

**INEE Minimum Standards for Education  
in Emergencies, Chronic Crises and Early Reconstruction**

Contextualized for  
**COMMUNITY BASED  
EDUCATION IN  
AFGHANISTAN**

*June 2008*

In 2007, Partnership for Advancing Community Education in Afghanistan (PACE-A) established a community-based education forum in which agencies working in the field of community based education in Afghanistan could meet on a regular basis. Items such as geographic coverage, co-ordination of services, education interventions and discussions regarding new initiatives have been regularly discussed. In order to co-ordinate service delivery and work towards some equitable standards of community intervention, the CBE forum established a working group. The working group used the most relevant standards of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction to contextualize the global standards to the situation of community-based education in Afghanistan. These standards are to be used by community-based education providers to guide their work in communities. The Ministry of Education can use these standards to monitor the work of these providers in the communities.

Agencies working in the field of community-based education in Afghanistan and regularly attend the CBE Forum include:

- ◆ CARE International
- ◆ International Rescue Committee
- ◆ Aga Khan Foundation
- ◆ BRAC
- ◆ Catholic Relief Services
- ◆ Swedish Committee for Afghanistan
- ◆ Save the Children Sweden-Norway
- ◆ Save the Children Alliance
- ◆ Save the Children UK
- ◆ UNICEF

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‘The Inter-Agency Network for Education in Emergencies (INEE) is an open network of UN agencies, NGOs, donors, government representatives, teachers, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction.

The INEE Minimum Standards for Education, Chronic Crises and Early Reconstruction (INEE Minimum Standards) are both a handbook and an expression of commitment that all individuals – children, youth and adults – have a right to quality and relevant education during emergencies and post-crisis recovery. They are the result of two years of consultative work facilitated by INEE, involving over 2,250 individuals from more than 50 countries. The resulting standards, indicators and guidance notes within the handbook are built upon the foundations of the Convention on the Rights of the Child, the Dakar Education for All framework, the UN Millennium Development Goals and the Sphere Project’s Humanitarian Charter and reflect global consensus on good practice and lessons learned across the fields of education and protection in emergencies and post crisis situations. They are an immediate and effective tool to promote protection, coordination and accountability at the start of an emergency while laying a solid foundation for holistic, quality education and disaster preparedness during reconstruction.’

([www.ineesite.org](http://www.ineesite.org))

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Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	What are some means of verification?
<p><b>Community participation</b></p> <p><b>standard 1: participation</b></p> <p>Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme.</p>	<p><b>This standard is an ongoing and cyclic process.</b></p> <p><b><i>Emergency affected community members:</i></b> Marginalized communities where MoE formal schools do not exist.</p> <p><b><i>actively participate:</i></b> sustained participation from the initiation of the class and continuing after integration into MoE systems; School Management Committee is established to take the lead in engaging the community and encourage involvement in education activities; SMC members are men and women who reflect composition of the community..</p> <p><b><i>assessing (the education programme):</i></b> examines the viability of CBE in the community: prioritizes educational needs of children / willingness of parents to send children to school / availability of teacher and venue / the materials and support required from NGO &amp; MoE / community mobilization that is required....</p> <p><b><i>planning (the education programme):</i></b> can plan academic calendar / class venue / contact hours / enrolment priorities / meeting schedules with stakeholders / process of selection of teacher / textbooks, materials and support required by NGO &amp; MoE / training schedule of SMC and teacher that is required...</p> <p><b><i>implementing (the education programme):</i></b> can implement hiring and support of teacher / demarcation and maintenance of classroom / development of timetable and shared with community / enrolment of children / store and distribution of materials / participation in training and support from NGO &amp; MoE / promotion of community participation (attendance, decision-making, problem-solving, conflict-resolution) / co-ordination and communication with NGOs &amp; MoE</p> <p><b><i>monitoring (the education programme):</i></b> can monitor punctuality and attendance of the teacher and students / maintenance of the classroom / security / quantity and usage of materials and equipment / supervisory and support visits of SMC to the classroom / supervisory and support visits of NGO &amp; MoE to community / participation by SMC and teacher in training opportunities ...</p> <p><b><i>evaluating (the education programme):</i></b> can evaluate occurrence of academic progress by students / training and support provided by NGO &amp; MoE / frequency and quality of supervisory support visits by NGO &amp; MoE / supply of materials received, etc</p>	<p>The SMC represents the community and actively participates in the establishment and running of the education programme. SMC will take responsibility for daily management of the programme as well as its ongoing development. Capacity building opportunities will be provided to SMC (and teacher) so that they can continually increase their active participation in education in their communities.</p>	<p>Signed protocol outlining roles and responsibilities of SMC, NGO, MoE.</p> <p>Ongoing documentation and notes of planning, implementation, monitoring and evaluation; collected from and shared with SMC and the community.</p>

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<p><b>Community participation</b></p> <p><b>standard 2: resources</b></p> <p>Local community resources are identified, mobilized and used to implement education programmes and other learning activities.</p>	<p><b>Local community resource identified:</b> Resources at the disposal of community members and are part of the community's assets. Resources can be human, financial, material or space. Examples include:</p> <ul style="list-style-type: none"> <li>- Human : labor, time and effort, expertise, psycho-social support, security and protection of the school.</li> <li>- Financial : compensation of the teacher in cash or in kind, donated payment for construction and repairs of school.</li> <li>- Material : construction materials, heating, cleaning tools, local teaching / learning materials.</li> <li>- Space : safe room in a house for class, land for a school building, safe community space for class.</li> </ul> <p><b>mobilized:</b> Before implementation, the community agrees to voluntarily contribute relevant resources that have been identified. There should be an understanding of the responsibility to use, maintain and replenish identified resources as required.</p> <p><b>education programmes:</b> Grades 1 – 4 primary classes, Accelerated learning classes grades 1 – 4</p> <p><b>other learning activities:</b> For example : literacy classes, early childhood activities, extra-curricula activities, health promotion activities, play groups, etc.</p>	<p>Through facilitation and community mobilization processes, a community can identify their assets.</p> <p>Every community has assets or resources to contribute. A community can expect to contribute their resources to promote quality and accessibility of their education programmes.</p>	<p>Record or inventory of resources contributed to the education programmes.</p> <p>Reports of continued community mobilization processes and outcomes.</p>

## REFLECTING ON HOW WELL THE MINIMUM STANDARD HAS BEEN MET.

Focus Group Discussions are a useful way to extract information and feedback. By listening to what people say, you can get a sense of people's feelings and impressions. To help you reflect on your processes and practices regarding the minimum standards, you can hold Focus Group Discussions. Use the same guiding questions with different but connected groups of people. This way you can compare and collate people's impressions and response to the same questions so that you can reflect on your work.

### Suggested Groups

- ◆ Staff who interface with the community eg community mobilizers / community trainers
- The School Management Committee in the village
- Parents of the children who attend the school.
- Teachers of community-based classes
- Students of community based classes
- CDC and other stakeholders

General Standards	What does this look like in practice?	Sample Discussion Question	Evidence/ Purpose of Question
<b>Community Participation:</b>  <b>Participation</b>	The SMC represents the community and actively participates in the establishment and running of the education programme. SMC will take responsibility for daily management of the programme as well as its ongoing development. Capacity building opportunities will be provided to SMC (and teacher) so that they can continually increase their active participation in education in their communities.	Why did the community decide to establish and support this school?  How is the community involved in running of the school?	The community should have selected the SMC members who made decisions regarding the establishment of the class. The SMC should have decided on teacher, venue, teaching hours, academic calendar. SMC should be actively involved with monitoring and management of the class. There should be documentation of this.
<b>Community Participation</b>  <b>Resources</b>	Through facilitation and community mobilization processes, a community can identify their assets.  Every community has assets or resources to contribute. A community can expect to contribute their resources to promote quality and accessibility of their education programmes.	What has the community contributed to the establishing and running of the school? (Think about your time, materials, energy, conflict resolution, support to teachers, problem solving.)	Community resources include: <ul style="list-style-type: none"> <li>◆ Human support (psycho-social)</li> <li>◆ Labor</li> <li>◆ Financial</li> <li>◆ Material</li> <li>◆ Space</li> <li>◆ Time</li> </ul>

Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p><b>Access and Learning Environment</b></p> <p><b>standard 1: equal access</b></p> <p>All individuals have access to quality and relevant education opportunities.</p>	<p><b><i>All individuals:</i></b> All school aged children within walking distance of the classroom can attend the class. No child should be discriminated against, or denied the right to attend class.</p> <p><b><i>access:</i></b> children should have unrestricted opportunity to enroll in and attend class. Community and stakeholders will address obstacles that restrict access for children. Obstacles may include physical barriers, security concerns, social and cultural barriers, financial restrictions and lack of appropriate facility.</p> <p><b><i>quality education opportunities:</i></b> Includes:</p> <ul style="list-style-type: none"> <li>◆ A positive, friendly and safe learning environment,</li> <li>◆ Consistent attendance of teacher and children,</li> <li>◆ Effective use of teaching time,</li> <li>◆ Maximum of 35 children in the class,</li> <li>◆ Supply and use of dequate materials for teaching and learning,</li> <li>◆ Competent and trained teachers who are knowledgeable in curriculum content,</li> <li>◆ Student-centered teaching methods that promote active learning, including creative activities.</li> </ul> <p><b><i>relevant education opportunities:</i></b> Classroom instruction should include local traditions, positive cultural practices and needs of the community. Teachers use real-life examples and local resources to teach the curriculum.</p>	<p>All school aged children should be able to attend class, without discrimination. Efforts will be made to minimize obstacles that restrict any child's access to education. Teachers will provide effective instruction to enable children to learn in a meaningful way.</p>	<p>Community and stake holder discussions and / or focus group discussions. Topics include:</p> <ul style="list-style-type: none"> <li>- efforts made to minimize obstacles that restrict access to class</li> <li>- strategies used to facilitate all children's attendance in class to avoid discrimination.</li> </ul> <p>teacher and students attendance registers</p> <p>materials available in class</p> <p>academic progress of children</p> <p>motivation of students</p>

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<p><b>Access and Learning Environment</b></p> <p><b>standard 2: protection and well-being</b></p> <p>Learning environments are secure and promote the protection and mental and emotional well-being of learners.</p>	<p><b>Learning environments:</b> Designated CBE classrooms. Venues provided by the community for students to learn eg home, mosque, tents, proper school building</p> <p><b>secure:</b> Classroom should be safe from hazards and preferably protected by walls, a roof and a surrounding wall. Classrooms should be situated as close as possible to students' homes. Students will be under adult supervision while attending class. Access routes to the classroom should also be free from danger which may require students being escorted. The classroom should not be used as temporary shelters by security forces.</p> <p><b>promote protection:</b> Classrooms should be free of intimidation, harassment and discrimination. Teachers should use positive classroom management and avoid corporal punishment. Communities may need to take special measures to ensure girls' participation is protected.</p> <p><b>mental and emotional well-being of learners:</b> Teachers and communities promote opportunities for students to:</p> <ul style="list-style-type: none"> <li>- develop personal confidence to express themselves</li> <li>- feel a sense of belonging</li> <li>- create friendships and attachments to others</li> <li>- have a sense of routine and stability</li> <li>- learn new concepts and skills</li> <li>- develop as a whole person.</li> </ul> <p>Because hunger prevents learning, the nutritional needs of students should be recognized and addressed where needed. (eg food-security programs / encourage breakfasts in families.)</p>	<p>CBE classrooms are safe venues, where students are free from intimidation and danger. Access routes have been secured. Communities have taken measures to ensure safety of students. Students are nurtured and encouraged to learn and develop as a whole person.</p>	<p>Classroom has walls, a roof and a surrounding wall and is free from dangerous hazards.</p> <p>Measures implemented by the community to ensure safety of students are known.</p> <p>Classroom observations</p> <p>Discussions with parents and students to ascertain well being and inclusion of all children.</p>



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<p><b>Access and Learning Environment</b></p> <p><b>standard 3: facilities</b></p> <p>Education facilities are conducive to the physical well-being of learners.</p>	<p><b><i>Education facilities:</i></b> Classroom space should be a structure with walls, a roof and surrounding wall. The classroom should have adequate space, light, ventilation and protection from the elements (rain, snow, sun, wind). The classroom should have visible boundaries and clear signs, irrespective of its location. The classroom should be accessible to all children regardless of physical disability. The community should provide assistance with access where required.</p> <p><b><i>conducive to physical well being of learners:</i></b> The community and the teacher are responsible for providing</p> <ul style="list-style-type: none"> <li>◆ enough space for each child to facilitate active learning</li> <li>◆ easy access to safe drinking water</li> <li>◆ easy access to latrines for all students</li> <li>◆ promoting basic health and hygiene messages and practices</li> <li>◆ proper use and maintenance of teaching-learning materials, including equipment</li> </ul>	<p>Communities should provide a designated structure that is comfortable and accessible to all students. It should have access to drinking water and latrines Assistance can be provided by other stakeholders to achieve this.</p>	<p>Observe that the classrooms has:</p> <ul style="list-style-type: none"> <li>- walls</li> <li>- roof</li> <li>- surrounding wall</li> <li>- adequate space</li> <li>- adequate light</li> <li>- adequate ventilation</li> <li>- protection from elements</li> <li>- access to safe drinking water</li> <li>- access to clean latrines</li> <li>- well maintained equipment being used</li> <li>- accessible for all students</li> <li>- visible boundaries.</li> </ul>

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### Suggested Groups

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- The School Management Committee in the village
- Parents of the children who attend the school.
- Teachers of community-based classes
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- CDC and other stakeholders

General Standards	What does this look like in practice?	Sample Discussion Questions	Evidence/ Purpose of Question
<b>Access and Learning</b>  <b>1. Equal Access</b>	All school aged children should be able to attend class, without discrimination. Efforts will be made to minimize obstacles that restrict any child's access to education. Teachers will provide effective instruction to enable children to learn in a meaningful way.	Who are the children in your community who do not attend this school?  Why are they not going to class?  What has the community done to facilitate all children's attendance?	No child should be discriminated against access to education. All female/ poor/ disabled/ older/ other ethnic students should have access to education. The community may have made efforts to overcome security concerns or other obstacles that restrict access.
<b>Access and Learning</b>  <b>2. Protection and Well-being</b>	CBE classrooms are safe venues, where students are free from intimidation and danger. Access routes have been secured. Communities have taken measures to ensure safety of students. Students are nurtured and encouraged to learn and develop as a whole person.	Are parents concerned about safety and security of their children attending school? If so, why? What are the reasons?	Access routes should be safe, school buildings should be safe and secure and indoors, class should be close to students' homes, teachers' behavior should be protective and nurturing without physical or mental intimidation.
<b>Access and Learning</b>  <b>3. Facilities</b>	Communities should provide a designated structure that is comfortable and accessible to all students. It should have access to drinking water and latrines Assistance can be provided by other stakeholders to achieve this.	PHYSICAL CHECK LIST to assess whether the space is adequate (separate latrines, enough space, clean etc)	Check whether the class has sufficient light, space, ventilation, clean drinking water, and separate latrines for both girls and boys. Check that there are no hazards or structures in disrepair that are unsafe for children.

Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p><b>Teaching and Learning</b></p> <p><b>standard 1: curricula</b></p> <p>Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation.</p>	<p><b>curricula:</b> Plan of action to help students broaden their knowledge and skills. It includes:</p> <ul style="list-style-type: none"> <li>• Learning objectives: identify the knowledge, skills, values and attitudes that students will develop through education activities.</li> <li>• Content: details about the knowledge, skills, values and attitudes to be learned by students.</li> <li>• Methodologies and techniques: the approach used to present learning content to students. Techniques are the process used to implement the methodology. Eg games or group work for student-centered methodology.</li> <li>• Instructional materials: the teaching-learning resources. Eg posters, stationery, textbooks</li> <li>• Assessment : ways to verify that students have learned the knowledge, skills, attitudes and values outlined in the learning objectives and content.</li> </ul> <p><b>culturally, socially and linguistically relevant:</b> The curricula should:</p> <ul style="list-style-type: none"> <li>• be appropriate to the age level and developmental level of the students</li> <li>• include local traditions, positive cultural practices, belief systems and needs of the community</li> <li>• include life skills, literacy, numeracy and consider the psycho-social wellbeing of the class</li> <li>• use mother tongue for instruction and materials</li> </ul> <p><b>formal and non-formal education:</b> community-based education in line with government systems</p> <p><b>particular emergency education:</b> Marginalized communities where MoE formal schools do not exist.</p>	<p>CBE classes use grade-appropriate curriculum describing the learning objectives, content, methods, materials and assessment. The curriculum is culturally, socially and linguistically reflective of the community.</p>	<p>Observe</p> <ul style="list-style-type: none"> <li>- the teaching – learning materials</li> <li>- methods used in the classroom</li> <li>- assessment methods and tools</li> </ul> <p>Discussion with teacher to articulate details of the curriculum</p>

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<p><b>Teaching and Learning</b></p> <p><b>standard 2: training</b></p> <p>Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.</p>	<p><b>Teachers:</b> CBE classroom teachers teaching primary grades.</p> <p><b>other education personnel:</b> refers to Head Masters / Community Education Committees / Village Education Committees / School Management Committees / School Advisory and Support Committee Members</p> <p><b>periodic training:</b> A focused workshop is delivered two times per year and professional support visits from MoE and / or other organization at least 4 times per academic year.</p> <p><b>relevant training:</b> Topics for teachers can include, but are not limited to: pedagogy, core subject knowledge, student-centered methodology, child development and psycho-social needs, peace education and life skills.</p> <p>Topics for other education personnel can include, but are not limited to: school – community- MoE relations, psycho-social needs, human and child rights, effective communication, resource mobilization, school management, peace education and life skills.</p> <p><b>structured training:</b> Training is delivered by qualified trainers who can deliver quality workshops that are organized, appropriate and focused. Efforts will be made for training to be recognized by MoE.</p> <p><b>according to need and circumstance:</b> Training should be based on the particular needs of education personnel in the context of their situation, within budget and time constraints. Training programs should address the challenges of community-based education. eg academic level of teachers, female participation, few resources, etc.</p>	<p>Teachers and SMC members receive at least 2 workshops per year with classroom follow-up. The training topics will improve their skills and enhance their knowledge so that they can do their job better.</p>	<p>Workshop records</p> <p>Observation of new skills being used in the classroom by the teacher.</p> <p>Observation of new skills being used in the community by school management committee</p> <p>Discussion or focus group discussion with management committee and teachers to assess relevancy of training received</p> <p>Needs assessment and prioritization of training needs.</p>

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<p><b>Teaching and Learning</b></p> <p><b>standard 3: instruction</b></p> <p>Instruction is learner-centered, participatory and inclusive</p>	<p><b><i>learner centered instruction:</i></b> Teacher uses active learning methods which focus on the needs of the students. Methods should be appropriate for the age level of the students. Instruction methods can include group work, project work, peer teaching, role play, games, stories, etc.</p> <p><b><i>participatory instruction:</i></b> Students are involved in decisions regarding their learning and classroom environment.</p> <p><b><i>inclusive instruction:</i></b> Instruction addresses the needs of all students, including those with special needs; for example students who are socially or culturally disadvantaged and / or have a specific disability.</p> <p>Parents, other education personnel and community leaders should understand and accept the learning content and teaching methods used by the teacher.</p>	<p>Classroom instruction is focused on the needs of the students. Students are active participants in their own learning. Teachers encourage and include all children in the class.</p>	<p>Classroom observation</p> <p>Focus group discussions with students about their learning.</p> <p>Focus group discussion with parents / management committee/ community leaders / teachers regarding classroom instruction.</p>

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<p><b>Teaching and Learning</b></p> <p><b>standard 4: assessment</b></p> <p>Appropriate methods are used to evaluate and validate learning achievements.</p>	<p><i>Appropriate methods are used to evaluate:</i> Assessment tasks should be done continuously to evaluate students' learning and quality of instruction. Methods should be varied and appropriate to gauge whether or not all students have achieved the learning objectives. Assessment methods should consider</p> <ul style="list-style-type: none"> <li>• relevance – assessment tasks are relevant and connected to the learning objectives</li> <li>• consistency – assessment tasks are known and applied in a similar way to all students</li> <li>• opportunity – absent students are offered another assessment opportunity</li> <li>• timing – assessment occurs during and at the end of instruction</li> <li>• frequency – assessment is an ongoing process to check whether all students are learning</li> <li>• transparency – assessment results are shared with students and their parents</li> </ul> <p><i>validate learning achievements:</i> Community-based students' achievements should be formally recognized by the Ministry of Education for integration into the formal system.</p> <p>Assessment should be fair and reliable and conducted in a way that does not increase fear and trauma for students. There should be no harassment of learners or favoritism by the teacher.</p>	<p>Assessment tasks are regularly given to students to check their learning. The assessment tasks are related to the learning objectives. Assessment methods are fair for all students. CBE students' achievements should be recognized by MoE.</p>	<p>Review of assessment tasks</p> <p>Review of students' results</p> <p>Assessment records and reports</p> <p>Documented process for CBE students to be formally recognized by MoE</p> <p>Discussion with teacher / students / management committee / parents regarding assessment practices.</p>

## REFLECTING ON HOW WELL THE MINIMUM STANDARD HAS BEEN MET.

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### Suggested Groups

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- The School Management Committee in the village
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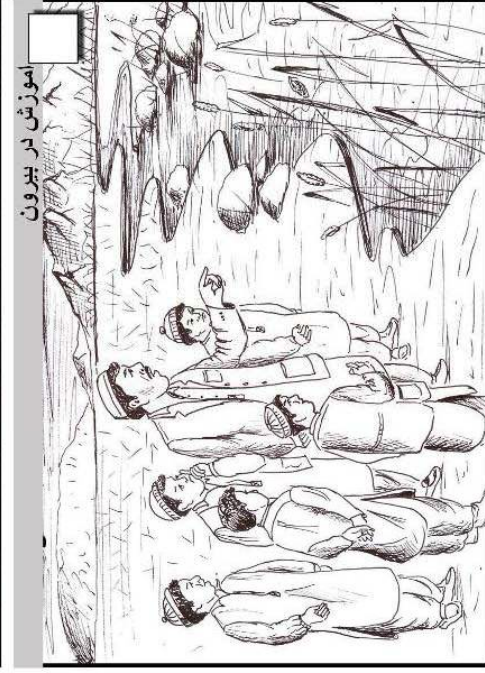
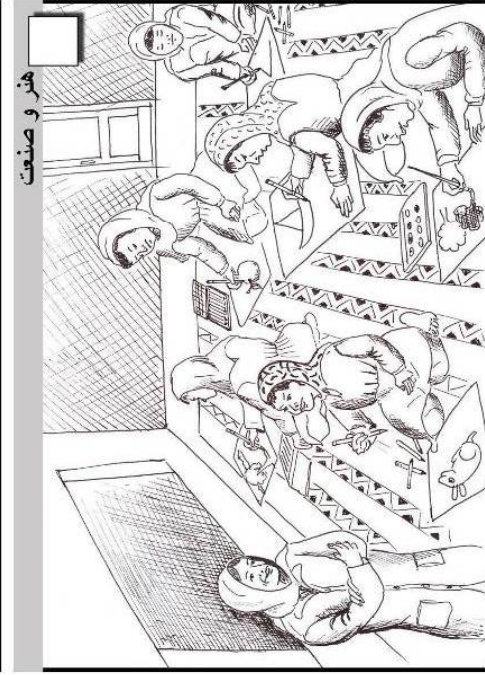
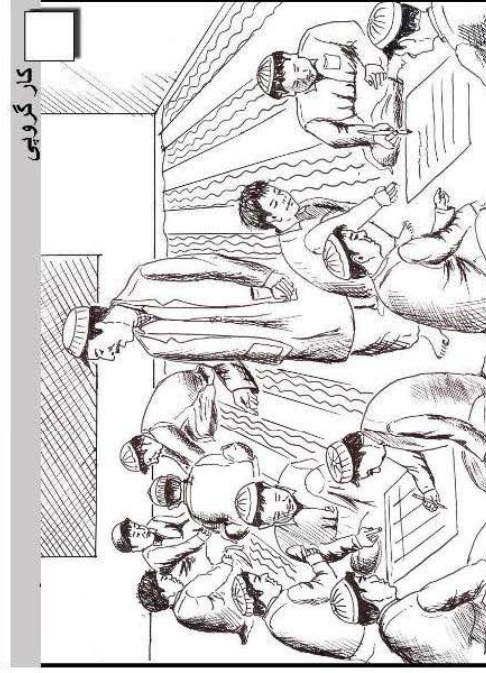
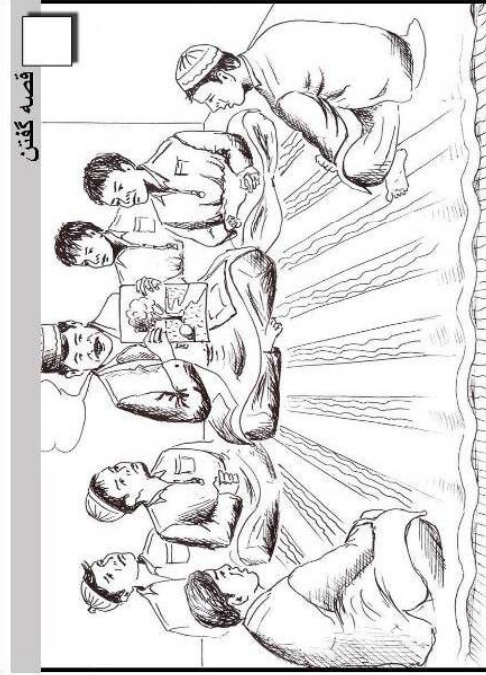
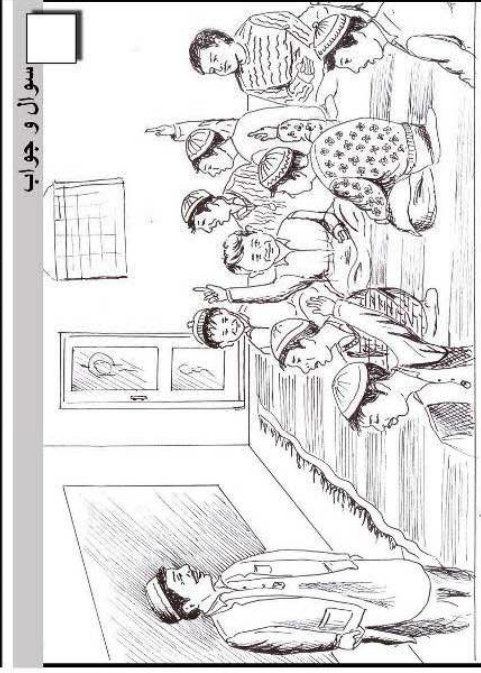
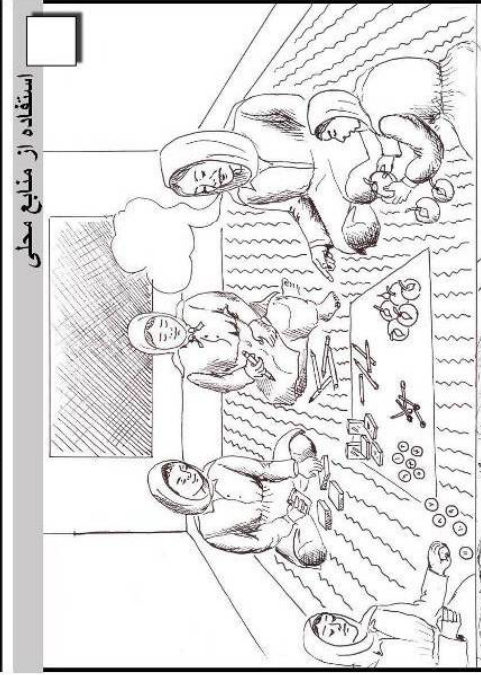
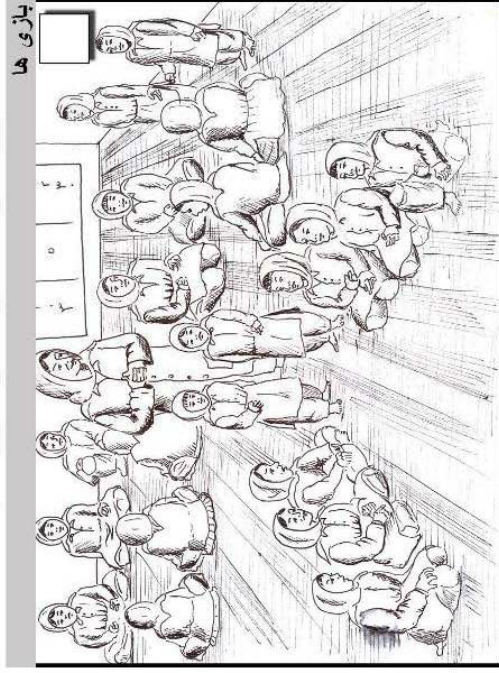
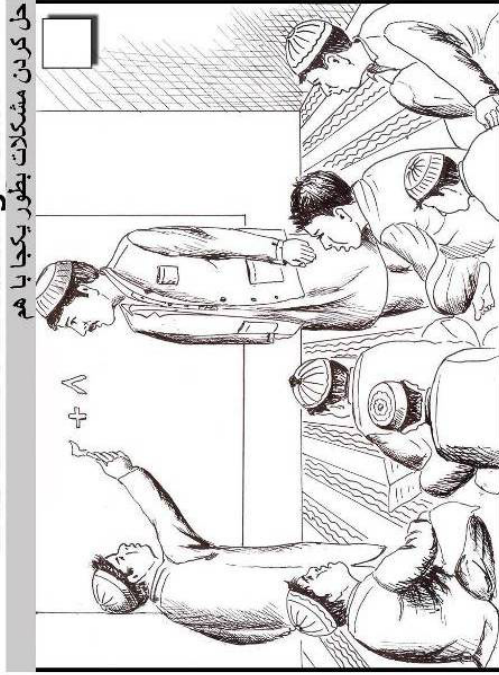
General Standards	What does this look like in practice	Sample Discussion Question	Evidence/ Purpose of Question
<b>Teaching and Learning</b>  <b>1. Curriculum</b>	CBE classes use grade-appropriate curriculum describing the learning objectives, content, methods, materials and assessment. The curriculum is culturally, socially and linguistically reflective of the community.	Are textbooks supplied at the beginning of each academic year? If not, what do you do? What other materials are used in class? What are some of the teaching methods used?	<b>OBSERVE:</b> Are there enough books for all of the students? MoE textbooks should be used and some complimentary materials may also be used. There should be enough books for the children, eg 1 book:3 chn. Methods should be varied and content relevant.
<b>Teaching and Learning</b>  <b>2. Training</b>	Teachers and SMC members receive at least 2 workshops per year with classroom follow-up. The training topics will improve their skills and enhance their knowledge so that they can do their job better.	How often do you attend trainings? Give an example of skills or knowledge from your most recent training that you can use in your classroom/ in your work on SMC? How often does organization's staff come to visit your school? How do they help you?	Training workshops should be at least 2 per year on topics that are useful and relevant to the teacher or SMC members. The follow-up visits from trainers are vital to enhance knowledge and support new skills - so there should be regular follow-up visits into the community.

General Standards	What does this look like in practice	Sample Discussion Question	Evidence/ Purpose of Question
<b>Teaching and Learning</b>  <b>3. Instruction</b>	Classroom instruction is focused on the needs of the students. Students are active participants in their own learning. Teachers encourage and include all children in the class.	CHECKLIST FOR CLASSROOM OBSERVATION (visual observations – see attached sample)	Observe the teacher over time (eg 3 hours) The students should be actively engaged in their learning. The teacher should use participatory methods that engage all children and not just some. There should be interaction between students and teachers. The methods should be varied to address needs of all learners
<b>Teaching and Learning</b>  <b>4. Assessment</b>	Assessment tasks are regularly given to students to check their learning. The assessment tasks are related to the learning objectives. Assessment methods are fair for all students. CBE students' achievements should be recognized by MoE.	How do you know that students are learning?  How does that information influence teaching instruction?  How do parents learn about their children's progress?	Mechanisms for measuring students' progress should be transparent and fair. Assessment should be done regularly. Documentation of tests should be recorded for each student. Feedback from observations and assessments should influence teaching planning and delivery of lessons. Information about students' progress should be shared with parents. Formal recognition of students' grade completion should be done with MoE.



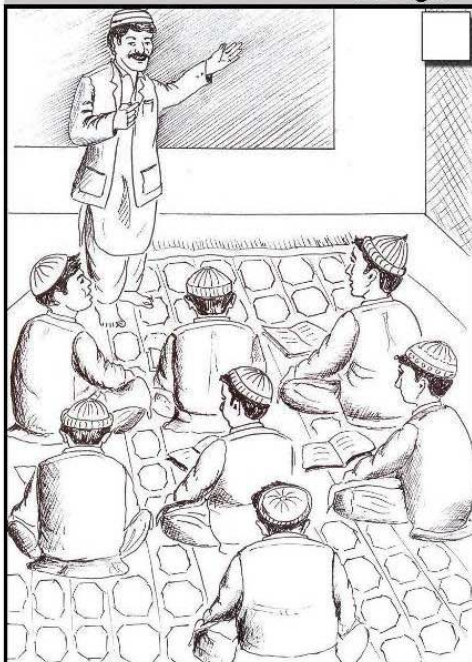
## SMC Class Monitoring Form

ورقه نظارت صنف توسط کمیته اداری مکتب





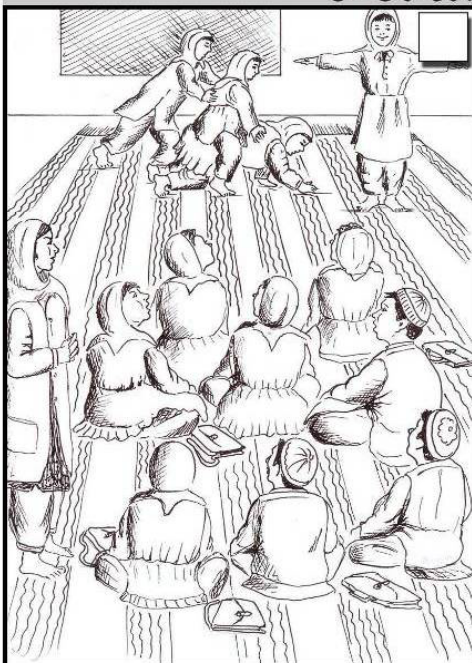
تشریح/تکرار



مهمانی که صحبت میکند



بازی کردن نقش



سرزنش فیزیکی



Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	What are some means of verification?
<p><b>Teachers and other personnel</b></p> <p><b>standard 1: recruitment and selection</b></p> <p>A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.</p>	<p><b>sufficient number:</b> one teacher for a maximum of 35 children in the classroom.</p> <p><b>appropriately qualified teachers:</b> At least grade 6 schooling ( plus initial / basic teacher training based upon training needs assessment of teachers) to teach grades 1 – 4. At least grade 9 schooling ( plus initial / basic teacher training based upon training needs assessment of teachers) to teach grades 5 – 6.</p> <p><b>appropriately qualified other education personnel:</b> refers to Head Masters / Community Education Committees / Village Education Committees / School Management Committees / School Advisory and Support Committee Members should be identified by the community according to members’ leadership roles. Committee should have representation that reflects the community.</p> <p><b>participatory and transparent process:</b> Selection of the teacher is made by the SMC (or similar) and parents in consultation with provider (NGO) using a selection criteria and the Ministry of Education where possible.</p> <p><b>selection criteria that reflect diversity and equity:</b> Criteria for a teacher includes: formal education level grade 6 or above to teach grades 1-4 and grade 9 to teach up to grade 6 (passing a screening test) / suitability for teaching girls / available to teach 2.5 hours per day / able to attend training workshops outside the community / able to teach children in their mother tongue / able to move around the community to visit children homes and attend meetings / willingness to teach all children / accepted by all of the community.</p> <p>Criteria for SMC members : commitment to improving education opportunities for boys and girls / willingness and time to be involved with education activities, advocates for education in their community, elected members of their community</p>	<p>The community can expect to select a teacher according to a criterion, through a transparent process. The teacher will have the potential to provide proper instruction to children. The SMC will have time and commitment to support the education activities.</p>	<p>Attendance register</p> <p>Teacher’s graduation documents or grade 6 or grade 9 equivalency test score</p> <p>Selection criteria available in local language.</p>

Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	What are some means of verification?
<p><b>Teachers and other personnel</b></p> <p><b>standard 2: conditions of work</b></p> <p><b>Teachers and other personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.</b></p>	<p><b>Teachers :</b> classroom teacher of primary grades</p> <p><b>other personnel:</b> refers to Head Teachers / members of Community Education Committees / Village Education Committees / School Management Committees / School Advisory and Support Committee</p> <p><b>conditions of work:</b> Teachers' conditions should include the following: <i>Job description :</i> duties will include</p> <ul style="list-style-type: none"> <li>• planning and delivering lessons to children using child-centered methodology and teaching / learning materials</li> <li>• evaluating children's progress to plan for quality instruction</li> <li>• communicating with parents, SMC and community regarding education</li> <li>• attending professional development training opportunities</li> </ul> <p><i>compensation :</i> clearly specified amount per month in cash or in kind</p> <p><i>attendance requirements :</i> teacher should teach for a minimum of 15 hours per week. (preferably 2.5 hours per day x 6 days)</p> <p><i>length of contract :</i> clearly specify the length of commitment expected from the teacher / clearly specify how the contract can be cancelled or re-negotiated.</p> <p><i>support :</i> clearly specify who will give what kind of support to the teacher</p> <p><i>supervision:</i> clearly specify who will be involved in supervision of the teacher</p> <p><i>dispute resolution mechanisms:</i> parties for resolving disputes should be specified at each level. (eg for disputes with parents, the teacher should go to the SMC to help resolve problem)</p> <p><b>code of conduct:</b> see attached</p> <p><b>appropriately compensated:</b> Compensation of the teacher's time and effort can be in cash or in-kind. The amount of compensation must be agreed upon by SMC and the teacher. The amount should be sufficient enough for the teacher to meet their basic needs and at a level that will ensure continuation of service. Compensation should be made regularly.</p>	<p>The teachers and the community will have a clear and shared understanding of what the teacher's roles and responsibilities include.</p> <p><i>(note: 'other personnel' also need clearly defined conditions of work – but the working group only focused on the teacher)</i></p>	<p>Code of conduct available.</p> <p>Document outlining conditions of work available.</p> <p>Teacher's classroom schedule available</p> <p>Compensation of teachers is recorded.</p>

## **COMMUNITY-BASED TEACHER'S CODE OF CONDUCT AFGHANISTAN**

### **At all times, the teacher should:**

- be Afghan and an honest person
- adopt and apply Afghan cultural values while promoting 'education for all'
- be fair in all dealings
- acts in a manner that maintains the honour and dignity of the teaching profession
- protects the confidentiality of anything said by a student in confidence - action should be taken if information is about the safety and protection of the student
- protects students from conditions which interfere with learning or are harmful to the students' health and safety
- does not take advantage of his or her position to profit in any way
- does not abuse any student or have any inappropriate relationship with a student
- does not discriminate against gender, ethnicity, religion, culture
- is a positive role model

### **In the classroom, the teacher:**

- promotes a positive, friendly and safe learning environment (free from corporal punishment)
- teaches in a manner that respects the dignity and rights of all students
- promotes students' self esteem, confidence and self-worth
- has high expectations of students and helps each student to reach his/her potential
- encourages students to develop as active, responsible and effective learners
- creates an atmosphere of trust
- promotes girls' attendance and participation

### **In their professional life, the teacher:**

- displays a basic competence in educational methodology and his/her subject
- shows an understanding in his / her teaching of how children learn
- is always on time for class and prepared to teach
- does not engage in activities that adversely affect the quality of his/her teaching
- takes advantage of all professional development opportunities and uses modern, child-centered teaching methods
- teaches principles of good citizenship, peace and social responsibility according to Afghan society
- honestly represents each student's performance and examination results

### **With respect to the community, the teacher:**

- encourages parents to support and participate in all their children's learning
- recognizes the importance of family and community involvement in school
- supports and promotes a positive image of the school to maintain a good reputation of the school
- promotes the value of 'education for all' in the community
- works closely with School Management Committee to improve education in the community.

(Source: this code of conduct was used by UNHCR Eritrea as a model, which has been adapted for Afghanistan community-based education teachers)

## Sample Job Description for a Community-based School Teacher

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( logo)

### **JOB DESCRIPTION FOR A COMMUNITY BASED TEACHER OF PRIMARY GRADE**

The DUTIES of the community based teacher include:

- plan and deliver lessons to children using child-centered methodology
- use appropriate teaching and learning materials
- evaluate children's progress regularly to plan for quality instruction
- provide instruction for at least 15 hours a week (2.5 hours x 6 days)
- communicate with parents, SMC and community regarding education
- attend professional development training opportunities
- keep records of school administration
- maintain a safe and child friendly classroom environment

The teacher will

- ◆ be monitored and supported by the School Management Committee
- ◆ receive training and support from (partner organization)
- ◆ be compensated by the community on a monthly basis
- ◆ have a minimum of six years of education or equivalent
- ◆ commit to teaching for at least one academic year
- ◆ follow the Code of Conduct

Signatures and dates of agreement:

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Partner org

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SMC rep

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teacher

Standard	What does this mean for CBE classes in Afghanistan? (definitions)	What does this look like in practice?	What are some means of verification?
<p><b>Teachers and other personnel</b></p> <p><b>Standard 3: support and supervision.</b></p> <p>Supervision and support mechanisms are established for teachers and other education personnel and are used on a regular basis.</p>	<p><b>Supervisions mechanisms:</b> The School Management Committee takes the main responsibility of supervision and monitoring of attendance, teacher performance and academic progress of the students. SMC is supported in their supervisory role by MoE and / or other organizations.</p> <p><b>support mechanisms:</b> The School Management Committee takes the main responsibility of supporting the teacher in community and school related issues.</p> <p>The MoE and / or other organizations provide professional and technical support to the teacher and to the SMC.</p> <p><b>other education personnel:</b> School Management Committee and Head Masters are supervised and supported by MoE and / or other organizations.</p> <p><b>regular basis:</b> Teachers receive a supervisory and support visit from SMC at least two times per month. SMC, Head Master and teachers receive a supervisory and professional support visit from MoE and / or other organization at least four times during the academic year.</p>	<p>The teacher can expect supervision and support visits from the School Management Committee twice a month and visits from MoE and /or other organizations four times a year.</p> <p>Support in community and school matters will be provided by the SMC whereas technical and professional support will be provided by MoE and / or other organizations.</p> <p>School Management Committee and Head Master can expect supervision and professional support visits from MoE and / or other organizations four times a year.</p>	<p>Records of SMC / teacher visits</p> <p>SMC have classroom administration records</p> <p>Record of MoE and / or other organizations visits to the school and SMC.</p>



## REFLECTING ON HOW WELL THE MINIMUM STANDARD HAS BEEN MET.

Focus Group Discussions are a useful way to extract information and feedback. By listening to what people say, you can get a sense of people's feelings and impressions. To help you reflect on your processes and practices regarding the minimum standards, you can hold Focus Group Discussions. Use the same guiding questions with different but connected groups of people. This way you can compare and collate people's impressions and response to the same questions so that you can reflect on your work.

### Suggested Groups

- ◆ Staff who interface with the community eg community mobilizers / community trainers
- The School Management Committee in the village
- Parents of the children who attend the school.
- Teachers of community-based classes
- Students of community based classes
- CDC and other stake holders

General Standards	What does this look like in practice	Sample Discussion Question	Evidence/ Purpose of Question
<b>Teachers and Other Personnel</b>  <b>1. Recruitment and Selection</b>	<p>The community can expect to select a teacher according to a criterion, through a transparent process. The teacher will have the potential to provide proper instruction to children. The SMC will have time and commitment to support the education activities.</p>	<p>How was the teacher selected?</p> <p>How many potential teachers were available?</p> <p>Who made the final decision?</p> <p>Why was that teacher chosen?</p> <p>How were parents involved in making the decision?</p>	<p>Selection of the teacher is done by the community. They can use a criterion to guide their selection.</p> <p>Criteria for a teacher includes: formal education level grade 6 or above to teach grades 1-4 and grade 9 to teach up to grade 6 (passing a screening test) / suitability for teaching girls / available to teach 2.5 hours per day / able to attend training workshops outside the community / able to teach children in their mother tongue / able to move around the community to visit children homes and attend meetings / willingness to teach all children / accepted by all of the community.</p> <p>Documents proving the teachers education level was cited. Some sort of community consensus or approval should have occurred in the selection of the teacher.</p>



General Standards	What does this look like in practice	Sample Discussion Question	Evidence/ Purpose of Question
<p><b>Teachers and Other Personnel</b></p> <p><b>2. Conditions of Work</b></p>	<p>The teachers and the community will have a clear and shared understanding of what the teacher's roles and responsibilities include.</p>	<p>What is the role of the teacher?</p> <p>Describe how the teacher is compensated.</p> <p>Is this level of compensation sufficient for the teacher's basic needs? Did the teacher agree to this amount?</p> <p>What is the frequency of compensation?</p> <p>What are the teaching hours?</p> <p>Who does the teacher go to if they have a problem?</p>	<p>Role of the teacher should include:</p> <ul style="list-style-type: none"> <li>• planning and delivering lessons to children using child-centered methodology and teaching / learning materials</li> <li>• evaluating children's progress to plan for quality instruction</li> <li>• communicating with parents, SMC and community regarding education</li> <li>• attending professional development training opportunities</li> </ul> <p>OBSERVE: the job description/ contract/ memorandum of understanding / code of conduct for the teacher</p> <p>All teachers should be compensated for their work. This can be in cash or in-kind but should be sufficient for their needs. The amount should be specified and agreed upon by the teacher.</p> <p>OBSERVE: receipts/ documentation for payment.</p> <p>If the teacher has a problem within the community, then the SMC should help. If it is a problem with instruction, then the trainer should help.</p>
<p><b>Teachers and Other Personnel</b></p> <p><b>3. Support and Supervision</b></p>	<p>The teacher can expect supervision and support visits from the School Management Committee twice a month and visits from MoE and /or other organizations four times a year.</p> <p>Support in community and school matters will be provided by the SMC whereas technical and professional support will be provided by MoE and / or other organizations.</p> <p>School Management Committee and Head Master can expect supervision and professional support visits from MoE and / or other organizations four times a year.</p>	<p>What are the roles and responsibilities of organization's project staff for the teacher and SMC?</p> <p>What are the roles and responsibilities of the SMC for the teacher?</p>	<p>Distribution of materials</p> <p>Training of teacher and SMC</p> <p>In-classroom support to teachers</p> <p>On-going assistance to SMC</p> <p>Coordination/ communication with Ministry of Education</p> <p>Should visit teacher and SMC at least four times a year.</p> <p>Problem-solving for teacher and community</p> <p>Compensation of teacher</p> <p>Communication with parents</p> <p>Encourage enrollment and attendance</p> <p>Checks attendance of teacher/ quality of instruction</p> <p>Awareness raising in community</p> <p>Should visit the class at least twice per month.</p>