

**Afghanistan**

**Capacity Development for Educational Planning and  
Management III (CD-EPM-III)**

**April 2015 – March 2018**

**Project funded by SIDA**

**Project implemented by  
UNESCO International Institute for Educational Planning  
in partnership with the Afghanistan Ministry of Education**

**External Evaluation**

**1 June 2018**

***Evaluation Team:***

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## IIEP Management Response to the Evaluation of the Afghanistan CD-EPM-III project 2015-2018

5 July 2018

Note: The responses are based on the brief version of the 15 recommendations on page 13-14 of the evaluation. The detailed version of the same 15 recommendations is available on pp. 56-59. Excerpts from the detailed recommendations are included *in italics* where relevant.

Evaluation recommendations	Management Response
<p><b>1. Gender equity and mainstreaming</b></p> <p>The significant participation of women and the impact of the Project on female NTPs, both professionally and personally, are part of the great successes of the Project. It is strongly recommended to further develop on this gained asset by training more women through intensive and decentralized training especially in the provinces and districts.</p>	<p><b>Partially accepted</b></p> <p>IIEP shares the concern of the evaluation with the importance of gender equity and mainstreaming. It remains in dialogue with MoE on the choice of most relevant strategies. A gender consultant may be supporting this during the July-September 2018 inception phase for the 2018-2021 programme.</p> <p>The organization of short-term courses may be an appropriate strategy and is included in the next project.</p> <p>This is less the case for the proposal to hold trainings at PEDs. It is worth recalling that NIEP was established at centralized level in Kabul in 2014, after a long series of short training provincial-level workshops which proved logistically challenging. There is also a security aspect to this. The areas with the most conservative gender norms tend to be the most insecure.</p> <p>Other promising strategies include: Training women school heads where women PED and DED staff are not available. Ensuring that women represent a significant part of the junior consultants seconded to NIEP and the MoE planning directorate (at present this is 39%).</p>

<p><b>2. Modular, decentralized, short, and, intensive trainings</b></p> <p>Decentralized, modular, short (two to three weeks) and intensive trainings in PEDs can fit the expectations of the experts at local levels, decrease the costs while increasing the number of female participants. This can also help providing the MoE, the DoPE, and the country in general with more relevant and accurate data- not only about the education, but also the context and the population.</p> <p><i>Trainees could be replaced by trained people during their absence for trainings in order not to leave the duty-station vacant. Such a strategy could be implemented through an effective training plan for all the 412 DEDs within a 6 to 9-months period at national level. Of course, financial and professional incentive plans and agreements would be finalized by MoE and DoPE. The NIEP future “hot-line” could continue to support the trainees once back to their duty stations.</i></p>	<p><b>Partially accepted</b></p> <p>Short, modularized, intensive training courses are part of the 2018-2021 programme design, including a District development planning module. The question remains whether they can be delivered at PED level, as MoE has decided that the short training courses will take place in Kabul. This is the same discussion as for recommendation n° 1.</p> <p>It is not clear to IIEP that such short courses at PED level would then lead to better data. Such data could just as well be shared by trainees coming to NIEP in Kabul. It is not clear either how “trainees could be replaced by trained people during their absence”, as the problem is a shortage of trained staff.</p>
<p><b>3. Quality Assurance (QA)</b></p> <p>Defining a comprehensive QA strategy and mechanisms in order to ensure continuous improvement in the quality and relevance of the curriculum, teaching materials, teaching methods and, the learning objectives and outcomes.</p> <p><i>This could be reflected through specific improved outcome quality indicators to be clearly included in the project logic model for each of these QA areas. This could ensure the QA areas to be seriously taken into consideration within the follow-up of the Project. This might include the establishment of a mixed independent committee following and adapting the international QA standards relevant to the design, delivery, and the provision of trainings based on NIEP capacities and academic needs and expectations.</i></p>	<p><b>Accepted</b></p> <p>The 2018-21 programme has a clear focus on quality assurance (QA), which is reflected in the results framework, Output 1.1. IIEP will focus efforts on supporting NIEP, through (a) working with the NIEP faculty in a more practical, hand-on manner, (b) facilitating more involvement of the high-capacity project NTAs at NIEP, and (c) strengthening NIEP’s Academic Board which serves as a QA committee.</p>
<p><b>4. Monitoring and evaluating teaching and learning outcomes</b></p> <p>Intensive one or two-weeks training of trainers by TAs, on EPM teaching methods and pedagogy will help elaborating a QA approach which goes along with systematic M&amp;E of both teachers’ practices and trainees’ learning outcomes during and after the trainings.</p> <p><i>The current evaluations are only quantitative. A qualitative monitoring of learning outcomes by external experts would contribute to a tangible improvement of teachers’ practices, the learning material, and learners’ learning and practices. This would help teachers to revise, add or remove activities for improving the daily routine and facilitating a better learning of the participants.</i></p>	<p><b>Accepted</b></p> <p>IIEP needs to discuss with MoE and NIEP the desired learning outcomes of NIEP courses in more detail. The 2018-2021 programme foresees IIEP training of NIEP trainers as part of activities 1.1.2, 1.2.1, 1.2.2, and NTAs training the NIEP trainers as part of activity 1.4.6.</p>

<p><b>5. Systematic practice follow-up and monitoring</b></p> <p>Monitoring the trainees’ acquired skills- once back to their duty stations- will provide the newly trained practitioners with a better assurance in deploying their knowledge and would help them benefit from a systematic support from the NIEP. One of the cost-effective ways would be a “Hot-Line Support” to be provided to the trained experts in PEDs and DEDs.</p> <p><i>For a start, NIEP could assign at least two experts with direct telephone access and computer connection to provide online support to the experts in their duty stations.</i></p>	<p><b>Accepted</b></p> <p>The hot-line support to trainees at PED and DEDs is an interesting idea. IIEP will discuss it with NIEP and MoE.</p> <p>The evaluation does not propose concrete measures to monitor the skills that the NIEP trainees have acquired. However, IIEP will discuss with MoE how this can be done practically, perhaps through a tracer study of NIEP graduates.</p>
<p><b>6. Systematic reviewing and updating of curriculum and the teaching material</b></p> <p>The revision of the curriculum to make it more adult learner-friendly, accessible and to improve it with more up-to-date and relevant case studies could contribute to a better understanding of the concepts. The in-depth review and updating of the teaching material (format, wordings and contents) would particularly equip the trainees with the necessary problem-solving skills they will need to draw upon in addressing complex issues with which they are supposed to deal in their duty stations, especially in DEDs. An English/Dari-Persian lexis of main education concepts and vocabulary would definitely help harmonizing the textbooks and all educational projects’ publications.</p> <p><i>(...) this could be envisioned- among others- by shifting from the traditional approach to modular courses</i></p> <p><i>(...) Case studies, project-based learning, analysis of similar scenarios and simulations could facilitate the assimilation of the concepts and topics.</i></p>	<p><b>Accepted</b></p> <p>The 2018-21 programme foresees IIEP support to NIEP to develop 4 short-term courses (activity 1.1.2) and two additional short courses (activity 1.1.3). The recommendations contains good points, which IIEP will take into account. A specific action will need to be included as part of the above activities, namely the development of an English-Dari vocabulary of EPM terminology.</p>
<p><b>7. Bridging with Higher-Education</b></p> <p>Establishing a cooperation strategy between IIEP and Kabul University through specific support to MoE experts who will follow the academic courses and providing short trainings to update university teachers will be helpful in establishing a strong bridge with the academic courses and strengthening country’s ownership.</p>	<p><b>Needs further discussion</b></p> <p>This recommendation will be shared with UNESCO Kabul and UNESCO Bangkok which are in charge of the activities related to Higher Education under the 2018-2021 programme.</p> <p>The current project’s focus has been on support to full-time professional staff through in-service training, coaching and mentoring, and technical assistance. Kabul University may not be best placed to provide such type of support, as it offers academic qualifications through programs, which are not adapted to the constraints of full-time professional staff. In addition, the project’s focus has been on strengthening NIEP; and shifting resources to supporting Kabul University may not be the best way of continuing the support to NIEP.</p>

<p><b>8. Literacy programmes planning and management</b></p> <p>(i) reviewing the current situation of LD's planning unit through a need survey/assessment; (ii) conducting training programs for the capacity development of Literacy Planning Unit staff at central and provincial level; and, (iii) developing a literacy strategic plan.</p> <p><i>Extending the follow-up of the Project, especially to Literacy, is more than a recommendation but a necessity which has also been expressed as a clear request to the evaluation team by the Deputy-Minister in charge of Literacy.</i></p>	<p><b>Not accepted</b></p> <p>IIEP's main counterpart for the project has been the General Directorate for Planning. IIEP's work under the 2018-2021 programme includes activities (1.2.5 and 1.4.3) aiming at creating a culture of planning throughout the Ministry, which will address to some extent the concerns of the Deputy Minister for Literacy. Furthermore, UNESCO Kabul will also deliver an activity (3.2.1) to strengthen capacity of Literacy Department staff.</p> <p>However, IIEP wishes to note a methodological flaw: Beyond the IIEP project's MoE counterpart, MoE DG Planning, the evaluation team met just one individual from the MoE leadership, namely the Deputy Minister for Literacy. His request (Annex A07) was then converted into a recommendation. This seems rather odd. Other DMs (not interviewed) could have made similar requests.</p>
<p><b>9. Including specific topics on School mapping</b></p> <p>The micro-planning such as school mapping could help the future practitioners to better solve the school issues especially at the level of DEDs. Models could be developed considering the national specificities and expectations, keeping in check the realities of rural and remote areas where challenges are multiple including the dropout rate of girl students' increase in higher school grades.</p> <p><i>Of course, there are existing courses (theoretical) in NIEP on school mapping, however they would need to take into consideration the very practical issues that the education system at district levels are dealing with including, for instance: low number or lack of teachers, access to schools or classes, linking CBE and ALP classes with public schools, road safety and inclusion for children particularly girls commuting to schools/classes</i></p>	<p><b>Accepted</b></p> <p>IIEP has in June 2018 shared its training module on school mapping and micro-planning (EPA303) with IIEP National Coordinator. He will be working with NIEP trainers on this. It would also be possible to have NIEP trainers attend IIEP specialized training courses on EPA303, and then improve the module with them subsequently, as envisioned in Activity 1.2.2 of the new 2018-2021 programme.</p>
<p><b>10. Defining and administering enrolment criteria for all NTP candidates</b></p> <p>For the successful implementation of educational strategic planning and management, all trainees could meet a mutually defined and agreed minimum enrolment criteria in terms of general literacy and mastering national language(s), among others. A set of entry level requirements could be developed for progressive levels of tailored courses according to the level of candidates.</p> <p><i>Enrolment criteria of the NTP candidates could be designed in a way to ensure cohesion, compatibility, and efficient learning inside and across student groups (...) Of course, this suggestion should not be interpreted as a kind of "selection" process.</i></p>	<p><b>Accepted</b></p> <p>This recommendation is well taken. NTP trainees come with very different backgrounds and levels of experience. Differentiating the courses makes sense, for example with a basic and advanced version of the courses, for managerial and technical staff respectively. IIEP will need to ensure in dialogue with MoE and NIEP that this would not exclude those MoE staff that need training the most.</p>

<p><b>11. Advocacy and communication strategy</b></p> <p>A systematic advocacy and communication strategy among the DoPE hierarchy in PEDs and DEDs as well as among provincial and district Local Authorities (LA) such as Governors and Members of Parliament needs to be designed. It would reduce the possible challenges and pushbacks NTPs may encounter in applying their knowledge- sometimes arising due to a lack of information and ownership of the hierarchy and the local authorities.</p> <p><i>An effective communication strategy will not solve the possible problems and lack of good governance. However, the terminology of “education planning” (Pelan in Dari-Persian) can automatically create an initial negative reaction among those who are not familiar with the idea of planning and who may misinterpret it as an interference with their authority- which is not really the objective the project is seeking to achieve. Therefore, all local stakeholders could be better informed that this “Pelan” will assist them in governing the education system at any level and would help them demonstrate more visible outcomes and obtain the adhesion of the local population.</i></p>	<p><b>Accepted</b></p> <p>This recommendation is well taken. One of the IIEP NTAs at MoE (Jamil Hikmat, Communications Specialist) could help design advocacy materials.</p> <p>IIEP’s feedback from NIEP and DoPE suggests that when PED and DED staff have not yet been trained or sensitized to EPM, they tend to take advice from their newly trained colleagues as interference in their work area. The strategy therefore will be not merely advocacy, but also training of those PED and DED colleagues that have not been trained yet.</p>
<p><b>12. EiE fully integrated in education strategic planning and management approach</b></p> <p>Fully integrating education in emergencies (EiE) approach throughout NTPs and the future short-intensive decentralized trainings by taking into consideration factors including: persistent insecurity, poverty, lack of water and sanitation, gender issues, livelihood, lack of infrastructures, and natural disasters, in the training modules’ design, delivery, and provision. This would ensure the updated relevance of the trainings and would facilitate a better actual implementation of flexible and relevant planning and management of the project in the multi-dimensional poverty context of the country.</p>	<p><b>Accepted</b></p> <p>IIEP will help NIEP and MoE develop a (2-week) short course in education in emergencies (EiE) coordination, taking point of departure in an existing (3-day) Education Cluster course delivered to EiEWG members in 2016. This will be part of Activity 1.1.3. under the new programme. Further, 6 NIEP trainers, 4 DoPE staff and IIEP national coordinator have completed IIEP’s online course, ‘Educational planning for crisis risk reduction and forced displacement’ in early July 2018. IIEP will also support the EiEWG (Activity 1.4.4) and help develop an EiE manual (activity 1.4.5).</p> <p>IIEP agrees that the numerous risk factors (insecurity, natural disaster, poverty etc.) should be taken into account in the NIEP teaching offer, from sector diagnosis to devising strategies, programme design, M&amp;E and costing. The way this is done has to be adapted to low-capacity trainees.</p>
<p><b>13. NIEP equipment improvement</b></p> <p>NIEP could better deliver its set objectives if equipped with low-cost and effective solar energy panels for ensuring sustainable provision of electricity; strengthening access to Wi-Fi through a reinforced system; equipping each student with a low-cost quality tablet; replacing the low quality printed teaching material by e-documents; creating an intranet; e-resource centre; effective hot-line system.</p>	<p><b>Needs discussion with Sida</b></p> <p>Recommendations about equipment are noted. The new 2018-2021 project may be able to support this; however, the recommendations may have significant financial implications and should be based on a complete needs assessment.</p>

<p><b>14. Project documents improvement and opening to Afghan private sector</b></p> <p>A structured Logframe with overall objectives, expected results, indicators, inputs, outputs, budgets, and timeframe, along with separate detailed concept documents for each activity could be a useful road-map for future projects. Such a design can provide the amplitude to adapt or change an activity, if needed, without changing the overall structure of the project. Separate detailed activities' concept documents can also provide the option to include punctual fund providers at the level of activities, such as the rising strong private sector in Afghanistan.</p>	<p><b>Not relevant</b></p> <p>The 2015-2018 project was built around a logframe with the characteristics mentioned. The same is true for the new 2018-2021 programme, which will feature a wider variety of IIEP interventions than in the past. Each of these activities will feature a concept note at a reasonable level of detail.</p> <p>The suggestion to include in-kind support from the private sector is neither very convincing nor specific.</p>
<p><b>15. Assigning an IIEP (P4/5-level) Project Monitoring Manager in Kabul</b></p> <p>Appoint an IIEP high-level Project Monitoring Manager with full authority, capacity, and, amplitude (P4/5-Level) to directly work with MoE under direct authority of IIEP and in close collaboration with UNESCO Kabul office. She/he would support the IIEP National Coordinator and coordinate and report to IIEP project management. She/he would systematically monitor all the projects' activities, expected outcomes; design and implement audit visits and reporting with full capacity for timely anticipation of unforeseen events; proactivity responds to unpredictable circumstances and take relevant decisions together with DoPE as their direct implementing partner- fitting with the objectives and expected outcomes of the activities in concertation with MoE and IIEP.</p>	<p><b>Not accepted</b></p> <p>The evaluation did not note any significant problems with the project coordination, therefore proposing a profound change in the coordination arrangement is surprising.</p> <p>The arrangement (a Paris-based international coordinator and a national coordinator in Kabul) has worked well, and the proposed change could create different problems:</p> <ul style="list-style-type: none"> <li>- An unhelpful reduction in the role of the national coordinator</li> <li>- A slower response by IIEP staff</li> <li>- Less Ministry ownership</li> <li>- Higher coordination costs.</li> </ul> <p>In addition, as the overall 2018 – 2021 programme will be coordinated by UNESCO Kabul, there is even less need for such an international coordinator placed in Kabul, who moreover may suffer from double accountability, towards IIEP Director and the UNESCO Kabul Director.</p>

## Response to specific points in the Evaluation Report

Page	Evaluation Report statement	Response from IIEP Management
7	An Inception Report defining the methodological approach was drafted and agreed by all stakeholders before the evaluation mission was undertaken. The methodology focused mainly on the quality of Project delivery and was designed on the basis of a participative mixed approach integrating Results-Based Management (RBM) framework, Kirkpatrick Model, and Theory of Change (Annex A08).	It remains unclear why a conglomerate of 3 theories was chosen. In particular, neither the choice of RBM nor ToC are well argued. It could have been interesting to see more emphasis on the Kirkpatrick scale: what difference are the NIEP trainees able to make in their offices as a result of the training?  IIEP notes the evaluation's focus on analysing the project logframe, then comparing this to the annual reports, and critical remarks that activity descriptions were not sufficiently detailed. There is a reason for this. In the bilateral dialogue between Sida and IIEP during Years 1-3, Sida encouraged more of a theory of change approach, with more attention given to attainment of outcomes (less so than "counting beans", measuring outputs) and contributing to transformations in MoE.
8	While the third-year implementation report is using the same "Results Monitoring Report" as did the initial Project document, it merely focuses on Component 1 and the other three Project components seem to be missing in that table. It was also observed that part of activities defined in the initial Logframe have either changed and/or been added during the implementation of the Project. Progress Reports are usually narrative and demonstrate diminishing conformity and correspondence with the Logframe.	Component 1 lends itself to quantitative monitoring. Components 2 and 3 however lend themselves more to a narrative account. It is not everything that matters that can be converted to numbers. It is true that the progress reports are narrative; and this was exactly at the request of Sida who was more interested in a narrative account looking at the outcome level.
37	Despite the firm willingness of IIEP to fully support the relevant expenses for facilitating women access to NTP, female regular NTP participants was kept low by NIEP, whose directors explained by the facts that "they needed to avoid the increase of expenses" or "ad-hoc familial or personal reasons discouraged many women to take part of the programme".	This needs further investigation by IIEP, in particular with NIEP management. However, reports so far indicate that there may have been a misunderstanding.
36	The first annual Project Progress Report mentioned that "women can bring their husbands as trainees if the husband is also an MoE staff". This could be a source of low effectiveness of the trainings as some male participants will attend the trainings based on their social roles rather than their professional needs and responsibilities. This intensive and short evaluation did not allow a further exploration of this concern.	The number of women and male relatives is small, so the loss in effectiveness is probably low. In any case, the evaluation does not propose alternatives to this difficult obstacle.
48	The third session invited the working groups during one hour to express their views on the evaluation tentative findings' questions (Annex A17)	It would have been useful to receive a brief summary of the responses to the long list of interesting questions that this discussion covered.
52	IIEP could support MoE efforts through technical assistance and advice to reduce the current heavy bureaucracy in the ministry, institutionalize strategic	IIEP already is supporting MoE to reduce bureaucracy. The first step has been the MoE reform paper. Having said that, these reforms take time.



	<p>planning and management and hence improve efficiency. This support, could also lead to a redistribution of NTAs and TAs- currently concentrated in the ministry- and re-allocating them as “mobile” experts not only in NIEP but also in different departments of the Ministry.</p>	<p>The last recommendation about turning NTAs at the planning department into is “mobile experts” is perhaps easier said than done. The reason why they stay in the planning department is the (important) responsibilities they hold there.</p>
<p><b>53-54</b></p>	<p>To the question, “<i>How many people have been affected?</i>”, the response is that if we consider the number of trained experts, i.e., 659 and the direct impact the trainees could have on at least two of their direct colleagues, it can easily be estimated that the Project had an effective impact on 1,300 people directly and indirectly.</p>	<p>If each trainee has an impact on two colleagues, then the total figure is <math>3 \times 659 = 1977</math>, i.e. around 2000.</p>

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**Evaluation Report**

**1 June 2018**

*Evaluation Team:*  
*Vincent Samaran, Lead Int'l Consultant*  
*Ehsamuddin Dilawar, National Consultant*

## Acknowledgments

*It is unusual in an evaluation report to reserve a special place for thanks and acknowledgements. But the specifically high risk conditions in Afghanistan, particularly in Kabul, and the unpredictability of events impregnating the atmosphere of daily lives of Afghans with anxiety and fear of the following hours merits a special attention. Working in such a context did in no way prevent the officials and experts of the MoE from responding to the evaluators' requests and neither did it impinge them from demonstrating highly appreciable readiness to contribute to the evaluation process and to have an extraordinary respect for schedules and time plans. It is worth mentioning that during the three weeks of the evaluation mission, there were several explosions in Kabul and the provinces that unfortunately killed and injured hundreds of Afghan people.*

*We especially thank Mr. Abdul Wassay Arian, the Director General of Educational Planning, who meticulously coordinated all visits in Kabul and provinces despite his heavy ministerial responsibilities and priorities evoking the full-fledged collaboration of the experts of the Ministry to ensure the evaluation mission ran plainly even during the weekends and holidays. This is a showcase of the high professionalism of the MoE management and experts and their ongoing willingness to maintain continuity in a strong trust-based cooperation with IIEP towards building and ensuring a sustainable development for the Afghan education system.*

*We also express our warmest thanks to Mr. Mohammad Aref Arefee, IIEP's National Coordinator, who during the whole period of the mission- restlessly and without counting hours- demonstrated an extraordinary availability to facilitate the smooth running of the evaluation mission with great professionalism, patience, and punctuality without intervening or influencing- at any time- the content and the process of exchanges with our interviewees.*

*The success of the evaluation mission is also thanks to Mr. Morten Sigsgaard, the IIEP Afghanistan CD-EPM-III Project Manager who alongside the IIEP team tirelessly assured the evaluators with his active, efficient, and on-time support and responded to all evaluators' requests and that despite the time differences between Paris and Kabul and the differences of holidays and weekends; he facilitated all logistical issues with the UNESCO Kabul Office without which the mission could have encountered serious obstacles.*

*Finally, we thank Mrs. Patricia McPhillips, Representative and Director of UNESCO Kabul Office, for hosting the team of evaluators and for facilitating- with her team- the full logistical and security support essential to the smooth running of the mission and for having been available to meet the team and share relevant information.*

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## Project Basic Information

<b>Project title</b>	Afghanistan Capacity Development for Educational Planning and Management III (CD-EPM-III)
<b>Implementation period</b>	1 April 2015 – 31 March 2018 (36 months = 3 years), an additional \$91,838.50 (SEK 798 995) to cover NTA salaries for the months of May and June 2018 was requested from Sida on 15 May 2018
<b>Reporting period</b>	1 April 2015 – 30 March 2018
<b>Sector</b>	Education
<b>Specific areas</b>	Capacity development In Educational Planning and Management
<b>Project brief description</b>	Equitable access to quality education is improved for the Afghan people through effective utilization of resources and opportunities
Development objective	Education programs are realistically planned and monitored by competent MoE staff at national, provincial and district levels.
Specific objective	(1) MoE National Training Programme (NTP) in Educational Planning and Management; (2) Production and review of MoE policy and plan documents;
Components	(3) Consolidation of DoPE technical capacity; (4) Logistics and support services.
<b>Total amount</b>	SEK 32,000,000 (USD 3,825,006 - USD 104,228 due to exchange rate losses = USD 3,720,778)
Budget currency	Swedish Krona
Exchange rate effective	1 March 2015: SEK 8.336 = 1 USD
<b>Implementing agency</b>	UNESCO International Institute for Educational Planning (IIEP)
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## Acronyms

ATP	IIEP Advanced Training Programme in Educational Planning and Management
ANTRIEP	Asian Network of Training Institutes in Educational Planning
BA	Bachelor of Arts
CD	Capacity Development
CD-EPM-III	Capacity Development in Educational Planning and Management III Project
DANIDA	Danish International Aid Agency
DoPE	General Directorate of Planning and Evaluation
DEO	District Education Office
DM-TVET	Deputy Ministry for Technical and Vocational Education and Training
DSA	Daily Subsistence Allowance
EJSR	Education Joint Sector Review
EMIS	Education Management Information System
ENTP	Evening NTP
EPM	Educational Planning and Management
EQUIP	Education Quality Improvement Program
ESP	Education Sector Plan
FNTP	Female NTP
GPE	Global Partnership for Education
IIEP	UNESCO International Institute for Educational Planning
MA	Master of Arts (or Master's degree)
MoE	Ministry of Education (Afghanistan)
NESP	National Education Strategic Plan
NIEP	National Institute for Educational Planning, and, National Interim Education Plan
NTA	National Technical Assistant
NTP	National Training Program (NTP) in Educational Planning and Management
PED	Provincial Education Department
SCP	Specialized Courses Programme (at IIEP)
SDC	Swiss Agency for Development and Cooperation
Sida	Swedish International Development Cooperation Agency
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

# Executive Summary

## Background

The Capacity Development in Education Planning and Management III (CD-EPM-III) Project is based on a strong cooperation background between the Ministry of Education (MoE) of the Islamic Republic of Afghanistan and UNESCO's International Institute for Educational Planning (IIEP) which started in 2002 shortly after the Bonn Conference. CD-EPM-III is the continuation of previous projects (2010-2014) funded by DANIDA and the 2006-2010 funded by Norway that aimed at developing capacity in educational planning and management in the context of post-conflict state building.

## Context

MoE decided to further strengthen sustainable capacity development in education planning and management and continued its close and trustful cooperation with the IIEP through a new project, i.e., CD-EPM-III- in line with UNESCO Mission Statement (Annex A24) and fully funded by Sida. This project was built on the strengths of the achieved results of the DANIDA-funded Project and included the design and elaboration of the National Education Strategic Plan, 2017-2021, NESP-III.

## Description of the project

The Project was built in partnership with the Directorate of Planning and Evaluation (DoPE) of MoE, which was also the implementing partner of the Project. The total value of the Project was USD 3,825,006 spent over a three-year period, April 2015-March 2018. The Project comprised four components as follows:

- *Component 1: MoE National Training Program in Educational Planning & Management*
- *Component 2: Production and review of MoE policy and plan documents*
- *Component 3: Consolidation of MoE technical capacity*
- *Component 4: Logistics and support services*

Based on a review of the implemented activities and the relevant expenses during the three years of the Project implementation till 31<sup>st</sup> March 2018 and the financial report by IIEP on 18 April 2018 (Annex A02) the initial budget distribution of the four components had been respected- with an additional request of US\$91,831 to cover NTA salaries for the months of May and June 2018 representing only 2.4% of the initial budget.

## Evaluation features

An Inception Report defining the methodological approach was drafted and agreed by all stakeholders before the evaluation mission was undertaken. The methodology focused mainly on the quality of Project delivery and was designed on the basis of a participative mixed approach integrating Results-Based Management (RBM) framework, Kirkpatrick Model, and Theory of Change (Annex A08).



An in-depth desk review was carried out from April 5<sup>th</sup> to 11<sup>th</sup>. The evaluation team needed to elaborate on the tentative indicators and verification means of the evaluation process which led to a review of the Project initial Logical Framework (Logframe) and the two first columns of the “Results Monitoring Framework”. The in-depth review of these two documents along with the third-year implementation report showed that some activities/targets included in the Logframe, under the title “Targets and objectively verifiable indicators” differ from the ones on page 4 of the Logframe and are also different from the activities enumerated in “Results Monitoring Framework”. In addition, activities, expected results, indicators, and sources of verification are mostly blended together making it difficult to distinguish and define the nature of each. Inputs are very short and lack information on the type of inputs, e.g., by whom and for what purpose. While the third-year implementation report is using the same “Results Monitoring Report” as did the initial Project document, it merely focuses on Component 1 and the other three Project components seem to be missing in that table. It was also observed that part of activities defined in the initial Logframe have either changed and/or been added during the implementation of the Project. Progress Reports are usually narrative and demonstrate diminishing conformity and correspondence with the Logframe.

Informed by the above analysis, the three interview question lists of this evaluation were designed to address possible discrepancies in the delivery of the Project and hence incorporated a qualitative approach based on the comparative cross-cutting information obtained from the initial Project document, the three annual Project implementation reports, and the evaluation questions suggested in the ToRs for this evaluation mission.

The desk review was followed by an intensive field mission from April 13<sup>th</sup> to May 5<sup>th</sup> carried out by two consultants specialized in educational strategic planning project management- one international lead consultant and one national consultant. Activities carried out included elaboration of three evaluation interview question lists, meetings with stakeholders and development partners, observations, 56 individual (in person or by phone) interviews and, qualitative/quantitative data collection. Field visits were organised in two PEDs in order to broaden the scope of the evaluation and to facilitate a more comprehensive understanding of the impacts of the implemented Project.

The first tentative findings of the evaluation mission were shared with the DoPE and the National Institute of Education Planning (NIEP) through an intensive focus group workshop in Kabul on April 29<sup>th</sup> which provided further feedback and information on the successes and challenges of the project, lessons learnt, and good practices. The focus group workshop was followed by meetings with the General Director of DoPE on May 1<sup>st</sup> and the analysis of data collected during this phase. The evaluation team provided regular Status Reports in order to keep IIEP updated with the process of evaluation and its ongoing steps. The first draft of the evaluation report and outlines were submitted on 3<sup>rd</sup> May 2018.

The evaluation report focused on two priorities. First as per the ToRs “to measure changes that can be attributed to the CD-EPM-III programme supported by Sida”. The second focus of the report is on opening the windows to future, i.e., building on the current outcomes and creating new perspectives for the follow-up of the Project, taking into consideration the findings of this evaluation report and the context of the country.

## Relevance, effectiveness, and efficiency

A short answer to the question, “*Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?*”, is Yes! because all the interviewees and the Focus Group Workshop attendees recognized that “the overall goal and objectives of the Project have been attained through efficient and up-to-the-point outputs”. All participants considered that the “Education Sector Planning (ESP) capacity development is a necessary step to support and complement the tremendous daily efforts of education authorities in Afghanistan” for improving education governance and acknowledged the relevance of the Project.

To the question, “*Are the activities and outputs of the programme consistent with the intended impacts and effects?*” the response is Yes! as the interviewees considered that “the Project could demonstrate an effective impact on the Afghanistan education system as a whole and through NESP-III and further contributes to strengthening the role of women in education management”.

To the question, “*To what extent were the objectives achieved / are likely to be achieved?*”, the response provided by the interviewees is that “the objectives have been mostly achieved and the particular local context appeals for further development of the Project to achieve improved results at the level of districts and deprived areas”.

To the question, “*What were the major factors influencing the achievement or non-achievement of the objectives?*”, the interviewees converged on “the deep determination and willingness of MoE and more specifically DoPE despite the context of the country and recognized the efficiency of IIEP to have timely and adequately supported the Project both technically and financially”.

The answer to the question, “*Were activities cost-efficient?*” the response is Yes! the Project has been implemented with reasonable cost-efficiency.

To the question, “*Were objectives achieved on time?*”, the response is Yes.

To the question “*Was the Project implemented in the most efficient way compared to alternatives?*”, the response is Yes, given the difficult context of the country.

## Results and impact

The review of the IIEP Sida CD-EPM-III initial project document along with the three annual implementation reports conducted the evaluation to focus more on Component 1 of the Project- considered as the “Project Flagship”<sup>1</sup> without neglecting Components 2 (including the NESP III development, the education reform paper); 3 (including the team of NTAs at DoPE), and 4 which have arguably been more successful than Component 1. This choice was made based on the reviewed documents and the fact that IIEP already had better information available on Components 2 and 3 compared to Component 1.

Interviewees (56 in total) reported that the trainings had been a real success. This was also evident from quantitative answers to question no.4: “How do you evaluate the participation and the impacts of the training: On a scale of 1 to 10, how do you grade

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<sup>1</sup> First Annual Progress Report 13 April 2016

the training (0 to 10)?" that graded the effectiveness of the trainings as 8.2, on average. They considered that the Project helped them understand and master concepts of education planning, increased their motivation to carry out their tasks, enabled them to anticipate and to improve the quality of their reporting, and improved their capacity to communicate.

The NIEP- as an independent TVET centre- is established and equipped accommodating experienced trainers and is considered as the most successful TVET centre of the country. As the corner-stone of education system in Afghanistan, NESP-III is produced thanks to IIEP's full support. Tangible personal behavioural changes, professional motivation, and better results in daily work are witnessed and reported by all interviewees- especially by female participants- as direct outcomes of the trainings.

Based on the evaluation findings, there is an urgent and necessary need for an additional number of MoE' NTPs at provincial and district levels to go through the capacity building trainings in order to up-scale and harmonize the level of qualifications and knowledge especially at districts level. The capacity building needs to be extended through the MoE departments (Maslak) and more specifically in Literacy department<sup>2</sup>. This will be a tremendous contribution to the country's efforts in building peace and attaining the objectives of Sustainable Development Goals, particularly SDG4.

It is worth underlining the fact that trainings in IIEP-Paris enhanced the capacities of education governance teams at central level (DoPE). However, envisaging to enhance local Higher Education capacities facilitates provision of similar trainings and will allow reaching a greater number of experts- at least at the central level. Reinforcement of NIEP capacities through training of trainers will also definitely contribute to the project's objectives.

Designing tailored short term intensive and comprehensive courses that could be delivered and completed annually would definitely facilitate further inclusion and training of MoE experts at national, provincial, and district levels in a short lapse of time improving educational planning and management and boosting female participation from the districts. This strategy can also contribute to filling the conspicuous gap of data (or at least accurate data) at district levels including on: children at the age of schooling, number of schools, number of classes, number of teachers, teacher/pupil ratio, teachers' absenteeism, out-of-school children, girls/boys ratio, etc.

The scattered population of the country- (75%) in rural and remote areas (Annexes A05 and A06)- renders the task of data collection complicated which is further hindered by insecurity in many regions. The use of appropriate and accessible technologies (satellite mobile phones, cell phones, tablets, solar batteries, computers) can be envisaged to address this problem. Without this data, training outstanding experts at national governance level may not lead to an efficient application of the knowledge they acquired during the trainings. Currently and based on the collected information during this evaluation mission, the interviewees consider that a large part of the existing data in EMIS seems to be somehow far from the realities on the ground, especially in regards with the data from districts. Many urging practical issues need to be taken into consideration when dealing with the education system at district levels, including: low number or lack of teachers, access to schools or classes, linking CBE and ALP classes

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<sup>2</sup> As per the request made by MOE DM in charge of Literacy, Annex A07

with public schools, road safety, and an effective inclusion of out-of-school children particularly girls.

The NIEP curriculum, teaching materials and textbooks- inspired by the IIEP's recommendations and publications- had been published and revised twice in order to better fit the purposes and the learning objectives of the trainings. However, the already published or under publication material need to be reviewed and amended by external experts including their formats, wordings, and contents. The IIEP Project has also contributed to the provision of the necessary equipment and facilities for the newly established centre.

All factors taken into consideration and based on the outcomes of this evaluation mission, the Project is considered successful in achieving all of its 4 components and their fixed objectives with efficiency and effectiveness.

The evaluation findings demonstrate an overall success of the trainings in achieving the intended results and outcomes (8.2 on a scale of 1 to 10) with a Project implementation rate of 96% (according to the third annual report) and as of 31 March 2018. It should be underlined that the Project was implemented timely (96%) respecting the defined budgets (97.5%). This is a good implementation rate since the evaluation findings obtained from interviews with the participants in DoPE indicate the system falls short of benefiting from a larger proportion<sup>3</sup> of the international funding allocated to education. In brief, it can be recognized that the Project, in line with UNESCO Mission Statement (Annex A24), was instrumental for improving the culture of educational planning and management at MoE.

To the question, "*What has happened as a result of the Project?*", the response of the interviewees is that "through this Project- after several years of civil war and in the context of permanent insecurity- the country could produce a strong basis for reviving the education system through NESP-III drawing on its newly skilled and trained experts in education planning and management". The interviewees and more specifically the females considered that "both NESP-III and the trainings have contributed to improving their self-confidence and to strengthening their motivation". This information was collected in response to the question, "*What real difference has the activity made to the beneficiaries?*".

## Sustainability

The answer to the question, "*What were the major factors which influenced the achievement or non-achievement of sustainability of the Project?*", is that "the strong technical support from IIEP"- collegially recognized by the interviewees- was "instrumental to the sustainability of the Project outcomes". They considered that the Project is "well established and integrated as part of the national education system's efforts towards systematic educational planning and management capacity building and development for an improved education governance".

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<sup>3</sup> This information was provided by the Project TAs according to whom the main reasons to this had been "lack of competencies", "poor or irrelevant projects", "lack of capacities of the development partners to effectively implement the projects", and, "lack of good governance at many levels". Many of the mentioned short comings including the impact of governance in education sector are also mentioned in "Aid effectiveness in Afghanistan, A research study by ATR Consulting, Oxfam, Swedish Committee for Afghanistan, March 2018".

However, the sustainability of the project could be strengthened through an effective and efficient systematic “hot-line” and monitoring system along with an immediate capacity building at district levels. A communication and advocacy strategy would enhance the ownership of MPs, local authorities, and managers at different levels of hierarchies, especially in PEDs and DEDs and even in DoPE, hence reducing interferences and hindrances in implementing the plans.

To this end and considering the national context, next phases need to be built on the potent outcomes of this Project which were mainly focused at DoPE and its education governance system.

## Key recommendations for further development

This *Evaluation Report calls for an extension of the Project* in broader terms through a renewed strategy with a focus on the following recommendations which are described more comprehensively at the end of this report:

<b>Recommendations in brief</b>		
#	<i>Titles</i>	<i>Brief description</i>
1	<i>Gender equity and mainstreaming</i>	The significant participation of women and the impact of the Project on female NTPs, both professionally and personally, are part of the great successes of the Project. It is strongly recommended to further develop on this gained asset by training more women through intensive and decentralized training especially in the provinces and districts.
2	<i>Modular, decentralized, short, and, intensive trainings</i>	Decentralized, modular, short (two to three weeks) and intensive trainings in PEDs can fit the expectations of the experts at local levels, decrease the costs while increasing the number of female participants. This can also help providing the MoE, the DoPE, and the country in general with more relevant and accurate data- not only about the education, but also the context and the population.
3	<i>Quality Assurance (QA)</i>	Defining a comprehensive QA strategy and mechanisms in order to ensure continuous improvement in the quality and relevance of the curriculum, teaching materials, teaching methods and, the learning objectives and outcomes.
4	<i>Monitoring and evaluating teaching and learning outcomes</i>	Intensive one or two-weeks training of trainers by TAs, on EPM teaching methods and pedagogy will help elaborating a QA approach which goes along with systematic M&E of both teachers' practices and trainees' learning outcomes during and after the trainings.
5	<i>Systematic practice follow-up and monitoring</i>	Monitoring the trainees' acquired skills- once back to their duty stations- will provide the newly trained practitioners with a better assurance in deploying their knowledge and would help them benefit from a systematic support from the NIEP. One of the cost-effective ways would be a "Hot-Line Support" to be provided to the trained experts in PEDs and DEDs.
6	<i>Systematic reviewing and updating of curriculum and the teaching material</i>	The revision of the curriculum to make it more adult learner-friendly, accessible and to improve it with more up-to-date and relevant case studies could contribute to a better understanding of the concepts. The in-depth review and updating of the teaching material (format, wordings and contents) would particularly equip the trainees with the necessary problem-solving skills they will need to draw upon in addressing complex issues with which they are supposed to deal in their duty stations, especially in DEDs. An English/Dari-Persian lexis of main education concepts and vocabulary would definitely help harmonizing the textbooks and all educational projects' publications.
7	<i>Bridging with Higher-Education</i>	Establishing a cooperation strategy between IIEP and Kabul University through specific support to MoE experts who will follow the academic courses and providing short trainings to update university teachers will be helpful in establishing a strong bridge with the academic courses and strengthening country's ownership.
8	<i>Literacy programmes planning and management</i>	(i) reviewing the current situation of LD's planning unit through a need survey/assessment; (ii) conducting training programs for the capacity development of Literacy Planning Unit staff at central and provincial level; and, (iii) developing a literacy strategic plan

<b>Recommendations in brief</b>		
<b>#</b>	<b>Titles</b>	<b>Brief description</b>
9	<i>Including specific topics on School mapping</i>	The micro-planning such as school mapping could help the future practitioners to better solve the school issues especially at the level of DEDs. Models could be developed considering the national specificities and expectations, keeping in check the realities of rural and remote areas where challenges are multiple including the dropout rate of girl students' increase in higher school grades.
10	<i>Defining and administering enrolment criteria for all NTP candidates</i>	For the successful implementation of educational strategic planning and management, all trainees could meet a mutually defined and agreed minimum enrolment criteria in terms of general literacy and mastering national language(s), among others. A set of entry level requirements could be developed for progressive levels of tailored courses according to the level of candidates.
11	<i>Advocacy and communication strategy</i>	A systematic advocacy and communication strategy among the DoPE hierarchy in PEDs and DEDs as well as among provincial and district Local Authorities (LA) such as Governors and Members of Parliament needs to be designed. It would reduce the possible challenges and pushbacks NTPs may encounter in applying their knowledge- sometimes arising due to a lack of information and ownership of the hierarchy and the local authorities.
12	<i>EiE fully integrated in education strategic planning and management approach</i>	Fully integrating EiE approach throughout NTPs and the future short-intensive decentralized trainings by taking into consideration factors including: persistent insecurity, poverty, lack of water and sanitation, gender issues, livelihood, lack of infrastructures, and natural disasters, in the training modules' design, delivery, and provision. This would ensure the updated relevance of the trainings and would facilitate a better actual implementation of flexible and relevant planning and management of the project in the multi-dimensional poverty context of the country.
13	<i>NIEP equipment improvement</i>	NIEP could better deliver its set objectives if equipped with low-cost and effective solar energy panels for ensuring sustainable provision of electricity; strengthening access to Wi-Fi through a reinforced system; equipping each student with a low-cost quality tablet; replacing the low quality printed teaching material by e-documents; creating an intranet; e-resource centre; effective hot-line system.
14	<i>Project documents improvement and opening to Afghan private sector</i>	A structured Logframe with overall objectives, expected results, indicators, inputs, outputs, budgets, and timeframe, along with separate detailed concept documents for each activity could be a useful road-map for future projects. Such a design can provide the amplitude to adapt or change an activity, if needed, without changing the overall structure of the project. Separate detailed activities' concept documents can also provide the option to include punctual fund providers at the level of activities, such as the rising strong private sector in Afghanistan.
15	<i>Assigning an IIEP (P4/5-level) Project Monitoring Manager in Kabul</i>	Appoint an IIEP high-level Project Monitoring Manager with full authority, capacity, and, amplitude (P4/5-Level) to directly work with MoE under direct authority of IIEP and in close collaboration with UNESCO Kabul office. She/he would support the IIEP National Coordinator and coordinate and report to IIEP project management. She/he would systematically monitor all the projects' activities, expected outcomes; design and implement audit visits and reporting with full capacity for timely anticipation of unforeseen events; proactivity responds to unpredictable circumstances and take relevant decisions together with DoPE as their direct implementing partner- fitting with the objectives and expected outcomes of the activities in concertation with MoE and IIEP.

## Background

### Context

“More than three decades of conflict have devastated Afghanistan’s education system and completing primary school remains a dream for many children, especially in rural areas and for girls in the poorest and the remotest parts of the country” according to “Afghanistan: One UN – One Programme for 2018-2021”. Inefficient resource management and MoE’s vulnerability and lack of good governance are among some of the most significant areas where greater accountability and transparency are needed. Persistent insecurity and intensified conflict continue to cause large-scale suffering and displacement of people throughout Afghanistan and into the neighbouring region. The scattered population and the extreme poverty are further compounded by the risk of natural disasters and the impact of climate change.

Since 2002, a fruitful cooperation between the Ministry of Education (MoE) of the Islamic Republic of Afghanistan and the UNESCO International Institute for Educational Planning (IIEP) has been established. The continuing importance of strengthening the education governance system through capacity development for planning and management remains the priority and the cornerstone of DoPE and IIEP’s joint cooperation. This cooperation started at a comparatively small scale until 2005 and was then scaled up through larger grants from Norway in 2006-10, followed by Denmark in 2010-14.

Thanks to the efficiency of the IIEP technical support, the MoE’s planning capacity significantly increased through these years of collaboration. The successful preparation of Afghanistan’s first National Education Strategic Plan 2006-2010 (NESP-I) was a key outcome from the first Norway-funded Project that resulted from a MoE-led participatory planning process with facilitation and technical inputs from IIEP. As a main outcome of the improved DoPE’s planning capacity, the MoE achieved membership of the Global Partnership for Education in 2011 through producing NESP-II along with the National Education Interim Plan and a draft NESP-III in 2013-14. This was followed by the production of the Education Joint Sector Review (EJSR) December 2013.

The second phase of the Project, funded by DANIDA, focused on strengthening long-term national training capacities. Its main achievement was the establishment of a National Training Programme (NTP) in Educational Planning and Management in Kabul in late 2012. DoPE led the NTP design and implementation. Training are conducted in Dari and Pashto. In 2014, the NTP began to diversify its training offer including evening training for Kabul-based MoE staff (ENTP) and a pre-service diploma for female graduate staff (FNTP). The NTP was awarded the status of an Institute under the Deputy Ministry for TVET. The National Institute for Educational Planning, NIEP, is now fully recognized as the most successful TVET centre in the country. It is worth to mention that during the evaluation mission, following a presidential decision, TVET was declared an independent organization from MoE, with full autonomy under the authority of the President of Republic.

The Project built upon the outcomes of DANIDA-funded project which ended in 2013. The recommendations of the evaluation report for that project in March 2014 contributed to defining and preparing the current NESP-III as one of the major achievements of the Project, specifically Priority Program No. 5: Education Administration Development. The Project was fully funded by the Swedish International Development Cooperation Agency (Sida) It was designed on a



comprehensive capacity development approach aiming at strengthening the DoPE not only at the level of individuals, but also institutionally, in order to reinforce its long-term technical autonomy.

The main objective, as defined in the Project initial document in 2015, was “*MoE education programs are realistically planned and monitored by skilled MoE staff at national and sub-national levels*”. The sustainability of the Project resided in institutional training competencies and capacities with substantial resources invested in further development and consolidation of the NTP, including the diversification of the training offer.

The Project had been timely implemented in Kabul in a very unstable and unpredictable security context. It is worth to underline the fact that the Project could achieve its main objectives despite the contextual circumstances that did not permit IIEP’s physical presence.

## Description of the Project

The intended overall outcome of the Project, according to the initial Project document, was the following: “*Education programs are realistically planned and monitored by competent MoE staff at national, provincial, and district levels*”.

The Project was built in partnership with the Directorate of Planning and Evaluation (DoPE) of MoE that was also the implementing partner of the Project. The total value of the Project was USD 3,825,006 spent over a three-year period from 1 April 2015 to 31 March 2018. The Project comprised four components as follows:

- *Component 1: MoE National Training Program in Educational Planning & Management*
- *Component 2: Production and review of MoE policy and plan documents*
- *Component 3: Consolidation of MoE technical capacity*
- *Component 4: Logistics and support services*

A review of the implemented activities and the relevant expenses during the three years of the Project implementation till 31<sup>st</sup> March 2018 based on the IIEP financial report on 18 April 2018, demonstrates that the initial budget distribution of the four components had been respected with an additional request of US\$91,831 to cover NTA salaries for the months of May and June 2018 which represents only 2.40% of the initial budget (Annex A02). The following table of data extracted from the Project budget revision document (April 2018) represents the budget repartition by component:

Components	Budget Doc 2015	Interim Financial Report 18 April 2018			% of revision / Approved revised budget	% Final Revised Budgets / Total
		Approved revised budget	% of revision / Project initial budget	Revised Budget		
C1	1 502 505	1 379 187	-8,21%	1 260 251	-8,62%	45%
C2	120 000	240 201	100,17%	159 809	-33,47%	6%
C3	1 181 700	1 181 700	0,00%	1 250 092	5,79%	44%
C4	69 648	72 765	4,48%	139 667	91,94%	5%
			<b>Variation average</b>		<b>Variation average</b>	
<b>Total</b>	<b>2 873 853</b>	<b>2 873 853</b>	<b>24%</b>	<b>2 809 818</b>	<b>14%</b>	<b>100%</b>

*Component 1*, representing 45% of the revised budget, the National Training Programme (NTP) in Educational Planning and Management is one of the main components of the Project aiming at strengthening the capacity building and further development and consolidation of the NTP including diversification of the training offer. According to the initial concept document, the Project focused on actors, capacities, and products considered as sustainable to overcome periods of crisis. The Project aimed at strengthening the NTP operations even if circumstances could not permit IIEP's physical presence and that trainings were delivered through distance education. (This section is analysed in detail in the corpus of the evaluation report, Results).

*Component 2*, representing 6% of the total revised budget, this was focused on the elaboration and the launch of NESP III (24 September 2017). Even if this component represents a small percentage of the budget, it is considered by the President of Republic of Afghanistan as the cornerstone to the sustainable development of the country in terms of its significance and its role in the education policy of the country outreaching to the subnational level and facilitating a clear and tangible vision for the education system. As a key resource, the GPE and IIEP joint Guidelines for Education Sector Plan Preparation has been also translated into Dari. In addition, within this component, IIEP presented progress in Education Joint Sector Reviews (EJSR) focusing on the quality of education in five education delivery programs: General Education, Islamic Education, Teacher Education, Literacy, and Technical and Vocational Education and Trainings (TVET). The review has been completed in Dari-Persian (still not translated into English to date). Also, in 2018 the Research and Evaluation Unit (R&E) has been upgraded and named as the Directorate of Strategic Evaluation and Monitoring functioning under the General Directorate for Planning for improving the effectiveness and integrity of research and evaluation unit with the statistics and monitoring units. Through its Component 2, the Project contributed to the Afghanistan Education in Emergencies Working Group (EiEWG, co-led by UNICEF and Save the Children). In October 2017, a 3-day EiE training was delivered for 40 provincial MoE staff within the framework of the EiEWG. The MoE planning Directorate has been leading the development of a national project for out of school children affected by emergency and conflict with a multi-year seed funding support from ECW and a foreseen funding from other donors for further implementation. The IIEP NTAs support to the EiE WG covered the coordination of 20 national and international NGOs, monthly reportings, facilitation of trainings, and planning for the joint monitoring of EiE projects.

*Component 3*, representing 44% of the total revised budget, this aimed at the consolidation of MoE technical capacity through the secondment of National Technical Assistants (NTAs) to MoE's planning directorate where they undertake key policy, planning, monitoring and evaluation functions. The difference they were able to make in the Ministry including on MoE reform processes, policy development, and the progress towards more evidence-based planning is impressive. The IIEP reports indicate the fact that the new staff hold substantial potential and will open up new possibilities for collaboration with IIEP-Paris, for example in the area of statistics, EMIS, M&E, and also in the areas of EiE and advocacy. The new national TAs were recruited in full agreement with Sida. IIEP has contributed- via UNESCO Kabul- to an early initiative among DPs in Kabul to exchange information on the use of national TA with the ultimate purpose to possibly review and align national TA arrangements. But, more time is required to resolve the TA issue as the termination of national TA seconded to

government will most likely lead to brain drain away from the government. This component of the Project to support the MoE with a varied palette of skilled personnel, including: high-capacity Directors, mid-level consultants and NIEP trainers, as well as talent development schemes, e.g., for interns, remains crucial for the sustainability of capacity development and performance in MoE. The 15 trainings in educational planning and management at IIEP Paris covered 2-week SCP courses, EPM-314 Education Sector Programmes and Projects, EPA 304, Quantitative Methods for Monitoring and Evaluating the Quality of Education, SCP courses, IIEP's ATP master's level course, and a 2-week specialized course EPA 303 on school mapping and micro-planning.

*Component 4*, representing 5% of the total revised budget, this had been allocated to purchasing the required IT equipment including desktops, laptops, printers, video projectors, photocopiers, as well as indispensable furniture for the classrooms and the management. A majority of these purchases served several MoE planning directorate units: research & evaluation, donor coordination, strategic and operational planning. Following a restructuring of the MoE planning directorate, these units changed location to the ground floor of the MoE main building and needed to be equipped.

## Evaluation features and methodology

An Inception Report defining the methodological approach was drafted and agreed by all stakeholders before the evaluation mission was undertaken. The methodology focused mainly on the quality of Project delivery and was designed on the basis of a participative mixed approach integrating Results-Based Management (RBM) framework, Kirkpatrick Model, and Theory of Change (Annex A08).

An in-depth desk review was carried out from April 5<sup>th</sup> to 12<sup>th</sup> including a review of the Project documents, NESP-III, IIEP-DANIDA project evaluation report, and other relevant most recent reports and surveys on Afghanistan education context analysis. This phase was followed by an intensive field mission from April 13<sup>th</sup> to May 5<sup>th</sup> carried out by two consultants specialized in educational strategic planning project management- one international lead consultant and one national consultant. Activities carried out included meetings, observations, 56 individual interviews (Annex A13), and qualitative/quantitative data collection. Field visits were organised in two PEDs and NTPs were interviewed in Herat and Mazar in addition to the heads of DEDs in order to broaden the scope of the evaluation and to facilitate a more comprehensive understanding of the impacts of the implemented Project. As the planned mission to Jalalabad could not take place due to logistical and security issues, interviews with NTPs in that province were conducted by phone. (Annex A09).

The first tentative findings of the evaluation mission were shared with the DoPE and the National Institute of Education Planning (NIEP) through an intensive focus group workshop in Kabul on April 29<sup>th</sup> which provided further feedback and information on the success and challenges of the project, lessons learnt, and good practices. The focus group workshop was followed by meetings with the General Director of DoPE on May 1<sup>st</sup> and the analysis of data collected during this phase. Additional meetings were organised with the IIEP National Coordinator on May 1<sup>st</sup> and with the heads of NIEP on May 2<sup>nd</sup>. Despite the high-risk level and several serious incidents including explosions and suicide bombing in Kabul and other cities that took place during the mission, the consultants carried out the mission -as closely as possible to the original mission plan- thanks to the professionalism of MoE counterparts and the support provided by IIEP. The evaluation mission provided regular Status Reports in order to keep IIEP updated with the process of evaluation and its ongoing steps. The evaluation mission was initially planned till April 30<sup>th</sup>. However, to ensure the effectiveness of the evaluation report and its relevant findings the mission was prolonged to May 5<sup>th</sup>. The first draft of the evaluation report and outlines were submitted on 3<sup>rd</sup> May 2018.

During 22 days and a total of 440 hours, the evaluation team mainly aimed at identifying- in priority: possible changes resulting from the Project, establishing causal connections between the changes and the programme inputs, and measuring the magnitude of the change enabling MoE and specially DoPE to enhance the future activities based on this Project outcomes and lessons learnt. The evaluation particularly focused on and assessed a wide range of broad, key and strategic performance indicators, including project effectiveness, efficiency, relevance, performance, sustainability, and coverage.

The evaluation adopted a participative qualitative methodology based on Kirkpatrick Model, Theory of Change frameworks, and Results Based Management (3Rs) frameworks (Annex A08, A10, A11, A12).

<b>Kirkpatrick Model</b>	<b>Theory of Change</b>
<i>Reaction</i> <i>Learning outcomes effectiveness</i> <i>Behavioural Change</i> <i>Results</i>	<i>Plausibility</i> <i>Feasibility</i> <i>Testability</i> <i>Usability</i>
<b>RBM 3 Rs: Resources, Reach &amp; Result</b>	

Taking into consideration the following specificities of the Country:

- *Permanent insecurity in most of the provinces (35) especially those close to the borders with Pakistan;*
- *Education governance instability, more specifically in provinces and districts*
- *Scattered population of the country with 75% living in rural, remote and deprived areas;*
- *Weakness or lack of basic infrastructures for 75% of the population specially at the level of districts (412).*
- *High Multi-Dimensional Poverty Index (MDPI) with 49.9% intensity of deprivations (HDR 2016)*
- *Lack of accurate and reliable education data and figures (quantitative/qualitative)*
- *Education contribution to overall poverty deprivations, (45.6% HDR-2016)*

It was necessary to widen the lenses of observation through a detailed root-cause analysis to measure the extent to which the Project could and will contribute to a sustainable development of the education system as a whole through education governance strategic planning and management capacity building and development.

The evaluation report considered it unnecessary to reproduce the results and outcomes of the Project three annual reports which have been endorsed by the evaluation mission. The evaluation report focused on two priorities. The first focus was on the quality of outcomes of the Project and the extent to which it could contribute to tangible changes in the vision of beneficiaries of the Project to deal with education governance: strategy, planning, budgeting, management, and, delivery. The second focus of the report was on opening the windows to future by building on the current Project's outcomes and to create the basis for new perspectives of the follow-up of the Project, taking into consideration the evaluation findings and the context of the country.

## Evaluation process

The evaluation (Annex A09) began by a desk review from April 5<sup>th</sup> to 12<sup>th</sup>. This phase ended by an Inception Report submitted on April 12<sup>th</sup> based on the Project's available documents at that date, including:

- *Initial Project document*
- *Project implementation reports for Year 1, 2 and 3*
- *NESP-III*
- *2014 IIEP-DANIDA project evaluation report*
- *In-depth analysis of 23 relevant most recent reports/surveys/budgets*
- *Discussions and meeting with IIEP project management*
- *Tentative Interview questions*
- *Inception report*

The review of the IIEP Sida CD-EPM-III initial project document along with the three annual implementation reports conducted the evaluation to focus more on the Component 1 of the Project- considered as the “Project Flagship”<sup>4</sup> rather than Components 2 (including the NESP III development, the education reform paper) and 3 (including the team of NTAs at DoPE) which have arguably been more successful than Component 1. This choice was made because based on the reviewed documents, IIEP already had better information available about Components 2 and 3 compared to Component 1.

The evaluation team needed to elaborate on the tentative indicators and verification means of the evaluation process and this led to a review of the Project initial Logical Framework (Logframe) and the two first columns of the “Results Monitoring Framework”. Accordingly, the three lists of interview questions incorporated a qualitative approach based on a cross-cutting information obtained from the initial Project document, the three-year Project implementation reports, and the evaluation questions suggested in evaluation ToRs. (Annex A01).

The evaluation mission in Afghanistan began on April 13<sup>th</sup> and ended on May 5<sup>th</sup>. The purpose of the mission was to carry out field visits, meetings, observations, individual interviews (in person or by phone), qualitative and quantitative data collection and analysis in Kabul and in Provinces.

The tentative list of evaluation questions in both English and Dari-Persian were finalised and distributed in three separate lists of interview questions for different groups of interviewees including: a general list of interview questions; a second list of interview questions for the NTPs; and a third one for teachers. All interview question lists are annexed to the present report (Annexes A10, A11, A12).

The mission agenda was constantly updated - for a total of eleven times- (Annex A04), with full flexibility of the evaluation team to correspond to the arising circumstances in the unpredictable context of Kabul and the visited cities but also for respecting the counterparts' unforeseen problems or sometimes last-minute obligations. It is worth to mention that despite the high-risk context, especially in Kabul but also in the two visited provinces, the evaluation team witnessed a very strong willingness for learning and improvement and a sense of

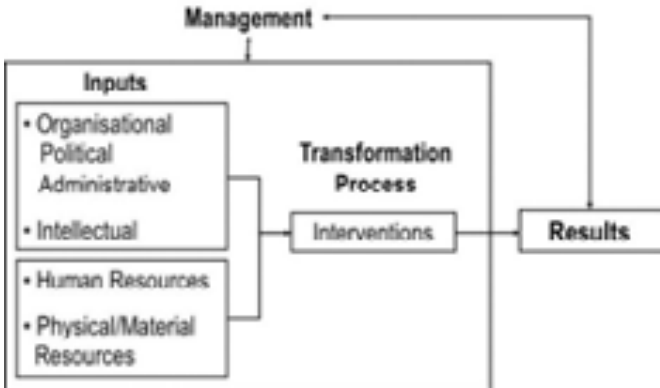
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<sup>4</sup> First Annual Progress Report 13 April 2016

professionalism among all national interviewees at all levels of responsibility, from civil servants to Deputy Ministers.

These constitute an important set of assets for the Project and its follow-up to be developed in near future. This is all the more important, as we must not forget that our interlocutors, regardless of their positions, live in a totally unpredictable context with serious daily risks for their lives and those of their families and colleagues. To work in such harsh conditions keeping one's commitments and maintaining the will to achieve the set objectives while keeping a cool head is indeed a great performance that inspires respect and constitutes a motivation to support even a bigger number of stakeholders in education system in Afghanistan. While recognising and valuing this, the evaluation team remained fully objective for the sake of the Project and the oncoming new ones.

The evaluation process was built upon the evaluation feature and methodology (as explained in the previous section) focusing on the transformation process of the Project. The evaluation process took into consideration: the organisational, political, and administrative inputs at national, provincial, and district levels along with personal inputs of the participants such as their background and their ability to contribute to the process. Available human resources capacities and material resources (access to computer, transportation, job environment) were seen into at each step.



During the whole process of the evaluation, the concerns were focused on “How?” the inputs and the interventions were engaged in the Project implementation and if they were results of a defined strategy or based on the necessities of the moment. “What could be expected” from those inputs as results and “Why”? And “Who could benefit” from the Project and to what extent?

A number of 56 semi-structured individual in person or by phone interviews (Annex A13) were carried out with participants in Kabul, Herat, and Balkh. Due to high level of security issues and logistics constraints it wasn't possible to travel to other provinces and, therefore the interviews with the individuals in the 5 provinces of Nangarhar, Bamyán, Daikundi, Badakhshan and Jawzjan were carried out by phone. Among interviewed participants, a total of 7 were from 7 districts (DEDs) in Herat and Balkh.

The main purpose of the interviews was to understand the impact of the Project from the perspective of those involved and how they have benefited or been affected by programme interventions. It is worth to mention that most of the interviews were carried out in Dari-Persian, avoiding considerable loss of time for translation and possible mis-interpretations. The interviewees included:

- *ATs seconded to MoE*
- *NTP (FNTP, ENTP) trainees*
- *NIEP teachers*
- *PED staff*
- *DED staff*

Individual meetings were organized with the stakeholders such as:

- *MoE leadership (1 Deputy Minister, 1 General Director)*
- *MoE Departments (Planning, General Education, Literacy, TVET)*
- *NIEP managers*
- *UNESCO Kabul*
- *Development donors/partners*

Several field visits and observations were carried out in Kabul and in the two visited provinces.

- *MoE Planning Department management*
- *NESP-III steering committee meeting*
- *NIEP premises*
- *Non-participant observation of NIEP live teaching methods/contents*
- *PEDs (Herat, Balkh) management*

Thanks to the IIEP National Coordinator, Mr Mohammad Aref Arefee, the evaluation team could attend the NESP-III Steering Committee (SC) 4<sup>th</sup> Meeting on 15 April 2018 during half a day (Annex A14). The NESP-III SC is co-chaired by UNICEF Kabul and MoE was represented by Mr Arian Director of Planning and implementing partner of the Project. All MoE international development partners were present. This meeting was very useful for the evaluation process and helped broadening and updating insights into the process and the challenges of the implementation of NESP-III. The report is annexed. (Annex A14).

The evaluation team held daily internal wrap-up meetings- conditions permitting. In addition, the evaluation team proceeded an in-depth analysis of all the new collected information:

- *NIEP existing “revised” textbooks review in Dari-Persian*
- *NIEP new curriculum review (in English)*
- *56 individual interviews’ results and data processed*
- *Additional (quality/quantity/budget) data collected and analysed*
- *Additional desk research and triangulations made.*

The evaluation analysis was based on Kirkpatrick chain of evidence along with the process of assumptions identification:



During the evaluation process new questions were raised and still a few unanswered questions persisted which could distort the evaluation findings. This is why the evaluation team considered that further clarifications, new meetings and investigations seemed useful for the



sake of the evaluation report. Therefore, the mission was prolonged till May 5<sup>th</sup> (originally planned for April 30<sup>th</sup>).

Regarding gender balance in the evaluation process, 14 interviewees out of a total of 56 were female. This represents 25% of the interviewees corresponding to the national average when it comes to the participation of women in the education system and in the governance of the country as a whole.

Once back to Kabul, an urgent request was submitted on Wednesday April 25<sup>th</sup> to Mr Mohammad Aref Arefee, the IIEP National Coordinator in MoE for organising a 1-Day Focus-Group Workshop with a total number of 16 NTPs including teachers and NTPs from Kabul and other provinces. 12 of the tentative selected participants to the workshop had been already interviewed and the evaluation process needed more clarifications hence 4 others were tentatively planned to be interviewed individually after the workshop (Annexes A15, A16, A17).

One important point should be underlined which better highlights the readiness and the willingness of the MoE experts for the improvement of the education strategic planning and management. The national week-ends in Afghanistan are Thursdays and Fridays. As it happened, Saturday April 28<sup>th</sup> was a national holiday therefore forming a long week-end. Despite the long week-end, thanks to IIEP National Coordinator, Mr Mohammad Aref Arefee and thanks to the willingness of DoPE and the strong support of Mr Arian, the General Director for Planning, the Focus Group Workshop could be set up, confirmed, and held on April 29<sup>th</sup> with several attendees even travelling from provinces in order to attend the Workshop on Sunday at 8am sharp. (The Workshop agenda and the two sessions activities are annexed).

After the workshop, on the same day, 4 additional individual interviews could be carried out with 2 NTPs and 2 NIEP teachers.

A debrief meeting was organised with Mr Arian, with NIEP heads of teachers, and UNESCO Kabul Director & Representative.

## **Evaluation indicators**

The evaluation aimed at measuring the relevance, effectiveness, efficiency, impact and sustainability of the achieved results through carried out activities under the four components of the Project, while triangulating the collected qualitative and quantitative data through the angles offered by Kirkpatrick Model, Theory of Change indicators, and the 3 Rs of RBM (Annex A08). This approach guided the analysis of the ToR's 15 questions (Annex A01) and formed the basis for elaborating the general interview questions and the two specific ones for NTPs and the teachers. Most of the interviews were carried out in Dari-Persian (refer to Results).

## Main Findings

### *Relevance and coherence*

It is worth underlining the significance and relevance of educational planning and management capacity building and development in the context of Afghanistan. The EPM along with Education Sector Planning (ESP) capacity development is a necessary step to support and complement the tremendous daily efforts of education authorities in Afghanistan for improving education governance.

A question that can be raised is: why after more than a decade of cooperation between IIEP and Afghan MoE in the field of ESP, and especially after the end of the previous DANIDA funded project, was it necessary to continue the capacity building and development in this field? Based on the findings of the evaluation mission, considering the previously discussed contextual factors, the Project was not only a clear response to the pressing and emerging capacity building needs of MoE, but also helped build a strong and long trust-based cooperation and formed the basis of the new relevant and realistic National Education Strategic Plan, NESP-III.

The Project could be achieved by addressing and responding to the technical capacity gaps and urgent needs of the country's education system to ensure a systematic approach to planning and management of education and to contribute to a sustainable peaceful development of the country. Acknowledging that the relevance of the Project is clearly demonstrated in the context of Afghanistan, it is important to focus on the coherence of the adopted methodology in the design and implementation of the follow-up projects.

NESP-III, is indeed one of the major outcomes of the Project; it constitutes the foundation of EJSR, through a Steering Committee with regular meetings, co-chaired by DoPE and UNICEF, bringing together all MoE departments and international implementing partners, funding agencies and NGOs.

The National Training Programme (NTP) on education strategic planning and management, institutionalised through NIEP, is undoubtedly addressing the technical education management gaps in Afghanistan. The NIEP is considered as the most important and successful TVET centre of the country out of the 300 in the country (30 in Kabul) according to the Director of TVET Policy and Program Development. Following a Presidential Decree and during the evaluation mission, TVET (previously one of the MoE departments) was declared as an independent national organization under the authority of the President.

MoE has a pressing need for more skilled experts and managers at all levels (national, provincial and districts). Obtaining higher skills and degrees have also trickle-down effect on individual experts and managers as it translates into better jobs, higher responsibilities/posts, and better salaries for them. The national traditions and uses consider that the respectability of individuals is based on their academic diploma, degrees, and, their livelihood. These facts explain the request of all the trainees to be upgraded to a BA or a Master diploma. This pressing appeal is bringing the MoE to closer cooperation with the MoHE and has motivated the Kabul University (public) or Kardan University (private) to offer the very recently-developed courses on education management at BA level and educational planning at MA level. This initiative can be taken into consideration as part of the Project follow-up activities.

In a joint cooperation, IIEP and DoPE shall consider conducting a contextual needs-assessment of capacity building and development to adjust the Project strategy in its follow-up steps, especially focusing on more specific short-term trainings. To picture the current situation and whereabouts of the Project in Afghanistan, it is certainly essential to train “Generals” at the central and provincial level with 2-years trainings, but it is also necessary to train many “soldiers” to conduct the campaign in the field, i.e., at the district level, and this can be achieved through intensive short-trainings.

Including advocacy and communication activities as part of the programmes for the future projects will contribute to decreasing the opposition or interferences and disassociation of educational local authorities from central, PED, and DED levels. Such interferences occur currently and were acknowledged by a majority of interviewees. They expressed their concerns about the fact that some local authorities or hierarchies have been sources of conflicts between the NTP graduates and their supervisors and rendered the planning practice difficult to be materialised or implemented. They recognised this was due to the local authorities’ lack of knowledge and understanding of ESP and how it could help them towards a better governance. However, in comparison with the previous project, it is true that such oppositions have decreased, but they still seem to create obstacles, especially when it comes to allocation of resources that are done irrespective of the proposed plan.

One main concern expressed during the interviews was the incoherence in trainees’ academic levels and background such as their literacy levels that could, at times, be lower compared to the requirements of the program. This had created issues for teachers and also for other participants in terms of losing time in their classes where basic concepts required further elaboration for those of trainees with lower educational levels.

Without exception, the interviewed NTP graduates considered that the trainings were fully relevant to the capacity building needs of MoE staff as they now understand what education planning means and what it is for; how to develop a comprehensive operational plan; how to write clear quality reports avoiding misunderstandings; how to articulate the challenges they deal with; how to coordinate the activities at different levels; how to carry out a situation analysis (based on a problem tree), simulation models, projection, and define objectives accordingly; how to implement a plan; how to proceed with EMIS and what it is for. In addition, the interviewees considered that these trainings have tremendously increased their self-confidence, personal curiosity for understanding problems and their interest in their work, and has also improved their own work, daily planning, their practice of English and even their computer skills. They consider that these trainings produced tangible personal behavioural changes.

The outcomes of the evaluation demonstrate that the trainings were relevant and coherent with the priorities and policies of the target groups and they can be considered as consistent with donor’s expectations. The activities and outputs of the Project are consistent with the overall goal, the attainment of its objectives, and the intended impacts and effects on the target groups. However, the complexity of the context of the country, its population and cultural diversity, disparity, poverty, and frequent changes in the governance structure demonstrate also that the objectives of the Project remain still valid to carry out revised “2-years trainings” with a focus on a greater number of short intensive and tailored trainings. Specific 2 to 3-days workshops/trainings for provincial and district level leaders, managers, and local authorities, can supplement cooperation and support with the prospective NTP graduates and their daily routine activities at their duty station.

## *Project Document Logical Framework*

The evaluation team conducted an analysis of the Project initial Project document submitted to Sida on 26 March 2015 and the three annual implementation Progress Reports (13 April 2016, 21 April 2017, and, 1 May 2018). It was presumed that the initial “Logical Framework” (Logframe) of the Project could define the roadmap of the evaluation along with the “Results Monitoring Framework” (RMF).

The annual Progress Reports are much more narrative and focus more on the inputs and performances of the Project participants instead of reporting on the defined activities or objectives following the initial Logframe. The two first annual reports (Year 1 and 2), follow the original RMF- renamed Results Assessment Framework- and cover the four components of the Project. While the Results Assessment Report in the third and final annual report is confined to Component 1. In the narrative part, activities under all components are covered. Some of them, as the activities under Sub-Component 1.1, Components 2, 3, and, 4 had been somehow mentioned in the initial Logframe and some of them that seem to be new are apparently initiated because of the needs expressed by MoE. However, Sub-Components 1.2 (Quality Assurance) and 1.3 (Institutionalization of NIEP) could have benefited from further clarification.

Component 1.1 reported activities in the three annual Progress Reports match with the initial Project document. However, in the Progress reports as well as in the NIEP documents and statistics, (Annexes A20 and A21), figures provided in the narrative could lead to confusions between the ones related to the precedent DANIDA Project and the Sida CD-EPM-III. This alludes to a need among the NIEP management to be trained on the mechanism of quantitative and qualitative reporting.

Likewise, reporting on Quality Assurance (QA) is more anecdotic and descriptive rather than analytical. The elaboration of the curriculum framework, syllabi, and its revision, according to the third annual Progress Report commenced in May 2017 while the Project started in April 2015. At the end of the third year, according to the report and the evaluation outcomes, this process “has involved extensive discussions and has progressed slowly”. But such EPM curriculum and syllabi exist already in IIEP and it could have been adapted to Afghanistan national expectations without being so time and human resources consuming, had this activity been defined at the beginning of the Project. In regard with training NIEP trainers, “an experienced Project NTAs have engaged NIEP trainers in training of trainers’ sessions on subject content, teaching and evaluation methodology”. However, a question can be raised: could an NTA, no matter how experienced, be able to train the trainers on teaching and evaluation methodology without having the necessary knowledge on teaching methods and pedagogy of adult training? According to the third annual Progress Report, corroborated by evaluation outcomes, “NTP learning materials and textbooks based on the syllabi are still yet to be developed”. Nonetheless, the evaluation team was provided by all the newly revised learning materials in Dari-Persian and could make an in-depth review (refer to the chapter on Component 1.1). Mechanism for the QA in regard with the NIEP teachers’ teaching methods and outcomes, curriculum, teaching material, students learning outcomes, and, assessments, are missing.

According to Oxford Dictionary, institutionalization, means “the action of establishing something as a convention or norm in an organization or culture”, which fits with the initial objectives of the Project: “(1) NTP has its own building, [MoE achieved this already in November 2014], (2) Partnership established between NTP and Kabul University; and, (3) At least 1 institutional linkage established with regional training and research institutions and/or network in EPM”. Only the second objective, “partnership with Kabul University” has not yet been achieved, as explained in the third annual Progress Report (1 May 2018). Some activities mentioned in this Report correspond less with the defined objectives, e.g., “case study” or “attending conferences”. By “Institutionalization of NIEP”, it could be expected for the NIEP to be considered primarily as a recognized institution in EPM inside the country. In regard with the NIEP website, it still remains “inaccessible”.

In regard with Component 2, the initial Project document and the 3 annual Progress reports match perfectly as observed and approved by the evaluation team. However, the activity related to “Introduction of education for safety, resilience and social cohesion in NTP curriculum” initially planned under Component 1.2 (activity 3) appears under Component 2 in the third annual Progress Report under the title “Education in Emergencies”. The initial document “introduction to education for safety, resilience and social cohesion in NTP curriculum” seems to have taken multidimensional poverty and insecurity into consideration in the NIEP curriculum; however, the actual curriculum is reduced and confined to a contribution to “Afghanistan Education in Emergencies Working Group (EiEWG)”. Therefore, it is encouraging that “the idea is to use the training materials produced as basis for a short EiE course at NIEP, under the 2018-2021 programme”. What is necessary is for this topic not to be considered as a punctual topic but rather as an overall conceptual basis for education planning and management in the context of Afghanistan.

In regard with Component 3, the initial Project document, the 3 annual Progress Reports, and the evaluation findings remain coherent. However, reporting style is more narrative and anecdotic.

In regard with Component 4, there are few discrepancies between the initial Project document and the annual Progress Reports. It appears that “the majority of these purchases (equipment) served several MoE planning directorate units: research & evaluation, donor coordination, strategic and operational planning”. Consequently, the evaluation team could observe the poor condition of the existing equipment in NIEP which was planned to be the main and the only recipient of the purchased equipment.

A quick review and comparison of the Project initial Logframe and the two first columns of the Project “Results Monitoring/Assessment Framework” can help understanding the root causes of some of the above raised elements. Here-after, as an example, a recapitulative table is extracted from the Project Component 1 Logframe, (March 2015), as follows<sup>5</sup>:

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<sup>5</sup> Same comparative tables are made for each of the four components.



The Component 1, “Result Monitoring Framework”, as follows:

Results monitoring framework		Project Document 2015, Page 37
<b>Component 1: National Training Programme</b>		<b>Indicator</b>
<b>Sub-component 1.1: Diversification of NTP training offer and delivery of programme</b>		
NTP		n° of staff trained at NTP (but not yet graduated) <i>of which female (10%)</i>
Evening NTP (ENTP)		n° of staff graduated from ENTP <i>of which female (10%)</i>
Female NTP (FNTP)		n° of staff graduated from FNTP <i>of which female (100%)</i>
Internship FNTP		n° of staff completed internship <i>of which female (100%)</i>
<b>Sub-component 1.2: Quality assurance of NTP programmes</b>		
Revision of NTP assessment system of student achievements with IIEP technical advice		Assessment system produced
Revision of NTP curriculum framework with IIEP technical advice		Curriculum framework revised
Revision of NTP training materials (11) with IIEP technical advice		n° of training materials revised
Turning curriculum and training material (23) into interactive audiovisual material		n° of trainings materials converted to AV format
Training on education for safety, resilience, and social cohesion for NTP trainers		n° of staff completed training <i>of which female (20%)</i>
<b>Sub-component 1.3: Institutionalization of NTP</b>		
Partnership between NTP and Kabul University		Partnership established
Strategic reflection on NTP's future development (incl. NTP strategic devt. seminar)		Strategic reflection undertaken and seminar held
Regional institutional linkages incl. participation in ANTRIEP annual meetings		Membership of ANTRIEP achieved
NTP website and database development		NTP website and database fully developed

At a glance, the two tables can be summarized as follows:

Logframe	Results Monitoring Framework
<ul style="list-style-type: none"> <li>• The column 2 of the Project Logframe, under the title “TARGETS AND OBJECTIVELY VERIFIABLE INDICATORS” enumerates very briefly all together, activities, targets, results, indicators, and, sources of verification;</li> <li>• the column 3, under the title “SOURCES OF VERIFICATION”, includes shortly, results and sources of verification;</li> <li>• The column 1 of the page 4, under the title “ACTIVITIES”, enumerates the activities planned for each of the four components</li> <li>• The column 2 of the page 4, under the title “MAIN TYPES OF INPUTS”, provides briefly few expected inputs for the activities of the components, detailed in the first column.</li> </ul>	<p>The first column reflects the activities by Components and Sub-Components, while the second column, under the title “INDICATOR” enumerates together, indicators and/or expected results.</p>

The in-depth review of these two documents along with the third-year implementation report, pointed out the following few observations:

- *Many activities/targets included in the Logframe, under the title “Targets and objectively verifiable indicators”, differ from the ones in the page 4 and differ also from the activities enumerated in “Results Monitoring/Assessment Framework”;*
- *Activities, expected results, indicators, and, sources of verification, are mostly put together with some differences in the two tables and it’s hard to guess the nature of each;*
- *Inputs are very short and lack the information on the type of inputs, such as, by whom, for what purpose, and, for what outcome?*
- *While the third-year implementation report is using the same “Results Monitoring/Assessment Report” as the initial Project document, it is just focused on Component 1; other three Project components seem missing in that table, while they had been taken into consideration in the two first annual Progress Reports;*
- *Activities changed, removed or added, during the implementation of the Project without any explanation.*

Based on a general observation of the above-mentioned elements, at least two root causes could be identified.

The first could be considered at the level of the Project’s initial document and structure, more specifically, Logframe and Results Monitoring/Assessment frameworks and tables. A detailed Logframe for the duration of the Project, with clearly defined overall objectives, expected results, indicators, inputs, outputs, budgets, and timeframe, along with separate detailed concept documents for each activity with needed flexibility, could be a self-explanatory road-map for all activities during the Project implementation life cycle. In addition, a separate detailed concept document for each activity, could provide the option to make needed adjustments, whenever necessary, without making changes in the structure of the Project. This approach could facilitate the activity implementation (inputs and outputs), its monitoring (technical and budget), its results and outcomes, and therefore, its evaluation.

One main by-product of such an approach was that it could provide the opportunity to secure punctual potential funding at the level of activities. Of course, private fundraising had not been envisaged in the initial Project. However, IIEP, made a recommendation to MoE in regard with NESP-III<sup>6</sup> and advised on “the importance for MoE of working more productively with partner ministries, the private sector and other stakeholders” along with “The need to tackle corruption and to address public dissatisfaction and grievances with education provision”. Production of NESP-III was part of the Project, and this possibility, could also be open to some activities of the Project. As a matter of fact, some international development funding agencies, NGOs, and, the arising strong private sector in Afghanistan, can be involved as punctual funding partners at the level of activities.

The following framework is provided as an example which could illustrate the mechanism of a multi-year capacity development project as the one which was subject to the evaluation.



The second root-cause could be the absence of an IIEP Project Monitoring Manager with full authority, amplitude and capacity (P4/P5-Level) in Afghanistan who could be stationed in UNESCO Kabul Office but only directly working and reporting to IIEP. A P4/P5 and not a P3/P2 could operate independently and confidently and manage all implementation stages of the future project without being caught in usual hierarchical administrative circles that could decrease their efficiency and authority. Therefore, despite the suggestion of the third annual Progress Report to hire a P3 for the follow-up project and given the field observations of the evaluation team, employing a P4/P5 programme manager is clearly preferable. This manager can better be capable in supporting the current highly qualified, trustful, and, professional IIEP National Coordinator and will coordinate with and report to IIEP project management. Another benefit of employing a P4/P5 is the direct and trust-based relation that they could

<sup>6</sup> Report on IIEP support to Afghanistan NESP III finalization, February-July 2016, 2 September 2016



establish with local authorities where they could take punctual decisions and adjust or revise the projects' activities and implementation methods as new situations arise within the highly unpredictable context of the country. Such decisions could be taken in a more straight-forward and efficient manner in coordination with the current IIEP National Coordinator and other local counterparts on the spot- should the programme manager have the necessary authority to do so. The manager shall be proficient enough to systematically monitor all the future projects' activities, expected outcomes, and design and implement audit visits and reporting, -for example by creating 5-6 audit zones for the whole country-; organise regular meetings with stakeholders, implementing partners and other potential partners, and gather progress reports and feedbacks from sub-national levels. She/he will have the amplitude for on-time anticipation of unforeseen events inside or outside MoE, will respond proactivity to unpredictable circumstances, and, will take relevant decisions, fitting with the defined objectives and expected outcomes of the future activities in concertation with MoE, IIEP National Coordinator, and, IIEP Paris.

### *Outputs and implementation processes: effectiveness and efficiency*

The evaluation team needed to build its strategy on the basis of the IIEP Sida CD-EPM-III April 2015 to March 2018 project document dated 26 March 2015; the 3 annual Project implementation Reports; and the ToRs of the evaluation. The original Logical Framework briefly describes the overall objectives of each of the four components and the sub-components of the Project. Well familiar with the Afghanistan's complex and changing context, the evaluation team was aware of the weight of cultural and traditional customs in relationships, decision makings, and action takings, but also the strong willingness of the authorities, the managers, and the experts to improve their activities' outcomes. In the next paragraphs the results are analysed based on the Project initial Logical Framework (Annex A03) through a qualitative lens.

The review of the IIEP Sida CD-EPM-III initial project document, along with the three annual implementation reports led the evaluation team to focus more on the Component 1 of the Project without neglecting the Components 2 (including the NESP III development, the education reform paper), 3 (including the team of NTAs at DoPE), and 4, which have arguably been more successful than Component 1. This choice was made because based on the reviewed documents, IIEP has had better information available about Components 2 and 3 compared to Component 1.

#### *Component 1.1. Diversification of NTP training offer and delivery of programme*

NTP was established to provide mid-level trained and skilled planning staff for MoE across Afghanistan. The trained staff are expected to facilitate the planning, monitoring, and reporting processes in education offices in DoPE and provincial (PED) and district (DED) offices.

The NTP is structured around 4 semesters (4.5 months/each according to higher education regulations) in 2 consecutive academic years. But the residential semester is condensed into 3 months to comply with the Government employment rules which stipulate that staff can be away from their office for 3-months trainings just upon an official authorization. NTP sends official invitation letters to the PEDs and specify the

criteria of potential candidates whose responsibilities are related to planning, monitoring, and reporting. Then, the PEDs introduce the candidates through an official request to NIEP. Thus, all rules and regulations for the MoE and government employment are observed. Required level of the candidates is not always taken into consideration, by PEDs, sometimes because of lack of personnel or preferences of the relevant hierarchy.

According to the education law, MoE is allowed to offer two trainings after high schools, grades 13 and 14. The first semester is residential for 3 months. The second semester is practical for 9 months while the students are back in their duty stations. They prepare a mid-term 3-years education plan for their province or the education department they are employed for such as: General Education, Islamic Education, TVET, Literacy, and, Teachers' Education. The 3rd semester is residential for 3 months and the 4th is practical again. Students are supposed to prepare similar projects with complex analysis and projections for setting objectives and targets for a 3-years plan.

The following table details the percentages of the subjects included in the current NTP curriculum:

	Subjects	Hours	% / 880
1	<b>Educational planning</b>	200	22.73%
2	<b>Monitoring &amp; Reporting</b>	120	13.64%
3	<b>Budgeting</b>	80	9.09%
4	<b>Procurement</b>	20	2.27%
5	<b>Statistics &amp; EMIS</b>	80	9.09%
6	<b>Education Rules &amp; Policies</b>	40	4.55%
7	<b>Fundamentals of Education</b>	20	2.27%
8	<b>Management</b>	20	2.27%
9	<b>Mathematics</b>	80	9.09%
10	<b>Islamic studies</b>	40	4.55%
11	<b>English</b>	100	11.36%
12	<b>Computer</b>	80	9.09%
	<b>Total Hours</b>	<b>880</b>	

The curriculum and all teaching materials (students' manuals) are in Dari-Persian and were subject to an in-depth review for the sake of this evaluation.

According to the current curriculum of NTP (Annex A18), during the two 3-months residential periods, the students study basics of the educational planning, monitoring, budgeting, and reporting in the first semester. Subjects such as patriotism or "love for the country" (Hubul Watan), Islamic studies, mathematics and English, and computer, represent 300 hours (34%) out of the 880 hours of the 6-months of the residential courses. Hubul Watan and Islamic Studies are compulsory subjects based on governmental decree for long-term courses.

The mathematics course covers the very basic mathematics- usually taught at the level of primary schools and lower secondary. The English subject is very basic and the

contents are at the level primary school allowing learning a very basic English. The review of these two subjects clearly demonstrates that many of the trainees lack the very elementary basic knowledge of mathematics and English which should be among the criteria for the selection of the candidates in order to avoid investing a huge amount of time and resources on these subjects, or at least, at the level they are taught. The English taught as a subject for NTPs -at least as it is done now- does not bring any change in the quality of the future experts as education planners and managers. This point, is by itself, an indicator of the academic level of candidates who are mostly supposed to have been graduated from high schools. In other words, these can be considered as indicators for improving the quality of teaching outcomes in schools in general.

Short-term intensive courses can potentially reduce the total time allocated to subjects which may not bear direct added-value to a training on education planning and management. Such courses can better concentrate on the main related topics and improve the overall effectiveness of the trainings.

The evaluation team was provided with the new revised and edited learning material based on the new revised curriculum. None were finalized on 4 May 2018. The following observations can be shared based on the review of the main related topics. The sources used for the translations and adaptations are usually missing in the texts. It is important for the students to know what sources are used- and if needed to have access to them. The knowledge and familiarity of the evaluation team with IIEP publications and contents allowed noticing that learning material were mostly based on IIEP in 2000 or older publications, while up-to-date IIEP publications and other sources can be more relevant and beneficial. In terms of wordings in Dari-Persian, the translation could benefit from a simplified and more user-friendly language. For example, some concepts need to be more detailed and contain examples- particularly those that are completely new and/or more complex while others can be shortened and simplified. As for the formats, wordings, and, presentation of the texts and contents, the manuals could be more adult learners' friendly by spacing and using different types of character, for instance. The evaluation team could also remark lack of references, presence of typographic or orthographic mistakes, missing words or meaningless sentences: in page 5 of "Planning training manual", "پلاننگذاری تعریف نمایند", (incomplete sentence) and in the same page another typo error "نماندهیلکه" are some examples. As future EPM experts, the NIEP participants should better experience an exemplary learning environment where they can develop their understanding and skills on matters such as referencing and avoiding plagiarism, up-to-date researches, critical thinking and problem-solving exercises with no serious short-coming in their own training materials.

These improvements do not need more resources. However, the review of the contents by external experts in education planning and management and educationalists (not from DoPE or NIEP) familiar with adult pedagogy, could contribute to an improvement of the quality of teaching materials. Elaboration of an English/Dar-Persian education concept and vocabulary lexis or concise dictionary can definitely contribute to a harmonization of the specialized EPM vocabulary in particular and education in general. This initiative could be a tremendous support specially in the case of Afghanistan where there is a permanent understandable need to resort to international sources and translate them to Dari-Persian. Furthermore, such an education lexis/dictionary could be sold by NIEP as a source of income.

It can be also envisaged, to include the contents of the current “Education rules & Policies” subject in a lighter and more accessible way, as practical examples inside the main topics. In the new draft of the curriculum, which is still under construction, a new subject appears as “Education research methods”- to which 80 hours are allocated. A question can be raised as to the extent this topic which represents 7.35% of the curriculum, contributes to education planning and management, and how it could be best adapted to correspond to the purpose of the trainings and be an added-value for the future experts?

“Computer skills” subject is of course by itself important for improving ICTs skills of the future experts. Two to three days intensive trainings, on Office environment (mainly Word and Excel), internet, and, other tools such as the use of PDF, etc, will be enough, as the personal exercises and practices will be much more helpful to students and much less time consuming rather than the allocated time within the curriculum: 9% of the current curriculum (80 hours) and almost 6% of the new one (64 hours).

Evaluation team received the draft of the new NTP curriculum (Annex A21). It is still under revision and not finalised yet at 5 May 2018, as detailed here below:

<i>Courses</i>		<b>Hours</b>			<b>% Hours</b>
		<b>Total</b>	<b>Theory</b>	<b>Practice</b>	
<b>1</b>	<i>Islamic Studies 1 &amp; 2</i>	32	32	0	2.94%
<b>2</b>	<i>Patriotism 1 &amp; 2</i>	32	32	0	2.94%
<b>3</b>	<i>Foundations of Education</i>	64	64	0	5.88%
<b>4</b>	<i>Mathematics</i>	64	16	48	5.88%
<b>5</b>	<i>Statistics</i>	32	32	0	2.94%
<b>6</b>	<i>Computer Skills</i>	64	16	48	5.88%
<b>7</b>	<i>Economics of Education</i>	64	16	48	5.88%
<b>8</b>	<i>Educational Management</i>	80	32	48	7.35%
<b>9</b>	<i>Introduction to Educational System of Afghanistan</i>	96	48	48	8.82%
<b>10</b>	<i>Planning, Monitoring, and Reporting of Education</i>	112	64	48	10.29%
<b>11</b>	<i>School Development Planning, Monitoring, Reporting 1 &amp; 2</i>	144	48	96	13.24%
<b>12</b>	<i>District Education Development Planning, Monitoring, Reporting 1 &amp; 2</i>	112	64	0	10.29%
<b>13</b>	<i>Provincial Education Development Planning, Monitoring, Reporting 1 &amp; 2</i>	112	64	0	10.29%
<b>14</b>	<i>Educational Research Methods</i>	80	32	48	7.35%
<b>Total of residential hours</b>		<b>1088</b>	<b>560</b>	<b>432</b>	
	Fieldwork-1	480	48	432	
	Fieldwork-2	480	0	480	
	<b>Total:</b>	<b>2048</b>	<b>608</b>	<b>1440</b>	

A rapid comparative analysis with the current curriculum, demonstrates the followings:

- *The new curriculum, according to NIEP and DoPE, is based on a modular and credit-based training approach*
- *An increase of 208 hours of residential courses, representing 23.74% compared to the current curriculum;*
- *The number of subjects increased from 12 to 14, which represents 16.67%, Educational research methods and School development planning, are the two new subjects, while English does not appear in the new draft curriculum*
- *Islamic studies, patriotism, foundations of education, mathematics, statistics and computer, represent 26.74% while almost similar subjects represent 34.09% in the current curriculum*

Students prepare the projects under direct supervision of the NTP trainers. The trainers supervise and monitor the level of the students' progress regularly and help them address the challenges during the preparation of the projects. NTP provides the internet and telephone facilities during the trainings so that the trainers are able to follow and communicate with the students in the provinces.

The NIEP students' data figures in March 2018, (Annex A19) indicated that 659 students have been trained which is more than the "intended number of students" in the original Logical Framework of the project in 2015 (Annex A03).

Total for all F/E/NTPs						
S/No	NTPs	Female	Male	Total	Female %	Male %
1	NTP	12	290	302	4%	96%
2	ENTP	22	99	121	18%	82%
3	FNTP	236	0	236	100%	0%
	<b>Total</b>	<b>270</b>	<b>389</b>	<b>659</b>	<b>41%</b>	<b>59%</b>

Due to socio-cultural context of Afghanistan, women face more challenges to participate in social activities and governance systems. Therefore, it is worth to underline the important contribution of the Project to increase women participation in ESP through targeted capacity building activities. Even though the ratios are still very low, with only 4% female in-service- participants in NTP from PEDs and DEDs- or 18% females in-service- participants in ENTP (evening courses) from Kabul- women show a real willingness to take part in this important national initiative. The percentage from PEDs and DEDs (4%) remains very low compared to ENTP female participants (18%) which is four times more and this is partially due to the socio-cultural and traditional rules which oblige women to be accompanied by a member of family while they travel. The first annual Project Progress Report mentioned that "women can bring their husbands as trainees if the husband is also an MoE staff". This could be a source of low effectiveness of the trainings as some male participants will attend the trainings based on their social roles rather than their professional needs and responsibilities. This intensive and short evaluation did not allow a further exploration of this concern. Based on the number of female participants from Kabul in ENTP courses and the high ratio of women participation in FNTP, it can be concluded that if short-term intensive courses could be organized in PEDs, the female participation will definitely increase.

However, and despite the low ratio of female participation due to the contextual situation, it can be considered that one important success of the Project is the willingness and determination of female participants to take part in the Project. Also, the overall

female participation in the three programmes (41%) is by itself a relevant encouraging indicator that the Project could and will be able to play a significant role in gender mainstreaming and women empowerment. The outcome of interviews with female participants and observing their active participation in the “Focus Group Workshop” organized by the evaluation team demonstrate the validity of this conclusion. The female interviewees, without exception, underlined the fact that the Project “played a decisive role in allowing them to demonstrate their capacities to their male colleagues and motivating them to take part of the education planning process”. They also emphasized on the fact that the Project “played an important role for them to increase their self-confidence in their family and daily life”. This can be considered of a great value in the patriarchal social context of the country.

Indeed, according to NIEP, 236 females have been trained under FNTP. Out of 236 FNTP, 89 will pass the second year by the end of 2018 and will be graduated. FNTP programme can be considered as a success of the Project as an unexpected high number of female participants enrolled in the programme. A majority of FNTPs expressed their willingness to enrol at university rather than pursuing a career at MoE or in the education sector. The desire for further education is understandable but nonetheless is a different objective than that of the set objectives for FNTP graduates to be employed at MoE or in the sector. This is why IIEP and MoE has decided to close the FNTP once the current last batch graduates.

The female participants at the regular NTPs interviewed during the evaluation were even more enthusiastic and satisfied than their male colleagues and considered that the Project contributed tremendously to strengthen their personality, to their gaining respect among the colleagues, and the feeling that they “are not less capable than their male colleagues” in achieving their professional goals. Also, the male colleagues (the great majority: 96% of the NTP and 98% of ENTP were male) could observe the high capacity and effectiveness of their female colleagues once well trained and skilled.

This clearly shows the willingness towards emancipation of women in Afghanistan and the positive role of the Project in this regard. Therefore, the Project can be considered as a success in making a change in regard with gender inclusion, and women experts’ contribution in education activities at the national level along with their male colleagues.

Despite their enthusiasm, female participation numbers remain lower than male participation in the NTP programme. This is due to two main reasons: one is the fact that traditionally the number of female staff in MoE is much lower than males; the second reason is that if a female staff attends a program out of her duty-office, regardless of the duration, they should be accompanied by one of their relatives which of course doubles the costs of female participation compared to males. Despite the firm willingness of IIEP to fully support the relevant expenses for facilitating women access to NTP, female NTP participation was kept low by NIEP whose directors explained that “they needed to avoid the increase in expenses” or said that “ad-hoc familial or personal reasons discouraged many women to take part in the programme”. It could be great to envisage addressing this issue in the follow-up of the Project in order to increase the contribution to gender equity in Afghanistan in line with SDGs.

MoE needs highly qualified education experts at all levels of education governance and more specifically at DED levels. According to DoPE managers and experts, one way to mobilize this required skilled human resource is through offering them B.A. and M.A.

in the field of education planning. Another and more efficient way according to the findings of this evaluation is to create professional and financial incentives, i.e. promotions and higher salaries to attract qualified experts. Some of interviewees expressed their concern over the fact that once back to their duty stations, they were not promoted and had to go through- what they described- “a lengthy bureaucratic fight” to obtain their promotion- of course this was not a general issue.

### *Component 1.2. Quality assurance of NTP programmes*

The practical activities were very limited during the residential phase and in classes. The major reasons were unequal qualification and background levels of the participants coming from different provinces and districts to attend this program, the teaching manuals, and teachers’ teaching methodology. It is evident that implementing relevant and meaningful classroom activities will result in better learning outcomes with more impact on program outcomes in general.

Thus, a more systematic and professional training of trainers in practical education planning and management teaching methods with a focus on adults’ learning approach seems indispensable. NIEP teachers have good understanding of subjects, however, their teaching skills need to be improved to enable them to better transfer the knowledge and skills that their adult professional students need to acquire. Teachers were teaching their classes with confidence, communicated the concepts with enough clarity using various methods, answered questions in a friendly manner, evaluated the students’ activities and provided feedback. But the methodology deployed is similar to those applied for high-school students.

It has been argued that standard assessment exists in NIEP. But as observed that is only focused on project assessment format and process. There is room for more practiced-based evaluation for evaluating and assessing the effective learning outcomes of the participants. There are two types of assessments; 1- formative assessment (assessment for learning) and 2- summative assessment (assessment of learning). The first one is carried out on continuous basis during the teaching and learning activities while the latter is practiced on a specific period basis. The first is exclusively quantitative while the latter can be of a more qualitative nature.

The curriculum framework has been revised many times by NIEP teachers along with external consultant and by the former DG Planning. A new revision is ongoing as explained earlier. The curriculum framework follows the TVET recommendations while it is also tweaked to fit with higher education standards in order to be offered as BA or MA degrees. However, in the follow-up of the Project, the provision of short-term intensive trainings will give room for a more in-depth revision of the curriculum to better fit it with the future education practitioners’ needs in planning and management. Apparently, most of the revisions are conducted by NIEP teachers themselves and by DoPE experts (current or former). What is important to note is that there are two types of revisions required: technical revision from the education planning and management perspective, and the other from a pedagogical point of view. An external expert revision can better contribute to improve the curriculum and the contents from both angles.

It is not yet clear what bases form the time and the necessity for revising the teaching materials. NTP participants still complain about the low quality of the student chapters.

A review of the existing teaching material in Dari-Persian (an example is attached as Annex A22 (Education planning, Volume 1) demonstrates a lack of referencing to the original publications used for preparing the teaching material, a high density of texts in a large part of the manuals. Many concepts, particularly the complex ones, could be explained using clearer sentences to avoid confusion and further complexity. Students are often invited to learn large part of manuals by heart! There is room for improving texts and contents in order to make the teaching material more friendly and attractive without any additional costs. Interviewed NTP graduates consider that the student materials need more revisions and editing to make them more understandable and easy to use.

The students' evaluations are strictly quantitative with the classical gradings and exams. The teachers are evaluated by a team of five of their colleagues. Adapting and using international standards in quality assurance will certainly help improve the quality of teaching and assessment in the future phase of the project.

Students are supposed to go through a final test at the end of the residential semesters to evaluate their learning achievements. The evaluation is strictly quantitative. The practical phase, i.e., students' projects are evaluated qualitatively and quantitatively. Students usually prepare projects such as a 3-year mid-term Provincial Education Plan, or a Progress Report based on the Provincial Annual Operational Plan targets. Students present their project in front of a jury composed of the NTP trainers and DoPE planning experts. The jury evaluates the projects based on: presentation quality and performances; quality of the writing; the format of the documents; the quality of the analysis of the education in their respective provinces; the logic of the target setting; and the students' answers to the questions raised by the jury and the audiences. Their oral presentation and their command of the analysis is the third criteria for scoring and evaluating their learning outcomes. NTP has prepared standard criteria and check lists to score the evaluation of the projects. The assessments and evaluations are prepared by teachers based on the learning materials and therefore there seems to be a lack of a coherent and agreed set of standards and procedures for assessment.

The 2<sup>nd</sup> IIEP Project annual report on 21 April 2017 mentions that the 8 NIEP civil servant trainers who participated in an IIEP online course on M&E of Gender Equality in education, "did not perform very well, scoring a grade of 5.8 of 20. While, the report mentions that "eventual capacity development of NIEP trainers should follow a specific methodology", but MoE "preferred cost-effective capacity development measures, such as MA scholarships for universities, or trainings by the senior IIEP-Kabul staff for the NIEP trainers".

According to the same report, following an IIEP mission to Kabul on January 2017, a national consultant (ATP and former DG of DoPE and former DM for Literacy), undertook the revision of NIEP curriculum framework and training materials (in Dari-Persian) in collaboration with the NIEP trainers based on IIEP recommendations that "the syllabi should feature clear messages on anti-corruption and human rights including child rights; gender; and conflict sensitivity".

This revision mainly covered curriculum framework and draft syllabi for the four core subjects: 1. Educational planning foundations; 2. School development planning; 3. District education planning; and 4. Provincial education planning. IIEP recommended also that the revision should cover "the development of learning materials (textbooks)



for the aforementioned subjects and possibly revision of the curriculum frameworks for other subjects.” For this purpose, IIEP “has made its ATP training materials available to MoE for translation into Afghan languages”.

The 3<sup>rd</sup> IIEP annual Project report on 18 April 2018 underlines the fact the syllabi and curriculum revisions were ongoing through a participatory process including the mentioned consultant and the NIEP trainers. It is also reported that through MoE-led process, “experienced Project NTAs have engaged NIEP trainers in training of trainers’ sessions on subject content, teaching, and evaluation methodology. Finally, newly recruited NIEP trainers have acquired knowledge and experience as they worked as assistants to the more experienced NIEP trainers in classroom teaching and as they supervised NTP trainees’ practical projects”. The third annual report observes that “NTP learning materials and textbooks based on the syllabi are still yet to be developed”, and, the Project is “still looking for competent author(s) with the required knowledge and experiences in educational planning and management and textbook writing”; as the objectives of “the new curriculum is based on a modular and credit-based training approach”, to allow “NIEP to conduct long- and short-term trainings based on the capacity development needs, educational planning requirements at sub-national level, and MoE time/budget constraints, for a diversified audience of trainees”.

It seems that the country’s complex context and the need for NIEP as an operational institute had not permitted enough time to effectively design and integrate a framework of “Quality Assurance (QA) of NTP programmes”. The activities carried out had therefore lacked a defined framework for designing the curriculum, teachers’ training programme, teaching materials, teachers’ and students’ assessments frameworks and processes.

The initial Logical Framework of the Project- under the Component 1.2, defining objectives/outcomes (Annex A03)- could have been clearer in setting up and defining a QA framework, as well as the intended inputs from IIEP or other relevant institutions. Also, the same document brings together the QA along with the trainings on “education safety, resilience and social cohesion” which could be integrated under Component 1.1. This could create a confusion between what is expected from “QA of NTP programmes” with the general education outcomes which should be more resilient and social cohesion oriented.

Seen from EiE approach, the whole Afghanistan education system needs to be considered in an emergency situation due to its context (Annex A06) Therefore, EiE, can be fully integrated into education planning and management curriculum for more coherence and relevance with the national context.

### *Component 1.3. Institutionalization of NTP*

The evaluation team found that one of the reasons for which the revision of the NIEP new curriculum and new textbooks are still pending is because of the ongoing discussions between MoE and MoHE. Apparently, it is still not clear whether each of these institutions, i.e., MoHE and NIEP, would continue their courses on EPM in a separate or complementary manner or in a newly and revised strategy. The discussions were still on-going on 4 May 2018 for finalizing an agreement. On the other hand, according to DoPE Director General, MoE had some financial concerns over the

accommodation of MoE participants in MoHE courses who are- according to the regulations of the higher education in Afghanistan Universities- supposed to be locally based throughout the whole period of their programme. A specific curriculum is intended to be developed by a joint committee of MoE and MoHE.

Existing higher education curriculum requires students to stay for two years in university which is not feasible for MoE staff. According to the Government rules, a staff who is out of office for 3 months or more will be replaced by a new one through advertisement of their position considered as vacant. Thus, MoHE is requested to work jointly with MoE to have a more practice-based curriculum and hence help students avoid being out of their offices for more than three months.

Universities in Afghanistan do not offer educational planning and management courses, excepted Kabul University which offers education management at B.A. level and recently educational planning at M.A. level. MoE has signed an agreement with Kabul University to offer M.A. level educational planning to the MoE staff with a B.A. degree. The first cohort was enrolled in 2017. The KU plans to enrol a cohort of around 30 MoE staff each year.

In February 2018, MoE/DoPE approached IIEP-Paris to have the 2018-2021 UNESCO project support scholarships for subnational MoE staff studying at Kabul University. However, as of mid-May 2018, IIEP-Paris could not accept this- partly as this presented a heavy budgeting and partly due to concerns with quality assurance of an entity (Kabul University) over which neither IIEP nor the planning directorate may have much leverage.

NTP experience had been recognized as one of the four most successful IIEP' interventions in IIEP' Medium Term Strategy 2018-2021. The IIEP National coordinator made a presentation on NIEP, titled "From workshopping to institutionalization" in CIES 2018 conference in March 2018 in Mexico. This evaluation considers that "institutional linkage had been established with regional training and research institution and/or network in EPM" as part of the Project's expected results in Logical Framework (Annex A03).

However, according to the third annual Project report, the first objective of the Project under Component 1.3., "Partnership established between NTP and Kabul University", is no more on the agenda even though such an initiative could certainly contribute to strengthening the institutionalisation of NTP and the ownership of the country.

Literacy is another area where the follow-up of the Project can contribute to in order to ensure an effective and efficient institutionalization of the NTP approach in Afghanistan. The current multi-dimensional poverty context of the country, its compelling effects on the increasing number of out-of-school children (Annex A06), and the increasing number (9%) of illiterates<sup>7</sup> require an urgent extension of the Project in its follow-up to Literacy- as it is also clearly requested by the MoE DM in charge of this department (Annex A07).

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<sup>7</sup> Aid effectiveness in Afghanistan, A research study by ATR Consulting, Oxfam, Swedish Committee for Afghanistan, March 2018

Although all sectors of the education system in Afghanistan require technical support and financial investment, the rising number of illiterates- currently estimated as 11 million (Annex A07) representing one third of the country's total population- require urgent attention. The next phase of the Project shall better be designed to address this major challenge based on the following facts: a) a focus on strategic planning in adult literacy will be complimentary to the efforts of the UNESCO Kabul office in non-formal education and adult learning; b) comprehensive and inclusive adult literacy planning has trickle-down effect on their children's education and participation in school, breaking social and gender norms, as well as their families' overall wellbeing; c) literacy programmes may have preventive impact on attraction and deployment of illiterate adults and youth in radical groups, and finally d) literacy programmes can include life and green skills and hence ameliorate families' living conditions, health and nutrition, life expectancy, reduce poverty and child mortality and consequently facilitate sustainable development of the country.

It is encouraging to see that a high authority of the education of a country, i.e., MoE DM, demonstrates a strong willingness to find appropriate solutions clearly formulating his urging request to IIEP and Sida, (Annex A07). The observation is that "*the Planning Unit of literacy is encountering a lot of challenges in terms of planning and implementation of its activities*", it is therefore, requested "*1. To review the current situation of LD's planning unit, by implementing a need survey/assessment; 2. Conduct Training programs for the capacity development of LD's Planning Unit staff at central and provincial level; and, 3. Development of a document (strategic Plan) for LD*".

Considering the challenges and the importance to urgently decrease the curve of illiteracy in Afghanistan, the follow-up phase of the Project could integrate literacy as one of its main priorities. This would certainly institutionalize the EPM at a large scale and would contribute directly and effectively to the stability and security of the country by reducing illiteracy which serves as a space of action for obscurantism and terror-fighting against which has formed the highest priority of the Government of Afghanistan and the international community in Afghanistan for the last three decades. An activity under the umbrella of e.g. "education for peace" or "literacy for peace" could benefit from multi-agency support, including for example by UNDP and UNAMA.

An urgent and in-depth survey and need-assessment along with a tentative workplan could be carried out in parallel with the capacity building trainings of Literacy Planning Unit staff. A Literacy Strategic Plan, in line with NESP-III could be developed with the full support of IIEP similar to the methodology adopted for the preparation of NESP-III- but in shorter time to respond to the emergency of the situation.

## ***Component 2. Production and review of MoE policy and plan documents***

IIEP strong technical support is recognized by DoPE and all other interviewees such as development partners as having contributed to leading the process and developing NESP-III. Indeed, NESP-III became the fundamental basis of Afghanistan education policy and vision and the framework underpinning the \$298m EQRA programme funded by World Bank and GPE. NESP-III paved the way for the MoE Education Reform Paper (320 pages in Dari-Persian) submitted to the President around March/April 2018; that document was a response to MEC "Vulnerability to Corruption

Assessment of the MoE” document, released in October 2017. NESP III was launched on 24 September 2017 through several events in Kabul and some provinces, co-led by IIEP project staff. The NESP III oversight mechanism includes the NESP Steering Committee, the 3 NESP Coordination Committees, and the 16 working groups and 3 task forces.

NESP-III Steering Committee is co-chaired by DoPE General Director and UNICEF, and includes Deputy Ministers, CSOs, Government and line Ministries, International Development Partners, International and National NGOs, and, Civil society as stakeholders to the project.

The evaluation team had the opportunity to take part at the 4<sup>th</sup> Steering Committee meeting of NESP-III and joins the concern expressed by Sida questioning on the “effectiveness” of so many WGs. This observation is made on the fact that on the one hand the MoE co-chair appeals for “Professionalism, Inclusion, and, Transparent Management”, (Annex A14), and on the other hand, the multiplicity of the WGs and other ad-hoc committees and groups are time and resources consuming and can curb the expected outcomes even more. Taking into consideration the permanent climate of insecurity and all the measures taken in regard with this situation, there is really no room to multiply the ad-hoc groups which can further delay the urgent outcomes the country and its highest authority, i.e. the President of the Republic, are expecting.

It is positive to observe that the MOE is itself in continuous reflection and reorganisation in order to align itself with NESP-III objectives and the recommendations of the President of Republic. As the country’s education system is permanently evolving and restructuring, there is a need for DoPE to assign the necessary number of NTAs and TAs in different departments of DoPE in particular and in MoE in general. The development partners and the funding agencies support the MoE through NESP-III priority to help the evolution of the MOE to an optimal state.

The third IIEP Project annual report emphasizes on the Project’s contribution to the Afghanistan Education in Emergencies Working Group (EiEWG, co-led by UNICEF and Save the Children) through two IIEP national TAs. In October 2017, an IIEP TA co-delivered a 3-day EiE training for 40 provincial MoE staff in the framework of the EiEWG. The report mentions that “the idea is to use the training materials as basis for a short EiE course at NIEP under the 2018-2021 programme”. IIEP considers Afghanistan as “a model partner country in the domain of crisis-sensitive planning due to its strong MoE leadership and the years of collaboration and trust between IIEP and MoE”.

This evaluation observes that IIEP’s contribution to EiE-WG is of relevance and importance. However, taking into consideration the emergency situation of education as a whole- prone not only to natural disasters but also to multi-dimensional poverty, lack of basic infrastructure, illiteracy, de facto inaccessibility of girls to education, (Annex A06), and permanent insecurity- there is an opportunity for IIEP in the follow-up of the Project to take the lead and effectively integrate EiE concept adapted to Afghanistan context in its future EPM capacity building activities.

The evaluation considers that the Project was successful in achieving its Component 2 and it could proceed in assisting the country’s education system by further developing the required technical instruments. The NESP is also a strong basis for the cooperation

with international development partners who could now better be able to envision and build effective and stronger cooperation with MoE.

IIEP recognises the significance of its contribution to the reform process beyond June 2018, “in the same way as the support to the implementation of the NESP III” was delivered and hence this technical support could not only be extended to the Education Reform Paper but also to the Literacy National Strategic Plan.

### *Component 3.1. Team of National Technical Assistants (NTAs) at DoPE*

The NTAs and interns at DoPE appear to have delivered more outputs compared to those initially mentioned in Project Logical Framework. They had been instrumental in NESP coordination, in drafting the MoE Education Reform paper, interfacing with DPs, etc.

While NTAs play a significant role in “enhancing MoE technical planning capacities” and are essential to urgent restructuring and reinforcement of DoPE capacities, their heavy duties prevented them from a more constructive contribution to NIEP trainers’ capacity building and improvement. The fact that NTAs were mainly absorbed and performed their duties to support DoPE meant that their capacity to play a major role in training NTPs and hence in providing MoE and the country with more ownership was side lined. Perhaps, a clearer formulation of the objectives and intended outcomes and outputs of NTAs in the original document could better convince the MoE governance to allocate, at least, a few NTAs to NIEP. Currently, NTAs do support NIEP but that remains random and based on their availability.

According to DoPE interviewees, the DoPE seems to need an increasing number of NTAs who can be trained from among selected and outstanding graduate of NTPs. This would pave the way for greater and deeper sustainability without neglecting NIEP needs.

### *Component 3.2. Training in educational planning and management at IIEP*

Based on the interviews’ outcomes, IIEP trainings in Paris had been instrumental for building strong capacities in EPM at the level of high management of DoPE. As a matter of fact, one staff had been graduated from ATP in 2016, while another was trained in ATP for 6 months residential period and 4 months in-country phases before and after residential phase. Four MoE staff completed their SCP in IIEP including the IIEP National Coordinator participated in EPA 304, Quantitative Methods for Monitoring and Evaluating the Quality of Education. A fourth MoE staff is in the process of attending the course in May 2018.

ATPs are considered, by DoPE and their NTP colleagues, as outstanding resource persons for EPM in MoE. While, the Project succeeded to achieve the Component 3.2. expected outcomes, one question can be raised and that is how the Project follow-up could take better benefits of the knowledge and skills the ATPs acquired at trainings in Paris for improving the NIEP trainings quality outcomes (teachers and students)? This is a major concern which is much more related to the fast-moving problematics that DoPE in particular and MoE in general are facing. At the moment, generally the ATPs are exclusively called to take responsibilities in improving DoPE and MoE governance

which by itself can be considered as positive and as an indicator of the success of IIEP trainings and technical support.

However, NIEP needs also to benefit from the technical contribution of ATPs acquired capacity and skills for improving the quality of teachers, the teaching methodology, and, the learning outcomes. This can be mainly achieved through a specific focused DoPE needs assessment (short and mid-term) for a better definition of ATPs along with TA's ToRs and time repartition. IIEP technical support to fulfil such a study would be instrumental.

#### *Component 4. Logistics and support services*

The planned equipment for NIEP was purchased from within the country. Books for NIEP library were bought and the library was furnished. Teaching materials were developed by trainers in national language and over 300 packages were printed. As a matter of fact, the Project fulfilled the intended outcomes for Component 4.

The evaluation team could visit NIEP premises including the library and the available equipment. It seemed that there was a lack of clear ToRs for the selection of the categories of books, themes, languages, and, samples of each book. The library books had been selected according to NIEP teachers' suggestions based on their individual knowledge of possible existing resources. An enrichment of the library could help it fit more with NTP and practitioners' needs.

Project contributed to equipping NIEP but also DoPE with computers and laptops. This type of equipment could have been subject to a more in-depth needs and context analysis in regard with teachers' as well as students' expectations. Even though the Project fulfilled the expected defined outcomes for the component 4, many practical and more sustainable improvements can be envisaged in the follow-up of the project.

The evaluation team had the opportunity to visit NIEP several times and to spend the needed time to observe and evaluate. It was observed that NIEP is often prone to the interruption of electricity as everywhere else in Kabul. It is possible to equip NIEP with low-cost solar batteries in order to ensure the proper functioning of NIEP internet access and air-conditioning system. Considering the architecture and positioning of NIEP (in terms of surface and orientation to sun) it is very well possible to install and use solar batteries. Current fuel-based electricity generators are not cost-effective, they are sources of important air and sound pollution making it impossible for the classes to be run properly. Despite their disadvantages, these generators are inevitably used during the long and cold winter seasons for heating the buildings and classrooms.

Solar economical systems adapted to such contexts are cost-effective and can be installed in a very short laps of time. This solution could help the learning/teaching processes by avoiding internet interruptions, ensuring electricity at all time, and air conditioning throughout the year.

Another factor that requires improvement is the internet access and the quality of Wifi which could be reinforced at all points of NIEP. Furthermore, equipping NIEP with a small server or reinforcing the current one could help building an intranet and provide the needed platform for a future hot-line for the NTPs who need to benefit of the support

of NIEP in their duty-stations. This intranet could help also in constituting a rich e-library in Dari-Persian and in English hence enabling the teachers, the students, and the graduates to have access to a permanent up-dated e-resource centre. The third annual Progress Report mentions that NIEP website is built, however and till end of May 2018 the site shows the message “Account Suspended”.

Quality low-cost tablets could be negotiated and purchased for all students so that they could have an electronic support. Graduate NTPs can keep tablets once leaving for their duty station. In addition, knowing that teaching materials and any other teaching resources need to be regularly updated, all of them could be downloaded in those tablets, avoiding printing which is time consuming and costly and of course not environmental-friendly. As colours can be used on the tablets, there is no need to print low-quality teaching material in black & white. This solution can reduce the need in purchasing important volumes of papers (costly and difficult in Kabul context) and be more environmental friendly and therefore more sustainable.

These improvements- as keys to a stronger sustainability- could ensure the necessary support to the NIEP’s newly appointed Director who is putting notable efforts into making NIEP more students-friendly and more efficient to deliver its expected outcomes. The building of NIEP is located in a vast space surrounded by wild greenery. Pedestrian access to the building is not paved and turns muddy at the occasion of the slightest rainfall which is frequent in Kabul particularly during the long winter period. The new director has begun landscaping the gardens at the entrance of the building to make it more agreeable for the students. As he stated, he had approached the relevant hierarchies several times to obtain funds to improve the access roads to the building. Finally, he recognizes that the quality of teaching can be improved with the support of IIEP to benefit from the "methodology and appropriate techniques".

## Results, Impacts and features of sustainability

### *Results and impacts*

The NIEP- as an independent TVET centre- is established and equipped accommodating skilled teachers and is considered as the most successful TVET centre of the country. NESP-III is produced thanks to IIEP's full support, inputs, and contribution and it constitutes the main platform for education policy and the cooperation with international development partners, donors, and NGOs. Tangible changes are witnessed and reported by all interviewees, specially by female participants, as direct outcomes of the trainings; the observations and meetings with authorities also indicate better and improved capacity in the DoPE in Kabul but also at the level of PEDs and DEDs.

The results were obtained through qualitative interviews (56), meetings, and observations engaging participants in a professional and personal self-reflexive process. The obtained results affirm the overall success of the Project. All trained individuals participating in the interviews reported that the trainings had been a real success and graded the trainings on average 8.2 on a scale of 1-10. They consider the trainings helped them not only to understand and master the concepts of education planning, data collection, and management, but also increased their motivation to carry out their tasks; ameliorated their capacities of anticipation as well as the quality of their reporting and note taking; and their expectations when communicating with colleagues. In addition, they reported that they are now much better capable of organizing and planning their professional daily tasks hence avoiding loss of time and energy and decreasing misunderstandings in their internal communications.

The evaluation mission could enrich its tentative findings through a "Focus Group Workshop" (Agenda, Annex A15) held on 29 April 2018 with 16 participants from Kabul and provinces (Annex A18). The objective of the Workshop was to clarify some of the issues which still remained unclear to the evaluation team. It also served as a means of verifying and triangulating the data obtained from the individual interviews. Therefore, it was requested to invite 18 out of the 56 interviewed experts for sharing the tentative outcomes of the evaluation mission at that time and also to conduct more in-depth interviews with the group. Two of the invited NTA participants could not attend the workshop because of punctual ministerial missions and obligations. It should be underlined that the Director of NIEP actively attended the workshop and made constructive observations.

The workshop was divided in four sessions:

- 1. a plenary session for sharing the evaluation methodology and models (Annexes A08 and A09) within the national population diversity and disparity along with the education context (Annexes A05 and A06), and acceding a common understanding of some concepts and terminology;*
- 2. a first working group on the Project initial Logical Framework followed by groups findings presentation;*
- 3. a second working group on evaluation questions followed by groups findings presentation;*
- 4. a final wrap-up plenary discussion on the groups' findings and evaluation questions.*

The working groups in each of the two working-groups sessions were recomposed.



The second session invited the working groups during one hour to express their views on the initial objectives of the Project as per the initial Logical Framework (Annex A16) and to what extent they considered that the Project fulfilled its “intended” objectives and outcomes.

They considered that the Project’s overall outcomes can be considered as a success but more efforts need to be undertaken to be more female inclusive, to improve the curriculum and the textbooks, to include textbooks translations into Pashtu, to open ENTP to more participants with a reviewed specific curriculum, to improve candidates’ pre-tests and students’ evaluations quality, to be more relevant to districts needs, and to increase the ATs and NTAs implication towards NIEP issues.

The third session invited the working groups during one hour to express their views on the evaluation tentative findings’ questions (Annex A17) which were:

1. *Upgrading NTP graduates: many seem not to have been upgraded. Why?*
2. *Replacement of the trained staff in NTP with others during the 2 years cycle of training. And what happens then to the learning outcomes?*
3. *Duration of the trainings (3 months) created a real issue for most of the trainees who lost their jobs/salaries. How this issue was dismissed?*
4. *Monitoring learning outcomes: 65% consider not to have been able to effectively implement acquired skills and knowledge. Why?*
5. *Poverty is one of the major obstacles along with lack of infrastructure especially at DED levels for effectively designing and implementing. How it is considered in the planning/implementation process?*
6. *Security issues and natural disasters, especially in rural areas: how it is considered in the planning/implementation process?*
7. *School mapping or micro-planning: to what extent this had been seen in planning processes at all levels?*
8. *NIEP curriculum and produced teaching/student material: consistency, cohesiveness, activities, details of concepts and practical activities. Updates of contents, sources; to what extent, and when?*
9. *Quality assurance strategies for improving the quality of teaching at NIEP: Evaluation process of the trainings and the trainers. How and with what frequency?*
10. *Most of the trainees consider not have been through practical exercises. Why?*
11. *Reporting and data collection: means, monitoring and accuracy at PED and DEDs levels. How, at DED levels, if they have not computers and communication facilities could they provide data to PEDs? through what Mechanisms?*
12. *Level of support and resources provided by Kabul to PEDs and DEDs enabling them to effectively implement their plans? Bureaucracy?*

There is a need to emphasize that the mentioned ratio of 65% in the question 4 is obtained based on the average score of answers to this question during the interviews, especially those from provinces and districts.

The working-groups on this subject considered that “the Project needs to be continued to reach more MoE DEDs, PEDs, and schools and take into consideration the social realities. This will enable the capacity development opportunity for other staff at country level”. They emphasized that “intensive short term specific trainings are seriously needed for the heads of DEDs and PEDs, as well as the Local Authorities to help them learn the basics or key messages on the importance of planning in education with two advantages: they learn new knowledge and skills,

and, will definitely support NTP graduates instead of hindering them while they aim to apply their newly acquired skills”.

In addition, the workshop ended with two very useful outcomes which contributed to clarify some of the evaluation unclear findings. One was the understanding of some wordings and concepts. It is not within the scope of this evaluation to delineate the training materials in etymological terms; however, when it comes to translating words and concepts from English into a language such as Dari-Persian, it is necessary to take particular caution and avoid vague words and make sure there is a direct correspondence between the concepts in both languages. It is worth to mention that many types of such confusions exist even in the NTP textbooks as in Dari-Persian there is not always the exact equivalent to signify the same concept as in English.

Many workshop participants- as did many interviewed experts- were clearly confused with the difference of “monitoring” and “controlling”. In Dari-Persian usually the two words, in the daily life have the same significance “Moraghebat” which means mainly “controlling” or “caring of”. In MoE, “monitoring” is translated into “Nazarat” which is closer to the English word. NTP textbooks, use sometimes “Moraghebat”. Even in the trainings, it seems that not enough attention had been paid to explaining the difference with “Hedayat” or “Nazarat” (guiding) which are more appropriate for “monitoring” rather than “Moraghebat”. This confusion is much stronger in the minds of all those who are not familiar with EPM in general and the benefit of “monitoring” or “guiding”. It is usually assimilated to “controlling”; therefore, many can be reluctant to engage or accept such an exercise. It should be mentioned that students in Afghan education system are not used to asking questions during the trainings and this characteristic is amplified among adult professional students who refrain from commenting or asking questions as they want to avoid a feeling of inferiority compared to their colleagues who do not ask questions. So, this is one important dimension to take into consideration, for producing clearer and self-explanatory wordings to avoid misunderstandings and even confusions. Tailored teaching methods are also of importance to address this issue.

It is recommended to elaborate a practical lexical reference document with the main words and concepts used in education with their relevant translation into Dari-Persian. Such a document can be helpful for better and harmonized translations of IIEP manuals and guidelines, it could also be useful for other education sectors, such as teachers’ education and curriculum development where the use of resources in English language is frequent.

Another source of confusion was the required minimum environment and standards for an inclusive and accessible education at the level of districts. Many of the participants assumed that “since UNICEF is providing textbooks and stationary to the children, they should be automatically motivated and feel supported to go to school”. Other confusion was on the difference between “developing EPM activities taking poverty and social context into consideration” with “alleviating poverty”- which can of course not be a direct outcome of this project.

The other significant misunderstanding was in regards with quality in general and “QA” in particular. Generally, in Afghan education system, the quality of a student is based on her/his grades and on lessons learnt by heart and not on her/his capacity to raise questions, analyse, argue, and more especially, to be critical. In the same logic, the quality of a teacher is based on her/his capacities to fully fit with the curriculum, the allocated time, and the subjects to be covered. Teaching, therefore, is usually done through reading the textbooks loudly and asking students to repeat what the teacher said. Teaching is mostly text-book based and allows less

room for the elaboration of concepts and practical examples to transfer applied knowledge and skills. Hence, when teachers of the same institution are invited to “monitor” their colleagues, their assessment framework is ineluctably based on these same principles and practices according to which they evaluate and grade their colleagues. The similar case happens in NIEP approach of QA.

Based on interviews with authorities and field observations, there is an urgent and necessary need for an additional number of Ministry’ experts, at country level, to go through the capacity building (not capacity development) trainings in order to up-scale and harmonize the level of qualifications and knowledge at national level, especially at districts’ level and to further improve capacities in educational planning, management and, other relevant concepts. The capacity building needs to be extended through the MoE departments (Maslak) and more specifically in Literacy department which has an immediate need for an infrastructural support in planning and management of the literacy strategy in the country to address the issue of the rising number of illiterates, according to MoE Deputy Minister in Charge of Literacy (Annex A07). Therefore, extending education planning and management to MoE deputy ministry in charge of Literacy would be a tremendous contribution to the country’s efforts for building peace and attaining the objectives of SDGs.

It is worth to underline the fact that trainings in IIEP-Paris enhanced the capacities of education governance at central level (DoPE). However, enhancing local Higher Education capacities facilitates provision of similar trainings and will allow reaching a greater number of experts- at least at the central level. Reinforcement of NIEP capacities, in terms of teachers’ education and teachers’ trainers will also definitely contribute to further outreach and coverage of the project’s objectives. Therefore, designing tailored short term intensive and comprehensive courses that could be delivered and completed annually will definitely contribute to training experts at both national and district levels in a short lapse of time. Such trainings will not only enable education strategic planning at district levels but will also increase female participation at national level. This strategy could also contribute to fill the noticeable gap of data (or at least accurate data) at district levels including on: children at the age of schooling, schools, number of classes, teachers, teacher/pupil ratio, teachers’ absenteeism, out-of-school children, girls/boys ratio, etc.

The scattered and disseminated country population (75%) in rural and remote areas renders the task of data collection complicated which is magnified due to the lack of insecurity in many regions. Moreover, the data collected through traditional methods represents a high degree of discrepancy which at national and centralised levels would distort the picture of the education and the realities and bear a negative impact on policy and decision makers efforts in designing strategies and plans. The use of appropriate and affordable technologies along with computers can be envisaged. Without this data, training outstanding experts at national governance level will fail in implementing knowledge they acquired during the trainings. Currently and based on the collected information during this evaluation mission, more than 65% of the interviewees, consider that the existing data in EMIS seems to be somehow far from the realities on the ground because of “the lack of full cooperation from local authorities at district levels in providing accurate data”.

The NIEP curriculum, teaching materials, and textbooks- inspired by the IIEP’s recommendations and publications- had been published and revised twice in order to better fit the purposes and the expected outcomes of the trainings. The IIEP Project has also contributed to the provision of the necessary equipment and facilities for the newly established centre.

All factors taken into consideration and based on the outcomes of this evaluation mission, the Project is considered as successful in achieving most of the fixed objectives of all its four components with efficiency and effectiveness. The evaluation findings demonstrate an overall effectiveness and success of the Project to achieve the intended results and outcomes with implementation rate as of 31 March 2018 of 96% (according to the third annual report).

Finally, it should be underlined that the Project had been efficiently implemented and in a timely manner too (96%) respecting the defined budgets (97.5%). In a few words, it can be recognized that the Project was effective and instrumental for improving the culture of good educational governance in MoE and by influencing the general understandings on management and planning at a larger scale.

## Features of sustainability

The Project is well established and integrated as part of the national education system's efforts towards systematic educational planning and management capacity building and development for an improved education governance. Its tangible positive impacts are without any doubt an important step towards attaining the much-required knowledge in planning and management at both DoPE and PED levels and a key towards a sustainable capacity development and building based on the already acquired knowledge and skills of the trained experts.

The outcomes of the Project motivated the MoE top management and authorities to institutionalize the concept of education planning and management through new courses in Kabul University and to clearly express their willingness to continue these trainings for all the DoPE personnel at national level. In addition, experts of the MoE- not only from the DoPE but from other divisions- are keen to follow similar capacity development trainings due to the positive impacts they have observed in departments where individuals have followed the trainings.

The sustainability of the project could be further strengthened through an effective and efficient systematic "hot-line" and monitoring system along with an urgent capacity building at district levels. Of course, a communication and advocacy strategy would enhance the ownership of MPs, local authorities, and managers at different levels of hierarchies, especially in PEDs and DEDs, -even in DoPE-, for decreasing the interferences.

The evaluation affirms- without any hesitation and based on the achieved outcomes- that the Project needs to be vigorously sustained and developed into a next phase with stronger support and better resources in order to reach greater target groups. At a first stage, more technical resources can be provided in specific and focused areas, such as the followings:

- *Elaboration of an advocacy and communication strategy,*
- *elaboration of a QA framework and related documents,*
- *elaboration of EPM intensive short-trainings,*
- *elaboration of DoPE punctual needs assessment for evolving ATPs and TAs in NIEP,*
- *effective revision of curriculum in adequation with Country's realities,*
- *elaboration of an education lexical document (English to Dari-Persian),*
- *review and revision of teaching material in Dari-Persian,*
- *NIEP teachers' trainings,*
- *Elaboration of documents for bridging NIEP and University EPM programmes,*

- *elaboration of Education Reform Paper,*
- *elaboration of Literacy EPM survey and needs assessment,*
- *elaboration of Literacy Strategic Plan,*
- *supervising the logistic improvements of NIEP,*

Secondly, a stronger funding scheme could be helpful to let the follow-up of the Project to sustain its capacity building priorities in addition to the above mentioned punctual recommended activities. Unfortunately, MoE has not enough resources to complement the international funding; IIEP could support MoE efforts through technical assistance and advice to reduce the current heavy bureaucracy in the ministry, institutionalize strategic planning and management and hence improve efficiency. This support, could also lead to a redistribution of NTAs and TAs- currently concentrated in the ministry- and re-allocating them as “mobile” experts not only in NIEP but also in different departments of the Ministry.

## Conclusions

The Project brought effective and efficient responses to country's capacity needs in educational planning and management through the National Training Programme, the elaboration and production of the NESP-III, training of NTAs, and establishing NIEP which is recognized as a successful TVET model. The Project was able to build strong basis of sustainability through a well-established structure and is now considered as a model within the Government institutional setting. The existing willingness and determination of the country at the highest levels, and also at expert levels to move forward and strengthen these outcomes through a broader programme demands continuity through a follow-up of the Project.

### Relevance:

To the question, *"To what extent are the objectives of the programme still valid?"*, the response is Yes! Taking into consideration the fast-moving context of the country, the Project needs to be extended. To the question, *"Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?"*, the response is Yes because the overall goal and objectives of the Project have been attained through efficient and up-to-the-point outputs. To the question, *"Are the activities and outputs of the programme consistent with the intended impacts and effects?"*, the response is Yes because the Project could demonstrate an effective impact on the Afghanistan education system as a whole through NESP-III and further contribute to gender equity and strengthening the role of women in education management.

### Effectiveness:

To the question, *"To what extent were the objectives achieved / are likely to be achieved?"*, the response is mostly the objectives have been achieved and the high-risk country context appeals for further development to achieve improved results at the level of districts and deprived areas. To the question, *"What were the major factors influencing the achievement or non-achievement of the objectives?"*, the response is the deep determination and willingness of MoE counterparts despite the context of the country and the efficiency of IIEP to have timely and adequately supported the Project both technically and financially.

### Efficiency:

To the question, *"Were activities cost-efficient?"*, the response is without a hesitation Yes! the Project was implemented with coherence and cost-efficiency. To the question, *"Were objectives achieved on time?"*, the response is Yes. To the question *"Was the Project implemented in the most efficient way compared to alternatives?"*, the response is Yes considering that in the given context of the country not many other options/alternatives could exist.

### Impact:

To the question, *"What has happened as a result of the Project?"*, the response is that as a result of the Project, the country could produce a strong basis for reviving the education system through NESP-III and be equipped with well skilled and trained experts in education planning and management- and that after several years of civil war and in the context of permanent insecurity. This has contributed to an improved self-confidence and a strengthened motivation to progress which is also the response to the question, *"What real difference has the activity made to the beneficiaries?"*. To the question, *"How many people have been affected?"*, the response is that if we consider

the number of trained experts, i.e., 659 and the direct impact the trainees could have on at least two of their direct colleagues, it can easily be estimated that the Project had an effective impact on 1,300 people directly and indirectly.

### **Sustainability:**

To the question, “*To what extent did the benefits of the Project continue after donor funding ceased?*”, the response is that the impact of the Project, as described, is strong enough for sustaining in the country; but taking into consideration the permanent emergency context of Afghanistan the Project needs to be strongly followed-up for consolidating the outcomes and strengthening the culture of educational good governance at all levels of the country. To the question, “*What were the major factors which influenced the achievement or non-achievement of sustainability of the Project?*”, the response is that the professionalism and the willingness of DoPE along with the strong technical support from IIEP were instrumental to the achievement of its sustainability. Nevertheless, better advocacy and communication among MoE hierarchy and Local Authorities in the follow-up of the Project will contribute to ineludibly reduce the resistances and hindrances for implementing the plans.

## Recommendations for further development

The *Evaluation Report calls for an extension of the Project* in broader terms through a renewed strategy with a focus on the followings:

### *1- Gender equity and mainstreaming:*

The significant participation of women and the impact of the project on female participants, both professionally and personally, is one of the great successes of the project. Considering the traditional persisting norms of the country- especially in certain geographical areas- that result in a lower level of female participation, the Project has succeeded in enhancing the role of women in the field of educational planning. The Project also let women regain self-confidence and consider themselves as capable members of social life. It is therefore strongly recommended, especially through intensive and decentralized training, to continue the success of the project, by training more women- especially in the provinces and districts.

### *2- Modular, decentralized, short, and, intensive trainings:*

The EPM skills, knowledge and practice, could be applied in the country at all levels, especially at the level of districts. The lack of accuracy of available or accessible data from districts can prove as sources of discrepancies. Therefore, at central level, -as the education system is fully centralized-, education policy and decision makers may encounter serious problems to develop strategies or plans fittings with national realities. Decentralized, modular, short (two to three weeks) and intensive trainings in PEDs, could fit the expectations of the experts at local levels, decrease the costs and increase also the number of female participants. Trainees could be replaced by trained people during their absence for trainings in order not to leave the duty-station vacant. Such a strategy could be implemented through an effective training plan for all the 412 DEDs within a 6 to 9-months period at national level. Of course, financial and professional incentive plans and agreements would be finalized by MoE and DoPE. The NIEP future “hot-line” could continue to support the trainees once back to their duty stations. This also could help providing the MoE, the DoPE, and the country in general with more relevant and accurate data, not only about the education, but also the context and the population. As mentioned before, this data is dramatically lacking and is hence creating serious hinderance towards inclusive, equitable, and adequate educational policy and decision making.

### *3- Quality Assurance (QA):*

Defining a comprehensive QA strategy and adapted mechanisms in order to ensure continuous improvement in the quality and relevance of the curriculum, teaching materials, teaching methods and, the learning objectives and outcomes would be beneficial. This could be reflected through specific improved outcome quality indicators to be clearly included in the project logic model for each of these QA areas. This could ensure the QA areas to be seriously taken into consideration within the follow-up of the Project. This might include the establishment of a mixed independent committee following and adapting the international QA standards relevant to the design, delivery, and the provision of trainings based on NIEP capacities and academic needs and expectations. The QA mechanisms would improve the consistency, efficiency, and relevance of the trainings and the effectiveness of the acquired knowledge and skills in practice.



#### **4- *Monitoring and evaluating teaching and learning outcomes:***

Intensive one or two-weeks training of trainers by TAs on education planning and management teaching methods and pedagogy would help elaborating a QA approach which goes along with systematic M&E of both teachers' practices and trainees' learning outcomes during and after the trainings. The current evaluations are only quantitative. A qualitative monitoring of learning outcomes by external experts would contribute to a tangible improvement of teachers' practices, the learning material, and learners' learning and practices. This would help teachers to revise, add or remove activities for improving the daily routine and facilitating a better learning of the participants.

#### **5- *Systematic practice follow-up and monitoring:***

Monitoring the trainees' acquired skills- once back to their duty stations- would provide the newly trained practitioners with a better assurance in deploying their knowledge and will help them benefit from a systematic support from the NIEP. The NIEP along with the DoPE would be then able to know to what extent the graduates are effectively using their acquired knowledge in their duty stations/departments. It would also facilitate monitoring the impacts of the trainees' newly acquired knowledge and skills learned in NTP. One of the cost-effective ways would be a "Hot-Line Support" to be provided to the trained experts in PEDs and DEDs. For start, NIEP could assign at least two experts with direct telephone access and computer connection to provide online support to the experts in their duty stations.

#### **6- *Systematic reviewing and updating of curriculum and the teaching material:***

The improvement of the curriculum and redesigning it in a more adult learner-friendly for better assimilation of the topics and integrating more case studies could contribute to a better understanding of the concepts; this could be envisioned- among others- by shifting from the traditional approach to modular courses. Many concepts need to be detailed for a better understanding along with integrating more examples of applied and practical exercises. This would contribute to a better engagement and participation of the students and improve their understanding. Case studies, project-based learning, analysis of similar scenarios and simulations could facilitate the assimilation of the concepts and topics. An in-depth review and updating of the teaching material (format, wordings and contents) by external experts could ameliorate the quality of the material and. It would also lead to the trainees' better learning through problem-solving skills they will need to draw upon in addressing complex issues with which they are supposed to deal with in their duty stations, especially in DEDs. An English/Dari-Persian lexis of main education concepts and vocabulary would definitely help to a better harmonization of the textbooks and all education projects publications in Dari-Persian, avoiding confusions and misunderstandings.

#### **7- *Bridging with Higher-Education:***

Based on the successful impact of the Project in building and improving the DoPE capacities in education planning and management, MoE and MoHE agreed for the Kabul University to provide education management at B.A. level and educational planning, at M.A. level. This could conduct IIEP- in the follow-up of the project- to establish a cooperation strategy with Kabul University for the long trainings and consequently adapt the existing trainings for the sake of the harmonization of NTP and university curriculum. Specific short trainings of the university teachers could be developed by IIEP to update and expand teachers' knowledge in education planning,

budgeting, and management and to contribute to the sustainability and efficiency of the new national academic ownership.

**8- Literacy programmes planning and management:**

Extending the follow-up of the Project, especially to Literacy, is more than a recommendation but a necessity which has also been expressed as a clear request to the evaluation team by the Deputy-Minister in charge of Literacy. These needs were clearly expressed through three main priorities: (i) reviewing the current situation of LD's planning unit through a need survey/assessment; (ii) conducting training programs for the capacity development of Literacy Planning Unit staff at central and provincial level; and, (iii) developing a literacy strategic plan.

**9- Including specific topics on School mapping:**

The micro-planning such as school mapping could help the future practitioners to better solve the school issues especially at the level of DEDs. Of course, there are existing courses (theoretical) in NIEP on school mapping, however they would need to take into consideration the very practical issues that the education system at district levels are dealing with including, for instance: low number or lack of teachers, access to schools or classes, linking CBE and ALP classes with public schools, road safety and inclusion for children particularly girls commuting to schools/classes. The suggestion is to bring attention to the development of tailored relevant models based on national specificities and expectations and keeping in mind the realities of rural and remote areas where multiple challenges exist including the dropout rate of girl students that increase in higher school grades.

**10- Defining and administering enrolment criteria for all NTP candidates:**

Enrolment criteria of the NTP candidates could be designed in a way to ensure cohesion, compatibility, and efficient learning inside and across student groups. It could be considered that for the successful implementation of educational strategic planning and management, all trainees meet a mutually defined and agreed minimum enrolment criteria, in terms of general literacy and with regards to mastering national language(s). Of course, this suggestion should not be interpreted as a kind of "selection" process. Defining a "minimum requirement at entry" is a necessary step for creating a more efficient learning/teaching environment and could lead to a better achievement of the learning objectives set for the trainings. By defining and applying the minimum requirements of entry, the learners could be separated into different groups based on their levels and therefore the trainings could be further tailored to the level of the trainees. This could render learning easy and facilitate teaching. The NIEP could design different levels of tailored courses according to the level of the candidates.

**11- Advocacy and communication strategy:**

A systematic advocacy and communication strategy among the DoPE hierarchy in PEDs and DEDs as well as among provincial and district Local Authorities (LA) such as Governors and Parliament Members (PM) could be designed. This would definitely contribute to a better implementation of the acquired knowledge and skills by NTP graduates in their duty stations. It would reduce the possible challenges and push backs NTPs may encounter in applying their knowledge- sometimes arising due to a lack of information and ownership of the hierarchy and local authorities. An effective communication strategy will not solve the possible problems and lack of good governance. However, the terminology of "education planning" (*Pelan* in Dari-Persian) can automatically create an initial negative reaction among those who are not familiar

with the idea of planning and who may misinterpret it as an interference with their authority- which is not really the objective the project is seeking to achieve. Therefore, all local stakeholders could be better informed that this “Pelan” will assist them in governing the education system at any level and would help them demonstrate more visible outcomes and obtain the adhesion of the local population.

#### ***12- EiE fully integrated in education strategic planning and management approach:***

It is clear that the role of education strategic planning and management is not to suggest solutions for or alleviate issues such as poverty, gender inequality, lack of access to clean water and sanitation, dramatic lack of infrastructure such as electricity, and the persistence of insecurity and natural disasters in urban and especially in rural and remote areas. But these day-to-day realities, unfortunately constitute the root causes of the obstacles for the education system to achieve its objectives in a large part of the country as it also hinders relevant education planning, projection, and its effective implementation. Therefore, EiE approach could be integrated throughout NTPs and the future short-intensive decentralized trainings by taking these facts into consideration in the training modules design, delivery, and provision. This would ensure not only the relevance and quality of the trainings but would also facilitate a better actual implementation of flexible and relevant strategic planning and management in a multi-dimensional poverty context.

#### ***13- NIEP equipment improvement:***

Equipping NIEP with low-cost and effective solar energy batteries could help ensure that the building has electricity and Wi-fi connection and consequently make running classrooms more practicable and easier for teachers and students in all seasons. Reinforcing the access to Wi-fi would improve quality of teaching and the students' learning outcomes. Equipping each student with a low-cost quality tablet would improve access to better quality teaching material; it would decrease the budgets and time allocated to printing out the documents; and would be more environmental friendly. The reinforcement of NIEP by an intranet could contribute to an inclusive access to a rich and permanently up-dated e-resource centre and facilitate the basis of an effective hot-line system.

#### ***14- Project documents improvement and opening to Afghan private sector:***

A structured detailed Logframe for the duration of the Project with clear overall objectives, expected results, indicators, inputs, outputs, budgets, and timeframe, along with separate detailed concept documents for each activity with needed flexibility could be developed to serve as a self-explanatory road-map for future projects. Designed as such, the project could provide the amplitude to adapt or change an activity, if needed, without changing the overall structure of the project. In addition, a separate detailed concept document for each activity could also provide the option to include punctual fund providers at the level of activities. Some international development funding agencies, NGOs, and, the arising strong private sector in Afghanistan, could be keen to participate as punctual funding partners at the level of activities.

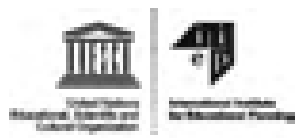
#### ***15- Assigning an IIEP (P5-level) Project Monitoring Manager in Kabul:***

The current highly qualified, trustful and competent IIEP National Coordinator, could be reinforced and supported in his daily activities in the very fast moving/changing, unpredictable, and, stressful context of the country. This support will include implementation of activities, their revision or adaptation, and aims to maintain a regular physical contact with the counterparts in the field. Therefore, its is recommended to

appoint an IIEP high-level Project Monitoring Manager with full authority and capacity (P4/5-Level) who could work in UNESCO Kabul Office but under the full authority of IIEP. She/he would support the IIEP National Coordinator and would coordinate with and report to IIEP project management. She/he would systematically monitor all the future projects' activities, expected outcomes, design and implement audit visits and reporting, -for example by creating 5-6 audit zones for the whole country-; organise regular meetings with stakeholders, implementing partners, and other potential partners, and gather progress reports and feedbacks from sub-national levels. She/he would have the amplitude for on-time anticipation of unforeseen events inside or outside MoE, the necessary proactivity to unpredictable circumstances, and the consequent decision-making authority in line with the defined objectives and expected outcomes of the future activities in concertation with MoE and IIEP.

# Annexes

## Annex 1: Evaluation TORs



**Terms of Reference for an evaluation of the Capacity Development for Education Planning and Management III Project**, funded by the government Sweden (2015-2018), implemented by UNESCO International Institute for Educational Planning (IIEP), in partnership with the Ministry of Education's Planning Directorate, Afghanistan

### BACKGROUND

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Cooperation between the Afghan Ministry of Education (MoE) and the UNESCO International Institute for Educational Planning (IIEP) dates back to early 2002. This collaboration responded to key constraints after more than 20 years of war: weak national capacities and a need for long-term strategic planning. The cooperation started at a comparatively small scale until 2005.

#### *12 years of cooperation funded by Scandinavian donors*

In 2006-2010, Norway (Norad) funded a \$1.5m Cooperation Project between IIEP and the Afghan MoE's General Directorate of Planning and Evaluation (DoPE), focused on capacity development for educational planning and management. In 2010-March 2015, Denmark (Danida) funded a second phase of the Project by \$3.86m. In April 2015, Sweden (Sida) became the project donor with a \$3.8m grant for a third phase scheduled to end 31 March 2018, likely to be no-cost-extended by up to six months. The three Projects have concentrated on strengthening national capacities through a broad range of activities, including trainings, scholarships, on-the job mentoring and coaching, *learning planning by doing it* -- and eventually the establishment of a MoE National Institute for Educational Planning in Kabul in 2012.

IIEP and MoE believes that MoE's planning capacity has significantly increased through these 12 years of collaboration. Three standard-setting National Education Strategic Plans have emerged from MoE-led participatory planning processes with facilitation and technical inputs from IIEP. MoE achieved membership of the Global Partnership for Education in 2011 on the basis of the NESP-II and the National Education Interim Plan.

The second phase of the Project, funded by Denmark, shifted its focus to strengthening long-term national training capacities. Its main achievement was the establishment of a National Training Programme (NTP) in Educational Planning and Management in Kabul in late 2012, where a team of Afghan trainers are in charge of a two-year training programme. The two years involves two three-month semesters of full-time training in Kabul, and two nine-month semesters of practical assignments back on the job in the provinces. MoE led the NTP design and leads its implementation, and training takes place in Dari and Pashto. 606 provincial level MoE staff have been trained at the NTP to date. In 2014, the NTP began to diversify its training offer. It now includes evening-shift training for Kabul-based MoE staff (ENTP), and a pre-service diploma for female grade 12 staff (FNTP). In November 2014, the first batch of NTP trainees graduated after having defended their final projects. On the same occasion, the NTP was awarded the status of an Institute under the Deputy Ministry for TVET.

IIEP's principles and approach to capacity development with the Afghan MoE have remained largely unchanged after 16 successful years of cooperation (12 years of which have been intensive): A comprehensive, participatory and consultative capacity development approach aiming at strengthening the MoE not only at the level of individuals, but also institutionally, in order to reinforce the MoE's long-term technical autonomy. Since 2012 or so, the project shifted focus, in order to improve sustainability: from developing planning competencies to strengthening the institutions responsible for planning and for training and research in this area. Training activities currently are now undertaken at the National Institute for Educational

Planning (NIEP), while IIEP’s role has shifted from training provision, to support to and quality assurance of the national training activities.

*2014 evaluation of the 2010-2014 DANIDA funded project*

The 2011-2013 years of CD-EPM-II was evaluated, with a largely positive result, in March 2014. The evaluation found ample justification for the Project to continue. The Project was viewed as a clear success story of Afghan-owned progress in educational planning and management, although the evaluation also pointed out a number of weaknesses that required adjustments, for example by enhancing NIEP quality, train its trainers, and diversify its training offer. The March 2014 evaluation findings are summarized in Table 1. A more detailed list of the recommendations is enclosed in Annex 3.

*Table 1: Summary findings of 2011-2013 Project evaluation*

MAIN STRENGTHS	MAIN WEAKNESSES	RECOMMENDATIONS
<ul style="list-style-type: none"> <li>• National Training Programme (NTP) in place: major breakthrough</li> <li>• Very sustainable, MoE-driven</li> <li>• The Project has created technical autonomy</li> <li>• Trained three times more staff than anticipated</li> <li>• Strategic documents produced and contribute to sector development</li> <li>• Strong combination of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• NTP trainers underqualified, and not all IIEP-trained staff serve as NTP teachers</li> <li>• NTP schedule is non-modular</li> <li>• NTP trainees recruited too rapidly</li> <li>• Poor working conditions for, and supervision of, NTP trainees’ practical assignments</li> <li>• Research and documentation component needs rethinking</li> <li>• Project not based on a formalized capacity development needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Increase quality of NTP programs</li> <li>• Make sure that IIEP-trained TAs are appointed as NTP trainers</li> <li>• Deliver blended course for NTP trainers</li> <li>• Reorientation of research component</li> <li>• Carry out functional analysis of whole MoE to identify capacity gaps</li> <li>• Restructure/re-engineer NTP (modular approach, slow down intake)</li> <li>• Enlarge pools of trainers</li> </ul>

*2015-2018 Sida-funded CD-EPM-III Project*

A project document for 2015-2018 was submitted to Sweden in the fall of 2014 and approved to begin 1 April 2015. The CD-EPM-III project 2015-2018 defining its intended impact, outcomes, and outputs/targets carefully. The intended impact of the project was that **Equitable access to quality education is improved for the Afghan people through effective utilization of resources and opportunities**; however it was clearly stated that such level of result was considered beyond the project remit<sup>1</sup>.

The project stood ready to defend a commitment at intended outcome level: **Education programs are realistically planned and monitored by competent MoE staff at national, provincial and district levels**, with the following intended outputs:

- By 31 March 2018, 496 MoE educational planning & management staff from central, provincial and district level (of which 54 female) have received different types of training, mainly in national languages, and contribute directly to education sector planning and plan implementation.

<sup>1</sup> It should be noted that a stated ambition of NESF III is to achieve “standards and norm based resource allocation”, in line with the “effective utilization of resources” part of CD-EPM-III impact statement. Furthermore, the Citizen’s Charter programme implementation is based on a decentralized approach with increased planning authority given to district and even school level. As such, the CD-EPM-III Project is well aligned with broader planning trends, even if this lies beyond the project remit.

- By 31 March 2018, 120 female high school (grade 12) graduates from Kabul have received training in national languages, and 60 of those have completed an internship at MoE; making them eligible for recruitment by MoE or in the private education sector.
- By 31 March 2018, the Afghan MoE National Training Programme (NTP) in Educational Planning & Management is fully institutionalized as part of the MoE: it is established as an institute within the MoE's TVET structure, its daily operations are run by MoE, and least six Tashkeel staff and two ongoing classes of a total of 60 pre-service students from Kabul are financed through the MoE budget.
- By 31 March 2018, the NTP has increased its access capacity; has diversified its training offer to meet the needs of the Education Sector; and has engaged in a continuous process of quality assurance
- By 31 March 2018, MoE's (DoPE) planning and plan implementation review processes are strengthened through the consolidation of annual operational planning, three-year rolling plans, ten-year national education strategic plans; the development of an Education Policy and the institutionalization of a yearly joint sector review mechanism.

This was further specified in a (gender-disaggregated) results framework.

#### *CD-EPM-III Project reviews to date*

The CD-EPM-III project has held two annual project reviews in Paris, and three half-year evaluations in Kabul during which Sweden as a donor has shown clear interest in changes at the outcome and impact levels – in other words: how can the project contribute to lasting changes in educational planning and management (and perhaps even delivery) in Afghanistan. The present evaluation can be seen as a logical extension of these review discussions, in order to make better informed choices in the design and implementation of the next phase of the project.

The main rationale for the evaluation is the following.

- Sida would like to see a light-touch evaluation of the CD-EPM-III Project 2015-2018, which should include a light tracer study of some of the graduates from NIEP in Kabul: are they able to use the skills acquired at the NTP, what kind of difference are they now able to make at their workplaces, and what kind of impact can be observed on educational planning and management practice in the provinces? What are the “stories of change”, or of no change?
- UNESCO's Evaluation Policy stipulates that all extrabudgetary projects with an allocation above \$1.5 million must be evaluated, but also for IIEP's organizational learning purposes.
- Financially, the CD-EPM Afghanistan portfolio is IIEP's largest in recent history.
- Programmatically, the Afghanistan programme contains important lessons to IIEP on establishing sustainable national training capacities for EPM, in the form of National Training Institutes. Some of these lessons were recently discussed in an internal IIEP desk review (Pereyra & Raudonyte 2017) featuring four country case studies, namely Cambodia, Viet Nam & Thailand, Laos and Afghanistan.

The findings of the evaluation may inform the design and implementation of the fourth phase of CD-EPM, to start 1 July 2018.

#### **A. PURPOSE OF THE STUDY AND INTENDED USE**

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The main purpose of this independent evaluation is to measure changes that can be attributed to the CD-EPM-III programme supported by Sida.

This study will examine the CD-EPM-III programme from its inception in April 2015 up to January 2018. This study will mainly focus on beneficiaries in Kabul (where most of the actual programme implementation has taken place), but will also cover the change generated at provincial education department (PED) and district education department (DED) level, in 3 provinces.



Findings and conclusions from this study will be shared with Sida in Stockholm and the Embassy of Sweden in Kabul; the UNESCO Kabul office and UNESCO Headquarters; the Ministry of Education, Afghanistan; and other education partners and stakeholders.

## **B. SCOPE OF WORK AND METHODOLOGY**

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The study should review the following aspects of the CD-EPM-III programme (1 April 2015-31 March 2018).

The main programme activities to evaluate are:

- MoE's National Institute for Educational Planning (NIEP) in Kabul which, with IIEP support, has offered 2x3 month in-service training (NTP) in educational planning and management to some 500 mainly Provincial Education Department staff, as well as in-service evening courses for Kabul MoE staff (Evening-NTP, ENTP) and a preservice course for female high school graduates (Female NTP, FNTP).
- IIEP support to the development of Afghanistan's 3<sup>rd</sup> National Education Strategic Plan (NESP III).
- The secondment of around 15 National Technical Assistants (NTAs) to MoE's planning directorate, where they undertake key policy, planning, monitoring and evaluation functions; and the difference they are able to make in the Ministry including on MoE reform processes, policy development, and moving towards more evidence based planning.
- Scholarships for Afghan MoE staff to attend IIEP's ATP and SCP training programmes in Paris

This fairly light-touch evaluation should primarily focus on what kind of change NIEP graduates are able to contribute to (but also what lies beyond their realm of influence), upon return from NIEP to their workplace in the provinces (and in some cases, districts). This is a crucial but under-researched question on which IIEP and MoE has only got anecdotal evidence presently. The evaluation will also assess the support to MoE's policy and planning processes in Kabul.

The study methodology will include:

### **1. Desk review:** The study team will examine

- project documents (and project data, agreements between IIEP, MoE and donors),
- project reports (final 3-year reports, annual reports and half-year reports),
- IIEP's 2017 study of national training institutions on educational planning and management (Pereyra & Raudonyte 2017)
- the 2014 external project evaluation of the 2011-2013 Danida-funded phase II (Rwehera & Dilawar 2014);
- IIEP's 2011 On the Road to Resilience study (Sigsgaard (ed.) 2011);
- the education strategic plan NESP III
- NESP appraisals, GPE programme documents,
- NIEP training documents: curriculum framework & syllabi, training materials, progress reports
- internal MoE education sector strategy documents, internal policies,
- reports on education in Afghanistan by independent think tanks
- MEC Vulnerability to Corruption Assessment of the MoE 2017
- and any other relevant documentation.

The purpose of the desk review is to understand better the CD-EPM-III programme within the education sector context.

### **2. Case studies:** The case studies fall in three main categories. 5 case studies will be undertaken.

Firstly, at decentralized levels of MoE, the study team will select 3 case studies of beneficiaries who successfully completed the 2-year, in-service National Training Programme (NTP) at the National Institute for Educational Planning (NIEP), and will conduct field visits to the respective 3 Provincial Education Departments across Afghanistan, security permitting. The

following 3 provinces are proposed: Herat, Balkh (Mazar) and Nangarhar (Jalalabad). The purpose of these case studies is to assess the impact of the CD-EPM programme on the work performance of individual training beneficiaries, their workplace (the PEDs), including “ripple effect” of the training (benefitting other individuals than those trained); and to examine whether the programme has had a measurable or anecdotal effect on educational planning and management in province (including at district level) and eventually whether any impact on actual education delivery at school level (even if anecdotal) can be attributed to the programme.

Secondly, a separate case study should cover the NIEP training institute in Kabul itself, including its trainers and its management, and assess the impact of the CD-EPM programme on the individual staff, and on the trainers as a collective. It should particularly look at the relationship between the MoE planning directorate and the NIEP which is housed as an Institute under the Deputy Ministry of TVET.

Thirdly, a case study should be devoted to the MoE planning directorate itself, and its departments and units, since the most intensive capacity development efforts have taken place here and since the Project staff seconded to the planning directorate hold relatively high authority within MoE. Several of these serve as department directors or unit managers with line management responsibility, and have held key responsibilities in NESP preparation and NESP implementation working groups. This case study should assess the project’s impact on organizational capacities of the planning directorate, and on the institutional capacities of the central-level Ministry and the national education system at large.

**3. Field visits:** The study team will study CD-EPM-III activities in 3 provinces (Herat, Balkh (Mazar) and Nangarhar (Jalalabad)) covered until March 2018, and will interview beneficiaries who agree to share information, survey target population, conduct focus groups with randomly selected beneficiaries who benefited from CD-EPM-III training. Field visits will be critical to build a good understanding of the CD-EPM-III beneficiaries, the geographical coverage, disparities, and risks to project implementation in a realistic setting.

**4. Interviews with stakeholders:** The study team will interview the following (current and former) stakeholders:

- UNESCO IIEP-Paris staff, UNESCO IIEP National Coordinator in Kabul,
- UNESCO Kabul education staff,
- National TAs seconded to MoE,
- the project counterpart MoE DG Planning,
- MoE senior management including the Acting Minister for Education and Deputy Ministers/DGs
- Development Partner Group staff (esp. key agencies such as UNICEF, World Bank, Canada, USAID, DFID, GIZ, and the Scandinavian donors supporting the CD-EPM project presently and in the past; Sida, Danida, Norad);
- PED and DED beneficiaries trained at NIEP, and their local colleagues
- PED and DED beneficiaries trained before NIEP was established (pre-2012)
- and others as relevant

The main purpose of the interviews is to understand the impact of the CD-EPM-III programme from the perspective of those involved, and how they have benefited or been affected by programme interventions.

## **C. ISSUES TO BE COVERED**

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This evaluation will mainly aim at identifying any changes resulting from CD-EPM-III programme interventions, establish causal connections between the changes and the programme inputs and measure the magnitude of the change. It will particularly focus on and try to assess a wide range of broad and key and strategic performance indicators, including project effectiveness, efficiency, relevance, performance, sustainability, and coverage. In doing so, this study should address the following questions (refer to OECD-DAC criteria for evaluating development assistance, [www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm](http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm)):

**Relevance:** The extent to which the aid activity is suited to the priorities and policies of the target group, recipient, and donor.

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

**Effectiveness:** A measure of the extent to which an aid activity attains its objectives.

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

**Efficiency:** Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme or project implemented in the most efficient way compared to alternatives?

**Impact:** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

- What has happened as a result of the programme or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

**Sustainability:** Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

**Specific questions to cover include:**

1. To what extent can the identified changes be attributable to the intervention rather than extraneous factors?
2. Did the benefits reach the target group as intended, or did it reach a large portion of unintended population? Were benefits distributed fairly between gender and geographical groups, and across social and cultural barriers?
3. What are the intended and unintended, positive and negative, direct or indirect, effects of the CD-EPM-III programme intervention on people and institutions?
4. How has the intervention affected the overall situation of the target beneficiaries and stakeholders?
5. How is the intervention consistent with the national policies and development goals of Afghanistan, and the needs of the MoE beneficiaries?
6. In which ways is the intervention consistent with capacity building needs and priorities of the Ministry of Education, particularly the MoE planning directorate in Kabul and the PEDs? To what extent has the intervention contributed to capacity development and system strengthening of government institutions? What are the change in the institutional, organizational, and individual capacity in educational planning and management at the Ministry of Education resulting from this intervention?

7. What do beneficiaries and other stakeholders affected by the intervention perceive to be the effects of CD-EPM-III on themselves?
8. To what extent can identified changes be attributed to the intervention of CD-EPM-III? What would have occurred without the intervention of CD-EPM-III?
9. How is the CD-EPM intervention consistent and complimentary with activities supported by other stakeholders in the education sector (government-led or externally led)?
10. To what extent is the intervention consistent with the policy of supporting government ownership of the programme?
11. Is the intervention technically adequate to address the challenges and barriers to educational planning and management in Afghanistan?
12. To what extent is the intervention supported by local institutions and well integrated with local social and cultural conditions? Are requirements of local ownership satisfied? Did the government partners participate in the planning and implementation of CD-EPM-III?
13. To what extent are the relevant government Ministries and Departments characterized by good governance, including effective management and organization?
14. Has the CD-EPM-III programme been managed efficiently? What measures have been taken during planning and implementation to ensure that resources are efficiently used? In what ways could the intervention have been implemented with fewer resources without reducing the quality and quantity of the results? How could more of the same result have been produced with the same resources?
15. Is the intervention producing the most appropriate impact, given the context and resources available? To what extent can this be justified by results?

**The final evaluation report should consist of:**

- Executive summary (3- 4 pages max.)
- Table of contents
- UNESCO mission statement
- Programme description
- Evaluation purpose
- Evaluation methodology
- Main findings
- Lessons learned
- Conclusions and recommendations

Annexes (including list of stakeholders consulted during the study, impact study ToR, maps, record of interviews and focus groups conducted, survey forms and aggregate findings, budgetary analysis, bibliography etc.

**Note: The evaluation should aim to capture what one might call “stories of change”** (or of no change) resulting from the CD-EPM-III intervention, in the form of short testimonies from PED and DED staff.

**D. TENTATIVE WORK SCHEDULE**

		<b>Activity</b>	<b>Deliverable</b>
	<b>April</b>		
Tue	3	Preparations	
Wed	4	Preparations	
Thu	5	Preparations	
Fri	6	Travel Geneva-Paris, arr. Paris 09:30. Visa at Afghan Embassy (AM). Briefing at IIEP, departure Paris at 22h	<b>1st deliverable: inception report #1 by 6 April</b>

Sat	7	Arrival Kabul 13:45 (via Delhi). Security brief at GV and rest.	
Sun	8	Interviews at MoE	
Mon	9	Interviews at MoE	
Tue	10	Interviews at MoE	
Wed	11	Interviews at NIEP	
Thu	12	Interviews at NIEP	
Fri	13	Report writing at GV	<b>2nd deliverable: status report #2 by 13 April COB</b>
Sat	14	Travel Kabul-Herat, interviews Herat PED	
Sun	15	Interviews Herat PED	
Mon	16	Interviews Herat district, travel Herat-Kabul	
Tue	17	Travel Kabul-Mazar, interviews Mazar PED	
Wed	18	Interviews Mazar PED	
Thu	19	Interviews Mazar district, travel Mazar-Kabul	
Fri	20	Travel Kabul-Jalalabad, interview Jalalabad PED	
Sat	21	Interview Jalalabad PED	
Sun	22	Interview Jalalabad district, travel Jalalabad-Kabul	
Mon	23	Interviews MoE and debrief Kabul	
Tue	24	Departure Kabul-Istanbul-Geneva	
		25 April: Report writing	<b>3rd deliverable: status report #3 by 25 April COB</b>
		26 April – 4 May: Report writing	<b>4th deliverable: draft evaluation report by 4 May COB</b>
		5 – 20 May: Report writing	<b>5th deliverable: Final evaluation report by 20 May COB</b>

## **E. ROLES AND RESPONSIBILITIES**

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The IIEP Programme Manager in Paris, in coordination with the IIEP National Coordinator in Kabul, will be responsible to facilitate access to information, human and documentation sources, etc.

UNESCO IIEP in Paris and through the IIEP National Coordinator in Kabul will be responsible for providing required materials, administrative and secretariat support.

UNESCO Kabul will be responsible for providing telecommunications, printing of documents, travel arrangements, office space and logistics including for fieldwork (including security), etc.

The evaluator will be responsible for dissemination of all methodological tools such as surveys, while the IIEP National Coordinator in Kabul shall be responsible for providing contact details of key stakeholders, networks and any other relevant parties of interest in this study. In addition, the individual leading the study will be responsible for conducting all field and research activities, and for writing and editing the final report.

The donor and implementing partners might be requested to provide some relevant documents related to this study that are not in the custody of UNESCO IIEP where necessary.

## **F. QUALIFICATION OF EVALUATION TEAM**

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The Evaluation Team will be comprised of a team of two persons: one international consultant, and one national consultant.

### **1. Team Leader:**

The impact study should be led by an individual with competence in project/programme evaluation and adult education, and who has worked with educational planning and management, preferably in both humanitarian and development context. In particular, the Team Leader should demonstrate the following:

Essential qualifications:

- Must hold a postgraduate degree in education, programme evaluation, or other relevant field;
- Must have at least 10 years professional work experience in the areas of programme evaluation, preferably educational planning and management and institutional capacity development
- Extensive conceptual and methodological skills and experience in applying qualitative and quantitative research evaluation methods;
- Prior impact assessment experience is required;
- Experience in organizational management, structures and systems, operations, capacity development, reporting, and monitoring is an asset
- Work experience from Afghanistan or comparable contexts is an asset
- Excellent communication skills necessary for building rapport with stakeholders, facilitating participation and effective presentation of results to diverse audience.
- Must be able and willing to be deployed to the provincial and district areas covered by the CD-EPM programme, under UN security arrangements

Desirable qualifications:

- Detailed knowledge of the role of UN and its programming is desirable
- Excellent written and verbal skills in English language.
- Prior experience in the region is an added advantage.
- Knowledge of local languages (Dari and/or Pashto) is desirable

### **2. National Consultant:**

Essential qualifications:

- Must hold a post-graduate degree in education, research or any other relevant field. A bachelor's degree with 7 years of relevant experience will be considered.
- A minimum of 5 years of work experience professional work experience in the areas of programme evaluation, especially in educational planning and management and institutional capacity development
- Extensive knowledge of and experience in applying qualitative and quantitative evaluation/research methods.
- Prior research or evaluation research is required.
- Excellent communicative, both spoken and written skills in the local languages (Dari and/or Pashto)
- Must be able and willing to be deployed to the provincial and district areas covered by the CD-EPM-III programme, under UN security arrangements

Desirable qualifications:

- Knowledge of the role of UN and its programming is desirable
- Excellent written and verbal skills in English language is desirable.



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning

Stellan Arvidsson Hyving  
Programme Manager and specialist –  
Education, Child Protection  
Afghanistan Unit  
Department for Asia, North Africa and  
Humanitarian Assistance  
Swedish International Development  
Cooperation Agency (Sida)  
Valhallavägen 199  
SE-105 25 STOCKHOLM  
Sweden

Ref.: IIEP/ADM/18.35

18 April 2018

Subject: Funds-in-Trust "Capacity Development for Education Planning & Management Project III (CD-EPM-III)", *between the Swedish International Development Agency (Sida), the Afghan Ministry of Education and UNESCO/IIEP.*

Dear Mr Westerholm,

Kindly find herewith, the financial report as of 31 March 2018 (expressed in US Dollars) for the Afghanistan Capacity Development for Education Planning & Management Project III (CD-EPM-III) project.

With reference to the above-mentioned project, we have also taken this opportunity to revise and review the content of some of the budget components. The modifications proposed are detailed in Annex I.

We should be grateful for your approval of the above request.

On behalf of the Director of IIEP, I would like to take this opportunity to thank Sida for its support to capacity development for education planning in Afghanistan and for its trust in IIEP as an implementation partner.

Yours sincerely,

Ana Terrer  
Administrator

Encl.: 3

AT/mag



Organisation  
des Nations Unies  
pour l'éducation,  
le sciences et la culture



Institut International de  
planification de l'éducation

UNESCO INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING  
PROJECT AGREEMENT BETWEEN  
THE SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY (SIDA) & UNESCO-IIEP  
CAPACITY DEVELOPMENT FOR EDUCATION PLANNING & MANAGEMENT PROJECT III  
EDUCATION SECTOR PLANNING IN AFGHANISTAN

IIEP Project Code: 129AFG0401  
Interim Financial Report as at 31 March 2018  
(Expressed in US Dollars)

	Budget (*)	Income
2015 instalment - 10 000 000 SEK equivalent to	1 195 314	1 157 409,95
2016 instalment - 13 000 000 SEK equivalent to	1 553 909	1 518 733,98
2017 instalment - 9 000 000 SEK equivalent to	1 075 783	1 041 439,70
Interests April 2015 - March 2018		3 194,14
<b>TOTAL BUDGET 32 000 000 SEK equivalent to</b>	<b>3 825 006</b>	<b>TOTAL INCOME 3 720 777,77</b>
Exchange rate difference		-104 228

**Deduct:**

**Expenditure**

	Revised Budget	Cash Disbursed	Unliquit. Obligations
1. MoE National Training Program in Educational Planning	1 379 187	1 230 423,89	7 294,99
2. Production and review of MoE policy and plan documents	240 201	150 184,27	-
3. Consolidation of MoE technical capacity	1 181 700	1 191 769,57	13 500,00
4. Logistics and support services	72 765	127 267,01	-
Project supervision and management	349 920	343 364,46	18 432,17
Contingencies	151 189	17 845,92	33 917,50
Project support cost	440 045	415 657,16	18 000,00
	<b>3 825 006</b>	<b>3 476 512,28</b>	<b>91 144,66</b>
Total expenditure incurred:			<b>3 567 656,94</b>
<b>Cash surplus as at 31 March 2018</b>			<b>153 120,83</b>

**IMPLEMENTATION RATE**

as % Cash Disbursement as % Total Expenditure

Allotment 3 720 777,77 95,88%



(\*) Budget - UN rate 1 USD = 8,366 SEK at March 2015

Financial statement issued by IIEP. The total income received and expenditure incurred are in accordance with UNESCO financial records.





UNESCO INTERNATIONAL INSTITUTE OF EDUCATION PLANNING

PROJECT AGREEMENT BETWEEN - THE SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY (SIDA) & UNESCO-IIEP

CAPACITY DEVELOPMENT FOR EDUCATION PLANNING & MANAGEMENT PROJECT III  
EDUCATION SECTOR PLANNING IN AFGHANISTAN

IIEP Project Code : 12BAFG0401  
Interim Financial Report as at 31 March 2016  
Expressed in US Dollars

	Approved Revised Budget	Actual Expenditure	On-going Commitments	Total Expenses	Available on Budget
<b>Component 1: MoE National Training Program in Educational Planning</b>					
<b>Sub-component 1.1: Diversification of NTP training offer and delivery of programme</b>					
Deliver NTP (280 trainees, total 16 residential semesters)	1 090 988	1 074 302,92	4,91	1 074 307,83	15 780,17
Deliver ENTP (120 trainees, total 8 semesters)	138 799	123 398,47	-	123 398,47	15 400,53
Deliver FNTP (120 trainees, total 12 semesters)	48 300	600,00	-	600,00	47 700,00
<b>Subtotal sub-component 1.1</b>	<b>1 277 187</b>	<b>1 198 301,39</b>	<b>4,91</b>	<b>1 198 306,30</b>	<b>78 880,20</b>
<b>Sub-component 1.2: Quality assurance of NTP programmes</b>					
Revision of NTP curriculum framework with IIEP technical advice	13 000	12 545,18	1 901,74	14 546,90	(1 536,90)
Revision of NTP training materials with IIEP technical advice	20 000	-	-	-	20 000,00
Revision of NTP assessment system of student achievements with IIEP technical advice	15 000	-	-	-	15 000,00
Turning curriculum and training material to interactive audiovisual material	20 000	4 018,50	-	4 018,50	15 981,50
Training course on education for safety, resilience and social cohesion for NTP trainers	8 000	4 400,00	5 298,14	9 698,14	(1 698,14)
<b>Subtotal sub-component 1.2</b>	<b>76 000</b>	<b>20 963,68</b>	<b>7 299,88</b>	<b>28 253,74</b>	<b>47 746,26</b>
<b>Sub-component 1.3: Institutionalization of NTP</b>					
Strategic reflection on NTP's future development incl. NTP strategic devt. seminar	8 000	-	-	-	8 000,00
Regional institutional linkage incl. participation in ANTRIP annual meetings	10 000	3 873,84	-	3 873,84	6 126,16
NTP website and database development	8 000	7 285,00	-	7 285,00	715,00
<b>Subtotal sub-component 1.3</b>	<b>26 000</b>	<b>11 158,84</b>	<b>-</b>	<b>11 158,84</b>	<b>14 841,16</b>
<b>Subtotal Component 1</b>	<b>1 379 187</b>	<b>1 230 423,89</b>	<b>7 299,79</b>	<b>1 237 718,88</b>	<b>141 467,62</b>
<b>Component 2: Production and review of MoE policy and plan documents</b>					
Production of strategic and operational plans with IIEP technical advice	180 201	150 184,27	-	150 184,27	30 016,73
Develop National Education Policy document, incl. national consultations	30 000	-	-	-	30 000,00
Annual Education Joint Sector Reviews	30 000	-	-	-	30 000,00
<b>Subtotal Component 2</b>	<b>240 201</b>	<b>150 184,27</b>	<b>-</b>	<b>150 184,27</b>	<b>90 016,73</b>
<b>Component 3: Consolidation of MoE technical capacity</b>					
<b>Sub-component 3.1: Team of National Technical Assistants (NTAs) at DoPE</b>					
Team of 15 NTAs incl. 1 NTP coordinator & 1 National Coordinator at DoPE	1 053 300	1 088 148,04	13 500,00	1 101 648,04	(48 348,04)
<b>Subtotal sub-component 3.1</b>	<b>1 053 300</b>	<b>1 088 148,04</b>	<b>13 500,00</b>	<b>1 101 648,04</b>	<b>(48 348,04)</b>
<b>Sub-component 3.2: Training in educational planning and management at IIEP</b>					
3 ATP scholarships (Masters' level in EPM at IIEP, Paris - 6 months on-line, 6 months in Paris)	106 830	71 360,33	-	71 360,33	35 469,67
3 SCP scholarships (EPM short specialized course at IIEP, Paris - 2 weeks in Paris)	21 570	32 461,20	-	32 461,20	(10 891,20)
<b>Subtotal sub-component 3.2</b>	<b>128 400</b>	<b>103 821,53</b>	<b>-</b>	<b>103 821,53</b>	<b>24 578,47</b>
<b>Subtotal Component 3</b>	<b>1 181 700</b>	<b>1 191 969,57</b>	<b>13 500,00</b>	<b>1 205 469,57</b>	<b>(23 769,57)</b>
<b>Component 4: Logistics and support services</b>					
Furniture and equipment for NTP	12 348	29 181,00	-	29 181,00	(16 833,00)
NTP resource center	7 317	7 317,00	-	7 317,00	-
Layout and printing of NESP-III and Education Policy (600 copies each)	3 600	3 838,60	-	3 838,60	(2 238,60)
Translation and printing of NTP training materials	6 000	-	-	-	6 000,00
IT equipment, consumables, maintenance	21 000	55 838,41	-	55 838,41	(34 838,41)
Laptops for NTP/FNTP (30 needed)	19 500	31 090,00	-	31 090,00	(11 590,00)
<b>Subtotal Component 4</b>	<b>72 765</b>	<b>127 267,01</b>	<b>-</b>	<b>127 267,01</b>	<b>(54 502,01)</b>
<b>Total Activities (Components 1-4)</b>	<b>2 873 852</b>	<b>2 699 644,74</b>	<b>20 799,79</b>	<b>2 720 439,73</b>	<b>153 412,67</b>
<b>Project supervision and management</b>					
IIEP technical follow-up (one full time staff, 3 years)	349 920	340 200,00	-	340 200,00	9 720,00
IIEP Monitoring Missions to Afghanistan	-	3 164,46	18 432,17	21 596,63	(21 596,63)
<b>Sub-total Project supervision and management</b>	<b>349 920</b>	<b>343 364,46</b>	<b>18 432,17</b>	<b>361 796,63</b>	<b>(11 876,63)</b>
<b>Contingencies (5% on average, variations by year)</b>	<b>151 188</b>	<b>17 845,92</b>	<b>31 917,50</b>	<b>51 763,42</b>	<b>109 425,20</b>
<b>TOTAL</b>	<b>3 384 961</b>	<b>3 060 855,12</b>	<b>73 149,46</b>	<b>3 133 962,78</b>	<b>250 998,24</b>
<b>Project support cost (13%)</b>	<b>440 045</b>	<b>415 657,16</b>	<b>-</b>	<b>433 657,16</b>	<b>1 387,77</b>
<b>GRAND TOTAL</b>	<b>3 825 006</b>	<b>3 476 512,28</b>	<b>73 149,46</b>	<b>3 567 620,94</b>	<b>252 386,01</b>





**UNESCO INTERNATIONAL INSTITUTE OF EDUCATION PLANNING**  
**PROJECT AGREEMENT BETWEEN - THE SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY (SIDA) & UNESCO/IEP**  
**CAPACITY DEVELOPMENT FOR EDUCATION PLANNING & MANAGEMENT PROJECT II**  
**EDUCATION SECTOR PLANNING IN AFGHANISTAN**

IEP Project Code - 12NAFG0401  
 Budget Revision Request as of 31 March 2018  
 Expressed in US Dollars

	Approved Revised Budget	Actual Expenditure	Ongoing Commitments	Total Expenses	Available on Budget	Uncommitted	Revised Budget
<b>Component 1: MoE National Training Program in Educational Planning</b>							
<b>Sub-component 1.1: Diversification of NTP training offer and delivery of programme</b>							
Deliver NTP (200 trainers, total 18 residential semesters)	1 090 088	1 074 302,90	4,91	1 074 307,81	35 786,17	3 251,83	1 091 940
Deliver ENTP (120 trainees, total 5 semesters)	138 799	123 298,47	-	123 298,47	25 400,69	(15 406,08)	123 098
Deliver INTP (120 trainees, total 12 semesters)	48 300	600,00	-	600,00	47 700,00	(47 700,00)	600
<b>Subtotal sub-component 1.1</b>	<b>1 277 187</b>	<b>1 198 201,39</b>	<b>4,91</b>	<b>1 198 206,30</b>	<b>78 886,26</b>	<b>(59 848,20)</b>	<b>1 217 338,30</b>
<b>Sub-component 1.2: Quality assurance of NTP programmes</b>							
Revision of NTP curriculum framework with IEP technical advice	15 000	12 545,35	1 091,74	14 536,90	(1 536,90)	1 536,90	14 537
Revision of NTP training materials with IEP technical advice	20 000	-	-	-	20 000,00	(20 000,00)	-
Revision of NTP assessment system of student achievements with IEP technical advice	15 000	-	-	-	15 000,00	(15 000,00)	-
Furnish curriculum and training material to interactive audiovisual material	20 000	4 018,50	-	4 018,50	15 981,50	(15 981,50)	4 018,50
Training course on education for safety, tolerance and social cohesion for NTP trainers	8 000	4 400,00	5 298,34	6 698,34	(1 698,34)	5 198,34	23 128,34
<b>Subtotal sub-component 1.2</b>	<b>78 000</b>	<b>20 963,85</b>	<b>7 290,08</b>	<b>28 258,74</b>	<b>47 746,25</b>	<b>(44 246,28)</b>	<b>81 755,74</b>
<b>Sub-component 1.3: Institutionalization of NTP</b>							
Strategic reflection on NTP's future development incl. NTP strategic plan, seminar	8 000	-	-	-	8 000,00	(8 000,00)	-
Regional institutional linkages incl. participation in ANTP/EP annual meetings	10 000	3 873,84	-	3 873,84	6 126,16	(6 126,16)	3 874
NTP website and database development	8 000	7 285,00	-	7 285,00	715,00	(715,00)	7 285
<b>Subtotal sub-component 1.3</b>	<b>26 000</b>	<b>11 158,84</b>	<b>-</b>	<b>11 158,84</b>	<b>14 841,16</b>	<b>(14 841,16)</b>	<b>11 158,84</b>
<b>Subtotal Component 1</b>	<b>1 879 187</b>	<b>1 230 423,89</b>	<b>7 294,99</b>	<b>1 237 718,88</b>	<b>141 473,67</b>	<b>(118 935,62)</b>	<b>1 290 236,88</b>
<b>Component 2: Production and review of MoE policy and plan documents</b>							
Production of strategic and operational plans with IEP technical advice	180 201	130 194,27	-	130 194,27	50 006,73	(50 006,73)	130 194
Develop National Education Policy document, incl. national consultations	30 000	-	-	-	30 000,00	(30 000,00)	30 000
Annual Education Joint Sector Reviews	30 000	-	-	-	30 000,00	(30 000,00)	30 000
<b>Subtotal Component 2</b>	<b>240 201</b>	<b>130 194,27</b>	<b>-</b>	<b>130 194,27</b>	<b>80 012,73</b>	<b>(80 012,73)</b>	<b>130 194,27</b>
<b>Component 3: Consolidation of MoE technical capacity</b>							
<b>Sub-component 3.1: Team of National Technical Assistants (NTAs) at DoPE</b>							
Team of 15 NTAs incl. 1 NTP Coordinator & 1 National Coordinator at DoPE	1 053 900	1 088 148,04	13 500,00	1 101 648,04	(48 348,04)	83 070,04	1 186 370
<b>Subtotal sub-component 3.1</b>	<b>1 053 900</b>	<b>1 088 148,04</b>	<b>13 500,00</b>	<b>1 101 648,04</b>	<b>(48 348,04)</b>	<b>83 070,04</b>	<b>1 186 370,04</b>
<b>Sub-component 3.2: Training in educational planning and management at IEP</b>							
3 IEP scholarships (Master's level) in EPM at IEP, Paris - 6 months on-site, 6 months in Paris	108 830	71 160,33	-	71 160,33	37 669,67	(37 669,67)	71 160
1 IEP scholarship (MPhil) in EPM at IEP, Paris - 2 weeks in Paris	21 570	32 461,20	-	32 461,20	(10 891,20)	20 991,20	42 561
<b>Subtotal sub-component 3.2</b>	<b>129 400</b>	<b>103 621,53</b>	<b>-</b>	<b>103 621,53</b>	<b>26 778,47</b>	<b>(16 678,47)</b>	<b>113 721,53</b>
<b>Subtotal Component 3</b>	<b>1 183 300</b>	<b>1 191 769,57</b>	<b>13 500,00</b>	<b>1 205 269,57</b>	<b>(21 569,57)</b>	<b>66 391,57</b>	<b>1 250 091,57</b>
<b>Component 4: Logistics and support services</b>							
Furniture and equipment for NTP	12 948	29 181,00	-	29 181,00	(16 233,00)	27 735,00	40 093
NTP resource center	7 817	7 317,00	-	7 317,00	-	-	7 317
Layout and printing of NEPP-II and Education Policy (500 copies each)	6 600	3 808,60	-	3 808,60	2 791,40	(2 791,40)	3 809
Translation and printing of NTP training materials	6 000	-	-	-	6 000,00	(6 000,00)	-
IT equipment, consumables, maintenance	21 000	55 838,41	-	55 838,41	(34 838,41)	34 838,41	55 838
Laptops for NTP/ENTP (30 needed)	29 500	81 090,00	-	81 090,00	(51 590,00)	29 500,00	81 590
<b>Subtotal Component 4</b>	<b>72 765</b>	<b>177 387,01</b>	<b>-</b>	<b>177 387,01</b>	<b>(34 502,11)</b>	<b>66 902,11</b>	<b>139 667,01</b>
<b>Total Activities (Components 1-4)</b>	<b>2 879 852</b>	<b>2 629 644,74</b>	<b>20 794,99</b>	<b>2 720 439,73</b>	<b>113 442,67</b>	<b>(94 034,08)</b>	<b>2 829 838,32</b>
<b>Project supervision and management</b>							
IEP technical follow-up (one full time staff, 3 years)	349 920	340 203,00	-	340 203,00	9 717,00	(9 717,00)	340 203
IEP Monitoring Missions to Afghanistan	-	3 554,46	18 432,17	21 986,63	(21 508,63)	21 508,63	21 507
<b>Sub-total Project supervision and management</b>	<b>349 920</b>	<b>343 757,46</b>	<b>18 432,17</b>	<b>362 190,63</b>	<b>(11 791,63)</b>	<b>11 879,63</b>	<b>361 798,63</b>
<b>Contingencies (5% on average, variations by year)</b>	161 189	17 842,97	83 917,50	51 163,42	(33 425,26)	(45 682,96)	115 505
<b>TOTAL</b>	<b>3 384 361</b>	<b>3 060 855,12</b>	<b>73 344,66</b>	<b>3 144 053,78</b>	<b>250 961,24</b>	<b>(97 840,41)</b>	<b>3 287 120,61</b>
<b>Project support costs (13%)</b>	440 045	415 617,16	18 900,00	444 527,16	-	(44 507,77)	440 045
<b>GRAND TOTAL</b>	<b>3 824 406</b>	<b>3 476 472,28</b>	<b>92 244,66</b>	<b>3 588 580,94</b>	<b>250 961,24</b>	<b>(142 348,18)</b>	<b>3 720 772,77</b>



## ANNEX I

UNESCO International Institute of Education Planning (IIEP)

PROJECT AGREEMENT BETWEEN THE SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY (SIDA) &amp; UNESCO-IIEP

"CAPACITY DEVELOPMENT FOR EDUCATION PLANNING &amp; MANAGEMENT PROJECT III - EDUCATION SECTOR PLANNING IN AFGHANISTAN"

IIEP Project Code: 129AFG0401 - Interim Financial Report as at 31 March 2018 - Expressed in US Dollars

(Sub-) Component	Revision request (USD)	Justification for budget revision
Component 1: MoE National Training Program in Educational Planning		
Sub-component 1.1: Diversification of NTP training offer and delivery of programme	(59 848,20)	ENTP and FNTF expenditure below expected and integrated as part of NTP expenditure. NTP expenses lower than expected, partially due to govt. decree that decreased NTP DSA by \$3.
Sub-component 1.2: Quality assurance of NTP programmes	(44 245,26)	NIEP quality improvement done through 1 national consultant (Karbala) and by NTAs and NIEP staff. Less use of IIEP staff and international consultants. This led to savings. Interactive audiovisual materials not developed. Several trainings held on safety, resilience and social cohesion (group of 6 by distance, spring 2018, Cluster core skills training Siddiq Majidi May 2018).
Sub-component 1.3: Institutionalization of NTP	(14 841,06)	Strategic development seminar postponed to Nov 2018. MoE not very interested in ANTRIEP meetings and ANTRIEP was anyway mostly dormant. Good expenditure on NTP website and database.
Component 2: Production and review of MoE policy and plan documents	(80 392,73)	Earlier budget revision to increase budget for NESP III production by IIEP consultants was costly too expensively (workshops took place in Kabul instead of Dubai as initially anticipated). The work on National Education Policy / MoE Education reform has not as yet required international consultancy, it was carried out by IIEP Kabul staff. The EJSRs have been internal MoE exercises (i.e. not actual joint exercises with DPs - note: strong recommendation to change this under next 2018-2021 UNESCO project) and MoE did not require international consultant or IIEP staff support.

Component 3: Consolidation of MoE technical capacity		
Subcomponent 3.1: Team of National Technical Assistants (NTAs) at DoPE	83 070,84	Subcomponent 3.1 expenditure includes talent development program through 18 small \$300-\$600 national technical consultancy contracts (could it principle have been posted under Component 2 but seemed more logical here). Increased NTA expenditure as 1 month of extra salaries paid due to no-cost extension.
Subcomponent 3.2: Training in educational planning and management at IIEP	(14 678,47)	Only 2 out of 3 ATP scholarships used. 2 extra SCP scholarships (5 rather than 3) used.
Component 4: Logistics and support services	66 902,11	Overall, the equipment & consumables needs have been higher than expected. IIEP has also acquired a complete computer lab.
Project supervision and management		
IIEP technical follow-up (one full time staff, 3 years)	(9 720,00)	Due to funding exchange rate differences, no IIEP staff time charged for March 2018 inclusive onwards.
IIEP Monitoring Missions to Afghanistan	21 596,63	
Contingencies (5% on average, variations by year)	(45 682,96)	The evaluation was not budgeted for initially, and has been placed here, with a few other miscellaneous expenses. The rest is deleted by exchange rate differences.
TOTAL	(97 841,00)	
Project support cost (1.3%)	(6 387,77)	No more IPSC to be charged to date, considering the exchange rate differences.
GRAND TOTAL	(104 228,77)	The \$104,228 matches exactly the SEK-USD exchange rate difference.

### Annex 3: IIEP Sida CD-EPM-III Project Initial Logframe

	INTERVENTION LOGIC	TARGETS AND OBJECTIVELY VERIFIABLE INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<b>INTENDED IMPACT*</b>	Equitable access to quality education services is improved for the Afghan people through effective utilization of resources and opportunities	<i>* This level of result is beyond the remit of the present project. The result levels under the responsibility of the project are those below the impact level in this logical framework matrix i.e. Project Expected Outcome, Project Expected Results/Components and Activities.</i>		The Ghani Administration and the new MoE leadership (education minister yet to be appointed, as of 8 March 2015) fully supports capacity development in education sector planning and the project's objectives – including crosscutting themes and priorities.
<b>PROJECT INTENDED OUTCOME</b>	<b>MoE education programs are realistically planned and monitored by skilled MoE staff at national and sub-national levels</b>	<p>By 31 March 2018, 496 MoE educational planning &amp; management staff from central, provincial and district level (of which 54 female) have received different types of training, mainly in national languages, and contribute directly to education sector planning and plan implementation.</p> <p>By 31 March 2018, 120 female high school (grade 12) graduates from Kabul have received training in national languages, and 60 of those have completed an internship at MoE; making them eligible for recruitment by MoE or in the private education sector</p> <p>By 31 March 2018, the NTP has increased its access capacity; has diversified its training offer to meet the needs of the Education Sector; and has engaged in a continuous process of quality assurance</p> <p>By 31 March 2018, the NTP is fully institutionalized as part of the MoE</p> <p>By 31 March 2018, MoE's (DoPE) planning and plan implementation review processes are strengthened through the consolidation of annual operational planning, three-year rolling plans, ten-year national education strategic plans; the development of an Education Policy and the institutionalization of a yearly joint sector review mechanism</p>	<i>Detailed sources of verification are provided below by project component and sub-component</i>	<p>MoE provides full support to the implementation of the CD-EPM-III project activities</p> <p>MoE maintains or appoints a relevant counterpart to coordinate implementation with IIEP</p> <p>The international community continues to provide adequate level of development funds for education programs</p> <p>The exchange rate of the Swedish Krona (against the US Dollar) does not vary beyond 5% from the value retained for the budget calculation as of 1 March 2015 (5% of total budget has been set aside for contingencies</p>

**Component 1. MoE National Training Programme (NTP) in Educational Planning and Management**

**The MoE National Training Programme (NTP) in Educational Planning and Management responds to capacity development needs of the education system in a sustainable way**

<p>1.1. Diversification of NTP training offer and delivery of programme</p>	<p><b>Sub-component 1.1</b>                  280 provincial/district level MoE staff (10% females intended) trained at the NTP and score at least 50% on standard assessment exam                  180 central level MoE staff (10% females intended) trained at Evening-shift NTP (ENTP), and score at least 50% on standard assessment exam                  120 female grade-12 graduates from Kabul city and Kabul province trained on Female NTP (FNTP), and score at least 50% on standard assessment exam                  60 top-scoring FNTP trainees (with grades above 75% on standard assessment exam) attend 3- month winter internships at DoPE</p>	<p>NTP curriculum and syllabi                  NTP reports, including implementation reports sent to IIEP                  NTP administrative documents, student database, graduation records and certificates delivered                  NTP curriculum framework document                  NTP Training materials</p>	<p>MoE participants in training activities are properly selected and made available for training workshops and on-the-job activities                  MoE (top management, DoPE, and DM TVET) support the institutionalization of NTP and its establishing linkages with EPM institutions and/or networks                  MoE appoints an adequate number of civil servant permanent trainers for positions at NTP                  MoE, PEDs and DEOs liberate the target groups to participate in ATP/SCP and NTP                  Provincial and district-level female MoE staff are willing and able to participate in NTP</p>
<p>1.2. Quality assurance of NTP programmes</p>	<p><b>Sub-component 1.2</b>                  A standard assessment system is in place for baseline, mid-term and final assessment of student achievements                  NTP curriculum framework revised                  Introduction of education for safety, resilience and social cohesion in NTP curriculum                  EPM related training materials revised                  30 NTP trainers, NTAs and other MoE staff (20% females intended) trained on education for safety, resilience and social cohesion</p>		
<p>1.3. Institutionalization of NTP</p>	<p><b>Sub-component 1.3</b>                  Partnership established between NTP and Kabul University                  Strategic seminar on NTP institutional development                  At least 1 institutional linkage established with regional training and research institution and/or network in EPM</p>	<p>IAM administrative documentation                  NTP-KU Memorandum of Understanding                  Correspondence between NTP and other institutions and reports                  Report of participation in joint events</p>	

## Component 2. Production and review of MoE policy and plan documents

### MoE/DoPE produces quality policy/plan documents which are reviewed on a regular basis through a better institutionalized joint review process

	By 31 March 2017, NESP-3 is finalized and converted into a 10-year rolling strategic plan updated every five years By 31 March 2017, a National Education Policy is issued by MoE From 2015 onwards, the Education Joint Sector Review mechanism becomes more systematic and institutionalized	NESP-3 document National Education Policy document EJSR reports and proceedings	MoE provides political and technical support to the EJSR process and actually organizes the yearly EJSRs 2015, 2016, 2017 The National Education Policy is officially adopted/approved through Government instances
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## Component 3. Consolidation of DoPE technical capacity

### MoE's technical planning capacity is enhanced

3.1. Team of National Technical Assistants (NTAs) at DoPE	<b>Sub-component 3.1</b> Team of 15 NTAs in place: A core team of 10 experienced NTAs and 1 National Coordinator in place at MoE/DoPE supporting strategic planning functions during 2015-17, and 4 NTAs are hired to work full-time or part-time as NTP trainers for the years 2016-17 – with at least 80% of all annual Performance Assessment Reports approved by MoE and IIEP	NTA list and work contracts IIEP Training & Educational Programmes Unit records (registration, admission letters, certificates)	The salary and employment conditions offered by the Project (under NTA salary scale) permits the Project to retain NTA staff MoE staff with relevant linguistic and professional profiles are identified and liberated by MoE to take part into different types of courses at IIEP
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3.2. Training in educational planning and management at IIEP	<b>Sub-component 3.2</b> 3 MoE officers trained at Masters' level in EPM on IIEP ATP, of which at least 80% score the pass grade (12/20) on IIEP standard ATP assessment exam 3 MoE officers trained on specific themes/skills in EPM on the IIEP SCP, of which at least 80% score the pass grade (12/20) on IIEP standard SCP assessment exam		
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## Component 4. Logistics and support services

### Adequate logistical support services are provided to MoE and for the implementation of the Project

	NTP's new building furnished and equipped NTP Resource Centre equipped and operational NESP-3 laid out and printed [600 copies] (and available on MoE website) MoE Education Policy laid out and printed [600 copies] (and available on MoE website) NTP training materials translated into national languages(s) NTP training materials printed 30 laptop computers purchased and maintained (NTP) Team of NTAs and IIEP National Coordinator equipped with computers and office supplies (maintenance or purchase of new equipment) Project office equipped and maintained	NTP/IAM administrative documentation MoE/DoPE documents available in national languages and/or English Project inventory of assets	Adequate space is made available by MoE at the NTP building for the NTP resource centre MoE provides office space to NTA team
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<p><b>Component 1</b></p> <p>1.1. Form team of Afghan specialists for NTP curriculum framework and training materials revision, with guidance from IIEP</p> <p>1.2. Develop framework and guidelines for revision</p> <p>1.3. Print revised curriculum framework and training materials</p> <p>1.4. Deliver NTP courses</p> <p>1.5. Ensure organization and logistics for NTP courses</p> <p>1.6. Ensure financial and narrative management and reporting of NTP courses delivery</p> <p>1.7. Provide academic Follow-up support/supervision to NTP participants to complete project assignments at their job station</p> <p>1.8. Review, redesign and phase in NTP assessment system</p> <p>1.9. Manage progress of scholarships grantees</p> <p>1.10. Design, organize and deliver strategic seminar on NTP institutional development</p> <p>1.11. Deliver training course in education for safety, resilience and social cohesion for selected MoE staff including NTP trainers</p> <p>1.12. Develop a website and database for NTP management and administration</p>	<p><b>Main types of inputs:</b></p> <p>Training and training engineering expertise</p> <p>Technical expertise/support (in-country and at a distance) in different areas of educational planning and management and in institutional development</p> <p>Different types of training scholarships</p>	<p><b>Budget:</b></p> <p><b>Total</b></p> <p><b>budget:</b></p> <p><b>SEK</b></p> <p><b>32,000,000</b></p> <p><b>= USD</b></p> <p><b>3,825,006</b></p>	<p><b>Pre-conditions:</b></p> <p>The overall security and political situation allows the implementation of the project's activities as per the foreseen modalities and does not require major redesign</p> <p>A sufficient level of political stability prevails for the implementation of the project</p>
<p><b>Component 2</b></p> <p>2.1. Procure consultancy services</p> <p>2.2. Carry out review of EJSR process and reports</p> <p>2.3. Form Education Policy Steering Committee (MoE)</p> <p>2.4. Organize meetings of Education Policy panel</p> <p>2.5. Organize consultation meetings</p> <p>2.6. Ensure copy editing and preparation for printing of policy and planning documents</p>	<p>Provision of administrative services (contracts, staff management, etc.)</p> <p>Provision of equipment and support services</p>		
<p><b>Component 3</b></p> <p>3.1. Recruit/extend the contracts of NTAs at NTP and DoPE</p> <p>3.2. Ensure HR management of NTA team</p> <p>3.3. Identify candidates with relevant profiles for IIEP scholarships</p> <p>3.4. Carry out selection of candidates at MoE and at IIEP through standard procedures</p> <p>3.5. Organize travel and accommodation in Paris for selected candidates (IIEP)</p> <p>3.6. Deliver the above-mentioned courses and ensure academic supervision of ATP participants</p>			
<p><b>Component 4</b></p> <p>4.1. Identify providers of goods and services</p> <p>4.2. Ensure competitive procedures are respected (depending on amounts concerned)</p> <p>4.3. Procure goods and services</p> <p>4.4. Procure equipment and supplies for Project staff and DoPE</p> <p>4.5. Keep track of project assets through an inventory</p> <p>4.6. Ensure maintenance of project assets</p> <p>4.7. Ensure logistics for IIEP missions (UNESCO-Kabul office)</p>			



## Annex 4: Evaluation Mission Agenda

### Evaluation Mission of the Afghanistan “Capacity Development for Education Planning and Management III” CD-EPM-III Project

### Final Agenda in Afghanistan 13 April to 5 May 2018

**V#11: 04.05.2018**

**Vincent Samaran : Lead Consultant**

**Ehsamuddin Dilawar : National Consultant**

**Abbreviations: Completed “Ok” ; Confirmed “C” ; To be Confirmed “TBC”**

Date		Activities	Time	Status
Fri	13	1. Vincent Samaran, Arrival Kabul (via Istanbul) 2. Security brief at GV 3. Consultants Induction meeting (Tentative Agenda v1)	07:30 10:00-12:00 14:00-18:00	Ok
Sat	14	1. Ms Patricia McPhillips, <b>UNESCO</b> Representative 2. Mr Mohammad Aref Arefee: IIEP National Coordinator in MoE 3. Mr Abdul Wasay Arian: <b>Planning Director General of MoE</b>	10:00-12:00 12:30-13:30 14:30-16:00	Ok
Sun	15	1. <b>NESP-III Steering committee meeting in MoE</b> Minister of Education, DM for General Education, UNICEF (co-chair), International Implementing Partners, 2. <b>DoPE Department, heads of Units and IIEP ATP graduates</b> Mr Qasim Mohseni, Head of Policy and Strategic Planning Department Mr Hasib Amini, head of Program Coordination Department Mr Qazizada, head of Strategic and Operational Unit Mr Baluch Noori, head of Donor Coordination Unit 3. <b>Mr Sardar Rahimi, Deputy Minister in charge of literacy,</b> 4. Consultants daily wrap-up meeting GV	09:00-11:30  12:00-16:00  16:30-18:00 19:00-20:00	Ok
Mon	16	1. <b>NIEP</b> Mr Rahmatullah Sulaimankhail, Director Mr Sayed Rahmatshah Malyar, Manager Several Trainers Attending two classes with students 2. Mr Delawar Darmal, <b>DM, TVET, Planning Department</b> 3. Consultants daily wrap-up meeting GV	09:00-12:30   13:30-15:30 16:30-19:00	Ok
Tue	17	1. Mr. Ahmad Zamir Gowara, Director, <b>Kabul City Education Department</b> 2. Ms. Zuhra Sahar, <b>SIDA, Swedish Embassy</b> 3. <b>Swedish Committee for Afghanistan (SCA),</b> Mr Aminul Haq Mayel, Deputy Director of Programme Mr Mohammad Tahir Ismat, Education Programme Manager 4. Consultants daily wrap-up meeting GV	09:00-10:00 11:00-12:00 14:30-16:00 16:30-19:00	Ok
Wed	18	1. Consultants internal meeting 2. <b>Swiss Developpt Cooperation (SDC)</b> Mrs Xenia Kairchhafer, Prog. Man, Mr Abdulvahid Zirak 3. Consultants daily wrap-up meeting	08:00-13:30 14:30-15:30 16:00-18:30	Ok
Thu	19	Consultants internal meeting, Report writing at GV Interview of Mr Aref Arefee, IIEP National Project Coordinator in MoE Provincial trips logistic issues for nationals to solve out	08:30-13:30 13:30-16:00 16:00-18:00	Ok
Fri	20	Report writing Travel Kabul-Herat Herat Security briefing Herat Meetings and interviews confirmations Meeting with UNICEF Head of Herat Office	08:30-11:00 14:45-16:20 17:00-18:30 19:00-20:00 20:00-21:00	Ok

**Abbreviations: Completed "Ok" ; Confirmed "C" ; To be Confirmed "TBC"**

Date		Activities	Time	Status
Sat	21	<b>1- Herat Provincial Education Department (PED)</b> Units: Planning, EMIS, General Education, Islamic education <b>Heads of District Education Departments (DED):</b> Farsi, Ghourian & Obe , NIEP NTP graduates <b>2- Consultants daily wrap-up meeting (UNICEF Office)</b>	08:00-13:00  14:00-18:30	Ok
Sun	22	<b>Interviews conducted by phone with from Unicef Office in Herat with:</b> <b>1. 5 interviews with Nangarhar PED in Jalal Abad with NTP graduates</b> In Planning Unit, EMIS Unit, DED <b>2. 1 interview with Bamyan PED in Bamyan City, NTP graduate</b> <b>3. 2 interviews with Daikundi PED in Nili City, NTP graduates</b> <b>4. 1 interview with Badakhshan PED in Faizabad, NTP graduate</b> <b>5. 1 interview with Jawzjan PED in Chéberghân, NTP graduate</b> <b>6. Return to Kabul</b>	08:30-13:30  16:45-18:00	Ok
Mon	23	<b>1- Internal daily wrap-up meeting in Kabul GV-2</b> <b>2- Meeting with Patricia McPhillips, Head of UNESCO Kabul Office</b> <b>3- Travel to Mazar Sharif in Balkh</b> <b>4- Security briefing</b>	08:00-13:30 13:30-14:30 17:45-18-45 19:30-20:30	Ok
Tue	24	<b>1- Balkh Provincial Education Department</b> 12 Interviews carried out: PED Units: Planning, EMIS, General Education, and 4 Heads of DEDs <b>2- Daily evaluation team Wrap-Up</b>	09:00-13:00  13:30-17:00	Ok
Wed	25	<b>1- Return to Kabul,</b> <b>2- Report writing</b> <b>3- Evaluation team meeting intermediary wrap-up</b>	06:30-07:30 11:00-14:00 15:00-16:00	Ok
Thu	26	Evaluation findings assessment and triangulation Communication with Paris for extending the mission	08:30-18:30	Ok
Fri	27	Evaluation findings Review of evaluation methodology & approach Evaluation corpus drafting	09:30-18:30	Ok
Sat	28	Workshop (focus group) supporting documents	09:00-18:30	Ok
Sun	29	Focus Group Evaluation Workshop in NIEP Additional interviews	08:00-13:00 14:00-16:30	Ok
Mon	30	Review and Sum-up of the workshop outcomes Analyse and Sum-up of the additional interviews Up-dates of evaluations intermediary outcomes Evaluation team work on report drafting	06:00-18:30	Ok
Tue	1	Evaluation team work on report drafting Debrief Patricia McPhillips, UNESCO Representative/GV Debrief meeting with Mr Arian, DM, DoPE Evaluation team wrap-up meeting Evaluation report drafting	06:00-11:00 11:00-12:00 13:30-14:30 16:00-18:00 19:00-24:00	Ok
Wed	2	Evaluation team working on report drafting Evaluation team: interviews/reports outcomes review and verification Executive Summary of the Report and the 1 <sup>st</sup> draft report produced and submitted Evaluation team working on evaluation indicators against questions	06:00-09:00 09:00-13:30 13:30-14:30 15:30-18:30	Ok
Thu	3	Evaluation team working on data verifications against indicators Debrief Meeting with Mr Mohammad Aref Arefee, IIEP National Coordinator Evaluation team working Budgets/data/indicators/outcomes	06:00-11:30 14:00-16:30 17:00-19:00	Ok
Fri	4	Evaluation team working on evaluation report draft 2 Evaluation team working tentative planning and agenda for distant working Evaluation Report Drafting 2	06:00-12:30 13:30-15:30 16:00-23:00	Ok
Sat	5	Vincent Samaran Departure Kabul-Istanbul-Geneva	08:25-17:30	Ok

## Annex 5: Afghanistan Provinces & Population



- An estimated population of 34,656,000, 75% living in rural and remote areas
- 35 Provinces including Kabul
- 397 to 412 districts according to sources; (MoE considers 412 districts)
- 11 million illiterates (according to MoE DM in charge of Literacy, April 2018)

## Annex 6: Afghanistan: demography, WASH & Education at a glance

Evaluation Mission of the “Afghanistan Capacity Development for Education Planning and Management III” SIDA IIEP CD-EPM-III Project

# Demographic, WASH, and, livelihood impacts on Education at a glance <sup>(\*)</sup>

<p><b>Demographic figures</b></p> <ul style="list-style-type: none"> <li>Total population: 34,656,000</li> <li>Annual population growth: 2.7%</li> <li>Population 15-24 years: 7,347,000</li> <li>Population aged 14 years and younger: 15,200,000</li> <li>Rural population: 75%</li> <li>Provinces: 35 (including Kabul); Districts 412 (397?)</li> </ul>	<p><b>Inequality Human Development Index IHDI for 2015</b></p> <ul style="list-style-type: none"> <li>IHDI 34%</li> <li>Inequality in education 44.8%</li> </ul> <p><b>Multidimensional Poverty Index MPI</b></p> <ul style="list-style-type: none"> <li>Total 45.8%</li> <li>Near Poverty 16.0%</li> <li>In severe poverty 29.8%</li> </ul>	<p><b>Population with at least some secondary education</b></p> <ul style="list-style-type: none"> <li>Women 8.8%</li> <li>Men 35.4%</li> </ul> <p><b>Illiterate population</b></p> <ul style="list-style-type: none"> <li>Total estimated 11 million</li> <li>15-24 years old 3 m (out of 7.5 m)</li> <li>15 years and older 10,5</li> </ul>
<p><b>Clean Drinking Water</b></p> <ul style="list-style-type: none"> <li>65% of households have access to an improved source of drinking water</li> <li>86% of urban households have access to an improved drinking water source</li> <li>Only 58% of rural households have access to clean water</li> <li>Access to an improved water source varies by province.</li> <li>90% report that they do not treat their water prior to drinking.</li> <li>12% of urban households and 4% of rural households treat their drinking water.</li> </ul>	<p><b>Toilets</b></p> <ul style="list-style-type: none"> <li>25% of households have access to improved toilet facilities</li> <li>52% of the households in urban areas have access to improved toilet facilities</li> <li>16% of 16% of rural households have access to improved toilet facilities</li> <li>13% of households do not have any toilet facility</li> <li>75% of rural households have unimproved toilet facilities or no toilet facilities at all, which increases the risk of disease transmission</li> </ul>	
<p><b>Educational Attainment</b></p> <ul style="list-style-type: none"> <li>57% males age 6 and over, never attended school, almost double the 31% of females</li> <li>4% of women and 10% of men completed secondary school or beyond secondary school</li> <li>Women in urban households, 10% completed secondary school, as compared with 2% of women in rural households</li> <li>19% of men in urban areas completed secondary school, compared with 8% of men in rural areas</li> <li>It increases with increasing household wealth among both women and men.</li> <li>13% of women in the wealthiest households completed secondary school, as compared with 1% of women in the poorest households</li> <li>Educational attainment varies by province: Urozgan has the lowest level of educational attainment, 96% of women and 79% of men with no education.</li> </ul> <p><b>Orphans</b></p> <ul style="list-style-type: none"> <li>4% of children under age 18 are orphaned 1% among children under age 2 to 10% among children age 15-17.</li> <li>Children age 10-14 whose parents alive and who are living with at least one parent are more likely to attend school than those whose parents are deceased (67% versus 55%)</li> </ul>	<p><b>Reasons for Not Attending School</b></p> <ul style="list-style-type: none"> <li>Among de facto household members age 5-24 who had never attended school, the most common reason given was that their parents simply did not send them to school (48% of females and 19% of males).</li> <li>Distance to school was also a common reason.</li> <li>The need to work or earn money was more often cited as a reason for boys never attending school than for girls.</li> <li>Population age 5-24 who dropped out of school: the main reasons for males dropping out of school are the need to work (44%) and the need to help at home (15%).</li> <li>Among females, 30% dropped out because their parents did not send them to school, while 19% dropped out because they got married.</li> <li>The gender parity index (GPI), which is the ratio of female to male attendance rates, is 0.7 for primary school and 0.5 for secondary school. That is, there are about two girls per three boys in primary school and one girl per two boys in secondary school.</li> </ul>	<p><b><sup>(*)</sup> Table prepared by Evaluation team, based on the following sources (April 2018):</b></p> <ul style="list-style-type: none"> <li>Afghanistan Central Statistics Office (CSO) 2016</li> <li>Afghanistan Ministry of Public Health 2016</li> <li>The Demographic and Health Survey Program, ICF, USAID, 2017</li> <li>UNDP HDR 2016</li> <li>UNESCO Institute of Statistics (UIS) 2016</li> <li>Deputy Ministry in charge of Literacy 2017</li> </ul>

## Annex 7: Literacy official request



Vincent Samaran <vincent.samaran@gmail.com>

### Fwd: included the LD's planing on SIDA's IPA

sardar mohammad Rahimi <usaharahimi@gmail.com>  
A : vincent.samaran@gmail.com

21 april 2018 à 09:28

Dear Mr. SAMARAN

Hope you are fine and doing well.

This is Sardar Mohammad Rahimi, the Deputy Minister, for Literacy Department of Ministry of Education of Afghanistan.

It was my great pleasure met you the other day in my office at Literacy Department. I really enjoyed the discussion with you regarding our activities at LD and for the interest you made towards supporting literacy education in Afghanistan.

As we discussed, Literacy Department (LD) is mandated to tackle down the increasing number of illiterate people that is estimated around 11 million illiterates in the country with its very basic human and non-human resources. Meanwhile, our staff capacity has not been improved more enough to meet the needs of these increasing number of illiterates. Also, as you may know that Ministry of Education has not paid more attention towards development of LD's staff capacity in terms of planning and executing its mandated activities. Moreover, the needs and challenges of LD has not been reflected solidly in the latest National Education Strategic Plan (NESP) of Afghanistan, thus, LD, particularly the Planning Unit is encountering lots of challenges in terms of planning and implementation of its activities.

Therefore, LD, would like to request you for inclusion of following main points in SIDA's project IPA,

1. To review the current situation of LD's planning unit, by implementing a need survey/assessment.
2. Conduction of Training programs for the capacity development of LD's Planning Unit staff at central and provincial level.
3. Development of a document (strategic Plan) for LD.

Best regards:

Dr. Sardar Mohammad Rahimi  
Deputy Minister - Literacy Department  
Phone#: 0093711500600  
Email: usaharahimi@gmail.com

## Annex 8: Project Evaluation Models

### *Kirpatrick Model contribution:*

<b>Reaction</b>	<ul style="list-style-type: none"> <li>• To what degree participants react favourably to the Project?</li> <li>• Was the training atmosphere conducive to learning?</li> <li>• How did the participants feel about the Project?</li> <li>• Did they like it?</li> </ul>
<b>Learning outcomes effectiveness</b>	<ul style="list-style-type: none"> <li>• To what extent did the participants acquire the intended knowledge, skills, and attitudes based on their participation in the Project?</li> <li>• What did they learn?</li> <li>• Did they acquire new skills?</li> <li>• Did their present skills sets change?</li> <li>• Did participants attitudes/practice change as a result of the trainings?</li> </ul>
<b>Behavioural change</b>	<ul style="list-style-type: none"> <li>• To what degree participants are applying what they learned during trainings in their job?</li> <li>• Did the trainings make traceable change in behaviours?</li> <li>• Is the knowledge gained as a result of training applied at the workplace?</li> <li>• How leveraging training contributes to long-term impact?</li> <li>• Are they using it?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• To what degree targeted outcomes occur, as results of the learning sessions and subsequent reinforcement?</li> <li>• Are the training objectives met?</li> <li>• What are the effects of the participants' performance on the institutional environment?</li> <li>• What are the training effects on improved quality, costs effectiveness, greater job satisfaction, and, reduced turnover?</li> <li>• How much time is needed for the participants to effectively assimilate the learning outcomes for enabling them to create new on-the-job habits?</li> <li>• Is it having an impact?</li> </ul>

### *Theory of Change contribution:*

<b>Criteria</b>	<b>Referring to:</b>	<b>Questions</b>
<b>Plausibility</b>	<i>the logic of the outcomes pathway</i>	<ul style="list-style-type: none"> <li>• Does it make sense?</li> <li>• Are the outcomes in the right order? Are the preconditions each necessary and collectively sufficient to reach the long-term outcomes and ultimate impact?</li> <li>• Are there gaps in the logic?</li> </ul>
<b>Feasibility</b>	<i>whether the initiative can realistically achieve its long-term outcomes and impact</i>	<ul style="list-style-type: none"> <li>• Does the organization have adequate resources?</li> <li>• Does it need partners?</li> <li>• Does the scope, expectations, or timeline of the theory need adjustment?</li> </ul>
<b>Testability</b>	<i>the indicators</i>	<ul style="list-style-type: none"> <li>• Are they solid and measurable?</li> <li>• Will they yield sufficient information to make course corrections, and to evaluate the success of the initiative?</li> <li>• Will they be convincing to necessary audiences?</li> </ul>
<b>Usability</b>	<i>the organizational culture</i>	<ul style="list-style-type: none"> <li>• Do leadership and decision-makers accept effectively and support the use of the training outcomes and recommendations?</li> <li>• Is the ownership effective?</li> <li>• Are the acquired training outcomes and notions graphically understandable, make changes as needed, and applied through the ongoing practices?</li> </ul>

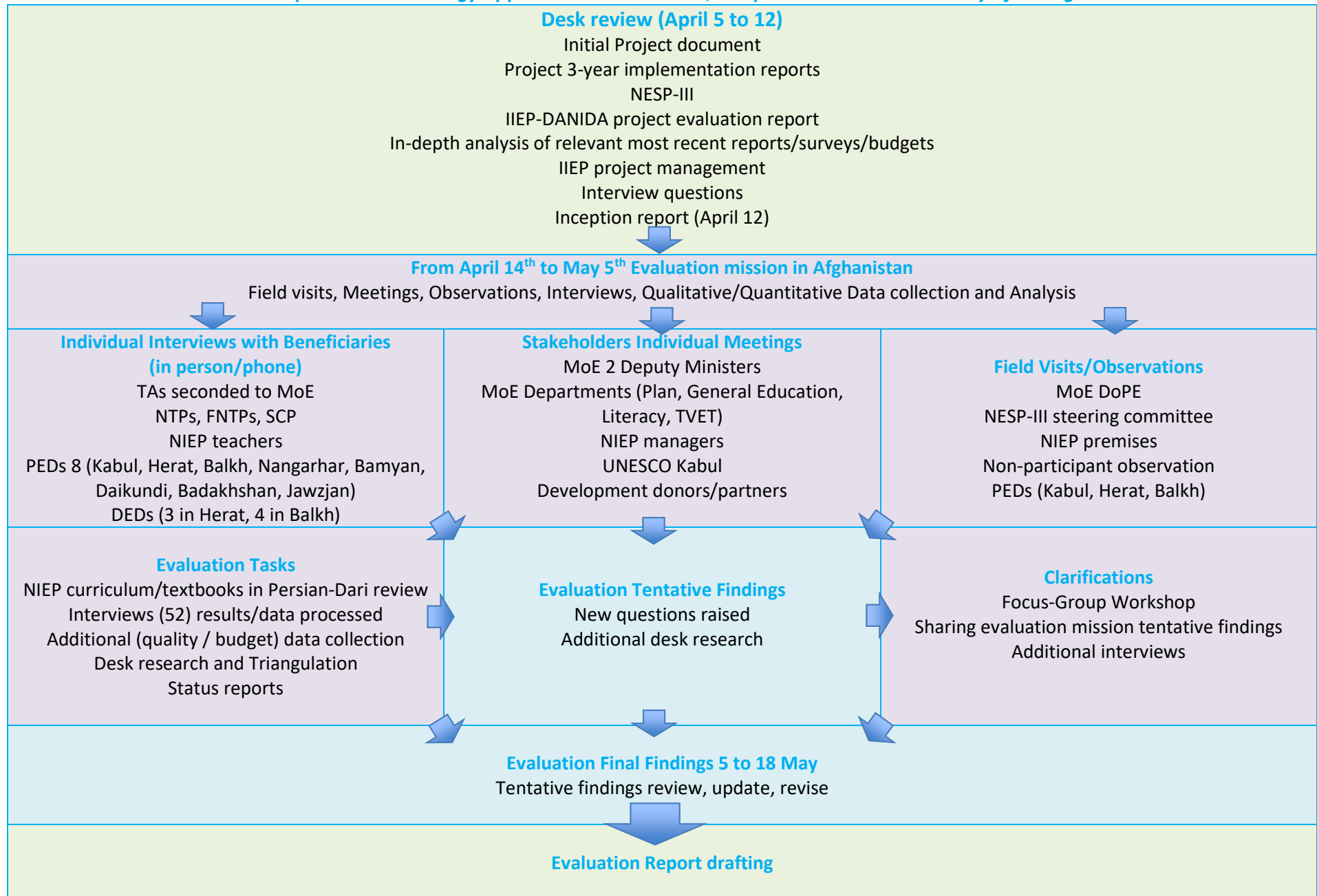
### *RBM contribution:*

<b>3 Rs</b>	<b>Contribution</b>
<b>Resources</b>	Human, organisational, intellectual and material inputs that are directly or indirectly invested by the Project.
<b>Reach</b>	The breadth and depth of influence over which the Project engaged its resources. This about the trainees and other stakeholders involved directly or indirectly in the Project.
<b>Result</b>	A describable and measurable change in state that is derived from a cause and effect relationship: Outputs, Outcomes/Results, and, Impacts.

# Annex 9: Project Evaluation Methodology

## Methodology of the Afghanistan SIDA IIEP CD-EPM-III Project Evaluation Mission

*Participative methodology approach based on RBM, Kirkpatrick Model and Theory of Change*



# Annex 10: Project Interviews Questions

Evaluation of the “Capacity Development for Education Planning and Management III” Project

April 13<sup>th</sup> to May 5<sup>th</sup> 2018

Name of the Interviewee: \_\_\_\_\_ Position: \_\_\_\_\_  
Institution: \_\_\_\_\_ Date and Time: \_\_\_\_\_

1. What are some of the changes that you have observed following the training?  
بعد از تريننگ شما کدام تغييرات را در خود مشاهده کرده ايد؟  
Can you provide some tangible examples of change that you particularly noticed after the training?  
شما ميتوانيد مثال های ملموس از تغييرات را که شما بعد از تريننگ در خود متوجه شده ايد بيان کنيد؟
2. To what extent do you consider the changes to be directly related to the programme? Explain your viewpoint by providing evidence.  
به کدام اندازه شما اين تغييرات را مستقيم به برنامه ظرفيت سازی وزارت معارف ربط ميدهيد؟
3. What are some of the main skills that have been acquired through the training?  
از اين برنامه ارتقای ظرفيت کدام مهارت های عمده را شما کسب کرديد؟
4. How do you evaluate the participation and the impacts of the training?  
شما سهم اشتراک کنندگان و تاثيرات اين تريننگ را چگونه ارزيابی ميکنيد؟
5. To what extent has the programme been aligned with the national educational aims?  
تا چه اندازه اين برنامه با اهداف ملی تعليم و تربيه تنظيم شده بود؟
6. Has the programme promoted local ownership? In what ways?  
آيا اين برنامه حس مالکيت محلی را در افکار اشتراک کنندگان ترويج کرده است؟ اگر بلی، به کدام اشکال؟
7. Has the programme had an equal impact at Kabul and other provinces?  
آيا اين برنامه تاثيرات مساوی در سطح کابل و ولايت داشت؟  
What are your observations?  
ملاحظات شما کدام ها اند؟
8. How did the training affect the daily practices of those involved as a policy maker/technical assistant/practitioner?  
تريننگ چه تاثير روی کارهای روزمره کسانی که شامل بودند داشت، مانند تهيه کننده پالیسی/ماونين تخنيکی/عمل کنندگان؟
9. To what extent have they been able to apply their newly-acquired set of skills in their daily practice?  
تا کدام اندازه آنها قادر به عملی کردن مهارت های کسب کرده خود را در کارهای روزمره خویش داشتند؟
10. What are some of the factors that supported/hindered the application of these skills in their workplace?  
بعضی از عواملی را نام بگيريد که تطبيق مهارت های کسب کرده شما از اين تريننگ را همایه و يا مانع ميشود؟
11. Is there a need for a follow-up programme? If yes, what are some of the existing needs and how can they be addressed?  
آيا به کدام برنامه تعقیبی اين تريننگ نیاز است؟ اگر بلی، آن نیازهای موجود کدام ها اند و چطور ميتوان آنها را ذریعہ ی اين در نظر گرفت؟
12. Has the programme been delivered efficiently?  
آيا اين برنامه بشكل موثر تطبيق شده بود؟  
What are some of the suggestions you may have regarding the delivery and provision of the training?  
پیشنهاد های شما در رابطه به بهتر ارايه و فراهم سازی اين تريننگ ها کدام ها اند؟



## Annex 11: Interview Questions NTPs

### Evaluation of the “Capacity Development for Education Planning and Management III” Project, April 13<sup>th</sup> to May 5<sup>th</sup> 2018 NTP interviews

Name and Last Name: \_\_\_\_\_ Year Attended From: \_\_\_\_\_ : to \_\_\_\_\_

Highest Qualification: \_\_\_\_\_ Province/District: \_\_\_\_\_ Position: \_\_\_\_\_

NTP CD III - EPM Evaluation	SNA	NA	N	A	SA	Comments/Reason for the Rating
	1	2	3	4	5	
The Capacity Development length was fair enough for the given topics.						
The Capacity Development timing was appropriate for the activities given.						
<b>Achievement of Objectives</b>						
The Capacity Development had clear objectives.						
Objectives were set according to the level of the participants.						
All the objectives of the Capacity Development were achieved.						
<b>Capacity Development Relevancy Evaluation</b>						
The Capacity Development materials were prepared based on participants' needs.						
The Capacity Development materials were clear and understandable.						
I learned many relevant points from this Capacity Development that I can implement in my daily activities.						
The materials were properly provided for better learning.						
The Capacity Development environment was conducive for learning.						
The Capacity Development was well prepared with relevant Capacity Development materials.						
<b>Capacity Development Delivery Evaluation</b>						
The trainer had a good understanding of the subject.						
The trainer clearly speaks and gives instructions.						
The trainer delivers the Capacity Development with						

confidence.						
The trainer communicates the concepts with enough clarity.						
The trainer uses various methods in the Capacity Development.						
The trainer answers your questions in a friendly manner.						
The trainer evaluates your activities and provides feedback.						
The trainer properly evaluates your group work, individual work.						
The trainer considers your problems and helps for solution.						
The trainer motivates you for better learning.						
Overall the Capacity Development was very useful.						
What did you like more in this Capacity Development? ..... ..... ..... .....						
What you did not like in this Capacity Development? ..... ..... ..... .....						

Comments for improvement: \_\_\_\_\_

# Annex 12: Interview Questions Teachers

## Evaluation of the “Capacity Development for Education Planning and Management III” Project, April 13<sup>th</sup> to May 5<sup>th</sup> 2018 Teachers’ interviews

Name and Last Name: \_\_\_\_\_ Years of Teaching Experience: \_\_\_\_\_

Highest Qualification: \_\_\_\_\_ Province/District: \_\_\_\_\_ Position: \_\_\_\_\_

**Q1. When and how the NIEP curriculum was revised?**

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**Q2. Do teachers’ use extra curriculum materials?**

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**Q3: What preparations do the teachers of NIEP make before they start teaching?**

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**Q4: What are the teachers’ learning mechanisms or teaching improvement systems?**

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**Q6: How many periods do you teach in a week?**

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**Q7: What other benefits you get from this project?**

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**Q8: Have you attended any training under this project?**

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## Annex 13: List of Interviewees by Apr. 26th

#	Institution	Names	Position	Apr
1	MoE	Dr. Sardar Mohammad Rahimi	DM - Literacy	15
2	MoE	Mr. Abdul Wassay Arian	GenDir - Education Planning	14
3	MoE	Mohammad Hasib Amini	Director of Coordination and Donor Communication	15
4	MoE	Baluch Noori	Director of Donor Coordination	15
5	MoE	Mohammad Qasem Mohseni	Policy and Strategic Planning Director	15
6	MoE	Naseer Ahmad Nadeem	Master Trainer and Planning Specialist	16
7 & 8	MoE	Abdul Wasey Rasooli and Froohar Jawhari	NIEP Lecturers Civil Service	16
9	NIEP	Rahmatullah Sulaimankhail	Director	16
10	NIEP	Sayed Rahmat Shah Malyar	NTP Coordinator	16
11	NIEP	Ms Mary Hamidi	Civil Service Teacher and Head of Planning Department	16
12	NIEP	Ahmad Safai	Planning lecturer	16
13 & 14	SCA	Aminulhaq Mayel and Mohammad Tahir Ismat	Deputy Director of Programs Education Program Manager	17
15	SIDA	Ms Zuhra Sahar	National Program Officer	17
16	Kabul City PED	Ahmad Zameer Gowara	Director	17
17	TVET	Delawar Dermal	Director, Policy and Program Development	16
18 & 19	SDC	Abdul Wahed Zirak and Ms Xenia Kirchhofer	Program Manager, Socio Eco Dev	18
20	HERAT PED	Mohammad Hashem Ahmadi	Statistics officer in planning department	21
21	HERAT PED	Mohammad Azimi	Statistics officer	21
22	HERAT PED	Abul Wafa	Statistics and EMIS manager	21
23	HERAT PED	Fraidon Wahabzada	Technical Planning Officer	21
24	HERAT PED	Nesar Ahmad	Planning and Budget Specialist	21
25	HERAT PED	Ms Rabia Noor Ahmad	Statistics Officer	21
26	HERAT DED	Abdul Nasser Mawdoodi	Director of Ghorian	21
27	HERAT DED	Abdulmalik Heydari	Director of Obe	21
28	HERAT DED	Mohammad Shafiq Vassigh	Director of Farsi	21
29	HERAT PED	Azizrahman Sarwari	Deputy Dir General Education	21
30	HERAT PED	Abdul Rahman Azizi	Head of Islamic Educ Unit	21
31	NANGARHAR DED	Zalai Mirzaman	Director of Behsud	22
32	NANGARHAR PED	Abdulghafar	Statistics Officer	22
33	NANGARHAR PED	Samiullah	Planning Officer	22
34	NANGARHAR PED	Ahmad Shakib	Planning Officer	22
35	NANGARHAR PED	Mohammad Aslam Mohabat	Planning Manager	22
36	BAMYAN PED	Hajar Ebrahimi	Planning & Reporting Manager	22
37	BADAKHSHAN PED	Ms Sodaba Saadat	EMIS Officer	22
38	DAIKUNDI PED	Ms Shafigha Heydari	Planning & Reporting Manager	22
39	DAIKUNDI PED	Ms Monawar Rahimzadah	Admin Staff	22
40	JAWZJAN PED	Ms Shabnam Noorzai	Planning Officer	22
41	PED - BALKH	Mr. Hafizullah Rabaani	DED Kaldar	24
42	PED - BALKH	Mr. Nematullah Amin	DED Dehdadi	24
43	PED - BALKH	Sayed Ishaq Rahimi	DED Zarey	24
44	PED - BALKH	Shahreza Qaderi	DED Charkant	24
45	PED - BALKH	Mr. Lal Mohammad Hafizi	EMIS Officer	24
46	PED - BALKH	Mr. Yama Hedayat	Operation Officer of TVET	24
47	PED - BALKH	Ms. Mahjabeen Azizi	Planning Manager of Literacy	24
48	PED - BALKH	Mr. Noorullah Zakawat	General Education Officer	24
49	PED - BALKH	Ms. Mahjoba Haidari	Planning Officer in PED	24
50	PED - BALKH	Mr. Abdul Majeed Mushwanai	Planning and Reporting Manager	24
51	PED - BALKH	Mr. Mohammad Arian Badakhsh	Islamic Education Admin	24
52	PED - BALKH	Ms. Hasina Qambari	Statistics Officer	24

## Annex 14: NESP-III Steering Committee meeting

### 4<sup>th</sup> NESP-III Steering Committee (SC) Meeting on 15 April 2018

The evaluation team,  
Vincent Samaran and Ehsamuddin Dilawar along with Mr Mohammad Aref Arefee  
attended the meeting (09:00 to 11:30)

1. The meeting was co-chaired by
  - a. MoE Chair: Mr. Abdul Wassay Arian, Director General of Education Planning (CD-EPM-III implementing partner)
  - b. UNICEF Chair: Ms Andrea Berther, Head of Education
2. Opening addresses made by:
  - a. HE the Minister of Education, followed by the Deputy Minister in charge of general education;
  - b. The Minister insisted heavily on the fact the President of the Republic in person follows closely the implementation of NESP-III and specially his focus is on ICTs in all schools.
  - c. He underlined the important role of international partners (without mentioning any name) for implementing NESP-III along with the private sector.
3. Mr Arian made a clear and up-to the point presentation of the SC activities since the 3<sup>rd</sup> meeting;
  - a. he strongly underlined his close relations with the President of the Republic and his regular concertation with the President on all education related policies and issues;
  - b. he underlined the fact that the main education objectives should be “Professionalism, Inclusion, and, Transparent Management”;
  - c. however, there were absolutely no mention to UNESCO, IIEP or even the CD-EPM-III project;
4. All presentations made in English and within the assigned timing, by the main directors of MoE on the following subjects:
  - a. Equitable Access
  - b. Quality and relevance
  - c. Efficient transparent management
5. Education Summit in Katmandu (Beginning May 2018): UNICEF invited officially MoE representatives to attend fully supported by UNICEF
6. Remarks:
  - a. All main international developing partners including SIDA, SDC and NGOs were represented
  - b. UNESCO Kabul Office was not represented.

## Annex 15: Focus Group Workshop Agenda

### Evaluation Mission of the “Capacity Development for Education Planning and Management III” CD-EPM-III Project

Focus-Group workshop for discussing the tentative findings of the evaluation mission

Participants: NTP, ATP, NIEP teachers, Project Officers

Kabul, NIEP, 29 April 2018

#### Agenda - Ver. 2

Time	Activities/Subjects
08:00-08:10	<b>Opening address:</b> Mr Mohammad Aref Arefee, IIEP National MoE Coordinator Introduction of Evaluation team: Vincent Samaran, Lead Consultant, & Ehsamuddin Dilawar, National Consultant Introduction of the participants
08:10-08:30	Purpose of the meeting: Vincent Samaran Presentation of the activities through Working Groups
08:30-10:00	<b>Session 1: CD-EPM-III outcomes and achievements according to the initial project plan</b> Facilitators: Vincent Samaran & Ehsamuddin Dilawar 3 WG: 45 min.; WGs outcomes presentation: 10 min/each; Session Wrap-Up: 15 min.
10:00-11:45	<b>Session 2: Evaluation findings and questions</b> Facilitators: Vincent Samaran & Ehsamuddin Dilawar 3 WG: 60 min.; WGs outcomes presentations: 10 min/each; Wrap-Up: 15 min
11:45-12:15	Plenary discussions/exchanges
12:15-12:30	Focused-Group Workshop Wrap-Up
12:30-13:30	Lunch
13:30-15:30	Individual additional interviews with - 2 NTPs - 2 NIEP teachers

# Annex 16: Focus Group Workshop Activity-1

CD-EPM-III Evaluation Mission 13<sup>th</sup> April to 5<sup>th</sup> May 2018

Focus-Group Workshop Activity-1, NIEP, 29 April 2018

SIDA IIEP CD-EPM-III initial expected results

CD III – EPM Project Initial Expected Results	Group-Work Outcomes
<b>1.1. Diversification of NTP training offer and delivery of programme:</b>	
280 provincial/district level MoE staff (10% females intended) trained at the NTP and score at least 50% on standard assessment exam	
180 central level MoE staff (10% females intended) trained at Evening-shift NTP (ENTP), and score at least 50% on standard assessment exam	
120 female grade-12 graduates from Kabul city and Kabul province trained on Female NTP (FNTP), and score at least 50% on standard assessment exam	
60 top-scoring FNTP trainees (with grades above 75% on standard assessment exam) attend 3- month winter internships at DoPE	
<b>1.2. Quality assurance of NTP programmes:</b>	
A standard assessment system is in place for baseline, mid-term and final assessment of student achievements	
NTP curriculum framework revised	
Introduction of education for safety, resilience and social cohesion in NTP curriculum	
EPM related training materials revised	
30 NTP trainers, NTAs and other MoE staff (20% females intended) trained on education for safety, resilience and social cohesion	
<b>2. MoE/DoPE produces quality policy/plan documents which are reviewed on a regular basis through a better institutionalized joint review process:</b>	
By 31 March 2017, NESP-3 is finalized and converted into a 10-year rolling strategic plan updated every five years	
By 31 March 2017, a National Education Policy is issued by MoE	
<b>3.1. Team of National Technical Assistants (NTAs) at DoPE:</b>	
Team of 15 NTAs in place: A core team of 10 experienced NTAs and 1 National Coordinator in place at MoE/DoPE supporting strategic planning functions during 2015-17, and 4 NTAs are hired to work full-time or part-time as NTP trainers for the years 2016-17 – with at least 80% of all annual Performance Assessment Reports approved by MoE and IIEP	
<b>3.2. Training in educational planning and management at IIEP:</b>	
3 MoE officers trained at Masters' level in EPM on IIEP ATP, of which at least 80% score the pass grade (12/20) on IIEP standard ATP assessment exam	
3 MoE officers trained on specific themes/skills in EPM on the IIEP SCP, of which at least 80% score the pass grade (12/20) on IIEP standard SCP assessment exam	
<b>4.1. Adequate logistical support services are provided to MoE and for the implementation of the Project:</b>	
NTP's new building furnished and equipped	
NTP Resource Centre equipped and operational	
NTP training materials translated into national languages(s)	

## Annex 17: Focus Group Workshop Activity-2

CD-EPM-III Evaluation Mission 13<sup>th</sup> April to 5<sup>th</sup> May 2018

Focus-Group Workshop Activity-2, NIEP, 29 April 2018

Evaluation process draft tentative key findings on April 27<sup>th</sup>

1	Upgrading NTP graduates: many seem not to have been upgraded. Why?
2	Replacement of the trained staff in NTP with others during the 2 years cycle of training. And what happens then to the learning outcomes?
3	Duration of the trainings (3 months) created a real issue for most of the trainees who lost their jobs/salaries. How this issue was dismissed?
4	Monitoring learning outcomes: 65% consider not to have been able to effectively implement acquired skills and knowledge. Why?
5	Poverty is one of the major obstacles along with lack of infrastructure especially at DED levels for effectively designing and implementing. How it is considered in the planning/implementation process?
6	Security issues and natural disasters, especially in rural areas: how it is considered in the planning/implementation process?
7	School mapping or micro-planning: to what extent this had been seen in planning processes at all levels?
8	NIEP curriculum and produced teaching/student material: consistency, cohesiveness, activities, details of concepts and practical activities. Updates of contents, sources; to what extent, and when?
9	Quality assurance strategies for improving the quality of teaching at NIEP. Evaluation process of the trainings and the trainers. How and frequency?
10	Most of the trainees consider not have been through practical exercises. Why?
11	Reporting and data collection: means, monitoring and accuracy at PED and DEDs levels. How at DED levels, if they have not computers and communication facilities, they can provide data to PEDs? Mechanisms?
12	Level of support and resources provided by Kabul to PEDs and DEDs enabling them to effectively implement their plans? Bureaucracy?
Any other comments / suggestions....	



## Annex 18: Focus Group Workshop Participants

Kabul, NIEP, 29 April 2018

#	Name	Position	Email Address
1	Baluch Noori	Acting Head of Donor and NGO Communication Unit	<a href="mailto:baluchnoori@hotmail.com">baluchnoori@hotmail.com</a>
2	Mohammad Reza Ahmadi	Trainer Specialist	<a href="mailto:Mrahmadi2000@gmail.com">Mrahmadi2000@gmail.com</a>
3	Nasir Ahmad Nadeem	Planning Specialist and Master Trainer	<a href="mailto:Nasir1nadeem@gmail.com">Nasir1nadeem@gmail.com</a>
4	Sayed Rahmat Shah Malyar	NIEP Manager	<a href="mailto:Sayed_Rahmat@yahoo.com">Sayed_Rahmat@yahoo.com</a>
5	Hezbollah Hamidi	Planning and Monitoring Specialist and TA	<a href="mailto:Hamidi.hhz@gmail.com">Hamidi.hhz@gmail.com</a>
6	Hasina Nazeri	Mathematical Teacher	<a href="mailto:Hasina.nazeri@gmail.com">Hasina.nazeri@gmail.com</a>
7	Mary Hamidi	Planning and Budget Teacher and Head of Planning Department	<a href="mailto:Mary.maihamidi@gmail.com">Mary.maihamidi@gmail.com</a>
8	Mohammad Reza Ibrahimi	Statistics and Computer Trainer	<a href="mailto:Reza.ibrahimi22@gmail.com">Reza.ibrahimi22@gmail.com</a>
9	Ghulam Mustafa Mustafa	Planning Specialist and Master Trainer	<a href="mailto:Mustafa_yaftaly@yahoo.com">Mustafa_yaftaly@yahoo.com</a>
10	Mohammad Shafiq Sadiqi	Planning Specialist and Master Trainer	<a href="mailto:Mshafiq.sadiqi@gmail.com">Mshafiq.sadiqi@gmail.com</a>
11	Ihsanullah Nazari	Planning Specialist and Master Trainer	<a href="mailto:Ihsanullahnazari@yahoo.com">Ihsanullahnazari@yahoo.com</a>
12	Rohina Salamzada	Islamic Law Teacher	<a href="mailto:Rohina.vague@gmail.com">Rohina.vague@gmail.com</a>
13	Rahmatullah Sulaimankhail	Head/Principle of Institute	<a href="mailto:r.sulaimankhail@gmail.com">r.sulaimankhail@gmail.com</a>
14	Ahmad Safaei	NIEP, Teacher in Institute	<a href="mailto:safaeiahmad@gmail.com">safaeiahmad@gmail.com</a>
15	Hasina Qamari	Statistics Officer in PED – Balkh	<a href="mailto:Hasina.14.qamari@gmail.com">Hasina.14.qamari@gmail.com</a>
16	Abdul Nasir Mowdoodi	District Manager from Herat Province	

## Annex 19: NIEP Curriculum

**Summery of NIEP Curriculum (2012 - 2017)**

No	Subjects Names	First Semester			Second Semester	Third Semester			Fourth Semester		total of each subject teaching hours in four semesters	Remarks
		Teaching hours per week	Number of weeks	Total number of teaching hours in first Semester	Practical work in area	teaching hours per week	Number of weeks	Total number of teaching hours in third Semester	Practical work in area	final exam & Graduation		
		Duration: 3 Month			6 Month	Duration: 3 Month			6 Month	1 Week		
1	Educational Planning	10	10	100	1.Preparing of Provincial Educational Midterm plan 2.Preparing of Provincial Educational Annual Progress Report. 3.Presentation of midterm plan and Annual Report in NIEP	10	10	100	1.Preparing of Provincial Educational Midterm plan 2.Preparing of Provincial Educational Annual Progress Report 3.Presentation of midterm plan and Annual Report in NIEP	Final Evaluation and Graduations	200	
2	Monitoring & Reporting	4	10	40		6	10	60			120	
3	Budgetting	4	10	40		4	10	40			80	
4	Procurement	0	0	0		2	10	20			20	
5	Educational Statistics & EMIS	4	10	40		4	10	40			80	
6	Education Rules & Policies	2	10	20		2	10	20			40	
7	Fundamentals of Education	2	10	20		0	0	0			20	
8	Management	2	10	20		0	0	0			20	
9	Mathematics	4	10	40		4	10	40			80	
10	Islamic	2	10	20		2	10	20			40	
11	English language	4	10	40		4	10	40			100	
12	Computer	4	10	40		4	10	40			80	
13	Total of teaching hours	44		440		44		440			880	

Approved by TVET

## Annex 20: NIEP Students Data, 2015-2018

### NTP quantitative data 2015 - 2018

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year	Funded by
				Female	Male	Total				
9	5	NTP9	1	1	38	39	15-Apr-2015	17-juil-15	2015	Sida
10		NTP13	3				9-May-2016	8-Aug-2016	2016	
11	6	NTP10	1	0	44	44	1-Aug-2015	01-nov-15	2015	
12		NTP15	3				17-juil-16	18-oct-16	2016	
13	7	NTP11	1	2	38	40	26-oct-15	24-janv-16	2015	
14		NTP17	3				25-mars-17	26-juin-17	2017	
15	8	NTP12	1	4	37	41	20-Feb-2016	20-May-2016	2016	
16		NTP19	3				04-juil-17	05-oct-17	2017	
17	9	NTP14	1	3	39	42	23-May-2016	22-Aug-2016	2016	
18		NTP20	3				04-juil-17	05-oct-17	2017	
19	10	NTP16	1	0	48	48	24-sept-16	23-Dec-2016	2016	
20		NTP21	3				14-oct-17	12-janv-18	2017	
21	11	NTP18	1	2	46	48	21-mars-17	26-juin-17	2017	
22		NTP22	3				11-nov-17	9-Feb-2018	2017	
<b>Total</b>				<b>12</b>	<b>290</b>	<b>302</b>				

### ENTP Details

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year	Funded by	
				Female	Male	Total					
1	1	ENTP1	1	6	22	28	1-May 2014	04-sept-14	2014	Danida	
2		ENTP3	3				21-Apr-2015	23-sept-15	2015		
3	2	ENTP2	1	2	31	33	27-sept-14	25-janv-15	2014	Sida	
4		ENTP4	3				13-sept-15	11-Feb-2016	2015		
5	3	ENTP5	1	9	18	27	6-Aug-2016	05-janv-17	2016		
6		ENTP7	3				22-Aug-2017	10-janv-18	2017		
7	4	ENTP6	1	5	28	33	12-Apr-2017	23-sept-17	2017		
8		ENTP8	3				13-janv-18	15-juin-18	2018		
<b>Total</b>				<b>22</b>	<b>99</b>	<b>121</b>					

### FNTP

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year	Funded by	
				Female	Male	Total					
1	1	FNTP1	1	26	0	26	Apr-2014-26	Aug-2014-28	2014	Danida	
2		FNTP3	4				Aug-2015-6	Dec-2015-6	2015		
3	2	FNTP2	1	63	0	63	Apr-2015-1	Aug-2015-6	2015	Sida	
4		FNTP5	4				05-sept-16	5-Dec-2016	2016		
5	3	FNTP4	1	58	0	58	Apr-2016-9	5-Aug-2016	2016		
6		FNTP6	4				06-sept-17	5-Dec-2016	2017		
7	4	FNTP7	1	89	0	89	Aug-2017-20	6-Dec-2017	2017		
8		FNTP8	4				23-mars-18	06-juil-18	2018		
<b>Total</b>				<b>236</b>	<b>0</b>	<b>236</b>					

### Total for all F/E/NTPs

S/No	NTPs	Female	Male	Total	Female %	Male %
1	NTP	12	290	302	4%	96%
2	ENTP	22	99	121	18%	82%
3	FNTP	236	0	236	100%	0%
	<b>Total</b>	<b>270</b>	<b>389</b>	<b>659</b>	<b>41%</b>	<b>59%</b>

## Annex 21: NIEP in-service students data

**NIEP In-service daily students' statistics**

No	Province	inrolment	dropout	Failed	Graduated	While studying
1	Oruzgan	9	1	0	6	2
2	Badghes	15	1	0	12	2
3	Bamyan	13	1	0	10	2
4	Badakhshan	17	1	2	9	5
5	Baghlan	13	2	1	7	3
6	Balkh	16	2	0	10	4
7	Parwan	17	0	0	14	3
8	Paktia	18	1	0	13	4
9	Paktika	14	1	1	8	4
10	Pansher	13	1	0	10	2
11	Takhar	16	1	0	11	4
12	Jozjan	10	1	2	6	1
13	Khoost	17	2	0	11	4
14	Daikondi	14	1	0	11	2
15	Zabul	14	1	0	10	3
16	Sarepol	17	1	1	13	2
17	Samangan	18	1	0	13	4
18	Kabul city	6	1	1	3	1
19	Ghazni	9	1	0	7	1
20	Ghoor	18	1	0	13	4
21	Faryab	10	1	1	5	3
22	Farah	12	0	0	9	3
23	Qudoz	13	0	0	11	2
24	Qandahar	12	1	1	9	1
25	Kabul Province	9	0	0	8	1
26	Kapisa	17	0	0	13	4
27	Kunar	15	0	0	13	2
28	Laghman	17	0	0	14	3
29	Logar	15	1	0	14	0
30	Nangarhar	21	0	1	18	2
31	Norstan	12	0	0	9	3
32	Nemroz	6	0	0	1	5
33	Herat	13	1	1	10	1
34	Helmand	11	5	0	5	1
35	Wardak	20	1	0	15	4
<b>Total</b>		<b>487</b>	<b>32</b>	<b>12</b>	<b>351</b>	<b>92</b>
<b>Percentage</b>		<b>100%</b>	<b>7%</b>	<b>2%</b>	<b>72%</b>	<b>19%</b>

ENTP Details

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year
				Female	Male	Total			
1	1	ENTP1	1	6	23	29	1-May-2014	4-Sep-2014	
2		ENTP3	3				21-Apr-2015	23-Sep-2015	
3	2	ENTP2	1	2	31	33	27-Sep-2014	25-Jan-2015	
4		ENTP4	3				13-Sep-2015	11-Feb-2016	
5	3	ENTP5	1	9	18	27	6-Aug-2016	5-Jan-2017	
6		ENTP7	3				22-Aug-2017	20-Nov-2018	
7	4	ENTP6	1	5	28	33	13-Sep-2017	31-Sep-2017	
8		ENTP8	3				18-Jan-2018	15-Jun-2017	
Total				22	99	121			

FNTP

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year
				Female	Male	Total			
1	1	FNTP1	1	26	0	26	26-Apr-2014	26-Aug-2014	2014
2		FNTP3	4				6-Aug-2015	6-Dec-2015	2015
3	2	FNTP2	1	63	0	63	1-Apr-2015	6-Aug-2015	2015
4		FNTP5	4				5-Sep-2016	5-Dec-2016	2016
5	3	FNTP4	1	58	0	58	9-Apr-2016	5-Aug-2016	2016
6		FNTP6	4				6-Sep-2017	5-Dec-2016	2017
7	4	FNTP7	1	89	0	89	20-Aug-2017	6-Dec-2017	2017
8		FNTP8	4				23-Mar-2018	6-Jul-2018	2018
Total				226	0	226			

Total NTPs

S/No	NTPs	Female	Male	Total	Female	Male
1	NTP	17	476	493	4%	96%
2	ENTP	22	99	121	2%	98%
3	FNTP	236	0	236	100%	0%
Total		275	575	850		

Annex 3: NIEP quantitative data2012 - 2017

S/No	Cohort	NTP	Semester	Students No			Start Date	End Date	Year
				Female	Male	Total			
1	1	NTP1	1	2	40	42	5-Nov-2012	4-Feb-2013	2012
2		NTP5	3				23-Oct-2013	20-Jan-2014	2013
3	2	NTP2	1	0	50	50	19-Feb-2013	20-May-2013	2013
4		NTP6	3				16-Jan-2014	17-Sep-2014	2014
5	3	NTP3	1	2	55	57	1-Jan-2013	5-Sep-2013	2013
6		NTP7	3				11-Oct-2014	9-Jan-2015	2014
7	4	NTP4	1	1	41	42	23-Sep-2013	20-Dec-2013	2013
8		NTP8	3				11-Oct-2014	9-Jan-2015	2014
9	5	NTP9	1	1	38	39	15-Apr-2015	17-Jul-2015	2015
10		NTP13	3				9-May-2016	8-Aug-2016	2016
11	6	NTP10	1	0	44	44	1-Aug-2015	1-Nov-2015	2015
12		NTP15	3				17-Jul-2016	18-Oct-2016	2016
13	7	NTP11	1	2	38	40	26-Oct-2015	24-Jan-2016	2015
14		NTP17	3				25-Mar-2017	26-Jun-2017	2017
15	8	NTP12	1	4	37	41	20-Feb-2016	20-May-2016	2016
16		NTP19	3				4-Jul-2017	5-Oct-2017	2017
17	9	NTP14	1	3	39	42	23-May-2016	22-Aug-2016	2016
18		NTP20	3				4-Jul-2017	5-Oct-2017	2017
19	10	NTP16	1	0	48	48	24-Sep-2016	23-Dec-2016	2016
20		NTP21	3				24-Oct-2017	12-Jan-2018	2017
21	11	NTP18	1	2	46	48	21-Mar-2017	26-Jun-2017	2017
22		NTP22	3				13-Nov-2017	9-Feb-2018	2017
Total				17	476	493			

## Annex 22: NTP New Curriculum

*Total number of credits and required teaching hours for each course  
Extracted from the New Curriculum Framework for Two-Year Program in  
Educational Planning, Draft Version-Feb 5, 2017  
National Institute for Educational Planning*

Courses	Credits			Hours		
	Total	Theoretical	Practical	Total	Theoretical	Practical
Islamic Studies-1	1	1	0	16	16	0
Islamic Studies-2	1	1	0	16	16	0
Patriotism (Love of the Nation)-1	1	1	0	16	16	0
Patriotism (Love of the Nation)-2	1	1	0	16	16	0
Foundations of Education	4	4	0	64	64	0
Mathematics	2	1	1	64	16	48
Statistics	2	2	0	32	32	0
Computer Skills	2	1	1	64	16	48
Economics of Education	2	1	1	64	16	48
Educational Management	3	2	1	80	32	48
Introduction to Educational System of Afghanistan	4	3	1	96	48	48
Planning, Monitoring, and Reporting of Education	5	4	1	112	64	48
School Development Planning, Monitoring, and Reporting-1	4	3	1	96	48	48
School Development Planning, Monitoring, and Reporting-2	1	0	1	48	0	48
District Education Development Planning, Monitoring, and Reporting-1	1	1	0	16	16	0
District Education Development Planning, Monitoring, and Reporting-2	4	3	1	96	48	48
Provincial Education Development Planning, Monitoring, and Reporting-1	1	1	0	16	16	0
Provincial Education Development Planning, Monitoring, and Reporting-2	4	3	1	96	48	48
Educational Research Methods	3	2	1	80	32	48
Fieldwork-1	12	3	9	480	48	432
Fieldwork-2	10		10	480	0	480
<b>Total:</b>	<b>68</b>	<b>38</b>	<b>30</b>	<b>2048</b>	<b>608</b>	<b>1440</b>



جمهوری اسلامی افغانستان  
وزارت معارف  
معینیت تعلیمات تخنیکي و مسلکي  
دپپارتمنت پلانگذاری تعلیمی و تربیتی

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ANNEX 23  
Educational Planning Volume 1

# پلانگذاری تعلیم و تربیه جلد اول

سال 1392

مؤلفان: جلال الدین "عطایی"، احمد "صفایی" و محمد رضا "احمدی"

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64	شاخص های اساسی تعلیم و تربیه، نحوه محاسبه و تفسیر آنها



- اهمیت پلانگذاری را با ارایه دلایل بیان نمایند.
- مهمترین رویکردهای پلانگذاری را نام برده تشریح نمایند.
- پلان و انواع پلانها را از نظر زمان بیان نمایند.
- مهمترین عوامل شکست پلانها را در اجرا ذکر نمایند.
- پلان استراتژیک را تشریح نمایند.
- ارزش و اهمیت پلانگذاری استراتژییک را ذکر نمایند.
- اصول پلانگذاری را بیان نموده شرح بدهند.
- پلانگذاری عملیاتی را تشریح نمایند.
- مهمترین نکاتی را که باید در پلانگذاری مراعات شود را ذکر نمایند.

### تاریخچه پلانگذاری:

از اوایل پیدایش بشر پلانگذاری، نقشه کشی و طرح ریزی های وجود داشته است. نظریه تحولات و تغییر در زندگی بشری پلانگذاری در دوره های مختلف رنگ و بوی مختلفی به خود گرفته است. هنگامی که آدمی در مسیر رشد عقلانی خود به ضرورت پلانگذاری در زندگی خویش پی برد، آن را در نظام های اجتماعی به عنوان ابزاری در خدمت مدیریت و رهبری، مورد توجه قرار داده و امروز می بینیم که ساختار وجودی سازمان ها آنچنان پیچیده گردیده اند که بدون پلانگذاری دقیق نمی تواند به حیات خود تداوم بخشند (داکتر علی رضائیان). بطور مثال: حدود 2000 الی 4000 سال قبل از میلاد، اعمار اهرام ها و پروژه های آبیاری توسط مصری ها و تنظیم تقویم به 365 روز معادل یک سال شمسی، همه بیان کننده حقیقت پلانگذاری بشکل کوتاه مدت و دراز مدت می باشد.

با مطالعه سیر تاریخی پلان و پلانگذاری در جوامع معلوم می گردد که پلانگذاری از عمل خیلی ساده به شیوه ها و طرق خیلی پیچیده آن امروز مبدل شده است. همچنان از جنبه های غیر رسمی گذار نموده و اکنون پلانگذاری جنبه نهایت رسمی را بخود گرفته است. علاوه بر آن، از وضعیت فردی بیرون شده و گروهی و مشارکتی شده است. همه تصامیم در پلانگذاری نزد یک فرد و یا چند فرد خاص نبوده و تنها در سطح بالای مدیریت نمانده بلکه سطوح مختلف سازمان ها بنحوه در روند پلانگذاری دخیل می گردند. در حال حاضر نظریات، ابزارها، تکنیک ها و شیوه های متنوعی برای پلانگذاری وجود دارد که برخی از آنها نهایت پیچیده و تخصصی می باشند. اما پلانگذاری منحیث یک روش علمی حدود یک قرن را دارا می باشد، که در این مدت کوتاه به پیشرفت های قابل توجهی دست یافته و روز به روز رابطه پلانگذاری با سایر موضوعات انکشافی و علوم دیگر محکم و گسترده تر می گردد.

### تاریخچه پلانگذاری تعلیمی و تربیتی:

پلانگذاری تعلیمی و تربیتی به مفهوم عام و کلی آن سابقه بسیار طولانی در تاریخ زندگی بشر دارد و شاید بتوان گفت تاریخ آن با تاریخ تعلیم و تربیه آغاز شده است. بررسی تاریخ تمدن سرزمینهایی چون مصر، چین، روم باستان، آریانا و ... حاکی از آن است که مردم این سرزمینها برای اداره امور تعلیم و تربیه خود همیشه تدابیر ویژه ای اندیشیده اند و با روش خاص خود به مدیریت و طراحی مسایل تعلیمی و تربیتی خود پرداخته اند. پلانگذاری به معنای نقشه کشی برای آینده، پروسه ای است که همواره با اجتماعات انسانی همراه بوده است. مثلا در موضوع تعلیم و تربیه، از زمانهای قدیم و در طول تاریخ به موارد متعددی برخورد می نماییم. نمونه های بارز این قبیل را گذشته از نحوه تعلیمات طبقات اشراف و جنگاوران قرون وسطی و ماقبل آن را در نوشته های متفکران بزرگ قدیم چون افلاطون در کتاب جمهوریت و تعالیمی که اندیشمندان و مربیان مذهبی و اجتماعی در طول تاریخ برای ایجاد اجتماعات آرمانی انسانی آورده اند، می توان یافت. ولی به معنای علمی آن، مشتمل بر تعیین و انتخاب حساب شده و منطقی هدفها، سنجش استراتژی ها، تقسیم منابع برای تحقق اهداف و هماهنگ ساختن تعلیم با پلان توسعه اقتصادی و اجتماعی کشور ر، از دستاوردهای قرن بیستم می باشد!

1. مقدمات برنامه ریزی آموزشی، دکتر یحیی فیوضات

قرن بیستم را قرن پلانگذاری و انکشاف و توسعه نامیده اند، چون در این قرن، نهضتها و جنبشهایی در سطح جهانی برای تامین رفاه، آسایش و ارتقای سطح زندگی عموم مردم بوجود آمدند. بدلیل اینکه نیازها، احتیاجات و خواسته های مردم زیاد و منابع وامکانات محدود می باشد، دولتها در این قرن به تدوین و اجرای پلانهای دقیق و حساب شده اقتصادی- اجتماعی در سراسر جهان اقدام نمودند.

مطابق مطالعه و بررسی سازمان بین المللی یونسکو، اولین پلانگذاری تعلیمی و تربیتی سیستماتیک همراه با پلانگذاری اقتصادی در سال 1923 در کشور شوروی آغاز شد، طوریکه پیشرفتهای سریع تعلیمی شوروی از حدود جنگ جهانی اول (18-1914) که در آن موقع قریب دو سوم جمعیت آن کشور بیسواد بودند، تا این زمان که مقام ممتازی را از نظر سطح تعلیم و تربیه در میان کشورهای جهان به دست آورده است، مدیون پلانگذاری در عرصه تعلیم و تربیه می باشد.<sup>2</sup> کشورهای غربیکم و بیش پس از بحران اقتصادی اوایل دهه 1930 به پلانگذاری اقتصادی روی آوردند که بطور نمونه می توان به پلان تاردیو (1929) در فرانسه، پلان نیودیل (1929) در امریکا و پلان واهلن (1941) در سویسزرنلد اشاره نمود.

کشورهای جهان سوم نیز پس از جنگ جهانی دوم به توسعه اقتصادی روی آوردند و به پلانگذاری های مختلف اقدام نمودند. در این زمان بود که کمبود منابع نیروی انسانی به عنوان یکی از مشکلات اساسی انکشاف اقتصادی - اجتماعی توجه سیاست مداران و پلانگذاران را جلب کرد و پلانگذاری تعلیمی و تربیتی آغاز شد. بناً می توان گفت که پلانگذاری تعلیمی و تربیتی از پلانگذاری اقتصادی- اجتماعی نشات گرفته شده و سرمنشاء آن نیاز به تأمین نیروی انسانی لازم برای فعالیتهای اقتصادی و همچنین نیاز به فراهم آوردن فرصتهای برابر تعلیمی و تربیتی برای همه مردم بوده است.

### اهمیت پلانگذاری:

پلانگذاری نیاز به به افق دید دور، روشن و باز دارد، که مستلزم نگاه جستجوگر به گذشته، نگاهی عمیق به اوضاع حال، تعمق ژرف در اطراف، و نگاه دور اندیش به آینده می باشد. پلانگذاری، آینده را به زمان حال می آورد، از اینرو میتوان کاری درباره آن انجام داد. برای دست یافتن به هر هدف، باید پیش از کوشش فزینی تلاش ذهنی (پلانگذاری) انجام داد.

هرگاه مطمئن نباشید که به کجا میروید، خطر رسیدن به جای دیگر را با خود همراه دارید. بنا بر این، آگاهی تدوین از اهداف و پلانگذاری برای رسیدن به آن اهداف، اولویت خاصی دارد. پس برای انجام هر فعالیتی در اداره، لازم است پیش از آن، پلانگذاری به درستی انجام شود، تا منابع آن تلف نشود و سازمان (اداره) بتواند با موثریت و مفدیت لازم به اهداف خود دست یابد. یک متفکر علم مدیریت در مورد اهمیت و نقش پلان چنین اظهار می دارد "هرکاری که مشکل تر است، پلانگذاران واجب تر است" برای رسیدن به اهداف نیاز به یک پلانگذاری دقیق است، صرف نظر از این که هدف کلان و کلی باشد و یا جزئی و خاص.

در حال حاضر تمام جنبه های زندگی افراد، نیازمند پلانگذاری دقیق و معین می باشد. حال این پلانگذاری و تهیه طرح برای زندگی روزمره فرد باشد و یا یک کار در سازمان و اداره. پلانگذاری یکی از جمله وظایف عمده مدیران و هر فرد دیگری که در سازمان و یا اداره فعالیت میکنند، می باشد. پلانگذاری با سایر فعالیت های آینده افراد ارتباط مستقیم دارد. فعالیت های آینده هر اداره و کارکنان آن وابسته به پلان می باشد. ممکن این پلان صرفاً یک طرح ذهنی باشد و یا هم تحریر شده باشد. در پلان تمامی اهداف و فعالیت های ادار هقبلاً مشخص شده و انجام تمامی فعالیتهای اقدامات اجرایی لازم برای بدست آوردن اهداف تعیین شده، مشخص شده و اشخاص مسئول و زمان اجرای هر فعالیت تعیین گردیده، می گردد.

### دلایل عمده برای اجرای پلانگذاری:

در ذیل سعی به عمل آمده، تا موارد مختصری پیرامون این که چرا باید پلانگذاری نمود و یا پلان تهیه کرد، تذکر یافته است:

- نیازمندی ها زیاد بوده، اما اکثرأ منابع کم و محدود اند، بناً نیاز است، تا پلان دقیق تهیه گردد.

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## **Annex 24: UNESCO Mission Statement**

Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed.

UNESCO Constitution

### **WHAT IS UNESCO?**

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UNESCO is the United Nations Educational, Scientific and Cultural organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programs contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

### **UNESCO VISION**

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Political and economic arrangements of governments are not enough to secure the lasting and sincere support of the peoples. Peace must be founded upon dialogue and mutual understanding. Peace must be built upon the intellectual and moral solidarity of humanity.

In this spirit, UNESCO develops educational tools to help people live as global citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens bonds among nations. UNESCO fosters scientific programs and policies as platforms for development and cooperation. UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and manages programs that foster the free flow of ideas and knowledge sharing.

UNESCO's founding vision was born in response to a world war that was marked by racist and anti-Semitic violence. Seventy years on and many liberations struggles later, UNESCO's mandate is as relevant as ever. Cultural diversity is under attack and new forms of intolerance, rejection of scientific facts and threats to freedom of expression challenge peace and human rights. In response, UNESCO's duty remains to reaffirm the humanist missions of education, science and culture.