

Mountain Institute for Education & Development

"A Company set up under section 42 of the Companies Ordinance 1984"
(NPO Certified by Pakistan Centre for Philanthropy)

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"Mobilize, Influence, Empower & Develop"

COMMUNICATION ON ENGAGEMENT (COE)

Mountain Institute for Education & Development (MIED) Pakistan

Period covered by this Communication on Engagement (2 Years)

From: July 1, 2021

To: June 30, 2023

Part I. Statement of Continued Support by the Chief Executive or Equivalent

Please use the box below to include the statement of continued support signed by your organization's Chief Executive or equivalent.

March 28, 2024

To our stakeholders:

I am pleased to confirm that **Mountain Institute for Education & Development (MIED) Pakistan** Reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.

Sincerely yours,

Abdul Jahan,
Chief Executive MIED Pakistan



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MIED Project Office: Aga Abdullah House, Near KCBL, Village Garbong, Khapulo
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VISION: A positive and interdependent society where all are free to reach their full potential, and where respect for human rights is balanced with citizens' knowledge of their responsibilities. Our intention is to play a part to create a peaceful world, a developed and empowered society with a respect for pluralism and diversity.

Part II. Description of Actions

The report as Communication of Engagement (COE) with UN Global Network, the management of MIED is pleased to present here two years (July 1, 2021 to June 30, 2023) activity report as description of action. During the reporting period we have been implementing the following Two Projects aligned with SDG goals with funding support from the following organizations:

1. PPAF funded Education Project in District Ghizer, Gilgit-Baltistan
2. UNESCO funded Girls Right to Education Project in District Ghanche, Gilgit-Baltistan

1. Activities Carried Out by MIED through PPAF funded Education Project in District Ghizer, Gilgit-Baltistan (July 1, 2021 to June 30, 2023)

Mountain Institute for Education & Development (MIED) Pakistan is a non-for-profit national NGO, initially registered under Societies Act 1860 and NPO certified by Pakistan Centre for Philanthropy (PCP). Currently MIED has been registered with Securities and Exchange Commission of Pakistan (SECP) as a company set up under section 42 of the company's ordinance 1984 (2017). Established in 2003, MIED through funding support from various funding organization including Pakistan Poverty Alleviation Fund (PPAF) has contributed significantly in providing access to quality education for all children especially girls by bringing about improvement in learning and all other related conditions of schools.

In District Ghizer MIED through PPAF's funding support has been implementing school improvement programme since 2010. Currently MIED through PPAF own resources has been supporting 6 community schools (including 2 higher secondary schools/Colleges). The following activities were successfully completed during the reporting period (1st July 2021 to 30th June 2023) with funding support from PPAF through PPAF Own resources.

The PPAF education support project is continuation of the School Improvement Program (SIP), a joint venture between Pakistan Poverty Alleviation Fund (PPAF) and Mountain Institute for Education and Development, based on encouraging impacts initiated in the year 2010.

The objective of the project is to improve quality of education through provision of services to the community managed schools in district Ghizer. The project also aims at capacity building of the teachers, school management committees and governance of the project schools for ensuring a sustainable education model is in place fostering quality education in the area.

2. UNESCO funded Girls Right to Education Project in District Ghanche, Gilgit-Baltistan

UNESCO has been working in Gilgit Baltistan since 2016 for promotion of girls' primary education and mainstreaming out of school children under different Programmes/ projects. To further build on various initiatives, the Korea International Cooperation Agency (KOICA) funded project was implemented that aimed at supporting the efforts of Government of Punjab and Gilgit-Baltistan in increasing access, retention and improving the quality of girls' education through capacity building and targeted interventions at both institutional and community levels. The sub-objectives of the project include: (a) increase girls' enrolment in the primary schools in marginalized communities, (b) improve retention and quality of girls' primary education in the marginalized communities through improvement in school physical and learning environment, and (c) improve the capacity of relevant provincial and district education officials and teacher educators in the target districts to create an enabling school environment for girl's education.

Mountain Institute for Education and Development (MIED) was selected by UNESCO as implementing partner to undertake the two project activities in district Gilgit/Hunza GB funded to UNESCO by VOLVO and in District Ghanche GB funded to UNESCO by KOICA. The activities were implemented in close coordination and collaboration with Govt. Education Department, Gilgit-Baltistan. Implementation of project activities during reporting period (July 1, 2021 to June 30, 2023 with key outcomes are as follows:

- **Activities Carried out by MIED under UNESCO Project funded by VOLVO (reporting years July 1, 2021 to May 31, 2022) in District Gilgit & Hunza in GB Pakistan**
- Planned and organized six (6) enrolment campaign at cluster level. A considerable number of community members, School Management Committee (SMC) members, parents, youth, children, teachers and HTs from the nearby project schools and District Education Officials were convinced to proactively participate in the enrollment campaigns. The planned activities of the cluster level enrollment campaigns included walks, door-to-door visits, short speeches on the importance of education and sharing alternate ways to bring out of school children (OOSC) to schools. As a result of the enrollment campaigns, followed by door-to-door visits by MIED project team, we have successfully collected the data of **678** of school OOSC (347 girls and 331 boys) and out of the **644** OOSC have been enrolled in project schools.
- Planned and conducted one enrollment campaign at the district level where MIED team gave the lead role of the event management to the DDE office and project school Head-teachers who got the ownership to organize the enrollment campaign effectively and successfully at the district level.
- MIED project team with support from MIED HQ, and UNESCO Islamabad and in close coordination with DDE Ghanche, planned and conducted a comprehensive Assessment Study/Baseline Survey of the project schools. The process started with developing assessment study tools, shared with UNESCO leads for feedback. After the finalization of the tools, MIED team collected and analyzed the data and developed a comprehensive report on the existing situation of schools, needs and community perception and teachers and SMCs' training needs analysis (TNA).

- Assessment of school missing facilities planned and conducted, as part of the baseline assessment study
- Training manual of teachers training developed on the subject content of Mathematics with pedagogical content knowledge on Activity Based Learning (ABL) and Multi-grade Teaching (MGT). The manual will be a guiding document for the up-coming 4-days teachers training sessions for 51 teachers (one from each project schools), preferably those who teach Mathematics as a subject.
- Training Manual of 02 days SMCs Training of all 51 project schools SMCs on the role of SMCs in school improvement initiatives and on developing School Development Plans (SDPs) developed
- Training Manual of Head-Teachers (HTs) Training for 02 days form 51 schools on the role of HTs in developing SDPs and on school management and leadership Developed
- Work plan for the provision of missing facilities developed
- Data of **678 Out of School Children (331 boys and 347 girls)** collected and out of them **644 OOSC** have been enrolled in project schools

● **Activities Carried out by MIED under UNESCO project funded by KOICA (April 8, 2022 to June 30, 2023) in District Ghnche, GB Pakistan**

- A comprehensive Baseline Assessment planned and conducted to document the existing situation of the project schools and to identify actual needs.
- Key findings and recommendations of Baseline Assessment were shared with key stakeholders and in District Ghnache, the department of education team led by DDE replicated this to all schools in district and conducted same assessment study of all 202 schools of the District;
- All Project Schools have functional SMCs and their system is in place to take charge of school development initiatives
- Bank Accounts for 51 SMCs have been established and they got actively engaged to plan and complete the construction work of classrooms and washrooms
- **08 new classrooms** have been constructed through SMCs while the target was 04 new classroom construction
- **15 Washroom Blocks** (two each) have been constructed while the target was 13 washroom blocks (two each)
- The rigorous community mobilization and advocacy and enrolment campaigns resulted bringing **714** Out of School Children (OOSC) into schools (**370 girls and 344 boys**) while the target was 600.

Part III. Measurement of Outcomes

Please use the box below to include the most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above.

1. Outcomes of the project under PPAF funded Education Project in District Ghizer, Gilgit-Baltistan (July 1, 2021 to June 30, 2023)

The Outcomes of the project include the following:

Result Hierarchy	Indicators	Baseline	Target	Progress to Date
Output1: Continued support to 6 schools supported under PPAF III through provision of missing facilities	6 schools (including two community colleges supported through provision of missing facilities.	0	6	100%
	12 teaching and non-teaching staff (men/women) being paid through the project funds.	0	12	100%
	834 students (including 60% of girl's students) benefited through the supported schools.	392	426	200%
	Number of teachers (men/women) trained.	20	26	130%
Output2: The targeted schools are equipped with strong monitoring mechanism.	All the 4 POs have updated MIS to track students and teachers' data on quarterly basis	0	4	04
	# of SMCs (As per govt. rules) formed/strengthened.	0	5	05

The major Outcomes of the projects are as follows:

- MIED College girls after completing their BS- Education are in position to opt various jobs and contributing in the education of their siblings and supporting their families;
- Women empowerment through their role in education and in educating girls
- SMCs/CMCs have been contributing in the development of their respective villages

2. Outcomes of the projects under UNESCO funded Education Project in District Gilgit/Hunza and District Ghanche, Gilgit-Baltistan (July 1, 2021 to June 30, 2023)

• Outcomes of the Projects:

Following are some of the significant Outcomes/major achievements that MIED team accomplished over the course of project implementation;

- All the targets agreed between UNESCO and MIED through partnership agreement have been achieved within given timelines. In some cases, achievements go beyond the targets set. For example, it was planned to conduct 4 meetings with officials of district education department, but team conducted 7 meetings as on ground realities required to conduct additional meetings for effective implementation of the project activities in schools. Similarly, MIED also constructed new classrooms, and washrooms more than the targets. IPA required to construct 4 new classrooms, repair/rehabilitate 4 rooms, and construct 13 washrooms blocks. **MIED exceeded the targets and constructed 08 new classrooms, rehabilitated 08 rooms, and constructed 15 washrooms blocks (2 washrooms in each) by utilizing the same amount of budget that was agreed in the IPA.**
- Project activities have been carried out in close coordination with district education department. All the concerned officials of district education department remained fully involved in planning, implementation and monitoring of project interventions. Formal meetings were held regularly with district education department to update them about the project progress and seek their support where needed. Similarly, informal meetings and visits were also held time to time that strengthened the coordination.
- MIED also made efforts to work with policy makers and political leadership of GB to initiate meaningful dialogue for addressing educational issues of the region. Conventions organized by MIED provided an opportunity to invite the political leadership to come together, and share their thoughts and plans for improving quality of education in GB.
- Political leadership and other senior officials from education department not only made speeches, but responded to questions of SMC members, parents, social activists, head teachers, and teachers etc in a very frank and open environment. These discussions highlighted many critical issues that hinder quality of education in GB, like shortage of teachers, shortage of rooms, washrooms, lack of safe drinking water facilities, poor monitoring by the department, poor quality of teaching and learning in schools, parents and communities' lack of interest etc.
- MIED conducted a very comprehensive 'Need Assessment' of project schools. The assessment tool and findings of the study were shared with provincial and district level authorities of education department. Senior officials of education department were highly appreciative of the whole exercise and showed their intent to replicate the same process in all the schools of district Ghanche. Furthermore, Director General Education, GB directed his team to develop District Education Plan on the basis of findings of needs assessment. Upon the request of DG, Education, GB, a one-day workshop for the AEOs of district Ghanche was conducted by MIED team to customize the assessment tool for its replication in all schools of the district.

- MIED attaches high value to community participation in school improvement initiatives. Team closely worked with SMCs of the schools who were mostly dormant when MIED started interventions in the schools and existed just on papers. MIED team held many informal meetings with SMC members and sensitized them to play their role for the cause of education of their future generations. It is one of the significant achievements that all the construction work including rooms' construction, repair, washrooms construction etc. was completely supervised and led by concerned SMCs with technical support of MIED team.
- When MIED started interacting with SMCs of the project schools, none of the SMC had bank account. Team worked with them and facilitated them to open bank accounts by connecting them with district education department and concerned banks. After going through the whole process of account opening, SMC members went through an experience that will definitely build their capacities in dealing with financial matters of the school.
- Teachers of the project schools were given opportunity to attend training in math and science contents with focus on Activity-based Learning and Multi-grade teaching. Some of the AEOs also attended sessions to observe the proceedings of the sessions. Participants appreciated the contents and methodology of the sessions, in general, and termed sessions on multi-grade teaching highly useful for them, in particular. Most of the teachers expressed that they had just heard about the term multi-grade before attending this training, but now they are confident to implement techniques of multi-grade teaching in the classroom. AEOs also appreciated the sessions on multi-grade teaching. The Deputy Director Education (DDE) Ghanche announced that very soon all the teachers of district will be trained in multi-grade teaching skills.