

# Improved Access to Quality Education in Merged Districts of Khyber Pakhtunkhwa



## PROGRESS OF SCHOOL SAFETY CELL IN GLOBAL AFFAIRS CANADA FUNDED SCHOOLS

**(JANUARY, 2021-DECEMBER, 2021)**

School Safety Cell, Directorate of Elementary and Secondary Education KP

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**Prepared By:**  
**Idrees Jehan**

ECE Coordinate Implementation Support Unit (ISU)  
Directorate of Elementary & Secondary Education Khyber Pakhtunkhwa

**Reviewed By:**  
**Laila Jaffry**

Directorate Programs Implementation Support Unit (ISU)  
Directorate of Elementary & Secondary Education Khyber Pakhtunkhwa

**School Safety Cell, Directorate of Elementary and Secondary Education KP**

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## Executive Summary

This report covers project activities carried out during August, 2021 to December 2021 as overall Progress of the project “Improved Access to Quality Education in Merged Districts of Khyber Pakhtunkhwa”. Report highlighting the targets, events, Distribution, practices, milestones and achievements of 05 months. Four major activities of the project were dominating the progress i.e. **Trainings and Capacity Building** (Parent Teacher Councils (PTC), Capacity Building of Mother Group, Health and Hygiene, Menstrual Hygiene Management (MHM) and ECE, **Events** (Enrollment Campaign, International Girls Day, World Children’s Day, Spring Plantation and Mock Drills Exercise), **Facilitation of visit and Distribution of Kits (Safe Health and Hygiene Kits & SIB)**. The PTC training include formation of PTC, Development of School Improvement Plan (SIP) on approved register and sensitization on PTC role and responsibilities However, The Capacity Building of Mother Group consist of Formation of Mother Group on approved format, regular meetings and their record keeping and play active role to strengthen the Health and Hygiene activities at school and community level. Likewise, Health and Hygiene Sessions also included formation of Health and Hygiene Clubs of school children and their training on their role and responsibilities. In addition to these the Menstrual Hygiene Management training includes sensitization of girls of class 4<sup>th</sup> and 5<sup>th</sup> and provision of safe health and hygiene Kits to each school. Similarly, each of the training, event and distribution was properly monitored by Directorate of Elementary and Secondary Education, UNICEF, School Safety Cell and District Education Offices were the second achievement. Moreover, the frequencies of meetings with stakeholder involvement at District level were higher during this period in order to strengthen PTC and Mother Groups to overcome the gray areas in the schools.



## 1. ABOUT THE PROJECT

### 1.1 Background

The Newly Merged Districts (NMDs) of Khyber Pakhtunkhwa (KP) is a tribal region of Pakistan on the Pakistan-Afghanistan border that remained in isolation, terrorism and human rights violation for decades. This region is now moving toward stability—a great sigh of relief for its five million residents, following the peace establishment and integration with the KP province has initiated a whole new era of development and growth. Importantly, education is one of the first sectors to integrate with KP and initiate reforms.

Despite increased investments and progress in its education system, gender equality in education has largely remained neglected throughout its history. The number of schools in the NMDs were already low (2,074 girls and 3,027 boys) and largely insufficient to meet the education needs of the 1,765,118 children of school-going age (4-14 years old)—half of which are girls. Moreover, with the destruction of more than 1,100 schools during Talibanization after 2001, the opportunity for education was further reduced, particularly for girls who were already more likely to be excluded from school. According to the 2017 FATA annual education census, only 37 percent of girls are attending school at the primary level and five percent of girls at the secondary level, compared to 49 percent of boys at the primary level and 17 percent of boys at the secondary level schools.

Global Affairs Canada in partnership with United Nations Development Programme (UNDP) and United Nations Children’s Education Fund (UNICEF), Department of Elementary and Secondary Education, KP, Social Welfare Department, KP and Local communities launched a project from August 2019 to December, 2022 on “Improved Access to Quality Education in Merged Districts of Khyber Pakhtunkhwa”. Through this project 80 Government Primary schools (40 Kurram and 40 Orakzai) of merged districts of Khyber Pakhtunkhwa (Kurram and Orakzai) were selected with the project outcome increased equitable access to safe, secure, quality inclusive education and learning by girls and adolescent girls in fragile settings.



### 1.2 Intermediate Outcome:

- Increased knowledge and skills of stakeholders to promote girls' access to inclusive and quality education in fragile settings
- Increased capacity of government and stakeholders to reduce social, cultural and physical barriers to girls participating in education
- Increased capacity of girls and adolescent girls to claim their right to education and make their voices heard in decision making processes that affect them
- Enhanced capacity of education stakeholders to ensure the provision of safe, inclusive learning spaces for girls.
- Enhanced capacity of education stakeholders to provide quality gender-sensitive teacher training.

### 1.3 Project Outcomes

The project is fore seeing the following outcomes

- Enhanced capacity of education stakeholders to provide quality gender-sensitive teacher training.

### 1.4 Implementation Strategy - Participatory Approach

The project adopted participatory approach in field level implementation.

The implementation strategy of School Safety Cell Directorate of Elementary and Secondary Education (SSC- DoE&SE) government of Khyber Pakhtunkhwa with the technical and financial support from UNICEF adopted four tiers for soft activities.

#### **Tier-1: TOT for School Head Teachers:**

Initially 80 school Head Teachers (40 Kurram & 40 Orakzai) were trained on 4 days training of PTC, Mother Group, health and Hygiene and Menstrual Hygiene Management (MHM). The list attached in **Annexure-A**. Similarly, the targeted school teachers trained on 5 days ECE training.

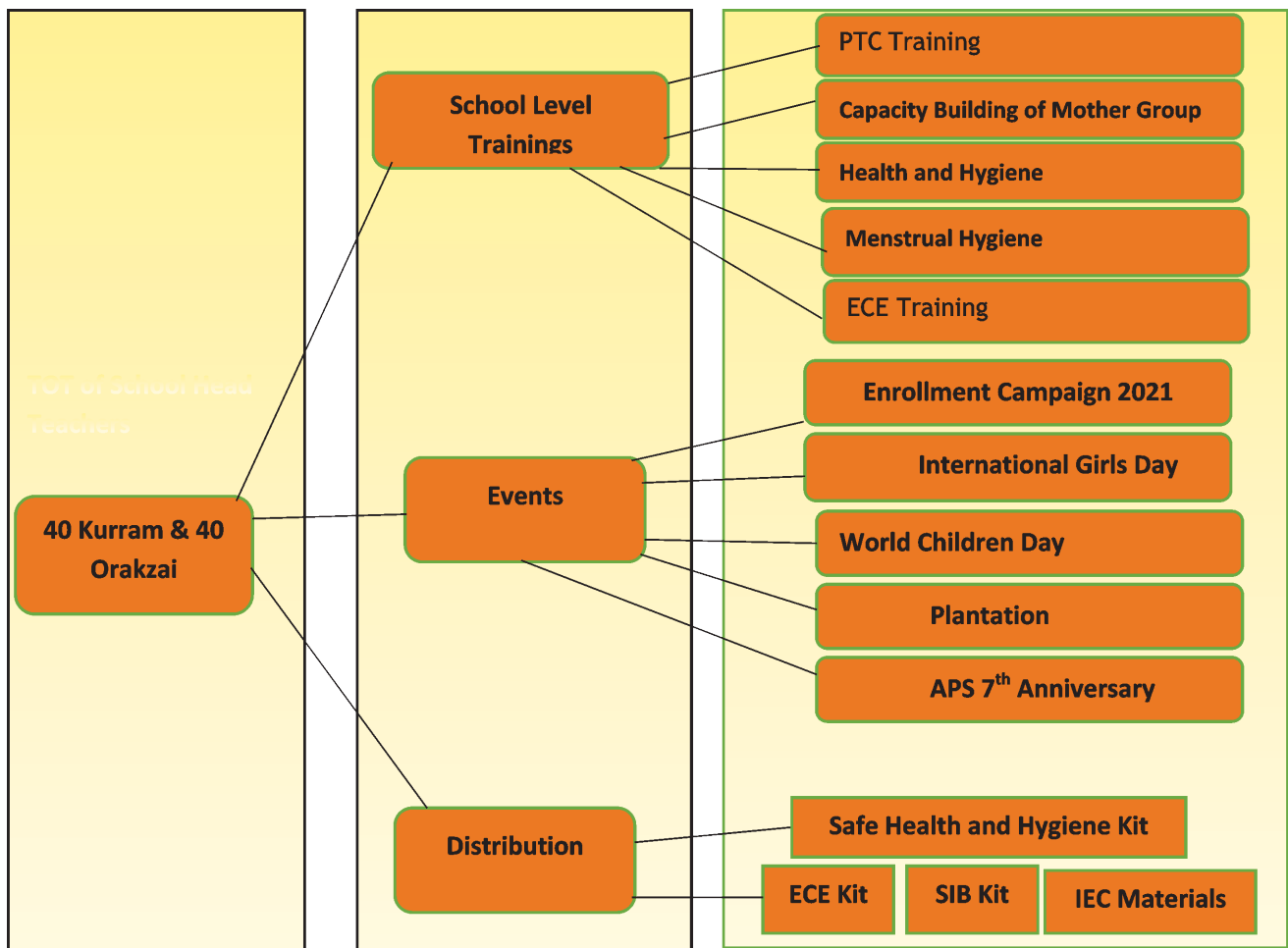
**Tier-2: Formulation of PTC, Mother Group and Health and Hygiene Clubs:** The Trained (80) school Head Teachers successfully formulated PTC, Mother Group and Health and Hygiene Clubs in their schools. For this 4 TC register were handed over to all targeted schools.

**Tier-3: Trainings, events and Distribution:** The Trained (80) School Head Teachers organized Trainings for the entire PTC members, Mother groups, Health and Hygiene Clubs and Menstrual Hygiene Management

**Tier-4: Events and Distribution:** In these 80 targeted schools' events and Distribution of kits were successfully accomplished.



A total of 80 PTCs, 80 Mother Groups and Health and Hygiene Clubs (40: Kurram & 40: Orakzai) were formed and regularly conducts trainings, sessions and meetings with the theme how to improve girl's education in their schools. Logical sequence of the activities is reflected in below diagram;



### 1.5 Monitoring & Evaluation of Intervention

The planned activities have well organized system of monitoring and evaluation at different levels and occasions. Some of them are as below,

- Technical Working group (TWG) is being formulated and conducts regular meetings participated by all actors. So far five technical working meetings have been organized. All activities in the targeted schools are carried out with the consent of Technical Working Groups (TWGs)
- Third party monitoring from UNICEF is also in place at field level.





- District Focal Persons of School Safety Cell DoE&SE KP are on driving seat to monitor the activities in GAC school level.
- Moreover, GAC, UNICEF, UNDP and DoE&SE KP visited, inaugurated and monitored the activities in District Kurram and Orakzai.
- School Safety Cell DoE&SE KP regularly monitored the activities in schools after each training. **Annexure- B**

## 2. Background of Training activities:

Prior to the implementation stage of the training activities, School Safety Cell DoE&SE KP strengthened its support, coordination, reporting and monitoring mechanisms. The list of targeted 80 school Heads were finalized with the support of District Education Offices of Kurram and Orakzai. It was decided by the senior management SSC-E&SE KP in consensus with Directorate E&SE KP and UNICEF that 04 days ToT will be organized for school Head Teachers who will further organize trainings, sessions and meetings for the entire PTC, Mother Group, Health and Hygiene clubs and MHM teams. Similarly, 05 days ECE training for the targeted school teachers.

## 3. Training Manual:

School Safety Cell DoE&SE KP has utilized the PTC training manuals (04 modules) developed by DoE&SE KP and Health and Hygiene, MHM and Mother Group developed by UNICEF. The Trainings slides were developed in the light of materials provided by DoE&SE KP and UNICEF.

## 4. One Day Orientation session for PTC Resource Persons.

A one-day orientation session for selected 20 master trainers was successfully accomplished at School Safety Cell Directorate of Elementary and Secondary Education (SSC-DoE&SE) government of Khyber Pakhtunkhwa on 22<sup>nd</sup> July 2021. The orientation served as refresher workshop for the selected master trainers. They were guided on the background, requirement and the methodologies of PTC, Mother Group, Health and Hygiene and MHM trainings for the school head teachers of newly merged tribal districts. The orientation session was facilitated by Program Managers, Project Manager, admin and finance Training Coordinator and Trained resource person. The MTs were assigned duties and responsibilities and requirement of School Safety Cell including timings, quality pictures and videos and reporting.



### 5. Schedule of PTC, Mother Group, Health and Hygiene and MHM Trainings:

The 04 days' trainings for the targeted 80 school Head Teachers (40 Kurram & 40 Orakzai) were successfully completed in 4 rounds from August 2021 to December 2021.

S. No.	District	Date	Training Venue	Round
1	Kurram	3rd - 6th August, 2021	Kohat	Round-1
2	Orakzai	7th-10th September, 2021	Kohat	Round-2
3	Kurram	2nd - 5th November, 2021	Kohat	Round-3
4	Orakzai	30th November- 3rd December, 2021	Kohat	Round-4

### 6. Methodology of Training:

The training workshops focused on participatory method including,

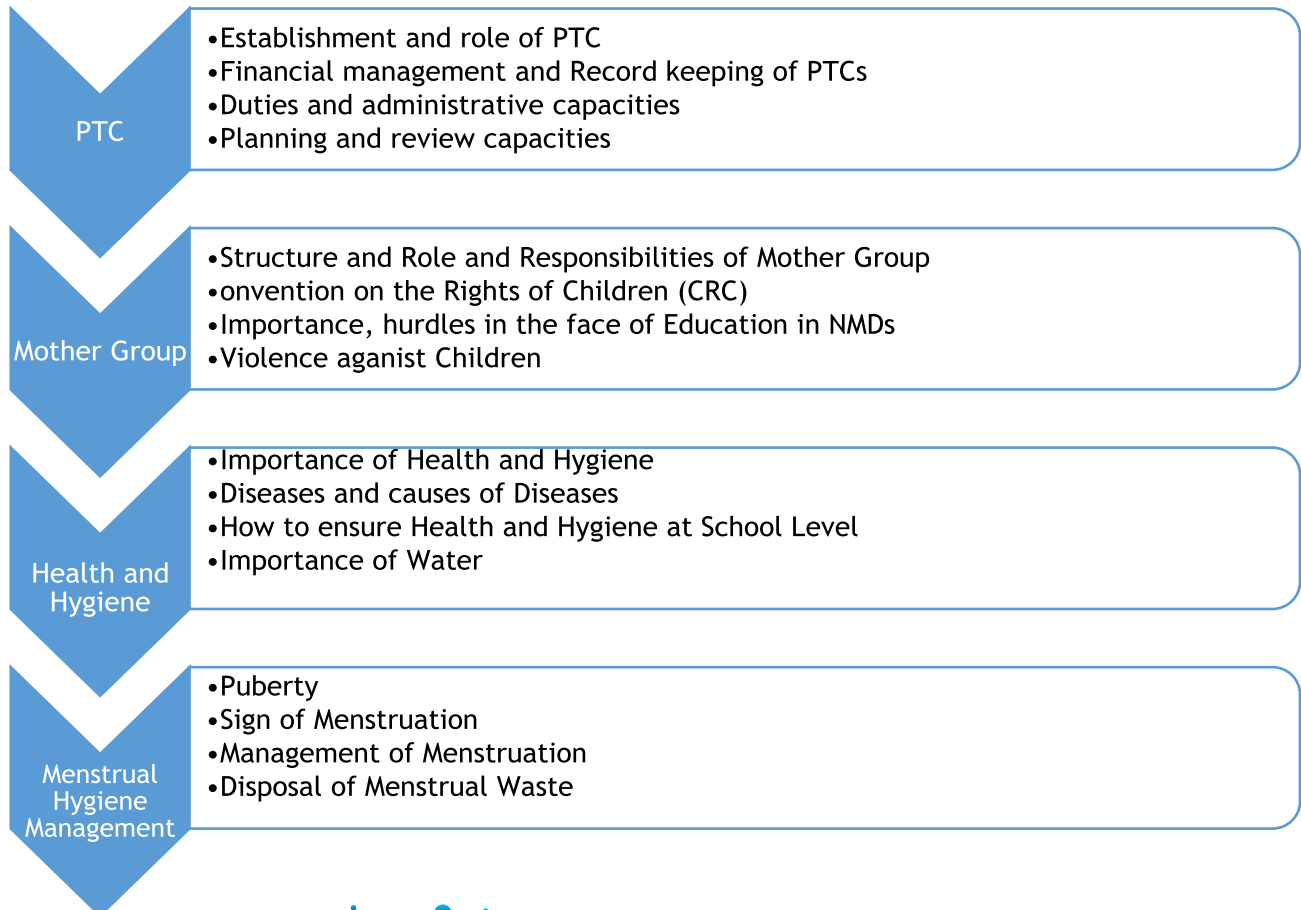
- ❖ power point presentations
- ❖ Lecture method
- ❖ Group Work
- ❖ Role Play
- ❖ Individual and group presentations
- ❖ Case studies
- ❖ involved demonstration of IEC material/pictorials,
- ❖ individual and group discussions/presentations as well as inputs from the workshop participants.



### 6.1 Training Content:

The 04 days training was conducted under well-defined agenda (Sees Annexure-A).

The major topics covered during these 04 days are;



### 6.2 Handouts/Presentations:

The SSC-DoE&SE KP has developed handouts/ presentations duly approved from UNICEF which were placed in folders for participants on daily bases.

### 6.3 Attendance Sheet:

On daily bases the attendance of trainees, resource persons, facilitators, monitors were properly maintained see Annexure-B.

### 6.4 Training Monitoring and Evaluation:

To measure the efficacy of training in the face of designed objectives and to sanitizing the overall arrangements of the training including training materials and



supplies, logistics monitoring and evaluation was properly maintained. The trainings were monitored for 14 times by the officials from E&SE Department, Third party- UNICEF and District Education offices of Kurram and Orakzai **Annexure- C.**

### 6.5 Pre-Test:

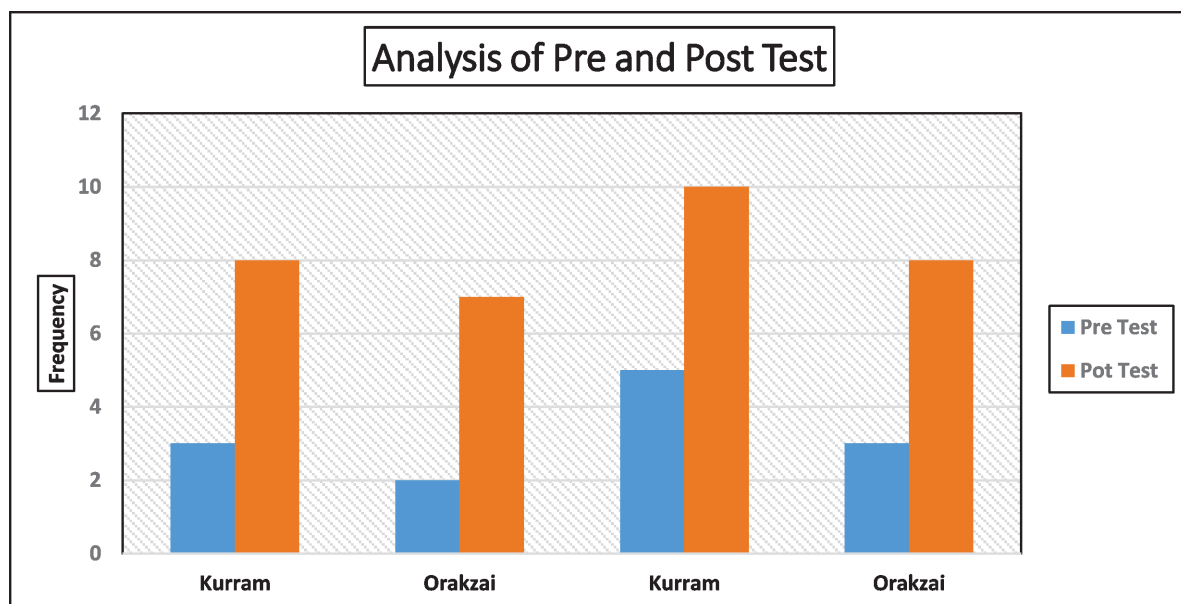
To assess the level of understanding of the trainees about the training content pre-test was conducted on day first before formal opening of the training. **Annexure -D.**

### 6.7. Post Test:

Post-test is one of the most effective tool in terms of knowledge gain in the training by the participants. The post-tests clearly acknowledged an improvement in the participants learning which was recognized from the score acquired by pre and post-tests. **Annexure - E**

### 6.8 Comparison of Pre and Post Tests:

To segregate the level of learning the analysis of pre and post-tests of each 04-rounds were compared statistically through the mean data of 10 trainees from each district clearly indicated improvement.







## 6.9 Participants Feedback:

To know the opinion of the trainees regarding training arrangements, facilitation, logistics arrangements and content a feedback form was retained at the end of each training. A positive feedback was highlighted from the participants see **Annexure-F**

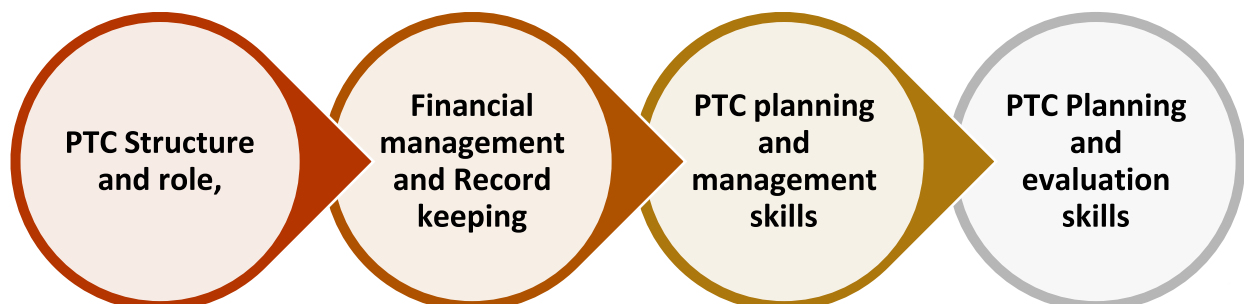
## 7. Proceedings of Each Training Workshop:

Each day Training started with the recitation of the Holy Quran followed by the introduction of the participants and School Safety Cell. The training objectives and its duration were shared with the participants. Expectations and fears of the trainees were listed down on the chart and each point was discussed in detail. The MTs facilitated the participants to set the Norms for each training session. Next to setting norms and sharing objectives of the training, trainees were enlightened on the names of each days training.

## 8. 2-Days Parent Teacher Councils (PTC) and Mother Group

### 8.1 Day-1 Parent Teacher Councils (PTC)

A total of 04 comprehensives 01-day training sessions on PTC were organized for the school heads teachers of district Kurram and Orakzai. The agenda was prepared in the light of 4- modules of PTC training including,





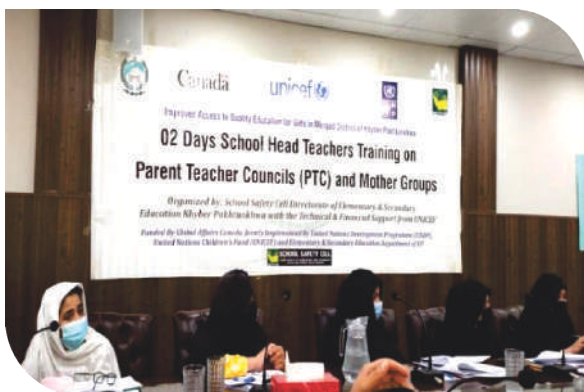
## Module-1

Module-1 focused on the significance of education. This session was made more participatory by the Story from Manual i.e. “PTC Aza Khel” was shared with the participants. The resource persons asked the trainees to read the story, rest all the participants were given a task to share the lesson learnt from the story. At the end of the story, brainstorming session was held. The master trainers facilitated to share their reflections.

Later on, the participants were divided into 4 groups. Participants were asked to describe the importance of education and come up with a presentation. At the completion of the group work, trainees were facilitated share their groups findings with others.

In the succeeding session, PTC structure was shared with the trainees. Composition of PTC consist on 8 members was discussed comprehensively along with their role responsibilities of the office bearers and members of PTC. Election process including reactivation, formulation was explained and demonstration was carried out on PTC & role and responsibilities of office bearers and members of PTCs. Thick participation of the participants was observed in this session. There were number of questions on PTC duration, election process, role and responsibilities which were clarified to the trainees.

In the Subsequent session skills, linkages and role of Parent Teacher Council was focused. Need and importance of linkages were highlighted to the trainees in the setup of newly organized districts on part of PTCs. Brainstorming session was facilitated and responses of the trainees were listed down and discussed in detail.



02 Days PTC and Mother Group Training



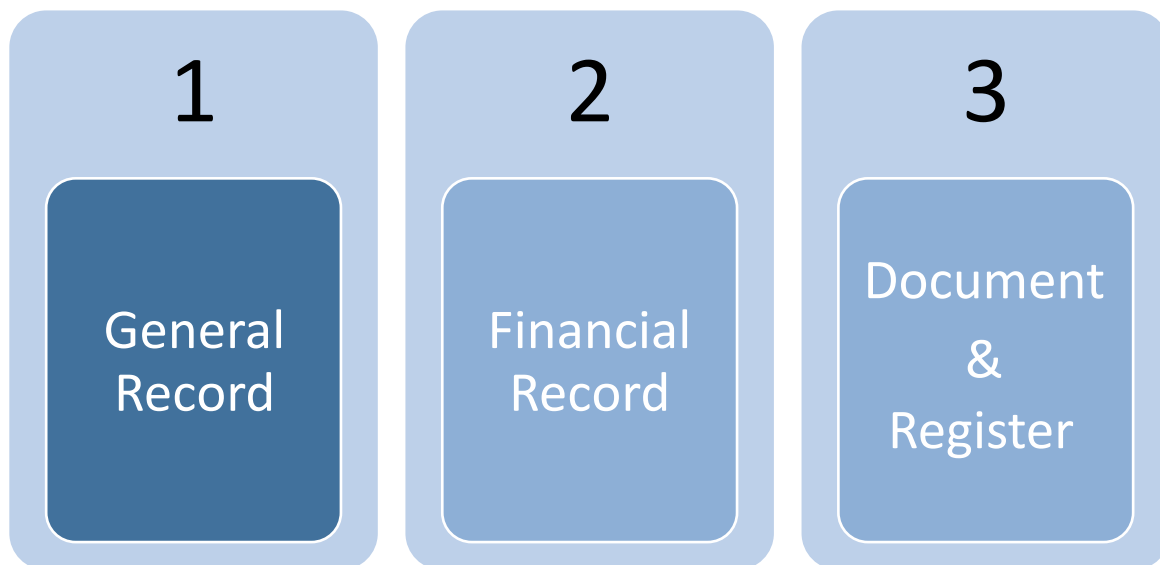
Group Work



## Module -2

The next session was based on the importance of record keeping at PTC level. The Master Trainer continued by discussing the second part of story of Aza Khel” Shak nahi Huq” from the approved manual. Session was based on the importance of record keeping at PTC level.

The trainees were guided on nature and types of record keeping. It included



Comprehensive discussion was organized on the record keeping and the trainees were oriented practically on the entire procedure of procurement, construction and record keeping on the approved formats of manual. Trainees were guided on the necessary documents of procurement i.e. purchase order, obtaining quotations, comparison of prices and quality, comparative statement, order form, receipt, cheque, cash book and stock register. The resource persons then divided the participants into groups and assigned a task to practically fill the formats of procurement, financial record and documentation.

At the end of group work each group jointly presented their group work, rest of the participants asked questions which were given satisfactory answers.



Group Work

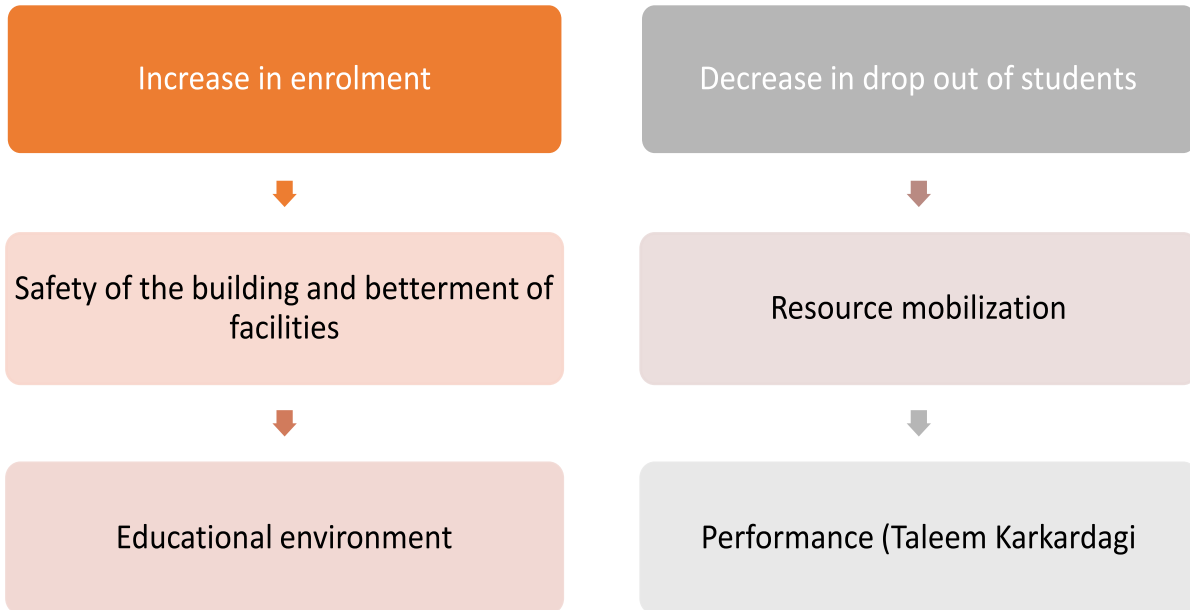


Presentation

### Module 3

At the end of Module -2 the Master Trainers started module-3 which was on qualities of good and exemplary school. The session was discussed in detail. The resource persons made this session participatory and asked all the trainees to share the fundamentals of ideal schools. The feedback of the participants was listed on cards and displayed on charts. It was perceived from the responses of the participants that ideal schools mean school have good infrastructure. However, the resource persons, therefore specifically explained the trainees on the soft component in the school that make school ideal i.e. strong bond between student and teachers, proper attendance of children in the school, updated tools and techniques of teaching methodology and the other related elements. After having responses from the participants, an exemplary school's elements, facilities, environment, Health and Hygiene and cleanliness were explained. The MTs guided the participants in role play on how to dig out the needs of the school and how to order these needs during construction, maintenance of building and purchase. In this session trainees were oriented about the responsibilities of Parent Teacher Councils like,





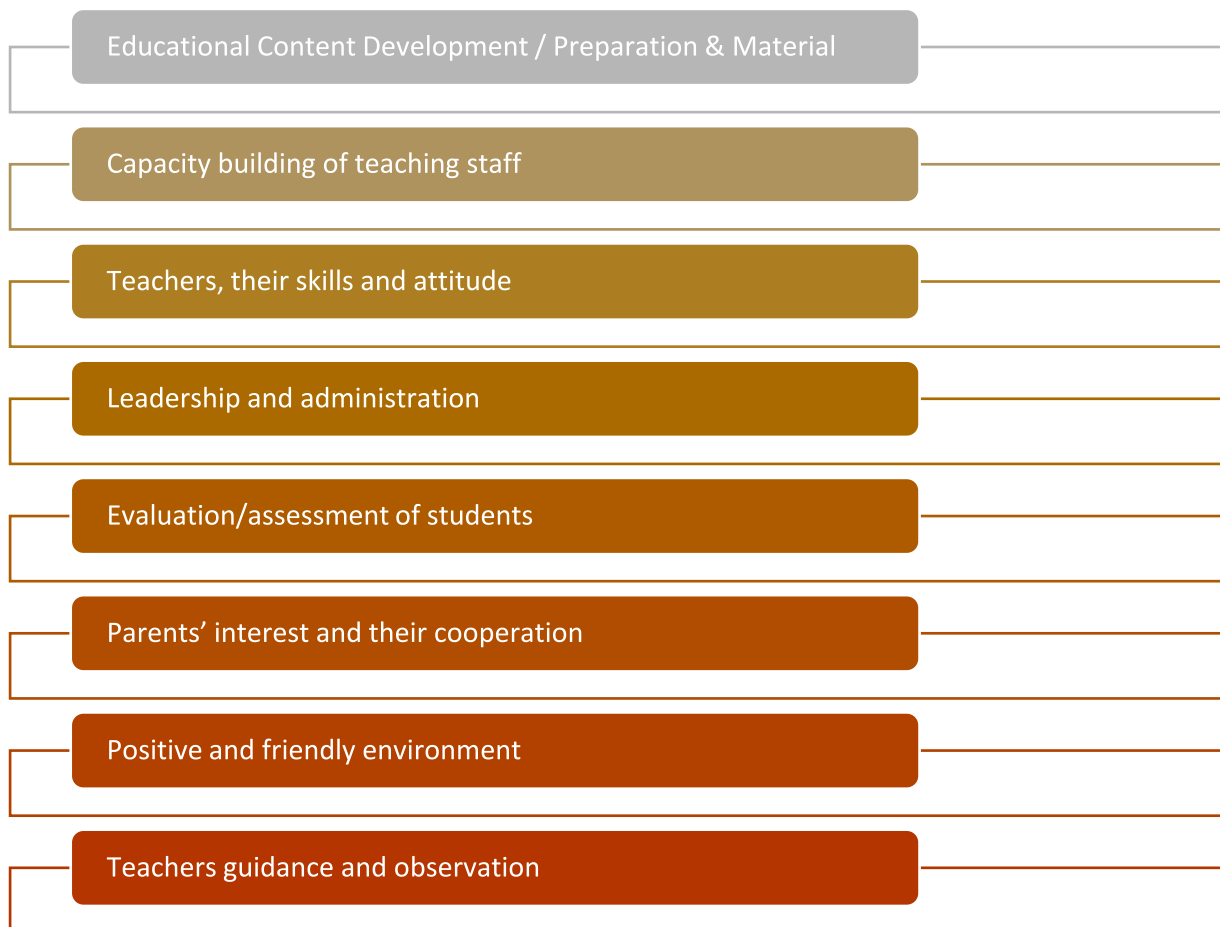
Idea of School Improvement Plan (SIP) was also presented to the participants. Identification and listing of needs were explained in detail. Resource utilization, times lines and resource management for the school improvement was also discussed. Trainees were divided into groups and were allocated the responsibility to develop SIP keeping in mind the elements of the ideal school. The question and answer session were held next to the group work. The participants widely participated in the question answer session. The MTs discussed in detail the modality of the fund transfer and utilization of PTC's funds.





## Module 4

In this session the MTs discussed in detail the elements of an effective schooling system. The facilitators emphasised and discussed eight elements of an effective school which should be in knowledge and practice of the PTC members. Trainees were asked for an individual task in their course books where they were supposed to come up with some idea. The elements of effective schools are,



This session was followed by introduction of school report card (SRC) which is a method for evaluation of different aspects of school. Each part of SRC was explained in detail and the trainees were highly interested in this session. Participants were encouraged to concentrate on all segments of SRC as basic information about school.

At the end, recap of day first was conducted in which all modules were revised. Trainees were cherished for their keen interest and rich participation and feedback. The MTs assigned a task to read the hand-outs, presentations and share their



feedback with all participants. Day first closed with recap and the facilitators thanked the participants.

### Glimpses of PTC Training For



PTC Training

Sl. No.	Name	Roll No.	Signature
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
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28	...	...	...
29	...	...	...
30	...	...	...

PTC Training



PTC Formulated Capacity Building of Mother Group

S.No.	Name	Nationality	CNIC No.	C-REG	Profession	Signature	Record
1	Bibi Zulekha	Pakistani	3502-2229001-2	2002222222	Teacher/Staff	Zulekha	
2	Mina Zaenna	Pakistani	3502-2229001-2	2002222222	Member		
3	Bakhtia	Pakistani	3502-2229001-2	2002222222	Member		
4	Bibi Fatima	Pakistani	3502-2229001-2	2002222222	Member		
5	Zulekha Bibi	Pakistani	3502-2229001-2	2002222222	Member		
6	Begum Jan	Pakistani	3502-2229001-2	2002222222	Member		
7	Selab Bibi	Pakistani	3502-2229001-2	2002222222	Member		
8	Begum Begum	Pakistani	3502-2229001-2	2002222222	Member		
9	Nasim	Pakistani	3502-2229001-2	2002222222	Member		
10	Sana	Pakistani	3502-2229001-2	2002222222	Member		
11	Quratul Jinn	Pakistani	3502-2229001-2	2002222222	Member		

Formulation of Mother Group



Distribution of MHM Kit



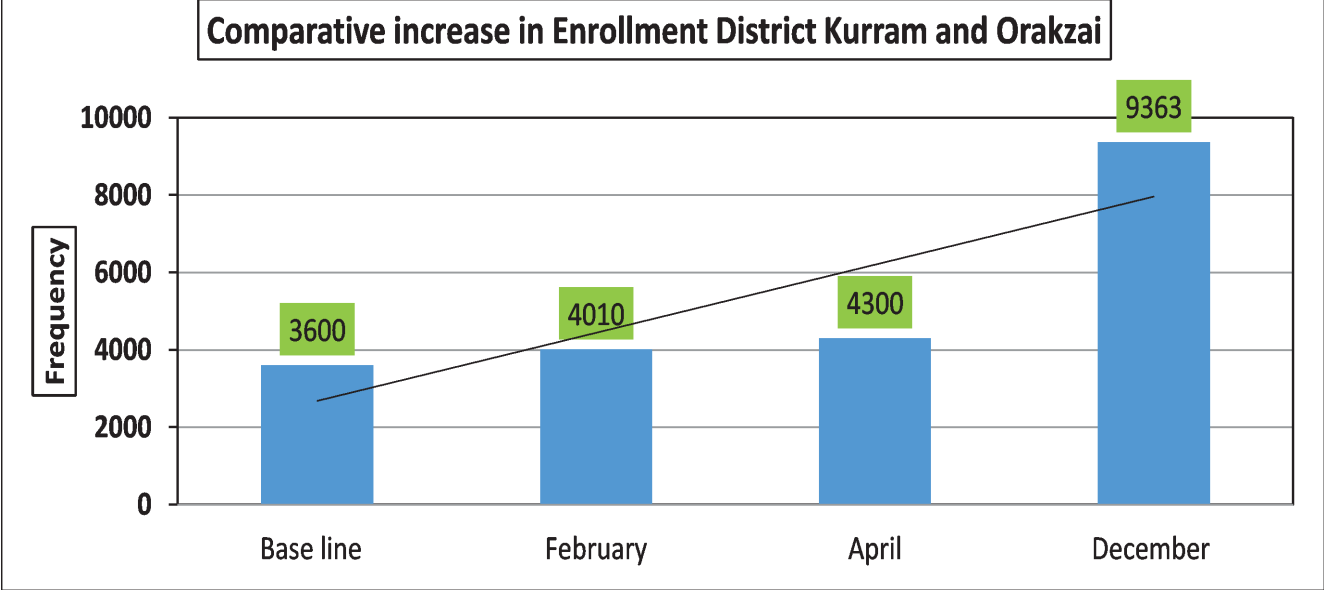
Distribution of DAs



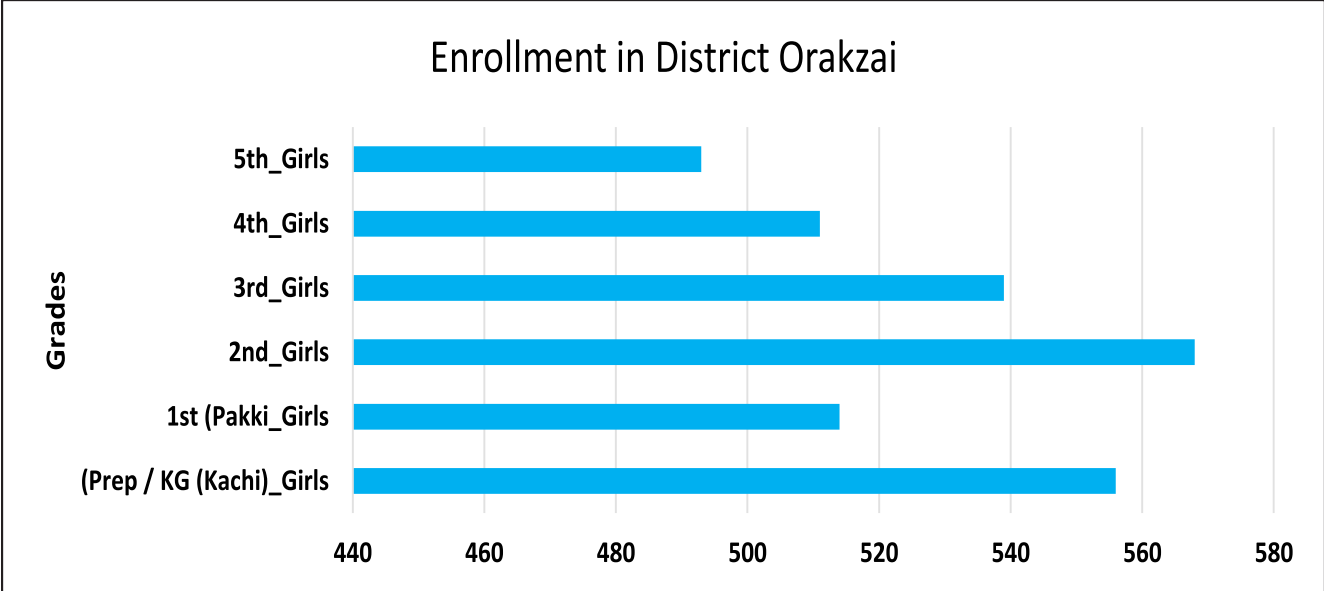


# Impacts of PTC, Mother Group, Health and Hygiene and MHM

## Over all enrolment:



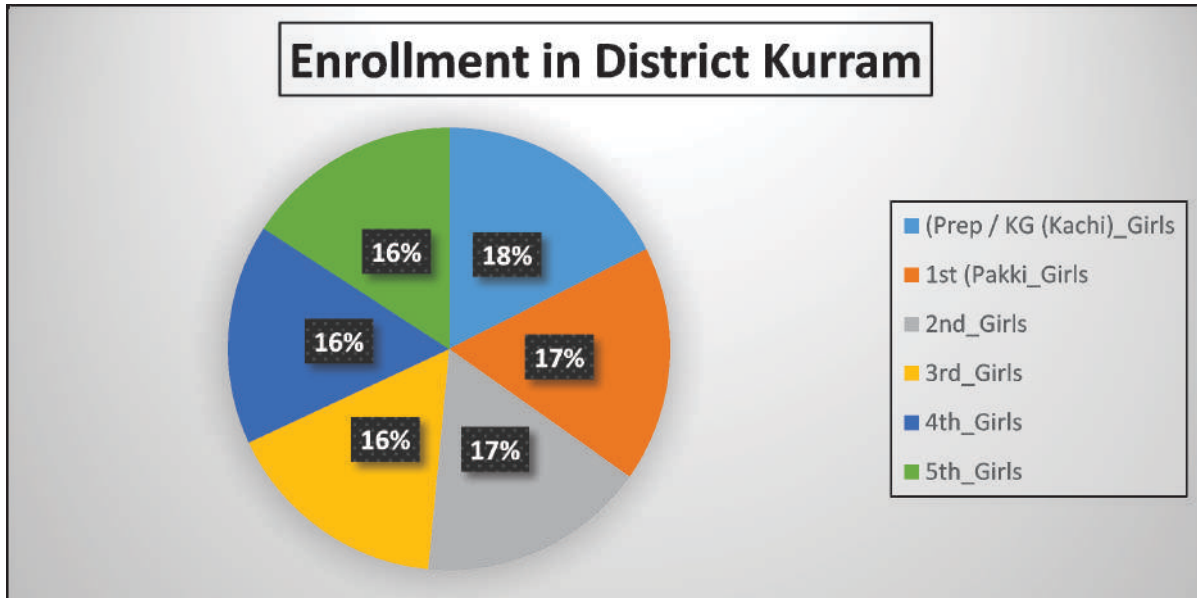
## Enrollment in District Orakzai:







## Enrollment in Kurram



## 8.2 Day -2 Capacity Mother Group

The second day of the training was started with the recitation of the Holy Quran followed by the recap of day first.

### Session Objectives:

Gender inequality is a particular important issue in the newly merged districts (NMDs) of KP where girls and women have significantly low levels of achievements against most social, economic and participation. The aim of the project “Improved Access to Quality Education in Tribal Districts of Khyber Pakhtunkhwa”. To achieve the aim of the project i-e to improve learning outcomes for girls in the merged districts of KP by reducing barriers that prevent girls from accessing quality education” capacity building of mother Group was consider important to play active role to increase enrolment, promote children’s facilities in school and community.

As per agenda the participants were guided on the following topics,

In the first session the trainees were guided on the concept of Mother Group including its Terms of references (TORs), role and responsibilities of mother group, membership criteria, and structure of mother group.



### TORs of Mother Group:

- Play active role in providing Health and Hygiene services to school and community
- Mother group will aware the students for ministerial hygiene management environment in school and community
- To ensure that washrooms are accessible to female children at home and school level
- To undertake volunteer work within the school and on community level
- To celebrate events related to women to raise awareness among the school and community.

### Role and Responsibilities of Mother Group:

The MTs shared the detailed responsibilities of mother group

1. Chairperson and Secretary will prepare the action plan with Mother Group members to ensure that school children have access to safe latrines and are using it properly and practicing hand washing practices at critical timings on school and household level.
2. They ensure the soap availability at the hand washing stations at school and community level/home.
3. Mother Group will actively participate in the activity of hygiene promotion at school and community level, ensuring hand washing practices at school and community level
4. School and community will engage with local representative of government in the community to support the Mother Group campaign through their participation.
5. Mother Group will actively contribute in advocating the community to promote health & Hygiene, for this the school teacher and community elders will help the Mother group to organize different awareness raising activities within the community or in school premises through celebration of events.



### Membership Criteria:

Mother Group comprise on minimum 8 to 11 members, at least 50 % are those Mothers whose children are enrolled in the school while rest of the members will be from a religious background, counsellor and prominent woman of the community.

The MTs then divided the trainees into groups for a group work to practically develop a mother group as per structure, role and responsibilities on approved format. At the end each group presented their group work.

In the next session the MTs briefed the participants on importance of education in the light of Islam. The Holly Prophet Muhammad (Peace be upon him) which play a key role in the development of a society and nation. Nations which are equipped with education have health environment, justice and low crime ratio. The Resource persons made the session more participatory and asked each trainee to count down the difficulties and obstacles in the promotion of girl's education. The participants shared some key points to overcome the difficulties in the promotion of girls in newly merged districts which are as follow,

- Promotion of free education
- Enrolment campaign at community level
- Eradication of poverty which is a big hurdle for parents
- Flexible timetable
- Strong bond between school and community

In the next session the resource persons explained in detail Convention on the Right of Children (CRC). The CRC was adopted on 20<sup>th</sup> November, 1989 focused on the protection of boys, girls, men and women. The convention is based on four general principles including non- discrimination, Best interest of the child, survival and development and right to participate. The participants took keen interest in this session by discussing each principle of CRC in their current set up.

In the following session the MTs divided the participants into groups to discuss domestic violence and to find out means to protect children from domestic violence. After group discussion the groups identified that domestic violence exists in their homes in different forms and regardless of age, race, gender, sexual orientation, faith or class. One of the groups dig out different types of domestic violence including mental, physical, economic or sexual in nature. The groups pointed out children as



victims of domestic abuse which have far reaching negative impacts on the intellectual ability of children.

In the following session the resource person discussed in detail the child sexual abuse and protecting child from sexual abuse i-e creating safe environment both physical and online environment empowering children and parents, guide the children on good touch and bad touch and keep in mind the activities of children with friends and peers.

In the last session of day-2 the trainees were briefed on story of Fatima regarding early mirage. The MTs shared that Pakistan has the 6th highest number of girls married before the age of 18 in the world which take away a girl's right to safe and healthy childhood, quality and complete education that can open doors to decent economic opportunities and social and economic empowerment. One of the trainees read loud the story of Fatima where she was fond to go to school but her father married her with their neighbours in the age of 15 years. After mirage usually, she faced number of issues including

Health and nutrition, fertility and population growth, child mortality, educational attainment and participation in the labour force. The MTs distributed cards among participants to point out the valuable suggestions on how to eliminate child mirage in Pakistan. The responses of the participants were displayed on charts which were,

- The government must notify through policy the legal age of mirage from 16 to 18 years old both for boys and girls.
- Design activities, events and awareness sessions for community elders, parents and children to avoid child mirage.
- Educate girls who are at risk.
- Improve girls' access to supported education choices.
- Eradicate poverty and create employment opportunities
- Sensitize children boys and girls, parents on the harmful consequences on child mirages

At the end, the day-2 was concluded with the recap. The MTs appreciated the participants on their rich participation. The resource person allocated task to go through the hand-outs and presentations and share the feedback in the next day.



## 9. 2-Days Health and Hygiene and Menstrual Hygiene Management (MHM)

### 9.1 Day-3 Health and Hygiene

The third day of the training was started with the recitation of the Holy Quran followed by the recap of day-2.

#### Session Objectives:

The overall objective of this section was to build the capacity of school head teachers on Health and hygiene so that they are capable to manage and provide health and hygiene services at school level.

#### Specific objective:

- To formulate Health and Hygiene Club
- To educate the Health and Hygiene Club about maximum Health and Hygiene facilities at School level
- To dig out which facilities are in good condition and what are not
- To identify the issues of Health and Hygiene and find out its solution

The first session of Health and Hygiene was importance of health and hygiene. Through presentation the resource persons explained the health and hygiene in the light of Islam. The Resource persons coted the translation of the Holly Quran “Allah wants us to always be clean and tidy. We know this because it is encouraged in the Holly Quran (Surah Al- Baqarah 2:22). The trainees shared that the Prophet Muhammad Peace be Upon Him practiced cleanliness of self and surroundings to a great extent and even said “Cleanliness is part of religion”. Islam teaches us “CLEANLINESS IS THE HALF OF FAITH”. The MTs also shared that due to weak health and hygiene conditions the ratio of disease and deaths are increasing in Pakistan. According to World Bank 2019, the Child mortality rate is highest in Africa followed by Pakistan.

In the next session the resource persons explained in detail the diseases and their transmission pattern. Some of the common diseases discussed were as,

- **Various types of diarrheas, dysenteries, typhoid, hepatitis A and paratyphoid:**  
From human faeces to mouth (faecal-oral) via multiple routes of faecal contaminated water, fingers, and hands, food, soil, and surfaces.





- **Round worm:**

From faeces to mouth: Worm eggs in human faeces have to reach soil to develop into a infective stage before ingested through raw food, dirty hands and playing with things that have been in contact with infected soil.

- **Hookworm:**

From faeces to skin (especially feet): Worm eggs in human faeces have to reach moist soil where they hatch into larvae which enter the skin of people's feet.

- **Beef and pork tapeworms:**

From faeces to animals to humans: Worm eggs in human faeces are ingested by a cow where they develop into infective cysts in the animal's muscles. Transmission occurs when a someone eats raw or insufficiently cooked meat.

- **Schistosmiasis (bilharzia):**

From faeces or urine to skin: Worm eggs in human faeces or urine have to reach water where they hatch and enter snails. In the snails they develop and are passed on as free swimming "cercarine" which penetrate the skin when people come into contact with infected waters.

- **Guinea worm:**

From skin to mouth: The worm discharges larvae from a wound in a person's leg while in water. These larvae are swallowed by tiny "water fleas" (Cyclops) and people are infected when they drink this contaminated water.

- **Scabies, ring worm, yaw:**

From skin to skin: Both through skin contact and through sharing of clothes, bedclothes and towels.

- **Trachoma:**

From eyes to eyes: Both direct contact with the discharge from an infected eye and through contact with articles soiled by a discharge, such as towels, bedding, clothing, wash basins, washing water.

- **Malaria, yellow fever, dengue:**

From person to person through the bite of an infected mosquito. The mosquito breeds standing water.



In the next session the participants were guided on the concept of Health and hygiene including person hygiene, Domestic hygiene, environment hygiene, food hygiene.

The MTs divided the participants into groups and assigned a task to each group.

- **Group -1 Personal Hygiene:**

The group -1 explained the personal hygiene as follow

- Washing of hands/cutting of nails
- Washing face - body wash/bathing
- Hygiene after defecation
- washing and use of clothes, towels, and bedding
- Personal hygiene during natural events such as birth, death and illness

- **Group -2 Domestic Hygiene:**

The group-2 shared the following points

- Wiping of surfaces
- Sweeping and cleansing of floors/compounds
- Removal of shoes before entering the house
- Cleansing of children's play objects
- Insect control

- **Group -3 Environment Hygiene:**

The group-3 focused on the following points as the environment hygiene

- Street cleanliness
- Wastewater disposal and drainage
- Solid waste (garbage and rubbish) disposal
- Hygiene at public places (schools, worship places, communal stand post)

- **Group -4 Food Hygiene:**

The group-4 pointed out the food hygiene as below

- Cleansing of kitchen/food preparation
- Hand washing/use of clean hands
- Use of clean dishcloths/kitchen towels
- Use of safe water
- Disposal of wastewater and garbage
- Washing of raw food and fruits



- Use of clean utensils
- Washing of eating/kitchen utensils

The participants asked questions from each group and was answered as per their understanding and was supported by the facilitator and resource persons.

In the following session “water and diseases” was explained comprehensively. Initially the participants were oriented on some key statistics including 80% diseases are caused globally due to contaminated water while, in Pakistan 40% deaths occur as a result of polluted water. The master trainers conducted a discussion through trainees about diseases caused from polluted water. The trainees openly participate in this discussion and concluded that water is a transmitting agent in most diseases like cholera, typhoid, dysentery, hepatitis, and parasitic infestations.

### School Sanitation and Hygiene Education:

To make this session the participatory the trainees were asked about their understanding about Sanitation and Hygiene education. the responses of participants were noted on charts. The MTs then discussed H& H with the support of global statistics, national and regional statistics, rural and urban statistics of Pakistan, inadequate sanitation and Hygiene impacts in Pakistan,

### Social Distancing:

The trainees were called to think for a minute about “social distancing” What they know about it? What is its role in COVID-19. After trainees’ responses the MTs defined the “Social Distancing”. Similarly, other topics were also covered i-e how to ensure Social Distancing for COVID-19 in urban schools and urban transport were also discussed comprehensively. Similarly, prevention measures before, during and after opening of schools including community engagement, regulation and awareness about teachers’ entrance to school, implementation of social distancing practices, decontamination of schools, regulation and awareness about students’ entrance to school and enforcing good hygiene practices were also discussed in detail.



### Feedback of Day-3:

At the end of day-3 feedback of the trainees were recorded. The MTs recorded their points of view what has challenged and inspired them during the day-3.

### 9.2 Day-4 Menstrual Hygiene Management (MHM):

Day-1 Opening:

The day-4 started with the recitation from the Holly Quran.

Prior the commencement of day -4 all training arrangements were ensured. After the recitation, recap of day -3 was conducted and all participants shared their learning in day 3. After reflection of all participants objectives of the training was shared.

### Objectives:

- To organize training for girls in their school on MHM
- To influence positively the existing attitudes and beliefs of girls.
- To sensitize the girls on the physical changes in the body
- To aware the girls from psychological changes in girls
- To guide the girls on sign of menstruation
- To educate how to manage menstruation and disposal of menstrual waste.



# EVENTS





Plantation



District Kurram -GGPS Arif Colony



District Orakzai- GGPS Mirbak





Enrollment Campaign:



District Orakzai- GGPS And khel Enrollment Campaign



District Kurram- GGPS And khel Enrollment Campaign





International Day of the Girl Child



District Kurram- International Day of the Girl Child

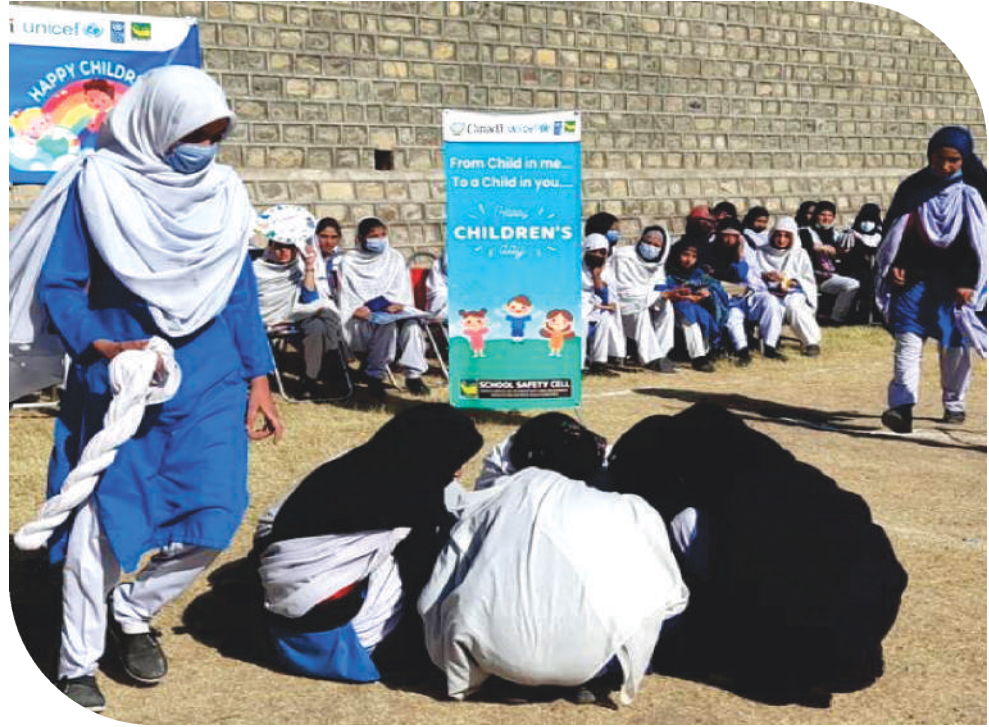


District Orakzai- International Day of the Girl Child





World Children's Day 2021



District Kurram- World Children's Day



District Orakzai- World Children's Day





Mock Drills Exercise



District Kurram- Mock Drills Exercise



District Orakzai -Mock Drills Exercise



# Distribution

- ❖ **MHM Kit**
- ❖ **First Aid Box**
- ❖ **ECE Kit**
- ❖ **SIB Kit**
- IEC Materials**





Safe Health Hygiene Kit



District Kurram- Distribution of Safe Health and Hygiene Kit



District Orakzai- Distribution of Safe Health and Hygiene Kit



First Aid Boxes



District Kurram- Distribution of First Aid Boxes



District Orakzai- Distribution of First Aid Boxes





Distribution of SIB Kit



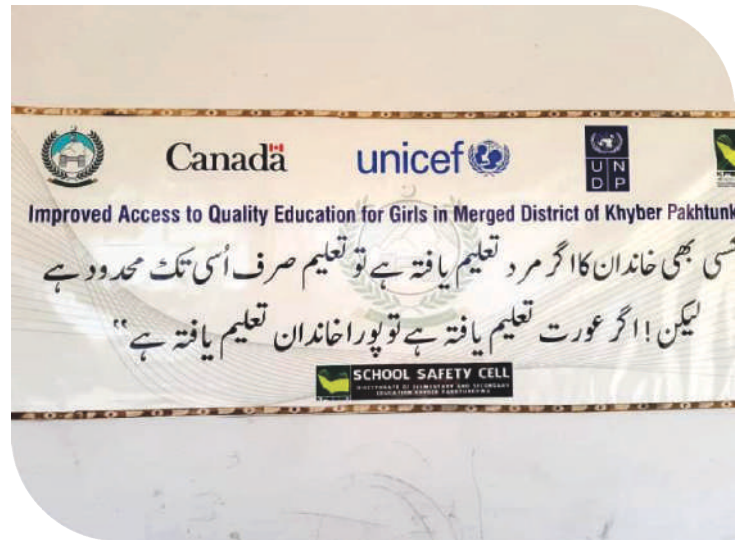
District Kurram- Distribution of School in a Box



District Orakzai- Distribution of School in a Box



Distribution of Banners





# ANNEXURES





## Annexure 1: List of Participants

### Round-1

S. No	Name	Designation	EMIS Code	School Name	Tehsil	CNIC	Contact No
1	Taj Nargis	School Head	75213	GGPS West Parachinar	Upper Kurram	21303-6515264-8	03059053312
2	Gul Nisa	School Head	75429	GGPS Karakhela No 1	Upper Kurram	21303-5322471-8	03060981288
3	Parveen Akhtar	School Head	75425	GGPS Karakhela No 2	Upper Kurram	21303-6170228-6	03040604360
4	Fakhar Jana	School Head	63074	GGPS Kachkeena	Upper Kurram	21303-0559573-0	03055525999
5	Yaqoot Begum	School Head	75363	GGPS Dindar kali	Upper Kurram	21303-2179693-8	03029461439
6	Bakht Nisa	School Head	75316	GGPS Shingak	Upper Kurram	21303-2179886-2	03039805885
7	Khair Nisa	School Head	75133	GGPS Kunj Ali zai Saleem Kali	Upper Kurram	21303-8278994-4	03049711097
8	Naseem Bibi	School Head	63348	GGPS Alamsher	Upper Kurram	21303-5410456-2	03035171680
9	Dlishad Begum	School Head	75447	GGPS Dangila	Upper Kurram	21303-2178306-6	03049127955
10	Khial Nisa	School Head	75341	GGPS Sultan kanda	Upper Kurram	21303-0452913-2	300 5540831
11	Saima Sharif	School Head	75154	GGPS Ibrahim zai	Upper Kurram	21303-4476046-0	03029097709
12	Halima Begum	School Head	75186	GGPS Arif Colony	Upper Kurram	21303-9731280-2	03059374478
13	Sakina	School Head	75833	GGPS Navi Kalay Zeeran	Upper Kurram	21303-5845487-6	03029253123
14	Bibi Tahira	School Head	62984	GGPS Khar kali	Lower Kurram	21302-2367671-4	3015143152
15	Imtiaz Bibi	School Head	75331	GGPS Warsak	Lower Kurram	21302-0992815-2	3059006171



16	Farah Deeba	School Head	75662	GGPS Ahmadi Shama	Lower Kurram	21302-1001854-6	3030909938
17	Nazia Gul	School Head	75231	GGPS Bato Kali	Lower Kurram	17101-2080834-8	3005910478
18	Fouzia Zafar	School Head	75727	GGPS Barari	Lower Kurram	21302-7052208-2	300 0919601
19	Khadija	School Head	75770	GGMS Ossai	Lower Kurram	21301-7373351-4	3339264336
20	Gulnar	School Head	75093	GGPS Dopki	Lower Kurram	21301-5222814-2	03022543317



Round-2

S. No	Name	Designation	EMIS Code	School Name	Tehsil	CNIC	Contact No
1	Shehnaz	PSHT	64232	GGPS Sra Mela	Lower	21603-4952052-4	3042109995
2	Noor Yasrab	PSHT	64209	GGPS Mast Ali Khel	Lower	21603-6582384-6	03015245810
3	Roshan Ara	PSHT	62456	GGPS Zango Dara Anjani	Lower	21603-4377891-4	331 5960394
4	Asia Bibi	PSHT	64020	GGPS Injavar	Ismailzai	36103-1567798-4	03331393980
5	Wajeeha Bibi	PSHT	64479	GGPS Sarka Aakhel	Ismailzai	17101-7377029-6	3049424559
6	Nighat sultan	PSHT	62609	GGPS Laloo Garhi	Ismailzai	14101-4278373-0	336 1911875
7	Ayaz Bibi	PSHT	62500	GGPS Zawan	Ismailzai	21601-1529039-2	3059269920
8	Shazia Bibi	PSHT	62506	GGPS Mussa Khan Killi	Central	14203-1967741-2	3318327877
9	Sarwat Begum	PSHT	64229	GGPS Laghar Darah	Central	17101-3893127-2	3359236949
10	Aysha Bibi	PSHT	62505	GGPS Naka Mela	Central	21601-1527894-2	03039596238
11	Noor Jehan	PSHT	62507	GGPS Kangani sheikhan	Central	11101-1441730-4	307 8514827
12	Amin Sultan	PSHT	64502	GGPS Khair Ali Killi	Lower	14301-7875253-6	335 9506137
13	Wawa Khan	PSHT	64193	GGPS Dobsana	Lower	14301-9726403-8	03155526271
14	Noureen Tariq	PSHT	62476	GGPS Ster Bezot	Lower	14301-1081072-0	03326868924
15	Zar Khela	PSHT	62224	GGPS Dader Khel	Lower	21603-2848481-0	03339661121



16	Taj Jahan	PSHT	62480	GGPS Goeen	Lower	21603-4350276-4	03369313606
17	Nadia Abbas	PSHT	62755	GGPS Mirbak	Lower	21603-9982843-2	03339681184
18	Tahoor Jan	PSHT	62460	GGPS Tazi Khel	Lower	14301-9041002-6	301 9873405
19	Syeda Shakeela Laila	PSHT	62459	GGPS And Khel Payan	Lower	14301-1939395-8	331 9085056
20	Zeenat Begum	PSHT	62505	GGPS Malang Garhi	Ismailzai	17301-9109644-2	3363810005



Round-3

S. No	Name	Designation	EMIS Code	School Name	Tehsil	CNIC	Contact No
1	Bibi Sadiqa	PSHT	75218	GGPS Hassanzai	Upper Kurram	21303-5967808-4	03030467498
2	Bibi Ftima	PSHT	62960	GGPS Yaqobey	Upper Kurram	21302-6055447-6	03049209317
3	Sakina	PSHT	5224	GGPS Sangina	Upper Kurram	21303-2178402-8	03005733982
4	Bibi Sadiqa	PSHT	63003	GGPS Pekar Duparzai	Upper Kurram	21303-4538536-2	03022313950
5	Shakila Khatoon	PST	63340	GGPS Parachinar No.1	Upper Kurram	21303-2069111-8	03059242055
6	Saaveera	PSHT	75097	GGPS Shamkanri	Lower Kurram	17101-8617813-2	03345328217
7	Bibi Namsha	PSHT	75561	GGPS Tranga Wli	Lower Kurram	21301-6650707-6	03319030781
8	Haleema Bibi	PSHT	75230	GGPS Dar Ali sherzai	Central kurram	17101-5055533-6	03025207963
9	Basirat Begum	PSHT	63248	GGPS Kochi	Lower Kurram	17201-2087679-4	03013238336
10	Bibi Fatima	PSHT	63200	GGPS Kalki Mella	Lower Kurram	21301-4464264-4	0926372718
11	Amna	PSHT	75250	GGPS Sadda No.1	Lower Kurram	21302-2696717-4	03018868831
12	Shumaila Ali	PST	63291	GGPS Bagan	Lower Kurram	21302-7347559-6	03034379821
13	Bibi Maryam	PSHT	75094	GGPS Dogor No.1	Lower Kurram	21302-9495503-0	03095003340
14	Bibi Ayesha	PSHT	75095	GGPS Dogor No 2	Lower Kurram	21302-5409117-4	03068013515
15	Bibi Razia	PSHT	63210	GGPS Badoma	Lower Kurram	21301-7727734-4	302 2066989





16	Parveen Begum	PSHT	75530	GGPS Chapri	Lower Kurram	17101-2275920-2	303 5555752
17	Bibi Amna	PSHT	75397	GGPS Bagzai	Lower Kurram	21302-9299819-8	03048862162
18	Bushra Bibi	PSHT	63020	GGPS Khomasa	Upper Kurram	21302-3650437-4	03029371857
19	Amna	PSHT		GGMS Baza	Central Kurram	21301-3754556-3	03328511882
20	Rizwana	PSHT	75021	GGMS Gundal	Central Kurram	21301-1244817-0	3334468769



Round-4

S. No	Name	Designation	EMIS Code	School Name	Tehsil	CNIC	Contact No
1	Bibi Rabia	PSHT	64202	GGPS Anjani	Lower Orakzai	21603-4435455-8	03021181763
2	Rehana	PSHT	64215	GGPS Melo Sar	Lower Orakzai	14301-8942358-2	0302 5118689
3	Bushra Bibi	PSHT	64444	GGPS Khail Mat Khan Killi	Lower Orakzai	14301-1908432-8	0333-9639719
4	Khatmina Jan	PSHT	64498	GGPS Ain Posh	Lower Orakzai	21604-0617299-0	03059433133
5	Tehsil Fatima	PSHT	64185	GGPS Qalat	Lower Orakzai	14301-7855668-0	0331 3220326
6	Falak Naz	PSHT	62657	GGPS Karghan	Lower Orakzai	14301-1910453-4	03369613421
7	Shabana	PSHT	64214	GGPS Kata Paran	Lower Orakzai	14301-0194311-0	03339535264
8	Bibi Huma	PSHT	62482	GGPS Shaganri	Lower Orakzai	14301-1951025-6	03365741335
9	Fatima Zuhra	PSHT	64249	GGPS kad Mela	Lower Orakzai	21601-1151210-2	03339631917
10	Shamina	PSHT	62504	GGPS Umar Shekhan	Central Orakzai	17101-5344058-4	03441304457
11	Rabia Basri	PSHT	64513	GGPS Mir Mela Shekhan	Lower Orakzai	17101-5344058-4	03329231692
12	Bibi Batool	PSHT	62728	GGMS Taghasam	Central Orakzai	14301-319728-6	03368009006
13	Khafir Afza	PSHT	62661	GGPS Zirat Mela	Central Orakzai	21601-2505559-8	03329614621
14	Gulab Zari	PSHT	62666	GGPS Wam Panra	Central Orakzai	14203-1999230-4	013469280955
15	Shah Iran	PSHT		GGPS Lal Mila	Central Orakzai	21603-9240446-0	03059171066
16	Tajmeela	PSHT	64212	GGPS QAMAR GARHI	Central Orakzai	21603-5711918-0	03349122065



17	Syed Shah Yasrab Zahra	PSHT	62440	GGPS Baza	Central Orakzai	14301-3438072-0	03359280087
18	Nazia Malik	PSHT		GGPS Kalaki Mishti	Central Orakzai		03025482597
19	Sabrina Bukhari	PSHT	64219	GGPS Karital	Central Orakzai	21603-1738688-6	03339623109



## Annexure-B

### Follow up Field Visit Report of District Kurram

#### Introduction:

After successful completion of 04 days training for School Head Teachers of District Kurram on PTC, Mother Groups, Health and Hygiene and MHM, then the school Head Teachers (17 schools) were given a plan to organize Training on PTC, Capacity building of Mother groups, Health and Hygiene and MHM and their attendance was properly maintained. Prior the visit the District Education Office was involved and the targeted 37 School Head Teachers were informed individually both for Follow up and distribution of DAs 2000 rupees in PTC and Mother Groups. As per plan simultaneously the training and Distribution were scheduled from 8th to 12<sup>th</sup> November, 2021 Lower and Central Kurram while from 15<sup>th</sup> November to 20<sup>th</sup> November, 2021 upper Kurram,

#### Visit Objectives:

1. To visit the 37 schools whether Parent Teacher Councils (PTC), Mother Groups, Health and Hygiene Clubs and either School Improvement Plan (SIP) are formulated.
2. To handover PTC register for formulation of PTC on approved format.
3. To facilitate the schools on PTC Training, Capacity Building of Mother Groups, MHM and Health and Hygiene sessions.
4. To Distribute Cash of 2000 rupees in all those members of PTC and Mother Groups who have attended PTC training and Capacity Building of Mother Groups conducted by School Head Teacher trained on the mentioned trainings by School Safety Cell in Kohat. |

#### Key Activities/

##### 1. Parent Teacher Council (PTC) Training:

The trained School Head Teachers (17) have formulated PTC in the GAC focused schools. Then the School Head Teachers trained the entire PTC committee on their role, responsibilities. Furthermore, they were also trained on how to increase enrollment and how to improve the facilities including school building, resource management and learning environment. The PTC regularly conducts meetings and maintain their record. All these 17 schools have developed their School Improvement Plan (SIP) and have submitted in



## Annexure-C Monitoring Form



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Activity/Event Monitoring document			
Activity Name:	2 day School Head Teachers Training		
Activity Date:	6/9/21	Location:	Kohat
Monitoring Time (%)	12:30	Report Date:	2/9/21
Monitoring Team	Name	Designation	Contact Numbers
	Hamidullah Jan	Add. Dir. NMA	0331-544777
	Abdul Manan	Dy. Dir. NMA	0345-961980
Elements/Determinants		YES	NO
1. Purpose of the activity was defined?		✓	
2. Participants were aware of the activity purpose?		✓	
3. Confirmations were made from the participants?		✓	
4. Activity materials (Contents) were available to the participants?		✓	
5. Activity materials (Contents) were appropriate and relevant?		✓	
6. Methodology was appropriate for the activity?		✓	
7. Venue for the activity was appropriate for the activity?		✓	
8. Duration of the activity was sufficient to cover the agenda items?		✓	
9. The facilitators were pre-defined and selected and informed?		✓	

10. The facilitators were ready in the following terms;			
a. Know their subject area		yes	
b. Know their audience		yes	
c. Have backup		yes	
11. Time punctuality was observed?		no	
12. Logistic arrangements were appropriate for the activity?		no	
13. Pre & Post evaluations of the activity are conducted?		Post evaluation is yet to be made	
15. Required visibility was done?		✓	

Any Other Remarks
All the participants were found fully involved.

Report by:	
Name: Hamidullah Jan	Designation: Add. Dir. NMA
Department: E&SED	Grade: 19
Date: 6/9/21	Signature: [Signature]





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SCHOOL SAFETY CELL

DIRECTORATE OF ELEMENTARY AND SECONDARY  
EDUCATION KHYBER PAKHTUNKHWA

## اساتذہ والدین کونسل اور مدرگروپ

PRE TRAINING TEST

نام: نسیم بی بی سکول کا نام: گورنمنٹ برائے سکول عالم شہر مہدہ PSHT تعلیمی قابلیت: B.Ed

درجہ ذیل معلومات کو غور سے پڑھیں اور دیے گئے جوابات میں سے صحیح جواب پر "✓" کا نشان لگائیں۔

س 1۔ پی ٹی سی (PTC) سے مراد؟

a) والدین اور اساتذہ کونسل (b) تعلیمی اسلامی جرم (c) اساتذہ کینی

س 2۔ پی ٹی سی (PTC) میں ممبران کی کل تعداد 8 ہوتے ہیں۔

(a) 4 (b) 6 (c) 8 ✓

س 3۔ پی ٹی سی (PTC) درجہ ذیل میں سے کون سے اخراجات کرنے کا مجاز ہے۔

(a) سکول میں مرمت کا کام (b) سکول کی بنیادی سہولیات کی فراہمی (c) فرنیچر، اسٹیشنری وغیرہ (d) کھیلے تینوں

س 4۔ ریٹائرڈ سرکاری ملازم کے بغیر پی ٹی سی نہیں بن سکتی؟

(a) ہاں (b) نہیں ✓

س 5۔ پی ٹی سی (PTC) ممبران کتنے سال کے منتخب ہوتے۔

(a) 1 (b) 2 (c) 3 ✓

س 6۔ کیا والدین ممبران خود میں سے ایک چیئر مین/چیئر وومن کا چناؤ کر سکتے ہیں۔

(a) ہاں (b) نہیں ✓

س 7۔ کیا سکول کی پی ٹی سی کی مدد میں خریداری کے حوالے سے محکمہ تعلیم کا مہدیہ دار شامل ہو سکتا ہے؟

(a) ہاں (b) نہیں ✓

س 8۔ کیا مردوں کی پی ٹی سی میں خواتین ممبران ہو سکتی ہیں؟

(a) ہاں (b) نہیں ✓

س 9۔ اگر بچہ سکول چھوڑ جائے تو کیا والدین کی مہر شپ ختم ہو جائے گی؟

(a) ہاں (b) نہیں ✓



Annexure-E Post Test



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SCHOOL SAFETY CELL  
DIRECTORATE OF ELEMENTARY AND SECONDARY  
EDUCATION, KPSEED, PAKHTUNKHWA

## ہیلتھ اینڈ ہاجین اور ایم - ایچ - ایم

### Post-Training Test

- س 1- صحت و صفائی کس کی اولین ذمہ داری ہے؟  
(a) بچے (b) والدین (c) اساتذہ (d) a سے c
- س 2- بیماریاں کیوں پھیلتی ہیں؟  
(a) صفائی نہ کرنے سے (b) اچھی غذا نہ کھانے سے (c) علاج کی غیر موجودگی سے
- س 3- حفظان صحت کس کی ذمہ داری ہے؟  
(a) حکومت (b) اساتذہ کرام (c) والدین (d) ہر شری (e) a سے d تک
- س 4- کرونا وائرس کی علامات کیا ہیں؟  
(a) کھانسی اور بخار (b) تین دن آنا (c) ناک سے خون بہنا
- س 5- کرونا وائرس کی بیماری قابل علاج ہے؟  
(a) ہاں (b) نہیں
- س 6- کیا آپ نے ویکسینیشن کی ہے؟  
(a) ہاں (b) نہیں
- س 7- کیا آپ بچوں سے ان کی حفاظت کے بارے میں بات کرتی ہیں؟  
(a) ہاں (b) نہیں
- س 8- کیا آپ نے سکول میں بچوں کے حقوق کے بارے میں کبھی بات کی ہے؟  
(a) ہاں (b) نہیں
- س 9- کیا آپ بچوں سے ذاتی صفائی کے بارے میں بات کریں ہیں؟  
(a) ہاں (b) نہیں
- س 10- مذہب اسلام صفائی کے بارے میں کیا درس دیتا ہے؟

اللہ خود بھی خود بصورت ہے اور خود بصورت آ کر پسند  
کرتا ہے صفائی نصف ایمان ہے



Annexure-F Feedback



Canada

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SCHOOL SAFETY CELL  
DIRECTORATE OF ELEMENTARY AND SECONDARY  
EDUCATION KHYBER PAKHTUNKHWA

4 DAYS TRAINING ON MHM AND HEALTH & HYGIENE, PTC AND MOTHER GROUPS  
OF DISTRICT KURRAM, KHYBER PAKHTUNKHWA

FEEDBACK AND EVALUATION TOOL

فیڈ بیک اور تشخیص کا ذریعہ

اجلاس نمبر..... 4

تاریخ..... 15/9/2021

آپ کی حیثیت..... پتھر

1- میں نے آج کی تربیت کے بارے میں کیا پسند کیا؟  
میں نے آج کی تربیت سے بہت کچھ سیکھا ہے اور اس سے بہت سیکھتا ہوں کہ جس سے ہمیں بہتر بنانے کی ضرورت ہے۔  
اس میں بہت سی باتیں تھیں جو ہمیں بہت سیکھنے دیا اور اس سے بہت سیکھتا ہوں کہ جس سے ہمیں بہتر بنانے کی ضرورت ہے۔  
مثلاً کہ بچوں کی تعلیم کی بہت اہمیت ہے کہ وہ بھی پورا معاشرہ بدل کر سکتا ہے۔

2- کس چیز کو میں نے پسند نہیں کیا اور اسے بہتر بنانے کی ضرورت ہے؟  
اس میں بہت سی باتیں تھیں جو ہمیں بہت سیکھنے دیا اور اس سے بہت سیکھتا ہوں کہ جس سے ہمیں بہتر بنانے کی ضرورت ہے۔  
مثلاً کہ بچوں کی تعلیم کی بہت اہمیت ہے کہ وہ بھی پورا معاشرہ بدل کر سکتا ہے۔  
کہ اسلام نے مردوں کی حقارت اور بچوں کی تعلیم پر بہت زیادہ اہمیت دیا ہے۔

3- آج کے دن نے میرے لئے کون سے سوالات اور مسائل چھوڑے ہیں؟  
آج کے دن نے میرے لئے کئی سوالات ہیں چھوڑے ہیں۔

4- میرے دیگر تبصرے  
میری یہ سوچ ہے کہ اس سے بہت سیکھتا ہوں اور اس سے بہت سیکھتا ہوں کہ جس سے ہمیں بہتر بنانے کی ضرورت ہے۔  
مثلاً کہ بچوں کی تعلیم کی بہت اہمیت ہے کہ وہ بھی پورا معاشرہ بدل کر سکتا ہے۔  
کہ اسلام نے مردوں کی حقارت اور بچوں کی تعلیم پر بہت زیادہ اہمیت دیا ہے۔

آپ لوگوں کا تہہ دل سے شکریہ

**School Safety Cell,  
Directorate of Elementary and Secondary Education KP**