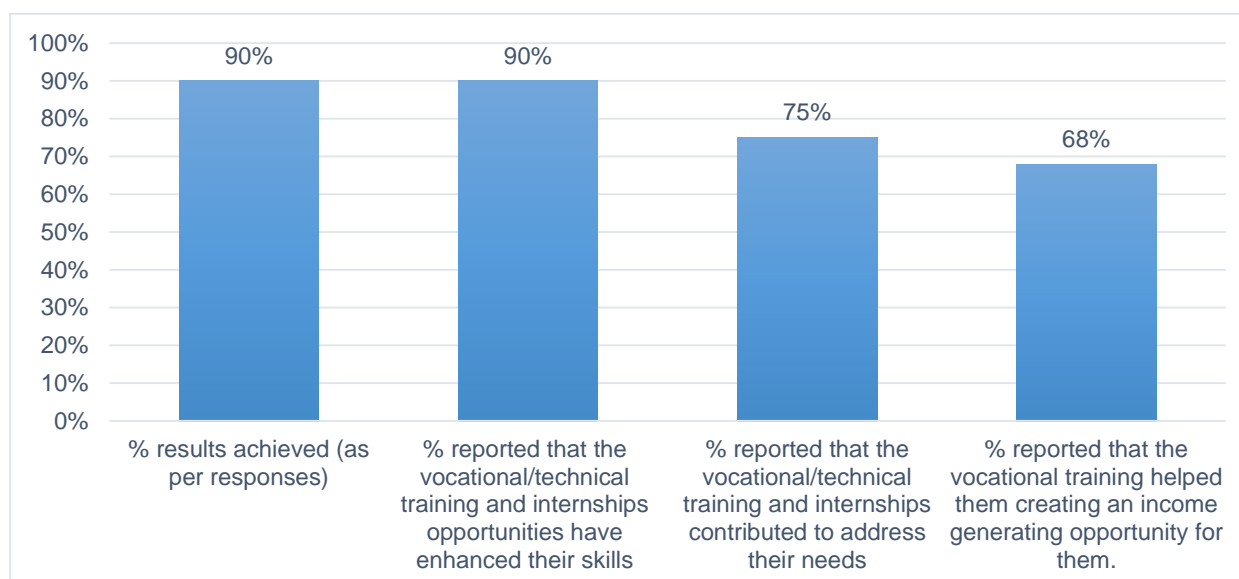


Most of the FGD participants agreed that activities were completed in a timely manner, but none of them had any idea about the programme funding/costs, etc., or deviations, which is more technical and specific to programme management.

Effectiveness

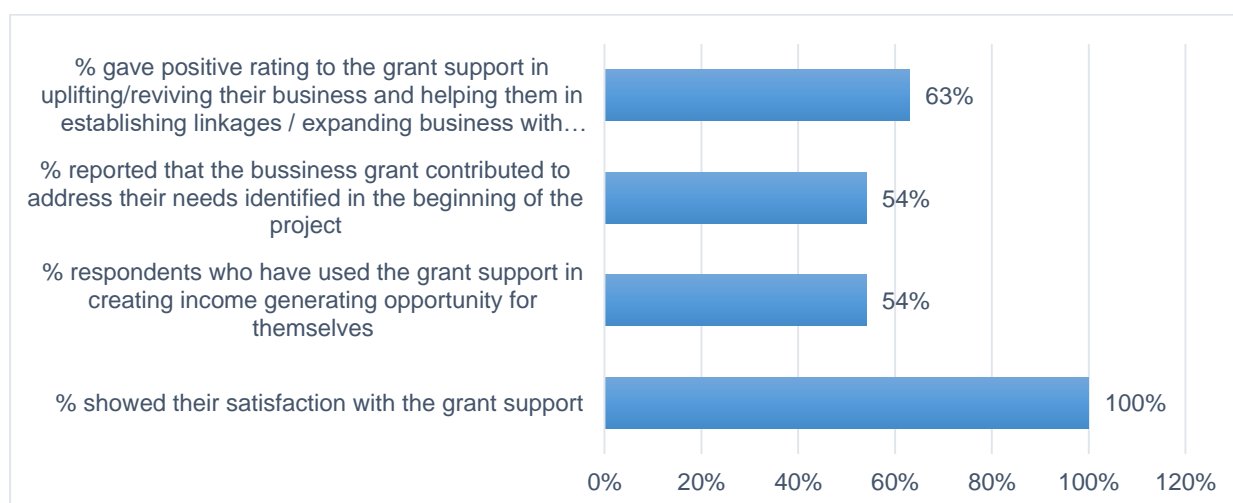
An analysis of responses regarding effectiveness of the project shows that the project contributed to the country programme outcomes and outputs and national development and provincial priorities, as more than 90% of the results were achieved and most of the respondents quoted that communities were benefiting from project interventions as per the objectives of the project. The programmatic interventions were successful in addressing the immediate needs of the communities, especially interventions like livelihoods/jobs/grants and stipends, as almost 90% of the respondent beneficiaries reported that these activities enhanced their skills. In total, 75% of the respondent beneficiaries reported that the vocational/technical training and internships contributed to addressing their needs, which were identified in the beginning of the project, and 68% of the respondent beneficiaries reported that the vocational training helped them in creating an income generating opportunity.

Figure 21: Results of vocational training and internships



Similarly, more than half of the respondent beneficiaries (53.8%) used the grant support in creating an income generating opportunity for themselves, and the business grant contributed to addressing their needs identified at the beginning of the project. Almost 63% gave a positive rating to the grant support in uplifting/reviving their businesses and helping them in establishing linkages/expanding their business to other market actors. 100% of the respondent beneficiaries showed their satisfaction with the support.

Figure 22: Results of grant support



The findings resulting from FGDs and KIIs in relation to Output 2 activities are provided below.

Almost 60% of the **FGD** participants shared that “we are very happy with the support provided, as it relieved our burden to a reasonable extent”, but they were asking for more work to be done. They were also happy with embroidery and stitching trainings, which helped some of the females in establishing their small-scale boutiques and/or tailoring shops. Regarding creation of economic and livelihood opportunities, 55% respondent beneficiaries said “no” while the remaining 45% mentioned “yes, it did”. They shared that the support helped in improving the livelihood of the target people and beneficiaries, helped support them in agriculture-based activities, while running their small businesses

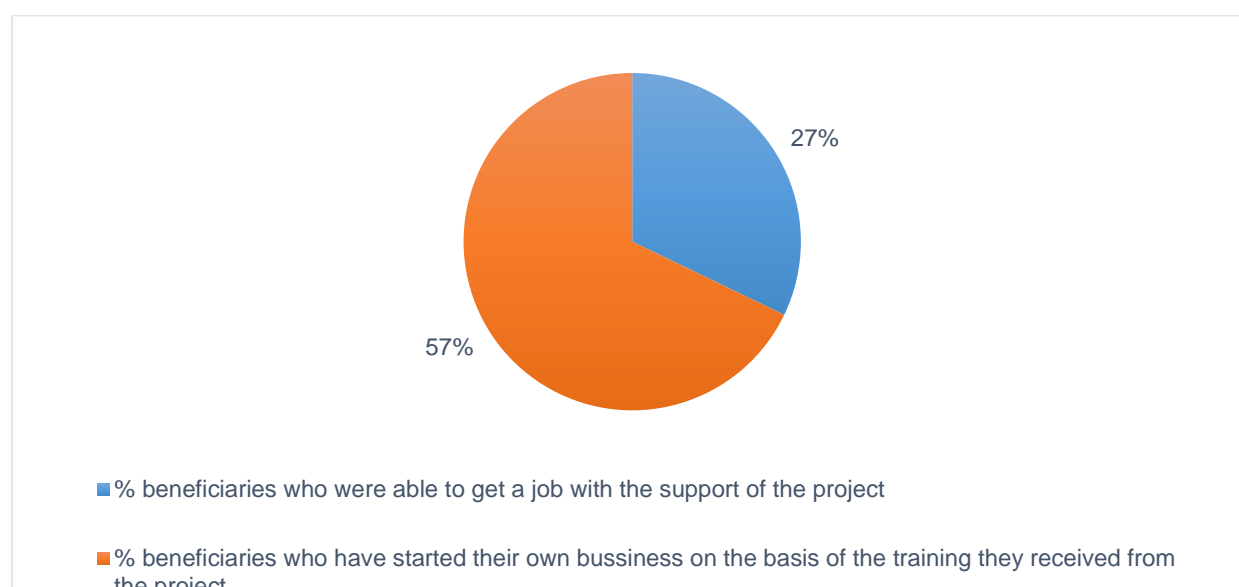
helped many of them to improve their living standards. The training centers helped women in polishing their stitching skills, while livestock training helped the women in sustaining their families by selling milk and dairy products.

Regarding the livelihoods and economic opportunities, the respondents of **KIIs** shared that the set targets might have been achieved, like for cash-for-work and trainings for capacity building, but without funding, establishing more embroidery centers and connectivity to the market would have no or minimum impact regarding improvement of economic opportunities. According to respondents, strong coordination with the government, consultation with communities, involvement of local committees, and the skilled staff of SDP were the factors that contributed to achieving the intended country programme outputs, while limited coverage and security concerns were the factors that contributed to not achieving the intended country programme outputs. Some of the respondents had no idea about the country programme outputs. According to respondents, areas like small businesses for widows and women, skill-based trainings, are the ones with the greatest achievements. The respondents mentioned “market assessment and employment of tribal people in the private sector, linking trainees with industries and company, reaching maximum people and far-flung areas, larger numbers of grants (>4000)”, as areas needing focus in the future.

Impact

While exploring the impact, almost all of the respondent beneficiaries shared that the programme had a positive impact because even the area is very tough and has remained deprived since long and there still remains a lot of work to be done. Even then, 27% of the respondent beneficiaries were able to get a job and 57% of the respondent beneficiaries started their own business on the basis of the training they received from the project. Almost 84% of the respondent beneficiaries showed their satisfaction when they were asked about the quality of the training received.

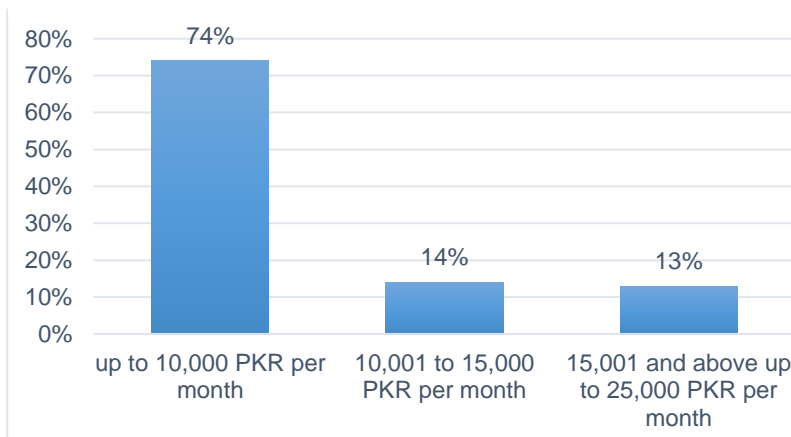
Figure 23: Impact of the skill based training



Likewise, most of the respondents (77%) mentioned that the grant support contributed to their income and they reported an increase in their monthly income after receiving the grant. When they were asked about the income they generated on a monthly basis because of the support, almost 74% were earning “up to 10,000 PKR per month”, 14% were earning “10,001 to 15,000 PKR per month”, while 13% “15,001 and above up to 25,000 PKR per month”. Moreover, 77% of the respondent beneficiaries reported that they used the training skills to generate extra income as well.

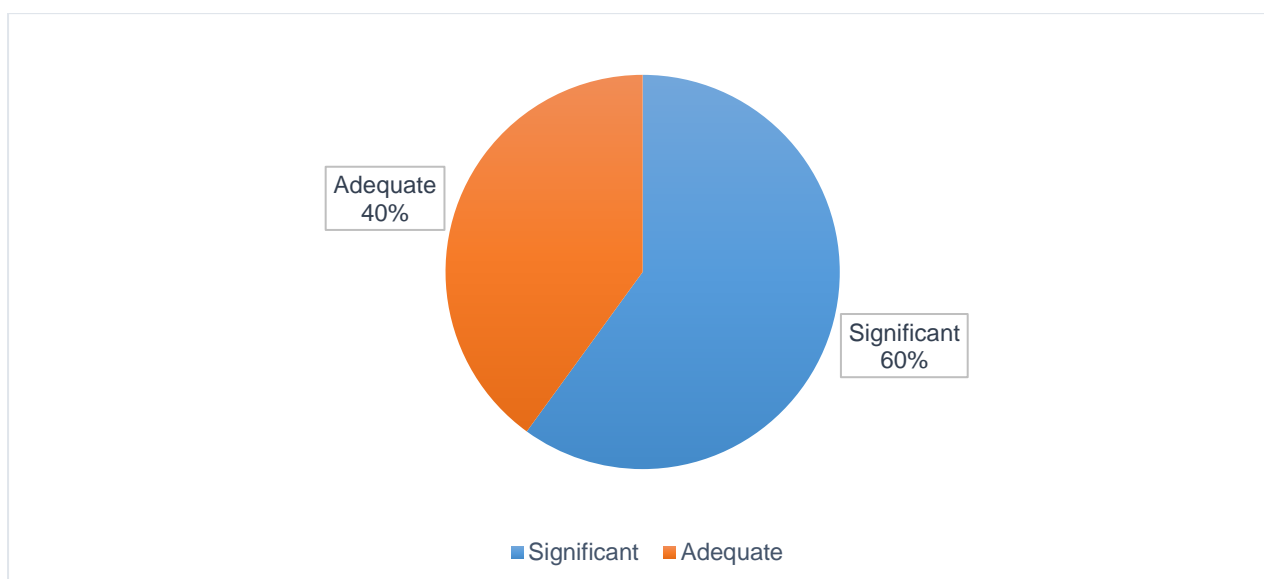
Also, 100% of the respondent beneficiaries shared that they were satisfied with the internship/apprenticeship programme where 20% of them shared that they have a job on the basis of the internship/apprenticeship, and they mentioned that they generate almost PKR10,000 average income in a month. In total, 60% of the respondent beneficiaries quoted “significant” and 40% mentioned “adequate” when they were asked to rate the contribution of their income in their socio-economic uplift.

Figure 24: Monthly earning through grant support



Around 80% of the respondents shared that they have started their own work on the basis of the internship/apprenticeship, which supported in meeting their urgent needs. Further analysis shows that according to 55% of the respondent beneficiaries, the unemployment rate of their area “decreased” as a result of the employment exchange initiative in collaboration with local authorities

Figure 25: Rating of income contribution in their socio-economic uplift



. According to the participants of the **FGDs**, the most beneficial activities identified for the community were the provision of machines and tools for agriculture, and the support to shopkeepers and women. When asked about the changes brought about by the programme, the respondent beneficiaries mentioned that tool kits helped people in improving their productivity and doing their economic activities.

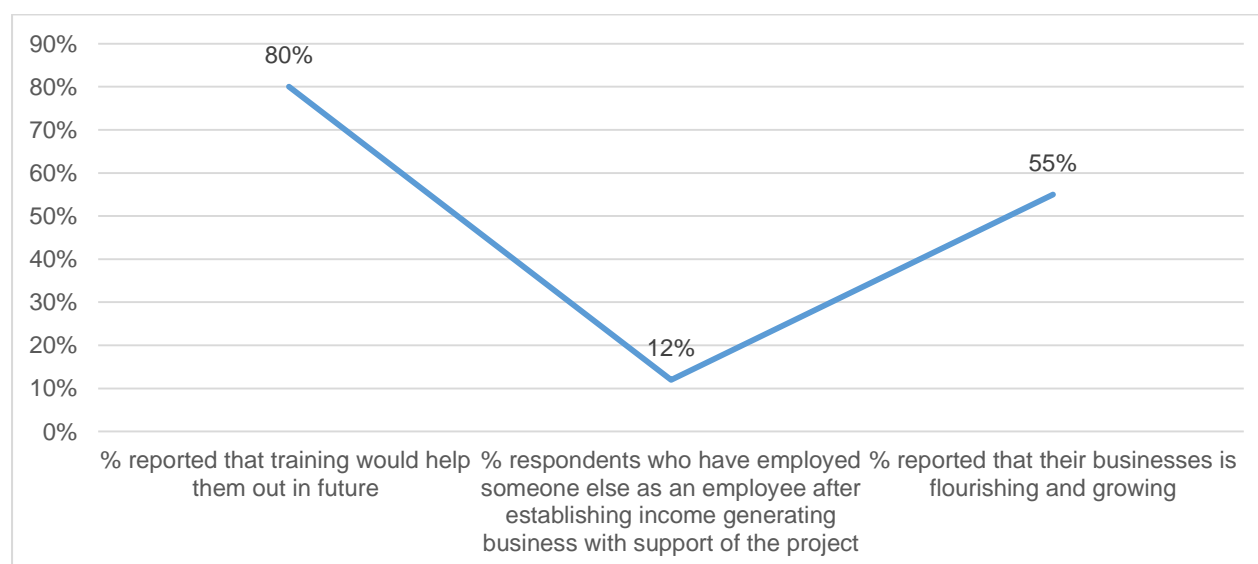
According to respondents of **KIIs**, when enquired about the impact of trainings, grants, tool kits, cash for work and microfinance on the lives of the beneficiaries, they shared that such forms of support greatly impacted their lives, their incomes increased, while women, especially widows, were now earning from their homes, thus contributing to women empowerment and would ultimately decrease the financial burden at household level. Most of the respondents shared that commenting on change at this stage was not possible however, during discussions to assess the changes in their area’s social and

economic development, they mentioned that the livelihood components have brought changes at the individual level while increasing their productivity via training and equipment. With activities related to agriculture, farmers were able to compete in the urban centers and markets and it created opportunities for them. No negative change as such was reported except that those vulnerable families who have not received support were complaining that they have been deprived. According to respondents, keeping in view the tough conditions of the area, there has been a huge impact by the programme, especially in terms of businesses run by women, resettlement and rehabilitation. Programmes like skills trainings, creation of jobs and employment opportunities (900 youth got jobs or set up a business; 90 markets were rehabilitated where people made parking are visible), all had a very positive impact on the overall situation in the area. In areas like North and South Waziristan and Khyber, the project achieved results due to the trainings, business incubation plans, and \$1500 grants including for females. Businesses and academic institutes informed that before the UNDP interventions, they had no idea incubations could be done in FATA.

Sustainability

The sustainability aspect of the project was successful regarding areas like capacity building programmes, particularly provision of business grants, interest free loans, and skills training of the youth, as these would continue to benefit the beneficiaries even after exit of the donor. The success of the support is also obvious from the responses, as all of the respondent beneficiaries (100%) were satisfied with the quality of the trainings they received, 80% of the respondent beneficiaries mentioned that the received training would help them out in the future and that they would like to obtain more trainings/refreshers to upgrade their skills. Similarly, 12% of the respondent beneficiaries have employed another person as an employee after establishing an income generating businesses with support of the project, and 55% of the respondent beneficiaries reported that their business was flourishing and growing.

Figure 26: Sustainability of support



When asked as to “how local authorities will continue employment exchange activities after completion of SDP”, 80% of the respondent beneficiaries shared that the local authorities would continue with the employment exchange activities even after completion of SDP, through awareness, financial support/grants, skills development and trainings, while 9% amongst these mentioned they would do this through self-help.

According to 20% of the respondent beneficiaries, the internship/apprenticeship would have a long-term future impact on their development, 80% of them did not know about the long-term future impact and nor did they have any proper plan for the future beyond the SDP programme. Similarly, when asked to specify “how they plan to continue to get future employment, if the job placement center is not there in their area”, the respondent beneficiaries shared that there is no employment center currently either.

Regarding sustainability of the capacity building programme, the respondents of **FGDs** stated that the trainings imparted to men helped them in getting jobs in different urban areas, and some are even in the Middle East now working as electricians, drivers and masons. Women beneficiaries were given interest free loans, sewing machines and trainings, and many of them are now stitching and doing embroidery to sustain their families. Almost all of the respondents (100%) wished that these interventions continue in the future and the needy ones are supported. Those who have received skill trainings and tools are the only ones with the mechanism to continue with the interventions even after the programme support ends.

The provision of business grants, loans, and skills trainings to youth are sustainable to a greater extent, according to respondents of **KIIs**, because almost all of the beneficiaries under this component have started their own businesses and are earning enough to support their families, especially females who have initiated their businesses and are equally contributing to the finances of their families. Likewise, the establishment of local committees has also been useful, as they are regularly looking after the infrastructure work done and if there are any issues, these are raised and communicated to the Government. All of the respondents shared that none of the UNDP actions posed any environmental threat to the sustainability of programme outputs. Market committees endorsed by the Government and business associations, enhancement of economic cooperation development forums, SMEDA contract amendments are all underway and will be approved by the Government, which will provide a further PKR200 million for the area.

6.2.3 Output 3- Improved Access to Quality Education

Major Interventions: Schools' rehabilitation, equipment/tools support, capacity building of Education Department and local communities for better service delivery, rehabilitation of schools and restoration of facilities including WASH facilities, trainings, monitoring of schools, teaching and learning, increased enrollment and enrollment retention via back to school campaigns, enrollment driver community events, enrollment increase and provision of furniture and equipment to rehabilitated schools.

Snapshot of Key Achievements Under Output 3

- Revived 836 government schools alone and in partnership with UNICEF
- Brought back 19,613 students to school through enrolment drives and community mobilization.
- Formed and trained 761 Taleemi Islahi Jirgas (TIJs) / Parent Teachers Councils (PTCs)
- Trained 2,003 Government school teachers
- Provided learning materials and teaching kits to 755 rehabilitated schools
- Provided furniture to 346 schools
- Organised exposure visits for 101 officials of education department
- Trained 57 officials of Education Department, Govt. of KP
- Furniture and equipment provided to 16 selected district Education Department

Activities under this component were highly appreciated by the communities and based on the responses, it may be assumed that the programme has achieved the required results as per targets and allocated resources. It has been found that the support was relevant, efficient, effective, impactful and, to some extent, sustainable, as outlined in details below.

Relevancy

The interventions implemented were relevant as the community members were part of the identification processes for rehabilitation and restoration of facilities and 87% of the respondent beneficiaries rated the support as positive. All of the respondents had received training/refresher sessions on monitoring school planning and management, and were part of monitoring the performance of their schools, teachers and learning outcomes on a “weekly basis”. In total, 66% reported that the community members and the schools' children of their area had received training on disaster risk reduction. 100% of the respondent beneficiaries recall school campaigns, enrollment drives or a community event for increasing student enrollment in schools of their area. They also appreciated the provision of “chairs and tables for students and teachers” and “cupboards” to their schools.

When asked about the details of programme activities, the respondents of **FGDs** shared that SDP-implemented activities for the improvement of schools and important activities included construction of latrines and provision of water tanks, generators and paint work in schools. When asked whether the activities were in line with their needs, most of the respondents were of the opinion that the activities implemented by the programme were very relevant and actually according to their needs. Renovation of schools and construction of washrooms/latrines had been identified as development needs of the area. On the other hand, other development needs met by the programme also included solar panel installation, reconstruction of girls' school, construction of washrooms/latrines, and trainings to teachers. However, the respondents from South Waziristan shared that “majority of the women were denied admission as they were not enrolled in a local Madrassa”.

The respondents of **KIIs** mentioned that school rehabilitation was one of the key activities completed by the programme. Likewise, regarding any gaps, they mentioned that there had been “limited coverage in the area and few people were reached, while the need was for a lot more. More schools

needed repair and rehabilitation”. The discussion with key informants also revealed that there was a strong coherence between the strategy outlined in the SDP Project Document and the NMDs’ priorities related to Output 3.

Efficiency

While analyzing the responses, the data reveals that the programme activities under Output 3 were efficient as 100% of the respondent beneficiaries reported that the schools actually needed the rehabilitation work, and that the training and monitoring of schools were essential activities, which helped improve the enrolment at schools and teachers’ attendance.

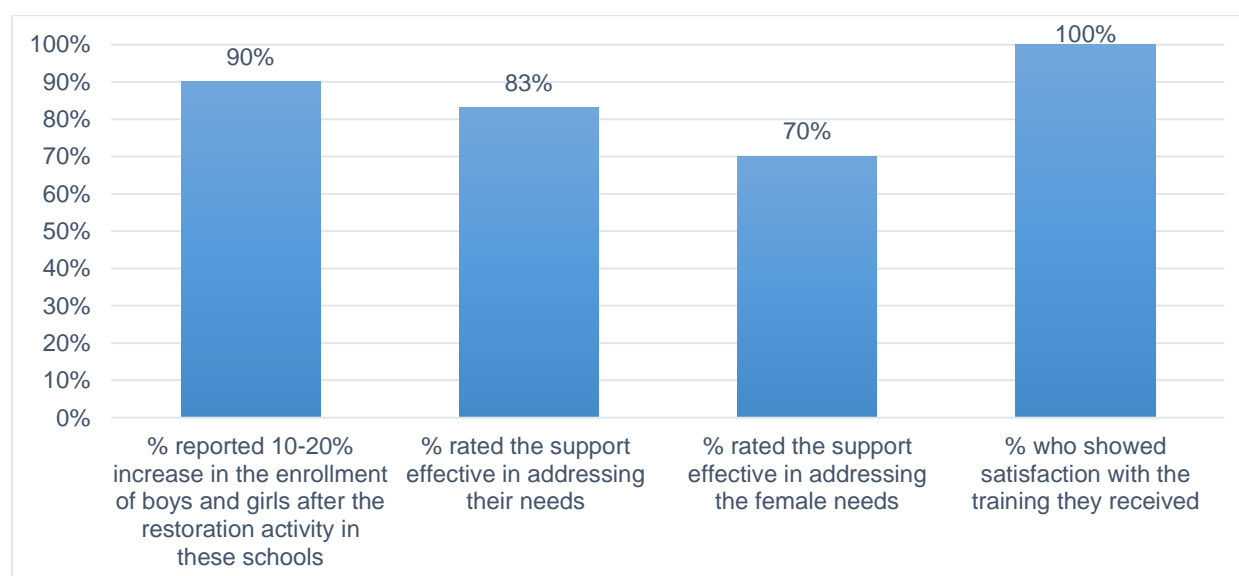
To assess the efficiency of the support with cost, most of them (85%) did not know about the cost of any of the activities. Those who did know, shared that the costs per activity represented a fair value for money.

The **KII** respondents did not have any idea about the cost or budget efficiency as they were unaware about the costs. One of the respondents mentioned that “in terms of assisting schools, I would say that the UNDP implementation strategy and execution was 30% efficient. Many construction projects such as schools’ washrooms, boundary walls and some repair have been continuing for the last few years, and some construction projects in Upper Orakzai were left in the middle and we have no idea about them now”. This is an area for SDP to further ascertain the ground realities. In total, 75% of the respondents mentioned that the M&E team visited school facilities at different intervals. They would ask the stakeholders about the quality of work, whether needs were addressed or not, etc., while 23% had no idea about such visits. One of the respondents mentioned that “several teams visited us and the facilities, and so far I have not noticed any problem with the project effectiveness or efficiency.”

Effectiveness

Regarding effectiveness of the programme, the responses of beneficiaries reveal that the programme was effective in responding to the needs of the community / area. Almost 90% of the respondent beneficiaries reported that there had been a 10-20% increase in the enrollment of boys and girls after the restoration activities in these schools. Almost 83% rated the support effective in addressing their needs, and 70% rated the support effective in addressing the needs of females. All of the respondents reported that the themes/topics were according to their needs, and they were satisfied from the trainings they received, and that the school performance monitoring visits were making a difference.

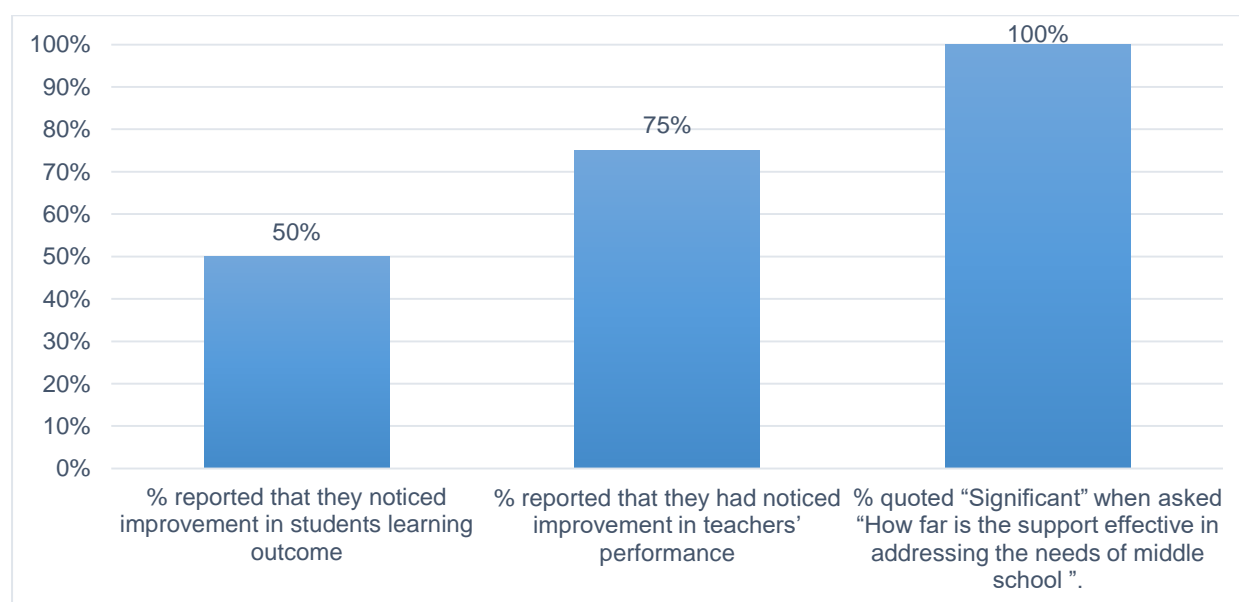
Figure 27: Effectiveness of training and support provided to schools



They also reported that prefabricated structures and tent schools were still functional in their area and almost 100 new male students and 40 girls were enrolled in the prefab schools, and 175 boys and 200 girls were enrolled in the tent schools.

Almost 50% reported that they noticed improvements in the students' learning outcomes, while 75% reported that they had noticed improvements in teachers' performances, trainings and monitoring activities. Similarly, 100% quoted "significant" when asked "how far has the support provided by FATA Elementary Education Foundation under SDP been effective in addressing your middle school needs".

Figure 28: Improvement in learning outcomes of students and teacher performance

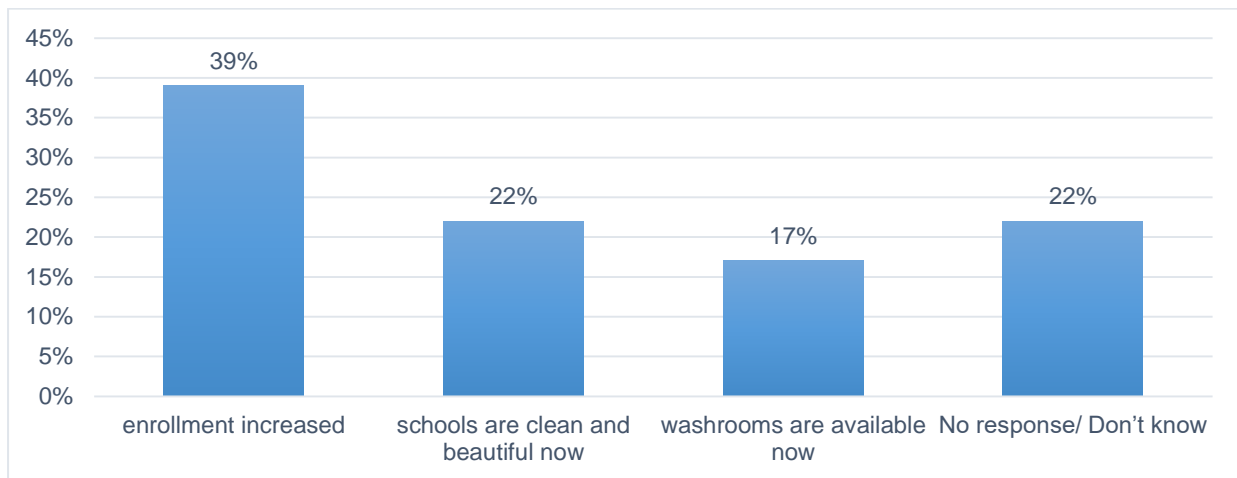


When asked to mention the needs addressed, the respondents of **FGDs** shared renovation/repair and paint work in schools, solar panels installed, construction of washrooms/latrines, and trainings to teachers as the major needs that had been addressed. According to 35% respondents, they need more schools, especially secondary schools. All of the respondents were happy with the support for improving education. They shared that the schools' rehabilitation and repair work had improved the facilities. Schools were clean and secure now. According to respondents, initiatives like the rehabilitation of schools and others were the ones showing the greatest achievement.

Impact

The impact of the programme activities under Output 3 is visible from the responses of the beneficiaries, especially regarding the restoration, training and monitoring of schools, which has resulted in a 10-20% increase in the enrollment of boys and girls. When the respondents were asked about the changes brought by school rehabilitation and restoration of facilities in their area, almost 78% mentioned different changes, like 39% reported "enrollment increased", 22% reported "schools are clean and beautiful now", and 17% reported "washrooms are available now".

Figure 29: Impact of the activities and support to schools



Likewise, they also reported that rehabilitation of schools resulted in girl students having better access to education, while trainings provided awareness to teachers and students and that they felt very encouraged. Schools were clean and beautiful, and there was no bad smell and students happily came to school now. The school performance monitoring visits have had impact on the learning outcomes of both male and female students, and the performance of teachers, like “there is regular attendance of students”, “there has been an increase in enrollment”, “there is improvement in students’ results” “regular attendance of teachers”, and “teachers are active”, etc.

All of the respondent beneficiaries mentioned that they have noticed changes in the school environment after receipt of furniture, equipment and learning materials. They further specified that “students and teachers were very happy now, with an increased interest in attending school due to the enhanced environment of the school”. As mentioned earlier, they reported the new male and female students enrolled in the prefabricated structure schools, and the boys and girls enrolled in the tent schools.

When asked to mention how various programme components had a positive/less positive/no impact on each other, 50% of the **FGD** participants did not respond, while 20% of the respondent beneficiaries mentioned that every activity had a positive impact. About 10% mentioned that it was a wonderful initiative, but only if it was not hijacked by the local clergy who trained and allowed only their Madrassa girls and students. About 20% mentioned that up-gradation of girls' schools and renovation is useless without teachers. When asked about the changes brought about by the programme, the respondent beneficiaries mentioned that renovation of schools helped our children to go to school and that the education status had improved.

The **KII** respondents shared that support to schools had increased attendance of students and teachers due to the enhanced facilities and clean environment. It also increased the parents’ trust in the education system. Most of the respondents shared that commenting on such changes at this stage was not possible but anyhow during discussion while assessing the change, they said the school rehabilitation and paint work had improved the situation of the schools, and thus increased enrollment had been witnessed and will further improve the low enrollment rates in schools. They also stated that at least there was an increase in the demand of such activities amongst the communities, which was a good sign because that meant that people were now more aware about their rights as citizens of the State. According to respondents, keeping in view the tough environment of the area, there has been major impact by the project, especially for education and health interventions, quality of services, the

learning environment, students' enrollment and teachers' attendance (both of which increased), and that other donors were also encouraged to take interest in the region now, as donor confidence had increased and more funding is now expected. Third party monitoring was carried out for the first time in the NMDs, and the Education Department has open discussions on improving the school learning environment in these areas. Overall, the project has had a very positive impact.

Sustainability

The sustainability aspect of the project is also visible regarding the rehabilitation of schools and the training of teachers and students, as these would continue to benefit the community even after exit of the donor. All of the respondent beneficiaries (100%) reported that they were going to continue monitoring of schools, teaching and learning. They also shared that since they were local of the areas, therefore could easily continue monitoring of schools, teaching and learning outcomes. Likewise, 75% of the respondent beneficiaries reported that they would establish prefabricated structure and tent schools in the future, and when asked as to how they will fund these schools, they mentioned that they would do it with their own money/self-help and, if needed, would ask the Government for support. They would increase students' enrollment in schools of their area after SDP's completion through "enrollment campaigns", "awareness raising of parents" and "walks", through self-help and via school funds. When asked about future funding, after SDP, for furniture, equipment and learning material, the respondent beneficiaries mentioned "we will collect funds from villagers/self-help". Below are the tasks/ actions and plans mentioned by beneficiaries.

Actions / tasks to maintain and operate the completed school rehabilitation and restoration of facilities of their area and other activities after SDP completion:

- They will properly monitor the schools and activities (almost 50% quoted this)
- They will take good care of cleanliness
- Some of them shared help of community or NGOs would be required (9%)

Steps to identify school rehabilitation and restoration of facilities of their area after SDP completion:

- Through help of the community (43%)
- We are local and know the needs of the area (17%)
- We will ask from the teachers of the schools (30%)
- We will consult with Village Councilor (9%)

Key steps on how female members will identify school rehabilitation and restoration of facilities of their area after SDP completion:

- Through help of the community (22%)
- They will ask from the female teachers of the schools (26%)
- Through the help of PTCs (13%)

Sources to fund school rehabilitation and restoration of facilities of their area after completion of SDP:

- Through PTC and school fund (13%)
- They will collect funds from locals/ self-help (22%)
- They will ask for help from village councilor (4%)
- They will ask Government (22%)

Plan to further improve their monitoring of school planning and skills on a regular basis:

- Coordination between Parents and Teachers
- Ask government to visit frequently
- Departmental coordination

Activities under Output 3 are sustainable as per the **KII** respondents. Rehabilitation of schools, WASH activities, training of teachers, and strengthening the PTCs are also sustainable, as these are now functional schools.

6.2.4 Output 4- Improved Access to Social Services

Major interventions: *Public infrastructure schemes infrastructure (health units, water systems, access roads, community involvement in decision making, etc.).*

Snapshot of Key Achievements Under Output 4
<ul style="list-style-type: none"> • Constructed/rehabilitated 95 public sector infrastructure schemes which include: • 39 drinking water supply schemes, 15 powered through solar panels • 24 irrigation channels • 12 roads, three PCC link roads, two shingle roads and one cause-way • 10 street pavements • Two micro-hydel power stations • A sports stadium and a children's park

Activities under this were highly appreciated by the communities and, based on the responses, it may be assumed that the programme has achieved the required results as per targets and allocated resources. It has been found that the support was relevant, efficient, effective, impactful and, to some extent, sustainable, as outlined in details below.

Relevancy

The interventions implemented in the target areas were relevant as access to social services in these areas is highly lagging behind. The interventions were relevant also because most of the respondent beneficiaries (60%) reported that they were part of the public infrastructure schemes' identification. And all of them reported that they were benefitting from the schemes rehabilitated in their areas. Similarly, 93% of the respondent beneficiaries rated the SDP support as being positive. When asked about female participation in the CPI schemes' identification process however, 82.1% reported "0 females participated". This is mainly owing to the fact that NMDs are a tribal area with a tribal culture, thus requiring support of the Government and development partners to bring about positive changes for empowering the women.

When asked whether the programme activities under Output 4 were in line with their needs, most of the **FGD** respondents, were of the opinion that the activities implemented by the programme were very relevant and actually according to their needs. When asked about the details of activities, the respondent beneficiaries were aware about activities in their areas including installation of tube wells, construction of latrines, water channels, construction of link roads and canals, street lights, and street pavements. They shared that clean drinking water was a serious issue and it was resolved by establishing tube wells and water pumps. Flooding was another serious issue, and canals/waterways works solved the issue. However, protection grills were needed, especially around the canals flowing in the middle of the villages. Likewise, link roads were constructed and streets were paved that helped the community, especially roads to far-off areas, and also helped them in accessing basic health services. Similarly, garbage places were also constructed that helped the communities to dispose waste material, which also helped in controlling the spread of diseases. The beneficiaries said women should be taken on board in the rehabilitation of different facilities as they are responsible for fetching water and looking after livestock, and that many streets are still not paved, the river nearby needs protection walls, and more link roads to the villages are needed, as much of the work so far had been

concentrated to only road-side areas and far-flung areas had been ignored. Development needs of the area as mentioned by respondent beneficiaries were clean drinking water, water channels, canals for agriculture, link roads, water facilities, pavement of streets and streetlights, construction of washrooms/ latrines. Development needs met by the programme, as mentioned by the respondents, included water channels, tube wells, canals, link roads, streetlights, and pavement of streets. Solar panels had also been installed. Respondents also shared that the irrigation scheme had been the best amongst all the schemes, which is still in execution and has been very fruitful/helpful. Development needs that were not met by the project included the need for a BHU facility; streets are not properly paved and there is still mud everywhere on the streets; irrigation lines in the fields also need repair; water boring is not functional and drinking water is not available; the pipe size is not sufficient to fulfill the drinking water requirement as the diameter of the pipelines supplied to the households from the main tank is not same and is very small, because of which water is not equally distributed/supplied to the households – only one household gets water.

The respondents of **KIIs** mentioned “link roads, water facilities, canals, and school rehabilitation” as key activities completed by the programme. Likewise, regarding any gaps, they mentioned that there was “limited coverage in the area and few people had been reached, while the need was for a lot more, especially the need for water; there is an urgent need for small dams in the areas”. According to most of the respondents of **KIIs**, the programme contributes to the achievement of its objectives “to a great extent”, but regarding **NMDs**’ priorities, there is a much greater need for development work in the region. According to the respondents, the **SDP** implementation strategy has been responsive to a great extent to the needs, priorities of Government counterparts, beneficiary communities, and the emerging development scenario of the **NMDs** like “link roads, water facilities and canals”, which were among key priorities. After the military operation, the Government and administration’s immediate concern was rebuilding/repairing of infrastructure and other facilities, which were covered to a great extent, but most of them mentioned it to be almost 40%, while there was need for a lot more to be done. The respondents mentioned “link roads, water facilities, canals, and school rehabilitation” as key activities completed by the programme.

Efficiency

In total, 86% of the respondent beneficiaries had no idea about cost estimates or audits of the community infrastructure schemes of their area. Those who knew about the costs (around 14%), stated that “the costs per community infrastructure schemes represent fair value for money”.

In total, 75% of the **KII** respondents mentioned that the monitoring teams visited on a regular basis, during the identification process, and then during the implementation of the works. The **M&E** team visited facilities at different intervals. They would ask the stakeholders about the quality of work, whether needs were addressed or not, etc., while 23% had no idea about the visits.

Effectiveness

All of the respondent beneficiaries (100%) rated the support as being positive regarding their needs and the needs of female community members.

Almost more than half of the respondents of the **FGDs** (55%) agreed that **SDP** activities under Output 4 contributed to address the needs of their areas, which were identified at the beginning of the programme, 15% shared this “to some extent”, 20% mentioned “no”, while 10% did not respond. When asked to mention the needs addressed, the respondent beneficiaries shared that “water channels, tube wells, canals and link roads were constructed; streetlights and pavement of streets; solar panels were installed; and construction of washrooms/latrines”. When asked to mention the needs which remained to be addressed, the respondent beneficiaries shared that “streets were not properly paved

and there was mud everywhere on the streets; irrigation lines in the fields also needed repair; water boring was not functional and drinking water was not available”.

All of the **KII** respondents agreed that the programme had achieved its targets related to improving social services like clean drinking water, water channels, drainage systems, tube wells, link roads for accessibility to schools, market and hospitals, etc., but again they mentioned that the support was in limited areas only. According to the respondents, link roads were the areas with the greatest achievement.

Impact

The respondent beneficiaries shared “access to clean water”, “clean environment”, “paved streets”, “enhanced lighting in streets”, and “enhanced transportation”, as changes brought about by these community infrastructure schemes in their areas.

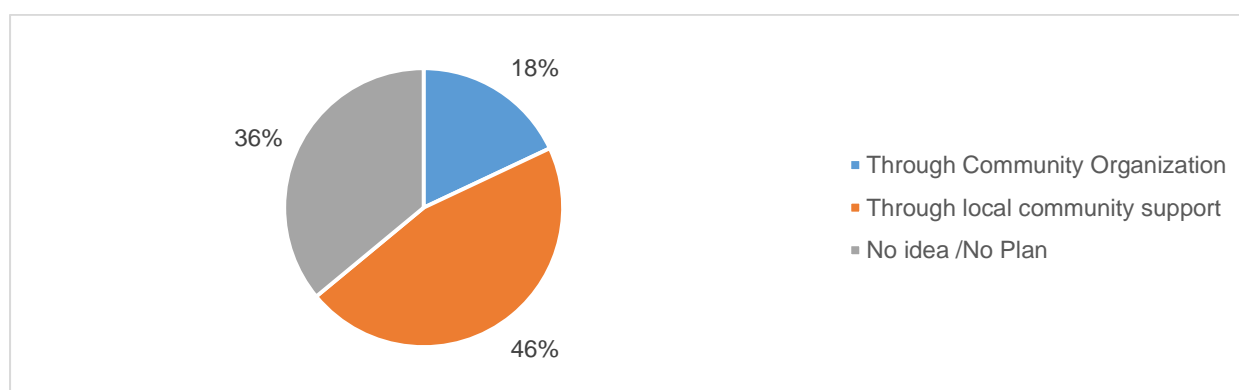
When asked to mention how various programme components had a positive/less positive/no impact on each other, 50% did not respond, while 20% of the **FGD** respondents mentioned, “every activity had a positive impact – from construction of the retaining wall, to distribution of livestock”, 10% mentioned “it was a wonderful initiative”, while 20% mentioned “some of the useless canals had no positive impact”. The respondent beneficiaries mentioned “provision of clean water”, “street pavements”, “provision of machines and tools”, “link roads”, “solar lights”, “support to shopkeepers and women”, as the most beneficial activities for them. When asked about the changes brought about by the program, the respondent beneficiaries mentioned, “supply of clean drinking water improved the health of individuals, and canals helped in dealing with floods”.

Likewise, most of them also mentioned that “the roads, tube wells and canals improved health, provided livelihood and improved the status of education”, while 10% mentioned “no changes”, in terms of the impact of interventions under Output 4 on the lives of the beneficiaries and how has the infrastructure component contributed to the development of the NMDs or beneficiaries. When asked what is the functionality status of the infrastructure schemes, the **KII** respondents shared that the infrastructure component enhanced accessibility to facilities for the people.

Sustainability

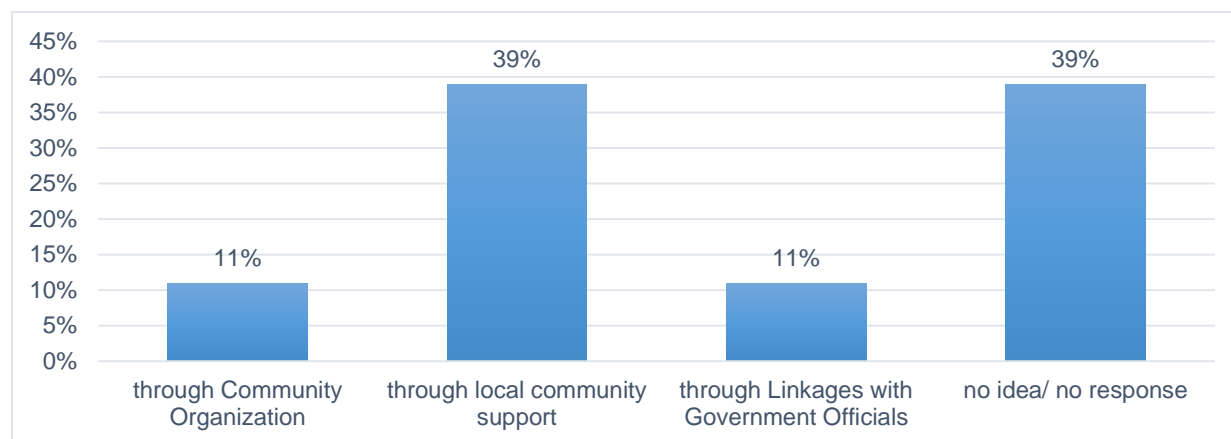
When asked “how they will maintain and operate the completed community infrastructure schemes of their area after SDP completion”, 18% of the respondent beneficiaries quoted “through Community Organisation”, 46% quoted “through local community support”, while 36% had no idea and quoted “no plan”.

Figure 30: Operation of community infrastructure schemes after exit of SDP



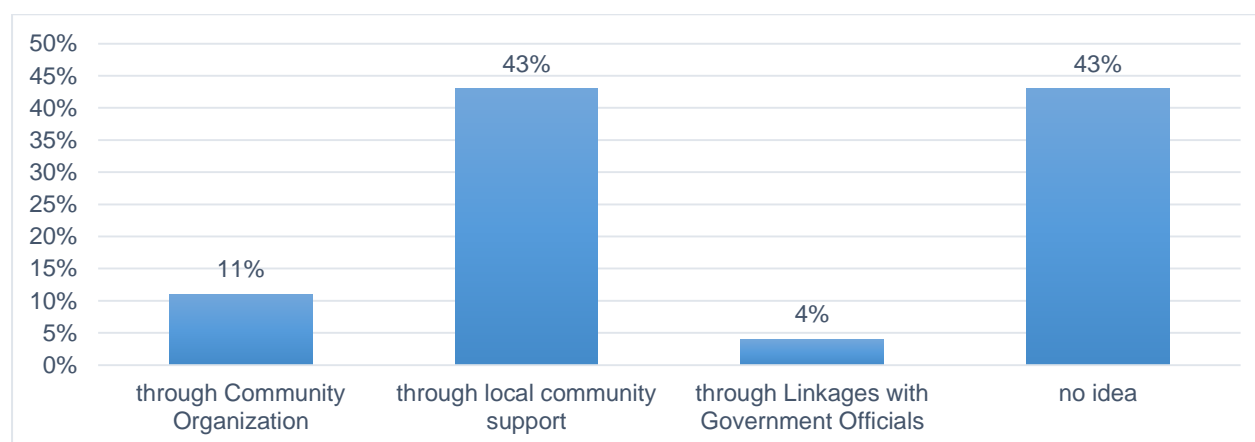
When asked “how they will identify community infrastructure schemes of their area after SDP completion”, 11% of the respondent beneficiaries quoted “through Community Organisation”, 39% quoted “through local community support”, 11% quoted “through linkages with Government officials”, while 39% had no idea.

Figure 31: Identification of community infrastructure schemes after exit of SDP



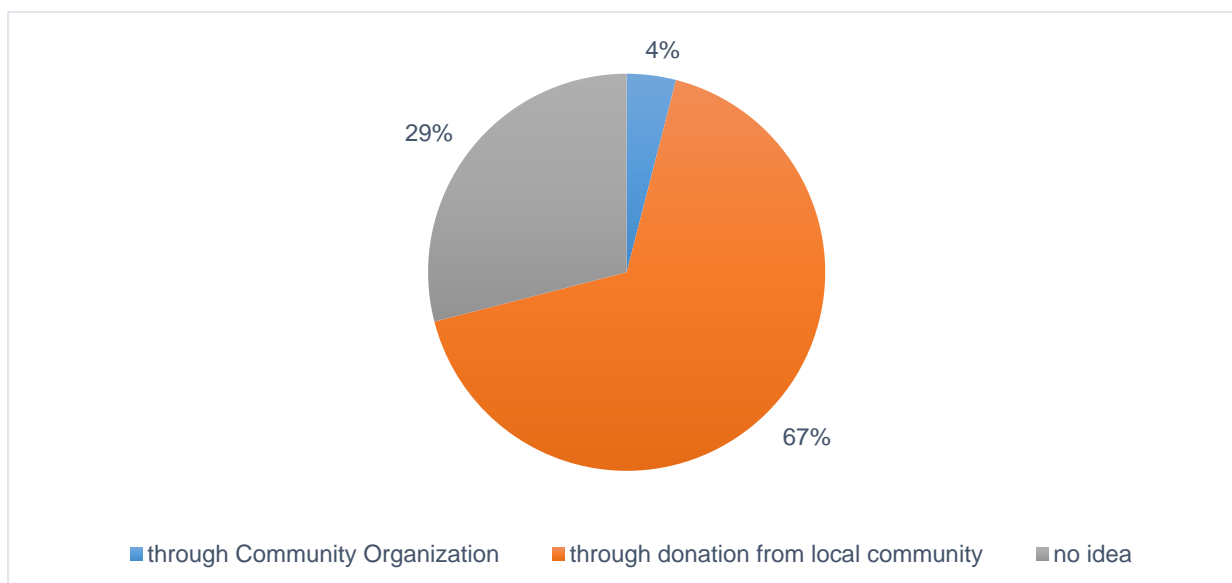
When asked “how will female members of their area identify community infrastructure schemes after SDP completion”, 11% of the respondent beneficiaries quoted “through Community Organisation”, 43% quoted “through local community support”, 4% quoted “through linkages with Government officials”, while 43% had no idea.

Figure 32: Identification of community infrastructure schemes by female community after exit of SDP



When asked “how will they fund community infrastructure schemes of their area after completion of SDP”, 4% of the respondent beneficiaries quoted “through Community Organisation”, 67% quoted “through donation from local community”, while 29% had no idea.

Figure 33: Funding of community infrastructure schemes after exit of SDP



Regarding “the extent to which the community physical infrastructure, market infrastructure and public infrastructure schemes were sustainable after the phase-out of the programme”, none of **FGD** respondents had any idea about this. None of them had any idea about any mechanism in place for the long-term operations and sustainability of the infrastructure schemes, or the involvement of COs in the long-term operation or sustainability of the schemes. Most of the respondent beneficiaries had no idea when asked if there are “any financial risks that may jeopardize the sustainability of programme outputs”. Some of them mentioned, “yes, if any facility of water provision or canal is damaged, then there is no mechanism to repair it”.

Regarding the present/current condition of the completed infrastructure schemes, according to **KII** respondents, the work done is of high quality. Regarding COs’ involvement, they are active as of now and are engaged in the long-term operation and sustainability of the schemes. They are supervising the completed schemes and regularly communicate the issues when and as they arise. They also shared that the Government has mechanism in place for sustainability of the infrastructure schemes. None of them shared specific financial risks that may jeopardize the sustainability of project outputs, while some of them mentioned that “mega projects such as road-links damaged by floods and rains might have issues, as it is not possible for the poor communities to fund the maintenance”. Some stated that “flooding is a serious issue and needs special attention. It is costly also therefore it needs Government and donor attention”. All of the respondents shared that none of the UNDP actions pose an environmental threat to the sustainability of project outputs.

7 Key Lessons Learned

Lessons learned is part of the monitoring process and a major knowledge source derived from experiences during project implementation, which are properly documented and shared with the aim of promoting the occurrence of desirable outcomes, while precluding the recurrence of undesirable outcomes. Lessons learned during the life of a project are a continuous practice. UNDP conducted a lessons learned exercise during SDP/FTRP 2018, which was properly documented under each thematic area and shared with the stakeholders.

The SDP evaluation also focused on documenting lessons learned so that the UNDP, UN Agencies and the Government use these lessons as a source of knowledge from experience to apply in future programming. Below are the key lessons learned in this evaluation.

- a. Given the capacity (thematic understanding, strategies, approaches, processes) and implementing partners (government, donor, non-governmental), diversities at the national, provincial, district and local/village levels, and the needs of the direct beneficiaries in the target geographic areas of SDP, it is important to design and deliver targeted orientation sessions and disseminate information materials to align the understanding and expectations of the stakeholders with that of the beneficiaries. This would ensure that implementation is facilitated towards outcomes of the programme in an enabling manner, as currently there are complaints, particularly from the beneficiaries, resonating along (i) the geographic coverage, and (ii) the quantity of support/assistance received.
- b. Female inclusion target of 30-40% in the context of NMDs is huge, especially given cultural barriers, education levels, the poverty and security situation, and hence, SDP needs to either rationalize it or introduce more activities supporting women in the next phase.
- c. Though SDP is monitoring the implementation of activities in the NMDs regularly, however, it needs to improve further the frequency of monitoring visits for the identification of implementation problems for course correction in a timely fashion, while addressing the grievances of direct beneficiaries to the maximum extent possible.
- d. SDP is generating sizable data as a result of field implementation, which needs to be organized and systemized for guiding future field implementation, presentations and dissemination given the requirements of the target audience at the national, provincial, district and local/village levels (government, donors, non-governmental, beneficiaries), so that everyone is apprised of the latest situation.

8 Conclusions and Recommendation

The programme was evaluated against the UNEG criteria of relevancy, efficiency, effectiveness, impact and sustainability. The following conclusions and recommendations have been derived from the findings and analysis of beneficiaries, focus groups and key informants' responses of the study for consideration by SDP and UNDP. These are mentioned under each UNEG criterion.

CONCLUSIONS

A) Relevancy

A.1.1: The analysis of the responses regarding efforts of the project justifies that there was relevancy between the project and the needs of the target community. The project was in line to a great extent with the national and provincial development priorities and the programme's outputs and outcomes. Most of the respondent beneficiaries (96.6%) are aware of the functions/role of community organisations and almost 75%-85% mention that the different supports provided were relevant to their needs. For example, clean drinking water and flooding were some of the serious issues which were resolved; women in these areas are skilled and they support their families by doing embroidery and stitching, thus polishing their skills was an important need of the local women. Similarly, the rehabilitation efforts in roads, streets and schools, and provision of grants also remained successful and had a positive impact on the beneficiaries (80-90% of the respondent beneficiaries rated the support as positive).

B) Efficiency

B.1.1: Most of respondents (>80%) were unaware about SDP's implementation strategy and costs involved; however, the beneficiaries, who received cash grants, stipends or internships were appropriately aware of the costs and implementation strategy.

B.1.2: While analyzing the data against efficiency of the project, the data from those who responded, especially respondents of KIIs and those who received cash grants, stipends or internships, reveals that the project management structure was efficient in generating the expected/targeted results and that the UNDP project implementation strategy and execution has been efficient, which is also obvious from the work carried out and reported by respondent beneficiaries during interviews.

B.1.3: The efficiency of the project is also visible from the respondents who received livelihood support/cash grants or internships, where almost 70% of them were earning proper income (more than 17,000 PKR per month) from the support.

C) Effectiveness

C.1.1: Regarding effectiveness of the project, according to responses (mostly from KIIs), the project contributed to the country programme outcomes and outputs as well as national and provincial development priorities, as more than 90% of the results have been achieved and most of the respondents have quoted that communities were benefiting from project interventions as per the objectives of the project. The programmatic interventions have been successful in addressing the immediate needs of the communities, especially interventions like livelihood/jobs/grants and stipends, as almost 80-90% of the respondent beneficiaries reported that these activities enhanced their skills and are supporting them in earning for their families.

C.1.2: When asked in which areas does the project have the fewest achievements, most mentioned "in areas where the local clergy was not taken on board" because the local clergy mostly controlled work in these areas. Some mentioned "far-flung areas" and "security risk areas".

D) Impact

D.1.1: While exploring the impact, almost all of the respondent beneficiaries shared that the programme had a positive impact. Most of them (66%) stated that they have solved problems related to water, paved streets and installed streets lights, conducted cleaning of streets, gutters and *nalas*, did repair work in schools and on roads for schools, all of which have had a very good impact on their social life. More than 75% of the respondents could not agree on the COs being helpful because they shared that there were no funds available with them. Another important finding was that mostly females did not participate in the CO meetings and discussions.

D.1.2: More than 70% of the respondents shared events and meetings helped in the coordination and identification of problems and in developing strong linkages with the Government, which will help in the future as well.

D.1.3: They were agreed that many changes have been brought by these interventions in their areas, like “livelihood support, grants, provision of equipment, school infrastructure, tube-wells, road and electricity”. They also shared that the skills provided to women were helping in generating income and enabling them to support in the expenses of their home.

D.1.4: Some of the respondents shared that “it was a wonderful initiative except where local clergy allowed only their Madrassa girls and students” to be trained, and that “up-gradation of girls' schools and their renovation is useless without teachers”.

D.1.5: The respondent beneficiaries mentioned that support like provision of clean water, pavement of streets, provision of machines and tools / livelihood opportunities, stipends, link roads, solar lights, support to shopkeepers and women, were the most beneficial activities for them.

D.1.6: More than 70% of the respondent beneficiaries reported that these SDP activities enhanced their skills and they were earning proper income (more than 17,000 PKR per month) from the support. Where 57% of them started their own work on the basis of the received training and equipment, many also used the received training skills to generate extra income.

E) Sustainability

The results produced particularly through business grants, interest-free loans and youth skills trainings, would be more durable for the future; whereas there is likelihood that the communities' physical, market and public infrastructure schemes will be maintained in some shape depending on the availability of funds for maintenance. The sustainability aspect needs to be reconsidered by SDP so that investments in skills, systems and infrastructure are more durable for the future.

RECOMMENDATIONS

A) Relevancy

Given the tribal culture, huge geographic area (27,000 km²), lag in infrastructure, insufficient basic social services and more than 5 million inhabitants (2.4 million+ female population) of the Newly Merged Districts, **the UNDP may revisit the target audience needs assessment methodology and processes for SDP future interventions to provide social, economic and development assistance in a more encompassing manner** so that ‘no one are left behind’ (especially women and vulnerable) as some of the respondents mentioned they were not involved in the needs identification process. This will further assist in (a) prioritizing the needs of beneficiaries and (b) empowering more women.

B) Efficiency

Engaging communities and stakeholders on project strategies, workplans and expenditure is important to increase their awareness and ownership for durability of results; hence, **the UNDP may reexamine**

the SDP implementation and outreach methodologies for further supporting and enhancing project results' efficiency with reference to community engagement and basic social services.

C) Effectiveness, Impact and Sustainability

Though SDP has significantly contributed towards achievement of the UNDP country programme outcomes and outputs, the national and provincial development priorities in addressing the needs of communities in NMDs based on respondents' feedback; however, **the Governments of Pakistan and Khyber Pakhtunkhwa, and Development Partners (multilateral and bilateral) may consider further funding to diversify and deepen programming (livelihoods, skills, public private partnerships, education, health, employment, social protection assistance – BISP, Ehsaas –, women rights, community physical infrastructure, municipal services, roads, etc.) in a strategic and sustainable manner** as the Newly Merged Districts have a huge geographic area with substantial population size and voluminous needs for infrastructure and basic social services, which cannot be addressed in short-term with limited funding, collaborations and programming.

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9 Annexures

Annex 1 – Detailed Analysis Tables

Annex 2 – ToRs

Annex 3 – Evaluation Matrix

Annex 4 – Beneficiary Survey Questionnaire

Annex 5 – FGD Guidelines

Annex 6 – KIIs Checklists

Annex 7 – Detailed Methodology

Annex 8 – List of individuals or groups interviewed or consulted, and sites visited.

Annex 9 – List of supporting documents reviewed.

Annex 1 – Detailed Analysis Tables

Final Evaluation of Phase I of the Stabilization and Development Programme (SDP) –Former FATA Transition and Recovery Programme (FTRP)

A) Beneficiary Survey Questionnaire

In total, 398 beneficiaries were interviewed from District Khyber, Kurram, North Waziristan, Orakzai and South Waziristan, as shown in below table (68% Male and 32% Female):

Type	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Male	51	68.9%	62	84.9%	45	57.7%	55	69.6%	61	64.9%	274	68.8%
Female	23	31.1%	11	15.1%	33	42.3%	24	30.4%	33	35.1%	124	31.2%
Total	74	100.0%	73	100.0%	78	100.0%	79	100.0%	94	100.0%	398	100.0%

Output 1- Community Engagement and Social Cohesion

1.1: The rehabilitation effort will be promoted in collaborative manner with stakeholders

(Formation / reactivation and strengthening of community organizations (CO) through social mobilization)

In total, 29 beneficiaries were interviewed under this objective, 5 from Khyber, 3 from Kurram, 4 from Orakzai and 17 from North Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability for promotion of rehabilitation efforts in a collaborative manner with stakeholders.

A) Relevance- Are We Doing It Right?

A 1.1.4 Are you aware of the functions / role of community organization?

Out of the total 29 respondent beneficiaries, 96.6% (28/29) shared that they are aware of the functions/ role of community organization, while only 1 female respondent from Khyber opted No (3.4%). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	4	80.0%	3	100.0%	17	100.0%	4	100.0%	28	96.6%
No	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.4%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

Likewise, when asked what items / points are normally discussed in meetings, 76% (22/29) of respondents (95% male and 5% female) shared “Local / Community and village problems/ issues like water, electricity, roads, cleanliness, peace, development of the area, schools, security concerns, and general group discussion” are the points discussed in these meetings while 24% of the respondent beneficiaries (7/29-all female) shared that they “Don’t know”.

A 1.1.6 Was the project support relevant to your needs?

When asked whether the support is relevant to their needs, 79% of the respondent beneficiaries (23/29) opted “Yes”, 17% shared “Don’t know” while 1 respondent beneficiary did not give any feedback. Those who opted “Yes” is highest in Kurram (100%) and lowest in Orakzai (75%). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	4	80.0%	3	100.0%	13	76.5%	3	75.0%	23	79.3%
Do Not Know	1	20.0%	0	0.0%	3	17.6%	1	25.0%	5	17.2%
No Response	0	0.0%	0	0.0%	1	5.9%	0	0.0%	1	3.4%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

A 1.1.7 Has your community organization involved in (a) identification, (b) implementation or (c) monitoring of beneficiaries, physical infrastructure, livelihoods or vocational training activities?

In total, 51.7% (15/29) of the respondents (93% Male and 7 % Female) shared that their community organization is involved in identification, implementation or monitoring of beneficiaries, physical infrastructure, livelihoods or vocational training activities, while 34.5% (10/29) (70% Male and 30 % Female) shared “No”, and 13.8% (4/29) said “Don’t know” (all female). The involvement is highest in Kurram and Orakzai (100%) and lowest in North Waziristan (29.4%). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	3	60.0%	3	100.0%	5	29.4%	4	100.0%	15	51.7%
No	2	40.0%	0	0.0%	8	47.1%	0	0.0%	10	34.5%
Do Not Know	0	0.0%	0	0.0%	4	23.5%	0	0.0%	4	13.8%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

Similarly, those who opted Yes, shared that their involvement is usually monitoring the work of the organization in their area, supporting program team visit in the area, follow up on the work which is being carried out in the area and action points of the meetings held.

B) Efficiency

B1.1.1 Does your CO issue / circulate agenda of meetings in advance?

In total, 86.2% of the respondents (25/29) shared that their Community Organization issue and circulate the agenda of meetings in advance, 6.9% (2/29) opted No, while 6.9% (2/29) don’t know about this. The status of circulation of meeting agenda in advance is 100% in three districts (Khyber, Kurram and Orakzai), while it is only 76.5% in North Waziristan. Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	5	100.0%	3	100.0%	13	76.5%	4	100.0%	25	86.2%
No	0	0.0%	0	0.0%	2	11.8%	0	0.0%	2	6.9%
Do Not Know	0	0.0%	0	0.0%	2	11.8%	0	0.0%	2	6.9%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

B1.1.2 Are minutes of meeting circulated by CO among its members?

Similarly, 62.1% (18/29) shared that minutes of meeting are circulated by CO among its members while 34.5% (10/29) shared that minutes are not circulated and one respondent (3.4%) was not aware (Do Not Know). Those who opted Yes is highest in Kurram and Orakzai (100%), while lowest in North Waziristan (41.2%). Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	4	80.0%	3	100.0%	7	41.2%	4	100.0%	18	62.1%
No	1	20.0%	0	0.0%	9	52.9%	0	0.0%	10	34.5%
Do Not Know	0	0.0%	0	0.0%	1	5.9%	0	0.0%	1	3.4%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

B1.1.3 Do you know cost of 1 meeting held by your CO?

In total, 37.9% of the respondents know about the cost of 1 meeting held by their CO, while 63% of the respondents don't know (37.9% say "No" and 24.1% say "Don't know"). Knowledge about cost is highest in Khyber (60%) and lowest in Orakzai (0%). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	3	60.0%	1	33.3%	7	41.2%	0	0.0%	11	37.9%
No	1	20.0%	2	66.7%	5	29.4%	3	75.0%	11	37.9%
Do Not Know	1	20.0%	0	0.0%	5	29.4%	1	25.0%	7	24.1%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

Similarly, those, who knew about the cost, shared that the 1 meeting cost range from 1,500 to 5,000 PKR. The amount ranges from 2,000 to 5,000 in Khyber, from 2000 to 5,000 PKR in in North Waziristan, and in Kurram only 1 respondent shared 1,500 PKR, while no one knew about the cost in Orakzai.

B1.1.5 Does your CO charge annual membership fee?

In total, 93% (27/29) of respondent shared that their CO does not charge and fee while 6.9% (2/29) did not respond. Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		Total	
No	3	40.0%	3	100.0%	17	100.0%	4	100.0%	27	93.1%
Do Not Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No Response	2	40.0%	0	0.0%	0	0.0%	0	0.0%	2	6.9%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

B1.1.8 How much is the annual budget of your CO?

When asked about the annual budget of their COs, 69% of the respondents (20/29) shared 0 PKR (i.e. no budget), 14% opted "Don't know", while only 5 respondents shared an amount. Two of the

respondents (from Kurram) shared 20,000 PKR, 2 respondents (from Orakzai) shared 35,000 PKR and 50,000 PKR, while 1 respondent from Khyber shared that their annual budget is 180,000 PKR.

B1.1.9 What are the budget heads / areas, where your CO spend money?

When asked “What are the budget heads / areas, where your CO spends money”, 66% of the respondents (19/29) opted “don’t know”, while other shared areas like water restoration, health education and cleanliness of streets, repair and painting of schools, while 2 of the respondents shared that they spend the money on a need-basis or whenever any scheme gets disrupted.

B1.1.10 Is audit of your CO conducted regularly?

In total, 24% (7/29) shared that audit of their CO is conducted regularly (highest in Orakzai while lowest in Khyber), 48.3% (14/29) shared that audits are not conducted regularly, and 27.6% (8/29) don’t have any knowledge about this. Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	0	0.0%	0	0.0%	5	29.4%	2	50.0%	7	24.1%
No	5	100.0%	2	66.7%	7	41.2%	0	0.0%	14	48.3%
Do Not Know	0	0.0%	1	33.3%	5	29.4%	2	50.0%	8	27.6%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

B1.1.11 If Yes, when was last audit conducted, please mention Year:

The audits were mostly conducted from 2017 to 2020.

B1.1.12 Does your CO maintain records of minutes, reports?

In total, 48.3% (14/29) shared that their CO maintain records of minutes and reports, 24.1% opted “No”, 13.8%, opted “don’t know”, and 13.8% did not provide any response. The record maintenance is highest in Orakzai and Kurram (100%) while lowest in Khyber (20%). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	1	20.0%	3	100.0%	6	35.3%	4	100.0%	14	48.3%
No	1	20.0%	0	0.0%	6	35.3%	0	0.0%	7	24.1%
Do Not Know	0	0.0%	0	0.0%	4	23.5%	0	0.0%	4	13.8%
No Response	3	60.0%	0	0.0%	1	5.9%	0	0.0%	4	13.8%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

C) Effectiveness

C1.1.1 When was CO formed? Mention YEAR

The data shows that 3.4% of the COs (1/29) were formed in 2015, 17.2% (5/29) formed in 2016, 34.5% (10/29) formed in 2017, 27.6% (8/29) formed in 2018 and 17.2% (5/29) were formed in 2019. Most of the MOs were formed in 2017 and 2018. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
2015	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.4%
2016	1	20.0%	0	0.0%	4	23.5%	0	0.0%	5	17.2%
2017	3	60.0%	2	66.7%	3	17.6%	2	50.0%	10	34.5%
2018	0	0.0%	1	33.3%	5	29.4%	2	50.0%	8	27.6%
2019	0	0.0%	0	0.0%	5	29.4%	0	0.0%	5	17.2%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

C1.1.2 When did you join CO? YEAR

The data shows that 3.4% of the respondents (1/29) joined the COs in 2015, 17.2% (5/29) joined in 2016, 34.5% (10/29) joined in 2017, 20.7% (6/29) joined in 2018, 20.7% (6/29) joined in 2019 and 3.4% (1/29) joined in 2020. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
2015	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	3.4%
2016	1	20.0%	0	0.0%	4	23.5%	0	0.0%	5	17.2%
2017	3	60.0%	2	66.7%	3	17.6%	2	50.0%	10	34.5%
2018	0	0.0%	0	0.0%	5	29.4%	1	25.0%	6	20.7%
2019	0	0.0%	1	33.3%	5	29.4%	0	0.0%	6	20.7%
2020	0	0.0%	0	0.0%	0	0.0%	1	25.0%	1	3.4%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

C1.1.3 Are you still member of CO?

Out of the total 29 respondents, 82.8% (24/29) are still members of the COs, 3.4% (1/29) opted “No” and 13.8% shared that they “don’t know”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	5	100.0%	2	66.7%	13	76.5%	4	100.0%	24	82.8%
No	0	0.0%	1	33.3%	0	0.0%	0	0.0%	1	3.4%
Do Not Know	0	0.0%	0	0.0%	4	23.5%	0	0.0%	4	13.8%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

C1.1.4 Is CO holding regular meetings?

In total, 37.9% shared that regular meetings are held while 62% quoted No when asked whether their CO holds regular meetings. This is highest in Orakzai (100%) while lowest in North Waziristan (23.5%). Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	2	40.0%	1	33.3%	4	23.5%	4	100.0%	11	37.9%
No	3	60.0%	2	66.7%	13	76.5%	0	0.0%	18	62.1%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

C1.1.4 How many meetings of CO you participated in the last 6 months?

When asked about the participation in meetings, almost 55% have attended 3 or more than 3 meetings. Almost 27.3% (3/29) shared that they have attended 1 meeting, 18.2% attended 2 meetings,

9.1% attended 3 meetings, 18.2% attended 5 meetings, 9.1% attended 6 meeting, 9.1% attended 10 meeting and 9.1% attended 12 meetings. Mostly have attended 1 meeting (27.3%), which is highest in Orakzai. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
1 Meeting	0	0.0%	0	0.0%	0	0.0%	3	75.0%	3	27.3%
2 Meetings	0	0.0%	1	100.0%	0	0.0%	1	25.0%	2	18.2%
3 Meetings	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	9.1%
5 Meetings	0	0.0%	0	0.0%	2	50.0%	0	0.0%	2	18.2%
6 Meetings	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
10 Meetings	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
12 Meetings	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	9.1%
Total	2	100.0%	1	100.0%	4	100.0%	4	100.0%	11	100.0%

C1.1.5 How many members are there in your CO?

According to the data, 3.45% (1/29) of the CO has up to 5 members, 17.24% (1/29) have 6 to 10 members, 27.59% (1/29) have 11 to 15 members, 17.24% (1/29) have 16 to 20 members, 20.69% (1/29) have 21 to 30 members and 13.79% have 30 and above members. It also shows that almost 80% of the COs have 11 or more than 11 members, and the highest memberships is in Kurram (33.33% with 30 or more members). Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Up to 5 members	0	0.00%	0	0.00%	1	5.88%	0	0.00%	1	3.45%
6 to 10 members	1	20.00%	0	0.00%	4	23.53%	0	0.00%	5	17.24%
11 to 15 members	2	40.00%	0	0.00%	5	29.41%	1	25.00%	8	27.59%
16 to 20 members	1	20.00%	1	33.33%	3	17.65%	0	0.00%	5	17.24%
21 to 30 members	1	20.00%	1	33.33%	1	5.88%	3	75.00%	6	20.69%
30 and above members	0	0.00%	1	33.33%	3	17.65%	0	0.00%	4	13.79%
Total	5	100.00%	3	100.00%	17	100.00%	4	100.00%	29	100.00%

C1.1.6 How many office-bearers are there in your CO?

The data regarding office-bearers shows that in 3.45% of CO (1/29) there are no office bearers, 65.52% (19/29) have up to 5 office-bearers, 13.79% (4/29) have 6 to 15 office-bearers, 6.9% (2/29) have more than 15 office-bearers while 10.34 (3/29) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
0 office-bearers	0	0.00%	0	0.00%	1	5.88%	0	0.00%	1	3.45%
Up to 5 office-bearers	4	80.00%	0	0.00%	14	82.35%	1	25.00%	19	65.52%
6 to 15 office-bearers	0	0.00%	2	66.67%	1	5.88%	1	25.00%	4	13.79%
More than 15 office-bearers	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	6.90%

No Response	1	20.00%	1	33.33%	1	5.88%	0	0.00%	3	10.34%
Total	5	100.00%	3	100.00%	1	100.00%	4	100.00%	2	100.00%

C1.1.7 How were office-bearers elected? Please specify:

Regarding the election of office bearer, 37.9% (11/29) of the respondents' beneficiary shared that election of office bearer is done via nomination, 24.1% (7/29) opted "Self", 20.7% (6/29) opted elections, 6.9% shared that other methods are used and 10.3% of the respondents' beneficiary did not respond. Highest % of responses are related to nomination and elections. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		Total	
Self	1	20.0%	0	0.0%	6	35.3%	0	0.0%	7	24.1%
Nomination	0	0.0%	2	66.7%	5	29.4%	4	100.0%	11	37.9%
Elections	4	80.0%	0	0.0%	2	11.8%	0	0.0%	6	20.7%
Any Other Method	0	0.0%	0	0.0%	2	11.8%	0	0.0%	2	6.9%
No Response	0	0.0%	1	33.3%	2	11.8%	0	0.0%	3	10.3%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

D) Impact

D1.1.1 How many issues have been resolved by CO in your area so far during last 1 years?

Please list.

While asking regarding issues that have been resolved by the CO in their area during last 1 years, 66% of the respondent beneficiaries shared that they have solved problems related to water, paved streets and installed streets lights, conducted cleaning of streets, gutters and *nalas*, did repair work in schools and roads for school, while 34% mentioned that no problems have been solved so far.

D1.1.2 If CO is unhelpful, please provide reasons.

When asked, "If the CO is not helpful please provide reasons", 38% (11/29) shared that "No funds" are available, 14% (4/29) mentioned that some NGOs provided fund initially but later-on no work has been done while 48% (14/29) of the respondent beneficiary did not respond.

D1.1.3 Is membership of CO open to everyone in your community?

In total, 89.7% (26/29) of the respondent beneficiaries (26/29) shared that membership of CO is open to everyone in their community while 10.3% opted "No". The percent of those who opted "Yes" is highest in Khyber and Kurram (100%) while lowest in Orakzai (50%). Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	5	100.0%	3	100.0%	16	94.1%	2	50.0%	26	89.7%
No	0	0.0%	0	0.0%	1	5.9%	2	50.0%	3	10.3%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

D1.1.4 If membership of CO open to everyone in your community is No, so which the group of the community has not joined CO? Please specify:

Three (3) respondents opted “No” under the question “is membership of CO open to everyone in community?”. These 3 respondents were asked about the group of community who have not joined the COs, where 1 of them mentioned that mostly females do not participate because of local norms, while the other 2 did not provide any response.

D1.1.5 Does female actively take part in CO activities as male do?

In total, 24% (7/29) of the respondent beneficiaries shared that females actively take part in CO activities as males do, while 76% shared that females do not actively take part in CO activities as males do. The females taking active part in CO activities is highest in Orakzai (100%) and lowest in Kurram 0%. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	1	20.0%	0	0.0%	2	11.8%	4	100.0%	7	24.1%
No	4	80.0%	3	100.0%	15	88.2%	0	0.0%	22	75.9%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

D1.1.6 Has your CO developed and maintained any linkages with government as a result of SDP inputs?

When asked regarding linkages with government as result of SDP inputs, 34.5% (10/29) of the respondent beneficiary quoted “Yes”, while 41.4% (12/29) opted No, and 24.1% (7/29) opted “Don’t know”. The linkages with government are highest in Orakzai (75%) and lowest in Kurram (0%). Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	2	40.0%	0	0.0%	5	29.4%	3	75.0%	10	34.5%
No	3	60.0%	2	66.7%	6	35.3%	1	25.0%	12	41.4%
Do Not Know	0	0.0%	1	33.3%	6	35.3%	0	0.0%	7	24.1%
Total	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%

D1.1.7 If Yes, please specify any impacts.

In total 10 respondents shared about linkages with government, who were further asked regarding the impact. They shared that these linkages helped in smooth implementation of activities without any hurdle, and this platform provide us opportunities to discuss issues and solutions.

E) Sustainability

E1.1.1 What are the sources of funding of your CO? Please specify:

The data regarding sources of funding for COs shows that most of the respondent opted SRSP (52%) as source of funding for their COs. In total, 52% (15/29) of the respondents opted SRSP, 31% quoted “self”, 7% mentioned “SRSP, WFP, FAO, USAID” while 10% “Don’t know”.

E1.1.2 How much funds are available with your CO? Please specify the amount:

Regarding funds availability, 83% (24/29) shared that no funds are available, 10% (3/29) shared that up to 5,000 PKR is available, 3% (1/29) shared 35000 and 3% (1/29) shared 50,000 PKR is available as fund with their CO.

E1.1.3 Do you think, the above mentioned, funds are sufficient for the needs of your area?

100% of the respondent beneficiaries quoted “No” when asked, whether the above mentioned, funds are sufficient for the needs of their area. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No	5	100.0%	3	100.0%	17	100.0%	4	100.0%	29	100.0%
Do Not Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

E1.1.4 If funds are not sufficient, what plans do you have to support your CO to meet its funding requirements?

When asked “If funds are not sufficient, what plans do they have to support their COs to meet their funding requirements”, 10.34% (3/29) quoted “Collection of funds from donors”, 10.34% (3/29) shared that they are “managing themselves”, 41.38% (12/29) shared that there are “no specific plans”, 24.14% (7/29) did not respond, and 13.79% (4/29) quoted “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Collection of funds from donors	3	60.00%	0	0.00%	0	0.00%	0	0.00%	3	10.34%
Managing themselves	0	0.00%	0	0.00%	3	17.65%	0	0.00%	3	10.34%
No specific plans	0	0.00%	2	66.67%	10	58.82%	0	0.00%	12	41.38%
No Response	2	40.00%	1	33.33%	0	0.00%	4	100.00%	7	24.14%
Don’t know	0	0.00%	0	0.00%	4	23.53%	0	0.00%	4	13.79%
Total	5	100.00%	3	100.00%	17	100.00%	4	100.00%	29	100.00%

E1.1.5 Is your CO functional now?

In total, 58.6% (17/29) of the respondents shared that their CO is functional, 27.6% (8/29) shared that it is not functional and 13.8% (4/29) were not aware, i.e. they don’t know. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	4	80.0%	1	33.3%	8	47.1%	4	100.0%	17	58.6%
No	1	20.0%	2	66.7%	5	29.4%	0	0.0%	8	27.6%
Do Not Know	0	0.0%	0	0.0%	4	23.5%	0	0.0%	4	13.8%

E1.1.6 Did SDP, UNDP assisted your CO in sustainability?

Out of the total 29 respondent beneficiaries, 82.8% (24/29) shared that SDP, UNDP assisted their CO in sustainability, 10.3% (3/29) quoted “No” while 6.9% (2/29) opted for “Don’t know”. The percent of SDP, UNDP support in sustainability is highest in Orakzai (100%) and lowest in Kurram (0%). Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	4	80.0%	0	0.0%	16	94.1%	4	100.0%	24	82.8%
No	1	20.0%	2	66.7%	0	0.0%	0	0.0%	3	10.3%
Do Not Know	0	0.0%	1	33.3%	1	5.9%	0	0.0%	2	6.9%

E1.1.7 If SDP, UNDP assisted your CO in sustainability, please specify, how?

In total, 24 respondent beneficiaries quoted that SDP, UNDP assisted their CO in sustainability. These 24 respondents were asked to explain as how this support was provided. In total, 42% of the respondents shared that the support was provided through “SRSP”, 13% quoted in the “initial start”, 17% quoted “Training”, while 29% did not respond.

E1.1.8 How you plan to continue functions of your community organizations without any external financial, material and human resources support?

When asked about how they will plan to continue functions of their COs without any external support, 55% (16/29) shared that there are “no plans”, 21% (6/29) quoted “yes they have plan”, 14% (4/29) “Don’t know”, 7% (2/29) did not respond while 3% (1/29) shared that “they will do from their own pocket”.

1.2: Restoration of trust between communities and government

(Organization of social cohesion events and meetings between communities and government for restoring trust and confidence in government)

In total, 4 beneficiaries from North Waziristan were interviewed under this objective. Below is the brief analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.1.2.1.1 Are social cohesion events and meetings conducted in your area with assistance of SDP/FTRP?

In total, 2 of the respondents from North Waziristan quoted Yes (50%) when asked “are social cohesion events and meetings conducted in their area with assistance of SDP/FTRP”.

A.1.2.1.2 If Yes, what themes / topics are covered by social cohesion events and meetings?.

The respondents shared that topics like selection of people for work, needs of the village/ school and coordination are usually discussed in these meetings.

A.1.2.1.3 Do you think these events and meetings are relevant for restoring trust and confidence among communities and government?

In total, 2 out of the 4 respondents from North Waziristan quoted Yes (50%) when asked “whether these events and meetings are relevant for restoring trust and confidence among communities and government”.

B) Efficiency

B.1.2.1.1 Do you know the cost of 1 social cohesion event / meeting?/ B.1.2.1.2 If Yes, how much is the cost of 1 event / meeting?

One out of the 4 respondents (25%) from North Waziristan knew about the cost of 1 meeting, who shared 10,000 PKR as the cost of 1 meeting.

C) Effectiveness

C.1.2.1.1 Have you received report of social cohesion event / meeting?

In total, 2 out of the 4 respondents from North Waziristan quoted Yes (50%) when asked “Have you received report of social cohesion event / meeting”.

C.1.2.1.2 If Yes, what topics were covered in the event / meeting?

The 2 respondents shared that topics like selection of suitable people for work, selection of good schemes, and required work in roads and streets are usually mentioned in these reports.

C.1.2.1.3 Do you think these events and meetings are effective in restoring trust and confidence among communities and government?

In total, 1 out of the 4 respondents from North Waziristan quoted Yes (25%) when asked “whether these events and meetings are effective in restoring trust and confidence among communities and government”.

D) Impact

D.1.2.1.1 What changes have been brought by these social cohesion events and meetings in your area to restore trust and confidence among communities and government?

Two out of the 4 beneficiaries from North Waziristan responded to this question, where 1 out of them mentioned “no special change”, while the other one shared that social cohesion events and meetings help in coordination and identification of problems.

E) Sustainability

E.1.2.1.1 Will you continue to participate in social cohesion events and meetings after SDP completion?

In total, only 1 out of the 4 respondents from North Waziristan quoted Yes (25%) when asked “whether they will continue to participate in social cohesion events and meetings after SDP completion?”

E.1.2.1.2 If Yes, how will you continue to participate in these events?

There was no response to this question.

E.1.2.1.3 Who will organize these social cohesion events and meetings for restoring trust and confidence after project is complete? Please specify:

There was no response to this question.

E.1.2.1.4 Who will fund these social cohesion events and meetings for restoring trust and confidence after project is complete? Please specify:

One out of the 4 beneficiaries from North Waziristan responded to this question and mentioned “No plan” when asked “Who will fund these social cohesion events and meetings for restoring trust and confidence after project is complete?”.

E.1.2.1.5 In case no funds are available for these events and meetings, how will you mobilize resource for holding these events and meetings? Please specify

Two out of the 4 beneficiaries from North Waziristan responded to this question, where one among them mentioned “chanda collection” and the other one mentioned “self-help”.

1.3: A stronger interface is created between the state and the citizens

(Formation / reactivation and strengthening of community platforms)

In total, 4 beneficiaries from North Waziristan were interviewed under this objective. Below is the brief analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.1.3.1.1 Are you aware of community platforms in your area?

In total, 3 out of the 4 respondents from North Waziristan quoted Yes (75%) when asked “Are you aware of community platforms in your area?”.

A.1.3.1.2 What are these platforms doing to strengthen interface between state and citizens in your area? Please specify:

There was no response to this question.

A.1.3.1.3 Are the activities relevant to strengthening interface between state and citizens?

Three out of the 4 beneficiaries from North Waziristan quoted “Yes” (75%) when asked “whether these activities are relevant to strengthening interface between state and citizens?”, while 1 respondent stated “don’t know” (25%).

B) Efficiency

B.1.3.1.1 Does community platform inform you about upcoming events, meetings and issues in advance?

Three out of the 4 beneficiaries from North Waziristan quoted “Yes” (75%) when asked “whether community platform inform you about upcoming events, meetings and issues in advance?”, while 1 respondent stated “don’t know” (25%).

B.1.3.1.2 Are minutes of meeting or reports of events circulated by community platforms among community members of your area?

All of the 4 beneficiaries from North Waziristan quoted “No” (100%) when asked “whether minutes of meeting or reports of events circulated by community platforms among community members of your area?”.

B.1.3.1.3 Do you know cost of 1 meeting or event held by community platform?

Two out of the 4 beneficiaries from North Waziristan quoted “Yes” (50%) when asked “Do you know cost of 1 meeting or event held by community platform?”, one respondent opted “No” (25%) and one respondent selected “don’t know” (25%).

B.1.3.1.4 If Yes, mentioned the amount

Two out of the 4 beneficiaries from North Waziristan quoted “Yes” under the previous question and when they were asked about the amount, one respondent mentioned 2,000 and the other 15,000 PKR.

B.1.3.1.5 Is record of minutes maintained?

One out of the 4 beneficiaries from North Waziristan quoted “Yes” (25%) when asked “Is record of minutes maintained”, two respondents opted “No” (50%), and one respondent “don’t know” (25%).

B.1.3.1.6 If Yes, please specify

One out of the 4 beneficiaries from North Waziristan quoted “Yes” for previous question and mentioned register as the record keeping tool.

C) Effectiveness

C.1.3.1.1 Are these community platforms functional in your area?

Three out of the 4 beneficiaries from North Waziristan quoted “Yes” (75%) when asked “whether the community platforms are functional?”, while one respondent “don’t know” (25%).

C.1.3.1.3 What themes / topics / activities are carried out by these platforms to address among state and citizens? Please specify:

There was no response to this question.

D) Impact

D.1.3.1.1 What changes have been brought by these community platforms in your area to create and strengthen interface between state and citizens?

Two out of the 4 respondent beneficiaries from North Waziristan mentioned “they meet with Government”, one mentioned “school, tube well, road and electricity”, and 1 mentioned “nothing special”.

E) Sustainability

E.1.3.1.1 Will you continue to participate in community platforms? meetings / events after SDP completion?

In total 75% (3/4 beneficiaries from North Waziristan) quoted “Yes” when asked “whether they will continue to participate in community platforms meetings after SDP completion?”, while one respondent quoted “No” (25%).

E.1.3.1.2 Who will organize community platforms activities after project is complete? Please specify:

75% of the respondent beneficiaries (3/4) shared that they will organize these meetings with support from villagers, while one mentioned “No plan yet”.

E.1.3.1.3 Who will fund these community platforms after project is complete? Please specify:

75% of respondent beneficiaries from North Waziristan mentioned “donation from villagers” while one mentioned “no plan yet”.

E.1.3.1.4 In case no funds are available for community platforms, how will you mobilize resource? Please specify.

Three out of the 4 respondent beneficiaries from North Waziristan mentioned “only option is donation in the village” i.e. chanda collection, and one did not respond.

1.4: Gender responsive citizens’ engagement in the rehabilitation of their communities and restoration of basic services in the TDP return areas through construction / rehabilitation of CPI schemes

(Construction / rehabilitation of community physical infrastructure (CPI) schemes)

In total, 14 beneficiaries from North Waziristan were interviewed under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.1.4.1.1 Name the scheme, which SDP-UNDP / (Implementing Partner) has rehabilitated for your organization?

In total 14 respondents from North Waziristan mentioned below schemes, which SDP-UNDP has rehabilitated for their organization

- Boring (boreholes), tube wells
- Roads construction, paved *nalas* and streets
- Repaired water channels
- Cash for work
- Provision of Ration and beds
- Embroidery centers
- Education and repair work in schools
- Supported in vegetables and fruit markets

A.1.4.1.2 Were you consulted by SPD-UNDP / IP for selection of CPI schemes at needs identification stage?

In total, 64.3% (9/14 beneficiaries from North Waziristan) quoted “Yes” when asked “whether they are consulted by SPD-UNDP / IP for selection of CPI schemes at needs identification stage?”, while 35.7% (5/14) quoted “No”.

A.1.4.1.3 If No, who were consulted. Please mention:

In total, 5 out of the 14 beneficiaries from North Waziristan quoted “No” for previous question who were further asked to specify those consulted. Thus, 3 out of them (60%) quoted “males are consulted”, while 2 out of them (40%) mentioned “Don’t know”.

A.1.4.1.4 What were development needs of your area? Please specify:

Paved roads/ streets, cleanliness of streets and gutter, water schemes like tube wells/ hand pumps, electricity, poverty eradication, basic facilities of health, education, cash, peace and vegetable/ fruit market are the development needs of the areas.

A.1.4.1.5 Was the CPI relevant to your needs?

100% of the respondents (14/14 from North Waziristan) quoted “Yes” when asked “was the CPI relevant to your needs?”.

A.1.4.1.6 How many female members of your community participated in the CPI schemes identification process of your area? Please specify:

When asked “How many female members of your community participated in the CPI schemes identification process of your area?” 100% of the respondents shared “0 female” members of their community participated in the CPI schemes identification process.

A.1.4.1.7 Were these schemes designed to address different needs of men and women (e.g. separate water collection points for men and women)?

In total, 14.3% (2/14 beneficiaries from North Waziristan) quoted “Yes” when asked “whether these schemes designed to address different needs of men and women?”, 57.1% (8/14) quoted “No”, 14.3% (2/14) quoted “Don’t know” and 14.3% (2/14) did not respond.

B) Efficiency

B.1.4.1.1 Do you have an idea about cost estimates of CPI schemes of your area you mentioned under development needs of your area? Please specify

Among the 14 respondents from North Waziristan, 28.6% (4/14) have an idea about cost estimates of CPI schemes while 71.4% (10/14) does not have any idea.

B.1.4.1.2 If Yes, please provide amounts in Pak Rupees:

Among the 4 respondents from North Waziristan who have idea about the cost estimates of CPI schemes, 2 of them mentioned 800,000 PKR, one mentioned 3,200,000 PKR and the 4th one mentioned 3,500,000 PKR as the amount for CPI scheme.

B.1.4.1.3 Are the costs per CPI schemes you just mentioned represent fair value for money?

Among the 4 respondents from North Waziristan who have idea about the cost estimates of CPI schemes, 3 of them (75%) mentioned that the costs per CPI schemes represent fair value for money while one among them (1/4-25%) quoted “No”.

B.1.4.1.4 If No, why not please specify:

Among the 14 respondents from North Waziristan, only 3 responded to this question. One among them mentioned “it should be about 800,000 “, the other 2 mentioned “it should be 3,200,000”.

B.1.4.1.5 Has audit of completed schemes conducted?

In total, 21.4% (3/14 beneficiaries from North Waziristan) quoted “Yes” when asked “whether audit of completed schemes conducted?”, 7.1% (1/14) quoted “No”, 71.4% (10/14) quoted “Don’t know”.

C) Effectiveness

C.1.4.1.1 How far CPI schemes of your area address your needs?

100% of the respondent beneficiaries gave positive rating to the CPI scheme, when asked “how far CPI schemes of their area address their needs”. In total, 50% of the respondents (7/14) mentioned “ample”, 35.7% (5/14) mentioned “significant” and 14.3% (2/14) mentioned “adequate”.

C.1.4.1.2 How far CPI schemes of your area address needs of female members?

78% of the respondent beneficiaries gave positive rating to the CPI scheme while addressing the needs of women. When asked “how far CPI schemes of their area address the needs of female members”, 21.4% of the respondents (3/14) mentioned “ample”, 42.9% (6/14) mentioned “significant”, 14.3% (2/14) mentioned “adequate”, 7.1% (1/14) mentioned “little”, 7.1% (1/14) mentioned “Not at all”, and 7.1% (1/14) mentioned “Not applicable”.

D) Impact

D.1.4.1.1 What changes have been brought by these CPI schemes in your area?

The respondents (14 from North Waziristan) mentioned cleaning, skill development of female (stitching), improved economy via cash grant, easy transportation, getting safe water, relief in emergency, roads for schools, lights, and one among them mentioned that every village has benefitted from these changes.

D.1.4.1.2 What changes have been brought by these CPI schemes specifically for female population in your area?

The respondents (14 from North Waziristan) mentioned that more females are now earning from home, easy mobility, transportation, middle school for girls, etc., and one among them mentioned not any special change.

E) Sustainability

E.1.4.1.1 Is the scheme still functional?

When asked whether the scheme is still functional, 35.7% (5/14) responded “Yes” while 64.3% (9/14) mentioned “No”.

E.1.4.1.2 If No, please specify reasons

Out of the 9 responded who quoted “No” for previous question, two among them mentioned “all schemes have disappeared”, 5 among them mentioned “it was for some time and there is no work after 2017”, while two did not respond.

E.1.4.1.3 How you continue to maintain and operate the completed CPI schemes of your area now SDP-UNDP? Please specify:

Among the 14 respondents from North Waziristan, 3 of them (21%) responded that “It is very costly and not possible for us”, 4 of them (29%) mentioned “Spend our own money/ they take care themselves”, 2 (14%) mentioned “Via donation”, 2 (14%) mentioned “No Plan”, and 3 of them (21%) quoted “Don’t know”.

E.1.4.1.4 How will you identify CPI schemes of your area after SDP completion? Please mention the key steps:

Among the 14 respondents from North Waziristan, 9 of them (64%) responded with “Don’t know” and 5 of them mentioned that “they are from the area and know about the village”.

E.1.4.1.5 How will female members of your area identify CPI schemes after SDP completion? Please mention the key steps:

Among the 14 respondents from North Waziristan, all of them (100%) responded with “Don’t know” when asked “How will female members of the area identify CPI schemes after SDP completion”.

E.1.4.1.6 How will you fund CPI schemes of your area after completion of SPD? Please specify:

Among the 14 respondents from North Waziristan, 3 of them (21%) responded “Donation from the villagers”, 3 of them (21%) mentioned “Don’t know”, 3 of them (21%) did not respond, and 5 of them (36%) mentioned “No Plan”.

1.5: Vulnerable community members supported to build their livelihoods

(Livelihood support / grants to vulnerable individuals in target communities)

In total, 3 beneficiaries from North Waziristan were interviewed under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.1.5.1.1 Were you part of the selection process of vulnerable individuals in your community selected for livelihoods support / grants? Please specify:

In total, 3 out of 3 respondents from North Waziristan quoted “Yes” (100%) when asked “Were you part of the selection process of vulnerable individuals in your community selected for livelihoods support / grants?”.

A.1.5.1.2 How were vulnerable individuals in your community selected for livelihoods support / grants? Please specify key steps:

The selection was made in consultation with locals and committees as they know about the needs, and the committee has people from every part of the village.

A.1.5.1.3 Are the selected vulnerable individuals meet selection criteria?

In total, 2 out of the 3 respondents from North Waziristan quoted Yes (66%) when asked “Whether the selected vulnerable individuals meet selection criteria?”, while one did not respond.

A.1.5.1.5 Are the selected vulnerable individuals include female community members of your area?

All of the respondents quoted “Yes” (100%) when asked “Are the selected vulnerable individuals include female community members of your area?”.

A.1.5.1.7 How were female community members of your area selected for livelihood support / grant? Please specify:

The selection of females was made in consultation with locals and committees as they know about the needs, and one among them mentioned “Malik of the village selected them”.

B) Efficiency

B.1.5.1.1 Do you have an idea about cost estimates of livelihood support / grant of your area?

Two out of the three respondents from North Waziristan (66%) knew about the cost estimate of livelihood, while one responded with “No”.

B.1.5.1.2 If Yes, please provide amounts in Pak Rupees:

One among the two respondents who know about the cost mentioned 50,000 PKR, while the other one mentioned 6,000 PKR.

B.1.5.1.3 Are the costs per livelihood support / grant you just mentioned represent fair value for money?

One among the 3 respondents from North Waziristan (33%) quoted “Yes, the cost per livelihood support represents fair value for money”, one mentioned “No”, and one did not respond.

B.1.5.1.4 If No, why not please specify:

When the only respondent, who opted “No” for previous question, was asked “If no, why”, he mentioned that “there are 115 vulnerable people in the village but only 20 were supported”.

C) Effectiveness

C.1.5.1.1 How far CPI livelihood support / grant of your area address your needs?

One among the 3 respondents from North Waziristan quoted “Ample” (33%), one quoted “significant” (33%), and the third one quoted Little (33%) when they were asked “How far livelihood support / grant of your area address your needs?”

C.1.5.1.2 How far livelihood support / grant of your area address needs of female members?

Two among the 3 respondents from North Waziristan quoted “significant” (66%), and the third one quoted Little (33%) when they were asked “How far livelihood support / grant of your area address needs of female members?”

D) Impact

D.1.5.1.1 What changes have been brought by these livelihood support / grant in your area?

Two of the respondents mentioned that “It has helped in the expenses while meeting the requirement of daily needs” while one quoted “got relief in the form of tube well”.

D.1.5.1.2 What changes have been brought by these livelihoods support / grant specifically for female population in your area?

One among the 3 respondents shared “the skills provided to women are helping in generating income”, one among them quoted “Nothing special as the needs are much more”, and one did not respond.

E) Sustainability

E.1.5.1.1 How will you continue to maintain and operate the completed livelihood support / grant of your area after SDP completion? Please specify:

When asked “How they will continue to maintain and operate the completed livelihood support / grant of their area after SDP completion”, one among the 3 respondents shared “through donations/ chanda collection”, one quoted “No Plan”, and the third one responded “We received this support for 3 months but need more”.

E.1.5.1.2 How will you identify livelihood support / grant needs of your area after SDP completion? Please mention the key steps:

All of the respondents shared “They are local and know about the needs of their village”.

E.1.5.1.3 How will female members of your area identify livelihood support / grant after SDP completion? Please mention the key steps:

One of them mentioned, “In our area, only males do such work”, while two among them mentioned that “They are local and know about the needs of every family.”

E.1.5.1.4 How will you continue your livelihoods after completion of SDP? Please specify:

One among the 3 respondents shared “Through donations/ chanda collection”, one mentioned “No Plan”, and the third one selected “Don’t know”.

Output 2- Livelihoods and Economic Opportunities

2.1: Technical / vocational skills for TDP returnees and enhanced employable skills

(Vocational / technical trainings to increase jobs creation to individuals)

In total, 242 beneficiaries were interviewed under this objective, 38 from Khyber, 28 from Kurram, 52 from Orakzai, 31 from North Waziristan and 93 from South Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability regarding Technical/Vocational Skills for TDP returnees.

A) Relevance

A.2.1.1.1 In which trade have you received the training? Please specify:

In total, 25 types of trades were listed against the respondents. The data regarding training received shows that 95% of the respondent beneficiaries (233/242) have received a training amongst those listed down, details are given in below table, while 3% (7/242) mentioned “No Training has been received”, and 1% (3/242) “Don’t know”. The highest number of respondents quoted “Shopkeeping” (21%), followed by Tailoring and Silai center. Refer to the table below for further details:

Training	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Silai center	0	0%	1	4%	0	0%	0	0%	24	26%	25	10%
Shop keeping	0	0%	0	0%	20	65%	0	0%	32	34%	52	21%
Tailoring	19	50%	11	39%	0	0%	7	13%	3	3%	40	17%
Electrician	0	0%	1	4%	0	0%	17	33%	0	0%	18	7%
Mazri work	0	0%	1	4%	0	0%	15	29%	0	0%	16	7%
Business training	6	16%	0	0%	0	0%	0	0%	7	8%	13	5%
Skill training	9	24%	0	0%	0	0%	0	0%	0	0%	9	4%
Hardware	0	0%	0	0%	1	3%	0	0%	7	8%	8	3%
Mobile repairing	0	0%	0	0%	0	0%	8	15%	0	0%	8	3%
Bakery	0	0%	0	0%	0	0%	0	0%	6	6%	6	2%
UPS/Solar	0	0%	3	11%	0	0%	5	10%	0	0%	8	3%
Cloth center	0	0%	0	0%	0	0%	0	0%	4	4%	4	2%
Hotel	0	0%	0	0%	0	0%	0	0%	3	3%	3	1%
Agriculture	0	0%	5	18%	2	6%	0	0%	0	0%	7	3%
Heavy machine	0	0%	2	7%	0	0%	0	0%	0	0%	2	1%
Honeybee keeping	0	0%	2	7%	0	0%	0	0%	0	0%	2	1%
Najari	0	0%	2	7%	0	0%	0	0%	0	0%	2	1%
Mechanic and welding	0	0%	0	0%	3	10%	0	0%	0	0%	3	1%
Cosmetic	0	0%	0	0%	0	0%	0	0%	1	1%	1	0%
Repair work (Fridge, air	0	0%	0	0%	1	3%	0	0%	0	0%	1	0%

condition)												
Vocational training	2	5%	0	0%	0	0%	0	0%	0	0%	2	1%
Plumber	0	0%	0	0%	0	0%	0	0%	1	1%	1	0%
Wash	0	0%	0	0%	1	3%	0	0%	0	0%	1	0%
No training	0	0%	0	0%	2	6%	0	0%	5	5%	7	3%
Don't know	2	5%	0	0%	1	3%	0	0%	0	0%	3	1%
Total	38	1	28	1	31	1	52	1	93	1	242	1

A.2.1.1.2 Has the SDP/IP team identified needs of your area with you?

In total, 70% (170/242) of the respondents reported that SDP/IP team identified needs of their area with them, 7% quoted “No” while 23% opted “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100%	2	7%	23	74%	43	83%	64	69%	170	70%
No	0	0%	2	7%	2	6%	2	4%	11	12%	17	7%
Do Not Know	0	0%	24	86%	6	19%	7	13%	18	19%	55	23%
Total	38	100%	28	100%	31	100%	52	100%	93	100%	242	100%

A.2.1.1.3 Do you think, vocational / technical trainings met your development needs?

In total, 95% (221/232) of the respondents shared that vocational / technical trainings met their development needs while 5% (11/232) opted “No”.

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	36	100%	28	100%	25	89%	51	98%	79	90%	221	95%
No	0	0%	0	0%	3	11%	1	2%	9	10%	11	5%
Total	36	100%	28	100%	28	100%	52	100%	88	100%	232	100%

A.2.1.1.4 Do you think, the provided skills and competencies matched to the current needs of your area?

In total, 86% (208/242) of the respondents think that “the provided skills and competencies matched to the current needs of their area”, 5% (11/242) opted “No”, and 10% (23/242) “Don’t know”.

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100%	28	100%	25	81%	52	100%	65	70%	208	86%
No	0	0%	0	0%	4	13%	0	0%	7	8%	11	5%
Do Not Know	0	0%	0	0%	2	6%	0	0%	21	23%	23	10%
Total	38	100%	28	100%	31	100%	52	100%	93	100%	242	100%

B) Efficiency

B.2.1.1.1 Have you received any toolkit?

Out of the total 242 respondents, 89% (216/242) shared that they have received toolkits, while 11% have not received.

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	33	87%	28	100%	24	77%	52	100%	79	85%	216	89%
No	5	13%	0	0%	7	23%	0	0%	14	15%	26	11%
Total	38	100%	28	100%	31	100%	52	100%	93	100%	242	100%

Are you satisfied with the quality of the toolkit?

When asked “Are you satisfied with the quality of the toolkit?”, out of the total 242 respondents, 50% (107/242) opted “Very Satisfied”, 49% (105/242) opted “Satisfied” while 2% (4/242) quoted “Dissatisfied”. Overall, almost 98% were satisfied with the quality of the toolkit, while only 2% (4/242) showed their dissatisfaction (3 respondents from North Waziristan and 1 from South Waziristan). Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Very satisfied	0	0%	23	82%	10	42%	46	88%	28	35%	107	50%
Satisfied	33	100%	5	18%	11	46%	6	12%	50	63%	105	49%
Dissatisfied	0	0%	0	0%	3	13%	0	0%	1	1%	4	2%

Number of days training received?

The data, regarding number of days training received by the respondent beneficiaries, shows that 78% of the respondents have received 5 or more than 5 days training, 8% have received 1 to 4 days training, 12% have not received (0 days) while 2% did not respond. Rest of the details are given in below table.

Number of days	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
0 days	0	0%	0	0%	1	3%	0	0%	27	29%	28	12%
1 day	1	3%	0	0%	8	26%	0	0%	1	1%	10	4%
2 days	0	0%	0	0%	2	6%	7	13%	0	0%	9	4%
4 days	0	0%	0	0%	0	0%	1	2%	0	0%	1	0%
5 days	32	84%	0	0%	16	52%	0	0%	58	62%	106	44%
6 days	0	0%	0	0%	1	3%	0	0%	0	0%	1	0%
15 days	3	8%	0	0%	0	0%	30	58%	0	0%	33	14%
20 days	0	0%	0	0%	0	0%	0	0%	1	1%	1	0%
21 days	2	5%	0	0%	0	0%	0	0%	0	0%	2	1%
30 days	0	0%	0	0%	1	3%	0	0%	4	4%	5	2%
40 days	0	0%	0	0%	0	0%	14	27%	0	0%	14	6%

90 days	0	0%	26	93%	0	0%	0	0%	0	0%	26	11%
No Response	0	0%	2	7%	2	6%	0	0%	2	2%	6	2%
Total	38	100%	28	100%	31	100%	52	100%	93	100%	242	100%

Were you given any stipend for attending the training?

72% of the respondent beneficiaries shared that they were given stipend for attending the training, 26% quoted “No”, one of the respondents opted “Don’t know”, and 2% (4/242) did not respond. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	24	63%	0	0%	23	74%	52	100%	75	81%	174	72%
No	13	34%	28	100%	8	26%	0	0%	14	15%	63	26%
Do Not Know	1	3%	0	0%	0	0%	0	0%	0	0%	1	0%
No Response	0	0%	0	0%	0	0%	0	0%	4	4%	4	2%
Total	38	100%	28	100%	31	100%	52	100%	93	100%	242	100%

If yes, how much stipend?

Those who received stipend (n=174) were also asked about the amount of stipend, 7% of the respondent beneficiaries (12/174) quoted “up to 1000”, 62% (108/174) quoted “1001 to 3000”, 3% (6/174) quoted “3001 to 10,000” while 28% (48/174) shared “More than 10,000”. Refer to the table for further details:

	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Up to 1000	0	0%	0	0%	5	22%	7	13%	0	0%	12	7%
1001 to 3000	19	79%	0	0%	16	70%	1	2%	72	96%	108	62%
3001 to 10,000	5	21%	0	0%	1	4%	0	0%	0	0%	6	3%
More than 10,000	0	0%	0	0%	1	4%	44	85%	3	4%	48	28%
Total	24	100%	0	0%	23	100%	52	100%	75	100%	174	100%

Is the Stipend provided enough?

When asked whether the stipend provided was enough, 70% of the respondent beneficiaries (122/174) reported “Yes”, 26% opted “No” while 4% “Don’t know”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	13	54%	0	0%	14	61%	39	75%	56	75%	122	70%
No	9	38%	0	0%	7	30%	13	25%	16	21%	45	26%
Do Not Know	2	8%	0	0%	2	9%	0	0%	3	4%	7	4%

C) Effectiveness

C.2.1.1.1 Do you think that vocational/technical training contributed to address your needs identified in the beginning of the project/

Out of the total 242 respondents, 75% (182/242) reported that the vocational/technical training contributed to address their needs identified in the beginning of the project, 9% (22/242) quoted “No” while 16% (38/242) “Don’t know”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100%	13	46%	21	68%	51	98%	59	63%	182	75%
No	0	0%	15	54%	3	10%	0	0%	4	4%	22	9%
Do Not Know	0	0%	0	0%	7	23%	1	2%	30	32%	38	16%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100 %

C.2.1.1.2 Did the vocational/technical training enhance your skill?

90% of the respondent beneficiaries (218/242) reported that the vocational/technical training enhanced their skills, while 10% (24/242) opted “No”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100%	28	100%	27	87%	51	98%	74	80%	218	90%
No	0	0%	0	0%	4	13%	1	2%	19	20%	24	10%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100%

C.2.1.1.3 If yes, what enhancement?

Those who reported that the vocational/technical training enhanced their skills were further asked to specify, 84% reported “It Improved my skills”, 82% mentioned “I learned new ways of doing things” and 57% quoted “It increased my knowledge”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Improved my skills	32	86%	28	100%	25	96%	37	88%	52	70%	174	84%
Learned new ways of doing things	35	95%	28	100%	26	100%	33	79%	48	65%	170	82%
Increased my knowledge	32	86%	28	100%	23	88%	11	26%	24	32%	118	57%

C.2.1.1.4 Has the vocational training helped you creating an income generating opportunity for yourself?

68% of the respondent beneficiaries (164/242) reported that “the vocational training helped them creating an income generating opportunity for them”, 18% (44/242) said “No”, 9% (21/242) “Don’t know” and 5% (13/242) did not respond. Refer to the table for further details:

	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	26	68%	22	79%	19	61%	35	67%	62	67%	164	68%
No	12	32%	2	7%	9	29%	12	23%	9	10%	44	18%
Do Not Know	0	0%	4	14%	2	6%	5	10%	10	11%	21	9%
No Response	0	0%	0	0%	1	3%	0	0%	12	13%	13	5%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100%

D) Impact

D.2.1.1.1 Did you get job on the basis of the received training?

27% of the respondent beneficiaries (65/242) reported that “they got job on the basis of the training received”, while 73% reported "No". Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	25	66%	2	7%	14	45%	13	25%	11	12%	65	27%
No	13	34%	26	93%	17	55%	39	75%	82	88%	177	73%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100%

D.2.1.1.2 If yes, how much average income you generate in a month?

Those respondent beneficiaries who reported that they have got job on the basis of the training received (n=65), were asked further to mention the income they generate on monthly basis, 34% (22/65) quoted “up to 5,000 PKR per month”, 40% (26/65) quoted “5,001 to 10,000 PKR per month”, 14% (9/65) quoted “10,001 to 15,000 PKR per month”, 8% (5/65) quoted “15,001 to 20,000 PKR per month”, and 5% (3/65) quoted “up to 25,000 PKR per month”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Up to 5000	10	40%	0	0%	3	21%	9	69%	0	0%	22	34%
5001 to 10,000	11	44%	1	50%	7	50%	4	31%	3	27%	26	40%
10,001 to 15,000	3	12%	0	0%	2	14%	0	0%	4	36%	9	14%
15,001 to 20,000	0	0%	0	0%	1	7%	0	0%	4	36%	5	8%
Up to 25,000	1	4%	1	50%	1	7%	0	0%	0	0%	3	5%
Total	25	100 %	2	100%	14	100%	13	100%	11	100%	65	100 %

D.2.1.1.3 Have you started your own work on the basis of the received training?

57% of the respondent beneficiaries (137/242) reported that “they have started their own work on the basis of the received training”, while 43% (105/242) reported “No”. Refer to the table for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	29	76%	28	100%	19	61%	47	90%	14	15%	137	57%
No	9	24%	0	0%	12	39%	5	10%	79	85%	105	43%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100 %

D.2.1.1.4 If yes, how much average income you generate in a month?

Those respondent beneficiaries who reported that they have started their own work on the basis of the received training, (n=137) were asked about the income they generate in a month. In response to this, 30% (41/137) quoted “up to 5,000 PKR per month”, 30% (41/137) quoted “5,001 to 10,000 PKR per month”, 12% (17/137) quoted “10,001 to 15,000 PKR per month”, 13% (18/137) quoted “15,001 to 20,000 PKR per month”, 4% (6/137) quoted “20,001 to 25,000 PKR per month” and 2% (3/137) quoted “25,001 to 35,000 PKR per month”, while 8% (11/137) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
up to 5000	11	38%	1	4%	5	26%	24	51%	0	0%	41	30%
5001 to 10,000	11	38%	4	14%	9	47%	14	30%	3	21%	41	30%
10,001 to 15,000	3	10%	5	18%	1	5%	1	2%	7	50%	17	12%
15,001 to 20,000	0	0%	16	57%	0	0%	0	0%	2	14%	18	13%
20,001 to 25,000	3	10%	2	7%	1	5%	0	0%	0	0%	6	4%
25,001 up to 35000	1	3%	0	0%	0	0%	0	0%	2	14%	3	2%
No Response	0	0%	0	0%	3	16%	8	17%	0	0%	11	8%
Total	29	100 %	28	100%	19	100%	47	100%	14	100%	137	100 %

D.2.1.1.5 If you are already employed, do you use your received training skills to generate extra income?

Similarly, the respondent beneficiaries were also asked “do they use their received training skills to generate extra income?”. In total, 77% (187/242) reported “Yes”, 9% (21/242) quoted “No” while 14% (34/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	36	95%	19	68%	22	71%	51	98%	59	63%	187	77%
No	2	5%	9	32%	6	19%	0	0%	4	4%	21	9%
No Response	0	0%	0	0%	3	10%	1	2%	30	32%	34	14%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100 %

D.2.1.1.6 Are you satisfied with the quality of the training received?

When the respondent beneficiaries were asked whether they are satisfied with the quality of the training received, almost 84% showed satisfaction. This includes 52% (126/242) who reported “Very satisfied”, 31% (76/242) quoted “Satisfied”, while 1% (3/242) quoted “Dissatisfied” and 15% (37/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Very satisfied	8	21%	24	86%	12	39%	48	92%	34	37%	126	52%
Satisfied	30	79%	4	14%	12	39%	4	8%	26	28%	76	31%
Dissatisfied	0	0%	0	0%	1	3%	0	0%	2	2%	3	1%
No Response	0	0%	0	0%	6	19%	0	0%	31	33%	37	15%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100 %

E) Sustainability

E.2.1.1.1 Do you think, the received training will help you out in future?

In total, 80% of the respondent beneficiaries (194/242) reported that “the received training will help them out in future”, 1% (3/242) reported “No”, 6% (14/242) “Don’t know”, and 13% (31/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100 %	27	96%	22	71%	46	88%	61	66%	194	80%
No	0	0%	0	0%	2	6%	1	2%	0	0%	3	1%
Do Not Know	0	0%	1	4%	6	19%	5	10%	2	2%	14	6%
No Response	0	0%	0	0%	1	3%	0	0%	30	32%	31	13%
Total	38	100 %	28	100 %	31	100 %	52	100 %	93	100 %	242	100 %

E.2.1.1.2 Would you continue like to obtain more training/refresher to upgrade your skills?

Similarly, 81% of the respondent beneficiaries (196/242) reported that “they would like to obtain more training/refresher to upgrade their skills”, 4% (9/242) opted “No”, and 15% (37/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	38	100%	28	100%	28	90%	47	90%	55	59%	196	81%
No	0	0%	0	0%	1	3%	0	0%	8	9%	9	4%
No Response	0	0%	0	0%	2	6%	5	10%	30	32%	37	15%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100 %

E.2.1.1.3 Have you employed someone else as an employee after establishing income generating activity.

12% of the respondent beneficiaries (28/242) reported that “they have employed someone else as an employee after establishing income generating activity”, 74% (180/242) reported “No”, 1% (2/242) “Don’t know”, and 13% (32/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	9	24%	0	0%	8	26%	3	6%	8	9%	28	12%
No	29	76%	26	93%	22	71%	49	94%	54	58%	180	74%
Do Not Know	0	0%	1	4%	0	0%	0	0%	1	1%	2	1%
No Response	0	0%	1	4%	1	3%	0	0%	30	32%	32	13%
Total	38	100 %	28	100%	31	100%	52	100%	93	100%	242	100%

E.2.1.1.5 Is your business flourishing/growing/expending?

55% of the respondent beneficiaries (133/242) reported that “their business is flourishing /growing /expending”, 14% (34/242) reported “No”, 17% (42/242) “Don’t know” while 14% (33/242) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	30	79%	3	11%	17	55%	32	62%	51	55%	133	55%
No	7	18%	4	14%	2	6%	11	21%	10	11%	34	14%
Do Not Know	1	3%	21	75%	10	32%	9	17%	1	1%	42	17%
No Response	0	0%	0	0%	2	6%	0	0%	31	33%	33	14%
Total	38	100 %	28	100 %	31	100 %	52	100 %	93	100 %	242	100 %

2.2: Small scale businesses of TDP returnees established / revived

(Provision of business grants to individuals)

In total, 171 beneficiaries were interviewed under this objective, 5 from Khyber, 35 from Kurram, 2 from Orakzai, 36 from North Waziristan and 93 from South Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevancy

A.2.2.1.1 Have you received the grant support?

All of the respondent beneficiaries (100%) have received the grant support.

A.2.2.1.3 Was the grant support provided in cash or in-kind?

When asked whether the grant support was in cash or in-kind, 23.4% (40/171) reported “In Cash”, 72.3% (122/171) quoted “In kind” while 5.3% (9/171) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
In cash	4	80.0%	35	100.0%	0	0.0%	0	0.0%	1	1.1%	40	23.4%
In Kind	1	20.0%	0	0.0%	36	100.0%	2	100.0%	83	89.2%	122	71.3%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	9.7%	9	5.3%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

A.2.2.1.4 What was the total worth of grant?

Those who received the grant (n=162) were asked about the worth of the grant, 25% of the respondent beneficiaries (41/162) reported that “it was up to 5,000 PKR”, 2% (4/162) quoted “5,001 to 10,000 PKR”, 1% (2/162) quoted “10,001 to 20,000 PKR”, 23% (38/162) quoted “20,001 to 30,000 PKR”, 2% (3/162) quoted “30,001 to 40,000”, 5% (8/162) quoted “40,001 to 50,000”, 36% (58/162) quoted “50,001 to 80,000”, 3% (5/162) quoted “80,001 to 100,000”, 1% (1/162) quoted “187,000 PKR”, 1% (1/162) quoted “198,000 PKR” and 1% (1/162) quoted “200,000 PKR”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Up to 5000	0	0%	1	3%	14	39%	1	50%	25	30%	41	25%
5,001 to 10,000	0	0%	0	0%	3	8%	0	0%	1	1%	4	2%
10,001 to 20,000	0	0%	0	0%	1	3%	1	50%	0	0%	2	1%
20,001 to 30,000	0	0%	34	97%	3	8%	0	0%	1	1%	38	23%
30,001 to 40,000	1	20%	0	0%	1	3%	0	0%	1	1%	3	2%
40,001 to 50,000	0	0%	0	0%	0	0%	0	0%	8	10%	8	5%
50,001 to 80,000	0	0%	0	0%	12	33%	0	0%	46	55%	58	36%
80,001 to 100,000	1	20%	0	0%	2	6%	0	0%	2	2%	5	3%
187000	1	20%	0	0%	0	0%	0	0%	0	0%	1	1%
198000	1	20%	0	0%	0	0%	0	0%	0	0%	1	1%
200000	1	20%	0	0%	0	0%	0	0%	0	0%	1	1%
Total	5	100%	35	100%	36	100%	2	100%	84	100%	162	100%

A.2.2.1.5 Has the SDP/IP team carried out any business grants needs assessment in your area?

Almost 51% of the respondent beneficiaries (87/171) reported that “SDP/IP team carried out business grants needs assessment in their area”, 9% (15/171) quoted “No” while 40.4% (69/171) “Don’t know”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	4	11.4%	15	41.7%	1	50.0%	62	66.7%	87	50.9%
No	0	0.0%	0	0.0%	7	19.4%	0	0.0%	8	8.6%	15	8.8%
Do Not Know	0	0.0%	31	88.6%	14	38.9%	1	50.0%	23	24.7%	69	40.4%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

A.2.2.1.6 Do you think, business grants met your development needs?

When asked “whether these business grants met your development needs?”, 78.4% (134/171) (75% male and 25% female) reported “Yes”, 15.8% (27/171) (52% male and 48% female) reported “No” while 5.8% (10/171) (40% male and 60% female) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	33	94.3%	29	80.6%	2	100.0%	65	69.9%	134	78.4%
No	0	0.0%	1	2.9%	6	16.7%	0	0.0%	20	21.5%	27	15.8%
No Response	0	0.0%	1	2.9%	1	2.8%	0	0.0%	8	8.6%	10	5.8%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

A.2.2.1.7 Do you think, the provided grants matched to the current needs of your area?

Likewise, when asked “whether the provided grants match to the current needs of their area?”, 64.9% (111/171) (70% male and 30% female) reported “Yes”, 28.1% (48/171) (77% male and 23% female) reported “No”, 1.8% (3/171) (100% female) “Don’t know” while 5.3% (9/171) (33% male and 67% female) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	5	14.3%	31	86.1%	2	100.0%	68	73.1%	111	64.9%
No	0	0.0%	30	85.7%	3	8.3%	0	0.0%	15	16.1%	48	28.1%
Do Not Know	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	3.2%	3	1.8%
No Response	0	0.0%	0	0.0%	2	5.6%	0	0.0%	7	7.5%	9	5.3%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

B) Efficiency

B.2.2.1.1 How satisfied are you from the grant support?

When the respondent beneficiaries were asked “how satisfied they are from the grant support”, 21% (36/171) reported “Ample”, 38% (65/171) quoted “Significant”, 22.8% (39/171) quoted “Adequate”, 8.2% (14/171) quoted “Little”, 8.2% (14/171) quoted “Not at all” and 1.8% (3/171) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	2	40.0%	20	57.1%	3	8.3%	2	100.0%	9	9.7%	36	21.1%
Significant	3	60.0%	14	40.0%	17	47.2%	0	0.0%	31	33.3%	65	38.0%
Adequate	0	0.0%	1	2.9%	15	41.7%	0	0.0%	23	24.7%	39	22.8%
Little	0	0.0%	0	0.0%	1	2.8%	0	0.0%	13	14.0%	14	8.2%
Not at All	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14	15.1%	14	8.2%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	3.2%	3	1.8%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

B.2.2.1.3 Did you receive any grant?

In total, almost 61% of the respondent beneficiaries (104/171) reported that they have received grant, while 39.2% (67/171) quoted “No”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	34	97.1%	35	97.2%	2	100.0%	28	30.1%	104	60.8%
No	0	0.0%	1	2.9%	1	2.8%	0	0.0%	65	69.9%	67	39.2%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

B.2.2.1.4 Did you receive any training associated with the grant?

When asked “whether the respondent beneficiaries received any training associated with the grant”, 50.3% of the respondent beneficiaries (86/171) quoted “Yes”, 45% (77/171) quoted “No” while 4.7% (8/171) did not respond.

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	33	94.3%	21	58.3%	2	100.0%	25	26.9%	86	50.3%
No	0	0.0%	2	5.7%	14	38.9%	0	0.0%	61	65.6%	77	45.0%
No Response	0	0.0%	0	0.0%	1	2.8%	0	0.0%	7	7.5%	8	4.7%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

B.2.2.1.6 What is the amount of the business grant you received?

When the respondent beneficiaries were asked about “the amount of the business grant they received” 15% (16/104) quoted “Up to 5000 PKR”, 3% (3/104) quoted “5,001 to 10,000 PKR”, 1% (1/104) quoted “10,001 to 20,000 PKR”, 36% (37/104) quoted “20,001 to 30,000 PKR”, 6% (6/104) quoted “40,001 to 50,000 PKR”, 34% (35/104) quoted “50,001 to 80,000 PKR”, 3% (3/104) quoted “80,001 to 100,000” PKR, 1% (1/104) quoted “187000 PKR”, 1% (1/104) quoted “198000 PKR” and 1% (1/104) quoted “200000 PKR”. Refer to the table below for further details:

	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Up to 5000	0	0.0%	0	0.0%	15	42.9%	1	50.0%	0	0.0%	16	15.4%
5,001 to 10,000	0	0.0%	0	0.0%	2	5.7%	1	50.0%	0	0.0%	3	2.9%
10,001 to 20,000	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	1	1.0%
20,001 to 30,000	0	0.0%	34	100.0%	3	8.6%	0	0.0%	0	0.0%	37	35.6%
40,001 up to 50,000	1	20.0%	0	0.0%	1	2.9%	0	0.0%	4	14.3%	6	5.8%
50,001 up to 80,000	0	0.0%	0	0.0%	11	31.4%	0	0.0%	24	85.7%	35	33.7%
80,001 up to 100,000	1	20.0%	0	0.0%	2	5.7%	0	0.0%	0	0.0%	3	2.9%
187000	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.0%
198000	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.0%
200000	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.0%
Total	5	100.0%	34	100.0%	35	100.0%	2	100.0%	28	100.0%	104	100.0%

C) Effectiveness

C.2.2.1.1 Have you used the grant support in creating income generating opportunity for yourself?

53.8% of the respondent beneficiaries (92/171) reported that “they have used the grant support in creating income generating opportunity for themselves”, 38% (66/171) said “No”, and 7.6% (13/171) did not respond. Refer to the table for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	31	88.6%	30	83.3%	2	100.0%	24	25.8%	92	53.8%
No	0	0.0%	4	11.4%	5	13.9%	0	0.0%	57	61.3%	66	38.6%
No Response	0	0.0%	0	0.0%	1	2.8%	0	0.0%	12	12.9%	13	7.6%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

C.2.2.1.3 Do you think that business grants contributed to address your needs identified in the beginning of the Project?

Out of the total 171 respondents, 57.3% (98/171) reported that the business grant contributed to address their needs identified in the beginning of the project, 11.1% (19/171) quoted “No” while 31.6% (54/171) “Don’t know”. Refer to the table for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	33	94.3%	13	36.1%	1	50.0%	46	49.5%	98	57.3%
No	0	0.0%	2	5.7%	6	16.7%	0	0.0%	11	11.8%	19	11.1%
Do Not Know	0	0.0%	0	0.0%	17	47.2%	1	50.0%	36	38.7%	54	31.6%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

C.2.2.1.4 To what extent the grant has been helpful in uplifting/reviving your business?

When the respondent beneficiaries were asked “To what extent the grant has been helpful in uplifting/reviving their business?”, 7% (12/171) reported “Ample”, 19.3% (33/171) quoted “Significant”, 36.8% (63/171) quoted “Adequate”, 3.5% (6/171) quoted “Little”, 4.7% (8/171) quoted “Not at all”, 19.9% (34/171) “Don’t know” and 8.8% (15/171) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	3	60.0%	4	11.4%	1	2.8%	2	100.0%	2	2.2%	12	7.0%
Significant	2	40.0%	3	8.6%	15	41.7%	0	0.0%	13	14.0%	33	19.3%
Adequate	0	0.0%	28	80.0%	9	25.0%	0	0.0%	26	28.0%	63	36.8%
Little	0	0.0%	0	0.0%	4	11.1%	0	0.0%	2	2.2%	6	3.5%
Not at All	0	0.0%	0	0.0%	5	13.9%	0	0.0%	3	3.2%	8	4.7%
Do Not know	0	0.0%	0	0.0%	2	5.6%	0	0.0%	32	34.4%	34	19.9%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	16.1%	15	8.8%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

C.2.2.1.5 Did you employ more people in your enterprise after receiving grant?

When asked whether the respondent beneficiaries have employed more people in their enterprise after receiving the grant, the data shows that 4.1% have employed 1 person, 0.6% employed 3 persons while 95.3% have not employed anyone. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
0 Person	2	40.0%	35	100.0%	33	91.7%	2	100.0%	91	97.8%	163	95.3%
1 Person	2	40.0%	0	0.0%	3	8.3%	0	0.0%	2	2.2%	7	4.1%
3 Persons	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	.6%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

C.2.2.1.6 Did the grant help you in establishing linkages/expanding business with other market actors?

44.4% of the respondent beneficiaries quoted that “the grant helped them in establishing linkages / expanding business with other market actors”, 31.6% quoted “No”, 14% “Don’t know” while 9.9% did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	4	80.0%	8	22.9%	15	41.7%	1	50.0%	48	51.6%	76	44.4%
No	1	20.0%	27	77.1%	11	30.6%	1	50.0%	14	15.1%	54	31.6%
Do Not Know	0	0.0%	0	0.0%	9	25.0%	0	0.0%	15	16.1%	24	14.0%
No Response	0	0.0%	0	0.0%	1	2.8%	0	0.0%	16	17.2%	17	9.9%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

D) Impact

D.2.2.1.1 To what extent the grant contributed in your income?

The respondent beneficiaries were asked “To what extent the grant contributed in their income”, 19.9% (34/171) reported “Ample”, 36.8% (63/171) quoted “Significant”, 20.5% (35/171) quoted “Adequate”, 3.5% (6/171) quoted “Little”, 1.2% (2/171) quoted “Not at all” and 18.1% (31/171) did not respond. Most of the respondents (almost 77.2%) rated the contribution as positive. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	3	60.0%	24	68.6%	3	8.3%	2	100.0%	2	2.2%	34	19.9%
Significant	2	40.0%	9	25.7%	19	52.8%	0	0.0%	33	35.5%	63	36.8%
Adequate	0	0.0%	2	5.7%	13	36.1%	0	0.0%	20	21.5%	35	20.5%
Little	0	0.0%	0	0.0%	1	2.8%	0	0.0%	5	5.4%	6	3.5%
Not at All	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.2%	2	1.2%
No Response	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	33.3%	31	18.1%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

D.2.2.1.2 What is the average increase in your income per month after receiving this grant?

Regarding average increase in the monthly income after receiving the grant, 26% of the respondent beneficiaries (36/138) reported “No increase”, 18% (36/138) quoted “increase up to 5000 PKR”, 44% (61/138) quoted “5001 to 10,000 PKR”, 7% (10/138) quoted “10,001 to 20,000 PKR”, 2% (3/138) quoted “20,001 to 30,000 PKR”, 1% (2/138) quoted “30,001 to 40,000 PKR”, and 1% (1/138) quoted “200,000 PKR”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
No increase	0	0%	0	0%	18	50%	0	0%	18	30%	36	26%
Up to 5000	0	0%	0	0%	11	31%	0	0%	14	23%	25	18%
5,001 to 10,000	2	40%	28	80%	6	17%	1	50%	24	40%	61	44%
10,001 to 20,000	1	20%	7	20%	1	3%	0	0%	1	2%	10	7%
20,001 to 30,000	1	20%	0	0%	0	0%	1	50%	1	2%	3	2%
30,001 up to 40,000	0	0%	0	0%	0	0%	0	0%	2	3%	2	1%
200000	1	20%	0	0%	0	0%	0	0%	0	0%	1	1%
Total	5	100%	35	100%	36	100%	2	100%	60	100%	138	100%

D.2.2.1.3 How would you rate the increase in your income due to the grant support is contributing in your social development?

When asked to rate “the increase in their income due to the grant support”, 7.6% (13/171) reported “Ample”, 25.7% (44/171) quoted “Significant”, 39.2% (67/171) quoted “Adequate”, 3.5% (6/171) quoted “Little”, 4.1% (7/171) quoted “Not at all”, and 19.9% (34/171) did not respond. Most of the respondents (almost 73%) rated the increase as positive. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	3	60.0%	5	14.3%	2	5.6%	2	100.0%	1	1.1%	13	7.6%
Significant	2	40.0%	3	8.6%	12	33.3%	0	0.0%	27	29.0%	44	25.7%
Adequate	0	0.0%	27	77.1%	18	50.0%	0	0.0%	22	23.7%	67	39.2%
Little	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	6.5%	6	3.5%
Not at All	0	0.0%	0	0.0%	3	8.3%	0	0.0%	4	4.3%	7	4.1%
No Response	0	0.0%	0	0.0%	1	2.8%	0	0.0%	33	35.5%	34	19.9%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

E) Sustainability

E.2.2.1.1 Is your enterprise able to maintain its current operations and short-term cash flows?

In total, 68.4% of the respondent beneficiaries (117/171) reported that their enterprise is-able-to maintain its current operations and short-term cash flows, 11.1% (19/171) quoted “No”, while 20.5% did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	32	91.4%	26	72.2%	2	100.0%	52	55.9%	117	68.4%
No	0	0.0%	3	8.6%	8	22.2%	0	0.0%	8	8.6%	19	11.1%
No Response	0	0.0%	0	0.0%	2	5.6%	0	0.0%	33	35.5%	35	20.5%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

E.2.2.1.2 Do you think, your enterprise is self-sufficient?

41.5% of the respondent beneficiaries (71/171) reported that their enterprise is self-sufficient, 24.6% (42/171) quoted “No”, 14.6% (25/171) “Don’t know”, while 19.3% did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	5	100.0%	2	5.7%	14	38.9%	2	100.0%	48	51.6%	71	41.5%
No	0	0.0%	33	94.3%	7	19.4%	0	0.0%	2	2.2%	42	24.6%
Do Not Know	0	0.0%	0	0.0%	14	38.9%	0	0.0%	11	11.8%	25	14.6%
No Response	0	0.0%	0	0.0%	1	2.8%	0	0.0%	32	34.4%	33	19.3%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

E.2.2.1.3 If all external factors e.g. security situation remains good in your area, how do you see your enterprise in next 5 years?

When asked “if all external factors remain good in your area, how do you see your enterprise in next 5 years?”, 47.4% of the respondent beneficiaries (81/171) reported “Growing”, 10.5% (18/171) quoted “same as previous”, 21.6% (37/171) “Don’t know”, while 20.5% (35/171) did not respond. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Growing	5	100.0%	3	8.6%	17	47.2%	2	100.0%	54	58.1%	81	47.4%
Same as previous	0	0.0%	1	2.9%	12	33.3%	0	0.0%	5	5.4%	18	10.5%
Don't know	0	0.0%	31	88.6%	5	13.9%	0	0.0%	1	1.1%	37	21.6%
No Response	0	0.0%	0	0.0%	2	5.6%	0	0.0%	33	35.5%	35	20.5%
Total	5	100.0%	35	100.0%	36	100.0%	2	100.0%	93	100.0%	171	100.0%

2.3: Placement of youth in internships programs for exploring employment avenues

(Youth placed in internship / apprenticeship programs for gaining practical experience)

In total, 5 beneficiaries were interviewed under this objective, all from North Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.2.3.1.1 Were you part of SDP internship / apprenticeship?

All of the 5 respondents from North Waziristan (100%) were part of SDP internship / apprenticeship.

A.2.3.1.2 Has any vocational training provided to you before offering internship/apprenticeship opportunity to you?

All of the 5 respondents from North Waziristan (100%) have received vocational training before offering internship/apprenticeship opportunity to them.

A.2.3.1.3 Has the SDP/IP team carried out any need assessment in your area?

All of the 5 respondents from North Waziristan (100%) confirmed that SDP/IP team has carried out need assessment in their area.

A.2.3.1.4 Do you think, internship / apprenticeship met your development needs?

All of the 5 respondents from North Waziristan (100%) confirmed that internship / apprenticeship met their development needs.

A.2.3.1.5 Do you think, the provided internship / apprenticeship matched to the current needs of your area?

All of the 5 respondents from North Waziristan (100%) think that the provided internship / apprenticeship matched to the current needs of their area.

B) Efficiency

B.2.3.1.1 Where were you placed for the internship / apprenticeship?

Three out of the 5 respondents from North Waziristan (60%) mentioned "Silai Center", 1 respondent mentioned at DIT Charsadda and 1 quoted Peshawar.

Was it paid apprenticeship?

All of the 5 respondents from North Waziristan (100%) shared that this was paid apprenticeship.

B.2.3.1.2 If Yes?, what amount of stipend was provided to you?

When they were asked about the amount of stipend, two respondents quoted 6,000, one mentioned 1500, one mentioned 3200 and one did not respond.

B.2.3.1.3 Have you completed your internship?

All of the 5 respondents from North Waziristan (100%) shared that they have completed the internship.

B.2.3.1.5 Were you part of SDP internship / apprenticeship?

All of the 5 respondents from North Waziristan (100%) shared that they were part of SDP internship / apprenticeship.

B.2.3.1.6 What is the amount of the stipend you received?

When they were asked about the amount of stipend, two respondents quoted 18,000, one mentioned 1500, one mentioned 21,000 and one “Don’t know”.

C) Effectiveness

C.2.3.1.1 Do you think that internship / apprenticeship contributed to address your needs identified in the beginning of the Project?

In total, 2 out of the 5 respondents from North Waziristan quoted “Yes” (60%) while 3 respondents quoted “Don’t know” when they were asked “whether the internship / apprenticeship contributed to address their needs identified in the beginning of the Project?”

C.2.3.1.2 Did the internship / apprenticeship enhance your skill?

All of the 5 respondents from North Waziristan (100%) shared that the internship / apprenticeship enhanced their skill.

If yes, what enhancement?

When they were asked as what actually the enhancement is, the respondents shared “it improved my skills”, “Learned new ways of doing things”, “Increased my knowledge” and “It help me to start my own work”.

D) Impact

C.2.3.1.3 Are you satisfied with the internship / apprenticeship program?

All of the 5 respondents from North Waziristan (100%) shared that they are satisfied with the internship / apprenticeship program.

D.2.3.1.1 Did you get job on the basis of the internship / apprenticeship?

One of the 5 respondents from North Waziristan (20%) shared that they have got job on the basis of the internship / apprenticeship while 4 respondents (80%) quoted “No”.

D.2.3.1.2 If yes, how much average income you generate in a month?

The one respondent who shared that they have got job on the basis of the internship / apprenticeship mentioned that almost 10,000 PKR average income they generate in a month.

D.2.3.1.3 How do you rate contribution of this income in your socio-economic uplift?

Three of the 5 respondents from North Waziristan (60%) opted “Significant” and 2 of them (40%) mentioned “Adequate” when they were asked to rate contribution of their income in their socio-economic uplift.

D.2.3.1.4 If did not get, do you think you will get relevant job in near future?

Four out of the 5 respondents (80%) opted “Don’t know” and 1 of them (20%) did not respond when they were asked “do you think you will get relevant job in near future?”.

D.2.3.1.5 Have you started your own work on the basis of the internship / apprenticeship?

Four out of the 5 respondents (80%) shared that they have started their own work on the basis of the internship / apprenticeship while one respondent quoted “no”.

D.2.3.1.6 If yes, how much average income you generate in a month?

When they were asked as “how much average income they generate in a month?” one respondent quoted 7,000, one mentioned 5,000, one mentioned 8,000, one mentioned 10,000 and one did not respond.

E) Sustainability

D.2.3.1.7 Are you satisfied with the quality of the training received?

All of the 5 respondents from North Waziristan (100%) shared that they are satisfied with the quality of the training they received.

E.2.3.1.1 Do you think the internship / apprenticeship will have a long term future impact on your development in continuing manner?

One out of the 5 respondents from North Waziristan (20%) quoted “Yes” when asked “Do you think the internship / apprenticeship will have a long-term future impact on your development in continuing manner?” while four out of them (80%) opted “don’t know”.

E.2.3.1.3 Would you like to take more trainings?

All of the 5 respondents from North Waziristan (100%) shared that they would like to take more trainings.

2.4: Short term income earning opportunities created for local population

(Implementation of short-term cash for work activities for target population)

In total, 20 beneficiaries were interviewed under this objective, 2 from Khyber and 18 from North Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability .

A) Relevance

A.2.4.1.1 Were you part of cash for work activities?

All of the respondent beneficiaries quoted that they part of cash for work activities.

Option	North Waziristan	
Yes	16	100.0%
Total	16	100.0%

A.2.4.1.2 If Yes, please provide details:

Likewise, the respondent beneficiaries were asked to share the details regarding cash for work, 10% (2/20) reported “In kind support (received 7 Goats)”, 60% (12/20) quoted “Cash for Work”, 10% (2/20) quoted “Water channel in field”, 10% (2/20) quoted “3 Months training and got 6,000 PKR per month”, while 10% (2/20) did not respond. Refer to the table below for further details:

Option	North Waziristan	
Cash for Work	12	75.00%
Water channel in field	2	12.5%
No Response	2	12.5%
Total	18	100%

B) Efficiency

B.2.4.1.1 How much income did you earn through Cash for work?

When asked about the income they earn through Cash for Work, 5% of respondent beneficiaries (1/20) quoted “6000 PKR”, 5% (1/20) quoted “7000 PKR”, 55% (11/20) quoted “18,000 PKR”, 10% (2/20) quoted “21,000 PKR”, while 25% (5/20) did not respond. Refer to the table below for further details:

Option	North Waziristan	
6000 PKR	1	6.3%
7000 PKR	1	6.3%
18000 PKR	11	68.8%
21000 PKR	2	12.6%
No Response	1	6.36.7%
Total	168	100.0%

C) Effectiveness

C.2.4.1.1 For what period of time you were engage in cash for work activity:

When asked “For what period of time they were engage in cash for work activity”, 10% of the respondent beneficiaries (2/20) quoted “30 Days” while 90% (18/20) quoted “90 days”. Refer to the table below for further details:

Option	North Waziristan	
30 Days	2	12.5%
90 Days	14	87.5%

Total	16	100.0%
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C.2.4.1.2 Are you satisfied with the CFW program?

In total, 35% of the respondent beneficiaries (7/20) quoted “Very Satisfied” while 65% (13/20) opted “Satisfied”, when asked “Are you satisfied with the CFW program?”, which shows that 100% of the respondent beneficiaries showed their satisfaction. Refer to the table below for further details:

Option	North Waziristan	
Very Satisfied	7	43.8%
Satisfied	9	56.2%
Total	16	100.0%

D) Impact

D.2.4.1.1 Did the earned cash/income support in meeting your urgent needs?

90% of the respondent beneficiaries (18/20) reported that “the earned cash/income supported in meeting their urgent needs” while 10% (2/20) opted “No”. Refer to the table below for further details:

Option	North Waziristan	
Yes	16	100.0%
Total	16	100.0%

D.2.4.1.2 If Yes, what needs were addressed:

Those who reported that the earned cash/income supported in meeting their urgent needs shared that with the support they “purchased food”, “paid transportation”, “bought medicines” and “returned loan”.

D.2.4.1.3 How do you rate contribution of this income in your socio-economic uplift?

When asked to rate the contribution of this income in their socio-economic uplift, 20% (4/20) reported “Ample”, 40% (8/20) quoted “Significant”, 20% (4/20) quoted “Adequate”, 10% (2/20) quoted “Little”, and 10% did not respond. Most of the respondents (almost 80%) rated the contribution as positive. Refer to the table below for further details:

Option	North Waziristan	
Ample	4	25.0%
Significant	6	37.5%
Adequate	2	12.5%
Little	2	12.5%
No Response	2	12.5%
Total	16	100.0%

E) Sustainability

**E.2.4.1.1 How you plan to continue to earn your income after SDP cash for work programme?
Please specify:**

When asked to specify as “How they plan to continue to earn their income after SDP cash for work programme”, 5 out of 20 respondent beneficiaries (20%) quoted “they have started their own business”, while the remaining 15 (80%) quoted “No proper plan for future”. Refer to the table below for further details:

Option	North Waziristan	
Started own bussiness	3	18.8%
No proper plan	13	81.2%
Total	16	100%

2.5: Enterprises supported to grow, improve their productivity and create additional jobs

(Creation of jobs placement center to support matching of employment demand(

In total, 5 beneficiaries from North Waziristan were interviewed under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.2.5.1.1 Is there any job placement center in your area?

All of the 5 respondent beneficiaries from North Waziristan mentioned that there is no job placement center in their area (4 out 5 mentioned “Don’t know” while 1 mentioned “No”.

B) Efficiency

B.2.5.1.1 Did you get job from job placement center?

All of the respondent beneficiaries quoted “No” when asked “Did you get job from job placement center?”. As mentioned above there is no job placement center in the area.

B.2.5.1.2 If no, why not?

As mentioned above there is no job placement center in the area. All of the respondent beneficiaries said “Don’t know” when they were asked why they did not get job from job placement center.

C) Effectiveness

C.2.5.1.1 Did you get job from job placement center in your profession?

All of the respondent beneficiaries said “No” when asked “Did you get job from job placement center in your profession?”

D) Impact

D.2.5.1.1 How many people of your area utilize jobs placement center services for finding employment?

All of the respondent beneficiaries said “Don’t know” when asked “How many people of your area utilize jobs placement center services for finding employment?”

E) Sustainability

E.2.5.1.1 How you plan to continue to get future employment, if job placement center is not there in your area? Please specify:

When asked to specify “How they plan to continue to get future employment, if job placement center is not there in their area?” the respondent beneficiaries shared as below:

- Started business
- Make a center for us as there is no employment

Note: There was no proper response.

2.8: Establishment of employment exchange for skills youth (men/women)

(Set up employment exchange in collaboration with local authorities)

In total, 22 beneficiaries were interviewed under this objective, 18 from Khyber and 4 from North Waziristan. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.2.7.1.1 Are you part of employment exchange in collaboration with local authorities?

81.8% of the respondent beneficiaries (18/22) reported that “they are part of employment exchange in collaboration with local authorities”, 4.5% (1/22) quoted “No” while 13.6% (3/22) “Don’t know”. Refer to the table below for further details:

Option	Khyber		North Waziristan		Total	
Yes	18	100.0%	0	0.0%	18	81.8%
No	0	0.0%	1	25.0%	1	4.5%
Do Not Know	0	0.0%	3	75.0%	3	13.6%
Total	18	100.0%	4	100.0%	22	100.0%

B) Efficiency

B.2.7.1.1 How often skilled youth (women/men) of your area get employment as a result of employment exchange in collaboration with local authorities? Please specify:

When asked “How often skilled youth (women/men) of your area get employment as a result of employment exchange in collaboration with local authorities?”, 18.2% of the respondent beneficiaries (4/22) reported “Often”, 59.1% (13/22) quoted “rare” while 22.7% (5/22) “Don’t know”. Refer to the table below for further details:

Option	Khyber		North Waziristan		Total	
Often	4	22.2%	0	0.0%	4	18.2%
Rare	12	66.7%	1	25.0%	13	59.1%
Do not know	2	11.1%	3	75.0%	5	22.7%
Total	18	100.0%	4	100.0%	22	100.0%

C) Effectiveness

C.2.7.1.1 Do local authorities maintain database of skilled youth (women / men)?

18.2% of the respondent beneficiaries (4/22) reported that local authorities maintain database of skilled youth (women / men), 18.2% (4/22) opted “No” while 63.6% (14/22) “Don’t know”. Refer to the table below for further details:

pOption	Khyber		North Waziristan		Total	
Yes	3	16.7%	1	25.0%	4	18.2%
No	4	22.2%	0	0.0%	4	18.2%
Do Not Know	11	61.1%	3	75.0%	14	63.6%
Total	18	100.0%	4	100.0%	22	100.0%

D) Impact

D.2.7.1.1 Has the unemployment rate of your area decreased or increased as result of employment exchange in collaboration with local authorities?

Out of the total 22 respondent beneficiaries, 54.5% (12/22) reported that the unemployment rate of their area “decreased” as a result of employment exchange in collaboration with local authorities, 9.1% (2/22) quoted “the unemployment increased”, 31.8% (7/22) “Don’t know” while 4.5% (1/22) did not respond. Refer to the table below for further details:

Option	Khyber		North Waziristan		Total	
Increased	2	11.1%	0	0.0%	2	9.1%
Decreased	12	66.7%	0	0.0%	12	54.5%
Do not know	4	22.2%	3	75.0%	7	31.8%
No Response	0	0.0%	1	25.0%	1	4.5%
Total	18	100.0%	4	100.0%	22	100.0%

E) Sustainability

E.2.7.1.1 How local authorities will continue employment exchange activities after completion of SDP? Please specify:

When the respondent beneficiaries were asked to specify as “How local authorities will continue employment exchange activities after completion of SDP?”, 4.55% quoted “Awareness”, 9.09% quoted “Equipment”, 4.55% quoted “Financial Support”, 31.82% quoted “Grant”, 9.09% quoted “Self-help”, 22.73% quoted “Skill and training” while 18.18% (4/22) did not respond. Refer to the table below for further details:

Option	Khyber		North Waziristan		Total	
Awareness	1	5.56%	0	0.00%	1	4.55%
Equipment	2	11.11%	0	0.00%	2	9.09%
Financial Support	1	5.56%	0	0.00%	1	4.55%
Grant	7	38.89%	0	0.00%	7	31.82%
Self help	2	11.11%	0	0.00%	2	9.09%
Skill and training	5	27.78%	0	0.00%	5	22.73%
No Response	0	0.00%	4	100.00%	4	18.18%
Total	18	100.00%	4	100.00%	22	100.00%

Section 3- Access to Quality Education

3.1: Access to schools restored in TDP return areas

(Rehabilitation of schools and restoration of facilities including WASH facilities)

In total, 23 beneficiaries were interviewed under this objective, (3 from Khyber, 5 from Kurram, 6 from North Waziristan, 8 from Orakzai, and 1 from South Waziristan). Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.3.1.1.1 Who were responsible for identification of schools for rehabilitation?

When asked “who were responsible for identification of schools for rehabilitation?”, 26% of the respondent beneficiaries (6/23) quoted “UNDP”, 13% (3/23) quoted “SRSP”, 39% (9/23) quoted “Education Department”, 9% (2/23) “Islamic Relief” while 13% (3/23) “Don’t know”. Refer to the table below for further details:

Options	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
UNDP	1	33%	5	100%	0	0%	0	0%	0	0%	6	26%
SRSP	2	67%	0	0%	0	0%	1	13%	0	0%	3	13%
Education Department	0	0%	0	0%	3	50%	5	63%	1	100%	9	39%
Islamic Relief	0	0%	0	0%	0	0%	2	25%	0	0%	2	9%
Don’t know	0	0%	0	0%	3	50%	0	0%	0	0%	3	13%
Total	3	100%	5	100%	6	100%	8	100%	1	100%	23	100%

A.3.1.1.2 Were you part of the school identification process for rehabilitation and restoration of facilities including WASH facilities?

61% of the respondent beneficiaries (14/23) reported “Yes” when asked “whether they were part of the school identification process for rehabilitation and restoration of facilities including WASH facilities”, while 39.1% (9/23) quoted “No”. The “no response” is mostly from North Waziristan. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	1	33.3%	5	100.0%	5	83.3%	2	25.0%	1	100.0%	14	60.9%
No	2	66.7%	0	0.0%	1	16.7%	6	75.0%	0	0.0%	9	39.1%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

A.3.1.1.3 If Yes, please mention name of the schools:

Those who reported that they were part of the school identification process for rehabilitation and restoration of facilities including WASH facilities (n-14) mentioned below schools when asked to mention the schools where they were involved in identification.

Name the school	District
GPS BARAMI BOYS SCHOOL	Khyber
GOVT MIDDLE SCHOOL AHMEDZAI	Kurram
GOVT MIDDLE SCHOOL ANNERZAI	Kurram
GOVT MILLDE SCHOOL AHMED ZAI	Kurram
GOVT MIDDLE SCHOOL AMERZAI	Kurram
GOVT MIDDLE SCHOOL AHMED ZAI	Kurram

GMS AYAZKOT, KHUSHALI	North Waziristan
GHSS, EIDAK	North Waziristan
GPS EDU	North Waziristan
GPS IRFAN NOT	North Waziristan
GOVT BOYS PRIMARY SCHOOL TORY KOT, MALIK AWAL KHAN SCHOOL	North Waziristan
GOVT GIRLS SCHOOL	Orakzai
GOVT PRIMARY SCHOOL	Orakzai
GMS OLD SAROKAI	South Waziristan

A.3.1.1.4 To what extent the identified schemes represent school rehabilitation needs?

When asked to rate whether the identified schemes represent school rehabilitation needs, 13% of the respondent beneficiaries (3/23) quoted “Ample”, 56.5% (13/23) quoted “Significant”, 17.4% (4/23) quoted “Adequate”, 4.3% (1/23) quoted “Little”, 8.7% (2/23) quoted “cannot gauge”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	0	0.0%	0	0.0%	2	33.3%	1	12.5%	0	0.0%	3	13.0%
Significant	2	66.7%	4	80.0%	2	33.3%	4	50.0%	1	100.0%	13	56.5%
Adequate	0	0.0%	1	20.0%	2	33.3%	1	12.5%	0	0.0%	4	17.4%
Little	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%
Cannot Gauge	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

B) Efficiency

B.3.1.1.1 Was this school actually in need of rehabilitation work?

100% of the respondent beneficiaries reported that the school actually needed the rehabilitation work.

B.3.1.1.2 What challenges children were facing prior to the rehabilitation work? Please specify:

The respondent beneficiaries shared below challenges faced by children prior to the rehabilitation work:

- Lack of WASH facilities, no latrines, no hand washing stations and lack of drinking water in schools
- Non-availability of tents
- Lack of washrooms and rooms
- Non-availability of water tank
- Cleanliness

B.3.1.1.3 Do you have an idea about cost estimates of school rehabilitation and restoration of facilities you mentioned?

Only 17.4% of the respondent beneficiaries (4/23) reported “Yes”, i.e. had an idea about cost estimates of school rehabilitation and restoration of facilities, 30.4% (7/23) reported “No” while 52.2% (12/23) quoted “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	0	0.0%	3	60.0%	1	16.7%	0	0.0%	0	0.0%	4	17.4%
No	2	66.7%	0	0.0%	3	50.0%	2	25.0%	0	0.0%	7	30.4%
Do Not Know	1	33.3%	2	40.0%	2	33.3%	6	75.0%	1	100.0%	12	52.2%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

B.3.1.1.4 If Yes, please provide amounts in Pak Rupees:

Those who reported that they knew about the cost (N=4), one of them quoted “296,000 PKR”, 2nd one quoted “650,000 PKR”, 3rd one quoted “1,414,528” and the 4th one quoted “3,096,337 PKR” as the cost estimates of school rehabilitation and restoration of facilities.

B.3.1.1.5 Are the costs per school rehabilitation and restoration of facilities you just mentioned represent a fair value for money?

All of the 4 respondent beneficiaries mentioned that the costs per school rehabilitation and restoration of facilities represent a fair value for money.

B.3.1.1.7 Has audit of completed school rehabilitation and restoration of facilities conducted?

When asked whether audit of the completed school rehabilitation and restoration of facilities conducted, only 21.7% of the respondent beneficiaries (5/23) quoted “Yes”, while 34.8% (8/23) quoted “No” and 43.5% (10/23) “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	2	66.7%	0	0.0%	3	50.0%	0	0.0%	0	0.0%	5	21.7%
No	1	33.3%	5	100.0%	1	16.7%	0	0.0%	1	100.0%	8	34.8%
Do Not Know	0	0.0%	0	0.0%	2	33.3%	8	100.0%	0	0.0%	10	43.5%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

C) Effectiveness

C.3.1.1.1 Is there any increase in enrollment rate after the restoration activity?

65.2% of the respondent beneficiaries reported (15/23) that there is increase in enrollment rate after the restoration activity, 26.1% (6/23) quoted “No” while 8.7% (2/23) “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	3	100.0%	0	0.0%	6	100.0%	5	62.5%	1	100.0%	15	65.2%
No	0	0.0%	5	100.0%	0	0.0%	1	12.5%	0	0.0%	6	26.1%
Do Not Know	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

4. If Yes, increase in enrollment of girls and boys

Most of the respondent beneficiaries (90%) quoted that there is almost 10-20% increase in the enrollment of boys and girls in these schools.

C.3.1.1.3 Has the students' retention rate increased after the restoration of school?

61% of the respondent beneficiaries reported (14/23) that “the students retention rate has increased after the restoration of schools”, 17.4% (4/23) quoted “No” while 21.7% (5/23) “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	2	66.7%	0	0.0%	6	100.0%	5	62.5%	1	100.0%	14	60.9%
No	1	33.3%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	4	17.4%
Do Not Know	0	0.0%	2	40.0%	0	0.0%	3	37.5%	0	0.0%	5	21.7%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

C.3.1.1.4 If Yes, increase in retention students of girls and boys:

Regarding increase in retention of girls, almost 28% of the respondent beneficiaries quoted “Up to 10% increase”, 22% quoted “15 to 30% increase” while 50% did not respond. Regarding increase in retention of boys, almost 22% of the respondent beneficiaries quoted “up to 10% increase”, 50% quoted “15 to 30% increase”, 14.3% quoted “0% increase”, while 14.3% did not respond.

C.3.1.1.6 How far school rehabilitation and restoration of facilities of your area address your needs?

When asked to rate as “How far school rehabilitation and restoration of facilities of your area address your needs?”, 4.3% of the respondent beneficiaries (1/23) quoted “Ample”, 43.5% (10/23) quoted “Significant”, 34.8% (8/23) quoted “Adequate”, 4.3% (1/23) quoted “Little”, 4.3% (1/23) quoted “Not at all” while 8.7% (2/23) quoted “Cannot gauge”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	4.3%
Significant	2	66.7%	0	0.0%	3	50.0%	5	62.5%	0	0.0%	10	43.5%
Adequate	0	0.0%	5	100.0%	2	33.3%	1	12.5%	0	0.0%	8	34.8%
Little	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	4.3%
Not at All	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%
Cannot Gauge	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

C.3.1.1.7 How far school rehabilitation and restoration of facilities of your area address needs of female members?

When asked to rate as “How far school rehabilitation and restoration of facilities of your area address the female needs?”, 8.7% of the respondent beneficiaries (2/23) quoted “Ample”, 26.1% (6/23) quoted “Significant”, 34.8% (8/23) quoted “Adequate”, 17.4% (4/23) quoted “Not at all”, while 13% (3/23) quoted “cannot gauge”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Significant	2	66.7%	0	0.0%	1	16.7%	3	37.5%	0	0.0%	6	26.1%
Adequate	1	33.3%	5	100.0%	1	16.7%	1	12.5%	0	0.0%	8	34.8%
Not at All	0	0.0%	0	0.0%	3	50.0%	0	0.0%	1	100.0%	4	17.4%
Cannot Gauge	0	0.0%	0	0.0%	1	16.7%	2	25.0%	0	0.0%	3	13.0%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

C.3.1.1.8 How far school rehabilitation and restoration of facilities of your area address needs of minorities members?

When asked to rate as “How far school rehabilitation and restoration of facilities of your area address the needs of minorities?”, 8.7% of the respondent beneficiaries (2/23) quoted “Ample”, 8.7% (2/23) quoted “Significant”, 30.4% (7/23) quoted “Adequate”, 4.3% (1/23) quoted “Little”, 8.7% (2/23) quoted “Not at all”, while 4.3% (1/23) quoted “cannot gauge”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Ample	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Significant	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	8.7%
Adequate	0	0.0%	5	100.0%	0	0.0%	2	25.0%	0	0.0%	7	30.4%
Little	0	0.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	1	4.3%
Not at All	1	33.3%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	2	8.7%
Cannot Gauge	0	0.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	1	4.3%
Not Applicable	2	66.7%	0	0.0%	5	83.3%	0	0.0%	1	100.0%	8	34.8%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

D) Impact

D.3.1.1.1 What changes have been brought by these school rehabilitation and restoration of facilities in your area?

In total, 9% (2/23) reported “Enrollment of girls increased”, 22% (5/23) reported “Schools are clean and beautiful now”, 30% (7/23) reported “overall enrollment increased”, 17% (4/23) reported “Washrooms are available now” while 22% (5/23) reported “No special change”, when asked “what changes have been brought by these school rehabilitation and restoration of facilities in their area”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Enrollment of girls increased	1	33%	0	0%	1	17%	0	0%	0	0%	2	9%
Schools are clean and beautiful	1	33%	0	0%	2	33%	2	25%	0	0%	5	22%
Overall	1	33%	0	0%	3	50%	2	25%	1	100%	7	30%

enrollment increased												
Washrooms are available	0	0%	0	0%	0	0%	4	50%	0	0%	4	17%
No special changes	0	0%	5	100%	0	0%	0	0%	0	0%	5	22%
Total	3	100%	5	100%	6	100%	8	100%	1	100%	23	100%

D.3.1.1.2 What changes have been brought by these school rehabilitation and restoration of facilities specifically for female population in your area?

When asked “What changes have been brought by these school rehabilitation and restoration of facilities in their area for female population”, almost 13% (3/23) quoted “Increase in enrollment of girls”, 9% (2/23) quoted “Schools are clean and beautiful now”, 4% (1/23) quoted “Washrooms are available now”, 30% (7/23) quoted “No special change”, 34% (8/23) did not respond, 9% (2/23) quoted “Don’t know”.

D.3.1.1.3 What changes have been brought by these school rehabilitation and restoration of facilities specifically for minorities population in your area?

All of the respondent beneficiaries quoted “No special change for minorities”. Most of them have mentioned not applicable or no minorities in this area.

D.3.1.1.4 Does the completed school rehabilitation and restoration of facilities cause any damage to environment / habitat?

In total, 21.7% (5/23) quoted “Yes” when asked “Does the completed school rehabilitation and restoration of facilities cause any damage to environment / habitat?”, 69.6% (16/23) quoted “No” while 8.7% (2/23) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	1	33.3%	4	80.0%	0	0.0%	0	0.0%	0	0.0%	5	21.7%
No	2	66.7%	0	0.0%	5	83.3%	8	100.0%	1	100.0%	16	69.6%
No Response	0	0.0%	1	20.0%	1	16.7%	0	0.0%	0	0.0%	2	8.7%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

D.3.1.1.6 Has the school rehabilitation resulted in girl students? access to education?

Out of the total 23 respondent beneficiaries, 56.5% (13/23) reported that “the school rehabilitation resulted in girl students/ access to education”, 17.4% (4/23) quoted “Don’t know” while 26.1% (6/23) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		South Waziristan		Total	
Yes	3	100.0%	0	0.0%	2	33.3%	7	87.5%	1	100.0%	13	56.5%
Do Not Know	0	0.0%	3	60.0%	0	0.0%	1	12.5%	0	0.0%	4	17.4%
No Response	0	0.0%	2	40.0%	4	66.7%	0	0.0%	0	0.0%	6	26.1%
Total	3	100.0%	5	100.0%	6	100.0%	8	100.0%	1	100.0%	23	100.0%

E) Sustainability

E.3.1.1.1 How will you maintain and operate the completed school rehabilitation and restoration of facilities of your area after SDP completion? Please specify:

The respondents shared below actions to maintain and operate the completed school rehabilitation and restoration of facilities of their area after SDP completion:

- They will properly monitor the schools and activities (almost 50% quoted this)
- They will take good care of cleanliness
- Some of them shared that the help of community or NGOs would be required (2 /23 of the respondents - 9%)
- 10 out of the 23 (44%) respondents did not respond

E.3.1.1.2 How will you identify school rehabilitation and restoration of facilities of your area after SDP completion? Please mention the key steps:

The respondents shared below steps when asked “How they will identify school rehabilitation and restoration of facilities of their area after SDP completion?”:

- Through help of the community (10/23- 43%)
- We are local and know the needs of the area (4/23- 17%)
- We will ask from the teachers of the schools (7 /23 - 30%)
- We will consult with Village Councilor (2/23- 9%)

E.3.1.1.3 How will female members of your area identify school rehabilitation and restoration of facilities after SDP completion? Please mention the key steps:

The respondents shared below key steps when asked “How will female members identify school rehabilitation and restoration of facilities of their area after SDP completion?”:

- Through help of the community (5/23- 22%)
- They will ask from the female teachers of the schools (6 /23 - 26%)
- Through the help of PTCs (3/23- 13%)
- 5 out of the 23 respondent beneficiaries (22%) quoted “Don’t know”, while 4 out of the 23 respondent beneficiaries (17%) did not respond

E.3.1.1.4 How will you fund school rehabilitation and restoration of facilities of your area after completion of SDP? Please specify:

The respondents shared below sources when asked “How they will fund school rehabilitation and restoration of facilities of their area after completion of SDP?”:

- Through PTC and school fund (3/23- 13%)
- They will collect funds from locals/ self-help (5/23- 22%)

- They will ask for help from village councilor (1/23- 4%)
- They will ask Government (5/23- 22%)
- No such arrangements yet (1/23- 4%)

One of the respondents (4%) quoted “Don’t know”, and 7 respondents (30%) did not respond

3.2: Trained government officials for effective management and planning

(Training / refresher sessions on monitoring school planning and management for relevant government officials)

In total, 4 beneficiaries were interviewed from North Waziristan under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.3.2.1.1 Have you received any training / refresher sessions on monitoring school planning and management?

All of the 4 respondents from North Waziristan (100%) have received training / refresher sessions on monitoring school planning and management.

A.3.2.1.2 If Yes, please list the name of training:

When asked to specify the training they received, the respondent beneficiaries mentioned “Mine risk education”, “handling difficult situation” and “Welfare Jirga”.

A.3.2.1.2 If Yes, please list the date of training:

Two out of the 4 respondents mentioned “2019”, and 2 of them mentioned 2018, when they were asked to share the year of training they received.

B) Efficiency

What were included in the training package such training manuals, stationary, etc.? Please specify:

When asked to mention “What were included in the training package?”, the respondents shared that it included “different papers”, “banners”, “kits”, “charts”, “files”, “instruments” and “stationery”.

C) Effectiveness

C.3.2.1.1 What theme / topics were covered by the training? Please specify:

The respondent beneficiaries mentioned “Earthquakes”, “How to keep safe from Mines”, “Terrorism”, and “People and Children Protection” when asked to specify the themes / topics which were covered by the training.

C.3.2.1.2 Were the themes / topics according to your training needs?

All of the 4 respondents reported that the themes / topics were according to their needs.

C.3.2.1.4 Are you satisfied from the trainings received?

All of the 4 respondents reported that “they are satisfied from the training they received”.

D) Impact

D.3.2.1.1 What changes the training has brought in your monitoring school planning and management skills? Please specify:

Respondent beneficiaries shared that “These training provided awareness to teachers and students and that they were encouraged a lot”.

E) Sustainability

E.3.2.1.1 How you plan to further improve your monitoring school planning and management skills on continuing basis? Please specify:

When asked how they plan to further improve their monitoring of school planning and skills on regular basis, the respondent beneficiaries shared below points:

- Coordination between Parents and Teachers
- Ask Government to visit frequently
- Departmental coordination
- Receive more training

Note: This is what has been quoted by the respondents (n=4).

E.3.2.1.2 How will you further transfer the monitoring school planning and management skills? Please specify:

There was no response to this question.

3.3: Improved education monitoring mechanism of schools’ teachers and students

(Evidence based research / monitoring of schools, teaching and learning)

In total, 3 beneficiaries were interviewed from North Waziristan under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.3.3.1.1 How do you monitor performance of your schools, teachers and learning outcomes?

All of the 3 respondent beneficiaries (100%) quoted that they monitor performance of your schools, teachers and learning outcomes on a “Weekly basis”.

B) Efficiency

B.3.3.1.1 How much does it cost to conduct 1 school performance monitoring visit? Please specify:

All of the 3 respondent beneficiaries (100%) quoted “it cost 0 amount” when asked about the cost to conduct school performance monitoring.

B.3.3.1.2 Do you think it is worthwhile to spend the amount you mention on school performance monitoring visit?

Not applicable, because all of the 3 respondents shared 0 amount as cost of monitoring visit.

C) Effectiveness

C.3.3.1.1 Are school performance monitoring visits making any difference?

All of the 3 respondent beneficiaries (100%) quoted “Yes”, when asked “are school performance monitoring visits making any difference?”

C.3.3.1.2 If Yes, please provide reasons:

When asked to mentioned reasons as how the school performance monitoring making difference, the respondent beneficiaries mentioned below reasons:

- It enhances discipline of school and performance of teachers
- It increases enrollment
- It ensures proper attendance of teachers and students
- It helps in knowing needs of the schools

C.3.3.1.4 Whom do you share school monitoring reports or survey findings with? Please specify:

The respondent beneficiaries mentioned that they share school monitoring reports or survey findings with “Education Department” and “Government Monitoring Teams”.

D) Impact

D.3.3.1.2 What changes have the school performance monitoring visits have brought on the learning outcomes of male and female students, e.g. annual results, reading and numeracy capacity? Please specify:

The school performance monitoring visits have brought changes on the learning outcomes of male and female students like “regular attendance of students”, “increase in enrollment” and “improvement in students results”.

D.3.3.1.4 What changes have the school performance monitoring visits brought on the teaching outcomes of male and female teachers e.g. pedagogy and students assessment skills? Please specify:

The school performance monitoring visits have brought changes on the teaching outcomes of male and female teachers like “regular attendance of teachers”, “activeness of teachers”, and “improvement in the performance of teachers”.

E) Sustainability

E.3.3.1.1 Are you going to continue monitoring of schools, teaching and learning?

All of the 3 respondent beneficiaries (100%) quoted “Yes”, when asked “Are you going to continue monitoring of schools, teaching and learning?”.

E.3.3.1.2 How will you ensure continuous monitoring of schools, teaching and learning outcomes? Please specify:

All of the respondent beneficiaries (100%) quoted that since they are local of the areas and therefore can easily continue monitoring of schools, teaching and learning outcomes.

3.4: Provision of support to middle schools through FATA Elementary Education Foundation

(Strengthening local mechanisms through FATA elementary education foundation for supporting middle schools)

In total, 2 beneficiaries (n=2) were interviewed from North Waziristan under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.3.4.1.1 Is your school of the FATA elementary education foundation under SDP?

One of the respondent beneficiaries quoted “Yes” when asked “Is your school of the FATA elementary education foundation under SDP?” and the other one opted “No”.

If Yes, what support your middle school receive? Please specify (books, teacher training, furniture, equipment or other):

There was only one respondent who quoted “we get these things from district office”.

B) Efficiency

B.3.4.1.1 When does the support you mention provided in an academic session (April / March)?

One of the two respondents mentioned the support is provided in the beginning of academic session while the other one did not respond to the question when asked “When does the support you mention is provided in an academic session”.

C) Effectiveness

C.3.4.1.1 How far is the support provided by FATA elementary education foundation under SDP effective in addressing your middle school needs? Please specify:

Both the respondent beneficiaries (100%) quoted “Significant” when asked “How far is the support provided by FATA elementary education foundation under SDP effective in addressing your middle school needs?”

C.3.4.1.2 If Little or Not at All, please provide reasons:

This is not applicable because both the respondent beneficiaries mentioned significant and no one quoted “Little or Not at all”.

D) Impact

D.3.4.1.1 What changes have support provided to your school under FATA elementary education foundation brought? Please specify:

Both the respondent beneficiaries mentioned “schools are cleaned and beautiful”, “there is no smell”, “students happily come to school” and “it decreased the burden on parents” are the changes brought by the support provided to their school under FATA elementary education foundation.

E) Sustainability

E.3.4.1.1 How will you continue supporting your middle school after completion of FATA elementary education foundation / SDP support? Please specify:

One of the two respondents quoted “their only hope is district education department” while the other one did not respond when asked “How will they continue supporting their middle school after completion of FATA elementary education foundation / SDP support?”.

3.5: Strengthening community resilience to disasters through basic training on crisis management

(Community members and schools’ children trained on disaster risk reduction)

In total, 3 beneficiaries were interviewed from North Waziristan under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and sustainability.

A) Relevance

A.3.5.1.1 Did you, community members and schools children of your area received any training on disaster risk reduction?

In total, 2 out of the 3 respondents (66%) reported that they (community members and schools’ children of their area) have received training on disaster risk reduction.

B) Efficiency

B.3.5.1.1 Do you remember the cost of the training. If Yes, please mention the amount (B.3.5.1.2)

One out of the three respondents (33%) reported that he knew about the cost of training. When asked about the amount, the respondent quoted “3000 PKR” as cost of the training.

B.3.5.1.3 What were included in the training package such training manuals, stationary, etc.? Please specify:

Two out of the 3 respondent beneficiaries quoted “Stationary” when asked to specify as “What were included in the training package” while one respondent beneficiaries did not respond.

C) Effectiveness

C.3.5.1.1 What theme / topics were covered by the disaster risk reduction training? Please specify:

Two of the respondent beneficiaries quoted “Earthquake”, “Terrorism” while one of the respondent beneficiaries did not respond when asked about the themes / topics which were covered by the disaster risk reduction training.

C.3.5.1.2 Were the themes / topics according to your training needs?

Two of the respondent beneficiaries (66%) quoted that the themes / topics of the disaster risk reduction training were according to their needs while one of the respondent beneficiaries did not respond.

C.3.5.1.4 How many female community members and students participated in disaster risk reduction training?

According to the respondent beneficiaries, no female community members and students participated in disaster risk reduction training.

D) Impact

D.3.5.1.1 What changes the disaster risk reduction training has brought in your monitoring school planning and management skills? Please specify:

Two of the respondent beneficiaries quoted “increased awareness” while one of the respondent beneficiaries did not respond when they were asked to mention changes the disaster risk reduction training has brought in their monitoring school planning and management skills.

E) Sustainability

E.3.5.1.1 How you plan to continue provision of disaster risk reduction trainings in your community and schools especially to teachers and newly reenrolled students after SDP is completed? Please specify:

One of the three respondent beneficiaries quoted “No Plan”, the 2nd one quoted ““Don’t know” while the 3rd one did not respond, when asked “How they plan to continue provision of disaster risk reduction trainings in their community and schools especially to teachers and newly reenrolled students after SDP is completed?”

E.3.5.1.2 How will you fund to conduct disaster risk reduction trainings in your community and schools after SDP is completed? Please specify:

Two of the three respondent beneficiaries quoted “No source” while one did not respond when asked “How will they fund to conduct disaster risk reduction trainings in their community and schools after SDP is completed?”

3.6: Improve quality of education in TDP return areas

(Revival of education through temporary and transitional structures)

In total, 4 beneficiaries were interviewed under this objective, 3 from North Waziristan and 1 from Kurram. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and sustainability.

A) Relevance

A.3.6.1.1 Were schools established through temporary and transitional structure such as prefab and tents in your area? If Yes, please list names of schools (A.3.6.1.2)

Two of the four respondent beneficiaries quoted “Yes” when asked “Were schools established through temporary and transitional structure such as prefab and tents in your area?”. And when asked to mention name of schools, they shared “GPS Irfan Kot, North Waziristan” and “GGPS Salwaz, Kurram”.

B) Efficiency

B.3.6.1.1 Do you know cost of a temporary school established in prefabricated structure or a tent? Please specify:

Two of the four respondent beneficiaries quoted “No” while 2 of them quoted “Don’t know” when asked “Do you know cost of a temporary school established in prefabricated structure or a tent?”.

B.3.6.1.3 Are prefabricate structure and tent schools a good solution during transition?

Two of the four respondent beneficiaries quoted “Yes”, one quoted “No” while 1 of them did not respond, when asked “Are prefabricate structure and tent schools a good solution during transition?”

C) Effectiveness

C.3.6.1.1 Are prefabricated structure and tent schools still functional in your area?

Two out of the four respondent beneficiaries quoted “Yes”, while two quoted “No” when asked “Are prefabricated structure and tent schools still functional in your area?”.

C.3.6.1.2 How many students were enrolled in these prefabricated structure and tent schools in your area? # of students in prefab schools and # of students in tent schools

Those two respondents who mentioned that prefabricated structure and tent schools are still functional in their area mentioned that 100 students were enrolled in the prefab schools and 175 were enrolled in tent schools.

C.3.6.1.3 How many girl students were enrolled in these prefab structure and tent schools? # of students in prefab schools and # of students in tent schools

One among those two respondents who mentioned that prefabricated structure and tent schools are still functional in their area mentioned that 40 Girls students were enrolled in the prefab schools and 200 Girls students were enrolled in tent schools while one did not respond.

D) Impact

D.3.6.1.1 Has these prefabricated structure and tent schools made any changes to children education in your area?. If Yes, what changes (C.3.6.1.2)

One out of the four respondent beneficiaries quoted “Yes”, one quoted “Don’t know” while two did not respond when asked “Has these prefabricated structure and tent schools made any changes to children education in your area?”

The one respondent who quoted “Yes” mentioned “children are now coming to school” when he was asked to specify the changes.

E) Sustainability

E.3.6.1.1 Will you establish prefabricated structure and tent schools in future, if needed?

Three out of the four respondent beneficiaries (75%) quoted “Yes”, while one did not respond when asked “Will you establish prefabricated structure and tent schools in future, if needed?”

E.3.6.1.2 How will fund prefabricated structure and tent schools in future, if needed? Please specify:

When asked as how they will fund prefabricated structure and tent schools in future, if needed, one of the respondent beneficiaries mentioned “they will do it with their own money” while one mentioned “they will ask Government for support” and other two did not respond.

3.8: Engagement of communities for increased enrollment and enrollment retention

(Back to school campaigns, enrollment driver community events, for increased enrollment)

In total, 3 beneficiaries were interviewed from North Waziristan under this objective. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability for promotion of rehabilitation efforts in collaborative manner with stakeholders.

A) Relevance

A.3.8.1.1 Do you recall any school campaigns, enrollment drive or community event for increasing student enrollment in schools of your area? Please specify:

All the three respondent beneficiaries (100%) reported that, “they recall school campaigns, enrollment drive or community event for increasing student enrollment in schools of their area”. They further specified mentioning that “banners were displayed” and “campaigns were held in March and September”. Other than these, they did not recall any other thing.

B) Efficiency

B.3.8.1.1 Do you remember the number of people participated in these events?. If Yes, how many participants?

Two of the three respondent beneficiaries (66%) reported that “they remember the number of people participated in these events” while one did not respond. When asked about participation of people, one among them mentioned 1200 males participated and the other one mentioned 8 males participated.

C) Effectiveness

C.3.8.1.1 Has the number of student enrollment increased schools of your area?. If Yes, how many students

Two out of three respondent beneficiaries (66%) quoted “Yes” while the 3rd one “Don’t know” when asked “Has the number of student enrollment increased schools of your area?”. When asked about number of students, one of the respondent beneficiaries mentioned “300 students” while the other one mentioned “50 students”.

D) Impact

D.3.8.1.1 Do you see any change in your areas as result of increased students? enrollment in schools of your area? If Yes, what changes (D.3.8.1.2)

Two out of the three respondent beneficiaries (66%) quoted “Yes” while the third one “Don’t know” when asked “Do you see any change in your areas as result of increased students’ enrollment in schools of your area?”. When asked to specify the changes, one among the three respondent beneficiaries quoted “increase in enrollment”.

E) Sustainability

E.3.8.1.1 How will you increase students’ enrollment in schools of your area after SDP completion? Please specify:

The respondent beneficiaries mentioned that they will increase students’ enrollment in schools of their area after SDP completion through “enrollment campaigns”, “awareness raising of parents” and “walks”.

E.3.8.1.2 How you plan to fund school campaigns, enrollment drives and community events after SDP completion? Please specify:

One out of the three respondent beneficiaries mentioned that they will fund school campaigns, enrollment drives and community events after SDP completion through “self-help i.e. from own pocket”, the 2nd one mentioned “via school fund” while the 3rd one did not respond

3.11: Improved learning environment in schools through provision of furniture

(Provision of furniture and equipment to rehabilitated schools)

In total, 4 beneficiaries were interviewed under this objective, 3 from Orakzai and 1 from Kurram. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.3.11.1.1 What kind of furniture, equipment and learning material your school received?

The respondent beneficiaries mentioned that “Chairs and tables for Student and Teachers”, “Cupboard” and “floor mats” were provided to the schools when asked as “what kind of furniture, equipment and learning material their school received?”

B) Efficiency

B.3.11.1.1 Do you know cost of furniture, equipment and learning materials received?

None of the four respondent beneficiaries knew about the cost of the furniture, equipment and learning materials they received.

C) Effectiveness

C.3.11.1.1 Did you notice any improvement in students learning outcome? If Yes, please specify (C.3.11.1.2)

Two out of the four respondent beneficiaries (50%) reported that “they noticed improvement in students learning outcome” while two “Don’t know”.

When asked to specify the improvement in students learning outcomes, they mentioned “they study happily” and one mentioned “due to clean and good environment there is increase in the interest of student in study”.

Note: This is what has been shared by respondents.

C.3.11.1.3 Did you notice any improvement in teachers’ performance? If Yes, please specify (C.3.11.1.4)

Three out of the four respondent beneficiaries (75%) reported that “they noticed improvement in teachers’ performance” while one “Don’t know”.

When asked to specify the improvement in teachers’ performance, they mentioned “teachers are now taking more interest in teaching”, and one mentioned “teachers are now focusing individual students”.

Note: This is what has been shared by respondents.

D) Impact

E.3.11.1.1 Did you notice any changes in school environment after receipt of furniture, equipment and learning materials? Please specify:

All of the 4 respondent beneficiaries mentioned that they have noticed changes in school environment after receipt of furniture, equipment and learning materials. They further specified it while mentioning that “students and teachers are very happy now with increased interest in school due to enhanced environment of the school”.

E) Sustainability

E.3.11.1.1 How you plan to utilize the furniture, equipment and learning material received by school? Please specify:

All four respondent beneficiaries are saying “we will take care of it”

E.3.11.1.2 How you plan to fund procurement of the furniture, equipment and learning material received by school after SDP completion? Please specify:

When asked about future funding, after SDP, for furniture, equipment and learning material, the respondent beneficiaries mentioned “we will collect funds from villagers”.

Section 4- Access to Social Services

4.1: Access to basic social services (infrastructure of health units, water systems and access roads) expanded in TDP returnees

(Public infrastructure schemes prioritized, approved, initiated and completed by FATA Secretariat for rehabilitation)

In total, 28 beneficiaries were interviewed under this objective, 11 from Khyber, 1 from Kurram, 6 from North Waziristan and 10 from Orakzai. Below is the analysis against the UNEG / OCED-DAC Criteria of Relevancy, Efficiency, Effectiveness, Impact and Sustainability.

A) Relevance

A.4.1.1.1 What is the name of public infrastructure scheme rehabilitated in your area?

Below are the names of public infrastructure schemes rehabilitated in the area of respondent beneficiaries.

- Tube-wells
- Solar scheme
- Water scheme and pipeline
- Street pavement

A.4.1.1.2 Are you benefitting from this scheme?

All of the respondent beneficiaries (100%) reported that they are benefitting from these schemes. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

A.4.1.1.3 Were you part of the public infrastructure schemes identification by FATA Secretariat. These schemes include health units, water systems?

60% of the respondent beneficiaries (17/28) reported that they were part of the public infrastructure schemes identification, 25% (7/28) quoted “No” while 14.3% (4/28) “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	6	54.5%	0	0.0%	1	16.7%	10	100.0%	17	60.7%
No	4	36.4%	1	100.0%	2	33.3%	0	0.0%	7	25.0%
Do Not Know	1	9.1%	0	0.0%	3	50.0%	0	0.0%	4	14.3%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

A.4.1.1.4 If Yes, please name the scheme.

Below are the names of schemes mentioned by respondent beneficiaries:

- School land scheme
- Tube-wells
- Solar scheme
- Water scheme and pipeline
- Street pavement
- Work for cash
- Bathroom
- Community center

A.4.1.1.5 To what extent the identified schemes represent your area development and rehabilitation needs?.

In total, 39.3% of the respondent beneficiaries (11/28) quoted “Ample”, 39.3% (11/28) quoted “Significant”, 14.3% (4/28) quoted “Adequate” while 7.1% (2/28) quoted “Little” when asked “to what extent the identified schemes represent their area development and rehabilitation needs?”. The data shows that 93% of the respondent beneficiaries are rating the support positive while only 7.1% says “Little”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Ample	1	9.1%	1	100.0%	2	33.3%	7	70.0%	11	39.3%
Significant	9	81.8%	0	0.0%	1	16.7%	1	10.0%	11	39.3%
Adequate	1	9.1%	0	0.0%	2	33.3%	1	10.0%	4	14.3%
Little	0	0.0%	0	0.0%	1	16.7%	1	10.0%	2	7.1%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

A.4.1.1.6 How many female members of your community participated in the CPI schemes identification process of your area? Please specify:

When asked about the female participation in the CPI schemes identification process, 82.1% (23/28) reported “0 female participated”, 3.6% (1/28) quoted “10 female participated”, 3.6% (1/28) quoted “12 female participated”, 7.1% (2/28) quoted “15 female participated” while 3.6% (1/28) quoted “20 female participated”.

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
0 Female	11	100.0%	0	0.0%	6	100.0%	6	60.0%	23	82.1%
10 Females	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	3.6%
12 Females	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	3.6%
15 Females	0	0.0%	0	0.0%	0	0.0%	2	20.0%	2	7.1%
20 Females	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	3.6%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

B) Efficiency

B.4.1.1.1 Do you have an idea about cost estimates of community infrastructure schemes of your area you mentioned under development needs of your area? Please specify.

In total, 14.3% of the respondent beneficiaries reported “they have an idea about cost estimates of community infrastructure schemes of their area”, 53.6% quoted “No”, while 32.1% “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	2	18.2%	1	100.0%	1	16.7%	0	0.0%	4	14.3%
No	8	72.7%	0	0.0%	2	33.3%	5	50.0%	15	53.6%
Do Not Know	1	9.1%	0	0.0%	3	50.0%	5	50.0%	9	32.1%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

B.4.1.1.2 If Yes, please provide amounts in Pak Rupees:

Four of the respondent beneficiaries knew about cost estimated, one of these 4 respondent beneficiaries quoted “195,000 PKR”, while three respondent beneficiaries quoted “200,000 PKR” as cost estimates of community infrastructure schemes”.

B.4.1.1.3 Are the costs per community infrastructure schemes you just mentioned represent fair value for money?

All of the respondent beneficiaries quoted that the costs per community infrastructure schemes represent fair value for money.

B.4.1.1.5 Are there any cost savings?

When asked “Are there any cost savings?”, 10.7% of the respondent beneficiaries (3/28) quoted “Yes”, 28.6% (8/28) quoted “No” while 60.7% (17/28) “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	1	9.1%	0	0.0%	2	33.3%	0	0.0%	3	10.7%
No	5	45.5%	1	100.0%	0	0.0%	2	20.0%	8	28.6%
Do Not Know	5	45.5%	0	0.0%	4	66.7%	8	80.0%	17	60.7%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

B.4.1.1.5 Has audit of completed schemes conducted?

7.1% of the respondent beneficiaries (2/28) quoted “Yes”, 46.4% (13/28) quoted “No” while 46.4% (13/28) “Don’t know” when asked “Has audit of completed schemes conducted?”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Yes	0	0.0%	0	0.0%	0	0.0%	2	20.0%	2	7.1%
No	6	54.5%	0	0.0%	1	16.7%	6	60.0%	13	46.4%
Do Not Know	5	45.5%	1	100.0%	5	83.3%	2	20.0%	13	46.4%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

C) Effectiveness

C.4.1.1.1 How far community infrastructure schemes of your area address your needs?

In total, 39.3% of the respondent beneficiaries (11/28) quoted “Ample”, 42.9% (12/28) quoted “Significant” while 17.9% (5/28) quoted “Adequate” when asked “How far community infrastructure schemes of their area address their needs?”. The data shows that 100% of the respondent beneficiaries are rating the support positive. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Ample	2	18.2%	1	100.0%	3	50.0%	5	50.0%	11	39.3%
Significant	8	72.7%	0	0.0%	2	33.3%	2	20.0%	12	42.9%
Adequate	1	9.1%	0	0.0%	1	16.7%	3	30.0%	5	17.9%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

C.4.1.1.2 How far community infrastructure schemes of your area address needs of female members?

35.7% of the respondent beneficiaries (10/28) quoted “Ample”, 42.9% (12/28) quoted “Significant”, 10.7% (3/28) quoted “Adequate” while 10.7% (3/28) quoted “Little” when asked “How far community infrastructure schemes of their area address need of female members?”. The data shows that 90% of the respondent beneficiaries are rating the support positive. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Ample	2	18.2%	0	0.0%	2	33.3%	6	60.0%	10	35.7%
Significant	8	72.7%	0	0.0%	2	33.3%	2	20.0%	12	42.9%
Adequate	0	0.0%	1	100.0%	2	33.3%	0	0.0%	3	10.7%
Little	1	9.1%	0	0.0%	0	0.0%	2	20.0%	3	10.7%
Total	11	100.0%	1	100.0%	6	100.0%	10	100.0%	28	100.0%

D) Impact

D.4.1.1.1 What changes have been brought by these community infrastructure schemes in your area?

The respondent beneficiaries mentioned changes as “Access to clean water”, “Cleaned environment”, “Paved streets”, “Enhanced lightening in streets” and “Enhanced Transportation”, brought by these community infrastructure schemes in their area.

E) Sustainability

E.4.1.1.1 How will you maintain and operate the completed community infrastructure schemes of your area after SDP completion? Please specify:

When asked as “how they will maintain and operate the completed community infrastructure schemes of their area after SDP completion” 18% of the respondent beneficiaries (5/28) quoted “through Community Organization”, 46% (13/28) quoted “through local community support”, 4% (1/28) quoted “No Plan”, while 32% “Don’t know”.

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Community Orgazniation	5	45%	0	0%	0	0%	0	0%	5	18%
Local community	2	18%	1	100%	1	17%	9	90%	13	46%
No Plan	0	0%	0	0%	1	17%	0	0%	1	4%
Don’t know	4	36%	0	0%	4	67%	1	10%	9	32%
Total	11	100%	1	100%	6	100%	10	100%	28	100%

E.4.1.1.2 How will you identify community infrastructure schemes of your area after SDP completion? Please mention the key steps:

When asked as “identify community infrastructure schemes of your area after SDP completion” 11% of the respondent beneficiaries (3/28) quoted “through Community Organization”, 39% (11/28) quoted “through local community support”, 11% (3/28) quoted “through Linkages with Government

Officials” 7% (2/28) did not respond while 32% “Don’t know”. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Community Organization	3	27%	0	0%	0	0%	0	0%	3	11%
Local community	0	0%	1	100%	0	0%	10	100%	11	39%
Linkages with Government Officials	3	27%	0	0%	0	0%	0	0%	3	11%
Don’t know	5	45%	0	0%	4	67%	0	0%	9	32%
No Response	0	0%	0	0%	2	33%	0	0%	2	7%
Total	11	100%	1	100%	6	100%	10	100%	28	100%

E.4.1.1.3 How will female members of your area identify community infrastructure schemes after SDP completion? Please mention the key steps:

When asked as “How will female members of their area identify community infrastructure schemes after SDP completion” 11% of the respondent beneficiaries (3/28) quoted “through Community Organization”, 43% (12/28) quoted “through local community support”, 4% (1/28) quoted “through Linkages with Government Officials”, 25% (7/28) “Don’t know” while 18% did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Community Orgazniation	3	27%	0	0%	0	0%	0	0%	3	11%
Local community	4	36%	0	0%	0	0%	8	80%	12	43%
Linkages with Government Officials	1	9%	0	0%	0	0%	0	0%	1	4%
Don’t know	1	9%	1	100%	3	50%	2	20%	7	25%
No Response	2	18%	0	0%	3	50%	0	0%	5	18%
Total	11	100%	1	100%	6	100%	10	100%	28	100%

E.4.1.1.4 How will you fund community infrastructure schemes of your area after completion of SPD? Please specify:

When asked as “How will they fund community infrastructure schemes of their area after completion of SPD?” 4% of the respondent beneficiaries (1/28) quoted “through Community Organization”, 68% (19/28) quoted “through donation from local community”, 18% (5/28) “Don’t know” while 11% (3/28) did not respond. Refer to the table below for further details:

Option	Khyber		Kurram		North Waziristan		Orakzai		Total	
Community	1	9%	0	0%	0	0%	0	0%	1	4%

Orgazniation										
Donation from Local community	9	82%	0	0%	0	0%	10	100%	19	68%
Don't know	1	9%	1	100%	3	50%	0	0%	5	18%
No Response	0	0%	0	0%	3	50%	0	0%	3	11%
Total	11	100%	1	100%	6	100%	10	100%	28	100%

Annex-5

Hiring of firm/organization/ company for conducting the Final Evaluation of Stabilisation and Development Programme (SDP), former Fata Transition And Recovery Programme (FTRP), UNDP Pakistan

Terms of Reference (TOR)

A. Project Title

Stabilisation and Development Programme (SDP)

B. Project Description

Background:

Following years of political restructuring, the erstwhile Federally Administered Tribal Areas (FATA) were merged into the Khyber Pakhtunkhwa (KP) province. One of the most significant political reforms in Pakistan's history, the merger is an exceptional allowance of constitutional rights and governance structures to the most underdeveloped areas of the country with very limited livelihood opportunities and lack of access to basic services.

The Stabilisation and Development Programme (SDP), former FATA Transition and Recovery Programme (FTRP) was launched in May 2015 to complement the efforts of the Government of Pakistan in enabling the safe and voluntary return of Temporarily Displaced Persons (TDPs) to their areas of origin, with a focus on relief, recovery and sustainable peace. SDP was initially designed to support the FATA Sustainable Return and Rehabilitation Strategy (SRRS). Following the merger into KP, the programme has re-aligned its priorities with the Tribal Decade Strategy (2020-2030) and supports the Government's policies aiming at development and growth of the Newly Merged Districts (NMDs) of KP.

The funding of the programme was secured over the years with partnership with the United States Agency for International Development (USAID), Government of the United Kingdom Department for International Development (DFID), European Union (EU), the Government of Japan, Global Affairs Canada and the United Nations Central Emergency Response Funds (CERF).

SDP is oriented around four main and reinforcing goals: a) enhancing community resilience and social cohesion to support civil society participation; b) increasing access to basic services through improved physical infrastructures; c) promoting livelihoods and catalyzing economic recovery processes; and d) removing barriers of access to education and creating an enabling environment to foster peacebuilding.

Over the last four years, SDP has assisted more than 800,000 individuals. In response to the evolving environment, the programme has transitioned from relief and recovery efforts to sustainable development. It has shown discernible signs of communities adopting positive coping mechanisms while re-establishing their families in their returning areas.

Through SDP UNDP aims to support the Government in fostering a stable environment in the NMDs, where the people are resilient, have improved access to basic services, livelihood sources and economic opportunities thereby contributing to their overall development and stability.



C. Scope of Work

SDP started in 2015 however no baseline or evaluation was conducted due to access and security issues in the NMDs, thus this will be the first evaluation to be conducted of the programme. The aim of the evaluation is to assess the overall impact of the programme from its start in 2015 until the end of 2019. In addition, the evaluation will compile lessons learnt, and provide recommendations that will facilitate updates to the design of the programme and related future interventions. The evaluation will be based on five assessment criteria defined by UNEG i.e. efficiency, effectiveness, relevance, impact and sustainability.

The scope of the evaluation covers the interventions carried out from the inception of SDP in May 2015 until 31st December 2019. The geographic area for the evaluation will include the following districts: Khyber, Kurram, North Waziristan, South Waziristan, Orakzai and Frontier Region districts of Bannu, Tank and Peshawar.

Target groups for the evaluation include individual beneficiaries, communities, development partners, Government counterparts and Implementing Partners (IPs).

Tasks and assignments to be undertaken:

A detailed methodology and sampling design will be prepared by the evaluation firm which will be part of the inception report. It should focus on methods to achieve the objectives of the evaluation. The evaluation team will do an exhaustive Document Review followed by applying both qualitative and quantitative data collection tools to ascertain the effectiveness and impact of the programme interventions. Qualitative data will be collected as primary data applying a series of social research methods including semi-structured interviews, interviews with key informants, Focus Group Discussions with beneficiaries. Questionnaire survey, as secondary data collection tool, will be conducted first where respondents will be stakeholder organisations and communities. Findings of this survey will help develop the Focus Group Discussions and semi-structured interviews to gain a detailed overview of the communities' as well as stakeholder organizations opinion on project implementation and to triangulate with survey results.

1. Document review of all relevant documentation.

This would include a review of inter alia

- o Project document (as well as contribution agreements).
- o Theory of change and results framework.
- o project quality assurance reports.
- o Annual workplans.
- o Consolidated quarterly and annual reports.
- o Results-oriented monitoring report.
- o Highlights of project board meetings.
- o Technical/financial monitoring reports.



2. Meetings with stakeholders

- a) The UNDP SDP team will brief the evaluation firm upon arrival and provide all necessary details and clarifications on the documents made available for the desk review.
- b) The evaluation firm will meet with the programme team, Programme Manager, Chief Crisis Prevention and Recovery Unit (CPRU), the Management Support Unit (MSU), the Deputy Resident Representative and Resident Representative UNDP.
- c) The evaluation firm will meet with relevant Government counterparts, including the Directorate of Projects, the Planning and Development Department, the Education Department and others.
- d) The evaluation firm will meet with bilateral donor representatives present in the country, including USAID, Japan, Canada, the European Union and others.
- e) The evaluation firm will meet with relevant Civil Society Organisations/IPs of SDP and document their experience and learnings from the programme.
- f) Beneficiary feedback will be sought from the local communities, including females to gauge their feedback on various programme interventions.

3. Surveys and questionnaires involving other stakeholders including key government counterparts, donor community members, representatives of key civil society organizations, and communities.

4. Semi-structured interviews with key stakeholders including key government counterparts, donor community members, representatives of key civil society organizations, and communities

- a. Development of evaluation questions around relevance, effectiveness, efficiency and sustainability and designed for different stakeholders to be interviewed.
- b. Key informant and focus group discussions with men and women, beneficiaries and stakeholders.
- c. All interviews should be undertaken in full confidence and anonymity. The final evaluation report should present specific comments without disclosing identity of individuals.

To ensure the quality of reported results, data triangulation will be included as part of the methodology. Based upon the above assessment, the evaluation team will compile lessons learnt and make recommendations for the future.

The quantitative and qualitative data will be the property of UNDP and will be shared in totality with UNDP as soon as data is recorded and coded. Data will be used while presenting the findings without compromising the confidentiality and anonymity of the participants. For this, labels will be used to hide the identities of the participants in the final report however in the first draft to UNDP the evaluation firm will produce the findings with data without labels. The coding and labelling scheme will be discussed and implemented after approval from UNDP.

The findings of the report will be based on concrete qualitative and quantitative data as evidence. The analysis will be an important section of the report which will be based on the findings reported earlier in the report. The conclusions will be rooted in the analysis of the findings. The recommendations will be linked to conclusions.



D. Expected Outputs and Deliverables

Sr.No	Deliverables	Submission timeline	Review and Approvals Required
1	Submission of an inception report	10 days	
2	Evaluation debriefings	10 days	
3	Draft Evaluation Report	30 days	
4	Evaluation report audit trail	10 days	
5	Final Report	20 days	
6	Presentation of executive summary and recommendations	10 days	

E. Institutional Arrangement

Chief Technical Advisor will supervise the Contractor and to whom the Service Provider/Contractor will be directly responsible, reporting, and seeking approval/acceptance of output from. Deputy Resident Representative, UNDP Pakistan, will be the Evaluation Commissioner (EC) and Head of Management Support Unit will be the Evaluation Manager (EM). EC will be supported by EM in safeguarding the independence of the evaluation exercise and ensure the quality of evaluation in a timely fashion. To ensure independence and impartiality, EM will be the focal person for this evaluation. EM will ensure that the evaluation is conducted as per the evaluation plan and in line with this ToR.

CPRU Unit and SDP team will facilitate EM and the work of the consulting firm before and during the assignment period. This ToR shall be the basis upon which compliance with assignment requirements and overall quality of services provided by the evaluation firm will be assessed by UNDP.

F. Duration of the Work

The duration of the work is three months: one month in the field and the rest of the time will be dedicated to desk work and report writing.

G. Duty Station

The evaluation firm will be based in Peshawar with occasional visits to Islamabad and frequent field visits to the NMDs where SDP implements activities (to be agreed upon as part of the methodology in the inception report).



H. Scope of Price Proposal and Schedule of Payments

The payment is linked with achievements of the below-mentioned deliverables and shall be released upon satisfactory completion of each deliverable report certified by UNDP.

Deliverables	Description of deliverables	Submission timeline	Percentage of the payment
Deliverable 1	Submission of an inception report	10 days	15% of the instalment
Deliverable 2	Evaluation debriefings	10 days	10% of the instalment
Deliverable 3	Draft Evaluation Report	30 days	20% of the instalment
Deliverable 4	Evaluation report audit trail	10 days	20% of the instalment
Deliverable 5	Final Report	20 days	25% of the instalment
Deliverable 6	Presentation of executive summary and recommendations	10 days	10% of the instalment

I. Competencies

- The firm should have minimum 10 years of experience in monitoring and evaluation of large programmes in developing countries.
- Familiarity with international context and post-conflict/ crises in developing societies.
- Relevant experience and knowledge of the United Nations programmes.
- Experience in human resources and institutional capacity development, including gender equality.
- Proven capacity to effectively collect, analyse and evaluate data/information.
- Ability to organize and synthesize information in a systematic manner
- The firm should have a diverse team composition of both men and women including researchers, data analyst, report writer and a team lead.
- The team lead should have experience of leading evaluations of development programmes particularly recovery and rehabilitation initiatives in post-conflict areas
- The researcher team should comprise of one man and woman and should have prior experience of designing research methodology and conducting interviews and FGDs at household and individual level
- The data analyst should be well versed in data management and statistical analysis of data
- The report writer should be well versed in report writing with proven experience in producing a high-quality evaluation and assessment reports
- The firm should be familiar with UNDP/UN evaluation policies and procedures, and with the programming principles of the UNDP/UN.
- Proven experience in evaluation of post disaster development programmes and stabilization programmes.



- The firm should be familiar with the reality in the NMDs. The team leader will allocate roles and responsibilities within the team, including meeting schedules and drafting duties and be responsible for timely delivery of the mission reports.
- The evaluation firm should have proven relevant background and experience in the context of the NMDs.
- Excellence in report writing.
- Ability to communicate in English, Urdu and Pashto.

Corporate Competencies:

- Demonstrates integrity by modelling the UN's values and ethical standards (human rights, peace, understanding between peoples and nations, tolerance, integrity, respect, impartiality) results orientation;
- Promotes the vision, mission, and strategic goals of UNDP;
- Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability.

Functional Competencies:

- Consistently approaches work with energy and a positive, constructive attitude;
- Demonstrates good oral and written communication skills;
- Has the ability to work both independently and in a team, and ability to deliver high-quality work on tight timelines.

Behavioural competencies:

- Gender-sensitive;
- Comfortable working in dynamic environments that change frequently;
- Able to perform in a high-stress and difficult security environment, with austere living quarters.

Computer Skills:

- Proficiency in MS Office and statistical analysis software



Annex 3 – Evaluation Matrix

Following is the tentative Evaluation Framework which will be further improved at the Inception Phase of the assignment:

	UNEG / OCED-DAC Criteria	Evaluation Questions	Key Sub Questions/Indicators	Data Sources & Methodology
1	Relevance	<p>(Are We Doing It Right)</p> <p>a) To what extent was the Project in line with the national development priorities, the Country Programme's outputs and outcomes, the UNDP Strategic Plan and the SDGs?</p> <p>b1) To what extent does the Project contribute to the Theory of Change for the relevant Country Programme outcome as well as assess the relevance of the Project's four components for supporting the recovery/rehabilitation and development of the NMDs.</p> <p>b2) Is the Project aligned with the thematic focus of the UNDP Strategic Plan 2014-2017 and 2018-2021?</p> <p>c1) To what extent were lessons learned from other relevant projects considered in the Project's design as well as during its execution between 2015 and 2019?</p> <p>c2) To what extent did the Project generate knowledge – particularly lessons learned (i.e., what has worked and what has not) – and has this knowledge informed management decisions and changes/course corrections to ensure the continued relevance of the Project towards its stated objectives, the quality of its outputs and, most importantly, the management of risks?</p> <p>d) To what extent were perspectives of those who could affect the outcomes, and those who could contribute information or other resources to the attainment of stated results, taken into account during the Project design and implementation processes?</p> <p>e1) To what extent does the Project contribute to LNOB1, gender equality, the empowerment of women and the human rights-based approach?</p> <p>e2) Are social and environmental impacts and risks (including those related to human rights, gender and environment) being successfully managed and monitored in accordance with Project Document and Social & Environmental Screening Checklist (part of</p>	<ul style="list-style-type: none"> Whether there is a coherence between the strategy outlined in the national, provincial, UNDP Strategic Plan & country outputs, outcomes and the Project under evaluation. Which parts and which objectives of the Pakistan's National Development Objectives/Perspective Plans have been addressed by the Project to be evaluated. If not, why not? If there are gaps, what are the gaps? And, Why these gaps were not filled? Which parts and which objectives of the UNDP's Country Strategy and its governance related components have been addressed by each Project. Whether the Projects meet the development priorities of the local level where Project has been implemented and the extent of inclusiveness. Review of recommendations given by other projects and how those recommendations are included in the said Project. What was the feedback inclusion process from different stakeholders? To what extent was the Project participatory in the phase of designing as well as throughout its evolution? How did the Project authorities ensure the social acceptability and gender friendliness of the interventions implemented. 	<p><u>Type of Answer/ Evidence</u></p> <ul style="list-style-type: none"> Statistical/figures from primary and secondary sources Descriptive <p><u>Method</u> Primary and secondary data collection, analysis and triangulation</p> <p><u>Sampling/ Selection</u></p> <ul style="list-style-type: none"> KIIS - Purposive FGDs - Purposive Beneficiaries - Random Sample for Tracer <p><u>Data Analysis Methods</u></p> <ul style="list-style-type: none"> Content analysis Statistical analysis

		<p>Project Document)?</p> <p>e3) Were there any unanticipated social and environmental issues or grievances that arose during implementation which were then assessed and adequately managed, with relevant management plans updated?</p> <p>f) Evaluate the extent to which SDP's Implementation Strategy has been responsive to the emerging needs and priorities of Government counterparts and beneficiary communities; and to the context of the emerging development scenario of the NMDs.</p> <p>g) To what extent were the Project's measures (through outputs, activities, indicators) to address gender inequalities and empower women relevant and produced the intended effect? If not, were evidence-based adjustments and changes made during implementation?</p>	<ul style="list-style-type: none"> What were the priority areas of interest in NMDs & KP? How did the Project match the priorities of National and Provincial Governments? Why and how these sectors were agreed upon for Project funding? How far and in what manner the Projects intervened/complied with UNDP's Project goals? What was the nature and quality of communication and coordination between the respective ministries/departments, beneficiaries and the Project? Was there any mechanism to experience emerging needs of beneficiaries? Was the Project adaptive enough to include these changes? If yes, what was that? And what emerging needs were included in the Project? 	
2	Efficiency	<p>(Are We Doing It Cost-Effectively)</p> <p>a) To what extent was the Project Management Structure, as outlined in the Project Document, efficient in generating the expected results?</p> <p>b) To what extent have the UNDP Project implementation strategy and execution been efficient and cost-effective?</p> <p>c) To what extent has there been an economical use of financial and human resources? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve outcomes?</p> <p>d) To what extent have resources been used efficiently? Have activities supporting the strategy been cost-effective?</p> <p>e) To what extent have Project funds and activities been delivered in a timely manner?</p> <p>f) To what extent do the M&E systems utilized by</p>	<ul style="list-style-type: none"> Review of Project Organogram, responsibilities and views of Project Team; was the human resource sufficient to produce quality outputs? Overall as well as annual budget, cost/expense; their variation and benefits achieved or not? Was there any deviation from budgeted/expensed amounts? Whether the Projects were completed with initially approved cost. What financial risk management techniques have been adopted by the Project? What were the opinions recorded by the auditors about funds utilized by the Project, especially through its partners. Any other donor carried out similar activity and with what cost. Which type of efforts were used to save financial resources or funds utilized efficiently within estimated budget? In order to efficiently use financial and human resources, were any competitive or comparative advantages of Projects utilized? Were there any other alternatives explored and considered? What criteria was used in evaluating alternatives? And, what were the reasons for opting the other alternative? Identifying the segregated Project components and evaluating the components for their budget vs. cost vs. achievements. Deliverable dates vs. agreed dates in Work Plan – see deviations. Did these deviations cause any financial implications? If yes, then to what extent? To what extent were risks and mitigation integrated in Work Plans as well as budgeting? If yes, to what extent were those successful? If not successful, then why not? What mechanisms are in place to monitor and evaluate the relevance of 	

		UNDP ensure effective and efficient project management?	<p>the activities being implemented through the target Programmes/Projects?</p> <ul style="list-style-type: none"> ▪ Review of M&E system and results achieved by employed M&E system. ▪ If not achieved, then why not? ▪ Was there fault in the M&E design? ▪ Or lacunas in the implementation strategy? ▪ Was there any in-built mechanism to ratify errors timely? ▪ If yes, was that system employed? ▪ If not, why not? Or if the system did not work, then why not? 	
		g) Assess the adequacy of funds for Programme implementation up to 2019 and analyse Project Strategy for resource mobilisation for future interventions.	<ul style="list-style-type: none"> ▪ Were there any activities that were left due to lack of funds? ▪ Were there any activities that were not of any use and the funds against those activities were saved or utilized elsewhere? 	
3	Effectiveness	(Are We Achieving Objectives)	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not? ▪ Alignment of results-chain between Strategic Plan, CPD outcomes/outputs and Project outputs? ▪ Alignment of Donor Log Frames with Project Log Frame? 	
		a) To what extent did the Project contribute to the Country Programme outcomes and outputs, the SDGs, the UNDP Strategic Plan and national development priorities?	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not? ▪ Did the project complete its activities as envisaged in the Project Document? ▪ Were communities benefiting from Project interventions as per the objectives of the Project? ▪ What are the sustainability aspects attained by the beneficiaries for the post-Project era. ▪ How far have the programmatic interventions been successful in addressing the immediate, mid-term and long term needs of the communities? ▪ Were programmatic results achievable, measurable and time bound? ▪ Did the programmatic interventions consider local experiences, insights and preferred solutions? ▪ How far have the tangible and intangible results been measured quantitatively and qualitatively? 	
		b) To what extent were the four Project outputs achieved? If partially achieved or not achieved, then why?		
		Have there been regular reviews of the annual Work Plans to ensure that the Project is on track to achieve the desired results, and to inform course corrections if needed?		
		c) What factors have contributed to achieving or not achieving intended Country Programme outputs and outcomes?	<ul style="list-style-type: none"> ▪ Identification and review of various factors, e.g. financial human resources, skills, time, coordination mechanism, etc. 	
		d) To what extent has the UNDP partnership and resource mobilisation strategy with Government departments, UN agencies, CSOs and international donors ensured coordinated support for the development of NMDs and has been appropriate and effective?		
		e) In which areas does the Project have the greatest achievements? Why and what have been the supporting factors? How can the Project build on or expand these achievements in the next phase?	<ul style="list-style-type: none"> ▪ Identification of achievements. ▪ What are the factors associated with or have contributed in achieving these outcomes? ▪ How can these factors be integrated for the future? In the programming/nest phase? ▪ Do these identified factors require any modification? If yes, what type of modifications/improvements? 	
		f) In which areas does the Project have the fewest	<i>SWOT analysis to be performed once field visits are completed.</i>	

	<p>achievements? What have been the constraining factors and why? How can or could they be overcome in the next phase?</p> <p>g) What, if any, alternative strategies would have been more effective in achieving the Project objectives?</p> <p>h) Are the Project outputs clear, practical and feasible in line with the Project's Theory of Change?</p> <p>i) Assess how the four Programme components complemented each other to contribute to the achievement of the objective of strategic plan/CPD i.e. enhancing stability and development in the NMDs.</p> <p>j) To what extent have stakeholders, including donors and beneficiary communities, been involved in project implementation?</p> <p>k) To what extent are project management and implementation participatory, flexible, creative and responsive to respond to emerging needs and priorities of the NMDs, and is this participation contributing towards achievement of the Project's outputs?</p> <p>l) To what extent has the Project been appropriately responsive to the needs of the national constituents and changing partner priorities?</p> <p>m) To what extent has the Project contributed to gender equality, the empowerment of women and the realization of human rights?</p> <p>n) Assess the level of effectiveness of the UNDP and SDP oversight and management structures during the review period, as well as quality and adequacy of programme monitoring and reporting in timely decision making by Project Managers.</p> <p>o) Assess whether a gender and human rights perspective has been taken into consideration and has</p>	<ul style="list-style-type: none"> How many and how far are the results or stipulated outcomes achieved through what kind of activities? What were the threats and how were they mitigated? Did they have any impact in overall cost and/or cost overrun? <p><i>(Identification of synergies amongst the Project's components, identifying the gaps where synergies could have been achieved, and identifying any duplication of efforts.)</i></p> <ul style="list-style-type: none"> Which alternative means and modes of intervention were employable or adoptable in response to the local needs and preferences? What possible changes could or were possible to be made in terms of log-frame and financial management? Based on the experience/s of the said interventions, what other means, modalities and approaches evolved or what lessons were learnt to be adopted for similar interventions in different or similar areas? <p>Are the Project's outputs SMART?</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> What was the feedback inclusion process from different stakeholders including donors and government? To what extent was the Project participatory in the phase of designing as well as throughout its implementation? <p>How has gender equality and the empowerment of women been integrated into the design, planning and implementation of SDP and has this resulted in desired results? What worked well and why? What didn't work well and why not? What are the lessons learnt going forward?</p> <ul style="list-style-type: none"> Did the M&E system/project log frame help implementation and in achieving gender equality/women empowerment? To what extent were these aspects achieved? Identify both in numbers and in qualitative terms. <ul style="list-style-type: none"> No. of Project Board Meetings held and to extent actions followed-up. Review of mechanism of providing feedback? Decentralization in decision making. Reporting frequency (monthly, quarterly, yearly, etc.). UNDP and SDP Monitoring Missions and review of their reports? And to what extent have the findings from these Missions included in the Programme. <ul style="list-style-type: none"> Whether the Project benefits are inclusive of all segments of community including, women, children and minorities? What are the 	
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		been effective for the targeted institutions and communities.	pre- and post-conflict intensity and conflict handling scenarios? What specific benefits are being derived from the Project's interventions?	
4	Impact	<p>(Are We Achieving the Goal)</p> <p>a) Explore if and how various Programme components had a positive/less positive/no impact on each other:</p> <p>I. What has been the impact, if any, of vocational/entrepreneurial training and grants on increasing/impacting positively on the livelihood of the beneficiaries?</p> <p>II. Conduct a tracer of a representative sample of skills and entrepreneurship beneficiaries and document the rate of success.</p> <p>III. How has the infrastructure component contributed to the development of NMDs and what is the functionality status of infrastructure schemes?</p> <p>IV. How has the education component affected the lives of children, especially girls, in the context of NMDs?</p> <p>b) Evaluate the impact of the Programme on the wider development environment of the NMDs.</p> <p>c) Assess what changes in the social and economic development at the level of individuals, institutions and communities — intended and unintended, positive and negative — have been brought about by the Programme.</p> <p>d) Was there clear evidence of results and recognition of UNDP support (stakeholders e.g. Government, administration, community organizations and beneficiaries at local level)?</p>	<p>(The Project's impact and sustainability will be assessed on humanitarian principles of impartiality, inclusiveness, neutral and confidential manner.)</p> <ul style="list-style-type: none"> What was the overall perception of the beneficiaries vis-à-vis design, implementation arrangements, incorporation of stakeholders, particularly women's concerns, impact on quality of life, and sustainability of interventions, and handling of operation and maintenance cost? What were the pre-Project problems in the beneficiary areas? Were these problems addressed by the Project? What negative impact or changes were brought even inadvertently? How are these affecting the lives of the communities? Were Project Managers and implementing agents familiar with the "Do No Harm" (DNH) approach? Did the Project ensure inclusion of all groups including women/minorities? How were priorities identified and decisions made? Who were part of the community organizations? How were Projects implemented? And, who are these Projects benefitting the most? What has been the impact of the Project on beneficiaries in terms of increase in income, skills enhancement through enterprise and vocational trainings, access to financial resources, better infrastructure facilities through CPIs, benefits from education related interventions, access to markets, social and market linkages, etc.), and to what extent did the interventions contribute to the beneficiaries' socio-economic uplift. The impact of the Project on institutions (e.g. COs, Government) in terms of strengthening of COs, CO functionality, representation of all types of communities in COs, CO involvement with governments in finalizing community development projects, capacity enhancement of government officials, etc. The impact of the project on communities through better infrastructure facilities (CPIs and Public Infrastructure Schemes), benefits from education related interventions, access to markets and market linkages, social cohesion, etc. 	
5	Sustainability	<p>(Are Positive Results Durable)</p> <p>a) Assess the sustainability of Capacity Building Programmes, particularly provision of business grants, interest free loans, and skills training on youth.</p> <p>b) The extent to which the community's physical infrastructure, market infrastructure and public infrastructure schemes are sustainable after the phase-out of the Programme.</p> <p>c) Are there any financial risks that may jeopardize the sustainability of Project outputs after the Project ends?</p> <p>d) To what extent will financial and economic resources be available to sustain the benefits achieved by the Project?</p> <p>e) Are there any social or political risks that may</p>	<ul style="list-style-type: none"> How are the Project interventions currently running? What role is being played by the beneficiary communities? Whether beneficiaries wish these interventions to continue in future? Any mechanism developed by beneficiaries to continue interventions after Project support is out? What is the institutional structure, the capacity of the technical and support staff, financial strength of communities/enterprises to respond to the Project's initiatives? What is the cost of operation and maintenance (O&M)? Who bears it? How is it organized? Who is responsible for major repairs and breakdown? And, is there a contingency fund to meet eventualities? What is the composition of the committee? Whether all segments of community are represented in the committee? Do regular meetings of the committee take place? 	

		<p>jeopardize sustainability of Project outputs and the Project's contributions to Country Programme outputs and outcomes?</p> <p>f) Do the legal frameworks, policies and governance structures and processes within which the Project operates pose risks that may jeopardize sustainability of project benefits?</p> <p>g) To what extent did UNDP actions pose an environmental threat to the sustainability of Project outputs?</p> <p>h) What is the risk that the level of stakeholders' ownership will be sufficient to allow for the Project benefits to be sustained?</p> <p>i) To what extent do mechanisms, procedures and policies exist to allow primary stakeholders (Government, administration, community organizations and beneficiaries at local level) to carry forward the results attained on gender equality, empowerment of women, human rights and human development?</p> <p>j) To what extent do stakeholders (Government, administration, community organizations and beneficiaries at local level) support the Project's long-term objectives?</p> <p>k) To what extent are lessons learnt being documented by the Project team on a continual basis and shared with appropriate parties who could learn from the Project?</p> <p>l) To what extent do UNDP interventions have a well-designed and well-planned exit strategy?</p> <p>m) What could be done to strengthen the exit strategy and sustainability?</p>	<ul style="list-style-type: none"> What is the financial contribution mechanism? How much funds are available? Where are these funds placed? How are these funds utilized? And, what functions does the committee perform? How far, and how effectively and efficiently are these services and facilities going to continue/sustain once SDP withdraws? Has the community developed its own local system of managing/sustaining these services? How far are the Municipal or Local Departments capable or have been made capable to sustain and continue the services and the facilities provided – including repair and maintenance? How far is the community or respective local department and/or Municipality willing to make desired investment in near or far future to sustain? What additional support is given to women to ensure sustainability of interventions responding to their needs? How inclusive were the community organization to include all groups of the communities? What documents are produced and how lessons learnt are incorporated in Strategies and Programmes? What mechanisms are in place for knowledge management and for its dissemination? To what extent do UNDP interventions have a well-designed and well-planned exit strategy? What could be done to strengthen the exit strategy and sustainability? 	
6	Human rights	<p>a) To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups been integrated into the design, planning and implementation of the intervention and have the desired results been achieved?</p>		
7	Gender equality	<p>a) To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the Project?</p> <p>b) Is the gender marker data assigned to this Project representative of reality? What % of annual and total budget was spent on gender in the Project between 2015-2019/2020 and whether results on gender matched the budget and/or expenditures incurred?</p> <p>c) To what extent has the Project promoted positive changes in gender equality and the empowerment of women in target geographical areas/population? Were there any unintended effects? How regularly were these recorded and whether they resulted in any course correction?</p>		

Annex 4 – Beneficiary Survey Questionnaire



Beneficiary Survey Questionnaire (NMDs and FRs)
Final Evaluation of SDP UNDP (May 2015 – December 2019)



S#	Section A	Identification																								
A1.	Beneficiary Identification # فائدہ اٹھانے والوں کا شناخت نمبر #																									
A2.	Name نام																									
A3.	Gender صنف / جنس	1. Male مرد 2. Female عورت 3. Transgender (do not ask but if the person disclose then record) ٹرانسجینڈر (مت پوچھو لیکن اگر شخص انکشاف کرتا ہے تو ریکارڈ کریں)																								
A4.	Profession پیشہ	Please tick (✓) as appropriate: <table border="1"> <tr> <td>1</td><td>Entrepreneur کاروباری</td><td>2</td><td>Landlord زمیندار</td></tr> <tr> <td>3</td><td>Driver ڈرائیور</td><td>4</td><td>Businessman تاجر</td></tr> <tr> <td>5</td><td>Mason مستری</td><td>6</td><td>Government Servant سرکاری نوکر</td></tr> <tr> <td colspan="2"></td><td colspan="2">BPS: بی پی ایس</td></tr> <tr> <td colspan="2"></td><td colspan="2">Department: شعبہ</td></tr> <tr> <td>7</td><td colspan="3">Any Other (Please specify) کوئی دیگر (براہ کرم وضاحت کریں)</td></tr> </table>	1	Entrepreneur کاروباری	2	Landlord زمیندار	3	Driver ڈرائیور	4	Businessman تاجر	5	Mason مستری	6	Government Servant سرکاری نوکر			BPS: بی پی ایس				Department: شعبہ		7	Any Other (Please specify) کوئی دیگر (براہ کرم وضاحت کریں)		
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A5.	CNIC # شناختی کارڈ نمبر																									
A6.	Contact Number رابطہ نمبر																									
A7.	Village گاؤں																									

A8.	Village / Neighborhood Council گاؤں / پڑوسی کونسل							
A9.	Tehsil تحصیل							
A10.	District ضلع							
A11.	District Code ڈسٹرکٹ کا کوڈ	<p>Please tick as appropriate: براہ کرم مناسب جواب پر نشان لگائیں</p> <table border="0"> <tr> <td>1 Khyber خیبر</td> <td>4 Orakzai اورکزئی</td> </tr> <tr> <td>2 Kurram کرم</td> <td>5 South Waziristan جنوبی وزیرستان</td> </tr> <tr> <td>3 North Waziristan شمالی وزیرستان</td> <td></td> </tr> </table>	1 Khyber خیبر	4 Orakzai اورکزئی	2 Kurram کرم	5 South Waziristan جنوبی وزیرستان	3 North Waziristan شمالی وزیرستان	
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2 Kurram کرم	5 South Waziristan جنوبی وزیرستان							
3 North Waziristan شمالی وزیرستان								
A12.	Frontier Region فرنٹیئر ریجن							
A13.	FR Code ایف آر کا کوڈ	<p>Please tick as appropriate: براہ کرم مناسب جواب پر نشان لگائیں</p> <table border="0"> <tr> <td>1 Bannu بنوں</td> <td>3 Tank ٹانک</td> </tr> <tr> <td>2 Peshawar پشاور</td> <td></td> </tr> </table>	1 Bannu بنوں	3 Tank ٹانک	2 Peshawar پشاور			
1 Bannu بنوں	3 Tank ٹانک							
2 Peshawar پشاور								
A14.	Province صوبہ							
A15.	Interviewee name, if different from beneficiary انٹرویو دینے والے کا نام، اگر فائدہ اٹھانے والے سے مختلف ہے							
A16.	Gender صنف / جنس	<p>1. Male مرد</p> <p>2. Female عورت</p>						
A17.	CNIC # شناختی کارڈ نمبر							
A18.	Contact Number رابطہ نمبر							
A19.	Date of Interview انٹرویو کی تاریخ	Day: دن _____ Month: مہینہ _____ Year: سال 2020						
A20.	Time of Interview انٹرویو کا وقت	Hours: گھنٹہ _____ Minutes منٹ _____						
A21.	Duration of Interview انٹرویو کا دورانیہ	Hours: گھنٹہ _____ Minutes منٹ _____						
A22.	Language of Interview	<p>Please tick as appropriate: براہ کرم مناسب جواب پر نشان لگائیں</p> <table border="0"> <tr> <td>1 Pashto پشتو</td> <td>3 Urdu اردو</td> </tr> </table>	1 Pashto پشتو	3 Urdu اردو				
1 Pashto پشتو	3 Urdu اردو							

		2 English 4 Any Other: (please specify) کوئی دیگر (براہ کرم وضاحت کریں)				
A23.	Interview Outcome انٹرویو کا نتیجہ	<table><tr><td>1 Completed مکمل</td><td>2 Refused by Beneficiary Interviewee فائدہ اٹھانے والے انٹرویو والے نے انکار کر دیا</td></tr><tr><td colspan="2">Reason(s) for refusal: انکار کی وجوہات 1 _____ 2 _____ 3 _____</td></tr></table>	1 Completed مکمل	2 Refused by Beneficiary Interviewee فائدہ اٹھانے والے انٹرویو والے نے انکار کر دیا	Reason(s) for refusal: انکار کی وجوہات 1 _____ 2 _____ 3 _____	
1 Completed مکمل	2 Refused by Beneficiary Interviewee فائدہ اٹھانے والے انٹرویو والے نے انکار کر دیا					
Reason(s) for refusal: انکار کی وجوہات 1 _____ 2 _____ 3 _____						
A24.	Enumerator Name سوال کنندہ کا نام					
A25.	Supervisor Name سپر وائزر کا نام					
A26.	Beneficiary Survey Guidelines فائدہ اٹھانے والے سروے کے رہنما اصول	Please read Annex – I (attached) براہ کرم ضمیمہ پڑھیں۔ میں (منسلک)				

Section B	Introduction
Introduction تعارف	<p>Asalam-o-Alaikum my name is _____ and I am here to conduct an interview with your-good-self as part of the quality research to evaluate interventions of Stabilisation and Development Programme implemented by UNDP in your area.</p> <p>اسلام و علیکم میرا نام _____ ہے اور میں یہاں آپ کے علاقے میں یو این ڈی پی (UNDP) کے ذریعہ نافذ کردہ استحکام اور ترقیاتی پروگرام کی مداخلت کا اندازہ کرنے کے لئے معیاری تحقیق کنندہ کے طور پر آپ کا انٹرویو لینے آیا ہوں۔</p> <p>The purpose of evaluation is to: تشخیص کا مقصد یہ ہے کہ</p> <ul style="list-style-type: none">Evaluate the overall impact of the SDP ایس ڈی پی (SDP) کے مجموعی اثرات کا اندازہ کریںCompile lessons learnt سیکھا گیا سبق مرتب کریںProvide recommendations to improve programme design of future interventions مستقبل کی مداخلتوں کے پروگرام کے ڈیزائن کو بہتر بنانے کے لئے سفارشات فراہم کریں <p>Your identification (name, gender, age, address, views, etc.) will remain confidential to the evaluation.</p>

	<p>آپ کی شناخت (نام، صنف / جنس، عمر، پیدائش، آراء، وغیرہ) تشخیص کے لئے خفیہ رہے گی</p> <p>Note: If the interviewee refuse to give interview, please do not argue or insist, move to the next beneficiary / household on the approved sample list.</p> <p>نوٹ: اگر انٹرویو دینے والا انٹرویو دینے سے انکار کرتا ہے تو، براہ کرم بحث یا اصرار نہ کریں، منظور شدہ نمونہ کی فہرست میں اگلے مستفید ہونے والے / گھرانے میں چلے جائیں۔</p> <p>Mark this questionnaire at appropriate portion above and note the reasons of refusal under serial # 23 entitled 'reasons for refusal'.</p> <p>اس سوالنامے کو اوپر مناسب حصے پر نشان لگادیں اور سیریل # 23 کے تحت انکار کی وجوہات کو نوٹ کریں</p> <p>Do not discard this questionnaire as it is required to be sent empty but numbered to Research Manager.</p> <p>اس سوالنامے کو ضائع نہ کریں کیونکہ اس خالی سوالنامے کو نمبر لگا کر ریسرچ مینیجر کو بھیجنا ضروری ہے۔</p> <p>Use new questionnaire for next beneficiary / household interview.</p> <p>اگلے مستفید ہونے والے / گھرانے کے انٹرویو کے لئے نئے سوالنامے کا استعمال کریں۔</p>
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0.0	<p>Are you aware of Stabilization and Development Programme / FTRP implemented by UNDP during May 2015 – December 2019 in your area?</p> <p>کیا آپ اپنے علاقے میں مئی 2015ء سے دسمبر 2019ء کے دوران (UNDP) کے ذریعہ نافذ کردہ استحکام اور ترقیاتی پروگرام سے واقف ہیں؟</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p>
0.1	<p>To what extent was the project in line with your needs?</p> <p>یہ منصوبہ کس حد تک آپ کی ضروریات کے مطابق تھا؟</p>	<p>1 Ample کافی (76–100%)</p> <p>2 Significant اہم (51–75%)</p> <p>3 Adequate مناسب (26– 50%)</p> <p>4 Little تھوڑا (1–25%)</p> <p>5 Not at All بالکل نہیں</p> <p>6 Do Not know پتہ نہیں</p> <p>7 Cannot Gauge اندازہ نہیں لگا سکتا</p> <p>8 Not Applicable قابل اطلاق نہیں</p>

Output Selection: Please tick (✓) as appropriate		آؤٹ پٹ انتخاب: براہ کرم مناسب جگہ پر نشان (✓) لگائیں
1	Community engagement and social cohesion	معاشرتی مشغولیت اور معاشرتی ہم آہنگی
1.1.1	The rehabilitation effort will be promoted in collaborative manner with stakeholders	

	بحالی کی کوششوں کو اسٹیک ہولڈرز کے ساتھ باہمی تعاون کے ساتھ فروغ دیا جائے گا
1.1.1.a	Formation / reactivation and strengthening of community organizations through social mobilization کیونٹی تنظیموں کی سماجی تحریک کے ذریعہ تشکیل / دوبارہ عمل اور استحکام
1.2.1	Restoration of trust between communities and government کیونٹی / معاشروں اور حکومت کے مابین اعتماد کی بحالی
1.2.1.a	Organization of social cohesion events and meetings between communities and government for restoring trust and confidence in government حکومت پر اعتماد اور اعتماد کی بحالی کے لئے معاشرتی اتحاد کی تقاریب اور کیونٹی / معاشروں اور حکومت کے مابین ملاقاتوں کا اہتمام
1.3.1	A stronger interface is created between the state and the citizens ریاست اور شہریوں کے مابین ایک مضبوط انٹرفیس / تعلق بنایا گیا
1.3.1.a	Formation / reactivation and strengthening of community platforms کیونٹی پلیٹ فارمز کی تشکیل / دوبارہ عمل اور مضبوطی
1.4.1	Gender responsive citizens' engagement in the rehabilitation of their communities and restoration of basic services in the TDP return areas through construction / rehabilitation of CPI schemes صنعتی جواب دہ شہریوں کی اپنی جماعتوں کی بحالی اور سی پی آئی (CPI) اسکیموں کی تعمیر / بحالی کے ذریعہ ٹی ڈی پی واپسی والے علاقوں میں بنیادی خدمات کی بحالی میں مصروف عمل
1.4.1.a	Construction / rehabilitation of community physical infrastructure schemes کیونٹی فزیکل انفراسٹرکچر اسکیموں کی تعمیر / بحالی
1.5.1	Vulnerable community members supported to build their livelihoods معاشرے کے کمزور افراد کو اپنی روزی روٹی کی حصول میں مدد ملی
1.5.1.a	Livelihood support / grants to vulnerable individuals in target communities مذکورہ برادریوں میں کمزور افراد کو معاش کا حصول / امداد
1.6.1	Promoting social cohesion practices between government and communities through community grants کیونٹی گرانٹ کے ذریعہ حکومت اور برادریوں کے مابین معاشرتی ہم آہنگی کے طریقوں کو فروغ دینا
1.6.1.a	Provision of grants to the community for social cohesion events (engaging serval community organizations) معاشرتی ہم آہنگی کے واقعات کے لئے کیونٹی گرانٹ کی فراہمی (سرویل کیونٹی تنظیموں میں شامل)
2	Livelihoods and economic opportunities روزگار / معاش اور معاشی مواقع
2.1.1	Technical / vocational skills for TDP returnees and enhanced employable skills ٹی ڈی پی / واپس آنے والوں کے لئے تکنیکی / پیشہ ورانہ مہارتیں اور روزگار کی مہارت میں اضافہ
2.1.1.a	Vocational / technical trainings to increase jobs creation to individuals روزگار کے مواقع پیدا کرنے کے لئے افراد کو پیشہ ورانہ / تکنیکی تربیت
2.2.1	Small scale businesses of TDP returnees established / revived ٹی ڈی پی / واپس آنے والوں کے لیے چھوٹے پیمانے پر کاروبار قائم / بحال ہوئے

2.2.1.a	Provision of business grants to individuals افراد کو کاروباری گرانٹ کی فراہمی
2.3.1	Placement of youth in internships programs for exploring employment avenues روزگار کے مواقع کی تلاش کے لئے انٹرنشپ پروگراموں میں نوجوانوں کا تقرر
2.3.1.a	Youth placed in internship / apprenticeship programs for gaining practical experience عملی تجربہ حاصل کرنے کے لیے نوجوانوں کو انٹرنشپ / اپرنٹس شپ پروگراموں میں رکھا گیا ہے
2.4.1	Short term income earning opportunities created for local population مقامی آبادی کے لیے قلیل مدتی آمدنی کے مواقع پیدا ہوئے
2.4.1.a	Implementation of short term cash for work activities for target population مذکورہ آبادی کے کام کی سرگرمیوں کے لئے قلیل مدتی نقد کا نفاذ
2.5.1	Enterprises supported to grow, improve their productivity and create additional jobs کاروباری اداروں کی ترقی، ان کی پیداوار کو بہتر بنانے اور اضافی ملازمتوں کے مواقع پیدا کرنے میں معاون ہے
2.5.1.a	Creation of jobs placement center to support matching of employment demand ملازمت کی طلب کے تقاضوں کو پورا کرنے کے لئے ملازمتوں کے تقرر کے مراکز تشکیل دینا
2.7.1	Partner with microfinance providers (e.g. Islamic Microfinance provider Akhuwat) to improve access to finance for the FATA citizens فانا کے شہریوں کے لئے مالی اعانت تک رسائی کو بہتر بنانے کے لیے مائیکرو فنانس فراہم کرنے والوں کے ساتھ شراکت داری (مثال کے طور پر اسلامی مائیکرو فنانس فراہم کرنے والے، اخوت)
2.7.1.a	Provision of technical assistance to Islamic Microfinance services providers for facilitating individuals افراد کو سہولت فراہم کرنے کے لئے اسلامی مائیکرو فنانس خدمات فراہم کرنے والوں کو تکنیکی مدد کی فراہمی
2.8.1	Establishment of employment exchange for skills youth (men/women) ہنرمند نوجوانوں (مرد/خواتین) کے لیے روزگار کے محکمہ کا قیام
2.8.1.a	Set up employment exchange in collaboration with local authorities مقامی حکام کے تعاون سے روزگار کا محکمہ مرتب کریں
3	Access to Quality Education معیاری تعلیم تک رسائی
3.1.1	Access to schools restored in TDP return areas ٹی ڈی پی واپسی والے علاقوں میں اسکولوں تک رسائی بحال ہو گئی
3.1.1.a	Rehabilitation of schools and restoration of facilities including WASH facilities اسکولوں کی بحالی اور واش سہولیات سمیت تمام سہولیات کی بحالی
3.2.1	Trained government officials for effective management and planning موثر انتظام اور منصوبہ بندی کے لئے سرکاری اہلکاروں کو تربیت دی
3.2.1.a	Training / refresher sessions on monitoring school planning and management for relevant government officials

	متعلقہ سرکاری عہدیداروں کے لئے اسکول کی منصوبہ بندی اور انتظامیہ کی نگرانی کے سلسلے میں تربیت / ریفریشر سیشنز
3.3.1	Improved education monitoring mechanism of schools teachers and students اسکولوں کے اساتذہ اور طلبہ کی تعلیم کی نگرانی کا بہتر طریقہ
3.3.1.a	Evidence based research / monitoring of schools, teaching and learning ثبوتوں پر مبنی تحقیق / اسکولوں کی نگرانی، درس و تدریس
3.4.1	Provision of support to middle schools through FATA Elementary Education Foundation فانا ایلیمنٹری ایجوکیشن فاؤنڈیشن کے توسط سے مڈل اسکولوں کو تعاون کی فراہمی
3.4.1.a	Strengthening local mechanisms through FATA elementary education foundation for supporting middle schools مڈل اسکولوں کی معاونت کے لئے فانا ایلیمنٹری ایجوکیشن فاؤنڈیشن کے ذریعے مقامی میکانزم کو مضبوط بنانا
3.5.1	Strengthening community resilience to disasters through basic training on crisis management بحران کے انتظام سے متعلق بنیادی تربیت کے ذریعے تباہی سے نمٹنے کے لئے معاشرتی لچک کو مضبوط بنانا
3.5.1.a	Community members and schools' children trained on disaster risk reduction کیونٹی ممبران اور اسکولوں کے بچوں نے تباہی کے خطرے کو کم کرنے کی تربیت حاصل کی
3.6.1	Improve quality of education in TDP return areas ٹی ڈی پی ریٹرن علاقوں میں تعلیم کے معیار کو بہتر بنانا
3.6.1.a	Revival of education through temporary and transitional structures عارضی اور عبوری ڈھانچے کے ذریعے تعلیم کی بحالی
3.7.1	Trained teachers on pedagogy, psycho-social support and school management اساتذہ کو تدریسی، نفسیاتی معاشرتی تعاون اور اسکول کے انتظام کے بارے میں تربیت دی
3.7.1.a	Training needs assessment (TNA) and capacity building of teachers on pedagogy, psycho-social support and school management تربیت برائے تشخیص ضروریات (ٹی این اے) اور اساتذہ کی تعلیمی صلاحیت، نفسیاتی معاشرتی مدد اور اسکول کے انتظام پر صلاحیت پیدا کرنا
3.8.1	Engagement of communities for increased enrollment and enrollment retention اندراج میں اضافے اور اندراج برقرار رکھنے کیلئے کمیونٹی کی شمولیت
3.8.1.a	Back to school campaigns, enrollment driver community events, for increased enrollment اسکول واپسی مہمات، اندراج ڈرائیور برادری، اندراج میں اضافہ کے لیے
3.9.1	Involvement of parents and communities in school management اسکول کے انتظامیہ میں والدین اور برادریوں کی شمولیت
3.9.1.a	Formation, revitalization and provision of training to PTCs / TIJs PTCs / TIJs کو تشکیل، احیاء اور تربیت کی فراہمی
3.10.1	Improved learning capacities of students طلباء کی سیکھنے کی صلاحیتوں میں بہتری
3.10.1.a	Provision of school bags to students of selected schools منتخب اسکولوں کے طلباء کو اسکول بیگ کی فراہمی
3.11.1	Improved learning environment in schools through provision of furniture

	فرنیچر کی فراہمی کے ذریعہ اسکولوں میں سیکھنے کے ماحول میں بہتری
3.11.1.a	Provision of furniture and equipment to rehabilitated schools بحال کردہ اسکولوں کو فرنیچر اور سامان کی فراہمی
3.12.1	Improved education monitoring mechanism of school teachers and students اسکول اساتذہ اور طلبہ کی تعلیم کی نگرانی کا بہتر طریقہ
3.12.1.a	Evidence based research / end-line survey of schools, teaching and learning شواہد پر مبنی تحقیق / اسکولوں، درس و تدریس کی آخری سطر (end-line) سروے
4	Access to social services سماجی خدمات تک رسائی
4.1.1	Access to basic social services (infrastructure of health units, water systems and access roads) expanded in TDP returnees بنیادی سماجی خدمات تک رسائی (صحت یونٹوں کا بنیادی ڈھانچہ، واٹر سسٹم اور سڑکوں کی رسائی) ٹی ڈی پی واپس آنے والوں میں پھیل گئی
4.11.1.a	Public infrastructure schemes prioritized, approved, initiated and completed by FATA Secretariat for rehabilitation فاناسیکرٹریٹ برائے بحالی کی عوامی انفراسٹرکچر اسکیموں کی ترجیحی، منظوری، شروعات اور تکمیل
5	Strengthening of the state-citizens relationship through enhanced engagement of FATA population and civil society with reforms process and local government اصلاحات کے عمل اور مقامی حکومت کے ساتھ فانا کی آبادی اور سول سوسائٹی کی شمولیت کے ذریعہ ریاستی شہریوں کے تعلقات کو مضبوط بنانا
5.1.1	Reform process brought closer to communities (with inclusion of women) through expanded consultations on the reforms process اصلاحات کے عمل کے بارے میں توسیع شدہ مشوروں کے ذریعہ اصلاحات کا عمل جماعتوں (خواتین کو شامل کرنے کے ساتھ) کے قریب آگیا
5.1.1.a	Holding grassroots community dialogue and events پنچلی سطح پر برادری کے مکالمے اور واقعات کا انعقاد

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
1.0	Community Engagement and Social Cohesion برادری کی مصروفیت اور معاشرتی ہم آہنگی					
1.1.	The rehabilitation effort will be promoted in collaborative manner with stakeholders بحالی کی کوششوں کو اسٹیک ہولڈرز کے ساتھ باہمی تعاون کے ذریعہ فروغ دیا جائے گا					
	Formation / reactivation and strengthening of community organizations (CO) through social mobilization سماجی تحریک کے ذریعہ کمیونٹی تنظیموں (سی او) کی تشکیل / دوبارہ سرگرمی / فعال بنانا اور مضبوطی	A 1.1.1 Are you a member of CO? کیا آپ سی او کے ممبر ہیں؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں A 1.1.2 If 'No', does your area has Community Organization? اگر 'نہیں'، تو کیا آپ کے علاقے میں کمیونٹی آرگنائزیشن ہے؟ 1 Yes ہاں 2 No نہیں	B1.1.1 Does your CO issue / circulate agenda of meetings in advance? کیا آپ کی سی او پیشگی اجلاسوں کا ایجنڈا جاری / پیش کرتی ہے؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	C1.1.1 When was CO formed? سی او کب تشکیل دی گئی؟ (mm/yy) __ __ / __ __	D1.1.1 How many issues have been resolved by CO in your area so far during last 1 years? Please list. پچھلے 1 سال کے دوران آپ کے علاقے میں CO نے ابھی تک کتنے مسائل حل کیے ہیں؟ براہ کرم فہرست بنائیں۔ 1 _____ 2 _____ 3 _____	E1.1.1 What are the sources of funding of your CO? Please specify آپ کے سی او کو فنڈ دینے کے ذرائع کیا ہیں؟ وضاحت براہ مہربانی 1 _____ 2 _____ 3 _____

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		3 Do Not Know معلوم نہیں A 1.1.3 If 'No' move to next relevant Output and Activity. اگر نہیں، تو اگلی مطعلقہ آؤٹ پٹ / سرگرمی پر جائیں				
		A 1.1.4 Are you aware of the functions / role of community organization? کیا آپ کمیونٹی تنظیم کے کام / کردار سے واقف ہیں؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	B1.1.2 Are minutes of meeting circulated by CO among its members? کیا میٹنگ کے منٹ (اجلاس کی تفصیلات) اس کے ممبروں میں CO کے ذریعہ تقسیم کیے جاتے ہیں؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	C1.1.2 When did you join CO? آپ کب CO میں شامل ہوئے؟ (mm/yy) __ _ _ / __ _ _ C1.1.3 Are you still member of CO? کیا آپ اب بھی سی او کے ممبر ہیں؟ 1 Yes ہاں	D1.1.2 If CO is unhelpful please provide reasons: اگر CO غیر مددگار ہے تو براہ کرم وجوہات فراہم کریں: 1 _____ 2 _____ 3 _____ D1.1.3 Is membership of CO open to everyone in your community?	E1.1.2 How much funds are available with your CO? Please specify the amount: آپ کے سی او کے پاس کتنے فنڈز دستیاب ہیں؟ براہ کرم رقم کی وضاحت کریں: PKR _____ E1.1.3 Do you think the above mentioned funds are sufficient for the needs of your area?

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		<p>A 1.1.5 If 'Yes', then what are items / points are normally discussed in meetings?</p> <p>اگر ہاں، تو پھر عام طور پر ملاقاتوں میں کون سے آئٹمز / نکات پر تبادلہ خیال کیا جاتا ہے؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>B1.1.3 Do you know cost of 1 meeting held by your CO?</p> <p>کیا آپ جانتے ہیں کہ آپ کے تعاون سے منعقدہ ایک میٹنگ کی لاگت کیا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B1.1.4 If 'Yes', how much PKR _____</p> <p>اگر 'ہاں' ہے تو، کتنی</p>	<p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>کیا آپ کی کمیونٹی میں ہر ایک کے لئے سی او کی رکنیت کھلی ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>کیا آپ کو لگتا ہے کہ مذکورہ فنڈز آپ کے علاقے کی ضروریات کے لئے کافی ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>
		<p>A 1.1.6 Are these items / relevant to your needs?</p> <p>کیا یہ چیزیں / آپ کی ضروریات سے متعلق</p>	<p>B1.1.5 Does your CO charge annual membership fee?</p>	<p>C1.1.4 Is CO holding regular meetings?</p> <p>کیا سی او باقاعدہ میٹنگز کر رہی ہے؟</p>	<p>D1.1.4 If 'No', which group of your community has not joined CO? Please specify:</p>	<p>E1.1.4 If 'No', what plans do you have to support your CO to meet its funding requirements:</p>

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		<p>ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>کیا آپ کا CO سالانہ ممبر شپ فیس لیتا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B1.1.6 If 'Yes', how much PKR _____ اگر 'ہاں' ہے تو، کتنی</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>اگر 'نہیں' تو، آپ نے اپنے CO کو اس کی مالی اعانت کی ضروریات کو پورا کرنے کے لئے کس طرح کی مدد کرنے کا منصوبہ بنایا ہے:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>اگر 'نہیں' تو، آپ نے اپنے CO کو اس کی مالی اعانت کی ضروریات کو پورا کرنے کے لئے کس طرح کی مدد کرنے کا منصوبہ بنایا ہے:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
		<p>A 1.1.7 Has your community organization involved in (a) identification, (b) implementation or (c) monitoring of beneficiaries, physical infrastructure, livelihoods or vocational training activities?</p> <p>کیا آپ کی کمیونٹی کی تنظیم (ا) شناخت، (ب) عمل درآمد یا (ج) مستفید افراد کی نگرانی، جسمانی انفراسٹرکچر، ذریعہ معاش یا پیشہ ورانہ تربیت کی سرگرمیوں میں شامل</p>				<p>E1.1.5 Is your CO functional now?</p> <p>کیا اب آپ کی کمیونٹی کی تنظیم فعال ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>

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		<p>ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A 1.1.8 If 'Yes', please specify:</p> <p>اگر 'ہاں'، تو براہ کرم وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>				
			<p>B1.1.7 How many members are there in your CO? Please specify</p> <p>آپ کے سی او میں کتنے ممبر ہیں؟ براہ مہربانی</p>	<p>C1.1.4 How many meetings of CO you participated in last 6 months?</p> <p>پچھلے 6 ماہ میں آپ نے سی او کی کتنی میٹنگوں میں حصہ لیا؟</p> <p>_____ #</p>	<p>D1.1.5 Does female actively take part in CO activities as male do?</p> <p>کیا خواتین مرد کی طرح CO سرگرمیوں میں بڑھ چڑھ کر حصہ لیتی ہیں؟</p>	<p>E1.1.6 Did SDP, UNDP assisted your CO in sustainability?</p> <p>کیا (SDP)، (UNDP) نے آپ کی کمیونٹی کی تنظیم کو مستحکم بنانے میں مدد کی؟</p>

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			وضاحت کریں # _____ B1.1.8 How much is the annual budget of your CO? آپ کے سی او کا سالانہ بجٹ کتنا ہے؟ # _____	C1.1.5 How many members are there in your CO? آپ کے سی او میں کتنے ممبر ہیں؟ # _____	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں E1.1.7 If 'Yes', how please specify: اگر 'ہاں'، تو براہ کرم وضاحت کریں 1 _____ 2 _____ 3 _____
			B1.1.9 What are the budget heads / areas, where your CO spend money? Please specify بجٹ کے اہم / اخراجات کون سے ہیں، جہاں آپ کے سی او پیسے خرچ کرتے ہیں؟ براہ مہربانی وضاحت کریں	C1.1.6 How many office-bearers are there in your CO? آپ کے سی او میں کتنے عہدے دار ہیں؟ # _____	D1.1.6 Has your CO developed and maintained any linkages with government as a result of SDP inputs? کیا آپ کی کمیونٹی تنظیم نے (SDP) کے نتیجے میں حکومت کے ساتھ کوئی رابطہ قائم کیا اور اسے برقرار رکھا ہے؟	E1.1.8 How you plan to continue functions of your community organization without any external financial, material and human resources' support? آپ نے کسی بھی بیرونی مالی، مادی اور انسانی وسائل کی مدد کے بغیر اپنی کمیونٹی

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			1 _____ 2 _____ 3 _____	C1.1.7 How were office-bearers elected? Please specify عہدیداروں کا انتخاب کیسے کیا گیا، براہ مہربانی وضاحت کریں 1 Self خود 2 Nomination نامزدگی 3 Elections انتخابات 4 Any Other Method, Please specify: 4 کوئی دوسرا طریقہ، براہ کرم واضح کریں _____	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں D1.1.7 If 'Yes', please specify any impacts: اگر 'ہاں'، تو براہ کرم اثرات کی نشاندہی کریں: 1 _____ 2 _____ 3 _____	کی تنظیم کے فرائض کو جاری رکھنے کا کوئی منصوبہ بنایا ہے؟ 1 _____ 2 _____ 3 _____
			B1.1.10 Is audit of your CO conducted regularly? کیا آپ کے CO کا آڈٹ باقاعدگی سے کیا جاتا ہے؟			

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			<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B1.1.11 If 'Yes', when was last audit conducted, please mention Year _____</p> <p>اگر 'ہاں'، تو آخری آڈٹ کب ہوا، براہ کرم سال کا ذکر کریں</p>			
			<p>B1.1.12 Does your CO maintain records of minutes, reports, etc.</p> <p>کیا آپ کی کمیونٹی تنظیم منٹ ، رپورٹوں ، وغیرہ کا ریکارڈ رکھتا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>			

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1.2.1	Restoration of trust between communities and government معاشرہ اور حکومت کے مابین اعتماد کی بحالی					
1.2.1.a	Organization of social cohesion events and meetings between communities and government for restoring trust and confidence in government حکومت پر یقین اور اعتماد کی بحالی کے لئے معاشرتی اتحاد کے تقاریب اور معاشرہ اور حکومت کے مابین ملاقاتوں کا اہتمام	A.1.2.1.1 Are social cohesion events and meetings conducted in your area with assistance of SDP/FTRP? کیا آپ کے علاقے میں SDP / FTRP کی مدد سے معاشرتی اتحاد کے واقعات اور میٹنگز منعقد کی جاتی ہیں؟ ہاں 1 Yes نہیں 2 No	B.1.2.1.1 Do you know the cost of 1 social cohesion event / meeting? کیا آپ کو 1 سماجی ہم آہنگی پروگرام / اجلاس کی لاگت معلوم ہے؟ ہاں 1 Yes نہیں 2 No	C.1.2.1.1 Have you received report of social cohesion event / meeting? کیا آپ کو سماجی اتحاد کی تقریب / ملاقات کی اطلاع موصول ہوئی ہے؟ ہاں 1 Yes	D.1.2.1.1 What changes have been brought by these social cohesion events and meetings in your area to restore trust and confidence among communities and government? آپ کے علاقے میں کمیونٹی اور حکومت کے مابین یقین اور اعتماد کو بحال کرنے کے لئے معاشرتی یکجہتی کے واقعات اور میٹنگوں	E.1.2.1.1 Will you continue to participate in social cohesion events and meetings after SDP completion? کیا آپ ایس ڈی پی (SDP) کی تکمیل کے بعد سماجی اتحاد کے پروگراموں اور میٹنگوں میں حصہ لینا جاری رکھیں گے؟

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		<p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A.1.2.1.2 If 'Yes', what themes / topics are covered by social cohesion events and meetings:</p> <p>اگر ہاں تو سماجی ہم آہنگی کے واقعات اور</p> <p>میٹنگوں میں کن موضوعات کا احاطہ کیا گیا ہے:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>3 Do Not Know معلوم نہیں</p> <p>B.1.2.1.2 If 'Yes', how much is the cost of 1 event / meeting:</p> <p>اگر ہاں '، تو 1 واقعہ / میٹنگ میں کتنا خرچ آتا ہے:</p> <p>PKR _____</p>	<p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>C.1.2.1.2 If 'Yes', what topics were covered by the event / meeting:</p> <p>اگر ہاں '، تو ایونٹ / میٹنگ میں کن موضوعات کا احاطہ کیا گیا:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>کے ذریعہ کیا تبدیلیاں لائی گئی ہیں؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>E.1.2.1.2 If 'Yes', how will continue to participate in these events:</p> <p>اگر ہاں '، تو ان تقریبات میں کس طرح حصہ لیتے رہیں گے:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
		A.1.2.1.3 Do you think these events and meetings are		C.1.2.1.3 Do you think these events and meetings are		E.1.2.1.3 Who will organize these social cohesion events

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>relevant for restoring trust and confidence among communities and government?</p> <p>کیا آپ کو لگتا ہے کہ یہ واقعات اور ملاقاتیں معاشروں اور حکومت کے مابین یقین اور اعتماد کی بحالی کے لئے موزوں ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A.1.2.1.4 If 'No', please list reasons:</p> <p>اگر 'نہیں' ہے تو، براہ کرم اسباب کو درج کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		<p>effective in restoring trust and confidence among communities and government?</p> <p>کیا آپ کو لگتا ہے کہ یہ واقعات اور ملاقاتیں معاشروں اور حکومت کے مابین یقین اور اعتماد کو بحال کرنے میں کارآمد ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>C.1.2.1.4 If 'No', please list reasons:</p> <p>اگر 'نہیں' ہے تو، براہ کرم اسباب کو درج کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		<p>and meetings for restoring trust and confidence after project is complete? Please specify:</p> <p>پروجیکٹ مکمل ہونے کے بعد یقین اور اعتماد کی بحالی کے لئے ان سماجی ہم آہنگی کے پروگراموں اور اجلاسوں کا اہتمام کون کرے گا؟ وضاحت براہ مہربانی</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>E.1.2.1.4 Who will fund these social cohesion events and meetings for restoring trust and confidence after project is complete? Please specify:</p> <p>پروجیکٹ مکمل ہونے کے بعد یقین اور اعتماد کی بحالی کے لئے ان سماجی ہم آہنگی پروگراموں اور میٹنگوں کو کون فنڈ فراہم کرے گا؟ وضاحت براہ مہربانی:</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						1 _____ 2 _____
						E.1.2.1.5 In case no funds are available for these events and meetings, how will you mobilize resource for holding these events and meetings? Please specify اگر ان واقعات اور جلسوں کے لئے فنڈز دستیاب نہیں ہیں تو، آپ ان واقعات اور جلسوں کے انعقاد کے لئے کس طرح وسائل کو متحرک کریں گے؟ وضاحت براہ مہربانی 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
1.3.1	A stronger interface is created between the state and the citizens ریاست اور شہریوں کے مابین ایک مضبوط انٹرفیس تیار کیا جاتا ہے					
1.3.1.a	Formation / reactivation and strengthening of community platforms کمیونٹی پلیٹ فارمز کی تشکیل / دوبارہ عمل اور مضبوطی	A.1.3.1.1 Are you aware of community platforms in your area? کیا آپ اپنے علاقے میں کمیونٹی پلیٹ فارم سے واقف ہیں؟	B.1.3.1.1 Does community platform inform you about upcoming events, meetings and issues in advance? کیا کمیونٹی پلیٹ فارم آپ کو آنے والے واقعات، ملاقاتوں اور پیشگی مسائل سے آگاہ کرتا ہے؟ 1 Yes ہاں	C.1.3.1.1 Are these community platforms functional in your area? کیا یہ کمیونٹی پلیٹ فارم آپ کے علاقے میں فعال ہیں؟	D.1.3.1.1 What changes have been brought by these community platforms in your area to create and strengthen interface between state and citizens? آپ کے علاقے میں ریاست اور شہریوں کے مابین مضبوط انٹرفیس بنانے اور بنانے کے	E.1.3.1.1 Will you continue to participate in community platforms' meetings / events after SDP completion? کیا آپ ایس ڈی پی (SDP) کی تکمیل کے بعد کمیونٹی پلیٹ فارم کی میٹنگوں / پروگراموں میں حصہ لیتے رہیں گے؟

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	2 No نہیں 3 Do Not Know معلوم نہیں	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں C.1.3.1.2 If 'Not', what steps can be taken strengthen them? Please specify: اگر 'نہیں' تو، انھیں مضبوط کرنے کے لئے کیا اقدامات کیے جاسکتے ہیں؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	لیے ان کمیونٹی پلیٹ فارمز کے ذریعہ کیا تبدیلیاں لائی گئی ہیں؟ 1 _____ 2 _____ 3 _____	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>A.1.3.1.2 What are these platforms doing to strengthen interface between state and citizens in your area? Please specify:</p> <p>آپ کے علاقے میں ریاست اور شہریوں کے مابین انٹرفیس کو مضبوط بنانے کے لئے یہ پلیٹ فارم کیا کام کر رہے ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>B.1.3.1.2 Are minutes of meeting or reports of events circulated by community platforms among community members of your area?</p> <p>کیا آپ کے علاقے کے کمیونٹی ممبروں میں کمیونٹی پلیٹ فارمز کے ذریعہ ملاقات کے منٹ یا واقعات کی اطلاع موصول ہوتی ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>C.1.3.1.3 What themes / topics / activities are carried out by these platforms to address among state and citizens? Please specify:</p> <p>ریاست اور شہریوں کے مابین ان پلیٹ فارمز کے ذریعے کون سے موضوعات / عنوانات / سرگرمیاں انجام دی جاتی ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		<p>E.1.3.1.2 Who will organize community platforms activities after project is complete? Please specify:</p> <p>پروجیکٹ مکمل ہونے کے بعد کون کمیونٹی پلیٹ فارم کی سرگرمیاں منعقد کرے گا؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
		<p>A.1.3.1.3 Are the activities relevant to strengthening interface between state and citizens?</p>	<p>B.1.3.1.3 Do you know cost of 1 meeting or event held by community platform?</p>			<p>E.1.3.1.3 Who will fund these community platforms after project is complete? Please specify:</p>

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		<p>کیا سرگرمیاں ریاست اور شہریوں کے مابین انٹرفیس کو مضبوط بنانے سے متعلق ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>کیا آپ کو معلوم ہے کہ کمیونٹی پلیٹ فارم کے ذریعہ 1 میٹنگ یا پروگرام کی کیا لاگت ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B.1.3.1.4 If 'Yes', how much PKR _____</p> <p>اگر 'ہاں' ہے تو، کتنا</p>			<p>پروجیکٹ مکمل ہونے کے بعد ان کمیونٹی پلیٹ فارمز کو کون فنڈ فراہم کرے گا؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
			<p>B.1.3.1.5 Is record of minutes maintained?</p> <p>کیا منٹ / نکات کا ریکارڈ برقرار رکھا جاتا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>			<p>E.1.3.1.4 In case no funds are available for community platforms, how will you mobilize resource? Please specify</p> <p>اگر کمیونٹی پلیٹ فارمز کے لئے فنڈز دستیاب نہیں ہیں تو، آپ وسائل کو کس طرح متحرک کریں گے؟ وضاحت براہ مہربانی</p> <p>1 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			<p>B.1.3.1.6 If 'Yes', please specify:</p> <p>اگر 'ہاں'، تو براہ کرم وضاحت کریں</p> <p>1 File فائل</p> <p>2 Register رجسٹر</p> <p>3 Any other, please specify</p> <p>کوئی دیگر، براہ کرم بتائیں</p> <p>—</p>			<p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
1.4.1	Gender responsive citizens' engagement in the rehabilitation of their communities and restoration of basic services in the TDP return areas through construction / rehabilitation of CPI schemes صنفی جواب دہ شہریوں کی اپنی جماعتوں کی بحالی اور سی پی آئی (CPI) اسکیموں کی تعمیر / بحالی کے ذریعہ ٹی ڈی پی واپسی والے علاقوں میں بنیادی خدمات کی بحالی میں مصروف عمل					
1.4.1.a	Construction / rehabilitation of community physical infrastructure (CPI) schemes کمیونٹی فزیکل انفراسٹرکچر (سی پی آئی) اسکیموں کی تعمیر / بحالی	A.1.4.1.1 Name the scheme, which SDP-UNDP / (Implementing Partner) has rehabilitated for your organization: آپ کی تنظیم کے لئے SDP-UNDP / (عمل درآمد کرنے والے ساتھی) کی مدد سے بحال کی گئی سکیم کا نام بتائیں _____ _____ A.1.4.1.2 Were you consulted by SPD-UNDP / IP for selection of CPI schemes at needs identification stage? سی پی آئی (CPI) اسکیموں کے انتخاب کے	B.1.4.1.1 Do you have an idea about cost estimates of CPI schemes of your area you mentioned under development needs of your area? Please specify کیا آپ کو اپنے علاقے کی سی پی آئی (CPI) اسکیموں کے لاگت کے تخمینے کے بارے میں کوئی اندازہ ہے جس کا ذکر آپ نے اپنے علاقے کی ترقیاتی ضروریات کے تحت کیا ہے؟ وضاحت براہ مہربانی 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں B.1.4.1.2 If 'Yes', please provide amounts in Pak	C.1.4.1.1 How far CPI schemes of your area address your needs? آپ کے علاقے کی سی پی آئی (CPI) اسکیمیں آپ کی ضروریات کو کس حد تک پورا کرتی ہیں؟ 1 Ample کافی (76–100%) 2 Significant اہم (51–75%) 3 Adequate مناسب (26– 50%) 4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge	D.1.4.1.1 What changes have been brought by these CPI schemes in your area? آپ کے علاقے میں سی پی آئی (CPI) اسکیموں کے ذریعہ کیا تبدیلیاں لائی گئی ہیں؟ 1 _____ 2 _____ 3 _____	E.1.4.1.1 Is the scheme still functional? کیا یہ اسکیم ابھی تک کام کرتی ہے؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں E.1.4.1.2 If 'No', please specify reasons: اگر 'نہیں'، تو براہ کرم وجوہات بیان کریں: 1 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>لیے ایس پی ڈی - یو این دی پی / آئی پی کی جانب سے ضروریات کی نشاندہی کے مرحلے پر آپ سے مشورہ کیا گیا تھا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A.1.4.1.3 If 'No', who were consulted. Please provide name:</p> <p>اگر 'نہیں' تو، جن سے مشورہ کیا گیا تھا۔ برائے مہربانی ان کے نام بتائیں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>Rupees:</p> <p>اگر 'ہاں' ہے تو، براہ کرم پاکستانی روپے میں رقم فراہم کریں:</p> <p>1 _____ PKR</p> <p>2 _____ PKR</p> <p>3 _____ PKR</p>	8 Not Applicable قابل اطلاق نہیں		<p>2 _____</p> <p>3 _____</p> <p>E.1.4.1.3 How you continue to maintain and operate the completed CPI schemes of your area now SDP-UNDP? Please specify:</p> <p>ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے کی مکمل شدہ سی پی آئی (CPI) اسکیموں کو کس طرح برقرار رکھیں گے اور ان</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						<p>کو کیسے چلائیں گے؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
		<p>A.1.4.1.4 What were development needs of your area? Please specify</p> <p>آپ کے علاقے کی ترقی کے لیے ضروریات کیا تھیں؟ براہ مہربانی وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>A.1.4.1.5 Was the CPI relevant</p>			<p>D.1.4.1.2 What changes have been brought by these CPI schemes specifically for female population in your area?</p> <p>ان سی پی آئی (CPI) اسکیموں کے ذریعہ آپ کے علاقے میں خواتین آبادی کے لیے کیا تبدیلیاں لائی گئی ہیں؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>E.1.4.1.4 How will you identify CPI schemes of your area after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کی سی پی آئی (CPI) اسکیموں کی کس طرح نشاندہی کریں گے؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		to your needs? کیا سی پی آئی آپ کی ضروریات سے متعلقہ تھا؟	B.1.4.1.3 Are the costs per CPI schemes you just mentioned represent fair value for money? سی پی آئی (CPI) اسکیموں کے لیے آپ نے ابھی اخراجات کا جو تخمینہ لگایا کیا وہ مناسب قیمتیں ہیں؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں B.1.4.1.4 If 'No', why not please specify: اگر 'نہیں' تو، کیوں نہیں براہ کرم اس کی وضاحت کریں: 1 _____ PKR 2 _____ PKR 3 _____ PKR	C.1.4.1.2 How far CPI schemes of your area address needs of female members? آپ کے علاقے کی سی پی آئی اسکیمیں خواتین ممبروں کی ضروریات کس حد تک پوری کرتی ہیں؟ 1 Ample کافی (76–100%) 2 Significant اہم (51–75%) 3 Adequate مناسب (26– 50%) 4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable قابل اطلاق نہیں		

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>A.1.4.1.6 How many female members of your community participated in the CPI schemes identification process of your area? Please specify:</p> <p>آپ کے علاقے کی سی پی آئی (CPI) اسکیموں کی شناخت کے عمل میں آپ کی کمیونٹی کی کتنی خواتین ممبران نے حصہ لیا؟ وضاحت براہ مہربانی:</p> <p>_____ #s of female</p>				<p>E.1.4.1.5 How will female members of your area identify CPI schemes after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی (SDP) کی تکمیل کے بعد آپ کے علاقے کی خواتین ممبران سی پی آئی (CPI) اسکیموں کی نشاندہی کیسے کریں گی؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						2 _____ 3 _____
		<p>A.1.4.1.7 Were these schemes designed to address different needs of men and women (e.g. separate water collection points for men and women)?</p> <p>کیا یہ اسکیمیں مردوں اور خواتین کی مختلف ضروریات کو حل کرنے کے لئے ڈیزائن کی گئیں ہیں (جیسے مردوں اور عورتوں کے لئے پانی کے الگ الگ مقامات)</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>B.1.4.1.5 Has audit of completed schemes conducted?</p> <p>کیا مکمل شدہ اسکیموں کا آڈٹ کیا گیا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>			<p>E.1.4.1.6 How will you fund CPI schemes of your area after completion of SPD? Please specify:</p> <p>ایس پی ڈی کی تکمیل کے بعد آپ اپنے علاقے کی سی پی آئی (CPI) اسکیموں کو کس طرح فنڈ دیں گے؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
1.5.1	<p>Vulnerable community members supported to build their livelihoods</p> <p>معاشرے کے کمزور افراد نے اپنی روزی روٹی کی تعمیر میں مدد کی</p>					

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
1.5.1.a	Livelihood support / grants to vulnerable individuals in target communities منتخب برادریوں میں کمزور افراد کو معاش کا حصول / امداد	A.1.5.1.1 Were you part of the selection process of vulnerable individuals in your community selected for livelihoods support / grants? Please specify: کیا آپ اپنے علاقے میں ذریعہ معاش / امداد کے لئے منتخب کمزور افراد کے انتخابی عمل کا حصہ تھے؟ براہ مہربانی وضاحت کریں: 1. Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	B.1.5.1.1 Do you have an idea about cost estimates of livelihood support / grant of your area? Please specify کیا آپ کو اپنے علاقے کی ذریعہ معاش / امداد کے لاگت کے تخمینے کے بارے میں کوئی اندازہ ہے؟ وضاحت براہ مہربانی 1. Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں B.1.5.1.2 If 'Yes', please provide amounts in Pak Rupees: اگر 'ہاں' ہے تو، براہ کرم پاکستانی روپے میں رقم فراہم کریں: 1 _____ PKR 2 _____ PKR	C.1.5.1.1 How far CPI livelihood support / grant of your area address your needs? سی پی آئی (CPI) کی معاشی امداد کس حد آپ کے علاقے کی ضروریات کو پورا کرتا ہے؟ 1 Ample کافی (76–100%) 2 Significant اہم (51–75%) 3 Adequate مناسب (26– 50%) 4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable قابل اطلاق نہیں	D.1.5.1.1 What changes have been brought by these livelihood support / grant in your area? آپ کے علاقے میں معاشی امداد سے کیا تبدیلیاں لائی گئی ہیں؟ 1 _____ 2 _____ 3 _____	E.1.5.1.1 How will you continue to maintain and operate the completed livelihood support / grant of your area after SDP completion? Please specify: ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے کی روزی معاش کی مکمل امداد / گرانٹ کو کس طرح برقرار رکھیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			3 _____ PKR			
		<p>A.1.5.1.2 How were vulnerable individuals in your community selected for livelihoods support / grants? Please specify key steps:</p> <p>آپ کی کمیونٹی کے کمزور افراد کو ذریعہ معاش / امداد کے لئے کس طرح منتخب کیا گیا؟ براہ کرم کلیدی اقدامات کی وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>B.1.5.1.3 Are the costs per livelihood support / grant you just mentioned represent fair value for money?</p> <p>ذریعہ معاش / امداد کے لیے آپ نے ابھی اخراجات کا جو تخمینہ لگایا کیا وہ مناسب ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B.1.5.1.4 If 'No', why not please specify:</p> <p>اگر 'نہیں' تو، کیوں نہیں براہ کرم اس کی</p>	<p>C.1.5.1.2 How far livelihood support / grant of your area address needs of female members?</p> <p>ذریعہ معاش / امداد آپ کے علاقے کی خواتین ممبروں کی ضروریات کس حد تک پوری کرتی ہیں؟</p> <p>1 Ample کافی (76–100%)</p> <p>2 Significant اہم (51–75%)</p> <p>3 Adequate مناسب (26– 50%)</p>	<p>D.1.5.1.2 What changes have been brought by these livelihoods support / grant specifically for female population in your area?</p> <p>آپ کے علاقے میں بالخصوص خواتین آبادی کے لیے معاشی امداد کے ذریعے کیا تبدیلیاں لائی گئی ہیں؟</p> <p>1 _____</p> <p>2 _____</p>	<p>E.1.5.1.2 How will you identify livelihood support / grant needs of your area after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے کی روزی / معاشی امداد کی ضروریات کی کیسے نشاندہی کریں گے؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			وضاحت کریں: 1 _____ PKR 2 _____ PKR 3 _____ PKR	4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable قابل اطلاق نہیں	3 _____	
		A.1.5.1.3 Are the selected vulnerable individuals meet selection criteria? کیا منتخب کردہ کمزور افراد انتخاب کے معیار پر پورا اترتے ہیں؟				E.1.5.1.3 How will female members of your area identify livelihood support / grant after SDP completion? Please mention the key steps: ایس ڈی پی (SDP) کی تکمیل کے بعد آپ

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A.1.5.1.4 If 'No', why not please specify: اگر 'نہیں' تو، کیوں نہیں براہ کرم اس کی وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>				<p>کے علاقے کی خواتین ممبران معاشی امداد کی ضروریات کی نشاندہی کیسے کریں گی؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>E.1.5.1.4 How will you continue your livelihoods after completion of SDP? Please specify: ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے ذریعہ معاش / کیسے برقرار رکھیں گے؟ براہ مہربانی وضاحت:</p> <p>1 _____</p> <p>2 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						3 _____
		<p>A.1.5.1.5 Are the selected vulnerable individuals include female community members of your area?</p> <p>کیا منتخب کردہ کمزور افراد میں آپ کے علاقے کی خواتین کیونٹی کی ممبران شامل ہیں؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>A.1.5.1.6 If 'No', why not please specify:</p> <p>اگر 'نہیں' تو، کیوں نہیں براہ کرم اس کی وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p>				

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		3 _____				
		<p>A.1.5.1.7 How were female community members of your area selected for livelihood support / grant? Please specify</p> <p>ذریعہ معاش / امداد کے لئے آپ کے علاقے کی خواتین کیونٹی ممبران کا انتخاب کس طرح کیا گیا؟ وضاحت براہ مہربانی</p> <p>1 _____</p>				

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		2 _____ 3 _____				
1.6.1	Promoting social cohesion practices between government and communities through community grants کمیونٹی گرانٹ کے ذریعہ حکومت اور برادریوں کے مابین معاشرتی ہم آہنگی کے طریقوں کو فروغ دینا					
1.6.1.a	Provision of grants to the community for social cohesion events (engaging several community organizations) معاشرتی ہم آہنگی کے واقعات کے لئے کمیونٹی کو گرانٹ کی فراہمی (مختلف کمیونٹی تنظیموں کی شمولیت)	A.1.6.1.1 How were your community selected for provision of community social cohesion grant? Please specify: آپ کی برادری کو کمیونٹی کے معاشرتی ہم آہنگی کی فراہمی کے لئے کس طرح منتخب کیا گیا؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	B.1.6.1.1 How much is the total value of your grant? Please specify. آپ کی گرانٹ کی کل قیمت کتنی ہے؟ وضاحت براہ مہربانی. Pak Rupees _____	C.1.6.1.1 How many community social cohesion events you have conducted? آپ نے کتنے برادری کے معاشرتی اتحاد کے واقعات کرائے ہیں؟ # of events _____	D.1.6.1.1 What changes have been brought by these community social cohesion grants in your area? آپ کے علاقے میں کمیونٹی کے معاشرتی اتحاد کے ذریعہ کیا تبدیلیاں لائی گئی ہیں؟ 1 _____ 2 _____ 3 _____	E.1.6.1.1 How will you continue conducting community social cohesion events in your area after SDP completion? Please specify: ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے میں معاشرتی اتحاد کے تقاریر کو کس طرح جاری رکھیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>A.1.6.1.2 Do you think your community is relevant for community social grant?</p> <p>کیا آپ کو لگتا ہے کہ آپ کی برادری معاشرتی گرانٹ کے لئے موزوں ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>If 'Yes', what makes your community relevant?</p> <p>اگر 'ہاں' ہے تو، آپ کی برادری کو کس چیز سے متعلق بناتا ہے؟</p> <p>1 _____</p> <p>2 _____</p>	<p>B.1.6.1.2 Where did you spend grant amount? Please specify:</p> <p>آپ نے گرانٹ کی رقم کہاں خرچ کی؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>C.1.6.1.2 What are themes / topics of these community social cohesion events? Please specify:</p> <p>سماجی اتحاد کے ان واقعات کے موضوعات / عنوانات کیا ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>D.1.6.1.2 What changes have been brought by these community social cohesion grants specifically for female population in your area?</p> <p>ان کمیونٹی کے سماجی ہم آہنگی کے ذریعہ آپ کے علاقے میں خاص طور پر خواتین کی آبادی کے لیے کیا تبدیلیاں لائی گئی ہیں؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>E.1.6.1.2 How will you identify community social cohesion needs of your area after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے کی معاشرتی ہم آہنگی کی ضروریات کی نشاندہی کس طرح کریں گے؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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		3 _____				
		<p>A.1.6.1.3 Were there some community social cohesion grants also provided to female members?</p> <p>کیا خواتین ممبروں کو بھی کچھ کمیونٹی سماجی ہم آہنگی کی گرانٹ فراہم کی گئی تھی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>If 'Yes', for how many female</p>	<p>B.1.6.1.3 What is the cost per community social cohesion event? Please specify:</p> <p>فی کمیونٹی سماجی اتحاد کی لاگت کتنی ہے؟</p> <p>وضاحت براہ مہربانی</p> <p>Pak Rupees _____</p> <p>B.1.6.1.4 Did you make any savings out of grant amount? Please specify:</p> <p>کیا آپ نے گرانٹ کی رقم میں سے کوئی بچت کی ہے؟ وضاحت براہ مہربانی:</p>			<p>E.1.6.1.3 How will female members of your area identify community social cohesion needs after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی (SDP) کی تکمیل کے بعد آپ کے علاقے کی خواتین ممبران معاشرتی اتحاد کی ضروریات کی نشاندہی کیسے کریں گی؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p>

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		members: _____ # of female اگر 'ہاں' ہے تو، کتنی خواتین ممبروں کے لئے:	Pak Rupees _____			3 _____
			B.1.6.1.5 Has audit of your grant conducted? کیا آپ کی گرانٹ کا آڈٹ کرایا گیا ہے؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں If 'Yes', please hand-in audit copy اگر 'ہاں' ہے تو، براہ کرم آڈٹ کی کاپی ہاتھ میں لیں			E.1.6.1.4 How will you fund community social cohesion events of your area after completion of SDP? Please specify: ایس ڈی پی (SDP) کی تکمیل کے بعد آپ اپنے علاقے کے معاشرتی اتحاد کے واقعات کو کس طرح فنڈ دیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____

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2.0	Livelihoods and Economic Opportunities ذریعہ معاش اور معاشی مواقع					
2.1.1	Technical / vocational skills for TDP returnees and enhanced employable skills ٹی ڈی پی (TDP) واپس آنے والوں کے لئے تکنیکی / پیشہ ورانہ مہارتیں اور روزگار کی مہارت میں اضافہ					
2.1.1.a	Vocational / technical trainings to increase jobs creation to individuals افراد کو روزگار کے مواقع پیدا کرنے کے لئے پیشہ ورانہ / تکنیکی تربیت	A.2.1.1.1 In which trade have you received the training? Please specify: آپ نے کونسی تجارت میں تربیت حاصل کی ہے؟ براہ مہربانی وضاحت کریں _____	B.2.1.1.1 Have you received any toolkit? کیا آپ کو کوئی ٹول کٹ ملی ہے؟ 1 Yes ہاں 2 No نہیں	C.2.1.1.1 Do you think that vocational/technical training contributed to address your needs identified in the beginning of the Project? کیا آپ کو لگتا ہے اس پیشہ ورانہ / تکنیکی تربیت نے ان ضروریات کی فراہمی میں کوئی کردار ادا کیا جن کی نشاندہی پروجیکٹ کے آغاز کی گئی 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	D.2.1.1.1 Did you get job on the basis of the received training? کیا آپ کو تربیت کے حصول کی بنیاد پر ملازمت ملی؟ 1 Yes ہاں 2 No نہیں D.2.1.1.2 If yes, how much average income you generate in a month? اگر ہاں، تو آپ ایک مہینے میں کتنی اوسط آمدنی حاصل کرتے ہیں؟ PKR: _____	E.2.1.1.1 Do you think, the received training will help you out in future? کیا آپ کو لگتا ہے، تربیت حاصل کرنے سے مستقبل میں آپ کو مدد ملے گی؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں

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		1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں				
			Are you satisfied with the quality of the toolkit? کیا آپ ٹول کٹ کے معیار سے مطمئن ہیں؟ 1. Very satisfied بہت مطمئن 2. Satisfied مطمئن 3. Dissatisfied غیر مطمئن If dissatisfied why? اگر عدم اطمینان کیوں؟	C.2.1.1.2 Did the vocational/technical training enhance your skill? کیا پیشہ ورانہ / تکنیکی تربیت نے آپ کی مہارت کو بڑھایا؟ 1 Yes ہاں 2 No نہیں C.2.1.1.3 If yes, what enhancement? (may be multiple responses) اگر ہاں، تو کیا اضافہ؟ (متعدد جوابات ہو سکتے ہیں)	D.2.1.1.3 Have you started your own work on the basis of the received training? کیا آپ نے حاصل کردہ تربیت کی بنیاد پر اپنا کام شروع کیا ہے؟ 1 Yes ہاں 2 No نہیں D.2.1.1.4 If yes, how much average income you generate in a month?	E.2.1.1.2 Would you continue like to obtain more training/refresher to upgrade your skills? کیا آپ اپنی صلاحیتوں کو بڑھانے کے لیے مزید ٹریننگ / ریفریشر حاصل کرنا چاہیں گے؟ 1 Yes ہاں 2 No نہیں

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			<hr/> <hr/>	1. Improved my skills میری صلاحیتوں کو بہتر بنایا 2. Learned new ways of doing things کام کرنے کے نئے طریقے سیکھے 3. Increased my knowledge میرے علم میں اضافہ ہوا 4. Others (specify) کوئی دیگر (وضاحت کریں) <hr/>	اگر ہاں، تو آپ ایک مہینے میں اوسط کتنی آمدنی حاصل کرتے ہیں؟ PKR: _____	
		A.2.1.1.3 Do you think, vocational / technical trainings met your development needs? کیا آپ کو لگتا ہے، پیشہ ورانہ / تکنیکی تربیت آپ کی ترقی کی ضروریات کو پورا کرتی ہے؟ 1 Yes ہاں 2 No نہیں	# of training days received? حاصل کردہ تربیت کے دنوں کی تعداد؟ Days: _____ Were you given any stipend for	C.2.1.1.4 Has the vocational training helped you creating an income generating opportunity for yourself? کیا پیشہ ورانہ تربیت سے آپ کو اپنے لئے ذرائع آمدنی پیدا کرنے میں مدد ملی؟	D.2.1.1.5 If you are already employed, do you use your received training skills to generate extra income? اگر آپ پہلے ہی ملازمت میں ہیں، تو کیا آپ اضافی آمدنی پیدا کرنے کے لیے اپنی حاصل کردہ تربیتی مہارت کا استعمال کرتے ہیں؟	E.2.1.1.3 Have you employed someone else as an employee after establishing income generating activity. کیا آپ نے آمدنی پیدا کرنے کی سرگرمی قائم کرنے کے بعد مزید کسی اور کو ملازمت دی ہے؟

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		<p>A.2.1.1.4 Do you think, the provided skills and competencies matched to the current needs of your area?</p> <p>کیا آپ کے خیال میں، فراہم کردہ مہارت اور قابلیت آپ کے علاقے کی موجودہ ضروریات کے مطابق ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>attending the training</p> <p>کیا آپ کو تربیت میں شرکت کے لئے کوئی وظیفہ دیا گیا تھا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>If yes, how much stipend? اگر ہاں تو کتنا وظیفہ؟</p> <p>PKR: _____</p> <p>Is the Stipend provided enough? کیا مہیا کیا گیا وظیفہ کافی تھا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>4.If 'Yes' please provide details: اگر 'ہاں' براہ کرم تفصیلات فراہم کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>D.2.1.1.6 Are you satisfied with the quality of the training received? کیا آپ حاصل کردہ تربیت کے معیار سے مطمئن ہیں؟</p> <p>1. Very satisfied بہت مطمئن</p> <p>2. Satisfied مطمئن</p> <p>3. Dissatisfied غیر مطمئن</p> <p>D.2.1.1.7 If dissatisfied, why? اگر غیر مطمئن ہے ہیں تو، کیوں؟</p> <p>_____</p>	<p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>E.2.1.1.4 If 'Yes' please provide details: اگر 'ہاں' براہ کرم تفصیلات فراہم کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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						<p>E.2.1.1.5 Is your business flourishing/growing/expending? کیا آپ کا کاروبار پھل پھول رہا ہے / بڑھ رہا ہے / پھیل رہا ہے؟</p> <p>1. Yes ہاں 2. No نہیں 3. Do Not Know معلوم نہیں</p> <p>E.2.1.1.6 If 'Yes' please provide details: اگر 'ہاں' براہ کرم تفصیلات فراہم کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>E.2.1.1.7 If 'No' please provide details:</p>

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						<p>اگر، نہیں، براہ کرم تفصیلات فراہم کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
2.2.1	Small scale businesses of TDP returnees established / revived ٹی ڈی پی (TDP) واپس آنے والوں کے چھوٹے پیمانے پر کاروبار قائم / بحال ہوئے					
2.2.1.a	Provision of business grants to individuals افراد کو کاروباری گرانٹ کی فراہمی	A.2.2.1.1 Have you received the grant support? کیا آپ کو گرانٹ / مدد ملی ہے؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں	B.2.2.1.1 How satisfied are you from the grant support? گرانٹ سپورٹ سے آپ کتنے مطمئن ہیں؟ 1 Ample کافی (76–100%) 2 Significant اہم (51–75%) 3 Adequate مناسب (26– 50%)	C.2.2.1.1 Have you used the grant support in creating income generating opportunity for yourself? کیا آپ نے اپنے لئے ذرائع آمدنی کے مواقع پیدا کرنے میں گرانٹ سپورٹ کا استعمال کیا ہے؟ 1 Yes ہاں 2 No نہیں	D.2.2.1.1 To what extent the grant contributed in your income? گرانٹ نے آپ کی آمدنی میں کس حد تک تعاون کیا؟ 1 Ample کافی (76–100%) 2 Significant اہم (51–75%)	E.2.2.1.1 Is your enterprise able to maintain its current operations and short term cash flows? کیا آپ کا انٹرپرائز اپنے موجودہ عمل اور قلیل مدتی نقد بہاؤ کو برقرار رکھنے کے قابل ہے؟ 1 Yes ہاں 2 No نہیں

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		<p>A.2.2.1.2 If 'Yes', please provide details (name): اگر 'ہاں'، تو براہ کرم تفصیلات (نام) فراہم کریں _____</p> <p>A.2.2.1.3 Was the grant support provided in cash or in-kind? 1 In cash نقد کی صورت 2 In kind اشیاء کی صورت</p> <p>A.2.2.1.4 What was the total worth of grant:</p>	<p>4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں</p> <p>B.2.2.1.2 What would have happened to you had the grant support not provided to you? اگر آپ کو گرانٹ سپورٹ فراہم نہیں کی جاتی تو آپ کے ساتھ کیا ہوتا؟ 1 _____ 2 _____ 3 _____</p> <p>B.2.2.1.3 Did you receive any grant?</p>	<p>3 Do Not Know معلوم نہیں C.2.2.1.2 If 'No', please provide details: اگر 'نہیں'، براہ کرم تفصیلات فراہم کریں 1 _____ 2 _____ 3 _____</p> <p>C.2.2.1.3 Do you think that business grants contributed to address your needs identified in the beginning of the Project?</p>	<p>3 Adequate مناسب (26– 50%) 4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں</p>	

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		<p>Pak Rupees</p> <p>گرائنٹ / مدد کی کل قیمت کتنی تھی:</p> <p>پاکستانی روپیہ میں بتائیں</p> <p>_____</p> <p>A.2.2.1.5 Has the SDP/IP team carried out any business grants needs assessment in your area?</p> <p>کیا ایس ڈی پی (SDP) / آئی پی (IP) ٹیم نے آپ کے علاقے میں کاروباری گرائنٹ کی ضروریات کا کوئی جائزہ لیا ہے؟</p> <p>1 Yes ہاں</p>	<p>کیا آپ کو کوئی گرائنٹ ملی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>B.2.2.1.4 Did you receive any training associated with the grant?</p> <p>کیا آپ نے گرائنٹ سے وابستہ کوئی تربیت حاصل کی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>B.2.2.1.5 If 'Yes', please name the training:</p> <p>اگر 'ہاں'، تو براہ کرم تربیت کا نام بتائیں</p> <p>_____</p> <p>1 Yes ہاں</p>	<p>کیا آپ کو لگتا ہے اس کاروباری گرائنٹ نے ان ضروریات کی فراہمی میں کوئی کردار ادا کیا جن کی نشاندہی پروجیکٹ کے آغاز کی گئی</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>		

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		2 No نہیں 3 Do Not Know معلوم نہیں				
		<p>A.2.2.1.6 Do you think, business grants met your development needs?</p> <p>کیا آپ کو لگتا ہے، کاروباری گرانٹ آپ کی ترقی کی ضروریات کو پورا کرتے ہیں؟</p> <p>1 Yes ہاں 2 No نہیں</p>	<p>B.2.2.1.6 What is the amount of the business grant you received?</p> <p>آپ کو ملنے والی کاروباری گرانٹ کی کتنی رقم ہے؟</p> <p>PKR: _____</p>	<p>C.2.2.1.4 To what extent the grant has been helpful in uplifting/reviving your business?</p> <p>گرانٹ کس حد تک آپ کے کاروبار کے بڑھانے / بحالی میں مددگار ثابت ہوئی ہے؟</p> <p>1 Ample کافی (76–100%) 2 Significant اہم (51–75%) 3 Adequate مناسب (26– 50%) 4 Little تھوڑا (1–25%) 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں</p>	<p>D.2.2.1.2 What is the average increase in your income per month after receiving this grant?</p> <p>یہ گرانٹ ملنے کے بعد آپ کی ماہانہ آمدنی میں اوسطاً کتنا اضافہ ہے؟</p> <p>PKR _____</p>	<p>E.2.2.1.2 Do you think, your enterprise is self-sufficient?</p> <p>کیا آپ کو لگتا ہے کہ، آپ کا کاروبار خود کفیل ہے؟</p> <p>1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں 1.</p>

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				7 Cannot Gauge اندازہ نہیں 8 Not Applicable قابل اطلاق نہیں		
		<p>A.2.2.1.7 Do you think, the provided grants matched to the current needs of your area?</p> <p>کیا آپ کو لگتا ہے کہ فراہم کردہ گرانٹ آپ کے علاقے کی موجودہ ضروریات کے مطابق ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>		<p>C.2.2.1.5 Did you employ more people in your enterprise after receiving grant?</p> <p>گرانٹ ملنے کے بعد آپ نے اپنے انٹرپرائز میں مزید لوگوں کو ملازم رکھا؟</p> <p># _____</p>	<p>D.2.2.1.3 How would you rate the increase in your income due to the grant support is contributing in your social development?</p> <p>گرانٹ سپورٹ کی وجہ سے آپ اپنی آمدنی میں اضافے کی کس طرح درجہ بندی کریں گے جو</p>	<p>E.2.2.1.3 If all external factors e.g. security situation remains good in your area, how do you see your enterprise in next 5 years?</p> <p>اگر آپ کے علاقے میں تمام خارجی عوامل مثلاً (security) سیکیورٹی کی صورت حال اچھی</p>

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					<p>آپ کی معاشرتی ترقی میں تعاون کر رہا ہے؟</p> <p>1 Ample کافی (76–100%)</p> <p>2 Significant اہم (51–75%)</p> <p>3 Adequate مناسب (26– 50%)</p> <p>4 Little تھوڑا (1–25%)</p> <p>5 Not at All بالکل نہیں</p>	<p>رہی تو، اگلے 5 سالوں میں آپ اپنا کاروبار کیسا دیکھتے ہیں؟</p> <p>1 Growing بڑھ رہا ہے</p> <p>2 Same as previous پہلے کی طرح</p> <p>3 Shrinking سکڑ رہا ہے</p> <p>4 Don't know معلوم نہیں</p>
				<p>C.2.2.1.6 Did the grant help you in establishing linkages/expanding business with other market actors?</p> <p>کیا اس گرانٹ سے آپ کو مارکیٹ کے دیگر عوامل / افراد کے ساتھ روابط قائم کرنے / کاروبار کو بڑھانے میں مدد ملی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p>		<p>E.2.2.1.4 If shrinking/not growing, what could be the potential reasons?</p> <p>اگر سکڑ / بڑھتی نہیں ہے تو، اس کی ممکنہ وجوہات کیا ہو سکتی ہیں؟</p> <p>1 _____</p> <p>2 _____</p>

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				3 Do Not Know معلوم نہیں		3 _____
						<p>E.2.2.1.5 How will you continue to manage your enterprise, if it requires funds in future and grants like SDP are unavailable? Please</p> <p>اگر آپ کو مستقبل میں فنڈز درکار ہوں اور ایس ڈی پی (SDP) جیسے گرانٹ دستیاب نہ ہوں تو آپ اپنے انٹرپرائز کا انتظام کیسے جاری رکھیں گے؟ برائے مہربانی وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
2.3.1	Placement of youth in internships programs for exploring employment avenues روزگار کے مواقع کی تلاش کے لئے انٹرنشپ پروگراموں میں نوجوانوں کا تقرر					
2.3.1.a	Youth placed in internship / apprenticeship programs for gaining practical experience عملی تجربہ حاصل کرنے کے ل Youth نوجوانوں کو انٹرنشپ /	A.2.3.1.1 Were you part of SDP internship / apprenticeship?	B.2.3.1.1 Where were you placed for the internship / apprenticeship?	C.2.3.1.1 Do you think that internship / apprenticeship contributed to address your needs identified in the beginning of the Project?	D.2.3.1.1 Did you get job on the basis of the internship / apprenticeship? کیا آپ کو انٹرنشپ / اپرنٹسشپ کی بنیاد پر	E.2.3.1.1 Do you think the internship / apprenticeship will have a long term future impact on your development in continuing manner?

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	اپرٹنس شپ پروگراموں میں رکھا گیا ہے	<p>کیا آپ SDP انٹرنشپ / اپرنٹشپ کا حصہ تھے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>A.2.3.1.2 Has any vocational training provided to you before offering internship/apprenticeship opportunity to you?</p> <p>کیا آپ کو انٹرنشپ / اپرنٹس شپ کا موقع پیش کیے جانے سے پہلے کوئی پیشہ ورانہ تربیت فراہم کی گئی ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>A.2.3.1.3 Has the SDP/IP team</p>	<p>آپ کو انٹرنشپ / اپرنٹشپ کے لئے کہاں رکھا / بھیجا گیا تھا؟</p> <p>Was it paid apprenticeship?</p> <p>کیا اپرنٹشپ کا معاوضہ ادا کیا گیا تھا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>B.2.3.1.2 If 'Yes', what amount of stipend was provided to you?</p> <p>Pak Rupees</p> <p>اگر 'ہاں'، تو آپ کو کتنا وظیفہ فراہم کیا گیا تھا؟</p> <p>پاکستانی روپیہ میں</p> <p>_____ بتائیں</p> <p>B.2.3.1.3 Have you completed your internship</p> <p>کیا آپ نے اپنی انٹرن شپ مکمل کی؟</p>	<p>کیا آپ کو لگتا ہے اس انٹرنشپ / اپرنٹشپ نے ان ضروریات کی فراہمی میں کوئی کردار ادا کیا جن کی نشاندہی پروجیکٹ کے آغاز کی گئی</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>نو کری ملی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>D.2.3.1.2 If yes, how much average income you generate in a month?</p> <p>اگر ہاں، تو آپ ایک مہینے میں کتنی اوسط آمدنی حاصل کرتے ہیں؟</p> <p>PKR: _____</p> <p>D.2.3.1.3 How do you rate contribution of this income in your socio-economic uplift?</p> <p>آپ اپنے معاشرتی اور معاشی ترقی میں اس آمدنی کی شراکت کی کس طرح درجہ بندی کریں گے؟</p> <p>1 Ample کافی (76–100%)</p> <p>2 Significant اہم (51–75%)</p> <p>3 Adequate مناسب (26– 50%)</p>	<p>کیا آپ کو لگتا ہے کہ انٹرنشپ / اپرنٹشپ کا آپ کی ترقی پر طویل مدتی اثر ہو گا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p> <p>E.2.3.1.2 If 'Yes', specify reasons:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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		<p>carried out any need assessment in your area?</p> <p>کیا ایس ڈی پی (SDP)</p> <p>/ آئی پی (IP) ٹیم نے آپ کے علاقے میں ضروریات کا کوئی جائزہ لیا ہے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	<p>1.Yes ہاں</p> <p>2.No نہیں</p> <p>B.2.3.1.4 If 'No', please specify reasons:</p> <p>اگر، نہیں، براہ کرم وجوہات فراہم کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>B.2.3.1.5 Were you part of SDP internship / apprenticeship?</p> <p>کیا آپ SDP انٹرنشپ / اپرنٹسشپ کا حصہ تھے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p>		<p>4 Little تھوڑا (1–25%)</p> <p>5 Not at All بالکل نہیں</p> <p>D.2.3.1.4 If did not get, do you think you will get relevant job in near future?</p> <p>اگر نہیں ملی تو کیا آپ کو لگتا ہے کہ مستقبل قریب میں آپ کو متعلقہ ملازمت مل جائے گی؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>	
		A.2.3.1.4 Do you think,	B.2.3.1.6 What is the amount of	C.2.3.1.2 Did the internship /	D.2.3.1.5 Have you started your	E.2.3.1.3 Would you like to

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		<p>internship / apprenticeship met your development needs?</p> <p>آپ کو لگتا ہے، انٹرنشپ / اپرنٹسشپ نے آپ کی ترقی کی ضروریات کو پورا کیا؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p>	<p>the stipend you received?</p> <p>آپ نے وظیفہ کی رقم کتنی موصول کی ہے؟</p> <p>PKR: _____</p>	<p>apprenticeship enhance your skill?</p> <p>کیا انٹرنشپ / اپرنٹسشپ نے آپ کی مہارت میں اضافہ؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. If yes, what enhancement? (may be multiple responses)</p> <p>اگر ہاں، تو کیا اضافہ؟ (متعدد جوابات ہو سکتے ہیں)</p> <p>3.1 Improved my skills</p> <p>میری صلاحیتوں کو بہتر بنایا</p> <p>3.2 Learned new ways of doing things</p> <p>کام کرنے کے نئے طریقے سیکھے</p> <p>3.3 Increased my knowledge</p> <p>میرے علم میں اضافہ ہوا</p>	<p>own work on the basis of the internship / apprenticeship?</p> <p>کیا آپ نے انٹرنشپ / اپرنٹسشپ کی بنیاد پر اپنا کام شروع کیا ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>D.2.3.1.6 If yes, how much average income you generate in a month?</p> <p>اگر ہاں، تو آپ ایک مہینے میں کتنی اوسط آمدنی حاصل کرتے ہیں؟</p> <p>PKR: _____</p>	<p>take more trainings?</p> <p>کیا آپ مزید تربیت لینا پسند کریں گے؟</p> <p>1 Yes ہاں</p> <p>2 No نہیں</p> <p>3 Do Not Know معلوم نہیں</p>

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				3.4 Opened window to start my own work اپنا کام شروع کرنے کے لئے ونڈو کھولی 3.5 Others (specify) کوئی دیگر وضاحت کریں		
		A.2.3.1.5 Do you think, the provided internship / apprenticeship matched to the current needs of your area? کیا آپ کو لگتا ہے، فراہم کی گئی ہے انٹرنشپ / اپرنٹسشپ آپ کے علاقے کی موجودہ ضروریات کے مطابق؟ 1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں		C.2.3.1.3 Are you satisfied with the internship / apprenticeship program? کیا آپ انٹرنشپ / اپرنٹسشپ پروگرام سے مطمئن ہیں؟ 1. Very satisfied بہت مطمئن 2. Satisfied مطمئن 3. Dissatisfied غیر مطمئن 4. If dissatisfied, why? اگر غیر مطمئن ہیں تو، کیوں؟ _____ _____	D.2.3.1.7 Are you satisfied with the quality of the training received? کیا آپ حاصل کردہ تربیت کے معیار سے مطمئن ہیں؟ 1. Very satisfied بہت مطمئن 2. Satisfied مطمئن 3. Dissatisfied غیر مطمئن 4. If dissatisfied, why? اگر غیر مطمئن ہیں تو، کیوں؟ _____	

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2.4.1	Short term income earning opportunities created for local population مقامی آبادی کیلئے قلیل مدتی آمدنی کے مواقع پیدا ہوئے					
2.4.1.a	Implementation of short term cash for work activities for target population ہدف آبادی کیلئے کام کی سرگرمیوں کے لئے قلیل مدتی نقد کا نفاذ	A.2.4.1.1 Were you part of cash for work activities? کیا آپ کام کے لئے نقد رقم کی سرگرمیوں کا	B.2.4.1.1 How much income did you earn through Cash for work? 	C.2.4.1.1 For what period of time you were engage in cash for work activity: 	D.2.4.1.1 Did the earned cash/income support in meeting your urgent needs? 	E.2.4.1.1 How you plan to continue to earn your income after SDP cash for work programme? Please specify:

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		<p>حصہ تھے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Do Not Know معلوم نہیں</p> <p>A.2.4.1.2 If 'Yes', please provide name:</p> <p>اگر 'ہاں'، تو برائے مہربانی نام فراہم کریں</p> <p>_____</p>	<p>آپ نے کام کے لئے نقد رقم کی مدد سے کتنی آمدنی حاصل کی؟</p> <p>PKR _____</p>	<p>آپ کام کے لئے نقد رقم کی سرگرمی میں کتنے وقت تک شامل رہے:</p> <p>Days: _____</p>	<p>کیا کام کے لئے نقد رقم کی امداد نے آپ کی فوری ضروریات کو پورا کرنے میں مدد کی ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>D.2.4.1.2 If 'Yes', what needs were addressed:</p> <p>اگر 'ہاں'، تو کونسی ضروریات پوری کیں؟</p> <p>2.1 Purchased food کھانا خریدا</p> <p>2.2 Paid transportation سفری اخراجات کیے</p> <p>2.3 Bought medicines ادویات خریدیں</p> <p>2.4 Returned loan قرض ادا کیا</p> <p>2.5 Any other, please specify:</p>	<p>ایس ڈی پی (SDP) امدادی پروگرام کے بعد آپ نے اپنی آمدنی جاری رکھنے کا کیا منصوبہ بنایا ہے؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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					کوئی دیگر ، وضاحت کریں	
				<p>C.2.4.1.2 Are you satisfied with the CFW program?</p> <p>کیا آپ CFW پروگرام سے مطمئن ہیں؟</p> <p>1. Very satisfied بہت مطمئن</p> <p>2. Satisfied مطمئن</p> <p>3. Dissatisfied غیر مطمئن</p> <p>4. If dissatisfied, why? اگر غیر مطمئن ہیں تو، کیوں؟</p> <p>5. If dissatisfied, why? اگر غیر مطمئن ہیں تو، کیوں</p> <p>_____</p> <p>_____</p>	<p>D.2.4.1.3 How do you rate contribution of this income in your socio-economic uplift?</p> <p>آپ اپنے معاشرتی اور معاشی ترقی میں اس آمدنی کی شراکت کی درجہ بندی کس طرح کریں گے؟</p> <p>1 Ample کافی (76–100%)</p> <p>2 Significant اہم (51–75%)</p> <p>3 Adequate مناسب (26– 50%)</p> <p>4 Little تھوڑا (1–25%)</p> <p>5 Not at All بالکل نہیں</p>	

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2.5.1	Enterprises supported to grow, improve their productivity and create additional jobs کاروباری اداروں کی ترقی، ان کی پیداوار کو بہتر بنانے اور اضافی ملازمتوں کے مواقع پیدا کرنے میں معاون ہے					
2.5.1.a	Creation of jobs placement center to support matching of employment demand ملازمت کی طلب کے تقاضوں کو پورا کرنے کے لئے ملازمتوں کے تقرر کے مرکز تشکیل دینا	A.2.5.1.1 Is there any job placement center in your area? کیا آپ کے علاقے میں ملازمت کے تقرر کا کوئی مرکز ہے؟ 1 Yes ہاں	B.2.5.1.1 Did you get job from job placement center? کیا آپ کو ملازمتوں کے تقرر کے مرکز سے نوکری ملی؟	C.2.5.1.1 Did you get job from job placement center in your profession? کیا آپ کو اپنے پیشہ میں ملازمت کی جگہ کے مرکز سے ملازمت ملی؟	D.2.5.1.1 How many people of your area utilize jobs placement center services for finding employment? آپ کے علاقے کے کتنے لوگوں نے ملازمت کی	E.2.5.1.1 How you plan to continue to get future employment, if job placement center is not there in your area? Please specify: اگر آپ کے علاقے میں ملازمتوں کے تقرر کا مرکز نہیں ہے تو، مستقبل میں ملازمت

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		2 No نہیں 3 Do Not Know معلوم نہیں	1 Yes ہاں 2 No نہیں B.2.5.1.2 If no, why not? اگر نہیں تو کیوں نہیں؟ 1 too much competition بہت زیادہ مقابلہ 2 center if not effective مرکز اگر مؤثر نہ ہو 3 don't know معلوم نہیں 4 Others (specify) کوئی دیگر وضاحت کریں _____	1 Yes ہاں 2 No نہیں 3 Do Not Know معلوم نہیں C.2.5.1.2 If 'No', which profession job you got: اگر 'نہیں' تو، آپ کو کون سی نوکری ملی؟ 1 _____ 2 _____ 3 _____	تلاش کے لیے ملازمتوں کے تقرر کے مرکز کی خدمات حاصل کی ہیں؟ _____ # of people	حاصل کرنے کے لیے آپ کا کیا منصوبہ ہے؟ براہ مہربانی وضاحت کریں: 1 _____ 2 _____ 3 _____

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2.6.1	Partner with microfinance providers (e.g. Islamic Microfinance provider Akhuwat) to improve access to finance for the FATA citizens فائٹا کے شہریوں کی مالی امداد تک رسائی میں بہتری لانے کے لئے مائیکرو فنانس فراہم کرنے والے (جیسے اسلامی مائیکرو فنانس فراہم کرنے والے اخوت) کے ساتھ شراکت دار					
2.6.1.a	Provision of technical assistance to Islamic Microfinance services providers for facilitating individuals لوگوں کو سہولت فراہم کرنے کے لئے اسلامی مائیکرو فنانس خدمات فراہم کرنے والوں کو تکنیکی مدد کی فراہمی	A.2.6.1.1 Did you approach to any microfinance provider? کیا آپ نے کسی اسلامک مائیکرو فنانس فراہم کرنے والے سے رابطہ کیا؟ 1. Yes ہاں 2. No نہیں A.2.6.1.2 If 'Yes', what is the name of Islamic Microfinance provider: اگر 'ہاں'، تو اسلامی مائیکرو فنانس فراہم کرنے والے کا نام کیا ہے: _____	B.2.6.1.1 How much financial assistance you receive from Islamic Microfinance Entity? اسلامی مائیکرو فنانس ادارے سے آپ کو کتنی مالی امداد ملتی ہے؟ PKR _____ B.2.6.1.2 Have you returned the amount provided to you? 1. Yes ہاں 2. No نہیں کیا آپ نے لی ہوئی امداد کی رقم واپس کر دی ہے؟	C.2.6.1.1 Did microfinance support you in your needs? کیا مائیکرو فنانس نے آپ کی ضروریات کے مطابق مدد کی؟ 1. Yes ہاں 2. No نہیں C.2.6.1.2 How did access to finance support? مالی اعانت تک رسائی نے کیسے آپ کی مدد کی؟ 1 Started my own business اپنا کاروبار شروع کیا 2 Engaged in Partners شراکت داروں میں مشغول 3 Invested in kids education	D.2.6.1.1 What is the average increase in your income per month after having access to the finance? فنانس تک رسائی حاصل کرنے کے بعد آپ کے ماہانہ آمدنی میں اوسط کتنا اضافہ ہوا ہے؟ PKR _____ D.2.6.1.2 How would you rate this access in contributing in your income? اس رسائی کی وجہ سے جو آپ کی آمدنی میں اضافہ ہوا ہے اسکی درجہ بندی آپ کیسے کریں گے؟ 1 Ample (76–100%) وافر / وسیع 2 Significant (51–75%) کافی / اہم 3 Adequate (26– 50%) مناسب /	E.2.6.1.1 How you plan to continue to fund your enterprise / business, after return of Islamic Microfinance loan? Please specify: اسلامی مائیکرو فنانس قرض کی واپسی کے بعد، آپ اپنے انٹرپرائز / کاروبار کو کس طرح فنڈ دینے کا ارادہ رکھتے ہیں؟ 1 _____ 2 _____ 3 _____

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			<p>B.2.6.1.3 If 'No' When will you return the amount provided to you by Islamic Microfinance provider?</p> <p>اگر نہیں تو اسلامی مائکرو فنانس ادارے سے فراہم شدہ مالی امداد کو آپ کب واپس کریں گے ؟</p> <p>Month _____ Year _____</p>	<p>بچوں کی تعلیم میں سرمایہ کاری</p> <p>4 Others (specify) _____</p> <p>دیگر (وضاحت کریں)</p>	<p>موزوں</p> <p>4 Little (1-25%) ناکافی / تھوڑا</p> <p>5 Not at All بالکل نہیں</p>	
				<p>C.2.6.1.3 Do you think that the access to finance helped you in uplifting your socio-economic status enterprise?</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>		
				C.2.6.1.4 Are you satisfied with	D.2.6.1.3 How you plan return	

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				<p>the access to the financial support?</p> <p>1. Very satisfied بہت مطمئن</p> <p>2. Satisfied مطمئن</p> <p>3. Dissatisfied غیر مطمئن</p> <p>C.2.6.1.5 If dissatisfied, why? اگر غیر مطمئن تو کیوں؟</p> <p>_____</p> <p>_____</p>	<p>the amount to Islamic Microfinance provider:</p> <p>آپ نے اسلامی مائکرو فنانس فراہم کنندہ کو رقم واپس کرنے کے لیے کیا منصوبہ بنایا ہے؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	

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2.7.1	Establishment of employment exchange for skills youth (men/women) ہنرمند نوجوانوں کے لئے محکمہ روزگار کا قیام					
2.7.1.a	Set up employment exchange in collaboration with local authorities مقامی حکام کے تعاون سے محکمہ روزگار کا قیام	A.2.7.1.1 Are you part of employment exchange in collaboration with local authorities? کیا آپ مقامی حکام کے تعاون سے محکمہ روزگار کا حصہ ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں	B.2.7.1.1 How often skilled youth (women/men) of your area get employment as a result of employment exchange in collaboration with local authorities? Please specify: مقامی حکام کے تعاون سے محکمہ روزگار کے نتیجے میں، کیا آپ کے علاقے کے اکثر ہنرمند نوجوان (خواتین / مرد) کو روزگار مل جاتا ہے؟ 1 Often اکثر 2 Rare کبھی کبھی 3 Do not know معلوم نہیں	C.2.7.1.1 Do local authorities maintain database of skilled youth (women / men)? Please specify: کیا مقامی حکام ہنرمند نوجوانوں (خواتین / مرد) کے ڈیٹا بیس / ریکارڈ کو برقرار رکھتے ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں	D.2.7.1.1 Has the unemployment rate of your area decreased or increased as result of employment exchange in collaboration with local authorities? کیا مقامی حکام کے اشتراک سے محکمہ روزگار کے نتیجے میں آپ کے علاقے کی بے روزگاری کی شرح کم ہوئی ہے یا بڑھ گئی ہے؟ 1 Increased اضافہ ہوا 2 Decreased کمی ہوئی 3 Do not know معلوم نہیں	E.2.7.1.1 How local authorities will continue employment exchange activities after completion of SDP? Please specify: ایس ڈی پی کی تکمیل کے بعد مقامی حکام محکمہ روزگار کی سرگرمیوں کو کس طرح جاری رکھیں گے؟ وضاحت کریں 1 _____ 2 _____ 3 _____

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3.0	Access to Quality Education معیاری تعلیم تک رسائی					
3.1.1	Access to schools restored in TDP return areas ٹی ڈی پی واپسی والے علاقوں میں اسکولوں تک رسائی کی بحالی					
3.1.1.a	Rehabilitation of schools and restoration of facilities including WASH facilities اسکولوں اور واش سہولیات سمیت سہولیات کی بحالی	A.3.1.1.1 Who were responsible for identification of schools for rehabilitation? Please name: اسکولوں کی بحالی کے لئے اسکولوں کی شناخت کے ذمہ دار کون تھے؟ نام لکھیں Organization: _____ Person: _____	B.3.1.1.1 Was this school actually in need of rehabilitation work. کیا اس اسکول کو حقیقت میں بحالی کے کام کی ضرورت تھی؟ 1. Yes ہاں	C.3.1.1.1 Is there any increase in enrollment rate after the restoration activity? کیا بحالی کی سرگرمی کے بعد اندراج کی شرح میں کوئی اضافہ ہوا ہے 1. Yes ہاں 2. No نہیں	D.3.1.1.1 What changes have been brought by these school rehabilitation and restoration of facilities in your area? آپ کے علاقے میں اسکول کی بحالی اور سہولیات کی بحالی سے کیا تبدیلیاں آئی ہیں؟	E.3.1.1.1 How will you maintain and operate the completed school rehabilitation and restoration of facilities of your area after SDP completion? Please specify: ایس ڈی پی کی تکمیل کے بعد آپ اپنے بحال کردہ اسکول اور باقی سہولیات کو کس

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		Department: _____	<p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>B.3.1.1.2 What challenges children were facing prior to the rehabilitation work? Please specify: بحالی کے کام سے پہلے بچوں کو کن چیلنجوں / مسائل کا سامنا کرنا پڑا؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>B.3.1.1.3 Do you have an idea about cost estimates of school rehabilitation and restoration of facilities you mentioned? Please specify کیا آپ کے پاس اسکول کی بحالی اور ان سہولیات کی بحالی جن کا آپ نے ذکر کیا ہے، ان</p>	<p>3. Don't Know پتہ نہیں</p> <p>4. If 'Yes' increase in enrollment of: اگر اندراج میں اضافہ ہوا ہے تو بتائیں</p> <p>Girls: _____</p> <p>Boys: _____</p> <p>C.3.1.1.2 If 'No', please specify reasons: اگر نہیں تو وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>C.3.1.1.3 Has the students' retention rate increased after the restoration school?</p>	<p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>طرح برقرار رکھیں گے اور کام کریں گے؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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			<p>کی لاگت کے تخمینے کے بارے میں کوئی اندازہ ہے؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>B.3.1.1.4 If 'Yes', please provide amounts in Pak Rupees: اگر ہاں تو روپوں میں رقم بتائیں</p> <p>1 _____ PKR 2 _____ PKR 3 _____ PKR</p>	<p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>C.3.1.1.4 If 'Yes' increase in retention students of اگر "ہاں" برقرار رکھنے والے طلباء می اضافہ ہوا ہے:</p> <p>Girls لڑکیاں: _____ Boys لڑکے: _____</p> <p>C.3.1.1.5 If 'No', please specify reasons: 1 _____ 2 _____</p>		

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				<p>3 _____</p> <p>C.3.1.1.6 How far school rehabilitation and restoration of facilities of your area address your needs?</p> <p>اسکول کی بحالی اور اپنے علاقے کی سہولیات کی بحالی آپ کی ضروریات کو کس حد تک پورا کرتی ہے؟</p> <p>1 Ample (76–100%) وافر / وسیع</p> <p>2 Significant (51–75%) کافی / اہم</p> <p>3 Adequate (26– 50%) مناسب /</p> <p>موزوں</p> <p>4 Little (1–25%) تھوڑا / ناکافی</p> <p>5 Not at All بالکل نہیں</p> <p>6 Do Not know معلوم نہیں</p>		

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
				7 Cannot Gauge اندازہ نہیں 8 Not Applicable غیر متعلقہ		
		A.3.1.1.2 Were you part of the school identification process for rehabilitation and restoration of facilities including WASH facilities. School rehabilitation include boundary walls, electrification, etc. WASH includes water supply	B.3.1.1.5 Are the costs per school rehabilitation and restoration of facilities you just mentioned represent a fair value for money? کیا آپ کے ذکر کردہ اسکولوں کی بحالی اور دوسری سہولیات کی بحالی کے لئے خرچ کی گئی رقم مناسب قیمت اور معیار کا بہترین مجموعہ	C.3.1.1.7 How far school rehabilitation and restoration of facilities of your area address needs of female members? آپ کے علاقے کی اسکولوں کی بحالی اور سہولیات کی بحالی خواتین ممبروں کی کتنی فیصد ضرورت کو پورا کرتا ہے؟	D.3.1.1.2 What changes have been brought by these school rehabilitation and restoration of facilities specifically for female population in your area? آپ کے علاقے میں اسکول کی بحالی اور سہولیات کی بحالی سے خواتین کے لیے کیا	E.3.1.1.2 How will you identify school rehabilitation and restoration of facilities of your area after SDP completion? Please mention the key steps: ایس ڈی پی کی تکمیل کے بعد آپ اسکول کی بحالی اور اپنے علاقے کی سہولیات کی بحالی کی کس طرح نشاندہی

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
	and sanitation. کیا آپ واش کی سہولیات سمیت سہولیات کی بحالی اور بحالی کے لئے اسکول کی شناخت کے عمل کا حصہ ہیں۔ (اسکول کی بحالی میں باؤنڈری والز، بجلی سازی وغیرہ شامل ہیں۔ واش میں پانی کی فراہمی اور صفائی شامل ہے) 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں A.3.1.1.3 If 'Yes', please name the schools اگر ہاں تو اسکولوں کے نام بتائیں 1 _____ 2 _____ 3 _____	ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.3.1.1.6 If 'No', why not please specify: اگر نہیں تو کیوں نہیں براہ کرم وضاحت 1 _____ 2 _____ 3 _____	1 Ample (76–100%) وافر / وسیع 2 Significant (51–75%) کافی / اہم 3 Adequate (26– 50%) / مناسب موزوں 4 Little (1–25%) تھوڑا / ناکافی 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable غیر متعلقہ	تبدیلیاں آئی ہیں؟ 1 _____ 2 _____ 3 _____	کریں گے؟ براہ کرم اقدامات کا ذکر کریں: 1 _____ 2 _____ 3 _____	

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>A.3.1.1.4 To what extent the identified schemes represent school rehabilitation needs?</p> <p>نشانہ ہی کی گئی اسکیمیں اسکول کی بحالی کی ضروریات کو کس حد تک پیش کرتی ہیں؟</p> <p>1 Ample (76–100%) وافر/ وسیع</p> <p>2 Significant (51–75%) کافی/ اہم</p> <p>3 Adequate (26– 50%) مناسب/ مناسب</p> <p>4 Little (1–25%) تھوڑا/ ناکافی</p> <p>5 Not at All بالکل نہیں</p> <p>6 Do Not know معلوم نہیں</p> <p>7 Cannot Gauge اندازہ نہیں</p> <p>8 Not Applicable غیر متعلقہ</p>		<p>C.3.1.1.8 How far school rehabilitation and restoration of facilities of your area address needs of minorities members?</p> <p>آپ کے علاقے کی اسکولوں کی بحالی اور سہولیات کی بحالی اقلیت ممبروں کی کتنی فیصد ضرورت کو پورا کرتا ہے؟</p> <p>1 Ample (76–100%) وافر/ وسیع</p> <p>2 Significant (51–75%) کافی/ اہم</p> <p>3 Adequate (26– 50%) مناسب/ مناسب</p> <p>4 Little (1–25%) تھوڑا/ ناکافی</p> <p>5 Not at All بالکل نہیں</p> <p>6 Do Not know معلوم نہیں</p> <p>7 Cannot Gauge اندازہ نہیں</p> <p>8 Not Applicable غیر متعلقہ</p>	<p>D.3.1.1.3 What changes have been brought by these school rehabilitation and restoration of facilities specifically for minorities population in your area?</p> <p>آپ کے علاقے میں اسکول کی بحالی اور سہولیات کی بحالی سے اقلیتوں کے لیے کیا تبدیلیاں آئی ہیں؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>E.3.1.1.3 How will female members of your area identify school rehabilitation and restoration of facilities after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ کے علاقے کی خواتین ممبران اسکول کی بحالی اور سہولیات کی بحالی کی کس طرح نشانہ ہی کریں گی؟ براہ کرم اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
			B.3.1.1.7 Has audit of completed school rehabilitation and restoration of facilities			

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			<p>conducted?</p> <p>کیا اسکولوں کی بحالی اور سہولیات کی بحالی کا آڈٹ کیا گیا ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>		<p>D.3.1.1.4 Does the completed school rehabilitation and restoration of facilities cause any damage to environment / habitat?</p> <p>کیا اسکولوں کی بحالی اور سہولیات کی بحالی ماحول / جانداروں کی رہائشی آبادی کو کوئی نقصان پہنچا رہی ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>	<p>E.3.1.1.4 How will you fund school rehabilitation and restoration of facilities of your area after completion of SDP? Please specify:</p> <p>ایس پی ڈی کی تکمیل کے بعد آپ اپنے علاقے کی سہولیات کی بحالی اور اسکولوں کی بحالی کے لئے کس طرح فنڈ دیں گے؟ وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
					<p>D.3.1.1.6 Has the school rehabilitation resulted in girl students' access to education?</p> <p>کیا طالبات کی تعلیم تک رسائی، اسکول کی بحالی کی وجہ سے ہوئی ہے؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p>	3 _____
3.2.1	<p>Trained government officials for effective management and planning</p> <p>موثر انتظام اور منصوبہ بندی کے لئے سرکاری اہلکاروں کو تربیت دی</p>					
3.2.1.a	<p>Training / refresher sessions on monitoring school planning and management for relevant government officials</p> <p>متعلقہ سرکاری عہدیداروں کے لئے اسکول کی منصوبہ بندی اور</p>	<p>A.3.2.1.1 Have you received any training / refresher sessions on monitoring school planning and management?</p>		<p>C.3.2.1.1 What theme / topics were covered by the training? Please specify:</p> <p>ٹریننگ میں کن کن موضوعات پر بات کی گئی</p>	<p>D.3.2.1.1 What changes the training has brought in your monitoring school planning and management skills? Please specify:</p>	<p>E.3.2.1.1 How you plan to further improve your monitoring school planning and management skills on continuing basis? Please</p>

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	<p>انتظامیہ کی نگرانی کے سلسلے میں تربیت / ریفریشر سیشنز</p> <p>کیا آپ نے اسکول کی منصوبہ بندی اور انتظام کی نگرانی کے بارے میں کوئی تربیت / ریفریشر سیشن حاصل کیے ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>A.3.2.1.2 If 'Yes', please list the name and date of training: اگر ہاں، براہ کرم ٹریننگ کا نام اور تاریخ بتائیں</p> <p>1. Training name: ٹریننگ کا نام _____</p> <p>2. Training date ٹریننگ کی تاریخ _____</p>			<p>تھی؟:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>C.3.2.1.2 Were the themes / topics according to your training needs? کیا وہ موضوعات / عنوانات آپ کی تربیت کی ضروریات کے مطابق تھے؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>C.3.2.1.3 If 'No', please provide reasons: اگر نہیں تو وجہ بتائیں .</p> <p>1 _____</p>	<p>آپ کی نگرانی اسکول کی منصوبہ بندی اور انتظامی مہارت میں ٹریننگ سے کیا تبدیلیاں آئی ہیں؟ وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>specify:</p> <p>آپ اپنے مانیٹرنگ اسکول کی منصوبہ بندی اور انتظامی صلاحیتوں کو مزید بہتر بنانے کا منصوبہ کس طرح رکھتے ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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				2 _____ 3 _____		
			What were included in the training package such training manuals, stationary, etc.? Please specify: ٹریننگ پیکیج میں کیا کیا شامل تھا جیسے تربیتی دستور، اسٹیشنری، وغیرہ؟ وضاحت کریں. 1 _____ 2 _____ 3 _____	C.3.2.1.4 Are you satisfied from the trainings received? کیا آپ موصولہ تربیت سے مطمئن ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.2.1.5 If 'No', please provide reasons: اگر نہیں تو وجہ بتائیں 1 _____ 2 _____ 3 _____		E.3.2.1.2 How will you further transfer the monitoring school planning and management skills? Please specify: آپ نگرانی اسکول کی منصوبہ بندی اور انتظامی مہارت کو مزید کس طرح اچھا کریں گے؟ وضاحت کریں 1 _____ 2 _____ 3 _____
3.3.1	Improved education monitoring mechanism of schools teachers and students طریقہ بہتر کا نگرانی کی تعلیم کی طلبہ اور اساتذہ کے اسکولوں					
3.3.1.a	Evidence based research / monitoring of schools, teaching and learning	A.3.3.1.1 How do you monitor performance of your schools, teachers and learning	B.3.3.1.1 How much does it cost to conduct 1 school performance monitoring visit?	C.3.3.1.1 Are school performance monitoring visits	D.3.3.1.1 What changes have the school performance monitoring visits have brought	E.3.3.1.1 Are you going to continue monitoring of schools, teaching and

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	ثبوتوں پر مبنی تحقیق / اسکولوں کی نگرانی ، درس و تدریس	<p>outcomes? Please tick (✓) as appropriate:</p> <p>آپ اپنے اسکولوں ، اساتذہ اور سیکھنے کے نتائج کی کارکردگی کی نگرانی کیسے کرتے ہیں؟</p> <p>1 Weekly ہفتہ وار</p> <p>2 Monthly ماہانہ</p> <p>3 Quarterly سہ ماہی</p> <p>4 Any other please specify کوئی دیگر وضاحت کریں</p>	<p>Please specify:</p> <p>ایک اسکول کی کارکردگی کی نگرانی کے دورے کے لئے کتنا خرچ آتا ہے؟ وضاحت کریں</p> <p>Pak Rupees _____</p>	<p>making any difference?</p> <p>کیا اسکول کی کارکردگی کی نگرانی سے کوئی فرق پڑتا ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>C.3.3.1.2 If 'Yes', please provide reasons:</p> <p>اگر ہاں تو وجہ بتائیں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>C.3.3.1.3 If 'Not', provide</p>	<p>on the learning outcomes of female students e.g. annual results, reading and numeracy capacity? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں نے خواتین طلبہ کے سیکھنے کے نتائج جیسے کہ سالانہ نتائج ، پڑھنے اور اعداد کی گنجائش پر کیا تبدیلیاں لائی ہیں؟ وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>learning?</p> <p>کیا آپ اسکولوں ، درس و تدریس کی نگرانی جاری رکھیں گے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>

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				<p>reasons:</p> <p>اگر نہیں تو وجہ بتائیں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		
			<p>B.3.3.1.2 Do you think it is worthwhile to spend the amount you mention on school performance monitoring visit?</p> <p>کیا آپ کو لگتا ہے کہ اسکول کی کارکردگی کی نگرانی کے دورے پر آپ جس رقم کا ذکر کرتے ہیں اس کو خرچ کرنا فائدہ مند ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>	<p>C.3.3.1.4 Whom do you share school monitoring reports or survey findings with? Please specify:</p> <p>آپ اسکول مانیٹرنگ رپورٹس یا سروے کے نتائج کو کس کو بھیجتے ہیں؟ وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>D.3.3.1.2 What changes have the school performance monitoring visits have brought on the learning outcomes of male students e.g. annual results, reading and numeracy capacity? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں نے مرد طلباء کے سیکھنے کے نتائج جیسے کہ سالانہ نتائج، پڑھنے اور اعداد کی گنجائش پر کیا تبدیلیاں لایا ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p>	<p>E.3.3.1.2 How will you ensure continuous monitoring of schools, teaching and learning outcomes? Please specify:</p> <p>آپ اسکولوں، درس و تدریس اور سیکھنے کے نتائج کی مسلسل نگرانی کو کیسے یقینی بنائیں گے؟ وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			B.3.3.1.3 If 'No', please provide reasons: 1 _____ 2 _____ 3 _____		2 _____ 3 _____	
					D.3.3.1.3 What changes have the school performance monitoring visits have brought on the teaching outcomes of female teachers e.g. pedagogy and students assessment skills? Please specify: اسکول کی کارکردگی کی نگرانی کے دوروں سے خواتین اساتذہ کے تدریسی نتائج پر کیا تبدیلی آئی ہے جیسے تعلیم و تعلم اور طلباء کی تشخیص کی مہارت؟ وضاحت کریں: 1 _____ 2 _____	

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
					3 _____	
					<p>D.3.3.1.4 What changes have the school performance monitoring visits have brought on the teaching outcomes of male teachers e.g. pedagogy and students assessment skills? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں سے مرد اساتذہ کے تدریسی نتائج پر کیا تبدیلی آئی ہے جیسے تعلیم و تعلم اور طلباء کی تشخیص کی مہارت؟ وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p>	

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
					3 _____	
3.4.1	Provision of support to middle schools through FATA Elementary Education Foundation فراہمی کی تعاون کو اسکولوں کے توسط سے فائونڈیشن ایجوکیشن ایلیمنٹری فٹا					
3.4.1.a	Strengthening local mechanisms through FATA elementary education foundation for supporting middle schools مڈل اسکولوں کی معاونت کے لئے فٹا ایلیمنٹری ایجوکیشن فائونڈیشن کے ذریعے مقامی میکانزم کو مضبوط بنانا	A.3.4.1.1 Is your school of the FATA elementary education foundation under SDP? کیا آپ کا اسکول فٹا ابتدائی تعلیم کی بنیاد ایس ڈی پی کے تحت ہے؟	B.3.4.1.1 When does the support you mention is provided in an academic session (April – March)? Please tick (✓) as appropriate:	C.3.4.1.1 How far is the support provided by FATA elementary education foundation under SDP effective in addressing your middle school needs? Please specify:	D.3.4.1.1 What changes have support provided to your school under FATA elementary education foundation brought? Please specify: فٹا ایلیمنٹری ایجوکیشن فائونڈیشن کے تحت	E.3.4.1.1 How will you continue supporting your middle school after completion of FATA elementary education foundation / SDP support? Please specify:

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>If 'Yes', what support your middle school receive? Please specify (books, teacher training, furniture, equipment or other):</p> <p>اگر 'ہاں'، تو آپ کے مڈل اسکول کو کیا تعاون حاصل ہوتا ہے؟ کتابیں، اساتذہ کی تربیت، فرنیچر، سازوسامان یا دیگر (وضاحت کریں)</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>آپ کے تعاون کردہ ایک تعلیمی سیشن کب فراہم کی جاتی ہے (اپریل - مارچ)</p> <p>1 Beginning of academic session تعلیمی سیشن کا آغاز</p> <p>2 Middle of academic session تعلیمی سیشن کا وسط</p> <p>3 End of academic session تعلیمی سیشن کا اختتام</p> <p>4 Any other, please specify: کوئی اور، براہ کرم واضح کریں</p> <p>_____</p>	<p>فانا ایلیمینٹری ایجوکیشن فاؤنڈیشن کی طرف سے ایس ڈی پی کے تحت فراہم کردہ مدد آپ کے مڈل اسکول کی ضروریات کو دور کرنے میں کس حد تک مؤثر ہے؟</p> <p>1 Ample (76–100%) وافر/وسیع</p> <p>2 Significant (51–75%) کافی/اہم</p> <p>3 Adequate (26– 50%) مناسب /موزوں</p> <p>4 Little (1–25%) تھوڑا/نا کافی</p> <p>5 Not at All بالکل نہیں</p> <p>6 Do Not know معلوم نہیں</p> <p>7 Cannot Gauge اندازہ نہیں</p> <p>8 Not Applicable غیر متعلقہ</p> <p>C.3.4.1.2 If 'Little or Not at All', please provide reasons: 1 _____</p>	<p>آپ کے اسکول کو مدد فراہم کرنے میں کیا تبدیلیاں لائی ہیں؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>فانا ایلیمینٹری ایجوکیشن فاؤنڈیشن / ایس ڈی پی کی تکمیل کے بعد آپ اپنے مڈل اسکول کی حمایت کس طرح جاری رکھیں گے؟</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

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				2 _____ 3 _____		
3.5.1	Strengthening community resilience to disasters through basic training on crisis management بحران کے انتظام سے متعلق بنیادی تربیت کے ذریعہ تباہی سے نمٹنے کے لئے معاشرتی چلک کو مضبوط بنانا					
3.5.1.a	Community members and schools' children trained on disaster risk reduction کمیونٹی ممبران اور اسکولوں کے بچوں نے تباہی کے خطرے کو کم کرنے کی تربیت حاصل کی	A.3.5.1.1 Did you, community members and schools' children of your area received any training on disaster risk reduction? کیا آپ، اپنے علاقے کے کمیونٹی ممبران اور اسکولوں کے بچوں نے تباہی کے خطرے کو کم کرنے کی کوئی تربیت حاصل کی ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں	B.3.5.1.1 Do you remember cost of the training? کیا آپ کو تربیت کا خرچ یاد ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.3.5.1.2 If 'Yes', please mention: اگر 'ہاں' ہے تو، براہ کرم ذکر کریں: Pak Rupees: _____	C.3.5.1.1 What theme / topics were covered by the disaster risk reduction training? Please specify: ٹریننگ میں کن کن موضوعات پر بات کی گئی تھی؟ 1 _____ 2 _____ 3 _____	D.3.5.1.1 What changes the disaster risk reduction training has brought in your monitoring school planning and management skills? Please specify: آپ کی نگرانی اسکول کی منصوبہ بندی اور انتظامی مہارت میں آفت کے خطرے کو کم کرنے کی تربیت نے کیا تبدیلیاں لائی ہیں؟ وضاحت کریں۔ 1 _____ 2 _____ 3 _____	E.3.5.1.1 How you plan to continue provision of disaster risk reduction trainings in your community and schools especially to teachers and newly reenrolled students after SDP is completed? Please specify: ایس ڈی پی مکمل ہونے کے بعد آپ اپنی کمیونٹی، اساتذہ، نئے آنے والے طلبہ اور اسکولوں میں تباہی کے خطرے میں کمی کی تربیت کی فراہمی کو کس طرح جاری رکھنے کا ارادہ رکھتے ہیں؟ وضاحت کریں 1 _____

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						2 _____ 3 _____
			B.3.5.1.3 What were included in the training package such training manuals, stationary, etc.? Please specify: ٹریننگ پیکیج میں کیا کیا شامل تھا جیسے تربیتی دستور، اسٹیشنری، وغیرہ؟ وضاحت کریں. 1 _____ 2 _____ 3 _____	C.3.5.1.2 Were the themes / topics according to your training needs? کیا وہ موضوعات / عنوانات آپ کی تربیت کی ضروریات کے مطابق تھے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.5.1.3 If 'No', please provide reasons:		E.3.5.1.2 How will you fund to conduct disaster risk reduction trainings in your community and schools after SDP is completed? Please specify: ایس ڈی پی کی تکمیل کے بعد آپ اپنی کمیونٹی اور اسکولوں میں تباہی کے خطرے کو کم کرنے کی تربیت کے لئے فنڈ کس طرح دیں گے؟ وضاحت کریں: 1 _____

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				اگر نہیں تو وجہ بتائیں 1 _____ 2 _____ 3 _____		2 _____ 3 _____
				C.3.5.1.4 How many female community members and students participated in disaster risk reduction training? Please specify: کمیونٹی کی کتنی خواتین ممبران اور طلباء نے تباہی کے خطرے کو کم کرنے کی تربیت میں حصہ لیا؟ وضاحت براہ مہربانی: _____ # of females _____ # of female students		
3.6.1	Improve quality of education in TDP return areas ٹی ڈی پی ریٹرن علاقوں میں تعلیم کے معیار کو بہتر بنانا					
3.6.1.a	Revival of education through temporary and	A.3.6.1.1 Were schools established through temporary	B.3.6.1.1 Do you know cost of a temporary school established in	C.3.6.1.1 Are prefabricated structure and tent schools still	D.3.6.1.1 Has these prefabricated structure and tent	E.3.6.1.1 Will you establish prefabricated structure and

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	transitional structures عارضی اور عبوری ڈھانچے کے ذریعہ تعلیم کی بحالی	and transitional structure such as prefab and tents in your area? کیا آپ کے علاقے میں عارضی اور عبوری ڈھانچے جیسے تیار شدہ اور خیموں کے ذریعے اسکول قائم کیے گئے تھے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں A.3.6.1.2 If 'Yes', please list names of schools: اگر ہاں تو اسکولوں کے نام بتائیں 1 _____ 2 _____ 3 _____	prefabricated structure or a tent? Please specify: کیا آپ جانتے ہیں کہ پہلے سے تیار شدہ ڈھانچے یا خیمے میں قائم ایک عارضی اسکول کی لاگت کیا ہے؟ وضاحت کریں: 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.3.6.1.2 If 'Yes', please mention cost: اگر ہاں تو، لاگت کا ذکر کریں: Pak Rupees _____ prefab school Pak Rupees _____ tent school	functional in your area? کیا آپ کے علاقے میں اب بھی تیار شدہ ڈھانچے اور خیمے کے اسکول فعال ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.6.1.2 How many students were enrolled in these prefabricated structure and tent schools in your area? آپ کے علاقے میں تیار شدہ ڈھانچے اور ٹینٹ اسکولوں میں کتنے طلباء داخل تھے؟ _____ # of students in prefab schools _____ # of students in tent schools	schools made any changes to children education in your area? کیا ان مصنوعی ڈھانچے اور خیموں کے اسکولوں نے آپ کے علاقے میں بچوں کی تعلیم میں کوئی تبدیلی لائی ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.6.1.2 If 'Yes', what changes: اگر ہاں تو، کیا تبدیلی آئی ہے: 1 _____ 2 _____ 3 _____	tent schools in future, if needed? اگر ضرورت ہو تو، کیا آپ مستقبل میں مصنوعی ڈھانچے اور خیمے کے اسکول قائم کریں گے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں

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					<p>C.3.6.1.3 If 'No', why not, please provide reasons:</p> <p>اگر 'نہیں' تو، کیوں نہیں، براہ کرم وجوہات فراہم کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	
			<p>B.3.6.1.3 Are prefabricate structure and tent schools a good solution during transition?</p> <p>کیا تبدیلی کے دوران تیار مصنوعی ڈھانچے اور خیموں کے اسکولوں کا حل اچھا ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p>	<p>C.3.6.1.3 How many girl students were enrolled in these prefab structure and tent schools?</p> <p>ان مصنوعی ڈھانچے اور ٹینٹ اسکولوں میں کتنی طالبات کا داخلہ لیا گیا؟</p> <p>_____ # of students in prefab schools</p> <p>مصنوعی ڈھانچے والی اسکول میں طلبہ کی تعداد</p>		<p>E.3.6.1.2 How will fund prefabricated structure and tent schools in future, if needed? Please specify:</p> <p>اگر ضرورت ہو تو، مستقبل میں مصنوعی ڈھانچے اور خیموں کے اسکولوں کو فنڈ کیسے مہیا کریں گے؟ وضاحت براہ مہربانی:</p> <p>1 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			3. Don't Know پتہ نہیں	_____ # of students in tent schools ٹینٹ والے اسکول میں طلبہ کی تعداد		2 _____ 3 _____
3.7.1	Trained teachers on pedagogy, psycho-social support and school management اساتذہ کو تدریسی ، نفسیاتی معاشرتی تعاون اور اسکول کے انتظام کے بارے میں تربیت دی					
3.7.1.a	Training needs assessment (TNA) and capacity building of teachers on pedagogy, psycho-social support and school management ٹریننگ نیڈ اسسمنٹ اور اساتذہ کی تعلیمی صلاحیت ، نفسیاتی معاشرتی مدد اور اسکول کے انتظام پر صلاحیت پیدا کرنا	A.3.7.1.1 Was training needs assessment conducted by SDP in your School, EDO Office and Department to capacitate teachers on pedagogy, psycho-social support and school management? کیا SDP کی طرف سے آپ کے اسکول ،	B.3.7.1.1 Do you remember cost of the training? کیا آپ کو تربیت کا خرچ یاد ہے؟ 1. Yes ہاں 2. No نہیں	C.3.7.1.1 What theme / topics were covered by the training? Please specify: ٹریننگ میں کن کن موضوعات پر بات کی گئی تھی؟ 1 _____	D.3.7.1.1 What changes the training has brought in your pedagogy, psycho-social support and school management skills? Please specify: تربیت نے آپ کے تدریسی شعبے ، نفسیاتی سماجی تعاون اور اسکول کے انتظام کی	E.3.7.1.1 How you plan to further improve your pedagogy, psycho-social support and school management skills on continuing basis? Please specify: آپ اپنے تدریسی ، نفسیاتی سماجی تعاون

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		EDO آفس، اسکول مینجمنٹ، وغیرہ کو ٹریننگ نینڈا سمنٹ دی گئی تھی؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں	3. Don't Know پتہ نہیں B.3.7.1.2 If 'Yes', please mention: اگر 'ہاں' ہے تو، براہ کرم ذکر کریں: Pak Rupees: _____	2 _____ 3 _____	مہارتوں میں کیا تبدیلیاں لائی ہیں؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	اور اسکول انتظامیہ کی مہارت کو مزید بہتر بنانے کا منصوبہ کس طرح رکھتے ہیں؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____
		A.3.7.1.2 Was this TNA conducted for female school teachers as well? کیا یہ ٹی این اے خواتین اسکول اساتذہ کے لئے بھی کرایا گیا تھا؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں A.3.7.1.3 Did you receive copy of TNA report from SDP? کیا آپ کو ایس ڈی پی سے ٹی این اے	B.3.7.1.3 What were included in the training package such training manuals, stationary, etc.? Please specify: ٹریننگ پیکیج میں کیا شامل تھا جیسے تربیتی دستور، اسٹیشنری، وغیرہ؟ وضاحت کریں۔ 1 _____ 2 _____ 3 _____	C.3.7.1.2 Were the themes / topics according to your training needs? کیا دو موضوعات / عنوانات آپ کی تربیت کی ضروریات کے مطابق تھے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.7.1.3 If 'No', please provide reasons: اگر 'نہیں' تو، کیوں نہیں، براہ کرم وجوہات		E.3.7.1.2 How will you transfer the pedagogy, psycho-social support and school management skills? Please specify: آپ تدریسی، نفسیاتی سماجی تعاون اور اسکول کے انتظام کی مہارت کو کیسے دوسروں کو سکھائیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>رپورٹ کی کاپی موصول ہوئی ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p>		<p>فراہم کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		3 _____
		<p>A.3.7.1.4 Did you receive training on pedagogy, psycho-social support and school management?</p> <p>کیا آپ نے تدریسی ، نفسیاتی سماجی تعاون اور اسکول کے انتظام کے بارے میں تربیت حاصل کی؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>4. If 'Yes', which one:</p> <p>اگر ہاں تو کون سے؟</p> <p>4.1 Pedagogy تدریس درس</p> <p>4.2 Psycho-social support</p>		<p>C.3.7.1.4 How many female teachers participated in the training?</p> <p>تربیت میں کتنی خواتین اساتذہ نے حصہ لیا؟</p> <p>_____ # of female teachers</p>		

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		نفسیاتی معاشرتی اعانت 4.3 School management انتظام کا اسکول				
3.8.1	Engagement of communities for increased enrollment and enrollment retention اندراج میں اضافے اور اندراج برقرار رکھنے کیلئے کمیونٹیز کی شمولیت					
3.8.1.a	Back to school campaigns, enrollment driver community events, for increased enrollment بچوں کے اسکول میں داخلے کا اندراج بڑھانے کے لیے لیے سماجی تقریبات کا انعقاد	A.3.8.1.1 Do you recall any school campaigns, enrollment drive or community event for increasing student enrollment in schools of your area? Please specify: کیا آپ اپنے علاقے کے اسکولوں میں طلباء کے اندراج میں اضافے کے لئے اسکول کی کسی مہم کے بارے میں جانتے ہیں؟ 1 _____ 2 _____ 3 _____	B.3.8.1.1 Do you remember the number of people participated in these events? کیا آپ کو یاد ہے کہ ان واقعات میں کتنے لوگوں نے شرکت کی؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.3.8.1.2 If 'Yes', how many participants: اگر 'ہاں' ہے تو ، کتنے شرکا	C.3.8.1.1 Has the number of student enrollment increased schools of your area? کیا آپ کے علاقے کے اسکولوں میں طلباء کے اندراج کی تعداد میں اضافہ ہوا ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.8.1.2 If 'Yes', how many students: اگر 'ہاں' ہے تو ، کتنے طلباء:	D.3.8.1.1 Do you see any change in your areas as result of increased students' enrollment in schools of your area? کیا آپ اپنے علاقے کے اسکولوں میں طلباء کے داخلے میں اضافے کے نتیجے میں اپنے علاقوں میں کوئی تبدیلی دیکھ رہے ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں	E.3.8.1.1 How will you increase students' enrollment in schools of your area after SDP completion? Please specify: ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کے اسکولوں میں طلباء کے داخلے کیسے بڑھائیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			_____ # of females _____ # of males	_____ # of girl students _____ # of boy students	D.3.8.1.2 If 'Yes', what changes: اگر ہاں تو کیا تبدیلیاں 1 _____ 2 _____ 3 _____	
						E.3.8.1.2 How you plan to fund school campaigns, enrollment drives and community events after SDP completion? Please specify: آپ ایس ڈی پی کی تکمیل کے بعد اسکول مہمات ، اندراج ڈرائیوز اور کمیونٹی ایونٹس کو فنڈ دینے کا کس طرح منصوبہ رکھتے ہیں؟ وضاحت براہ مہربانی:

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						1 _____ 2 _____ 3 _____
3.9.1	Involvement of parents and communities in school management اسکول کے انتظام میں والدین اور برادریوں کی شمولیت					
3.9.1.a	Formation, revitalization and provision of training to PTCs / TIJs PTCs / TIJs کو تشکیل، احیاء اور تربیت کی فراہمی	A.3.9.1.1 Do you know how many PTCs / TIJs are in your area? Please specify: کیا آپ جانتے ہیں کہ آپ کے علاقے میں کتنے پی ٹی سی / ٹی آئی جے ہیں؟ وضاحت Female _____ # of PTCs Female _____ # of TIJs Male _____ # of PTCs Male _____ # of TIJs	B.3.9.1.1 Do you know how many meetings of male PTCs / TIJs are held in your area every month? Please specify: کیا آپ جانتے ہیں کہ آپ کے علاقے میں ہر ماہ خواتین پی ٹی سی / ٹی آئی جے کی کتنی میٹنگز ہوتی ہیں؟ وضاحت براہ مہربانی: _____ # of PTCs _____ # of TIJs	C.3.9.1.1 Do you know how many female PTCs / TIJs are functional in your area? Please specify: کیا آپ جانتے ہیں کہ آپ کے علاقے میں کتنی خواتین پی ٹی سی / ٹی آئی جے فعال ہیں؟ وضاحت براہ مہربانی: _____ # of PTCs _____ # of TIJs	D.3.9.1.1 Does school management has improved in your area as result of PTCs and TIJs? کیا پی ٹی سی اور ٹی آئی جے کے نتیجے میں اسکول کے انتظام میں بہتری آئی ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں D.3.9.1.2 If 'No', why note please specify reasons:	E.3.9.1.1 Will you continue to participate in meetings of your PTC / TIJ? کیا آپ اپنے PTC / TIJ کے اجلاسوں میں حصہ لیتے رہیں گے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں

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					<p>اگر 'نہیں' تو، کیوں نہیں، براہ کرم وجوہات فراہم کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	
		<p>A.3.9.1.2 Do you know how new male PTCs / TIJs are formed in your area? Please specify:</p> <p>کیا آپ جانتے ہیں کہ آپ کے علاقے میں نئی خواتین PTCs / TIJs کی تشکیل کیسے ہوتی ہے؟ وضاحت براہ مہربانی:</p> <p>_____ # of PTCs</p> <p>_____ # of TIJs</p>	<p>B.3.9.1.2 Do you know how many meetings of female PTCs / TIJs are held in your area every month? Please specify:</p> <p>کیا آپ جانتے ہیں کہ آپ کے علاقے میں ہر ماہ خواتین پی ٹی سی / ٹی آئی جے کی کتنی میٹنگز ہوتی ہیں؟ وضاحت براہ مہربانی:</p> <p>_____ # of PTCs</p> <p>_____ # of TIJs</p>	<p>C.3.9.1.2 Do you know how many male PTCs / TIJs are functional in your area? Please specify:</p> <p>کیا آپ جانتے ہیں کہ آپ کے علاقے میں کتنے مرد PTC / TIJ کام کر رہے ہیں؟ وضاحت براہ مہربانی:</p> <p>_____ # of PTCs</p> <p>_____ # of TIJs</p>	<p>D.3.9.1.3 What changes you see in school management as result of PTCs and TIJs? Please specify:</p> <p>پی ٹی سی اور ٹی آئی جے کے نتیجے میں اسکول انتظامیہ میں آپ کو کیا تبدیلیاں نظر آتی ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>E.3.9.1.2 How will you fund your PTC / TIJ after SDP completion or withdrawal of government funds? Please specify:</p> <p>ایس ڈی پی کی تکمیل یا سرکاری فنڈز کی واپسی کے بعد آپ اپنے پی ٹی سی / ٹی آئی جے کو کس طرح فنڈ دیں گے؟ وضاحت براہ مہربانی:</p> <p>1 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
						2 _____ 3 _____
		<p>A.3.9.1.3 Do you know how new female PTCs / TIJs are formed in your area? Please specify:</p> <p>کیا آپ جانتے ہیں کہ آپ کے علاقے میں نئی خواتین PTCs / TIJs کی تشکیل کیسے ہوتی ہے؟ وضاحت براہ مہربانی:</p> <p>_____ # of PTCs</p> <p>_____ # of TIJs</p>	<p>B.3.9.1.3 Do you know budget of your PTC / TIJ?</p> <p>کیا آپ کو اپنے پی ٹی سی / ٹی آئی جے کا بجٹ معلوم ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>B.3.9.1.4 If 'Yes', how much is the budget:</p> <p>اگر 'ہاں'، بجٹ کتنا ہے:</p> <p>Pak Rupees _____</p>			

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		A.3.9.1.3 Are you a member of PTC or TIJ? کیا آپ PTC / TIJ کے ممبر ہیں؟ 1 PTC 2 TIJ 3 Not a member of any	B.3.9.1.5 Has audit of your PTC / TIJ conducted? کیا آپ کے PTC / TIJ کا آڈٹ کرایا گیا ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں			
3.10.1	Improved learning capacities of students طلباء کی سیکھنے کی صلاحیتوں میں بہتری					
3.10.1.a	Provision of school bags to students of selected schools منتخب اسکولوں کے طلباء کو اسکول بیگ کی فراہمی	A.3.10.1.1 Did your school receive school bags? کیا آپ کے اسکول نے اسکول کے بیگ	B.3.10.1.1 Do you know cost of school bag? کیا آپ کے پاس اسکول بیگ کی قیمت ہے؟	C.3.10.1.1 Were these school bags distributed equally among girl and boy students of your school?	D.3.10.1.1 Did you notice any change in students' performance after provision of school bags?	E.3.10.1.1 Do you intend to provide school bags to students in the future as well? کیا آپ مستقبل میں بھی طلباء کو اسکول

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>وصول کیے ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>A.3.10.1.2 If 'Yes', how many اگر 'ہاں'، تو کتنے؟</p> <p>_____ # of bags</p>	<p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>B.3.10.1.2 If 'Yes', how much is the cost of 1 school bag: اگر 'ہاں'، تو ایک اسکول بیگ کی قیمت کتنی ہے:</p> <p>Pak Rupees _____</p>	<p>کیا یہ اسکول بیگ آپ کے اسکول کی لڑکیوں اور لڑکے طلباء میں تقسیم کیا گیا تھا؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>C.3.10.1.2 If 'Yes', how many among girl and boy students: اگر 'ہاں' ہے تو، لڑکے اور لڑکے طلباء میں کتنے ہیں:</p> <p>_____ # of girl students</p> <p>_____ # of boy students</p>	<p>کیا آپ نے اسکول بیگ کی فراہمی کے بعد طلباء کی کارکردگی میں کوئی تبدیلی محسوس کی؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>D.3.10.1.2 If 'Yes', what changes, please specify: اگر 'ہاں'، کیا تبدیلیاں کرتا ہے تو، براہ کرم وضاحت کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>بیگ فراہم کرنے کا ارادہ رکھتے ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>E.3.10.1.2 If 'Yes', how you plan to fund school bags: اگر 'ہاں' ہے تو، آپ اسکول بیگوں کو فنڈ دینے کا طریقہ کس طرح رکھتے ہیں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable)
3.11.1	Improved learning environment in schools through provision of furniture فرنیچر کی فراہمی کے ذریعہ اسکولوں میں سیکھنے کے ماحول میں بہتری					
3.11.1.a	Provision of furniture and equipment to rehabilitated schools بحالی اسکولوں کو فرنیچر اور سامان کی فراہمی	A.3.11.1.1 What kind of furniture, equipment and learning material your school received? Please tick (✓) as appropriate: آپ کے اسکول نے کس قسم کا فرنیچر ، سامان اور سیکھنے کا مواد حاصل کیا؟ براہ کرم (✓) نشان لگائیں 1 Student chair طلبہ کی کرسی 2 Student table طلباء کی میز 3 Teacher Chair اساتذہ کی کرسی 4 Teacher Table	B.3.11.1.1 Do you know cost of furniture, equipment and learning materials received? کیا آپ موصول ہونے والے فرنیچر ، سامان اور سیکھنے والے سامان کی قیمت جانتے ہیں؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.3.11.1.2 If 'Yes', please specify: اگر 'ہاں' ہے تو ، براہ کرم وضاحت کریں:	C.3.11.1.1 Did you notice any improvement in students learning outcome? کیا آپ نے طلباء کے سیکھنے کے نتائج میں کوئی بہتری دیکھی ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.11.1.2 If 'Yes', please specify: اگر 'ہاں' ہے تو ، براہ کرم وضاحت کریں:	E.3.11.1.1 Did you notice any changes in school environment after receipt of furniture, equipment and learning materials? Please specify: کیا آپ نے فرنیچر ، سازو سامان اور سیکھنے کے سامان کی وصولی کے بعد اسکول کے ماحول میں کوئی تبدیلی محسوس کی؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	E.3.11.1.1 How you plan to utilize the furniture, equipment and learning material received by school? Please specify: اسکول کے ذریعہ موصولہ فرنیچر ، سازو سامان اور سیکھنے کے مواد کو کس طرح استعمال کرنے کا آپ منصوبہ رکھتے ہیں؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		اساتذہ کی میز 5 Cupboard الماری 6 Floor mats فلور میٹ / چٹائی 7 Computer کمپیوٹر 8 Camera کیمرہ 9 Multimedia ملٹی میڈیا 10 Reading material مواد پڑھنا 11 Any other please specify: کوئی اور براہ کرم بتائیں: 1 _____ 2 _____ 3 _____	PKR _____ Student chair PKR _____ Student table PKR _____ Teacher Chair PKR _____ Teacher Table PKR _____ Cupboard PKR _____ Floor mats PKR _____ Computer PKR _____ Camera PKR _____ Multimedia PKR _____ Reading material PKR _____ Any other please specify:	1 _____ 2 _____ 3 _____		
				C.3.11.1.3 Did you notice any improvement in teachers' teaching performance? کیا آپ نے اساتذہ کی تدریسی کارکردگی میں		E.3.11.1.2 How you plan to fund procurement of the furniture, equipment and learning material received by school after SDP completion?

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
				<p>کوئی بہتری دیکھی ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>C.3.11.1.4 If 'Yes', please specify:</p> <p>اگر ہاں تو وضاحت کریں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		<p>Please specify:</p> <p>ایس ڈی پی کی تکمیل کے بعد اسکول سے موصولہ فرنیچر، سازوسامان اور سیکھنے کے مواد کی خریداری کے لئے آپ کس طرح فنڈ لگانے کا ارادہ رکھتے ہیں؟</p> <p>وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
3.12.1	Improved education monitoring mechanism of school teachers and students اسکول اساتذہ اور طلبہ کی تعلیم کی نگرانی کا بہتر طریقہ					
3.12.1.a	Evidence based research / end-line survey of schools, teaching and learning شواہد پر مبنی تحقیق / اسکولوں ، درس و تدریس کی آخری سطر سروے	A.3.12.1.1 How do you monitor performance of your schools, teachers and learning outcomes? Please tick (✓) as appropriate: آپ اپنے اسکولوں ، اساتذہ اور سیکھنے کے نتائج کی کارکردگی کی نگرانی کیسے کرتے ہیں؟ براہ کرم: (✓) نشان لگائیں 1 Prepare school performance monitoring plan اسکول کی کارکردگی کی نگرانی کا منصوبہ تیار کرتے ہیں 2 Conduct monitoring visits as per monitoring plan نگرانی کے منصوبے کے مطابق نگرانی کے دوروں کا انعقاد کرتے ہیں 3 Conduct unplanned	B.3.12.1.1 How much does it cost to conduct 1 school performance monitoring visit? Please specify: ایک اسکول کی کارکردگی کی نگرانی کے دورے کے لئے کتنا خرچ آتا ہے؟ وضاحت براہ مہربانی: Pak Rupees _____	C.3.12.1.1 Are school performance monitoring visits making any difference? کیا اسکول کی کارکردگی کی نگرانی کے دوروں سے کوئی فرق پڑتا ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں C.3.12.1.2 If 'Yes', please provide reasons: اگر ہاں تو وضاحت کریں 1 _____ 2 _____ 3 _____	D.3.12.1.1 What changes have the school performance monitoring visits brought on the learning outcomes of female students e.g. annual results, reading and numeracy capacity? Please specify: اسکول کی کارکردگی کی نگرانی کے دوروں نے خواتین طلبہ کے سیکھنے کے نتائج جیسے کہ سالانہ نتائج ، پڑھنے اور اعداد کی گنجائش پر کیا تبدیلیاں لائی ہیں؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	E.3.12.1.1 Are you going to continue monitoring of schools, teaching and learning? کیا آپ اسکولوں ، درس و تدریس کی نگرانی جاری رکھیں گے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>monitoring visits</p> <p>غیر منصوبہ بند نگرانی کے دوروں کا انعقاد کرتے ہیں</p> <p>4 Observe students' annual results outcome</p> <p>طلباء کے سالانہ نتائج کا مشاہدہ کرتے ہیں</p> <p>5 Surveys (base / mid / endline)</p> <p>سروے کرتے ہیں (بیس لائن، اینڈ لائن)</p> <p>6 Any other please specify:</p> <p>کوئی اور براہ کرم بتائیں:</p> <hr/>				
			<p>B.3.12.1.2 Do you think it is worthwhile to spend the amount you mention on school performance monitoring visit?</p> <p>کیا آپ کو لگتا ہے کہ اسکول کی کارکردگی کی نگرانی کے دورے پر آپ جس رقم کا ذکر کرتے ہیں اس کو خرچ کرنا فائدہ مند</p>	<p>C.3.12.1.3 Whom do you share school monitoring reports or survey findings with? Please specify:</p> <p>آپ اسکول مانیٹرنگ رپورٹس یا سروے کے نتائج کو کس کو بھیجتے ہیں؟ وضاحت براہ مہربانی:</p>	<p>D.3.12.1.2 What changes have the school performance monitoring visits have brought on the learning outcomes of male students e.g. annual results, reading and numeracy capacity? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں نے مرد طلباء کے سیکھنے کے نتائج جیسے کہ</p>	<p>E.3.12.1.2 How will you ensure continuous monitoring of schools, teaching and learning outcomes? Please specify:</p> <p>آپ اسکولوں، درس و تدریس اور سیکھنے کے نتائج کی مسلسل نگرانی کو کیسے یقینی بنائیں گے؟ وضاحت براہ مہربانی:</p>

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			<p>ہے؟</p> <p>1. Yes ہاں</p> <p>2. No نہیں</p> <p>3. Don't Know پتہ نہیں</p> <p>B.3.12.1.3 If 'No', please provide reasons:</p> <p>اگر نہیں تو وجہ بتائیں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>سالانہ نتائج، پڑھنے اور اعداد کی گنجائش پر کیا تبدیلیاں لائی ہیں؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
					<p>D.3.12.1.3 What changes have the school performance monitoring visits have brought on the teaching outcomes of female teachers e.g. pedagogy and students assessment skills? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں سے خواتین اساتذہ کے تدریسی نتائج پر کیا</p>	

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) تبدیلی آئی ہے جیسے تعلیم و تعلم اور طلباء کی تشخیص کی مہارت؟ وضاحت براہ مہربانی: 1 _____ 2 _____	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
					<p>D.3.12.1.4 What changes have the school performance monitoring visits have brought on the teaching outcomes of male teachers e.g. pedagogy and students assessment skills? Please specify:</p> <p>اسکول کی کارکردگی کی نگرانی کے دوروں سے مرد اساتذہ کے تدریسی نتائج پر کیا تبدیلی آئی ہے جیسے تعلیم و تعلم اور طلباء کی تشخیص کی مہارت؟ وضاحت براہ مہربانی:</p> <p>1 _____</p> <p>2 _____</p>	
4.0	Access to Social Services					

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable)
سماجی خدمات تک رسائی						
4.1.1	Access to basic social services (infrastructure of health units, water systems and access roads) expanded in TDP returnees <p>ٹی ڈی پی کی وابہی پر بنیادی سماجی خدمات تک رسائی (صحت یونٹوں کا بنیادی ڈھانچہ، واٹر سسٹم اور رسائی سڑکوں)</p>					
4.11.1.a	Public infrastructure schemes prioritized, approved, initiated and completed by FATA Secretariat for rehabilitation <p>عوامی انفراسٹرکچر اسکیموں کو ترجیحی، منظوری، شروع اور بحالی کیلئے فٹا سیکرٹریٹ نے مکمل کیا</p>	A.4.1.1.1 What is the name of public infrastructure scheme rehabilitated in your area? <p>آپ کے علاقے میں بحالی عوامی انفراسٹرکچر اسکیم کا نام کیا ہے؟</p> <p>Name of scheme: _____</p> <p>Are you benefitting from this scheme? <p>کیا آپ اس اسکیم سے فائدہ اٹھا رہے ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p></p>	B.4.1.1.1 Do you have an idea about cost estimates of community infrastructure schemes of your area you mentioned under development needs of your area? Please specify <p>کیا آپ کو اپنے علاقے کی کمیونٹی انفراسٹرکچر اسکیموں کی لاگت کے تخمینے کے بارے میں کوئی اندازہ ہے جس کا ذکر آپ نے اپنے علاقے کی ترقیاتی ضروریات کے تحت کیا ہے؟ وضاحت براہ مہربانی</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>B.4.1.1.2 If 'Yes', please provide amounts in Pak</p>	C.4.1.1.1 How far community infrastructure schemes of your area address your needs? <p>آپ کے علاقے کی کمیونٹی انفراسٹرکچر اسکیمیں آپ کی ضروریات کو کس حد تک پورا کرتی ہیں؟</p> <p>1 Ample (76–100%) وافر/وسیع 2 Significant (51–75%) کافی/اہم 3 Adequate (26– 50%) مناسب / موزوں 4 Little (1–25%) ناکافی /تھوڑا 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں</p>	D.4.1.1.1 What changes have been brought by these community infrastructure schemes in your area? <p>آپ کے علاقے میں ان کمیونٹی انفراسٹرکچر اسکیموں کے ذریعہ کیا تبدیلیاں لائی گئی ہیں؟</p> <p>1 _____ 2 _____ 3 _____</p>	E.4.1.1.1 How will you maintain and operate the completed community infrastructure schemes of your area after SDP completion? Please specify: <p>ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کی مکمل کمیونٹی انفراسٹرکچر اسکیموں کو کس طرح برقرار رکھیں گے اور ان کو چلائیں گے؟ وضاحت براہ مہربانی:</p> <p>1 _____ 2 _____ 3 _____</p>

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		<p>A.4.1.1.2 If 'No', please specify: اگر نہیں تو وجہ بتائیں</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>A.4.1.1.3 Were you part of the public infrastructure schemes identification by FATA Secretariat. These schemes include health units, water systems, agriculture land irrigation, street pavement, sanitation schemes, sports stadium, children parks, multipurpose community centers, access roads).</p> <p>کیا آپ فانا سیکرٹریٹ کے ذریعہ عوامی انفراسٹرکچر اسکیموں کی نشاندہی کا حصہ ہیں؟</p> <p>ان اسکیموں میں ہیلتھ یونٹ ، واٹر سسٹم ، زراعت اراضی آبپاشی ، گلی ہموار ، صفائی ستھرائی سکیمیں ، اسپورٹس اسٹیڈیم ، بچوں</p>	<p>Rupees:</p> <p>اگر 'ہاں' ہے تو ، براہ کرم پاک روپوں میں بتائیں:</p> <p>1 _____ PKR</p> <p>2 _____ PKR</p> <p>3 _____ PKR</p>	<p>7 Cannot Gauge اندازہ نہیں</p> <p>8 Not Applicable غیر متعلقہ</p>		

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		<p>کے پارکس ، بہادری شہر کی کمیونٹی مراکز ، سڑکوں تک رسائی سڑکیں شامل ہیں۔</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>A.4.1.1.4 If 'Yes', please name the scheme</p> <p>اگر 'ہاں' ہے تو ، براہ کرم اس اسکیم کا نام دیں</p> <p>1 _____</p> <p>2 _____</p>				
		<p>A.4.1.1.5 To what extent the identified schemes represent your area development and rehabilitation needs?</p> <p>نشانہ کی گئی اسکیمیں آپ کے علاقے کی ترقیاتی بحالی کی ضروریات کو کس حد تک پیش کرتی ہیں؟</p>	<p>B.4.1.1.3 Are the costs per community infrastructure schemes you just mentioned represent fair value for money?</p> <p>کیا آپ کے ذکر کردہ کمیونٹی انفراسٹرکچر اسکیموں کے اخراجات پیسے کی مناسب قیمت کی نمائندگی کرتے ہیں؟</p>	<p>C.4.1.1.2 How far community infrastructure schemes of your area address needs of female members?</p> <p>آپ کے علاقے کی کمیونٹی انفراسٹرکچر اسکیمیں کس حد تک خواتین ممبروں کی ضروریات کو پورا کرتی ہیں؟</p>	<p>D.4.1.1.2 What changes have been brought by these community infrastructure schemes specifically for female population in your area?</p> <p>آپ کے علاقے میں خاص طور پر خواتین آبادی کے لیے ان کمیونٹی انفراسٹرکچر اسکیموں کے ذریعہ کیا تبدیلیاں آئی ہیں؟</p>	<p>E.4.1.1.2 How will you identify community infrastructure schemes of your area after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کی کمیونٹی انفراسٹرکچر اسکیموں کی شناخت کیسے کریں گے؟ براہ کرم</p>

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		1 Ample (76–100%) وافر/ وسیع 2 Significant (51–75%) کافی/ اہم 3 Adequate (26– 50%) / مناسب موزوں 4 Little (1–25%) تھوڑا/ ناکافی 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable غیر متعلقہ	1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں B.4.1.1.4 If 'No', why not please specify: اگر 'نہیں' تو، کیوں نہیں براہ کرم اس کی وضاحت کریں: 1 _____ PKR 2 _____ PKR 3 _____ PKR	1 Ample (76–100%) وافر/ وسیع 2 Significant (51–75%) کافی/ اہم 3 Adequate (26– 50%) / مناسب موزوں 4 Little (1–25%) تھوڑا/ ناکافی 5 Not at All بالکل نہیں 6 Do Not know معلوم نہیں 7 Cannot Gauge اندازہ نہیں 8 Not Applicable غیر متعلقہ	1 _____ 2 _____ 3 _____	اقدامات کا ذکر کریں: 1 _____ 2 _____ 3 _____

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		<p>A.4.1.1.6 How many female members of your community participated in the CPI schemes identification process of your area? Please specify:</p> <p>آپ کے علاقے کی CPI اسکیموں کی شناخت کے عمل میں آپ کی کمیونٹی کی کتنے خواتین ممبران نے حصہ لیا؟ وضاحت براہ مہربانی:</p> <p>_____ #s of female</p>	<p>B.4.1.1.5 Are there any cost savings?</p> <p>کیا کسی طرح لاگت کو کم کر کے پیسے بچائے جا سکتے ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p>			<p>D.4.1.1.3 How will female members of your area identify community infrastructure schemes after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ کے علاقے کی خواتین ممبران کمیونٹی انفراسٹرکچر اسکیموں کی شناخت کیسے کریں گی؟ براہ کرم اقدامات کا ذکر کریں:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
			<p>B.4.1.1.5 Has audit of completed schemes conducted?</p> <p>کیا مکمل شدہ اسکیموں کا آڈٹ کیا گیا ہے؟</p> <p>1. Yes ہاں</p>			<p>D.4.1.1.4 How will you fund community infrastructure schemes of your area after completion of SPD? Please specify:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کی کمیونٹی انفراسٹرکچر اسکیموں کو</p>

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			2. No نہیں 3. Don't Know پتہ نہیں			کس طرح فنڈ دیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____
5	Strengthening of the state-citizens relationship through enhanced engagement of FATA population and civil society with reforms process and local government اصلاحات کے عمل اور مقامی حکومت کے ساتھ فاٹا کی آبادی اور سول سوسائٹی کی شمولیت کے ذریعہ ریاستی شہریوں کے تعلقات کو مضبوط بنانا					
5.1.1	Reform process brought closer to communities (with inclusion of women) through expanded consultations on the reforms process اصلاحات کے عمل کے بارے میں توسیع شدہ مشوروں کے ذریعہ اصلاحات کا عمل جماعتوں (خواتین کو شامل کرنے کے ساتھ)					
5.1.1.a						
	Holding grassroots community dialogue and events خلی سطح پر برادری کے مکالمے اور واقعات کا انعقاد	A.5.1.1.1 How were your community selected for community dialogues and event? Please specify: آپ کی برادری کو برادری کے مکالموں اور پروگرام کے لئے کس طرح منتخب کیا گیا؟	B.5.1.1.1 How much is the total value of your community dialogues and event? Please specify. آپ کے کمیونٹی مکالموں اور ایونٹ کی کل قیمت / لاگت کتنی ہے؟ وضاحت براہ	C.5.1.1.1 How many community dialogues and events you have conducted? آپ نے کتنے برادری کے مکالمے اور پروگرام انجام دیئے ہیں؟	D.5.1.1.1 What changes have been brought by these community dialogues and events in your area? آپ کے علاقے میں کمیونٹی کے مکالموں اور واقعات سے کون سی تبدیلیاں لائی گئی	E.5.1.1.1 How will you continue conducting community dialogues and events in your area after SDP completion? Please specify: ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے میں کمیونٹی ڈائلاگ اور ایونٹ کا

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		وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	مہربانی. Pak Rupees _____	# of events _____	ہیں؟ 1 _____ 2 _____ 3 _____	انعتقاد کس طرح جاری رکھیں گے؟ وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____
		A.5.1.1.2 Do you think your community is relevant for community dialogue? کیا آپ کو لگتا ہے کہ آپ کی برادری برادری کے مکالمے کے لیے متعلقہ ہے؟	B.5.1.1.2 What is the cost per community social dialogue / event? Please specify: فی کمیونٹی سماجی مکالمہ / ایونٹ کی قیمت / لاگت کتنی ہے؟ وضاحت براہ مہربانی:	C.5.1.1.2 What are themes / topics of these community dialogue and event events? Please specify: ان کمیونٹی ڈائیلاگ اور ایونٹ کے واقعات کے موضوعات / عنوانات کیا ہیں؟	D.5.1.1.2 What changes have been brought by these community dialogues and events specifically for female population in your area? آپ کے علاقے میں خاص طور پر خواتین	E.5.1.1.2 How will you identify community dialogues needs on reforms and local government needs of your area after SDP completion? Please mention the key steps:

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		1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں A.5.1.1.3 If 'Yes', what makes your community relevant? اگر 'ہاں' ہے تو، آپ کی برادری کس چیز کی وجہ سے اس کے مطابق ہے؟ 1 _____ 2 _____ 3 _____	Pak Rupees _____	وضاحت براہ مہربانی: 1 _____ 2 _____ 3 _____	کی آبادی کے لئے ان کمیونٹی ڈائلاگوں اور ایونٹس کے ذریعہ کیا تبدیلیاں لائی ہیں؟ 1 _____ 2 _____ 3 _____	ایس ڈی پی کی تکمیل کے بعد آپ اپنے علاقے کی اصلاحات اور مقامی حکومت کی ضروریات سے متعلق برادری کے مکالموں کی ضروریات کو کیسے پہچانیں گے؟ براہ کرم کلیدی اقدامات کا ذکر کریں: 1 _____ 2 _____ 3 _____

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal) (کیا مثبت نتائج پائیدار ہیں)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		<p>A.5.1.1.4 Were there some community dialogues also conducted for female members of your community?</p> <p>کیا آپ کی برادری کی خواتین ممبروں کے لئے بھی کچھ کمیونٹی ڈائیلاگ چلائے گئے تھے؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>A.5.1.1.5 If 'Yes', for how many female members:</p> <p>اگر 'ہاں' ہے تو، کتنی خواتین ممبروں کے لئے:</p>	<p>B.5.1.1.3 Did you make any savings out of community dialogues budget amount? Please specify:</p> <p>کیا آپ نے کمیونٹی ڈائیلاگ بجٹ کی رقم سے کوئی بچت کی ہے؟ وضاحت براہ مہربانی:</p> <p>Pak Rupees _____</p>	<p>C.5.1.1.3 Were there any themes / topics on (1) reforms, (2) local, (3) gender and (4) minorities government part of these community dialogues?</p> <p>کیا (1) اصلاحات، (2) مقامی، (3) صنف اور (4) اقلیتوں کی حکومت ان کمیونٹی ڈائیلاگ کا کوئی حصہ ہیں؟</p> <p>1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں</p> <p>C.5.1.1.4 If 'Yes', please specify</p> <p>اگر ہاں، براہ کرم وضاحت کریں</p> <p>1 _____</p>	<p>D.5.1.1.3 What changes have been brought by these community dialogues and events specifically for minority population in your area?</p> <p>آپ کے علاقے میں خاص طور پر اقلیتوں کی آبادی کے لیے کمیونٹی ڈائیلاگوں اور واقعات کے ذریعہ کیا تبدیلیاں لائی ہیں؟</p> <p>1 _____ 2 _____ 3 _____</p>	<p>E.5.1.1.3 How will female members of your area identify community dialogues need on reforms and local government after SDP completion? Please mention the key steps:</p> <p>ایس ڈی پی کی تکمیل کے بعد آپ کے علاقے کی خواتین ممبران اصلاحات اور مقامی حکومت سے متعلق کمیونٹی ڈائیلاگ کی کس طرح نشاندہی کریں گی؟ براہ کرم کلیدی اقدامات کا ذکر کریں:</p> <p>1 _____ 2 _____ 3 _____</p>

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
		_____ # of female		2 _____ 3 _____		
			B.5.1.1.4 Has audit of your community dialogue expenditure conducted? کیا آپ کے کمیونٹی مکالمے کے اخراجات کا آڈٹ کیا گیا ہے؟ 1. Yes ہاں 2. No نہیں 3. Don't Know پتہ نہیں		D.5.1.1.4 What changes have been brought by these community dialogues and events specifically improving environment / habitat of your area? ان کمیونٹی ڈائیلاگوں اور واقعات نے آپ کے علاقے کے ماحول / رہائش کو بہتر بنانے میں کیا تبدیلیاں لائی گئی ہیں؟	E.5.1.1.4 How will you fund community dialogues and events of your area after completion of SPD? Please specify: ایس پی ڈی کی تکمیل کے بعد آپ اپنے علاقے کے کمیونٹی ڈائیلاگ اور ایونٹس کو کس طرح فنڈ دیں گے؟ وضاحت براہ مہربانی:

Code کوڈ	Question سوال	A. Relevance متعلقہ (Are We Doing It Right) کیا ہم ٹھیک کر رہے ہیں	B. Efficiency کارکردگی (Are We Doing It Cost-Effectively) (کیا ہم اسے مؤثر طریقے سے انجام دے رہے ہیں)	C. Effectiveness تاثیر (Are We Achieving Objectives) (کیا ہم مقاصد حاصل کر رہے ہیں)	D. Impact اثرات (Are We Achieving the Goal)	E. Sustainability استحکام (Are Positive Results Durable) (کیا مثبت نتائج پائیدار ہیں)
			B.5.1.1.5 If 'Yes', please hand-in audit copy اگر 'ہاں' ہے تو، براہ کرم آڈٹ کی کاپی لے لیں		1 _____ 2 _____ 3 _____	1 _____ 2 _____ 3 _____

Beneficiary Survey Guidelines

Introduction

Asalam-o-Alaikum my name is _____ and I am here to conduct an interview with your-good-self as part of the quality research to evaluate interventions of Stabilization and Development Programme implemented by UNDP in your area.

The purpose of evaluation is to:

- Evaluate the overall impact of the SDP
- Compile lessons learnt
- Provide recommendations to improve programme design of future interventions

The evaluation is being conducted in following Newly Merged Districts and Frontier Regions:

Newly Merged Districts

- Khyber
- Kurram
- Orakzai
- North Waziristan
- South Waziristan

Frontier Regions

- Peshawar
- Bannu
- Tank

I am sure your-good-self is aware of Stabilization and Development Programme, which has following components:

- Output 1: Community engagement and social cohesion
- Output 2: Livelihoods and economic opportunities
- Output 3: Access to quality education
- Output 4: Access to social services

Hence, I would like to conduct an interview with your-good-self, which will not take more than 30 minutes.

I would be grateful, if your-good-self participate in this interview as your views and feedback are very important to evaluation as these will:

- Evaluate the overall impact of the SDP
- Compile lessons learnt
- Provide recommendations to improve programme design of future interventions

Confidentially of Interviewee

Your identification (name, gender, age, address, views, etc.) will remain confidential to the evaluation.

Refusal of Interviewee

If the interviewee refuse to give interview, please do not argue or insist, move to the next household on the approved sample list.

Mark this questionnaire at appropriate portion above.

Do not discard this questionnaire as it is required to be sent empty but numbered to Research Manager.

Use new questionnaire for next household interview.

COVID-19 Precaution

In case COVID19 exists in the area, please avoid shake hands or hugs respectfully and ask for forgiveness.

Cultural Etiquettes

Do not shake hands or hug participants of opposite gender to avoid any conflicts.

Do not shake hands or hugs with female interviewees in front of males especially strangers.

Hold separate interviews with female and male interviewees.

Accompanying Friends and Family Members of Interview

Accompanying friends, sisters, mothers, etc. may be requested politely either to sit outside or in back of interview place to conduct the interview attentively and amicably.

Annex 5 – FGD Guidelines

<p style="text-align: center;">Focus Group Discussion</p> <p style="text-align: center;">Final Evaluation of SDP UNDP (May 2017 – December 2019)</p>	
Section A	Identification
FGD #	
Date	
Time	
Location	
Participants	Please fill Annex – I (attached)
Programme	Stabilization and Development Programme (May 2015 – December 2019)
Components / Intervention Areas	<p>Please tick as appropriate:</p> <ol style="list-style-type: none"> 1. Improving access to basic services (Output 4: Access to Social Services) 2. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities) 3. Improving social cohesion and community engagement (Output 1: Community Engagement and Social Cohesion) 4. Improved access to education (Output 3: Access to Quality Education)
FGD Guidelines	Please read Annex – II (attached)
Moderator / Facilitator	
Note taker	
Section B	Introduction
Introduction	<p>After salutations, the Interviewer will introduce her/himself and explain that he/she is conducting qualitative research for SEBCON as they have been awarded the Final Evaluation of Stabilization and Development Programme in Newly Merged Districts (Erstwhile FATA), UNDP (May 2015 – December 2019) on UNEG Evaluation Criteria (Relevance, Efficiency, Effectiveness, Impact, Sustainability). The research will also look at human rights and gender issues.</p> <p>The purpose of the evaluation is to:</p> <ul style="list-style-type: none"> • Evaluate the overall impact of the SDP

		<ul style="list-style-type: none"> • Compile lessons learnt • Provide recommendations to improve programme design of future interventions <p>The Evaluation will conduct cognitive feedback interviews, focus group discussions and household surveys in the following Newly Merged Districts and Frontier Regions:</p> <p><u>Newly Merged Districts</u></p> <ul style="list-style-type: none"> • Khyber • Kurram • Orakzai • North Waziristan • South Waziristan <p><u>Frontier Regions</u></p> <ul style="list-style-type: none"> • Peshawar • Bannu • Tank
Section C		Interview
Section C1		Relevance (Are We Doing It Right)
a	Are you aware of SDP(former FTRP) or (name specific component, if relevant)?	<ul style="list-style-type: none"> ▪ Which activities/project were implemented by SDP in your area? (Trainings, grants distribution, CPI, etc.). Please the activities one by one:
b	To what extent was the project in line with your needs?	<ul style="list-style-type: none"> ▪ Has the SDP team identified needs of your area with you? Were you/ beneficiary community involved in the initial need's assessment/identification process? Who were involved? ▪ What were the gaps in development of your area? List down the gaps. ▪ Are these gaps now filled? ▪ Whether you were consulted before start of the Project?
c	To what extent does the project contribute to the achievement of your development needs?	<ul style="list-style-type: none"> ▪ What are development needs of the people in project implementing area? ▪ List the development needs met: ▪ List the development needs not met:
Section C2		Efficiency (Are We Doing It Cost-Effectively)
a	To what extent was the project management structure, as outlined in the project document, efficient in	<ul style="list-style-type: none"> ▪ Were SDP team members visiting your area during implementation of specific activities? ▪ How many times did the SDP team members visit and meet you in a month/quarter?

	generating the expected outputs?	<ul style="list-style-type: none"> ▪ Who were responsible from your community to communicate with the SDP team? ▪ Did you communicate your issues/gaps to the visiting team? Were those issues/gaps solved?
b	To what extent have the UNDP project implementation strategy and execution been efficient and cost-effective?	<ul style="list-style-type: none"> ▪ Were these activities completed within the approved cost? ▪ Was there any deviation from budgeted amounts?
c	To what extent have project funds and activities been delivered in a timely manner?	<ul style="list-style-type: none"> ▪ Were project activities completed in approved time? ▪ Did these deviations cause any financial implications? ▪ If yes, then to what extent?
d	To what extent do the monitoring systems utilized by UNDP ensure effective and efficient project implementation?	<ul style="list-style-type: none"> ▪ What mechanisms are in place to monitor implementation of project activities in your area? ▪ Were there any lacunas in the implementation strategy? ▪ Is there any complaint Response mechanism in place? Did you register complaint on the provided numbers/emails? Were your complaints solved within time?
Section C3		Effectiveness (Are We Achieving Objectives)
a	To what extent did the project contribute to the NMDs and SDP-UNDP programme outputs of your area?	<ul style="list-style-type: none"> ▪ Do you think that SDP activities contributed to address your needs identified in the beginning of the Project? ▪ If yes, what needs have been addressed? ▪ If no, what needs are still remaining to be addressed?
b	<p>To what extent were the four project outputs achieved?</p> <ol style="list-style-type: none"> 1. Improving access to basic services (Output 4: Access to Social Services) 2. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities) 3. Improving social cohesion and community engagement (Output 1: Community Engagement and Social Cohesion) 4. Improved access to education (Output 3: Access to Quality Education) 	<ul style="list-style-type: none"> ▪ Did the project complete its activities as envisaged by you? ▪ Are communities benefiting from project interventions now?
c	In which areas does the project have the greatest achievements? Why and what have been the supporting factors?	<ul style="list-style-type: none"> ▪ Identification of achievements? ▪ The factors associated with or have contributed in achieving these outputs.
d	In which areas does the project have the fewest achievements?	<ul style="list-style-type: none"> ▪ Identification of achievements? ▪ The factors associated with or have contributed in not achieving these

	What have been the constraining factors and why?	outputs.
e	To what extent have beneficiary communities been involved in project implementation?	<ul style="list-style-type: none"> ▪ Were you involved in SDP activities in your area? ▪ If yes, how were they part of implementation e.g. participating in project planning meetings, monitoring visits, etc.
Section C4		Impact (Are We Achieving the Goal)
a	Explore if and how various programme components had a positive/less positive/no impact on each other:	<ul style="list-style-type: none"> ▪ Which activities benefited you and your community the most? ▪ If yes, list down the activities clearly under the relevant component.
b	Assess what changes in the social and economic development at the level of individuals, institutions and communities – intended and unintended, positive and negative — have been brought about by the programme.	<ul style="list-style-type: none"> ▪ What change have you seen in your area as a result of SDP or specific component of SDP? Please list down the changes. ▪
Section C5		Sustainability (Are Positive Results Durable)
a	Assess the sustainability of capacity building programmes, particularly provision of business grants, interest free loans, and skills training on youth.	<ul style="list-style-type: none"> ▪ How are the project interventions currently running? ▪ What role is being played by the beneficiary communities? ▪ Whether beneficiaries wish these interventions to continue in the future? ▪ Any mechanism developed by beneficiaries to continue interventions after project support is out? ▪ What is the institutional structure, the capacity of the technical and support staff, financial strength of communities/enterprises to respond to the project initiatives? ▪ What is the cost of operation and maintenance? Who bears it? How is it organized? Who is responsible for major repairs and breakdown? And, is there a contingency fund to meet eventualities? ▪ What is the composition of the committee? Are all segments of community represented in the committee? Do regular meetings of the committee take place? Frequency of the meetings? ▪ What is the financial contribution mechanism? How much funds are available? Where are these funds placed? How are these funds utilized? And, what functions does the committee perform? ▪ How far, and how effectively and efficiently are these services and facilities going to continue/sustain once SDP withdraws? Make reference to activities (like business / entrepreneurs supported through trainings, tool kits, grants, interest free loans, etc.) mentioned by participants under Section C4a above. ▪ Has the community developed its own local system of managing/sustaining these services? ▪ How far are the Municipal or Local Departments capable or have been made capable to sustain and continue the services and the facilities provided – including repair and maintenance? ▪ How far is the community or respective local department and/or

		<p>Municipality willing to make the desired investment in the near or far future to sustain?</p> <ul style="list-style-type: none"> What additional support is given to women to ensure sustainability of interventions responding to their needs? How inclusive were the community organizations to include all groups of the communities? What documents are produced and how lessons learnt are incorporated in strategies and programs? What mechanisms are in place for knowledge management and for its dissemination? To what extent do UNDP interventions have a well-designed and well-planned exit strategy? What could be done to strengthen the exit strategy and sustainability?
b	The extent to which the community physical infrastructure, market infrastructure and public infrastructure schemes are sustainable after the phase-out of the programme.	<ul style="list-style-type: none"> How is the present/current condition of the completed Infrastructure schemes? When were they completed? Is there any mechanism in place for the long-term operations and sustainability of the infrastructure schemes? Is the CO involved/actively engaged in the long term operation or sustainability of the schemes? What steps have been taken by the CO so far?
c	Are there any financial risks that may jeopardize the sustainability of project outputs?	<ul style="list-style-type: none">
Section C6		Human Rights
a	To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups benefited from the work of SDP?	<ul style="list-style-type: none"> Were poor, and physically challenged, women and other disadvantaged and marginalized included in the project and provided services? What %age of such group was included? How many (%age) were women among them? What services were they provided? and impact/change did it bring in their lives? Have their conditions improved after the provision of the services (skills enhanced/income improved)?
Section C7		Gender Equality
a	To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?	<ul style="list-style-type: none"> Are the project activities you were part / involved have female population of your area? How many females, any numbers? Have female population included in needs identification, design, implementation and monitoring of project interventions.
b	Is the gender marker data assigned to this project representative of reality?	<ul style="list-style-type: none">
c	To what extent has the project promoted positive changes in gender equality and the empowerment of women? Were	<ul style="list-style-type: none">

	there any unintended effects?	
Section C8		Data, Sources, Accuracy, Timeliness
a	Did you receive SDP-UNDP implementation data?	<ul style="list-style-type: none"> ▪ If yes, ask for details of data: <ul style="list-style-type: none"> ○ Frequency (monthly, quarterly, annual) ○ Accuracy (70 – 100%) ○ Segregation (gender, age, geographic coverage)
b	Are you happy with the data you have received?	<ul style="list-style-type: none"> ▪ If yes, please ask the reasons of satisfaction ▪ If no, also please ask the reasons of dissatisfaction
c	Please suggest recommendations for further improving data.	▪
Section C9		Recommendations
a	SDP improvement	▪
b	Future Programmes:	▪
b1	Individual level	▪
b2	Community level	▪
b3	District level	▪
b4	Tehsil level	▪
b5	Village level	▪
Section C10		Close of Focus Group Discussion
a	Thank you note	<ul style="list-style-type: none"> ▪ I am very happy to meet your-good-self, and thank you for your valuable time, responses and guidance, which would be of great assistance to the evaluation. ▪ SMU-UNDP will revert to your-good-self with the evaluation report in the due course of time.

Annex – I

Focus Group Participants Details				Location:		Date:		
S#	Name	Father Name	Gender (M/F)	Age (Years)	Domicile	Profession	Address and Contact #	Signature
1								
2								
3								
4								
5								
6								

S#	Name	Father Name	Gender (M/F)	Age (Years)	Domicile	Profession	Address and Contact #	Signature
7								
8								
9								
10								
11								
12								
13								

S#	Name	Father Name	Gender (M/F)	Age (Years)	Domicile	Profession	Address and Contact #	Signature
14								
15								
16								
17								
18								
19								

S#	Name	Father Name	Gender (M/F)	Age (Years)	Domicile	Profession	Address and Contact #	Signature
20								
21								

Focus Group Discussion Guidelines

Arrival of Participants

Please receive and welcome the participants at venue of focus group discussion.

Respecting cultural norms, either shake hands or hug participants, as appropriate.

In case COVID19 exists in the area, please avoid shake hands or hugs respectfully and ask for forgiveness.

Do not shake hands or hug participants of opposite gender to avoid any conflicts.

Do not shake hands or hug female participants in front of males, especially strangers even if you are a female.

Hold separate FGDs for female and male participants.

Female Quality Researcher should conduct the Female FGD.

Male Quality Researcher should conduct the Male FGD.

FGD Participant Numbers

Ideally, participants of FGDs should be between 6 – 10 people and should not go above 12 in total.

The Quality Researcher must obtain a list of the participants in advance to know who is expected in the discussion.

Accompanying friends, sisters, mothers, etc., may be requested politely either to sit outside or at the back of the discussion room to conduct the focus group discussion amicably.

Participants must be seated in a circle, if possible, so that everyone can comfortably see and listen to each other.

Consent Process

After a round of introductions, the Quality Researcher should thank the participants for agreeing and taking out time to participate in the focus group discussion.

The Quality Researcher should explain the following:

- Who we are: SEBCON has been assigned to conduct the Final Evaluation of Stabilization and Development Programme, UNDP implemented during May 2015 – December 2019.
- What we will do today: Hold a focus group discussion to have your opinions and feedback on SDP implementation as your views are important to assess the Programme.
- Explain the process: We will ask questions (one by one) regarding relevance, efficiency, effectiveness, impact and sustainability of SDP and you will respond on your turn accordingly. Examples are encouraged and appreciated.
- Mobiles must be switched off or put on silent to facilitate the discussion.

Facilitate Discussion

The Quality Researcher should adequately cover all questions within the given time.

S/he shall facilitate and enable all participants to talk and provide their answers, where required, e.g.:

- Can you please discuss more about this particular point?
- Please help us understand, what do you mean by this particular point?
- Can you please give an example for your particular point?

S/he shall manage challenging group dynamics, where required, e.g.:

- While responding to self-proclaimed experts - thank you, Sir / Madame, let us hear what other participants of the group think?
- Or let us have a few more comments from others.
- In case a participant has detracted and lost focus in a lengthy irrelevant discussion, give her/him some indication or hint, e.g. start looking at the watch and then the participants, and then intervene to put the discussion back on track.

Photographic Evidence

After consent of the participants, good quality photographs of the discussion may be taken and shared with the Evaluation Team.

Logistics

SDP-UNDP will:

- Invite participants as per the agreed date, time and venue.
- Provide venue for holding the focus group discussion.
- Provide the per diems, travel costs, etc. to participants as per its policy and budget.
- Arrange refreshments for participants during discussion.

Annex 6.1 KIIs - Policy & Programme Management Levels

<u>Cognitive Feedback Interview Questionnaire (Policy and Programme Management)</u> Final Evaluation of SDP UNDP (May 2015 – December 2019)	
Section A	Identification
Interview #	
Date	
Time	
Location	
Interviewee (name, title, organization)	
Programme	Stabilization and Development Programme (May 2015 – December 2019)
Components / Intervention Areas	Please tick as appropriate: <ul style="list-style-type: none"> 5. Improving access to basic services (Output 4: Access to Social Services) 6. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities) 7. Improving social cohesion and community engagement (Output 1: Community Engagement and Social Cohesion) 8. Improved access to education (Output 3: Access to Quality Education)
Interviewer	
Note taker	
Section B	Introduction
Introduction	After salutations, the Interviewer will introduce her/himself by saying he/she is conducting qualitative research for SEBCON as they have been awarded the Final Evaluation of Stabilization and Development Programme in Newly Merged Districts (Erstwhile FATA), UNDP (May 2015 – December 2019) on UNEG Evaluation Criteria (Relevance, Efficiency, Effectiveness, Impact, Sustainability). The research will also look at human rights and gender issues.

		<p>The purpose of the evaluation is to:</p> <ul style="list-style-type: none"> • Evaluate the overall impact of the SDP • Compile lessons learnt • Provide recommendations to improve programme design of future interventions <p>The Evaluation will conduct cognitive feedback interviews, focus group discussions and household surveys in following Newly Merged Districts and Frontier Regions:</p> <p><u>Newly Merged Districts</u></p> <ul style="list-style-type: none"> • Khyber • Kurram • Orakzai • North Waziristan • South Waziristan <p><u>Frontier Regions</u></p> <ul style="list-style-type: none"> • Peshawar • Bannu • Tank
Section C		Interview
Section C1		Relevance (Are We Doing It Right)
a	<p>To what extent was the project in line with the national and KP provincial /NMDs development priorities, the country programme's outputs and outcomes, the UNDP Strategic Plan and the SDGs?</p> <p>Donor specific strategies:</p> <p>USAID</p> <p>UKAid (DFID)</p> <p>CSSF</p> <p>EU</p> <p>Government of Japan</p>	<ul style="list-style-type: none"> ▪ Whether there is coherence between the strategy outlined in the national, provincial, UNDP strategic Plan & country outputs, outcomes and the project under evaluation. ▪ Which parts and which objectives of the Pakistan's National and KP Provincial / NMDs Development objectives/perspective plans have been addressed by the project to be evaluated. ▪ If not, why not? ▪ If there are gaps, what are the gaps? And, ▪ Why these gaps were not filled?

	Global Affairs Canada UN-CERF UNDP	
b	<p>To what extent does the project contribute to the Theory of Change for the relevant country programme outcome as well as assess the relevance of the project's four components for supporting the recovery/rehabilitation and development of the NMDs?</p> <p>B2) Is the project aligned with the thematic focus of the UNDP Strategic Plan 2014-2017 and 2018-2021?</p>	<ul style="list-style-type: none"> Which parts and which objectives of the UNDP's Country Strategy and its governance related components have been addressed by each project. Do the projects meet the development priorities of the local level where the projects have been implemented and what is the extent of inclusiveness?
c	<p>To what extent were lessons learned from other relevant projects considered in the project's design as well as during its execution between 2015 and 2019?</p> <p>C2) to what extent project generated knowledge – particularly lessons learned (i.e., what has worked and what has not) – and has this knowledge informed management decisions and changes/course corrections to ensure the continued relevance of the project towards its stated objectives, the quality of its outputs and most importantly the management of risks?</p>	<ul style="list-style-type: none"> Review of recommendations given by other projects and how those recommendations are included in the said project.
d	To what extent were perspectives of those who could affect the outcomes, and those who could contribute information or other resources to the attainment of stated results, taken into account during the project design and implementation processes?	<ul style="list-style-type: none"> What was the feedback inclusion process from different stakeholders? To what extent was the project participatory in the phase of designing as well as throughout its evolution?
e	To what extent does the project contribute to LNOB1, gender equality, the empowerment of women and the human rights-	<ul style="list-style-type: none"> How the project authorities ensure the social acceptability and gender friendliness of the interventions implemented.

	<p>based approach?</p> <p>E2) Are social and environmental impacts and risks (including those related to human rights, gender and environment) being successfully managed and monitored in accordance with project document and Social & Environmental Screening Checklist (part of project document)?</p> <p>E3) were there any unanticipated social and environmental issues or grievances that arise during implementation which were then assessed and adequately managed, with relevant management plans updated?</p>	
f	<p>Evaluate the extent to which SDP implementation strategy has been responsive to the emerging needs and priorities of Government counterparts and beneficiary communities; and to the context of the emerging development scenario of the NMDs.</p>	<ul style="list-style-type: none"> ▪ What were the priority areas of interest in NMDs & KPK? ▪ Were the priority areas of interest/needs of NMDs & KPK considered while designing the projects? ▪ How did the project match the priorities of national and provincial governments? ▪ Why and how these sectors were agreed upon for project funding? ▪ How far and in what manner the projects intervened/complied with UNDP's project goals? ▪ What was the nature quality of communication and coordination between the respective ministries/departments, beneficiaries and the project? ▪ Was there any mechanism to experience emerging needs of beneficiaries? ▪ Was the project adaptive enough to include these changes? ▪ If yes, what was that? And what emerging needs were included in the project?
g	<p>To what extent project's measures (through outputs, activities, indicators) to address gender inequalities and empower women relevant and produced the intended effect? If not, evidence-based adjustments and changes were made during implementation.</p>	<ul style="list-style-type: none"> ▪
Section C2		Efficiency (Are We Doing It Cost-Effectively)
a	<p>To what extent was the project management structure, as outlined in the project document, efficient in generating the expected results?</p>	<ul style="list-style-type: none"> ▪ Review of project organogram, responsibilities and views of project team; was the human resource sufficient to produce quality outputs?
b	<p>To what extent have the UNDP project implementation strategy and execution been efficient and</p>	<ul style="list-style-type: none"> ▪ Overall as well as annual budget, cost/expense; their variation and benefits achieved or not? ▪ Was there any deviation from budgeted/expensed amounts? ▪ Whether the projects were completed with initially approved cost.

	cost-effective?	<ul style="list-style-type: none"> What financial risk management techniques have been adopted by the projects? What were the opinions recorded by the auditors about funds utilized by the project especially through its partners. Did any other donor carry out a similar activity and with what cost?
c	To what extent has there been an economical use of financial and human resources? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve outcomes?	<ul style="list-style-type: none"> Which type of efforts were used to save financial resources or funds utilized efficiently within estimated budget? In order to efficiently use financial and human resources, were any competitive or comparative advantages of projects utilized? Were there any other alternatives explored and considered?
d	To what extent have resources been used efficiently? Have activities supporting the strategy been cost-effective?	<ul style="list-style-type: none"> What criteria was used in evaluating alternatives? And, what were the reasons for opting the other alternative? Identifying the segregated project components and evaluating the components for their budget vs. cost vs. achievements.
e	To what extent have project funds and activities been delivered in a timely manner?	<ul style="list-style-type: none"> Deliverable dates vs. agreed dates in work plan – see deviations. What were the causes of time escalations? Did these time escalations cause any deviations from work plan implementation? If yes, what were these? Had these deviations caused any financial implications? If yes, then to what extent? To what extent were risks and mitigation integrated in work plans as well as budgeting? If yes, to what extent were those successful? If not successful, then why not?
f	To what extent do the M&E systems utilized by UNDP ensure effective and efficient project management?	<ul style="list-style-type: none"> What mechanisms are in place to monitor and evaluate the relevance of the activities being implemented through the target programs/projects? How frequently M&E team visited the field activities during the project implementation phase? Did the M&E team identified gaps and provided recommendation. Were those gaps/issues rectified? Review of M&E system and results achieved by employed M&E system. If not achieved, then why not? Was there fault in the M&E design? Or lacunas in the implementation strategy? Was there any in-built mechanism to ratify errors timely? If yes, was that system employed? If not, why not? Or if the system did not work, then why not?
g	Assess the adequacy of funds for programme implementation up to 2019 and analyse project strategy for resource mobilization for future interventions.	<ul style="list-style-type: none"> Were there any activities that were left due to lack of funds? Were there any activities that were of not of any use and the funds against those activities were saved or utilized elsewhere? Were there funds not utilized due to not implementing project activities due to other reasons/factors i.e. non availability of partners/service provided in specific areas or security situation etc.? Where were such funds utilized?

Section C3		Effectiveness (Are We Achieving Objectives)
a	To what extent did the project contribute to the country programme outcomes and outputs, the SDGs, the UNDP Strategic Plan and national development priorities?	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not? ▪ Alignment of results-chain between strategic plan, CPD outcomes/outputs and project outputs? ▪ Alignment of donor log frames with project log-frame?
b	<p>To what extent were the four project outputs achieved? if partially achieved or not achieved then why?</p> <p>Have there been regular reviews of the annual work plans to ensure that the project is on track to achieve the desired results, and to inform course corrections if needed?</p> <p>5. Improving access to basic services (Output 4: Access to Social Services)</p> <p>6. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities)</p> <p>7. Improving social cohesion and community engagement (Output 1: Community Engagement and Social Cohesion)</p> <p>8. Improved access to education (Output 3: Access to Quality Education)</p>	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not? ▪ Whether project completed its activities as envisaged in the project document. ▪ Whether communities were benefiting from project interventions as per the objectives of the project. ▪ What are the sustainability aspects attained by the beneficiaries for the post project era? ▪ How far have the programmatic interventions been successful in addressing the immediate, mid-term and long term needs of the communities? ▪ Were programmatic results achievable, measurable and time bound? ▪ Did the programmatic interventions consider local experiences, insights and preferred solutions? ▪ How far have the tangible and intangible results been measured quantitatively and qualitatively?
c	What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?	<ul style="list-style-type: none"> ▪ Identification and review of various factors, e.g. financial human resources, skills, time, coordination mechanism, etc.
d	To what extent has the UNDP partnership and resource mobilization strategy with Government departments, UN agencies, CSOs and international donors ensured coordinated support for the development of	<ul style="list-style-type: none"> ▪

	NMDs been appropriate and effective?	
e	In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements in the next phase?	<ul style="list-style-type: none"> ▪ Identification of achievements? ▪ The factors associated with or have contributed in achieving these outcomes. ▪ How can these factors be integrated for future programming/nest phase? ▪ Do these identified factors require any modification? If yes, what type of modification/improvements?
f	In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome in the next phase?	<p><i>SWOT analysis to be performed once field visits are completed.</i></p> <ul style="list-style-type: none"> ▪ How many and how far have the results or stipulated outcomes achieved through what kind of activities? ▪ What were the threats and how were they mitigated? ▪ Did they have any impact in overall cost and/or cost overrun?
g	What, if any, alternative strategies would have been more effective in achieving the project objectives?	<p><i>(Identification of synergies amongst the project components, identifying the gaps where synergies could have been achieved, and identifying any duplication of efforts.)</i></p> <ul style="list-style-type: none"> ▪ Which alternative means and modes of intervention were employable or adoptable in response to the local needs and preferences? ▪ What possible changes could or were possible to be made in terms of log-frame and financial management? ▪ Based on the experience/s of the said interventions, what other means, modalities and approaches evolved or what lessons were learnt to be adopted for similar interventions in different or similar areas?
h	Are the project outputs clear, practical and feasible in line with the project's Theory of Change?	<ul style="list-style-type: none"> ▪ Are the project outputs SMART?
i	Assess how the four programme components complemented each other to contribute to the achievement of the objective of strategic plan/CPD i.e. enhancing stability and development in the NMDs.	<ul style="list-style-type: none"> ▪
j	To what extent have stakeholders, including donors and beneficiary communities, been involved in project implementation?	<ul style="list-style-type: none"> ▪ How was the beneficiary community involved in the initial assessment/needs identification of the project or during the project implementation phase? Where their recommendation noted after the project completion (during the lesson learnt activity) for consideration in future projects? ▪ What was the feedback inclusion process from different stakeholders including donors and government? ▪

k	To what extent are project management and implementation participatory, flexible, creative and responsive to respond to emerging needs and priorities of the NMDs, and is this participation contributing towards achievement of the project outputs?	<ul style="list-style-type: none"> ▪ To what extent was the project participatory in the phase of designing as well as throughout its implementation? ▪ What steps were taken to make the project more participatory?
l	To what extent has the project been appropriately responsive to the needs of the national constituents and changing partner priorities?	<ul style="list-style-type: none"> ▪ Government of Pakistan (SAFRON, EAD, NDMA, Education, Vocational Training) ▪ USAID ▪ Government of Japan ▪ DFID ▪ EU ▪ UN-CERF
m	To what extent has the project contributed to gender equality, the empowerment of women and the realization of human rights?	<ul style="list-style-type: none"> ▪ how gender equality and the empowerment of women have been integrated into the design, planning and implementation of SDP and if this has resulted in desired results? What worked well and why? What didn't work well and why not? what are the lessons learnt going forward? ▪ M&E system/project log frame helped implementation and achieving gender equality/women empowerment? ▪ To what extent were these aspects achieved? Both in numbers and in qualitative terms will be identified.
n	Assess the level of effectiveness of the UNDP and SDP oversight and management structures during the review period, as well as quality and adequacy of programme monitoring and reporting in timely decision making by Project Managers.	<ul style="list-style-type: none"> ▪ # of project board meetings held and to extent actions followed-up. ▪ Review of mechanism of providing feedback. ▪ Decentralization in decision making. ▪ Reporting frequency (monthly, quarterly, yearly, etc.). ▪ UNDP and SDP monitoring missions and review of their reports? And to what extent have the findings from these missions been included in the programme?
o	Assess whether a gender and human rights perspective has been taken into consideration and has been effective for the targeted institutions and communities.	<ul style="list-style-type: none"> ▪ Whether project benefits are inclusive of all segments of community including, women, children and minorities? What are the pre- and post-conflict intensity and conflict handling scenarios? What specific benefits are being derived from the project interventions?
Section C4		Impact (Are We Achieving the Goal)
a	Explore if and how various programme components had a positive/less positive/no impact on each other:	<p>(The project impact and sustainability will be assessed on humanitarian principles of impartiality, inclusiveness, neutrality and confidentiality)</p> <ul style="list-style-type: none"> ▪ What was the overall perception of the beneficiaries vis-à-vis design, implementation arrangements, incorporation of stakeholders, particularly women's concerns, impact on quality of life, and

		<p>sustainability of interventions, and handling of operation and maintenance cost?</p> <ul style="list-style-type: none"> ▪ What were the pre-project problems in the beneficiary areas? Were these problems addressed by the project? ▪ What negative impact or changes were brought even inadvertently? How are these affecting the lives of the communities? Were project managers and implementing agents familiar with the “Do No Harm” (DNH) approach? ▪ Did the project ensure inclusion of all groups including women/minorities? ▪ How were priorities identified and decisions made? ▪ Who were part of the community organizations? How were projects implemented? And, who are these projects benefitting the most? ▪ The impact of the project on beneficiaries and to what extent the interventions contributed to the beneficiaries socio-economic uplift of the communities.
ai	What has been the impact, if any, of vocational/entrepreneurial training and grants on increasing/impacting positively on the livelihood of the beneficiaries?	▪
aii	Conduct a tracer of a representative sample of skills and entrepreneurship beneficiaries and document the rate of success.	▪
aiii	How has the infrastructure component contributed to the development of NMDs and what is the functionality status of infrastructure schemes?	▪
aiv	How has the education component affected the lives of children, especially girls, in the context of NMDs?	▪
b	Evaluate the impact of the programme on the wider development environment of the NMDs.	▪
c	Assess what changes in the social and economic development at the level of individuals, institutions and communities — intended and unintended, positive and negative — have been brought about by the	▪

	programme.	
d	Was there clear evidence of results and recognition of UNDP support by stakeholders and beneficiaries?	▪
Section C5		Sustainability (Are Positive Results Durable)
a	Assess the sustainability of capacity building programmes, particularly provision of business grants, interest free loans, and skills training on youth.	<ul style="list-style-type: none"> ▪ How are the project interventions currently running? What role is being played by the beneficiary communities? Whether beneficiaries wish these interventions to continue in future? ▪ Any mechanism developed by beneficiaries to continue interventions after project support is out? ▪ What is the institutional structure, the capacity of the technical and support staff, financial strength of communities/enterprises to respond to the project initiatives? ▪ What is the cost of operation and maintenance? Who bears it? How is it organized? Who is responsible for major repairs and breakdown? And, is there a contingency fund to meet eventualities? ▪ What is the composition of the committee? Whether all segments of community are represented in the committee? Do regular meetings of the committee take place? ▪ What is the financial contribution mechanism? How much funds are available? Where are these funds placed? How are these funds utilized? And, what functions does the committee perform? ▪ How far, and how effectively and efficiently are these services and facilities going to continue/sustain once SDP withdraws? ▪ Has the community developed its own local system of managing/sustaining these services? ▪ How far are the Municipal or Local Departments capable or have been made capable to sustain and continue the services and the facilities provided – including repair and maintenance? ▪ How far is the community or respective local department and/or Municipality willing to make desired investment in the near or far future to sustain? ▪ What additional support is given to women to ensure sustainability of interventions responding to their needs? ▪ How inclusive were the community organizations to include all groups of the communities? ▪ What documents are produced and how lessons learnt are incorporated in strategies and programs? ▪ What mechanisms are in place for knowledge management and for its dissemination? ▪ To what extent do UNDP interventions have a well-designed and well-planned exit strategy? ▪ What could be done to strengthen the exit strategy and sustainability?

b	The extent to which the community physical infrastructure, market infrastructure and public infrastructure schemes are sustainable after the phase-out of the programme.	<ul style="list-style-type: none"> ▪ How is the present/current condition of the completed Infrastructure schemes? When were they completed? ▪ Is there any mechanism in place for the longterm operations and sustainability of the infrastructure schemes? ▪ Is the CO involved/actively engaged in the long term operation or sustainability of the schemes? What steps have been taken by the CO so far?
c	Are there any financial risks that may jeopardize the sustainability of project outputs outputs after the project ends??	<ul style="list-style-type: none"> ▪
d	To what extent will financial and economic resources be available to sustain the benefits achieved by the project?	<ul style="list-style-type: none"> ▪
e	Are there any social or political risks that may jeopardize sustainability of project outputs and the project's contributions to country programme outputs and outcomes?	<ul style="list-style-type: none"> ▪
f	Do the legal frameworks, policies and governance structures and processes within which the project operates pose risks that may jeopardize sustainability of project benefits?	<ul style="list-style-type: none"> ▪
g	To what extent did UNDP actions pose an environmental threat to the sustainability of project outputs?	<ul style="list-style-type: none"> ▪
h	What is the risk that the level of stakeholders' ownership will be sufficient to allow for the project benefits to be sustained?	<ul style="list-style-type: none"> ▪
i	To what extent do mechanisms, procedures and policies exist to allow primary stakeholders (government, administration, community organisations and beneficiaries at local level) to carry forward the results attained on gender equality, empowerment of	<ul style="list-style-type: none"> ▪

	women, human rights and human development?	
j	To what extent do stakeholders (government, administration, community organisations and beneficiaries at local level) support the project's long-term objectives?	▪
k	To what extent are lessons learnt being documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?	▪
l	To what extent do UNDP interventions have a well-designed and well-planned exit strategy?	▪
m	What could be done to strengthen the exit strategy and sustainability?	▪
Section C6		Human Rights
a	To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups have been integrated into the design, planning and implementation of the intervention and the results achieved?	▪ Were poor, and physically challenged, women and other disadvantaged and marginalized included in the project and provided services? What %age of such group was included? How many (%age) were women among them? What services were they provided? and impact/change did it bring in their lives? Have their conditions improved after the provision of the services (skills enhanced/income improved)?
Section C7		Gender Equality
a	To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?	▪ Did SDP achieve integrating at least 40% of female participation in all its activities?
b	Is the gender marker data assigned to this project representative of reality? What % of annual and total budget was spent on gender in project between 2015-2019/2020 and whether	▪

	results on gender matched the budget and/or expenditure incurred?	
c	<p>To what extent has the project promoted positive changes in gender equality and the empowerment of women in target geographical areas/population?</p> <p>Were there any unintended effects?</p> <p>How regularly were these recorded and whether it resulted in any course correction?</p>	<ul style="list-style-type: none"> ▪
Section C8		Data, Sources, Accuracy, Timeliness
a	Did you receive SDP-UNDP implementation data?	<ul style="list-style-type: none"> ▪ If yes, ask for details of data: <ul style="list-style-type: none"> ○ Frequency (monthly, quarterly, annual) ○ Accuracy (70 – 100%) ○ Segregation (gender, age, geographic coverage)
b	Are you happy with the data you have received?	<ul style="list-style-type: none"> ▪ If yes, please ask the reasons of satisfaction ▪ If no, also please ask the reasons of dissatisfaction
c	Please suggest recommendations for further improving data.	<ul style="list-style-type: none"> ▪
Section C9		Recommendations
a	SDP improvement	<ul style="list-style-type: none"> ▪
b	Future programmes:	<ul style="list-style-type: none"> ▪
b1	Parliamentarians (Federal)	<ul style="list-style-type: none"> ▪
b2	Parliamentarians (Provincial)	<ul style="list-style-type: none"> ▪
b3	Parliamentarians (Tehsil)	<ul style="list-style-type: none"> ▪
b4	Federal Government	<ul style="list-style-type: none"> ▪
b5	Provincial Government	<ul style="list-style-type: none"> ▪
b6	District Government	<ul style="list-style-type: none"> ▪

b7	Donors	▪
b8	Implementing partners	▪
Section C10		Publications, Documents, Reports
a	Are you happy to provide relevant publications, documents or reports to SDP-UNDP?	▪ List these and get copies (hard or soft)
Section C11		Close of Interview
a	Thank you note	<ul style="list-style-type: none"> ▪ I am very happy to meet your-good-self. Thank you for your valuable time, responses and guidance, which would be of great assistance to the evaluation. ▪ SMU-UNDP will revert to your-good-self with the evaluation report in due course of time.

Annex 6.2 KIIs (3 Field Implementation Level Government UNDP I-Partners)

<u>Cognitive Feedback Interview Questionnaire (Field Implementation Level)</u> Final Evaluation of SDP UNDP (May 2017 – December 2019)	
Section A	Identification
Interview #	
Date	
Time	
Location	
Interviewee (name, title, organization)	
Programme	Stabilization and Development Programme (May 2015 – December 2019)
Components / Intervention Areas	Please tick as appropriate: 9. Improving access to basic services (Output 4: Access to Social Services) 10. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities) 11. Improving social cohesion and community engagement (Output 1: Community Engagement and Social Cohesion) 12. Improved access to education (Output 3: Access to Quality Education)
Interviewer	
Note taker	
Section B	Introduction
Introduction	After salutations, the Interviewer will introduce her/himself by saying he/she is conducting qualitative research for SEBCON as they have been awarded the Final Evaluation of Stabilization and Development Programme in Newly Merged Districts (Erstwhile FATA), UNDP (May 2015 – December 2019) on UNEG Evaluation Criteria (Relevance, Efficiency, Effectiveness, Impact, Sustainability). The research will also look at human rights and gender issues.

		<p>The purpose of the evaluation is to:</p> <ul style="list-style-type: none"> • Evaluate the overall impact of the SDP • Compile lessons learnt • Provide recommendations to improve programme design of future interventions <p>The Evaluation will conduct cognitive feedback interviews, focus group discussions and household surveys in the following Newly Merged Districts and Frontier Regions:</p> <p><u>Newly Merged Districts</u></p> <ul style="list-style-type: none"> • Khyber • Kurram • Orakzai • North Waziristan • South Waziristan <p><u>Frontier Regions</u></p> <ul style="list-style-type: none"> • Peshawar • Bannu • Tank
Section C		Interview
Section C1		Relevance (Are We Doing It Right)
a	To what extent was the project in line with the NMDs development priorities and SDP Project Document?	<ul style="list-style-type: none"> ▪ Whether there is coherence between the strategy outlined in the SDP Project Document and NMDs priorities. ▪ Which parts and which objectives of the SDP Project Document and NMDs Development objectives/perspective plans have been addressed by the Project to be evaluated. ▪ If not, why not? ▪ If there are gaps, what are the gaps? And, ▪ Why these gaps were not filled?
b	To what extent does the project contribute to the achievement of its objectives and NMDs priorities?	<ul style="list-style-type: none"> ▪ Which parts and which objectives of the SDP-UNDP and its governance related components have been addressed by each component of the Project. ▪ Do the projects meet the development priorities of the local level where projects have been implemented and what is the extent of inclusiveness?
c	Evaluate the extent to which SDP implementation strategy has been responsive to the emerging needs	<ul style="list-style-type: none"> ▪ What were the priority areas of interest in NMDs? ▪ How did the project match the priorities of NMDs? ▪ What was the nature and quality of communication and coordination

	and priorities of Government counterparts and beneficiary communities; and to the context of the emerging development scenario of the NMDs.	<p>between the respective NMDs government counterparts, beneficiaries and the project?</p> <ul style="list-style-type: none"> ▪ Was there any mechanism to experience emerging needs of beneficiaries? ▪ Was the project adaptive enough to include these changes? ▪ If yes, what was that? And what emerging needs were included in the project?
Section C2		Efficiency (Are We Doing It Cost-Effectively)
a	To what extent was the project management structure, as outlined in the project document, efficient in generating the expected outputs?	<ul style="list-style-type: none"> ▪ Review of project organogram, responsibilities and views of project team; was the human resource sufficient to produce quality outputs?
b	To what extent have the UNDP project implementation strategy and execution been efficient and cost-effective?	<ul style="list-style-type: none"> ▪ Was there any deviation from budgeted amounts? ▪ Were the projects completed within the initially approved cost?
c	To what extent have project funds and activities been delivered in a timely manner?	<ul style="list-style-type: none"> ▪ Deliverable dates vs. agreed dates in work plan – see deviations. ▪ Did these deviations cause any financial implications? ▪ If yes, then to what extent?
d	To what extent do the M&E systems utilized by UNDP ensure effective and efficient project implementation?	<ul style="list-style-type: none"> ▪ What mechanisms are in place to monitor and evaluate the implementation of project activities? ▪ Were there any lacunas in the implementation strategy? ▪ Was there any in-built mechanism to ratify errors timely? ▪ If yes, what system was employed? ▪ If not, why not? Or if the system did not work, then why not?
Section C3		Effectiveness (Are We Achieving Objectives)
a	To what extent did the project contribute to the NMDs and SDP-UNDP programme outcomes and outputs?	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not?
b	<p>To what extent were the four project outputs achieved?</p> <p>9. Improving access to basic services (Output 4: Access to Social Services)</p> <p>10. Improving economic opportunities (Output 2: Livelihoods and Economic Opportunities)</p> <p>11. Improving social cohesion</p>	<ul style="list-style-type: none"> ▪ % of results achieved – log frame? ▪ If not achieved, why not? ▪ Did the project complete its activities as envisaged in the project document? ▪ Were the communities benefiting from project interventions as per the objectives of the project? ▪ How far have the programmatic interventions/activities been successful in addressing the immediate, mid-term and long term needs of the communities? ▪ Were programmatic outputs achievable, measurable and time bound? ▪ Did the programmatic interventions consider local experiences, insights and preferred solutions? ▪ Which programmatic outputs did the project fail to achieve and why ?

	and community engagement (Output 1: Community Engagement and Social Cohesion) 12. Improved access to education (Output 3: Access to Quality Education)	
c	What factors have contributed to achieving or not achieving intended country programme outputs?	<ul style="list-style-type: none"> ▪ Identification and review of various factors, e.g. financial human resources, skills, time, coordination mechanism, etc.
d	In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements in the next phase?	<ul style="list-style-type: none"> ▪ Identification of achievements? ▪ The factors associated with or have contributed in achieving these outputs. ▪ How these factors can be integrated for future programming/nest phase? ▪ Do these identified factors require any modification? If yes, what type of modification/improvements?
e	In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome in the next phase?	<ul style="list-style-type: none"> ▪ Identification of achievements? ▪ The factors associated with or have contributed in achieving these outputs. ▪ Do these identified factors require any modification? If yes, what type of modification/improvements?
f	Are the project outputs clear, practical and feasible in line with the project's theory of change?	<ul style="list-style-type: none"> ▪ Are the project outputs SMART?
g	To what extent have stakeholders, including beneficiary communities, been involved in project implementation?	<ul style="list-style-type: none"> ▪ What was the feedback inclusion process from different stakeholders? ▪ Were the beneficiary communities involved in the assessment process of the project/activity?
Section C4		Impact (Are We Achieving the Goal)
a	Explore if and how various programme components had a positive/less positive/no impact on each other:	<ul style="list-style-type: none"> ▪ ▪ What has been the impact of training, grants, tool kits, cash for work, microfinance, etc. on the lives of the beneficiaries? ▪ Conduct a tracer of a representative sample of skills and entrepreneurship beneficiaries and document the rate of success. ▪ How has the infrastructure component contributed to the development of NMDs or beneficiaries and what is the functionality status of infrastructure schemes? ▪ How has the education component affected the lives of children, especially girls, in the context of NMDs?
b	Assess what changes in the social	<ul style="list-style-type: none"> ▪

	and economic development at the level of individuals, institutions and communities — intended and unintended, positive and negative — have been brought about by the programme.	
c	Was there clear evidence of outputs and recognition of UNDP support?	▪
Section C5		Sustainability (Are Positive Results Durable)
a	Assess the sustainability of capacity building programmes, particularly provision of business grants, interest free loans, and skills training on youth.	<ul style="list-style-type: none"> ▪ How are the project interventions currently running? ▪ What role is being played by the beneficiary communities? ▪ Whether beneficiaries wish these interventions to continue in future? ▪ Any mechanism developed by beneficiaries to continue interventions after project support is out? ▪ What is the institutional structure, the capacity of the technical and support staff, financial strength of communities/enterprises to respond to the project initiatives? ▪ What is the cost of operation and maintenance? Who bears it? How is it organized? Who is responsible for major repairs and breakdown? And, is there a contingency fund to meet eventualities? ▪ What is the composition of the committee? Whether all segments of community are represented in the committee? Do regular meetings of the committee take place? ▪ What is the financial contribution mechanism? How much funds are available? Where are these funds placed? How are these funds utilized? And, what functions does the committee perform? ▪ How far, and how effectively and efficiently are these services and facilities going to continue/sustain once SDP withdraws? ▪ Has the community developed its own local system of managing/sustaining these services? ▪ How far are the Municipal or Local Departments capable or have been made capable to sustain and continue the services and the facilities provided – including repair and maintenance? ▪ How far is the community or respective local department and/or Municipality willing to make desired investment in near or far future to sustain? ▪ What additional support is given to women to ensure sustainability of interventions responding to their needs? ▪ How inclusive were the community organization to include all groups of the communities? ▪ What documents are produced and how lessons learnt are incorporated in strategies and programs? ▪ What mechanisms are in place for knowledge management and for its dissemination? ▪ To what extent do UNDP interventions have a well-designed and well-

		<p>planned exit strategy?</p> <ul style="list-style-type: none"> What could be done to strengthen the exit strategy and sustainability?
b	The extent to which the community physical infrastructure, market infrastructure and public infrastructure schemes are sustainable after the phase-out of the programme.	<ul style="list-style-type: none"> How is the present/current condition of the completed Infrastructure schemes? When were they completed? Is there any mechanism in place for the longterm operations and sustainability of the infrastructure schemes? Is the CO involved/actively engaged in the long-term operation or sustainability of the schemes? What steps have been taken by the CO so far ?
c	Are there any financial risks that may jeopardize the sustainability of project outputs?	<ul style="list-style-type: none">
d	To what extent will financial and economic resources be available to sustain the benefits achieved by the project?	<ul style="list-style-type: none">
e	To what extent did UNDP actions pose an environmental threat to the sustainability of project outputs?	<ul style="list-style-type: none">
f	What is the risk that the level of stakeholders' ownership will be sufficient to allow for the project benefits to be sustained?	<ul style="list-style-type: none">
g	To what extent do mechanisms, procedures and policies exist to allow primary stakeholders to carry forward the results attained on gender equality, empowerment of women, human rights and human development?	<ul style="list-style-type: none">
h	To what extent do stakeholders support the project's long-term objectives?	<ul style="list-style-type: none">
i	To what extent are lessons learnt being documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?	<ul style="list-style-type: none">
j	To what extent do UNDP	<ul style="list-style-type: none">

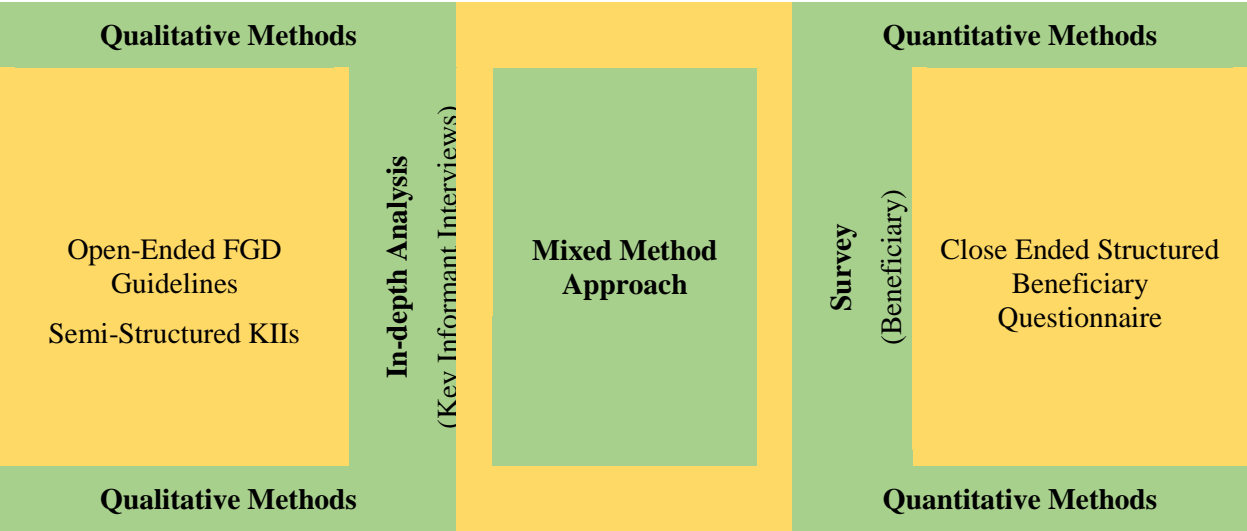
	interventions have a well-designed and well-planned exit strategy?	
k	What could be done to strengthen the exit strategy and sustainability?	▪
Section C6		Human Rights
a	To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups benefited from the work of SDP?	▪
Section C7		Gender Equality
a	To what extent have gender equality and the empowerment of women been addressed in the design, implementation and monitoring of the project?	▪
b	Is the gender marker data assigned to this project representative of reality?	▪
c	To what extent has the project promoted positive changes in gender equality and the empowerment of women? Were there any unintended effects?	▪
Section C8		Data, Sources, Accuracy, Timeliness
a	Did you receive SDP-UNDP implementation data?	▪ If yes, ask for details of data: <ul style="list-style-type: none"> ○ Frequency (monthly, quarterly, annual) ○ Accuracy (70 – 100%) ○ Segregation (gender, age, geographic coverage)
b	Are you happy with the data you have received?	▪ If yes, please ask the reasons of satisfaction ▪ If no, also please ask the reasons of dissatisfaction
c	Please suggest recommendations for further improving data.	▪
Section C9		Recommendations

a	SDP improvement	▪
b	Future Programmes:	▪
b1	Individual level	▪
b2	Community level	▪
b3	District level	▪
b4	Tehsil level	▪
b5	Village level	▪
Section C10		Publications, Documents, Reports
a	Are you happy to provide relevant publications, documents or reports to SDP-UNDP?	▪ List these and get copies (hard or soft)
Section C11		Close of Interview
a	Thank you note	<ul style="list-style-type: none"> ▪ I am very happy to meet your-good-self. Thank you for your valuable time, responses and guidance, which would be of great assistance to the evaluation. ▪ SMU-UNDP will revert to your-good-self with the evaluation report in the due course of time.

Annex 7 – Detailed Methodology

Approach, Methodology and Framework

SDP has been evaluated on UNEG evaluation criteria namely relevance, efficiency, effectiveness, impact and sustainability. Evaluation framework, provided at Annex – 2, elaborates the evaluation key and sub-questions against each criterion. The evaluation used a mixed method approach to evaluate SDP on UNEG evaluation criteria:



The following methodology was adopted during the process.

Pre-Field Activities

The Evaluator conducted an introductory meeting with SDP team in August 2020 in which SDP team provided a brief orientation about the project. The consultants discussed the outline of the evaluation methodology. SDP Project team provided available information and documents to SEBCON. The Evaluator and the experts studied various documents, provided by UNDP, which helped in evaluation of SDP. These included SDP Project Document, FATA Economic Revitalization Programme, Annual Work Plans, Annual Progress Reports and various monitoring reports. SEBCON consulted UNDP to discuss the NOC obtaining process, possible delays and workable solution for the field work. SEBCON applied for a travel NOC for all staff including the expert, qualitative researchers, supervisors and enumerators. The process took some time and then field research was undertaken after getting NOC from the authority concerned.

Sampling

Sampling comprised quantitative and quantitative parts as described below:

Quantitative Part

Universe of the study comprised five merged tribal districts and three frontier regions. The target population comprised Individual, beneficiaries, communities, developing partners, Government Counterpart and responsible parties including NGOs/CSOs and public sector institutions. There were 950,000 project beneficiaries spreading over more than eight activities in five districts. The prohibited and dangerous areas were out of scope of the study.

It was essential and pre-requisite to have a potential, updated and accurate sampling frame for drawing a robust and representative sample from the universe. For this purpose, a complete and detailed list of project communities and beneficiaries pertaining to five districts were obtained. The said list was used as sampling frame to draw the representative sample.

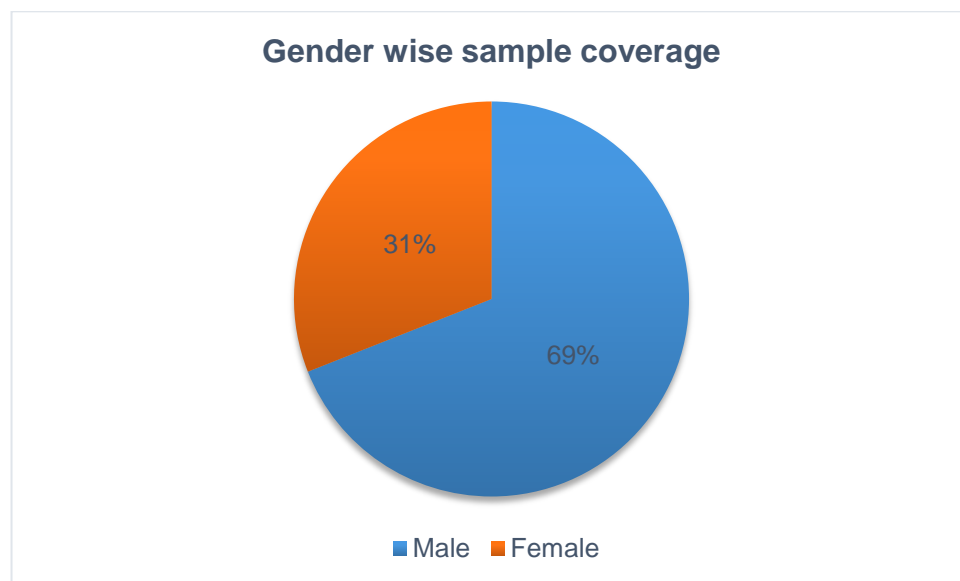
Stratification was considered with the objectives to enhance the efficiency of survey result. Further, in order to control the variation and make sample robust and representative stratification plan was formulated. For this purpose, each district was treated as an independent stratum. Hence, there were five strata in the universe.

Sample size is adjusted based on non-response factors, exposed population, cost and time constraints. Keeping in view the objectives of the study, a sample size of 400 beneficiaries comprising 25 project communities were suggested (however, 398 interviews were conducted). From each community 16 project beneficiaries were selected. Level of confidence was around 95% with 10% margin of error.

Table Sample Distribution

	Output 1: Community Engagement and Social Cohesion		Output 2: Improve Livelihoods Opportunities		Output 3: Access to Quality Education with Improved Infrastructure		Output 4: Access to Basic Social Services		Total	
	#	%	#	%	#	%	#	%	#	%
Khyber	5	14%	56	18%	3	11%	10	37%	74	19%
Kurram	3	9%	62	20%	7	26%	1	4%	73	18%
North Waziristan	23	66%	44	14%	5	19%	6	22%	78	20%
Orakzai	4	11%	54	17%	11	41%	10	37%	79	20%
South Waziristan	0	0%	93	30%	1	4%	0	0%	94	24%
Total	35	100%	309	100%	27	100%	27	100%	398	100%

Figure 34: Gender wise sample coverage



A two-stage stratified sample design was proposed. The project communities and beneficiaries in a district were the first and second stage-sampling units respectively. The communities were selected using systematic sampling technique, while beneficiaries by gender were selected through simple random sampling technique (SRS).

Sample Selection Procedure and Beneficiaries

The project communities in districts were the primary sampling units. From the list of project communities of each district, five communities were selected using the systematic sampling scheme. It was essential that list of communities be updated and free from errors.

The beneficiaries of project communities of each district were second stage sampling units. From each community, 16 beneficiaries were taken using probability sampling technique based on simple random sampling method. The list of beneficiaries by gender was prepared by activities. From the list of male and female beneficiaries, each of 8 beneficiaries selected as stated above.

Qualitative Part

The Consultants conducted Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the following stakeholders:

KIIs at Islamabad: USAID, DFID

KIIs at Peshawar: UNDP SDP, Planning and Development Department, SRSP and Islamic Relief

KIIs at District Levels: KIIs were conducted at the district level which included stakeholders from education department, agriculture department and commissioner officers.

Focus Group Discussions at District Level:

FGDs are an important tool to discuss project evaluation and results with targeted stakeholders. FGDs were held in each district as under:

9.1.1.1.1 Table 1: Details of FGDs

#	District	Type of Respondents	Type of Beneficiary & FGD	Location (# of participants)
1.	Khyber	Male	1. Business Development Grants 2. Microfinance	Toot-Spin Dand (10) Bara (Bar Qamkali Khel) (17)
2.		Female	1. Business Development Grants 2. Microfinance	Tutki Dand (6) Speen Dand (6)
3.	Kurram	Male	1. Business Development Grants 2. Male Beneficiaries of Vocational/ Skill Development trainings	Bag Zai Buradi (14) Makhezai (10)
4.		Female	1. Female Beneficiaries of Vocational/ Skill Development Trainings 2. Female Beneficiaries of Vocational/ Skill Development Trainings	Barayrri Village (7) Makhazai (8)
5.	Orakzai	Male	1. CBO/CPI 2. Male Beneficiaries of Vocational/ Skill Development Trainings	Zerani or Zarra Kaly (8) Anjani (11)
6.		Female	1. CBO 2. Female Beneficiaries of Vocational/ Skill Development Trainings	Zerra Village (7) Anjani Village (6)

7.	North Waziristan	Male	1. CBO/CPI/EIS 2. In Kind Support/ Business Development Grants	Darpakhel (11) Miran Sha (11)
8.		Female	1. Business Development Grants 2. In Kind Support / Business Development Grants	Gawoo Khel Miran Shah (7) Mir Khan Kalay Tappay (6)
9.	South Waziristan	Male	1. CBO/CPI/EIS & Livelihood Grants 2. Business Development Grants & Livelihood Grants	Maula Khan Sarai (13) Sarvakai (17)
10.		Female	1. CBO/CPI 2. Business Development Grants	Mughal Khel Wana (10) Khujal Khel (6)

Tools Development

Given the collaborative implementation approach of SDP, the evaluation tools for conducting the final evaluation were tailored to the policy, programme management and field implementation levels to gauge responses from different beneficiaries and stakeholders. Following tools were developed in light of the UNEG evaluation criteria:

- a) Beneficiary survey questionnaire (Annex – 3)
- b) Cognitive feedback interview questionnaire – policy level & programme management level (Annex – 5.1)
- c) Cognitive feedback interview questionnaire – field implementation level (Annex – 5.1)
- d) Focus group discussion questionnaire (Annex – 4)

It is pertinent to add that relevant guidelines for quality researchers, supervisors, and enumerators included in each of the above-mentioned tool.

After approval of research instruments from the UNDP, the survey and FGD instruments were translated into Urdu. After finalization of tools, SEBCON developed data entry software in CSPro where data was consolidated, and then the analysis was carried out in SPSS and excel.

Implementation Phase

SEBCON initiated hiring of professional staff including five supervisors and five enumerators for the field survey. All field staff was local from respective districts having familiarity with the geography/terrain and they were able to travel within the districts without any issue. Two Qualitative Researchers (one male and one female) were hired only for FGDs and KIIs in the sampled areas. They moved separately from the survey teams to conduct FGDs and KIIs.

The survey preparation included selection of field enumerators, their training, logistic plans, coordination with the local authorities, etc. Overall, the fieldwork was divided into the following distinct activities:

- Beneficiary Survey – at the field level
- FGDs with communities and KIIs with officials in the field – at the field level
- KIIs with senior stakeholders in Peshawar and Islamabad

Officials independently and simultaneously carried out the first two field level activities, i.e. survey and FGDs/KIIs. In the context of this study, FGDs mean to explore reasoning, i.e. ‘why’ and ‘how’ dimensions of intervention benefits/disadvantages from a group, rather than validation (though open discussions come up with responses, which validate/nullify findings from the survey). The consultants presented a triangulation of both types of responses in the report. Therefore, employing both activities simultaneously worked here.

The third activity, which was KIIs with strategic stakeholders, was further divided into two steps, i.e. KIIs with Project Staff and KIIs with government and other stakeholders (donors, UN sister agencies). KIIs were conducted with UNDP and other stakeholders in Peshawar and Islamabad.

Training of Field Staff

Training of data collectors for data collection tools, procedures and guidelines is an important aspect of the survey. A two-day training was arranged in Peshawar. Training was primarily carried out in Urdu. A complete simulation of all field exercises was carried out for the data-collection/field staff to ensure accuracy, reliability and consistency of collected information according to the pre-designed data collection policy. During the training sessions, the training facilitators shared a Dos and Don'ts list and also demonstrated the possible problems and issues in general that were expected to arise during the data collection process. Moreover, field team was oriented on terminologies, understanding of the questions, appropriate methodology for recording the responses, use of codes in recording the responses, etc. SEBCON designed the training keeping in view some other factors including COVID 19 SOPs and Safety, gender sensitivity, social norms and security precautions so that their field activities and engagements with the beneficiaries and stakeholders are carried out without any risk.

Furthermore, the Team Leader undertook lead in training the two qualitative researchers (one male and one female). The Consultants listed down key open-ended questions asked during FGDs or KIIs. The qualitative researchers were fully briefed that these questions were only suggestive and you must ask and probe inter-related themes keeping in mind exploration of reasoning with the 'why' and 'how' questions, etc.

Field Survey

After the training sessions, a total of 5 teams were deployed to conduct the survey from beneficiaries. All teams completed the survey with 398 beneficiaries in approximately a total of 7-8 field days. SEBCON prepared and shared a date-wise field visit plan with the UNDP. SEBCON ensured that the field teams paid due respect to local norms and culture and that every individual had the right to refuse to participate in the survey, or to refuse to answer specific questions.

A total of 2 qualitative researchers (male and female) were deployed to conduct the 20 FGDs (10 male and 10 female) and 11 KIIs at the field level in the five districts. They completed the activity in approximately a total of 8-10 field days. Whereas, the Team Leader online conducted 9 policy/program level KIIs and 02 KIIs with field implementation level partners.

SEBCON's Chief Executive personally assured quality execution of the project according to the **work plan** (though it was changed as per the needs and flow of the evaluation), called frequent meetings with experts to discuss project activities, progress and ensuring quality of all deliverables and took corrective measures as and when required. Similarly, senior experts were also engaged continuously to maintain the quality of the project. SEBCON adopted three layers of checks to ensure quality assurance during the field work: i) Project Coordinator & Core Team Members; ii) Qualitative Experts; and iii) Supervisors.

The questionnaires were filled with the permanent ink/ballpoints. The enumerators were instructed to not to over write the responses in case of mistake. If it happened the mistake was simply crossed and correct response was re-written. After completing the daily target, the filled forms were sent to the SEBCON Head Office on a daily basis. Qualitative Experts which were also acting as a survey monitor checked the status of daily data receiving, i.e. number of forms received vs. reported by supervisors, quality of data, proper responses, etc. The field teams were communicated for rectifications as and when any error was found. SEBCON developed a comprehensive receiving log to keep a record of the questionnaires.

Editing was an important step in preparing documents for data entry. About 7-10% of filled data was checked at the field level by field supervisors. A unique ID number was assigned to each questionnaire for future reference. About 10% (randomly selected) computer-entered questionnaires were manually checked by the Team Leader/Data Manager/Research Specialist to approve the data quality. SEBCON had code open-ended questions, where enumerators record respondents' responses verbatim as opposed to choosing from existing options on the questionnaire. SEBCON prepared a detailed syntax to label the entire dataset and prepared a codebook detailing variable names as well as values.

The progress of the data entry was monitored on a daily basis. SEBCON provided 100% cleaned data to the UNDP as per the agreed format. The Consultants began to examine the qualitative data obtained from the FGD and KII notes as soon as it was collected. Data was cleaned which included frequency tests, coding of open-ended questions, etc. The cleaned data sets were used for further analysis.

All quantitative and qualitative data gathered at field level for the purposes of the study was triangulated in order to address the research questions in a comprehensive manner, and to develop meaningful evidence based conclusions and recommendations.

The qualitative findings were scrutinized and examined by team specialists to identify key themes and trends occurring in the responses from semi-structured in-depth interviews/open-ended interview questions. As mentioned, coding was taken place to systemize and categorize open-ended responses. A thorough probing of findings were conducted during the analysis, including follow-ups where required.

Similarly, frequency tables, correlations, associations, causal effects prepared to examine the interlinkages relations, and causality among different variables depending on the study objectives and requirements of quantitative data analysis. Keeping in the view the nature of the variables and test statistics different parametric & non-parametric statistical tests/techniques were used to determine significance of the coefficients. The data analysis was carried out in Excel and SPSS and presented in graphic form in the Final Report using bar charts, pie charts and line charts.

Delivery Phase

The findings of the evaluation were presented to the UNDP in a Power Point Presentation by the SEBCON. The feedbacks received from UNDP included in the final report.

Overall Quality Assurance

The Consultants` following critical success factors ensured quality of the assignment:

- Experience of Top Management – More than 4 Decades of Experience
- Established experience in Project Management
- Commitment & Ownership of Team
- Engagement of Thematic/Subject Matter Experts & Staff
- Understanding of Sector
- Quick Response/Coordination/Continuous Engagement/Communication with UNDP
- Efficient Time Management/Work Plan
- Strong Financial Capacity/Resources
- Team's Focus on Objectives and Troubleshooting Capacity
- Capacity of Smart Planning
- Careful Risk Management
- UNDP Acceptance

Potential Risks and Mitigation Plan

Since the areas under this assignment have different geographical locations and are sensitive areas, element of potential risks were described during the inception of the evaluation. Risks due to socio-cultural environment, security issues and grant of NOC were some un-predictable situations which disturbed the deadlines.

The project NOC was compulsorily required to work in the NMDs, especially to carry out any field survey and related activity. The NOC process and approval took unexpected time. SEBCON consulted UNDP's Security/Civil Military Coordination Officer to discuss the NOC obtaining process, possible delays and workable solution for the field work. It was concluded that the travel NOC was sufficient for the field work. The travel NOC was issued to SEBCON in two phases due to some delays at NOC issuing authority. In first phase, NOC was issued for South and North Waziristan whereas in second phase the NOC was issued for Kurram, Khyber and Orakzai districts. Keeping in view anticipated risks and mitigation, SEBCON managed to complete the assignment within the allowable NOC timeframes.

The other risks identified were unavailability of survey respondents and their refusal to participate in the survey at the time of start of the interview. Such situations usually waste time, resources and personal efforts. To avoid this, the proper introduction and survey purpose were clearly explained to the beneficiary and formal consents were obtained. In

the practical environment, some other issues also emerged, for example, since there was an ample gap of time between second phase of the field survey and training. SEBCON conducted a refresher of the field teams before start of the second phase of the survey,

Ethics

Research ethics encompass a set of ethical procedures that are intended to guide all researchers. The Evaluation was conducted in accordance with the principles outlined in the United Nations Evaluation Group (UNEG) 'Ethical Guidelines for Evaluations'.¹

SEBCON ensured to take care of the following:

- a) Confidentiality of UNDP's data.
- b) Adherence to contractual bindings.
- c) Know and obey relevant laws and institutional and governmental policies.
- d) Avoid research misconducts, e.g. Fabrication, Falsification, Plagiarism and Misconduct.
- e) A formal consent of the respondent is taken for his/her participation in the study.
- f) No harm is done to any respondent.
- g) No survey respondent is unduly pressured or made to feel obligated to participate in an assignment.
- h) Maintain confidentiality of the information provided by the respondent and not share the respondent information with any other person except the relevant team members who will be responsible for data analysis.
- i) Pay respect to local norms and culture.
- j) Never take any photograph of any individual or group without their permission.
- k) No recording is made of surveys/interviews without the consent of the participants.

Besides the above, SEBCON abided by international ethical guidelines, environmental considerations as well as policies for protection of women, children, minorities and vulnerable communities and ensures that these are adhered to throughout the research process, from the designing to data-collection, through to the reporting stages

¹ Access at: <http://www.unevaluation.org/document/detail/100>

Annex 8 – List of individuals or groups interviewed or consulted, and sites visited.

FGD Khyber 1

NN

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Amina (she was a host and beneficiary - received 7 goats)	w/o Islam Gul	F	55
2	Bibi Ayesha (beneficiary-received cash)	w/o Mirza Khan d/o Akram Khan	F	50
3	Zainab Bibi (beneficiary- received 7 goats)	w/o Sher Mohammad	F	55
4	Nezada Bibi (beneficiary- received cash)	w/o Mussafar Khan	F	40
5	Saima (she is not a beneficiary but her family was and she was more vocal about the area's problems and issues)	d/o Islam Khan	F	18
6	Farah (she is not a beneficiary but her family was and she was more vocal about the area's problems and issues)	d/o Islam Khan	F	21

FGD Khyber 2

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Shazia (host and received livestock and sewing machine)	w/o Hussain Khan	F	32

S#	Name	Father Name	Gender (M/F)	Age (Years)
2	Bakht Meena (received goats)	w/o Qasim Khan	F	55
3	Fazeela (received cash)	w/o Haneef Afridi	F	40
4	Jehana (received goats)	w/o Mir Haider	F	27
5	Maulana bibi (received goats- she refused to disclose her name)	w/o Maulana Jamil	F	38
6	Mano (received goats)	w/o Jahangir Khan	F	27

FGD Orakzai 1

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Ali Sultana (she was a host and beneficiary plus member of a committee)	w/o Shakeel Hussain	F	45
2	Yasmin Jan (beneficiary- member of the committee)	w/o Ali Janan	F	50
3	Gul Taja (beneficiary- member of a committee)	w/o Muslim Raza	F	55
4	Sahib jana (beneficiary)	w/o Fida Hussain	F	30

S#	Name	Father Name	Gender (M/F)	Age (Years)
5	Tahreer Sultan (beneficiary)	w/o Jabbar Hussain	F	40
6	Ahrama (beneficiary)	w/o Abbas Ali Shah	F	35
7	Saima	w/o Gulraiz Khan	F	25

FGD Orakzai 2

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Sabiha Naz (she was a host and beneficiary)	w/o Aqeel Hussain	F	55
2	Fatima (beneficiary)	d/o Khana Gul	F	22
3	Nasreena (beneficiary)	w/o Aqid Ali	F	25
4	Tayabba	w/o Dunyia Gul	F	30
5	Samina Gul	d/o Qayyum Khan	F	35
6	Samarina Jan	d/o Qabil Khan	F	18

FGD 1 Kurram

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Sadia	Iqbal Hussain	F	35
2	Gul Shazia	Mohammad Rehman	F	45
3	Saweera	Ilyas Hussain	F	25
4	Nasreen	w/o Shaheedullah	F	50
5	Fehmida	Iqbal Khan	F	30

S#	Name	Father Name	Gender (M/F)	Age (Years)
6	Gulshan	Mohammad Rehman	F	25
7	Sheema	Zahid Khan	F	30

FGD 2 Kurram

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Imtiyaza (she was a host and beneficiary plus member of a committee)	w/o Anwar Shah	F	55
2	Maryum	w/o Adnan Shah	F	45
3	Farzana	w/o Pashteen Khan	F	55
4	Ayesha	Mehdi Shah	F	23
5	Shahbeena	Mehdi Shah	F	24
6	Samina	Lal Badshah	F	20
7	Nazia	w/o Amir Shah	F	40
8	Nasira	w/o Murad Shah	F	32

Fazal Saeed

Attendance sheet Awrakzai Ranjani

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Mujahid Ali	Imam Ali	Male	
2	Massayed Ali	Imam Ali	Male	
3	Zaheer Askar	Khadim Askar	Male	
4	Hikamat Ali	Marjan	Male	
5	Mukhtar Ali	Abbas Faqeer	Male	
6	Hikmat Hussain	Ali Faqeer	Male	
7	Sayed Hamid hussain	Sayed Nahmeen Hussain	Male	
8	Inahad Ali	Rassad Ali	Male	
9	Yaseen Ali	Muhammad Khan	Male	
10	Tawqeer Hussain	Faqeer Hussain	Male	
11	Ali Amin	Ali Hassan	Male	

Attendance sheet Awrakzai Zayarra

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Gul Mat Shah	Sayed Ahmad Shah	Male	60
2	Noor Sheed	Ghulam Najaf	Male	30
3	Shafeeq	Ateeq Najaf	Male	30
4	Noor Kamal	Wajid Ali	Male	28
5	Ayaz Ali	Yaqoot Ali	Male	31
6	Zafar Khan	Hassan Bab Khan	Male	58
7	Ajmal	Sajjad Hussain	Male	50

S#	Name	Father Name	Gender (M/F)	Age (Years)
8	Tahir	Nawab Ali	Male	32

Attandance sheet NW Darpa Khey1

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Haidayat ullah	Tooty Gul	Male	40
2	Hameed ullah	Noor Zali	Male	25
3	Zahirullah	Namair Khan	Male	25
4	Naik Bahadur	Sarwar jan	Male	27
5	Waseem ullah	Sultan Khan	Male	25
6	Musa khan	Hakim uddin	Male	25
7	Umar Farooq	Hakim uddin	Male	26
8	Akhtar Muhammad	Gulab Khan	Male	35
9	Rahib ullah	Sharif ullah	Male	27
10	Hafizullah	Alam noor	Male	27
11	Taqiullah	Asmat ullah	Male	20

Attandance sheet NW Miran shah

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Gul Zamin	Zahir ullah	Male	31
2	Sabir ullah	Wallah Khan	Male	36
3	Nazir	Amal Khan	Male	42
4	Fazal Dar	Rasool	Male	56
5	Naveed Ullah	ArsalanKhan	Male	28
6	Rafat ullah	Dost Ali Khan	Male	25

S#	Name	Father Name	Gender (M/F)	Age (Years)
7	Wali Muhammad Khan	Makhan	Male	25
8	Noor Hashim	Zahir khan	Male	35
9	Waldar Khan	Shaista Khan	Male	40
10	Wajid Khan	Kan Muhammad	Male	20
11	Gul Roof	Zahir Khan	Male	50

Attandance sheet SWA Maola khan saraye

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Muzamil khan	Gul Sher Khan	Male	50
2	Fateh Khan	Asad Khan	Male	52
3	Sher Wali Khan	Shah naz khan	Male	48
4	Amirullah	Per Muhammad	Male	31
5	Rafi ullah	Amir khatam	Male	27
6	Kashmir khan	Gul Sher Khan	Male	45
7	Saleem	Awal Khan	Male	45
8	Niaz Ali	Muzamil khan	Male	30
9	Shafi ullah	Noor Muhammad	Male	20
10	Aman ullah	Angoor Khan	Male	35
11	Shariat ullha	Gul Sher Khan	Male	34
12	Hajat ullah	Ahmad Khan	Male	29
13	Allah Noor	Pare Khan	Male	25

Attandance sheet SWA Sarwekai

S#	Name	Father Name	Gender (M/F)	Age (Years)
1	Abdur rahman	Saidar Khan	Male	55
2	Jan Sher	Niaz Ali	Male	17
3	Eid Muhammad	Sheraz Khan	Male	23
4	Abdul Samad	Ghalmai Khan	Male	22
5	Said Hassan	Mangal khan	Male	49
6	Ramzan	Shoidar khan	Male	42
7	Meer zada	Muhabat jan	Male	53
8	Muhammad hayat	Gul Mir khan	Male	38
9	Kashif Mehsood	Manawar	Male	18
10	Raziq Khan	been khan	Male	60
11	Naseeb ullah	Sher Wali Khan	Male	30
12	Amir Zaman	Gul khwata	Male	34
13	Rafat ullah	ghulam Rasool	Male	24
14	Rehmat ullah	Muhammad Irfan	Male	60
15	Noor Muhammad	Khan muhammad	Male	24
16	Akhtar Muhammad	Aslam khan	Male	38
17	Ghalmai khan	Banga kheyli	Male	46

Attandance sheet Toot Dhand

S#	Name	Father Name	Gender (M/F)
1	Muhammad Waseem	Meerza Khan	Male
2	Muhammad Hussain	Musafar Khan	Male
3	Abid Kham	Banaras Khan	Male

S#	Name	Father Name	Gender (M/F)
4	Bakhtiyar	Sabzali	Male
5	Muhammad Amin	Zar baz Khan	Male
6	Wazir Khan	Sarwar Khan	Male
7	Muhammad Nabi	Khan Sher	Male
8	Irfan	Sayel Gul	Male
9	Zohaib	Sabir Khan	Male
10	Shah Wali gul	Majeed Khan	Male

MainDhand Choak Markeet Kamety (bar Qmbar Khyl)

S#	Name	Father Name	Gender (M/F)
1	Farooq	Abdul Akbar	Male
2	Zahid Shah	Alam Shah	Male
3	Khalifa	Piyaz Noor	Male
4	Mumtaz khan	Alam Shah	Male
5	Haroon	Rahmat Khan	Male
6	Khalid	Haji Aryab	Male
7	Shahid	Meermat khan	Male
8	Nabeel	Shakoor	Male
9	Aziz Khan	Meer Zali	Male
10	Naveed	Azmat Khan	Male
11	Bakhatawar Shah	Habib Shah	Male
12	Shahid	Hasham	Male
13	Zeb Khan	Ameer Khan	Male

S#	Name	Father Name	Gender (M/F)
14	Safdar Khan	Muhammad Din	Male
15	Abdul Ghani	Jadran	Male
16	Teela Jan	Yar Mat khan	Male
17	Zakir	Wazir Shah	Male

Annex 9 – List of supporting documents reviewed.

1. UNDP Project Document: Stabilization and Development Programme (SDP) in Newly Merged Districts of Khyber Pakhtunkhwa (1st May 2017 – 31st December 2019) (need to be requested from UNDP)
2. UNDP Project Document: Stabilization and Development Programme (SDP) in Newly Merged Districts of Khyber Pakhtunkhwa (1st January 2019 – 31st December 2022)
3. UNDP Programme Proposal: FATA Economic Revitalization Programme (Draft 14th February 2017)
4. UNDP Annual Work Plan 2015: Community Resilience Programme in FATA (2015)
5. UNDP Annual Work Plan 2016: FATA Recovery Programme (2016)
6. UNDP Annual Work Plan 2017: FATA Transition and Recovery Programme (2017)
7. UNDP Annual Work Plan 2018: FATA Transition and Recovery Programme (2018)
8. UNDP Annual Work Plan 2019: FATA Transition and Recovery Programme (2019)
9. UNDP Annual Progress Report 2016: FATA Transition and Recovery Programme (Jan – Dec 2016)
10. UNDP Annual Progress Report 2017: FATA Transition and Recovery Programme (Jan – Dec 2017)
11. UNDP Annual Progress Report 2018: FATA Transition and Recovery Programme (Jan – Dec 2018)
12. UNDP Annual Progress Report 2019: FATA Transition and Recovery Programme (Jan – Dec 2019)
13. Institute of Management Studies Monthly Monitoring Report September 2016: FATA Transition and Recovery Programme, UNDP Pakistan
14. Institute of Management Studies Monthly Monitoring Report October 2016: FATA Transition and Recovery Programme, UNDP Pakistan
15. Institute of Management Studies Monthly Monitoring Report November 2016: FATA Transition and Recovery Programme, UNDP Pakistan
16. Poverty Alliance Welfare Trust South Waziristan Agency: Third Party Monitoring Report (Activity: Livelihood Grant) Reporting Month May – June 2017: FATA Transition and Recovery Programme, UNDP
17. Institute of Management Studies - Poverty Alliance Welfare Trust South Waziristan Agency: Third Party Monitoring Report (Activity: Livelihood Grant) Reporting Month May – June 2017: FATA Transition and Recovery Programme, UNDP
18. Institute of Management Studies - CSSF funded Public Infrastructure Schemes North and South Waziristan Agencies: Third Party Monitoring Report (Activity Government Line Department Infrastructure Schemes) Reporting Month July 2017: FATA Transition and Recovery Programme, UNDP
19. Institute of Management Studies – FATA Development Authority North Waziristan Agency: Third Party Monitoring Report (Activity Cash Grant) Reporting Month August 2017: FATA Transition and Recovery Programme, UNDP
20. Institute of Management Studies - Poverty Alliance Welfare Trust North Waziristan Agency: Third Party Monitoring Report (Activity: Vocational Training – Female) Reporting Month October 2017: FATA Transition and Recovery Programme, UNDP
21. Institute of Management Studies: Third Party Monitoring Report South Waziristan, Khyber, Kurram and Orakzai Agencies (Activity: Business Grant) Reporting Month November 2017: FATA Transition and Recovery Programme, UNDP

22. Institute of Management Studies: Third Party Monitoring Report South Waziristan, Khyber, Kurram and Orakzai Agencies (Activity: Business Grant) Reporting Month December 2017: FATA Transition and Recovery Programme, UNDP
23. Directorate of Projects, Planning and Development Department, FATA Secretariat: Steering Committee Meeting – UNDP Funded Projects in FATA (4th December 2015)
24. UNDP Project Review Board Meeting: FATA Transition and Recovery Programme (Islamabad: 15th December 2016) Final Minutes??
25. UNDP Project Review Board Meeting: FATA Transition and Recovery Programme (Islamabad: 23rd January 2019)
26. UNDP Project Review Board Meeting: FATA Transition and Recovery Programme (Peshawar: 1st August 2019)
27. UNDP Project Review Board Meeting: Stabilization and Development Programme, and Merged Areas Governance Project (Islamabad: 16th January 2020)
28. DFID, UN and FATA Secretariat: Joint Monitoring Mission to Three Villages of South Waziristan Agency – Community Resilience and Recovery Support to FATA’s Returning Temporarily Displaced Persons August 2017
29. Institute of Management Sciences Monitoring Report January 2017: Implementation and Verification of Activities under FATA Recovery Programme
30. Institute of Management Sciences Monitoring Report December 2016: Implementation and Verification of Activities under FATA Recovery Programme
31. Institute of Management Sciences Monitoring Report February 2017: Implementation and Verification of Activities under FATA Recovery Programme
32. Institute of Management Sciences Monitoring Report March 2017: Implementation and Verification of Activities under FATA Recovery Programme
33. Institute of Management Sciences Monitoring Report April 2017: Implementation and Verification of Activities under FATA Recovery Programme