



**Islamic Republic of Afghanistan
Ministry of Education**

General Directorate of Planning and Evaluation

Directorate of Strategic Monitoring & Evaluation

Analytical Report of CBE and ALP Classes (4th Quarter of 2019)

Prepared by: Statistic Unit

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1- Background:

Afghanistan's education sector has grown exponentially since the millennium and CBE is a major part of this success story. Over the past 15 years, the Government of the Islamic Republic of Afghanistan (GIROA) has partnered with national and international NGOs and donors to support a CBE system for children who have not had access to formal education. An on-going impediment to achieving goals highlighted within these various international commitments and the 2017-2021 National Education Strategic Plan (NESP III) is the continued existence of a high number of out-of-school children (OOSC). Supplying adequate human and physical resources which are essential to ensure the standards of education and launching a formal education are among the responsibilities assigned to the Ministry of Education and its implementing partners.

Significant rural and urban discrepancies in enrolment and retention exist, with marginalized rural populations (making up around 75% of Afghanistan's population) being particularly affected by low enrolment. Children from these areas often do not have access to education services, an issue exacerbated by cultural, socio-economic, and geographic barriers. Whilst most children in rural areas are affected, access to education, notwithstanding a quality education with reasonable facilities, is particularly difficult for girls, nomadic peoples, ethnic minorities and the internally displaced (IDPs). CBCs and ALPs are the dominant proven pathway to expanding education access for these children. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, in order to provide free, access, equitable and quality education, the Ministry of Education has always endeavored to achieve this goal through the mentioned type of education.

Community-Based Education (CBE) classes are outreach classes of nearby formal hub-school and provide access to education to those children that cannot attend formal schools due to walking distance or other barriers. A unique code is assigned to each existing formal school and CBE/ALP class.

Accelerated Learning Programmes (ALP) are provided to over-aged children who cannot be enrolled in normal classes. In ALP classes two grades will be completed in one year.

CBE/ALP is mainly delivered by NGO partners in accordance with the MoE-CBE policy. NGOs report on their performances to Provincial Education Directorates (PEDs) and General Education Directorate in central ministry. A copy of the CBE updated information form is also shared and maintained with EMIS. Ministry of Education is in the process of improving CBE reporting in order to map existing CBEs, ensure CBEs are established in appropriate locations, take necessary measures for the transition of CBE students to formal schools, and propose priority locations for the establishment of new CBEs.

2- Summary:

There are a total number of 11,407 CBE and 1,280 ALP classes in 30 and 24 provinces respectively. These classes cover 229 districts and 5,709 villages. A total number of 322,193 students are enrolled in CBE classes and 32,866 students in ALP classes. Female students count for 55.4% in CBE and 71.5% in ALP. A total number of 12,476 teachers are busy teaching in CBE classes and 1,431 teachers in ALP classes. These classes are supported by 16 implementing partners (ACTED, AKF-A, BEST, BRAC, CARE, CiC, COAR, Concern Worldwide, CRS, IRC, NRC, SCA, SCI, TLO, UNICEF, and WCC). It is noteworthy, that no CBE/ALP classes exist in five provinces of Farah, Logar, Nimroz, Nooristan, and Panjsher.

During the 4th quarter of 2019, a total number of 158 CBE classes were established and the total number of 6,858 new students were enrolled. Also, 195 CBE classes and 128 ALP classes were completed and 8,721 students were transitioned to public schools. On the other hand, a total number of 223 CBE classes and 67 ALP classes will be completed during the 1st quarter of 2020 and 8,757 students will transition to public schools. In the table below access and participation of CBE/ALP disaggregated data by province is shown.

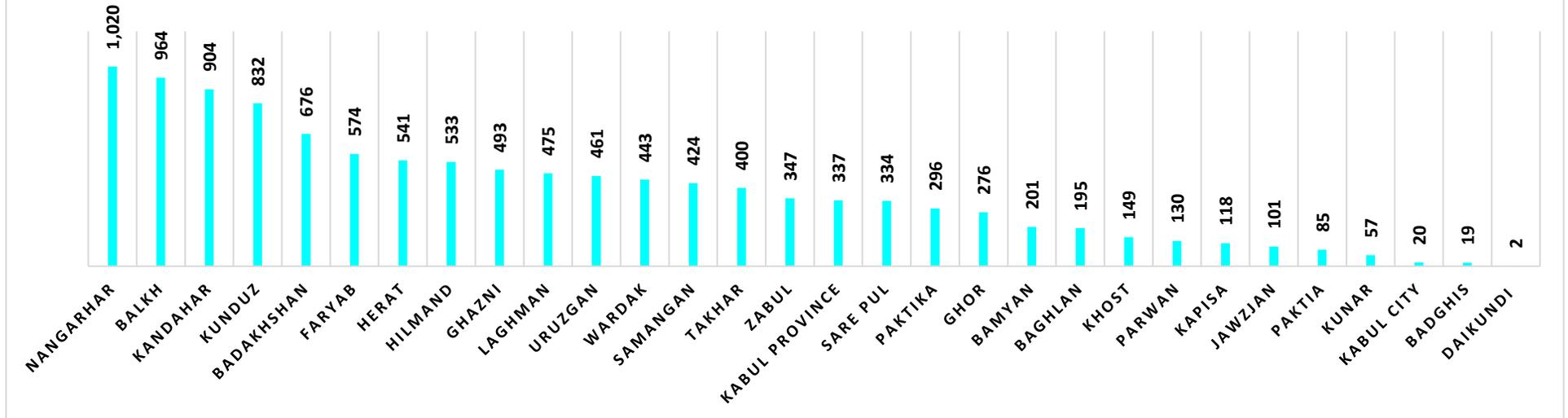
No	Province Name	# of Districts with CBE/ALP	# of Villages	# of CBE/ALP Classes	# of Students CBE/ALP			Implementing Partners Name	# of CBE/ALP classes that will be completed by the end of current quarter	# of CBE/ALP students that will be transitioned by the end of current quarter
					Male	Female	Total			
1	Badakhshan	17	161	690	7,734	7,741	15,475	AKF-A, SCA, UNICEF	-	-
2	Badghis	3	14	54	341	1,612	1,953	NRC	-	-
3	Baghlan	7	132	202	1,865	2,818	4,683	AKF-A, BRAC, SCA	-	-
4	Balkh	13	114	979	11,921	13,685	25,606	ACTED, BRAC, SCA, SCI, UNICEF	-	-
5	Bamyan	8	297	448	3,761	4,415	8,176	AKF-A, CRS, SCA, UNICEF	3	45
6	Daikundi	4	20	38	218	613	831	CRS, UNICEF	-	-
7	Faryab	12	83	655	10,949	9,468	20,417	ACTED, NRC, SCI, UNICEF	-	-
8	Ghazni	4	220	499	4,132	10,623	14,755	CARE, SCA	-	-
9	Ghor	9	312	458	4,418	6,114	10,532	CRS, UNICEF	3	56
10	Herat	11	349	686	6,707	13,506	20,213	BRAC, CRS, NRC, TLO	-	-
11	Hilmand	7	392	565	9,337	6,502	15,839	IRC, UNICEF	-	-
12	Jawzjan	7	81	109	790	2,067	2,857	ACTED, BRAC, UNICEF	-	-

13	Kabul City	4	13	20	-	542	542	BRAC	-	-
14	Kabul Province	8	178	357	4,356	6,079	10,435	BRAC, COAR, SCI, WCC	-	-
15	Kandahar	11	771	970	14,062	14,157	28,219	COAR, SCI, UNICEF	-	-
16	Kapisa	4	93	118	570	2,854	3,424	BRAC, CARE	10	308
17	Khost	6	134	209	-	5,572	5,572	CARE	-	-
18	Kunar	3	33	77	941	1,197	2,138	NRC, SCA	-	-
19	Kunduz	7	481	914	14,116	15,263	29,379	BRAC, COAR, NRC, SCA, SCI	31	930
20	Laghman	5	121	475	8,175	8,442	16,617	SCA, UNICEF	-	-
21	Nangarhar	18	183	1,122	19,255	21,301	40,556	BRAC, IRC, NRC, SCA, UNICEF	-	-
22	Paktia	1	64	85	215	2,427	2,642	CARE	-	-
23	Paktika	12	147	296	2,824	4,234	7,058	SCA, UNICEF	-	-
24	Parwan	7	85	136	555	2,152	2,707	AKF-A, BRAC, CARE	10	322
25	Samangan	7	192	434	3,578	6,320	9,898	ACTED, BRAC, SCA, UNICEF	-	-
26	Sare Pul	4	173	393	4,750	6,639	11,389	BEST, NRC, UNICEF	233	7,096
27	Takhar	11	110	411	5,658	6,552	12,210	Concern Worldwide, SCA	-	-
28	Uruzgan	4	352	496	6,695	6,541	13,236	CiC, NRC, UNICEF	-	-
29	Wardak	8	139	444	2,274	7,754	10,028	SCA	-	-
30	Zabul	7	265	347	2,710	4,962	7,672	UNICEF	-	-
Total		229	5,709	12,687	152,907	202,152	355,059		290	8,757

3- CBE and ALP Classes, Students and Teachers:

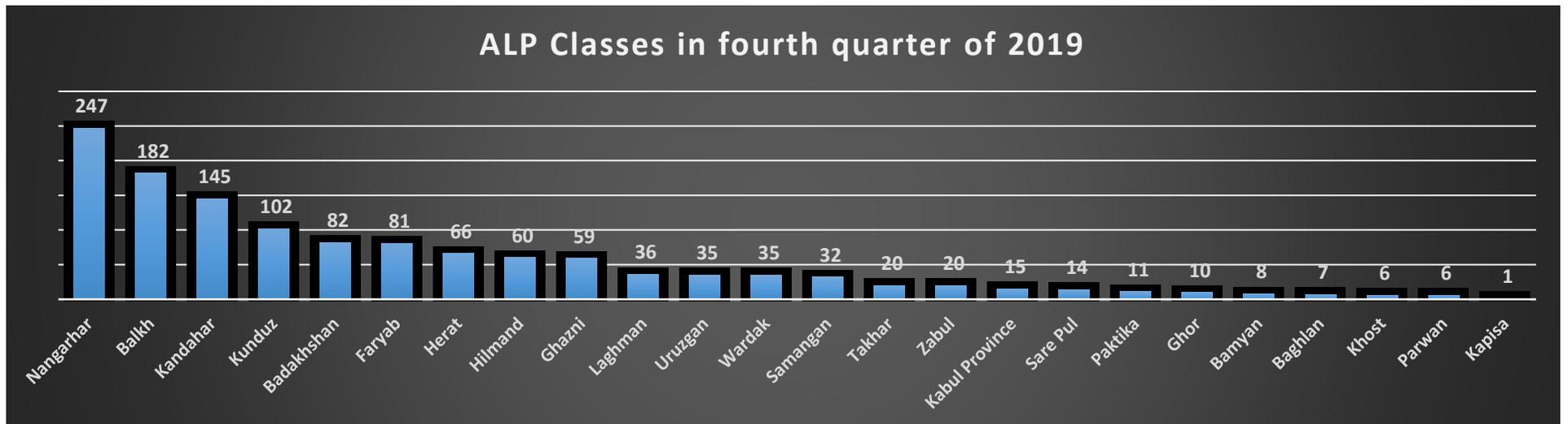
- A. **Classes:** there are 11,407 CBE classes in 30 provinces during the 4th quarter of 2019. Nangarhar province has the largest number of CBE classes with 1,020 classes, followed by Balkh province with 964 classes. On the other hand, Daikundi province has the least number of CBE classes with two classes, followed by Badghis province with 19 classes. The graph below shows the number of CBE classes in each province.

CBE CLASSES IN FOURTH QUARTER OF 2019

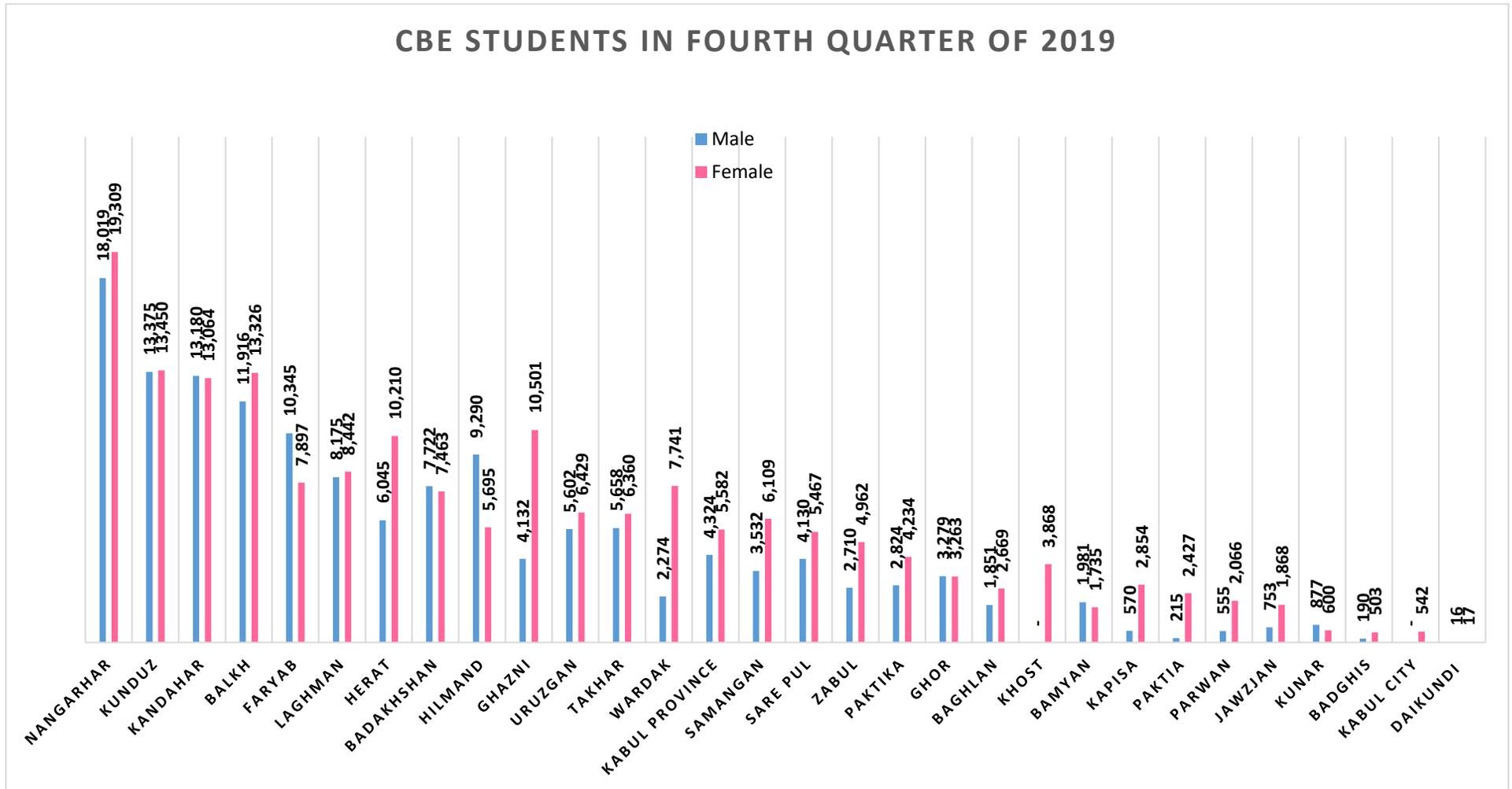


There are 1,280 ALP classes in 24 provinces during the 4th quarter of 2019. Nangarhar province has the largest number of ALP classes with 247 classes, followed by Balkh province with 182 classes. On the other hand, Kapisa province has the least number of ALP classes with one class, followed by Parwan and Khost provinces with six classes. The graph below shows the number of ALP classes in each province.

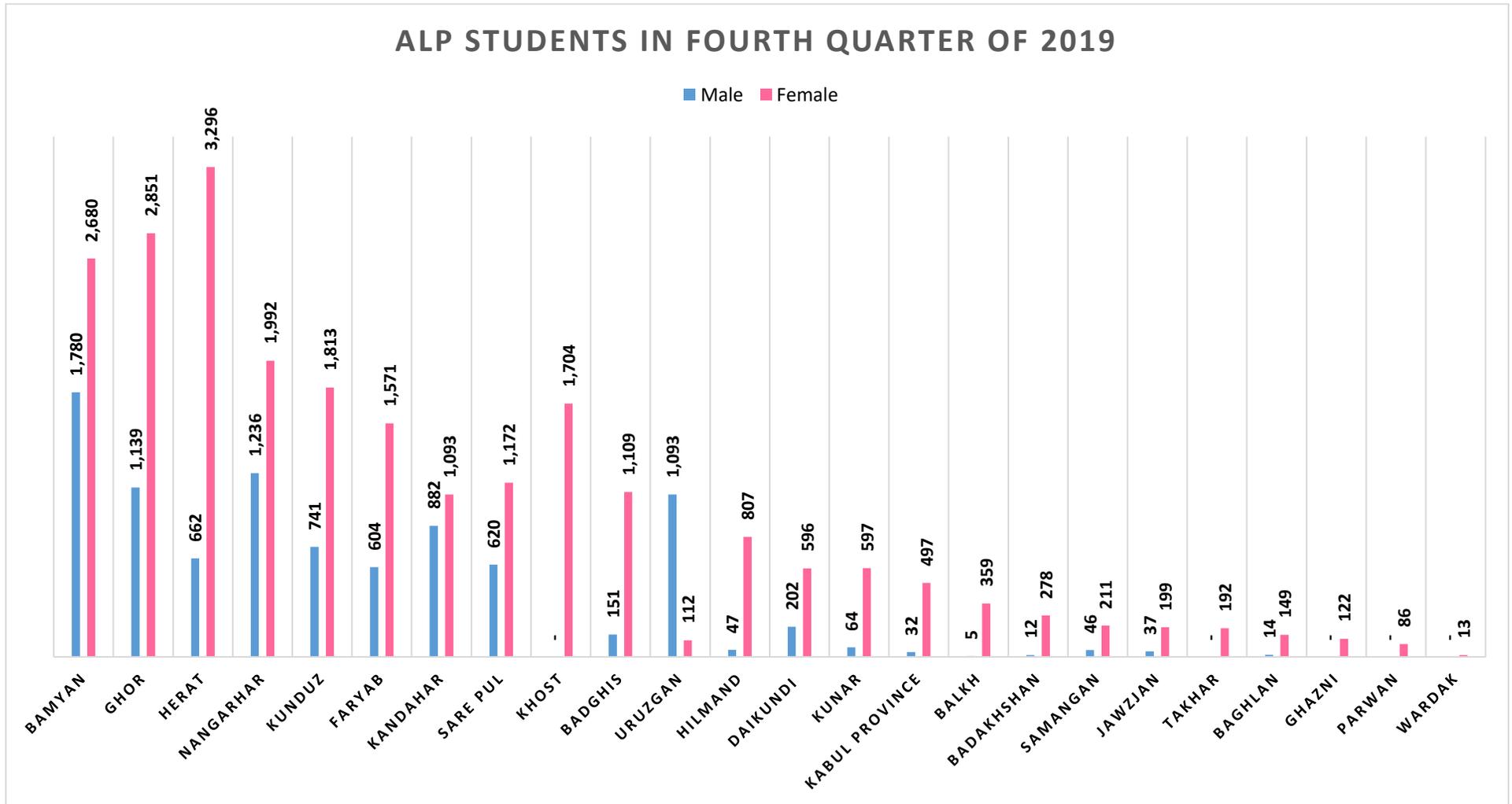
ALP Classes in fourth quarter of 2019



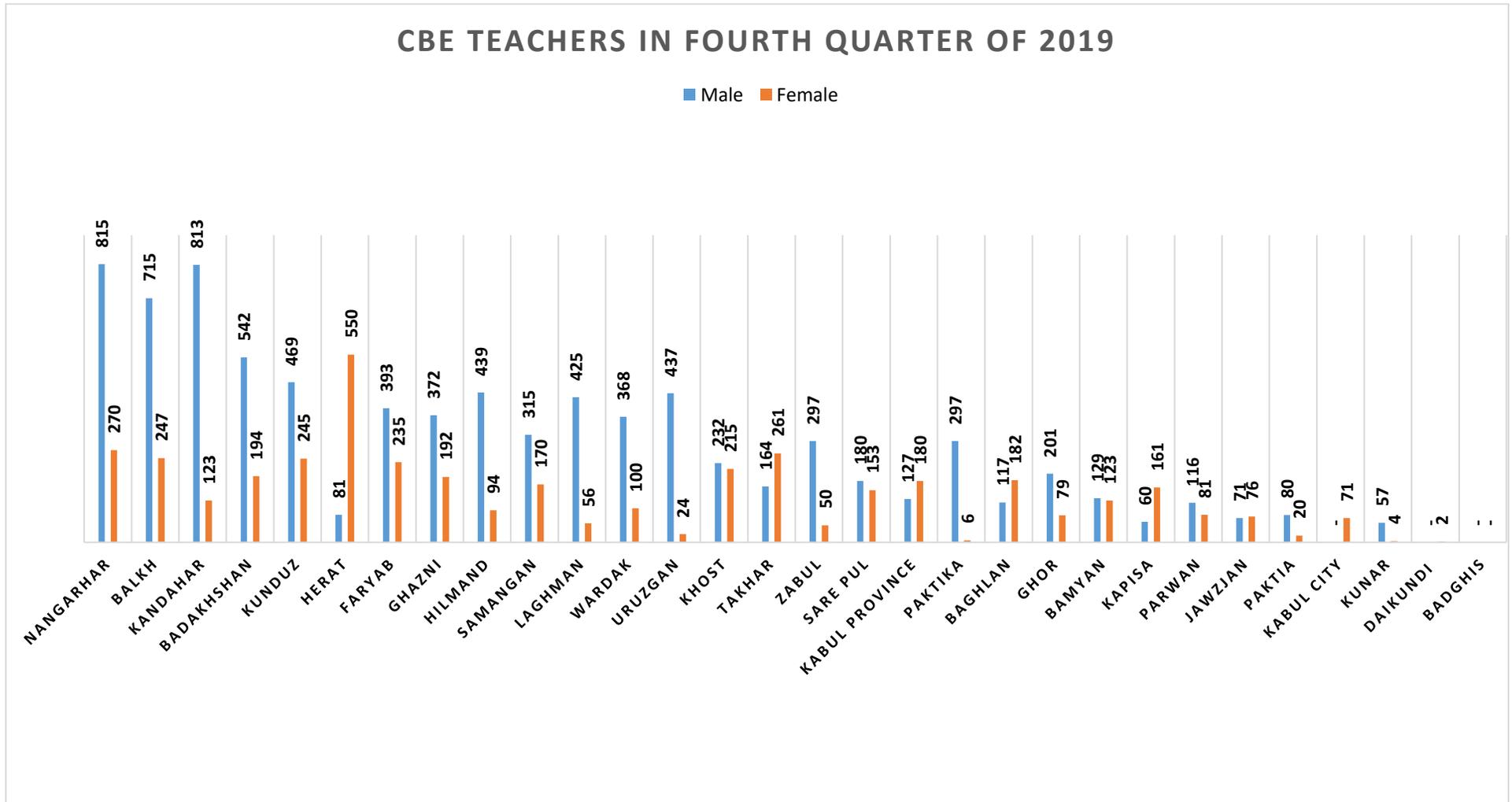
B. Students: there are a total number of 322,193 CBE students in 30 provinces during the 4th quarter of 2019. Of this total number of students, 143,540 of them are male and 178,653 of them are female. The female students count for 55.4% of the total students. Nangarhar province has the largest number of students with 37,328 students, followed by Kunduz province with 26,825 students. On the other hand, Daikundi province has the least number of students with 33 students, followed by Kabul city with 542 students. It is noteworthy, that there are no male students in Kabul City and Khost provinces. The graph below shows the number of CBE students by provinces.



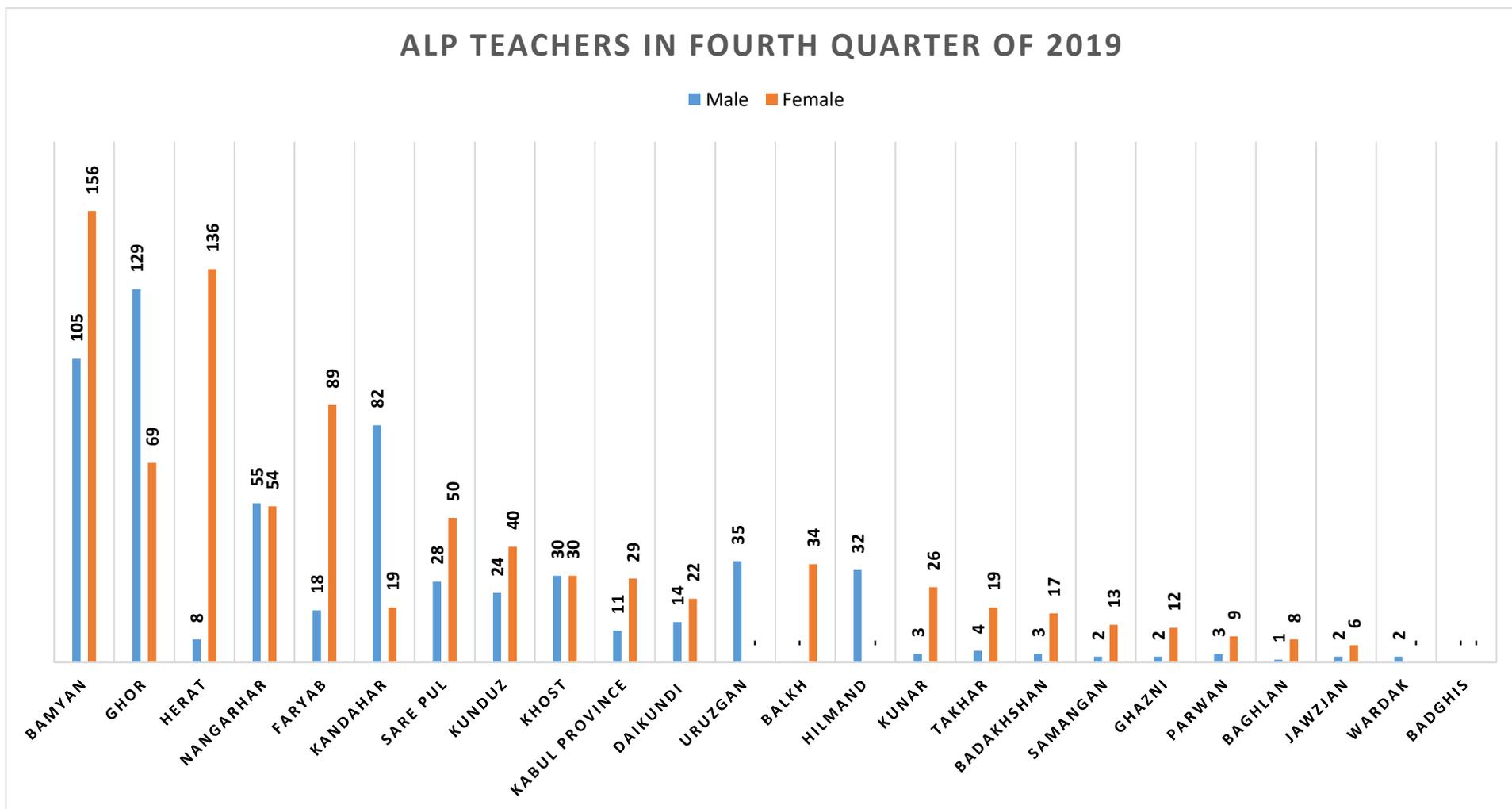
There are a total number of 32,866 ALP students in 24 provinces during the 4th quarter of 2019. Of this total number of students, 9,367 of them are male and 23,499 of them are female. The female students count for 71.5% of the total students. Bamyan province has the largest number of students with 4,460 students, followed by Ghor province with 3,990 students. On the other hand, Wardak province has the least number of students with 13 students, followed by Parwan province with 86 students. It is noteworthy, that in Ghazni, Khost, Parwan, Takhar, and Wardak provinces there are no male students. The graph below shows the number of ALP students by province.



C. **Teachers:** there are a total number of 12,476 CBE teachers in 30 provinces during the 4th quarter of 2019. From this total number of teachers, 8,312 of them are male and 4,164 of them are female. The female teachers count for 33.4% of the total teachers. Nangarhar province has the largest number of teachers with 1,085 teachers, followed by Balkh province with 962 teachers. On the other hand, Daikundi province has the least number of teachers with two teachers, followed by Kunar province with 61 teachers. It is noteworthy, that in Daikundi and Kabul City provinces there are no male teachers. While in Badghis province with no teachers at all. The graph below shows the number of CBE teachers by province.



There are a total number of 1,431 ALP teachers in 24 provinces during the 4th quarter of 2019. Of this total number of teachers, 593 of them are male and 838 of them are female. The female teachers count for 58.6% of the total teachers. Bamyan province has the largest number of teachers with 261 teachers, followed by Ghor province with 198 teachers. On the other hand, Wardak province has the least number of teachers with two teachers, followed by Jawzjan province with eight teachers. It is noteworthy, that in Balkh province there are no male teachers. In Hilmand, Uruzgan, and Wardak provinces, there are no female teachers. While in Badghis province there are no teachers at all. The graph below shows the number of ALP teachers by province.

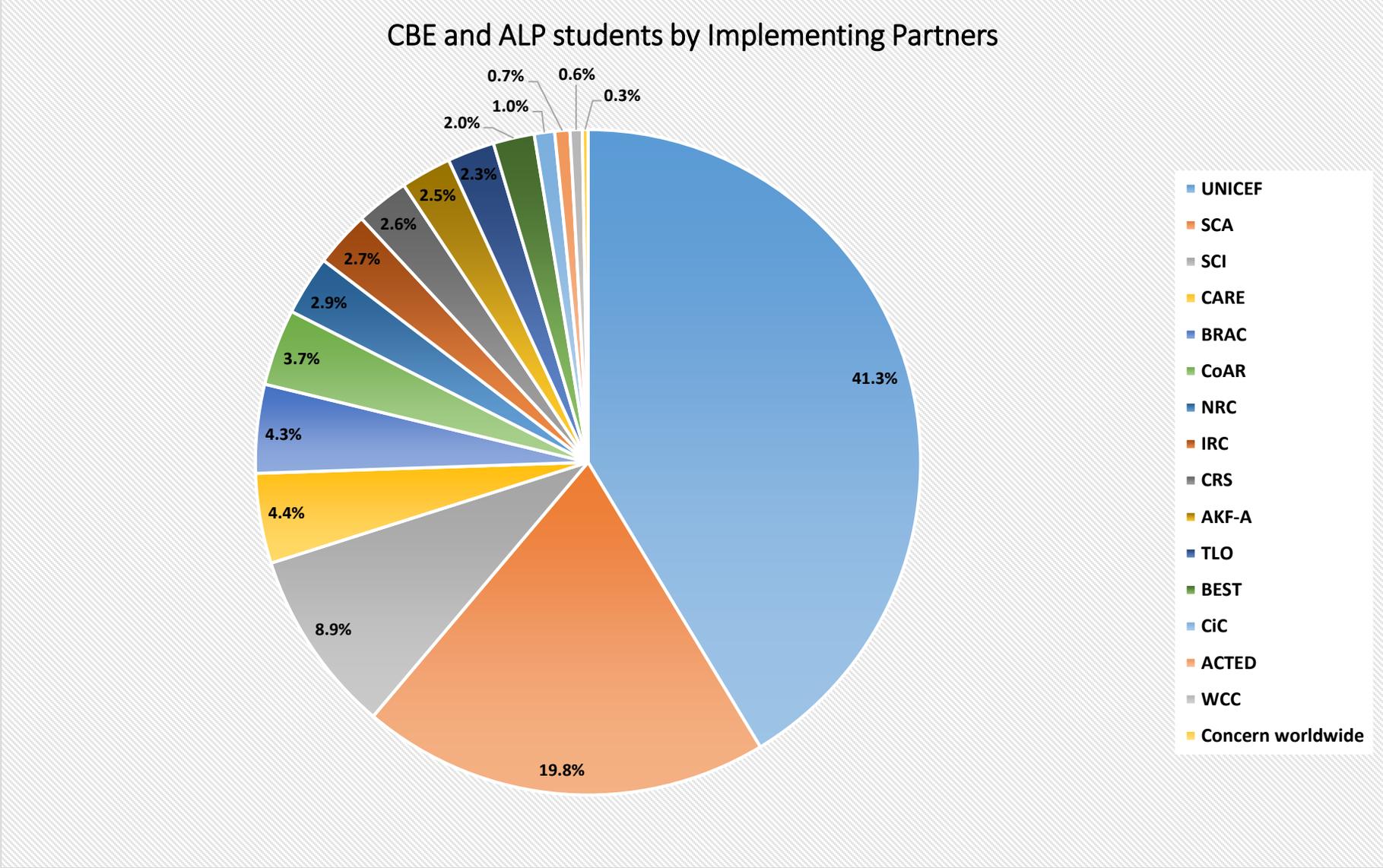


4- Implementing Partners Supporting CBE and ALP by Location:

There are a total number of 16 implementing partners supporting both CBE and ALP, covering a total number of 229 districts and 5,709 villages. The table below shows the total number of CBE and ALP students by implementing partners.

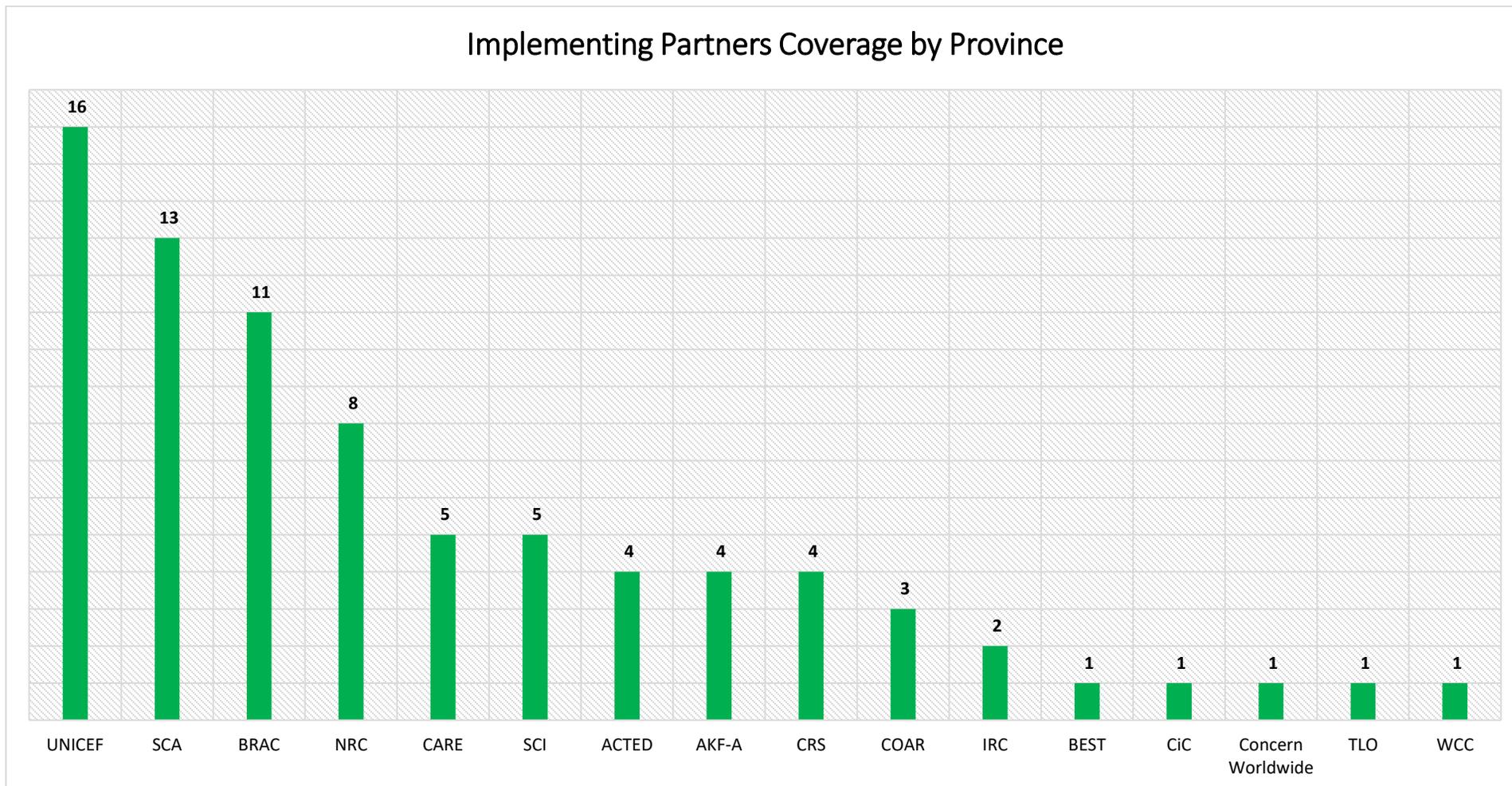
No	Implementing Partner	Students (Male)	Students (Female)	Total
1	UNICEF	73,201	73,551	146,752
2	SCA	28,809	41,651	70,460
3	SCI	12,969	18,719	31,688
4	CARE	1,936	13,578	15,514
5	BRAC	2,710	12,570	15,280
6	CoAR	7,717	5,466	13,183
7	NRC	4,572	5,681	10,253
8	IRC	3,982	5,616	9,598
9	CRS	3,159	6,005	9,164
10	AKF-A	3,636	5,096	8,732
11	TLO	3,264	4,874	8,138
12	BEST	2,582	4,514	7,096
13	CiC	2,126	1,381	3,507
14	ACTED	875	1,737	2,612
15	WCC	871	1229	2100
16	Concern Worldwide	498	484	982
Total		152,907	202,152	355,059

The largest portion of these students 41.3% is covered by UNICEF, followed by SCA with 19.8%. The ACTED, WCC, and Concern Worldwide covers less than 1% of the total students each. The remaining 11 implementing partners covers between 1-10% of the total students. The graph below shows the percentage of students covered by implementing partners.



A. CBE and ALP implementing partners coverage by province: during the 4th quarter of the year 2019, 16 implementing partners support the CBE program in 30 provinces. These implementing partners cover 220 districts and 4,956 villages. On the other hand, 12 implementing partners support the ALP program in 24 provinces. These implementing partners cover 109 districts and 903 villages.

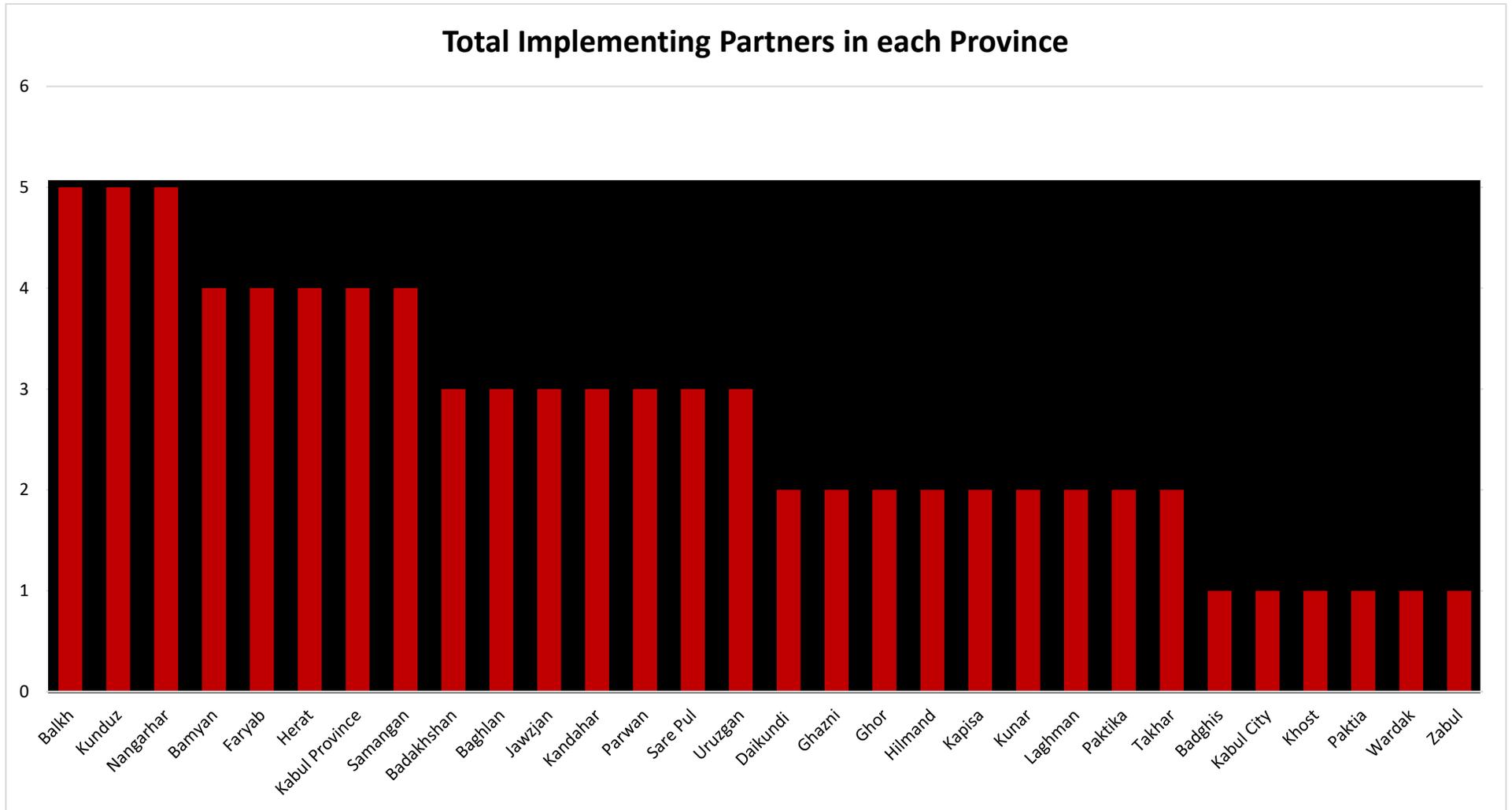
UNICEF covers most of the provinces with a total number of 16 provinces, followed by SCA and BRAC with 13 and 11 provinces respectively. The BEST, CiC, Concern Worldwide, TLO, and WCC covers only one province each. The graph below shows the coverage of implementing partners by number of provinces.



The table below shows the coverage of each implementing partners by CBE and ALP.

No	Implementing Partner	CBE Provinces	ALP Provinces
1	ACTED	Balkh, Faryab, Jawzjan, Samangan	Balkh, Faryab, Jawzjan, Samangan
2	AKF-A	Badakhshan Baghlan, Bamyan, Parwan	Badakhshan Baghlan, Bamyan, Parwan
3	BEST	Sare Pul	Sare Pul
4	BRAC	Baghlan, Balkh, Herat, Jawzjan, Kabul City, Kabul Province, Kapisa, Kunduz, Nangarhar, Parwan, Samangan	Herat
5	CARE	Ghazni, Kapisa, Khost, Paktia, Parwan	Khost
6	CiC	Uruzgan	-
7	COAR	Kabul Province, Kandahar, Kunduz	Kandahar
8	Concern Worldwide	Takhar	-
9	CRS	Bamyan, Ghor, Herat	Bamyan, Daikundi, Ghor, Herat
10	IRC	Hilmand, Nangarhar	-
11	NRC	Badghis, Nangarhar, Uruzgan	Badghis, Faryab, Herat, Kunar, Kunduz, Nangarhar, Sare Pul, Uruzgan
12	SCA	Badakhshan, Baghlan, Balkh, Bamyan, Ghazni, Kunar, Kunduz, Laghman, Nangarhar, Paktika, Samangan, Takhar, Wardak	Badakhshan, Baghlan, Balkh, Bamyan, Ghazni, Kunduz, Nangarhar, Samangan, Takhar, Wardak
13	SCI	Balkh, Faryab, Kabul Province, Kandahar, Kunduz	Faryab, Kabul Province, Kandahar, Kunduz
14	TLO	Herat	Herat
15	UNICEF	Badakhshan, Balkh, Daikundi, Faryab, Ghor, Hilmand, Jawzjan, Kandahar, Laghman, Nangarhar, Paktika, Samangan, Sare Pul, Uruzgan, Zabul	Bamyan, Ghor, Hilmand, Nangarhar
16	WCC	Kabul Province	-

B. Implementing partners supporting CBE and ALP: In Balkh, Kunduz, and Nangarhar provinces a total number of five implementing partners are working on CBE/ALP in each province while no CBE/ALP classes exist in Farah, Logar, Nimroz, Nooristan, and Panjsher provinces. On the other hand, in Badghis, Kabul City, Khost, Paktia, Wardak, and Zabul provinces only one implementing partner is working on CBE and ALP in each province. The remaining 21 provinces are covered by 2-4 implementing partners in each province. The graph below shows the total number of implementing partners working in a single province.



The table below shows the implementing partners in each province by CBE and ALP.

No	Province Name	Districts	Villages	Implementing partners supporting CBE	Implementing partners supporting ALP
1	Badakhshan	17	161	AKF-A, SCA, UNICEF	AKF-A, SCA
2	Badghis	3	14	NRC	NRC
3	Baghlan	7	132	AKF-A, BRAC, SCA	AKF-A, SCA
4	Balkh	13	114	ACTED, BRAC, SCA, SCI, UNICEF	ACTED, SCA
5	Bamyan	8	297	AKF-A, CRS, SCA	AKF-A, CRS, SCA, UNICEF
6	Daikundi	2	18	UNICEF	CRS
7	Faryab	2	2	ACTED, SCI, UNICEF	ACTED, NRC, SCI
8	Ghazni	12	83	CARE, SCA	SCA
9	Ghor	4	220	CRS, UNICEF	CRS, UNICEF
10	Herat	9	312	BRAC, CRS, TLO	BRAC, CRS, NRC, TLO
11	Hilmand	11	349	IRC, UNICEF	UNICEF
12	Jawzjan	7	392	ACTED, BRAC, UNICEF	ACTED
13	Kabul City	7	81	BRAC	-
14	Kabul Province	4	13	BRAC, COAR, SCI, WCC	SCI
15	Kandahar	8	178	COAR, SCI, UNICEF	COAR, SCI
16	Kapisa	11	771	BRAC, CARE	-
17	Khost	4	93	CARE	CARE
18	Kunar	6	134	SCA	NRC
19	Kunduz	3	33	BRAC, COAR, SCA, SCI	NRC, SCA, SCI
20	Laghman	7	481	SCA, UNICEF	-
21	Nangarhar	5	121	BRAC, IRC, NRC, SCA, UNICEF	NRC, SCA, UNICEF
22	Paktia	18	183	CARE	-
23	Paktika	1	64	SCA, UNICEF	-
24	Parwan	12	147	AKF-A, BRAC, CARE	AKF-A
25	Samangan	7	85	ACTED, BRAC, SCA, UNICEF	ACTED, SCA
26	Sare Pul	7	192	BEST, UNICEF	BEST, NRC
27	Takhar	4	173	Concern Worldwide, SCA	SCA
28	Uruzgan	11	110	CiC, NRC, UNICEF	NRC
29	Wardak	4	352	SCA	SCA
30	Zabul	8	139	UNICEF	-
Total		7	265		

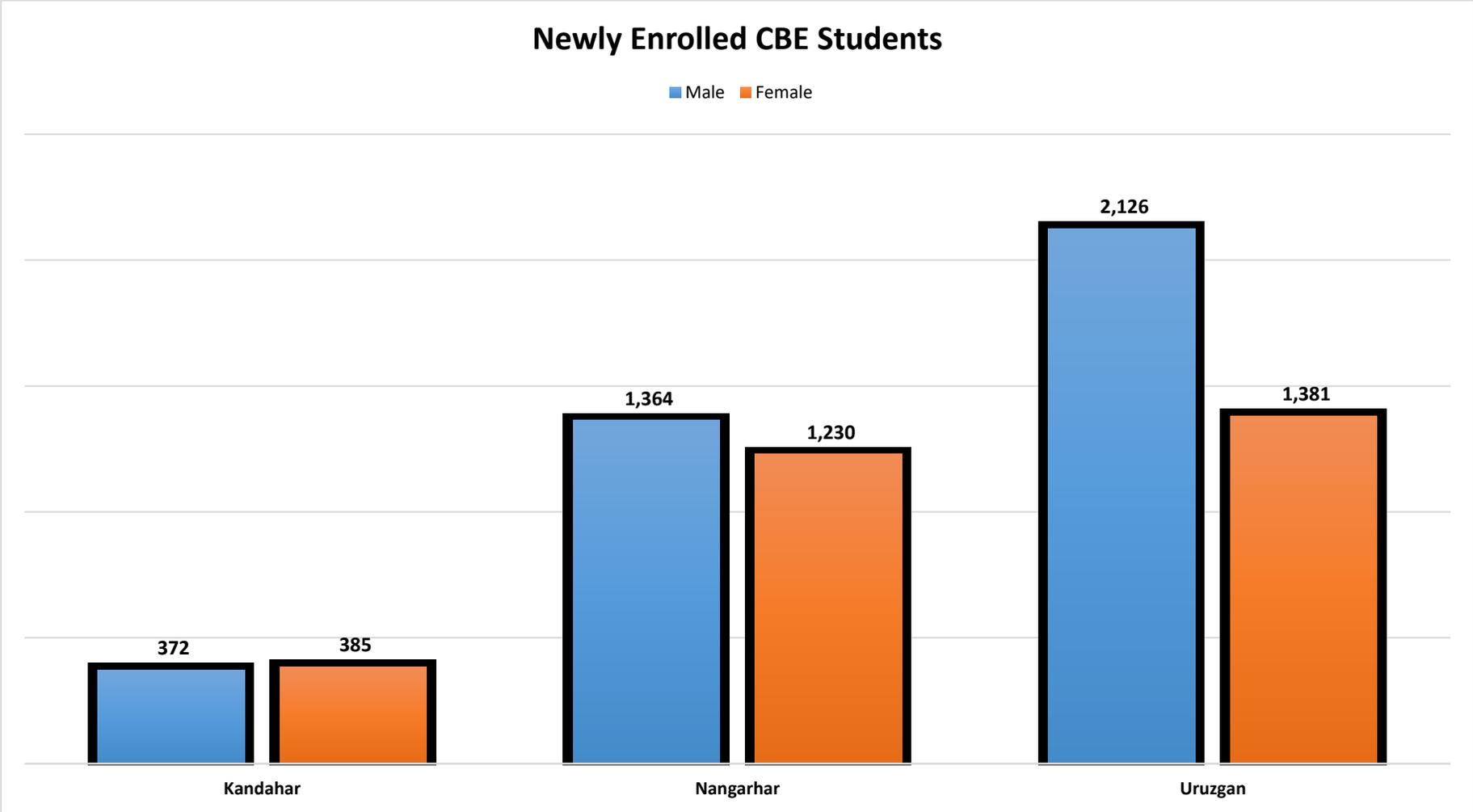
C. Implementing partners reporting: during the 4th quarter of the year 2019, from a total number of 33 active projects in CBE and ALP, only nine implementing partners have shared their updated data for the 4th quarter. Six implementing partners has not shared any data for the 2nd, 3rd, and 4th quarter. The data for the remaining 18 projects are used from the previous quarters. The table below shows the reporting details of each project in the year 2019.

NO	Implementing Partner	Donor	Project Start date	Project End date	Report (2019)				Remarks
					1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
1	Care	DAFT	1-Jan-18	1-Dec-20					The reports of the 3rd and 4th quarters are missing.
2	Concern	کمک های مالی کشور آیرلند	1-Jan-19	1-Dec-19					The reports of the 2nd and 3rd quarter are missing
3	NRC	BPRM	1-Mar-19	1-Nov-19					The reports of the 3rd and 4th quarters are missing.
4	NRC	SIDA	1-Mar-19	1-Nov-19					The reports of the 3rd and 4th quarters are missing.
5	SCI	SIDA	1-Dec-18	1-Nov-21					The reports of the 2nd and 4th quarters are missing.
6	SCI Consortium (SCI)	ECW	1-May-19	1-Apr-20					The reports of the 2nd, 3rd and 4th quarters are missing.
7	SCI Consortium (Wadan)								The reports of the 2nd, 3rd and 4th quarters are missing.
8	SCI Consortium (CoAR)								The reports of the 2nd and 4th quarters are missing.
9	SCI Consortium (IRC)								The reports of the 2nd and 4th quarters are missing.
10	SCI Consortium (AWEC)								The reports of the 2nd, 3rd and 4th quarters are missing.
11	AKF Consortium (AKF)	DFID	1-Apr-17	1-Dec-21					The reports of the 3rd and 4th quarters are missing.
12	AKF Consortium (Care)								The reports of the 3rd and 4th quarters are missing.
13	AKF Consortium (SCI)								The reports of the 3rd and 4th quarters are missing.
14	AKF Consortium (CRS)								The reports of the 3rd and 4th quarters are missing.

15	AKF Consortium (AKES)								The reports of the 2nd, 3rd and 4th quarters are missing.	
16	BRAC	ECW	1-May-19	1-May-20					The report for the 3rd quarter is missing.	
17	WCC Consortium (TLO)									The report for the 3rd quarter is missing.
18	WCC Consortium (BEST)									The report for the 3rd quarter is missing.
19	Worlds Vision	World Vision Singapore	1-Jan-19	1-Dec-21					The reports of the 2nd, 3rd and 4th quarters are missing.	
20	Worlds Vision	World Vision Hong kong	1-Feb-19	1-Jan-20					The reports of the 2nd, 3rd and 4th quarters are missing.	
21	CoAR	UNICEF	16-Jun-19	15-May-20						
22	CRS	ديپارتمنت تجارت و انكشاف وزارت خارجه دولت كانادا (DFATD)	20-Feb-15	21-Jan-20					The reports of the 2nd and 4th quarters are missing.	
23	WCC	وزارت خارجه ايالات متحده امريكا	1-Sep-18	31-Aug-20					The reports of the 2nd and 4th quarters are missing.	
24	SCI	BMZ	1-Aug-18	30-Jul-20					The reports of the 2nd and 4th quarters are missing.	
25	BRAC	UK DFID	1-Apr-17	30-Mar-25					The reports of the 2nd and 3rd quarters are missing.	
26	Islamic Relief Worldwide	UNOCHA AHF	15-Aug-19	14-Aug-20					The report for the 4th quarter is missing.	
27	Acted	Unicef Head Quarter	1-Jun-19	30-Jun-20					The reports of the 3rd and 4th quarters are missing.	
28	CiC	UNOCHA AHF	15-Oct-19	15-Oct-20						
29	IRC	UNOCHA	18-Aug-19	17-Aug-20					The report for the 4th quarter is missing.	
30	IRC	Stichting Vluchteling (SV)	1-Jul-19	30-Jun-20					The reports of the 3rd and 4th quarters are missing.	
31	SCA	Sida	1-Jan-18	31-Dec-21					The reports of the 2nd and 3rd quarters are missing.	
32	UNICEF	USAID		30-Jun-20						
33	UNICEF	German NatCOM		30-jun-20						

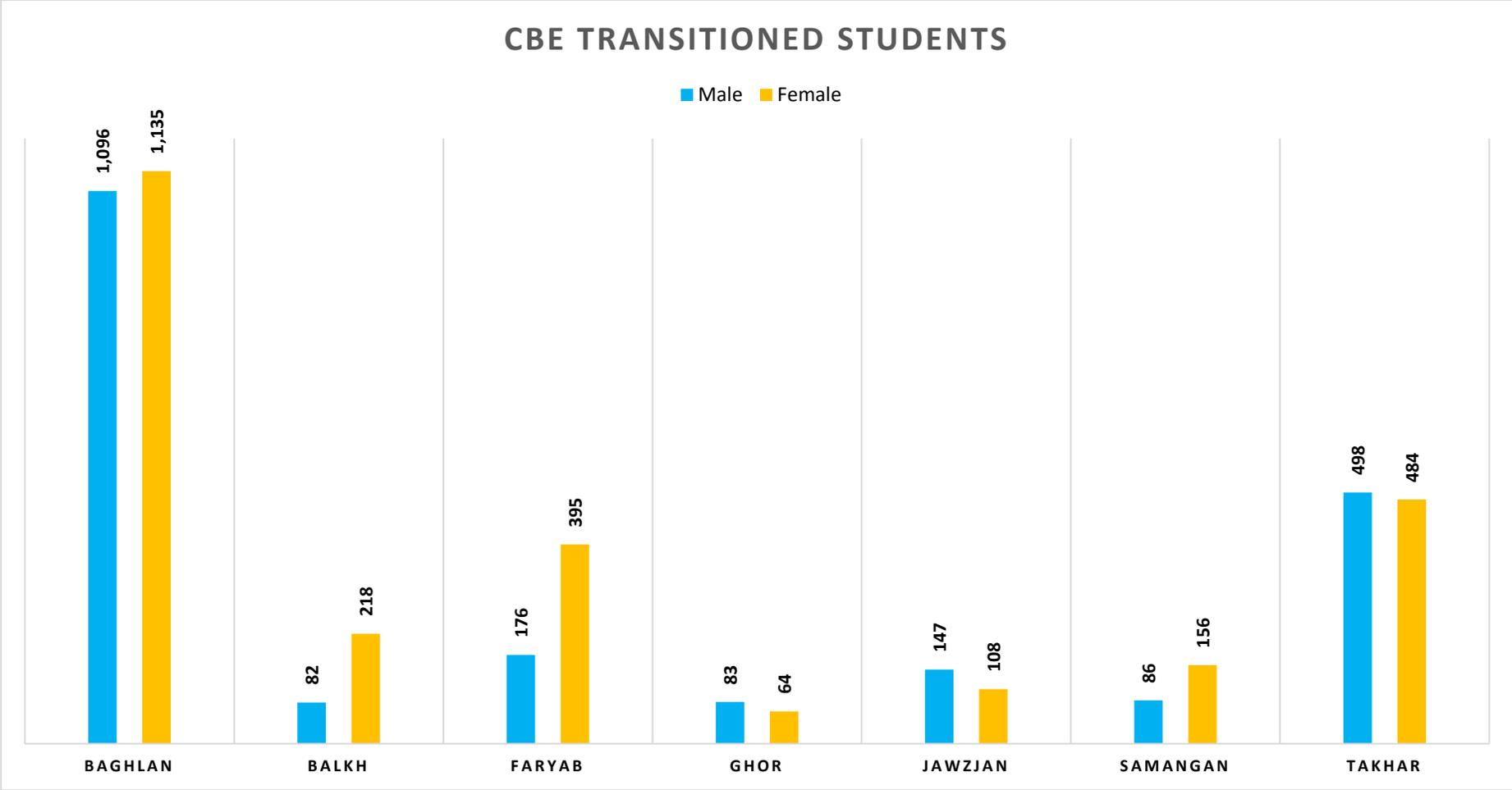
5- Newly Established CBEs and New Students:

During the 4th quarter of 2019, a total number of 158 new CBE classes was established and 3,507 new students were enrolled. Female students count for 43.7% of the total new enrollment. These CBE classes are established in Kandahar (24) and Nangarhar (44) provinces by UNICEF and in Uruzgan (90) province by CiC. The graph below shows the number of new enrolments by gender in each province.

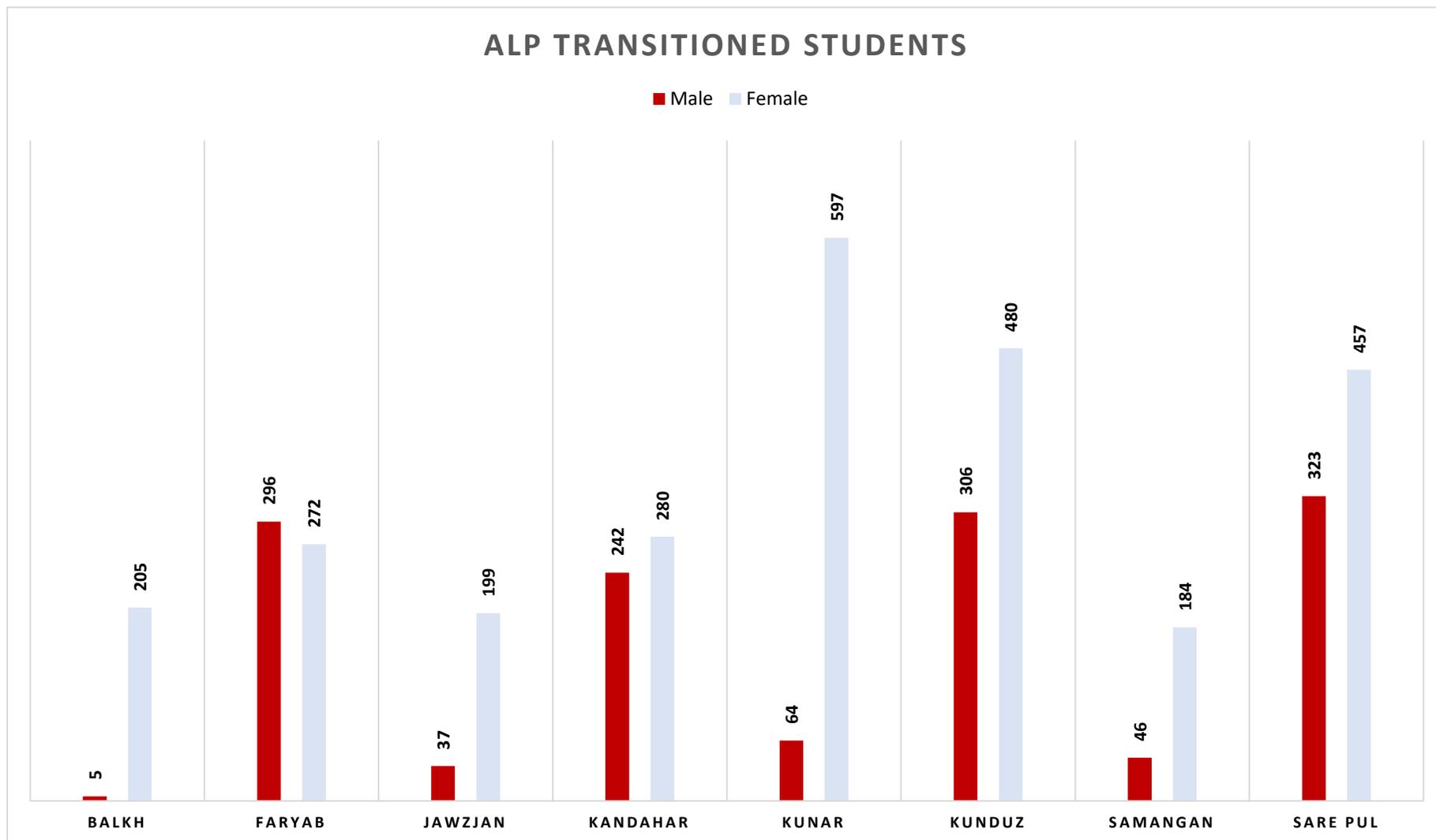


6- Completed CBEs:

During the 4th quarter of 2019, 195 CBE classes were completed and a total number of 4,728 students were transitioned to the nearest public schools. Female students count for 54.1% of the total transitioned students. The completed classes in Balkh (10), Faryab (18), Jawzjan (8), and Samangan (8) provinces were supported by ACTED. The completed classes in Baghlan (106), Ghor (7), and Takhar (38) provinces were supported by AKF-A, CRS, and Concern Worldwide respectively. The graph below shows the number of transitioned students by gender in each province.



During the 4th quarter of 2019, 128 ALP classes were completed and a total number of 3,993 students were transitioned to the nearest public schools. Female students count for 67.0% of the total transitioned students. The completed classes in Balkh (7), Faryab (18), Jawzjan (8), and Samangan (8) provinces were supported by ACTED. The completed classes in Kunar (20), Kunduz (26), and Sare Pul (26) provinces were supported by NRC. The completed classes in Kandahar (15) province was supported by SCI. The graph below shows the number of transitioned students by gender in each province.



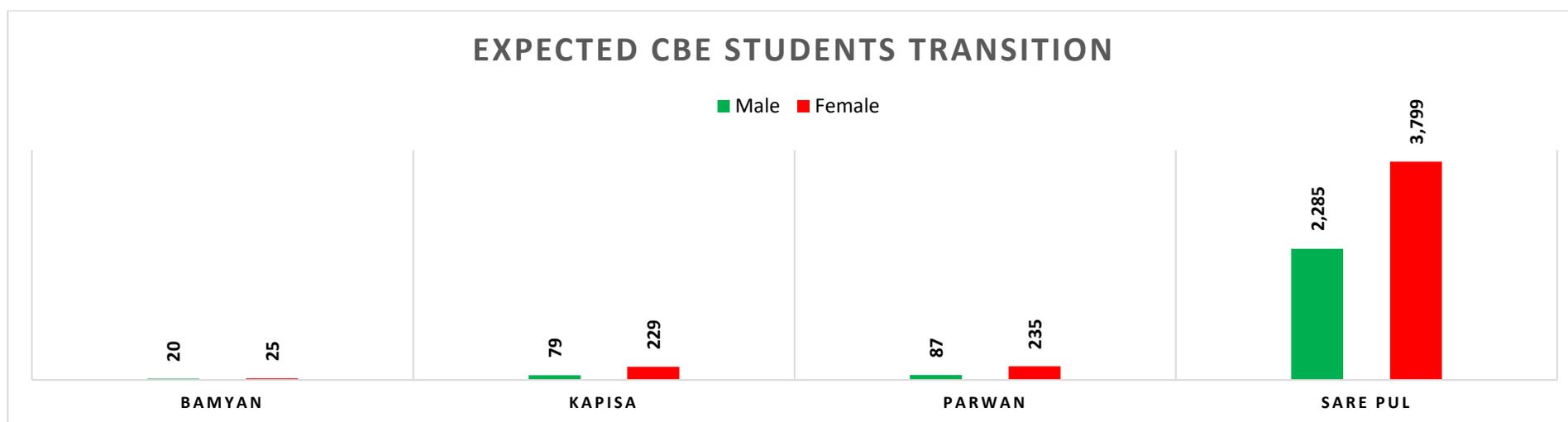
7- Expected Completion Date of CBE Classes:

Parents, community leaders, administrators and school councils, are an integral part in the development, implementation, and assessment of CBE/ALP classes. Community-Based Education is centered on the student's ability to recognize and support the needs of the surrounding community.

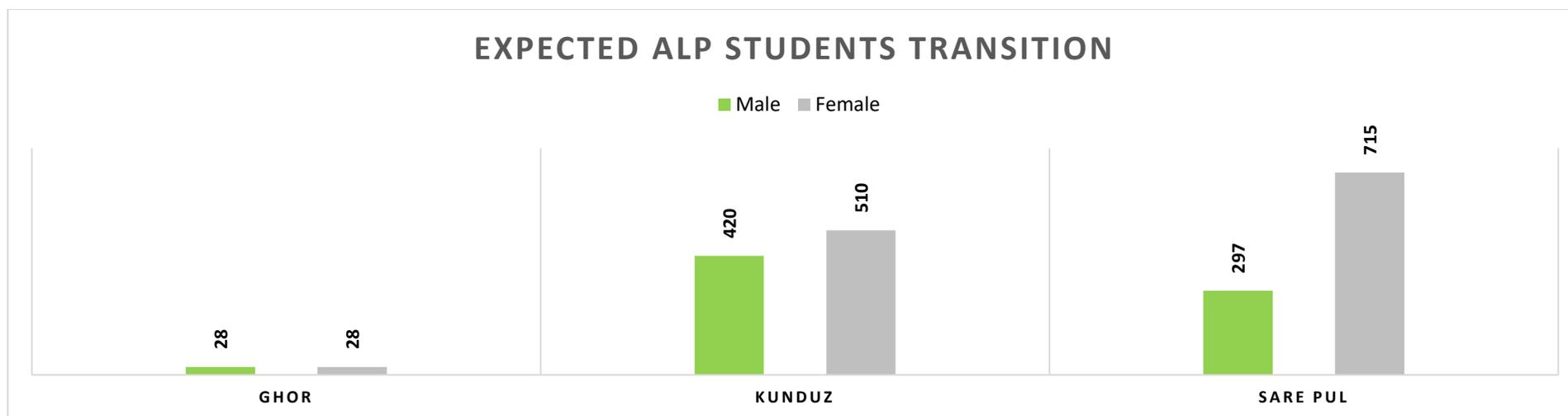
Before the first quarter of 2020, a total number of 223 CBE and 67 ALP classes are expected to be completed in six provinces, from 18 districts and 208 villages. A total number of 8,757 students will be transitioned to public schools. 3,216 of the transitioned students are male and 5,541 of them are female, where female students count for 63.3% of the total. The table below shows the number of classes expected to be completed and the students that will be transitioned in each province.

No	Province	District	Village	Classes	Male	Female	Total	NGOs
1	Bamyan	2	3	3	20	25	45	CRS
2	Ghor	1	3	3	28	28	56	CRS
3	Kapisa	4	10	10	79	229	308	CARE
4	Kunduz	3	22	31	420	510	930	NRC
5	Parwan	5	10	10	87	235	322	CARE
6	Sare Pul	3	160	233	2,582	4,514	7,096	BEST
Total		18	208	290	3,216	5,541	8,757	

The graph below shows the number of CBE students that will be transitioned by gender in each province.



The graph below shows the number of ALP students that will be transitioned by gender in each province.



8- Challenges:

- I. Irregular data reporting by implementing partners.
- II. The collected data has poor quality in terms of accuracy, completeness, and timeliness.

9- Conclusion and Recommendations:

- I. The CBE/ALP data collection process should be defined and accepted by all implementing partners in order to make it a formal process. Further, the implementing partners should introduce a focal point and a backup person for CBE/ALP quarterly data reporting. Official cautionary notice letters should be sent to implementing partners whose quarterly data is not arriving in time. At last DoPE and SM&E directorate should decide on the extension/termination of the MoU based on the reporting performance.
- II. The data collection template should be re-explained to the focal points of implementing partners. The CBE/ALP online application should be finalized and utilized for better data quality results. At the same time, it will make the data reporting system institutionalized and sustainable.