



# **Alternate Education Service Delivery COVID-19 Emergency Response Plan**

**Ministry of Education**

**March 2020**

## **Background**

COVID-19 pandemic has become one of the biggest hindering threats to education service delivery worldwide which requires innovative solutions to overcome this situation and deliver education services to children. This pandemic has put the country in an emergency state compiled with the ongoing conflicts and return of refugees from neighboring countries such as Pakistan and Iran whom are suffering from this pandemic in great numbers and its estimated that many returning Afghan refugees will be affected by this virus that requires immediate attention.

Based on the instructions of H.E President of Afghanistan and mandate of Ministry of Education, this emergency response plan for COVID-19 pandemic has been prepared in order to use the existing resources and capacity of MoE and through various innovative ways, continue the education service delivery to students at their homes.

The main focus of this plan is using mediums such as distance learning, use of television, mobile and teaching in small groups taking the medical and health instructions into consideration. To ensure the implementation of this plan, MoE will undertake supervise and monitor education service delivery at different levels and at the same time, distance capacity building programs will be conducted to teachers, head teachers and principals as well.

Ministry of Education will also work closely with the private sector so that students in private schools also continue their education through distance learning and online platforms. Ministry of Education is also closely working with other government and nongovernment organizations such as sectoral ministries, civil society, parents associations, CDC's and relevant ministries (MoF, MRRD, ATRA etc..) to make this effort a national campaign and prevent the hindering of education service delivery at national and subnational levels.

## **Objectives:**

- Provision of education programs such as general education, Islamic education and literacy utilizing the alternative education pathways for all students.
- Capacity building of teachers, head teachers, principals of schools and madrasas in the lockdowns period using self-learning training packages.

## **Beneficiaries:**

### **A. Students (General Education, Islamic Education and Literacy)**

- Based on the recent EMIS data the total number of students that will be covered in this plan will be 9.6 million students which comprises of general education, Islamic educations and literacy programs.
- 3.7 million out of school children will also be encouraged to join one of the alternative learning pathways. At the end of the education cycle, through a systematic mechanism, their education will be certified and will be enrolled in the relevant grades in school.
- Returnee and IDP children will also be enrolled to one of the alternative learning pathway programs and at the end of the school closure they will be certified and enrolled in the relevant grades in schools.
- Literacy students just like general education will be benefited from distance education.

Student groups	Total numbers
New enrollments (that have not yet enrolled in this education calendar)	Close to 1 Million
Total number of students (grade 2-12)	6.3 Million
Out of school children	3.7 Million
Returnee students	Fluctuating data so far

### **B. Teachers and Head Teachers (General Education and Islamic Education)**

All general education and Islamic education teachers will be provided with educational and training materials and they will increase their capacity in 1- Core subjects, 2- Class management, 3- Assessment mechanisms, 4- Child psychology and 5- Self teaching and learning methods. Teacher will be provided with hard copies of the mentioned training material in schools and these material will be available online in MoE website as well.

### **C. School and Madrasa Principals**

All the school and madrasa principals will undertake the self-learning and training packages in order to develop their competencies in school/madrasa management. Principals will be provided with hard copies of the training material in schools and these material will be available online in MoE website as well.

## Alternative Learning Mechanism Options

With the available resources, the Ministry of Education of Afghanistan is considering 3 alternative learning options:

- A. Self-Learning
- B. Distance Learning
- C. Small Group Learning

### a. Self-Learning:

All Social Science and Language subjects of General Education and Islamic Education of lower-secondary and upper-secondary grades will be self-learned by students according to the guidelines of the MoE. At same time, social science and language classes will be air timed through local radios. Social sciences and other core subjects of Islamic education will be self-learned from lower-secondary till upper-secondary levels. At the same time, teachers and principals will take this opportunity to build their capacity by following the guidelines of the MoE and the learning materials distributed by the MoE in a self-learning environment.

Groups	Subjects	Mechanisms	Resources Needed	Supervision
LowerSecondary and Upper-Secondary	Social Sciences and National Languages	<ol style="list-style-type: none"> <li>1. Radio</li> <li>2. Literate Parents</li> <li>3. Applications</li> </ol>	<ol style="list-style-type: none"> <li>1. Books</li> <li>2. Applications</li> <li>3. Soft version of material</li> </ol>	4.5 month examinations.
Teachers	Capacity building for teachers	Learning packages	<ol style="list-style-type: none"> <li>1. Internet</li> <li>2. Soft version of the material</li> </ol>	Examination through academic supervisors and ensuring transparency through central level supervision
Principles	Capacity building subjects	Learning packages	<ol style="list-style-type: none"> <li>1. Internet</li> <li>2. Soft version of the material</li> </ol>	Examination by the DED and Academic supervisors and overall

				supervision from national level.
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## B. Distance Learning

Core Subjects in primary education and science, mathematics and foreign language subjects of upper-secondary and lower-secondary will be taught through the distance learning programming. The aforementioned subjects will be delivered to student through Televisions considering a feasible timetable of air-time.

Groups	Subjects	Delivery Mechanisms	Academic Supervision
Primary grade 13 students	Core Subjects	<ol style="list-style-type: none"> <li>1. Television</li> <li>2. Literate Parents</li> <li>3. Mullahs of Mosques</li> <li>4. Upper-secondary students</li> <li>5. Mobile applications</li> </ol>	4.5 Month Examination
Lower-Secondary and Upper-Secondary Student	Science, Mathematics, and English	<ol style="list-style-type: none"> <li>1. Televisions</li> <li>2 Mobile applications</li> <li>3. Internet</li> <li>4. Soft Version</li> <li>5. IVR/Phones</li> </ol>	4.5 Months Examination
Lower Secondary and Higher Secondary students of Islamic Education	Islamic Literature and Arabic	<ol style="list-style-type: none"> <li>1. Televisions</li> <li>2. Internet</li> <li>3. Mobile Applications</li> </ol>	4.5 Months Examination
Literacy Learners	Literacy Subjects	1. Television	Literacy Supervision

Literacy core courses will also be delivered through distance education plan of the MoE. According to the MoE plan Annex () the literacy course will be implemented.

## C. Small Learning Groups:

In hard to reach areas, where Televisions, Mobile Phones and electricity is not available; at the same time parents are not able to support their child, as exceptional cases, small groups of students to be created (5-8 children) and they should be taught a teacher in their

village in open air considering distance of students to students and teacher to students. However, National Languages, Social Sciences, and Islamic Studies should be self-learned by students.

## Resources and Capacity

In order to ensure education service delivery to students, specific resource and capacity mapping is required. The below mapped resources are necessary to ensure teachers and students receive the education and capacity building program discussed in this plan:

Availability of Resources	Urban Areas	Rural Areas	Total
Literate Persons	58%	28%	43%
Mosques	100%	100%	100%
Electricity	N/A	N/A	77%
Availability of Radios	42%	62%	-
Availability of Televisions	91%	57%	-
Availabilities of Phones	90%	30%	-
Availability of Internet	31%	9%	-

## Private Schools

Ministry of Education conducted a working group session with private school associations and after situation analysis of this sector following three scenarios are developed in order to facilitate education service delivery through private schools. It is required that one of the following scenarios to be approved and adopted by the government to direct the private education service providers In the school closure period.

Scenarios	Situation	Services		Mandates		Finances	Government cooperation's	Prerequisites
		Government	Private	Private	Government			
Three scenarios for a period of three months are considered (Late March to early June)	100% of the education services are provided by the government	<ol style="list-style-type: none"> <li>1. Teacher training</li> <li>2. Student's education</li> <li>3. Principal's training</li> <li>4. Advocacy and information sharing with parents</li> </ol>	N/A	<ol style="list-style-type: none"> <li>1. Teacher salary</li> <li>2. Staff salary</li> <li>3. School rent</li> </ol>	<ol style="list-style-type: none"> <li>1. Provision of loan</li> <li>2. Provision of 50% of salaries</li> </ol>	Parents don't pay fees	Sector and current capacity is preserved	<ol style="list-style-type: none"> <li>1- Pandemic is a national issue</li> <li>2- Private sector is supported</li> <li>3-</li> </ol>

20% of the services are provided by private sector and 80% by public schools	<ol style="list-style-type: none"> <li>1. Teacher training</li> <li>2. Student's education</li> <li>3. Principal's training</li> <li>4. Advocacy and information sharing with parents</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring</li> <li>2. Communication</li> <li>3. Special skills</li> <li>4. Robotics education</li> </ol>	<ol style="list-style-type: none"> <li>1. 50% Teacher salary</li> <li>2. 50% Staff salary</li> <li>3. School rent</li> </ol>	<ol style="list-style-type: none"> <li>1. Taxes should not be deducted from private sector in the emergency period</li> <li>2. MoE to support the proposal on supporting of private sector</li> </ol>	Parents pay 50% of fees	Sector and current capacity is preserved	Everyone is in danger
				3. Provision of recorded education sessions			
Education services are provided by both government and private sector on the basis of 50%/50%	<ol style="list-style-type: none"> <li>1. Teacher training</li> <li>2. Principal's training</li> </ol>	1. Student's education	<ol style="list-style-type: none"> <li>1. Teacher salary</li> <li>2. Staff salary</li> <li>3. School rent</li> </ol>	Official supporting letter by government and Ministry of education	Parents pay 100% fees	current capacity is preserved	



## Supervision

Supervision is an important part of any program, therefore to ensure timely service delivery and students' access to broadcasted educational programs, MoE leadership assigns Academic Supervision Directorate and provincial and district supervision teams to continually supervise the implementation of educational and teaching programs with regard to the below considerations. Also, the types of supervision and supervision indicators have also been clarified to supervise the implementation of activities and progress within the specified timeframe.

### Supervisory Groups:

Type of Monitoring	Approach	Responsible
Qualitative Academic Supervision	<ol style="list-style-type: none"><li>1. In-person sample survey</li><li>2. Use of application</li><li>3. Use of telephones and SMS</li><li>4. Observe small gathering</li></ol>	Academic supervisors

Social Supervision	<ol style="list-style-type: none"> <li>1. Record the timing and content of program releases</li> <li>2. Visiting small educational gatherings</li> <li>3. Interview people and students</li> </ol>	Citizen Charter's community councils, youth networks, civil society and media
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### Supervision of Alternative Service Delivery Programs

Stages	Type of Supervision	Indicators	Responsible
Planning	<ol style="list-style-type: none"> <li>1. A list of TV and radio broadcasters.</li> <li>2. List of areas covered by visual and auditory media</li> <li>3. Areas where there is no media coverage but educational programs can be pursued through small gathering</li> <li>4. Plan to conduct sample surveys and in-person visits by supervisors</li> </ol>	<ol style="list-style-type: none"> <li>1- Work plan</li> <li>2- Report of educational programs aired through visual and auditory media</li> <li>3- Timeline for broadcasting subjects based on language and grade</li> </ol>	<ol style="list-style-type: none"> <li>1. Supervision teams of the general directorate of supervision and provincial education directorates</li> </ol>

<p>Implementing the supervision process</p>	<ol style="list-style-type: none"> <li>1. Provide supervision guideline to the alternative service delivery process and share it with supervisors.</li> <li>2. Providing tools for supervising the broadcasting of programs through visual and auditory media and inperson training programs at the village level.</li> <li>3. Monitoring the recording and availability of courses for broadcasting through television and radio.</li> <li>4. Providing monitoring tools to gain access to the curriculum for students.</li> <li>5. Providing tools to assess students' understanding/acquisition of the material being published.</li> </ol>	<ol style="list-style-type: none"> <li>1- Developed tools for supervision</li> <li>2- Usage of media monitoring mechanism</li> <li>3- Gatherings in open space</li> </ol>	<ol style="list-style-type: none"> <li>1- General directorate of academic supervision</li> <li>2- General directorate of teacher training</li> <li>3- GDSET</li> </ol>
<p>Supervise the level of access and learning of students</p>	<ol style="list-style-type: none"> <li>1. Conduct a face-to-face survey using forms and questionnaires.</li> <li>2. Development of an application for conducting sample surveys and collecting data.</li> <li>3. Create small educational circles/gatherings at village level</li> </ol>	<ol style="list-style-type: none"> <li>1. Report on students access to educational programs</li> <li>2. Report of 'Shura' members on establishment of small educational circles/gatherings in villages</li> </ol>	<ol style="list-style-type: none"> <li>1. District supervisors</li> <li>2. IT</li> <li>3. Citizen Charter Council</li> <li>4. 'Shuras' and community structures</li> </ol>

	4. Parents to facilitate access to published programs		
Supervise teachers' selflearning process	<ol style="list-style-type: none"> <li>1. Ensure the development of training packages in soft and hard formats</li> <li>2. Printing and distributing training packages among MoE offices and schools</li> <li>3. Ensure teachers' access to training packages and their usage</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability of training packages</li> <li>2. Form of training packages distribution to schools and MoE offices</li> <li>3. Teachers' responsiveness though the application</li> <li>4. Discontinuous gathering of teachers in schools and TTC</li> </ol>	<ol style="list-style-type: none"> <li>1. Center and provincial supervisors</li> <li>2. Teacher training master trainers</li> <li>3. School principles</li> </ol>
Monitoring self-learning of school principals, academic and administrative vice-principles	<ol style="list-style-type: none"> <li>1. Ensure development and availability of training packages in soft and hard formats</li> <li>2. Printing and distributing training packages among MoE offices and schools</li> <li>3. School visits by supervisors</li> <li>4. Conducting managerial evaluation of school principals and DED heads</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of principles received the training package</li> <li>2. Presence of principles and other mentioned categories in schools</li> <li>3. School supervision report</li> </ol>	<ol style="list-style-type: none"> <li>1. District supervisors</li> <li>2. Teacher trainers in core and non-core teacher training centers</li> <li>3. Members of GDSET in PEDs</li> </ol>

## Action Plan

No	Activity	Indicator	Quantity	Responsible	Timeline	Remarks
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					Start	Finish	
<b>1</b>	<b>Setting students' self-learning at home</b>						
<b>1.1</b>	Preparing home-based selflearning guideline for students in Dari and Pashto languages	Document	2	General Education	March 24	March 29	
<b>1.2</b>	Disseminating the self-learning guideline in Dari and Pashto in electronic and printed versions	Copies	2 million	Publications Directorate	March 24	March 29	Electronic version to be uploaded on the MoE website and printed version to be distributed
<b>1.3</b>	Uploading new textbooks and teacher guidebooks(grade1-12) on MoE website				March 24	March 29	Packages of textbooks for each grade will be prepared in Dari and Pashto
<b>1.4</b>	Making audio and visual learning contents accessible through website and USB/CD	Packages	12	GDSET	March 24	March 29	Learning materials for each grade will be uploaded on the MoE website in two languages
<b>1.5</b>	Daily self-learning based on provided guideline	Lesson hours	3	Students	March 24	June 19	Parents and elder siblings will support children

<b>1.6</b>	Providing special guideline and audio/visual learning materials for private schools student	Packages	12	Private Schools	March 24	March 29	
<b>2</b>	<b>Teachers and school principles' self-learning</b>						
<b>2.1</b>	Preparing home-based selflearning guideline for teachers and school principals in Dari and Pashto	Document	2	Teacher Training Directorate	March 24	March 29	
<b>2.2</b>	Making the electronic and printed versions of the guideline accessible in Dari and Pashto	Copies	237000	Teacher Training Directorate	March 24	March 29	Electronic version to be uploaded on the MoE website and printed version to be distributed
<b>2.3</b>	Uploading grade 1-12 teacher training books on MoE website	Packages	12	Publications Directorate	March 24	March 29	Packages of teacher training books for each grade will be prepared in Dari and Pashto
<b>2.4</b>	Printing and distributing a package of learning materials for primary grades teachers in Dari and Pashto	Packages	75000	Teacher Training Directorate	March 24	March 29	

<b>2.5</b>	Printing and distributing a package of learning materials for grade 4-12 teachers in Dari and Pashto	Packages	130000	Teacher Training Directorate	March 24	March 29	
<b>2.6</b>	Printing and distributing learning package for school principles	Packages	32000	Teacher Training Directorate	March 24	March 29	
<b>2.7</b>	Providing laptops/tablets in which capacity building materials for teachers and principals are included in Dari and Pashto	Laptop/tablet	237000	GDSET	March 24	March 29	MoE in collaboration with the private sector will insert learning materials in laptops/tablets and distribute across provinces and districts
<b>2.8</b>	Making the audio/visual capacity building materials for teachers and principals accessible through MoE website in Dari and Pashto	Packages	3	GDSET	March 24	March 29	Learning materials for each category of teachers will be prepared in a package and uploaded on the MoE website
<b>2.9</b>	Self-learning/capacitybuilding based on the provided guideline on a daily bases	Lesson hours	3	Teachers and principles	March 24	June 19	
<b>3</b>	<b>Teaching students using media and technology</b>						

<b>3.1</b>	Selecting and assigning a dedicated management team to manage the production of audio/visual learning contents and arranging TV's and Radio's broadcasting programs	Management team	1	Publications Directorate and GDSET	March 24	March 29	Reports to Minister of Education
<b>3.2</b>	Selecting, training and assigning groups of 3 teachers to record lessons to broadcast through TV	Group	144	General Education	March 24	March 29	Lessons will be recorded according to schedule in specified studios
<b>3.3</b>	Producing general education audio/visual learning contents in Dari and Pashto for students of cold regions	Lesson hours	5616	GDSET MoE TV	March 24	June 19	Lesson hours are 20-25 minutes
<b>3.4</b>	Producing general education audio/visual learning contents in Dari and Pashto for students of warm regions	Lesson hours	5616	GDSET and MoE TV	March 24	June 19	Lesson hours are 20-25 minutes
<b>3.5</b>	Contracting TV channels that have national coverage	Channel	4	Publications Directorate	March 24	June 19	
<b>3.6</b>	Broadcasting recorded lessons in Dari and Pashto for students in cold and warm regions based on schedule	Channel	4	Publications Directorate	March 24	June 19	13.5 hours a day in each channel



3.7	Contracting Radio channels that have national coverage	Contract	34	Publications Directorate	March 24	June 19	
3.8	Airing live lessons via radio in Dari and Pashto to students of cold and warm regions	Channel	1	Publications Directorate	March 24	June 19	4 hours a day
<b>4</b>	<b>Training teachers through the media</b>						
4.1	Selection, training, and assignment of the Master Trainer Group to provide or record teacher capacity building courses	Group	8	Teacher Training Directorate	March 24	March 29	Two groups for primary school teachers(Dari and Pashto), 6 groups for grade4-6 teachers(Dari and Pashto)
4.2	Production of training materials for capacity building of primary schools' teachers to be broadcasted through TV for 13 weeks in Dari and Pashto	Lesson hours	156	Teacher Training Directorate and MoE TV	March 24	June 19	Lesson hour is 60 minute
4.3	Production of training materials for capacity building of grade 4-6 teachers to be broadcasted through TV for 13 weeks in Dari and Pashto	Lesson hours	156	Teacher Training Directorate and MoE TV	March 24	March 29	Lesson hour is 60 minute

4.4	Airing teacher capacity building programs through TV	Channel	1	Publications Directorate	March 24	June 19	2 hours a day
	in Dari and Pashto languages based on schedule						
4.5	Airing teacher capacity building programs through Radio in Dari and Pashto languages based on schedule	Channel	1	Publications Directorate	March 24	June 19	2 hours a day
<b>5</b>	<b>Face-to-face teaching in small gatherings</b>						
5.1	Providing guideline for face-to-face teaching in small gatherings in Dari and Pashto				March 24	March 29	
5.2	Identifying rural areas with no access to TV	Villages and schools	1000	Supervision Directorate	March 24	March 29	The number of villages/schools is projected
5.3	Printing and distributing guideline to schools in remote areas that do not have access to television	Copies	1000	General Education	March 24	March 29	

<b>5.4</b>	Arranging students in small gatherings and advancing faceto-face lessons	Student	400000	General Education	March 24	June 19	Number of students is projected
<b>6</b>	<b>Monitoring and evaluating students' educational progress and capacity building of teachers</b>						

<b>6.1</b>	Preparing guideline in Dari and Pashto languages for evaluation of students' educational progress	Document	2	Academic Supervision Directorate	March 24	March 29	
<b>6.2</b>	Assigning provincial and district supervision and data collection teams	Team	440	Academic Supervision Directorate	March 24	March 29	
<b>6.3</b>	Preparing national and provincial analytical reports	Report	35	Academic Supervision Directorate	March 24	March 29	One report for each province and a consolidated national report
<b>6.4</b>	Preparing guideline in Dari and Pashto to assess progress in capacity building of teachers and principals	Document	2	Teacher Training and HR Directorates	March 24	June 19	

6.5	Evaluating teachers' capacity building and suggesting reward/retribution	Number of teachers	80000	Teacher Training and HR Directorates	June 19	August 20	
6.6	Evaluating principles' capacity building and suggesting reward/retribution	Number of principles	16000	Teacher Training and HR Directorates	June 19	August 20	
<b>7</b>	<b>Health protection measures to prevent the spread of Coronavirus</b>						
7.1	Public awareness across MoE units	Package of materials for awareness-raising	1	Chief of Staff	March 20	June 19	
7.2	Providing preventive equipment to staff	The complete package of equipment	1	Chief of Staff	March 20	June 19	
7.3	Conducting health check-up of staff and clients	Check-up	Continued	Health Directorate	March 20	June 19	
7.4	Decontamination and disinfection of offices	Daily decontamination	All offices	Health and Services Directorates	March 20	June 19	

Note:

1. Provision of tablets for students and teachers of grade 7, 8 and 9, usable for five years and will be donated by the Indian embassy

2. The proposed budget is considered for 3 months from (18<sup>th</sup> – 18<sup>th</sup> May)
3. Budget request will be shared with Donors and fast track mechanisms will be put in place to ensure rapid response.



